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AIM/ARM, VT-ERIC MICROFICHE SET

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Volume 9, Number 2

1976

The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

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ABSTRACT: THIS ANNOTATED BIBLIOGRAPHY IS A COMPILATION OF REFERENCE MATERIALS FOR CAREER EDUCATION. THE BIBLIOGRAPHY LISTS RESOURCE MATERIALS IN CURRICULUM, PROGRAM GOALS, OCCUPATIONAL INFORMATION, INVENTORIES, RESEARCH REPORTS, MODELS, AND GUIDANCE RELATED MATERIALS. THE 321 REFERENCES ARE LISTED IN NUMERICAL ORDER, WITH BRIEF ANNOTATIONS. ADDRESSES FROM WHICH THE MATERIALS MAY BE OBTAINED ARE NOT UNIFORMLY INCLUDED. (NJ)

INSTITUTION NAME: CASHMERE SCHOOL DISTRICT, WASH.; PESHASTIN-DRYDEN SCHOOL DISTRICT, WASH.

VT 102611

ANNOTATED BIBLIOGRAPHY

OF

CAREER EDUCATION REFERENCE MATERIALS

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ANNOTATED BIBLIOGRAPHY OF CAREER EDUCATION REFERENCE MATERIALS

G-1 Goals and Performance Indicators; A Reference Guide, Michigan Career Development, State Dept. of Education. (2 copies)

This document suggests a model for Career Education in Michigan and outlines the content of Career Development. It is a part of the curriculum planning material and contains Instructional Goals and Performance Indicators K-12.

G-2 Career Development Model and Explanation; Models for Career Education in Iowa, State Dept. of Education. (2 copies)

Program and student objectives for the four phases of Career Education Awareness Phase, Accommodation Phase, Exploration Phase and Exploration and Preparation Phase.

G-3 Implementing Career Education Objectives in the Classroom, Awareness Phase; Models for Career Education in Iowa, State Dept. of Education. (2 copies)

Suggested procedures and activities for implementing the Awareness Phase objectives (as listed in G-2).

G-4 Implementing Career Education Objectives in the Classroom, Accommodation Phase; Models for Career Education In Iowa, State Dept. of Education. (2 copies)

Suggested procedures and activities for implementing the Accommodations Phase objectives (as listed in G-2).

G-5 Implementing Career Education in the School Curriculum; Models for Career Education in Iowa; State Dept. of Education. (2 copies)

Procedures for implementing Career Education into existing curriculum and writing instructional objective activities.

G-6 Curriculum Integrated K-12 Performance Objectives, Mt. Pleasant Public Schools, Mt. Pleasant, Michigan.

Performance objectives for each level of education correlated with the eight elements of Career Education and their accompanying Goal Statement - as suggested by U.S.O.E.

G-7 Career Development Guide, State Dept. of Education, Pennsylvania

A conceptual framework which provides goals for K-12. Not comprehensive in nature but gives some alternatives from which teachers can choose as they develop and implement Career Education programs.

G-8 Goals and Objectives; Infusion of Career Education Concepts into Current Curriculum, Southwestern Indiana's Careers Resource Project, Huntingburg, Indiana.

A series of behavorial objectives for five general areas; Self, society, technology, economics and occupations. Objectives broken down into four levels of development K-2, 3-5, 6-8 and 9-12.

G-9 Goals and Objectives - Stepping Stones to Career Education, Sand Springs Public Schools, Sand Springs, Oklahoma.

Contains program goals (by components K-6, 7-9, 10-11-12) and student objectives by grade levels.

G-10 Goals and Objectives - New Graduation Requirements, Eugene Public Schools, Eugene, Oregon.

Program Goals, Competencies and Performance Indicators for Career Development and graduation requirements.

G-11 Introduction to Course Goals for Educational Planning and Evaluation, Multnomah County Intermediate Education District, Portland, Oregon.

G-12 Program Goals and Subject Matter Taxonomies, Multnomah County Intermediate Education District, Portland, Oregon.

G-13 Course Goals in Biological and Physical Science, Multnomah County Intermediate Education District, Portland, Oregon.

G-14 Course Goals in Business Education, Multnomah County Intermediate Education District, Portland, Oregon.

G-15 Course Goals in Home Economics, Multnomah County Intermediate Education District, Portland, Oregon.

G-16 Course Goals in Health Education, Multnomah County Intermediate Education District, Portland, Oregon.

G-17 Course Goals in Industrial Education, Multnomah County Intermediate Education District, Portland, Oregon.

G-18 Course Goals in Mathematics, Multnomah County Intermediate Education District, Portland, Oregon.

G-19 Course Goals in Physical Education, Multnomah County Intermediate Education District, Portland, Oregon.

G-20 Course Goals in Social Science, Multnomah County Intermediate Education District, Portland, Oregon.

G-21 Industrial Arts Program Goals and Competencies, Oregon State Department of Education.

Contains program goals. Competencies and performance indicators for industrial arts.

G-22 Career Education Guide, SRA

Lists objectives and then provides correlated SRA materials to use in working with the objectives.

B-23 Comprehensive Career Assessment Scale, Learning Concepts, Austin, Texas.

An assessment scale to assess the teachers and students (3-12) familiarity with various types of occupations to facilitate curriculum planning, individual and group career counseling and career education program evaluation.

B-24 Career Maturity Inventory, McGraw-Hill, Inc.

A guide to assess attitudes and competencies important to realistic career decisions for students in grades 6-12. Consists of two types of measurement - Attitude Scale and Competence Test.

B-25 What I Like To Do Inventory, Grades 4-7, SRA

B-26 Kuder DD Occupational Interest Inventory, SRA

B-27 Kuder E. General Interest Inventory, SRA

B-28 Strong Vocational Interest Blank (SVIB), Minnesota Vocational Interest Inventory, (MVII), Mincomp Corporation.

0-29 Career Information in Counseling and Teaching, Lee E. Isaacson, Allyn & Bacon. 1973

This book offers assistance to those who are involved in the career planning and development process and emphasizes this as a team activity which involves the school counselor, classroom teacher, librarian and other staff members.

0-30 Career Guidance: Who Needs It, Who Provides It, Who Can Improve It, Eli Ginzberg, McGraw Hill, 1971

The book assesses the education and training that guidance specialists receive and sets forth recommendations to the guidance profession so that it will be better equipped to meet the needs of people.

0-31 Career Guidance, Helling and Ruff, Center for Occupational Education, North Carolina State University at Raleigh. 1973

This mimograph attempts to define career guidance and to show the relationship of career guidance to career development and to the overall concept of career education.

0-32 Placement and Follow-Up in Career Education, Buckingham and Lee, Center for Occupational Education, North Carolina State U at Raleigh, 1973

A suggested model for developing placement and follow-up systems at the school district and state levels.

0-33 Post secondary Career Education, Childers and Nichols, Center for Occupational Education, North Carolina State University at Raleigh, 1973

Examines postsecondary educations in regard to career modification, career enjoyment and preparation for career termination.

0-34 Thrust for education leadership; An Articulated Career Education Project, Association of California School Administrators, January, 1973 (2 copies)

This issue, containing eight articles, cites spiral career education models, elementary through community college and represents adoptations for articulating any learning progression.

0-35 Career Education Workshops, Suggested Guidelines, RCU, CCOE, 1975

A document designed to develop, continiuty in the career education movement in Washington. Proposes suggested content, methods, and techniques for in service worksops for teachers.

0-36 Career Education: Strategies for Teacher Education, RCU, CCOE, 1973

Strategy teams from each four year institution developed an institutional strategy plan for infusing career education concepts in the teacher preparation programs at their home institutions. This document presents these strategy plans.

0-37 Career Education Program, Program Plan for Fiscal Year 1975, NIE Department of Health, Welfare, Education.

Lists background of NIE's role in Career Education, Goals of the program; strategies for reaching goals and abstracts of projects funded in 1974.

0-38 Career Education, A Handbook of Funding Resources, Charles Ryan, Houghton Mifflin Company, 1974

A revision and updating of state department funding offices. Provides direction for those desiring extramural funding.

0-39 The National Institute of Education, A Brief outline of its Histroy, Status, and Tentative Plans, U.S. Dept. of HEW, 1973

0-40 What About Vocational Education, Part 2, a guideline for Career Awareness, Washington State Coordinating Counceil for Occupational Education, 1971

0-41 Career Education U.S. Dept. of Health, Education and Welfare, 1972

This is the first document published by U.S.O.E. defining career education outlines the original concept as envisioned by Dr. Ted Marland.

0-42 Journal of Career Education; A focus on Teacher Preparation for Career Education, Fall, 1974, University of Missouri-Columbia

A series of articles, written by individuals well qualified, present approaches and methods for pre-service preparation and the in-service development of teachers for career education.

0-43 A National Policy on Career Education, 8th Report, The National Advisory Council on Vocational Education, Sept., 1974

This report delineates the distinctions between career education and vocational education, and recommends changes in Federal policy.

0-44 Essays on Career Education, McClure and Buan, Editors, Northwest Regional Educational Lab, Portland, Sept., 1974

0-45 Journal of Research and Development in Education; Career Education, Volume 7, Spring, 1974, Athens, Georgia

This issue is devoted to an overview of career education and an examination of some of its component parts.

0-46 Forward Plan for Career Education Research and Development, NIE, Dept. of HEW, April, 1973

This plan suggests strategy for national leadership and support for Career Education and provides a conceptual framework for research and development.

0-47 Career Education, Promising Practices in Small Schools, Northwest Regional Education Laboratory, Portland, Oregon, 1973

Some ideas that worked in Career Education in small school districts categorized into: Deversified Occupations, Hand-On/In-School, Career Exploration and Awareness and Cooperative Mobile Units.

0-48 Career Education, A Model for Oklahoma, State Dept. of Education, Sand Springs Public Schools, Oklahoma, 1974

The ideas outlined have proven successful for the Sand Springs School District.

0-49 State Child Labor Standards. U.S. Dept. of Labor, Bulletin 158, Revised 1965

0-50 Elementary School Industrial Arts, Gerbracht and Babcock, Bruce Publising Co., New York, 1969

This book explains the role of industrial arts in elementary education and suggests how to proceed.

0-51 K-12 Guide for Integrating Career Development into Local Curriculum, Harry N. Drier, Jr. and Associates, Charles A. Jones Publishing Co., Worthington, Ohio, 1972

Developed to serve as a tool to assist local schools in Wisconsin to achieve the prime goal of systemizing the career development experiences of all students.

0-52 Manpower and Economic Education, Opportunities in American Economic Life, Darcy and powell, Joint Council on Economic Education, New York.

An Economic education course developed to provide the schools with a means for improving the preparation of young people for effective participation in the changing economy.

0-53 Focus on Self Development, A Counselor's Handbook, JoAnn Anderson, SRA, 1970

Relates activities counselors can utilize in using the Focus Kits in working with students.

0-54 Youth, Transition to Adulthood, Report of the Panel on Youth of the president's Science Advisory Committee, June, 1973

0-55 Yellow Pages of Learning Resources, National Association of Elementary Principals, Arlington, Virginia, 1972

This book is concerned with the potential of the city/community as a place for learning. Will assist teachers in taking advantage of the available learning opportunties found in the community.

0-56 18 Almanac, A Handbook for Leaving High School, Approach 13-30 Corp., 1974

0-57 Occupational Outlook Handbook, 1974-75 Edition, U.S. Dept. of Labor Bureau of Labor Statistics, Bulletin 1785

Contains information both on employment trends and outlook, and on the many related topics in occupational reports.

0-58 Succeeding in the World of Work, Kimbrell and Vineyard, McKnight, McKnight 1970

A complete text will provide help for the young worker to succeed in the world of work.

0-59 Career Choices in Occupational Education, CCOE, 1975

List job training opportunities in public and private schools, institutions and colleges in Washington.

0-60 A Guide to Apprenticeship Opportunities in State of Washington, CCOE 1973

Purpose of this booklet is to provide educators, counselors, employment advisors and similar personnel with a handy reference to apprenticeable trades. Includes specific information on 38 apprenticeships and general information on 80 other trades.

0-61 Job Finding Kit, Arnold A. Hirsekorn, Employment Security Dept. CCOE

Kit designed to help student find and hold the right job.

0-62 Career Choice and Career Preparation, Schill and Nichols, Interstate Printers and Publishers, Inc., Illinois, 1970

Designed to provide answers to students about occupations and educational programs. Students answer questions and their answers lead them to pages which are related to their personal preference.

0-63 Career Training Opportunities in the State of Washington, Washington State Coordinating Council for Occupational Education, 1974

0-64 Career Guidebook, Central Washington State College, 1974

A guide to career information, programs and student services at Central Washington State College.

0-65 Finding Your First Job, Leader's Guide, Carl McDaniels, Houghton Mifflin Co., 1975

Deals with all aspects of job hunting, i.e. useful information, and activities to develop job hunting skills.

0-66 Finding Your First Job, Student Manual, Carl McDaniels, Houghton Mifflin Co., 1975

A student workbook to help develop skill for job hunting.

0-67 Vocational Education and Occupations, U.S. Dept of Labor Manpower Administrators, U.S. Office HEW

Provides a means for evaluating, comparing and improving occupational education.

068 Cooperative Education Coordinators Handbook, Office of the Superintendent of Public Instruction, Helena, Montana, 1972

Designed to assist coordinators, administrators and teachers with cooperative vocational education programs.

0-69 Stating Behavioral Objectives for Classroom Instruction, Norman E. Gronlund, Macmillan Company, 1971

Intended as a practical guide on preparing instructional and behavioral objectives for teaching and testing.

0-70 Cooperative Vocational Education Guidelines, Alaska Dept. of Education, 1974

Guidelines for development, monitoring, and evaluation of Cooperative Education in Alaska.

0-71 Handbook for Curriculum Change/Guidelines, Stowell Symmes, Joint Council Economic Education, 1969.

A step-by-step process of curriculum change. This handbook provides those with leadership roles in local school systems with functional resources that will help make curriculum change a more orderly process.

0-72 A Guide for the Development and Installation of Occupational Training Programs and Services for Disadvantaged and Handicapped Persons, Alan J. Anderson, State of Montana, Office of the Superintendent of Public Instruction, 1971

0-73 Career Awareness Project, Business and Professional Womens Foundation, Washington, D.C., 1973

A looseleaf kit of suggested activities and materials for a counseling program for high school girls through use of community resources.

0-74 Creative Activities to Stimulate Children, Hopkins and Shapiro, Scholastic Book Service, 1971

Suggested enrichment ideas to motivate students in the classroom, in the school and in the community.

0-75 Curriculum Catalog, Vocational Curriculum Management Center, CCOE, 1974

A catologue of career education and vocational curriculum materials developed by people in the Northwestern states; Alaska, Idaho, Montana, Oregon, Wyoming and Washington.

0-76 As Others See Us, Christian Science Monitor, 1974

A series of articles about the Russian and American people, and their way of life as seen by Russian and American Correspondents.

0-77 Getting the Most Out of Our Schools, Kenneth Gehret, The Christian Science Monitor, 1973

Reports of how some cities have found ways to hold down costs while increasing service to the community by using school space.

0-78 Values Clarification, Simon, et.al, Hart Publishing Co., 1972

This manual provides teachers with specific practical stratigies to help students build valuing processes into their lives.

0-79 The Economics of Youth Unemployment in the United States, Joint Council on Economic Education, 1973

This booklet sets forth the existing unemployment problems and employment patterns, and the impact of these situations on young people in America today.

0-80 The Economics of Productivity, Joint Council on Economic Education, 1973

Suggestions for teaching about the economics of productivity including simulation games, data analysis, and value clarification experiences.

0-81 Teaching Open Education, David E. Newton, J. Weston Walch, Pub. 1974

Definition, characteristics, implementation and assessment of open education.

0-82 Things You've Always Wanted to Know About Education, David E. Newton, J. Weston Walch, Pub. 1973

Definitions and important concepts in education are discussed.

0-83 Profiles of Innovative Projects in Washington, Title III, ESEA, State Dept. of Education, Olympia, 1974

0-84 ERIC Career Education for The Handicapped, Research Coordinating Unit for Vocational Education, CCOE, Washington

List of are documents available from the ERIC collection pertaining to Career Education for the handicapped.

0-85 Key Word Index to Publications Concerned with Vocational Education, that are available through the Research Coordinating Unit for Vocational Education, CCOE, Olympia

0-86 Educators Guide to Free Guidance Materials, Educators Progress Service, 1971

0-87 Bread and Butterflies, A Curriculum Guide in Career Development for Teachers, Agency for Instructional TV, 1974

0-88 Career Education Resource Guide, General Learning Corporation, 1972

Specific classroom practices, written by classroom teachers for classroom teaching which will allow the author to become an active participant in Career Education.

0-89 "I'm Glad That I Am Me", Activity book for Self Awareness, Title I, ESEA, 1974

Contains activities to help primary students develop the feelings and skills today that will help them successfully resolve problems they must face tomorrow.

0-90 Create Tomorrow Today, Energy Awareness Program, State of Washington, Dept. of Education.

Contains guidelines and instructional tools to help prepare students for decisions they must make about their use of energy resources.

0-91 Pollution: A Handbook for Teachers, Dorothy Needham, Scholastic Book Services, 1970

0-92 A Guideline for Career Awareness Programs for the Elementary School, State Superintendent of Public Instruction and Coordinating Council for Occupational Education

0-93 Education Amendments of 1974, Career Education, Public Law 93-380, August 21, 1974

0-94 State Plan for Career Education, State of Texas, 1973

0-95 Arizona State Plan for Career Education, 1975-76

0-96 ERIC Reports, U.S. Dept. of HEW, & NIE, Educational Resources Information Center, Washington, D.C. Part I

Contains Instructional materials for Career Education - The report describes objectives, scope, methodology, problems, results and recommendations of the projects.

0-97 ERIC Reports, U.S. Dept. of HEW and NIE, Educational Resources Information Center, Washington, D.C. Part II

0-98 Handbook for the Evaluation of Career Education Programs, Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, D.C.

0-99 Straight Answers on Career Education, Kenneth Hoyt, Today's Education, NEA, Jan. Feb. 1975 - Magazine Article.

0-100 Career Education: Can It Help Your Child Cope?, Gerald M. Knox, Better Homes and Gardens, October, 1974 - Magazine article.

R-101 Career Fairs and Career Days (file folder)
1. Newspaper from D.E.C.E. Project, Chandler, Arizona

Folder contains information and articles on career fairs and career days.

R-102 Career Cluster Concept:

Folder contains variety of material regarding the career cluster concept.

R-103 Creative Involvement and Resource Centers:

Folder contains lists of suggested materials and arrangement charts for resource centers.

R-104 Designs For Instructional Packets (LAPS)

Folder contains designs and formats for constructing LAPS.

R-105 Field Trip Ideas and REsource Lists (See R-109)

Folder contains a variety of guidelines and criteria for development of field trips.

R-106 Letters to Parents

Folder contains sample letters to parents

R-107 Occupations as Related to Disciplines or Subject Areas

Folder contains samples of occupations as they relate or apply to discipline areas.

R-108 Report or Request Forms Related to Career Education

Folder contains a variety of forms utilized by teachers.

R-109 Resource Speakers Lists and Guidelines for Speakers (See R-105)

Folder contains suggestions for guidelines, format, and outline for resource speaker.

R-110 Evaluation and Student Interest Examples

Folder contains samples of student evaluation instruments.

0-111 Review and Analysis of Sources of Occupational Information For Career Education, Kenneth D. Hills, Director of Counseling, Lane Community College, Eugene, Oregon, 1973.

Purpose of publication is to assist classroom teachers in identifying and assessing the various kinds and sources of occupational information.

0-112 Conducting Evaluation Within A State: Information for State Leaders, William W. Stevenson and William Gary Ward, Oklahoma State Department of Vocational and Technical Education, 1973.

0-113 Career Education: Information Resources, Jake Huber, Research Coordinating Unit, Reno, Nevada, 1973.

Purpose of booklet is to provide educators some of the many information resources which provide the necessary information related to the educator's specific needs.

0-114 Career Education: Guidance in the Elementary School, George E. Hill, Ohio University, Athens, Ohio, 1973.

This paper supports and pleas for increased emphasis of guidance in elementary school career education.

0-115 Career Education: Involving the Community and its Resources, Samuel M. Burt, National Advisory Council for Vocational Education, 1973.

An exposition of those activities in which school administrators and teachers must engage if they are to bring the schools into the community and the community into the schools.

0-116 Career Education: Teachers' Responsibilities, L. Sunny Hansen, University of Minnesota, Minneapolis, Minnesota, 1973.

Teacher responsibilities in career education have been delineated from an examination of past and present teacher's roles as well as selected programs which directly and indirectly define the teacher's responsibilities.

0-117 Career Education, In-Service Teacher Education, Peter G. Haines, Business and Distributive Education, Michigan State University, 1973.

This publication presents a planning format for use in determining the strategy of in-service effort, the structure of the program to be presented and the instructional system which supports the effort.

0-118 Career Education: The Leisure Occupations Cluster, Peter J. Verhoven and Dennis A. Vinton, College of Education, University of Kentucky, 1973.

The publication contains information designed to acquaint students with the opportunities and requirements of the leisure occupations cluster.

0-119 Career Education: Communicating the Concept, Scott M. Cutlip, School of Journalism and Mass Communication, University of Wisconsin, Madison, 1973.

This paper calls for a district-wide decentralized community relations and communications program to provide the public with more accurate information on schools in general and on career education in particular.

0-120 Career Education: The Marine Science Occupations Cluster, Maxwell Farming, Industrial Teacher Education, U. of Wisconsin, Menominee, Wis. 1973.

This paper discusses career opportunities in eight broad groups of marine science occupations.

0-121 Career Education: Curriculum Materials for the Disadvantaged, David Maxwell, et.al. ERIC Clearinghouse on Vocational and Technical Education, 1973.

This paper discusses the characteristics and curriculum needs of disadvantaged students and examines curriculum materials for three levels; Career Awareness, Career Exploration and Career Preparation.

0-122 Career Education: Disadvantaged Students, George E. Leonard and Wendell G. Rayburn, University of Detroit, 1973.

This article presents a rationale for the initiation of the career education movement in discussing the increasing emergency within the last few years of technological advances in America.

0-123 Career Education: The Role of Adult Education, Allen B. Moore, The Center for Vocational and Technical Education, Ohio State Univ., Columbus, Ohio, 1973.

This paper is organized to provide the reader with basic information about adult education and the emerging concept of career education.

0-124 Application of Vocational Development Theory to Career Education, Marla Peterson, Eastern Illinois University, Charleston, Illinois, 1973.

This paper is to discuss how vocational development theory can be applied to career education programs, and presents one model as an example of how vocational development theory is applied to career education programs.

0-125 Career Education: The Role of Vocational Education, Jerry C. Olson, Pittsburgh Public Schools, Pittsburgh, Pennsylvania, 1973.

This paper identified selected principles on which the majority of educators agree concerning the role of career education and proposes some general roles for vocational education.

0-126 Experienced Based Career Education: A Design for Career Education Curriculum Service Center, NASSP, February, 1975. An overview of the $(CE)_2$project in Tigard, Oregon, funded by NIE.

0-127 Performance Criteria: Career Education, Michigan State Dept. of Education, 1974.

Lists performance criteria for elementary, middle and secondary teachers, counselors and administrators. Includes categories for classifying career education competencies.

0-128 Communication Skills for Career Education, Junior High/Middle Schools, Coordinating Council for Occupational Education, Superintendent of Public Instruction, 1974.

This document was developed by language arts and vocational teachers from several districts to meet the need of a guide in vocational communications which reflects the present emphasis in meaningful student involvement in learning tasks.

0-129 Career Cluster Concepts, Nevin R. Frantz, Jr., University of Georgia, Athens, Georgia, 1973.

The purpose of this publication is to provide local school administrators with information about studies in the area of career clusters as well as suggested strategies on implementing a career cluster concept appraoch in their respective schools.

0-130 Career Education: Leadership Roles, Lowell A. Burkett, American Vocational Association, 1973.

This paper devotes itself to a discussion of the position which leadership must take for a full expression of the possibilities in the career education concept.

0-131 Career Education: Agribusiness and Natural Resources Occupational Cluster, Jasper S. Lee, Professor of Agricultural Education, Mississippi State University, 1973.

This booklet provides teachers, counselors and administrators a brief description of the agribusiness and natural resources occupations cluster.

0-132 "Attitude", Sample Measuring Instrument, Fritz Friedl, North Little Rock, Arkansas, 1975.

0-133 The Community and Creative Arts, Croft NEI Publications, 1975.

Details of several programs that have used the Artist in the Classroom approach with emphasis on the Eugene O-Neill Theater Center.

0-134 The Community and Career Education, Croft NEI Publications, 1975.

The special problems of Work-study programs are identified, and forms that can adapted to individual districts are included.

O-135 The Community and Enrichment - The Need for Cooperation, Croft NEI Publications, 1975.

Many examples of how communities can be used as an extension of the classroom in a way to enrich the educational experience of pupils at all levels and in all areas of study.

O-136 The Proposed Washington State Plan for Career Education, Superintendent of Public Instruction, April, 1975.

G-137 A Systematic Approach to Guidance, Determining Program Goals and Objectives, A Competency-Based Staff Development Training Package, Mesa Public Schools, Arizona, 1975.

G-138 Developmental Program Goals, A Comprehensive Career Education Model, Center for Vocational and Technical Education, Ohio State University August, 1972.

Goal identification parallels the CCEM Program Goals utilized for curriculum development in the Cashmere, Peshastin-Dryden Projects.

O-139 An Introduction to Career Education, A Policy Paper of the U.S. Office of Education, Kenneth B. Hoyt, Director, U.S. Government Printing Office, Washington, DC, 1975.

This booklet represents the U.S. Office of Education's first comprehensive conceptual statement on career education.

O-140 Career Education: How to Do It, Compiled by the Office of Career Education, U.S. Office of Education, October, 1974.

Selections of Creative Approaches by Local Practioners that provide persons charged with making career education work, at the local school level, with ideas that could be helpful to them.

O-141 Values and Teaching, Louis E. Raths, Merrill Harmin and Sidney B. Simon, Charles E. Merrill Publishers, 1966.

A value theory that can guide a teacher with specific instructional strategies which will implement the theory to help students to develop skill in valuing and questing.

O-142 Selected Occupations by Clusters for Use in Elementary Schools, Models For Career Education In Iowa, State Department of Education, 1974.

Information provided lists occupations typically identified as being a part of the 15 U.S. Occupational Clusters and categorized as to self, family or self, family or community and unknowns.

O-143 Information Centers in Career Education, Models for Career Education in Iowa, State Deprtment of Education, 1973.

This publication suggests solutions to how materials are identified and obtained, how materials can best be displayed for maximum usage and what is the involvement of staff and students.

0-144 Career Education: The State of the Scene, Office of Career Education, U.S. Office of Education, November, 1974.

A resource guide representing many career education efforts around the nation. Includes locator information of the activities described.

0-145 Cooperative Work Experience Handbook, Canby Union High School; Canby, Oregon. 1974

Describes specifically the cooperative work experience program at Canby Union High School.

0-146 A Study of Elementary and Secondary Career Education in Lincoln County, LeVene A. Olson, Dept. of Occupational and Adult Education, Marshall University, Huntington, West Virginia, January, 1974.

Presents the evaluative results of the Lincoln County Exemplary Project in Career Education. Contains excellent examples of surveys, etc.

0-147 The New Information Please Almanac, Atlas and Yearbook, Dan Golepaul, Editor, 1974.

0-148 Inside Out, A Guide for Teachers, National Instructional TV Center, 1973. Guide for TV programs that promote communication skills, involvement of the learner and interacting with others related to mental health.

0-149 Career Education, Vocational Educatin and Occupational Education: An Approach to Defining Differences, Dr. Kenneth Hoyt, Distinguished Lecture Series No. 2, 1974.

M-150 A Continuum Model for Career Education K-14, Davis County School District, Farmington, Utah. Report for the first year of operation.

0-151 National Advisory Council for Career Education.

List of the membership of the Council, as established in March of 1975.

0-152 Developing Guidance, Counseling and Placement Programs; Groups and group Leadership Skills, American Institutes for Research, McBain and Helliwell, Mesa, Arizona, January, 1975.

0-153 Career Education: The USOE Perspective, Terrel H. Bell and Kenneth B. Hoyt, Occasional Paper No. 4.

Contains two key documents on Career Education: Career Education in 1974: A View from the Commissioner's Desk, and An Introduction to Career Education: A USOE Policy Paper.

0-154 Career Education: In-Service Education Program, Sarasota County Public Schools, April 2, 1975.

0-155 Curriculum Revision Techniques, Lafayette Parish, Louisiana, February, 1975.

0-156 Career Education: An Opportunity For Reassessing and Redesigning Local Curricula, American Institutes for Research, Palo Alto, California, March, 1974. AIR Technical Report.

0-157 Career Education, A Proposal for Reform, Sidney P. Marland, Jr., McGraw Hill, 1974. Discusses ways career education seeks to make schooling more relevant for students; describes it current impact on schools and businesses, and explores its potential for revitalizing our learning curriculum.

O 158 Involving the Community in Career Education, Isenberg and Smith, Center for Occupational Education, North Carolina State University at Raleigh, 1973.

This pamphlet describes and identifies various types of community resources and briefly describes how they might be used in the instructional program of the schools.

M 159 Career Education, A Maturing Concept, Second Interim Report of the K-12 Project in Career Development, Watertown, South Dakota, 1972.

An exemplary project in Vocational Education Conducted Under Part D.

M 160 Highline's Career Alternatives Model, Proposal for Exemplary Project in Vocational Education, Highline School District, Washington, 1973.

This project is directed toward the implementation of a career education program that will fulfill a recently established district commitment to provide all students an opportunity to consider career alternatives.

O 161 Information About EPDA, Part F, National Projects for 1974-75, School of Education, North Carolina State University at Raleigh, 1975.

Brochure contains information about all Part F, EPDA Projects listed by regions. Information includes a brief summary, who is involved, and person to contact for more information.

M 162 Project VAULT, Northwest Tri-County Intermediate Unit, Meadville, Pennsylvania, 1974.

The major purpose of Project VAULT is to unify and individualize vocational and academic education through the use of a computer-retrieval system. Funded through RCU, Bureau of the Vocational-Technical and Continuing Education of the Pennsylvania State Department of Education. -(Vocational Academic Unit Learning through Technology)

O 163 Annual Report to Members, Northwest Regional Educational Laboratory, Portland, Oregon, 1975. Summaries of the projects and programs administered through the Lab.

O 164 Career Education Handtool Activities, Seattle School District, 1974.

Suggestions on planning, managing and evaluating activities related to the use of handtools.

M 165 Careers into Curriculum; Nova Schools, Ft. Lauderdale, Florida, 1973.

A model program on how to implement career education into the current curriculum. Divided into two section; section I provides input concerning new concepts of career education and section II contains carefully sequenced work sheets which allow the participant, proceeding individually, to build in microcosm, his own career unit.

O 166 Introduction to Career Education, Croft NEI Publications, 1974.

In this folio, some of the major trends in career education are discussed; the federal govennment's role is explored; and in-depth reports are given on three different approaches to career education. . .

O 167 Career Education as an Alternative, Croft NEI Publications, 1974.

An overview of the Community Experience for Career Education at Tigard, Oregon. One of the four projects in Experience-Based Career Education sponsored by the National Institute of Education and conducted by the Northwest REgional Educational Lab.

G 168 Relevance and Reality in Mesa, Croft NEI Publications, 1974.

An overview of the Mesa, Arizona Career Education Project. Includes goals as developed for the eight elements of career education, and the form that was sent to all teachers, administrators, parents and pupils for their reactions and comments pertaining to the goals.

O 169 A Career Orientation Program, Croft NEI Publications, 1974.

An overview of an innovative "prevocational education" program for students in the seventh and eighth grades designed to introduce students in Waterbury, Connecticut to the many opportunities in the world of work. 1971-72 school year.

N 170 Career Education K-14 - The CERES Plan, Ceres Unified School District, California, Ray Faunia, 1974.

An overview of the Ceres School District Career Education Model.

O 171 The Community is the Teacher, EBCE. Program in Tigard Oregon, NIE, 1975.

An NIE publication about the EBCE Program sponsored by the NIE and located in Tigard, Oregon, Oakland, California, Philadelphia, Penn. and Charleston, West Virginia.

O 172 Job Placement Program, Mr. Ararat School District, Topsham, Maine, 1975.

A file for students containing information regarding job placement.

M 173 Building Blocks to Careers, Raleigh County Research and Development Project in Career Education, Raleigh County Schools, Beckley, West Virginia, -19-

A model project that began as a Part C and developed a comprehensive career education program that was expanded to include all schools in the county.

O 174 The Child, His Teachers and His World, and address at the WSPGA Convention October 11, 1974, Seattle, Washington.

O 175 Case Studies in Practical Career Guidance, Number 11, Lenawee Vocational-Technical Center and Placement Program, Adrian, Michigan, June 1973, American Institute for Research.

One in a series of 13 case studies that examine the practical career guidance, counseling, and placement which is provided in non-college-bound secondary level students.

O 176 Mt. Ararat, Job Placement Service, Mt. Ararat Guidance Department, Topsham, Maine, 1974.

A procedural Guide to SEcondary Job Placement in the STate of Main.

B 177 Career Development Service, Palmer Publications, Inc. Easton, Pen., 1974.

Careers Exploration System, a Self administering, Self Scoring, Self Teaching experience in Defining and Clarifying Career Goals for Middle School and Junior High Schools.

G 178 Career Education Matrix of Instructional Goals and Objectives, Ceres Unified School District, 1974.

Instructional Goals and Student Objectives, K-12 and for continuing education, based on ten elements of Career Education.

G 179 Course Goals in Language Arts, Multnomah County Intermedicat Education District, Portland, Oregon.

G 180 Menominee Area Career Education Project, Career Education Catalogue, Menominee, Michigan, 1975.

A handbook designed to help incorporate Career Education in the classroom. Help with goals and objectives, sample units, and miscellaneous information,

O 181 Abstracts of Completed 1972-73 Research - Exemplary Projects, conducted in the State of Oregon.

O 182 Career Education for Educational Renewal, Career Orientation and Activity Based Career Education, Fritz Friedl, Pulaski County Special School District, North Little Rock, Arkansas. 1974.

Philosophy for Career Education in the educational system.

O 183 Summary of Applied Research and Exemplary Projects in Vocational Education 1973-74, conducted in the State of Oregon.

O 184 The Local Labor Market, Highline Public Schools, Seattle, Washington, 1974.

Pamphlet contains figures and charts that present a broad picture of the local labor market for the Seattle, Everett Area as prepared by the Employment Security Department.

B 185 Teacher Instructions for Administering the Preference Test for Levels of Career Training, Julie Keathley and Mary Roe, 1974.

Test designed to measure the goals and aspirations of children toward different types of occupations. Primary level.

B 186 Occupational Interest Test, Peggy Dowdy and Rose Jones, Carlisle, Arkansas, 1974.

Test designed to measure the occupation interests of students K-4.

M 187 An Overview of Project People of Peoria: Career Education Program for Children in Grades K-8, Chester W. Dugger, Peoria School District # 150 # 150, Peoria, Illinois, 1973.

M 188 The Northeastern Colorado BOCES Career Education Project, Al Renzelman, Haxtun, Colorado, 1974.

Contains helpful ideas for the instructors in the project schools.

G 189 Program Goals developed by School District # 2 Richland County, Columbia, South Carolina, 1974.

B 190 Primary and Intermediate Career Objectives Test, Ceres Project, Ceres, California, REvised, 1974.

TEst designed to evaluate the elements of career education objectives written for students.

G 191 Goals and Objectives forBowling Green City Schools, Kentucky, 1974.

Lists Systemwide Long Range Goals, Short Range Goals and Goals developed for each level. Also includes the Program goals as established by USOE.

R 192 Bulletin Board Ideas

Folder contains many samples of bulletin boards that relate to Career Education.

R 193 Role Playing Activities. (See also R 105)

Folder contains ideas for role playing with activities for several disciplines.

R 194 Games: Word Hunt

A variety of word puzzles related to careers, disciplines and hobbies.

R 195 Simulations Games for Career Education, Clay Center, Kansas

A report on simulation games, provides background, materials and suggestions for interested teachers to use to increase the student's awareness of occupations, and careers through games, role playing, and simulation and to help him/her gain a healthy attitude toward work.

R 196 Games: Non-Commercial

Folder contains suggestions for constructing many games to be used for teaching career education concepts.

R 197 Miscellaneous Mini-Activities, K-6, Watertown, South Dakota

Random mini activities for all disciplines of study related to Career Education concpets.

R 198 Miscellaneous Mini Activiteis for Grades K-3

A wide variety of practical and fun activities for students that relate Career Education concepts to the disciplines.

R 199 Miscellaneous Mini Activities for Grades 4-6

Folder contains many activities relating disciplines to the world of work.

R 200 Miscellaneous Mini Activities for Grades 7-9, WACOP, Arizona

Mini activities for all disciplines centered around a concept of the month format.

R 201 Miscellaneous Mini Activities for grades 9-12, WACOP, Arizona

Practical mini activities for all disciplines centered around a concept of the month format.

R 202 Miscellaneous Mini Activities, K-12

Folder contains a variety of ideas that related Career Education to the disciplines.

M 203 Career Education Interdisciplinary Forum for Secondary Educators, Lawrence, Kansas, 1972.

Summary of a two day forum held on Career Education. Includes speeches, panel presentations, surriculum development, evaluation forms, methods and techniques for utilizing the community.

M 204 Quarterly Report, Career Education Model Program, Spokane, Washington.

This report covers the major activities, findings and evaluation of the Spokane project from the period October 1, 1972 to January 31, 1973.

M 205 Final Report, Research and Development Project in Career Education, Spokane, Washington, 1973. Three volumes.

The final report of the Spokane project as submitted to USOE.

M 206 Proposal for Exemplary Program or Project in Vocational Education, Lincoln County Schools, Hamlin, West Virginia, 1970.

Proposal for improvement of a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities.

M 207 Teacher Resource Guide K-6 in Career Awareness and Attitude Development, Part D Project, Cheyenne, Wyoming.

Model Career Education Project conducted by State Department of Education, Wyoming, at Cheyenne. Curriculum units not included in this document but catalogued and filed with the curriculum materials.

M 208 Guidance in Occupational Life Development, Title III, ESEA Grant, Okanogan County, Washington.

A copy of the proposal submitted for Title III funding - Project GOLD, July 7, 1971. The intent of the proposal is to establish a model rural developmental career guidance program, to increase the vocational maturity of students and to increase the ability of students to identify, understand and interpret interests, capabilities and values as factors in career choice.

M 209 Career Education, A guide to the 1972-1973 Pilot Project, East Providence School Department, Rhode Island.

Does not contain curriculum materials, or units of Career Education.

M 210 Career Education, A Maturing Concept, Second Interim Report of the K-12 Project in Career Development and Bridging the Gap Between School and Work, Watertown, South Dakota, 1972.

M 211 D Interim Report of the Model Career Education Program, Part D, Department of Education, Hato Rey, Puerto Rice, March, 1973.

M 212 Final Evaluation Report, Contoocook Valley School District, Project World of Work, 1971-72, Peterborough, New Hampshire.

M 213 Career Exploration, Division of Occupational Education, North Carolina Department of Public Instruction, Raleigh, North Carolina,

This report represents the direction the Career Exploration Program should progress for the State of North Carolina as established by the State Staff in Career Exploration.

M 214 Developing Career Education, Research and Development Project in Career Education, Part C, Milford Public Schools, Milford, Nebraska, 1973. Final Report.

M 215 "The Next Step", A comprehensive Program in Occupational Preparation and Placement, Second Year Interim Report, Helena Public Schools, Helena, Montana, October, 1972.

M 216 The Career Conscious Individual Career Education Model, University of Missouri,

This model devised by Norman C. Gysbers and Earl J. Moore has four basic interrelated knowledge and skill domains: self knowledge; knowledge of work and leisure structures, alternatives, and relationships; career planning knowledge and skill; and career preparation knowledge and skill.

M 217 Career Education Planning Review, Boise Independent School District, A K-12 Career Development Model, 1972.

M 218 Career Education Skill Training Proposal, Research and Project Development, Independent School District of Boise, Idaho.

M 219 Detroit Galaxy Plan for Career Preparation, Detroit, Michigan, 1968.

A model Career Education Program developed to be used in all Detroit Public Schools, based on interaction between: 1)Basic Education, 2) Personal Development and 3) Career Preparation.

M 220 Quarterly Report, Part D, Exemplary Career Education Project, December 1973 to March 1974, Anchorage Borough School District, Anchorage, Alaska, March 1974.

M 221 Career Education Program, Huntsville, Alabama, 1973.

A brochure developed by Huntsville City Schools to explain the Career Education Program.

M 222 Operation M.A.C., A Proposal for a Career Program in Building Construction, Grades 7-12, Eastern Maricopa County School Districts, (Tempe, Chandler, Gilbert, Apache Junction), Arizona.1973.

M 223 Project Career In Motion, Department of Education, Division of Occupational Education, Randolph, Massachusetts, 1973.

Project CAREER (Computer Assisted Research for Educational Relevance) is a federally-funded research and development grant for the purpose of providing a viable atlernative to the existing patterns of education.

G 224 The Career Development Program, Departments of Counseling and Student Personnel, Psychology and Distributive Education, College of Education, University of Minnesota, 1970.

This model outlines the developmental stages of students and identifies perfomance tasks for these stages for students K-12.

M 225 Comprehensive Career Education Model (CCEM) Development Project, Hackensack, New Jersey, 1971.

The CCEM project represents an attempt to reorient the goals and change the value system of American education by giving career preparation its rightful place as an essential ingredient in any school curriculum design. This project was linked to five other school systems across the country and to CVTE at Ohio State.

M 226 Career Education , A Design for Living, Edmonds School District, Lynnwood, Washington, 1972.

Project designed to develop the role of the Career Counselor for Grades K-12to help students develop meaningful life styles and provide an education made relevant by its reality-oriented work project.s

O 227 A Compilation of Data Related to the Secondary Career Education Workshop in Curriculum Development, Watertown Public Schools, Watertown South Dakota, 1972.

A report on a workshop held in Watertwon, South Dakota designed to develop a comprehensive philosophy for the Watertwon Junior High School and to begin to articulate the goals and objectives for Project Excite, a project to revisie curriculum at the Junior High Level.

O 228 An Anthology of 15 Career Education Programs, Center for Occupatioanl Education, North Carolina State University at Raleigh, 1973.

Abstracts of 15 Career Education Projects located around the country that were chosen as exemplary programs on the basis of the following: They were founded on firm philosophical bases, they were functioning in the 1972-73 school year, they represent different ethnic backgrounds, and they represent, rural, urban and suburban local education agencies.

O 229 A Guide for the Development and Installation of Occupational Training Programs and Services for Disadvantaged and Handicapped Persons, State of Montana, 1971.

Publication describes a system of aids to provide vocational education programs for disadvantaged and handicapped persons that is a practical system.

O 230 Planning and Evaluating Developmental Projects in Career Education, Minnesota Research Coordinating Unit for Vocational Education, State of Minnesota.

Purpose of document is to specify and discuss the responsibilities of project personnel, discuss the role and types of evaluation in any developmental project and describe the system and instruments currently being used to evaluate eight career education developmental projects.

O 231 General Industrial Mechanics Program, Plan and Outline for Secondary Level, Idaho State Board for Vocational Education.1970

O 232 Federal Planning for Innovation in Career Education, Howard F. Hjelm, HEW/OE, Florida Educational Research Association, Tampa, Florica, 1973.

Copy of a speech given at Tampa, Florida by Howard F. Hjelm, HEW/OE.

O 233 Summary Report of the Career Education Spring Workshops, sponsored by The Career Education Component, Aims College, Greeley, Colorado, 1973.

This document includes organization ofworkshops, workshop content, and finding and evaluation.

O 234 The Development of a RAting Form for Evaluating Inservice Education Programs, William C. Theimer, Jr. University of the Pacific, Stockton, California, 1973.

Purpose of this study was to produce a method of rating proposals submitted to the Bureau of Professional Development in the area of Inservice Education.

O 235 Arizona-Mesa Differentiated STaffing Project,Proposal, Mesa Public Schools, Mesa Arizona, October 1971.

This proposal deals with not the total concept of Career Education but only that of "self Awareness", Sself identity" and "Appreciation and attitudes."

O 236 WACOP Media Center End-Of-Year Report, FY 73-74. Ruth Catalano, Media Center, June, 1974. Mesa, Arizona.

This document reports the Media In-Field Usage, Retrieval Systems,Student Testing, Guests and workshops Scheduled, Out of State Mailings and Summary and Conclusions.

O 237 Career Education, Annual Report, FY 73, Arizona Department of Education Submitted to the Arizona State Legislature.

O 238 Guidelines for an Exploratory Career Education Program, Grades 7-10, Springfield Public Schools, Springfield, Oregon, 1971.

An attempt to develop guidelines that would provide assistance to educators desiring to establish exploratory career education programs, ideas and materials.

G 239 Career Education, A Report of the North Carolina Career Education Task Force, Curriculum/Administration Series, North Carolina Department of Public Instruction, 1973.

Goals and objectives for the components: Learning to Live, Learning to Learn and Learning to Make a Living, K-12, as developed by a twenty-five member task force of the State Education Agency.

G 240 Specification of Behaviors Which Characterize Each Vocational Development Task, K-12, University of Minnesota,

Objectives broken down by K-3, 4-6, Junior High and Senior High Levels.

G 241 Career Education, A Handbook for Program Initiation, State Department of Education, Jackson, Mississippi, 1972.

A Compilation of ideas, goals and objectives and other information for the purpose of helping classroom teachers, counselors, career education leaders and school administrators implement Career Education in local school districts.

G 242 Gareer Extension Center, An Alternative High School, Exemplary Project in Vocational Education, Part D, Fairbanks North Star Borough School District, FAirbanks, Alaska, 1974.

Document contains course descriptions and behavioral objectives for all disciplines. EAch course consists of 80 work units (1/2 credit) and has specific, measurable behavioral objectives.

M 243 Career Education District One Technical Institute, Eau Claire, Wisconsin, 1973.

Material represents specific aspects of the project and its objectives.

G 244 Career Awareness Planning Guide, Tri-Cities ARea Occupational Education Proj-ct, Tri-City Summer E.P.D.A. Career Education Institute, 1972.

An Elementary School Planning Guide contains a collection of career experiences in the form of plans created as a result of the Institute.

O 245 Let's Talk Careers, Research and Development Project in Career Education, Spokane Public Schools, Spokane, Washington, 1972.

A manual developed to clearly outline the process or model utilized by the STate of Washington's Research and Development Project in Career Education being conducted in the Spokane area.

O 246 Let's Talk Careers, Research and Development Project in Career Education, Spokane Public Schools, Spokane, Washington, 1972.

A condensed version of Career Education: A Handbook for Implementation, prepared by Olympus Research Corporation under a Grant from the U.S. OFfice of Education and the Maryland State Board of Education.

M 247 Progress Report, Number 3, Explore Career Awareness Program, Sacajawea Junior High School, Spokane School District, Spokane, Washington, 1973.

M 248 Career Exploration, Program Operations Manual, Rivergate Career Education Porject, Oregon Board of Education, Portland Public Schools, Portland, Oregon, 1974.

Purpose of the project was to establish comprehensive and continuous emphasis on career exploration for all students, grade 6 - 10.

M 249 Project Eva, Final Report, Second Year, Highline School District, Seattle, Washington, 1972-73.

Final report of project that developed career awareness multi-resource kits which emphasized a particular occupational skill or cluster for grades K-6.

M 250 Carroll County Career Development Project, Title III, Hillsville, Virginia, 1973-74.

A project designed to create a model program in career development and is the first guidance-based effort in Virginia to integrate career development concepts into a school division's total curriculum.

M 251 Career Alternative Model, (CAM) Highline School District, Seattle, Washington, 1973-76.

A three year project which emphasis on the leadership of school counselors in career guidance.

M 252 Career Education Concepts, A year-long workshop and practicum in Interdisciplinary Career Education, K-12. Dale Shotwell, North Kitsap School District, Poulsbo, Washington, 1973.

A model for workshpp in-service teacher training in Career Education.

M 253 Aspects of Career Exploration the "Oregon Way", Oregon State Department of Education.

A model program developed to help teachers in the State of Oregon initiate Career Exploration phases in the individual school districts.

M 254 Career Education - Exploration - in Grades 6 through 10, Rivergate Career Education Project, Portland, Oregon, 1973.

A Title III Program that revolves around the Knowledge of Self, the Knowledge of the World of Work and Personal Decision Making Skills.

M 255 Final Report: Development of the Nine Week Elective Curriculum for Supportive Roles in Career Education, Stayton High School, Stayton, Oregon, 1972.

M 256 Technology for Children Project, New Jersey Department of Education, Trenton, New Jersey, 1972.

This project is a curriculum which aids elementary school teachers to individualize the teaching-learning situation by the addition of many and varied paraphernalia from the technological world.

M 257 Career Awareness Project, The Independent School District of Boise City, Boise, Idaho, June 1973.

A K-6 Career Awareness Research project, funded through Part C funds.

M 258 Teachers Guide to Career Education, A Model Project, Ninth District In Service on Career Education, Cherokee County High School, Canton, Georgia, 1973.

A Model program developed by Debera Sharpe, Georgia Department of Education for teacher in-service in Canton, Georgia.

M 258 Project Future, Occupational Observation Experiences, Title III, Bremerton, Washington,

A program in which secondary students spend one or more working shifts with men and women in a wide variety of occupations.

M 259 An Exemplary Comprehensive Occupational Orientation Vocational Education Program in the Tulsa Public Schools in Cooperation with The STate Department of Vocational and Technical Education, Tulsa, Oklahoma. 1973.

A program designed to help make education at all grade levels become more career roiented and provide students with the opportunity to gain a better understanding of the world of work at grades 5 though 12.

M 260 World of Work Program, Grades K-6 For Motivation, Awareness and Appreciation, Ohio's Career Continuum Program, Ohio Department of Education, 1972.

M 261 Career Education Incentive Pilot Program - Model Cities - Tuscon, Arizona, 1973.

A project that would improve a number of behavior and attitude changes of 10 male students from each of their sleected barrio (Model City) schools.

M 262 Developmental Career Guidance Project, Pima County, Arizona, 1973.

This project emphasizes the role of the counselor as a consultant to classroom teachers and total involvement of parents in a guidance program.

M 263 Career Education Project, San Mateo County, San Mateo, California. 1973.

M 264 Interdisciplinary Career Education Program K-12. Exemplary Vocational Project, North Kitsap School District, Poulsbo, Washington, 1974.

A program involving staff from all three levels and all administrators to design interdisciplianry career education through marine science and environmental awareness.

M 265 Interdisciplinary Teaming -- Career Education Program, North Kitsap School District Exemplary Project, Poulsbo, Washington, 1973.

Project objective was to train an initial team of staff members in developing a pilot program in career education and consisted of junior high staff primarily.

M 266 A Curriculum Model and Strategies for Implementation, Lincoln County Schools, Hamlin, West Virginia, 1971

Program includes a structuring of basic subjects, around the theme of career opportunities and requirements in the world of work for students in grades 1 through 12.

M 267 Vocational Education, Involving Children in Vocational Awareness, Stewart Elementary School, Puyallup Public Schools, Washington,

Program designed to develop positive attitudes toward work, and to allow students firsthand experience with jobs, workers, and the work environment.

M 268 Quarterly Report, Exemplary Project in Vocational Education, Part D, Bismarck, North Dakota, 1970.

A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work.

M 269 Inception and Development of A Career Education Program, Exemplary Project, Part D, Watertown, South Dakota, 1972.

The project's primary functi . is to span the school-work gap by making information on occupations an integral part of the curriculum, Kindergarten through high school.

M 270 Children Are Ready to Explore Employment Roles, Henderson Co. Career Education Program, Henderson, Kentucky.

M 271 Career Education System for the Norton City Schools, K-12, Dilenowisco Educational Cooperative, Wise, Virginia, Exemplary Project, Part D, 1972.

The project is designed around the fifteen occupational clusters with awareness of all clusters at the elementary level, exploration of the clusters in grades 7 and 8 and further exploration and specializafion and job placement at the secondary level.

M 272 Synopsis of the Cobb County Occupational and Career Development Program, Marietta, Georgia, 1969.

The project emphasizes the relationship and interdependence of the academic disciplines to one another and to various work roles in the community.

M 273 Career Education Development Project, Kentucky Vocational Education Region 3, Western Kentucky University, Bowling Green, Kentucky, 1973.

A Summary of the Final Report for the project.

M 274 Curricular Innovations at the High School Level, Clay Center, Kansas.

Curriculum designed to change, enrich and add academic courses that are more vocationally-oriented for the average and below-average student.

M 275 Progress Report for the Northern New England Occupational Exploration Project, Vermont State Dept. of Education, 1972.

M 276 Career Development Exemplary Project, "Career Education in the Inner City", Washington D.C. 1973.

Part D Project designed to develop career education models suitable for replication across the nation and building upon the efforts of a prior project, using the basic model and curriculum developed therein.

M 277 Quarterly Reprot, Ecemplary Cooperative Education Program, Part D, Canyon School District, Caldwell, Idaho, 1974.

Project for the development of occupational skills, work habits and attitudes.

M 278 The Caldwell Expenience, An Infusionary Approach to Career Education, K-14, Caldwell Career Education Center, Lenoir, North Carolina, 1974.

The primary purpose of the program is to systematically plan, develop and implement a career education model for all levels from kindergarten through the second year in the community college. A comprehensive model including a sequentially developed program offering awareness, exploration and preparation.

M 279 Annual Report, Lenawee Intermediate School District, Vocational Technical Center, Adrian, Michigan, 1974.

The Lenawee Vocational-Technical Center Placement Office operates a county-wide placement service which coordinates all work-related programs for all high schools.

M 280 Elementary Occupational Information Program, Community Unit School District # 9, Granite City, Illinois.

Purpose of the project is to recognize resources within the community, and make this information available to school personnel.

M 281 Career Education Program, McKeesport Area School District, McKeesport, Pennsylvania,

One of four federally funded career education programs in the State of Pennsylvania and the only one attempting to adapt the Career Ed concept to all grade levels.

G 282 A Career Education Project for the Somersworth School District, Somersworth, New Hampshire, 1974

List of Goals and Objectives for the project.

M 283 Quarterly Report, Applied Research Project Report, Career Awareness Project Pleasant Hill School District, Pleasant Hill, Oregon, 1973.

M 284 Career Education in the Vancouver Public Schools, Vancouver, Washington, 1973.

M 285 Developmental Career Guidance Project, Pima County, Tucson, Arizona, 1973.

Concepts, Attitudes and Activities for grades seven through twelve.

G 286 PCE/K-10 Goals, Objectives and Activities for Career Education, Marshall Attendance AREa, Portland Public Schools, Portland, Oregon, 1973.

G 287 Objectives, WACOP, Phoenix, Arizona.

Student objectives developed for elementary, junior high and high school.

G 288 Career Development, Developed by Clakamus, Multanomah and Washington Counties, Oregon Department of Education.

Goals and objectives for the concept "Preparation for Making Career Decisions".

G 289 Project Career Exploration Grades 7-10, PCE, Portland, Oregon.

Component Goal Statements, Life Role Definitions and Grade Level and Project Goals for grades 7 and 8.

G 290 Pacific Northwest Educational Research and Evaluation Conference, Symposium Proposal, Portland Public Schools, Portland, Oregon, 1973.

Summary of the topic at the symposium entitled"Toward a Comprehensive Goal-Based System for Learning, Evaluation and Planning -- The Course Goal Project."

G 291 Career Education Program, Sonoma County, California, 1973.

Reproduced from a California Personnel and Guidance Association Monograph, "Career Development: A California Model for Career Guidance Curriculum."

G 292 Career Education: Middle and Junior High Schools, Seattle School District, Seattle, Washington, 1970.

School Board Policy, Adopted November, 1970 regarding Career Education.

G 293 Career Education Monthly Monitoring Report Format, Roosevelt School, Phoenix, Arizona, 1973.

G 294 Career Development, Watertown, South Dakota, 1972.

Prime Goals of Career Education directed toward the eight elements of Career Education designed for students.

G 295 Career Development Uniont County Intermediate Education District, La Grande, Oregon,

Student performance indicator's .

G 296 Career Education: Description and Goals, Division of Vocational and Technical Education, Bureau of Adult Education, U.S O.E., Washington, D.C. , 1971.

G 297 Goald and Objectives, Career Education in Arizona, 1972.

The broad goals, as well as the general and specific objectives of Career Education as established by the State of Arizona.

G 298 Basic Learner Outcomes for Career Education, Texas Education Agency, Austin, Texas, 1973.

This publication reports the goals as determined by a survey of students, parents, educators and representatives from business and industry as to what Texans felt were the basic components for student development in career education.

G 299 Arizona Career Education, What Is It/ Arizona Career Education Clearinghouse, Arizona Department of Education, 1973..

Lists broad goals of Career Education for Learning to Live, Learning to Learn and Learning to Make a Living.

G 300 MAAPS: Local Attendance Area Planning for Career Education, Marshall Atten Attendance Area, Portland Public Schools, Oregon, 1973.

A conceptual Planning Format utilized by Marshall Attendance Area with goals and objectives listed.

G 301 AAPS, Local Attendance Area Planning for Career Education, 1973-74, Portland Public Schools, 1973.

Booklet designed to be utilized by Portland Public Schools for short and long range planning for career education. Lists the Career Education Program Level Goals, etc.

G 302 Suggested Program Patterns for Career Education K-12, Richmond Public Schools, Richmond, Virginia.

This paper shows the transition from kindergarten into the Marketing and Distribution area at grade 7. Lists objectives and curriculum patterns for exploratory distributive education for grades 7-9.

M 303 Career Education - Citizenship Preparation, Ohio County Schools, 1972.

Project designed as part of an effort to see if Career Education could be planned and implemented on a regional basis.

O 304 Career Education, A Position Statement endorsed by National Association of State Directors of Vocational Education, WACOP, Glendale, Arizona,

P 305 A Procedural Model for Upgrading Career Guidance Programs, WACOP, Glendale, Arizona, 1972.

Extracted from the American Vocational Journal, 1972.

O 306 Learning Characteristics of Different Age Groups, WACOP Seminar, Glendate, Arizona.

G 307 People in Products and Services, Career Awareness Program K-6, Portland Public Schools, Portland, Oregon, 1971.

Contains goals, objectives and activities to be used with Idea Book.

O 308 Job Opportunities and Youth, An Exemplary Project in Vocational Education, Parkrose Public Schools, Portland, Oregon, 1972.

Consists of imformation on Wages, Earnings and Family Incomes for student use.

O 309 Seattle's Concentration on Careers, Seattle, Washington.

An editorial on Career Education by Mrs. Hedrich, Publications Specialist for Seattle Public Schools.

O 310 A Report on the New Jersey Occupational Research Development Resource Center, Trenton, New Jersey.

The purpose of the center is to meet the information needs of researchers and educators in the State.

O 311 Career Development Education - Kindergarten through Post-Secondary and Adult Levels, Office of Instructional Services, Georgia Department of Education.

RAtionale for Career Education.

O 312 Superintendent's Guide to Career Development, Deorgia Department of Education, Macon, Georgia , 1972.

Paper developed at the Governor's Special Conference on Career Development, October 11-12, 1972.

O 313 Positions Paper on Career Education, National Association of State Directors of Vocational Education, Adopted at Las Vegas, Nevada, Sept. 17, 1971.

O 314 A Description of the Guidance Center - Rincon High Schook, Pima County, Arizona.

O 315 The Tutorial Program, Ramapo College of New Jersey, 1974.

This document tives the goals, the structure and the roles of the tutor and the students in this program.

O 316 Guidelines for Career Exploration in the Middle School, Seattle Public Schools, Seattle, Washington, 1971.

Part of a handbook developed for department personnel.

O 317 Occupational AWareness Mobile Learning Center, Yakima Public Schools, Yakima, Washington.

List of materials and the equipment utilized in the mobile unit.

O 318 Career Awareness Programs in the State of Washington K-14, Olympia, Washington.

O 319 A Report on a Career Education Project, "D.O.T.) Spokane Career Education Project, 1973.

A program for introducing the elementary teacher to the use of the DOT

O 320 Outline for Career Education Speaker's Series, Florida Technological University, 1973.

O 321 The Wonderful World of Careers, Mesa, Arizona.

This publication is the official one of the Mesa Public Schools in conjunction with the Center for Career Development. An overview of the Career Education Program.

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ABSTRACT: THIS COURSE OUTLINE WAS DEVELOPED AT THE RACCOON FORESTRY CAMP IN HOOKSTOWN, PENNSYLVANIA, TO AID IN THE VOCATIONAL DEVELOPMENT OF ADJUDICATED YOUTH. PART OF PENNSYLVANIA'S TOTAL VOCATIONAL PROGRAM, IT IS INTENDED FOR USE WITH 13-17 YEAR OLD MALES. THE SEVEN UNITS WHICH COMPRISE THE COURSE INCLUDE: CAREER RESOURCE CENTER ORIENTATION, A SELF AWARENESS EXPERIENCE, CAREER EXPLORATION, JOB SEARCH SKILLS, DECISIONMAKING, THE WORK EXPERIENCE, AND LIFE MANAGEMENT. THE FORMAT OF EACH UNIT CONSISTS OF BASIC ASSUMPTIONS, GOALS, BEHAVIORAL OBJECTIVES, CONTENT OF COURSE, AND SUGGESTED TEACHING PROCEDURES. IT IS INTENDED THAT THIS COURSE OUTLINE WILL BE OF USE TO TEACHERS, COORDINATORS, AND COUNSELORS IN THEIR ATTEMPTS TO INITIATE NEW CAREER PROGRAMS OR IMPROVE EXISTING ONES. TWO APPENDIXES PROVIDE REFERENCE LISTS OF FILMS AND MATERIALS. (AUTHOR/KH)

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FINAL REPORT

PREEMPLOYMENT PREPARATION FOR A YOUTH FORESTRY CAMP
(Project No. 19-3038)

by Carol A. Griffiths

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PREFACE

The career education curriculum presented herein is the result of a project undertaken by the Bureau of Vocational Education to develop a course of study to aid in the vocational development of adjudicated youth in Pennsylvania. Presently, this course is being implemented with young men ages 13-17 at Raccoon Youth Forestry Camp where the program was developed to center around their needs and concerns.

In no way is this curriculum intended as a final and conclusive answer to career development. Rather, it is part of a more total vocational program. It is likely that revision and expansion will be necessary to meet new developments in the career area and the changing needs of those it is intended to serve.

It is hoped that the course outline may be useful to co-ordinators, teachers, and counselors in their attempts to initiate new career programs and/or to carry out existing programs. Educators may review the outline content selecting out any part which may be applicable to their clientele and their program.

I wish to thank Mrs. Kathy Dzubak, counseling co-ordinator, Hopewell Area Schools, and Mr. Jon Gardner, Counselor, Placement/Career Resources Center, Harrisburg Area Community College for the time and ideas they shared.

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CAREER RESOURCE CENTER ORIENTATION

BASIC ASSUMPTIONS

1. That Youth Forestry Camp students display a need for career awareness.

2. That all students should have the opportunity to identify their vocational interests and to pursue the identification of career opportunities utilizing those interests.

3. That a career resource center will provide students with relevant occupational information.

That a formal orientation to the Career Resource Center will insure its maximum effectiveness in helping Youth Forestry Camp students in their exploration of the world of work.

GOALS

To help the Youth Forester to recognize a need for vocational exploration and vocational planning.

2. To acquaint the Youth Forestry Camp student with the services and programs offered in the Career Resource Center.

3. To help the student learn the proper operating procedure to be followed in using the equipment and materials of the career Resource Center.

4. To develop the students' ability to use the Career Resource Center to such a degree that he may explore career opportunities in the Center, effectively, on his own.

5. To familiarize the Youth Forestry Camp student with standards of conduct to be adhered to in the Career Resource Center.

BEHAVIORAL OBJECTIVES

1. Students will be able to express the advantages to career planning and career exploration.

2. Youth Foresters will be able to identify different resource materials within the Career Resource Center and describe their use in career exploration.

3. Youth Forestry Camp students will be able to demonstrate an ability to use the resources and equipment in the Career Resource Center.

4 Youth Foresters will be able to verbalize rules of conduct to be adhered to while in the Career Resource Center.

CONTENT OF COURSE

This unit draws to the students attention the importance of vocational planning to his future and introduces him to the services provided by the Career Resource Center. It familiarizes the Youth Forester with the career materials and the equipment and its operation that he might explore the world of work independently.

A. Introduction to Center

1. Overview of need for vocational planning.
2. Purpose of Career Resource Center
3. Services of the Career Resource Center.
   a. Testing
   b. Information
   c. Counseling
   d. Job placement
   e. Experiential

B. Materials and Equipment

1. Written materials
   a. Function
   b. Usage
2. Audio-visual materials
   a. Function
   b. Usage
3. Experiential materials
   a. Function
   b. Usage

C. Rights and Responsibilities

1. Student
   a. Relating to scheduling of Career Resource Center services.
   b. Relating to conduct.
   c. Relating to improved and expanded services.

Staff

a. Relating to providing of Career Resource Center Services.

b. Relating to discipline.

c. Relating to expanded and improved services.

SUGGESTED TEACHING PROCEDURE

A. Initiatory Activities

1. Overview

a. Explanation by counselor of orientation.

B. Developmental Activities

1. Introduction to Center

a. Explanation of purpose of and services provided by the Career Resource Center.

b. Film, What You Need To Know Before Going To Work, Part I.

c. Discussion on the need for vocational planning and how to go about developing a vocational plan.

2. Overview of career resources

a. Personal assessment resources.

1. Explanation of various methods for assessment in the Career Resource Center.

2. Demonstration exercise in use of the Occupational View Deck.

b. General career exploration to specific career exploration.

1. Introduction to the audio-visual resources.

2. Demonstration by students of proper equipment usage.

3. Explanation of use of career files.

4. Exercise in using career files.

5. Introduction to the Dictionary of Occupational Titles as a source of information.

6. Explanation on use of Reader and PENNscripts.

7. Exercise in use of PENNscripts and Reader.

8. Introduction to job experience kits.

c. Job-school placement resources

1. Restatement of PENNscript as a resource.

2. Explanation and exercise in use of the Industrial Directory

3. Introduction to information found in school and training catalogs and career files.

4. Statement on newspaper selection in the Center.

3. Rights and responsibilities

a. Explanation on the rights and responsibilities of the Center's staff.

b. Explanation on the rights and responsibilities of students.

c. Discussion on the rights and responsibilities and on possible input procedures by student and counselor for improved and expanded services.

C. Culminating Activities

1. Overview

a. Exercise on utilizing career materials in a career search.

SELF AWARENESS EXPERIENCE

BASIC ASSUMPTIONS

1. That Youth Forestry Camp students display a need for self awareness experiences

2. That Youth Foresters should have the opportunity to discover and identify their values, abilities, and interests.

3. That a unit in self awareness provides the Youth Forestry Camp student with the opportunity to better understand himself.

4. That an understanding of self is a requirement for effective vocational decision-making.

5. That self awareness is a part of life development and life development and vocational development cannot be separated.

6. That vocational maturity is a developmental process.

GOALS

1. To help students to gain an understanding of why people work.

2. To help students identify their strengths and weaknesses, thereby realizing more realistic goals.

3. To make students more aware of their interests and values and how these relate to vocational decision-making.

4. To help students see the benefits to be derived from earning a high school diploma.

BEHAVIORAL OBJECTIVES

1. Students will be able to compile a list of reasons why people work.

2. Students will be able to identify six broad areas of related occupations and to identify six broad types of personality.

3. Students will be able to identify their personal interests, abilities, and values and will be able to identify their origin and some mode of their expression.

4. Students will be able to identify their strengths and weaknesses.

5. Students will be able to compile a list of reasons why a high school diploma is a desirable goal.

CONTENT OF COURSE

This unit is not intended as an informational imparting unit but rather as an experience each student may have to discover things about himself which are important to career decision-making and to relate this new understanding to his immediate world and to his future.

A. Analysis of Why People Work

1. Material rewards
2. Intrinsic rewards

B. Personality and Occupational Classification

1. Realistic
2. Investigative
3. Artistic
4. Enterprising
5. Social
6. Conventional

C. Individual Interest Inventory

1. Fields of interest
2. Types of interest
3. Levels of interest
4. Relation of interests to possible careers

D. Value and Attitude Clarification

1. Identification of values
2. Value hierarchy
3. Needs assessment
4. Relation of values and needs to the work experience.

E. Personality Trait Assessment

1. Self-examination
2. Situation evaluation
3. Relation of traits to the work experience

F. Ability Assessment

1. Self examination

2. Situation evaluation

G. Diploma as a Desirable Goal

1. Number of workers today

2. Increased technology

3. Ability to see a job through

SUGGESTED TEACHING PROCEDURE

A. Initiatory Activities

1. Overview

a. Explanation of unit objectives

b. Tape exercise, Ten Years After.

c. Exercise, Fantasy Trip or Ladder of Success, and discussion.

d. Tape exercise, Work as a Lifestyle

e. Exercise, Analyzing Your Happiness Goals, and discussion

B. Developing Activities

1. Why work?

a. Film, Why Work at All? and discussion.

b. Exercise, Deciding Why Work is Important

c. Expression of personal advantages to work.

2. Occupational and personal by classification

a. Film, Choosing Your Career and follow-up discussion.

3. Interest inventory

a. Explanation of the role of interest in choosing a career.

b. Exercise, Things I like to Do, and discussion.

c. Assessment of student interests and interpretation and discussion

4. Value and needs identification

   a. Explanation of role of values and needs in vocational decision-making.

   b. Discussion of values.

   c. Exercise in identifying personal values and discussion.

   d. Exercise, Value Appraisal Scale and interpretation.

5. Personality trait identification

   a. Tape exercise on personal traits.

   b. Personal trait evaluation

   c. Evaluation by others.

   d. Comparison discussion of results.

6. Ability assessment

   a. Explanation of abilities

   b. Exercise to identify student abilities and follow-up discussion.

7. Need for educational achievement

   a. Explanation of educational limitation on job choice.

   b. Reading, Why Stay In School, discussion.

   c. Film, Dropping Out: Road to Nowhere, follow-up discussion.

   d. Film, Are you Ready for A Job or film, Career Direction: High School As a Tryout, discussion

C. Culminating Activities

1. Overview

   a. Discussion to evaluate students self awareness and his ability to relate those areas to career decision-making.

CAREER EXPLORATION

BASIC ASSUMPTIONS

1. That Youth Forestry Camp students display a limited knowledge of vocational opportunities.

2. That all students should be exposed to a broad base of relevant career information.

3. That a unit on career information and exploration affords the Youth Forestry Camp student the opportunity to acquire a basic knowledge about many career areas.

4. That career exploration and identification is a developmental process.

5. That students having a broad understanding of the world of work are better qualified to set realistic goals in line with their interests, abilities, and values.

6. That a unit on career exploration will identify relationships within the work world.

7. That acquiring a total conceptual view of the work world enables a Youth Forestry Camp student to better understand his role within that structure and that helps to develop in him a positive work attitude.

8. That career exploration is a part of vocational maturity and vocational development and this is inseparable from whole life development.

GOALS

1. To aid the student in learning how to research career information.

2. To make Youth Forestry Camp students aware of the part career exploration plays in vocational decision-making.

3. To aid the Youth Forester in defining himself in terms of his roles within the work world.

4. To help the student develop realistic perceptions of the opportunities available to him in the work world, their relationships to him and to each other.

5. To aid the Youth Forestry Camp students' understanding of the economic situation as it is today and possible future developments that could occur and the situation's effect upon him.

6. To help the student become aware of the career demands and opportunities of several possible careers.

7. To aid the Youth Forester's understanding of available types of and means to post-high school education/training as they relate to a career.

BEHAVIORAL OBJECTIVES

1. Student will be able to identify and to distinguish one occupation from another and to identify relationships between occupations.

2. Student will be able to list qualifications required of selected occupations.

3. Students will be able to list different types of job training and to discuss the advantages and disadvantages of each.

4. Students will be able to express what may be trends in different occupational areas.

5. Students will be able to identify the relationships within the work force and will describe the economic situation within the United States today.

CONTENT OF COURSE

A. Analysis of Occupations

1. Value priorities
2. Job tasks
3. Relationship to data, people, things
4. Abilities and aptitudes
5. Personal qualities
6. Education and training
7. Salaries and benefits

B. Job Qualifications

1. Education
2. Experience
3. Physical
4. Health
5. Working conditions
6. Travel
7. Work periods

C. Types of Education and Training

1. Education

a. No school

b. Elementary school

c. High school

d. Vocational school

e. College

1. Community

2. 2-year

3. 4-year

4. Post-graduate

2. Training

a. Apprenticeship

b. On-the-job

D. Trends in the Work World

1. Demand for workers

2. Supply of goods.

E. Relationships in the Work World

1. Producer-retailer-consumer

2. Inflation - recession

3. labor- management

4. employer - employee

SUGGESTED TEACHING PROCEDURE

A. Initiatory Activities

1. Overview

a. Explanation of unit objectives.

b. Discussion to identify important factors to consider when identifying one occupation from another.

c. Tape exercise, Researching Careers, and discussion

B. Developmental Activities

1. Analyzing occupations

a. Career puzzle exercises

b. Career free inventory

c. Career searches exercise

d. Career interview exercises

e. field trip on career opportunities.

2. Education and training

a. Film, On the Job: 4 Trainees

b. Discussion on different types of training

c. Tape exercise, Training Opportunities

d. Exercise on researching training programs and original expression of information.

3. Trends and relationships in work world.

a. Discussion of economic situation.

b. Exercise, researching trend of a chosen occupation.

c. Film, What We Have or How We Got What We Have, and follow-up discussion.

d. Original art defining inter-relationships in the work world.

e. Exercise in understanding the economic picture as described through the media.

C. Culminating Activities

1. Review

a. Discussion on the importance of career exploration to a future worker.

JOB SEARCH SKILLS

BASIC ASSUMPTIONS

1. That proficiency in the basic job search skills is an essential factor in the successful pursuance of employment.

2. That Youth Forestry Camp students display a need for job seeking skills training.

3. That all students should have the opportunity to acquire these necessary job search skills.

4. That assisting a person in developing these skills necessary for entrance into the world of work is a responsibility of an effective career education program.

5. That these skills may be effectively acquired through participation in a unit on job search skills.

6. That mastery of job search skills is one facet in the developmental process of vocational maturity.

GOALS

1. To prepare the Youth Forestry Camp student for successful entrance into the world of the employed.

2. To assist the student in acquiring skill in the preparation of application forms and letters.

3. To help the student learn appropriate behavior for job interviews.

4. To familiarize the Youth Forester with the various sources of job announcements and to develop his proficiency in utilizing them.

5. To aid the student in his preparation of a resume.

6. To develop the student's understanding of the importance of learning and practicing effective job search skills.

BEHAVIORAL OBJECTIVES

1. The student will be able to list sources of job announcements.

2. The student will be able to explain how to utilize job announcements services.

3. The student will be able to correctly construct a letter of application and a letter of inquiry.

4. Students will be able to correctly fill out several training or employment applications.

5. Students will be able to correctly construct a resume.

6. The student will be able to list activities to be completed prior to a job interview.

7. Students will be able to list several important factors to be considered during a job interview.

8. The students will be able to identify several activities to be completed following a job interview.

CONTENT OF COURSE

A. Identification of Job Announcement Sources

1. Newspaper or journal want-ads
2. School placement office
3. Civil service office
4. Employment service
   a. Public
   b. Private
5. Other goverment agencies
6. Family members or friends
7. Phone book
8. Radio & television

B. Methods of Contracting Employer

1. Letter
2. Phone
3. Visit

C. Letter Writing Skills

1. Letters of application and inquiry
   a. Purpose
   b. Appropriateness
   c. Form

D. Resume Writing Skills

1. Purpose

2. Form

a. Personal data

b. Experience

c. Education

d. References

E. Job or Training Application Forms

F. Job Interviews

1. Before interview

a. Personal hygiene

b. Applications

c. Research the company

d. Prepare questions

2. During the interviews

a. Arrive on time

b. Introductions and purpose

c. Handling the interview

1. Interviewer generally leads

2. Answering questions

3. Politeness

4. Asking questions

5. Length of interview

6. Ending the interview

3. After the interview

a. Follow-up

1. Phone

2. Letter

SUGGESTED TEACHING PROCEDURE

A. Initiatory Activities

1. Overview

a. Explanation of units objectives

b. Film, What You Should Know Before Going To Work, Pt. II

c. Discussion on importance of learning the skills and techniques of the job search.

d. Film, Your Job: Applying for It.

B. Developmental Activities

1. Identifying job announcement sources

a. Exercise, identifying different job announcement sources, discussion.

b. Film, Job Hunting Where to Begin

c. Exercise, identifying job announcement sources to be utilized at the YFC.

2. Utilization of job announcement sources

a. Exercise, Help Wanted Language Cards

b. Exercises, Reading the Want Ads, Apply In Person, The Private Employment Agency.

c. Exercise in designing a help wanted and situation wanted ad.

d. Discussion, ways to answer a want ad.

e. Role play answering a want ad.

f. Exercise, using the phonebook as a source in the job search.

3. Methods of inquiry

a. Discussion, methods of inquiry

b. Film, English On the Job: Speaking and Listening Skills, discussion

c. Tape exercise, phone inquiries, discussion.

d. Role play inquiries.

4 Letter writing skills

a. Tape exercise, Letter Writing Skills

b. Discussion, comparison of letters of inquiry and application--What they reveal to the employer.

c. Exercise, writing letters of application or inquiry.

5. Resume writing

a. Explanation of resume audits purpose and parts; discussion.

b. Tape exercise, Resume Writing

c. Comparisons of resumes

d. Exercise, writing a resume

6. Job/training applications

a. Explanation of purpose of an application and parts, discussion

b. Exercise, pocket data cards

c. Exercise, sample applications to compare.

d. Exercise in filling out and filing applications

7. Job Interviews

a. Role play arranging and participating in interviews.

b. Films, Applying for A Job and Four Job Interviews, discussion on parts of the interview

c. Exercise, discussion, important things to remember concerning the job interview.

d. Tape exercise, Why You Weren't Hired

e. Discussion, why people aren't hired

f. Activity, Choosing An Applicant

g. Exercise, questions to ask and be asked at an interview

h. Tape exercise, Interviews

i. Role Play interviews

j. Discussion, follow-up techniques after the interview. Interview Record Analysis

C. Culminating Activities

1. Review

a. Discussion evaluating students learning and the units success.

DECISION MAKING

BASIC ASSUMPTIONS

1. That wise, well-considered decision-making is a learned process.

2. That skillful decision-making can be learned through examination and recognition of personal values; imparting the knowledge and use of adequate, relevant information; and sharing the knowledge and use of an effective strategy for converting this information into action.

3. That becoming aware of the decision-making process and practicing effective decision-making is a vitally important part of vocational and personal development.

4. That vocational development cannot be separated from personal growth and development.

5. That the skillful decision-maker has more personal freedom and control over his life and can maximize his satisfaction with his life.

6. That Youth Forestry Camp students demonstrate a need for counseling in the decision-making process.

7. That students should be offered the opportunity to acquire the skills and insights necessary for effective decision-making.

8. That a unit on decision-making will provide Youth Foresters with the opportunity to master effective decision-making skills.

GOALS

1. To enhance the students' knowledge of themselves.

2. To assist students in their efforts to clearly identify their personal values.

3. To have students clearly identify their decisions.

4. To develop the student's skill in seeking out and identifying alternatives.

5. To enhance the student's ability to evaluate information relating to his decision-making alternatives.

6. To aid students' learning of wise, well-considered, decision-making to the extent that they may state that they feel more confident in their ability to make effective, satisfying decisions.

7. To have students develop to the extent that they accept responsibility for the results of their decisions.

BEHAVIORAL OBJECTIVES

1. Students will be able to identify at least threee personal values.

2. Students will be able to state a clear objective for each of the identified personal values.

3. Students will be able to describe the role of values in a given decision-making situation.

4. Students will be able to list the four kinds of information required for effective decision-making.

5. Students will be able to list available alternatives, given a situation that requires a decision, list and rank the sources of information and complete the decision-making process.

6. Students will be able to list and describe the four different decision-making strategies.

7. Students will be able to identify certain decision-making strategies in given situations.

8. Students will be able to state the relationship between risk-taking, values, and strategy in a hypothetical situation.

CONTENT OF COURSE

A. Elements of Decision-making Process

1. Values

2. Information

3. Strategy

B. Values

1. Importance of values

2. Definition of values

3. Types of values

a. personal

b. group

4. Recognition of values

5. Clarification of values

. Conversion of values to objectives.

C. Information

1. Possible alternatives

2. Possible outcomes or consequencies

3. Probability of outcomes

4. Desirability of outcomes, personal preference.
5. Consideration of information sources
6. Information interpretation
7. Objectivity of information
8. Relevancy of information

D. Strategy

1. Conditions for making decisions
   a. Certainty
   b. Risk
   c. Uncertainty
   d. Combination
2. Types of strategy
   a. Wish strategy
   b. Safe strategy
   c. Escape strategy
   d. Combination strategy
3. Integration of Elements for Decision-making

SUGGESTED TEACHING PROCEDURE

A. Initiatory Activities

1. Overview
   a. Explanation of objectives and purpose of unit.
   b. Introduction to elements of decision-making.

B. Developmental Activities

1. Values
   a. Taped reading, Development of Decision-making Skills, discussion.
   b. Discussion, Decision-making: Its Relevancy and Application Today
   c. Exercise, Recognizing Decisions, discussion

d. Reading exercise, Recognizing and ranking Decisions Based on Decision-makers Behavior, discussion.

e. Exercise, Recognizing Group Values, discussion

f. Exercises, Your Personal Values, Your Value Hierarchy, discussion.

g. Exercise on decision-making with awareness to personal values.

h. Exercises to develop students' ability to state clear objections from values in decision-making.

i. Role play decision-making situations, emphasis on congruent personal values.

2. Alternatives

a. Explanation of four steps in identifying alternatives

b. Exercises, Discovering Alternatives

c. Exercise to develop the ability to identify sources of information about alternatives, discussion.

d. Reading and exercises, Acceptable vs. Unacceptable Alternatives

e. Discussion, alternatives and personal values.

3. Strategy

a. Discussion, Risk-taking in Decision-making

b. Exercise, Understanding Probabilities

c. Discussion, Risk-taking and Personality

d. Exercises, Self-Rating Your Personality and Personal Risk-Taking, discussion

e. Explanation of different types of strategy

f. Situation examination to identify different strategies

g. Discussion, examination of personal strategy in your decisions.

C. Culminating Activities

1. Review

a. Discussion of decision-making process

b. Situational exercises and dramas implementing different strategies

THE WORK EXPERIENCE

BASIC ASSUMPTIONS

1. That prior awareness of and concern for employer and co-worker expectations will facilitate a successful work experience.

2. That attention to developing skills in human interaction and awareness to such skills will lead to more responsible and effective behavior.

3. That Youth Forestry Camp students lack a knowledge of or concern for employer and co-worker expectations.

4. That Youth Foresters should be introduced to the expectations placed upon a worker, prior to their entrance into the work experience.

5. That a great many Youth Forestry Camp students display a lack of development in the area of effective human interaction.

6. That Youth Foresters should be offered counseling in developing relationship-building skills.

7. That responsible vocational guidance must not only assist a student in career choice but also in entering upon and successfully progressing in that occupational choice.

8. That a unit covering the work situation and relationship skills will provide the student the opportunity to further develop their awareness and skill.

GOALS

1. To prepare the student in those skills that may insure a successful experience in the work situation.

2. To develop the students' awareness of the expectations of employers and co-workers and how to meet these expectancies.

3. To familiarize the student with paycheck deductions.

4. To acquaint student with possible fringe benefits and how they may be given consideration in determining job choice.

5. To aid Youth Forestry Camp students in further developing mature relationship-building skills.

6. To develop in students as understanding of the factors that may be used to measure success and achievement.

7. To develop in Youth Foresters a career development mentality.

8. To aid the students' awareness of types and procedures for job termination.

BEHAVIORAL OBJECTIVES

1. Students will be able to identify and explain the deductions on a pay stub.
2. Students will be able to list several possible fringe benefits that they might expect to be offered.
3. Students will be able to develop a list of what employers expect of them as employees.
4. Students will be able to list what they expect from an employer.
5. Students will be able to identify different types of work groups or work organizations.
6. Students will be able to discuss how they may be able to get along with their co-workers.
7. Students will be able to demonstrate how to control or solve unpleasant situations wisely.
8. Students will be able to identify several factors that may measure progress or achievement on the job.
9. Students will be able to identify the different career stages and the responsibilities of each and to discuss the relationship between carrying out responsibilities and career development.

CONTENT OF COURSE

A. Paycheck

1. Involuntary deductions

a. W-4 form

b. F.I.C.A.

c. DIS

d. Income tax

2. Voluntary deductions

a. Accident insurance

b. Life insurance

c. Retirement benefits

d. Other

B. Fringe Benefits

1. Automatic benefits

a. Paid vacations

b. Paid holidays

c. Personal holidays

d. Sick days

e. Overtime pay

f. Workmen's compensation

g. Unemployment insurance

h. Pension

i. Other

2. Extra benefits

a. Credit Union

b. Additional education

c. Discounts

d. Other

C. Job Attitude

1. Positive

2. Negative

D. Employer Expectations

1. Cooperation

2. Honesty

3. Initiative

4. Willingness to learn

5. Willingness to follow directions

6. Dependability
7. Enthusiasm
8. Acceptance of criticism
9. Loyalty

E. Employee Expectations

1. Payment of salary
2. Safe work conditions
3. Adequate training
4. Introductions to co-workers
5. Explanations of policies, regulations and rules.
6. Explanation of worker's duties
7. Evaluation of work
8. Disciplinary action for broken regulations
9. Honesty from employer in the relationship

F. Co-worker Relationships

1. Types
   a. Individual
   b. Crew or workgroup
   c. Union or association
2. Dealing with others
   a. Understanding others
   b. Reading others
   c. Influencing others
   d. Improving effectiveness

G. Progress on the Job

1. Success and achievement

a. Promotion

1. Seniority
2. Knowledge of job
3. Quality of work
4. Quantity of work
5. Initiative
6. Co-operativeness
7. Perseverance
8. Ability to think
9. Adaptability
10. Adequacy of training

b. Responsibility

1. Give clear directions
2. Train new workers
3. Consistent
4. Fair treatment to workers
5. Firm when necessary
6. Mindful of others welfare
7. Set a good example

2. Performance evaluation

a. By whom

1. Supervisor
2. Co-worker
3. Outside evaluators

b. Type of evaluation

1. Written rating
2. Interview
3. Observation

3. Terminating job

a. Resignation

b. Laid off

c. Fired

H. Career Development

1. Stages of development

2. Responsibilities of development

SUGGEST TEACHING PROCEDURE

A. Initiatory Activities

1. Overview

a. Explanation of unit content and objectives

B. Developmental Activities

1. Deductions

a. Film, Paycheck Puzzle, Pt. 1, discussion

b. Exercises, reading and computing paycheck deductions

2. Fringe benefits

a. Film, Paycheck Puzzle, Pt. II

b. Discussion, Considering Fringe Benefits as Part of Your Pay

3. Attitude

a. Discussion, review of factors to consider in recognizing a worker's job attitude.

b. Taped case study of a job attitude, discussion.

4. Employer expectations

a. Film, Keeping Your Job is Work, discussion to follow.

b. Case studies, employer-employee relationships, discussion

5. Employee expectations

a. Film, Your Job - You and Your Boss

b. Discussion of employer-employee expectations and how they're related.

c. Exercise, Understanding Expectations.

6. Co-worker relationships

a. Film, Your Job: Fitting In

b. Taped situations of co-worker relationships, discussion

c. Films, Working With Problem People: The Hothead; Dealing With Problem People: The Disorderly Worker; Dealing With Problem People: The Forgetter; Dealing with Problem People: The Scoffer, discussions following each film.

d. Case studies of difficult situations, discussion.

e. Film, Trouble At Work, discussion

f. Role play - dealing with difficult situdations, discussion

7. Progress on the job

a. Exercise, Self-Rating: Your Potential Success

b. Film, Getting A Promotion

c. Discussion, Important Factors In Job Promotion

d. Film, Your Job: Good Work Habits

e. Tape, Factors In Success and Achievement

f. Exercise, Evaluating Outcomes, Case Studies, discussion

g. Open-ended questions - measuring your desire for responsibility and authority at work.

8. Evaluations

a. Discussion of types and reasons for evaluations

9. Termination of Job

a. Discussion of types of termination

b. Case study of a termination

c. Role play, correct methods of termination

1). Career development

a. Tape, different career stages and responsibilities

b. Case studies, 4 possible career developments, discussion

c. Discussion and exercise - recalling information to determine what career stages have been passed through and immediate developmental stages. Possible planning to progress through successive stages.

C. Culminating Activities

1. Review

a. Discussion of content of unit and review of objectives

LIFE MANAGEMENT

BASIC ASSUMPTIONS

1. That many 16-18 year old Youth Foresters will soon be encouraged to accept the role of responsible, independently-living adults.

2. That many young people, soon to take on this role, have been given little or no adequate preparation for meeting this challenge.

3. That Youth Forestry Camp students display a lack of information for responsible life management.

4. That providing information to increase the effectiveness of Youth Foresters in managing their life affairs will better prepare them to meet the expectations of society.

5. That vocational development cannot be separated from personal growth and development.

6. That responsible life management will reflect in responsible career management.

GOALS

1. To expose students to some of the various areas of life management in which they soon will be involved.

2. To aid students in developing their decision-making skills that they might make effective life management decisions.

3. To help students to be able to construct a workable budget.

4. To help students recognize the various factors that influence their decisions as consumers.

5. To provide students with the information and skills necessary to make skillful, decisions as consumers.

6. To expose students to the various legal and financial responsibilities that will soon affect them and to prepare them to understand and effectively handle those responsibilities.

BEHAVIORAL OBJECTIVES

1. Students will be able to identify the importance of decision-making in the management of money and to identify the factors that influence their decisions.

2. Students will be able to construct a simple budget and budget record.

3. Students will be able to recognize different sales techniques.

4. Students will be able to differentiate between the various consumer credit plans available.

5. Students will be able to list the expenses to consider in owning and operating an automobile.

6. Students will be able to identify factors influencing the selection and purchase of transportation.

7. Students will be able to understand the provisions of various contracts and to understand their legal and financial obligations.

8. Students will be able to compare the advantages of renting versus buying a home.

9. Students will be able to list the factors to consider in choosing a dwelling.

10. Students will be able to list the legal and financial responsibilities of the homeowner, landlord, and renter.

11. Students will be able to identify various social and governmental agencies and laws that relate to housing.

12. Students will be able to identify and describe various types of insurance plans.

13. Students will be able to identify important features to consider in home furnishing selection.

CONTENT OF COURSE

A. Money Management

1. Influences

a. Social

b. Cultural

c. Advertising

1. Technique

2. Fraud

2. Budgeting

a. Immediate needs

b. Long range goals

3. Credit

a. Types

b. Contracts

4. Banking

a. Types of accounts

b. Other services

B. Transportation

1. Types

a. Personal

b. Mass transit

2. Selection

a. Identification of important factors to consider

b. How to compare costs

3. Obligations

a. Insurance

b. Maintenance

C. Housing

1. Types

a. House

b. Apartment

2. Selection

a. Factors to consider

b. Leases and mortgages

3. Responsibilities

a. Home owners

b. Renter

c. Landlord

D. Consumerism

1. Furniture
2. Appliances
3. Food
4. Clothing

E. Insurance

1. Types
   a. Life insurance
   b. Medical insurance
   c. Automobile insurance
   d. Home insurance
2. Comparison

SUGGESTED TEACHING PROCEDURE

A. Initatory Activities

1. Overview
   a. Explanation of objectives of unit.

B. Developmental Activities

1. Money management
   a. Discussion, influences on consumer behavior
   b. Exercise, analyzing advertising
   c. Film, Money Mangement: Easy Come, Easy Go, discussion
   d. Exercise, Researching Personal Expenses
   e. Exercise, preparing a weekly budget, discussion.
   f. Exercise, preparing a family budget for 1 year, discussion

g. Tape, Credit

h. Reading exercise, Wise Use of Credit, discussion

i. Film, Credit, discussion

j. Exercise, computing credit costs

k. Role play, applying for credit, discussion

l. Discussion, banking services and their advantages

m. Exercise, practicing utilizing banking services

2. Transportation

a. Film, Transportation, discussion

b. Tape, Fraud in Auto Service and Repair

c. Exercise, Analyzing Used Car Prices

d. Exercise, Car Buyers Checklist

e. Tape, Auto Insurance, discussion

f. Exercise, Computing, What the Car Actually Costs

3. Housing

a. Discussion, life style and home choice

b. Film, Housing

c. Exercise, Checklist for Home Buyers/Renters

d. Exercise in examining rental and sales ads

4. Consumerism

a. Discussion, What You Perceive About People From Their Homes, Their Dress, etc.

b. Film, Furniture and Appliances, discussion

c. Exercise, comparing costs of furniture and appliances

d. Film, Food, discussion

e. Exercise, Comparison of Food Products

f. Exercise, restaurant price versus grocery price

g. Exercise, Food Buyers Checklist

h. Discussion, what you need to know about selection and care of clothing and why.

i. Film, Clothing

j. Exercise, company labels and clothing costs.

k. Discussion and exercises, important facts to know when in the laundry.

5. Insurance

a. Discussion, Why Insurance is Advantageous.

b. Film, Buying Protection: Health and Life Insurance, discussion

c. Tape, Home Owners/Renters Insurance, discussion

d. Exercise, Compiling a Personal Property Inventory

e. Exercise, Comparison Shopping to Buy Insurance

C. Culminating Activities

1. Review

a. Discussion of units objectives

APPENDIX I

FILMS REFERENCE LIST

APPLYING FOR A JOB (Junior-Senior High) Sterling Films

The film highlights, with gentle humor, the things many young people do in applying for a job that impair their chances. This is followed by a demonstration of the right way to apply for a job (7 minutes, Color)

ARE YOU READY FOR A JOB? (Junior-Senior High) AIMS

Stresses the need for preparation and training for the better jobs available today. Emphasizes the importance of the various school subjects as they apply to the world of work. (10 minutes, Color)

CAREER DIRECTION: HIGH SCHOOL AS A TRYOUT (Junior-Senior High) Guidance Associates

A four part filmstrip that emphasizes the concept of using high school experience as a testing laboratory for discovering personal values and behaviors relevant for career planning. High school subjects and extra curricular activities are related to possible careers.

CHOOSING YOUR CAREER (Junior-Senior High) Guidance Associates

A filmstrip that describes six general personality types, following J. Holland's classification. Helps students to evaluate their own personalities in these terms. (27 minutes, Color)

CONSUMER EDUCATION: BUDGETING (Junior-Senior High) BFA

Shows the importance of individual budgeting and sound budget planning ideas proposed. (12 minutes, Color)

CONSUMER EDUCATION: INSTALLMENT BUYING (Junior-Senior High) BFA

Dramatizes the benefits and dangers to purchasing commodities on installment plan. Down payments, interest charges, maximum loan limits are studied. (13 minutes, Color)

CONSUMER EDUCATION: RETAIL CREDIT BUYING (Junior-Senior High) BFA

Situation exemplfying the hazards of charge plate spending. The right way to compute credit charges are demonstrated, and other various facts of buying on credit. (11 minutes, Color)

DEALING WITH PROBLEM PEOPLE: THE DISORDERLY WORKER (Junior-Senior High) Journal Films

The disorderly worker is insensitive to the disorder and filth which he creates. The adult characters and authentic work situations provide the framework to display this problem personality and provoke further discussion. (8 minutes, Color)

DEALING WITH PROBLEM PEOPLE: THE FORGETTER (Junior-Senior High) Journal Films

When the forgetter ceases to concentrate he may do so to the point that he endangers himself and his fellow workers. Post-film sample questions are offered to stimulate further class thought and discussion. (8 minutes, Color)

DEALING WITH PROBLEM PEOPLE: THE SCOFFER (Junior-Senior High) Journal Films

This worker believes that rules were made to be broken. How to deal with this personality trait is discussed. Sample questions are offered to provoke further class discussion.

DROPPING OUT: ROAD TO NOWHERE (Junior-Senior High) Guidance Associates

Dropouts articulate reasons youngsters quit school. They describe the menial jobs, insecurity, and closed doors that the dropout experiences. Employers explain their suspicions of dropouts, the reasons why a high school diploma is a desirable factor in hiring a worker and the effect that automation has on the job market. (12 minutes, Color)

ENGLISH ON THE JOB: SPEAKING AND LISTENING SKILLS (Senior High) Coronet Films

Workers help illustrate some of the skills and techniques that are useful for getting and holding a job. (13 minutes, Color)

GETTING A PROMOTION (Junior-Senior High) EBE

The ability and willingness to tackle a job with enthusiasm is illustrated as a sure way to advancement. (14 minutes, Color)

HOW WE GOT WHAT WE HAVE (Senior High) American Economic Foundation

An unusual and graphic presentation of the role of natural resources, manpower, and tools in industrial society. (22 minutes, Black and White)

JOB HUNTING: WHERE TO BEGIN (Junior-Senior High) Guidance Associates

How to prepare to organize an effective job search. Covers the various job announcement services and methods of contacting employers. Emphasizes the need to assemble many options. Also, dramatizes specific problems that most often arise in the job hunt. Aids in building problem-solving, strategy-planning skills. (22 minutes, Color)

KEEPING YOUR JOB IS WORK (Junior-Senior High) Dibie-Dash Productions

Emphasizes the responsibilities of a job and the importance of meeting these responsibilities. Presents a series of job situations pointing out the responsibilities of an employer. (12 minutes, Color)

ON THE JOB: 4 TRAINEES (Junior-Senior High) Guidance Associates

Four candid interview/portraits that convincingly demonstrate the importance of specific career training and committment, how on-the-job learning is different from textbook learning and the types of training programs that exist in many fields. (30 minutes, Color)

PAYCHECK PUZZLE (Junior-Senior High) Guidance Associates

A humorous format explains and illustrates information concerning payroll deductions and fringe benefits. (20 minutes, Color)

TROUBLE AT WORK (Junior-Senior High Guidance Associates

Explores typical on-the-job conflicts between supervisor-employee and co-workers. These open-ended situations encourage further thought and discussion. (24 minutes, Color)

WHAT YOU SHOULD KNOW BEFORE GOING TO WORK (Junior-Senior High) Guidance Associates

Explains ways to begin narrowing career choices, discusses positive work attitudes. Offers advice on finding a job, job interviews, and on-the-job "don'ts." Peer interviews stress ways to advance in typical situations. (29 minutes, Color)

WHY DO YOU BUY (Junior-Senior High) Journal Films

This film illustrates the reasons we buy including vanity, and desire for recognition. (11 minutes, Color)

WHY WORK AT ALL (Junior-Senior High) Guidance Associates

A filmstrip in which young people discuss their feelings about job "satisfaction," material rewards, work and personal growth. Emphasizing work as an outlet for psychological drives, consequences of frustrating these drives. Self-discipline, patience, open-mindedness and enthusiasm as factors in job satisfaction. (10 minutes, Color)

WISE BUYING (Junior-Senior High) Coronet Films

Important factors to consider in buying are discusses in this film. Also the effects of wise-buying prove that one can raise his living standard by buying wisely. (11 minutes, Black & White)

WORKING WITH PROBLEM PEOPLE: THE HOTHEAD (Junior-Senior High) Journal Films

The adult characters and authentic work situations provide the framework to display this problem personality. (8 minutes, Color)

YOUR FAMILY BUDGET (Junior-Senior High) Coronet Films

Film illustrates planning and operating a budget on the basis of four main divisions--essential expenses, operating expenses, funds for family desires, and savings. (11 minutes, Black & White)

YOUR JOB: APPLYING FOR IT (Senior High) Coronet Films

Interviews with workers of varying ages and education show the way to apply for a job. A planned procedure, getting good leads, sticking with it, selling yourself, and making the most of what you've got is the way. (12 minutes, Black & White)

YOUR JOB: FITTING IN (Senior High) Coronet Films

Challenges the viewer to decide how he would respond to different work situations. (16 minutes, Black & White)

YOUR JOB: GOOD WORK HABITS (Senior High) Coronet Films

Interviews with workers on their first full-time job illustrate good work habits such as quality workmanship, working steadily, planning ahead for promotion and other advancement. (14 minutes, Black & White)

YOUR JOB INTERVIEW (Junior-Senior High) Guidance Associates

Shows students how to write a resume, research the company, enlarge on the resume, emphasize relevant experience. Covers dress, voice control, etc. Personnel managers discuss common mistakes and stress behaviors that impress interviewers most. (20 minutes, Color)

YOUR JOB: YOU AND YOUR BOSS (Senior High) Coronet Films

Illustrates the relationship between worker and boss from both viewpoints. Many questions are broached and discussed regarding dependability and familiarity and authority. Bosses and employees tell the qualities they expect from each other. (16 minutes, Black and White)

APPENDIX II

MATERIALS REFERENCE LIST

Deciding, College Entrance Examination Board
Princeton, New Jersey 1972

Getting A Job, Florence Randall
Fearon Publishers, Palo Alto,
California, 1966

Jobs In Your Future, Miriam Lee
Scholastic Book Services
New York, New York 1967

Succeeding In The World Of Work, Grady Kimbrell and Ben S. Vineyard
McKnight Publishing Company
Bloomington, Illinois 1975

Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum
Hart Publishing Company
New York, New York 1972

ACCESSION NUMBER: VT102618

PUBLICATION DATE: 75

TITLE: A WORKSHOP TO DEVELOP COMPETENCY-BASED EVALUATION STRATEGIES FOR SPECIALIZED DISTRIBUTIVE EDUCATION CURRICULUM AREAS (UNIVERSITY OF NEBRASKA, JUNE 23 - JULY 11, 1975). FINAL REPORT.

DESCRIPTOR: CURRICULUM DEVELOPMENT; CURRICULUM EVALUATION; *DISTRIBUTIVE EDUCATION; TEACHER WORKSHOPS; BEHAVIORAL OBJECTIVES; *TEACHER DEVELOPED MATERIALS; *INSTRUCTIONAL MATERIALS; OCCUPATIONAL HOME ECONOMICS; JOB SKILLS; LEARNING ACTIVITIES; PERFORMANCE SPECIFICATIONS; *FOOD SERVICE OCCUPATIONS; *CLOTHING

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 276P.

ABSTRACT: DESCRIBED IS THE DEVELOPMENT OF CURRICULUM ACTIVITIES COMPLETED DURING PART OF A WORKSHOP AT THE UNIVERSITY OF NEBRASKA FROM JUNE 23 THROUGH JULY 11, 1975. EVALUATION MATERIALS, BEHAVIORAL OBJECTIVES, AND LEARNING ACTIVITIES FOR THE OCCUPATIONAL AREAS OF THE FOOD SERVICE AND APPAREL INDUSTRIES WERE IDENTIFIED AND VALIDATED FROM A NATIONAL LIST OF COMPETENCIES. TWO WEEKS OF THE WORKSHOP WERE DEVOTED TO GATHERING CURRICULUM MATERIALS AND PREPARING FOR THE WRITERS' WORKSHOP. TWELVE TEACHERS, RECOGNIZED FOR THEIR EXPERTISE IN DEVELOPING DISTRIBUTIVE EDUCATION CURRICULUMS, PRODUCED THE MATERIALS THAT CONSTITUTE THE BULK OF THIS REPORT. COMPETENCIES ARE LISTED IN ORDER OF IMPORTANCE FOR THE FOOD SERVICE MASTER EMPLOYEE, FOOD SERVICE OWNER MANAGER, APPAREL MASTER EMPLOYEE, AND APPAREL OWNER MANAGER LEVELS. CATEGORIES IN ADVERTISING, COMMUNICATIONS, HUMAN RELATIONS, MATHEMATICS, PRODUCT AND SERVICE KNOWLEDGE, MANAGEMENT, AND SELLING ARE INCLUDED. SAMPLES OF INVOICES, PURCHASE ORDERS, INVENTORY RECORDS, MATH PROBLEMS, AND TAX FORMS ARE PROVIDED FOR USE WITH VARIOUS ACTIVITIES. SCRIPTS USED IN ROLE-PLAYING FOR COMMUNICATIONS AND HUMAN RELATIONS ACTIVITIES AND EVALUATION INSTRUMENTS ARE ALSO INCLUDED. (KH)

INSTITUTION NAME: NEBRASKA UNIV., LINCOLN.

SPONSORING AGENCY NAME: NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN.; NEBRASKA OCCUPATIONAL NEEDS RESEARCH COORDINATING UNIT, LINCOLN.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

ERIC

102618

FINAL REPORT

Exemplary Programs and Project
Vocational Education Amendments of 1968
Public Law 90-576

A Workshop to Develop Competency-Based Evaluation Strategies for Specialized Distributive Education Curriculum Areas

James Burrow
Project Director

Conducted at
the University of Nebraska
Lincoln, Nebraska

June 23 - July 11, 1975

NEBRASKA STATE DEPARTMENT OF EDUCATION
AND
NEBRASKA RESEARCH COORDINATING UNIT
LINCOLN, NEBRASKA 68508

VT 102 618

ABSTRACT

Title of Project: A Workshop to Develop Competency-Based Evaluation Strategies for Specialized Distributive Education Curriculum Areas

Project Director: James Burrow

Co-Director: Steven A. Eggland

Applicant Organization: The University of Nebraska, Lincoln

Duration of the Project: June 23-July 11, 1975

Total Federal Funds Requested: $3010.68

Purposes or Objectives: The specific objectives of the project are:

1. To select competencies from lists of Nationally identified and validated competencies that are appropriate for the occupational categories of Apparel and Accessories and/or Food Service.
2. To write specific behavioral objectives for the identified competencies.
3. To design activities based on those objectives to be used by students to demonstrate their occupational competence in the specified occupational areas.
4. To develop evaluation instruments that will measure the performance level of students on the specified competencies.

Procedures: The objectives of this activity will be accomplished through a one-week writers' workshop. The workshop format will allow persons with expertise in the identified occupational categories to develop and evaluate curriculum materials for specialized distributive education curriculum areas utilizing a cooperatively developed format. The project director will have previously participated in a national workshop designed to prepare him to direct the state-level writers' workshop.

Contributions to Education: A major component of any competency-based curriculum model is evaluation of competence. Experts in the field contend that performance should be demonstrated and measured in as near "real-life" conditions as possible. There is a National effort within Distributive Education to develop competency-based activities and evaluation strategies for specialized distributive occupational areas. A project of this nature will extend that national effort as well as provide competency-based evauation strategies that are cooperatively and expertly designed to be utilized within distributive education programs. This effort will allow for an extention of current curriculums into specialized occupational areas through provision of valid means of evaluating student performance on selected competencies within those occupational areas.

PROCEDURES

The curriculum development activities were completed in a one-week workshop held at the University of Nebraska, Lincoln. A team of twelve writers consisting of distributive education teachers was selected to participate in the workshop based on their expertise in distributive education curriculum, particularly in the occupational areas of Apparel and Accessories and/or Food Service.

Prior to the workshop the project director participated in a three day National workshop to prepare for administering the writers' workshop. The two weeks prior to the writers' workshop were utilized by the project director in collecting curriculum materials for specialized distributive education occupational areas and preparing for the administration of the workshop.

The writers' workshop consisted of two days of instruction for participants in curriculum development, developing learning activities for competencies in specialized occupational areas, and evlauation strategies for competency-based instruction. Two days were spent in individual curriculum development activities, and the final day was used for product evaluation, revision and finalization. (See attached agenda)

Following the workshop, writers developed additional curriculum materials and submitted completed materials to selected businesspersons for review and evaluation.

All curriculum materials development was based upon previously identified and verified competencies for the selected occupational areas. A format developed at the national workshop attended by the project director was used as a model for the curriculum development activities.

DE Curriculum Development Workshop
July 7-11, 1975

Agenda

Monday, July 7

9:30 - 12:30

Registration, Orientation
Philosophy & Rationale of specialized occupational curricula in DE
Competency-based research for DE occupations
New directions in DE curriculum development
Participants reactions

1:30 - 4:30

Format for developing learning activities
Review of completed activities
Competencies for Food Service occupations
Selection of writing teams
Planning writing activities

Tuesday, July 8

9:30 - 12:30

Writing initial set of learning activities

1:30 - 4:30

Evaluate activities in small groups
Large group reaction session
Discussion of evlauation procedures and criteria

Wednesday, July 9

9:30 - 12:30

Discussion of evaluation procedures and criteria
Develop evaluation strategies for learning activities
Finalize first set of learning activities

1:30 - 4:30

Identify instructional areas for new activities
Review competencies and format
Begin writing learning activities

Thursday, July 10

9:30 - 12:30

Complete learning activities
Design evaluation instruments
Review completed activities

1:30 - 4:30

Simulation of selected activities

Friday, July 11

9:30 - 12:30

Review and evaluate curriculum development concept, process and format
Determine future directions for specialized occupational curriculum development in DE
Evaluate workshop process and materials

June 1975

FOOD SERVICE
MASTER COMPETENCY LEVEL

The following competencies were validated by 15 individuals in the food service industry. Competencies are listed in order of importance by areas. Each competency area specifies the percentage of competencies identified as important to the food service employee.

ADVERTISING - 37.5%

Knowledge of or understanding that:

The purposes of advertising such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.

The uses of promotional and institutional advertising.

Skill:

In keeping personnel informed of sales promotion activities within the store.

In studying specific information in ads and using the advertised facts effectively in selling.

To use promotional, institutional or a combination of promotional and institutional advertising to best promote merchandise, services and store image.

Attitude:

That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

That restaurant personnel supplement advertising with a neat appearance, kind actions, interest and enthusiasm.

That although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.

That good advertising will help increase sales for a department or store, creating interest and desire in customers.

COMMUNICATIONS - 32

Knowledge of or Understanding that:

When to keep communications confidential.

Skill:

In listening to and following directions.

In using the telephone correctly and most effectively.

In receiving or giving telephone orders, complaints and messages.

In writing sales checks legible so that errors in delivery, quantities sent and amounts charged for can be eliminated.

To talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Attitude:

That the ability to communicate skillfully in good English is essential to a person's business advancement.

Of a realization that first impressions are important to the business and last impressions are longest remembered.

That the tone of voice can express sincere welcome and eagerness to be of service.

That communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

Knowledge of or Understanding that:

How to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

Skill: -

To arrange a plate of food in an appealing way.

In using color, harmony, balance and proportion in display construction.

In preparing a typical dish for display as it has been advertised.

In arranging attractive window displays.

In developing dining room lighting arrangements that will create a certain "atmosphere" of dining mood.

Attitude:

That good display of merchandise is a prime factor in developing a customer's interest.

That the more customer exposure merchandise has the more sales it should produce.

That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

HUMAN RELATIONS

Knowledge of or Understanding that:

How to dress appropriately for the job and maintain a well-groomed appearance.

To develop and maintain a pleasant working environment.

A positive attitude is usually reflected in one's work.

Human relations in the retail organization consists of an interdependence with fellow employees, supervisors and customers.

Morale is being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

To tactfully explain to guests the approximate waiting time for table arrangements and make the wait as pleasant as possible.

Skill:

In exercising self-control during trying situations.

In developing and maintaining harmonious relationships with other employees.

In working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

In representing the business favorable to customers and outside business associates.

Attitude:

That it is the feeling of being a valued patron that converts occasional customers into regular guests.

That a restaurant employee who gives a cheerful greeting, recognizes patrons by name and replies pleasantly to questions can go a long way in developing pleasant relations for the business.

That food service requires teamwork - a waitress or waiter cannot work as an individual but must be backed by the cooperative efforts of the kitchen staff and dining room staff.

That next to job performance, human relations is an employee's greatest responsibility.

That honesty and integrity are personality traits necessary in job situations such as record-keeping, Time keeping and stockkeeping in addition to jobs which require working with money.

That understanding others and one's self is basic to working harmoniously together.

That an awareness that good personal appearance helps create effective customer impressions.

That good human relations within a company builds good public relations.

MATHEMATICS - 60%

Skill:

In making change and using the cash register.

In accurately calculating the exact amount of a customer's purchase.

In adding columns of figures with facility.

In reading and interpreting self computing scales [illegible] such as tax computation charts.

In multiplying and extending figures with facility.

In balancing cash and totaling sales for the department and/or cash register at the end of the day.

MERCHANDISING - 10%

Knowledge of or Understanding that:

The uses of forms and records necessary in inventory control.

Stock counts are taken for inventory-control purposes and for ordering purposes.

The ways to handle special orders of merchandise for customers.

The procedures involved in a merchandise count for physical inventory.

Skill:

In using forms and records necessary in inventory control.

In handling special orders of merchandise for customers.

In ability to participate in merchandise counts for physical inventories.

Food Service - [illegible]

Attitudes:

[illegible] affect company profits.

PRODUCT AND [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Skills:

[illegible]

[illegible]

Abilities:

[illegible]

[illegible]

[illegible]

That a belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.

OPERATIONS - 40%

Knowledge of or Understanding that:

Careful use of supplies will help control expenses.

How to authorize customer checks according to the store's policy.

The health and sanitation laws and regulations with which restaurants must comply.

Skill:

In handling and caring for store equipment.

In remembering safety precautions that can eliminate accidents while handling equipment.

Attitude:

That a high level of sanitation is necessary to maintain customer patronage.

That in handling restaurant equipment it is well to remember that wear, tear and breakage increase operating expenses.

MANAGEMENT - 100%

Knowledge of or Understanding that:

The availability and location of customer facilities.

Skill:

To determine in various situations the most efficient way to get the job accomplished.

Attitude:

That management, supervisors and employees require a frame work of policies and procedures within which to operate.

That special customer services and accommodations build customer goodwill and help increase sales.

That lines of authority should be followed; so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.

SELLING - 45%

Knowledge of or understanding that:

How to operate a cash register correctly.

How to properly wash and sterilize drinking, eating and cooking utensils in compliance with sanitary regulations.

How to handle individual differences in customers.

The customer approaches such as greeting, merchandise and service which may be used when opening a sale.

How to properly handle charge plates during a charge sale transaction.

That customer loyalty can be built with timely merchandise and friendly service.

How to use suggestion selling in situations where customers are unfamiliar with the service, have difficulty interpreting the menu or have a limited budget.

Skill:

To question, observe and listen in order to complete a successful sale.

To determine the correct change and count it back to a customer during a cash sale according to company procedure.

To tactfully handle difficult customers.

To efficiently handle a cash sale transaction.

In sensing a customer's objections and handling them as effectively as possible.

In closing a sale with a statement appropriate to the occasion or the season.

In showing a genuine interest in the customer's problem.

In helping a customer make a buying decision.

In showing or displaying merchandise in a way that creates interest and desire in customers.

In determining when and how to close a sale.

In properly writing out sales checks.

To serve at [illegible] manner or style that management desires.

Preparing short orders for beverages and food items.

In opening a sales conversation with a suitable statement or remark.

To efficiently handle cash sale transactions.

Attitude:

That any necessary food items that are "out" or in short supply must be reported immediately.

That one should give the best customer service with the customer always first in mind.

That customers should be approached promptly and not be kept waiting.

That the goodwill of the customer is based on his confidence in the quality of the food and his appreciation of the excellence of the service.

That clean, orderly counters are a method of stimulating sales.

That the business life of a restaurant operation depends upon building a clientele of satisfied customers.

That certain housekeeping duties such as cleaning and dusting tables and chairs and vacuuming must be done in order to promote the restaurant as a clean, desirable place to eat.

Of a feeling that each customer is an "individual".

That in order to maintain customer goodwill dishes must sometimes be re-prepared, serving the replaced or payment of the meal refunded.

Of a strong interest in the merchandise or service being sold.

That suggestion selling is a service to the customer and also personal satisfaction for money spent.

That unfriendly and slow service will not increase business at the lunch counter where quick service is desired.

That one should live up to promises made to customers.

That even though counter service is usually patronized by a customer because of its quick service, the customer must not be made to feel that he is being pushed or rushed for a menu decision.

That the restaurant sale is more than an exchange of money for food it is the selling of service and satisfaction as well as food.

That the best dish on earth is only as good as the manner in which it is served.

That dining can be much more enjoyable for the guest by quietly and quickly replenishing beverages and food accompaniment and filling any additional request.

That a guest should not be kept waiting for his food check; the check should be presented after the last course has been served or as soon as the guest has finished eating.

June 1975

FOOD SERVICE OWNER/MANAGER

The following competencies were validated by 12 individuals in the food service industry at management level. Competencies are listed in order of importance by areas. Each competency area specifies the percentage of competencies identified as important to the food service manager and assistant manager.

ADVERTISING - 40%

Knowledge of or Understanding that:

How to design or select placemats that are serviceable, attractive and reflective of the restaurant's image.

The relative cost of advertising in various media.

The various methods which can be used to inform customers of special events.

The purposes of advertising, such as building customer traffic, building a reputation for the store, stabilize sales volume and introduce new products.

Skill:

Keeping personnel informed of sales promotion activities with the store.

In evaluating the effectiveness of advertising in terms of sales and costs.

Attitude:

That the available quantities of advertised merchandise should be checked before an ad breaks.

That advertising should be supplemented by attractive displays, an efficient sales force.

That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

That advertising is a form of preselling - a tool which catches attention, arouses interest, creates desire and induces action.

That advertising plans and schedules should be based on factual information and sound judgement.

That an awareness of competitors' advertised merchandise - its prices and competitive selling features - is beneficial in selling one's own merchandise.

That good advertising will help increase sales for a department or store, creating interest and desire in customers.

That restaurant personnel supplement advertising with a neat appearance, kind actions, interest and enthusiasm.

That restaurant advertising can provide information about the location and facilities of food service, kinds of food service provided, hours of service, food, menu and prices.

That although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.

COMMUNICATIONS - 47%

Knowledge of or Understanding that:

How to communicate with others in order to motivate them to work willingly.

How to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.

The approaches which can be used in assigning duties and delegating authority or that everything is completely clear.

When to keep communications confidential.

The important benefits - both short and long

range - derived from keeping the public as much aware of the store's image as possible.

How to suggest changes to management.

How to control grievances within the organization, employees should be given timely information concerning policies and procedures.

Skill:

In writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.

In writing purchase orders legibly so that errors in quantities, shipping, pricing information, etc. can be eliminated.

In ability to assist with training or teaching others.

In listening to and following directions.

In satisfactorily handling customer inquiries for general information.

In translating technical words concerning an item of merchandise into the customer's language.

To talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Attitude:

That an important phase of management's responsibility in any organization is communication.

That communication must be a two-way process between management and employees.

That the voice is an important medium through which selling is accomplished.

That first impressions are important to the business and last impressions are longest remembered.

That good display of merchandise is a prime factor in developing a customer's interest.

That the more customer exposure merchandise has the more sales it should produce.

That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

HUMAN RELATIONS - 36%

Knowledge of or Understanding that:

How to get results through people by practicing effective human relations.

The factors which appear to affect employee morale.

How to motivate others for best performance.

Evidences of poor morale - high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output and tardiness.

Morale as being the term frequently used to describe employee attitude toward their jobs, employer and fellow employees.

The supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Honesty and integrity are personality traits necessary in situations such as record keeping, time keeping and stockkeeping jobs that require working with money.

A feeling that the effective supervisor must be a leader and his job is to achieve results through other people.

A feeling that good human relations within a company build public relations.

A willingness to accept and put into practice the planned policies and procedures of management.

How to build morale in employees.

How to recognize the accomplishments of others.

Supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives.

An awareness that good human relations improve employee morale encouraging cooperation, generating happiness and creating harmony.

Skill:

In selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.

In training employees and following-up on the effectiveness of training.

To follow through on the initial experiences of new employees determining whether they are to be re-trained, transferred or released.

To capitalize on the talents and attributes of employees and their benefit and that of the business.

To understand one's self.

Developing and maintaining harmonious relationships with other employees.

Working cooperatively with fellow employees, supervisors and being aware of their needs and motivations.

Avoiding misrepresentations of people, products and policies.

Representing the business favorably to customers and outside business associates.

Ability to evaluate the abilities, interests and performance of employees in relation to possible advancement.

Exercising self control during trying situations.

Generating enthusiasm toward people.

Attitude:

That a supervisor should set an example of work habits and character which employees can emulate.

A realization that employee morale is influenced by the supervisor's attitude.

MATHEMATICS - 53%

Knowledge of Understanding that:

A department's gross margin should cover operating expenses and provide a percentage of profit.

A retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.

Skill:

In adding columns of figures with facility.

In balancing cash and totaling sales for the department and/or cash register at the end of the day.

In making change and using the cash register.

In accurately calculating the exact amount of a customer's purchase.

In multiplying and extending figures with facility.

In computing local, state and federal taxes which must be applied in the sale of goods.

Attitude:

That retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

MERCHANDISING - 52%

or

Knowledge of/Understanding that:

Skill:

In making effective use of current trends in sales, customer buying habits.

In analyzing and interpreting past sales records and performances in planning future sales and purchases.

In placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.

In keeping informed of competitive conditions in the market area which the store serves.

In ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.

In ability to use the company's merchandise order forms.

In using forms and records necessary in inventory control.

In comparing merchandise costs and such factors as transportation and discounts.

Attitude:

That stockkeeping errors or losses affect company profits.

That by maintaining regularly scheduled deliveries of basic foodstuffs such as dairy products and baked goods, the buying responsibility is eased.

That a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.

That belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.

That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

That one must keep informed of manufacturers' or resources' products and lines of merchandise which can be valuably used by the retailer.

That one must be constantly alert to discover "hot items" and follow through with additional merchandising and promotional activities.

PRODUCT AND SERVICE KNOWLEDGE - 49%

Knowledge of or Understanding that:

Merchandise information is a useful tool in opening a sales conversation with a customer.

The size of various feed portions that may be served without affecting profits.

The restaurant's menu items which have been authorized for "take out" service.

The kitchen preparation time of various dishes.

Ways to interpret the features of a product in terms of benefits to customers.

How to set up or prepare tables with linens, china, flatware, crystal, etc., using the correct place-setting rules.

The sizes, colors, styles and prices in which merchandise is available.

The values of advertising information to the sales person.

How to adapt food served to climatic conditions, (summer fresh fruits, salads and vegetables; winter-casseroles and stews).

Skill:

In using facts about the merchandise itself when helping a customer make a buying decision.

In ability to handle foods in such a way as to protect their food values and avoid undue losses.

In timing a customer's order - that is, knowing when he (waiter) will send a course, how long it will take to prepare in the kitchen (especially cooked-to-order foods) and when he should return to the kitchen to pick up the food fresh from the broiler, griddle or oven.

In garnishing dishes being served in an appetizing way.

In suggesting to customers menu selections based on a knowledge of profit value in various menu items.

In using facts from merchandise advertisements during sales.

In maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

In suggesting to customers interesting and desirable food accompaniment such as wines and dressings.

Attitude:

That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily

That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.

That adequate merchandise information will build customer confidence in the merchandise as well as in the store.

That adequate merchandise information will help increase sales and promote better customer relations.

That a continual program of training and retraining employees with product knowledge must be carried out.

OPERATIONS - 51%

Knowledge of or Understanding that:

Careful use of supplies will help control expenses.

How to record and report federal and state sales taxes.

Procedures for reporting and handling damaged merchandise.

How to requisition and obtain supplies needed by the department such as salescheck books, wrapping supplies and report forms.

The procedures involved in checking merchandise in against an invoice.

The terms used in connection with the merchandise receiving and marking process such as buyer's order, invoice, apron, price code, blind check, direct check, receiving record, bill of lading, vendor and vendee.

To analyze and follow through on food-cost control areas such as purchasing, receiving, storing, issuing, production, inventory and sales.

How to interview potential employees, obtaining all necessary data and offering them information concerning the business - its operation and policies.

How to properly handle records for the effective control of the store's operation.

The functions of store maintenance.

Although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.

Seemingly small savings in some expense areas can mean a substantial gain in profits.

How to control expenses in order to provide the highest possible profit.

The health and sanitation laws and regulations with which restaurants must comply.

Skill:

In handling and caring for store equipment.

In determining shipping and receiving discrepancies and taking the proper action.

In handling and caring for store equipment.

In reducing costly errors by maintaining proper records of store operations.

In following through on non-delivered or lost merchandise.

In remembering safety precautions that can eliminate accidents while handling equipment.

Attitude:

That a well - kept store is a primary means of attracting and holding business.

That a realization that expenses are an influential factor in merchandising profitably.

That complete records should be kept of all incoming merchandise for store protection.

That a high level of sanitation is necessary to maintain customer patronage.

That management must be concerned with the control of items such as labor, supplies, utilities, laundry, uniforms and equipment in addition to food cost control.

MANAGEMENT - 57%

Knowledge of or Understanding that:

The methods of training which can be used such as telling, showing, demonstration and dramatization.

The store's procedures for evaluating employees.

How to use the store's policies for making decisions on hiring, promoting or dismissing employees.

How to help each employee have a feeling of pride in his company and the worthwhileness of his work.

How to handle employee complaints and grievances, maintaining an objective point-of-view.

How to handle customer traffic efficiently at the check-out point (front-end operation).

Skill:

To determine in various situations the most efficient way to get the job accomplished.

In planning and developing a work force budget and scheduling employee working hours, lunch hours and reliefs.

In planning and organizing work.

To tactfully identify mistakes employees have made and help them constructively correct them.

Determine when additional employees are needed in order to accomplish desired business objectives.

In carefully selecting and placing employees in jobs which they are physically, mentally and emotionally equipped to perform.

To select those persons most nearly qualified for employment when recruiting potential employees.

To think ahead and plan for any emergencies that might arise.

Attitude:

That there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.

That efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

That it is management's responsibility for providing job knowledge as incentive through training.

That management, supervisors and employees require a framework of policies and procedures within which to operate.

That management must be continuously aware of promotional and transfer possibilities among store personnel in successfully filling job vacancies.

That a good supervisor must also be an effective teacher or trainer.

That each employee should be made to feel his efforts are really appreciated.

That special customer services and accommodations build customer goodwill and help increase sales.

That employee morale can be maintained and payroll savings brought about by carefully scheduling and budgeting employee working hours.

That attention must be paid to state and local laws regulating the hiring of minors, the use of women for certain jobs, wages and hours and health examinations.

That since the future of the business is dependent upon the quality of future managers, a definite program for recruitment and development of future managerial personnel should be a part of every business.

SELLING - 42%

Knowledge of or Understanding that:

The ways to handle customer complaints according to store policy.

The housekeeping duties which must be performed in connection with proper stock care.

The ways to help a customer make a buying decision.

That customer loyalty can be built with timely merchandise and friendly service.

Skill:

To efficiently handle a cash register.

To determine that correct change and count it back to a customer during a cash sale according to company procedure.

To tactfully handle difficult customers.

To serve customers in the manner or style that management desires.

In ability to question, observe and listen in order to complete a successful sale.

In ability to efficiently handle a cash sale transaction.

In helping a customer make a buying decision.

In showing or displaying merchandise in a way that creates interest and desire in customers.

In determining when and how to close a sale.

In properly writing out saleschecks.

Attutide:

That each customer is an "individual".

Of strong interest in the merchandise or service being sold.

That customers' objections must be handled and overcome with respect.

That a customer's complaint is an excellent opportunity to build goodwill.

That customers should be approached promptly and not be kept waiting.

That one should live up to promises made to customers.

That one should give the best customer service with the customer always first in mind.

That any necessary food items that are "out" or in short supply must be reported immediately.

That the possession of an understanding of the firm's policies concerning foods and services helps build customer confidence and restaurant personnel's self-confidence.

That the good will of the customer is based on his confidence in the quality of the food and his appreciation of the excellence of the service.

That clean, orderly counters are a method of stimulating sales.

That the business life of a restaurant operation depends upon building a clientele of satisfied customers.

That even though counter service is usually patronized by a customer because of its quick service, the customer must not be made to feel that he is being pushed or rushed for a menu selection.

That the restaurant sale is more than exchange of money for food - it is the selling of service and satisfaction as well as food.

That the best dish on earth is only as good as the manner in which it is served.

That certain housekeeping duties such as cleaning and dusting tables and chairs and vacuming must be done in order to promote the restaurant as a clean, desirable place to eat.

That care must be taken to see that menus are neatly folded, clean and ready for use at the dining hours for which they are intended.

That customer confidence in the restaurant is strengthened when served with gleaming china, glassware and polished silverware.

That the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

That basic product information is necessary to demonstrate good selling practices.

That sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

That the customer - by his very act of complaining - is giving the store an opportunity to correct a possible fault in its operation.

That the buyer or department manager must be promptly informed of items not in stock for which customers ask.

That usually as much of a waitress's (waiter's) time is spent on "side work" as on serving table guests or counter customers. (Example: cutting butter, lemons, refilling sugar bowls, creamers, dusting tables, chairs, inspecting linens before use, etc.)

That menu and price signs should be attractively placed, easily read and replaced when they become soiled.

June 1975

APPAREL INDUSTRY - MASTER EMPLOYEE

The following competencies were validated by 25 individuals in the apparel industry. Competencies are listed in order of importance by areas. Each competency area specifies the percentage of competencies identified as important to the apparel industry employee.

ADVERTISING - 40%

Knowledge of or Understanding that:

The prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.

The supply of merchandise available to back up an ad effectively.

Skill:

Correctly informing customers of the location of advertised merchandise within the stores.

Ability to inform customers of special events or promotions within the store.

Attitude:

It is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

Good advertising will help increase sales for a department or store, creating interest and desire in customers.

The available quantities of advertised merchandise should be checked before an ad breaks.

Although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.

Advertising should be supplemented by attractive displays and an efficient sales force.

Advertising is a form of preselling - a tool which catches attention, arouses interest, creates desire and induces action.

COMMUNICATIONS - 50%

Knowledge of or Understanding that:

How to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.

When to keep communications confidential.

How to suggest changes to management.

Valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.

Skills:

In listening to and following directions.

In communicating effectively with customers, co-workers and supervisors.

In ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

In writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated.

In interpreting store policies to customers.

In ability to assist with training or teaching others.

In satisfactorily handling customer inquiries for general information.

In effective use of speech and vocabulary.

Attitude:

That a realization that first impressions are important to the business and last impressions are longest remembered.

That an awareness that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise and for customers.

That attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.

That a belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

That in distributive occupations the "spoken word" is an important tool of the trade.

That the tone of voice can express sincere welcome and eagerness to be of service.

That poor or awkward grammar lowers store personnel, store image and merchandise value in the estimation of the customer.

That the ability to communicate skillfully in good English is essential to a person's business advancement.

DISPLAY - 42%

Knowledge of or Understanding that:

The best arrangements for advertised merchandise on counters, tables, or shelves.

How to handle customer requests for clothes on mannequins or other merchandise on display.

Skill:

In arranging counter displays of merchandise.

In using color, harmony, balance and proportion in display construction.

In rearranging or replacing merchandise sold from interior displays.

Attitude:

That good display of merchandise is a prime factor in developing a customer's interest.

That the more customer exposure merchandise has the more sales it should produce.

That self-selection merchandise must be properly signed or identified for the greatest ease in customer selection.

That effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

That color plays an important part in the customer's acceptance of merchandise.

HUMAN RELATIONS - 48%

Knowledge of or Understanding that:

How to dress appropriately for the job and maintain a well-groomed appearance.

The ways to effectively handle difficult customers.

How to show an interest in others.

Morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

A positive attitude is usually reflected in one's work.

Skill:

In exercising self-control during trying situations.

In representing the business favorably to customers and outside business associates.

In avoiding misrepresentations of people, products and policies.

In demonstrating initiative and creativity.

In developing and maintaining harmonious relationships with other employees.

In maintaining an objective point of view in problem situations.

In ability to understand one's self.

In generating enthusiasm toward people.

Attitude:

That honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.

That an awareness that good personal appearance helps create effective customer impressions.

That next to job performance, human relations is an employee's greatest responsibility.

MATHEMATICS - 44%

Knowledge of or Understanding that:

How to determine a cash register error, the amount and how to correct it on the proper form.

Skill:

In accurately calculating the exact amount of a customer's purchase.

In making change and using the cash register.

In accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing saleschecks.

In being able to properly and correctly handle employee discounts.

Attitude:

That careful use of the cash register will reduce inventory and money shortages.

That carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.

MERCHANDISING - 48%

Knowledge of or Understanding that:

The store's methods or procedures used for changing retail stock prices up or down.

The reasons for making returns of merchandise to manufacturers.

The store's procedures for recording markups and markdowns, additional markups and revisions of retail down.

Skill:

In ability to participate in merchandise counts for physical inventories.

In taking accurate stock counts of merchandise for ordering, inventory or unit-book-control.

In interpreting consumer demand as it applies to the merchandise in the selling department.

In placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.

Attitude:

That stockkeeping errors or losses affect company profits.

That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

That the buyer must be kept informed of low quantity points of staple stocks.

PRODUCT AND/OR SERVICE TECHNOLOGY - 44%

Knowledge of or Understanding that:

The various locations of merchandise on the selling floor and in reserve stock.

The sizes, colors, styles and prices in which merchandise is available.

The current fashions and of new trends.

The ways to show that an item of merchandise is suited for the purpose the customer has in mind.

The sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.

Substitute items that are used for formerly well-known products, what they are substitutes for and superior points of the substitute.

Adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.

Merchandise information is a useful tool in opening a sales conversation with a customer.

Labels taking the form of tags, stamps, wrappers, etc. identify products as to their content.

Merchandise guarantees and directions protect both the customer and the store and help increase sales.

The ways to handle merchandise when placing it in stock or on display as well as how to keep it clean.

Skill:

To be able to mark garment for alterations.

In ability to fit customers with correct sizes when selling articles of clothing.

That ability to translate merchandise label information into selling points.

In interpreting merchandise guarantees and directions to customers.

In expressing customer benefits that accompany merchandise selling features.

In building a sales talk around merchandise selling features.

Attitude:

That a sales person must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

That keeping informed of merchandise and product information makes the sales supporting job more interesting.

That a belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.

That a belief that adequate merchandise information will help increase sales and promote better customer relations.

That adequate merchandise knowledge usually creates in the sales person enthusiasm for his goods and adds to his self-confidence.

That merchandise information can be gained by handling merchandise and by using it.

MANAGEMENT - 54%

Skill:

Ability to determine in various situations the most efficient way to get the job accomplished.

Examine credit cards and checks for bad credit or stolen cards.

Attitude:

That management, supervisors and employees require a framework of policies and procedures within which to operate.

That an awareness that special customer services and accommodations build customer goodwill and help increase sales.

Attitude:

That a well-kept store is a primary means of attracting and holding business.

That damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

That an awareness of the advantages of credit to the customer - smooths out irregularities of purchasing power, is a shopping convenience, etc.

That an awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.

SELLING - 43%

Knowledge of or Understanding that:

How to provide information about merchandise which will create desire or interest in customers.

Customer loyalty can be built with timely merchandise and friendly service.

How to handle individual differences in customers.

The customer approaches such as greeting, merchandise and service which may be used when opening a sale.

The procedures involved in conducting a cash sale transaction.

The procedures to use when writing out saleschecks.

The ways to handle customer complaints according to store policy.

The selling features of products and/or services.

Stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.

How to analyze customer needs.

How to arrange stock in a selling department by color, size, style, price, etc.

How to best utilize selling space with volume or best sellers.

Housekeeping duties which must be performed in connection with proper stock care.

Locating stock on the selling floor, in an understock or a reserve stock.

Skill:

In suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired ones.

In ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

In advising customer on coordination of accessories.

In opening a sales conversation with a suitable statement or remark.

In determining customers' wants and desires during a sale.

In sensing a customer's objections and handling them as effectively as possible.

In ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.

In coordinating merchandise with related items in an attempt to increase the amount of the sale.

In ability to determine the buying motives of customers and then appeal to them.

In ability to question, observe and listen in order to complete a successful sale.

In showing or displaying merchandise in a way that creates interest and desire in customers.

In determining when to close a sale.

In ability to determine the correct change and count it back to a customer during a cash sale according to company procedure.

In ability to serve customers in the manner or style that management desires.

Attitude:

That ability to tactfully handle difficult customers.

That customers should be approached promptly and not be kept waiting.

That a belief that one should live up to promises made to customers.

That a feeling that each customer is an "individual".

That a conviction that selling is important to the store and to the company.

That a feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

That the customers' objections must be handled and overcome with respect.

That a customer's complaint is an excellent opportunity to build goodwill.

That the act of selling is helping the customer obtain maximum personal satisfaction for money spent.

That basic product information is necessary to demonstrate good selling practices.

That a realization of the importance of the salesperson's position in regard to his public relations function.

That a feeling of pride in being a salesperson.

That customers should be approached promptly and not be kept waiting.

That an awareness that each salesperson should attempt to meet his sales quota in order to meet established job performance.

That the buyer or department manager must be promptly informed of items not in stock for which customers ask.

That merchandise must be carefully handled to reduce markdowns.

That an awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.

June 1975

APPAREL INDUSTRY OWNER/MANAGER

The following competencies were validated by 25 individuals in the apparel industry. Competencies are listed in order of importance by areas. Each competency area specifies the percentage of competencies identified as important to the apparel industry owner and/or manager.

ADVERTISING - 41%

Knowledge of or Understanding that:

An advertising budget should be designed and followed.

The prices, available sizes, colors, styles or models of merchandise being advertised in order to better promote or sell.

The purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume and introduce new products.

Skill:

In selecting appropriate merchandise for advertising purposes.

In checking advertising proofs for corrections, omissions and additions.

In keeping personnel informed of sales promotion activities within the store.

In ability to select merchandise for advertising that is seasonal and timely.

In working effectively with advertising and display departments to plan and carry out special advertising or display within the department.

In evaluating the effectiveness of advertising in terms of sales and costs.

In correctly informing customers of the location of advertised merchandise within the stores.

Attitude:

That the available quantities of advertised merchandise should be checked before an ad breaks.

That advertising should be supplemented by attractive displays and an efficient sales force.

That advertising, to be successful, must be believed by the customer.

That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

That advertising plans and schedules should be based on factual information and sound judgement.

That good advertising will help increase sales for a department or store, creating interest and desire in customers.

That although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.

That advertising effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.

COMMUNICATIONS - 40%

Knowledge of or Understanding that:

How to communicate with others in order to motivate them to work willingly.

When to keep communications confidential.

How to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.

The approaches which can be used in assigning duties and delegating authority so that everything is completely clear.

How to suggest changes to management.

The important benefits - both short and long-range derived from keeping the public as much aware of the store's image as possible.

Skill:

In ability to conduct effective department employee meetings.

In ability to convey directions and instructions clearly to employees.

In ability to assist with training or teaching others.

In listening to and following directions.

In interpreting management's policies to employer and employee's problems to management.

In writing saleschecks legibly so that errors in in delivery, quantities sent and amounts charged for can be eliminated.

To be able to conduct a job interview with a projective employee.

In interpreting store policies to customers.

In ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

In ability to interpret to management the progress of a certain department, system or function within the store.

In writing point-of-sale copy which is effective in conveying a sales message to the customer.

Attitude:

That a belief that an important phase of management's responsibility in any organization is communication.

That a belief that communication must be a two-way process between management and employees.

Of an awareness that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise and for customers.

That a belief that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

That attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and operating picture.

That the tone of voice can be used to express conviction and eagerness to be of service.

That by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel.

That a realization that even in the most skillfully constructed communications misinterpretations will develop.

DISPLAY - 43%

Knowledge of or Understanding that:

Display budget should be designed and followed.

How to employ seasonal or storewide themes in department displays.

The housekeeping procedures necessary for the proper upkeep of department displays of merchandise.

That current fashion and merchandise information necessary for effective and timely display.

How to use available display space to the best advantage.

The procedures for having point-of-sale signs printed.

The best arrangements for advertised merchandise on counters tables or shelves.

How to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other than normal department locations.

Skill:

In selecting merchandise for display that is seasonal and timely.

To select appropriate merchandise for displaying.

In scheduling and featuring merchandise in displays at the same time it is being advertised.

In using the best selling locations within the store or department to place effective displays.

In displaying merchandise as it can be used.

Attitude:

That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

That displays should reflect the character of the store in both quantity and quality.

That good display of merchandise is a prime factor in developing a customer's interest.

That effective display of self-selection merchandise can reserve the salesperson's time for merchandise which requires selling aid.

That good display (or visual merchandising) plays a major role in the volume movement of goods.

That good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

That increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

MAN RELATIONS - 42%

Knowledge of or Understanding that:

How to motivate others for best performance.

How to get results through people by practicing effective human relations.

The evidences of poor morale - high personnel turnover, numerous grievances, increased absenteeism and tardiness, restriction of output and tardiness.

Positive attitude is usually reflected in one's work.

The supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Human relations in the retail organization consists of an interdependence with fellow employees, supervisors and customers.

How to dress appropriately for the job and maintain a well groomed appearance.

How to develop and maintain a pleasant working environment.

How to show interest in others.

Skill:

In selecting the right person to do a job, giving clear instructions and seeing that instructions are properly carried out.

In training employees and following-up on the effectiveness of training.

In exercising self-control during trying situations.

In demonstrating initiative and creativity.

In interviewing employees regarding corrections and grievances.

In working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations.

In avoiding misrepresentations of people, products and policies.

In accepting criticism and turning it into a character-building element.

Attitude:

That honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stockkeeping in addition to jobs that require working with money.

That a feeling that the effective supervisor must be a leader whose job is to achieve results through other people.

That a belief that supervisor should set an example of personal work habits and character which employees can emulate.

That an aware ness that good human relations improve employee morale by encouraging cooperation, generating happiness and creating harmony.

That an awareness that good human relations helps increase production by stimulating interest and creativeness in employees.

That a realization that employee morale is influenced by the supervisor's attitude.

MATHEMATICS - 40%

Knowledge of or Understanding that:

How to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.

The procedures and factors involved in the retail and/or cost method of inventory.

Skill:

In figuring "open-to-buy" in an effort to determine a department or store's overbought condition or money available for additional merchandise purchases within a planned period.

In figuring turnover and interpreting its relationship to department or store operating profits.

In setting prices on goods and services that will cover the cost of operation and yield a profit.

In keeping stock control books - posting prices, styles, codes, sales, markdowns, merchandise returns, etc.

In ability to maintain mathematically correct stock control records.

In figuring stock-to-sales ratios in an effort to maintain a department or store's stocks in close relationship to its sales.

Attitude:

That open-to-buy is a guideline useful in merchandising a department profitably.

That adequate turnover is closely related to operating profits.

That retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

That merchandise buying plans for specified periods serve as guidelines for profitable operations.

MERCHANDISING - 42%

Knowledge of or Understanding that:

The store's procedures for recording markups and markdowns, additional markups and revisions of retail down.

The ways to develop and submit departmental advertising plans for a coming season to management.

The procedures for analyzing and interpreting past sales records and performance in planning future sales and making purchases.

The uses of forms and records necessary in inventory control.

The procedure for properly recording the transfer of stock to branch stores to prevent inventory shortages.

The procedures used in preparing merchandise plans by seasons.

Stock quantities necessary for seasonal or year-round selling.

The uses of the information available from unit inventory control systems.

The use of ticket stubs and special forms to keep records of merchandise sold by classification.

Skill:

To be able to select and to order merchandise based on customer demand.

In placing reorders as soon as the need is discovered to assure depth of stock in wanted merchandise.

In ability to use "open-to-buy" and interpret the factors that influence it.

In ability to determine the quantity of merchandise to buy when purchasing new merchandise or reordering basic stocks.

In taking accurate stock counts of merchandise for ordering, inventory or unit-look-control.

In determining stock quantities necessary for seasonal or year-round selling.

In preparing and maintaining a model (or basic) stock plan.

To determine appropriate merchandise for sales.

In interpreting consumer demand as it applies to the merchandise in the selling department.

In maintaining a close relationship between stocks and sales.

In using unit control records to predict trends in price lines, colors, types, sizes, etc.

In using effective use of current trends in sales, customer buying habits, styles, etc.

In using timely advertising, mark-downs, special sales and sales force incentives to stimulate sales.

In keeping informed of competitive conditions in the market area which the store serves.

Attitude:

That a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment and rapid turnover can be achieved.

That one must be constatnly alert to discover "hot items" and follow through with additional merchandising and promotional activities.

That before buying merchandise, its salability (past, present and potential), comparative market value, competitive elements and amount of stock on hand and on order must be considered.

That a belief that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.

That a belief that if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.

That the buyer must be kept informed of low quantity points of staple stocks.

That the customer is the determining factor in buying merchandise for a retail store or department.

That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

PRODUCT AND SERVICE - 45%

Knowledge of or Understanding that:

Adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.

That merchandise information is a useful tool in opening a sales conversation with a customer.

Merchandise guarantees and directions protect both the customer and the store and help increase sales.

Current merchandise fashion trends, product inoovations, etc.

The sizes, colors, styles and prices in which merchandise is available.

The ways to show that an item of merchandise is suited for the purpose the customer has in mind.

The uses of specific merchandise and differences between similar articles so that merchandise may be selected to meet a customer's needs.

The delivery areas served by the store, delivery schedules and delivery charges.

Skill:

In keeping an accurate record of the supply of merchandise on hand and/or amount to reorder.

In quoting to customers accurate delivery dates and charges.

In ability to fit customers with correct sizes when selling articles of clothing.

In knowing what to look for when making comparison shopping of competitor's merchandise.

In using facts about the merchandise itself when helping a customer make a buying decision.

In analyzing a product in relation to current trends such as fashion or style, innovations, novelty appeal, etc. so that a better job of selling can be done.

In ability to translate merchandise label information into selling terms.

In interpreting merchandise guarantees and directions to customers.

In maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

In building a sales talk around merchandise selling features.

Attitude:

That a continual program of training and retraining employees with product knowledge must be carried out.

That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.

That merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees and supervisors.

OPERATIONS - 40%

Knowledge of or Understanding that:

How to control expenses in order to provide the highest possible profit.

Careful use of supplies will help control expenses.

Seemingly small savings in some expense areas can mean a substantial gain in profits.

Although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all store employees.

The procedures involved in checking merchandise in against an invoice.

Skill:

In recognizing and handling shoplifting.

In ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking.

Attitude:

That a well-kept store is a primary means of attracting and holding business.

That a realization that expenses are an influential factor in merchandising profitable.

That an awareness that to prevent shortages, merchandise being returned to vendors must be correctly recorded in inventory control records.

That salespeople must be supplied with credit information, especially changes in credit policies.

That damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

That an awareness of the advantages of credit to the store produces sales that might never have been

made, increases the number of sales per customer and attracts a better type of customer to the store.

Of an awareness of the advantages of credit to the customer smooths out irregularities of purchasing power, is a shopping convenience, etc.

That employees must be trained with regard to safety measures and accident prevention.

That employees must be alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures.

MANAGEMENT - 40%

Knowledge of or Understanding that:

How to help each employee have a feeling of pride in his company and the worthwhileness of his work.

The store's responsibility in developing employees.

The methods of training which can be used such as telling, showing, demonstration and dramatization.

How to use the store's policies for making decisions on hiring, promoting or dismissing employees.

In carefully selecting and placing employees in jobs which they are physically, mentally and emotionally equipped to perform.

In planning and developing a work force budget and scheduling employee working hours, lunch hours and reliefs.

In ability to anticipate changes in customer shopping habits, changes in local market conditions, etc., that will demand changes in buying operations, personnel scheduling, etc.

Skill:

In planning and organizing work.

In ability to locate or place stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employees and customer hazards and permit ease of restocking.

In ability to determine in various situations the most efficient way to get the jobaccomplished.

In developing and maintaining department or store merchandise arrangements in relation to floor space expenses, potential sales and profits.

In ability to determine when additional employees are needed in order to accomplish desired business objectives.

Attitude:

To apply ethical behavior in business relations.

Of a belief that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.

That a good supervisor must also be an effective teacher or trainer.

That it is management's responsibility for providing job knowledge and incentive through training.

That a belief that each employee should be made to feel his efforts are really appreciated.

That a belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

That management, supervisors and employees require a framework of policies and procedures within which to operate.

That sales people must be continuously informed of new merchandise, new styles and merchandising trends through individual or group training.

Of an awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully.

That salaries, commissions, bonuses and quotas have a direct influence on customer treatment and interpersonal relations of department personnel.

That in gauging the efficiency of the staff, it is best to establish standards of performance for employees performing various job duties.

SELLING - 49%

Knowledge of or Understanding that:

Customer loyalty can be built with timely merchandise and friendly service.

The ways to handle customer complaints according to store policy.

How to prepare or organize stock for accurate and fast counting during an inventory.

How to arrange stock in selling department by color, size, style, price, etc.

How to [illegible] selling space with volume or best sellers.

The ways to show or display merchandise to create interest [illegible] desire in customers.

How to translate product knowledge into customer benefits.

Ways to demonstrate merchandise to create interest and desire in customer.

How to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.

How to handle individual differences in customers.

Ways to determine how and when to close a sale.

Skill:

In meeting sales goals.

In showing genuine interest in the customer's problem.

In determining customer's wants and desires during a sale.

In suggesting to customers items of merchandise or services that can be substituted for the unavailable or desired one.

In relating merchandise benefits to a customer's needs when talking about it.

In sensing a customer's objections and handling them as effectively as possible.

In ability to rotate merchandise to the front so that older merchandise will sell first.

In determining when to approach a customer to open a sale.

In listening to and recording the prices a customer will pay for merchandise.

In ability to part with customers with courtesy even though the customer leaves without buying so that they will return to buy at a later date.

In showing merchandise in a way that creates interest and desire in customers.

In opening a sale with a suitable statement or question.

In ability to determine how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

In determining the best location and arrangement of stock on the selling floor, in an understock or a reserve stock.

In ability to question, observe and listen in order to complete a successful sale.

In ability to tactfully handle difficult customers.

Attitude:

That customer objections must be handled and overcome with a reason.

That a belief that one should live up to promises made to customers.

That conviction that selling is important to the store and to the company.

That customers should be approached promptly and not be kept waiting.

That a belief that one should take advantage of sales training opportunities.

That the buyer or department manager must be properly informed of [illegible] in stock for which customers ask.

That merchandise should be carefully handled to reduce markdowns.

Of a belief that [illegible] to merchandise that is [illegible] perfect.

Of an [illegible] salesperson should attempt to [illegible] in order to meet established job [illegible].

That [illegible] is a prime factor in [illegible] interest.

That [illegible] or is an "individual."

Of [illegible] needs the service or product [illegible].

Of a strong belief in the merchandise or service being sold.

Of a feeling of genuine enthusiasm for merchandise during [illegible] will help create desire or interest in the customer.

That [illegible] is a service to the customer and also [illegible] on for money spent.

Of a feeling of pride in being a salesperson.

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Merchandising

Name of Writer: Leslie Ann Royle
Complete School Name: Omaha Westside High School
Address of School: 8701 Pacific
City, State, Zip: Omaha, Nebraska 68134
Phone Number: (402) 391-1266 Ext. 24 or 22
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of the uses of forms and records necessary in inventory control.

Skill in using forms and records necessary in inventory control.

OBJECTIVES OF THIS ACTIVITY:

The student will demonstrate a competence in merchandising by:

1) Effectively analyzing invoices and purchase orders.

2) Accurately and correctly recording necessary information on given forms.

3) Correctly deriving at a physical inventory for a given situation.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will record the delivery of various food items. The participant will then fill out all necessary forms to expedite the added food items into the present inventory.

ACTIVITY

You will be provided purchase orders and a receiving report representing merchandise that has been received.

You will be given 30 minutes to complete the following activities:

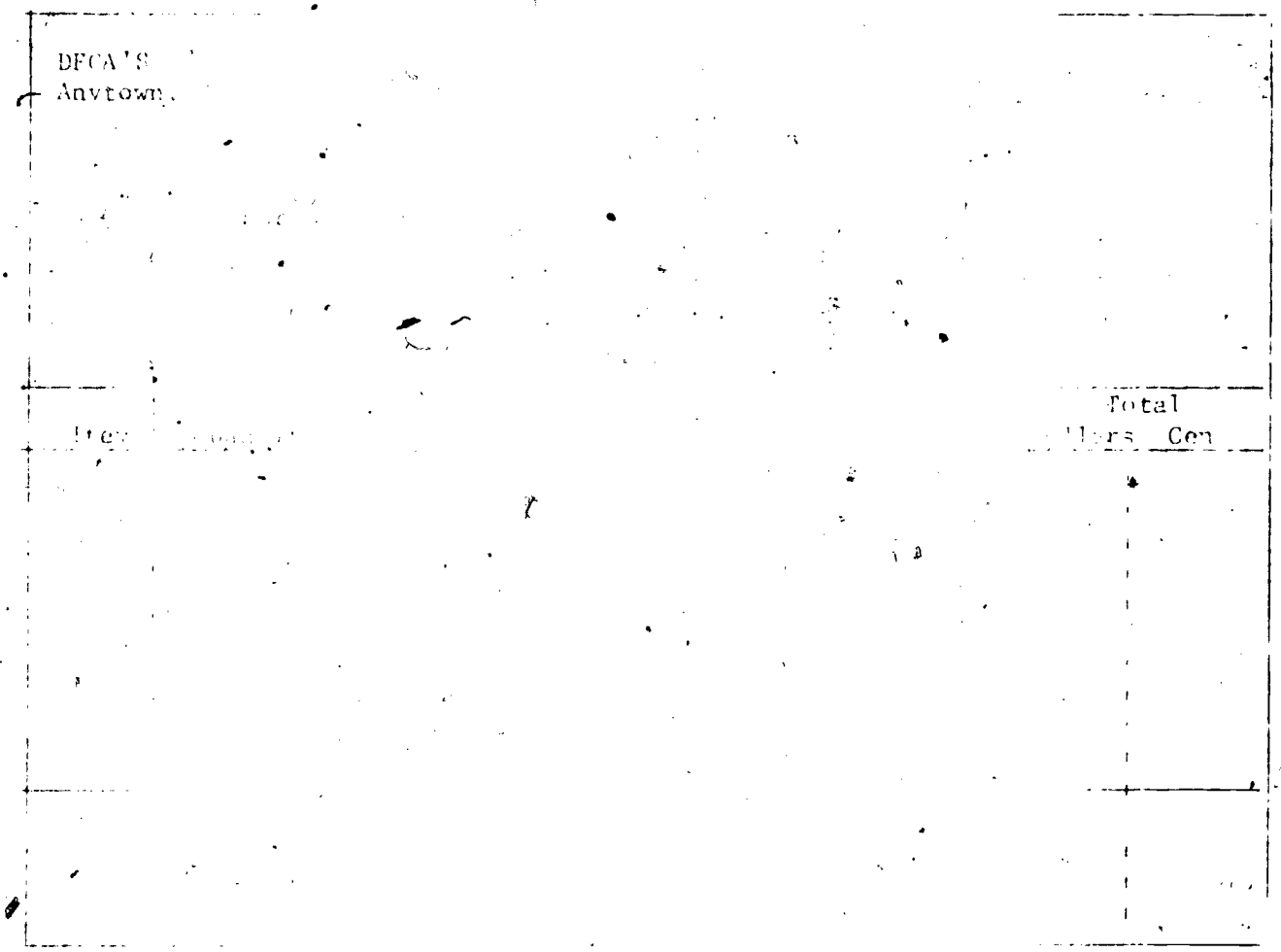
1) Read and study the stapled purchase orders and invoices for each of the 8 items received.

2) Correctly fill out the Receiving Report.

3) Correctly fill out the inventory records for each of the 8 items received.

4) Correctly derive at the final stock on hand for each of the product items using the information you have just recorded and the information provided in the Sold column.

You will need to be careful and accurate in all entries.


DECA'S
Anytown
Total

DECA'S
Anytown, USA

Date: January 4

PO #: 112

Purchase Order

Ship To: DECA's

Supplier: Cortino's Vegetables

Terms: Net 30 days

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
1	10	Head green leaf lettuce	crates	6	00	60	00
					TOTAL:	60	00

By _____
Purchaser

Sold to: DECA
Anytown, USA

Order #

Item	Quantity	Description	Price

INVOICE

Received Jan. 11

Cortino's Vegetables

Invoice # 284

Sold to: DECA
Anytown, USA

Order # 112 | Ship Via | Terms of Sale Net 30 days

Item	Quantity	Description	Price	Extension	Total
Lettuce	10 crates	Green leaf lettuce	6 00	60 00	$60 00

Transportation charges--$0

DECA'S
Anytown, USA

Date:

P.O. #:

Purchase Order

Ship To:

Terms:

Requisitioned by:

Item	Quantity	Description	Unit Price Dollars	Unit Price Cents	Total Dollars	Total Cents

DECA'S
Anytown, USA

Date: January 6

Purchase Order

PO #: 113

Ship To: DECA's

Supplier: Little Baker's Supply

Terms: 10 days

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
1	150 lb. bag	Flour-white	bag	--	--	5	79
2	4-2 lb.	Yeast	brick	1	73	6	92
					TOTAL:	$12	71

By _____
Purchaser

INVOICE

Invoice # _____

Sold to: DECA
Anytown, USA

Order # _____ Ship Via _____ Terms of Sale _____

Item	Quantity	Description	Price	Extension	T I
	1				

INVOICE

Received Jan. 1

Little Baker's Supply

Invoice # 1111

Sold to: DECA
Anytown, USA

Order # 113 | Ship Via | Terms of Sale Net 10 days

Item	Quantity	Description	Price	Extension	Total
Flour	1-50 lb. bag	White	5 79	5 79	
Yeast	4-2 lb. bricks	Brick Yeast	1 73	6 92	$12 71
		Transportation charges--$0			

DECA'S
Anytown, USA

Date:

PO #:

Purchase Order

Ship To:

Terms:

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
						TOTAL:	

By _____
Purchaser

DECA'S
Anytown, USA

Date: January 5

PO #: 114

Purchase Order

Ship To: DECA's

Supplier: Nifda Restaurant Supply

Terms: 15 days

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
1	10	Heavy Duty Tinfoil-- 200 ft. roll	10 rolls in case	2	09	20	90
					TOTAL:	$20	90

By _____
Purchaser

Sold to: DECA
Anytown, [illegible]

Order #			
Item		[illegible]ion	I

INVOICE

Delivered Jan. 11

Nifda Restaurant Supply

Invoice # 114

Sold to: DECA
Anytown, USA

Order # 114 Ship Via Terms of Sale 15 days

Item	Quantity	Description	Price	Extension	To al
Tinfoil	10	Heavy duty-200 ft. roll-Tinfoil	2 09	20 90	$20 90
				Transportation charges--$0	

INVENTORY RECORD

Product Item_____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2

INVENTORY RECORD (Key)

Product Item Heavy Duty Tin Foil

Da	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2
8	Tinfoil	Nifda	2 rolls	-	3/4 roll	1¼ rolls
9	Tinfoil	Nifda	1¼ rolls	-	¼ roll	1 roll
10	Tinfoil	Nifda	1 roll	-	¼ roll	3/4 roll
11	Tinfoil	Nifda	3/4 roll	10	½ roll	10¼ rolls

INVENTORY RECORD

Product Item_____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2

INVENTORY RECORD

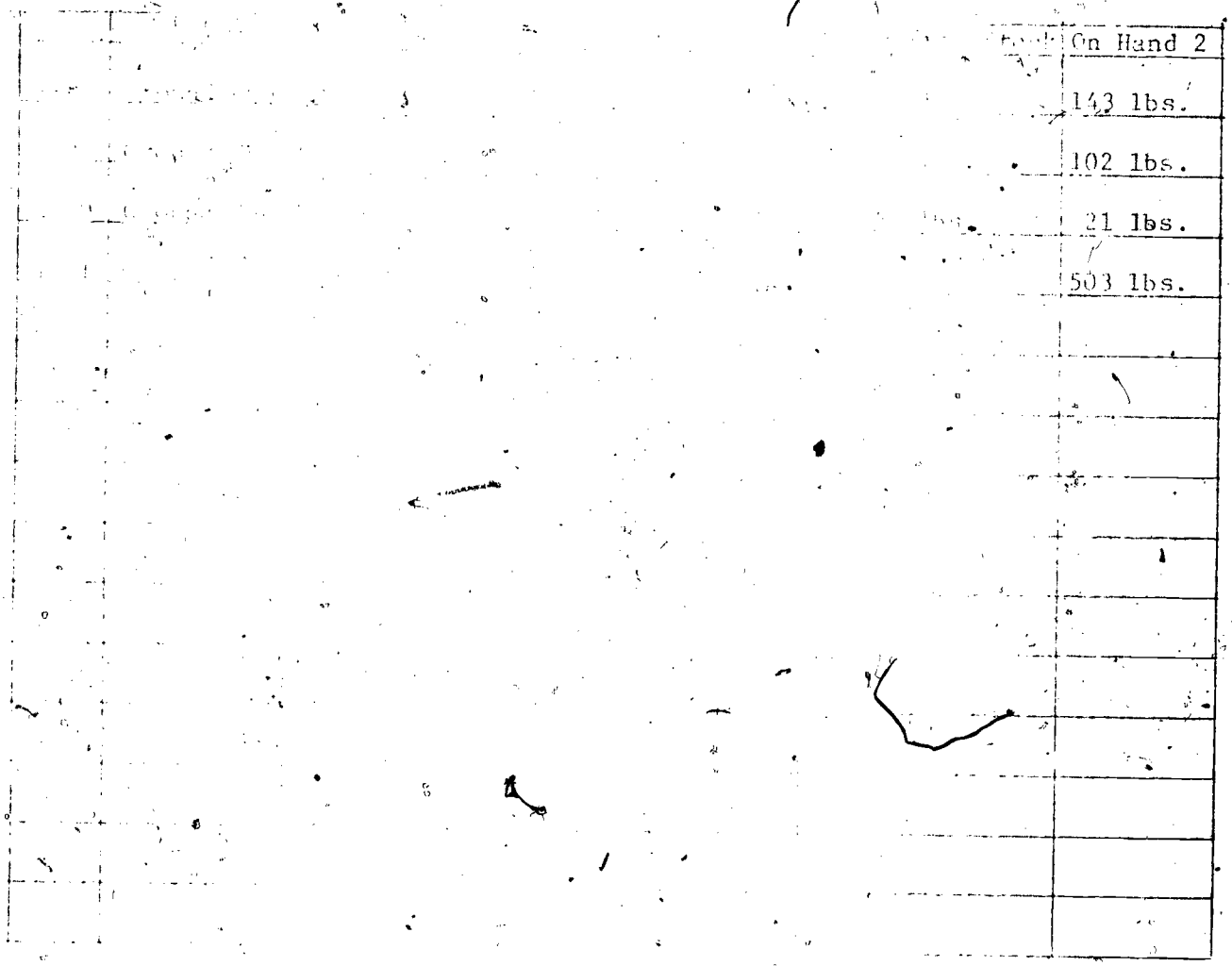
Product Item

Date	Item	On Hand 1	Received	Taken from Stock	On Hand 2
1-9				7 lbs.	20 lbs.
1-				9 lbs.	11 lbs.
1-10				11 lbs.	0 lbs.
1-11				6 lbs.	194 lbs.

INVENTORY RECORD

Product Item _____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2



On Hand 2
143 lbs.
102 lbs.
21 lbs.
503 lbs.

INVENTORY RECORD

Product Item_____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2

NVENTORY RECORD . (Key)

oduct Item #17 Silverware Style

e	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2
	#17 Silverware	Fixture Supply	225	-	-	225
	#17 Silverware	Fixture Supply				
	#17 Silverware	Fixture Supply				
1	#17 Silverware	Fixture Supply	225	25	-	250

DECA'S
Anytown, USA

Purchase Order

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
					TOTAL:		

By _____
Purchaser

DECA'S
Anytown, USA

Date: January 1

Purchase Order

PO #: 111

Ship To: DECA's

Supplier: The Un Dressing Company

Terms: Net 15 days

FOB/Ship Via: 1

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
#1	24	Bottles of Italian Salad Dressing--64 oz.	Case	2	50	60	00

INVOICE

Invoice # _____

Sold to: DECA
Anytown, USA

Order # | Ship Via | Terms of Sale

Item	Quantity	Description	Price	Extension	T

INVOICE

Received Jan. 11

The Un-Dressing Company

Invoice # 12

Sold to: DECA
Anytown, USA

Order # 111 | Ship Via | Terms of Sale Net 15 days

Item	Quantity	Description	Price	Extension	Total
lian Salad Dress-	24	64 oz. Salad Dressing Italian	2 50	60 00	$60 00
		Transportation charges--$7.20			

INVOICE

Invoice # _____

Sold to: DECA
Anytown, USA

Order # Ship Via Terms of Sale

Item	Quantity	Description	Price	Extension	T	I

DECA'S
Anytown, USA

Date:

PO #:

Purchase Order

Ship To:

Terms:

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents

By _____
Purchaser

TOTAL:

RECEIVING REPORT

Received By	Seller	Pieces Received	Charges	Item	Date Received

RECEIVING REPORT (Key)

Received By	Seller	Pieces Received	Charges	Item	Date Received
Student's Name	Un Dressing Co.	1	$7.20	Italian Salad Dressing	Jan. 11
Student's Name	Cortino's Veg.	1	-0-	Lettuce	Jan. 11
Student's Name	Little Baker's Supply	5	-0-	50 lb. bag flour 4-2 lb. yeast	Jan. 11
Student's Name	Nifda	1	-0-	Tinfoil	Jan. 11
Student's Name	Acme Produce	2	-0-	Potatoes	Jan. 11
Student's Name	Big Red Wholesale Meats	1	-0-	Ground Chuck	Jan. 11
Student's Name	Fixture Supply	1 box	$5.20	Silverware #17	Jan. 11

INVENTORY RECORD

Product Item_____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2

INVENTORY RECORD (Key)

Product Item Italian Salad Dressing

Date	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2
1-4	Italian	Un-Dressing	3	12	1	11
1-5	Italian	Un-Dressing	11	-	3	8
1-6	Italian	Un-Dressing	8	-	1	7
7	Italian	Un-Dressing	7	-	2	5
1-8	Italian	Un-Dressing	5	-	1	4
1-9	Italian	Un-Dressing	4	-	1	
1-10	Italian	Un-Dressing	3	-	1	2
1-11	Italian	Un-Dressing	2	24	2½	23½

INVENTORY RECORD

Product Item _____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2

INVENTORY RECORD (Key)

Product Item Lettuce

Date	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2
1-7	Lettuce	Cortino's	5½ crates	-	1½ crates	4
1-8	Lettuce	Cortino's	4 crates	-	1 crate	3
1-9	Lettuce	Cortino's	3 crates	-	½ crate	2½
1-10	Lettuce	Cortino's	2½ crates		½ crate	2
1-11	Lettuce	Cortino's	2 crates	10 crates	1 3/4 crates	10¼

INVENTORY RECORD

Product Item _____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2

INVENTORY RECORD (Key)

Product Item White Flour

Date	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2
1-8	White flour	Little Baker's	23 lbs.	-	3 lbs.	20 lbs.
1-9	White flour	Little Baker's	20 lbs.	-	8 lbs.	12 lbs.
1-10	White flour	Little Baker's	12 lbs.	-	6½ lbs.	5½ lbs.
1-11	White flour	Little Baker's	5½ lbs.	50	4½ lbs.	51 lbs.

INVENTORY RECORD

Product Item _____

ate	Item	Company	On Hand 1	Received	Taken from Stock	On-Hand 2

INVENTORY RECORD (Key)

Product Item Brick Yeast

Date	Item	Company	On Hand 1	Received	Taken from Stock	On Hand 2
1-9	Brick Yeast	Little Baker's	2½ lbs.	-	½ lb.	2 lbs.
1-10	Brick Yeast	Little Baker's	2 lbs.	-	½ lb.	1½ lbs.
1 11	Brick Yeast	Little Baker's	1½ lbs.	8 lbs.	½ lb.	9 lbs.

DECA'S
Anytown, USA

Date: January 6

PO #: 115

Purchase Order

Ship To: DECA's

Supplier: Acme Produce

Terms: Net 10 days

FOB/Ship Via

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
1	2-100 lbs.	New Potatoes	bag	22	00	44	00

- DECA'S
Anytown, USA

Purchase Order

Item	Quantity	[illegible]	Total Dollars	Cents
	By_____		TOTAL:	

INVOICE

Received Jan. 11

Acme Produce

Invoice # 2345

Sold to: DECA
Anytown, USA

Order # 105 Ship Via Terms of Sale net 10 days

Item	Quantity	Description	Price	Extension	Total
Potatoes	2-100 lb. bags	New Potatoes	22 00	44 00	$44 00

Transportation Charges--$0

Sold to:

Order #			
Item			

DECA'S
Anytown, USA

Purchase Order

Date: January 6

PO #: 116

Ship To: DECA's

Supplier: Big Red Wholesale Meats

Terms: Net 10 days

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
1	500 lbs.	Ground Chuck Extra lean	lbs.		57	285	00
				TOTAL:		285	00

By _____
Purchaser

DECA'S
Anytown, USA

Date:

PO #:

Purchase Order

Ship To:

Terms:

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents

INVOICE

Received Jan. 11

Big Red Wholesale Meats

Invoice # 1211

Sold to: DECA
Anytown, USA

Order # 116 | Ship Via | Terms of Sale Net 10 days

Item	Quantity	Description	Price	Extension	Total
Meat	500 lbs.	Extra lean Gound Chuck	57	285 00	285 00
		Transportation Charges--$0			

Sold to: DECA
Anytown, USA

Order #

Item			

DECA'S
Anytown, USA

Date: December 1

PO #: 117

Purchase Order

Ship To: DECA's

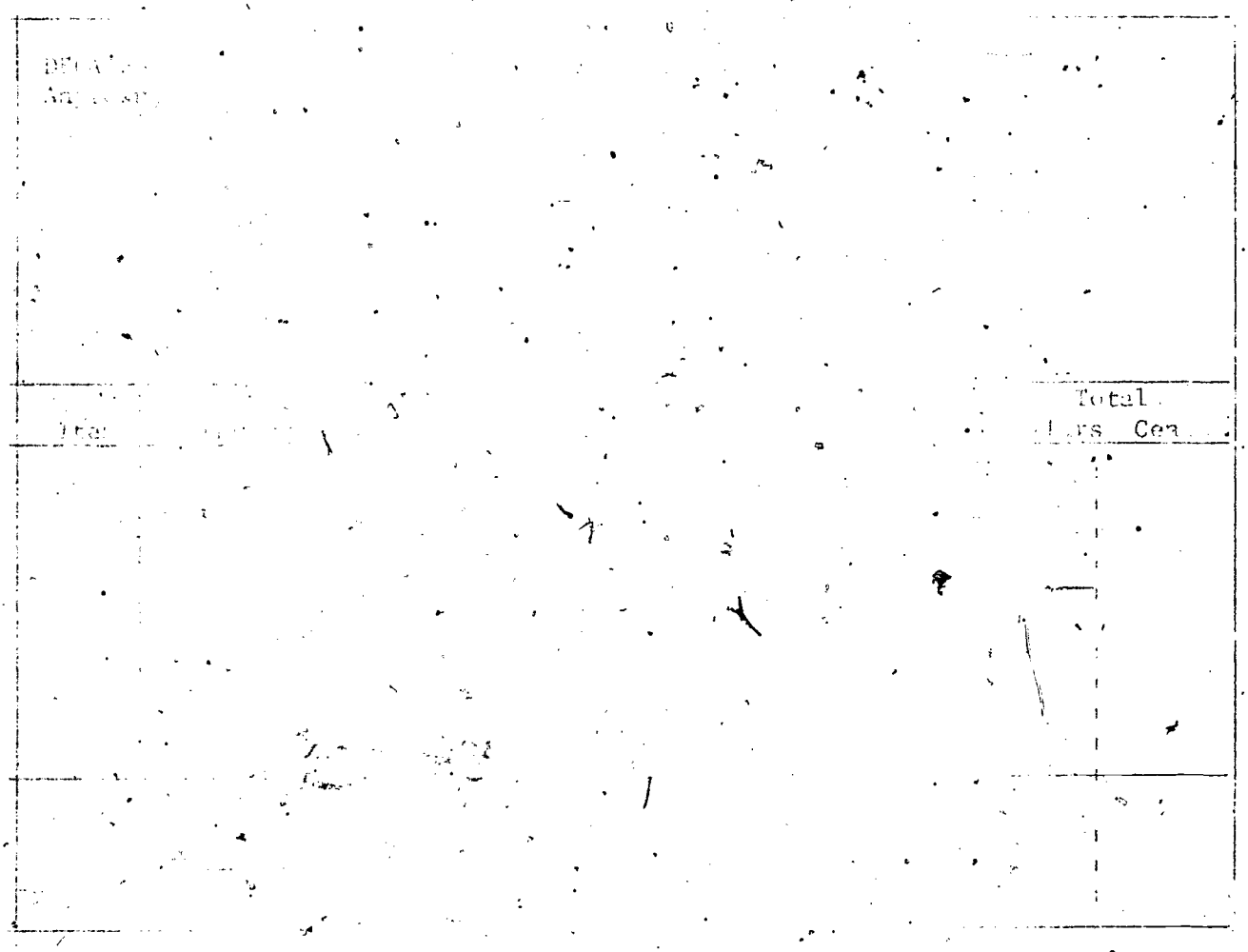
Supplier: Fixture Supply Company

Terms: 30 days

FOB/Ship Via:

Item	Quantity	Description	Unit of Purchase	Price Dollars	Price Cents	Total Dollars	Total Cents
1	25	Silverware Style #17 Complete 5-piece setting	place setting	4	00	100	00
					TOTAL:	100	00

By _____
Purchaser


Total
Lrs Cer

INVOICE

Delivered Jan. 11

Fixture Supply Company

Invoice # 62

Sold to: DECA
Anytown, USA

Order # 117 | Ship Via | Terms of Sale 30 days

Item	Quantity	Description	Price	Extension	To
Silverware	25 place settings	Style #17-5 piece place settings	4 00	100 00	$100
		Transportation Charges--$5.00			

Sold to: DECA
Anytown, [illegible]

Order #

Item		ion	# 1

EVALUATIVE INSTRUMENT AND DIRECTIONS

1) Minimum level of acceptable performance is 74 points.

2) Section II points: all information must be correct in order to earn all points.

3) Rating form as follows should be used:
(Refer to key for correct answers)

Section I - 15 points	Yes	No
1) Are all entries neat?	5	0
2) Are all entries legible?	10	0

Minimum 10 points — Total 15 points

Section II - 16 points	Yes	No
3) Is the receiving report filled out correctly for each of the eight items?		
a) Salad Dressings	2	0
b) Lettuce	2	0
c) Flour	2	0
d) Yeast	2	0
e) Tinfoil	2	0
f) Potatoes	2	0
g) Ground Chuck	2	0
h) Silverware	2	0

Minimum 0 points — Total 16 points

Section III - 64 points

	Yes	No
4) Was the On Hand 1 columns in each of the Inventory Records accurately filled out?		
a) Salad Dressings	3	0
b) Lettuce	3	0
c) Flour	3	0
d) Yeast	3	0
e) Tinfoil	3	0
f) Potatoes	3	0
g) Ground Chuck	3	0
h) Silverware	3	0

Minimum 24 points Total 24 points

	Yes	No
5) Was the On Hand 2 column in each of the Inventory Records accurately filled out?		
a) Salad Dressings	5	0
b) Lettuce	5	0
c) Flour	5	0
d) Yeast	5	0
e) Tinfoil	5	0
f) Potatoes	5	0

	Yes	No
g) Ground Chuck	5	0
h) Silverware	5	0

Minimum 40 points___ Total ___ints

Occupational Category:	Food Service
Level:	Master Employee
Instructional Area:	Mathematics

Name of Writer:	Leslie Ann Royle
Complete School Name:	Omaha Westside High School
Address of School:	8701 Pacific
City, State, Zip:	Omaha, Nebraska 68124
Phone Number:	(402) 391-1266 Ext. 24 or 22
Year Developed:	1975

COMPETENCIES THIS ACTIVITY TESTS:

Skill:

- In accurately calculating the exact amount of a customer's purchase.
- In adding columns of figures with facility.
- In reading and interpreting self-computing scales that speed up mathematical procedures such as tax computation charts.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in mathematics by:

1) Adding up a customer's sales check

2) Computing percents for discount and gratuity

3) Utilizing sales tax computation charts

BRIEF DESCRIPTION OF ACTIVITY:

The participant will compute a series of mathematical problems with a customer's sales check.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competency in mathematics by adding up a customer's sales check, computing percent of discount, computing percent of gratuity and utilizing sales tax computation charts.

Procedures

The participant will be given 15 minutes to total a customer's sales check, compute a discount, compute a gratuity, and add to bill the sales tax. Mathematical computations will be necessary. Calculators may not be used.

Materials Needed

Pen or pencil.
All other materials provided.

Additional Comments

Time may be a factor in addition to accuracy.

ACTIVITY

You, the participant, will be a cashier in a restaurant. A customer will present to you a sales check for a group of 12 people. The manager has told you to grant the group a 7% discount. Store policy requires that all groups pay a mandatory 15% gratuity charge. You should compute the cost of the total sales check. Grant the discount, charge the 15% gratuity and add the sales tax. Return the sales check with your computations on the back to the customer who presented it to you. You have then completed the event.

SALES CHECK (Key)

#939 Table #_____

Prime Rib		7.00
Prime Rib		7.00
NY Cut		8.00
Shrimp		7.25
Prime Rib		7.00
Rock Hen		6.50
Rock Hen		6.50
Shrimp		7.25
Rock Hen		6.50
Prime Rib		7.00
NY Cut		8.00
NY Cut		8.00
	Subtotal	$86.00
	Discount	6.02
		79.98
	Gratuity	12.00
		91.98
	Tax	3.22
	Total	$95.20

SALES CHECK

#939 Table #_____

Prime Rib	7.00
Prime Rib	7.00
NY Cut	8.00
Shrimp	7.25
Prime Rib	7.00
Rock Hen	6.50
Rock Hen	6.50
Shrimp	7.25
Rock Hen	6.50
Prime Rib	7.00
NY Cut	8.00
NY Cut	8.00
Subtotal	

Tax _____

Total

EVALUATIVE INSTRUMENT AND DIRECTIONS

1) The minimum level of acceptable performance is 90 points.

2) Time should be kept on all participants in case of tie situations.

3) The following evaluation form should be used:

	Yes	No
a) Did the student total the sales check correctly?	20	0
b) Did the student handle the discount, gratuity and sales tax in the correct order?	10	0
c) Was the 7% discount computed accurately?	15	0
d) Was the 15% gratuity computed accurately?	15	0
e) Was the sales tax amount correct?	10	0
f) Was the total completely accurate?	30	0
Total	100 pts	

Minimum level of 90 points.

Occupational Category:	Food Service
Level:	Master-Employee
Instructional Area:	Selling

Name of Writer:	Gary Cerra
Complete School Name:	Scottsbluff Senior High
Address of School:	313 E. 27th
City, State, Zip:	Scottsbluff, NE 69361
Phone Number:	308-632-7146
Year Developed:	1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of how to operate a cash register.

Knowledge of how to properly handle charge plates during a charge sale transaction.

Skill to efficiently handle a cash sale transaction.

Skill to efficiently handle a charge sale transaction.

Attitude that the business life of a restaurant operation depends upon building a clientele of satisfied customers.

Attitude that the restaurant sale is more than an exchange of money for food. It is the selling of service and satisfaction as well as food.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in selling by:

1) Correctly operating a cash register
2) Efficiently handling a cash sale transaction
3) Properly handling a charge plate
4) Efficiently handling a charge sale transaction
5) Providing customer satisfaction

BRIEF DESCRIPTION OF ACTIVITY:

The participant will serve as a cashier and will be tested on effectively handling a cash sale, a charge sale transaction, and correctly operating a cash register.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in selling by:

1) Correctly operating a cash register
2) Efficiently handling a cash sale transaction
3) Properly handling a charge plate
4) Efficiently handling a charge sale transaction
5) Providing customer satisfaction

Procedures

After you have reviewed the cash register, the credit card imprinter, and the restaurant's credit policies, a customer will approach you twice. The first time with cash, the second with a credit card. As the restaurant's cashier, you are to complete the necessary transactions.

Materials Needed

Pencil or pen

Additional Comments

None

CREDIT POLICIES

1) Call for authorization on all amounts over $50.

2) Give the authorization center the a) card number, b) expiration date, c) customer name, and d) amount of sale.

3) Record authorization number on credit form.

4) Place copies of sales draft in cash drawer of cash register when completed.

ACTIVITY

1) The participant will be given 5 minutes to review: cash register, credit card imprinter, and credit policies.

2) The participant will take the sales ticket from the customer and carry out the cash sale transaction.

3) The participant will take the sales ticket from the customer and carry out the charge sale transaction.

EVALUATIVE INSTRUMENT AND DIRECTIONS

	Yes	No
Operation of Cash Register:		
Was the sale properly rung up?	6	0
Was the sales tax figured in?	6	0
Cash Sale Transaction:		
Was change correctly made:		
1) Was the bill put on the plate while making change correctly?	6	0
2) Was the change counted out to you?	6	0
3) Was the bill put into the register?	6	0
4) Was the register closed?	6	0
Charge Plate Handling:		
Was the sales draft properly imprinted?	6	0
Was the card returned?	6	0
Charge Sale Transaction:		
Was the sales draft completed correctly?	6	0
Was the signature on the sales draft checked against the signature on the card?	6	0
Did the participant call for authorization?	6	
Did the participant give the authorization center the proper information?	6	0
Was the authorization number placed on the sales draft?	6	
Was customer given a copy of the sales draft?	6	
Was charge sale properly rung up?	6	

Attitude:

Rate the student on his or her service throughout the two sales transactions.

0 — 3 — 7 — 10

Cashier was cold and unpleasant.	Cashier spoke only when essential	Cashier attempted to make you feel comfortable while waiting, was somewhat friendly	Cashier went out of the way to make you feel comfortable and satisfied with the service.

Occupational Category:	Food Service
Level:	Master-Employee
Instructional Area:	Display

Name of Writer:	Derald Ferguson
Complete School Name:	Ralston High School
Address of School:	90th & Park Drive
City, State, Zip:	Omaha, NE 68127
Phone Number:	402-331-7373
Year Developed:	1975

COMPETENCIES THIS ACTIVITY TESTS:

Skill in arranging a plate of food in an appealing way.

Skill and knowledge in using color, harmony, balance, and proportion in display construction.

Skill in preparing a typical dish for display as it has been advertised.

Skill in arranging an attractive display.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competency in display construction skills by:

Developing an appealing food display.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will be given an ad from the newspaper and expected to develop a food display for a restaurant. The participant will be tested on his or her knowledge of display construction.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competencies in display by:

1) Arranging a plate of food in an appealing way
2) Constructing an attractive food showcase display
3) Preparing a typical dish for display as it has been advertised
4) Using color, harmony, balance, and proportion in display construction

Procedures

1) You will be given five minutes to study a newspaper ad and the display equipment provided for you.

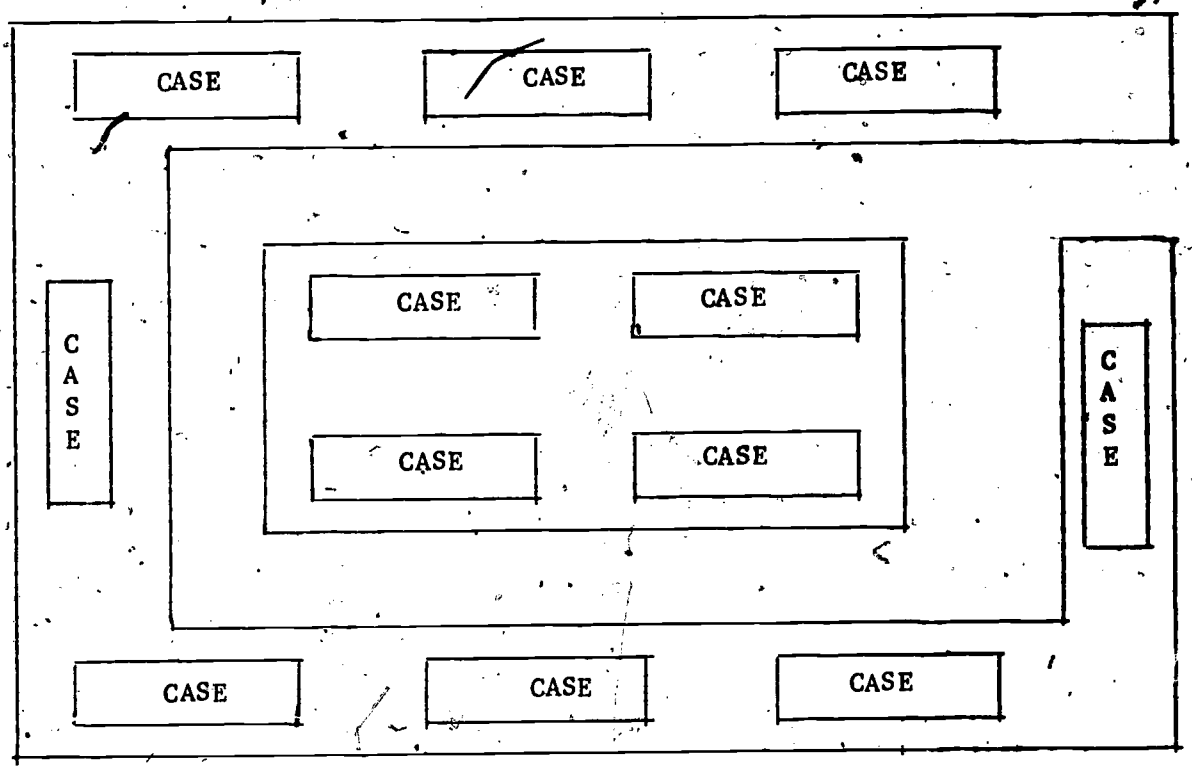
2) You will develop a food display in a showcase using the ad given to you.

3) You will be allowed 45 minutes for the total activity.

Materials Needed

Additional Comments

SPACE ARRANGEMENTS



ACTIVITY

You are an employee in a restaurant. Your employer gives you an ad stating the restaurant's "Special of the Day" meal or dinner. You are to construct a food display, emphasizing the "Special" in the food case provided. You will use all the dishes and desserts provided for you. Garnishes and a selection of showcards will be provided. You will also have to prepare the "special" plate using the foods provided. You will have 45 minutes to complete the display.

EVALUATIVE INSTRUMENT AND DIRECTIONS

Please base your evaluations on the descriptions beneath each section. Place a check over the proper rating.

The "Special of the Day" demonstrated balance and proportion.

(2)	(6)	(10)
Poor	Adequate	Excellent

The dinner appeared in visible balance and proportion. The emphasis of the dinner was placed on the main food or element.

The "Special of the Day" demonstrated color and harmony.

(2)	(6)	(10)
Poor	Adequate	Excellent

The student shows ability to combine the correct garnishings, foods, vegetables, and desserts in an harmonious manner. The colors compliment each other to make an attractive appetizing meal.

Proportion in the Overall Display

(2)	(6)	(10)
Poor	Adequate	Excellent

The display appears to be visually proportionate. ~~Appropriate sized~~ elements were "combined" to make the display more visually appealing.

Balance in the Overall Display

(2)	(6)	(10)
Poor	Adequate	Excellent

The display shows the use of correct "visual" formal or informal balance.

Color in the Overall Display

(2)	(6)	(10)	
Poor	Adequate	Excellent	

The use of color, including garnishings, signs, and arrangement make an attractive, easy to look at, appetizing display.

Size of Display Showcard

(2)	(6)	(10)	
Poor	Adequate	Excellent	

The showcard blended into the display well. The showcard complimented the "Special of the Day" and did not detract from it.

Size and Color of Display Showcard

(2)	(6)	(10)	
Poor	Adequate	Excellent	

The color of the showcard complimented both the overall display and the "Special of the Day" plate. The colors were correct for food use and complimented the display well.

Cleanliness of the Display

(2)	(6)	(10)	
Poor	Adequate	Excellent	

The display is neat and precise. There is no evidence of neglect of foodstuffs remaining in the display case.

Emphasis in the Overall Display

(5)	(12)	(20)	
Poor	Adequate	Excellent	

Through the use of color, harmony, balance, and proportion the participant has emphasized the "special of the day" in an appealing manner. The display focus attention on the merchandise. It is possible to find and concentrate on most important items. The merchandise is displayed as it would be used. The

proper amount of merchandise is displayed. The construction makes use of viewing vantage points.

(Key Competency Area!)

TOTAL POINTS _____

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Display

Name of Writer: Kent Yaw
Complete School Name: South High
Address of School: 4519 So. 24th
City, State, Zip: Omaha, NE 68107
Phone Number: 493-4041
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of or Understanding That:

How to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

Skill:

In developing dining room lighting arrangements that will create a certain "atmosphere" of dining mood.

Attitude:

That good display of merchandise is a prime factor in developing a customer's interest.

That the more customer exposure merchandise has the more sales it should produce.

That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competency in display by:

1) Developing a lighting arrangement.

2) Setting up the food for a self-service food outlet.

3) Identifying merchandise for greatest ease in customer selection.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will set up the food counter in a self-selection food outlet.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competency in display by:

1) Developing a lighting arrangement.

2) Setting up the food for a self-service food outlet.

3) Identifying merchandise for greatest ease in customer selection.

Procedures

You will be given 50 minutes to set up a self-service food outlet.

Materials

None

Additional Comments

ACTIVITY

The participant will construct a self service food display. The participant will use his own judgement in arranging the food items for the display. They may use lighting and prepare dif erent dishes for display. A sign kit will be provided for the participant to make signs.

To prepare for the contest, the following should be provided for each station:

1) 10 ft. food counter

2) 5 food trays (salad, vegetable, bread, dessert)

3) 6 plates and place settings

4) Lighting (indirect and direct)

5) Sign kit

   a) Colored pens (1 black, 1 green, and 1 red)

   b) White signboard paper

   c) Scissors

   d) Paste

   e) Ruler

The participant will be given 30 minutes to set up the self-service display.

EVALUATIVE INSTRUMENT AND DIRECTIONS

I. Lighting and Arrangement	Yes	No
1) Lighting was used	5	0
2) Lighting fixtures were clean	5	0
3) Merchandise was arranged in right order	10	0
4) Counter was clean	5	0
5) Food within customer's reach	5	0
6) Displayed different dishes	3	0
7) Showed size of a regular serving	2	0
8) Used signs to identify foods	10	0
9) Used signs to identify price	10	0
10) Merchandise was neatly placed	5	0

II. Selling Power

1) Display highlighted merchandise

1	2	3	4	5
Turns customer away	No creativity	Shows creativity but not selling power	Aroused interest	Induced people to buy

X 4 = _____

2) Lighting arrangement

1	2	3	4	5
None were used	Used inefficiently	Aroused interest	Featured all food	Featured important facts

X 2 = _____

3) Display developed customer's interest

1	2	3	4	5
No interest	Showed no creativity	Shows creativity but little selling power	Stimulated interest	Induced buying

X 2 = _____

Occupational Category: Food Service
Level: Master Employee
Instructional Area: Operations

Name of Writer: Gary Cerra
Complete School Name: Scottsbluff Senior High
Address of School: 313 E. 27th Street
City, State, Zip: Scottsbluff, NE 69361
Phone Number: 308-632-7146
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Skill in remembering safety precautions that can eliminate accidents while handling equipment.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in operations by:

1) Correctly identifying safety hazards in a restaurant.
2) By listing precautions that could be taken with these hazards and by listing ways to correct the hazard.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will view a group of slides. In most of the slides a safety hazard in a restaurant is shown. It is the participant's job to correctly identify the safety hazard and to list ways to correct the hazard.

STUDENT INSTRUCTION SHEET

Objectives

The participant will show competence in operations by:

1) Correctly identifying safety hazards in a restaurant.
2) By listing precautions that could be taken with these hazards or by listing ways to correct the hazards.

Procedures

1) You will view a group of slides
2) You will be given 10 seconds for viewing each slide.
3) Upon viewing a slide you will be given three minutes to:
   a) list the safety hazard shown.
   b) list ways to correct the hazards.
   c) list precautions to be taken.

Materials Needed

Pen or Pencil

Additional Comments

None

ACTIVITY

The participant should enter the room and be seated in an arrangement to guard against cheating.

The following instructions should be given:

1) You will be viewing a group of slides one at a time.
2) View each slide carefully you will have only 10 seconds to do so.
3) After viewing the slides you will have 3 minutes to:
   a) list the safety hazard shown
   b) list precautions that should be taken and ways the hazard could be corrected.
4) Upon completion of the contest hand your paper to the proctor and leave the room.

EVALUATIVE INSTRUMENT AND DIRECTIONS

Total Points Possible 100
Total Points Per Slide 7 (2 pts. will be given)

3 Points should be given for correctly identifying the hazard
2 Points for having the idea
1 point for being close
0 points for being wrong

4 points should be given for listing precautions and ways to correct the hazard
(It may be possible to give 1 pt. for each precaution listed and correction to hazard per slide)

SUGGESTIONS OF WHAT TO LOOK FOR

Slide #	Hazard	Correction	Precautions
1	Bare floor may be wet	Abrasives Throw Rug	Watch for wet floor
2	No guard on slicer	Place guard back on	Provide for operating instruction
3	Chopper hand guard gone	Replace guard	"
4	Grinder	Put up warning	"
5	Saw guard gone	Replace guard	"
6	Outlets	Don't overload	Be sure outlets are grounded
7	Stairs-no handrail	Replace handrail	Sign warning to be careful
8	Stove & Utensils in boiling pots	Keep Utensils out of pots	"
9	Grill		"
10	Oven		"
11	Deep Fat Fryers		"
12	Nothing Wrong		"
13	Nothing Wrong		"
14	Swing Doors	Mark In & Out	"

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Operations

Name of Writer: Esther Wilson
Complete School Name: So. Sioux Community High School
Address of School: 3301 "G" Street
City, State, Zip: So. Sioux City, NE 68776
Phone Number: 712-255-7836
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of:

How to use supplies carefully to help control expenses and how to use health and sanitation laws and regulations with which restaurants must comply.

Skill:

To handle supplies carefully to help control expenses.

To handle materials and equipment using safety precautions to eliminate accidents.

To correctly use sanitary practices.

Attitude:

That in handling restaurant equipment and supplies it is well remember that wear, tear, and breakage increase operating expenses.

That a high level of sanitation is necessary to maintain customer patronage.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in operations by:

1) Using supplies and equipment carefully to practice safety precautions and control operating expenses.

2) Complying with health and sanitation regulations to avoid loss of customer patronage.

BRIEF DESCRIPTION OF ACTIVITY:

Participant will be evaluated on effective handling of supplies and equipment as well as personal cleanliness and hair care while performing duties of a waiter/waitress.

STUDENT INSTRUCTION SHEET

Objectives

You will demonstrate competence in operations by:

1) Using supplies and equipment carefully to practice safety precautions and control operating expenses.

2) Complying with health and sanitation regulations to avoid loss of customer patronage.

Procedures

You will serve customers in a restaurant and will be tested on effective handling of supplies and equipment as well as personal cleanliness and hair care.

Materials Needed

You will need proper materials for hair care. All other materials will be provided.

Additional Comments

ACTIVITY

The participant should be stationed in work area ready for customers to arrive at assigned table for coffee break.

The participant will demonstrate proficiency in serving water to the customers by hand or with a tray, taking the customers' orders, and serving the order. After the customers leave, the participant will clean up the table.

EVALUATIVE INSTRUMENT AND DIRECTIONS

		Circle appropriate rating		
Personal Grooming		Excellent	Average	Poor
1) Participant is clean, fingernails and hands appear clean.		7		0
2) Participant's uniform or garment is clean and neatly pressed.		7	4	0
3) Participant's hair is sprayed or covered with net.		8		0
Service (consider efficiency, safety, and sanitation)				
1) Handled water glasses by hand or tray holding from bottom.	Fill	3		0
	Carry	3		0
	Serve	3		0
	One Trip	2		0
2) Carried coffee cups and saucers with coffee fill by hand or tray.	Fill	3		0
	Carry	3		
	Serve	3		
	One Trip	2		0
3) Carried plates and donuts by hand or tray.	Fill	3		0
	Carry	3		0
	Serve	3		0
	One Trip	2		0
Sanitation and Safety				
1) Did not touch rim of glass before serving.		8		
2) Did not stack coffee cups or handle cups and saucers from edges.		8		
3) Picked up donuts with wax paper or fork.		8		
4) Handled all equipment without dropping or spilling.		8	4	

	Excellent	Average	Poor
Cleanup			
1) Stacked dishes in tray to return to dish container in one trip.	7	3	0
2) Wiped table and arranged service in center of table.	7		0

Total Points _____

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Product Service

Name of Writer: Kent A. Yaw
Complete School Name: Omaha South High
Address of School: 4919 South 24th
City, State, Zip: Omaha, NE 68107
Phone Number: 493-4041
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of:

The size and prices in which merchandise is available.

Merchandise information is a useful tool in opening a sales conversation with a customer.

Skill:

In using facts about the merchandise itself when helping a customer make a buying decision.

Attitude:

That adequate merchandise information will help increase sales and promote better customer relations.

That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.

That a belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competency in product and/or service technology by:

1) Correctly writing out selling statements for food items on a menu.

2) Identifying the sizes and prices of beverages on a menu.

3) Opening a sales conversation with a customer.

4) Helping a customer make a buying decision.

5) Answering customer's questions on the merchandise on the menu.

BRIEF DESCRIPTION OF ACTIVITY:

The event is divided into two parts. The first part the participant will fill out a menu using opening phrases to describe the foods on the menu. The second part consists of the student opening a sales conversation with the customer.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competency in product and/or service technology by:

1) Correctly writing out selling statements for food items on a menu.
2) Identifying the sizes and prices of beverages on a menu.
3) Opening a sales conversation with a customer.
4) Helping a customer make a buying decision.
5) Answering customer's questions on the merchandise on the menu.

Procedures

1) You will be given 50 minutes to show your knowledge and skill in working with merchandise information in developing selling statements.

2) You will be given 3 minutes to demonstrate your skill in starting a sales conversation with a customer.

Materials Needed

A menu will be sent out prior to the contest. Bring this menu and a pen to the contest.

Additional Comments

ACTIVITY

The participant will receive a menu with the description and statements about the food missing. The participant will complete the opening statements and information for the food items on the menu. He will be tested on the opening statements he provides along with the descriptive adjectives he uses.

The participant will then demonstrate his skills and knowledge by opening a sales conversation with a customer and handle objections using his merchandise knowledge. The menu he gives to the customer will be sent out to him before the conference begins.

The participant will be given 50 minutes to complete the menu and 5 minutes to open the sales conversation and handle the objections of the customer.

Julie' PI
OUR PIZZA FRES. LY BAKED

	Sm	Med	Lg
Tomato, Cheese	2.15	3.15	3.70
Tomato Cheese and Onion	2 25	3 25	4.
Tomato, Cheese and Green Pepper	2.25	3.25	4 15
Tomato, Cheese and Black Olives	2.40	3.55	4.55
Tomato, Cheese and Anchovies	2.40	3.55	4.55
Tomato, Cheese and Pepperoni	2.40	3.55	4.55
Tomato, Cheese and Hamburger	2.40	3.55	4.55
Tomato, Cheese and Sausage	2.40	3.55	4.55
Tomato, Cheese and Mushrooms	2.40	3.55	4.55
Tomato, Cheese and Canadian Ham	2.40	3.55	4.55
Tomato, Cheese and Shrimp	2.50	3.65	4.65
Each Additional Ingredients	.30	.40	.50
Combination Pizza — Tomato, Cheese, Pepperoni, Mushrooms, Anchovies, and Sausage.	3.55	4.65	5.75
Double-Crust Pizza — Potatoes, Hamburger, and Onion.	3.05	4.05	4.85

Julie's LUNCHEON FEATURES
On Til 5:00 P.M. Only

Roast Beef	2.35
Ham	2.35
Luncheon Steak (Charbroiled) — Choice of Potatoes, Baked, Fries, Spaghetti, Salad, Coffee or Ice Tea and Bread.	2.75
Spaghetti with Meat Sauce	1.90
Spaghetti With Meat Balls — Salad, Coffee or Ice Tea and Bread.	2.50

Sandwiches

Roast Beef	1.25
Ham	1.25
Ham and Cheese	1.35
Charcoal Hamburger	.70
Charcoal Cheeseburger	.80
Charcoal Hamburger (Deluxe)	.90
With Cheese — With Mayonnaise, Onion, Tomato, and Lettuce.	1.00
Pepperoni Sandwich — With Romano and American Cheese.	1.40

.. ENNER SPECIALS

ALL OF JR STEAKS ARE CHAR-BROILED

Top Sirloin	4.50
New York Strip Steak	5.00
Filet — Choice of Potatoes, Baked, Fries, Side Dish of Spaghetti, Salad, Bread, Coffee or Ice Tea. Roquefort Salad Dressing .35 Extra.	5.25
Spaghetti with Meat Sauce	2.70
Spaghetti with Meat Balls — Bread, Salad, Coffee or Ice Tea.	3.25

Ala Carte

French Fries			.40
Salad			.50
Chef Salad			1.75
Side Order of Spaghetti			.75
Coffee	.15	Ice Tea	.25
Milk (Small)	.25	(Large)	.40
Pop (Small)	.25	(Large)	.35

Drinks

Pitcher of Beer	1.75
Glass of Beer	.40
Can Beer	.60
Champale	.70
Michelob	.70

EVALUATIVE INSTRUMENT AND DIRECTIONS

Part I

I. Menu Analysis

1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)	
Missed important points	Appeals do not take customer attitudes into account	Important facts present	Shows understanding of product knowledge	Shows great understanding of product knowledge	X 2 =

II. Opening Sentences

1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)	
Turns customer away	Lack of thought	Appeals to customer	Arouses interest	Stimulates buying	X 5 =

III. Descriptive Words

1 (Poor)	2 (Fair)	3 (Average)	4 (Good)	5 (Excellent)	
Lack of thought	Used common words	Shows creativity	Word complimented foods	Uniform word usage showing creativity	X 3 =

Part II

Use of Product Knowledge	Circle the appropriate rating: Excellent	Average	Poor
1) Opened sale with the use of merchandise information..	5 - 4	3 - 2	1 - 0
2) Provided help in ordering using merchandise facts.	5 - 4	3 - 2	1 -
3) Provided information about prices or sizes.	5 - 4	3 - 2	1 - 0
4) Was enthusiastic about merchandise and service.	5 - 4	3 - 2	1
5) Poised in difficult situations.	5 - 4	3 - 2	1

_____ points X 2 = _____ (10 possible)

Occupational Category:	Food Service
Level:	Master-Employee
Instructional Area:	Product and/or Service

Name of Writer:	Derald Ferguson
Complete School Name:	Ralston High School
Address of School:	90th & Park Drive
City, State, Zip:	Omaha, NE 68127
Phone Number:	402-331-7373
Year Developed:	1975

COMPETENCIES THIS ACTIVITY TESTS:

The basic sanitation and safety to clean and maintain preparation facilities and equipment.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competency in product and/or service knowledge by identifying basic sanitation and safety methods used to clean and maintain preparation facilities and equipment.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will be tested on his or her knowledge of safety and sanitation of food preparation facilities, equipment, and supplies.

STUDENT INSTRUCTION SHEET

Objectives

You will demonstrate competency in product and/or service knowledge by identifying problems dealing with basic sanitation and safety methods used to clean and maintain preparation facilities and equipment.

Procedures

You will be asked to identify sanitation and safety problems in a food preparation area.

Materials Needed

Additional Comments

DISPLAY
Food Industry
Master-Employee

Name _____

School _____

State _____

You are to list those safety and sanitation hazards that you locate in this kitchen. You are limited to fifteen (15) minutes so make your answers brief.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

ACTIVITY

You will enter a restaurant kitchen and be asked to locate basic sanitation and safety problems within the room. You will write your answers on the sheets provided. You will be given fifteen minutes to complete the list.

EVALUATIVE INSTRUMENT AND DIRECTIONS

Note to administrator: These items may be changed to fit the conditions that have been simulated.

Did the student acknowledge:	YES	NO	
1) The lack of fire fighting equipment	(1)	(0)	X 6
2) Too many appliances in one socket	(1)	(0)	X 5
3) Uncovered meat	(1)	(0)	X 6
4) Open jar of food	(1)	(0)	X 6
5) Insecticide or germicide not in a seperate cabinet	(1)	(0)	X 6
6) Unlabeled bottles that could contain poison	(1)	(0)	X 6
7) Unlabeled bulk containers of food	(1)	(0)	X 6
8) Poisonous materials stored with foodstuffs	(1)	(0)	X 6
9) Poisons other than those used for sanitation purposes stored in kitchen	(1)	(0)	X 6
10) Toadstools in the refrigerator with mushrooms	(1)	(0)	X 6
11) Cooked meat on the same cutting board with raw meat	(1)	(0)	X 6
12) Dirty ceiling	(1)	(0)	X 5
13) No floor drain	(1)	(0)	X 6
14) No third sink for rinsing purposes	(1)	(0)	X 6
15) Carpeted floors instead of hard surface	(1)	(0)	X 6
16) Frayed cord	(1)	(0)	X 6
17) Unchecked hole in delivered merchandise packages that could contain vermin	(1)	(0)	X 6
TOTAL	100 pts		

Occupational Category: Food Service
Level: Entry-Employee
Instructional Area: Merchandising

Name of Writer: Michael A. Otto
Complete School Name: William Jennings Bryan Sr. High
Address of School: 3708 Giles Road
City, State, Zip: Omaha, NE 68157
Phone Number: (402) 734-4100
Year Developed: 1982

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge or Understanding That:

The uses of forms and records necessary in inventory control.

Stock counts are taken for inventory control purposes and for ordering purposes.

The procedures involved in a merchandise count for physical inventory.

Skill:

In using forms and words necessary in inventory control.

In ability to participate in merchandise counts for physical inventories.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competency in written merchandising skill by:

1) Obtain necessary information concerning inventory.

2) Correctly and neatly calculate and record information.

3) Using forms and reports necessary for effective merchandising procedures.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will be provided various inventory and stock information and will be tested on the merchandising skills and knowledge necessary in effective records and inventory control.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in merchandising by:

1) Taking an inventory (Simulation)
2) Figuring the cost of each bin of goods
3) Determining items that need to be recorded
4) Filling out accurately and correctly an inventory counting sheet

Procedures

1) You will be given inventories and forms necessary for inventory calculations.

2) You are to complete the Inventory Counting Sheet for the various categories of inventory.

3) You will be given 30 minutes to complete the activity.

Materials Needed

Additional Comments

The work completed will be scored by a proctor using a correct inventory counting sheet.

INVENTORY COUNTING SHEET (Key)

Store _____ Inventory Date _____

Counted By _____ Extended By _____

Check Test Recounts		Article Number	Description of Item	Cost Price Per Unit of Count		Quantity	Total Value		Reorder		
				Dollars	Cents		Dollars	Cents	Yes	No	No. of Units For Reorder
Line 1	X	[illegible]143	Napkins		38	24	57	12		X	----
2		[illegible]178	Tinfoil		52	[illegible]	97	76			----
3		[illegible]16	Sugar	1	14	160	182	40		X	----
4		S1143	Paper Towels		89	52	46	28	X		98
5		N632	Flour	6	08	12	72	96		X	----
6		F1618	Placemats	1	05	108	113	40	X		92
7		S1426	Salad Dressing	1	98	411	813	78	X		589
8		W1001	Non-Dairy Creamer		94	380	357	20	X		120
			Totals			**1,160**	**1,740**	**90**			

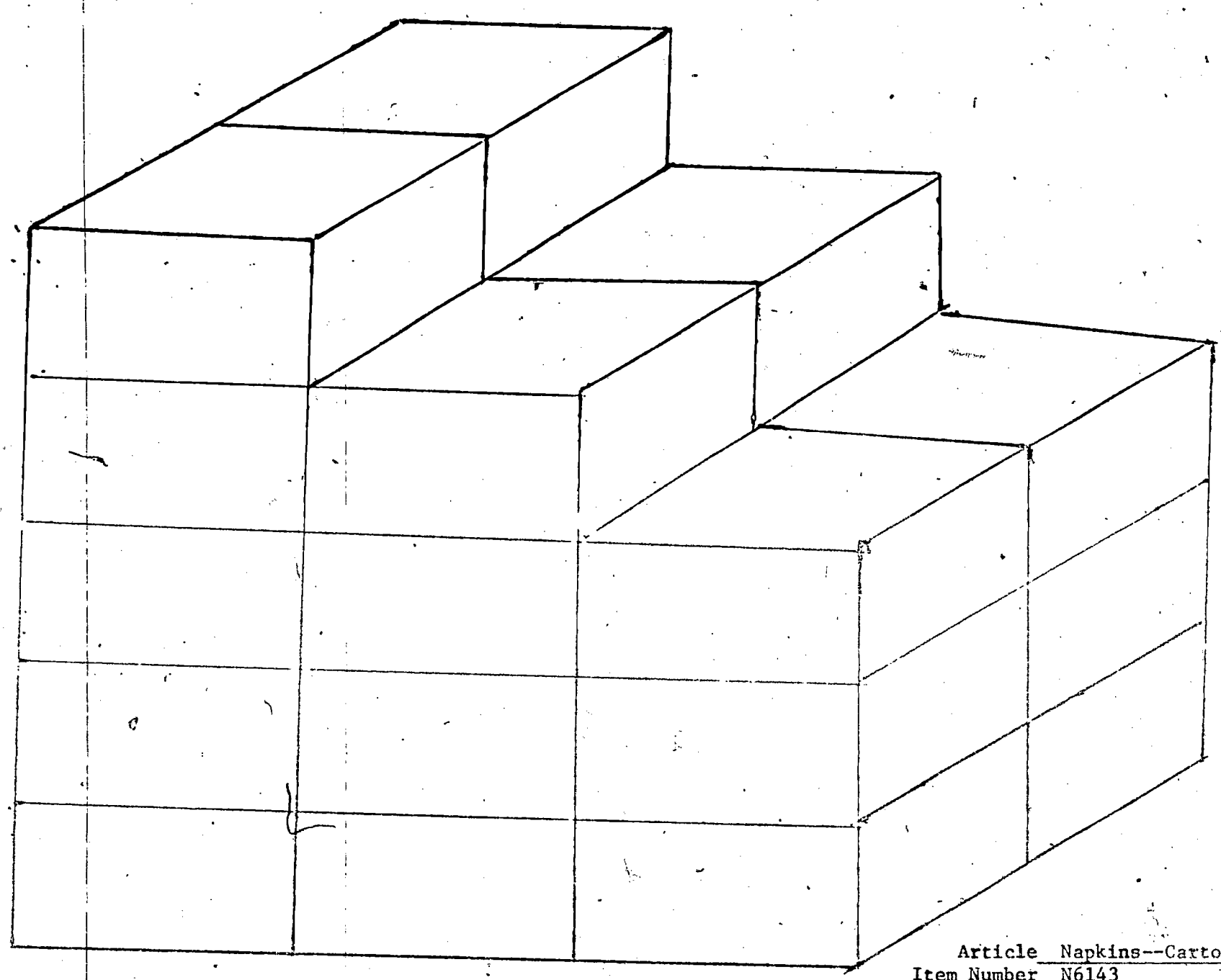
170

INVENTORY GOUNTING SHEET

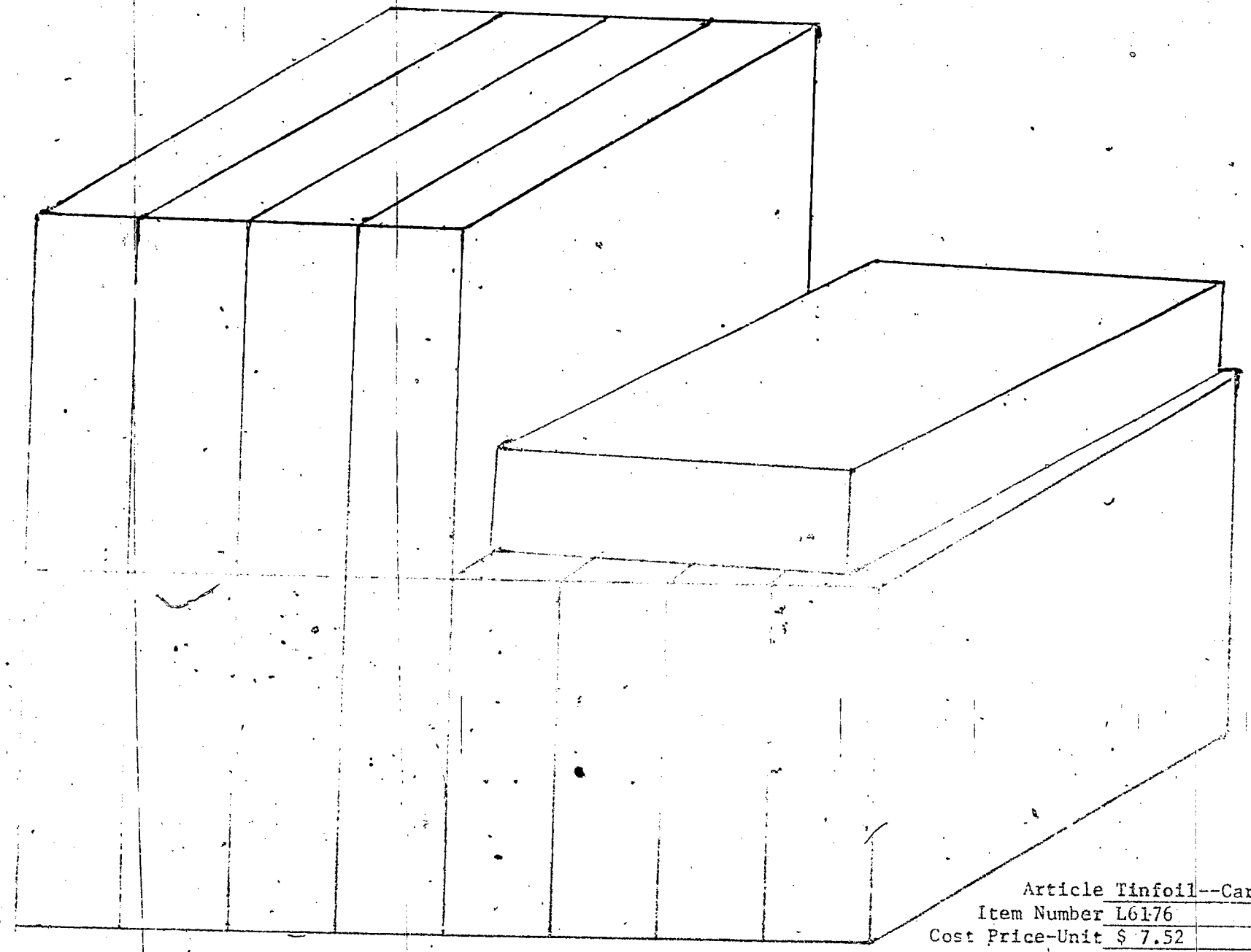
Store _____ Inventory Date _____

Counted By _____ Extended By _____

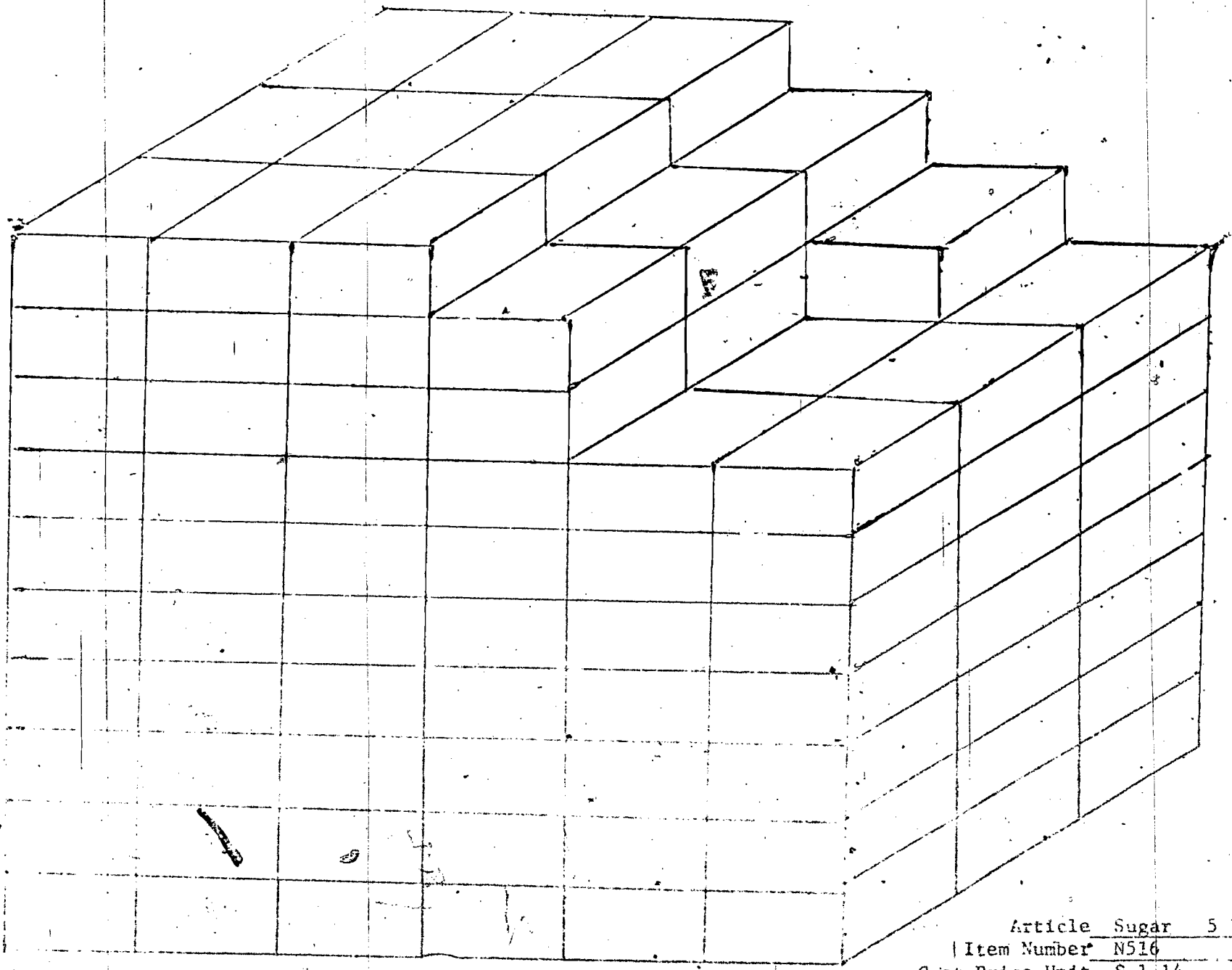
Check Test Recounts		Article Number	Description of Item	Cost Price Per Unit of Count		Quantity	Total Value		Reorder		
				Dollars	Cents		Dollars	Cents	Yes	No	No. of Units For Reorder
Line 1	X								X	X	
2											
3											
4											
5											
6											
7											
8											
			Totals								



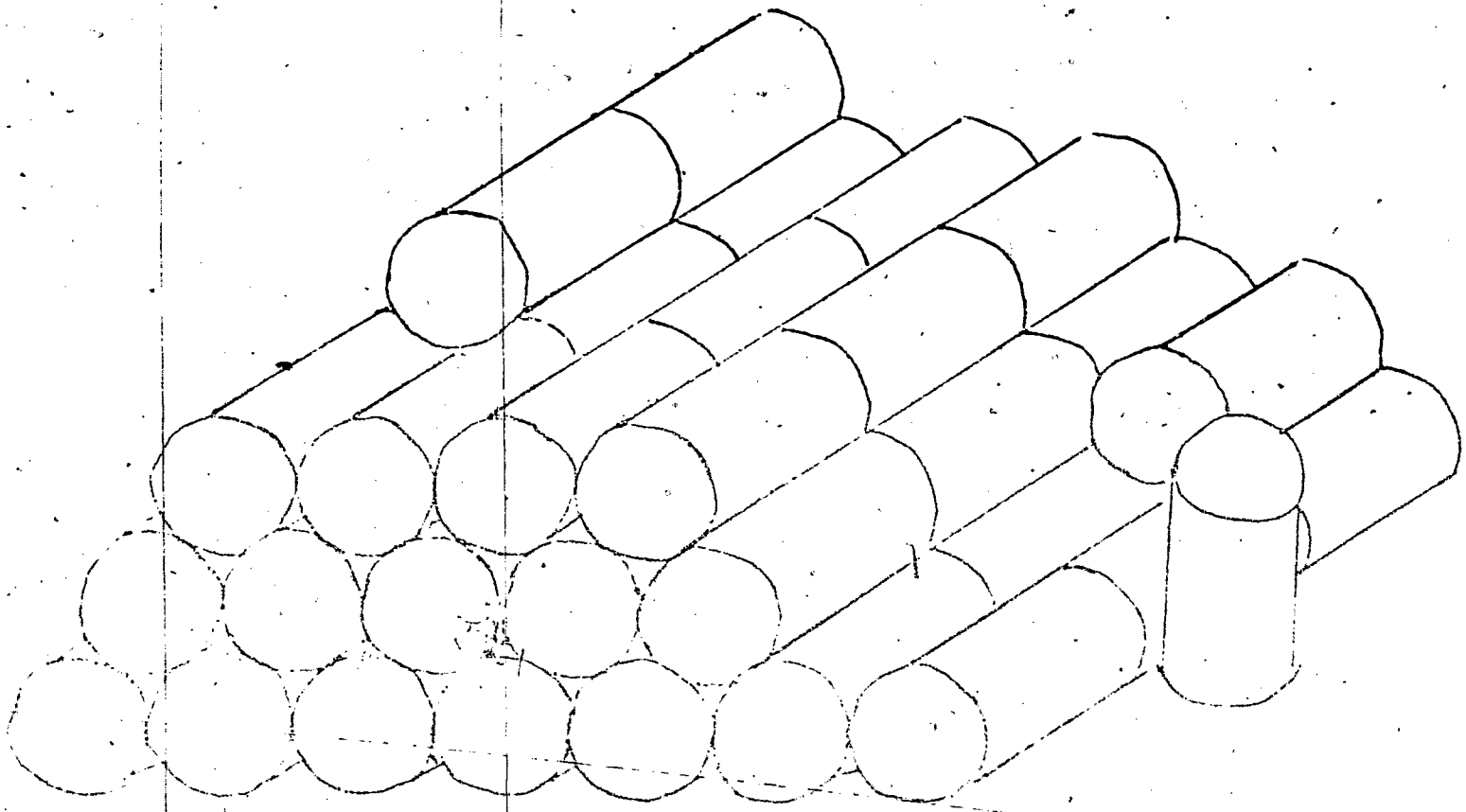
Article Napkins--Cartons
Item Number N6143
Cost Price-Unit $ 2.38
Reorder Level 20 Order to 40



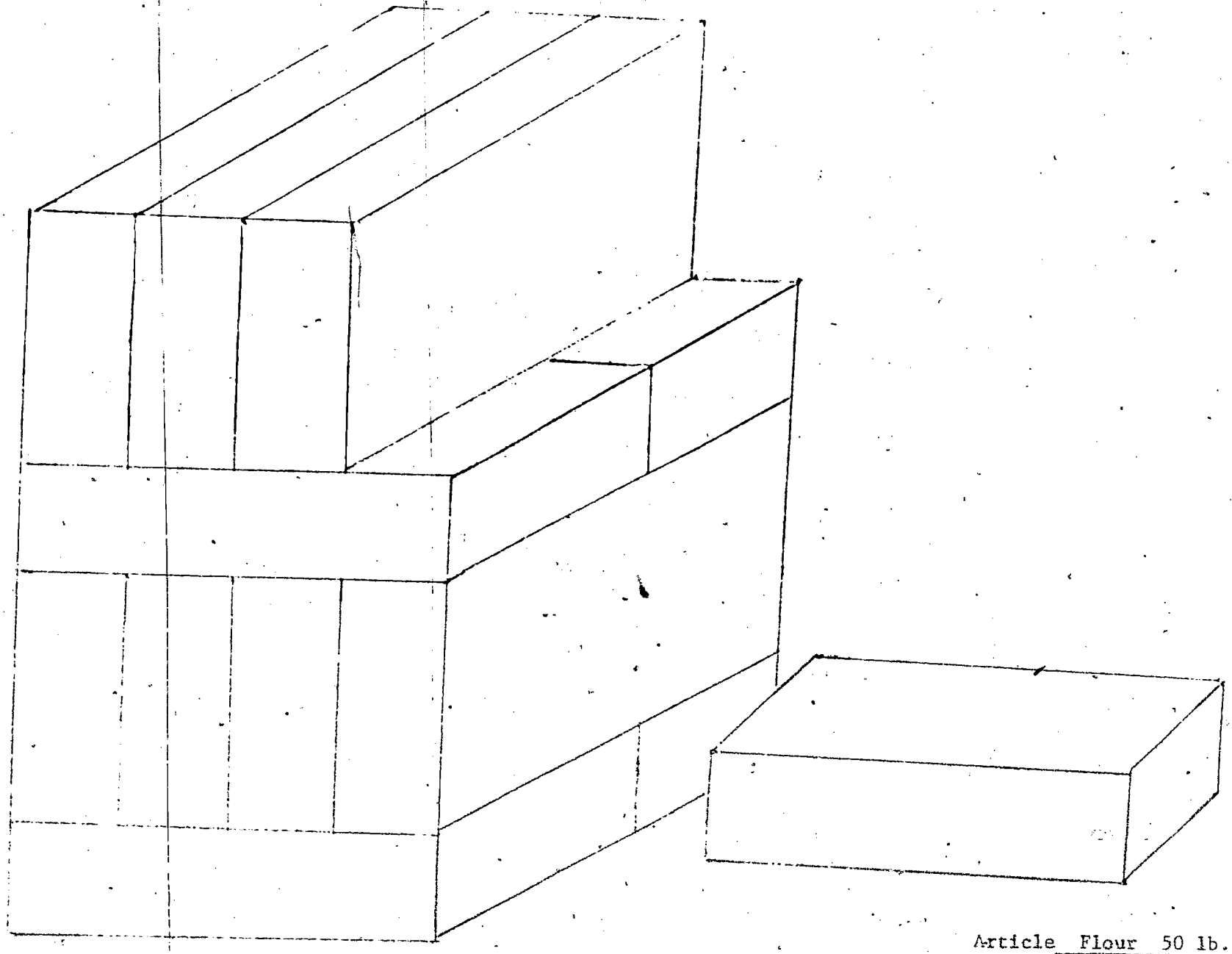
Article Tinfoil--Cartons
Item Number L6176
Cost Price-Unit $ 7.52
Reorder Level 10 Order to 30



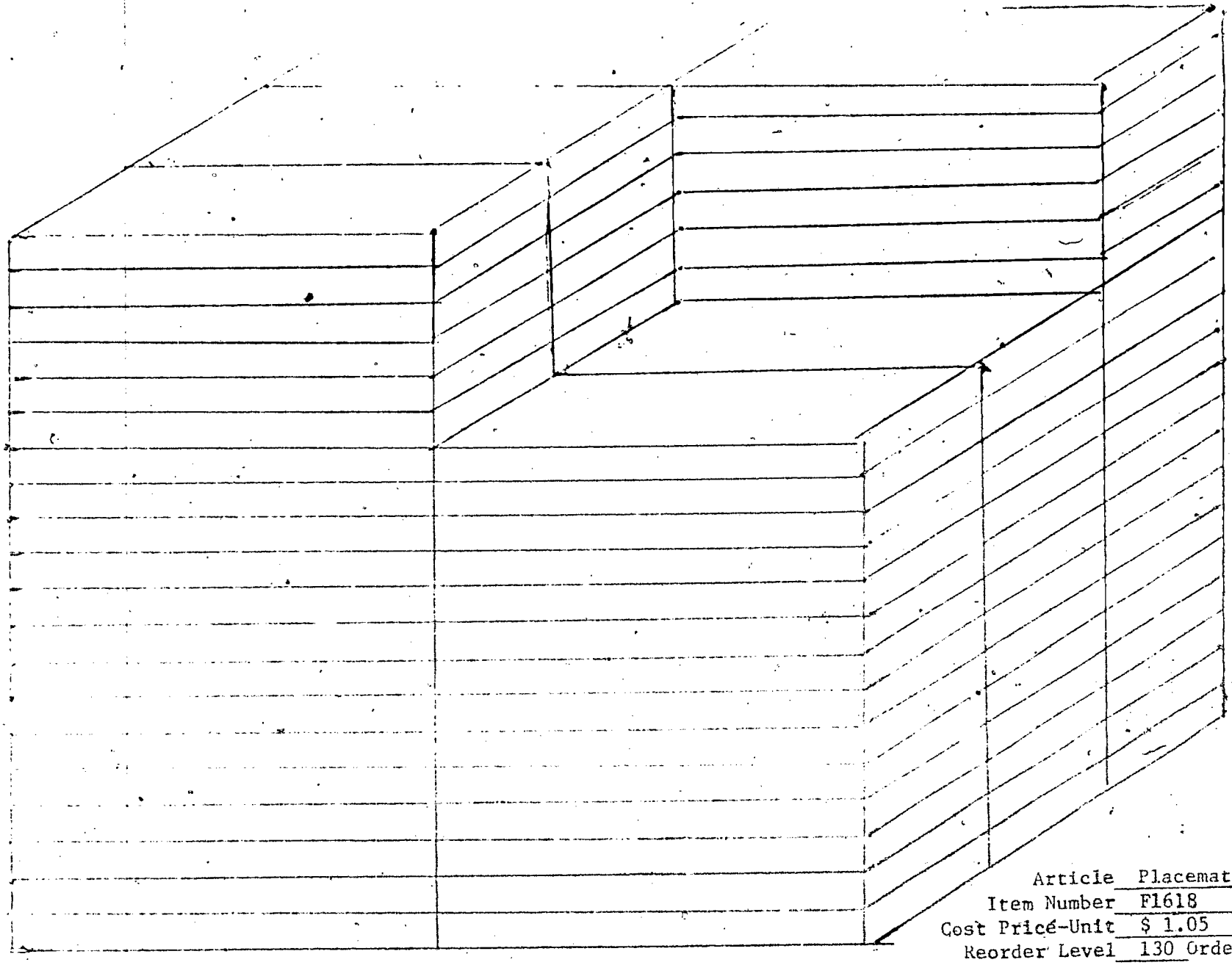
Article Sugar 5 lbs.
Item Number N516
Cost Price-Unit $ 1.14
Reorder Level 150 Order to 300



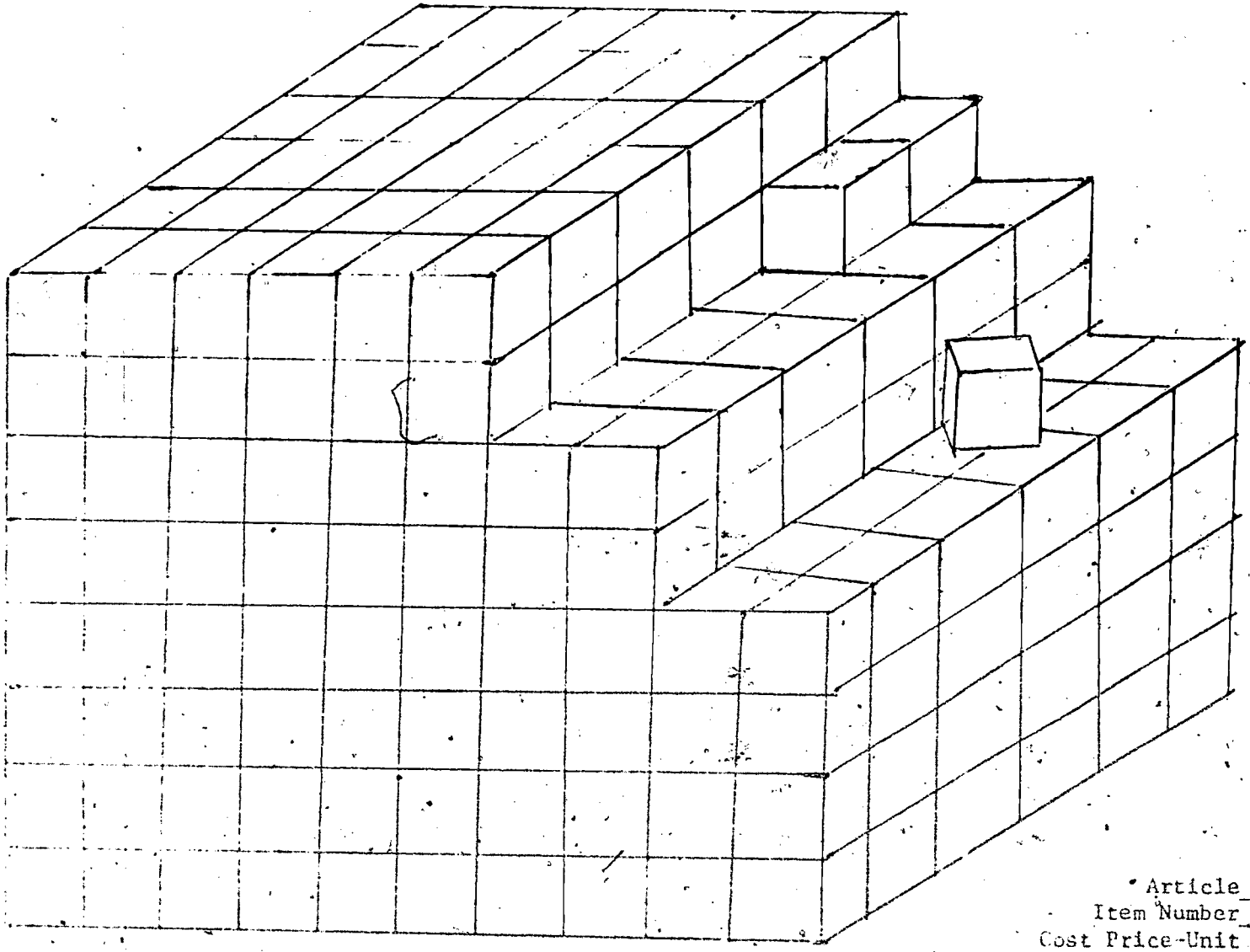
Article Paper Towels
Item Number S1143
Cost Price-Unit $ .89
Reorder Level 75 Order to 150



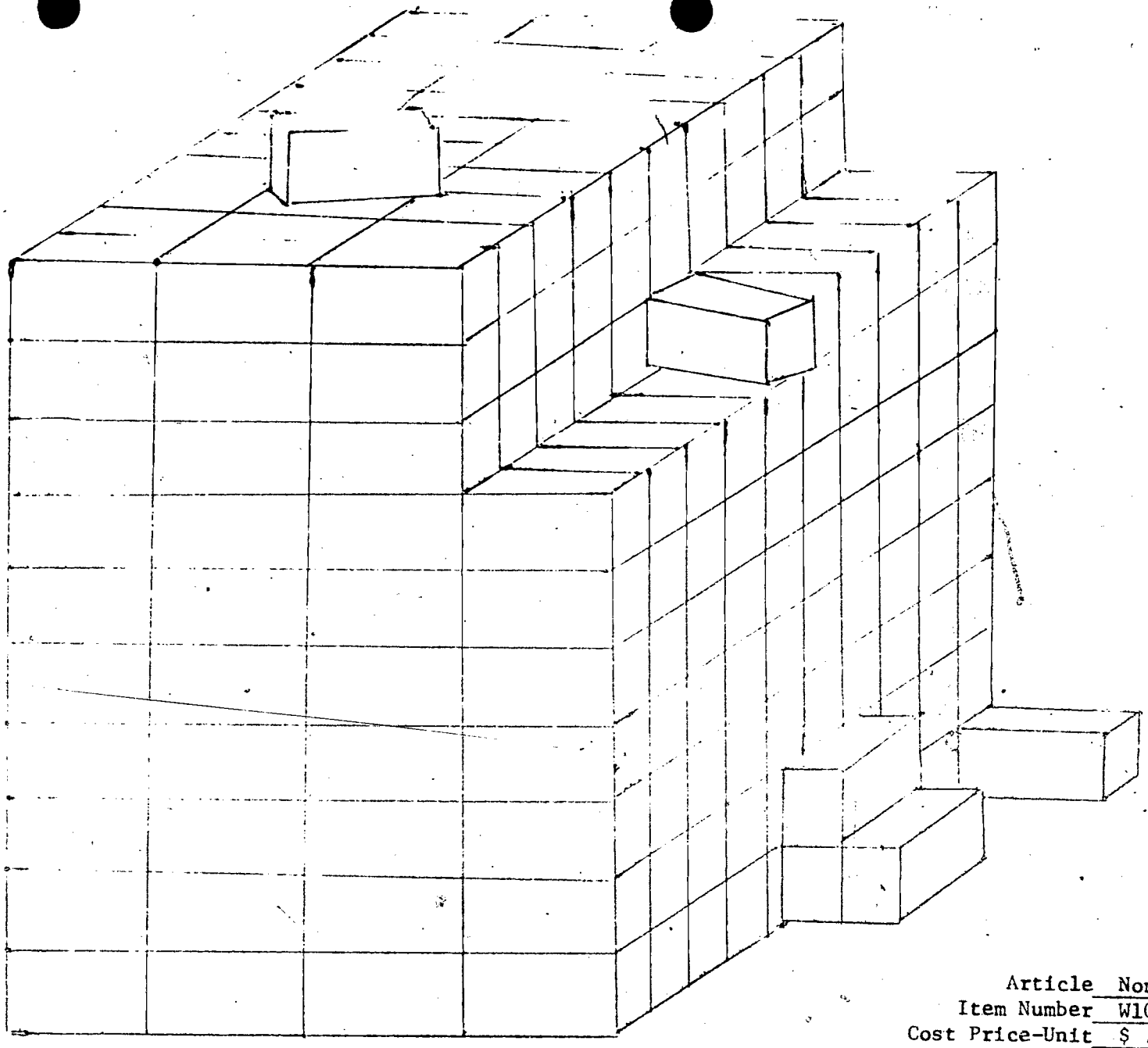
Article Flour 50 lb. cartons
Item Number N632
Cost Price-Unit $ 6.08
Reorder Level 5 Order to 30



Article Placemats
Item Number F1618
Cost Price-Unit $ 1.05
Reorder Level 130 Order to 200



Article Salad Dressing
Item Number S1426
Cost Price-Unit $ 1.98
Reorder Level 500 Order to 1,000



Article Non-Dairy Creamer
Item Number W1001
Cost Price-Unit $ .94
Reorder Level 400 Order to 500

EVALUATIVE INSTRUMENT AND DIRECTIONS

		Possible Points	Points Earned
Article Number Column	1 pt. each response	8	
Description of Item Column	1 pt. each response	8	
Cost Price for Unit of Count Column	1 pt. each response	8	
Quantity Column	2 pts. each response	16	
Total Value Column	2 pts. each response	16	
Reorder Columns	1 pt. each response	8	
Number of Units for Reorder Column	2 pts. each response	16	
Total of Quantity Column	8 points	8	
Total of Total Value Column	8 points	8	
Neatness	1 to 4 points	4	
	TOTAL	100	

Occupational Category:	Food Service
Level:	Master-Employee
Instructional Area:	Management

Name of Writer:	Michael A. Otto
Complete School Name:	William Jennings Bryan Sr. High
Address of School:	4700 Giles Road
City, State, Zip:	Omaha, NE 68157
Phone Number:	(402) 453-6020
Year Developed:	1975

COMPETENCIES THIS ACTIVITY TESTS:

That management, supervisors, and employees require a framework of policies and procedures within which to operate.

That lines of authority should be followed so that a department head or supervisor's position may not be weakened by management dealing directly with employees or matters that are logically in the supervisor's domain.

OBJECTIVES OF THIS ACTIVITY:

When given a case problem dealing with the Food Service Industry, the student will demonstrate the ability to develop a good management climate in a restaurant for all employees.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will be given five (5) minutes to read and study a case problem dealing with policies and procedures pertaining to management. The participant will have ten (10) minutes to present the problem, possible solutions, his/her choice of solutions and his/her defense.

Each participant will be evaluated by a panel of two judges. The participant will be evaluated on the basis of his/her individual presentation.

STUDENT INSTRUCTION SHEET

Objectives

You will be given a case problem dealing with the Food Service Industry. You are to demonstrate your ability to develop a good management climate in a restaurant.

Procedures

You will be given five (5) minutes to read the case problem and develop your thoughts. You will then have ten (10) minutes to present the problem, possible solutions, your choice of solutions and your defense to a panel of two judges.

Materials Needed

Supplied.

Additional Comments

ACTIVITY

Harry Watergate started a restaurant business twenty years ago as basically a one-man business. It grew rather slowly for awhile because Watergate did all the work. As the business expanded, he hired more people. The business now employs seventy-five persons. Harry is the president and manages the business personally. He has an open-door policy and all employees are permitted and expected to come to him for advice and answers to their problems. He has given responsibility to his head waiter and his kitchen manager, but he makes all the decisions or approves the decisions before they are made. He feels that an organizationchart is not needed because everybody knows how the organization operates, and they understand that he is the boss. On a particularly busy Saturday one of the waitresses came to work an hour and a half late. The head waiter fired the waitress. Harry arrived at the restaurant later on during the same day and upon learning of the head waiter's decision to fire the waitress, became furious and proceeded to reprimand the head waiter.

EVALUATIVE INSTRUMENT AND DIRECTIONS

Did the participant correctly identify the problem?

1	2	3	4	5	
Showed no understanding of the problems	Showed little understanding of the problems	Superficial understanding of control problems. Grasped basic ideas.	Better than average understanding of problems	Evident indepth understanding of major problems	X 4 =

Did the participant give several workable alternatives?

1	2	3	4	5	
Solutions would not work in real business situation or gave no solutions	Gave few alternative solutions (ordinary and unimaginative)	Gave solutions but not necessarily related to problem	Solutions could work, better than average	Gave several appropriate and workable solutions	X 4 =

Did participant choose appropriate solutions? (Need for Organization Chart, need for delegating authority along with responsibility)

1	2	3	4	5	
Solution will not work in real business situation	Solutions could possibly work in a real business situation	Logical solution that would be appropriate in a real business situation	Better than average solution in a real business situation	Outstanding solution that would be most appropriate in real business situation	X 4 =

Did participant defend his solutions?

1	2	3	4	5	
Did not defend his solutions	Some solutions but weak defense	Adequate defense but left out important considerations	Above average defense of solution	Thoroughly justified and defended the solution	X 4 =

TOTAL POINTS

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Mathematics

Name of Writer: Patrick Tritt
Complete School Name: University of Nebraska
Address of School: Lincoln, NE
City, State, Zip:
Phone Number:
Year Developed: Summer, 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of:

The proper use of basic math processes to solve or deal with math-related situations encountered in the food service industry.

Skill Of:

To develop mathematical skills for solving math-related problems encountered on the job.

To improve performance in mathematical situations encountered on the job.

To properly make changes and to know the proper use of the cash register as an instrument of the mathematical process.

To be able to calculate the exact amount of the customer's purchase.

To read and compute tax charts.

To multiply and extend figures with facility (by test).

To balance cash and total sales for the department.

To be able to add columns of figures with facility (by test).

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competencies in math required in a food service business.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will demonstrate, through a brief test, the ability to solve math-related problems. The participant will role play a situation demonstrating the math skills necessary in completing a sale to a customer.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competency in math by:

1) Properly handling a change-making situation with a customer.
2) Proper use of a sales chart in the change-making procedures.
3) Demonstrate your ability to total sales and balance the cash for the day.
4) Solve math-related problems which may be encountered on your job in a brief test.

Procedures

1) You will participate in a change-making situation with a customer and demonstrate your ability to use and demonstrate a sales tax form (chart). You will be provided with the register, tax chart, and change. (10 minutes)

2) You will demonstrate your ability to balance the cash and total the sales for the day. An activity will be done after making change. You will assume that the customer that you make change for is your last one for the day. Previous sales will have been run up on the register. (10 minutes)

3) You will be given a test over the foregoing procedures #1 and #2.

4) You will be subjected to a series of math problems which are job related. (30-40 minutes)

Materials Needed

Additional Comments

ACTIVITY

The participant will be given ten minutes to properly make change with the customer including the state sales tax. Participant will be provided with the cash register, used tape (register), change and state tax chart. The second task of the participant will be to do a cash balance and sales total for the day. Participant will be given a total of twenty minutes for the two tasks. To prepare for the contest, a cash register, used register tape, state tax chart, pen and paper, change, two tables, and one chair will be provided for the participant. Participant will be given ten minutes to take a brief test or job-related math problems.

See attached.

I. You will be given ten minutes to properly make change to a customer.

II. You will have ten minutes to do a cash balance for the day's receipts in the cash drawer.

Part I:

DECA RESTAURANT			
STATION # 3	EMPLOYEE # A	GUESTS # 5	
3	Iced teas	.25	
2	Milk	.30	
5	Hamburgers	.50	
2	FF	.35	
1	Apple Pie	.55	
	TAX		
	TOTAL		

(DIRECTIONS TO EVENT CHAIRPERSON)

Customer should present sales check to participant with a ten dollar bill. (Change returned should be $4.72).

(KEY)

I. You will be given ten minutes to properly make change to a customer.

II. You will have ten minutes to do a cash balance for the day's receipts in the cash drawer.

Part I:

DECA RESTAURANT			
STATION # 3		EMPLOYEE # A	GUESTS # 5
3	Iced teas	.25	.75
2	Milk	.30	.60
5	Hamburgers	.50	2.50
2	FF	.35	.70
1	Apple Pie	.55	.55
			5.10
		TAX	.18
		TOTAL	5.28

(DIRECTIONS TO EVENT CHAIRPERSON)

Customer should present sales check to participant with a ten dollar bill. (Change returned should be $4.72.)

Part II:

Key A = Cash
Key B = Bank charge cards

Beginning Balance--$35.00

A	1.57
A	2.74
B	8.03
B	4.24
A	7.05
A	.67
A	.27
A	1.15
A	3.14
A	11.45
A	3.71
A	3.48
A	1.09
A	7.32
B	3.02
A	7.05
A	4.97
A	.55
A	1.19
A	5.42
A	12.32
B	2.98
A	.67
A	3.98
A	5.28

CASH BALANCE

Total Sales _____

Less: Charges _____

Total Cash Sales _____

Total Checks _____

Total Coins _____

Total Paper Money _____

Total Cash _____

Less: Beginning balance _____

Cash Balance For Day _____

Overage _____

Shortage _____

(DIRECTIONS TO EVENT CHAIRPERSON):

Participant should be given cash receipt slip, balance sheet, and a cash drawer with the following amounts:

Checks:	$11.45	Pennies:	$1.48	$20 Bills:	$40.00
	$ 4.24	Nickels:	$1.00	$10 Bills:	$40.00
	$ 3.05	Dimes:	$ .90	$5 Bills:	$10.00
		Quarters:	$1.00	$1 Bills:	$12.00

EVALUATIVE INSTRUMENT AND DIRECTIONS

Change Making (50 points)	Yes	No
1) Properly took cash from the customer	(10)	(0)
2) Placed cash on the register plate	(5)	(0)
3) Rung up the correct amount of the sales	(10)	(0)
4) Properly tabulated the state taxes	(10)	(0)
5) Properly deposited the cash in the register and counted back the change to the customer	(10)	(0)
6) Closed the register	(5)	(0)

Cash Balance and Sales Tally (30 points)

*Grader and judge will be furnished the correct cash balance and sales tally for the day. Grader will check the math process for errors and check the participant's final balance and tally.

A) Correct math process = 15 points
Correct cash balance and sales tally = 15 points

Evaluation Sheet	Yes	No
1) Secure the amount of the initial cash deposit in register	(5)	(0)
2) Added total sales for the day	(5)	(0)
3) Seperated charges	(5)	(0)
4) Secured correct cash balance	(7½)	(0)
5) Secured correct cash tally	(7½)	(0)

* Refer to next page for test.

FOOD SERVICE MATH TEST (20 points)

1) 10 points

Using the formula that:

Cost = Retail X (100% - markup %)
Retail = $10.00 Markup % = 20%
What is the cost?

2) 10 points

A family of four purchases four hamburgers priced at $.55 each, three hotdogs priced at $.45 each, three glasses of milk at $.20 per glass, one Pepsi priced at $.25 plus three pieces of pie priced at $.40 per piece. The members of the family have coupons worth a 15¢ discount on the pie purchases. Calculate the total bill for this family without taxes.

MATH TEST (KEY)

1) Cost = $10.00 X (100% - 20%)

Cost = $10.00 X 80% = $8.00

2)

Hamburgers	(4) X 55¢	= $2.20
Hotdogs	(3) X 45¢	= $1.35
Milks	(3) X 20¢	= $ .60
Pepsi	(1) X 25¢	= $ .25
Pie	(3) X 40¢	= $1.20
		$5.60
Less Discounts (3 x 15¢ = 45¢)		- .45
		$5.15 = Total Bill

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Human Relations

Name of Writer: Jon N. Trabert
Complete School Name: Columbus Senior High
Address of School: 2200 26th Street
City, State, Zip: Columbus, NE 68601
Phone Number: 564-3224
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Understanding that a positive attitude is usually reflected in one's work.

Understanding that human relations in the retail organization consists of an interdependence with fellow employees, supervisors, and customers.

Knowledge to tactfully explain to guests the approximate waiting time for table arrangements and make the wait as pleasant as possible.

Skill in exercising self-control during trying situations.

Skill in representing the business favorable to customers and outside business associates.

Attitude that it is the feeling of being a valued patron that converts occasional customers into regular guests.

Attitude that a restaurant employee who gives a cheerful greeting, recognizes patrons by name and replies pleasantly to questions go a long way in developing pleasant relations for the business.

Attitude that good human relations within a company builds good public relations.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in human relations when dealing with customers in a restaurant.

DESCRIPTION OF ACTIVITY:

The participant will be role playing a situation with a customer who has a complaint (with reservations).

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in human relations by:

1) Tactfully greeting the customer and extending to the customer their desire to be of service.
2) Listening to and assessing the customer's complaint.
3) Discussing that complaint with the customer.
4) Arriving at a solution that satisfies the customer and benefits the restaurant.

Procedures

1) You will be given five (5) minutes to read and study the case problem which you will role play with the customer.

2) When you are ready to begin, take your place near the table and wait for the customer to enter the restaurant. You will be given ten (10) minutes to greet and take care of the customer's needs.

3) You will be provided menus, pens and/or pencils, reservation log book, and a reservations system of numbers.

Materials Needed

All materials will be provided.

Additional Comments

None

ACTIVITY

It is a Saturday night and the restaurant is packed with every table filled and a waiting line of 12 to 15 people.

The manager has had to go home because of illness and has left you in charge of seating. You are relatively new to the job, but you know that you seat according to reservation and fill as people come to your restaurant using a numbering system.

You have just taken charge when Mr. Jones arrives at the restaurant. You know him personally and know that he is a personal friend of the manager. You come forward to greet him and ask to help him.

Mr. Jones will ask for his reserved table, you will check the reservation log book for this reservation. Upon finding none you will have the task of explaining this to Mr. Jones and proceed to resolve the matter.

INSTRUCTIONS TO THE CUSTOMER

The customer should:

1) Enter the restaurant, greet the participant and ask for his/her reservation.

2) When you are told there is no reservation, ask what happened. You called it in yesterday.

3) Ask to see the manager.

4) Try to reach suitable solution with participant by asking the participant questions leading in that direction, for example: "What can I do, I have another engagement in one hour," "What possibly can you suggest I do? I'm in quite a hurry. That's why I made reservations."

EVALUATIVE INSTRUMENT AND DIRECTIONS

Approach	Yes	No
Did the participant make the customer feel like a valued patron by:		
1) Greeting the customer	(5) _____	(0) _____
2) Calling the customer by name	(5) _____	(0) _____
3) Offering to be of service to customer	(5) _____	(0) _____

Presenting Problem

Did the participant affectively relay the information of no reservation to the customer?	(5) _____	(0) _____

Handling Objections

Did the participant show concern for the customer's problem?

30	15	5
Participant showed concern for the customer's problem to the point of trying to resolve the problem	Participant showed concern but did not offer workable solution	Participant showed no concern for the problem

	Yes	No
Did the participant attempt to keep the discussion positive and controlled?	(5) _____	(0) _____
Was the solution designed to maintain customer loyalty to the business?	(10) _____	(0) _____

Resolving the Problem

Was the solution designed to satisfy the customer?

30	15	5
Solution was designed for customer needs	Some concern was demonstrated for customer's needs	Customer's needs were not considered

	Yes	No
Were the policies and procedures followed in the solution?	(5) _____	(0) _____

TOTAL POINTS _____

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Communications

Name of Writer: Patrick Tritt
Complete School Name: University of Nebraska
Address of School:

City, State, Zip: Lincoln, NE
Phone Number:
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge:

When to keep communications confidential.

Skill:

To listen and follow directions.

To write sales checks legibly so that errors in delivery, quantities/qualities sent, and amounts charged for can be eliminated.

To talk clearly, pleasantly, and convey enthusiasm.

Attitude:

That the tone of voice can express sincerity and eagerness to serve.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competency in written and verbal communication skills by:

1) Greeting and verbally communicating with a customer who is upset with a previous order.

2) Keeping the communication situation confidential.

3) By talking pleasantly with the upset customer and listening to his complaints.

4) By writing out a second order for immediate delivery.

5) By recording the proper quantities and price.

6) By expressing verbal eagerness to correct the mistake.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will encounter an upset customer at his work station. The situation is to be resolved through proper written and verbal communication.

STUDENT INSTRUCTION SHEET

Objectives

You will demonstrate competency in written and verbal skills by properly dealing with an upset customer who has received a wrong order. The situation will be resolved through the use of proper verbal and written communication.

Procedures

You will be given 15 minutes to greet the customer, deal with the situation through proper verbal and written communications, and resolve the matter in a favorable manner.

Materials Needed

Scratch pad
Order slip
Pencil

Additional Comments

ACTIVITY

You are working in a pizza shop. A customer will enter the place of business where the pizza had been ordered and delivered. You will greet the customer u ing the proper verbal techniques and use the necessary verbal and written communication skills to correct or resolve the situation. The area will have a table, pen, paper, and order blank. You will be given 15 minutes to resolve the situation.

EVALUATIVE INSTRUMENT AND DIRECTIONS

Excellent = strong in 1 verbal and written communications
Good = Ind cated abili y to be very smooth in talking
Average = Cover d all areas but not aggressive
Fair = M s ed major points
Poor = No comprehension of any of the areas

(Circle the evaluation)	Excellent	Good	Average	Fair	Poor
1) Properly greeted the customer	10-9	8-7	6-5	4-3	2-1
2) Kept the situation confidential through voice control and tone	10-9	8-7	6-5	4-3	2-1
3) Talked pleasantl throughout the event	10-9	8-7	6-5	4-3	2-1
4) Listened to the customer's compla nt	10-9	8-7	6-5	4-3	2-1
5) Was tactful	10-9	8-7	6-5	4-3	2-1
6) Got the proper information	10-9	8-7	6-5	4-3	2-1
7) C rrectly rec rded the new or er	10-9	8-7	6-5	4-3	2-1
8) Legibly reco d d the new or ier	10-9	8-7	6-5	4-3	2-1
9) Showed eagerness to serve i oice and tone	10-9	8-7	6-5	4-3	2-1
10) Showed voice enthus asm	10-9	8-7	6-5	4-3	2-1

TOT L POINTS _____

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Communication

Name of Writer: Jon N. Trabert
Complete School Name: Columbus Senior High
Address of School: 2200 26th Street
City, State, Zip: Columbus, NE 68601
Phone Number: 564-3224
Year Developed: 197[illegible]

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of when to keep communications confidential.

Skill in writing sales check legibly so that errors in delivery quantities sent and amounts charged for can be eliminated.

Skill to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Attitude that the ability to communicate skill fully in good English is essential to a person's business advancement.

Attitude that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in communications by tactfully approaching, discussing, and correcting a problem of poor work habits with another employer.

BRIEF DESCRIPTION OF ACTIVITY:

The event involves a role-playing situation in which the participant will attempt to correct a problem with another employee.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in communications by tactfully approaching, discussing, and correcting a problem of poor work habits with another employer.

Procedures

1) You will be given ten (10) minutes to read and study a case problem involving poor work habits of another employee.

2) After reading the case problem, you will be given fifteen (15) minutes to approach the employee, discuss the problem, and try to arrive at a satisfactory solution through role-playing.

Materials Needed

All materials will be supplied.

Additional Comments

ACTIVITY

You are a cashier at a restaurant. In taking care of the last customer, you had difficulty reading the sales check written by a particular waiter/waitress and found the total to be figured incorrectly. This has happened before with that employee.

You will have 10 minutes to plan a solution. You will then have a conference with the waiter/waitress. It is your responsibility to relate to him/her that the sales check is illegible and that the amount is figured incorrectly. You should convince them of the value of an accurate, readable sales check and show them how to complete one correctly.

DIRECTIONS TO ACTIVITY ADMINISTRATOR:

To prepare for this event, the participant will be given a pen/pencil and a pad of blank sales checks to use to communicate to the waiter/waitress the correct method of completing the sales check.

The participant will be given ten (10) minutes to read and study the case and fifteen (15) minutes to complete the event.

THE EMERALD ISLE

Waitress	Date	Table Number

Quantity	Item	Amount	Total
		Subtotal	
		Gratuity	
		Tax	
		TOTAL	

Check No. _____

EVALUATIVE INSTRUMENT AND DIRECTIONS

Please check the appropriate rating based on the student's performance.	Excellent	Adequate	Not at All
Through tone of voice and statements, did the students treat the situation confidentially?	(10)	(5)	(0)
Was the student helpful in suggestions rather than autocratic?	(10)	(5)	(0)
Did the student express a personal concern in the waiter/waitress' problem?	(10)	(5)	(0)
Was the student enthusiastic and outgoing?	(10)	(5)	(0)
Did the student remain poised and confident throughout the conversation?	(10)	(5)	(0)
Were instructions given clearly and were they easy to understand?	(10)	(5)	(0)
Did the student demonstrate an understanding of how to correctly complete a sales check?	(10)	(5)	(0)
Did the student use correct and effective language?	(10)	(5)	(0)
Was the problem effectively resolved?	(10)	(5)	(0)
Did the conversation end on a positive note?	(10)	(5)	(0)

TOTAL POINTS _____

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Communication

Name of Writer: Jon N. Trabert
Complete School Name: Columbus Senior High
Address of School: 2200 26th Street
City, State, Zip: Columbus, NE 68601
Phone Number: 564-2224
Year Developed: 19

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of when to keep communications confidential.

Skill in writing sales checks legibly so that errors in delivery quantities sent and amounts charged for can be eliminated.

Skill to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Attitude that the ability to communicate skill fully in good English is essential to a person's business advancement.

Attitude that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in communications by tactfully approaching, discussing, and correcting a problem of poor work habits with another employer.

BRIEF DESCRIPTION OF ACTIVITY:

The event involves a role-playing situation in which the participant will attempt to correct a problem with another employee.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in communications by tactfully approaching, discussing, and correcting a problem of poor work habits with another employer.

Procedures

1) You will be given ten (10) minutes to read and study a case problem involving poor work habits of another employee.

2) After reading the case problem, you will be given fifteen (15) minutes to approach the employee, discuss the problem, and try to arrive at a satisfactory solution through role-playing.

Materials Needed

All materials will be supplied.

Additional Comments

ACTIVITY

You are a cashier at a restaurant. In taking care of the last customer, you had difficulty reading the sales check written by a particular waiter/waitress and found the total to be figured incorrectly. This has happened before with that employee.

You will have 10 minutes to plan a solution. You will then have a conference with the waiter/waitress. It is your responsibility to relate to him/her that the sales check is illegible and that the amount is figured incorrectly. You should convince them of the value of an accurate, readable sales check and show them how to complete one correctly.

DIRECTIONS TO ACTIVITY ADMINISTRATOR:

To prepare for this event, the participant will be given a pen/pencil and a pad of blank sales checks to use to communicate to the waiter/waitress the correct method of completing the sales check.

The participant will be given ten (10) minutes to read and study the case and fifteen (15) minutes to complete the event.

THE EMERALD ISLE

Waitress	Date	Table Number

Quantity	Item	Amount	Total
		Subtotal	
		Gratuity	
		Tax	
		TOTAL	

Check No. _____

EVALUATIVE INSTRUMENT AND DIRECTIONS

Please check the appropriate rating based on the student's performance.	Excellent	Adequate	Not at All
Through tone of voice and statements, did the students treat the situation confidentially?	(10)	(5)	(0)
Was the student helpful in suggestions rather than autocratic?	(10)	(5)	(0)
Did the student express a personal concern in the waiter/waitress' problem?	(10)	(5)	(0)
Was the student enthusiastic and outgoing?	(10)	(5)	(0)
Did the student remain poised and confident throughout the conversation?	(10)	(5)	(0)
Were instructions given clearly and were they easy to understand?	(10)	(5)	(0)
Did the student demonstrate an understanding of how to correctly complete a sales check?	(10)	(5)	(0)
Did the student use correct and effective language?	(10)	(5)	(0)
Was the problem effectively resolved?	(10)	(5)	(0)
Did the conversation end on a positive note?	(10)	(5)	(0)

TOTAL POINTS _____

Occupational Category:	Food Service
Level:	Master-Employee
Instructional Area:	Communications

Name of Writer:	Barbara Boeck
Complete School Name:	University of Nebraska-Lincoln
Address of School:	Room 311 Teachers College
City, State, Zip:	Lincoln, NE 68508
Phone Number:	472-2242
Year Developed:	1975

COMPETENCIES THIS ACTIVITY TESTS:

Skills:

1) Listening to and following directions

2) Using the telephone correctly and most effectively

3) Receiving telephone orders, complaints, and messages

4) Writing sales checks legibly so that errors in delivery, quantities ordered, and amounts charged for can be eliminated

5) Talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Attitude:

1) That the tone of voice can express sincere welcome and eagerness to be of service.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competency in written and verbal communication skills by:

1) Obtaining necessary information concerning customer orders.

2) Correctly receive and record information on sales checks legibly so that errors in delivery, quantities ordered, and amounts charged for can be eliminated.

3) Demonstrating good telephone techniques.

4) Demonstrating effective speech and enthusiasm.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will be tested on verbal and written communication skills used in completing customer's orders and resolving customer inquiries both in person and on the telephone.

STUDENT INSTRUCTION SHEET

Objectives

You will demonstrate competency in written and verbal skills by:

1) Using proper telephone techniques.
2) Receiving and recording information.
3) Completing sales checks.
4) Using effective speech and demonstrating enthusiasm.

Procedures

After reviewing the instructions, you will serve customers in person and on the telephone by completing sales checks.

Materials Needed

Pen or pencil

Additional Comments

CUSTOMER-JUDGE SCRIPT

1) Indicate you would like to place an order if you can pick it up by 4:00.

2) Order: (Seem hesitant in your decision and change your order twice)

4	Chocolate-filled pastries
2	Lemon-filled roll--change to cherry-filled
4	Brown-sugared donuts
8	Powdered sugar donuts--change to plain
6	Vanilla twists

3) Would like them by 4:00.
Your telephone number is 432-5297.
Your name is (Mr./Mrs.) Henry .

4) Ask how you are to pay for these.

CALLER-JUDGE SCRIPTS

1) Identify yourself as (Mr./Mrs.) [illegible].

2) Ask to speak to manager.

3) Ask for assistance (if not [illegible])

4) Explain that you picked up your [illegible] just opened the order and found it was [illegible]

5) You ordered:

2 dozen plain danish [illegible]
1 dozen lady fingers [illegible]
1½ dozen macaroons [illegible]
The orders of 2½-dozen [illegible] were correct.

6) You need this by [illegible] coffee.

7) You do not have transportation [illegible] its last stop in your area [illegible] correct order immediately.

8) Need to know arrangements in getting your order, returning the goods, and making payment.

9) Ask for a return call to know if order can be filled and delivered, and charges. Your telephone number is 432-5927.

ACTIVITY

You are an employee of B & B Pastry Shop. It is 3:00 p.m., the store closes at 5:00 p.m. and you are the only employee in the store. You will begin by serving a customer by taking an order for pick-up. You will receive a call from a customer who has jsut received an order that is in error. You need to correct the errors, complete a new sales check, and make arrangements for delivery. You must then complete the waiting customer's order and make arrangements for pick up.

(It takes approximately one hour from receipt of order until pick-up time. Payment is received at pick up.)

SALES CHECK

B & B Pastry		Order #:	
Sold To:	Salesperson		
Address:	Date: / /		
Telephone:	Pick-up Time:		
Description	Quantity	Unit Price	Unit Total
Customer's Signature:		Sub Total	
		Tax	
		Total	
No pick-up without this invoice.			

PRICE LIST

Long Johns	1.80 dozen
Cinnamon rolls	2.40 dozen
Chocolate pastries	1.20 dozen
Plain danish pastries	2.16 dozen
Brown sugar doughnuts	1.80 dozen
Plain doughnuts	1.20 dozen
Powdered sugar doughnuts	1.80 dozen
Vanilla twists	2.16 dozen
Sugar twists	2.16 dozen
Lady Fingers	1.80 dozen
Macaroons	2.40 dozen
Cream puffs	3.00 dozen
Bon-Bons	2.40 dozen
Jelly-filled rolls	1.80 dozen
Vanilla-Filled rolls	1.20 dozen
Butterscotch-filled rolls	1.80 dozen
Cherry-filled rolls	1.80 dozen
Apple-filled rolls	1.80 dozen
Lemon-filled rolls	1.20 dozen
Apple turnovers	3.00 dozen
Cherry turnovers	3.00 dozen

Judge - Customer Evaluation

Please check the appropriate box.

I. Activities Before Sales Check

	No	Somewhat	Yes
1) Approached customer in a friendly manner.	(0)	(2)	(4)
2) Did the participant aid the customer in selecting pastries	(0)	(2)	(4)
3) Participant was easy to understand	(0)	(2)	(4)
4) Participant was courteous	(0)	(2)	(4)
5) Participant projected enthusiasm	(0)	(2)	(4)
6) Did the participant handle the telephone interruption smoothly and courteously	(0)	(2)	(4)
7) Was the return from the telephone courteous	(0)	(2)	(4)

I. Recording Information on the Sales Check

	No	Yes
1) Did the participant: Record customer's name	(0)	(1)
2) Record customer's address	(0)	(1)
3) Record telephone number	(0)	(1)
4) Record salesperson's name	(0)	(1)
Record date	(0)	(1)
Record pick-up time	(0)	(1)
Record description	(0)	(1)

	No	Yes
8) Record quantity	(0)	(1)
9) Record the correct sales tax	(0)	(1)
10) Have customer sign sales check	(0)	(1)
Total points (possible 38)		

Judge - Customer Caller Evaluation

Please check the appropriate box.

	Yes	No
I. Telephone Answering Techniques		
1) Participant answered promptly and pleasantly	(4)	(0)
2) Identified self	(4)	(0)
3) Identified company	(4)	(0)

	Yes	Somewhat	No
II. Development of Call			
1) Showed ability to listen and make tactful inquiries	(4)	(2)	(0)
2) Volunteered helpful information	(4)	(2)	(0)
3) Showed an understanding of the problem during the conversation	(4)	(2)	(0)
II. Attitude and Speech			
1) Was easy to understand	(4)	(2)	(0)
2) Was courteous	(4)	(2)	(0)
3) Projected enthusiasm	(4)	(2)	(0)
IV. Closing the Call			
1) Did the participant verify the information?	(4)	(2)	(0)
2) Did he express appreciation (Thank you)?	(4)	(2)	(0)
3) Used customer name in closing	(4)	(2)	(0)
4) Did the conversation end on a positive note?	(4)	(2)	(0)

V. Recording Information on Sales Check

	Yes	No
1)	(1)	(0)
2) Record customer's address	(1)	(0)
3) Record telephone numoer	(1)	(0)
4) Record salesperson's name	(1)	(0)
5) Record date	(1)	(0)
6) Record description	(1)	(0)
7) Record quantity	(1)	(0)
8) Record the correct sales tax	(1)	(0)
9) Make a notation to return the call--either on sales check or note pad	(1)	(0)
10) Record pastries returned	(1)	(0)
Total points (possible 62)		

Occupational Category: Food Service
Level: Master-Employee
Instructional Area: Advertising

Name of Writer: Barbara Boeck
Complete School Name: University of Nebraska-Lincoln
Address of School: Room 411, Teachers College
City, State, Zip: Lincoln, NE 68508
Phone Number: 472-3742

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge:

1) The purposes of advertising, such as build customer traffic, build a reputation for the store, stabilize sales volume, and introduce new products.

2) The uses of promotional and institutional advertising.

Skill:

1) To use promotional, institutional or a combination of promotional and institutional advertising to best promote merchandise, services and store image.

OBJECTIVES OF THIS ACTIVITY

The participant should be able to identify promotional and institutional advertising and the purpose in promotion for a food service operation.

BRIEF DESCRIPTION OF ACTIVITY

Participant will be given a restaurant. From studying the advertising, he will be able to distinguish them and describe how they are for promotion.

STUDENT INSTRUCTION SHEET

Objectives

You will demonstrate competency in advertising by:

1) Distinguishing between institutional and promotional advertising.

2) Analyzing the use and purpose of advertising in promoting a food service.

Procedures

You will be given a case problem dealing with advertisement in food service and a short objective exam.

After reading and studying the case problem and exam, you will arrive at written solutions for both.

Materials Needed

Pen or pencil

Additional Comments

Name_____

Food Service
Master-Employee
Advertising
Page 2

Answer the following based on the case problem and the two advertisements (Exhibits 1 and 2).

CASE PROBLEM:

A new restaurant, "Old Market," is planning to open for business within five days. They are located on the outskirts of town (Population of 9,000). They will be in competition with similar restaurants in town.

1. What could be the advantages and disadvantages for the restaurant to use Exhibit 1 advertisement?

2. What could be the advantages and disadvantages for the restaurant to use Exhibit 2 advertisement?

Name_____

Food Service
Master-Employee
Advertising
Page 2

Answer the following based on the case problem and the two advertisements (Exhibits 1 and 2).

CASE PROBLEM:

A new restaurant, "[illegible]" is planning to open for business within five days. They are located on the outskirts of town (Population of 9,000). They will be in competition with similar restaurants in town.

1. What could be the advantages and disadvantages for the restaurant to use Exhibit 1 advertisement?

2. What could be the advantages and disadvantages for the restaurant to use Exhibit 2 advertisement?

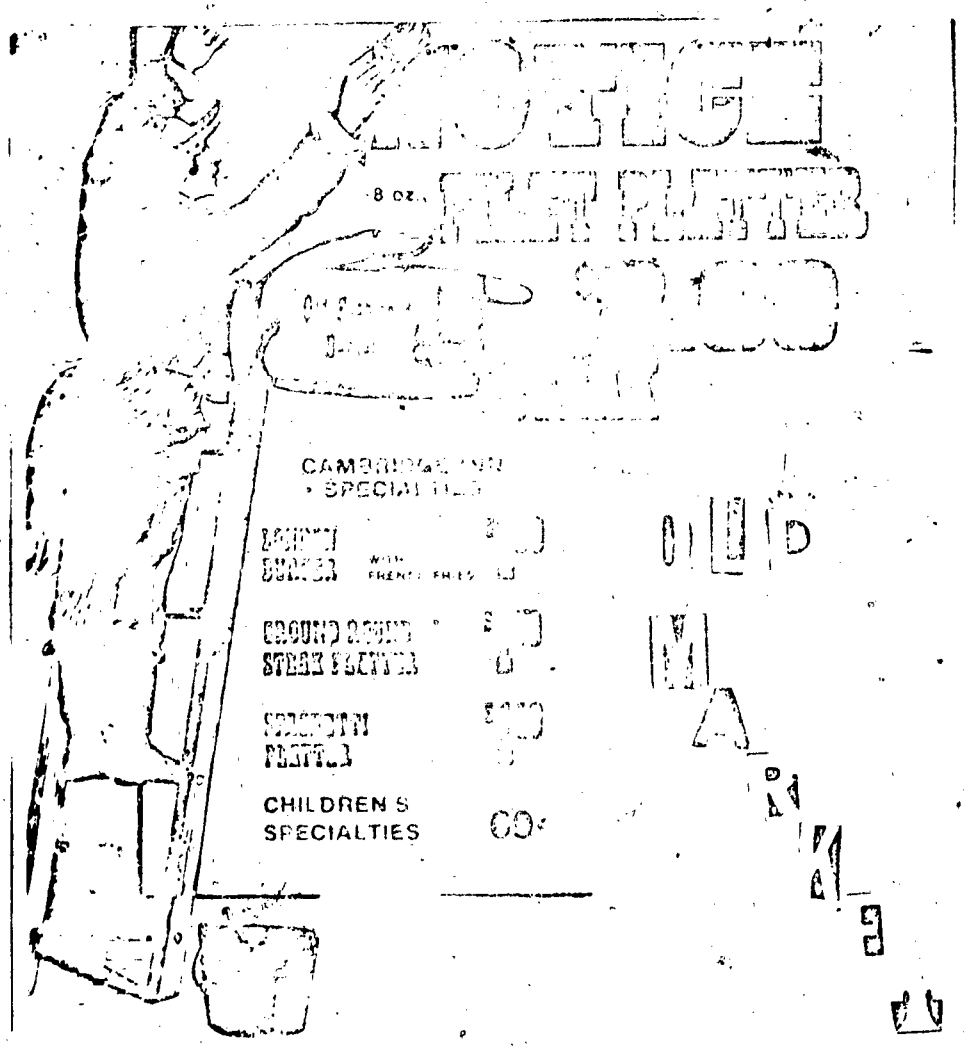
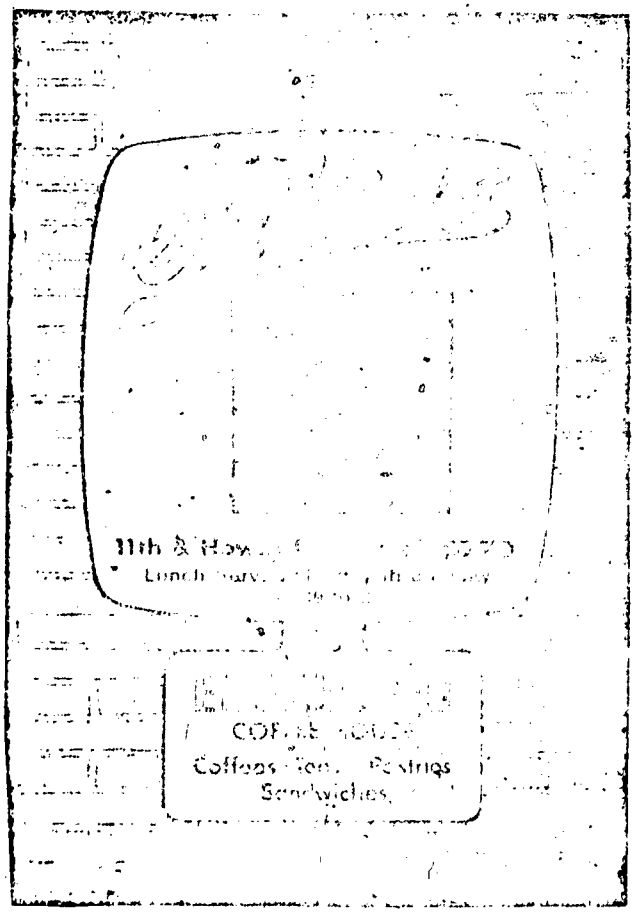


EXHIBIT 1


Coffees Teas Pastries
Sandwiches

EVALUATIVE INSTRUMENT AND DIRECTIONS

EXAM:

Did the participant answer question one as:	Yes	No
Exhibit 1 is Promotional	(20)	(0)
Exhibit 2 is Institutional	(20)	(0).

	Average knowledge of purposes 0 7 8 9 10	Very good knowledge of purposes 11 12 13 14 15
1. In response to the purposes of using promotional advertising, did the participant:		
2. In response to the purposes of using institutional advertising, did the participant:		

CASE PROBLEM:

1. In response to the advantages and disadvantages of using Exhibit 1 (Promotional Advertising) did the participant:	
2. In response to the advantages and disadvantages of using Exhibit 2 (Institutional Advertising) did the participant:	

Total Points Possible

Total Points Received

ACTIVITY

You will study the two advertisements and answer the questions on the following solution sheet.

Occupational Category:	Food Service
Level:	Master/Employee
Instructional Area:	Management

Name of Writer:	Douglas E. Briggs
Complete School Name:	Seward Senior High School
Address of School:	Seward, Nebraska 68434
City, State, Zip:	Seward, Nebraska 68434
Phone Number:	
Year Developed:	July, 1975

COMPETENCIES THIS ACTIVITY TESTS:

1. To determine in various situations the most efficient way to get the job accomplished.
2. That special customer services and accomodations build customer goodwill and help increase sales.
3. That lines of authority should be followed; so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in management by:

1. Being able to identify the problem.
2. Having an understanding of procedures relating to the problem.
3. Identifying proper channels of authority.
4. Following a logical sequence in making a management decision.
5. Identifying a feasible solution.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will be presented a case problem involving several management decisions, relating to restaurant banquets and parties.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in management by:

1. Being able to identify the problem.
2. Having an understanding of procedures relating to the problem.
3. Identifying proper channels of authority.
4. Following the proper procedures in making a management decision.
5. Presenting the proper solution.

Procedures

1. You will be given 10 minutes to study the problem and to prepare a solution.
2. When the 10 minutes are up, or sooner if you are ready you will have 5 minutes to present your answer to the judge.
3. Once you feel you've completely presented your answer the event will terminate.
4. Maximum time limit is 15 minutes for the entire event.

Materials Needed

All materials will be provided

Additional Comments

None

ACTIVITY

You are the senior employee of a restaurant that caters for many banquets. The owner of the restaurant manages the operation with the help of five assistant managers. They are: the banquet director, head chef, set-up manager, head waiter, and cocktail lounge manager. Your direct supervisor is the banquet director. Before leaving on vacation, the banquet director puts you in charge of a banquet. He has given you all the necessary information and all restaurant personnel involved have been given their directions.

On the night of the banquet, the customer responsible for the group informs you that instead of 25 guests, there will be 36 guests. What action will you take to the situation? What factors should be considered?

EVALUATIVE INSTRUMENT AND DIRECTIONS

Based on the participant's answers, did the person:

	Use check marks: Yes	No
1. Consult the assistant managers without first consulting the manager. (Followed the chain of command).	(10)	
2. Consult banquet director.		(9)
3. Consult the chef.	(9)	
4. Consult the cocktail lounge manager.	(9)	
5. Consult the set-up manager.	(9)	
6. Consult the head waiter.	(9)	

Total 15 pts.

(Circle one number of each below)

Was the participant's solution adequate?

3 x # _____

0	1	2	3	4	5
Student showed no solution for problem.		Student showed some solution for problem, but lacked practical ideas.		Student was in full command of situation and offered an efficient solution.	

Total 15 pts.

Did the student know what problems were involved?

3 x # _____

0	1	2	3	4	5
Student had no understanding of problem.		Student had some understanding of problem.		Student completely understood problem.	

Total 15 pts.

Would a customer have been satisfied with the solution? 3 x #_____

0	1	2	3	4	5
Solution did not build customer goodwill.		Solution would build some goodwill.		Solution would build good customer goodwill.	

Occupational Category: Food Service
Level: Master Employee
Instructional Area: Management

Name of Writer: Doug Briggs
Complete School Name: Seward Senior High School
Address of School:
City, State, Zip: Seward, NE 68434
Phone Number:
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge and Understanding That:

1) Management, supervisors and employees require a framework of policies and procedures within which to operate.

2) Lines of authority should be followed so that a department head or supervisor's position may not be weakened by management dealing directly with employees or matters that are logically in the supervisor's domain.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in management by:

1) Being able to recognize and identify the problem.

2) Obtaining knowledge of store policies and procedures relating to the problem.

3) Identifying the proper channels of authority.

4) Identifying the proper procedures in reporting the problem.

5) Reporting the problem accurately.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will be presented a case problem dealing with employee theft.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in management by:
1) Being able to recognize and identify the problem
2) Obtaining knowledge of store policies and procedures relating to the problem.
3) Identifying the proper channels of authority.
4) Identifying the proper procedures in reporting the problem.
5) Reporting the problem accurately.

Procedures

1) You will be given 10 minutes to study the problem and to prepare a solution.

2) When the 10 minutes are up, or sooner if you are ready, you will have 5 minutes to present your answer to the judge.

3) Once you feel you have completely presented your answer, the event will terminate.

4) Maximum time limit is 15 minutes.

Materials Needed

All materials needed will be provided.

Additional Comments

ACTIVITY

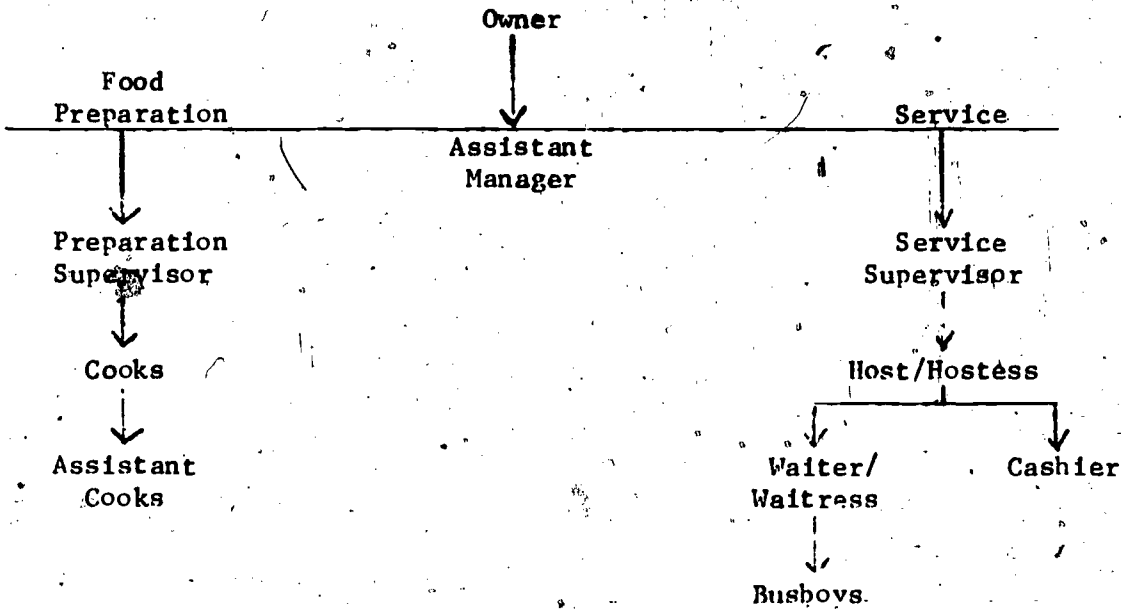
You are a water/waitress of a large and exclusive eating establishment where they are noted for serving delicious steaks. The food manager has just informed all personnel that the restaurant has been losing food from its inventory. You have heard several other employees saying that the head cook has been taking some steaks home with him occasionally. Last night you saw him carrying a box which you thought contained steaks out the back door.

The head cook is one of the most well-liked employees in the restaurant and is due to be promoted to supervisor next month.

Based on the information you have been given, what would you do about the problem of possible employee theft? (The restaurant's organization chart and releted policies are shown on the next page.)

You are to prepare a solution to the problem. When you are ready, you will be given five minutes to discuss that solution with the judge.

Restaurant Organizational Chart



Policies Related to the Case

1) Any food or beverages consumed by employees should have a signed sales slip presented to the cashier.

2) No food shall be removed from the premises by employees.

3) Any employee violating one or two above should be reported.

4) Any employee theft will result in immediate dismissal.

5) Any employee knowingly withholding information regarding employee theft will be subject to dismissal.

EVALUATIVE INSTRUMENT AND DIRECTIONS

Please evaluate the student's solution using the following questions. Assign points by placing a check over the rating that best describes the student's answer.

1. Did the student recognize that the organization chart was important in developing a solution?

(0)	(9)	(18)
Did not recognize its importance	Recognized, but incorrectly	Correctly recognized its importance

2. Did the student refer to the restaurant's policies in developing a solution?

(0)	(9)	(18)
Did not refer to policies	Referred to policies, but incorrectly	Correctly used all policies in solution

3. Did the student recognize his/her responsibility?

(0)	(9)	(18)
Felt he/she should do nothing	Felt he/she might have some responsibility	Felt he/she must take some action

4. Did the student report information to the host/hostess?

Yes _____ (10) No _____ (0)

5. Did the student report all information?

All information _____ (10) Incomplete information _____ (0)

6. Did the student show concern for other employee's positions in designing a solution

Yes _____ (8) No _____ (0)

7. Was the solution realistic in view of the information presented in the case?

(0)	(9)	(18)
Solution did not relate to the information	Solution related to the case but was unrealistic	Realistic, workable solution was presented

Occupational Category: Apparel Industry
Level: Owner-Manager
Instructional Area: Mathematics

Name of Writer: Michael A. Otto
Complete School Name: Bryan Senior High School
Address of School: 4700 Giles Road
City, State, Zip: Omaha, NE 68157
Phone Number: 734-4100
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

1) In figuring turnover and interpreting its relationship to department or store operating profits.

2) That adequate turnover is closely related to operating profits.

3) That retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

4) In setting prices on goods and services that will cover the cost of operation and yield a profit.

5) In figuring stock-to-sales ratios in an effort to maintain a department or store's stocks in close relationship to its sales.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in mathematics by:

1) Determining percentage of increase in net sales when comparing two fiscal periods.

2) Determine percentage of gross profit to net sales.

3) Determine percentage of net profit to net sales.

4) Determine inventory turnover.

5) Determine reason(s) for changes in profits.

BRIEF DESCRIPTION OF ACTIVITY:

The student will receive accounting and financial information and the student will be tested on mathematic skills necessary for a sales manager in the apparel industry.

STUDENT INSTRUCTION SHEET

Objectives

The student will demonstrate competence in mathematics by:

1) Determining percentage of increase in net sales when comparing two fiscal periods.
2) Determine percentage of gross profit to net sales.
3) Determine percentage of net profit to net sales.
4) Determine inventory turnover.
5) Determine reason(s) for change in profits.

Procedures

1) You will be given five minutes to study financial statements of a business.

2) You will then be given 25 minutes to answer questions that pertain to the information.

Materials Needed

You will be given financial information and an answer sheet form on which to record the solutions you will obtain as you answer the questions.

Additional Comments

ACTIVITY

You are a salesman of manufacturing equipment. Tomorrow you have an important appointment with a very promising new prospect. You have managed to gather some information about this new prospect and among your materials you find income statements for the past two years. These statements provide valuable information that might influence your sales approach. Look over the information and answer the questions that follow.

INCOME STATEMENTS
1972 and 1973

	1973		1972	
Total Sales		$904,000		$754,000
Less: Returns and Allowances		4,000		4,000
Net Sales		$900,000		$750,000
Cost of Sales:				
Inventory, January 1	$ 70,000		$ 60,000	
Purchases	235,000		210,000	
Freight-In	15,000		10,000	
Manufacturing Labor	270,000		170,000	
Merchandise to be Accounted For	$590,000		$450,000	
Less: Inventory, December 31	60,000		60,000	
Cost of Goods Sold		530,000		390,000
Gross Profit		$370,000		$360,000
Manufacturing Expenses	$ 90,000		$ 90,000	
Selling Expenses	100,000		85,000	
Administration Expenses	100,000		100,000	
Total Expenses		290,000		275,000
Profit Before Federal Income Tax		$ 80,000		$ 85,000
Federal Income Tax		36,000		40,000
Net Profit		$ 44,000		$ 45,000

QUESTIONS

1) What was the percentage of increase in net sales from 1972 to 1973? _____

2) What was the percentage of gross profit to net sales in 1972? _____ In 1973? _____

3) [illegible] In 1973? _____

4) [illegible] inventory in 1972? _____

In 1973? _____

5) [illegible] _____

I. [illegible]

6) List the three direct manufacturing costs:

_____

_____

_____

7) Which 1973 direct manufacturing cost has the greatest increase?

_____

How much? _____%

EVALUATIVE INSTRUMENT AND DIRECTIONS
SOLUTIONS TO QUESTIONS

1) $\frac{150{,}000 \text{ increase in sales}}{750{,}000 \text{ net sales in 1972}} = 20.00\%$ 9 pts. _____

2) 1972 $\frac{360{,}000 \text{ gross profit}}{750{,}000 \text{ net sales}} = 48.00\%$ 9 pts. _____

1973 $\frac{370{,}000 \text{ gross profit}}{900{,}000 \text{ net sales}} = 41.11\%$ 9 pts. _____

3) 1972 $\frac{45{,}000 \text{ net profit}}{750{,}000 \text{ net sales}} = 6.00\%$ 9 pts. _____

1973 $\frac{44{,}000 \text{ net profit}}{900{,}000 \text{ net sales}} = 4.89\%$ 9 pts. _____

4) 1972

70,000 inventory, January 1
+60,000 inventory, December 31
130,000

$\frac{130{,}000}{2} = 65{,}000$ Average inventory 1972 9 pts. _____

1973

60,000 Inventory, January 1
+60,000 Inventory, December 31
120,000

$\frac{120{,}000}{2} = 60{,}000$ Average inventory 1973 9 pts. _____

5) 1972 $\frac{390{,}000 \text{ Cost of Goods Sold}}{65{,}000 \text{ Average inventory}} =$ 6.00 inventory turnover 9 pts. _____

1973 $\frac{530{,}000 \text{ Cost of Goods Sold}}{60{,}000 \text{ Average inventory}} =$ 8.83 inventory turnover 9 pts. _____

6) Purchases 2 pts. _____

Manufacturing Labor 2 pts. _____

Freight-In 2 pts. _____

7) Manufacturing Labor 4 pts. _____

$\frac{25{,}000 \text{ increase in purchases}}{210{,}000 \text{ 1972 purchases}} =$ 11.90 increase in purchases

$\frac{5{,}000 \text{ increase Freight-In}}{10{,}000 \text{ 1972 Freight-In}} =$ 50% increase in Freight-In

$\frac{100{,}000 \text{ increase in manufacturing labor}}{170{,}000 \text{ manufacturing labor in 1972}} =$

58.82% increase in manufacturing labor 9 pts. _____

Occupational Category: Apparel Industry
Level: Owner-Manager
Instructional Area: Management

Name of Writer: Doug Briggs
Complete School Name: Seward Senior High School
Address of School: Seward, NE
City, State, Zip: Seward, NE 68434
Phone Number:
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

1) In planning and developing a work force budget and scheduling employee working hours, lunch hours, and reliefs.

2) In ability to determine in various situations the most efficient way to get the job accomplished.

3) In ability to determine when additional employees are needed in order to accomplish desired business objectives.

OBJECTIVES OF THIS ACTIVITY:

The participant will demonstrate competence in management by:

1) Developing a work schedule with given variables.

2) Scheduling workers during the peak business periods without wasting manpower.

3) Scheduling personnel within the given constraints of a budget.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will complete a case problem dealing with employee scheduling.

STUDENT INSTRUCTION SHEET

Objectives

The participant will demonstrate competence in management by:

1) Developing a work-schedule with given variables.
2) Scheduling workers during the peak business periods without wasting manpower.
3) Scheduling personnel within the given constraints of a budget.

Procedures

You will have 45 minutes to complete a case problem dealing with the work schedule of a department.

Materials Needed

Pencils
All other materials will be provided.

Additional Comments

None

ACTIVITY

You are a department manager for a men's clothing department in a large retail department store. One of your responsibilites as a manager is to make up a work schedule that covers a 2 week period. Based on the following information you are to formulate a work schedule by staying within the given budget listed below.

CIRCUMSTANCES

1) Maximum amount of total working hours (full time and part time) is 180 per week.
2) Maximum amount of combined working hours for full-time workers is 120 per week.
3) Maximum amount of combined working hours for part-time workers is 60 per week.
4) Individually no full-time worker can work over 40 or under 35 hours per week.
5) Individually no part-time worker can work over 20 or under 10 hours per week.
6) All full-time workers pay is equal to $4 per hour.
7) All part-time workers pay is equal to $2 per hour.
8) Budget allotted is $620.
9) Hours the store is in operation: Monday, Tuesday, Wednesday, Friday, Saturday 9:30 to 5:30; Thursday - 9:30 to 9:00; Sunday - 12:00 to 5:00
10) Each full-time worker is entitled to a 1 hour lunch break (unpaid) when he works 8-hour shifts. No breaks for less amount of hours worked.
11) Each full-time worker must have one day off per week unless otherwise listed below.
12) No one works more than 7 hours per day (not including lunch break)
13) Peak periods are from 12);; to 5:00 on Saturday and Sunday as well as over each of the noon hours.
14) Work schedule begins Monday, August 1. Peak periods must be covered by at least four people. At least two people must be scheduled at all times.
FULL-TIME WORKERS--John Rogers, Max Jensen, Rod Smith, Rick Jones
PART-TIME WORKERS--Bob Johnson, Lynn Kaufman, Mike Anderson
15) Rogers--gone on vacation the last 9 days in addition to his normal day off.
16) Jensen--is at funeral for the 5 days Rogers is working
17) Johnson--can only work days-no evenings
18) Anderson--unable to work on Fridays
19) Kaufman--cannot work before 11 a.m.
20) Smith cannot work on Wednesdays.

EMPLOYEE WORK SCHEDULE

DEPARTMENT _____ WEEK ENDING _____

Name	Wage	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total Hours	Total Wages
Department Totals										

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Occupational Category: Apparel Industry
Level: Master-Employee
Instructional Area: Product and Service Technology

Name of Writer: Leslie Ann Royle
Complete School Name: Omaha Westside High School
Address of School: 8701 Pacific
City, State, Zip: Omaha, NE 68124
Phone Number: (402) 391-1266 Ext. 22 or 24
Year Developed: 1975

COMPETENCIES THIS ACTIVITY TESTS:

Knowledge of or Understanding That:

1. The sources of merchandise information such as the merchandise itself, handtags and labels, leaflets, box covers and price tags.
2. Labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.
3. Merchandise guarantees and directions protect both the customer and the store and help increase sales.

Skill:

1. That ability to translate merchandise label information into selling points.
2. In interpreting merchandise guarantees and directions to customers.
3. In building a sales talk around merchandise selling features.

Attitude:

1. That a sales person must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.
2. That a belief that adequate merchandise information will build customer confidence in the merchandise as well as in the store.
3. That a belief that adequate merchandise information will help increase sales and promote better customer relations.
4. That merchandise information can be gained by handling merchandise and by using it.

OBJECTIVES OF THIS ACTIVITY:

The student will demonstrate competency in product and service technology by:

1) Analyzing information from labels, price tags, etc.

2) Evaluating material found on labels, price tags, etc.

3) Translate given information for the use of a customer.

4) Interpret information for customer use.

5) Create a written sales talk on a garment for a customer in the form of a letter.

BRIEF DESCRIPTION OF ACTIVITY:

The participant will answer a letter requesting information about a garment.

STUDENT INSTRUCTION SHEET

Objectives

The student will demonstrate competency in product and service technology by:

1) Analyzing information from labels, price tags, etc.
2) Evaluating material found on labels, price tags, etc.
3) Translate given information for the use of a customer.
4) Interpret information for customer use.
5) Create a written sales talk on a garment for a customer in the form of a letter.

Procedures

1) You will be given 30 minutes to:

   a) Study labels, price tags, and leaflets.

   b) Read a letter from a customer who requests information about a garment.

   c) Write a letter of reply.

Materials Needed

Pen

Additional Comments

None

ACTIVITY

The participant will read a letter from a customer that requests information about a garment.

The letter is from a customer that is many miles away and is, therefore, unable to drive to town to purchase clothing.

The participant should by given 30 minutes to read the letter, analyze information found on labels, price tags and leaflets and prepare a written reply to the customer. The letter is to be written in a manner that encourages the customer to purchase the product.

EVALUATIVE INSTRUMENT AND DIRECTIONS

Questions:	Yes	No
1. Did the letter provide for a cohesive and understandable impression of the product?	10	0
2. Did the student utilize given information?	10	0
3. Did student include information pertaining to the type of materials used in its construction?	5	0
4. Did student allow option in colors?	5	0
5. Did the student provide price?	5	0
6. Did student explain the style or design?	5	0
7. Did student include information pertaining to the care of the item?	5	0
8. Did student explain various uses of the item?	5	0
9. Did the letter make any suggestions as to fit?	5	0
10. Did the letter make any suggestion as to related merchandise?	5	0
11. Did the letter seem confident of service to the customer?	3	0
12. Did the letter seem interested in the customers particular needs or problems?	5	0

	Yes	No
13. Did student attempt to encourage purchase of the item?	5	0
14. Did the letter stress features and benefits of the product?	12	0
15. Did the letter explain how the customer could purchase the item?	4	0
16. Was an address, telephone number store name included in the letter?	5	0
17. Was all information imparted truthful?	6	0

Total 100 points

Minimum 63 points

September 23

Dale DECA, Mgr.
The Clothier
1234 DECA Ave.
Diamond, USA

Dear Dale:

Again one of your old clients is unable to make it into Diamond. I still hope to spend a little money on clothes for the season. Dale, I know how busy you must be this time of year, but can you help me?

I noticed this ad in the last Sunday's newspaper. I like it but I need much more information before I splurge. It is expensive, isn't it?

I am anxious to hear from you. I hope you don't feel like a catalogue. Thank you. Send the reply to:

Mrs. X Centric
Route 7 Box 512
Country USA

September 23

David DECA, Mgr.
Taylor's
2345 DECA Street
Diamond USA

Dear David:

This will be short, but realize I need an immediate reply. I saw the enclosed ad in the newspaper. I like the coat, but I need considerably more information before I make my decision to buy. Please send a detail reply to:

Mr. F. Armer
Route 2 Box 22
Country USA

Thanks,

PRODUCT INFORMATION

Product information should be made available to the participant. It should include price tags, hang tags, brochures, and other materials that describe the product. In addition, an advertisement for the product might be provided.

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TITLE: COORDINATED VOCATIONAL ACADEMIC EDUCATION (CVAE). STUDENT HANDBOOK.

DESCRIPTOR: *HIGH SCHOOL STUDENTS; *VOCATIONAL EDUCATION; *COOPERATIVE PROGRAMS; *WORK EXPERIENCE PROGRAMS; STUDENT ORGANIZATIONS; *GUIDELINES; PROGRAM GUIDES; MANUALS; SECONDARY EDUCATION

IDENTIFIER: VOCATIONAL OPPORTUNITIES CLUBS OF AMERICA; VOCA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 30P.

ABSTRACT: THIS HANDBOOK PROVIDES GUIDELINES FOR THE STUDENT ENROLLED IN A COORDINATED VOCATIONAL ACADEMIC EDUCATION (CVAE) PROGRAM, WHICH IS A COOPERATIVE PROGRAM COMBINING CLASSROOM INSTRUCTION WITH WORK EXPERIENCE. GENERAL INFORMATION IS PROVIDED ABOUT STUDENT REQUIREMENTS, RESPONSIBILITIES, SCHEDULES, WORK EXPERIENCE, CONDUCT ON THE JOB, SUMMER WORK, AND COORDINATION VISITS. INFORMATION IS ALSO INCLUDED ABOUT LABOR LAWS PERTAINING TO THE CVAE STUDENT. IN ADDITION, A DESCRIPTION OF THE VOCATIONAL OPPORTUNITIES CLUBS OF AMERICA IS PROVIDED. APPENDED TO THE DOCUMENT ARE STUDENT-EMPLOYER, STUDENT-PARENT, AND STUDENT ON-THE-JOB TRAINING AGREEMENTS, A CHECKLIST FOR COOPERATIVE WORK EXPERIENCE, STUDENT INFORMATION FORM, AND A GLOSSARY OF TERMS. (NJ)

INSTITUTION NAME: GEORGIA UNIV., ATHENS. DIV. OF VOCATIONAL EDUCATION.

SPONSORING AGENCY NAME: GEORGIA STATE DEPT. OF EDUCATION, ATLANTA. DIV. OF VOCATIONAL EDUCATION; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

10263

CVAE

Coordinated Vocational Academic Education

Student Handbook

Prepared by:
CVAE Coordinators
Division of Vocational Education
University of Georgia
Athens, Georgia
July, 1970 - June, 1971

T 102 631

ACKNOWLEDGEMENTS

This CVAE Student's Handbook was prepared during the school year 1970-1971 by Georgia C.V.A.E. Coordinators enrolled in an internship at the University of Georgia.

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WELCOME

CVAE Students:

It gives me pleasure to welcome you into the Coordinated Vocational Academic Education Program. This program has proven its worthiness by providing your community with many well-trained young people. Through CVAE classroom instruction and on-the-job training, many students have received an occupational boost before graduating from high school.

The CVAE program may require a sacrifice on your part in various social events. However, your VOCA Club provides you with social events, leadership participation, professional preparation, and social intelligence.

Good luck on reaching your occupational objectives through the guidance of the CVAE program.

Sincerely,

State CVAE Director
State Department of Education

PURPOSE OF THE CVAE HANDBOOK

This handbook has been written to help you, the student, understand the CVAE program in your high school. As a student goes about the daily tasks involved in any job, he often finds a need for some guide or rule-book. A careful study of this handbook under the guidance of the CVAE coordinator will help prepare you so that you may take on your new responsibilities with confidence. Any questions that you may have should be answered in this handbook. If you cannot find the answer, ask your CVAE coordinator for help.

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WHAT IS CVAE?

CVAE is a vocational program sponsored by the State Department of Education and your local school system.

CVAE consists of one hour per day in class with your coordinator, one or more hours per day in actual work experience, one hour per day in a project-centered class (home economics, industrial arts, agriculture), and several hours in English, mathematics, science, etc., in which some or all of your work will be related to your project-centered class.

CVAE will provide you with an opportunity to learn about work by actually working and will also strengthen you in your academic subjects by making them more interesting to you.

OBJECTIVES OF THE CVAE PROGRAM

1. To teach you in your academic areas (mathematics, English) and your occupational areas by the use of real or simulated experiences. Classes will be centered around a project when possible.

2. To improve your ability to get and to hold a job.

3. To help you understand the responsibilities of people who work to their communities, nation, and to their fellowman.

DUTIES AND RESPONSIBILITIES OF THE CVAE STUDENT

ABSENCES, ATTENDANCE, AND CREDITS

1. All students are encouraged to be in school every day.

2. A student must tell the CVAE coordinator or the school secretary if he plans to be absent, or call on the morning he is absent.

3. A student must call his employer if he plans to be absent from work, allowing sufficient time for the employer to get another person to work.

4. Valid excuses must be presented to the coordinator and the employer on the date the student returns to school or work.

5. The employer is strongly encouraged to cooperate with the school and CVAE program to discourage a student working on any day he has not attended school.

6. A CVAE student receives one unit of credit or 5 hours for his CVAE class and one unit or 5 hours for his work experience.

7. A student is required to keep an accurate record of monthly work and earnings and turn it in to the coordinator at the end of each month.

DRESS AND GROOMING

A student will give a more favorable impression if he tries at all times to be dressed in a manner which fits the occasion. Whether at work, school, or at a school sponsored function, it is advisable that the student's choice of clothing be both adequate and appropriate. Let personality, not clothing, make you stand out as an individual among your associates. Remember that no matter how anyone feels about conformity or nonconformity, the statement, "If you want the job, you have to look the part," is always a good thought to keep in mind.

DISMISSAL FROM THE CVAE PROGRAM

Students enrolled in the CVAE program have a valuable opportunity to learn a skill as well as earn money while earning credit toward high school graduation. This is a privilege which should not be taken lightly, or the privilege may be taken away entirely. The coordinator and his advisory committee will determine whether or not a student should be dismissed. If dismissed, a student will be entered in the regular school curriculum. Possible reasons for dismissal from the CVAE program are listed below:

1. Attendance -- too many absences from school or work.

2. Quitting a job before there has been a conference between the coordinator, employer, and student.

3. Habitual disregard of school rules.

4. Being fired from a job because of disrespect to the employer, fighting on the job, or improper attitude.

5. Dishonesty in any form.

_____

Principal's Endorsement

STUDENT PARKING AND DRIVING

Students should obey the school rules concerning operation of an automobile on the school property. As a CVAE student, your driving is not only a reflection on yourself, but it is also a reflection on the CVAE program and your school. Disregard for school driving and parking regulations may lead to the loss of your privilege to drive to school.

CVAE STUDENT REQUIREMENTS AND SCHEDULE

(SAMPLE ONLY)

EIGHTEEN UNITS REQUIRED FOR GRADUATION

English	4
Science	2
Mathematics	3
Social Studies	3
Physical Education	1
Electives	5
TOTAL	18

UNITS RECEIVED FOR CVAE DURING THE YEAR

CVAE Class	1
Work	1
Communication Skills	1
Science	1
Mathematics	1
TOTAL POSSIBLE FOR YEAR	5

DAILY ACADEMIC AND WORK SCHEDULE

1st period	Communication Skills
2nd period	Science
3rd period	CVAE class
4th period	Mathematics
5th period	Work
6th period	Work

THE CVAE STUDENT'S WORK EXPERIENCE

The coordinator will use his judgment in trying to find a job for the student, or he will make the final decision concerning the job a student may find. The Student-Parent Agreement sets forth the expectations of the school. Some policies that the student is expected to follow are these:

1. A student is expected to work every scheduled workday unless the absence is authorized.

2. When a student is unable to attend classes or work he should call the coordinator and employer and explain the reason.

3. A student is not allowed to work on days he does not attend school unless approved first by the coordinator.

4. A student should be prompt in reporting to work. If tardiness is unavoidable, the employer should be contacted in advance.

5. A student is expected to work during peak periods of business, such as Christmas and Easter holiday periods. Other peak periods will vary with the type of business involved.

6. A student is urged to discuss problems at work with the coordinator before taking the problem to his employer.

7. A student must keep an accurate record of hours worked each week and money earned.

8. A student should not change jobs, resign, or discontinue his work without first consulting with the coordinator.

CONDUCT ON THE JOB FOR CVAE STUDENTS

1. Accept the responsibility for your actions at all times.

2. Be respectful and considerate toward your employer and fellow employees.

3. Be able to accept criticism.

4. Be honest in terms of: time, money, merchandise, and reputations.

5. Be loyal in terms of: not disclosing confidential information, not down-grading your company, not criticizing company policies and officials, and not leaving the company without ample notice.

COORDINATION VISITS

Coordination visits will be made by the CVAE coordinator every two weeks. These visits are simply to talk to both you and your employer to see if you are getting the maximum benefit possible from your training station. Your employer will be asked to rate your work habits once every nine weeks. This rating will be used in determining your work experience grade for CVAE.

SUMMER WORK

The CVAE program runs through the summer. If you are remaining in CVAE next year, you will continue to work at your training station throughout the summer months. Arrangements will be made for vacations, if desired.

OTHER VOCATIONAL PROGRAMS AVAILABLE

(Use those vocational programs available in your school system)

DCT (DIVERSIFIED COOPERATIVE TRAINING)

1. A variety of jobs are offered for qualified interested students in trades and industry.

2. These are usually students, both boys and girls, from the senior high level.

VOT (VOCATIONAL OFFICE TRAINING)

1. Boys and girls learn about the office by working at an office job.

2. This program is usually offered only to students from the senior high level.

3. One of several prerequisites is second year typing.

DE (DISTRIBUTIVE EDUCATION)

1. This is a program of instruction for people who wish to go into the field of marketing and distribution.

2. This program may be given at both the secondary and post high school levels, whereas DCT and VOT will normally be found at the secondary (high school) level only.

LABOR LAWS AFFECTING CVAE STUDENTS

SOCIAL SECURITY CARD

1. All workers are required by law to have a Social Security card. Therefore, CVAE students who have not previously obtained one must do so before beginning work at any training station.

AGE LIMIT

1. Students must be 16 years of age to work at a training station during school hours.

2. All students under 18 years of age must obtain a work permit from his school before he can work at any job.

3. Students 14 and 15 years old may be employed after school hours in various non-manufacturing and non-hazardous jobs but only between the hours of 7:00 a.m. to 7:00 p.m. during the school year.

MINIMUM WAGE

1. CVAE students should earn the minimum wage required by law if they work at a training station where this law is applicable.

2. It is the responsibility of the employer of a CVAE student to determine whether his company comes under the minimum wage law.

3. All employers not covered by minimum wage may pay any wage which is agreed upon by the student, the employer, and the coordinator.

HOURS

1. Students who are 16 years of age may work any number of hours during a week on which the student, employer and coordinator agree.

2. Students under 16 may not work more than 3 hours per day on school days and no more than 18 hours a week in school weeks.

3. All students who work over 40 hours per week must, by law, be paid time and a half for all hours over 40.

HAZARDOUS OCCUPATIONS

1. There are seventeen categories of occupations listed as hazardous by the United States Department of Labor at which no person under 18 may be employed. The CVAE coordinator cannot approve a training station for a student under 18 if the training station falls under this restriction.

2. It is the duty of the employer and coordinator to evaluate and decide whether or not any training station is affected by this law.

HEALTH PERMITS

1. Many occupations related to the food services industry (waitress, meat cutter, etc.) require that all workers obtain a health card from the local health office. All students employed in these areas should be asked by their employers to obtain such a card, and they must do so as a part of their responsibility to their employers and to the CVAE program.

VOCA

Vocational Opportunities Clubs of America

ORGANIZATION

1. Every CVAE student should be a member of the local VOCA Club. The CVAE coordinator will be considered the sponsor of the club. VOCA was organized to help provide recognition on the local and state level for CVAE students. The VOCA Club is a vital part of the total CVAE program as it gives students an opportunity to participate and become involved in activities in the school that some might miss because they are working.

2. Organization includes the state, regional, and local levels. The state elects officers at the state convention held in the spring each year. They are president, vice-president, secretary, treasurer, reporter, and parliamentarian. Regional representatives will also be elected to serve on the Advisory Council. State and regional representatives must be students who will be continuing in the program the next year. Locally the club officers will be elected by the members who may have any additional offices they want, such as sergeant-at-arms, etc.

3. The club should meet at least once a month.

4. Dues at the local level are optional. State dues will be decided upon by the Advisory Council.

DUTIES

1. Club members are expected to fulfill all official duties to the best of their ability, serve as an officer if elected, and serve on committees to plan projects, contests, or social activities, or be a chairman of a committee.

2. Participate in club projects and programs. The projects should include activities for the betterment of the community and school.

Suggested projects are:
- School or community beautification
- School bulletin boards
- Working with EMR or elementary groups
- Helping local service clubs
- Radio programs
- School newspaper

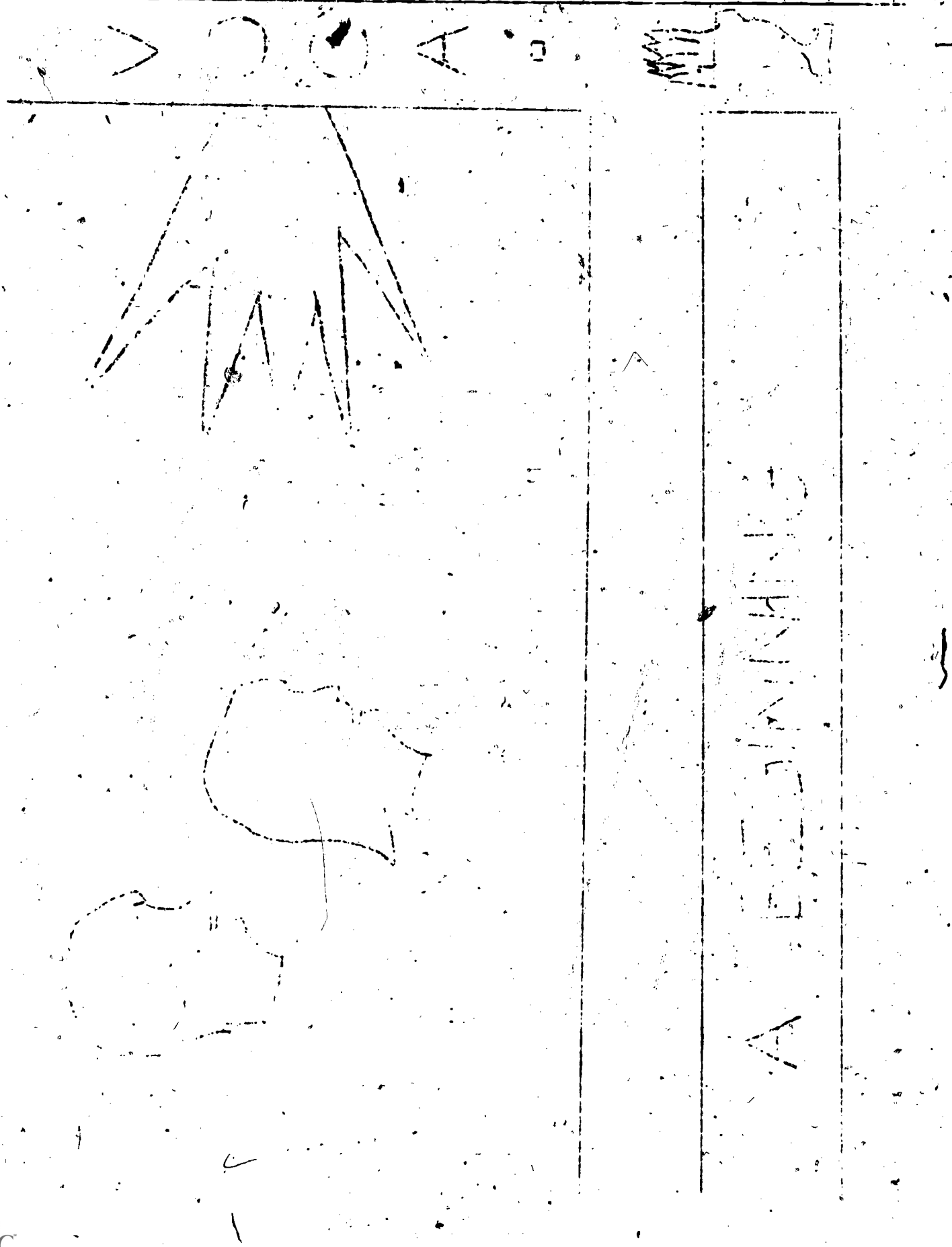
3. Help plan for an annual recognition program for employers of CVAE students.

4. Compete in local contests, the winners to go to regional and state contests. Through these contests, CVAE wins recognition for the school, its business connections, and for the student. Some of the contests are job interview, outstanding boy and girl, talent contest, career manual, community and school projects.

5. Attend the annual regional and state conventions if selected as a delegate or contestant.

6. Pay promptly any dues levied by the local club.

The success of your local VOCA Club depends on YOU! Your interests, enthusiasm, hard work, and original ideas will go far toward making your club year successful.



Name of Club

V O C A

Vocational Opportunities Clubs of America

Club Motto

"A Beginning"

Learning to work,
Working to learn,
Learning to finish
A job well done;
Willing to try
After defeat,
To be successful
For a life complete!

Club Colors

ROYAL BLUE AND GOLD

VOCA Creed

We're CVAE students
One purpose in view,
To strive for the best
In all that we do . . .

To accept responsibility,
In each daily task,
And look toward the future
By learning from the past . . .

To work together our place to find
Through use of our hands,
Our hearts, and our minds . . .

To realize that success
Is ours to hold,
If, through CVAE our
Future we mold . . . .

1971-1972 VOCA State Officers

President	Bobby Price	Monroe High School Albany
Vice President	Herman McSears	LaFayette High School LayFayette
Secretary	Kathy Coulter	Jefferson City High Jefferson
Treasurer	Gloria Givens	Monroe High School Albany
Reporter	Phyllis McDaniel	North Gwinnett High Suwannee
Parliamentarian	Len Pirkle	North Gwinnett High Suwannee

It is suggested that the local club include their own local club calendar for the year.

CONCLUSION

In order for the Coordinated Vocational Academic Education program to be effective, the most important ingredient (the student) must be given every consideration by the employer, the school administration, the community, and the CVAE coordinator.

However, the student is also responsible for the success he achieves through his CVAE training. The student must be conscientious and accept the duties and responsibilities imposed upon him by the employer, school administration, and the CVAE coordinator.

To make your training meaningful, your cooperation is necessary. We believe that such cooperation from you will result in your advancement and success on your job now and in the future.

APPENDICES

APPENDIX A

Definitions CVAE
Students need to know

1. Coordinator - The CVAE instructor. Your coordinator has overall responsibility for all aspects of the CVAE program.

2. Training Station - The agency or business at which a student is employed for job training. This may also apply to the on-campus work assignment for students not employed in the community.

3. Training Sponsor - The person responsible for the training and supervision of a student at his training station.

4. Team Teacher - Teachers who work along with the coordinator to instruct CVAE students in their classroom activities. Team teachers usually are teachers from the various academic and vocational areas who have agreed, like the students, to be working members of the CVAE program.

5. Work Experience - Any activity whatever which is designed to acquaint the student with the world of work.

6. Job Training - The use of community business establishments to employ and train students in cooperation with the school and the CVAE program.

7. Training Agreement - A written understanding between the student, the employer and the coordinator which spells out exactly what the student's and the employer's responsibilities are to each other.

8. Student-Parent Agreement - A written understanding between student, parent, and coordinator which spells out specific responsibility of each of these three as it affects the total CVAE program.

9. Training Plan - Plan drawn up by the coordinator in cooperation with the employer, which outlines the training activiti in which the student-learner will participate.

10. Vocational Curriculum - Generally speaking, those courses designed to prepare a student and obtain a job after graduation from high school.

11. Academic Curriculum - Those courses designed to prepare a student to attend a college or other such institution after graduation from high school.

APPENDIX B

COORDINATED VOCATIONAL ACADEMIC EDUCATION ON-THE-JOB TRAINING AGREEMENT

1. The course of training is designed to run during regular school months. (Some CVAE programs will run through the summer).

2. The training agency will cooperate with the school in training the student-learner by placing him in the establishment for the purpose of permitting and assisting him to learn and perform operations of the job and by transferring the student-learner from one job to another so as to gain experience and efficiency in all phases of the occupation.

3. The student and coordinator with any necessary assistance of the employer and/or job trainer will prepare outlines of job processes, responsibilities, and operations to be learned on the job and of related subjects to be taught in school.

4. The schedule of compensation is to be fixed in accordance with existing local wage standards. This wage is to be comparable to that of other workers of similar status engaged in the same occupation and in direct proportion to the production of the student-learner.

5. The training agency will furnish the coordinator with such information concerning the progress of the student-learner as will be beneficial to the student-learner and the school.

6. The student-learner will conform to the rules and regulation adopted by the training agency for its regular employees.

7. The student-learner may be removed from the training agency when, in the opinion of the employer and the coordinator, such action is justified on the basis of the best interest of the student-learner of the training agency.

8. Regular high school credit will be allowed for the student-learner's work in the training agency and for related instruction in the classroom.

9. Parents are not relieved of any responsibility with regard to the conduct of the student-learner.

School Year	School	Training Agency

Student-Learner	Employer

Date

APPENDIX C

COORDINATED VOCATIONAL ACADEMIC EDUCATION

Student-Employer Agreement

1. I will perform an honest day's work and will strive at all times to do the best job possible.

2. I will not make or receive unnecessary telephone calls.

3. I will not receive visitors on the job.

4. I will report to work on time and leave when I am supposed to.

5. I agree to keep matters of business in strict confidence if my employer wishes me to do so.

6. I will be careful in handling of money, merchandise, equipment, etc.

7. I will dress appropriately and be careful about my social behavior.

8. I will not report to work if I have been absent from school that morning. (Unless cleared by my coordinator first).

9. If I have to be absent from work, I will notify my employer and coordinator by phone prior to my absence.

10. I will not quit my job without the permission of my coordinator.

_____
Student

_____
Employer

_____
Coordinator

_____
Date

APPENDIX D

COORDINATED VOCATIONAL ACADEMIC EDUCATION

Student-Parent Agreement

Dear Mr. and Mrs. _____:

Your _____, _____, wishes to apply (or has applied) for a job with _____ as a _____ from _____ to _____ on our school's on-the-job training program. The school is granting permission for _____ to receive one unit of credit for this work experience. The school coordinator, Mr. Gay, will keep records of _____ work experience and progress on the job and give _____ a grade each school reporting period. _____ will leave school each day at _____.

If _____ is to ride with someone else, please give your permission by writing his name in this blank _____ _____.

Please sign and return to me if you agree to the above and will accept full responsibility for _____ transportati and safety to and from work.

Sincerely yours,

_____
Coordinator

_____
Parents' Signature

_____
Date

P.S. Please call me if you have any questions. My school phone number _____ -- Home phone _____.

[illegible] COOPERATIVE WORK EXPERIENCE

Student Check Off		Coordinator Check Off
_____	1. Working Permit	_____
_____	2. Parents' Contract	_____
_____	3. Employer Training Agreement	_____
_____	4. Student Agreement with Employer	_____
_____	5. Job Training Plan	_____
_____	6. Job Connected Project	_____
_____	7. Employer Evaluation	1. _____
		2. _____
		3. _____
	8. CVAE Club Projects	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Class: _____

Job: _____

APPENDIX F

Student Information Form

Student's Name: _____ Soc. Sec. #_____

Place of Work: _____

Address: _____

City: _____

State _____

Zip Code _____

Supervisor: _____ Phone _____

Hours of Work: _____ to _____

Days: _____

Rate of Pay: _____

Job Description: (Duties and Responsibilities)

ACCESSION NUMBER: VT102634

TITLE: HOUSEKEEPING MANAGEMENT ASSISTANT.

DESCRIPTOR: *CURRICULUM GUIDES; *STUDY GUIDES; *VISITING HOMEMAKERS; MAIDS; *HOME MANAGEMENT; HOME ECONOMICS EDUCATION; *OCCUPATIONAL HOME ECONOMICS; INSTRUCTIONAL MATERIALS; SERVICE OCCUPATIONS; INDIVIDUALIZED INSTRUCTION

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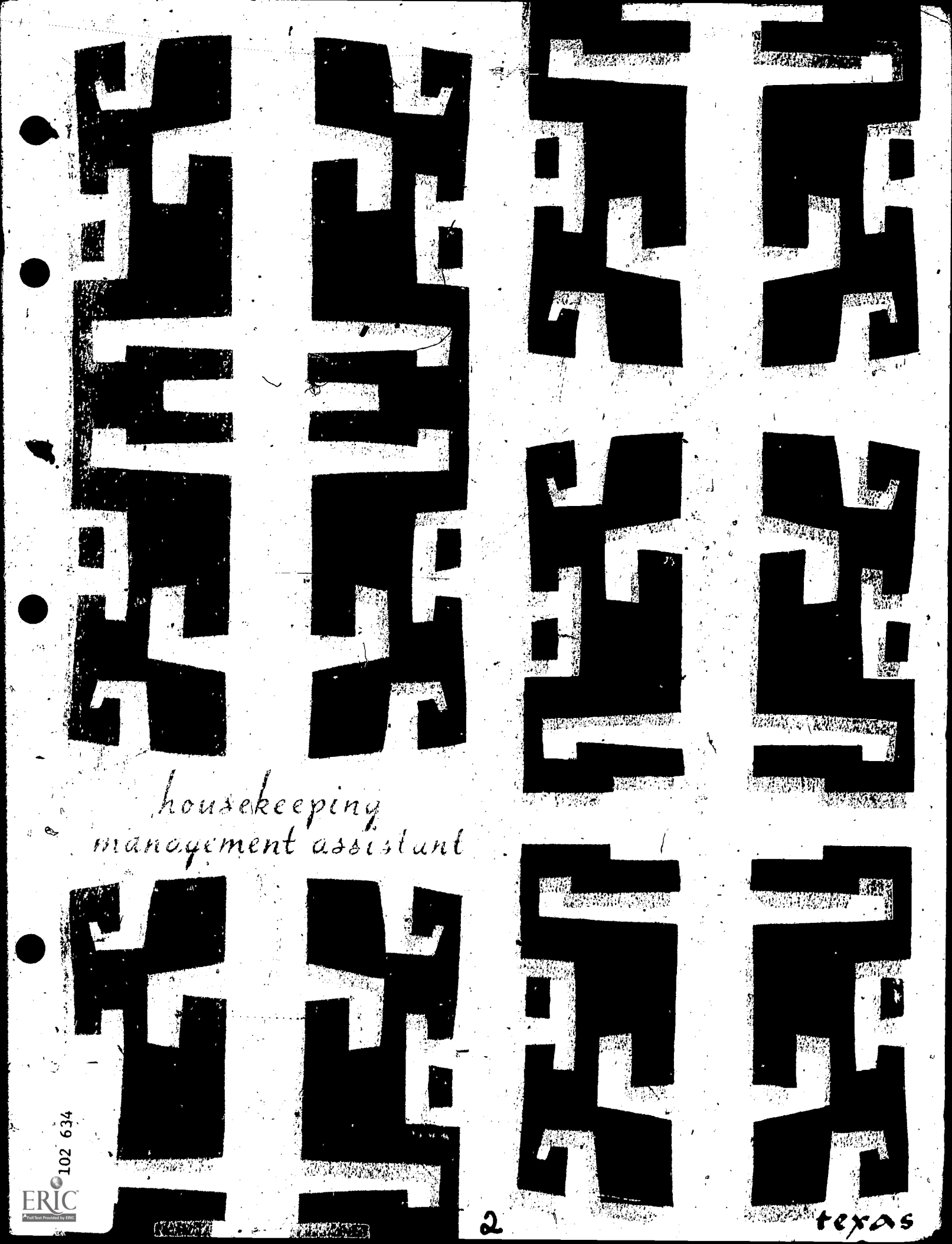
ABSTRACT: THIS COURSE OF STUDY CONSISTS OF AN OVERVIEW AND JOB DESCRIPTION, JOB ANALYSIS, COURSE OUTLINE, INSTRUCTIONAL MATERIALS FOR STUDENTS, UNIT TESTS, AND A LIST OF REFERENCES REQUIRED FOR USE WITH THE INSTRUCTIONAL MATERIALS. THE COURSE OUTLINE RELATES THE TASKS TO THE GENERAL OBJECTIVES AND COMPETENCIES NEEDED BY STUDENTS TO PERFORM ON THE JOB. THE STUDENT INSTRUCTIONAL MATERIALS HAVE BEEN DESIGNED TO BE USED FOR INDIVIDUAL STUDY WITH A MINIMUM OF ASSISTANCE FROM THE TEACHER-COORDINATOR. STUDENTS MAY BEGIN AT ANY UNIT AND PROCEED IN ANY ORDER. EACH TOPIC IN THE INSTRUCTIONAL MATERIALS BEGINS WITH THE TASK TO WHICH THE TOPIC IS RELATED AND A STATEMENT OF BEHAVIORAL OBJECTIVES. STUDY QUESTIONS, ASSIGNMENTS, AND SUGGESTIONS FOR GROUP WORK FOLLOW THE INFORMATION SHEET FOR EACH TOPIC. UNIT TOPICS INCLUDE USE OF EQUIPMENT AND SUPPLIES, CLEANING PRIVATE HOMES, PATIENT AND GUEST ROOMS, PROVIDING BUILDING SERVICES, MAINTENANCE OF FLOORS, AND MANAGEMENT OF LAUNDRY PROCEDURES. UNIT TESTS, ANSWER KEYS, AND ANSWERS TO THE STUDY QUESTIONS ARE INCLUDED, ALONG WITH A LIST OF REFERENCE MATERIALS TO BE USED WITH THE COURSE OF STUDY. (AUTHOR/NJ)

INSTITUTION NAME: TEXAS TECH UNIV., LUBBOCK. HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER.; TEXAS EDUCATION AGENCY, AUSTIN. DEPT. OF OCCUPATIONAL EDUCATION AND TECHNOLOGY.



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HOUSEKEEPING MANAGEMENT ASSISTANT

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DESCRIPTION OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a continuing project. It is a cooperative project between Homemaking Education in the Texas Education Agency, and the College of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The instructional materials developed at the Center assist teachers and coordinators in promoting and teaching home economics gainful employment programs and homemaking education.

To provide a background of information for the establishment of the Home Economics Instructional Materials Center, a Planning Grant Project was approved by the Texas Education Agency for February 1 through August 31, 1967. The major purposes of the Planning Grant Project were (1) to assemble and catalog an occupational reference library, (2) to develop procedural steps for preparation of instructional materials, and (3) to illustrate the first sequence of these steps, that is, to develop job analyses and to list competencies needed for employability.

The present major objectives of the Home Economics Instructional Materials Center are (1) to develop instructional materials for students enrolled in cooperative part-time training programs and pre-employment laboratory training programs, (2) to develop materials in homemaking education, and (3) to develop at a later time materials designed for use in home and community service programs.

Acknowledgement is given to the following persons:

Mrs. Elizabeth F. Smith, Director, Homemaking Education, Texas Education Agency, who conceived the original plan for establishing the Center and continues to determine ways in which the Center can meet the needs of homemaking education in Texas.

Dr. Camille G. Bell, Chairman, Department of Home Economics Education, who continues to serve in an advisory capacity.

Linda Glosson, Director
Betty Robinson, Associate Director
Vicki Reid, Assistant Director

ACKNOWLEDGEMENTS

This course of study for Housekeeping Management Assistant, prepared by the Home Economics Instructional Materials Center at Texas Tech University, is the result of the combined efforts and ideas of many people, namely:

Mrs. Charlene Green, Odessa, Texas, and Mrs. Jan Hamilton, Plainview, Texas; Home Economics Cooperative Education Teacher-Coordinators who spent one month at the Center helping with the writing of the original Housekeeping Management Assistant instructional materials.

Mrs. Wilma Adams, Lockney, Texas, and Mrs. Mary Lou Thurman, Lubbock, Texas; Home Economics Cooperative Education Teacher-Coordinators who spent one month at the Center helping with the writing of the revised Housekeeping Management Assistant instructional materials.

Mr. Howard Welborn and Mrs. Virginia Thompson, Lubbock, Texas, who drew the illustrations for the instructional materials.

Miss Ann Sloan, University of Delaware, Newark, Delaware, who designed the cover of the course of study.

Mrs. Kathy Cook and Mrs. Lynda Ferguson; Graduate Research Assistants, Texas Tech University, Lubbock, Texas, who helped with the development of the instructional materials.

The advisory council for Housekeeping Management Assistant which consisted of

Mr. Don Allen, Owner, Allen's Building Maintenance
Mrs. Mabel Behrend, Housekeeper, Lubbock Inn
Mr. Claude Bennett, Director of Environmental Services, St. Mary of the Plains Hospital
Mr. Charles Janes, Environmental Services Director, Methodist Hospital
Mr. Bill Johnson, Operations Supervisor, Lubbock Public Schools
Mr. Melvin Johnson, Cafeteria Director, Lubbock Public Schools
Mr. George Melot, Director, Custodial and Building Operations, Texas Tech University
Mr. R. W. Pierce, Sales Manager, Marquis Supply Company
Mrs. Frankie Robinson, Head of Housekeeping, University Convalescent Center
Mr. Horace Tyree, Supervisor Custodial Services, Residence Halls, Texas Tech University

all of Lubbock, Texas, who aided in identification of tasks for the job analysis and content for the course outline.

COURSE OF STUDY
FOR
HOUSEKEEPING MANAGEMENT ASSISTANT

This course of study is one of a series available to assist teacher-coordinators in promoting and/or teaching home economics cooperative education programs. The following are other courses of study in the series:

Child Care Aide
Clothing Assistant
Dietetic Aide
Food Service Employee
Home Furnishings Aide

A course of study consists of (1) an overview and job description, (2) a job analysis, (3) a course outline, (4) instructional materials for student use, (5) unit tests, and (6) a list of references required for use with the instructional materials.

Developmental Procedures

The course of study for Housekeeping Management Assistant is based on the job analysis included in this set of materials. The job analysis was developed from interviews with employers and employees in hotels, motels, hospitals, educational institutions, commercial cleaning services, and private homes. The proposed course outline for teacher use (which grew out of the job analysis) served as a guide for writing the instructional materials for student use. During the development of the course outline, advisory committee meetings were held to review and edit the working materials. Experienced home economics cooperative education teacher-coordinators and subject-matter specialists aided in writing the student materials.

The job analysis may be used for interviews with employers and employees to survey the tasks performed by entry-level employees in housekeeping management in the local community. Results of the interviews can then be used as a basis for writing the training plans for each student.

The proposed course outline relates the tasks to the general objectives and competencies needed by students to perform effectively on the job. The competencies listed as "work experiences" are to be gained primarily from on-the-job training, while those listed as "study assignments" are to be gained from classroom experiences.

Student Edition

The student instructional materials in the course of study are designed to provide part of the classroom instruction and are designed to give students an increased understanding of the tasks they will perform on the job. This section is also bound separately for student use.

Since students in any one class may be employed in a variety of occupations, the instructional materials have been developed to be used for individual study with a minimum of assistance from the teacher-coordinator. The materials are designed so that students may begin with any unit and proceed through them in any order. Beginning with the units most closely related to their jobs and then going back and studying the rest of the information will aid students in seeing the relevance of the instructional materials to their specific jobs.

Each topic in the instructional materials begins with the task to which the topic is related and a statement of behavioral objectives. For some topics, information sheets are provided, and for other topics, reading assignments in related texts and pamphlets are made. Study questions, assignments, and suggestions for group work follow the information sheet for each topic. The study questions provide an opportunity for the student to check his understanding of the information presented. The teacher-coordinator may wish to check the answers to the questions, or she may suggest that the student check his own work and then turn the work in to her. Group work is suggested to provide opportunities for students to work together on specific projects and problems.

Teacher's Edition

Answers to study questions, unit tests, and answer keys are included in the teacher's edition of the course of study, but they are not in the separately bound student copy of instructional materials.

Reference materials essential for use with the course of study are listed on page 389. These books and pamphlets must be secured and made available for student use. An effort has been made to select references which will adequately cover the materials and provide up-to-date information related to the job.

A more comprehensive reference list accompanies the teacher's edition of the course of study. Additional references should be selected from this list to enrich the instructional materials, to provide specialized information for specific types of jobs, and to meet the needs of advanced and second-year students. Learning to use a variety of references will aid the student in becoming a more knowledgeable and flexible employee.

NOTE: Some of the information in this course of study and in the required references is presented primarily in a hospital or hotel-motel context. The same procedures, however, are applicable with some variation, in homes, businesses, and other locations where housekeeping tasks are performed. Because the same procedures are used for many cleaning tasks, regardless of the place of employment, it is unnecessary to include separate sections for each type of training station.

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OVERVIEW

HOUSEKEEPING MANAGEMENT ASSISTANT

The occupation of housekeeping management assistant is suggested for the student who has an interest in performing services which provide for comfort and convenience of other people. To be successful, the student should have high standards of honesty, dependability, and cleanliness. The student should also exhibit the following characteristics: willingness to work, ability to follow directions, capacity for getting along with others, and good health and personal hygiene. It is recommended that students selected for cooperative part-time training as housekeeping management assistants have a background of skills and knowledge developed through a previous enrollment for one year in comprehensive home economics.

The housekeeping management assistant works under the supervision of a custodian, housekeeper, assistant housekeeper, or homemaker in a hotel, motel, or related business (commercial, residential, and resort); hospital, nursing home, or other health care facility; club, dormitory, or welfare or educational institution; commercial cleaning service; or private home. The housekeeping management assistant performs the following tasks or some combination of them: cleans guest or patient rooms, private home, or building; sweeps, mops, and vacuums floors; waxes and finishes floors; cleans and shampoos carpets; makes beds; dusts; cares for furniture and window treatments; cleans glass and light fixtures; cleans walls, ceilings, doors, and woodwork; cleans and sanitizes bathrooms, restrooms, and shower rooms; controls pests; washes, dries, folds, and stores linens and clothes; exercises proper use and care of equipment and supplies.

With experience, self-discipline, ability to communicate with others, and willingness to work, the housekeeping management assistant may advance to a supervisory or managerial position in housekeeping. Specialized training in the housekeeping field is now offered in certain universities throughout the country. Courses offered include housekeeping procedures, personnel management, budget preparation, interior decoration, and purchase of housekeeping equipment and supplies. These training programs may enable persons to attain administrative positions in housekeeping.

HOUSEKEEPING MANAGEMENT ASSISTANT JOB ANALYSIS

(Used in interviews with employers and employees in hotels, motels, apartment buildings, nursing homes, hospitals, schools, cleaning services and private homes)

Name of Business _____ Date _____

Person Interviewed _____ Interviewer _____

DIRECTIONS: Please check in the appropriate column the responsibilities you expect a student to assume when working as a housekeeping management assistant. In the proposed schedule column, indicate when during the school year you plan for the student to take up each task or group of tasks. This information will aid the teacher-coordinator in developing an individualized training plan for the student.

A housekeeping management assistant assumes numerous housekeeping responsibilities in such establishments as hospitals, nursing homes, hotels, motels, educational institutions, commercial establishments, or private homes. The student performs the following functions:

	DAILY	OCCASIONALLY	DOES NOT APPLY	PROPOSED SCHEDULE
1. Familiarize self with policies and rules of conduct for employees in housekeeping management.				
2. Exercise proper selection, use and care of cleaning equipment and supplies.				
3. Observe safety precautions to prevent accidents in use of equipment and supplies.				
4. Save time and energy whenever possible in performing tasks.				
5. Fill cart or carrier with supplies issued by person in charge.				
6. Report to assigned section with pass key and occupancy report.				
7. Make a preliminary check of room condition when entering.				
8. Perform preliminary cleaning tasks.				

	DAILY	OCCASIONALLY	DOES NOT APPLY	PROPOSED SCHEDULE
9. Clean a guest room.				
10. Check vacant rooms in assigned section and dust furniture if necessary.				
11. Turn in occupancy report and pass key before leaving.				
12. Clean an occupied hospital room.				
13. Clean an unoccupied hospital room or discharge unit.				
14. Clean an isolation unit.				
15. Keep a private home clean and in reasonable order.				
16. Clean and straighten closets and storage areas.				
17. Clean and polish kitchen cabinets.				
18. Clean range tops, ovens, and exhaust fans.				
19. Defrost and clean interior of refrigerators.				
20. Clean coffee-makers and other small appliances.				
21. Load and operate dishwasher or wash dishes by hand.				
22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories.				
23. Sweep, mop, or vacuum floors according to type of floor.				
24. Wax and buff or apply floor finish.				

	DAILY	OCCASIONALLY	DOES NOT APPLY	PROPOSED SCHEDULE
25. Shampoo carpet.				
26. Make beds.				
27. Assist in turning mattresses as directed.				
28. Dust, wax or polish, and clean furnishings according to materials used in their construction.				
29. Clean glass, light fixtures, walls, ceilings, doors, and woodwork.				
30. Clean window treatments.				
31. Remove stains from various surfaces.				
32. Take appropriate measures to prevent and control pests.				
33. Clean and sanitize bathrooms, restrooms, and shower rooms.				
34. Sort laundry.				
35. Use laundry equipment and supplies correctly.				
36. Iron or press clothes and linens.				
37. Fold, store, and distribute clean linens and clothes.				
* 38. Perform minor electrical maintenance and repairs.				
* 39. Do minor non-electrical maintenance and repairs.				
* 40. Repair furniture.				
* 41. Care for houseplants.				

	DAILY	OCCASIONALLY	DOES NOT APPLY	PROPOSED SCHEDULES
* 42. Perform specified grounds duties.				
* 43. Maintain swimming pool area.				
* 44. Plan family and guest meals.				
* 45. Shop for food and supplies.				
* 46. Use safe and sanitary procedures in food storage and preparation.				
* 47. Select and correctly use proper equipment for a specific job.				
* 48. Prepare a variety of foods and beverages.				
* 49. Serve food in manner prescribed by employer.				
* 50. Help arrange tables for special parties.				
* 51. Care for infant as directed by supervisor.				
* 52. Help children develop acceptable behavior patterns.				
* 53. Help children develop good food habits and table manners.				
* 54. Assume some responsibility, under supervision, for play of children.				
* 55. Assume responsibility for children's health and safety.				

* These specialized tasks are performed by only a few housekeeping management assistants. Lessons on these tasks are not included in the student materials. References covering these tasks may be found in the reference list accompanying this guide.

COURSE UNIT I

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

OBJECTIVES: List the tasks and competencies of a housekeeping management assistant.

Identify opportunities for advancement in housekeeping management.

Apply policies and rules of conduct to specific job.

Analyze self in terms of desirable personal characteristics needed by a housekeeping management assistant.

Summarize the relationship between job success and interpersonal relationships.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
1. Familiarize self with policies and rules of conduct for employees in housekeeping management.	Relate policies and rules of conduct of the business to self.	Career opportunities in the housekeeping field Importance of role of housekeeping personnel in a business or institution Personal characteristics and abilities desired by employers Need for self-evaluation Business policies related to position of housekeeping or custodial management assistant Tasks and competencies expected of employee

TASK	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Forms, records, and reports used on the job

COURSE UNIT II

USE OF EQUIPMENT AND SUPPLIES

OBJECTIVES: Employ correct procedures in the selection, use, and care of the equipment and supplies necessary for performing the tasks of a housekeeping management assistant.

Relate to specific situations safety precautions in handling equipment and supplies.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
2. Exercise proper selection, use and care of cleaning equipment and supplies.	Select, use, and care for equipment and supplies.	Selection of proper equipment and supplies for use in performing tasks
		Correct use of a variety of equipment and supplies
		Proper storage of equipment and supplies
		General procedures to follow in caring for equipment and supplies
		Procedures for cleaning the service sink
3. Observe safety precautions to prevent accidents in use of equipment and supplies.	Recognize hazards that may cause accidents.	Safety practices necessary in using equipment and supplies
	Inspect for fire hazards.	Fire hazards
	Check fire extinguishers.	Procedures for checking fire extinguishers
	Use different kinds of fire extinguishers.	Types of fire extinguishers to use for different types of fires

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Apply first aid.	First aid for minor injuries
4. Save time and energy whenever possible in performing tasks.	Recognize ways to save time and energy in performing tasks.	Principles of body mechanics Organization of equipment, supplies and tasks Principles of work simplification
5. Fill cart or carrier with supplies issued by person in charge.	Select necessary number and kind of supplies for day's work.	Supplies necessary for a day's work Importance of arrangement of supplies on cart

COURSE UNIT III

CLEANING GUEST ROOMS

OBJECTIVES: Describe procedures for entering and leaving rooms.

Follow instruction from employer or supervisor concerning methods and sequences to be used when performing cleaning tasks.

Follow sanitary procedures in performing all cleaning tasks.

Plan for efficient performance of all tasks necessary to put rooms in good order.

Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
6. Report to assigned section with pass key and occupancy report.	Read and interpret occupancy reports.	Symbols and terms used to indicate occupancy status of rooms
	Accept responsibility for pass key.	Importance of pass key
7. Make a preliminary check of room condition when entering.	Recognize room damage and identify missing items.	Procedures used to enter rooms
		Procedures for reporting room damage and missing items
		Importance of checking furniture placement and condition
		Procedures for handling "lost and found" items

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Suggested procedures and reasons for adjusting windows or heating or cooling equipment
8. Perform preliminary cleaning tasks.	Collect and empty trash containers, ash trays, partially filled glasses, pitchers, and ice buckets.	Procedure for collecting and emptying trash and glasses
	Remove and replace light bulbs when necessary.	Safety procedures to follow in removing and replacing bulbs
	Remove soiled linens and deposit in designated place.	Procedure for removing bed linens
		Careful and sanitary handling of linens
9. Clean a guest room.	Clean a guest room following recommended procedures.	Steps in cleaning guest rooms
	Make closet and furniture drawers look neat, and provide adequate supplies.	Supplies necessary for the comfort of the guest
	Move furniture and rehang draperies.	Recommended furniture and drapery placement
	Evaluate own work.	Standards of cleanliness
10. Check vacant rooms in assigned section and dust furniture if necessary.	Evaluate condition of vacant rooms, and perform any task necessary to put room in good order.	Reasons for checking vacant rooms
11. Turn in occupancy report and pass key before leaving.	Keep accurate records.	Necessity for returning pass key and turning in required reports

COURSE UNIT IV

CLEANING PATIENT ROOMS

OBJECTIVES: Recognize necessity for sanitation and disinfection in hospital cleaning tasks.

Describe procedures for cleaning occupied rooms, unoccupied rooms, discharge units, and isolation units.

Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
12. Clean an occupied hospital room.	Perform tasks in a way that prevents spread of infection.	Reasons for disinfecting
		Conditions affecting bacterial growth
		Types and uses of disinfectants
	Clean hospital rooms following recommended procedures.	Procedures for cleaning occupied rooms
	Deal with patients in a pleasant, professional manner.	Guidelines for dealing with patients
13. Clean an unoccupied hospital room or discharge unit.	Evaluate appearance of room.	Methods for cleaning discharge and unoccupied units
		Importance of checking appearance and placement of furniture and supplies after cleaning room
14. Clean an isolation unit.	Clean an isolation unit following recommended procedures.	Two types of isolation units
		Techniques of isolation

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Procedures for cleaning occupied rooms and discharge isolation units
	Handle contaminated laundry to avoid infection.	Procedures for handling contaminated laundry
	Use various methods of terminal disinfection.	Types of terminal disinfection and procedures for using each type
	Use isolation gown and mask.	Use of isolation gown and mask

COURSE UNIT V

CLEANING THE PRIVATE HOME

OBJECTIVES: Describe procedures for entering and leaving the private home

Follow instructions from employer concerning methods and sequences to be used when performing cleaning tasks.

Follow sanitary procedures in performing all cleaning tasks.

Make efficient use of time and energy in performing cleaning tasks.

Evaluate own work habits, and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
15. Keep a private home clean and in reasonable order.	Clean private home following recommended procedures.	Procedures for cleaning private home
16. Clean and straighten closets and storage areas.	Arrange closets and storage areas neatly.	Principles of storage Importance of efficient and neat storage arrangements
17. Clean and polish kitchen cabinets.	Select and use correct supplies for cleaning and polishing kitchen cabinets.	Supplies and methods to use in cleaning kitchen cabinets
18. Clean range tops, ovens, and exhaust fans.	Remove grease and grime without damage to range or oven finish.	Methods and cleaning supplies for cleaning ranges, ovens, and exhaust fans

TASKS:	WORK EXPERIENCES	STUDY ASSIGNMENTS
19. Defrost and clean interior of refrigerators.	Remove ice build-up from freezer and wash interior walls, shelves, and drawers.	Efficient methods of frost removal and cleaning of refrigerators
20. Clean coffee-makers and other small appliances.	Remove grease and grime without damaging appliance or electrical components.	Procedures for cleaning coffee makers and small electrical appliances
21. Load and operate dishwasher or wash dishes by hand.	Operate a dishwasher, or wash, rinse, and drain dishes in a sanitary way.	Methods for loading and operating a dishwasher Sanitary methods of hand dishwashing

COURSE UNIT VI

PROVIDING BUILDING SERVICES

OBJECTIVES: Describe procedures for entering and leaving offices.

Describe procedures for cleaning public areas.

Explain the value of a "spotless" and orderly appearance for public areas.

Accept and follow instructions from employer or supervisor concerning methods and sequence to be used when performing cleaning tasks.

Evaluate own work habits and plan for self-improvement.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories.	Clean facilities following recommended procedures.	Procedures for cleaning public areas (entranceways, hallways, stairways, elevators, lounges, lobbies) Procedures for cleaning offices Procedures for cleaning schools and churches (classrooms, laboratories, auditoriums, gymnasiums) Procedures for cleaning kitchens and dining areas Procedures for cleaning businesses Procedures for cleaning factories

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
	Deal with students or occupants in a pleasant, professional manner.	Guidelines for dealing with students or occupants

COURSE UNIT VII

MAINTENANCE OF FLOORS

OBJECTIVES: Explain differences in flooring.

Describe the appropriate method for cleaning each type floor.

Utilize proper supplies and methods for shampooing carpets.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
23. Sweep, mop, or vacuum floors according to type of floor.	Clean different types of flooring using proper method of cleaning.	Major categories of flooring and acceptable methods for cleaning each type Different types of mopping Procedures for sweeping, dust mopping, wet mopping, and scrubbing Spot mopping Procedures for vacuuming
24. Wax and buff or apply floor finish.	Select and use recommended wax or finish and method for application according to type floor.	Principles of motion economy Work simplification in relation to floor care Differences in types of waxes and finishes Procedures used for waxing floors.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Procedures used for applying floor finish
25. Shampoo carpet.	Use carpet shampooer or shampoo by hand with suitable supplies.	Relationship between care and durability of carpet Difference between a "dry" and "wet" shampoo and procedures for performing each

COURSE UNIT VIII

GENERAL CLEANING

OBJECTIVES: Plan work so that general cleaning tasks are performed on a regular basis.

Recognize times when general cleaning tasks need to be performed.

Select proper equipment, supplies, and procedures for performing each cleaning task.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
26. Make beds.	Put clean linens on bed quickly and efficiently.	Method of bedmaking required by employer
27. Assist in turning mattresses as directed.	Lift and turn mattress.	Procedures to follow in turning mattresses
28. Dust, wax or polish, and clean furnishings according to materials used in their construction.	Care for different types of furniture using proper methods.	Materials used in constructing case goods and upholstered furniture and acceptable methods of caring for each type
		Procedures for dusting
		Procedures for waxing and polishing furniture
		Vacuuming upholstered furniture
		Methods of stain removal and appropriate use for each method
		Shampooing upholstered furniture

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Applying stain-resistant finishes
29. Clean glass, light fixtures, walls, ceilings, doors, and woodwork.	Use proper equipment and supplies for washing glass, light fixtures, walls, chalkboards, ceilings, doors, and woodwork.	Efficient and sanitary methods for washing windows, mirrors, light fixtures, walls, ceilings, chalkboards, woodwork, and doors
		Spot cleaning
30. Clean window treatments.	Clean window treatments.	Procedures to follow for cleaning window shades, venetian blinds, and draperies
31. Remove stains from various surfaces.	Remove stains from a variety of surfaces without damaging the surface.	Common stains
		Methods of stain removal
32. Take appropriate measures to prevent and control pests.	Take measures to prevent and control infestation by pests.	Common pests
		Pest prevention and control measures

COURSE UNIT IX

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS

OBJECTIVES: Describe sanitary procedures for cleaning bathrooms, restrooms, and shower rooms.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
31. Clean and sanitize bathrooms, restrooms, and shower rooms.	Use a variety of cleaning and sanitizing supplies.	Purpose of sanitizing bathrooms Procedures for cleaning and sanitizing bathroom Procedures for cleaning public restrooms Procedures for cleaning shower rooms

COURSE UNIT X

MANAGEMENT OF LAUNDRY PROCEDURES

OBJECTIVES: Describe procedures for laundering machine-washable and hand-washable articles.

Analyze functions and appropriate uses for laundry supplies.

Describe procedures and precautions for operating laundry equipment.

Apply principles of work simplification to ironing and pressing.

Demonstrate procedures for folding, storing, and handling linens and clothing.

Explain the necessity of following linen room procedures.

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
32. Sort laundry.	Decide what fabrics and colors may be laundered together.	Types of fabrics and colors which can be safely laundered together Types of soil
33. Use laundry equipment and supplies correctly.	Use laundry supplies correctly.	Effects of various laundry supplies and water temperatures on fabrics and colors Types of pretreatment for stain removal
	Use washer and dryer correctly.	Methods of loading laundry equipment and selecting water levels, temperatures, and times (cycles)

TASKS	WORK EXPERIENCES	STUDY ASSIGNMENTS
		Difference between soaps and detergents and "mild" and "heavy duty" products
		Purpose and use of fabric softeners and bleaches
		Relationship between type of detergent, water temperature, and washing time
		Purpose of dryer
		Procedures for using dryer
		Procedures for cleaning articles which require special care
34. Iron or press clothes and linens.	Use iron efficiently.	Efficient methods of ironing
		Convenient arrangement of equipment for ironing
35. Fold, store, and distribute clean linens and clothes.	Fold clothes and linens neatly.	Methods of folding to prevent wrinkles
	Put laundry away carefully.	Suitable storage of clean clothes and linens
	Follow appropriate procedures in linen room.	Linen room procedures
	Clean linen room and laundry chutes.	Cleaning linen room and laundry chutes

INSTRUCTIONAL MATERIALS

FOR

STUDENTS

WHAT IS A COURSE OF STUDY?

INTRODUCTION FOR STUDENTS

Bobby: What's this new course of study we're going to be using in our HECE (Home Economics Cooperative Education) class? The cover looks great, but I don't know about what's inside.

Kathy: I think it's going to be a big help to us, both in class and on our jobs. We'll use it in class on the days when we're supposed to study about our particular jobs.

Bobby: That should help, I guess. What do we do--start at the beginning and go completely through it?

Kathy: Not necessarily. It's divided into units and topics related to tasks we might perform on our jobs. Our training plans will tell us which lessons to study. We will be studying in class about the things we are learning on our jobs.

Bobby: You mean I don't have to go through all of it? That sounds great!

Kathy: Well, since jobs vary so much and the authors tried to include information for different kinds of jobs, there may be some units that won't apply to us right now. But I think it helps to know what else is going on where we work or what some of the other job opportunities are. The more we know, the more successful we'll be on our jobs, and the better chance we'll have to get a job somewhere else if we move away from here.

Bobby: I suppose you're right about that. Besides, I noticed some units, like the one on floors that would apply in one way or another to everyone employed as a housekeeping management assistant. What if the course of study says to do something one way and your supervisor wants it done another way?

Kathy: That probably won't happen, but if it should, always go by what your supervisor wants. After all, he hired you to do the job he needs done.

Bobby: Now I have another question. I saw references listed at the beginning of some of the topics. Do we have to read those? Isn't the same information in the Course of Study?

Kathy: No, the references include different information; so it's important that we read them as well as what's in the course of study. I know it's a bother to get the references sometimes, but there would be no point in putting something in the course of study that was already available somewhere else. Besides, I've found in the references some information that wasn't assigned that was helpful to me.

Bobby: I saw questions, assignments, and suggestions for group work at the end of each topic. What's the difference? They all sound like work to me.

Kathy: The questions are to help us see if we understand what we've read, and the assignments give us a chance to apply to our jobs what we've read. The assignments help us see how the things we've learned relate to what we do. There's no right or wrong answer to an assignment; what we do is left up to us. The suggestions for group work give us a chance to work together on things we all need to learn. Working together gives us a chance to share problems and ideas. Besides, its more fun than working by yourself all the time.

Bobby: I noticed some unfamiliar words that were underlined, and were followed by definitions. I hope the course of study explains all the new words.

Kathy: I'm sure it explains most new words, but it's impossible to know every word which might be new to each and every student. So, when I don't understand a word, I look it up in the dictionary.

Bobby: That's a good suggestion, I sometimes forget how helpful dictionaries can be!

Kathy: Any more questions?

Bobby: Not right now. I want to do well on my job, and I think this course of study will help me. I'm ready to get started on Unit I.

INDIVIDUAL STUDY RECORD

Use the chart below to keep a record of your studies. Note the date you complete each part of a lesson and your grade or a check mark in the correct columns. When you have completed all the lessons in one unit, ask your teacher for the unit test.

Lesson	Study Questions		Assignments		Group Work		Unit Test	
	Date	Grade	Date	Grade	Date	Grade	Date	Grade

UNIT I-1

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Job Descriptions

TASK: 1. Familiarize self with policies and rules of conduct for employees in housekeeping management.

OBJECTIVES: When you finish this lesson, you should be able to
a. list places where a person in the housekeeping management field may be employed
b. cite titles given to housekeeping personnel.

The demand for clean, sanitary buildings is greater now than ever before. New building materials and increased building use necessitate constant updating of knowledge of proper housekeeping practices. As a result, today's housekeeping management assistant must be a specialist in every area of building maintenance.

As a housekeeping management assistant, you will play an important role in maintaining a pleasant, attractive, and safe environment in which people may live, work, play, or attend school. Your job is most important. A half-million workers are employed in the housekeeping field. Billions of dollars are spent every year in the United States on housekeeping and sanitation. Many hotels and motels, hospitals, nursing homes, schools, churches, businesses, stores, shops, and factories could not be operated without the services of housekeeping management personnel.

PLACES OF EMPLOYMENT

As the length of the work week in our nation shortens, families have more time to travel and explore. As they travel they occupy many residences for a short time. Some are attractive; others are poorly kept. The features that cause families to return again and again to the same hotel or motel are the services they receive and the cleanliness and appearance of the establishment. Who do you think is responsible for the care given rooms and public areas? Most of the time it is not the manager, but a highly qualified housekeeper who can make or break a multi-million-dollar business.

The demand for housekeepers is overwhelming. Hospital and nursing home administrators are constantly looking for qualified housekeepers, porters, housemen, and linen clerks. The job of keeping everything exceptionally clean is one of the most vital tasks in the operation of a hospital. With the increased demand for the services offered by hospitals, nursing homes, and clinics, the need for housekeepers, porters, and custodians continues to grow.

Although the majority of housekeepers and custodial assistants are employed in hospitals, motels, and hotels, there are many other sources of employment, such as university residence halls, college sorority or fraternity houses, country clubs, steamships, and churches. In addition, with large numbers of women working outside the home, the number of full- and part-time housekeeping positions in private homes is increasing.

Custodial assistants may obtain employment in wholesale and retail stores, manufacturing firms, transportation depots, entertainment facilities, schools, and churches. Although the majority of employees in this area are male, almost one fourth of this work force is made up of women. Figures show that the management position of executive housekeeper is usually held by a woman, although many hospitals employ men in this position. Management positions in custodial services are usually held by men.

Additional information on employment opportunities, training, working conditions, and policies is available from the National Committee on Household Employment, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

TITLES

Various titles are given to persons employed in housekeeping. The housekeeping management assistant may be called any of the following:

Attendant	Janitor	Porter
Cleaner	Orderly	Sanitationist
Custodian	Housekeeper	Sanitor

For supervisory personnel, titles include the following:

Building and grounds manager	Housekeeping department manager
Building service director	Housekeeping foreman
Custodian	Housekeeping superintendent
Director of buildings	Housekeeping supervisor
Director of sanitation	Manager of sanitation
Executive housekeeper	Service foreman
Head custodian	Service manager
Head janitor	Utility foreman

QUESTIONS:

1. Name at least six places where a housekeeping management assistant may find employment.
   a.
   b.
   c.
   d.
   e.
   f.

2. Why is the role of the housekeeping management assistant so important to public and commercial establishments?

3. List five titles which might be given to a person employed in the housekeeping field.
   a.
   b.
   c.
   d.
   e.

4. List six titles which are used to refer to supervisory personnel in the housekeeping field.
   a.
   b.
   c.
   d.
   e.
   f.

ASSIGNMENTS:

I. Explain the role of the housekeeping management assistant at your training station in relation to the operation of the entire establishment.

II. Name the proper titles to be used on your job when referring to yourself and to your supervisor.

UNIT I-2

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Tasks and Responsibilities

TASK: 1. Familiarize self with policies and rules of conduct for employees in housekeeping management.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe the tasks assigned to the housekeeping or custodial management assistant in your place of employment
b. explain the similiarities and differences among various jobs in housekeeping management
c. describe records required at your training station.

Your supervisor may be an executive housekeeper or building manager who conducts the many phases of large-scale cleaning in public institutions. Hotels, motels, hospitals, clubs, residence halls, schools, government buildings, businesses, and industrial firms benefit when the housekeeping department keeps the surroundings attractive and sanitary.

DUTIES

Your duties as a housekeeping management assistant will vary with the size and type of institution in which you are employed. In hotels, motels, clubs, and residences, guests or home owners are generally healthy and able-bodied. They are capable of making their wants known. While sanitary conditions are of utmost importance in these situations, emphasis should also be given to building good public relations, providing efficient service, and making surroundings attractive to help make guests want to come again.

In Hotels and Motels

Duties assigned to housekeeping management assistants in hotels and motels may include reporting to assigned section with pass key and room reports, making a general check of the room, cleaning the room following the procedures or steps described by the supervisor, checking the room condition after cleaning, helping in the linen room, filling cart with supplies, and cleaning public areas.

Porters or housemen in motels and hotels attend to many of the heavier tasks that involve lifting or climbing, such as wall and window washing and hanging drapes or blinds. A major portion of the porter's time is spent in maintaining corridors, stairways, and convention rooms. He provides daily care such as vacuuming, dust mopping, or buffing, and occasional care such as shampooing carpet and stripping old floor finishes from hard floors. He is usually responsible for trash removal, moving folding beds into rooms, and moving heavy linens to the storage area. He may occasionally set up materials or displays in convention rooms.

Depending on the location of the hotel or motel, the porter may also be in charge of grounds cleaning in addition to watering and caring for plants inside and outside the building. Swimming pools are important "calling cards" for the hotel-motel industry, and the porter may be responsible for pool upkeep.

The housekeeping management assistant may be employed in university residence halls, apartment hotels, resort hotels, and country clubs, in which members both live and play. The housekeeping assistant in these establishments who has a flair for the work should have little difficulty performing the variety of tasks required. The duties performed by this employee would be similar to those of the person working in a hotel or motel.

In Hospitals

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Co., 1967. Ch. 1, pp. 14-15.

In striking contrast to the guest who choses to stay at a hotel, the patient in a hospital is there because he must be. True, he can sometimes choose a certain hospital by checking its reputation, but once he enters its doors, he and his family are in a position to evaluate the hospital on the basis of what they see. There is no statement that will leave an unfavorable impression any quicker than, "This hospital is not clean!" A hospital not only has to appear clean, it must be aseptically clean. This means that all surfaces must be free of harmful bacteria so that the danger of infection to the patients or the employees is very small.

The housekeeping management assistant in a hospital or nursing home may have some of these duties: cleaning and sanitizing (reducing the number of bacteria) furnishings in the patients' rooms, dry-and wet-mopping floors or vacuuming patients' rooms, cleaning and sanitizing bathrooms, spot-cleaning walls, and reporting any needed repairs to supervisor. Other duties might include cleaning the nursing stations where refrigerators, sinks, ice machines, cabinets, and range burners are located.

In Nursing Homes

Housekeeping management assistants in nursing homes perform many of the same duties as those who are employed in hospitals. In addition, they may be asked to assist elderly patients in cleaning drawers and closets. If requested to do so, the aide may also gather the patient's personal clothing and deliver it to the laundry.

In the Linen Room

The linen clerk is a part of the housekeeping department in some hospitals and hotels. The cost of linen in hotels, motels, hospitals, and nursing homes is very high; therefore, the linen clerk must be an alert and responsible employee. If the laundry is done in the building, the linen clerk may operate commercial

washers and dryers, pretreat stained linens, fold and package linens, and deliver them to linen rooms located on each floor. The linen clerk must keep correct records of all linens as they are checked out and returned. The linen clerk also fills orders for extra linens as calls come in from different parts of the hospital or hotel.

In Schools

School custodians perform various tasks to keep the school environment clean and safe. They are responsible for cleaning public areas, offices, classrooms, laboratories, auditoriums, gymnasiums, restrooms, and shower rooms. Their duties may include policing grounds, doing some grounds work, making minor repairs, and controlling pests. The custodial department may also be responsible for checking and maintaining heating and cooling equipment, hot water heaters and other equipment necessary for operation of the school. Other tasks might include erasing and cleaning chalkboards, cleaning snow and ice from walks, and cleaning up after accidents in the cafeteria. In some schools, laundering athletic uniforms and towels may be part of the custodian's duties.

In Churches

Tasks involved in cleaning churches are similar to those in cleaning schools. The housekeeping management assistant employed by a church will need some knowledge of the religion so that religious objects can be cleaned and replaced correctly.

In Businesses and Factories

Whether the housekeeping management assistant is employed by an individual firm or by a commercial cleaning service, his primary duties are floor care, restroom maintenance, and dusting. Occasional duties may include cleaning windows, light fixtures, walls, ceilings, doors, and woodwork. In individual firms, minor repair and maintenance duties may be included.

In Private Homes

Housekeeping management assistants may also find employment in the private home. Such a position would probably include a wider variety of tasks than other places of employment. These tasks may include thorough cleaning of the entire house, loading and operating the dishwasher, cleaning range tops and ovens, defrosting and cleaning refrigerators and freezers, cleaning closets and storage areas, shampooing carpets, waxing and polishing floors, and operating laundry equipment.

Often full-time housekeepers have the responsibility of planning menus, purchasing food, and preparing and serving meals. Also, they may be called upon to care for children and pets in the home.

The three major catagories into which all housekeeping duties fall, regardless of place of employment are (1) cleaning assigned areas so that they meet the standards set by the employer, (2) using equipment and supplies properly, and (3) working in a way that will promote safety for both the employees and the guests, patients, or residents.

Records and Reports

As housekeeping management assistant you may be required to keep a record or report of tasks performed. The place where you work may have a schedule on which daily or weekly tasks are to be checked off when completed. These records are very important because they are proof, for example, that the hospital floor has been cleaned with a disinfectant (a chemical that destroys harmful germs), or that the room of the dismissed person has been cleaned and is ready for another occupant. When these items are entered on record sheets, the supervisor knows exactly what tasks have been done. Systematic record-keeping saves the establishment money. The record may be used for inventory purposes and for reorder of supplies. The supervisor may be able to check on the supplies used over a period of time to tell if enough or too much of a product is being used.

The following are examples of forms you may be expected to use:

Hospital form to be filled out by Housekeeping Aide

Housekeeping Dept.

Notice in Reference to Room Occupancy

Room _____ has been thoroughly cleaned and is ready for occupancy.

Time _____
Date _____
Housekeeper _____

Fill out report in triplicate, original to admitting office. Duplicate to Nurse Station. Retain copy for file.

Custodial Work Schedule--Daily

TIME	MON.	TUES.	WED.	THURS.	FRI.	INSTRUCTIONS

The housekeeping management assistant may be expected to make periodic inventories of the supplies and equipment on hand. A running or continuous inventory can be kept of supplies on hand by using a card index or looseleaf notebook. Make a card or separate page for each product (floor cleaner, wax remover, floor wax, etc.). The card or record sheet should indicate the name of the product, the supplier, the minimum stock (smallest amount of item to be kept on hand), the quantity to order each time, and the average amount used per month. The stock card or sheet should provide space to add the date on which a new order was placed, and the date on which the order was received. It should also indicate the quantities of the item that have been distributed to the storerooms on different floors or in different areas of the building.

PRODUCT		SUPPLIER		MINIMUM STOCK	QUANTITY TO ORDER	AVERAGE USED MONTHLY
Date Ordered	Date Received	Date Issued	Amount Ordered	Amount Issued	Amount on Hand	

Cleaning equipment can be inventoried in the same manner. Cards or separate pages can be used for each type equipment, or the equipment can be listed on a single sheet as follows.

EQUIPMENT INVENTORY

Equipment	Number on Hand	Make	Size	Condition	Storage	Use Areas	Uses

Employees may use a requisition form to request supplies from the central storage area. These supplies may then be transferred to a storage closet on another floor, or in another area or location.

REQUISITION

Department: _____ Date _____ Date Required _____
Deliver To: _____ Recommended Source _____
_____
_____
Fund: _____

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT

Requested by _____ Date _____
Authorized by _____ Date _____

The Housekeeping management may be required to turn in a maintenance requisition when he observes a need for repairs. A maintenance requisition is an official request that repairs be made.

MAINTENANCE REQUISITION

Date _____
Department _____

Nature of Repair Requested: _____
_____
_____

Requested by _____ Approval _____
Dept. Housekeeper

This form is to be used for maintenance or repair of equipment, furnishings, or building. Send form to housekeeper.

This space for Maintenance Department only

Work completed: _____ on _____ 19___

By _____

Time required: _____

Supplies used: _____

QUESTIONS:

1. The tasks and responsibilities of the housekeeping management assistant fall into what three categories?
   a.
   b.
   c.

2. Name three ways, in addition to maintaining sanitary conditions, in which housekeeping management assistants contribute to the welfare of the institutions which employ them.
   a.
   b.
   c.

3. Why is record-keeping important in a housekeeping management job?

4. Name four types of forms a housekeeping management assistant may be asked to use.
   a.
   b.
   c.
   d.

ASSIGNMENTS:

I. Obtain or make a list of the tasks assigned to you at your training station.

II. List the records required at your training station. Ask your training sponsor the purpose of each record.

III. Develop a checklist for the daily and weekly tasks that you perform at your training station. Discuss with your teacher the kinds of information you need in order to do a satisfactory job.

GROUP WORK:

I. Compare the list of tasks you perform at your training station with those of other housekeeping management assistants.

II. Compare forms used in your training station with those used in other training stations.

III. Work with entire class to develop a "To Tell The Truth" program for presentation to students interested in enrolling in the H.E.C.E. program. Develop questions to ask the contestants which would aid in explaining the tasks and responsibilities of persons employed in each of the approved occupations.

UNIT I-3

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Career Opportunities

TASK: 1. Familiarize self with policies and rules of conduct for employees in housekeeping management.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe career opportunities and possibilities for advancement in the area of housekeeping management
b. describe possible avenues for receiving additional training
c. describe the outlook for future employment possibilities in housekeeping management.

Did you know that as a housekeeping or custodial assistant you are entering a field with an unlimited future? The training you will receive as an assistant in this area will be valuable to you as a stepping stone to challenging job opportunities in the field of executive housekeeping or custodial management.

Young people are becoming more enthusiastic about entering this field due to increases in salary and decreases in the amount of physical work required on the job. They consider their positions as assistants a step in training for permanent careers in the well-paid area of housekeeping management. Management positions are high level jobs which involve directing employees and producing high quality custodial services.

The number of positions in housekeeping management is presently increasing as demand for these services increases. An alert housekeeping management assistant can begin preparing now for a management position.

EXECUTIVE HOUSEKEEPERS

Nature of Work

Executive housekeepers are responsible for keeping facilities such as hotels, motels, hospitals, clubs, college residence halls, and welfare institutions clean and attractive. They account for furnishings and supplies; and hire, train, and supervise the maids, linen and laundry workers, housemen, seamstresses, and repairmen. In addition, they keep employee records and perform other duties which vary with the size and type of facility. Those employed in middle-sized and small facilities not only supervise the cleaning staffs but also may do some of the work. In large or luxury-type facilities, the duties of executive or head housekeepers are primarily administrative. Besides supervising a staff which may number in the hundreds, they prepare the budget for the housekeeping department; they make regular reports to the manager on the condition of rooms,

on needed repairs, and on suggested improvements; they purchase or assist in purchasing supplies; and they are responsible for interior decorating. Some executive housekeepers may have special assignments such as reorganizing housekeeping procedures in an established facility or setting up the housekeeping department in a new facility.

In many situations, executive housekeepers are assisted by floor housekeepers who supervise the work on one or more floors. Some establishments also may employ assistant executive housekeepers.

Training, Qualifications, and Advancement

Although no specific educational requirements exist for housekeepers, most employers prefer applicants who have at least high school diplomas. Experience is also an asset in obtaining a hotel housekeeping job.

Specialized training in executive housekeeping is available at several colleges. Some universities offer short summer courses or conduct evening classes in cooperation with the National Executive Housekeepers Association. In addition, the Educational Institute of the American Hotel and Motel Association also offers housekeeping oriented courses for class or individual home study. The most helpful courses are those emphasizing housekeeping procedures, personnel management, budget preparation, interior decorating, and purchase, use, and care of different types of equipment and fabrics.

In established facilities, most openings for assistant housekeepers are filled from within by promotion of maids. Similarly, vacancies for executive housekeepers are often filled by promotion of assistant housekeepers. However, since only one top job as executive housekeeper exists in each facility, many years may pass before an opening of this kind occurs in a particular facility. These positions are also available in newly opened facilities.

BUILDING CUSTODIANS

Nature of Work

Building custodians, often called janitors or cleaners, are responsible for the upkeep and maintenance of hotels, hospitals, office buildings, apartment houses, and other buildings. Their jobs include responsibility for the proper functioning of heating and ventilating equipment, for keeping the building clean and orderly, and for many other tasks that maintain a building in good condition.

Some custodians have supervisory positions. Supervisors are responsible for seeing that an entire building or section of a building is properly cleaned and maintained. They see that certain jobs, such as floor waxing or furniture polishing, are being performed correctly throughout the building.

About 1.1 million building custodians were employed in 1970; approximately 75 per cent were male. They were employed in cities and towns throughout the nation, and the distribution of jobs was parallel to the population patterns of the United States.

Many building custodians are employed by hospitals and hotels. Large numbers are employed in manufacturing plants and retail stores; many others work in apartment houses and office buildings. Some are employed by contract firms that provide building maintenance on a fee basis.

Training, Qualifications, and Advancement

Most building custodians learn their skills while working on the job. Usually, an inexperienced worker begins by doing simple cleaning and maintenance tasks. As the worker gains experience with the various cleaners and machines, he is given more complex duties.

There are no formal educational requirements for most positions in custodial work. However, entry workers should be able to do simple arithmetic and follow instructions. Also, high school shop courses may help the building-service worker perform the many handyman tasks that are required, such as minor plumbing repair or carpentry.

Advancement opportunities for custodial workers often are limited because the custodian frequently is the only maintenance employee in a building. However, where a large maintenance staff is employed, custodians can advance to supervisory positions. For advancement to supervisory positions, a high school diploma is helpful. Some custodians go into business for themselves after becoming thoroughly familiar with their jobs; they then maintain buildings for clients on a fee basis.

The earnings of building custodial workers vary with the industry in which they are employed. Most building service workers receive paid vacations and health insurance. Some employers give paid holidays.

PRIVATE HOUSEHOLD WORKERS

Nature of Work

Although private household work involves many different tasks, most persons employed in this field are maids of various kinds. The general maid performs a variety of duties such as cleaning household furnishings, floors, and bathrooms; changing beds; attending children at play; washing dishes; buying, cooking, and serving food; and washing and ironing clothes. The mother's helper performs similar duties under her employer's supervision, while learning on the job. Other kinds of maids, such as the personal maid, the nursemaid, infant's nurse, or babysitter perform more specialized duties.

Housekeepers usually have more responsibility and less supervision than maids. The head housekeeper manages a household where there is a large staff of other household employees. She directs their activities, orders food and cleaning supplies, keeps records of expenses, and may hire and fire employees. The working housekeeper often is the only employee in homes where the housewife is absent or is unable to do her own housework. Her household duties include those of the general maid and the usual responsibilities of a housekeeper.

As their titles suggest, the cook and the laundress usually handle only one aspect of household work. The laundress washes and irons household laundry, but seldom does other housework. The cook prepares meals, planning her own menus or following instructions. She prepares vegetables and meats for cooking, or supervises a cook's helper who performs these tasks and other work requiring little skill. The cook also may serve meals and perform special cooking duties. These positions are available only in homes with large household staffs.

Over 1.5 million people were employed as private household workers in 1970. These workers are employed in residences throughout the country, but are concentrated in heavily populated urban areas.

Training, Qualifications, and Advancement

For most household workers, there are no formal educational requirements. The ability to cook, sew, wash, iron, clean house, and care for children may be acquired by persons while helping with the housework in their own homes. This ability also may be acquired by working for about one year as an assistant to an experienced household worker or housewife. Most employers prefer workers who can operate household equipment such as vacuum cleaners, floor waxers, dishwashers, and electric mixers. Home economics courses offered in high schools, vocational schools, and junior colleges--as well as training courses sponsored by federal agencies--state employment service offices, and local welfare departments help to develop domestic service skills beyond the level ordinarily reached in the home.

With knowledge acquired as a mother's helper, a woman can take a job as a general household worker or nursemaid. With this experience or with the skill acquired in a special training program, she can progress to a position as a personal maid, infant's nurse, cook, or housekeeper.

Advancement other than a wage increase is generally not available in households with only one or two workers. To get a better job, a domestic worker usually must change to a home where a job requiring greater skill is available.

TRAINING AVAILABLE

Excellent short courses and home study courses are offered in almost all sections of the United States. Some of these are free; they range in length from 1 week to 6 months. A 2-year course leading to an associate degree is now offered in some junior and community colleges. Several universities offer a degree in institutional management followed by a year of internship (supervised work experience). More of these programs are expected to be included in college curricula (courses offered) in the near future. Whatever the degree, additional education will eventually lead to more responsible, higher salaried positions.

One should beware of high-pressure salesmen offering expensive short courses. Information on accredited (approved) courses may be secured by contacting your local school or university or by writing to the State Director of Vocational Education, Department of Education, in your state capitol. Further information may be

obtained by writing to The American Hotel and Motel Association, 888 7th Ave., New York, New York 10019; The National Executive Housekeepers Association, 201 Business and Professional Building, Gallipolis, Ohio 45631; or the American Hospital Association, 840 N. Lake Shore Drive, Chicago, Illinois 60611.

The progress you make in the housekeeping field depends upon you. With enough desire and ambition, you can advance from your present training position as a housekeeping assistant all the way to the top--as an executive housekeeper or custodial manager. You are entering a field with an unlimited future!

QUESTIONS:

1. In what three major areas can a housekeeping management assistant find opportunities for a career? Briefly summarize the responsibilities of workers in each area.
   a.

   b.

   c.

2. When reviewing applicants for employment in the housekeeping field, what two assets do employers look for?

3. Where could you receive additional training which would improve your opportunities for advancement in the field of housekeeping management?

ASSIGNMENTS:

I. Ask your training sponsor to describe the training, and qualifications, needed for advancement to a management position in your field. Write a brief description of ways to advance in your field.

II. Write letters requesting additional information on career opportunities in housekeeping from the following organizations: American Hotel and Motel Association, the National Executive Housekeepers Association, and the American Hospital Association. Show your letters to your teacher-coordinator before mailing them.

GROUP WORK:

I. Working with other housekeeping management assistants, make a group presentation describing to the entire class career opportunities in the housekeeping field. Use visual aids to make your presentation interesting.

II. Make posters describing careers which H.E.C.E. students can begin working toward while they are in high school. Place posters in prominent places in school to encourage students to enroll in the program during spring recruitment.

UNIT I-4

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Work Policies, Ethics, and Legal Responsibilities

TASK: 1. Familiarize self with policies and rules of conduct for employees in housekeeping management.

OBJECTIVES: When you finish this lesson, you should be able to
a. explain policies regarding dress, absences, vacations, and employee benefits of a particular job
b. describe ethics related to specific housekeeping management jobs
c. cite laws which apply to housekeeping management
d. give examples of situations in which legal liability applies to housekeeping management
e. describe the legal responsibilities of the housekeeping management assistant.

Each business has its own rules and policies regarding employee conduct, absences, and vacations. When you begin a job, be sure you have a clear understanding about wages, hours, time off, sick leave, use of locker rooms, and care of uniforms. You will also feel more comfortable if you know general rules concerning lost and found articles; behavior expected when you are cleaning rooms; rules on removal of articles, papers, and magazines from rooms; and use and misuse of keys.

Uniforms of some type, such as shirt, blouse, pants, or skirt of a certain color, are usually required in the housekeeping field. These help to identify housekeeping management personnel, as well as to encourage a clean, neat appearance. Some businesses or institutions provide uniforms at no cost, or provide discounts on the purchase price. In other cases, the employee must buy his own uniform. In this case the employee should keep a record of the cost since he may count it as a deduction when figuring his federal income tax.

Sick leave and vacation policies in housekeeping management jobs are similar to those for other types of service jobs. In some jobs, as those with schools and some manufacturing firms, the custodial employees must take their vacations at particular times of the year. Some plants, for example, close for complete maintenance and repairs at certain times during the year.

Working hours in custodial housekeeping may consist of regular 8-5 hours, or of shifts, such as from 4 p.m. to 12 p.m. or from 11 p.m. to 7 a.m. depending on the type and size of the business or institution. Some large office buildings may require two crews on different shifts to assure that each office or room will be in top shape for the next working day. Because of the evening work hours of commercial cleaning services, many employees work for such firms, several evenings a week to supplement wages earned at full time jobs.

School Custodial Assistants

School policies vary, but there are some general regulations which apply to most school custodial positions.

It is important that the custodial assistant dress neatly each day and maintain good personal hygiene (cleanliness). The assistant will be dealing with administrative personnel, teachers, and children throughout the day. He must be polite and courteous at all times and must never punish or become overly friendly with students. Custodial employees are responsible for the proper care of all the equipment and tools which they use. In some instances they may be charged for equipment that is damaged or stolen due to neglect. The use of liquor while on the job is considered a serious offense, as is smoking in areas where it is forbidden. Custodial assistants should not disturb papers and other materials that are left on students' or teachers' desks.

Individual school systems will have different policies concerning use and storage of keys; however, as a general rule, the custodian should not admit an unidentified person into the building or individual rooms. Master keys are issued to very few persons who must exercise care in using and storing them.

Complaints or grievances of custodial assistants should be discussed with the supervising custodian. If no satisfactory agreement is reached, the next person in line of authority should be consulted. That person might be a custodial supervisor in some instances, and the school principal in others.

Commercial Custodial Assistants

Custodial assistants who work for contract cleaning firms are usually bonded because they may be working in buildings or rooms containing various types of valuables. The bond is a type of insurance agreement in which the insurance agency guarantees payment to an employer for financial losses caused by the actions of an employee. For this reason, commercial cleaning services want to employ only very honest and reputable persons.

Dress and grooming policies may vary, depending upon the shift or time of day the custodial assistant is employed. Those working the night shift in unoccupied buildings may not have to follow a strict grooming code on the job. However, since shifts as well as building assignments may change, it is wise to form a routine of good grooming habits.

The necessity for dealing with people who might be in the building is also affected by whether an employee works the day or night shift. Because few people are likely to be in the building at night, night work does not involve as much consideration of human relations as day work does. Hence, the night custodian can accomplish his work without having to consider the flow of traffic through the building, or stopping in the middle of a task to make an emergency repair for someone on another floor. It may be difficult at times to resist making angry remarks to someone who has just tracked through a messy spill on the floor, but those employed in custodial services must learn to control their emotions.

Do not discuss complaints with occupants; refer them to the office of the cleaning service.

Hotel-Motel Housekeeping Assistants

Housekeeping assistants in the hotel-motel industry are responsible for caring for expensive rooms. They must be aware of the costs involved in furnishing guest rooms and take steps to prevent the rooms and their furnishings from becoming run down.

Assistants have access to various supplies used in cleaning and to guests' belongings. These items must never be taken home for personal use. Taking such items is stealing and those guilty of such practices are subject to dismissal and prosecution (court action).

Guests bring additional valuable property into the hotel or motel with them. It is a widely applied policy for the housekeeping assistant not to move any items belonging to a guest. In some instances this would include not making the bed if an open suitcase were left on the bed.

Assistants should not admit to the room a guest who does not have a key. The supervisor or executive housekeeper must do this, since the assistant would not know whether or not the room actually had been rented to the individual.

Items are often left in rooms of the guests who have checked out. Housekeeping assistants must follow the policy set by the hotel-motel for handling lost and found items. It is common policy to require the aide to tag the article with the room number and date and take it immediately to the supervisor.

When housekeeping assistants are unable to come to work, they are usually asked to call in at least one hour before work time. It takes time to contact a substitute or to rearrange schedules.

As with hospital work, the hotel-motel assistant must keep certain matters confidential and not relay to anyone information such as the names of guests or group or individuals they are with. Room telephones are for paying guests only, and the housekeeping assistant should not use the phone while cleaning the room. The assistant should not smoke in guests' rooms.

Hospital Housekeeping Aides

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington D.C.: Robert J. Brady Company, 1967. Ch. 1, pp. 4-8.

Policy requirements for housekeeping aides and porters in hospitals and nursing homes may be more strict than for aides working in commercial establishments. Most hospitals have written regulations (rules) concerning the aide's conduct toward the patients, which state exactly what aides can or cannot do for a patient. Dress and grooming regulations may include specific rules allowing only a certain type of shoe or not allowing fingernail polish, perfume, or jewelry except for a wedding band and watch.

When housekeeping aides have complaints, they should discuss the problem with the floor supervisor before talking with someone who is higher in authority.

Housekeeping Aides in Residence Halls and Nursing Homes

The surroundings in residence halls and nursing homes have a more home-like quality than those in hospitals, hotels or motels. The housekeeper will have more interaction with the people who live there. The aide must respect the privacy of the residents and not discuss or repeat things which are heard or seen.

The aide must not loan keys or use them to open rooms for anyone unless the supervisor directs the aide to do so. Items should never be taken from the building. A resident must give an aide a signed statement if he gives him something to keep. This statement is usually filed in the office by the supervising housekeeper.

Housekeeping Assistant In A Private Home

The housekeeping assistant in a private home must be considerate of the family for whom she works and keep all matters confidential (private or secret) that relate to the family and their home. In respect for the family's privacy, the assistant should not read the employer's mail, open drawers, go through the employer's personal belongings, or repeat any overheard conversations.

The housekeeping assistant is given responsibility for the family's most important possession, their home. She should remember to lock the doors securely when leaving the house and not allow unidentified persons into the house while she is on duty. Likewise, she should not give information about her employer's whereabouts to a caller, if the employer is not home.

An employee in the household should leave out any items that she doesn't know where or how to store. This will prevent the employer from thinking an item that was stored in the wrong place is missing from the home. Housekeeping assistants must never take anything from the home without permission from the employer. Theft is punishable by law, no matter what the value of the article.

QUESTIONS:

1. If you have a complaint regarding your job, with whom should you first discuss the problem?

2. Analyze the following situations to determine if these employees have acted ethically (in accordance with accepted principles of right and wrong). What would you do if you knew one of your employees had behaved like these workers? How long do you think each will keep his job?

   a. Tom is a school custodial assistant. He works in the junior high school where his sister attends classes. One evening, as he was cleaning a classroom, he noticed some tests on the teacher's desk. He realized that this was one of his sister's teachers and became so curious that he thumbed through the papers. He found his sister's paper and noted her grade; then he put all the papers back as he'd found them and went on working.

b. Patsy is a housekeeping assistant at a motel. One day as she was cleaning a recently vacated room she noticed that the guests had left an expensive camera and $10.00 in the room. She tagged the camera with the room number and date and turned it in to her supervisor, but she put the $10.00 in her pocket and said nothing about it.

c. Janice accepted a gift of $100.00 from an elderly patient in the hospital where she works. Janice knew it was against the hospital policy for employees to accept gifts, but she justified keeping the money because she had done several small favors for the patient. Besides, he had told her he was a wealthy man.

d. John works for a commercial cleaning service. His job includes cleaning offices in a large building. John frequently takes paper, pens, and pencils from desks in the offices he cleans. Usually there are plenty, and since they are such inexpensive items, John feels that no one would really care.

ASSIGNMENTS:

I. List the policies of your training station regarding dress, absences, vacations, and employee benefits. Keep the list in your notebook for future reference.

II. Write a code of ethics which would apply specifically to your housekeeping management job. Compare this code with those produced by others in the class. Discuss the reasons for the similarities and differences in the codes.

III. Ask your training sponsor what legal responsibilities are involved in performing your job. Make a list of your legal responsibilities on the job. Give an example of a situation in which legal liability applies to the housekeeping management assistant.

GROUP WORK:

I. Work with other housekeeping management assistants to role play situations involving ethics. Examples:

1. The manager has noticed that small amounts of supplies have been disappearing from time to time. He calls you into his office to question you.
2. You have just overheard a private conversation between your employer and another employee. You are now having lunch with a co-worker.
3. You have been assigned to clean the manager's office. You notice that he has left some personnel records on his desk. Among them are your best friend's records.
4. Your friend has invited you to go skiing tomorrow. You explain that all of your vacation days have been used up. He reminds you that you still have sick leave.
5. You have just finished mopping. A customer spills his coffee on the floor.

UNIT II-1

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Cleaning Equipment

TASK: 2. Exercise proper selection, use, and care of cleaning equipment and supplies.

OBJECTIVES: When you finish this lesson, you should be able to
a. select the correct equipment for carrying out specified tasks
b. recognize procedures for correct use and care of cleaning equipment.

REFERENCES: Hospital Research and Educational trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 15, pp. 1-19.

Starr, Mary Catherine. Management for Better Living. Lexington, Massachusetts: D.C. Heath and Company, 1968. pp. 237-250.

SELECTION OF EQUIPMENT

There was a time when soap and a wet mop were used for any cleaning job that could not be done with a straw broom. Today, however, the standards of cleanliness expected by guests or patients, demanded by the management or administration, or desired by homemakers cannot be met in this manner.

The modern housekeeping management assistant must continually evaluate and search for the appropriate equipment and supplies to use when performing a specified task. The highly advertised products of today create a need for continuous decisions regarding which "new, improved" product might best fit the needs of a particular situation. The assistant must be aware of the importance of carefully reading labels to discover the contents of products and the purposes for which they are intended.

CARE OF EQUIPMENT

Cleaning equipment and supplies should be kept clean and stored in a convenient place. Small tools, such as brushes, dust cloths, sponges, and many household cleaners, can be stored in a basket, in a container with a handle, or on a cart. These supplies can then be carried from room to room, thus preventing unnecessary trips back to the cleaning closet or storage area.

The following chart should aid the housekeeping management assistant in selecting the appropriate equipment for various tasks. The chart also provides helpful information on proper care for each piece of equipment.

SUGGESTIONS FOR SELECTING EQUIPMENT

MANUALLY OPERATED EQUIPMENT

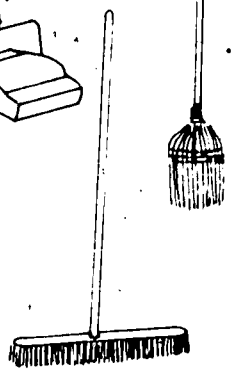
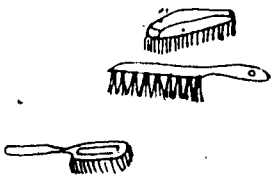
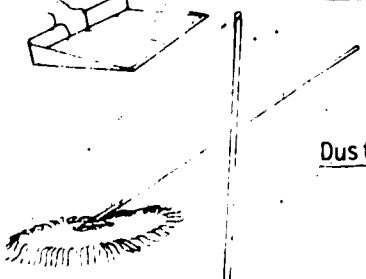
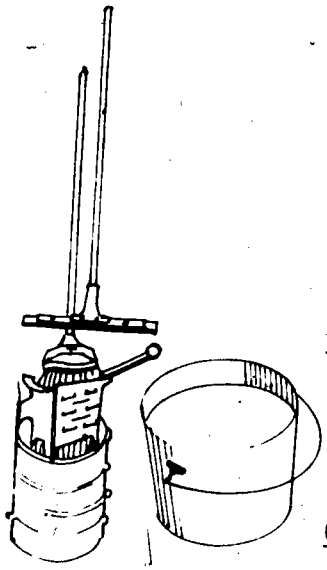
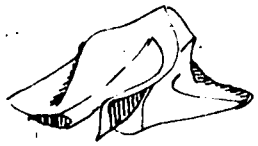
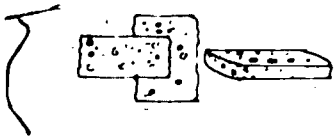
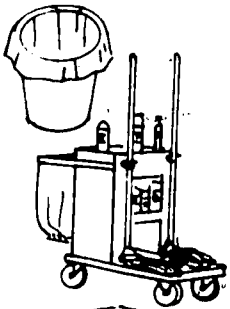
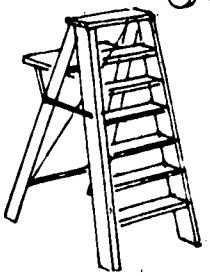
Illustration	Type	Use	Care
	Carpet Sweeper	Removing surface dirt from carpet or floor.	Empty dust pans after each use. Wipe with sponge squeezed out in sudsy water; rinse with damp sponge; dry. Dust, remove strings and debris from brush and wheels. Wash the brush in hot sudsy water; rinse; shake; hang to dry. Oil wheels weekly.
	Brooms (made from straw, plastic, or nylon)	Removing trash, and debris.	Hang, do not store on fibers. Wash in warm suds. Rinse and hang to dry. Wipe handle with sudsy sponge; rinse with clean, damp sponge; wipe dry. Do not use while wet.
	Brushes	Various shapes for cleaning corners or baseboards, counters, floors, radiators, toilet bowls, sinks, windows, venetian blinds, etc.	Rinse in clear, cold water. Shake out excess water. If dirty, wash in luke-warm cleaning solution, and rinse. Let dry with bristles straight. Do not use while wet. Comb bristles occasionally. Hang to store.
	Dust Pan	Picking up dirt and trash.	Do not allow edges to become bent or ragged. Wash daily with detergent solution. Wipe dry. Hang to store.
	Dust Mop	Sweeping smooth, dry floor. Usually treated to pick up dust.	Shake carefully into waste receptacle, or vacuum cleaner. To store, hang with head down in clean dry area. Comb with fiber brush. Launder before excessively dirty.
	Wet Mop	Transferring liquid to and from floors.	Change mop water frequently. Rinse after use. Soak new mop heads in water 20 minutes. Cut off loose and uneven yarns.

Illustration	Type	Use	Care
	Squeegee	Removing water from floors or windows.	Rinse blade in clear water after use. Wipe dry. Store with blade up.
	Mop Buckets and Wringers	Holding and transporting mop water. Removing water from mop head.	Empty, rinse, and wipe dry after use. Do not leave liquids in bucket overnight. Oil moving parts regularly. Keep wringer in "release" position.
	Pail	Holding detergent solutions and rinse water.	Clean regularly with steel wool. Check for dents, punctures, rust, wear. Do not leave cleaning solution in pail.
	Cleaning Cloths	Cleaning surfaces.	Rinse untreated cloths frequently during use. Wring out. Launder when dirty. Store treated cloths in tightly closed container.
	Dust Cloths and Polishing Cloths	Dusting and polishing.	Shake before washing. Wash in washing machine using hot suds and rinse, or wash by hand, soaking 10 to 15 minutes in hot sudsy water and rinsing 2 or 3 times in clean water. Hang to dry. Re-treat treated cloths.
	Sponges 1. Natural (longer lasting, more absorbent) 2. Synthetic	Cleaning small areas.	Rinse in clean water. Squeeze mild detergent solution through sponge. Rinse until water is clear. Squeeze out water. Dry in suspended wire basket. Store in clean, dry place.
	Trash Container	Holding trash.	Wash or steam-clean as needed. Dry and wax. Use plastic liner or polyethylene liners to make maintenance easier.
	Carts	Transporting supplies, equipment, and trash.	Launder canvas bags when soiled; wipe cart clean with disinfectant detergent solution.
	Ladder	Reaching high places.	Wipe clean, rinse, dry, and inspect after use. Treat wood ladders with linseed oil to prevent drying.

Service Sink

Because the service sink is exposed to heavily soiled water and dirty equipment, routine cleaning of the sink is essential. Following a semi-weekly cleaning routine will prevent excessive soil from accumulating.

To clean the service sink, wet a brush or sponge under the faucet. Sprinkle or pour a small amount of cleaning agent on the brush or sponge. Avoid use of abrasive cleaners on stainless steel, enamel, and porcelain. Scrub the inside of the sink, using a circular motion. Rinse the brush or sponge and the sink, using a circular motion. Wipe outer surfaces of the sink, using a damp cloth or sponge. Polish outer surfaces, pipes, and faucets, using a dry cloth.

POWER OPERATED EQUIPMENT

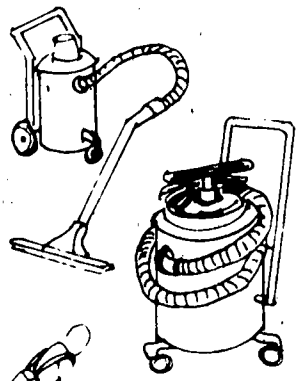
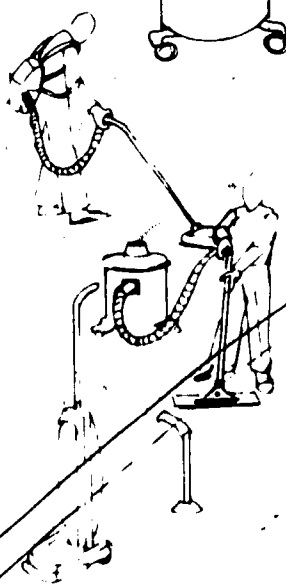
Illustration	Type	Use	Care
	Vacuum Cleaners		
	1. Dry tank type	Dry cleaning only. Cleaning carpet or floor.	Clean after each use. Keep brushes clean. Replace bags away from patient care areas.
	2. Wet-dry vacuum	Wet or dry cleaning.	Clean after each use. Flush hose with clean water. Check cut-off mechanism frequently. If space permits, store motor unit separate from container unit.
	3. Pack type (worn on back like knapsack, or slung over shoulder with strap)	Dry cleaning only. Cleaning in confined spaces or in areas requiring moving from place to place.	Clean after use. Store in open position.
	4. Scoop type (built-on squeegee)	Wet-dry cleaning. Rapid cleaning of long wide aisles and open spaces. Limited maneuverability.	Clean after each use. Flush hose with clean water. Wipe dry. Check cut-off mechanism frequently. Store in open position.
	5. Upright	Carpet and rugs.	Change disposable dust bags and filters often.
	6. Light upright (also called electric broom)	Surface pick-ups on floors and carpets. Not sufficient for thorough cleaning of carpets.	Change disposable bags and filters often for maximum cleaning results. Easy to store.
	7. Hand vacuum	Furniture, stairs, car.	Do not use for heavy cleaning, since small motor and bag are not suited for this.

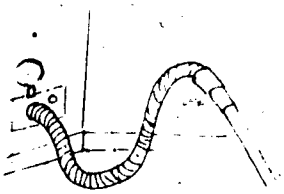
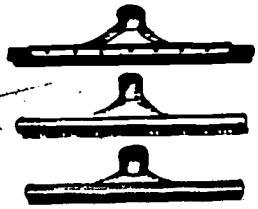
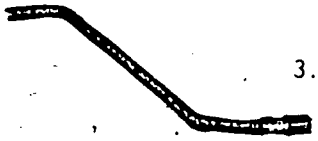
Illustration	Type	Use	Care
	8. Built-in vacuum system (central vacuum machine with pipes running to vacuum stations)	Cleaning multi-story buildings. Industrial uses.	Empty disposable bag twice a year. Take care not to drag or bend long hoses.
	Vacuum Cleaner Attachments		
	1. Floor Tools a. Wet Pick-up Squeegee	Picking up water and solutions on hard surface floors.	
	b. Dry Pick-up (bristle inserts)	Dry pick-up on hard surface floors	
	c. Dry Pick-up (Fiber inserts)	Rough surface pick-up.	
	2. Carpet Tools a) Lint pick-up	Removing lint from carpet.	Remove strings, hair, and soil daily.
	b) Wet or dry pick-up	Removing soil and solutions from carpet	
	c) Floor and rug nozzle	Cleaning floors and rugs. May have a switch so it can be used on bare floors and rugs.	
	3. Wands a) 2-bend floor wand	Used with floor attachments for ease of operation.	
	b) Overhead wand (straight or curved)	For cleaning with vacuum other than on floor.	
	4. Hoses	Connecting vacuum to wand or attachment	Do not allow hose to be stepped on, bent sharply, or rubbed continuously in one spot.
	5. Filter bags	Protecting vacuum cleaner motor. May or may not collect soil picked up by vacuum cleaner.	Empty and shake permanent filter bags. Throw away disposable bags when full.
	6. Adaptors	Fitting hose to tank, hose, or tool.	

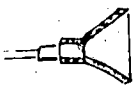
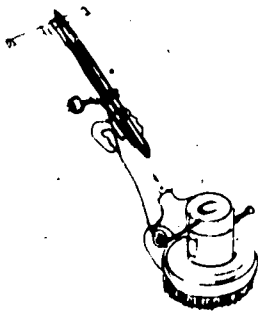
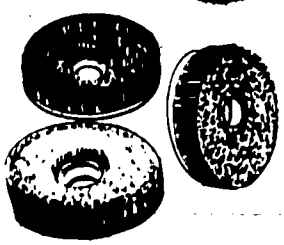
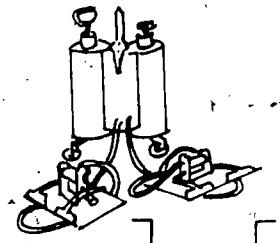
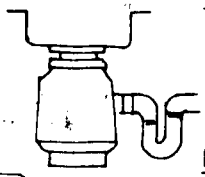
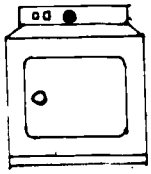
Illustration	Type	Use	Care
	7. Dusting or Upholstery Tools a) Wide-mouth all-purpose tool	Floor and overhead cleaning.	
	b) Upholstery tool (may or may not have brushes or bristles)	Cleaning upholstered or carpeted surfaces	
	c) Round dusting tool	Lightweight overhead dusting of walls, removing cobwebs. Dusting hard-to-reach places such as venetian blinds.	Remove from wand, and clean when bristles are clogged or dirty.
	d) Crevice Tool	Cleaning corners, baseboards, cracks, and crevices.	Avoid picking up tacks, rocks, or items that could damage fan and puncture the filter bag.
	8. Overhead Pipe Tools	Cleaning overhead pipes. (Has brush on inside curve)	
	9. Speciality Tools a) Chalk Eraser Tool	Cleaning chalk out of felt blackboard erasers	
	b) Scraper Tool	Removing soot and scale from faces of furnaces and boilers	
	Floor Cleaning Machines	Floor scrubbing, buffing, rug shampooing, sanding.	Clean after each use. Flush tank and feed lines with warm water. Dry with a cloth if possible. Rest machine on wheels, not on brush. Remove brush to store. In hospital, wash weekly with disinfectant solution.
	Accessories for Floor Cleaning Machines 1. Brushes	Various stiffnesses used for different tasks.	Rinse in clear, cold water, or wash in a cleaning solution and rinse. Shake out excess water. Let dry with bristles straight. Comb bristles occasionally.
	2. Pads (Nylon, polyester)	Various grades for scrubbing or polishing.	Flush with tap water. Use brush to remove stubborn soil. Dry.

Illustration	Type	Use	Care
	Wall Washing Machine	Cleaning walls and windows (primarily in hospitals and nursing homes).	Shift pads frequently. Empty and clean solution tank and lines after each use. Store in open position to let air circulate.
	Garbage Disposal	Disposing of food waste.	Turn on cold water before starting unit; do not push food down with hand while motor is in operation.
	Dishwasher	Automatic cycle-regulated machine used for sterilizing, heating plates, and routine dishwashing.	Load according to manufacturer's directions for maximum efficiency and prevention of breakage.
	Washing Machine	Select cycle, water temperature, load capacity in accordance with load.	Clean porcelain interior and exterior with non-abrasive cleaner.
	Dryer	Set time and temperature in accordance with fabric and purpose intended.	Remove lint from filter between each load.

General Use and Care of Power Equipment

1. The equipment should be plugged into an adequately wired and grounded outlet. Do not use an adaptor plug.
2. If an extension cord is needed, use one the same size as the cord attached to the machine. A larger-sized cord may be used to insure sufficient power for operating the equipment.
3. Keep the equipment clean. Do not splash water or cleaning materials on the machine. If this happens accidentally, the operator should wear rubber boots to unplug the machine, then dry it off.
4. A machine that is used in a hospital should be disinfected once a week by washing it in a disinfectant solution to prevent spreading germs.
5. The cord should trail behind the person operating the machine. It should be kept dry during operation of the machine. Do not let the cord become entangled in the machine. The result may be damage to the cord, the machine, and the operator.
6. The machine, when not in use, should be stored on its wheels; cord in place, brushes removed, in a dry well-lighted place. Brushes are washed and hung to dry.
7. The machine should be oiled periodically.
8. Care in operation of machines should be exercised to prevent injury to the operator.

QUESTIONS:

1. List the seven guidelines to remember in care and upkeep of all equipment.
   a.
   b.
   c.
   d.
   e.
   f.
   g.

2. Betty has used a brush to aid her in cleaning corners and baseboards.

   a. What are the four steps she should follow when she cleans the brush?

   b. What are six things she should remember as she stores the brush?

3. Identify the kinds of vacuum cleaners which would be best for use in vacuuming the following areas:

   _____ a. stairs
   _____ b. carpets and rugs
   _____ c. walls
   _____ d. quick (after meals) pick-ups

4. How can a housekeeping management assistant decide whether a piece of equipment is appropriate for a specific job?

5. List five points to remember in the use and care of power equipment.
   a.
   b.
   c.
   d.
   e.

6. Describe procedures for cleaning the service sink.

ASSIGNMENTS:

I. Prepare a chart showing or listing the pieces of equipment used at your training station, their uses, and the care required for each.

II. Make a step-by-step plan for instructing a new employee in the use of a specific piece of equipment.

GROUP WORK:

I. Develop a crossword puzzle to help you learn the types, uses, and care of housekeeping equipment. Exchange puzzles with other students employed as housekeeping management assistants.

II. Working with another housekeeping management assistant, take turns naming housekeeping tasks. One partner names the task, and the other names the proper equipment for the task.

III. Demonstrate to students employed in other occupations correct use of a piece of cleaning equipment borrowed from the school custodian. Many of these students have some responsibility for cleaning in the establishments where they are employed.

IV. Compare features of various brands of equipment at each training station, or visit equipment suppliers, and observe demonstrations of cleaning equipment. Obtain brochures for reference on different types of equipment.

UNIT II-2

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Cleaning Supplies

TASK: 2. Exercise proper selection, use, and care of cleaning equipment and supplies.

OBJECTIVES: When you finish this lesson, you should be able to
a. select the correct supplies for carrying out specific tasks
b. recognize care which should be taken in using specific cleaning supplies.

REFERENCE: Starr, Mary Catherine. Management for Better Living. Lexington, Massachusetts: D.C. Heath and Company, 1968 pp. 250-255.

GENERAL SUGGESTIONS REGARDING USE OF SUPPLIES

1. Directions on label:
The label on a cleaning product will tell how much of it to use, how to use it, and where to use it. When carefully read and followed, the label will direct the housekeeping management assistant toward the most effective cleaning results with the least effort--and may help avoid a costly mess.

2. The length of time the cleaning product should be in contact with the surface:
The cleaning product should be on the surface long enough to do the job but not so long as to damage the surface. When a good cleaning product is used, a short time for mopping, wiping, or scrubbing is generally enough. A stronger product cannot and should not be used as a replacement for effort.

3. The amount of cleaning product used:
Enough of the product should be used to do the job, but use of too much can be very expensive to the management and can sometimes cause damage to fixtures. Read the label to know how much to use, and measure as carefully as for a recipe.

4. The temperature of the cleaning solution:
The effectiveness of certain products is determined by the temperature of the solutions in which they are used. Hot water does help to remove dirt and grime, but it also sets stains; therefore, directions on the label should be followed carefully. Laundry temperatures should be selected according to type of fabric as well as type of cleaning solutions.

5. The scrubbing action:
A certain amount of scrubbing is necessary to remove stubborn stains or burned-on dirt and grime. The type of action and scouring tool needed are determined by the item to be cleaned. Example: Do not use harsh metal abrasives on silver or teflon finishes. A plastic scrubber should be used on teflon, and a soft cloth and silver polish on silver. On wood surfaces, clean with the grain.

6. The use of a cleaning solution:
No cleaning solution can do a good cleaning job if it is diluted in dirty, cold water. It will simply smear dirt around on the surface which is being cleaned. Solutions should be changed when water becomes moderately dirty.

SUGGESTIONS FOR SELECTING CLEANING SUPPLIES

Types	Purposes	Directions
Soaps (usually liquid)	General cleaning. Dissolves greasy dirt.	Forms insoluble curd in hard water. Must have suds to be effective.
Synthetic Detergents	General cleaning and laundry. Equally effective in hard or soft water. Leaves no residual curd.	Suds not needed for detergent to work. Use as directed.
Caustic Cleaners (oven cleaners, etc.)	Removing of heavy or "burned-on" soil. Safety Tip: May be neutralized with vinegar.	Use with extreme caution. Protect enamel, aluminum, and tile surfaces. Potency of these solutions must be adjusted to both the type of surface and degree of soil. Do not use on aluminum surfaces.
Alkali Cleaners	Removing soil. General cleaning.	Follow directions on container.
Acid Cleaners	Cleaning mineral deposits in restrooms. Removing rust stains from urinals. Removing tarnish from copper and brass.	Use with care. Harsh to skin. Follow directions carefully.
Solvent Cleaners	Dissolving heavy oils, greases, or tars.	Use with caution. Attacks some surfaces. Harmful to skin. Follow directions carefully.
Abrasive Cleaners	Removing stubborn soil on most surfaces.	Harsh abrasives must not be used to clean porcelain, enamel, and tile because the scratches they make collect dirt and germs. These, in turn, require more abrasive cleaning, finally resulting in a permanently dulled surface.
Disinfectants	Destroying most infectious organisms in industrial and medical facilities.	Do not mix with other detergents and chemicals. Will no longer kill germs.
1. Phenolic cleaners	Useful in hospitals.	High potency against many organisms, including tuberculosis. Harsh. Use rubber gloves.
2. Quaternary ammonium compounds (Quats)	May be used in hot or cold water. Ideal for use where food and beverages are prepared and served. Useful in hospitals.	Non-irritating, non-toxic, non-corrosive, and effective in control of odors. Do not mix with soaps or synthetic detergents.

Types	Purposes	Directions
3. Chlorine and hypochlorites	Used for industrial disinfection, especially in food-processing plants.	Corrosive. Hypochlorites are deactivated by organic waste. Clean and rinse surface before applying hypochlorite disinfectants.
Floor Seals	Providing long-term protection for floors.	
	May be penetrating or surface type. Usually used when new floor is installed and then occasionally afterward when treatment wears off.	Use proper type for floor material. Covers floor with protective film. Some are toxic and flammable.
Waxes and Finishes	Protecting floor from spills. Prolonging the life of floor tile.	Clean floor thoroughly, and rinse before applying.
1. Solvent Paste Wax	Requires buffing. Gives maximum protection.	Resists scuffs and scratches.
2. Liquid Solvent Wax	Requires buffing. Makes non-skid surface slippery.	Tough, long-lasting, pliable. Cleans floor as wax is applied.
3. Self-polishing Wax	Requires buffing.	Non-skid, good resistance to water and mild detergents.
4. Polymeric Floor Polishes (finish)	Requires no buffing. Industrial and commercial polishes are tougher and more durable than household types.	Scrub or strip and replace when scuffed or scratched. Remove with stripper and water.
Furniture Polish	Protecting and beautifying wood furniture.	
	Use sparingly. Use correct type for kind of wood. Buff by hand until surface is dry.	Apply liquids to cloth rather than directly on surface to avoid use of too much polish. Aerosols may be sprayed directly on surface.
Metal Polishes	Removing tarnish and producing gloss on various metals. Shape of article determines direction of movement when polishing.	Follow label directions carefully. Brass and copper can be permanently scratched if wrong polish is used.
Rug Shampoos	Removing soil from rugs and carpet.	Vacuum carpet thoroughly. Clean spots. Apply carpet shampoo evenly with rug shampoo machine, overlapping strokes. Clean edges and corners. Wet vacuum. Brush pile. Vacuum when dry.
Air Fresheners	Deodorizing room. Avoid heavy, masking odor.	Use sparingly, not as a substitute for thorough cleaning. Do not puncture or incinerate pressurized can.

Water Softeners	Softening water resulting in use of less soap and an improved job of cleaning. Preventing scum or film from forming and helping to removing previously formed film.

QUESTIONS:

1. Name the supply one should choose in performing the following tasks:
   _____ a. combating tuberculosis germs in hospital.
   _____ b. producing gloss on sterling silver tea service
   _____ c. cleaning top of wood dining table
   _____ d. clean toilet bowl

2. What three things can the housekeeping aide learn by reading the labels on all supplies before using them?
   a.
   b.
   c.

ASSIGNMENTS:

I. Make a chart showing the supplies used at your training station and the correct uses for each.

II. Compare instructions for using two different brands of a supply intended for a specific purpose. Why is it important to follow label instructions?

GROUP WORK:

I. Develop a crossword puzzle based on cleaning supplies and their uses. Exchange puzzles with other housekeeping management assistants.

II. Plan a display showing commercial cleaning products and their uses. Choose products which students employed in other occupations may need to use on the job.

III. Compare the cleaning supplies used at your training station with those used at other training stations.

UNIT II-3

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Safety Practices

TASK: 3. Observe safety precautions to prevent accidents in use of equipment and supplies.

OBJECTIVES: When you finish this lesson, you should be able to

a. identify a variety of hazards on the job
b. apply safety precautions in using equipment and supplies
c. apply first aid to minor injuries.

GENERAL SAFETY PRACTICES

Preventive measures in safety programs are usually so simple that people tend to dismiss them without a thought. This is one reason approximately 80 percent of all accidents are caused by personal carelessness.

Two important contributions the housekeeping assistant can make to the safety program are to practice accident prevention and fire protection and control. Accidents happen when someone forgets, does not think, is careless, or does not care. As a housekeeping management assistant, you are responsible not only for your own safety, but also for that of everyone else in the home, hotel, motel, institution, or business. There are several general rules to be observed regardless of the type of training situation in which you are employed. Learn and follow these rules to prevent serious accidents or injury:

1. Immediately report unsafe conditions.
2. Mop or pick up anything on the floor which does not belong there.
3. Report all injuries.
4. Be alert to any dangerous conditions.
5. Walk, don't run; observe traffic lanes on stairs and in halls.
6. Plan your time so that haste is not necessary.
7. Wear low-heeled, rubber-soled shoes.
8. Be careful of swinging doors; if they have glass panels, use the handle or push plate.
9. Avoid harmless fun such as horse play or practical jokes which could result in harmful injuries.
10. Report defective equipment.
11. Observe all safety signs and notices.
12. Obey safety rules. Ask for a copy of rules for storing, handling, and disposing of supplies, equipment, disposable wastes if a copy is not issued by employer.
13. Use safety equipment provided.
14. Smoke in designated areas only.
15. Use extra precautions when conditions which may lead to accidents exist; such as a specific hazard, fatigue, haste, or strong emotions.

16. Turn on lights before entering a dark room.
17. Avoid touching waste from wastebaskets. Empty them upside down into a larger receptacle or onto old newspaper which is then bundled and tied; or seal plastic liner before removing it from wastebasket. The method used depends upon requirements of the training station.
18. Dump ash trays only in a metal container used just for that purpose.
19. Do not attempt to move large pieces of furniture or turn mattresses by yourself.
20. Store heavy objects on lower shelves.
21. Avoid standing on edge of tub or toilet to hang shower curtain or to reach something.
22. Be careful about the placement of electric cords or extension cords.
23. Secure small rugs to the floor with furniture or adhesive if they do not have a non-skid backing.
24. Arrange furniture so that "traffic lanes" are kept open.
25. Be careful when removing things from high places. Stand on something which is secure, or use long-handled tongs.
26. Do not sit on a window sill or lean out to wash windows.
27. Avoid fatigue; accidents are more apt to happen when one is tired or frustrated.
28. Follow manufacturer's directions for use and care of equipment. Be sure you understand how to operate any equipment before you attempt to use it.
29. Avoid subjecting glass articles to extreme temperature changes.
30. Know how to replace a fuse and reset a circuit breaker.
31. Know the location of water, gas, and electric shut-offs.
32. Have an adequately supplied first aid kit available.
33. Know elementary first aid.

CAUSES OF ACCIDENTS

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 3, pp. 1-11; Ch. 16, pp. 3-9.

The most common causes of accidents are as follows:

Fires	Falls
Strains	Cuts, bumps, and bruises
Burns	Fume inhalation
Chemicals	Falling objects

Each of these is discussed in the assigned references and/or in this lesson.

Strains -- Housekeeping is a job which involves stretching, stooping, and lifting. For this reason, it is essential that the proper procedures be used for lifting, carrying, moving objects sideways, reaching, pushing, and pulling.

Burns -- In the home, the housekeeper needs to turn burners off when not in use, turn pot and pan handles away from the edges of cooking surfaces, avoid pans with loose handles, and use pot holders. Matches should be stored in a safe place. Avoid using the gas oven to heat the kitchen. When there is not an outside vent, all the oxygen is soon used, and the occupant will begin to feel dull and develop a headache. All appliances, large and small, should be checked for defective cords. Avoid bringing water into contact with any appliance which is connected to an electrical outlet. The Underwriter's Laboratory seal on appliances indicates that they have been tested for safety against fire and shock hazards. Gas appliances should have the AGA Blue Star seal.

FIRE SAFETY

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 16, pp. 10-16.

The major cause of fires is personal negligence. Fires usually occur as a result of negligence on the part of smokers, misuse of electrical equipment, or misuse of materials, especially the chemicals used in a hospital. Every employee must cultivate the habit of reporting anything that is not in perfect condition, such as defective outlets, inadequate wiring for high horsepower machines, electrical shorts, frayed cords, loose connections, and burned-out light bulbs.

Spontaneous combustion is one cause of fires to which the housekeeper needs to be constantly alert. All trash should be kept in covered containers. Oily, wet, or dirty rags should also be kept in covered containers. Waste accumulation, especially at the bottom of stairways and in elevators, is an open invitation to fires. Solvents and flammable liquids should be stored in small quantities away from heat and flame. Remember that good housekeeping is the best defense against fire.

In case of fire every employee should know the following:

1. the procedure for reporting fires
2. his duties in the whole emergency plan
3. the location of fire extinguishers

The employee should be familiar with the telephone procedures of the business or city. Fires are reported to the switchboard operator or the main operator. The description should be brief but thorough. Do not hang up until you are sure the operator has the correct information.

Your next responsibility may be to get the fire extinguisher. Extinguishers are usually simple to operate, but it is important that the right kind of fire extinguisher be used for a particular fire. A complete description of types of extinguishers and their uses is found in Being a Housekeeping Aide.

SAFETY PRACTICES

Modern industry provides a steady flow of new and improved products designed to make life easier and more pleasant. These products may, however, also cause disastrous results if improperly used. Keep in mind these precautions concerning supplies:

1. Keep strong cleaning compounds in a safe place. In the private home store all cleaning agents out of the reach of small children or in a locked cabinet.
2. Read all labels, and observe all precautions; incorrect use may be harmful. For example, some products can cause skin irritation when used improperly.
3. Use care in mixing to avoid splashing detergents, germicides, and cleaners in eyes and on skin.
4. Do not combine cleaning agents unless specifically instructed to do so. Chlorine bleaches mixed with certain cleaning compounds can give off a poisonous gas.
5. Dispose of unused portion of cleaning compounds by flushing them down the drain and rinsing out the containers.
6. Do not use products for purposes other than those for which they were designed.
7. If it is necessary to dilute an acid, always pour the acid into the water.
8. Label all containers in which cleaning solutions and compounds are stored.
9. Destroy all unlabeled containers.
10. Keep all containers tightly closed.
11. If work is interrupted, take time to properly close containers.
12. Avoid the use of flammable cleaning compounds. Pour and use solvents in a well-ventilated area.
13. Store flammable materials in accordance with fire regulations.
14. Keep aerosol containers away from heat or unusually warm places. Do not incinerate.
15. Keep work surfaces orderly.
16. Close doors and drawers carefully.

Keep in mind these precautions concerning the use of equipment:

1. Use the right tools and equipment for a job. Do not use a knife blade for a screw driver, for example.
2. Keep equipment and maintenance area neat and in good order.
3. Keep sharp objects such as pins, scissors, and knives in a safe place.
4. Keep equipment that might be tripped over out of aisles and traffic lanes.
5. Keep electric cords out of traffic areas.
6. Do not wear loose or dangling clothing, jewelry, rings, or similar items around moving machinery.
7. Do not throw tools and equipment to another person.
8. Use a non-combustible ironing board cover.
9. Avoid using extension cords; but when necessary, use only cords approved by Underwriter's Laboratories. Be careful to select extension cords of the correct size for a particular appliance or piece of equipment.

10. Disconnect all small appliances when they are not in use.
11. Be sure switches on equipment are in "off" position before plugging them into outlet.
12. Make sure hands are dry before disconnecting electrical equipment.
13. Plug cord in appliance first, then in outlet; always disconnect cord from wall outlet before removing from appliance.
14. Grasp plug rather than cord when removing from outlet or appliance.
15. Be sure electrical equipment is grounded when in use, particularly when the floor is damp or wet.
16. Wear rubber-soled shoes when using electrical equipment if floors are damp.
17. Be sure an electrician has certified that wires are large enough to accommodate several appliances or pieces of equipment before plugging them all into the same outlet.
18. Replace cords when worn.
19. Always disconnect appliance before cleaning.
20. Attach floor machine brushes and attachment plates to the machine manually before turning the motor on.

Some safety tips for using cleaning tools are as follows:

1. Inspect tools regularly to be sure they are in good condition.
2. Carry equipment such as mops and brooms upright to avoid striking anyone with the handles.
3. Avoid careless placement of tools and equipment. Keep traffic patterns clear.
4. When using scrapers or other sharp tools, apply the force away from the body.
5. Keep greasy or oily cloths or dust-mop heads in closed metal containers.
6. Before storing brooms, inspect straws for cigarette butts which might start a fire.
7. Keep ladders in good repair and use properly.
8. Make sure ladder footing is secure.

When cleaning and finishing floors, observe the following cautions:

1. Clean up spills, leaks, and tracked-in water promptly to prevent slips and falls.
2. Clean floors regularly to remove hazards which might cause slipping.
3. Police heavily used areas, in addition to regular maintenance, to remove slipping hazards.
4. Remove oil drippings, or grease spots by vacuuming, scrubbing, or mopping, or by using a nonflammable oil absorbent.
5. Use "Wet Floor" caution signs and barriers when cleaning or refinishing floors. Be sure signs are visible from all directions of approach. Keep traffic off floors until they are thoroughly dry.
6. When working on a wet floor, walk correctly and take shorter steps than usual.
7. Move furniture before wetting floors, since trying to move furniture across a wet floor is likely to cause slipping.
8. Be sure all doors and drawers are closed before moving furniture.

9. When it is necessary to apply liquids to a floor during usual business hours, clean or finish the floor in sections, allowing each section to dry thoroughly before moving to the next.
10. When cleaning stairs, place buckets and equipment carefully to avoid falls.
11. On stairs, watch your step, and always use the handrail.
12. Be sure that mats and runners lie flat. Wrinkles and turned-up corners are tripping hazards.
13. Report defective flooring, loose hand rails, and bad stair treads to the supervisor.

Additional safety tips for the housekeeping management assistant employed in a home are as follows:

1. Never throw dust from vacuum cleaner, flour, or uncooked cereals into an open fire because dust is explosive!
2. Use flat-bottomed cooking utensils.
3. Remove lid from hot cooking utensil by lifting away from body or face.
4. Do not carry containers filled with hot liquid across the kitchen.
5. Use kitchen tongs to turn frying food or to remove food from hot water.
6. Light a gas oven by opening the oven door, standing to one side, lighting the match, then turning the gas on.
7. Use clean, dry pot holders for lifting and carrying hot objects.
8. Wear well-fitted garments when cooking.
9. Plug appliance into outlet with correct voltage because incorrect voltage can cause overheating and damage to appliance.
10. Locate towel racks away from range.
11. Be familiar with the home fire extinguisher.
12. Use soda, sand, or the pan cover to extinguish grease fires in cooking utensils. Be sure to turn off vent when there is a fire on the range.
13. Use cold running water with waste disposals. CAUTION! Do not attempt to fill disposal while it is in operation.

Safety involving the use of dishwashers and laundry equipment is discussed in Units V and X.

Remember, accidents do not happen; they are caused. An alert employee is the best safety insurance. If you are injured, you and your family suffer, and your ability to make a living could decrease. The contribution the housekeeping staff makes to the safety of all employees, residents, and personnel depends on the alertness and concern shown by each member of the housekeeping staff.

THE ACCIDENT-PRONE EMPLOYEE

Most accidents can be prevented if the conditions which lead to the accidents can be determined. If unexplained accidents seem to happen frequently, the reason might be the personnel involved. Accident reports can help in identifying an individual who is accident-prone. One cause of an unusual number of accidents could be a physical condition, such as defective vision, high blood pressure, or deafness. Proper medical treatment can alter or eliminate this accident problem.

Emotional problems are often the cause of accidents. Anxiety can cause a person to become completely disoriented. Once the problem is understood and brought under control, the series of accidents will probably end. The supervisor or teacher-coordinator may be able to help the accident-prone individual.

The third type of accident repeater is the person who has had serious accidents since childhood. Unless he receives professional help he will remain accident-prone.

QUESTIONS:

1. Why is the role played by the housekeeping department in the safety program a unique one?

2. For what type of fire should the following fire extinguishers be used?
   a. Dry chemical
   b. Carbon dioxide
   c. Pressurized water
   d. Soda-acid

3. The most common type of accidents for both employee and guest is
   _____a. falls.
   _____b. burns.
   _____c. muscle strains.
   _____d. deep cuts.

4. The primary motivation for a safety program should be to
   _____a. prevent personal injuries.
   _____b. reduce insurance rates.
   _____c. protect reputation.
   _____d. prevent loss of manpower.
   _____e. all of these.

5. Who is the person most responsible for training employees in accident prevention?

6. What are six common causes of falls?
   a.
   b.
   c.
   d.
   e.
   f.

   How can the housekeeping aide help prevent such accidents?

7. What is a possible danger from inhaling leaking gas or fumes from a defective refrigerator?

8. What is the proper way to open a door with a glass panel?

9. Into what kind of container should ash trays be emptied?

10. What are the hazards of handling trash improperly?

11. It is important to store insecticides in their original containers because
_____a. insecticides are flammable.
_____b. the label tells which insects are killed by the particular poison.
_____c. this prevents deterioration of insecticides.
_____d. safety precautions and contents are given on the label.

12. To be safe while working in the kitchen, be certain to
_____a. wear an apron.
_____b. remove lid from hot pan by lifting toward the face.
_____c. keep towel on range to wipe up spills.
_____d. keep a clean, dry pot holder available for use.

13. The following steps are involved in the lighting of a gas range or pilot. Arrange the steps in their best order.
_____Stand to one side.
_____Open door.
_____Strike match away from body.
_____Turn gas on.

14. Arrange in the correct order the following steps for plugging a cord into and removing it from an appliance.
_____Plug cord into outlet.
_____Remove cord from outlet.
_____Remove cord from appliance.
_____Plug cord into appliance.

15. When handling trash, one should
_____a. pick it up with thickly folded damp paper.
_____b. sweep it up with a broom.
_____c. put it in the wastebasket.

16. When operating any electrical equipment, keep hands
_____a. wet.
_____b. dry.
_____c. covered.

17. Reaching and climbing may be done safely by
_____a. climbing on an old chair.
_____b. using a sturdy step stool.
_____c. wearing good shoes when climbing.

18. A first-aid kit is most effective for emergency help if
_____a. one knows how to use the contents.
_____b. one understands first aid.
_____c. it is located in the right place.
_____d. all of these.

19. Always use cleaning fluid in _____quantities and in _____ areas.

20. Which of the following guidelines would help to make your work easier and prevent fatigue?
_____a. When lifting heavy objects, use the back muscles to do the major portion of the lifting.
_____b. When performing a job near the floor, bend the knees and kneel, instead of bending from the waist.
_____c. When changing the direction of your movements, twist from the waistline.
_____d. When carrying small, heavy objects on one side, let the weight of the object rest against the hip for support.
_____e. When moving an object sideways, swing forward on the legs as you shift the weight from one leg to another.
_____f. When reaching for an object, keep your feet together.

21. What precaution should be observed when using cleaning solutions containing strong chemicals?

22. To which side should you keep when going up and down stairs?

ASSIGNMENTS:

I. List items to be included in an accident report at your training station. Show how this report can be of use in the prevention of future accidents.

II. What is the procedure for reporting a fire at your training station?

III. What precautions can you take to prevent fires at your training station?

GROUP WORK:

I. Make posters which illustrate proper and improper posture for some or all of the following activities: standing, sitting, squatting, lifting, turning, and reaching for objects.

II. Work with other housekeeping management assistants to plan and present a skit on housekeeping safety practices which students in other occupations may need to know.

UNIT II-4

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Work Simplification

TASK: 4. Save time and energy whenever possible in performing tasks.

OBJECTIVES: When you finish this lesson, you should be able to
a. utilize proper body mechanics in performing various tasks
b. discover ways to use motion economy in particular tasks
c. show ways to organize equipment, supplies, and tasks to save time and energy
d. relate the principles of work simplification to specific tasks.

REFERENCE: Bratton, Esther Crew. Home Management Is... Boston, Massachusetts: Ginn and Company, 1971. pp. 187-208.

Being a Housekeeping Aide. Chicago, Illinois: Hospital Research and Educational Trust, 1967. Ch. 3, pp. 11-15.

Reducing fatigue is a primary goal of work simplification. Fatigue may be due to factors in the employee's personal life, such as lack of sleep, problems at home, or improper food. In many cases, however, it may be due to working conditions or procedures on the job.

One method of reducing employee fatigue is work simplification. Work simplification has been defined as "seeking the simplest, easiest, and quickest method of doing work." This does not mean that the employee must work harder and faster, but that the nonessential parts of the operation are eliminated.

An interested employee can find many ways to simplify the tasks he performs. Wasted effort can be avoided when the worker becomes motion-conscious, learns to use simple rules, and understands the benefits of work simplification.

Some general rules to follow for reducing fatigue and increasing the amount of work done are as follows:

1. Eliminate unnecessary steps.
2. Select the best tools and supplies for the job.
3. Maintain good posture.
4. Learn to use both hands at once.
5. Concentrate on the task at hand.
6. Clean up as each job is completed.
7. Make use of return trips.
8. Store frequently used items where they can be easily reached.

ORGANIZATION

In any task, organization is the key to efficiency. Knowing what needs to be done, when it should be done, and what tools, equipment, and supplies are needed is an important aid in work simplification.

Some general guidelines to follow in organizing your work are as follows:

1. Keep an adequate supply of cleaning products on hand to prevent delays caused by being out of a needed product.
2. Before beginning, stock a cart or carrier with all supplies and equipment to save unnecessary trips for needed items. In the private home, some tools and supplies may be duplicated so that they can be stored at the point of use.
3. Establish a work schedule, and follow it to be sure all tasks are performed with necessary frequency.
4. Perform needed tasks as they arise, to prevent complaints and to save time later. For example, replace burned-out light bulbs as they are noticed.
5. Perform tasks in the most logical and efficient order.
6. Plan ways to eliminate or reduce cleaning problems. Examples: Provide waste containers which are large enough to meet needs. Use floor mats at entrances to prevent tracking in dirt.

There is no magic formula to solve all the problems encountered by a housekeeping management assistant. Being aware that organization can save time and energy and looking for ways to better organize your work should be a continuous process.

WORK SIMPLIFICATION

The principles of work simplification can be summarized in four words: eliminate, combine, rearrange, and simplify. Almost any task can be made easier by applying these simple rules:

1. Have a clear idea of what you are to do.
2. Know how the task should be done.
3. Be aware of what is involved in each step.
4. Know whether you will have help or whether you are to do the task alone.
5. Know what tools, equipment, and supplies you need for the task.

Ask yourself these questions:

1. Is the task necessary?
2. Could a change in tools or equipment save time and energy?
3. Could any of the steps in performing the task be combined or eliminated?
4. Could the number of motions used to perform the task be reduced?
5. Could the order of the steps or equipment be changed to save time motions, or energy?

6. Would it be simpler to do the task another way or have someone help?
7. Could a change in raw materials (tools, equipment, or supplies) or in the outcome or end result simplify or eliminate the task?

STORAGE PRINCIPLES

Proper storage methods can save time and energy spent in searching for items, moving things out of the way of a needed item, or straining to reach an item. The principles of storage are:

1. Store frequently used items at the place they are first used.
2. Store items so that they are easy to see, reach, grasp, and replace.
3. Place items in easy reach.

The following suggestions may be helpful in organizing storage space on your job.

1. Place items together which are used together.
2. Stack only identical items.
3. Stack unlike items only one row deep and one layer deep.
4. Place items at convenient heights.
5. Provide room at the top and sides for grasping and replacing items.
6. Turn items so they are most easily reached and grasped.

QUESTIONS:

1. Name two types of fatigue.
   a.
   b.

2. Name three causes of fatigue.
   a.
   b.
   c.

3. List three sources of attitudes which reduce work capacity.
   a.
   b.
   c.

4. What resources can increase work capacity?

5. What is good posture?

6. List six principles of body mechanics.
   a.
   b.
   c.
   d.
   e.
   f.

7. What three things should you consider in deciding whether to lift an object?
   a.
   b.
   c.

8. List six principles of motion economy, and give an example of each.
   a.
   b.
   c.
   d.
   e.
   f.

9. What is work simplification, and what is its primary goal?

10. Jim works as a building and grounds assistant at a school. Though Jim's work isn't that difficult, he finds that by noon he is exhausted. What hints can you give him for reducing his fatigue while increasing the amount of work he does?

11. List six general guides to follow in organizing work for greatest efficiency.
   a.
   b.
   c.
   d.
   e.
   f.

12. What four words summarize the principles of work simplification? Explain how each of these words relates to work simplification.

13. Why is proper storage important? List the three principles of storage.
   a.
   b.
   c.

ASSIGNMENTS:

I. Make posters which illustrate proper and improper posture for some or all of the following activities: standing, sitting, squatting, lifting, turning, and reaching for objects.

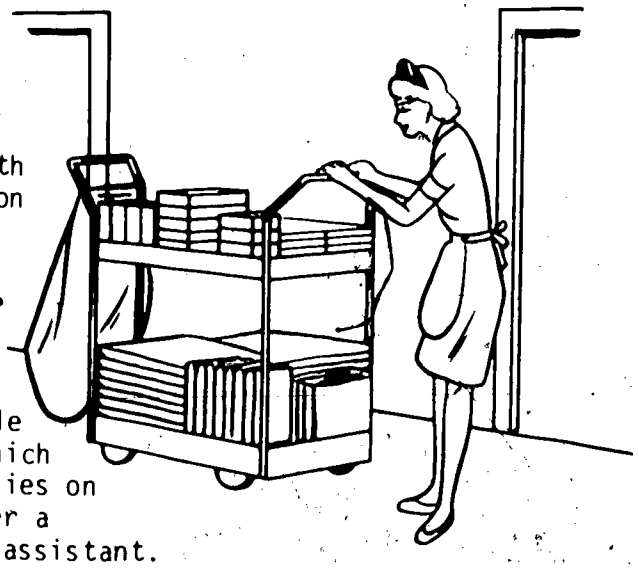
II. Think through the duties you perform on your job. Which ones involve bending, lifting, carrying, reaching, pushing, and pulling? What principles of body mechanics could you apply in these duties?

GROUP WORK:

I. Working in small groups or pairs, choose one task that you perform daily at your training station. Analyze the way each of you now performs this task. Study the methods used by each member of the group. Then using work simplification principles, suggest ways to save time and energy while performing this same task.

UNIT II-5

USE OF EQUIPMENT AND SUPPLIES



SUBJECT: Supply Carts and Carriers

TASK: 5. Fill cart or carrier with supplies issued by person in charge.

OBJECTIVES: When you finish this lesson, you should be able to

a. plan the stocking of a supply cart or carrier based on a day's schedule
b. analyze situations in which the arrangement of supplies on a cart can help or hinder a housekeeping management assistant.

REFERENCES: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 4, p. 9.

Starr, Mary Catherine. Management for Better Living. Lexington, Massachusetts: D.C. Heath and Company, 1968. p. 256.

The cart or carrier is used to move materials and equipment from one area to another. Its use eliminates frequent trips between work and storage areas. It also helps to insure the use of the right supplies and equipment for each task. Use of a well-stocked cart or carrier saves steps and increases efficiency.

Three types of carts are used in housekeeping: waste carts, equipment carts, and utility carts.

The waste cart is used for collecting and transporting waste. As the housekeeping management assistant moves from one area to another, wastebaskets and litter may be emptied into the cart. The cart may have a fabric or plastic litter container. The litter bag normally holds about six bushels. An extra bag should be kept on hand for use while the soiled bag is being laundered or while a torn bag is being repaired.

Equipment carts are used to move mop buckets, floor machines, vacuum cleaners and attachments, and cleaning supplies from the storage area to the work place. Equipment carts may have a small litter bag for waste collected in performing a particular task.

Utility carts combine features of the waste cart and the equipment cart. The utility cart may contain a litter bag, a tray for cleaning supplies, a storage shelf for items such as paper towels or tissue, and places for carrying manual equipment such as a mop bucket, wringer, mop and broom. It may have a container for soiled linens. Utility carts should be cleaned completely each week and the wheels checked for strings and lubrication. If the cart is used in a hospital or nursing home, it should be washed with a disinfectant solution twice weekly.

A plastic, wood, or metal carrier partitioned to hold cleaning supplies, may be used in some housekeeping situations. A basket or sturdy, shallow carton with a handle is equally handy for transporting and storing items used regularly.

The cart or carrier should be prepared before the housekeeping management assistant begins work. Supplies and equipment should be neatly arranged on the cart or carrier so that there is a place for everything and so that all items are easy to reach. The most frequently used items should be near the front of the cart. Linens may be stacked in complete sets or with like items grouped together, depending on the procedure used at the training station.

The cart is pushed to an area near the room to be cleaned. It should never be left where someone can bump into it. In some hospitals, when the doctor enters the room, the maid is expected to remove all of her cleaning supplies from the room and put them back on the cart until the doctor leaves the room. The trash should be kept covered.

At the end of the day, the cart or carrier should be returned to the storage closet or room and checked in, if required.

QUESTIONS:

1. What are the advantages in using a well-stocked cart or carrier?

2. Name three types of carts used in housekeeping, and describe the uses for each.
   a.

   b.

   c.

ASSIGNMENTS:

I. Plan the stocking of a cart or carrier with all the equipment and supplies needed to complete your daily cleaning tasks at your training station. Draw an illustration of the cart or carrier with the items properly arranged for greatest efficiency.

II. Keep a record for a week of the number of times you have to return to the storage area for supplies or equipment. Why was each trip made? Could any of these trips have been eliminated by better planning?

GROUP WORK:

I. Share the sketch of your cart or carrier with other housekeeping management assistants. Explain what you carry on your cart or carrier and why. Look for new ideas for stocking your cart or carrier, as classmates describe how their carts or carriers are stocked.

UNIT III-1

CLEANING GUEST ROOMS

SUBJECT: Procedures for Entering and Leaving Rooms

TASK:
6. Report to assigned section with pass key and occupancy report.
7. Make a preliminary check of room condition when entering.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe recommended procedures for entering and leaving rooms
b. recognize symbols and terms used in housekeeping management
c. explain the procedure for reporting damage to a room
d. explain the procedure for handling "lost and found" items
e. interpret occupancy reports
f. identify responsibilities of housekeeping management assistants concerning pass keys
g. describe procedures for adjusting windows and heating and air conditioning equipment.

REFERENCE: Pfeiffer, William B. and Walter O. Voegele. The Correct Maid for Hotels and Motels. New York, New York: Hayden Book Company, Inc., 1965. pp. 18-20.

One of the first things the housekeeping management assistant will need to know is how to enter rooms properly. Nearly all hotels and motels have specific policies or regulations which housekeeping management assistants should observe when entering rooms. The housekeeper or assistant housekeeper usually informs new employees of these policies the first day they report for work. The following procedures for entering and leaving rooms are frequently used. It is important to keep in mind, however, that your employer's specific instructions are the ones you should follow on your job.

Entering Rooms In Hotels Or Motels

When the housekeeping assistant arrives for work in her neat, clean uniform, she will report to the Housekeeping Department or Linen Room, where she will be given a pass key, list of rooms to clean, and cart containing the day's supplies. Regulations specified by most employers for entering rooms are as follows:

1. Be as quiet as possible, particularly early in the morning, while in the corridors and passageways, so that guests who may be sleeping will not be disturbed.

2. When a "Do Not Disturb" sign is displayed on the door, do not knock on the door. Make no mark on the room check sheet when the room is not entered. This room will need to be rechecked several times during the day until the sign is removed and the room can be entered. If the "Do Not Disturb" sign remains on the door all day, this should be reported to the housekeeper before going off duty. She will check the room to determine if anything is wrong.

3. When knocking on a door, be certain that the keys are in the other hand. Use only the knuckles for knocking. Knocking with a key, or anything made of metal, is likely to mar or damage the finish on the door. Remember, too, this door will be knocked on repeatedly day after day; so this special bit of care will help keep the finish in good condition.

4. After knocking on a door and hearing no answer, insert the key, and open the door. Should a guest be in the room, leave quietly and close the door. Indicate on the room check sheet that the room was occupied. This will be a reminder to return and clean it later in the day.

5. Many hotel and motel managements suggest that the door be left open to air the room while it is being cleaned. Pulling the cart across the doorway prevents anyone from entering the room without the housekeeping assistant's hearing him. This practice also keeps supplies within sight and easy to reach. After the room has been cleaned, place a check mark in the proper place on the room check sheet.

6. The room report sheet or room check sheet is most important. The housekeeping assistant should be sure to write on it everything that her employer requires. Some hotels and motels use the Room Reports to determine how many guests stayed in a particular room. Others use them to help keep an accurate count of the number of linens and supplies used each day. These reports also help the housekeeping assistant to know which rooms have already been cleaned and which rooms remain to be cleaned. The following is an example of a room check sheet:

ROOM CHECK SHEET

Employee: Mary Date: May 1

ROOM NUMBER	STATUS	CONDITION	COMMENTS
125	SO		10:00 A.M. and 3:00 P.M. "DO NOT DISTURB" sign
126	SO	OCC.	
127	CO	✓	

The first column of the room check sheet indicates the room numbers of the rooms which Mary is responsible for cleaning on a certain day. The second column is used to indicate the state of the room: SO means that the room is rented to a guest who plans to "stay over" another day or two; and CO indicates that the guest plans to "check out" today. Mary would not clean a room marked CO until the guest had left the hotel, if possible. The first two columns are filled out in the morning by Mary or by the housekeeper before Mary begins her work.

The third column is for Mary to use during the day as she makes her rounds. No mark in this column indicates that Mary did not get into the room; occ. indicates that the room was occupied and that Mary will need to recheck it later in the day; and a check mark indicates that the room has been cleaned. The Comments column can be used by Mary to make a note of anything she needs to report to the housekeeper. This example shows that Mary has not been able to clean room 125 because a "Do Not Disturb" sign has been displayed there all day. Mary could also make notes in this column about items that are missing from the room, such as towels or ash trays, or indicate that special cleaning such as carpet shampooing is required.

Leaving Rooms

When the housekeeping assistant has finished cleaning a room in a hotel or motel, she should be sure to (1) check to see that all the furnishings are in their proper places, (2) adjust the thermostat to the setting recommended by the housekeeper, (3) turn off the television and all lights, and (4) try the door after closing it to be certain the door is securely locked.

Terms and Symbols

Almost all businesses have terms and symbols which are used as "shorthand" language among employees. As a housekeeping management assistant, you will want to become familiar as quickly as possible with the terms and symbols used in your particular business. Below is a brief list which includes a few examples of terms and symbols commonly used:

Hotels and Motels

skipper---------- a guest who leaves without paying his bill
SO---------- stay over--guest who is not planning to check out today
CO---------- check out--a guest plans to check out of the room today
Occ---------- occupied--indicates clothes or baggage in the room
v or vac---------- vacant--indicates no clothes or bags in the room
✓---------- indicates that the room was cleaned

Missing Items and Room Damage

A housekeeping management assistant may occasionally find rooms or furnishings that have been damaged by guests or patients. Any damage, such as holes burned in upholstery or carpets, should be reported immediately to the supervisor so that repairs can be made. Occasionally items may also be missing from the room. If the missing items are small, such as ash trays, a note should be made of what is missing and from which room it is missing so that the housekeeper may be informed later in the day. If the item is large, such as a television set or a chair, call the supervisor immediately so that she can notify the proper authorities.

"Lost and Found" Items

People are forgetful and often leave part of their belongings in hotel and hospital rooms when they check out. The housekeeping management assistant needs to know what to do about items found in a room that has been vacated. Although each institution has its own policies regarding "lost and found" items, generally a tag giving the room number and the date is placed on the articles and it is turned in to the supervisor. In hospitals, patients sometimes leave flowers when they check out. These are usually to be thrown away. Other items are tagged with the date and room number and are turned in at the nearest nursing station.

Adjusting Heating and Cooling

In many motels and hotels, the management recommends that one of the first things a housekeeping management assistant should do when entering a room to be cleaned is to adjust the heater or air conditioner to the level that is suggested for vacant rooms. Some recommend, also, that the door and/or windows be left open to air the room while the cleaning is in progress. However, if the room is air conditioned, the windows should remain closed.

QUESTIONS:

1. What is the reason for knocking on doors with knuckles only?

2. If a guest is present in a motel room which needs cleaning, what should you do?

3. Define the following terms or symbols:

   CO
   SO
   Occ
   ✓

4. What should you do if you find a television set missing from a room?

5. "Found" items are generally tagged and turned in to the supervisor or at the nursing station. What are two items of information that should be put on the tag?

6. Where should the cart be placed while a room is being cleaned? Why?

7. What three kinds of information are included on occupancy reports?
   a.
   b.
   c.

8. When Mary arrives to clean the first room on her list, she finds a "Do Not Disturb" sign hanging on the door. Mary should
   _____a. place a check mark on the Room Check Sheet.
   _____b. place "occupied" on the Room Check Sheet.
   _____c. place notation in "comments" column.

9. When Mary places a check mark on the room check sheet, this indicates that she
   _____a. could not get in the room.
   _____b. found a guest in the room.
   _____c. cleaned the room.

ASSIGNMENT:

I. What are the procedures concerning pass keys at your training station? What are your responsibilities concerning pass keys? Why is it important to follow these procedures?

GROUP WORK:

I. Role play procedures for entering and leaving rooms. Include various situations which might be encountered on the job. Discuss satisfactory solutions to any problems which might arise.

II. Compare the procedures used at your training station for entering and leaving rooms with procedures used at other training stations.

III. Secure a room check record from your training station. Compare it with the room check record used at other training stations. Discuss similarities and differences.

UNIT III-2

CLEANING GUEST ROOMS

SUBJECT: Preliminary Cleaning Tasks

TASK: 8. Perform preliminary cleaning tasks.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify procedures for performing preliminary cleaning tasks.

There are many simple but important tasks which must be taken care of before actual cleaning is begun. The procedure which you will be required to follow will be explained by the supervisor at your training station. In general, the first tasks involve taking care of the items which have been used by the occupant, such as wastebaskets, ash trays, glassware, and linens.

In some institutions windows are opened and the rooms allowed to air while the housekeeping assistant is getting ready to clean. If, however, the establishment is air-conditioned, this is not necessary. Regardless of whether or not the windows are opened, draperies should be opened and venetian blinds raised to check their condition and to provide more light for cleaning.

Upon entering a room, turn on all lights to check for burned out bulbs. The housekeeping aide is usually responsible for replacing all burned-out light bulbs. A sturdy step ladder should be used when replacing bulbs which are hard to reach. Be certain that hands are completely dry before replacing bulbs.

Stripping beds is one of the first tasks which should be performed when the housekeeper enters a room. Doing this allows the bed to air while other tasks are being performed. During the stripping process, the linen should be shaken over the bed to check for lost items and to prevent items from falling to the floor. The linen is then gathered up and taken to the cart. The supervisor should be notified if mattresses or springs need to be repaired or replaced so that they can be taken care of while the rest of the room is being cleaned. Wet, stained, or torn mattress pads should also be reported to the supervisor.

Ash trays should be emptied into a tin box which is kept for that specific purpose on the cart or wrapped up in two or three sheets of old newspaper. Make sure butts are not burning. The ash trays should then be wiped clean and put in the proper place. Ashes should not be thrown into the toilet bowl or into wastepaper containers because other items in the wastebasket may catch fire.

Waste material from wastebaskets requires special handling. To avoid being cut by rough or sharp objects, never reach down into a wastebasket to empty it; always turn it upside down. The waste material may be emptied onto a newspaper, wrapped, tied, and labeled, or if plastic liners are used in the wastebasket, they may be sealed and then removed from the basket. As the wastebasket is emptied, check to see that no guest belongings were dropped into it by mistake.

Wastebaskets and their contents are a primary source of contamination; so they should be handled with caution. Wipe the wastebasket clean with a cloth dipped in germicidal detergent solution. Be sure to clean the interior, exterior, and bottom of the wastebasket and then wipe dry.

Contents of glasses, pitchers, and ice buckets should be emptied into the toilet and flushed away. These containers are then put on the cart so that they can be taken to the kitchen to be sterilized. Some housekeeping departments have dishwashers in the linen rooms for this purpose.

Trays of dishes from restaurants should be placed outside the door for pick-up by room service.

QUESTIONS:

1. Under what circumstances should the windows not be opened to air the room during cleaning?

2. Why should the draperies and venetian blinds be pulled even if the windows are not opened?

3. Why should the beds be stripped soon after the housekeeper enter a room?

4. For what reason should linens be shaken over the bed as they are removed?

5. What safety precaution should the housekeeper take when emptying ash trays?

6. How should materials be removed from wastebaskets?

ASSIGNMENT:

I. In writing, briefly outline the preliminary cleaning procedures you should follow when cleaning a room at your training station.

GROUP WORK:

I. Discuss any differences between preliminary cleaning tasks in your training station and those described in this book. How do these procedures differ from those used in other training stations?

UNIT III-3

CLEANING GUEST ROOMS

SUBJECT: General Cleaning Tasks

TASKS:
9. Clean a guest room.
10. Check vacant rooms in assigned section and dust furniture if necessary.
11. Turn in occupancy report and pass key before leaving.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify the supplies commonly furnished the guests
b. describe the furniture placement recommended in the place of employment
c. explain how to rehang draperies
d. evaluate your own work objectively
e. identify reasons for checking condition of vacant rooms.

REFERENCE: Pfeiffer, William B. and Walter O. Voegele. The Correct Maid for Hotels and Motels. New York, New York: Hayden Book Company, Inc., 1965. pp. 37-39; 43-47.

GENERAL CLEANING TASKS

Clean the bathroom first, following recommended procedures. Clean the basin, then the tub and shower, then the toilet bowl. Check and replace the bathroom supplies. Finally, clean the bathroom floor.

Check and clean the closet and drawers, following the housekeeper's instructions.

The housekeeping assistant should be familiar with the supplies provided for the comfort of the guests and with the proper locations for them. Such items as pitchers and glasses, shoe cloths, laundry bags, stationery, Bibles, matches, telephone directories, menus, "Do Not Disturb" signs, fly swatters, coat hangers, and valet bags may be among those supplied to the guests. The housekeeping assistant is responsible for seeing that these items are replenished, when necessary, and returned to their proper places.

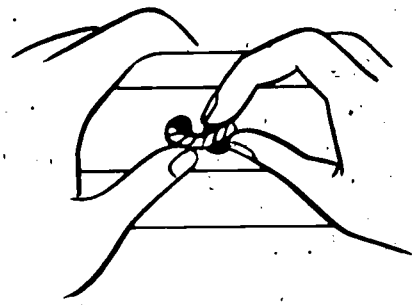
Make the beds according to the housekeeper's directions. Be sure that the covers are smooth and even.

While occupying a room, the guest may rearrange the furniture. The housekeeping assistant will be expected to place the furniture in its original location when she cleans the room. The furniture should be rearranged so that there are clear traffic paths from one area of the room to another. Being familiar with the recommended furniture placement at her training station also aids the housekeeping assistant in determining if anything is missing from the room, in which case the supervisor should be notified immediately.

Another item which may require attention is the draperies. Occasionally hooks work out of pleats in draperies and must be replaced. The hook should be replaced in the pleat the same distance from the top of the draperies as the other hooks. Then the traverse rod which draws the draperies back and forth should be closed, and the hook placed in the empty guide or carrier on the rod.

When draperies are being rehung after cleaning or being removed completely, the traverse rod is closed, and the hooks are placed in the guides or carriers on the rod, starting at the center and working toward the outside. If the draperies are on a non-traverse rod, they are put back on the rod and the draperies are spread out evenly across the entire area.

In addition to checking to see if the hooks are all attached to the rod carriers, it is necessary to pull the cord to see if the draperies draw properly. If they do not draw, the cord has probably slipped from under the hook located on the back of each carrier. Replace cord as shown in the illustration.



If the draperies need other attention, such as repairing of seams and tears or tightening of loose hardware, this should be reported to the housekeeper.

Dust the furnishings in the guest room using a soft cloth. Learn to work with a cloth in each hand, and use them both at the same time. Your work will then take only half as long!

Occasionally a guest may have damaged the finish on a piece of furniture by placing a damp cloth or glass of water or ice on it. Special treatments are necessary for removing these water spots. Check with the supervisor for the method appropriate for the type of furniture used at your training station.

Furniture which has cracks in the finish needs to be treated with furniture polish to keep it moist. When furniture becomes dirty, it should be cleaned. The supervisor may suggest washing the furniture or using a liquid wax which both cleans and restores the shine. Follow directions carefully.

Metal and glass surfaces should be cleaned so that finger marks, spills, and rings caused by glasses are eliminated. The supervisor will suggest a procedure for cleaning these surfaces properly.

Laminated plastic surfaces can be dusted with a damp cloth and waxed when a sheen is desired.

A vacuum cleaner brush or a whisk broom may be used to dust lamp shades, upholstery, curtains, draperies, window shades, and venetian blinds.

Window sills where a lot of dirt settles may be cleaned with a cloth wrung out in sudsy water. The same method may be used to wipe off a TV screen. It should then be wiped and polished with a clean, dry cloth.

Telephones should be cleaned and disinfected. Private telephones in guest rooms should be cared for daily. Public telephones should be cared for several times a day. The mouthpiece should receive special attention because the individual comes into very close contact with it and it could be a breeding place for bacteria.

Floors are cleaned last, so that they will not get dirty while other tasks are performed.

The housekeeping assistant should take a careful look at the room before she leaves it. She should evaluate her own work to determine if she is doing the job correctly and to the best of her ability. Regardless of how minor an oversight may seem, the housekeeping aide should leave everything in the room in the best condition possible. Careful attention to small details helps to insure that the guest will be pleased with the room. Remember, guests who are pleased are more likely to return. If the supervisor requests that a part of the room be done over, the task should be done willingly.

Vacant rooms are checked daily to determine their general condition. They may need to be dusted if they have been unoccupied for some time or cleaned if they were used after the major cleaning. If any items are missing or if the room has been or is being used by an unauthorized person, this should be reported.

RECORD KEEPING

The housekeeping assistant may be asked to help keep records concerning the condition of each room, the occupancy of room, and a count of the linen. These records are then collected by the supervisor and compiled into a report. The manager uses this report to determine linen cost and to check the number of rooms used with the record of the number rented.

The cost of linens is staggering, especially since there must be four to five complete sets of linens for every bed. The linen is usually distributed in this way: clean linens on the bed, dirty linens on a cart or on the way to the laundry, linens at the laundry, and perhaps a set on the way back from the laundry and a set in the linen room. Linens need special care to prolong their usefulness. They usually should be taken directly to the cart, so that they are not soiled further or snagged on the rough surfaces of the furniture. The supervisor will teach you the correct procedure for handling the linens at your training station.

Pass keys should be returned to the housekeeper at the end of the day. This practice lessens the chance of a master key being lost. A master key's falling into the wrong hands could be expensive for the motel, since the room could be used without having been paid for, or the furnishings could be removed.

QUESTIONS:

1. Briefly describe the procedures for cleaning a closet.

2. Upon what does the procedure for cleaning drawers depend?

3. What should be done with articles found in a check-out room?

4. Identify at least six supplies that should be checked and replenished when a guest room is cleaned.
   a.
   b.
   c.
   d.
   e.
   f.

5. For what two reasons is it important for the housekeeping management assistant to know the recommended furniture placement at her training station?
   a.

   b.

6. When rehanging draperies, in which direction should one work?

7. What might cause the draperies not to draw properly? How can this problem be remedied?

8. What equipment is used for dusting lamp shades, upholstery, and window treatments?

9. What procedure should be followed in cleaning a TV screen?

10. How often should telephones in guest rooms be cleaned? How often should public telephones be cleaned? Why should telephones be cleaned so frequently?

11. Why is attention to small details important when cleaning a guest room?

12. Why should the housekeeping assistant keep accurate records?

13. Where should linens be placed immediately after they are removed from the bed? Why?

14. What should be done with pass keys at the end of the day?

ASSIGNMENTS:

I. Briefly outline the general cleaning tasks you perform when cleaning a guest room at your training station.

II. Make a chart showing or listing the articles and the quantities of each which should be replenished each day in the guest room. Keep this chart with you, and refer to it as you work.

III. Draw a floor plan of the basic design of the guest rooms at your training station. Draw in, or paste on symbols of the furniture in each room, positioned in the recommended places.

IV. Count the number of trips you make to and from your cart when cleaning a room. Are all of these trips necessary? Could any trips be eliminated by better planning?

GROUP WORK:

I. Compare procedures for cleaing guest rooms used in your training station with those used at other training stations. What similarities and differences do you note?

UNIT IV-1

CLEANING PATIENT ROOMS

SUBJECT: Procedures for Sanitation and Disinfection

TASKS:
12. Clean an occupied hospital room.
13. Clean an unoccupied hospital room or discharge unit.
14. Clean an isolation unit.

OBJECTIVES: When you finish this lesson, you should be able to
a. list reasons for disinfecting
b. cite conditions affecting bacterial growth
c. describe techniques of disinfecting.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington D.C.: Robert J. Brady Company, 1967. Ch. 2, pp. 1-11.

One of the major concerns in hospital cleaning is disinfection. Just one moment of carelessness may lead to cross-infection and the spread of disease. An understanding of principles of sanitation and disinfection can help to prevent such mistakes and is, therefore, essential to the housekeeping management assistant employed in a hospital.

The housekeeping management assistant should be familiar with terms frequently used in hospital cleaning.

1. Aseptic -- free of infection, free from pathogenic bacteria (bacteria which are capable of causing disease).
2. Disinfection -- destruction of organisms capable of causing infection. Disinfection does not kill all pathogenic bacteria and viruses.
3. Sanitation -- reduction of bacteria to a level that is safe for health.
4. Sterilization -- complete destruction of microorganisms, bacteria spores, and viruses.

The housekeeping management assistant in a nursing home is not primarily concerned with cross-infection because the people she is working with are not ill; however, she should be careful about washing her hands thoroughly when she changes from one job to another. The nursing home housekeeping assistant is required to provide care for the patient, clean the living quarters, carry the food trays, feed those patients who cannot feed themselves, and take care of the patient's intimate needs. The basic aseptic procedure should be observed, so that she does not transfer bacteria from one patient to another.

QUESTIONS:

1. Explain Lister's aseptic technique.

2. Why is hospital sanitation so essential?

3. Why is the task of keeping a hospital sanitary so difficult?

4. Give three reasons why it is important to know how to treat harmful germs.
   a.
   b.
   c.

5. The percentage of microorganisms harmful to man is (small, large) _____.

6. Bacteria grow more rapidly in the (light, dark) _____.

7. What temperature range is most conducive to bacterial growth?

8. Pathogenic bacteria grow best at _____ temperature. They destroy _____ by using it as food and then give off waste products which are _____.

9. The waste product given off by disease-causing bacteria is known as _____.

10. The form of bacteria generally found on skin is _____.

11. How much can bacteria move by themselves?

12. How do bacteria get from one place to another?

13. Justify the careful removal of dust in a hospital.

14. In what ways is our environment ideal for bacterial growth?

15. Why is a prolonged high temperature necessary to kill spores?

16. A virus is (smaller, larger) _____ than a bacterium.

17. If viruses can live only on living cells, why does the housekeeping department need to worry about them?

18. What happens to bacteria on a clean surface?

19. What personal hygiene is essential for a housekeeping assistant?

20. Name three ways to contract infection.
   a.
   b.
   c.

21. What is disinfection?

22. a. What are the three basic types of disinfection?

b. What are the requirements for disinfection by boiling?

c. Which type of disinfection would be effective against spores?

23. What factors determine the method of disinfecting you will select?
a.
b.
c.
d.

24. Name the two steps necessary for disinfection of a surface.
a.
b.

25. What precautions with equipment should be taken to control infection?

26. What areas are disinfected with phenolics?

27. Why should disinfectants <u>not</u> be mixed with other detergents or chemicals?

Match each definition with the correct term.

_____28. Asceptic	a.	destroys infection germs
_____29. Disinfection	b.	completely destroys microorganisms
_____30. Sanitation	c.	free of infection
_____31. Sterilization	d.	reduces bacteria contamination to a safe level

32. Why is a housekeeping management assistant in a nursing home <u>not</u> primarily concerned with cross-infection? What sanitary procedures should she follow?

ASSIGNMENTS:

I. Demonstrate or prepare a chart showing the proper technique for hand-washing.

II. What practices to control infections can you use on your job?

III. What disinfectants are used at your training station?

GROUP WORK:

I. Obtain a microscope, agar plates, and slides from your science teacher. Ask him to help you set up an experiment to show the importance of sanitation and disinfection in a hospital. Collect samples of common sources of bacteria, and let them grow for several days. Examples: Dust from floor; cough or sneeze; samples from unwashed hands. (Observe the growth of bacteria for several days.)

II. Take samples from surfaces which have and have not been disinfected or sterilized. Compare the amount of bacteria on each surface.

III. Interview the person in your training station responsible for checking the bacteria levels in various areas of the hospital. Find out what samples he takes, at what times he makes checks, what he looks for in specimens collected in various areas of the hospital, and what the acceptable bacteria counts are for different areas. Share the information obtained with other housekeeping management assistants.

UNIT IV-2

CLEANING PATIENT ROOMS

SUBJECT: Procedures in Occupied Rooms and Discharge Units

TASKS:
12. Clean an occupied hospital room.
13. Clean an unoccupied hospital room or discharge unit.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe proper procedures for cleaning occupied, unoccupied, and discharge units in a hospital
b. compare procedures described in reference with those used on the job
c. prepare a check list for evaluation of a room which has been cleaned.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 10, pp. 1-6, and 11-24.

Students employed in nursing homes may find that some of the procedures they follow are similar to those used in motels, and that other procedures are like those used in hospitals.

Entering Rooms in Nursing Homes

The housekeeping management assistant employed by a nursing home will need to knock softly on doors before entering patient rooms. After entering the room, the patient and visitors should be greeted in a friendly manner but should not be engaged in long conversations which could be tiring to them. The housekeeping assistant should tell the patient who she is and why she is in the room.

Leaving Rooms

The housekeeping management assistant, who has completed the cleaning of a hospital or nursing home, should gather and remove the cleaning supplies and equipment from the room as quietly as possible. If the door was closed when she entered the room, it should be closed as she leaves. It is not necessary for her to tell the patient she is leaving.

In hospitals it is not desirable to leave the door open during cleaning, particularly when an isolation unit is being cleaned. The door to an isolation unit is kept closed to prevent the spread of infection until it has been thoroughly cleaned and disinfected.

QUESTIONS:

1. What are the three objectives of the housekeeper when she cleans patient units?
   a.
   b.
   c.

2. While working in a patient's unit, the housekeeper should
   _____a. clean thoroughly.
   _____b. be cheerful.
   _____c. be careful with personal belongings.
   _____d. All of these.

3. The most important item in the patient unit is the
   _____a. bedside cabinet.
   _____b. bed.
   _____c. foot stool.
   _____d. tray table.

4. What are the three steps to be followed when hospital furniture is washed?
   a.
   b.
   c.

5. Single-sheet toilet paper dispensers give the best service when
   _____a. they are refilled daily.
   _____b. they are cleaned and disinfected.
   _____c. the bottom sheet of new package is interfolded with top sheet of old package.

6. What equipment is needed for cleaning an occupied bed?

7. While Mary was cleaning the patient's room, she did the following things. If you were her supervisor, which of these practices would you recommend that she not follow?
   _____a. When she entered the room, she greeted the patient and introduced herself.
   _____b. After cleaning the bedside table, she put the patient's personal belongings back as she had found them.
   _____c. She took time to sit down and visit with the patient for a while.
   _____d. She tried to work as quietly as possible.
   _____e. She left the room several times to get supplies to be furnished the patient.

8. List the eight parts of an occupied bed which should be cleaned.

In questions 9-15, match the proper method of cleaning for a particular item with each of the items listed.

ITEMS	METHOD OF CLEANING
_____9. Bathroom floor	A. Damp-dust
_____10. Window sills	b. Wash and dry
_____11. Wastebaskets	c. Wet-mop and rinse
_____12. Paper towel dispenser	
_____13. Bedside table	
_____14. Overbed table	
_____15. Shower	

16. How does an unoccupied unit differ from a discharge unit?

17. What is the purpose of cleaning an unoccupied unit?

18. How often do the following tasks need to be performed in an unoccupied room? (Daily or Periodically)

_____a. Check overall condition of the room
_____b. Damp-mop room and bath
_____c. Dust-mop floors with a treated dust mop.
_____d. Dust furniture and fixtures.

19. What is the major objective in cleaning a discharge unit?

20. Which surfaces in a discharge unit must be disinfected?

21. The first step in cleaning a discharge unit is to

_____a. check for personal items left by the patient.
_____b. ventilate.
_____c. empty wastebaskets.
_____d. empty ash trays.

22. While cleaning the discharge unit, for what purpose would the housekeeping assistant leave?

23. a. How should bed linens and blankets be removed from the bed in a discharge unit? Why?

b. What should be done with the plastic pillow and mattress covers?

c. What should be done with the pillow?

24. In a hospital unit, a bed is made free of wrinkles because it is
____a. more comfortable for the patient.
____b. more sanitary.
____c. looks better.

25. What additional linen is used on hospital beds that is not used on hotel beds?

26. Why is it not desirable to leave the door open when cleaning a hospital room?

ASSIGNMENTS:

I. Compare the procedure and order of steps discussed in the reference for cleaning occupied and discharge units with the procedure and order of cleaning required at your training station. Are there any major differences? If so, discuss these differences, stating reasons for them.

II. List the supplies furnished the patient at your training station. Distinguish between the ones supplied by the housekeeping department and those furnished by some other department.

III. Review the procedures for cleaning sinks and toilets. Which of these suggestions could you use to improve your cleaning procedures?

IV. Using Ch. 10, pp. 22 and 23 in Being a Housekeeping Aide as a guide, develop a checklist you could use to evaluate the condition of a room when you have finished cleaning it.

V. If you are responsible for cleaning the operating room, X-ray and laboratory department, dietary department, laundry chute, or linen room, refer to Being a Housekeeping Aide, Ch. 14, pp. 1-4 (Nursery) and Ch. 17, pp. 10-21 (Operating Room) or to the Work Manual of the Executive Housekeeper in the Hospital, pp. 18-19 and 24-26. Compare the procedures listed in the reference with those you use. List any differences you have found between the references and your training station.

GROUP WORK:

I. Compare the procedures you use to clean a patient's room with those used at other training stations. How are these procedures similar to and different from cleaning procedures used in other types of housekeeping?

UNIT IV-3

CLEANING PATIENT ROOMS

SUBJECT: Procedures in Isolation Units

TASK: 14. Clean an isolation unit.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify proper techniques for cleaning isolation units
b. describe correct use of the fogging machine.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 11, pp. 1-23.

QUESTIONS:

1. How does regular isolation differ from reverse isolation?

2. What are two terms used in place of "infectious"?

3. What five precautions are used in the isolation technique?
   a.
   b.
   c.
   d.
   e.

4. How often is the isolation unit disinfected while occupied?

5. Which part of the body is most likely to become contaminated while you are cleaning an isolation unit?

6. What is the most important thing to remember when you are removing an isolation gown? Why?

7. List at least four precautions which are necessary when you use a mask.
   a.
   b.
   c.
   d.

8. For what three reasons is contaminated laundry handled separately from general soiled laundry?
   a.
   b.
   c.

9. How is extremely contaminated linen handled differently from less contaminated linen?

10. How does daily cleaning of an isolation unit differ from daily cleaning for regular patient units?

11. What is the major difference between wet-mopping floors in a contaminated area and wet-mopping for general cleaning?

12. What are three types of terminal disinfection?
    a.
    b.
    c.

13. Why are beds made before floors and furniture are dusted in the discharge isolation unit?

14. Clean draperies or venetian blinds are hung
    _____ a. in all discharge units as they are cleaned.
    _____ b. in all isolation units as they are cleaned.

15. What should spray operators wear when spray disinfecting an isolation unit?
    a.
    b.
    c.
    d.

16. What is an advantage of the spray disinfectant method?

17. List and discuss four techniques used for decontaminating mattresses.
    a.

    b.

    c.

    d.

18. What is wet-vacuuming?

19. In what order are the following tasks performed when cleaning an occupied isolation room?

_____Cleaning bathroom fixtures and disinfecting toilet
_____Dust-mopping room and bath
_____Damp-dusting furniture
_____Filling dispensers
_____Emptying wastebasket and removing soiled linen
_____Damp-mopping floors

20. Where should one begin and end when dust-mopping the room?

ASSIGNMENTS:

I. Practice handling contaminated linen according to the method described in the reference.

II. What method of terminal disinfection is used at your training station? Briefly describe steps in this method.

GROUP WORK:

I. Compare precautions used in cleaning an isolation unit at your training station with the precautions used at other training stations. Can you adapt any of these precautions to your own situation?

UNIT V-1

CLEANING THE PRIVATE HOME

SUBJECT: General Procedures

TASK: 15. Keep the private home clean and in reasonable order.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe recommended procedures for entering and leaving homes
b. explain how to organize tasks which must be performed
c. summarize procedures for cleaning specific rooms.

REFERENCE: Starr, Mary Catherine. Management for Better Living. Lexington, Massachusetts: D.C. Heath and Company, 1968. pp. 227-237, 256-258.

Housekeeping does not have to be drudgery--endless hours of haphazard, back-breaking chores! Instead, a job done thoroughly and efficiently can be a source of pride. The work done by the housekeeping management assistant makes an important contribution to the well-being of the family which employs her.

A housekeeping management assistant employed in a private home is expected to knock or ring the door bell before entering the home. While working in the home, if a door is closed and someone may be in a room, she should knock before entering the room. If duties include answering the door, she should not let anyone into the house while the employer is away, except for repairmen or service men the employer has said will be coming. Even when the employer is at home, the housekeeping management assistant still needs to exercise caution in admitting visitors. For instance, the employer may not wish to be bothered by door-to-door sales-persons. The door and the telephone should be answered according to the employer's instructions.

When the housekeeping management assistant is ready to leave, she should notify her employer. She should be sure that her work for the day has been completed satisfactorily with no tasks left half-finished. If she is paid by the hour her employer probably will want to keep a record of the exact time she arrives and depart.

ORGANIZATION OF TASKS

One way to organize your duties is to make a written plan of work for all the things you must do and to divide them into three lists--daily, weekly, and seasonal or occasional tasks. The plan of work you write down may be quite different from this list, but the following chart can be used for suggestions.

Daily Duties	Weekly Tasks	Occasional Tasks
Preparing meals and cleaning up	Thorough cleaning of each room: kitchen, living area, bedrooms, and bathroom.	Cleaning walls
Making beds	General washing	Cleaning windows
Putting rooms in order	Ironing and pressing	Waxing and doing other occasional floor care
General straightening	Marketing	Shampooing carpets or rugs
Light cleaning in bedrooms and in kitchen	Menu planning	Polishing wood surfaces
Cleaning bathrooms	Baking	Putting away seasonal clothes
	Mending	Dry cleaning or laundering curtains, slip covers, bedspreads
	Doing errands, such as taking clothes to cleaners	Cleaning cabinets, closets, drawers, and shelves

Although the housekeeping management assistant will probably not be asked to do all of the tasks listed above, she may be asked to help with any or all of them. Knowing what is involved in each task, understanding what equipment is necessary and setting a standard for achievement are all important aspects of learning to manage the care of a home.

Discuss your work plan with your employer, and be sure all the required tasks have been included. Find out what supplies and equipment are available. Write down any suggestions so that you will not forget them. Place a check by the tasks your employer considers most important and do these things first to the best of your ability. Less important tasks may sometimes be postponed, if time does not permit their completion. However, it is important not to waste time and to do every possible task. Some days the work may go so well that there will be time for extra tasks. These are the days that weekly or occasional tasks may be accomplished.

Develop good judgment with respect to the jobs that need to be done. Try to keep the house clean and orderly as you go along. One thing can be done each day to lighten the weekly cleaning load, and one seasonal task can be done each week. This will make the total housekeeping job easier.

In doing the assigned daily tasks, make a conscious effort to do each one in the easiest and quickest way possible. (Study other sections of this book which apply to specific tasks.) When straightening and cleaning, try to handle each item only one time. Carry your cleaning supplies and equipment with you as you go. A plastic carrier, basket, or even an empty soft drink carton might be used as a convenient caddy for cleaning supplies. Soon you will find that you will not have to spend time and energy to develop good working habits; you will have them!

Since this may be your first assignment as a housekeeping management assistant, it might be well to study a few basic hints for cleaning each room of the house.

The Living-Dining Area

This is usually the first room seen by someone entering the home, so it is usually the best place to start. When it is clean, the rest of the house can be cleaned as time permits.

Begin by picking up and putting away any items that are noticeably out of place. Sort through magazines and newspapers and decide which ones should be thrown away. Straighten the rest and put them where they belong.

Next, move the furniture out from the wall wherever possible. Use the vacuum cleaner dusting brush to clean moldings, pictures, frames, window sills, venetian blinds, etc. Use the crevice tool where baseboard joins carpet, and between arms and seat cushions of upholstered furniture. Vacuum rugs or carpets thoroughly. Clean and polish furniture as needed. Wash windows and mirrors when necessary, using a soft damp cloth wrung out of warm water to which a little vinegar has been added. Occasionally the woodwork needs to be washed or cleaned with a liquid wax cleaner-polish made for this purpose.

Put the furniture back in place, and all accessories in order. These are basic procedures. Other sections in this book give more information on specific areas, such as rugs, carpets, hard-surfaced floors, and furniture.

If the home has a fireplace, take every precaution in its maintenance. Remember, you are playing with fire. Many fireplaces have an ash dump or cleanout trap. This trap should be emptied several times a season. However, always leave enough ashes in the fireplace to form an inch-thick pad under the fire. When removing soot or ashes from a fireplace, first wet them down with a few cups full of water. This prevents powdery particles and carbon dust from scattering through the air.

Bedrooms

When you reach the bedroom, pick up and put away items that have been left out. Hang up any clothing that seems to be clean, deposit soiled clothing in the dirty clothes hamper. Straighten the dresser and bureau tops, and put away anything that should not have been left on them. The bedroom generally will not take as long as the living room, even though the procedures are similar.

Make up the bed; put fresh linen on at least once a week. Be sure to pull the sheets tightly so that the bed will be smooth and neat. Plump the pillows, and cover them evenly with the spread or pillow cover.

As in the living room, use the vacuum cleaner and appropriate attachments for various tasks. Wash windows and mirrors when necessary.

Clean closet floor, and put shoe bags or racks in order.

Occasionally, dust the mattress and springs with a vacuum cleaner attachment. Unless the mattress is made of foam rubber, it should be turned over occasionally and the ends reversed.

Bathrooms

Keeping the bathroom clean seems like a never-ending job. If a water-conditioner can be used in the tub and bowl, "bathtub ring" can be prevented. A sponge and long-handled toilet brush are necessities for bathroom cleaning. Daily tasks include washing the tub, sink, and toilet. Mop the floor every day or every other day, or vacuum it if it is carpeted. A light cleaning of the bathroom should be done every day to keep it neat and clean, but once a week the following things should be done:

Clean the toilet bowl using a disinfectant or bleach.

Wash the tile in shower areas, shower stall floor, and bath mat used in tub with a disinfectant solution.

Clean medicine cabinet and mirror, if necessary.

If the bathroom has a window, clean sill, frame, and glass when needed.

Wash, and perhaps wax bathroom floor.

Put in clean towels, rug, and bath mat.

Information for cleaning porcelain surfaces, metal fixtures, and floor coverings is given in other sections of this book. Detailed information on cleaning the bathroom is located in Unit IX.

Kitchen

Daily care of the kitchen cannot be neglected. Preparing meals every day and cleaning up after each meal should be so thorough that there would be very little left to be done on the weekly cleaning day.

A suggested routine might be something like this:

Wash and put away the dishes, or if there is a dishwasher, put the dishes inside until there is a full load; then wash.

Clean refrigerator inside and out. Defrost when necessary.

Scald and air garbage can (unless you have a food waste disposer).

Clean range-top, drip pans, oven, and broiler.

Wipe fingerprints from cabinet fronts. Wax-clean cabinets when necessary.

Clean woodwork when necessary.

Clean window sills, frame, and glass when necessary.

Wash kitchen floor each week, and wax or vacuum when necessary. Rinsing and buffing floors are often all that is necessary.

Occasional jobs to be worked in with weekly cleanings include washing walls, cleaning cabinets and closets, and putting up fresh curtains.

QUESTIONS:

1. Analyze this situation according to correct procedure for entering and leaving a home where one is employed.

   Mary, who had worked as a Housekeeping Management Assistant for the Jones family for the past two weeks arrived at their house at 8:00 a.m. sharp, opened the door and walked in. While performing her duties that day, Mary went to clean little Timmy's room, but the door was closed. Anxious to finish her work Mary, thrust open the door without knocking, pushing over the tower of blocks Timmy had just built. Timmy burst into tears. Just then the doorbell rang and Mary went to answer it. The visitor was a cosmetics saleswoman, and since Mrs. Jones was not at home, Mary invited the saleswoman in and spent most of the afternoon examining her products. Later Mrs. Jones returned home and entered through the back door just as Mary left for the day through the front door. Mrs. Jones found a sink of dirty dishes, the house only half vacuumed, and Timmy still upset about his blocks.

   a. How long do you think Mary kept her job?

   b. Was Mary's behavior ethical?

   c. What should she have done differently?

Indicate the frequency with which each of the following tasks should be done.

a. daily
b. weekly
c. occasional

_____2. thoroughly cleaning the kitchen
_____3. making the beds
_____4. cleaning the walls
_____5. going to the market
_____6. shampooing the carpets
_____7. general straightening
_____8. dry cleaning bedspreads and curtains
_____9. ironing clothes
_____10. preparing meals
_____11. polishing the furniture

12. Which room of the house is usually cleaned first? Why?

13. Briefly summarize the tasks to be performed daily in each of the following rooms:

Living room

Bedroom

Bathroom

Kitchen

14. List briefly some hints for organizing each day tasks which will encourage more efficient job performance throughout the week and the month.

ASSIGNMENTS:

I. Make a chart showing the tasks you are expected to perform at your training station daily, weekly, and occasionally. Refer to the chart as you work.

II. Develop a weekly schedule to use at your training station. Include all daily tasks, a weekly task each day, and an occasional task each week. Revise your schedule as needed, if you see ways to improve it.

GROUP WORK:

I. Discuss cleaning problems encountered at your training station with other housekeeping management assistants. Study references. Discuss possible solutions.

II. Discuss your weekly schedule with other housekeeping management assistants. Discuss ways to improve the schedule.

UNIT V-2

CLEANING THE PRIVATE HOME

SUBJECT: Cleaning Cabinets and Storage Areas

TASKS: 16. Clean and straighten closets and storage areas.
17. Clean and polish kitchen cabinets.

OBJECTIVES: When you finish this lesson, you should be able to
a. plan efficient storage arrangements for cabinets
b. identify methods of cleaning cabinets
c. describe procedures for cleaning closets and storage areas.

REFERENCE: Starr, Mary Catherine. Management for Better Living. Lexington, Massachusetts: D.C. Heath and Company, 1968. pp. 276-280.

"A place for everything and everything in its place" is called the "cornerstone" of good housekeeping. Three simple rules for storage have been developed. Items should be stored so that they are (1) easy to see, (2) easy to reach, and (3) stored near the place of first or most frequent use. Think of the entire house as a series of work centers. Then put everything as near as possible to the point of most frequent use. Reserve the shelves, drawers, and closet rods most easily reached for the items most frequently used. Store "one-deep" whenever possible. Avoid stacking unlike items by making use of step shelves, half shelves, drawers, sliding drawers, and shelves.

Easy-to-see storage means that tall or large items should be placed behind short or small items. Containers should be made of glass or transparent plastic, or be labeled with the contents of each container.

Easy-to-reach storage means that no article in frequent use should be stored higher or lower than can be grasped without stretching or stooping. Drawers can be divided so that items can be kept in order. Racks and hangers will help keep things available. Some pieces of equipment may have their own storage places. Careful planning and thinking about needs aid in making the most of limited storage space.

Storing things near the place of first or most frequent use seems so obvious that you might wonder why it is given as a rule. Many people do not take advantage of this rule. Some people still have a "central" linen closet, for instance, where they must go to get the table linens, or different sizes of sheets, pillow cases, etc. Sometimes even towels, bath mats, etc. for all the bathrooms are kept in that same central linen closet. If the home you work in is well-planned, there should be storage areas in the various rooms for the linens needed. There should be a place in a closet or drawer for the king-sized linens in the room where the king sized bed is; the twin-sized linens should be kept in the room where the twin beds are, etc. The linens to be used in each bathroom should be stored in or near that bathroom. Kitchen and dining linens should be stored in the kitchen and dining areas.

Cleaning supplies and equipment should also be stored at point of use. If space permits, duplicate supplies may be kept in the areas where they are used. However, if this is impossible, you save steps by carrying supplies in a basket from a central storage place to the various points of use.

A storage plan which provides a place for every article can save time spent hunting for a particular item. This is especially helpful if more than one person uses the stored articles.

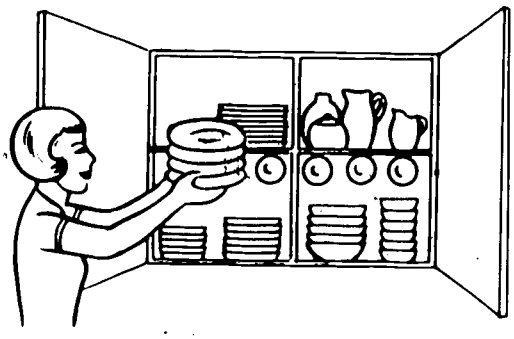
CLOSETS

If you are employed in a home, occasionally you may be asked to help clean the closets. Clean closets help to keep clothes clean and neat and, therefore, contribute to the well-groomed appearance of the family members.

As in all cleaning tasks, the first step is to collect your cleaning tools and supplies. The next step is to take the clothes out of the closet. As this is done, your employer may wish you to sort out the clothes which need to be washed or dry-cleaned and those which need to be mended. After the clothes have been removed from the closet, the walls may be brushed down with a broom which has been covered with a cloth. When this task is finished, remove the cloth and sweep the floor or clean both the floor and walls with a vacuum cleaner with the necessary attachments, if one is available. Wash with soapy water, rinse, and dry the shelves, woodwork, and rod.

As the clothes are returned to the closet, put clothes that are seldom worn in the areas of the closet that are harder to reach and those that are often worn in the areas which ar easier to reach. Hats remain in better condition if they are stored in boxes on the shelves. Shoes may be placed in shoe racks which are hung on the closet door or placed on the floor. Out-of-season shoes may be stored in boxes on the shelves. Putting labels on the boxes aids in finding what is needed without opening all the boxes.

KITCHEN STORAGE



For storing kitchen supplies and equipment in the food preparation area, you should use the three basic principles of storage. Things may be divided into "much-used" and "little-used" groups, and the "much-used" items placed in the most easily reached places. Items should only be stacked if they are alike--such as a stack of plates. There should be enough room so that you do not have to stack bowls and saucers on top of the plates, for instance. Even mixing bowls should not be "nested." For efficiency, they should be separate on the shelf. If there is not enough room

for this, perhaps there are too many things in the cabinet. Items which are rarely used may need to be discarded or moved to another storage area. This will give space for more useful items. However, in your training station, you must not discard things without the knowledge or consent of your employer. Explain the problem and perhaps your training sponsor will help you solve it by discarding the items in question or by storing them in another place where they will be out of the way.

One of the occasional or periodic tasks that the housekeeping management assistant may be asked to help with is that of cleaning and spraying cabinets and closets.

Storage devices and shelves should be washed periodically. Shelf paper or liners that can be easily installed and replaced when soiled also help keep kitchen cabinets neat and sanitary. Cabinets need to be cleaned occasionally and sprayed with germicides or insecticides. Regular cleaning discourages the accumulation of clutter and minimizes the possibility of these areas becoming breeding spots for insects.

Occasionally the exterior of cabinets require special attention. The homemaker will instruct you when special attention is needed. In general, the kitchen cabinets may be cleaned with a diluted cleaning solution, rinsed, and wiped dry. Metal cabinets may be cleaned with a cream wax. Be careful to read and follow instructions. Laminated plastic cabinets should be wiped clean with a damp cloth and dried. Paneled or textured wood cabinets occasionally may need to be waxed and polished. If a sheen is desirable, a spray polish may be used. Spray the polish on a clean cloth, not directly on the cabinet, and wipe the cabinet front.

QUESTIONS:

1. What are the three rules of storage? Give an example of each rule.
   a.

   b.

   c.

2. Suggest a guideline for storage of like and unlike items.

3. When storage areas are small, one should
   ____a. stack small items in larger items.
   ____b. reduce the number of items to be stored.
   ____c. stack unlike items one on the other.
   ____d. reduce the amount of storage space further.

4. Why is a storage plan desirable?

5. Why should storage devices and shelves be cleaned regularly?

6. How can clean closets contribute to the well-groomed appearance of family members?

7. Briefly summarize the procedures for cleaning a closet.

8. How should the front of paneled wood cabinets be cleaned?

ASSIGNMENTS:

I. Mrs. Jones would like to have Julie straighten the clothes closets in the bedroom. How should the rules of storage be applied to clothes closets? Help her make a plan for arranging the items in Mrs. Jones's closet.

II. Make a plan for the efficient use of a particular storage area at your training station. Example: Kitchen cabinets, pantry, linen closet, equipment or supply closet, tool shed. Discuss your ideas with students who work with similar storage facilities, and share the ideas with your teacher and employer.

GROUP WORK:

I. Stay alert for new storage ideas. Share any ideas you find with other housekeeping management assistants.

II. Discuss with other housekeeping management assistants storage probelms you encounter at your training station. Work together on possible solutions.

UNIT V-3

CLEANING THE PRIVATE HOME

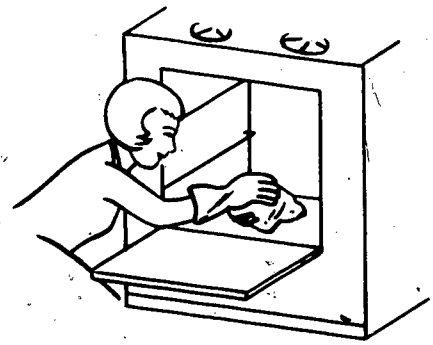
SUBJECT: Cleaning Kitchen Equipment

TASKS:
18. Clean range tops, ovens, and exhaust fans.
19. Defrost and clean interior of refrigerators.
20. Clean coffee-makers and other small appliances.

OBJECTIVES: When you finish this lesson, you should be able to
a. name methods used for cleaning ranges
b. describe the procedure for cleaning the filters on exhaust fans
c. identify the proper method for cleaning refrigerators
d. explain ways of cleaning coffee makers and other small appliances.

RANGES

A clean range not only looks better, but also is more economical and lasts longer. Ranges should be cleaned thoroughly at least once a week; so this may be one of the tasks assigned to you if you are employed in a home.



Although spills should be wiped up immediately with a dry cloth, the outside enameled surfaces should not be cleaned thoroughly until after the range has cooled. The reason for this is that enamel surfaces are chipped easily when hot.

After checking to see that all units are turned off and that the range has cooled, remove the trays, shelves, and racks and soak in hot, sudsy water. The drip pans under the units on an electric range can be removed and washed with other utensils. Then wash both the inside and outside of the range with hot sudsy water; rinse with clear water, and dry. Avoid harsh cleansers, abrasives, and scouring pads which might damage the finish. After cleaning, turn on the oven for a few minutes to dry all parts and prevent rusting. Be sure to clean the broiler and any drawers as well as the oven area.

Surface units should be cleaned according to manufacturer's instructions. Care should be taken not to destroy special finishes; they control the performance of the surface units. Spilled foods can be burned off electric units by heating the food remnant until it is charred, allowing the unit to cool, and then lifting the charred remnant off with a case knife or simply brushing off the ashes. (Never use a metal brush or sharp metal tool to clean an electric unit.) The rim should then be wiped clean with a mild cleanser and dried. Removable electric unit or sensing devices on thermostatic burners should never be immersed in water; they should just be wiped with a damp cloth.

The burners and grates on a gas range should be washed thoroughly in hot suds, rinsed, and dried. Most modern gas burners are of the non-clog type. If they should become clogged, clean them with a hairpin or wire but never with a toothpick. The pilot light valve can also be cleaned this way if necessary. Be extremely careful. Occasionally clean mixer tubes with a small stiff brush. To dry all parts thoroughly, place them upside down in a warm oven. After replacing the grates, light each burner to be sure it is operating properly.

The broiler should be cleaned thoroughly each time it is used. Spattered grease can be wiped up with a paper towel while it is still warm. After the broiler unit has cooled, the inside should be wiped with a soapy cloth. Ammonia and fine steel wool help cut grease. It should then be rinsed with clear water and dried. The rack and pan should be cleaned according to the type of material from which they were made.

Even though immediate attention is given to spills, the oven also will need a periodic cleaning. One method of cleaning the oven is to pour about 1/2 cup ammonia into a small bowl, place in oven, close door, and allow to remain overnight. The fumes from the ammonia will loosen the grease. The oven may then be wiped clean with a soapy cloth. A fine steel wool may be used to remove stubborn spills. Then the surfaces should be rinsed thoroughly with a cloth wrung in clean water.

Commercial products are available for oven cleaning. CAUTION: Commercial oven cleaner are very effective, but they must be used according to directions on the labels. They can either be spread on the oven interior with a small brush applicator or sprayed on. Some are used on cold ovens, and some require that the oven be heated to 200° F. before application. Spread newspaper on the floor, and try to prevent the cleaner from running down the front of the range since it may damage the floor. Always be careful to keep the cleaner out of your eyes; wear rubber gloves to keep the cleaner off your skin. The directions on the label will tell you what to do in case some of the cleaner spills on your skin or comes in contact with your eyes.

After the cleaner has been allowed to soak, wipe it away with a cloth or sponge wrung in clear water. The directions on the label may suggest that a small quantity of vinegar be used in the rinse water. Turn the oven on for the length of time and at the temperature specified on the label in order to burn away the smell.

Some ranges have self-cleaning ovens or ovens with removable Teflon-coated walls or replaceable aluminum foil. Your training sponsor should have an instruction book that came with the range. Study it carefully. If she does not have it, ask her what steps to follow, and proceed exactly according to her instructions. It is most important to know the materials of which the oven lining and oven racks are made. For example, ammonia or oven cleaners must never be used on aluminum-lined ovens or burner bowls.

Your training station may be equipped with one of two types of automatic cleaning ovens. Each is available in both gas and electric ranges.

The pyrolytic oven burns off soil at very high temperatures when the oven is empty. A metal shield is usually pulled up to cover and protect the glass of the door during the cleaning process. The oven door is locked with a lever. Controls are set to begin the process, and a red light indicator comes on. The high cleaning temperature of 900°F. to 1000°F. burns the soil on oven walls to a white ash which can later be wiped out with a damp cloth. Before starting the process, wipe around the edge of the door to prevent soil from baking on. Wipe the door again after the process is complete. At the end of the process, the sides of the oven shelves should be wiped with cooking oil so that they will slide freely. The entire process usually lasts about 4 hours--2 hours are required for cleaning and 2 hours for cooling the oven. During the entire 4 hours, the oven door is locked. Because of the length of the process and the fact that once started, the process cannot be stopped until the red light indicator goes off, the process should be started only when the oven is not needed for several hours.

The second type of automatic cleaning oven is the catalytic or continuous cleaning oven. In this type of oven the walls are coated with a chemical that burns off soil continuously while the oven is set at 350°F. to 500°F. Most soil will be burned off in everyday use as foods are being cooked. If the oven should become badly soiled, heating it at 500°F. for 2 hours should remove the soil. The parts of this oven which are not coated with the chemical must be cleaned manually as a conventional oven is cleaned. Untreated parts may include the door, broiler, shelves, and oven floor. Be careful not to scratch the chemical coating of the walls because it is easily damaged.

An electronic range or a microwave oven may be found in some modern homes. Check with your employer, or read the instruction book before using any type of cleaning solution. Since the interior does not become hot, food particles cannot burn or stick to it. The interior may be wiped occasionally with a cloth wrung out in warm suds, then dried. Be sure the seal is kept clean at all times. Wipe up any spills immediately.

EXHAUST FAN

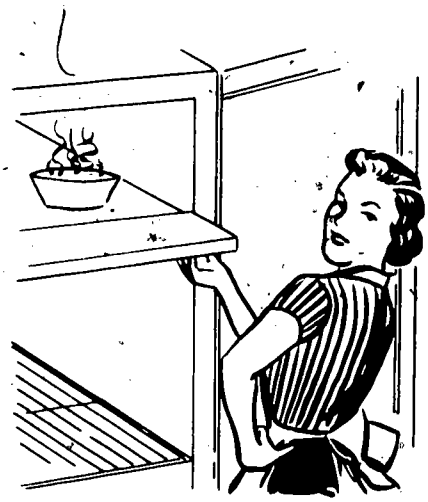
An exhaust fan removes steam, grease, and odors from the kitchen. The filter should be cleaned or changed periodically because a greasy, dirty filter decreases the efficiency of the exhaust fan. One method of cleaning the filter is to remove it from the fan, soak it in a degreasing agent, rinse it, and allow it to dry before replacing it.

REFRIGERATORS

Food keeps longer and stays fresher in a clean refrigerator. It is, therefore, important that refrigerators be cleaned regularly and defrosted when the frost is about 1/4 inch thick.

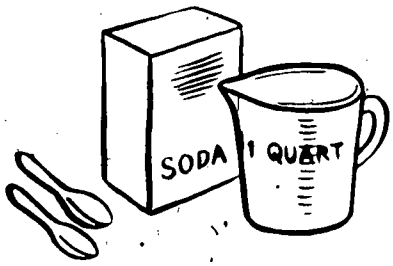
The first cleaning and defrosting steps are to collect the equipment needed for cleaning and then to turn the refrigerator to "Defrost" or "Off," if there is no setting for defrosting. Take out the ice-cube trays and frozen foods and wrap them in layers of newspaper, or put them in a freezer chest. Remove the rest of the food, setting it on a table or counter out of your way. Take out shelves and drawers which can be removed.

One way to speed up the defrosting process is to put a pan of hot water into the freezing section. Do not use the ice-cube trays for this purpose. Be patient while the ice melts; do not scrape or punch with a knife or sharp tool. This may damage the freezing unit. Empty the pan under the freezing unit as it fills with water.



Different people use different solutions for cleaning the inside of the refrigerator; so be sure to check with your employer about the solution he prefers. However, solutions of vinegar, salt, or ammonia should not be used, since they may damage the finish. Some people use a soap or detergent solution to clean the refrigerator and then put baking soda in the rinse water. Others prefer to use baking soda in the wash water and clear water for rinsing. The amount of baking soda to use is 2 tablespoons to 1 quart of water. The reason for using baking soda in either the wash or rinse water is that it helps remove food odors.

Regardless of the solution used, the procedure is to wash the top, sides, and bottom of the refrigerator as well as any shelves or compartments that are built into the refrigerator. Hard-to clean spots can be scrubbed with dry soda. Don't forget to wash all the corners. All areas should then be rinsed with warm water and wiped with a clean dry cloth.



The removable parts should then be washed at the sink. Hot sudsy water and boiling hot rinse water should be used on metal and porcelain parts, and warm water on plastic parts. A stiff brush dipped in the wash water may be used to scrub wire racks. Ice-cube trays should be rinsed with warm water. Hot water or soap should not be used on ice trays because it may later cause ice cubes to stick. Dry removable parts, and put them back in the refrigerator.

Clean the gasket (rubber strip) around the door with a soap or detergent solution, rinse, and wipe dry. If the strip is clean, it will fit tightly when the door is closed and keep warm air from getting inside. When the gasket is greasy or dirty, it will not fit as tightly.

Turn the refrigerator back on, and close the door. Clean the outside with warm soapy water; rinse, and dry. The outside may be waxed two or three times a year with a white liquid wax to keep it shiny and make it easier to clean.

Wipe cans, jars, and bottles with a clean dry cloth, and return them to the refrigerator as quickly as possible. Fill ice-cube trays, and put them in the freezing compartment.

Find out where the condenser is and how often it should be cleaned. A brush or vacuum cleaner tool may be used to remove the dust.

If an instruction book is available, read it before you do any extensive cleaning. However, the above method is acceptable to use for most refrigerators.

If the refrigerator is an automatic defrosting or no-frost model, find out the location of the pan where defrost water evaporates. It must occasionally be washed. The drain should be checked periodically to see that food particles have not clogged it. The freezer sections will need cleaning attention only once or twice a year if the "clean-as-you-go" practice has been followed.

Many homes have food freezers as part of the kitchen equipment. Most of the new models never need defrosting. Your training sponsor will tell you if you need to defrost the one where you work. Since defrosting is usually needed only once a year, it is usually done when the least amount of food is stored in the freezer. The food should be placed in the freezing compartment of the refrigerator, or some of it may be used in meals following the defrosting and cleaning period. Food should be used immediately after thawing; and once it has thawed, it should not be re-frozen.

To prevent build-up of frost between defrostings, follow these procedures:

1. Keep the freezer in a dry, cool, well-ventilated place.
2. Scrape off light frost with a rubber, plastic, or wooden scraper.
3. Remove frost with a cold-water spray. Never use warm water.

Clean the outside of the freezer the same way you clean the refrigerator.

DISHWASHER CARE

As with other appliances, it is wise to read the dishwasher instruction book for special care and cleaning instructions.

An exterior of porcelain or baked enamel needs only washing with a mild detergent solution supplemented by application of a cream-wax cleaner-polish.

The interior of a dishwasher is usually self-cleaning, unless local water conditions cause the formation of a white film. Check the instruction book to determine how to remove it. Inspect the filter over the drain occasionally, and clean it when necessary.

WASTE DISPOSERS

Food waste disposers require very little care. All models are permanently lubricated and self-cleaning. Pulverized bones and fruit pits have a scouring action on the plumbing as they are flushed through. They keep the chamber clean and the blades sharp. The only routine care needed for a waste disposer is an occasional flushing with water. To do this, close the drain, partially fill the sink with water, then remove the stopper, and let the water flow out while the disposer is turned on. These reminders will help keep the waste disposer in good condition:

(1) Never use lye or any chemical drain cleaners; a disposer is self-cleaning.
(2) Never drop metal, plastic, glass, or large pieces of dough into the disposer. If something, such as a kitchen utensil should happen to fall into it, turn it off immediately. Never reach into the disposer when it is running!
(3) Always use cold water. Allow the water to run for about 30 seconds after the grinding has stopped to prevent clogging.
(4) Do not pack the disposer with food before turning it on. Usually it is better to turn the water on first and feed the food wastes into the disposer gradually.

TRASH COMPACTOR

Trash compactors are designed to compact non-food waste products such as paper, cardboard, metal, plastic, and glass.

The instruction book will give specific information concerning the model at your training station.

The main points to remember are these:
(1) Do not put food wastes in it.
(2) Do not put aerosol cans in it.
(3) When the compactor is full, remove the container, and insert a clean liner. Dispose of the full container as instructed by the training sponsor.

SMALL APPLIANCES

Coffee Maker

A coffee maker must be kept clean because traces of oil will make the coffee taste rancid and bitter. After each use, wash the removable pieces with sudsy water; scald, and dry. Wash the inside with warm, soapy water; rinse with clear, hot water; and dry. Be careful not to get the heating element wet. Wipe the outside with a clean damp cloth, and polish with a clean, soft cloth. The spouts and tubes of percolators require special cleaning about once a week. They may be cleaned with sudsy water and a percolator brush; rinsed, and dried.

Note: Coffee grounds plug up drains; unless the sink has a garbage disposal, they should be placed in the trash.

Other Appliances

Numerous small electrical appliances may be found in homes today. In addition to coffee makers, there are mixers, blenders, waffle irons, griddles, toasters, portable ovens, broilers, deep-fat fryers, electric fry pans, slicing knives, can openers, knife sharpeners, and many others. A few general rules may be followed in the use, care, and cleaning of these small portable appliances.

Read the name plate on a small appliance, and find out the wattage and voltage required. Do not immerse electrical appliances in water unless they have sealed units and the manufacturer says they can be immersed.

Directions for most small portable appliances are found in accompanying instruction booklets. Ask your training sponsor where these booklets are kept so that you can refer to them as needed.

QUESTIONS:

1. When is the best time to clean the outside enameled surfaces of a range?

   Why?

Match the cleaning task in the first column with the best method in the second column.

CLEANING TASK	METHOD
_____2. Spill on hot range	a. Wash with sudsy water; rinse, and dry.
_____3. Spill on electric surface units	b. Heat to burn off soil.
_____4. Spill on gas burner	c. Wipe off with dry cloth.
_____5. Fresh grease spill in broiler	d. Blot with paper towel.
	e. Wipe with damp cloth.

6. Jane is getting ready to clean an oven with a commercial oven cleaner.
   a. What is the first thing she should do?

   b. How will she keep the cleaner off the floor?

   c. What kind of solution should she use for rinsing the oven?

   d. How will she get rid of the odor when she has finished cleaning the oven?

   e. What safety precautions should she observe?

7. Why is soda used to clean the interiors of refrigerators?

8. a. What can be done to speed up the defrosting of a refrigerator?

   b. What practice should not be used to remove the ice from the freezer?

9. a. Why should ice-cube trays not be washed with hot water or soap?

   b. How should they be cleaned?

10. Why is it important to keep the gasket around the refrigerator door clean?

11. How often should a food freezer be defrosted?

12. What should be done with food that thaws while the freezer is being defrosted?

13. Briefly summarize the procedure to be followed for disposal of food in a waste disposer.

14. Suggest three rules to follow when a trash compactor is used.
    a.
    b.
    c.

15. What part of an exhaust fan must be kept clean?

16. Why must a coffee maker be kept clean?

17. What can be used to clean spouts and tubes of percolators?

18. Where should coffee grounds be disposed of? Why?

ASSIGNMENT:

I. Obtain the instruction books for kitchen equipment at your training station. Study the instructions to be sure you know how to correctly operate and care for each piece of equipment.

GROUP WORK:

I. Observe a demonstration by a home service representative, homemaking teacher, or salesman, showing proper procedures for use and care of kitchen equipment.

II. Demonstrate the proper procedure for cleaning a kitchen appliance. Perhaps you could use the homemaking laboratory in your school or even give your demonstration to a homemaking class.

UNIT V-4

CLEANING THE PRIVATE HOME

SUBJECT: Dishwashing

TASK: 21. Load and operate dishwasher or wash dishes by hand.

OBJECTIVES: When you finish this lesson, you should be able to
a. explain how to prepare dishes for washing
b. describe proper methods for using a dishwasher
c. identify sanitary methods for hand dishwashing.

Preparing to Wash Dishes

Whether an automatic dishwasher is used or the dishes are washed by hand, a few preliminary tasks are necessary. One tip that can reduce the time spent in doing dishes is to avoid soiling more dishes and utensils than are necessary. Time and effort can also be saved by soaking pots, pans, and utensils as soon as possible. This makes dishwashing much easier and faster. When soaking utensils, first wipe off excess grease with absorbent paper; then use hot water for greasy or sugary utensils, and cold water for utensils in which milk, eggs or cheese has been cooked. Wash these utensils by hand, even though you have an automatic dishwasher to use for the rest of the dishes.

When clearing the table, use a tray or tea cart to transport left-over foods and dishes to the kitchen. If good food that might be used for another meal is left from the meal, it should be placed in tightly covered containers and stored in the refrigerator until it is to be used. If there are no plans for using leftovers within 2 or 3 days, they should be properly wrapped and stored in the food freezer or freezing compartment of the refrigerator or they should be disposed of.

Scrape, rinse, and stack the dishes before washing them, regardless of the method of dishwashing used. As dishes are scraped, it is best to rinse each one and stack dishes according to sizes and shapes. When washing dishes by hand, complete this task before filling the sinks with water. If an automatic dishwasher which has a pre-rinse cycle is to be used, dishes may not need to be rinsed. However, food particles can clog the strainers; so it would be wise in most cases to rinse dishes.

Using an Automatic Dishwasher

Dishwashers produce dishes which are hygienically clean because they reduce handling of dishes and use high water temperatures (about 150°) and specialized detergents.

An automatic dishwasher may be portable, built-in, top-loading or front-loading. All have racks for dishes, baskets for flatware, and dispensers for detergent. Some also dispense a sheeting agent to prevent spotting. Controls vary on different models: so be sure to check the instruction book or ask your training sponsor to demonstrate proper operating procedures before you operate the dishwasher.

Instructions for properly racking dishes also vary with different models. Improper racking or overloading will interfere with the operation of the dishwasher. Note: Never use any product but dishwasher detergent in the dishwasher. On the other hand, do not use dishwasher detergents for hand dishwashing because their alkaline content may injure skin. Do not overload the detergent dispenser. Too much detergent prevents the lid from closing tightly. If the lid is not secured, moisture can get into the dispenser and partially dissolve the detergent too soon.

Some items should not be washed in an automatic dishwasher. Hand painted china, china with the pattern applied over the glaze, and china with metal decorations may be damaged by very hot water and dishwasher detergents which may crack the glaze, fade the color, or corrode the metallic decoration. Most modern fine china is made with a protective overglaze which allows it to be machine washed. Some plastic ware may soften, lose its shape, or melt. It may stain, yellow, and develop an unpleasant odor. Properly made chemical- and heat-resistant plastics can be safely washed in automatic dishwashers.

Some utensils may also be damaged by being washed in automatic dishwashers. Iron skillets should be washed by hand because the oil-seasoning which prevents them from rusting may be removed by hot water and dishwasher detergent. Pewter, copper, wooden, and rubber articles should also be washed by hand. Stainless steel utensils may normally be safely washed in the automatic dishwasher. Aluminum utensils can be washed in the dishwasher, but should be placed where they will not be contacted by undissolved detergent. Manufacturer's recommendations for care of colored aluminum should be followed.

Precautions should also be taken with silver hollowware, flatware of all kinds, and glassware. Sterling and silver plate may be damaged by chlorinated detergents which cause gray or black stains. Inferior stainless may discolor. Cement in the hollow handles or cemented handles may be loosened by automatic dishwashing. Glassware may be permanently etched by moisture, if a dishwasher operates improperly or if moist glassware is stored upside down on a shelf.

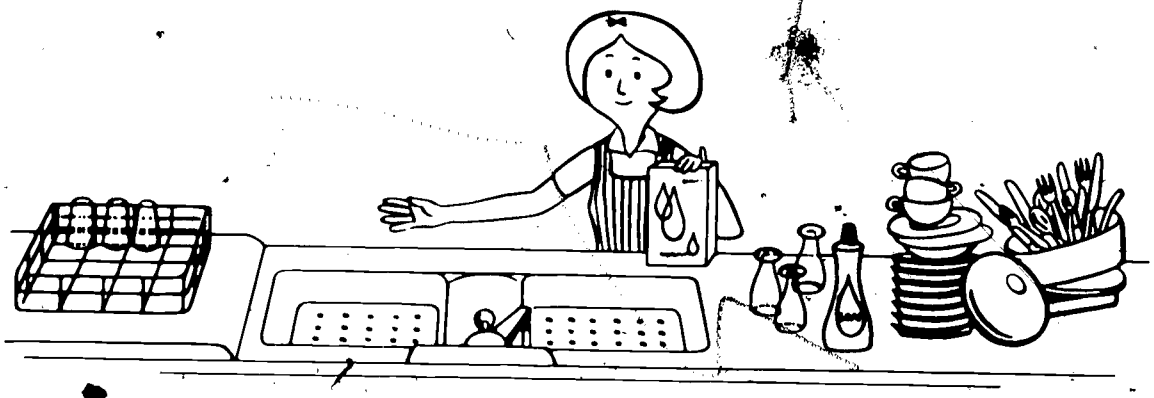
Washing Dishes by Hand

Equipment and supplies used for hand dishwashing include the following:

- sink or dish pans
- sink mats (optional)
- detergent
- measurer
- hot rinse water
- dish drainer
- draining tray or pan
- rubber scraper
- food waste container or disposal
- wastepaper basket
- paper towels
- clean, loose-meshed dish cloth, sponge, or cloth-like paper dish cloth
- clean dish towel (for fragile and odd-shaped pieces)
- tongs

The proper procedure for washing the dishes is as follows:

1. Fill the sink or dishpan half full with hot, soapy water. The amount of soap or detergent necessary depends upon the hardness of the water. To prevent excessive suds always measure soap or detergent.
2. Wash dishes from right to left if you are right-handed. If you are left-handed or if the dish cupboard is on the right, reverse the procedure.
3. Hold the dish in the left hand, wash with right hand, rinse, and place on drainer; or place dishes on the drainer, and then rinse using the spray attachment on the sink or using a kettle of boiling water.
4. Wash glasses first, flatware next, then tableware (plates, saucers, cups). Serving pieces, pots, pans, and other utensils should be washed last.
5. Place dishes on drainer as follows: Place glassware on drain loops, place flatware in basket with handles up. File tableware on drainer from back to front or farthest to nearest.
6. Allow the dishes to drain dry. Do not use a towel to dry them, as this is not considered a sanitary procedure. The more you handle dishes, the less sanitary they will be; draining dishes will save time, and energy, too.



While the dishes are draining, wipe off the range and countertops. Clean the table thoroughly; and if placemats or a tablecloth was used, care for properly.

Strain the dishwater through a sink strainer unless there is a garbage disposal, so that the sink will not be clogged. Use soapy water to clean the sink, and if it is especially dirty, use soap or a fine scouring powder. Use bleach to remove stains.

The kitchen floor should be swept after the meal, and wet-mopped if necessary. (Refer to the Unit VII, Maintenance of Floors, unless your training sponsor has given you specific instructions.)

Occasionally, perhaps every month or two, silver flatware should be polished. Use a good, abrasive-free polish. Always rub pieces lengthwise, never in circles or crosswise. Rub to produce the desired brilliance; then wash, rinse, and dry. Store in tarnish-proof bags or chest.

QUESTIONS:

1. Cooking utensils usually present the worst dishwashing problems. Food sticks to the bottom and sides of them and may not be easy to remove.
   a. What water temperature should you use to soak a macaroni dish?

   b. What temperature water should you use to soak a frypan?

2. Scraping and pre-rinsing are suggested for hand dishwashing. Why are these procedures necessary?

3. Suzy is about to wash dishes in the automatic dishwasher. Place a check by the items which she can safely wash in this machine.

   _____a. hand-painted china
   _____b. china with the glaze applied over the pattern
   _____c. plastic mixing bowl
   _____d. cast iron skillet
   _____e. wooden spoon
   _____f. stainless steel flatware
   _____g. sterling silver flatware
   _____h. glass casserole

4. The amount of detergent needed for dishwashing depends on _____.

5. Jane is right-handed. She should hold the dishes in her _____hand while washing dishes by hand. She should place the dish in the drainer with the _____hand to prevent crossing hands.

6. When hand washing dishes, which two items should be washed first?

7. Extra detergent in the dishwashing water
   _____a. speeds the work.
   _____b. makes more suds.
   _____c. takes longer to rinse off.

8. Hot water is desirable for rinsing because it
   _____a. is more sanitary.
   _____b. speeds drying time.
   _____c. helps eliminate spotting.
   _____d. does all of these things.

9. Air-drying dishes is preferred over cloth-drying because it is
   _____a. faster.
   _____b. more sanitary.
   _____c. less expensive.

10. The mechanical dishwasher is desirable because it
_____a. saves time.
_____b. is more sanitary.
_____c. saves energy.
_____d. saves time and is more sanitary.
_____e. a, b, and c.

11. Jane has to prepare the dishes for washing. She should scrape them with a
_____a. rubber spatula.
_____b. spoon.
_____c. sponge.

12. How is the dishwasher an investment in the family's health?

13. Which is the most important?
_____a. The method used to rinse dishes
_____b. The length of time the hot water is in contact with the dishes.

ASSIGNMENTS:

I. Develop a chart showing which items can and which cannot be washed in an automatic dishwasher. Refer on your job to the chart if you have any questions.

II. Study the instruction book for the dishwasher at your training station.

III. Look for ways you can wash dishes more efficiently at your training station.

GROUP WORK:

I. Demonstrate the procedure you now use when washing dishes. Have classmates help analyze ways in which you might improve the organization of this task. Now demonstrate again, following classmates' suggestions.

UNIT VI-1

PROVIDING BUILDING SERVICES

SUBJECT: Cleaning Public Areas of Buildings

TASK: 22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify procedures for opening and closing buildings
b. list tasks which should be performed daily, weekly, and occasionally in public areas of buildings
c. describe procedures for cleaning specific areas
d. describe proper procedures and schedules for cleaning drinking fountains, ice machines and vending machines.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 13, pp. 1-2; Ch. 13, pp. 5-11; Ch. 14, pp. 5-10.

OPENING AND CLOSING BUILDING

A major responsibility for building security may be given to the building custodian. Often the housekeeping personnel are responsible for opening and closing the building, and for performing routine security measures.

When opening the building, the housekeeping personnel should check for unlocked doors, broken windows and other signs of unauthorized entry into the building. If anything suspicious is observed, it should be reported immediately to the proper authorities. The housekeeping management assistant should make a practice of being alert to details so that any missing items will be noticed quickly and be reported.

When closing the building, the housekeeping management assistant must know which lights are to be turned off and which are to be left on for security reasons. He should carry out the following steps for closing the building: Close all windows at the end of the day and lock them. This is especially important on the first floor. Check the building to be sure no one is locked inside. Then secure all doors and grates.

CLEANING PUBLIC AREAS

The public areas are the most frequently used areas of a building. They include the entrance ways, hallways, stairways, elevators, lobbies, and lounges. These areas are found in hotels, motels, hospitals, nursing homes, schools, churches, office buildings, and so forth. Because the public areas of buildings are seen first and most frequently, their appearance is of utmost importance to the successful operation of the establishment. They must be kept clean and neat all the time. Cleaning these areas involves many of the same tasks performed in other parts of the building. Cleaning public areas may be the responsibility of the maid, houseman, porter, or custodian.

Entranceways should be cleaned several times a day to keep the entrance to the building attractive at all times. The entrance should be swept at least once each day. Floor mats, grills, or gratings at entranceways help to limit soil and water trackage. They also help keep floors and carpets clean longer. Mats and runners should be checked daily for cleanliness, and vacuumed or replaced if necessary.

Grills or gratings may be hosed off. Worn places at entrances should be touched up as needed with the same floor finish originally used. Entrances may have to be cleaned several times a day during bad weather.

Daily care of public areas may vary in different establishments, but it frequently includes the following tasks.

1. Dust-mop floors.
2. Wet-mop floors.
3. Vacuum or use carpet sweeper on carpets.
4. Dust furniture, lamps, window sills, radiators, etc.
5. Clean windows, glass doors, etc. (Spot-clean as needed.)
6. Spot-clean walls, elevator-signal buttons, doors, etc.
7. Empty and clean all sand urns and ash trays.
8. Empty trash cans.
9. Reposition furniture; put magazines in racks, etc.
10. Clean water fountains, ice machines, and vending machines.
11. Clean up spills as they occur.
12. Dust doors, wainscoting, etc. periodically.
13. Keep kick plates clean.
14. Vacuum around ceiling light fixtures and air conditioning units.
15. Clean artifical plants.
16. Report needed repairs.

Occasional care might include cleaning walls, stripping and refinishing floors, shampooing carpets, and cleaning upholstery.

The work schedule below summarizes tasks involved in cleaning corridors and stairways. The frequency with which tasks are performed may vary some from one situation to another.

DRINKING FOUNTAINS

Like most public facilities, drinking fountains are used by many people every day. Conscientious care is required to prevent public fountains from spreading germs and infection. They should be cleaned at least twice daily. The water-flow should be checked and adjusted, if necessary, when the fountain is cleaned.

Use a cream cleanser daily to remove tarnish on stainless steel drinking fountains. Do not use acid bowl cleaners in drinking fountains. Use equipment reserved only for cleaning drinking fountains. Never use any equipment used in cleaning restrooms to clean drinking fountains. Then, rubbing with the grain, apply a protective coating of cleaner to allow water to roll off without leaving marks.

ICE MACHINES AND VENDING MACHINES

Ice machines and vending machines should be cleaned daily to keep them attractive and appetizing. Dip a towel in cleaning or sanitizing solution, wring out, and wipe the top, front and exposed sides. Be sure to clean the delivery door. Use a clean dry cloth to dry glass. Wipe up any spills around the machine. Open the kick plate, if one is present, and check under the machine for floor cleanliness. Clean the floor, if necessary.

ARTIFICIAL PLANTS

Artificial plants are often used for beautification in public areas. Regular care is required to keep them attractive. The leaves of artificial plants should be dusted daily when furniture is dusted. Clean plants may be sprayed occasionally with a dust preventative for artificial plants to make them shine and to prevent dust from clinging to them.

Occasionally artificial plants may need to be washed. Small plants may be taken apart and washed in a pan or bucket. Small plants may also be turned upside down and dipped in the cleaning solution without disturbing the arrangement. Large plants may be taken outside and washed with a hose or sprayer. A spray cleaner may be used to clean plants which cannot be moved. Clean plants with hot water and a cleaner such as ammonia to cut greasy film. A liquid household cleaner with ammonia may be sprayed on larger plants and rinsed off with a hose or damp cloth. Be careful not to get the plaster of paris (used to hold some plants in their pots) wet.

QUESTIONS:

1. What three things should the housekeeping management assistant check for when he opens the building?
   a.
   b.
   c.

2. When closing the building, the housekeeping management assistant should perform four important duties. List the four duties.
   a.
   b.
   c.
   d.

3. Identify six considerations which influence the housekeeping care given to public areas.
   a.
   b.
   c.
   d.
   e.
   f.

4. Name six areas of a building which are likely to require the most attention.
   a.
   b.
   c.
   d.
   e.
   f.

5. When floors are being wet-mopped, why is it important to keep a dry traffic lane?

6. When cleaning an area, what should the housekeeping management assistant do if burned-out light bulbs or other needed repairs are noticed?

7. Name the two types of urns you may be asked to clean.
   a.
   b.

8. What care should be given to carpeted halls?

9. When dust-mopping the floor, use a
   _____a. long pushing action.
   _____b. short push-pull action.
   _____c. long pulling action.

10. What two guidelines should you keep in mind when you are cleaning stairways?
    a.
    b.

11. When cleaning stairs, should you begin at the top or bottom landing?

12. Briefly list the tasks generally involved in daily care of public areas.

13. How often should drinking fountains be cleaned? Why?

14. Summarize procedures for cleaning drinking fountains.

15. What four procedures should you follow when cleaning an ice or vending machine?
    a.
    b.
    c.
    d.

ASSIGNMENTS:

I. List tasks you are expected to perform daily, weekly, and occasionally in the public areas of your training station.

II. Look for ways to keep the public areas of your training station more attractive. Could you straighten or police the area as you go through it on your way to another area, for example?

GROUP WORK:

I. Make a practice each time you visit a public building such as a school, hospital, or office building of observing procedures used by housekeeping personnel for cleaning public areas. Share your observations with other housekeeping management assistants in your class.

II. Brainstorm with other housekeeping management assistants to discover ways to keep public areas looking clean and attractive. Ask your supervisor if you can try some of these ideas.

UNIT VI-2

PROVIDING BUILDING SERVICES

SUBJECT: Cleaning Offices

TASK: 22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories.

OBJECTIVES: When you finish this lesson, you should be able to
a. list tasks which should be performed in offices daily, weekly, or occasionally
b. describe ethics involved in cleaning an office.

Most buildings have at least some offices. Whether the housekeeping management assistant is employed by a hotel, motel, hospital, nursing home, school, church, business, or cleaning service, he must know acceptable procedures for cleaning offices.

The superviser will tell the housekeeping management assistant whether the occupant wants the entire surface of his desk dusted, only exposed areas around any papers laying on the desk dusted, or the desk left undisturbed. The wishes of each occupant should be respected.

The housekeeping management assistant should strictly observe ethical procedures when cleaning offices. He should never read or go through papers in the office. Office supplies cost money; he should not use or take paper, pencils, pens, etc. Do not use the office telephone for personal calls. If an office must be cleaned while its occupant is working, this task should be accomplished as quietly as possible, with a minimum of conversation.

An office worker spends about eight hours a day in his office. If his office is not cleaned thoroughly each day, he is sure to notice. Perhaps you have heard stories about an office worker who deliberately places a scrap of paper under his desk and then keeps a record of how long it remains there before it is removed by the maid or custodian. When a person sits down, he is able to see more of the floor under the furniture than you can when you are standing. Take time to clean underneath desks, tables, and other furniture. Be sure to dust the tops of lamps, door facings, and tall furniture such as files, cabinets, shelves, and the like.

The following is an example of a procedure which might be carried out in regular office cleaning.

1. Collect all trash, empty, and clean all ash trays with a damp cloth.
2. Damp-dust or use a treated cloth for dusting horizontal surfaces (desk tops, tables, counters, files, radiator tops). (Remember, some office personnel prefer that their desks not be dusted; others prefer that the desk be dusted but that no objects or papers be moved; still others prefer the desk be dusted and polished thoroughly.)
3. Upholstered furniture should be spot-dusted regularly with a whisk broom. The furniture must be vacuumed occasionally to remove accumulated dirt.

4. Pull the chair out of the desk knee-hole, and dust the chair from top down. Dust desk knee-hole, and replace the chair.
5. Sweep or dust-mop floors. Clean under all desks, tables, etc. and well into corners.
6. Clean bathroom fixtures carefully.
7. Spot-mop if necessary.
8. Spray-buff once a week, if necessary.
9. Vacuum the carpet.
10. Spot-clean windows when necessary. Close all windows. Lower venetian blinds to the middle of the window.
11. Return all furniture to its usual place.

Periodically, dust chair rounds and sides of desks and tables; dust high surfaces such as pictures, venetian blinds and molding; dust baseboards, areas behind radiators; dust door jambs, doors and wood partition panels. Damp wipe telephone mouth pieces occasionally with a germicidal cleaner. By doing periodic tasks in a few offices each night, you should be able to complete cleaning of all offices within 10 days.

Note needed repairs, and report them to your supervisor.

Take every necessary precaution to maintain security when cleaning offices. Do not leave outside doors unlocked when working in a building after hours. A thief might enter unnoticed. Be sure that all lights are out and that the door is locked securely when you finish cleaning an office. Never allow anyone to enter an office unless you are sure he has a key to that office. Even if you know that the person works in the office, if he does not have a key, refer him to your supervisor. If you see anyone suspicious in the halls, report him at once.

QUESTIONS:

1. Why should the housekeeping management assistant follow the supervisor's instructions about dusting the desks in each office?

2. What ethical procedure should the housekeeping management assistant observe when he cleans an office?

Match each task in the first column with the letter in the second column which indicates how often the task should be performed.

Task	Frequency
_____3. wash lights and light fixtures	a. daily
_____4. dust window sills	b. weekly
_____5. spot-wash walls	c. monthly
_____6. empty wastebaskets	d. quarterly
_____7. wax floor	e. annually
_____8. wash door and frame	
_____9. vacuum rugs	
_____10. clean shades and drapes	

ASSIGNMENTS:

I. Outline the general procedure used at your training station for office cleaning.

II. Make a chart of cleaning tasks to be performed in offices at your training station. Indicate how often each task should be performed.

GROUP WORK:

I. Survey persons who work in offices to learn their pet peeves regarding the cleaning of their offices. Compile the results of the survey. Discuss ways housekeeping personnel can eliminate such complaints.

II. Compare security measures used in cleaning offices in different establishments. What are the main procedures observed for security purposes?

UNIT VI-3

PROVIDING BUILDING SERVICES

SUBJECT: Cleaning Buildings

TASK: 22. Clean buildings such as schools, churches, residence halls, apartment buildings, offices, businesses, and factories

OBJECTIVES: When you finish this lesson, you should be able to
a. describe common routines for cleaning schools
b. describe procedures for cleaning classrooms, laboratories, auditoriums, and gymnasiums
c. list guidelines for dealing with students

Building maintenance involves a variety of tasks and varies from building to building. Schools, churches, residence halls, apartment buildings, offices, businesses, and factories all present different cleaning problems. The frequency with which specific tasks are performed is determined by the degree of soil and the level of sanitation desired.

SCHOOLS

Definite routines are followed by the school custodian in performing cleaning tasks. Light cleaning tasks are done more often than heavier tasks. The custodian's schedule must allow time for each daily task and additional time for tasks that are done on a rotating basis. It should list the tasks to be done and the order in which they will be performed. The time required to do each task should also be listed. The average time spent cleaning a classroom is 15 minutes; restrooms, 35 minutes; and cafeterias, 25 minutes.

Cleaning schedules are usually based on morning, noon, afternoon and evening duties. The morning routine might include checking the boiler room and the temperatures in each classroom, sweeping entrances, dust-mopping the corridors and halls after the students are in classrooms, policing each restroom to pick up paper on the floor, and cleaning and disinfecting water fountains. Some repair and lawn work may be done during this time.

At noon, the custodial assistant stays on duty in the cafeteria to clean areas where trays have been spilled. Lunchroom floors must be cleaned after the lunch hour. During the early afternoon hours, repairs can be made, equipment cleaned, spot checks made of water fountains and restrooms. The cleaning of classrooms and restrooms begins after the classrooms are cleared each day. If there is no evening custodial shift all trash must be removed from the building before the lights are turned off and the building locked.

Custodial assistants who work in the evening shift may have special responsibilities for cleaning gym or auditorium areas after sports events or meetings. Much of the floor maintenance such as spray buffing and spot mopping can be done during this shift.

Holidays and summer vacation provide opportunities to the custodial assistant for making needed repairs and doing maintenance such as painting, stripping floors, cleaning outside glass, and reseeding lawn areas.

CHURCHES

The facilities to be cleaned in schools and churches are similar in many ways. Both include offices, classrooms, auditoriums, restrooms, kitchens, and dining areas. Some churches have their own gymnasiums. The frequency with which tasks need to be done is likely to be the major difference between cleaning work in schools and in churches. The size of the church and the frequency with which it is used will influence the frequency with which specific tasks need to be done.

The church custodian is usually required to work on Sunday as well as during the week. His appearance should be clean and neat. The church custodian may be expected to carefully avoid using foul language. He should take pride in his work since he may be expected to be even more particular than in other places of employment.

Some knowledge of the correct handling and placement of various religious appointments will be helpful to the custodian who is employed by a church. The head custodian or clergyman should instruct the custodian in these matters.

When the church auditorium or sanctuary is cleaned, old church bulletins and papers should be removed from pews and holders. Song books should be placed in the recommended position. Badly worn or damaged books should be removed for repair. Supplies such as envelopes and pencils should be replenished as needed, if the custodian's responsibilities include such duties.

Beds in the church nursery should be changed after each use. Dishes should be washed and the nursery sanitized to prevent spread of germs.

RESIDENCE HALLS AND APARTMENT BUILDINGS

Actual work schedules for cleaning residence halls and apartment buildings may vary with different supervising housekeepers. A sample work outline follows. Duties in a specific establishment may differ from these.

1. Begin with lounges and lobbies each day. Pick up trash, magazines, and soft drink containers. Rearrange any misplaced furniture; empty waste baskets and dust the furniture. Vacuum carpeted floors or dust-mop hard-surfaced floors.
2. Dust wall moldings, picture frames and light fixtures.
3. Vacuum or dust-mop halls.
4. Sweep laundry rooms; pick up litter, and place soft drink containers in waste receptacles.

5. Clean the inside of the washing machines with a damp cloth. Clean and polish the outside of the machine. Remove lint from trap on automatic dryers. Check the drum for lost articles. Display the articles found as you are instructed.
6. Clean water fountains.
7. Clean restrooms. (See unit on restroom maintenance.)
8. Spot-clean walls when needed.
9. Wet-mop and spot-wax or spray-buff traffic areas such as entrances and hallways often.
10. Strip hard-surface floors when wax or finish builds up.

Rooms or apartments should be thoroughly cleaned each time they are vacated. Specific cleaning procedures will be found in other sections of this book.

BUSINESSES AND FACTORIES

Businesses and factories may have their own employees do part or all of the housekeeping, hire their own housekeeping staff, or contract with a cleaning service for part or all of their housekeeping. Cleaning procedures vary according to the type of establishment, whether housekeeping is done during the day or at night, and whether the building is occupied or unoccupied when it is cleaned. Procedures for cleaning public areas and for cleaning offices fit most situations. Procedures for cleaning classrooms and meeting rooms are similar. Most auditoriums present similar cleaning problems. Procedures for cleaning kitchens and dining areas are similar in schools, institutions, and businesses. Some special techniques and equipment may be used in cleaning production areas of factories.

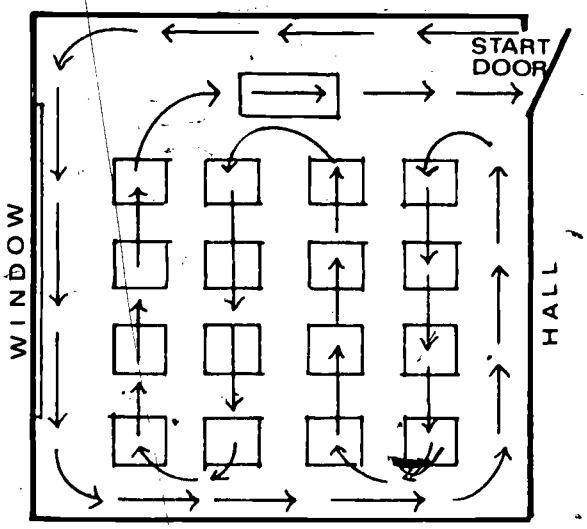
Cleaning services contract to perform such services as the following:

1. Single daily projects, such as waste collection and removal.
2. Periodic projects, such as washing outside windows.
3. Single projects, such as cleaning overhead areas.
4. Supplementary services to assist the regular housekeeping staff in completing a difficult project or in meeting a deadline.
5. Selected types of services such as night cleaning only or cleaning of administrative areas only, with the balance of the work being done by the establishment's own housekeeping staff.
6. Complete cleaning services with all jobs and responsibilities being assumed by the cleaning service.

Tasks assigned to a housekeeping management assistant employed by a cleaning service vary with the type of services contracted and the specific details of each contract.

Use the following as patterns for cleaning specific areas in buildings:

DUSTING



Classroom or Meeting Room:

1. Begin by dusting horizontal surfaces including furniture and moldings on the hall-side and front of the room.
2. Proceed to dust the window sills. Close windows, and adjust shades or blinds while there.
3. Dust the horizontal surfaces at the back of the room and the hall-side of the room.
4. Dust the desk, and clean the chalk trays and pencil sharpener.
5. Empty the wastebasket.

Office, Nurse's Station, Clinic:

1. Dust according to classroom pattern beginning at front and continuing around the room.
2. Use a whisk broom daily on upholstered furniture, a vacuum for more thorough dusting.
3. Dust office desks last.

Auditorium:

1. Begin between the last two rows of seats. Dust the back of the next row and the front, back, and seat sections of the last row of chairs. Be sure to wipe seats, backs, and other exposed areas.
2. Raise each seat, and dust under it.
3. Continue, row by row.
4. Vacuum upholstered seats at least once a month.
5. Note broken seat parts so that they can be repaired or replaced as soon as possible.
6. Dust all other horizontal surfaces, such as the piano, the organ, and the wainscot molding.
7. Keep curtains drawn open to prevent dust from collecting. At least every other month, vacuum the curtains. Curtains should be dry cleaned annually.

DUST MOPPING

Classrooms with Stationary Furniture:

1. Start dust-mopping at the door in the hall-side aisle. Push soil from front to back of the room. Leave in a pile at the end of the first row of seats.
2. Go back up the wall aisle pushing soil from under each seat into the second aisle.
3. Dust-mop the front of the room, and push the soil down the second aisle along with the soil from under the first row of seats.

5. Collect all the soil in one pile at the back of the room.
6. Use the counter brush and dustpan to remove the soil.

Classroom or Meeting Rooms with Movable Furniture:

1. Beginning on the hall side, push soil to the back of the room, and collect it in a pile, shaking the mop lightly at the center of the room.
2. Shift furniture toward the wall, and dust-mop to the front of the room.
3. Reverse the direction, again overlapping the strokes to clean what would have been the first aisle.
4. Continue in the same manner until entire floor is clean.
5. Collect all the piles of soil into one, and pick it up with brush and pan.
6. Return all desks to their correct positions.

Auditoriums:

1. Tilt up all seats if seats do not automatically tilt up when not in use.
2. Sweep from the rear to the front of the auditorium in the seating area. Sweep toward the front of the auditorium, not toward the aisles. Use a vacuum cleaner if available.
3. Sweep the aisles from the rear to the front of the auditorium.
4. Clean the seats.
5. Sweep stage floor after use or weekly.

CLEANING SPECIAL AREAS

Kitchens and Dining Areas:

Daily kitchen cleaning duties will include emptying garbage and trash, washing garbage cans, dust mopping floor, and wet mopping kitchen floor. Tray slides and metal fixtures should be cleaned weekly. Occasional tasks include cleaning overhead hoods, pipes, grease traps, and ventilating fans.

The school custodian is usually expected to be on duty in the cafeteria during dining hours to clean up spills, empty garbage cans, and take care of other problems.

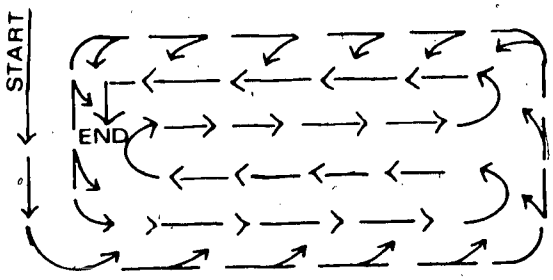
After serving hours the dining area of the cafeteria or restaurant should be cleaned to ready it for the next day. The following procedure may be used:

1. Remove trash from table tops.
2. Damp-wipe all table tops.
3. Damp-wipe all chair seats.
4. Remove trash from floor.
5. Remove trash cans and garbage cans.
6. Mop floor.
7. Empty and scrub all trash and garbage cans, using a strong detergent solution. Turn cans upside down, and allow to dry.
8. Replace furniture, trash cans, and garbage cans in normal positions.
9. Damp-wipe spots from cafeteria doors and handles.

Gymnasiums:

Gymnasium floors require frequent care to prevent accumulation of dust and soil which may mar the finish. Wax should never be applied to wood gym floors because it makes them slippery. Dust mops which have been used on waxed floors pick up wax particles and should not be used on gym floors. For this reason, dust mops used in the gymnasium should not be used in any other area. Once wax gets on the gym floor, machine scrubbing is necessary to remove it.

Gymnasium floors should be swept daily or after each activity. The following procedure is generally used:



1. Beginnning at one end, sweep around the outside of gym, pushing dirt toward the center of the floor.
2. Then begin regular sweeping to the opposite end, turning and sweeping to the other end, overlapping each stroke. Continue until entire floor has been covered.
3. Push all dirt to starting point, and sweep into dustpan using a counter brush.

When the gym is in use, mats placed at doors can reduce the amount of dirt tracked in. A damp mop and bucket of light detergent water should be kept hand to clean up ice, soft drinks, and other spills. After it is mopped, the floor should be allowed to dry and then the area should be swept. Soft, dry, cotton cloths should be kept available for referees to wipe dry wet places on the playing floor. After each use, the floor and seating section should be thoroughly cleaned.

If the gymnasium is to be used for dancing or street-shoe activity, treat approximately 2 gallons of clean sawdust with dustmop treatment to thoroughly moisten it. Allow the mixture to stand for 2 to 3 hours to allow the sawdust to absorb the treatment. Scatter the treated sawdust thinly and evenly on the clean floor. (Do not use cornmeal or sweeping compound.) After the activity, dust-mop the gymnasium floor, using the mopping procedure described above. Clean the dust mop by brushing or vacuuming.

SPECIAL DUTIES

Cleaning Chalkboards and Erasers:

Clean chalkboards improve the appearance of classrooms and meeting rooms, and result in better visibility and longer life for the chalkboard.

A new chalkboard may be broken in by either of two methods. 1) Wash the board daily with clear, cool water for about 1 week. Wash only a section about 2 or 3 feet wide at a time. Dry that section promptly with a lint-free cloth or chamois skin; then move to the next section. Failure to dry the board will leave a smeared appearance. 2) Wipe calcium carbonate or powdered chalk (not the flat side of a stick of chalk) over the entire surface of the chalkboard. Erase with a clean felt or sponge rubber eraser. Repeat until chalk writing will erase easily.

After the breaking-in period, composition boards should be washed no more often than once a month. Slate boards, however, may be washed twice a month. High quality glass chalkboards may be washed as often as desired.

Chalk which is less than 95 percent pure white calcium carbonate is inferior. Washing chalkboards may cause inexpensive chalk to leave a glaze, which is extremely difficult to remove, on the board.

Chalkboards may be cleaned daily with a dry cloth or chamois, but never with an oily cloth. Many of the commercial blackboard cleaners and cloths contain oil or other substances harmful to the surface of chalkboards. Their use is not recommended.

Use a dry cloth to push chalk dust from one end of the chalk trough to the other. Empty the chalk dust into a wastebasket held at the end of the trough.

Cleaning Bulletin Boards:

Occasionally bulletin boards need to be cleaned, and all staples and tacks removed. There are several types of bulletin boards, and each type requires special care.

Cork boards should not be painted. Pencil marks may be removed with a gum eraser. Holes should be patched with a small piece of cork.

Wallboard or plasterboard may be painted with wall paint to cover ink marks and scratches. Pencil marks may be removed with a gum eraser. Deep gashes should be filled with wood putty, and then the board should be painted.

Felt or flannel boards can be cleaned by vacuuming. The material may be replaced, but it should not be washed because it might shrink.

Care of Pencil Sharpeners:

The shavings holder of the sharpener must be emptied daily. The cutters should be brushed with a wire brush each month. The centers should be removed so that the shaft may be cleaned with just a drop of oil. If cutters are broken, the heads must be replaced. Screws for holding the sharpener to the surface where it is attached should be kept tight.

QUESTIONS:

1. Why is a carefully planned work schedule important?

2. The frequency with which an area of a building should be cleaned depends on what two factors?
   a.
   b.

3. What factors influence how frequently a church needs to be cleaned?

4. a. What special care should the custodian give the church sanctuary?

   b. What special care should the custodian give the church nursery?

5. When dusting a classroom, in which direction should one move?

6. Describe the steps to be followed in preparing the cafeteria for the coming day.
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.

7. "Dust mops used in the gym must not be used in any other area." Explain the reason for this statement.

8. When should wood gym floors be waxed? Why? When should they be swept?

9. a. List the steps required for general care of a gymnasium floor.

   b. What extra tasks are involved in preparing a gymnasium floor for dancing or street-shoe activity?

10. Briefly summarize the steps in daily care of a chalkboard.

11. Why are most commercial chalkboard cleaners not recommended for use on school chalkboards?

12. What care should be given daily to pencil sharpeners? Monthly?

ASSIGNMENTS:

I. Make charts similar to those in this lesson, showing the frequency with which cleaning tasks are to be performed at your training station. Ask your training sponsor for assistance, if needed.

II. Develop a sheet describing cleaning procedures which are not included in this lesson for any special areas you must clean. Consult housekeeping resources, and ask your training sponsor for help, if needed.

GROUP WORK:

I. Work with other housekeeping management assistants to compile a list of "Do's and Don'ts" for dealing with occupants of a building. Ask your superivsor to react to the list. Compare his comments with those of other supervisors.

II. Invite a person at the management level of the housekeeping field to explain typical cleaning procedures used in buildings. Ask questions concerning problems which may be encountered in cleaning buildings.

UNIT VII-1

MAINTANENCE OF FLOORS

SUBJECT: Cleaning Floors

TASK: 23. Sweep, mop, or vacuum floors according to type of floor.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify the major floor types
b. describe care for different types of floors.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 6, pp. 1-17.

Custodial service directors estimate that employees spend at least 75 percent of their time on floor care. Floor care has become a more complex task because of the wide variety of floor coverings and the chemicals necessary to maintain them.

There are numerous kinds of floor coverings in modern homes, motels, businesses, and institutions. Housekeeping and custodial assistants must become familiar with basic flooring types and with general steps to follow in caring for them. Flooring is usually divided into these categories: hard-surface, wood, resilient, and conduction. The floor chart in Being a Housekeeping Aide, gives detailed information on all these floor types.

When walked on, loose, dry dirt causes surface abrasion to the floor. Frequent sweeping to remove loose dirt helps to prevent wear. Spills may be tracked further if they are not wiped up promptly. Many spilled substances become more difficult to remove if they remain a long time. Wiping up spills immediately helps to maintain the floor's appearance and helps to make the floor or covering wear longer.

A housekeeper uses more muscles in cleaning a floor than in performing any other task. The body trunk, upper arm, forearm, hand, and fingers are all used in the performance of this task. Every time you reach, lift, or stoop, the head and body should be in balance. This reduces strain on muscles and joints and makes the work less tiring.

Other time-saving practices in floor maintenance are as follows:

1. Clean spills immediately.
2. Follow a regular schedule of floor care that calls for major floor cleaning on a rotation basis.
3. Rinse floor finish from mop heads immediately after using.
4. Keep mats at entry doors to prevent tracking and soiling of hallways.
5. Touch up traffic lanes before a stripping job becomes necessary.
6. Obtain in one trip all the supplies and equipment necessary to clean the floor.

QUESTIONS:

1. a. What is the first rule of floor care?

   b. Discuss the reasons behind this rule.

In questions 2-6, match the basic floor care operation with its purpose(s).

FLOOR CARE OPERATION	PURPOSE
_____2. Sealing	a. Removes loose surface dirt
_____3. Finishing	b. Fills pores so that damaging material cannot get in
_____4. Dusting	c. Helps remove and kill infection-causing bacteria
_____5. Mopping	d. Levels floor and provides gloss
_____6. Stripping	e. Protects floor with thin film
	f. Removes top layer of finish and dirt imbedded in it
	g. Removes coat of finish

7. What are the four major types of floors, excluding carpet?
   a.
   b.
   c.
   d.

8. a. What is probably the most common type of floor?

   b. What are five suggestions for care of this type of floor?

9. Why is it necessary to seal masonry floors?

10. What is the basic difference between wood-like floors and the other types?

11. Where are conductive floors used? Why?

12. What is the theory behind conductive flooring?

13. How can conductive floors be recognized?

In questions 14-20 match the specific type of floor with the major floor-finish category it belongs in.

SPECIFIC TYPE	MAJOR CATEGORY
_____14. Softwood	a. Masonry
_____15. Linoleum	b. Woodlike
_____16. Terrazzo	c. Resilient
_____17. Ceramic tile	
_____18. Hardwood	
_____19. Vinyl	
_____20. Asphalt tile	

ASSIGNMENTS:

I. Using as a guide the chart in ch. 6, pp. 12-17, Being a Housekeeping Aide, make a floor-care chart, listing the floor types found in your training station. Identify the kind of floors and procedures for their care.

II. List the advantages and disadvantages of each type of floor-covering found in the various areas of your training station.

III. Determine which kind of wax you would use on the floors in your training station. Describe procedures for waxing the floor.

GROUP WORK:

I. Make a bulletin board or display showing different types of flooring and procedures for cleaning each. Choose types of flooring which students employed in other occupational areas may need to clean on their jobs. This information may be obtained by polling students in the class.

UNIT VII-2

MAINTENANCE OF FLOORS

SUBJECT: Sweeping, Mopping, and Vacuuming Floors

TASK: 23. Sweep, mop, or vacuum floors according to type of floor.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe the types of mopping
b. describe procedures for sweeping, dust-mopping, wet-mopping, scrubbing, vacuuming, and wet-vacuuming
c. explain how to remove various spots from floor.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 4, pp. 6-8; Ch. 5, pp. 1-11.

Primitive man had no floor maintenance problems; he simply moved away when soil built up. Sanitation (cleaning to remove germs) is now a very scientific process which is supervised by trained personnel. Floor maintenance or care is a major part of general sanitation. Maintenance of floors should be performed to provide human comfort, health, and safety and to make activities in buildings easier to accomplish. Proper floor care protects floor surfaces from damage, prolongs the life of the floor, and makes the building more attractive.

The amount of time and effort involved in cleaning floors is determined by the type and age of the soil as well as the floor type. Dry dust can be removed by sweeping, mopping, or vacuuming. When dust absorbs moisture from the air or becomes mixed with oils, it becomes a bonded soil, and removing it becomes a more difficult task. The longer the soil is left undisturbed, the more difficult it is to remove. The use of proper floor finish and care decreases the amount of soil which becomes bonded to the floor surface.

QUESTIONS:

1. List three reasons for giving floors proper care.
   a.
   b.
   c.

2. a. Explain what is meant by "bonded soil."

   b. Why is it important to prevent the formation of bonded soil?

3. Define the terms "dry-vacuuming" and "wet-vacuuming."

4. What type of motion should you use when operating a vacuum cleaner?

5. Brooms are never used in health care institutions because they
_____a. annoy patients.
_____b. may cause an accident.
_____c. stir up dust and bacteria.
_____d. take too long to use.

6. When dust mopping, the dust will
_____a. travel in front of the dust mop.
_____b. travel under the dust mop.
_____c. be disposed of by shaking it into dust pan.

7. A dust mop should feel _____when freshly treated.

8. Define:
   a. Mopping

   b. Spot-mopping

   c. Stripping

9. What two types of cleaning action are involved in wet-mopping?
   a.
   b.

10. Before mopping with a cleaning solution, you should
_____a. move small pieces of furniture.
_____b. dust the floors.
_____c. determine the floor type.
_____d. select the correct mop and solution.
_____e. all of these

11. What motion should be used for mopping floors?

12. What is the difference between mopping and scrubbing?

13. Probably the greatest danger involved in washing or scrubbing a floor is that people may slip on the wet floor. What three precautions can help to prevent such accidents?
   a.
   b.
   c.

14. During the day Sally is required to do several types of mopping. Which type of mopping would be appropriate for the following tasks?
    a. Cleaning dusty floor

    b. Removing beverage spill in hall

    c. Removing old wax or finish

    d. Removing light, accumulated soil

15. What five preliminary tasks must precede a light floor scrubbing?
    a.
    b.
    c.
    d.
    e.

16. Jim is training to be a housekeeper. His employer would like a chance to observe his ability to give easy-to-follow instructions. He is assigned the task of demonstrating a floor scrubber to a new employee. What information do you think Jim should include in his presentation to his new employee?
    a.
    b.
    c.

ASSIGNMENTS:

I. If mopping floors is one of your tasks at your training station, practice the procedure for dust-mopping described in Ch. 5, p. 2 of Being a Housekeeping Aide.

II. Read pp. 48-49 in The Work Manual of the Executive Housekeeper in the Hospital, if this reference is available. Select at least two causes of slip accidents and two remedies which could be applied at your training station.

GROUP WORK:

I. Borrow cleaning equipment from the school custodian to practice sweeping, mopping, and vacuuming. As one student demonstrates the techniques he uses, other housekeeping management assistants look for ways he can improve his technique.

UNIT VII-3

MAINTENANCE OF FLOORS

SUBJECT: Waxing and Finishing Floors

TASK: 24. Wax and buff or apply floor finish.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify various types of floor finishes and waxes
b. explain differences in floor care products
c. describe procedures for waxing or putting a finish on floors
d. explain techniques used in buffing.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 5, pp. 12-14.

Numerous finishes are available for the modern floor. They include natural waxes, synthetics (man-made), and combination products which contain both waxes and synthetics. Floor finishes have been in use as far back as the 13th century. Beeswax was the first natural wax to be used for floor protection. Other natural waxes came into use through the years, but high cost and the fact that some imported waxes were hard to obtain in war times led chemists to experiment with synthetic or man-made products for floor care.

To make the application of wax easier, chemists added it to a solution to dissolve the wax. There are now two basic kinds of waxes: water-based and solvent-based. The main difference between these two types is in the liquid which is used to thin the wax. If the liquid is water, the wax is called water-based, and if the liquid is a solvent, such as naptha or turpentine, the wax is called a solvent-based.

The water-based waxes can be used on asphalt tile, linoleum, rubber tile, vinyl tile and vinyl asbestos. They are non-flamable, odorless, and they dry to a high gloss; however, they need to be buffed after they receive traffic marks.

Solvent-based waxes are used on wood or cork floors as well as on linoleum and vinyl floors. They should not be used on asphalt or rubber floors because the solvent will soften and dissolve these materials. They come in liquid and paste forms and must be polished to a gloss. They are always labeled "Caution, combustible" and "Do not use on asphalt or rubber."

In the past few years, a different type of floor finish has become available. Products of this type do not always contain natural wax but are made from polymers, which are man-made synthetics. Polymers are very hard but are suspended in solvents or water just as natural waxes are.

Polymer finishes are very durable and scuff resistant. Unlike water-based waxes, they do not have to be buffed, are less slippery, do not retain as much soil, and do not discolor. Floors do not have to be stripped each time before they are recoated, since they can be cleaned with detergent without removal of the finish.

Institutions have found that the polymer finishes are more economical because the floors do not have to be buffed or stripped so often. Manufacturers indicate that over 80 percent of the sales in household waxes are now polymer finishes. However, for a floor which has heavy traffic, a buffable wax product is normally used.

In summary, linoleum, vinyl, vinyl asbestos, vinyl enamel, ceramic tile, concrete, flagstone, slate, and terrazzo floors can be finished with solvent- or water-based waxes or polymer finishes. Wood and sealed cork floors should be waxed only with solvent-based waxes and solvent-based polymers. Rubber and asphalt floors must be finished with a water-based mixture.

METHODS OF APPLICATION

Waxes or floor finishes must be applied to clean floors. Some product manufacturers recommend that floors be rinsed twice before a finish is applied. Wax should be used in small amounts because a heavy coat becomes sticky and gummy and may result in a slippery floor. In addition, a heavy coat dries on the surface but remains soft underneath and is easily soiled. Floors finished with thin coats have a hard, non-slippery finish, and are not as easily soiled as floors waxed with heavy coats.

Home Methods

Paste wax should be spread thinly on brushes, clean waxing pads, or steel wool pads and placed in small amounts on the floor. It should be applied to the floor in straight lines or with the grain of the wood until the wax is spread over the floor. This wax must be polished after it has dried completely.

Solvent-based polishing waxes or solvent-based polymers are poured on the floor in small pools. The wax is spread with a shampoo-polisher or a wax-applicator. These waxes and finishes must also be polished.

Water-based, self-polishing waxes can be poured on the floor in small pools and spread with a wax applicator or dispensed from the tank of a shampoo-polisher. To prevent wax build-up around edges of the room, new wax should be applied only in traffic lanes and worn places or to within 2 inches of the baseboards.

Commercial and Institutional Methods

Paste wax and solvent-based polishing waxes are applied with straight strokes in thin coats to sealed wooden flooring or to terrazzo, with an industrial size wax applicator. After drying, this wax must be buffed with a floor machine.

Water-based self-polishing waxes and water-based polymer finishes are applied with a clean mop which is used only for this purpose. The mop must be rinsed in clear water and wrung well before it is dipped into the bucket of wax or floor finish. The mop head should be pressed lightly to remove excess finish. The recommended method is to begin in the corner opposite the door, coating the edges of a small area and then to use a figure-8 overlapping stroke to fill in the area within the rectangle or square. Fill the mop head with finish or wax as needed for application of a smooth, even coat. Place a "Wet Floor" sign near the waxed area. Apply a second coat of finish, if necessary.

Floor-finish touch-ups are now being done with a method called spray buffing. A solution mixture of detergent, waxes, polymer finish and water is sprayed on heavy traffic areas with a machine attachment or by hand with a separate spray bottle. The floor is buffed immediately with a floor machine which has a spray-buff pad.

Problems in Finishing Floors	Cause
1. Sticky floors	1. Too much wax. Floors not rinsed well.
2. Low gloss, dingy, dirty, or mottled appearance	2. Too little wax. Wax applied to dirty floor. Coats of wax too thick. Second coat applied before first coat of wax dries.
3. Streaking	3. Too little polish on mop. Uneven application. Floors not rinsed well.
4. Excessive scuffing	4. Coats of wax too thick.
5. Smearing	5. Coats of wax too thick.
6. Darkening of floors next to walls and furniture	6. Improper application of wax or finish (too much wax in areas with little or no traffic).
7. Cracks in finish	7. Application of hard wax on soft wax.
8. Wax on baseboards, furniture legs	8. Improper handling of mop.
9. Small holes in surface of wax	9. Mop rubbed back and forth causing wax to bubble.

BUFFING

Floors are polished or buffed for several reasons. Polishing makes them shiny and gives them a hard, long-lasting, non-slippery finish. Home type buffers are usually guided in a straight line or with the grain of the wood. Large commercial buffers are usually guided in an arc. If more than one coat of wax or finish is used, it should be allowed to dry and then polished after each addition. After the floor is polished, a special pad may be placed on the polisher to buff the floor to a higher gloss. CAUTION: Be sure to use the correct grade of pad on the buffer. A too coarse pad can wear the finish off the floor.

QUESTIONS:

1. a. How can you identify water-based waxes?

   b. On what types of floors can water-based waxes be used?

2. a. What factor identifies the solvent-based wax?

   b. On what types of floors can solvent-based waxes be used?

3. What are polymers? List five advantages of polymer-based finishes.

   a.
   b.
   c.
   d.
   e.

4. Which of the following is recommended?
   _____a. applying a heavy coat of wax
   _____b. applying a thin coat of wax

   Why?

Match the cause in the second column with the problem in the first column.

_____5.	Cracked finish	a.	Too much wax. Floors poorly rinsed.
_____6.	Smearing	b.	Improper handling of mop.
_____7.	Sticky floors	c.	Too little polish on mop. Uneven application.
_____8.	Streaking	d.	Mop rubbed back and forth causing wax to bubble.
_____9.	Low gloss; dingy mottled appearance	e.	Application of hard on soft wax.
____10.	Small holes in surface of wax	f.	Coats of wax too thick.
		g.	Too little wax. Wax applied to dirty floor.

11. What is the purpose of polishing a floor?

12. In what direction should home buffers be guided? In what direction should commercial buffers be guided?

13. Define these terms:

    a. "finishing"

    b. "feathering"

    c. "buffing"

    d. "spray-buffing"

ASSIGNMENT:

I. Determine which kind of wax or finish should be used on the floors at your training station. Describe the procedures to be used to apply this wax or finish to the floor.

UNIT VII-4

MAINTENANCE OF FLOORS

SUBJECT: Cleaning and Shampooing Carpets

TASKS:
23. Sweep, mop, or vacuum floors according to type of floor.
25. Shampoo carpet.

OBJECTIVES: When you finish this lesson, you should be able to
a. relate care of carpet to life of carpet
b. describe cleaning methods to use for carpet
c. explain how to "dry" shampoo a carpet
d. explain how to "wet" shampoo a carpet
e. select correct method for shampooing a particular type of carpet in a given situation.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 7, pp. 1-4; Ch. 17, pp. 1-7.

Carpets and rugs add to the beauty, and comfort, and ease of care of a room. Most floors in hotels and motels are carpeted, and there has been a great increase in the use of carpet in hospitals and schools in recent years. Many private homes have carpet on part or all of the floors. Most housekeepers and custodians agree that it is easier to keep carpet looking neat than to scrub, wax, and polish hard-surface floors.

Much research has been done by manufacturers of carpeting to bring about needed improvements such as resistance to soil and stains, the longer life of the carpet and color fastness. Today's carpets may keep their good appearance for many years if a simple plan of regular care is followed.

Care needed:

1. Daily cleaning with a carpet sweeper or vacuum cleaner
2. Thorough vacuuming weekly
3. Attending to spots promptly
4. Shampooing at regularly scheduled times (approximately twice a year)
5. Resetting or brushing pile after shampooing

Types of dirt which must be removed from rugs and carpets:[1]

1. Surface litter (strings, paper, pins)
2. Light dust particles and lint
3. Gritty dirt, such as sand, gravel, mud, and snow
4. A sticky material called carpet grease. (Carpet grease is a mixture of small bits of rubber and asphalt together with greasy particles like tobacco and gas fumes.)

[1] Adapted from The Inside Story of Rug and Carpet Care, Bissell Home Service Institute, Grand Rapids, Michigan.

An understanding of where each type of dirt settles can help one do a better job of cleaning. The surface litter stays on the top of the carpet fibers and is easy to remove. The dust settles further down into the pile but can be removed easily. The gritty dirt, however, goes to the base or bottom of the carpet pile. As pressure from footsteps is applied, the sharp edges of the dirt cause the carpet to wear. This type of dirt is hard to remove because the carpet grease mixes with the grit and holds it tightly to the carpet fibers.

Upright vacuums do the best job of cleaning carpets. The vacuum should be pushed and pulled over the entire carpet area. Several trips over each section are necessary for a more thorough cleaning. Even then, vacuuming does not remove all the dust and dirt from carpet. Shampooing is necessary to remove deep soil and make carpets last longer.

Twice a year or oftener, roll up area rugs, vacuum the undersides, and clean the pad and floor beneath them. Hooked rugs may be swept with a stiff broom or carpet sweeper. Once a week cotton rugs can be swept thoroughly on each side with a broom. Small washable rugs can be laundered in a home washing machine. Larger ones should be laundered by a commercial laundry.

QUESTIONS:

1. What is the relationship between regular cleaning of carpets and the length of time they last?

2. What procedure should not be used for cleaning small rugs or mats?

3. List the four types of dirt which must be removed from rugs and carpets.
   a.
   b.
   c.
   d.

4. Tufts that show above the surface of a rug should be:
   _____a. pulled loose
   _____b. cut off.
   _____c. pulled to the back.

5. Why is shampooing necessary?

6. Why do some hospitals not use carpeting?

7. How large an area should be covered at a time when rugs are washed by hand? Why?

8. What is the most thorough method of cleaning carpet?

9. Why do directions for shampooing carpets caution against soaking the carpets?

10. Should hot water be used when shampooing carpet? Why or why not?

11. What is the difference between light vacuuming and heavy-duty vacuuming?

12. When you shampoo carpet,
    _____a. use minimum foam over entire area.
    _____b. use extra foam in traffic areas.
    _____c. use minimum foam in corners, extra foam on spots.

13. When you shampoo carpet, using overlapping strokes
    _____a. wastes shampoo.
    _____b. takes more time.
    _____c. avoids streaking.

14. Heavily soiled areas require
    _____a. more cleaning solution.
    _____b. more scrubbing.
    _____c. more cleaning solution and scrubbing.

15. What treatment should be given to carpet after it has been shampooed?

16. What are two advantages of dry-cleaning carpet?

17. Upon what principle does a drycleaning agent work?

18. In what direction should carpeted stairs be cleaned?

ASSIGNMENT:

I. Describe the procedures used for care of the carpets and rugs at your training station.

GROUP WORK:

I. View a filmstrip on carpet care.

II. Interview carpet salesmen to obtain information on procedures for caring for different types of carpet. Obtain literature from carpet manufacturers, if possible. Share the information with other housekeeping management assistants.

UNIT VIII-1

GENERAL CLEANING

SUBJECT: Bedmaking

TASKS:
26. Make beds.
27. Assist in turning mattresses as directed.

OBJECTIVES: When you finish this lesson, you should be able to
a. arrange in the proper sequence the steps for the "once-around" method of bedmaking
b. describe the proper method for placing a pillow in a pillow-case
c. compare the time and energy required in "once-around" method of bedmaking to the commonly used method
d. summarize procedures for turning mattresses.

Making beds may be a time- and energy-consuming task, especially if a job requires that many beds be made each day. Research has shown that a bed can be made with a minimum expenditure of time and energy by the use of the "once-around" method. When this method is followed, one side of the bed is completely finished before the opposite side of the bed is made.

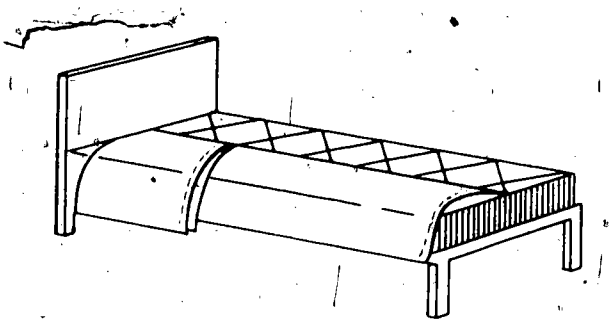
The "once-around" method helps the housekeeper to conserve her energy because it enables him to perform each task with the least possible amount of motion. For instance, when the sheets, blanket, and spread are placed on the bed, they are unfolded with long, even strokes, rather than flipped and tossed in the air over the bed. The sheets, blanket, and spread are also smoothed on the bed using a few long strokes rather than many short ones.

You can save many steps by making only one trip around the bed instead of four or five trips. After you complete this lesson, ask a friend to watch you make your bed twice: once by the method you ordinarily use and once by the "once-around" method. Count the total number of steps and trips needed to make the bed by each method. Then multiply by 20, to estimate how many steps would be used in each method by a housekeeping management assistant to make all the beds in 12-14 rooms each day.

The first time you try to make a bed using the "once-around" method, it may seem awkward, but remember, it takes practice to perfect any new skill, even the latest dance step! The energy you save by using this method for making beds may be just the energy you will need for things you want to do after work!

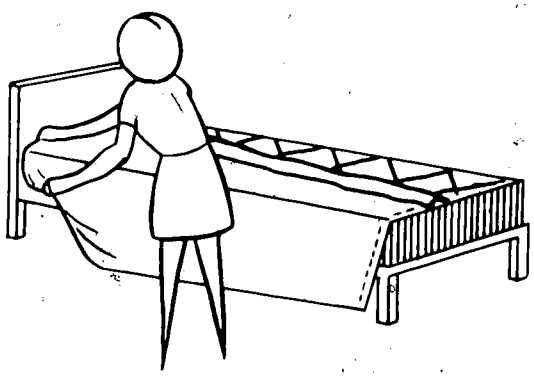
"ONCE-AROUND" BEDMAKING

1. Center bottom sheet on bed, unfolding with the arms lowered. Place lower hem edge at foot.



Lift mattress at head of bed and tuck under the surplus length of bottom sheet.

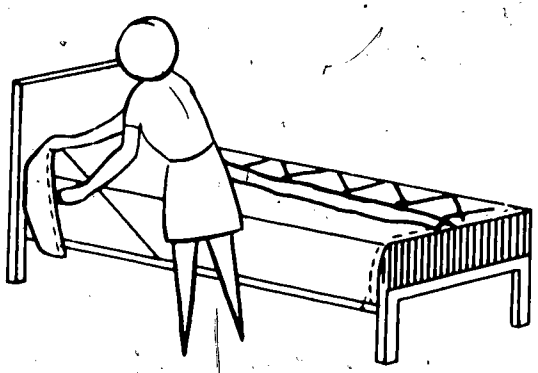
*Miter corner of bottom sheet at head of bed. Mitered corners are used because they stay in place and give a neat appearance.



* HOW TO MITER CORNERS

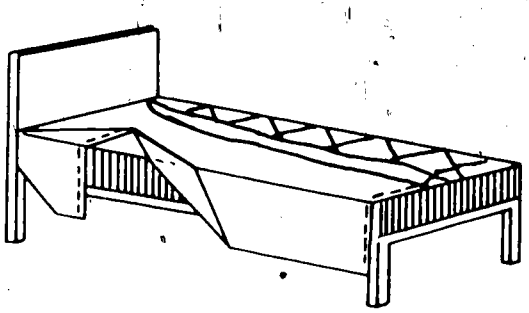
Step A

Grasp edge of sheet about two feet from corner.



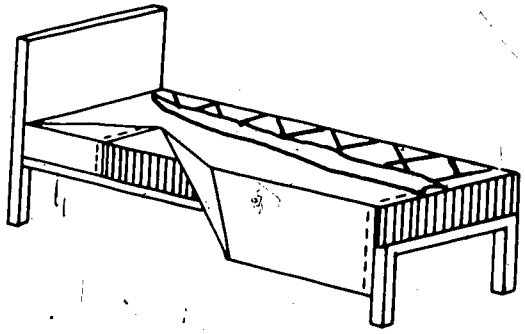
Step B

Lift this section so that a triangle is formed on the top of the mattress.



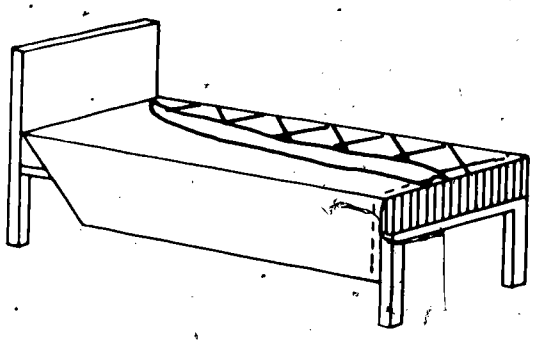
Step C

Tuck corner of sheet under the mattress.

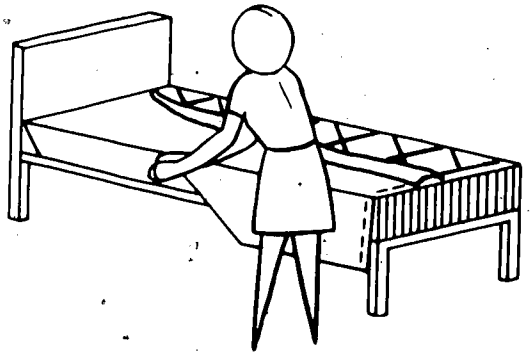


Step D

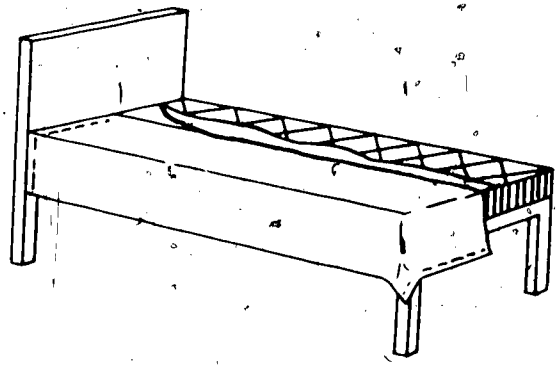
Drop triangle over side of bed.



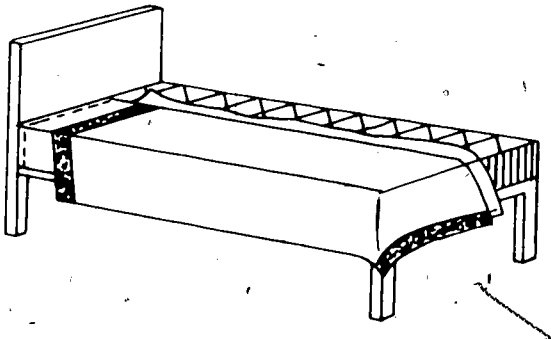
After mitering top corner, tuck side edge of bottom sheet under the mattress. (In hospitals, a draw sheet is placed over the bottom sheet about 14 inches down from the head of the bed.)



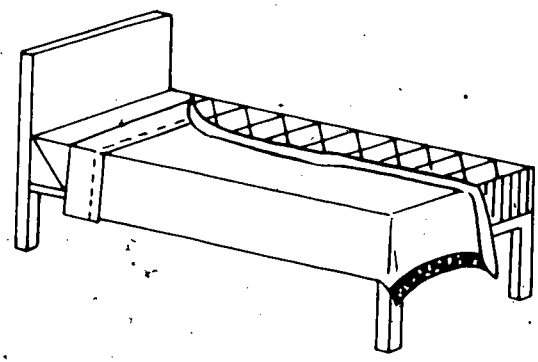
2. Center top sheet on bed with upper edge against headboard. Unfold, letting surplus fall over foot of bed.



3. Unfold and center blanket over top sheet, with upper edge 8-10 inches down from the headboard.

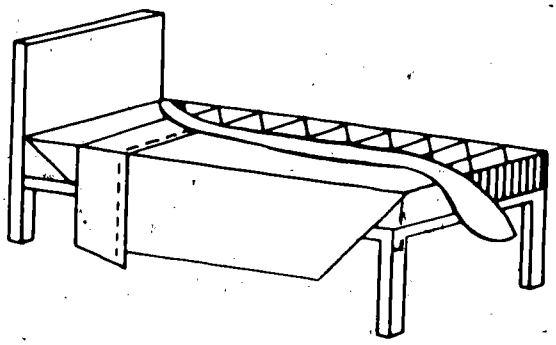


4. Fold top sheet back over top edge of blanket. Smooth blanket over bed, working toward foot of bed.

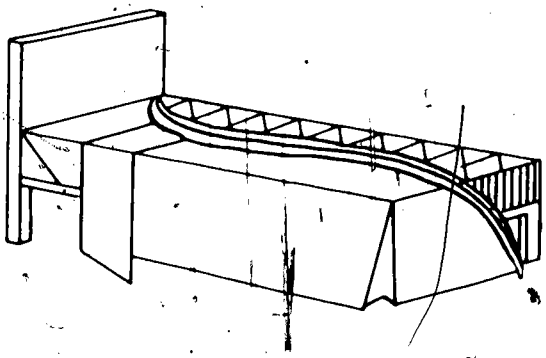


5. At lower corner, tuck under surplus length, and miter the blanket and top sheet together. (Steps A through D.)

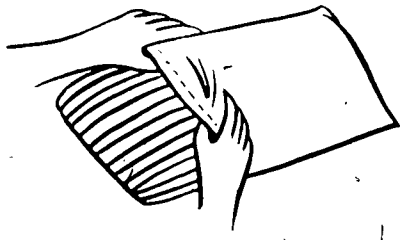
   Do not tuck in side edge of blanket and top sheet.



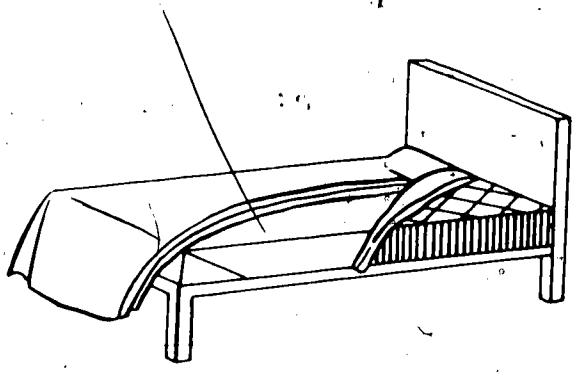
6. Unfold and center spread on bed. Smooth spread with long, even strokes, working toward head. Fold down top edge of spread to receive pillow.



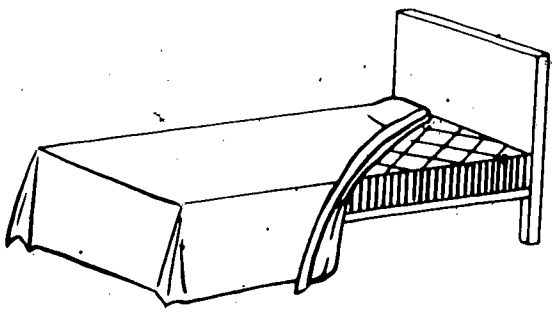
7. Unfold pillow case, and place pillow in case using hands only. Do not place pillow under the chin because of the danger of spreading germs and infections. Fold pillow down center, lengthwise. Place pillow over the folded down spread. Arrange spread smoothly over pillow.



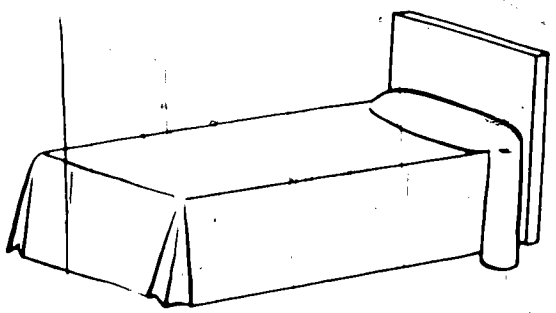
8. Move to foot of other side of bed. Pull bottom sheet taunt (smooth and tight). Tuck bottom sheet under mattress about half-way up side of bed. Straighten top sheet on lower corner of bed, letting surplus length hang over foot. Pull blanket over lower corner of bed. Tuck blanket and top sheet surplus length under end of mattress together. Miter corner of blanket and top sheet together (Steps A through D). Smooth spread over lower corner of bed.



9. Move to head of bed; pull bottom sheet taut over corner. Tuck bottom sheet surplus length under top edge of mattress and miter corner (Steps A through D). Tuck under remaining side edge of bottom sheet. Straighten top sheet and blanket, folding top sheet over top edge of blanket. Smooth and adjust spread over pillow.



Check finished bed being certain spread hangs evenly on all sides.



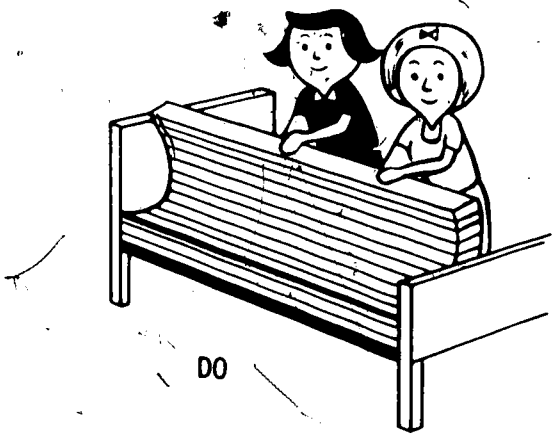
The "once-around" bedmaking procedure is used with flat sheets. However, fitted or "contour" sheets are now used in many homes, as well as hospitals, hotels, and motels. The same basic steps may be followed with contour sheets as with flat sheets. The major difference is that there are no corners to miter. Since the corners are fitted or contour, it is a simple matter to fit them over each corner on one side before going to the other side of the bed. You may find that it will be easier to put the contour sheets on smoothly if you go to the head of the bed after completing one side. This will create a diagonal pull at the third corner which will make the last corner easier to fit. The top sheet will lay more smoothly if the head of the bed is made first.

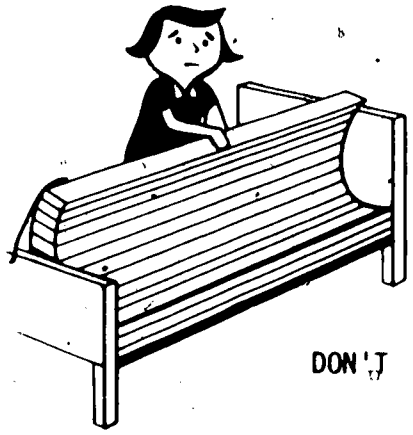
Some homes, as well as some commercial establishments, now have the king- and queen-size beds, rather than the standard "double" or twin beds. With practice you will be able to use the "once-around" method on any beds you make regularly, regardless of their size.

Blankets and quilts should be cleaned occasionally. However, do not wash them without specific instructions from your training sponsor since some are washable, while others need to be dry cleaned.

MATTRESS CARE

In commercial establishments, mattresses are turned weekly. In hospitals, mattresses may be turned each time a patient is discharged from a room. In the private home, mattresses may be turned only once a month.





At least two persons are needed to turn a mattress. Both persons should move together, doing each part of the job at the same time. One person should never try to turn a mattress alone, since doing so could easily result in a back injury. Turning the mattress frequently allows it to wear more evenly and is more sanitary.

The mattress should be protected with a cover or pad between it and the bottom sheet. The springs and mattress should be cleaned occasionally with the brush attachment of the vacuum cleaner or a whisk broom. The mattress should also be aired with the windows open if possible, each time the sheets are changed.

Should the mattress need more thorough cleaning, use a solution of 1/4 cup detergent, 3/4 cup cool water, (and 1 tablespoon ammonia if the mattress is very dirty) which has been beaten with an egg beater to form stiff suds. Rub the suds on a small area of the mattress with a sponge, stiff brush, or cloth, and rinse with a clean damp cloth. Change the rinse water when it begins to look dirty, and allow the mattress to dry 3 to 4 hours before making the bed.

QUESTIONS:

1. Why is it important for housekeeping management assistants to use the "once-around" method of bedmaking?

2. What is added to the procedure for making a hospital bed that is not used in the procedure for making a regular bed?

3. What method is used for tucking under the corners of the sheets and blankets: Why?

4. What is the reason for <u>not</u> placing a pillow under the chin to put on the case?

5. In what order are the following steps performed in making a bed by the "once-around" method? If any steps are performed together, list them together.

   _____a. Tuck in lower edge of the bottom sheet on first side.
   _____b. Tuck in upper corner of bottom sheet on first side.
   _____c. Tuck in lower corner of top sheet on first side.
   _____d. Tuck in lower corner of blanket on first side.
   _____e. Smooth out bedspread on first side.
   _____f. Tuck in lower edge of bottom sheet on second side.
   _____g. Tuck in upper corner of bottom sheet on second side.
   _____h. Tuck in lower corner of top sheet on second side.
   _____i. Tuck in lower corner of blanket on second side.
   _____j. Smooth spread on second side.

6. How often should mattresses be turned in
   a. commercial establishments?
   b. hospitals?
   c. private homes?

7. What safety precautions should be observed when a mattress is turned?
   a.
   b.

8. For what two reasons should mattresses be turned?
   a.
   b.

9. What type of solution should be used to clean a dirty mattress?

ASSIGNMENT:

I. Make a bed by the method you ordinarily use and then by the "once-around" method. Ask someone to watch you and record the time spent, steps taken, and number of trips made around the bed. Multiply the number of steps for each method by 20 to estimate how many steps would be saved by a housekeeper who used the "once-around" method to make beds in 12-14 rooms a day. What was the difference in time for the two methods?

GROUP WORK:

I. Compare procedures used for making beds at your training station with those used at other training stations.

UNIT VIII-2

GENERAL CLEANING

SUBJECT: Dusting

TASK: 28. Dust, wax or polish, and clean furnishings according to materials used in their construction.

OBJECTIVES: When you finish this lesson, you should be able to
a. list equipment needed for dusting
b. describe procedures for dusting.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company. 1967. Ch. 4, pp. 1-4.

Dust, though not always visible, is present everywhere--in homes, schools, hotels, even hospitals. Dusting is necessary to prevent the accumulation of dust which might spoil the room's appearance, soil clothing, irritate eyes and lungs, and spread infection.

Dusting should remove dust from a surface rather than just stir it up. Dusting with a treated dust cloth helps to hold the dust and prevents it from scattering. Oiled or treated dust cloths may be used on furniture treated with oil polish but should not be used on waxed surfaces because the oil will soften the wax finish and make it gummy. A damp cloth may be used to dust plastic and laminated surfaces.

Horizontal surfaces should be dusted daily before the floor is cleaned. Vertical surfaces need dusting less frequently but should be dusted at least once a month.

Though techniques differ a little depending on where one works, the basic steps in dusting remain the same.

General Procedures in Dusting:

1. Use a dust cloth, folded several times to provide more dusting surfaces.
2. Begin at the highest point to be dusted and at the entrance to the room. Work down and around the room to save steps.
3. Use long, straight overlapping strokes that cover the length of the surface. Dust with the grain to avoid streaking. Never use a circular motion. Use a cloth in each hand to save time.
4. Refold the cloth as it becomes soiled because dusting with a dirty cloth may damage the wood. Never shake out the dust cloth. Change to a clean dust cloth as needed. CAUTION: Dirty cloths may damage wood.
5. Dust all surfaces including those inside drawers and under tables. Move objects placed on furniture, and dust under them, as directed by your supervisor.

Use a vacuum cleaner brush or whisk broom to dust lamp shades, upholstery, curtains, draperies, window shades, and venetian blinds. Dust books one at a time, using a vacuum cleaner brush or soft cloth. Dust all the edges as well as covers.

A damp cloth wrung out of sudsy water is useful for some dusting. Use it to dust such things as window sills, TV screens, and washable lamp shades.

CLASSROOMS AND MEETING ROOMS

The general procedures for dusting are also used for classroom dusting. Dust the horizontal surfaces, beginning at the entrance and working toward the windows. Don't forget to dust the window sills! Remember, too, to dust chalk trays, desk chairs, and the knee-hole of the desk.

OFFICES AND LOUNGES

Dust all the horizontal surfaces first in an office or lounge area. Work around the room from the doorway to prevent backtracking. Damp-dust chairs and other furniture from the top downward. Also use the damp-dust method for dusting wall hangings, plaques, lamps, magazine racks, and television sets. Remove dust from upholstered furniture with the vacuum. Then damp-dust radiators, window sills, and other woodwork as you dust vertical surfaces in the room. When dusting office desks, follow your employer's instructions regarding whether to move the objects on the desk, to dust under them, or to leave them alone and just dust around them. In some situations, you may be asked not to dust the desk at all.

AUDITORIUMS

When dusting seats in an auditorium begin at the back of the room and work toward the front. Dust the backs of the chairs, then the fronts and the seats. Raise the seat, and dust underneath; dust the arms and sides of the chair. Move to the next row.

STAIRWAYS AND CORRIDORS

When dusting a stairway, dust the banisters, handrails, window sills, etc., going up one side of the stairway and coming down the other side of the stairway.

When dusting corridors, begin at a convenient place, and dust all surfaces, continuing along to the next wall until the entire corridor has been dusted. Be sure to dust pictures, moldings, lockers, trophy cases, statues, window sills, and any other objects in the hallway. Your employer may advise you to use a damp dust cloth for dusting the corridor.

GUEST AND RESIDENT ROOMS

In hotels and motels the dusting is not usually done until the room is straightened and the bed is made. The room is then dusted beginning at the entrance door and working around the room. All doors, pictures, frames, window sills, and baseboards must be dusted. Then the venetian blinds and the furnishings including lamp shades and bases, television set, radio and bed headboards are dusted.

HOSPITALS

Dusting is especially important in a hospital where everything must be clean. It is most important to avoid scattering dust and bacteria. To reduce the spread of bacteria it is critical that a treated dust cloth be used and that the cloth not be flicked or shaken.

When working in a hospital, the housekeeping management assistant will often associate with the patients while cleaning an occupied room. If you must dust in an occupied room, remember to be friendly and courteous to the patient and to work quietly. Disturb his personal possessions as little as possible. Finish dusting quickly and leave the room as soon as possible to avoid further disturbing the patient.

QUESTIONS:

1. What is the purpose of dusting?

2. Should treated dust cloths be used on waxed surfaces? Why or why not?

3. a. How often should horizontal surfaces be dusted?

   b. How often should vertical surfaces be dusted?

4. What is the purpose of folding a dust cloth several times?

5. When dusting a room, where should you begin? Why?

6. Should a circular motion be used for dusting?

   Draw a diagram showing the correct motion for dusting:

7. What can a soiled dust cloth do to furniture?

8. Should polish be poured onto the furniture surface or onto the cloth?

9. How should oily cloths be stored?

   Why?

10. How can dust be removed from upholstered furniture?

11. What precautions must be taken when you dust in a hospital?

12. What courtesies should be shown hospital patients in rooms that must be dusted?

ASSIGNMENTS:

I. Make a list of all the supplies and equipment needed for dusting at your training station.

II. Make a chart of the rooms or areas that you must dust at your training station, and outline the procedures used for dusting each.

GROUP WORK:

I. Discuss with other housekeeping management assistants any problems you encounter when dusting at your training station. Study references, and share ideas for solving common problems.

UNIT VIII-3

GENERAL CLEANING

SUBJECT: Caring for Furniture

TASK: 28. Dust, wax or polish, and clean furnishings according to materials used in their construction.

OBJECTIVE: When you finish this lesson, you should be able to
a. select correct procedures for cleaning different types of furniture.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 12, pp. 1-4; Ch. 17, pp. 7-9.

Furniture of good quality can provide pleasure and comfort for many years. There are two general types of furniture: case goods and upholstered furnishings. Case goods include chests, desks, tables, and other furnishings that do not have upholstered parts.

Case goods are made of various materials. These include the following:

1. Solid wood of a hardwood variety that does not dent easily, such as walnut, mahogany, hard maple, and oak. Complete pieces of furniture are made from solid wood.
2. Veneer. Thin sheets of beautifully-grained or patterned wood are glued to a cheaper plywood base. The finished product looks like it is made from a solid wood. The process now used in veneering produces a very durable type of furniture. Good veneers are less likely to shrink in dry climates or to swell in moist climates than are solid woods.
3. Metals, including aluminum, iron, and brass. Currently manufacturers are using metals for almost every type of furniture.
4. Plastics. Molded plastics may be used for an entire item of furniture. Another use for plastic is in creating laminated surfaces in which the surface of the furniture is covered with a plastic sheet.

Different types of fabrics may be used for upholstered or covered furniture. Coverings that are closely woven resist soil and wear and are more easily cared for. Natural fibers used for upholstery include cotton, linen, wool, and silk. Man-made fibers used in furnishings include nylon, rayon, polyester, acrylic, and plastic. Preserving the usefulness and appearance of furniture for as long as possible is essential because of the expense involved in buying new furniture or in reupholstering furniture.

The care of furnishings should begin the day the new furniture is delivered. Knowing the right type of product to use on furnishings will (1) keep the furnishings attractive, (2) make them last longer, and (3) save time, money and effort for the person responsible for their care.

CARE OF WOOD FINISHES

In the care of wood furniture the main problem is whether to use a wax product or a polish. The finish on the furniture will determine the product to be used. Wood with a high luster finish should be polished with a non-oil-base furniture polish or paste wax. Low, dull-luster finishes require a non-abrasive, non-oil, cream-type wax. Natural oil finishes should never be waxed but should be rubbed occasionally with boiled linseed oil or an oil recommended by the manufacturer. Follow the directions on the container for applying wax or polish to furniture. Always rub with the grain of the wood.

Laminated plastic surfaces may become dull from wear. To revive the surface, clean with mild soapy water. Do not use cleansing powder. Rinse with clean water; dry then wax. If the surface has been badly worn, a single-step auto cleaner-polish will make it look new and will even remove spots of rust, grape juice, and ink without scratching.

To protect wood furniture, observe the following suggestions:

1. Do not place all-wood pieces of furniture near a window where the sun shines through. The sun dries the furniture and cause the finish to crack and discolor.
2. Do not place veneer furniture in a sunny spot. The sun will harm the finish as with solidwood.
3. Avoid placing a piano on an outside wall. More protection is provided on an inside wall.
4. Provide a mat for table lamps or flower bowls.
5. Do not set an accessory with a rough bottom on a table top since it may scratch the table finish.
6. Protect wood furniture from liquids. Liquids damage the finish and may discolor or stain the wood.
7. Provide some humidity in the air to prevent the wood in the furniture from drying out.

CARE OF UPHOLSTERY

Upholstered furnishings collect as much dust on the surface as wooden pieces of furniture. Do not neglect dusting these furnishings just because the dust does not show.

Frequent brushing or vacuuming removes surface dust more effectively than an occasional thorough cleaning. The entire furniture piece should be vacuumed at least once a week.

Using the upholstery attachment of the vacuum, go over the cushions, top and bottom, being careful to clean the seams and the tufts. Tufts are the places the stuffing in the furniture is pulled in and secured with a covered button. Go over the whole chair with a back-and-forth motion. Continue this procedure until all surfaces of the furniture are dusted. If the chair or sofa cushions are filled with down (very fine feathers), a vacuum should not be used for cleaning. The suction will pull the down through the upholstery fabric. A brush should be used to remove the dust from this type of cushion. Turn cushions regularly to ensure even wear.

Upholstery, unless given proper care, soon acquires stains and signs of wear. Proper care can greatly extend the beauty and usefulness of an upholstered piece. Manufacturers are trying to lower the maintenance cost of upholstered furniture and drapery fabric by making it dust repellent, easy to clean, sun fast, and waterproof. Commercial sprays can be purchased to impart a stain-resistant finish to upholstery. These protect the fabric from both water and oil stains.

Stain-resistant slip covers may be used to protect furniture from soil and wear. However when upholstery does become soiled, all types of fabrics do require expert care. Light soil or small spots may be removed with success by the housekeeping assistant, but it is not wise to attempt cleaning upholstery that is heavily soiled; this should be done by experienced upholstery cleaners. Removal of spots is easier if done as soon as possible after the spotting occurs. The housekeeping aide should check each time she cleans a room for spots which need to be removed.

SHAMPOOING UPHOLSTERY

Upholstery should be shampooed periodically. When shampooing upholstered furniture, never use soap! It is harder to rinse off than detergent, especially with the small amount of water that can be used when cleaning upholstered furniture. When soap is used with hard water, it also forms a sticky film which catches dust and soil. Cleaners that are used with water may cause the upholstery to spot.

A light-duty detergent is recommended for cleaning wool and silk upholstery fabrics. Synthetic fibers and cotton may be cleaned with detergents or commercial cleaners recommended for general upholstery cleaning. A commercial foam cleaner may be used, or a homemade cleaner may be made by whipping 1 cup detergent and enough warm water to make it wet until the water is gone and all that remains is lather. First apply this lather with a sponge to a place out of sight underneath the chair or sofa to test the fabric for colorfastness. If the fabric does not fade, it will be safe to clean the upholstery with this lather. Rub the lather over a small area in a circular motion until the lather looks soiled. Remove the lather with a spatula. Be careful not to rub the upholstery too much; this will cause the fabric to look worn. To prevent wetting the furniture padding or causing the fabric to water spot avoid wetting the fabric any more than necessary. Wipe the area with a cloth that has been dipped in warm water and wrung out. Provide good air circulation in the room to promote fast drying. To dry thoroughly after shampooing, furniture may have to be left undisturbed as much as 15 hours. Placing the furniture outdoors in the shade, indoors with the windows open, near an electric fan, or in a heated room may speed the drying process.

Care of Plastic, such as Naugahyde, Trilok, and Saran. These plastic-coated fabrics are used especially for furniture that will receive a lot of wear. Wiping with warm soapy water followed by a clean-water wiping is a good method of cleaning plastics. The surface may be waxed after it is cleaned.

Care of Leather. Leather may be cleaned the same way as plastic upholstery. Some manufacturers who make furniture covered in genuine leather suggest cleaning the leather with saddle soap. Follow the suggestions on the package, then rub with castor oil, and wipe with a clean cloth to remove all the oil from the leather. Vaseline may be used on light-colored leather to prevent darkening of the leather, but all excess vaseline must be removed. Oil prevents drying and cracking of the leather.

QUESTIONS:

1. Name the two general categories of furniture. What types of furniture are grouped under each of these categories?
   a.

   b.

2. What is veneering? Does this process produce good quality furniture? Explain your answer.

3. Why should furniture be upholstered with closely woven fabric?

4. Name three advantages of knowing the right type of product to use on furnishings.
   a.
   b.
   c.

5. a. What type of wax or polish should be used to protect furniture finished with a high luster?

   b. What type of wax or polish should be used to protect furniture finished with a dull luster?

6. How should natural oil finishes be cared for?

7. When polishing wood furniture, in what direction should you rub?

8. How often should upholstered furniture be vacuumed?

9. Should cushions filled with down be vacuumed? Why or why not? How should they be cleaned?

10. List two reasons for using detergent instead of soap when shampooing upholstered furniture.
    a.

    b.

11. Very little water should be used when cleaning upholstered fabrics. Why?

12. Name four ways to speed the drying of upholstered furniture.
    a.
    b.
    c.
    d.

13. How should plastic-coated upholstery be cleaned?

14. What agent is used for cleaning leather upholstery?

15. Briefly describe the procedure to follow when shampooing upholstery.

16. What can be done to restore the sheen of reed or rattan furniture?

ASSIGNMENT:

I. Make a chart, following the example shown. Fill it in with the types of furniture you must care for at your training station and the care each type of furniture requires. Also include the best cleaning agent, wax, or polish for each type and any special precautions which should be observed when cleaning.

FURNITURE CARE PROCEDURES

TYPE	PADDING	CARE	CLEANING AGENT	SPECIAL PRECAUTIONS
I. Case Goods (wood, veneer, etc.)	(Down, foam rubber, etc.)	(Dust, wax, polish, vacuum, brush, shampoo, etc.)	(Wax, polish, detergent, etc.)	

TYPE	PADDING	CARE	CLEANING AGENT	SPECIAL PRECAUTIONS
II. Upholstery (Natural fiber, synthetic fiber, plastic, leather, etc.)				

GROUP WORK:

I. Observe a demonstration on vacuuming and shampooing upholstery.

UNIT VIII-4

GENERAL CLEANING

SUBJECT: Caring for Glass and Light Fixtures

TASK: 29. Clean glass, light fixtures, walls, ceilings, doors and woodwork.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe procedures for cleaning glass
b. describe procedures for cleaning outside of windows
c. describe procedures for cleaning light fixtures.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 7, pp. 12-16; Ch. 12, pp. 5-7; Ch. 14, pp. 10-12.

All glass should be cleaned periodically, whether in a home, a commercial establishment, or an institution. Frequent dusting with a dry or damp cloth or a vacuum cleaner tool helps to keep windows, mirrors and lights clean, prevents the build-up of greasy film, and prolongs the intervals between washing. Occasional cleaning by wet-washing is required to remove the greasy film of soil which is deposited on all household surfaces.

The characteristics of glass make it a special cleaning problem. Its hard surface makes the removal of soil different from removal of soil from other surfaces. On other surfaces, the cleaning capacity of a solution is supplemented by scrubbing, but scrubbing is seldom necessary in glass cleaning since the cleaner lifts the soil and grease into suspension, and they can be wiped off easily. The fact that you can see through glass makes cleaning it more difficult, since any dirt that remains is immediately obvious. Both sides of a window must be clean for the window to look clean.

In cold weather, more attention must be given to windows because condensation and changing temperatures lead to more accumulation of dust, causing the glass to have streaks. There are several other causes of streaked glass:

(1) Hard water leaves mineral deposits on surfaces. Most cleaners contain water softeners that will prevent this condition.

(2) Abrasive powder scratches the surface, and after it has dried, there is a powdery substance on the surface. It should never be used in cleaning glass.

(3) Too much cleaning solution leaves a film on the glass. When making up the solution, prepare it exactly according to the directions, measuring very carefully.

WASHING WINDOWS AND MIRRORS

You will be less tired and do a better job if you will follow a step-by-step system in washing windows and mirrors. Some people wash windows so hap-

hazardly that they waste much time and energy and still do not have a window to be proud of when they finish. The recommended way is not difficult and has been proven to be the most efficient.

Before the windows are actually washed, some preparation must be made:

(1) Gather supplies and equipment.
(2) Take down any curtains or draperies and shake out the dust. If curtains or draperies need cleaning or washing, ask your training sponsor what should be done with them.
(3) Pull down shades, or close venetian blinds, and dust them on both sides. Then roll shades up, and take them down. Open venetian blinds, and clean them thoroughly by brushing the tapes and wiping off the slats with a soft clean cloth. Shades and blinds may be washed periodically, if necessary.
(4) Dust the window frames and window sills. Wash them, if necessary.
(5) If windows are very dirty, wipe them on both sides with a damp cloth. Do not rub dry dirt because this will scratch the glass.

To wash the windows, wet a sponge or soft cloth with the cleaning solution. Squeeze out excess solution. Use this cloth or sponge to wash one pane of glass at a time.

Change the wash water as soon as it becomes dirty.

If available, a chamois skin is very good for drying the window. Rinse and wring the chamois frequently. A squeegee dries glass effectively, too. Make overlapping strokes from top to bottom or side to side, and wipe the squeegee after each stroke. Lint-free cloth or a crumpled newspaper are also effective window-drying tools. While you are cleaning, wipe spilled cleaning solution off window sills, frames, or floor immediately, since it may injure the finish.

Rehang clean curtains and shades or venetian blinds.

In addition to the regular procedures, there are some special do's and don'ts for glass and mirror cleaning:

DO'S:

1) For large windows, use a large window squeegee, whether cleaning inside or outside.
2) When it is necessary to scrub dirt and smoke off a window, use a window brush to apply solution.
3) Only use synthetic detergents for windows, since synthetics do not contain animal or vegetable soaps which cause streaking and leave white soapy deposits.
4) If possible wash windows when they are not in the direct rays of the sun. This helps stop too rapid drying and streaking.
5) For rapid work with the squeegee, start at the top of the window and work straight to the bottom.
6) Wipe off the squeegee blade with a soft cloth after every pass to prevent streaking.
7) Change squeegee blade when it gets 'round edges or starts to leave streaks.

8) Use a trigger sprayer filled with window solution for inside windows.
9) Put a drop cloth or rags along the inside window sill or on the floor to prevent damage to paint or carpeting.
10) Use lint-free cloths or towels to touch up the corners where the squeegee can't reach.
11) Wet a small brush in the wash water, and use it to clean out the corners of the window frame.
12) Use a hose to wet the windows outside before you wash them.
13) When you wash the outside of a picture window, use a clean floor mop dipped into the wash water. Then rinse the window with water from a hose; or, wring the mop out in clean water with some ammonia in it, and use it to rinse the window.
14) Wash mirrors and picture glass as you do windows. Just hold a blotter or a piece of cardboard against the frame so that water can't get inside the frame or on the wall.
15) Rub a bar of soap over the window ropes once in a while to help the windows go up and down without sticking.

DON'TS:

1) Never lean out a window.
2) Never stand on an outside window sill to wash windows.
3) Don't wash windows in direct sunlight because too-rapid drying causes streaks.
4) Don't use too stiff a brush or a metal object on the windows, since these tools could scratch the glass.
5) Don't use an old squeegee blade. This results in streaking and a poor job.
6) Don't leave your window brush sitting on its bristles, since doing so causes them to curl and ruins your brush.
7) Don't use a chamois on a hot window, since the chamois will shed and become damaged.
8) Don't use soap on glass because it causes streaks.
9) Don't use too much ammonia, since such a procedure is wasteful, the odor of too much ammonia is offensive, and too much ammonia can remove lettering.
10) Don't let window solution dry on the window; it could be hard to get off.
11) Don't place your ladder in front of high windows while you clean them. If it falls inward, you could be seriously injured.
12) Don't leave your equipment dirty. Clean it up for the next use so that it will last longer.

LIGHT FIXTURES

Many different types of lighting are used in homes and buildings today. For efficient lighting levels to be maintained, a systematic schedule for cleaning light fixtures should be established. Generally, light fixtures can be cleaned most efficiently by a team of two persons, with one removing and replacing the fixtures and the other washing and drying them.

Light bulbs, fluorescent tubes, and diffusers can be cleaned with the same solutions used on windows and mirrors because both have the same greasy film. Dirt can greatly reduce the amount of light put out by a fixture. Fixtures should be cleaned often enough to maintain proper illumination.

When cleaning the fixtures in a large room, work progressively toward the end of a row. Then move to the second row. Continue until all rows of lights are completed. In the private home, it may be simpler to wash shades, globes, and other removable parts in a tub or sink.

CHANDELIERS

In cleaning chandeliers, remove all bulbs, and put them aside. Lay a folded towel over the bottom of a sink or dish pan. Half fill the pan with warm water, and add a mild detergent. Prepare another pan with clean hot water for rinsing. Add a little ammonia to the rinse water for extra sparkle.

Wearing cotton gloves, remove crystal drops and saucers from the chandelier a few at a time. Wipe the frame or "arm" of the chandelier with a cloth wrung out in sudsy water.

Wash the parts of the chandelier in the sudsy water. Rinse them with hot water, and wipe them dry. Replace the clean parts. Replace pins or wires if any look weak or rusty.

Remove a few more pieces, wash, rinse, and rehang. Repeat until the whole piece is clean.

Sponge off the bulbs. Rinse them, wipe them dry thoroughly, and screw them back into their sockets.

LAMPS

Unplug the lamp and remove the shade. Unscrew the bulbs, and put them in a safe place. Dust the base of the lamp.

Set the lamp on a towel so that it won't slip. Wash the base with warm sudsy water. Be careful not to get the cord wet. Wipe the suds off with a clean, damp sponge. Dry the lamp with a clean cloth.

If a brass or copper base does not have a special no-tarnish finish, polish it or wax it.

If the electrical parts can be removed, soak and wash the base in a pan of sudsy water, rinse it in a pan of hot water, and then wipe it dry. Wipe the inside too, if the opening is wide enough.

Wash glass globes, chimneys, or reflector bowls in the same manner. A few drops of ammonia in the rinse water gives them extra sparkle.

Pull the cord through a folded sudsy sponge, then wipe the cord dry. Don't let the cord get wet.

Wipe bulbs with a sudsy cloth. Rinse with a clean damp cloth. Wipe with a dry cloth. Be careful not to get the neck of the bulb wet.

LAMP SHADES

Fabric lamp shades may be washed in a tub of warm sudsy water. Before washing the shade, remove any non-washable trim. If the cloth is glued to the frame, sew the cloth with matching thread before washing. Use a soft brush dipped in suds to lightly rub any spots. Dip the shade up and down in the tub. Change the water when it gets dirty. Wash the shade again. Rinse the shade in two or three changes of clean water. The cloth may stretch when wet, but will shrink again as it dries.

Hang the shade by a string and allow it to drip dry, or wipe the shade with a towel until almost dry; then put it back on the lamp, and turn the bulb on until the shade dries. For a better appearance press any ruffles with your fingers.

To wash plastic, plastic-coated, laminated, parchment, or fiberglass shades, use dry suds. (Dry suds are made by whipping detergent moistened with water until it is stiff like whipped cream.) Use a cloth or sponge to put the dry suds on the shade, inside and out. If the binding is glued on, don't rub it or let it get very wet. Rinse the shade with a clean, damp cloth immediately. Then wipe it dry.

QUESTIONS:

1. a. What characteristics of glass surfaces make them easy to clean?

   b. What characteristics of glass surfaces make them difficult to clean?

2. Windows need more attention
   _____a. in warm weather.
   _____b. in hot weather.
   _____c. in cool weather.
   _____d. in cold weather.

   Why do windows need more attention during this type of weather?

3. List three causes of streaked glass.
   a.
   b.
   c.

4. What five steps should be followed before windows are washed?
   a.
   b.
   c.
   d.
   e.

5. Should the window frame be washed before or after the glass is washed?

   Why?

6. When washing windows, how often should you change the water?

7. Name four items which could be used for drying a window.
   a.
   b.
   c.
   d.

8. Diagram the stroke pattern used for washing windows.

9. a. Describe the pattern followed when windows are dried with a chamois.

   b. Describe the pattern followed when windows are dried with a squeegee.

10. Which is best for cleaning windows, soap or detergent?

    Why?

11. Before the outside of a window is washed, it is helpful to wet it with a _____.

12. The outside of a picture window may be washed with _____.

13. Window screens serve what two purposes?
    a.
    b.

14. What three methods can be used for cleaning screens?
    a.
    b.
    c.

15. What precaution should be taken when a mirror or picture glass is washed?

16. Name three effects of too much ammonia in the cleaning solution.
    a.
    b.
    c.

17. The most efficient team for cleaning light fixtures consists of how many people? What job should each perform?

18. Why is removing dirt from light fixtures important?

19. Before you wash a light fixture, what safety precaution should you take?

    What might happen if you do not take this precaution?

20. What happens if a light bulb that has just been turned off is cleaned?

21. For a cleaner rinse and sparkling fixtures add _____ to the rinse water.

22. When washing chandeliers, you should cover the bottom of the sink with _____.

23. When a light fixture is cleaned, should the light bulbs be removed?

    How should bulbs be cleaned?

24. How should the cord of a lamp be cleaned?

25. If the cloth is merely glued to a lamp shade, what should be done before the shade is washed?

26. Name two methods for drying a lamp shade.
    a.
    b.

27. a. What types of lamp shades are dry suds used to clean?

    b. How are dry suds prepared?

ASSIGNMENTS:

I. Make a list of the supplies and procedures used to clean windows at your training station. Make a note of how often you are expected to clean windows. Use this as a reference when you work.

II. Talk with your training sponsor to discover what types of lighting fixtures you must care for. Briefly list each type and the care you must give each.

GROUP WORK:

I. Borrow window-washing equipment from the school custodian. Practice washing windows, mirrors, and picture glass. Ask other housekeeping management assistants to evaluate your techniques.

II. Work with the class to plan a window-washing project to raise money for FHA projects. Decide what tools, supplies, and methods you will use. Housekeeping management assistants can demonstrate window washing techniques to other class members.

UNIT VIII-5

GENERAL CLEANING

SUBJECT: Caring for Walls, Ceilings, Doors, and Woodwork

TASK: 29. Clean glass, light fixtures, walls, ceilings, doors and woodwork.

OBJECTIVES: When you finish this lesson you should be able to
a. differentiate between methods suitable for cleaning a variety of walls, such as painted, tiled, paneled, and papered
b. name proper equipment, supplies, and methods for cleaning doors and woodwork.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 7, pp. 4-11.

Walls, ceilings, doors, and woodwork make up the largest part of a home or building. The appearance of these areas may create a favorable impression better than anything else. Dirty ceilings and walls not only create an unfavorable image, but they could also serve as breeding grounds for bacteria and other germs.

WALLS

Dirty walls create a poor impression which is impossible to counteract no matter how bright the furniture and floors are. Wall washing is a job for trained personnel. If the person doing the task is inexperienced, the wall may appear streaked, stained, or lapmarked. Dust or vacuum walls before they are washed to help reduce streaking. Use a special wall mop or tie a soft cloth over a floor mop or broom.

Test the paint or wall covering to make sure it is washable. Use a sudsy sponge to wipe a small area in a corner. If the color and finish look the same, only cleaner, the surface is washable.

One procedure for maintaining the appearance of walls is spotting, cleaning only small dirty areas. A plastic squeeze bottle filled with diluted detergent is excellent for wall spotting. The diluted detergent may be sprayed sparingly on the dirty area and wiped away with a damp sponge. Spots should be removed as they appear and not allowed to accumulate. When spot cleaning, work from the center of the spot outward Use a circular motion, applying less and less pressure as you work outward. This procedure helps to blend the freshly cleaned spot with the rest of the wall. If the walls are already dirty, however, spotting makes the uncleaned area look even worse. In this situation, you should clean the entire wall.

Most wall washers start from the bottom and work up. This method prevents the streaking which often occurs when the detergent solution from the sponge runs down the soiled wall. Avoid using abrasives or rubbing hard, especially on painted surfaces, as this may soften or chip the paint. Rinse the surface before it is allowed to dry. Rinsing removes the residue left from the cleaning agent which could damage the surface of the wall if the residue is allowed to remain. When personnel is available, a two-person wall-washing team speeds the washing and rinsing procedure.

Proper selection and measuring of the detergent is important. Careful measuring will provide the amount necessary to wash away the dirt without removing the paint from the wall surface.

Special Tips:

1. Only clean water and clean sponges can do a clean job. Change the detergent solution and rinse water as often as necessary. Dirty water or sponges will only smear the dirt around.
2. The addition of ammonia to wall-washing solutions helps to cut grease.
3. Scratches in plywood paneling can be treated with a commercial stain or nutmeats, such as pecans or walnuts, which have been cut.
4. The seams in the tile wall in a bathroom may be cleaned with a chlorine bleach solution or a mild scouring powder applied with an old toothbrush.

The procedure for washing wallpaper is the same as for walls, except that the paper should be washed and then allowed to dry. Wash again if necessary, but do not rub.

Walls made either of wood of any type or of plastic laminate made to resemble natural wood should be cared for as wood furniture. They may be either dusted and polished with furniture polish or waxed with furniture wax. A cream wax cleaner may be used if the soil is heavy. All polishing and waxing should be done with the grain of the wood.

CEILINGS

As with walls, frequent cleaning of ceilings prevents a build-up of greasy dirt which is difficult to remove. Cobwebs in corners are the most common problem in ceiling maintenance. A cleaning cloth, dry dust mop, or vacuum can be used to remove this type of dirt. Cobwebs should be removed with a lifting motion because they may be sticky or greasy and may streak the walls if brushed downward. Dusting around lights when changing bulbs will help to eliminate the spread of cobwebs.

Procedures for washing ceilings are very similar to those for washing walls. Be certain, however, that the type of ceiling is washable. Some ceiling finishes may be damaged by washing. A scrub brush may aid in washing ceilings. A ladder is essential. To avoid dripping, wind a cloth around your wrist and secure the cloth with a rubber band.

Start in one corner and do as much as you can reach comfortably. When one part is clean, rinse it with a sponge wrung out in clean water. Make sure there are no marks showing where you finish one part and begin another.

WOODWORK[1]

Woodwork will need to be cleaned more often than walls. It can be washed with the same solutions and procedures which are used to wash painted walls. Remember to test the paint or finish in a corner that does not show to make sure the woodwork is washable. If the area looks the same, only cleaner, it is safe to go ahead.

Most woodwork is either painted with an oil-base paint or left its natural color and finished with an oil base finish, such as varnish, because of the durable or long lasting quality of such a finish. The cleaning process is made easier by cleaning the woodwork before it becomes too soiled. There are powders, liquids, and gels on the market for cleaning woodwork. A strong solution, however, will injure the finish and the hands of the person who uses it. Some of the cleaners will require the surface to be rinsed with clean water after the cleaner is used. Read the directions on the package before using the product.

When washing woodwork, start with the baseboard. Using thick suds on a sponge or cloth, reach as far as you can without stretching. When this part looks clean, rinse with a clean, damp cloth and wipe the area dry. Continue washing the rest of the baseboard in the same manner. The next step is to wash the doors, door frames, and window frames. When washing these areas, start at the bottom and work up.

Working in this direction helps to prevent streaking. The water should be changed as often as necessary; otherwise, the result will be a smeared rather than a clean surface.

Stubborn streaks may be removed with an undiluted cleaning solution if the surface is rinsed immediately. Another hint when washing woodwork is to hold a piece of heavy cardboard or a cookie sheet next to the woodwork to keep the wall from getting wet.

[1]Adapted from Department of Housing and Urban Development, Simplified Housekeeping Directions (Washington, D.C.: U.S. Government Printing Office, 1965), pp. 22-23.

DOORS

Maintenance of doors follows the general procedure for care of walls and woodwork. The care of doors however, includes not only the doors themselves but also the hardware such as locks and hinges. Damaged hardware and dirt in the hinges can keep doors from opening and closing properly. Warping may be a problem with wooden doors. Both the hardware and the door should be dusted and cleaned or polished often to prevent dirt build-up. When washing the entire door, work from the bottom up. Dry doors thoroughly to prevent warping.

QUESTIONS:

1. Identify two disadvantages of dirty walls and ceilings.
   a.
   b.

2. What is the purpose of dusting or vacuuming walls before washing them?

3. Describe the procedure for removing spots from walls.

4. Should you begin washing at the bottom or at the top of the wall?
   Why?

5. Should a wall be rinsed after washing?
   Why?

6. Why is ammonia sometimes added to wall-washing solutions?

7. Name two methods of treating scratches in plywood paneling.
   a.
   b.

8. What precautions should be taken when washing wallpaper?

9. In which direction should wood walls be waxed?

10. What care should be taken when removing cobwebs from walls?

11. Describe the procedure for preventing drips when washing a ceiling.

12. When washing doors, door frames, or window frames, in which direction should you work?

13. What procedure is used to remove stubborn streaks from woodwork?

14. When washing woodwork how can you keep from getting the wall wet?

15. Name two tasks which should be performed often to prevent dirt build-up on hardware and doors.
    a.
    b.

16. List the three steps in washing a tile or marble wall.
    a.
    b.
    c.

17. When washing fabric walls what precaution should you take?

18. Some unpainted plaster walls are too porous to be washed. How can they be cleaned?

19. How can unwashable papered walls be cleaned?

20. What type of weather is best for dry-dusting?

    Why?

21. What substance is used to remove finger marks from walls?

22. Scouring powder should never be used on
    _____a. very dirty walls.
    _____b. tile walls.
    _____c. marble walls.

23. Which wall-washing stroke is the least tiring?
    _____a. side-to-side
    _____b. up-and-down
    _____c. circular

24. Name two advantages of machine washing walls.
    a.
    b.

25. Describe the technique for cleaning wallpaper with a dough-like cleaner.

26. Why is a light touch important when dry-dusting ceilings?

27. Should ceilings be cleaned before or after the walls are cleaned?

ASSIGNMENTS:

I. Identify the types of wall finishes or coverings found at your training station. Describe procedures for cleaning each.

II. List equipment and supplies available at your training station for cleaning walls, ceilings, doors, and woodwork.

GROUP WORK:

I. Share problems encountered at your training stations in cleaning walls, ceilings, doors, and woodwork. Discuss possible solutions.

II. Demonstrate correct procedures for wall spotting to other HECE students.

UNIT VIII-6

GENERAL CLEANING

SUBJECT: Caring for Window Treatments

TASK: 30. Clean window treatments.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe care required by various window treatments
b. summarize procedures for cleaning different window treatments.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 12, pp. 8-12; Ch. 14, pp. 12-15.

The window treatments in a home or building collect dust and dirt from both the windows and the inside of the room. For this reason they require frequent dusting and occasional washing or shampooing. Each type of window treatment requires special cleaning procedures.

CARE OF VENETIAN BLINDS

Frequent dusting of venetian blinds will greatly reduce the need for special cleaning. Dusting mitts (one on each hand) or a vacuum cleaner tool will work very well, but once or twice a year a more thorough cleaning is usually necessary.

In the private home, venetian blinds may be washed at the window, in the bath tub, or outdoors.

(1) In the bathtub--Take the blind off the window and pull the cord so that the slats are open. Fill the tub halfway with warm water. Add soap or detergent to make suds. Put the blind in the tub and spread it out. Wash both sides with a sponge or cloth. Scrub the tapes and cords with a sudsy brush. Let the sudsy water drain and fill the tub with warm water. If there is one, a shower is the best way to rinse the suds away. After the blind has finished dripping, wipe it with a clean cloth or towel.
(2) Outdoors--Hang the blinds over a clothesline or fence. Then follow the procedure which would be used to wash it at the window. Next, rinse the blind well by using the garden hose. After the dripping stops, put the blind back on the window and let it hang until dry.

When the plastic tapes on blinds become soiled, wipe them with a cloth wrung out in sudsy water and then rinse them. Fabric tapes may be cleaned by using a dry-cleaning fluid if they are not too heavily soiled. Fabric tapes may also be removed and washed in hot water. If the blinds are too badly soiled, they may have to be replaced.

CARE OF CURTAINS

Always launder curtains before they get really dirty. Try to wash all the curtains from one room on the same day. Do not wash white and colored curtains together. Do not use chlorine bleach on cotton curtains which are finished with a permanent stiffness.

Some curtains may be washed by machine, but some must be washed by hand. Before washing thin or delicate curtains by machine, place them in a pillow case or a net bag to keep them from becoming tangled in the washer. Bath towels may be added to the washer to help balance the load. Use hot suds and hot rinses to wash cottons. Use warm suds and cool rinses to wash special fabrics such as nylon, dacron, or orlon. Let the machine wash for only a few minutes and rinse for only a few minutes. The last rinse should be in cool or cold water. Always follow washing instructions from labels or instruction booklets if they are available.

Try to take the curtains out of the washer dripping wet (do not let them spin in the washer). Either hang the curtains up to drip dry or let them drip off and dry in a gas or electric dryer using low heat. Remove the curtains from dryer while they are slightly damp.

To wash curtains by hand, fill the tub with hot, sudsy water. Put in two or three pairs of curtains, and let them soak for about 15 minutes. Be sure the curtains are covered with sudsy water. Squeeze the suds through the curtains. Rub any extra dirty portions with extra suds. Lift the curtains out, drain the dirty water, and let clean water run through the curtains. Wash the curtains a second time in sudsy water. Then rinse them two or three times in clean water. Squeeze out the extra water and hold the curtains over the tub until most of dripping stops. Hang the clean curtains over a clothesline or shower rod and use your fingers to straighten the hems and edges and any ruffles.

To hand wash curtains made of special fabrics take care not to cause wrinkles. Dip the curtains up and down first in sudsy water and then in rinse water. Do not twist, wring, or rub the curtains. Fold the clean curtains lightly down the middle and hang them smoothly over a clothesline to drip dry. Use your fingers to straighten the hems and corners. If there are any ruffles, stretch and smooth them with your fingers. Hang the curtains at the windows while the curtains are still damp so that they will "fall" into shape while they finish drying.

Special tips:

1. If the curtains need starch, use the same mixture for all the curtains in one room. This will give them all the same crisp feel.
2. Iron just the ruffled edges. This gives the whole curtain a nice finish.
3. Before putting curtains back on the rods, cover the tips of the rods with a clean piece of cloth or tape. The cover prevents the rods from tearing the curtains.

4. To hang tie-backs evenly, pull all of the window shades in the room down to the same level, the level where you want ties to be. Then place the ties even with the bottom edge of each shade.
5. Never put clean curtains back over dirty windows!

CARE OF DRAPERIES

To wash draperies by hand first of all, be sure the fabric is washable. To test the fabric, rub a little warm sudsy water into a corner of the cloth and wipe the corner with a damp cloth. If the color doesn't run, the drapery can be washed.

Take out any drapery pins. Shake each piece to get rid of lint and dust. Use a whisk broom or vacuum cleaner to get the dust out of creases, pleats, and seams. Put enough warm water in the tub to cover the cloth. Add soap or detergent to make thick suds. Spread the fabric out flat. Put it in the sudsy water and let it soak 15 minutes. Then change to clean sudsy water and force water through the fabric. This loosens the dirt. Empty the tub and repeat the entire procedure. Rinse the fabric with lots of clean water. Squeeze out the dripping water. Pull the edges straight. Hang each piece over two clotheslines set about 3 feet apart.

To wash draperies by machine, load an average size machine with only one pair of large draperies. Repeat the machine washing if the item is very dirty. Give special fabrics a cool or cold rinse at the end. Don't let them spin. Instead, take them out while they are quite wet. Either hang them over clotheslines or put them in a dryer.

To "finish" draperies:

Many pieces can be put back in place while a little damp. To "finish" draperies pinch the drapery pleats into shape and pull all of the edges and hems to make them straight and even. Use a warm iron on the wrong side of the cloth for any touch-up ironing needed.

To rehang draperies after cleaning them, close the traverse rod and place the hooks in the guides or carriers on the rod. Start at the center and work toward the outside. If the draperies are on a non-traverse rod, put them back on the rod and spread the draperies evenly across the entire area.

In addition to checking to see if the hooks are all attached to the rod carriers, pull the cord to see if the draperies draw properly. If they do not draw, the cord has probably slipped from under the hook located on the back of each carrier. Replace the cord as shown in the illustration in Unit III-3.

If draperies need other attention, such as repairing seams and tears or tightening loose hardware, report the items to the housekeeper or training sponsor.

QUESTIONS:

1. Why do window treatments require frequent dusting and cleaning?

2. In what type of institution would it be better to vacuum rather than dust venetian blinds?

   Why?

3. What procedure is followed to remove venetian blinds from a window?

4. The best way to rinse venetian blinds washed in the tub is with the _____.

5. The best way to rinse venetian blinds washed outside is with the _____.

6. How should plastic tapes on blinds be cleaned?

7. How should fabric tapes be cleaned?

8. Why should you avoid getting fabric tapes and cords too wet when washing them?

9. What kind of strokes should be used to vacuum or dust window shades?

10. Which type of cotton curtains should not be washed with chlorine bleach?

11. When washing delicate curtains in a machine what should be done to keep them from tangling?

12. When washing cottons use _____ suds, and _____ rinses, but when washing special fabrics use _____ suds, and _____ rinses.

13. Name two methods which can be used to dry curtains.
    a.
    b.

14. When washing curtains by hand, how long should they soak?

15. When washing curtains made of special fabrics, what can you do to avoid wrinkling the fabrics?

16. Must curtains be completely dry before they are hung at windows?

    Why?

17. When putting curtains back on rods what precaution can you take to keep the curtains from tearing?

18. How can you remove dust from the creases, pleats, and seams of draperies?

19. What type of motion should you use to vacuum draperies?

20. What is the purpose of tagging draperies?

21. When touch-up ironing is needed on draperies, which side of the fabric should be ironed?

22. When rehanging draperies, begin placing hooks in the guides at the
    _____a. edge and work toward the center.
    _____b. center and work toward the edge.

ASSIGNMENT:

I. Make a list of the types of window treatments at your training station and briefly describe the procedures for cleaning each. Indicate how often each treatment must be cleaned.

GROUP WORK:

I. Compile a chart on the care required by different fabrics.

UNIT VIII-7

GENERAL CLEANING

SUBJECT: Removing Stains

TASK: 31. Remove stains from various surfaces.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify common stains
b. identify methods of stain removal and the appropriate use for each method.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 8, pp. 1-8.

When you clean, you have the job of removing different kinds of stains from a variety of surfaces. The best method should spare the surface and the worker as much as possible. To determine a safe and appropriate method, consider (1) the source of the stain, (2) the kind of surface to be cleaned, and (3) the mildest cleaning agent which can be used to do the job.

Loose soil may be removed easily from most surfaces by brushing or sweeping. Loose soil becomes harder to remove if it remains on the surface when liquid cleaners are applied.

Water soluble soils, such as syrups, fruit juices, and starches are easy to remove unless they are allowed to stand too long. Some can be removed with cold water; others need hot water. Some can be sponged off with a damp sponge; others need to be flushed out with running water.

Soils which are insoluble in water are more difficult to remove. These include oil or solid dirt attached by oil.

Like most other kinds of soil, insoluble soils will set if they are allowed to remain on a surface too long. They are then difficult, if not impossible, to remove.

Tarnish and corrosion result when a chemical reaction occurs between the surface and the air or liquids that touch it. Iron rust is a common example.

Before beginning, always consider the harmful effects that the stain removal treatment may have on the stained surface. Brushing and sweeping has little effect on most surfaces, except possibly scratching furniture surfaces. Cool or lukewarm water has no harmful effect, except when used in excess or allowed to remain in contact with the surface too long. Hot water is harmful to many surface finishes and fabrics. Alkaline solutions, such as soap, detergents, soda, or lye, are harmful to many fabrics and finishes and may fade colors. Liquid spot removers used to dissolve oily stains are safe on fabrics only when used in small amounts. Powdered absorbents such as powder spot removers, corn meal, or saw dust are safe on most surfaces. Weak acid solutions, such as lemon juice and vinegar, are safe on most surfaces, but strong acids are often harmful. Abrasives such as cleansing powders may scratch smooth surfaces.

Always try the simplest procedure first. Test the cleaning method in an inconspicuous area or on a small portion of the stain before covering the entire stain. If the method does not harm the surface, then do the entire stain. Several applications may be necessary before the stain can be completely removed. If the procedure is not satisfactory on the small area, test another method for removing the stain. If in doubt about the procedure to use, check with your supervisor. Some stains require the attention of a stain removal expert.

QUESTIONS:

1. In deciding which method of stain removal to use, what three factors should be considered?
   a.
   b.
   c.

2. Why should surfaces be brushed or swept before they are cleaned with liquid cleaners?

3. What causes tarnish and corrosion?

Indicate which substances are safe and which are harmful to most finishes and fabrics by placing the appropriate letter in the blank next to the substance.

a. safe for most finishes and fabrics
b. harmful for most finishes and fabrics

____4. cool water
____5. hot water
____6. soap, detergents, soda, lye
____7. corn meal, sawdust
____8. lemon juice, vinegar
____9. strong acids
____10. abrasives

11. What is the best way to test a cleaning method to determine if it will remove the stain without harming the surface?

12. List and explain the four general categories of stain removal processes.
   a.
   b.
   c.
   d.

13. List four suggestions which are safe to follow in most instances when treating stains.
   a.
   b.
   c.
   d.

14. In which direction should you work when treating a stain?

    Why?

15. Name four items which could be used to absorb substances before they stain.
    a.
    b.
    c.
    d.

16. What color should absorbents be?

    Why?

17. Name three dangers of using solvents to remove stains.
    a.
    b.
    c.

18. Should bleaches be used in a metal container?

    Why?

19. Briefly list four important directions for using chemical stain removers.
    a.
    b.
    c.
    d.

Classify each substance below according to the general category of stain removal processes to which it belongs by matching each substance on the left with the category on the right.

_____20.	detergents	a. physical action
_____21.	ammonia	b. detergent action
_____22.	alcohol	c. solvent action
_____23.	vinegar	d. chemical action
_____24.	shaving	
_____25.	bleach	
_____26.	turpentine	
_____27.	scraping	
_____28.	corn starch	

ASSIGNMENT:

I. Make a stain removal chart including: the types of stains that you may have to remove at your training station, the supplies available for removing them, and any special procedures or precautions to follow when removing them.

ERIC

GROUP WORK:

I. Interview experienced housekeeping personnel to learn what stains they encounter most frequently. Where does each stain usually occur? Compile your findings and illustrate them on a chart.

II. Apply stains to samples of various fabrics and surfaces. Practice identifying and removing the stains using a stain removal chart as a guide.

UNIT VIII-8

GENERAL CLEANING

SUBJECT: Controlling Pests

TASK: 32. Take appropriate measures to prevent and control pests.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe the types of insects and rodents which pose problems in residential and commercial buildings
b. explain techniques for the prevention and control of insects and rodents.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 9, pp. 1-6.

The following measures are important in preventing rat and mice infestation:
1. Inspect all food supplies when they arrive.
2. Seal all cracks and crevices.
3. Seal around pipes and conduits.
4. Make all floors and windows fit tightly.
5. Use sheet metal or other material to prevent mice and rats from coming through doors, vents, or windows.
6. Keep outside trash storage areas clean.
7. Keep areas around the house or building clean.

These measures are important in preventing insect infestation:
1. Keep all food storage and preparation areas clean.
2. Rotate foods so that those purchased first are used first.
3. Keep food in tightly closed containers.
4. Inspect dark areas frequently for bugs.
5. Dispose of any product that has been contaminated.

QUESTIONS:

1. Even with good housekeeping practices, how may pests enter buildings?

2. What are the four life stages of insects?
a. c.
b. d.

3. Name six insects among those that cause the most disease.
a. d.
b. e.
c. f.

4. Why may it be difficult to control insects within an institution?
   a.
   b.
   c.
   d.

5. What is the most important way to control insects?

6. What four important rules are necessary to remember when using chemical insecticides?
   a.
   b.
   c.
   d.

7. Name three ways insecticides may be applied?
   a.
   b.
   c.

8. Name three additional methods of prevention and control.
   a.
   b.
   c.

9. Why are rats and mice pests?
   a.
   b.
   c.

10. Name five methods of controlling rats and mice.
    a.
    b.
    c.
    d.
    e.

11. What is the estimated rat population?

12. Name five ways in which rats and mice may be detected.
    a.
    b.
    c.
    d.
    e.

13. How do mice transmit disease and illness to man?
    a.
    b.
    c.

ASSIGNMENT:

I. Talk with your training sponsor to determine what control methods and pesticides are used at your training center. Write a brief summary of your findings.

GROUP WORK:

I. Visit a pesticide or insecticide factory to learn more about how such chemicals are prepared.

II. Write a skit depicting how pest enter buildings, how they can be detected, how they transmit disease, and how they can be controlled. You might write the skit from the pests' point of view. Present your skit to the rest of the class.

UNIT IX-1

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS

SUBJECT: Bathrooms

TASK: 31. Clean and sanitize bathrooms, restrooms, and shower rooms.

OBJECTIVES: When you finish this lesson, you should be able to
a. list reasons for cleaning bathrooms
b. describe procedures to follow in sanitizing bathrooms
c. evaluate the effectiveness, in a given situation, of methods used to clean a bathroom.

REFERENCES: Pfeiffer, William B. and Voegele, Walter O. The Correct Maid for Hotels and Motels. New York, New York: Hayden Book Co., Inc., 1965. pp. 32-36.

Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Co., 1967. Ch. 10, pp. 7-10, 19.

A bathroom must be kept clean and sanitary. Three of the main reasons for keeping bathrooms clean are:

1. To keep germs from spreading from one person to another.
2. To avoid unpleasant odors.
3. To keep from attracting insects and other household pests.

When bathrooms are properly cleaned daily, the job is easier and more agreeable. Clean the bathtub, sink, and toilet daily. Mop the floor every day or every other day. Set up a regular routine and follow it; this increases efficiency and sanitation.

Germicidal cleaners are necessary for disinfecting. Be careful to follow instructions in the use of all cleaning compounds. Do not use harsh abrasives on sinks and tubs because they dull and pit the surface.

Fixtures should be wiped dry after cleaning to prevent water-spotting and the growth of bacteria. Always be sure to rinse the cloth in cleaning solution before cleaning the fixtures in another room. This step prevents the spread of bacteria from one room to another.

IN THE PRIVATE HOME

In the private home, daily tasks might include:

1. Opening windows, if possible, to air out the room.
2. Washing bathtub and/or shower stall.
3. Washing basin and faucets.
4. Washing toilet bowl, seat, and lid.
5. Removing soap and shaving cream splatters from mirrors and walls.
6. Emptying wastebaskets.
7. Sweeping or mopping the floor.

Every week the housekeeping assistant should:

1. Use a disinfectant in the toilet bowl.
2. Replace towels, wash cloths, bathmats, the toilet seat cover, and rugs with clean ones.
3. Check the supplies of soap and toilet paper.
4. Mop the floors or vacuum the carpet.
5. Wash the mirrors.
6. Scrub the wastebasket and clothes hamper.

Occasionally bathrooms need to be cleaned thoroughly, in addition to their daily and weekly cleaning. The tasks involved in a thorough cleaning are:

1. Clean the shower curtain or door.
2. Clean medicine cabinet.
3. Wash windows, vents, and light fixtures.
4. Wipe off the towel bars.
5. Launder curtains.
6. Wash the walls and woodwork.

Your employer may give specific directions for cleaning the bathroom. If so, carefully follow these directions. The following are general directions for cleaning specific areas of the bathroom.

CLEANING BATHTUB, SHOWER STALL, AND SINK

Run about two inches of hot water in the bottom of the bathtub, shower stall, or sink. Add soap or detergent and swish up suds.

Use a sponge, brush, or cloth to scrub the sides, edges, and bottom.

Wash the soap dishes, faucets, handles, drain outlets, and shower rod. Wash all exposed pipes.

To scrub off scum or oily dirt, use a mild abrasive (cleansing powder) on the sponge or cloth.

If there is scum on the chrome-plated faucets, use a small amount of water conditioner.

Wrap a rag around a spatula or ruler. Dip the wrapped part in suds and use it to scrape dirt out of the corners where the tub and sink join the wall or floor.

Use a rust remover to remove rust stains from the tub or sink.

Rinse the clean surfaces with hot water and wipe all surfaces dry with a clean dry cloth.

CLEANING THE TOILET

Place detergent in the toilet bowl. Clean the bowl with a long-handled brush. Be sure to scrub hard under the rim at the top of the bowl. Leave the detergent in the bowl while you clean the outside.

Dip a special sponge or cloth in a pail of hot water containing detergent. Wash the tops and sides of the toilet tank, the seat cover, and both sides of the seat. Wash the rim, the outside of the bowl, and the stand the same way. Use clean hot water to rinse all parts of the toilet.

Swab the toilet bowl again with the long-handled brush. Flush the toilet. If there is still some discoloration or lime deposit, use a toilet bowl cleaner as directed. Then swab the bowl with the brush and flush the toilet.

Use hot sudsy water to wash the sponge, cloth, and brush used on the toilet. Rinse and let them dry before putting them away.

Never use the toilet sponge, cloth, and brush on anything else.

WASHING THE CLOTHES HAMPER AND OTHER FIXTURES

To wash the clothes hamper, wastebasket, stool or chair, cabinets, counters, and shelves in the bathroom, prepare two pails of warm water. Add detergent to one pail.

Wash the clothes hamper inside and out with a sponge or cloth wrung out in sudsy water. If the hamper is wicker or heavily textured, scrub it with a soft brush. Rinse the hamper with a sponge or cloth wrung out in clean water. Then wipe dry and leave the hamper open until dry. Occasionally, place the hamper with the cover open outside to air in the sunshine.

Wash the wastebasket in the same manner. Wipe the wastebasket dry and line it with a paper bag or plastic liner to keep it clean inside.

With a sponge or cloth wrung out in sudsy water wash the entire frame of the stool or chair, including the underside and the legs. Rinse the frame with a sponge or cloth wrung out in clean water. Wipe the frame dry with a dry cloth.

To clean cabinets, counters, and shelves, empty the drawers and dust them inside. Then wash the drawers with a sudsy sponge or cloth. Rinse them with a clean damp cloth and wipe them dry. Let the drawers air. Then line them with clean paper or plastic and replace their contents. Wash, rinse, and dry the countertops and open shelves.

WASHING SHOWER CURTAIN

To wash a shower curtain by hand, run enough water in the bathtub to cover the curtain. Add detergent. If there is heavy scum on the curtain, add 1/2 cup water conditioner, too. Wet the curtain; then spread it against the side of the tub and scrub it with a brush and suds. Turn the curtain over and scrub the other side. Wash the curtain hooks, too. Let the sudsy water out of the tub. Fill the tub with warm water to rinse the curtain. Rinse the curtain again with clean water. Also rinse the hooks.

To wash a shower curtain by machine, use warm sudsy water and wash the curtain for 3 minutes. Spin the curtain only about 10 seconds to remove sudsy water. Rinse the curtain 2 to 3 minutes in warm water. Spin only long enough to remove the rinse water. To dry the shower curtain hang it over a clothesline or rehang it in the bathroom, placing the bottom edge of the curtain inside the tub. Spread the curtain and allow it to air dry.

CLEANING THE MEDICINE CABINET AND MIRROR

Run hot water in the bathroom sink and add detergent. Take everything out of the cabinet.

Use a sudsy sponge or cloth to wash the inside walls of the cabinet. If the shelves are removable, wash them in the sink. If the shelves are not removable, wash both sides and along the edges. Use a clean sponge or cloth with hot water to rinse inside the cabinet. Wipe the walls and shelves dry.

QUESTIONS:

1. For what three reasons must bathrooms be kept clean and sanitary?
   a.
   b.
   c.

2. Should abrasive cleaners ever be used on sinks and tubs?

   Why?

Match the bathroom task in the first column with how often the task should be performed in the private home.

_____3.	Launder curtains	a.	Daily
_____4.	Wash basin and faucets	b.	Weekly
_____5.	Wash mirrors	c.	Occasionally
_____6.	Air out room		
_____7.	Wash walls and woodwork		
_____8.	Use a disinfectant in the toilet bowl.		

9. What three areas in the bathroom of a private home need to be cleaned daily?
   a.
   b.
   c.

10. List two reasons for drying fixtures after cleaning them.
   a.
   b.

11. Briefly describe the procedure for servicing toilet paper and towel dispensers.

12. In what order should a hospital bathroom be cleaned after a patient's discharge?

13. List five bathroom supplies which should be checked often and replenished in a hotel or motel.
   a.
   b.
   c.
   d.
   e.

14. What are the last four steps to remember in cleaning a commercial bathroom?
   a.
   b.
   c.
   d.

ASSIGNMENTS:

I. What improvements can you make in the general procedure you have been using for cleaning sinks at your training station?

II. What improvements can you make in the general procedure you have been using for cleaning toilets at your training station?

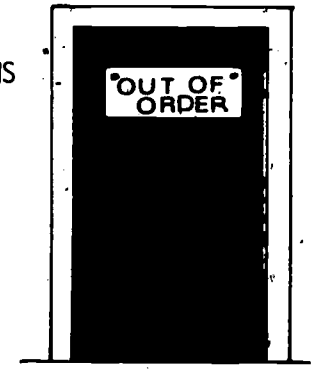
III. Make a list of equipment other than the permanent fixtures which must be cleaned at your training station. Tell how you would properly clean each of these: soap and toothbrush holders, towel bars, medicine cabinets, linen storage areas, rubber bath mats, shower curtains, clothes hampers, mirrors, counter tops, shower doors.

GROUP WORK:

I. Compare the procedures used to clean bathrooms in different training stations.

UNIT IX-2

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS



SUBJECT: Restrooms and Shower Rooms

TASK: 31. Clean and sanitize bathrooms, restrooms, and shower rooms.

OBJECTIVES: When you finish this lesson, you should be able to

a. identify the reasons for the daily cleaning of restrooms and shower rooms
b. describe the procedures for sanitizing restrooms and shower rooms
c. evaluate the effectiveness, in a given situation, of the methods used to clean a restroom.

The proper care and cleaning of public restrooms and shower rooms is one of the most important tasks of the housekeeping management assistant. Proper sanitation guards the health of all who use the restroom or shower room. Never merely cover up odors with a deoderizer--odors mean that soil and bacteria are present. Thorough cleaning will eliminate odors.

The procedure for cleaning a restroom or shower room is as follows:

1. Place an "Out-of-Order" sign on the restroom door.
2. Sweep the floor thoroughly and observe areas that need special care.
3. Collect trash from the floor, sinks, window ledges, and wastebaskets. Empty ash trays and containers for sanitary napkins. Wipe inside and outside of each receptacle with cleaning solution. Install new liners.
4. Check and fill dispensers for towels, toilet tissue, sanitary napkins seat covers, and soap.
5. Dust horizontal surfaces, including lockers, radiators, benches, window sills, and light fixtures
6. Clean stalls, partitions, and walls.
7. Clean mirrors. Wipe the frames with cleaning solution and dry them with a clean cloth.
8. Spot-clean windows as needed.
9. Clean sinks.
10. Clean toilets and urinals.
11. Wet-mop the floor.
12. Do finishing touches like damp-wiping doors, checking light switches and light bulbs, cleaning the exhaust fan grill, and the like.
13. Make a final check to see that all tasks are done and that the room is in good order.
14. Remove the "Out-of-Order" sign.

Make periodic spot checks of restrooms during the day. Pick up wastepaper. Empty receptacles, if required. Replenish toilet paper, sanitary napkins, soap, and towels. Spot-mop problem areas, such as around toilets and urinals. Spot-clean walls, doors, and partitions as needed. Spot-clean mirrors and other glass surfaces as needed.

FILLING DISPENSERS

Toilet Tissue. Install a new roll of tissue so that the paper unrolls from the top. Fill sheet tissue dispensers as directed. Take care to touch only the wrapper. Start the first tissue.

Soap Dispensers. Fill soap dispensers as directed. Check to be sure that they are working properly. Wipe the outside of the dispensers with cleaning solution. Dry chrome fixtures with a clean cloth to eliminate water marks.

Towel Dispensers. Fill paper or linen towel dispensers as directed or follow refill instructions on the inside of the towel cabinet. Take care to touch only the wrapper when installing towels. Start the first paper towel. Check to be sure that the dispensers are working properly. Wipe the outside of the dispensers with cleaning solution and dry them with a clean cloth.

STALLS, PARTITIONS, AND WALLS

Work around the room systematically, using a damp sponge dipped in a sanitizing solution. Begin at the bottom and work up one section at a time.

Pay particular attention to fingerprints, spots, smudges, etc. Wipe ledges, partitions, dispensers, receptacles, shelves, low lights, door vents, doors, door frames, walls, hangers, and light switches. Look for areas where dirt and dust are likely to collect. Dry and polish the cleaned section using a dry cloth. Clean and polish towel holders and other hardware as you go. Continue until all partitions and walls are washed and dried. Be sure to clean the backs of doors in stalls.

To spot-clean, use a circular motion and gradually broaden the circle using less pressure. This makes the spot you are cleaning blend into the rest of the wall and does not leave a ring.

SINKS

Clean sinks with a damp cloth or sponge sprinkled with cleaning agent or dipped in a cleaning solution. Do not clean metal parts with an abrasive cleaner, as this creates small scratches which dull the finish. Use a small stiff brush to clean the overflow outlet and drain. Pay particular attention to the area around the base of faucets. Rinse the basin thoroughly to remove all traces of the cleaning agent. Dry the sink counter top with a clean dry cloth. Damp-wipe and polish exposed pipes and faucets. Continue until all sinks have been cleaned. Keep drains clean with periodic use of drain-pipe cleaners.

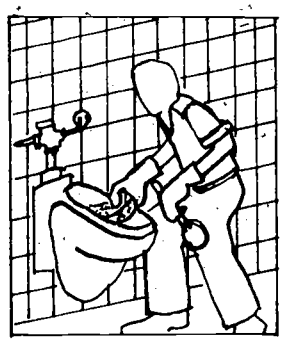
TOILETS

Wear rubber gloves when cleaning toilets. Use a sanitizing solution to damp-wipe all pipes, valves, and fittings. Polish them with a dry cloth. Flush the toilet and check for proper operation and for possible stoppage. If a stoppage is found, use a plunger. If the stoppage cannot be removed, place an "Out-of-Order" sign on the door and report it to your supervisor. If the toilet has a tank, clean the tank first. Wash the top of the toilet seat with a sponge or cloth dipped in a sanitizing solution. Rinse the cloth or sponge, wring it out,

and dry the top of the seat. Repeat this procedure to wash the underside. Leave the seat standing. Clean the outside of the bowl and base with sanitizing solution. Start at the top and work toard the floor. Clean the floor areas around the bases of the floor fixtures. Clean the inside of the toilet bowl. Over the bowl opening, sprinkle cleaning agent or pour bowl cleaner onto the sponge, cloth, or swab. Scrub the entire inner surface with circular motions. Scrub under the rim of the toilet and work down to the trap opening, using a swirling motion. Use a hand mirror to check under the rim to be sure that all stain and soil is removed. Squeeze out the sponge or cloth. Re-apply cleaning agent and scrub inside the trap, reaching as far as possible into the opening. Squeeze out the sponge or cloth into the bowl and flush the toilet. Use a bowl cleaner if stains cannot be removed with the liquid cleaner. Continue until all toilets are clean. During periods such as holidays, when the toilets are not used daily, clean the toilets and flush them once a week.

URNINALS

1. Flush the urinal.
2. Wipe the outer surfaces and pipes of the urinal with a sponge dipped in sanitizing solution. Wear rubber gloves.
3. Dry the urinal pipes and the outside of the bowl with a clean cloth.
4. Treat exposed flush tanks the same as you treat the exposed parts of the urinal.
5. Sprinkle cleaning agent or pour bowl cleaner on the sponge or swab and clean the inside of the urinal. Make sure all surfaces are clean. Use a hand mirror to check hidden surfaces.
6. Flush the urinal and rinse out the sponge.
7. Continue until all urinals are clean.



NOTE: If offensive odors remain in the urinal or drain traps after cleaning, mix 2 or 3 tablespoons of household vinegar in a gallon of hot water and pour the mixture into the trap. If possible, flush the urinal drain pipes and traps with a water hose every two weeks. Flush urinals once a week, if they are not used.

LOCKER AND SHOWER ROOMS

Locker and shower rooms provide ideal conditions for the growth of bacteria and the spread of germs. Therefore, good sanitation practices in these areas are absolutely essential.

The floor is probably the greatest source of contamination. Athlete's foot and many other diseases are spread when a person touches his face with the same hand that has touched the floor or an object on the floor. Floors in locker and shower rooms should be sealed and polished to keep germs and bacteria out of pits in the floor. Floors should also be damp-mopped daily with a germicidal cleaner.

Lockers, storage rooms, and bins can also spread germs. Scrub these areas periodically with a germicidal cleaner. Spray them as needed with a germicidal deodorant to kill germs and eliminate odors. After lockers are vacated, clean them with a germicidal cleaner.

All training equipment should be washed as needed with a germicidal cleaner. In addition, cleaning should be scheduled periodically. Gym mats should be scrubbed monthly with a scrub brush and germicidal cleaner. Mats should be sprayed with a germicidal deodorant as needed.

Shower room floors and walls should be scrubbed regularly with a germicidal detergent. If duct boards are used, they should be removed regularly, scrubbed, and dried out. Floors beneath duct boards should be scrubbed with germicidal detergent. Germicidal detergent sould also be poured into the drains.

QUESTIONS:

1. What does the presence of odors mean? How can odors be eliminated?

2. What sanitary precautions should you follow when filling dispensers?

3. What should you do during spot checks of restrooms during the day?

4. When cleaning stalls, partitions, and walls, in what direction should you work?

5. When spot-cleaning, you should use a circular motion with decreasing pressure. Why is this motion advised?

6. Why should abrasive cleaners <u>not</u> be used on metal fixtures?

7. What is the purpose of a hand mirror when cleaning toilets and urinals?

8. If offensive odors remain after urinals or drain traps have been cleaned, what solution can be poured into the trap to eliminate these odors?

9. How often should drain pipes and traps be flushed with a water hose?

10. Why are good sanitation practices essential in locker and shower rooms?

11. The greatest source of contamination in locker and shower rooms is probably the _____.

ASSIGNMENTS:

I. Ask your training supervisor what the procedures are for cleaning the restroom or shower room at your training station. Make a list of these procedures and compare them to the ones suggested in this lesson.

II. Make a list of the cleaning supplies used at your training station for cleaning restrooms and shower rooms and tell what each is used for.

GROUP WORK:

I. Observe your school custodian or a cleaning supply representative demonstrating procedures for cleaning restrooms and shower rooms.

UNIT X-I

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Methods of Sorting Laundry

TASK: 39. Sort laundry.

OBJECTIVES: When you finish this lesson, you should be able to
a. plan loads of fabrics and colors which may be laundered safely together
b. describe relationship between type of fabric or finish and water temperature
c. sort clothing items according to degree of soil
d. identify pretreatments for stain removal and heavily soiled clothing.

Most private households are equipped with a washer and dryer so that the major laundering tasks can be performed economically at home. Many hotels, motels, and hospitals today also have their own laundry services. Besides saving money, institutions get these advantages by doing their own laundry:

1. Lose fewer linens through outside handling.
2. Prolong life of linens by using milder wash solutions.
3. Control order of laundering to meet immediate needs.
4. Control quality of linen each guest or patient receives.

As a housekeeping management assistant, you may be responsible for the laundry at your training station. Regardless of whether you are employed in a private household or an institution that performs its own commercial laundry services, the procedures for washing will be similar.

Preparing items for laundering includes: sorting, mending, and treating spots and stains.

In the private home, clothing and household items are gathered from hampers conveniently located near where the items were used. Damp items should be dried before they are placed in a hamper. Any stain on clothing or linens should be removed as soon after it happens as possible. Dry and store the items until wash day.

Housekeeping management assistants in a hotel, motel, hospital, or nursing home do not gather the laundry themselves. It is brought to the laundry room in large bundles from the rooms of occupants.

Knowledge of fabrics and finishes is necessary before doing any laundering. The housekeeping management assistant employed in the private home should check permanent care labels on wearing apparel and household linens. In a hotel-motel situation, permanent labels may provide similar information about uniforms and linens. The label should list information on fiber content, special finishes, shrinkage control, colorfastness, care instructions, and special precautions.

The first step in laundering is to sort the clothes and linens according to color, colorfastness, construction, amount of soil, and washing method. Sorting the clothes on a table or counter saves stooping and bending; this saves energy and time.

White and light colorfast items should be separated from brightly colored and non-colorfast items. Bright colors should be washed separately or with similar colors. Special care fabrics should be washed separately from the regular wash. Heavy, bulky items such as blankets, bedspreads, and slip covers may need to be washed alone.

When sorting laundry according to the degree of soil, classify it into light, medium, and heavily-soiled groups. After sorting, you should have the following categories:

1. White and light colorfast fabrics. Wash in hot water (140°-160° F. or 60°-71° C.) using heavy duty, all-purpose detergent.
   a. Heavily soiled: children's clothes, work clothes, T-shirts, socks, bath towels, sheets, and pillow cases.
   b. Medium or lightly soiled: washable dresses, shirts, blouses, handkerchiefs, and undergarments.

2. Colored fabrics. Wash colorfast fabrics as above. Wash non-colorfast fabrics in warm water (90°-110° F. or 32°-43° C.) using light-duty, mild detergent. Hand wash for extra care.
   a. Heavily soiled: blue jeans, khakis, sweatshirts, jackets, bath towels, bath mats, colored sheets, towels, and pillow cases.
   b. Medium or lightly soiled: shirts, blouses, and dresses.

3. Synthetic and fine fabrics. Group according to white, light colored, dark colored; wash in warm water (90°-110° F. or 32°-43° C.); use light-duty, mild detergnet. Follow manufacturer's laundry instructions. Do not wash too many items at once. Crowding causes them to wrinkle. Do not wash synthetic and fine fabrics with other items; they attract lint from other materials.

NOTE: Do not wash colored napped fabrics, such as corduroy jeans or bathmats in the same wash with any garments that shed lint. Lint is difficult to remove, and is visible in the nap. Do not wash solid color clothes with a lint shedding garment. The lint is difficult to remove from the colored garment.

The sorting process for laundry in institutions in not as difficult as that for home laundry. The aide counts the linens sent to the laundry, checks for stains, and treats the stains using the stain removal chart as a guide. The aide then sorts the towels and wash cloths from the bed linens. Linens made of no-iron fabrics are separated from those made of untreated fabrics. Otherwise lint and dirt are attracted to the no-iron fabrics. No-iron linens may be of a different color for ease in sorting.

Any item which is stained or heavily soiled requires special treatment before washing. The pretreatment method used depends on the type of soil or stain and the type of fabric. The three basic methods are:

1. Soaking. Add presoak or detergent to warm water (avoid hot water which may set some stains). The soaking time depends on the fabric, age, and amount of stain. You should soak most items at least thirty minutes, and you may have to soak some items overnight. This method is for heavily soiled, yellowed, or grayed fabrics. Presoaking aids in the removal of egg, baby formula, chocolate, grass, blood, and body soil. NOTE: Be sure to wring or spin out the soak solution before washing the item in fresh water.
2. Applying detergent or bar soap. Dampen the soiled area and rub it in water and detergent or bar soap. This method is especially good for small stains, the soil line inside cuffs and collars, and the feet of socks.
3. Using special methods. Use a stain removal chart as a guide for removing stubborn stains and spots.

Mending, too, should be done before the item is washed. A ripped or torn place may ravel and tear even more during the washing process.

After finishing the general procedures for sorting, mending, and removing stains, check the following before laundering:

1. Inspect the pockets to see that they are empty. Turn the pockets inside out.
2. Turn the cuffs down and shake.
3. Zip all zippers.
4. Remove unwashable trims, buckles, or buttons.
5. Tie belts loosely.
6. Place delicate items in a mesh bag for their protection.

QUESTIONS:

1. Preparing items for laundering includes what three processes?
   a.
   b.
   c.

2. Name five types of information a label should provide.
   a.
   b.
   c.
   d.
   e.

3. Clothes are sorted according to five characteristics. What are these characteristics?
   a.
   b.
   c.
   d.
   e.

For items 4-12, select the word indicating the degree of soil which would normally be found in that garment.

CLOTHING	DEGREE OF SOIL
____4. Mechanic's trousers	a. Light
____5. Lady's orlon sweater	b. Medium
____6. Cotton slacks	c. Heavy
____7. Child's blue jeans	
____8. White dress shirt	
____9. Baby's bib	
____10. Slips	
____11. Men's socks	
____12. Gardening gloves	

13. Considering color and fabric, sort the following wash into four loads by grouping the clothing items that could be washed together.

CLOTHING

Blue denim jeans
Pink percale curtains
White muslin sheets
Red flannel shirt
White nylon slip
Black broadcloth blouse
Tan broadcloth blouse
Light grey oxford-cloth shirt
Brown cotton slacks
Beige cotton skirt

The temperature of the water varies with the kind of clothing to be washed. Which temperature do you think would be best for each of the items listed in questions 14-21? Write the letter of the temperature you select in the blank.

CLOTHING	TEMPERATURE
____14. White muslin sheet	a. Hot, 140°-160° F. or 60°-71° C.
____15. Colorfast shirt	b. Warm, 90°-110° F. or 32°-43° C.
____16. Linen table cloth	
____17. Dacron blouse	
____18. Towels	
____19. Wool sweater	
____20. Undergarments	
____21. Non-colorfast blouse	

22. Why is it not a good idea to wash light and dark colors in the same washer load?

23. In what order would you wash the following loads of clothing? Arrange the letters in the correct order.
    a. Pastels
    b. Dark colors
    c. White
    d. Heavily soiled articles

24. Why is it recommended that articles in wash loads vary in size and shape?

25. In institutional laundries, why should no-iron linens be washed separately from linens made of untreated fabrics?

26. Name three commonly used methods for pretreating stains.
    a.
    b.
    c.

27. Why is it important to mend all garments before washing them?

28. List six things to check or fasten before laundering garments.
    a.
    b.
    c.
    d.
    e.
    f.

ASSIGNMENT:

I. Ask your employer to describe procedures for sorting laundry at your training station. Develop some guidelines to help you sort laundry as described. Ask your training sponsor to check your guidelines and make additional suggestions if needed.

GROUP WORK:

I. Make a list of articles frequently laundered at your training station. Describe the fabric, color, type, and degree of soil for each article. Exchange lists with another housekeeping management assistant employed in a similar job. Sort the articles as you would at your training station. Discuss any articles that you are unsure of with classmate or your training sponsor.

ERIC

UNIT X-2

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Using Laundry Supplies

TASK: 40. Use laundry equipment and supplies correctly.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify types and uses of soaps and detergents
b. analyze the use of fabric softeners, bleaches, starches, bluing, tints, and dyes
c. select the correct type of detergent, water temperatures, and washing time for a particular wash load.

A vast number of laundry products are available today. If you select and use the appropriate products, laundering not only get clothes clean but also removes odors, reduces wrinkles, restores a fresh appearance, and preserves the life of the articles.

The amount of a laundry supply used is just as important as the type of product used. The amount of detergent, detergent germicide, bleach or other products used is determined by the size of the load and the amount of water used in the wash cycle. Follow the recommendations on the package.

The laundry supplies chart at the end of this lesson should aid in deciding which product to use for various laundry problems. Some further tips for using laundry supplies follow:

1. Use enough washing product for a clean wash. Too little washing product gives poor results.
2. Add extra soap or detergent for hard water, heavy soil, large washing loads, and cool wash water.
3. Use detergents in hard water because soap reacts with the minerals to form an insoluble film that makes clothes look gray and dingy.
4. Use either soap or detergent in soft water.
5. Use hot water whenever possible. All detergents, even those designed to work in cold water, give better results in hot water.
6. Read all package directions and measure precise amounts, especially when using bleach.
7. Dilute bleach and fabric softeners before adding them to the wash or rinse water to avoid staining or discoloring fabrics.
8. Delay adding bleach until 5-6 minutes into the wash cycle so the detergent has time to work.

Water temperature is another important factor affecting the laundering process. The water temperature determines in part how clean and how wrinkled the fabric becomes during washing. Correct water temperature can also insure the durability of a fabric finish and affect the amount of fading that occurs through washing.

LAUNDRY SUPPLIES

PRODUCT	CHARACTERISTICS	USE
1. Water Softeners: a. Precipitating	Boosts cleaning power of soap or detergent. Softener combines with minerals in hard water to form a solid milky appearing substance.	Use only in wash water.
b. Non-Precipitating	Surrounds and locks up the minerals in the hard water. Requires less soap. Keeps soil from re-settling on clothes.	Use in rinse water.
2. Soap a. Light duty, mild, unbuilt soap	Non-alkali. Mild. High-sudsing.	Use with fine fabrics and non-colorfast fabrics, lingerie.
b. Heavy duty, built All-purpose	Helps remove heavy soil because of high alkaline content.	Use with work clothes or normal household linens. Hard on colors.
3. Synthetic detergents made of non-fatty raw material, a product from petroleum. These detergents may also contain builders, dyes, bleach, softeners, bacteriostatic agents.	Aids in "wetting" the fabric. Increases cleaning power. Brightens white and colored fabrics. Aids in stain removal.	

PRODUCT	CHARACTERISTICS	USE
a. Light duty, mild, unbuilt	Is mild because of low alkaline content. Good for non-colorfast garments.	Hand washing fine fabrics. Machine washing for fine woolens, lightly soiled clothing.
b. Heavy duty, all-purpose, built (1) High-sudsing (2) Low-sudsing	Cleans heavy soil because of high alkaline content. Stronger cleaning action. Does not pollute underground water supply.	Machine laundering of normal or heavy soil. Hard on colors.
4. Bleaches		Does not remove soil but combines chemically with soil to form a colorless substance.
a. Chlorine	Strong. Disinfects and deodorizes. Eliminates stains and dirt.	Eliminates "yellow" from white linens and cottons. Not poured directly on clothes. Not used on silk, wool, rayon, spandex, non-colorfast or delicate fabrics.
b. Oxygen	Less effective than chlorine type.	Can be used on all washable fabrics and all colors.
5. Fabric softeners	Makes fabric soft. Reduces wrinkling. Aids in ironing.	Makes fabric soft, static free. Added to final rinse.
6. Bluing	Covers up grey and yellow discoloring. Not a cleaning agent.	Added to final rinse. Makes clothes look whiter.

PRODUCT	CHARACTERISTICS	USE
7. Ammonia	Removes deep heavy soil.	Boosts power of soap. Use in wash cycle, not rinse.
8. Sanitizer	Quaternary disinfectant commonly referred to as "quat." Pine-oil type bleach.	Kills harmful bacteria in the laundry. Bleach not used on all fabrics.
9. Starch		
a. Dry (uncooked)	Mixed with hot water or cooked before used. Economical. Inconvenient.	Restores crispness to fabric. Starched fabrics shed soil, look clean longer. All starching is done before ironing.
b. Dry (precooked)	Mixed with cold water before used.	
c. Liquid	Mixed with water. More convenient than dry starches.	Lasts through several washings.
d. Spray	Most convenient. Most expensive.	Used while ironing. Good for touch-ups. Less stiffness, more flexible finish.

All fabrics can be washed in one of three water temperatures:

A. Hot Water (140° F., 60° C., or above) is used for whites, colorfast items, diapers, and heavily soiled durable press or wash and wear. This temperature cleans quickly and sanitizes best.

B. Warm Water (100° F.-110° F., 38° C.-43° C) should be used to wash non-colorfast items, silks, woolens, durable press, wash and wear, nylon, acrylic, polyester, and other man-made fibers. Warm water reduces fading, preserves durable press finishes, and reduces wrinkling and shrinkage.

C. Cold Water (80° F., 27° C., or cooler) should be used when washing sensitive colors and lightly soiled items and when rinsing durable press and man-made fibers. Though cold water does not clean as well, it does reduce the wrinkling and fading of fabrics.

These principles apply equally to home laundering or to institutional laundering. Normally the hotel-motel laundry is considered light-soil laundry because it is used only one day, then changed. The water temperature is 140°-160° F. or 60°-71°C.; a normal amount of detergent is used, following the directions on the package. The washing cycle is approximately 30 minutes.

The hospital laundry, after spot removal, is laundered in 140°-160° F. or 60°-71° C., hot water, and a detergent germicide is used. The length of time the wash cycle takes depends upon the soil and the product used as a detergent germicide. The directions on the package should be read and followed carefully. The housekeeping manager can explain the importance of following directions for hospital laundry.

The nursing home housekeeping management assistant sorts the linens as to degree of soil: "light soil" or "heavy soil." The "heavy soil" laundry requires hot water (140°-160° F. or 60°-71° C.), a regular detergent, and bleach, if the housekeeper suggests using it.

QUESTIONS:

1. What two factors determine the amount of laundry product you should use?
   a.
   b.

2. When washing in hard water, should you use soap or detergent?

   Why?

3. What must you do to bleach and fabric softeners before they are added to the wash or rinse water?

   Why?

Match each item or fabric with the washing temperature best suited to it.

____4.	Nylons, polyesters	a. Hot water
____5.	Whites	b. Warm water
____6.	Sensitive colors	c. Cold water
____7.	Lightly soiled items	
____8.	Diapers	
____9.	Durable press rinses	
____10.	Heavily soiled items	
____11.	Silks and woolens	
____12.	Colorfast items	
____13.	Lightly soiled durable press	

14. List two advantages of using cold water.
    a.
    b.

15. What is the primary purpose of a water softener?

16. Identify three functions of bleach.
    a.
    b.
    c.

17. List six types of fabrics that chlorine bleach should not be used on.
    a.
    b.
    c.
    d.
    e.
    f.

18. During which cycle is the fabric softener added?

19. Name three purposes of a fabric softener.
    a.
    b.
    c.

ASSIGNMENTS:

I. Make a list of the laundry supplies used at your training station. Indicate when each should be used.

II. Describe the type of detergent, water temperatures, and washing time for the types of loads most frequently washed at your training station.

GROUP WORK:

I. Make a display of commercial and home type laundry supplies. Include information on the uses of each.

UNIT X-3

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Using Laundry Equipment

TASK: 40. Use laundry equipment and supplies correctly.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify the major parts of an automatic washer, automatic dryer, and commercial laundry equipment
b. arrange in order the procedures to follow when using an automatic washer
c. explain the purpose of each of the major parts of a dryer
d. describe the general procedures and precautions for operating commercial laundry equipment

The housekeeping management assistant, whether in a private home or a commercial institution, should be familiar with various types of washers and dryers and their operation. The aide in an institutional situation should also be familiar with the procedures for operating commercial laundry equipment.

WASHERS

The most necessary laundry equipment is a washing machine. Washers may be classified in three groups according to the manual labor required for their operation.

1. Non-automatic washer. Worker must handle clothes, start and stop machine.
2. Semi-automatic washer. Worker operates controls to change water. Reduces manual handling of clothes.
3. Automatic washer. Worker just sets controls.

A wringer washer may be in either of the first two categories. The washing action in a wringer is produced by an agitator post. The wringer squeezes water from fabrics after the washing and rinsing cycles. Any type of soap or detergent is used in these washers.

Much more common today are the automatic washers. Three types of automatic washers are available.

1. Top-loading. Washing action is produced by an agitator post; clothes can be deep-rinsed; any type of soap or detergent is used.
2. Front-loading. Washing action is produced by tumbling clothes in a cylinder; less water and detergent is used; a low or medium sudsing detergent is used.
3. Combination washer-dryer. Combination is similar to front-loading washer; it can be used as just a washer or just a dryer; a low or medium sudsing detergent is used.

The first step in the laundering cycle of a washing machine is the physical washing action. Regardless of the type of machine used, the physical action that washes the clothes is provided by an agitator or a revolving cylinder. An agitator post moves the clothes back and forth to provide the friction which aids in removing soil. A revolving cylinder uses a lift and drop type of friction to aid cleaning.

The load, or number of items a machine can wash at once, varies with the size of the articles and the types of fabrics being washed. In loading the machine, always follow the instructions published by the manufacturer. To further insure a clean wash, do not overload or underload the washer. Leave enough room to allow the clothes to move freely in the sudsy water. Put both small and large pieces in the same load to avoid packing too many items in at one time. Overloading causes uneven cleaning and creates extra friction and wear on clothing. Underloading a machine wastes power and detergent, so it's best to wait until there are enough dirty clothes to wash a full load. A water-level control provides greater variation in the size of loads without wasting water. With this control, the tub can be filled to low, medium, or full.

Automatic washers are equipped with various control settings that allow the water temperature, cycle length, and washing speed to be adjusted for specific fabrics. Sometimes a soak or prewash cycle is available for treating stained or heavily soiled items.

The washing cycle, or length of time the clothes are agitated, depends upon the amount of soil, the kind of fabric, the garment construction, the color of the material, and the equipment used. In general, these suggestions should be followed for wash cycles:

Normal soil	10 minutes, normal speed
Heavy soil	5 to 10 minutes presoak, 10 minutes wash, normal speed
White and colorfast	10 minutes, normal speed
Non-colorfast	6 to 8 minutes, normal speed
Durable press	6 to 8 minutes, normal wash, slow spin
Delicate fabrics	4 to 6 minutes, slow speed
Knits and woolens	1 to 3 minutes, slow wash, normal spin

NOTE: Normal speed may be labeled "Regular" or "Fast," and slow speed may be labeled "Gentle" or "Delicate."

The next step in the washing process is the rinse cycle. The rinse may be a spray rinse, deep rinse, or over-flow rinse. Machines generally use a combination of these rinses: a spray rinse, followed by an agitated deep rinse, then another spray rinse. The rinse cycle removes the soap or detergent from the clothes. Improperly rinsed fabrics may become stiff and dull looking. The rinse water should be slightly lower in temperature than the wash water. Cold water rinsing minimizes wrinkles in synthetic fabrics and durable press items. Automatic washers provide a 2 to 5 minute rinse cycle that is ample for most needs. Woolens should rinse for only one minute, and delicate items for only 2 or 3 minutes.

The last step in the process is that of extracting or removing the water from the clothes. As much as 25 to 30 per cent of the rinse water can be removed during this cycle. Automatic removal of water is done by constant spinning of the cylinder or by a hydraulic press that squeezes the water out of the clothes. The faster the spin, the more water is extracted and the faster the clothes dry. Water can also be pumped out with an automatic pump or drained from the washer by gravity. On the non-automatic washer, the wringer is used to extract water. Safety devices to stop the wringer are placed so that the operator can stop the action in case he gets his hand caught. On an automatic washer, the washing action should stop when the door is opened. Many washers have an automatic safety lock which will not allow the door to be opened at all during the spinning process.

Following these suggestions makes good results possible regardless of the type of washing machine used:

1. Follow the manufacturer's instructions.
2. Load the washer properly. Set the washing controls according to the size and type of the load.
3. Select the correct water temperature. Provide an adequate supply of hot water, if needed.
4. Use a suitable soap or detergent. Measure according to the amount of water. Too much detergent produces too many suds, and clothes are not rinsed clean. On the other hand, too little detergent does not provide cleaning power.
5. Clean the inside and outside of the washer after each use.

DRYERS

Three methods of drying are commonly used. All require good judgment and knowledge for best results.

1. Tumble drying. An automatic dryer saves time and energy, makes articles soft and fluffy, helps remove wrinkles, and prevents fading caused by sunlight. The main disadvantage of this method is that improper drying can increase shrinkage. Commercial establishments use this method.

2. Line drying. Some household items should be dried on a clothesline. Though this method increases stiffness and must depend on the weather, some homemakers prefer the fresh smell it gives their clothes. Large items can be dried more thoroughly on a clothesline. When garments are hung on a clothesline, the strongest or heaviest part of the garment should be fastened to the line, and then any wrinkles should be smoothed out. Large items such as blankets or bedspreads, should be hung over two lines to reduce strain on the threads.

3. Flat drying. This method is best for wool sweaters, leather items, and some elastic garments. Place items to be dried on a clean towel or other absorbent surface; gently restore the garment to its original shape; dry the garment away from direct heat or sunlight.

Most automatic dryers for home use are the tumble type. The clothes are placed in a revolving cylinder or drum turned by a motor. The motor also turns a fan which circulates air through the cylinder and forces out moisture-laden air. Heat for drying is produced by a gas flame or an electric element. As a safety precaution, the heat source should shut off and the revolving drum should stop turning when the dryer door is opened. Many dryers also have an automatic heat cut-off in case of mechanical failure. The housekeeping management assistant should study the manufacturer's instruction book on the use of the dryer and should carefully follow the instructions given.

Automatic dryers may offer special settings for regular fabrics, durable press, and delicate fabrics. They may even offer "no-heat" or "no-tumble" settings. The control must be turned to the correct temperature and time setting for each load. The length of time required to dry clothing depends upon the following factors:

1. The temperature at which the dryer is set and the air circulation in the dryer. The higher the temperature, the shorter the time required for drying.

2. The size of the load. As the size of the load increases, so does the drying time.

3. The amount of moisture in the articles. If most of the water has been extracted from the articles during the washing process, the time of drying will be shortened.

4. The type of fabric. Wash-and-wear and lightweight fabrics dry more quickly than heavy fabrics.

Zippers and hooks and eyes should be fastened before articles are placed in the dryer to prevent these articles from catching on the revolving drum or snagging other items.

New, colored articles are likely to shed bits of lint the first few times they are dried. These items should be dried separately or with similar colors until the loose fibers are dislodged.

Careful sorting of clothes may make it possible to make up a load of clothing which needs to be ironed. The timer should be set so the garments will be slightly damp and ready for ironing when they are removed from the dryer. Other loads can be made up that do not require ironing or that can be pressed without dampening. Starched items should be dried separately from unstarched ones.

Avoid overloading and overdrying clothes. Both result in unnecessary wrinkles. Leaving permanent press articles in the dryer for a period of time after the drying process is over also causes wrinkling. Overdrying causes towels and sheets to be stiff and also increases shrinkage.

Certain types of articles should never be dried in the dryer. These include plastics; foam rubber; any item that is still damp from being cleaned in a dry cleaning solution; cleaning cloths used to wax furniture and floors, even though they have been thoroughly washed; rayon and acetate knits; woolens other than blankets; glass or metallic fabrics; and permanently pleated skirts of synthetic fibers.

COMMERCIAL EQUIPMENT

Commercial institutions such as hotels, motels, and hospitals often reduce their operating costs by running their own laundry. Usually this is just a flatwork laundry. Flatwork is a term used to describe the washing and ironing of flat pieces such as sheets, tablecloths, and towels. Commercial equipment including a washer, extractor, tumbler, and mangle or ironer is required for a flatwork laundry. A housekeeping management assistant working in this situation needs to know not only general laundry procedures but also how to operate commercial equipment.

Two types of washers are used by institutions, the open end model and the cylinder. The open end model is usually made of steel, holds up to 100 pounds, and is easier for a woman to operate. The cylinder type is available in many different sizes; it can be either steel or wood. The steel tub or cylinder is preferable because if the wood is not used often it will dry out and begin to leak.

After sorting, the linens are placed in the washer. Linens remain in the washer for a period of time depending on the amount of soil: heavy soil, longer; light soil, shorter. The rinse cycle follows the washing cycle. In flatwork laundries, the clothes are then placed into a centrifuge (a machine with a large steel basket with perforations) called the extractor. The extractor spins at a high speed to extract, or remove, the water from the linens. This process takes about half the time of the washing cycle. (Recently the washer and extractor have been combined in one machine which speeds up the laundry process and cuts the time spent in the laundry.)

The dryer for institutional use may be referred to as the hot air dryer or tumbler. Hot air is blown through the rotating drum. Linens are placed loosely in the dryer; the cycle is about 1/2 to 3/4 the length of the washing process.

Towels, bath mats, and wash cloths are placed in the dryer to be fluff dried. Sheets and other linens are dried only a few minutes to prepare them to be ironed in just one trip through the mangle. A mangle or ironer is usually described in terms of the number of rollers over which the linens will pass. The rollers are set to run at different speeds to pull the linens tight and wrinkle-free as they pass over the rollers. The metal part that fits down over the rollers is called the shoe. The shoe is the heat source and does the actual pressing.

Ironing is the slowest operation in the laundry process. Care must be used to get the linens through the automatic ironer straight, without ironing in wrinkles or pulling the linen off grain. Such finishing touches are the ones most noticeable to the guests or patients. Permanent press items should never be put through an ironer, as ironing destroys the finish.

When the linens are completely dry and pressed, they are folded and returned to the linen room.

QUESTIONS:

1. What type of detergent must be used in a front-loading washer or a combination washer-dryer?

2. List two disadvantages of
   a. overloading a washing machine.

   b. underloading a washing machine.

3. Identify five factors which affect the length of the washing cycle.
   a.
   b.
   c.
   d.
   e.

4. Which of these features are found on the operation panel of an automatic washer?
   _____a. Water temperature
   _____b. Water hardness guage
   _____c. Water level
   _____d. Washing time
   _____e. Drying time
   _____f. Washing and spinning speed

In questions 5-10, choose the best answer from those listed below to fill in the blanks.

Warmer
10 minutes
Less soap is required
Agitator and cylinder
Soil is redeposited on the clothes
Wringing and spinning
Soil washed from the clothes
Detergent and soiled water
4 minutes
Lower

5. The purpose of rinsing is to flush out _____.

6. Soft water is desirable because _____.

7. Two methods found in washers for extracting water are _____ _____.

8. Movement for washing fabrics is usually provided by _____ _____.

9. The timer for loads of wash-and-wear fabrics and delicate fabrics should be set at _____.

10. To reduce wrinkles, the rinse cycle should be slightly _____ in temperature than the wash water.

11. The length of time required to dry clothing depends on what four factors?
    a.
    b.
    c.
    d.

12. One responsibility of Judy, a housekeeping assistant, is to do the family laundry for the Browns. Arrange the tasks in each of these three groups in the order in which they should be performed.

    Group I
    a. Sort clothes properly
    b. Place articles in washer
    c. Check all laundry hampers and gather all soiled linens
    d. See that washer tub is clean
    e. Treat spots and stains

    Group II
    a. Set timer for correct washing time
    b. Add soap or detergent
    c. Set temperature control at warm, medium, or hot
    d. Push control to start washing action
    e. Close lid or door
    f. Set speed control for regular or gentle washing action

    Group III
    a. Remove articles from washer
    b. Check lint trap; remove lint
    c. Do another job for about 30 minutes
    d. Wipe machine inside and out

13. If an appliance where you work does not operate properly, you should report it to
    a. the dealer.
    b. the other employees.
    c. your supervisor.
    d. your teacher.

14. If you are asked to wash a load of clothes in a washer that you have never used before, you should
    a. call the dealer for instructions.
    b. call your mother for instructions.
    c. read the attached instructions.
    d. say you do not know how to operate the washer.

15. What is a flatwork laundry?

16. Which requires a longer washing cycle--heavily soiled items or lightly soiled items?

17. a. What function does the centrifuge or extractor perform?

    b. What cycle performs this task in a home laundry?

18. Name the slowest operation in the commercial laundry process.

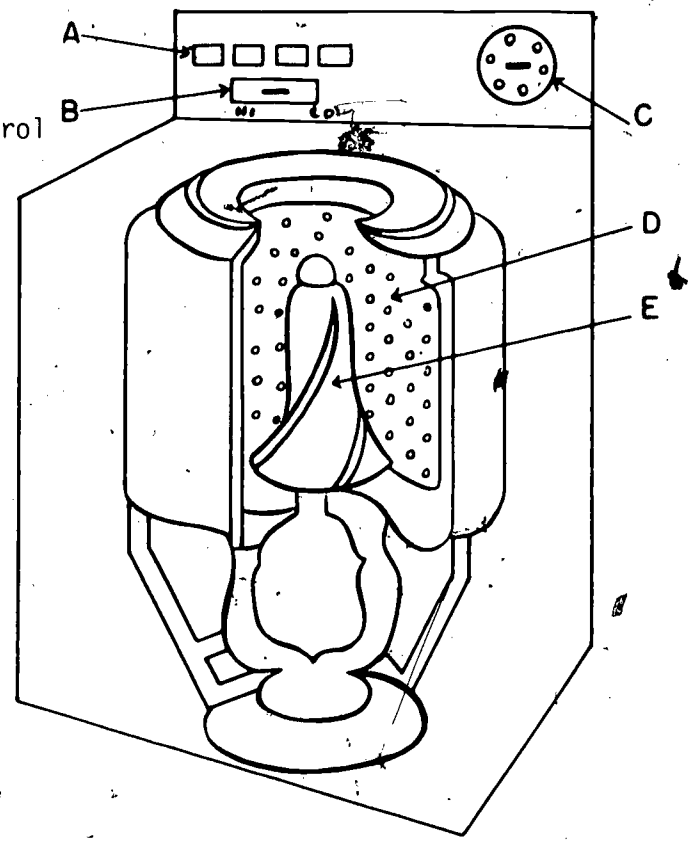
19. Should permanent press items ever be put through an ironer?

    Why?

Look at the following drawing of an automatic washer. Match the letter of the part indicated by the arrow with the correct name of the part.

NAME OF THE PART

_____20. Agitator
_____21. Temperature selection control
_____22. Tub or cylinder
_____23. Washing cycle
_____24. Water level control



ASSIGNMENT:

I. Read the manufacturer's booklets for the laundry equipment at your training station.

GROUP WORK:

I. Visit a commercial flatwork laundry and observe the machines and techniques used there.

II. Observe a demonstration on setting the controls of an automatic washer and dryer.

UNIT X-4

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Washing Special Articles

TASK: 40. Use laundry equipment and supplies correctly.

OBJECTIVE: When you finish this lesson, you should be able to
a. select the correct procedures for care of special articles, such as baby clothes, wool blankets, electric blankets, foundation garments, pillows, plastic items, sweaters, foam laminates, and wash-and-wear garments.

REFERENCE: Starr, Mary Catherine. Management for Better Living. Lexington, Massachusetts: D.C. Heath and Company, 1968. pp. 192-195.

Most garments and household items today are completely machine washable because of the various control settings offered on automatic washing machines. Some items still give best results when hand laundered and others require special care even though they are washed in a machine. The housekeeping management assistant, particularly in a private home situation, should be familiar with the procedures for washing special articles.

BABY'S LAUNDRY

During the first few months, the baby's washing will usually be done separately because diapers and other soiled articles are numerous enough to make up full loads. Later the baby clothes and bedding may be included in the regular wash with white cottons and linens.

Diapers are usually soaked in a disinfectant solution until they are to be washed. When it is time to launder the diapers, the water in which the diapers were soaked is drained off. Diapers and other machine-washable baby clothes are washed for at least 10 minutes in the washer with a mild soap or detergent and hot water (140° F., 60° C., or above). Bleach can be added to the rinse water if it is followed with a thorough rinsing. It is essential that any residue from laundry agents be removed to protect the baby's tender skin from irritation.

ELECTRIC BLANKETS

Electric blankets should be washed, not dry-cleaned. It is important that the manufacturer's directions for washing be followed carefully. If the instructions have been misplaced, the following general washing procedures can be easily carried out in a washer that extracts water by spinning. Electric blankets should not be put through a wringer; the fine wires are likely to be damaged.

Disconnect removable electrical parts. If there are dangling parts, tie them loosely in a washcloth or small towel to confine them during laundering. Pretreat soiled binding or spots with a paste of detergent and water rubbed in with a brush.

If the blanket is made of wool, wash and dry it like any wool blanket, omitting stretching or wringing. For fabrics other than wool, fill the washer with warm water; add detergent as for a normal washing, and agitate the washer to dissolve the detergent. Add the blanket, and push it under the water. Agitate for 2 minutes or soak for 10 minutes, whichever is indicated by the amount of soil and type of fabric found in the blanket.

Advance the control to the spin cycle and let the machine complete the spin. Fill the machine for the rinse and agitate 2 minutes. Spin again. Put the washer through an identical rinse and spin cycle; add a fabric softener to the last rinse if desired.

Directions for some electric blankets permit tumble drying; others do not. If the blanket can be tumble dried, preheat the dryer for 5 minutes on medium heat with five or six bath towels in it. Add the blanket; tuck the warm towels into the folds of the blanket. Dry for a short time, approximately 10 minutes. Remove the blanket while it is still slightly damp and finish drying it in the air. Overdrying may harm the blanket's heating element.

FOUNDATION GARMENTS

The rule "wash before heavily soiled" applies particularly to foundation garments because oily soil and perspiration hasten deterioration in articles made of rubber or spandex-based materials. Laundering directions given here are satisfactory for both types of garments.

Before washing close fasteners, including garters. Pretreat spots. Include the garment in a lightly soiled load, washing the garment in warm water with any suitable detergent. A special detergent is not necessary for elastic garments. Either heat or soil, however, may cause loss of elasticity in rubber.

It is usually recommended that foundation garments be allowed to air-dry. For an occasional hurry-up drying, they may be dried in the dryer at a moderate temperature. This temperature is furnished by a "medium" or "wash-and-wear" setting on the dryer. Avoid sunlight if the garment is dried on rack or line.

Bleaches containing chlorine should not be used on spandex-based garments because they cause yellow discoloration. Bleaches containing sodium perborate or potassium monopersulfate can be safely used, however.

PLASTIC ITEMS

Washable plastic items, such as shower curtains, equipment covers, and sweater bags, benefit from a short wash in the washer. Warm water should be used, since it helps to keep plastic pliable and easy to handle. A small amount of detergent should be added to the water.

Shake or wipe off loose soil. Place small articles in a mesh bag to keep them from getting trapped in larger pieces and to make them easy to remove from the machine. Use a slow agitation and spin speed if the washer has these controls. Agitate the load for 2 or 3 minutes. Add a non-precipitating water conditioner to the rinse water to help prevent water spots. Shake the water out of the articles. Wipe them dry on a flat surface with a clean towel or hang them up to dry.

To wash a soap-filmed shower curtain, use a non-precipitating water conditioner instead of detergent in the wash water. Increase the washing time to 5 minutes. The soap film dissolves and furnishes the detergent for the washing. Add conditioner to the rinse water, also, to completely remove the soap film. Hang the curtain back in the shower to dry.

FOAM LAMINATES

Do not launder foam laminates unless you have:

1. A written guarantee that they are washable.
2. Specific washing directions.

Follow directions very carefully. Drying time for laminated fabrics will be somewhat longer than for fabrics without laminated backing.

WASH-AND-WEAR GARMENTS

Cotton fabrics with a wash-and-wear finish can be washed in hot water. However, synthetic fibers, such as acrylic, polyester, nylon, and cotton blends of these fibers, soften and tend to wrinkle, especially during the extraction of hot water.

When garments need to be washed in a machine without a wash-and-wear cycle, the following suggestions help to reduce wrinkling:

1. Always wash in small loads.
2. Use cool or warm water.
3. Rinse in cool water.
4. Wash only long enough to remove soil.
5. Shorten spinning time after washing and rinsing.
6. Tumble dry at medium temperature if dryer does not have wash-and-wear cycle. Allow to tumble for 10 minutes without heat after drying. Remove immediately from dryer and place on hangers. Otherwise, new wrinkles result from standing in dryer.

Pilling (forming tiny balls of fibers) of wash-and-wear fabrics during laundering can be lessened somewhat by turning articles inside out. The right side is then partially protected from rubbing against other items in the tub. Washing such articles in a mesh bag protects them still more.

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*Information in this unit has been adapted from U.S. Department of Agriculture. Home Laundering: The Equipment and the Job. Washington, D.C.: U.S. Government Printing Office, 1965. pp. 16-21. (No longer in print.)

QUESTIONS:

1. What should be done with dirty baby diapers until it is time to launder them?

2. Betty is receiving training in a home where a new baby has just arrived.
   a. What temperature of water and what kind of soap or detergent should she use for the baby's laundry?

   b. Where should she set the time dial for washing?

   c. What precaution does she need to take if she uses bleach? Why?

3. When laundering an electric blanket, what should you do with any dangling parts that cannot be removed?

4. Due to competition from three new motels in the area, the Western Motel is losing money and the manager has decided to reduce laundering and drycleaning expense by washing the electric blankets at the motel in the home size electric washer. Marilyn is helping with the major spring cleaning as a part of her training. Mark each of the following statements true or false and then correct the false ones.

   _____ a. Wash, do not dry-clean, electric blankets.

   _____ b. Put the electric blanket through a wringer since spinning damages fine wires.

   _____ c. Do not remove any electrical parts before washing.

   _____ d. Fill the washer with hot water before adding the blanket.

   _____ e. Dry the blanket 30 minutes in the automatic dryer to insure uniform drying.

5. Why is it important to wash foundation garments before they are heavily soiled?

6. Why should you avoid using chlorine bleaches on spandex-based garments?

7. Which water temperature is best for washing plastic items?

   Why?

8. The Country Inn Motel is remodeling, but since new shower curtains were purchased only a few months ago, the manager feels that a thorough cleaning is all they need. The curtains do have a thin film of soap on one side, however. Explain the procedures that Judy, the housekeeping management assistant, would use to perform this task.

9. When plastic items are washed, what function does adding a non-precipitating water conditioner to the rinse water serve?

10. Do not launder foam laminates unless you have
    a.
    b.

11. Which of the following suggestions apply to the laundering of wash-and-wear garments?
    _____a. Remove from rinse water and hang on rust free hanger to drip dry.
    _____b. Allow to rest in dryer 10 minutes after drying process is complete.
    _____c. Set dryer temperature at medium.
    _____d. Rinse in hot water.
    _____e. Always wash in small loads.
    _____f. Dry with other synthetic fibers.
    _____g. Shorten washing and spinning time.

12. Name two ways to decrease pilling of wash-and-wear fabrics during laundering.
    a.
    b.

13. What should be done before washing a sweater in order to return the sweater to its proper shape after washing?

14. When should crepe garments be ironed?

ASSIGNMENT:

I. Make a list of articles at your training station which require special washing procedures. Describe procedures for washing each type of article.

GROUP WORK:

I. Study resources or interview commercial laundry personnel to learn the procedures for washing any articles that you encounter which are not included in this lesson. Share the information with other housekeeping management assistants.

UNIT X-5

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Ironing and Pressing

TASK: 41. Iron and press clothes and linens.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify factors which contribute to convenience and conservation of energy while ironing
b. plan a convenient arrangement of equipment for ironing which requires the least amount of energy
c. list, in proper sequence, the steps to follow in ironing a shirt or blouse.

When fabrics are washed, the lengthwise and crosswise threads get pulled out of line. The processes of ironing and pressing straighten these threads back to the proper positions.

Though many people use the words ironing and pressing as though they have the same meaning, the words actually indicate two different actions. Ironing is the process of removing wrinkles and moisture from damp clothing by applying heat and pressure with a gliding motion. Pressing also removes wrinkles by heat and pressure but this process adds moisture to the fabric rather than removing it. The motion used in pressing is not a gliding motion but an up-and-down lifting motion. The iron is pressed down on the fabric, left momentarily, then lifted. This process continues until the entire garment is pressed. Wool and wool-like textures should always be pressed rather than ironed.

Wash-and-wear and durable-press clothing, drip-dry curtains and draperies, paper napkins and kitchen towels, and place mats that can be wiped clean with a damp cloth have helped to reduce today's ironing load. A person can reduce the load further by carefully hanging and folding the laundry and by hand pressing the laundered items as they are removed from the dryer. Below are some guidelines to follow while ironing or pressing which contribute to convenience and the conservation of energy.

GENERAL RULES FOR WORK SIMPLIFICATION IN IRONING AND PRESSING

1. Have clothes dampened uniformly. If they are removed from the line or dryer at the proper time, they iron more easily and it is not necessary to sprinkle them.

2. Place basket or container of clothes to be ironed within easy reach of the ironing board.

3. Iron first the articles that require the least heat--synthetics (acrylics, Dacron, triacetate, acetate, nylon). Next iron wool, rayon, and silk. Then iron cottons and linens. This procedure eliminates (1) waiting for the iron to heat and then cool and (2) scorching because the iron has not cooled enough.

4. When you are pressing individual items, take care to set the control on the desired temperature for each fabric. Temperature of the iron should be tested on the seam allowance and not on center front of the garment.

5. Iron all similar articles before switching to another type, provided the articles can all be ironed at the same temperature. For example, iron all polyester shirts together, then all polyester dresses; turn the heat up and iron all cotton shirts together, then all cotton dresses.

6. Iron with the lengthwise thread of the fabric when possible. Crosswise and diagonal strokes are likely to stretch the item out of shape, particularly flatwork such as napkins. Iron bias-cut garments with the lengthwise grain of the fabric.

7. Slide the iron back and forth with a light touch. Tip the iron up and down, rather than lifting it into its resting position.

8. When spray-ironing, test on a seam allowance first because some fabrics water spot.

9. When spray-ironing, begin spraying at the lower edge of the garment as you move forward. Some garments need touching up with a dry iron after spray ironing.

10. Iron clothes on the right side, except when it is desirable to bring out the pattern of the fabric.

11. Iron embroidery and cotton lace on the wrong side on a thick soft pad to bring out the pattern.

12. Press woolens on the wrong side with a pressing cloth to preserve the texture. Ironing on the right side of wool produces an undesirable "shiny surface." Steam is effective on woolens.

13. Do not place an iron directly on napped fabrics (velvet, corduroy, velveteen) because this may flatten the texture. Instead hold the steaming iron close to, but not touching, the fabric and steam away wrinkles. You can also iron napped garments lightly on the wrong side but do not apply pressure.

14. Iron each part of the garment smooth, flat, and dry before you move to the next part. If you find an item too difficult to iron smooth and flat, the item may be too damp for ironing. Let it dry some and then try again.

15. Press darts and other round areas over a curved surface.

16. Iron facings, thick hems, pockets, and other parts of garments with two thicknesses on the wrong side before ironing them on the right side. This speeds up the smoothing and drying process considerably.

17. Avoid ironing in sharp creases which may cause the fabric to wear out faster.

18. Iron crepe weaves or seersuckers when dry.

19. Iron carefully around plastic buttons and zippers. They are easily melted or ruined with a hot iron.

20. Avoid ironing over snaps, zippers, etc., as they may scratch the iron.

21. Iron first those parts of the garment which hang off the board while the rest of the garment is being ironed. Also place a clean piece of paper under the ironing board to prevent long pieces from picking up dust.

22. Iron stitched tucks and pleats by smoothing them out lengthwise and holding them taut while ironing. Be sure to iron dry.

23. Fold sheets lengthwise and iron them folded. This makes it easier to iron with the grain of the fabric. The folded piece can be turned over and ironed on the other side. If you wish to save time and energy, fold the sheet again, bringing the selvage edges together, and iron one side of the sheet as folded. A little extra ironing along the hems helps to give the sheet a finished look.

24. Be sure that ironed pieces are thoroughly dried before they are put away. Hanging them on a rack after ironing provides time for them to dry completely.

25. Keep a small table or tray near the ironing board to hold small ironed pieces until it is time to put them away. This saves extra steps.

26. Change positions occasionally to rest your muscles and reduce fatigue.

SPECIFIC STEPS TO FOLLOW IN IRONING A SHIRT OR BLOUSE FOR MAXIMUM EFFICIENCY[1]

1. Unroll dampened shirt so that tail falls over back side of board and the inside yoke is toward you. Iron inside of cuff and placket first, then iron outside of cuff.

2. Smooth wrinkles with hand before applying iron.

3. Iron right sleeve on both sides, ironing into gathers at cuff.

4. Iron top of collar and band while shirt is in this position.

5. Turn shirt, handling as little as possible, into position for ironing left sleeve.

6. Fold yoke across back and iron.

---

[1]Adapted from Elane Knowles. A Simple way to Iron a Shirt (Pullman, Washington: Washington State University Extension Service, 1963).

7. Give shirt a one-fourth clockwise turn which places it lengthwise on the board. Iron the inside left side of the back and yoke. Stretch and press on wrong side. Retouch front, if necessary.

8. Fold unironed left front over ironed back; smooth and iron left front. Press the buttonhole band; turn back and press on wrong side. Retouch front, if necessary.

9. Shift shirt slightly toward back of board. Iron inside of right back.

10. Iron right front over ironed back. Turn button band over and press on wrong side. Touch up front side, if necessary.

11. Turn collar in position and fold using as few motions as possible. If desired, place shirt on hanger, fastening top button. Double check for dryness and smoothness before hanging.

When a garment has been well-pressed:
1. No wrinkles are present.
2. Original shape and texture are retained.
3. No inside details are outlined on the right side.
4. Long seams are pressed open on inside.

An iron requires special care to prolong its useful life, just as the garments ironed last longer and wear better if they are treated properly. To properly care for an iron, follow these tips:

1. Use distilled water in steam irons to avoid clogging them with mineral deposits.
2. Use the correct temperature for ironing each fabric to prevent the fabric particles from scorching and sticking to the iron.
3. Turn off the controls and unplug the iron immediately after use.
4. Empty the water from the iron immediately after use.
5. Clean the iron by wiping it with a soft, damp cloth. Use powdered cleanser or fine grade (00) steel wool to remove stubborn particles.

A well-planned laundry area and proper equipment make ironing a great deal easier, thus conserving energy for the performance of other tasks. Arrangement of the equipment used in ironing can reduce the time needed for the task and produce good results. Adjustable boards that enable the worker to stand or sit, plastic sprinkle bottles, and treated press cloths can also increase efficiency.

The ironing area should have lots of counter space for folding. The kitchen makes a good ironing area if no other facilities are available. A wideboard is used for ironing to avoid unnecessary work. If available, a sleeve board is convenient for ironing sleeves, and a press ham is perfect for ironing darts and curves.

Adjust the ironing board to a convenient height and place it so that the work area has adequate light. Many people fail to realize the effect of shadows--eye strain, unnecessary fatigue, and garments which are unsatisfactorily ironed.

Clothes to be ironed should be within easy reach of the work area. Keep a hanging rack and a supply of coathangers nearby for pressed garments.

When ironing, save energy by applying heat evenly rather than by applying much pressure. This way the iron does most of the work.

An attractive, convenient ironing center can make the task of ironing much more enjoyable. Ironing is less tiresome if a special time has been planned for the task and if a radio is available to listen to while working. When you are ironing for a long time, take a 10 minute break every hour and perform other tasks that need doing.

QUESTIONS:

1. Describe the two basic differences between ironing and pressing.

2. When ironing a variety of fabrics, start with the ones to be ironed at the (lowest, highest) _____ temperature.

3. Arrange the following fabrics in the correct order for ironing:
   linen, Dacron, nylon, cotton, wool.

4. Mrs. Brown is removing her family's winter clothes from storage. You are her housekeeping assistant, and she has asked you to press the woolens and prepare them for wearing. Describe the procedures you would follow to press the woolens.

   a. d.
   b. e.
   c. f.

5. Ann would like to know which of the following accessories for ironing do not help her conserve her energy.
   _____a. A basket for holding dampened clothes
   _____b. A chair with a back rest
   _____c. A rolling rack for hanging ironed clothes
   _____d. A zippered bag for dampened clothes

6. Which of the following is not a satisfactory method for cleaning an iron?
   _____a. Rubbing hot iron on waxed paper.
   _____b. Washing cold iron with soap and water.
   _____c. Wiping cool iron with damp cloth dipped in whiting.
   _____d. Wiping cool iron with scouring powder.

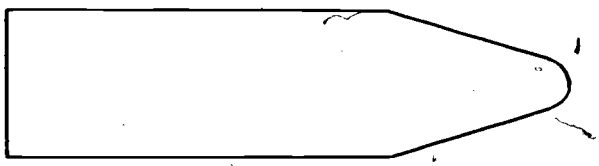
7. Ann is interested in applying the correct methods for conserving energy while ironing. Which of the following should she not do?
   _____a. Slide the iron to its resting place.
   _____b. Tip the iron down and up rather than lift it.
   _____c. Use hand and arm pressure to increase effectiveness.

8. Which part of a man's shirt should be ironed last?
   _____a. Back
   _____b. Collar
   _____c. Front
   _____d. Sleeve

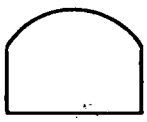
9. Identify four characteristics of a well-pressed garment.
   a.
   b.
   c.
   d.

10. Plan and sketch on the following utility room floor plan, a convenient energy saving arrangement of these pieces of ironing equipment:

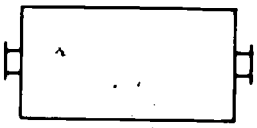
Ironing board



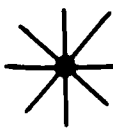
Chair

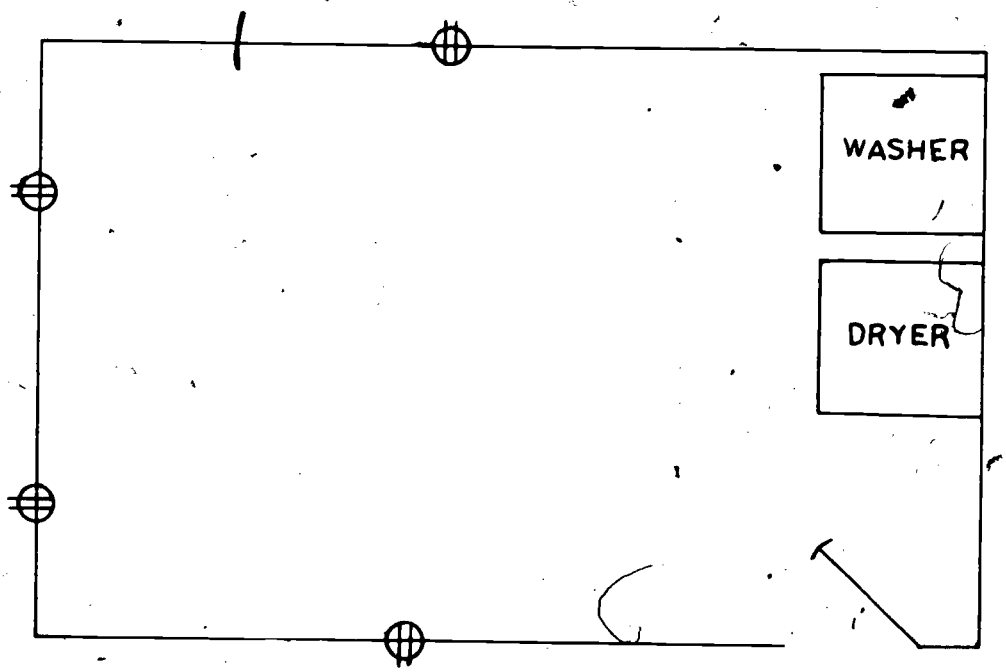


Laundry basket



Clothes rack





ERIC

ASSIGNMENTS:

I. Experiment at home or at your training station with the method of ironing a shirt or blouse described in this unit. Analyze this procedure and apply all work simplification techniques to ironing another garment. Record the new techniques discovered and the sequence in which they were performed.

II. A. Which of the work simplification techniques listed in this unit do you use, either at home or at your training station?
B. Select two or three of the techniques you have not used which you could put into practice at your training station or at home.

GROUP WORK:

I. Share techniques for saving time and energy in ironing and pressing with other housekeeping management assistants.

UNIT X-6

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Folding and Storing Linens and Clothing

TASK: 42. Fold, store, and distribute clean linens and clothes.

OBJECTIVES: When you finish this lesson, you should be able to
a. evaluate, for efficiency, examples of different methods of folding and storing linens and clean clothes
b. evaluate proper procedures in the handling of linens to avoid damage and to assure maximum life.

Freshly laundered and ironed items should be stored in ways which keep them looking nice. A neat and orderly storage area contributes to organization as clothing and linens are removed, used, laundered, and replaced periodically.

Good care of linens in an institution or motel can save thousands of dollars for the management. The essentials of linen conservation are (1) proper laundering to assure maximum life of linens and (2) proper handling in use to avoid damage. Occasional inventory of the linen closet helps keep losses to a minimum. If an outside laundry is used, all linens sent out and returned should be counted accurately under careful supervision.

In private homes a good plan is to straighten closets and drawers each week as freshly laundered items are replaced. If you are employed in a home, be sure to check with the homemaker to learn "her basic pattern of organization." Take special precautions to follow it carefully, asking questions when you do not know where to place an item. It is better to leave the items in question stacked neatly on a bed rather than to be blamed after you have gone home for "hiding things."

Items to be replaced after laundering should not be wadded and stuffed into "any old drawer" to get them out of sight. Careful folding immediately upon removal from the dryer can result in items which appear ironed. Garments that require ironing should be hung or folded immediately after ironing. Items should be completely dry before they are stored because steam and moisture left in the fabric may cause wrinkles. Articles should be placed in piles in a drawer so that what is in each pile can be seen at a glance. Many homemakers delight in seeing a well-organized storage area with all the folded edges to the outside.

Linens should be folded on a large area (table or bed) and pressed with the hands as each step in the folding process is performed. As they are folded, the linens should be placed in stacks similar to those on the shelves.

Fold flat pieces to a size convenient for storing. Fold sheets, tablecloths, and other large pieces lengthwise first, and then crosswise until the desired size is reached. Fold towels and pillowcases lengthwise in thirds, then crosswise. Regulate the size to which items are folded to fit the size of the shelf where the items are stored. For example, if a bath towel is to be placed on a shelf 12 inches wide, the folded towel should not be 15 inches in width. It should be approximately 11 inches for ease in storing and using.

Place heavy items, such as sheets and spreads, on lower shelves to eliminate unnecessary lifting. Pillow cases, towels, tablecloths, and other lightweight items can go on higher shelves.

In an institution, linens which need mending should be stored in a locked closet so that they are not used for rags.

In hotels, motels, and hospitals, linens should be stored in a well-ventilated cool, dry, dark room with a good lock on the door. They should be protected from insects, sunlight, and chemical fumes. Excessive dampness must be avoided to protect fabrics from mildew and mold.

Linens may be stored for a long time if they are wrapped in dark paper to protect them from sunlight. New cotton linens should be washed before storing to remove starches and chemicals which may attract insects or cause the linens to become brittle or turn pink.

The following checklist for the care of linens applies equally well to private households or commercial institutions.

CHECK LIST FOR CARE OF LINENS

1. Use only old rags for cleaning. Never be tempted to use good linen for a quick wipe-up job.

2. Watch for protruding nails, splinters, or anything which might damage the linens in linen chutes, carts, or baskets.

3. Set aside, in a separate basket, torn linens to be mended.

4. Make periodic checks of wastepaper cans and garbage cans to prevent linens from being sent accidentally to the dump or incinerator.

5. Do not let damp linens lie together for periods of time because mildew can form. Do not let them lie on concrete or iron, since concrete stains are almost impossible to remove, and iron rust may cause holes.

6. Do not pour bleach directly on linens when laundering them because bleach may damage them.

7. Do not use linens to wipe up spilled chemicals because these chemicals may cause damage to linens.

QUESTIONS:

1. Name the two essentials of linen conservation.
   a.
   b.

2. Why must items be completely dry before storing?

3. What determines the size to which an item should be folded?

4. What is the purpose of storing linens which need mending?

5. How should new cotton linens be treated if they are to be stored for a long time?

   Why?

6. Read carefully both of the following examples of linen storage methods. Then state which method is best. (Discuss briefly, giving three reasons for your choice.)

METHOD A	METHOD B
Linens for a hospital are stored in a large room where unvented dryers are operated on a 24 hour-per-day basis. West windows provide ventilation. Shelves are provided for the folded linens. Chemicals used in cleaning are also stored in this room.	Linens for a large hotel are stored in a room with windows on the east side. Blinds cover the windows. Linens are stored on shelves. No supplies or other equipment are stored in this room. Blankets are sealed in treated bags.

ASSIGNMENT:

I. Describe the procedures now used for folding, storing, and distributing clean linens and clothes at your training station. Look for ways to improve the procedures used. Make a new plan.

GROUP WORK:

I. Compare procedures used at different training stations for folding, storing, and distributing clean linens and clothes.

UNIT X-7

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Managing a Linen Room

TASK: 42. Fold, store, and distribute clean linens and clothes.

OBJECTIVES: When you finish this lesson, you should be able to
a. identify the purpose served by linen room
b. describe appropriate cleaning procedures for linen rooms and laundry chutes
c. explain precautions necessary in handling hospital linens
d. analyze need for strict control of linen inventory.

REFERENCE: Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Company, 1967. Ch. 18, pp. 1-5.

Traditionally, the linen room serves as the headquarters of the housekeeping department. Here the staff checks in and out, receives daily instructions, and obtains supplies to carry out duties. Because it is the center of housekeeping activities, the linen room must be neatly arranged, well-managed, clean, and cheerful.

The linen room serves four purposes:

1. Storage center for clean linens, cleaning supplies, and gratis items (stationery, matches, etc).
2. Distribution center for clean linens, cleaning supplies, and gratis items.
3. Sewing center for mending and remaking linens.
4. Information center for managers, guests, and employees.

An attendant's desk or perhaps the housekeeper's desk is located in the linen room. Maids' keys are kept here along with a bulletin board for posting notices. A closet for lost and found objects, a closet for housekeeping staff uniforms, and a first aid kit for employees may also be kept here. The room is usually equipped with a sprinkler system, and no smoking is permitted in most linen rooms by order of local fire departments.

The storage in the linen room should be neatly arranged into sections. Clean linen should be stored on shelves in one section, usually located next to a work table for easier distribution. All clean linens should be stored on covered shelves, if possible, to keep them clean and free of dust.

Cleaning supplies should be kept in another area of the linen room to be loaded on the maids' carts as needed for daily duties. Such supplies include disinfectant, carpet shampoo, furniture polish, stain removers, drinking glasses, and guest soap. Gratis items, such as match books, stationery, and advertising material, should be stored nearby for ease in equipping each maid's cart.

Linen which requires mending should be placed in another area of the linen room. A locked closet is the preferred storage place for these linens to reduce the temptation to use them as cleaning rags. Dying rags a different color from linens will also reduce the likelihood that good linens are used as rags.

A sewing and mending center may be included in the linen room, or a separate sewing room may be located nearby. Regardless of location, the sewing center should have good natural and artificial light, a heavy duty sewing machine, a cutting table, an ironing board, and a scrap basket.

In the linen room, linen may be sorted, stacked, and placed on shelves or carts to be taken to the various floors. A generous supply of linens may be stored on each floor. Some institutions find that eliminating the main linen room and taking linens directly from the laundry to the linen storerooms on each floor is a more efficient procedure.

The linens and supplies from the linen room are usually delivered to the guest rooms on carts. In hotels and motels, each cart is filled in the morning with enough linen for half a day's quota of guest rooms (usually enough linen for seven rooms). At noon the carts are filled again, from the main linen room or from the linen room on that particular floor, to meet the afternoon's quota of guest rooms. The supplies in each floor's linen room should be replenished twice a day, whether supplied directly from the laundry or from the main linen room. A list of items needed should be made for each linen room, and the necessary supplies should be brought up on a cart.

In some hospitals, the linens are distributed to the floor on carts in "packs" prepared in the laundry. Three types of packs are prepared: standard supply, patient, and check-out. The patient pack is used to prepare the patient for the day. The nursing service may administer this pack. The check-out pack is used by the housekeeping staff to make the bed after cleaning the room and before admitting a new patient.

Distributing the linens in packs reduces handling, saves space, and simplifies delivery. These packs may be stored on shelves in the linen room or placed on carts to be distributed to the floors.

In hospitals, the number of linens to be distributed to each area may be determined by set standard requirements or by the daily census obtained from nursing areas each morning. All areas should be checked at least three times daily and replenished to standard levels.

In all institutions, strict records must be kept on linens because they represent a large part of the budget. The linen control system most often used is the "clean for dirty" method of exchange. In this system, each housekeeping assistant receives one set of clean linens for each set of dirty linens returned.

Most institutions conduct linen inventory counts regularly. Such counts should be made at the close of the day when the linen is not moving. Include in the inventory are the linens in the rooms, the linens on the shelves of the linen room (including the linens to be mended), the linens in the laundry, and the linens in reserve. If the institution performs its own laundry services, four sets of bath linens and bed linens are needed for each room. However, if the institution must send its laundry out, at least five complete sets of linens

are needed for each room. The extra set allows for one set of linens in transit to the commercial laundry. Also extra linens may be needed for weekends when there is no laundry delivery. Although with proper care linens last about three years before they need mending or remaking, improper handling of linens can seriously affect the budget of the institution. For this reason, the linen room is one of the most important centers in a commercial establishment.

QUESTIONS:

1. What four purposes are served by the linen room?
   a.
   b.
   c.
   d.

2. Name the four storage and work areas into which the linen room is usually divided.
   a.
   b.
   c.
   d.

3. Name the three types of linen packs prepared in some hospitals.
   a.
   b.
   c.

4. Identify two methods used for determining the number of linens to be distributed daily in each area of a hospital.
   a.
   b.

5. Explain the "clean for dirty" method of linen exchange.

6. When should a linen inventory be taken?

7. Approximately how long should linens which receive proper care last before they need mending or remaking?

ASSIGNMENTS:

I. Write a paper summarizing linen room procedures used at your training station.

II. Draw a diagram of the linen room at your training station.

GROUP WORK:

I. Compare the linen room procedures used at your training station with the procedures used at a similar training station.

ANSWER SHEETS

FOR

STUDY QUESTIONS

ANSWER SHEET--UNIT I-1

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Job Descriptions

1. (Any six of the following)

Hotels	Residence halls	Churches
Motels	Sorority or fraternity houses	Private homes
Hospitals	Country clubs	Businesses
Nursing Homes	Steam ships	Schools
Clinics		Factories

2. The quality of housekeeping influences people's first impressions of a home or establishment.

3. (Any five of the following)

Attendant	Janitor	Porter
Cleaner	Orderly	Sanitationist
Custodian	Housekeeper	Sanitor

4. (Any six of the following)

Building and grounds manager	Housekeeping department manager
Building service director	Housekeeping foreman
Custodian	Housekeeping superintendent
Director of buildings	Housekeeping supervisor
Director of sanitation	Manager of sanitation
Executive housekeeper	Service foreman
Head custodian	Service manager
Head janitor	Utility foreman

ANSWER SHEET--UNIT I-2

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Tasks and Responsibilities

1. a. Cleaning assigned areas so that they meet the standards set by the employer.
   b. Using equipment and supplies properly.
   c. Working in a way that promotes safety for both the employees and the guests, patients, or residents.

2. a. Building good public relations.
   b. Providing efficient service
   c. Making surroundings attractive.

3. Records provide proof that specific tasks have been done. They also save the establishment money.

4. (Any four of the following)
   Supply inventory
   Requisition form
   Equipment inventory
   Maintenance requisition
   Room occupancy form
   Daily work schedule

ANSWER SHEET--UNIT I-3

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Career Opportunities

1. a. Executive housekeeper--account for furnishings and supplies; hire, train, and supervise the maids, linen and laundry workers, housemen, seamstresses, and repairmen; keep employee records and perform other duties which vary by size and type of facility.
   b. Building custodian--responsible for upkeep and maintenance. Responsible for proper functioning of heating and ventilating equipment, and for keeping the building clean and orderly.
   c. Private household worker--performs a variety of duties, such as cleaning household furnishings, floors, and bathrooms; changing linens on beds; attending children at play; washing dishes; buying, cooking, and serving food; and washing and ironing clothes. May direct other household employees. Washes and irons household laundry.

2. a. Education
   b. Experience

3. Short courses and home study courses. Associate degree program at junior or community college. College degree in institutional management.

ERIC

ANSWER SHEET--UNIT I-4

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

SUBJECT: Work Policies, Ethics, and Legal Responsibilities

1. Your supervisor.

2. a. No, Tom should not have gone through the papers on the teacher's desk.
   b. No, Patsy should have turned in the money, too.
   c. No, Janice should not have accepted the money.
   d. No, office supplies cost money. John should have purchased his own paper, pens, and pencils.

   An employee who disobeys rules and ethics is subject to dismissal. If dishonesty is reported and confirmed, the employer may dismiss the employee, especially when dishonest acts have occurred before.

ANSWER SHEET-- UNIT II-1

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Cleaning Equipment

1. a. Follow manufacturers' instructions for operation and maintenance.
   b. Provide routine and systematic inspection and repairs.
   c. Replace equipment promptly when it becomes faulty or ineffective.
   d. Report faulty or ineffective equipment immediately to your supervisor.
   e. Keep equipment clean at all times.
   f. Use proper and adequate storage facilities for equipment.
   g. Use the appropriate equipment for each type of cleaning operation.

2. a. Rinse the brush out in cold water.
   Shake out excess water.
   If the brush is dirty, wash it out in lukewarm cleaning solution and rinse.
   Let the brush dry with the bristles straight.
   b. (Any six of the following)
   Hang brush up.
   Be sure weight is not on bristles.
   If storing for long time, protect brush from moths by using moth balls or insecticides.
   Do not use broom when wet.
   Always hang broom when not in use.
   Do not use broom for scrubbing.
   Rotate broom when used to help broom wear evenly.
   Store broom where there is free circulating air.
   To hang broom on a nail, put string loop through hole near end of handle.

3. a. Pack type or hand vacuum
   b. Upright
   c. Tank or canister
   d. Light upright (electric broom)

4. Refer to equipment chart; ask supervisor; study directions on equipment.

5. (Any five of the following)
   The equipment should be plugged into an adequately wired and grounded outlet. Do not use an adapter plug.

   If an extension cord is needed, use one the same size as the cord attached to the machine.

   Keep the equipment clean. Do not splash water or cleaning materials on the machine. If this happens accidently, the operator should wear rubber boots to unplug the machine. He should then dry the machine off.

   A machine that is used in a hospital should be disinfected once a week by washing the machine in a disinfectant solution to prevent the spread of germs.

The cord should trail behind the person operating the machine. It should be kept dry during operation of the machine. Do not let the cord become entangled in the machine. The result may be damage to the cord, the machine and the operator.

The machine, when not in use, should be stored on its wheels in a dry, well-lighted place with the cord in place, and the brushes removed. Brushes should be washed and hung to dry.

The machine should be oiled periodically.

Care should be used in the operation of machines to prevent injury to the operator.

6. To clean the service sink, wet a brush or sponge under the faucet. Sprinkle a small amount of cleaning agent on the brush or sponge. Scrub the inside of the sink using a circular motion. Rinse the brush or sponge and the sink using a circular motion. Wipe the outer surfaces of the sink using a damp cloth or sponge. Polish the outer surfaces, pipes, and faucets using a dry cloth.

ANSWER SHEET--UNIT II-2

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Cleaning Supplies

1. a. Phenolic cleaner
   b. Metal polish
   c. Furniture polish
   d. Acid cleaner

2. (Any three of the following)
   Amount to use, way to use, places to use
   Length of time solution should be in contact with surface
   Temperature of cleaning solution
   Scrubbing action
   Use of cleaning solution

ERIC

ANSWER SHEET--UNIT II-3

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Safety Practices

1. Housekeeping personnel are in a position to observe more things than other employees. They are responsible for both their own safety and that of others.

2. a. Dry chemical--burning liquid or electrical fires
   b. Carbon dioxide--burning liquids or live electrical fires
   c. Pressurized water--combustible fires requiring cooling and quenching; never on electrical or burning liquids
   d. Soda-acid--combustible fires, such as those caused by paper, wood, excelsior, and cloth.

3. a. Falls

4. e. all of these

5. Housekeeper

6. a. Objects in corridors or on stairs
   b. Equipment and electrical cords in traffic area
   c. Litter on floor
   d. Wet or oily floors
   e. Floors with improper waxing or scrubbing
   f. Unsafe objects used to climb on

   Keep corridors, stairs, and passageways clear.
   Properly mark wet areas.
   Clean up spills immediately.
   Properly clean and wax floors.

7. Lung damage or illness.

8. Use the handle or push plate.

9. A metal container partially filled with sand or water.

10. Fire, cuts, and contamination.

11. d. safety precautions and contents are given on the labe.

12. d. keep a clean, dry pot holder available for use.

13. 1) Open door.
    2) Stand to one side.
    3) Strike match away from body.
    4) Turn gas on.

14. 1) Plug cord into appliance.
    2) Plug cord into outlet.
    3) Remove cord from outlet.
    4) Remove cord from appliance.

15. a. Pick trash up with thickly folded damp paper.

16. b. dry.

17. b. using a sturdy step stool.

18. d. all of these.

19. small; well-ventilated

20. b, d, e

21. Wear rubber gloves.

22. To the right.

ANSWER SHEET--UNIT II-4

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Work Simplification

1. Physical and mental or psychological

2. a. Energy use
   b. Fatiguing motions
   c. Fatiguing positions

3. (Any three of the following)
   The method of work
   Lack of skill or knowledge
   Repetition
   The meaning or lack of meaning a job has

4. Knowledge
   Thinking ability
   Judgment
   Attention
   Skill

5. Good posture means lining the parts of the body up in a way that allows you to work smoothly with the least strain.

6. a. Use the greatest number of muscles and muscle groups possible.
   b. Use arm and leg muscles as much as possible to take the load off the back and off muscles that are not as strong.
   c. Kneel or squat rather than bend from the waist.
   d. Do your work rhythmically in the general direction of the movement
   e. When holding an object of any size, keep the elbows relaxed and hold the object as close to the body as possible.
   f. Avoid lifting an object if there is an easier way to move it.

7. a. The size, shape, and weight of the object.
   b. Your own physical condition and how accustomed you are to heavy, manual labor
   c. The distance the object is to be carried or the height at which it is to be placed.

8. (Any six of the following and an example of each)
   Motions should be productive.
   Motions should be simple.
   Motions should be in a curved rather than a straight path.
   Motions should be rhythmic and smooth.
   Equipment should be within easy reach.
   Tools and materials should be in a definite position.
   Gravity should be used.
   Hands should not do work that other parts of the body can do.
   Tools should be combined when possible.
   Worker should be at ease.

9. Work simplification is "seeking the simplest, easiest, and quickest method of doing work."

   Reducing fatigue is a primary goal of work simplification.

10. Eliminate unnecessary steps.
    Select the best tools and supplies for the job.
    Maintain good posture.
    Learn to use both hands at once.
    Concentrate on the task at hand.
    Clean up as the job is completed.
    Make use of return trips.
    Store frequently used items where they can be reached easily.

11. a. Keep an adequate supply of cleaning products on hand to prevent delays caused by being out of a needed product.
    b. Stock cart or carrier with all supplies and equipment before beginning. Work in order to save unnecessary trips for needed items. In the private home some tools and supplies may be duplicated so they can be stored at the point of use.
    c. Establish a work schedule and follow it to be sure all tasks are performed with necessary frequency.
    d. Perform needed tasks as they arise to prevent complaints and to save time later.
    e. Perform tasks in the most logical and efficient order.
    f. Plan ways to eliminate or reduce cleaning problems.

12. Eliminate, combine, rearrange, and simplify.

13. It saves time and energy.

    a. Store frequently used items at the place they are first used.
    b. Store items so they are easy to see, reach, grasp, and replace
    c. Place items in easy reach.

ANSWER SHEET--UNIT II-5

USE OF EQUIPMENT AND SUPPLIES

SUBJECT: Supply Carts and Carriers

1. Saves steps and increases efficiency.

2. a. Waste cart--collecting and transporting waste.
   b. Equipment cart--moving mop buckets, floor machines, vacuums and attachments, and cleaning supplies from storage area to work place.
   c. Utility cart--collecting litter; moving cleaning supplies, dispenser supplies, and guest supplies; transporting manual equipment; collecting soiled linens.

ANSWER SHEET--UNIT III-1

CLEANING GUEST ROOMS

SUBJECT: Procedures for Entering and Leaving Rooms

1. To protect the finish on the doors:

2. Leave quietly; clean room later.

3. CO--check out; a guest has left
SO--a stay-over guest
OCC--clothes or baggage in room
V--no clothes or baggage in room

4. Report it immediately to your supervisor.

5. Date and room number.

6. Across the doorway.

Supplies are easily accessible and no one can unexpectedly enter the room.

7. a. Condition of the room
b. Number of people who slept in the room
c. Condition and amount of luggage

8. c. place notation in comments column.

9. c. cleaned the room.

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ANSWER SHEET--UNIT III-2

CLEANING GUEST ROOMS

SUBJECT: Preliminary Cleaning Tasks

1. When room is air-conditioned.
2. To check their condition and to provide more light for cleaning.
3. Allows time for the bed to air.
   Allows time for repair or replacement of matresses or springs.
4. To check for lost items and to prevent items from falling to the floor.
5. Do not empty ashes into wastebasket.
6. Turn upside down to empty; never put hand inside basket.

ANSWER SHEET--UNIT III-3

CLEANING GUEST ROOMS

SUBJECT: General Cleaning Tasks

1. Turn on the light so you can see better, and at the same time, check the bulb. Then,
   a. clean the shelves and rod.
   b. make certain there is the correct number of good coat hangers, neatly placed.
   c. dust the inside of the closet door thoroughly and wipe clean any soiled marks. If the inside of the door has a mirror, clean it.
   d. scrub the closet floor or, if carpeted, use the vacuum cleaner.
   e. turn off the light and close the door.

2. Whether or not the room is occupied

3. Report the discovery immediately so that the guest may be reached before leaving if possible. If the guest cannot be reached, tag the articles for placement in the lost and found closet in the housekeeper's office.

4. (Any six of the following)

pitcher and glasses	telephone directory
shoe cloth	menus
laundry bag	"Do Not Disturb" sign
stationery	fly swatter
Bible	coat hangers
matches	valet bag

5. a. In order to return furniture moved by a guest to its original location
   b. To aid in determining if anything is missing from the room

6. From the center toward the outside.

7. The cord is not properly connected.
   Replace the cord under the hook located on the back of each carrier.

8. A vacuum cleaner brush or whisk broom.

9. Damp wipe with a sudsy cloth and polish with a clean dry cloth

10. Telephones in guest rooms should be cleaned daily.
    Public telephones should be cleaned several times a day.
    They come in to very close contact with the individual and could be a breeding place for bacteria.

11. To help insure that the guest is pleased with the room.

12. The report helps determine linen cost and occupancy statistics.

13. On the cart. To prevent additional soiling or snagging.

14. They should be returned to the housekeeper.

ANSWER SHEET--UNIT IV-1

CLEANING PATIENT ROOMS

SUBJECT: Procedures for Sanitation and Disinfection

1. Keeping germs out of wounds or destroying germs, sterilizing instruments, and spraying the area around the wound with carbolic acid

2. A sick person's resistance to disease is lower than a healthy person's.

3. A constant flow of visitors bring germs into the building. Staff members who work with many patients may carry germs from one sick person to another.

4. a. They are invisible.
   b. They are present everywhere.
   c. They can create problems of cross-infection.

5. small

6. dark

7. 50-110 degrees F.

8. body
   human tissue
   absorbed into the body and poison it

9. toxins

10. Staphylococci

11. Very little.

12. They are carried on a person or object.

13. Dust carries bacteria; therefore, dust should not be scattered during dusting and sweeping activities.

14. Bacteria need food, water, light, and the right temperature; some require oxygen.

15. Spores form hard shells which act as shields.

16. smaller

17. It is possible to transmit viruses through the environment.

18. Bacteria die or remain dormant (inactive).

19. Maintenance of good health
Daily bath
Use of deodorant
Clean fingernails
Clean hair
Regular change of clothing

20. a. Direct contact
b. Inhalation of organisms suspended in air (infection by droplet nuclei)
c. Infection by contaminated dust

21. Destroying or slowing the growth of harmful organisms.

22. a. Boiling
Chemical disinfection
Use of disinfectants
b. Cover object with boiling water for 30 minutes.
c. Boiling.

23. a. Kind of bacteria
b. Kind of environment
c. Cleanliness of area
d. Time needed to destroy organisms

24. a. Clean surface of visible and invisible soil.
b. Destroy germs with disinfecting agent.

25. Do not use dirty mops.
Use different cloths for various tasks; do not re-use a cloth in the next patient's room.
Disinfect or launder wet mops at the end of the day.
Keep mop water clean
Clean and store tools properly.

26. Floors, walls, and furniture.

27. Detergents neutralize disinfectants.

28. c

29. a

30. d

31. b

32. The people she works with are not ill.
She should wash her hands thoroughly when she changes from one job to another.

ANSWER SHEET--UNIT IV-2

CLEANING PATIENT ROOMS

SUBJECT: Procedures in Occupied and Discharge Rooms in Hospitals

1. a. To improve the sanitation of the environment.
   b. To aid in control of bacteria and cross-infection.
   c. To keep the area attractive.

2. d. all of these.

3. b. bed.

4. a. Dry-dust
   b. Damp-wipe with disinfectant-detergent solution
   c. Dry

5. c. the bottom sheet of new package is interfolded with top sheet of old package.

6. Disinfectant-detergent solution
   Clean cloths
   Sponges
   Warm rinse water

7. c, e

8. headboard
   foot
   side rails
   underneath surfaces
   bed casters
   electrical cord
   call light
   bedlight fixture

9. c

10. a

11. b

12. b

13. a

14. a

15. b

16. An unoccupied unit is one which has been vacant for more than a day and which has been thoroughly cleaned. A discharge unit is one from which a patient has departed and which needs thorough cleaning and disinfecting.

17. To prevent build-up of dirt and to keep the unit ready for a new patient at all times.

18. a. Daily
    b. Periodically
    c. Daily
    d. Daily

19. Disinfection.

20. All surfaces must be disinfected.

21. b. ventilate.

22. To take utensils to the sterilizing room and bring back a clean sterile set.

23. a. Fold dirty linens and covers toward the center to avoid unnecessary spread of bacteria.
    b. Remove the plastic pillow and matress covers and put them in soiled linen hamper bag.
    c. Lay the pillow by an open window.

24. a. more comfortable for the patient.

25. Draw sheet.

26. To prevent the spread of infection until the room has been thoroughly cleaned and disinfected

ANSWER SHEET--UNIT IV-3

CLEANING PATIENT ROOMS

SUBJECT: Procedures in Isolation Units

1. Regular isolation attempts to prevent spread of infectious organisms from the room
   Reverse isolation attempts to prevent infectious organisms from reaching an already ill or potentially ill person

2. Contagious
   Communicable

3. a. A separate bed in a room protected from carriers of germs given to patient.
   b. No visitors allowed, only hospital personnel.
   c. All personnel entering unit must wear a gown.
   d. Hands washed properly.
   e. Articles used by patient completely disinfected.

4. Daily.

5. Hands.

6. Do not touch your uniform with your hands because they are contaminated.

7. (Any four of the following)
   Wash hands before putting on or taking off mask.
   Cover mouth and nose with mask.
   Do not drop mask from face and then put mask on again.
   Do not wear mask dangling from neck.
   Do not place mask in pocket.
   Never wear mask outside patient's room.
   Change mask every 30 minutes, more frequently if it becomes moist.

8. a. To prevent spread of germs to other laundry.
   b. To prevent contamination of laundry chutes and equipment.
   c. To be sure contaminated linens are treated to destroy germs.

9. Two laundry bags are used for extremely contaminated linen. It is placed in one laundry bag inside the isolation unit and then placed inside another bag outside the isolation unit and sealed.

10. Extra care for disinfection is taken.

11. Everything used to clean in the contaminated area must be tagged. A different set of equipment and a new cleaning solution is used to clean each unit.

12. a. Manual cleaning
    b. Spray disinfection
    c. Fogging

13. To prevent dust from settling on the unmade bed.

14. b. in all isolation units as they are cleaned

15. a. Surgical cap over hair
    b. Vapor-proof glasses
    c. Moistened surgical mask
    d. Rubber gloves

16. It is quick and reaches hard-to-get-at corners.

17. a. Sterilizing by ethylene oxide--place mattress in sealed container of ethylene oxide
    b. Disinfecting by hand--wipe plastic mattress cover with cloth dampened with disinfectant and pay special attention to seams and corners.
    c. Spraying--spray with a good detergent disinfectant.
    d. Airing--cover mattress with a clean sheet and transport to airing room.

18. A procedure which allows the housekeeper to pour cleaning solution directly on the floor, spread it with a mop, and use the wet pickup vacuum to remove the solution.

19. 1) Filling containers
    2) Emptying wastebasket and removing soiled linen
    3) Damp-dusting furniture
    4) Cleaning bathroom fixtures and disinfecting toilet
    5) Dust-mopping room and bath
    6) Damp-mopping floors

20. Begin at the back and work toward the door.

ANSWER SHEET--UNIT V-1

CLEANING THE PRIVATE HOME

SUBJECT: General Procedures

1. a. Not long
   b. No, Mary's behavior was not ethical.
   c. Mary should have knocked or rung the door bell before entering the home. She should have knocked before entering Timmy's room since the door was closed. She should not have invited a stranger into the home without permission and certainly not spent work time examining the sales woman's products. Mary should have either notified her employer that she was leaving or recorded her time. She should not have left tasks half finished.

2. a

3. a

4. c

5. b

6. c

7. a

8. c

9. b

10. a

11. c

12. Living-dining area.
It is usually the first room seen by someone entering the home.

13. Living room--Straighten the room, dust with vacuum cleaner, vacuum rugs or carpet, clean and polish furniture, replace furniture and accessories

Bedroom--Straighten, put away clothing and other articles which are out of place, make up bed, vacuum, clean closet floor.

Bathroom--Clean tub, toilet, and sink; mop the floor.

Kitchen--Wash and put away dishes or load dishwasher, clean refrigerator, clean garbage can, clean range, wipe cabinet fronts, do other tasks as needed.

14. (Any of the following or others)
Keep the house clean and orderly as you go.
Do a weekly task each day and a seasonal task each week.
Do tasks in the easiest and quickest way possible.
Try to handle each item only one time.
Carry cleaning supplies and equipment with you as you go.

ANSWER SHEET--UNIT V-2

CLEANING THE PRIVATE HOME

SUBJECT: Cleaning Cabinets and Storage Areas

1. a. Easy-to-see. (Examples will vary.)
   b. Easy-to-reach. (Examples will vary.)
   c. Store near the place of first or most frequent use. (Examples will vary.).

2. Stack items only if they are alike, such as dinner plates. Store unlike items individually--do not stack.

3. b. Reduce the number of items to be stored.

4. Time is not wasted searching for items.

5. To discourage accumulation of clutter and minimize the possibility of these areas becoming breeding spots for pests.

6. Clean closets help to keep clothes clean and neat.

7. Collect cleaning tools and supplies.
   Remove clothes from closet.
   Separate clothes which need cleaning or mending.
   Clean walls.
   Sweep or vacuum floor.
   Wash, rinse, and dry shelves, woodwork, and rod.
   Return clothes to closet.

8. Wipe with damp cloth.
   Dry.
   Spray cloth with polish.
   Wipe cabinet front with treated cloth.

ANSWER SHEET--UNIT V-3

CLEANING THE PRIVATE HOME

SUBJECT: Cleaning Kitchen Equipment

1. After the range has cooled
   Enamel surfaces are chipped easily when hot.

2. c

3. b

4. a

5. d

6. a. Read directions on label.
   b. Spread newspaper on floor before starting.
   c. Mix clear water and vinegar solution.
   d. Heat oven for specific time at specified temperature.
   e. Keep solution away from eyes and skin.

7. Soda removes odors.

8. a. Place a pan of hot water in the freezer.
   b. Scraping or punching with a sharp object.

9. a. Hot water or soap may cause ice cubes to stick
   b. They should be rinsed with warm water.

10. So it will fit tightly when the door is closed and keep warm air from getting inside.

11. Once a year.

12. Use the food immediately.

13. Turn cold water on. Feed food wastes into disposer gradually. Allow water to run about 30 seconds after grinding has stopped to prevent clogging.

14. a. Do not put food wastes in it.
    b. Do not put aerosol cans in it.
    c. When the compactor is full, remove the container and put in a clean liner.

15. Filter.

16. Traces of oil make the coffee taste rancid and bitter.

17. Percolator brush.

18. In the trash unless the sink has a garbage disposal. Coffee grounds plug up drains.

ANSWER SHEET--UNIT V-4

CLEANING THE PRIVATE HOME

SUBJECT: Dishwashing

1. a. Cold.
   b. Hot.

2. To keep water free of food scraps.

3. b, f, h

4. the hardness of the water

5. left
   left

6. Glasses and silverware.

7. b. makes more suds.
   c. takes longer to rinse.

8. d. Does all of these things.

9. b. more sanitary

10. e. a, b, and c.

11. a. rubber spatula.

12. It turns out dishes which are hygienically clean.

13. b. The length of time the hot water is in contact with the dishes

ANSWER SHEET--UNIT VI-1

PROVIDING BUILDING SERVICES

SUBJECT: Cleaning Public Areas of Buildings

1. (Any three of the following)
   Unlocked doors
   Broken windows
   Signs of unauthorized entry
   Missing objects

2. a. Turn off all lights except those which must be left on for security reasons.
   b. Check building to see that no one is locked inside.
   c. Secure all doors and grates.
   d. Close and lock all windows.

3. (Any six of the following)
   Time of day that will affect normal use of the area the least
   Amount of cleanliness needed in each area
   Amount of traffic
   Condition of area
   Amount of dirt in the outside area
   Type of floor
   Number of windows
   Type and amount of furniture
   Other items to clean, such as exposed pipes, high ceilings, and extensive woodwork

4. (Any six of the following)
   Lobby
   Corridors
   Elevators
   Waiting rooms
   General offices
   Physicians' rooms
   Stairs and stairwells
   Entrance or lobby

5. To prevent falls.

6. The needed repairs should be reported.

7. a. Sand urns
   b. Dry urns

8. Vacuum once or twice a week; use a carpet sweeper on other days.

9. a. long pushing action.

10. a. Set up caution signs at each door to the stairway where you will be working.
    b. Leave a path open for traffic.

11. Start at top landing.

12. (Answers should include most of the following or others)
    Empty wastebaskets, ash trays, and sand urns and wipe them clean.
    Damp-dust or wash window sills and woodwork.
    Damp-dust furniture.
    Spot-clean walls, partitions, and glass.
    Wash windows.
    Check draperies and wipe blinds.
    Sweep, dust mop or vacuum.
    Damp mop.
    Report needed repairs.

13. Twice a day to prevent spread of germs and infections.

14. Scrub all surfaces with detergent solution.
    Clean drain holes.
    Use cleaner to remove stains.
    Rinse exposed surfaces.
    Polish metal with clean dry cloth or paper towel.
    Remove soil splashes or cleaning solution from floor.

15. a. Wipe front, top, and exposed sides with cleaning solution.
    b. Dry glass with dry cloth.
    c. Wipe up spills around machine.
    d. Open kick plate, check floor, clean if necessary.

ANSWER SHEET--UNIT VI-2

PROVIDING BUILDING SERVICES

SUBJECT: Cleaning Offices

1. It is important to respect the wishes of each occupant.

2. Never read or go through papers in the office.
   Do not take office supplies.
   Do not use office telephone for personal calls.
   Do not disturb occupant when cleaning office.

3. e. annually

4. a. daily

5. b. weekly

6. a. daily

7. d. quarterly

8. c. monthly

9. a. daily

10. e. annually

ANSWER SHEET--UNIT VI-3

PROVIDING BUILDING SERVICES

SUBJECT: Cleaning Buildings

1. It insures that time is allowed for each daily task and for tasks done on a rotating basis.

2. a. The degree of soil.
   b. The level of sanitation desired.

3. Size of church and frequency of use

4. a. Remove old church bulletins and papers. Place song books in recommended position. Remove damaged or worn song books. Replenish supplies.
   b. Change beds after each use. Wash dishes. Sanitize nursery.

5. Front to back

6. a. Remove trash from table tops.
   b. Damp-wipe all table tops.
   c. Damp-wipe all chair seats.
   d. Remove trash from floor.
   e. Remove trash cans and garbage cans.
   f. Mop floor.
   g. Empty and scrub all trash and garbage cans using a strong detergent solution. Turn cans upside down and allow to dry.
   h. Replace furniture, trash cans, and garbage cans in normal positions.
   i. Damp-wipe spots from cafeteria doors and handles.

7. Dust mops which have been used on waxed floors pick up wax particles which would make the gym floor slippery.

8. Wax should never be applied to wood gym floors because it makes them slippery. The floor should be swept weekly or after each activity.

9. a. Use mats at doors to reduce the amount of dirt tracked in. Use damp mop to clean up spills. Allow floor to dry and sweep area. Keep soft, dry cloths to dry wet places during play. After each use, sweep floor and seating section, and clean up spills.
   b. Scatter treated sawdust thinly and evenly on clean floor.

10. Clean with a dry cloth or chamois, but never with an oily cloth. Use a dry cloth to push chalk dust from one end of the chalk trough to the other. Empty the chalk dust in to a wastebasket held at the end of the trough.

11. They contain oil or other substances harmful to the surface of chalkboards.

12. Empty shavings holder daily.
    Brush cutters and oil shaft monthly.

ANSWER SHEET--UNIT VII-1

MAINTENANCE OF FLOORS

SUBJECT: Cleaning Floors

1. a. Fill the pores.
   b. To keep the dirt on the surface where it's easier to get at.

2. b

3. d, e

4. a

5. c, f

6. g

7. a. masonry
   b. wood-like
   c. resilient
   d. conductive

8. a. Resilient.
   b. (See Ch. 6, pp. 9 and 14 in Being A Housekeeping Aide for possible answers.)

9. To prevent dirt from becoming embedded in pores

10. Wood-like floors are not damaged by solvents; most other floor coverings are.

11. In operating rooms, delivery rooms, and emergency rooms in hospitals. To prevent sparks that might react with anesthetics and cause explosions.

12. Conductive floors keep everything and everybody at the same level of electrical charge so that sparks are not created between people or things with different electric charges.

13. They may be terrazzo, vinyl, or linoleum and black or dark in color; or they may look just like any other floor--ask your supervisor to be sure.

14. b

15. c

16. a

17. a

18. b

19. c

20. c

ANSWER SHEET--UNIT VII-2

MAINTENANCE OF FLOORS

SUBJECT: Sweeping, Mopping, and Vacuuming Floors

1. a. To protect floor surfaces from damage
   b. To prolong the life of the floor
   c. To make the building more attractive

2. a. Bonded soil is dust which has absorbed moisture from the air or has become mixed with oils.
   b. It is difficult to remove

3. Dry vacuuming picks up most anything except water or cleaning solutions.
   Wet vacuuming picks up water or liquid.

4. Slow back and forth strokes.

5. c. stir up dust and bacteria.

6. a. travel in front of the dust mop.

7. damp

8. a. Mopping--Wiping the floor with a dry mop or wet-mopping the floor with a cleaning solution.
   b. Spot-mopping--Mopping a small area where something was spilled.
   c. Stripping--Removing accumulated soil and the old finish or wax.

9. a. Chemical action of cleaning solution.
   b. Physical action of mopping

10. e. all of these

11. "Figure-8."

12. Mopping removes loose, surface dirt.
    Scrubbing removes the dirt which has been ground in and involves rubbing, scouring, and using more water.

13. a. Put up "wet floor" signs.
    b. Do small areas at a time.
    c. Ask people to stay off wet areas.

14. a. Damp-mopping
    b. Spot-mopping
    c. Stripping
    d. Daily wet-mopping

15. a. Moving furniture.
    b. Disconnecting electrical equipment.
    c. Dust-mopping to remove loose soil.
    d. Placing wet-floor signs.
    e. Filling pails with water and detergent.

16. (Any three of the following.)
Prepare machine (water and detergent in dispenser tank).
Wet-mop ledges and corners. A brush may help clean corners.
Use scrubbing machine with a side-to-side motion. Work your way out of a room.
Allow for overlapping on each pass of machine.
Check with supervisor about use of special pads for heavily soiled areas.
Remove the dirty solution from the floor (use a mop or machine with vacuum).
Wipe off baseboards.
Care for equipment when task is completed.

ANSWER SHEET--UNIT VII-3

MAINTENANCE OF FLOORS

SUBJECT: Waxing and Finishing Floors

1. a. The label will state, "Keep from freezing, do not shake."
   b. Asphalt tile, linoleum, rubber tile, and vinyl tile, vinyl enamel.

2. a. Naptha (dry cleaning odor).
   b. Wood, sealed cork, linoleum, vinyl tile, and vinyl enamel.

3. Man-made synthetic floor finishes.

   (Any five of the following.)
   durable
   scuff resistant
   do not have to be buffed
   less slippery
   do not retain as much soil
   do not discolor
   do not have to be stripped each time before they are recoated
   more economical

4. b. Applying a thin coat of wax
   A heavy coat becomes sticky and gummy and may result in a slippery floor.

5. e

6. f

7. a

8. c

9. g

10. d

11. Polishing makes floors shiny and gives them a hard, long-lasting, non-slippery finish.

12. In a straight line or with the grain of the wood.

13. a. "finishing"--Applying a protective coating, often polished by friction to a surface.
    b. "feathering"--Applying finish only to the worn areas and spreading it outward.
    c. "buffing"--Polishing floors.
    d. "spray-buffing"--Applying a film or spray of the polish by using a spray gun, then buffing the polish with a pad while the polish is still moist.

ANSWER SHEET--UNIT VII-4

MAINTENANCE OF FLOORS

SUBJECT: Cleaning and Shampooing Carpets

1. Grit and sand grind and damage the fibers, so regular cleaning helps to protect the fibers and make them last longer.

2. Shake them Shaking may break threads in the back of the rug.

3. a. Surface litter stays on top of carpet fibers.
   b. Light dust particles and lint-settles down into pile.
   c. Gritty dirt goes to base of carpet pile.
   d. Carpet grease holds tightly to carpet fibers.

4. b. Cut off.

5. To remove deep soil and make carpets last longer.

6. Because it is hard to completely disinfect them.

7. 2 sq. ft. To prevent solution from drying before it is scrubbed in.

8. Wet shampoo

9. Soaking may cause them to shrink and it lengthens drying time.

10. No, because hot water sets stains.

11. In light vacuuming, 3 strokes are used over one spot.
    In heavy vacuuming, 7 strokes are used over one spot.

12. a. use minimum foam over entire area.

13. c. avoids streaking.

14. b. more scrubbing.

15. It should be brushed to lift the pile.

16. Carpet is not out of use as long.
    Less time is involved for cleaning.

17. The dirt dissolves and soaks into the shampoo particles, which are then sucked up by the vacuum cleaner.

18. From top to bottom

ANSWER SHEET--UNIT VIII-1

GENERAL CLEANING

SUBJECT: Bedmaking

1. To conserve energy and time.

2. A draw sheet.

3. Mitering. The sheet stays in place and is neat in appearance.

4. To prevent spreading germs.

5. b
   a
   c, d
   e
   f
   h, i
   g
   j

6. a. weekly.
   b. each time a patient has been discharged from a room.
   c. monthly.

7. a. Never turn a mattress alone.
   b. Both persons should move together, doing each part of the job at the same time.

8. a. The mattress will wear more evenly.
   b. The matress is more sanitary.

9. A stiff suds of detergent, water, and amonia.

ANSWER SHEET--UNIT VIII-2

GENERAL CLEANING

SUBJECT: Dusting

1. To prevent the accumulation of dust.

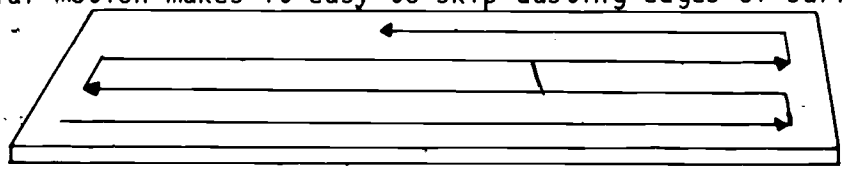
2. No. The oil will soften the wax finish and make it gummy..

3. a. Daily.
   b. At least once a month.

4. To provide more dusting surfaces.

5. At the highest point to be dusted and at the entrance to the room.
   To save steps.

6. A circular motion makes it easy to skip dusting edges of surface.



7. Damage the wood.

8. Onto the cloth.

9. Oily cloths should be stored in a fire proof container with an opening for air circulation. Oily cloths are a fire hazard.

10. With a vacuum cleaner.

11. Use a treated cloth.
    Do not flick or shake cloth.

12. Work quietly.
    Be friendly and courteous.
    Finish dusting quickly.

ANSWER SHEET--UNIT VIII-3

GENERAL CLEANING

SUBJECT: Caring for Furniture

1. a. Case goods--chests, desks, tables and other furnishings that do not have upholstered parts
   b. Upholstered furnishings--sofas, love seats, upholstered chairs, lounge chairs, ottomans

2. Veneering is a process in which thin sheets of beautifully grained or patterned wood are glued to plywood base.
   Yes.
   Good veneers are less likely to shrink in dry climates or to swell in moist climates than are solid woods.

3. Closely woven coverings resist soil and wear.
   They are more easily cared for.

4. a. Keep the furnishings attractive.
   b. Make them last longer.
   c. Save time, money, and effort.

5. a. Non-oil base furniture polish or paste wax.
   b. Non-abrasive, non-oil, cream-type wax.

6. They should be rubbed occasionally with boiled linseed oil or oil recommended by the manufacturer.

7. With the grain of the wood.

8. At least once a week.

9. No. The suction will pull the down through the fabric. Use a brush.

10. a. Soap is harder to rinse off than detergent.
    b. Soap forms a sticky film which catches dust and soil.

11. Water may spot the upholstery.

12. Place the furniture
    a. Outdoors in the shade.
    b. Indoors with the windows open.
    c. Near an electric fan.
    d. In a heated room.

13. Wipe with warm soapy water, then with clear water; wax if desired.

14. Saddle soap.

15. Brush and vacuum all parts of the upholstery. Test the shampoo solution on the fabric. Using a soft brush, scrub a small section according to the directions. Scrape off the excess foam and lather with a spatula. Rinse the clean section according to the directions. Dry according to the directions. Repeat this procedure, overlapping each area until all upholstery is cleaned. Dry overnight. With furniture brush, brush the dry fabric with nap.

16. Dip a stiff brush in furniture polish and use it on the surfaces. Remove extra polish with a clean, dry cloth.

ANSWER SHEET--UNIT VIII-4

GENERAL CLEANING

SUBJECT: Caring for Glass and Light Fixtures

1. a. Scrubbing is seldom necessary.
   b. Since you can see through glass, both sides must be clean for it to look clean.

2. d. in cold weather.

   Because condensation and changing temperatures encourage more accumulation of dust, causing the glass to have streaks.

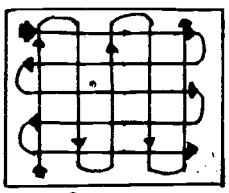
3. a. Hard water.
   b. Abrasive powder.
   c. Too much cleaning solution.

4. a. Gather supplies and equipment.
   b. Take down any curtains or draperies.
   c. Dust blinds and take them down
   d. Dust window frames and sills
   e. Wipe windows or both sides with a damp cloth, if they are very dirty.

5. Before. To prevent edge streak on the glass.

6. As soon as it becomes dirty

7. a. Lint-free cloth
   b. Chamois
   c. Squeegee
   d. Newspaper

8. 

9. a. Same as pattern used for washing.
   b. Side-to-side, turning at each side until bottom is reached or from top to bottom.

10. Detergent. It doesn't leave streaks

11. Hose

12. A clean floor mop

13. a. Keep out insects
    b. Keep out some dust and dirt.

14. a. Brushing.
    b. Damp wiping.
    c. Vacuuming.

15. Hold a blotter or piece of cardboard against the frame so water can't get inside or on the wall.

16. a. Too much ammonia is wasteful.
    b. The odor is offensive.
    c. Ammonia can remove lettering.

17. Two. One person to remove and replace the fixtures, the other to wash and dry them.

18. To get the full light output.

19. Unplug the cord or turn off the switch.
    You might get a bad shock.

20. It will break.

21. ammonia

22. A folded towel

23. Yes. Damp-wiped.

24. Damp-wiped.

25. The shade should be sewn with matching thread.

26. a. Hang the shade by a string and allow it to drip dry.
    b. Wipe the shade with a towel, put it back on lamp, turn on the bulb until the shade is dry.

27. a. Plastic, plastic-coated, laminated, parchment, or fiber glass.
    b. By whipping detergent moisten with water until it is stiff like whipped cream.

ANSWER SHEET--UNIT VIII-5

GENERAL CLEANING

SUBJECT: Caring for Walls, Ceilings, Doors, and Woodwork

1. a. They create an unfavorable image.
   b. They serve as breeding grounds for bacteria and germs.

2. To reduce streaking.

3. Spray detergent sparingly on spot.
   Using a sponge, work from the center of the spot outward in a circular motion, applying less pressure as you move further outward.

4. Begin at the bottom and work up to prevent streaking which occurs when detergent solution runs down a solid wall.

5. A wall should be rinsed before it has a chance to dry. Rinsing removes detergent residue which might damage the wall's surface if allowed to remain.

6. To help cut grease.

7. a. Commercial stain
   b. Nut meats, such as pecans or walnuts

8. Do not rub or use abrasive cleaners.

9. With the grain of the wood.

10. Remove cobwebs with a lifting motion because cobwebs may streak the walls if brushed downward.

11. Wind a cloth around your wrist and secure the cloth with a rubber band.

12. Start at the bottom and work up.

13. Sponge with undiluted cleaning solution, then rinse immediately.

14. Hold heavy cardboard or a cookie sheet next to the woodwork and cover the wall.

15. a. Dusting.
    b. Cleaning or polishing.

16. a. Wash with a neutral cleaning solution.
    b. Rinse with a different sponge and clean water.
    c. Polish with a soft cloth.

17. Do not allow seams or edges to become too wet.

18. Dust them with a soft bristle brush.

19. They may be dusted or cleaned with a dough-like wallpaper cleaner.

20. Dry weather because humidity causes streaking.

21. Gum eraser.

22. c

23. c

24. a. Speeds work.
    b. Disinfects wall.

25. Draw dough over the paper, start at top corner, use wide strokes in one direction only, and work to the baseboard.

26. To keep from rubbing dirt and soil into the porous surface.

27. Before the walls are cleaned.

ANSWER SHEET--UNIT VIII-6

GENERAL CLEANING

SUBJECT: Caring for Window Treatments

1. They collect dust and dirt from both the windows and the inside of the room.
2. Hospital. To minimize spread of dust particles.
3. Pull blinds to the top of the frame. Mark the blind. Place on a truck and take to area for washing.
4. shower
5. garden hose
6. Damp wipe with a sudsy cloth, then rinse.
7. Dry cleaning fluid.
8. They may rot or stain.
9. Up and down, then side to side.
10. Those finished with a permanent stiffness.
11. Place them in a pillow case or net bag.
12. hot; hot
    warm; cool
13. a. Hang to drip dry.
    b. Dry in dryer.
14. About 15 minutes.
15. Do not twist, wring, or rub.
16. No. They will fall into shape while they finish drying.
17. Cover the tips of the rods with a clean piece of cloth or tape.
18. Use a whisk broom or vacuum cleaner.
19. Up and down.
20. To insure that the draperies are returned to the same window.
21. The wrong side.
22. b. center and work toward the edge.

ANSWER SHEET--UNIT VIII-7

GENERAL CLEANING

SUBJECT: Removing Stains

1. a. The source of the stain.
   b. The kind of surface to be cleaned.
   c. The mildest cleaning agent to do the job.

2. To remove loose soil.

3. A chemical reaction between the surface and air or liquids that touch it

4. a

5. b

6. b

7. a

8. a

9. b

10. b

11. Test cleaning method on an inconspicuous area or a small portion of the stain.

12. a. Physical action: Such as scraping, hardening, or absorbing.
    b. Detergent action: To soften, loosen and suspend soil.
    c. Solvent action: The cause of the stain is dissolved and carried away.
    d. Chemical action: The cause of the stain is changed to a new chemical which either can't be seen or can be dissolved.

13. a. Act quickly.
    b. Get the facts.
    c. Remove the excess staining agent.
    d. Sponge the surface with clear cold water.

14. Work from the edges toward the center to avoid spreading the stain.

15. (Any four of the following.)

paper towel	corn starch
face powders	sponges
tissues	blotters
cotton	diapers

16. White or colorfast.
To prevent staining of the material being treated.

17. a. They may catch fire very easily.
b. They may be poisonous.
c. They may dissolve the material being treated.

18. No. Metal may hasten the action of the bleach and increase the chance of fabric damage.

19. a. Try a mild treatment.
b. Do not let the remover dry on the fabric or surface.
c. Rinse the remover from the area.
d. If stains don't come out with a mild treatment, try a stronger treatment.

20. b

21. d

22. c

23. d

24. a

25. d

26. c

27. a

28. a

ANSWER SHEET--UNIT VIII-8

GENERAL CLEANING

SUBJECT: Controlling Pests

1. They may be carried in packages or in sacks of food; they may enter through an open window; they may be brought in by patients and visitors

2. a. eggs
   b. larva
   c. pupa
   d. adult

3. (Any six of the following)
   Flies
   Mosquitoes
   Cockroaches
   Ants
   Bed bugs
   Moths
   Lice
   Fleas
   Termites

4. a. Lack of orderliness in storage of food and other materials
   b. Carelessness in failing to seal all cracks, crevices and spaces
   c. Carelessness in allowing insects to come into the institution with food deliveries
   d. Carelessness in using insecticides

5. General cleanliness.

6. a. Follow strictly the directions for their use.
   b. Store insecticides in a safe place away from food.
   c. Label insecticides properly and keep them in their original containers.
   d. Never place insecticides in empty food containers where they can be mistaken for food or drink products.

7. (Any three of the following)
   Sprays
   Dusts
   Aerosols
   Fumigants

8. (Any three of the following)
   Screen all openings.
   Remove food wastes, rubbish, and paper immediately.
   Remove or treat pools of water.
   Treat leaks and other wet or damp areas.
   Watch for places where insects could breed or gather.

9. (Any three of the following)
They destroy food.
They destroy property.
They cause fires.
They spread disease.

10. a. Rat-proof building.
b. Cut off food and water supply.
c. Destroy nests and other shelters.
d. Attack by poisoning, trapping, and fumigating.
e. Learn habits and characteristics of rodent.

11. At least equal to the human population

12. a. Sight
b. Sound
c. Droppings
d. Gnawing
e. Nests

13. a. Rats carry fleas on their bodies which can transmit bubonic plague and typhus fever.
b. Rat urine and feces infect food, causing salmonella food poisoning and jaundice.
c. Rat tissues may carry trichina, a type of worm that in the larva state can be transmitted to man and lives as a parasite in the intestines.

ANSWER SHEET--UNIT IX-1

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS

SUBJECT: Bathrooms

1. a. To keep germs from spreading from one person to another.
   b. To avoid unpleasant odors.
   c. To keep from attracting insects and other household pests.

2. No. They dull and pit the surface.

3. c

4. a

5. b

6. a

7. c

8. b

9. a. bathtub
   b. sink
   c. toilet

10. To prevent water-spotting and growth of bacteria.

11. Remove cardboard or torn sheets. Clean inside and out. Refill. Start first sheet.

12. Clean and replenish supplies in the bathroom in the following order:
   a. Medicine cabinet
   b. Lights
   c. Windows and window areas
   d. Shelves
   e. Sink, bathtub, or shower
   f. Fixtures
   g. Dispensers
   h. Supplies
   i. Walls
   j. Mirrors
   k. Floors

13. (Any five of the following)
   Towels
   Cakes of soap
   Drinking glasses
   Plastic bags
   Shower caps
   Manicure sets
   Small packs of soap flakes
   Toilet tissue
   Shoe cloths

14. a. Dust inside the bathroom door and frame.
    b. Scrub the floor.
    c. Replace the floor rug.
    d. Turn off the lights and close the door.

ANSWER SHEET--UNIT IX-2

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS

SUBJECT: Restrooms and Shower Rooms

1. Soil and bacteria are present.
   By thorough cleaning

2. Wipe inside and outside of dispenser with cleaning solution. Take care to touch only the wrapper when installing tissue and towels.

3. Pick up waste paper. Empty receptacles, if required. Replenish toilet paper, sanitary napkins, soap and towels. Spot-mop problem areas. Spot-clean walls, doors, and partitions. Spot-clean mirrors and other glass surfaces, as needed.

4. Work around the room systematically; begin at the bottom and work up, one section at a time.

5. This motion makes the spot you are cleaning blend into the rest of the wall and does not leave a ring.

6. Abrasive cleaners cause small scratches which dull the finish.

7. To check under the rim to be sure that all stains and soil are removed

8. 2 to 3 tablespoons of household vinegar in a gallon of hot water

9. Every two weeks.

10. Locker and shower rooms provide ideal conditions for the growth of bacteria and the spread of germs.

11. floor

ANSWER SHEET--UNIT X-1

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Sorting Laundry

1. a. Sorting
   b. Mending
   c. Treating spots and stains

2. (Any five of the following)
   Fiber content
   Special finishes
   Shrinkage control
   Colorfastness
   Care instructions
   Special precautions

3. a. Color
   b. Colorfastness
   c. Construction
   d. Amount of soil
   e. Washing method

4. c

5. a

6. b

7. c

8. a or b

9. c

10. a

11. c

12. c

13.

I	II
Blue denim jeans	Pink percale curtains
Black broadcloth blouse	Tan broadcloth blouse
Brown cotton slacks	Light grey oxford-cloth shirt
	Beige cotton skirt

III	IV
White muslin sheets	Red flannel shirt
White nylon slip	

14. a

15. a

16. a

17. b

18. a

19. b

20. a

21. b

22. The dark colors pick up lint from the light fabrics and may cause the light fabrics to discolor or appear dingy.

23. c, a, b, d

24. Articles varying in size and shape provide better circulation of pieces during washing and decreases the amount of tangling that is likely to occur.

25. If washed together, the no-iron linens may attract lint and dirt.

26. a. Soaking
    b. Applying detergent or bar soap
    c. Special methods

27. Ripped or torn places may ravel or tear more during the washing process.

28. a. Inspect pockets.
    b. Turn down cuffs; shake.
    c. Zip zippers.
    d. Remove unwashable trims.
    e. Tie belts loosely.
    f. Place delicate items in mesh bag.

ANSWER SHEET--UNIT X-2

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Using Laundry Supplies

1. a. Size of load.
   b. Amount of water in wash cycle.

2. Detergent. Soap reacts with hard water minerals, forming an insoluble film that makes clothes appear gray and dingy.

3. Dilute them to avoid staining or discoloring fabrics.

4. b

5. a

6. c

7. c

8. a

9. c

10. a

11. b

12. a

13. b

14. a. Reduces wrinkling.
    b. Reduces fading.

15. To combine minerals in hard water to boost the cleaning power of the soap.

16. a. Disinfects
    b. Deodorizes
    c. Elminates stains and dirt

17. a. Silk
    b. Wool
    c. Rayon
    d. Spandex
    e. Non-colorfast fabrics
    f. Delicate fabrics

18. Rinse

19. a. Makes fabric soft; static free.
    b. Reduces wrinkling.
    c. Aids in ironing.

ANSWER SHEET--UNIT X-3

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Using Laundry Equipment

1. Low or medium sudsing detergent.

2. a. Causes uneven cleaning
   Creates extra friction and wear on clothing
   b. Wastes power
   Wastes detergent

3. a. Amount of soil
   b. Kind of fabric
   c. Garment construction
   d. Color of material
   e. Equipment used

4. a, c, d, f

5. Detergent and soiled water

6. Less soap is required

7. Wringing and spinning

8. Agitator and cylinder

9. 4 minutes

10. Lower

11. a. Temperature setting and air circulation of dryer
   b. Size of load
   c. Amount of moisture in articles
   d. Type of fabric

12. Group I: c, a, e, d, b
   Group II: b, e, a, c, f, d
   Group III: c, a, d, b

13. c. your supervisor.

14. c. read the attached instructions.

15. A laundry that washes and irons only flat pieces such as sheets, tablecloths, and towels.

16. Heavily soiled items.

17. a. Removes water from the laundry.
    b. The spin cycle of the washing machine.

18. Ironing

19. No. An ironer destroys the permanent press finish.

20. e

21. a

22. d

23. c

24. [redacted]

ANSWER SHEET--UNIT X-4

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Washing Special Articles

1. Soak them in disinfectant solution.

2. a. Betty should use hot water (140°F. or above) and a mild soap or detergent.
   b. She should set the dial for 10 minutes.
   c. If she adds bleach, she should be sure that any residue is removed to protect the baby's tender skin from irritations. An extra rinse with a full tub of water is advisable.

3. Tie them loosely in a washcloth or small towel to confine them during the process.

4. a. True
   b. False: Put the electric blanket through a wringer since spinning does not damage fine wires.
   c. False: Disconnect removable electrical parts before washing.
   d. False: Fill washer with warm water before adding the blanket.
   e. False: Dry blanket 10 minutes in the automatic dryer to insure uniform drying.

5. Oily soil and perspiration hasten deterioration of rubber or spandex articles.

6. Chlorine bleaches cause yellow discoloration.

7. Warm. Warm water keeps the plastic pliable and easy to handle.

8. Use warm water at level required for load. Add small amount of nonprecipitating water conditioner. Use slow agitation and spin speed. Agitate 5 minutes and spin out water. Fill tub and rinse again. Add water conditioner to second rinse water also, to completely remove soap film. Hang curtain back in shower to dry.

9. Helps prevent water spots.

10. a. a written guarantee that they are washable.
    b. specific washing directions.

11. a, c, e, g

12. a. Turn garments inside out.
    b. Place them inside a mesh bag.

13. Trace the outline of the sweater on a piece of heavy paper.

14. While still damp after washing.

ANSWER SHEET--UNIT X-5

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Ironing and Pressing

1. Ironing involves removing moisture by using a gliding motion, whereas pressing involves adding moisture with a lifting motion.

2. lowest

3. Dacron, nylon, wool, cotton, linen

4. (Any six of the following)
   Work in area with good light.
   Follow lengthwise threads to prevent excessive stretching of knits.
   Press on wrong side.
   Use a press cloth.
   Use a steam iron.
   Press with care around plastic buttons and zippers.
   Carefully set temperature control.
   Test temperature on seam allowance.
   Press darts over a curved surface.
   Avoid ironing in sharp creases.

5. d

6. b

7. c

8. c

9. a. No wrinkles present.
   b. Original shape and texture retained.
   c. No inside details outlined on right side.
   d. Long seams pressed open inside.

10. (Check sketch of utility room floor plan)

ANSWER SHEET--UNIT X-6

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Folding and Storing Linens and Clothing

1. a. Proper laundering to assure maximum life
   b. Proper handling in use to avoid damage

2. Steam and moisture left in the fabric may cause wrinkles.

3. The size of the shelf on which it is to be placed.

4. To prevent the waste caused by using them as rags.

5. Wash them to remove starches and chemicals which may attract insects or cause linens to become brittle or turn pink; then wrap them in dark paper to protect them from sunlight.

6. Best Method: B

(Any three of the following reasons.)
Textiles should be stored in ventilated room.
Room should be cool and dry.
Linens should be protected from sunlight, insects, and chemical fumes.
Blankets should be protected from sunlight and dust by wrapping.

ANSWER SHEET--UNIT X-7

MANAGEMENT OF LAUNDRY PROCEDURES

SUBJECT: Managing a Linen Room

1. a. Storage center.
   b. Distribution center
   c. Sewing center
   d. Information center

2. a. Storage for clean linen
   b. Storage for cleaning supplies and gratis items
   c. Locked closet for linen needing mending
   d. Sewing and mending center

3. a. Standard supply
   b. Patient
   c. Check-out

4. a. Standard requirements set.
   b. Daily census taken.

5. Each housekeeping assistant receives one set of clean linens for each set of dirty linens returned.

6. At the close of the day when the linen is not moving.

7. Approximately three years.

UNIT TESTS

UNIT I TEST

WHAT IS A HOUSEKEEPING MANAGEMENT ASSISTANT?

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only <u>one</u> answer for each item.

_____1. The demand for clean, sanitary buildings is
a. less now than ever before.
b. about the same now as before.
c. greater now than ever before.

_____2. The need for executive housekeepers throughout the country is
a. limited.
b. slowly expanding.
c. endless.

_____3. A person employed in the field of housekeeping management needs new information on housekeeping practices
a. rarely.
b. occasionally.
c. constantly.

_____4. The role of the housekeeping management assistant in public and commercial establishments is
a. unimportant.
b. somewhat important.
c. important.

_____5. The number of full-and part-time housekeeping positions in private homes is
a. decreasing.
b. remaining about the same.
c. increasing.

_____6. Which of the following is <u>not</u> one of the major categories of tasks and responsibilities of the housekeeping management assistant?
a. Working with the guests and/or patients
b. Using equipment and supplies properly
c. Cleaning assigned areas to meet specified standards

_____7. Housekeeping jobs today have
a. lower salaries, more physical work.
b. higher salaries, more physical work.
c. higher salaries, less physical work.

_____8. Most vacancies for executive housekeepers are filled by
a. promoting maids already employed by the establishments.
b. hiring an executive housekeeper from a smaller establishment.
c. hiring a college graduate with a degree in housekeeping management.

____9. Building custodians are
a. about equally males and females.
b. mostly males.
c. mostly females.

____10. Private household workers are employed
a. mostly in rural areas.
b. equally in rural and urban areas.
c. mostly in urban areas.

____11. In most housekeeping jobs,
a. uniforms are not required.
b. some type of uniforms are required.
c. white uniforms are required.

____12. If you have a complaint regarding your job, you should first discuss the problem with
a. your co-workers.
b. your supervisor.
c. the manager or principal.

Which of the following housekeeping management assistants behaved in an ethical manner? In the blank, write "A" if the employee behaved ethically. Write "B" if the employee behaved unethically.

____13. James, who is employed in a school, believes the sixth grade boys should be allowed to smoke if they want to. Therefore, James allows the boys to smoke in the custodian's storeroom.

____14. Mary, a housekeeping management assistant in a motel, found fifty dollars on the night stand in a guest room after the guest had checked out. She knew this was larger than a normal tip, so she turned it in as a lost and found item.

____15. Joe, who works for a commercial cleaning firm, encountered an angry man in the building he cleans. The man claimed his desk had not been dusted in the months he has worked for the company. Joe explained briefly that he had been instructed not to dust the desks in this building and referred the man to the office of the cleaning firm.

UNIT II TEST

USE OF EQUIPMENT AND SUPPLIES

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. Brushes which are used to clean corners and baseboards should be stored
   a. in a hanging position.
   b. so the weight is on the bristles.
   c. upside down.

_____2. Which of the following statements about the use and care of vacuum cleaners is true?
   a. The filter should be cleaned once a week.
   b. The bag should be emptied into a wastebasket.
   c. The tank should be cleaned and disinfected once a month.

_____3. Which of the following vacuum cleaner attachments should be used for cleaning along baseboards?
   a. Wide mouth all-purpose tool
   b. Round dusting tool
   c. Crevice tool

_____4. For which of the following tasks would the floor machine not be used?
   a. Vacuum cleaning
   b. Buffing
   c. Rug shampooing

_____5. If an extension cord is needed, the cord should not be
   a. smaller than the cord on the machine.
   b. the same size as the cord on the machine.
   c. larger than the cord on the machine.

_____6. In deciding the amount of time a cleaning product should be in contact with the surface, which suggestion should be followed?
   a. Use a weak product for a long time to prevent damage to the surface.
   b. Use a good cleaning product for a short time to prevent damage to the surface.
   c. Use a strong product to reduce the amount of effort required.

_____7. An apple pie spilled over during baking. Which type of cleaner should be used?
   a. Abrasive
   b. Alkali
   c. Synthetic

____8. The most effective cleaner to combat germs in a hospital room is a
a. synthetic detergent.
b. drycleaning solvent.
c. germicide.

____9. Brass or copper objects should be cleaned with
a. metal polish.
b. an abrasive cleaner.
c. a glass cleaner.

____10. The responsibility for accident prevention in any establishment is up to
a. the manager and supervisor.
b. all employees and management.
c. the supervisor and specified employees.

____11. The housekeeping management assistant can help to prevent accidental falls by
a. picking up litter or other objects on the floor.
b. using self-polishing wax on the floors.
c. waiting until time to mop the floors to clean up spills.

____12. Which of the following is <u>not</u> a hazard of handling trash improperly?
a. Fire
b. Muscle strain
c. Cuts

____13. Ash trays should be emptied into
a. the wastebasket.
b. the toilet.
c. a metal container.

____14. Which of the following practices would help to prevent muscle strain and fatigue?
a. Use the back muscles when lifting heavy objects.
b. Carry small heavy objects in front of the body rather than to the side.
c. Bend the knees and kneel when performing a task near the floor.

____15. Collisions on stairways can be reduced by walking
a. in the center.
b. to the left.
c. to the right.

____16. Which of the following causes the <u>most</u> fires?
a. Smoking and matches
b. Improper rubbish disposal
c. Spontaneous ignition

____17. Some paper and rags in a wastebasket caught fire when a cigarette was dropped in the container. Which type of fire extinguisher should be used?
a. Dry chemical
b. Carbon dioxide
c. Soda-acid

____18. The cord of an electric vacuum cleaner caught fire. The three fire extinguishers below were available to use. Which one would put out the fire?
a. Dry chemical
b. Pressurized water
c. Soda-acid

____19. When operating electrical equipment, it is important that hands be kept
a. dry.
b. wet.
c. covered.

____20. Cleaning fluids should be used in
a. small quantities in a well-ventilated room.
b. large quantities in a closed room.
c. medium quantities in a semi-ventilated room.

____21. When plugging a cord into an appliance, it should be
a. plugged into the outlet first and then into the appliance.
b. plugged into the appliance first and then into the outlet.
c. plugged into the appliance and outlet at the same time.

____22. Which of the following is <u>not</u> a principle of storage?
a. Store frequently used items at the place where they are first used.
b. Store items so they are easy to see, reach, grasp, and replace.
c. Place items so you will get needed exercise in reaching for them.

____23. A supply cart should be placed
a. in the center of the hall near the room being cleaned.
b. in the room being cleaned.
c. out of the way near the room being cleaned.

Labels on cleaning supplies provide valuable information for using the product. For questions 24-27, in the blank write "A" if the information is usually on the label. "B" if the information is <u>not</u> usually on the label.

____24. Types of surfaces which may be cleaned with the product

____25. Amount of the product to use

____26. Directions for using of the product

____27. Length of time the solution should be in contact with the surface being cleaned

In questions 28-32, match the type of vacuum cleaner with the task to be performed.

Task	Vacuum Cleaner
_____28. Stains	a. Light-upright
_____29. Carpets and rugs	b. Hand
_____30. Surface dirt on floors	c. Upright
_____31. Walls	d. Tank
_____32. Car interior	

Classify each of the following activities as
"A" physically fatiguing
"B" mentally fatiguing
"C" not fatiguing.

_____33. Begrudgingly washing dishes by hand

_____34. Standing to mop floors all afternoon

_____35. Waxing a floor, then dusting in another area

UNIT III TEST

CLEANING GUEST ROOMS

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. Mary is working at a large hotel. Each day when she reports for work, she goes to the linen room to pick up all but one of the following:
a. cart of supplies.
b. list of rooms.
c. uniform.

_____2. The morning report is used for all but one of the following purposes:
a. to insure that the hotel receives proper payment for the room.
b. to determine which rooms cannot be cleaned because guests are still asleep.
c. to determine if guest left.

_____3. When Mary starts pushing her cart down the hall toward the rooms she is to clean, she should
a. walk softly down the hall.
b. sing or hum a happy tune.
c. carry on a conversation with her friend Sue.

_____4. Items found in the room after the patient or guest has left should be tagged and turned in to the lost and found department. Information on the tag should include
a. the room number.
b. the date and the room number.
c. the room number and a description of the item.

_____5. If a "Do Not Disturb" sign has been on a door all day, the housekeeping assistant should
a. check the room to see if anything is wrong.
b. report it to the housekeeper.
c. report it to the manager.

_____6. One should knock on the doors only with the knuckles because this
a. protects the finish on the door.
b. protects the fingers.
c. provides a softer noise.

_____7. Mary knocked on the door of a room and heard no response. She unlocked the door, opened it, and saw a man using the telephone. Mary should
a. call another maid to enter the room with her.
b. enter the room and begin cleaning it.
c. leave quietly, closing the door behind her.

_____8. Mary noticed that the television set is missing from a guest room when she opened the door. She should
a. make a notation in the "comments" column of her Room Check Sheet.
b. report it to her supervisor immediately.
c. call the police and stay in the room until they arrive.

_____9. Mary needs to indicate on her Room Report Sheet that she found a guest in a room. Beside the room number she should write
a. baggaged.
b. filled.
c. occupied.

____10. Mary keeps her supplies easily accessible when she is working in a room by placing the
a. cart in the room.
b. cart across the door.
c. cart along the wall next to the door.

____11. If the letters "CO" were written next to a room on a Room Check Sheet, the room should be cleaned
a. immediately.
b. after the guest leaves.
c. the next day.

____12. When emptying the wastebasket, Mary should
a. reach into the wastebasket and remove the contents.
b. empty the wastebasket onto the floor and then sweep up the contents.
c. seal the contents in newspaper or a plastic liner.

____13. As linens are removed from a bed, they should be
a. folded carefully toward the center.
b. shaken over the bed.
c. shaken over the floor.

____14. Which of the following is <u>not</u> a reason for stripping beds soon after entering rooms?
a. Allows time for the bed to air
b. Allows time for repair of the mattress, if necessary
c. Allows time for the mattress to disinfect

____15. Furniture in the guest room should be
a. placed where the guest left it.
b. left where it is when you are finished cleaning.
c. returned to positions recommended by the housekeeper.

____16. Dry-dusting furniture
a. scratches the finish.
b. saves time.
c. polishes the surface.

____17. The last thing the housekeeping assistant should do before leaving the room is to
a. clean and disinfect the telephone.
b. close the curtains and turn off the lights.
c. be sure the room is in good condition.

____18. At the end of the day, pass keys should be
a. taken home.
b. left on the cart.
c. returned to the housekeeper.

UNIT IV TEST

CLEANING PATIENT ROOMS

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. Hospital sanitation is most essential because
a. visitors may pick up germs.
b. a sick person's resistance to disease is low.
c. hospital employees may become ill.

_____2. Bacteria grow most rapidly in areas that are
a. well-lighted.
b. semi-lighted.
c. dark.

_____3. The temperature range in which bacteria grow most rapidly is
a. 30° to 50° F.
b. 50° to 110° F.
c. 110° to 130° F.

_____4. The form of bacteria carried on the skin is called
a. toxin.
b. botulism.
c. staphylococci.

_____5. Which of the following is not true about bacteria?
a. They can move long distances by themselves.
b. They can be carried from one area to another by a person.
c. They are distributed when dust is scattered during dusting and sweeping activities.

_____6. Clean surfaces in a hospital
a. increase bacterial growth.
b. retard or halt bacterial growth.
c. have little effect on bacterial growth.

_____7. The most effective method of disinfection against spores is
a. boiling.
b. using chemicals.
c. using disinfectants.

_____8. Disinfectants should not be mixed with other detergents or chemicals because
a. the mixture may be explosive.
b. disinfectants should not be diluted.
c. detergents neutralize disinfectants.

_____9. Which of the following is not a necessary step in disinfecting a surface?
a. Treat with a fogging machine.
b. Destroy germs with a disinfectant.
c. Remove all visible and invisible soil.

____10. Which of the following procedures would help to control the spread of infection?
a. Use the same mop water for rooms in the same vicinity.
b. Use the same cloth for various cleaning tasks.
c. Use different cloths for cleaning different rooms.

____11. The method of disinfection selected for a particular job will depend upon
a. the amount of money available.
b. the kind of bacteria.
c. the amount of time for cleaning.

____12. Hospital furniture should be washed with
a. soap and hot water solution.
b. a disinfectant-detergent solution.
c. a syndet and lukewarm water solution.

____13. The floor of the occupied hospital room should be cleaned using which method?
a. Damp-dust
b. Wash and dry
c. Wet-mop and rinse

____14. The bedside table should be cleaned using which method?
a. Damp-dust
b. Wash and dry
c. Wet-mop and rinse

____15. An unoccupied unit is one
a. which has been vacant for more than a day and has been thoroughly cleaned.
b. from which a patient has departed and which needs to be cleaned.
c. which has been vacant for more than a week and needs to be disinfected.

____16. How often do the floors in unoccupied rooms need to be dusted with a treated mop?
a. Periodically
b. Weekly
c. Daily

____17. Which surfaces in a discharge unit need to be disinfected?
a. Those with which the patient came in contact
b. The bed, bedside table, and bathroom
c. All surfaces in the room

____18. The first step in cleaning a discharge unit is to
a. remove the linens.
b. ventilate the room.
c. empty the wastebaskets.

____19. When removing bed linens from a bed in a discharge unit, one should
a. shake them to check for articles left behind by the patient.
b. fold them toward the center and put them in the soiled linen hamper bag.
c. pull them from the bed and put them near the doorway.

____20. The purpose of regular isolation is to prevent
a. the spread of infectious organisms from the room.
b. infectious organisms from reaching the patient.
c. infectious organisms from entering the hospital.

____21. When the isolation technique is used,
a. visitors may enter the room only at specified times.
b. articles used by the patient are washed with hot, soapy water.
c. all personnel entering the unit must wear a gown.

____22. An occupied isolation unit should be disinfected
a. daily.
b. weekly.
c. when the patient checks out.

____23. The most important thing to remember when removing an isolation gown is not to touch
a. the isolation gown with your hands.
b. your uniform with your hands.
c. your face with your hands.

____24. When using a mask in an isolation unit, one should
a. change masks every ten minutes.
b. wear the mask from one room to the next.
c. cover the nose and mouth with the mask.

____25. Which of the following is <u>not</u> a method of terminal disinfection?
a. Spray disinfection
b. Manual cleaning
c. Boiling

____26. When cleaning a discharge isolation unit, you should make the bed
a. before the floors and furniture are dusted.
b. after the floors and furniture are dusted.
c. after the entire room has been cleaned.

____27. Which of these tasks should be performed first when cleaning an occupied isolation room?
a. Fill dispensers.
b. Remove soiled linen.
c. Damp-dust furniture.

____28. When dust-mopping a room
a. begin at the door and work toward the center.
b. begin at the back and work toward the door.
c. begin in the center and work toward the sides.

UNIT V TEST

CLEANING THE PRIVATE HOME

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. Which of the following is not a way to reduce cleaning?
a. Keep out as much soil as possible.
b. Set high standards for cleanliness.
c. Select equipment and supplies which eliminate labor.

_____2. Plans for cleaning should include
a. daily and weekly cleaning.
b. spring and fall cleaning.
c. thorough once-a-year cleaning.

_____3. In general, proceed from the top down and from the outside in, except when washing
a. floors.
b. walls.
c. ceilings.

_____4. The chief principle of good room cleaning is to
a. remove soil from one surface and distribute it on another.
b. remove soil from one surface without distributing it unnecessarily on another.
c. remove soil from all surfaces by sterilizing them.

_____5. When working in a private home, if a door is closed to a room, the housekeeping management assistant should
a. open the door to see if anyone is in the room.
b. open the door and say, "Housekeeper."
c. knock before opening the door.

_____6. Occasional tasks should be done
a. during spring and fall cleaning.
b. as time permits.
c. on a rigid schedule.

_____7. When cleaning the private home, the housekeeping management assistant should begin in the
a. living room.
b. bathroom.
c. kitchen.

_____8. A supply carrier is
a. a convenient way to transport supplies.
b. not needed if supplies are duplicated.
c. not used in the private home.

____9. Begin cleaning a room by
a. vacuuming rugs or carpets thoroughly.
b. moving furniture out from the walls.
c. straightening the room.

____10. Which of the following is an example of storing at the point of first use?
a. Storing utensils which require water at the mixing center
b. Storing utensils which require heat immediately at the cooking center
c. Storing utensils needed in combining ingredients at the sink

____11. Which of the following would <u>not</u> be used to locate storage within your sight and reach?
a. Turn your head as far as possible up, down, and to the side.
b. Make a circular motion with your elbows bent and your upper arms close to your body.
c. Make a circular motion with your arms out straight.

____12. Placement in terms of use means placing frequently used items
a. outside your full-arm reach.
b. inside your bent-arm reach.
c. outside your bent-arm reach.

____13. Heavy articles should be stored as
a. high as possible.
b. close to elbow reach as possible.
c. low as possible.

____14. Tall items should be placed
a. behind other tall items.
b. in front of short items.
c. behind short items.

____15. Mary is rearranging items in Mrs. Brown's cupboard. Unlike items should be
a. placed near the front of the cupboard.
b. stacked inside one another, when possible.
c. stored individually.

____16. In a closet, items which are used most often should be stored
a. near the front.
b. on the top shelves.
c. to one side.

____17. Paneled wood cabinets should be cleaned with a
a. detergent solution.
b. paste wax.
c. polish.

____18. The outside enameled surface of a range should be cleaned when it is
a. hot.
b. warm.
c. cool.

____19. The reason for the answer you selected for question 18 is that
a. enameled surfaces chip easily when hot.
b. grease film is removed best from a cool surface.
c. warm surfaces do not cause steam burns.

____20. A fresh grease spill in the broiler should be
a. allowed to burn off.
b. wiped up with a paper towel.
c. wiped up with a damp cloth.

____21. Which of the following statements about use of a commercial oven cleaner is not correct?
a. The oven should be heated after it has been cleaned.
b. A detergent solution should be used to rinse the oven.
c. Rubber gloves should be worn when the cleaner is applied.

____22. What is used when cleaning the interior of refrigerators to remove odors?
a. Ammonia
b. Detergent
c. Baking soda

____23. Ice cube trays should be cleaned by
a. rinsing in warm water.
b. washing with hot water and soap.
c. rinsing in cold water.

____24. The defrosting process in a refrigerator can be speeded up by
a. placing a pan of hot water in the freezer.
b. scraping the ice off with a knife.
c. using an ice pick.

____25. If a kitchen utensil falls into the food-waste disposer,
a. reach in quickly to retrieve it.
b. turn off the disposer immediately.
c. let the disposer grind it into small pieces.

____26. The part of the exhaust fan which should be cleaned frequently is the
a. fan.
b. "on-off" switch.
c. filter.

____27. Coffee grounds should not be put down ordinary drains because they
a. make the drain smell.
b. plug up the drain.
c. rot in the drain pipe.

____28. Cooking utensils covered with fat should be soaked in
a. hot water.
b. warm water.
c. cold water.

____29. The work flow for handwashing dishes for right-handed people should be from
a. left to right.
b. right to left.
c. either "a" or "b."

____30. Which of the following is not a reason for scraping dishes before putting them in the dishwasher?
a. Food particles may clog the strainer.
b. Food particles may interfere with water spray action.
c. Food particles may cause spotting.

____31. When washing dishes by hand, you should be sure that you use
a. sufficient amounts of detergent.
b. hot rinse water.
c. a clean dish towel for drying.

For each of the following statements about a storage plan, on your answer sheet, write "A" if you agree with the statement. Write "B" if you disagree with the statement.

____32. A storage plan reduces the time spent finding items.

____33. A storage plan increases the time spent putting items away.

____34. A storage plan is likely to help in keeping items in better condition.

UNIT VI TEST

PROVIDING BUILDING SERVICES

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. A visitor usually forms his first impression of a building from the appearance of the
a. public restrooms.
b. lobby.
c. rooms.

_____2. Cleaning public areas would not depend on which of the following?
a. The amount of cleanliness needed in the area
b. The amount of traffic
c. The number of housekeeping personnel

_____3. Which of the following areas of a building would be least likely to require spot checking during the day?
a. Meeting rooms
b. Lobby
c. Stairs and stairwells

_____4. In bad weather, the lobby should
a. not be cleaned until the weather clears.
b. be cleaned daily as usual.
c. be cleaned more than once a day.

_____5. Drinking fountains should be cleaned
a. once a week.
b. once a day.
c. at least twice a day.

_____6. Metal parts of a drinking fountain should be dried with a
a. damp cloth.
b. dry clean cloth or paper towel.
c. oily cloth.

_____7. Small trash should be removed from the sand-type urn by
a. hand.
b. sifting through a sieve.
c. changing the sand.

_____8. Set up "Wet Floor" signs and rope off the area
a. before wet-mopping or doing other floor care that might affect traffic.
b. after wet-mopping or doing other floor care that might affect traffic.
c. only when traffic in the area is heavy.

____9. When cleaning stairs, begin at the
a. top landing.
b. middle step.
c. bottom landing.

____10. Which of the following is <u>not</u> a security precaution in opening buildings?
a. Check for signs of unauthorized entry.
b. Check for missing items.
c. Check with the police for an alarm report.

____11. Entrance ways should be cleaned
a. once a week.
b. once a day.
c. several times a day.

____12. When dusting offices, you should
a. leave the desk undisturbed.
b. dust only around any papers laying on the desk.
c. dust the desk according to the wishes of the occupant.

____13. An office worker is likely to notice how thoroughly his office is cleaned because
a. office workers are highly observant.
b. he spends eight hours a day in his office.
c. office workers generally dislike housekeeping personnel.

____14. If the housekeeping management assistant notices that repairs are needed in an office, he should
a. make them immediately.
b. leave a note for the office occupant.
c. report them to his supervisor.

____15. At noon the school custodian is usually expected to
a. stay on duty in the cafeteria.
b. have lunch in the custodian's storage room.
c. leave the school grounds for an hour.

____16. Beds in a church nursery should be changed
a. after each use.
b. once a week.
c. when they show soil.

____17. When cleaning the dining area of a cafeteria or restaurant, which of the following should be cleaned first?
a. Table tops
b. Chair seats
c. Floor

____18. Dust mops used in the gymnasium should not be used in any other area because
a. they will not be available when needed.
b. wax, which is harmful to gym floors, may get on the mops.
c. the floor treatment used in the gym is harmful to other floors.

____19. An oily cloth should not be used on chalkboards because
a. chalkboards are self-oiling.
b. oil is harmful to chalkboards.
c. oiled chalkboards cannot be washed.

____20. The shavings holder of a pencil sharpener should be emptied
a. daily.
b. weekly.
c. monthly.

UNIT VII TEST.

MAINTENANCE OF FLOORS

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. The most common type of floor is resilient. Which of the following statements is true about care for this type of floor?
a. Solvent-base waxes and finishes should be used.
b. Resilient floors usually require sealing.
c. Cleaning solutions should be left on for only a short time.

_____2. Wood floors should be cleaned with
a. products other than water.
b. small amounts of water.
c. large amounts of water.

_____3. In what areas of a hospital are conductive floors used?
a. In patient rooms
b. In corridors
c. In operating rooms

_____4. Conductive floors are used because they
a. minimize the danger of explosion.
b. are easy to keep free from bacteria.
c. stand up well under hard wear.

_____5. Which of the following is not an example of a resilient floor?
a. Linoleum
b. Vinyl
c. Ceramic tile

_____6. Which of the following is an example of a masonry floor?
a. Hardwood
b. Terrazzo
c. Asphalt tile

_____7. Before a floor is scrubbed, it should be
a. dry-dusted.
b. disinfected.
c. wet-mopped.

_____8. The motion recommended for mopping floors is
a. circular.
b. a figure "8."
c. an "S" movement.

_____9. Mopping differs from scrubbing in that mopping
a. removes ground-in dirt.
b. removes loose, surface dirt.
c. involves rubbing and scouring.

____10. The most important reason for finishing (waxing) a floor is to
a. protect the floor with a thin film.
b. reduce infection-causing bacteria on the floor.
c. provide a gloss on the floor.

____11. The purpose of sealing a floor is to
a. remove loose, surface dirt.
b. fill pores in the floor surface.
c. remove a coat of finish.

____12. Water-base waxes can be identified by this statement on the label:
a. "Do not use on asphalt or rubber."
b. "Caution, combustible."
c. "Do not shake."

____13. Solvent-base waxes can be used on all but one of the following floors:
a. wood.
b. asphalt.
c. cork.

____14. Floors which have been waxed with a heavy coat are usually
a. shiny.
b. slippery.
c. resistant to soil.

____15. Regular cleaning of carpets
a. helps to make them last longer.
b. has little effect on the length of time they last.
c. causes them to wear somewhat faster.

____16. Carpets are most commonly used in
a. motels.
b. hospitals.
c. nursing homes.

____17. The most thorough method of cleaning carpet is
a. vacuuming.
b. dry shampooing.
c. wet shampooing.

____18. Soaking carpets during shampooing
a. helps to get them clean.
b. may cause them to shrink.
c. is likely to cause spotting,

____19. If your supervisor told you to heavy vacuum a carpet, how many times would you go over the same spot?
a. 3
b. 5
c. 7

____20. When shampooing heavily soiled spots on a carpet, you need to
a. use more cleaning solution.
b. increase the amount of scrubbing.
c. leave the solution on the carpet longer.

____21. Overlapping each stroke when shampooing carpets
a. wastes shampoo.
b. avoids streaking.
c. lengthens drying time.

____22. Drycleaning carpet
a. is not as effective a method of cleaning as wet shampooing.
b. takes longer than wet shampooing.
c. is less expensive than wet shampooing.

The following cleaning tasks need to be performed. Which procedure should be used for each of the tasks listed in questions 23-27?

TASK	PROCEDURE
____23. Light, accumulated soil in patient's room	a. Damp mopping
____24. Spill on hall floor	b. Spot mopping
____25. Wax removal	c. Stripping
____26. Dusty floor	d. Daily wet-mopping
____27. Tracks on kitchen floor	

UNIT VIII TEST

GENERAL CLEANING

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. "Once-around" method of bedmaking is more efficient because
a. two housekeepers work together.
b. fewer bed linens are used.
c. less time and energy is used.

_____2. When sheets, blanket, and spread are placed on the bed, they should be
a. flipped and tossed in the air over the bed.
b. unfolded with long, even strokes.
c. shaken to remove wrinkles.

_____3. In commercial establishments, mattresses are usually turned
a. daily.
b. weekly.
c. monthly.

_____4. When mattresses need to be turned, the housekeeping assistant should
a. do it alone.
b. ask for help.
c. report it to the supervisor.

_____5. Turning a mattress frequently helps it
a. to stay clean longer.
b. smell fresher.
c. wear more evenly.

_____6. Which of the following is not a rule to follow when dusting?
a. Use a circular motion.
b. Dust with the grain.
c. Use a cloth in each hand.

_____7. Plastic and laminated surfaces should be dusted with
a. a treated dust cloth.
b. a damp cloth.
c. an oiled cloth.

_____8. Wood finishes with a high luster should be polished with
a. non-oil cream-type wax.
b. non-oil base furniture polish.
c. boiled linseed oil.

_____9. The most effective care that can be given upholstered furnishings is
a. thorough monthly cleaning.
b. weekly brushing or vacuuming.
c. thorough semi-annual cleaning.

____10. Upholstered furniture should not be cleaned with a
a. soap solution.
b. detergent solution.
c. commercial cleaner.

____11. Which of the following is not a cause of streaked glass?
a. Use of too much cleaning solution
b. Use of hard water
c. Use of woven material for rinsing cloths

____12. Which of the following is not suitable as a window cleaning agent?
a. Alcohol
b. Scouring powder
c. Vinegar

____13. The motion recommended for washing windows is from
a. top to bottom.
b. side to side.
c. side to side then top to bottom.

____14. Metal furniture should be cleaned with
a. a damp cloth.
b. saddle soap.
c. a strong abrasive.

____15. When cleaning light fixtures, you should
a. leave the electricity on.
b. turn off the electricity at the room switch.
c. turn off the electricity at the main switch.

____16. Light bulbs should be cleaned
a. while they are still warm.
b. while they are hot.
c. after they have cooled.

____17. When washing a chandelier, you should remove the crystals
a. one at a time.
b. a few at a time.
c. all at one time.

____18. Venetian blinds in hospitals are usually vacuumed instead of dusted because vacuuming
a. takes less time.
b. does a better job of cleaning.
c. cleans without scattering dust particles.

____19. Which of the following is not a reason for keeping screens clean?
a. To filter the light rays
b. To keep windows clean
c. To provide better light

____20. During warm weather, screens need to be cleaned
a. daily.
b. weekly.
c. monthly.

____21. Which of the following procedures in wall washing does not help avoid streaking?
a. Dusting or vacuuming before washing
b. Starting at the bottom and working up
c. Spotting before washing

____22. Which of the following is not a method of treating scratches in paneling?
a. Commercial stain
b. Crayons
c. Nutmeats

____23. Cobwebs should be removed with
a. a downward motion.
b. a circular motion.
c. an upward motion.

____24. The reason for the procedure selected in Question 27 is to prevent
a. streaking the walls.
b. scattering the cobwebs.
c. promoting the return of cobwebs.

____25. The addition of ammonia to wall washing solutions helps to
a. soften the water.
b. cut grease.
c. increase shine.

____26. Which of the following would be least effective for cleaning seams in a tile bathroom?
a. Chlorine bleach solution
b. Detergent solution
c. Mild scouring powder

____27. Marble should be cleaned with
a. water and ammonia.
b. scouring powder.
c. an abrasive.

____28. Wall washing machines are best for use on
a. tile walls.
b. brick walls.
c. rough, painted walls.

____29. Walls should not be dry-dusted on hot, humid days because
a. the walls tend to streak.
b. it is more tiring for the employee.
c. the brush becomes too damp.

____30. Window treatments require frequent dusting and cleaning
a. because they can be seen from both sides.
b. because they collect soil on both sides.
c. because they would droop otherwise.

____31. Which of the following finishes on cotton curtains should not be washed with chlorine bleach?
a. Permanent stiffness
b. Permanent press
c. Permanent color

____32. The recommended direction for vacuuming draperies is from
a. top to bottom.
b. bottom to top
c. side to side.

____33. In order to remove a stain, one must first
a. sponge it with cold water.
b. clean the surrounding area.
c. know what kind it is.

____34. Using bleach to remove a stain is an example of
a. detergent action.
b. solvent action.
c. chemical action.

____35. Which of the following would not be considered in determining a safe and appropriate method for removing a stain?
a. The source of the stain
b. The kind of surface to be cleaned
c. The strongest cleaning agent available for the job

____36. If a procedure for removing a stain is not satisfactory on a small area,
a. the stain cannot be removed.
b. a stronger solution should be used for a longer time.
c. another method for removing the stain should be tested.

____37. Good housekeeping
a. eliminates all pests.
b. does not prevent pests from entering.
c. destroys insect eggs.

____38. Pest control
a. is an occasional housekeeping task.
b. should be done by professionals.
c. requires constant effort.

____39. Chemical insecticides are
a. not poisonous.
b. poisonous to insects and animals.
c. poisonous to human beings as well as to insects and animals.

____40. The first step in controlling rats and mice is
a. rat proofing the building.
b. poisoning.
c. trapping.

UNIT IX TEST

CLEANING BATHROOMS, RESTROOMS, AND SHOWER ROOMS

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. What is the most important reason for keeping a bathroom clean and sanitary?
a. To prevent the spread of infection
b. To remove unpleasant odors
c. To please the supervisor

_____2. Sinks and tubs should not be cleaned with
a. harsh abrasives.
b. detergent solutions.
c. disinfectants.

_____3. After they are cleaned, bathroom fixtures should be
a. allowed to air dry.
b. wiped dry.
c. rubbed with polish.

_____4. The number of guest supplies to be furnished in a hotel or motel bathroom depends on
a. the price of the room.
b. how many guests the room accommodates.
c. the number requested by the guests.

_____5. In cleaning a bathroom, which task is done last?
a. Washing the toilet bowl
b. Cleaning the mirror
c. Cleaning the floor

_____6. In hospital bathrooms, dispensers should be cleaned with
a. a detergent solution.
b. a disinfectant solution.
c. clear, warm water.

_____7. When cleaning a toilet, use a hand mirror to inspect
a. behind the tank.
b. the trap.
c. the inner rim of the bowl.

_____8. If possible, open bathroom windows while cleaning to
a. provide more light for cleaning.
b. air out the room.
c. check the cleanliness of the window.

____9. The toilet bowl brush
a. may be used for many cleaning tasks.
b. may be used to clean the tub, sink, and toilet.
c. should never be used on anything else.

____10. To remove heavy scum from a shower curtain, use
a. a detergent solution.
b. a disinfectant solution.
c. a water conditioner.

____11. If odors remain after the restroom or shower room has been cleaned,
a. cleaning was not thorough enough.
b. a deoderizer is needed.
c. the toilets should be flushed again.

____12. When cleaning a restroom or shower room, first
a. collect and empty the trash.
b. sweep the floor and look for areas needing special care.
c. place an "Out-of-Order" sign on the door.

____13. Which of the following would not be done during periodic spot checks of restrooms during the day?
a. Emptying receptacles
b. Spot-mopping
c. Cleaning toilets and urinals

____14. If the stoppage cannot be removed from a toilet,
a. place an "Out-of-Order" sign on the door.
b. report it to your supervisor.
c. both a and b.

____15. During periods such as holidays, when toilets are not used daily, toilets
a. should be cleaned and flushed weekly.
b. should be drained.
c. do not need to be cleaned.

____16. Offensive odors remaining in a urinal or drain traps after cleaning, may be eliminated by
a. flushing with a water hose.
b. pouring vinegar and hot water into the trap.
c. flushing once a week.

____17. Good sanitation practices are essential in locker and shower rooms because
a. they provide ideal conditions for the growth of bacteria.
b. Athlete's foot is a serious disease.
c. people who use these rooms are extremely careless.

____18. When lockers are vacated, they should be cleaned with a
a. damp cloth.
b. detergent solution.
c. germicidal cleaner.

___19. The greatest source of contamination in locker and shower rooms is probably the
a. lockers.
b. showers.
c. floor.

___20. Proper sanitation in public restrooms and shower rooms is important because sanitation
a. guards the health of their users.
b. improves their appearance.
c. eliminates unpleasant odors.

UNIT X TEST

MANAGEMENT OF LAUNDRY PROCEDURES

Select the letter which correctly completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

_____1. In sorting clothes, which of the following would most likely be classified in the heavily-soiled group?
a. Ladies' orlon sweaters
b. Ladies' cotton slacks
c. Children's play clothes

_____2. According to color and fabric, which of the following items would not be washed in the same load with others?
a. Pink percale sheets
b. Red flannel shirt
c. Tan broadcloth blouse

_____3. Which of the following is not a pretreatment method?
a. Soaking
b. Applying detergent
c. Applying undiluted bleach

_____4. Which of the following items should be washed in warm water?
a. Colorfast shirt
b. Dacron blouse
c. Linen tablecloth

_____5. Which of the following wash temperatures reduces fading, preserves permanent press finishes, and reduces wrinkling and shrinkage?
a. Hot water
b. Warm water
c. Cold water

_____6. Which of the following reacts with the minerals in hard water to form a film which makes clothes look gray and dingy?
a. Fabric softener
b. Detergent
c. Soap

_____7. Which of the following should not be diluted before being added to the wash or rinse water?
a. Bleach
b. Fabric softener
c. Liquid detergent

_____8. A mild synthetic detergent, warm water, and short washing time would be used for
a. linens.
b. lingerie.
c. colorfast cottons.

____9. Non-colorfast fabrics can best be laundered with
a. light-duty, unbuilt soaps.
b. heavy-duty, built soaps.
c. light-duty, unbuilt synthetic detergents.

____10. Which of the following would be least effective for use with normal or heavily soiled fabrics?
a. Light-duty, unbuilt soaps
b. Heavy-duty, built soaps
c. Heavy-duty, unbuilt synthetic detergents.

____11. Less soap is needed in hard water when you use
a. bleach.
b. a detergent.
c. a water softener.

____12. Which of the following would not be found on the operation panel of the automatic washer?
a. Water temperature
b. Size of load
c. Speed of washing and spinning

____13. It is recommended that articles in the same wash load vary in
a. size and shape.
b. size but not shape.
c. shape but not size.

____14. Chlorine bleach is not safe for use on
a. Dacron and nylon garments.
b. white cotton garments.
c. spandex-based garments.

____15. Which of the following is not a method of extracting water from clothes in washing machines?
a. Agitating
b. Wringing
c. Spinning

____16. Cold water rinsing
a. leaves clothes stiff and dull looking.
b. minimizes wrinkles in permanent press items.
c. helps remove static electricity from items.

____17. When line drying a blanket, you should hang the blanket over two lines to
a. speed drying.
b. reduce strain on the threads.
c. prevent it from touching the ground.

____18. Overdrying clothes in an automatic dryer causes
a. shrinkage.
b. excessive wrinkling.
c. shrinkage and excessive wrinkling.

____19. The drying process takes more time if you forget to clean the
a. drum.
b. lint filter.
c. vent.

____20. Which of the following items should not be put through the ironer?
a. Permanent press tablecloth
b. Percale sheets
c. Linen napkins

____21. Which of the following pieces of commercial equipment is used to remove water from the laundry?
a. Cylinder
b. Centrifuge
c. Tumbler

____22. Which of the following does <u>not</u> apply to the laundering of baby's diapers?
a. Soak in a disinfectant solution until wash time.
b. Wash with mild soap or detergent in warm water.
c. Rinse thoroughly to remove any residue of laundry agents.

____23. In the laundering process of electric blankets, you should
a. tie dangling parts in a washcloth.
b. agitate the blanket for 10 minutes.
c. wash the blanket in hot water.

____24. Plastic items should be washed in
a. hot water.
b. warm water.
c. cold water.

____25. To prevent water spots when washing plastic items, you should add
a. fabric softener to the rinse water.
b. precipitating water conditioner to the rinse water.
c. non-precipitating water conditioner to the rinse water.

____26. The loss of elasticity in rubber or spandex-based garments is <u>not</u> due to
a. heat
b. soil
c. chlorine bleach

____27. Which of the following would <u>not</u> help to reduce pilling of wash-and-wear garments during laundering?
a. Turning the garments inside out
b. Putting the garments in a mesh bag
c. Washing the garments in a separate load

____28. Which of the following factors would contribute least to convenience and conservation of energy while you iron?
a. Using spray starch
b. Sitting while ironing
c. Having clothes uniformly dampened

____29. Which of the following parts of a man's shirt would be ironed first?
a. Back
b. Collar
c. Sleeve

____30. When ironing a variety of fabrics, start with ones that need to be ironed at
a. low temperatures.
b. medium temperatures.
c. high temperatures.

____31. Which of the following would be ironed at the highest temperature?
a. Nylon
b. Cotton
c. Polyester

____32. Linens should be stored in
a. a well-ventilated, cool room.
b. an air-tight, warm room.
c. a cool, damp room.

____33. Which of the following statements about the care of linens is true?
a. Keep damp linens separated to prevent stain.
b. Pour bleach directly on linens to keep them white in appearance.
c. Use linens for quick wipe-up tasks because linens are so absorbent.

____34. Sheets, tablecloths, and other large items should be folded
a. crosswise first and then lengthwise.
b. in half either lengthwise or crosswise and then in thirds.
c. lengthwise first and then crosswise.

____35. Which of the following centers is <u>not</u> found in the linen room?
a. Storage center
b. Alteration center
c. Information center

____36. In hospitals, which of the following is <u>not</u> a way to determine the number of linens to be distributed to each area?
a. Patient check-out records
b. Set, standard requirements
c. Daily census

____37. Which of the following is <u>not</u> included in an inventory count?
a. Linens in reserve
b. Linens in the rooms
c. Linens in the disposal room

____38. With the proper care, linens last
a. 1 year.
b. 3 years.
c. 5 years.

____39. Which of the following does <u>not</u> apply to the laundering of wash-and-wear fabrics?
a. Allow to rest in dryer 10 minutes after drying process.
b. Wash with moderate agitation speed.
c. Wash with warm water.

ANSWER KEYS

FOR

UNIT TESTS

ANSWER KEYS
FOR
HOUSEKEEPING MANAGEMENT ASSISTANT UNIT TESTS

UNIT I	UNIT II		UNIT III
1. C	1. A	21. B	1. C
2. C	2. C	22. C	2. B
3. C	3. C	23. C	3. A
4. C	4. A	24. A	4. B
5. C	5. A	25. A	5. B
6. A	6. B	26. A	6. A
7. C	7. B	27. A	7. C
8. A	8. C	28. B	8. B
9. B	9. A	29. C	9. C
10. C	10. B	30. A	10. B
11. B	11. A	31. D	11. B
12. B	12. B	32. B	12. C
13. B	13. C	33. B	13. B
14. A	14. C	34. A	14. C
15. A	15. C	35. C	15. C
	16. A		16. A
	17. C		17. C
	18. A		18. C
	19. A		
	20. A		

ANSWER KEYS
FOR
HOUSEKEEPING MANAGEMENT ASSISTANT UNIT TESTS

UNIT IV

1. B	21. C
2. C	22. A
3. B	23. B
4. C	24. C
5. A	25. C
6. B	26. A
7. A	27. A
8. C	28. B
9. A	
10. C	
11. B	
12. B	
13. C	
14. A	
15. A	
16. C	
17. C	
18. B	
19. B	
20. A	

UNIT V

1. B	21. B
2. A	22. C
3. B	23. C
4. B	24. A
5. C	25. B
6. B	26. C
7. A	27. B
8. A	28. A
9. C	29. B
10. B	30. C
11. A	31. B
12. B	32. A
13. B	33. B
14. C	34. A
15. C	
16. A	
17. C	
18. C	
19. A	
20. B	

ANSWER KEYS
FOR
HOUSEKEEPING MANAGEMENT ASSISTANT UNIT TESTS

UNIT VI	UNIT VII		UNIT VIII	
1. B	1. C	21. B	1. C	21. C
2. C	2. A	22. A	2. B	22. B
3. A	3. C	23. D	3. B	23. C
4. C	4. A	24. B	4. B	24. A
5. C	5. C	25. C	5. C	25. B
6. B	6. B	26. A	6. A	26. B
7. B	7. A	27. B	7. B	27. A
8. A	8. B		8. B	28. A
9. A	9. B		9. B	29. A
10. C	10. A		10. A	30. B
11. C	11. B		11. C	31. A
12. C	12. C		12. B	32. A
13. B	13. B		13. C	33. C
14. C	14. B		14. A	34. C
15. A	15. A		15. B	35. C
16. A	16. A		16. C	36. C
17. A	17. C		17. B	37. B
18. B	18. B		18. C	38. C
19. B	19. C		19. A	39. C
20. A	20. B		20. A	40. A

ANSWER KEYS
FOR
HOUSEKEEPING MANAGEMENT ASSISTANT UNIT TESTS

UNIT IX	UNIT X	
1. A	1. C	21. B
2. A	2. B	22. B
3. B	3. C	23. A
4. B	4. B	24. B
5. C	5. B	25. C
6. B	6. C	26. B
7. C	7. C	27. C
8. B	8. B	28. A
9. C	9. A	29. C
10. C	10. A	30. A
11. A	11. C	31. B
12. C	12. B	32. A
13. C	13. A	33. A
14. C	14. C	34. C
15. A	15. A	35. B
16. B	16. B	36. A
17. A	17. B	37. C
18. C	18. C	38. B
19. C	19. B	39. A
20. A	20. A	

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New York, New York 10003

Bissell Consumer Services Institute
P.O. Box 1888
Grand Rapids, MI 49501

Cahners Books
89 Franklin Street
Boston, Massachusetts 02110

Charles A. Bennett Co., Inc.
809 West Detweiller Drive
Peoria, Illinois 61614

Charles Scribner's Sons
Shipping and Service Center
Vreeland Avenue
Totowa, New Jersey 07512

Frederick Fell, Inc.
386 Park Avenue S.
New York, New York 10016

Ginn and Company
Xerox Educational Division
Statler Building, Back Bay
191 Spring Street
Boston, Massachusetts 02173

Hayden Book Company, Inc.
50 Essex Street
Rochelle Park, New Jersey 07662

Home Economics Instructional
Materials Center
P.O. Box 4067
Lubbock, Texas 79409

Hospital Research and Educational
Trust
840 North Lake Shore Drive
Chicago, Illinois 60611

Instructional Material Laboratory
1885 Neil Avenue
The Ohio State University
Columbus, Ohio 43210

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Danville, Illinois 61832

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605 Third Avenue
New York, New York 10016

Lane Magazine and Book Co.
Menlo Park, California 94025

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

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866 Third Avenue
New York, New York 10022

Pinover Publication
225 West 34th Street
New York, New York 10001

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130 Que Street, N.E.
Washington, D.C. 20002

Simon and Schuster
1 West 39th Street
New York, New York 10018

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The Tourist Court Journal Company
306 East Adams Avenue
Temple, Texas 76501

University of Minnesota
Bulletin Room
3 Coffey Hall
St. Paul, Minnesota 55108

ACCESSION NUMBER: VT102636

TITLE:- CLOQUET CAREER EDUCATION PROJECTS K-12. VOLUME 2.

DESCRIPTOR: *CAREER EDUCATION; *RESOURCE GUIDES; *ELEMENTARY SECONDARY EDUCATION; *CURRICULUM GUIDES; *LEARNING ACTIVITIES; LESSON PLANS; TEACHER DEVELOPED MATERIALS; CAREER AWARENESS; CAREER EXPLORATION

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 726P.; PORTIONS OF THE ORIGINAL DOCUMENT ARE OF MARGINAL LEGIBILITY, BEST COPY AVAILABLE.

ABSTRACT: THE THREE BOOKS CONSTITUTE A COLLECTION OF CAREER EDUCATION PROJECTS DEVELOPED BY TEACHERS. EACH PROJECT WAS APPROVED BY A LOCAL CAREER EDUCATION COMMITTEE, WHICH EVALUATED THE PROJECT ACCORDING TO THE MODEL FOR THE COMPREHENSIVE CAREER EDUCATION PROGRAM FOR THAT SCHOOL DISTRICT. BOOK I CONTAINS ACTIVITIES FOR GRADES K-6. ARRANGED BY GRADE LEVEL, THESE ACTIVITIES STRESS SELF-AWARENESS, FAMILY AWARENESS, AND COMMUNITY AWARENESS. BOOK II EMPHASIZES CAREER ORIENTATION AND EXPLORATION FOR THE JUNIOR HIGH SCHOOL STUDENT. SEVERAL UNITS ARE INTERDISCIPLINARY IN NATURE. IN BOOK III, THE PROJECTS ARE GROUPED BY DISCIPLINES. EMPHASIS AT THIS LEVEL, GRADES 10-12, IS ON CONTINUED CAREER EXPLORATION AND THE BEGINNING OF CAREER PREPARATION. THESE SAMPLE PROJECTS VARY CONSIDERABLY IN FORMAT, SCOPE, AND LENGTH OF TIME REQUIRED. MOST CONTAIN A BIBLIOGRAPHY. ALSO INCLUDED ARE: A LIST OF RESOURCES AVAILABLE IN THE DISTRICT, DESCRIPTION OF THE CAREER EDUCATION MODEL, AND RESULTS OF A FOLLOWUP SURVEY OF HIGH SCHOOL GRADUATES. (RG)

INSTITUTION NAME: CLOQUET INDEPENDENT SCHOOL DISTRICT 94, MINN. CAREER EDUCATION COMMITTEE.

102 636

CLOQUET CAREER EDUCATION PROJECTS K-6

JAN 1 4 1975

VOLUME 2

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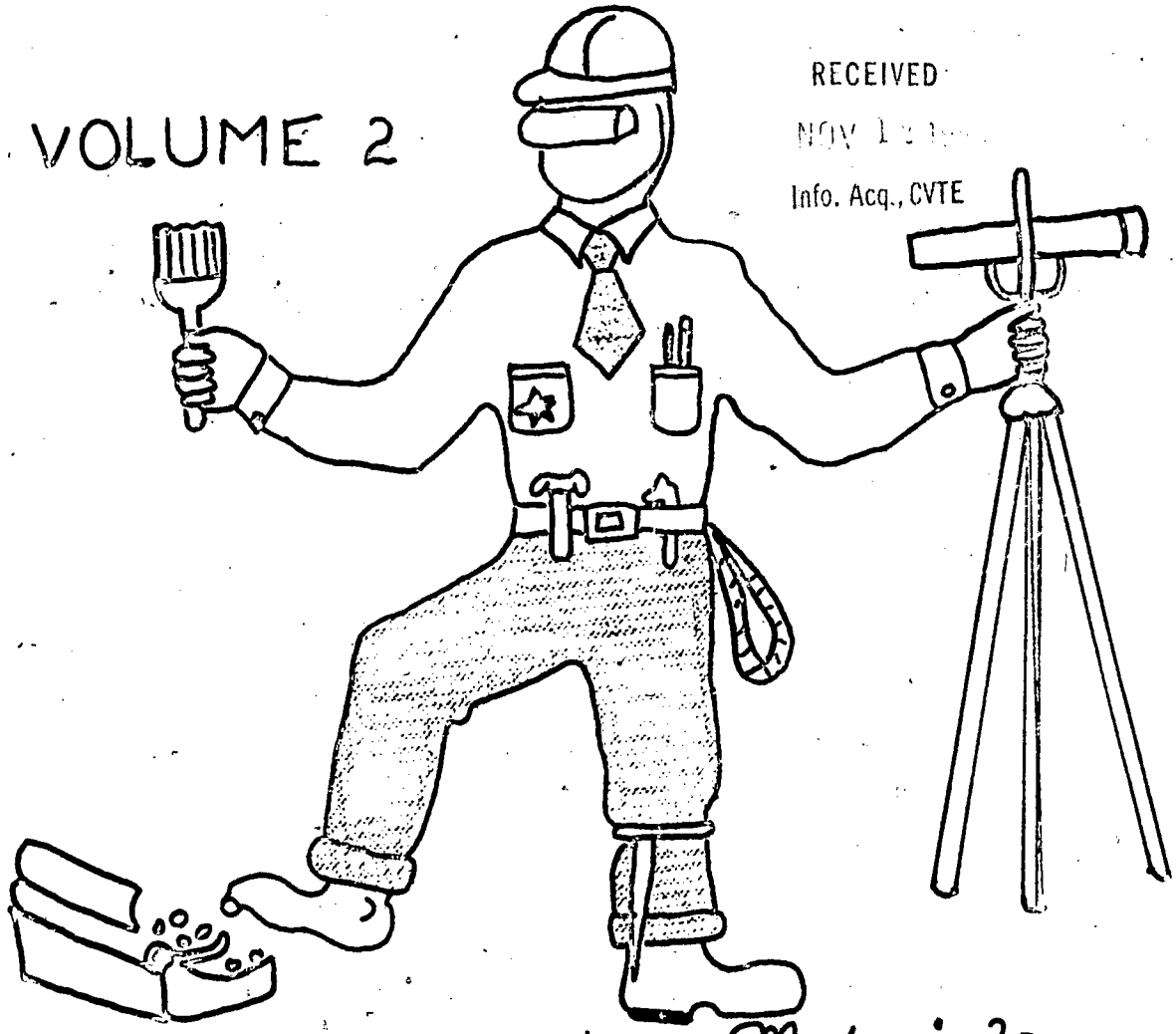

Career Education Materials

developed by Cloquet Teachers

PREPARED BY CLOQUET CAREER EDUCATION COMMITTEE
INDEPENDENT SCHOOL DISTRICT 94, CLOQUET, MINNESOTA
55720

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INTRODUCTION

The purpose of this collection of Career Education projects is to provide the reader with a sampling of career activities that have been developed by teachers K-6 of Independent School District 94, Cloquet, Minnesota, during the past three years.

This is only a sampling of the materials developed. In selecting units for this booklet, an attempt was made to include a cross-section of all disciplines and all grade levels.

Career projects have been created by nearly every discipline and grade level in our school district. Teachers apply to the local Career Education Committee for project approval (see attached application form). The committee, four teachers and one administrator, meets regularly to go over applications.

When the local Career Education Committee meets, they are guided by a number of factors. The greatest of these factors is the concept of Career Education as outlined in Cloquet's Comprehensive Model (see attached Comprehensive Model) and the involvement of students in the projects. With this information the committee decides whether or not to approve the application. If the application is approved, a contract for the project is issued to the participant (see attached committee action form). The contract has stipulations such as a copy of materials developed and a written evaluation of the project.

During the last school year, numerous applications were approved for curriculum writing, purchasing career-oriented materials, field trips, inviting speakers into the classroom, and using video-tapes and slides to interview and show workers on the job.

Volume 2 has been divided into 3 parts: K-6, 7-9, 10-12. For information concerning the other two parts, contact the:

Cloquet Career Education Committee
509 Carlton Avenue
Cloquet, Minnesota 55720
Telephone: 218-879-3328

ELEMENTARY EXPLANATION

This section contains samples of Career Units created by Cloquet teachers at the elementaryllevel K - 6. The sample units are arranged in order by grade level starting with Kindergarten. Some units cover more than one grade level or discipline. The majority of these units develop in each student self-awareness, family-awareness and community-awareness as they relate to the world of work.

Although many units contain their own bibliography, an additional bibliography is at the end of this booklet to give the reader additional sources of career related materials. There is also a listing of units produced by Cloquet teachers which are not included in this booklet, but could be made available.

RESOURCES AVAILABLE IN THE SCHOOL DISTRICT

ELEMENTARY LEVEL

Books, Magazines and Pamphlets

Adventures in the World of Work w/Cassettes
Early Career Books & Study Prints w/Cassettes
Early Career Study Prints
Set Sp - 121 Postal Helpers
Set Sp - 122 Dairy Helpers
Set Sp-- 123 Supermarket Helpers
Books - Their Story
(I Want To Be . . . Tree) Career Awareness Pkg. Level 1
" " " " " " " " 2
Student Record Book
Career Awareness Program
Early Career Books (12 Volumes)
Looking Forward To A Career
A Book to Begin On
Black On White & Read All Over
How Books Are Made
Printing: Tool of Freedom
Pages, Pictures & Print
See Yourself in Print: A Handbook for Young Writers
Exploring the World of Jobs
High School Ahead
The Job In Your Future
Your Abilities
All About You

RESOURCES AVAILABLE IN THE SCHOOL DISTRICT

ELEMENTARY LEVEL

Books, Magazines and Pamphlets

Adventures in the World of Work w/Cassettes

Early Career Books & Study Prints w/Cassettes

Early Career Study Prints

Set Sp - 121 Postal Helpers

Set Sp - 122 Dairy Helpers

Set Sp-- 123 Supermarket Helpers

Books - Their Story

(I Want To Be . . . Tree) Career Awareness Pkg. Level 1

" " " " " " " " 2

Student Record Book

Career Awareness Program

Early Career Books (12 Volumes)

Looking Forward To A Career

A Book to Begin On

Black On White & Read All Over

How Books Are Made

Printing: Tool of Freedom

Pages, Pictures & Print

See Yourself in Print: A Handbook for Young Writers

Exploring the World of Jobs

High School Ahead

The Job In Your Future

Your Abilities

All About You

Audio Visual (Films, Tapes, Video Tapes)

Early Career Multi Media Program
Who Helps Us / Cassettes
Living With Your Family / Cassettes, Guides & Card Kit
Fathers Work (6 Film Strips)
Books Talk Back (Filmstrips w/ Records)

Kits & Games

Widening Occupational Roles Kit
Wordscope

Equipment

Polaroid Cameras
Camera Tripos
Super 8mm Camera
Super 8mm Projectors
Movie Lites
Video Tapes (30 min. Capacity Ea.)
Portable Video Recorder
Video Playback Unit
T.V. Monitor Receiver
Microphones, cords and accessories for Video equipment.
Storage Carts for Career Education Projects
View Deck & Index
Reader - Printer

Kits & Games

Wire Display Rock

Equipment

Polaroid Cameras
Camera Tripod
Super 8mm Camera
Super 8mm Projectors
Movie Lites
Video Tapes (30 min. Capacity ea.)
Portable Video Recorder
Video Playback Unit
T.V. Monitor Receiver
Microphones, Cords & Accessories For Video Equipment
Storage Carts For Career Education Projects
View Deck & Indes
Reader - Printer

CLOQUET PUBLIC SCHOOLS

Application for Career Education

Curriculum Projects

1. Applicant's name _____
2. Grade level _____
3. Department _____
4. Date of application _____
5. Proposed dates of project _____
6. Goals and Objectives

7. Processes, Experiences and Activities

8. Evaluation

9. Resources (Costs)

CAREER DEVELOPMENT

COMMITTEE ACTION

FOR CURRICULUM PROJECTS

1. Name _____

2. Building _____

3. Department _____

4. Project _____

5. Dates of Project _____

COMMITTEE PROPOSES:

A. Acceptance

1. Stipulations

a)

b)

c)

d)

B. Non-Acceptance

1. Suggested Modifications

a)

b)

c)

d)

Signed _____ Signed _____
District Coordinator Coordinator

Date _____ Signed _____
Participant

"ORIENTATION TO THE WOULD OF WORK"
(Career Development)

Institutior Conducting Project Independent School District No. 94

Project Director Dale V. Abbott Y

Address Junior High School, Cloquet, Minn. Phone 218-879-3328
(Include Area Code)

Project Title "Orientation to the World of Work" (Career Development)

Project Setting Independent School District No. 94 (K-12) and Community

Students to Be Served K-12, serving approximately 3,800 students

COMPREHENSIVE MODEL....

"ORIENTATION to the WORLD of WORK"

(CAREER DEVELOPMENT)

PROGRAM DESIGN

The study of Cloquet graduates explains to a great extent our concern to prepare a program for all children, We have too long segmented and fragmented education in that divisions are created concerning academic, vocational, and general education.

Our schools have concentrated on college preparatory programs not realizing that a great majority of our students do not enter college and only half of those who enter finish.

Most students entering the work force are there for "just a job". They lack proper attitudes toward the job, skills necessary, understandings, basic tools, and competencies (should be included in all curriculum areas).

A comprehensive occupational education program begins in kindergarten or pre-school and continues throughout life. Regardless of a child's plans to attend college, vocational school, or go directly into the work world, the fact is that someday he will work. In order to be a happy, satisfied individual, he needs certain attitudes and job-entry skills.

Cloquet's tentative approach to a comprehensive program "Orientation to the World of Work" (Career Development(is presented on the following pages.

FOLLOW-UP STUDY OF CLOQUET GRADUATES

November, 1974

Below is the result of a survey of the 1974 graduating class, and a comparison with previous years.

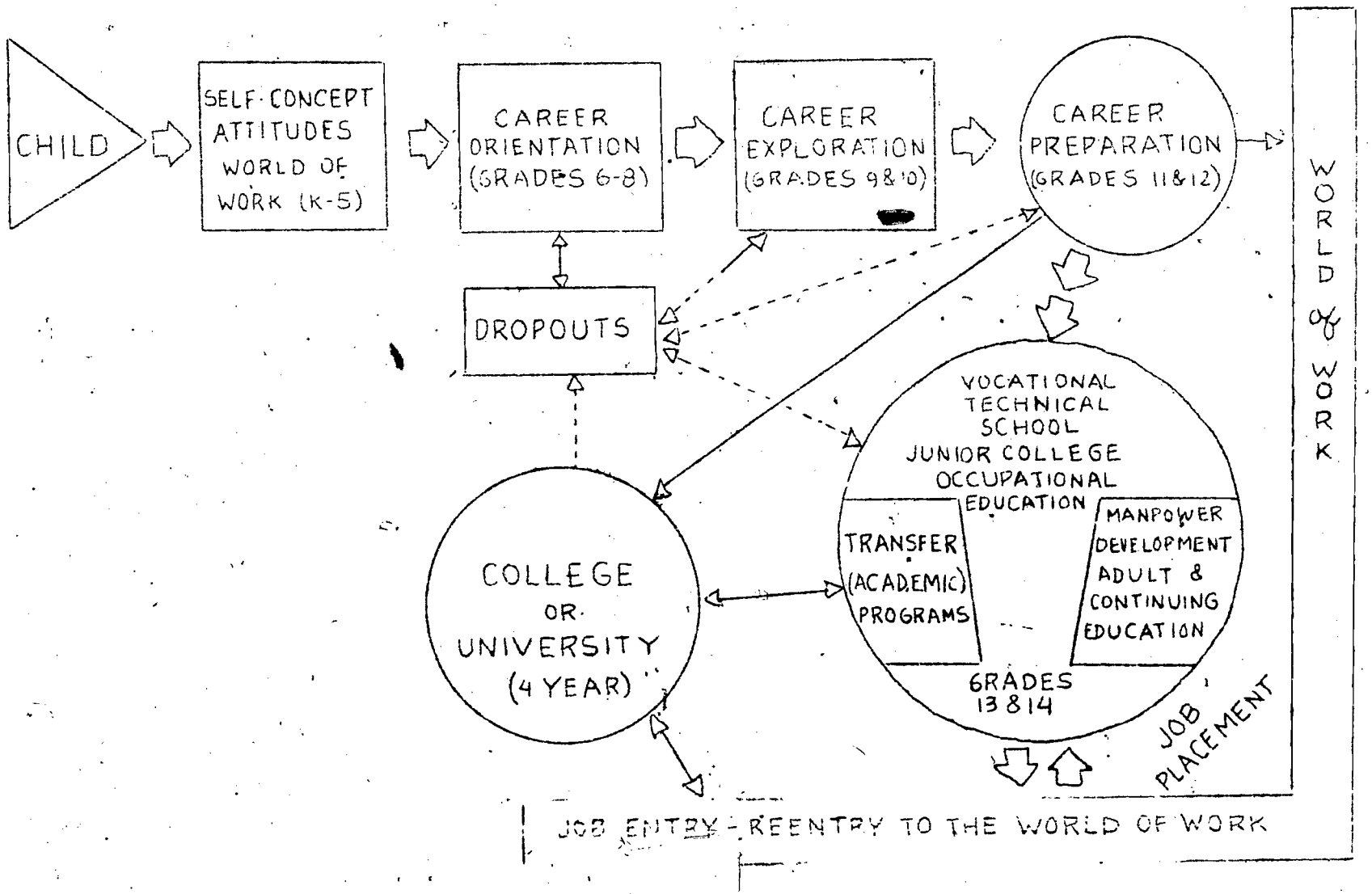
	1966	1967	1968	1969	1970	1971	1972	1973	1974
Attending U.M.D.	26%	18%	16%	16%	21%	21%	17%	9%	10%
Attending U of M (Minneapolis or St. Paul)	5%	5%	5%	6%	4%	4%	5%	4%	3%
Attending other colleges in Minnesota (including degree and diploma nursing schools	14%	17%	17%	14%	16%	9%	15%	14%	13%
Attending out of state colleges	3%	4%	7%	5%	5%	5%	3%	7%	9%
Attending junior colleges						3%	2%	2%	1%
TOTAL ATTENDING COLLEGES	48%	44%	45%	41%	46%	42%	42%	36%	36%
Attending private trade schools						6%	5%	3%	5%
Attending area vocational schools	14%	14%	6%	13%	14%	15%	11%	13%	12%
Employed	24%	23%	29%	32%	25%	23%	25%	33%	33%
Military Service	5%	4%	6%	5%	7%	3%	5%	2%	2%
Married Women (employed or unemployed)	5%	4%	8%	5%	3%	3%	4%	8%	4%
Unemployed	4%	11%	6%	4%	5%	8%	8%	5%	8%

Survey of percentage of 1974 Cloquet graduates employed who are working at Diamond National, Conwed, or Northwest Paper

Class of	% of all Graduates Employed	% of Total Class
1966	45%	11%
1967	39%	9%
1 1968	39%	11%
1969	36%	12%
1970	17%	4%
1971	32%	7%
1972	36%	8%
1973	44%	14%
1974	41%	10%

CLOQUET MODEL

A comprehensive Occupational Education Program Design



Emphasis is placed upon development of all self-concept and attitudes toward the World of Work to correlate with and integrate into existing curriculum.

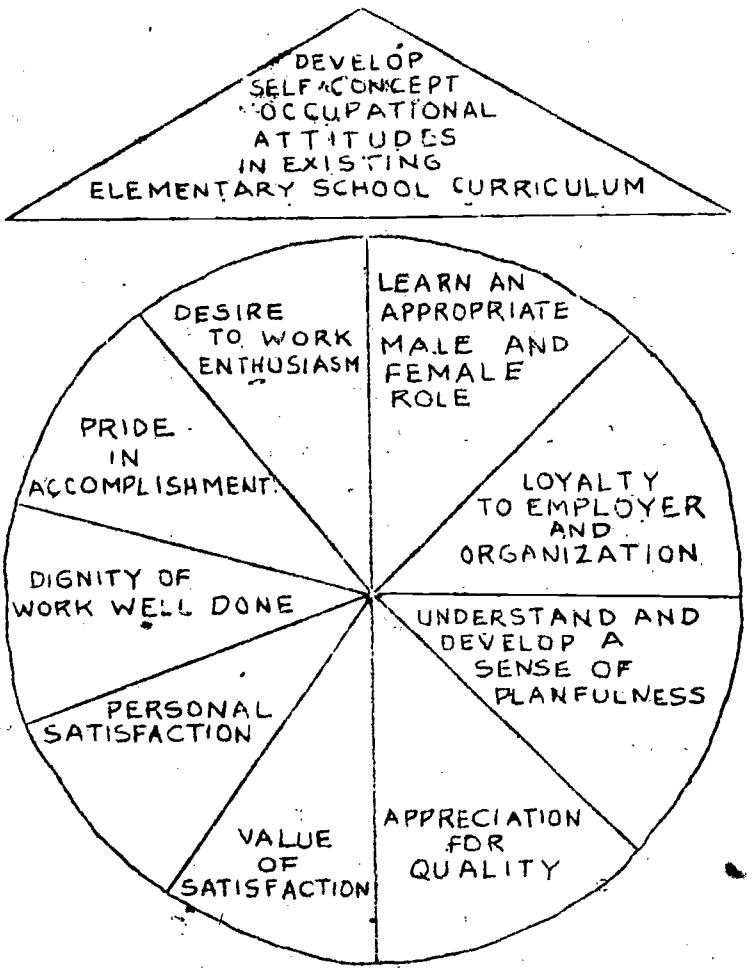
Attention is given to developing self-concept. Per haps this is more important than measuring I.Q. Also desirable attitues development for employability as illustrated on the chart.

All disciplines involved in developing and emphasizing positive attitudes and self-concept in existing curriculum about the World of Work.

Resource people from the community are asked to come to school and discuss attributes they look for in their employees.

Fathers come to school to talk about their specific job.

KINDERGARTEN to GRADE 5



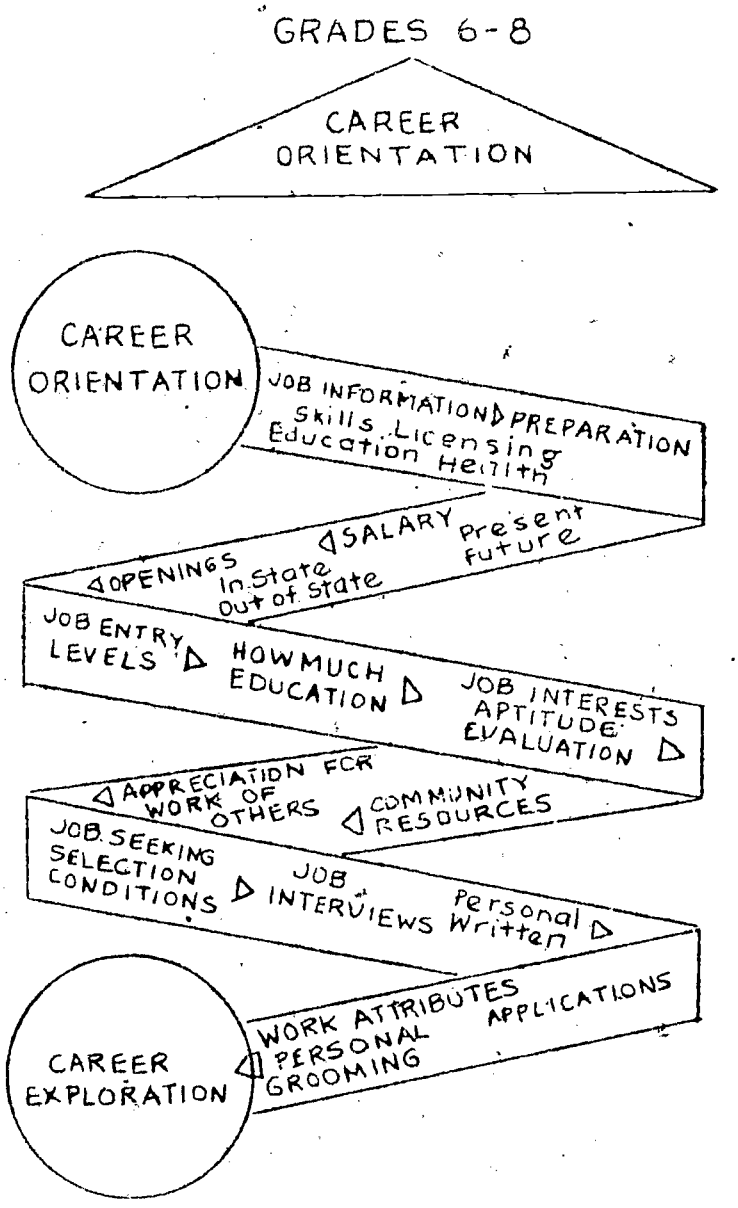
The self-concept and attitude program is continued.

An orientation program for all youth is developed to help them in understanding about broad areas of our economy such as manufacturing, construction, service, marketing, agriculture, business, and professions.

Some classroom activities:

Job applications, interviews, type of work performed in various occupations, licensing, future employment outlook (locally, state, national) personal grooming, and health.

Community resources utilized such as Career Day (local businessmen, professionals, and others coming to talk to students about their jobs).



Career exploration may come more into focus. Student acquires identity as a worker in the occupational structure.

Acquire skills of decision making. (Life Career game may be utilized.)

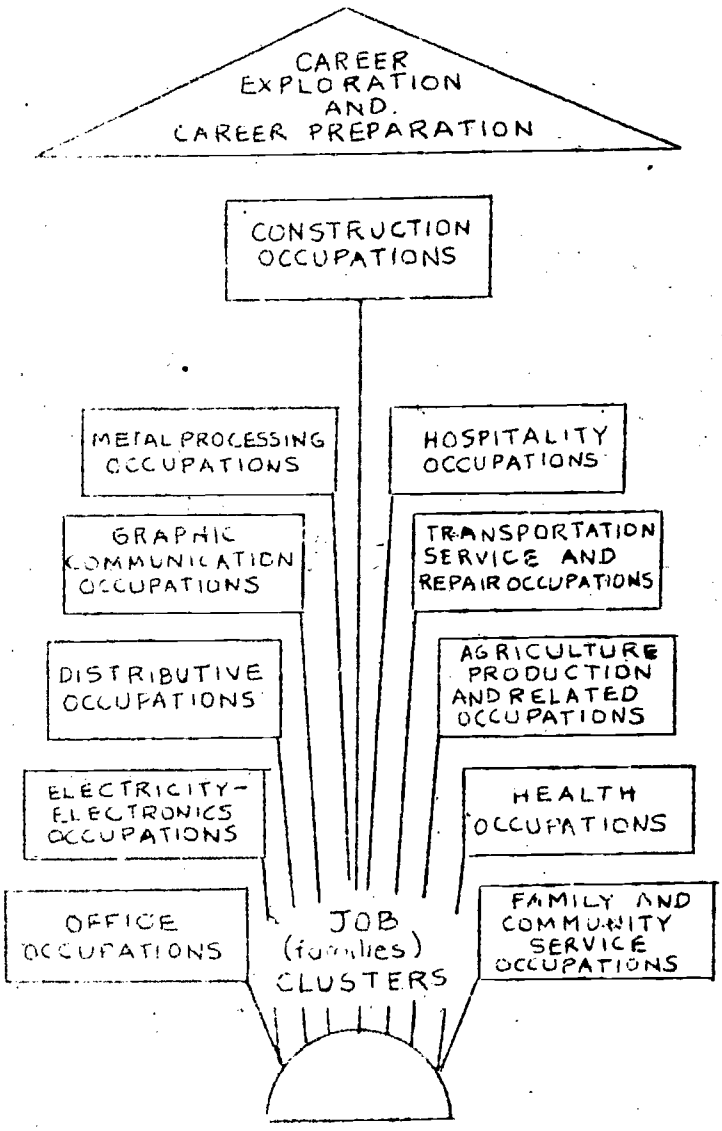
Become involved in elective or selected on-the-job work experience (participation on the job without pay or 10th grade students in the work experience program).

Exploration in an occupational structure (Graphic Arts Department set up not as a training station but for exploration with different areas touching such as business, art, and induatrial arts).

Radio and TV (English, speech, drama, and social studies).

Acquire further inter-personal skills.

GRADES 9 & 10



GRADES 11 AND 12

Focus now is on Career Preparation.

Exploration in an occupational structure may continue.

Cooperative education programs as part of the school community involvement (trade and industry, office occupations, distributive education, work experience, work study).

To test reality of one's self-concept (observe occupations and workers).

Career and College Day in cooperation with American Association of University Women.

The "Cloquet story" is one of innovation. Flexible modular scheduling, grades 4-12, was undertaken five years ago and allows for improved individualized instruction. The school board and community are very cooperative and helpful in all educational endeavors. We like to think that in our course selection and implementation the kids are our clients and we are thinking and planning on their behalf.

Things are happening in our school system. We have two elementary counselors who are working in the classroom (k-3) 20-40 minutes each week talking with the students about family relations, self-identity, roles, and goals. Grades four through six have initiated an advisor-advisee program. Each student selects the person he feels most comfortable with for better communications. Junior high school has many quarter course offerings in the different disciplines. Local businessmen cooperated with the art department whereby the students painted Halloween scenes on store windows. It was a competitive venture which the students enjoyed. Junior high has also introduced quarter coursed into the curriculum. Mini-courses and one-day special topic youth enrichment seminars have been added this year. A meeting was held recently stressing the possibility of an area vocational center. Follow-up is being done concerning this at the present time.

In thinking and planning for the kids, a comprehensive career development program will provide service, resources, and learning experiences to help students in their quest for self-discovery.

APPLICATION FOR CAREER EDUCATION
CURRICULUM PROJECT

Bill Hoffman
Grade 6 - Team 6
Garfield School
November 1, 1973

Proposed date of project: Tentative; a seven week course starting during the second nine weeks of 1973 - 1974.

Goals and Objectives

1. Develop an awareness of the television media.
2. Learn the process of video taping (by actually taking part in the filming process).
3. Develop an awareness of filming a prescribed telecast.
4. Learn to accumulate pertinent data with a prescribed time element involved.
5. Develop a awareness of job opportunities both for the present and the future.
6. Develop an appreciation and a concern for both techniques learned and acquired, while actually taking part in a broadcast.
7. Acquire a fundamental expertise in oral reading and memorization skills.
8. Learn to work and plan with others with a final goal in mind.

Processes: Experiences and Activities

Student participation in putting together an actual broadcast on video tape, including the following:

a) News reports
b) Weather reports
c) Sports reports
d) Commercials
e) Commentary

The above mentioned material will be solely written by the participating students. It will include verbal material, visual props, (for the acquired effect), commercials, and any added data that seems relevant by the students.

The project will be part documentary, part comical, and will have as much authenticity as possible.

Number of students involved:

70 students - 3 groups of approximately 23 in a group. Each group will be tentatively divided into the following:

5 writing news reports (one of them will be ewscaster)
6 writing comercials (all taking part)
5 writing weather reports (1 reporter)
5 writing sports reports (1 reporter)
2 involved in a commentary

Each of the above groups will be responsible for their own area, adding their part to the entire project.

Individual ideas will change the project, depending on each group creativity.

Ideas for Re-Teaching the Unit

Preparation:

1. Materials needed

   a) video tape machine
   b) Tag board, tempra paint, various materials for commercials, etc.

News Reporting:

1. All students in the group plan the articles.
2. Encourage student made articles
3. Use articles from newspaper as examples.
4. Read orally to a friend, while looking periodically at the friend. (To create broadcasting authenticity.)

Weather Reporting:

1. Pre-view weather programs on T.V.
2. Encourage creativity, but try to be authentic.
3. Maps should be drawn and illustrated.
4. Knowledge of terminology helps the students perform. Ex. warm and cold fronts, etc.

Sports Reporting:

1. Preview sports reports on T.V.
2. Encourage interviews by students to other students.
3. Illustrate on charts various scores, standings, etc.

Commercials:

1. Creativity plays a large role here.
2. Use visual props as much as possible.
3. Utilize all students in the acting of commercials.

Editorials:

1. Encourage student created comments.
2. Practice reading these to a mock camera.

13. Soundman
14. Producer
15. Artists
16. Piano Player
17. Equipment manager
18. Switch board operator
19. Someone must have made all that scenery and props.

Question 3:

What did you enjoy most of all on your visit?

RESPONSE TO QUESTION 3.

1. Being able to see a live show. How they worked the commercials into the regular show.
2. Sets are made to look so real.
3. Beginning and ending of the show.
4. Everything!
5. Watching from the catwalk.
6. It's hard to explain.
7. The props.
8. How they look natural.
9. All the machines in the technical room.
10. Our chance on getting on T.V.
11. We were on T.V. !!!
12. How they worked the cameras.
13. You've got to be kidding !! So that's the way they do it.
14. The control room.
15. The way she can stand up there without laughing.
16. Video tape men.
17. The room with all the equipment.

18. The guests. (dancers and singers)
19. Seeing how the moderator organized things.
20. The guest speaker
21. Preparing for the T.V. show.
22. Walking through the building and seeing all the equipment.
23. Seeing how the people acted before they went on the air.

Question 4:

Do you think what you learned on this field trip will ehlp you do a better job on your video-tape project? YES NO (Circle) Explain your answer.

RESPONSE TO QUESTION 4.

YES 70 NO 0

Explain your answer.

1. They gave me an idea on switching to commercials.
2. You can learn more about video taping.
3. How to keep calm, and smile.
4. I saw how to make fakey scenes.
5. The cue-card man, how they remember everything.
6. Zooming in !
7. How to bake the background.
8. How to handle and set up things.
9. Now I know how to start.
10. What do do and what not to do.
11. We saw the way they do their shows.
12. How the camera zooms in on people.
13. How loud people talk and how they react to the camera.
14. It's hard to explain.
15. It was a good hint.

16. You have to be organized and well planned and if everyone doesn't chip in and do their best the show won't be a success.

17. Now we know it's not funny - it's a serious thing.

18. Cue-cards and commercials.

19. For my part in the news show I have to read the news. I think watching the lady read it will ~~help~~.

20. I learned, you have to be yourself when you are on T.V.

21. Now I understand more about the situation.

Name _____

Grade _____

PRE-TEST

CAREER - EDUCATION

Destination: _____

Date: _____

Time: _____

1. List as many occupations thought of, that you can identify with the trip you are taking.

_____

_____

_____

_____

2. Have you ever visited here before? _____

3. What are you especially interested in seeing on your field trip? Explain.

_____

_____

_____

_____

4. Do you think what you learned on this field trip will help you do a better job on your video-tape project? Yes No (Circle) Explain your answer.

_____

_____

_____

_____

NAME TEAM 6

GRADE 6 (71 students)

PRE-TEST EVALUATION

CAREER EDUCATION

Destination: KDAL-T.V. DULUTH, MINNESOTA

Date: November 28, 29, 30, 1973

Time: 11:00 A.M. - 1:00 P.M.

Question 1:

List as many occupations thought of, that you can identify with the trip you are taking.

RESPONSE TO QUESTION 1.

The responses were very vague and oepn ended. Not many occupations were listed, with the exception of a few students. The list below shows the few occupations that were mentioned more frequently than others.

1) camera man
2) broadcaster
3) newsman
4) sportscaster
5) reporters

Question 2:

Have you ever visited here before?

RESPONSE TO QUESTION 2.

YES 4 NO 66

Question 3:

What are you especially interested in seeing on your field trip? Explain.

Name TEAM 6" (responses)

Grade 6 (71 students)

POST-TEST EVALUATION

CAREER EDUCATION

Destination: KDAL - T.V. Duluth, Minnesota

Date: November 28, 29, 30, 1973

Time: 11:00 A.M. - 1:00 P.M.

Question 1:

How would you rate your field trip?

_____ Very Interesting

_____ Interesting

_____ O.K.

_____ Boring

_____ Didn't like it at all

Explain your answer.

RESPONSE TO QUESTION 1.

(40) Very interesting

(23) Interesting

(7) O.K.

(0) Boring

(0) Didn't like it at all

Explain your answer.

1. I enjoyed watching the start and finish of a live show.
2. It was interesting, how they did the commercials right in the set.
3. It was fun to see a live broadcast.
4. The cameras were bit.
5. It was fun watching them setting up the props.
6. I really never knew how fakey they really were.
7. The way they filmed the live show.
8. It willhelp us in our video tape show.

9. How the people acted normally
10. It was interesting how they read off that roll of paper.
11. How the camera man worked his camera.
12. The way they put the show together.
13. I didn't know live T.V. shows were put together like that.
14. I have never seen a Chinese lady abefore.
15. I now understand a little more about T.V. making.
16. It showed me some jobs I never knew about.
17. I liked seeing the machinery they used.
18. Everyone was so calm. I enjoyed watching them set up for live commercials.
19. We saw what they do between commercials, we never see that on T.V. Also how they work together.
20. The setting was interesting.

Question 2:

What new occupations did you see that you were not aware of before your visit?

RESPONSE TO QUESTION 2.

1. Cue-card man
2. All the workers, I had no idea!
3. Men with mikes
4. News lady
5. Technical crew
6. Clean up guy
7. I never knew they had two cameras! (2 camera men)
8. People
9. Computer operators (video tape)
10. Secretary
11. Announcer
12. I didn't think they used so many people on the props.

RESPONSE TO QUESTION 3.

1. How they do the show.
2. Watching them use the camera; you don't get to see them when you watch T.V.
3. See if the people are nervous before the show.
4. Watch the actors do their job.
5. The machines.
6. How they look and talk into the camera.
7. How they get ready, begin and end a show.
8. People doing commercials.
9. How they set up a program and get it on T.V.
10. Sports, because I am in sports for our video taping.
11. I would like to see them get ready, because we are going to do it.
12. Commercials. Because it is what I am in, in our audio visual T V class.
13. I want to learn their routine.
14. How they set up the scenes.
15. I'd like to watch how a fast newsman talks and how he gets his material together.
16. The camera man because he rides on a big steel bar with a seat on it!
17. How they switch from commercials to the regular show.
18. How the show is produced.
19. How many people are involved and what they do.
20. How mad the director gets when they make a mistake on the air.

Project Breakdown

The unit was designed for seven weeks. Each of the seven periods were 45 minutes in length. Because of circumstances that came up during the unit we extended the project to include two additional weeks.

Weekly Breakdown - 45 minutes per week

Period One:	Introduction; organize groups, start group planning, question-answer period.
Period Two:	Group discussion; start props, organize groups, all groups working in their area.
Period Three:	Group work on project; discuss outcomes, goals, expectations, encourage group togetherness.
Period Four:	First attempt at video tape. Illustration and practical experience on video tape machine by the students themselves.
Period Five:	View video tape from previous lesson. Discuss positive and negative points.
Period Six:	Video tape for the final time.
Period Seven:	View final product and discuss it.

Name _____

Grade _____

POST-TEST

CAREER - EDUCATION

Destination: _____

Date: _____

Time: _____

1. How would you rate your field trip.

_____ Very interesting

_____ Interesting

_____ O.K.

_____ Boring

_____ Didn't like it at all.

Explain your answer. _____

2. What new occupations did you see that you were not aware of before your visit?

3. What did you enjoy most of all on your visit?

Evaluation

A pretest and post test will be administered to evaluate the students occupational awareness.

The final product, on video tape, will be a reflection of what was learned and acquired during the experience.

The final product will be edited and saved to be utilized at a later date to other interested students.

Perodic evaluation will be done throughout the project, in order to acheive a worthwhile outcome for the students to appreciate.

TEACHER EVALUATION

CAREER EDUCATION

Project: News, Weather, Sports Show - Video Tape
Date: October 1973 to January 1974, approximately 9 weeks
Instructor: Bill Hoffman, Team 6
Location: Garfield School, Cloquet, Minnesota

The students of Team 6, sixth grade, put together actual broadcasts on video tape, including the following:

a) News Reports
b) Weather Reports
c) Sports Reports
d) Commercials
e) Commentary

The material presented by the students, in their video tape productions, were from the following:

a) original copy; written by the students themselves.
b) newspaper articles.
c) interviews; by the students themselves.
d) analysis of existing T.V. broadcasts.
e) creative interaction.

Description of Project

Seventy students were involved in three equally divided groups. Each group of approximately 23 students made an entire show which included the following:

5 students writing news reports (2 students as broadcasters)
6 students writing commercials (all taking part)
5 students writing weather reports (2 reporters)
5 students writing sports reports (2 reporters)
2 or 3 students involved in an editorial

Each of the above groups were responsible for their own area. They then added it to the other segments for the final video tape show.

Evaluation

The evaluation of the project was met with the following:

1) A pre-test and post-test, administered to test occupational awareness regarding the field trip to KDAL - T.V., Duluth.
2) The final products (3 separate shows) on video tape, show a reflection of what was learned and acquired by the students during the esperience.
3) The final product was edited and saved, to be utilized at a later date to other interested students.
4) Two rolls of color film were taken during the progress of the projects. They show step by step involvement during the experience.

November 26, 1973

Dear Parents,

During the week of November 26-30 we are planning a field trip that will involve your sixth grade child.

The students of Team 6 will be taken by bus, to Duluth, with the opportunity of viewing a live broadcast of KDAL-TV.

Your child is presently involved in a Career Education project that deals with the television media. As a menber of a group of 23 students, your child is now collecting material for this class project. When completed and put together, the final product will be a student directed television show on News, Weather, and Sports. . . commercials also.

We plan on being away from school during the noon ;hour, so a bag lunch should be taken.

The form below must be filled out and sent bakc to school in order for your child to be a part of the field trip. Any questions, feel free to call me at Garfield.

Sincerely yours,

Bill Hoffman
Team 6

.....

_____ has my permission to go with (his or
(Name of child)

her) class to KDAL - Duluth on (Wednesday, November 28, Thursday, November 29, or Friday, November 30.)

Signed _____
(Parent)

Date _____

Unit Name: Hand Tools

Subject: Social Studies, Reading and Math

Grade Level: 4th Grade

Unit Length: 4-6 Weeks

Developed by: Tom Hedin - Lincoln

Purpose of Unit:

Since need for the skilled use of hand tools is very important in the world of work, I feel it is necessary to make the students knowledgeable in the use and the handling of these tools.

Goals and Objectives:

1. To teach the use of simple hand tools and to relate these tools to the world of work.
2. To have students work together as a coordinated team.
3. To develop skills in the use of simple hand tools.
4. To have the students be able to name and tell the use of the different hand tools.
5. To develop an awareness of the jobs related to the use of these tools.
6. To increase the childs vocabulary pertinent to the world of work.
7. To provide information about different kinds of work and hobbies related to hand tools.

Procedure:

Stations should be set up in the classroom to allow each student to experience various tools demonstrated. Task cards are used at each station to provide a problem that must be solved through the use of specific tools.

Sample cards are included in this unit for the teachers convenience.

Activities:

1. Build a wood project.
2. Take the class to visit the High School shop to see hand tools in action on various projects.
3. Take the class to a building project that is in process.
4. Have parents of the children come into the classroom to show any hand tools that they use in their work or in connection with any hobbies they might have.
5. Use filmstrips and films.
6. List occupations that use hand tools.
7. Take pictures of children at work in the classroom and display these pictures on a bulletin board.
8. Have each child bring a tool to school and have the class identify the tool and tell what it is used for.
9. Have the student role play different jobs.
10. Have a "feel box" with a tool inside.
11. Have the children write reports about different experiences they have had with these tools.
12. Have the children write reports about occupations that use hand tools.
13. Play the game, "What's My Line" in which the teacher gives the tool used and the students name the occupation.
14. Make a booklet of different tools and their uses.
15. Make a mobile of different tools.
16. Have vocationally bound students from the High School come into the classroom and demonstrate tools that they have used.

Name_____

TASK #1

1. Tool needed - Twelve inch rule.

2. Procedure - Measure these items to the nearest $\frac{1}{2}$ inch. Record all your answers and file your paper when you finish.

3._____ The length of your desk.

4._____ The width of your desk.

5._____ The length and width of a square of tile.

6._____ The length of your shoe.

7._____ The length of a dollar bill.

8._____ The length of your Science book from the top right corner to the bottom left corner.

9._____ The length of an adult's shoe. (not your teachers)

Name _____

TASK #2

1. Tool needed - 6 foot tape measure.

2. Procedure - Measure these items to the nearest $\frac{1}{8}$ inch. Record all your answers and file your paper when you finish.

3._____ The length of the hall from our room to the library. (measure from door to door)

4._____ The distance from the floor to the top edge of your desk.

5._____ The dimensions of your kitchen table.

6._____ Measure the length of the hall from double door to double door. (Use the 50 foot tape measure). Do this task with two other people.

7._____ Measure your height.

8._____ The number of feet from school to your house. Measure the length of your pace and use this figure to find the total.

Name _____

TASK #3

1. Tools needed - Steel square, crosscut saw and C-clamp.

1. Make a square cut on one of the practice boards. Remember to hold the saw at a 45 degree angle while cutting. Clamp the board to the table or have someone hold it for you while you cut.

Answer these questions:

1. How many teeth does this saw have per inch?

2. What kind of work would this saw be used for?

3. Is this saw used for cutting across the grain or with the grain?

Dear Parents,

We are about to start studying hand tools and how they are important in the world of work. With your help, we can make it a success. We would like to have as many parents as possible come into the classroom and visit us. If you have a special trade or hobby which requires hand tools, maybe you would like to give us a small demonstration. If not, we certainly would enjoy a visit where the students could ask you questions about your work.

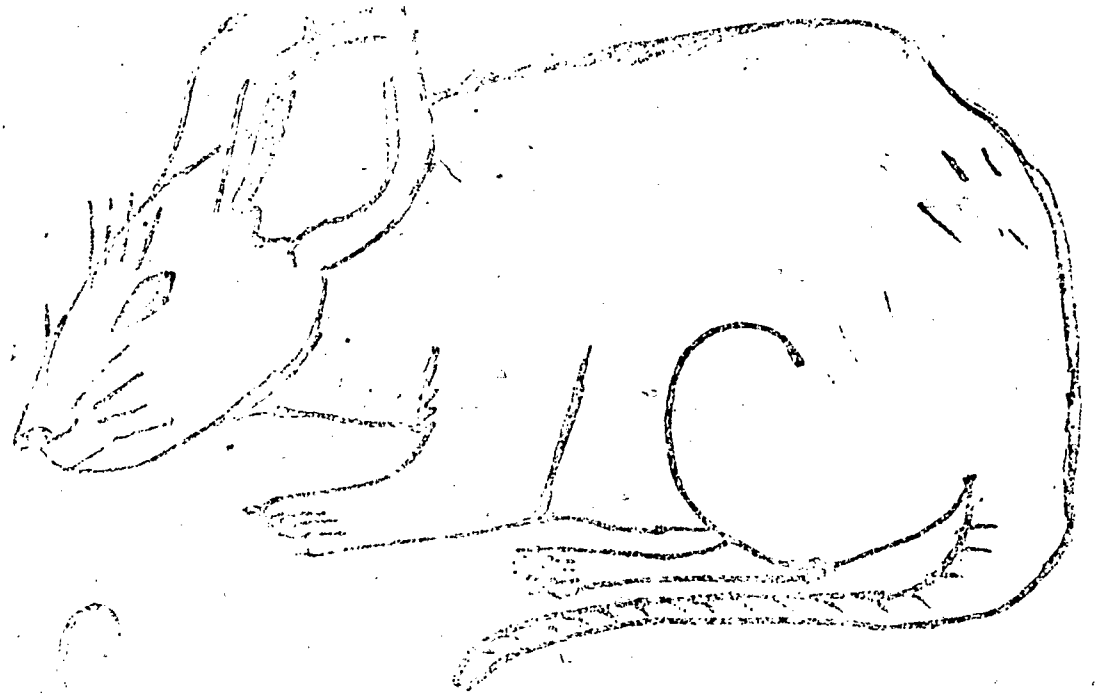
I know that most jobs require regular attendance, so Dads, send Mom with all the information and we can surely make this project a success.

Thank You.

Sincerely,

Check here if you can visit us.

YES ___ NO ___



Community Health

General Course Outline for Community Health

I. How are germs spread?

- A. Germs are spread by contact
- B. Rats, rodents, and insects spread disease
- C. Germs in the air
- D. Germs in water
- E. Food-borne germs

II. A safe water supply

- A. Water treatment plant
- B. Well water
- C. Decalination plants
- D. Water pollution

III. Sewage treatment

- A. A sewage disposal plant
- B. Water Quality Act

IV. Safe foods.

- A. Safeguards in our stores
- B. Restaurants and cafeterias

V. Our milk supply

- A. How we get safe milk
- B. Visiting a dairy

VI. Pest control

- A. Insects
- B. Rodents
- C. Sanitary Land Disposal

VII. Air pollution

- A. Dangers of unclean air
- B. Improving our air supply

VIII. Our health department

- A. What is a health department?
- B. Services provided

NAME _____

SECTION _____

COMMUNITY HEALTH UNIT

"How are germs spread?"

1. What do each of the following have to do with the spread of a disease?

   a. a dog

   b. a towel

   c. a handkerchief?

   d. a cow

   e. a cook or waitress

   f. a fly

   g. a sneeze

   h. a dump

2. Why is Walter Reed famous?

3. What is an epidemic?

NAME _____

SECTION _____

COMMUNITY HEALTH TEST

Directions: If the statement is true, circle the T. If the statement is false, circle the F.

T F 1. Disease germs may be passed to others by a sick person's coughs or sneezes.

T F 2. Cows can carry tuberculosis germs.

T F 3. Mosquitoes are harmless.

T F 4. Yellow fever is spread by direct contact with another person.

T F 5. Typhoid-fever germs are of the kind that are water-borne.

T F 6. Germs may be spread by objects that have been in contact with a sick person.

T F 7. If a lake is very large, its water is almost sure to be pure.

T F 8. Most cities have little or no need for water-treatment plants.

T F 9. Water from benches or pools should be tested frequently.

T F 10. The only cause of water pollution today is household wastes.

T F 11. It is safe to dump untreated sewage into nearby bodies of water.

T F 12. Waste-treatment plants face some unsolved problems.

T F 13. Clean water is unimportant to a modern community.

T F 14. Most bacteria grow best in warm, moist places.

T F 15. In handling clean eating utensils, avoid touching fork tines and spoon bowls.

T F 16. Milk should be stored at a temperature of 45°F., or cooler.

T F 17. The purpose of pasteurization is to give the milk a better taste.

T F 18. One way to control mosquitoes is to kill the newly hatched larvae.

T F 19. Dogs are required to have rabies shots once a year.

T F 20. A city surrounded by hills may have serious air pollution.

T F 21. Air pollution can cause deaths.

T F 22. Auto fumes are carbon monoxide.

T F 23. Slums tend to be unhealthful places in which to live.

T F 24. Each city must pay all costs involved in slum clearance.

T F 25. The health department helps educate people about ways to live healthfully.

Community Health Resource People

Occupation	Name	Topics for discussion
1. County Health	David Radford Dr. Monserud	a. germs b. rodents c. insect problems d. food preparation
2. Veterinarian	Dr. Pattison Dr. Fields	a. rabies and animal diseases b. care of pets
3. City Engineer	Bruce Boyer	a. Cloquet Water Line b. sewage disposal c. air pollution d. city planning
4. Sewage Disposal operation	Bruce Boyer	a. sanitation of human waste b. water pollution
5. Commercial Food Preparations	George McCausland Ed Bergstedt Gordon Lindquist	a. food preparation b. standards of a restaurant
6. Farm Production (milk)	Leo Swierceski Ken Erickson	a. codes for cleanliness b. how a dairy operates
7. The Northwest Paper Company	Art Carle Wayne Bailey	a. air pollution b. water pollution c. safety measures for workers
8. Diamond Match Company	Harold Otteson	a. air pollution b. water pollution
9. Weyerhaeuser	Ted Weyerhaeuser	a. air pollution b. water pollution
10. Conwed	Ken Newlander	a. air pollution b. water pollution
11. Baker	Ed's Bakery Cox's Bakery	a. need for sanitation b. preservatives used
12. Sanitary Disposal (Garbage man)	Ray Swierceski	a. need for removal of waste b. sanitary landfill operations

Suggested Field Trips: (Not all firms listed should necessarily be visited.)

1. Ed's Bakery
2. City Landfill Operation
3. Sewage Disposal Plant
4. Cloquet Junior or Senior High Kitchens
5. Milk Processing Plant
   a. Erickson's Dairy
   b. Johnside Dairy
   c. Meadowbrook Dairy
   d. Arrowhead Dairy
6. Commercial Feed Preparation
   a. Viking
   b. Golden Gate
   c. A & W
   d. Purdy's Hi-Hat
   e. Copper Skillet
   f. Fisherman Motel
   g. Pizza
   h. Seminole Lantern
   i. Dico's
7. Grocery Store

Evaluation of Community Health

1. Have the children write a short paragraph or two on the work of restaurant owner, dairy man, veterinarian, garbage man, baker, etc., as a pre-unit inventory. Do the same exercise at the end of the unit. Compare the results.

2. A matching exercise can be developed. A teacher may list workers on a large white card and the descriptions of occupation by worker's task can be written on another. Descriptions should be simple but worded so there is a clear distinction between occupations given.

1. Veterinarian	1. aids sick and injured animals 2. gives rabies shots to dogs and cats
2. Baker	1. produces goods 2. wears a tall white hat 3. works at night
3. Garbage Man	1. drives a vehicle 2. collects waste materials
4. Butcher	1. cuts and wraps food 2. weighs meat
5. Milkman	1. makes deliveries 2. keeps his goods cool 3. does produce his product
6. Doctor	1. aids sick people 2. works in a hospital 3. takes your temperature
7. City Engineer	1. directs city planning 2. makes your community a better place to live
8. Safety Officer	1. makes a job safer 2. makes rules for machine operators
9. Waitress	1. takes your menu 2. brings your food
10. Cook	1. prepares food 2. plans menus

Unit Title: "First Aid"

Subject: Reading, Language Arts, Social Studies and Art.

Grade Level: Grades 2-3-4

Unit Length: 8 - 10 Weeks

Writers and School: Patty Bennett - Lincoln

Pat Began - Lincoln

Tom Hedin - Lincoln

I. How and Why First Aid...

A. Objectives:

1. The children will be able to define "first aid".

2. The children will be able to cite examples of when first aid is necessary.

B. Major Concepts:

1. First aid is the immediate and temporary care given to the victim of an accident until a doctor can be reached.

2. First aid should be known by all so that it may be practiced in all emergency situations.

3. People in all lines of work should be able to perform first aid.

C. Activities:

1. The class can write an experience chart of times when first aid is necessary.

2. Mock accident in the classroom.

II. Treatment of Wounds...

A. Objectives:

1. The children should be able to protect the wound from contamination.

2. The children should be able to perform and demonstrate the necessary steps needed to control the bleeding of a wound.

B. Major Concepts:

1. A wound is a break in the skin.

2. Growth of harmful germs in a wound causes infection.

3. For a minor scratch:

a. Wash hands completely.
b. Cleanse injury thoroughly.
c. Apply sterile dressing.

4. For severe bleeding:

   a. Apply direct pressure on the wound.
   b. Put pressure on supplying vessel.
   c. Elevate extremity.
   d. Use pressure points.

5. Nosebleed:

   a. Person remain quiet in a sitting or lying position.
   b. Tilt head back.
   c. Pinch nostrils together.
   d. If necessary, apply cold wet towels to face.

6. Animal Bites:

   a. Call police, doctor and vet immediately.
   b. Keep animal restrained until their arrival.

C. Activities:

1. Role play accidents in the classroom. Check to see how the child treats the victim.

III. Artificial Respiration:

A. Objectives:

1. The children should be able to assist in or perform artificial respiration.

B. Major Concepts:

1. The body does not store oxygen.

2. Oxygen is needed by all body cells.

3. Adults breathe 17 times per minute.

4. Artificial respiration is done by:

   a. Clear victims mouth and throat.
   b. Tilt head back so jaw is jutting upward.
   c. Pinch victims nose closed.
   d. Place your mouth firmly over victims mouth and blow in. (Notice if stomach rises.)
   e. Allow person to exhale.
   d. Repeat 17 times per minute.

C. Activities:

1. Bring Resuscitation Annie into the classroom.

2. Scramble the artificial respiration steps on a piece of paper. Have the children number them in the correct order.

IV. Poisoning...

A. Objective:

1. The children will be able to recognize poisons.

2. The children will be able to recognize the primary steps for treating poisons.

B. Major Concepts:

1. Causes:

a. Contaminated food.
b. Medicines.
c. Household supplies.

2. Prevention:

a. Keep out of reach of children.
b. Label bottles correctly.
c. Keep bottles locked.
d. Dispose of used prescriptions.
e. Educate children of dangers.
f. Selection of toys.

3. Signs and Symptoms:

a. Burns in mouth.
b. Vomiting.
c. Nausea.
d. Visual disturbances.
e. Convulsions.
f. Headache.
g. Deep sleep.

4. Poisoning ranks third in the cause of accidental death in small children.

5. First Aid:

a. For most poisons:

1. dilute poison.

2. endude vomiting.
3. give milk of magnesia.

b. Exceptions:

1. strong acids.
2. strychnine.
3. kerosene.
4. cases where victims are already in a coma.

C. Activities:

1. Bring examples of poisoning into the classroom.

2. Demonstrate methods of treating poisoning.

V. Fractures:

A. Objectives:

1. The children should be able to recognize the symptoms of broken bones.

2. The children should be able to keep the broken bone ends and the adjacent joints quiet.

B. Major Concepts:

1. A fracture is a broken bone. There are two kinds:

a. Simple.
b. Compound.

2. Causes:

a. Falls.
b. Traffic accidents.
c. Machinery.
d. Missiles.

3. Prevention:

a. Sportsman-like driving.
b. Courtesy.
c. Obey traffic regulations.
d. Reasonable speed.
e. Common sense.

4. Signs and Symptoms:

a. Evaluate victims injury.
b. Ask victim what happened.
c. Direct evidences:

1. swelling.
2. tenderness to touch.
3. deformity.
4. pain on motion.

5. First Aid:

a. Keep broken ends quiet.
b. Keep adjacent joints quiet.
c. Give first aid for shock.
d. If compound, apply sterile dressing to wound.

C. Activities:

1. Practice diagnosing fractures.

2. Give examples of splinting and bandaging. Have the children try it.

VOCABULARY LIST

1. physician
2. victim
3. immediate
4. procedure
5. consciousness
6. catastrophe
7. therapy
8. tragedy
9. urgently
10. severe
11. respiration
12. hazard
13. injury
14. fracture
15. laceration
16. internal
17. exposure
18. contamination
19. infection
20. sterile
21. vessel
22. artery
23. tourniquet
24. shock
25. symptom
26. artificial respiration
27. compound fracture
28. simple fracture
29. pulse
30. nausea
31. antidote
32. dislocation

CULMINATING ACTIVITIES

1. Make a first aid kit.
2. Make a first aid booklet that the children may take home and use as a reference.
3. Discuss bicycle safety, regulations and rules.
4. Make a home fire extinguisher using baking soda.
5. Make a telephone list of emergency numbers.
6. Visit an emergency room of a clinic or hospital.
7. Visit a fire station.
8. Have a physical education specialist talk on his or her knowledge of first aid.
9. View films and filmstrips on first aid.
10. Have Sgt. Randelin of the Cloquet Police Department talk to the children on safety and first aid.
11. Have a nurse talk on her use of first aid.
12. Have an ambulence driver talk on his use of first aid.

MENTAL HEALTH IN THE WORLD OF WORK

II. Mental Health

III. Unconscious Mind

IV. Mental Illness

V. Occupations

VI. Evaluation and Tests

VII. Speakers

VIII. Possible Field Trips

Terms to look up or respond to:

1. behavior
2. feelings
3. self-respect
4. enjoyment
5. mistakes
6. relationships
7. responsibility
8. experiences
9. shyness
10. lonely
11. fear
12. conscience
13. love
14. hate
15. repression
16. regression
17. idealization
18. identification
19. fantasy
20. daydreaming
21. anxiety
22. rationalization
23. emotional
24. id
25. ego

I. What is good mental health?

A. People who feel comfortable with themselves.

1. Understanding feelings

2. Set goals in life

B. People who feel kindly toward others.

1. Give love to others

2. Feel a sense of responsibility

C. People who can meet the demands of life.

1. Welcome new experiences

2. Use your mind for constructive purposes

D. Managing everyday problems in healthy ways.

1. Fear of tests

2. Mistakes and failures

3. Shy or lonely

4. Differences

1. What are 3 main characteristics that mentally healthy people usually have?

   A.

   B.

   C.

2. When you have a problem that troubles you what is a good thing to do?

3. How can you help a newcomer in your class?

4. Describe how you feel "kindly" toward someone.

5. How could you help improve human relations?

I. The Unconscious Mind

A. What is Id?

B. What is Ego?

C. What is Superego?

D. Mental Mechanisms in operation. (Define each)

1. Extrovert:

2. Introvert:

3. Perfectionist:

4. Optimist:

5. Wishful thinker:

6. Wise Cracker:

7. Night Owl:

8. Problem child:

9. Gay Blade:

I. Mental Illness

A. What really is mental illness?

B. What can cause mental illness?

1.

2.

3.

4.

5.

C. Can mental illness be cured?

D. Who do [illegible] help?

I. Occupations connected with Mental Health

A. How could each of the following help a person's mental health?

1. Psychiatrist

2. Psychologist

3. Psychoanalyst

4. Social Worker

5. Minister or Priest

6. Vocational Counselor

7. Guidance Counselor

8. Fortune Tellers

9. Physician

10. Nurse

List 5 occupations connected with Mental Health and tell something about the type of work a person must do if he has this type of job.

Career Development Health Test

Answer the following True and False statements on the line before the number.

_____ 1. A person who constantly has trouble in his relationships with others is mentally healthy.

_____ 2. Mentally healthy people are very bossy and try to push other people around.

_____ 3. A person who is mentally healthy respects the many differences among people.

_____ 4. When we speak of the ways people think, feel, and act, we are usually talking about mental health.

_____ 5. It is natural to feel a little foolish, or even angry, when we make a mistake.

_____ 6. We can learn from our mistakes.

_____ 7. It helps when you are worried or troubled to talk over your problem with some adult you trust.

_____ 8. [illegible] kindliness toward others is a sign of good mental health.

_____ 9. A mentally healthy person feels he can deal effectively with most situations that come his way.

_____ 10. A helpful thing to do for a newcomer in the class is to ignore him.

_____ 11. A helpful thing to do when you make a mistake is to blame the teacher.

_____ 12. It helps, in taking tests, to make sure that tests are given to discover weaknesses you can work to correct.

_____ 13. Mental health has to do with everyone's daily life.

_____ [illegible] to tell if you have tried your best.

_____ [illegible] people constantly compare their abilities [illegible]

_____ [illegible] among which others is to try to put yourself in [illegible] person's place.

Career Development Health Test (continued)

_____ 17. It is helpful when you make a mistake to pretend you did not make it.

_____ 18. The purpose of tests is to make a person feel dumb.

_____ 19. Mental health has to do only with the rare problem that a person might have to cope with.

_____ 20. A mentally healthy person accepts his own shortcomings and tries to do something about them.

Possible Speakers

1. Emmett Anderson	Elementary Counselor
2. Dennis Olsen	Elementary Counselor
3. Foster Gilliland	Psychologist
4. Dr. R. Durrala	Physician
5. Estelle Keim	School Nurse
6. Sonny Sjoberg	Special Education Coordinator
7. Afton Schmidtke	S.L.D.P.
8. Esther Flynn	Welch
9. Bert Hunsaker	Minister
10. Ralph Weber	Clinton County Welfare Dept.
11. Dale Randall	Teacher
12. Gary Walton	Teacher

Possible Field Trips

1. Human Growth Development Center	Duluth
2. Dunmala Clinic	Cloquet
3. Carlton County Court House	Carlton
4. Pathologen' House	Cloquet
5. Miller Dean Hospital	Duluth
6. St. Luke's Hospital	Duluth

WHAT'S YOUR BAG?

PATRICK BEGAN

THIRD GRADE

GOALS:

1. To introduce the children to the occupations of the parents of their classmates.
2. To provide a job information background for a varity of occupations so that the child will have a basis from which to select occupations that may interest him.
3. To help each child to become acquainted with some of the duties of different people in the community.
4. To help the student gain knowledge of how each person is dependent on other people in the community.
5. To encourage the correct attitudes about everyone's profession.

Activities:

1. Have the children encourage their parents to come and talk to the class about his/her occupation.
2. Have each student take pictures of their parents at work.
3. Have each student select one of the studied occupations and write a paper telling the qualifications of the job and why he would like to do that job.
4. Study various books in the library on different occupations.
5. Use recorded cassettes to listen to people tell about their jobs.
6. View filmstrips about various occupations.
7. Match different tools to the persons that use them in their occupations.
8. Have the child bring to school some of the tools used by their parents and explain what they are.

Activities con't.

9. Have each child pick a feasible job to perform in class.
10. Bring clippings about various occupations.
11. Play a pantomime about different jobs.
12. Have a creative writing lesson about what one would like to be when they grow up.
13. Listen to different sounds and try to identify the job.
14. Draw a picture of the parents at work.
15. Draw a picture of what one would like to be when they grow up.
16. Make a booklet of different occupations.
17. Make a booklet of the pictures that the class has taken of their parents at work.
18. Suggest different problems and have the children tell what type of occupation or person would be needed to correct the problem.
19. Place a tool in the feel box and have the child indentify the tool and occupation connected with it.
20. Have the children classify different occupations as to skilled or unskilled.
21. Have the children play the game "What's MY Line".
22. Play occupational baseball or bingo.
23. Read books about famous people in different occupations.
24. ~~xxxxxxxxx~~ Role play each job studied.
25. Interview other people beside parents about their jobs.
26. Invite people in to give talks on their hobby or occupation.
27. Make a replica of some tool used in some favorite occupation.
28. List jobs that could be hobbies as well as work.

EVALUATION :

1. Discuss with each child their favorite occupation to see what knowledge they have learned about it.
2. Give a written test of familiar occupations.
3. Evaluate role playing activities.

WHAT'S YOUR BAG?

Dear

This year in the third grade we are having a job awareness study. This will be a program in which all of the students will get to learn about the different types of work their parents and other parents do. This perhaps would give them an insight into the kind of occupation they would like to have when they are of age.

I would like very much to have **every** parent that has an occupation to participate in this project. **WILL YOU PLEASE HELP?**

Please fill out the bottom of this form briefly. I will phone you at a later date to get more specific information.

NAME _____

OCCUPATION _____

WHAT IS YOUR JOB?

SKILLS NEEDED

TOOLS NEEDED

WHEN COULD YOU COME IN TO TALK WITH THE STUDENTS?

Sincerely,

P. Began.

"The World of Electronics"

I. Suggested Grade Level: 5th-6th Grades.

II. Department: Science-Math

III. Objectives:

1. To develop a beginning knowledge of electronics and its symbolic language.
2. To have students make their own cells.
3. To have students build their own digital computer.
4. To develop interest in electronics.
5. To learn how to use basic hand tools safely and properly while building electronic components.

IV. Necessary Materials:

1. One dry cell kit for each student; the kit makes two cells. (Order from [illegible]...more information about this later, on paper bag.)
2. Wire: 24 gauge (varnish coated, you should want 2000 feet for 30 students); also about 100 feet of light insulated copper wire will be needed.
3. One flashlight bulb for each student.
4. Perhaps for each student (this may vary, depending upon the grade level here...usually [illegible] pieces will be enough.
5. For each [illegible] student.
6. [illegible]

V. Necessary Tools:

A. Several wire cutters, screwdrivers, and rulers.

B. Two or three soldering guns; more if possible.

C. One or two hand, cross-cut saws.

D. A square, a hammer or two, and a knife.

Lesson One: The Dry Cell

1. Begin the class by introducing the dry cell as the source of power for all the experiments that the class will be doing.

A. First have each student try to draw what he thinks a dry cell looks like inside. They should label the parts if they can.

B. After the students have finished, discuss with them a dry cell.

C. Explain why a dry cell is not called a battery (it is made up of dry chemical and consists of only one cell; several cells could be called a battery).

2. Give each student one dry cell kit.

A. Go over the directions with them very carefully.

B. Make sure students do not get the dry chemical on their skin or clothing. If they do get the chemical on something, it should be washed off immediately!

C. Follow suggestions with dry cell kits for more help on this part.

3. The students should remember to take the dry cells out of any equipment as soon as the cell goes dead...it is not leak-proof!

5. The lesson may take two or three periods, depending upon the size of the class and the length of the period.

6. Finish the lesson by having the students repeat their opening activity of drawing and labeling the insides of a dry cell.

(See page five...)

Lesson Two: Pathways in Electricity...I

1. Lesson two will take only one class period. The students now have their own working dry cells. Each student is given two wires and a light bulb. (The wires are the insulated copper type.)

2. Students are given the worksheet entitled "Pathways in Electricity..." and are asked to complete it utilizing their equipment.

3. After they have completed the worksheet, they should share their work with their neighbor. (Many teachers wait for the students to discover that the insulation must be taken off of the wire before it is used in the circuit for electricity.)

4. See page 10 for a copy of the worksheet, "Pathways in Electricity...I".

Lesson Three: Pathways in Electricity...II

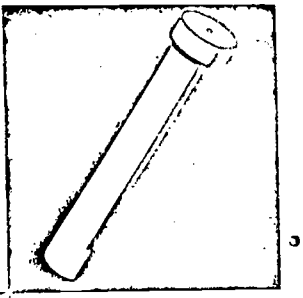
1. Lesson three is another "one period" class. The students are

(Continued on page 5)

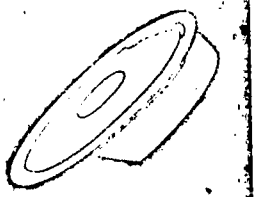
THE DRY-CELL

Draw and name all of the parts that you can think of that are a part of a simple dry cell.

SCIENCE DEMONSTRATION DRY CELL



CAPPED POROUS CARBON ROD (Positive Terminal)



TOP SEALING CAP

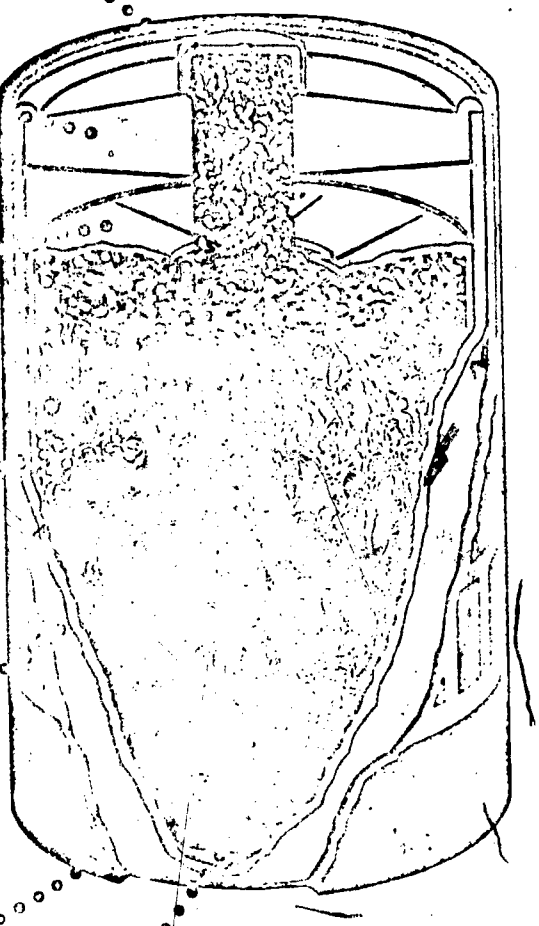
SEPARATOR PAPER

MIX (Manganese Dioxide, Carbon, Electrolyte)

SEAMLESS DRAWN PURE ZINC CAN (Negative Terminal)

SPIRAL-WOUND PAPER TUBE

BOTTOM INSULATOR



SIZE D FLASHLIGHT CELL

showing relative position of each part

IASCO

INDUSTRIAL SCIENCE SUPPLIES

Nichols Electronics

SCIENCE DEMONSTRATION DRY CELL

Catalog No. NEC-1 Made in USA

IASCO

INDUSTRIAL ARTS SUPPLY CO

Nichols Electronics

MANUFACTURERS OF ELECTRONIC AND EDUCATIONAL EQUIPMENT

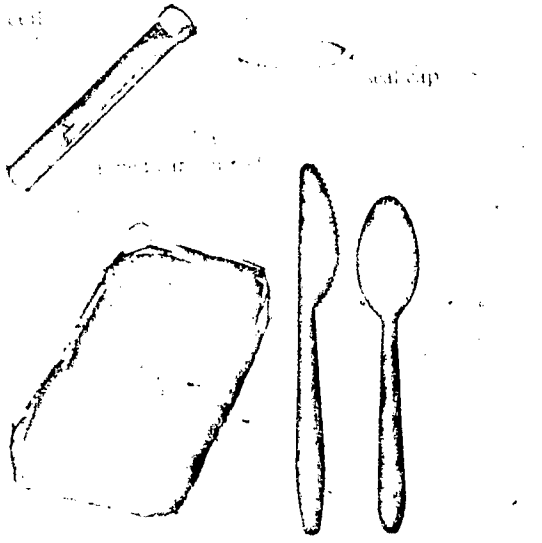
SCIENCE DEMONSTRATION DRY CELL

Catalog No. NDC-1 Made in USA

Included in this Burgess dry-cell kit are the parts for two dry cells. Read the instructions carefully, and then assemble one of the two cells. Before assembling the other cell, read pages 4-8 in this booklet which describe the operation of a dry cell. This will give you a better understanding of a cell's construction and operation when you begin to assemble the second cell. You may want to refer to Figure A, which identifies the parts of a cell, and Figure B, which illustrates the steps involved in assembling one, as you use the following instructions.

How to assemble a dry cell

Figure A
Materials for assembling one dry cell



1 Forming the separator paper

The separator paper is packed inside the zinc can. Remove the separator paper and roll it around the outside of the zinc can. Allow the separator paper to extend ¼ inch beyond the bottom of the zinc can. Then fold the separator paper over the bottom of the zinc can.

2 Lining the zinc can

Remove the cylinder of separator paper, which you have just formed, from the outside of the zinc can. Roll the cylinder of separator paper a little tighter so it has a slightly smaller diameter, and slide it into the zinc can. Then place the bottom liner inside the zinc can. Push it to the bottom with the eraser end of a pencil, being careful not to tear the liner paper.

3 Packing the mix

This mix (quality manganese dioxide, carbon and electrolyte) is corrosive to metals and is spoiled by contact with any metal object (zinc can, cap of the carbon rod, etc.). It should be handled with the plastic knife and spoon that are supplied in this kit. If the skin comes in contact with the mix, wash the skin area thoroughly with soap and water. The mix comes wrapped in plastic to prevent its drying out

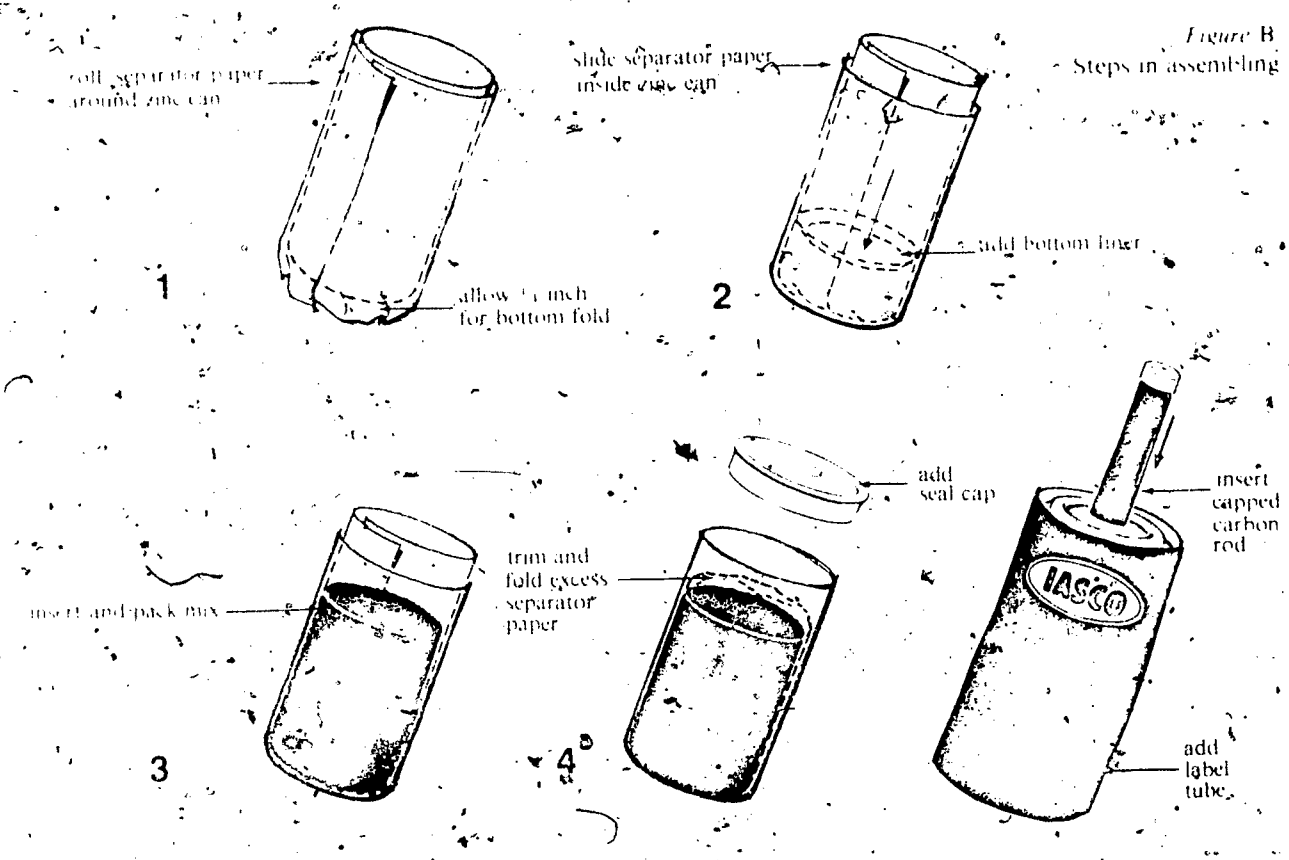


Figure B
Steps in assembling a dry cell

Using the plastic knife, cut from corner to corner diagonally across the package, then cut another diagonal, forming an "X." Pull back the plastic flaps, exposing the mix. Carefully place about half a spoonful of the mix in the lined zinc can. The cell may not work properly if any of the mix touches the zinc can. Pack the mix in the bottom of the zinc can, using the *uncapped* end of the carbon rod. Be careful not to scrape the separator paper during the packing. Add the rest of the mix, half a spoonful at a time, and pack well after each addition. When you have finished, the level of the mix should be about half an inch below the top of the zinc can.

4 Finishing the cell

Using a pair of scissors, cut off the separator paper so that its edge is about even with the edge of the zinc can. Now fold and press the separator paper down onto the top of the packed mix. Next insert the seal cap. You may find it convenient to do this by using your fingers to start the seal cap into the zinc can; then, grasping the zinc can, push the seal cap in place against a wall or the side of a table. Next wipe off any mix that may have adhered to the carbon rod, and start the carbon rod through the hole in the seal cap. Continue to push, keeping the carbon rod straight, until the end of the carbon rod rests against the bottom liner in the zinc can. Only the caps of the carbon rod should be exposed. If the carbon rod is not straight, the mix may not be in contact with the entire surface of the carbon rod and the cell may perform poorly. Finally the label tube is slipped over the zinc can, and the dry cell is complete.

CAUTION: BATTERY MIX CONTAINS ZINC CHLORIDE. CONTACT WITH EYE MAY CAUSE IRRITATION. IN THE EVENT OF CONTACT FLUSH EYE THOROUGHLY WITH WATER.

again asked to do the worksheet on their own first and then to work through it and make corrections.

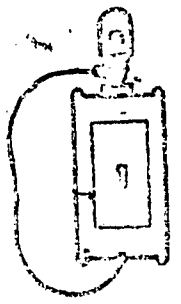
2. As the students look over this sheet, they may question the funny symbol near the bottom of the page. This is the symbol for a light bulb in a socket...

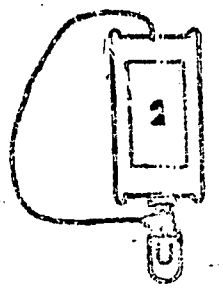
(F)

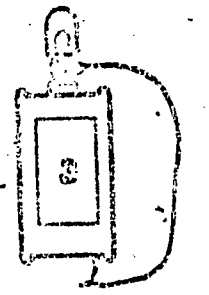
...are ill for theory of the ...

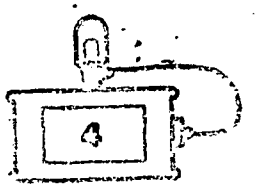
(Lesson for ... on page 1'...)

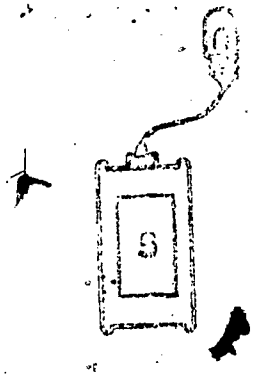
Will the bulb light? If you are not sure, try it and see!

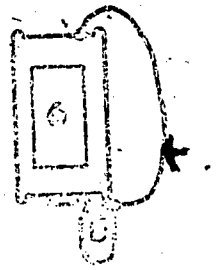


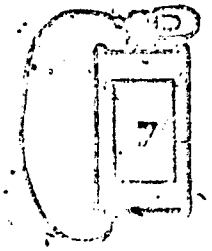


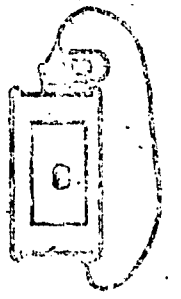


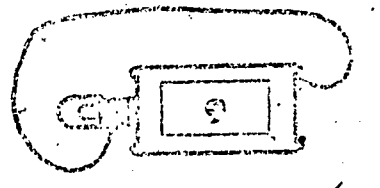


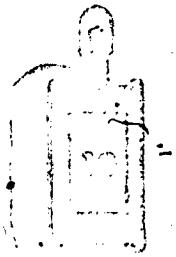


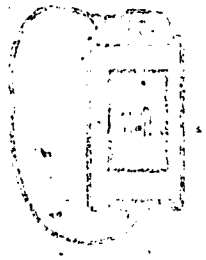


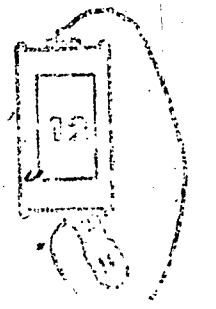




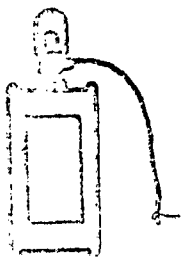


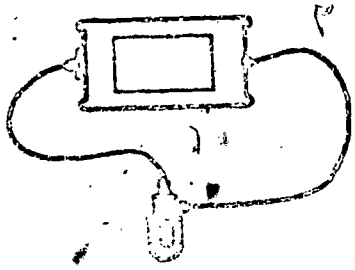


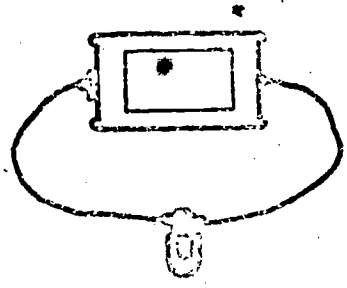


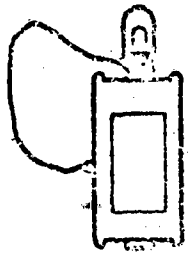


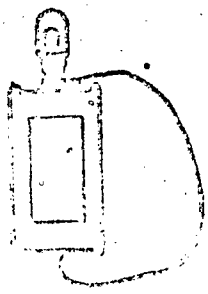
In which examples will the bulbs light? Mark a ✓ for those which will and an X for those which will not light.

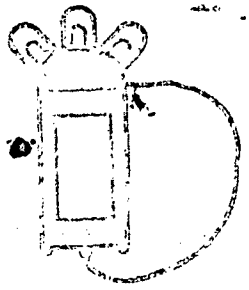
1 

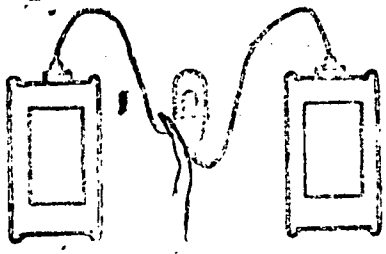
2 

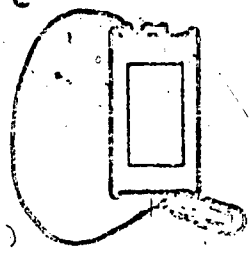
3 

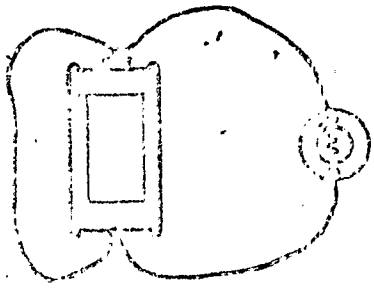
4 

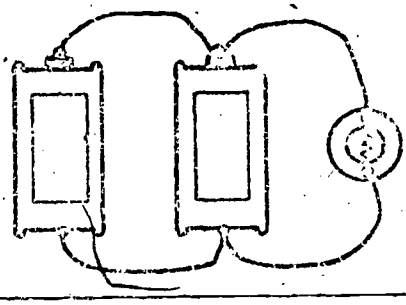
5 

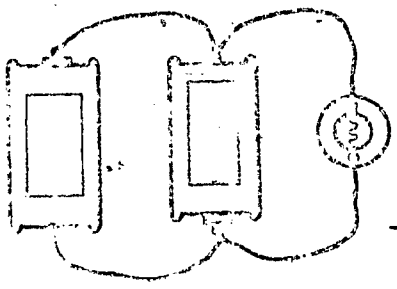
6 

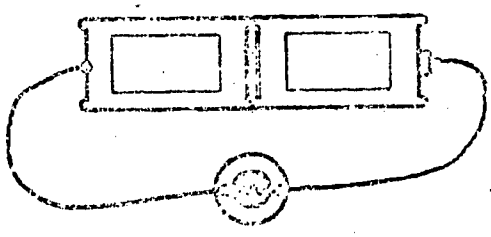
7 

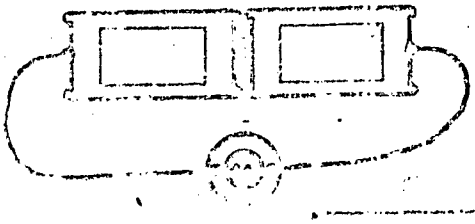
8 

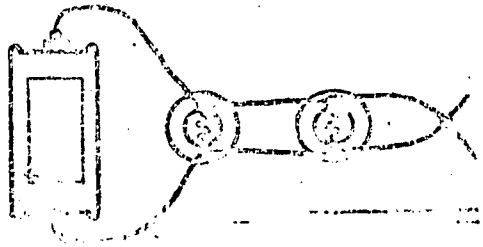
9 

10 

11 

12 

13 

14 

Lesson Four: Symbols

1. It is now time for the teacher to introduce to the students more electrical symbols.

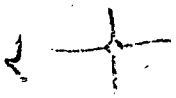
2. The teacher should give the students various exercises to use and learn these symbols:

A. A light bulb:

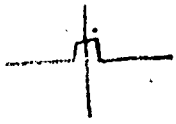
B. A light bulb in a socket, or holder:

C. An empty bulb holder:

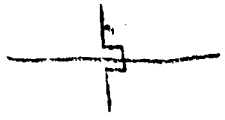
D. The intersection of two wires:



E. A horizontal wire crossing over a vertical wire, not connecting:



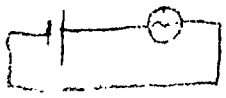
F. A vertical wire crossing over a horizontal wire, not connecting:



G. The symbol for one dry cell:

H. Two dry cells (this can be correctly called a battery):

I. A complete circuit; one dry cell, one bulb, and wires:



J. A dot, showing an electrical connection:

Lesson Five: Appliances:

This lesson is not designed to be taught at any one particular time. It is suggested that the class room teacher bring various old appliances into the room for the students to inspect ar their leisure. The te cher c n make reference to them as they fit into the schedule.

Lesson Six: Field Trips

It is suggested by the author that the teacher t ke the class on one or two field trips to places like T.V. rep ir shops or some kind of electronic industry.

Lesson Seven: Making a Printed Circuit

1. Items needed: tin foil, tape, t g board, hole punch, and scissors.
2. By this time the class should be ready to make a printed circuit.
   1. Each student needs a piece of tag board about 3" x 5".
   2. Eight to fifteen holes should be punched in it.
   3. Strips of tin foil should be used to connect some of the holes (two or three in a series works best).
   4. The holes that are not connected should have "dummy" pieces of tin foil put over them so other students can't see where the paths are when they are testing out the circuits.
   5. Finally a backing of heavy black paper is put over the back so students can't see the pathways.
3. Students should exchange printed circuits to get practice in testing their work.
4. Figure [illegible], page 14, shows the steps in making a printed circuit. Figure [illegible] shows a tester for the circuits.

Figure One: The Printed Circuit

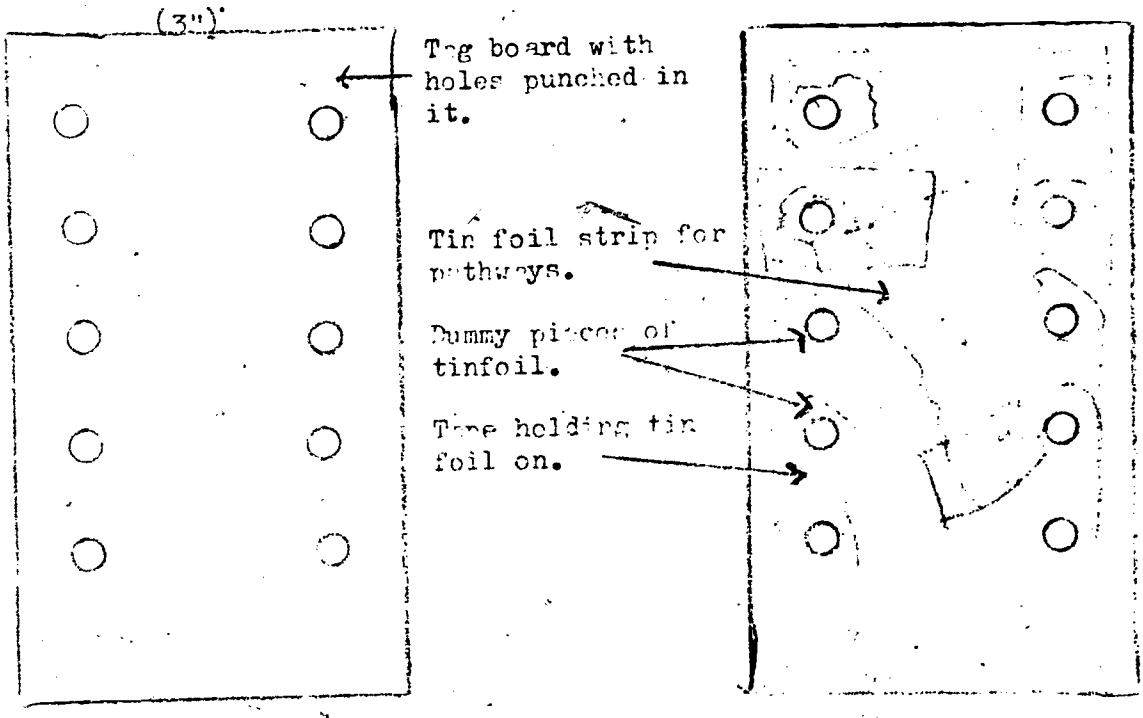
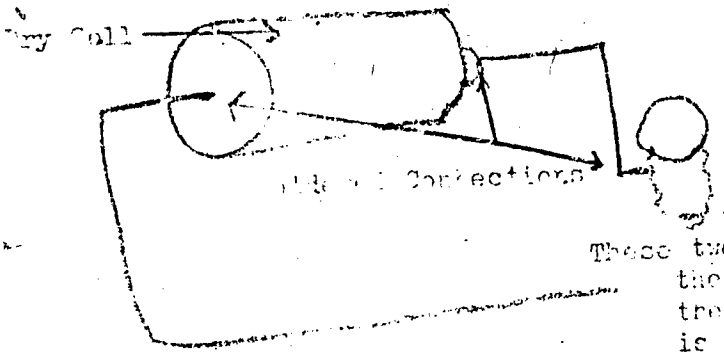


Figure Two: The Circuit Tester



Lesson Eight: The Computer

The rest of t is unit consists mostly of individually-guided work. With a little direction from the teacher, the student will soon be well on his way to making a computer. Here are the steps to follow:

1. Each student must decide what he wants his computer to do; math problems are the easiest to program. Remember for the states and capitals is also quite simple.
2. Let us assume that a student wants to make a "Hit Tac Toe" digital computer. The next step is to make a picture of what the computer should look like.
3. The computer would have all of the states in alphabetical order on one side and the capitals in alphabetical order on the other side. For this computer, the peg board grid would be at least 22 holes by 7 holes high. (See figure Three on page 17.)
4. Next the student cuts out two identical pieces of peg board on which he will build his digital computer.
5. In this step, the student takes 100 round head fasteners and places them in groups of 50 as shown in figure three on page 17.
6. After the fasteners are in place, the student places a board on the bottom side of the fasteners and pounds the tops flat. This will tighten the fastener in place. Be sure that the tips on the back side do not touch each other.
7. At this point, the student is ready to start labeling the fasteners. Abbreviations may be necessary. See figure Four on page 17.

8. After the student has labeled all of the fasteners, he is ready to begin soldering. The author has found that with a few simple cautions fifth and sixth graders are able to do a good job at it. The soldering works like this: a wire is bared and soldered to the brad for the first state...Alabama. Next the other end is bared and soldered to the capital of this state, Montgomery. The computer is finished in this same manner. As each circuit is soldered, it should be tested with the tester shown in figure two, page 14.

9. When the board is completed, a frame of your choice is made to house the computer. (See figure five on page 16.)

10. The students can make computers for any kind of information that can have a one answer response by following these same directions.

11. The final step before fastening the peg board to the frame with wood screws is to glue a flashlight bulb into the center hole of the front panel. Wire it up as shown in figure six on page 13.

VI. Evaluation:

This unit can be evaluated in many ways. One way is to have the students do new copies of their work sheets over as a test. Once I gave them to the students, almost all of them got perfect scores. Another evaluation is the teacher's observations of the students' mastery of equipment and methods...this may be the better of the two. All of my students enjoyed this unit very much. Just a few boys were participants in it. When they were through, I even had a finished product that worked (and you may be next) to take home!

Figure Three: The Peg Board Grid

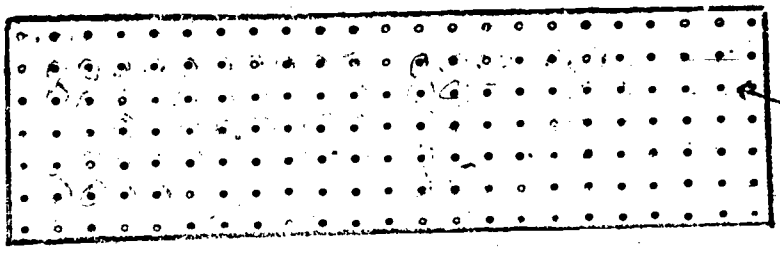


Figure Four: Partial View of Labeled Fasteners

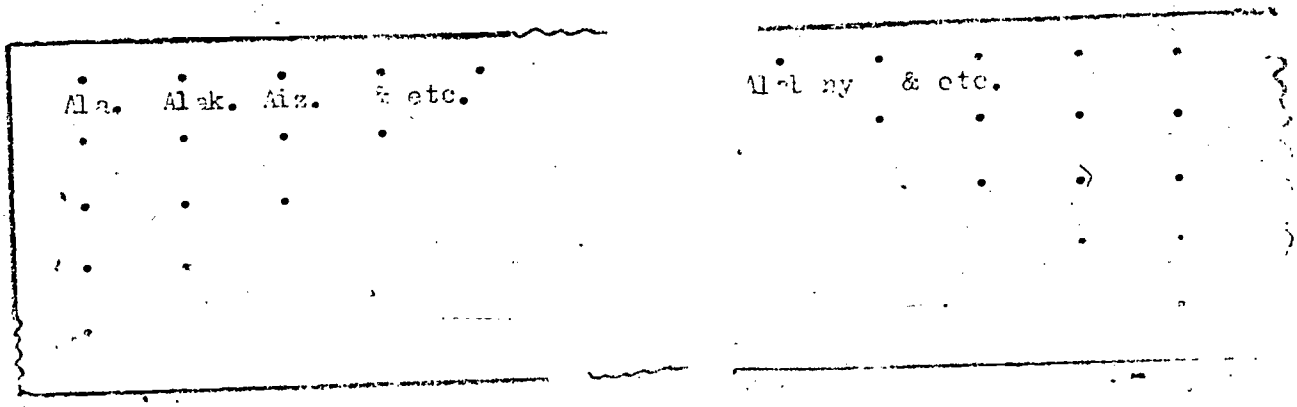
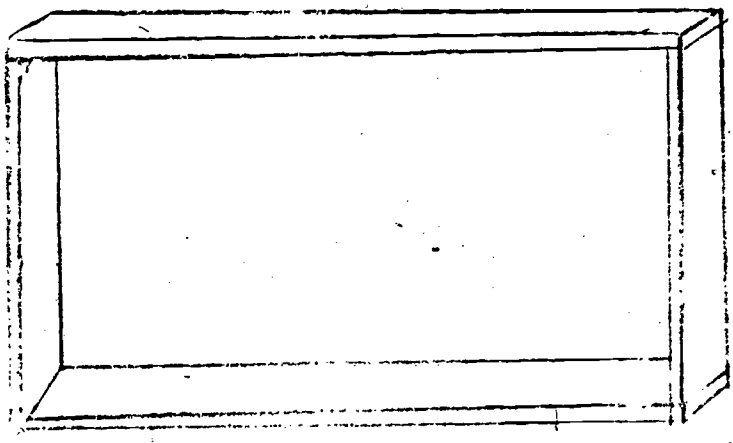
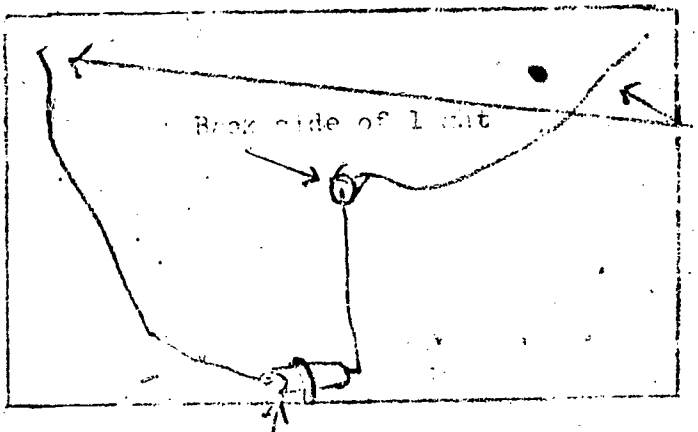


Figure Five: The Frame



4" x 3/4" lumber

Figure Six: The Light Bulb



[illegible] corners of the fabric [illegible] the board... [illegible] terminal [illegible] bring to [illegible]

[illegible] wall, fastened to [illegible] the frame. All connections [illegible] soldered.

CAREER EDUCATION

Grades 1 - 3

HANDCRAFTS

By:

Dennis Koster
William Hoffman

WOODWORKING

Working with wood among primary students seems to be very popular. Because of its accessibility in most homes and schools, children can continue their skills and interests where they wish to. The variety and choice of projects is unlimited and relies particularly on interest and awareness among the students involved.

Our main concern with primary students, in wood working, is to develop the following:

A) working with simple tools

B) working with materials

C) needed skills

D) occupational awareness

The following is a summary of various simple projects that can be effectively accomplished by primary students.

1. Bird house

Materials needed

wood

paint (thinner)

glue

nails

dowel

Tools needed

ruler

coping saw

vise

file

hammer

paint brush

sand paper

nail punch

hand drill

Procedure

Depending on the skills of the students you can make patterns from heavy tagboard for the size of the wood parts. It is important to have a model of some type, whether it be an actual bird house or an illustration, so the student can follow easier. At first, step by step progress should be followed, then as each individual becomes more confident they can work on their own.

Occupations

During the course of the project you as the teacher can make aware to the students what type of occupations use these skills. Example:

carpenter

painter

construction worker

builder, etc.

Other projects using the same skills, tools and materials:

bird feeders

book racks

cutting boards

treasure chests

wood burning

book ends

napkin holders

sailboats

LEATHER CRAFT

Children enjoy making decorative objects and can also make practical and useful things. Many of the objects made can be used by the student or given as gifts.

We have found that even though projects of this type are better suited for the upper elementary grades, a great appreciation and developmental skills can be accomplished by the primary youngster in working on these simple projects.

Leather Craft Projects

The projects listed below are made from kits as the primary child needs more than just a pattern when working with this type material.

wallets

coin purses

comb cases

bracelets

key cases

Materials needed

leather

lacing

cement

paste wax or saddle soap

Tools needed

leather needle

modeler

mallet

punch

Skills used

lacing using whipstitch

cutting slits for lacing

cementing

polishing

punching

measuring

splicing lace

Procedures

Threading the lacing needles and following directions in a step by step approach.

Cementing and polishing the finished project.

Occupations

Many people use these skills to set up private business in their homes. A leather craftsman is a highly skilled person. The children are made aware of this through even these simple projects.

FOIL

Materials needed

copper

brass

aluminum

wood

screws or nails

steelwool

picture hangers

carbon paper

wax or shellac

polishing cloth

sandpaper

Tools needed

square

ruler

hammer

brush

scissors

modeler

ball-pien hammer

center punch

Skills used

measuring

cutting

mounting

shaping

modeling

finishing

polishing

shellacking

designing

Procedures

Most of the foil work is done over a plastic mold. After the child has been helped in cutting his pattern he then works the metal with a modeler. When the desired result is finished, the child can help cut out a backing, and help nail his foil to it.

STYROFOAM

Some of the projects primary youngsters can handle are:

1) Christmas ornaments
2) Wall hangings
3) Easter novelties
4) Flower arrangements (very simple)
5) Masks
6) Houses (buildings)
7) Animated figures.

Two approaches can be used in working with styrofoam:

1) Pre-cut objects for the youngsters to glue together, decorate, paint, etc.
2) Have cardboard patterns made prior to the experience. Have the children cut their patterns out themselves with a hot wire styrofoam cutter. Then follow the procedure in number one.

Materials needed

styrofoam (sheets or pre-cut patterns)

styrofoam cutter

decorations

paint

pins

various yarns, borders, etc.

DECOUPAGE

Decoupage is the art of decorating surfaces with paper cut outs. For the primary youngster these cut outs can be already pre-cut or simple enough to be cut out by the youngster himself. The cutouts are then applied to a surface. The surface used can be previously prepared by the teacher with help from the student. The cutouts are then applied to the surface with a decoupage paste.

Materials needed

decoupage paste

paint

surface material (plywood, cardboard, etc.)

sandpaper

varnish

turpentine

glue

Tools needed

scissors

ruler

paint brushes

saw

OUR POST OFFICE

Betty Kennett
Cuscan Education Unit
Lincoln School

Introduction

The purpose of this unit is to develop and improve the children's understanding and appreciation of the postal system. The necessity of our dependence on a great variety of workers operating together to make this form of communication run smoothly should be stressed throughout the unit. This understanding and appreciation will be fostered by the study of the postal system's necessity, history, kinds of post offices, workers, types of mail and stamps. Also by learning how to address a letter, where to mail it, and the means of transportation used in delivering the mail.

Accomplishing satisfactory study of the post office will give the children the success which will encourage them to apply their knowledge, attitudes, and appreciations and skills in the study of other areas of career development.

Overview

This unit on the post office is designed for the second grade. It will last approximately three weeks, depending on the teacher and the class. The most favorable time to present the unit is about three weeks before Valentine's Day. The problem of how to deliver their parent's Valentines will motivate the children into the study of the post office.

The topic of the post office has been divided into ten sections. The arrangement of each section follows somewhat the route of a letter. However, the situation in some classrooms may differ with the suggested order. This unit is designed so that the order of the sections can be arbitrary. Each section contains objectives, major concepts and developmental activities.

1. objectives ------to be achieved in the study of the section.

2. major concepts--This is an outline containing many of the basic points which should be brought out about the topic. As the children participate and get involved in the activities and develop interests of their own this outline of the major topic will expand a great deal.

3. activities ---The students will participate in these activities in order to learn more about the topic by learning by doing. Through the activities the children will be encouraged to develop their own activities of their own.

[illegible] must be encouraged throughout the unit. Active participation is the key to successful learning. The teacher should encourage and reinforce classroom discussion, both for learning by the students [illegible]

Objectives

Knowledge...

1. The children will be able to name two different methods of delivering mail used before our system of today.
2. The children will be able to name similarities and three differences between a large city post office and a rural post office.
3. The children will be able to list various careers that are involved in the postal system.
4. The children will be able to write down four important reasons why we need a post office.
5. The children will be able to write down five of the various means of transporting letters.
6. When given three addressed envelopes, the children will be able to choose which envelope is correct.
7. In a given problem, the children will be able to match the postal service workers with their duties.
8. The children will be able to name and tell different types of mail.
9. When given five different kinds of stamps, the children will be able to say aloud what they are used for.
10. The children will be able to draw their pictures of places where they can mail letters. (The quality of the drawing is not important we are concerned mainly with the locations for mailing.)
11. When given various mixed up steps in the route of a letter the children will be able to arrange them in correct order.

Skills...

1. The children will be able to manipulate materials in the construction of the classroom post office.
2. The children will be able to properly address an envelope.
3. The children will be able to carefully wrap a package which will be sent through the mail
4. The children will be able to role play the various workers of the post office.
5. When given a map of the area of the school, the children will be able to mark the locations where letters can be mailed.
6. The children will be able to relate pictures to ideas and ideas to pictures. (ex. stamps, mailboxes, etc.)
7. The children will be able to compare one kind of post office with another; size, workers -purpose
8. The children will be able to use their new vocabulary words in proper context.
9. The children will be able to mail and deliver letters properly in their classroom post office.
10. The children will be able to [illegible] reports or mail they have sent and received from different parts of the United States.
11. The children will be able to [illegible] conclusions from facts and relationships.
12. The children will be able to [illegible] by the inquiry-discovery method.

Attitudes and Appreciations...

1. The children will develop an appreciation of the post office.
2. The children will show courtesy and will listen to the postman when he comes to visit them.
3. The children will develop an appreciation of the different means of transporting mail: boats, trucks, planes, etc.
4. The children will be able to realize that it takes many people working together to make the postal system successful.
5. The children will be able to realize that other countries besides the United States have postal systems also.
6. The children will be able to work together cooperatively in the construction of the classroom post office.
7. The children will be able to realize the importance of participating in classroom discussions.
8. The children will be able to say that we advantages we receive because we have a postal system.
9. The children will show improved community relations and courtesy towards others.

Objectives, Major Concepts, and Developmental Activities

Motivational Activities

1. Create interest by bringing in [illegible] as you can find about the post office.
2. Make a bulletin board explaining the route of a letter.
3. Post office poems, songs and stories.
4. Show films and filmstrips about the post office.
5. Make a mobile showing the different ways in which mail has been and is delivered. (ex. stagecoach, slave, pony express, jet, truck, train, boat, dog sled, etc.)
6. Discuss occupations of fathers to see if they are connected with the postal system.
7. Ask the question; "How would we send important messages to people far away if we did not have a post office?"
8. Have the children be making Valentines for their parents. Lead them to the discussion of the post office by asking them how we could send the Valentines without delivering them ourselves. Have the children mail their letters in the nearest mailbox. If possible, make it at a time when the mailman is picking up the letters.

The Necessity of the Post Office.

Objectives:

1. The children should be able to name aloud, three important reasons why we need a post office.
2. When given a list of organizations, the children will check off the post office as a community helper.

Major Concepts:

1. The post office is operated by the government.
2. The post office delivers messages out of cities, states, and countries more economically than long distance telephone calls.
3. The post office delivers messages and packages all around the world.
4. The post office delivers important news.
5. The post office delivers personal mail; a letter to Grandmother in a different city.
6. The post office delivers business communications; a store announcing it's semi-anual sale.

Activities:

1. In class discussion, have the children name people who live out of town that they receive and mail letters to.
2. Display a large map of the world and have the children pin stars on locations where they have sent or received mail.
3. Have the children write a few complete sentences stating why they feel the post office is important.

The History of the Post Office . . .

Objectives:

1. When given the list; slaves, jets, stagecoach, and pony express, the children will be able to put them in chronological order.
2. The children will be able to reply that when there are more people, there will be more mail.

Major Concepts:

1. The postal system is not new, it began over 5,000 years ago.
2. Kings long ago would sent their slaves to deliver messages.
3. Pony express started in Egypt many years ago. (7,000)
4. Roman rulers used a mail wagon.
5. The more people there were, the more mail there was to deliver.
6. The pony express was used again in the early United States to deliver mail long distances.
7. The stagecoach was another important way of delivering mail.
8. Today we use faster and more efficient methods to deliver mail. (ex. trains, jets, boats, trucks)

Activities:

1. The children can write a story about [illegible] mail service used in history.
2. The children can make a map of the early United States pony express and stagecoach route. (Make sure to include on the route the major cities at that time.)

The Post Office

Objectives:

1. The children will be able to state the differences between a large city post office and a small town post office.
2. The children will be able to say that all letters or packages mailed anywhere will go to the nearest post office where it will be sorted for delivery.
3. The children will be able to go to the post office, buy a stamp and mail the letter in the correct place by themselves.
4. The children will be able to write down two kinds of post offices on wheels.

Major Concepts:

1. The more people there are, the larger a post office they need.
2. The large city post office is very different from the small city post office:

   A. Size

      1. The large city post office is very big.
      2. The small town post office is very small.

   B. Windows

      1. The large city post office has many windows to take care of the mailing business.

         a. Stamp window - They sell the stamps.
         b. Parcel post - They weigh the packages and stamp them here.
         c. General delivery - When people move to a new city and they do not know where they are going to live, they have their letters sent to the post office. They come to the general delivery window to pick up their letters.
         d Registry - People who want to send money through the mail come to this window to have it registered. If the money is lost the post office will pay the money back to the sender.

      2. Opposite windows - There will be a slot for the air mail, out of town mail and city mail.

2. The small town post office usually has just one window. All of the mailing business is done there.

C. Mail Delivery
1. The large city post office has many postmen to deliver mail.
2 The small town post office has the people come and pick their own mail.

3. There is a railway mail car which is a post office on a train that travels between cities.

4. There is the Highway post office too. It is a bus in which mail clerks work in. Their jobs just the same as mail clerks on trains or in city post offices.

5. The post office has a dead letter box for letters with incorrect mailing addresses and no return addresses.

Activities:

1. Make a post office in the classroom.

A. Procedure:

1 Observe town buildings and discuss materials need.

2. Work together with the class in making overall plans of what they are going to do.

3. Make a frame (with help) and [illegible] brown paper to cover the frame.

4. Paint bricks on the paper.

5. Cut out stamp window, parcel post window, general delivery window, registry window and mail chutes for all but of town and local mail.

6. Make signs to post above each window.

7. Make [illegible] to be used as [illegible].

8. Attach the brown paper [illegible].

9. Place tables [illegible] in the post office.

10. Make a dead letter [illegible].

11. Make play stamps and money. Arrange them in their proper places.

12. Make a corner mailbox.

13. Assign two clerks and four mailmen and one postmaster. (Rotate these jobs so that each member of the class gets a chance to play a part.)

NOTE It is important that the children and the teacher work together in making the post office in the classroom. That way they will feel as the post office is theirs and will be more enthused. Also, with their planning and working, a greater learning experience will take place.

People Working for the Post Office . . .

Objectives:

1. In a given problem, the children will be able to match five postal service workers with their duties.
2. The children will be able to role play the various workers of the post office.

Major Concepts:

1. It takes very many people working together to make the postal system operate smoothly.
2. Postmaster - He is in charge of the whole post office. He makes sure that everything run smoothly.
3. Window workers - A post office in a large city needs at least one worker for each of these windows.
   a. Stamp window
   b. Parcel post window
   c. General delivery window
   d. Registry window
   e. Deposit window
4. Clerks - There are very many clerks to do all kinds of jobs. A clerk is needed to do each one of these duties:
   a. Sort the mail according to offices.
   b. Sort the mail according to destination.
   c. Put the mail in pouches and load on trucks.
5. Truck drivers - They bring the mail to the correct post offices.
6. Postmen - A faithful worker who will carry the mail on his own route and deliver it every day in all kinds of weather.

Activities:

1. Have a mailman visit the classroom. Be sure the children ask him questions.
2. In the classroom post office, have the children play the roles of the various post office workers.

3. Have a classroom discussion on ways people can help the mailman.

Ideas:

a. Be courteous.

b. Address packages and letters correctly and neatly.

c. Use correct postage.

d. Keep dogs away.

Different Kinds of Mail . . .

Objectives:

1. In a matching question, the children will be able to match the various kinds of mail with their definition.
2. When shown things to mail, (ex. letters, postcards, newspapers, packages, and money), the children will be able to suggest the best way of mailing them.

Major Concepts:

1. First Class Mail - used for letters, postcards, and small packages.
2. Second Class Mail - used to send magazines and newspapers.
3. Third Class Mail - used by companies and stores to send out merchandise ads.
4. Air Mail - Mail that the sender wishes to go by airplane so that it will get to its destination faster. A special stamp must be bought for this type of delivery.
5. Special Delivery - Important mail that is delivered by the special delivery postman.
6. Registered Mail - this is money sent through the mail. It is insured. In case of loss, the post office will pay you the money back.

Activities:

1. Through the class run post office, the children can practice sending the different types of mail.
2. The children can bring examples from home of the various kinds of mail. Everyone can work together to make a "bulletin" board to display what they have brought.

Stamps . . .

Objectives:

1. When given five different kinds of stamps, the children will be able to say aloud what they are used for.
2. The children use the inquiry - discovery method to notice that there are many different types of stamps.

Major Concepts:

1. Stamps come in many costs:
   1¢, 2¢, 6¢, 10¢ . . .
2. Today it costs 10¢ to mail a regular letter.
3. There are many different kinds of stamps:
   a. regular
   b. Stamps that show special occasions, events and important people.
   c. airmail
   d. special delivery
   e. Stamps are really much that more than you think of all the people working in the post office to bring you mail.
4. Each country has their own stamp. They will tell the name of the country and how much the stamp is worth.

Activities:

1. Have the children bring all the different stamps they can find.
2. The children make stamps for the classroom post office.
3. Get the children interested in starting a collection as a hobby.

Ways Mail Travels . . .

Objectives:

1. The children will be able to write down five of the various means of transporting letters.
2. The children will gain experience in the inquiry - discovery method as they look up information on transporting mail.

Major Concepts:

1. Mail travels all around the world. Therefore, many means of transportation are needed to deliver this mail.
2. Trucks are the most popular method for transporting mail. They are used to deliver mail in local places.
3. Airplanes transport mail real fast. It costs more, but your letter gets there sooner.
4. Railroad trains have special mail cars. (Sometimes the train does not stop. Mail is thrown off and it is put on the train by a mechanical arm.)
5. Ships bring mail across the ocean. This is especially good for large packages.
6. Camels are used to bring mail across the desert.
7. Dogsleds are used to bring letters and packages across the snow.
8. Helicopters bring mail where airplanes can not land.

Activities:

1. Have the children draw and color pictures of vehicles which carry mail.
2. Give situations of mailing letters or packages to certain destinations. Ask the children what they think should be used to transport the mail. (Ex. A large package to France - boat.)

Addressing Envelopes and Wrapping Packages . . .

Objectives:

1. The children will be able to correctly address an envelope.
2. The children will be able to write down properly their own complete address.
3. When given string, paper and a box the children will be able to wrap up the package, tie the string around it, and address it correctly.
4. The children will be able to give one very good reason why addressing an envelope clearly is important.

Major Concepts:

1. A clearly addressed envelope will ensure prompt delivery.
2. There are six important parts to remember in addressing an envelope:
   a. Receiver's name
   b. Receiver's street and number
   c. Receiver's city
   d. Receiver's state
   e. Receiver's zip code
   f. Sender's complete return address
3. The zip code is a numbering system with a separate code number for each city in the United States. This code system helps to make the mail move faster.
4. The return address is important because if for some reason the letter can not be delivered, the letter will be returned to the sender.
5. Packages sent through the mail must be wrapped carefully so that they will stay together through delivery.

Motivation:

1. Art: Use the children's ducks, if ready to mail to their pen pals, near the run-

Number each child's desk to represent a house number. Have the children write letters to each other. Make sure they properly address the envelopes. The letters can be mailed in the classroom post office. (This idea can be used to mail their Valentines to each other.)

2. Bring various objects, different size boxes, brown wrapping paper, tape and string to the classroom. Have the children practice wrapping the objects so that they will be the most suitable to go through the mail.

Places to Mail Letters . . .

Objectives:

1. The children will be able to name three locations in their area where they can mail their letters.
2. The children will get map practice by locating these places on a map of the school area.

Major Concepts:

1. Letters can be mailed in various places.
2. Many city street corners have collection mailboxes. Mailmen will bring these letters to the post office.
3. You may hand the letter to the mailman when he comes to your door.
4. Large buildings have chutes to put letters in.
5. If you need to buy a stamp, it is handy to mail your letter at the post office.
6. Airports, train stations and bus stations have places for travelers to mail letters
7. The office in the school has a place where the mailman will pick up letters to be brought to the post office.

Activities:

1. Make a map of the school area. Have the children put in the places where letters can be mailed.
2. In What People Do, from the Bilingual series, there are pictures of mail boxes from various countries. Show these to the children and ask them to make their own mail box. Encourage originality!

Route of a Letter, Step by Step . . .

Objective:

1. In order for the children to appreciate all the work that is done in mailing a letter, they must know the steps in the route of a letter. My objective is that the children will be able to put in correct order, the mixed up steps of the route of a letter.

Major Concept:

1. Even though mail is usually delivered very fast, there are many steps in the route of a letter from one destination to the next:
   a. Write the letter.
   b. Address the envelope correctly.
   c. Put the stamp on the upper right hand corner of the envelope.
   d. Mail the letter.
   e. A mailman picks up the letter and brings it to the post office.
   f. The letter is sorted to size.
   g. The letter is post marked and cancelled.
   h. The letter is routed according to the post office near its destination.
   i. The letter is put in pouches and transported by trains, planes, helicopters, boats, etc...
   j. At the nearest post office, the mail is sorted according to the mailmen.
   k. The mailmen sort their own mail on their route according to house addresses.
   l. The mailmen deliver the letter.

Activity:

1. In the classroom post office, have the children go through all the steps in the route of a letter. (Make sure that each child has a chance to play a part.)

Vocabulary Words

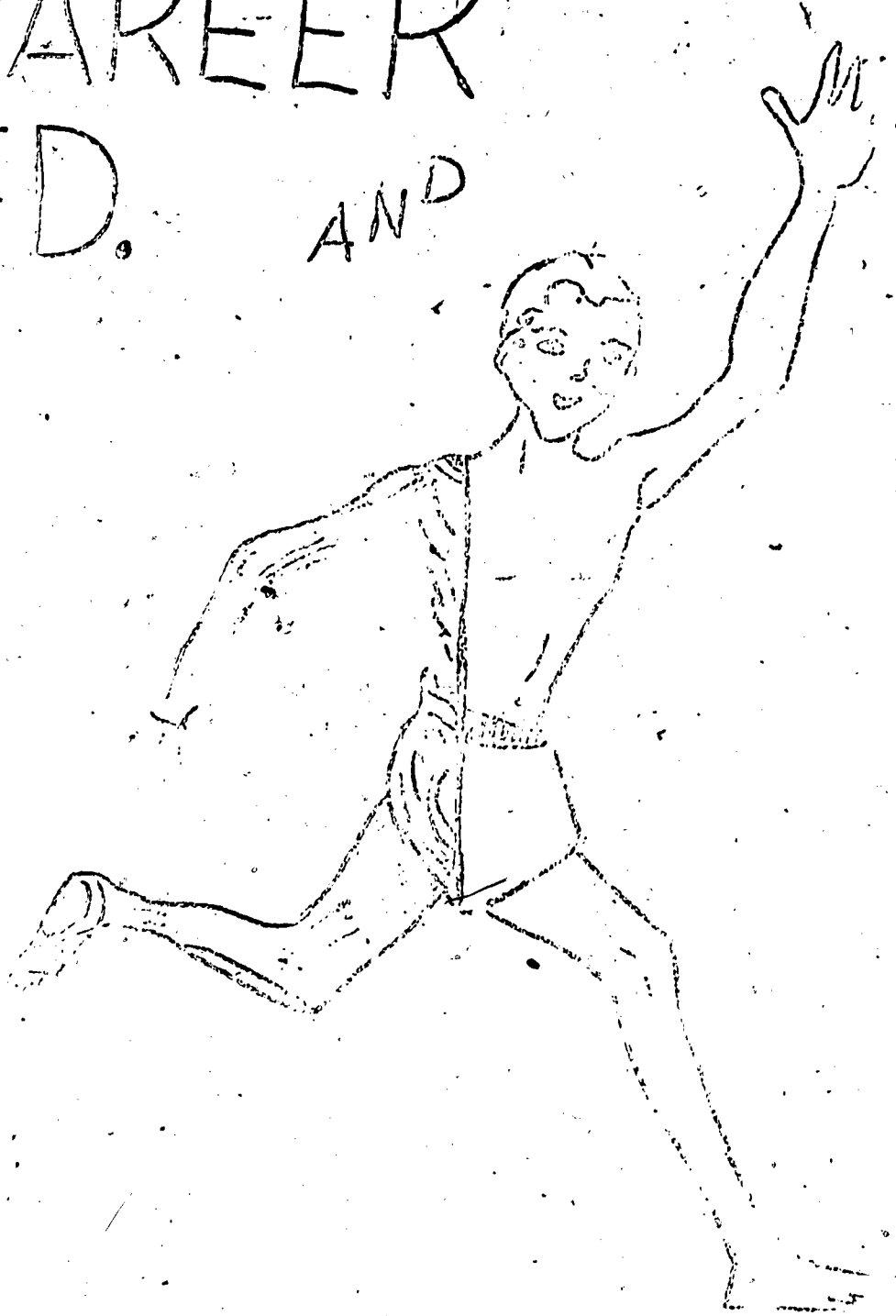
address
air mail
cancellation
chiter
clerk
committee
communication
dead letter
delivery
deposite
distance
envelope
first class
general delivery
helicopter
highway
insurance
letter
local
message
parcel post
pony express
postmark
pouches
receiver
registered
registry
route
rural carriers
Second class
sender
special delivery
stagecoach
stamps
Third class
transport
zip code

NOTE This list is flexible to serve the needs of the class. Words may be added or cut when presented to the students. Also, some of these words could be used in the weekly spelling lesson.

Culminating Activities

1. A visit to the post office. Have the children each bring a letter which they can mail at the post office. (This could be a Valentine.) They could watch their own letters be sorted, postmarked, cancelled, sorted again and shipped in pouches. Personal experience can be very benificial!
2. Have a class discussion about the post office and how it operates. The teacher can guide the discussion along by asking the question, "What would be your favorite job in the post office?"
2. If the unit is presented right before Valentines Day, the teacher can hand out a list of all the class and their classroom addresses. This way, all the letters are all mailed and delivered through the classroom post office.
4. Encourage the children to start a hobby of stamp collecting.
5. A follow up on the study of the post office can be a unit on another form of career education.

CAREER ED. AND PHYSICAL HEALTH



I. Physical Health

A. Hair
1. Appearance
2. Baldness
3. Gray Hair

B. Eyes
1. Parts -- Structure
2. Defects, Injuries & Care
3. Eye Test

C. Ears
1. Parts -- Structure
2. Care
3. Hearing Tests

D. Teeth
1. Structure
2. Care

E. Skin
1. Structure
2. Oil Glands & Care

F. Brain
1. Structure
2. Impulses of brain in nervous system

G. Nose, Throat
1. Structure
2. Care

H. Heart & Blood Vessels
1. Structure & Function of Heart
2. Structure & Function of Veins
3. Diseases

I. Bones of Body
1. Skeleton
2. Posture

J. Test & Evaluations

K. Involve Careers in each Area and Evaluate

Part

3. What are the parts of your hair?

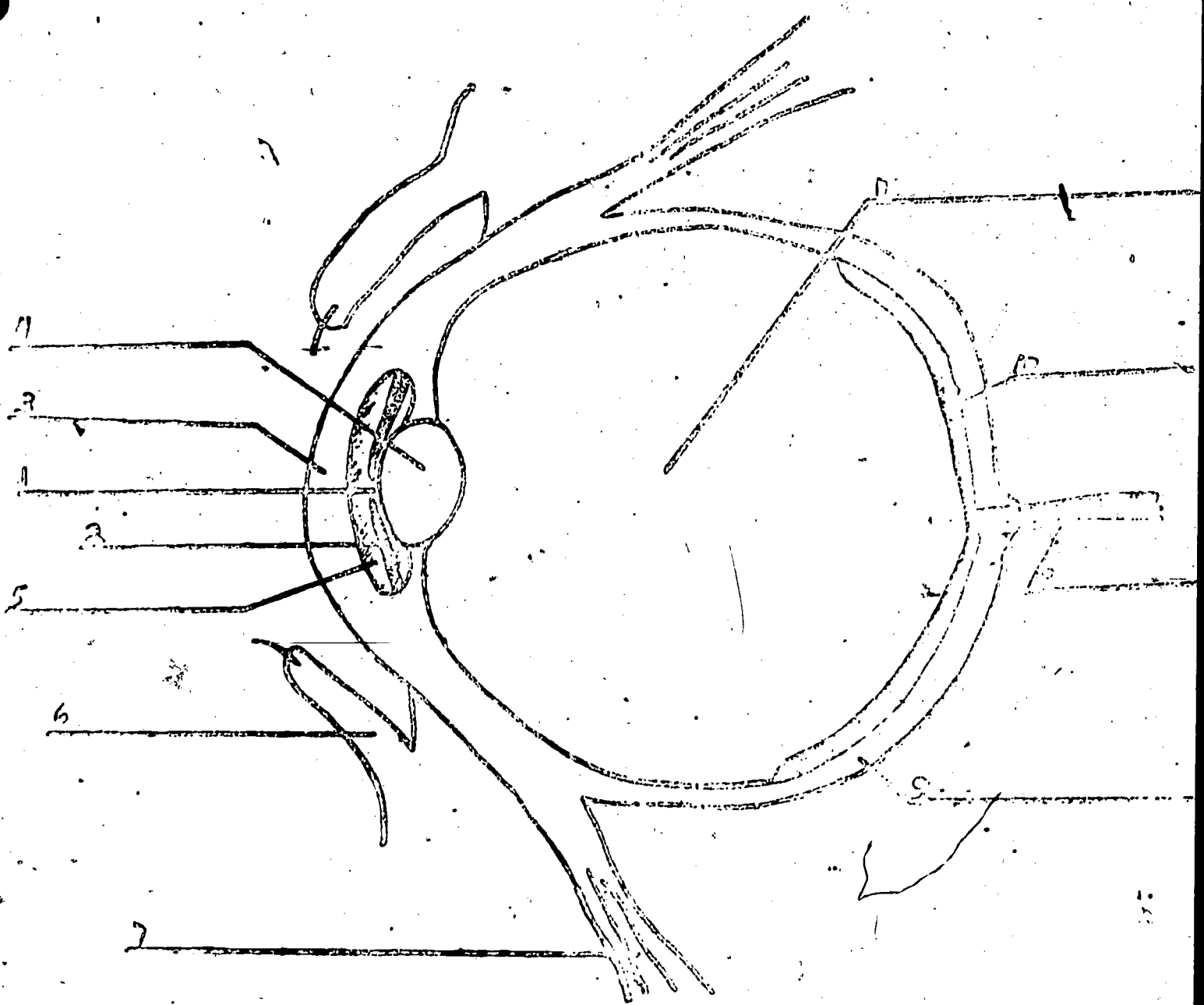
2. What causes baldness?

3. Is there a "cure" for [illegible] hair?

4. Why do young people have "dry hair"?

5. What are common diseases of hair and scalp?
a. What can be done about them?
b. How to a dermatologist?

Label each numbered part.



Name _____

Test

I. Write the meaning to the following terms:

A. Iris

B. Pupil

C. Cornea

D. Lens

E. Eyelid

F. Retina

G. Optic Nerve

H. Aqueous Fluid

I. Sclera

J. Eye Muscle

K. Vitreous Fluid

II. What is nearsightedness and how can it be corrected?

III. What is farsightedness and how can it be corrected?

IV. What is astigmatism?

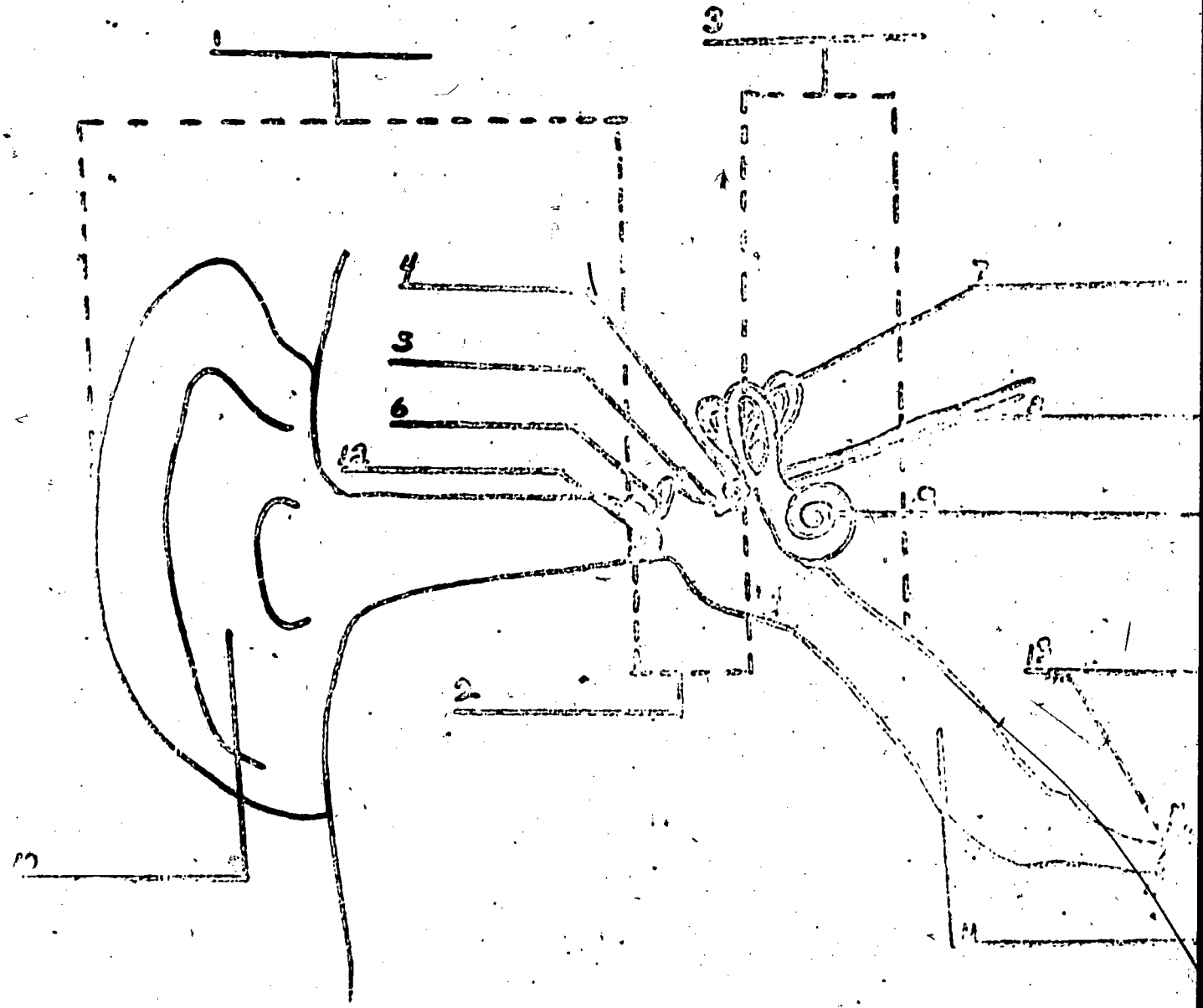
V. What do these people do?

A. Ophthalmologist

B. Optometrist

C. Optician

Lable each numbered part



Name _____

I. Look up the following terms:

A. Crown

B. Neck

C. Root

D. Enamel

E. Dentin

F. Pulp Chamber

G. Gum

H. Cementum

I. Root Canal

J. Jaw Bone

K. Incisor

L. Cuspid

M. Bicuspid

N. Molar

II. What causes tooth decay? How can it be prevented?

III. What is dental floss?

IV. What is fluoridation?

V. Can anyone have false teeth? How do you get them?

VI. How many teeth should an adult have?

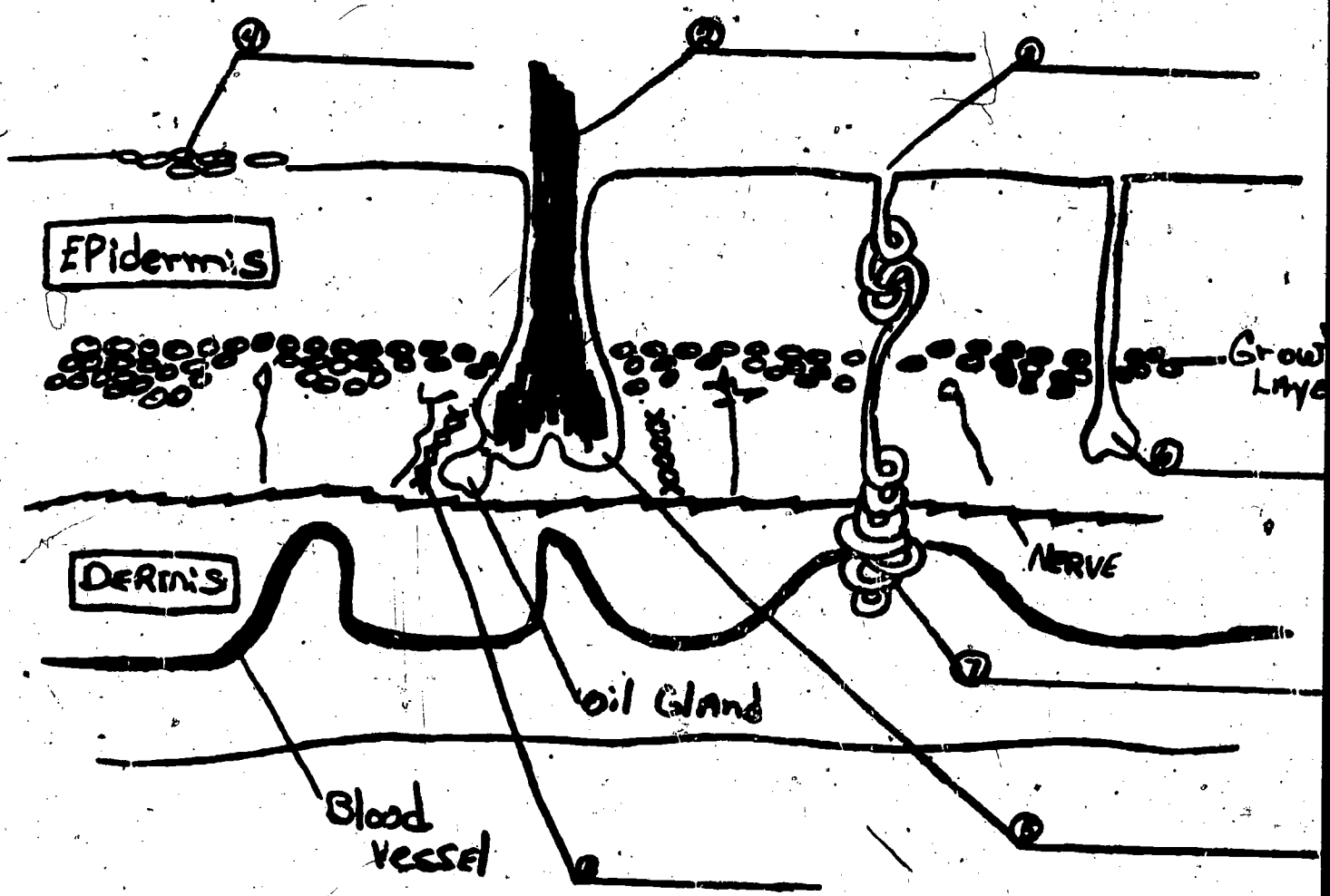
VII. What is the American Dental Association?

Draw and label a picture of a tooth, using the terms on the preceeding page.

I. Make a list of equipment used by a dentist.

II. Draw or collect pictures to help with number I.

LABEL the SKIN



Skin

I. Find the meanings to these terms:

A. Epidermis

B. Dermis

C. Pore

D. Hair Shaft

E. Oil Gland

F. Sweat Gland

G. Hair Follicle

H. Acne

I. Blackhead

II. What are cosmetics?

A. List different kind of cosmetics.

III. What name is given to a skin specialist?

IV. What is "Athlete's Foot"?

A. How do you contact "Athlete's Foot"?

B. How do you treat it?

V. Write a paragraph or two about sun tanning and sun burning.

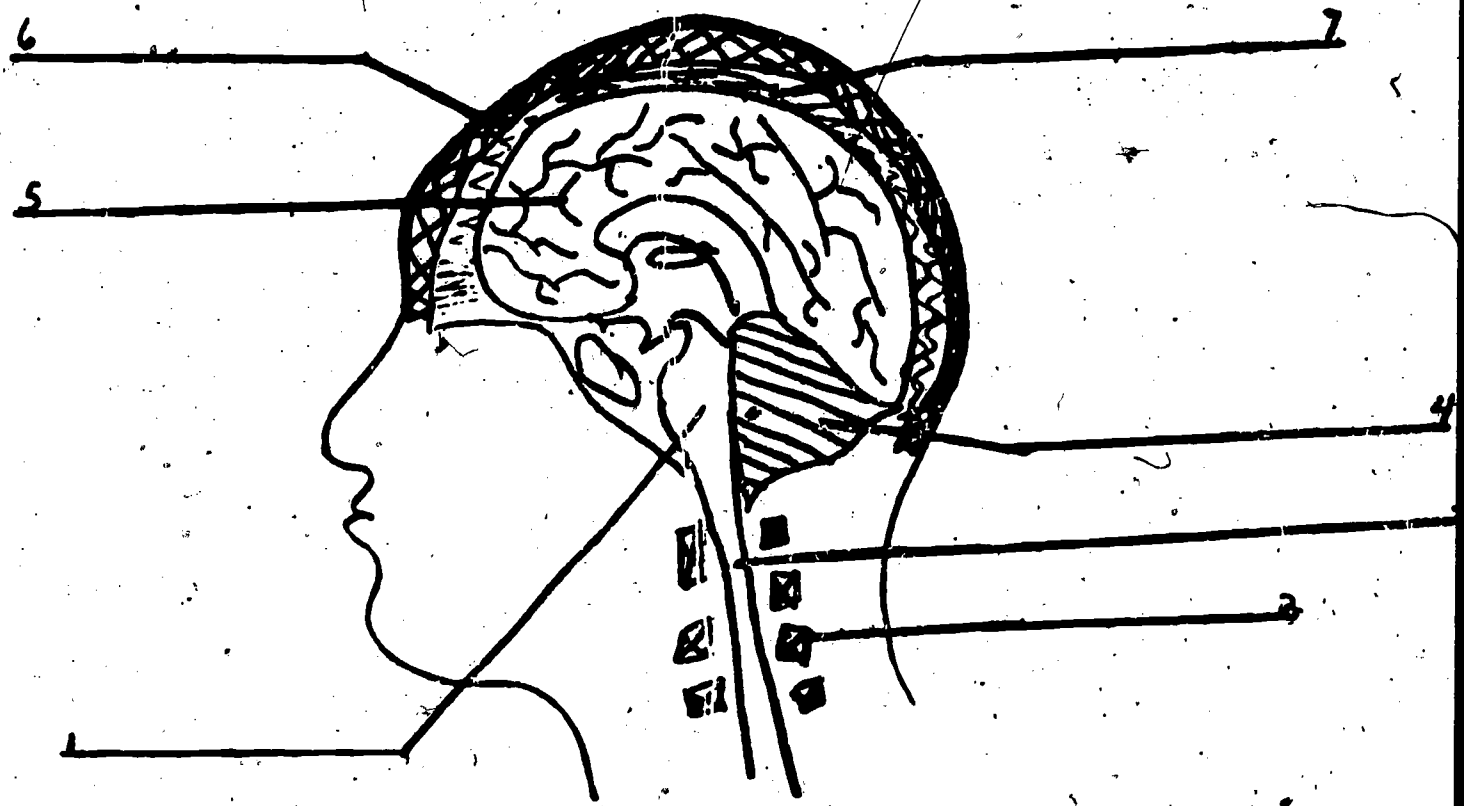
VI. What are blisters?

VII. Why does the body sweat or perspire?

VIII. What is a floor burn?

III. Draw a poison ivy plant and tell what happens when it comes into contact with the skin.

Label the Parts



Brain

I. Look up the following terms and describe the function of each.

A. Cerebrum

B. Skull

C. Menings

D. Cerebellum

E. Spinal Cord

F. Vertebra

G. Medulla

II. What is the function of the brain in the nervous system?

III. What does it mean "to think"?

IV. Find out about the training a doctor has to take to become a brain surgeon.

Nose and Throat

I. Write meanings to the following terms:

A. Sinus

B. Nostril

C. Palate

D. Tongue

E. Pharynx

F. Tonsil

G. Uvula

H. Epiglottis

I. Adam's Apple

J. Trachea

K. Larynx

L. Esophagus

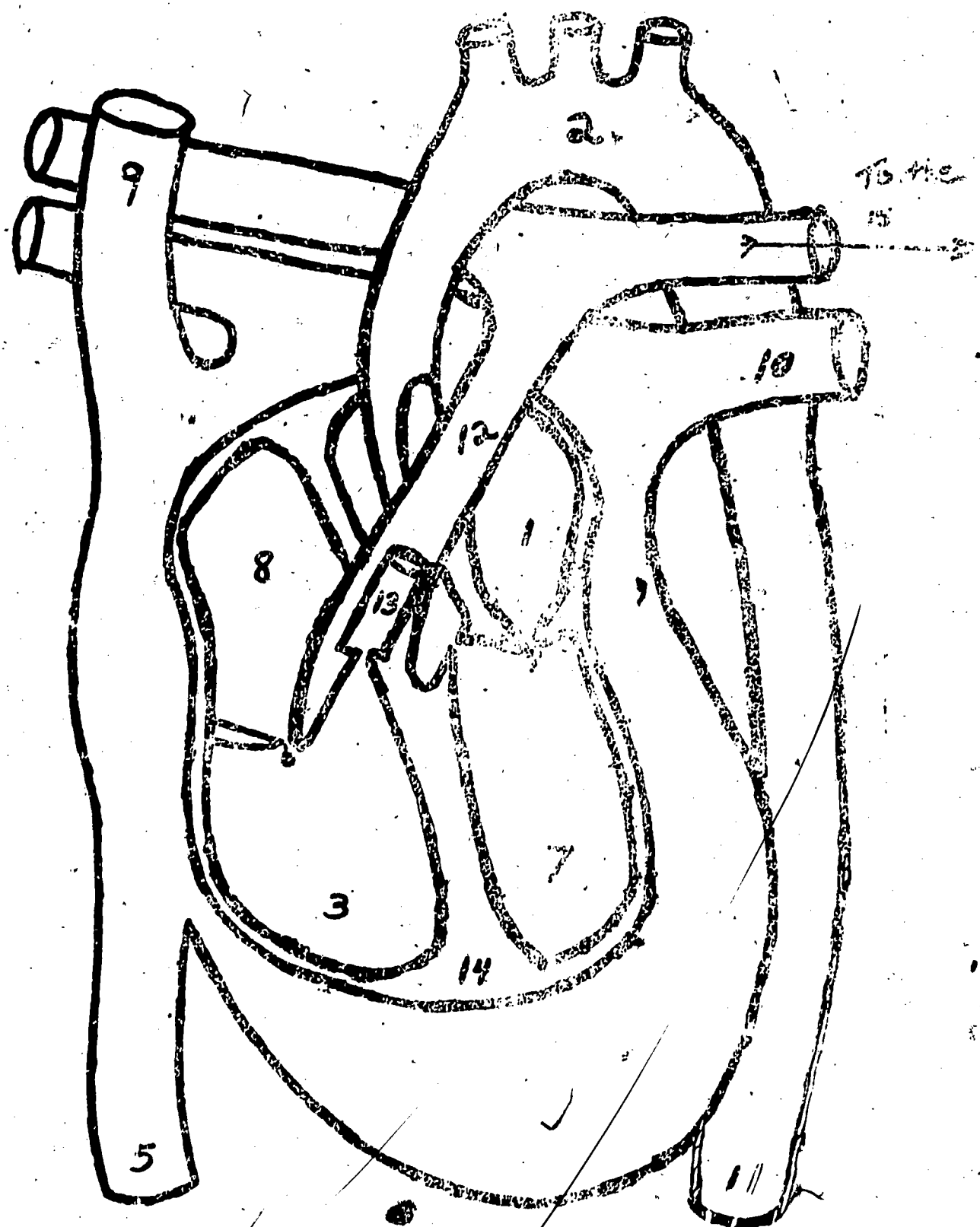
M. Adenoid

N. Septum

II. Find out and make a list of diseases which are common to the nose and throat area.

III. Explain what to do for the common cold.

Label The Parts on Answer Sheet



Answer Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Inferior Vena Cava
Right Auvicle
Pulmonary Artery
Lung
Left Ventricle
Aorta
Mitral Valve
Kidney
Liver
Tricuspid Valve
Septum
Pulmonary Vein
Right Ventricle
Chest
Left Auricle
Superior Vena Cava
Semi Lunar Valve
Large Intestine

Heart and Blood Vessels

I. Important terms to look up:

A. Vein

B. Artery

C. Capillaries

D. Aorta

E. Vena Cava

F. Pulmonary Atery

G. Pulmonary Vein

H. Right Ventrical

I. Left Ventrical

J. Right Auricle

K. Left Auricle

L. Plasma

M. Red Blood Cells

N. White Blood Cells

O. Platelets

II. How much blood in the body?

III. List the four basic blood types.

IV. What is blood pressure?

V. What is your pulse?

VI. Who is the doctor given credit for the first heart transplant? Where did this take place and who was the patient?

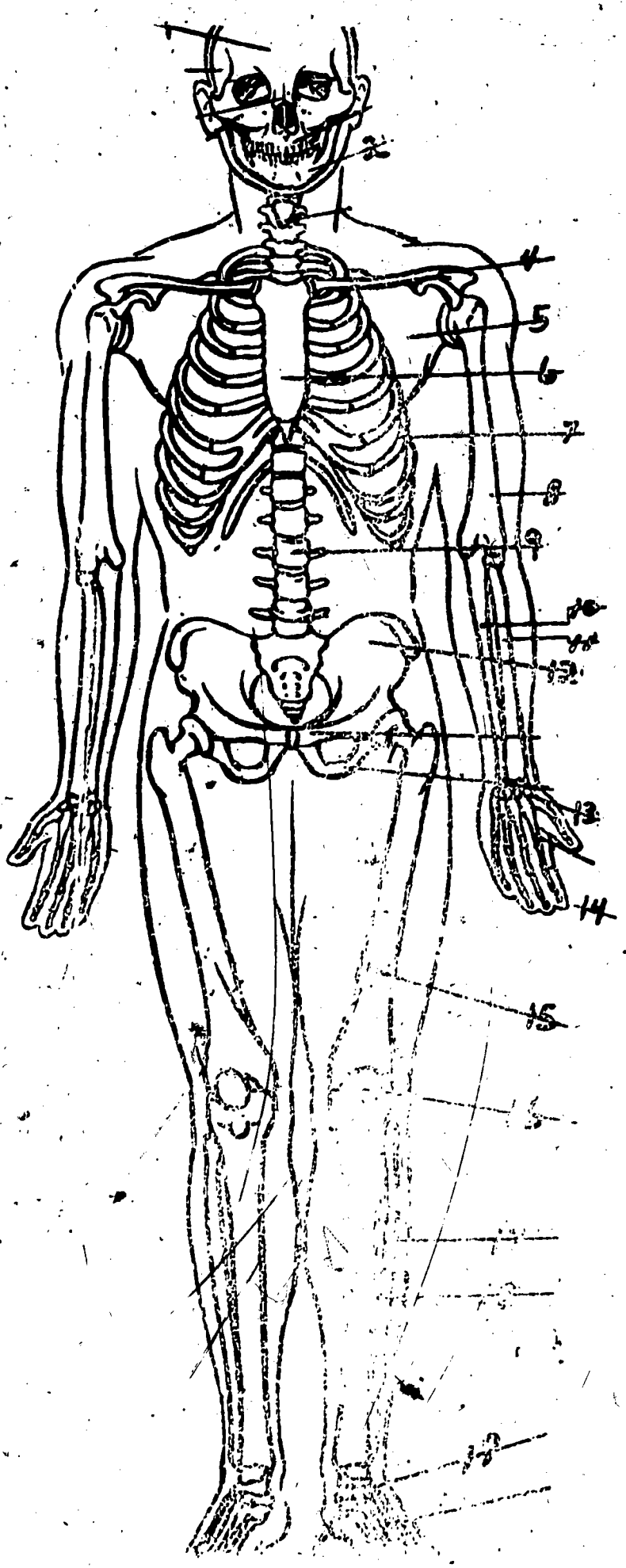
VII. List and explain three diseases that affect the circulatory system.

A.

B.

C.

LABEL THE SKELTON ON THE NEXT PAGE



Skelton Labeling Page

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Bones and the Skeleton

I. Look up the following terms:

A. Ligaments

B. Tendons

C. Joints

D. Skeleton

E. Posture

F. Rheumatism

G. Muscles

H. Exercise

I. X Ray

II. List the different types of joints.

III. What is the correct name for a bone specialist?

IV. What is a chiroprator?

V. Find out about two bone or skeletal disorders.

A.

B.

VII. Arrange the following list of occupations in the order in which you think posture would be most important to success.

Model	Salesperson
Dress Designer	Business Executive
Architect	Pianists
Actress	Factory Worker
Actor	Circus Acrobat
Soldier	Baseball Player
Teacher	Airplane Pilot
Ballet Dancer	

Resource Persons:

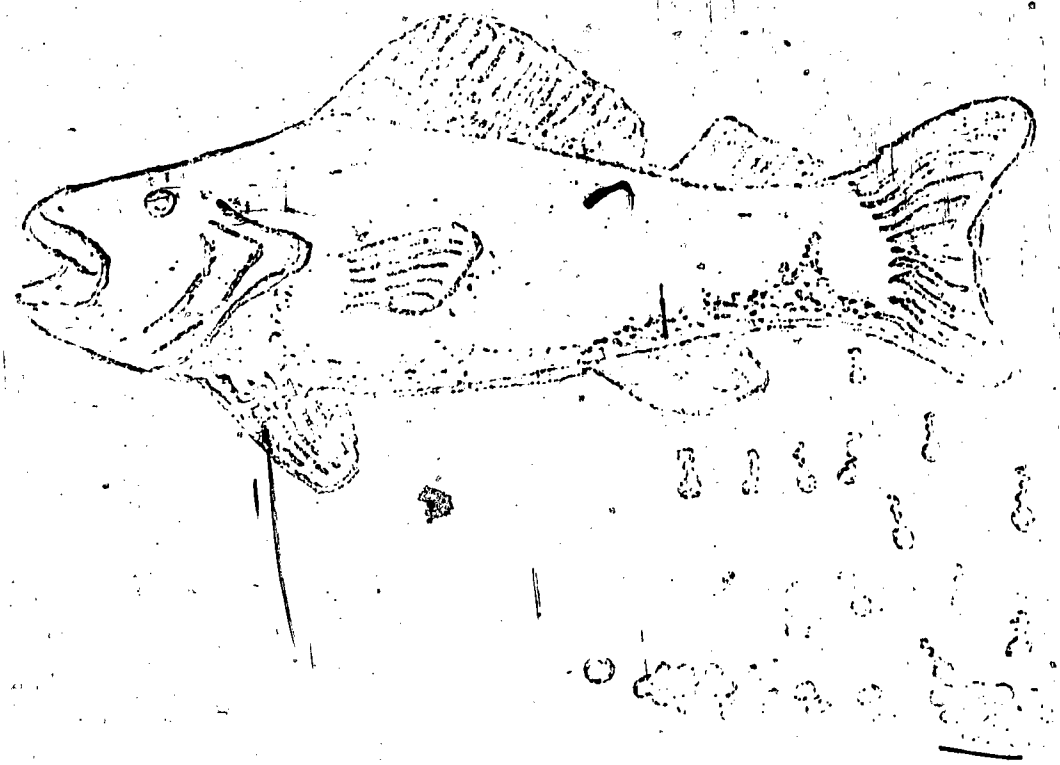
1. Ike Isaacson	Barber
2. Gale Panger	Barber
3. R. Johnson	Optometrist
4. R. Olin	Optometrist
5. L. Kainu	School Nurse
6. Norma Bayard	School Nurse
7. Karl Kaufman	Dentist
8. Jack Tomhave	Dentist
9. John McGregor	Dentist
10. H. Scheibe Jr.	Dentist
11. Mrs. Donald Anderson	Nurse
12. Carol Thompson	Carlton County Nurse
13. Dr. R. R. Puumala	Doctor
14. Dr. Swenson	Doctor
15. Dr. Lloyd Backus	Doctor
16. Mrs. Mert Henrum	Nurse

Possible Field Trips:

1. Visit a barber shop - Cloquet
2. Visit a beauty salon - Cloquet
3. Plymouth or Kindy-Duling Optical - Duluth
4. Twin Ports Opticians Inc. - Hearing Aids - Duluth
5. Medical Arts Building - Duluth
6. Dental Office - Cloquet
7. Cloquet Hospital
8. Local Nursing Home
9. Red Carpet (Wigs)

Possible Field Trips

1. Cloquet Memorial Hospital
2. Doctor's Office
3. Animal Hospital
4. Medical Arts - Duluth
5. St. Luke's Nursing School
6. School Nurse's Office



General Course Outline for Family Living

I. How does a new life begin

A. Reproduction of fish

B. Reproduction of birds

C. Reproduction of mammals

II. Differences in individuals

A. Chromosomes

B. Genes

1. Dominant

2. Recessive

C. Sex of a child

D. How does heredity affect an individual

III. Film - "Boy to Man" or "Girl to Woman"

A. Viewing of film

B. Discussion

C. Question and answer period

NAME _____

SECTION _____

FAMILY LIVING

1. Explain the following terms in your own words:

   a. reproduction -

   b. sperm -

   c. ovum -

2. What are some needs of a baby after it is born?

3. What is meant by the term heredity?

4. Give the meanings for the following words:

   a. identical twins -

   b. fraternal twins -

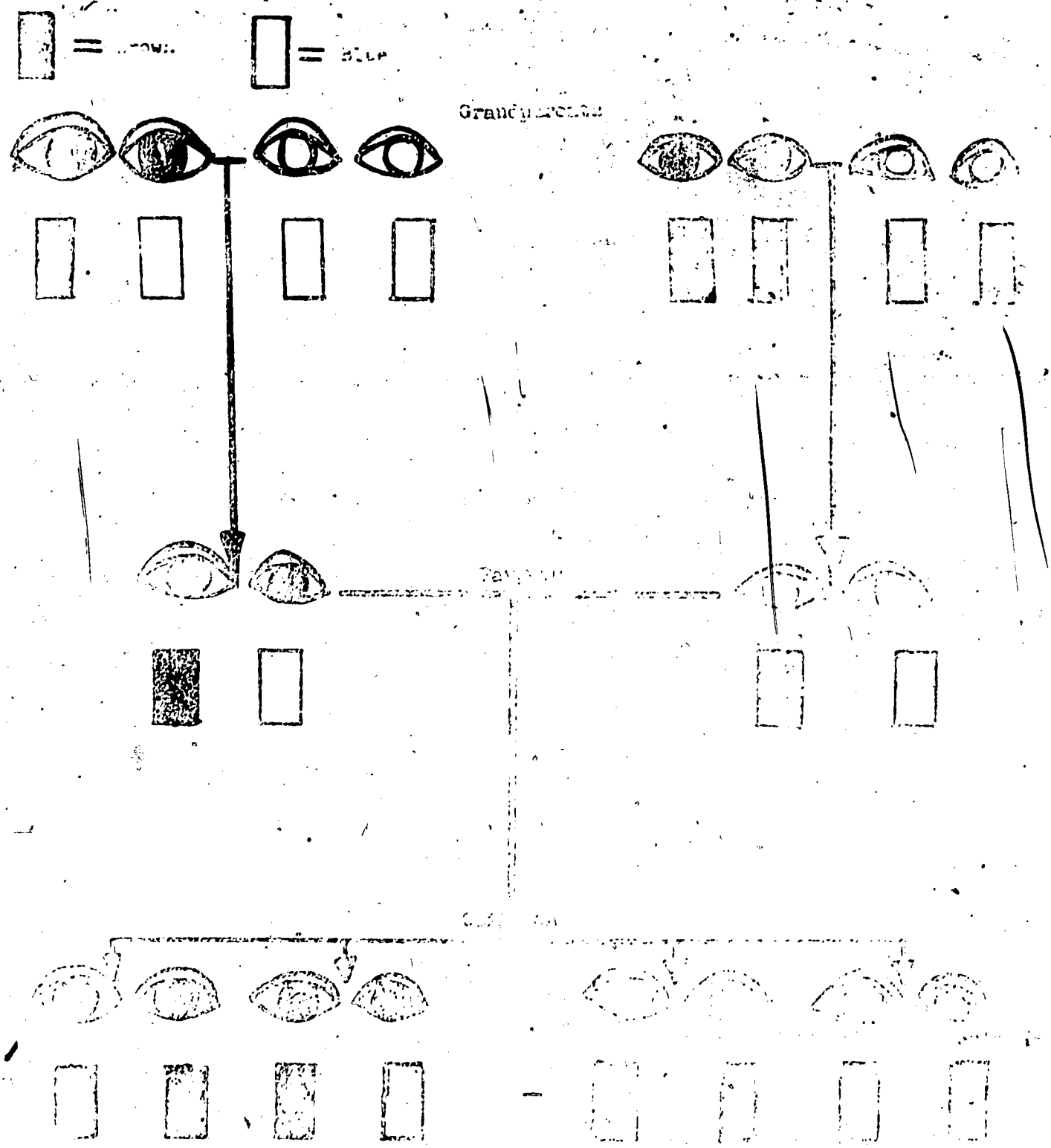
   c. [illegible] -

   d. chromosomes -

5. How do girls reproduce?

   How do [illegible] reproduce?

   How do males reproduce?



FAMILY LIFE TEST

Part III: Underline the best answer.

1. An egg cell cannot develop into a new life until it is
   a. ready
   b. hatched
   c. fertilized

2. The female egg cell is called
   a. the ovum
   b. the gene
   c. the sperm

3. Among fish, fertilization usually occurs
   a. inside the female fish's body
   b. outside the female fish's body
   c. rarely, if ever

4. Among mammals, the developing baby is usually protected until birth
   a. within the mother's body
   b. outside the mother's body
   c. in the hospital

5. Mammals are creatures that
   a. have no backbone
   b. give no care to their young
   c. have backbones and feed the young with the mother's milk

6. Identical twins are babies that have developed from
   a. a single fertilized cell
   b. two fertilized egg cells
   c. three fertilized egg cells

7. The human baby is dependent on the parents for more years than
   a. a little over a month
   b. a year after birth
   c. a considerable time after birth

8. Genes are
   a. creatures of prehistory ancestors
   b. another name for sperm
   c. responsible for all your attributes

Part III: (Cont'd.)

9. If a sperm cell with a Y chromosome fertilizes the egg cell, the baby will be

   a. a boy
   b. a girl
   c. either a boy or a girl

10. Dominant genes are ones that are

   a. weak
   b. strong
   c. found only in the male.

Family Life Resource People List

	Occupation	Name	Discussion
1.	Veterinarian	Dr. Pattison Dr. Fields	a. reproduction of animals b. animals care for offspring
2.	Clergy	Pastor Blom Pastor Munchoff	a. family unit of life b. family communication c. [illegible] differences d. responsibility e. goals in life
3.	Nurse	Lucille Kainu Mrs. Ed Ballman	a. patient-nurse relationship b. menstruation (girls) c. puberty - adolescence
4.	Doctor	Dr. Lloyd Backus Dr. Swanson	a. reproduction b. baby care c. puberty (boys)
5.	Housewife	Mother of student	a. duties of a mother b. child care c. family planning (size)

NAME _____

SECTION _____

FAMILY LIFE TEST

Part I: If the statement is true, circle the T. If the statement is false, circle the F.

T F 1. All living things are made up of cells.

T F 2. The sperm cell is developed only in the male.

T F 3. Protein rays for the egg cell is the sun.

T F 4. A fertilized cell's egg can develop a life.

T F 5. The egg cell develops only in [illegible].

T F 6. An egg cell cannot develop into a baby unless it is fertilized.

T F 7. The joining of the egg cell and sperm cell is known as fertilization.

T F 8. A baby bird is born fully developed from the parents body.

T F 9. One characteristic of mammals is they are capable of nursing their young with milk from the mother's body.

T F 10. Although there is little you can do to change your potential for inherited physical traits, there is much you can do to change your personality traits.

Part II: Matching

_____ 11. chromosomes

_____ 12. DNA

_____ 13. dominant genes

_____ 14. fertilization

_____ 15. fraternal twins

_____ 16. gene

_____ 17. heredity

_____ 18. identical twins

_____ 19. ovules

_____ 20. reproduction

a. [illegible] developed from two separate fertilized egg cells

b. [illegible] sperm cells before they reach the egg cells

c. [illegible] developed from one fertilized egg cell

d. problem or DNA carrying a specific trait

e. [illegible] of an egg cell and sperm cell

f. [illegible] of creating new life

g. [illegible] part of a cell

h. [illegible] found within cells

i. [illegible]

j. [illegible]

WHAT'S YOUR BAG?

BY

PATRICK BEGAN LINCOLN SCHOOL

The purpose of this unit is to make the children more aware of the occupations of their parents and the parents of the other children in the class.

Goals: To provide an opportunity for each child to relate to the class the type of work his or her parents do.

To allow the children to explore the different types occupations available to them.

To allow the children to discover related fields of interest other than those fields presented directly.

Objectives:

To have the children develop a positive attitude toward their parents occupations and the occupations of others in the community.

To develop the child's self awareness and to start to plan his place in the world in the future.

To acquire a knowledge of different types of occupations.

Activities:

Have each of the parents come to talk to the class about their job.

Take a field trip through Cloquet to discover the different occupations involved to make the city run.

Using the telephone directory, have the children become aware of the occupations of Cloquet.

Play the game of matching tools to the type of work they may involve.

Use the series by Carla Greene to read about occupations that you cannot get someone in the community to talk about.

View films and filmstrips relating to different occupations.

Using the Duso Guidance Kit, explore the occupational activities in there.

Encourage creative writing about what the child would like to be when he/she grows up.

Have pictures taken displaying the parent at their work.

Display a bulletin board of different occupations.

Display a bulletin board of the child dressed in the clothing of an occupation of his/her choice.

Act out different jobs and have the rest of the class decide what the job is.

Have the child draw a picture of his parents8 jobs and tell a few lines about it.

Have a feel box with different tools. Have the child tell what he is feeling and what job might use it.

Have the children list jobs under a column of the different types of employment.

Show a film and have the children name as many jobs as they can see in the movie.

Have the children act out the buying and selling associated with some jobs.

Have the children write ads about the new type of job they have just invented/discovered.

Make up story problems using the jobs that were discussed in class.

Make a 3d picture of some occupation.

Learn the rules of safety connect with each job.

Discuss the importace of each job to community living.

Make puppets to dramatize different occupations.

Write a poem involving some type of occupation.

Have children cut out magazine pictures of some favorite occupation. Pehaps excluding sports pictures.

Trace the development of an occupation from its earliest time to that of present day.

Interview a friend, relative or neighbor about his/her occupation.

Have a list of important people in an occupation of their choice.

Make a dictionary of the tools used in many occupations.

Listing 20 of the major occupations, tell where each one could be located.

Make a dictionary of terms used in the occupation of their choice.

Demonstrate the idea of mass production/ assembly line production vrs. self production.

Culmination:

Have the child choose some feasible occupation and have him/her either write a detailed report on that occupation or actually perform that occupation in the classroom For example: a carpenter would construct something made of wood. A teacher would instruct. A seamstress would sew. A baker would bake. An airplane pilot would write an extensive report on airplane pilots.

The Metric System
Grade 6

Fred Flankey - Forrie Lundgren
Leach Elementary School
Science - Mathematics Department
"Occupations and The Metric System"

I. Goals and Objectives
- A. Increase awareness of the metric system.
- B. Discuss careers now using the metric system.
- C. Discuss careers in the future which will be using the metric system.
- D. To develop an awareness of how the metric system will affect our lives.

II. Processes: Experiences and Activities
- A. Movies
  1. "Metric Games"
  2. "The Metric System"
     - a. Henry Melancon is trying to purchase both of these films. He's sure he can get at least one of them.
- B. Filmstrips
  1. Understanding the Metric System
     - a. "What is measurement?"
     - b. "Measuring distance"
     - c. "Measuring weight and mass"
     - d. "Measuring volume"
  2. Each filmstrip has a tape to go with it.
- C. Task Cards
  1. We developed 100 task cards covering the three main measurements: meters, liters and grams.
  2. The task cards required students to physically measure things such as the height of windows, doors, desks, etc. in metric measurement. We did very,very little in conversion from metric to English and vice versa.
- D. Video Taping
  1. The children wrote eight skits with metric measurements in mind. They incorporated various occupations into the study of the metric system.
     - a. "The Beauty Contest" consisted of boys dressed as beauties with height, weight, etc. given in metric measurements.
     - b. "The Shootout" skit consisted of the meter stick and yardstick having a shootout to see who would take over as our unit of measurement.

E. Teaching Outline
1. Basic History of the Metric System
2. Metric vocabulary
   a. meter
   b. liter
   c. gram
   d. stere
   e. carat
   f. micron
   g. kilometer
   h. hectometer
   i. dekameter
   j. decimeter
   k. centimeter
   l. millimeter
   m. kilogram
   n. hectogram
   o. dekagram
   p. decigram
   q. centigram
   r. milligram
   s. kiloliter
   t. hectoliter
   u. dekaliter
   v. deciliter
   w. centiliter
   x. milliliter
   y. hectare
   z. metric ton
   aa. celsius
   bb. fahrenheit
3. Units of the Metric System
   a. Linear measurement (most common)
      1. meter
      2. kilometer
      3. centimeter
      4. millimeter
   b. Weight/Mass measurement
      1. kilogram
      2. gram
      3. milligram
   c. Volume measurement
      1. liter
      2. milliliter
      3. kiloliter
   d. Temperature measurement
      1. celsius scale

4. Occupations - Careers in the Metric System
   a. mechanics
   b. pharmacists
   c. doctors
   d. nurses
   e. sports announcers
   f. medical technicians
   g. teachers
   h. scientists
   i. car manufacturers
5. Students Involved
   a. 53 sixth graders
   b. All students had the opportunity to run the video-tape camera.
6. Other Activities
   a. Each student can make a metric measuring tape one meter long.
   b. Each student had to check through their canned goods and medicine cabinets to find objects with metric measurements on the labels.
   c. Each math group made bulletin boards to go along with their study of the metric system.
   d. Each student had to get the height and weight measurements of every member of their family and give them in metric terms. In weight they had to convert from English to metric weight.

III. Evaluation
   A. A pre-test and post-test were given to determine occupational awareness and growth.
      1. On the pre-test, the only occupations they could think of that uses the metric system now were teachers and doctors.
      2. On the post-test they were able to list between 8-10 different careers which are currently using the metric system.
   B. The final product of our video-taping shows metric and career awareness.
   C. I felt the students gain a lot from this experience studying the metric system and careers. One incident sticks in our minds. We were sitting at a ball game when one of our students came up and showed us a candy wrapper which was 20 cm long and weighed 83 g. Metric awareness?---We think so!

EXAMPLES OF CHANGING UNITS IN METRIC SYSTEM

37.km = 3700000. cm = 3700 m

6942.3 cm = .06942 km = 69.42 m

123.45 g = .12345 kg = 1234.5 dg = 123450. mg

24.68 l = 2.468 dkl = .02468 ml = .02468 kl

REMEMBER

kilo hecto deca unit deci centi milli

To change kilo - to hecto -, 1 space, smaller unit, therefore number is larger, decimal point to right.

Ex: 53.21.kg = 532.1 hg

To change centi - to deca -, 3 spaces, larger unit, therefore number is smaller, decimal point to left.

Ex: 2685.1 cm = 2.6851 dkm

(1.)

It is important to know that:

-A centimeter is about $\frac{2}{5}$ of an inch, or that there are about $2\frac{1}{2}$ centimeters in an inch.

-A meter is about 3 inches longer than a yard.

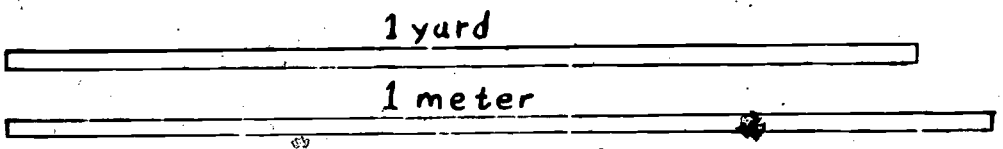
-A kilometer is a little less than $\frac{2}{3}$ of a mile.

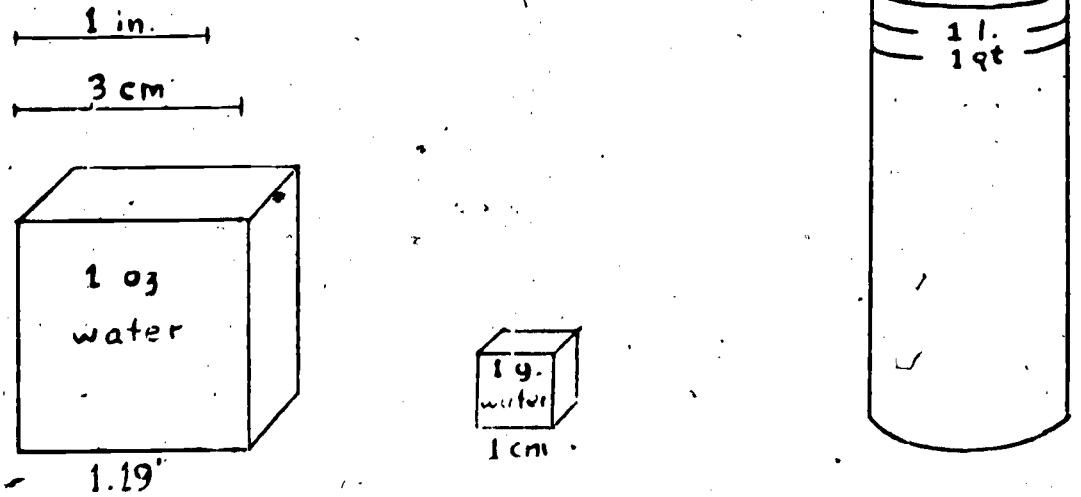
-A liter is a tiny bit more than a quart.

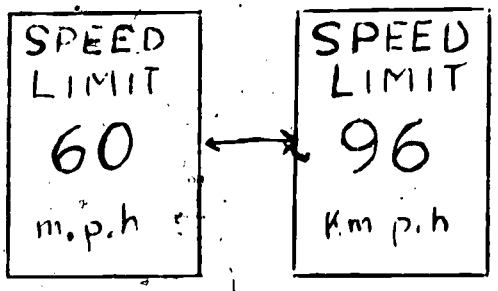
-A kilogram is a little over 2 pounds.

-There are about 28 grams in an ounce.

-1 gram is weight of 1 cubic centimeter of water at 4^0 Celsius.







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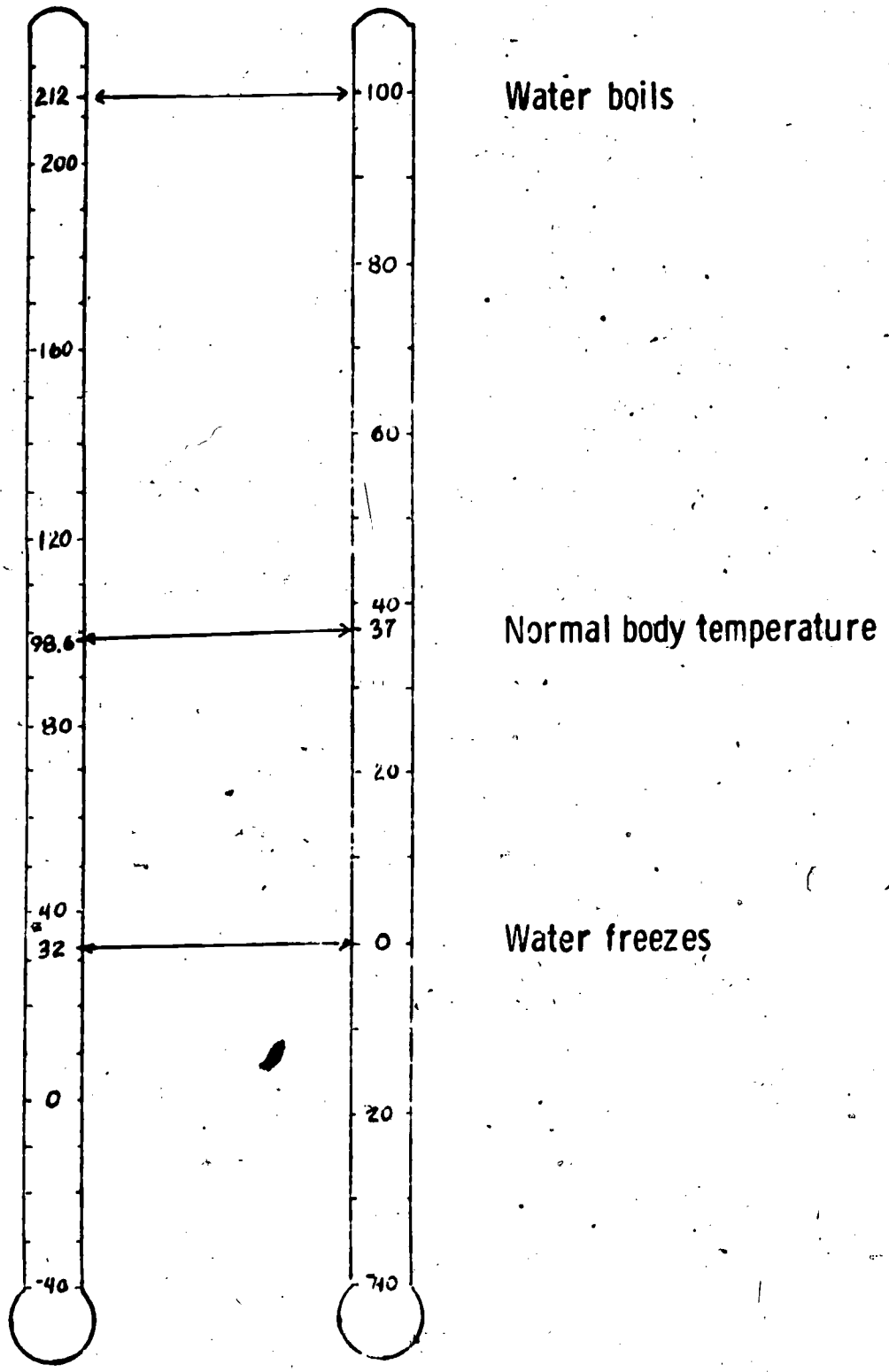

Fahrenheit
Celsius
(Centigrade)
212
200
160
120
98.6
80
40
32
0
-40
100
80
60
40
37
20
0
20
-40
Water boils
Normal body temperature
Water freezes

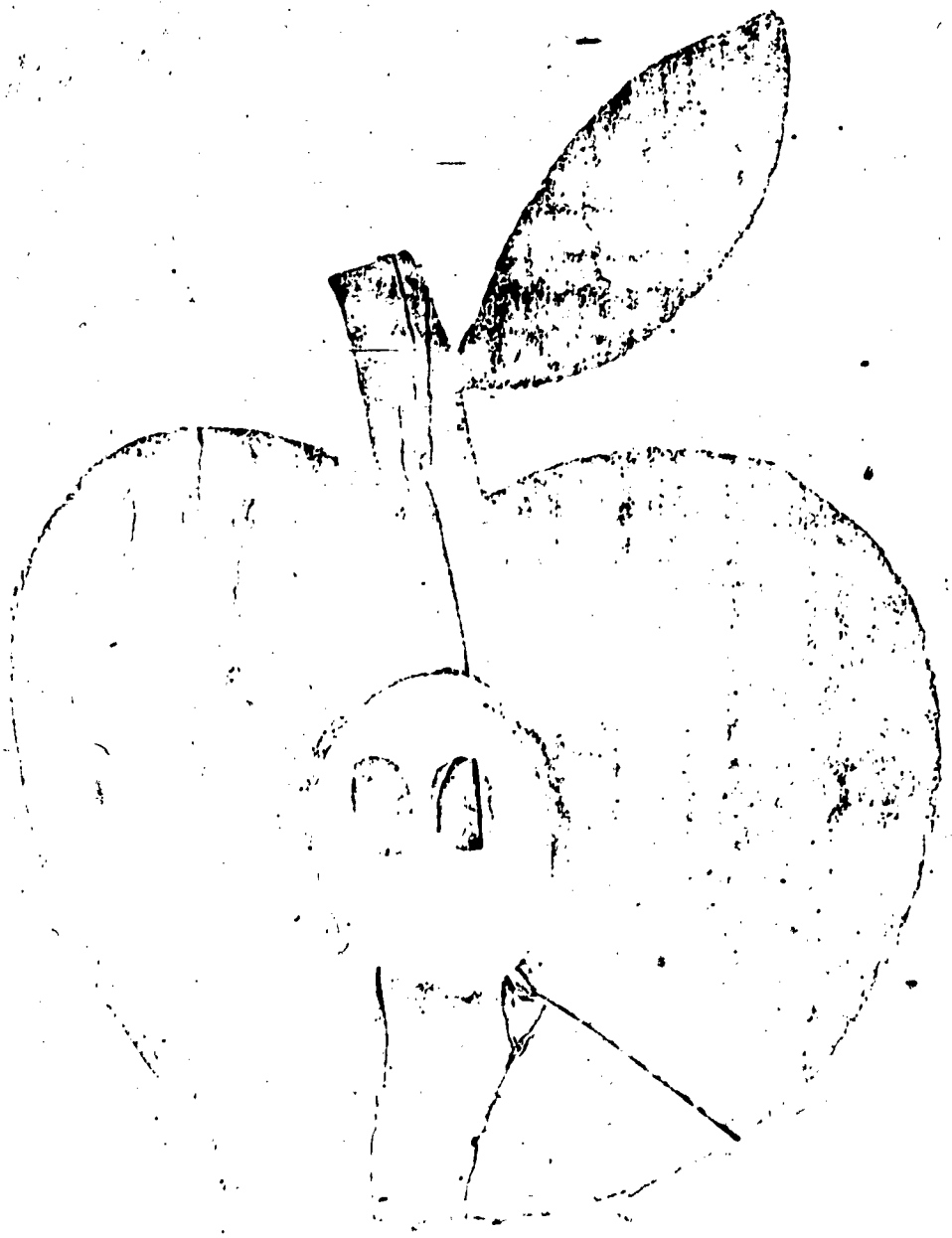
Tera	Giga	Mega	Kilo	Hecto	Deca	Unit	Deci	Centi	Milli	Micro	Nano	Pico
one trillion times	one billion times	one million times	one thousand times	one hundred times	ten times		one tenth of	one hundredth of	one thousandth of	one millionth of	one billionth of	one trillionth of

Kindergarteners are hectic decorators in December and the center of a million activities

Kill hectic decapitators and decisively censor the military.

To change from { larger / smaller } to { smaller / larger } units, { increase / decrease } number of digits before the decimal point. (Move decimal point to { right / left }).

NUTRITION



General Course Outline for Nutrition

I. Vitamins

- A. Diseases of man
- B. Foods found to cure these diseases
- C. Modern day vitamins

II. The four basic food groups

- A. Milk group
- B. Vegetable - fruit group
- C. Meat group
- D. Bread - cereal group

III. Basic nutrition

- A. Preparation of food
- B. Values lost in cooking
- C. Water and life
- D. Eating a good breakfast
- E. Benefits of good nutrition
- F. Food fads
- G. Coffee, tea, and soft drinks

NAME _____

SECTION _____

NUTRITION

Read pp. 156 -

Health for All, Grade 6

1. What are some things that need to be considered in meal planning?

2. How does cooking affect foods?

3. Why should we wash fresh foods and vegetables before cooking or eating them?

4. [illegible] a menu a wise food choice?

NAME _____

SECTION _____

NUTRITION

Read pp. 178-185

Health for All, Grade 5

1. **Why is it necessary to have good nutrition?**

2. **What is a "well-balanced" diet?**

3. **Name some foods in your daily diet that supply nutrients that are needed by your body.**

4. **How can you be sure that you get all the nutrients needed in your daily diet?**

5. **Keep track of your activities each day for a total of one week. Use the "Daily Chart" which is page 2 of this assignment.**

NAME _____

SECTION _____

NUTRITION

Read pp. 157 - 159

Health for All, Grade 6

1. Why do athletes need a good diet?

2. What is the connection between a well-balanced diet and success in sports?

3. How can a well-balanced diet help keep you in good appearance?

4. [illegible]

5. [illegible]

6. How much water in weight daily?

NAME _____

SECTION _____

NUTRITION

Read pp. 160 - 163

Health for All, Grade 6

1. **Why is water required by the body?**

2. **What is a food guide?**

3. **Why is milk an important food for children and teen-agers?**

4. **In your opinion a good guide is** [illegible]

5. **Why is it possible** [illegible]

MY TIME CHART

(Hours And Minutes)

	Bathing Dressing	Eating Snacks Meals	Sleep	School	Home Work	Work After School	Play - Hobbies	T. V.	Other	Total
un.										
on.										
ues.										
d.										
urs.										
i.										

NAME _____

SECTION _____

NUTRITION TEST

Choose the correct word: Place the right word on the blanks in the sentences. Draw a line through each word as you use it.

water	milk	thirst	vegetable-fruit
rickets	bread-cereal	meat-milk	Vitamin D
			build

1. One of the three main functions of food in the body is to provide materials to help _____ and repair tissues of the body.

2. The sunshine vitamin is _____.

3. Fruit, cereal, or bread, and _____ make a good breakfast.

4. A disease that causes crooked bones is known as _____.

5. We depend on our sense of _____ to help us get the _____ our body needs.

6. The Daily Food Guide has four main groups of food which are _____ Group, _____ Group, _____ Group, and _____ Group.

Resource People List for Nutrition

	Name	Occupation	Topics for discussion
1.	Lucille Kainu Mrs. Ballman	Nurse Nurse	a. basic food groups b. diseases and deficiencies c. activity and rest
2.	Student's mother	Housewife	a. meal planning b. grocery shopping c. cooking
3.	Alice Coathup Marilyn Nendick Helen Karp	School cook	a. school lunch program b. nutritional values
4.	Barb Hella	School dietitian	a. planning menus b. State requirements
5.	George McCausland Gordon Lindquist	Restaurant proprietor	a. preparation of foods b. menus c. food fads and fallacies d. eating habits

NAME _____

SECTION _____

NUTRITION PRE-TEST

Directions: List as many occupations as you can think of in the nutritional area of jobs. Write the jobs on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

NAME _____

SECTION _____

NUTRITION POST TEST

Directions: List as many occupations as you can think of from the nutrition unit we have recently finished. Write the jobs on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Career Education Unit

"Washington School Store"

Team E

Dave Otterson - Ruth. Juntunen

January 14, 1974

OUTLINE OF SCHOOL STORE PROJECT

I. Organization through class meetings
   A. Topics of discussion
      1. Goals and objectives of school store
      2. Possible outcomes of store experiences
      3. Presentation of phases of retail world of work
      4. Bookkeeping procedures
      5. Continual evaluation
   B. Initial store operation
      1. Selecting inventory
      2. Ordering inventory
      3. Setting up schedule of store workers
      4. Bookkeeping procedures
II. Introduction of retail store idea
   A. Purpose of retail store idea
   B. Jobs that exist in the store
   C. Vocabulary for store management
   D. Money management
   E. Field trips to community related areas
III. Evaluation
   A. Initial survey of the retail store idea (included in unit)
   B. Teacher observations
   C. Weekly store workers evaluation
   D. Prepared financial reports
   E. Post assessment
   F. Continual updating through class meetings

OPERATION OF SCHOOL STORE PROJECT

I. Class meetings of school store

A. Purpose

1. Discover retail world of work
2. Developing responsibility
3. Social experiences
4. Decision making
5. Raising money
6. Actual retail practice and experience

B. Implementing store

1. Inventory for store
   a. Suggested supplies
   b. Selected supplies
2. Ordering
   a. Selecting supply sources
   b. Initial inventory
3. Determining prices
   a. Compute mark-up
   b. Establish selling price
4. Store facility
   a. Construction of portable unit
   b. Security system for cart
5. Stocking store
   a. Daily selling inventory
   b. Reserve stock
6. Store hours
   a. Established by students
   b. Built around building schedule

7. Selecting store workers
   a. Based on student population
   b. Built on total student participation throughout the year
8. Advertising
   a. Using every available media
   b. Student responsibility
9. Teacher directed meetings
   a. Discussion of responsible store management
   b. Developing of store vocabulary
   c. Procedure for making change
   d. General discussion on daily store operations
10. Bookkeeping procedures
   a. Daily tally sheet (included in unit)
   b. Weekly inventory report "
      (1). Total weekly sales
      (2). Total weekly profit
   c. Daily and weekly banking procedure
   d. Monthly financial statement for [illegible] school population
11. Additional store operations
   a. Brand opening ceremony
   b. Weekly sales
   c. Advertising [illegible]
12. Continuing evaluation of [illegible] procedures
   a. Class meetings
   b. Student management [illegible]
   c. Continual [illegible]

Survey

Introducing the retail store idea--- pre-assessment

1. In your opinion, what is the purpose for the operation of any store; such as Ben Franklin, Gibson's, Bridgeman's, and others?

2. Can you list some jobs or occupation that you feel would exist in a store operation?

3. Doing the best you can, write a definition for these terms. (Really think about your answers)

   a. retail store

   b. manager

   c. profit

   d. inventory

   e. price

   f. ordering

   g. stocking

   h. mark-up

   i. costs

   j. employer

   k. employee

   l. advertising

   m. sales

4. List, if any, experiences you have had at selling anything to someone.

Pre-math

A. Examples of making change.

Given 50¢ for total costs of 39¢, the change is _____

Given $1.00 for total cost of 56¢, the change is _____

Given $2.00 for notebook at 69¢ and two pencils at 7¢ each, the change is _____.

B. Find profit (example) THINK!!

item	cost	mark up	price	sold	money from sales	profit
Pencil	3¢	2¢	5¢	25	?	?

SCHOOL STORE

Weekly Inventory

Report for week of:

WORKERS: 1.

2.

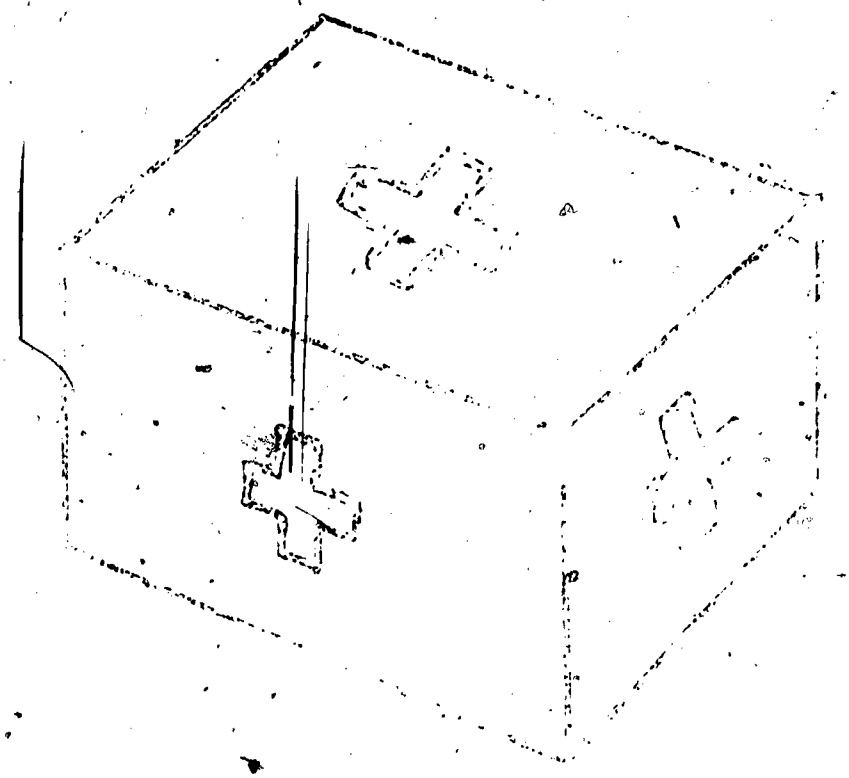
3.

4.

ITEM	PRICE	MARK-UP	NUMBER started	NUMBER left	ADDED ITEMS	NO. SOLD	PROFIT (no. sold x mark up.)	TOTAL SALES (no. sold x price)
1. Index tabs	$ .29	$ .20						
2. Pocket memos	.19	.03						
3. Pencils	.05	.02						
4. Bic Pens	.10	.07						
5. Rainbow Pencils	.25	.08						
6. Rub clear erasers	.19	.07						
7. Crayons	.40	.13						
8. 4" Subject notebook	1.10	.13						
9. Pencil tip erasers	.10	.07						
10. Composition book	.35	.16						
11. Markers (black)	.35	.12						
12. Markers (blue)	.35	.12						
13. Markers (red)	.35	.12						
14.								
15.								

Totals:

FIRST AID



BASIC COURSE OUTLINE FOR FIRST AID

I. General introduction to first aid

II. First aid for bleeding

- A. Applying direct pressure
- B. Knowledge of the pressure points
- C. Use of the tourniquet
- D. Nosebleeds

III. Treating for shock

- A. Sunstroke and heatstroke
- B. Heat exhaustion
- C. Electric shock
- D. Unconsciousness
- E. Fainting
- F. Convulsions

IV. Sprains and dislocated bones

V. Treating minor wounds

- A. Frostbite
- B. Burns
- C. Animal bites
- D. Bruises
- E. Eye injuries
- F. Splinters and blisters

VI. Poisons

FIRST AID SAFETY CHECK LIST

Dear Parent:

Your child is about to participate in a school First Aid Program. Knowledge of first aid is important, and it is just as important for each home to have on hand certain first aid supplies for emergency use. Besides, preparedness will help keep little accidents little for the entire family.

Check to see if the following supplies are in your home:

_____ 1. Adhesive bandages - available in various sizes and shapes - the most practical dressing for covering smaller cuts and bruises.

_____ 2. Antiseptics - both cream and liquid - used to cleanse and to disinfect cuts and scratches.

_____ 3. Sterile gauze pads - used to cover large areas of skin breaks, abrasions, cuts or as a compress.

_____ 4. Surgical adhesive tape - used to bind gauze or hold a dressing in place.

_____ 5. Sterile cotton or cotton balls - used for applying antiseptics and cleaning wounds.

While the above are basic surgical dressings for first aid treatment, it is also desirable to have certain other products available in each home although they might not all specifically be used for first aid. Every family should also have a comprehensive First Aid Guide similar to the ones found in many first aid kits. A more detailed one is "Emergency Medical Guide" by John Henderson, M.D., F.A.C.S., published by McGraw-Hill and available in paperback.

Other items include:

_____ Thermometer, oral or rectal

_____ Bland mineral oil

_____ Triangular Bandage

_____ Rubbing (isopropyl) alcohol

_____ Antiseptic soap

_____ Ice Bag

_____ Hot water bottle

_____ [illegible]

[illegible] to buy first aid supplies [illegible] safety check of your [illegible]. Demand all known precautions [illegible]. To [illegible] a new threat of spreading germs and [illegible] to store them [illegible] possible, divide the medicine chest into two sections: one [illegible] first aid items; the other for grooming aids, etc.

In the event you do not want to gather together your own basic supplies, first aid kits, containing all essentials, are available.

Many families, especially large ones, will find a separate first aid station effective. Use a large metal or plastic container big enough to hold all first aid essentials. A first aid guide and a duplicate set of emergency phone numbers should also be included. This can be stored in the bathroom, kitchen, garage or other convenient location. Of course, all members of the family should be aware of the exact spot.

The separate first aid station has several advantages. It's portable so all items can be quickly carried to the scene of an accident, and it's protected from everyday [illegible] items are not abused or misplaced. In addition, first aid supplies that are kept separately can be easily checked and replaced.

[illegible] check one space as applicable

[illegible] kept in the kitchen and bathroom cupboard

[illegible] separate list of the contents

[illegible] complete list of the [illegible] items on hand at the present time

[illegible] the following items need to be replenished and will be [illegible] as possible

Parent signature [illegible]

SEARCH AND DESTROY POISONS

YOU

It is important for boys and girls of all ages to be aware of what should be done with poisons. Many things, such as your parent's aspirin or prescriptions, can be a big danger. Drugs like this are safe when taken in the right way and only when they are needed. If too many are taken, or a drug is taken when it shouldn't be, bad things can happen. They can then cause sickness rather than cure it.

[illegible] CAN BE KILLERS

[illegible] this reason it is important that you and your parents treat medicine with respect, as they can be a possible poison. Medicines should be thrown away when they are no longer needed. You might help your parents return them to your pharmacist to be gotten rid of safely. They should be stored in a locked medicine cabinet or drawer out of reach of smaller children.

[illegible] POISONS PREVENT TRAGEDY

Most poisons are identified by a skull and crossbones or the large word POISON on the label. All poisons should be stored in the bottles or cans they come in. Such things should not be stored in bathroom cabinets which are not locked. Neither should they be stored in the same place where food is kept.

If a poison is found where it shouldn't be, let your parents know so they can move it. If a friend or a young brother or sister is found playing with a poison or its container, tell an adult right away. If you notice these things you will keep someone else from being hurt.

PREVENTION IS THE ONLY

- SURE CURE FOR POISONING

Your mission is to:

Take this assignment home so you and your parents can search and destroy the poisons and possible poisons that are in your home. Go through all of the questions with your parents and discuss them. Check each box as you finish with the question. When you complete this mission, please have your parent or guardian sign this assignment and you return it to your teacher.

- ☐ 1. Where should poison be stored?
- ☐ 2. How can I tell if a container has poison in it?
- ☐ 3. What should I do if I find a poison in a place where it doesn't belong?
- ☐ 4. Why should parents keep poisons away from children?
- ☐ 5. What should I do if I see my brother, sister, or friend playing with a container of poison?
- ☐ 6. What should my parents do with old medicines they don't take any longer?
- ☐ 7. Why are ordinary medicines like aspirin possible poisons?
- ☐ 8. Is the phone number for the emergency room of the nearest hospital, your family doctor, and the police easily found near the telephone?
- ☐ 9. With your parents, check each poison found in the home. Place a circle around it if it is not properly stored or labeled.

ammonia	kerosene	moth repellents
rust remover	gasoline	matches
drain cleaner	antifreeze	paint & thinners
bleach	perfumes	furniture polish
lighter fluid	cosmetics	fabric softeners
detergents	vitamins	
insecticides	medicines	

_____
Signature

Sponsored by Minnesota State Pharmaceutical Assoc. & Minn. Elementary School Principals Assoc. 1972.

Resource People List for First Aid

	Name	Occupation
1.	Herb Johnson	Fireman
2.	Lucille Kainu	School Nurse
3.	Art Carle	Safety Director
4.	John Tuttle	Teacher and Volunteer Fireman
5.	Phillip Saremin	Teacher
6.	School Secretary	School Secretary
7.	School Principal	School Principal
8.	School P.E. Instructor	Teacher
9.	Student Trainer of High School Sports	Student
10.	Ems Center	Ambulance Driver

Possible Field Trips

1. Cloquet Fire Hall (ambulance service)
2. Scanlon Volunteer Fire Department
3. Carlton County Rescue Squad
4. Gold Cross Ambulance Service
5. Willcol Ambulance Service
6. Cloquet Hospital (EMOR)

Unit Title:	Community Helpers
Subject:	Social Studies
Grade Level:	Kindergarten
Unit Length:	Continuing--on going
Writer and School:	Mrs. Eleanor Anderson Leach Elementary School Cloquet, Minnesota

The purposes of this unit are:

1. To develop in the child an awareness of the vast number of careers.
2. To make the child aware of the specific job his father or mother has at work.
3. To make the child realize that his mother's work at home is important too.
4. To make the child aware that all jobs are important to the welfare of his life and his community.
5. To build a positive attitude in the child toward work.

Activities:

1. Discuss at home with fathers and mothers what they do at work, where they work and what machines or tools they use.
2. Draw pictures showing mother's and dad's work. Tell a story to go with the picture. Then use the pictures for a bulletin board display or fasten together for a booklet.
3. Look at pictures and read books and stories about different careers.
4. See filmstrips on careers.
5. Role playing - set out different careers or the job mother or dad does.
6. Collect hats that people wear at work. Use these in role playing.
7. Learn songs about different workers.
8. Take trips to the fire station, police station, grocery store, bakery, library, bank, post office, garage, etc.
9. Have parents or workers in the community come to the classroom to tell about their particular job and show tools of their trade.
10. Bring pictures to school showing different occupations. Use the pictures to make a booklet.
11. Draw pictures of workers in the community who help us.
12. Have each child draw a picture of what he wants to be when he grows up. Use the pictures for a bulletin board display or make them into a booklet for the library table.
13. Set us a grocery store or post office in the room and use for role playing.

Materials available at my schools:

Books

1. Daddies, What They Do All Day
2. Friendly Workers Visit Larry
3. A Letter for Cathy
4. The Little Fire Engine
5. Let's Visit the Dentist
6. Let's Visit the Doctor
7. Mike Mulligan and His Steam Shovel
8. Make Way For the Thruway
9. Five Little Firemen
10. The Taxi That Hurried
11. Seven Little Postmen
12. Fire Engines
13. The Happy Man and His Dump-Truck

Colored Pictures and Lessons.

1. Home and Community Helpers (David Cook Pub. Co.)
   a. Fireman
   b. Dentist
   c. Mother
   d. Postman
   e. Fruit Market Owner.
   f. Office Worker
   g. Policeman
   h. Telephone Lineman
   i. Bulldozer Operator
   j. Plumber
   k. Service Station Attendant
2. Building Pre-Reading Skills - Language Kit A (Ginn and Co,)
   a. Mailman
   b. Policeman.
   c. Fireman
   d. Office Worker
   e. Deliveryman
   f. Carpenter
   g. Teacher
   h. Doctor
   i. Machinist
   j. Nurse
   k. Cashier
   l. Farmer
   m. School Bus Driver

Filmstrips

1. Baker
2. Fireman at Work
3. Grocer
4. Mailman
5. Policeman at Work
6. Airports and Airplanes
7. Our Post Office
8. Policemen and Firemen
9. People Who Help Little Town

Songs

1. To the tune of Mulberry Bush

   This is the way we brush our teeth
   We brush our teeth
   We brush our teeth
   This is the way we brush our teeth
   After every meal

2. The Kindergarten Book (Ginn and Co.)
   a. The Postman
   b. The Popcorn Man
   c. I'm a Traffic Cop
   d. The Policeman
   e. The Milkman's Horse
   f. Barber
   g. The Firemen
   h. The Coalman
   i. I'm the Organ-Grinder Man
3. This is Music (Allyn and Bacon, Inc.)
   a. Fire!
   b. Stop, Look, Listen
   c. Hi! Mister Electric Man
   d. When I Grow Up
   e. The Carpenter's Hammer
   f. I Am a Cowboy
4. Singing Fun (Webster-Division, McGraw-Hill Book Co.)
   a. Gathering the Eggs
   b. I'd Like to be a Farmer
   c. If You Were a Farmer
   d. The Singing Farm
   e. Five Little Firemen
   f. The Filling Station Man
   g. Policeman
   h. Our Milkman
   i. The Bakery Truck
   j. The Library Lady
   k. How Many People Live at Your House?

Results of this unit:

1. The children became more aware of what parents do at work.
2. The children became familiar with different kinds of work and tools used to perform specific jobs.
3. The children became more aware of the importance of mother's work at home.
4. The children realized that there is a job for everyone and each job is important to the welfare of their home and community.

UNIT TITLE	The Family
SUBJECT	Social Studies
GRADE LEVEL	Kindergarten
UNIT LENGTH	Two Weeks
WRITER	Sandra A. Olson
SCHOOL	Garfield School - Cloquet, Minnesota

Justification

To each child of primary age, the familiar world of home and family is of first importance. Because this is the group with which the child has always associated, he takes its pattern of living for granted. Therefore, the family becomes a logical unit of study in the kindergarten.

Objectives

A. Teacher's - To help the children

1. Habits and Skills

To assume some responsibility willingly in planning and taking part in work done in the home.

To begin to share experiences with others (verbally)

2. Attitudes and Appreciations

To appreciate the work of other members of the family

To appreciate home and family life.

3. Understandings, Knowledge and Information

To understand that home is a place where we are loved, cared for and protected

To understand that every member of the family contributes to the happiness of the home by being pleasant, polite and considerate

B. Children's

1. Habits and Skills

To learn to share experiences with others

To learn to assume responsibilities

2. Attitudes and Appreciations

To appreciate our families

To appreciate individual members and the work they do for the family

3. Understandings, Knowledge and Information

To understand our responsibilities at home

To understand other family members' responsibilities

Introduction - Motivation

A. Put up a display of pictures on the bulletin board to stimulate the child's interest in the family. Include pictures of the entire family working and playing together, plus pictures of individual members of the family. Also include pictures of fathers and mothers at various types of work and at jobs outside the home.

B. Introduce the play house and dress-up clothes to stimulate interest in the family. This would lead to dramatic play and dramatization of household duties. This could lead to discussions of family duties in the conversation period.

C. Tell the story Little Family by Lois Lenski to stimulate interest in the topic. Discuss the story stressing the family duties. Lead into dramatization of the story.

Content

I. The family is the basic unit in our society

A. Members of the family must accept and share responsibilities.

1. Father is the head of the family.

a. He provides for the needs and welfare of his family.

(1). Fathers are engaged in a variety of occupations.

(a). Some fathers are professional men such as doctors, lawyers, dentists, etc.

(b). Others are skilled workmen employed by various businesses.

(c). Many fathers operate their own bussinesses such as stores, farms, etc.

(2). Fathers have work to do at home too.

(a). Fathers do manual tasks around the home which are too difficult for mothers and children.

(b). They plan recreational activities for their families.

b. He contributes to the welfare of his community by the activities which he performs.

2. Mother has many tasks to perform.

a. Mother cares for all members of the family.

(1). She provides them with a clean comfortable home to live in.

(2). She sees that they have good food to eat.

(3). She makes, repairs and cleans their clothing.

(4). She cares for them when they are ill.

(5). She plans "fun" activities for her family.

b. Some mothers are employed outside the home.

3. Children must also accept their responsibilities as a member of a family.

a. There are many things that a brother can do to provide for the family comfort and welfare.

(1). He can help father with chores around the house and yard.

(2). He can run errands.

(3). He can care for his own room and pick up his toys.

(4). He can help care for younger members of the family.

b. Sister can help too.

(1). She can help mother with chores around the house.

(2). She can run errands.

(3). She can care for her own room and pick up her toys.

(4). She can help care for younger members of the family.

c. Babies must be cared for by other members of the family.

B. One family must be aware of other families.

1. Each and every family must co-operate.

2. We must respect other families and, while visiting, act as we would want others to act at our home.

II. We should be very thankful for what we have.

A. We should be grateful for the wonderful country in which we live.

B. We should be thankful for the abundance of food to eat and a fine home to live in.

C. We should be thankful for the members of our family.

Integration and Activities

A. Father

1. Rhythms - Games - Music

Play - "Did You Ever See a Lassie (Father)? p. 11 (M3)

Dramatize role of the father.

Sing - "The Family" p. 11 (M1)

2. Art Activities

Draw a picture of father for booklet - "My Family".

Draw a picture of what their fathers do at work for the bulletin board or fathers and their work. Draw the building or place where their father works to include in the bulletin board.

Draw your father and you having fun together.

Use other art media for pictures of fathers.

3. Storytime

Stories are read to the children.

Read - "Father" from the book AT HOME (D)

Filmstrip - What Do Fathers Do? (F2)

Read - At Daddy's Office (H)

Read to the children - Daddy Comes Home (L)

4. Conversation

Discuss story - "Father" from At Home (D) and other stories.

Discuss the occupations of the children's fathers. Share experiences of going to his place of work or seeing his work, with the class.

Share family recreational experiences. Purpose - to become at ease in front of a group.

Dictate to the teacher - Tasks that fathers do to be put in the booklet "My Family".

Integration and Activities

B. Mother

1. Free play activities

Play in the play house - Dramatize roles of father and mother.

Play with clay or play dough - Make cookies of this material just like mother.

2. Rhythms - Games - Music

Sing - "Mother's Knives and Forks" - p. 10 (M1)

Play - "Did You Ever See a Lassie (Mother)? p. 11 (M3) Dramatize role of mother.

Sing - "You Better Get Up" p. 102 (M4)

Play - "The Mulberry Bush" p. 18 (M3)

3. Art Activities

Draw a picture of mother for booklet "My Family". Have mother doing some household chore.

For those children with working mothers - Draw a picture of what your mother does at work - Share these with the other children and then include these pictures in the booklet "My Family".

Make pictures of the good food mother makes. Use old magazines to cut out these pictures of food. Paste them on paper.

Scraps - Make a picture of your house and family with scraps of construction paper. Cut any scraps to the right size, is necessary.

4. Storytime

Read about mother and her chores and duties in At Home (D)

Learn poems - "I Like Housecleaning" by Dorothy B. Thompson p. 24 (G) "If I Were A Little Fairy" (J) "Sometimes My Hands Are Naughty" (J)

Read story to the children - Just Like Mommy - Just Like Daddy (K)

5. Conversation

Discuss duties of mothers as read in At Home (D)

Health - Discuss the importance of good food. List the reasons for balanced meals.

Dictate tasks that mothers do to be put in booklet "My Family".

Discuss - Just Like Mommy - Just Like Daddy

List - Compare - Describe - the jobs mothers may have outside the home.

Integration and Activities

C. Children - Brothers and Sisters

1. Rhythms - Games - Music

Sing - "Come Over and Play" p. 3 (M4)

Sing - "Helping Mother" p. 21 (M1)

Play - "The Farmer In The Dell" p. 13 (M3)

2. Art Activities

Draw a picture of your brothers and sisters for the booklet "My Family"

Use paint to make a mural of brothers and sisters playing together.

3. Storytime

Read part on "Brother" from At Home (D)

Read "Sisters" duties from At Home (D)

Learn rhyme "What Are Little Boys Made of?" p. 32 (I)

"What Are Little Girls Made Of?" p. 32 (I)

Read these two books to the children - Big Brother (A)
Kid Brother (B)

Learn fingerplay - "This Little Boy is Going to Bed" (J)

Filmstrip - Helping Mother - (F)

Learn rhyme - "Molly, My Sister and I Fell Out" p. 9 (I)
Stress getting along with your sisters

4. Conversation

Have children bring pictures from of their family or individual members of the family. Put on board on "Our Family Tree".

Dictate to teacher -- tasks of brother and sister for the booklet.

Make a chart, labeled by teacher, "How I Help at Home" on which various responsibilities are listed. The children mark their places on the chart daily according to the responsibilities they carried out.

Integration and Activities

D. Children - Babies in the family

1. Rhythms - Games - Music

Learn the following songs -

"Mammy Loves" p. 20 (M1)

"Hush, Little Baby" p. 15 (M2)

"The Slumber Boat" p. 94 (M4)

"Everybody Loves Baby" p. 95 (M4)

"Sleep, Baby Sleep" p. 95 (M4)

2. Art Activities

Make a picture of baby for the booklet "My Family"

3. Storytime

Read "Baby" from At Home (D)

Learn the following fingerplays and rhymes -

"This is the Way The Baby Goes" (J)

"Bye, Baby Bunting" p. 44 (I)

"Hush-A-Bye Baby" p. 54 (I)

4. Conversation

Have children tell about their baby sisters and brothers. Share experiences with the class.

Integration and Activities

E. The entire family

1. Music

Learn the song "Be Polite" - p. 77 (M1)

2. Art Activities

Make a self-portrait for booklet "My Family"

Make cover for booklet, draw a picture of the entire family at play on the front cover. Put booklet together. Ditto copies of the tasks of all the members of the family to go inside the booklet along with the pictures drawn by the children. Put title on and staple the edges. The booklet can then be taken home.

3. Storytime

Read Family Helpers (E) to the children

Learn fingerplay and rhymes.

"Whole Family - Large and Small" (J)

"This is the Father" (J)

"Two Little Houses" (J)

"Old Women Who Lived In the Shoe" p. 42 (I)

F. Being Thankful

1. Music

Learn these songs -

"Thank you" p. 116 (M4)

"My Family" p. 12 (M2)

2. Art Activities

Draw a Picture - Have this title on the top "I AM THANKFUL FOR"

Decorate a picture of your yard by pasting real leaves on the picture.

3. Storytime

Learn this rhyme - "Matthew, Mark, Luke and John" p. 161 (C)

Poem - "Daddy Said He Was Thankful" (J)

Culmination - Film - Your Family

Evaluation

Some questions that the teacher can ask to help determine to some extent whether the unit was helpful.

A. Do the children seem to have a better understanding of and appreciation for the services of mother and father?

B. Do parents indicate the child is accepting more responsibility at home?

C. Does the child show an awareness of the benefits derived from his family?

D. Has the child developed greater ease and fluency in conversation and discussion situations?

E. Have individuals been helped in adjusting to younger siblings and new babies as family members?

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FIRST GRADE

CAREER DEVELOPMENT

PROGRAM

1ST GRADE PROJECT

Overview

The career development program for first grade begins with the study of their immediate surroundings and gradually broadens to the larger community. The child is introduced to the world of work through investigation of the working life of the members of his family.

The child prepares a questionnaire for his parents about their occupations. Then later the child will study this and make puppets for role playing the occupations.

It is necessary that they learn as soon as possible that their education is of great importance in the development of their future life activities.

Objectives

1. Arouse the child's curiousity in regard to the working world around him.
2. Encourage positive attitudes toward all types of work.
3. Promote the students understanding of various occupations.
4. Introduce and begin developing basic concepts through meaningful activities.
5. Provide occupations information and answer any questions the children may have.
6. To show that occupations held by his parents, close relatives, neighbors, and others are important to him.

Purpose

To make the children aware of the different occupations of their parents and of those jobs offered in the community.

Concepts to Teach

1. Work is necessary
2. Work is expected
3. Work can be fun if you enjoy what you're doing
4. All occupations are important

UNIT

CAREER DEVELOPMENT
at Home, at School, and in the Community

A. Workers

Children of this age have a great interest in the jobs of their parents, school personnel, and community helpers. These workers include the people they come in contact with most often; the parents, babysitters, relatives, principal, teacher, secretaries, custodians, cooks, counselor, aids, newspaperboy, mailman, policeman, fireman, milkman, and trash collector. We will give some attention to each of these.

B. Activities

Classroom activities are very useful in developing the childs understanding of these various occupations. There are several activities to assist you in presenting this material but you may use only what you think of interest to your students.

1. Family Workers (Father, Mother, Child, Brothers, etc.)

The child may wish to draw a picture of his father at work and later discuss it with the other students. Assist the child in writing a letter to his parents asking about his job and later the class as a whole will discuss the letters and compare the different responses made by the parents. Through the questions they asked in their letters the children will make puppets and try to role play their parent at work.

2. School Workers

a. Superintendent

The children all should go on field trip to his office. Let the Superintendent discuss his job to the children and explain to them how many people he has working under him.

b. Principal

Visit the office of the principal and notice the size and what is in the office. Let him show you how the bell system works and the intercom system, too.

c. Teacher

The children can make a list of the duties of the teacher and help her with them. A student may want to teach a lesson in art, spelling, or arithmetic.

d. Secretary

Visit the office and see all the different equipment and machinery that they use. Have someone explain how important each machine is to the secretary.

e. Custodian

Let the children make a list of all the things that they have seen the custodian do in the building. Visit the store room and see where all his equipment is kept. Have a custodian come to the room and explain all the jobs he has in the building and compare that with the list made before.

f. Nurse

Ask the nurse to come to the class to explain parts of her job. Visit the nurses office and see the instruments used and discuss their importance. Later role play a scene where someone in the room becomes ill.

g. Counselor

The children should know him and know his job too. Have them make a list of the ways they can help him and have each child write him a letter telling him how he will try to behave and help others too.

h. Cooks

Visit the kitchen and see how clean and organized it is. Notice the size of the stoves, sinks, and pots and pans. Compare them to ones your mother uses at home. See the storage room where all the supplies are kept and again compare the cans and boxes to those you have at home.

3. Community Helpers

a. Policeman

A policeman may visit the room and explain some of his duties to the children. He may take them outside to his patrol car and let them see all the instruments and weapons that are kept in it. While each child takes a turn sitting in the car he will demonstrate the siren and light system.

b. Fireman

A fire truck may be brought to the school for the children to learn the importance of each part. The fireman may demonstrate parts in his demonstration.

c. Mailman

The children can view a film of the work that a mailman does every day. They could write a letter to a friend and see how long it takes to receive it.

d. Milkman

The children can make up a list of all the places that the milkman delivers his products. Samples of dairy products that the maikman delivers can be brought to school or a bulletin board can be made by the students of the various products.

e. Trash Collector

Discuss the importance of garbage removal and ask the child to draw a picture of the different ways they would dispose of all the trash if there were no trash collectors.

f. Newspaper boy

Discuss the job of a newspaper boy and then have the entire class work on a poem about the newspaper boys experiences.

g. Others

There are many others that the children might mention so have them make a mural with all the community helpers at work

4. Projects

a. Family

(1) Chart

A list of all the different occupations of the Childrens parents.

(2) Guest Speakers

Parents may come to the class to discuss and explain their jobs - tools, wearing apparel, etc.

(3) Pantomime

The children can pantomine their parents at work and the others are to guess what his job is and what he is doing.

(4) Puppets

Children will bring puppets to school so that they can get different ideas on how to make puppets. Later discuss the process of making sock puppets and let them design and make their own. The children make up their own lists of materials needed and bring them to school.

(5) Role Play

With the use of the puppets the children used a puppet stage and acted out scenes of how they interpeted a day at work of their parent.

(6) Field Trips

The children should each on their own try to visit their father at work or the class as a whole may visit different fathers at work.

(7) Filmstrips

There are several available filmstrips on fathers and mothers at work.

(8) Poetry

Children love to write and hear poetry. Let the children write a poem about their father or mother at work.

(9) Books

Story books should always be available for the students to brouse through at their convenience. Reports can be made orally to the class by the children about some of the books they have read.

(10) Tapes

The children may tape a recording of their father and them discussing his job. The children may make tapes with role playing their fathers.

(11) Bulletin Board

The children can make a board with pictures of their parents tools used at work.

(12) Records

Listening to records and learning a song about a father at work is really fun. Let them make up their own verses.

b. School Workers

(1) Watch the people who enter and leave the building and make a log of it. Let the children take turns - one hour each.

(2) Field Trips

As many field trips should be made as possible to the various offices of the Superintendent, principal, teachers, nurses, counselors, custodians, secretary, and business offices in each building.

(3) Read stories about some of these occupations.

(4) Films

(5) Writing Stories

(6) Murals

Make a mural with all the school personnel in a working situation.

(7) Puppets

Make stick puppets of the various school personnel. Children can bring own materials from home.

(8) Role Play

With the puppets they made they can act out a given scene with a teacher and pupil, principal and pupil, etc.

c. Community Workers

(1) Dramatize a scene of a policeman at the scene of an accident.

(2) Song

Learn a song about a community helper and add the childrens own words for the last few verses.

(3) Construction

The children can break up into small groups and build their own fire station or police station out of cardboard boxes and then later paint them.

(4) Magazines

Cut out pictures from magazines and newspapers and make booklets with community helpers in action.

(5) Books

Have books on hand about the community helpers so that the children can report to the class of the various books they have read. Some children may want to make their own book about a community helper.

(6) Filmstrips

If a field trip is not possible filmstrips can always take the place. Children love films and can learn a lot from them.

C. Evaluation

1. Pre-test

Our first day of discussion was spent listening to the students talk about what they already knew about the work of their parents. The next day they made up a questionnaire about other things they wanted to know about their parents work.

2. Post-test

The role playing of the children was my post-test. I saw through this how much they really had learned throughout the past two weeks. Just by listening to the conversations they used and the serious attitude they had was enough for me.

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Filmstrips

Americans at Work

Astronomer At Work
Irrigation Farmer
Fisherman

Transportation

Seeing the Airport
Trucks Work For You

Community Helpers

Baker
Fireman
Fireman at Work
Grocer
Mailman
Larry Helps the Police
The Policeman
Policeman at Work
Postman
Post Office Workers

Home Community

Brothers and Sisters
Family Fun
Growing Up
Keeping Busy

Resourse Books

Suggested Teaching-Learning Approaches For Career Development in the Curriculum, Distributive Educators and Counselors (University of Minnesota College of Education, Summer, 1968)

Dunn-Payne, World of Work, (The Leslie Press, 1971)

UNIT TITLE: Things We Need For A Home

GRADE LEVEL: 1

UNIT LENGTH: Approximately 4 weeks

WRITER AND SCHOOL: Becky Radich, Lincoln School

INTRODUCTION

In my unit we will learn about things we need for a home. I have devided the unit into two parts - the building of a house - and living in a house.

Discussing the building of a house we will talk about what materials are needed. (Lumber, building blocks, bricks, roofing, cement, insulation, wallpaper, paint, hardware, etc.) What things we need to make our homes more comfortable and to make it more convenient? (Heat, lights, water, etc.) We will talk about the people who work in such capacity. Also we will discuss how some fathers and mothers might earn a living by working in this manner. We will discuss all the things that must be done before we move into the home.

After the house is ready, what services are needed in order that we may live in the home? (Discuss postmen, milkmen, telephone repairmen, lawn maintenance. Also we will discuss what part children play in sharing the work in their home.)

GENERAL OBJECTIVES

1. To develop basic skills in communications.
2. To Develop a sense of self worth and self realization.
3. To develop self confidence in identifying and attaining goals.
4. To begin to identify individual interests and abilities.
5. To develop ability to depend upon others and to be depended upon in a working environment.

SPECIFIC OBJECTIVES

1. To help children understand how the home prepares them for living in a community.
2. To understand responsibilities of family life and learn to share and co-operate.
3. To increase the range of workers he is knowledgable about.
4. To describe the work of significant persons in his life.
5. To excite interest in these various occupations.
6. To describe self and the kind of person he wishes to become when making observations of working models.
7. To give opportunity for verbal communication and observation.

CONTENT

1 BUILDING A HOUSE

A. Materials Needed

1. Cement
2. Lumber
3. Steel
4. Building Blocks
5. Insulation
6. Hardware
7. Pipe
8. Roofing
9. Paint
10. Wallpaper

B. Things added to make the home more comfortable

1. Heat
2. Water
3. Lights
4. Telephone
5. Decorating - carpeting, furnishings, etc.

C. People earning a living in such capacities

1. Masons
2. Architects
3. Heavy Equipment Operaters
4. Electricians
5. Plumbers
6. Roofers
7. Painters
8. Carpet layers
9. Carpenters
10. Interior decoraters

D. Parent working in such a capacity

1. To earn a living.

II. Living In A House

A. Services needed to live in a home

1. Community Helpers
   a. Postmen
   b. Milkmen
   c. Telephone repairmen
   d. Garbagemen
   e. metermen
   g. Gas and Oilmen
   g. Firemen
   h. Policemen

B. Children Share In Home

1. Yardwork
2. Household
3. Care of Room

C. Parents Earn Living in Such a Capacity

LEARNING EXPERIENCES

First Hand Experiences

1. Children cut out pictures of tools used to build houses with. The rest of the class guess what the tools are.
2. Children cut out pictures from magazines of workers involved with the building and the servicing of the home.
3. People working in such a capacity talk to the class.
4. Children take a field trip to a construction site.
5. Children relate to the class of jobs they saw being performed.
6. Children make a chart of tasks they can perform in the home.

VICARIOUS EXPERIENCES

1. Show films and movies
2. Have discussions
3. Read related stories
4. Show pictures
5. Have the children read related stories
6. Listen to records, songs, poems, etc.

CREATIVE EXPERIENCES

1. Draw pictures of various workers on what interests them
2. Draw pictures of parents at work
3. Hold playing of parents work on other workers
4. Use puppets for work situations
5. Write a story "My Mom" about her job and what she does
6. Sing songs and act out
7. Create a display

SPECIAL PROJECTS

1. The class will make a bulletin board display by cutting simple house shapes, adding trees, trucks, buses, cars, mail truck, milk truck, etc. These can be made by art projects or cutting out pictures of them.
2. The class will make pocket folders with workers pictures on the outside. They must then cut out the tools each worker would use and drop them in the right matching folder.

AWARENESS OF THE FAMILY

COMMUNITY WORKERS

SOCIAL STUDIES

FIRST GRADE

CONTINUING--ON GOING

Eva Magnuson

Aili Juola

Garfield School

Cloquet, Minnesota

Eva Magnuson and Aili Juola

AWARENESS OF THE FAMILY

I. General Purpose

It is our purpose in this unit to make the primary child aware of his family as compared to other families and to realize the part that each member of the family plays. We feel that by achieving this purpose a child will have a better understanding in later years of the diversity of roles in the working world and of abilities that different people have.

II. Objectives

A. Realization that families can be different sizes.

B. Understanding who the members of a family are (can be different from a mother, father, and children).

C. Understanding of the child's role in the family.

D. Understanding the various roles of the mother in a family.

E. Understanding the various roles of the father in a family.

F. Understanding of how the family works together.

G. Understanding of how the family plays together.

H. Realization of the differences and similarities between "real" families and families seen on television and in books.

III. Resources

A. Equipment
1. Cassette tape recorder
2. Bulletin board space
3. Filmstrip projector and filmstrips
4. Posters

B. Outside personnel
Have a mother(s) and/or father(s) come in to speak to the children about their jobs inside and outside the family.

C. References
1. Filmstrips
Home Community Series
SS1LN- Brothers and Sisters
SS2LN-Family Fun
SS3LN-Growing Up
SS4LN-Helping Mother
SS5LN-Keeping Busy

"Sometimes I Wonder"
"Circle of Feelings"
"The Magic Glasses"
"The Parade"
"Judy's Ups and Downs"

2. Songs
Section on "Home and Family" - llyn and Bacon - This Is Music

3. Magazines
Jack and Jill has monthly articles about "My Mother Is a ___"

4. Books
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Meeks, Esther. Families Live Together. Follett Publishing Company, 1969.
McKay, Susan. People in Our World. Follett Publishing Company, 1973
Blanchette, Zelda. My Self and Others. Steck Vaugh Company, 1970.
Scholastic Audio-Visual Record and Book Sets. Five Children and Five Families.

IV. Outline of the unit

A. Realization that families can be different sizes.

Children bring or draw pictures of their families. Compare family size. (Refer to worksheet at the back of this unit.)

B. Understanding who the members of the family are.

Refer back to A. Discuss relatives not in the immediate family who can be part of the family unit (grandparents, aunts, uncles, etc.)

C. Understanding the child's role in the family.

1. Children can make puppets and role play puppets. To show how they can, through their own efforts, change their environment. For example, cleaning desks, cleaning closets, picking up papers.

2. Children can make a "Book About Me." It will include:
   a. Things I Play With
   b. My Family
   c. Things I Can Do
   d. Things I Like
   e. Things I'm afraid of
   f. Things I Can't Do
   g. I Would Like to Be
   h. I Would not Like to Be
   i. Things That Make Me Laugh
   j. Things That Make Me Cry

3. Children can make a booklet using dittoed sheets from unit on "People Live Together," Continental Press.

4. Check List for the children: I like to -----
   a.----be outdoors
   b.----be indoors
   c.----draw pictures

4. Continued
   d. ----talk to people
   e. ----be by myself
   f. ----help people
   g. ----work with machines
   h. ----do things where I can move around
   i. ----work with my hands
   j. ----try new things
   k. ----make up songs
   l. ----build things
   m. ----collect things

   Children can compare their lists with other children to discover likenesses and differences.

5. Children play guessing games. One child may describe someone in the class and the others try to guess who it is. Through the responses of the children, the teacher can help them understand that everyone is alike in some ways and different in others.

D. and E. Understanding the various roles of the mother and father in the family.
1. Suggested letter to parents.
2. Have a mother visit and talk about her job.
3. Conduct a survey of what mothers of the children are doing; discuss meaning of full-time and part-time jobs.
4. Have the students discuss how the family relationship and activities may change when the mother works.
5. Role Playing -- Children assume roles of mother and other family members in home, then change tasks, humorous situations could result showing the children the need for each member of the family to do his tasks well.

F. Understanding of how a family works together.
1. Work Role Bulletin Board -- caption identifying the jobs and the work that is being performed. Children bring in pictures of workers engaged in varying work roles.
2. Children tell or pantomime work each member of family does. Write a riddle about their work.
3. Children make a family tree of occupations.

G. Understanding how the family plays together.
1. Bring in pictures of some activities family does together. Make a scrapbook.
2. Children make dioramas showing family members engaged in leisure activites.

H. Realization of the differences and similarities between real and fictitious families, families on television, and families in books.
1. Brady Bunch, The Waltons, Partridge Family" on TV.
2. Stories about families in readers and library books.

The following is a suggested outline for discussion.
Who are the members of the family?

What do they do?

What kind of people are they?

Would you want to be a member of that family? Why? Why not?

Are they like your family in any way? How are they different?

SUGGESTED LETTER TO PARENTS

Alternative: Interview

Dear Mr. _____
(parent or gaardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s
(child's name)

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties: _____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, books, uniforms, etc.? _____

_____

4. Would a field trip to your place of employment be beneficial at this grade level?

_____

Thank you for your consideration.

_____

Sincerely yours,

(teacher)

Unit Title: "What Is Your Dad's Job?"

Subject: Reading, Language Arts, Math, Social Studies and Art

Grade Level: Grade 2

Unit Length: 4 - 6 weeks

Writer and School: Judith West, Lincoln

The purpose of this unit is to introduce the children to the occupations of the parents of their classmates.

Goals

1. Provide an occupational information program which is organized sequentially and leads to continued interest into the secondary level of instruction.
2. Encourage development of work habits and realistic attitudes towards occupations and work.
3. Involve children in self-discovery activities.
4. Provide the opportunity for students to interact with selected community helpers.

Performance Objectives

1. To develop an awareness of self.
2. To help the child identify ways in which he is like workers he knows.
3. To acquire a knowledge of workers.
4. To acquire a respect for other people and the work they do.

Subject Area	Activity
Social Studies	1. Take a bus trip around the community to see where the fathers and mothers work. 2. Take tours of some of the places of work. 3. Have parents come in and talk to the class about their work. 4. Catagorize the jobs of parents under headings of manufacturers, agriculture and services. 5. Play "occupational bingo". 6. Game - match the occupation with the tools used in that occupation. 7. View films pertaining to the occupations you are studying. 8. View filmstrips pertaining to the occupations you are studying. 9. Make books available about the various occupations.

Math

1. Discuss money and how fathers and mothers earn money.
2. Use play money to buy things in a play store. (Role playing of their parents at work.)
3. Using store ads - give each child a certain amount of money to spend using the prices in the ad.
4. Discuss the importance of being able to make correct change or be able to count it.
5. Use play money and practice making change.
6. Discuss the importance of math in each of the occupations you are studying.
7. Make up story problems using situations from the occupations you are studying.

Art

1. Draw pictures of mom or dad at work.
2. Draw a picture of the place of business where mom or dad works.
3. Make a doirama of mom or dad's place of work. (The inside or outside.)
4. Draw a picture of his dad at work in the center of a paper and surround it with pictures of tools he would use in his work.
5. Illustrate the booklets they have made.
6. Design a cover for the booklets they have made.
7. Make a mobile consisting of tools used in their father's occupation.

UNIT TITLE:	Our Helpers of the Community
SUBJECT:	Social Studies
GRADE LEVEL:	Two and Three
UNIT LENGTH	4 to 5 weeks
WRITER AND SCHOOL:	Bette Macdonald and Darlene Morehouse Cloquet Public Schools

I. Overview of the Unit

Our purpose of this unit is to acquaint the students with various occupations of people in their community. It is hoped to give the children a more mature understanding of the various community helpers presented. Through the individual and group experiences provided, the children will be guided to interpret on their own level of understanding, the need for a worker to be responsible, trained and cooperative.

II. Objectives

1. Give children accurate, basic information about the following community helpers: firemen, policemen, postmen, and hospital workers.
2. Gain understanding of services needed to keep us safe and happy.
3. Help each child become acquainted with some of the duties and responsibilities of the fireman, policeman, postman, and hospital workers.
4. Understand that people are dependent on one another.
5. Help children develop a knowledge of and appreciation for all honest work.
6. Encourage genuine respect for work of community workers.
7. To develop a willingness to assume responsibility for doing one's work.
8. To encourage right attitudes toward community helpers.

III. Fireman

A. Suggested approaches and activities

1. Discuss various experiences children have had with firemen and fire.
2. Read a story or poem, or show pictures.
3. Have a fireman visit the children.
4. Plan a trip to the fire station.
5. Discuss fire fighting equipment and its uses.
6. Learn fire prevention rules in the school, home and community.
   a. Make a survey of their homes for fire hazards.
7. Discuss fire as our friend and as our enemy.
8. Discuss what to do in case of a fire.
   a. Let children use play telephones to practice calling the fire station.
9. Build a fire safety vocabulary.
10. Have children draw pictures of their firemen and their duties.
11. Discuss importance of fire drills.
12. Learn different ways to put out a fire.
13. Write a story about a fireman's day on duty.
14. Write a report of a well known fire in our area.

IV. Policeman

A. Suggested approaches and activities

1. Arrange a bulletin board displaying the services ordinarily performed by policemen at community level.
2. Show films and filmstrips about policemen.
3. Discuss various policemen and their duties.
4. Read stories about policemen.
5. Show pictures of policemen and discuss them.
6. Learn about the equipment a policeman uses in his work.
7. Make safety signs or posters.
8. Make a puzzle in the shape of a policeman's cap.
9. Write poems about policemen.
10. Visit a police station to realize the many services given.
11. Make policemen puppets and put on a show.
12. Have children act out roles of citizens and policemen.
13. Learn bicycle safety.
14. Discuss patrol members at school and their duties.

V. Hospital Helpers

A. Suggested approaches and activities

1. Have one of the various hospital helpers visit the class to discuss with the class his duties and the equipment needed to perform them.
2. Discuss experience children and their families have had with hospital helpers.
3. Act out a hospital scene. Have someone be the nurse, the doctor and the patient.
4. Have the school nurse visit your class. Ask her to tell about her duties and her training.
5. Draw a mural of the various nursing helpers.
6. Take a trip to view ambulance service available in the community.
7. Discuss importance of cleanliness in the hospital.
8. Set up and play doctor's office in the classroom.
9. Make a cut-away drawing of a large hospital that would show some of the various rooms.
10. Learn basic first aid treatment and the importance of it.

VI. Postal Workers

A. Suggested approaches and activities

1. Discuss the different postal workers and their duties.
2. Visit a post office
   a. Find out how mail is sorted and distributed
   b. Learn different duties of postal workers
   c. Discuss different types of mail and how they're classified
3. Write a letter and send it
4. Show pictures of postal workers
5. Use films and filmstrips
6. Bring in and discuss different stamps
   a. Start a stamp collection if interested
7. Visit from a postman
8. Walk to the nearest mailbox at the time the mailman will be at the box to pick up the mail
9. Construct a post office in the classroom
10. Play the roles of postal workers
11. Make a bulletin board showing the route of a letter

VII. Evaluation

1. Discuss with the children what they've learned about community helpers
2. Have children engage in show-us and tell-us activities
3. Describe hypothetical situations and ask the children what proper and best response will be.

VIII. For the pupil

Averill, Fire Cat

Barr, Jane; Mr. Mailman, Whitman and Co.

Barr, Jane; Policeman Paul, Whitman and Co.

Barueh, D.W. and Others, Five in the Family, Scott Foresman & Co.

Barueh and Montgomery; Three Friends, "I See," pp. 15-22.

Beim, Country Fireman, William Morrow Co.

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Brewster, Benjamin, The First Book of Firemen, Franklin Watte Inc.

Brown, Margaret, Seven Little Postmen, Simon-Schuster

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Buchheimer, Naomi, At the Post Office

Buchheimer, Naomi, Let's Go to a Post Office, G.P. Putman's Sons

Bulla, C., Riding the Pony Express

Burkhart, R.W., and McGuieness, A.G., Fireman Joe

Colby, Smoke Eaters; Tracks, Training and Tools of the Nation's Firemen

Colonius-Schroeder, At the Post Office, Melmont

Dillen, Ina K., Policemen, Melmont

Gates and Others, On Four Feet, "A Letter from Joan," pp. 125-128

Granberg, Wilbur J., Johnny Wants To Be a Policeman, Aladdin Books

Greene, Carla, I Want To Be a Postman, Children's Press

Greene, Carla, What Do They Do? Policemen and Firemen

Gregoly, Great Big Fire Engine Book

Hastings, E., About Postmen

Hefflefinger-Hoffman, Firemen, Melmont

Hefflefinger-Hoffman, Our Friendly Helpers

Hitte, K., A Letter For Kathy

Hagley and Cordiar, Friendly Neighbors

Hurd, Engine, Engine, No. 9

Mace, Katherine, Chief Dooly's Busy Day, Abelard Press

McCall, How We Get Our Mail, Benefie Press

McHue and Others, Come Along, "Traffic Policeman," pp. 136-139

McIntire, A., Billy and His Friends

Mashover, Leonard, You Visit a Fire Station-Police Station, Benefie Press

Miner, Opal, Fireman, Children's Press

Miner, Opal, True Book of Postmen, Children's Press

Miner-Salem, The True Book of Policemen and Firemen, Children's Press

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Norling, J., Peg's Letter

O'Donnell and Phillips, Anything Can Happen, "Policeman David, pp. 80-86

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Schloat, G. Warren, Adventures of a Letter, Charles Scribner's Sons

Tiegs, Adams, Thomas; Your Neighborhood and the World, Ginn & Co., 1966

Tousy, S., Jerry and the Pony Express

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Witty, Paul, The Mailman, D.C. Heath and Co.

Witty, Payl, The Fireman

Zaffo, George J., The Big Book of Real Fire Engines, Grosset and Dunalp

Zaffo, George, Things I Should Know About City Police and Their Equipment, Doubleday and Co.

IX. For the Teacher.

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Audio-Visual Aids, Bulletin of University of Kansas, Lawrence, Kansas

Crump, Irving, Our Firemen

Dale, Edgar, Audio-Visual Methods in Teaching Dryden Press, N.Y.

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Gilbaugh, John W., Social Studies and Science Resources Units for the Second Grade, San Jose, California

Gue, McCall and Sanford, You and the Neighborhood, Benefie Press, 1963

Hanna and Hoyt, In the Neighborhood, Scott Foresman and Co.

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Social Studies in the Elementary Schools, Grade 2, White Bear Lake

Teacher's Guide for the Social Studies, Grades 1-12, Grand Rapids, Minnesota

Wann, Mann, and Sheehy, Learning About Our Neighbors, 1967

Wesley and Adams, Teaching Social Studies in Elementary Schools, D.C. Heath Co.

I. Filmstrips

Finding Out About Your Body, 424-9

Firemen At Work

Fire Department-Community Helpers Series

Health, SVE - 221-2

Let's Make a Post Office - Popular Science

Let's Visit the Dentist - 567-5

Our Post Office

Policemen - KHF

Policemen - JH

Policemen and Firemen - SVE

Post Office and Postal Workers

Post Office Workers - Curriculum

Tale of a Toothache - SVE - 568-3

The Postman-Community Helpers Series

We Have You Covered, Common Cold - SVE - 568-2.

Your Body and You - SVE - 435 - 18

II. Films

City Fire Fighters, Coronet

Community Helpers - Ryegate, 1969

Fireboat, Bailey

Fire Engines, Tomkins

Fire Exit Drill at Our School, Coronet

Firehouse Dog, FA

Fireman, Thompkins

Fire; What Makes it Burn

Fire; Patty Learns What To Do, University of Michigan State

Fire Prevention in the Home

Fireman

Helpers in the Community, Coronet

Helpers Who Come to Our House

Letter to Grandmother, Coronet Instructional Films

Mailman, EBF

Mailman, Michigan State University

Our Community EBF

Our Post Office EB

Our Post Office, EBF

Policeman, EBF

Safe Living at Home, Coronet Films - 10 minutes

Safe Living at School, Coronet Films - 10 minutes

Safe Living in Your Community, Coronet Films - 11 minutes

The Fireman, Thompkins Films - 12 minutes

The Mailman

The Policeman, Community Helpers

Where Do Our Letters Go?, Coronet

Where There's Smoke, Sid Davis Production - 10 minutes

Your Postal Service, Baily Films

XII. Songs

"Carrier Pigeon," This Is Music. p. 115

"Music In Our Town," Silver Burdett, "Fire Down Below," p. 80

"We Want to See a Fireman," Silver Burdett, p. 81

"The Busy Postman," Listen and Sing, Ginn Volume I

"The Holiday," Berg, Richard C., and Others, Music for Young Americans. Bk. 2

"The Postman," American Singer, American Book

"The Postman," Fitts and Others, Singing On Our Way. p. 65

"The Postman," This Is Music. p. 54

XIII. Study Prints - SVE Picture-Story

SP124 - Hospital Helpers

SP124 - Postal Helpers

SP119 - Police Department Helpers

SP120 - Fire Department Helpers

UNIT TITLE: People Who Make the Newspaper

DEPARTMENT OR SUBJECT: Social Studies

GRADE LEVEL: Grade Two

UNIT LENGTH: Two-Three weeks (depending on children's interest)

WRITER & SCHOOL: Charlene Mead, Garfield School, Cloquet, Minn.

Title People Who Make the Newspaper

Main Ideas

1. What people are involved-

publisher	copy boy	pressman
editor	advertising manager	circulation manager
writer	artist	paper boy
reporter	linotype operator	
rewrite man	proof reader	
photographer	compositor	
librarian	stereotyper	

2. What kinds of news are in the paper?
Examples:

sports	editorials
amusement	obituaries
weather	matter of record
area news	ads
world news	T.V. log

Concepts

1. Chinese were the first to develop a newspaper.
2. When our country was new town criers spread the news.
3. The newspaper is a service to be appreciated.
4. The newspaper contains a variety of news.

Attitudes, Values and Appreciations

1. The newspaper is a social service for the oommunity.
2. We appreciate the service.
3. All the people involved in the making of the newspaper are important.

Related Skills

Language Arts	Listening
	Writing
	Reading
	Speaking

Audio Visual Materials

1. Magazine pictures
2. Tapes of sounds you may hear on the job
3. Slides of people at work
4. Tapes of people describing their work
5. Snapshots

Books or pamphlets

1. Come to Work With Us in a Newspaper, by Jean and Ned Wilkinson

Community Resources

1. Editors and/or others involved in making the newspaper
2. Mrs. Eide and staff from the Gazzette (Garfield-intermediate paper staff)
3. Field trip to the Pine Knot

Construction Activities

1. Write our own class newspaper
   Examples of news to be included:

lost and found	jokes
book reviews	pets (pictures and stories)
movies	trips
want ads	poems
hobbies	short stories.

Dramatic Representation

1. Construct a kangaroo

   Inside the pouch of the kangaroo are the names of people who work on the paper. Children may pick a name and act out that person. The other children try to guess who that person is.

Oral and Written Language

1. Newspaper articles
2. Dramatic representations of jobs
3. Letters-requesting people to visit the classroom and thank you letters

Art

1. Illustrations for class newspaper
2. Bulletin board displays
3. Make a mobile or collage of tools and equipment used in making a newspaper

UNIT TITLE: THE BAKERY

DEPARTMENT OR SUBJECT: SOCIAL STUDIES

GRADE LEVEL: TWO

UNIT LENGTH: ON GOING

WRITER AND SCHOOL: PATRICIA HOFFMAN

GARFIELD ELEMENTARY

UNIT NAME: THE BAKERY

BROAD LEARNING OBJECTIVES:

1. Awareness of the bakery as a productive part of the community.
2. Awareness of the persons and their skills that produce bakery goods.

ATTITUDES TO BE DEVELOPED:

- The bakery serves people in the community.
- An awareness of the equipment that is used in a bakery.
- A baker is usually a skilled technician.
- There are small town bakeries and large, factory type bakeries.
- The baker's busiest hours are during the night.
- A bakery is kept spotlessly clean and sanitary to protect the customer.
- A baker keeps up on modern methods.
- Their is a cooperation between bakery employees.

RELATED SKILLS:

Mathematics: Counting

Weighing of ingredients

Measure- recipes

Exchange of money

Time

Language Arts: Knowing bakery terms

Reading receipes

Reading labels

Writing a story about the trip to the bakery
Reading books on bakeries and bread
Listening
Communication Skills:

- Asking questions of the baker
- Between children (classroom bakery)

RELATED SKILLS:

Science: Baking bread - yeast raising
Mixing ingredients
Ingredients and their reactions
Temperature - thermometer.

Art: Illustrate various men at their job.
Assembling a classroom bakery
Decorate a cake
Keep a folder on the bakery

Suggested Activities:

- Field trip to our local bakery
- Taking pictures of actual bakers on the job
- Learning to read a recipe
- Measuring out ingredients
- Mixing and making and baking bread
- Using graph paper to illustrate temperature (baking and otherwise)
- Viewing a cake being decorated
- Assembling a classroom bakery with over the counter sales

Future Activities:

- Discovering about wheat and where it comes from.
- Discussing the middle man in a big factory style bakery.
- Discuss all the outside people who help bakeries:

  Truck driver

  Delivery boy

  Farmer

  Salesman

AUDIO-VISUAL AIDS:

Film: Foods From Grains 11 min.

Visiting his Uncle's bakery. Bobby sees the steps involved in making bread.

AUDIO VISUAL:

Filmstrips:	How We Get Our Foods (Story of bread)	SVE
	Community Helpers (the baker)	Eyegate

BOOKS:

- Let's Take A Trip To A Bakery, Buchheimer, Naomi; G.P. Putnam's Sons, N.Y.
- Let's Find Out About Bread, Burt, Olive; Frankilin Watts, Inc., N.Y.
- I Want To Be A Baker. Greene, Carla; Children's Press
- The Apple Strudel Soldier, Johnson. John E., Follet
- The Seabury Cookbook for Boys and Girls, Moore, Eva; Seabury Press, N.Y.
- The First Book of Food. Scheib, Ida; Franklin Watts, Inc., N.Y.

COMMUNITY RESOURCES:

- Local bakery
- Cake decorator
- A mother to come in and help demonstrate the making of bread
- School cook
- Mothers to help on the field trip

"LIDS FOR KIDS"

C. Karulak
M. Axtell

OBJECTIVES

1. To develop an awareness of the varied and many occupations in the world today.
2. To develop basic understanding of the different occupations.
3. To gain more knowledge of the occupation through wearing head-gear representing various occupations.
4. To learn to distinguish the occupation by the head-gear worn.

CONCEPTS

1. Clear up misconceptions about certain occupations.
2. To familiarize them with the jobs represented.
3. Through local resource people we hope to bring the concept of jobs or careers closer to home.
4. Give children necessary background information concerning careers, i.e. - necessary education, physical requirements, some duties of the occupation, etc.

INTRODUCTION

What do we mean by occupations or careers?

This unit may be introduced by the teacher modeling an unusual hat as an "attention getter". This will lend to discussion of various other occupations and as a result will introduce the unit.

PROBLEM

Choose a particular occupation and list everything known about it.

Things we know about Policeman.

Things we want to know.

MATERIALS NEEDED

1. Brief resume of selected occupation. (Copy occupation Police SRA)
2. Hat to represent the occupation, if occupation requires one.
3. Available picture, filmstrips, films and tapes.

ACTIVITIES

1. Illustrate occupations children are interested in.
2. Show filmstrips and play cassette tapes.
3. Have some movies and T.V.
4. Have oral reading of career books at their levels and report on them.
5. Discuss occupations of our town. Make bulletin boards and murals of our town.
6. Dramatize and pantomime.
7. Take pictures of children with their occupation lids.
8. Invite local resource people.
9. Sing songs and write poetry pertaining to occupation.
10. Write thank-you notes.
11. Make puppets to show the different workers.
12. Make paper mache' or clay models.
13. Write stories about parents occupations or other familiar ones.
14. Have field trip to greenhouse.
15. As a result of local resource person, seeds were planted and the plants were taken home for Mother's Day.

EVALUATION

(1.) We felt the children's attitudes changed considerably as the result of learning just how much interaction and cooperation were necessary to become a success in any career.

(2.) Two lists of occupations were made; one prior to and one after our unit "Lids for Kids". We weren't surprised to find many new occupations added to the second list.

(3.) As a result of the unit the children became more aware of what was involved in each occupation. Because of local resource people:

a. The children learned of the variety of police jobs available to them.

b. In nursing they learned that men are also choosing this as their profession.

c. In hair-dressing, the children become aware of the popularity of wigs for both sexes, and that men as well as women are having their hair styled.

d. In visiting the greenhouse the children were surprised at the numbers and different varieties of plants. They were able to see the "ins" of floral arranging, corsage-making, etc.

(4.) Role playing and pantomime were done to fit the occupation. Games, riddles, and suggestive materials of the various occupations were also used. For example, children were given a list of occupations studied and were told to decide where a worker in that vocation would be found.

The following places were given:

A. City
B. Country
C. Town
D. Anywhere

(5.) A daily log was kept which included questions and comments by the children while the unit was in progress. Some of these activities greatly changed their attitudes towards the world of work.

(6.) Children made booklets which included topics such as:

A. Things I Would Like to Do.
B. What Would You Like to Be?
C. Things My Dad Does.
D. Things My Mother Does.
E. My Family

(7.) At the beginning and at the ending of the unit we had the children write the reasons why people work. The difference in:

A. The number of responses
B. The maturity of responses

served as a measurement of the vocational growth of the students.

CHILDREN'S BIBLIOGRAPHY

(Dugan, Bill) - Bill Dugan's Busy Town - Golden Press 1969

(Greene, Carla) - Animal Doctors - What Do They Do? - Harper & Row 1967

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(Greene, Carla) - I Want To Be a Baker

(Greene, Carla) - I Want To Be a Baseball Player

(Greene, Carla) - I Want To Be a Dentist

(Greene, Carla) - I Want To Be a Doctor

(Greene, Carla) - I Want To Be a Nurse

(Greene, Carla) - I Want To Be a Librarian

(Greene, Carla) - I Want To Be a Pilot

(Greene, Carla) - I Want To Be a Policeman

(Greene, Carla) - I Want To Be a Postman

(Greene, Carla) - I Want To Be a Road-Builder

(Greene, Carla) - I Want To Be a Scientist

(Greene, Carla) - I Want To Be a Space Pilot

(Greene, Carla) - I Want To Be a Telephone Operator

(Greene, Carla) - I Want To Be a Teacher

(Greene, Carla) - I Want To Be a Train Engineer

(Greene, Carla) - I Want To Be a Truck Driver

(Greene, Carla) - I Want To Be an Airplane Hostess

(Greene, Carla) - I Want To Be a Animal Doctor

(Greene, Carla) - Railroad Engineers and Airplane Pilots - What Do They Do?

(Greene, Carla) - Soldiers and Sailors - What Do They Do?

(Greene, Carla) - Truck Drivers - What Do They Do?

(Greene, Carla) - Policemen and Firemen - What Do They Do?

(Scarry, Richard) - What Do People Do All Day?

(Coy, Harold) - The First Book of Hospitals

(Leming, Richard) - The Police Lab at Work

(Schwartz, Alvin) - The Night Workers

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(Jupo, Frank) - Any Mail For Me?

(Cosgrove, Margaret) - Your Hospital, A Modern Miracle

(Colby, C. B.) - Danger Fighters

(Shay, Arthur) - What Happens When You Put Money in the Bank?

(Scotin, Laura) - Let's Go To a Bank

(Cooke, David) - How Money Is Made

(Colby, C.B.) - Park Ranger

(Colby, C.B.) - Secret Service

(Colby, C.B.) - Police

(Colby, C.B.) - Communications

(Cher, Pokay) - Libraries and You

(Buckheimer, Naomi) - Let's Go To The Library

(Meshover, Leonard) - You Visit a Newspaper, Television Station

(Epstein, Sam & Beryl) - The First Book of News

(Kay, Eleanor) - The First Book of Nurses

PROFESSIONAL BOOKS

(Greene, Carla) - Let's Meet the Chemist

(Dunn, Charlota) - World of Work

(Haebick, Kathryn A.) - Vocations in Biography and Fiction

(Ryness, Arden) - Film-making for Children

FILMSTRIPS

1. SS1LL The Lumbermill
2. SS2LE Business In The City
3. SS5LE Working In The City
4. SS5LR Working In Our Town
5. SS3LG Coast Guard Rescue
6. SS4LG Day At The Light House
7. SS6LG Firemen At Work
8. SS7LG Grocer
9. SS10LG Larry Helps The Police
10. SS12LG Policemen At Work
11. SS15LG Shoemaker
12. SS16LG Tailor
13. SS18LG The Fire House
14. My Mother Is A Waitress
15. My Mother Is A Dental Assistant
16. My Mother Works In A Bank
17. My Mother Works In An Office
18. My Mother Works In A Drug Store
19. My Mother Works At Home
20. SS6LA Men Who Build Our Homes
21. SS6LL Dairy Farmers

CASSETTE TAPES

1. Visiting An Airport
2. Visiting A Television Station
3. Visiting A Steel Mill
4. Visiting A Weather Station
5. Visiting A Computer Center

FILMS

1. Busy Airport
2. Helpers In Our Community
3. Milk
4. Making Work Easier

Dear _____,

Our second graders at Leach Elementary School are doing a unit on "Lids for Kids" in connection with the Career Development Project which is being conducted in our school district.

In an effort to expose them to experiences concering workers in various occupations, we are requesting a sample of the hat or head gear worn by workers in your particular field or area. This is a model unit. These hats will be used by all the second graders in our school system next year.

The children will wear these hats as they study about these various occupations. Thank you for your cooperation.

Our children will be anxiously awaiting your reply. Please mail the hat to Forrest Lundgren, Career Development Coordinator, Leach Elementary School, Cloquet, Minnesota.

Sincerely yours,

Forrest Lundgren

Dear _____,

This is in reply to our request for a hat or head gear worn by the workers in your particular field.

The children have enjoyed learning about your occupation and modelling your head gear.

We wish to thank you for your contribution which enhanced our unit, "Lids for Kids".

Sincerely yours,

Forrest Lundgren

UNIT TITLE: Video-Taping of Occupations

GRADE LEVEL: Primary

UNIT LENGHT: Continuing

WRITER & SCHOOL: Fred Flankey, Leach School
Cloquet, Minnesota

VIDEO-TAPING OF OCCUPATIONS

RATIONALE: To video-tape the parents of primary grade children and develop an awareness to the world of work and develop positive attitudes toward work in general. In doing so, it is felt that a high interest level will be attained as the children will see their parents and other familiar faces when played back on the video set.

GENERAL GUIDELINES:

1. An attempt should be made to get a cross-section of various occupations.
2. Limit the interviews to a predetermined format and time limit. (Five minutes is suggested for primary grades.)
3. If desired, the occupations can be limited to a specific field.
4. It is desired that the taping take place at the place of employment so that the tools of the trade can be shown.

An example of the interview sheet and general description of what is desired is attached.

CAREER DEVELOPMENT (Primary K-3)

In the interview with us we suggest offering the following information. If you have more to add please feel free to do so. Also, keep in mind that these tapes will be shown in the primary grades (K-3).

Our goals are to develop an awareness of the world of work and to develop positive attitudes toward work in general.

Here is a flexible outline we suggest you follow:

1. Job Interview

   A. Name of Occupation

   B. Description of the Occupation

      1. General Nature of your Work
      2. Duties and Responsibilities
      3. Equipment Used

   C. Training Requirements
      1. Level of Education Required
      2. Other Requirements, Licences, etc.

   D. Some Positive Statement about your job and the World of Work.

JOB INTERVIEW (Please fill out)

1. NAME OF OCCUPATION: _____

2. DESCRIPTION OF YOUR OCCUPATION

   A. General Nature of your work -

   B. Duties and Responsibilities -

   C. Equipment Used -

3. TRAINING REQUIREMENTS:

   A. Level of Education Required -

   B. Other Requirements, Licences, etc: -

4. SOME POSITIVE STATEMENT ABOUT YOUR JOB AND THE WORLD OF WORK:

PHOTOGRAPHY

A Unit to be used all year

Social Studies

Grade 4

Betty Enlund

Leach School

Cloquet, Minnesota

Photography Unit
Grade 4

I. Purpose

The purpose of this unit is to make the students aware of one career of profession in the whole world of work. This profession is photography. First of all, getting their interest in photography, and then expanding this interest to show some of the many ways in which photography is used in the world of work.

II. Time

A whole year should be allowed for this unit with formal classes held possibly every two weeks and other activities going on all the time. It takes time to take the pictures, have them developed, get them back; work on the play also takes time, especially when you think of all the phases involved.

III. Concepts to Teach

A. How a camera works
B. Some of the techniques of picture taking
C. How a film is developed
D. Pioneers in photography (History)
E. Some of the career opportunities in photography
F. How photography is used in other occupations

IV. Unit

A. Introduction

Get the interest of the students by talking about cameras, pictures, slides, etc., that they or you might have. Bring in cameras of theirs or yours and talk about them. Mention that they will be learning more about those things and how photography could become the career of profession for some of them. Give a pretest to find out what they know about photography.

B. How a Camera Works

Explain the workings of a camera. Demonstrate with a camera, using as many types as possible. Students will have a work sheet to work on, diagraming the parts of a camera. This could be done before or after the explanation.

C. Some of the Techniques of Picture Taking

Begin actual picture taking. Let the students take pictures, assigning possibly two students to the camera each nice day. When pictures are developed, talk about them.

D. How a Film is Developed

Assign reading to the students and discuss in class. If possible take a field trip to see this process. Occupations in relation to this can be studied at the same time. Students should be encouraged to ask questions of people on the job, if possible, to get more information.

E. Pioneers in Photography

This will go back into the history of photography. Mention is made of how photography first got its start and some of the people who have had something to do with cameras and picture taking. A worksheet and reading can be assigned either before or after this discussion, with another class discussion to follow.

F. Careers

Questions can be asked in class as to what career opportunities there might be in photography. Then have students find what they can about these careers; interest, education needed, careers, how photography is used in other occupations. Have a class discussion after this. If possible, take a field trip to see some photographers, or have a speaker come in and explain his work and show some of his equipment.

G. Evaluation

Show projects. These might include a bulletin board of pictures taken, a photo album with pictures mounted, the movie made in connection with the Language Arts program, a booklet with all worksheets and other information that has been collected during the unit work. Give a post test.

V. Activities and Projects

A. Make a booklet that can hold all worksheets and information gathered during the unit work.
B. Each student will be allowed to use the camera (or cameras). Pictures will go into the booklets or into a photo album for later display.

C. Work with the Language Arts program to plan, write, rehearse, perform, and film a play--with all the scenery, etc., that is needed. This will give the students some idea of related careers in photography.

D. Take a field trip (s) to see the work of photographers of others in fields related to photography.

E. Have a speaker come in with his equipment and talk about his work (training, education, equipment, etc.)

VI. Bibliography

Hoke, John; The First Book of Photography; Franklin Watts, Inc.

Daugherty, Charles M.; Mirror with a Memory; Harcourt, Brace, & Co.

Tannenbaum & Stillman; We Read About Talking Pictures;
Webster Junior Science Series, Webster Publishing Co.

Encyclopedias; Volume C and P

The following is just an example of a pre or post test which could be given:

FILL IN THE BLANKS WITH THE COR ECT WORD

1. The camera can be compared to the EYE .
2. The CAMERA can be used to reme ber things.
3. The camera needs LIGHT in order to work.
4. In order to get pictures, the film must be DEVELOPED .
5. No LIGHT must touch the film before it is used.
6. The photographic industry is large and many people make their LIVING in it.
7. Photography is very OLD .
8. George Eastman made the camera so SIMPLE that anyone could use it.
9. MOVIE cameras take many individual pictures a second.
10. A truly good picture depends on the SKILL of the photographer, if the camera is working properly.

Grade 4 -- Career Development -- Photography
Part I

Name_____

How can you remember something? Take a picture of it with a camera. How does a camera stop what you see and hold it for you to look at again whenever you want to? Knowing what each part of a camera does will help you to learn how a camera works.

Film lever or winder
Viewfinder
Lens
Shutter
Diaphragm
Shutter release button
Film

Add some film and a box to put all the parts in, and you have a camera. Then develop the film and you'll have a record of what you saw.

Photography begins with a camera. In its simplest form the camera has three parts: a lightproof box, a glass lens or pinhold through which the only light allowed into the camera passes, and an inside surface on which the light focused by the lens falls. The basic camera can be made into any special type needed.

A camera is much like our eyes, but our eyes, seeing continually, leave a memory only of those things that are important to us. Often a camera may permanently record scenes that we see, but the camera will remember some of these scenes better.

Activities

1. Read pages 2-11 -- We Read about Taking Pictures
2. Find the definition of the following words:
   a) Diaphragm--
   b) Film lever or winder--
   c) Lens--
   d) Shutter--
   e) Shutter release button--
   f) Viewfinder--
3. Label the parts of the cameras and the eye on the next page.

Photography Units

Name _____

I. Match the following names with what they did. They all have something to do with the history ofphotography.

_____ Johann Heinrich Schulze

_____ Louis Jacques Mande Daguerre

_____ William Henry Fox Talbot

_____ Frederick Scott Archer

_____ Sir John Frederick William Herschel

_____ Mathew B. Brady

_____ Richard Leach Maddox

_____ George Eastman

_____ Joseph Nicephore Niepce

_____ Julia M. Cameron

_____ William Henry Jackson

1. Produced an image on the surface of a glass plate.
2. Wet-plate photography, took pictures during the Civil War.
3. Tried to record the spirit and character of the people photographed.
4. Produced pictures on a metallic surface.
5. Developed a chemically coated film that could be conveniently rolled up on a spool. Developed a simply boxcamera.
6. First used the words "photograph," "negative", "positive".
7. His photos of Yellowstone National Park helped establish the National Park system.
8. Produced "dry" photography.
9. The first photos made by a camera.
10. Took the first steps toward permanently capturing an image by chemical means.
11. Developed a paper that was light sensitive.

II. Read the following sentences. If they are true, write the word TRUE on the blank. If they are false, write the word FALSE on the blank.

_____ 1. The first camera was invented in the early 1500's .

_____ 2. The first camera obscura was large enough for a man to enter.

_____ 3. The best photography is art and the best photographer is an artist.

_____ 4. One reason for taking pictures is to tell something by showing it.

_____ 5. The fun of photography is what counts. Otherwise why spend so much time and effort at it.

III. Fill in the blanks in the following sentences.

1. The world's greatest display of photography is to be found in the _____.

2. What is the differnece between an amateur photographer (yourself) and a professional photographer?

3. A person who takes pictures of anyone or anything is a _____ photographer.

4. A _____ photographer does any and all camera work for money.

5. Is it true that those people who take pictures for money know everything about cameras and pictures taking, whereas those who do it just for the fun of it, know nothing? _____

6. Name two ways in which a person can become interested in photography, possibly a career in it.

7. Name and describe ten possible careers in photography. Use the back side of this paper or another sheet if necessary.

8. What training or education does a person need for a career in photography?

Information for these sheets can be found in the encyclopedia (Photography), The First Book of Photography, Page 5-14; Mirror with a Memory: Page 74-89.

Following is a list of people who had something to do with photography. Choose three and write a short paragraph about them or what they did.

Margaret Bourke-White
Mathew B. Brady
George Eastman
Harold E. Edgerton
Edwin H. Land

Lumiere (brothers)
Jacob A. Rlls
Edward Steichan
Alfred Stieglitz
Alfred Stieglitz

TEACHER EVALUATION

This unit has seemed to work out very well. We should have started earlier in the year, however, because we are running out of time. The last of the pictures taken by the students will not be seen until next fall, the movie filmed by the Language Arts Class will not be seen until next fall because it won't be filmed until the last week of school. We still have a speaker scheduled to come in. I don't know how interesting he will be, but hopefully, the students will learn something about a photographers work.. (Very good speaker)

The use of the camera by the students has been excellent. A few accidents, but for the most part they have been very careful about handling the cameras and finished pictures.. They have been very excited and proud at seeing the finished product. An interest in photography, if even just for fun, has really developed.

The field trip to KDAL and Northern Photo Service in Duluth was very worthwhile. A great deal was learned about how photography is used in A TV studio, and some of the equipment needed; and much was learned about the processing of films and the jobs connected with that.

The students have really worked hard on the worksheets which have added much to their background and knowledge of photography - both for the fun of it as well as the careers involved.

There was a great deal of student interest in writing and dramatizing the plays. The plays were very will done as far as fourth grade playwriting is concerned. The two winning plays to be photographed were picked by other teachers doing the judging. This decision was a difficult task for them because of the good quality of many of the plays.

UNIT TITLE Career Education as it Relates to the S.L.B.P. Child

DEPARTMENT OR SUBJECT Elementary

GRADE LEVEL Third--S.L.B.P.

UNIT LENGTH Continuing--on going (as long as children are interested

WRITER AND SCHOOL Ailie Kiheri & Barb Olson, Leach Elementary

Cloquet Public Schools

CAREER EDUCATION AS IT RELATES TO

S.L.B.P. CHILD

I. GOALS AND OBJECTIVES

A. To provide the S.L.V.P. child with another reason for learning.

B. To provide information about different kinds of work and create an interest in jobs.

C. To enrich the life experiences of this child.

D. To increase the child's vocabulary pertinent to the world of work.

II. PROCESSES, EXPERIENCES, AND ACTIVITIES

A. Children discuss the type of work performed by their parents or adult family members. (Generally this group is six or fewer with considerable reading difficulties). Area of discussion would indluse type of work, place where work is done, etc.

B. Show film--Community Helpers.

C. Zero in on a particular type of work.e.g. telephone company and its work--reason for selection is one boy's father is a lineman.

D. Using the test of the Beginning Sextant Series, The Telephone Company, the teacher and child read each rhyme and study the picture. (Procedure is used for all k8 jobs represented in this book).

E. Discuss specific aspects of each job--e.g. lineman would need to be physically strong, like the outdoors, want to work with other people, etc.

F. Make a picture dictionary of tools and materials as well as picture drawings of special jobs.

G. Have each child choose the job which he might like best giving his own reason for choice. Have him role-play this for the group.

H. Correlate work done by telephone company which provides materials for the entire groups of third graders. This includes 30 mm. films, film strips, teletrainer, and booklets.

I. Man from telephone company comes to talk to children. Children are encouraged to ask questions about his work.

J. Children learn the proper way to use the telpphone directory, telephone manners, etc.

K. Have a library corner related to the world of work.

L. Develop through discussion an appreciation for all work because every job is important. Help children develop an appreciation for work done well. Convey the idea that some jobs need special training and education--and also the fact that not everyone can do every job.

M. Plan a field trip to the telephone company.

N. Develop plays and role playing activities that relate to careers. (Use Peabody Langauge Development and Ginn Language Kit as sources of information).

V.

III. EVALUATION

A. Observation to determine whether the child has developed an interest in readin, materials concerned with career education.

B. Test to show whether student can match materials and tools with a particular kind of work. Child describes the job he might like to work in as an adult by use of pictures, role playing, games, etc.

C. By listening and observing the child to determine if he has information he can share with others about people working at various jobs.

D. Test of vocabulary that is pertinent to a particular job or industry studied.

RESOURCES

A. Filmstrips and other A.V. equipment

1. Audiotape--All Aboard! Let's Go (5 cassette tapes)
2. Filmstrip--Community Helpers
3. Filmstrip--Mothers Work Too (6 filmstrips)
4. Study print--Fire Department Helpers (8 flat pictures)
5. Hospital Helpers (8 flat prints)
6. Police Department Helpers (8 flat prints)
7. Peabody Language Development Kit--Level 1
8. Ginn Kit A Langauge

B. GENERAL CAREER EDUCATION BOOKS

1. Baker, Eugene. I Want to be a Beauty Operator, Children's Press, 1969.
2. Baker, Eugene. I Want to be a Forester. Children's Press, 1969.
3. Greene, Carla. Animal Doctors: What do they do? Harper & Row, 1967.
4. Greene, Carla. Doctors & Nurses: What do they do? Harper & Row, 1963.
5. Greene, Carla. I Want to be a Baker. Harper & Row, 1960.
   - Baseball Player
   - Dentist
   - Doctor
   - Librarian
   - Nurse
   - Pilot
   - Policeman
   - Postman
   - Road-Builder
   - Scientist
   - Space Pilot
   - Teacher
   - Telephone Operator
   - Train Engineer
   - Truck Driver
   - Airplane Hostest
   - Animal Doctor
6. Greene, Carla. Let's Meet the Chemist. Harvey House, 1966.

7. Shapp, Martha. Let's Find Out About Fireman, Watts.F., 1962

8. Shapp, Martha. Let's Find Out About Policeman, Watts. F., 1962

9. Wilkinson, Jean and Ned. Come To Work with Us in a telephone Co., Sextant Systems. 1971. (COMPLETE SERIES OF 18 RHYMES FOR VARIOUS JOBS)

10. (Beginning Sextant Series--Come to Work with Us---, Sextant Systems. 1971.)

SPECIFIC AREAS

Example--TELEPHONE COMPANY

1. Brinton, Henry. The Telephone, Day, 1962

2. Greene, I Want to Be a Telephone Operator. Harper & Row, 1960.
(see page 3)

3. Schneider, Herman. Your Telephone and How It Works, McGraw, 1965.

CAREER DEVELOPMENT UNIT

Unit title:	Flowers Are My Business
Subject:	Science
Grade level:	Third grade
Unit lenght:	Four to five weeks
Writer:	Katherine Johnson Garfield School Cloquet, Minnesota

THE WORK OF A FLORIST AND A GREENHOUSE OPERATOR

I. Objectives and Goals
   1. Broad goals
      a. Develop an awareness of many occupations
      b. Recognize that there are many kinds of work and that each individual provides an important contribution to our society
   2. Instructional goals
      a. Introduce unit by having children share with each other information of work done by their parents, and other people close to their families.
      b. Have in-depth knowledge of the work of a florist
         (1.) How does a florist learn to raise flowers
         (2.) What important information must he have to be a good florist
         (3.) Pupils learn how florist gets plants and flowers to sell
         (4.) Pupils learn who help the florist inhis business - clerk, delivery man, workers who work directly with plants and soil
         (5.) Pupils learn the names of common flowers and house plants

II. Procedure
   1. Invite a florist to speak to the class
   2. Encourage children to ask questions about his work.
      a. Why did he decide to be a florist
      b. What are the different jobs involved in this career
      c. How did he learn his business
         Ex. Education, training
   3. Show filmstrips about plants
      (Listed on seperate page)
   4. Involve the class in planting seeds and bulbs in an indoor garden
   5. Take a field trip to a greenhouse
   6. Find out first hand what a florist does with the plants and flowers he raises
      a. Sells potted plants
      b. Sells cut flowers - bouquets and sprays
      c. Sells plants for gardens
   7. Study in textbooks and supplementary books about plants and their care
      a. Learn the various ways plants and flowers are propagated
         (1.) Seeds
         (2.) Cuttings
         (3.) Bulbs
         (4.) Underground stems
         (5.) Roots

b. Learn why some plants need more water than others
c. Learn what kinds of plants need more sunlight than others

8. Plant flower seeds in paper cups to bloom for Mother's Day gifts
9. Write reports to be printed in school paper published by fifth grade language class

III. Correlation of curriculum
1. Social Studies - Inter-dependence of people. All work is important
2. Science - Plant study. Involvement in raising plants
3. Language
a. Writing of reports to school paper
b. Writing invatation and thank you letters to florist
c. Write reports on their own fathers' work
4. Art
a. Draw paint or cut out flowers for bulletin board display
b. Make a frieze, depicting a flower shop

IV. Summary for on-going activities
1. Texts: Silver-Burdett, Ways of Our Land; Heath, Science Far and Near
2. Supplementary books in Garfield School Library: Hutchins, The Amazing Seeds; Hilde, Child's Book of Flowers; Huntington, Let's Look at Flowers; Zim, What's Inside of Plants; Baker, Indoor-Outdoor Grow-it Book; Giannoni, Golden Book of Gardening Tanneabauz and Stillman, We Read About Seed; Hint, The True Book of Plants We Know; Selsam, Play with Vines
3. Filmstrip:
Series: Why's of Elementary Science - Filmstrip House
1) What makes a seed sprout
2) What makes a plant grow
3) How do plants help us

Plants Around Us - Wam Handy
1) New plants from seeds
2) New plants from older plants

Unit Title -	Using a Polaroid Camera in Studying Various Occupations
Department -	Social Studies
Grade Level -	Four
Unit Length -	Nine Weeks
Writer & School	Phyllis Moilanen Garfield School

A capable group of fourth graders were selected as subjects for this unit. Each individual became familiar with the use of a polaroid camera supplied by the school district. Various types of occupations in our community were briefly studied, then appointments were made for this group of children to visit employees on the job, talk with them, and take pictures of them. Students were encouraged to bring their own cameras and make their individual collections as well as the group collection which consisted of the polaroid pictures mounted on a bulletin board. The following types of workers were visited and photographed on the job:

minister
painter
restaurant operator
waitress
veterinarian
optometrist
seamstress (hospital)
hospital administrator
janitor (school)
cook (school)
principal (school)
pilot
airplane mechanic
greenhouse operator
barber
teacher
teacher aide
bookkeeper
medical technician
secretary (transfer co.)
loan manager (Credit Union)
county agent
pharmacist
beauty operator
baker

As a culminating activity each student had to write a paper about the world of work. Each student had the choice of writing about one or two jobs that especially interested him, or he could write a summary type of paper mentioning all things significant to him that were learned in the study as a whole.

Polaroid pictures were displayed on a portable bulletin board, and were shown at a career development meeting held in Minneapolis during the summer months.

Farming Occupations in Minnesota

Social Studies

Fourth Grade
(Four Weeks)

Don Kronemann

Churchill School

Career Education
Workshop: DE-5-400
Instructor: Hale
February, 1973

Farming Occupations in Minnesota

Fourth Grade Social Studies Unit

I. Statement of Purpose

Since agriculture and agriculturally related fields make up the basis of much of Minnesota's economy and since students in our area of the state are unaware of the part that agriculture plays in the prosperity of Minnesota, this unit is designed to develop an awareness of the many occupations related to agriculture today.

II. Uses of the Unit

I plan to use the unit in connection with my fourth grade social studies program. Our curriculum involves the study of seven main economic areas (e.g. fishing, lumbering) with farming as one of these areas. The unit will correlate activities in related subject areas such as art, music, and math.

The unit could be followed by several other related subject units such as forestry, conservation, wild life, early pioneer farmers, natural resources, climate, glaciers, other kinds of farming, and farming in other states and countries.

III. General Objectives

A. To build a background of farming knowledge.

B. To use this background to develop an awareness and knowledge of occupations related to agriculture.

IV. Initiating the Unit

A. Display pictures of various agricultural occupations.

B. Display library books (e.g. Real Book about Farms by Howard, Robert West and Angry Waters by Walt Marey) to stimulate interest in reading about farming.

C. Have the children list on paper as many agriculturally related occupations as they can think of (e.g. store manager, fertilizer dealer). Discuss the lists, share ideas, and then have the children add to their original lists.

D. Discuss how the children make use of agricultural products.

E. Have the County Agent come in to talk about agriculture in Carlton County.

V. Unit

A. Objective: To find out why Minnesota is an agricultural state.

1. Contents
   a. Sea once covered the state: (1) brought limestone (2) brought rich soil with the water.
   b. Glaciers came: (1) changed earth's surface (2) cooled temperature (3) glacial lake bottoms are now rich farmland. (4) soil was enriched (5) valuable gravel deposited (6) swampy areas left (7) rocks deposited.
   c. Climate: (1) adequate precipitation (2) adequate amount of sunshine (3) dates of frosts in spring and fall.

2. Suggested Activities
   a. Study about the glaciers and their effect on the land.
   b. Find out if the area in which children live was once covered by glaciers and list features that prove it.
   c. Make maps showing precipitation and killing frost dates.
   d. Make a topography map of Minnesota from salt, flour, and water.
   e. Write to the University of Minnesota for a soil map of the state.
   f. Keep records of local temperatures and precipitation.
   g. Watch local tv programs. Keep a record of the variations in temperature and precipitation as reported in the news.

B. Objectives: To learn about the farm products raised in Minnesota.

1. Contents
   a. Grains: (1) wheat (2) corn (3) oats (4) barley (5) hay (6) sugar beets (7) soybeans (8) sun flower seeds (9) flax.
   b. Livestock: (1) dairy cattle (2) beef cattle (3) hogs (4) poultry (5) sheep.
   c. Equipment: (1) farm machinery (2) farm buildings.

2. Suggested Activities
   a. Visit as many of the different kinds of farms as possible.
   b. Compare today's farmer with the farmer of 50 or 100 years ago.
   c. Identify the various grains, make a map showing where each is grown, and make a chart showing the byproducts.
   d. Use grain seed to make original drawings or pictures.
   e. Experiment with various soils (clay, loam, sand) to see how they affect plant growth.
   f. Experiment with seed germination (e.g. light or dark conditions, water or not water).
   g. Make a map showing the important regions in raising the five kinds of livestock.
   h. Write an original story about a farm animal and illustrate it.
   i. Have 4-H members tell of their agriculture projects.
   j. Show filmstrips (e.g. In the Corn Belt, Story of Corn, Dairy Farmers).
   k. Make a display of farm machinery and buildings, using pictures and children's toys.

C. Objective: To learn about occupations related to agriculture.

1. Contents
   a. Nature of job and its relationship to agriculture: (1) farmer-livestock, grain (2) jobs that are performed in direct contact with the farmer-creamery, implement dealer, feed and fertilizer dealer, trucker, contractor, county agent, home agent. (3) jobs that are dependent on agriculture-baker, restaurant owner, meat packer, flour miller, grain shipper. (4) jobs that are more numerous in other parts of the state-sugar beet processor, turkey processor, vegetable processor, and workers in woolen mills.

2. Suggested Activities

a. Video tape various interviews with local farmers having them give their attitudes toward their occupation.
b. Show the filmstrip, "Story of Bread."
c. Make a chart showing the steps followed in making wheat into bread.
d. Visit a local store to buy the ingredients for bread. Note prices. Make bread.
e. List the farm products used in a well-balanced meal.
f. Visit a Kentucky Fried Chicken Restaurant.
g. Visit a meat packing plant.
h. Visit a flour mill.
i. Visit the Duluth Grain shipping docks.
j. Check to see what grains are used in breakfast cereal.
k. Visit a local dairy.
l. Make butter and ice cream.
m. Visit a local farm implement dealer.
n. List the machinery needed on a farm. Note prices.
o. Visit a local feed and fertilizer store.
p. Invite a local trucking representative to speak.
q. Invite a local contractor to discuss his role in constructing farm buildings.
r. Use the County Agent and Home Agent as resource people.
s. Write letters of inquiry to the companies in other parts of the state. Share the information received.

VI. Culmination of the Unit

A. Have the children make a list of the agriculturally related occupations. The list should be more comprehensive than at the beginning of the unit.
B. Hold a summary discussion of how agricultural occupations relate to the lives of fourth graders.
C. Have an agricultural fair at which agricultural products can be displayed.

UTILIZING LANGUAGE ARTS SKILLS IN THE MEDIUM OF TELEVISION

Jim Marsyla
Washington Elementary School
Cloquet, Minnesota

Language Arts

Grades 4-6

Three Weeks Required

GENERAL STATEMENT OF PURPOSE

The purpose of this unit is to structure a motivating learning experience which will serve to illustrate the practical application of language arts skills. Particularly those skills which would be utilized in occupations related to the medium of television.

OBJECTIVES OF THE UNIT

1. To give the student an opportunity to practice social skills while he works as part of a committee.
2. To give the student an opportunity to develop and to practice independence in his work and responsibility for his work.
3. To continue the development of student creativity and student imagination.
4. To give the student an opportunity to be successful with school and language arts activities.
5. To continue to develop vocabulary; particularly the special vocabulary that applies to television.
6. To continue the development of reading, writing, speaking, and listening skills in practical occupational applications.
7. To become aware of the various occupations related to television.
8. To help children understand the role and importance of television in today's society.

RESOURCES

A. Special equipment
   1. Video tape recorder, camera, and television receiver.
   2. Tempera paint, brushes, and large sections of cardboard.
   3. Microphones.

B. Special arrangements
   1. Arrange for the use of the district's video taping equipment.
   2. Arrange for a field trip to a local television studio.
   3. Arrange for the use of the school stage.

OUTLINE OF THE UNIT

A. Initiation of the unit
   1. Preparation of the classroom with pictures of television personalities, books about television, pictures depicting television occupations, television logs, and television guides can serve to create student interest about the unit.
   2. As an initial activity which will serve to what student interest, a video tape (approximately 20 minutes) consisting of snatches of recent television programming (news, cartoons, drama, and educational clips) should be prepared by the instructor. After the program is viewed by the students, a general discussion of the importance of television in the students' lives and the setting of unit goals and activities will take place.

B. Subsequent unit development
   1. The next step in the unit is to develop the content of the unit with the students. This will be done by permitting students to generate questions about concepts they would like to know about the television industry. The instructor should add specific questions to the list generated by the students. The concept questions the instructor will want to include in the list are:

      What function does a television studio serve?
      What kind of studios are there?
      What is the function of a control room?
      What purpose do television monitors serve?
      What is a dolly camera?
      What responsibilities do the following television people have? producer, director, floor manager, news director, technical director, script girl, casting director, scenic designer, costume designer, lighting engineer, prop man, audio engineer, production assistants, stage hands, and script writers.
      How does the director communicate with the cameramen during filming?
      How does the floor manager communicate with the performers during filming?
      What procedure is necessary to put on a studio television performance?
      How should one talk to a television audience?
      Approximately how many television receivers does the United States have?
      What impact has television had on our lives?
      What occupations are related to television?
      What do the following words mean in the television industry? business, commercial break, cyc, drop, dry run, film clip, flat, gain, ghost, package, simulcast, spot, station break, teleprompter, test pattern.

The questions are typed and mimeographed so that every student will have a copy of the questions to be answered during the course of the unit.
Example of the kinds of questions children will generate.
Steve - Why do they have commercials on television?
Mary - How do they make the shows end on time?

2. Next, the instructor should procure from the school and public libraries all the resource books that pertain to the unit content. The class can then be broken into small groups (5-6 students). The groups will attempt to answer as many of the course questions as they can from the resource materials.
3. Following the research work, the field trip to the television studio can be undertaken. This activity will serve as a live source of information. After the visitation to the television studio, the remaining student questions will be answered.
4. After the visitation, appropriate thank you letters can be written.
5. At this point, students will have a fair idea of the people involved in a television production and the responsibilities these people have in television programming. At this time, the instructor will develop with the students, plans for the students to produce approximately 40 minutes of typical television programming.
   a. First, organize the assignments for the programming, that is, outline the work areas and the number of students needed in each area.
      Example:
      Program production (director and assistant) - 2 students.
      Technicians and cameramen - 3 students.
      News, weather, and sports announcers, these people will also be their own script writers - 4 students.
      Art work and set design - 4 students.
      Commercials, again these people will create their own material - 5-6 students.
      Entertaining shows of their own creation - number of students will vary with students available.
   b. Students could receive their work areas by drawing numbers from a hat and then signing up for work areas in the order of the numbers they chanced to draw.
   c. The students can now work on their various assignments. The instructor becomes responsible to guide the students to productive accomplishments.
   d. When the children have their parts completed, the show will be video taped.

6. As a culminating activity, the show will be presented to other classrooms.

C. Evaluation will be conducted in the following manner.
   1. A paper and pencil test based on the content contained in the student questions.
   2. Students will be asked to grade themselves in relation to their effort and contributions in the committee work.
   3. The instructor will evaluate the finished productions.

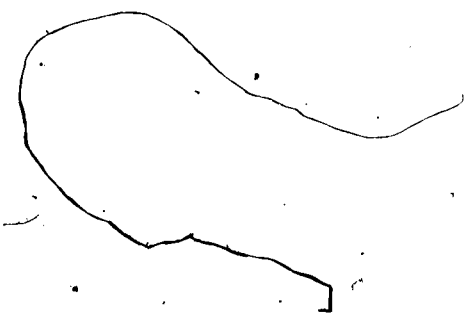
UNIT TITLE -- AWARENESS OF CAREERS IN THE BOOK AND MAGAZINE PUBLISHING FIELDS

DEPARTMENT -- LANGUAGE ARTS

GRADE LEVEL -- 5th and 6th grades

UNIT LENGTH -- CONTINUING

WRITERS -- EDNA EIDE AND DELORES HITI
GARFIELD ELEMENTARY SCHOOL



AWARENESS OF CAREERS IN THE BOOK AND MAGAZINE PUBLISHING FIELDS

Objectives

1. Each child to become aware of the many careers and job opportunities in the book and magazine fields.
2. Each child to develop some of the skills related to these fields.
3. Each child to aoquire respect for the workers and appreciation of the results of their work; the books and magazines.
4. Each child to develop a positive attitude toward himself through an awareness of his contributions in the work roles he assumes as the Garfield Gazette is written and produced, then sold to classmates.
5. Each child to develop decision making skills which will give him a sense of control over his destiny.

Activities

Magazine Publishing Field:

The students will write, illustrate, assemble a monthly magazine called the Garfield Gazette, then sell it to their classmates for 3¢ each, count the money, and keep accounts.

Book Publishing Field:

Interested students will write books of poetry, fiction, biography, non-fiction, illustrate and bind the results into books which will become their personal possessions.

Some of the nonfiction articles written for the Gazette will be work-oriented. Primary students will be invited to write stories concerning the work of their parents.

Some of the books will be biographies of parents and other persons they know well which will include descriptions of their work.

One group of sixth graders will study the book and magazine publishing fields in depth.

Participants

Four groups of fifth graders and one group of sixth graders in all ability levels, total of 73 students.

Resource Persons

1. Mrs. Jane Jankowski, Editor of School News, Central Administration Office or 1203 Washington Avenue. Phone 879-9600.
2. Mr. Eugene Campbell, professional writer, 1216 Carlton Avenue. Phone 879-5549.

3. Mr. Earl DeRocher, Manager of Technical Services for the Northwest Paper Company, 910 Taylor Avenue. Phone 879-6091.

4. Betty Kelde, former editor at Harcourt Brace, Proctor. Phone 624-9505.

5. Jim White, poet. Poets in the Schools, St. Paul Council of Arts and Science, 30 E. 10th St., St. Paul, Minn. 55101

Field Trips

1. A.J. Publishing Company, 310 Christie Building, Duluth, Phone 722-3253.
2. Davidson Printing Company, 120 N 2nd Avenue West, Duluth. Phone 727-8721.
3. Harcourt Brace Jovanovich Publications, Harbrace Building, Duluth. Phone 727-8511.
4. Skillings Mining Review, 210 Sellwood Building, Duluth. Phone 722-2310.
5. Traveler Publications Inc., 400 Christie Building, Duluth. Phone 722-6818.
6. Red Rover Book Shop, 24-10th St., Cloquet. Phone 8530.
7. Kreiman's Book Store, 321 West Superior, Duluth. 722-1458.

Coorelation With Class Work

The project will be a part of the creative writing activities in the language arts classes.

Involvement of Other Teachers and Students in Garfield

Students and teachers in other classes will be invited to contribute to the GARFIELD GAZETTE.

Evaluation

Preview of the Project

The students will be asked to list as many careers and jobs relating to the book and magazine publishing fields as they can.

The students will choose one and write a description of the career.

At the close of the project, the students will be given similar tasks. Hopefully, there will be more awareness of the careers.

Teacher judgment of each child's participation in the project.

Teacher judgment of each students' product, the book, and the magazine articles, stories, poetry, features, and their illustrations.

Materials Needed for Book Project

Typing or drawing paper for book pages
Paints, colored pencils, pencil, india ink, etc. for illustrations
Extra duty thread
Needles with large eyes
Oak tag or covers
Fabric to cover the oak tag
Glue
Electric iron

Awards For Creativity

Certificates -- Instructor, P.O. Box 6099, Duluth, Minn. 55806

Subscription to KIDS MAGAZINE

Resource Materials

Developing Creative ABility - a series of educational recordings designed for use in language arts. Editors: Dr. E. L. Richardson and Dr. James H. Cole. Publisher: Wilson Corporation, 555 W 166th St., South Holland, Illinois, 60473.

Creative Writing, a transparency-duplicating book by Alice and Lawrence L. Tomas published by Milliken Publishing Company, St. Louis, Missouri.

Professional Materials

THE WRITER'S HANDBOOK, edited by A.S. Burack. Publisher: The Writer, Inc., 8 Arlington St., Boston, Mass., 02116.

WRITER'S DIGEST. Published monthly at 22 E. 12th St., Cincinnati, Ohio, 45210.

THE WRITER. Published monthly by the Writer, Inc., 8 Arlington St., Boston, Mass., 02116.

Library Books

Bartlett, Susan. A BOOK TO BEGIN ON: BOOKS. Holt, 1968. This book traces the evolution of books from the clay tablets of Assyria and the paprus rolls of Egypt to modern printing methods employed today.

Barker, Albert. BLACK ON WHITE AND READ ALL OVER: THE STORY OF PRINTING. Messner, 1971.
A history of printing from the early wooden letter blocks of the Chinese to the great computer-operated printing machines of today.

Buehr, Walter. MAGIC OF PAPER. Morrow, 1966.
An account of the development of the paper industry and of the people who were connected with it.

Cohn, Angelo. WONDERFUL WORLD OF PAPER. Abelard, 1967.
The story of papermaking; its discovery, history, processes, resources, problems research and its enormously varied career opportunities.

Cooke, David C. HOW BOOKS ARE MADE. Dodd, 1963.
A description of all the processes that go into making a book--writing, editing, designing, typesetting, proofreading, plate making presswork, and binding.

Dean, Elizabeth. PRINTING: TOOL OF FREEDOM. Prentice, 1964.
The author traces the course of printing over the years--its methods its values, and its achievements. Type faces, photographic reproductions, layout and design are discussed.

Foster, Joanna. PAGES, PICTURES, AND PRINT: A BOOK IN THE MAKING. Harcourt, 1958.
The process by which a book is changed from the work of an author into a library volume is explained through a trip to a publishing house, a printing plant, a bindery, and the library.

Gilber, Nan SEE YOURSELF IN PRINT: A HANDBOOK FOR YOUNG WRITERS. Hawthorne Books, 1968.
A manual on preparing a manuscript, selecting a suitable writing style, and finding a market for books, magazines, and newspapers.

Yates, Elizabeth SOMEDAY YOU'LL WRITE. Dutton, 1962.
A guide to creative writing for young writers-to-be, discussing how to choose a subject, plan the story, sustain the reader's attention, and developing skill in this profession.

Filmstrips

BOOKS - THEIR STORY. Jam Handy, 1967. 7 filmstrips.
Contents: Writing with pictures; Our alphabet; The story of Numerals; The story of paper; Handwritten Books; The history of printed books; How books are made.

BOOKS TALK BACK. Library Filmstrip Center, 1967.
Filmstrip with record. Discusses the manufacture of a book and describes how to use a book.

Films

STORY OF A BOOK. Churchill Films, 1962. Color, 11 min.
Re-enacts the story of the writing of a book.

Books About Authors

Aldis, D. NOTHING IS IMPOSSIBLE: THE STORY OF BEATRIX POTTER. Atheneum, 1969.

Daugherty, Charles. POOR RICHARD. Viking, 1941.

Daugherty, Charles. SAMUEL CLEMENS. Crowell, 1970.

Baker, Louise. OUT ON A LIMB. McGraw, 1946.

Borland, Kathryn. PHYLLIS WHEATLEY, YOUNG COLONIAL POET. Bobbs, 1968.

Faber, Doris. ROBERT FROST: AMERICA'S POET. Prentice-Hall, 1964.

Fisher, Aileen. WE ALCOTTS. Atheneum, 1968.

Mason, Miriam. KATE DOUGLAS WIGGEN. Bobbs, 1962.

Mason, Miriam. MARK TWAIN. Bobbs, 1961.

Meigs, Cornelia. INVINCIBLE LOUISA. Little, 1968.

Merriam, Eve. STORY OF BEN FRANKLIN. Four Winds Press, 1968.

Mitchell, Minnie. JAMES WHITCOMB RILEY: HOOSIER BOY. Bobbs, 1962.

Myers, Elizabeth. KATHARINE LEE BATES, GIRL POET. Bobbs, 1961.

Peare, Catherine. HENRY WADSWORTH LONGFELLOW. Holt, 1953.

Peare, Catherine. MARK TWAIN: HIS LIFE. Holt, 1964.

Peare, Catherine. ROBERT LOUIS STEVENSON. Holt, 1955.

Seton, Anya. WASHINGTON IRVING. Houghton, 1960.

Stevenson, Augusta. BEN FRANKLIN: BOY PRINTER. Bobbs, 1962.

Wagoner, Jean. LOUISA ALCOTT. Bobbs, 1943.

Weddle, Ethel. JOEL CHANDLER HARRIS: YOUNG STORYTELLER. Bobbs, 1964.

Winders, Gertrude. JAMES FENIMORE COOPER. Bobbs, 1962.

Hopkins, Lee Bennett. BOOKS ARE BY PEOPLE. Citation Press, 1969.

Kunitz, S. JUNIOR BOOK OF AUTHORS. Wilson, 1951.

Fuller, M. MORE JUNIOR AUTHORS. Wilson, 1963.

De Montreville, D. THIRD BOOK OF JUNIOR AUTHORS. Wilson, 1972.

Encyclopedias.

WORLD BOOK ENCYCLOPEDIA
BRITANNICA JUNIOR
MERIT STUDENT ENCYCLOPEDIA
COMPTONS

Partial List of Article Headings:

Writing
Journalism
Books
Magazines
Commercial Art
Copyright
Publishing
Advertising
Photography
Bookbinding
Printing
Manuscript
Editorial
Magazine
Trade Publications
Advertising
Periodical
Paper

PARTIAL LIST OF CAREERS IN THE BOOK AND MAGAZINE PUBLISHING FIELDS:

Writers of fiction, non-fiction, poetry
Writing of Advertising for magazines
Writing of publicity for books
Editors and associate editors
Copy readers
Manuscript readers
Proof readers
Lay-out artists
Artists, for covers, illustrating stories and articles
Photographers for illustrations
Advertising lay outs
Promotion Workers
Salesmen of books, magazines, advertising
Bookkeeping
Mailing magazines, labels of names and addresses
Author's agents
Manuscript typists
Type setters
Assembly line workers
Book Binders
Copyright clerks

Stenographers
Telephone operators
Researchers
Printers
Engravers
Pressmen
Shipping clerks

COMMUNITY HEALTH

SCIENCE AND HEALTH

GRADES 4 - 6

TWO OR THREE WEEKS IN LENGTH

DENNIS KOSTER
GARFIELD ELEMENTARY
CLOQUET, MINNESOTA 55720

General Course Outline for Community Health

I. How are germs spread?

- A. Germs are spread by contact
- B. Rats, rodents, and insects spread disease
- C. Germs in the air
- D. Germs in water
- E. Food-borne germs

II. A safe water supply

- A. Water treatment plant
- B. Well water
- C. Desalination plants
- D. Water pollution

III. Sewage treatment

- A. A sewage disposal plant
- B. Water Quality Act

IV. Safe foods

- A. Safeguards in our stores
- B. Restaurants and cafeterias

V. Our milk supply

- A. How we get safe milk
- B. Visiting a dairy

VI. Pest control

- A. Insects
- B. Rodents
- C. Sanitary Land Disposal

VII. Air pollution

- A. Dangers of unclean air
- B. Improving our air supply

VIII. Our health department

- A. What is a health department?
- B. Services provided

NAME_____

SECTION_____

COMMUNITY HEALTH UNIT

"How are germs spread?"

1. What do each of the following have to do with the spread of a disease?

   a. a dog

   b. a towel

   c. a handkerchief

   d. a cow

   e. a cook or waitress

   f. a fly

   g. a sneeze

   h. a dump

2. Why is Walter Reed famous?

3. What is an epidemic?

NAME_____

SECTION_____

COMMUNITY HEALTH TEST

Directions: If the statement is true, circle the T. If the statement is false, circle the F.

T F 1. Disease germs may be passed to others by a sick person's coughs or sneezes.

T F 2. Cows can carry tuberculosis germs.

T F 3. Mosquitoes are harmless.

T F 4. Yellow fever is spread by direct contact with another person.

T F 5. Typhoid-fever germs are of the kind that are water-borne.

T F 6. Germs may be spread by objects that have been in contact with a sick person.

T F 7. If a lake is very large, its water is almost sure to be pure.

T F 8. Most cities have little or no need for water-treatment plants.

T F 9. Water from beaches or pools should be tested frequently.

T F 10. The only cause of water pollution today is household wastes.

T F 11. It is safe to dump untreated sewage into nearby bodies of water.

T F 12. Waste-treatment plants face some unsolved problems.

T F 13. Clean water is unimportant to a modern community.

T F 14. Most bacteria grow best in warm moist places.

T F 15. In handling clean eating utensils, avoid touching fork tines and spoon bowls.

T F 16. Milk should be stored at a temperature of 45° or cooler.

T F 17. The purpose of pasteurization is to give the milk a better taste.

T F 18. One way to control mosquitoes is to kill the newly hatched larvae.

T F 19. Dogs are required to have rabies shots once a year.

T F 20. A city surrounded by hills may have serious air pollution.

T F 21. Air pollution can cause deaths.

T F 22. Auto fumes can cause air pollution.

T F 23. Slums tend to be unhealthful places in which to live.

T F 24. Each city must pay <u>all</u> costs involved in slum clearance.

T F 25. The health department helps educate people about ways to live healthfully.

Community Health Resource People

Occupation	Name	Topics for discussion
1. County Health	David Radford Dr. Monserud	a. germs b. rodents c. insect problems d. food preparation
2. Veterinarian	Dr. Pattison Dr. Fields	a. rabies and animal diseases b. care of pets
3. City Engineer	Bruce Boyer	a. Cloquet Water Line b. sewage disposal c. air pollution d. city planning
4. Sewage Disposal Operation	Bruce Boyer	a. sanitation of human waste b. water pollution
5. Commercial Food Preparations	George McCausland Ed Bergstedt Gordon Lindquist	a. food preparation b. sanitation of a restaurant
6. Farm Production (milk)	Leo Swierczek Ken Erickson	a. codes for cleanliness b. how a dairy operated
7. The Northwest Paper Company	Art Carlo Wayne Bailey	a. air pollution b. water pollution c. safety measures for workers
8. Diamond Match Company	Harold Olsen	a. air pollution b. water pollution
9. Weyerhaeuser	Ted Weyerhaeuser	a. air pollution b. water pollution
10. General	Ken Hawlander	a. air pollution b. water pollution
11. Baker	Ed's Bakery Cox's Bakery	a. need for sanitation b. preservatives used
12. Sanitary Disposal (Garbage man)	Ray Saterstrom Bill Schroeder	a. need for removal of waste b. sanitary landfill operation
13. Grocery Store	Jerry Sotteriquist Don Heatwole Disco food manager National food manager	a. keeping food fresh b. protection for the consumer
14. Public Works	Bruce Boyer	a. street cleaning b. parks and recreation c. diseases of trees d. dog catcher e. snow removal

13. Grocery Store	Jerry Setterquist Don Heathman Disco food manager National food manager	a. keeping foods fresh b. protection for the consumer
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Suggested Field Trips: (Not all firms listed should necessarily be visited.)

1. Ed's Bakery.
2. City Landfill Operation
3. Sewage Disposal Plant
4. Cloquet Junior or Senior High Kitchens
5. Milk Processing Plant
    a. Erickson's Dairy
    b. Lakeside Dairy
    c. Meadowbrook Dairy
    d. Arrowhead Dairy
6. Commercial Food Preparation
    a. Viking
    b. Golden Gate
    c. A & W
    d. Gordy's Hi-Hat
    e. Copper Skillet
    f. Radisson Hotel
    g. Flame
    h. Chinese Lantern
    i. Jeno's
7. Grocery Store

Evaluation of Community Health

1. Have the children write a short paragraph or two on the work of restaurant owner, dairy man, veterinarian, garbage man, baker, etc., as a pre-unit inventory. Do the same exercise at the end of the unit. Compare the results.

2. A matching exercise can be developed. A teacher may list workers on a large white card and the descriptions of occupation by worker's task can be written on another. Descriptions should be simple but worded so there is a clear distinction between occupations given.

CAREER DEVELOPMENT ACTIVITIES

6TH GRADE

1. Make flash cards with occupations listed on the front (one occupation per card). One card may have the word policeman on the front. On the back write a question about the job, location or classify it. Possible classifications might be: labor, white collar, service, farmer, and armed forces.

2. Play a classification game by naming a worker, count to ten, and in that time someone in the class must classify it. The teacher may select the categories.

3. Place a card with an occupation on it somewhere in the room. Give the children a week to find out about it. Then on Friday ask information about it. Each week put up a different occupation.

4. Write experience stories and chart stories about different occupations according to grade level. The children can read them and write the story or illustrate it.

5. Place a square of various colored papers in the bottom of each division of an egg carton. Fill the carton with pieces of paper to match each egg cup. On another piece of paper which matches in color, scramble a word pertaining to an occupation. Cut up the word and divide it by letters. The children must take the letters out of the egg cup and try to make a word about workers. There will be twelve different words in the egg carton.

6. Occupation bingo can be played very easily with any age group. Each child can make a bingo card by folding a square of paper into sixteen squares. They can fill in one of the squares with a free mark. Ask the children to fill in fifteen of the squares with occupations or tools of an occupation. You also can make a list. You call off the names on your list and if they have one that matches they can cross it off. If they get a row of marks they can call "Bingo". This game can be varied by the teacher to fit her classroom.

7. Cut rectangular pieces of paper 3" x 4" / or any size fitted to your situation. Divide each of the papers in half by cutting in various patterns. Cut each piece into a different pattern so that only those two halves could fit together. On one of the halves draw a hat or piece of equipment of a worker. On the other half of the piece put the worker or else the name of the worker. Scramble the pieces up and then have one or more students put the puzzles back together. They should end up with all of the pieces of paper back in a rectangle.

8. Have the children draw a mural of various occupations or equipment related to that occupation.

9. Play the producer game. A producer (one who does useful work) chart should be made. The chart should have each child's name on it. On the top of the chart put different types of children's jobs such as wash dishes, sweep floor, etc. If the child completes that task he gets a check mark. The class can see which students are the qualified producers.

10. Have students choose a well-known personality and discuss how that person would not fit into some stereotype job. For example tell why Pat Paulson would not be fitted for the presidency, why Jackie Gleason would not apt to be a success as a football quarterback.

11. Have students do a case history on themselves in which they prepare a profile of their school, community, and social activities, strenghts and weaknesses in school subjects, outstanding achievements in work related skills, etc. Then have them write a course of action they might suggest to a person with this profile who was seeking vocational guidance. A filmstrip such as "Who Are You?" could be used along with this lesson.

12. Keep a diary of activities over a period of time. This could be an insight into why students do not feel they have enough time for school work. Is leisure time being wasted? Does the student really know how to study?

13. Discuss mobility. Discuss a family that moves a lot, one that doesn't move a lot. Student's should see the relationship between jobs that require mobility and those that do not. Discuss parent and family attitudes toward moving. Discuss kinds of things individuals gain from remaining in the same community.

14. Take ten pieces of cardboard and cut each piece into five pieces in such a manner that each of the 10 cardboards is cut in a different manner. Mix the fifty pieces of cardboard and place five pieces into each of ten envelopes. Give each group an envelope. Instruct them that each group is to find five pieces which fit into one complete piece of cardboard. They are to trade among the groups but no one may communicate verbally. All the trading is to be done in silence. First group to complete its puzzle wins. At conclusion of exercise ask each student to write a short paragraph discussing the importance of cooperation and communication in the work situation.

15. Interview working mothers. Why are they working? What satisfaction do they receive from working outside the home that they do not obtain in homemaking.
Filmstrip; "What is a Job?"

UNIT TITLE - "What Does Father Do?"

DEPARTMENT OR SUBJECT - Language Arts

GRADE LEVEL - Sixth Grade

UNIT LENGTH - Three weeks basic continuing through the year

WRITERS AND SCHOOL - Sheilha Schulte
Kay Anget
Churchill School
Cloquet, Minnesota

I. Purpose of Unit

A. To acquaint students with their parent's (father's) career, skills, training and responsibilities of this job.

B. To expand career concepts in the specific area of mass media and related jobs using language arts skills.

II. Objectives of Unit

A. Develop appreciation and partial understanding of parents career and be able to share this with the group.

B. Develop appreciation and understanding of newspapers, radio and television, and the importance of those to the economy to Cloquet.

III. Introduction.

The students recognised a need for a school paper and this brought about a discussion of the various parts and purposes of a newspaper. First, there was a need for a managing editor who also served as a proofreader. This student had to be very capable and reliable as the students realised the responsibilities involved. The students then volunteer for the various news assignments.

Next, the awareness of a newspaper, production, typing and assembly were recognised and finally the third phase of newspapers, the sales force. This experience started an awareness of careers and the many problems that have to be dealt with including the profits and what to do with them.

IV. Procedure.

A. Development of a monthly school newspaper with review and change each month as new ideas came up.

1. The separate reporting areas were: editorials (opinion), interviewing, sports, lost and found, cooking, personal advice, school menu, school calendar of events, creative writing (poetry) cartoons, jumbled words, fashion news, national news, horiscope and mystery celebrity.

2. Production number of copies was agreed upon. The sides did the typing and mimographing and then the students did the assembly line production -

   a. assemblers
   b. straighteners
   c. staplers
   d. quality control and counters

3. Sales were conducted by sales people in lower grades and a stand in the hall for upper grades.

4. Culmination of this section was a trip to the Duluth Herald and News Tribune.

B. Expansion of the school newspaper to the local newspaper, television production and radio. A focus into the problems of television was made through the making, writing and performing of puppet plays by all the students. Themes such as Charlie Brown and Sesame Street characters were very popular. Many language skills were reinforced in the writing of scripts and advertising copy. The culmination was production of plays.

C. The students compiled a questionnaire to use with their parents which is enclosed. This questionnaire to use with their parents which is enclosed. This questionnaire was to be used as a basis for a research report using the enclosed bibliography and using specific language arts research skills.

Basic Vocabulary - Newspaper

Ads -- something that makes known

advertise -- to make known

cartoons -- funny drawings

charts -- facts shown in special drawings

clipping -- something cut out of a newspaper

columne -- a special part of the paper written by the same person

copy -- news that is to be set in type for printing

deadling -- the time when the news has to be ready to be printed

files -- places for keeping papers in order

headling -- a line in large print at the beginning of a news paper story

mat -- a piece of heavy paper used to make plates for the printing press

morgue -- place where old newspapers are kept

newspaper -- sheets of printed paper, folded together, with news, ads, cartoons, etc.

plate -- a piece of metal formed from mats used to print

print -- to put words on a paper by using type which has ink on it

proofs -- printed sheets that are checked before final printing

reporters -- people who gather and tell or write news

rewrite -- write over again

spaced -- two or more things placed with certain distances between them

type -- a block of metal with a raised letter

writers -- people who write for a living

From "Dictoonary of Basic Words," copyright 1969, by Regenateiner Publishing Enterprises, Inc.

Basic Vocabulary - Television

action -- acting or doing something

ads -- commercials

advertising -- making known

announcer -- one who tells something out loud

audio -- what you hear

cast -- actors

crew -- people who work together

cue -- a signal

director -- one who shows the way

dolly--- move on wheels

editor -- a person who checks another person's work and decides what to use

engineer -- a person who plans or builds or takes care of things

lens -- piece of glass called the eye of the camera

logback -- a book showing what time each thing goes on the air

microphone -- something used to carry sound

newscaster -- someone who reads the news out loud

pan -- move in and out or up and down

program -- plan of what is to be done

props -- things used by actors

screen -- something on which pictures are shown

splice -- join together

station -- place where TV shows come from

tape -- a thin strip of cloth, paper or plastic

video -- what you see

From "Dictionary of Basic Words," copyright 1969, by Regenateiner Publishing Enterprises, Inc.

RESOURCES AND SUPPLEMENTARY MATERIALS

Print

Adler, Irving and Ruth Adler. COMMUNICATION. Day, 1967.
Cavanna, Betty. STARS IN HER EYES. Morrow, 1958.
Colby, Carrell B. COMMUNICATIONS: HOW MAN TALKS TO MAN ACROSS LAND, SEA, AND SPACE Putnam, 1964.
Cooke, David D. BEHIND THE SCENES IN TRLEVISION. Dodd Mead, 1967.
Deutscher, J.N. YOUR FUTURE IN TELEVISION. Rosen Pr. ad
Diets, Elizabeth. YOU CAN WORK IN THE COMMUNICATIONS INDUSTRY. Day, '1970.
Duest, Marianne. BARBIE IN TELEVISION. Random. 1964.
Epstein, Sam and Beryl Epstein. THE FIRST BOOK OF NEWS. Watts, 1965.
Feigenbaus, Lawrence & Seigel, K. THIS IS A NEWSPAPER, Follett, 1965.
Fleming, Thomas. BEHIND THE HEADLINES. Doubleday, 1970.
Flaherty, John J. GET THAT STORY: JOURNALISM --ITS LORE AND THRILLS. Lippincott. 1961
Foster, G. Allen. COMMUNICATIONS: FROM PRIMITIVE TOM-TOMS TO TELSTAR. Criterion. 196
Gordon, George N. & Falk, Irving A. YOUR CAREER IN TV & RADIO. Messner, 1966.
Grey, Elizabeth. STORY OF JOURNALISM. Houghton, 1969.
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Meshover, Leonard. YOU VISIT A NEWSPAPER AND TELEVISION STATION. Benefie, 1965.
Milne, Ruth. TV GIRL FRIDAY. Little, 1957.
Miner, Opal and Irene Sevrey. TRUE BOOK OF COMMUNICATION. Children's press, 1960.
Nelson, Mary E. MY BOOK OF COMMUNICATION. Ottenheimer, 1961.
Parkington, Ethelynn M. TODAY I AM A HAM. Abingdom, 1967.
Rogere, Frances. PAINTED ROCK TO PRINTED PAGE. Lippineett, 1960.
Shay, Arthur. WHAT HAPPENS AT A TELEVISION STATION. Reilly & Lee-N.D..
Simpson, Willman W. ABOUT NEWS AND HOW IT TRAVELS. Melmont. 1960.
Sootin, Laura. LET'S GO TO A NEWSPAPER. Putnam, 1956.
Stoddard, Edward. FIRST BOOK OF TELEVISION. Watts, 1970.
Sullevan, George. NEW WORLD OF COMMUNICATIONS. Dedd Mead. 1969.
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- Fiction

RESOURCE AND SUPPLEMENTARY MATERIALS

Non-Print

CITIES AND COMMUNICATIONS: KEEPING THE COMMUNITY INFORMED. (Motion Picture) 8 minutes, color, McGraw Hill, 1967.
COMMUNICATION IN THE MODERN WORLD (Motion Picture). 11 minutes, b/w, Coronet, 1959.
COMMUNICATION: THE NEWSPAPER (filmstrip). McGraw-Hill, 1968.
COMMUNICATION: RADIO (filmstrip) McGraw-Hill 1968.
COMMUNICATION: TELEVISION (filmstrip). McGraw-Hill 1968.
COMMUNICATIONS AND THE COMMUNITY (motion picture). 16 minutes, color. Churchill Films, 1964.
THE COMMUNICATION EXPLOSION (Cassette Tape.) Imperial Film Co., 1972.
COMMUNITY TELEVISION (motion picture). 11 minutes, color, Curtis Audio Visual Materials 1968.
GETTING THE NEWS (Motion picture). 10 minutes, color. Encyclopedia Britannica, Educational Films, 1967.
HISTROY AS THE NEWS CAMERA SAW IT, 1910 - 1950 (4 soundfilmstrips). Imperial Film Co., 1969.
HISTORY AS THE NEWS CAMERA SAW IT, 1950 - 1970 (4 soundfilmstrips). Imperial Film Co. 1971.
HOW TO READ A NEWSPAPER (filmstrip). Troll Associates, 1969. (cassette tape)
HOW TO READ NEWSPAPERS (motion picture). 11 minutes, color, Coronet Films, 1951.
THE NEWSPAPER IN AMERICA (6 soundfilmstrips). Society for Visual Ed., 1972.
NEWSPAPER SERVES ITS COMMUNITY (motion picture). 13 minutes, color, Film Association, 1959.
PRINTING PRESSMEN /LITHOGRAPHICS (cassette tape). Educational Sensory Programming, Inc. nd
RADIO - T.V. ANNOUNCER / BROADCAST TECHINICIAN (cassette tape) Educational Sensory Programming, Inc. nd.
TELEVISION SERVES ITS COMMUNITY (motion picture). 15 minutes, color, Film Associates, 1960.
WHY COMMUNICATION SATTELLITES (motion picture). 12 minutes, color. Film Associates. 1964.
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CAREER DEVELOPMENT

CLOSED CORPORATION

This unit of study will consist of the following:

1. General Description of the Project
2. Goals and Objectives
3. Materials
4. Construction Overview
5. Female Cat Assembly Line
6. Male Cat Assembly Line
7. Female Cat Pattern
8. Male Cat Pattern
9. Business Team
10. Financial Statement
11. Word List and Suggested Projects

Robert Pecha
5/26/72

General Description of the Project:

The students involved (6th graders) were introduced to and involved with the various kinds of activities that involve the closed corporation concept of industry. This was accomplished through the avenue of math and art with the initial art project set up on an assembly line procedure and the management of finance being done with the math.

We selected a project (bottle cat) that could be made on an assembly line basis, one that could be marketed and one that, hopefully, realized a profit. We labeled the various kinds of job classifications and associated these with the varoius areas or duties and responsibilities.

Goals and Objectives:

1. To instill within the students an appreciation for career education involving industry.
2. To develop a basic idea of cooperation, planning and inter-dependence upon fellow student workers involved with one basic program.
3. To develop a sense and feeling of accomplishment within a group of students involved with one basic program.
4. To give the students a background in marketing and sales production.
5. To involve students in an assembly line operation.

Materials:

Used 7-up Bottle (7 oz. or 16 oz)

Used Light Bulb

Glue (Elmer's)

Felt (Black)

Sequins (Green)

Whiskers (Black)

Lace (Gold)

Spray Paint (Gold)

Construction:

1. Bottle and light bulbs are washed and dried.
2. Light bulbs are glued to the bottle.
3. Spray the entire bottle and bulb with gold paint.
4. The Various parts of the cat were put on the bottle in an assembly line fashion. (See pattern section for detail)

Time Allowed:

1. Two, four hour sessions cutting out patterns for cats. All children participated.
2. One, two hour session gluing light bulbs to bottles.
3. Two, three hour sessions to spray all bottles.
4. When all materials were prepared we put the assembly line to work. The session lasted less than three hours to complete all 120 cats for sale.

Business Team

Board of Directors

/

Assistant Business Manager

/

Salesmen

/

Bookkeeper

/

Treasurer

/

Secretary

Responsibilities:

Board of Directors - established the project, set up various duties

Business Manager — 1

1 - determined the cost of the project

Assistant Business Manager — 1

1

Salesmen - sold the finished product

Bookkeeper - recorded the business transactions

Treasurer - collected the money from the sales

Secretary - communication between various departments

Word List:

Assembly line	Supply and Demand	Business Manager
Production	Profit	Secretary
Supervisor	Expense	Treasurer
Inspector	Balance Sheet	Salesmen
Commission	Market	Cost Analysis
Sales	Per cent of Increases	
Pattern	Per cent of Decrease	

Suggested Projects:

Madonnas

Waste Paper Baskets

OUTLINE OF ACTIVITIES

I. Organization of a store

A. Canvassing the class

1. Do we want to pperatea store?
2. What should we sell?

B. Deciding on an inventory

1. Class discussion of possibilities
2. Narrowing down the list
3. Items decided upon
   a. Pencils
   b. Erasers
   c. Magic-tip markers
   d. Paper
   e. Folders
   f. Shirts
4. Inventory sheets

C. Deecussion

1. Deciding on prices
2. Discussion of cost/items
3. How much of a profit should we make?

D. Store work schedule

1. Store hours - 8:00 - 8:25 Mon. - Fri.
2. Employee hours
3. Choosing work partners and alternates
4. Making a work schedule

E. Evaluation sheets

1. Evaluation by employees
2. Evaluation by school personel

F. Ordering Supplies

1. Leslie Paper Co. - school supplies
2. Velva Sheen - shirts

G. Physical Structure

1. Planning a portable store
2. Evaluation of operations

II. Operation of business

A. Making change

B. Salesmanship

C. Counting money

D. Taking enventory

III. Expansion of inventory

A. Class discussion on expanding enventory

B. Items decided upon

1. Notebooks
2. Small notebooks
3. Staplers
4. One hole punches

IV. Advertising

A. Class discussion

B. Committee formed to make advertisements

C. Posting advertisements

V Second expansion of inventory

A. Class discussion

B. Items chosen

1. Reinforcement rings
2. Index tabs
3. Glue
4. Flair pens

VI. Math unit

A. Operating the cash register

1. Adding sales

2. Making change

3. Operation of machine

B. Teaching of math unit

1. Inventory

2. Sales

3. Profit

C. Field trips to City National Bank

1. What is a bank?

2. Jobs of employees

3. Depbsiting money

VII. Their expansion of inventory

A. Class discussion

B. Items chosen

1. Colored portfolios

2. Book covers

3. Marking pens

4. Staple refills

SELF-EVALUATION OF PROJECT

The school store project has been very successful at Lincoln Elementary in many respects. In our immediate area there are no stores to sell the students miscellaneous school supplies. Response from parents has been extremely favorable.

Parents feel the store is a good learning device as it provides experience in: salesmanship, clerical, and advertising. Many feel that the store is teaching life skills which many of their children will use in their chosen vocation. All of the students learned how to operate the cash register which is an experience many adults haven't had. Sales from time to time bring in an occasional parent or two seeking a bargain for their junior high students.

In conclusion, I feel that this project has been extremely successful from every view point. It is a worthwhile experience that I wish I could have had as a grade school student. credit should be given to the students at Lincoln who made this project a success. They are truly examples of fine young Americans as displayed by their honesty, integrity, industrious, and cooperation. Thanks to all the sixth grades at Lincoln and the Career Development Committee.

Jim Boyd

STORE HOURS: MONDAY - FRIDAY 8:00 - 8:25 A.M.

MONTH	DATES	NAMES OF EMPLOYEES	SUBSTITUTE
Nov.	6-10	Julie H. and Berta G	Cindy K.
Nov.	13-16	Keith O. & Roger G	Tom P.
Nov.	20-22	Margaret & Gwenn	Marjie
Nov. - Dec.	27-1	Scott & Tom	Matt
Dec.	4-8	Mary Y. & Darice	Kris
Dec.	11-15	Jeff & Bret	Tracy
Dec.	18-22	Mary W. & Colleen	Cindy H.
Jan.	3-5	Dave & Lyle	Dan
Jan.	8-12	Patty & Connie	Cindy K.
Jan.	15-19	Tracy & Jim	Scott
Jan.	22-26	Cindy H. & Marjie	Cindy K.
Jan. -Feb.	29-2	Dan & Lyle	Bret
Feb.	5-9	Cindy L & Kris	Marjei
Feb.	12-16	Berta & Julie	Mary W.
Feb.	20-23	Roger & Keith	Jim
Feb. - March	26-2	Gwenn & Margaret	Kris
March	5-9	Toni & Dave	Scott
March	12-16	Darice & Mary Y.	Kris
March	19-23	Brett & Jeff	Tracy
March	26-30	Colleen & Mary W.	Patty
April	2-5	Connie & Patty	Marjie
April	9-13	Jim & Roger	Keith
April	16-19	Marjie & Mary W.	Colleen
April	24-27	Kirs & Mary Y.	Darice
April - May	30-4	Julie & Berta	Gwenn
May	7-11	Margaret & Julie	Berta
May	14-18	Cindy H. & Mary W.	Patty
May	21-25	Lyle & Scott	Tom
May - June	29-1	Darice & Mary Y.	Kris
June	4-7	Gwenn & Margaret	Cindy K.

Name _____

Date _____

Pre - Test - Career Development

Destination of trip:

Date of Trip:

Answer the following questions:

1. List, in your own words, the many different types of jobs you think you'll find on your trip.

2. What are you looking forward to seeing on your trip?

3. Tell what you already know about where you are going?

Post - Test - Career Development

Destination of trip:

Date of trip:

Answer the following questions:

1. List, in your own words, the many different types of jobs you saw or were told about on your trip.

2. Do you think you would be interested in some type of job in this area? _____. Explain your answer.

NAME _____

DATE _____

OUR SCHOOL STORE

1. What is a school Store?

2. Tell what An inventory is?

3. What have you learned about a store?

4. What should we sell in our school store?

EMPLOYEE EVALUATION SHEET:

NAME OF EMPLOYEE _____

NUMBER OF HOURS _____

DATES _____

Describe what happened during your working time.

Things that I enjoyed;

Things I didn't enjoy:

EVALUATION OF SCHOOL STORE

NAME _____

POSITION _____

DATE _____

Instructions: Please List your comments on your observations of the school store in operation. Praise, criticism, and advice is welcome, Thank you for your time.

Pupil Evaluation of the School Store Math Unit

1. Did you enjoy this unit? 18-yes; 1-no.

   Which part, or parts did you enjoy the most?

   a. Adding things up on the adding machine and making out the change.
   b. Using the cash register.
   c. Inventory.
   d. Working on papers.
   e. Working in the store.
   f. Pushing the cash register buttons and making change.
   g. I enjoy giving the person back his change.
   h. The daily or weekly paper where you add them up on the till.

2. Do you think it might be of any value to you in the future, (after you get out of school)?

   How?

   a. In getting a job.
   b. In working.
   c. In case I take the subject.
   d. To be a cashier.
   e. Because you might become a waitress and need to work a cash register.
   f. If I'm a bar tender.
   g. If you want to pay your bills.
   h. To make sure you always receive the correct change.

   Where?

   a. Stores.
   b. In school.
   c. Shopping centers.
   d. A restaurant.
   e. In a bar.
   f. In an office.
   g. At the bill office.
   h. In a job.

3. Was anything covered that you felt you already know?

   a. Making change.
   b. Some things.
   c. Yes.

d. No.

e. I already knew how to work the cash register.

f. How to work the till.

4. What, if anything, do you think we should have included that we didn't?

a. Nothing.

b. Nothing. I think you included everything.

c. I don't know of anything.

d. None.

*** We want to compliment you on how well you've been doing in the school store. We've received many favorable comments from the other adults in the building, especially on your courtesy and mature behavior. Keep up the good work?!

On the following sheet is a weekly inventory that you must complete given the following information:

ITEM			
1. Pencil	6	0	1
2. Pen	5	1	0
3. Eraser	3	0	0
4. Folder	10	0	3
5. Felt Tip Marker	23	0	19
6. School Shirt			
a. youth	7	0	2
b. adult	9	0	1
7. Paper	12	6	8
8. Large Notebook	2	0	1
9. Small Notebook	3	0	1
10. Stapler	25	0	20
11. Punch	17	0	11
12. Flair	13	0	2
13. Reinforcements	5	0	1
14. Index Tabs	0	0	0
15. Flue	3	0	1

If you complete the rest of the test before the hour is over you may use the cash register to add up the profit column and total sales column. You may prefer to add it on paper, or you may not have time to do it.

Evaluation of Video Taped Interviews By Students

1.) List at least ten things which helped you gain a greater knowledge of careers through the video taped interviews.

1. New job opportunities.
2. Getting along with others.
3. Talking
4. See what they were doing on the job.
5. Work involved.
6. Getting corredt information.
7. Getting a wider range of occupations.
8. Salaries.
9. Attitude toward work.
10. Development center.

2.) Identify five new job opportunities that you were not aware of before you took this course.

1. Church secretary.
2. Human Development Psychologist.
3. Forestry.
4. Christian Education.
5. Geriatrics.

3.) What advantages to you as a student, do you see in develpping video tapes and interviewing people on the job?

1. Finding out about an occupation.
2. It helped me on understanding more jobs and I think this is better than classroom work.
3. Being able to relate with people.

4.) Were the actual interviewing and interviews of benefit to you? If so, how?

1. Yes. They made me see that interest in a job and willingness to do that job are important to a successful and happy future.
2. Yes. It was very interesting.
3. Yes. Many ways, but the biggest was in showing the other areas of work in one area of work.
4. Yes. They helped me in talking to people and preparing myself for work in the future.

5.) Please add any additional comments you may have pertaining to this course.

1. Neat!
2. Even number of boys and girls.
3. I thought this was really interesting course, and I think it could be continued for the future.
4. I really enjoyed this course and I feel it really benefited me.

United States money

Draw a line under your answer. Which is more?

1. 13 dimes or $1.50? 7 quarters or 16 dimes? 237¢ or 40 nickels?
2. 17 nickels or 3 quarters? 32 dimes or $3.00? $.67½ or 6 dimes?
3. 7 half dollars or 12 quarters? 35¢ or half-dollar? $5.00 or 17 quarters?

Write, using digits, dollar signs, and cents points.

4. Thirty-six cents_____ Two hundred thousand dollars_____
5. Twelve hundred forty dollars_____ One million dollars_____
6. Four thousand sixty dollars_____ Ten dollars and six cents_____
7. Seventy thousand dollars_____ Quarter million dollars_____
8. Nine dollars and seven cents_____ Six hundred thousand dollars_____
9. Fill in this table to show the change Tom receives when he goes shopping. Be sure to give him the fewest possible coins.

Amt. Spent	Amt handed clerk	Change Received					
		Cents	Nickels	Dimes	Quarters	½ Dollars	Dollars
16¢	25¢	4	1				
37¢	50¢						
83¢	$1.00						
96¢	$2.00						
4.48	$5.00						
$7.76	$10.00						
$ .23	$1.00						
$4.25	$5.00						
$ .75	$2.00						
$ .07	$1.00						
$3.95	$5.00						
$5.85	$10.00						

Teacher Evaluation

We thank you for the cash register. There was a great amount of enthusiasm for the store unit and especially for learning how to operate the till.

We heard a lot of comments from the kids that they hadn't realized there was so much math work involved in being a clerk. Some students felt they'd like to be a clerk, while others decided it wasn't their bag.

We did find that our original method of daily inventories was too cumbersome and have revised it to a simpler, weekly inventory.

We emphasized "sales courtesy" and are pleased to note an increased use of good manners.

We think Jim is doing a great job with the school store and are pleased to be a part of it.

Sheila Fauna
Sue Karp

NAME_____

TERMINOLOGY

Part I

1. Producer- the maker of the product.
2. Clerk or Cashier- the seller (middleman)
3. Customer- a person who buys something from the store.
4. Consumer- the one who actually uses the product.
5. Co-Worker- the person you clerk with.
6. Warehouse- the building where supplies are stored until sold to the store.
7. Till- another name for a cash register.
8. Error- a mistake.
9. Void- to correct a mistake by cancelling it out.
10. Sales Courtesy- Examples are: "May I help you?"
    "Please"
    "Thank you. Come again."
    "Merry Christmas"
11. Budget- the amount of money a store has to keep within the limits of so it doesn't go into debt.

MATCHING

____Producer	A.	the amount of money a store has to keep within the limits of.
____Budget	B.	another name for a cash register.
____Error	C.	a mistake.
____Till	D.	the maker of the product.
____Warehouse	E.	the seller.
____Sales Courtesy	F.	an example of "Thank you"
____Void	G.	a person who buys something from a store.
____Co-Worker	H.	the one who actually uses a product.
____Consumer	I.	the person you clerk with.
____Clerk	J.	to correct a mistake by canceling it out.
____Customer	K.	the building where supplies are stored.

Name

Group

Date

Select the proper word from the list to complete each definition.

Producer	warehouse	co-worker
consumer	customer	till
clerk or cashier	budget	error
	void	sales courtesy

1. We keep our extra supplies in a _____ until we're ready to sell them.
2. Your partner for the week you work in the store is your _____.
3. _____ includes a polite "May I help you?"
4. The person who helps get the product from the maker to the person who wants it is the _____.
5. In a store, you keep the money in a _____.
6. If a mother buys shoes for her little boy she is the _____.
7. The little boy who wears the shoes is the _____.
8. A mistake is an _____.
9. _____ means to ignore this, it is a mistake.
10. The person or company that manufactures the paper, pencils, etc. that you sell is the _____.
11. A _____ is your guideline on how much money you spend to buy more stock for your store without going into debt.

NAME _____

TERMINOLOGY

PART II

1. Inflation- the rising cost of an item.
2. Depreciation- decrease in value of a fixed asset due to wear and tear or obsolescence.
3. Increase- goes up
4. Decrease- goes down.
5. Cash Sale- paid for in cash as opposed to charging.
6. Time Allotments-
   - Daily- every day
   - Weekly- every 7 days
   - Monthly- every month
   - Quarterly- every 3 months
   - Semi-annually- twice a year
   - Annually- yearly
7. Wholesale- to buy large quantities at a reduced price.
8. Mark-up- the price a store charges in relation to what the store paid the producer.
9. Suggested Retail Price- the price suggested by the company to mark an item.
10. Retail Price- the price the clerk marks an item.
11. Sales
    - Specials- a reduced price at a certain time
    - Going out of Business- all stock must be sold
    - Inventory Reduction- stock is sold at a reduced price to reduce the inventory.
    - End of the Year- Stock is sold at a reduced price so not as much needs to be left on the shelves over the summer.
    - Seasonal- Christmas corsages have more value at Christmas than at Easter so the price is greater at Christmas.

Define in your own words:

1. Daily- _____
2. Weekly- _____
3. Monthly- _____
4. Quarterly- _____
5. Semi-Annually- _____
6. Annually- _____
7. Mark-Up- _____
8. Suggested Retail Price- _____
9. Retail Price- _____

Name

Date

Group

Select the proper word from the list to complete each definition.

mark up	suggested retail price	retail price
depreciation		special
inflation	seasonal sale	wholesale
semi-annual	end of the year sale	increase
quarterly	cash sale	decrease

1. If you don't sell as much this week as you did last week, your sales have _____.
2. If you sell more this week than last, your sales have _____.
3. Things cost more now than they used to because of _____.
4. Our cash register was much cheaper to buy than it cost when it was new because of _____.
5. In order to make money in a store, you have to sell items for a higher price than they cost you, this is the _____.
6. The _____ price is what an item is actually sold for.
7. The _____ is what the manufactuer thinks you might sell the item for.
8. If you buy a lot from the manufactuerer at once, you get a lower price, this is called _____.
9. A _____ is a sale to get your attention, hoping you'll buy more while you're in the store.
10. We may have a _____ sale in May so we won't have so much to store over the summer.
11. Selling orange and black markers in October is an example of a _____ sale.
12. If you pay in money for an item it's a _____ sale.

NAME _____

TERMINOLOGY

PART III

1. Inventory- an itemized account of what is left to be sold. An inventory helps a clerk know what to order.
2. Asset- property which has money value.
3. Liability- an amount owed by one person to another.

4. Capital- the difference between total assets and total liabilities of a business.

5. Interest- the charge made for the use of money.

6. Balance Sheet- a statement of the financial condition of a business at a certain date showing its assets, liablities, and capital.

7. Accounts Payable- a term applied to the total amount owed to the creditors of a business.

8. Accounts Receivable- a term applied to the total amound due from the customers of a business.

9. Expenditures- operatings costs of a business.

10. Investment- Money or other items of value placed in a business to gain interest.

DEFINE:

1. Asset- _____
2. Liability- _____
3. Capital- _____
4. Balance Sheet- _____
5. Accounts Payable- _____
6. Accounts Receivable- _____

Name

Date

Group

Fill in each blank with the proper word to make the sentence true.

asset	inventory	accounts payable
liability	interest	accounts receivable
capital	balance sheet	expenditures
		investment

1. When we put money in the bank from the store, we earn _____ for letting them use it.

2. Our _____ include our cash register, all our supplies, cash, and money in the bank.

3. If we owed any money, you would have to subtract that amount from our assets to find our _____.

4. A list of everything you have for sale is an _____.

5. _____ is how much you owe to others.

6. If we had to pay our employees and electricity bill, they would be our expenditures.

7. When we take our profit and use it to buy more supplies for

the store so we'll have more to sell in order to make more money we're making on _____.

8. If we sold the shirts on time (say three monthly payments) the amount people had to pay us this month would be _____.

9. A _____ is a record of a business' expenditures, sales, etc. to show the current financial situation.

Name
Group
Date

Cash Register Worksheet

Show how you would use the cash register for these amounts by writing the letter of the problem on each key to be punched. For example, problem a. is 82¢ so you would write an a on the 8 on the second column.

Mark each worksheet with the Roman Numeral for the group of problems you are working.

I.
a. 82¢
b. [illegible]¢
c. $421.56
d. $99.43
e. $253.79
f. $300.14
g. $72.25
h. $72.35
i. $5.38

II.
a. $68.09
b. 88¢
c. $287.94
d. 46¢
e. 35¢
f. $71.13
g. $9.20
h. $152.01
i. $34.02

III.
a. $1.02
b. $6.01
c. $409.49
d. $60.63
e. $308.08
f. $7.34
g. $80.50
h. 25¢
i. $15.10

III
a. $9.99
b. $842.08
c. $1.50
d. $6.20
e. $20.00
f. $74.60
g. $3.40
h. $1.00
i. $108.00

Number of Items Sold
Assignment on Daily Inventory

Name _____

Date _____

	Done Together	Done Individually
1. Pencil	8	12
2. Pen	1	2
3. Eraser	3	1
4. Folder	0	3
5. Felt Tip Marker	2	0
6. School Shirt		
a. Youth	1	0
b. Adult	3	0
7. [illegible]	4	4
8. Large Notebook	7	2
9. Small Notebook	1	3
10. Stapler	0	8
11. Punch	3	1
12. Flair	1	6
13. Reinforcements	1	2
14. Index Tabs	2	3
15. Glue	4	1

NAME _____

DATE _____

ASSIGNMENT ON WEEKLY INVENTORY OF OUR SCHOOL STORE

The number of items sold per week is listed beside each item.

ITEM	WEEK # 1	WEEK # 2
1. Pencil	32	47
2. Pen	7	13
3. Eraser	3	5
4. Folder	12	14
5. Felt Tip Marker	3	5
6. School Shirt		
a. Youth	2	4
b. Adult	6	0
7. Paper	8	4
8. Large Notebook	14	19
9. Small Notebook	4	13
10. Stapler	3	7
11. Punch	0	2
12. Flair	4	9
13. Reinforcements	10	11
14. Index Tabs	2	6
15. Glue	10	10

WEEK OF _____

WORKERS _____

WEEKLY INVENTORY OF OUR SCHOOL STORE

ITEM	Price	Mark -Up	No. on Monday	No. Fr.	No. Sold	Profit =No. Sold X Mark-up	Total Sales= No. Sold X Price	New Items (No.)	Reorder
1. Pencil	$.05	$.02							
2. Pen	.19	.07							
3. Erasers (pkg.)	.19	.07							
4. Pink Eraser	.19	.07							
5. Fum Eraser	119	.07							
6. Colored Folder	.29	.11							
7. Paper	.29	.10							
8. Lg. Note Book	.35	.14							
9. Sm. Note Book	.19	.07							
10. Stapler	.98	.33							
11. Punch	.39	.22							
12. Reinforcements	.15	.06							
13. Index Tabs	.15	.06							
14. Glue	.29	.11							
15. Book Cover	.39	.16							
16. Marks a lot	.39	.16							
17. Magic Marker	.29	.12							
18. Scamps	.49	.19							
19. Staples									
20. Folder	.10	.03							

Weekly total= _____

Total of Tapes= _____

**Number Sold= (Mon. + New Items) - Fri.

Month of _____

Report of Audit By _____

MONTHLY INVENTORY OF OUR SCHOOL STORE (MEMBER OF THE 6th GRADE)

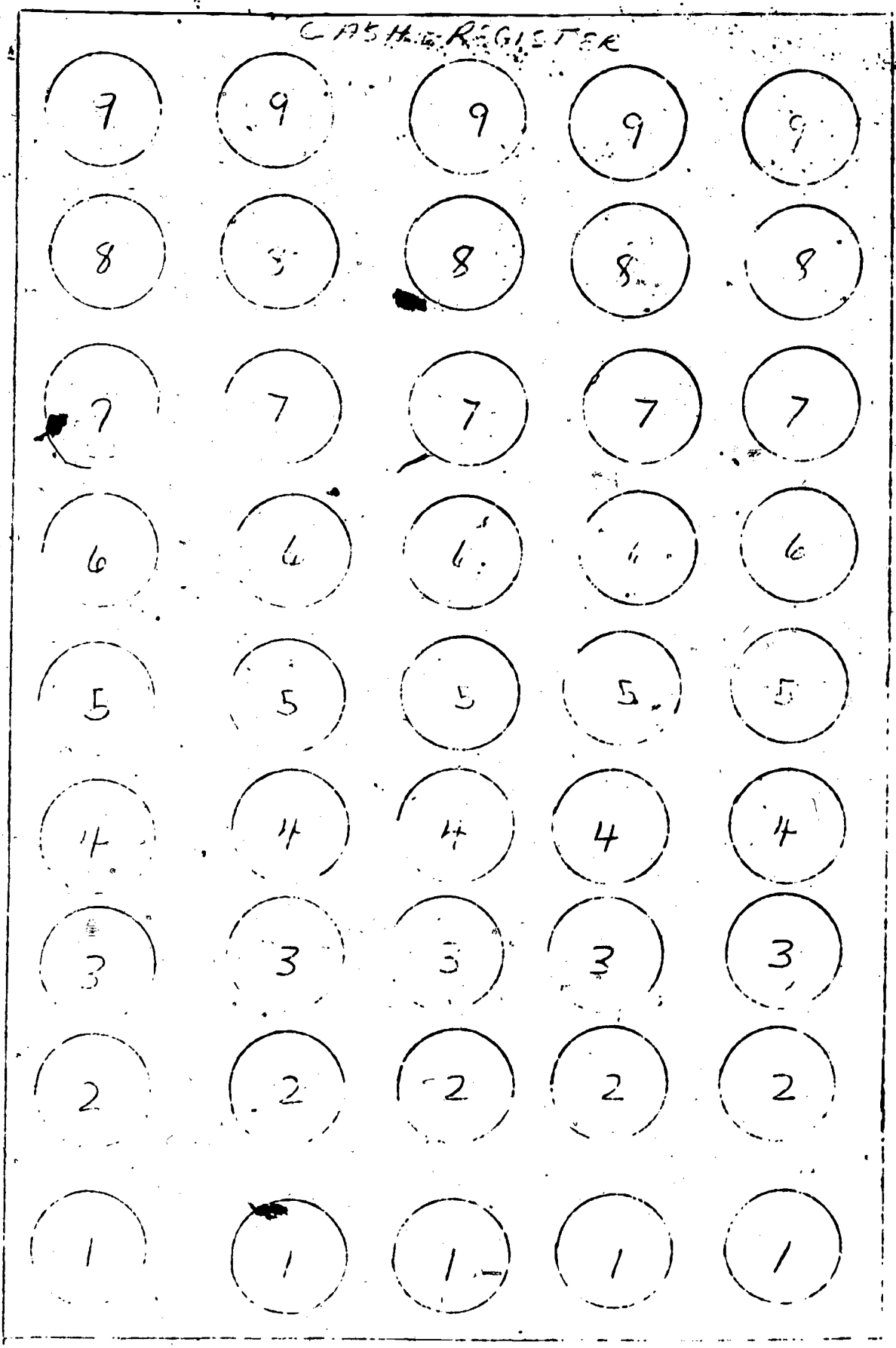
Date of Report _____

ITEM	PRICE $	MARK-Up $	WEEK #1	WEEK #2	WEEK #3	WEEK #4	TOTAL OF 4 WEEKS SALES (TOTAL SOLD)	TOTAL SALE = PRICE * TOTAL SOLD	TOTAL PROFIT = MARK-UP * TOTAL SOLD
1. Pencil	.05	.02							
2. Pen	.19	.07							
3. Eraser	.19	.07							
4. Folder	.10	.03							
Felt Tip Marker	.39	.16							
School Shirt a. youth b. adult	3.00 3.60	.75 .40							
7. Paper	.09	.10							
8. Lg. Note-book	.39	.14							
9. Sm. Note-book	.19	.07							
10. Stapler	.99	.33							
11. Punch	.39	.22							
12. Flair	.49	.19							
13. Rein-forcements	.15	.06							
14. Index tabs	.15	.06							
15. Glue	.29	.11							

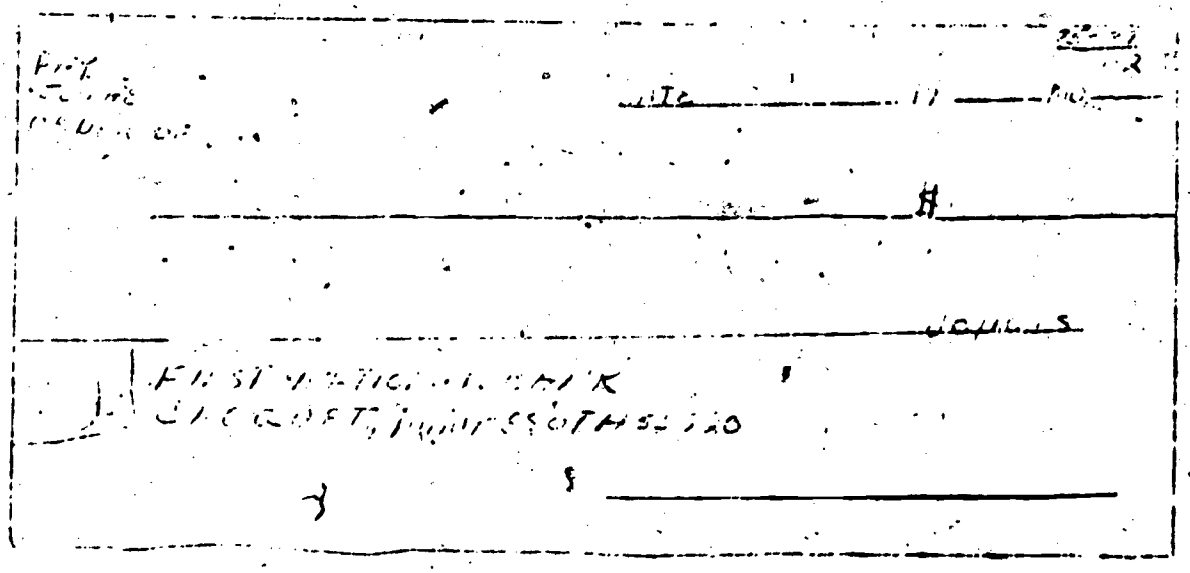
* TOTAL OF THE 4 WEEKLY TAPES = TOTAL SALES COLUMN.
ADD DIFFERENCE IN PRICE & 2 TOTALS PLUS ANY LOSSES LISTED ON THE WEEKLY PROFIT SHEET = THE TOTAL MONTHLY LOSS.
TOTAL MONTHLY LOSS - _____

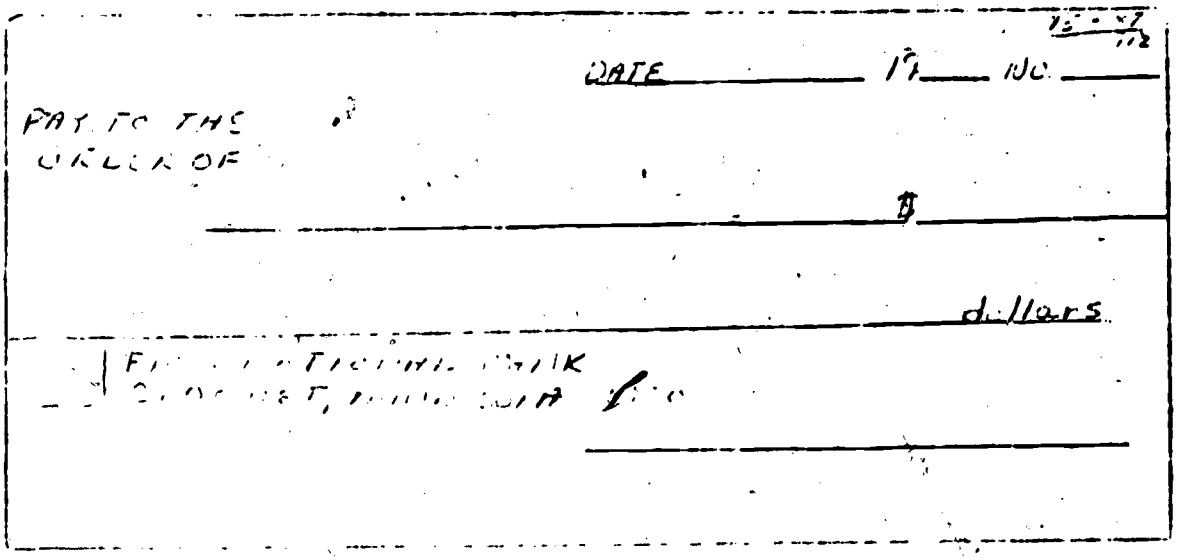
NAME

CASH REGISTER



CHECK WRITING





Name

Date

Group

Making Change

		Change to make					
Sale	amount giv.	cents	5¢	dimes	quarters	50¢	dollar
29¢	$1.00						
31¢	.75						
43¢	.50						
51¢	.75						
62¢	.75						
49¢	1.00						
81¢	1.00						
75¢	1.00						
63¢	1.00						
59¢	1.00						
72¢	1.00						
68¢	1.00						
78¢	1.00						
$1.49	2.00						
1.53	2.00						
1.62	2.00						
2.49	5.00						
3.78	5.00						
3.98	5.00						
4.89	5.00						
3.55	5.00						

Name

Date

Group

Making Change

Sale	amount given	Change to give: cents	5¢	dimes	quarters	50¢	dollar
$ .05	$ .25						
.09	.25						
.11	.25						
.23	.25						
.27	.50						
.32	.50						
.39	.50						
.41	.50						
.48	.50						
.52	.75						
.63	.75						
.69	.75						
.74	.75						
.05	1.00						
.09	1.00						
.11	1.00						
.18	1.00						
.27	1.00						
.34	1.00						
.58	1.00						
.63	1.00						

DAILY TALLY SHEET

WORKERS

1.

2.

3.

4.

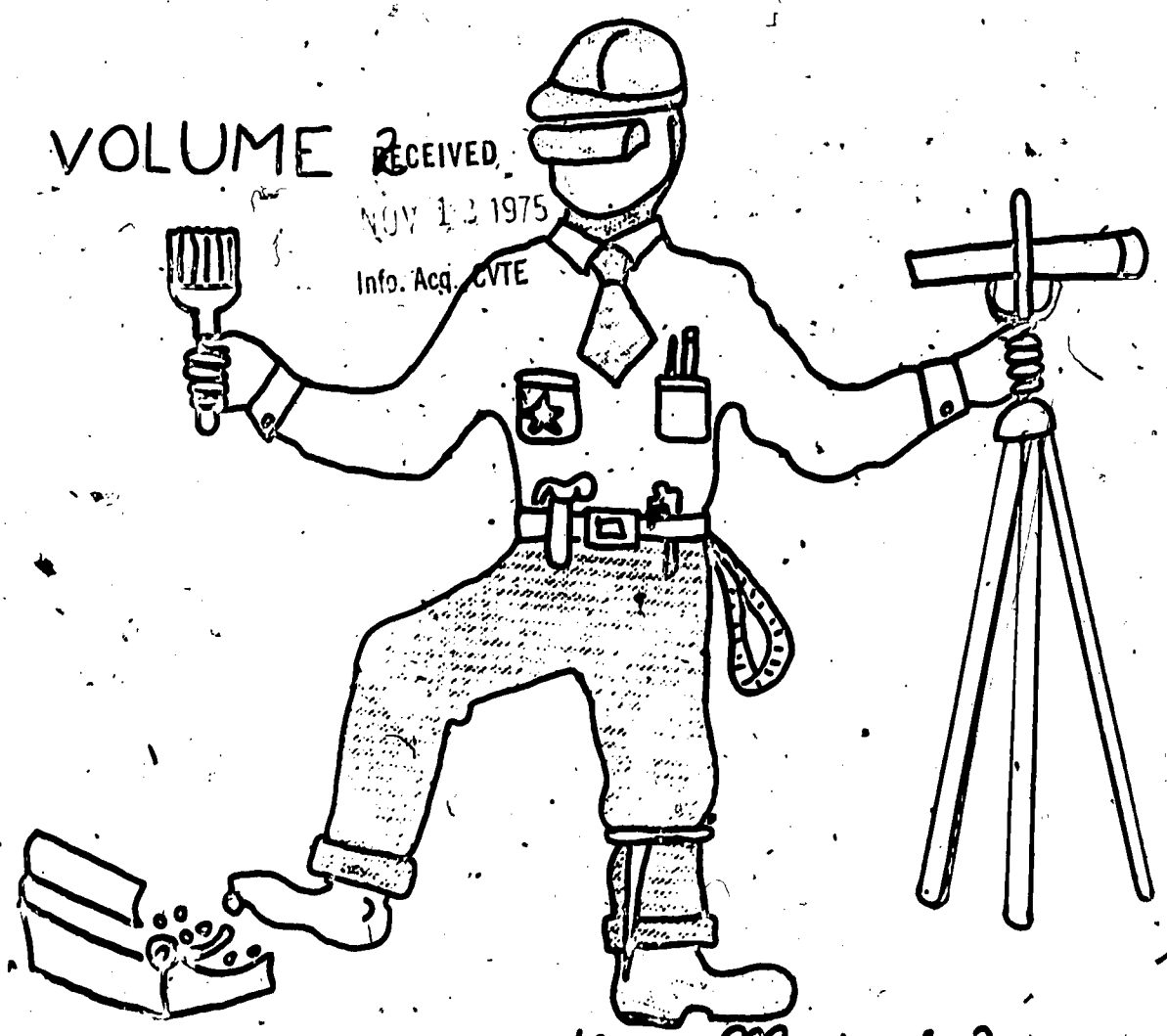
Week of:

ITEMS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Index Tabs					
2. Pocket memos					
3. Pencils					
4. Bic Pens					
5. Rainbow pencils					
6. Rub-clear erasers					
7. Crayons					
8. 4" Subject notebook					
9. Pencil tip erasers					
10. Composition book					
11. Markers (black)					
12. Markers (blue)					
13. Markers (red)					
14.					
15.					

CLOQUET CAREER EDUCATION PROJECTS 7-9

VOLUME 2

RECEIVED
NOV 12 1975
Info. Acq. CVTE



Career Education Materials

developed by Cloquet Teachers

PREPARED BY CLOQUET CAREER EDUCATION COMMITTEE
INDEPENDENT SCHOOL DISTRICT 94, CLOQUET, MINNESOTA
55720

BEST COPY AVAILABLE

102 636
pk 2 of 2

INTRODUCTION

The purpose of this collection of Career Education projects is to provide the reader with a sampling of career activities that have been developed by teachers 7-9 of Independent School District 94, Cloquet, Minnesota, during the past three years.

This is only a sampling of the materials developed. In selecting units for this booklet, an attempt was made to include a cross-section of all disciplines and all grade levels.

Career projects have been created by nearly every discipline and grade level in our school district. Teachers apply to the local Career Education Committee for project approval (see attached application form). The committee, four teachers and one administrator, meets regularly to go over applications.

When the local Career Education Committee meets, they are guided by a number of factors. The greatest of these factors is the concept of Career Education as outlined in Cloquet's Comprehensive Model (see attached Comprehensive Model) and the involvement of students in the projects. With this information the committee decides whether or not to approve the application. If the application is approved, a contract for the project is issued to the participant (see attached committee action form). The contract has stipulations such as a copy of materials developed and a written evaluation of the project.

During the last school year, numerous applications were approved for curriculum writing, purchasing career-oriented materials, field trips, inviting speakers into the classroom, and using video-tapes and slides to interview and show workers on the job.

Volume 2 has been divided into 3 parts: K-6, 7-9, 10-12. For information concerning the other two parts, contact the:

Cloquet Career Education Committee
509 Carlton Avenue
Cloquet, Minnesota 55720

Telephone: 218-879-3328

JUNIOR HIGH EXPLANATION

This section contains samples of Career Units created by Cloquet teachers at the Junior High level 7th - 9th. The units cover the majority of discipline found in the Junior High. Several units are inter-disciplinary in nature emphasizing career orientation and exploration.

Although many units contain their own bibliography, an additional bibliography is at the end of this booklet to give the reader additional sources of career related materials. There is also a listing of units produced by Cloquet teachers which are not included in this booklet, but could be made available.

RESOURCES AVAILABLE IN THE SCHOOL DISTRICT

JUNIOR HIGH LEVEL

Books, Magazines, & Pamphlets

Junior Guidance Services
Occupations & Careers
Vocational Biographies
Employment Outlook (Mathematics & Related Occupations)
Careers for Women, Why Not Be A Mathematician
Is Math In The Stars For You?
Mathematician
Career World
Succeeding In The World of Work
Work & Careers
Career Information On Counseling & Teaching
Career Education/Middle to Junior High
Career Education - What It is

Audio Visual (Tapes, Films, Video Tapes)

Discovery Rec. Unit I
A.V. Discovery Unit
Careers Unlimited (Cassett Tapes)

- Engineering
- Food Production
- Forestry
- Furniture Industry
- Guidance
- Health Education
- Hotel-Motel
- Landscaping
- Nursery Business
- Law
- Librarian
- Oceanography
- Photography
- Plastic Industry
- Printing & Engraving
- Recreation
- Repair Service
- Restaurant

(Careers Unlimited Continued)

Scientific Research
Secretarial Careers
Selling
Social Work
Textiles
Transportation
Veterinary Medicine
Advertising
Agriculture
Air Conditioning & Refrigeration
Architecture
Beauty Culture
Broadcasting
Clothing & Fashion Design
Construction
Criminology & Penology
Drafting
Computers
Education

Kits & Games

House Framing Kit
Careers
Life
Easy Money
Desk Top Career Kit
Poster Set

Equipment

Polaroid Cameras
Camera Tripod
Super 8mm Camera
Super 8mm Projectors
Movie Lites
Video Tapes (30 Min. Capacity Ea.)
Portable Video Recorder
Video Playback Unit
T.V. Monitor Receiver
Microphones, Cords & Accessories for Video Equipment
Storage Carts for Career Education Projects
View Deck & Index
Reader - Printer

Application for Career Development

Curriculum Projects

1. Applicant's name _____
2. Grade level _____
3. Department _____
4. Date of application _____
5. Proposed dates of project _____
6. Goals and Objectives
7. Processes, Experiences and Activities
8. Evaluation

CAREER DEVELOPMENT

COMMITTEE ACTION

FOR CURRICULUM PROJECTS

1. Name _____

2. Building _____

3. Department _____

4. Project _____

5. Dates of Project _____

COMMITTEE PROPOSES:

A. Acceptance

1. Stipulations

a)

b)

c)

d)

B. Non-Acceptance

1. Suggested Modifications

a)

b)

c)

d)

Signed _____
District Coordinator

Signed _____
Coordinator

Date _____

Signed _____
Participant

"ORIENTATION TO THE WOULD OF WORK"
(Career Development)

Institution Conducting Project Independent School District No. 94

Project Director Dale V. Abbott

Address Junior High School, Cloquet, Minn. Phone 218-879-3328 (Include Area Code)

Project Title "Orientation to the World of Work" (Career Development)

Project Setting Independent School District No. 94 (K-12) and Community

Students to Be Served K-12, serving approximately 3,800 students

COMPREHENSIVE MODEL.....

"ORIENTATION to the WORLD of WORK"

(CAREER DEVELOPMENT)

PROGRAM DESIGN

The study of Cloquet graduates explains to a great extent our concern to prepare a program for all children. We have too long segmented and fragmented education in that divisions are created concerning academic, vocational, and general education.

Our schools have concentrated on college preparatory programs not realizing that a great majority of our students do not enter college and only half of those who enter finish.

Most students entering the work force are there for "just a job". They lack proper attitudes toward the job, skills necessary, understandings, basic tools, and competencies (should be included in all curriculum areas).

A comprehensive occupational education program begins in kindergarten or pre-school and continues throughout life. Regardless of a child's plans to attend college, vocational school, or go directly into the work world, the fact is that someday he will work. In order to be a happy, satisfied individual, he needs certain attitudes and job-entry skills.

Cloquet's tentative approach to a comprehensive program "Orientation to the World of Work" (Career Development(is presented on the following pages.

FOLLOW-UP STUDY OF CLOQUET GRADUATES

November, 1974

Below is the result of a survey of the 1974 graduating class, and a comparison with previous years.

	1966	1967	1968	1969	1970	1971	1972	1973	1974
Attending U.M.D.	26%	18%	16%	16%	21%	21%	17%	9%	10%
Attending U of M (Minneapolis or St. Paul)	5%	5%	5%	6%	4%	4%	5%	4%	3%
Attending other colleges in Minnesota (including degree and diploma nursing schools	14%	17%	17%	14%	16%	9%	15%	14%	13%
Attending out of state colleges	3%	4%	7%	5%	5%	5%	3%	7%	9%
Attending junior colleges						3%	2%	2%	1%
TOTAL ATTENDING COLLEGES	48%	44%	45%	41%	46%	42%	42%	36%	36%
Attending private trade schools						6%	5%	3%	5%
Attending area vocational schools	14%	14%	6%	13%	14%	15%	11%	13%	12%
Employed	24%	23%	29%	32%	25%	23%	25%	33%	33%
Military Service	5%	4%	6%	5%	7%	3%	5%	2%	2%
Married Women (employed or unemployed)	5%	4%	8%	5%	3%	3%	4%	8%	4%
Unemployed	4%	11%	6%	4%	5%	8%	8%	5%	3%

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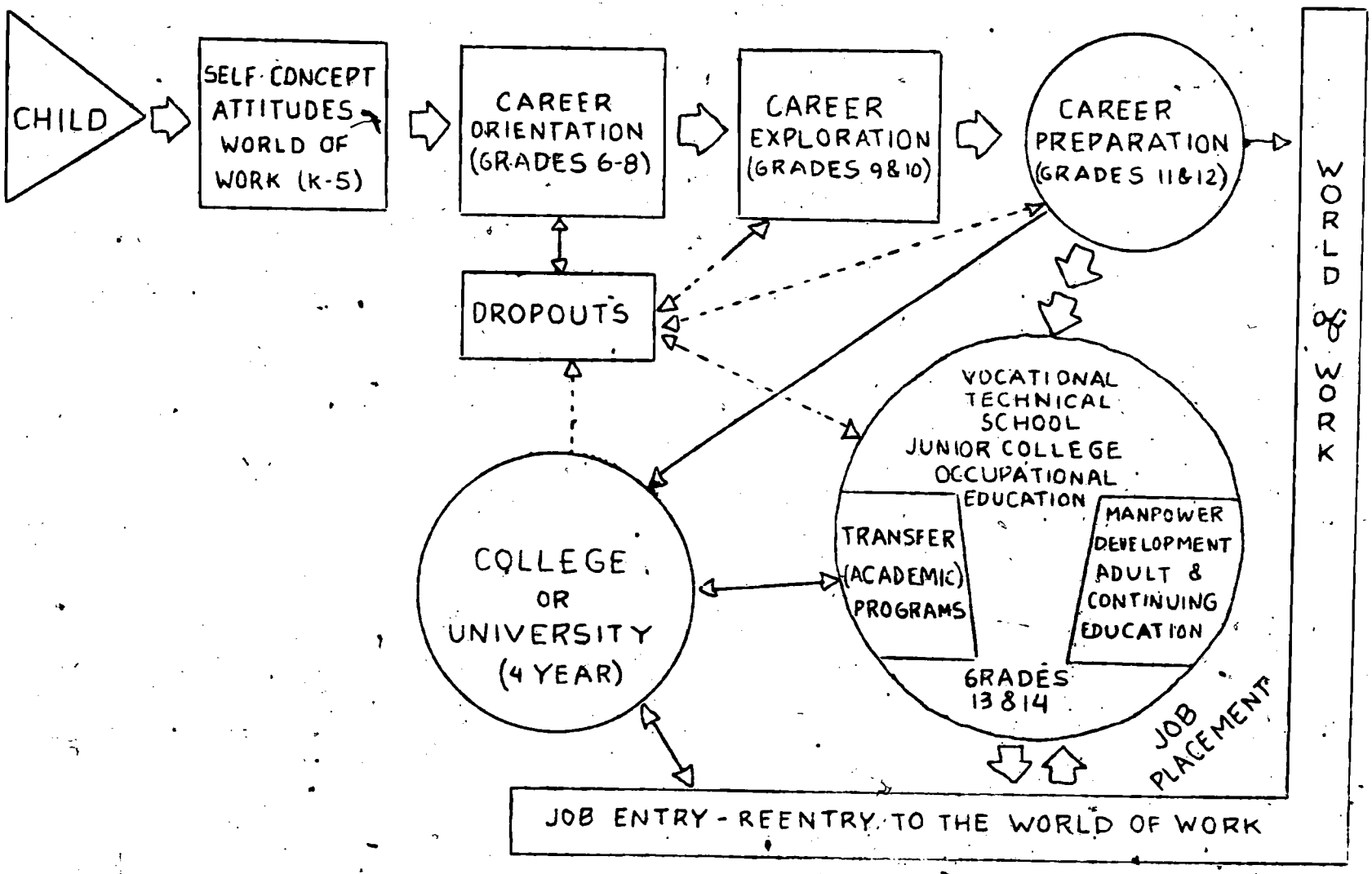
Survey of percentage of 1974 Cloquet graduates employed who are working at Diamond National, Conwed, or Northwest Paper

Class of	% of all Graduates Employed	% of Total Class
1966	45%	11%
1967	39%	9%
1968	39%	[illegible]
1969	[illegible]	12%
1970	17%	[illegible]
1971	[illegible]	[illegible]
1972	[illegible]	[illegible]
1973	[illegible]	9%
1974	[illegible]	[illegible]

CLOQUET MODEL

A comprehensive Occupational Education Program Design



Emphasis is placed upon development of all self-concept and attitudes toward the World of Work to correlate with and integrate into existing curriculum.

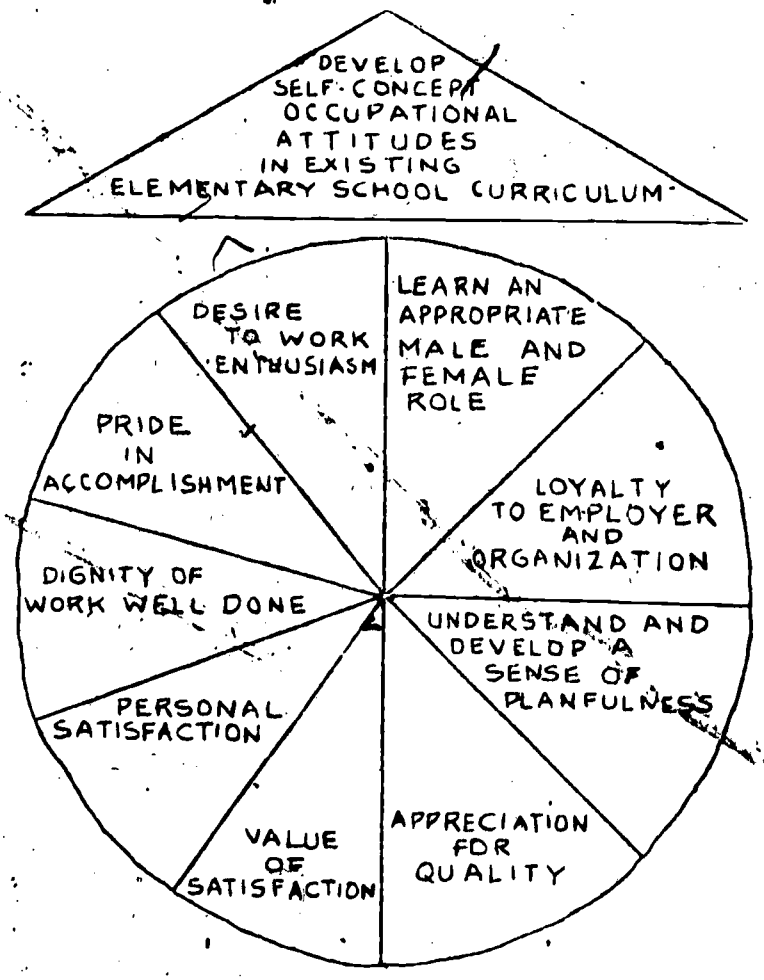
Attention is given to developing self-concept. Perhaps this is more important than measuring I.Q. Also desirable attitues development for employability as illustrated on the chart.

All disciplines involved in developing and emphasizing positive attitudes and self-concept in existing curriculum about the World of Work.

Resource people from the community are asked to come to school and discuss attributes they look for in their employees.

Fathers come to school to talk about their specific job.

KINDERGARTEN to GRADE 5



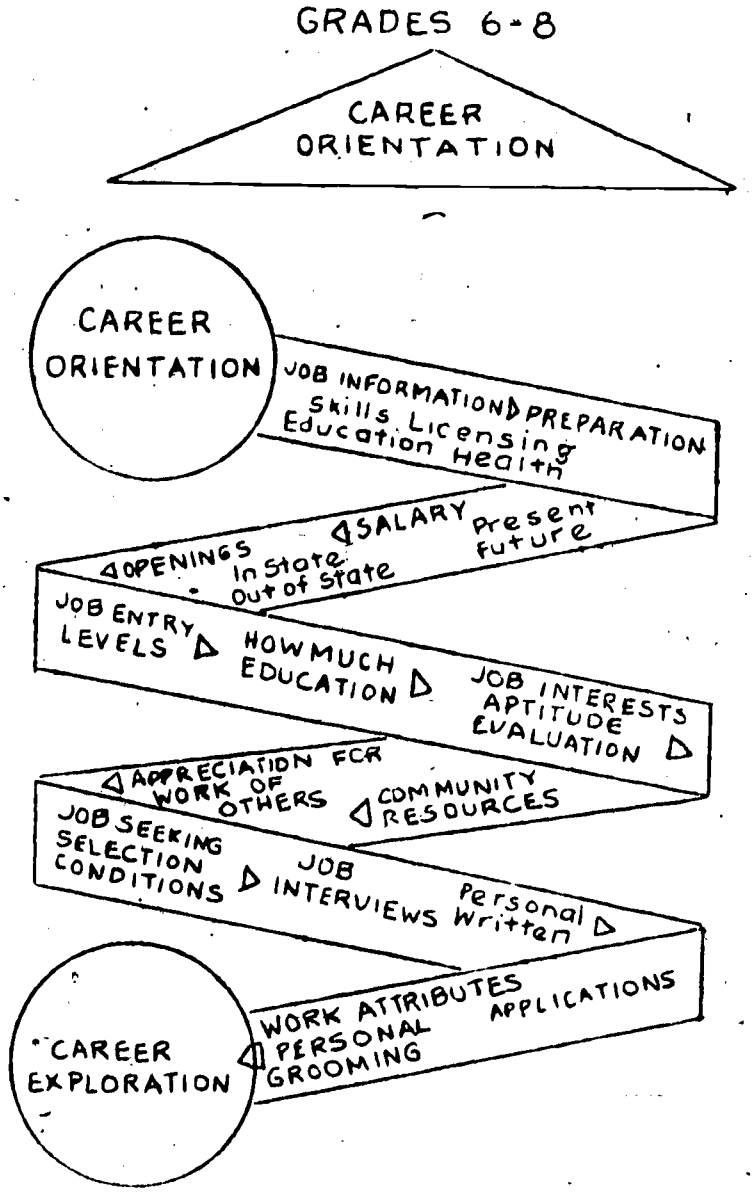
The self-concept and attitude program is continued.

An orientation program for all youth is developed to help them in understanding about broad areas of our economy such as manufacturing, construction, service, marketing, agriculture, business, and professions.

Some classroom activities:

Job applications, interviews, type of work performed in various occupations, licensing, future employment outlook (locally, state, national) personal grooming, and health.

Community resources utilized such as Career Day (local businessmen, professionals, and others coming to talk to students about their jobs).



Career exploration may come more into focus. Student acquires identity as a worker in the occupational structure.

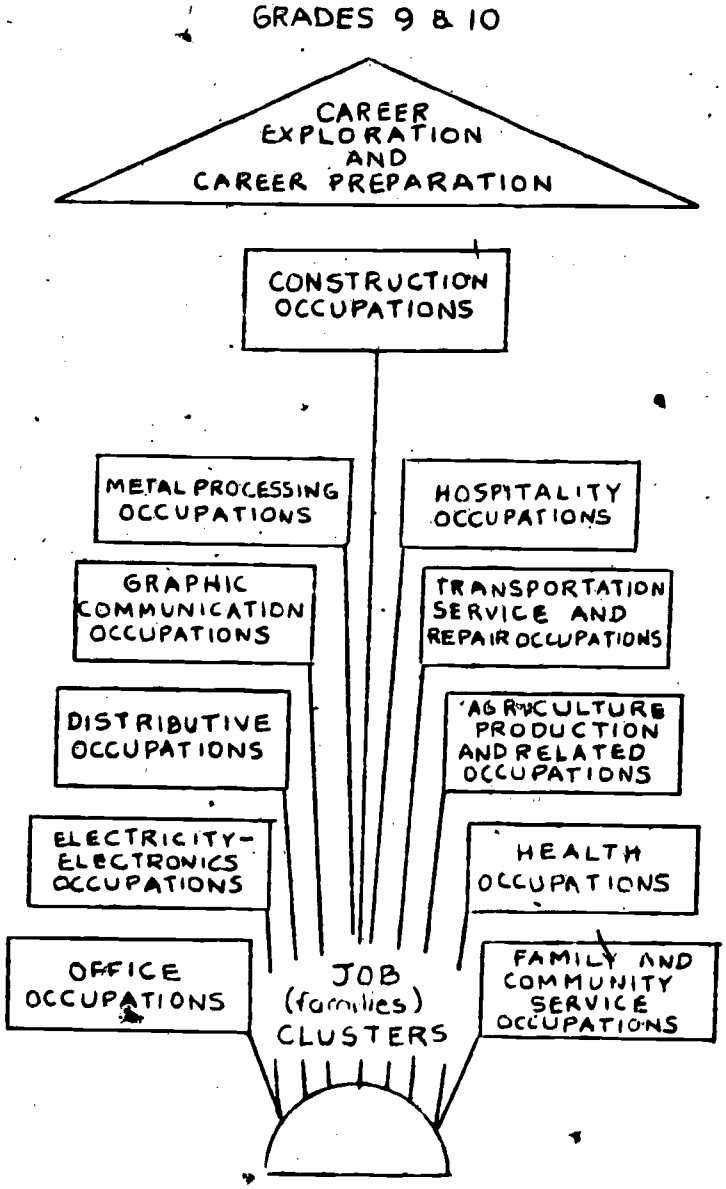
Acquire skills of decision making. (Life Career game may be utilized.)

Become involved in elective or selected on-the-job work experience (participation on the job without pay or 10th grade students in the work experience program).

Exploration in an occupational structure (Graphic Arts Department set up not as a training station but for exploration with different areas teaming such as business, art, and induatrial arts).

Radio and TV (English, speech, drama, and social studies).

Acquire futher inter-personal skills.



GRADES 11 AND 12

Focus now is on Career Preparation.

Exploration in an occupational structure may continue.

Cooperative education programs as part of the school community involvement (trade and industry, office occupations, distributive education, work experience, work study).

Testing reality of one's self-concept (observe occupations and workers).

Career and College Day in cooperation with American Association of University Women.

The "Cloquet Story" is one of innovation. Flexible modular scheduling, grades 4-12, was undertaken five years ago and allows for improved individualized instruction. The school board and community are very cooperative and helpful in all educational endeavors. We like to think that in our course selection and implementation the kids are our clients and we are thinking and planning on their behalf.

Things are happening in our school system. We have two elementary counselors who are working in the classroom (k-3) 20-40 minutes each week talking with the students about family relations, self-identity, roles, and goals. Grades four through six have initiated an advisor-advisee program. Each student selects the person he feels most comfortable with for better communications. Junior high school has many quarter course offerings in the different disciplines. Local businessmen cooperated with the art department whereby the students painted Halloween scenes on store windows. It was a competitive venture which the students enjoyed. Senior high has also introduced quarter coursed into the curriculum. Mini-courses and one-day special topic youth enrichment seminars have been added this year. A meeting was held recently stressing the possibility of an area vocational center. Follow-up is being done concerning this at the present time.

In thinking and planning for the kids, a comprehensive career development program will provide service, resources, and learning experiences to help students in their quest for self-discovery.

BUSINESS COMMUNICATION

Overall Plan

The students will have an opportunity to practice spoken and written language as directed to the everyday business world.

Overall Purpose

The main idea of this course is to help students improve their practical use of the English language. The purpose is to make English usable as a means of imploring employment status of individual students.

Objectives

To develop a practical and accurate job application letter.
All students must be able to write a clear business order.
All students are required to write a suitable correction letter referring to an incorrect shipment.
Students will be able to write a good information request letter.
Students will learn to write pertinent summaries of informational materials.
Students must be able to write polite but firm letters of dissent or disapproval
The young people will be able to keep their poise and present a favorable image in a face - to - face job interview.
Students must be able to speak effectively on the phone. The following matters

sending and receiving orders
answering to an irate customer
cooperating on community ventures
requesting and giving information
receptionist duties
acknowledgments of a business nature.

Activities

Have one or two personnel managers of local industry explain the essentials of suitable job applications.

Students will write job application letters to be criticized by fellow students and teacher.

Teacher will confer with business firms regarding standards for business orders. Students will learn to use clear and concise English in business orders.

Students will practice with each other in job interview situations. If possible, each student will face a downtown businessman in a mock interview.

The teacher will obtain non-confidential business reports for student practice writing.

Activities (Cont.)

Students will write information seeking letters for materials that they care about.

Students will be asked to write disapporval letters which are polite but strong. Subject matter will very between families. If material is not forthcoming, we will use the "letter to the congressman."

Regarding phone use, the teacher hopes to have two to four sets of phones to practice this mode of communication. It is hoped that tape recorders will be available for student and teacher critique.

Room Facilities

I would like to have a collapsible set of room dividers, in the shape of a cross: to provide four cubicles of practice room. Phones - I will visit with Mr. Lee to see what can be arranged, maybe on a loan basis. Tape recorder It would help a lot if I had at least one AC DC cassette tape recorder with earphones (in gang sets - say for four listerners) and footage meter. Aides. There is no doubt that my students would profit considerably from an aide's presence and active aid. It would be outstanding if we could get an aide who has been in business.

BUSINESS COMMUNICATION

Teacher evaluation

Student evaluations were made near the end of the last course cycle. A brief study of the results makes me believe that the evaluation was valid. Students were frank in constructive criticism. At the same time, there was a heavy positive reaction. Forty-one percent said they learned a lot, forty-four percent said they would use the course material quite a bit, and forty percent said they would use the new knowledge in a direct way.

We started the course with friendly letters. I firmly believe that my new material is more effective when the learner starts with a reference to skills he has already partially mastered. We next wrote four information letters, business orders, adjustment or correction letters and job application letters. We concluded with practice business calls, employing Northwestern Bell tele trainer.

Student reaction to the program was noticeably favorable. I interpret this to mean that the young people could perceive the practical value of the material. In one case, some students complained about the continous heavy work load. I aired this complaint for class response. They strongly supported the work and called the complainers "lazy". The majority felt the work was not too much and that the jobs were within their capabilities.

Community businessmen were cooperative in assisting with experiential input. Emphasis was placed on realistic job applications. Mr. Kenneth Johnson enacted on the spot personal interviews. This made quite an impression. Kenny said he liked doing this large group. Mr. Robert Hinogue related in detail what he expected of his employees. Ed Burke and Pete Blankers taped a message concerning work and business experiences. Total effect was definitely a plus.

I received encouragement from Dale Abbott in setting up and implementing the course. Dale showed considerable interest in my establishment of course goals. I concur heartily with Dale on the need of providing solid, meaningful educational experiences for people who will not attend college. It is also noteworthy that the college bound student will find these same experiences quite helpful.

Business communication is being offered again next year in the junior high. I notice that it surpasses my Indian Literature and Book Discussion by fifteen to twenty enrollees.

I will compress some parts of the course next year so that complaint letters and letters to congressmen are included. I will also include a more thorough use of the telephone as a business communication medium.

Students evaluation at the end of course

Question one:

What things did you know before the course?

All of what we had (during the course) - - - 2.5 %
Most of that we had - - - - - - - - - - - - 16 %
Some of what we had - - - - - - - - - - - - 79%
None of what we had - - - - - - - - - - - - 2.5 %

Random Comments

I knew none of the class material before.
Before I knew where to put my address.
I knew how to write a complaint letter before.
I really didn't know much of this course but I like to.
Hardly anything about business communication.
I knew how to answer a telephone, and we wrote information letters in 4th grade.
I knew very little but I learned a lot.

Question two:

What new things did you learn in the course?

A very few things - - - -	3 %
A few things - - - - - -	14 %
Some things - - - - - - -	21 %
A substantial amount - -	41 %

Random Comments
New things learned

Applications and other letters. Also a lot (sic) a (sic) spelling words.
How to send a business letter.
How to write the different kinds of business letters.
How to write letters and write about telephone calls.
How to write business letters, and information letters, a job application letter.

Question three:

How will you use your new knowledge?

Will not use it - - - - -	2 %
Will use some - - - - - -	36 %
Will use quite a bit - -	44 %
Will use it a lot - - - -	18 %

Random Comments

How the student will use the knowledge I don't know.
When I get older, I will know how to fill out an application and write a business letter.
I will just store it in my brain until I need it.
In writing letters, because in senior high and college, I'll be needing information.
It will help me write a business letter more accurately and correctly.

Question four:

How will the new knowledge help you get a job?

Will not help - - - - - - - - 1 %
Will help a little - - - - - - 29 %
It will help quite a bit,
but indirectly - - - - - - - 30 %
It will help quite a bit,
directly - - - - - - - - - - 40 %
100 %

Random Comments

How new knowledge will help.
By writing letters and application forms correctly.
I will be able to tell what the interviewer wants.
Well, you might get a job in a business office.
By knowing how to write letters correctly.
In applying for a job.

Question five:

hat do you think of the business people who came in to help our large groups?

They did not help - - - - - - - 2 %
They did help a little - - - - 21 %
They did help some - - - - - - 36 %
They did help a lot - - - - - - 41 %
100 %

Random Comments

Opinion on community input

O.K.
They really help (sic) us because we need their (sic) experience.
They were good and gave us a pretty good idea of what to expect.
They were good and made the class interesting.
O.K. I liked some of it.

Question six:

What things would you like to see improved in the course?

Improve it all - - - - - - - - - 12 %
Improve some of it - - - - - - - 50 %
Improve one item - - - - - - - - 15 %
Improve none - - - - - - - - - - 23 %
100 %

Random Comments

What things students would like improved.

More fun and less assignments.
Nothing.
The telephone answering service.
Orgainzation.
I don't know.
Many Blanks.
Kids should pay more attention to visitors.
My student's writing habits and telephone habits you shouldn't be so mean at times, but you taught us something.

GENERAL DESCRIPTION OF THE PROPOSED PROJECT

To develop media materials, video tape presentations, slides and collect other career-oriented materials. A group of 6-10 students hopefully will be directly involved in setting up field trips, video taping interviews with workers, observing workers on the job, and helping to develop meaningful interview questionaires.

An example of the above might be the job cluster of Home Design---interior decorating; video tape and slide presentation development procedures.

1) contact of worker--June and Fran.
2) student interview questions.
3) job observation & preliminary questions.
4) slides of worker on the job situations.
5) video tape of interview with workers.
6) editing tapes & slides by students and faculty members.
7) obtain additional written & printed information such as graphs, charts, applications on the subject area.
8) cataloging of all materials, including tapes and slides, and placing in multi-media center in library.

We hope to develop materials from (8) major job clusters with emphasis on our community and the surrounding area of Cloquet.

OBJECTIVES

1. Assisting the student in expanding his knowledge of career-vocational information through video tape presentations, slides, and other media of information.

2. Assist the student in identifying job opportunities within Cloquet and also other surrounding areas of Cloquet.

3. To develop video tapes of people in our community and their on-the-job performances. Giving students insight into career opportunities by listening and viewing.

4. To place these video tapes, slides, slide cassette presentations, and other information in the Jr. High School library media center where they may be utilized by individual students, groups or classes of students, parents, teachers, and administrators.

5. Tapes used for exploration.

b. used for specific career information.

EVALUATION

1) A written summary at the end of the summer project.

2) Oral summary after each student field trip or student interviews.

3) Follow-up evaluation at the end of the 1972-1973 school year.

a) by librarian observation

b) students and others usage of materials

c) written evaluation of usage and future utilization of materials.

Career Education

I. Introduction:

Five junior high school students and two instructors are in the process of developing some materials which deal with the world of work. Our plans are to make video tape presentations, slides and tape recordings of people on their jobs, and to collect printed career-oriented materials.

We would like the students to be directly involved in this project by setting up appointments with workers, interviewing them on/off the job, and to observe them carrying out some of their tasks.

II. Objectives:

A. To assist the students in expanding their knowledge of vocational information through video tape presentations and interviews with workers.

B. To assist the students in identifying job opportunities in Cloquet.

C. To develop these video tapes and interviews, placing them in the junior high media center where they can be utilized by individual students, small groups or classes, parents, teachers, and administrators. The major purpose is job exploration.

III. Participant Information:

If you are interested in helping us in trying to achieve these objectives, we would appreciate your filling out the attached inter-

view guide, which can be used during the taping and interview.

The tapings would not exceed 30 minutes and they would be run in the afternoon from 1:30 p.m. to 4:00 p.m.

D. Abbott)
E. Splett) coordinators

Interview Guide Sheet — Career Education
Summer 1972

To the participant:

Please answer all questions unless you feel they are too personal.

1. How would you define your occupation? What are your tasks?

2. What is your educational background?
   a) High School
   b) College or Technical School
   c) Other

3. What specific courses that you took were most beneficial for your particular job?

4. Why did you choose this occupation?

5. What personal characteristics are important for your position?

6. What kinds of skills are needed for your job?

7. Does previous related training or experience help you in your occupation?

8. What do you like most about your job?

9. What do you like least about your job?

10. Is the job what you thought it would be?

11. What do you think is the most important thing you do on the job?

12. Is recognition for your work important to you?

13. What is the approximate minimum and maximum wage for your particular field of work?

a) Does your job require overtime? If so, how is it paid?

b) What fringe benefits do you receive?

c) What opportunities do you have for advancement?

14. Do you think this job will ever be eliminated? If so, what would you do?

15. Is there an over-supply or under-supply of workers in your occupation at the present time?

16. In your opinion, how can the schools do a better job in preparing me for this or any other occupation?

17. In your opinion, what makes a person successful on the job?

18. Other comments:

Evaluation D. Abbott

The Career Development Curriculum Project which Mr. Abbot and myself completed this summer was a very fine experience. We completed 8 excellent video tapes of people in our community on the job. Also slides were taken of their on the job situations. The video tapes and slides will be catalogued and placed in the Jr. High School Media Center. They will be available for all jr. high school students, individuals, groups, classes, parents, teachers and administrators.

a) used for exploration

b) used for specific career information

Much of the success of our summer program can be attributed to the excellent involvement of five jr. high school students. They explored the job clusters, selected the ones that would be of most interest to junior high students, develop an excellent interview guide form and they did an outstanding job of interviewing. The people interviewed commented on the "fine caliber of student interviewers," "how easy it

was for them to answer the questions," "A new experience for them" and "They know what they are doing."

I gained a great deal of experience in using the portable video tape camera and play back equipment. A renew and new exploration of the job curriculum aspects. Talking and doing the interviews, meeting the people and listening to their job information was interesting. These video tapes should open new doors and avenues of exploration for students. I would like to see more of these types completed to give a broader career information view.

The following is a list of the occupations taped:

Data processing
Secretary
Social worker--Human Development Center
Mechanic
Ministerial
Floral Designer
Pharmacist
Conservation officer

Career Development Project

Careers related To Physical Education and Health

Health Grade 8

Monette E. Steinhaus
Cloquet Senior High School
Cloquet, Minnesota
February 24, 1973

Monette E. Steinhaus

Careers Related To Physical Education and Health
Health-8th Grade
Cloquet, Minnesota
Time Required: Individualized, No Set Limits

I. General Statement of Purpose

The purpose of this unit is to provide information concerning the necessary skills and education needed to secure a career to physical education and health.

II. General Objectives

A. To expose students to the many levels of careers related to physical education and health.
B. To relate physical education and health units to career areas which are closely related to physical education and health.
C. To have information available which relates to careers in physical education and health.

III. Possible careers relating to physical education and health.

A. Careers available with a high school diploma or less

1. Camp counselor
2. Golf caddy
3. Guide: hunting or fishing
4. Lifeguard
5. Nurses' aide
6. Orderly
7. Recreational staff
8. Ski patrol
9. Sport announcer
10. Sports writer
11. Sport shop salesman
12. Timekeeper
13. YWCA and/or YMCA staff

B. Careers needing college or special training

1. Ambulance crew
2. Athletic trainer
3. Camp director
4. Coach
5. Doctor
6. Fireman
7. First aid instructor
8. Golf pro
9. Nurse, LPN, RN, Practical
10. Occupational therapist
11. Physical therapist
12. Professional athletic

13. Recreational director
14. Referee and Umpire
15. Rescue squad
16. Skiing instructor
17. Teacher
18. Veterinarian
19. Water front director
20. YWCA and YMCA director

IV. Class Activities

A. Guest speakers

1. Ambulance crewmember
2. Doctor
3. Golf Pro
4. Member of ski patrol
5. Nurse
6. Physical therapist
7. Referee
8. Rescue squad member
9. Sports announcer
10. Sporting goods salesman

B. Interviews

Each student would be responsible to interview any individual with a career that is related to physical education and health.

C. Student Reports

1. Careers
2. Interviews

D. Field Trips

1. Animal Hospital
2. Hospital
3. Public service operations
   a. Ambulance
   b. Civil Defense
   c. Fire Department
   d. Rescue Squad
4. State Hospital
5. YWCA and YMCA

V. Audio visuals

Video tape the TV program Emergency. This program is based on facts dealing with a rescue squad in action.

VI. Conclusion

By exposing students to careers related to physical education, I feel the students will have a better understanding of the world around them. As time goes by there will continue to be an increasing demand for trained persons to have a career in the related fields of physical education and health.

VII. Bibliography

1. Makechnic, G. K. Physical Education As A Career, Cambridge Mass. : Bellman Publishing Company, 1963.

2. Pape, L. A. and L. E. Means, Professional Career In Physical Education, Englewood Cliffe, New Jersey: Prentice Hall Inc., 1963

3. Bromberg, Roland, Referee, 819 Washington Avenue, Cloquet, Minnesota.

4. Halland, Richard, Physical Therapist, 604 24th Street, Cloquet Minnesota.

5. Colden, Gloria, Swimming Director, 714 29th Street, Cloquet, Minnesota.

6. Newby, Harry, Sports Announcer, 807 9th Street, Cloquet, Minnesota.

CONSUMER EDUCATION

"YOU, the Consumer"

Purpose: To develop in the students an understanding of the skills and responsibilities that will be required of them as prospective workers by giving them experiences that are directly related to vocational activities.

Through this class, career orientation and awareness will take place by giving the students the opportunity to explore for themselves some of the characteristics of the world of work and the roles they will play as consumers.

This course is teamed and inter disciplinary in nature offered jointly by the junior high Home Economics and Social departments.

I. General Objectives:

To help the student evolve his own value system.

To develop a sound decision-making process based upon his own values.

To help the student explore the interrelationship and interdependence between jobs.

To develop in the student a greater awareness of the roles he will play as a worker and consumer in the community.

To let the student evaluate his own attitudes, interests and abilities for broad occupational areas in light of the course activities.

II. Product/Process Objectives:

A. Product: To develop the student's understanding of the skills and responsibilities required of them as prospective workers.

Process Activity: Development of a unit centered around spoken and written statements that would enhance the students' vocational possibilities.

This activity consisted of a pamphlet of the following items:

personal data sheet
artobiography
personality rating project
education
interests and traits
getting along with others
job application
references

social security application

Also included was a pamphlet on job hunting.

B. Product: To develop the student's understanding of the skills and responsibilities of decision-making required of them as consumers.

Process Activity: We developed a list of priorities in consumer spending and tried to defend these priorities in terms of basic information on utility, values and comparative values, quality, limitations and scarcity, and other factors.

Part of this activity was carried out with the use of the "Consumer" game.

This game is designed to illustrate the effective use of income and credit in planning purchases.

A market place was set up in which goods were offered for sale at different prices and values. Money and credit were both obtainable. The students, acting the part of consumers, were placed in situations of having to make decisions that they might face in real life. They had to decide what to spend their money on, when to spend it, how much to spend and what portion to save, if any.

Besides the "Consumer" game, three (3) case studies were also used:

"Making Your Dollars Buy More in the Supermarket"
"A Lesson in Buying Used Cars"
"Juan Learns About Easy Payment Plans"

C. Product: To develop the student's understanding of both benefits and costs of using the resources of others.

Process Activity: Again, with the use of the "Consumer" game, students were placed in situations of unfavorable events in which they had to borrow money from some lending institution. They had a choice of three lending institutions, so this involved some more decisions to be made; "Who should I borrow from?" "Where can I get the best deal?"

As a result of the interaction between student consumers and student credit agents, students learned to compare interest rates, appreciate some of the mechanics of credit, and that your credit rating can have an effect on your ability to borrow.

It was concluded that even though some student consumers ran into bad luck financially and didn't receive their "full salary", very few had to borrow. Their money management was quite good.

A questionnaire on "How you rate yourself as a borrower" was used to get the student to think in terms of himself realistically, and not just in the abstract.

D. Product: To develop the student's understanding of the alternatives of using and/or preserving money and other resources.

Process Activity: The students were given a list of resources (natural, human, and capital) and were asked to identify each one and describe the benefits of using and conserving resources. Over-lays depicting people saving all kinds of things, for all kinds of reasons, and saving in different places, challenged the student to deal with the concept in total.

E. Product: To develop the student's understanding of the variable and interrelated conditions that must be taken into account in good money management.

Process Activity: The students were split into "families" of four--father, mother, son and daughter.

Again, choices had to be made. With the use of a budget form, they had to decide what to do with the money. Each budget lists most major and minor items that the average family would have to make decisions on, such as house, automobile, luxuries, needs, wants, insurance and pension plans.

III. Resources:

Consumer Education kit — Changing Times
case studies
over-lays
games: The Consumer
Budgeting
films
filmstrips
occupational resource center
"Economic Readings For Students of Ninth Grade Social Science"--Mindello Schultz
Succeeding in the World of Work--Kimbrell

IV. Evaluation:

Our over-all concern of this project was to have the students experience, as realistically as possible, the situations of job hunting, using resources of other people, putting on money-making projects (dance and bake sale) and managing the profits, and budgeting.

A. Project Outcomes:

1. Students learned that decisions can be difficult to make.
2. The scarcity of goods and money was a frustrating experience.
3. They realized that looking and applying for a job was complicated.
4. They felt the games, case studies, and questionnaire were good learning tools.
5. Through their dance and bake sale, they learned how to better manage their money, make and sell things to people and what their alternatives were when it came to using their profits. It was interesting to note that they never thought of what they would do if the money-making activities made no profit. They decided that certainly things like that happen, and they will have to be ready for it.

B. Evaluation Measurements
1. periodic testing
2. critiques--these were used after every round was completed in the "Consumer" game
3. individual projects
4. student interaction sessions
5. take out tests
6. post test

Lenght of time: 18 weeks or 1 semester
Students involved: 9th graders (girls)

Application for Career Development

Curriculum Projects

1. Applicant's name Richard Johnson - Charles Batcher - Doug Johnson
2. Grade level 7th
3. Department Social Science
4. Date of Application March 16
5. Proposed dates of project 73 -74 school year
6. Goals and Objectives (See attached sheets)
7. Processes, Experiences and Activities (See attached sheets)
8. Evaluation (See attached sheets)
9. Resources (Costs) (See attached sheets)

Goals and Objectives

A. To make students aware of several career opportunities within the social sciences. (i.e.. history, political science, sociology, economics, anthropology, geography and psychology)

B. To show students that those vocations are numerous and will become more needed as man's population and problems increase.

C. To make students aware of requirements, salary and job potential in those career areas.

D. To show students how all people need an understanding of the social sciences in their chosen vocation and in life.

Processes, Experiences, and Activities

A. The following is a sample unit in geography, but not necessarily a total unit. To meet the above mentioned goals we propose to write one career development unit to coincide with each of the above mentioned social science areas.

B. In this unit students will answer the following questions:

1. What is a geographer and what does he do?

2. How would you become a geographer?

3. What occupations are related to geography?

4. What are the educational requirements, salary and job potential in each area?

5. How is geography used in other occupations?

C. Experiences and Activities

The activities in this unit will be done through use of large group, labs, and small groups. Generally large group would consist of speakers or audio visual materials. Labs will be activity oriented and small groups will generally be discussions of activities and large groups.

Readings:

1. Investigating Man's World

2. Concepts and Values in Social Studies

3. Occupations and Careers

4. Occupational Outlook Handbook

5. Occupational Biography

6. Careers Handbook

7. Additional materials and handouts

B. Possible resource persons:

1. Geographer

2. City planner

3. Surveyor

4. Market Analyist

5. Geologist

6. Transportation director

7. Forest researcher

C. Small Group or lab activities:

1. In this activity the students will determine the differences and similarities between job types in rural and urban communities. Divide the class into groups of three to five people; their task is to look through the yellow pages of two telephone directories. One is of a large city; the other is from a small rural town. Through introductory discussion, point out the uses of the directories. Have the students give examples of how the telephone directory has been useful them. Be sure to point out that services as well as goods are available through the yellow pages. Let each group page through the books. Have them note the size difference. Let the students compare some of the goods and services available in each book. Discuss the wants and needs of each area. Discuss the occupations available in each area.

Questions for Class Discussion

Which directory offers more?

Why does a city directory have more goods and services represented?

Are there any goods or services found in one directory which was not found in the other?

If you live in a small town, what might be the most important area of interest to you?

If you live in a large city, what might be the most important area of interest to you?

From what has been seen in the yellow pages, where would you like to live? Explain.

2. a) To show the necessity of an understanding of geography in surveying.

b) To make students aware of surveying as a vocation.

c) To show students how geography relates to everyday life.

Send a small group or lab group to survey Pinehurst Park and talk to a surveyor about his vocation, salary, and job potential.

3. To show students the roles of people involved in urban planning and the need for study in urban development.

Given a hypothetical map, a set of criteria and variables, students will simulate a public meeting over the construction of a major freeway through a business and residential area. Conclude the simulation with how urban geography affects city planning.

4. a) To see the need for geographic understanding in the marketing field.

b) To show how someone other than a geography might use geography.

Given a road map and set of criteria, students will select the best routes for distribution of materials throughout the state by truck.

5. a) To show students how geography relates to the buying and selling of real estate.

b) To show the many and varied factors to be considered in the real estate business along with the need for an understanding of other social sciences areas.

Given a price list, plot book, aerial photos and maps, students will select plots of land to purchase and resell. Students will then proceed to explain their sections.

6. a) To see the relationship of climate and weather to geography and our area.

b) Develop an understanding of geography as a part of vocations such as meterology.

Students will follow weather conditions for the nation by watching television forecasts for one week. Given maps and other materials students will plot highs and lows and write a brief diary on weather conditions nationally and locally. Students will then use this to relate to possible vocations revolving around geography.

D. Evaluation

1. On the final test of each unit sutdents will be questioned on activities, speakers, aand vocational areas.

2. Subjective evaluation by team throughout each unit.

3. Possible final interest inventory at the end of the year.

4. Submit in writing a team evaluation of each unit to the Career Education Coordinating Committee.

ENVIRONMENTAL CAREERS DAY

SPONSORED BY: JUNIOR HIGH ECOLOGY PROGRAM

The following project is being proposed by Len Anderson and Charlie Butcher because of the following reasons.

1. We have found a significant amount of interest in environmental careers as we have talked with students in their 9th grade ecology class.

2. Many students have "pipe-dream" about being game wardens, foresters, etc., without really knowing anything about the career.

3. Being involved in ecology has enabled us to meet people who we can put in contact with the student in a career oriented fashion.

4. A logical culmination of the course work is an exploration of potential environmental careers.

Objectives of the Program

Due to an increased environmental public interest and the natural interest of many students in the area of environmentally related occupations, the writers of this proposal felt that a need is present for a student with these interests to engage in some pre-high school study of these careers. Basically we would hope to accomplish the following:

1. Have students see a person engaged in that occupation in some kind of typical work activity whenever possible.

2. Provide girls with some of the possible occupations they may pursue in this area, which is often considered a male domain.

3. Have each student assess each of the following factors:

   a. Job Training
   b. Physical Pressures of the Job
   c. Mental Pressures of the Job
   d. Salary
   e. Availability of Job
   f. Job Satisfaction

4. Provide a culminating activity for the ninth grade ecology program which has logically led into an interest in environmental careers on the part of some students.

ITINERARY

FOR

ENVIRONMENTAL CAREERS DAY

MAY 1, 1973

8:30 -- Load bus at Jr. High

8:40 -- Wildlife management - LeRoy Angell
Highway 35

9:00 -- State Forestry - Ted Wilde
Forestry Headquarters

10:00 -- Soil Conservation Service - Donald E. Benrud
Barnum

11:30 -- Pine Valley - lunch

1:15 -- Environmental Monitoring - Dave Grier
Northwest Paper Company

2:00 -- Wildlife Research - Mary Kimber
Cloquet Research Forest Center (Girls)

Forest Research - Dr. Bruce Brown
Cloquet Forest Demonstration Area (Boys)

2:30 -- Commercial Forestry - Ed Jankowski
Northwest Paper forest

3:15 -- Unload

The following pages are written to guide your thinking during the days activities.
Please read them carefully.

There is currently a lot of interest, as there probably always has been, in finding an occupation which will put people in contact with the natural world. Unfortunately pipe-dreamin about sitting in a forest tower with a little cabin down below often keeps people from honestly looking at all the other opportunities and their own qualifications. This day will hopefully expand your view of the possibilities, and present a logical method to consider these environmental careers and others you may find in the future.

ASSESSMENT CHART

As you visit each person today we want you to consider each of the following factors related to the work. Gather your information by observing, listening, and asking questions. The following factors will be those you use on the assessment chart.

1. Job Training
2. Job Availability
3. Physical Pressures
4. Mental Pressures
5. Job Satisfaction
6. Related work opportunities
7. Salary

Each of these factors will be explained to you before the trip as well as methods to gather and how not to gather your information.

CAR..ER ASSESSM..NT CHART

	RANK
Name of occupation _____	1 2 3 4 5
Related occupation _____	
_____	
_____	
_____	
Salary estimate _____	1 2 3 4 5
Education or Training Required _____	1 2 3 4 5
Job Availability _____	1 2 3 4 5
Physical Pressures of Work _____	1 2 3 4 5
_____	
_____	
Mental Pressures _____	1 2 3 4 5
_____	
_____	
Job Satisfactions _____	1 2 3 4 5
_____	
_____	

TOTAL -

Give each job factor a number score (1 is lowest and 5 is the highest). That is if the salary is less than what you hoped to make maybe you would score it 3, if job training is more than you know you could handle you would have to score it 1 (low).

ERIC

COMPARISON GRAPH OF ENVIRONMENTAL CAREERS

Name _____

Seventh Grade Social Studies

FOCUS ON THE GEOGRAPHER

1. Read pages 79-80 in the "Geography Section" of Settings for Change.

   Write below some typical questions Richard Momsen considered in planning the geographical location of the new capital of Brazil.

2. Briefly explain the reason why they wanted to move the capital city and what kinds of people besides geographers were chosen to plan the new site?

3. Now, try and think of 5 people below who have no need of skills in geography, if you can - then 5 people who need geographic skills a great deal.

DON'T	DO

"A CONCRETE IDEA"

Pretend for awhile that you were a city planning geographer hired by the city of Duluth to solve its traffic problem - which is - the freeway from the South ends near downtown causing great amounts of traffic in the downtown area. To start your investigation as a geographer you would have to ask some questions. Write below some wise questions that should be asked. (One example is given)

1. (example) What is the climate of Duluth like and how will it cause any problems?

2.

3.

Now look at the Duluth city map on the back of the Minnesota map and figure out a sensible plan for Duluths traffic problem. Are more highways the answer? Mass transit such as commuting trains or buses? Where should these be located? Why is your solution and route better than others? Consider these questions as you plan your route.

NOW

Draw a map of Duluth and show the route of your traffic solution (whatever it is) and then answer the questions about it in the paragraph above.

TEACHER:

Miss Evelyn Muirhead
Cloquet Jr. High
Foreign Language Dept. - German

PROJECT:

A 3-way slide presentation on "Careers with Foreign Languages."

PARTICIPANTS:

1973-74 German II Students

PRESENTATIONS:

All Foreign Language Classes in German.

EVALUATION:

The German II students designed and assembled the 3-way slide presentation on careers. They began by choosing a theme song "Be" from the motion picture Jonathan Livingston Seagull sung by Niel Diamond. The slides were made of magazine pictures depicting possible careers, as well as appropriate scenes to fit into the verse. The completed project was presented to the class and students were asked to list careers requiring knowledge of foreign languages, as well as those that would be enriched with knowledge of one or more languages. The slides prompted quite a list of career possibilities (see attached sheet).

Other German classes have enjoyed the efforts of these students, as well as those students present in open labs when the project was being prepared. The presentation has been integrated into the course content of "Introduction to Foreign Languages," a quarter course required of all seventh graders, as well as the German I and II courses in the Junior High.

Career Development Proposal

1. Overall Plan

The purpose of "hiring" Indian aides to come and work with teachers is to create a working interaction between Indian and non-Indian students and an Indian adult. There are two basic needs for this type of program. 1.) The large drop out rate in Cloquet of Indian students especially at the Junior High level has caused a great deal of concern, but little positive action in solving this "problem." 2.) It seems that the majority of Indian students do not think in terms of the future and are more present day orientated. We need something now. This program could provide an immediate type of reinforcement, in both attitude and behavior of all students, that hopefully would be carried with them.

2. Objectives

1.) To create a situation where students actually work with an Indian adult.

2.) To develop an awareness of Indian adults working. (This seems necessary because many Indians that are working have "invisible" type jobs and are not commonly seen by students in this role.)

3.) By increased involvement of the Indian community we hope that a better communication will be set up. Indian parents will take back their reactions to school to the Indian community and students will take their reaction back to their homes about working with Indian adults.

3. Activities

1.) One day spent on what Chippewa adults are doing today. This would be a lecture-discussion by the Indian aide on the Indian people she knows and the jobs and interests they have.

2.) Several days the Indian person would simply be a part of the class. She would sit in on discussions, help students with work, observe what goes on, help teach at all levels, etc.

3.) I think we should let the Indian parent decide what she would like to do for a few days too. We somehow seem to have always "told" the Indian what to do and now is a chance to let them do what they think is right.

4. Length

1.) Seven days spent by 3 - 8 different Indian people.

5. Evaluation

This would be the hardest part, but I think it would have to be done by the three sources of involvement.

1.) Students

2.) Indian Parent

3.) Teacher

There aren's specific performance objectives that can be stated. Assuming that contact with Indians brings an awareness of Indians, then this could be good. We would have increased involvement from the Indian community, a sharing of values and a good lesson in working together. There would be an increased sense of community.

Career Development

E. Zeman

Re: Use of aides

Objective

To provide Indian adult input to make Indian students feel proud of their part in a productive job attaining society.

Activity

Frank Whitebird came and discussed the work of rieing and what it means.

Evaluation

It showed by his presence and efforts that Indian people do work and have job respect. It showed white students that Indian jobs and workers also count.

Career Development

Rick Knapp

Mrs. Lind's Work in the Classroom

She helped in a lab assignment. Students were broken down into small groups to do part II of this sheet. She moved from group to group talking and answering questions. She did quite well. I know from talking with several students that this was their first close contact with an Indian adult. Two students said they were shocked to find out Mrs. Lind lived at the center because she was so "clean." I didn't hear any negative comments and I personally feel it was a tremenduous experience for most of my students. Leatrice worked with the Indian students that I have in class too. There are two main things I would hope came out of this.

1. Indian students and non-Indian students not only see, but work with an Indian in a positive learning experience.
2. Indian students would see that people in their own community are interested, concerned and do care about education enough to become involved.

Attached is a letter received from Mrs. Lind.

Dec. 6, 1971

Dear Mr. Knapp

Just a few lines to tell you how very much I enjoyed spending last Thursday and Friday in your class. I don't know if I was any help, but I sure hope so.

It was really interesting talking with the students and listening to their opinions. What really surprised me was what some of them thought about Indians and how little they really know about us. I think it would be nice if you could get about 10 or more Indian parents to come to school in a group and just sit and talk with some of your students.

I hope I was of some help to your class. Would you please ask them what they thought of my being in class and let me know what they say?

Sincerely
Mrs. Leatrice Lind

Application for Career Development

Curriculum Projects

1. Applicant's Name Gary L. Dziuk

2. Grade Level 7 - 9

3. Department Uncommitted Student Team

4. Date of Application 6 June, 1972

5. Proposed dates of Project Sept. 1972-June 1973

6. General description of proposed project:

Essentially the Uncommitted Student Team Program proposes to function as an alternative curriculum vehicle for those students who have been unsuccessful in the modular program. An uncommitted student (US) is operationally defined as one (a) who does not voluntarily attend structured classes, (b) who has school absentee records indicating non-attendance that is at least 10% higher than average attenders, (c) who has completed less than 50% of required assignments for classes and (d) who has been suspended for school rule infractions and/or who has been signed after school detention more than three times a month. Cloquet Junior High currently has about 90 students who fall into two or more of the above behavioral categories.

The proposed academic team consists of one junior high teacher each in English, social studies, mathematics, and science. This team is designed to present fluid, thematic units proposed by the US.

It is planned that the academic team will be supported by two non-professional groups. This application concerns itself with the high school aide group.

A. Description of the High School Aide Program:

The high school aides will work two or three hours per day in the US program. They will promote the interpersonal US relationships and small group discussions, assist with remedial reading chores, perform clerical tasks, keep daily records of US movements in and out of US facilities, seek out and encourage US interests, tape record and film teacher and student presentations, and provide criticism of the program from the student viewpoint.

The eight high school students will be, therefore, involving themselves directly all year in the education profession, specifically in the clerical and human relations aspects. Supervision of these aides will be administered by the four academic teachers.

The students who are to be selected are not necessarily only those who have maintained high academic standards. Priority will be given those who 1) are deemed personally responsible and reliable, 2) manifest a desire to work with US, 3) express interest in operating A-V equipment, and 4) are willing and able to criticize the US program objectively.

A summer training program is proposed to detail the objectives of the US program for the aides, train the aides in the use of equipment, and involve them directly with groups of US.

B. Rationale

The eight aides who are selected will be directly involved all year in helping relationships with US. It is believed that the skills and competencies they acquire will be useful to these students in fields of education, social work, and clerical work. More importantly, it is submitted that the experiences gained by these aides will demonstrate to them the complexities and varieties of formal and informal communications that exist in all institutions.

7. Goals of the US Team Program

Behaviorally, it is difficult to suggest performances that the US will overtly demonstrate after contact with the high school aides. It is felt, however, that the contributions of the aide group are necessary if the US Team is to achieve its two major objectives:

Objective #1: 70% of US will function responsibly in whatever mainstream curricular vehicle they find themselves in school year 1973-74. "Responsibly" is construed to mean behavior in which the student's attendance is normal, whereby he voluntarily attends all classes, completes required assignments, and is not assigned detention for school rule infractions.

Objective #2: 85% of US will function in a self-directed positive manner without immediate adult supervision during May, 1973. Evaluation criteria will be numbers of students helping each other, lack of destructive or profane behavior, and numbers of students engaged in positive creative or academic activities.

8. Evaluation

No specific criteria of evaluation of the high school aide program is suggested except basic Team subjective and objective appraisals of their individual performances. An aide, for example, would be dismissed if it were discovered that either his attitude or ability did not correspond to the behaviors outlined on page one of this application under the "Description of the High School Aide Program" section.

The functions performed by these aides are largely either affective (similar to that of teachers, counselors, or human development personnel) or else clerical in nature. It is certainly possible and significant to have US record the meaningful changes that occur in their behavior as a result of contact with the aides. Aides can also open their experiences through personal interviews and written records. It is further suggested that any vocational trainee evaluation procedure currently in use can be used with these aides.

Career Development Curriculum Project Application

Junior High Uncommitted Student Program

Job Description for High School Aides:

Clerical

Aides will

- type memos, tests, worksheets, etc.
- operate duplicating machines
- operate Audio-visual equipment such as projectors
- post student scores in student files
- correct standardized and teacher-made tests
- maintain logs of times that students report in and out of US facilities
- run building errands for US Team teachers
- inventory and generally care for equipment used by the Team

Human Relations

Aides will

- sit in small groups of students to stimulate discussion ideas
- become personally acquainted with students in at least one home room
- help develop or generate ideas for thematic instructional units
- act as junior consultants to the US team. Duties here are to suggest changes in content or methods of instruction

Anticipated hours of employment: Each aide would be expected to work two or three hours per school day.

Ages of Aides: Aides will be high school juniors and seniors.

Gary L. Dziuk

Challenge Room

Take Over Day

Objectives

1. To reward students for excellence.
2. To develop empathy in the students for the outside world
3. To give them experience in actually working at a particular job

Activity

Nineteen students from the Cloquet Junior High Challenge Room moved their classrooms to area businesses on December 2. The businesses involved were the Animal Clinic, County Courthouse, County Welfare, Treasure Shop, Washington Elementary School, WKLK, Bridgemans, Pint Knot, and Northwest Paper Co. These students were given a chance to observe the procedure of running and working of a business. The activities often involved the actual doing of the job as well as observation. For example the studetts at the Pine Know actually helped set up an advertising page. The students at WKLK were actually on the air much of the day. To end the activity the students were asked to write a summary of the days experiences.

Evaluation:

Mr. Butcher and I felt that this was an excellent activity and we hope to carry it out on a broader scale. From conservations with students after the day, it appeared to be profitable for all.

Challenge Room

Take Over the Town Project

Doug Tabuson

Charlie Butcher

I. Overall Plan

As a part of the overall enrichment program for the partioipants, we are including an introduction to the various functions and occupations within our community. Emphasis will be developing leadership ability, opening the hangersof what is involved in various vacations, and establishing contracts in the community between talented students and community leaders

II. Activities

Students will spend a day with the cooperating person in the community learning about the vocation, and related aspects.. They will also take the community resourse person out for dinner in return for his time and effort in helping a student

III. Evaluation

1. Reactions from community hasts

2. Discussions in formally in the challenge room.

3. Rap-up sessions at regualr meetings

4. We are discussing idea of a year long scrap-book of materials.

To us, our Take Over ay at Bridgemans was and extremely rewarding and fulfilling experience. When we first arrived in the morning we very mistakenly thought that working at Bridgemans was a fairly simple job that didn't take a lot of effort a and know how on the part of the employment. However, as the day progressed we soon found out differently.

e would like to express our deep gratitude to Mr. Minogue for devoting his whole day in teaching us the fundamentals of employment. We feel that he really went all out as if he were really hiring us, in teaching us all the "Tricks of the Taade."

He started out by giving us an application form to fill out and informing us as to what a business man usually looks for in an imployee. This will be extremely helpful to us in future years when we are looking for work.

After this he gave us the oppurtunity to experience ourselfes the daily routine which he and his helpers to through each day. This was especially learnative since it gave us the opportunity to work with the costumers, handle money and regulate the cash register, learn how to make the deserts, etc. He stressed the point that his costumers are the most important part of the business, and they are the boss. His philosephy is that you can win an argument with your customers, however, in the process you will probably lose them.

As we proceded Mr. Minogue and his helper Mrs. Wolfey explained many of the little things that go into making his business a success. Some examples of this would be the certain

techniques of wiping table edges when you can't see behind them, making sure you have the correct quantity of ice cream in making your deserts, and numerous other little things such as this.

Mr. Hinogue than took out all of his book work and began explaining to us this part of his job. By the time he was finished with this our heads were surmming in the confusion of so much paper work.

P.S. We had a blast making the June and Debbie special at the end of the day!!!

We enjoyed our visit to the Court House and especially liked finding out what the many people are doing there. We will tell you what we liked and what we found out at each office.

At the County Agents we all picked up copies of things that interested us; I picked up recipes and tried them out as soon as I got home. Kathy Hella took one about sweaters and most likely went home to look over hers. Cornell Jokinen got one on recovering chairs. She has plans on fixing up the chairs in the Challenge Room.

There are main offices that work together. The uditor and the Treasurer. The Auditor makes the tax audits and then the treasurer collects the money.

The County Nurse has a very important job, they have to work with all the doctors. They have to have to find out about each person.

Judge Overlie explained to us about how he decided what to do about juveniles that come into his court. We could see that there were many trying cases from the fingernail scratches in the table. He sends some of the cases to the Probation officer, I wouldn't have liked to be in his office for very long although he is nice.

The Clerk of Court is a very pleasant office. I would have liked to stay there longer and look through the boxes if things they had there but our time was limited in each office. We all loved Mr. Beck's black boot stop his book selfs.

In the County Highway Department we found out what exactly what is repaired by the county. Some of the roads that we thought were taken care of by the state were county roads.

We all hope that we never have to apply for the benefits of the Veterans Affairs Office. We were surprised to see a woman working in this office, we knew that women are in the services but there are more men that are in Carlton County. We looked over the many different polices they had and they looked pretty fiir.

The Welfare Department was new which shocked us. We saw many people there, not just the streo-type that people usually think of. We heard that they wanted to add on to it because it was not big enough for what they needed it for.

The Registrar of Deeds I think would have been a fun place to work once I get older. Their micro-film machine would have been fun to watch, but they had nothing to do it for. We were surprised to see the books dating back to 1870.

The Sheriffs office was the place that we stayed at the most. We were there right after they picked up some one so we would not go into the non-juveniles (over 18 but I'm not to great on words) Jail. We were treated very nicely. Mr. Yrjanson new exactly where we all lived, whose family we belonged to and what was happening with our family. I think we have one of the best Sheriffs because we know that he cares about the people he serves. This is one of the places we would like to go back to.

Name _____

Sociology Unit (6)

FOCUS ON THE SOCIOLOGIST

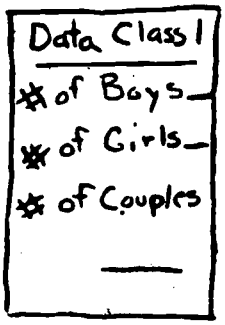
VOCATIONS

HOW THE SOCIOLOGIST WORKS

We have spent a good deal of time studying men in groups. As you all know this is known as sociology. The sociologist tries to figure out why people in groups behave the way they do. This is not <u>easy</u>. People are complicated and confusing animals. Often they seem to act without any reason at all. The sociologist as you have already read tries to answer questions about human behavior by experiments. These experiments must be handled in a <u>controlled</u> manner. This means a special method is used. This method has been borrowed from the physical scientists (such as biologists, chemists, etc.) the way an experiment is conducted is by first forming a "hypothesis" (an educated guess) or "what the sociologist thinks will happen". This guess is usually much more than an average guess. It is usually based on an earlier "proven hypothesis" or a lot of observation of what people do in a specific situation. An example of this would be if a teacher who has taught seventh grade for several years were to notice that usually seventh grade boys sit apart from seventh grade girls. This would make a good hypothesis for an experiment, and it might look like this.

1. <u>Hypothesis</u>: Seventh grade boys and girls usually sit apart in school.

To prove the hypothesis will take an experiment. This will probably take a little more thought than just making up a hypothesis. The sociologist must be very certain that his experiment actually proves the hypothesis. The experiment that the sociologist thinks up is called the method. A method that might prove the hypothesis above would probably be as follows.



2. <u>Method</u>: The sociologist sits in every 7th grade class possible except of course shop and home economics for one month. While in the class he records the number of students in the class as well as the number of students of opposite sex sitting next to each other. The ability to observe and record accurately and detailed the behaviors of people is not as easy as it seems. The sociologist must spend a lot of time preparing to record the specific behaviors he is interested in before he ever starts to observe people.

When the sociologist has decided on a specific method that will prove or disprove his hypothesis, he is then ready for step #3 observation.

3. Observation This in our example experiment as in most experiments in sociology is the actual work of carrying out our experiment. This is the stage where the method is put into practice. Our sociologist would at this time attend seventh grade classes, compile a record of where the students sat and see if they did behave as he expected. If the sociologist really wants to prove his hypothesis he must be very alert and accurate during his observation.

The fourth step in the sociologists experiment is to analyze what he found out during his observation. He turns all of the facts he has found out after his hours of observation into one proof of his hypothesis. The facts he has found out will either prove or disprove his hypothesis. If 90% of the boys sat by boys instead of girls, would he have proved his hypothesis or disproved it?

_____

4. Proof Our sociologist found that boys sat next to girls only 30% of the time after observing 237 seventh grade classes with both boys and girls in them. During this time he observed the behavior of 4600 different students. Would this prove or disprove his hypothesis? _____
Why?

5. Most experiments are followed by what are called generalizations. These are ideas or theories that can be logically drawn from the experiment. Often these generalizations provide ideas for even more experiments dealing with the same ideas. What generalizations can you draw from this experiment?

Now that you have an idea of how a sociologist works you be the sociologist. With the help of your teacher plan an original experiment. Think of a hypothesis. Plan a method. Carry out observation. Make a proof. Generalize about what you have found out. Use the format shown above to record your experiment on your own paper.

Book: Sources of Identity (the dark colored book)

Read pages 79, 80

FOCUS ON THE SOCIOLOGIST

Robert K. Merton

1. When did Dr. Merton first gain fame as a social scientist?

2. What did Dr. Merton write his first famous essay on?

3. What four types of ways besides conformity do people use to cope with things in society they don't agree with? Give an example of each behavior.

Ways of behaving	Examples
1)	
2)	
3)	
4)	
5)	

4. Which one do you use most?

5. Why?

Name _____

Teacher _____

Grade _____

O = Questions related to how a sociologist would do and what he would do in various situations.

SOCIOLOGY TEST

1. The junior high boys/dart board experiment tended to show or prove which of the following. Circle the letters of those true statements and leave blank those that were untrue or not shown by the experiment.

   A. What you think of yourself depends on what you think others think of you.
   B. People with very good self-concepts may over-estimate their abilities
   C. People with poor self-concepts may tend to under-estimate their abilities
   D. Some people in the experiment showed they had no self-concept.
   E. There is often a difference between what people are really like and what they believe they are like

O 2. A question a sociologist would probably ask about a boy who was in a lot of trouble in and out of school would be:

   A. Who are his peers?
   B. What are his secondary groups?
   C. Who are his models?
   D. What is his self-concept
   E. All of these would be asked

___ 3. The problem Cindy and Julia had at the junior high dance showed which of the following social facts of American teenagers.

   A. Sanctions become models
   B. Peers and parents often put you in the middle of a conflict
   C. Peers always expect too many things in ghettos
   D. Older people can never understand younger people
   E. Both C and D

___ 4. The life stories of Adolf Hitler, Napoleon Bonaparte and Franklin Delano Roosevelt seem to show that

   A. All leaders have the same kind of childhood
   B. All leaders become leaders very early in life
   C. Leaders often come from very different backgrounds
   D. Leaders may not become leaders until later in life.
   E. Both C and D

___ 5. In America and around the world different groups of people have different kinds of leadership. If a person tells a group what to do and decides by themself what will be done, the leader would be considered

   A. democratic
   B. abnormal
   C. authoritarian
   D. a norm model
   E. both C and D

___ 6. Don, a sixth grade student, keeps burping loudly during class. The teacher finally takes him out of the room and tells him if he does it again she will have to spank him in front of the class. The teacher was _____ Don using _____.

   A. socializing - self- image
   B. socializing - sanctions
   C. conforming - prejudices
   D. valuing - vocations
   E. none of these

7. The student at Westpoint who was not spoken to for 19 months by the other cadets for breaking the honor code was experiencing what kind of sanction?

A. self-image
B. trial by jury
C. physical punishment
D. peer group pressure
E. none of these

8. A sociologist who was about to study a group of people in another country would probably try to find out which of the following about these people.

A. What are the families like
B. How are children raised
C. What are the norms of that society
D. What do they do for leisure
E. All of these

9. The Rosa Parks bus boycott story shows which social fact to be true?

A. Black people are prejudiced
B. Sometimes a non-conformist is a good thing
C. Sometimes social norms need to be changed
D. both B and C
E. both A and B

10. Timmy went into a group of people meeting in a room and was trying to decide which person was the leader in the group. He could probably have found out most easily by doing which of the following.

A. keeping track of how much each person talked
B. give the group a self-concept survey and study the results
C. in this case it would be impossible to tell who was the leader
D. do a dart throwing experiment
E. do both B and D

11. The "Hobby Club experiment" seemed to prove which of the following social facts to be true?

A. followers are usually not smart
B. the kind of leaders someone has affects the kind of follower he will be
C. the kind of follower you are depends on the kind of club you belong to as a young person
D. good followers make good leaders
E. none of these were shown by the experiment

12. The "Red light, Green light" experiment seemed to prove the social fact that:

A. leaders are born not made
B. leaders are made not born
C. leaders are always liked
D. both A and C
E. this experiment did not deal with leadership

13. Which of the following would a sociologist be especially interested in?

A. Why is there less hard drug addiction in rural areas
B. Why do some people "go along with the crowd" when others do not
C. What are the main landforms of India, Japan, and Canada
D. When did Balboa come to America, and what did he discover
E. Both A and B

14. Which of the following ways might sociologists most often use to study human behavior?

A. read encyclopedias
B. do experiments with people
C. survey people on ideas, feelings, opinions, etc.
D. visit government leaders
E. none of these are used by sociologists, they are used by geographers

15. In the Asch "pick the line" conformity experiment, sociologists were trying to see if which of the following social facts were somewhat true?

A. Some people may rather go along with the opinions of others than to appear different from the group
B. Some people may try harder to be democratic leaders than other people
C. Some people prefer to be followers when the leader changes back and forth from democratic to authoritarian
D. Some people prefer to write wrong answers on surveys
E. none of the above.

16. Betty's teacher had told the class to study the period right after the U.S. civil war from the point of view of sociology. Which of the following questions would be good for Betty to use for her report?

A. What had years of slavery and being bought and sold done to the family life of Black people?
B. What military moves made the north win the war?
C. Who were the 5 most important generals?
D. In what year did the war end?
E. Both B, C & D

17. A person who would be involved in copying their older sister as a sex role model would probably be

A. Suzie, a 26 year old girl
B. Bob, a 9 year old boy
C. Steve, a 21 year old boy
D. Sally, an 8 year old
E. they all would

18. The usual order in which a sociologist performs his experiments is

A. hypothesis, proof, conclusion, method
B. proof, conclusion, hypothesis, method
C. method, proof, conclusion, hypothesis
D. hypothesis, method, proof, conclusion
E. conclusion, hypothesis, method, proof

19. In the popcorn story the boys were more likely to listen to Mr. Smith than the ladies. The reason for this was that Mr. Smith knew the members of the boys _____

A. primary group
B. secondary group
C. school
D. peers
E. conformity

20. When people are in a group they always

A. interact
B. react
C. are interdependent
D. share common meanings
E. A, C and D

21. A good sociologist must learn to be able to

A. save people from themselves
B. observe people and their behavior
C. convert heathens to the true church
D. hide so people will not see them
E. sociolize

22. In families, children often learn from rewards and punishments, and imitating the behaviors of others. Combining these two facts would mean

A. children do not punish each other
B. children will probably learn to use the same sanctions as their parents
C. there are many broken families
D. "sanctions are sanctions"
E. "kids will be kids"

23. American children spend many hours watching television. A question that a sociologist might be interested in while observing that children watch so much television is

A. Does seeing so much television influence the kinds of fathers and mothers they become?
B. Does all this television give off radioactivity?
C. Does all this television effect their eyes?
D. How much television did people watch in 1918?
E. Which programs do blind people watch most?

24. The man discussed in the section focus on the sociologist was

A. Adolf Hitler
B. Tom Thumb
C. Napolean Bonaparte
D. Robert K. Merton
E. Mad Anthony Wayne

25. The person most sociologists would like to see play in the street at a busy intersection would be

A. Dudley Dougie Pooh Johnson
B. Richard Napolean Johnson
C. Charlie Compulsive Car Thief Butcher
D. All of the above

26. Circle which kind of sanction each of the following is:

1. peer pressure	formal	informal
2. highway laws	formal	informal
3. parent rules	formal	informal
4. school rules	formal	informal
5. tax laws	formal	informal

27. Social goals usually remain stable over long periods of time because

A. Government does not allow changes
B. Most people conform to social norms and peer pressure
C. Schools teach students the same things
D. No one likes most changes
E. All of these

28. Nonconformists are good for society because _____

A. They look different from other people
B. They don't like anything
C. They cause needed changes in society
D. None of the above
E. A, B, and C

UNIT II LEISURE TIME IN MINNESOTA

3 Class Cycles

Based on information presented in Unit I the student should now have a good background as to trends in leisure time activities as a whole. Unit II will concentrate on the state of Minnesota and its particular role in leisure time.

ACTIVITY I

1. LIST THE LEISURE TIME ACTIVITIES MINNESOTANS ENGAGE IN:

   a. Examples:

      1. fishing
      2. hunting
      3. picnics
      4. camping
      5. hiking
      6. golf
      7. boating
      8. swimming
      9. attending sports events
      10. snowmobiling
      11. skiing
      12. nature studies
      13. vacation homes
      14. bicycling

2. SELECT AN ACTIVITY FROM THE LIST AND FIND THE FOLLOWING INFORMATION ABOUT IT:

   a. How is Minnesota set physically to participate in this activity?

   b. What facilities exist within the state to participate in this activity?

   c. What kinds of services must be provided to assist people in participation?

   d. What are its growth possibilities for the future in Minnesota?

   e. What problems will be encountered?

ORIENTATION — UNIT I - ACTIVITIEY III

VIDEO TAPE — 2 CLASS SESSIONS

...gments of a number of leisure time activities shown on TV ...ll be used.

...student will be asked to focus his attention on the various ...s of work he sees people engaged in during the segments.

...class discussion the background of the kind of work and ...link with the activity being observed will be discussed.

...students interested will be asked to look further into ...requirements needed to fill those kinds of positions.

...ir findings will be discusses by the class.

FAVORITE LEISURE TIME ACTIVITY

UNIT I - ACTIVITY IV

1 SIX DAY CYCLE

1. Students will be asked to indicate their favorite form of leisure time activity.

2. Students will read from books picked on attached teading list.

3. Special emphasis will be placed on looking at various career opportunities connected with the students interest. What possibility is available for the student to remain close to what is important to him?

4. The student will prepare a written summary of his findings.

UNIT I - ACTIVITY V

2 CLASS SESSIONS

1. After completing the first four activities the class will compile a list of the career opportunities they came up with.

2. THE FOLLOWING WILL BE NOTED:

   a. Type of education needed

   b. Limitations of the job

   c. Advantages of the job

   d. Gergraphical limitations - if any

   e. Projected growth and need for careers in the field in the future.

3. The findings of the individuals will be run off and distributed to the entire class.

4. The handout sheet will be used for the final evaluation of the unit.

UNIT I - EVALUATION

1 CLASS SESSION

1. The evaluation will consist of a written reaction by the student to the work that has been completed to this point.

2. The student will be asked to react to the following questions:

   a. After completing the study of careers available in leisure time, what kinds of jobs look interesting to you?

   b. Do you find the jobs you like close to the leisure time activity you most enjoy?

   c. What other information do you think we should have included about careers associated with leisure time?

   d. Of what use do you find the study we have just completed?

UNIT II ACTIVITY 2

VIDEO TAPES

1. LOCAL SPORTS CASTS
   a. Students will view shows
   b. The variety of possibilities of participation will be notes and discussed.

2. SPORTS SHOWS GENERATED BY STATE PARTICIPATION
   a. Segments of various sporting events taking place in the state will be used.
      1. EXAMPLES:
         PRO FOOTBALL
         PRO BASEBALL
         PRO HOCKEY
         HIGH SCHOOL SPORTS EVENTS

3. CAREER POSSIBILITIES
   A. Opportunities for careers relating to various aspects of reporting and setting up events will be discussed.

4. THE STUDENT WILL BE ASKED TO LOOK INTO ONE PHASE THAT MIGHT BE OF INTEREST TO HIM. HE WILL REPORT HIS FINDINGS TO THE CLASS.

NEWSPAPER

1. Through the use of newspaper articles, students will explore the variety of leisure time activities available within the state.

    a. Special emphasis will be placed on seasonal changes in activities as well as those activities which are popular and receive little attention.

2. Students will discuss their findings in class.

3. RECREATIONAL CAREERS WITHIN THE STATE OF MINNESOTA

    a. What kinds of jobs does Minnesota's leisure time generate?

    b. What kind of training is needed for these jobs?

    c. Is there a growing demand for people in various areas?

    d. Where are the jobs located within the state?

UNIT III LOCAL OPPORTUNITIES IN LEISURE TIME

This unit is aimed at encouraging the student to take a close look at what is happening in his immediate surroundings in the area of leisure time.

THE FOLLOWING AREAS WILL BE EXPLORED:

1. Duluth proposed "Spirit Mountain Ski Area".
   a. We are told the area will grow economically because of it.
   b. Students will be asked to explore this growth potential and look at the opportunities it will afford.

2. The Voyagers National Park
   a. Kinds of jobs generated
   b. Economic import on the area
   c. Uses of the park

3. Recreation within the city of Cloquet.
   a. Available facilities and their use.
   b. Geographical opportunities
   c. The business of recreation in Cloquet.
   d. The snowmobile and its effect on recreation in Cloquet
   e. Parks within the city
   f. Summer and winter recreational programs with the city
   g. Participation by the people

NOTE:
Order not to exceed $75.00 - one shipment only

Title	Author
Crash Club	Felsen
Drag Strip	Gault
On two Wheels	McKay
Street Rod	Felsen
Arnold Palmer	Palmer
Behind the Mask	Froehan
Frank Gifford's Golden Year	Wallace
Gordie Howe	Fischer
Great Moments in Pro Hockey	Camelli
I Am Third	Sayers
I've Got to be Me	Sanderson
Jerry Kramer's Farewell to Football	Schaap
Masters: Winning of a Golf Classic	Schaap
Strange But True	Fischler
Bobby Orr and the Big Bad Bruins	Fischler
Hockey is a Battle - Dunch Imlach's own story	Imlach and Young
I always wanted to Be Somebody	Gibson
Incredible Knicks	Pepe
Pro: Frank Beard on Gold Tour	Schaap
Sense of Where you Are	McPhee
Sports Shorts	Davis
Soaring	Dixon
How to Ski the New French Way	Joubert
Billy Casper's My Million Dollar Shots	Casper
Basic Fishing	Major
Coach: A season With Lombardi	Dowling
Great Moments in Pro Football	Berger
Lombardi: Winning is the Only Thing	Kramer
Paper Lion	Plimpton
Run to Daylight	Lombardi

TITLE	PUBLISHER
Hunting Sketches	New Ame. Library
Willie Mays - Modest Champion	Grosset & Dunlap
Bart Starr	School Book Serv.
Better Scramble Than Lose	School Book Serv.
Chicago Blackhawks	Follett
Sportsman and His Family Outdoors	Popular Science
Wild Wheels	Dell
Your Family Goes Camping	Abingdon
Joy of Jogging	Ace Books
Light From a 1000 Campfires	American Camping
Big Wave	School Book Serv.
Blue Ribbons for Meg	School Book Serv.
Instant Replay	Signet
Pivotman	School Book Serv.
Baseball Stories	Pocket Books
American Girl Book of Horse Stories	Random
Crazy Legs McBain	Pyramid
Danny Orlis Makes the Team	Moody
Danny Orlis Plays Hockey	Moody
Danny Orlis Star Back	Moody
Fullback for Sale	Pyramid
Fullback Fury	Dell
Fridiron Stories	Pocket Book
Long Ride on a Cycle	Berkley Pub.
Motorcycle Racer	Doubleday
Red Car	School Book Serv.
Relief Pitcher	School Book Serv.
Roaring Road	Dell
Baseball Life of Sandy Koufax	School Book Serv.
Baseball Life of Mickey Mantel	School Book Serv.
Babe Ruth Story	School Book Serv.
Arthur Ashe - Tennis Champion	Doubleday
Drag Racing	Bowmar

TITLE	PUBLISHER
Earl The Pearl	Walck
Gordie Howe	Grosset and Dunlap
Hammerin Hank of the Braves	School Book Serv.
Johnny Unitas	School Book Serv.
Jim Thorpe Story	Pocket Book
Making a Pro Quarterback	Grosset & Dunlap
My Greatest Day in Baseball	Grosset & Dunlap
Superjoe: the Joe Namath Story	Grosset & Dunlap
Young Olympic Champions	School Book Serv.
Camping	Cornerstone
Bike Book	Pyramid
Complete Camper	New American Lib.
Kipchoge of Kenya	Tafnews Press
I Play to Win	Pocket Books
Story of the Great Dan Patch	Piper
Sports Canoeing	Blue Ridge
Tennis - Pancho Gonzales	Cornerstone
Racer - the Story of Gary Nixon	Curtis
Perfect Game: Tom Seaver and the Mets	Bantam
Ball Four	Dell
Vida	Lancer
Wild Wheels	Dell
Yaz	Grosset and Dunlap
Parachuting for Sport	Sports Car

POSSIBLE GUEST SPEAKERS

1. Ken Schloer - Physical Education Instructor
2. Rol Bromberg - Athletic Director
3. Dick Hoff - Greenskeeper
4. Representative of Spirit Mountain Recreational Merchandise
6. Mert Jennum - Cloquet Parks and Recre tion Board
7. Floyd Jaros - Game Warden

FIELD TRIP

1. KNIFE RIVER FISH HATCHERY TOUR

   TOUR THE HATCHERY

   QUESTION AND ANSWER SESSION WITH CONSERVATIONIST

2. TOUR OF LOCAL RECREATIONAL FACILITIES

   a. Jay Cooke State Park

   b. Billings Park

   c. Duluth Marina

   d. Area golf course

   e. Game refuge

The purpose of the tour is to give the student a close look at the wide variety and highly developed recreational facilities in the local area.

EVALUATION-CAREER DEVELOPMENT

Sports and Recreational Literature - Mike Becker

The students in Sports and Recreational Literature were asked to evaluate how they felt about the information given them during the current quarter. The greatest interest seemed to center on the variety of employment available in the recreational field.

Students indicated that they liked the idea of looking at employment possibilities in fields in which they enjoyed participating. They also commented on the fact that it is good to know about some of the job categories that are currently growing. The insight of the student is increased if he is made aware of as many opportunities open to him as possible.

The information gathered from guest speakers was alwo very useful. The students said that they felt they had gained a great deal more from talking to someone in a certain job-category than they would have gained by simply reading about it. They also felt that they would like to have seen some of these people on the job.

The reading material used in the class proved to be an excellent source of background material in studying various career opportunities. The students used these materials in researching many recreational areas of participation.

The class will be taught again during the coming year and it is hoped the number of speakers will be increased and a field trip will be added.

C L O Q U E T P U B L I C S C H O O L S

Independent School District No. 94
509 Carlton Avenue
CLOQUET, MINNESOTA 55720

Cloquet Junior High
Art Department
Ceramic Unit - Raku Pottery
David Wait, Department Head

The purpose of this request is to fund a Career Development Program to involve many Senior High, Junior High and Elementary students from the various district schools. Since the basic understanding of this program was given as a visual presentation including: slides, chalk drawing, examples of students' work and magazine articles, I feel it difficult and somewhat unnecessary to try to explain it further in writing alone, but perhaps a brief explanation is necessary.

This program will see students who are interested in art get the opportunity to do extensive work and study in the art field. It will allow Junior High students to work as artist-teachers to the Senior High and Elementary students of the district. They (the student) will be directly involved with the learning and creative process. We at the Junior High art department will visit and demonstrate through students this ceramic and jewelry process, then the students of the school we visit will become directly involved in making and experiencing this art process.

Students of all the schools who in many cases have been turned off by regular education will find a place to express their creativity and interest. Students will teach other younger and older students the art of pottery. They will do the demonstration. They will do the teaching.

Elementary art students will be involved with Junior High students and be exposed to the Junior High art program.

The Raku demonstration is exciting, dramatic and ultimately interesting to art and non-art people alike.

Preparation and planning, public speaking and skill demonstration will build an understanding of some of the responsibilities of the real world.

This program will be evaluated by slides, finished student projects and continued enthusiasm and interest by all who participate.

A Raku Kiln, which is a device to bake pottery to a glazed or bisque form is proposed. This piece of equipment would be made by myself and a graduate student of U.M.D. for a cost of approximately 100.00, materials and blue prints available on request.

Several thousand pounds of clay will be needed to supply the many students of the various schools. The cost about $11.00 per 100 lbs.

Glaze materials, equipment to operate the kiln, asbestos gloves, steel tongs, kiln shelves, propane gas tank and regulator etc. will also be needed.

Also, the art area in the district is very much in need of resource material on job opportunities in the art related fields, advertising, photography, film and T.V. Fashion design, graphic artist and many more.

David L. Wait
Department Head
Junior High-Art

June 20, 1973

Art Career Development Evaluation

David L. Tait

The Art Career Development Program I directed this year delt with several hundred students of district 94 from the Senior High level to Junior High to Elementary. I devised a program to involve as many kids as my budget and time would allow in a meaningful art career situation. I involved all of the Elementary schools in the district in a way that most of the 5th and 6th grade students of each school as well as the art teacher of each school became involved in a learning, understanding and sharing arrangement.

Over all I felt this program to be a large success and I feel the letters and evaluation forms included will reenforce ..

I built the kiln needed for this program myself as the student I arranged to do this quit the University of Minnesota and left the area. I had never before ever felt capable of building this type of device. I researched kiln building at the library, bought a few books and talked with a few artists who would give me some of the information I needed.

Cindy Stitt, a artist friend of mine, let us use some of the fire brick we needed from a brick depot she was collecting to build a kiln of her own.

The kiln was a great success, its design was unique, solid and very functional. e could fire eight pieces of pottery to the needed temperature of 1900° F every 12 minutes.

I visited each school once during the year and some twice to give the preliminary demonstrations n eded before the fireing could be done. Several students from the Senior High (about seven) visited with me at the Junior High many times for what afternoons throughout the year learning and experimenting with the Raku Pottery I was teaching. I enjoyed the many levels of student ability that I came in contact with.

This form that I have asked you to fill out for me will help me find out if the kinds of things we did together the last few days are really worth while. If you remember the talk we had, and the demonstrations, and will think about what you learned, we can complete this form in no time at all.

Age _____ School _____ M.F.

1. What do you think of the way Mr. Wait handled the demonstrations. _____
2. Do you think it was: A. very interesting B. Just O.K. C. Not very interesting D. I didn't like it.
3. What kind of job do you think you will have? _____
4. Will what you have learned through Mr. Wait help you in that job? _____ If yes, in what way? _____
5. Do you think the time you spend working or the time you have off is more important? _____ WHY? _____
6. How much - what percent of your life will you work at a job? _____
7. How much will be free time? _____
8. Does school basicly teach you to get ready for the working time or the free time? _____
9. Where in your life will these things we learned fit in? _____
10. Did you learn anything about people or each other? _____ What kinds of things did you learn? _____

11. hy do you think I came to your school? _____

_____

12. ould you like me to come back to your school to give these demonstrations to your class again? _____

13. Is there anything else you would like to say? _____

_____

June 5, 1973

Dear Dave,

Your Raku Art Program here at Churchill was really a success. All the sixth graders that took part were very responsive to it.

Your method of introduction was excellent. The kids were highly motivated by your presentation, the use of slides, the history of Raku and the actual workings of the clay.

The glazing and firing of the pots excited the kids beyond belief. They were thrilled at how beautiful their works turned out.

This art program truly enhanced our program here at Churchill. I hope that your Raku program will continue in the future.

Sincerely,

Major Goard

June 5, 1973

To the Junior High Art staff:

I would like to express my thanks to the Junior High Art Staff involved in the Raku Demonstaation they put on for my sixth grade art students. This was a very creative experience for them. I've never seen a group more up for anything than these kids were for this demonstration.

I received many thanks from students, as well as parents, for giving them this opportunity.

I definitely feel that this lesson be presented again next year for the various elementary schools. It is a very meaningful experience, in more ways than one.

Thanks again to Dave, Ron, and Sharon for the opportunity. It was a very well planned and worthwhile day.

Matt Gornick
Art Teacher
Garfield School

June 5, 1973

Dave Wait, Junior High art instructor, presented an interesting art lesson on Raku Pottery to twenty of my sixth grade students. This lesson included an introduction to Raku by giving a demonstration to explain the oriental origination of Raku. This set the stage appropriately for the students participation where Dave created the proper mood by using a simple relaxation exercise, followed by their individual creation of Raku Pottery.

A few days later the group had the opportunity to spend an afternoon at the Junior High where they glazed their individual pottery and observed the firing of the Raku in the outdoor kiln. This was a unique experience for all of these students and the type of learning environment which makes school a challenging and exciting place to be. It gave students an understanding and possibly an appreciation of the traditions of other cultures. They had an opportunity to express themselves in a very relaxed situation -- conducive to creativity. Seeing the firing of their own pottery in such an intriguing way is a motivating expreience that I wish all my students could have participated in. Dave also helped to bridge the gap between the elementary school and the Junior High by giving a slide presentation of the junior high art department as well as talking to the students about his own philosophy of teaching and art. They will feel more at ease and eager to sign up for his classes in the future.

The transition between elementary and junior high probably wouldn't be as difficult if more teachers would give lessons and demonstrations to the elementary groups as Dave has done. I hope this type of activity will continue in the future in the Cloquet School system.

Janice Deppa
Washington Elementary

Name _____

TRUCK DRIVERS TREASURE HUNT

Imagine yourself behind the wheel of a twenty-ton Mac truck. You are working for an interstate trucking company. You are receiving dispatching messages over your citizen band truck radio. These messages will tell you what routes to take to pick up your cargoes. It is up to you to keep track of the mileage on your truck and the highway numbers you follow. Check the key on your map to be sure that the road can stand the load of a big rig like yours. You cannot go on any roads smaller than the U.S. and Principal Through-Routes marked in red. As you can see by looking at the red and green roads on your map this will limit the number of roads you can use.

TIME	DISPATCHERS MESSAGE	DIRECTION TRAVELED	HIGHWAYS USED	MILES DRIVEN
EXAMPLE				
Monday				
8:00A.M.	Leave Cloquet on north highway 33 to highway 53 north. Stop in the town of Cotton & unload furniture at store.	North	U.S. 33 & 53	32
11:00 A.M.	Leave Cotton on highway 53 south by south east to Duluth. Pick up load of sporting goods & snow mobiles at Goldfines.			
1:30 P.M.	Leave Goldfines & deliver snowmobiles to Eno's Sports in Two Harbors on highway 61.			
4:30 P.M.	Return to Cloquet on the shortest possible U.S. highway (Red)			
Tuesday				
8:00A.M. to 10:00 A.M.	Leave Cloquet and deliver sporting goods in Forest Lake.			
11:00 A.M.	Pick up load of motorcycles in Taylor's Falls & deliver them to Circle Pines.			

TIME	DISPATCHERS MESSAGE	DIRECTION TRAVELED	HIGHWAYS USED	MILES DRIVEN
2:00 P.M.	Drive to Carlton and pick up a load of fertilizer.			
4:00 P.M.	Return to Cloquet			
Wednesday				
8:00 A.M. to 2:00 P.M.	Pick up load of paper and deliver it to Wadena			
3:00 P.M. to 7:00 P.M.	Also drop some paper off in Park Rapids			
7:00 P.M. to 12:00 P.M.	Return to Cloquet			

Name _____

Teacher _____

Social Studies 7

Urban Geography

Vocations and Urban Functions

To accompany "Settings for Change" pp.56-64

Statement

1. The basic function of an urban settlement is to provide specialized services to people in a surrounding area.

Read statement number one. Do you understand it? It means that cities and towns have a special purpose in our society. They have many businesses, hospitals, garages, theaters, etc. in one small area. Thus they provide many more services than are avialable in rural areas. Can you list five businesses behind the numbers below that are available in a large city like Duluth or Minneapolis but not in a small town like Esko or Wrenshall.

1. A
2. B.
3. C.
4. D.
5. E.

Now look at the list of services you have made that are available only in larger urban areas. What specialized occupations must be filled to provide these services. List one for each service behind the letters above.

From the above example where do you think a greater number of job opportunities are available for the following.

	Urban	Rural
mechanics		
x-ray operators		
musicians		
veterinarians		
salesmen		
gargage men		

2. You probably know a city or have been to one often. In what ways is it an urban center? You can find out fast in the yellow pages of your telephone book. Look in the Duluth section of the yellow pages under new cars. How many listings do you find? _____

Now look in the automobiles section for the Cloquet new automotive dealers. How many are there? _____
In which town do you think the most new cars are sold? _____
In which town do new car dealers employ the most people? _____
Are new car dealers a major employer in Duluth? _____
Do new car dealers perform an internal or external function in Cloquet? _____
Duluth? _____ Why? _____
Would a new car dealer have a large or small trade area? _____

CAREER ORIENTATING GENERAL SCIENCE

Career Development Project
by
Jeffrey A. Krohse

Total hours of contract: 50 hours
Total hours submitted: 25hours

OBJECTIVE : I wanted to make the General Science course at Cloquet Senior High career orientated. I taught the general science course for the first time in the '73-'74 school year and I thought that would be a good time to do some planning in the direction of careers. I had just finished the Career Development Exploration course at Cloquet in the summer of 1973.

It seems to me that our science programs in our schools are designed only for the college bound student and therefore they only prepare students for or emphasize careers which require higher education. It was my Major objective to present careers in science to students who will not go to college. The following items are specific objects which I set for myself.

1. Find and purchase or make posters on careers.
2. Make a list of jobs in science for non-college personnel.
3. Make a list of speakers which might visit our school.
4. List films and filmstrips for careers in science.

5. List project ideas relating to careers in science.
6. Start a file titled "Science Jobs in the News".
7. List of places to write for information on jobs in science for non-college personnel.
8. Write mini-units for topic areas integrating jobs in science.

PROGRESS TO DATE : (June 1974) I have not found any posters relating general science to career opportunities. I have made an extensive list of jobs available to non-college workers in the general area of Science. That list is part of this report. Alist of speakers I found out is impossible to keep active. People move and change their mindes. It is easier to investigate speakers each new school year. The library has an alphabetical listing and the A-V department puts out a list by subjects of films and filmstrips however, not much is available specifically relating to careers in science. I have ordered films (for rent) for the 1974-75 school year. I used several project ideas in class; the biggest was a research project and I have the hand out I used in class attached to this report. I have not started a file "Science Jobs in the News" however, I used "Science World" about once a cycle in my classed and job ideas were discussed at that time. I have a good list of places to write for information on jobs in science.

Not many of them are much help when it comes to non-college personnel, however. I have not written any mini-units at this time. I decided that if I wanted more career emphsis in my general science class I would resubmit a request for more time and concentrate specifically on unit writting.

I have spent many hours in both the high school and the public libraries and I am including a bibliography with this report. If there are any further Questions about this career project, I can be reached at the following address:

Jeff Krohse
22 0 th St.
Cloquet, Mn. 55720
telephone - 879-9671

BIBLIOGRAPHY

"Good Careers That Don't Require College Degrees", 11 Good H 172:178, March 1971.

Encyclopedia of Careers and Vocational Guidance, Vol. I. and II., copyright 1967.

Guide to Career Information, Harper & Brothers, Publishers N. Y., 1957

Occupational Outlook Handbook, 1963-64 Edition , Bullitin No. 1375, U.S. Dept. Labor.

Lovejoy's Career & Vocational School Guide, Simon & Schuster, N. Y. 1967.

Careers & Opportunities in Science, N. Y., Dutton rev. ed., 1960; Philip Pollack.

Your Career Selection Guide,Regent s Publishing Co.,1967; Allan B. Goldenthal.

CAREER EDUCATION QUESTIONNAIRE

1. Has studying math-related careers helped you become aware of the many uses of Mathematics in everyday life?

2. Has the career education study helped you to decide on a possible career?

3. Did the study of the general clusters and the specific careers open your eyes to aspects of the careers that you did not know?

4. In general, did you enjoy working on the career education worksheets?

5. Did the speakers in class present new and interesting information to you?

6. Would you like to see more speakers in class?

7. Would you recommend that the field trips be continued and increased in number if possible?

8. Of the careers we studied, which one(s) did you find the most interesting?

9. Of the speakers in class, which one(s) would you recommend be called back in the future, say, next year?

10. What specific careers would you like to see added to the list of those covered this year?

Any additional comments or suggestions:

Name _____

FOR RESEARCH PAPER

Investigating Your Career
GENERAL SCIENCE

1. Exactly what does this job include?
2. How important is it to society and to the economy?
3. How would I actually spend a typical day, or week?
4. In what kind of companies or institutions might I find employment?
5. How much will I be likely to earn? (Also: what fringe benefits)
6. What education do I need?
7. What personal qualifications should I have?
8. How would I get started?
9. How could I get the necessary training?
10. Is there a chance of advancement?
11. How did this career, or job develop? (History)
12. Will I need a recommendation from someone for this job?
13. Does this job require experience?
14. Will I be happy on this job for many years?
15. Is this a secure job? Will it be there for many years?
16. What are the good points of this job?
17. What are the bad points of this job?

ADDRESSES- For more information on science careers for non-college people.

American Institute of Physics- Public Rilations Dept.
335 E. 4th St.
New York, N.Y. 10017

American Chemical Society
1155 16th St. N.W.
Washington D.C. 20036

Manufacturing Chemists' Ass. Inc.
1825 Connecticut Ave. N.W.
Washington D.C. 20009

The American Institute of Chemists
60 E. 42nd St.
New York, N.Y. 10017

Society for Industrial & Applied Mathimatics
P.O. Box 7541
Philadelphia, Pa. 19101

American Geological Institute
1444 N. St. N.W.
Washington D.C. 20005

American Geophysical Union
1145 19th St. N.W.
Washington D.C. 20036

American Society of Oceanography- Dept. of Oceanography
Oregon State University
Corvallis, Oregon 97331

American Meteorological Society
45 Beacon St.
Boston, Mass. 02108

American Institute of Biological Sciences
3900 Wis. Ave. N.W.
Washington D.C. 20036

American Forest Products Industries
1816 N St. N.W.
Washington D.C. 20036

ADDRESSES- continued

American Society of Range Management
Box 5041
Portland, Oregon 97213

Forest Service - U.S. Dept. of Agriculture
Washington D.C. 20250

Bureau of Land Management
U.S. Dept. of Interior
Washington D.C. 20240

American Medical Association
535 N. Dearborn S.
Chicago, Ill. 60610

American Dental Association- Council on Dental Education
211 E. Chicago Ave.
Chicago, Ill. 60611

American Veterinary Med. Ass.
600 S. Michigan Ave.
Chicago, Ill. 60605

Agricultural REsearch Service
U.S. Dept. of Agriculture
Washington D.C. 20250

National League for Nursing- Committee on careers
10 Columbus Circle
New York, N.Y. 10019

American Council on Pharmaceutical Ed.
77 W. Washington St.
Chicago, Ill. 60602

American Society of Radiological Technologists
537 S. Maine ST.
Fond du Lac, Wisconsin 54935

American Dietitic Ass.
620 N. Michigan Ave.
Chicago, Ill. 60611

National Science Teachers Ass.
1201 16th St. N.W.
Washington, D.C. 20006

SCIENCE CAREERS- Choose Your Life Work (no college needed)

Crime Science
Dry cleaning laundry industry
Electrician
Fire Dept. & Fire Prevention
Fisheries & Wildlife Conservation Management
Food Chemist
Forestry
Highway Engineer
Machinist & Machine-Shop Operation
Mineral Economics
Mineral Preparation Engineering
Oil & Gas Industry
Plumbing & Plumbing Contracting
Police, State & county, hiway
Police Work
Printer- the printing business
Public Health Service
Railroading Careers
Scientific lab assistants
Truck transportation
Weather forcasting , Meteorological Science
Youth Organization work
Air traffic controller
Airline Dispatcher
Dental Laboratory technicians
Engineering and Science technicians
Ground radio operators and teletypists
Pilots & Copilots
Airconditioning & refrigeration mechanics
Airplane mechanic
All-round machinsts
Appliance servicemen
Automobile mechanics
Boilermaking occupations
Bridge & Building workers
Central office craftsman (telephone)
Diesel Mechanics
Electricians (construction)
Electroplaters
Industrial Machinery repairmen
Instrument repairmen
Linemen& Cable Splicers
Locomotive Engineers
Machine Tool Operatord
Opticians & Optical Mechanics
Photoengravers
Plumbers & Pipefitters
Power plant occupations
Telephone & PBX installers & repairmen
Television & Radio Service Technicians

AIRPLANE PILOT

Cluster: Transportation
Airplane Pilot

The night is dark and foggy at the Duluth Airport. Your plane is ready to land, but you, as the pilot, aren't worried. Radio contact to the airport, and a quick fix on the airport's radar screen, tells you how to keep the plane on course. You break through the fog and the airport lights are bright and clear. Suddenly the runway with its strips of light are lined up with your plane. You smile at your co-pilot as the plane safely flides along the runway.

Night or day, clear or foul weather, pilots are on the job. They guide and pilot large planes of the Boeing 747 type to the smaller planes of the Piper Cub type.

When a pilot is flying an airplane, he uses many meters and dials. They work even in the dark and fog when you can't see the ground. Altimeters, compases, horizon indicators, turn and bank indicators, air speed indicators, and tachometers are a few of these, but they play an important part of a pilot's skill in operating a plane. Reading them correctly is important. Pilots look at weather maps and make their flight plans. A flight dispatcher helps the pilot plan.

The dispatcher, along with the air traffic controller, get you and your passengers up and down safely. Can you name other people who help pilots make air travel the safest way to travel today?

Airplane pilots and their co-pilots are challenged every day by a variety of problems. Try solving these.

A. Air traffic control requests the pilot to climb from 3000 feet to 7000 feet at 500 feet per minute. How many minutes will it take to reach the 7000 foot level? _____

B. Your aircraft turns 3 degrees per second in a standard rate turn. How long will it take you to turn 90 degrees? _____

C. Your aircraft uses 3800 pounds of fuel per hour. How much fuel will you need to fly seven and one half hours? _____

D. Your runway is 8,280 feet long. At take-off speed it takes your aircraft 3810 feet to stop. By what distance down the runway must you have decided to abort (stop) the take-off? _____

E. Your flight route is 1750 miles long. You plan your ground speed to be 420 knots. How long will it take you to het to your destination? _____

F. Your maximum take-off weight is 78,000 pounds. After adding up your gas and cargo weight you find the aircraft weighs 83,426 pounds. How much cargo must you remove? _____

G. You check your total fuel. The forward tank has 7380 pounds, the aft tank 9200 pounds, the wing tanks 18,980 pounds, and the bomb bay tank, 6,600 pounds. What is your total fuel? _____

H. What rate of climb in minutes is needed to climb 23,000 feet in 9 minutes?

_____

I. At 15,000 feet your engine quits. In a glide your aircraft goes 3/4 of a mile for every thousand feet of altitude. There is a runway 13 miles away. Will you make it? _____

J. By how much or how short will you be? _____

DOOR-TO-DOOR SALESPERSON

Cluster Sales

Door-To-Door Salesperson

The door-to-door salesperson is not necessarily the guy who shoves his foot in the door demanding that you buy or he won't leave. Actually, in most cases, the person who sells his product door-to-door is welcome, for he is selling a novelty product that cannot be purchased commercially in stores. In such a job, the salesperson must be totally convinced of the worth of his product. He must also be pleasant, courteous, and honest in dealing with people, as his salary often depends on what kind of salesperson he is. There are other particularly desirable traits that are determined by the special product concerned. Can you name some of these?

A few well-known examples of companies and products that sell and are sold door-to-door are Avon, Fuller Brush, Shaklee Products, magazines and encyclopedias. Can you add to the list?

1. Susie Parker is an Avon Lady who offers her customers specials on her products every month. This month's special is a one-cent sale---buy one roll-on perfume for $1.98 and get one more for one cent. So, the total cost for two bottles of this perfume is _____.

What would be the total cost for four of these roll-on perfumes plus one bar of scented soap at $.99?

Sales tax is 4% of the total purchase. To the nearest hundreth what is the amount of the tax? _____

What is the total bill plus tax? _____

2. Jim Turner and his wife sell Shaklee products in their neighborhood. Their neighbor Mrs. Carlson purchased the following products.

Organic love perfume at $1.98, Basic H cleaner at $3.98, Vitamin C tablets at $2.80 and jewelry cleaner at $1.35.

What was the total? _____

With the 4% sales tax, what was the tax? _____

What was Mrs. Carlson's total bill? _____

3. Bob, the Fuller Brush man makes a 20% commission on everything he sells during the Christmas season. If he sells 2 boar bristle brushes at $5.98 each and one bottle of floor polish at $1.39, what is the total sale? _____

What is Bob's commission? _____

4. Mrs. Langley sells World Book Encyclopedias at a total of $244 per set. There is a required downpayment of $10.00 plus the 4% sales tax on the total of $244.00. Fill in the sales slip and figure out the balance to pay. Then for a 12 month period, compute the amount per month.

CLUSTER NINE -- PERFORMING ARTS

Unit 4

Small Bands

Ever since Pat had attended Rosalie Elementary School in Bloomsdale he had tinkered with his brother's guitar. He became rather good at picking up tunes by ear. When he entered high school, he decided to take up the saxophone in earnest and play with the school band.

A few years later, Pat become associated with a group called "The Cooper Coppers," a five piece combo rather well known in the area. He found it time consuming, for they practiced three or four days a week for an hour or two a day in addition to their performances and individual practicing. Often they met for additional practice sessions as well. However, Pat didn't think this out of line, for the group was beginning to receive good fees and they were even cutting records. The extra time was the main reason for this success.

Each performer had his own instrument, but the group had to pay the cost of maintenance, transportation, and the amplifiers needed for a large hall. They discovered that as their fame grew, their equipment was insufficient. Consequently, they had to update it. They also thought it reasonable that when a member of the combo needed a new instrument, the group would pay a part of the cost, claiming it as an equipment expense. After much discussion, they decided to set up a fund to cover these expenses. One tenth of their fee seemed to be sufficient for this purpose.

For an evening's performance, the group generally received upwards of $400. The breakdown of this fee was

10% to their agent for booking and some managing

10% for overhead (transportation, maintenance, amplifiers, etc.)

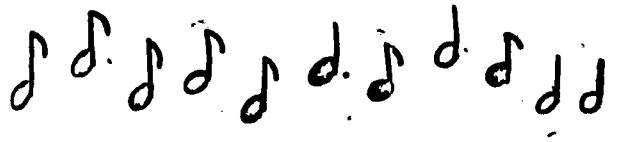
20% for the leader

15% for each of the remaining four members of the five piece combo.

Each member was expected to maintain membership in the Minneapolis Musicians Association Local 73 A.F. of M. The initiation fee was $123.50 and the yearly dues were $36. These were payable either quartly or yearly. Since most people in small bands start off with not too much cash available, they usually preferred to pay their initiation fee by the quarter. Because $123.50 ÷ 4 is 1._____ with a remainder of 2._____, the first two quarterly payments would be 3._____ and the last two quarterly payments would be 4._____ each. The yearly dues they preferred to pay in one lump sum.

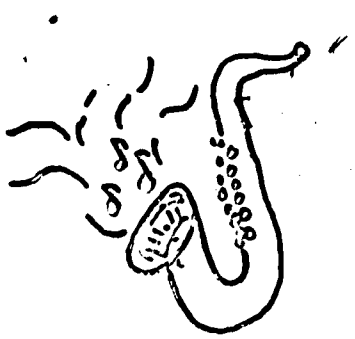
Pat was not the leader of the group, so he received the 15 percent commission after an evening's performance. To learn where the money goes, calculate where the fee goes for each of the following jobs:

5. Friday evening: Small job -- $400 fee; that would give a._____ for the agent, b._____ for overhead, c._____for the leader, and d._____ for each of the remaining four members.



6. Saturday evening they were booked from 8 p.m. to 1 a.m. for a fee of $625, which would be spread in this manner; agent a._____, overhead b._____, leader c._____, and others d._____ .

7. In playing from 8 p.m. to 1 a.m., the combo plays for 45 minutes and then rests for 15 minutes. Based on this, the time actually spent playing is a._____. Since each performer worked five hours, their "hourly rates" for Saturday were b._____ for the leader and c._____ for the others.

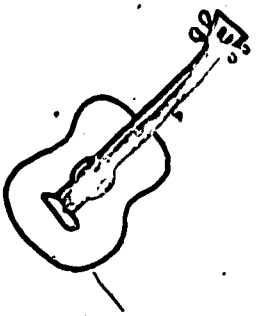


8. One engagement caused problems. The group was hired for an 8 p.m. to 1 a.m. stretch for $600, and at the last minute one of the group took ill and had to be rushed to the hospital. They could not get a substitute for him so they fell subject to a 40 percent penalty clause, meaning they would be paid 40 percent less or a._____ for the evening. The agent's fee, however, still remained 10 percent of the original booking price, which means he still was paid b._____. This left only c._____ to be divided in the usual manner.

d. Overhead: 10% of 360 = _____

e. Leader: 20% of 360 = _____

f. Member: 15% of 360 = _____



Since there were three members, that amounted to g._____, add the overhead, leader, and agent costs of h._____. This gives a total of i._____. Subtracting this total from $360 leaves j._____, which was divided among the four of them equally. This means that the leader made k._____ that evening and the other three l._____.

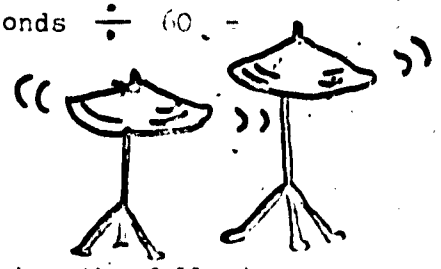
Unit 9-4

Since the Cooper Coppers had made a name for themselves, they were also making recordings of their music. They first had to tape their songs and then the actual records would be cut from these tapes. After a few trian runs, they found that it was important to know how much time they had to tape a song. For this, they must know the length of tape being used and the speed the tape is being run. For example, if a 1,200-foot tape was being run at 15 inches per second (ips), three things would have to be done to find the amount of time available:

I. Change tape length to inches: 1,200 x 12 = 9._____ inches.

II. Divide length by rate: 10._____inches — 15 ips = 11._____seconds.

III. Convert time to minutes and seconds: 12._____seconds ÷ 60 =
13._____minutes, 14._____seconds.



Using the above method, find the amount of time available when the following length tapes are played at the speeds indicated:

15. 7½ ips and 1,800-foot tape: playing time = _____minutes _____seconds
16. 3 3/4 ips and 2,400-foot tape: playing time = _____minutes _____seconds
17. 1 7/8 ips and 600-foot tape: playing time = _____minutes _____seconds
18. 15 ips and 6,400-foot tape: playing time = _____minutes _____seconds
19. 3 3/4 ips and 600-foot tape: playing time = _____minutes _____seconds

Please answer all questions unless you feel they are too personal.

1. How would you define this occupation? What are some of the tasks?

2. What educational background is needed?
   a) High School
   b) College or Technical School
   c) Other

3. What specific courses would be most beneficial for this particular job?

4. Why would you choose this occupation?

5. What personal characteristics are important for this position?

6. What kinds of skills are needed for this job?

7. Would related training or experience help you in this occupation? If so, what kinds?

8. What would you like most about this job?

9. What would you like least about this job?

10. What do you think is the most important thing you would do on this job?

11. Is recognition for your work important to you?

12. What is the approximate minimum and maximum wage for this particular field of work?

    a) Does this job require overtime? If so, how would it be paid?

b) What fringe benefits would you receive?

c) What opportunities would you have for advancement?

13. Do you think this job will ever be eliminated?

14. Is there an over-supply or under-supply of workers in this occupation at the present time?

15. In your opinion, how can the schools do a better job in preparing me for this?

16. In your opinion, what makes a person successful on the job?

17. How did you obtain your information?

18. Other comments.

UNIT TITLE-----Mapping

DEPARTMENT OR SUBJECT-----Earth Science

GRADE LEVEL-----Junior High

UNIT LENGTH-----Three Weeks

WRITER & SCHOOL-----Millard Olson--Cloquet Junior High School
Ronald Ahlgren--Cloquet Junior High School

Career Related Science Unit

I Reading and interpreting topographic maps.

Introduction

Generally speaking the study of topographic maps is included in Earth Science courses mainly for the purpose of studying land forms of various types.

An attempt will be made in this unit to also make students aware of the various occupations that use topographic maps as necessary tools of their trade.

Hopefully, this additional attempt at motivation will make the study of topographic maps more meaningful and relevant.

General Objectives

1. Helping the student expand his knowledge of career vocational information and identify career opportunities within a community.
2. Help student assess technological change and how this may affect employment opportunities.
3. Help student become aware of the variety of opportunities available in each area.

Field Studies - Must visit one and interview one individual

1. Real Estate Office -
2. Register of Deeds - Carlton County -
3. Surveyor - Minnesota Highway Department -
4. Airport - Carlton County Airport -
5. City Engineer - County Engineer -
6. Carlton County Landfill -
7. Corp of Engineers -
8. Conservationist -
9. County Agent -
10. Agriculturist -
11. Recreational -
12. City Planning Commission -

Methods Used For Each Field Study -

1. Contact individual at the site, and set appointment.
2. Pretest - Each individual will write a report on what they feel the experience will consist of.
3. Visit the place.
4. Each student will interview an employee of the establishment - using guidelines on the following sheet.
5. Report back to class and each student or group of students will exchange ideas with fellow students.
6. General booklet of information.
7. posttest.

STUDENT INTERVIEW FORM

STUDENT NAME_____GRADE____DATE_____

TITLE OF JOB_____

DUTIES--What is actually done at this job?

CHARACTERISTICS OF THE JOB--

What is it like?

What is the work schedule?

How many hours per day?

How many days per week?

Is the work shift work?

How much money?

QUALIFICATIONS--

What must I know to get this job?

How much education?

What are the physical requirements?

PORSPECTS OF GETTING THIS JOB--

What are the chances of getting a job like this?

Are they scarce or plentiful?

FINDING THE JOB---There, when, and how do I go about getting this job?

WHAT KIND OF FUTURE IS THERE IN THIS JOB?

HOW DOES THE KNOWLEDGE OF MAPPING HELP IN THE PERFORMANCE OF THIS JOB?

Each student shall write a letter to two of the following agencies for information about careers.

AGRICULTURE

1. Choose a Challenging and Rewarding Career in the U. S. Department of Agriculture -

   U.S. Department of Agriculture
   Office of Information
   Washington, D. C. 20250

2. Agricultural Engineering: The Profession with a Future -

   American Society of Agricultural Engineers
   Box 229
   St. Joseph, MI 49085

3. Agricultural Engineering and You -

   American Society of Agricultural Engineers
   Box 229
   St. Joseph, MI 49085

4. Agricultural Engineering: Serving the World's Largest Industry

   American Society of Agricultural Engineers
   Box 229
   St. Joseph, MI 49085

5. An Engineering Career for You in Soil Conservation Service

   U. S. Department of Agriculture
   Office of Information
   Washington, D. C. 20250

AVIATION AND SPACE SCIENCE

1. Aviation - Where Career Opportunities are Bright -

   National Aerospace Education Council
   806 15th St. N.W.
   Washington, D. C. 20005

2. Careers in Aviation -

   National Aerospace Education Council
   806 15th St. N.W.
   Washington, D. C. 20005

CONSERVATION

1. Career Opportunities in Rangeland Resource Management -

American Society of Range Management
Executive Secretary
2120 S. Birch St.
Denver, CO 80222

2. Careers in Conservation -

Soil Conservation Society of America, Inc.
7515 Northeast Ankeny Road
Ankeny, IA 50021

3. Careers in the National Park Service -

National Park Service
Washington, D. C. 20210

4. Careers for Women in Conservation -

U. S. Department of Labor, Women's Bureau
Wage and Labor Standards Administration
Washington, D. C. 20210

5. Nature's Guardians: Your Career in Conservation -

Julian Messner, Inc.
Division of Simon & Schuster, Inc.
1 West 39th St.
New York, N. Y. 10018

6. You Can Be a Conservationist -

American Forestry Association
919 17th St. N.W.
Washington, D. C. 20005

FORESTRY

1. Ask Any Forester -

Society of American Foresters
1010 16th St. N.W.
Washington, D. C. 20036

2. Develop a Career as a Professional Landscape Expert -

National Landscape Association
832 Southern Bldg.
Washington, D. C. 20005

American Association of Nurserymen
835 Southern Building
Washington, D. C. 20005

FORESTRY (cont.)

3. Engineers in Forest Service -

U. S. Department of Agriculture
Office of Information
Washington, D. C. 20250

4. Forestry Schools in the United States -

U. S. Department of Agriculture
Forest Service
Office of Information
Washington, D. C. 20250

5. A Job With the Forest Service -

U. S. Department of Agriculture
Forest Service
Office of Information
Washington, D. C. 20250

6. So You Want To Be a Forester? -

American Forestry Association
919 17th St. N. W.
Washington, D. C. 20006

GEOLOGICAL SCIENCES

1. Career Booklets Dealing with the Earth Sciences

American Geological Institute
2201 M St., N.W.
Washington, D. C. 20037

INDUSTRIAL

1. Shell Oil Company - Opportunities with Shell

Shell Oil Company
50 W. 50th St.
New York, N. Y. 10020

MINING AND METALLURGY

1. Careers in Petroleum Engineering

Society of Petroleum Engineers
American Institute of Mining,
Metallurgical, and Petroleum Engineers
6300 N. Central Expressway
Dallas, TX 75206

2. Going Places in Oil

American Petroleum Institute
1271 Avenue of the Americas
New York, N. Y. 10020

Career Clusters

Agriculture Related -

- Aerial chemical spraying
- Artificial breeding
- Nursery landscapers
- Extension workers
- Soil scientists
- Soil conservation technicians
- Irrigation specialists (drainage)
- Farm managers
- Agricultural teacher
- Agricultural banking
- Agricultural economists

Forestry Related -

- Industrial foresters
- Park supervisors and superintendents
- State and Federal foresters
- Timber cruisers
- Timber appraisers
- Guides
- Entomologists and Pathologists
- Game management

Engineering -

- Civil engineers
- Surveyors
- Mining engineer
- Highway construction
- Highway traffic managers
- Commercial construction
- Construction of power lines
- Pipeline construction
- Municipal sewage
- Prospectors - petroleum, sand & gravel, minerals
- Dredging operators

Travel Industry -

- Pilots - aviation
- Airport traffic controller
- Resort owners and guides
- Ski resort operators
- Vacation tour planners
- Ship captains

UNIT IV STUDY OF TOPOGRAPHIC MAPS

Objectives:

1. The student will learn to locate positions, to name land types, and to identify various geological formations on U.S. geological maps.

Activity:

1. Green globe exercise for Latitude and Longitude.
2. Map of U. S. for latitude and longitude.
3. Mt. Capulin to introduce contour lines.
4. Bear Mountain map for simple contour lines.
5. Use of the stereoscope.
6. Various local area topographic maps for learning symbols, township, range, section #, and to study and interpret contour lines.
7. Briefly cover legal description of property.
8. Use overhead transparencies to demonstrate profiles, depressions, etc.
9. Optional exercises:
   a.) Minnesota road maps
   b.) making a contour map
   c.) computing slope per mile
   d.) drawing profiles

Evaluation:

1. A student will take a written test and a practical lab test and pass with a reasonable score, depending upon his ability and as determined by the instructor.

CLERK

Cluster: Sales

The voice who asks "May I help you?" has been spoken by thousands of clerks in manny, manny stores and shops throughout the country. They are people who assist you in making a good or bad selection. Hopefully, a good selection, so that customers will return to the store again in the future. You will find clerks working at Oswald Motors parts department, throughout Johnson Company, Raiter Pharmacy, Bridgeman's, Gibson's, L & M, and Melody Music Shop. Can you add to this list? They must be pleasant, courteous, and honest in dealing with customers. A smile on their face is important.

Most clerks are paid on an hourly basis or a base wage, plus a commission on what they sell. Most clerks receive a discount on products purchased at the store where they work.

A clerk should be fast with figures in filling out sales slips to operating check out cash registers or computer check out cash registers. Accuracy is important to you and your employer. Can you list a few stores where you would like to work as a clerk?

Fill out the sales slip for the following items:

4 switch boxes	.49 each
3 rolls tape	.98 each
18 solderless connectors	.06 each
3 light fixtures	.79 each
1 plug in	.59 each
120 ft. No. 12 wire	.11 per ft.

a) Remember to figure a 4% sales tax

b. Total the slip

Fill out the sales slip (above) for the following items.
13 pieces of paneling at $3.98 per sheet; 8 2 x 4 at .89 each;
3 2 x 6 at $1.25 each; 2 lbs. nails at .49 per lb.;
1 can stain at $2.98

a) Remember to figure 5% sales tax.
b) Total the slip

1. Fill out the sales slip for the following items:

1 mattress pad	$10.28
2 pillows	6.25 each
6 sheets	2.49 each
2 pillow cases	2.25 each
1 bedspread	29.82

Complete the sales slip and total. Remember to include the 5% sales tax.

2. EXTRA

What would be the price of the bedspread if there was a 33% discount on it?

Many stores require an interview and some require a short test (pre-test) for a clerk's position. How well would you do on the pre-test for a store clerk.

Add

1. $ 7.89
   11.00
   10.99

2. $ 1.29
   .39
   27.50
   .79
   1.09

Subtract

3. $10.00
   -7.97

4. $20.00
   - 16.50

Multiply

5. $6.49
   13.

6. $17.87
   6

7. 1/3 x $27.99

8. 25% of 24.50 is _____

9. A 20 percent discount on $37.50 = _____

10. Three items at $3.27 is _____

11. A good place to get additional information about specific jobs in the sales area would be:

    a. A dictionary
    b. The Occupational Outlook Handbook
    c. A college catalog
    d. An encyclopedia

12. The most likely starting pay that you would receive if you had no training in a sales job, would be:

    a. $2.25 per hour
    b. $1.50 per hour
    c. $.85 per hour
    d. $1 per hour

Question Guide Sheet

Please answer all questions unless you feel they are too personal.

1. How would you define this occupation? What are some of the tasks?

2. What educational background is needed?
   a) High School
   b) College or Technical School
   c) Other

3. What specific courses would be most beneficial for this particular job?

4. Why would you choose this occupation?

5. What personal characteristics are important for this position?

6. What kinds of skills are needed for this job?

7. Would related training or experience help you in this occupation? If so, what kinds?

8. What would you like most about this job?

9. What would you like least about this job?

10. What do you think is the most important thing you would do on this job?

11. Is recognition for your work important to you?

12. What is the approximate minimum and maximum wage for this particular field of work?

    a) Does this job require overtime? If so, how would it be paid?

b) What fringe benefits would you receive?

c) What opportunities would you have for advancement?

13. Do you think this job will ever be eliminated?

14. Is there an over-supply or under-supply of workers in this occupation at the present time?

15. In your opinion, how can the schools do a better job in preparing me for this?

16. In your opinion, what makes a person successful on the job?

17. How did you obtain your information?

18. Other comments.

CLUSTER: PERSONAL SERVICE

Beautician

You are seated under a dome of hot blowing air with your hair arranged in shiny metal rollers of various colors and sizes. You lean back against the soft cushioned chair, and let the dryer finish off the superb cut, wash, and set you have just received from your favorite hair stylist. Your beautician continues to perfect your beauty by giving you a manicure and polish while you are under the dryer.

All of a sudden you begin to wonder about your beautician's job. As soon as she is finished with your nails and your hair is dry, you begin posing questions.

As she combs your hair into a lovely new style, she explains that she entered a school of cosmetology at the minimum age, which is 16 years old. The cost of a 10-11 month course usually ranges from $900 to $750. How much does this course cost per month?

While in a school of cosmetology, your beautician tells you that students study the science of cosmetology. This includes, the anatomy of hair, skin, nails, possible disorders of the scalp and hair, how to treat these, and when to refer to a medical doctor, electricity and light [illegible] chemistry, and finally beauty salon management.

The second part of the course includes more practical study, where the student actually gets her hands into the beautification of others. This part of the course covers such items as manicuring, hair cutting, styling, scalp treatments, permanent waves, tinting and bleaching, facial [illegible] and make-up [illegible] exercise and diet programs, and other specialties. You can see from this that you must also learn to be a [illegible]

Once a beautician completes the required course, and [illegible] licensing this field, although [illegible] a state license

exam, which includes a practical test as well as a written test. An average test takes a total of about five hours to complete. A beautician must renew this license each year.

Special new techniques and areas must regularly be studied by the beautician so that she can keep one step ahead of the beauty and fashionable look to come. This is because she must be able to produce new and beautiful looks for her customers, and wants to keep her regular customers and make more.

A beautician's salary is composed of a base salary, which ranges from about $75 to $100 weekly, plus a commission (a designated per cent) of daily receipts, plus her personal tips.

Advancement can be yours as a beautician by becoming the manager of a beauty parlor. Even with the natural look as the present fashion trend, women spend many hours in a beauty parlor trying to achieve this so-called natural look. The beautician's job is even more in demand with this fashion and beauty trend. What do you expect will be the fashion and hair style trend of the future? Do you think a beautician will still be in demand?

Question Guide Sheet

Please answer all questions unless you feel they are too personal.

1. How would you define this occupation? What are some of the ...

2. What educational background is needed?
   a) High School
   b) College or Technical School
   c) Other

3. What specific courses would be most beneficial for this part... job?

4. Why would you choose this occupation?

5. What personal characteristics are important for this positio...

6. What kinds of skills are needed for this job?

7. Would related training or experience help you in this occupation? If so, what kinds?

8. What would you like most about this job?

9. What would you like least about this job?

10. What do you think is the most important thing you would do on this job?

11. Is recognition for your work important to you?

12. What is the approximate minimum and maximum wage for this particular field of work?

    a) Does this job require overtime? If so, how would it be paid?

6. During one of the exercise sessions held at Darlene's Beauty Castle, Miss Jamison, told her students that their ideal weight multiplied by 15 would give them the amount of calories that they need daily to maintain that weight. If you weight 125 and your ideal weight is 118, approximately how many calories should you be consuming daily?
   Using your ideal weight, compute the amount of calories you need daily.

7. In cosmetology, Jane learned to compute her daily cost for facial make-up
   Assuming that in two months she uses the following:

   1 tube mascara at $2.50 = _____
   1 small bottle liquid make-up $2.00 _____
   1/2 bottle moisture lotion at $5.50 _____
   2 tubes lipstick at $2.25 = _____
   1/4 case of blusher at $4.00 _____
   3 pots of eyeshadow at $2.00 _____

   Total _____

   If 2 months = 60 days, what is the approximate cost of make-up per day? _____

1. The starting base weekly salaries of 5 beauticians are as follows:

Sandy	$75.00
Beth	87.50
Jeanne	100.00
Carol	90.00
Tony	90.00

Find the average salary _____.

2. At an exclusive hair design castle, Jeanne's base salary is $100.00 a week plus 50% commission. For one week her daily receipts were--$42, $30, $26, $40, $38, and $50.

a) Her total amount in receipts is _____

b) The amount of commission is _____ (50% of total)

c) Including $10.75 in tips, the base weekly salary, and her commission, what is Jeanne's weekly salary? _____

3. A blow cut costs $6.50 at the Beauty Castle. It is customary to tip the beauticisn 15%. How much is the tip. _____
what is the total amount spent on this hair cut? (exclude tax) _____

4. Darice uses specially formulated protein shampoo and conditioning rinse. These can be bought at the Red Carpet for $5.50 and $2.75, exclusively.

There is a 4% sales tax.

The total cost is _____

4% tax is _____

Total _____

5. The permanent includes:

Wash	4 minutes
Condition	3 minutes
Roll hair	10 minutes
Apply wave lotion	2 1/2 minutes
Wait for	20 minutes
Rinse	3 minutes
Neutralize hair	2 1/2 minutes
Unroll hair & rinse	4 minutes
Set hair	10 minutes
Dry hair	45 minutes
Comb out	8 minutes

Total time _____

How long will it take to complete a permanent wave, set, dry, and comb out?

Barb also has 2 hair cuts and a trim to give. A hair cut takes about 20 minutes, a trim about 12. Can she do all 3 cuts while giving the permanent? which ones can she do and if so---when??

b) What fringe benefits would you receive?

c) What opportunities would you have for advancement?

13. Do you think this job will ever be eliminated?

14. Is there an over-supply or under-supply of workers in this occupation at the present time?

15. In your opinion, how can the schools do a better job in preparing me for this?

16. In your opinion, what makes a person successful on the job?

17. How did you obtain your information?

18. Other comments.

STEWARDESS

Cluster: Transportation
Stewardess

Some day, while flying high above the clouds in one of those great silver birds, a young woman may gracefully approach you and ask in a cheerful voice, "Are you enjoying your flight? May I bring you anything to make you more comfortable, perhaps something to eat or drink?" This lovely young person is one of the many airline stewardesses who make flying a bit more pleasureable.

An airline stewardess not only looks terrific (which may be a welcome sight for a weary traveler), but she does much to keep airplane travel the luxury that it is. She is trained in first aid, expecially the type of first aid necessary to combat air sickness, and common, as well as extraordinary mishaps which occur on airplanes. Airline stewardesses have been known to even deliver babies in airplanes. This goes to show that they must be prepared to deal with any problem that may arise among passengers in a plane.

Besides this, stewardesses are trained in culinary arts, for they must plan, prepare, and serve all meals and beverages that one may receive while flying.

Many times airline stewardesses are called upon to assist pilots in some aspect of flying a plane. In cases of emergency an airline stewardess may do unusual things--such as run the radio controls to help land a plane. The experiences are innumerable! Excitement is the key word!

Not only does a stewardess work hard, but she receives benefits that many girls do not. She meets many people from all nations, and sees many cities and countries. She has a pass to travel when she is not working which provides her with great discounts. She receives expert tips on grooming, beauty, and fashions from her trainees on the job, as well as from the many countries she visits.

There are a great many more glorious adventures and tasks of stewardesses. Can you think of more?

COMPUTATION PROBLEMS

1. You are planning a meal for 144 passengers. Two-thirds ordered chicken, and the remaining passengers ordered spare ribs. How many passengers want spare ribs? _____ How many want chicken? _____

2. A young man bought a candy bar at $.10, a milk shake at $.55, and a bag of pretzels at $.29. What change must you give him? _____ He gave you a $5.00 bill.

3. On a flight from San Francisco to Chicago you have 200 passengers. You must check your passenger list to finalize your chart. Of the passengers, 45% are men, 37.5% are women, and 17.5% are children.

   Compute: Number of men _____

   Number of women _____

   Number of children _____

4. On a Boeing 747 there are 8 stewardesses. Their weights are as follows:

Jean	102 lbs.
Chris	115 lbs.
Sally	110 lbs.
Beth	120 lbs.
Toby	110 lbs.
Kim	99 lbs.
Ann	115 lbs.
Julie	119 lbs.

   Find their total weight. _____

   Find the average weight. _____

5. To plan for a flight a stewardess must do her part to prevent excess weight. On a night flight carrying 117 passengers, the stewardess plans that 2/3 will want pillows. How many pillows must she take? _____

6. There are 8 stewardesses on a flight and 240 passengers. What is the ratio of stewardesses to passengers? (In lowest terms.) _____

7. You are a stewardess in a plane whose engine quits at 15,000 feet. In a glide the aircraft goes 3/4 of a mile for every thousand feet of altitude. there is a runway 13 miles away. Will the plane make it? _____

8. By how long or how short will the plane be? _____

9. The maximum take-off weight is 78,000 pounds. After adding up the gas and cargo weight you find that the aircraft weighs 83,426 pounds. The pilot instructs you to aid in removing cargo. How much cargo must be removed?

_____

10. You are flying over the Pacific Ocean and are called upon to help deliver a baby. To your surprise, not one, but two babies arrive. One weighs 6 lbs. 9 ozs., the other weighs 6 lbs. 11 ozs. What is their total weight?

_____

Unit 1

Radio Announcer

By simply turning a switch on and selecting one of many stations, we can listen to exactly what we want whether it be rock, country western, soul, or folk. We've taken it all for granted for so long that we no longer appreciate the intricate technical work involved in putting just one song or musical piece on the air.

After doing some reading about radio stations and experimenting with a tape recorder, Arnie decided to tour one of the smaller local stations to get the feel of announcing.

He discovered that the smaller stations do not have engineers to set up the records, etc.; rather, the announcer does all his own. This becomes quite involved because it is difficult to be doing a live advertisement, selecting a record, and setting it up for an eight-second lead from introduction to voice -- all at the same time.

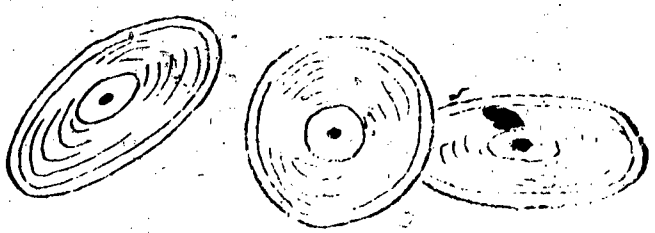
Arnie was able to spend some time talking to one of the announcers that was off duty and was told about the actual duties an announcer has. An announcer's day varies from station to station but normally is not much more than four hours per day. This may be split up into four parts or so, but in a lot of stations the person would work straight through.

An announcer has to be very alert and articulate. His or her voice tone is important but enunciation and clarity are of greater concern. The ability to add and subtract minutes and seconds must become second nature. To test your ability at this, do the following pretest.

Arnie found out that an announcer uses math mostly in fitting a certain number of songs and commercials into a given unit of time.

If, during a 30-minute unit, only songs were to be played, how many songs could be played if each one was 2:50 in length and there was a 10" (" means second) space for introduction between songs? 11._____.

During a scheduled half hour, there is a five-minute newscast, six minutes of commercials, and a 2"-minute sportscast. How much time is left for music and record introduction? 12._____. If records average 2:45 a piece in length, how many songs, including a 10" introduction, could be played in the time left over? 13._____ (Remember that you cannot play part of a song.) How much time will the songs take if each runs 2:45? 14._____. Each song requires ten seconds voice introduction. How much time is this? 15._____. The songs and voice total 16._____. How much time is left of the music time? 17._____. The announcer now must decide whether to find a short song or use the time for an extra commercial. Which do you think would be the best to do?



In smaller stations, such as [illegible] an charge of selling time [illegible]

The top two tables are for program time and the bottom two tables are for one-minute or half-minute commercials.

COST OF COMMERCIALS

TIMES	1 HOUR	½ HOUR	¼ HOUR
1	140 00	85 00	50 [illegible]
13	132 00	75 00	[illegible]
26	125 [illegible]	[illegible]	42 [illegible]
52	118 [illegible]	68 00	4

TIMES	5 MIN	1 MIN	½ MIN
1	[illegible]	[illegible]	[illegible]
13	[illegible]	12 50	[illegible]
26	[illegible]	12 00	[illegible]
52	[illegible]	[illegible]	[illegible]

CLASS "A" PACKAGE RATES

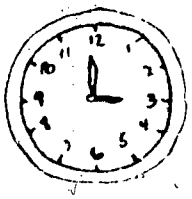
PER WEEK	1 MIN EACH	PER WEEK	½ MIN EACH
104 times	[illegible]	[illegible]	[illegible]
[illegible] times	[illegible]	[illegible]	[illegible]
52 times	22[illegible]	[illegible]	18[illegible]
26 times	[illegible]	[illegible]	[illegible]

"AA" TRAFFIC HOURS.
6 A.M. TO 9 A.M. – 4 P.M. TO 7 P.M.

PER WEEK	1 MIN EACH	PER WEEK	½ MIN EACH
[illegible]	[illegible]	[illegible] times	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

What is the cost of 10 one-minute commercials per week scheduled from 4 p.m. to 7 p.m.? 18._____.

What is this for each commercial? 19._____.



What is the saving per one-minute commercial if 25 spots are sold per week? 20._____.

What is the cost of a 30-minute "special" sold for 13 times. 21._____.

UNIT 9-1

Using the news chart at the right, what is the cost of a five-minute newscast given six times during "AA" time? 22._____ (each) or 23. 23._____ (for all six)

What is the cost for 12 2½-minute newscasts during "A" time? 24._____ (for all 12).

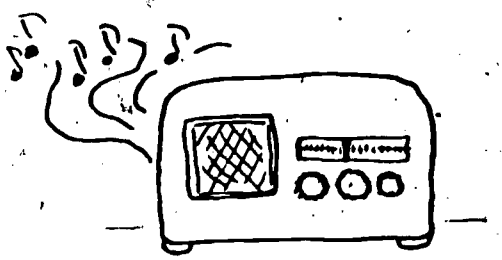
News

	MINUTES	AA	A
	6 Times	$15.00	$12.00
	12 Times	12.00	10.00
	18 Times	10.00	9.00
2½	MINUTES		
	6 Times	10.00	9.00
	12 Times	9.00	8.00
	18 Times	8.00	7.00

Sportcast Carry News Rates)

An I.D. spot is 10" long and is given on the hour and half hour along with the station break. What would be the cost of 10 such spots per week for a year (52 weeks)? 25._____.

I.D. SPOTS -- $5.00



Arnie's interest in radio helped him get a part-time job in programing at a loc station. His desire is to be an announcer but that will come only as he proves himself proficient in lesser jobs.

Question Guide Sheet

Please answer all questions unless you feel they are too personal.

1. How would you define this occupation? What are some of the tasks.

2. What educational background is needed?
   a) High School
   b) College or Technical School
   c) Other

3. What specific courses would be most beneficial for this par job?

4. Why would you choose this occupation?

5. What personal characteristics are important for this positi

6. What kinds of skills are needed for this job?

7. Would related training or experience help you in this occupation? If so, what kinds?

8. What would you like most about this job?

9. What would you like least about this job?

10. What do you think is the most important thing you would do on this job?

11. Is recognition for your work important to you?

12. What is the approximate minimum and maximum wage for this particular field of work?
    a) Does this job require overtime? If so, how would it be paid?

b) What fringe benefits would you receive?

c) What opportunities would you have for advancement?

13. Do you think this job will ever be eliminated?

14. Is there an over-supply or under-supply of workers in this occupation at the present time?

15. In your opinion, how can the schools do a better job in preparing me for this?

16. In your opinion, what makes a person successful on the job?

17. How did you obtain your information?

18. Other comments.

Cluster: Personal Service

Funeral Director

A loved one has passed away, and the family is emotionally saddened, plus being puzzled about handling the situation. At this time, the funeral directors are of great service to the family. They perform various duties related to the care of a body, supervise the funeral, and take charge of business details related to the funeral. They must be familar with modern customs and religious beliefs related to funerals.

What are some of the things the directors do when they receive thatcall? First, they note essential information, location of body, name of person, whom to contact for funeral details and other details. They send a car to transport the body to the mortuary. The death certificate is secured which is presented to the local Board of Health in order to obtain the burial permit.

A convenient time is arranged to meet the family of the deceased. At this meeting with the family, they plan the time, place, clergyman, music, handling of flowers, casket bearers, limousine requirements, and cemetery plot. They estimate the amount of time needed to prepare the body, and when the funeral service will take place. Lots of details are involved. The cost of the casket and other costs are discussed with the family.

Once satisfactory arrangements are made, the funeral director prepares the body. In cases of accident, they must restore features of the deceased. They arrange and place the body in the casket.

Arrangements for pre-funeral viewing and services are completed. Then the funeral day details are made, movement of family or families to and from the funeral, procession to the cemetery, police escort, funeral services, and graveside services and any other details. It sounds like a lot of detailed and well-planned scheduling is involved. You are right--it is involved.

The funeral director must have a pleasant and pleasing personality because he is dealing with a variety of people. These people, in most cases, are in an emotional high level state, and are looking to someone for kindness and wise counsel.

Mathematical problems are found in the occupational areas of funeral directors. Try the following problems.

1. The X Funeral Home purchased $138.00 worth of embalming supplies on April 20. The discount sheet read 2% discount on all purchases paid within 30 days. What would be the cost if it were paid within 30 days?

2. In problem 1, what would be the cost of the $138.00 if another supplier has a 6% discount?

3. The X Funeral Home conducted a funeral for the total cost of $1085.00. Of this amount,

   49.9% is direct cost
   24.6% is facilities and equipment costs
   10.9% is general expense cost
   _____ is income before taxes

   What per cent is income before taxes and what would be the income on this funeral?

4. Below is a data chart showing deaths related to the months of the year.

Month	Number of Deaths
January	11
February	13
March	16
April	10
May	5
June	5
July	5
August	7
September	7
October	5
November	8
December	9

a. What is the trend in the graph toward more or less funerals depending on conditions?

b. What is the average (mean) number of funerals per month?

c. Design a broken line graph or a bar graph to illustrate this information.

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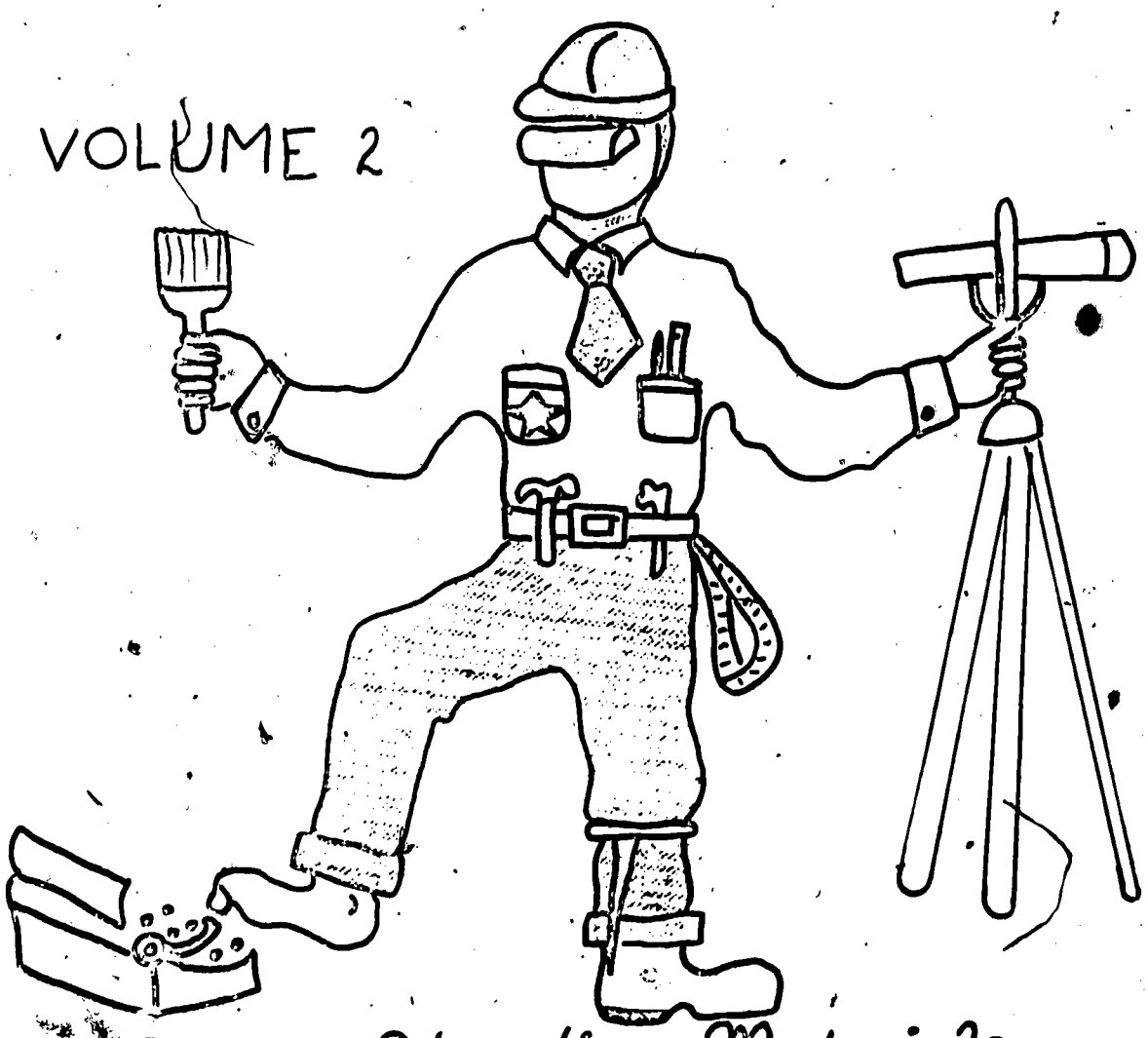
Info. Acq., CVTE

CLOQUET CAREER EDUCATION PROJECTS 10-12

VOLUME 2



Career Education Materials

developed by Cloquet Teachers

PREPARED BY CLOQUET CAREER EDUCATION COMMITTEE
INDEPENDENT SCHOOL DISTRICT 94, CLOQUET, MINNESOTA
55720

BEST COPY AVAILABLE

INTRODUCTION

The purpose of this collection of Career Education projects is to provide the reader with a sampling of career activities that have been developed by teachers 10-12 of Independent School District 94, Cloquet, Minnesota, during the past three years.

This is only a sampling of the materials developed. In selecting units for this booklet, an attempt was made to include a cross-section of all disciplines and all grade levels.

Career projects have been created by nearly every discipline and grade level in our school district. Teachers apply to the local Career Education Committee for project approval (see attached application form). The committee, four teachers and one administrator, meets regularly to go over applications.

When the local Career Education Committee meets, they are guided by a number of factors. The greatest of these factors is the concept of Career Education as outlined in Cloquet's Comprehensive Model (see attached Comprehensive Model) and the involvement of students in the projects. With this information the committee decides whether or not to approve the application. If the application is approved, a contract for the project is issued to the participant (see attached committee action form). The contract has stipulations such as a copy of materials developed and a written evaluation of the project.

During the last school year, numerous applications were approved for curriculum writing, purchasing career-oriented materials, field trips, inviting speakers into the classroom, and using video-tapes and slides to interview and show workers on the job.

Volume 2 has been divided into 3 parts: K-6, 7-9, 10-12. For information concerning the other two parts, contact the:

Cloquet Career Education Committee
509 Carlton Avenue
Cloquet, Minnesota 55720

Telephone: 218-879-3328

SENIOR HIGH EXPLANATION

This section contains samples of Career Units created by Cloquet teachers at the senior high level 10th - 12th. The sample units are grouped together by disciplines. Some units cover more than one grade level and are inter-disciplinary. The emphasis at this level is for continued career exploration and the beginning of career preparation.

Although many units contain their own bibliography, an additional bibliography is at the end of this booklet to give the reader additional sources of career related materials. There is also a listing of units produced by Cloquet teachers which are not included in this booklet, but could be made available.

RESOURCES AVAILABLE IN THE SCHOOL DISTRICT

SENIOR HIGH LEVEL

Books, Magazines & Pamphlets

Introduction to Chemistry
Chemical Principles
Careers Research Monographs
Health Careers Guidebook
The College Handbook
Vocational Biographies
Your Job Interview
Preparing For The World Of Work
Why Work At All
Chemical Investigations For Changing Times
Chemistry For Changing Times
Chemical Problems for Changing Times
Chemical Problems for Changing Times
The Audio-Tutorial Approach to Learning
Career World
Work/Guidance
Guidance Services
Career Information on Counseling & Teaching
Occupational Outlook
How To Prepare For High School Equivalency Examination
Planned Group Guidance
Structure & Function Of The Body
The Geological Scientist
Science, Engineering & Related Career Hints.
Your Career In Optics
Facing Facts About Your College Career
Your Future in Aerospace Technology
Your Future in Geology
Your Future in Metorology

(Books, Magazines and Pamphlets Continued)

Your Future in Nuclear Energy Fields
Your Future in Oceanography
Your Future in Physics
Acoustics & You
Director of Physics & Astronomy Facilities
Graduate Programs in Physics & Astronomy
Physics Manpower
Students Guide To Undergraduate
Physics Major Departments
Physics As A Career
The Medical Physical

Audio Visual (Tapes, Films, Video Tapes)

Complete Career Tapes
Careers Unlimited (Cassett Tapes)

Engineering
Food Production
Forestry
Furniture Industry
Guidance
Health Education
Hotel-Motel
Landscaping
Nursery Business
Law
Librarian
Oceanography
Photography
Plastic Industry
Printing and Engraving
Recreation
Repair Service
Restaurant
Scientific Research
Secretarial Careers
Selling
Social Work
Textiles
Transportation
Veterinary Medicine
Advertising
Agriculture
Air Conditioning & Refrigeration
Architecture
Beauty Culture
Broadcasting
Clothing & Fashion Design
Construction
Criminology & Renology
Drafting
Computors
Education

Application for Career Development

Curriculum Projects

1. Applicant's name _____

2. Grade level _____

3. Department _____

4. Date of application _____

5. Proposed dates of project _____

6. Goals and Objectives

7. Processes, Experiences and Activities

8. Evaluation

CAREER DEVELOPMENT

COMMITTEE ACTION

FOR CURRICULUM PROJECTS

1. Name _____

2. Building _____

3. Department _____

4. Project _____

5. Dates of Project _____

COMMITTEE PROPOSES:

A. Acceptance

1. Stipulations

a)

b)

c)

d)

B. Non-Acceptance

1. Suggested modifications

a)

b)

c)

d)

Signed _____
District Coordinator

Date _____

Signed _____
Coordinator

Signed _____
Participant

"ORIENTATION TO THE WOULD OF WORK"
(Career Development)

Institution Conducting Project Independent School District No. 94

Project Director Dale V. Abbott Y

Address Junior High School, Cloquet, Minn. Phone 218-879-3328
(Include Area Code)

Project Title "Orientation to the World of Work" (Career Development)

Project Setting Independent School District No. 94 (K-12) and Community

Students to Be Served K-12, serving approximately 3,800 students

COMPREHENSIVE MODEL.....

"ORIENTATION to the WORLD of WORK"

(CAREER DEVELOPMENT)

PROGRAM DESIGN

The study of Cloquet graduates explains to a great extent our concern to prepare a program for all children. We have too long segmented and fragmented education in that divisions are created concerning academic, vocational, and general education.

Our schools have concentrated on college preparatory programs not realizing that a great majority of our students do not enter college and only half of those who enter finish.

Most students entering the work force are there for "just a job". They lack proper attitudes toward the job, skills necessary, understandings, basic tools, and competencies (should be included in all curriculum areas).

A comprehensive occupational education program begins in kindergarten or pre-school and continues throughout life. Regardless of a child's plans to attend college, vocational school, or go directly into the work world, the fact is that someday he will work. In order to be a happy, satisfied individual, he needs certain attitudes and job-entry skills.

Cloquet's tentative approach to a comprehensive program "Orientation to the World of Work" (Career Development(is presented on the following pages.

FOLLOW-UP STUDY OF CLOQUET GRADUATES

November, 1974

Below is the result of a survey of the 1974 graduating class, and a comparison with previous years.

	1966	1967	1968	1969	1970	1971	1972	1973	1974
Attending U.M.D.	26%	18%	16%	16%	21%	21%	17%	9%	10%
Attending U of M (Minneapolis or St. Paul)	5%	5%	5%	6%	4%	4%	5%	4%	3%
Attending other colleges in Minnesota (including degree and diploma nursing schools	14%	17%	17%	14%	16%	9%	15%	14%	13%
Attending out of state colleges	3%	4%	7%	5%	5%	5%	3%	7%	9%
Attending junior colleges						3%	2%	2%	1%
TOTAL ATTENDING COLLEGES	48%	44%	45%	41%	46%	42%	42%	36%	36%
Attending private trade schools						6%	5%	3%	5%
Attending area vocational schools	14%	14%	6%	13%	14%	15%	11%	13%	12%
Employed	24%	23%	29%	32%	25%	23%	25%	33%	33%
Military Service	5%	4%	6%	5%	7%	3%	5%	2%	2%
Married Women (employed or unemployed)	5%	4%	8%	5%	3%	3%	4%	8%	4%
Unemployed	4%	11%	6%	4%	5%	8%	8%	5%	8%

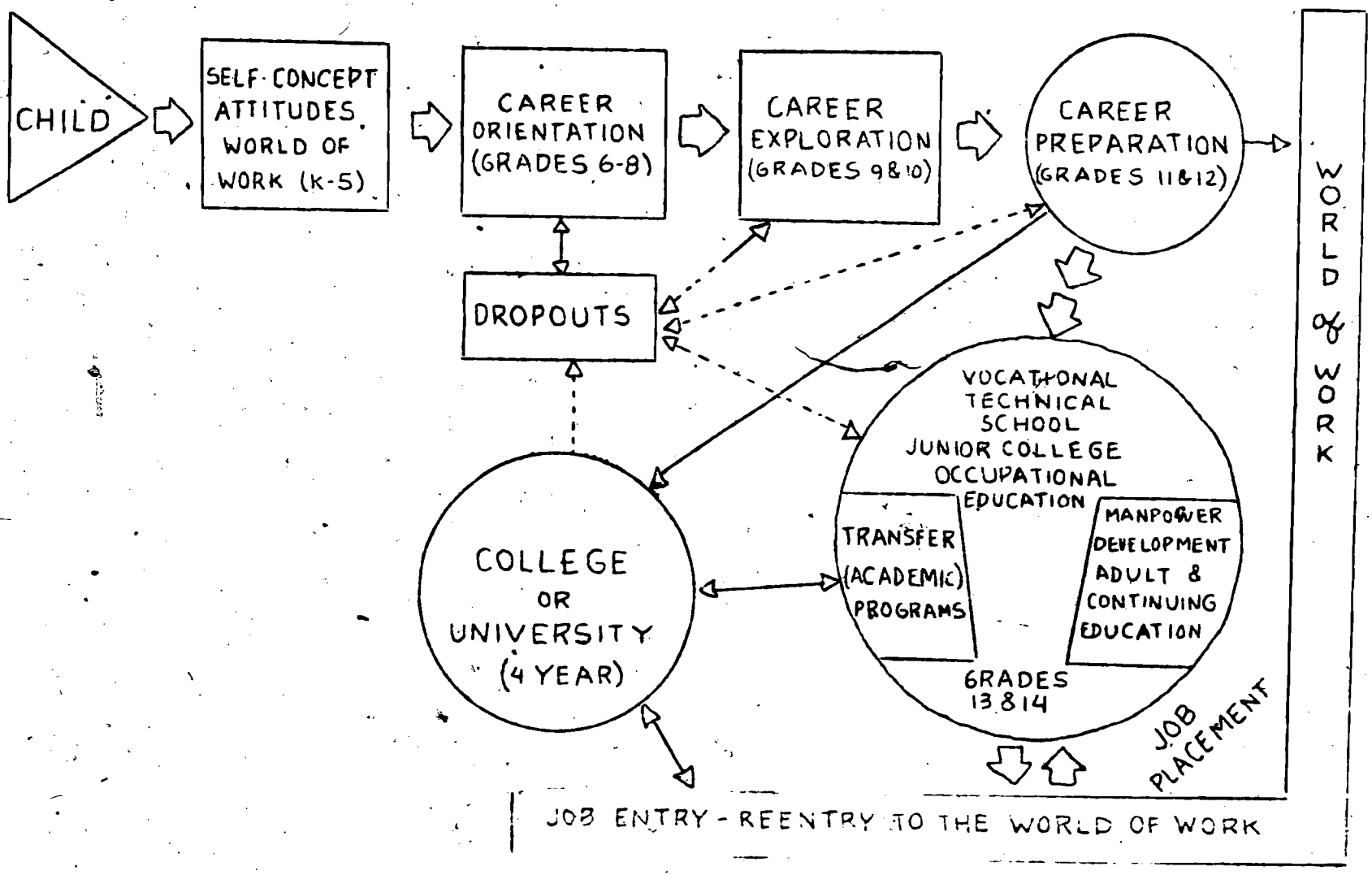
511

Survey of percentage of 1974 Cloquet graduates employed who are working at Diamond National, Conwed, or Northwest Paper

Class of	% of all Graduates Employed	% of Total Class
1966	45%	11%
1967	39%	9%
1968	39%	11%
1969	36%	12%
1970	17%	4%
1971	32%	7%
1972	36%	8%
1973	44%	14%
1974	41%	10%

CLOQUET MODEL

A comprehensive Occupational Education Program Design



Emphasis is placed upon development of all self-concept and attitudes toward the World of Work to correlate with and integrate into existing curriculum.

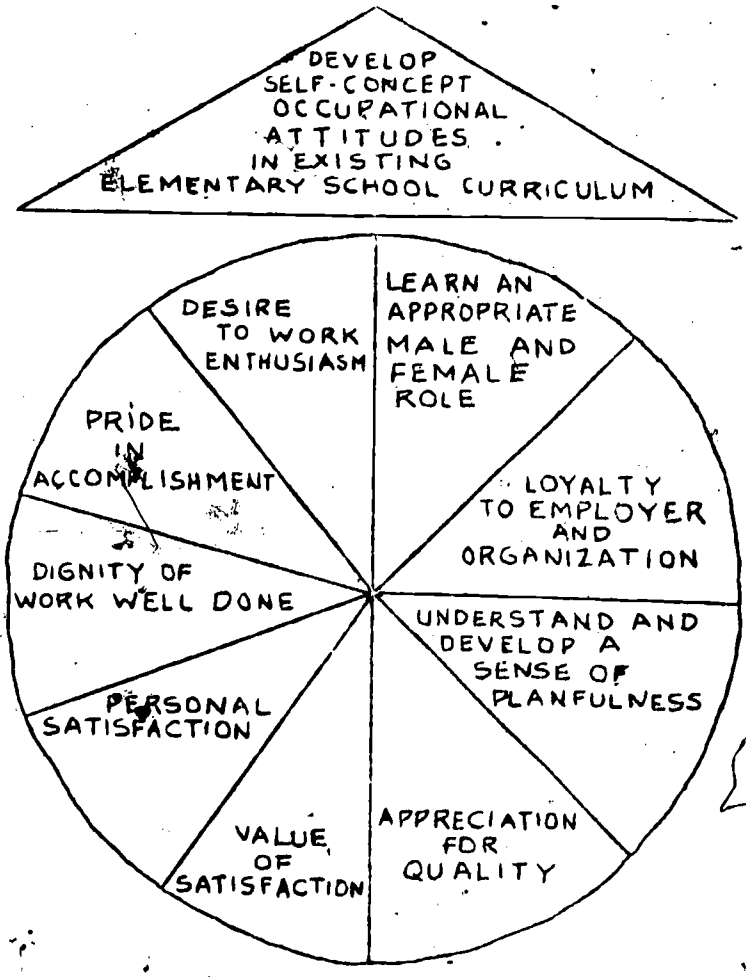
Attention is given to developing self-concept. Perhaps this is more important than measuring I.Q. Also desirable attitues development for employability as illustrated on the chart.

All disciplines involved in developing and emphasizing positive attitudes and self-concept in existing curriculum about the World of Work.

Resource people from the community are asked to come to school and discuss attributes they look for in their employees.

Fathers come to school to talk about their specific job.

KINDERGARTEN to GRADE 5



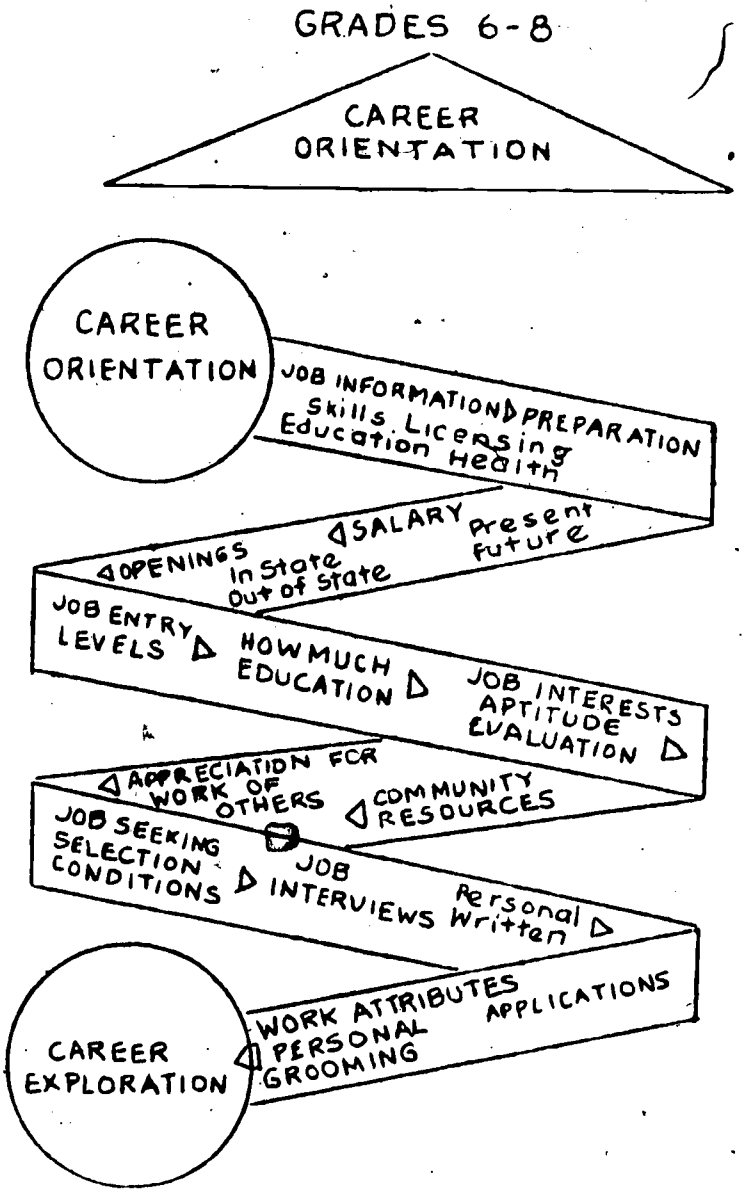
The self-concept and attitude program is continued.

An orientation program for all youth is developed to help them in understanding about broad areas of our economy such as manufacturing, construction, service, marketing, agriculture, business, and professions.

Some classroom activities:

Job applications, interviews, type of work performed in various occupations, licensing, future employment outlook (locally, state, national) personal grooming, and health.

Community resources utilized such as Career Day (local businessmen, professionals, and others coming to talk to students about their jobs).



Career exploration may come more into focus. Student acquires identity as a worker in the occupational structure.

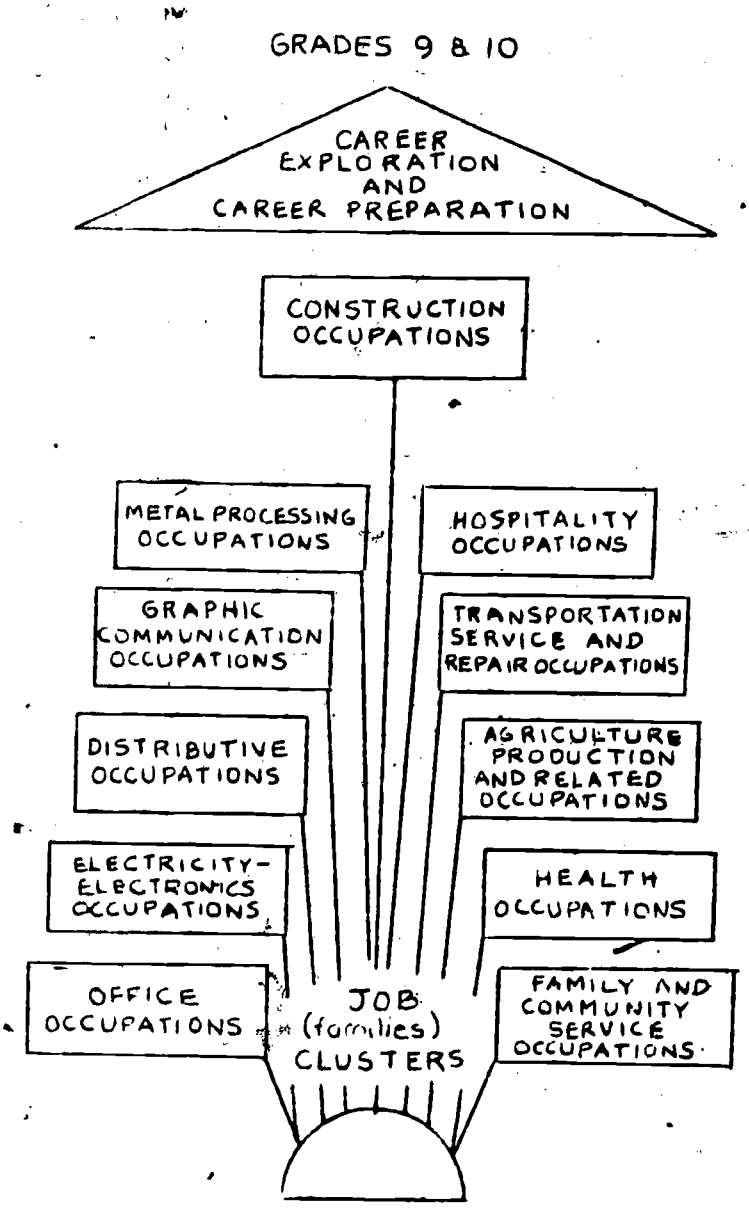
Acquire skills of decision making. (Life Career game may be utilized.)

Become involved in elective or selected on-the-job work experience (participation on the job without pay or 10th grade students in the work experience program).

Exploration in an occupational structure (Graphic Arts Department set up not as a training station but for exploration with different areas teaming such as business, art, and induatrial arts).

Radio and TV (English, speech, drama, and social studies).

Acquire futher inter-personal skills.



GRADES 11 AND 12

Focus now is on Career Preparation.

Exploration in an occupational structure may continue.

Cooperative education programs as part of the school community involvement (trade and industry, office occupations, distributive education, work experience, work study).

Testing reality of one's self-concept (observe occupations and workers).

Career and College Day in cooperation with American Association of University Women.

The "Cloquet Story" is one of innovation. Flexible modular scheduling, grades 4-12, was undertaken five years ago and allows for improved individualized instruction. The school board and community are very cooperative and helpful in all educational endeavors. We like to think that in our course selection and implementation the kids are our clients and we are thinking and planning on their behalf.

Things are happening in our school system. We have two elementary counselors who are working in the classroom (k-3) 20-40 minutes each week talking with the students about family relations, self-identity, roles, and goals. Grades four through six have initiated an advisor-advisee program. Each student selects the person he feels most comfortable with for better communications. Junior high school has many quarter course offerings in the different disciplines. Local businessmen cooperated with the art department whereby the students painted Halloween scenes on store windows. It was a competitive venture which the students enjoyed. Senior high has also introduced quarter coursed into the curriculum. Mini-courses and one-day special topic youth enrichment seminars have been added this year. A meeting was held recently stressing the possibility of an area vocational center. Follow-up is being done concerning this at the present time.

In thinking and planning for the kids, a comprehensive career development program will provide service, resources, and learning experiences to help students in their quest for self-discovery.

Application for Career Development

Curriculum Projects

1. Applicant's name Donald Schow - Advisor - Cloquet Office Education Assco.

2. Grade level 12

3. Department Vocational - Office Education

4. Date of application October 9, 1972

5. Proposed dates of project November 5 & 6, 1972. The Seventh Annual Fall Leadership Conference to be held on Sunday, November 5, and Monday, November 6, at the Radisson South Hotel in Bloomington.

6. Goals and Objectives

   See Attached page.

7. Processes, Experiences and Activities

   See Attached page.

8. Evaluation

   See Attached page.

6. Goals and Objectives

A. To Promote Active Participation in the Local and State Office Education Association. By getting more students to attend the conference the spirit generated will carry throughout this year and be passed along to students in future years.

B. Develop Vocational Competence in Office Occupations. Vocational competence means being qualified to enter the world of work with a job skill and a certain amount of confidence in one's ability to perform that job. Students in the Office Education Association are expected to be able to perform at least one job competently and effectively.

C. Develop Student Leadership. By participating, planning and serving, students will develop their leadership qualities.

D. Promote Better Understanding at Local, State, and National Levels. Student participation and fellowship at all levels promotes better programs and provides these students with a knowledge of the people, programs, and activities that are being carried out elsewhere.

E. Promote Student Ambition for Useful Purposes. Students will learn the value of their own personal ambition and derive satisfaction from helping others and from serving.

F. Learn to Plan Effectively. Everyone needs to know where he is and where he is going. Planning is essential to all successful activities.

G. Learning to Get Along With Others. Even though an individual may have skill and ability, he cannot get a job and keep it if he is unable to get along with his fellow workers.

H. Develop Confidence and a Spirit of Competition. People are competing during their entire lifetimes. Competive events at the Office Education Association Conference creates excitement, stimulates and facilitates learning and advancement.

7. Processes, Experiences and Activities

A. All students will take part in planning for the conference.

B. Each student will be assigned three of the following specific areas which he will report on after the conference:

Being a Bookkeeper

Being an Accountant

Being a Computer Programmer

Being a Computer Operator
Being a Receptionist
Being a General Office Clerk
Being a Clerk Typist
Being a Machine Transcriber
Being an Office Machine Operator
Being a General Secretary
Being a Legal Secretary
Being a Medical Secretary
Being a Stenographer
Being an Office Supervisor
Owning my own Business

C. All students will be participating in Group Dynamics at the conference.

D. Material will be available at the conference concerning all types of office and business occupations.

E. All students will be given information and encouraged to prepare for competition next spring in areas such as: accounting, data processing, general clerical, office duplication, typing, job application and many more.

F. Students will be attending entertainment sessions for personal growth.

8. Evaluation

A. All students will be required to write their own evaluation of the experiences they had concerning the entire conference.

B. Each student will give a report about her own individual assignment.

C. Long-term evaluation will be to see if the interest is passed along to future students so they will want to attend the conference.

D. The advisor will supply to the Career Development Committee a complete copy of the program, material covered, and a written evaluation of the conference and its value to the students. If the committee would like, a group of students could meet with the committee after the conference.

February, 1973

TASK # 3:

UNIT TITLE: Future Nurse Club

DEPARTMENT: School Nursing Service

GRADE LEVEL: Grades 10 - 12

UNIT LENGTH: On going

WRITER/SCHOOL: Norma E. Bayard, Cloquet Senior High School

The purpose of the Future Nurse Club is to bring together in high school, young people interested in careers in nursing and health, to share their interests, to explore opportunities and requirements in these fields, to grow as individuals by working together and to learn more about the community life in which they will soon participate. This is accomplished by:

1. Educational activities:

   Speakers
   Field trips
   Films

2. Helpful projects:

   A Thanksgiving and/or Christmas basket
   A campership to Camp Courage
   Donations to a worthwhile cause. (This could be a place they have visited),
   Adopt someone in a nursing home
   Do things for hospitals or nursing homes, such as trimming a Christmas tree, make decorations for the holidays, visit patients, etc.

3. Fun activities:

   Bowling
   Roller skating
   Sleigh rides, etc.

4. Money making projects:

   Since our activities are regulated by the money we earn, the students work hard on:

   Bake sales
   Car washes
   Candy sales
   Candle sales
   Club dues

CURRICULUM FOR

SUMMER SCHOOL

SOCIAL STUDIES DEPARTMENT

BY

R. D. Lykins
Instructor

Presented to
Career Education Committee
Independent School District #94
January, 1973

PHILOSOPHY

Social Studies, as any other academic course, is thought of as primarily a classroom orientated course. No other course today touches more people as all young people are required to take the course at sometime during their highschool career. Despite this very few school systems utilize the vast resources of government offices which are in almost every community. In the area of careers government work offers almost unlimited opportunities. Local, State, and Federal governments are the largest employer in the world. This course is designed to provide theory and practical instruction in the functions of state and local government.

OBJECTIVES

1. The student is to learn the role that local government plays in his life.
2. Provide practical experience for the student to observe and participate in.
3. Create in the student an awareness of the scope of local government services.
4. Create in the student an awareness of the services each agency provides.
5. Orient the student to the world of work in government.

CREDIT

The course is designed to provide 120 hours of instruction. The course shall last for a period of three weeks, 8 hours per day, 5 days per week. The student shall attend the classroom portion of the course in the morning from 8:00 A.M. to 12:00 P.M. The afternoons will be spent working for a governmental agency. The amount of credit each student shall recieve will be contingent on the following:

1. For a quarter credit the student must attend the classroom portion of the course for 30 hours (7 days).
2. For a semester credit the student must attend the classroom portion of the course for 60 hours (15 days).
3. For a full credit the student must attend the classroom portion and work for a governmental agency for a period of 8 hours per day for a full 3 weeks for a total of 120 hours.

DUTIES OF PARTICIPANTS

1. The Instructor must:

   A. Teach the theory (classroom) portion of the course. There are four areas to cover: special district, city government, county government, and state government. In each area the class covers governmental structure, financing, responsibilities, problems, reform, operation, and relationships to the national government. Total classroom time is 60 hours.

   B. Organize work experience stations. In order to provide the student with some real experience in government a number of governmental agencies are contracted and asked to provide a student with 60 hours of on the job training. The following agencies have expressed interest in participating:

      State
      - State Forester - Barney Hague
      - Regional Forester - J. Fabish
      - Game and Fish - LeRoy Angell
      - Veteran's Administration - G. Wimmer

      County
      - County Extension - D. Radfield
      - Sheriff's Dept.
      - County Assessor - R. Wiitanen
      - County Engineer - L. Benson
      - Clerk of Court - S. Beck

      City
      - Fire Dept. - L. Lukkela
      - Police Dept.
      - Library - Miss Jensen
      - City Engineer - Bruce Boyer
      - City Clerk - John Boyer

      Special District
      - District Office, Independent School District #94 - J. Machai
      - Indian Coordinator, Independent School District #94 - Tom Peacock

      There are a number of other agencies that would like to participate but cannot because of the confidential nature of their services. These agencies are willing to come into the classroom to give a presentation.

   C. Organize field trips to such places as the State Capital and the SAGE building at the Duluth Air Base.

   D. Set up the transportation system for carring the students to and from their work stations.

   E. Teach the proper methods of observation and conduct for the lab experience.

F. Evaluate the student and the program

2. The Student must:

a. Attend class and work station every day.

b. Attend at least one School Board, City Council and County Board meeting.

c. Participate in, observe and take notes on the work experience.

d. Satisfactorally report on the work experience to the class.

e. Complete classroom assignments and tests & evaluate program.

f. Each day bring an article from a newspaper or magazine that deals with Federalism and report on it.

g. Keep a notebook to be turned in at the end of the term containing an outline of the reading; lecture-discussion notes; and the articles on Federalisim.

h. The students parents must assume the liability for accidents incurred on the job.

3. The governmental agency as a work station is asked to:

a. Spend some time with each student to explain the functions of the agency.

b. Provide practical activity such as answering the telephone, typing, etc.. This will give the student a sense of participation and contribution to the overall operation of the office.

c. Provide the instructor with a subjective evaluation of the program and the student's performance. No written reports are required.

EVALUATION

Evaluation shall be accomplished by all three participants evaluation the entire program. The instructor and the person in charge of the student at the work station will evaluate the student for on-the-job performance. The instructor is soley responsible for classroom evaluation. The instructor is also responsible for reporting to the Summer School Cooridnator and the Department Chairman on the progress of the course.

UNIT TITLE:	Hospitality
DEPARTMENT:	Home Economics
GRADE LEVEL:	Senior High School
UNIT LENGTH:	One Semester
WRITER & SCHOOL:	Elizabeth B. Anderson
	Cloquet Senior High School

HOSPITALITY COURSE

INTRODUCTORY STATEMENT:

In the not too distant future, it is predicted that half of our population will have jobs in the service occupations. It is one of our fastest growing occupational fields.

A course in the world of work is necessary for entry-level hospitality services occupations. Students must know factors in addition to job skills that are needed for job competence. Employers will train on the job but they want employees who are interested, are willing to learn and have a positive attitude toward work.

This course will include personal health and appearance standards, qualities for personal growth and job performance, values of human and public relations, ability to finding a job and knowledge of legal aspects of employment.

Training for service jobs vary. FBI agents must have a college education. Barbers and beauty operators need specialized training. But for other service jobs, waitress, hotel maid, cleaners, food service workers, etc. there are usually mo stated educational requirements.

OBJECTIVES FOR THE COURSE:

1. To identify the relationship of personal hygiene and appearance to the world of work.
2. To become aware of the personal qualities needed for job success.
3. To be able to predict the effect of human and public relations in the world of work.
4. To be able to apply the knowledge gained through studying the world of work to finding a job.
5. To comprehend the legal aspects of employment in relation to personal welfare.
6. To identify the job of being a school usher and guide.

RESOURCE MATERIALS TO BE USED:

Occupations and Careers, Feingold and Swerdloff, McGraw-Hill, 1969

How To Get A Job, Wesley

Occupational Relations, University of Minnesota

The Correct Maid, Pfeiffer and Voegele, Hayden Book Company, 1965

Do You Know Minnesota's Child Labor Laws? Minnesota Dept. of Labor and Industry

Handy Reference Guide to the Fair Labor Standards Act, U. S. Dept. of Labor

Minnesota Minimum Wage and Minimum Hours Law for Women and Minors, Department of Labor and Industry

Various Home Economics texts for material on personal appearance, nutrition and table service.

BROAD OBJECTIVE I: To identify the relationship of personal hygiene and appearance to the world of work.

Objective A: To apply the principles of physical health to self.

CONTENT	EXPERIENCES	EVALUATION
Physical health and good physical hygiene are essential characteristics for employees in the service occupations.	Define physical health and hygiene	Discussion
	Check own school record for absenteeism and interpret how an employer would feel about it.	Discussion
Eating habits affect health, personal appearance and work output.	Discuss a nutritous diet and determine implications for a service employee.	
	Review and apply nutrition principles to own diet.	Check sample diets of what student likes for nutritive value. (self-check)

Objective B: To analyze personal appearance.

The well groomed person is one who carefully attends to all details of health, manners, figure, makeup, clothes, posture and cleanliness.	Relate good grooming and appearance to the work world. Students self analyze their present habits and appearance. (See attached rating sheet.)	Discuss check sheet. Students will evaluate self and three others. Discuss results. Keep and re-evaluate at end of course.
The overall appearance of the person indicates his standards and the standards of the establishment.	View filmstrip on grooming. (We have several good ones will choose one to fit class)	Discussion

HOW I LOOK TO ME AND TO OTHERS

Check List: Fifty physical characteristics that hurt your personality.

Frequently we offend others unknowingly. The list that follows was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?"

Place a check mark for each item that applies.

Item	You	1	2	3
1. Dirty fingernails	1.	1.	1.	1.
2. Unkempt hair	2.	2.	2.	2.
3. Dirty hands	3.	3.	3.	3.
4. Excessive makeup	4.	4.	4.	4.
5. Messed up eye makeup	5.	5.	5.	5.
6. Yellow or unclean teeth	6.	6.	6.	6.
7. Food between teeth	7.	7.	7.	7.
8. Visible blackheads	8.	8.	8.	8.
9. Pimple on face	9.	9.	9.	9.
10. Dirty neck	10.	10.	10.	10.
11. Dirty ears	11.	11.	11.	11.
12. Greasy hair	12.	12.	12.	12.
13. Dandruff	13.	13.	13.	13.
14. Ragged fingernails	14.	14.	14.	14.
15. Dirty shirt or blouse	15.	15.	15.	15.
16. Soiled underclothes	16.	16.	16.	16.
17. Dirty collar	17.	17.	17.	17.
18. Baggy pants or skirt	18.	18.	18.	18.
19. Dirty clothes	19.	19.	19.	19.
20. Runs in hose	20.	20.	20.	20.
21. Holes in socks	21.	21.	21.	21.
22. Run-over shoes	22.	22.	22.	22.
23. Unshined shoes	23.	23.	23.	23.
24. Dusty dirty shoes	24.	24.	24.	24.
25. Body odor	25.	25.	25.	25.
26. Bad breath	26.	26.	26.	26.
27. Too few baths	27.	27.	27.	27.
28. Inappropriate clothes	28.	28.	28.	28.
29. Stooped shoulders	29.	29.	29.	29.
30. Slouchy walk	30.	30.	30.	30.
31. Awkward posture	31.	31.	31.	31.
32. Greasy skin	32.	32.	32.	32.
33. Gaudy fingernails	33.	33.	33.	33.
34. Broken shoe strings	34.	34.	34.	34.
35. Buttons missing	35.	35.	35.	35.
36. Wrinkled clothes	36.	36.	36.	36.
37. Dirty purse	37.	37.	37.	37.
38. Too much perfume	38.	38.	38.	38.
39. Unshaved legs	39.	39.	39.	39.
40. Chewing gum	40.	40.	40.	40.

41. Sitting awkward	41.	41.	4..	41.
42. Skirt too short for ease in movement	42.	42.	42.	42.
43. Bad oombination of clothes	43.	43.	43.	43..
44. Talks too much	44.	44.	44.	44.
45. Bad eating habits	45.	45.	45.	45.
46. Smells cigarettes	46:	46.	46.	46.
47. Uses silly mannerisms	47.	47.	47.	47.
48. Careless with books (throws them down, etc)	48.	48.	48.	48.
49. Patches on clothes	49.	49.	49.	49.
50. Ill fitting clothes	50.	50.	50.	50.

Number of checks for you_____ for____ for_____ for_____.

If you have checked fewer than five items, you are neater and better groomed than the average man or woman on the street.

If you checked between five and ten items, you are below average in neatness and should do something about it.

If you checked more than fifteen items you are in pretty bad shape and need help desperately.

Look over the items checked. Every one is a personality defect in the eyes of other persons. Every one of these defects can be eliminated.

BROAD OBJECTIVE II: To discover personal qualities needed for job success.

Objective A: To commit myself to develop personal growth.

CONTENT	EXPERIENCES	EVALUATION
Personal growth requires knowledge of self-development- emotional, social, physical, chronological and psychological.	Define personal growth	Discussion
	Play "What I like about You Is____" First with self and maybe with others in class.	
Individual awareness of emotional problems and conflicts, basic needs and satisfactions, and strengths and abilities is necessary for continued personal growth.	Do some work with communication skills. Listening games.	Written evaluation about their feelings doing this sort of thing.
	Discuss personality traits that help stay with a job, test, willingness to work, punctuality, self control, poise, honesty, etc.	Write a brief story on "Who Am I-- Where Am I Going What Do I Want Out of Life"
	View Guidance Associate filmstrip on Personality Development	Role play situations where these traits are put to a test.
		Discuss filmstrip

BROAD OBJECTIVE III: To predict the effect of human relations in the world of work.

Objective B: To determine the implications of the value of person to person relationships.

Harmonious working relationships include: Cooperation Courtesy Pleasantness Tolerance Friendliness Patience	Plan for class to set some guides which would promote good relationships between employer-employee. These can be set up through discussion, role-playing and by talks by resource people speaking on ethics in a job. Resource people should be hotel clerk, hotel maid, hospital housekeeper, homemaker who hires outside help, waitress, etc.	Guide lines or end result of setting up guides.

BROAD OBJECTIVE IV: To apply my knowledge about the world of work to locating a job.

Objective A: To find job vacancies.

CONTENT	EXPERIENCES	EVALUATION
There are many ways from which to seek information regarding jobs: 1. Personal applications 2. Employment agencies 3. Newspaper ads	Discuss in class. Send students out into community to ask employers of service occupations about methods of application.	Compile results of community study.
	From local and Duluth papers compile file of jobs available in service occupations	File
Many elements influence choice of jobs; job preference job available requirements distance to travel cost of living in job community occupational hazards opportunities for advancement	Using the file compiled in class, report on two or three which sound attractive, using elements which influence job choices.	Report

Objective B: To develop ability to apply for a job.

There are many factors related to getting a job, including; letters of application application forms personal interviews methods of getting recommendations use of phone in applying for a job	Discuss ways in which one can apply for a job. Collect and view various application forms. Ask an English teacher to come to class to review how to write a letter of application Role play job interviews	Write a letter applying for a job as usher. Critque role playing
Letters of application are judged by specific criteria		
Successful personal interviews depend on: punctuality appropriate dress and grooming response on part of employee-to-be		

Objective B: To understand the implications of the union in service industries.

CONTENT	EXPERIENCES	EVALUATION
Various terms are used to explain union involvement and work objectives: trade unions, union shop, open shop, collective bargaining	Provide pamphlets and references from unions for students ro read. From resources, develop definitions of terminology and concepts.	Discuss
Personal employment may be affected by membership in the union.	Use a resource person representing union management to interpret functions to class. Use a resource person representing an open shop industry to interpret that philosophy to class. Discuss the advantages and disadvantages of unions and draw conclusions.	Discussion

BROAD OBJECTIVE VI: To become better acquainted with a specific service occupation in the community.

Every community has a number of service occupations. Little is known about many of them and it would broaden the scope if we investigated some.	Each student will spend 1 day with personnel in one service occupation of her choice. The student will choose one, I will contact that person to see it it is alright. The girl will then set up the day and time. She will write a letter of application for the job, explaining what her purpose in visiting the job is. We will role-play contacts before actual contact is made. Students will develop a check list to take with them. Possibilities: cleaning lady, motel maid, waitress, cleaners, beauty operator, clerk in store, kitchen helper, diswasher, etc: babysitter, housekeeper.	Sharing what they learned plus the check list

Objective C. To develop an ability to select a job.

CONTENT	EXPERIENCES	EVALUATION
Prospective employees need to know the possibilities and variations of fringe benefits; pension-bonus profit sharing vacations sick pay and leave insurance	Each student interview an employee of a service occupation and ask about the fringe benefits they receive. Questions to ask will be determined by the class. Discuss the answers.	Making out the questions and result of the asking.
Although not of first concern fringe benefits are important in job selection.		
Prospective employees must recognize and relate their capabilities to the requirements for the job.	Utilizing knowledge and experience, students select a job which would give them the most satisfaction as well as the one which they are most qualified to handle. Make a written report.	Discuss written report.

BROAD OBJECTIVE V: To comprehend the legal aspects of employment in relation to personal welfare.

Objective A: To become familiar with Federal Labor Laws

Preparation for the world of work involves knowledge of the laws and regulations relating to employment. These include: Fair Labor Standards Act Minimum Hours and Minimum Wage Employment of Minors Unemployment insurance Workmen's compensation Witholding Tax Social Security	Acquaint students with Fair Labor Standards Act. Ask a payroll clerk to explain laws regarding payrolls Ask Social Security representative to speak on history, coverage, benefits, eligibility, contributions, and sources for additional information Discuss these for implications upon future employment	Test (with situation work problems)

BROAD OBJECTIVE VII: To become well qualified ushers and guides at school functions.

CONTENT	EXPERIENCES	EVALUATION
There are many school functions where a responsible, knowledgeable guide is needed. This person must be punctual, responsible and meet the public well. She has to know something about the school. She has to know how to show people where they want to go or to keep them away from places where they do not belong.	Discussion of what is expected. Study trips to gym to learn what to do at a basketball game. Study trip in auditorium to role-play reserved seats. Role-play situations where ushers may be used. Schedules will be kept in office so ushers can show guests around school.	How they perform

We may want to sponsor some things that would help us purchase new outfits. We could sponsor a dance. Since we are concerned with service occupations we could do service things:

Have a shoe shine day
Wash and iron gym outfits
Sew on buttons
Brownie hour
Clean your glasses day etc.
Have faculty lunches where not only cooking skills but waitress skills could be practiced.

SENIOR ORIENTATION

Social Studies 12

Cloquet High School

Independent School District 94

William B. Johnson

Senior Orientation

Name: William B. Johnson

Scope: Approximately over fourteen school days or two cycles.

Department: Senior high social studies, grade twelve.
Cloquet Senior High School
Independent School District 94

Statement of purpose: To expose the seniors early in the final high school year to the variety of decisions related to occupational thoughts that they will have to make during the next year or two.

Objectives: To endeavor to reach all high school seniors with the information that may normally be gained by conferences of an extended nature with the guidance department. Because of the poor pupil-counselor ratio, it would appear that this type of approach might be valuable.

Resources and Equipment: Speakers, films, booklets and group discussion.

Outline of Study

Unit I

Next Year's Schooling

Unit II

Next Year's Job

Sub Unit One Next Year's Schooling

Since this unit is to be taught very early in the senior year and is to be carried out in close effort with the Guidance Department it would be suggested that a time table be set up on which all the deadlines for the various tests, applications, confidential statements, scholarship applications and reservations are noted.

It would also be necessary in carrying out this unit to set up a comprehensive resource center area in which could be found the numerous catalogs and brochures from colleges, trade schools, vocational-technical institutes and other schools that ready the youngster for his future responsibilities.

Objectives:

1. Make available to the pupil a center which contains a variety of catalogs and brochures from a variety of educational institutions.
2. Establish a calendar indicating the deadlines that will be forthcoming this senior year.
3. Make available scholarship information and instruct as to how one applies.

   Make available information and instruction about federally backed loans.
4. Acquaint pupils with reciprocity agreements between states.
5. Hold a College Day. (Include all types of post-high school training institutions.)

6. Make available Parents' Confidential Statements and instruct pupils on filing of same.
7. Utilize resource persons such as college and trade school students to explain the now situation in post high school education.

Sub Unit Two Next Year's Job

Although many twelfth grade pupils have already determined the career that they wish to follow, there are many considerations that come up at this late date. The school system can still provide information and services that could be extremely helpful to those who are a year or less away from the labor market and also to those who will be working on a part time basis to help finance further education.

A test for job satisfaction could be administered as a part of this unit. Resource persons who know the current labor market could be brought in. Armed Forces recruiters could explain opportunities in their areas. Union personnel could explain the function of the trade union and retirement, social security and taxation could be explained.

Objectives:

1. To make the pupil aware of employment possibilities at the time and for the future.
2. To make young men aware of draft responsibilities.
   To inform young men of the processes of conscientious objection procedures.
3. To test the pupils for job satisfaction to help them make decisions about work.

4. To instruct the pupils about tax obligations and social security benefits.

5. To inform the youngsters about union obligations.

6. To bring about a realization of the opportunities at the local level.

The above objectives could be realized through a variety of teaching methods but the main consideration is to make information available.

Bibliography

1. Financing Your Higher Education, Minnesota Counselors Association, Farmers and Mechanics Savings Bank, Minneapolis
2. Facing Facts About College Admissions, Prudential Insurance.
3. College Entrance Exams, Wechsler, Blum and Friedman, Barnes and Noble, New York, 1968
4. Facing Facts About Your College Career, Prudential Insurance.
5. American Junior Colleges, American Council on Education, Washington D.C., 1967
6. Facing Facts About Choosing Your Life's Work, Prudential Insurance, 1968
7. Choosing Your Occupation, U.S. Department of Labor, Washington D.C.
8. Why And How To Prepare An Effective Job Resume, World Trade Academy Press, New York, 1965
9. Job Guide For Young Workers, Superintendent of Documents, Government Printing Office, Washington D.C., 1968
10. Short Course In Selective Service, Selective Service System, Washington D.C.
11. Scholarship Guide, Cloquet High School, Revised 1972
12. Handbook For Conscientious Objectors, C.C.C.O., Philadelphia, Pennsylvania, 1971

COMMUNITY CLASSROOM

This is a non-salaried, out of school, academic centered program, for Juniors and Seniors.

Students spend a minimum of a half day per week for a semester or the school year, at a professional training station. Community Classroom is divided into four phases:

1) Reading and Study pertaining to the professional area he is in.
2) Instruction and training.
3) Participation and involvement.
4) Evaluation.

To be eligible, a student must:

1) Have a C average.
2) Have completed or currently enrolled in those classes required of that area.
3) Have established a reputation of responsibility and realiability.

Selection will be based upon the above, and an interview with each applicant.

Transportation will be provided, in most cases, for students without cars.

Students who complete the program will be given academic credit, with no grade, between 1/4 and 1 credit. The credit value is determined by the school based upon the depth of the students experience.

If you are interested, complete the following form and return to Mrs. Palkie in the Principals office

---

NAME _____ GRADE _____ ADVISOR _____

Position applying for _____

Why are you interested in this opportunity? _____

CHEMICAL ENGINEERING

Con Wed housed this classroom. It is designed to give the student an insight to the field of chemical engineering. The student will select his project with the assistance of instuuctors.

Some of the activities will consist of:

1) Test runs on laboratory samples.
2) Collection of data, from experiments etc.
3) Chemical research.
4) Chemical analysis.
5) Pollution controls
   a) Noise
   b) Water
   c) Air

REQUIREMENTS:

1. Chemistry I
2. A written and oral report on procedure.
3. A written and oral evaluation with 4-6 people, (advisors and professional trainers.)

FORESTRY RESEARCH,

In this classroom the Northwest Paper Co. provides the student with a general overview of a forester.

ACTIVITIES:

1. Field Trips
2. Tree cruising
3. The student will be out-of-doors working with the forester quite a bit of the time.
4. Practice using area photographs and landownership maps.
5. Other basic skills of a forester.

REQUIREMENTS:

1. Biology I
2. Biology II or not enrolled

PAPER AND WOOD RESEARCH,

Both of these classrooms are held at a POTLATCH Research Center. It begins with a two week introductory session, introducing the student to the materials and laboratory equipment available.
Suggestions and ideas are given to the student as to and individual research project. He then decides upon his research area.
The student is required to keep a lab notebook, in which he would record graphs and data obtained through his experiments.
Many tests done by the students have not been done before, and are an authenic search for facts. The students use very refined lab equipment, rarely seen or used by students even at the college level.

REQUIREMENTS FOR THE CHEMISTRY RESEARCH POSITION:

1. The student should have had Chemistry I, or Chemistry Study.
2. The student should be now taking Chemistry II.

GENERAL INFORMATION:

1. This classroom requires approximately 4-7 hrs. per week
2. Little "at home work" is done.
3. A written and oral project is required on procedure.
4. A written and oral final report is required, and will be given to 4-6 people, (advisors and professional trainers.)

REQUIREMENTS FOR THE PHYSICS POSITION:

1. Students should have had Chemistry or Chemistry study.
2. The student should be now enrolled in PSSC Physics.

GENERAL INFORMATION:

1. Little "at home work is done.
2. This classroom requires about 3-5 hours per week.
3. A written and oral report is required on procedures.
4. A written and oral project is required, and will be given to 4-6 people, (advisors and professional trainers.)

INDUSTRAIL APPLICATIO: Or C.EMISTRY,

The student is stationed at the 'renshall Refinery. 'orking with chemical engineers, he receives a first hand knowledge of industrial chemistry.

The material that this classroom covers, varies each year. The student performs laboratory experiments such as:

1. Detecting the source and amount of contaminates in waste water.
2. Operation of pumps.
3. Checking various units.

He may also study mechanical engineering and learn about their

4. Emergency power generators.

Research materials are provided by the Refinery. This classroom runs and average of 35 hours a semester.

REQUIREMENTS:

1. Chemistry I
2. A working knowledge of Organic Chemistry.
3. A written report and evaluation to be given at the close of the classroom.

MEDICAL SCIENCE,

The classroom at Community Memorial Hospital is quite unique.

Most of the instruction is given in the laboratory. Other areas are Blood Bank and X-Ray.

Each student goes through the following areas:

1. Hematology -- (Study of Blood)
   The student is given reading and lab work in blood and blood chemistry. By the time this area is completed, he will have a sound knowledge of abnormalities relating to blood.

2. Urinalogy --(Study of Urines)
   This area consits of mostly microscopic evaluation of urines; as well as the detection of its pH, glucose and albumin consentration.

3. Bacterialogy -- (Study of Bacteria)
   This section is mainly observation. Excellant lab materials help the student "study" bacteria. However, most of the learning is done at the bacti table itself. By the end of this section the student will be able (hopefully) to detect various types of bacteria by its growth patterns, color(s), swell, etc.

4. Blood Bank --, Here the student will learn the Blood Banking technique, and how the donors are prepared to be drawn. He will also learn how to type and lable blood.

Optional areas are: (If time permits)

5. Lab Chemistry -- Most chemistry at the Community memorial is done on a machine. This section is mostly reading and observation.

6. X-RAY -- Consits of a tour through the department; and basic reading. The department members are open for question.

REQUIREMENTS:

1. Biology I
2. Biology II or now enrolled
3. Chemistry or Chem study or now enrolled
4. Be taking at the present time Human Physiology and Anatomy
5. A notebook must be kept.
6. The student will be evaluated at the end of each unit.

POLLUTION SCIENCE,

This is an all year classroom held at the Northwest Paper Co. The student is given suggestions and will pick his research topic. This classroom runs approximately 30 hours per quarter. The student will use research materials provided and will record data.

REQUIREMENTS:

1. Biology I
2. (Biology II would be helpfull)
3. Chemistry
4. Oral evaluation with advisors and instructors.
5. Written report.

WILDLIFE RESEARCH,

The Minnesota Department of Natural Resources houses this classroom. It is designed to expose the student to many different areas in Game Managment. As can be imagined, the Game Manager has very irregular hours; he had asked that the student selected for this classroom be able to arrange his schedule around his.

At this station, the student selects whatever project he is interested in.

From there on he is pretty much on his own as to the collection of data etc.

The student may also spend a few days with the Game Manager doing and going where he goes, and listening to meetings that he has to attend. He is willing to take a student on various game counts etc.

REQUIREMENTS,

1. Biology I

   a. Biology II would be helpful, (Independent Study)

FOREST WILDLIFE,

The Forest Wildlife Project of the University of Minnesota, will provide a classroom which will give the student a wide range of experiences in forest wildlife.

Some of the Activities will include:

1. Trapping and baning of live grouse.
2. Field population inventories.
3. Processing of hunter-kill data.
4. Computer programming for data analysis.

REQUIREMENTS:

1. Biology I
2. Enrolled or have taken Biology II
3. Written and oral report at the close of the classroom.

NATIONAL WATER QUALITY:

This classroom offers the student a good opportunity to research the quality of water in various locations.

ACTIVITIES:

1. Lab and Field tests on water quality
2. Other to be arranged with advisors.

REQUIREMENTS:

1. Biology I
2. Biology II optional
3. Chemistry
4. Oral evaluation
5. Written report

CREATIVE MERCHANDISING:

This classroom offers a variety of experiences. Anyone interested in Merchandising should consider this classroom.

ACTIVITIES;

1. Arranging displays
2. Working with buyers
   a) buying trips
3. Advertising
4. Sales
5. Internal and external view of company affairs.

@ 2 - 4 hours a week in the classroom.

REQUIREMENTS;

1. Evaluation of classroom experience.
2. Marketing and Sales would be helpful, book available from Mr. Pangerl.

RADIO ANNOUNCING:

WKLK, will house this classroom. The activities will consist of:

1. Announcing
2. Writing shows
3. Radio managment

REQUIREMENTS:

1. Have demonstrated and ability in writing.
2. Have developed and demonstrated ability in the speaking skills.

Application for Career Development

Curriculum Projects

1. Applicant's name Cecil W. Jons

2. Grade level Senior High

3. Department English

4. Date of application April 19, 1972

5. Proposed dates of project June-July, 1972

6. General description of proposed project

   A. Overall plan

   B. Rationale (why you think this program will be meaningful to students)

7. Goals of objectives

8. Approximate cost

9. Evaluation

The plan is to teach a summer school course called STUDYING SPACE-SHIP EARTH which would involve studying literature on the environment: Water pollution, air pollution, overpopulation, pesticides, urban and rural planning, recreation, and the clean, unspoiled wilderness. A good deal of the time will be spent on field trips where the students will experience, first hand, the things they have been reading about. Much of the time on the field trips will be spent dealing with careers in environmental areas. The students will meet people working in the following areas:

Fish and wildlife management, production, and utilization.
Forestry production, services, conservation, processing, and marketing.
Research in timber, wildlife, fish, minerals, water, and soil.
Soil and water conservation.
Mining.
Water pollution, abatement and control.
Forest, shore, and wildlife conservation and control.
Recreation, camps, parks, docking, and fisheries development.
Environmental health services, food, waste disposal, and sanitation.
Urban planning, development, and renewal.
Rural planning development, design, and construction.
Reclamation, construction, roads, reservoirs, noise, and solid wastes.

I think that this program will be meaningful to students because it deals with an area that is topical and attractive to young people.

STUDYING SPACESHIP EARTH

1972 SUMMER SCHOOL

COURSE SUMMARY

I. THE COURSE OBJECTIVES

To study literature on the environment.

The attached reading list covers literature on water pollution, air pollution, overpopulation, pesticides, and other environmental problems along with much material which emphasizes the good, clean, and unspoiled in the environment.

To write, in a journal, comments on nature and people.

To communicate ideas concerning man's role in his environment.

To provide experiences and knowledge concerning jobs in environmental work.

To foster positive attutudes toward our environment.

To compare urban and rural settings as places to live.

To learn independence and self direction through responsibility.

Food purchase and preparation, equipment selection, and setting up camp on field trips was done by the students.

II. THE METHOD

Mondays and Tuesdays were spent in routine English classroom activities. Compositions were gone over, literature was discussed, small group and large group activities took place, movies were viewed and discussed, silent and oral reading was practiced, tests and book reports were worked on, and listening skills were practiced.

Wednesdays through Fridays were spent on field trips where the students experienced, first hand, what had been read about in class. Resource people in the fields or forestry, game and fish management, parks, resorts, wilderness management, lumber processing, conservation education, and urban and rural planning met with the class.

III. THE FIELD TRIPS

The following people served as resources in careers in environmental education:

Karl Jernigan	Savanna State Park
Dale Hock	Carver County Park
Lon Daly	Engineer, Libby Dam
Rob Nickson	Director, Long Lake Conservation School
George Nelson, Jr.	Lutsen Resort
Phil Hedstrom	Grand Marais Sawmill
Duane Hanson	Tofte, U.S. Forestry
Frank Zink	Brown's Point archeological dig
Sue Hanson	Jonathan

Mr. Poylic	Tower-Sudan Mine
Warren Norman	Minntac
Alan Hale	Minnesota Outward Bound
Kitty Bell	Prince of Glory Church, Minneapolis
Kathy Wagenbach	Ely Visitors' Center
Carl Pospical	Rice Lake Wildlife Refuge
Fran Tyson	Minnesota Outward Bound

Environmental careers are more available and important now than they have ever been. This type of career combines a feeling of having performed a useful service with the knowledge that one is engaged in an expanding field that will offer jobs far into the future.

The following field trips are proposed:

PLACE	DATES	APPROXIMATE MILEAGE
Rice Lake Wildlife Refuge Long Lake Conservation Center Big Sandy Lake	June 14-16	184
French River Hatchery Reserve Mining Tofte Ranger Station Grand Marais businesses Kawishiwi Lake Isabella Environmental Learning Center	July 5-7	264
Willow River State Forest General Andrews State Nursery	To be determined	104
Minntac-Mountain Iron Sherman Mine Echo Trail	June 21-23	272
Minneapolis Chaska-Jonathan	June 28-30	336
		1160

ST DYING SPACESHIP EARTH

1972 SUMMER SCHOOL

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III. THE FIELD TRIPS

The June 14-16 trip focused on the McGregor area. The group visited the Rice Lake Wildlife Refuge, Long Lake Conservation Center, Libby Dam, Frank Zink's archeological dig at Brown's Point on Big Sandy Lake, and the Savenna State Park and portage trail. Several speakers discussed jobs and preparation for them.

The second field trip was to Virginia and Ely. Our guide to Minntac, Warren Norman, complimented the group on their behavior and interest. We saw a huge blast made at the Forbes Fairlane Plant. Mr. Norman spent a good deal of time discussing the changing situation as far as jobs are concerned, and emphasized the need for both training and retraining for employability.

The former workers showed us the underground mine in the Soudan mine. Kathy Kaufenbach at the Ely Visitors Center related ideas about the preservation of the BWCA. Young people over sixteen may apply for summer employment there. Alan Hale, director of Outward Bound, took us on a tour of their facilities. Courage and self-reliance are stressed. Lee Hotaling, instructor, gave us a rather informative talk on the course work of Vermilion State Junior College. On June 23, we visited the U.S. controlled fish management center at Linton. The students observed the rearing, trapping and planting of walleye fingerlings. Three buckets represented 23,000 fish. Later, Fred Thunehorst demonstrated a 30 acre clearout for wildlife concentration.

Our June 28-30 trip was to Tofte and Grand Marais. Duane Hanson of the U.S. Forestry gave a talk on the management of all the resources in the Superior National Forest. We also viewed a slide presentation of Dr. Leech's work on radio banding and study of wolves. We saw a yellow birch planting and also an experimental planting of white pines supposedly resistant to blister rust. We tented at the U.S. Temperance River Park, a beautiful area. On the 29th, we visited Lutsen Resort to see how private enterprise managed the Superior Lake shoreline. Mr. George Nelson, Jr., owner of Lutsen, claimed he had found gravel veins for sewage from the new condominiums. After lunch we went to see the log boom rafting operation in Grand Marais. This is the final year for rafting logs across Lake Superior to Wisconsin. We also visited the Lindstrom Lumber Company planer and sawmill. On Friday morning we finished the reading of Faulkner's novilette, The Bear. Then each person went to a lonely spot for an hour of individual thinking.

The July 6 and 7 trip was to the Minneapolis area. We visited the Carver County Park. One notable feature is the swamp walks supported by blocks of styrofoam. In the afternoon, we made a tour of the planned city of Jonathan near Chaska. On Friday we saw a housing development and also the downtown area. Friday night we saw the new Quilici Twins beat the Yankees.

V. SUMMARY OF CLASS RESULTS.

As the course progressed, Mr. Jones and Mr. Zeman noticed more and more respect for nature and its management. One concept that the students grasped better was the principle of the cycle or chain of interdependent creatures in nature. The group concluded that it is not proper to eliminate a predator species such as the wolf.

There was some contact with the two year college program in Minnesota. Various forestry and conservation resource people recommended the two year preparation program for foresters and naturalists as the most practical approach. After the visit to Vermilion State Junior College, a few students announced their desire to attend this two year school after they graduate from high school.

At the beginning of the course, we administered a pretest on the knowledge of environmental careers. The students picked up their knowledge of jobs and schools during the field trips. The post test showed a maximum increase of 40 o/o over the pretest.

Bus driving was done by Mr. Jons and Mr. Zeman. On the field trips the party consisted of 30 people plus bags, stoves, and tents packed into a 66 passenger bus. Cooking and general responsibilities were handled on a tent basis.

The final test included objective knowledge, subjective discussions, and the post test on the knowledge of environmental careers.

V. SUGGESTIONS FOR CHANGES AND IMPROVEMENTS

We still recommend the presence of a science teacher during the whole course. There are numerous cases where a biology teacher, especially, would be of marked benefit.

Our one use of a solitude hour in the wilderness was successful. It would be good to use more of this type of activity in the future.

If use could be made of the facilities and resources at the University of Minnesota Forestry Station west of Cloquet, perhaps some of the activities could be accomplished nearer to Cloquet than they were this summer, with the resulting saving in travel expense.

Teachers
Cecil Jons
Ed Zeman

STUDYING SPACESHIP EARTH

1972 SUMMER SCHOOL READING LIST

FROM THE CLOQUET PUBLIC LIBRARY

Caras, Roger.
Death As A Way of Life
Source of the Thunder, The Biography of a California Condor.
The Custer Wolf, Biography of an American Renegade.

Caudill, Harry M.
My Land Is Dying.

Douglas, William O.
My Wilderness, The Pacific West.

Hiller, Carl E.
Babylon to Brasilia, The Challenge of City Planning.

Hoover, Helen.
The Gift of the Deer.
A Place in the Woods.
Long-Shadowed Forest.

Dayton O. Hyde.
Sandy.

Mowat, Farley.
Never Cry Wolf.

Navarra, John Fabriel.
The World You Inherit, A Story of Pollution.

Olson, Sigurd.
Singing Wilderness.
Runes of the North.
The Lonely Land.
Listening Point.
The Hidden Forest.

Pearson, R. H.
A Seal Flies By.

Service, William.
Owl.

Young, Stanley P.
The Last of the Loners.

STUDYING SPACESHIP EARTH

1972 ... SCHOOL READING LIST

FROM THE JUNIOR HIGH SCHOOL LIBRARY

Engstrom, Paul. H; Gabler, Steve J.; Jones, Claire; Pollution: The Noise We Hear. Minneapolis, Lerner Publications Co., 1972

Evans, Robert G and Humphrey, Clifford C.: What's Ecology? Modesto, Calif.; Hubbard Press, 1971.

Farb, Peter: Ecology (Life Nature Library). New York, 1970.

Harrison, William C: Conservation, The Challenge of Reclaiming Our Plundered Land. New York, Julian Messner, 1963.

Hoover, Helen: The Gift of the Deer.

Lauwerys, Professor J. A.: Man's Impact on Nature. (Verona, Italy, 1969) New York, Natural History Press, 1970.

Leopold, Aldo: A Sand County Almanac. New York, Ballantine Books, 1970.

Olson, Sigurd F. The Lonely Land.
Open Horizons.
Reflections of the North.
The Singing Wilderness.
The Hidden Forest.

Pringle, Laurence: Ecology, Science of Survival. New York, Macmillan Company, 1971.

Rawlings, Marjorie Kinnan: The Yearling. New York, Charles Scribner's Sons, 1962.

Rockefeller, Nelson A.: Our Environment Can Be Saved. New York, Doubleday and Company, Inc., 1970.

Street, James: Good-bye, My Lady. New York, Lippincott, 1954.

Swift, Ernest: By Which To Live. Washington, D. C., The National Wildlife Federation, 1969.

Thoreau, Henry David: The Best of Walden and Civil Disobedience. New York, Scholastic, Campus Classic, 1969.

STUDYING SPACESHIP EARTH

1972 SUMMER SCHOOL READING LIST

FROM THE SENIOR HIGH SCHOOL LIBRARY

Babcock, Havilah
Jaybirds go to Hell on Friday
Butler, Beverly
The Fur Lodge
Clark, Davis Thorpe
Blue Above the Trees
Dickey, James
Deliverance
Farb, Peter
Ecology (Life Nature Library)
Hirsch, S. Carl
The Living Community, A Venture into Ecology
Holmstrand, Marie
Hijacked Harvest
Hoover, Helen
The Long-Shadowed Forest
Lippencott, Joseph Wharton
The Phantom Deer
The Wahoo Bobcat
Old Bill, the Whooping Crane
Morenus, Richard
Northland Adventure
Murphy, Robert
The Pond
The Phantom Setter and Other Stories
A Certain Island
Nickelsburg, Janet
Ecology, Habitats, Niches, and Food Chains
O'Meara, Walter
The Trees Went Forth
Olson, Sigurd
Listening Point
Singing Wilderness
Runes of the North
The Hidden Forest
Pedersen, Alf
Fisherman's Choice
Principe, Lawrence
Ecology, Science of Survival
Reddick, David V.
The Plant Challenge
Russell, [illegible]
Man, Nature, and History, Controlling the Environment

STUDYING SPACESHIP EARTH

1972 SUPPLEMENTARY SCHOOL READING LIST

FROM THE SENIOR HIGH SCHOOL ENGLISH RESOURCE CENTER

Angier, Bradford
Skills for Taming the Wilds (A Handbook of Woodcraft Wisdom)

Annixter, Paul
Swiftwater

Borland, Hal
When the Legends Die

Krutch, Joseph Wood
The Best Nature Writing of Joseph Wood Krutch

Ehrlich, Paul R.
How to be a Survivor
The Population Bomb

Leopold, Aldo
Sand County Almanac

Linton, Calvin D.
Turncoats

Faulkner, William
"The Bear" from *Go Down, Moses* in *Major Writers of America*

Films Inc., 1144 Wilmette Ave., Wilmette, Ill. 60091
Grant Canyon (NBC)
Point Reyes (CBS)
Sky Hunters (National Geographic Society) (David Wolper)
Wilderness (National Geographic Society)
Wolves and the Wolf Men (MGM Documentary)

Killilea, Marie Jacqueline
Karen at Home

Love, Glen
Scott

Mannix, Daniel P.
Trouble Waters

Saltonstall, Richard Jr.
Your Environment and What YOU Can Do About It.

Schwartz, Art
Mist of Death

Scott, Jack Denton
Chuckie Wildly

Simak, Clifford D.
City

Sorvall, Vivian
The Cruise of the Edmaubt
Man Without Waters
Why Men are Too Many?

Stadler, John
Extinction

Terry, Wallace
Fighting for Survival

Thoreau, Henry David
A Week on the Concord and Merrimack Rivers

PRETEST
STUDYING SPACESHIP EARTH
1972

____1. A hydrologist is a man who:
(A) Works on electricity
(B) Is an atomic scientist
(C) Studies water
(D) Studies fish

____2. Most men becoming foresters today have:
(A) A college degree
(B) A high school diploma
(C) An 8th grade education
(D) No formal education

____3. In order to attend a vocational-technical school you must:
(A) Have a high school diploma
(B) Graduate in the upper 50 o/o of your class.
(C) Be over 21 years of age
(D) None of the above

____4. In a vocational-technical school you could study:
(A) Dentistry
(B) Natural resource technology
(C) Teaching
(D) None of the above

____5. The field of conservation is:
(A) Slowly growing
(B) Expanding rapidly
(C) Very limited
(D) All of the above

____6. The 17,000 foresters in the U.S. are employed:
(A) Mostly in private industry
(B) Mostly in government agencies
(C) About 50 o/o in each of the above

____7. A Natural Resource Technician takes a course that is:
(A) 21 months long
(B) 12 months long
(C) 9 months long

____8. A Natural Resource Technician would study:
(A) Forest management
(B) Ecology
(C) Limnology
(D) All of the above

____9. A Natural Resource Technician would:
(A) Serve as a crew supervisor
(B) Work mainly behind a desk
(C) Have a college degree
(D) All of the above

____10. An area vocational technical school is located at:

(A) Ely
(B) Cloquet
(C) Sandstone
(D) White Bear Lake

____11. An area vocational technical school is located at:

(A) Superior
(B) Brainerd
(C) Grand Rapids
(D) All of the above
(E) None of the above

____12. Conservation means:

(A) Preservation
(B) Wise use
(C) No cutting of trees
(D) No killing of wildlife

____13. Most duties of the natural resource technician are performed:

(A) In St. Paul
(B) In an office
(C) Out-of-doors
(D) All of the above

____14. A Natural Resources Technician should be capable of:

(A) Operating various equipment
(B) Assisting with minor construct
(C) Keeping accurate records
(D) All of the above

____15. Mining companies show how much concern for the environment.

(A) About the same as in the past
(B) More concern than in the past
(C) Less concern than in the past

____16. In order to work in fish and wildlife management you must have:

(A) A high school diploma
(B) A college degree
(C) An 8th grade education
(D) Any of the above

____17. To hold a responsible job in the U.S. Corps of Engineers you must have:

(A) A high school diploma
(B) A college degree
(C) An 8th grade education
(D) Any of the above

____18. Jobs in recreation are available mainly through:

(A) The state government
(B) The federal government
(C) Private industry
(D) All of the above

Measurement - Area of Rectangles

Mathematics

Grades 10 - 12

A One Week Unit

Donald E. Grant, Cloquet Senior High School

2. Determine the area of this room (in square feet).

   A. How many square yards of carpeting will be needed to cover this floor? (1 square yard = 9 square feet).

   B. What will the carpet cost at $10.95 per square yard?_____

3. Find the number of sheets of plasterboard required to cover a ceiling 15' wide and 20' long if each piece is 4' X 8'. What will be the cost of this material at $3.92 per sheet?_____

4. John has two rooms in his house which are of the same size. The dimensions of the floor are 12' X 10' and height is 8'. Each has one door, 3' X 7' and two windows, each 3' X 2'. Find the cost of painting these two rooms - walls and ceiling, if paint costs $8.69 per gallon. (1 gallon of paint covers 450 square feet).

5. A house 40' X 30' is on a lot 100' X 100'. The sidewalks on the property have an area of 150 square feet. If one roll of sod is 1' X 8', how many rolls of sod are needed? What will be the cost of the sodding at 15¢ per square yard?_____

Evaluation

Certain mathematical skills are needed in construction projects. If you plan to enter the construction industry or if you ever become involved in planning, building, or remodeling a home, you will find application for all the mathematics you have learned. Let us follow a typical project and see what problem-solving situations arise.

There were five members of the Clark family. The three children were growing up, and it was becoming increasingly clear that more room was needed in the house. One evening Mr. Clark said, "Why don't we remodel our garage into a combination family and rumpus room? We can build a carport to shelter the car. We can have fun planning together, and doing most of the work ourselves, we can save a great deal of money." All agreed enthusiastically that it would be an exciting family project.

"The first job", continued Mr. Clark, "is to collect some information." We need to know how much flooring to buy and how much paneling is necessary for the walls. Measurements for these materials must be

carefully taken and recorded if they are to be correct and useful." Mr. Clark drew a sketch of the garage, indicating dimensions needed, and showing where windows, doors, and a fireplace should be placed.

Jerry and Jim, the two boys, had to take the measurements and calculate the areas. Using a steel tape, they determined the floor measurements to be 18 feet in width and 20 feet in length.

1. They planned to cover the cement floor with tile that comes in 9-inch squares. How many pieces are needed to cover the floor?_____
2. The east wall is 18 feet in width, and the room is to be 8 feet in height. The east wall has no windows. What is the wall's area in square feet?_____
3. The fireplace planned for the east wall is to be built of brick, 4 feet in width, and extend up to the ceiling. How many square feet of wall space will it occupy?_____
4. Except for the fireplace the east wall will be paneled. How many square feet of paneling will be needed?_____
5. Two windows are planned for the south wall. Each window is to be 3 feet in width and 4 feet high. How many square feet will the windows take up?_____
6. The remainder of the south wall will be covered with sheet rock. How many square feet of sheet rock will be needed, if the south wall is 20 feet in length?_____
7. The north wall, adjoining the kitchen, is also 20 feet in length, and 8 feet high. They planned to have a folding door leading to the kitchen in this wall. This door will be 3 feet wide and 6½ feet high. A window measuring 3 feet square is also planned. How many square feet would be occupied by the door and window?_____
8. How many square feet of sheet rock is needed for the north wall?_____
9. The west wall was to have no doors or windows, but was to be covered with paneling. How many square feet of paneling would be needed?_____

10. Prepare a drawing to represent this room and save the information to help you work out the next section.

Buying Materials for the Family Room

Mrs. Clark and the Clarks' daughter, Susie, decided to check prices on the various materials for the family room. Susie listed the parts of the room and the kinds of materials that might be used. She and her mother then took the list with them to check prices.

1. Their first stop was at a linoleum store to price flooring materials. How many square feet of flooring was needed for the 18' X 20' floor?_____

2. They priced various kinds of tile for the family to consider for the floor. The prices per square foot were: asphalt tile, 28¢; cork tile, 55¢; and asbestos tile, 31¢. Compare the cost of covering the floor with each type of material._____, _____, _____

3. Mrs. Clark and Susie next went to a building materials company to find the cost of materials for the fireplace. The clerk gave them the following prices: new brick, 5¢ each; used brick, 7¢ each; and tile brick, 13¢ each. Mr. Clark estimated that they would need 600 bricks or 720 tile bricks. How much more would it cost to build the fireplace with the tile brick than with the new brick?_____

4. They priced two types of paneling for the two walls. Mahogany sold for 2¢ per square foot and knotty pine sold for 31¢ per square foot. Compare costs of paneling for the east and west wall. Allow four extra square feet for cutting, etc._____, _____

5. Mrs. Clark found the total cost of sheet rock would be $10.92. The necessary tape, nails, and paint would cost $11.75 more. A contractor offered to plaster and paint the walls for $40.00. How much would they save by using the sheet rock and doing the job themselves?_____

6. For other fixtures and materials, Mrs. Clark and Susie visited a lumber company. Here they found the sash for their three windows would cost $20.36. The folding door would cost $28.95. Venetian blinds for the windows would cost $8.40 each for the two 3 X 4 windows and $7.00 for the 3 X 3 window. What would be the total bill for these items?_____

7. The ceiling has the same measurements as the floor. How many square feet are there in its area? (see exercise 1.)

_____

8. To cover the ceiling of their room, the clerk at the lumber yard suggested acoustical tile at 18¢ per square foot or plain ceiling tile for 13½¢ per square foot. Compare the total cost of each of these types of tile._____,_____

9. At a family meeting that night, the Clarks decided to use

For the floor	Cork tile
For the fireplace	New brick
For the panelled walls	Mahogany paneling
For the other walls	Sheet rock, painted
For the ceiling	Plain ceiling tile

What is the total cost of these materials? (You will need to go back to exercises 1 through 8 for these figures.)

_____

Project Evaluation
Career Development Units
Practical Math

The units developed last summer concentrated roughly in five major areas - measurement, formulas, graphs, percentage, intelligent buying. We met with a reasonable amount of success in units involving the use of visual aids - models, compasses, micrometers, gauges, yardsticks, etc. Students enjoyed working with these kinds of devices. It is almost a must that lecturing be kept to a minimum since this type of student is difficult to motivate. The discussion of career opportunities was easily introduced in these areas of instruction. The study of formulas caused some difficulty where students had no previous experience with algebra; however, with the seventeen different units constructed, the teacher could select units appropriate to the type of class he taught and then bring in extra drill as the occasion demanded it. Overall the units were quite well received by the student with the stereo-type of text book work kept to a minimum. The career type of problem was kept alive throughout the course; however, revisions are still necessary as these materials are being tested.

FORMER STUDENT SURVEY

BUSINESS DEPARTMENT

I recommend a survey of this type at least every five years.

Ona M. Scheidler, Cloquet Senior High School
Cloquet, Minnesota

DE-5-400 Occupational Program Development

Task No. 3

Rodney Hale, Instructor

Task 3

This unit is not written to acquaint students with business careers; it is a questionnaire to be sent to former business students. Answers should help us to see strengths and weaknesses in our curriculum. By tallying the data in the survey responses, we are able to help our present and future business students to improve <u>their</u> career development, for it will help us to sort out the necessary and unnecessary areas of concentration.

In addition to a former business student questionnaire, it is necessary to survey community businessmen and business departments of area high schools. Information from these three sources are of importance to us in our planning.

FOLLOW-UP STUDY OF GRADUATES WHO WERE ENROLLED IN BUSINESS COURSES

Cloquet Senior High School — Cloquet, Minnesota

Name_____ Maiden Name_____

1. What year did you graduate from Cloquet High School?_____

2. Which courses did you take in high school?

Recordkeeping_____	Business Law_____
Bookkeeping_____	Economic Problems_____
Accounting_____	Business English_____
Office Procedures_____	General Business_____
Office Machines_____	Data Processing_____
Shorthand I_____	Vocational Typing_____
Shorthand II_____	Personal Typing_____
Notehand_____	Advanced Typing_____
Office Occupational Relations_____	Marketing and Sales_____

3. Name and Address of employer_____

_____

4. In the line of your work, list the subjects that helped you most_____

_____

5. In the line of your work, list the subjects that helped you least_____

_____

6. Did you take an employment test to secure your job?_____
If you took an employment test, indicate any difficulties you might have experienced._____

7. Have you taken any additional courses beyond high school?_____
If your answer is "Yes," please complete the following:
Name of institution_____
Name of course/s_____

8. What other jobs, in addition to the one you have now, have you had since graduation?

Employer	Type of job

9. Check any definite difficulty you have experienced through the lack of a specific skill or qualification, such as

_____Accuracy	_____Arithmetic	_____English or grammer
_____Penmanship	_____Speed and skill	_____Self-evaluation of work
_____Spelling	_____Good grooming	_____Others

_____
_____
_____

Follow-up Study

10. If you have had [illegible] since graduation, write A for Adequate high school preparation and I for Inadequate, in the spaces provided.

Clerical and Sales

Cashier____
Cut stencils____
Handling mail____
Indexing and filing____
Operating switchboard____
Retail selling____
Typing____
Taking inventory____
Others____
____
____

Secretarial and Stenographic

Compose letters____
Make appointments____
Proofreading____
Receiving callers____
Taking shorthand dictation____
Using reference books____
Using telephone____
Using timetables____
Others____
____
____

Bookkeeping

Figure discounts____
Keep checkbook____
Make out customer's bills____
Payroll work____
Posting____
Financial reports____
Bank reconciliation____
Close books____
Make journal entries____
Others____
____
____

Operation of Office Machines

Full-keyboard machines____
Ten-key machines____
Printing calculators____
Fluid duplicators____
Stencil duplicators____
Transcribing machines____
Key-punch machines____
Sorters____
Accounting machines____
Typewriters____
Others____
____

11. What problems did you encounter in the early stages of your work that further preparation in high school might have helped you solve?____

12. What knowledge or skills, necessary in your work, and not indicated in this questionnaire, were not covered in school?____

13. What recommendations can you make for the high school to improve its business education program?____

UNIT TITLE MUSIC FOR MANY

DEPARTMENT INSTRUMENTAL MUSIC

GRADE LEVEL SENIOR HIGH SCHOOL

WRITER ZANE L. GRAY

SCHOOL CLOQUET SENIOR HIGH

MUSIC FOR MANY

It is my philosophy that the teaching of instrumental music at the high school level should not be career oriented. That is to say, I feel that too often music teachers are too selective in allowing only the proficient and talented musicians to enter the program. It is my feeling that anyone who desires a closer association with music be allowed that opportunity -- to play, to sing, to listen and learn about music. I would rather work with a large group including good, average, and less than average players, than a small select group of only super musicians. The musically talented will gravitate toward music--others need encouragement, the knowledge that they too are needed, and the opportunity.

On the other hand, there are certain students who will choose music as a career, and everyone will be indirectly affected by it. We hear music at sport events, in movies, on TV, as we shop, in doctor's and dentist's waiting rooms, in our cars--and certainly, vibrating through the walls of our teenager's rooms. Directing a band also means directing a student to choose the best of all types of music and helping him to include music in his life, and sometimes as his life's work.

Any senior high instrumental music program should strive for an infinite variety of situations, possibilities, music library choices. It should allow interaction between that program and other fine arts area (orchestra, choir, drama, etc.) and community participation (church choir, performance at benefits, support by organizations.)

Our school has attempted to utilize as many of these opportunities as possible. Perhaps some of the things we do will provide ideas for others. A list of activities and brief description follows:

1. All School musical--a student production annually which is an extremely ambitious undertaking and amazingly professional. A pit band or orchestra, student directed, is our involvement.

2. Appearances at grade school to acquaint young people with the band and stimulate interest.

3. A stage band concert, pop concert type, with dancing area provided, informal atmosphere, punch served.

4. The usual pep band appearances and formal concerts--countless times--football and hockey, basketball, tournament games, special events, patriotic events, etc.

5. Work with community organization who sponsors--selling tickets, waiting on tables at spaghetti feeds, etc.--exposure to careers entirely different from music.

6. Duluth Youth Symphony orchestra participation by those who audition and are found capable. Also, encourage auditions for All State Band.

7. Student lesson giving--to youngsters in the religious school who are not included in the public school program and overflow.

8. Parade appearances--competition, mummer rehearsals, marching on summer evenings evokes interest in the grade school age child who may someday decide (stimulated by early exposure) to make music his career.

9. Music contest--bands, ensembles and soloists compete for ratings. Cloquet has consistently had the most entries in the district and state regional contests (with a high percentage of top ratings) and this involves hard work and courage and pride as well as giving students an opportunity to see whether performance area might be a career choice.

10. Exchange concerts with other schools.

11. Church music -- instrumental in more general use.

Dance bands, transposing music, scoring selections, composing with the result being played by a full band--endless possibilities.

Almost any career can involve music indirectly--the therapeutic use in emotional and mental patients, in work with juvenile and adult delinquents (interest them in music as an enjoyable release and possible career), in day care, nursery and kindergarten situations, certainly as parents. Career possibilities in television and radio, dance bands, symphonies, directing, composing, performing, teaching, are many. These need to be encouraged at the high school level, and all effort should be made to point out both direct and indirect involvement of music in careers.

Variety is the most needed factor in high school music career education. Introduce new music constantly--it holds the attention of the student but more important increases his appreciation of it. Far better to have heard and played many numbers than to perfect a few. Often I find the band will voice disapproval of a number at first reading and, after working on it a number of rehearsals, they find they really like it. Contemporary music must be included as today's young are so attracted to it, and they are amazed at how much they like the music from the past and the classics.

Money is essential and the lack of it inhibits our programs desperately, everywhere. An extensive music library, instruments, field trips--so necessary to career education--all are needed but so often cannot be provided due to cost.

Encouragement is the least mentioned--most important ingredient for successful career education in music. Even for the talented, performance areas may be frightening to a teenager. Solos, within the band and individually, increase confidence but must first of all be encouraged. It is too simple to allow certain persons who are known to be capable--and outgoing and poised--to do all the solo work. Others must be given that responsibility and opportunity, but may be reluctant, and proper persuasion and ego building is required.

The average and less than average high school musician may not be aware of how important his music may be in a later career (say as a practical nurse in a psychiatric ward, as a teacher or aide in kindergarten with rhythm band, etc., as a parent helping her child with his new instrument). He must be encouraged to do his best and give his all so that what is taught now is properly valuable later when needed and is remembered then. The difficult student is a report unto himself but here is where all methods available should be used to involve him--to interest him--to encourage him in an area that makes him work while enjoying learning. Music may be the catalyst that favorably changes his personality.

Application for Career Development

Curriculum Projects

1. Applicant's name Clarence D. Badger

2. Grade level 11 - 12

3. Department Business

4. Date of application April 11, 1972

5. Proposed dates of project June

6. General description of proposed project

   A. Overall plan

   B. Rationale (why you think this program will be meaningful to students)

7. Goals of objectives

8. Evaluation

7 to 8 working days

film and processing

transportation

OBJECTIVES:

1. To develop career objectives in students by associating themselves with local employees and positions in our community.
2. To reinforce what is taught in school to show its relevancy and to draw a closer association between the classroom work and the application of that work on the job.

PROCESS OBJECTIVES:

1. To take from 400 - 500 slides of many of the local occupations and tie them directly to course content of the Office Procedures and Bookkeeping classes.
2. A number of slides will be taken of a single position to show the multiple facets of that position.
3. To provide career groupings reflecting local companies from the smallest to the largest. (example-a private tax specialist to a large cost department of the accounting section of the Northwest Paper Company.)

PROJECT SUMMARY AND CONCLUSION

Field trips have been pushed by the administration for a number of years as being an intricate part of the curriculum and it is true that they can be, but it is also true that they are not always effective in all cases. It is true that field trips can provide visual knowledge to a lot of students in a few areas of interest for curriculum support. An example of this is the area of business classes. In Cloquet we have many career oportunities directly connected with each area we teach and it would be an impossibility to take a field trip to investigate each of these areas. I feel that it is important that that we do in class be tied more directly with the companies and jobs that exists in our community. Our graduating students after having been on the job a short time came back to school with one standard comment, which usually goes like this.. "I never realised that what we were learning in business classes is what we really have to use on the job." No matter how you tell them or what is in the texts they have a hard time associating it to actual jobs in business.. I feel that students have a difficult time relating to actual jobs situations without seeing them in some fashion. We have tried field trips, but with a large number of students and limited time, they are very limited in their effectiveness. A very important consideration is the fact that field trips are becoming more and more demanding on the companies and employees because of the increasing demands being placed on them by the schools.

I have looked at a number of alternatives, but one of these appears to be quite workable and with the possibility of students deriving maximum benefit from it. I am not a believer in great productions or multi-medias with sound effects and gimicks to impress students, but I do believe that the following project if set up and used properly can be a very effective teaching tool by which students will become job conscious.

EXAMPLE

I teach a unit on filing in which the classroom work takes from 6-8 weeks. During this time the techniques and skills of filing are taught with the aid of a small practice set. As we cover each area of filing, sutuents can relate these areas to actual jobs and positions by slides. These slides would show local people in positions where filing is being used and it would involve filing in many varieties of companies, from the very small to the very large companies and from simple filing methods to the complex ones. All aspects of filing can be seen and students should be able to identify with graduated students and working neighbors right on the job. They can see these people in actual positions of responsibility at the actual time the class is being taught. This should start the students thinking in terms of actual positions and career groupings. I feel that much more ground can be covered with a camera in some situations than with many field trips, that never seem possible to scheduled at the exact time they are needed. To receive maxium benefit from this approach the slides must be shown as each small unit is taught. It is important to see that this is only one example and that slides would be used in all aspects of the Office Procedures classes.

School Offices

Administration

1. Receptionist
2. Secretary to Superintendent - desk and room layout
3. Filing
4. Bookkeeping Machines
5. Secretary and Insurance

Senior High School

6. Principal's Secretary at the typewriter
7. Bookkeeper for High School
8. Counselors' Secretary working with report cards
9. " " " " " "
10. " " stuffing envelopes

Northwest Paper Co.

Billing and Central Distribution

11.
12. Personnel man on telephone
13. Girl at files
14. Secretary - at secretarial unit
15. Two girls - mail scale and other equipment

Customer Service

16. Secretary at desk file
17. Secretary at phone
18. Man at files
19. Man at IBM-2260
20. Girls putting in orders on IBM-2260

Data Processing

21. Programmer
22. Key-punching
23. " "
24. Verifying
25. 360 Printer with ovserver
26. Card read punch
27. Programmer - punching
28. Preparing data for punching - man at desk
29. Data - secretaries' desks
30. Data - " typing
31. Sorting and data room
32. 360 Computer and operator

Hill Scheduling Department

33. Photocopy machine - operator
34. Secretary - with equipment
35. Secretary at work
36. Scheduling room - room layout
37. Man at desk and woman at IBM 2260
38. Filing units and desks
39. Desks and calculators
40. Secretary
41. Tele-communication
42. Man at work - scheduling production (unit layout)
43. Receptionist - building entrance
44. Young people applying for jobs (reception room)
45. Picture of N.W.P. Co. switchboard and Pat Skull
46. Switchboard, two people and work area.
47. Switchboard and information area

48. General Secretary (voice machines and work area)

49. " " (same as #48)

50. Vault file

51. Executive hall leading to offices

52. Executive desks

53. " "

54. Secretarial in Technical Services

55. " " " " (duplicating and copy equipment)

56. Paper inspection

57. Man at desk

Payroll

58. Time cards and check out

59. Time office

60. " "

61. Working on time cards

62. " " " "

Miscellaneous

63. Northwest Paper Company sign - mill entry drive

Northwest Paper Company - west end offices

64. Receptionist - west end

65. " " " - switchboard

66. Sales - accounting men at work (equipment)

67. " " " " " "

68. " " " " " "

69. Sales - secretaries' room design

70. " " desk and equipment

71. " " " " " (voice machine)

72. " " files

73. " " copy holder

74. Secretary

75. Files

76. Files

77. Duplicating equipment

78. Vice President's secretary at desk

79. " " " " files

80. Insurance Department - secretaries -

81. " " " "

82. " " "

83. Man at desk work area

84. Executive secretary at desk

85. " " " files

86. Executive office

87. Executive secretary-

88. " "

89. " "

90. Copy machine

91. Mail room-meter and scale

92. Secretary of Accounting Department (Eva)

93. " " " "

94. Accounting - men at work

95. " " " "

96. " " " "

97.

98.

99.

100.

101.

102.

103.

Northwest Paper Company - west end office

104. Accounting desk and papers

105. Land and Timber - Mr. Purcell, Accounting

106. " " " - electronic calculator

107. Young girl working on files - notation on letter

108. Manager's office and his reference library

109. Executive secretary

110. Secretary and work area

111. Telecommunication

112. Mail and secretary desk of insurance department

113. Secretary and relationship to manager's office

114. Secretary and rotary file

115. Print ship - secretary

116. Man running printing equipment

117. Man running printing equipment

Sinclair - Lakeland Oil Company

145. Young girl at posting machine

146. Young girl at posting machine and ledger card file

Dentist's Office

147. Receptionist

148. Receptionist at desk - open letters

149. Receptionist and typist at desks

Minnesota Power and Light Company

150. Girl at information counter and rotary files

151. Girl teller checking light stubs against tape

152. Secretary inserting carbon

153. Secretary setting up boss's appointment calendar

Red Carpet

154. College student is sales

155. College student at equipment

Johnson Company

156. General work area and equipment

157. Mr. Johnson with order file

158. Credit manager and work area

159. Collection teller

160. Sorting invoices

161. Accounts receivable - girl at work

162. Posting

163. Copy equipment and ledgers

City National Bank

164. Receptionist and secretary at phone

165. Receptionist and secretary at card file

166. Bank President's desk

167. Bosses desk and equipment

168. Girl at desk - assistant cashier

INTRODUCTION TO OFFICE PROCEDURES

Meeting the public and working with fellow workers

Slide # 212 - First National Bank

175 - Bell Telephone

127 - Credit Union

128 - Data - Two sisters Jen and Kathy

129 - Credit Union Teller

217 - Dr. office

Typing and Job opportunities and varied opportunities

Tabulation typing city offices

225 Legal forms Yetha - Newby

Letters

Manuscript

115 Print shop N.W.P. # 118 - off set

239 Pine Knot

Key punch Kathy

Key punch and keyboard

20 IBM 2260

225 Legal typing

Telephone usuage

45 N.W.P. East End

65 N.W.P. East end

69 Sales

235 Pine Knot

17 N.W.P. Secretary

141 Sorenson Realty

164 City National Bank # 166 President to desk

Filing

197 Visible file at First National

198 Standard file

114 Desk file

92 Secretarial file

16 Hanging file

147 Doctors file

Desk arrangement

224

2

6

48

88

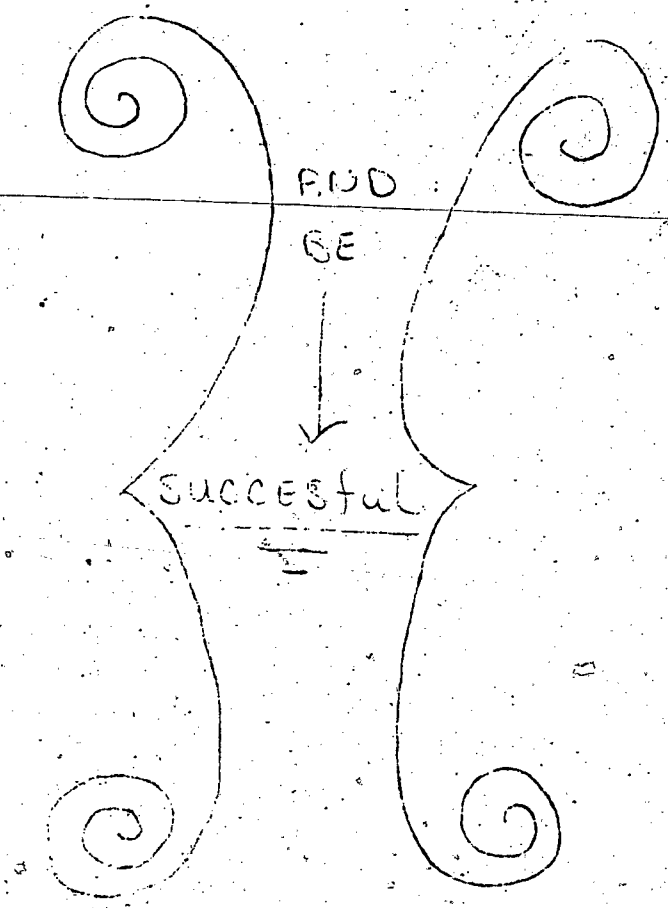
151

Reference library and its usuage

108

227

BEING A CLERK "TYPIST"



CLERK TYPIST

Clerk typists operate the machine found in almost every business office. The typewriter. Their main job is to produce typed copies of printed and hand written materials. This line of work is different from other office employees work, because the typewriter is the main job.

Beginners (junior typists) do the work of just addressing envelopes, typing headings on letters, typing from hand written drafts and doing other routine work. Experienced (senior typists) require a high degree of accuracy and judgment. They work from rough drafts that are hard to read, type complicated statistical tables, and rearrange materials from different sources to produce master copies to be reproduced by photographic processes. A few specially trained typists operate teletypewriters, proportional spacing typewriters, and other special kinds of typewriting machines.

PLACES OF EMPLOYMENT

Almost 700,000 workers were typists in 1970 and all these workers, 95% of them were women. These typists are employed in private and public enterprises of practically every kind, particularly in manufacturing firms, banks, insurance companies, and federal, state and local government agencies. Over one-half of all typists worked in places such as these in 1970.

TRAINING

If you are an applicant for a typing position, take into consideration what is expected of you. You should be able to type at least 40 to 50 words a minute. Also, a good understanding of spelling, vocabulary, punctuation and grammar are needed. Your employer will probably give you a typing test to determine your speed and accuracy.

Employers generally prefer to hire high school graduates. If you have had training in areas such as business training (including operation of office equipment); this may be very helpful in getting you a job.

Other important qualifications include finger dexterity, accuracy, neatness, a friendly personality, and the ability to concentrate in an office where distractions are quite often.

A junior typist may be promoted to a senior typist or to a greater clerical work which requires a higher pay. Typists who know shorthand may be promoted to stenographer or secretary.

EARNINGS AND WORKING CONDITIONS

In 1970 the average monthly salary for beginning typists in the Metropolitan area was $369 and $457 for experienced typists. The salaries vary from location, industry, and experience. Working conditions are similar to that of other office workers in other firms.

EMPLOYMENT OUTLOOK

Employment for typists is expected to be favorable in the 70's. In addition to the rapid growth of employment, many thousands of openings will be open for workers to replace typists who retire or stop for other reasons. Openings open because many young women leave to care for their families.

As businesses expand, more typists will be needed. However, duplicators increasingly will be used for routine typing and will limit demand for junior typists. The greatest demand will be for senior typists and for typists who can do other office work.

Career Development
Committee Action
For Curriculum Projects
Evaluation Report

1. Don Schow - Advisor

2. Senior High

3. Business Education (Vocational - Office Education)

4. Project - Fall Leadership Conference

5. Dates of Project November 5 and 6, 1972

6. Evaluation of project as indicated in application.

A. Each student wrote out their own individual evaluation of the conference which included many ideas about the conference. Most of the students expressed a great deal of satisfaction with the mini-career groups they attended. All of the students had experiences and became more aware of the things they needed for different occupations. All students enjoyed the conference very much.

B. Upon return each student gave an oral report of their individual assignment during the conference to the rest of the Occupational Relations class as well as telling all their friends. These reports included the special sessions that each student was assigned to as well as other specific information each student was given to report about. The reports varied in length some of them wrote very complete reports while others were not so good.

These reports are in my file if anyone would like to read them. The students are keeping some of the materials they received at the conference for future reference.

C. Long term evaluation and the written evaluation of the advisor will be combined in this section.

The Seventh Annual Fall Leadership Conference of the Minnesota Office Education Association was held Sunday and Monday, November 5 and 6 at the Radisson South Hotel in Bollmington. Besides the 13 students from Cloquet the group was comprised of Minnesota high school students who have demonstrated a desire to pursue an office occupations career. One thousand two hundred seventy three students attended the conference from 91 different schools in Minnesota.

In addition to decorating the Radisson South Hotel with banners, posters, and other such campaign media, taking on the auspices of a national political rally, delegates, local officers, and candidates for state office had an opportunity to attend mini-sessions. Some of the mini-sessions were designed to train chapter and state leaders while others were designed to train or inform students on many different office occupations. The following occupational mini-sessions were offered:

General Secretary

Legal Secretary

Medical Secretary

Receptionists

General Office Clerk

Bookkeeper

Accountant

Executive Secretary

Stenographer

Machine Transcriber

Office Machines Operator

Clerk Typist

Computer Programmer

Computer Operator

Office Supervisor

Owning Your Own Business

Included with this evaluation are some sample booklets that were provided in most mini-sessions.

At the present time our class is in the process of revising and reproducing many of these booklets to pass out to students here at Cloquet Senior High School. All of the mini-sessions were well staffed by individuals who are currently working in the occupation of the mini-session. The authorities in the field had information and suggestions that the students appreciated very much.

The 13 students that attended the conference from Cloquet really enjoyed the experience and opportunity to be a part of the Fall Leadership Conference. Since the conference, the students who attended have mentioned it just about every week.

I believe the goals and objective stated in the application were met and in some cases were probable surpassed.

As far as a long term evaluation of the project, I believe it has had a real good impack on the students and they seem to be passing along the information to others who may be interested along these lines.

The final evaluation of this project will probable last for a number of years. As I mentioned we are reproducing the booklets from the mini-sessions as well as passing along the information orally. The experiences the students received is something they will remember the rest of their life.

All of us who attended the Fall Leadership Conference would like to thank Career Dedevelopment for making this project possible.

Career Development
Committee Action
For Curriculum Projects
Evaluation Report -

1. Don Schow - Advisor
2. Senior High
3. Business Education (Vocational - Office Education)
4. Project - Spring Leadership Conference
5. Dates of Project - March 12,13, and 14, 1973
6. Evaluation of Project as indicated in application.

A. Each student wrote their own evaluation of the conference. All four of the students wrote that they enjoyed the conference. The reports will be in my file if anyone would like to read them.

B. The students gave oral reports to the class on the events at the conference. The reports created much interest among the other students in the Office Occupational Relations Class as well as other Juniors in school.

C. The following is my over-all evaluation of the conference. First of all the conference was one of the best organized that I have ever attended. All the way from registration to check out it was very well planned to make the most of the time available.

Each of the four students attending competed in three different contests. The different contests were:

Job application and Interview
Business Math
Stenography II
Clerical II
Filing
Data Processing - Key Punch
Spelling
10 Key Adding Machine
Machine Transcription

There were 1100 students at the conference from 96 different high schools in Minnesota. The following article was written for the Pine Know by two of the students.

TWO CLOQUET STUDENTS PLACE IN STATE MOEA CONTEST

"Ambition, Competition for MOEA Recognition" was the theme of the Secondary Office Education Association Seventh Annual Spring Leadership Conference held March 12, 13, and 14, 1973 at the Raddisson South Motel in Bloomington.

The Minnesota Office Education Association members are a group of Minnesota high school students enrolled in office education courses which direct them toward specific occupational careers.

Some 1100 students competed in occupational cluster and chapter contests. Two Cloquet Office Education students placed in two of these events. Debbie Bergfalk placed third in the Job Application Contest, and Debbie Saeland placed second in the Data Processing-Key Punch Cluster. Both of these students have an opportunity to compete in the national event in Albuquerque, New Mexico, on May 5,6,7, and 8th.

Other MOEA students participating in the Spring Leadership Conference from Cloquet were Lori Hage and Tobi Eknes.

As a result of the students attending the conference and placing in the contest they will be going to Albuquerque, New Mexico on May 5, 6, 7, 8, and 9th. The training stations where the students in the Office Vocation Education Program train have donated the money to send the girls. While raising the money for the girls, the business people were made aware that it was through career development funds that the girls had an opportunity to participate in the contest and were now able to go to New Mexico.

I don't think their is any way I can put on paper the value of the students (and myself) going to the National Leadership Conference in New Mexico. The interest has made a lot of people aware of the opportunities in Office Education.

Again I want to thank Career Development for making the funds available to attend the conference and expand the value of Office Education.

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THE RECEPTIONIST

THE RECEPTIONIST

It's always nice to be greeted by a warm friendly smile when your a stranger walking into a strange room. That's the receptionist's job. They make you feel welcome and help guide you to the right office your appointment is made. She takes down your name and what the nature of the call is about. Then she brings you to your destination.

The receptionist must always be sure she gives pleasant assistence to the vistor and make sure he leaves being pleased with that company. She must be on guard watching her manners, actions and attitude. She should accept all the visitors on equal terms pleasing all of them. Her total image should also be good, such as dress, posture, cleanness and she should look alert at all times.

The main job of a receptionist is answering the telephone. It may not seem hard for someone to just "answer" a telephone. She should answer in a way which would not disturb the caller. She should be courteous and calm and talk in such a way, that the caller can understand everything she has to say. She also may be working the swithboard and this takes a lot of patience. She should handle each call with a pleasant voice even though at times it may be pretty frustrating.

Another job of the receptionist could be sorting and passing out mail. Future opportunities for job placement for receptionists appear to be good in most business firms. It may be said that though competition exists, one's chances for obtaining employment as a receptionist increase with the amount of business training and the number of office skill one may possess. The most available jobs are found in cities rather than in rural areas.

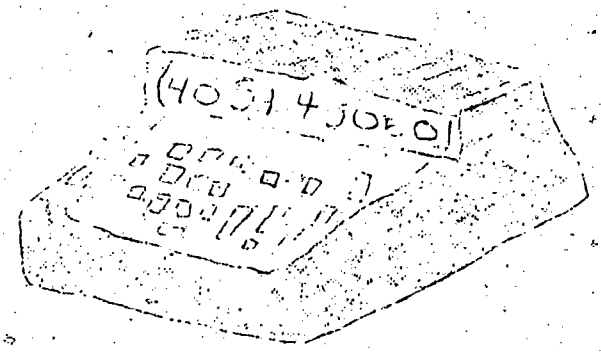
In a few types of offices, there may be some evening work. This is usually not overtime work, but is compensated for by time off on other days. Paid vacations are usually two weeks or more at regular pay, and depending upon the job, many receptionists get paid time and a half for any over-time worked. This field offers steady employment due to the fact that almost all young girls get married and leave openings in their jobs.

Most receptionists earn $65 to $90 for a 35 to 40 hour week. The higher salary is usually earned by receptionists who also serve as switchboard operators or perform some secretarial duties.

The receptionist works inside in pleasant, comfortable surroundings. Her office is usually busy with people constantly and may work under tension a great deal.

Most of the day is spent sitting, but in some cases the receptionist may walk from office to office showing callers their way. The job calls for emotional balance rather than physical stamina.

BEING AN OFFICE MACHINE OPERATOR



BEING AN OFFICE MACHINE OPERATOR

A. Job Description

Machine operators are employed by firms who have a great deal of paperwork. Tabulating, adding, key-punch, duplicating, and many other types of office machines speed up the process.

About three-fourths of all office machine operators are women. Women outnumber men in practically all types of office machine jobs except those which involve operating tabulating machines. The types of machines used in modern business offices are so varied that it would be almost impossible to list them all. They range from simple mechanical devices to electronic equipment capable of performing highly involved computations.

B. Duties

Many of thise workers, such as the key-punch operator, have job titles related to the kinds of equipment they use.

BILLING MACHINE OPERATORS use machines that both type and add while preparing statements relating to customer's purchases. By striking lettered and numbered keys on the machine, the operator enters on each bill such information as the customer's name and address, the items bought, and the amounts of money involved in each transaction. Then when other keys are pressed, the machine calculates and prints totals, discounts, and other items.

BOOKKEEPING MACHINE OPERATORS use office machines that record all the financial transactions of a business. By pressing the necessary keys on a machine, the operator makes entries on bookkeeping forms which have identifying headings, calculates and posts totals, net

amounts, and does other computations. Through the use of bookkeeping machines, operators also prepare periodic trial balances, sumary reports, and other statistical information.

ADDING and CALCULATING MACHINE OPERATORS use electrically operated machines to make the computations needed in preparing payrolls and invoices, and in doing other statistical work. By striking numbered keys, operators "put into" these machines the numbers involved in each calculation. Then, when other keys are pressed by the operator, the machines compute the desired totals and record the results automatically. Adding machine operators use their machines to add and subtract numbers, and sometimes to multiply. The calculator is more complex than the adding machine and has a much larger keyboard. Calculating machine operators use the calculator not only to add, subtract, and multiply, and divide, but to get square roots, figure percentage distributions, and do other computations. Many office workers who operate adding machines and calculators part time also perform office duties.

MAIL PREPARING and MAIL HANDLING OPERATORS run automatic equipment which handles incoming and outgoing mail. Only in offices which handle a very large volume of mail does this work require a full-time operator. Some operators feed incoming mail into machines which open the envelopes. Other operators place outgoing mail on the loading racks of machines which fold enclosures and/or insert them in envelopes or address, seal, or stamp envelopes. Operators of addressing machines, who work mainly in offices where circulars, magazines, and other materials are regularly sent to people on mailing lists, run machines which print addresses and related information either from stencils which have been cut by typists

or from plates prepared by EMBOSSING MACHINE OPERATORS, on a special kind of typing machine.

OPERATORS OF DUPLICATING MACHINES handle equipment which produces copies of typewritten, printed, and handwritten documents more quickly, and/or inexpensively than is possible by typing. Although some equipment of this kind can be operated by almost any office employee, the more complicated duplicating machines, which are capable of producing thousands of copies of typewritten and handwritten documents in a single "run", are usually operated by trained duplicating machine operators, who spend most of their time doing this work. The operators who use these machines insert in the machine a "master copy" of the document to be reproduced and then adjust the mechanism and start the machine. Each operator must see that the machine is kept properly adjusted so that it produces legible copies. On some machines, the operator also feeds in the paper used for making copies and removes finished batches of work manually; on other machines, feeding and offbearing are done automatically.

OPERATORS of TABULATING MACHINES and related equipment run machines designed to sort and count large quantities of accounting and statistical information. Information to be processed in a tabulating machine is first transferred to cards by KEY PUNCH OPERATORS. By using machines similar in action to typewriters, these workers punch holes in the cards in such a position that each hole can be identified as representing a specific item of information. These punched cards may be used with electronic computers as well as tabulating machines.

SORTING MACHINE OPERATORS then run the punched cards through sorting machines which automatically separate the cards according to the location of the holes and arrange them in any desired order. Next, the tabulating machine operators insert the batches of punched cards into machines

which count the various items punched on each card, multiply and make other calculations, and print the results on accounting records and other business forms.

C. Job Opportunities

According to the U.S. Bureau of Labor Statistics, about 325,000 were employed as office machine operators in 1968, (not including electronic computer operators). About 25,000 job openings for machine operators are expected to occur each year through the 1970's. The number of job openings will increase rapidly as business organizations continue to grow in size and number and the volume of billing, computing, duplicating, and other work continues to mount. Other openings for office machine operators probably will be created by the introduction of new types of mechanical office equipment with speed recording, copying, and other office work.

D. Requirements

A high school diploma with some specialized training is a prerequisite for employment as a office machine operator. Additional training beyond high school in a private business school, Junior College, or technical school is desirable. Courses providing opportunity to gain skills and knowledge in preparation for employment include: typing (at least one year), office practice (including duplication, filing, telephone procedures), business machines (10 key adding machine and desk calculators), recordkeeping, bookkeeping, or accounting, and business arithmetic.

For work such as operating key driven calculators and some kinds of tabulating and duplicating equipment, specialized training is usually necessary. Employers usually give newly hired office machine operators some on-the-job training. Even employees who have some earlier training

or experience in office machine operation need to become familiar with the particular equipment they will be using on the job; differences exist between the calculating machines produced by one manufacturer and by another, for example, and new models sometimes differ considerably from older models.

Finger dexterity, coordination of eye and hand movements, and good vision are important for most office machine operator jobs. It is helpful for billing and calculating machine operators to have sufficient sense of mathematical relationships to enable them to detect obvious errors in computations. Some mechanical ability is advantageous, especially for duplicating machine operators. Accuracy, attention to detail, ability to following directions carefully, and a high degree of concentration are essential qualities.

E. Careers in which these Jobs are Available

Office machine operators are employed mainly in firms handling a large volume of recordkeeping and other paperwork. Consequently, a great many operators work in large cities where such firms are usually located. Approximately one-third of all office machine operators work for manufacturing companies. Others work for banks and insurance companies, government agencies, and wholesale and retail firms. Some office machine operators are employed in "service centers"-- agencies which are equipped with various kinds of office machines and contracts to handle, for other firms without this equipment such tasks as preparing monthly bills and mailing circulars to lists of prospective customers.

Since there is a continuing demand for office machine operators, it is relatively easy to secure employment. The job placement centers frequently provided by schools are excellent sources of job opportunity. Many high school and post high school institutions offer cooperative work

experience programs; often students who have been placed with a firm as a part of a school program remain with that organization on a full time basis after graduation. Nearly all newspapers in large cities list numerous opportunities in their classified section.

F. Working with Other People

Since the firms that employ office machine operators are usually quite large, it means there are many fellow workers. They are not constantly meeting the public, as some workers do in other occupations, but they still need to have considerable cooperation among the co-workers.

Working conditions for office employees are generally desirable. Employers realize that modern equipment and furniture enhance employee productivity. Therefore, chairs, desks, and typewriters, are usually designed for comfort.

Because of the noise created by some office machines, operators often work in groups in areas which are apart from other company offices. In other respects working conditions are similar to those of other clerical workers.

G. Opportunities for Advancement

Most employers of office machine operators follow a promotion-from-within policy. Promotion may be from a beginning routine machine job to a more complex one--for example, from key-punch operator to tabulating machine operator. Advancement in offices which have large clerical staffs may be to positions in which they are responsible for training beginners or else to supervising positions as section or departments heads.

H. Salary (Out of the Metropolitan Area)

Key-punch operators earn a monthly average of $479. It can range to $400-600. Computer operators earn a monthly average of $600.

I. Salary (In the Duluth Area)

According to the Minnesota State Employment of Duluth, the wages for a machine operator goes as follows:

A key-punch operator earns about $350-450 a month. It can go as high as $600-700. Working in bookkeeping goes as high as $3[illegible]-350 a month. It can go as high as $400.

Most operators can anticipate two weeks paid vacation after one year of service. Longer vacations have become available with additional years of seniority. Most office employees work forty hours per week, but there is a trend for shorter hours. Typical fringe benefits include life insurance, medical insurance, sick leave, and retirement programs. Few office machine operators belong to unions.

J. Sources Used for this Information

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2. Minnesota State Employment Service, Duluth

3. Minnesota School of Business Placement Report for September of 1973.

The Job of a Newswriter

Cindy Colburn
Journalism I

A GREAT AMOUNT OF WORK MUST BE DONE ON EACH NEWS STORY BEFORE IT IS READY TO BE PUT INTO PRINT. AFTER THE NEWS IS GATHERED, THE NEWSWRITER HAS MANY TASKS TO PERFORM IN ORDER TO PREPARE HIS STORIES.

THE NEWSWRITER MUST FIRST OBTAIN THE NEWS HE WILL WRITE ABOUT FOR HIS ARTICLE. HE MAY HAVE SPECIFIC ASSIGNMENTS WHICH THE EDITOR HAS GIVEN HIM OR HE MAY FIND HIS STORIES BY HIMSELF. HIS INFORMATION MAY BE COLLECTED BY OBSERVING THE NEWS AS IT IS HAPPENING OR THROUGH PURSUING THE DETAILS AFTER THE EVENT HAS TAKEN PLACE. NEWSWRITERS ARE SOMETIMES ASSIGNED TO SPECIALIZED FIELDS SO THAT THEY MAY CONCENTRATE THEIR TALENTS AND BACKGROUND KNOWLEDGE IN THAT FIELD. FURTHERMORE, IT ALLOWS THEM TO DEVELOP RELIABLE CONTACTS WHICH WILL BE USEFUL IN ACQUIRING GOOD MATERIAL.

IN ADDITION TO HIS OWN OBSERVATIONS, THE NEWSWRITER WILL OFTEN HAVE TO DO A LOT OF INTERVIEWING. THIS IS A JOB WHICH CAN TAKE A GOOD NEWSWRITER YEARS TO PERFECT. AS BARBARA WALTERS POINTS OUT IN HER BOOK How to Talk with Practically Anybody About Practically Anything, THERE ARE DIFFERENT APPROACHES TO USE WITH DIFFERENT PEOPLE. MOREOVER, SHE STATES THAT THERE ARE SOME PEOPLE WHO ARE JUST IMPOSSIBLE TO INTERVIEW.

WHEN THE NEWSWRITER HAS THE MATERIAL FOR HIS ARTICLE, IT IS NECESSARY FOR HIM TO LOOK OVER IT VERY CAREFULLY, SEARCHING FOR FACTS AND OPINION. IT IS IMPORTANT FOR HIM TO ELIMINATE ALL OPINIONS AS A NEWS STORY SHOULD CONTAIN ONLY FACTS. HOWEVER, A NEWSWRITER MAY USE OPINIONS OTHER THAN HIS OWN IF THEY ARE PRESENTED AS OPINIONS BY THE USE OF DIRECT AND INDIRECT QUOTATIONS ~~PRESENTED~~ AND ARE ATTRIBUTED TO PERSONS EITHER NAMED OR IMPLIED, OR IF THE STORY IS BY-LINED TO INDICATE THE OPINION OF THE AUTHOR.[1] THE NEWSWRITER MUST ALSO DISCARD LIBEL, RUMOR, MALICIOUSNESS, AND FALSEHOOD. TO PRINT SUCH THINGS WOULD BE UNFAIR AND COULD CAUSE SERIOUS TROUBLE FOR THE WRITER AND THE NEWSPAPER OR MAGAZINE HE WRITES FOR WHICH ALLOWED THE ARTICLE TO BE PRINTED.

1-TAKEN FROM JOURNALISM IN THE MASS MEDIA BY NORMAN B. MOYES AND DAVID MANNING WHITE.

THE BEST NEWS STORIES ARE THOSE THAT APPEAL TO A LARGE AUDIENCE. AN EXPERIENCED NEWSWRITER WILL NOT ONLY WRITE STORIES THAT HE KNOWS WILL INTEREST HIS READERS; HE WILL ALSO WRITE ARTICLES TO TRY ATTRACT INTEREST TO WORTHY MATTERS ABOUT WHICH MOST READERS HAVE SHOWN NO CONCERN. BESIDES THESE CONSIDERATIONS, THE WRITER SHOULD CONSIDER THE FOLLOWING NEWS ELEMENTS[1] WHEN PREPARING TO WRITE A NEWS STORY THAT IS RELEVANT TO THE READER:

HUMAN INTEREST-STORIES DEALING WITH THE BASIC HUMAN NEEDS-FOOD, CLOTHING, AND SHELTER-HAVE GREAT INTEREST VALUE TO READERS. THE MAJORITY OF HUMAN INTEREST STORIES CONCERN EMOTION. THE WORD "EMOTION" COVERS THE GAMUT OF HUMAN RESPONSES RANGING FROM BASE INSTINCTS TO THE HIGHEST SPIRITUAL SATISFACTIONS.

IMMEDIACY-NEWS IS PERISHABLE; OLD NEWS LACKS THE INTEREST OF CURRENT NEWS. THE FRESHER THE NEWS, THE MORE APT IT IS TO CAPTURE READER INTEREST. MANY NEWSPAPER EDITORS AVOID PUBLISHING UNTIMELY NEWS BY BECOMING INFORMED IN ADVANCE ABOUT EVENTS PLANNED TO TAKE PLACE WHEN THE PAPER IS PUBLISHED.

PROXIMITY-A NEWSWRITER SHOULD WRITE ABOUT PERSONALITIES AND ISSUES RELEVENT TO THE INTERESTS OF HIS READING AUDIENCE; READERS ARE USUALLY MORE INTERESTED IN NEWS ABOUT THEMSELVES AND ABOUT PROBLEMS DIRECTLY RELATED TO THEMSELVES, THEIR FAMILIES, AND THEIR FRIENDS THAN THEY ARE IN READING ABOUT UNFAMILAR PEOPLE AND UNFAMILAR SITUATIONS.

PROMINENCE-READERS ENJOY NEWS ABOUT WELL-KNOWN PEOPLE. HUMAN BEHAVIOR IS HARDER TO INTERPRET THAN FACT, AND READERS REAPOND TO NEWS ABOUT PEOPLE IN A MORE EMOTIONAL WAY THAN THEY RESPOND TO NEWS ABOUT EVENTS.

CONFLICT-A NEWS STORY OF A CONFLICT BETWEEN TWO PERSONS SPARKS READER INTEREST. IF A CONFLICT STORY INVOLVES VERBAL CONFRONTATION, THE PERSONS INVOLVED SHOULD BE ACCURATELY QUOTED. OBJECTIVITY, ALWAYS IMPORTANT IN UNBIASED NEWS REPORTING, IS ESPECIALLY IMPORTANT WHEN COVERING NEWS EVENTS THAT CONTAIN THE ELEMENT OF CONFLICT.

EMOTION-GOOD NEWSWRITING, WHILE NEITHER SENTIMENTAL NOR MELODRAMATIC, MAY OFTEN

BE EMOTIONAL. NEWSWRITERS CAN STIMULATE READERS BY AROUSING THEIR EMOTIONS.

CONSEQUENCE—IT IS IMPORTANT THAT NEWSWRITERS BECOME CONCERNED AND INFORMED ABOUT THE SOCIAL PROBLEMS AND PUBLIC WELFARE MATTERS THAT MAKE A DIFFERENCE IN THE LIVES OF THEIR READERS. NOTED COLUMNIST BOB CONSIDINE HAS SAID THAT, SECOND ONLY TO THE CLERGY, NEWSMEN HAVE THE OPPORTUNITY TO HELP THEIR COMMUNITY FORMULATE A SENSE OF VALUES.

~~WRITING THE LEAD~~

WHEN THE NEWSWRITER IS READY TO START HIS ARTICLE, HE MUST START BY WRITING THE LEAD. THE LEAD IS THE MOST IMPORTANT PART OF A STRAIGHT NEWS STORY, AS IT IS ACTUALLY A SUMMARY OF THE ENTIRE STORY. SINCE THE LEAD IS A SUMMARY, IT SHOULD BE PRESENTED IN THE FIRST SENTENCE, PARAGRAPH, OR THE FIRST TWO OR THREE PARAGRAPHS, DEPENDING ON THE LENGTH OF THE STORY. THE LEAD ANSWERS AS MANY OF THE "FIVE W'S" AND H— WHO, WHAT, WHERE, WHEN, AND HOW—AS ARE IMPORTANT. BY BEGINNING HIS STORY WITH THE MOST IMPORTANT FACTS, THE NEWSWRITER HAS STARTED WRITING HIS STORY IN THE INVERTED PYRAMID FORM LIKE THIS:

THE INVERTED PYRAMID FORM HAS THE MOST IMPORTANT FACTS APPEARING FIRST AND THE LEAST IMPORTANT APPEARING LAST. THIS IS THE BEST FORM AND THE MOST OFTEN USED FORM FOR STRAIGHT NEWS STORIES BECAUSE READERS CAN GET THE MOST IMPORTANT FACTS FIRST AND BECAUSE THE STORIES CAN BE SHORTENED EASILY BY DELETING MATERIAL FROM THE END.

AFTER READING THE LEAD, SOME PEOPLE WILL WANT TO KNOW MORE DETAILS WHILE OTHER READERS WON'T BE INTERESTED. THOSE WHO ARE INTERESTED MAY GET FURTHER INFORMATION BY READING THE NEXT SECTION, WHICH IS CALLED THE BODY OF THE STORY. THE BODY CAN BE MANY PARAGRAPHS IF THE STORY GOES INTO ALL THE DETAILS CONCERNING THE LEAD. THESE PARAGRAPHS SHOULD ALSO BE ARRANGED IN ORDER OF IMPORTANCE AND SHOULD

1—THE NEWS ELEMENTS WERE TAKEN FROM JOURNALISM IN THE MASS MEDIA BY NORMAN B. MOYES AND DAVID MANNING WHITE.

FOLLOW ONE ANOTHER SMOOTHLY SO THE STORY WILL HAVE CONTINUITY.[1]

AS NEWSWRITERS GAIN MORE EXPERIENCE, THEY TEND TO DEVELOP THEIR OWN INDIVIDUAL STYLE OF WRITING. A NEWSWRITER SHOULD TRY TO WRITE ALL OF HIS NEWS STORIES IN A STYLE WHICH IS CONCISE AND EASY TO UNDERSTAND. HE DOESN'T NEED TO MAKE HIS STORIES LONG WITH DESCRIPTIONS OF SMALL DETAILS SUCH AS A PERSON PROBABLY WOULD IF HE WERE WRITING A BOOK OR A FICTION ARTICLE.

IT IS EASY FOR A NEWSWRITER TO MAKE MISTAKES IN HIS WRITING, ESPECIALLY IF HE IS IN A HURRY TO GET HIS STORY done IN ORDER TO MEET A DEADLINE. BECAUSE OF THIS, IT IS IMPORTANT FOR THE NEWSWRITER TO CHECK HIS FINISHED STORY FOR ANY MISTAKES HE HAS MADE. MANY PUBLICATIONS WILL HAVE A COPY EDITOR TO SEARCH FOR ERRORS OR THE EDITOR-IN-CHIEF MIGHT DO THE JOB. SOME OF THE THINGS THAT THEY LOOK FOR ARE SPELLING, ACCURACY, SENTENCE STRUCTURE, VERBOSITY, PUNCTUATION, AND GRAMMER. THE LASTER TWO REQUIRE VERY CAREFUL CHECKING AS IT IS OFTEN EASY TO MISS A VERB THAT DOESN'T AGREE WITH ITS SUBJECT OR A MISPLACED COMMA.

WHEN ALL OF THESE THINGS HAVE BEEN DONE AND THE COPY EDITOR HAS WRITTEN A HEADLINE, THE STORY IS FINALLY READY TO BE PUT INTO PRINT IF THE EDITOR HAS CHECKED IT OVER AND FOUND IT TO BE WELL WRITTEN. AN UNEXPERIENCED NEWSWRITER MAY FIND THAT THIS JOB OF WRITING A SHORT NEWS STORY TAKES A GREAT DEAL OF EFFORT AND TIME, BUT AS HE BECOMES MORE EXPERIENCED HE WILL FIND THAT IT GETS EASIER AND TAKES LESS TIME WITH EACH STORY HE WRITES.

1-TAKEN FROM SCHOLASTIC JOURNALISM BY EARL ENGLISH AND CLARENCE HACH.

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   Author: Barbara Walters

2. "I Work on a Newspaper"

   Author: Henry B. Lent

3. Your Career in Journalism

   Author: M. L. Stein

4. Journalism in the Mass Media

   Authors: Norman B. Moyes and David Manning White

5. Encyclopedia International

   Volume 15

6. Get That Story

   Author: John J. Floherty

7. Scholastic Journalism

   Authors: Earl English and Clarence Hach

Career Development
Committee Action
For Curriculum Projects
Evaluation Report

1. Don Schow

2. Senior High

3. Business Education

4. Project - Office Machines and Jobs survey

5. Actual Cost - Salary for project $400.00, Materials $50.00
Total costs $450.00

6. Dates of project was summer of 1973 and school year of 73-74.

7. Evaluation of project as indicated in application follows:

To start the project I visited the business places in Cloquet that use office machines. Some of these put more machines to use then others, but all use some type of machines in keeping their business records.

The type and number of office machines used in the Cloquet area businesses depends a great deal on the size of the business. A business such as Lane-Abrahamson Oil Company which uses the basic adding machine, typewriter, posting machine, credit card machine, and many other smaller machines varies a great deal compared to the very complex number and different kinds that Potlatch - Northwest Paper Division has in use. The two most common machines in any office are of course the telephone and the typewriter. These two have become so common place that most people now do not even think of them as office machines. As these two are so common, I will spend most of the time explaining the other areas.

The main idea of this project was to find out the type of machines used in the local businesses and to see if what we were doing in the school Office Machines Course matched with what was needed in business.

It is hard to realize the total number of business places in the Cloquet area that are using many different types of business machines. During the summer of 1973 I visited over one hundred different firms in the Cloquet area. The machines found, as mentioned earlier, vary a great deal. There are many different brands of calculators and adding machines. These machines also vary from real old ones to the latest in electronic calculators.

As could be expected, the smaller firms had machines that in the most part were older and therefore, were not able to do all the calculations that the new ones could. With the reduction in cost of the electronic calculator it looks like this machine will replace the standard mechanical machine. Most of the firms had no electronic machines as little as four or five years ago and today this seems to be the only type of machine that is really being sold by the dealers. The most popular type of machine, regardless of brand name, is one that has a tape and is capable of doing a number of different calculations.

After the calculators the most common office machines seem to be some form of reproduction equipment. Again, these vary from the very simple to the very complex. I will break these down into two parts: copiers and multicopy machines. Basically the copiers are for from one to one hundred copies and the multicopy machines for over one hundred.

The small firms use copiers to reproduce statements, to copy letters, and many other small numb er items. There are many brands on the market and the amount you pay can vary a great deal. Business places said they paid anywhere from a couple of hundred to a few thousand dollars for the copiers.

Multicopy machines are primarily of three types:

1. spirit duplication
2. mimeograph duplication
3. offset duplication

The type of machines used in the Cloquet area runs all the way from the simple spirit duplicator of a few hundred dollars to the many thousands of dollars paid for the good offset machines. More and more of the companies are going to the offset machines. The reason for this is usually the quality of the copy obtained. Most of the businesses and dealers of office machines think that in a few years the offset will replace most of the other multi-duplication machines.

We have seven businesses in town that use a form of posting machine besides the computer. They are using these machines for keeping records of their accounts receivables and payables mostly. The posting machine that we have in Office Machines in school is very similiar to that used by these businesses.

Another area where quite a number of businesses in the area are now using machines is in recording machines. These are usually called transcribing machines. Again, they can cost a great deal to the less expensive models. Because fewer people can now take shorthand it has become necessary to replace the shortage of people with

machines. The business places I interviewed used these machines for everything from recording messages for their office help to practicing speeches. The thing that makes the machine so great is that it can go anywhere and now they are small enough so they can easily be carried around in a brief case.

Listed below are some of the machines that we are using at the present time or that the students have some time available on the machines in our school Office Machines Course.

10 key adding-listing machines
10 key calculator
10 key electronic calculator
full keyboard adding machine
rotary calculator
mimeograph machine
spirit duplicator machine
posting machine
transcribing machine
key punch machine
telephones
copier
folder
A/V equipment
collator
offset press
different kinds of typewriters
misc. smaller office machines

Each of these units in Office Machines can vary depending on the interest and ability of the student on the unit. Before the student starts on a unit I sit down with him and we decide what he is to cover, how much to cover, what his goal is to be at the end of the unit, and how he should go about doing the work to reach his goal. It would be impossible to include all the units the students cover in this report as each one is somewhat different. I am including one unit on the mimeograph as this unit is the same for all students through the first eleven parts and then it is an individual init.

Also included in this report will be some career occupations booklets that the students have done in Office Machines in relationship to some of the units they cover. There will be others developed as the students prepare for occupations in the business area.

This summer I will be working on a revision of what we are covering concerning the posting machine and key punch machine as I am not satisfied with what we are now covering on these two machines at the present time.

During the school year 73-74 approximately 95 students took Office Machines. Each one of these students writes an evaluation of the units at the end of class and a number of adjustments have been made because of these evaluations.

From talking to the many business men interviewed about what should be covered in the class I find we have a good cross sample of the machines used in the Clogquet area. I have found this project

to be very useful in planning the type of work that should be covered on each machine. From the people in business we are now getting actual forms, papers, and many other items that are being used by them to put into use in our class.

I would like to thank Career Development for the opportunity to improve our Office Machines Course and get things in line with what is actually being done in the business world here in the Cloquet area.

Life Program
Career Education Projects
Robert Stevens

Community Service 1971-72 and 1972-73

We had approximately twenty students involved in this program who served as volunteers primarily in elementary schools in the district. As coordinator, I made arrangemtnt for each student who desired this experience and provided transportation if needed. preparing both the cooperating teacher and student for this program was a very important step, as the nature of our alternative school is educating alienated young people.

The students participated in such activities as turtoring individual students in reading, math etc., helping supervise open gym labs, working with small groups in gym, art, industrial arts etc., run audio-visual equipment and correct papers.

I feel very strongly that this program benefits the kids in many ways in addition to the chance of exploring a possible career opportunity. Two students have indicated a strong interest in pursuing a career in child care services and several others in teachers aides, and or teaching. One individual who has spent her time at the Patterson House has indicated interest in pursuing a career in special mental handicapped education. Others have become interested in day-care work, industrial arts and crafts, and recreational types of occupations.

The students also seem to benefit from the experience by developing a more positive self-image, a sense of having something important to be thankful for and offer others, a feeling of worthwhile accomplishment etc.

Hopefully in the future we may be able to expand this program to include senior citizens and other groups or individuals who might benefit from our services.

Life Program
Career Education Projects

Field Trips 1971-72

St. Paul Post Office - fair tour, good occupational information - viewing of many types of jobs, etc. Students were impressed with repition and what the Postal Department was doing to alleviate boredom.

St. Paul - Hamms Brewery - poor tour, good occupational information - pay, fringe benefits, job descriptions and varities of jobs were discussed.

Mini Tac Taconite Mine - Virginia - excellent tour, very good occupational information, job classes, pay, benefits, tasks etc. were observed and discussed with students. Students were impressed with operation.

Arrow Shirt Factory - Virginia - excellent tour, excellent occupational information, good discussion about job opportunities, pay, fringe benefits, observation of job-tasks left negative impression of boredom and repetition.

Radisson Hotel - Duluth - excellent tour of entire building, talked with several employees who discussed their jobs, pay etc. Heard about 40 different hotel occupations.

Minnesota Highway Department - Duluth - good tour, did not talk to supervisor about employment, pay, bemefits etc. Mainly design, heavy equipment operators, mechanics and office occupations.

Field Trips 1972-73

Ford Motor Company Assembly Plant - St. Paul - very good tour, however guide said very little and group size prohibited question and answers. We observed many jobs in addition to the whole assembly-line type of work but got little information on careers, pay, benefits, demand, skills etc.

Minneapolis Star and Tribune - Minneapolis - excellent plant tour in addition to a slide presentation. The guide was well informed about job opportunities, apprenticeship programs, pay scales, benefits etc. and spent much time discussing these topics with us in a small group. We observed many different job areas.

State Capitol - St. Paul - we toured the capitol building, discussed different types of employment opportunities in government and supportive services.

APPLICATION FOR CAREER DEVELOPMENT

Curriculum Projects

Applicant's name Ray Bolin, Tom Klowkowski, Bob Cresap, Palmer Peterson, Dave Costello

Grade level 10-12

Department Senior High Science

Date of Application December 7, 1972

Proposed dates of project Dec. 23 to Jan. 1 (two days from above).

Goals and Objectives To develop flow charts showing:

A. Career clusters relating to science disciplines

B. Suggested course programs to provide adequate background for career cluster specific career goal

Processes, experiences and activities

Booklet providing:

A. Career clusters relating to science (including inter-disciplinary)

B. Development of file on each career area to include trends and professional-vocational-schools-facilities

C. Community classroom opportunities

D. Flow chart suggesting course work sequence for each career or specific field of interest

Development of orientation-information facility to include Jr. High orientation, Sr. High orientation and guidance, and display of science career clusters with related materials on programmed basis.

Evaluation

Feed-back based upon meeting with Jr. Hi. science teachers relative to modification of flow-chart for registration orientation; feed-back from Sr. High advisors relative to help in registration and programming of advisees; and review of booklet and flow charts by committee of students, teachers, and parents.

AGRICULTURE AND CONSERVATION	Bio. I Ecol. and Gen. Adapt.	Bio. I Invert. Vert. Biol.	Human Biology	Human Physio.-Anatomy	App. Phy. Sci. (Chemistry)	Vo-tech Chem.	Chemistry I	Chem. Study	Chemistry II	App. Phy. Sci. (Pyysics)	Vo-tech Physics	HPP Physics	PSSC	Meteorology	Astronomy	Field Geology	Animal Behavior	Sol. Chemistry	Sel. Top. Astron.	Sel. Top. Biol.	Chem. Cosmetology	Sel. Top. Physics	Organic Chemistry	Reduc. - Oxida.	Ornithology	Sel. Top. Meteor.	Hort.-Flor. Land. -Forest
Agric scientist	✓	✓						✓									✓										
Animal Husbandry	✓	✓		✓				✓				✓															
Apiarist	✓	✓					✓				✓																
Area Game Manager	✓	✓					✓					✓						✓									
Agronomist	✓	✓										✓												✓			✓
Conservation Specialist	✓	✓								✓																	
Conservation Officer	✓	✓									✓																
County Agent	✓	✓					✓					✓															✓
Entomology																											
Forestry	✓	✓					✓																				
Crop	✓	✓										✓															
Farmer	✓	✓			✓						✓																
Fisheries	✓	✓					✓					✓															
Forester	✓	✓					✓										✓			✓				✓			
Floriculture	✓	✓			✓						✓																
Horticulture	✓	✓					✓													✓				✓			✓
Landscape Architect	✓	✓					✓									✓											
Nurseryman	✓	✓					✓																	✓			✓
Park Naturalist	✓	✓																									

	Bio. I Ecol. and Gen. Adapt.	Bio. I Invert. Vert. Biol.	Human Biology	Human Physic.-Anatomy	App. Phy. Sci. (Chemistry)	Vo-tech Chem.	Chemistry I	Chem. Study	Chemistry II	App. Phy. Sci. (Physics)	Vo-tech Physics	HPP Physics	PSSC	Meteorology	Astronomy	Field Geology	Animal Behavior	Biol. Chemistry	Sel. Top. Astron.	Sel. Top Biol.	Chem. Cosmetology	Sel. Top. Physics	Organic Chemistry	Reduc. -Oxide.	Ornithology	Sel. Top. Meteor.	Hort.-Flor. Land.-Forest
Park Management	✓	✓					✓				✓				✓	✓										
Soil Conservation	✓	✓						✓				✓														
Tree Surgeon	✓	✓				✓					✓															✓
Tree Farmer	✓	✓				✓					✓															✓
Veterinarian	✓	✓		✓				✓	✓																	
Wildlife Management	✓	✓		✓				✓									✓	✓								
TECHNICAL AND SUPPORT																										✓
Chiropractor	✓			✓			✓																			
Dentist	✓			✓				✓					✓													
Dental Hygienist	✓			✓			✓				✓															
Dietician	✓			✓			✓				✓															
Hospital Administrator	✓			✓			✓				✓															
Lab Technician	✓	✓		✓			✓				✓															
Medical Technician	✓	✓		✓			✓				✓															
Nurse (registered)	✓			✓			✓				✓															
Nurse (Practical)	✓	?	✓	✓			✓				✓															
Nurses Aids	✓		✓	✓			✓				✓															
Occupational Therapist	✓			✓			✓				✓															
Optometrist	✓			✓			✓				✓															
Optician	✓			✓			✓				✓															

	Bio. I Ecol. and Gen. Adapt.	Bio. I Invert. Vert. Biol.	Human Biology	Human Ph sio.-Anatomy	App. Phy. Sci. (Chemistry)	Vo-tech Chem.	Chemistry I	Chem. Study	Chemistry II	App. Phy. Sci. (Physics)	Vo-tech Physics	HPP Physics	PSSC	Meteorology	Astronomy	Field Geology	Animal Behavior	Sol. Chemistry	Sel. Top. Astron.	Sel. Top. Biol.	Chem. Cosmetology	Sel. Top. Physics	Organic Chemistry	Reduc.-Oxida.	Ornithology	Sel. Top. Meteor.	Hort.-Flor. Land.-Forest
Osteopath	✓	✓		✓				✓	✓																		
Pharmacist	✓	✓		✓				✓	✓																		
Physical Therapist	✓	?		✓								✓															
Physician	✓	✓		✓			✓				✓																
Psychiatrist	✓	✓		✓				✓	✓																		
Social Worker	✓			✓		✓																					
Speech Therapist	✓			✓		✓					✓																
X-Ray Technician	✓			✓		✓					✓																
Medical Records	✓			✓		✓					✓																
Psychologist, clinical	✓			✓							✓																
Food Service Supervisor	✓	✓		✓																							
Histologist	✓	✓		✓																							
Orderly	✓	✓		✓		✓																					
Psychiatric Aide	✓	✓		✓		✓																					
Mortuary Science	✓	✓		✓		✓																					
Surgical Technician	✓			✓		✓																					
Dental Lab Technician	✓			✓		✓																					
Medical Emergency Technician	✓			✓		✓																					
Pathologist	✓	✓		✓																							
Anesthesiologist	✓	✓		✓																							
Public Health Nurse	✓	✓		✓		✓																					

	Bio. I Ecol. and Gen. Adapt.	Bio. I Invert. Vert. Biol.	Human Biology	Human Physio.-Anatomy	App. Phy. Sci. (Chemistry)	Vo-tech Chem.	Chemistry I	Chem. Study	Chemistry II	App. Phy. Sci. (Physics)	Vo-tech Physics	HPP Physics	PSSC	Meteorology	Astronomoy	Field Geology	Animal Behavior	Sol. Chemistry	Sel. Top. Astron.	Sel. Top. Biol.	Chem. Cosmetology	Sel. Top. Physics	Organic Chemistry	Reduc.-Oxide.	Ornithology	Sel. Top. Meteor.	Hort.-Flor. Land.-Forest
Medical Secretary																											
Pharmaceutical Sales Rep			1																								
Medical Receptionist			2	2																							
Para-Medical																											
Radiologist																											
MEDICAL and BIOLOGICAL																											
Architecture & Arch. Eng.			2																								
Aeronautical Engineer																											
Chemical Engineer																											
Civil Engineer																											
Computer Programmer																											
Drafting																											
Electrical Engineer																											
Industrial Engineer																											
Mechanical Engineer																											
Mining Engineer																											
Engineering Technologist																											
Nuclear Engineer																											
Surveyor																											
Mineral Optical Engineer																											

	Bio. I Ecol. and Gen. Adapt.	Bio. I Invert. Vert. Biol.	Human Biology	Human Physic.- Anattomy	App. Phy. Sci. (Chemistry)	Vo-tech Chem.	Chemistry I	Chem. Study	Chemistry II	App. Phy. Sci. (Physics)	Vo-tech Physics	HPP Physics	PSSC	Meteorology	Astronomy	Field Geology	Animal Behavior	Sol. Chemistry	Sel. Top. Astron.	Sel. Top. Biol.	Chem. Cosmetology	Sel. Top. Physics	Organic Chemistry	Reduc.-Oxida.	Ornithology	Sel. Top. Meteor.	Hort.-Flor. Land.-Forest
Marine Engineer	✓			✓				✓					✓	✓	✓	✓		✓								
TRADES: INDUSTRIAL & TECH.		✓																								
Auto body work	✓	✓			✓					✓																
Auto designer	✓			✓				✓		✓		✓														
Auto or motor cycle racer	✓	✓			✓					✓																
baking	✓		✓			✓				✓																
Photographer	✓		✓			✓					✓															
Printer	✓	✓			✓					✓																
Sheet metal worker	✓	✓				✓					✓															
Tool-Die maker	✓	✓				✓					✓															
Truck Driver	✓		✓		✓																					
Welder	✓	✓				✓				✓																
Nuclear Technology	✓					✓					✓															
Instrumentation Tech.	✓	✓				✓					✓					✓										
Electrical Tech.	✓		✓			✓					✓															
Civil Tech.	✓		?			✓					✓															
Appliance Tech.	✓	?			✓					✓																
TV Tech.	✓	?			✓					✓																
Brick layer	?	?			✓					✓																
Carpenter	?	?				✓					✓															
Cook	✓		✓			✓					✓															

	Construction worker	Drafting	Electrician	Electronic technician	Engineering Technology	Factory worker	Heavy equipment operator	Laborer	Machinist	Maintenance and Repair	Meat cutter	Mechanic	Miner	Painter	Pattern maker	Pilot	Pipe- team fitter	Plasterer	Plumber
Bio. I Ecol. and Gen. Adapt.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bio. I Invert. Vert. Biol.	✓	✓	✓								✓			✓				✓	
Human Biology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Human Physio.- Anatomy																			
App. Phy. Sci. (Chemistry)	✓				✓	✓	✓				✓			✓	✓			✓	
Vo-Tech Chem.			✓	✓				✓	✓	✓		✓				✓	✓		✓
Chemistry I																			
Chem. Study																			
Chemistry II																			
App. Phy. Sci. (Physics)	✓				✓		✓				✓			✓	✓			✓	
Vo-tech Physics			✓	✓		✓		✓	✓	✓		✓					✓		✓
HPP Physics																✓			
PSSC																			
Meteorology																✓			
Astronomy																			
Field Geology																			
Animal Behavior																			
Sol. Chemistry																			
Sel. Top. Astron.																			
Sel. Top. Biol.																			
Chem. Cosmetology																			
Sel. Top. Physics																			
Organic Chemistry																			
Reduc.-Oxide.																			
Ornithology																			
Sel. Top. Motor																			
Hort.-Flor. Land.-Forest																			

SCIENCE AND MATH	Chemist	Geologist	Meteorologist	Mineralogist	Oceanography	Biochemist	Pharmacologist	Psychologist	Sociologist	Soil Scientist	Geologist	Soil Technologist	Zoologist	Physicist	Toxicologist	Teacher
Bio. I Ecol. and Gen. Adapt.																
Bio. I Invert. Vert. Biol.																
Human Biology																
Human Physic.- Anatomy																
App. Phy. Sci. (Chemistry)																
Vo-tech Chem.																
Chemistry I																
Chem. Study																
Chemistry II																
App. Phy. Sci. (Physics)																
Vo-tech Physics																
HPP Physics																
PSSC																
Meteorology																
Astronomy																
Field Geology																
Animal Behavior																
Biol. Chemistry																
Sel. Top. Astron.																
Sel. Top. Biol.																
Chem. Cosmetology																
Sel. Top. Physics																
Organic Chemistry																
Reduc.-Oxide.																
Ornithology																
Sel. Top. Meteor.																
Mort9-Flor. Land.-Forest																

	Art Ins. Mfg. Sci.	Meat Inspector	Health Inspector	Fireman	Criminologist	Police	S.RVICE	
	✓	✓	✓	✓	✓	✓	✓	Bio. I Ecol. and Gen. Adapt.
	✓	✓	✓		✓			Bio. I Invert. Vert. Biol.
		✓		✓		✓		Human Biology
	✓		✓		✓			Human Physic.- Anatomy
								App. Phy. Sci. (Chemistry)
		✓	✓					Vo-tech Chem.
	✓		✓	✓		✓		Chemistry I
								Chem. Study
	✓			✓				Chemistry II
								App. Phy. Sci. (Physics)
		✓	✓			✓		Vo-tech Physics
	✓		✓			✓		HPP Physics
				✓				PSSC
	✓							Meteorology
	✓							Astronomy
	✓							Field Geology
	✓			✓				Animal Behavior
								Bol. Chemistry
								Sel. Top. Astron.
								Sel. Top Biol.
								Chem. Cosmetology
								Sel. Top. Physics
								Organic Chemistry
								Reduc.-Oxida.
								Ornithology
								Sel. Top. Meteor.
								Hort.-Flor. Land.-Forest

CAREER DEVELOPMENT PROJECT: ENGLISH

WRITING CHILDREN'S STORIES

Grades 10-12
(with correlation to elementary)

Interdepartmental Cooperation
English
Art
Music
Library
Elementary
Audio-Visual

John A. Baytaert
Cloquet Senior High School
Cloquet, Minnesota

John A. Buytaert
Writing Children's Stories
English: Creative Writing
For Grades 10- 12
(with correlation to elementary)

Cloquet, Minnesota
Time required: individualized, no set limits

Interdepartmental Cooperation
English
Art
Music
Library
Elementary
Audio-visual

****

I. General statement of purpose

The major goal of creative writing is to allow each student individual expression of his own talents in keeping with his own established goals and his preference for writing in a particular field of writing, a particular style, or for a particular purpose. Therefore, this project involved one student's desire to learn more about writing children's stories as a possible career and to learn more about elementary teaching as a possible career. It involved the writing and illustrating of the story; then it involved creating an audio-visual multi-media presentation of the story for use in elementary grades. A second general purpose is to allow the elementary teacher to use the story for career development and/or reading instruction, using the story as a basis for creation of a career exploration unit or as a reading lesson or both.

II. Specific objectives

A. To give the student a variety of experiences in working with people with different talents to achieve the goal of successful completion of a children's story
   1. English teacher: guidance in writing
   2. Art teacher: guidance in designing and illustrating
   3. Graphic artest: guidance in use of audio-visual aids
   4. Audio-visual personnel: guidance in use of camera and tape recorder to make a usable presentation copy
   5. Librarian: guidance in difficulty levels, subjects of interest, and copyright procedures
   6. Elementary teacher: guidance in working on reading difficulty level and number of words used
   7. Music teacher: selection of appropriate background music for multi-media tape

B. To give the student specific insight into two chosen careers
   1. Writing and publishing of children's stories
   2. Elementary teaching

C. To allow experiences in writing and producing a product for use and/or for sale in the local schools

III. Resources
  A. Equipment and materials
    1. Children's story books
    2. Tape recorder and tape
    3. Camera and slide film
    4. Record player and appropriate music
  B. Outside personnel
    1. Art teacher
    2. Graphic artist
    3. Audio-visual personnel
    4. Librarian
    5. Elementary teacher and class
    6. Music teacher
  C. Special arrangements
    1. Use of audio-visual materials for taking slides of pages and for making a tape recording to complete the multi-media
    2. Use of primary grade class or classes for testing the finished product
    3. Consultation arrangements with outside personnel

IV. Unit outline
  A. The study of children's stories
    1. Read and compare many stories
    2. Choose a suitable, interesting topic
    3. Consult with librarian and elementary teacher(s) for guidelines in word levels, difficulty, etc.
    4. Choose a specific reading difficulty level
  B. The writing of the story
    1. Set the goals to be stressed
    2. Determine interest
    3. Set the style
  C. The illustrating
    1. Consult with art teacher and/or graphic artist
    2. Select an illustrator if not artistic yourself
    3. Set a format
    4. Plan designs
    5. Set characters and scenes
    6. Coordinate words and pictures
    7. Plan color scheme
  D. The publishing
    1. Contact publishing houses for information and follow procedures if interested
    2. Check copyright procedures
  E. The making of a multi-media presentation
    1. Consult with audio-visual personnel
    2. Take slide of each page
    3. Select a musical background for tape
    4. Coordinate reading (select readers for parts if necessary)
    5. Make a tape to accompany the slides of the pages of the story

F. The presentation to elementary students
   1. Make arrangements with elementary consultant for using story
   2. Make arrangements with audio-visual personnel for equipment
   3. Set up equipment
   4. Introduce story
   5. Show the multi-media presentation
   6. Use just the slides, thus allowing the students to do the reading

G. Personal career exploration
   1. Evaluate writing and publishing as a career
   2. Evaluate elementary teaching as a career
   3. Evaluate associated careers needed for completion of this project

H. General career exploration for use at the elementary level on this completed project
   1. Art
      a. Graphic art
      b. Commercial art
      c. Illustrating
      d. Designing
      e. Teaching
   2. Salesmanship
   3. Publishing
   4. Teaching
   5. Writing
   6. Library work
   7. Audio-visual careers
   8. Work attitudes
      a. Ingredients for success in selling
      b. Following a father's occupation
      c. Manufacturing processes
      d. Types of jobs needed to produce a given product
      e. Advertising
      f. Job suitability
      g. Job training

V. Outcome

As a result of similar projects, two children's stories were bought from the student-authors by the local school district for use in the elementary schools through the Audio-visual Department for use in reading and/or career development at that level.

VI. Appendix

Children's story, "Monkey Business," attached.

Practical Career Problems That Can Be Solved Using Algebra

Mathematics

10th - 12th Grade

A three week unit

Tom Martinson, Cloquet Senior High

Unit 5
Algebra I
Cloquet Senior High

Name _____
Small Group _____

EQUATIONS, INEQUALITIES AND PROBLEM SOLVING

Unit Objectives (Be able to)

1. Use transformation to solve equations.
2. Use transformation and the special inequality properties to solve inequalities.
3. Work practical problems by writing equations or inequalities then solving for the unkown(s).

Lesson 1

This lesson reviews the skills learned in Units 3 and 4, namely the solving of equations.

Learning Activities

1. Read pp. 157 - 158 (the 3 sample . Page 158 should be very useful).
2. Written Assignment
   Page 159 problems 1 - 19 odd and 21, 24.

Lesson 2

Terms: order property of numbers, transitive, additive and multiplicative property of inequality.

Learning Activities

1. Read pp. 159 - 163 (In general, the rules for operating with inequalities are the same as equalities except when you multiply or divide by a negatibe number).
2. Pay special attention to the rule for dividing or multiplying an inequality by a negative number.

Written Assignment

Page 163 problems 1 - 11 odd and 14 (You do not have to graph your answers).

Lesson 3

Starting with this lesson you will work problems by writing your own equation or inequality. By solving for the variable you will find the answer(s) to your problem. Having to write the problem (equation or inequality) makes this type of problem one of the hardest to work.

Learning Activities

1. Read pp. 166 - 167 (Go through both examples very carefully).
2. Remember the four steps in solving a story type problem.
   1. Understand what the problems asking then choose a symbol or symbols to represent all of the unknowns in the problem.
   2. Write an equation or inequality by using the facts in the problem.
   3. Solve your open sentence.
   4. Check your answer(s) to see if it solves the provlem.
3. Written Assignment

Page 168 - problems 1, 2, 4.

1. A fencing crew is instructed to enclose a playground with 650 feet of fencing. They are to make the playgrounds lenght 25 feet more than twice the width. Find the dimensions of the playground? (Make a sketch of the playground to help you).

2. An architect is given the following problem. He is asked to build a school so that each classroom will hold 36 pupils. 270 cubic feet must be allowed for each pupil. If the rooms are to be 30 feet in length and 24 feet in width what must the height of each room be? Remember volume (cubic ft.) is found by multiplying lenght times width times height.

Lesson 4

Terms: integers, consecutive, consecutive even and consecutive odd integers.

Learning Activities

1. Read pp. 170 - 171.
2. Written Assignment
   Pages 171-172 - problems 1,4,7,9.
   Solve the following problem.

   A designer has produced a new heat resistant material. In order to have it put on the market a certain amount of testing is needed. The designer is told to put the material through twenty-one hours of testing. The first two days the designer spent an equal amount of time testing the material. On the third day he needed to put in three hours more than he had each of the previous days in order to total twenty-one hours. How much time did he spend testing each of the three days.

Lesson 5

Terms: vertex, initial side, terminal side, positive and negative directed angle, degree, complementary and supplementary.

Learning Activities

1. Read pp. 172 - 175 (Special attention should be given to the terms mentioned above).

2. Important facts: angles are measured in degrees, complementary and supplementary angles are pairs of angles that total 90° and 180° respectively, the sum of the three angles of any triangle totals 180°.

3. Written Assignment
   Page 175 problems 1 - 11 odd and problems page 177 numbers 1, 2, 9, and 14.

Lesson 6

Special attention should be given the formula R • T = D (rate x time equals distance). When you know two of the three you can solve for the other (example: If you know rate and distance you can solve for the time).

Learning Activities

1. Read pp. 178 - 180 (Follow the three examples carefully.
2. Written Assignment
   Page 180 problem 1, also work the following three problems.
   1. A policeman has a certain part of town to patrol. In an 8 hour day he must cover 120 miles of streets. What would be his average rate of speed to cover the 120 miles in 8 hours.

   2. An airplane pilot must fly from New York to Kansas City, a distance of 1,400 miles, in 5 hours. What must his rate of speed be in order for him to keep on schedule.

   3. A rocket is shot into space towards the moon at 25,000 miles per hour. If the moon is 247,000 miles from the earth how long will it take the rocket to reach the moon?

Lesson 7

Learning Activities

1. Read pp. 182 - 183 (Pay special attention to the example).
2. Written Assignment

Pages 183 - 184 problems 1,3,6. Work the problem below. On a given day at your store $142.80 worth of cloth was sold. If some of the cloth cost $2.98 per yd. and some other $1.98 per yd. how much of each was sold? A total of 60 yds. were sold.

Summary of Unit 5

This unit, as you have probably found, has been the hardest you have worked on so far this year. It will probably be the hardest unit you study all year long. It is hard to write your own equation then solve it. However, you will probably agree that if you are to use Algebra to help you work problems, this is the type of problem you will have to know how to work. Try using this approach in your future, it will make problem solving easier.

Lesson 7

Learning Activities

1. Read pp. 182 -, 183 (Pay special attention to the example).
2. Written Assignment

Pages 183 - 184 problems 1,3,6. Work the problem below. On a given day at your store $142.80 worth of cloth was sold. If some of the cloth cost $2.98 per yd. and some other $1.98 per yd. how much of each was sold? A total of 60 yds. were sold.

Summary of Unit 5

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CAREER EDUCATION

Unit Title: How To Get The Most For Your MONEY BUYING A USED CAR

Department: Industrial Education
POWER MECHANICS

Grade Level: 11th and 12th Grade

Unit Length: Continuing - Report due from student

School: Cloquet Senior High School

Writer: Hugh Fairbairn

Career and Consmer Education

Buying a Used Car

Task Description: Quote, "Before buying always get the advice of an expert from the field."

General Objectives

1. Student will interview someone whom he considers to be an expett in the automotive service field. (a sale - man, Mechanic, Garage owner, Service Station Operator, etc.)
2. Student will acquire some knowlegge of the occupational requirement of the person interviewed.
3. Student will develop incites into how a knowledgeable expert would approach the "Buying of a used car."
4. Student will evolve his own set of values.
5. Student will acquire interests, attitudes, and abilities to cope with a very realistic problem of car ownership - Consumer values.
6. Student should acquire some incite into the automotive service occupations.

Specific Ovjective

1. Student will develop his own plan of "How to Buy a Used Car," using an interview as part of his basis for analysis. This is to be handed in for grade evaluation.

Evaluation

1. Instructor will grade student reports
2. Classroom discussion
3. Handout materials will be given student.

Mr. Fairbairn

Career and Consumer Education

Student Activity: Interview someone you know who works in the automobile service field with the purpose of getting an incite into his type of work plus also an incite into some of the expert skill and objective reasoning he would suggest you use in "Buying a Used Car."

(A suggested interview outline is provided.)

Field Interview

Subject: "How to Buy A Used Car."

Jot Title: _____

Type of Company _____

Years in the field and general background _____

_____

T

_____

_____

A. Planning for the purchase

1. Desired Model — Advice

2. Dealer Reliability

3. Price
   (Newspaper Ads)
   NADA Bluebook
   American Car Prices Magazine

4. Financing

5. Insurance

B. Visual inspection of the automobile

1. Mileage — Indicators

2. Warranty

Field Interview Continued

Indicators

3. Interior Condition
   - Floor
   - Upholstery
   - Steering Wheel
   - Drivers door handle
   - Floor mats
   - Windshield
   - Instrument Panel

4. Exterior Condition
   - Paint
   - Dents
   - Sprung doors
   - Chrome
   - Glass
   - Lights

5. Bumper
   (impact)

6. Springs

7. Shocks

8. Trunk

9. Tire condition

10. Steering

11. Differential

12. Transmission

C. Visual and Operational Inspection under the hood

1. Battery

2. Cooling system

3. Starter

4. Alternator

Indicators

Field Interview Continued

5. Fuel and Carburation
6. Engine
7. Exhaust
8. Polution Control
9. OTHER

D. Road Test

Ask for as many details as possible on what can be gained from the road test.

BUYING A USED CAR

BUYING A USED CAR

For several years students in my auto classes have been asked to turn in a write-up on "How to Get the Most For Your Money When Buying A Used Car". The materials presented here are merely a composite of some of their thinking.

On Making the Deal:

1. Plan ahead: Know the type of car you want and the price range this car is selling for in the papers and on other car lots.

2. Know Your Dealer: This may be more important to you than price. For example, a reliable dealer may be backing his sales with an insurance type of warranty. The original price should include several thousand trouble-free miles of service. Most dealers will include in the deal certain weeks later. Never buy a car that is down on tires. All car lots expect you to ask for a wholesale price at the time of purchase.

   Verbal agreements are not always reliable unless the salesman has the authority to back his work up through the sercice department. Many service and sales departments are at odds with one another over such promises. Get it in writing as a warranty at purchase time or assume that you will be the one who pays for the service.

3. Price: The original price may not be the final, so find out the listed price early in the transaxtion and plan on dickering. Most dealers belong to an association and quite high book for the original price.

4. Financing: Commercial Auto Loan Companies have a variety of rates. Many reliable dealers have good loan agreements at reasonable rates through the local banks. Sometimes a Credit Union will give you the lowest interest rates. Shop around about financing before you buy and know what your best deal will be before signing anything.

5. Insurance: Always have the car insured immediately. It is usually best if you can buy from the same company that your father buys from if you want a break on rates.

Visual Inspection of the Automobile:

1. Mileage: Check the odometer and the oil change stickers. Any usedcar that does not have several stickers to corroborate the mileage with the speedometer is a doubtful one. Ask the dealer, you may get the truth by the type of answer. Any speedometer which has the odometer numbers out of line

another indicator of mileage will be the wear inside the car. Check:

- Gas pedal wear
- Brake pedal wear
- Driver's seat wear
- Upholstery
- Floor mats
- Cleanliness
- Steering wheel hand print wear

Ask who the owner was and his type of occupation. That little old school teacher who owned the car and used it only for going to work may have been driving 60 miles a day. Look in the trunk.

2. Exterior Paint condition: Check for:

- Rusted spots
- Rusted rocker panels
- Dents
- Cracks
- Fender looseness
- Sprung doors
- Chrome missing
- Re-paint job - This one may indicate that the auto has been in an accident. Carefully look for evidence of sandpaper marks under the present paint job. Poor masking of the chrome and windows will show paint.

A fender or rocker that has been patched with lead or fiberglass can be proven out with a magnet.

3. Bumpers will show accident impact. Shrewd judges of autos look for a lop or angle (cocked) to the bump for an indicator of a bent frame. Even changing bumpers does not eliminate this indicator.

4. Springs: Visually observe if the car sets level. Broken or weak springs should show up on a driving test.

5. Shock absorbers: Free bounce the car up and down at each corner with your weight to indicate performance.

Poor shocks will bottom out on rough roads and will contribute to tire wear and spring breakage.

6. Tire Condition:
Rule of thumb - Do not even road test a car that has doubtful looking tires. This is a killer.

Some people like to really step it up on the road test. If this one is really a junker, don't let it take you along with it. The steering and brakes will probably match the tire condition.

Smoothie tires are finished. Don't trust them.

Wear on the inside of one front tire and the outside of the other means out of alignment. The front end should be put on a machine and adjusted for toe-in, camber and caster.

Note: Check the rear tires for the same wear. They may have been changed as a cover-up

Wear in just certain places on a tire indicates out of balance. This may be far enough along to make dynamic balance impossible.

7. Steering:

Tire wear is an indicator.

Free play at the wheel and at the front wheels may indicate trouble. Visually note the movement at the tie rod ends and at the kingpins or ball joints.

The road test is still one of the best tests. If the car corners well and holds the road in a straight line it is probably sound.

Look at the front wheels from directly in front of the vehicle. If the front wheels seem to squat down with the bottoms of the tires farther out than the tops, there is lots of wear on the king pins.

8. Brakes:

Look for evidence of leaking on the insides of the wheels.

Check the pedal for feel. If the pedal only goes down about two inches (one for power brakes) and holds steady, the master cylinder and brake cylinders are o.k.

Look at the hoses to the front brakes. These are often defective. They are real killers.

Check the feel of the brakes during the road test.

Grabby brakes may mean grease or fluid on the linings.

Grabby brakes accompanied by a metallic squeal usually means badly worn linings.

Too much pedal may mean only the need for adjustment.

TECH-ACES CAN NOT AFFORD POOR BRAKES.

9. Differential

Noises during a road test are still about the best indicator of trouble. A growl of a bearing or the howl of excessive gear lash may show up best on acceleration or decleration.

10. Transmission

Oil leaks will show on the ground and as a "washed look" on the transmission itself.

Noises during the road test are again an indicator.

Watch out for the car that does not have the original transmission in it.

Clutch adjustment on standard transmission cars, requires both free play as you push the pedal in and complete disengagement of the engine from the transmission. Gears will grind during shifting from poor adjustment.

Automatic transmission should shift smoothly through all stages. Watch out for a transmission which skips one stage. A jerk when shifting from drive to reverse or from reverse to drive may be an indicator of trouble. Ask for an adjustment, this may be all it needs.

Remove the dip stick from the automatic transmission, check the oil level and then smell of the oil. If it has a burnt odor, forget the car.

It is a good policy to ask that the automatic transmission be serviced as part of the purchase deal. All automatic transmissions should be drained and adjusted about every 30,000 miles.

11. Battery

Try the starter, the engine should turn over vigorously.

Many garages stamp the date of installation of the battery.

Check the lights and other accessories for operation.

Check the battery for corrosion.

Check water level. A hydrometer test at this time could save you money. All cells should have readings within .035 of one another. A fully charged battery will read about 1.275, while a discharged one will read about 1.125.

12. Cooling system

Grasp the fan blade and shake the water pump when checking for bearing wear.

Note the condition of the hoses and the fan belt. These can show recent service.

Visual and Operational Inspection of Power Plant.

13. Starter:
If the starter engages and whirls the engine over it will be satisfactory.

14. Oiling System:
The pressure gage or indicator light should indicate immediate pressure as the engine starts. A blinking light or low pressure may by an indicator of leaking rod and main bearings. Ask that a mechanic install a guage to check this if in doubt.

Leaks of oil at the rocker covers, fuel pump, front cover or the oil pan should be evident. Oil [illegible] should show on the ground where the auto [illegible].

Idle the engine [illegible] minutes and listen.

15. [illegible]:
After [illegible] of idle an engine should be quiet [illegible].

Rough [illegible] may be caused by poor engine breathing or by ignition or carburetion.

Accelerate the engine rapidly a couple of times and listen for knock. Experience is needed to tell the difference between tappet noise, rod knock, main bearing knock, piston slap or piston pin knock. However, applying [illegible] or a stick against the cylinder wall may isolate [illegible].

[illegible] will show up in a rough idle of the engine as a sort of loping action. Go to the rear of the car and place your hand over the exhaust pipe. A steady purr will indicate good valves and rings, while if the exhaust is irregular and the hand is sucked in, the valves [illegible].

[illegible] in the exhaust pipe. If [illegible] oily, you may have [illegible].

[illegible] will show up at the crank-[illegible].

Road Test the Car:
Perform normal road driving and note performance of the engine as well as other things.

Lug the engine down while climbing a hill at slow speed. Try holding back the car on the compression when going down a hill. When these are done at slow speed, engine piston, valve and bearing noises will show up.

Faltering of the engine under load can be caused by carburetion or ignition.

16. Carburetion:
A durty, stained carburetor may mean nothing if the engine performs well.

A newly cleaned carburetor on a faltering engine means problems that have not been solved.

17. Intake and exhaust:
A leaking intake will be evidenced by a hissing sound, and would show up on a vacuum test.

Exhaust pipe, gasket and muffler noises can be heard.

18. Generator:
The indicator light or ammeter will show whether the generator is charging.

Look for signs of recent work on the generator and regulator. No sign may be better news than one that has been worked on.

If possible, check brush length.

Note fan belt condition.

[illegible]
fan
heater motors
radio, etc.

20. At the Tailpipe -
Blue smoke - oil user
Black smoke - poor combustion
White vapor - steam - excessive vapor may mean water leak

[illegible] - ALL CARS TAILED OFF EITHER BECAUSE THEY HAVE SOMETHING WRONG OR BECAUSE THE FORMER OWNER WAS GETTING OUT FROM UNDER AHEAD OF TIME.

ACCESSION NUMBER: VT102648

TITLE: MULTI-COUNTY ASSESSMENT OF ADULT NEEDS PROJECT. SUMMARY: SURVEY OF ADULTS, BUSINESS AND INDUSTRY.

DESCRIPTOR: *COMMUNITY SURVEYS; *ADULTS; *EDUCATIONAL NEEDS; *EMPLOYER ATTITUDES; MANPOWER NEEDS; ADULT EDUCATION; JOB ANALYSIS; JOB SKILLS; POST SECONDARY EDUCATION

IDENTIFIER: *NEEDS ASSESSMENT

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 8P.; RELATED DOCUMENTS VT 102 646 THROUGH VT 102 648 IN THIS ISSUE.

ABSTRACT: THE FINDINGS OF AN ADULT NEEDS ASSESSMENT IN A FOUR-COUNTY AREA SURROUNDING WACO, TEXAS, ARE SUMMARIZED IN THIS BRIEF PAMPHLET, ONE OF A THREE-VOLUME SERIES. SEVEN HUNDRED AND FORTY-THREE ADULTS WERE RANDOMLY SELECTED AND INTERVIEWED. OBJECTIVES OF THE STUDY WERE: KNOWLEDGE OF EDUCATIONAL OPPORTUNITIES, PERCEPTION OF THE EXTENT AND ADEQUACY OF ADULT EDUCATION AND TRAINING, ATTITUDES TOWARD EDUCATION AND TRAINING, INFORMATION SOURCES, ENROLLMENT FACTORS AND OBSTACLES TO ATTENDANCE, POTENTIAL STUDENTS AND THEIR CHARACTERISTICS, INTEREST IN SPECIFIC KINDS OF EDUCATION AND TRAINING, AND LEARNING CONDITIONS PERCEIVED AS EFFECTIVE AND IMPORTANT. IN ADDITION, REPRESENTATIVES FROM 127 BUSINESS, MANUFACTURING, AND SERVICE CONCERNS WERE INTERVIEWED REGARDING SOURCES OF NEW EMPLOYEES, HIRING PROBLEMS, SOLUTIONS, AND PRACTICES, ENTRANCE LEVEL WAGE, AVERAGE AGE OF EMPLOYEE, TRAINING, AND CHARACTERISTICS OF A GOOD EMPLOYEE. (NJ)

INSTITUTION NAME: MCLENNAN COMMUNITY COLL., WACO, TEX.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

VT 102648

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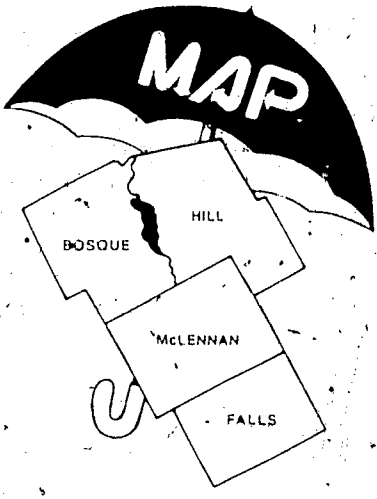
102648

MULTI-COUNTY ASSESSMENT OF ADULT NEEDS PROJECT

SUMMARY:



SURVEY OF ADULTS

BUSINESS & INDUSTRY

J2 648

nnan Community College
WACO, TEXAS

ERIC

have had quite positive experiences (85%). Local institutions are doing a good job (70.7%) of meeting the needs for adult education and these programs are rated good to excellent by 51.8% of the respondents.

The *best* opportunities are available for those desiring college degree programs, while occupational job training programs were deemed the *least available* and should be expanded. Adult Basic Education programs were the second choice for expansion.

Perception of the extent and adequacy of programs seemed to be directly related to the number and geographic proximity of these programs and to the people they were designed to serve (ABE and GED). Rural areas, minorities, unskilled, poor and non-HS graduates were less positive.

3 Attitudes/Values Toward Education/Training

A series of questions was asked to determine respondents' attitudes toward education in general, adult education and occupational training, and financial support of educational programs.

Education is valued by a clear majority (77.7%) as the most important factor in improving the area. There was no significant variation among sub-groups on this item. However, opinion was about equally divided on whether one learns more from experience than in schools.

OCCUPATIONAL TRAINING

It was generally agreed (68%) that good jobs require more than a high school diploma and that occupational training is *not* designed for people with less intelligence (65.5%).

ADULT EDUCATION

The overall reputation of adult education programs is satisfactory or better (72.3%) and the respondents (72.7%) judged students completing these programs to be above average in competence. A significant ntage of certain sub-groups, who might benefit from these programs, felt that adult education programs were created for those who failed in the normal educational channels.

FINANCIAL SUPPORT

Respondents overwhelmingly agreed (90.2%) on the wisdom of educational investments. They thought (56.9%) that the public and not students should absorb increased educational costs, but a significant 30 percent indicated that the students should pay these costs.

4 Major Information Sources and Most Effective Means of Disseminating Information

A. SOURCES OF INFORMATION ABOUT LOCAL MATTERS

36.2%	local newspapers
33.5%	TV news
16.6%	conversations with friends and neighbors
10.0%	radio
2.7%	organizations to which you belong
0.8%	no response

Newspapers were relied upon by the more highly educated and those in more professional occupations. TV news was preferred by the racial minorities, retirees, those without high school diploma and ages 15-17.

B. SOURCES OF INFORMATION ABOUT ADULT EDUCATION PROGRAMS

48.2%	local newspapers
18.3%	TV
16.2%	no information seen heard
8.7%	radio
8.5%	don't recall source
0.1%	no response

C. SUGGESTED INFORMATION CHANNELS

Interviewees were evenly divided between television and newspaper advertising as to the best way to inform the public with sub-groups response congruent to 4A above.

5 Various Enrollment Factors and Possible Obstacles to Attendance

A. The ten top factors, by rank order, affecting the making of decisions to enroll in courses programs were

68.1% *Time of day offered** (rural professionals, parents, skilled and semi-skilled workers, veterans and unemployed)

67.2% *Teacher qualifications* (rural professional youth 15-17)

58.7% *Cost* (rural, young adults 18-25, unskilled workers)

45.0% *Geographical Proximity* (rural retirees, no high school diplomas)

44.8% *Enrollment Suggested by Employer* (rural, skilled, and semi-skilled workers, potential students, college graduates)

43.7% *Employability of Course Program* (rural, potential students)

43.1% *Discriminatory Attitudes Toward Minority Groups* (rural, blacks, unemployed, veterans)

41.3% *Reputation-Prestige of School* (rural youth 15-17)

36.9% *Public Transportation Availability* (rural, retirees, no high school diploma, blacks, brown, unskilled)

34.3% *Length of Program in Weeks* (rural, retirees, blacks, no high school diploma)

*The sub groups in parentheses considered these factors of greater importance than other subgroups

B. The top five factors, by rank order, perceived to be the biggest obstacles to enrollment in courses programs were

Time of day offered	39.0%
Cost	36.5%
Geographical proximity	31.4%
Discriminatory attitudes toward minority groups	20.3%
...ners lack qualifications	10.1%

6 Potential Students and Their Characteristics

A. POTENTIAL STUDENTS

About *20 percent* of the total sample, age 15+, indicated that they were potential clients for post-secondary adult education programs

Sub-Groups With Interest in Enrollment

57.2%	age 15-17
54.1%	students
34.7%	age 18-25
32.1%	professionals semi-pro
30.7%	brown
26.4%	unemployed
24.1%	black
17.5%	no HS diploma
15.5%	unskilled
4.9%	retirees

B. JOB SATISFACTION

Nearly *one-half (46.8%)* reported the desire to change jobs, if given the opportunity

Sub-Groups With Most Job Dissatisfaction

unskilled workers	75.9%
Vietnam veterans	61.6%
brown	57.7%
black	55.7%
potential students	55.5%

C. PERSONAL LIVING SKILLS

65.3% of the total sample expressed a need to better manage personal life situations, household finance and family relations. Over 70% of these sub-populations expressed this need: potential students, young adults (18-25), parents, blacks, brown, unskilled workers, and rural residents.

D. HOBBY/LEISURE SKILLS

Over 65% of the total sample expressed interest in learning a new hobby or leisure time skill with the strongest interest coming from potential students, youth 15-17, college graduates, and rural residents.

7 Interest in Specific Kinds of Education/Training

A. ABE PROGRAMS

Approximately *one-third* of the sample was interested in some type of less than high school level education with GED being the most popular followed by college prep English as a second language (ESL) and basic literacy programs

Over one-half of the following sub-groups expressed an interest in ABE-type programs: youth age 15-17, no HS diploma, black, brown, poor, unskilled, and residents of Falls County

B. From five general types of educational programs/activities, each respondent was asked to name the one of greatest interest to them

15.6% Informal workshops/special interest seminars (college grads, rural, professional, unemployed, retirees)

18.2% Occupational skills training (unskilled veterans, unemployed males, age 18-25)

16.3% Personal life skills (housewives, retirees, brown, no HS diploma, females)

14.7% College credit courses (potential clients: youth 15-17, young adults 18-25, veterans, college graduates, professionals)

11.8% Comprehensive career training (brown, unskilled, age 18-25, rural, potential clients)

13.4% No response (retirees)

C. Depending upon their choice in *B above*, respondents were then asked more specific questions concerning their interests

1. College Credit Courses
The most interest was evidenced in the social service field (education, social work, ministry) with business and economics fields a close second. Class schedules that allow part-time employment were of interest to one-third of these respondents

2. Career Specialization
Careers in the health fields (40.2%) were first choice with business the second choice (36.3%).

3. Job-Related Skills
The greatest concern was that a training program have up-to-date equipment followed by an interest in self-instruction. Respondents were more interested in instruction on a campus rather than in their place of work and expressed little interest in televised courses.

4. Personal Living Skills
Home management skills provided the most interest (housewives, rural residents, retirees, females, poor, brown) and improvement of basic communication skills was the second most frequent interest (blacks, unemployed, men, undereducated)

5. Special Interest Programs
The greatest interest was reported in craft instruction (women) and hobby skills (men) while the least interest was expressed for cultural presentations.

8 Learning Conditions Perceived To Be Effective/Important

TEACHER CHARACTERISTICS:

Make learning difficult (black, veterans, brown, rural, college grads) — 53.4%

Talk too much (age 15-17, brown, black, unskilled, no HS diploma, poor) — 36.7%

Local teachers are less effective (rural, retirees, black, age 15-17, brown) — 26.2%

THE EFFECTIVE INSTRUCTOR:

Believes in learning by doing (racial minorities, retirees, poor, unskilled, rural) — 49.7%

Has a friendly class atmosphere (age 15-17 unskilled age 18-25 no HS diploma poor)	21 9%
Is expert in subject matter (professionals college grads veterans potential students)	12 8%
Lectures well	8 9%

THE EFFECTIVE CLASSROOM:

Is related to life	73 4%
Competition for grades helps (unemployed retirees unskilled no HS diploma black poor)	59 5%

DESIRABLE CLASSROOM PRACTICES:

Frequent class discussion	30 0%
Stimulation of interest	22 6%
Practical hands on experience	19 7%

PHASE II:
Business and Industry

A 33 question survey instrument was developed to identify employer needs in this four-county area. Business and agency executives from 127 widely differing business, manufacturing, and human service concerns were interviewed.

This component had two major purposes:

1. A systematic analysis of the employee-skill needs of business, industry, and agencies in the local area.
2. To relate the information gained to area educators so that programs, courses and services will be attuned to the users perceptions and needs.

SOURCES OF NEW EMPLOYEES

Employers were asked how they obtained their employees. The leading sources by rank order were:

walk-ins
private employment agencies
advertising
Texas Employment Commission
friends and relatives
colleges
other

HIRING PROBLEMS AND SOLUTIONS

The employers were requested to indicate the major problem in hiring new employees. The five major problems, in rank order, were:

not qualified	28.3%
lack of interest by employee	24.4%
no problem	11.0%
dependability-honesty	10.2%
job competition	6.3%

The employers were then asked an open-ended question as to how the hiring problem could be solved. In rank order they were:

don t know no answer no solution
increase training programs
revise welfare unemployment programs
motivation training
pay higher wages
improve economy
change in-house hire practices

HIRING PRACTICES

Responses to minimum hiring age ranged from 16 to 25 years of age Sixteen and seventeen were mentioned by 41 7% and eighteen was listed by 53 6% of the employers An age range of 19-25 was indicated by 4 7% of the employers

Males and females were hired by 94 5% Those hiring males females exclusively (5 5%) were in manufacturing categories

Only 11% of the employers have a high school diploma or equivalent as an educational requisite for employment with their firm When asked to express a desirable educational level for new employees, 65 4% suggested a high school diploma or equivalent but 70% indicated they would continue to hire applicants without the high school diploma or equivalent

An overwhelming majority of employers (83 5%) required no previous work experience of new employees Approximately one year of experience was required by 10 2% and 1-3 years required by 4 7% of the interviewees

No significant increase or decline in the total number of employees was projected through 1979

Two-thirds of the employers had employee retirement plans and 70% of these stated that new employees aged fifty-five and older would be eligible to participate

ENTRANCE LEVEL WAGE

One-half of the executives administrators interviewed considered a wage within the range of $330-$429 as a representative starting salary for a trained new employee with one-third naming a higher wage Seventeen percent of the employers gave no estimate for various reasons, causing this question to have the greatest refusal rate in the entire survey

AVERAGE AGE OF EMPLOYEES

Employers were asked to estimate the average age of current employees Over 80% indicated that the average age was between 30-50 years

TRAINING

1 50% indicated no problems in finding qualified employees

2 38 5% listed job categories in technical mechanical areas as hard to fill

3 57% would send encourage employees to attend convenient needed training, and 38% would help with tuition expenses 13% would neither lend encouragement nor help with expenses

4 After work hours was considered the most convenient time for class from the employers viewpoint (42 5%)

5 About 30% of respondents considered local institutional training programs adequate while 48 8% requested better technical programs

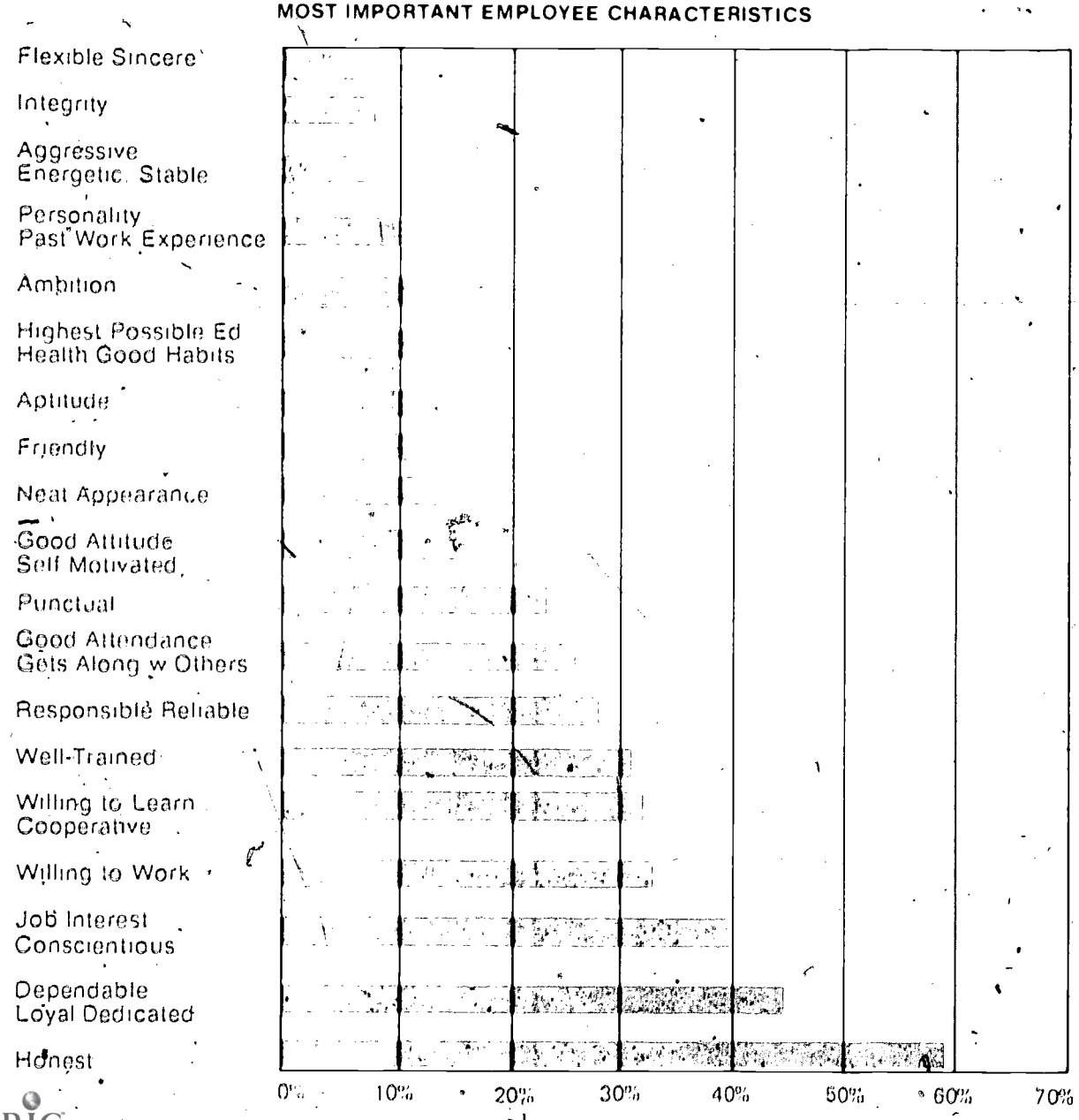
6 The majority of local employers (78%) have on-the-job training programs with about half of these satisfied with their OJT, and the other half would prefer that their employees receive training in a college or technical school

7 Approximately 80% of employers felt that specific training courses, taught by a vocational school-college, would benefit their firm The three major training areas of interest were

technical mechanical
secretarial office skills
business management

CHARACTERISTICS OF GOOD EMPLOYEE

Employers were asked to list the most important characteristics of what they considered to be a good employee



ADDITIONAL IMPLICATIONS

1. This project demonstrated a great potential use of senior citizens as team members of surveys utilizing oral interviews.
2. In cooperation with the Community Assessment Lab a somewhat new technique was utilized to obtain a representative population sample
3. Content validity of the adult survey was enhanced by obtaining input from potential data users
4. The Business Industry survey data should cause educators to reconsider and examine presently held assumptions, e.g., in most cases business industry require high school graduation or equivalency as a criteria for employment

COPIES OF COMPLETE REPORTS

Limited copies of the full report are available from the Office of Program Development McLennan Community College 1400 College Drive, Waco, TX 76708, (817) 756-6551

ACCESSION NUMBER: VT102649

PUBLICATION DATE: 18JUN75

TITLE: INDEPENDENT LIVING. FINAL REPORT.

PERSONAL AUTHOR: ATWOOD, GLENNA W.

DESCRIPTOR: *CONSUMER ECONOMICS; BUSINESS EDUCATION; SOCIAL STUDIES; SENIOR HIGH SCHOOLS; *HOME ECONOMICS EDUCATION; INDIVIDUAL DEVELOPMENT; *DAILY LIVING SKILLS; *GRADE 11; *GRADE 12

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 9P.

ABSTRACT: INDEPENDENT LIVING, A SEMESTER COURSE BASED ON THE CONCEPTS OF CONSUMER ECONOMICS, WAS INTRODUCED AT HAMPDEN ACADEMY (MAINE) IN 1972, AND HAS BEEN TAUGHT EACH YEAR SINCE THEN. THE MAJOR GOAL WAS TO OFFER JUNIORS AND SENIORS AND EVENTUALLY ALL STUDENTS A PRACTICAL COURSE INCORPORATING THE SIX BROAD AREAS OF: (1) FOOD, CLOTHING, AND SHELTER; (2) CARS, FURNITURE, AND APPLIANCES; (3) PROTECTING FAMILY HEALTH AND SECURITY; (4) YOU AND THE LAW; (5) WAYS TO HANDLE MONEY; AND (6) WAYS TO SHOP. THE COURSE WAS TAUGHT IN SIX-WEEK SEGMENTS BY THREE DEPARTMENTS. ONE TEACHER FROM EACH OF THE DEPARTMENTS OF BUSINESS, HOME ECONOMICS, AND SOCIAL STUDIES TAUGHT A CONCENTRATED COURSE. DURING EACH SEGMENT, STUDENTS WERE GIVEN CAREER GUIDANCE. ATTACHED IS A BIBLIOGRAPHY LISTING SOME OF THE MATERIALS USED FOR THE COURSE. (LJ)

INSTITUTION NAME: HAMPDEN ACADEMY, MAINE.

SPONSORING AGENCY NAME: MAINE STATE DEPT. OF EDUCATIONAL AND CULTURAL SERVICES, AUGUSTA. BUREAU OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102649

FINAL REPORT

Independent Living
Project No: 26

Conducted Under
Part C of Public Law 90-576

Glenna W. Atwood
Hampden Academy
Hampden, Maine 04444

June 18, 1975

102 649

FINAL REPORT

Exemplary Project
No: 26

Conducted Under
Part C and Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services. Grantees undertaking such projects under State department sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Department of Educational & Cultural Services position or policy.

Glenna W. Atwood, Project Director
Hampden Academy
Hampden, Maine 04444

June 18, 1975

SUMMARY OF THE REPORT

Independent Living, a semester course using the concepts of Consumer Economics as a basis, was introduced at Hampden Academy in the fall of 1972. After a successful first year, it was continued to be taught in much the same manner during the school years 1973, 1974 and 1975.

The major goal to offer a practical course to Juniors and Seniors and to make it available to all, regardless of ability or career choice, has not changed.

The project objectives are as follows:

1. The student will be shown how to perform tasks necessary for responsible living beyond high school.
2. The student will be exposed to ways of shopping wisely through the use of credit, contracts, budgets and comparative buying.
3. The student will be introduced to proper sources to go to in the future so that he may continue on in the areas of self-improvement.

To carry out our goals and objectives we chose to use one teacher from the Business Department, one from the Home Economics Department, and one from the Social Studies Department. Each one taught a concentrated course for a 6 week period. At the end of each 6 week period, the student rotated. Films, filmstrips, pamphlets, up-to-date materials such as magazines, newspapers and booklets, local resource people and field trips were used as supplements. Each student was given guidance with his career choice and a project of his own interest and choosing.

As a result of our planning, approximately 100 students have completed the course each of the past 3 years. Each of these students received basic instruction in the practical aspects of living both now, in the immediate future and in the years further into the future, did some research on career choice and completed at least one long range project related to his own interests. Pre-testing and post-testing showed the students did learn significantly. The students themselves have been enthusiastic over the opportunity to take a course that was relevant to their needs and was something practical that could be used either immediately or soon.

As a result of involvement in this course, we have continued to take part in workshops and to have visitors observing our classes.

Attempts to share our information have been most successful. An article written by Glenna Atwood was published in the Illinois Teacher's Magazine in the September issue of 1974. We organized an advisory board using a variety of citizens from the 3 towns of our district as members. These members in turn agreed to help spread information to other citizens of their towns regarding Independent Living. They helped us set up plans for Adult Living Classes and for doing a follow-up study of 1974-73's students of Independent Living.

Dr. James Muro, Dean of the College of Education at the University of Maine at Orono, was our official consultant and evaluator. He worked with students, teachers and directors. He met with them and used the pre-tests and post-tests for evaluating.

BODY OF THE REPORT

A. The problem area as stated in our original proposal follows:

"Consumerism has become a major issue in the lives of people today. In spite of higher wages, the consumer has a major problem in stretching his dollar to cover expenses. The wide variety of goods and services available, the wide variety of quality of these and the wide variety of ways of acquiring these make for much confusion. The importance of this topic in the eye of the Vocational Department of State Education is evident in the new title given to Home Economics - that is - Consumer Economics and Homemaking. However, there has been very little done to vitalize or update the means of teaching Consumer Education. Traditional curriculums stifled new ideas and methods. With the newer, freer programs suggested by the Vocational State programs, it has become possible to make use of new ideas. Since no one department has all the answers for consumers, it seems reasonable that a cooperative venture by several might serve the consumer better. Since every person becomes a consumer to some extent, there needs to be a course that will be of use to all. We choose to call this course Independent Living since students tend to associate Consumer Economics to studying dull ideas and has been to some extent a "dumping ground" in the past.

B. The specific goals and objectives have been updated and are as follows:

BUSINESS DEPARTMENT OBJECTIVES

1. The student will be able to interpret and evaluate warrantees, guarantees, and service contracts.
2. The student will be able to interpret and classify types of loans.
3. The student will be able to identify proper banking procedures.

HOME ECONOMICS DEPARTMENT OBJECTIVES

1. The student will be able to identify values and goals - what they are, how they change as time goes by, and how they are formed.
2. The student will prepare a household budget.
3. The student will be able to compose an outline of comparative shopping procedures.

SOCIAL STUDIES DEPARTMENT OBJECTIVES

1. The students will identify some of the agencies and ways of obtaining legal help.
2. The students are to identify ways to protect himself and his family in the area of health and security.
3. Students will be able to differentiate and to compare ways to buy new and used cars.

C. Activity Description

This program uses knowledge already acquired in the field of Consumer Education.

It is broken up into six broad areas: Food, Clothing, and Shelter; Cars, Furniture, and Appliances; Protecting Family Health and Secuirty; You and the Law; Ways to handle Money; and Ways to Shop. It is a totally new concept of introducing life situations to ALL Seniors, who all need to adjust to this complex society.

It becomes unique because of the way we choose to vitalize the program. If 2 heads are better than 1, we decided along with the urgings of the heads of the various State Vocational Departments that three heads would be even better. Cooperation between Home Economics Department, Social Studies Department, and the Business Department is the basis and key word in connection with this project. Basically, the Home Economics Department teaches students in the area of household budgeting and comparative shopping, the Social Studies Department teaches in the area of the rights of todays consumer and the law, and the Business Department teaches in the area of accounts and ways of buying.

The program is also unique in that we do not strive for homogeneous grouping. Students from all walks of life share a classroom.

Student enrollment at Hampden Academy is 666.
Student enrollment for the 1st semester 1974-75 in Independent Living was 45.
Student enrollment for the 2nd semester 1974-75 in Independent Living was 42.

Personnel

Dr. James Muro - Dean of the College of Education at the University of Maine at Orono is our Consultant and Evaluator. He will meet with us approximately once a month or whenever necessary. He will give us advice, visit our classes, meet with the teachers and director, and conduct the evaluation.

Mrs. Glenna Atwood, Hampden Academy, Director. She is head of the Home Economics Department and has taught for nineteen years.

Blaine W. Atwood, Hampden Academy, Assistant Director - Head of the Social Studies Department. He has taught for twenty-one years.

Beverly E. Kane - Hampden Academy - Head of the Business Department. She has taught sixteen years.

Teachers:

Mrs. Debra Fontaine	- Home Economics	- 4 years
Mrs. Nancy Inman	- Business	- 6 years
Blaine W. Atwood	- Social Studies	- 21 years

Three divisions each semester were taught; all scheduled the same period so classes could rotate each six weeks.

Vivian Gove is our half-day secretary.

John Skehan, Superintendent of Schools, is our Financial Director.

Robert Rowe is the principal at Hampden Academy.

David Greenier is the assistant principal at Hampden Academy.

This course was taught in six week segments by the three departments. By offering three divisions, each scheduled the same period, one teacher from each department was involved, one period each day. This made the best possible use of each department. This fit very neatly into the curriculum at Hampden Academy as there are many semester courses offered and there is much flexibility allowed in planning. There was no problem in our curriculum since it was an integral part of the program offered by the three departments, using already available teachers and facilities.

The specific procedures as stated in the proceeding project reports are still being used.

Results and Accomplishments

This past semester has gone smoothly with no drastic changes being made. Class enrollment has been stable and activities have been carried out as in past semesters.

Blaine and Glenna Atwood presented the project at the Northern Penobscot and Aroostook County Regional Meeting of the Home Economics Association. We have continued to have visitors to observe our program. Glenna Atwood also served on an evaluation team for school accreditation at Livermore Falls where she had the opportunity to share the ideas of Independent Living.

The teachers have compiled a condensed bibilography of the materials they have found to be most useful.

Evaluation:

There is no question as to the value of Independent Living at Hampden Academy. There are many reasons for the obvious success:

1. The co-operation of the 3 departments
   a. Gives the students broader, more practical information
   b. Takes the best from 3 areas
   c. Gives the students and teachers a good feeling of co-operation
2. The co-operation of the administration
3. The financial help that was supplied to us
4. It was created to fill student's needs
6. Flexibility is a key requirement
6. Efforts are made to keep up with student's needs as they change
7. Evaluation techniques are used to a great extent
   a. One student evaluation could be used as an example here. During another class when the subject of shopping was being discussed, a student said that she had become a better shopper through taking Independent Living. She had been shocked to observe the poor shopping habits of her mother and had taught her a lot that she had learned.

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Credit - odern Talking Picture Service, Inc.
It's Only Money - ssociation-Sterling Films
Lady & The Stock Exchange - Modern Talking Picture Service
Money Tree - Kenneth Foster Regional Vocational Tech. Center, Farmington
Mr. Finley's Feelings - Metropolitan Life Insurance Co., New York
Shoplifting It's A Steal - Betty Crocker Film Library
Supermarket - Sperry & Hutchinson Co. $2.00
Take Another Look - Credit Unions
Tax Rock - Internal Revenue Service
You'll Earn It - odern Talking Picture Service
Why Me Audit - Internal Revenue Service

ACCESSION NUMBER: VT102658

PUBLICATION DATE: 01AUG75

TITLE: INSTRUCTIONAL SYSTEM DEVELOPMENT MODEL FOR VERMONT AREA VOCATIONAL CENTERS. FINAL REPORT.

DESCRIPTOR: *CURRICULUM DEVELOPMENT; AREA VOCATIONAL SCHOOLS; *TEACHER WORKSHOPS; *VOCATIONAL EDUCATION TEACHERS; SUMMER WORKSHOPS; MATERIAL DEVELOPMENT; *INSTRUCTIONAL SYSTEMS; SYSTEMS APPROACH; MODELS; OCCUPATIONAL CLUSTERS; FOOD SERVICE OCCUPATIONS; HEALTH OCCUPATIONS; AUTO BODY REPAIRMEN; AUTO MECHANICS (OCCUPATION); *VOCATIONAL EDUCATION

IDENTIFIER: *VERMONT

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 13P.

ABSTRACT: THE PROJECT HEREIN REPORTED SOUGHT TO: (1) ESTABLISH A PROCESS DESIGN FOR INSTRUCTIONAL SYSTEM DEVELOPMENT TO BE USED AS A MODEL FOR ALL OCCUPATIONAL CLUSTERS OFFERED IN VERMONT VOCATIONAL PROGRAMS; (2) ASCERTAIN THE QUALITY AND QUANTITY OF INSTRUCTIONAL MATERIALS AVAILABLE TO VERMONT INSTRUCTORS IN HEALTH, AUTO INDUSTRIES, AND FOOD SERVICE OCCUPATIONS; (3) DEMONSTRATE THAT GIVEN TRAINING AND RESOURCES, VOCATIONAL INSTRUCTORS CAN DEVELOP AND USE ALL PHASES OF THE INSTRUCTIONAL SYSTEM; AND (4) UTILIZING THE GIVEN OCCUPATIONAL CLUSTERS, DESIGN AND IMPLEMENT AN INSTRUCTIONAL SYSTEM FOR USE BY ALL VOCATIONAL CENTERS OFFERING THESE CLUSTERS. THESE OBJECTIVES WERE ACCOMPLISHED THROUGH A 1974 SUMMER WORKSHOP OF VOCATIONAL INSTRUCTORS IN HEALTH, AUTO BODY, AUTO MECHANICS, AND FOOD SERVICE OCCUPATIONS, WHO CREATED CURRICULUMS IN THESE AREAS. EACH CURRICULUM CONTAINED IDENTIFICATION OF OCCUPATIONS WITHIN THE CLUSTER, TASK ANALYSIS, PROGRAM CONTENT, UNIT TEACHING PLAN, AND INSTRUCTIONAL SHEET TO CONDUCT THE UNIT. IMPLEMENTATION OF THE CURRICULUMS TOOK PLACE DURING THE FOLLOWING SCHOOL YEAR, AND A 1975 SUMMER WORKSHOP WAS HELP TO IMPROVE THE CURRICULUMS. CONCLUSIONS INDICATE THAT THE VERMONT AREA CENTER CONCEPT MAY BE SUCCESSFUL WITH THE APPLICATION OF THIS MODEL. (AUTHOR/MF)

INSTITUTION NAME: NEW ENGLAND RESOURCE CENTER FOR OCCUPATIONAL EDUCATION, CAMBRIDGE, MASS.

SPONSORING AGENCY NAME: VERMONT STATE DEPT. OF EDUCATION, MONTPELIER. RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102658

STATE-ADMINISTERED
RESEARCH-DEVELOPMENT-EXEMPLARY PROJECTS

(Optional Interim Use--6-74)

DATE: October 2, 1975

FROM: Arthur Ericson
State Director, Vocational Education

State: Vermont

TO : Mathew Cardoza
Acting Regional Director, OAE

Region #: One

SUBJECT: Forwarding of Document: Check one:
- ☐ Newly Approved Proposal
- ☐ Interim Material
- ☒ Final Report

OCT 23 1975 04

Attached are THREE (3) copies of a document for submission to the USOE in compliance with P.L. 90-576 regulations. The following data apply:

TITLE: Instructional System Development Model for Vermont Area Vocational Centers

Project Number - Research Grant V0087VZ

PRINCIPAL INVESTIGATOR(S)/AUTHOR(S): John R. Faust
INSTITUTION & LOCATION: NERCOE, 44 Brattle St., Cambridge, Mass. 021388
PROJECT DURATION: From: July (Month) - 1974 (Year) to Sept., (Month) - 1975 (Year)

SOURCE OF FUNDS (complete only for newly approved proposals):

			ESTIMATED CONTINUATION COST
☐ Part C, Section 131(b):	$18,370. (Amount)	Charged to FY '74	FY __ ____ (Amount)
☐ Part D, Section 142(d):	$____ (Amount)	Charged to FY __	FY __ ____ (Amount)
☐ Part B, (Ancillary):	$____ (Amount)	Charged to FY __	FY __ ____ (Amount)
☐ Other: ____ (Source)	$____ (Amount)		
☐ Other: ____ (Source)	$____ (Amount)		

DATE: 10/6/75

FROM: Mathew Cardoza, Region #: One
Regional Director, OAE

TO : Chief, Demonstration Branch, DRD/BOAE/OE
Room 5020, ROB #3, 7th & D Streets, SW.
Washington, D.C. 20202

ATT: Coordinator, State Vocational Research Programs

One (1) copy has been retained and the remaining TWO (2) copies are forwarded

DATE: ____

FROM: Chief, Demonstration Branch, DRD/BOAE/OE

TO : Director, AIM/ARM
Ohio State University
1960 Kenny Road
Columbus, OH 43210

FORWARDED FOR INCORPORATION INTO AIM/ARM

2

FINAL REPORT

Title:	Instructional System Development Model for Vermont Area Vocational Centers
Project Number:	Research Grant V0087V2
Submitted By:	NERCOE 44 Brattle Street Cambridge, Massachusetts 02138
Project Director:	John R. Faust
Project Dates:	July 1, 1974 to September 1, 1975
Date of Final Report:	August 1, 1975

102 658

INTRODUCTION

On July 16th 1975 the four finalized curriculums produced by this project were placed in the hands of the Vermont R. C. U. consultant.

Although the original process plan as established in the December 1974 proposal had to be altered, the four major project objectives stated then; and reviewed here were accomplished.

The following is a review of project objectives and how they were accomplished.

OBJECTIVE #1

Establish a process design for instructional system development that will become a model for total development of individualized instruction for all occupational clusters offered in Vermont vocational programs.

During the summer of 1974 seven vocational instructors, three health, two auto mechanics, one auto body, and one food service instructors participated in a seven week workshop creating through an instructional system approach, a curriculum document containing the following:

1. Identification of occupations within the cluster.
2. Analysis of tasks associated with each occupation.
3. Program content containing:
    a. Skills, values, concepts to be derived by students.
    b. Terminal performance objectives
    c. Student learning activities
    d. Teacher resource needed to support student learning
    e. Suggest methods to evaluate students.
4. Unit teaching plan containing:
    a. Interim objectives to measure student progress
    b. Sequential plan to unit presentation
    c. Resource need by teacher to conduct unit.
5. One or more instructional sheets needed to conduct the unit.

The original project proposal contained plans for fifteen instructors and a team leader approach. Due to late funding it was impossible to secure the service of fifteen instructors. The seven instructors that did participate in the full seven weeks of workshop created the document following the original instructional system as stated in the proposal.

Some of the participants had been participating in State Department of Education sponsored workshops in curriculum prior to this effort. Each participant had "piece meal" knowledge of the instructional development system, however it was obvious they were working at the memory level of cognitive learning and never had reached the application level. It was essential for the Project Director to teach all participants of the instructional system and to allow many trial and error application of each element of the instructional system.

The first three (3) weeks of the seven (7) week program were devoted to this procedure, with usable curriculum elements the product of the last four (4) weeks.

In September of 1974 all seven instructors implemented the curriculum on an experimental basis. The seven instructors represented five of the fifteen area vocational centers. Two hundred and seventy-seven students in the four curriculum areas were the recipients of the experimental curriculum.

Each instructor agreed, in a performance contract, to evaluate and change curriculum as it was necessary during the implementation process. Three, one-day meetings were held to review and revise the curriculum as needed. The Project Director made visits as needed.

During the fall of 1974 interest of non-participating instructors in the state increased. This was mostly caused by positive comments of State Department Consultants.

Although the entire curriculum was not shared with non-participating teachers, orientation meetings were held with Health and Food Service Instructors. These meetings served to maintain interest in the project and to feedback positive suggestions to the curriculum producers.

Implementation went well until December when unfortunately one health instructor had to resign her teaching position for personal health reasons. This dropped our number to six active participants.

In January 1975 project funds allowed us to invite an additional three instructors to join the group. The additional instructors were selected through joint agreement of original participants, project director, and consent by state program consultants. The three instructors were selected on the basis of those teachers who could best add experience to improve the quality of the curriculum product.

The nine instructors were now implementing the four curriculums with 366 students. During the implementation period, three one-day evaluation sessions were arranged and conducted by the project director. These meetings aided participants to clarify and revise all curriculum elements as problems arose.

At the completion of the second one day evaluation in March 1975, it was obvious that the program content as revised from the summer 1974 document was satisfactory. At this time all efforts turned to improving the methodology established in the curriculum. A methodology consultant aided the participants in establishing the additional element needing work in the summer 1975 workshop.

The summer 1975 workshop accomplished the following:

a. Defined methodology terms
b. Added new methods to student activities column
c. Defined evaluation measures criterion and norm testing
d. Reorganized skill analysis chart
e. Added new job or procedure sheets.

In addition to these elements a final review of the document and the addition of attractive artistic work took place.

The document was ready for dissemination.

OBJECTIVE #2

Ascertain the quality and quantity of instructional materials available to Vermont instructors of health occupations, auto industries, and food service occupations.

It was found early in the project, there was little common instructional materials being used by instructors other than a text book.

The participants made use of state consultant materials acquired from other states.

Throughout the entire year of project development, instructors made extensive use of the Twin State Information Service. This service provides access to the ERIC document collection.

In addition to ERIC, limited quantities of commercially prepared materials have been used to aid in writing and implementing curriculum. State consultants have acted as resource people for project participants.

Non-participating instructors in one group, Food Service, recognized the need for better resources to accompany the curriculum produced. These instructors are now organized to produce a Resource Guide associated with the newly created curriculum.

Recommendations to state department staff by project participants at the conclusion of the project indicate a similar need in the other curriculum areas:

OBJECTIVE #3

To show through product development and application, that competent vocational instructors when given training time and resources, can develop and use competently, all phases of the instructional system.

Project participants are full time occupational instructors in Vermont area centers. All participants have agreed that the project has allowed them to coordinate many isolated teaching skills into a cohesive effort that has worked well in planning each school day. Proof of success during the implementation process is provided by the fact that in many instances the participants have aided fellow instructors on the area center staff, in improving techniques of program development.

A major successful outcome of the project appears to center around the early entry of instructors in the instructional system development, if dissemination is to become an important factor of any new curriculum.

Recent similar curriculum projects accomplished throughout the country have not involved the classroom instructor early enough in the system development process to allow strong instructor interest in the documents created.

The benefits derived from using full time instructors also include the influence they have with other instructors at their level. Questions about curriculum are asked more freely in a peer relationship rather than in a supervisor to subordinate relationship. The active participation of teachers has also encouraged greater curriculum interest of the area center vocational directors.

OBJECTIVE #4

Utilizing the three occupational clusters of health occupations, automotive industry, and food service, design and implement an instructional system that will be used by all vocational centers offering these clusters.

The original objective stated three occupational areas, however an initial assessment of the Automotive Services program showed a distinct advantage of separating Auto Services from Auto Body. The final results of the program contain four distinct curriculums.

The design of a standardized five and three column document in this initial statewide curriculum effort has lead to the adoption of this model for future curriculum development in Vermont. This adoption has been based upon the ease which non participating instructors appear to have acquired an understanding of the documents.

As part of a final evaluation of the project each participant was asked to make recommendations dealing with dissemination of project materials. In all cases the participants felt a final review meeting organized by the state consultant was all that was needed prior to total dissemination of the project.

The State of Vermont has identified over 20 additional areas which require curriculum development designed around this initial effort. Discussion of a process to accomplish this task is now taking place in cooperation with the State of New Hampshire which has similar instructional needs. It appears this project may have been the catalyst needed to initiate a complete instructional development plan for the two states' needs.

Cost-Benefit Results

The original Part C grant of $18,730 was recognized as inadequate to produce the four curriculum documents. Since the project was considered to be a "Learn-Do" training approach state Educational Professional Development Act (EPDA) funds of $12,839 were applied for and granted. The total project funds available were $33,934. This amount was expended to produce the four "camera ready" finish copies of the curriculums. The finished product contains 100% of the content of

each occupational cluster and an estimated 60% to 80% of the methodology needed to carry out the instructional programs.

Each curriculum guide therefore was produced for just less than $8,500 each, excluded duplicate printing costs.

One of the project goals as indicated in the original proposal dealt with the need to establish developmental costs. Vermont being a small state with limited financial resource and a high priority for instructional development must have cost-benefit evidence on which to base its future plans for instructional development.

Given similar circumstance to this project it is assumed that any curriculum could be produced in its entirety for something less than $10,000 per curriculum area. This statement of course is only an assumption since the unique variable in this project can never be precisely duplicated.

Evaluation

The original proposal suggested a third party evaluator. This original plan was deleted as suggested by U.S.O.E.

Although a required evaluation was deleted, the project director feels it is important to indicate that an internal process evaluation did take place.

The progress of the two summer workshops were evaluated by a process chart developed in the initial planning period of the workshop. The first summer effort in 1974 was basically designed by the project director since project participants did not have a clear understanding of all Instructional System Elements (See Appendix Item #1).

The follow-up workshop in the summer of 1975 contains a process plan composed by the project participants (See Appendix Item #2).

The evaluation of the implementation phase was designed around an individual performance contract establishing what the individual instructors would accomplish during the trial period of implementation (See Appendix Item #3).

At the conclusion of the project each program participant was asked to write his/her own comments about the project. Purposely, the project director gave no direction as to what should be contained in the evaluation other than the need for objective positive and critical statements. Some of their comments follow:

Positive Comments

"I feel more confident in dealing with those persons to whom I am accountable as far as my curriculum and teaching are concerned." "I've got it down in black and white!"

"This is something the state of Vermont has needed for some time!" "At least now everyone has a guide and specific direction in which to go." "Now it's up to the individual instructors to follow it through."

Criticism

"Earlier approval for such a grant could have allowed teachers to organize their summer better."

"The project could have been longer."

"Follow-up group meetings are essential."

Overall the participants expressed high regard for project leadership and appear to exit with many new found skills.

Conclusions and Recommendations

The four major objectives as stated in the original proposal were met.

Most important and yet least measureable is the affective behavior change in project participants as a result of their recognition that isolated skills

learned about curriculum in past workshop efforts could be assembled into a systematic development effort, to produce a curriculum guide that can be accepted by a majority of Vermont's instructors in the four selected fields.

The project should have provided the State Department of Vocational-Technical Education with some objective basis on which to commit both human and financial resources needed for total Instructional System Development in the future.

Needed now is a follow-up dissemination process with a reasonable time for all instructors in the four curriculum areas to work with the curriculum as written. This implementation period should then be followed by periodic revision workshops.

In conclusion, an area center concept such as that established in the 15 centers of Vermont must have three high quality elements for long term successful training of students for job entry skills: A modern, well equipped, physical facility; a qualified dedicated staff; and a well defined instructional system.

Vermont has the facilities and staff pattern for success and with this initial Instructional System Development Model as a blueprint it has the missing link for complete program success.

ACTIVITIES FOR PROGRAM SUMMER 1974 PHASE I WORKSHOP

AUTO BODY	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	7th Week
1. Develop an activity schedule	X						X
2. Identify and select the occupation titles within the cluster	X						X
3. Select the occupation to develop task analysis	X						X
4. Develop task analysis (2) for each key occupation	X	X					X
5. Determine instructional resources needed	X	X	X				
6. Identify unit title to be included in content document		X	X				X
7. Write concept, skill, and value statements for each unit and/or sub units			X	X	X		X
8. Develop behavioral objectives for each unit or sub unit			X	X	X		X
9. Develop suggested learning activities for students			X	X	X		X
10. Develop list of teacher resources needed to support student learning activities			X	X	X		X
11. Describe suggested evaluation methods				X	X		X
12. Develop a sample lesson plan to accompany one unit of student content document						X	
13. Develop a bibliography of all materials used to build the program						X	
14. Assemble all appendix materials						X	
15. Write an introduction statement to the content. Describe how program was built							X
16. Table of Contents							X
17. Cover - design							X
18. Identify responsibilities for development of additional plans of action during the school year							X
19. Assemble all documents in sequential order as determined by team/director							X
20. Write and submit a performance contract for UVM or certificate credits		X					

APPENDIX ITEM #2

PARTICIPANT PROGRESS CHART SUMMER WORKSHOP 1975

	June 30 to July 3	July 7 to July 11	July 14 to July 17
1. Rearrange skill analysis chart	X		X
2. Add to skill analysis chart	X		X
3. Complete any additional 5+3 col. and cover page sheets (if we do #2)	X	X	X
Explanation of skill analysis chart	X		X
4. Update appendix materials		X	X
5. Add and improve and define methodology		X	X
6. Devise skill evaluation sheets (sample)			X
1. Student self evaluation			X
(?) 2. Periodic evaluation sheet			X
7. Number pages			X
8. Sample of criterion testing			X

APPENDIX ITEM #3

PERFORMANCE CONTRACT FOR SCHOOL YEAR 1974-75

As a member of the curriculum team for the summer workshop 1974, course entitled Instructional System Development Model, I contemplate the following activities to implement and evaluate the final document.

1. Review document with Director of my Center.
2. Develop and use lesson plans and shop job sheets for all 5 and 3 column sheets.
3. Use 5 and 3 column sheets and record results.
4. Submit 3 column review sheet to Project Director on a monthly basis - to include evaluation points.
5. Conduct staff meeting to explain curriculum design.
6. Attend 2 full day meetings during school year as designated by Project Director.
7. Develop possible training aides.
8. Construct additional appendix materials to support program content.
9. Submit to Project Director, student evaluation of selected units.

Project Director

_____

Team Member

_____

ACCESSION NUMBER: VT102659

PUBLICATION DATE: 74

TITLE: MANUAL OF CENIS (CAREER EDUCATION NEEDS INFORMATION SYSTEM) OPERATING PROCEDURES AND COMPUTER SOFTWARE.

DESCRIPTOR: CAREER EDUCATION; MANUALS; *COMPUTER PROGRAMS; *TECHNICAL OCCUPATIONS; LABOR DEMANDS; STUDENT EXPERIENCE; *EDUCATIONAL NEEDS; *ELECTRONIC DATA PROCESSING; *INFORMATION SYSTEMS

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ABSTRACT: THIS MANUAL DETAILS THE OPERATING PROCEDURES FOR THE CAREER EDUCATION NEEDS INFORMATION SYSTEM (CENIS), WHICH COLLECTS, ANALYZES, AND DISSEMINATES DATA PERTAINING TO THE EMPLOYMENT OF IOWA GRADUATES IN TECHNICAL OCCUPATIONS. THE DATA PRODUCED FROM CENIS GIVE AN OVERVIEW OF THE CURRENT AND PROJECTED TECHNICAL EDUCATION NEEDS IN IOWA BASED ON THE EXPECTED NEEDS OF EMPLOYERS AND THE EXPERIENCES OF GRADUATES FROM PAST YEARS. THE OVERALL SYSTEM IS COMPRISED OF FIVE COMPONENTS: (1) CENIS COMPUTER SOFTWARE SUPERVISOR, (2) LABOR DEMAND, (3) STUDENT INTEREST, (4) THREE-YEAR FOLLOWUP, AND (5) CENIS INTERFACE. THE OPERATING PROCEDURES DETAILED IN THIS MANUAL INCLUDE REQUIRED DATA COLLECTION AND EDITING PROCEDURES, THE CHARACTERISTICS AND USE OF CENIS COMPUTER SOFTWARE, AND THE FORM AND CONTENT OF REPORTS GENERATED BY THE COMPUTER. MAJOR SECTIONS OF THE MANUAL CORRESPOND TO THE MAJOR COMPONENTS. (NJ)

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Career Education Needs Information System

Reference Manual

Prepared by
Iowa State University
Statistical Laboratory

MANUAL OF

CENIS

OPERATING PROCEDURES

AND

COMPUTER SOFTWARE

Produced for the

IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION

by

The Statistical Numerical Analysis and Survey
Sampling Sections of the Statistical Laboratory

Iowa State University

Ames, Iowa

1974

Preface

The Career Education Needs Information System (CENIS) was developed in a cooperative effort by the Iowa State Department of Public Instruction (DPI) and two sections of the Statistical Laboratory at Iowa State University (ISU). The specifications, design, implementation and first analysis were carried out during a two and one-half year period which encompassed the years 1972-1974.

System specifications, and many elements of the design, were developed by Dr. W. O. Schuermann, Dr. Kenneth Wold, George Lawrey, Donald Wederquist, David McWethy and others, all members of the Career Education Division of the State Department of Public Instruction. Much of the remaining work was done at Iowa State University under contract to DPI.

The survey sampling design for the labor demand component data collection portion of CENIS was developed by the Survey Sampling Section of the Statistical Laboratory at ISU. Data collection operations, in the first labor demand analysis, were closely monitored by this section. Dr. Roy Hickman and Harold Baker supervised these operations. The description of the sample survey design, which is contained in this manual, was written by Professor Baker.

The CENIS computer system design and implementation, and the data processing activities involved in the first CENIS analysis, were carried out by the Statistical Numerical Analysis and Data Processing Section of the Statistical Laboratory at ISU. This manual was, except as mentioned above, written by members of this section. Persons from the section who made major contributions to the project include Dr. W. J. Kennedy, Bud

Meador, James zumBrunnen, Gary McCormick, Charlotte Bentley, Mary Remsburg, Carol Dunn and Diane Chien. The efforts of Gary McCormick and James zumBrunnen deserve special acknowledgement. These two men developed the CENIS software supervisor, which is a key component in CENIS. The excellent work of Carol Dunn, who typed this entire manual, also deserves special mention.

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CHAPTER 1 INTRODUCTION TO CENIS

The Career Education Needs Information System (CENIS) is a data collection, analysis and reporting system. The system is designed to provide, for most of the technical type occupations, current and projected personnel needs of employers in Iowa, incoming student occupational preferences, expected supply of graduates, and outcomes of area school graduates during the latest three year period. These data, produced from CENIS, give an overview of the current and projected technical education needs in Iowa based on the expected needs of employers and the experiences of graduates from past years.

The overall system is best described as being comprised of five components. These components are the following:

1) CENIS Computer Software Supervisor
2) Labor Demand
3) Student Interest
4) Three Year Followup
5) CENIS Interface

The CENIS Interface component is the one which features summarization of all component data to give a concise report of the needs in career education across the state.

Design and implementation of CENIS was started in 1972. One complete set of CENIS data was processed in 1973, using individual preliminary component computer software packages. This first CENIS analysis produced more than 300 different output reports, based on several tens of thousands of input records. This initial implementation of CENIS certified the

validity and utility of the basic design, and work began on an integrated CENIS Computer Software Package during 1974. The entire project was completed in August, 1974.

This manual is designed to provide details of operating procedures for CENIS. These include required data collection and editing procedures, the characteristics and use of CENIS computer software, and the form and content of reports generated by the computer. Major sections in this manual correspond, for the most part, to major components in the computer software package.

CHAPTER 2

CENIS SUPERVISOR

2.1 Introduction to the CENIS Computer Software Supervisor

The CENIS operating system consists of a program library in the form of IBM load modules. Each program in the system is a member in this load module. One of the programs in the library is a supervisory program named CENIS. The primary purpose of this chapter is to describe CENIS and its relationship to other programs in the system. An explanation of general purpose maintenance considerations will also be given along with required procedures in system generation.

To simplify explanation, the term segment will refer to one of the four major divisions of the system:

1) Student Followup
2) Student Interest
3) Labor Demand
4) Interface

The term routine will apply to an individual program within one of the segments.

The purpose of the supervisor is to determine which program the user wishes to execute, obtain the program from the library, pass certain information to this program, and then let the program perform its task. When the program finishes its task it will pass control back to the supervisor which will then determine whether the user desires that another program be executed. When the selected program has completed its task, it is removed from core by the supervisor. An operating system of this type allows the execution of many routines while it keeps the amount of core required to a minimum. The loading and unloading of modules—known as an overlay—is done directly in the supervisor rather than through the linkage editor because it

is easier to implement and also makes future system alteration much easier. With this general structure in mind the CENIS system can now be explained in greater detail.

2.2 Supervisor Structure and Operation

2.2.1 General Program Operation

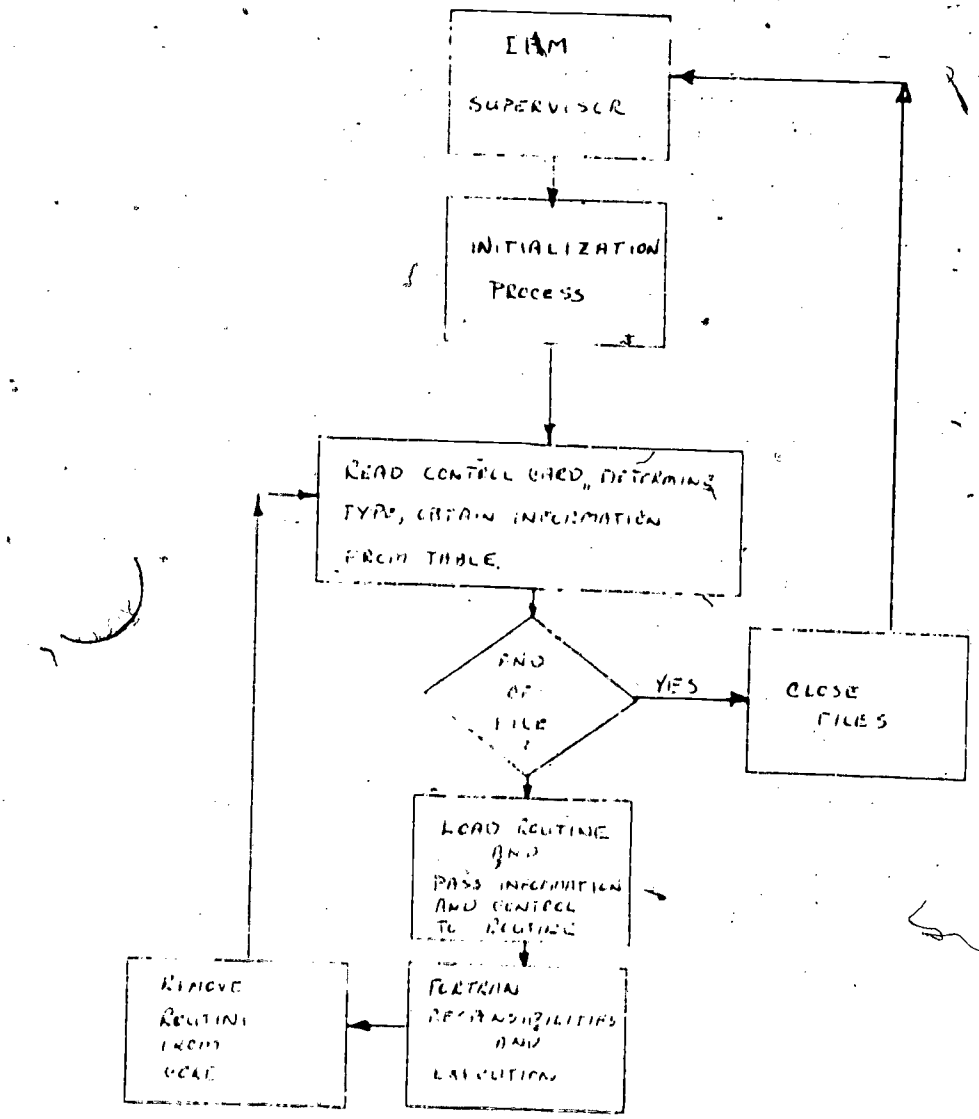
The supervisor is passed control from the system (IBM) monitor. Upon first obtaining control the supervisor performs two basic functions, 1) obtains date information from IBM system, 2) opens files necessary for its execution. The supervisor then is ready to determine what the user desires to do by reading in a control card. After determining which type of control card has been read, the program will then search through a table to determine whether the card is valid and, if it is, will proceed to obtain the information from the table. (The actual forms of the control cards and table will be discussed in later sections.) From the information in this table the supervisor obtains the name of the routine in the program library. At this point the supervisor loads the program into core and passes control, along with three parameters, to the program.

The responsibilities of this loaded program will now be discussed. Except for the general utility routines, all routines are FORTRAN subroutines. The FORTRAN routines will have as their first statement

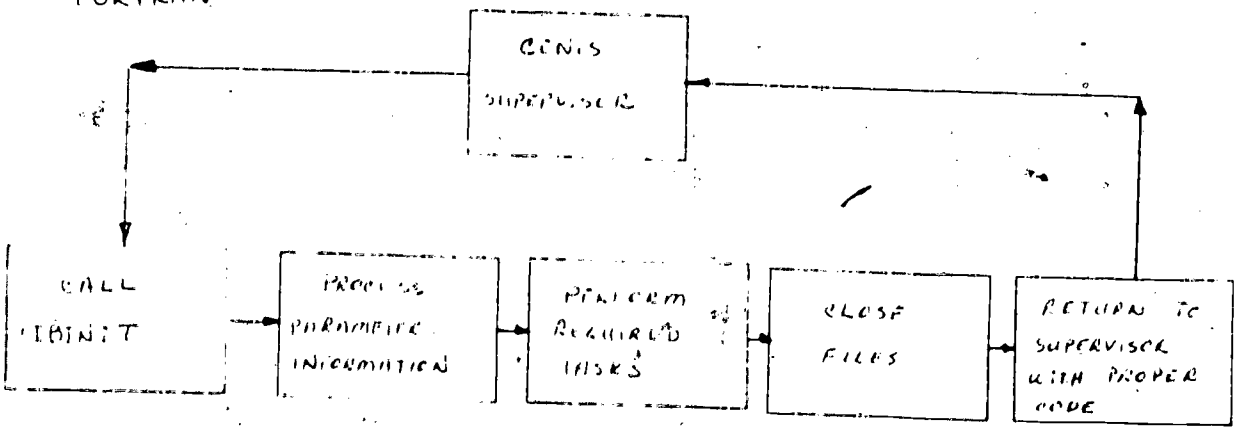
SUBROUTINE XXXXXX(IN, IOUT, DATE)

where XXXXXX is the routine name, IN is an INTEGER*4 array of length 10 of FORTRAN input unit numbers pointing to the files needed by the routine, IOUT is an INTEGER*4 array of 10 output units needed by the routine, and DATE is an array of length three (12 byte string) of the character form of the date. It is the routine's responsibility to dimension these variables and to use them to perform their obvious functions. The first operation that the routine should then perform is to call a subroutine IBINIT which

Figure 2.1 CENIS Supervisor in Operation



FORTRAN



initializes the FORTRAN error handling routine IBCOM//. The routine is then free to perform its required tasks. Upon completion of these tasks the routine must call a FORTRAN subroutine CLOSEF with parameters IN and IOUT. This routine closes any FORTRAN files used by the routine and frees the buffer space required by these units. The program must then return control to the supervisor. This statement has the form:

STOP - program executed as expected

STOP 1 - program could not execute as expected.

At this point the control is passed back to the supervisor which in turn removes the routine from core to allow room for the next routine. At this point the supervisor is ready to determine what the user wants next by reading another control card. This logic can be seen in symbolic form in Figure 2.1. A more detailed description of the supervisor operations may be obtained by reading the comments in the supervisor (CENIS) source listing. In this general description we have referred to control cards and a table of information in the supervisor. These will now be described in greater depth.

2.... Control Card Usage

The control cards used by the system are standard 80 column cards. To simplify our explanation the following fields are defined on the cards:

Col. 1-1[illegible] segment name field

Col. 16-30 operation field

Col. 31-80 operand field

2.2.1 Control Cards From the User's Standpoint

The user communicates with the system by placing the correct entries in the segment field or in the operation and operand fields. In general, the user punches one card with his choice of an entry in the segment field and then follows it with one or more cards with entries in the operation and operand fields to indicate which routines he desires to execute.

The entry in the segment field must be one of the following values:

STUDENT FOLLOWUP

STUDENT INTEREST

LABOR DEMAND

INTERFACE

These entries must begin in column one and be spelled properly. In the case where the entry consists of two words, these two words must be separated by only one blank. When the user specifies an entry beginning in the segment field the remainder of the card should remain blank.

The entries in the operation and operand fields appear in pairs on this type of control card. The value in the operation field must be one of the following values:

EXECUTE

SCRATCH

LIST

DATE

This entry must begin in column 16 and be followed by blanks until the operand entry appears. The operand entry is dependent upon the operation field entry and the routine that user desires to execute in the segment he has indicated. The operation entries following an operand of SCRATCH,

LIST, and DATE are of a fixed format and will be explained in the section where these utility programs are documented. The operation entry following the EXECUTE operand is dependent upon the particular routine the user wishes to run in that segment. Typical operands might be:

REPORT ONE

DATA FILE

SORT DATA

INTERFACE FILE

Again, the first character of the operand entry must appear in Column 31 of the control card. If the operand entry consists of more than one word, the words must be separated by only one blank.

The segment cards and operand-operation cards may appear in any order the user deems logical. The only exception to this is that the first card in the control deck must be a segment field card. For example, a user could run a routine in the LABOR DEMAND segment followed by two routines in STUDENT FOLLOWUP segment and then return to the LABOR DEMAND segment to execute another of its routines. This is illustrated in Figure 2.2.

Figure 2.2 Control Language Usage Across Components

LABOR DEMAND

EXECUTE REPORT ONE

STUDENT FOLLOWUP

EXECUTE LABEL FILE

EXECUTE REPORT ONE

LABOR DEMAND

EXECUTE REPORT THREE

The specific operand entries, and the associated routines which they specify, will be given in the documentation section for the segment in which the routines appear. Also appearing in that section will be the logical order in which the routines should be run in order that each program will have the files it requires to execute properly. This order of execution should be apparent when the table area located in the supervisor is examined.

2.2.2.2 Control Card Usage Within the Supervisor

The basic function of the supervisor is to read a control card and to establish whether it is a segment or operation-operand card. Upon establishing the type, the supervisor has certain tasks to perform in each case. The details of determining the type can be seen in the supervisor source listing.

2.2.2.2.1 Segment Type Card

When the supervisor has determined that the card is of this type it then determines which of four segment names appears in the segment field of the card. With this established, it then sets two variables to values which are unique to that segment. These two variables relate to the table in the supervisor. The first variable points to the position in the table at which routines for this particular segment begin to occur. The second variable has a value equal to the number of routines in that particular segment. These variables will be used when the supervisor encounters a following operation-operand card. Once these two variables have taken on values, these values do not change until another segment type card is encountered. A detailed account of this proceeding may be seen in the

supervisor's source listing comments.

2.2.2.2.2 Operation-Operand Card

After the supervisor has decided it has encountered an operation-operand card it must then decide which routine the user wishes to use. The supervisor first decides whether the card asks for one of the utility routines—LIST, SCRATCH, or DATE—or whether the user is asking for a particular routine in the segment. In the case of the former the supervisor simply passes control to the requested utility. For the latter, the supervisor begins a table search, using the two variables mentioned in the previous section, to determine where to begin and stop searching in the supervisor table. When the proper element is found in the table, the supervisor can then use the information in the table to load and execute the requested routine. A more detailed view of these operations can be obtained through comments in the supervisor source listing.

2.2.3 Table Description of CENIS Supervisor

The table section of the supervisor contains information needed by the supervisor to determine which routine the user desires to run. Once it has decided which routine is to be run, the supervisor obtains the FORTRAN name of the routine from the table and the parameters which must be passed to the routine to allow it to execute properly. Included also is a feature which allows the supervisor to determine whether a previously run routine's error could cause the routine requested to fail in its operation. The table is divided into four sections—one section for each

segment. The table sections for INTERFACE, STUDENT FOLLOWUP, and STUDENT INTEREST allow for sixteen possible routines to be entered in the table. The last section in the table, LABOR DEMAND, already has exactly sixteen routines and the table may be lengthened, as required, to accomodate any additional routines placed in this segment. Each routine within a segment has an associated 204 byte element in the table.

Before discussing the specifics of a table element, the manner in which each routine in the table is assigned a routine number will be defined. Each routine is assigned a two-digit number of the form

sd

where s may take on the values 0,1,2,3,4 and where d may take on the values 1-9,A-F,0. The value of s refers to the segment that contains the routine. The correspondence between s value and segment is:

0 - Student Followup

1 - Interface

2 - Student Interest

3,4 - Labor Demand.

The value of d is the number of the routine in the segment. It is in the hexadecimal number system and consequently can take on the values A-F (11-15). The order in which the segment sections are placed in the table is sequential with respect to the value of s, in the number sd, for a particular segment.

As was mentioned previously, each routine has a table element of length 204 bytes. The format of this element is as follows:

Bytes

1) 1-43 - operation-operand field entries which appear on the control card when this routine is requested.

2) 44-49 - FORTRAN named routine that is stored in the disk program library.

3) 50-124 - 75 byte string of routine numbers which the supervisor should check for possible execution errors before the routine is executed.

4) 125-164 - array of ten Integer*4 input units that the routine will use during execution.

5) 165-204 - array of ten Integer*4 output units that the routine will use during execution.

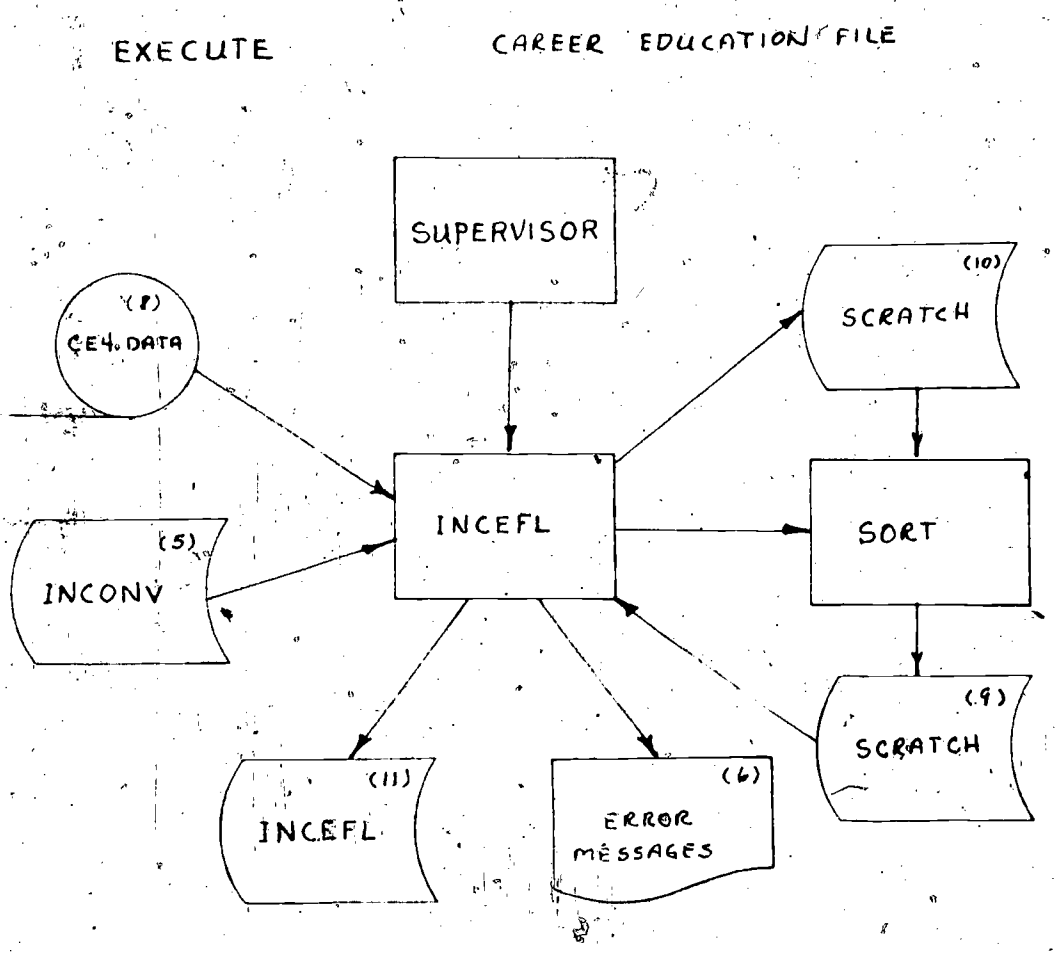
The use of Items 1), 2), 4), and 5) has been noted in previous sections. It should be noted that the 75 byte strings in Item 3 of the documentation of the routines to be checked for improper execution pertain only to this run of the supervisor. If a routine had failed to execute properly on a previous computer run, it would be the user's responsibility to note this.

The supervisor performs this check by keeping a current table of flags which is updated after execution of any routine in a run. If a routine does not execute properly, the flag corresponding to that routine is set. If one of the following routines requested to be executed has the program in error as one of its routines to be checked prior to execution, the flag set in the current table of flags will be noted and the following routine would not be allowed to execute. The detailed logic of how this checking and setting of flags is performed can be seen in the supervisor program source comments.

These table entries are directly related to the routine flowcharts provided with each segment. A listing of the table elements in the supervisor is given in the Supervisor Source listing. The tables are written in IBM Assembler Language; however, due to the fact that they consist of only character and numerical value definition, the actual Assembler instruction does not need to be understood by the user to follow what is happening.

Figure 2.3 gives a typical table entry with its associated input-output flowchart. The routine flowchart shall be examined first. One can see that the FORTRAN routine INCEFL number 13 (third program in the INTERFACE segment) uses FORTRAN units (8), (5) as input units and (9), (10), (11), (6) as output units. Units (9) and (10) are used as intermediate storage areas by this program. Upon examining the table entries, one sees many of the same items and numbers appearing in the input-output flowchart. In particular, the first line contains the operation-operand entry to be found in a control card, the second line contains the FORTRAN name of the routine, the fourth line contains the input units used by the program, and the fifth line contains the unit numbers of the output files. Since the program required only two input and four output units, the constants 8F'0' and 6F'0' zero out the remaining units in the ten element arrays of input and output units, respectively. The third line of the table indicates that the flags for routine number 11 should be checked in the current flag table for proper execution. In this case, this is program 1 in the Interface segment and it created file (5). Its flag was checked since routine 13 would not be able to execute properly if file (5) had not been created properly. If the routine to check has a value of '00', no check is performed.

Figure 2.3 Typical Table Entry Flow




```
DC      CL43'EXECUTE    CAREER EDUCATION FILE'
DC      CL6'INCEFL'
DC      XL75'11'
DC      F'8,5',8F'0'
DC      F'9,10,11,06',6F'0'
```

This relationship remains consistent throughout table entries and input-output flowcharts except in the utility routine CDTODK. This discrepancy will be explained in the section where this routine is documented.

2.2.4 Output From CENIS Supervisor

The Supervisor creates an output print data set which contains a listing of the control cards processed by the supervisor. The control cards are printed in exactly the same manner in which they were punched. Intermixed with the listing of the control cards will be error messages whenever the supervisor determines that an error has occurred. In general, these messages will point out that the user has either mispelled or misplaced a segment, operation, or operand field on the control card. A message will also be printed if a routine indicates to the supervisor that it has not executed properly.

The supervisor printed output is located on FORTRAN unit 6 (FT06F001). The supervisor prints a control card on this unit as soon as it is input. If the control card is not in error, the supervisor then begins the procedure to determine which routine to execute. While this routine is executing it can also print messages on unit 6 to indicate any abnormal occurrences in its execution. These messages will then follow the listing of the control card, which asked for the routine to be run, on the supervisor output listing. FORTRAN unit 6 is also the data set upon which the FORTRAN execution time error messages are printed. Consequently any errors of this type will also be listed following the listing of the control card.

Certain types of errors will cause the supervisor to discontinue its processing of control cards. When this type of an error occurs, the

Figure 2.4 Supervisor Output From Proper Execution

```
*** CONTROL LANGUAGE OUTPUT FROM CENIS SUPERVISOR

STUDENT FOLLOWUP

                EXECUTE     DATA FILE

                EXECUTE     LABEL FILE

                EXECUTE     REPORT ONE

                EXECUTE     INTERFACE FILE

*** SUPERVISOR HAS PROCESSED ALL CONTROL CARDS FOR THIS RUN
```

Figure 2.5 Supervisor Output From Spelling Error

```
*** CONTROL LANGUAGE OUTPUT FROM CENIS SUPERVISOR

INTERFACE

          EXECUTE     LABEL   FIEL

          *** ERROR--ROUTINE NAME NOT RECOGNIZED

*** CHECK PROPER SPELLING AND POSITIONING OF COMMANDS ON CARDS

*** AN ERROR HAS OCCURRED--THE FOLLOWING WERE NOT EXECUTED

          EXECUTE     REPORT ONE

          EXECUTE     REPORT TWO

** SUPERVISOR HAS PROCESSED ALL CONTROL CARDS
```

supervisor will print out a message indicating this fact and then list the remainder of the cards that it has not processed. The user can then check these cards for possible spelling and positioning errors. It should be noted that the supervisor does not check these remaining cards for errors, it merely lists them for inspection.

Two types of errors can cause the supervisor to stop processing control cards:

1) Misspelling or incorrect positioning of the words in the various control fields on the cards.
2) Request for the execution of a routine whose execution depends on a routine that did not run properly.

Figures 2.4, 2.5, and 2.6 are examples of various types of output from the CENIS Supervisor. Figure 2.4 shows proper execution. Figure 2.5 shows an error in spelling and positioning. Figure 2.6 gives an example of error output from a requested routine. This routine indicated that it did not execute properly and, consequently, the next routine, whose execution depended on the first, was not run.

Another type of output, which will be printed, will be noted in this section although it is not directly related to the supervisor. This is the output from the IBM Sort routine which is shown in Figure 2.7. The user should consult the IBM documentation of this routine for further explanation. If more than one requested routine performs a sort, the output from the sort program will be listed sequentially in the order in which the sorts were executed.

Figure 2.6 Error Output from Routine

```
*** CONTROL LANGUAGE OUTPUT FROM CENIS SUPERVISOR

STUDENT FOLLOWUP

                EXECUTE         DATA FILE

 NO DATA FOUND ON UNIT 1

  NO DATA WRITTEN ON UNIT 2

                *** WARNING -- THIS ROUTINE DID NOT EXECUTE

                EXECUTE         REPORT ONE

                *** ERROR -- ROUTINE NOT RUN DUE TO RETURN CODE

*** NOTE -- FOR ALL ERRORS CHECK PROPER SPELLING AND POSITIONING OF
            COMMANDS ON CONTROL CARDS

*** AN ERROR HAS OCCURRED -- THE FOLLOWING WERE NOT EXECUTED

                EXECUTE         REPORT TWO

                EXECUTE         INTERFACE FILE

*** SUPERVISOR HAS PROCESSED ALL CONTROL CARDS
```

Figure 2.7 Typical Output from Sort

```
IER036I - B =  35
IER037I - G =  217
IER038I - NMAX =  47869
IER0[illegible]I - END SORT PH
IER0[illegible]I - SKIP MERGE PH
IER0[illegible]I - INSERT  26223, DELETE  26223
IER0[illegible]I - RCD IN        , OUT
IER0[illegible]I - EOJ
```

2.3 Utility Program Explanations

2.3.1 Change Of Date Program

This routine allows the user to change the date on various reports generated by the system. The routine is internal to the supervisor and is not in the disk library. If this routine is not executed, the data obtained from the IBM system will be used on the reports. It should be noted that once the routine is executed, the date specified to the date routine remains in effect until another DATE card is encountered. Once the DATE routine is executed the user cannot obtain the IBM system date again in that particular run. The DATE routine may be executed within any segment. The date routine is run by placing DATE in the operation field and up to a twelve-column date beginning in the operand field. An example might be:

```
INTERFACE
          DATE        JULY 12, 1974
```

2.3.2 Program to List a Data Set

The List program is used to list a data set on paper. This might be done in order to determine that the data in the data set is in the proper form, or it might be used to locate possible errors in the data set. This is in the program library on disk and is loaded into core when requested by the user. The listing of the data set is placed on FORTRAN unit 32 (FT32F001). This program may be used to list records of up to 240 bytes per record with the first line of each record numbered with the position that record occupies in the file. If the length of the record is greater than 80 bytes, the list routine places 80 bytes of the record

per printed line for as many lines as are required. The list routine may be requested by the user in any of the four segments. The user requests the list routine by punching LIST in the operation field and the DDNAME of the data set to be listed in operation field. An example might be:

```
STUDENT FOLLOWUP

                LIST        FTO4F001
```

An example of LIST output is given in Figure 7.8.

5.3 Utility Routine to Scratch Data Set

The Scratch routine may be used to scratch a data set from a disk file, and free its space for use by another data set. This routine could be used to scratch data sets not required by the system. Possible candidates to scratch might be temporary or practice data sets no longer required. Another possibility might be to use the program to remove previous years' data from the disk to make room for the next year's data. The scratch routine is located internal to the supervisor. This routine may be used only to scratch data sets from IBM 3330 disk packs. This default may be changed by consulting the supervisor source listing comments. The scratch routine may be executed in any of the four segments. The user may request that a data set be scratched by placing SCRATCH in the operation field and the following entry in the operand field:

```
XXXXXX DATA SET ZZZZZ...
```

where XXXXXX is the serial number of the disk pack and ZZZZZ... is the Data Set Name (DSN) of the data set to be scratched. An example might be:

```
LABOR DEMAND

                SCRATCH     CENIS1 DATA SET LDLBFL
```

Figure 2.8 Output from List Routine

```
LIST OF RECORDS ON FTO1FOO1

RECORD NO.      RECORD IMAGE

     1          1111111 222222 33333
     2          111111111111   2222
     3          1111111 222222 33333
     4          888888888  555555 2
     5          1111111 222222 33333

ALL RECORDS ON THIS FILE HAVE BEEN LISTED
```

Figure 2.9 Typical Table Entry for CDTODK

```
DC      CL43'EXECUTE          LABEL FILE'
DC      CL6'CDTODK'
DC      XL75'00'
DC      C'CD01FOO1',8F'0'
DC      C'FTO3FOO1',F'6',7F'0'
```

2.3.4 Utility Routine CDTODK

This routine is used to copy a card data set onto disk. It is used by routines in each of the four segments, and is documented here to avoid duplication. This program is located in the program library and is executed when the user requests a routine which requires the copying of cards to disk. It is generally used to copy a card file of labels onto disk. When the routine is loaded into core for execution it is passed an input and output DDNAME, and a FORTRAN unit upon which it can write its errors. The routines requiring CDTODK obtain this information from the routines' entry in the supervisor table.

The discrepancy mentioned previously between certain table elements can now be explained. The difference occurs in the input and output unit number portion of the table entry. For the CDTODK the first two Integer*4 elements in the input-output arrays contain the character representation of the input and output DDNAMES respectively. Figure 2.9 shows the table entry for a routine requesting the CDTODK program. This figure can be compared with a standard table element to see where the above mentioned discrepancies occur.

Since the CDTODK routine is written in BAL, it doesn't require the standard FORTRAN (FT) units to execute. Consequently, the convention has been adopted to prefix these card files for CDTODK with 'CD' rather than 'FT' in order to conserve FORTRAN units, and to use them only when a particular data set is required to be read by a FORTRAN program.

.. Job Control Language for Execution of CENIS

In this section the JCL required to execute the CENIS system will be described. This job control language is in the form of two IBM JCL PROC's. Within each of these Procs is an EXEC statement which causes the system supervisor to pass control to the CENIS supervisor. The remaining statements in the PROC are DD statements. The majority of these statements are FORTRAN DD statements. These unit numbers, and their respective data statements, are documented in the section in which the routines that use these files are explained. The above would include any DD statements of the form CDXXF001 or FTXXF001. The remaining statements will be explained in this section.

The STEPLIB DD statement refers to the data set upon which the library of CENIS programs reside. The SORTLIB DD statement refers to the data set upon which the IBM sort program is located. The SYSOUT DD refers to the data set upon which the sort program can place its output. The SORTWK01 through SORTWK0 refer to data sets which the sort program uses as intermediate storage areas during its sort operation.

Figures .10 and .11 illustrate the two Procs used to execute the CENIS system. These Procs are named CENIS1 and CENIS2. Two Procs had to be used for the system due to the fact that the CENIS routines required more than the limit of 42 FT units allowed by FORTRAN. The Proc CENIS1 can be used for the LABOR DEMAND, STUDENT FOLLOWUP, and INTERFACE segments. The Proc CENIS2 can be used for the STUDENT INTEREST, STUDENT FOLLOWUP, and INTERFACE segments. Consequently the STUDENT INTEREST and LABOR DEMAND segments may not be executed in the same step.

To execute the CENIS system the user inserts the following statements

Figure 2.10 CENIS1 Catalogued Procedure

```
//CENIS1 PROC  OP=OLD
//CENIS  EXEC  PGM=CENIS,REGION=128K,TIME=1
//STEPLIB DD   DSN=GENIS.PROGRAMS,DISP=SHR,UNIT=2314,VOL=SER=CENIS1
//SORTLIB DD DSN=SYS1.SORTLIB,DISP=SHR
//SORTWK01    DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK02    DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK03    DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK04    DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK05    DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK06    DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SYSOUT DD SYSOUT=A
//FT01F001 DD DUMMY          STUDENT FOLLOWUP DATA CARDS
//FT02F001 DD  DSN=SFDFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT03F001 DD  DSN=SFLFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT04F001 DD DSN=SFINFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT05F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=133)
//FT06F001 DD  DSN=INCNV,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT08F001     DD DSN=CE4.DATA,DISP=(OLD,PASS),UNIT=TAPE,
//  VOL=SER=CENIS,LABEL=(1,SL)
//FT09F001 DD  DSN=&&SCR01,UNIT=SCRTCH,DISP=(NEW,PASS),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=160,BLKSIZE=3200)
//FT10F001 DD  DSN=&&SCR02,UNIT=SCRTCH,DISP=(NEW,PASS),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=160,BLKSIZE=3200)
//FT11F001 DD  DSN=INCEFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT12F001 DD  DSN=INMDFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT13F001 DD  DSN=INPSFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT14F001 DD  DSN=INDFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=160,BLKSIZE=3200)
//FT15F001 DD  DSN=INCFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LFECL=080,BLKSIZE=3200)
//FT16F001 DD  DSN=LDWTFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(500,50),RLSE),
//    DCB=(RECFM=FB,LRECL=100,BLKSIZE=3200,BUFNO=1)
//FT17F001 DD  DSN=&&SCR03,UNIT=SCRTCH,DISP=(NEW,PASS),
//    SPACE=(TRK,(500,75),RLSE),
//    DCB=(RECFM=FB,LRECL=100,BLKSIZE=3200,BUFNO=1)
//FT20F001 DD  DSN=LDDEFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(500,50),RLSE),
//    DCB=(RECFM=FB,LRECL=100,BLKSIZE=3200,BUFNO=1)
//FT21F001 DD  DSN=LCINFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT22F001 DD  DSN=LDLBFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),
//    DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200,BUFNO=1)
//FT31F001 DD  DSN=SIINFL,UNIT=2314,VOL=SER=CENIS1,DISP=(OP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT32F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=931)
//CDS1F001 DD  DUMMY         STUDENT FOLLOWUP - LABELS
//CDS3F001 DD  DUMMY         INTERFACE  - TAXONOMY CONVERSIONS
//CDS4F001 DD  DUMMY         INTERFACE  - MOTA DATA
//CDS5F001 DD  DUMMY         INTERFACE  - PRIVATE SCHOOL DATA
//CDS6F001 DD  DUMMY         INTERFACE  - LABELS
//CDS7F001 DD  DUMMY         LABOR DEMAND LABELS
// PEND
```

Figure 2.11 CENIS2 Catalogued Procedure

```
//CENIS2  PROC DP=OLD
//CENIS  EXEC  PGM=CENIS,REGION=128K,TIME=1
//STEPLIB  DD  DSN=CENIS.PROGRAMS,DISP=SHR,UNIT=2314,VOL=SER=CENIS1
//SORTLIB  DD DSN=SYS1.SORTLIB,DISP=SHR
//SORTWK01  DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK02  DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK03  DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK04  DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK05  DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SORTWK06  DD UNIT=SCRTCH,SPACE=(TRK,(150,10),RLSE)
//SYSOUT DD SYSOUT=A
//FT01F001 DD DUMMY      STUDENT FOLLOWUP DATA CARD SAVE
//FT02F001 DD  DSN=SFDFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT03F001 DD  DSN=SFLFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT04F001 DD DSN=SFINFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT05F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=133)
//FT07F001 DD  DSN=INVNV,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT08F001    DD DSN=CENCEA,DATA,DISP=(OLD,PASS),UNIT=TAPE,
//  VOL=SER=CENIS,LABEL=(2,SL)
//FT09F001 DD  DSN=&&SCR01,UNIT=SCRTCH,DISP=(NEW,PASS),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=160,BLKSIZE=3200)
//FT10F001 DD  DSN=&&SCR02,UNIT=SCRTCH,DISP=(NEW,PASS),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=160,BLKSIZE=3200)
//FT11F001 DD  DSN=INCEFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT12F001 DD  DSN=INMDFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT13F001 DD  DSN=INPSFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT14F001 DD  DSN=INDFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=160,BLKSIZE=3200)
//FT15F001 DD  DSN=INLFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT16F001 DD  DSN=SILBFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT17F001 DD  DSN=SISVFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=200,BLKSIZE=3200)
//FT18F001 DD  DUMMY     DATA FOR STUDT INT
//FT19F001 DD  SYSCUT=B,DCB=(LRECL=80,BLKSIZE=80,RECFM=FB)
//FT20F001 DD  DSN=SISRTS,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=200,BLKSIZE=3200)
//FT21F001 DD  DUMMY     SCOUT DATA FOR STUDT INT
//FT22F001 DD  DSN=SIMRGD,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT24F001 DD  DSN=SISRTD,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT25F001 DD  DUMMY     CONTROL CARDS FOR STUDT INT REPORTS
//FT27F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=931)
//FT28F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=931)
//FT29F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=931)
//FT30F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=931)
//FT31F001 DD  DSN=SIINFL,UNIT=2314,VOL=SER=CENIS1,DISP=(&DP,KEEP),
//    SPACE=(TRK,(20,20),RLSE),DCB=(RECFM=FB,LRECL=080,BLKSIZE=3200)
//FT32F001 DD  SYSOUT=A,DCB=(RECFM=FBA,LRECL=133,BLKSIZE=931)
//CC51F001 DD  DUMMY     STUDENT FOLLOWUP  -  LABELS
//CC53F001 DD  DUMMY     INTERFACE  -  TAXONOMY CONVERSIONS
```

Figure 2.11 (Continued)

```
//CD54F0C1 CD  DUMMY    INTERFACE  -  MDTA DATA
//CD55FCC1 DD  DUMMY    INTERFACE  -  PRIVATE SCHOOL DATA
//CD56F001 DD  DUMMY    INTERFACE  -  LABELS
//CD58FCC1 DD  DUMMY    STUDENT INTEREST  -  LABELS
// PEND
```

in the system job control stream

```
//stepname EXEC {CENISI / CENIS2},TIME=n,REGION=rrrK
                    .
                    .
                    .
          procedure dd overrides
//SYSIN DD *
                    .
                    .
                    .
          CENIS control cards
/*
//
```

where n is estimated time in minutes required for the routines to run and rrr is the amount of core required for the routines to execute. An estimate of rrr may be obtained from the documentation of the individual routines which will be run in this particular. The defaults established in the Procs are TIME=1 and REGION=128K. Further explanation concerning the use of JCL may be obtained from an IBM manual on OS JCL. One particular rule worth noting here is the fact that any overrides to DD statements in the CENIS1 and CENIS2 must appear in the same order in which the DD statements appear in the Procs.

2.5 Creation and Maintenance of the CENIS Program Library

This section explains how routines were originally placed in the CENIS program library and how these routines may be altered if necessary. In this section the name of the data set on disk containing the CENIS routines is CENIS.PROGRAMS. The placing of routines into this library basically involves a compile step of the routine to be executed and then a linkage edit step to place the load module into the library. For the FORTRAN routines the JCL is as follows:

```
//S1 EXEC ASMFC
//ASM.SYSIN DD *

  Assembler routine IBINIT source deck

/*
//S2 EXEC FORTGCL
//FORT.SYSIN DD *
      SUBROUTINE   XXXXXX(IN,IOUT,DATE)

       remainder of FORTRAN source

/*
//LKED.SYSLMOD DD DSN=CENIS.PROGRAMS,UNIT=2314,
//      VOL=SER=CENIS1,SPACE=(TRK,(200,100)),
// DCB=(RECFM=FB,LRECL=80,BLKSIZE=3200),DISP=(OLD,KEEP)
//LKED.SYSIN DD *
    ENTRY XXXXXX
    NAME  XXXXXX
```

In this example XXXXXX is the FORTRAN name of the routine to be placed on disk. The SYSLMOD DD statement in the linkage edit step points to the data set, on the 2314 disk pack named CENIS1, in which the routine XXXXXX will be placed. The linkage editor control cards ENTRY and NAME give the linkage editor the entry point and name of the program that is being placed in the program library.

To place the routines written exclusively in BAL upon disk, the following JCL is required:

```
//S1 EXEC ASMFCL
//ASM.SYSIN DD *
XXXXXXXX  START  0
          :
    Remainder of assembler source deck
/*
//LKED.SYSLMOD DD DSN=CENIS.PROGRAMS,UNIT=2314,
// VOL=SER=CENIS1,SPACE=(TRK,(200,100)),
// DCB (LRECL=80,BLKSIZE=3200,RECFM=FB),DISP=(OLD,KEEP)
//LKED.SYSIN DD *
   ENTRY XXXXXXXX
   NAME  XXXXXXXX
```

This set of JCL is nearly identical to that for the FORTRAN routines with the exception that the assembler routine may be given an 8 character name rather than the six letter name used in FORTRAN.

Making changes in a particular program only requires changing the source statements to their corrected form. The routine is then recompiled and link edited in the same manner in which the original routine was put in the program library. The only change occurs on the NAME linkage editor control card. This card is changed to the form:

NAME XXXXXX(R)

or

NAME XXXXXXXX(R)

for FORTRAN and BAL routines respectively. The (R) tells the linkage editor that the old routine with the same name on disk is to be replaced with the new version of the routine.

2.6 Addition of a Routine to the CENIS Library

To add a routine to the CENIS system the programmer must first make a decision on the following items:

1) Segment in which the routine will be used
2) Value to appear in the operation field on the control card opposite of the EXECUTE entry in the operand field
3) The name of the routine (6 characters)
4) Which of the other routines in the system the proper execution of this routine depends upon.

The programmer should then draw an input-output flowchart to establish which files will be needed by the routine. Once this has been completed the programmer can then create a new element to be added to the table by following the explanation given in Section 2.2.3. This new table entry should then be placed in the section of the table belonging to the segment in which the routine will run. The new element should be placed following the last entry in the table for its respective segment. The value on the card, which indicates the number of remaining positions in the table for that particular segment, should then be decreased by one. The only exception to this is LABOR DEMAND section of the table which has no limit to the number of routines that may be added.

The only remaining change in the supervisor which must be made is to add the value 1 to the current value of NUM1, NUM2, NUM3, or NUM4 depending upon whether the routine was added to the STUDENT FOLLOWUP, INTERFACE, STUDENT INTEREST, or LABOR DEMAND segments respectively. (These variables have the value of the current number of routines in their respective

segments.)

When these changes are completed the supervisor should be recompiled and replaced in the program library. The new routine can then be compiled and placed in the system using the same procedure as the one given for creating the program library in Section 2.4.

CHAPTER 3

CENIS LABOR DEMAND COMPONENT

3.1 Labor Demand - Data Collection and Entry

The first Labor Demand survey was conducted late in 1972 and projections for the years 1973, 1975, and 1977 were obtained from analysis of these data. All descriptions contained in this and succeeding sections will use these year numbers as a base of reference. This device facilitates and simplifies all descriptions. Obviously, future surveys will involve different year numbers, but the relative considerations with respect to time periods will be the same for these future labor demand surveys.

This chapter is divided into four sections to facilitate the reading and understanding of all aspects of this CENIS component. Section 3.1 deals with the operations required to collect the data and prepare them for input to the computer. Section 3.2 contains a description of the computer programs and datasets that are used in component operations. Section 3.3 is devoted to a description of the reports which are produced as the final products in analysis. Finally, Section 3.4 gives the information that is needed by the user to specify production of desired reports, using the control language. Subsequent chapters in this manual, which describe other CENIS components, will be structured in this same form.

Labor Demand data are derived from interviewing a sample of employers in Iowa. A master list of employers, along with the number of employees that fall within job classes of interest, the area of the state, and general type of firm (SIC number), is available through the Department of Public Instruction (DPI). Each employer is given a unique identification number (firm ID).

The sample of firms for the 1974 Labor Demand Study was selected from a list of firms in Iowa provided by the Department of Public Instruction.

Since separate estimates were desired for each of the 15 Merged Areas in the state, these areas were designated as strata for sampling purposes, and sampling was carried out separately within each area. However, the general procedure was the same for all strata.

1. The larger firms (in terms of number of employees according to the list) were selected with certainty. The definition of "large" varied, being [illegible] or more employees in the 3 smallest strata (smallest in terms of number of firms), 75 or more in the 3 largest strata, and 50 or more in the remaining 9 strata.

2. Each firm in the universe was assigned a number under the Standard Industrial Classification (SIC) system. Certain of these SIC categories were designated by personnel of the Department of Public Instruction as "critical" SIC's. The researchers wanted to be certain that each so-called critical SIC category was represented by at least one firm in the sample. If the category was not already represented by a firm in the large-firm certainty sample and if the number of firms in the category was not sufficient to assure that at least one firm would be selected in the systematic sample (to be described next), then the largest firm in the category was selected with certainty to represent all firms in the SIC category.

3. The remaining firms (those not selected in the large-firm certainty sample and not having "critical" SIC numbers) were sampled in a systematic manner after being ordered by size within SIC category. That is, a sampling rate of 1 out of k was set for the stratum, and a number, r, between 1 and k was selected at random. Going through the ordered list, the computer selected the r^{th} firm and every k^{th} firm thereafter

to be in the sample. As was discussed previously, a SIC category having fewer than k firms was designated as "critical". In order to keep the number of critical SIC's as low as possible, a lower limit of 1 out of 10 was tentatively set as the minimum desirable rate for the systematic sample. Starting with a rate of 1 out of 10 in the largest stratum, sampling rates were established in the remaining strata which would yield approximately equally precise estimates under the assumption that the stratum variances were proportional to the number of different SIC categories represented by firms in the stratum.

With one exception, this procedure resulted in sampling rates ranging from 1 out of 9 to 1 out of 8 (after rounding to integral intervals). In the exceptional stratum, a rate of 1 out of 12 was indicated. It was felt by personnel of the Department of Public Instruction that the comparatively low number of SIC categories in this stratum did not accurately reflect the diversity to be found there; consequently, the rate was increased to 1 out of 6, the rate already established for other strata of about the same size.

Standardized interview forms were printed for the various categories of occupations and were used by interviewers. An example of these forms is shown in Figure 3.1.1. An extensive amount of effort was, of course, expended in checking and traceback to interviewers prior to accepting many of the interview forms. Many different types of relatively small problems were encountered, and had to be resolved, before the final set of completed interview forms were obtained. These problems included the following:

1. In some cases the wrong firm was visited by the interviewer. The result was a fewer, or far more, employees reported than were actually supposed to be employed by the firm, or no employees in relevant jobs. Firms having branch plants both in, and outside, of Iowa were hard pressed to estimate only their Iowa operations. Some of these refused to respond.
2. Incorrect recording of firm ID number on the interview form produced interviewer records which were difficult to match to the correct firm identification.
3. Incorrect or missing merged area number on the interview form created a problem in locating the proper area, although this problem was readily solvable if the correct firm ID was present.

Subsequent sample surveys should be far less difficult in view of the experience gained in conducting this first survey.

It should be emphasized at this point that a categorization of occupations was used to place all jobs into one of eighteen categories. The category number and title appear as a part of the heading on the Labor Demand Interview Forms. A list of the category numbers and titles is given in Table [illegible]. Some computer output reports in this component feature a breakdown, in analysis, by occupational category.

Once the sample is drawn and the interviewer records are accepted, the data are ready for keypunching. The card format used in keypunching data is shown in Table [illegible]. The device of punching line number was used to avoid the necessity of punching DOT code number. An overlay template was used so that keypunch operators did not have to count lines in order to determine line number. Needless to say, only those lines which con-

tained recorded data were considered in keypunching. Also, some editing of punched data should be, and was in the first survey, carried out to insure that there are no keypunching errors present.

The final step in preparation of survey data, for entry into the CENIS software system, is to apply appropriate weights to the observed data. Weights are derived based on total numbers of employees and firm characteristics. The sampling design, as previously described, dictates the way in which prescribed weights will be determined. Once they are determined, the card data are input and each set of observed values is multiplied by the appropriate weight. These weighted data are placed on tape, in a form which is specified in Table 3.1.3, and are then ready for entry into the CENIS software system.

In order to use these data, some device must be available to translate from line number to DOT number so that correct numbers and titles can be reported. To accomplish this, a master deck of DOT numbers and titles, and the associated Taxonomy number and title of each, was prepared. One record for each line, within categorized form, is present for use in the CENIS computer software package. The usage of this dataset will be described in succeeding sections. A list of the DOT/TAXONOMY classifications present in the current system is given in Table 3.1.4. A card layout for punching these data, with respect to form line number, is given in Table 3.1.5.

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STATEWIDE LABOR DEMAND SURVEY

10 - MANUFACTURING OCCUPATIONS

I.D. No. _____

Merged Area: 99

D.O.T. Code Number	Job Title	Present No. of E-I Employees	Current No. of Vacancies	Estimated Employment			Replacement Needs			Job Vacancy Hard to Fill?		In-Plant Training (80 hours or more)		
				Sept. 1973	Sept. 1975	Sept. 1977	Sept. 1973	Sept. 1975	Sept. 1977	Yes	No	Current No. Of Trainees	No. Completing Training By: Sept. 1973	Sept. 1975
007.281-014	Draftsman, Mechanical													
142.081-078	Industrial Designer													
609.684-010	Inspector, General													
518.381-022	Foundry Molder													
518.381-014	Coremaker													
514.884-030	Metal Pourer													
514.782-022	Die-Casting Machine Operator													
600.280-066	Patternmaker, Metal													
600.280-030	General Machinist													
600.380-026	Machine Set-Up Operator													
609.885-022	Production Machine Operator													
601.280-062	Tool and Die Maker													
007.187-022	Numerical Control Tool Programmer													
609.782-054	Tape Control Machine Operator													
609.782-026	Electrical Discharge Machine Operator													
813.885-010	Welder, Resistance Machine													
812.884-014	Welder, Combination													
810.884-014	Welder, Inert Gas Shielded Arc													
816.782-014	Flame Cutting Machine Operator													
617.885-042	Punch Press Operator													
617.280-018	Press Operator, Heavy Duty													
809.381-010	Fabricator-Assembler, Metal Products													
829.281-022	Electrician, Maintenance													
638.281-026	Industrial Maintenance Mechanic													
556.782-030	Plastics Injection Molding Machine Operator													
557.782-010	Plastics Extrusion Molding Machine Operator													
556.782-014	Plastics Compression Molding Machine Operator													
554.782-034	Plastics Calendar Roll Operator													
690.885-166	Plastics Heat Sealing Machine Operator													
556.885-102	Plastics Vacuum Forming Machine Operator													
660.280-010	Cabinetmaker													
662.782-074	Woodworking Machine Operator													
763.684-035	Furniture and Hardware Assembler													

6310-B8458-6/72

IDENTIAL

5/72

STATEWIDE LABOR DEMAND SURVEY

10 - MANUFACTURING OCCUPATIONS (Cont.)

I.D. No. _____

Merged Area: 99

D.O.T. Code Number	Job Title	Estimated employment			Replacement needs			Job hazard hard to fill?		In-plant training (65 hours or more)		
		Dec. 1970	Dec. 1975	Dec. 1977	Dec. 1970	Dec. 1975	Dec. 1977	Yes	No	Current No. Of Trainees	No. Completing Training By Dec. 1975	No. Completing Training By Dec. 1977
922.883-018	Industrial Truck Operator											
787.782-290	Sewing-Machine Operator, All Around											
789.884-054	Leatherworker											
003.281-026	Instrumentation Technician											
003.181-010	Electrical Technician											
003.181-014	Electronic Technician											
022.281-014	Chemical Technician											
019.281-018	Quality Control Technician											
029.281-018	Laboratory Food Tester											
011.281-014	Metallurgical Assistant											
710.281-018	Electromechanical Technician											
007.181-026	Mechanical Engineering Technician											
012.288-010	Industrial Engineering Technician											
012.081-010	Industrial Safety Technician											
079.181-010	Industrial Hygienist											
621.281-018	Fluid Power Technician											
289.158-010	Sales Manager, Industrial											
	ADDITIONAL OCCUPATIONS	XXXX

Table 3.1.1 Occupational Category Numbers and Titles

Number	Category Title
1	Agri-Business
2	Agriculture Production and Services
3	Automotive Services Occupations
4	Banking, Insurance and Real Estate
5	Business and Office Occupations
6	Construction Occupations
7	Business Services Occupations
8	Food Services and Lodging Occupations
9	Health Occupations
10	Manufacturing Occupations
11	Personal Services Occupations
12	Printing and Publishing Occupations
13	Public Service Occupations
14	Radio and Television Broadcasting Occupations
15	Repair Service Occupations
16	Retail and Wholesale Trade Occupations
17	Technical and Consultative Occupations
18	Transportation Related Occupations

Table 3.1.2 Card Layout for Labor Demand Data Keypunching

Card Columns	Interview Form Item
2-6	Firm ID number
7-8	Merged area number
10-11	Category number
13-14	* Line number
16-19	Present no. full time employees
21-24	Current no. vacancies
26-29	Estimated employment, 1973
31-34	Estimated employment, 1975
36-39	Estimated employment, 1977
41-43	Replacement needs, 1973
45-47	Replacement needs, 1975
49-51	Replacement needs, 1977
53-54	Job vacancy (10 YES), (01 NO)
56-58	Current no. in-plant trainees
60-62	Trainees completing, 1973
64-66	Trainees completing, 1975

* This number is not on the form. It is the number of the line in the body of the form, counting consecutively from the first line. An overlay template was used to assist keypunchers in reading the correct line number.

Table 3.1.3 Tape Record Format for Weighted Labor Demand Survey Data

Word Number	Item
1	Category number
2	Merged Area number
3	Line number
4-5	DOT number
7-8	Taxonomy number
9	Firm ID number
10	Padding
11	Number of full-time employees
12	Current no. vacancies
13	Estimated employment, 1973
14	Estimated employment, 1975
15	Estimated employment, 1977
16	Replacement needs, 1973
17	Replacement needs, 1975
18	Replacement needs, 1977
19	Job vacancy fill (code 10 or 01)
20	Current no. trainees
21	Number of trainees, 1973
22	Number of trainees, 1975
23	Sort digit for placing DOT's in order
24	Sort digit for placing Taxonomy's in order
25	Padding

Table 3.1.4 Taxonomy and DOT Tables

STATEWIDE LABOR DEMAND SURVEY

OE/DOT CONVERSION TABLE

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
01.01	Agr. Production	421.883-010	Farm Hand, General
01.0101	Animal Science	429.228-010	Poultryman, Tech. Advi.
01.0104	Farm Business Mgmt.	409.168-010	Manager, Farm
01.02	Agr. Supplies/Services	044.384-014	Feed-Research Aid
01.0201	Agr. Chemicals	424.883-014	Sprayer
"	"	389.884-101	Exterminator
01.0202	Feeds	529.138-026	Supt. Grain Elev.
"	"	520.885-122	Feed Mixer
"	"	529.132-014	Custom Feed Mill Opr.
"	"	096.128-022	Feed & Farm Mgmt. Advisor
"	"	262.358-014	Salesman, Grain & Feed
"	"	529.132-014	Custom Feed Mill Opr.
01.0203	Seeds	040.381-014	Seed Analyst
01.0299	Agr. Supplies/Svcs., Other	356.874-016	Veterinary Asst.
"	"	073.381.010	Veterinary Lab. Tech.
01.0301	Agr. Power & Mchry.	624.281-010	Farm Equip. Mech.
"	"	624.381-014	Farm Mch. Set-up Man
"	"	289.358-058	Counterman, Farm Equip. Pts.
01.0401	Food Products	162.168.010	Buyer, Grain
"	"	162.158-010	Buyer, Livestock
01.0504	Landscaping	407.181-010	Landscape Gardner
01.0505	Nursery Opr. and Mgr.	406.168-010	Nurseryman
01.0506	Turf Management	407.137-010	Greenskeeper
"	"	407.138-010	Supt., Greens
"	"	407.134-010	Park Foreman
01.0603	Soil	040.081-074	Soil Conserv. Aid
01.0605	Water	954.782-030	Watershed Tender
04.01	Advertising Services	050.088-034	Market Research Analyst
"	"	164.168-010	Account Executive
"	"	165.068-022	Public Rel. Spec.
"	"	164.068-010	Advertising Asst.

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
04.02	Apparel and Access.	185.158-010	Fashion Coordinator
"	"	263.358-038	Salesprsn., Fash. Access.
"	"	263.358-046	Salesprsn., Men's Furnish.
"	"	263.458-022	Salesprsn., Women's Garm.
04.03	Automotive	280.358-014	Salesmn., Auto.
"	"	289.358-046	Counterman, Auto. Pts.
04.04	Finance and Credit	186.288-010	Loan Officer
"	"	212.368-010	Teller
"	"	251.258-010	Salesmn., Securities
"	"	168.168-050	Credit & Collect. Mgr.
04.05	Floristry	142.081-050	Floral Designer
"	"	260.458-010	Salesprsn., Flow. & Flor. Sup.
04.06	Food Distribution	299.138-014	Dept. Head, Suprmkt.
"	"	290.887-010	Salesprsn., Food
"	"	299.468-010	Cashier/Checker
04.07	Food Services	310.868-010	Restaurant Hostess
04.08	General Mdse.	263.458-026	Salesprsn., Fabrics & Hm. Sew.
"	"	289.458-014	Salesprsn., General
"	"	185.168-058	Retail Store Mgr.
"	"	162.168-030	Buyer, Asst. Buyer
04.09	Hdwe., Bldg. Mater., Farm & Garden Sup. & Equip.	277.358-018	Salsmn., Farm & Grdn. Equip.&
"	"	277.358-026	Salsmn., Tract. & Farm Imp.
"	"	276.358-058	Salesprsn., Hdwe. & Bldg. Sup.
"	"	277.358-030	Salesprsn., Lawn & Grdn. Sup.
04.10	Home Furnishings	142.051-014	Interior Design. & Decor.
"	"	278.358-014	Salesprsn., Hm. Furnish.
"	"	096.128-034	Hm. Furnish. Asst.
04.11	Hotel & Lodging	320.137-010	Mgr., Lodging Facilities
"	"	324.878-014	Bellman
04.12	Industrial Marketing	289.158-010	Sales Mgr., Indus.
"	"	289.158-010	Mfg.'s Rep.
"	"	289.358-014	Salesmn., Indus. Prod.
04.13	Insurance	186.168-030	Mgr, Trainee, Ins. Off.
"	"	250.258-014	Salesmn., Ins.
04.16	Petroleum	915.867-010	Serv. Sta. Attendant
"	"	168.287-038	Field Rep., Petroleum
"	"	185.168-058	Mgr., Serv. Sta.

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
04.17	Real Estate	250.358-026	Salesman, Real Estate
04.18	Recreation & Tourism	195.168-026	Director, Recreation
"	"	286.358-010	Salesperson, Sporting Goods
04.19	Transportation	922.883-018	Industrial Truck Operator
"	"	906.883-026	Light-Truck Driver
"	"	905.883-014	Tractor-Trailer Truck Driver
"	"	255.258-010	Traffic Agent
"	"	919.168-010	Dispatcher, Motor Vehicle
"	"	184.168-090	Manager, Traffic
"	"	019.188-010	Traffic Engineer
07.0101	Dental Assisting	079.378.010	Dental Assistant
07.0102	Dental Hygiene	078.368-014	Dental Hygienist
07.0103	Dental Lab. Tech.	712.381-014	Dental Lab. Tech.
07.0201	Cytology	078.281-014	Cytolechnologist
07.0203	Medical Lab. Assisting	078.381-010	Med. Lab. Assistant
07.0301	Nursing	075.378-014	Nurse, General
07.0302	Practical Nursing	079.378-026	Nurse, Licensed Practical
07.0303	Nursing Assistance	355.878-034	Nurse Aid/Orderly
07.0305	Surgical Tech.	079.378-042	Operating Room Tech.
07.0307	Home Health Aid	354.878-014	Home Health Aid
07.0401	Occupational Therapy	079.368-026	Occupational Therapy Aide
07.0402	Physical Therapy	355.878-014	Physical Therapy Attendant
07.0404	Orothotics	712.281-018	Orthopedic Applicance Tech.
07.0501	Radiologic Tech.	078.368-030	Radiologic Technician
07.0502	Radiation Therapy	199.187-010	Radiation Technician
07.0503	Nuclear Med. Tech.	078.381-014	Nuclear Med. Tech.
07.0601	Ophthalmic Dispensing	007.081-042	Optical Assistant
07.0701	Environ. Health Asst.	168.287-094	Environ. Health Asst.
07.0801	Mental Health Tech.	355.878-042	Mental Health Tech.

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
07.0901	Electroencephalograph Tech.	078.368-022	Electroencephalograph Tech.
07.0902	Electrocardiograph Tech.	078.368-018	Electrocardiograph Tech.
07.0903	Inhalation Therapy	079.368-018	Inhalation Therapist
07.0904	Med. Asst.	079.368-022	Med. Asst.
07.0907	Med. Emergency Tech.	355.878-026	Med. Emergency Tech.
07.0908	Food Serv. Supervisor	079.588-010	Dietetic Tech.
07.99	Health Occup., Other	070.108-094	Physician's Asst.
09.0201	Care & Guid. of Child.	359.878-014	Child Care Attend./Asst.
09.0202	Cloth. Mgt., Prod., and Serv.	309.878-010	Cloth. Maintenance Specialist
09.0203	Food Mgt., Prod., and Serv.	187.168-014	Caterer
"	"	187.168-126	Food Establishment Mgr.
"	"	310.138-010	Kitchen Supervisor
09.0204	Home Furnish., Equip. and Serv.	278.258-010	Home Serv. Rep.
09.0205	Inst. & Home Mgt. & Sup. Serv.	321.138-010	Housekeeper, Inst.
14.0101	Accountants	160.288-010	Accounting Technician
"	"	160.288-018	Cost Estimator
14.0102	Bookkeepers	210.388-022	Bookkeeper
14.0103	Cashiers	211.468-010	Cashier
14.0104	Mach. Oper: Billing, Bookkeeping, & Computing	215.388-010	Office Mach. Oper.
14.0201	Computer and Console Oper.	213.382-018	Computer Oper.
"	"	213.138-010	Computer Operations Supervisor
14.0202	Peripheral Equip. Oper.	213.582-010	Key-Punch Oper.
14.0203	Programmers	020.188-026	Programmers
14.0204	Systems Analysts	012.168-022	Systems Analyst
14.0201	Duplicating Mach. Oper.	207.782-014	Duplicating Mach. Oper.

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
14.0302	File Clerks	206.388-018	File Clerk
14.0303	General Office Clerks	219.388-066	General Office Clerk
"	"	219.388-258	Statistical Clerk
14.0399	Filing, Off. Mach. & Gen. Off. Clerical, Other	208.588-026	Transcribing Mach. Oper.
14.0401	Communications Systems Clerks & Oper.	235.862-026	Telephone Oper.
14.0403	Mail & Postal Clerks	231.588-014	Mail Clerk
14.0406	Receptionists & Information Clerks	237.368-038	Receptionist
14.0499	Information Communication Occupa., Other	249.268-014	Survey Worker
"	"	249.368-050	Library Asst.
14.0503	Ship. & Receiving Clerks	222.387-026	Ship. & Receiving Clerk
14.0702	Secretaries	201.368-010	Legal Secretary
"	"	201.368-014	Medical Secretary
"	"	201-368.018	Secretary
14.0703	Stenographers	202.388-014	Stenographer
"	"	202.388-022	Stenotype Oper.
14.0805	Off. Mgr. & Chief Clerks	169.168-062	Off. Super.
14.0901	Clerk-Typists	209.388-022	Clerk-Typist
15.0105	Chemical Tech.	022.281-014	Chemical Tech.
15.0106	Civil Tech.	018.188-026	Surveyor
"	"	005.181-010	Civil Engineering Tech.
15.0107	Electrical Tech.	003.181-010	Electrical Tech.
15.0108	Electronic Tech.	003.181-014	Electronic Tech.
"	"	957.282-014	Control Room Tech., Radio & TV
"	"	729.281-034	Electromedical Equip. Tech.
"	"	828.281-022	Electronics Mech.
15.0109	Electromechanical Tech.	710.281-018	Electromechanical Tech.
15.0110	Environmental-Control Tech.	168.287-054	Industrial Waste Inspector
"	"	954.782-018	Solid Waste Tech.

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
6.0111	Industrial Tech.	638.281-026	Industrial Maintenance Mech.
"	"	012.288-010	Industrial Engineering Tech.
"	"	012-288-010	Industrial Safety Tech.
6.0112	Instrumentation Tech.	003.281-026	Instrumentation Tech.
6.0113	Mechanical Tech.	007.187-022	Numerical Control Tool Progammer
"	"	007.181-026	Mechanical Engineering Tech.
"	"	019.281-018	Quality Control Tech.
6.0114	Metallurgical Tech	011.281-014	Metallurgical Asst.
6.02	Agr.-Related Tech.	168.287-010	Agr.-Commodity Inspector
6.0399	Health-Related Tech., Other	079.878-010	Industrial Hygienist
6.0599	Home Ec-Related Tech., Other	189.878-010	Social Serv. Aid
6.0602	Fire & Fire Safety Tech.	168.168-010	Building Inspector
6.0699	Misc. Tech., Other	012.081-010	Industrial Safety Tech.
"	"	621.281-042	Fluid Power Tech.
"	"	029.281-018	Lab. Food Tester
"	"	729.281-010	Educational Media Tech.
"	"	954.782-026	Waste Water Tech.
7.0101	Air Conditioning	620.281-010	Auto. Air-Cond. Mech.
"	"	637.281-010	Air Cond. Mech.
7.0101	Cooling	637.281-034	Refrigeration Mech.
7.0102	Heating	869.281-010	Furn. Install. & Repair
7.0199	Air Conditioning, Other	884.884-014	Cement Mason
7.0201	Electrical Appliances	827.281-014	Elec. Appliance Repair
"	"	723.281-018	Elec. Appliance Repair
7.0202	Gas Appliances	637.281-022	Gas Appliance Serviceman
7.0301	Body & Fender	807-381.010	Auto. Body Repairman.
"	"	845.781-018	Auto. Painter
7.0302	Mechanics	620.281-014	Auto. Mech.
7.0303	Specialization, Other	620.281-034	Auto. Brake Mech.
"	"	620.281-062	Auto. Front-End Align. Mech.
"	"	620.281-098	Auto. Transmission Mech.
"	"	620.381-014	Auto. Serv. Sta. Mech.

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
17.0401	Aircraft Maintenance	621.281-010	Aircraft & Engine Mech.
17.0402	Aircraft Operations	621.281-038	Flight Engineer
"	"	193.168-014	Ground Control Specialist
17.06	Business Mach. Maintenance	633.281-030	Off. Mach. Serviceman
17.07	Commercial Art Occup.	970.381-046	Sign Painter
"	"	141.081-042	Issultrator
17.0701	Interior Decorating	142.051-014	Interior Decorator
17.0702	Window Display	298.081-010	Display Man
17.0703	Product Design	142.081-078	Industrial Designer
17.09	Comm. Photo. Occup.	142.062-034	Photographer
17.0901	Photo. Lab. & Dkrm. Occup.	976.381-010	Developer
"	"	976.887-018	Photographic Asst.
17.10	Construction & Maintenance Trades	899.381-010	Bldg. Maintenance Man
17.1001	Carpentry	860.381-026	Carpenter
"	"	860.381-038	Form Builder
17.1002	Electricity	824.281-014	Electrician
17.1003	Heavy Equip.	859.883-030	Operating Engineer
"	"	620.281-046	Construction Equip. Mech.
17.1004	Masonry	861.381-010	Bricklayer
"	"	861.781-038	Tile Setter
17.1005	Painting & Decorating	840.781-010	Painting
17.1007	Plumbing & Pipefitting	862.381-074	Plumber
"	"	862.381-042	Pipefitter
17.1008	Dry-Wall Installation	842.884-010	Dry Wall Applicator
17.1009	Glazing	865.781-010	Glazier
17.1010	Roofing	866.381-010	Roofer
17.1099	Construction & Main. Trades, Other	801.781-010	Structural Steel Worker
"	"	864.781-010	Floor Layer
"	"	863.884-030	Siding Applicator
"	"	299.381.010	Carpet & linoleum Layer

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
7.1100	Custodial Services	382.884-010	Custodian
7.1200	Diesel Mech.	625.281-010	Diesel Mech.
"	"	621.381-022	Fluid Power Mech.
7.1300	Drafting	001.281-010	Draftsman, Architectural
"	"	005.281-018	Draftsman, Structure
"	"	007.281-014	Draftsman, Mechanical
7.1400	Electrical Occupations	829.281.022	Electrician, Maintenance
7.1402	Lineman	821.381-034	Lineman
7.1403	Motor Repairman	721.281-022	Electric Motor Repairman
7.1501	Communications	822.281-026	Comm. Equip. Repairman
7.1503	Radio/Television	720.281-018	TV & Radio Serviceman
7.1599	Electronics Occup., Other	159.148-010	Announcer, Radio & TV
"	"	184.168-022	Program Director, Radio & TV
7.1601	Drycleaning	362.782-010	Dry Cleaner
"	"	369.884-026	Carpet & Upholstery Cleaner
7.1602	Laundering	369.884-022	Launderer
7.1900	Graphic Arts Occup.	659.130-010	Print Shop Foreman
7.1901	Composition, Makeup & Typesetting	650.582-022	Phototypesetter Oper.
"	"	650.582-014	Linotype Oper.
7.1902	Printing Press Occup.	651.782-042	Offset Pressman
"	"	651.782-054	Platen & Letter Pressman
7.1903	Lithography, Photo. & Platemaking	972.382-010	Photographer, Lithographic
7.1906	Bookbinding	977.781-010	Bookbinder
7.2101	Instruments	710.281-058	Instrument Repairman
7.2102	Watchmaking & Repair	715.281-018	Watch Repairman
7.2301	Foundry	518.381-022	Foundry Molder
"	"	518.381-014	Coremaker
"	"	514.884-030	Metal Pourer
"	"	514.782-022	Die-Casting Mach. Oper.

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
17.2302	Machine Shop	600.280-050	Automotive Machinist
"	"	600.280-066	Patternmaker, Metal
"	"	600.280-030	General Machinist
"	"	609.782-054	Tape Control Mach. Oper.
"	"	609.782-026	Electrical Discharge Mach. Oper.
17.2303	Mach. Tool Operation	609.885-022	Production Mach. Oper.
17.2304	Metal Trades, Combined	600.380-026	Mach. Set-Up Oper.
"	"	617.885-042	Punch Press Oper.
"	"	617.280-018	Press Oper., Heavy Duty
"	"	809.381-010	Fabricator-Assembler, Met. Prod.
17.2305	Sheet Metal	804.281-010	Sheet Metal Worker
17.2306	Welding & Cutting	812.884-014	Welder, Combination
"	"	810.884-018	Welder, Arc
"	"	811.884-014	Welder, Gas
"	"	813.885-010	Welder, Resistance Mach.
"	"	810.884-014	Welder, Inert Gas Shielded Arc
"	"	816.782-014	Flame Cutting Mach. Oper.
"	"	812.884-022	Repair Welder
17.2307	Tool & Die Making	601.280-062	Tool & Die Maker
17.2601	Barbering	330.331-010	Barber
17.2602	Cosmetology	330.331-010	Cosmetologist
17.2699	Personal Serv., Other	334.878-010	Masseur
"	"	334.878-014	Reducing Salon Attendant
17.2700	Plastics Occupations	556.782-030	Plastics Inject. Mold. Mach. Oper.
"	"	557.782-010	Plastics Extrusion Mold. Mach. Oper.
"	"	556.782-014	Plastics Compression Mold. Mach. Oper.
"	"	554.782-034	Plastics Calendar Roll Oper.
"	"	690.885-166	Plastics Heat Sealing Mach. Oper.
"	"	556.885-102	Plastics Vacuum Forming Mach. Oper.
17.2800	Public Serv. Occup.	168.168-010	Bldg. & Safety Inspector
17.2801	Fireman Training	373.884-014	Fireman
17.2901	Baker	313.781-010	Baker
"	"	313-884-010	Baker Helper
17.2902	Cook/Chef	313.381-018	Cook
"	"	317.887-010	Cook Helper

Taxonomy No.	Taxonomy Title	DOT No.	DOT Title
17.2903	Meat Cutter	316.884-018	Meat Cutter
17.2904	Waiter/Waitress	311.878-058	Waiter/Waitress
17.31	Small Engine Repair, Internal Combustion	620.281-086	Motorcycle Repairman
"	"	624.281-034	Gasoline Engine Repairman
17.3399	Textile Production & Fabrication, Other	363.782-018	Steam Press Oper.
"	"	787.782-054	Sewing-Maching Oper., All Around
17.34	Leatherworking	789.884-054	Leatherworker
17.35	Upholstering	780.381-018	Upholsterer
17.3601	Millwork & Cabinet Making	660.280-010	Cabinetmaker
"	"	662.782-074	Woodworking Mach. Oper.
"	"	763.884-036	Furniture & Hdwe. Assembler
17.99	Trade & Industrial Occup., Other	609.684-010	Inspector, General
"	"	639.884-010	Bicycle Repairman
"	"	639.381-014	Vending Machine Repairman
"	"	730.281-038	Musical Instrument Repairman
"	"	730.381-050	Piano Tuner

Table 3.1.5 Card Layout for Punching Taxonomy and DOT Descriptions

Card Number	Card Columns	Description
1	1-7	Taxonomy number
1	8-47	Taxonomy title
1	48-66	Blank
1	67	Card number
1	68-80	DOT number
2	1-7	Taxonomy number
2	8-47	DOT title
2	48-66	Blank
2	67	Card number '2'
2	68-80	Blank
3	1-2	Number of lines within category
3	3-5	Category number
3	9-10	Line number
3	12-16	Sort digit for placing records in order by DOT number
3	17-20	Sort digit for placing records in order by Taxonomy number
3	21-66	Blank
3	67	Card number '3'

(Note: The first card in this card deck is not in the above given format. This card contains the year numbers to be printed on the output reports. These numbers correspond to years 1973, 1975, and 1977. Punch the card as 197319751977737577 beginning in column 4.)

3.2 Labor Demand Data Analysis and Report Generation Software

3.2.1 Component Programs

There are sixteen small component programs which perform analysis and report generation functions relative to the Labor Demand portion of CENIS. These programs are each referenced using a different operand name in the control language. The supervisor, in its internal operations, recognizes the programs by program number. Additionally, each program has a name as required by the programming languages used in implementation of CENIS. The program name and program number are only of interest to programmers who will modify the system. Only the operand name is needed, by the user of CENIS software, to produce component reports. Table 3.2.1 lists operand names, and associated program name and number, for each of the major component programs.

In addition to the above named programs there are sixteen utility routines which perform sorting and other data preparation functions in support of the analysis and report generation programs. These programs are not given an operand name because they cannot, and need not, be designated in the user control language. These programs are listed by name in Table 3.2.2, along with the name of the program that each supports.

Flow of control between these programs can be easily summarized. Figures 3.2.1 through 3.2.4 provide this summarization. A brief description of these figures will be given in succeeding paragraphs. Information relative to specific makeup of data files will be given in separate subsection. A summary of sorting sequences is given in Table 3.2.4.

Table 3.2.1 Labor Demand Analysis and Report Generation Support Programs

Operand Name	Program Name	Program Number
LABEL FILE	CDTODK	31
REPORT ONE	LDPG01	32
REPORT TWO	LDPG01	33
REPORT THREE	LDPG03	34
REPORT FOUR	LDPG04	35
REPORT FIVE	LDPG05	36
REPORT SIX	LDPG06	37
REPORT SEVEN	LDPG07	38
REPORT EIGHT	LDPG08	39
REPORT NINE	LDPG09	3A
REPORT TEN	LDPG10	3B
DEMAND FILE	LDMMPG	3C
REPORT ELEVEN	LDPG11	3D
REPORT TWELVE	LDPG12	3E
REPORT THIRTEEN	LDPG13	3F
INTERFACE FILE	LDINFL	40

Table 3.2.2 Utility Programs in the Labor Demand Component

Program Name	Program Supported
LDRP01	LDPG01
LDRP02	LDPG02
LDRP03	LDPG03
LDRP04	LDPG04
LDRP05	LDPG05
LDRP06	LDPG06
LDRP07	LDPG07
LDRP08	LDPG08
LDRP09	LDPG09
LDRP10	LDPG10
LDMMRT	LDMMPG
LDRP11	LDPG11
LDRP12	LDGP12
LDRP13	LDPG13
LODPGM	All of the above
SORT	All programs requiring a data sorting

The first diagram, Figure 3.2.1, shows that program CDTODK prepares a file of labels from card input. This file contains Taxonomy and DOT numbers and titles used in annotating output on printed reports. The number (12) shown in the figure indicates that the file created has DD name FT12F001. The dataset name is LDLBFL. This dataset is needed by all report generating programs and must be executed prior to calling for reports.

Figure 3.2.2 depicts the use of program LDINFL. This program creates and stores a dataset, by the same name LDINFL, for use in the production of Interface Component reports. The input dataset LDWTFL contains the weighted survey data described in section 3.1. This program must be executed before any Interface reports can be produced.

The Figure 3.2.3 applies equally well to any of the reporting programs LDRP01 - LDRP10. These reporting programs summarize the data in various ways which will be described later. The reports can be produced (called for) in any sequence, and any subset of the ten report sets can be obtained in a single computer run. The user specification for any report, say report number six, is

EXECUTE REPORT SIX.

Finally, Figure 3.2.4 illustrates the last two major operations in this component software. First, program LDMMRT oversees the creation of the dataset named LDDEFL. This operation is done only one time in a Labor Demand analysis. The user specification for creation of this file is accomplished using the command

EXECUTE DEMAND FILE.

Once this file is created, any or all of these last three report sets can

Figure 3.2.1 View of Program CDTODK

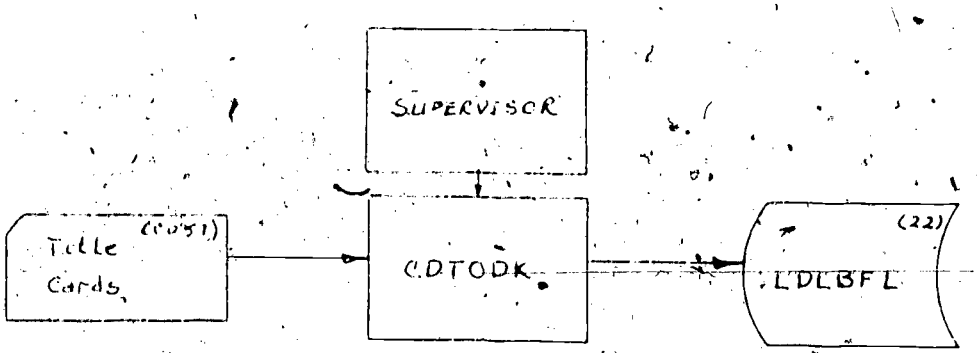


Figure 3.2.2 View of Program LDINFL

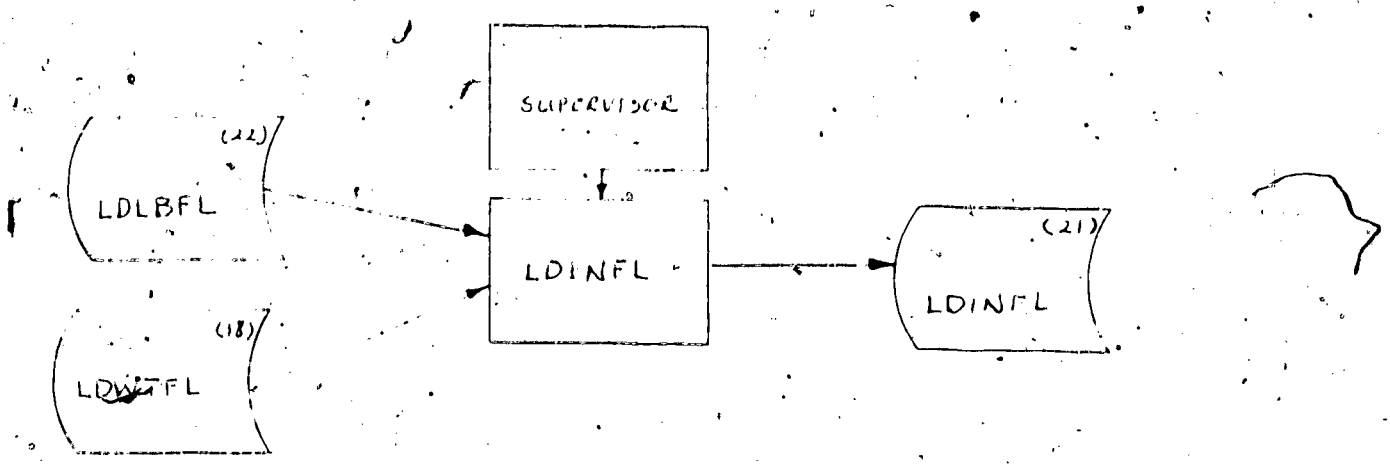


Figure 3.2.3 Typical Flow of Survey and Analysis Report Generation

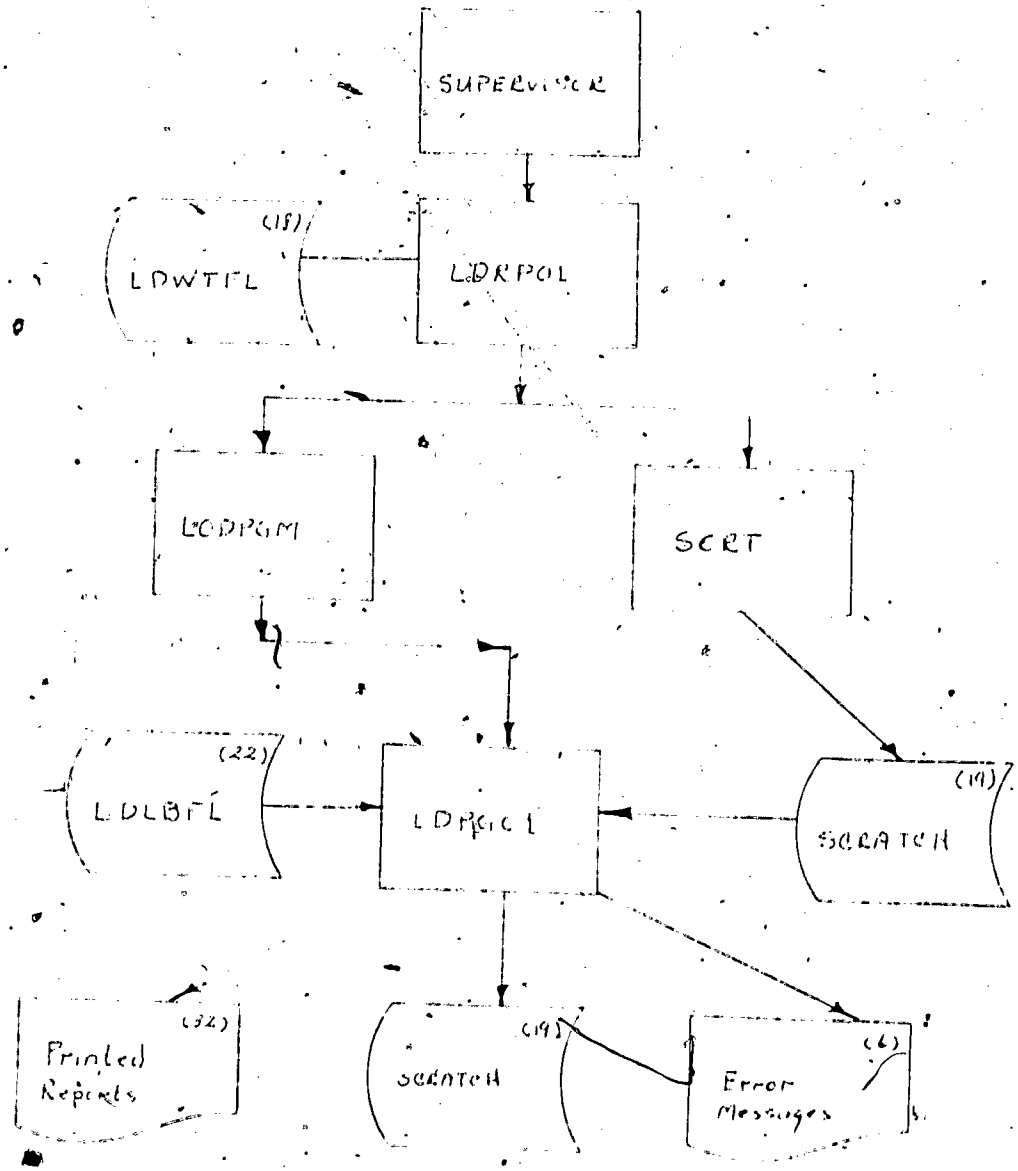
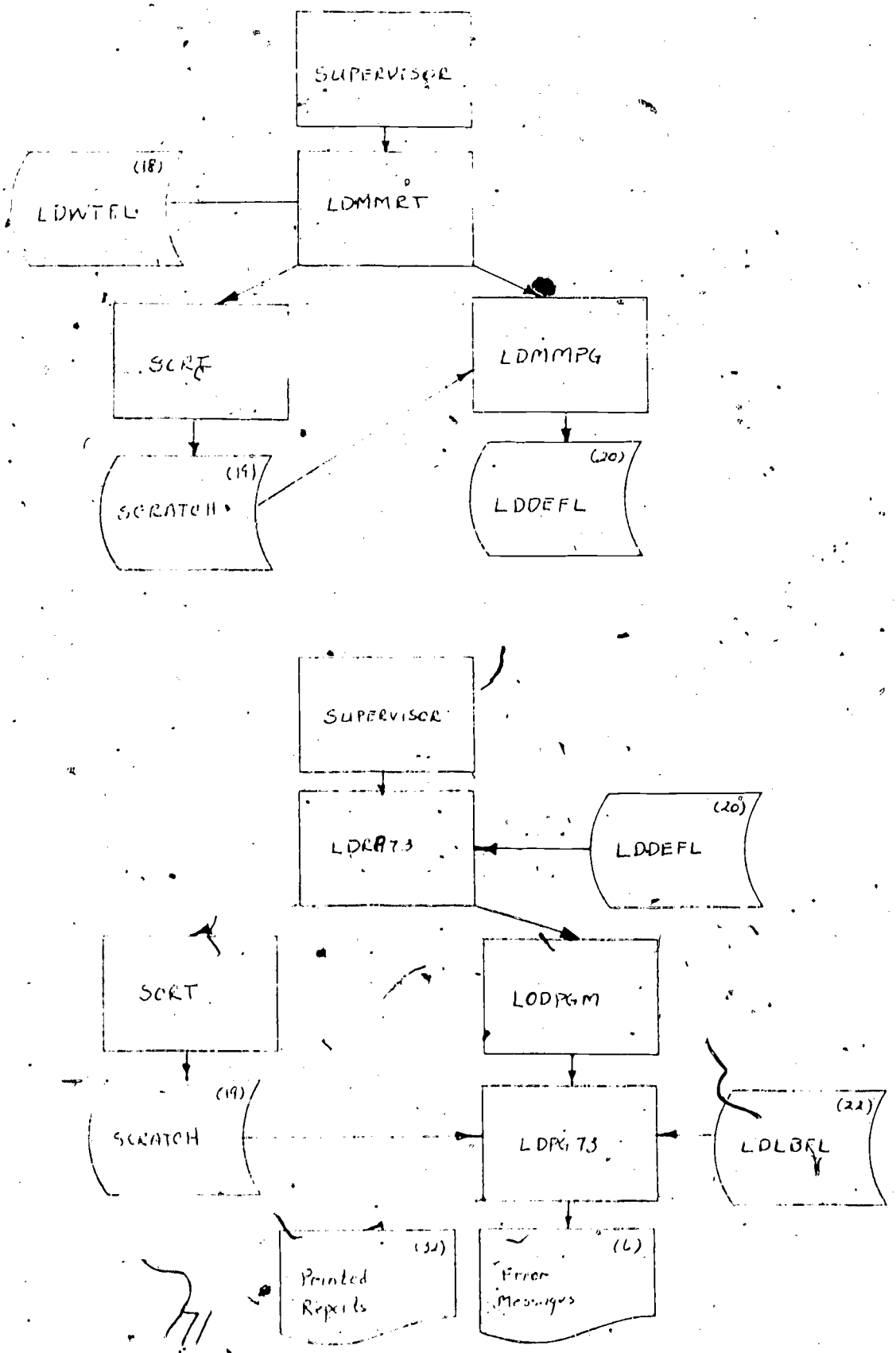


Figure 3.2.4 Typical Flow of Demand Report Generation



be produced using programs LDRP73 - LDRP77. The user specification for (say) report 1975 is

EXECUTE REPORT TWELVE.

Component Datasets

There are four named datasets that are created and/or used in analysis of labor demand data. These are the datasets named LDLBFL, LDWTFL, LDINFL, and LDDEFL. With the exception of LDDEFL, these will be described, in the given order, in succeeding paragraphs. Since LDDEFL is only used internally, it is essentially a scratch dataset that is used for three program executions, hence its specific format will not be given here.

The first of these datasets, named LDLBFL, contains annotative labels for Taxonomies, DOT's, categories, and titles for major breaks defined as a change in one of the first six digits in taxonomy number. For purposes of description, let us consider this dataset as being made up of three subsets. The first subset consists of three 80 byte records for each line on the Labor Demand Survey data collection form. The order of record sets is by category number referenced on the form. Hence category 1 records are first in the subset and there are three records for each line on the data collection form. The third of the three records, in the first record set within each category specifies the number of lines considered within the category. Individual records are created in binary form and written in fixed blocks. The makeup of each three record sets is as follows.

Record Number	Character Position	Data Items in LDLBFL
1	1-7	Taxonomy number
1	8-67	Taxonomy title
1	68-80	DOT number
	1-7	Taxonomy number
	8-80	DOT title
*	1-2	Number of lines within category
	3-5	Category number
	6-10	Line number
	11-15	Numeric sort key for DOT's
	16-20	Numeric sort key for Taxonomies
	21-80	blank

(* applicable only to first group of records within each category)

The card format for this subset is given in Table 3.1.5. The second subset consists of seven records, each 80 bytes in length. These are titles of major groups of taxonomy numbers. Finally, the third subset is made up of eighteen records, each 80 bytes in length, which contain the titles used to identify categories. This entire dataset is created from card input of a master deck. This deck is prepared, in an obvious fashion,

using the survey forms as guides to card creation.

The dataset LDWTFL contains the weighted data derived from interview of employers. The record length in this dataset is 100 bytes and record format is given in Table 3.1.3. The FORTRAN input format used to read these data in a report generation program is (25A4).

Finally, the dataset LDINFL contains, for each taxonomy, the area and statewide totals for 1) Number of persons employed full time, 2) Expected replacement needs in 1975, and 3) The expected number of in-plant trainees. Four 80 byte records are used to store the information in character form for each taxonomy. The record format is as follows:

Number	Character Positions	Data Items in LDINFL
1	1	Blank
1	2-8	Taxonomy number
1	9-28	Taxonomy title
1	29-33	Area 1 total full-time employees
1	34-38	Area 1 expected needs, 1975
1	39-43	Area 1 expected in-plant trainees
1	44-48	Area 2 total full-time employees
1	49-53	Area 2 expected needs, 1975
1	54-58	Area 2 expected in-plant trainees
⋮	⋮	⋮
1	75-79	Area 4 total full-time employees
2	1-5	Area 4 expected needs, 1975

Continued.

Number	Character Positions	Description
2	6-10	Area 4 expected in-plant trainees
⋮	⋮	⋮
4	16-21	Statewide total full-time employees
4	22-27	Statewide total expected needs, 1975
4	28-33	Statewide total in-plant trainees

As was mentioned previously, this dataset is used in the production of Interface Component reports which will be described in another chapter of this manual.

The characteristics of the computer files for the datasets described in this subsection are summarized in Table 3.2.3.

Table 3.2.3 Characteristics of Labor Demand Files

DD Name	DSNAME	RECFM	LRECL	BLKSIZE
FT18F001	LDWTFL	FB	100	3200
FT19F001	&&SCR03	FB	100	3200
FT20F001	LDDEFL	FB	80	3200
FT21F001	LDINFL	FB	80	3200
FT22F001	LDLBFL	FB	80	3200

Table 3.2.4 Sort Sequences Required by Labor Demand Survey and Demand Report Generation Programs

Reports Generated	Data sequencing Required by analysis program
ONE, TWO	Sorted by DOT within Taxonomy
THREE, FOUR	Sorted by DOT within Taxonomy within area
FIVE, SIX	Sorted by DOT within Taxonomy within category
SEVEN, EIGHT	Sorted by DOT within Taxonomy within category within area
NINE, TEN	Sorted by DOT

3.3 Labor Demand Reports

There are thirteen different reports which can be obtained in this component of CENIS. One page of each general report type is given in Figures 3.3.1 - 3.3.11. For purposes of discussion, these reports can be considered as being in three groups. The group names which we shall apply are:

1. Survey reports
2. Analysis reports
3. Demand listings

Within each group the main difference between reports is in the classifications used for subtotaling. This idea will become clearer as we consider each group, in turn, in the following subsections.

3.3.1 Labor Demand - Survey Reports

The survey reports are reports numbered 1, 3, 5, 7 and 9. In all of these reports the basic numerical entries in the body of the report are simply totals over the data items given in the column headings, and all of these items are a part of the basic weighted data derived in the survey. Line items which are printed, and used for subtotaling, are totals over individual DOT's. Differences between reports are defined by the way in which the data are divided into subsets and subtotals are generated. The following is a description of this format for each report:

Report 1 - This report gives state totals for each taxonomy, and grand totals for the state across taxonomies. The items on which these totals are generated are shown as the column headings of Figure 3.3.1.

Report 3 - This report considers each merged area separately. Totals for each taxonomy, major groups of taxonomies, and the entire area are generated. Figure 3.3.3 is an example of this report type.

Report 5 - The data within each category are considered and reported separately. Within category, taxonomy totals are produced and the totals for the category are also printed. Figure 3.3.5 is an example of this report type.

Report 7 - Category totals within each merged area are given in this type report. Totals for each taxonomy within category are also displayed. Figure 3.3.7 is an example of this report type.

Report 9 - This report type contains the same state totals as those in Report 1. The difference is that the totals in this ninth report are listed in order of ascending DOT number. Figure 3.3.9 depicts this situation.

3.3.2 Labor Demand - Analysis Reports

This type of report gives, for each of the years 73, 75, and 77, the four projected values called expansion, replacement, total demand, and percent expansion. The way in which these quantities are computed will now be described.

Expansion - This quantity is the difference between estimated employment for the given year (73, 75, or 77) and the number of full-time employees given or expected in the previous period.

Replacement - This quantity is simply the total projected replacement needs derived through sample survey.

Total Demand - Computed as the expected needs for the given year (73, 75, or 77) plus the replacement needs for the given year (73, 75, or 77) minus the current number of full-time employees.

Percent Expansion - Percentage, for the given year (73, 75, or 77), based on current number of full-time employees.

As in the case of survey reports, there are several analysis reports which differ only in the way that the data are divided and subtotals are generated. The analysis reports are Reports 2, 4, 6, 8, and 10. Examples of these reports are given in Figures 3.3.2, 3.3.4, 3.3.6, 3.3.8, and 3.3.10. The division of data and items in subtotals are directly analogous to the survey reports when the correspondence is known. This correspondence, or pairing, of survey and analysis reports is (1,2), (3,4), (5,6), (7,8), and (9,10). Thus, for example, Report 2 features state totals for each taxonomy and grand totals for the state, as does the Survey Report 1.

3.3.3 Labor Demand - Demand listings

The analysis report number 6 gives state totals in analysis. A key item in this report is the expected need for each of the years involved. When studying Report 6 in an effort to determine key statewide expected needs in the future, the presentation in this report is somewhat inconvenient. For this reason, three additional reports have been generated using the data displayed in Report 6. These three reports are derived by sorting lines in Report 6 according to expected need in each of the periods 1973, 1975, and 1977. The report numbers are, respectively, Reports ELEVEN, TWELVE, and THIRTEEN. Thus, for example, Report 1973 is a sorting of Report 6 in order of 1973 total need. Figure 3.3.11 illustrates these report formats.

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LABOR DEMAND SURVEY

STATE TOTALS

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE		FULL TIME EMPL	CUR NO. VAC	ESTIMATED EMPLOYMENT 1973	1975	1977	REPLACEMENT NEEDS 73	75	77	IN-PLANT TRAIN CUR NO.	COMPLT 73	75
17.2800	PUBLIC SERV. OCCUP.	168.168-010	BLDG. & SAFETY INSPECTOR		80	3	80	85	90	2	6	8	0	0	0
17.2800				TOTAL	80	3	80	85	90	2	6	8	0	0	0
17.2801	FIREMAN TRAINING	373.884-014	FIREMAN		849	16	897	902	930	27	40	59	0	0	0
17.2801				TOTAL	849	16	897	902	930	27	40	59	0	0	0
17.2802	LAW ENFORCEMENT TRAINING	375.268-030	POLICEMAN		939	13	982	1015	1030	47	64	80	0	0	0
17.2802				TOTAL	939	13	982	1015	1030	47	64	80	0	0	0
17.2901	BAKER	313.781-010	BAKER		829	21	868	858	865	101	110	125	0	0	0
17.2901	BAKER	313.884-010	BAKER HELPER		687	5	697	710	712	92	136	136	0	0	0
17.2901				TOTAL	1516	26	1545	1568	1577	193	246	261	0	0	0
17.2902	COOK/CHEF	313.381-018	COOK		3240	123	3414	3471	3502	461	701	714	0	0	0
17.2902	COOK/CHEF	317.887-010	COOK HELPER		1743	45	1782	1841	1848	256	401	459	0	0	0
17.2902				TOTAL	4983	168	5156	5312	5350	757	1102	1173	0	0	0
17.2903	MEAT CUTTER	316.884-018	MEAT CUTTER		969	48	1024	1064	1080	116	154	166	8	8	4
17.2903				TOTAL	969	48	1024	1064	1080	116	154	166	8	8	4
17.2904	WAITER/WAITRESS	311.878-058	WAITER/WAITRESS		5567	184	5836	6046	6094	2019	2549	2657	1	5	5
17.2904				TOTAL	5567	184	5836	6046	6094	2019	2549	2657	1	5	5
17.3100	SMALL ENGINE REPAIR, INTERNAL COMBUSTION	620.281-086	MOTORCYCLE REPAIRMAN		37	4	40	49	51	3	5	10	0	0	0
17.3100	SMALL ENGINE REPAIR, INTERNAL COMBUSTION	624.281-034	GASOLINE ENGINE REPAIRMAN		106	1	126	128	130	4	5	7	0	0	0
17.3100				TOTAL	143	5	166	177	181	7	10	17	0	0	0

Figure 3.3.1 Labor Demand - REPORT ONE

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LABOR DEMAND SURVEY

LABOR DEMAND ANALYSIS

STATE TOTALS

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	1973 EXPD	1973 REPL	1973 TOTL NEED	1973 % CHG	1975 EXPD	1975 REPL	1975 TOTL NEED	1975 % CHG	1977 EXPD	1977 REPL	1977 TOTL NEED	1977 % CHG
01.0100	AGR. PRODUCTION	421.883-010	FARM HAND, GENERAL	40	80	120	3	58	119	177	5	70	136	206	6
01.0100			TOTAL	40	80	120	3	58	119	177	5	70	136	206	6
01.0101	ANIMAL SCIENCE	429.228-010	POULTRYMAN, TECH ADVISOR	0	1	1	0	2	1	3	5	3	2	5	7
01.0101			TOTAL	0	1	1	0	2	1	3	5	3	2	5	7
01.0106	FARM BUSINESS MGMT.	409.168-010	MANAGER, FARM	2	0	2	2	3	0	3	3	3	0	3	3
01.0106			TOTAL	2	0	2	2	3	0	3	3	3	0	3	3
	AGRICULTURAL OCCUPATIONS		TOTAL	42	81	123	3	63	120	183	4	76	138	214	5
	GRAND TOTALS			42	81	123	3	63	120	183	4	76	138	214	5

Figure 3.3.2 Labor Demand - REPORT TWO

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LABOR DEMAND SURVEY

AREA 16 TOTALS

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	FULL TIME EMPL	CUR NO. VAC	ESTIMATED EMPLOYMENT 1973	1975	1977	REPLACEMENT NEEDS 73	75	77	IN PLANT TRAIN CUR NO. COMPLT. SO	75	77
17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER	363.782-018	STEAM PRESS OPERATOR	4	0	4	4	4	0	0	1	0	0	0
17.3399	TEXTILE PRODUCTION & FABRICATION, OTHER	787.782-054	SEWING-MACHINE OPER. ALL AROUND	25	0	31	34	34	8	9	8	0	0	0
17.3399			TOTAL	29	0	35	38	38	8	9	9	0	0	0
17.3400	LEATHERWORKING	789.884-054	LEATHERWORKER	4	0	4	4	4	2	4	4	0	0	0
17.3400			TOTAL	4	0	4	4	4	2	4	4	0	0	0
17.3500	UPHOLSTERING	780.381-018	UPHOLSTERER	3	0	3	4	4	0	0	0	0	0	0
17.3500			TOTAL	3	0	3	4	4	0	0	0	0	0	0
17.3601	MILLWORK & CABINET MAKING	660.280-010	CABINETMAKER	7	0	9	10	12	2	3	2	0	0	0
17.3601	MILLWORK & CABINET MAKING	662.782-074	WOODWORKING MACHINE OPERATOR	21	0	18	22	24	4	5	5	0	0	0
17.3601	MILLWORK & CABINET MAKING	763.884-036	FURNITURE & HOME ASSEMBLER	45	0	49	55	57	6	11	11	0	0	0
17.3601			TOTAL	73	0	76	87	93	12	19	18	0	0	0
17.9900	TRADE & INDUSTRIAL OCCUP., OTHER	609.684-010	INSPECTOR, GENERAL	367	0	368	368	358	22	35	44	0	0	0
17.9900			TOTAL	367	0	368	368	358	22	35	44	0	0	0
	BUSINESS SERVICES OCCUPATIONS		TOTAL	6303	106	6476	6596	6625	445	691	725	1	1	1
	AREA 16 TOTALS			11605	205	11944	12217	12412	940	1350	1431	4	10	8

Figure 3.3:3 Labor Demand - REPORT THREE

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LABOR DEMAND ANALYSIS

AREA 16 CATEGORY TOTALS

REPAIR SERVICE OCCUPATIONS

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	1973 EXPN	1973 REPL	1973 TOTL NEED	1973 % CHG	1975 EXPN	1975 REPL	1975 TOTL NEED	1975 % CHG	1977 EXPN	1977 REPL	1977 TOTL NEED	1977 % CHG
17.0100	AIR CONDITIONING	637.281-010	AIR CONC. MECHANIC	0	0	0	0	0	1	1	0	0	0	0	0
17.0101	COOLING	637.281-034	REFRIGERATION MECH.	0	1	1	0	0	1	1	0	0	1	1	0
17.0201	ELECTRICAL APPLIANCES	827.281-014	ELEC. APPLIANCE SERVICEMAN	0	0	0	0	0	0	0	0	0	0	0	0
17.0202	GAS APPLIANCES	637.281-022	GAS APPLIANCE SERVICEMAN	0	0	0	0	0	0	0	0	0	0	0	0
17.0600	BUSINESS MACHINE MAINTENANCE	633.281-030	OFFICE MACHINE SERVICEMAN	0	0	0	0	0	0	0	0	2	0	2	200
17.1100	CONSTRUCTION & MAINTENANCE TRADES	899.381-010	BLDG. MAINTENANCE MAN	9	8	11	2	3	15	18	2	6	16	22	4
17.1403	MOTOR REPAIRMAN	721.281-022	ELECTRIC MOTOR REPAIRMAN	0	0	0	0	0	0	0	0	0	0	0	0
17.1501	COMMUNICATIONS	822.281-026	COMM. EQUIPMENT REPAIRMAN	0	3	3	0	0	3	3	0	0	3	3	0
17.1502	RADIO/TELEVISION	720.281-018	TV & RADIO SERVICEMAN	1	0	1	14	1	1	2	14	2	1	3	29
17.2300	WELDING & CUTTING	812.884-022	REPAIR WELDER	0	0	0	0	0	1	1	0	0	0	0	0
17.3100	SMALL ENGINE REPAIR, INTERNAL COMBUSTION	624.281-034	GASOLINE ENGINE REPAIRMAN	0	0	0	0	0	0	0	0	0	0	0	0
17.3500	UPHOLSTERING	780.381-018	UPHOLSTERER	0	0	0	0	1	0	1	33	1	0	1	33
1	REPAIR SERVICE OCCUPATIONS		TOTAL	4	12	16	2	5	22	27	2	11	21	32	5

Figure 3.3.4 Labor Demand - REPORT FOUR

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LABOR DEMAND SURVEY

STATE SUMMARY TOTALS

PUBLIC SERVICE OCCUPATIONS

TAXONOMY CODES	TAXONOMY TITLE	DCE NUMBER	DOT TITLE	FULL TIME ESTB	PUR NO. YAC	ESTIMATED EMPLOYMENT 1973	1975	1977	REPLACEMENT NEEDS 73	75	77	IN PLANT TRAIN OR NO. COMPLT. 73	75	77
01.[illegible]05	TURF MANAGEMENT	407.134-010	PARK FOREMAN	74	0	74	76	83	1	7	9	0	0	0
01.[illegible]11	SOIL	040.081-074	SOIL CONSERV. AID	12	0	12	12	12	0	0	0	0	0	0
04.[illegible]00	RECREATION & TOURISM	195.149-026	DIRECTOR, RECREATION	43	1	44	50	54	0	5	12	0	0	0
05.[illegible]00	TRANSPORTATION	019.188-010	TRAFFIC ENGINEER	16	1	16	16	17	0	1	0	0	0	0
07.[illegible]00	ENVIRONMENTAL HEALTH ASSISTANT	168.287-094	ENVIRONMENTAL HEALTH ASSISTANT	37	0	37	33	38	0	3	6	0	0	0
09.[illegible]14	CARE & CUID. OF CHILDREN	359.878-014	CHILD CARE ATTENDENT ASSISTANT	574	9	588	592	600	286	296	304	0	0	0
15.[illegible]54	ENVIRONMENTAL-[illegible] TECH.	168.287-054	INDUSTRIAL WASTE INSPECTOR	13	0	13	13	13	0	1	3	0	0	0
15.[illegible]00	[illegible] ENVIRONMENTAL [illegible] CONTROL TECH.	168.[illegible]-018	SOLID WASTE TECH.	139	0	139	151	164	9	22	12	0	0	0
15.[illegible]00	[illegible] R.--RELATED TECH.	168.287-010	[illegible]-COMMODITY INSPECTOR	7	0	7	7	7	0	0	0	0	0	0
16.[illegible]00	[illegible] ME SCI-RELATED TECH., OTHER	195.208-010	SOCIAL SERV. AID	163	5	165	193	206	9	10	17	0	0	0
17.[illegible]00	PUBLIC SERV. OCCUP.	168.168-010	P. SFTY. & SAFETY INSPECTOR	80	3	80	85	90	2	6	8	0	0	0
17.[illegible]14	FIREMAN TRAINING	373.884-014	FIREMAN	849	16	897	902	930	27	40	59	0	0	0
17.[illegible]30	LAW ENFORCEMENT TRAINING	375.268-030	POLICEMAN	939	13	982	1015	1030	47	64	80	0	0	0
	PUBLIC SERVICE OCCUPATIONS		TOTAL	2946	48	3074	3159	3244	381	455	510	0	0	0

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LABOR DEMAND SURVEY

LABOR DEMAND ANALYSIS

STATE CATEGORY TOTALS

TECHNICAL & CONSULTATIVE SERVICES OCCUPATIONS

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	1973 EXPN	1973 REPL	1973 TOTL NEED	1973 % CHG	1975 EXPN	1975 REPL	1975 TOTL NEED	1975 % CHG	1977 EXPN	1977 REPL	1977 TOTL NEED	1977 % CHG
16.0105	CHEMICAL TECHNICIAN	022.281-014	CHEMICAL TECHNICIAN	8	2	10	17	15	7	22	33	23	10	33	50
16.0106	CIVIL TECHNICIAN	005.181-010	CIVIL ENGINEERING TECH.	19	16	35	17	25	23	48	23	33	27	60	30
16.0107	ELECTRICAL TECH.	003.181-010	ELECTRICAL TECH.	2	0	2	0	7	1	3	5	5	4	9	12
16.0108	ELECTRONIC TECH.	003.181-014	ELECTRONIC TECH.	5	5	10	8	11	8	19	13	20	8	28	23
16.0109	ELECTROMECHANICAL TECHNICIAN	710.281-018	ELECTROMECHANICAL TECHNICIAN	0	0	0	0	0	0	0	0	0	0	0	0
16.0110	ENVIRONMENTAL CONTROL TECH.	168.287-034	INDUSTRIAL WASTE INSPECTOR	0	0	0	0	0	0	0	0	0	0	0	0
16.0111	ENVIRONMENTAL-CONTROL TECH.	955.382-018	SOLID WASTE TECH.	0	0	0	0	0	0	0	0	0	0	0	0
16.0112	INSTRUMENTATION TECHNICIAN	003.281-026	INSTRUMENTATION TECHNICIAN	6	10	16	14	10	14	24	33	15	16	31	37
16.0113	MECHANICAL TECH.	007.181-026	MECHANICAL ENGINEERING TECH.	4	3	7	10	4	3	7	10	5	5	10	13
16.0114	MECHANICAL TECH.	019.281-018	QUALITY CONTROL TECH	1	11	12	1	6	12	18	33	1	13	24	5
16.0199	MISC. TECH., OTHER	012.081-014	INDUSTRIAL SAFETY TECHNICIAN	0	0	0	00	0	0	0	0	0	2	2	0
16.0199	MISC. TECH., OTHER	029.281-013	LAB. FOOD TESTER	0	0	0	0	2	0	2	29	2	0	2	29
16.0199	MISC. TECH., OTHER	954.382-026	WASTE WATER TECH.	4	3	7	3	10	12	22	7	13	21	44	15
17.0100	COMMERCIAL ART OCCUPATIONS	970.381-046	SIGN PAINTER	0	1	1	00	0	0	0	0	0	0	0	0
17.0100	COMMERCIAL ART OCCUPATIONS	141.081-042	ILLUSTRATOR	2	2	4	00	2	0	2	50	2	0	2	50
17.0201	INTERIOR DECORATING	142.051-014	INTERIOR DECORATOR	0	0	0	0	0	0	0	0	0	0	0	0
TECHNICAL & CONSULTATIVE SERVICES OCCUPATIONS			TOTAL	51	53	104	3	87	80	167	12	140	105	245	15

Figure 3.3.6 Labor Demand - REPORT SIX

LABOR DEMAND SURVEY
AREA 16 TOTALS

RETAIL AND WHOLESALE TRADE OCCUPATIONS

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	FULL TIME EMPL	CUR NO. VAC	ESTIMATED EMPLOYMENT 1973	1975	1977	REPLACEMENT NEEDS 73	75	77	IN PLANT TRAIN CUR NO.	COMPLT. 75	77
04.0100	ADVERTISING SERVICES	144.068-010	ADVERTISING ASST.	14	0	14	14	14	2	2	3	0	0	0
04.0200	APPAREL AND ACCESS.	185.158-010	FASHION COORDINATOR	7	0	2	2	2	0	0	0	0	0	0
04.0300	APPAREL AND ACCESS.	263.358-038	SALESPRSN., FASHION ACCESSORIES	14	1	15	15	15	3	6	6	0	0	0
04.0400	APPAREL AND ACCESS.	263.358-046	SALESPRSN., MEN'S FURNISHINGS	17	0	16	16	16	0	2	3	0	0	0
04.0500	APPAREL AND ACCESS.	263.458-022	SALESPRSN., WOMEN'S GARMENTS	58	3	79	80	80	5	13	15	0	0	0
04.0600	FINANCE AND CREDIT	168.168-050	CREDIT & COLLECT. MGR.	4	0	4	4	4	0	1	0	0	0	0
04.0700	FLORISTRY	142.081-050	FLORAL DESIGNER	7	0	7	7	7	0	0	0	0	0	0
04.0800	FLORISTRY	260.468-010	SALESPRSN., FLOR. & FLOR. SUP.	1	0	1	1	1	0	0	0	0	0	0
04.0900	FOOD DISTRIBUTION	299.137-014	DEPT. HEAD, SUPRMKT.	89	3	99	110	130	14	19	24	0	0	0
04.1000	FOOD DISTRIBUTION	292.368-010	SALESMAN-DRIVER	6	0	6	6	6	0	0	0	0	0	0
04.0500	FOOD DISTRIBUTION	270.887-010	SALESPRSN., FOOD	32	0	32	34	34	3	6	6	0	0	0
04.0400	FOOD DISTRIBUTION	299.468-010	CASHIER/CHECKER	138	0	150	159	169	63	119	120	2	2	0
04.0400	GENERAL MDSE.	263.458-026	SALESPRSN., FABRICS & HM; SEW. SUPPLIES	19	1	20	20	20	2	4	4	0	0	0
04.0300	GENERAL MDSE.	289.458-014	SALESPRSN., GENERAL	87	3	91	98	99	14	15	18	0	0	0
04.0800	GENERAL MDSE.	185.168-058	RETAIL STORE MGR.	53	2	57	65	73	4	5	5	0	0	0
04.0500	GENERAL MDSE.	162.158-030	BUYER, ASST. BUYER	22	2	26	27	30	1	2	3	0	0	0
04.0900	HDWE., BLDG. MATER. & FARM & GARDEN SUP. &	270.358-058	SALESPRSN., HDWE. & BLDG. SUP.	27	0	27	27	27	1	1	2	0	0	0
04.0900	HDWE., BLDG. MATER. & FARM & GARDEN SUP. &	277.358-030	SALESPRSN., LAWN & GRDN. SUP.	6	1	6	6	6	1	1	1	0	0	0
04.1000	HOME FURNISHINGS	270.358-014	SALESPRSN., HOME FURNISHINGS	37	0	39	40	44	0	2	2	0	0	0
04.1200	INDUSTRIAL MARKETING	289.158-010	MFG.'S REP.	4	0	4	5	6	0	0	0	0	0	0

Figure 3.3.7 Labor Demand - REPORT SEVEN

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LABOR DEMAND SURVEY

LABOR DEMAND ANALYSIS

AREA 1 CATEGORY TOTALS

AGRICULTURE PRODUCTION & SERVICES

TAXONOMY NUMBER	TAXONOMY TITLE	CCT NUMBER	CCT TITLE	1973 EXPN	1973 REPL	1973 TOTL NEED	1973 % CHG	1975 EXPN	1975 REPL	1975 TOTL NEED	1975 % CHG	1977 EXPN	1977 REPL	1977 TOTL NEED	1977 % CHG
01.0100	AGR. PRODUCTION	421.883-010	FARM HAND, GENERAL	0	2	2	0	0	5	5	0	0	5	5	0
01.0101	ANIMAL SCIENCE	429.228-010	POULTRYMAN, TECH. ADVISOR	0	0	0	0	0	0	0	0	0	0	0	0
	AGRICULTURE PRODUCTION & SERVICES		TOTAL	0	2	2	0	0	5	5	0	0	5	5	0
	AREA 1 TOTALS			0	2	2	0	0	5	5	0	0	5	5	0

Figure 3.3.8 Labor Demand - REPORT EIGHT

LABOR DEMAND SURVEY

LABOR DEMAND ANALYSIS

DOT LISTING

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	1973 EXPN	1973 REPL	1973 TOTL NEED	1973 % CHG	1975 EXPN	1975 REPL	1975 TOTL NEED	1975 % CHG	1977 EXPN	1977 REPL	1977 TOTL NEED	1977 % CHG
17.1007	PLUMBING & PIPEFITTING	862.381-042	PIPEFITTER	1	195	196	0	4	194	198	1	13	208	221	2
17.1007	PLUMBING & PIPEFITTING	862.381-074	PLUMBER	65	64	129	8	118	100	218	15	167	81	248	21
17.1099	CONSTRUCTION & MAIN. TRADES, OTHER	863.884-030	SIDING APPLICATOR	15	12	27	20	15	16	31	20	23	17	40	31
17.1099	CONSTRUCTION & MAIN. TRADES, OTHER	864.781-010	FLOOR LAYER	1	0	1	14	1	0	1	14	1	0	1	14
17.1099	GLAZING	865.781-010	GLAZIER	10	7	17	11	15	7	22	16	24	10	34	26
17.1010	ROOFING	866.381-010	ROOFER	44	125	169	8	80	145	225	15	114	140	254	21
17.1099	CONSTRUCTION & MAIN. TRADES, OTHER	884.884-014	CEMENT MASON	60	63	123	10	114	104	218	18	142	98	240	23
17.0102	HEATING	869.281-010	FURN. INSTALL. & REPAIR	15	23	38	5	31	34	65	10	45	46	91	15
17.1000	CONSTRUCTION & MAINTENANCE TRADES	899.381-010	BLDG. MAINTENANCE MAN	37	115	152	3	60	177	237	4	54	173	227	4
04.1900	TRANSPORTATION	905.883-014	TRACTOR-TRAILER TRUCK DRIVER	380	407	787	10	885	516	1401	24	1346	531	1877	36
04.1900	TRANSPORTATION	905.883-022	TRUCK DRIVER, HEAVY	78	232	310	4	241	356	597	12	339	339	678	16
04.1900	TRANSPORTATION	906.883-026	LIGHT-TRUCK DRIVER	130	290	420	5	316	369	685	13	492	388	880	20
04.1600	PETROLEUM	915.867-010	SERV. STA. ATTENDANT	26	193	219	3	54	230	284	5	101	280	381	10
04.1900	TRANSPORTATION	919.168-010	DISPATCHER, MOTOR VEHICLE	7	8	15	3	19	18	37	7	23	22	45	9
04.1900	TRANSPORTATION	922.883-018	INDUSTRIAL TRUCK OPERATOR	56	211	267	2	145	295	440	6	239	344	583	10
16.0699	MISC. TECH., OTHER	954.782-026	WASTE WATER TECH.	4	3	7	3	10	12	22	7	23	21	44	15
16.0110	ENVIRONMENTAL-CONTROL TECH.	955.782-018	SOLID WASTE TECH.	0	9	9	0	20	22	42	14	25	12	37	17
16.0108	ELECTRONIC TECH.	957.282-014	CONTROL ROOM TECH., RADIO & TV	0	2	2	0	1	6	7	1	6	11	17	3
17.0700	COMMERCIAL ART OCCUPATIONS	970.381-046	SIGN PAINTER	0	1	1	0	0	0	0	0	2	0	2	8

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Figure 3.3.9 Labor Demand - REPORT NINE

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LABOR DEMAND SURVEY

LABOR DEMAND ANALYSIS

DOT LISTING

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	1973 EXPN	1973 REPL	1973 TOTL NEED	1973 % CHG	1975 EXPN	1975 REPL	1975 TOTL NEED	1975 % CHG	1977 EXPN	1977 REPL	1977 TOTL NEED	1977 % CHG
01.0104	FARM BUSINESS MGMT.	409.168-010	MANAGER, FARM	2	0	2	2	3	0	3	3	3	0	3	3
01.0100	AGR. PRODUCTION	421.883-010	FARM HAND, GENERAL	40	80	120	3	58	119	177	5	70	136	206	6
01.0101	ANIMAL SCIENCE	429.228-010	POULTRYMAN, TECH *ADVISOR	0	1	1	0	2	1	3	5	3	2	5	7

Figure 3.3.10 Labor Demand - REPORT TEN

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LABOR DEMAND SURVEY

LABOR DEMAND ANALYSIS

DEMAND LISTING FOR 1973

TAXONOMY NUMBER	TAXONOMY TITLE	DOT NUMBER	DOT TITLE	1973 EXPN	1973 REPL	1973 TOTL NEED	1973 % CHG	1975 EXPN	1975 REPL	1975 TOTL NEED	1975 % CHG	1977 EXPN	1977 REPL	1977 TOTL NEED	1977 % CHG
17.1601	DRYCLEANING	369.884-026	CARPET & UPHOLSTERY CLEANER	0	0	0	0	0	0	0	0	0	0	0	0
16.0200	AGR.-RELATED TECH.	168.287-010	AGR.-COMMODITY INSPECTOR	0	0	0	0	0	0	0	0	0	0	0	0
04.0100	ADVERTISING SERVICES	165.068-022	PUBLIC REL. SPEC.	0	0	0	0	-3	2	-1	-7	0	2	2	0
07.0701	ENVIRONMENTAL HEALTH ASSISTANT	168.287-094	ENVIRONMENTAL HEALTH ASSISTANT	0	0	0	0	1	4	5	2	0	7	7	0
16.0110	ENVIRONMENTAL-CONTROL TECH.	168.287-054	INDUSTRIAL WASTE INSPECTOR	0	0	0	0	0	1	1	0	0	3	3	0
07.0901	ELECTROENCEPHALO-GRAPH TECH.	078.368-022	ELECTROENCEPHALO-GRAPH TECH.	0	0	0	0	0	5	5	0	2	0	2	9
04.1000	HOME FURNISHINGS	096.128-034	HM. FURNISH. ASST.	0	0	0	0	0	0	0	0	0	0	0	0
16.0199	HEALTH-RELATED TECH., OTHER	079.879-010	INDUSTRIAL HYGIENIST	0	0	0	0	0	0	0	0	0	0	0	0
17.0981	PHOTO. LAB. & DKRM. OCCUPATIONS	976.381-010	DEVELOPER	0	0	0	0	5	0	5	14	0	0	0	0
01.0699	SOIL	040.081-074	SOIL CONSERV. AID	0	0	0	0	0	0	0	0	0	0	0	0
16.0699	MISC. TECH., OTHER	029.281-018	LAB. FOOD TESTER	0	0	0	0	2	0	[illegible]	8	0	0	0	0
04.1900	TRANSPORTATION	019.188-010	TRAFFIC ENGINEER	0	0	0	0	0	1	1	0	1	0	1	6
16.0108	ELECTRONIC TECH.	828.281-022	ELECTRONICS MECH.	0	0	0	0	0	0	0	0	0	1	1	0
16.0699	MISC. TECH., OTHER	729.281-010	EDUCATIONAL MEDIA TECHNICIAN	0	0	0	0	0	0	0	0	5	0	5	71
17.2101	INSTRUMENTS	710.281-058	INSTRUMENT REPAIRMAN	0	0	0	0	0	0	0	0	0	0	0	0
17.1599	ELECTRONICS OCCUP., OTHER	184.168-022	PROGRAM DIRECTOR, RADIO & TV	-1	0	-1	-2	4	2	6	10	0	2	2	0
04.1900	TRANSPORTATION	255.258-010	TRAFFIC AGENT	-2	1	-1	-2	9	8	11	3	0	3	3	0
03.0204	HOME FURNISH., EQUIP. AND SERV.	278.258-010	HOME SERV. REP.	-2	0	-2	-9	0	0	0	0	0	0	0	0
04.1200	INDUSTRIAL MARKETING	289.158-010	SALES MGR., INDUS.	-4	1	-3	-2	12	11	23	5	15	9	24	6

Figure 3.3.11 Labor Demand - Demand Listing

3.4 Use of Computer Software in Report Generation

Every effort has been made, in software development operations, to simplify the process of report generation. Table 3.2.1 contains a list of available operands for use in communications within the program. These operands, modifying the command EXECUTE, will allow the user to specify his desire for all, or any part, of the report types. The only restrictions in usage is that the LABEL FILE must be created before any reports can be generated, and the DEMAND FILE must be formed before demand listings can be obtained. It is important, and we reemphasize, that multiple computer runs can be made, with some subset of the reports generated in each run; or a single run can be made with all reports produced in the one run. An example of a complete user specification for a labor demand analysis, with an extraneous listing of file FT20F001, is shown below:

```
LABOR DEMAND

        EXECUTE  LABEL FILE
        EXECUTE  REPORT ONE
        EXECUTE  REPORT TWO
        EXECUTE  REPORT THREE
        EXECUTE  REPORT FOUR
        EXECUTE  REPORT FIVE
        EXECUTE  REPORT SIX
        EXECUTE  REPORT SEVEN
        EXECUTE  REPORT EIGHT
        EXECUTE  REPORT NINE
        EXECUTE  REPORT TEN
```

LABOR DEMAND (Cont.)

```
EXECUTE  DEMAND FILE
LIST     FT20F001
EXECUTE  REPORT ELEVEN
EXECUTE  REPORT TWELVE
EXECUTE  REPORT THIRTEEN
```

CHAPTER 4

CENIS STUDENT INTEREST COMPONENT

4.1 Student Interest - Data Collection and Entry

4.1.1 Overview of Data Collection Operations

The Student Interest Component of CENIS furnishes an inventory of careers which interest high school juniors and seniors, and estimates the number of students who will enter each career. Students who plan to enter the military service upon graduating from high school are excluded from some of the reports. This restriction assures that estimates of interests in specific occupations are consistent with the number available to enter.

The source data for the analysis is the set of eleventh and twelfth grade students in selected high schools. In all the merged areas, except the Des Moines area, schools are selected using a simple random sampling plan. Schools outside the Des Moines Metropolitan Area are selected using the plan described above whereas all schools in the metropolitan area are included in the analysis. The latter group is surveyed using a different instrument than that used for the rest of the state.

Students surveyed outside the Des Moines Metropolitan Area are asked to indicate the two most preferred careers in the order of interest and to estimate the degree of certainty they will enter their first choice. In addition each student is asked what he plans to do upon graduating from high school. Weights associated with the sampling plan in each merged area are used to project the sample to population totals in each merged area. Similarly, a probability associated with the certainty of choice is used to allocate the sample and population totals to the First Choice and the Second Choice careers mentioned by the student.

Each career mentioned by the student is associated with a particular Taxonomy-DOT classification in all reports, and an integral part of the data analysis for the Student Interest Survey is the file that establishes the correspondence between the occupational choices of the student and the standard DOT codes. The Des Moines Metropolitan Area survey uses a different set of career identifying codes than those for the regular survey. However, the details as to how this difference is resolved can best be exhibited in the description of the processes involved in the analysis of the data.

Since the data collected in the Des Moines Metropolitan Area are sufficiently different in the way in which they enter the system, the term Scout data will be used to distinguish these from the regular sample data which will also be referred to as Questionnaire data. The "Chronological" sequence of processing the Student Interest data is arbitrarily sequenced so that the regular survey method is introduced first and the Scout data second. Outside the data processing sequence described herein, the collection of the two sets of data may be a simultaneous and a somewhat independent process.

4.1. Data Collection by Questionnaire

A packet of survey materials are sent to each high school designated by the survey plan so that each student in the eleventh and twelfth grades has two pre-printed forms available at the time he fills out the Career Interests form. Arrangements are made so that a member of the high school staff receives the packet, distributes a copy of each form to the students, collects the forms after they are handled by the students and

returns them to the Career Education Division of the Department of Public Instruction.

One of the forms received by the student is a condensed list, as shown in Figure 4.1.1, of occupations arranged in general categories such as Construction Occupations, Health Occupations, etc. Associated with each occupation is a three-digit code unique to the occupation in each general area. For example, in the survey conducted in 1973, the occupation of Cashier had the code G06 in the Business and Office Occupation group.

The second form, shown as Figure 4.1.2, received by the student is the Student Interest Survey form. The instructions to the student ask him to do these things:

1. List two occupations, by code letter and numbers, in which you plan or expect to be employed after completing your schooling.
2. Indicate how sure you are of entering your first choice occupation.
3. Indicate what your immediate plans after high school are expected to be.

Further information, associated with each survey form, include numeric codes for County, District, School, Area and Grade. Inasmuch as the occupational list is not exhaustive, the opportunity for the student to include occupations which are not on the list is provided. Write-in occupations are reviewed by the Career Education Division and new occupation categories are added to the list and codes assigned so that the code on the survey form accurately reflects the students' choice.

A second list is established by the Career Education Division which equates each code used in the regular survey with a standard Taxonomy-DOT classification entry. This table must contain all occupations used in the

Figure 4.1.1 Student Interest Occupational List

AGRICULTURE AND CONSERVATION OCCUPATIONS

A01 General agriculture or conservation worker
A02 General, livestock, or crop farmer
A03 Farm manager
A04 Feed mill elevator operator
A05 Grain and feed products salesman or buyer
A06 Farm implement or garden equipment salesman
A07 Farm equipment mechanic
A08 Farm machinery set-up man
A09 Animal husbandryman
A10 Poultryman
A11 Seed analyst
A12 Agronomist
A13 Forester
A14 Nurseryman
A15 Landscaper
A16 Groundskeeper
A17 Horticulturist or florist
A18 Park ranger or foreman
A19 Wildlife gamekeeper
A20 Conservation officer
A21 Exterminator
A22 Soil conservation aid
A23 Extension agent
A24 Veterinarian
A25 Veterinary assistant or technician
A99 Other, specify

CONSTRUCTION OCCUPATIONS

B01 Construction worker
B02 Carpenter
B03 Painter
B04 Bricklayer or mason
B06 Building contractor
B06 Building materials dealer, salesman, or yardsman
B07 Cost estimator
B08 Building inspector
B09 Civil engineering technician
B10 Earth moving equipment operator
B11 Electrician or lineman
B12 Plumber or pipefitter
B13 Sheet metal worker
B14 Structural steel worker
B15 Construction welder
B16 Architect
B17 Architectural draftsman
B99 Other, specify

SALES OCCUPATIONS

C01 General sales worker
C02 Buyer or merchandiser
C03 Industrial sales manager
C04 Retail store manager
C05 Advertising assistant
C06 Sales or grocery store checker or cashier
C07 Supermarket department head
C08 Clothes and accessories salesperson
C09 Fabric and sewing supplies salesperson
C10 Home furnishings salesperson
C11 Sporting goods salesperson
C12 Lawn and garden supplies salesperson
C13 Hardware salesperson
C14 Insurance salesman
C15 Real estate salesman
C99 Other, specify

MEDIA, ART, AND ENTERTAINMENT OCCUPATIONS

D01 Designer or entertainer
D02 Journalist
D03 Author or writer
D04 Editor
D05 Publisher
D06 Bookbinder
D07 Print shop foreman
D08 Printing pressman
D09 Typesetter
D10 Photographer
D11 Photographic assistant
D12 Photographic darkroom technician
D13 Fashion or photographer's model
D14 Fashion designer
D15 Displayman
D16 Illustrator or layout man
D17 Sign painter
D18 Artist
D19 Floral designer
D20 Industrial or product designer
D21 Actress or actor
D22 Dramatic or theater artist
D23 Dancer or performer
D24 Drama coach or director
D25 Professional musician or singer
D26 Professional athlete
D27 Radio or TV announcer
D28 Radio or TV program director
D29 Radio or TV control room technician
D30 Radio or TV equipment operator
D31 Radio or TV reporter
D99 Other, specify

MAINTENANCE AND REPAIR OCCUPATIONS

E01 Maintenance and repair worker
E02 Air conditioning or refrigeration mechanic
E03 Industrial maintenance mechanic
E04 Building maintenance man
E05 Electric motor repairman
E06 Electronics mechanic or technician
E07 Radio or TV serviceman
E08 Gas or electric appliance serviceman
E09 Maintenance electrician
E10 Instrument or watch repairman
E11 Musical instrument repairman
E12 Office machine repairman
E13 Repair welder
E99 Other, specify

FOOD SERVICE AND LODGING OCCUPATIONS

F01 Food service or lodging worker
F02 Bellman
F03 Caterer
F04 Cook or baker
F05 Kitchen helper
F06 Kitchen supervisor
F07 Meat cutter or butcher
F08 Food technologist
F09 Restaurant hostess
F10 Restaurant manager
F11 Waiter or waitress
F12 Custodian
F13 Housekeeper
F14 Hotel or motel manager
F99 Other, specify

BUSINESS AND OFFICE OCCUPATIONS

G01 Business and office worker
G02 Business administrator
G03 Business manager
G04 Banker
G05 Teller
G06 Cashier
G07 Loan officer
G08 Account executive
G09 Accounting technician
G10 Finance expert
G11 Certified public accountant
G12 Bookkeeper
G13 Claims adjuster
G14 Clerk-typist
G15 General office clerk
G16 Receptionist
G17 Switchboard operator
G18 General secretary
G19 Legal secretary
G20 Medical secretary
G21 Stenographer
G22 Key-punch operator
G23 Computer programmer
G24 Computer systems analyst
G25 Shipping and receiving clerk
G26 Office machine operator
G27 Office supervisor
G28 Personnel director
G29 Public relations specialist
G30 Industrial relations director
G31 Market research analyst
G32 Survey worker
G33 Credit and collection manager
G99 Other, specify

MANUFACTURING OCCUPATIONS

H01 Factory worker
H02 Foundry molding machine operator
H03 Foundry metal patternmaker
H04 Mechanical draftsman
H05 Tool and die maker
H06 General machinist
H07 Machine tool set-up operator
H08 Numerical control machine operator
H09 Numerical control tool programmer
H10 Electrical discharge machine operator
H11 Stamp or punch press operator
H12 Metallurgical assistant
H13 Quality control technician
H14 Job or time study analyst
H15 Fluid-power technician
H16 Industrial safety technician
H17 Industrial waste inspector
H18 Plastics molding machine operator
H19 Cabinetmaker
H20 Woodworking machine operator
H21 Electrical or electronics technician
H22 Electromechanical technician
H23 Engineering technician
H24 Forklift truck operator
H25 General inspector
H26 Leatherworker
H27 Sewing machine operator
H28 Combination arc and gas welder
H29 Electric arc welder
H30 Inert gas welder
H31 Oxyacetylene welder
H32 Cutting torch operator
H99 Other, specify

HEALTH OCCUPATIONS

I01 Hospital or health worker
I02 Dental assistant or technician
I03 Dental hygienist
I04 Dentist
I05 Medical doctor, physician, or surgeon
I06 Physician's assistant
I07 Chiropractor
I08 Osteopath
I09 Orthodontist
I10 Medical laboratory technician or assistant
I11 Medical record technician
I12 Nuclear medical technologist
I13 Ambulance attendant
I14 Hospital orderly
I15 Nurse's aid
I16 General nurse
I17 Licensed practical nurse
I18 Registered professional nurse
I19 Electrocardiograph technician
I20 Electroencephalograph technician
I21 Cytotechnologist
I22 Operating room technician
I23 Inhalation therapist
I24 Physical therapist
I25 Physical therapy attendant
I26 Mental health technician
I27 Home health aid
I28 Dietician
I29 Dietetic technician
I30 Optometrist
I31 Optical assistant
I32 Physiologist
I33 Psychiatrist
I34 Psychologist
I35 Pathologist
I36 X-ray technician
I99 Other, specify
I37 Occupational therapy aide
I38 Medical technician

TRANSPORTATION RELATED OCCUPATIONS

J01 General mechanic
J02 Service station attendant
J03 Automobile garage mechanic
J04 Automobile body and fender repairman
J05 Automobile painter
J06 Automobile parts counterman
J07 Automobile salesman
J08 Diesel mechanic
J09 Hydraulic or fluid power mechanic
J10 Aircraft and engine mechanic
J11 Airline stewardess
J12 Airline reservationist
J13 Airplane pilot
J14 Flight engineer or navigator
J15 Ground control operations specialist
J16 Railroad trainman
J17 Railroad agent
J18 Small gas engine repairman
J19 Motorcycle repairman
J20 Bicycle repairman
J21 Light truck driver
J22 Tractor trailer truck driver
J23 Traffic engineer
J24 Motor vehicle dispatcher
J25 Taxi operator
J99 Other, specify

GENERAL SERVICE OCCUPATIONS

K01 Private or public service worker
K02 Community or social services worker
K03 Social services director
K04 Clergyman
K05 Church or religious worker
K06 Homemaker
K07 Home economist
K08 Home furnishings assistant
K09 Home service representative
K10 Child care attendant
K11 Recreation director
K12 Elementary school teacher
K13 Secondary school teacher
K14 Special education teacher
K15 School teacher's aid
K16 School counselor
K17 School administrator
K18 College instructor
K19 Librarian
K20 Interviewer
K21 Foreign language interpreter
K22 Diplomat or foreign service worker
K23 Government official
K24 Lawyer, attorney, or judge
K25 Court reporter
K26 Military officer or career serviceman
K27 Temporary military serviceman or woman
K28 Policeman, policewoman, or highway patrolman
K29 Fireman
K30 Watchman or guard
K31 Mail carrier or post office worker
K32 Sanitarian worker
K33 Barber
K34 Cosmetologist or beautician
K35 Masseur or masseuse
K36 Bartender
K37 Dressmaker or tailor
K38 Clothing maintenance specialist
K39 Fashion coordinator
K40 Interior designer or decorator
K41 Upholsterer
K42 Carpet and linoleum layer
K43 Carpet and upholstery cleaner
K44 Dry cleaner or launderer
K45 Laundry steam press operator
K46 Janitor
K47 Urban planner
K48 Funeral director or undertaker
K49 Building and safety inspector
K50 Food and drug inspector
K51 Solid waste technician
K52 Speech clinician
K53 Politician
K54 Auctioneer
K99 Other, specify

SCIENTIFIC OCCUPATIONS

L01 Scientist or engineer
L02 Archeologist
L03 Anthropologist
L04 Astronomer
L05 Bacteriologist
L06 Biologist
L07 Botanist
L08 Cartographer
L09 Chemist
L10 Economist
L11 Aeronautical engineer
L12 Ceramic engineer
L13 Chemical engineer
L14 Civil engineer
L15 Electrical engineer
L16 Industrial engineer
L17 Mechanical engineer
L18 Sanitary engineer
L19 Geophysicist
L20 Geologist
L21 Meteorologist
L22 Jeweler
L23 Mathematician
L24 Actuary
L25 Oceanographer
L26 Pharmacist
L27 Philosopher
L28 Historian
L29 Physicist
L30 Political scientist
L31 Research analyst
L32 Sociologist
L33 Zoologist
L99 Other, specify

Figure 4.1.2 Student Interest Survey Form

CE-13

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Career Education Division
Des Moines, Iowa 50319

Dear High School Junior or Senior:

The Career Education Division of the Iowa Department of Public Instruction, in cooperation with your high school, is undertaking a survey to find out your career interests. Knowledge of your interests will help in the planning of future career education programs both at the high school and post-high school level.

Lists of occupations, organized and coded into groups, have been attached for you to review. They are printed on both sides of the attached sheet.

On the form below, please do these things:

1. List two occupations, by code letter and numbers, in which you plan or expect to be employed after completing your schooling.
2. Indicate how sure you are of entering your first choice occupation.
3. Indicate what your immediate plans following high school are expected to be.

When you have finished, please hand in this sheet. You may keep the occupational lists.

STUDENT INTEREST SURVEY

Instructions After putting appropriate numbers in the top row of boxes, indicate your occupational choices by a letter (major group) and two numbers (specific occupation within group). For occupations numbered 99 (other), write titles on bottom lines. Indicate certainty of first choice and immediate plans after high school with a check (✓) or "X" in the appropriate box. If you have any questions, please ask for assistance.

(1-14) County | District | School | Area | Grade

Occupational Choices:

(15-17) 1st Choice

(18-20) 2nd Choice

Choices Numbered 99:

Specific Occupational Title

Specific Occupational Title

Certainty of First Choice: (21)

1 Very Sure of Decision
2 Fairly Sure of Decision
3 Not Sure of Decision

Immediate Plans after High School: (22)

1 Full-time Employment
2 Military Service
3 Less than 4 year College
4 4 Year College/University
5 None of These

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Figure 11.3 Student Interest DOT Code Conversion Table

ax. No.	Taxonomy Title	DOT No.	SIS Code	DOT Title
1.01	Agricultural Production	400.000-000	A01	General Agriculture
1.0101	Animal Science	040.081-018	A09	Animal Husbandryman
1.0601	Forests	040.081-038	A13	Forester
1.00	Agricultural Science	040.081-014	A12	Agronomist
1.0504	Landscaping	407.884-010	A16	Groundskeeper
1.05	Ornamental Horticulture	040.081-046	A17	Horticulturalist
1.0604	Wildlife	451.181-010	A19	Wildlife Gamekeeper
1.06	Agricultural Resources	379.168-018	A20	Conservation Officer
1.0104	Farm Business Management	096.128-014	A23	Extension Agent
1.00	Animal Science	073.108-014	A24	Veterinarian
7.10	Construction Trades	860.000-000	B01	Construction Worker
2.00	Construction Trades	182.168-010	B05	Building Contractor
4.09	Hardware, Bldg. Materials, etc.	276.358-010	B06	Bldg. Materials Salesman
7.2306	Welding	819.381-022	B15	Construction Welder
2.00	Architectural Design	001.081-010	B16	Architect
4.00	Art/Media	152.000-000	D01	Designer/Entertainer
4.00	Media	132.268-018	D02	Journalist
4.00	Media	130.088-014	D03	Author/Writer
4.00	Media	132.068-034	D04	Editor
4.00	Media	132.068-014	D05	Publisher
7.1901	Composition, Makeup, & Typesetting	973.381-010	D09	Typesetter
4.00	Art	961.868-018	D13	Fashion/Photo Model
4.00	Art	142.081-018	D14	Fashion Designer
4.00	Art	970.381-042	D18	Artist/Painter

Tax. No.	Taxonomy Title	DOT No.	SIS Code	DOT Title
34.00	Entertainment	150.048-010	D21	Actress/Actor
34.00	"	150.048-014	D22	Dramatic Artist
34.00	"	151.048-010	D23	Dancer/Performer
34.00	"	150.028-014	D24	Drama Coach
34.00	"	152.048-026	D25	Prof. Musician/Singer
34.00	"	153.348-010	D26	Prof. Athlete
34.00	Media	143.062-010	D30	Radio-TV Equip. Operator
34.00	Media	132.268-010	D31	Radio-TV Reporter
17.10	Construction and Maintenance Trades	899.281-018	E01	Maintenance Worker
04.02	Apparel and Accessories	263.358-000	C08	Clothes/Access. Salesperson
17.29	Quantity Food Occupations	310.000-000	F01	Food Service Worker
17.29	Quantity Food Occupations	318.887-010	F01	Kitchen Helper
14.00	Office Occupations	210.000-000	G01	Business Worker
37.00	Business	160.168-014	G02	Business Administrator
04.12	Industrial Marketing	189.188-018	G03	Business Manager
37.00	Business	186.168-010	G04	Banker
37.00	"	020.188-018	G10	Finance Expert
37.00	"	160.188-010	G11	Certified Public Accountant
04.13	Insurance	241.168-010	G13	Claims Adjuster
14.0603	Personnel Assistants	166.118-022	G28	Personnel Director
14.0603	"	166.118-014	G30	Ind. Relations Director
17.0000	Trade & Industrial Occupations	600.000-000	H01	Factory Worker
38.00	Manufacturing	012.188-010	H14	Job/Time Study Analyst
07.0000	Health Occupations	070.000-000	I01	Hospital/Health Worker

ax. No.	Taxonomy Title	DOT No.	SIS Code	DOT Title
9.00	Health	072.108-010	I04	Dentist
9.00	"	070.108-026	I05	Medical Doctor
9.00	"	079.108-014	I07	Chiropractor
9.00	"	071.108-010	I08	Osteopath
9.00	"	072.108-014	I09	Orthodontist
4.0499	Information Communication	249.388-034	I11	Med. Record Tech.
7.0303	Nursing Assistance	355.878-038	I14	Hospital Orderly
9.00	Health	075.378-014	I18	Reg. Prof. Nurse
9.00	"	079.378-034	I24	Physical Therapist
9.00	"	077.168-014	I28	Dietician
9.00	"	079.108-026	I30	Optometrist
9.00	"	041.081-118	I32	Physiologist
9.00	"	070.108-082	I33	Psychiatrist
9.00	"	045.088-010	I34	Psychologist
9.00	"	070.081-010	I35	Pathologist
4.19	Transportation	352.878-010	J11	Airline Stewardess
4.19	"	912.368-022	J12	Airline Reservationist
6.0101	Commercial Pilot Training	196.283-014	J13	Airplane Pilot
0.00	Transportation	932.884-010	J16	Railroad Trainman
0.00	"	910.138-030	J17	Railroad Agent
0.00	"	559.885-282	J25	Tire Recapper
1.00	Public/Private Services	195.108-010	K02	Comm./Soc. Serv. Worker
1.00	"	195.168-014	K03	Social Services Director
1.00	"	120.108-010	K04	Clergyman
1.00	"	129.208-010	K05	Church/Religious Worker

Tax. No.	Taxonomy Title	DOT No.	SIS Code	DOT Title
41.00	Personal Services	306.878-010	K06	Homemaker
41.00	"	096.128-030	K07	Home Economist
41.00	Public/Private Services	092.228-010	K12	Elem. School Teacher
41.00	"	091.228-018	K13	Sec. School Teacher
41.00	"	094.228-026	K14	Spec. Educ. Teacher
14.0601	Educational Assistant	092.228-018	K15	School Teachers' Aide
41.00	Public/Private Services	045.108-010	K16	School Counselor
41.00	"	091.118-014	K17	School Administrator
41.00	"	090.228-010	K18	College Instructor
41.00	"	100.168-026	K19	Librarian
41.00	"	137.268-010	K21	Foreign Lang. Interpreter
41.00	Foreign Services	188.118-058	K22	Diplomat/Foreign Service
41.00	Public Services	168.168-098	K23	Government Official
41.00	Personal Services	110.108-010	K24	Lawyer/Attorney/Judge
41.00	"	202.388-010	K25	Court Reporter
41.00	"	368.999-010	K26	Military Serviceman
41.00	"	368.999-014	K27	Temp. Military Serv.
41.00	Public/Private Services	372.868-054	K30	Watchman or Guard
41.00	"	300.000-000	K01	Private/Public Service
14.0403	Mail/Postal Clerks	233.388-010	K31	Mail Carrier
41.00	Public Services	168.287-094	K32	Sanitarian Worker
41.00	Public/Private Services	312.878-014	K36	Bartender
17.33	Textile Production	785.361-014	K37	Dressmaker/Tailor
41.00	Public Services	199.168-014	K47	Urban Planner
41.00	Personal Services	187.168-026	K48	Funeral Director

Tax. No.	Taxonomy Title	DOT Number	SIS Code	DOT Title
41.00	Public Services	168.287-042	K50	Food/Drug Inspector
41.00	"	079.108-034	K52	Speech Clinician
41.00	"	051.088-018	K53	Politician
04.08	General Merchandise	294.258-010	K54	Auctioneer
42.00	Science/Engineering	010.000-000	L01	Scientist/Engineer
42.00	Natural Science	055.088-018	L02	Archaeologist
42.00	Social Science	055.088-010	L03	Anthropologist
42.00	Natural Science	021.088-010	L04	Astronomer
42.00	"	041.081-010	L05	Bacteriologist
42.00	"	041.081-034	L06	Biologist
42.00	"	041.081-042	L07	Botanist
42.00	"	017.281-058	L08	Cartographer
42.00	"	022.081-054	L09	Chemist
42.00	Social Service	050.088-014	L10	Economist
42.00	Engineering	002.081-014	L11	Aeronautical Engineer
42.00	"	006.081-010	L12	Ceramic Engineer
42.00	"	008.081-014	L13	Chemical Engineer
42.00	"	005.081-014	L14	Civil Engineer
42.00	"	003.081-018	L15	Electricial Engineer
42.00	"	012.188-030	L16	Industrial Engineer
42.00	"	007.081-038	L17	Mechanical Engineer
42.00	"	005.081-046	L18	Sanitary Engineer
42.00	Natural Science	024.081-038	L19	Geophysicist
42.00	"	024.081-018	L20	Geologist
42.00	"	025.088-014	L21	Meteorologist

Tax. No.	Taxonomy Title	DOT No.	SIS Code	DOT Title
42.00	Engineering	700.281-010	L22	Jeweler
42.00	Natural Science	020.088-018	L23	Mathematician
42.00	"	020.188-010	L24	Actuary
42.00	"	024.081-054	L25	Oceanographer
42.00	"	074.181-010	L26	Pharmacist
42.00	Social Science	054.088-046	L27	Philosopher
42.00	"	052.088-018	L28	Historian
42.00	Natural Science	023.081-010	L29	Physicist
42.00	Social Science	051-088-018	L30	Political Scientist
42.00	"	020.088-022	L31	Research Analyst
42.00	"	054.088-038	L32	Sociologist
42.00	"	041.081-154	L33	Zoologist

regular survey as well as those used in the Scout survey. These data constitute the entries in the DOT table which is used in the Student Interest data processing. There is no restriction on the content of the alphabetical character sets used for any of the Taxonomy or DOT titles except in regard to print space available. However, the seven-digit taxonomy number and the eleven digit DOT number must be the appropriate numbers since the results of the Student Interest forms are used in the Interface Reports of the CENIS system.

Data card preparation for the regular survey consist of punching the data reported on the Student Interest Survey form in the format displayed in Table 4.1.1.

4.1.3 DOT Table - Structure and Use

The three-digit code, and abridged career description or occupation title, used for the convenience of the student and people involved in handling the questionnaires must be further processed so that occupation titles are meaningful and that Taxonomy-DOT codes appearing on Student Interest Reports are the same as those used elsewhere in the CENIS system. To do this, two data cards must be prepared, according to the specifications in Table 4.1.2, for each career that appears on the questionnaires. Later in the text, in the section which deals with the Scout data, instructions are given to assign each five-digit career code the appropriate three-digit code used in the survey. Therefore, table entries must be prepared for occupations appearing in either collection.

Table 4.1.1 Data Card Format

Card Column	Contents
1-2	County
3-6	District
7-10	School
11-12	Area
13-14	Grade
* 15-17	Occupational Code of 1st Choice
18-20	Occupational Code of 2nd Choice
21	Certainty of 1st Choice
22	Future plans

* The data provided in Columns 1 through 14 are the standard numeric codes established by the Department of Public Instruction for County, District, etc. The data in Columns 15 through 22 are coded as follows:

1. Occupation Choice - a three-digit code consisting of a code letter followed by a two-digit code number taken from the occupation list furnished the student.
2. Certainty - punched 1 for Very Sure
   2 for Fairly Sure
   3 for Not Sure.
3. Future Plans - punched 1 for Full Time Employment
   2 for Military Service
   3 for Less Than Four-Year College
   4 for Four-Year College/University
   5 for None of the Above
   6 for Not Specified

Table 4.1.2 DOT Table for Student Interest

Card Column		Contents
1		Card Number, Coded 1 or 2
2-4		Student Interests' 3-digit Occupation Code
5-11, Card 1	*	CENIS Taxonomy Number
12-66, Card 1	**	Taxonomy Title
5-15, Card 2	*	CENIS DOT Number
16-74, Card 2	**	DOT Title

* The Code used here must be the standard code for Taxonomy and DOT and will be used in the Interface Reports.

** Abridged Taxonomy and DOT titles are preferred since print space on some of the Student Interest Reports restricts the Taxonomy title to twelve characters and the DOT title to twelve characters.

4.1.4 Data Collection for the Scout System

Arrangements have been made with the Boy Scout Organization in Des Moines to contact each junior and senior high school student in a subset of the high schools in the merged area that includes Des Moines. The data collected by the Scout organization includes first and second choice career interests using a unique occupation list and occupation code. These data do not, however, contain any information about the certainty factor or future plans.

In addition to the above, the Boy Scout Organization has made arrangements with a private data processing firm to analyze the data collected by the Scouts. With little additional work, the summary card (one for each occupation recorded by the Scouts) produced by the firm can be coded to enter grade-by-choice information into the Student Interest System. Table 4.1.3 shows the layout and content of the Scout-type summary card.

Table 4.1.3 Scout-Type Summary Card

Card Columns	Contents
1-3 *	Three-digit Student Interests Occupation Code
4 *	Future Plans Code 6 for "Not Specified"
5-6 *	Merged Area Code of "11"
11-15	Five-digit Scout-Type Occupation Code
16-19	Count of Eleventh Grade - First Choice
20-23	Count of Twelfth Grade - First Choice
24-28	Total First Choice for This Occupation

Card Columns	Contents
34-37	Count of Eleventh Grade - Second Choice
38-41	Count of Twelfth Grade - Second Choice
42-46	Total Second Choice for This Occupation
52-57	Total of First and Second Choices for This Occupation

* These numbers are not on the card when it is received from the firm. Each five-digit code must be assigned a three-digit Student Interest Code as used in the survey.

4.2 Student Interest Data Analysis and Report Generation Software

4.2.1 System Operations - General

At this point, it is instructive to introduce the flow chart of the Student Interests System so that all the processes can be viewed as a system and also to allow further discussion of the parts in an orderly manner.

Assuming that Phase I of the Student Interest System includes all the work up to and including the punching of the computer cards described in Tables 4.1.1-4.1.3, then Phase II can be thought of as all subsequent computer runs which use the Phase I data files. Consequently, the following five steps exhibit the flow chart concept of the Student Interest System:

Phase II a. This step creates a computer data file from the survey data prepared according to the specifications in Table 4.1.1.

Phase II b. This step sorts the data file from II a. above so that the data are organized jointly by Merged Area, Occupational Choice and Future Plans.

Phase II c. This step incorporates the questionnaire data and Scout data and creates a summary-type data file.

Phase II d. This step sorts the file from step II c. so that the data are sequenced by DOT number within Taxonomy number.

Phase II e. This step produces all the printed reports from the Student Interest System as well as the computer record for the Interface System of CENIS.

It is evident that the programs (steps) in Phase II are modular and that the chronological process is in alphabetical sequence, a to e. Steps II-a through II-d are dependent on the availability and accuracy of the data discussed in Tables 4.1.1-4.1.3. For example, in step II-a each occupational choice is checked against the DOT table to insure that the three-digit code is defined, that only grades eleven and twelve are recorded, etc. in the survey data. A check is made in step II-c to see that the three-digit code affixed to the Scout data card is also defined in the DOT table. In this step, the check is made on the Scout data cards prior to summarizing the survey data so that any unresolved code will be detected and further processing be stopped at the appropriate time.

In the checking process in step II-a, and that for the Scout data in step II-c, the program prints a message regarding any unresolved checks and proceeds to check the rest of the file being examined so that, if they exist, other errors might be detected. However, both programs generate a signal to stop further processing if an error is encountered. In addition, the program in step II-a punches a card identical to the one found to be in error so that corrections can be made quickly and included in the next running of this step. All cards found which pass the editing process are processed so only problem cases need to be handled again.

Student Interest Reports are generated in step II-e. This step presupposes the successful completion of the first four steps as well as some further information defining weights and merged areas for which reports are desired. To this effect, one must specify: population totals for each merged area surveyed by the regular method; population totals for each merged area surveyed by the Scout method; weights by area for each

survey method; the merged areas for which reports are desired; and (optionally) weights for each method.

One of the options of the system is to run Phase II-e for the purpose of computing weights—in this case, the weights computed are punched in the correct format, described in Table 4.2.3, so that they can readily be modified if the user so desires. Population totals must be entered, see Table 4.2.1, and a card specifying the type of run (compute weights only or compute final reports for the merged areas specified) is prepared according to Table 4.2.2. In practice, a weights-only run is strongly recommended as the first run so that the percentages computed for future plans of "Less Than Four-Year College" and "Full Time Employment" are available to enter as specified in Table 4.2.3.

Table 4.2.1 Population Totals of Eleventh and Twelfth Grade Students

Card Columns	Contents
1-6, First Card	Total of students in the schools sampled in Merged Area 1
7-12, First Card	Total of students in the schools sampled in Merged Area 2
73-78, First Card	Total of students in the schools sampled in Merged Area 13
1-6, Second Card	Total of students in the schools sampled in Merged Area 14
7-12, Second Card	Total of students in the schools sampled in Merged Area 15
13-18, Second Card	Total of students in the schools sampled in Merged Area 16
19-24, Second Card	State total of all schools sampled

The third and fourth card is prepared in identical fashion and the totals are restricted to the number of students in the schools surveyed by the Scout method—normally card 3 contains a non-zero number in Columns 61-66, card 3 for merged area 11 and this same total in Columns 19-24, card 4 for the state total of students in the schools surveyed by the Scout method.

Table 4.2.2 Report Selection for Weights Only on Area Reports

Card Columns	Content
1-48	Comments such as "Compute Reports for the specified merged areas...."
49-50 *	The Merged Area Number of the first area for which reports are desired
51-52 *	The Merged Area Number of the second area for which reports are desired
79-80 *	The Merged Area Number of the sixteenth area for which reports are desired

* If all sixteen fields are blank or contain zeros, then only Student Interest Reports 1, 2, and 3 will be produced—see text for a discussion of Student Interest Reports.

Table 4.2.3 Weights and Percentages

* Card Columns	Content
17-18	Merged Area Number, 1-16
22-30	Weight or projection factor for the survey data
31-39	Weight or projection factor for the Scout data
40-49	Percentage in the merged area with Future Plans of Less than Four-Year College
50-59	Percentage in the state with Future Plans of Less than Four-Year College
60-69	Percentage in the merged area with Future Plans of Full-time Employment
70-79	Percentage in the state with Future Plans of Full-time Employment

* This data file, 16 cards, must be included and in merged area sequence on all runs specifying reports for specific merged areas. The weights and percentage cards are ignored if they are present when a weights-only, type 1, run is specified.

4.2.2 Component Programs

The five file-handling or computational steps described as steps II-a through II-e are also described as computational steps in the CENIS system. Tables 4.2.3 and 4.2.4 establish the correspondence between steps and CENIS routines, and also illustrate the CENIS commands that invoke the Student Interest software component programs.

Table 4.2.3 Student Interest Programs of CENIS

Computational Step	CENIS Program Name	Program Function
	CDTODK	Loads DOT cards to disk file STLBFL(16).
II-a	SISVFL	Edits Questionnaire data and creates survey data file SISVFL(17).
II-b	SISRTS	Sorts the survey data file (area within Future Plans within SIS Occupation Code) onto file SISRTS(20).
II-c	SIMRGD	Edits Scout data and copies onto file SIMRGD(23) and also summarizes the the survey data onto this same file
II-d	SISRTD	Sorts file SIMRGD(23) onto file SISRTD(24) by Future Plans within Area within DOT number within Taxonomy number.
II-e	SIRPPG	Computes preliminary Student Interest Analysis on a type 1 run and final Student Interest reports on a type 2 run. (See text for the run-type definition.) This is the only report generation program in the Student Interest component.

Table 4.2.4 Command Language Statements in the Student Interest Component

Program Invoked	CENIS Command
CDTODK	EXECUTE LABEL FILE
SISVFL	EXECUTE SURVEY FILE
SISRTS	EXECUTE SORT SURVEY
SIMRGD	EXECUTE SCOUT FILE
SISRTD	EXECUTE SORT DATA
SIRPPG	EXECUTE REPORTS

4.2.3 Student Interest Component Datasets

4.2.3.1 Dataset SILBFL

Inasmuch as the Student Interest DOT table, prepared in accordance with Table 4.1.2 specifications, is used in all phase 2 computational steps, except the two involving sorting, this is the first card file read by the Student Interest System. It is stored on a disk file by executing the card-to-disk program CDTODK. This file is maintained as a card image, 80 byte record, on file SILBFL(16). See Table 4.1.2 for the record layout.

Each three-digit occupation code in the file has two associated cards which must appear as a pair. Card 1 must be first and it defines the OE/DOT Number and Title. Card 2 defines the OE Taxonomy Number and Title. Both cards must contain the SIS-DOT Code. More than one SIS code can be used or assigned to the same OE DOT/Taxonomy pair, but the reverse is not permitted. If the same SIS code should be assigned to more than one DOT/Taxonomy, then the effect would be that the last assignment in the table

would be used.

4.2.3.2 Dataset SISVFL

The regular survey data cards, punched from the Student Interest Questionnaires, are examined to see that the content is plausible and, if it is, a data record is written on file SISVFL(17) for each occupation mentioned. Two records are normally written for each questionnaire corresponding to the two career choices. However, only one record is written if a student indicates a first choice occupation, but not a second choice. The checks made on the data are that the grade code is 11 or 12, that the certainty code is 1, 2, or 3, that Future Plans be 1, 2, 3, 4 or 5, and that a first choice occupation is coded. Both the first choice occupation and the second, if given, are checked to see that the DOT table contains the SIS codes.

If any of the above checks detect an error in a data card, then no information from the error card is retained and the card is punched, as well as printed, for the sole purpose of making corrections easier. If any questionnaire cards are found to contain errors, then a signal is generated to stop further processing.

The data record on file SISVFL(17) is a 186 byte record for each occupation. Byte number 186 contains a 1 if the record corresponds to a first choice occupation and a 2 if it corresponds to a second choice occupation. The record content is given in Table 4.2.5.

Table 4.2.5 Record Layout for Survey Data File SISVFL

Byte Position	Content
1	Constant of 1
2-4	SIS Occupation Code
5-11	Taxonomy Number
12-80	Taxonomy Title
81	Constant of 2
82-84	SIS Occupation Code
85-95	DOT Number
96-160	DOT Title
161-162	County Number
163-166	District Number
167-170	School Number
171-172	Merged Area Number
173-174	Grade Number
175-177 *	First or Second Choice SIS Occupation Code
178-180 *	Second or First Choice SIS Occupation Code
181	Certainty Code
182	Future Plans
183-185 **	Batch Control Number
186 *	Record Number

* If byte 186 contains a 1, then byte positions 175-177 contain the code for the first choice career. If not, then positions 175-177 contain the code for the second choice career (The Student Interest System

design does not call for the direct use of positions 1 through 170 of the record in the course of its analysis operations. These positions are carried so that the data file can be matched with other CENIS component data should the need arise.).

4.2.3.3 Dataset SISRTS

The program named SISRTS specifies that the file SISVFL be sorted in the sequence of Occupation (position 175-177)/Future Plans (position 182)/ Merged Area(positions 171-172). The sorted file is output as SISRTS on Unit 20.

There is no change in the record format, so the description of the records in file SISVFL(17) is also applicable to the records in file SISRTS(20).

4.2.3.4 Dataset SIMRGD

The program named SIMRGD prepares the basic computer record from which all the Student Interest Reports are derived. The record written in file SIMRGD(23) contains DOT/Taxonomy numbers, so that the file can be sorted. The record content yields Head Count information, the number of students choosing each career and the probable number of students entering the career.

The Scout data card contains actual counts of students in each grade and, for each choice, those that selected a specific occupation. Hence this portion of the record was kept intact. Probability data were computed by assuming that seven out of ten students would actually enter their first choice occupation and that three out of ten would enter their second

choice occupation. No additional assumptions were made, hence the probability figures were computed as follows:

Probability of entering = .7 x (actual number choosing the career as their first choice)
+ .3 x (actual number choosing the career as their second choice).

The probability figures are referred to as "prorated sample data" in the reports.

The tabulation of data for the grade by choice breakdown of the survey data is done in a straight-forward manner. Data records with a 1 in position 186 represent one first-choice tally in the appropriate grade for the actual first choice column on the reports. However, a weight of 1.0, 0.7, 0.6, or 0.5 is used as the increment in the corresponding probability column depending on the following conditions: 1) Only one occupation specified, 2) very sure of first choice, 3) moderately sure of first choice, and 4) not sure of first choice. Data records containing a 2 in position 186 are handled in a similar manner and the weights of 0.3, 0.4, and 0.5 are used if: 1) Very sure of first choice, 2) moderately sure of first choice, and 3) not sure of first choice.

The edit procedure used on the questionnaire data cards insures that there are no input records for a second choice career without an input of a first choice record for the same career. Therefore, the tallies made in the first choice-actual are head counts of the actual number of students. It is not known at the present time whether the processing procedure for the Scout data imposed a similar restriction. Head counts for the Scout data are taken from the first choice-actual fields in the same manner as the one used on the survey data. Table 4.2.6 exhibits the content of the

data record in SIMRGD.

Table 4.2.6 Record Content for SIMRGD(23) File

Byte Position		Content
1		Card Number - coded 4 for Questionnaire data and 5 for Scout data
2-4		SIS Code Number
5-6		Merged Area Number
7		Future Plans
8-14	*	Probability Associated with the Eleventh Grade - First Choice Career
15-21	*	Probability Associated with the Twelfth Grade - First Choice Career
22-28	*	Probability Associated with the Eleventh Grade - Second Choice Career
29-35	*	Probability Associated with the Twelfth Grade - Second Choice Career
36-41		Actual Number Eleventh Grade - First Choice
42-47		Actual Number Twelfth Grade - First Choice
48-53		Actual Number Eleventh Grade - Second Choice
54-59		Actual Number Twelfth Grade - Second Choice
63-69		Taxonomy Number
70-80		DOT Number

* One decimal place following the decimal points.

4.2.3.5 Dataset SISRTD

The program named SISRTD produces a sort of the data on file SIMRGD(23) in order by OE Taxonomy number/OE DOT number/Future Plans. A new file SISRTD(24) is created without changing the format of the records.

4.2.3.6 File SIINFL, The Interface File

The program named SIRPPG is used to create this file and to perform other functions. Files SISRTD(24) and SILBFL(16), together with the control and specification cards described in Tables 4.2.1, 4.2.2 and 4.3.1, are used by this program to produce the final Student Interest Reports 1 through 8.

The Interface Data File SIINFL(31) is created in a type 2 run. The projected area totals which appear on Student Interest Report 5 make the data base for the Interface file. Table 4.2.7 exhibits the content of the records—three 80 byte card image records represent one logical record. This dataset is, of course, used by the Interface Component software.

Table 4.2.7 Student Interest Interface File SIINFL(31)

Byte Position	Content
1, Record 1	Constant 6
2-3, Record 1	SIS Occupation Code
4-10, Record 1	Taxonomy Number
11-22, Record 1	DOT Number
23, Record 1	Record Number 1
24-29, Record 1	Area 1 Projection of Prorated Totals
30-35, Record 1	Area 2 Projection of Prorated Totals
... ...	...
66-71, Record 1	Area 8 Projection of Prorated Totals
1-22, Record 2	Same as in Record 1
23	Record Number 2
24-29	Area 9 Projection of Prorated Totals
30-35	Area 10 Projection of Prorated Totals
...	...
66-71	Area 16 Projection of Prorated Totals
1-22, Record 3	Same as in Record 1
23	Record Number 3
24-55	DOT Title
56-80	Taxonomy Title

4.3 Student Interest Component Reports

There are eight printed reports generated in step II-e. Student Interest Reports 1, 2, and 3 are generated as a group on a type 1 run. These three reports are computed from the data described in Tables 4.1.1, 4.1.3, and 4.2.1 (actual counts of the number of students in the survey and in the state) and are not dependent on weights. Student Interest Reports 4 through 8 all require weights and Reports 7 and 8 also require that two percentages be known before the reports can be formed. The latter group, 4 through 8, are computed on a type 2 run and require the weights and percentages be furnished as indicated in Table 4.2.3.

Type 1 run of step II-e

The type 1 run is normally the first one undertaken since the weights printed in Report 1, and the percentages printed in Report 3, are necessary for the type 2 run. These figures are punched into a sixteen-card deck, one card for each merged area, for use on a type 2 run. Report 2 is printed strictly to facilitate the assessment of the Student Interest data prior to making further use of the data. The first sixteen rows of data in Report 2 are counts for each future plans category for the regular data and the next sixteen rows contain corresponding counts for the Scout data.

The weights computed and printed in Report 1 are the ratio of the number of students in the merged-area subject to the sample plan to the number of students in the sample. Row one contains the weights for the regular plan and row two contains the weights, also by area, for the Scout system.

The column headings in Report 3 completely describe the content of the reports. The only further explanation needed is to explain why some of the areas have only one pair of lines labeled

1. Sample Number
2. Population Number

and others have three such pairs. In the case of one pair, only the regular survey was used in the area. If more than one pair, then the Scout survey was also used in the area and is printed in the second pair of lines. The third pair is the total for the area.

Type 2 run of step II-e

A type 2 run is distinguished from a type 1 run in that reports are specified, as shown in Table 4.2.2, for one or more merged areas. A type 2 run requires that weights and percentages be entered according to the directions in Table 4.2.3. On any type 2 run, Report 1 and 4 through 8 are computed together with the file for the Interface of CENIS.

Report 1 and the sixteen-card deck are prepared on a type 2 run strictly for the assessment of the Student Interest System and data content.

The eight Student Interest Reports are exhibited in Figures 4.3.1 through 4.3.8.

The following is a written summary of what the reports contain.

Report 1: Weights for each survey method by merged area. This report is computed from count data.

Report 2: Head counts for survey type by merged area by Future Plans.

Report 3: Head counts for survey method by merged area—this report also shows the percentage of students in the merged area and in the state whose future plans include full-time employment and also a four-year college.

Report 4: Projection of future plans for each merged area—computed from head counts and weights.

Report 5: Prorated sample data and projections distributed by area and occupation. This report also shows the distribution of head count data of the first and second choice for students with future plans of less than four years of college and for full-time employment.

Report 6: Prorated sample data and projections are distributed by occupation, DOT within Taxonomy, for each merged area and the state total.

Report 7: Students who plan full-time employment are used in this report. Sample and projected data is presented by occupation for a grade by choice by area report.

Report 8: Same as Report 7, except that students whose future plans are less than four-year college are used.

Figure 4.3.1 Student Interest - REPORT ONE

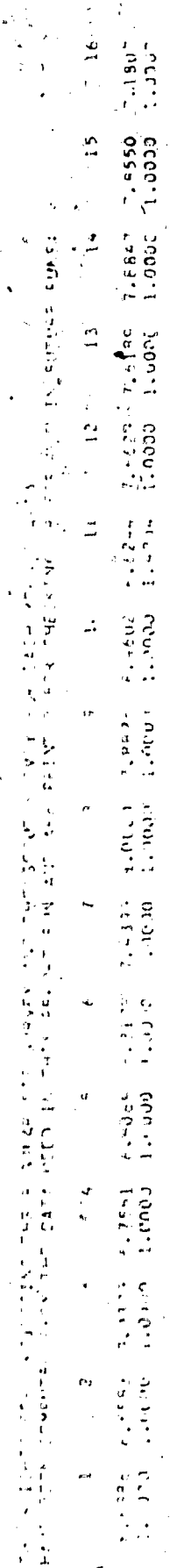

Figure 4.3.2 Student Interest - REPORT TWO

Figure 4.3.2 Student Interest - REPORT TWO

Figure 4.3.3 Student Interest - REPORT THREE

SURVEYED NUMBERS

		SELECTED AREAS		STATEWIDE
		NUMBER	PERCENT	NUMBER
1.	SAMPLE NUMBER	1326	10.5	12592
2.	POPULATION NUMBER	11436	12.0	94995
1.	SAMPLE NUMBER	5273	100.0	5273
2.	POPULATION NUMBER	7490	100.0	7490
1.	SAMPLE NUMBER	6590	36.9	17855
2.	POPULATION NUMBER	18926	18.5	102495

PER CENT (EXCLUDING MILITARY SERVICE)

	FULL-TIME EMP.	4-YEAR COLLEGE
MIDDLE AREA	5.2	5.2
STATEWIDE	18.4	19.7

Figure 4.3.4 Student Interest - REPORT FOUR

SURVEYED NUMBERS	MESURE-ALES-11 NUMBER	PERCENT	STATEWIDE NUMBER
1. SAMPLE NUMBER	583	90.4	645
2. POPULATION NUMBER	11436	12.0	94995
1. SAMPLE NUMBER	3551	100.0	3551
2. POPULATION NUMBER	7490	100.0	7490
1. SAMPLE NUMBER	4134	98.5	4196
2. POPULATION NUMBER	10920	18.5	132485

FUTURE PLANS PROJECTED

1. FULL-TIME EMPLOYMENT	1285	3.6	
2. MILITARY SERVICE	233	0.7	
3. LESS THAN 4 YEARS OF COLLEGE	1007	3.0	
4. 4 YEAR COLLEGE OR UNIVERSITY	1889	5.3	
5. NONE OF THESE	440	1.2	
6. NOT SPECIFIED	5135	86.2	

Figure 4.3.5 Student Interest - REPORT FIVE

STATE AND MERGED AREA PROJECTIONS

DOT TAXONOMY 451.181-010 MILDLIFE GAMEKEEPER
01.0604 WILDLIFE

MERGED AREA	AREA TOTALS SAMPLE	AREA TOTALS PROJECTED	UNDER 4 YRS COLLEGE 1ST CHOICE SAMP	UNDER 4 YRS COLLEGE 1ST CHOICE PROJ	UNDER 4 YRS COLLEGE 2ND CHOICE SAMP	UNDER 4 YRS COLLEGE 2ND CHOICE PROJ	FULL TIME EMPLOYMENT 1ST CHOICE SAMP	FULL TIME EMPLOYMENT 1ST CHOICE PROJ	FULL TIME EMPLOYMENT 2ND CHOICE SAMP	FULL TIME EMPLOYMENT 2ND CHOICE PROJ
1	13	89	2	13	5	33	2	13	7	47
2	7	45	3	20	1	7	2	13	3	20
3	3	25	0	0	2	18	2	18	2	18
4	5	36	2	14	0	0	0	0	1	7
5	10	65	1	7	6	41	2	14	2	14
6	7	44	3	19	5	31	2	12	1	6
7	5	68	1	7	6	45	6	45	1	7
9	9	69	1	8	4	32	5	39	5	39
10	16	138	6	51	3	25	4	34	3	25
11	156	386	2	17	3	26	3	26	5	43
12	5	70	5	38	5	38	0	0	3	23
13	10	75	5	38	3	23	5	38	2	15
14	4	32	2	16	2	16	0	0	1	8
15	13	99	2	16	5	39	3	24	4	31
16	10	73	3	22	2	14	3	22	4	29
TOTAL	321	1318	38	286	52	388	39	298	44	332

DOT TAXONOMY 050.088-034 MARKET RESEARCH ANALYST
04.0100 ADVERTISING SERVICES

1	0	2	0	0	1	7	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0
10	0	3	0	0	0	0	0	0	0	0
11	2	17	0	0	1	9	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
13	1	7	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0
TOTAL	3	29	0	0	2	16	0	0	0	0

DOT TAXONOMY 164.068-010 ADVERTISING ASST.
04.0100 ADVERTISING SERVICES

1	2	13	1	7	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	1	3	0	0	0	0	0	0	0	0
5	1	7	0	0	1	7	1	7	0	0
6	0	0	0	0	0	0	0	0	0	0
7	1	4	0	0	2	15	0	0	0	0
9	1	5	0	0	0	0	2	16	0	0
10	1	11	1	8	0	0	0	0	1	8
11	11	27	0	0	1	9	0	0	1	9
12	1	8	0	0	0	0	1	8	0	0
13	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0
15	1	5	0	0	0	0	0	0	2	16
16	2	16	1	7	0	0	1	7	0	0
TOTAL	22	103	3	22	4	31	5	38	4	33

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Figure 3.6 Student Interest - REPORT SIX

MERGED AREA 6

DOT# & TITLE		TAXONOMY# & TITLE		AREA TOTALS SAMPLE	AREA TOTALS PROJECTED	STATE TOTALS SAMPLE	STATE TOTALS PROJECTED
400.000-000	GENERAL AGRI	01.0100	AGRICULTURAL	3	20	66	401
421.883-010	FARM HAND, G	01.0100	AGR. PRODUCT	22	139	442	2983
040.061-018	ANIMAL HUSBA	01.0101	ANIMAL SCIEN	2	10	50	227
429.228-010	POULTRYMAN,	01.0101	ANIMAL SCIEN	0	0	2	9
096.128-014	EXTENSION AG	01.0104	FARM BUSINES	0	1	3	7
409.168-010	MANAGER, FAR	01.0104	FARM BUSINES	6	39	83	605
389.884-101	EXTERMINATOR	01.0201	AGR. CHEMICA	0	0	7	39
262.358-014	SALESMAN, GR	01.0202	FEEDS	0	0	7	48
529.132-014	CUSTOM FEED	01.0202	FEEDS	2	11	17	123
040.381-014	SEED ANALYST	01.0203	SEEDS	0	0	1	9
356.874-010	VETERINARY A	01.0299	AGR. SUPPLIE	4	27	62	407
624.281-010	FARM EQUIP.	01.0301	AGR. POWER &	2	14	38	289
624.381-014	FARM MCH. SE	01.0301	AGR. POWER &	0	2	3	34
040.081-046	HORTICULTURA	01.0500	ORNAMENTAL H	1	4	24	167
407.181-010	LANDSCAPE GA	01.0504	LANDSCAPING	1	4	33	107
407.884-010	GROUNDSKEEPE	01.0504	LANDSCAPING	0	0	9	27
406.168-010	NURSERYMAN	01.0505	NURSERY OPR.	0	0	4	28
407.134-010	PARK FOREMAN	01.0506	TURF MANAGEM	2	10	111	576
379.168-018	CONSERVATION	01.0600	AGRICULTURAL	8	52	182	1001
040.061-038	FORESTER	01.0601	FORESTS	3	20	159	749
040.061-074	SOIL CONSERV	01.0603	SOIL	0	0	4	18
451.161-010	WILDLIFE GAM	01.0604	WILDLIFE	7	44	321	1318
050.088-034	MARKET RESEA	04.0100	ADVERTISING	0	0	3	29
164.068-010	ADVERTISING	04.0100	ADVERTISING	0	0	22	103
164.168-010	ACCOUNT EXEC	04.0100	ADVERTISING	0	0	52	344
165.068-022	PUBLIC REL.	04.0100	ADVERTISING	1	7	45	171
185.168-010	FASHION COOR	04.0200	APPAREL AND	1	9	44	313
263.358-000	CLOTHES/ACCE	04.0200	APPAREL AND	5	33	95	649

Figure 4.3.7 Student Interest - REPORT SEVEN

MERGEC AREA 6 FUTURE PLAN = 1 (FULL-TIME EMPLOYMENT)
AREA PERCENT OF TOTAL = 22.1 STATEWIDE PERCENT OF TOTAL = 18.6

	JUNIORS				SENIORS				TOTALS			
	1ST CHOICE		2ND CHOICE		1ST CHOICE		2ND CHOICE		1ST CHOICE		2ND CHOICE	
	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED
400.CC0-C00 GENERAL AGRICULTURE												
AREA TOTAL	0	0	0	0	1	6	1	6	1	6	1	6
STATE "	12	90	10	72	8	60	9	64	20	151	19	137
421.883-C1C FARM HAND, GENERAL												
AREA TOTAL	7	44	1	6	3	19	0	0	10	62	1	6
STATE "	130	956	26	198	85	644	25	183	215	1600	51	381
040.0E1-C1E ANIMAL HUSBANDRYMAN												
AREA TOTAL	0	0	1	6	0	0	0	0	0	0	1	6
STATE "	3	23	3	22	2	15	5	36	5	39	8	58
429.228-C1C POULTRYMAN, TECH. ADVI.												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE "	1	E	0	0	0	0	1	8	1	8	1	E
096.128-C14 EXTENSION AGENT												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE "	0	0	0	0	0	0	0	0	0	0	0	0
409.168-C1C MANAGER, FARM												
AREA TOTAL	2	12	1	6	2	12	1	6	4	25	2	12
STATE "	20	153	18	131	14	102	23	180	34	255	41	311
389.884-1C1 EXTERMINATOR												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE "	0	0	0	0	0	0	0	0	0	0	0	0
262.358-C14 SALESMAN, GRAIN & FEED												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE "	0	0	1	8	0	0	1	8	0	0	2	15
529.132-014 CUSTOM FEED MILL OPR.												
AREA TOTAL	1	6	0	0	1	6	0	0	2	12	0	0
STATE "	2	15	4	34	5	35	4	31	7	50	8	65
040.3E1-C14 SEED ANALYST												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE "	0	0	0	0	0	0	0	0	0	0	0	0
356.874-C1E VETERINARY ASST.												
AREA TOTAL	1	6	0	0	0	0	0	0	1	6	0	0
STATE "	5	38	4	31	7	51	6	47	12	89	10	77
624.281-C1C FARM EQUIP. MECH.												
AREA TOTAL	1	6	0	0	0	0	2	12	1	6	2	12
STATE "	7	51	20	148	6	44	11	86	13	95	31	234
624.381-C14 FARM MCH. SET-UP MAN												
AREA TOTAL	0	0	1	6	0	0	0	0	0	0	1	6
STATE "	0	0	7	58	0	0	4	30	0	0	11	88

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Figure 4.3.8 Student Interest - REPORT EIGHT

MERGED AREA 11 FUTURE PLAN = 3 (LESS THAN 4 YEARS OF COLLEGE)
AREA PERCENT OF TOTAL = 5.2 STATEWIDE PERCENT OF TOTAL = 19.7

	JUNIORS				SENIORS				TOTALS			
	1ST CHOICE		2ND CHOICE		1ST CHOICE		2ND CHOICE		1ST CHOICE		2ND CHOICE	
	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED	SAMPLE	PROJECTED
241.168-C1C CLAIMS ADJUSTER												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	1	7	0	0	0	0	1	8	1	7	1	8
250.258-C14 SALESMN., INS.												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	1	8	2	16	3	24	1	7	4	31	3	23
915.867-C10 SERV. STA. ATTENDANT												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	3	25	0	0	2	14	2	15	5	38	2	15
250.358-C26 SALESMAN, REAL ESTATE												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	3	20	2	16	1	7	2	13	4	27	4	29
195.168-C26 DIRECTOR, RECREATION												
AREA TOTAL	1	9	1	9	0	0	2	17	1	9	3	26
STATE =	7	54	4	31	1	8	9	69	8	63	13	100
286.358-C1C SALESPERSON, SPORTING GOODS												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	10	77	6	44	3	20	6	40	13	97	12	85
019.188-C1C TRAFFIC ENGINEER												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	0	0	1	8	0	0	0	0	0	0	1	8
352.878-C1C AIRLINE STEWARDESS												
AREA TOTAL	4	34	2	17	3	26	2	17	7	60	4	34
STATE =	63	473	38	290	34	258	35	260	97	731	73	550
905.883-014 TRACTOR-TRAILER TRUCK DRIVER												
AREA TOTAL	1	5	1	9	0	0	1	9	1	9	2	17
STATE =	7	51	18	133	0	0	10	81	7	51	28	214
906.883-C26 LIGHT-TRUCK DRIVER												
AREA TOTAL	0	0	1	9	0	0	0	0	0	0	1	9
STATE =	0	0	7	52	0	0	3	19	0	0	10	71
912.368-C22 AIRLINE RESERVATIONIST												
AREA TOTAL	2	17	3	26	2	17	2	17	4	34	5	43
STATE =	19	140	31	227	10	77	11	83	29	217	42	310
919.168-C1C DISPATCHER, MOTOR VEHICLE												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	0	0	1	7	0	0	0	0	0	0	1	7
922.883-C1E INDUSTRIAL TRUCK OPERATOR												
AREA TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
STATE =	0	0	0	0	0	0	0	0	0	0	0	0

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4.4 Use of Computer Software in Report Generation

Assuming that the same data are collected using the survey as well as the Scout system, all six programs must be executed in the sequence described in Table 4.2.3. It is possible to skip steps on any run, but the data files created by the bypassed step must be available from a previous run.

The decision to run a step again in its entirety, or to attempt to salvage partially completed runs or files, is one that is frequently encountered in systems such as the Student Interest component of CENIS. The design of this system is such that all programs, except SISVFL, should be run again from the beginning. In the case of SISVFL, the user must decide whether to edit all the questionnaire data again or to make the technical changes in the DISP (NEW,KEEP) field. Usually, it is best to re-run only those steps affected by a change in data input.

Assuming that the first application of the Student Interest System is to load the SIS DOT table, and edit questionnaire data, then the CENIS language is as follows:

```
STUDENT INTEREST
        EXECUTE LABEL FILE
        EXECUTE SURVEY FILE
```

If the second application involves the Scout data and the reports on a type 1 run, then the CENIS language is:

```
STUDENT INTEREST
        EXECUTE SORT SURVEY
        EXECUTE SCOUT FILE
        EXECUTE SORT DATA
        EXECUTE REPORTS
```

Now, if the third application is to run the type 2 reports, then the appropriate change is made in the Report Selection card described in Table 4.2.2 and the CENIS language is:

STUDENT INTEREST

EXECUTE REPORTS

A summary of the data files on the Student Interest component, assuming all data are currently on cards and are being entered for the first time, are shown below.

//FT18F001 DD * TABLE 4.1.1 CARDS

(Survey questionnaire data cards)

//FT[illegible]F001 DD * TABLE 4.1.3 CARDS

(Scout data cards)

//FT[illegible]F001 DD * TABLES 4.2.1, 4.2.2, and 4.2.3 CARDS

(Population totals - 4 cards)

(Report selection card)

(Job weight cards in type 2 runs)

//CD18F001 DD * TABLE 4.1.2 CARDS

(SIS DOT table cards).

These DD statements appear, in the above given order, in the catalogued procedures CENIS1 and CENIS2. Therefore the DD statements must appear in the given order to properly specify a temporary override to the procedure. Naturally, once any one of the card decks are entered, they need not be reentered on subsequent runs if the associated dataset is saved.

CHAPTER 5

CENIS STUDENT FOLLOWUP COMPONENT

5.1 Student Followup - Data Collection and Entry

The followup of students who left technical training programs, in secondary schools and area community colleges, three years prior to the time of the CENIS implementation, was conducted as a mail census using school address records. A copy of the survey instrument is shown in Figure 5.1.1.

This set of data, because it is rather small, is one of the easier sets to handle. Editing for errors in reporting was done by hand, and only a small amount of computer editing of punch card data was needed. The format used for punch cards is shown in Table 5.1.1. The card data were transferred to tape (disk) in fixed length records of 80 characters (bytes), and the resultant dataset is named SFDFL. A second card dataset, containing annotative characters for use on output reports, is also input and stored on disk (tape) as a dataset named SFLFL. The card deck is, of course, in a standard form and is supplied with the computer program.

Once the data are entered into the computer, component reports are generated using existing programs, and a data file for use in CENIS Interface is prepared. These operations, and the characteristics of the software, will be described in succeeding sections.

(1-10) County District School

(11-20) Taxonomy

(21-28) Level Type S.E. Obj.

(30-35) Code

Name of Your Vocational Program for 1968-69

Have you sought employment in the occupational area for which you were trained?

(36) ☐ Yes

If Yes, how many job offers did you receive? (CHECK ONE BOX)

1. ☐ None
2. ☐ One
3. ☐ Two or Three
4. ☐ Four or More

(37) ☐ No

If No, please indicate reason. (CHECK ONE BOX)

1. ☐ Sought employment in another occupational area
2. ☐ Entered another school
3. ☐ Housewife
4. ☐ Physical or other handicap
5. ☐ Not interested in a job
6. ☐ Entered the military service
7. ☐ Only wanted to work part-time
8. ☐ Other (Specify)

Have you served in the military service since leaving this program?

(38) ☐ Yes ☐ No

Since you left this vocational program, have you enrolled in any additional education program(s)?

(39) ☐ Yes ☐ No

If yes, check purpose(s):

(40-43) ☐ Program(s) for personal growth and satisfaction
☐ Program(s) to assist you on your job
☐ Program(s) to prepare you for another occupation
☐ College degree program

What is your current employment status? (CHECK ONE BOX)

(44)
1. ☐ Employed full-time
2. ☐ Employed part-time
3. ☐ Unemployed, but looking for work
4. ☐ Unemployed and not looking for work
5. ☐ In the military service
6. ☐ Full-time student

What is your present or most recent job? (Exclude military service)

(45) Job Title

Firm Name

(46) City or Town, State

Briefly describe your duties on this job.

How many full-time jobs have you held since you left this vocational program? (Exclude military service) (CHECK ONE BOX)

(47)
1. ☐ None
2. ☐ 1
3. ☐ 2
4. ☐ 3
5. ☐ 4 or More

If you have held more than one full-time job what was your first full-time job after leaving this training program? (Exclude military service)

(48) Job Title

Firm Name

(49) City or Town, State

What have been your weekly wages since leaving this vocational program? (CHECK ONE BOX PER COLUMN) (Exclude military service)

	(50) Present or most recent wages:	(51) First full-time wages:
1.	☐ $50-$75 weekly	☐ $50-$75 weekly
2.	☐ $76-$100 weekly	☐ $76-$100 weekly
3.	☐ $101-$125 weekly	☐ $101-$125 weekly
4.	☐ $126-$150 weekly	☐ $126-$150 weekly
5.	☐ $151-$200 weekly	☐ $151-$200 weekly
6.	☐ $201 or more	☐ $201 or more

How satisfactory was this vocational training? (CHECK ONE BOX)

(52)
1. ☐ Very Satisfactory
2. ☐ Satisfactory
3. ☐ Unsatisfactory
4. ☐ Very Unsatisfactory

How important was this educational experience in obtaining your first full-time job? (CHECK ONE BOX)

(53)
1. ☐ The training was a requirement for the job.
2. ☐ The training was a factor in my selection for the job.
3. ☐ The training was of no value in my selection for the job.

Of what value was this educational experience in your performance on the job? (Exclude military service) (CHECK ONE BOX PER COLUMN)

	(54) Present or most recent job	(55) First full-time job
1.	☐ Very Adequate	☐ Very Adequate
2.	☐ Adequate	☐ Adequate
3.	☐ Of Little Value	☐ Of Little Value
4.	☐ Of No Value	☐ Of No Value

Please list any suggestions which if implemented could improve the quality of the program, especially if you checked no. 3 or no. 4 in (52) above.

Figure 5.1.1 Student Followup Survey Instrument

Table 5.1.1 THREE-YEAR STUDENT FOLLOWUP CARD FORMAT

Item Number	Card Columns	Description
1	1-2	County number: 01-99
2	3-6	District number
3	7-9	School number
4	11-20	Taxonomy number
5	21-22	Level
6	23-24	Type
7	25-26	S. E.
8	27-28	Obj.
9	30-33	Code
10	34-35	Completion code:
		1 = less than 50% completed
		2 = between 50% and 100% completed
		3 = 100% completed
11	36	Number of job offers:
		1 = none
		2 = one
		3 = two or three
		4 = four or more
12	37	Reason not seeking employment:
		1 = sought employment in other area
		2 = entered another school
		3 = housewife
		4 = handicapped
		5 = not interested

Item Number	Card Columns	Description
13	38	Served in military service:
		1 = yes
		2 = no
14	39	Enrolled in additional education programs
		1 = yes
		2 = no
		Purpose of additional education programs:
15	40	Personal growth: 1 = yes
16	41	Assist on your job: 1 = yes
17	42	Prepare for another job: 1 = yes
18	43	College degree program: 1 = yes
19	44	Current employment status:
		1 = employed full time
		2 = employed part time
		3 = unemployed, looking for job
		4 = unemployed, not looking
		5 = in military service
		6 = full time student
20	45	Present job:
		1 = actual area
		2 = related area
		3 = non-related area

Item Number	Card Columns	Description
21	46	Present location:
		1 = in district
		2 = out of district
		3 = out of state
22	47	Full time jobs since program:
		1 = none
		2 = one
		3 = two
		4 = three
		5 = four or more
23	48	First full time job:
		1 = actual area
		2 = related area
		3 = non-related area
24	49	Location of first full time job:
		1 = in district
		2 = out of district
		3 = out of state
25	50	Present weekly wages:
		1 = $50 - $75
		2 = $76 - $100
		3 = $101 - $125
		4 = $126 - $150
		5 = $151 - $200
		6 = $200 or more

Item Number	Card Columns	Description
26	51	First weekly wages:
		(Same codes as Item 25)
27	52	Vocational training:
		1 = very satisfactory
		2 = satisfactory
		3 = unsatisfactory
		4 = very unsatisfactory
28	53	Educational experience
		1 = required for job
		2 = factor in selection for job
		3 = no value in job selection
29	54	Education for present job
		1 = very adequate
		2 = adequate
		3 = of little value
		4 = of no value
30	55	Education for first job
		1 = very adequate
		2 = adequate
		3 = of little value
		4 = of no value
31	56-57	Merged area code: 01-16

5.2 Student Followup - Analysis and Report Generation Software

5.2.1 Component Programs

As in all other components, programs in this component are identified by operand name—for the benefit of the user, program name—for the benefit of the programmer, and program number—as an identifier for the supervisor software. Table 5.2.1 gives these identifiers.

The way in which these programs operate as a part of the system is illustrated in Figures 5.2.1-5.2.5. Note that the program SFDFL takes the basic set of card data, sorts it into a desired order, and creates the dataset SFDFL. This is illustrated in Figure 5.2.1. The sort order is District Number/Taxonomy Number/Present employment/Completion. Program CDTODK simply serves as a card to tape utility as shown in Figure 5.2.2. The two different types of reports in this component are produced by programs SF1RP and SF2RP, as shown in Figures 5.2.3 and 5.2.4. Finally, the creation of a dataset for use in the Interface Component analysis is accomplished by the program named SFINFL, as shown in Figure 5.2.5.

Table 5.2.1 Three Year Followup Analysis Programs

Operand Name	Program Name	Program Number
DATA FILE	SFDFL	01
LABEL FILE	CDTODK	02
REPORT ONE	SF1RP	03
REPORT TWO	SF2RP	04
INTERFACE FILE	SFINFL	05

Figure 5.2.1 Program SFDFL

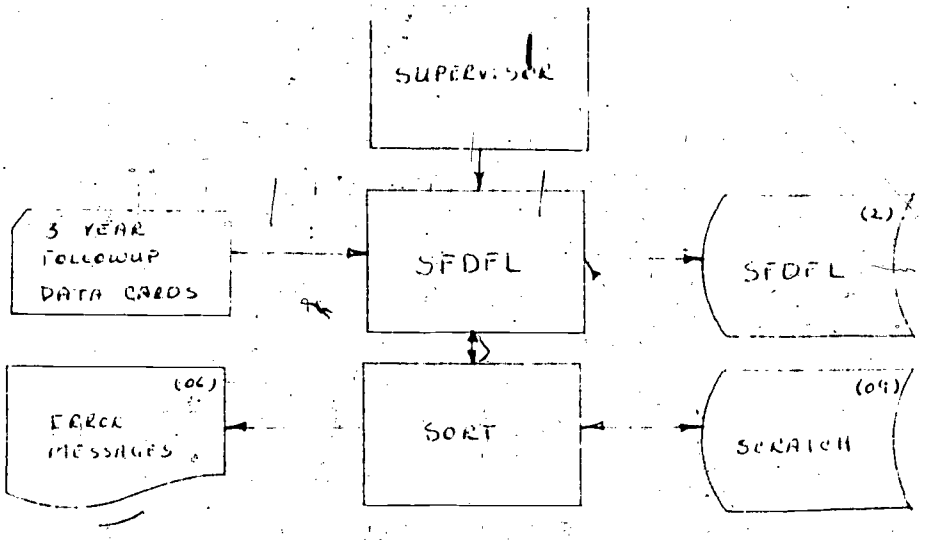


Figure 5.2.2 Program CDTODK

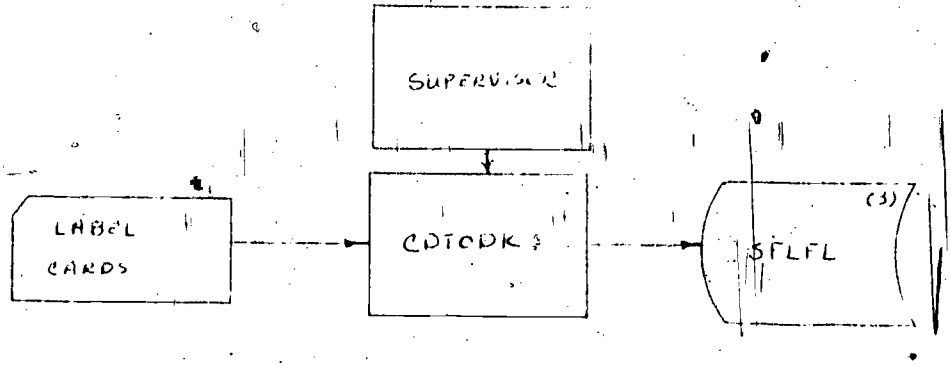


Figure 5.2.3 Student Followup - Report ONE Generation

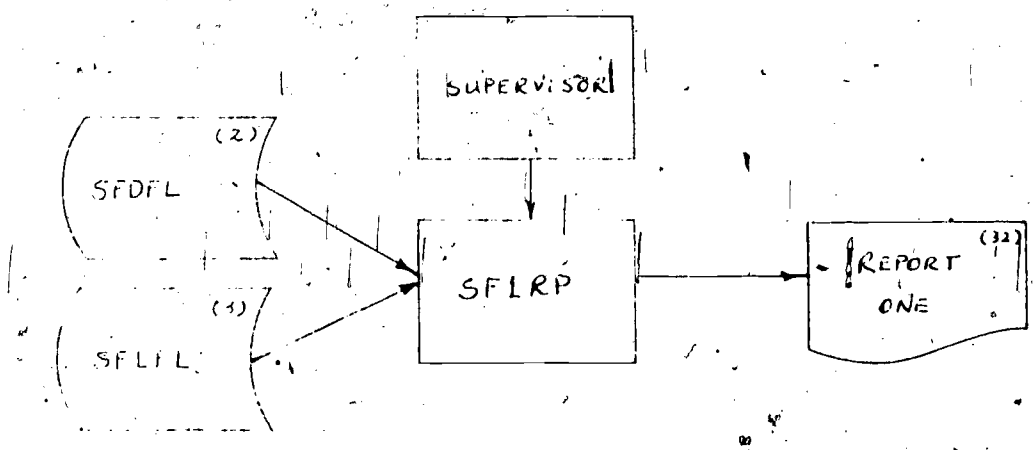


Figure 5.2.4 Student Followup - Report TWO Generation

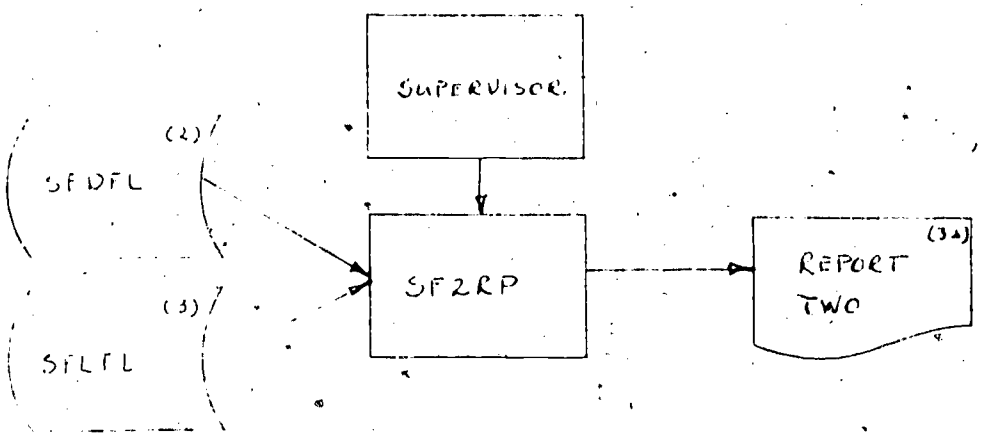
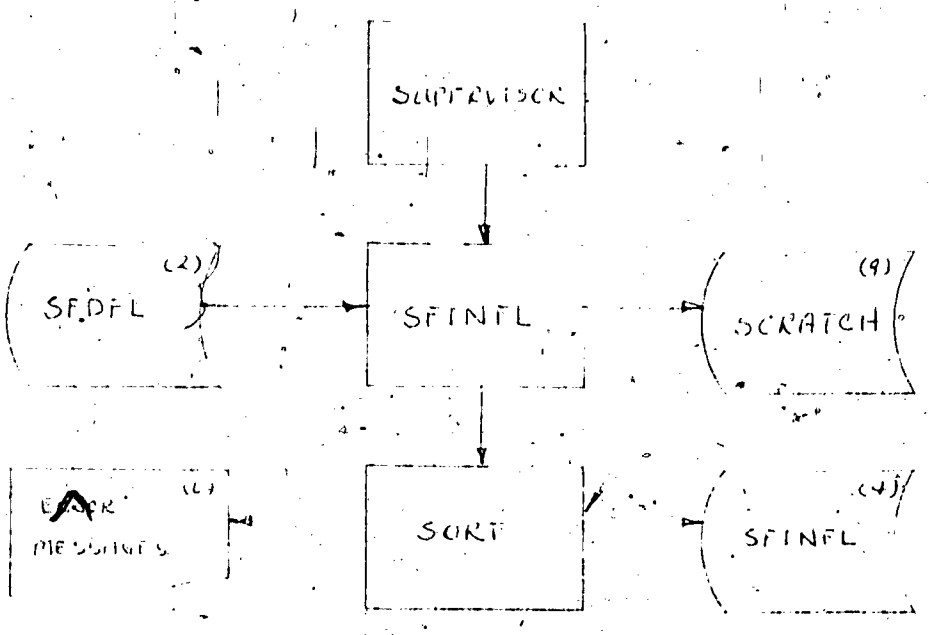


Figure [illegible] Creation of Student Followup Interface File



5.2.2 Student Followup - Data Files

The only data file, other than SFLFL and SFDFL which were described in section 5.1, which needs to be described is the Interface file named SFINFL. This file contains the result of certain key computations which will now be defined and described.

Total Number of Terminations - This is the total number of valid responses that were received from the mail census.

Number Available for Work - This number is the total number of terminations minus those people that were either full time military of full time students in an educational program.

Number Completing - The total number of respondents who completed their training program.

Percent Completing - That percent of total terminations that completed training.

Completers Employed in Occupational Trained or Related Area - The number of completers who are not in the military or full-time students and who are employed in that area (or a related area) for which they were trained.

Percent Completers Employed in Occupational Trained or Related Area - Percentage of the number completing who are employed in occupational trained or related area.

Number Available for Work in Occupational Trained or Related Area - The total number of persons, excluding full-time military and students, who are employed full or part time in their occupationally trained or a relative area.

Percent Available for Work in Occupational Trained or Related Area (Followup Percentage) - Percentage of all persons available for work (excludes students and military personnel) who are available for work in occupational trained or related areas.

Number Employed in Nonrelated Areas - Total number of persons, who are not in the military or full time students, who are employed full or part time in an area not related to their technical training.

Percentage Employed in Nonrelated Areas - Percentage of those available for work who are employed in nonrelated area.

Number in Full-Time Education - Tally of those persons so reporting.

Percent in Full-Time Education - Percentage based on total number of terminations.

The record format for the dataset named SFINFL is given in Table [illegible]. The records are created in fixed blocks and written in internal notation using the FORTRAN 'A' format code.

Table 5.2.2 Student Followup File Characteristics

DD Name	DSNAME	RECFM	LRECL	BLKSIZE
FT02F001	SFDFL	FB	80	3200
FT03F001	SFLFL	FB	80	3200
FT04F001	SFINFL	FB	80	3200

5.3 Student Followup - Component Reports

Two types of reports are produced by this component software. Samples of these reports are given as Figures 5.3.1 and 5.3.2. The reports are rather self explanatory, however, succeeding paragraphs will undertake a description of these reports. The main body of these two reports is the same. The difference between the two arises from a difference in the levels of breakdown in reporting. Report ONE produces a one page report for every combination of the variables School District Number, Taxonomy Number, and Present Job Code. State totals are printed at the end of the report. Report TWO is a three page report. One page of Area School totals, one page of Secondary School totals, and the third page contains statewide totals for all area and secondary schools.

In general the report programs are simply tally programs. Responses to all the questions included in the report are tallied for all of the survey records at each level of the breakdown. Most of the relevant items, over which totals are generated, are defined in subsection 5.2.2.

The column headings on the reports indicate an additional breakdown of the number of persons responding to each question. The columns headed "< 50", "> 50", "100" refer to the three possible Completion Codes. The adjacent R% column is the row percentage, i.e. the ratio of the number of people with a given completion code answering with a given response to the total number of people answering with the same response. The adjacent column headed T% is the total percent column, i.e. the ratio of the number of people with a given completion code answering with a given response to the total number of people answering the question with any response.

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PRES

COMPLETION CODE < D	R1	T1	>50	R2	T2	100	R3	T3	TOT	T4
JOB_LEVELS										
NONE	10	9	1	13	10	2	88	73	12	109	15
ONE	11	4	1	11	4	1	251	92	16	273	39
TWO OR THREE	7	3	1	7	1	0	246	96	10	255	36
FOUR OR MORE	1	2	0	1	2	0	62	97	3	64	9
	29	4		32	4		644	92		700	100
DID_NOT_SEEK_EMP										
EMPLOYMENT OTHER	28	22	11	14	11	5	84	67	32	126	48
ENTER SCHOOL	10	21	4	2	4	1	36	75	14	48	18
HOUSELIFE	2	17	1	1	8	1	9	75	3	12	5
HANDICAP	0	0	0	0	0	0	0	0	0	0	0
NOT INTERESTED	0	0	0	1	25	0	3	75	1	4	2
MILITARY	6	16	2	1	3	0	31	82	12	38	15
PART-TIME	0	0	0	0	0	0	3	100	1	3	1
OTHER	6	19	2	3	10	1	22	71	8	31	12
	52	20		22	8		188	72		262	100
MILITARY										
YES	14	7	1	11	6	1	168	87	18	193	20
NO	64	8	7	33	4	3	664	87	70	761	80
	79	8		44	5		832	87		954	100
ADDITIONAL_EDUC										
YES	36	10	4	16	4	2	324	86	34	376	39
NO	43	7	4	34	6	4	507	87	53	584	61
	79	8		50	5		831	87		960	100
PURSUE_OF_EDUC										
GENERAL CRSE (N)	29	10	8	11	4	3	241	86	64	281	75
(YES)	5	6	1	3	3	1	79	91	21	87	23
ASST CR JOB (N)	24	10	6	9	4	2	201	86	53	234	62
(YES)	10	7	3	5	4	1	115	88	32	134	36
PREP OTHR JOB(N)	19	6	5	12	4	3	252	89	67	293	75
(YES)	16	19	4	2	12	1	67	79	18	85	23
COLLEGE DEGR (N)	22	9	6	9	4	2	214	87	57	245	65
(YES)	12	10	3	5	4	1	106	86	28	123	33
EMPLOYMENT_STATUS										
FULL-TIME	62	9	6	35	5	4	626	87	63	723	73
PART-TIME	7	9	1	1	1	0	71	90	7	79	8
UNEMP. LOOKING	7	19	1	4	11	0	26	70	3	37	4
UNEMP. NOT LOOKG	0	0	0	8	8	1	87	92	9	95	10
MILITARY	0	0	0	1	5	0	18	95	2	19	2
FULL-TIME STUDENT	4	11	0	1	3	0	31	86	3	36	4
	80	8		50	5		859	87		999	100
PRESENT_JOB										
IN ACTUAL FIELD	14	3	1	13	3	1	471	95	47	499	50
IN RELATED FIELD	17	9	2	5	3	1	171	89	17	193	19
NON-RELATED FLD	49	16	5	32	10	3	224	73	22	305	31
	80	8		50	5		866	87		996	100
PRESENT_LOCATION										
IN DISTRICT	56	8	6	37	5	4	629	87	63	722	72
OUT DISTRICT	15	10	2	6	4	1	123	85	12	144	14
OUT STATE	9	7	1	7	5	1	114	88	11	130	13
	80	8		50	5		866	87		996	100
FULL-TIME_JOBS										
NONE	12	15	1	4	5	0	63	80	6	79	8
ONE	30	7	3	19	4	2	380	89	39	429	43

COMPLETION CODE	1	R1	T1	2	R2	T2	3	R3	T3	TOT	T4
TWO	22	7	2	13	4	1	262	89	27	295	30
THREE	11	3	1	5	2	1	98	83	9	136	11
FOUR OR MORE	8	12	1	6	9	1	65	83	7	79	8
	40	4		26	3		859	87		987	100
FIRST_JOB										
IN ACTUAL FIELD	14	5	3	8	3	2	279	93	55	301	59
IN RELATED FIELD	3	4	1	3	4	1	67	92	13	73	14
NON-RELATED FLD	22	17	4	17	13	3	94	71	19	133	26
	39	8		28	6		440	87		507	100
FIRST_LOCATION										
IN DISTRICT	25	7	5	21	6	4	318	87	63	364	72
OUT DISTRICT	11	12	2	5	6	1	73	82	14	89	18
OUT STATE	3	6	1	2	4	0	49	91	10	54	11
	39	8		28	6		440	87		507	100
PRESENT_WAGES										
50- 75	15	11	2	5	4	1	111	85	13	131	16
76-100	8	5	1	7	4	1	146	91	17	161	19
101-125	14	7	2	9	5	1	170	88	20	193	23
126-150	11	7	1	6	4	1	136	89	16	153	18
151-200	13	10	2	5	4	1	111	86	13	129	15
201-	8	11	1	8	11	1	55	77	7	71	8
	69	8		40	5		729	87		838	100
FIRST_WAGES										
50- 75	16	9	2	10	6	2	154	86	23	180	27
76-100	9	4	1	9	4	1	194	92	29	212	32
101-125	13	10	2	5	4	1	109	86	16	127	19
126-150	10	12	2	3	4	0	69	84	10	81	12
151-200	4	9	1	2	5	0	38	86	6	44	7
201-	2	12	0	2	12	0	13	76	2	17	3
	54	8		31	5		576	87		661	100
JOB_SATISFACT										
VERY SATISFACTOR	22	5	2	16	4	2	398	91	40	436	44
SATISFACTORY	38	8	4	27	6	3	409	86	43	474	48
UNSATISFACTORY	14	30	1	5	11	1	28	60	3	47	5
VERY UNSATISFACT	2	8	0	2	8	0	22	85	2	26	3
	76	8		50	5		857	87		983	100
JOB_IMPORTANCE										
REQUIREMENT	10	3	1	8	3	1	285	94	30	303	32
FACTOR	18	5	2	14	4	1	359	92	38	391	41
NO VALUE	46	18	5	26	10	3	182	72	19	254	27
	74	8		48	5		826	87		948	100
JOB_PRESENT_JOB										
VERY ADEQUATE	10	4	1	6	2	1	246	94	27	262	28
ADEQUATE	16	4	2	12	3	1	332	92	36	360	39
LITTLE VALUE	13	10	1	12	9	1	104	81	11	128	14
NO VALUE	30	17	3	18	10	2	125	72	14	173	19
	69	7		48	5		807	87		924	100
JOB_FIRST_JOB										
VERY ADEQUATE	7	3	1	5	2	1	236	96	33	248	35
ADEQUATE	16	5	2	15	5	2	268	90	38	279	39
LITTLE VALUE	7	8	1	15	17	2	64	74	9	86	11
NO VALUE	26	21	3	11	9	1	94	85	11	121	16
	56	7		46	6		672	87		774	100

Figure 5.3.1 Student Followup - REPORT ONE

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DISTRICT: AREA SCHOOL

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CAREER EDUCATION DIVISION
CENTS 3 YEAR FOLLOW-UP

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DATE: 23 JUL 74

COMPLETION CODE	<50	R%	T%	>50	R%	T%	100	R%	T%	TOT	T%
JOB OFFERS											
NONE	0	0	0	9	17	4	44	83	19	53	23
ONE	0	0	0	7	7	3	90	93	38	97	41
TWO OR THREE	1	2	0	2	3	1	62	95	26	65	28
FOUR OR MORE	1	5	0	0	0	0	18	95	8	19	8
	2	1		18	8		214	91		234	100
DID NOT SEEK EMP											
EMPLOYMENT OTHER	4	3	1	9	13	5	57	84	33	68	40
ENTER SCHOOL	2	4	1	7	15	4	37	80	22	46	27
HOUSEWIFE	1	7	1	1	7	1	12	86	7	14	8
HANDICAP	0	0	0	0	0	0	0	0	0	0	0
NOT INTERESTED	0	0	0	1	33	1	2	67	1	3	2
MILITARY	1	5	1	3	12	2	22	85	13	26	15
PART-TIME	1	33	1	0	0	0	2	67	1	3	2
OTHER	0	0	0	1	8	1	11	92	6	12	7
	7	4		22	13		143	83		172	100
MILITARY											
YES	2	2	1	9	10	2	81	88	23	92	23
NO	5	2	1	26	9	7	273	90	69	304	77
	7	2		35	9		354	89		396	100
ADDITIONAL EDUC											
YES	4	2	1	17	10	4	155	88	39	176	44
NO	4	2	1	23	10	6	196	88	49	225	56
	8	2		40	10		353	88		401	100
PURPOSE OF EDUC											
PERSNL GRWTH (N)	4	3	2	14	9	8	133	83	76	151	86
(YES)	0	0	0	1	5	1	20	95	11	21	12
ASST ON JOB (N)	3	2	2	10	8	6	117	90	65	130	74
(YES)	1	2	1	5	12	3	36	86	20	42	24
PREP OTHR JOB(N)	3	2	2	11	8	6	116	89	66	130	74
(YES)	1	2	1	4	10	2	37	88	21	42	24
COLLEGE DEGR (N)	2	2	1	8	10	5	74	88	42	84	48
(YES)	2	2	1	7	8	4	79	90	45	88	50
EMPLOYMENT STATUS											
FULL-TIME	4	2	1	20	8	5	240	91	57	264	63
PART-TIME	2	8	0	0	0	0	22	92	5	24	6
UNEMP, LOOKING	0	0	0	3	21	1	11	79	3	14	3
UNEMP, NOT LOOK	0	0	0	7	15	2	40	85	10	47	11
MILITARY	1	3	0	6	18	1	26	79	6	33	8
FULL-TIME STUDNT	1	3	0	5	13	1	32	84	8	38	9
	8	2		41	10		371	88		420	100
PRESENT JOB											
ACTUAL/REL FIELD	3	1	1	10	4	3	213	94	57	226	61
NON-RELATED FLD	2	1	1	20	14	5	124	85	33	146	39
	5	1		30	8		337	91		372	100
PRESENT LOCATION											
IN DISTRICT	5	2	1	27	8	7	291	90	78	323	87
OUT DISTRICT	0	0	0	0	0	0	17	100	5	17	5
OUT STATE	0	0	0	3	9	1	29	91	8	32	9
	5	1		30	8		337	91		372	100
FULL-TIME JOBS											
NONE	2	4	0	6	11	1	49	86	14	57	15
ONE	0	0	0	10	6	2	145	94	35	156	38

COMPLETION CODE	<50	R%	T%	>50	R%	T%	100	R%	T%	TOT	T%
TWO	1	1	0	7	6	2	104	93	25	112	27
THREE	2	4	0	9	16	2	38	78	9	49	12
FOUR OR MORE	4	5	0	6	16	1	30	79	7	38	9
	7	2		38	9		367	89		412	100
FIRST JOB											
ACTUAL/REL&FIELD	2	2	1	11	9	5	113	90	53	126	59
NON-RELATED FLD	3	3	1	14	16	7	70	80	33	87	41
	5	2		25	12		183	86		213	100
FIRST LOCATION											
IN DISTRICT	5	2	2	23	11	11	172	86	81	200	94
OUT DISTRICT	0	0	0	0	0	0	4	100	2	4	2
OUT STATE	0	0	0	2	22	1	7	78	3	9	4
	5	2		25	12		183	86		213	100
PRESENT WAGES											
50- 75	1	2	0	3	7	1	40	91	13	44	14
76-100	0	0	0	4	5	1	81	95	27	85	28
101-125	1	1	0	8	9	2	62	90	20	69	23
126-150	2	4	1	5	10	2	42	86	14	49	16
151-200	1	3	0	2	5	1	36	92	12	39	13
201-	0	0	0	3	16	1	16	84	5	19	6
	5	2		23	8		277	91		305	100
FIRST WAGES											
50- 75	1	1	0	6	8	2	72	91	31	79	34
76-100	1	1	0	6	7	3	79	92	34	86	37
101-125	1	3	0	2	6	1	35	92	14	38	16
126-150	1	5	0	1	5	0	18	90	8	20	9
151-200	0	0	0	0	0	0	6	100	3	6	3
201	0	0	0	2	50	1	2	50	1	4	2
	4	2		17	7		213	91		231	100
JOB SATISFACT											
VERY SATISFACTOR	3	2	1	13	7	3	172	91	41	188	45
SATISFACTORY	5	3	1	20	10	5	171	87	41	196	47
UNSATISFACTORY	0	0	0	4	24	1	13	76	3	17	4
VERY UNSATISFACT	0	0	0	1	6	0	15	94	4	16	4
	8	2		38	9		371	89		417	100
JOB ASSOCIANCE											
REQUIREMENT	1	1	0	6	8	2	70	91	19	77	20
FACTOR	2	1	1	11	7	3	145	92	38	158	42
NO VALUE	3	2	1	16	11	4	124	87	33	143	38
	6	2		33	9		339	90		378	100
JOB PRESENT JOB											
VERY ADEQUATE	1	1	0	4	4	1	86	94	24	90	25
ADEQUATE	2	2	1	6	5	2	115	93	32	123	34
LITTLE VALUE	1	2	0	11	17	3	54	82	15	66	18
NO VALUE	0	0	0	10	12	3	72	88	20	82	23
	4	1		31	9		326	90		361	100
JOB FIRST JOB											
VERY ADEQUATE	0	0	0	4	4	1	87	96	23	91	30
ADEQUATE	4	4	1	9	9	3	88	87	29	101	33
LITTLE VALUE	1	2	0	11	21	4	40	77	13	52	17
NO VALUE	0	0	0	7	11	2	57	89	19	64	21
	5	2		31	10		272	89		304	100

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Figure 5.3.2 Student Followup - REPORT TWO

Use of Computer Software in Report Generation

The use of prepared computer software, for report generation in this case, is very simple. The five possible operand names are given in Table [illegible]. The only restrictions in usage are that the DATA FILE and LABEL FILE operands must precede any request for reports or creation of the INTERFACE FILE. A complete user specification which will produce all component reports and files is as follows:

STUDENT FOLLOWUP

EXECUTE DATA FILE

EXECUTE LABEL FILE

EXECUTE REPORT ONE

EXECUTE REPORT TWO

EXECUTE INTERFACE FILE

CHAPTER 6

CENIS INTERFACE COMPONENT

6.1 Interface - Data Collection and Entry

The Interface component of CENIS is designed to provide an integrated summary and reporting of individual component data along with certain other data which are available from outside sources. The interface reports provide insight into the educational products and job market demand interaction which has never before been available.

In addition to the three interface oriented datasets derived from analyses in other CENIS components, three additional datasets must be made available for the interface analysis. These datasets are:

1) Private school data
2) MDTA data
3) CE-4 data

Specifics of these datasets will be described later in this chapter. At this time it is sufficient to say that all of these datasets are available, in printed form or on computer magnetic tape, from state organizations and are easily obtained with the help of the Department of Public Instruction.

Operations in the Interface component are divided into two major operations which are carried out sequentially. These tasks are:

1) Use all previously derived datasets and produce a single master dataset, containing appropriate elements from these datasets, to be used in generating reports.
2) Execute report generation programs to produce desired component reports.

The CENIS computer software does, of course, make this process almost automatic, however, the idea of two major operations facilitates

understanding of the descriptions contained in the remaining sections of this chapter.

6.2 Interface Component Data Analysis and Report Generation Software

6.2.1 Component Programs

There are eight component programs which perform data handling and report generation functions. These programs are each referenced using a different operand name in the user control language, program name in the programming language, and program number by the supervisor. Table 6.2.1 gives the proper correspondence between names and numbers.

Table 6.2.1 Interface Component Programs

Operand Name	Program Name	Program Number
TAXONOMY CONVERSIONS	CDTODK	11
CAREER EDUCATION FILE	INCEFL	12
MDTA FILE	CDTODK	13
PRIVATE SCHOOL FILE	CDTODK	14
INTERFACE FILE	INDFL	15
LABEL FILE	CDTODK	16
REPORT ONE	IN1RP	17
REPORT TWO	IN2RP	18
REPORT THREE	IN3RP	19
REPORT FOUR	IN4RP	1A
- - - - - - - -	SORT	- - -

Several of the programs listed in Table 6.2.1 are designed solely for the purpose of assisting in the first major operation, namely that of creating a master data dataset. Figures 6.2.1 - 6.2.7 illustrate the use of all component programs. Among these figures, the first five illustrate the operations involved in creation of the master data file. Figure 6.2.6 also illustrates the creation of a file, but this is a secondary file of report annotative labels. Finally, Figure 6.2.7 depicts the generation of reports, using Report ONE for example. All of the other three report generation programs function in the same way. We will now describe the various operations shown in the figures, and describe the contents of the files in the next section.

6.2.1.1 Taxonomy Conversion

The operation depicted in Figure 6.2.1 uses the system utility program to transfer card images to disk. The card input file contains taxonomy conversion specifications. The need for such conversion arises due to the fact that some differences in definition and interpretation of the taxonomical job classification system result in different taxonomy numbers being used for the same job between the CE-4 data and the remainder of the CENIS data. Thus, some CE-4 data taxonomy numbers must be changed to be compatible with other datasets. The disk file created by CDTODK will subsequently be used in making such conversion. If no conversions need to be made this step can be bypassed. Note that the card input comes from the file having DD name CD3FOO1, and the dataset INCONV is stored on the file having DD name FTO7FOO1.

6.2.1.2 Career Education (CE4.DATA) Data Reduction

The CE-4 data contain the number of persons graduating from career education programs in state schools. This includes secondary schools, county schools, and area community colleges. The data are given by taxonomy number within school, however, as was mentioned previously, some of the taxonomy numbers obtained from this source need to be translated into other numbers to achieve compatibility across datasets.

The first portion of the INCEFL program depicted in Figure 6.2.2 inputs CE-4 data, translates taxonomy numbers as required, and creates a scratch dataset on file 9. This scratch file contains records whose contents are:

1) Merged area number
2) Taxonomy number
3) Graduates in career education program, for the given school within the area for that taxonomy.

Some conversion from CE-4 data must be made because school district and county numbers, rather than merged area numbers, are present in the data. Conversion to merged area number must be made. County school data have a zero school district number and a nonzero county number in the CE-4 file. Area community colleges have a four digit district number beginning with the digits 99 and followed by the district number. All district schools have the correct district and county number.

Once file 9 is initialized, the data are sorted by merged area within taxonomy and the sorted data are placed on file 10. Then the file 10 is read and total number of graduates for each area within taxonomy are

placed on file 11. The resultant dataset is named INCEFL.

5.2.1.3 MDTA Data Reduction

Numbers of graduates trained in relevant occupations by educational institutions, which are not classified as public or private schools, are provided in this dataset called MDTA. These data are reported on a statewide basis for each taxonomy hence they cannot be suballocated to merged area.

The dataset named INMDFL is stored on file 12 by the CDTODK program. Individual records in the data file contain only taxonomy number and number of graduates within that taxonomy. It is assumed that the MDTA data cards are sorted in increasing order of taxonomy prior to presentation for input.

5.2.1.4 Private School Data Reduction

Numbers of graduates in relevant vocational programs, from private schools, are made available in hard copy form. These data are totaled by taxonomy within area by hand calculation. This is no problem since there are very few data. The tabulations are punched on cards, sorted by area within taxonomy, and this deck is entered via file CD2 to program CDTODK. The program creates the dataset INPSFL and stores it on file 13. Figure 5.2.4 depicts this operation.

5.2.1.5 Interface Master Dataset Creation

Execution of the program INDFL, which creates the master interface dataset, can only occur after the datasets named INPSFL, INMDFL, INCEFL,

LDINFL, SFINFL, and SIINFL have been created. The main function of this program is to retrieve data from each of these datasets and create one output record for each area within each taxonomy. These records are output on file 14. The resultant dataset is named INDFL. This dataset is subsequently used as a basis for all report generation operations. Figure 6.2.5 depicts the use of program INDFL.

6.2.1.6 Interface Report Label File

The utility program CDTODK is used to transfer a standardized set of cards to disk. These cards contain character data that are used to label items of output on printed interface reports. The card deck containing these labels is supplied with the computer program. Figure 6.2.6 depicts the operation described above.

6.2.1.7 Report Generation Programs

Once the datasets INLFL and INDFL are created and stored on files 13 and 14, respectively, any or all of the four reporting programs can be executed. An example of the required operations is given in Figures 6.2.7, 6.2.8 and 6.2.9.

6.2.2 Component Datasets

As shown in Figures 6.2.1 - 6.2.7, there are several component datasets in the interface component. The characteristics of these datasets, when stored on disk or tape is shown in Table 6.2.2.

Figure 6.2.1 Taxonomy Conversion Dataset Creation

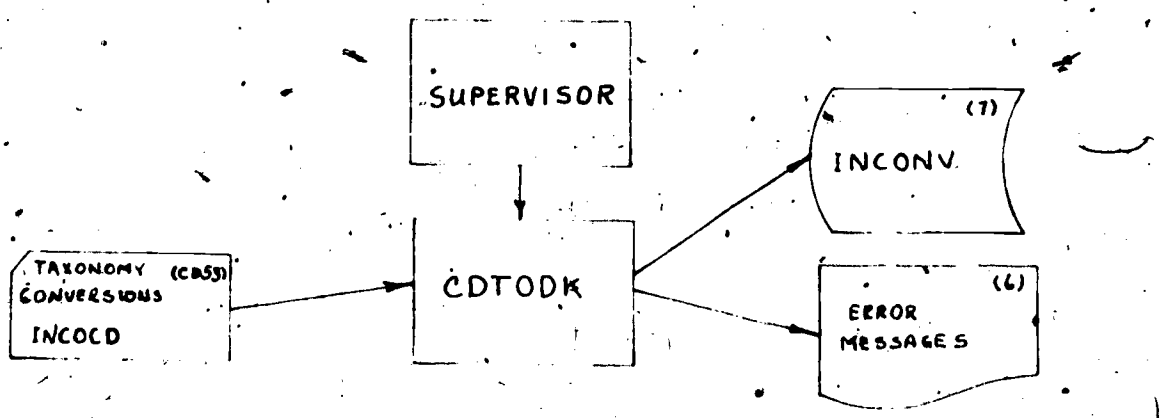

Figure 6.2.2 Career Education Data Reduction

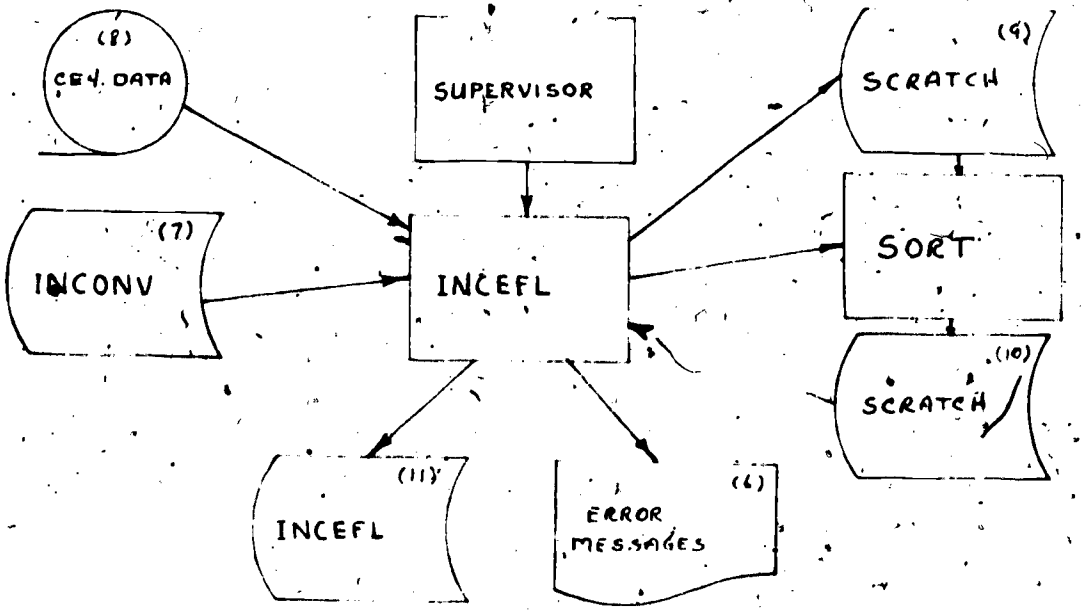

Figure 6.2.3 MDTA Data Reduction

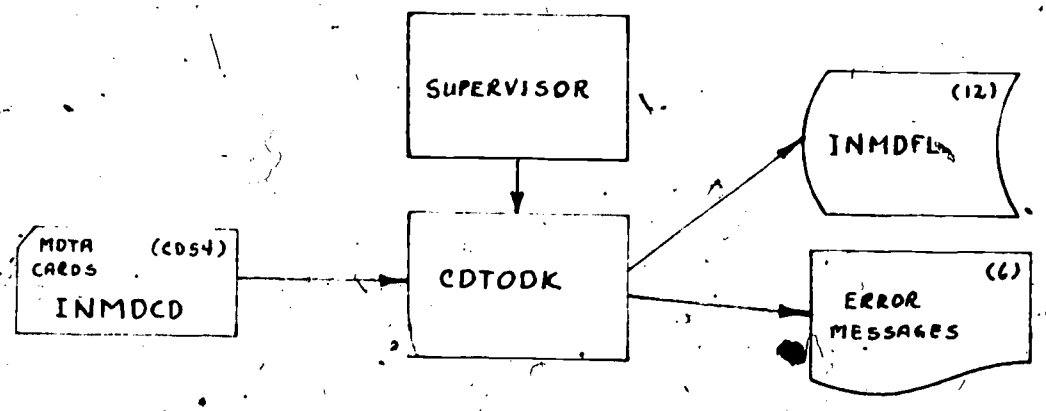

Figure 6.2.4 Private School Data Reduction

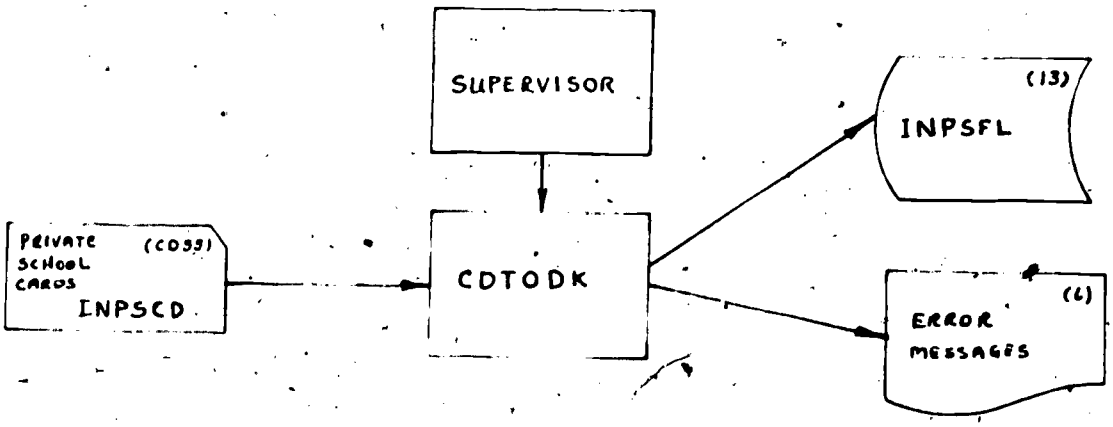

Figure 6.2.5 Creation of Interface Master Dataset

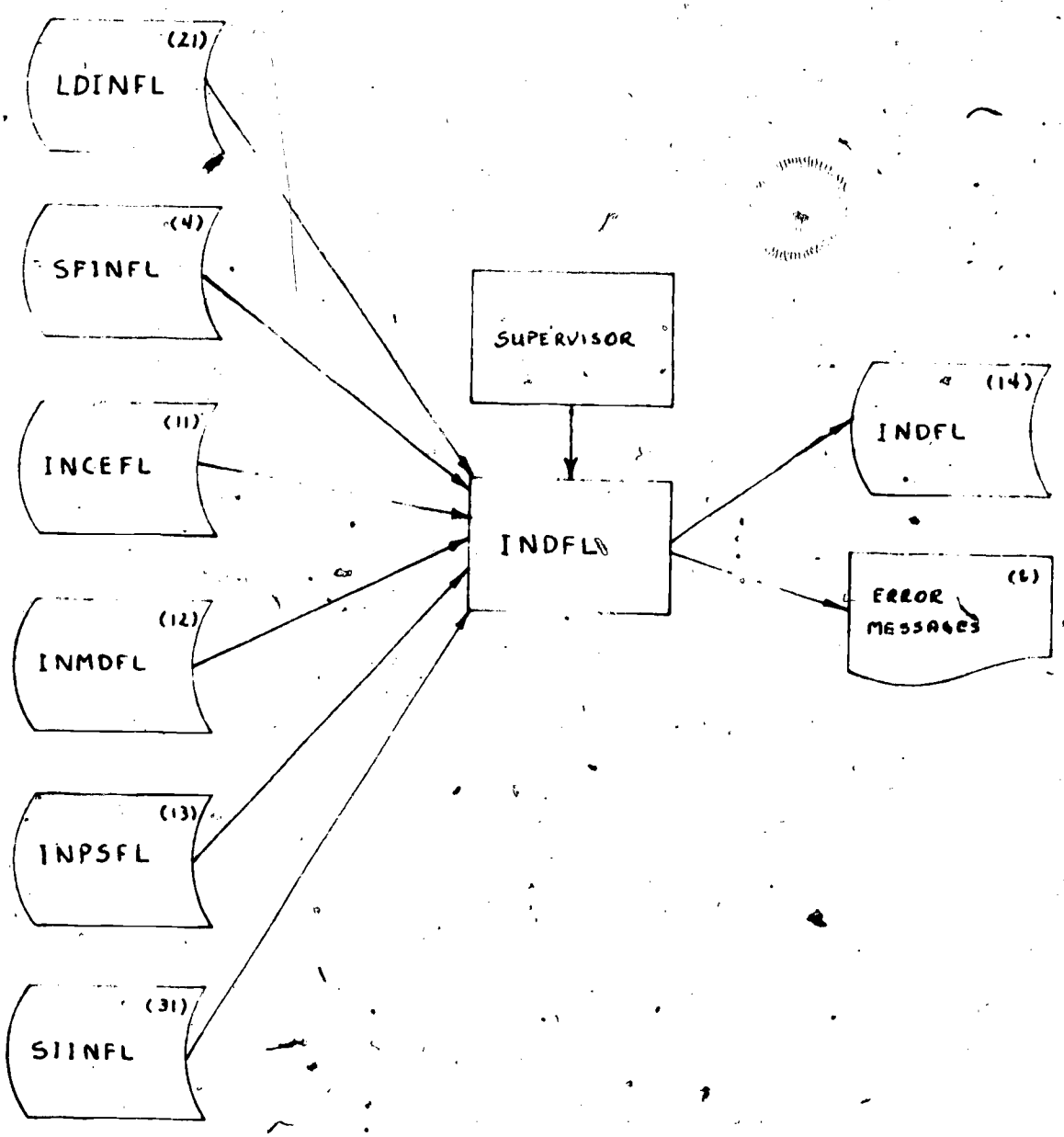

Figure 6.2.6 Creation of Interface Report Label File

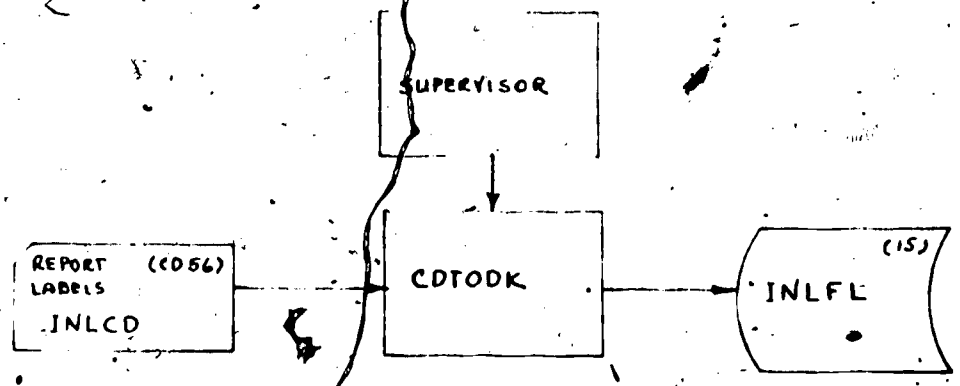

Figure [illegible] Executing Reporting Program IN1RP or IN2RP

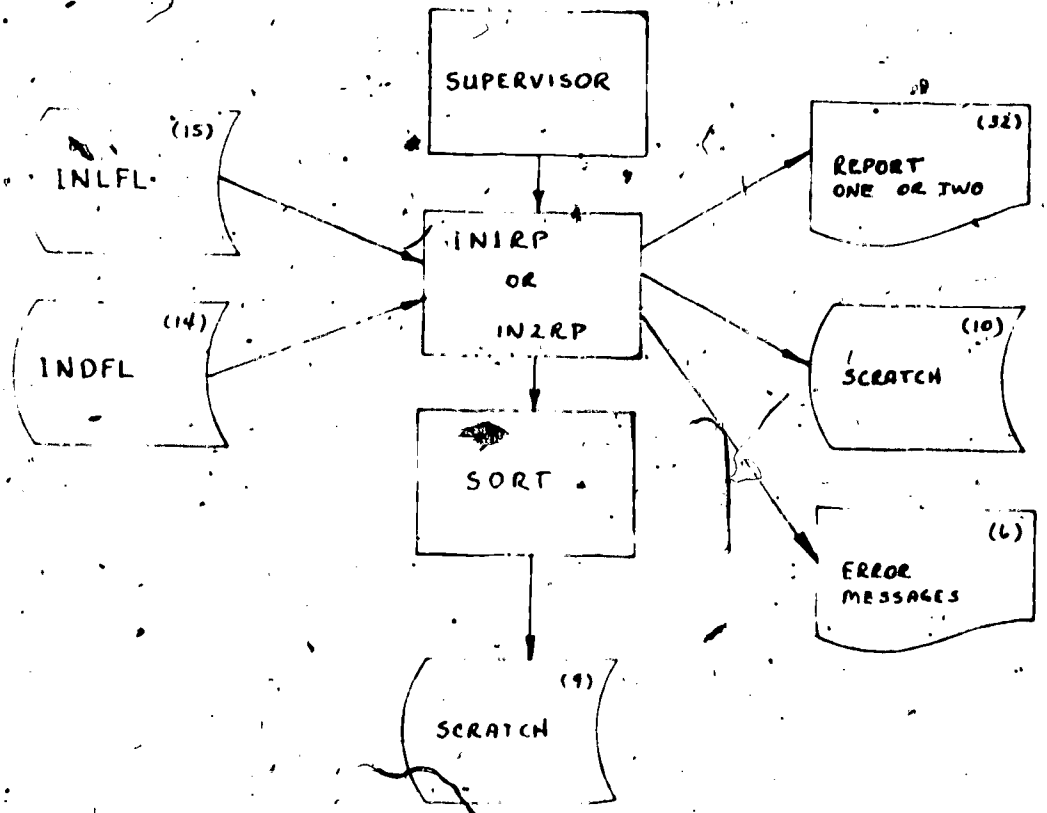

Figure 6.2.8 Reporting Program IN3RP

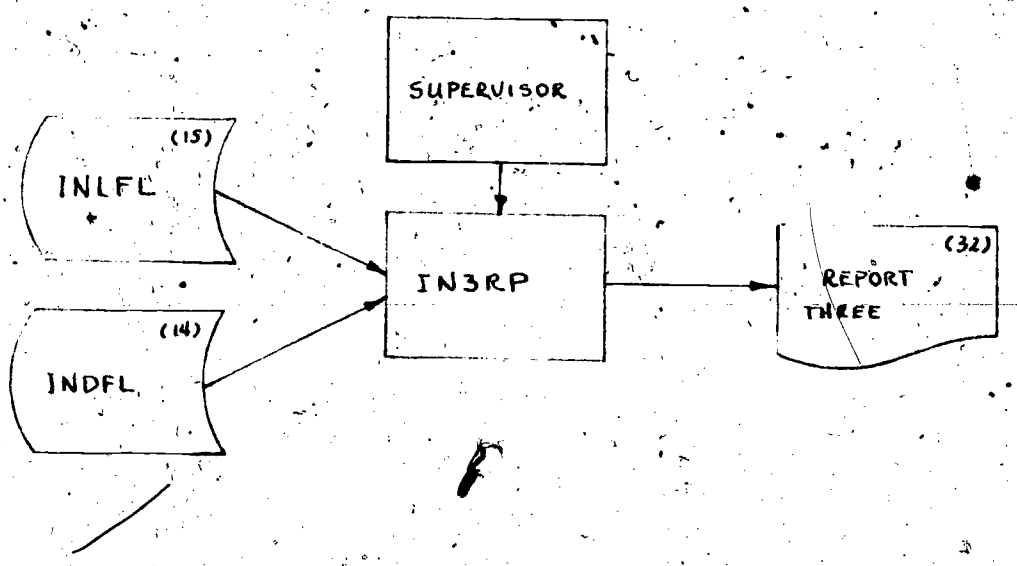

Figure 6.2.9 Reporting Program IN4RP

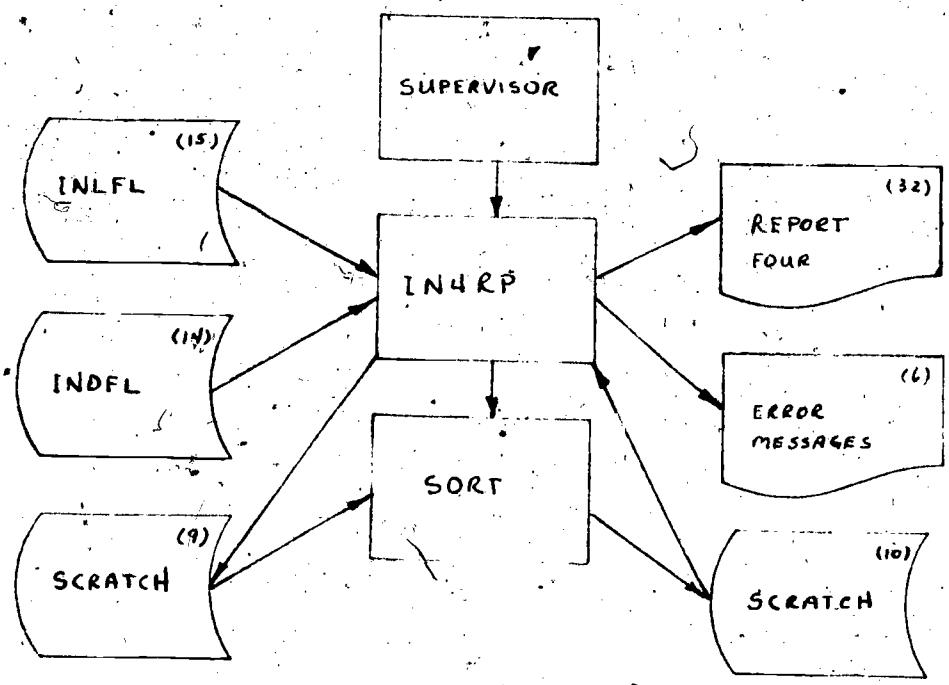

Table 6.2.2 Interface Component File Characteristics

DD Name	DSNAME	RECFM	LRECL	BLKSIZE
FT07F001	INCONV	FB	80	3200
FT08F001	CE4.DATA	FB	80	3200
FT11F001	INCEFL	FB	80	3200
FT12F001	INMDFL	FB	80	3200
FT13F001	INPSFL	FB	80	3200
FT14F001	INDFL	FB	160	3200
FT15F001	INLFL	FB	80	3200
CD53F001	INCOCD	FB	80	
CD54F001	INMDCD	FB	80	
CD55F001	INPSCD	FB	80	
CD56F001	INLCD	FB	80	

The record description of each of these datasets is given in Tables 6.2.3 - 6.2.13. There are some additional considerations, relative to computations leading to elements in some of these files, which will be described in the following subsections.

6.2.2.1 CE4.DATA - File Creation

Career Education data were supplied on a computer magnetic tape (labeled CE-4). The record length of the associated dataset was 868 bytes, hence the tape records contained far more information than was needed in CENIS. The data shown in Table 6.2.4 were read from the CE-4 tape and used to create the CE4.DATA dataset.

Table 6.2.3 INCONV Record Description

Character Position	Item Description
1-8	Current taxonomy number
9-10	Blank
11-15	Correct taxonomy number
16-80	Not used by programs - space can be used for notes by data analyst

Table 6.2.4 CE4.DATA Record Description

Character Position	Item Description
1-14	CE-4 record identifier, not used directly in CENIS
15-16	County number
17-20	District number 0000 - County school XXXX - Public district school 99XX - Area school
21-30	School characteristics, not used directly in CENIS
31-40	Taxonomy number
41-49	Blank
50-53	Total number of male graduates in the case of an area school
54-57	Total number of female graduates in the case of an area school
58-61	Grade 12 male graduates in the case of a secondary school
62-65	Grade 12 female graduates in the case of a secondary school

Table 6.2.5 INCEFL Record Description

Character Position	Item Description
1-2	Blank
3-4	Merged area number
5-10	Taxonomy number
11-15	Number of graduates
16-80	Blank

Table 6.2.6 INMDFL Record Description

Character Position	Item Description
1-2	Blank
3-9	Taxonomy number
10-11	Blank
12-14	Number of graduates
15-80	Blank

Table 6.2.7 INPSFL Record Description

Character Position	Item Description
1-2	Merged area number
3	Blank
4-10	Taxonomy number
11	Blank
12-16	Private school completions
	Blank

Table 6.2.8 INDFL Record Description

Character Position	Item Description
1-28	Taxonomy number and title, from Labor Demand component
29-30	Merged area number, from Labor Demand component
31-35	Current employment from Labor Demand component
36-40	1975 Total Need (Labor Demand) from Labor Demand component
41-45	CE-4 total enrollment multiplied by Followup percentage
46-50	1975 In-Plant Training from Labor Demand component
51-55	Supply from MDTA programs multiplied by Followup percentage
56-60	Supply from private schools multiplied by Followup percentage
61-65	Total Supply = sum of the preceding four fields
66-70	Net Demand = 1975 Total Need - Total Supply
71-75	Primary interest number, from Student Interest component
76-80	Number available for work, from Student Followup component

Character Position	Item Description
81-85	Number completing, from Student Followup component
86-90	Percent completing, from Student Followup component
91-95	Completers employed in occupationally trained or related area, from Student Followup component
96-100	Percent of completers employed in occupationally trained or related area, from Student Followup component
101-105	Available for work in occupationally trained or related area, from Student Followup component
106-110	Followup percentage, from Student Followup component
111-115	Employed in nonrelated area, from Student Followup component
116-120	Percent employed in nonrelated area, from Student Followup component
121-125	Number in full-time higher education, from Student Followup component
126-130	Percent in full-time higher education, from Student Followup component
131-135	Total terminations, from Student Followup component
136-160	Padding

Table 6.2.9 INLFL Record Description

Character Position	Item Description
1-80	Character data

Table 6.2.10 INCOCD Record Description

Card Column	Item Description
1-8	Current Career Education Taxonomy number
9-10	Blank
11-15	Correct Taxonomy number
16-80	Blank

Table 6.2.11 INMDCD Record Description

Card Column	Item Description
1-2	Blank
3-9	Taxonomy number
10-11	Blank
12-14	MDTA supply figure
15-80	Blank

Table 6.2.12 INPSCD Record Description

Card Column	Item Description
1-2	Merged area number
3	Blank
4-10	Taxonomy number
11	Blank
12-16	Private school completions
17-80	Blank

Table 6.2.13 INLCD Record Description

Card Column	Item Description
1-80	Character data

6.2.2.2 INDFL - File Creation

In creating INDFL, records are first read from the LDINFL dataset. One record for each of the fifteen merged areas, within a given Taxonomy, is read. Then all of the other five files are searched for the corresponding taxonomy. An array is filled which contains data for all fifteen areas. There are, of course, twenty-one data items for each area within the given taxonomy. Once this array is filled, one record is output on INDFL for each merged area. This process is repeated for each taxonomy in the LDINFL file.

6.3 Interface Component Reports

There are four reports produced by this component. All reports are generated using the dataset INDFL as the source of numeric data. The twenty columns of data in each of these reports contain taxonomy totals, and subtotals over taxonomies, for fields 3-22 of the INDFL record (see Table 6.2.8). Breakdown of data, for the four reports, is given below.

Report ONE - is a report broken down by taxonomy within area. Subtotals are printed for each two digit taxonomy prefix, and for each area. State totals are also computed and output. Figure 6.3.1 is a representative page from this report.

Report TWO - this report features a sorting, within area, of the lines in Report ONE according to Net Demand. Thus taxonomy numbers are almost surely out of order in this report, and taxonomy subtotals are not generated. However, area and state totals are printed. Figure 6.3.2 is a page from this report type.

Report THREE - is a report featuring a subtotaling only on taxonomy. Merged areas are not considered. Subtotals for each two-digit taxonomy prefix are produced, as well as totals for the state.

Report FOUR - is a listing of Report THREE after the lines are sorted in descending order of Net Demand. Figure 6.3.3 is representative of this report type.

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CAREER EDUCATION NEEDS INFORMATION SYSTEM INTERFACE SUMMARIES - 1973

AREA 11 TOTALS

TAXONOMY	CURRENT EMPLYMT	LABOR DEMAND	LABOR SUPPLY: CEARUEC ER	PIVTD&BTUNIS	MDTA	PRICIVTLIE	SCHOOLS	TSUTPLLY	NDEEMAND	STUD. INT-ERESTI: PIRNITMEARELY	AFWVORKI	COMPLETING: N UMBER	COMPLETING: PERCENT	EMPL. IN OCCUP. TRG. JOB REL. AREA: NO.	EMPL. IN OCCUP. TRG. JOB REL. AREA: %	EMPL. IN UNREL OCCI: NO.	EMPL. IN UNREL OCCI: %	HIGHER EDUC.: NUMBER	HIGHER EDUC.: PERCENT
09.0202 TITLE CLOTH. MGT., PROD.,	62	15	7	0	0	7	8	8	8	13	100	5	38	5	63	1	13	5	38
09.0203 TITLE FOOD MGT., PROD.,	217	31	0	0	0	0	31	45	0	0	0	0	0	0	0	0	0	0	0
09.0204 TITLE HOME FURNISH.,	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
09.0205 TITLE INST. & HOME MGT. &	10	0	0	0	0	0	0	64	0	0	0	0	0	0	0	0	0	0	0
TAX 9 SUBTOTALS	729	337	181	0	0	181	156	269	45	48	1	19	40	19	42	9	20	7	0
14.0101 TITLE ACCOUNTANTS	462	86	16	0	47	63	23	130	33	8	21	7	88	12	3	11	33	6	15
14.0102 TITLE BOOKKEEPERS	1217	159	56	0	0	56	103	258	33	22	65	20	91	21	64	1	3	1	3
14.0103 TITLE CASHIERS	416	91	[illegible]	0	0	0	91	45	1	1	100	1	100	1	100	0	0	0	0
14.0104 TITLE MACH. OPER: BILLING,	165	38	0	0	0	0	38	57	0	0	0	0	0	0	0	0	0	0	0
14.0201 TITLE COMPUTER AND CONSOLE	509	109	11	0	0	11	98	0	29	23	79	12	52	12	41	7	24	0	0
14.0202 TITLE PERIPHERAL EQUIPMENT	524	75	0	0	0	0	75	84	0	0	0	0	0	0	0	0	0	0	0
14.0203 TITLE PROGRAMMERS	449	60	45	0	12	57	3	196	78	30	33	20	67	26	33	22	28	12	13
14.0204 TITLE SYSTEMS ANALYSTS	204	24	0	0	0	0	24	39	0	0	0	0	0	0	0	0	0	0	0
14.0301 TITLE DUPLICATING MACH.	113	16	0	0	0	0	16	0	0	0	0	0	0	0	0	0	0	0	0
14.0302 TITLE FILE CLERKS	601	148	0	0	0	0	148	0	0	0	0	0	0	0	0	0	0	0	0

Figure 6.3.1 Interface Component - REPORT ONE

IOWA STATE DEPT OF PUBLIC INSTRUCTION — OCT 26, 1973 — PAGE 111

CAREER EDUCATION NEEDS

INFORMATION SYSTEM

INTERFACE SUMMARIES - 1973

AREA 11 TOTALS

TAXONOMY	CURRENT EMPLYMT	LABOR DEMAND	LABOR SUPPLY: CEARECER	PIVTD&BTUNIS	MDTA	PRIVATE	SCHOOLS	TSOUTPLLY	NEEDMAN	STUD. INTERESTS: PIRNITMEARNEDY	COMPLETING: AVOCARR	AFWOORK	NUMBER	PERCENT	STUDENT OUTCOMES — EMPL. IN OCCUP. TRD. OR REL. AREA: CEOTMEPRLS	AFWOORK	NUMBER	PERCENT	EMPL. IN HIGHER EDUC. OCC: NUMBER	PERCENT	EDUC.: NUMBER	PERCENT
17.1902 TITLE PRINTING PRESS	334	90	0	0		0	0	90	18	0	1	100	0	0	0	0	0	0	1	100		
14.0503 TITLE SHIP. & RECEIVING	497	85	0	0		0	0	85	5	0	0	0	0	0	0	0	0	0	0	0		
17.1007 TITLE PLUMBING &	176	80	0	0		0	0	80	63	2	4	100	2	50	2	100	0	0	0	0		
04.0600 TITLE FOOD DISTRIBUTION	615	78	0	0		0	0	78	92	31	48	94	18	38	20	65	2	6	18	35		
17.2901 TITLE BAKER	299	76	0	0		0	0	76	0	0	0	0	0	0	0	0	0	0	0	0		
01.0202 TITLE FEEDS	325	75	0	0		0	0	75	5	24	19	70	17	89	20	83	2	8	1	4		
04.0200 TITLE APPAREL AND ACCESS.	201	75	0	0		0	0	75	150	36	56	98	18	32	19	53	9	25	23	30		
14.0202 TITLE PERIPHERAL EQUIPMENT	524	75	0	0		0	0	75	84	0	0	0	0	0	0	0	0	0	0	0		
01.0504 TITLE LANDSCAPING	3	72	0	0		0	0	72	46	0	0	0	0	0	0	0	0	0	0	0		
17.3601 TITLE MILLWORK & CABINET	89	84	12	0		0	12	72	23	15	21	91	11	52	12	80	2	13	6	26		
14.0359 TITLE FILING, OFF. MACH. &	302	71	0	0		0	0	71	0	0	0	0	0	0	0	0	0	0	0	0		
17.1008 TITLE DRY-WALL	66	71	0	0		0	0	71	0	1	1	100	1	100	1	100	0	0	0	0		
14.0406 TITLE RECEPTIONISTS & IN-	328	69	0	0		0	0	69	193	0	0	0	0	0	0	0	0	0	0	0		
16.0111 TITLE INDUSTRIAL TECH.	528	63	0	0		0	0	63	9	0	0	0	0	0	0	0	0	0	0	0		
04.0300 TITLE AUTOMOTIVE	341	51	0	0		0	0	51	31	16	17	85	8	47	8	50	7	44	0	0		

Figure 6.3.2 Interface Component - REPORT TWO

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IOWA STATE DEPT OF PUBLIC INSTRUCTION — OCT 26, 1973 — PAGE 5

CAREER EDUCATION NEEDS INFORMATION SYSTEM

INTERFACE SUMMARIES - 1973

STATE TOTALS

IOWA OCCUPATION	CURRENT EMPLYMT	LABOR DEMAND	LABOR SUPPLY: CERTIFICATE & DIPLOMA	LABOR SUPPLY: PRIVATE TRADE & INDUSTRIAL	LABOR SUPPLY: MDTA	LABOR SUPPLY: PRIVATE TRADE & INDUSTRIAL	LABOR SUPPLY: SCHOOL OR HOME	LABOR SUPPLY: TOTAL SUPPLY	LABOR SUPPLY: NEED	STUD. INTEREST: PRIVATE TRADE & INDUSTRIAL	STUDENT OUTCOMES: COMPLETING: AFDC	STUDENT OUTCOMES: COMPLETING: MDTA	STUDENT OUTCOMES: COMPLETING: NEED	STUDENT OUTCOMES: EMPL. IN OCCUP. TRAINED FOR: OTHER	STUDENT OUTCOMES: EMPL. IN OCCUP. TRAINED FOR: AFDC	STUDENT OUTCOMES: EMPL. IN OCCUP. TRAINED FOR: MDTA	STUDENT OUTCOMES: EMPL. IN OCCUP. TRAINED FOR: NEED	STUDENT OUTCOMES: EMPL. IN AREA: UNREL. OCC.: OTHER	STUDENT OUTCOMES: EMPL. IN AREA: UNREL. OCC.: AFDC	STUDENT OUTCOMES: EMPL. IN AREA: UNREL. OCC.: MDTA	STUDENT OUTCOMES: EMPL. IN AREA: UNREL. OCC.: NEED	STUDENT OUTCOMES: HIGHER EDUC.: OTHER	STUDENT OUTCOMES: HIGHER EDUC.: AFDC	STUDENT OUTCOMES: HIGHER EDUC.: MDTA	STUDENT OUTCOMES: HIGHER EDUC.: NEED
17.0703 TITLE PRODUCT DESIGN	512	114	0	1	0	0	1	113	70	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14.0399 TITLE FILING, OFF. MACH. &	451	112	0	0	0	0	0	112	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17.1005 TITLE PAINTING &	599	110	13	0	0	0	13	97	104	7	11	85	4	36	4	57	1	14	4	31					
01.0299 TITLE AGR. SUPPLIES/SVCS.,	183	93	0	0	0	0	0	93	407	1	1	50	0	0	0	0	0	0	1	50					
17.280. TITLE FIREMAN TRAINING	849	93	0	0	0	0	0	93	64	0	0	0	0	0	0	0	0	0	0	0					
01.050. TITLE LANDSCAPING	39	83	0	0	0	0	0	83	134	0	0	0	0	0	0	0	0	0	0	0					
14.0401 TITLE COMMUNICATIONS SYS-	914	83	0	0	0	0	0	83	246	0	0	0	0	0	0	0	0	0	0	0					
07.0305 TITLE SURGICAL TECH.	309	82	0	0	0	0	0	82	135	0	0	0	0	0	0	0	0	0	0	0					
07.0903 TITLE INHALATION THERAPY	204	71	0	0	0	0	0	71	76	0	0	0	0	0	0	0	0	0	0	0					
14.0301 TITLE DUPLICATING MACH.	343	69	0	0	0	0	0	69	0	1	1	100	1	100	1	100	0	0	0	0					
17.2700 TITLE PLASTICS OCCUPATIONS	544	78	9	0	0	0	9	69	6	2	2	100	2	100	2	100	0	0	0	0					
04.0100 TITLE ADVERTISING SERVICES	456	74	6	0	0	0	6	68	647	30	35	95	18	51	19	63	6	20	7	19					
04.1000 TITLE HOME FURNISHINGS -	470	68	0	0	0	0	0	68	106	9	11	100	3	27	3	33	5	56	2	18					
14.0499 TITLE INFORMATION COMMUNI-	600	78	0	3	0	0	3	67	103	0	0	0	0	0	0	0	0	0	0	0					
17.0102 TITLE HEATING	306	65	0	0	0	0	0	65	0	0	2	100	0	0	0	0	0	0	2	100					

Figure 6.3.3. Interface Component - REPORT THREE

6.4 Use of Computer Software in Report Generation

It is obvious from the program structure of this component that the production of reports will follow a fairly rigid sequence of operations. While there is some opportunity for varying the order of operation, it does not seem to be worthwhile to go into such details. The interested reader can easily deduce such possible variations by looking at the program flow diagrams in section 6.2. In this section, the user language statements, in a proper order, will be given. Used in their entirety they exercise every feature of the component software. Specification is as follows:

```
INTERFACE

        EXECUTE  TAXONOMY CONVERSIONS
        EXECUTE  CAREER EDUCATION FILE
        EXECUTE  MDTA FILE
        EXECUTE  PRIVATE SCHOOL FILE
        EXECUTE  INTERFACE FILE
        EXECUTE  LABEL FILE
        EXECUTE  REPORT ONE
        EXECUTE  REPORT TWO
        EXECUTE  REPORT THREE
        EXECUTE  REPORT FOUR
```

ACCESSION NUMBER: VT102664

PUBLICATION DATE: 01MAY75

TITLE: A PROGRAM FOR THE DEVELOPMENT OF A SUPERIOR VOCATIONAL PROGRAM. GRADES 1 THROUGH ADULT. FINAL REPORT.

PERSONAL AUTHOR: PENNINGTON, DON E.

DESCRIPTOR: *VOCATIONAL EDUCATION; *DEVELOPMENTAL PROGRAMS; *AREA VOCATIONAL SCHOOLS; OCCUPATIONAL GUIDANCE; ELEMENTARY SECONDARY EDUCATION; POST SECONDARY EDUCATION; *CHANGING ATTITUDES; *COMPREHENSIVE PROGRAMS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 25P.

ABSTRACT: THIS EXEMPLARY PROJECT WAS UNDERTAKEN TO DEVELOP AN OCCUPATIONAL TRAINING PROGRAM FOR THE STUDENTS AND COMMUNITY OF THE PARTICIPATING SCHOOL DISTRICTS IN WASHINGTON TOWNSHIP, INDIANA AT THE ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL, POSTSECONDARY, AND ADULT LEVELS. GOALS WERE TO IMPROVE THE ATTITUDES OF STUDENTS, PARENTS, TEACHERS, AND COUNSELORS TOWARD VOCATIONAL EDUCATION, TO EXPAND THE K-12 CURRICULUM TO INCLUDE MORE TRAINING AND VOCATIONAL GUIDANCE, AND TO UPGRADE COUNSELING AND GUIDANCE SKILLS. DURING THE FIRST PROJECT YEAR A NEW AREA VOCATIONAL CENTER WAS DESIGNED AND ITS PROGRAM AND STAFF PLANNED. EMPHASIS IN THE SECOND YEAR WAS ON GUIDANCE ACTIVITIES AND MATERIALS. IT WAS FOUND THAT BY THE THIRD YEAR THE PROJECT HAD RESULTED IN CHANGING THE AWARENESS, KNOWLEDGE, AND ATTITUDES AMONG SCHOOL PERSONNEL AND IN THE COMMUNITY AND HAD ACCOMPLISHED ITS ESTABLISHED OBJECTIVES. APPENDED ARE THE FIRST-YEAR REPORT (SUBMITTED JANUARY 1971) INCLUDING A SUMMARY OF EXPENDITURES AND THREE BROCHURES DEVELOPED AS A PART OF THE PROJECT. ONE BROCHURE DESCRIBES THE J. EVERETT LIGHT CAREER CENTER IN INDIANAPOLIS AND THE OTHER TWO GIVE INFORMATION ON ITS PROGRAMS IN FOOD SERVICE AND GRAPHIC COMMUNICATIONS. (AUTHOR/MF)

INSTITUTION NAME: WASHINGTON TOWNSHIP METROPOLITAN SCHOOL DISTRICT, INDIANAPOLIS, IND.

SPONSORING AGENCY NAME: INDIANA STATE DEPT. OF PUBLIC INSTRUCTION, INDIANAPOLIS. DIV. OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102664

FINAL REPORT

A PROGRAM FOR THE DEVELOPMENT OF A SUPERIOR VOCATIONAL PROGRAM GRADES 1 THROUGH ADULT

DON E. PENNINGTON
DIRECTOR OF OCCUPATIONAL EDUCATION

PROJECT NO. 7/1/71

MSD OF WASHINGTON TOWNSHIP

INDIANAPOLIS, INDIANA

5/1/75

STATE BOARD OF
VOCATIONAL AND TECHNICAL EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF VOCATIONAL EDUCATION
STATE OF INDIANA

92 664

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INFORMATION SHEET

A. Kind of Project: (check one)

1	Experimental	4	Demonstration
2	Developmental	5	Evaluative
3	Pilot	6 X	Exemplary

B. Population

TYPE		Numbers
A	Disadvantaged	A
B	Handicapped	B
C	Migrant	C
D	Minority	D
E	Comination of the above	E
F	Other Total Population	F X

GROUP		
1	Pre-school	1
2	Elementary	2
3	Junior High School	3
4	Middle School	4
5	Senior High School	5
6	Post Secondary	6
7	Adult	7
8	University	8
9	Employer	9
10	Employee	10
11	Citizens	11
12	Parents	12
13	Combination of the above 2-7, 11, 12	13 X

LOCALITY (check the one which encompasses the locality involved)

a	National	a
b	State	b
c	Region	c
d	District	d
e	County	e
f	Area	f X
g	Community	g
h	School Corporation (LEA)	h

STATEMENT OF PROBLEM

The Metropolitan School District of Washington Township was established as a public school district in 1955. Since being established as a public school district, Washington Township has experienced rapid development in enrollment and facilities. By 1970 the enrollment reached 16,000 students in grades K-12 and the facilities consisted of 12 elementary schools, 3 junior high schools and 1 senior high school.

In addition to the changes experienced in the school many changes within the community also occurred during this period of time. The most obvious change was that of the increased number of multi-family dwellings in the form of large apartment complexes. The total population of the community increased substantially along with an increase in the black population. The community is primarily a residential community with very little industry.

In 1970 the Metropolitan School District of Washington Township was graduating over 1,000 students each year with approximately 80% of the students pursuing higher education after leaving high school. The school had done very little for the students that did not enter college. In 1970 the School Board, School Administration, and the community recognized the need to provide adequate educational opportunities for all students. They also recognized that the number of drop outs was increasing and many students were not going on for further education. Because of the many factors, plans were made to pursue the development of additional curriculum opportunities, including the development of a Vocational Education facility.

Because of the past history of the school district, it was realized that much work needed to be directed toward changing the attitudes of students, parents, community, teachers, counselors and administrators in regard to the need for and value of a Vocational Program. The counselors were considered to

be well qualified to do all aspects of counseling, but it is understandable that since the majority of the population they served was college bound, a tendency to emphasize academic counseling had existed for several years. In the same regard the curriculum structure had also tended to be developed for this type of student. The purpose of this project was to affect a change in attitudes and develop a Vocational Education Program that would offer the students and community opportunities that had previously been unavailable to them.

PRIORITY AREA

An area vocational school was approved by the State Board of Vocational Technical Education and was scheduled to begin operation in the fall of 1972.

The purpose of the exemplary project was to develop a program which offered to the students and community of the participating school districts a superior occupational training program encompassing the elementary, junior high, high school, post-secondary, and adult students. The program was designed as a three phase project. Phase I included a complete study of the needs of the community and the development of the program. Phase II, the second year of the project, included the implementation and operation of the program. Phase III, the third year of the project, included the evaluation and demonstration of the program.

The project was directed toward the following goals:

1. To improve the attitudes of the students, parents, teachers, and counselors regarding the value of Vocational Education.
2. To develop curriculur changes in Grades K-12 which will provide the vehicle needed for the dissemination of Occupational Information, Vocational Guidance, and Vocational Training.

3. To upgrade the counseling and guidance skills of the counselors so that they might better serve the total segment of our school communities.

STRATEGIES

In order to accomplish the objectives of the project, the following were identified as specific elements toward which efforts would be directed:

1. The planning, organization, and development of a complete vocational program for the area to be served. This included curriculum development, determining needs for equipment, etc.

2. To develop and conduct an in-service training program for the guidance counselors in the participating schools. This was needed to orient the guidance counselors to opportunities in vocational education. At that time they were very much academically oriented.

3. To develop and implement an occupational program at the elementary and junior high level to acquaint the students with the world of work.

4. To develop and implement a career information program at the senior high, post-secondary, and adult levels.

5. To develop a sound public relations program for vocational education. This was necessary to acquaint school administrators, teachers, citizens, and others with the opportunities available through the vocational programs.

PLAN FOR PROJECT

The program was developed to be conducted over a three year period and would consist of three different phases necessary for its complete implementation and evaluation.

The first phase of the project was concerned with identifying the needs of the community and developing a program to meet those needs. Some of the

specific elements of this phase of the plan included:

1. Working with students, employers, and others to identify occupational training needs.

2. The curriculum coordinator working with teachers, advisory committees, ets., in planning and developing a complete vocational program to be implemented in the fall of 1972.

3. In-service training for counselors which required providing for time and salary for those attending in-service programs held outside of school time, payment for outside consultants to conduct in-service training, visitations to nearby vocational education facilities and employment facilities, and the employing of an additional counselor at the high school level so that those counselors might be able to reduce their counseling loads so that they can devote more time to the in-service training program.

4. Direct services to students including a job placement service for students seeking part-time or full-time employment, the addition of a vocational interest survey test to our standardized testing program for ninth grade students, field trips for students to nearby employing facilities, the development of audio-visual materials to be used in place of travel to the facility, and purchase of audio-visual equipment and materials designed to be used as part of a vocational guidance service.

5. Secondary administrators and counselors have long recognized the need for a complete follow-up study of our graduates. It was hoped that this project could include as one element the necessary clerical staff to conduct such a study.

6. Personnel assigned to this project and many existing personnel would be formed into a committee to develop a curriculum K through 12 which would be directed toward vocational guidance and vocational information. This committee would be composed of administrators, counselors, teachers, and students; and implementation of curriculum changes would begin in the school year 1972-1973.

7. Public Relations was an important aspect throughout the total project. All types of media were used to acquaint the public with the program and keep them abreast of its progress.

Phase II of the project included the implementation and operation of the program developed during the first phase. This phase of the project was conducted

during the 1973 fiscal year.

Phase III was scheduled to begin July 1, 1972 and would include an evaluation of the total program in operation. During this phase, the project would also serve as an exemplary program for other school districts in the State.

RESULTS

Many activities occurred during the duration of the project. The activities of the first year of the project were highlighted in a report submitted to the State office in January, 1971. A copy of this report is included in the appendix.

The activities of the second year included a continuation and finalization of those areas that began development during the first year. Primary emphasis was given to guidance activities during the second year of the project. Some of these activities included the following:

I. Development of Counselor Information
A variety of guidance materials were developed so that all counselors in all participating schools would have a thorough knowledge of the operation of the Career Center and its programs. The following materials were developed as an aid to the counselors in working with their students.

A. Guidance Handbook

This handbook is designed to provide information necessary for counseling students in regard to the programs offered by the J. Everett Light Career Center. The information contained within is not meant to describe the administrative functions of the school, but is structured to be beneficial in all aspects of the occupational guidance function of the Career Center.

The format of this handbook is such that it allows easy updating of information. When such information is issued, it will be up to the individual counselor and/or administrator to see that their copy is current.

B. General Brochure

Considerable time and effort went into the development of a general brochure that was used to describe the Career Center and its programs. The brochure was distributed to the general public at meetings, conferences, and on tours of the facility while under construction.

C. Program Brochures

Coordination of the writing of information for individual program brochures was completed before the school opened. These brochures were available to any interested person and described the program in a brief concise manner.

D. Program Enrollment Criteria

To help identify and enroll students in the various programs, criteria were developed which emphasize specific requirements that are necessary for a student to be enrolled or to be successful in a participating program.

E. Program Film Loops

Individual film loops with cassette tape sound were developed for each vocational program area. Each participating high school was provided a set of film loops and the equipment for viewing. These were placed in the guidance offices as a means of increasing the students information about vocational education and the opportunities available to them at the J. Everett Light Career Center.

II. Organization of the Guidance Coordinating Committee
This committee was formed with a representative from the guidance staff of each participating school to make recommendations for the formation of the total guidance function of the Career Center.

III. Guidance Workshop
A two week workshop was held for teachers and counselors of the participating schools. Each program was highlighted by a visit to a business or industry that would be typical of where the Career Center graduates would seek employment.

IV. Placement Technique Development
The methods of placement were determined as well as the outlining of the total function of the Placement activities as they related to full-time employment for graduates or part-time employment for students.

V. Development of Positive Occupational Educational Awareness in the Teachers, Administrators, Counselors, School Boards and Patrons of the Participating Schools -
To accomplish this aspect of the total program, it was necessary to introduce many of these people to occupational education utilizing the area school concept. This was achieved by visiting the Connersville Area Vocational School on three separate occasions with three different groups. Each trip included an orientation session with introductory remarks by the Director and Assistant Director of the school, a tour of the facilities while classes were in progress and a follow-up question and answer session with the school personnel.

A second technique used was to give a progress report to the combined school boards at a dinner meeting utilizing a taped sound and slide presentation depicting the area school concept as well as an overview of the total progress to date.

VI. In-service Counselor Workshops

Individual workshops were held on a one-half day basis to acquaint the counselors with the programs in general and the specifics of the guidance handbook. Each program was discussed in specific and the curriculum of each was covered.

VII. Slide-Tape Presentation

A slide presentation with tape was developed for utilization at all types of meetings such as service clubs, Parent-Teacher groups, etc. The tape presentation outlined the J. Everett Light Career Center and the opportunities it provided the high school students and adults within the area served.

CONCLUSIONS

In a review of the accomplishments of the project, many activities occurred during the time span of the project effort. More than two hundred individuals from business and industry worked with the staff in achieving the objectives of the project.

A follow-up evaluation indicated that the project effort had accomplished the established objectives. The awareness, knowledge and attitudes relating to vocational education changed considerably among adminstrators, counselors, faculty, students and citizens of the community. The results of the project were above and beyond the expectations of the original project proposal and its objectives.

The J. Everett Light Career Center facility and programs is a result of the efforts of this project.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING June 30, 1972
(Date)

Project No.

ITEMS	Project Budget FY 19--		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State / Federal	Agency	State / Federal
A. DIRECT EXPENDITURES						
1. Personnel	$271,561.00	$123,447.00	$271,364.00	$116,168.64	$ 197.00	$7,278.36
2. Contractual services	-	3,000.00	-	1,625.62	-	1,374.38
3. Employee benefits	10,000.00	-	10,455.12	-	(-455.12)	-
4. Travel	-	3,500.00	-	2,804.41	-	695.59
5. Supplies and materials		14,750.00	-	9,375.54	-	5,374.46
6. Communciations (include phone calls, printing)	2,000.00	3,821.00	-	3,127.98	2,000.00	693.02
7. Properties (rentals or purchase of equipment)		*($7,500.00)*	-	8,004.59	-	(-8004.59)
8. Facilities	2,000.00	-	2,500.00	-	(-500.00)	-
9. Product production and dissemination						
******** IN-SERVICE TRAINING 10. Project Evaluation	-	15,500.00	-	22,911.22	-	(-7,411.22)
B. INDIRECT EXPENDITURES						
C. TOTAL EXPENDITURES	$285,561.00	$164,018.00	$284,319.12	$164,018.00	$1,241.88	0

Project Monitor _____

Director: Don E Pennington

LEA: MSD of Washington Twp.

* Carry over funds approved by State for expenditure on Guidance Project. *

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SUMMARY OF EXPENDITURES

July 1, 1970 - June 30, 1972

ITEM	BUDGET Local	BUDGET State & Fed.	EXPENDITURES Local	EXPENDITURES State & Fed.
I. Personnel				
A. Salaries				
1. Dir. of Sec. Prog.		$ 16,500.00		$ 14,438.00
2. Voc. Guidance Spec.		22,210.00		21,610.00
3. Curriculum Coordinator		25,608.00		25,488.00
4. Inst. Materials Spec.		16,948.00		15,030.00
5. Counselors	$270,264.00	21,686.00	$271,364.00	22,134.00
6. Secretarial	1,297.00	20,495.00		17,468.64
7. Employee benefits	10,000.00		10,455.12	
B. Travel Expenses		3,500.00		2,804.41
C. Consultive Services		3,000.00		1,625.62
II. Other				
A. In-Service Training		15,500.00		22,911.22
B. Equipment		(7,500.00)*		8,004.59
C. Maintenance & Utilities	2,000.00		2,500.00	
D. Materials				
1. Office & Instr. Mat.		3,750.00		984.41
2. Audio-Visual Materials		4,200.00		2,217.25
3. Guidance & Testing Mat.		6,800.00		6,173.88
E. Printing, Brochures, etc.	2,000.00	3,821.00		3,127.98
TOTALS:	$285,561.00	$164,018.00	$284,319.12	$164,018.00

APPENDIX

A - Report of Project submitted January, 1971.

B - General Brochures

C - Program Brochure Examples

Other materials developed as a part of the project cannot be included in this report because of their size and/or format. They are available upon request from the Metropolitan School District of Washington Township.

REQUEST FOR CONTINUATION OF THE EXEMPLARY PROGRAM IN VOCATIONAL EDUCATION

INTRODUCTION:

For many years, the school corporations included in District 24 Area Vocational Center have realized the need for expanding the curriculum to provide more opportunities for occupational training. After a complete study of the needs, including conducting a feasibility study, a proposal was submitted to the State Board of Vocational-Technical Education for the development of an Area Vocational Center. The proposal was submitted by the Metropolitan School District of Washington Township as the administrative agent for the Vocational-Technical Center. The school corporations included within District 24, as outlined at the State Department of Public Instruction, include:

Lebanon Community School Corporation
MSD of Washington Township
MSD of Pike Township
Noblesville Schools
Hamilton Heights School Corporation
Hamilton Southeastern Schools
Marion-Adams Schools
Westfield Washington Schools
Eagle-Union Community School Corporation
Carmel Clay Schools

On August 12, 1970, the State Board of Vocational-Technical Education approved the request of the Metropolitan School District of Washington Township to construct an Area Vocational Center. Since that time, much progress has been accomplished in the development of this facility, but several factors have resulted in a delay of the schedule for completion. The facility is now scheduled to be in full operation at the beginning of the school year of 1972.

The success of any new Area Vocational Center is dependent upon the initial planning and development of the programs to be included as a part of the curriculum. To assist with the development of the Area School Program, the

Metropolitan School District of Washington Township submitted a request for approval of an exemplary project. The project was designed as a three-year program and Phase I was approved and funded for the past fiscal year. The major objectives of the program included:

1. The planning, organization, and development of a complete vocational program for the area to be served. This includes curriculum development, determining needs for equipment, etc.

2. To develop and conduct an in-service training program for the guidance counselors in the participating schools. This is needed to orient the guidance counselors to opportunities in vocational education. At the present time they are very much academically oriented.

3. To develop and implement an occupational program at the elementary and junior high level to acquaint the students with the world of work.

4. To develop and implement a career information program at the senior high, post-secondary, and adult levels.

5. To develop a sound public relations program for vocational education. This is necessary to acquaint school administrators, teachers, citizens, and others with the opportunities available through our vocational programs.

PROGRESS OF PROJECT DURING FY 71:

Much progress has been accomplished during the past few months in the development of the Area Center. Construction of the facility is now underway and curriculum is being finalized for the programs to be included in the facility. Personnel approved as a part of the exemplary project have also been employed to carry out the functions of the program.

School Participation:

Each of the ten school corporations included within District 24, as outlined by the State Department of Public Instruction, have been invited to participate in the development of the Area Center. At this time, eight of the ten school corporations have voted to participate. These include:

MSD of Pike Township
MSD of Washington Township
Westfield Washington Schools
Eagle-Union Community School Corp.
Noblesville Schools
Marion-Adams Schools
Hamilton Southeastern Schools
Lebanon Community School Corporation

A Steering Committee consisting of a representative from each participating school corporation has been organized and meets regularly with the administration of the Area Center. The committee is concerned with the formulation of operational policies and procedures for the Area Center as they relate to the participating schools. A Guidance Coordinating Committee, consisting of the Guidance Director of each participating school, has also been appointed. This group is concerned with the development of an effective Guidance Program for the Area Center and each of the participating schools.

Personnel:

Phase I of the exemplary project included salaries for a Vocational Guidance Specialist, Curriculum Coordinator, Instructional Materials Specialist, one Counselor and secretarial staff.

1. On November 23, 1970, Mr. Robert Stewart began employment as the Vocational Guidance Specialist. Mr. Stewart has had several years experience as a guidance counselor and had been with industry the past two years. This background of experience has been very beneficial for this position.

2. Mr. Gerald Black was employed August 1, 1970 as the Curriculum Coordinator. His background includes both vocational teaching and industrial experience.

3. On September 3, 1970, Mr. Charles Fearnow joined the staff as the Instructional Materials Specialist. His background includes training and experience in all facets of the area including broadcasting.

4. On September 1, 1970, an additional Guidance Counselor was employed as a part of this project. The purpose of the additional counselor was to provide released time for all guidance counselors. This provides an opportunity for in-service training on both a group and individual basis.

5. Two secretaries have been employed to assist in the development of this program. One joined the staff on August 1, 1970 and the other was employed September 8, 1970.

Other Activities:

Many other activities have occurred during the past few months. In addition to the General Advisory Counsel, the Steering Committee, etc.,

Program Advisory Committees have been identified for sixteen occupational clusters. The Advisory Committees have met frequently to develop curriculum, identify equipment needs, etc. Curriculum in many areas is now in the final stages of development and will soon be published. Brochures are also being developed for each occupational area included as a part of the curriculum.

The development of a Guidance Program is a key to the success of the Area Vocational Center and many activities have been planned and developed in this area. These include in-service workshops, guidance counselor handbooks, tours to successful Area Schools, and others as the need is identified.

Expenditures for Phase I:

On the following page is a summary of the expenditures for the first year of the exemplary project. The project was funded $69,346 for the first year of operation. The summary of expenditures includes a breakdown of the funds approved and the funds expended during the first year. Some of the expenditures are an estimate through the end of the fiscal year. We do, however, estimate a balance of $10,448 which can be applied to the second phase of the project.

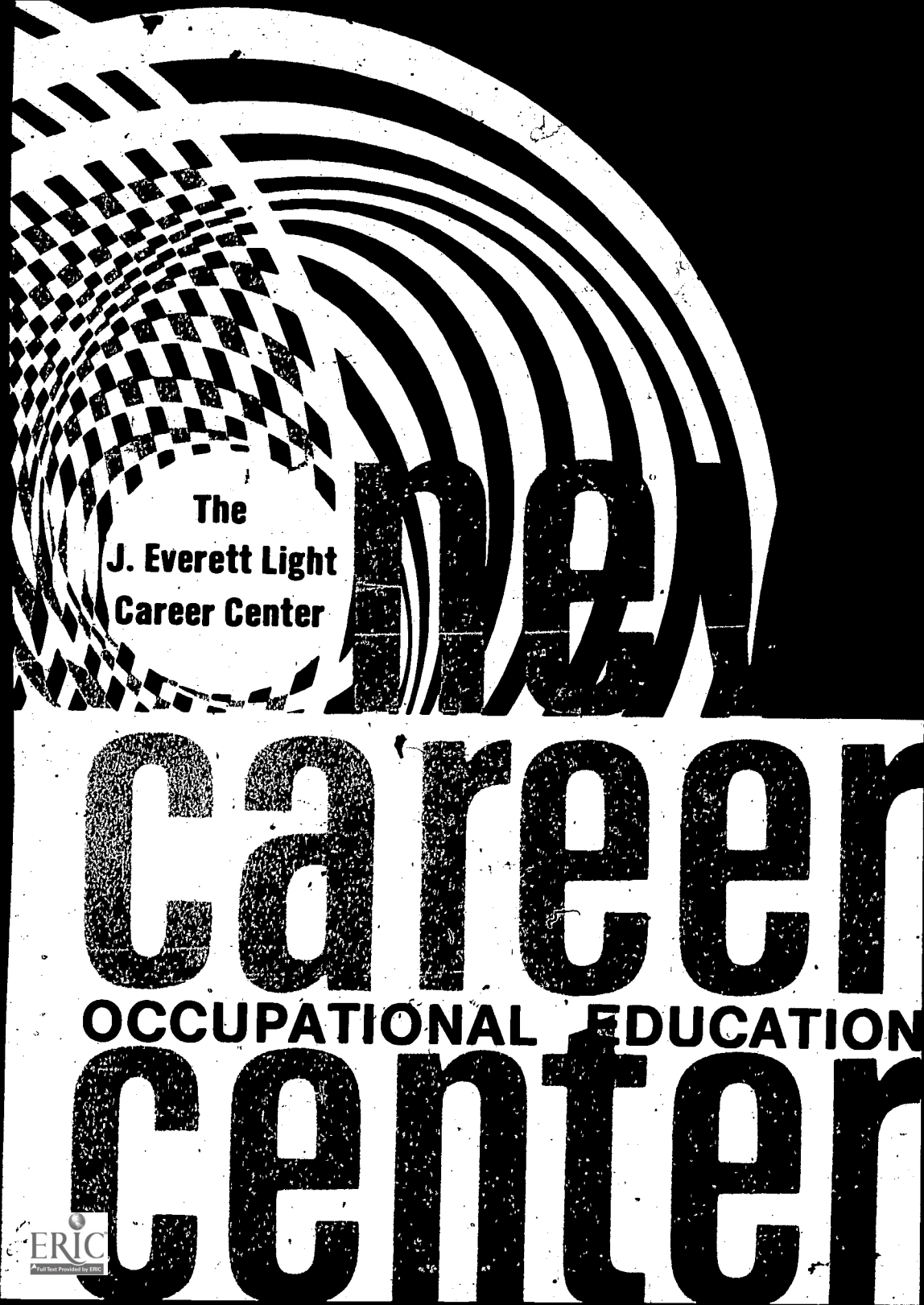
Appendix A
(continued)

SUMMARY OF EXPENDITURES FOR EXEMPLARY PROGRAM

PHASE I
July 1, 1970 - June 30, 1971

Item	Total State & Federal Funds Approved FY 71	Amount of State & Federal Funds Expended FY 71*	Balance as of 6/30/71
I. Personnel			
A. Salaries			
1. Vocational Guidance Specialist	$11,633	$ 7,870	$ 3,763
2. Curriculum Coordinator	11,367	11,748	- 381
3. Inst. Materials Specialist	8,500	7,264	1,236
4. Counselors (24)	10,425	10,425	0
5. Secretarial	9,000	7,520	1,480
B. Travel Expenses	1,000	1,000	0
C. Consultive Services.	2,500	1,000	1,500
II. Other			
A. In-Service Training Institute	6,500	6,500	0
B. Equipment			
1. Office	0	0	0
2. Instructional	0	0	0
C. Maintenance & Utilities	0	0	0
D. Materials			
1. Office Supplies	750	750	0
2. Inst. & A.V. Materials	3,000	1,200	1,800
3. Vocational Guidance Material	1,350	600	750
4. Vocational Testing Materials & Scoring	2,000	1,700	300
E. Printing, Brochures, etc.	621	621	0
F. Miscellaneous	700	700	
TOTALS	$69,346	$58,898	$10,448

*Some areas of expenditures were an estimate to the end of the fiscal year.


The
J. Everett Light
Career Center
career
OCCUPATIONAL EDUCATION
center

The J. Everett Light Career Center

for Occupational Education is administered by the Metropolitan School District of Washington Township and serves high school students and adults from eight school corporations in Northern Marion, Eastern Boone and Hamilton Counties. The facility consists of approximately 150,000 square feet including classrooms, laboratories, offices and other instructional resource facilities. It is designed to accommodate 800 students at any one time with a minimum of three sessions per day.

The Career Center is scheduled to begin operation in the fall of 1972. More than 200 individuals from business and industry have served on advisory committees during the development of the Center. Their recommendations have resulted in the design of programs that will provide the training needed for an individual's successful entry into his chosen occupation.

Purpose of Career Center

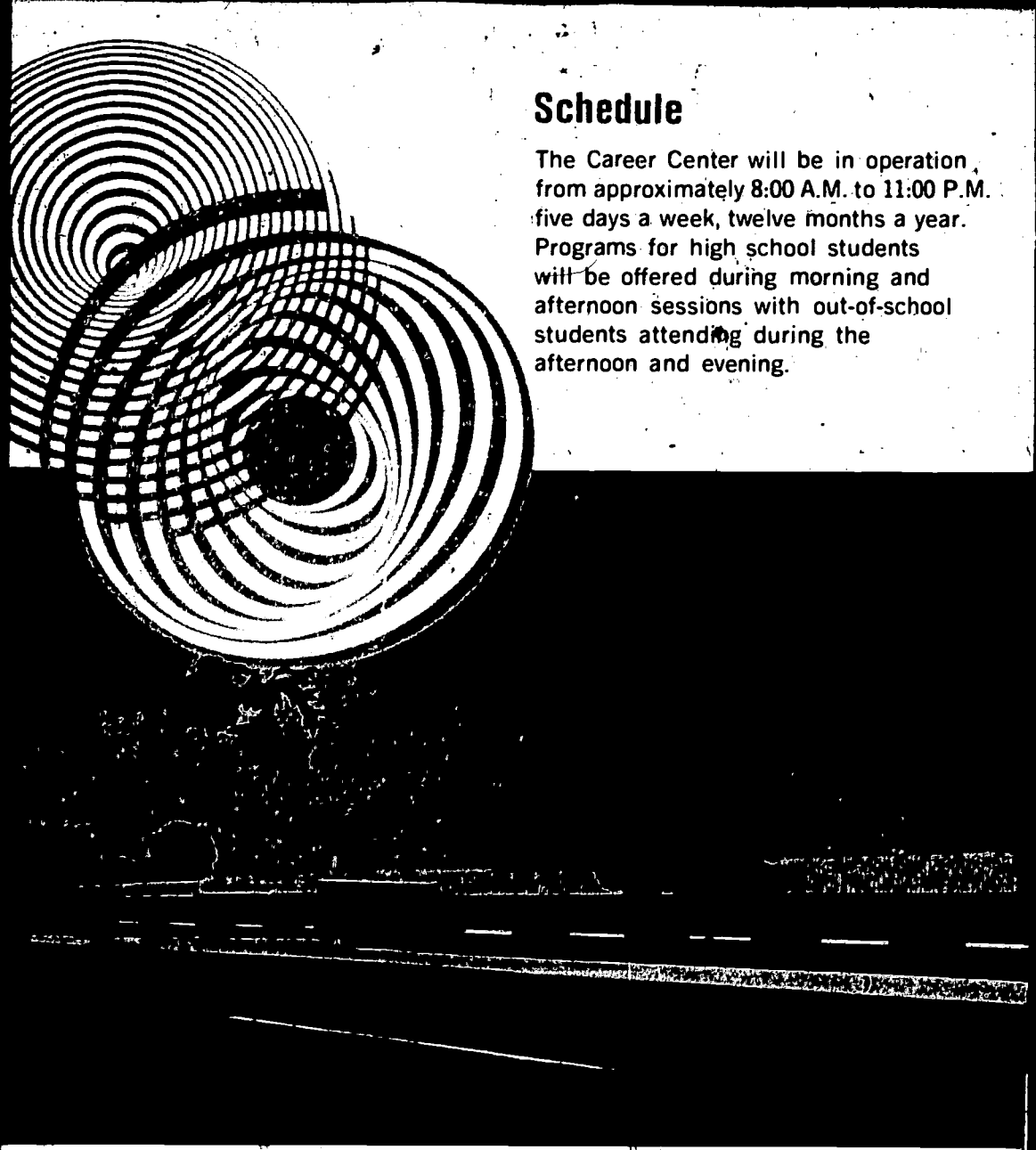
The primary purpose of the Career Center is to provide occupational training for high school students and adults in preparation for entering employment and training or re-training needed for advancement within an occupational area.

Who May Attend

The Career Center is open to individuals living within the participating school districts that have a sincere interest in receiving training directed toward an occupational goal. The Center will offer programs for high school students preparing for employment in addition to programs for those that have left high school and are desirous of receiving occupational training to prepare for employment or advancement in an occupation.

Guidance and Placement

A staff of professional guidance counselors will be available to assist the students of the Career Center. A placement service will also be available to assist students in obtaining employment after they complete their training at the Center.



Schedule

The Career Center will be in operation from approximately 8:00 A.M. to 11:00 P.M. five days a week, twelve months a year. Programs for high school students will be offered during morning and afternoon sessions with out-of-school students attending during the afternoon and evening.

Tuition

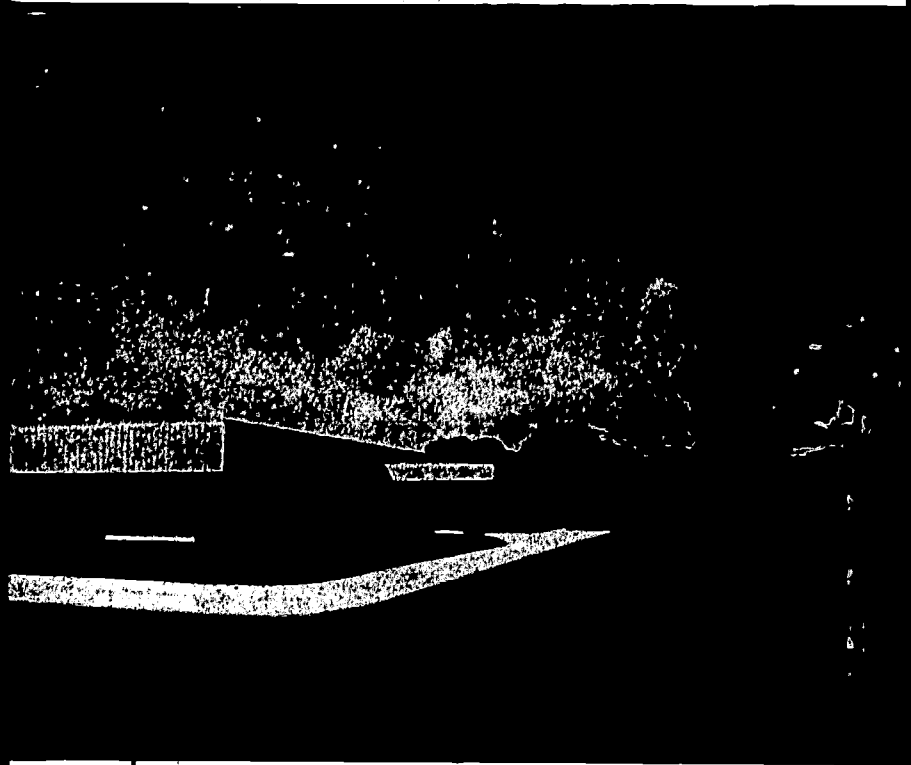
High school students from the participating schools will attend the Career Center without tuition charge. Out-of-school students will pay inal fee depending he program enrolled.

PARTICIPATING SCHOOLS

Eagle-Union Comm. School Corp.
Hamilton Southeastern School Corp.
Marion-Adams Schools
M.S.D. of Pike Township
M.S.D. of Washington Township
Noblesville Schools
Westfield-Washington Schools
Lebanon Community Schools

Transportation

High school students attending the Career Center during the day will arrange for transportation through their home high school. Out-of-school students will find ample parking facilities for their use while attending classes.



Accessibility

The Career Center will be within easy driving distance of all the participating school corporations. Located south of North Central High School on 86th Street, the Career Center is in close proximity to highways I-465, U.S. 31, Indiana 100, Indiana 431, and Indiana 37.

Program Offerings at J. Everett Light Career Center

Health Occupations

Dental Assistant
Dental Laboratory Technician
Dental-Medical Secretary
Medical Auxiliary Occupations

Office Occupations

Bookkeeper
General Clerical
Computer Operator
Computer Programmer
Key Punch Operator
Library Assistant
Office Machine Operator
Receptionist
Secretarial

Industrial Occupations

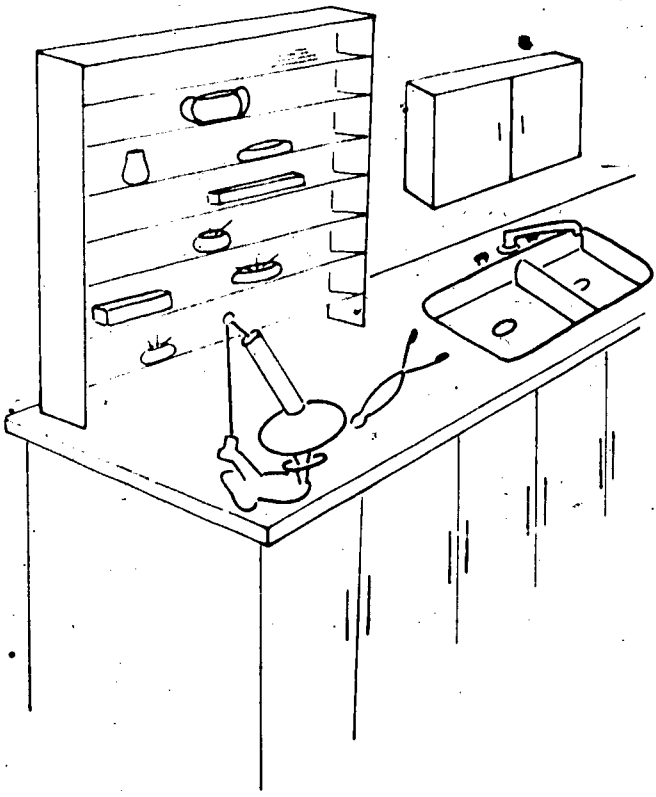
Air Conditioning and Refrigeration
Architectural Drafting
Auto Body Repair
Auto Mechanics
Construction Trades
Industrial Electricity
Electronics
Machine Trades
Tool Design
Mechanical Drafting
Graphic Communications
Radio and Television Repair
Welding

Other Occupations

Cosmetology
Ornamental Horticulture
Retailing and Merchandising
Food Service
Radio and Television Broadcasting

ERIC Full Text Provided by ERIC

DENTAL LABORATORY



J. EVERETT LIGHT CAREER CENTER

1001 East 86th Street Indianapolis, In 46240

DENTAL LABORATORY:

A member of the dental team, who plays a key role in the field of dentistry, is the dental laboratory technician, working behind the scenes in a clinic or commercial laboratory.

The Dental Laboratory Technician's work is guided by a dentist's prescription along with an impression of the patient's teeth. Working with ceramics, plastic, and metal, this skilled craftsman prepares corrective appliances or restorative devices.

Skilled technicians are very much in demand today. Other opportunities exist in dental supply company sales and in private laboratory ownership. The various skills, terminology, and recent advances in dental technology taught in this program will provide excellent preparation for dental health careers.

QUALIFICATIONS:

If you take pride in craftsmanship, expect high standards of accuracy, and possess an aptitude for this area, you will likely find this field very satisfying. A high degree of manual dexterity and ability to work with small parts and tools is essential. You should expect to spend your working day doing close, detailed work. There is, also, an opportunity for technical artistry and creative work. Electives suggested for this program area are: physics, chemistry, mathematics, metal crafts, ceramics, sculpturing, and drafting.

THE PROGRAM:

This is a two-year program leading to entry-level employment or advanced training. The curriculum includes a carefully balanced program of general studies, technical studies, and practical experience. Specific program elements are orientation to dentistry, oral anatomy, science of dental materials, and laboratory procedures.

PICK OUT VIEW CARD NUMBER:

27 069

YOUR FUTURE

. . . . . IS UP TO YOU!

You may want to work in your chosen occupation immediately upon graduation, or you may desire to continue your education for two to four more years. It all depends on what you want to do and where you want to be five years from now.

The J. Everett Light Career Center is here to help you become competent and successful in your chosen occupation.

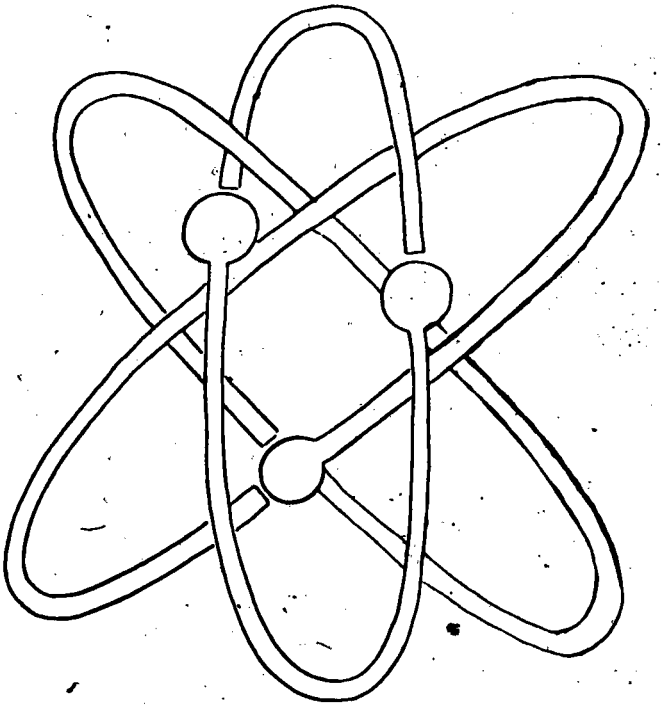
LIKE MORE INFORMATION?

1. Ask your counselor.
2. Visit the Career Center.
3. Write or call:

Director of Occupational Education
1605 East 86th Street
Indianapolis, In 46240

Telephone Number: (317) 257-6261

ELECTRONICS



J. EVERETT LIGHT CAREER CENTER

[illegible] East 86th Street Indianapolis, In 46240

ELECTRONICS:

Electronics is a world wide business which has created a growing need for men and women trained to construct, maintain and operate electronic equipment.

Radio and television service organizations, utility companies, electrical contractors, and various governmental agencies plus broadcasting and education are among the areas where employment can be found.

Other desirable positions are to be found in data processing, space and missile development, military, and manufacturing.

QUALIFICATIONS:

You should possess the ability to think logically and accurately and have the self-discipline to take an analytical approach to solving problems.

In preparation for this program, you should elect courses in science, mathematics, and industrial arts.

THE PROGRAM:

This is a program dealing with electronic theory and the associated equipment, coupled with the experience of repairing radios, television receivers and tape recorders. Abilities and technical knowledge developed during the program will be applicable to any equipment incorporating electronic components. Radio and TV receivers are used extensively in the laboratory because of their diverse circuitry. The assembly, wiring and testing of various electronic components will familiarize you with testing equipment and "trouble shooting." Some of the instruments are vacuum tube voltmeters, cathode ray oscilloscopes, signal generators, and other specialized equipment.

At the successful completion of the program, you will be able to use each of these instruments to locate, analyze and repair electronic malfunctions.

TAKE A LOOK AT VIEW CARD NUMBERS:

078, 081, 082, 124, 214

L 130

YOUR FUTURE

. . . . . IS UP TO YOU!

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Director of Occupational Education
1605 East 86th Street
Indianapolis, In 46240

Telephone Number: (317) 257-6261

ACCESSION NUMBER: VT102665

PUBLICATION DATE: JUN75

TITLE: DEVELOPMENT OF A PROCESS TO IDENTIFY COMPETENCIES COMMON TO TWO OR MORE JOBS. FINAL REPORT.

DESCRIPTOR: *TASK ANALYSIS; PILOT PROJECTS; *CURRICULUM DEVELOPMENT; *JOB SKILLS; *TRANSFER OF TRAINING; VOCATIONAL EDUCATION

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 35P.

ABSTRACT: THE OBJECTIVE OF THIS PROJECT WAS TO DEVELOP A PROCESS TO IDENTIFY COMPETENCIES COMMON TO TWO OR MORE JOBS SO THAT VOCATIONAL CURRICULUM COULD PROVIDE ADEQUATE FLEXIBILITY OF SKILLS IN PREPARATION FOR A WORLD OF WORK WHICH INCLUDES REGULAR JOB TRANSITION. PROCEDURES INCLUDED THE DEVELOPMENT OF A QUESTIONNAIRE WHICH WAS ADMINISTERED DURING INTERVIEWS WITH 13 SKILLED AND SEMISKILLED PRACTITIONERS IN DIVERSE AREAS OF INDUSTRY. ALSO INCLUDED WAS A SEARCH FOR SPECIFICALLY RELATED TASK ANALYSES WHICH WAS PRECEDED BY A REVIEW OF RELATED LITERATURE AND RESEARCH. ON THE BASIS OF THIS PILOT STUDY, IT IS RECOMMENDED THAT A PROCESS TO IDENTIFY COMPETENCIES COMMON TO TWO OR MORE OCCUPATIONS INVOLVE A PERSONAL CONTACT FIELD TECHNIQUE, A STANDARD QUESTIONNAIRE, SUBJECTS CONFORMING TO THE SPECIFIC OCCUPATIONS TO BE STUDIED, AND AN ITEM COMPARISON TECHNIQUE TO ESTABLISH THE COINCIDENCE OF JOB CONTENT. REFERENCES AND THE QUESTIONNAIRE ARE APPENDED. (LJ)

INSTITUTION NAME: WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION.

SPONSORING AGENCY NAME: WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

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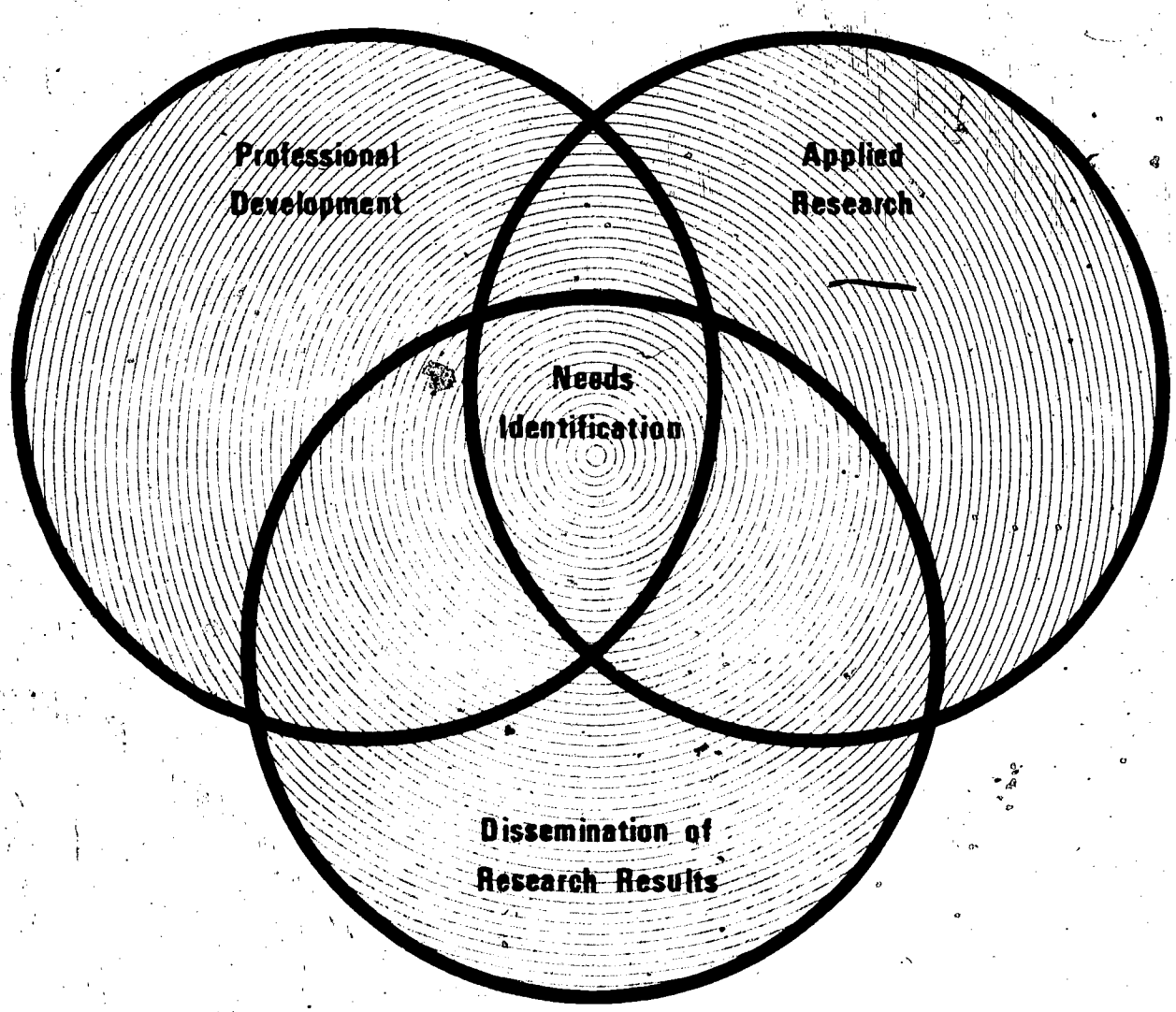

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Center For Vocational, Technical And Adult Education UW-Stout Menomonie, Wisc. (54751)

102 665

FINAL REPORT

Project No. 19-063-151-2250

June, 1975

For
WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin

DEVELOPMENT OF A PROCESS TO IDENTIFY COMPETENCIES COMMON TO TWO OR MORE JOBS

By
CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION
University of Wisconsin-Stout
Menomonie, Wisconsin

FINAL REPORT
Project No. 19-063-151-225

DEVELOPMENT OF A PROCESS TO IDENTIFY COMPETENCIES COMMON TO TWO OR MORE JOBS

June, 1975

For
WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin

By
UNIVERSITY OF WISCONSIN-STOUT
Menomonie, Wisconsin

Final Report

Project No. 19-063-151-225D

DEVELOPMENT OF A PROCESS TO IDENTIFY COMPETENCIES COMMON TO TWO OR MORE JOBS

Charles E. Yost

June 16, 1975

The research herein reported was performed under the terms of a contract and grant with the Wisconsin Board of Vocational, Technical and Adult Education. The facility and resource base of operation was the University of Wisconsin-Stout. The researcher here identified has displayed professional discretion in pursuit of satisfaction of the stated objectives. Opinions, viewpoints or generalizations herein stated or implied do not, necessarily, concide with official Wisconsin Board of Vocational, Technical and Adult Education or University of Wisconsin-Stout policy or position.

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ACKNOWLEDGMENTS

Sincere thanks are extended to Dr. Orville Nelson for his guidance in both the generation of the proposal leading to this project and execution of the research.

The body of data associated with this research which was collected through personal interviews with practictioners who have recently changed jobs represents a sincerely appreciated contribution of workhours by local industry. In addition to the actual interview periods, personnel directors, supervisors and foremen were very generous with their own time within busy work schedules and volunteered information that they felt should be displayed through this investigation.

Messrs. Marvin Adams and Glen J. O'Brien of Minnesota Mining and Manufacturing Company provided information and access to interviewees in the production development of durables.

Mrs. Barbra Poling of Holiday Inn demonstrated her company's tradition of hospitality by furnishing valuable insights and interviews.

The University of Wisconsin-Stout provided contact with recent job transferees with diverse backgrounds.

Messrs. Jack Kilby and Donald Malum of Domain Industries supplied interview opportunities within their company.

The Red Cliff Band of Lake Superior Chippewa Indians generously furnished broad insights into emerging and changing job responsibilities of key tribal positions.

Summary

The objective of this project was to develop a process to identify competencies common to two or more jobs. A project for this purpose is justified by the need for vocational curriculum to provide adequate flexibility of skills in preparation for a world of work in which regular job transition is a fact of life. Common skills are skills which will transfer. Skills which will transfer between jobs are important to the student and critical in curriculum change and development.

The procedures associated with this research involved the establishment of an experimental process which included the development and utilization of a questionnaire instrument which was administered during interviews with thirteen skilled and semi-skilled practitioners in diverse areas of industry. Procedures also included a search for specifically related task analyses which was preceded by a review of related literature and research.

The accumulation of data resulting from the interviews with subjects and unstructured interaction with personnel directions, managers, and supervisors is reported within Section 3. It should be emphasized that the purpose of the research was to recommend an efficient process to assess common competencies. The data accumulated was extracted from a small sample of workers selected on a judgement or chance basis and utilizing an experimental device. The information is presented for interest. The reader should exercise caution in generalizing on the basis of the data in Section 3.

It is recommended that the process applied to an assessment of common competencies involve:

1) An observation of the subject under typical conditions of performance prior to application of the instrument.
2) A description of the subject's position by the most immediate supervisor.
3) Examination of two subjects in the same occupation and set data resulting compared for correlation.
4) Additions to the experimental questionnaire to include an item on general background; an item on unique communication modes.
5) Subjects displaying acceptable mixes of expertise in the specific occupations to be compared but not necessarily having recently changed jobs.
6) A final step composed of a comparison technique to determine the coincidence of content.

SECTION 1

BACKGROUND

The Problem

Continuous change and increasing technical sophistication of the competencies required to perform existing jobs and the emergence of new occupations has greatly increased the need for retraining. Efficient retraining content, to provide for effective transition from one job to another, requires the development of a process for determining the competencies which transfer as persons change jobs. The problem for this study is to develop a process for identifying competencies common to two or more jobs.

The Objectives

1. Develop a process to identify competencies common to two or more jobs.
2. Determine if task analyses provide sufficient data to conduct the competency transfer analysis.
3. Validate the process with a small sample of persons who have made job changes (pilot test).

The Rationale

Changes take place daily in the responsibilities of individual members of the labor force. The free enterprise system constantly dictates the need for increasing output per hour of manpower and dollar of capital investment. Jobs change in their critical tasks, acceptable levels of performance and mix of responsibilities - at times even to the extent of emerging as new occupations - while certain other traditional jobs become extinct with time.

Individual occupational responsibilities and overall composition of the work force has been constantly changing. This is marked most obviously by shifts away from agriculture and blue-collar jobs and into service oriented, technical and white-collar related occupations. In 1948, 13% of the 58 million full, or part-time U.S. workers (7.54 million) were employed on farms; but, in 1973, only 4% of the 84 million workers (3.36 million) held agricultural jobs. Though the number of workers in blue-collar occupations has increased from 21.46 million in 1948 to 29.4 million in 1973 the per cent of work force in these fields has decreased by 2 percent over the period. Service, technical and white-collar related occupations accounted for 6% more workers in 1973 than during 1948 and it is in these fields that many new occupations have emerged.

There has also been a shift away from employment in goods - producing industries to employment in service industries and government. In 1948, 42% of total nonagricultural payroll employment was accounted for by goods - producing industries - mining, construction and manufacturing, but that share had dropped to 32% by 1973. In fact manufacturing payrolls alone declined from 35% to 26% of the total during that period. A contributor to this condition is increasingly elevated productivity due to significant increases in capital investment per worker - a factor of job change which will be emphasized later. Jobs in the service producing industries (such as wholesale and retail trade or financial services) accounted for 46% of the nonagricultural jobs in 1948 and, by 1973, that proportion had risen to 50%.

On the subject of capital investment per employee referred to in the previous paragraph as a contributor to the changing world of work, the most significant increases have taken place more recently than 1948. Capital expenditures by industry, which include the procurement of additional and more efficient facilities and equipment, are instrumental in augmenting the output produced for each hour of labor input. Manufacturing firms, as a typical example, had an average of $30,061 per employee invested in facilities, equipment, and other capital assets by the end of 1971. Just ten years earlier the book value of capital invested per employee in this area of industry was only one-half that amount.

Though, as stated earlier, the percent of the labor force employed in the manufacturing sector has been declining gradually, the number of persons employed has increased from 15.9 million in 1958 to 19.8 million in 1973 and wages and salaries in this sector exceed the average due to increasing productivity. During this time labor productivity - the amount of goods produced per hour of labor spent - in manufacturing increased by an average of 3.7% per year. Capital investment is one of the major factors contributing to increased productivity and economic growth and involves far reaching expansion and changes in the job responsibilities of individual workers. Between 1958 and 1963, capital invested per employee across industry rose on an average of 6.6% annually, and, from 1967 to 1971, it advanced 10.1% a year (no inflation adjustments are applied to investment or productivity figures). Labor productivity improved at a more rapid rate between 1964 and 1971 than in the 1958 to 1963 period illustrating the positive influence of capital investment on individual productivity (reference sources 1, 2 and 3).

As a major preparatory institution for occupational entry, these facts have significant implications for the Wisconsin system of Vocational, Technical and Adult Education. As occupations change in terms of critical tasks, minimum acceptable levels of performance (MALP), and frequency of acceptable levels of performance, (FALP) so also must curriculum change if actually designed to prepare students to enter occupations. And in order to accurately and efficiently specify curriculum revision a process must be available to determine the transferability of competencies between occupations.

Probably, the more diverse occupations become the fewer will be their common competencies. However, this may not be the case relative to general occupational features and through all domains of development.

Review of Literature

The review of associated literature and other reference sources substantiates the rationale relative to the general need for versitility and flexibility in the arrangement and application of skills and knowledge which apply to making a living. Related sources are generally oriented toward the situations and conditions encountered by job changers who have had formal education in the traditional non technical baccalaureate syndrome. This condition appears to be the result of backgrounds, and therefore perspectives, of the authors, compilers and researchers of this information.

Bolles writes that the average worker under thirty-five years of age changes jobs once every one-and-one-half years. And the average worker over thirty-five changes once every three years. In other words, assuming a forty-five year working life, with fifteen years at one job change per each one-and-one-half years and thirty years at one job change each three years the average worker holds twenty jobs while employed.

Though most job changes take place within or between the same or related fields, the average worker changes "careers" three to five times during a working life. This is to say that, under current conditions, choice, or necessity moves the average worker out of one field and into an apparently diverse one three to five times before death or retirement (reference source 4).

The term "skills" as applied to survival in the world of work is perceived quite broadly by Fine. He theorizes quite extensively on the nature of human performance, how performance "skills" are acquired and what skills seem to transfer most commonly.

He perceives human performance as being composed of a complex of three different categories of skills which he calls "adaptability, functional, and specific content" skills. The skills of each category are involved, to some extent, in all working activities of man and the skills are developed during different periods of growth and under different conditions of influence. Fine further suggests that the development of the three categories is, essentially, sequential.

"Adaptive" skills are those developed characteristics that enable a worker to accept and adjust to the physical, communicative and organizational perimeters within which the job is carried out. These are such traits (skills) as respect for value, punctuality, acceptance of legitimate supervision, grooming and hygiene, respect for others and emotional control. This type of development is normally acquired early, is commonly synonomous with "maturation" and has traditionally been the responsibility of the American Family.

"Functional" skills are those developments that enable a practitioner to relate to "things, data and people". These are such functions as monitoring or operating machines in general; compiling, contrasting and generally analyzing data; and interacting with people in the exchange of information

or supervisory responsibility. This development usually takes place in formal training; avocational experiences leading to vocations; and in actual job situations.

"Specific content" skills are those competencies that enable an individual to perform specific job tasks conforming to a set of specifications and consistent with the standards of a field. These skills which involve cognitive and psychomotor energy in intimate association are developed through advanced technical preparation or OJT. In reality there is a vast inventory of these skills within American industry. An impression of the volume can be realized by attempting to perceive the diversity of products, processes, materials and services commercially available (reference source 5).

Bolles uses the same three categories of skills broadly applicable to the work world but he uses the term "functional/transferable" skills. He considers these skills to be the "common thread" of competencies which the person in job transition carries regardless of direction.

These are such general skills as:

1. Skill with the hands: accuracy in control of movement, force, location, grip, release; sensitivity; reaction - as applied to the manipulation of materials, parts, controls, adjustments, tools, assembly and disassembly.

2. Skill with the total body: coordination of body parts; accuracy in control of speed, direction, force, reaction; - as applied to athletic activities; feats of physical endurance or stress; activities of manual labor using major manipulated tools such as axes, chain saws, jack hammers, cant hooks, capstans and come alongs.

3. Skill in the use of the mind: ability to sort out; internalize; compare; reason; diagnose; conceptualize; organize; recall, systematize; evaluate - as applied to trouble -shooting; problem solving; judging; record keeping; administering.

4. Communication skills: ability to speak; write; listen; read; display nonverbal expressions and gestures; interpret nonverbal expressions and gestures; provide examples; demonstrate; perform; - as applied to teaching, learning and communications between humans and humans and animals in working situations.

5. Skill in displaying creativity; ability to innovate, imagine; arrange old concepts in new ways and combinations; synthesizing; applying both theory and practice in new ways - as applied to inventing, innovating, developing, designing.

6. Aesthesic skills: display or sensitivity for color in combination; textures; shapes; movement; sounds; spaces; faces; bodies; places - as applied to advertising and the production and consumption of art.

7. Display of leadership skills: demonstrating the ability to imitate; organize; display example; show courage, persiverence and skill in the job at hand; coordinate; manage; direct; control; effect change - as applied to carrying out any task which requires more than one person.

8. Number skills: an ability to function quantitatively as dealing with engineering problems; business problems - as in calculating weights, moments, pressures, volumes and vectors and as in establishing inventories, cash flows and financial analyses.

9. Skill in the display of intuition: demonstration of foresight; perceptiveness; amplification of the subtle; ability to visualize the "big picture" - as applied to planning, policy making and understanding and assessing people.

10. Display of persuasive skills: ability to modify behavior; influence others; manipulate - as applied to negotiating, selling, compromising, promoting, reconciling.

These functional/transferable skills are obviously quite broad in scope and apply to things and data and people just as in Fine's theory. Bolles adds emphasis to the "people" component by pointing out that most of the problems that enterprises face today are people problems. In 177 organizations surveyed, reprinting various fields, for every manager who failed because of insufficient knowledge, seven failed because of personality problems. Systems problems are mechanical problems can be diagnosed against a rather narrow set of constant conditions. People are complex and variable - therefore often difficult to chart to a predictable goal.

As pointed out earlier in this section the point of view of literature on the subject of competencies common across occupations is oriented toward escutcheons of the working world usually occupied by very aggressive and capable "up through the ranks types" or by those getting into the game with a baccalaureate pedigree or beyond. This is due to the orientation of the authors of the available literature. Crafts people do not seem to author books on this pedagogically related subject.

Bolles points out that the "higher" position a person holds, the more that person must deal with people ("higher" is not defined in this context). The job of major executives is to organize and control resources for the accomplishment of company goals. In this system two-thirds of the average company's resources are human resources (people resources). This is based on overall cashflow and investments equated to assets. Due to the variable nature of the human machine, contrasted to man-made and natural systems associated with industry, the average manager spends more than two-thirds of the working time dealing with people (resource sources 6, 7 and 8).

SECTION 2

PROCEDURES

Time

Due to the time frame (a four week period) within which this study was transacted it was neccessary to expedite all procedures with maximum dispatch. For the purpose of orientation to the objectives associated with procedure the following is a quote from the proposal pursuant to this study:

"Procedures

The procedural format of this pilot research for exploratory study to determine what job competencies transfer will have to provide for validation of the proposed process through field interaction with persons who have changed jobs. This is the major component of the study and will be accomplished through eight days of interviews involving ten to fifteen practitioners in the field. This step will be preceded by development of the trial process and followed by revisement and refinement of the process. The final procedural step will be matching of findings with appropriate task analyses to establish the extent to which the analyses comparison technique can be validly applied to a determination of transferable competencies."

Cooperation

Prospective cooperating organizations with a diversity of missions (products and services) were identified using several sources:

Personnel directors of firms in the active file of the Stout Placement Office
The Yellow Pages with application of general knowledge of economic profiles and of major firms within an approproximate one hundred mile radius of the base location.
Currently active personal contacts.
The Wisconsin Directry of Manufactures.

The previous acknowledgments express thanks to:
Minnesota Mining and Manufacturing
Holiday Inn
The Tribal Government of Red Cliff
The University of Wisconsin-Stout
Domain Industries

The Donaldson Company Incorporated of Minneapolis, Minnesota expressed regrets that it was unable to contribute to the study. It was felt that, at this time, an outside inquiry of any type would be subject to misinterpretation by the labor force which is in a condition of stress due to unemployment and underemployment and in a state of general insecurity brought on by these hard economic times.

After several discussions with the Uniroyal Corporation it was the opinion of the management that interviews of the type requested would provoke union complications which would overbalance the value of data collected.

A decision came at the conclusion of five contacts with the personnel management of National Presto Industries Incorporated. The researcher was informed that it is the opinion of corporate legal council and the public relations staff of Presto that "it would be contrary to the best interests of National Presto Industries Incorporated to cooperate with this study".

Again, due to time considerations all initial contacts with prospective cooperating organizations were made by telephone. Time between initial request and approval for interview ranged from ten minutes to three weeks.

Due to expectation of a broad time range of authorization to conduct interviews it was neccessary to formulate the interview questionnaire on the basis of the objectives of the research; past work experience, resources available through the Center for Vocational Technical and Adult Education - U.W. Stout; common sense; and consultation with Dr. Nelson. Time did not allow a comprehensive review of available literature and other resources.

The Questionnaire and Comments

The interview questionnaire is included as Appendix B. The interview and questionnaire required ten to fifteen minutes to transact. Modifications to the instrument and procedure are recommended in Section 4.

Though the researcher did not request it, the personnel managers involved seemed to provide interviews with the "sharper" employees. The subjects generally displayed ambition, good attitudes toward the organizations, productive records and many were in a process of vertical mobility.

On Task Analyses and Other Prior Research

The review of literature and other resources and the search for existing task analyses were conducted as time would allow while traveling or between interview sessions. This procedure served the pilot study but the application of this research and process will obviously require more time and a more discrete segregation of procedural components.

The fact should be emphasized that literature and other resources contributing to the clarifications of skills which transfer between jobs is material that emanates from sources of "liberal" academic influence. However Section 3 will provide insights displayed voluntarily by personnel directors, supervisors, foremen and interview subjects and recorded in suppliment to the interview questionnaires.

The search for existing task analyses and research related to this topic was done manually due to systems malfunctions and compounded by a computer access schedule which did not coincide with the limited time frame available to the study.

The search began with ERIC (Educational Resource Education Center), AIM (Abstracts on Instructional Materials) and ARM (Abstracts on Resource Materials) and Business Periodicals Index thesaurus examination for the following terms:

Term	Index Listing
Breaking Skills into Components	No
Career Change	Yes
Career Relocation	Yes
Career Rotation	Yes
Career Shift	Yes
Career Transfer	Yes
Career Transition	No
Common Competencies	No
Competencies Common to Occupations	No
Competency Transfer	No
Employee Mobility	Yes
Employee Relocation	Yes
Employee Transfer	Yes
Employment Change	Yes
Employment Mobility	Yes
Employment Opportunities	Yes
Employment Relocation	Yes
Employment Rotation	Yes
Employment Shift	Yes
Employment Transfer	Yes
Employment Transition	No
Job Analysis	No
Job Change	Yes
Job Mobility	Yes
Job Relocation	Yes
Job Rotation	Yes
Job Shift	Yes
Job Transfer	Yes
Job Transition	No
Knowledge Transfer	No
Labor Mobility	Yes
Occupational Change	Yes
Occupational Mobility	Yes
Occupational Relocation	Yes
Occupational Rotation	Yes
Occupational Shift	Yes
Occupational Transfer	Yes
Occupational Transition	No
Performance Contracts	Yes
Performance Criteria	Yes
Performance Factors	Yes
Performance Specifications	Yes
Psychomotor Skills	No

Term	Index Listing
Skill Obsolescence	Yes
Skill Transfer	Yes
Skilled Labor	Yes
Skilled Occupations	Yes
Standards	Yes
Task Analysis	Yes
Transfer of Knowledge	No
Transfer of Learning	No
Transfer of Skill	No
Transfer of Training	No
Transfer of Vocation	No
Performance Transfer	Yes
Worker Mobility	Yes
Worker Relocation	Yes
Worker Transfer	Yes

The above listings included in indexes for ERIC, API and API and Business Periodicals Index provided the following types of task related data between January 1971 and June 1975 (not necessarily task analyses):

Agribusiness
Air Traffic Control
Automobile Mechanics
Carpentry
Household Employment
Nursing and Other Health Related
Ornamental Horticulture
Physician's Assistant and Other Health Related
Retailing
Vehicular Operation

No available task analyses had specific relation to the occupations interviewed. Therefore no relationships can be drawn for the purpose of developing the process. No available research identified appears to be addressed to competencies common to two or more jobs.

Section 3

Display and Interpretation of Data

Comments By Personnel Directors, Managers, and Foremen

During discussions with personnel directors, managers, supervisors and foremen in quest of interviews with recently transferred workers, a number of points were made which should be noted. Though these voluntary statements did not necessarily relate specifically to the objectives of the study, they do provide related insights which strengthen a foundational concept of industry and can contribute to the ongoing improvement of vocational education.

Mr. O. entered the firm as a degreed engineer a number of years ago. For purposes of this research he was contacted in his current position as manager of prototype fabrication and pilot production in the manufacturing development facility of a large and diverse company. His capacity now involves extensive personnel responsibilities.

Mr. O expressed a concern for the public image of his plant. Though his facility has not appreciably expanded in many years, the community immediately around has become densely residential. The municipality involved (city of over 300,000 population) had contributed to this condition over the years with residential zoning. With increased residential density immediately adjacent to the plant has come increasing numbers of complaints about company operations.

In addition to prototype developments and production piloting, the facility is also a major distribution center. Neighborhood complaints are usually directed at the distribution operation, though the shop and associated design and management office components of the plant also draw displays of dissatisfaction from neighbors. The manager expressed concern because all of the residents of the surrounding area, without exception, moved in while the facility has been in operation.

As stated in the rationale pursuant to this study, the numbers of people occupying service related jobs has been increasing more rapidly than those involved in occupations directly associated with extraction, processing, production and distribution of goods. Mr. O. also emphasized this current societal condition and suggested that it is a contributor in the development of anti-industry attitudes which cause complaints. He feels that, because many people no longer directly gain a livelyhood from the goods producing elements of industry (including agriculture), there is a general lack of appreciation for the critical importance of these elements as the only value and wealth producing parts of our system.

This is contrasted to service, government, education, religion, tertiaries, financial and other non producting institutions which are simply wealth controling and exchanging components of our system.

The manager feels that because the exclusive source of wealth is not comprehensively understood the neighbors of his particular plant, and others, fail to see the critical relationship with their economic survival, regardless of job. Many are simply not sensitive to its importance. He feels that both goods producing industry and education have responsibility to sensitize people to this basic economic condition.

Managers in the service areas of industry also had comments. A supervisor of three cafeterias serving abqut 9,000 meals daily said:

> "I find people coming to me for work from trade schools and other food related businesses to be technically good but usually seriously lacking in service orientation. To be happy and really productive and to enjoy maximum opportunity for advancement in this field, the food service person has to be people oriented - has to love people. Especially early in a career the hours are often odd and long and you work while others play; but that's part of the business, and if you really want to serve people, you don't complain."

A personnel director in the hospitality field, who interviews prospective employees during part of most working days, feels that "How to sell your skills" should be taught in school. Bolles adds voice to this with his statement indicating that career education should teach courses in creative job-hunting, employeeship, and career-changing to every student before he leaves the formal education process. (Bolles, Career Education--Threat or Promise, Vol. 51/N.4). The director feels that content in a course on job-hunting should include:

Self appraisal - What you really want
Sources of employment information
How to display the desire to work
Appropriate dress and grooming
How to follow-up initial applications and interviews with displays of continuing enthusiasm, energy, and potential for competence

This manager came "up through the ranks" from the job of waitress on common sense, O.J.T. and a desire to work with and serve people.

A Message

During interviews with members of the tribal government of the Red Cliff Band of Lake Superior Chippewa Indians the researcher was asked to

transmit a message to the Wisconsin Board of Vocational, Technical and Adult Education and particularly the Wisconsin Indianhead Vocational, Technical and Adult Education District.

In order to minimize bias and distortion in translation and transmission the following statements are quoted from the questionnaires:

The first statement comes from the Transportation Director and Supervisor of the Male Work Force -

"Subject expressed a need for the increase of basic education skills on the part of male members of the tribe which he supervises. Community improvement and development projects, implemented through CETA, CAP, OUTREACH, NYC, and other programs, would be much more effectively carried out if the basic education level of adult tribal members were higher. An improvement in this respect would allow for better communications and a much greater degree of self direction. Past participation in the Adult Basic Education (ABE) Program provided by the Wisconsin Indianhead V.T.A.E. District has been very effective and the subject expressed the hope that this program could be expanded."

The second statement was advanced by the tribal Economic Development Planner -

"Among other community services, the subject was a special Indian teacher in the Head Start Program at Red Cliff for eight years. The subject has business experience as supervisor of a hospital garment manufacturing facility. In presenting economic development projects to the tribe and presenting the tribal features to outside influences the subject stressed the positive influence that the Adult Basic Education (ABE) Program has had on community members. A strong concern was expressed that the ABE Program provided by the Wisconsin Indianhead V.T.A.E. District should be expanded. The subject is one community member who achieved a General Education Diploma through ABE and has applied her skills."

Review of Data Collected

A review of information collected is included for purposes of interest and to provide insights to validate the recommendations advanced in section 4. These data are not necessarily representative of any population and conclusions which extend beyond process recommendations may not be accurate.

As illustrated in Table 1, page 15, thirteen subjects were interviewed representing twenty five different occupations. There was a transfer out of one occupation (Secretary to the Senior Executive) which was interviewed along with the incoming subject; this accounted for one duplication. The occupations represent goods producing, agricultural, service and governmental fields.

There is generally extensive use of communicative and computational skills across the occupations as displayed in Table 2, page 16. Most subjects indicated that math on the job was done with the aid of a calculator. Skills in math ranged from very basic tallies to the use of engineering formulas applying algebra and trigonometry.

No subjects held a baccalaureat degree or above. Most training was accomplished on the job. All transitions had taken place within a three year period.

There is an obvious correlation in Table 3, page 17, and Table 4, page 18, between the item "productive interaction with people." Eight of the thirteen subjects considered their job changes to be vertical advancement. Four of the eight had come off of wage rate and onto salary. And ten of the total of thirteen subjects, including all of the eight vertical advancers, were working with more people, more of the time than in the prior occupation. The three remaining felt that they interacted with people about the same amount.

Another stable item betwee Tables 3 and 4 is "Work Habits." This referred to punctuality, absenteeism, breaks, and general productivity. Those that carried productive work habits from prior to current jobs were the same that transferred between the total mix of occupation. Those that changed to become identified as transferring to some extent (the same two cases on each Table) were accounted for by two subjects who had recently left wage rate situations and time clocks to occupy salaried jobs. In both cases, the work schedule was less rigidly structured and based on the job, not the clock. And in both cases, though the subjects were putting in less "regular" hours, they were working more hours than before.

Unique knowledge and unique skills in the use of job specific tools and equipment enjoyed a fair degree of transfer from prior job to current job because in many cases the change of job involved the acceptance of additional and/or broader responsibilities especially related to the supervision of others. However, between the total mix of occupations, there were no common threads and all were, as stated, unique.

Table 1

TITLES OF JOB TRANSITIONS SURVEYED
N=13

Prior Occupation	Current Occupation
Insurance Sales	Security Officer
Secretary	Material Control Analyst
Secretary to the Senior Executive	Director of Personnel and Purchasing
Commercial Fisherman	Director of Transportation and Male Personnel
Senior Electrical Designer	Manufacturing Engineering Analyst
Bookkeeper	Secretary to the Senior Executive
Machinist	Manager of Assembly and Fabrication
Waitress	Senior Inn Hostess
Farmer	Assistant Manager of Food Service
Shift Foreman	Coordinating Foreman
Assembler (custom)	Service Representative (Service Engineer)
Community Action Program Coordinator	Economic Development Planner
Meat Cutter	Sheet Metal Fabricator

Table 2

COMPREHENSIVE CHARACTERISTICS
N=13*

Characteristic	No.	%
Men	8	62
Women	5	38
Certified or Licensed in Prior Occupation	3	23
Certified or Licensed in Current Occupation	2	15
Verbally Communicated in English in Prior Occupation	12	92
Verbally Communicate in English in Current Occupation	13	100
Wrote in Prior Occupation	12	92
Write in Current Occupation	13	100
Used Mathematics in Prior Occupation	13	100
Use Mathematics in Current Occupation	13	100
Hold a Baccalaureat Degree or Beyond	0	0
Post High School Vocational Training Contributed to Preparation for Prior Occupation	2	15
Post High School Vocational Training Contributed to Preparation for Current Occupation	3	23
High School Vocational Training Contributed to Preparation for Prior Occupation	2	15
High School Vocational Training Contributed to Preparation for Current Occupation	1	8
Subjects Transferred Within the Past Four Weeks	2	15
Subjects Transferred Between Four Weeks and Six Months Ago	2	15
Subjects Transferred Between Six Months and One Year Ago	3	23
Subjects Transferred Between One and Three Years Ago	6	46

*No generalizations should be formed based upon this data as the mix may not be representative of any population. The sample was surveyed for the purpose of developing a process.

Table 3

CONTRAST OF OCCUPATIONAL CHARACTERISTICS
BETWEEN EACH PRIOR AND CURRENT SET OF OCCUPATIONS

Occupational Characteristic	*Specific transfer No. of cases	% of N	General or some transfer No. of cases	% of N	No Transfer Number of cases	% of N
Verbal Communication in English	5	38	7	54	1	8
Communicate in Writing	5	38	7	54	1	8
Use Mathematics	4	31	9	69	0	0
Unique Knowledge	4	31	4	31	5	38
Unique Skills	2	15	4	31	7	54
Use of Tools	2	15	4	31	7	54
Use of Equipment	2	15	4	31	7	54
Environmental Adaptation	7	54	3	23	3	23
Work Habits	11	85	2	15	0	0
Productive Interaction with People	13	100	0	0	0	0

*Refers to: Continued use of trade jargon
or
Continued use of the same or similar shop or trade math
or
Continued use of the same or similar tools and equipment

Table 4

CONTRAST OF OCCUPATIONAL CHARACTERISTICS
WITHIN THE TOTAL MIX OF ALL OCCUPATIONS SURVEYED
N=25

Occupational Characteristics	Specific Transfer		General or Some Transfers		No Transfer	
	No. of Cases	% of N	No. of Cases	% of N	No. of Cases	% of N
Verbal Communications In English	0	0	24	96	1	4
Communicate in Writing	0	0	24	96	1	4
Use Mathematics	0	0	25	100	0	0
Unique Knowledge	0	0	0	0	25	100
Unique Skill	0	0	0	0	25	100
Use of Tools	0	0	0	0	25	100
Use of Equipment	0	0	0	0	25	100
Environmental Adaptation	13	52	10	40	2	8
Work Habits	23	92	2	8	0	0
Productive Interaction With People	25	100	0	0	0	0

Section 4

RECOMMENDATIONS

On the basis of this pilot study it is recommended that a process to identify competencies common to two or more occupations involve:

1. A Personal Contact Field Technique
2. A Standard Questionnaire
3. Subjects Conforming to the Specific Occupations to be Studied
4. An Item Comparison Technique to Establish the Coincidence of Job Content

Field Procedure

During the collection of data an observation should be made of the subject's job performance. An incomplete listing of job components seems to result from a sit-down type interview session alone unless the interviewer is knowledgeable enough in the occupation to ask the right questions and draw from the subject less obvious data. It appears that some subjects are so familiar with their jobs as to respond to certain stimuli in conditioned ways. This degree of failure does not allow for a comprehensive identification of the components of the occupation without skillful observation by a second party. It is recommended that at least one "typical" work day of the subject be observed preceeding the application of the instrument and further that a description of the job be taken from the most immediate supervisor. It is further recommended that two subjects in the same occupation be used, preferably in different companies, and the set data resulting be compared for correlation before use in the investigation.

Questionnaire

The base of content included in the pilot questionnaire should be used. In addition, an item should inquire of the subject's general background. In conducting the pilot study it appeared, through information volunteered by several of the subjects, that being raised on a farm or in a mining camp, or on a resort or having been influenced by military discipline and training has relationship to the performance of some jobs.

The pilot activity covered the use of verbal and written communications on the job but not other communication techniques. An item should be added to identify more unique communications modes through such media as special symbols, jargon, signs and gestures.

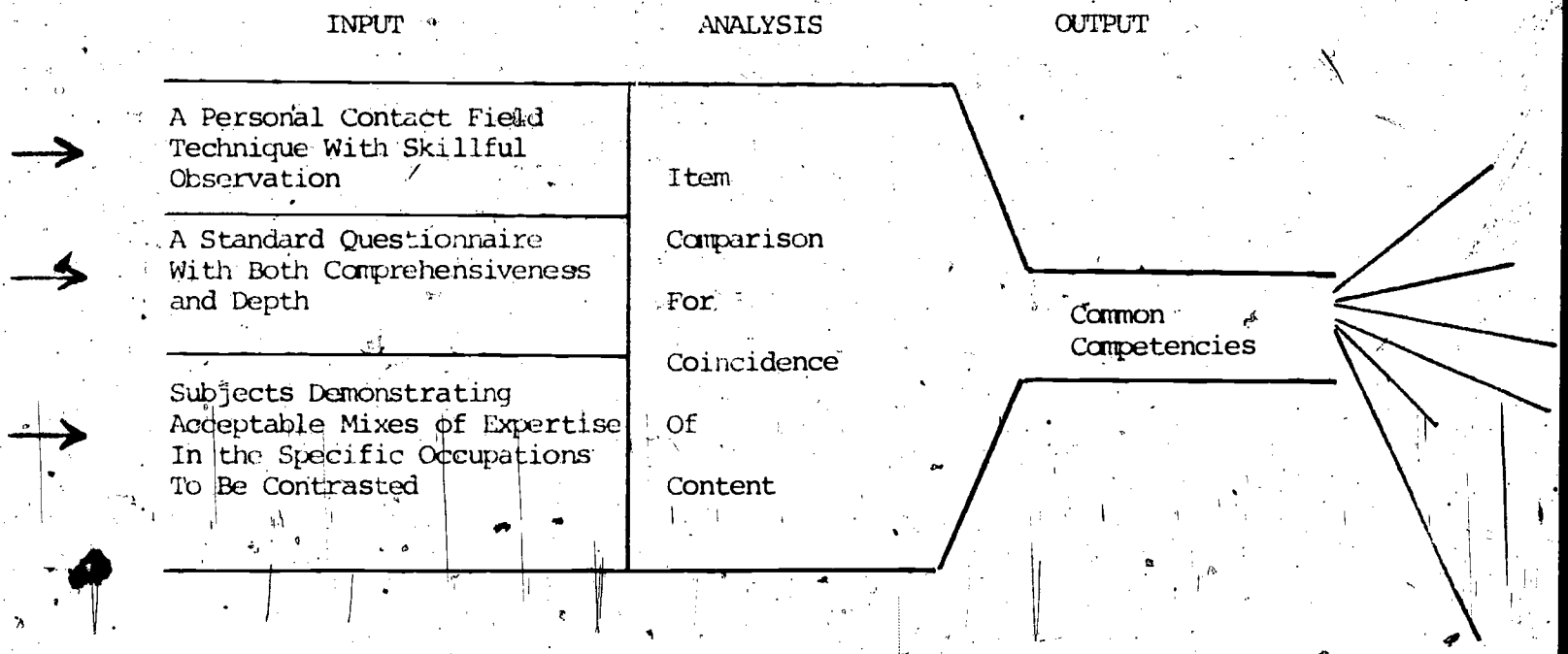
Subjects

It complicates the quest for subjects being restricted to those who have recently changed jobs and is actually not necessary to this recommended process. However, in the case of a subject who might coincidentally have occupied two of the jobs being contrasted, the subject should be asked "What skills and knowledges transferred with you?" Subjects should be sought out who represent acceptable mixes of expertise in the specific occupations to be compared.

Process

If the preceeding recommended operations are performed skillfully, particularly the observation of subjects on the job, the body of data collected will lend itself well to comparison. The final step of the process should be an item comparison technique to determine the coincidence of content - this will display common competencies.

Flow Chart



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Appendix A

Definitions

Definitions

Affective - Primarily associated with attitudinal characteristics.

Cognitive - Primarily associated with mental processes.

Frequency of Acceptable Level of Performance (FALP) - Minimum percentage of acceptable task performances evaluated on a valid number of attempts.

Industry - That institution intending to make a monetary profit through the application of technology to the utilization of natural and human resources in the production of goods and services to satisfy the real and perceived needs of man.

Minimum Acceptable Level of Performance (MALP) - Minimum level of occupational performance based upon the performance of a current representative cross section of successful practitioners in the occupation and modified by standardization formula for entry level.

Psychomotor - Primarily associated with manipulative skills.

Technology - Man's efficient practices.

Appendix B

The Questionnaire

Common Occupational Competency Research
Wisconsin Board of Vocational, Technical
and Adult Education
and
University of Wisconsin-Stout

OCCUPATIONAL [illegible]

Name _____

Date _____

What occupation were you previously in? _____ What company? _____

Were you certified or licensed? _____ If yes, by whom? _____

How did you learn to perform in this occupation? _____

Did you have to verbally communicate in English on the job? _____

Did you have to write? _____ If yes, what? _____

Did you use math? _____ If yes, how? _____

Describe important knowledge used on your last job. _____

Describe important skills used on your last job. _____

Did you use tools? _____ If yes, what tools? _____

_____ Who did the tools belong to? _____

Did you use equipment? _____ If yes, what equipment? _____

_____ Who did the equipment belong to? _____

What was your working environment? (i.e. inside, outside, chemical exposure, hazards, etc

How would you describe your work habits in your last job? (i.e. punctuality, absenteeism, breaks, productivity in general) _____

How did you get along with the people you worked with? _____

When and why did you change jobs? _____

What is your present occupation? _____ What Company? _____

Are you certified or licensed? _____ If yes, by whom? _____

How did you learn to perform in this occupation? _____

Do you have to communicate in English on the job? _____

Do you have to write? _____ If yes, what? _____

Do you use math? _____ If yes, how? _____

Describe important knowledge used on the job? _____

Describe important skills used on your job? _____

Do you use tools? _____ If yes, what tools? _____

_____ Who do the tools belong to? _____

Do you use equipment? _____ If yes, what equipment? _____

_____ Who does the equipment belong to? _____

What is your working environment? (i.e. inside, outside, chemical exposure, hazards, etc.)

How would you describe your current work habits? (i.e. punctuality, absenteeism, breaks, productivity in general) _____

How do you get along with the people you work with? _____

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TITLE: AREA XV CAREER EDUCATION RESEARCH AND PLANNING. FINAL REPORT. SUPPLEMENTS A & B.

DESCRIPTOR: *CAREER EDUCATION; EDUCATIONAL PLANNING; RESEARCH PROJECTS; *PROGRAM DEVELOPMENT; *ADVISORY COMMITTEES; *SCHOOL SURVEYS; *COMMUNITY SURVEYS; ELEMENTARY SECONDARY EDUCATION; COMMUNITY SCHOOLS; STATE LEGISLATION; QUESTIONNAIRES; DEMOGRAPHY; STATISTICAL DATA

IDENTIFIER: IOWA

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ABSTRACT: RECOMMENDATIONS FOR CAREER EDUCATION IMPLEMENTATION IN IOWA AREA XV WERE DEVELOPED BY AN AREA ADVISORY COMMITTEE AND ARE DOCUMENTED IN THIS FINAL REPORT. INFORMATION BASES WERE PREPARED FROM SURVEYS OF SCHOOL PERSONNEL, STUDENTS, PARENTS, AND THE BUSINESS COMMUNITY IN THE AREA. THE SCHOOL SURVEY INCLUDED A SECTION ON THE DISADVANTAGED, HANDICAPPED, AND DROPOUTS. THE QUESTIONNAIRES AND THE COMPILED SURVEY RESULTS IN EACH PERSONNEL SEGMENT ARE PRESENTED IN SUMMARY FORM IN THE REPORT AND IN FULL IN SUPPLEMENT B. MINUTES OF NINE ADVISORY COMMITTEE MEETINGS FROM MAY 1974 TO MAY 1975 ARE INCLUDED TO PROVIDE INSIGHT INTO THE PROJECT. WHEN OUTREACH RESULTS WERE TABULATED AND EVALUATED, THE COMMITTEE DRAFTED RECOMMENDATIONS AND PROPOSED STATE REGULATIONS FOR THE CAREER EDUCATION PROGRAM PLANNING, MANAGEMENT, AND IMPLEMENTATION REQUIRED FOR THE AREA AND ITS LOCAL SCHOOL DISTRICTS. TWO SUPPLEMENTAL VOLUMES PRESENT DETAILED PROJECT DATA AND SURVEY TABULATIONS. SUPPLEMENT A GIVES THE INFORMATION BASE STUDIES PRELIMINARY TO THE OUTREACH EFFORT INCLUDING DEMOGRAPHIC MATERIALS RELATING TO EMPLOYMENT, POPULATION, AND EDUCATIONAL LEVELS. SUPPLEMENT B SHOWS THE COMPLETE OUTREACH EFFORT RESULTS AND QUESTIONNAIRES BY BUSINESS/INDUSTRY AND BY INDIVIDUAL SCHOOLS. (MF)

INSTITUTION NAME: INDIANA HILLS COMMUNITY COLL., OTTUMWA, IOWA.

SPONSORING AGENCY NAME: IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. DIV. OF CAREER EDUCATION.

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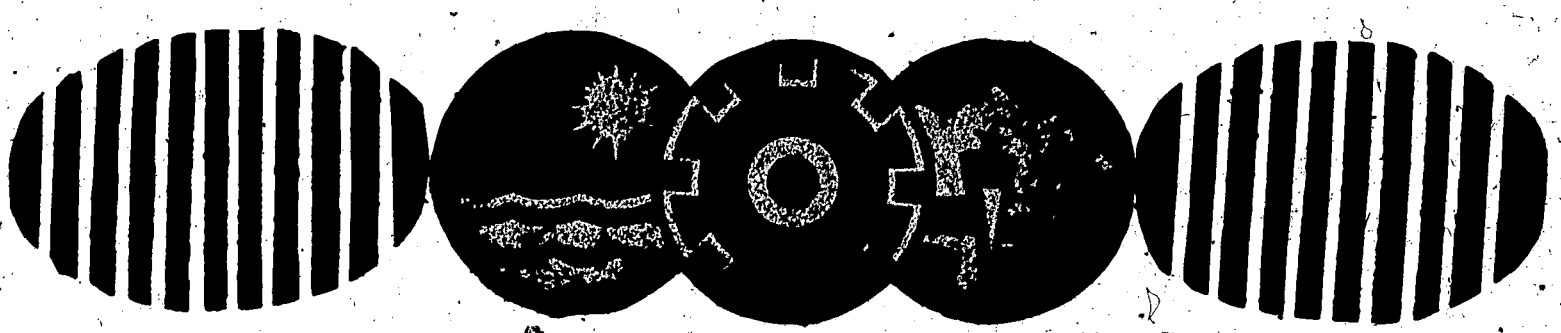
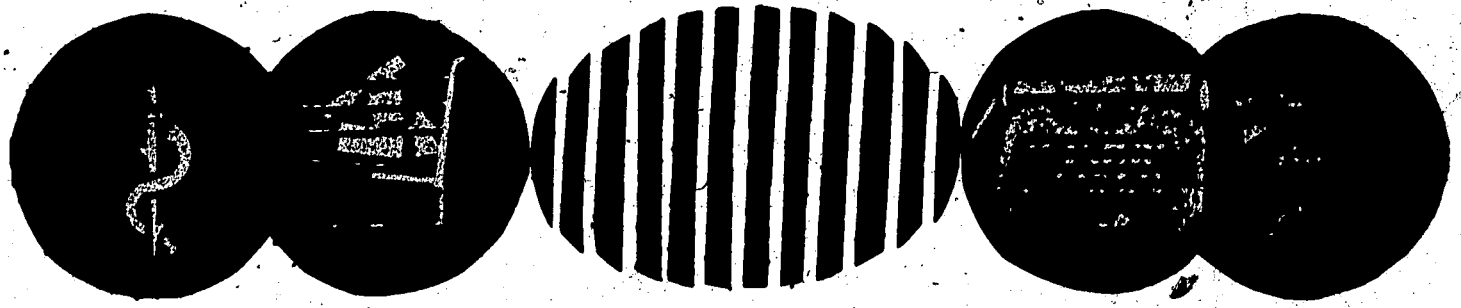
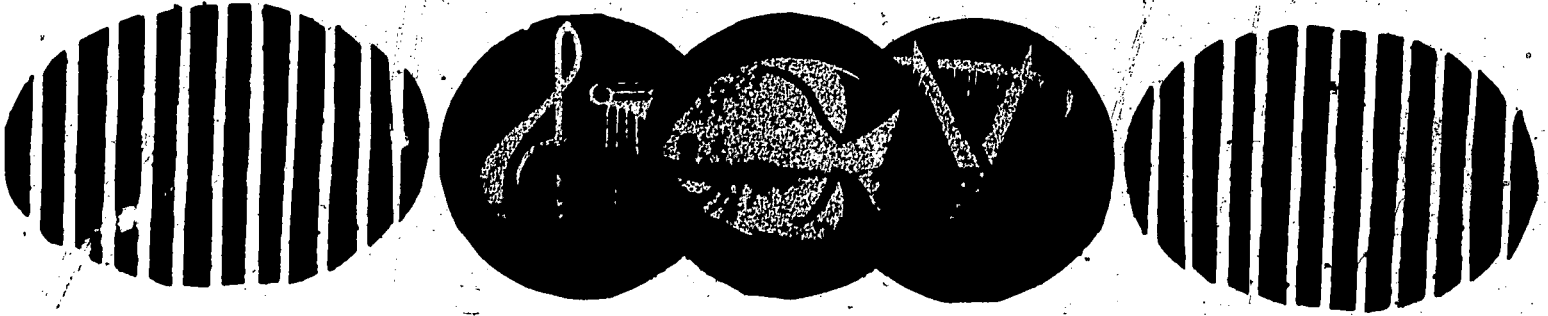
CAREER







EDUCATION

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AREA XV CAREER EDUCATION

RESEARCH & PLANNING

FINAL REPORT

Developed by:

INDIAN HILLS COMMUNITY COLLEGE

and

THE AREA XV CAREER EDUCATION RESEARCH & PLANNING ADVISORY COMMITTEE

for

SUPERINTENDENTS OF AREA XV

CAREER EDUCATION DIVISION OF DEPARTMENT OF PUBLIC INSTRUCTION

30 May 75

FOREWORD

The final report of the Career Education Research and Planning Effort in Area XV that appears on the following pages will probably not be read from cover to cover by anyone nor is it anticipated by the research coordinator that it should be.

Though the material is bulky, the story of the research and planning effort is quite simple. Twenty respected individuals from a variety of backgrounds and positions agreed to provide grassroots input as an advisory committee. The coordinator developed an information base and, with this base and the advisory committee, developed an outreach instrument keyed toward critical issues relevant to career education implementation. Each local school superintendent named a local professional member or members of his staff to coordinate the outreach effort at the local level. When the outreach effort was completed and the results tabulated, recommendations were developed by the advisory committee and drafted by the coordinator in light of those results.

No attempt is made here to make this effort something that it is not from a statistical standpoint. It is seen by the coordinator as recommendations that seem practical and meaningful based upon available data and a sample of attitudes and opinions of school personnel, students, parents, and the business community.

It is suggested by the coordinator that the best method of gaining insight into this report is by reviewing rather closely the advisory committee minutes and the final recommendations, with a review of information base and survey results in specific areas of interest.

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PEKIN COMMUNITY SCHOOL	JAMES A. ROOD
RUSSELL COMMUNITY SCHOOL	H. L. FENNEMA
SEYMOUR COMMUNITY SCHOOL	ROGER DAVIES
SIGOURNEY COMMUNITY SCHOOL	CRAIG DOWNING
TRI-COUNTY COMMUNITY SCHOOL	ROBERT A. BAKER
VAN BUREN COMMUNITY SCHOOL	JACK SAPP
WAYNE COMMUNITY SCHOOL	CHARLES L. FRIZZELL

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II

RECOMMENDATIONS

FOR

CAREER EDUCATION IMPLEMENTATION

IN

AREA XV

Senate File 126, p. 17

Sec. 11 New Section CAREER EDUCATION. The board of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-orientated society. Curricular and co-curricular teaching-learning experiences from pre-kindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. . . .

Recommendations Developed By: Area XV Career Education Research and Planning Advisory Committee to:

The School Superintendents of Area XV

Career Education Division of the Department of Public Instruction

ERIC

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I. PLANNING

STATE

A. Model/Concept

1. Recommended that the Department of Public Instruction develop specific regulations detailing what is required of local education agencies to be in compliance with the career education section of the Educational Standards Act (257.25), and that these specific regulations concern the following issues:

   a) local plan K-12
   b) curriculum development K-12
   c) exploratory areas in relationship to U.S. Office of Education occupational clusters
   d) preparatory areas in relationship to U.S. Office of Education occupational clusters
   e) transition from school to employment and further training

AREA

A. Model/Concept

1. Completion of the Research and Planning Effort in Career Education in Area XV that culminates in these recommendations in the form of an area plan for career education implementation in Area XV requested by the Area XV superintendents and provided through the combined efforts of the D.P.I., Indian Hills Community College, Area XV Career Education Advisory Committee, and the local school districts of Area XV.

LOCAL SCHOOL DISTRICTS

A. Model/Concept

1. Recommended that Career Education implementation in local school districts encompass the entire concept to include awareness, exploratory and preparatory aspects including all grade levels.

2. Recommended that career education implementation in local school districts have its basis in integrating career education concepts into the general curriculum.

3. Recommended that local school districts explore the possibility of cooperative efforts with other local school districts in the development of career education programs in order to enhance present curriculum offerings and overcome physical plant limitations to meet requirements of the exploratory and preparatory aspects of the programs.

B. Commitment

1. Recommended that leadership roles of administrators and boards of education in the local school districts of Area XV provide initial and continuous support toward the development of Career Education implementation in their respective school districts.

2. Recommended that administrators of local school districts become responsible for the coordination of career education implementation throughout the school system.

C. Funding

1. Recommended that all school districts in Area XV that have not previously written proposals and qualified for Career Education funding through the Career Education division of the Department of Public Instruction, initiate contact with D.P.I. consultants to receive technical and/or monetary assistance in the development of a career education program for their school district.

D. Written Plan

1. Recommended that an advisory committee to the local school administration composed of the steering committee trained in area workshops--if possible, members of the business community, parents, and students be formed in each district to provide input into the planning process whose end product is a written plan for career education implementation in the district.

II. IMPLEMENTATION

AREA

A. In-Service

1. Recommended that career education in-service programming for key administrative and instructional staff of local school districts throughout Area XV be provided by the Area Educational Agency at the area level with the goal of developing a knowledgeable Career Education steering committee in the local school districts. This in-service to deal specifically with:

   a) effective implementation of career education concepts
   b) expertise in integrating career education concepts into a traditional course of study

B. Curriculum Development

1. Recommended that the four curriculum consultants serving the local school districts in specific subject areas through the Area Educational Agency possess expertise in integrating career education concepts into existing curriculum, and that assisting local school districts in developing this expertise within their own staff become a high priority for these consultants.

2. Recommended that the Area Education Agency, through the Media Center and the general curriculum consultant develop practical curriculum guides to career education materials available in the Media Center with special emphasis on grade level, job cluster, and curriculum area, for use in the local school districts.

3. Recommended that assisting in identifying career needs in students, career exploration, and career guidance which are high priority items in the development of career education implementation in our local schools become a top priority for Area XV Guidance Services, in working with the guidance personnel in the school districts of Area XV.

4. Recommended that career education programming for those students reflecting special needs throughout Area XV be coordinated through effective evaluation, guidance, and educational processes enlisting the efforts of the Area Educational Agency, the Career Orientation Center of Indian Hills Community College and the Area Office of Vocational Rehabilitation, in cooperation with the existing staff of the local school districts of the Area XV.

5. Recommended that the area community college continue as under Project 2615 to coordinate career education courses in cooperation with the local school districts in Area XV.

6. Recommended that courses of study conducted cooperatively between the area community college and the local school districts provide for flexibility within the different course offerings to allow the student to pursue a variety of career development goals:

   a) to gain skills necessary to secure employment after graduation from high school, or
   b) to develop skills and knowledge necessary to success in that particular area of study at the post-secondary level, apprenticeship, or O.J.T.

7. Recommended that courses of study conducted cooperatively between the area community college and local school districts provide for both exploratory and job preparatory offerings.

8. Recommended that the area community college continue to place heavy emphasis upon evaluating courses of study presently being offered and to develop additional courses of study in light of employment opportunities as well as student interests that exists.

9. Recommended that the area community college persist in efforts to obtain funding to provide a mobile unit custom designed to offer evaluation, work samples and exploratory activities for students throughout Area XV.

C. Additional Staff

1. Recommended that a professional staff member at the area level be designated to handle the overall coordinating function of career education within Area XV.

2. Recommended that professional staff members with expertise in curriculum and career education integration, who could be shared by two or more local school districts to serve as a career education coordinator, be given serious consideration in the development of a career education program.

LOCAL SCHOOL DISTRICTS

A. In-Service

1. Recommended that in-service training for all school personnel is necessary to effective implementation of career education in the local school districts of Area XV.

B. Curriculum Development

1. Recommended that each school district should strive to develop a K-12 master plan to insure the proper scope and sequence of career education activities and thus avoid repetitions and/or voids in the process.

2. Recommended that released time be provided the instructional staff on a regular basis to allow for quality planning and coordination of effort in curriculum development.

3. Recommended that career awareness activities in the elementary school (K-6) be sequential so that students completing this seven year cycle will have received meaningful exposure to the fifteen occupational clusters as identified by the U.S. Office of Education, through integration of career education concepts into the general curriculum.

4. Recommended that there be an emphasis on career exploration at the junior high level with the occupational clusters integrated with core courses, plus additional exposure through career related elective courses and/or mini-courses.

5. Recommended that career education implementation in the high school should be so structured as to allow for the continued integration of career development with core courses (Math, Communication Arts, Social Studies, Science) and, in addition, to provide opportunities for job exploration and job preparation. Thus, students leaving high school should:

   a) have sufficient competency in the basic skills to enable them to participate responsibly in society
   b) be qualified for additional education or training so as to be gainfully employed in a desired occupation and/or
   c) be qualified for gainful employment at the completion of his high school years

6. Recommended that local school districts include the resources of the community at large, and in particular, the business community in the development of their career educational program. This to be accomplished by:

   a) developing a select list of those learning resources that are found in the community
   b) outlining avenues to follow in order to make these resources assessable. Examples include but are not limited to:

      1) an arrangement between the school and local employers where the business people discuss their occupations with young people
      2) an arrangement between the school and local employers for students to supplement their formal schooling by 'actually doing' exploring experiences
      3) an arrangement between the school and local employers for students to alternate in-school and on-the-job instruction with the goal of entry level employment.

   c) enlisting industry, labor, professional participation in designing realistic curricula.

7. Recommended that identifying career needs in students, career exploration, and career guidance become top priority for guidance services within the local district.

8. Recommended that local school districts place increased emphasis in the area of job application skills to include letters of application and the applicant interview.

9. Recommended that whenever feasible and consistent with the educational process, parents be invited to school to discuss their careers with students.

C. Additional Staffing

1. Recommended that a professional staff member with expertise in curriculum and career education integration be provided for within each district to serve as a career education coordinator and that this person be provided with the authority and time-scheduling necessary to effective career education implementation.

2. Recommended that professional staff members with expertise in specific curriculum areas, who could be shared by two or more local school districts, such as in the staffing of existing joint efforts between Area XV and local districts for exploratory and preparatory programs (Project 2615), be given serious consideration in the development of a career education program.

III. EVALUATION

STATE

A. Process

1. Recommended that the Career Education Division of the D.P.I. retain consultants to conduct on-site evaluation of career education implementation in the local educational agencies throughout our area on a regular basis, as assurance through their visitations and recommendations, the regulations in career education development and implementation are being adhered to.

AREA

A. Process

1. Recommended that Indian Hills Community College, the Area XV Educational Agency, and the local school districts of Area XV submit a written report to the Area XV Career Education Research and Planning Advisory Committee at the conclusion of the 1975-76 school year, advising the committee of the progress that each of the agencies/institutions have made in light of the recommendations of this committee.

LOCAL SCHOOL DISTRICT

A. Process

1. Recommended that the local school districts, through the advisory committee to the superintendent, composed of school administrators, counselors, teachers, students, parents, and members of the business community, provide for continuous evaluation of ongoing career education implementation at the local level, and that a yearly progress report be prepared at the completion of each school year.

III

TITLE XIV - CAREER EDUCATION

Chapter 26 CAREER, VOCATIONAL AND OCCUPATIONAL EDUCATION

DIVISION I: AUTHORITY, SCOPE, GENERAL PRINCIPLE, EFFECT AND DEFINITIONS

26.1 GENERAL STANDARDS. These standards contain regulations, and rules, to implement, interpret and make effective the provisions of this act. For purposes of these approval standards, the following general standards apply.

26.1(1) AUTHORITY. These rules are issued and in force pursuant to Chapter 257.25, Section 6, Sub-Section h; Chapter 258; Chapter 280; Sections 11, 12, 13, 16, 17; Chapter 286A, Code of Iowa, 1973 as amended.

26.1(2) SCOPE. These rules apply to the provisions of career education for individuals from pre-kindergarten through grade 12 who are in the public or non-public schools in this state. Each Board of Education shall provide an educational program including but not limited to the following essential elements of career education: (1) Awareness of self in relation to others and the needs of society; (2) Exploration of employment opportunities and experience in personal decision making; (3) Experience which will help students integrate work values and work skills into their lives; and (4) Assist in the transition from school to employment or further specialized training. These rules also relate the requirement of five units of occupational education subjects and the provisions for vocational education to the career education concept.

26.1(3) GENERAL PRINCIPLES. Each Board of Education shall provide an educational program that incorporates the concept of career development enabling students to become familiar with the values of a work oriented society. Curricular and co-curricular teaching-learning experiences shall be provided to develop an understanding that employment may be meaningful and satisfying. Five units of occupational education subjects are required as a part of the minimum educational program for grades nine through twelve, but a separate vocational program is not required to implement the career education concept. The five units of occupational education subjects may include but shall not be limited to programs, services, and activities which prepare students for employment in office and clerical, trade and industrial, consumer and homemaking, agriculture, distributive and health occupations.

26.1(4) EFFECT OF RULES. These rules have the force and effect of law. Failure on the part of any local educational agency to comply with them shall be in violation of Chapters 257, 258, 280 and/or 286 of the Iowa Code, and as such, a basis for the withholding of state aid or funds administered by the Iowa Department of Public Instruction for programs, services or activities requiring State Board of Public Instruction approval and for the taking of any other remedial or enforcement action in accordance with statute.

26.1(5) DEFINITIONS. As used in these rules:

26.1(5a) "Career Education" consists of all activities and experiences through which one learns about oneself in relation to work. The educational program provided by a school board must meet the provisions specified in Chapter 280, Section 11. (Should convey that Career Education in a portion of total curriculum.)

26.1(5b) "Vocational Education" consists of all activities and experiences through which one prepares himself with marketable skills for a work role.

26.1(5c) "Occupational Education" consists of those activities and experiences through which one prepares in a specific job or job cluster to work for pay.

DIVISION II: SERVICES AND PROGRAM MANAGEMENT

26.2 (General Statement) Each Board of Education shall have on file the career education objectives for the educational program provided. These career education objectives, and the activities for implementation shall be reviewed annually and modified as deemed appropriate.

26.2(1) Instructional Services. Provision shall be made by each Board of Education to articulate the sequential career development experiences offered in the curricula of the educational program provided.

26.2(2) Integration into Existing Curriculum. In accordance with Chapter 280, Section 11, the Board of Education shall incorporate career development concepts into the total educational program.

26.2(3) Vocational Education Subjects.

a. Advisory Committee
b. Elgible activities and expenditure
c. Power of district boards
d. Method of reimbursement

26.2(4) Occupational Education Subjects. Each Board of Education shall provide in two or more occupational areas (as prescribed in Chapter 257, Section h) five units of instruction of the nature that will prepare an individual for employment in a specific job or job cluster to work for pay.

26.2(5) Joint Effort Programs, Services and Activities. The responsibility of each board to provide career education programs, services and activities may be met by jointly employing and sharing the service of any school personnel, or acquiring and sharing the use of classrooms, laboratories, equipment and facilities. Each Board may also provide programs, services and activities by contract with public or pirvate agencies having the capability to provide such services. Each Board shall have the responsibility and is accountable for provision and appropriateness of the programs, services and activities. All such jointly administered efforts must meet the provisions prescribed in Chapter 280, Section 16 and 17 and Chapter 28E of the Iowa Code.

DIVISION III: STATE AND LOCAL RESPONSIBILITIES

26.3 STATE AND LOCAL RESPONSIBILITIES. The following standards shall apply to the administration of career, vocational and occupational education.

26.3(1) State Responsibilities.

26.3(1.1) It is the responsibility of the State Board of Public Instruction, in accordance with statute, to provide aid and technical assistance in the implementation of career, vocational, and occupational education programs, services and activities to local education agencies.

26.3(1.2) It is further the responsibility of the State Board of Public Instruction to monitor the career education programs, services and activities provided pursuant to Chapters 257, 258, 280 and 442 of the Iowa Code in order to ascertain on a continuing basis their compliance with the requirements of state statutes and these rules and, where appropriate, to take enforcement action designed to obtain such compliance.

26.3(2) Local Education Agency Responsibilities.

26.3(2.1) To the extent and in the cases where it is not expressly otherwise provided by state statute, it is the responsibility of each Board of Education to provide each individual who is a resident thereof with a suitable career education program of instruction and with activities and services incidental thereto. The responsibility may be fulfilled by using the service and program options as enumerated in Division II of these rules, with the extent of individual need as the chief determinant of the nature and degree of services provided.

26.3(2.2) Each Board of Education shall implement activities designed to evaluate and improve career education programs, services and activities.

26.3(2.3) Each Board of Education should cooperate in research activities designed to evaluate and to improve programs, services and activities provided.

26.3(2.4) The Board of Education contracting with other public and private agencies to provide programs, services and activities shall maintain responsibility for individuals receiving such programs, services and activities by: (a) insuring the adequacy and appropriateness of the programs, services and activities by requiring and reviewing periodic reports and (b) conditioning payments on the proper delivery of programs, services and activities.

26.3(2.5) Each Board of Education should assist the contracting agency in the development of the programs, services and activities.

26.3(2.6) Policies, rules and procedures adopted by Boards of Education to provide career education programs, services and activities shall be in accord with the state statues and these rules, or any amendment thereto. Each Board of Education shall file policies, rules and procedures with the State Board of Public Instruction which shall initially determine whether such rule is in accord with statutes and these rules. Such policies, rules and procedures pertinent to the provision of career education programs, services and activities shall be filed with the local educational agency.

DIVISION IV: PLANNING

26.4 PLANNING. The following standards shall apply to the provisions made by each Board of Education in planning for education, programs, services and activities.

26.4(1) Content. Each Board of Education shall develop a plan designed to meet career development needs of the individuals served by the local educational agency. The plan shall be updated annually and shall: (a) assess the needs of the constituents served; (b) assess resources available to meet these needs; (c) identify the goals and objectives of planned programs, services and activities; (d) designate the role of staff to meet these goals and objectives; (e) specify provisions for the orderly development and implementation of sequential curricular experiences facilitating career development; (g) describe the design for evaluation of programs, services, and activities; and (h) describe the student outcomes of programs, services and activities provided.

26.4(2) Approval. Approval of local education agency programs, services and activities shall be granted upon verification of compliance of the provisions established in 26.4(1).

DIVISION V: FACILITIES, MATERIALS AND EQUIPMENT

26.6 Providing facilities, Materials and Equipment. Each Board of Education will make provisions for a learning environment that is consonance with the career development needs of the individuals to be served and the resources available. Provisions shall be made for the acquisition, inventory and maintenance of facilities, materials and equipment as prescribed in Chapter 280, Section 17 and Chapter 258.

DIVISION VI: PUBLIC PARTICIPATION

26.7 PUBLIC PARTICIPATION. The following standards shall apply to the provision for public participation in the development of career education, programs, services and activities.

26.7(1) Information. Individuals are the patrons of career education programs, services and activities provided by Board of Education. Each local education agency shall establish and conduct an information program relating to career education programs, services and activities including their content, methodology and availability.

26.7(2) Advisory Mechanism and Procedures.

26.7(2.1) Each local education agency shall provide on a regular basis for the input from the community at large concerning the career education programs, services and activities offered. A local education agency shall have documentation concerning the methods and arrangements which it employs to obtain such advice and the actual operation thereof.

26.7(2.2) The local education agency shall have on record and available to the public information which describes decisions made by school authorities concerning the extent and character of Career Education programs, services and activities.

IV

THE INFORMATION BASE

The information base that represents the People Needs Phase of the study has been completed. As a result of the information base, many areas of interest to career education implementation have surfaced. Implications for career education are listed here, some in the form of statements and some in the form of questions that need to be dealt with, either in another phase of the study or later as individual schools or groups of schools plan their implementation. It is the intention of this summary to list those areas of interest that seemed paramount to the research-coordinator, and should not be considered as finalized in its present form.

The areas of study prescribed were covered in the following manner:

1. Employment Characteristics
2. Public Assistance
3. Age Levels
4. Educational Levels
5. Economic Status
6. Urban-Rural Population
7. Dropouts
8. Minorities
9. Employment Developments and Outlook
10. Information Relative to People Needs Aspect
11. Sex - Included in following studies
    - (a) Age levels
    - (b) Drop-outs
    - (c) Economic status
12. Veterans - Included in Information Relative to People Needs Aspect
13. Migration Trends - Included in following studies
    - (a) Information relative to People Needs
    - (b) Educational levels
    - (c) Age levels
14. Labor Supply-Demand - Included in following studies
    - (a) Employment characteristics
    - (b) Information relative to People Needs Aspect
    - (c) Employment developments and outlook
15. Curriculum 9 - 12 in Public Schools of Area XV

IMPLICATIONS AND CONSIDERATIONS FOR CAREER EDUCATION IMPLEMENTATIONS IN AREA XV.

1. EMPLOYMENT CHARACTERISTICS

1.1 Unemployment is a definite concern in Area XV. On the surface, the statistics would indicate that a person seeking employment in our area would have a better chance in those counties with a low rate of unemployed. This may not be the case however, as migration trends indicate that many younger people are leaving the more rural counties to seek employment elsewhere rather than to stay in their local area and quite possibly be unemployed or underemployed. Career education's challenge here is to prepare our potential working force for gainful employment within and/or outside of our area as our needs and individual preferences arise.

1.2 Slightly over one out of every six employed persons in Area XV is employed in agriculture. This statistic, in the heart of agricultural America, vividly points up the effect that mechanization has had on the agricultural working force. Career education must accept the challenge that in Area XV, a basically rural population must be exposed to career choices that are not consistant with the immediate environment to which they are accustomed. An example of this is the farm youngster who is not interested in going into farming or has no opportunity in farming available to him/her.

Approximately 2/3 of the working force in Area XV are wage and salary workers. Career education needs to impress upon our population in their formative years, the importance of being able to work for and with others. Just as most people work for others and with others, it follows that most people who are unsuccessful in their work to the point that they are released or leave their jobs are released or leave as a result of their failure to work successfully for or with others, and not because of the quality of their work.

1.3 It is interesting to note that because of mechanization resulting in relatively small numbers of people employed in agriculture, and with only 33 per cent of the non-agricultural wage and salary workers in manufacturing, Area XV finds itself with less than 50 per cent of the total work force in these basic raw material and goods producing areas. Career-wise, then, it is neither an agricultural nor a manufacturing area, but an area where non-manufacturing classifications are in the greatest number. In Area XV, basically known as an agricultural area, there are almost as many people employed in the single non-manufacturing classification of government as there are employed in agriculture.

1.4 Career education needs to allow for the individual to develop a clear picture of career opportunities as they exist today and what they have evolved from so as to be able to better understand the course that careers may take in future years.

2. PUBLIC ASSISTANCE

2.1 The statistics bear out the fact that we have significant numbers of children in Area XV who are being supported in part by public assistance. Almost all of these situations are one-parent families and almost all of these in turn represent fatherless homes. Career education implementation should be so designed as to be flexible to the point of giving special consideration to students whose home situations limit the amount of exposure to work orientated concepts in the home environment.

2.2 The public school, in cooperation with social service agencies and parents, should be encouraged to pool efforts in developing educational and training opportunities for these children consistent with their interests and abilities to succeed.

2.3 It appears that in Area XV a larger percent of the population in the more urban counties are on public assistance than in the more rural counties. If the precentages are found to be extreme in either case, career education should strive for moderation --- thus encouraging participation in public assistance to allow the home environment to be benefited in one set of circumstances until such time as a family can become self-supporting and also, encouraging initiative on the part of families and individuals who have the ability to be self-supporting and need an additional incentive to become independent.

3. AGE LEVELS

3.1 The potential for individualizing instruction and relating to the individual student in terms of career education is increased when a low student-teacher ratio exists. Has a lower enrollment in our elementary schools today improved the student-teacher ratio? Have resultant economic factors forced schools to combine classes and/or reduce the number of sections per grade level, hence having little or no positive effect on student-teacher ratio?

3.2 The location within the area of the various age levels becomes quite significant in terms of exploratory and preparatory phases of career education. Schools and communities may wish to develop cooperative programs to meet the needs of their population in relation to these phases because of extremes placed upon them individually. (These extremes may range from too large a population to serve with existing facilities to too small a population to warrant additional staff and facilities.)

3.3 The decline in population after the 17th year seem to indicate that one of the basic assumptions may be that the education and preparation provided for in Area XV will be utilized by our young people to a significant extent outside of our area in their chosen careers or in seeking further education and training.

4. EDUCATIONAL LEVELS

4.1 Will the drop in enrollment at the elementary school level result in an improved teacher-pupil ratio with a possible resultant factor being a greater capability toward individualizing instruction which in turn enhances effective career education at all levels -- awareness, exploratory, and preparatory?

4.2 The fact that our enrollment is declining as a given grade moves from one level to the next in the elementary school is a very significant factor. Dropout rate is not a factor here - so initially this implies that younger families are leaving the area. Mortality rate seemingly would not be a large factor in this decline.

4.3 Why were there fewer students seeking additional schooling in 1971 than in 1969? Is the decline continuing through to the present time?

4.4 Immediate availability seems to be a factor in relation to student interest in furthering their education. (Examples - Appanoose -- high percentage in two-year; Jefferson - Mahaska -- high percentage in four-year.)

4.5 What seems on the surface to be a great problem area (the education level of the adult population 25+) is probably not in reality that big a problem. At the time that many of these people were preparing themselves for a career, school was not the primary means of accomplishing this. For our older population following in the family tradition, apprenticeship, and learning by doing were the primary methods and schooling past the eighth grade was not deemed as important as it is today. There remains however, a significant percentage of our population 25+ who could benefit from additional training, retraining and education. What methods can be employed to encourage and interest these people in participating?

5. ECONOMIC STATUS

5.1 Self concept is a major factor in career choice and, therefore, a very important consideration in a career education process. Coupling this with the self-concept theory that one will succeed only to degree that he/she feels worthy of -- one can ponder the number of individuals who have limited themselves in career choice due to economic status, and the effect of such a self-concept on those in their formative years in our area today. If the above mentioned theory to a large extent is valid, and if self-concept is basically developed in the initial five to ten years of a person's life, it follows that:

A. Parent attitude
B. Home environment
C. Economic status

are all vital aspects to be considered in career education implementation. When 38% of the families in Area XV have an income of less than $6,000, the implication for career education in the aforementioned sense becomes mind boggling.

5. ECONOMIC STATUS (con't)

5.2 Mean income of unrelated individuals is quite low in comparison to the other listed groups. It is quite possible that this figure is low in light of the fact that our area has so many elderly people living alone on fixed, low incomes. More information is necessary on the nature of the individuals that comprise the category.

5.3 Mean income of families with a female head of household is somewhat lower than mean income for all families. There are several aspects to consider here. A major factor is that many female workers are not considered head of the family and thus their income is added to their husbands and an additional amount of disparity results between female head and all families. Secondly, a fairly large per cent of those listed as families with a female head probably reflect only one income. Thirdly however, the statistics on female heads of families does imply that women in Area XV do not receive, on an average, as great a salary as do the men. Laws are on the books now and more legislation is presently being introduced and passed in regard to this matter. Career education needs to develop in Area XV in light of these circumstances.

6. URBAN-RURAL POPULATION

6.1 Area XV, basically a rural population, has sustained the second largest percentage loss in population in Iowa during the period 1960-1970 and has continued to drop in population since that time. When you combine the information in this preliminary study with that of employment characteristics, it seems reasonably clear why the out-migration of our young adults has occurred.

From this basic information, two assumptions continue to be prominent. Career education must consider:

A. that our population, basically rural in background (even in most areas defined as urban), will be seeking education and training in non-rural type occupations.

B. that many that will be educated and prepared for job entry in our area will be leaving the area for employment.

6.2 Career education must also consider that even those people with a rural background preparing themselves for employment in a rural setting will most probably see many basic changes in the not-too-distant future. (Ex.-large scale and/or corporate farming as opposed to the smaller family farm.)

7. DROPOUTS

7.1 Why do small districts (with limited course offerings, special staff and facilities) have a greater ability to hold students in school than the large districts?

7.2 What are the stated reasons for leaving school? Are these stated reasons in accurate assessment of the situation?

Example: "I want to quit school to work full time" -- when actually unsuccessful experiences in school, home, or community environment cause the student to turn away from his present situation.

7.3 Is there an economic level that a great proportion of dropouts are associated with?

7.4 How much better qualified for successful employment would these dropouts be if they had stayed in school for the prescribed period of time for graduation?

8. MINORITIES

8.1 Does the presence of a minority population alter the concept of career education as it applies to home, school, or community in Area XV?

8.2 What, if any, impact does being a member of a minority group have to do with successful preparation and placement in the career of an individuals choice in Area XV?

8.3 Is it advantageous, disadvantageous, or of no consequence, one way or the other, to be a member of a minority group where minorities are less than .1% of the total population in relationship to successful career preparation and placement?

EMPLOYMENT DEVELOPMENTS AND OUTLOOK BY OCCUPATION

IN IOWA

EXTRACTED FROM:

ANNUAL MANPOWER PLANNING REPORT

FY 1975

IOWA EMPLOYMENT SECURITY COMMISSION

RESEARCH AND STATISTICS DEPARTMENT

AFFILIATED WITH

MANPOWER ADMINISTRATION

U.S. DEPARTMENT OF LABOR

Employment Developments and Outlook By Occupation.

According to the fiscal year 1975 Annual Report of Occupational Requirements for Vocational Education for Iowa, published by the Iowa Employment Security Commission, the demand for workers in various occupational categories will be as follows:

Professional, Technical, and Managerial:

Professional nurses will require the greatest number of total needs among workers in the year ahead. Needs for teachers are projected high, but this does not take into account the decline in the birth rate and the number of school age children. Over seven hundred workers are expected to be required in arts and entertainment but this due to the fact that this encompasses a large number and variety of occupations. Medical and dental technicians, physicians and surgeons and accountants and auditors will also have needs of approximately two hundred for each of the groups.

Clerical and Sales:

The greatest needs in the year ahead will be shown for secretaries, stenographers and typists. Sales work will require approximately three thousand workers. Other clerical needs will range from small to moderate with exception of shipping and receiving clerks. In this area automated equipment and streamlining of record keeping will strictly limit the need for new workers.

Service Occupations:

Five occupations among service workers are projected to have total needs of over one thousand in the year ahead: Private household workers, waiters and waitresses, cooks, hospital attendants, and janitors and sextons.

Agriculture:

There will be no projected requirements for additional workers in agriculture since agricultural employment is projected to be decreasing in the year ahead.

Processing:

Expansion needs for all processing occupations are negative, due to projected declines in the corresponding industrial employment. However, the need to replace workers who leave their present jobs will create positive total needs for these occupations.

Machine Trades:

The greatest needs in the machine trades occupations will be for motor vehicle mechanics. There will also be a moderate need for machinists. Tool and die makers and cabinet makers will continue to be in demand.

Benchwork:

Metal working assemblers needed in the year ahead are expected to number over three hundred fifty with the majority of those needed to replace present workers who leave. Expansion needs for sewers and stitchers will be affected by mechanized equipment and labor-saving devices.

Structural Work:

Projected increases in the construction, fabricated metals and transportation equipment industry will stimulate the demand for structural workers. Specific occupations with substantial requirements will include welders and flame cutters, painters and paper hangers, carpenters and plumbers and pipe fitters.

Miscellaneous Workers:

Among the occupations included here, bus, truck and tractor drivers will have the greatest requirements. There will also be a considerable demand for auto parking attendants.

During Fiscal Year 1973, 103,315 job openings were received by the offices of the Iowa State Employment Service. Of these, 72,689 were filled by placements and 28,926 were cancelled. At the end of the period, 4,925 openings remained unfilled of which 2,604 had been open and unfilled for 30 days or more.

Our present prediction of the role of the current energy shortage in respect to occupational requirements is the following: Iowa will probably be in a better position to maintain relatively stable employment than the average state. Since the tourist and recreational activities are less in Iowa than in many other states, occupations in these fields will be little affected. The importance of agriculture to the nation's economy is so great that it is rather certain that sufficent fuel for continued normal farm activities will be allocated. Consequently, there should be continued normal job opportunities in agri-business occupations, and those occupations serving the farm sector of the economy, despite the expected decline for farm workers themselves.

Also a large proportion of Iowans are engaged in occupations in industries that use relatively small amounts of energy, for example insurance and services. This is a further reason that most Iowans will be in a good position to retain their jobs even if the energy crises becomes more severe.

These estimates were based on the 1960 census. Estimates of projected manpower requirements by occupation, based on the 1970 census will be available later as a separate publication.

HIGHLIGHTS & CONCLUSIONS

POPULATION GROWTH is expected to continue to slow between 1970 and 1980 as it has during the past several decades. Net out-migration of Iowa residents, the most important factor leading to Iowa's small population growth, showed a marked decline during the later sixties.

Another casual factor for Iowa's slowing population growth in recent years has been a declining birth rate during the sixties and early seventies. From a high of 25.1 births per thousand population during 1951, the birth rate has generally declined until it reached 14.3 in 1972, the lowest on record. The birth rate has continued to decline in 1973, and if not already attained, zero population growth is a foreseeable possibility in the seventies.

LABOR FORCE GROWTH is expected to continue to increase at a faster rate than the population, but, as population growth, will be tempered by out-migration and the falling birth rate of the sixties.

YOUNG ADULT WORKERS will be the fastest-growing group in the labor force.

TEENAGERS will be added to the labor force in large numbers but at a declining rate of growth, thereby enhancing their employment prospects. Special efforts will have to be made to employ minority teenagers as this group has grown spectacularly relative to the total teenage labor force.

MINORITIES have made gains in education, but their unemployment rate remains above that of whites.

WOMEN, who are becoming increasingly educated, are entering the labor force in larger and larger numbers.

EDUCATION, both at the college and vocational level, is vital in a rapidly changing technical age, especially to a state passing from an agricultural to an industrial phase of development. A correct evaluation of current and future student needs by educators is essential if our youth are to have the training in job skills necessary to successfully live and compete in our highly technical society.

OCCUPATIONS of an infinite variety and number requiring ever higher job skills are appearing at a quickening pace. A concerted effort by employers, educators and Government can lead us through this complex maze by:

1. Providing pertinent occupational information.

2. Training or re-training an increasingly larger proportion of the State's workers for those occupations providing the most job opportunities--professional, technical, clerical and service occupations.

3. Supplementing formal education by expansion of on-the-job training.

4. Improving counseling and guidance to our job seekers.

5. Expanding our effort to match jobs with job skills.

EMPLOYMENT GROWTH* is centered in the service-producing industries. Our primary life needs satisfied, we have come to focus our attention on such discretionary needs as better government, educational, recreational and health services, a decent standard of living for all, a preservation of our natural beauty spots, and the conservation of our natural resources.

PER CAPITA INCOME of Iowans is below the national average. Opening new export markets and expanding current markets--especially those involving our number one raw material, farm commodities--is one way of shifting more income into our agri-business oriented economy.

POVERTY is a problem for many Iowa families, but especially those living in rural areas. Renewed emphasis should be aimed at eliminating the causes of poverty. Of the total Iowa families living below the poverty level, only 13.2% were receiving public assistance in 1969.

PRODUCTIVITY in Iowa surpasses the national average and of that we can be proud. Higher productivity is a goal worth striving for. Any improvement in our productivity level will spawn further economic growth, help lower costs and prices and create a higher standard of living for our people.

* Taken from Iowa Employment Security Commission Summary

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO:

CURRICULUM 9-12

AREA XV

1973-74 SCHOOL YEAR

BOB MORRISSEY
RESEARCH-COORDINATOR

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SOURCE OF INFORMATION

The information in this report was obtained through the cooperation of the Planning and Management Information Branch of the Iowa Department of Public Instruction and the local school districts of Area XV.

PURPOSE OF CURRICULUM STUDY

1. To get an overview of the present opportunities in exploratory and preparatory programs in the high schools of Area XV.

2. To generate a picture of the numbers of students involved in the various courses of study offered in the high schools of Area XV.

3. To serve as a guide in comparing course offerings with opportunities for placement in careers (locally, Area XV, state, nation)

EXPLANATION OF TABLES

TABLE 1: General Classifications are those that the D.P.I. has designated as major areas of study. The "Other" classification and Project 2615 are courses of study for which no major classification presently exists.

Classification numbers represent the limits of the numbered courses that fall within the classification.

The columns under "No. of Courses Offered" represent the number of different course offerings by classification that were represented in the high school curriculums (9-12) of Area XV and within the entire state for school year 1973-74.

TABLE 2: General Classifications are those that the D.P.I. has designated as major areas of study. The "Other" classification and Project 2615 are courses of study for which no major classification presently exisits.

Classification numbers represent the limits of the numbered courses that fall within the classification.

The "Enrollment" column represents the total number of students who are enrolled in courses that fall under the various general classifications.

The "% of Total Course Enrollment" column lists the percent of student enrollments that the various general classifications represent.

TABLE I

GENERAL CLASSIFICATIONS

COURSE OFFERINGS IN IOWA AND AREA XV FOR

1973 - 1974 (GRADES 9 - 12)

GENERAL CLASSIFICATIONS	CLASSIFICATION NO.	NO. OF COURSES OFFERED AREA XV	NO. OF COURSES OFFERED STATEWIDE
AGRICULTURE	100 - 299	21	45
ART	300 - 508	11	68
BUSINESS EDUCATION	600 - 896	31	95
DISTRIBUTIVE EDUCATION	1000 - 1012	1	6
ENGLISH ARTS	1100 - 2192	74	345
FOREIGN LANGUAGE	2300 - 2444	14	27
HEALTH AND PHYSICAL EDUCATION	2500 - 2748	3	29
HOMEMAKING	2800 - 3114	36	96
INDUSTRIAL ARTS	3204 - 3428	29	48
MATHEMATICS	3500 - 3884	22	110
MUSIC	3900 - 4020	12	46
SCIENCE	4100 - 4488	34	112
OFFICE EDUCATION	4600 - 4648	2	13
SOCIAL STUDIES	4700 - 5432	50	223
TRADES AND INDUSTRY	5500 - 5988	36	165
DRIVER EDUCATION	6100 - 6104	1	2
OTHER:			
Data Processing	6248	1	N/A
Audio Visual	6320	1	N/A
Career Education	6360	1	N/A
Project 2615 (Small Engine, Appliance Repair, Data Processing, Graphic Arts, Law Enforcement, Air Occupations, Building Trades)	N/A	7	N/A

TABLE 2

GENERAL CLASSIFICATIONS

ENROLLMENT AND PERCENTAGE OF THE

TOTAL COURSE ENROLLMENT IN AREA XV FOR

1973 - 74 (GRADES 9-12)

GENERAL CLASSIFICATIONS	CLASSIFICATION NO.	ENROLLMENT	% OF TOTAL COURSE ENROLL.
AGRICULTURE	100 - 299	1,288	1.767
ART	300 - 508	1,614	2.214
BUSINESS EDUCATION	600 - 896	5,939	8.148
DISTRIBUTIVE EDUCATION	1000 -1012	48	.065
ENGLISH ARTS	1100 -2192	13,404	18.389
FOREIGN LANGUAGE	2300 -2444	1,369	1.878
HEALTH AND P.E.	2500 -2748	9,149	12.551
HOMEMAKING	2800 -3114	3,493	4.792
INDUSTRIAL ARTS	3204 -3428	2,669	3.661
MATHEMATICS	3500 -3884	5,405	7.415
MUSIC	3900 -4020	4,326	5.935
SCIENCE	4100 -4488	6,158	8.448
OFFICE EDUCATION	4600 -4648	109	.149
SOCIAL STUDIES	4700 -5432	13,296	18.241
TRADES AND INDUSTRY	5500 -5988	2,971	4.076
DRIVER EDUCATION	6100 -6104	1,498	2.055
OTHER	N/A	153	.209
	TOTAL COURSE ENROLLMENT:	72,889	99.993

COURSE OFFERINGS 9-12 BY SCHOOL DISTRICT
AREA XV 1973-74

	COURSES	ACL	A1b	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Cok	Cot	Pek	Rus	Sey	Sig	TrC	VaB	Way
00	AgI-An S.C.		(27)			22	(17)	(39)	(10)	34			12		(17)	(10)	(25)	(11)	(24)		(32)		(19)	33	(17)		
04	AgII-Plant S.C.					(19)	(7)	(45)	(12)	24			15		(20)	(7)	(8)	(10)	(16)				(12)	13	(13)		
08	AgIII-Ag Mech.		(*19)			(22)	(15)	(46)	(10)	20			13		(*10)	(16)	(13)	(18)	(11)				(9)	8	(7)		
12	AgIV-Farm Manag.					(11)		(17)	(8)	20			14		(*6)	(9)	(7)	(13)	(12)				(6)	(8)	(7)		
16	Ag V																				(*18)						
24	Ag-Bus.																				(*11)						(*21)
26	Ag-Const.																										(*23)
27	Ag-Engineer.																										(*20)
36	Ag Machinery															(12)					(*15)						
40	Ag Mech.		(*32)																								
41	Ag Mech II														(*7)												
43	Ag Occupations		(*10)																								
50	Ag Rel/Coop.																	(*2)									
58	Ag Shop I																				(*22)						
34	Agronomy																										(*10)
36	Ag-An. Sci.																										(*15)
37	An. Sci-II														(*8)												
02	Farm Mgemt.																				(*21)						
00	Horticulture						(14)								(*9)								(*8)				(*22)
10	Plant Propagate																										(*20)
12	Soil & Crops														(*4)						(*19)						
00	Art I	7	74		*15	48	63	12	45	*87	12	14	43		14	20	17	8	94	138	29	8	9	21		9	40
04	Art II	3	18		* 2	41	26		29	*46	4		8		4	9	22	18	30	48	10	18	(11)			7	14
08	Art III		11		3	16	10		16		1		3		5	12			6	26	4	1		1			9
12	Art IV																			9							
16	Art-Commercial																12										
20	Art Crafts	6					*70											23					*14		*34		
24	Art Crafts-II																								*30		
28	Art-Exper.																			*20							
04	Audio Visual TR																			*45							
44	Paint/Water																						*16				
46	Sculpture																						*23				
00	Acct. I		19																								
00	Bkkg. I	3		6	17	60	(25)	(40)	23	*56	(13)	(13)	47	(15)	(25)	15	(24)	(57)	*102	78	38	(14)	(22)	45	31	32	30
04	Bkkg II					*29												(6)			2						11
08	Bus I-Intro																										*9
20	Bus. Arith	*6			*16		(57)			*35													*24				*19
02	Bus Ed-Consumer																			141							
00	Bus. Eng.																						*18				
04	Bus. -General																(13)			100		(*11)	(20)	*24			
02	Bus. Law I	*6			*15	*29	(*14)		*17	*65	(*16)								*24		*34					*	*15

	COURSES	A Cl	A 1 b	B 1 a	C a r	C e n	C h a	D a C	E d d	F a i	F o r V	F r e e	H a r d	H e o	K o r	M o o r	M o U	N o M	O s k	O t t	P e k	R u s	S e y	S i g	T r C	V a B	W a y
00	Bus. Mach.																										*10
00	Bus. Survey			*12																							
04	Bus. Training																						(23)				
01	Clerc. Pract. I																				13						
16	Data Proc-Intro		*12				(*12)																				*25
00	Finance-Personal		*19																								
00	Off-Clerk-Gen.																		10								
76	Off. Practice		(9)	3	(16)	13	(13)	(23)	19	24			11		(14)	4		(11)	18	17		(13)		(8)			*15
04	Off. Procedures																								7		
04	Recordkeeping							*20												75	*13						
06	Sales & Merch.																			*87							
04	Sec. Training	4								(8)													(14)				5
08	Shorthand I		(*33)	8	(11)	26	(17)	(35)	19	36	(5)	(9)	7	(14)	(11)	10	(4)	(11)	15	77	8	(7)	(13)	15	6	20	13
02	Shorthand II				(*3)			(11)	*10		(4)	(2)						(3)	8	11				(*7)	1	6	
06	Shorthand III						(8)																				
08	Steno/Sec. Rel.		(9)							11																	
02	Transcription		(*12)					(11)																			
16	Typing I	4	*118	10	63	130	(74)	(137)	48	*197	(23)	(5)	58	(8)	65	25	(34)	(42)	*125	525	24	(32)	(36)	68	42	94	*74
00	Typing II			* 7	(17)	22			*12	*41		(9)	9		(*10)		(9)	(15)	*50	386			(15)	(*9)	7	24	*31
04	Typing III		(*59)							*13		(5)								*115							*14
06	Typing IV																			*92							*14
72	Typing-Personal					*44								(*6)				*10			*18		*8		*2		
00	Distri. Ed.																		(15)	(+33)							
00	Eng. I	10		30	105	171	145	164	63	230	22	22	59	25	61	55	49	60	231	1125	73	30	46		59	96	
04	Eng. II	7		19	72	140	158	153	73	255	20	20	73	22	60	42	43	47	*208		52	27	43		39	73	
08	Eng. III	7		*20	86			157			10			25		45					22	27	*38		*50		
16	Eng. IV	3		* 8	23			42						10		11						11	*12		*22		
72	Eng. 10/Pract.																				28						
92	Eng-College				*52										11			*10			28						
24	Eng-Individual.				* 4																						
36	Eng. Modern		*18																								
56	Eng. Usage I																										68
84	Reading I																			*104							
12	Reading Develop.							*5	*18																		
16	Read-Guided																										*40
20	Reading-Individ.		53		*48	*44												*32	*68	*598							
38	Reading-Problems																							*14			
48	Read.-Skills																										*38
56	Read.-Title I-Rem.																										*25
80	Communications																		*142								*25
84	Communications-Adv.														19												
96	Communications-Jr.														25												
00S	Summer Eng. I.																			3							

(501)

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Carn	Cena	Chad	Ded	Efai	Fort	Fair	Hed	Hoor	Kelo	Moor	Moo	Nos	Oak	Ost	Pek	Rus	Sey	Sig	Tre	Vab	Way
16	Communica.Skill-I																		(89)							
36	Commun.-Other						(19)																			
48	Grammar	*62									*25						*130									
08	Lang. Arts-Oral																					*77				
56	Lit-I-Amer.		*20		*171			5			19	47				25		576			*38			*50	* 9	*72
60	Lit II-Amer.								*26									*187							*19	*70
64	Lit I-English		* 8		* 50	*24		*12	*21		8	* 7				13		*12			*12	*11		*22	*11	*43
68	Lit II-English								*11									* 9								*40
00	Lit-Contemp.				*18	*115																				
40	Lit-Modern																*56									
84	Lit-World									(10)						*18								*22	*25	*40
86	Lit-World II	*12																								
96	Lit-Other	*44																								
18	Fiction-SCI	*83																								
40	Literary Forms																					*48				
42	Literary-TV																					* 9				
44	Masterpiece-An.				*39								* 5													
52	Mythology																					*72				
72	Story-American Short	*59											*22				*74									
80	World Masters																	123								
84	Poetry-American												* 8													
88	Poetry-Modern								*20								*32									
00	Short Story/Poets								*156																	
28	Novels I																*180								*19	
36	Novels-American	*19							*18				*25		*28											
52	Humanities I					57	24		*10								*40					*23				
50	Composition I	*61			*124												*100								*92	*42
54	Composition II				*53																				*28	
58	Advanced Composition							5	*13									*49								*40
96	Rhetoric																					*48				
04	Journalism I	*10			15				*110								6	*60				(*9)				
08	Journalism II	*5																								
22	Journ.-Photo.																									*24
28	Publications	7																								
36	Writing I-Creative	*9			*14				*19																	*20
44	Writing Basic																	*127								
58	Writing-Essay																					*27				
72	Writing-EXPOS								*126																	
92	Writing-Lab				*64												*100					* 8				
96	Writing-Lab Adv				*90																					
04	Writing & Lit II												19													
56S	Lit-I-Amer.-Summer																	*11								
60S	Lit II-Amer.-Summer																	* 7								

ERIC

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	Acl	Alb	Bla	Car	Cen	Cha	Cod	Eda	Fai	Fov	For	Hae	Hed	Hoo	Kee	Mor	Moo	Nos	Oom	Ost	Pek	Peu	Rus	Sey	Sig	Sti	Tre	Vac	Way
40	Argumentation																			*32										
48	Debate																								* 6					
60	Forensics								*15																					
76	Mass Media				*48			*10												*72					*37			*77		
78	Media-Adv.																		(*22)											
80	Oral Interpre.								*17												*12									
96	Public Speak. I																			*18										
12	Speech I	*103		37	*50	30	*10	*13	*277	3		13	12	*15	8			9	*208	*70	*13	14	*15	*78			*31		*18	
16	Speech II								*13									25		*20									*20	
40	Acting																											*15		
44	Drama I																			*35										
48	Drama II																			*12										
64	Dramatics I		6				*42		*13		5			* 9										*15	*10		30			*40	
80	Theatre & Product.																			*92										
00	Latin I					8														18										
04	Latin II																			1										
28	French I			9	25		17		42		15	19	4						17	54		3	13		44		7			
32	French II				6		3		36		4	2	5			7			8	32			3		6		1			
36	French III				5				14											8										
40	French IV				7															7										
56	German I	2		18															14											
60	German II																		11											
72	German-Other			22																										
12	Spanish I		23		60	68	27	11	115	9				8	8			S	44	114			5				13		43	
16	Spanish II		2		39	29	12	5	32	2				2				6	22	23			2				9		9	
20	Spanish III				9			6	16										22	13							7			
24	Spanish IV				7			4	12											4										
28	Spanish/Other																													
04	First Aid									*10																				
08	Health I							*30		*3				*25																
96	P.E.(B & G)	31	627	93	287	506	546	505	260	887	85	82	232	89	232			142	220	600	2105	247	79	167	368	207	328		154	
04	Bachelor Surv.								*16									(*10)								(*20)				
08	Cloth/Textile			*10																										
12	Cloth & Textiles	*3			(*46)				*39					(*19)																
16	Clothing I		*70						(*3)											59								*12		(*19)
20	Clothing II																			*53										
24	Clothing-Adv		*11															(*10)												
32	Clothing Service	*3																												
36	Child Develop.								*24	(*6)										64					*11				(*31)	
58	Cullinary																								*17					
64	Finance -Family																													
68	Foods-I											(*16)								*180						(*14)				

	COURSES	Acl	Alb	Bla	Car	Cen	Cha	Ded	Eda	For	Fai	Fre	Hay	Hed	Koo	Mor	Moo	Nom	Ost	Otk	Pek	Rus	Sey	Sig	Tri	Vab	Way
72	Foods, II																		*20								
76	Foods-Adv																			(*24)							
88	Foods-Nutrition	*57							(*10)																		
92	Foods/Nutrition			(*46)			(*16)	*43						(*14)													
96	Food Nutr/Gen.		*5																								(*25)
08	Home Mgemt.						(*16)																				
1-	Home & Mgemt-Gen.																		*38								
16	Home Ec I-Compre.	43		30	(51)	(37)	(62)	(33)	57	(10)	14	(23)	12	(13)	(32)	(20)	22		181	(24)	(12)	(23)	59	(28)	47	(26)	
20	Home Ec II-Compre.			31		(30)	(40)	(7)			6	(14)	9		(15)	(12)	14	(60)	59	(10)	(5)	(15)			19		
24	Home Ec III-Compre.			30		(12)	(29)						(5)		(7)	8						(2)					
28	Home Ec IV-Compre.			*28		(26)							(4)		(17)							(4)					
48	Homemkg for Boys												7						*25			(*10)					
60	Homemkg/General		10																								
92	House Decorating	*3					(*28)	*41																			
96	House/Home Furn.	*14														(*14)											
00	Housing		*10						(*6)		(*6)		(*4)						*42)								
16	Living-Family		10				*19	*106	(*10)		(*24)		(*20)			(*17)			*256					(*27)	*22	(*25)	
26	Needlecraft					(*23)																					
60	Rel/Gen./Fam.																			(*29)							
64	Relation-Family	*5	*56				(*57)																				
68	Sewing-Basic																							(*28)			
80	Sewing II																						(*22)				
92	Sewing-Adv.				(23)																						
84	Care of Children		* 5																								
14	Ceramics I																						*16				
22	Electricity		20		14	37	(*23)	*9	*27	(*8)						(*7)				*30			*11				*18
66	Graphic Arts					(18)													*46								
67	Graphic Arts II																		*27								
70	Ind Arts I	3	78		46							(17)	10	(5)		(25)	(30)	96	217			[5]	67				22
74	Ind Arts II	3									(8)	(8)	(7)	(19)		(16)	(14)					(10)	18				21
78	Ind Arts III	6											(5)	(12)								(4)					
82	Ind Arts IV	5											8	(11)								(3)					
90	Ind Arts-Explore.						*66																				
92	Ind Arts-Ind.															(*15)											
00	Mech. Drawing												(2)	14					*45	*33							9
01	Mech. Drawing II																		*40								
04	Mech-Home						*57																				
08	Mech-General					*46																					
12	Mech-Power	(*97)		7(34)																							
16	Mech-Adv Power			14																							
20	Mech-Gen. Auto	(*35)			(18)											(21)	*45	*66	*20			(45)				18	(*24)

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	Acl	Alb	Bal	Car	Cen	Cha	Cad	Edi	Fai	For	Fre	Had	Hoo	Kor	Moo	Mou	Nos	Ost	Oak	Pet	Rus	Sey	Sig	Tri	Val	Way
4	Mech II-Autc																	40									
2	Orientation						155																				
6	Plastics						(*53)												*116								
0	Plastics-Indus.					(19)																					
8	Repair-Home							*46																			
2	Shop I-General				67		(40)																		27		
6	Shop II-General								107																		
8	Shop-Auto									(5)																	
2	Shop-Girls												*5														
4	Vocations																										*12
8	Ind Arts-Other				8																						
2	Mech-Other Auto																		*65								
0	Algebra I	10	116	22	45	110	83	106	36	130	22	18	47	22	35	31	28	34	201	277	38	27	26	63	42	71	50
8	Algebra II	4	15	3	12	51	30	21	20	56	6	7	20	7	9	11	9	18	26	98	14	4	2	17	23	50	30
2	Algebra III																		66								
8	Algebra-Intro.																			285							*29
4	Math-College			2								4					5							8	*11		
6	Math-Applied																			*60							
0	Math I-Bus							*6																			
2	Math-Computer							*9										105									
6	Math-Consumer		22				*44	*10								12					38							
2	Math-Shop																			*25							*10
2	Problems-Intro.																							65			
6	Math-Other								50																		
0	Math I-General	*	3	91	9	67	81	81	52	34	66	4	4	21	5	27	20	23	31	84	147		5			19	26	*24
4	Math II-General													22		43						14				17		
4	Geom-Analytical				*	5										*6											
2	Geometry-Fused			7		74				101	9																
0	Geometry-Plane	*	3	40		15		42	54	13			15	28	6	14	13	14	15	122	214	32	12	9	20	22	16	34
0	Analysis-Math								*9	13												3						*4
6	Math-Sr. Adv.	1	*	5											24		6				76		4				10	*4
8	Math-SR Topical					11		5					15										(4)					
4	Slide Rule																				*30						
2	Trigonometry				*	5		8		*9					6	*6			4	*23					*11		
0	Band									*149																	87
4	Choir									*43																	
8	Chorus-B/G					*55																					
2	Chorus-Mixed																							*64			
6	Glee Club					*30				*12						*70								*47			
0	Instrumental	*12	*119	*41	*50	86	66	*106	*131		*48	21	*47	*31	*40	*63	35	*60	*156	297	*42	*28	*60	65	*72	55	
2	Madrigals																			38							
OS	Algebra I-Summer															1				*2							

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AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	CdA	Edd	Fai	FoV	Fre	Har	Hed	Kel	Mor	MoU	Nom	Osk	Ott	Pek	Rus	Sey	Sig	Tri	VaB	Way
6	Music Apprec.			4		11			*7	*13		*4										7					
2	Music-Exploring																			22							
6	Music Theory I														(*2)						(4)						
8	Music-Vocal	*	6	*142	* 27	*61		*164	*53	*200		*47	30	*60	*8	*80	*58	50	*46	*165	329	*48	*30	*35		*70	32	70
2	Orchestra																			*26	89						
0	Gen. Science I	10									22	22	59	25		52	49					71	29	(51)			26	
4	Gen. Science II																				415						
6	Science-Adv.										11										*14						
4	Science -ISCS-Gr 9																				95						
6	Science Seminar														*6												
2	Science & Health																										
4	Science & Society														*10												
0	Science-Other					6																					
2	Anatomy								*63						*21												
0	Biology I	7	61	16	92		72	135	23	250	21	20	37	22	36	43	43	*28	146	260	32	25	(22)	70	45	57	62
4	Biology II		14						8																		48
8	Biology-Adv	*3						*15													18			13	6		
4	Bio-BSCS-Blue						20																				
2	Bio-BSCS/Yellow					130																					
2	Biology-Field		*12																								
4	Conservation																	*10									
6	Ecology		*119																								
0	Physiology			6			*29					*8					16		*68							10	
4	Biology-Other																										*25
8	Chemistry-I	(5)	33	(8)	25	38	38	24	56	59		11	13	7	12	6	(9)	10	46	118		(4)	(4)	25	16	16	29
2	Chemistry-II		*																								
6	Chemistry-Adv								*15															24			
4	Chemistry Lab.														*11												
8	Chem. Study																				11						
6	Physics I		*11	(5)	5		14	8	7	31	(8)	5	12	7	7	4		4	25	52			(1)	10	4	5	(10)
4	Physics Project																				7						
8	Physics-PSSC					10																					
8	Phy Science I			30	105			28	109						61			62	176	97				79	55	70	
6	Phy Science-IPS		150				10													*21							
0	Astronomy						*11													*74							
4	Geology																			*52							
2	Science-Aviation		*12					(*17)												*58							
6	Science-Earth				*142	144	157	27										62									19
8	Science-Space				*142																						
4	Office Ed.								12										(14)	(+48)						(+12)	
6	On the job-Off.Ed.				(+23)																						
8S	Phy Sci I-Summer														3												

ERIC

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Hoo	Kem	Mor	MoU	Nom	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
0	Anthropology							*44		*61																		
2	Culture-Asian							14																				
4	Culture-World									*20																		
8	Culture I-World									*60																		
0	Economics I	* 3	*11	15	*90	*140	*19	*20	*14	*12	(16)	12	*10	*53	*27	20	(5)			*48		*18	(36)	(*38)	*13	*77	*35	
6	Economics-Consumer								*90											*132								
8	Geography I	* 3				20		36				*38		*53	* 7					20								
2	Geography I-World															18				101				*17				
6	Geography II- World																			37								
0	Geography-Anglo/Am.																				*35							
8	Geography-Economics																				*31							
4	Pollution																		*15									
4	Am. Heritage		40																									
0	Hist I-American	7	121	19	86	168	154	160	76	*20	20	21	47	23	*55	47	36	62	216		67	28	37	76	50	94	76	
2	History I-U.S.																			591								
6	History II-U.S.									*73																		
0	History III-U.S.									*163																		
4	History IV-U.S.									*183																		
8	History I-World	7	80	11	72	63	162	42			21	20	*38	22		35	44	(11)	30			27	44	89	39	73	*77	
8	History-Am-Contemp.																			*114								
6	History-Canada		*54																									
6	History-Local/State						*38																					
4	Hist-Mod &Contemp.																			*280								
6	Non West-World																				*4							
4	Western Civil-I								*55					*17						*301	*6							
8	Western Civil-II								*95					*17						*285								
0	History-Other																		*80									*80
8	Govt I-American	*11	*73	*22	79		*140	65	*65	*409	*23	(19)	*53	22	*53	*44	16	54	*431	*51	*62	24	(36)	*47	*63	*77	*25	
3	Govt-Local/State		*74																									
2	Government-Other				*162																							
4	Affairs-Contemporary																		*40	*268				*11				
6	Affairs-World								*41									*54										
2	Human Development																		*124									
6	Political Science							12																				
2	Social Studies-Indiv.																			*50								
6	Behavioral Science							*19																				
4	Psychology I	* 5	*21		*23		*29	*42					*12	*29				*22	*10	*367		*18		*25	*40	*33		
8	Environmental Ed.																			*127								
4	Sociology I	* 5		(*57	122	*26	*83		*53	*11	*10		*11	*50	*35	10			*27	*516		*18		*27	*13	*31	*60	
2	Sociology II-WES																			*283								
6	Prob.-Am/Soc.											*13									*47							
8S	Govt I-Amer-Summer																			*10								
																				*12								

	COURSES	Acl	Alb	Bla	Car	Cen	Cha	Cd	Ded	Fai	For	Hae	Hed	Keo	Mor	MoU	Nom	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
2	Problems I-Contemp			7			24	*20																	23	
8	Problems-Social																									
6	Religion						*28																			
8	Inter-Relations				11			*36																		*36
6	Minority Groups																*14									
2	S. Studies IX			(109)				*48										231	569							
8	Social Studies I							*85																		
9	Social Studies II							*62																		
2	Social Studies-Reg																					(8)				
4	Bldg Trades					(+11)															(8)		(+11)			
2	Carpentry								(*5)																	
0	Construction																		*38							
4	Coop-Time							42											*10							
2	Engines-Small							*39	(*8)																	
0	Nursing						(*18)																			
8	Tailoring																		*16					(*15)		
6	Trade, Ind.-Other							+15										(24)	(+50)							
8	Mechanic-Auto																		(+11)							
2	Mech-Motor						(19)																			
8	Drafting I	15	11	13	26	(47)	(11)	*18	*81	(*20)					3		*20				10	(5)	*17	*17	40	
2	Drafting II	(12)			12	(9)			*15								*18					(4)			8	
4	Drafting-Adv.														4		18									
8	Draft/Draw-Adv.		1					12																		
6	Draft-Draw-Mach.																		10							
4	Draft/Mech/Draw.														2											
8	Draft-Res.-Arch.																		7	*11						
0	Drawing/Arch.																(*7)									
2	Draw Mech Adv.																			*10						
4	Electronics I					(21)	(17)	*9	*23																18	
8	Electronics II					(13)																				
4	Radio-TV-Prod.	9																								
8	Radio-TV Repair																		*26							
2	Printing-Voc.																		(+10)							
2	Metals-I	(47)	6	21	38	(47)	(35)	*18			(12)				8		(*14)	168	*85	43				23	46	*28
6	Metals-II				36	(24)		*24							6											
0	Metals-Adv.																60									
6	Metals-Mach.	(*15)				(3)																				
2	Metals-Shop								(*6)																	
4	Shop-Machine																		(+13)							
0	Welding						(*74)							(*13)			(*20)		118				*12			*24
4	Welding-Adv.																						(*15)			
8	Welding-Comb.																		*13							
2S	Mech-Motor-Summer																		3							
64	Body & Fender																		(14)							

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	Alcl	Alb	Bla	Car	Cen	Cha	Dac	Ded	Fai	Fov	Fre	Har	Hed	Koo	Mor	Moo	Nos	Mk	Ost	Pek	Rus	Sey	Sig	Tr C	Va B	Way
6	Woodworking I		(23)	13		28		(35)		*18	*68	(*15)	(8)				8		*169	*139	*33	(16)			*17	(12)	
0	Woodworking II					8				*15	16		(8)				1		*	80	24	(7)					
4	Woodworking-Adv.					7													17	24					7		
0	Dr. Ed.	*	4	*50	*18	*66	*86	*64	*52	*94	11	*21	*65	15	*55	*45			*168	*187	*32	*27	(*22)	*97			*39
8	Data Processing																		*30								
0	Audio-Visual		*19																								
0	Career Ed.																		*50								
8	Special Ed.					+18		13	10										19	(+35)							
0S	Dr. Ed-Summer					*107		*113		*60																	

* Represents course offering of less than 1 unit in value.

O Alternate Year

( ) Vocational course.

\+ Represents greater than 1 unit

58

V

SAMPLE SELECTION AND OUTREACH INSTRUMENT

This section provides information relative to the size of the sample selected, the strategies for reaching the sample, and the instrument that the committee developed to be used in the outreach effort. Also included is a breakdown of the various categories of responses that the computer returned to us from the questionnaire portion of the outreach instrument..

ORIGINAL ESTIMATION-SAMPLE SELECTION

1. SCHOOL PERSONNEL - TRY FOR 100% (2000)

2. STUDENTS - TRY FOR 100%

4th	2,243
5th	2,403
6th	2,589
7th	2,600
8th	2,812
9th	2,731
10th	2,711
11th	2,512
12th	2,495
TOTALS:	23,096

3. PARENTS - TRY FOR 25% - EXPECT 15% RETURN-PROJECT 25%= 4,000

4. BUSINESS/INDUSTRY - TRY FOR 25% - EXPECT 15% RETURN-PROJECT 25%= 700

APP.	284
DAVIS	156
JEFF.	277
KEO.	224
LUCAS	193
MAH.	456
MONROE	145
V. BUR.	135
WAPELLO	714
WAYNE	155
TOTALS:	2,739

GENERAL INSTRUCTIONS FOR SURVEY COMPLETION BY LOCAL COORDINATOR

1. Please acquaint yourself with the entire package of materials.

2. Questionnaire

   A. School Personnel Segment

      1) to be completed by all professional staff in your system
      2) a group setting that would allow for mass completion would seem most desirable in terms of percentage of return and individuality of response. If this is possible by system or by building, please follow that course. If not possible, the alternative is asking each individual to complete and return on their own within a two day period. If this alternative is employed, hand out the questionnaire on Monday or Tuesday of a full week.
      3) record the number of professional staff in your system and the number of questionnaires completed and returned
      4) Please emphasize that a single response is necessary for all statements on the first three pages.

   B. Student Segment

      1) to be completed by all students 4-12 in your system
      2) a group setting that would allow for mass completion by class section, would seem most desirable in terms of percentage of return and individuality of response. It is projected that ten to twenty minutes, depending upon grade level, per class could complete this segment.
      3) select a day of average attendance to complete this segment--follow-up on absentees is not necessary
      4) record the number of students by grade level 4-12 and the number of questionnaires completed and returned
      5) Please emphasize that a single response is necessary for all statements.

   C. Parent Segment

      1) to be completed by 25% of the parents in your district, selected by random sampling techniques
      2) obtain an alphabetical listing of all parents in your district--count down to the third listing, which will be your first selection --then take every fourth name from that point through to the end. Once your selection of parents is complete, send a mailout to these parents including a) the questionnaire (supplied by the research office) b) a letter on your local school letterhead endorsing the career education outreach effort and signed by a person or persons so designated by your superintendent and c) a self-addressed stamped envelope for return mailing to your school.
      3) record the number of parents in your school district and the number of questionnaires completed and returned.

D. Business Segment

1) to be completed through central mailing from Indian Hills Community College
2) inform staff of this aspect of the study that is being completed separately through the research office. Among reasons for completing this segment in such a manner are the following:

a) this aspect does not lend itself toward efficient means of handling within the school. Much extra time and effort from staff and students would be necessary for effective completion.
b) representative samplings within each school district by classification would be difficult
c) duplication would result as two or more school districts are included in the hinterland of many business/industries in our area.

3) the sample will be composed of 25% of each of the following categories from a list provided by the Iowa State Employment Service:

a) finance, insurance, real estate
b) construction
c) transportation-communication
d) services
e) wholesale-retail trade
f) agriculture
g) manufacturing
h) government
i) mining

3. Career Education Resources Section

A. this entire section should be completed by the person or the group of persons who are most knowledgeable in these areas. Depending upon the school district, this may be the superintendent, principal, counselor, curriculum director, federal programs coordinator, career education specialist, department head, group of instructors, or a combination of the above mentioned.

4. Special Needs Section

A. this section should be completed by the person or group of persons who are most knowledgeable in these areas. It may be that your school district has a well designed system of identifying the special needs in your student population and that this section of merely a numerical expression of data that has already been gathered. If, however, recent data is not available, you may elect to update your information in the fashion that you have previously employed or design a new system of identifying the special needs that exist in your school system.

5. School Drop-Out Section and

6. Follow-Up on Graduates

A. these sections should be completed by the person or group of persons who are most knowledgeable in these areas--most likely the school counselor or the counseling staff within the school district.

RESEARCH-PLANNING IN C.E.
AREA XV

ESTIMATE OF PRINTOUT PAGES TO BE RUN FROM SURVEY

I. SCHOOL PERSONNEL-

A.	By category within district	(4 x 26)	= 104
B.	By category within area	(4 x 1)	= 4
C.	Total response by district	(1 x 26)	= 26
D.	Total response by area	(1 x 1)	= 1
			135

II. PARENTS-

A.	By category within district	(4 x 26)	= 104
B.	By category within area	(4 x 1)	= 4
C.	Total response by district	(1 x 26)	= 26
D.	Total response by area	(1 x 1)	= 1
			135

III. STUDENTS-

A.	By grade within district	(9 x 26)	= 234
B.	By grade within area	(9 x 1)	= 9
C.	Total response by district	(1 x 26)	= 26
D.	Total response by area	(1 x 1)	= 1
			270

IV. BUSINESS-

A.	By classification within area	(9 x 1)	= 9
B.	By classification and number of employees by area	(9 x 5)	= 45
			54

GRAND TOTAL = 594

AREA XV CAREER EDUCATION

RESEARCH AND PLANNING OUTREACH EFFORT

ASPECTS INCLUDED

A. QUESTIONNAIRE

1. School Personnel
2. Students
3. Parents
4. Business/Industry

B. CAREER EDUCATION RESOURCES

C. SPECIAL NEEDS CLASSIFICATIONS

D. SCHOOL DROPOUTS

E. FOLLOW-UP ON GRADUATES

AREA XV CAREER EDUCATION RESEARCH-PLANNING
ADVISORY COMMITTEE

ABOUT THIS STUDY YOU ARE BEING ASKED TO PARTICIPATE IN. . . . . .

1. It is a Research and Planning effort in Career Education for Area XV.

2. It is a study that was requested by the superintendents of the public school districts of Area XV.

3. It is a study that is being coordinated by a person approved by the public school superintendents and who is receiving guidance through a twenty member advisory committee including superintendents, principals, counselors, teachers, career education specialists, public and private agencies, and business/industry representatives throughout Area XV.

4. It is a study that is being funded by the Iowa Department of Public Instruction, Indian Hills Community College, and your local school district in terms of time and money.

5. It can represent the initial step for your school toward meeting the almost sure-to-be adopted school standards as they apply to the implementation of career education throughout all school districts in Iowa.

6. Recommendations that develop from the study can form the basis from which your career education process will be developed.

7. Special funding may become available to your district as a result of the information received and recommendations made to the D.P.I. through this study.

8. Special area projects that can be of assistance to you may receive funding as a result of this effort.

9. It is a study where your opinions and ideas will be registered and weighed in the balance of others in your district and throughout our area. What you think is important! This study needs the benefit of your point of view!

10. It is a study that will be returned to your school before the end of this school year to be used for your planning purposes. It is not a study for the sake of making a study.

Thank you for your assistance.

Bob Morrissey
Research-Coordinator

SOME POINTS OF CLARIFICATION ON THE QUESTIONNAIRE

1. The school personnel questionnaire contains all of the statements listed--for students, parents, and business/industry as well as some that are unique to the school personnel questionnaire. There are also common statements in the business/industry and parents segment. This commonality will allow a cross-section of opinions on some key issues.

2. The student segment has been necessarily designed to be comprehended by a wide range of age levels. By comparing student and school personnel responses, a fair assessment of the level of career education that presently exists in the school can be made. It should be noted that a negative response on the student section is not necessarily bad--as the grade level answering may not have reached that particular level on the continuum. School personnel are asked to answer this section drawing upon knowledge that they possess based on the entire school K-12, not what is stressed at their level.

3. Some of the statements in the school personnel segment may seem to be administration orientated, however it is felt that opinions from all personnel would be helpful. If one does not have the necessary information to make a value judgement--the undecided column is available for the answer.

4. Some of the statements use the term "high school" as opposed to "school" --so as not to confuse the issue as far as graduating from college, tech school, etc. This should not be construed to mean that success or failure is attributed to the last 3-4 years of the school experience.

5. A guide to the general classification of the statements in the School Personnel questionnaire would be as follows:

A.	Appreciation and Attitude	-1 through 7
B.	Strategies for Implementation	-8 through 20
C.	Assessment	21 through 45

SCHOOL PERSONNEL SURVEY: Please react to each statement with your response.
(Check one) ADM. 1. COUNSELOR 2. TEACHER 3. OTHER 4. ____

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1.	2.	3.
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1.	2.	3.
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1.	2.	3.
4. Students who graduate from high school should possess a marketable skill.	1.	2.	3.
5. We should develop a close working relationship with the business community in our educational process.	1.	2.	3.
6. Students should become aware of and explore many career opportunities during their school years.	1.	2.	3.
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1.	2.	
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1.	2.	3.
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1.	2.	3.
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1.	2.	3.
11. In-Service training would be necessary to effective implementation of career education in our school.	1.	2.	3.
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1.	2.	3.
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1.	2.	3.
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1.	2.	3.
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education seem a logical consideration.	1.	2.	3.

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1.	2.	3.
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1.	2.	
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.	2.	3.
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1.	2.	3.
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1.	2.	3.
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1.	2.	3.
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1.	2.	3.
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1.	2.	3.
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.	2.	3.
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.	2.	3.
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1.	2.	3.
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.	2.	3.

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.	2.	3.
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.	2.	3.
30. My school has activities that help me to choose a group of jobs to study.	1.	2.	3.
31. My school helps me recognize and understand those things in my life that are important to me.	1.	2.	3.
32. My school helps me see the special skills needed by people who work in various jobs.	1.	2.	3.
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.	2.	3.
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.	2.	3.
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.	2.	3.
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.	2.	3.
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.	2.	3.
38. My school helps me get the skills that are basic to a single job I am planning for.	1.	2.	3.
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.	2.	3.
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.	2.	3.
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.	2.	3.

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one). GRADE LEVEL: 4 5 6 7 8 9 10 11 12

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.	2.	3.
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.	2.	3.
3. My school has activities that help me to choose a group of jobs to study.	1.	2.	3.
4. My school helps me recognize and understand those things in my life that are important to me.	1.	2.	3.
5. My school helps me see the special skills needed by people who work in various jobs.	1.	2.	3.
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.	2.	3.
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.	2.	3.
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.	2.	3.
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.	2.	3.
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.	2.	3.
11. My school helps me get the skills that are basic to a single job I am planning for.	1.	2.	3.
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.	2.	3.
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.	2.	3.
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.	2.	3.

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

Dear Parents:

Your school district is cooperating in a research and planning study in career education that was requested by the superintendents of the public schools in Area XV and is also supported by Indian Hills Community College and by the Iowa Department of Public Instruction. You are one of 25% of the parents in your district, chosen by random sampling techniques, to participate in this study.

Career education is a "concept" with some very broad, long range goals. It provides an opportunity for students to become aware of and to explore many occupational areas of interest. The idea is to relate basic subject matter to the real world in which we live so that the 3 R's become meaningful and relevant to every student. The objective is to fuse the Career Education concept into the existing curriculum so that it becomes the major body of activity.

Sound educational planning needs the benefit of the attitudes and opinions of the parents of our children. Please assist your school district by filling out the reverse side and returning it in the self-addressed, stamped envelope provided for your convenience. Please respond within three days of your receiving this mailing. Your response is very important as only one of every four parents are receiving this questionnaire.

Thank you.

Bob Morrissey
Research-Coordinator
Indian Hills Community College
Ottumwa, Iowa

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1._____ JR HIGH 2._____ HIGH SCHOOL 3._____ OUT OF SCHOOL 4._____

	YES	NO	UNDECID
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2.____	3.____
3. Students should become aware of and explore many career opportunities during their school years.	1.____	2.____	3.____
4. Students who graduate from high school should possess a marketable skill.	1.____	2.____	3.____
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1.____	2.____	3.____
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1.____	2.____	3.____
7. We should develop a close working relationship with the business community in our educational process.	1.____	2.____	3.____
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1.____	2.____	3.____
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1.____	2.____	3.____
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.____	2.____	3.____

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

Attention: Owner, Operator or Personnel Manager

Your school district is cooperating in a research and planning study in career education that was requested by the superintendents of the public schools in Area XV and is also supported by Indian Hills Community College and by the Iowa Department of Public Instruction. You are one of 25% of the total businesses and industries in Area XV, chosen by random sampling techniques, to participate in this study.

Career education is a "concept" with some very broad, long range goals. It provides an opportunity for students to become aware of and to explore many occupational areas of interest. The idea is to relate basic subject matter to the real world in which we live so that the 3 R's become meaningful and relevant to every student. The objective is to fuse the Career Education concept into the existing curriculum so that it becomes the major body of activity.

Sound educational planning needs the benefit of the attitudes and opinions of the business and industrial community. Please assist your school district by filling out the reverse side and returning it in the self-addressed stamped envelope that is provided for you. Your response is very important as only one of every four businesses/industries in Area XV are receiving this questionnaire.

Thank you.

Bob Morrissey
Research-Coordinator
Indian Hills Community College
Ottumwa, Iowa

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statem

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-		Government	9.____
Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDEC
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2.____	3.__
4. Students who graduate from high school should possess a marketable skill.	1.____	2.____	3.__
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.____	2.____	3.__
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1.____	2.____	3.__
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2.____	3.__
8. We should develop a close working relationship with the business community in our educational process.	1.____	2.____	3.__
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1.____	2.____	3.__
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1.____	2.____	3.__
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.____	2.____	3.__

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in _____ Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

FINANCES- Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGRAMS:

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

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FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Facilities/Equipment, con't....

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	(Check one) COULD BE USED
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

AREA XV CAREER EDUCATION RESEARCH-PLANNING

SURVEY OF SPECIAL NEEDS REFLECTED IN STUDENT POPULATION

This section is composed of two parts, an Outline of Special Needs Classification to use as a general reference and a summary of the special needs that are reflected in the student population of your school district.

The career education concept asks us to implement a delivery system of career awareness, exploration, and preparation that can reach all students. Those students who function satisfactorily or above average in the regular classroom situation need to be and will be well provided for in a well developed career education program. We do have students, however, who are not performing satisfactorily in school for one or a combination of reasons. Many of these reasons are remedial in nature.

It is the purpose of this section to develop a summary, by incidence and location, of those special needs reflected in the student population of the public schools of Area XV so that;

1. recommendations to the D.P.I. for career education implementation in Area XV will include well documented data that may reflect the need for increased special funding for our schools.

2. recent, well documented data will be available to the Area Educational Unit for use in the development of a special education plan for our area.

Please list only the number of students by grade and classification. Supporting data should be kept in your school to be used for reference in the development of specially funded programs that you may qualify for as a result of this study or in the planning processes of the Area Educational Unit.

OUTLINE OF SPECIAL NEEDS CLASSIFICATION

I. DISADVANTAGED- The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a program.

1.0 ACADEMICALLY DISADVANTAGED- These individuals are not succeeding or cannot succeed in a regular education program because of at least one educational deficiency.

1.1 LANGUAGE (SPEAKING/COMPREHENSION) DEFICIENCY- Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced. They may have one or more of the following characteristics:

Poor speech and/or limited formal English vocabulary.
Inability to use the formal language effectively in school
Serious language difficulties in any language

1.1.1 ENGLISH IS SECONDARY LANGUAGE- Persons whose language deficiency can be remedied by instruction in English as a foreign language

1.1.2 ENGLISH IS PRIMARY LANGUAGE- Persons whose language deficiency can be remedied by programs designed to increase language proficiency

1.2 READING AND/OR WRITING DEFICIENCY- Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. They may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary
Inability to write or communicate in writing

1.2.1 ENGLISH IS SECONDARY LANGUAGE- Persons whose reading/writing deficiency can be treated by instruction in English as a foreign language or by programs designed to achieve proficiency

1.2.2 ENGLISH IS PRIMARY LANGUAGE- Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency

1.3 COMPUTATIONAL DEFICIENCY- These individuals have educational background in mathematics which is not adequate to perform at the level required by the regular education program. They may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

1.4 GENERAL EDUCATIONAL DEFICIENCY- Individuals in this group have general educational deficiencies which are principally responsible for their inability to succeed. They may have one or more characteristics or conditions, such as the following:

A. Low achievement scores
B. Poor attendance records
C. School dropout
D. Potential school dropout
E. Unawareness of educational procedures and/or opportunities
F. Lack of parental support and guidance because of parents' lack of education

2.0 SOCIOECONOMIC EFFECTS ON BEHAVIOR-These individuals, because of their background or experience, have developed attitudes which result in behavior that severely limits their ability to perform successfully in an education program.

2.1 HOSTILE OR DEFIANT BEHAVIOR-Individuals in this group exhibit excessive aggressive, anti-social, or disruptive behavior. They may have one or more characteristics, such as the following:

A. Significant incidence of involvement with the criminal justice system
B. Defiance of rules and regulations
C. Persistence in trying to dominate the scene
D. Withdrawals from normal social intercourse
E. Unrestrained behavior
F. Socially assertive and unconventional behavior
G. Disruptiveness in school

2.2 PASSIVE OR APATHETIC BEHAVIOR-Individuals in this group exhibit unusual lack of participation in and response to learning opportunities. They may have one or more characteristics or conditions, such as the following:

A. No interest in learning or in schoolwork
B. Negative attitude toward learning
C. Discouragement in schoolwork
D. Lack of personal motivation, indifference
E. Poor relationship with others
F. Very poor or negative self-image
G. Oversensitivity to constructive criticism
H. Lack of experience with successful examples of his own ethnic group
I. Other identified disadvantagements, such as poor nutrition, broken home, out-of-wedlock pregnancies, or under-employment

3.0 ECONOMICALLY DISADVANTAGED- Individuals in this group are not succeeding or cannot succeed in a regular education program for one or more economic reasons. The effects tend to be clear and obvious to an educator, and countermeasures may require joint efforts with welfare and other social agency personnel. Persons in this category may have one or more characteristics, such as the following:

A. Geographical isolation
B. Needs economic assistance to enter or stay in school
C. Unemployment or underemployment

4.0 OTHER REMEDIABLE EFFECTS (SPECIFY)- This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantagement should be specified.

II. HANDICAPPED- The classification system for the handicapped is designed to include all persons with a physical or mental handicap who cannot or are not succeeding in a regular education program. To assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a program.

1.0 MENTALLY RETARDED- Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and the potential for academic achievement is estimated to be markedly less than expected of persons with a normal rate of intellectual development.

Criteria for inclusion in these categories require professional diagnosis in which conditions, such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, are ruled out as the primary cause of lack of ability to succeed.

1.1 EDUCABLE RETARDED- Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally to about the sixth-grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

1.2 TRAINABLE RETARDED- Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the educable retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

2.0 LEARNING DISABILITY- Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, speaking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental asphasia, etc. This category does not include learning problems which are primarily caused by visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

3.0 SERIOUSLY EMOTIONALLY DISTURBED- Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

4.0 ORTHOPEDICALLY HANDICAPPED- These individuals are limited in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

5.0 VISUALLY HANDICAPPED- These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for the diagnosis and classification of visual disabilities.

5.1 PARTIALLY SIGHTED- Using the criteria specified by the State, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials, and/or facilities if they are to be able to succeed in the educational program.

5.2 BLIND- State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individual must depend, to a large extent, on his sense of touch and hearing rather than on his sense of sight.

6.0 HEARING IMPAIRED- Individuals in this group have a sense of hearing inadequate for success in learning situations. State laws and regulations establish the criteria for the diagnosis and classification of hearing disabilities.

6.1 HARD OF HEARING- The individual can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid, or lipreading along with a hearing aid, to supplement his own hearing.

6.2 DEAF- Even with the amplification of sound provided by a hearing aid, the individual is unable to hear and recognize all speech sounds.

7.0 SPEECH IMPAIRED- These individuals have speech patterns that differ noticeably from the normal. Speech disorders may be articulatory, vocal, stuttering, or derive from delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

8.0 OTHER HEALTH IMPAIRMENT- This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other chronic conditions.

9.0 MULTI-HANDICAPPED- Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning programs or program modification.

SUMMARY: INCIDENCE OF DISADVANTAGED BY CLASSIFICATION

CLASSIFICATION	DISADVANTAGED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT
1.0 ACADEMICALLY DISADVANTAGED														
1.1 LANGUAGE DEFICIENCY														
1.2 READING/WRITING DEFICIENCY														
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY														
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED														
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the student at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.0 MENTALLY RETARDED														
1.1 EDUCABLE RETARDED														
1.2 TRAINABLE RETARDED														
2.0 LEARNING DISABILITY														
3.0 SERIOUSLY EMOTIONALLY DISTURBED														
4.0 ORTHOPEDICALLY HANDICAPPED														
5.0 VISUALLY HANDICAPPED														
5.1 PARTIALLY SIGHTED														
5.2 BLIND														
6.0 HEARING IMPAIRED														
6.1 HARD OF HEARING														
6.2 DEAF														
7.0 SPEECH IMPAIRED														
8.0 OTHER HEALTH IMPAIRMENT														
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE														
TOTAL UNDUPLICATED NO. OF STUDENTS														

Instructions:
1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, 5.0, and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the student at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

AREA XV CAREER EDUCATION RESEARCH & PLANNING

_____ COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9			
10			
11			
12			
OTHER			
TOTALS:			

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

_____ BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

AREA XV CAREER EDUCATION RESEARCH-PLANNING

_____ COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. _____%

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. _____%

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

_____%

VI

SURVEY RESULTS

This section is divided into two major areas with many sub-divisions. The following will outline the information contained here.

A. Actual Size of Sample Responding:

1. School Personnel
2. Students
3. Parents
4. Business and Industry

B. Area Results

1. School Personnel Questionnaire
   a. Total
   b. Administration
   c. Counselors
   d. Teachers
   e. Other
2. Students Questionnaire Total
3. Parents Questionnaire Total
4. Business-Industry Questionnaire Total
5. Comparison of Mutual Question Results
   a. Student Segment and School Personnel
   b. Parents Segment and School Personnel
   c. Business-Industry and School Personnel
   d. Parents, Business-Industry, and School Personnel
6. Total School Personnel Responses to page 4 of School Personnel Questionnaire
   a. Question 42
   b. Question 43
   c. Question 44
7. Specially funded projects
8. Dropouts
9. Graduate Follow-up

S A M P L E

The outreach effort included the following sample of attitudes and opinions. These numbers reflect those who actually responded.

*	School Personnel	1,410	= 73.51% of public school personnel in Area XV K-12
*	Pupils	19,479	= 87.12% of pupils (4-12) in the public schools of Area XV
*	Parents	2,021	= 12.02% of the parents of students (K-12) in the public schools of Area XV
	Business/Industry	255	= 9.30% of the business and industries in Area XV as listed by the Iowa State Employment Service

* This sample does not include the Keota District, that asked not to be included in the survey at this time, as they are presently involved in a career education project funded through the D.P.I. that requires an outreach effort at a later date.

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.____ COUNSELOR 2.____ TEACHER 3.____ OTHER 4.____

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 1262	2. 35	3. 112
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 766	2. 346	3. 298
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 1231	2. 66	3. 113
4. Students who graduate from high school should possess a marketable skill.	1. 950	2. 182	3. 278
5. We should develop a close working relationship with the business community in our educational process.	1. 1269	2. 28	3. 113
6. Students should become aware of and explore many career opportunities during their school years.	1. 1321	2. 29	3. 60
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 1168	2. 71	3. 171
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 1223	2. 49	3. 138
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 834	2. 133	3. 443
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 1212	2. 59	3. 139
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 1064	2. 131	3. 215
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 669	2. 283	3. 428
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 1040	2. 114	3. 256
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 775	2. 264	3. 371
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education would seem a logical consideration.	1. 1080	2. 119	3. 211

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1340	2. 22	3. 48
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 1233	2. 54	3. 123
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 1115	2. 91	3. 204
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 1226	2. 55	3. 129
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 1190	2. 51	3. 169
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 291	2. 675	3. 444
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 198	2. 794	3. 418
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 534	2. 511	3. 365
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 187	2. 864	3. 359
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 264	2. 716	3. 430
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 902	2. 177	3. 331
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 160	2. 739	3. 511

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.128	2.1115	3.167
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.142	2.1059	3.209
30. My school has activities that help me to choose a group of jobs to study.	1.161	2. 911	3.338
31. My school helps me recognize and understand those things in my life that are important to me.	1.296	2. 948	3.166
32. My school helps me see the special skills needed by people who work in various jobs.	1.206	2. 978	3.226
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.181	2.1019	3.210
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.286	2. 862	3.262
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.493	2. 767	3.150
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.267	2. 886	3.257
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.187	2. 990	3.233
38. My school helps me get the skills that are basic to a single job I am planning for.	1.125	2. 923	3.362
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.122	2. 978	3.310
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.216	2. 917	3.277
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.267	2. 892	3.251

SCHOOL PERSONNEL SEGMENT. Please react to each statement with only one response.
(Check one) ADM. 1. _____ COUNSELOR 2. _____ TEACHER 3. _____ OTHER 4. _____

TOTAL AREA XV ADMINISTRATORS RESPONSES

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 52	2. 1	3. 2
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 35	2. 12	3. 8
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 49	2. 1	3. 5
4. Students who graduate from high school should possess a marketable skill.	1. 33	2. 7	3. 15
5. We should develop a close working relationship with the business community in our educational process.	1. 52	2. 0	3. 3
6. Students should become aware of and explore many career opportunities during their school years.	1. 53	2. 0	3. 2
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 52	2. 1	3. 2
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 50	2. 2	3. 3
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 40	2. 8	3. 7
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 51	2. 1	3. 3
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 50	2. 2	3. 3
12. It seems more feasible to organize "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 27	2. 17	3. 11
13. Cooperative effort with other local districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 39	2. 7	3. 9
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 33	2. 10	3. 12
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 45	2. 3	3. 7

		YES	NO	UNDECIDED
16.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 52	2. 1	3. 2
17.	An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 49	2. 2	3. 4
18.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 44	2. 5	3. 6
19.	Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 50	2. 2	3. 3
20.	The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 50	2. 2	3. 3
21.	The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 20	2. 21	3. 14
22.	The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 13	2. 27	3. 15
23.	I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 32	2. 14	3. 9
24.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 8	2. 33	3. 14
25.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 15	2. 28	3. 12
26.	Generally, our high schools are presently graduating students who are prepared for additional education or training to qualify for gainful employment.	1. 40	2. 5	3. 10
27.	High school graduates are well prepared in job application [illegible] application and applicant interviews.	1. 8	2. 33	3. 14

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 8	2. 43	3. 4
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 8	2. 43	3. 4
30. My school has activities that help me to choose a [illegible]	1.11	2. 37	3. 7
31. My school helps me recognize and understand those things in my life that are important to me.	1.10	2. 41	3. 4
32. My school helps me see the special skills needed by people who work in various jobs.	1. 8	2. 40	3. 7
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 6	2. 43	3. 6
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.11	2. 41	3. 3
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.17	2. 35	3. 3
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.11	2. 39	3. 5
37. My school helps me plan to get the skills I need to enter the job I am planning for.	1. 7	2. 41	3. 7
38. My school helps me get the skills that are basic to a [illegible] I am planning for.	1. 5	2. 41	3. 9
39. My school helps me [illegible] my interests and abilities [illegible] which are related to groups of jobs.	1. 7	2. 36	3.12
40. My school helps me see this [illegible] and what I am [illegible] kind of job more than another kind of job.	1.10	2. 35	3.10
41. My school has activities showing why certain types of jobs require more education and training than other [illegible]	1.10	2. 47	3. 8
	1171	797	287

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1 COUNSELOR 2. X TEACHER 3. ____ OTHER 4. ____

TOTAL AREA XV COUNSELOR RESPONSES

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 31	2. 1	3. 0
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 8	2. 16	3. 8
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 30	2. 0	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 17	2. 3	3. 12
5. We should develop a close working relationship with the business community in our educational process.	1. 30	2. 1	3. 1
6. Students should become aware of and explore many career opportunities during their school years.	1. 31	2. 0	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 29	2. 1	3. 2
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 31	2. 0	3. 1
9. Special service and instructional staff will readily adapt career education concepts into the curriculum if the proper leadership practices be provided.	1. 21	2. 4	3. 7
10. Career development activities in our school should be within the umbrella of a master plan so as to [illegible] in the process.	1. 30	2. 2	3. 0
11. Inservice training would be necessary to effective implementation of career education in our school.	1. 27	2. 2	3. 3
12. [illegible] to the "spheres of influence" [illegible] and instructional [illegible] and experience a gradual, [illegible] throughout the system as opposed to [illegible] involvement.	1. 6	2. 13	3. 13
13. [illegible] districts in the [illegible] courses of	1. 17	2. [illegible]	3. 10
14. [illegible] se in curriculum [illegible] who could be shared by [illegible] seem a logical	1. 20	2. 5	3. 7
15. [illegible] with the [illegible] districts in the [illegible] career educati[illegible]	1. 25	2. 3	3. 4

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 32	2. 0	3. 0
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 30	2. 1	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 28	2. 3	3. 1
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 29	2. 1	3. 2
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 30	2. 0	3. 2
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 3	2. 20	3. 9
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 6	2. 19	3. 7
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 27	2. 3	3. 2
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 25	3. 4
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 9	2. 15	3. 8
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 24	2. 0	3. 8
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 5	2. 17	3. 10

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 2	2. 27	3. 3
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 5	2. 25	3. 2
30. My school has activities that help me to choose a group of jobs to study.	1. 3	2. 23	3. 6
31. My school helps me recognize and understand those things in my life that are important to me.	1. 2	2. 26	3. 4
32. My school helps me see the special skills needed by people who work in various jobs.	1. 0	2. 28	3. 4
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 7	2. 24	3. 1
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 2	2. 27	3. 3
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 6	2. 24	3. 2
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 12	2. 18	3. 2
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 9	2. 21	3. 2
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 4	2. 24	3. 4
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs..	1. 6	2. 23	3. 3
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 8	2. 19	3. 5
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 8	2. 23	3. 1
	653	492	167

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.____ COUNSELOR 2.____ TEACHER 3. X OTHER 4.____

TOTAL AREA XV TEACHER RESPONSES

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 1034	2. 30	3. 93
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 627	2. 285	3. 245
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 1010	2. 58	3. 89
4. Students who graduate from high school should possess a marketable skill.	1. 786	2. 158	3. 213
5. We should develop a close working relationship with the business community in our educational process.	1. 1038	2. 27	3. 92
6. Students should become aware of and explore many career opportunities during their school years.	1. 1082	2. 25	3. 50
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 955	2. 62	3. 140
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 994	2. 43	3. 120
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 685	2. 106	3. 366
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 993	2. 50	3. 114
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 863	2. 116	3. 178
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 594	2. 219	3. 344
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 865	2. 88	3. 204
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 631	2. 226	3. 300
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 886	2. 105	3. 166

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1103	2. 19	3. 35
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 1008	2. 44	3. 105
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 910	2. 74	3. 173
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 1013	2. 45	3. 99
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 981	2. 41	3. 135
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 230	2. 563	3. 364
22. The capability and workload of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 149	2. 674	3. 334
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 423	2. 428	3. 306
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 148	2. 716	3. 293
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 211	2. 592	3. 354
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 744	2. 151	3. 262
27. High school graduates are prepared in job application skills such as personal letters of application and applicant interviews.	1. 131	2. 605	3. 421

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 102	2. 918	3. 137
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 105	2. 876	3. 176
30. My school has activities that help me to choose a group of jobs to study.	1. 127	2. 739	3. 291
31. My school helps me recognize and understand those things in my life that are important to me.	1. 249	2. 781	3. 127
32. My school helps me see the special skills needed by people who work in various jobs.	1. 169	2. 802	3. 186
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 148	2. 835	3. 174
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 241	2. 692	3. 224
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 402	2. 639	3. 116
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 215	2. 726	3. 216
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 150	2. 815	3. 192
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 98	2. 763	3. 296
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 96	2. 816	3. 245
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 166	2. 761	3. 230
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 208	2. 741	3. 208
	22,570	16,454	8,413

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.___ COUNSELOR 2.___ TEACHER 3.___ OTHER 4. X

AREA XV TOTAL OTHER SCHOOL PERSONNEL RESPONSES

	YES	NO	UNDECIDED
Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 145	2. 3	3. 17
Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 96	2. 33	3. 37
A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 142	2. 7	3. 17
Students who graduate from high school should possess a marketable skill.	1. 114	2. 14	3. 38
We should develop a close working relationship with the business community in our educational process.	1. 149	2. 0	3. 17
Students should become aware of and explore many career opportunities during their school years.	1. 155	2. 4	3. 7
I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 132	2. 7	3. 27
Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 148	2. 4	3. 14
Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 88	2. 15	3. 63
Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 138	2. 6	3. 22
In-Service training would be necessary to effective implementation of career education in our school.	1. 124	2. 11	3. 31
It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 72	2. 34	3. 60
Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 119	2. 14	3. 33
A professional staff member with expertise in curriculum and career education integration should be shared by two or more local school districts would seem a logical consideration.	1. 91	2. 23	3. 52
Cooperative efforts with other school districts in the provision of teacher in-service training in career education would seem a logical consideration.	1. 124	2. 8	3. 34

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 153	2. 2	3. 11
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 146	2. 7	3. 13
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 133	2. 9	3. 24
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 134	2. 7	3. 25
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 129	2. 8	3. 29
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 38	2. 71	3. 57
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 30	2. 74	3. 62
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 52	2. 66	3. 48
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 28	2. 90	3. 48
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 29	2. 81	3. 56
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 94	2. 21	3. 51
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 16	2. 84	3. 66

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

		MUCH HELP	SOME HELP	NO HELP
28.	My school has activities that help me find out what jobs and work means.	1. 16	2. 127	3. 23
29.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 24	2. 115	3. 27
30.	My school has activities that help me to choose a group of jobs to study.	1. 20	2. 112	3. 34
31.	My school helps me recognize and understand those things in my life that are important to me.	1. 35	2. 100	3. 31
32.	My school helps me see the special skills needed by people who work in various jobs.	1. 29	2. 108	3. 29
33.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 20	2. 117	3. 29
34.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 32	2. 102	3. 32
35.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 68	2. 69	3. 29
36.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 29	2. 103	3. 34
37.	My school helps me plan to get the skills I need to know in the job I am planning for.	1. 21	2. 113	3. 32
38.	My school helps me get the skills that are basic to a single job I am planning for.	1. 18	2. 95	3. 53
39.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 13	2. 103	3. 50
40.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 32	2. 102	3. 32
41.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 41	2. 91	3. 34
		3217	2160	1428

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ 11 ___ 12 ___

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.3043	2.3255	3.3181
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.3738	2.0532	3.5208
3. My school has activities that help me to choose a group of jobs to study.	1.3563	2.9640	3.6275
4. My school helps me recognize and understand those things in my life that are important to me.	1.6223	2.9624	3.3631
5. My school helps me see the special skills needed by people who work in various jobs.	1.5062	2.0509	3.3907
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.5089	2.10105	3.4284
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.4328	2. 9730	3.5420
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.7770	2. 8646	3.3062
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.5143	2. 8819	3.5516
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.4179	2. 9527	3.5772
11. My school helps me get the skills that are basic to a single job I am planning for.	1.3330	2. 9464	3.6684
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.3269	2.10870	3.5339
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.5388	2. 9454	3.4636
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.5334	2. 9442	3.4703

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

AREA TOTAL - ALL PARENTS

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1._____ JR HIGH 2._____ HIGH SCHOOL 3._____ OUT OF SCHOOL 4._____

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 874	2. 773	3. 374
3. Students should become aware of and explore many career opportunities during their school years.	1. 1972	2. 19	3. 30
4. Students who graduate from high school should possess a marketable skill.	1. 1543	2. 184	3. 294
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 1896	2. 45	3. 80
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 1558	2. 155	3. 308
7. We should develop a close working relationship with the business community in our educational process.	1. 1853	2. 39	3. 129
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1871	2. 48	3. 102
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 1768	2. 89	3. 164
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 1717	2. 111	3. 193

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements.
TOTAL RESPONSES 2. Please respond with only one check per statement

1. Please check the one division that best describes your business or industry:

Agriculture	1. 19	Wholesale/Retail Trade	6. 101
Mining	2. 0	Finance, Insurance, Real Estate	7. 16
Construction	3. 20	Services	8. 72
Manufacturing	4. 15	Government	9. 1
Transportation-Communication	5. 11	TOTAL RESPONSES:	255

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECID
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 122	2. 97	3. 36
4. Students who graduate from high school should possess a marketable skill.	1. 181	2. 47	3. 21
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 83	2. 133	3. 39
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 197	2. 30	3. 28
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 52	2. 144	3. 59
8. We should develop a close working relationship with the business community in our educational process.	1. 234	2. 3	3. 18
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 228	2. 5	3. 22
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 214	2. 12	3. 29
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 208	2. 7	3. 40
	1519	478	298

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

1. My school has activities that help me find out what jobs and work mean.

STUDENT SEGMENT	3043 - 16%	13255 - 68%	3181 - 16%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	128 - 9%	1115 - 79%	167 - 12%
	Much Help	Some Help	No Help

2. My school helps me see my strengths and my interests when I am thinking about choosing a job.

STUDENT SEGMENT	5738 - 19%	10552 - 54%	5208 - 27%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	142 - 10%	1059 - 75%	209 - 15%
	Much Help	Some Help	No Help

3. My school has activities that help me to choose a group of jobs to study.

STUDENT SEGMENT	3563 - 18%	9640 - 50%	6275 - 32%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	161 - 11%	911 - 65%	338 - 24%
	Much Help	Some Help	No Help

4. My school helps me recognize and understand those things in my life that are important to me.

STUDENT SEGMENT	6225 - 32%	9624 - 49%	3631 - 19%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	296 - 21%	948 - 67%	166 - 12%
	Much Help	Some Help	No Help

5. My school helps me see the special skills needed by people who work in various jobs.

STUDENT SEGMENT	5062 - 26%	10509 - 54%	3907 - 20%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	206 - 15%	978 - 69%	226 - 16%
	Much Help	Some Help	No Help

6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.

STUDENT SEGMENT	5089 - 26%	10105 - 52%	4284 - 22%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	181 - 13%	1019 - 72%	210 - 15%
	Much Help	Some Help	No Help

7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.

STUDENT SEGMENT	4328 - 22%	9730 - 50%	5420 - 28%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	286 - 20%	862 - 61%	262 - 19%
	Much Help	Some Help	No Help

8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.

STUDENT SEGMENT	7770 - 40%	8646 - 44%	3062 - 16%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	493 - 35%	767 - 54%	150 - 11%
	Much Help	Some Help	No Help

9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.

STUDENT SEGMENT	5143 - 27%	8819 - 45%	5516 - 28%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	267 - 19%	886 - 63%	257 - 18%
	Much Help	Some Help	No Help

10. My school helps me plan to get the skills I need to know in the job I am planning.

STUDENT SEGMENT	4179 - 21%	9527 - 49%	5772 - 30%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	187 - 13%	990 - 70%	233 - 17%
	Much Help	Some Help	No Help

11. My school helps me get the skills that are basic to a single job I am planning for.

STUDENT SEGMENT	3350 - 17%	9164 - 49%	6684 - 34%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	125 - 9%	923 - 65%	362 - 26%
	Much Help	Some Help	No Help

12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.

STUDENT SEGMENT	3269 - 17%	10870 - 56%	5339 - 27%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	122 - 9%	978 - 69%	310 - 22%
	Much Help	Some Help	No Help

13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.

STUDENT SEGMENT	5388 - 28%	9454 - 48%	4636 - 24%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	216 - 15%	917 - 65%	277 - 20%
	Much Help	Some Help	No Help

14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.

STUDENT SEGMENT	5334 - 27%	9442 - 49%	4703 - 24%
	Much Help	Some Help	No Help
SCHOOL PERSONNEL	267 - 19%	892 - 63%	251 - 18%
	Much Help	Some Help	No Help

COMPARISON OF MUTUAL QUESTION RESULTS (b)

1. Students should become aware of and explore many career opportunities during their school years.

	Yes	No	Undecided
PARENTS SEGMENT	1972 - 98%	19 - 1%	30 - 1%
SCHOOL PERSONNEL	1321 - 94%	29 - 2%	60 - 4%

2. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.

	Yes	No	Undecided
PARENTS SEGMENT	1896 - 94%	45 - 2%	80 - 4%
SCHOOL PERSONNEL	1168 - 83%	71 - 5%	171 - 12%

3. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.

	Yes	No	Undecided
PARENTS SEGMENT	1558 - 77%	155 - 8%	308 - 15%
SCHOOL PERSONNEL	1226 - 87%	55 - 1%	129 - 9%

COMPARISON OF MUTUAL QUESTION RESULTS (c)

1. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.

BUSINESS INDUSTRY	83 - 33%	133 - 52%	39 - 15%
	Yes	No	Undecided
SCHOOL PERSONNEL	264 - 19%	716 - 51%	430 - 30%
	Yes	No	Undecided

2. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.

BUSINESS-INDUSTRY	197 - 77%	30 - 12%	28 - 11%
	Yes	No	Undecided
SCHOOL PERSONNEL	902 - 64%	177 - 13%	331 - 23%
	Yes	No	Undecided

3. High School graduates are well prepared in job application skills such as writing letters of application and applicant interviews.

BUSINESS-INDUSTRY	52 - 20%	144 - 57%	59 - 23%
	Yes	No	Undecided
SCHOOL PERSONNEL	160 - 11%	739 - 53%	511 - 36%
	Yes	No	Undecided

COMPARISON OF MUTUAL QUESTION RESULTS (d)

1. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.

	Yes	No	Undecided
PARENTS SEGMENT	871 - 43%	773 - 38%	374 - 19%
BUSINESS-INDUSTRY	122 - 48%	97 - 38%	36 - 14%
SCHOOL PERSONNEL	187 - 13%	864 - 61%	359 - 26%

2. Students who graduate from high school should possess a marketable skill.

	Yes	No	Undecided
PARENTS SEGMENT	1543 - 76%	184 - 9%	294 - 15%
BUSINESS-INDUSTRY	181 - 71%	47 - 18%	27 - 11%
SCHOOL PERSONNEL	950 - 67%	182 - 13%	278 - 20%

3. We should develop a close working relationship with the business community in our educational process.

	Yes	No	Undecided
PARENTS SEGMENT	1853 - 92%	39 - 2%	129 - 6%
BUSINESS-INDUSTRY	234 - 92%	3 - 1%	18 - 7%
SCHOOL PERSONNEL	1269 - 90%	28 - 2%	113 - 8%

4. An arrangement between the school and local employers where by business people discuss their occupations with young people would seem a logical consideration.

	Yes	No	Undecided
PARENTS SEGMENT	1871 - 93%	48 - 2%	102 - 5%
BUSINESS-INDUSTRY	228 - 89%	5 - 2%	22 - 9%
SCHOOL PERSONNEL	1340 - 95%	22 - 2%	48 - 3%

5. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.

PARENTS SEGMENT	1768 - 88%	89 - 4%	164 - 8%
	Yes	No	Undecided
BUSINESS-INDUSTRY	214 - 84%	12 - 5%	29 - 11%
	Yes	No	Undecided
SCHOOL PERSONNEL	1233 - 87%	54 - 4%	123 - 9%
	Yes	No	Undecided

6. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.

PARENTS SEGMENT	1717 - 85%	111 - 5%	193 - 10%
	Yes	No	Undecided
BUSINESS-INDUSTRY	208 - 81%	7 - 3%	40 - 16%
	Yes	No	Undecided
SCHOOL PERSONNEL	1115 - 79%	91 - 6%	204 - 15%
	Yes	No	Undecided

QUESTION 42- RANK ORDER OF NEED IN SCHOOL -TOTAL AREA SCHOOL RESPONSES-1411

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	4012	2.84
CAREER GUIDANCE	3rd	4060	2.87
DROPOUTS	5th	5739	4.06
CURRICULUM ADDITIONS	4th	5131	3.63
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	3470	2.45
COLLEGE COURSES IN ARTS AND SCIENCE	8th	7523	5.33
ALTERNATIVE SCHOOL	6th	6287	4.45
STUDENT EVALUATION	7th	6452	4.57

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School TOTAL AREA SCHOOL RESPONSES

NEED FOR STAFF ORIENTATION:	234
NEED FOR STUDENT ORIENTATION:	21
NEED FOR COMMUNITY ORIENTATION:	2
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	400
APATHY	
Of Students:	47
Of Community:	85
Of Teachers:	17
Of Grade School:	2
STEREOTYPING	
Student Attitudes:	16
Parent Attitudes:	18
Community Attitudes:	1
ALREADY OVERLOADED CURRICULUM:	235
LIMITED CURRICULUM:	1
NEED CURRICULUM EXPANSION:	3
NO OBSTACLES:	40
NO OPINION:	510
MISC:	
Media Center films	1
Guidelines needed	1
Preoccupation with importance of grades as a criteria of achievement	1
Distance from job opportunities	2

SCHOOL PERSONNEL SEGMENT — TOTAL AREA SCHOOL RESPONSES

QUESTION 44 — WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	77
MINORITY GROUPS HINDERED:	99
SOME DIFFERENCE:	107
NO DIFFERENCE:	367
NO OPINION:	764

AREA TOTALS

Listed below are specially funded projects of the individual schools:

School	Source	Project	Amount
ACL	DPI-Career Ed.	Career Awareness & Exploration	
	DPI-Guidance	Mini Project Grant	
ALBIA	None		
BLAKESBURG	Iowa Guidance	Career Enrichment Mini courses	$ 500
	Title I	Environmental Science	500
CARDINAL	None		
CHARITON	State	Vocational funds	9,000
	Federal	Voc. Agriculture	1,700
	Federal	Voc. Homemaking	2,100
	Federal	Voc. T & I	1,100
DAVIS CO.	Special Needs & School District	Work experience Summer Employment Opp.	
EDDYVILLE	None		
FAIRFIELD	DPI	Mini-grant for career resource center	
	Local district	Career Ed. Committee work (for this year & next)	
HARMONY	None		
HEDRICK	State	2615	
KEOTA	SBRC	New, unusual course	
	Career Ed. Division	Ed. Opportunities to Awareness	
MORAVIA		Mini-Career Program for 75-76	1,500
MOULTON-UDELL		Mini-Career Program for 75-76	1,500
NORTH MAHASKA	Area XV	2615	
		Vo. Ag.-Adult Education	
OTTUMWA	None		
PEKIN	None		

Specially funded projects, continued.... Page 2

School	Source	Project	Amount
RUSSELL	None		
SEYMOUR	State	Wayne Co. Career Ed.	
	Area XV	Project 2615	
SIGOURNEY	None		
TRI COUNTY	None		
VAN BUREN	State	Project 2615	
WAYNE	DPI	Career Awareness Exploration	
	DPI	Guidance-Mini Grant	
	Local lumberman	Building Trades Program	
	Bus. & Profess. Women	BPW Scholarship	
	Hospital Auxiliary	Hospital Auxiliary Scholarship	
	Wayne Co. Lung Assoc.	Wayne Co. Lung Assoc. Scholarship	
	Wayne Co. Health Ins. Assoc.	Wayne Co. Health Ins. Assoc. Scholarship	
	Lindsey Estate	Lindsey Estate Scholarship	
	Hinkle Estate	Hinkle Estate Scholarship	
	Beta Sigma Phi	Beta Sigma Phi Scholarship	
	Local Foundation	Polio Scholarship	
	F.T.A. (S.E.S.)	FTA (SES) Scholarship	

AREA TOTAL
DROPOUT SEGMENT

Please assess to the best of your ability the most evident reason for these students dropping out of school.

Grade 7-12 Total Dropouts Area XV

REASONS:	NO. BOYS	NO. GIRLS	TOTAL
A. Full time employment	18	8	26
B. Health Problems	9	8	17
C. Marriage	5	59	64
D. Unsuccessful Course Work	21	1	22
E. Unsuccessful Socially	2	1	3
F. Problems with legal authorities	19	1	20
G. Home Environment	21	21	42
H. Peer Pressure	1	2	3
I. General Apathy with School	77	41	118
J. Saw no advantage to School	39	21	60
K. Other (Specify below)			
1. Expelled	6	1	7
2. Pregnancy		8	8
3. Language Barrier	1		1
4. Service	14		14
5. Seek Employment	1	2	3
6. Religious Conviction	1		1
7. Split		1	1
8. Parental Pressure		1	1
9. Didn't enter 10th grade, did finish 9th grade	5	?	7
TOTAL	240	178	418

Follow-up on Graduates Section

School	% of graduates who followed course of study in school that prepared them for employment or additional educational training.	% of graduates who were not prepared by their course of study for employment or additional educational training.	Undecided about their preparation
A.C.G.	30	30	40
ARBIA	33	33	33
BLAKESBURG	50	25	25
CARDINAL	30	28	42
CHARITON	60	20	20
DAVIS CO.	42	23	35
EDDYVILLE	75	8	17
FAIRFIELD	70-75	15-20	10-15
HARMONY	75	15	10
HEDRICK	50	25	25
KEOTA	60	40	25
MORAVIA	78	17	5
MOULTON-UDELL	78	10	12
NORTH MAHASKA	90	5	5
OTTUMWA	60	30	10
PEKIN	15	50	35
RUSSELL	35	52	13
SEYMOUR	80	5	15
SIGOURNEY	35	40	25
TRI-COUNTY	50	27.4	22.6
VAN BUREN	60	25	15
WAYNE	74.8	18.6	6.6

VII

INDIAN HILLS COMMUNITY COLLEGE
AREA XV CAREER EDUCATION RESEARCH ADVISORY COMMITTEE MEETING
May 9, 1974

The Area XV Career Education Research Advisory Committee Meeting was called to order by Chairman Bob Morrissey at 2:45 p.m.

ATTENDANCE: Those attending were Jerry Kauzlarich, Geraldine Stockton, Bob Prasch, Darrel Ensz, Kirwin Powell, Harold Westra, Paul Kiso, Leon Engelbart, Libby Woodruff, Lyle Hellyer, Ross Blount, Leonard Shaw, Don Palmer, Ed Myers, Ralph Messerli, Dan Kent, Andy Weston, Rebecca Kann, Ed Hutchcroft and Bill Byers.

WELCOME: Mr. Morrissey introduced President Lyle Hellyer, Indian Hills Community College. His opening welcome to the committee members stressed enthusiasm to the project and noted the input from this committee would be instrumental and of great value in making decisions that would have a great impact on career education for both young and old.

CAPSULE SUMMARY OF BACKGROUNDS OF COMMITTEE MEMBERS: Introduction of committee members was by capsule summary of one's background. Committee members backgrounds are representative of education, industry and business administration. All expressed interest and desire in the objectives and the future of career education -- it was indicative of several whose capsule summary was, "I'm here to learn".

WHAT ARE WE ABOUT? Chairman Morrissey informed the group now that the selection of the committee was complete we can develop some real good working relationships and get the ball rolling in Area XV in Career Education. This study will be an effort in research and planning.

State and Federal Level: Reference to 'THE NATIONAL STANDARD CAREER EDUCATION MODEL -- KINDERGARTEN THROUGH ADULT' chart and it's goal statements. The chart was developed by leaders in career education as a standard for career awareness at all grade levels. It identifies specific goals of career education. This chart lists fifteen career clusters as suggested by the United States Office of Education. ELEMENTS OF CAREER EDUCATION -- preparation, work experience, orientation, awareness, placement and exploration. These charts are available for committee member's study.

State Level 'CAREER EDUCATION' - A New Educational Concept for Iowa and Iowa Model For Career Development was inclusive in materials mailed to members previous to meeting date and is pretty much the same as the national level.

Chairman Morrissey told members they would have obligations and would be making recommendations that would, obviously, lay the ground work for

State Level (con't)

schools, communities and areas to be successful in implementing career education, as they see it.

HOW DID THIS STUDY COME ABOUT?

Indian Hills Community College is the area wide career education agency and has been asked by the D. P. I. to do the study.

The twenty six school superintendents have endorsed this study and a joint effort has emerged.

But, this study is much bigger than Indian Hills Community College and the 26 school districts as it encompasses all the career education needs in Area XV.

Therefore -- we need an Advisory Board that represents many frames of reference in order to effectively meet the objectives of the study previously mentioned.

ROLE OF ADVISORY COMMITTEE:

To advise on every aspect of the project as it develops.
To act as a sounding board for the various possible directions that the study may take.

To meet individually or in sub-committees with the coordinator in relation to special areas of interest in the study that may arise.

To assist in research of relative data when applicable to the members circumstance.

ROLE OF RESEARCH COORDINATOR:

Maintain constant open lines of communication with the Advisory Committee through regular meetings, possible small group work, individual contacts.

Research and evaluate appropriate existing data on people needs within the area.

Initiate and construct additional NEEDS analysis.

Research and evaluate existing resources.

Develop in a publication the resultant materials and recommendation of the study.

ROLE OF PROJECT DIRECTOR:

Oversees expenditures.

Evaluates the progress of the project in terms of the objectives that were stated in the proposal to the D. P. I., which resulted in their funding this effort.

Represents the Administration of Indian Hills Community College.

Makes suggestions and comments regarding Development of the project.

PROJECT 2615:

Don Palmer, Project Coordinator for Project 2615 spoke to the group relative to the Career Education program now in progress at Indian Hills Community College involving the high school students in the ten county area.

He told of the history surrounding the start of such a project. "In 1962 State Legislation passed the 'Ten Points of the Law' in which area schools was to work with local high schools and curriculum. Ten years passed and nothing was done relative to that aspect of the law.

The twenty six superintendents at one of their meetings decided to see what could be done to implement such a program. The program was started and 57 students are now enrolled in career programs at the college.

A chart was distributed relative to Fall projection showing courses, sites and the number of students enrolled as of May 9, 1974.

DISCUSSION TOPIC "WAS THE EXPOSURE THAT YOU RECEIVED IN YOUR FORMATIVE YEARS TO THE CAREER OPPORTUNITIES AVAILABLE TO YOU ADEQUATE?"

An interesting and informative discussion occurred that brought some interesting aspects and opinions to light. Among these were the following:

Career choice to some was arrived at by a process of elimination of those work opportunities that did not appeal to them.

Perhaps exposure to career opportunities are not as vivid today because of regulations that curtail work experiences for minors.

Changes in the family structure in our country has its impact upon the work ethic.

A large percent of the jobs today are not the type that are readily visible.

A general agreement existed as to the need of a comprehensive career education program in our area.

Some differences of opinion occurred in the area of Career Education components -- awareness, exploratory, preparatory -- as to the point in time that one phases into the other.

The basic responsibility for the initial development of the self-concept of an individual is in the home.

None of the members of this committee are bashful.

Respectfully submitted

Robert Morrissey

RESUME OF AREA XV CAREER EDUCATION RESEARCH ADVISORY COMMITTEE MEETING June 27, 1974

The Area XV Career Education Research Advisory Committee met on June 27, 1974, in the Administration Building (upstairs) of Indian Hills Community College.

Chairman Bob Morrissey called the meeting to order at 3:15 p.m. Those attending were Geraldine Stockton, Rebecca Kann, Gary Grossklaus, Andy Weston, Dan Kent, Leon Engelbart, Ross Blount, Ed Hutchcroft, Bob Prasch, Jerry Kauzlarich, Bill Byers, Harold Westra and Dick Christy.

There were no additions or deletions to be recorded relative to the minutes of the May 9th meeting.

Chairman Morrissey called attention to the table with research materials--members interested in copies of this material are to sign the designated sheet and materials will be forwarded to them.

Chairman Morrissey read an article entitled, "My Life's Story". The story was indicative of child development, some of the impressions that people have from over-exposure and preparing children in readiness for 'their' career education.

A progress report was given by the coordinator concerning the research data that had been completed since the last meeting. These preliminary studies included People Needs data on the following areas: Age Levels, Educational Levels, Economic Status, School Drop Outs, and Minority Groups. It was found to be quite time consuming to make a bonafide effort to cover the research. All aspects of the research study will be made available to committee members upon request.

Some high points that were covered in the research summary included, in relation to economic status, 38 per cent of the families in Area XV have an income of less than $6,000 while 54 per cent of the families have an income of less than $8,000.

Self-concept is basic development in the initial 5-10 years of a person's life and is formed, to a large extent, through parent attitude, home environment, and economic status as self-concept relates to career choice.

Total public school enrollment in relation to educational levels in Area XV is down 1415 students from the previous school year of 1972-73. Grades K-6 record a loss of 1127 students, grades 7-9 record a gain of 138 students and grades 10-12 record a loss of 398 students. There were 555 fewer in the incoming Kindergarten class of the 1973-74 school year than graduating Seniors in 1972-73.

Bill Byers pointed out to members that in a typical rural area, you would get a lot of fluctuation in economic status due to farm income. It was also discussed by committee members, to some extent, the significance of the enrollment loss in public schools in Area XV. This discussion related to how the school population loss coincided with migration from our area and also in terms of the amount of money lost to our area in state aid for schools.

Ed Hutchcroft raised the question in relation to the loss in population as to whether this is good or bad for employment.

Chairman Morrissey introduced the subject of funding pilot projects in Area XV at this time to complement our Research and Planning effort. The subject very briefly touched upon was a funded project to summarize and categorize by cluster the career education materials available to teachers in Area XV through the Media Center. Some thought was to be given to this and other possibilities by funding pilot projects between now and the next meeting date.

Bob Morrissey spoke of some of the things in our area that are career related and funded through the Department of Public Instruction that are operating in our area today and introduced the three speakers in their related areas:

1. SPECIAL NEEDS--BOB PRASCH- C.O.C. CENTER.
He reported that the Center is kind of a business helping people determine what they can do and what they want to do. He said they try to remain somewhat divided from I.H.C.C. They are trying solid type of evaluations within a five day period, trying to match people's ability and jobs.

2. ROSS BLOUNT--Spoke of programs they are working on. Work exploratory or experience programs which was developed for the 'Do It Yourself' involving the practical job skills.
Curriculum Development- Really slow. We have tried to become more aware that teachers are personally working and implementing curriculum. He spoke of a workshop that Al Kahler will be conducting in Corydon. He invited all interested personnel to attend if they would like to. Eighty-five per cent of the time will be spent relative to career education.

   Advisory Committees--Response from all four of the school districts. Local people take a hold. It was the people (Advisory Committee Members) who see the need to establish advisory committees. Career Education gives an open field.

3. GARY GROSSKLAUS--Counselor at Indian Hills Community College told members of the S.P.S. Career Resource Room. This facility is primarily a facility with career materials. We are well supplied in models for many of the high school guidance programs. This will be made mobile and we are in the process of doing so. We have plenty of film and even have it catalogued and indexed. It is a real asset in our admission process and, hopefully, we will have somebody full time within the next week or two that will be assigned to this room. She will, also, be using it with the students in the admissions process.

   Bob Prasch, C.O.C., spoke of using this room and finding it extremely helpful to them as they can find information relative to job opportunities.

Bob Morrissey then introduced the subject of the Helling Paper that was included in the mailout previous to this meeting. Time was really not available for a good discussion of this paper. Ross Blount suggested continuing study on the Helling Paper, especially as it relates to general career education parameters, general objectives of a career education program, components of a career education program and some elements of an operational program.

Ed Hutchcroft mentioned a meeting he has in early July with other superintendents where they will be making recommendations to the Media Center as to subject areas that the Center should attempt to add additional materials. Bob Morrissey and Ed Hutchcroft set a meeting date to discuss available materials in career education that are present at the Media Center now.

Two topics recommended as top priorities of discussion at the next meeting are the Helling Paper and curriculum development. Bob Morrissey expects to have the bulk of the People Needs research in the form of preliminary studies finished in July.

Next meeting of the Advisory Council will probably be in the month of August.

Meeting adjourned.

Respectfully submitted,

Bob Morrissey

MINUTES OF CAREER EDUCATION RESEARCH ADVISORY COMMITTEE MEETING
Administration Bldg-Indian Hills Comm. College- 12 Sept 74

The meeting was called to order by Mr. Morrissey at 2:40 p.m. Those attending were: Becky Kann, Supt. Hutchcroft, Andy Weston, Supt. Westra, Bob Prasch, Don Job, Bill Byers, Dr. Engelbart, Darrel Ensz, Ed Meyers, Geraldine Stockton, Jim Kruchelow, and Ross Blount.

There was discussion of the Information Base. It was emphasized that Career Education must be an overall plan in Area XV and to be successful, cooperation was needed from all. There must be good information for a good information base. Mr. Morrissey brought out that the committee had been a tremendous help and had every reason to believe that this could become the best research effort in the state if the second phase is done well.

It was brought to the committee's attention that a study is being developed now from the different course offerings of each school, 9-12, in Area XV. This information was obtained from D.P.I. and lists 381 different course offerings in the Area XV high schools. We found course offerings range from 30-40 per school to 131 different offerings. We will be sending a copy of these to the individual schools to check for accuracy. Although it may seem, in some cases, that the same course is listed several times under several different names, the D.P. I, has designated each with an individual course number indicating differentiating facets to each class and, thus treated them separately. Members were invited to look at the work done on the study so far. The following information will be gathered from this study: (1) to get an overview of the present opportunities in exploratory and preparatory programs in the high schools of Area XV (2) To generate a picture of the numbers of students involved in the various courses of study offered in the high schools of Area XV (3) To serve as a guide later in our study in assisting us with data necessary to recommendations involving course offerings, areas of possible cooperative ventures, etc. (4) To serve as a guide in comparing course offerings with opportunities for placement in careers (locally, Area XV, state, nation)

A draft of the SCHOOL AND COMMUNITY SURVEY was presented to the members. The committee was encouraged to study the draft, returning it in ten days to Mr. Morrissey with their recommendations, additions, or deletions, whether it should be simplified, whether it was, in their opinion and in the present form, workable. The committee was asked the following questions and made comments in the following areas concerning the survey:

-Did they feel there were ways in which the survey could be improved upon.
-How would the survey be implemented and by whom.
-Is there any area of the survey that would be offensive to anyone, betray confidences, or create a negative reaction.
-Bill Byers raised question on student behavior, that once it was down on paper, it becomes a fact. They felt there should be a guideline for the individual who will be in charge in each community for completing the survey. Mr. Hutchcroft stated that we must be certain that this is an individual with good judgement.
-Mr. Ensz stated that information should be based on incident and not subjective judgement.
-Mr. Prasch stated, and all agreed, that one of the toughest areas to adequately survey would be business and industry. Dr. Engelbart stated that perhaps a sub-committee would be necessary in this area. Mr. Morrissey suggested that he get together with Jim Cruchelow to get information that

he has concerning all employers with three or more employees throughout the area and that this could be used as a guide in the local areas. Mr. Morrissey also pointed out that when individual districts begin to develop Careef Education programs, whether indivudally or in a cooperative venture, that more in-depth research into this area will occur.

-It was recommended a sub-committee be named to help finalize the draft for implementation.

-Questions were raised as to the full purpose of the survey, how it would be used, whether there would be any inconsistency by schools, whether this was too large a project to be completed correctly.

-Mr. Ensz pointed out that the quality of the project was his main concern and that we should not rush through this phase of the project and sacrifice quality for the sake of meeting deadlines. It was pointed out that the results must be to the benefit of the students and not end as so much paperwork.

-It was questioned as to whether the survey leaned too heavily toward those having special needs, more so than the needs of the total students. Ed Meyers wondered about the overlapping of program money for these special needs people as Title I funds can also be used for them. Geraldine Stockton stated in response that students with special needs in the schools are not always well provided for although it may seem that they are through special funding.

-The committee felt it could be successful by school and community involvement, accuracy of information, follow-through. That some information could be thrown out but that other information was imperative. It was indicated that although some information needed on the survey is already available in the schools, i.e., (who is distruptive, who are the handicapped, etc.) it will be very difficult to complete in some of the areas.

-It is the hopes of the committee that help will be available through the individual superintendents and that they will jointly endorse the project, realizing how important the benefits will be to our area, to help guarantee full committment and cooperation from everyone involved for real success.

A subcommittee consisting of: Westra, Meyers, Blount, Stockton, Hutchcroft and Prasch met immediately following the general meeting and have set Wednesday, October 2, for a meeting to be held in the Board of Education-Administrative Bldg., Centerville, to finalize the survey prototype for presentation to the entire committee.

SPECIAL PROJECTS:

---Ross Blount commented on progress in Wayne Co. There were meetings consisting of thirty teachers from Corydon, Chariton, Russell, and Centerville on Curriculum Development for use in the classroom offered for graduate credit. He felt it was a meaningful interaction between the schools which is very important. He also mentioned appreciation for the help he received from Iowa State Extension Service in setting up this workshop.

---Keota: Has had a K-12 project approved and funded. Their project information is available to you. Mr. Morrissey stated that the Keota plan has taken a very realistic approach as they are a smaller school that has not attempted to tackle the preparatory aspect but rather has gone to the in-depth exploratory through Grade 12. It was further pointed out that with our present state funding system, all schools will want to keep all of their students throughout their school years on the local school rolls. Dr. Westra mentioned that 2615 would be a possibility for such a school. Morrissey responded that when 2615 matured to the point that it indeed was preparatory as opposed to its present status of in-depth exploratory, that schools such as Keota would be very interested.

---Sigourney has purchased some C. E. materials. Jean Anderson from Cedar Rapids demonstrates the material. The committee felt that Jean Anderson should not make any presentation but that at some later date, school personnel from schools in our area that are working with these materials might be asked to make presentation to the committee.
---Eddyville: Morrissey will be meeting with the principal in the near future concerning an awareness program their principal wishes to expand from an early program of C.E.

Our committee should keep well in mind two areas of interest that are coming to the forefront in area program development in C.E. One of these being the express need for exploratory type programs that are mobile or in some manner have the capacity to be used throughout the area and secondly, that a Curriculum Guide of Media Center materials that relate to C.E. be developed in such a way that they become meaningful and usable by teachers throughout the area.

No time was alloted for discussion of the Helling Paper.

Meeting adjourned at 4:30.

Respectfully submitted,

Bob Morrissey

RESUME OF RESEARCH & PLANNING SUB-COMMITTEE
ADVISORY MEETING

2 October 74 9:00 a.m.

The meeting of the Sub-Committee of the Research and Planning Advisory Committee met at the Administration Building in Centerville 2 October 74. Those present were: Geraldine Stockton, Harold Westra, Ross Blount, Ed Meyers, Robert Prasch, Ed Hutchcroft, and Bob Morrissey.

Mr. Morrissey brought the meeting to order at 9:15. He recommended a news release be prepared covering the implementation of the Career Education Survey to inform the general public. It was agreed the news release be sent to the area superintendents in advance of any newspaper release. Dr. Westra felt there should be more than one release.

There was discussion of presentations on the Career Education Survey at in-service days by the individual schools. Each school, it was felt, will dispense information in their own way.

Mr. Hutchcroft suggested that the next superintendents meeting to be held on November 5 would be a good time to present the implementation of the survey and, hopefully, gain their support, perhaps through a presentation of a rough draft by Mr. Morrissey.

Morrissey feels that we are going in the same direction as indicated by D.P.I. rules and regulations but that we must be continually aware of the direction of D.P.I. He felt that the teaching institutions should be indoctrinating their students in career education. Mr. Hutchcroft also brought out that present teachers also need to be informed.

Following are strategies brought out by the committee for completion of the survey:

1. Once draft is finalized, it will go out to the schools for completion.

2. Each school will appoint one person (possibly the principal or counselor) to carry the survey out. These individuals will meet with Morrissey or Job for a briefing.

3. It was brought out that the State Dept. will look at the survey from the area standpoint while each community will look at it from the local standpoint. That the size of distribution will be based, somewhat, upon the initiative of each school district.

3A Blount felt a "rule of thumb" was needed for decision-making on the local level. A minimum standard for information gathering with option to expand.

3B Morrissey wants upper elementary output in the survey also. (i.e., 4th, 5th, and 6th grade samples).

3C Survey should have purpose for each superintendent and his district and that the individual districts should not be limited as to the information he wishes to gather.

3D The question was raised that if, for example, 10% of the target population in a given district were to be contacted and a school wishes to contact more, would the schools be willing to absorb the cost of the additional

expense? Consensus was that expense should be left up to each individual school beyond the "basic package".

3E Cost of printing survey was discussed. Mr. Meyers and Mr. Morrissey will do some further research in perhaps cutting down cost of printing the survey materials.

3F Dr. Westra felt that perhaps each school could ask for more materials from Indian Hills Community College if necessary.

4. Dr. Westra felt each school should compile their own results...and then submit to I.H.C.C.

5. Methods of distribution were discussed. (1) whether there should be a mailout or (2) sent home with the student. The committee felt the second method would have a better return than the mailout.

6. The possibility was raised of using Senior Co-Op students for distribution in the Ottumwa system. Also use of key students.

7. A printout of names and addresses has been furnished to us of business and industry in the ten county area by the Area Employment Service Office. These are not to be published or used for any other purpose other than this survey.

8. Morrissey felt all administration, all staff members, and a percentage of students, parents and industry should be contacted, and that the higher percentage contacted, the better the study. Prasch felt that a larger percentage of certain areas of business and industry should be contacted more thoroughly than others in order to obtain the type data we are after. Morrissey will ask Jim Ahrenholz , area Extension Office, to give us some guidance as to the percentage of types and sizes of industry to contact.

9. Morrissey stated that along with data gathering for planning, his purposes in the survey were:

   A. for understanding of career education by staffs and communities

   B. to sell the philosophy of career education to persons filling out the survey.

10. Blount brought out that the purpose for gathering the data was for career education plan for later implementation of career education in the schools. He felt survey should be as simple as possible and information gathered now will be for future use in selling career education.

11. Attitudes are important in the survey: What will it do for us? What will it do for each school? What will it do for the Area School?

The committee felt it should be outlined on a cover page that the survey is not a project of Indian Hills Community College but a cooperative effort on the part of all area schools, and that it be specific and clear that the project will be of benefit to all the local schools in the long run.

11A Meyers distributed a copy of 4th draft of D.P.I. Recommended Standard in

Career Education. Some mention of this will aid in acceptance of study.

12. Recommended that perhaps an administrative questionnaire section be developed--as certain questions would refer only to them.

13. Recommended an assessment question section of how much people do actually know about career education.

14. Mr. Blount felt Morrissey had done a good job in covering main aspects of areas in which we needed to gather information. Question was asked of whether a survey instrument is available from D.P.I. It is not.

15. Morrissey introduced a study completed by the Sioux City Area XII for review by the committee as an example of their type questions.

16. Recommendations were made as to form of questions and directness.

17. Where asking for personnel in individual school systems with special expertise, the committee felt specific names should not be used in the final survey. To be used only on the local level in development of career education.

18. Westra suggested each local level use a supplement for information gathering so as to avoid use of unnecessary and confidential type information appearing on the final area survey.

19. The committee was generally happy with the Special Needs Section. They questioned cutting it down or whether it would be possible to condense the reporting form.

There was discussion of what actually constitutes an educationally deprived student. The difference between Special Education and Special Needs. Whether the two areas should or could be combined.

19A Prasch felt Special Needs information gathered could possibly be used for innovation of new programs, should money be made available.

19B Stockton reviewed some guidelines distinguishing Special Needs and Special Education and special funding guidelines that necessarily follow.

20. Westra commented that this project is the area superintendents project, one that the superintendents originally requested and now support.

21. Committee felt completed project will show the needs of all the schools in career education reached through a cooperative and supportive effort for presentation to the D.P.I.

Meeting adjourned at 12:30.

Respectfully submitted,

Bob Morrissey

RESUME OF THE RESEARCH AND PLANNING ADVISORY COMMITTEE MEETING
OCTOBER 29, 1974 9:30 a.m.

The Research and Planning Advisory Committee met at 9:30 a.m., October 29, 1974, in the Administration Building of Indian Hills Community College, Ottumwa Campus. Those present were: Leon Engelbart, Richard Christy, Edward Hutchcroft, John King, Robert Prasch, Andy Weston, Harold Westra, Becky Kann, and Bob Morrissey.

Morrissey indicated communications received from other committee members that were unable to attend today. Also, reference was made to a letter from Kirwin Powell resigning from the Advisory Committee due to his accepting employment in Ames. Morrissey raised the question as to whether Mr. Powell should be replaced by another from business and industry. No motion was made.

Morrissey asked for additions and deletions from resume of the Sub-Committee meeting. None were made.

Mr. Morrissey praised the Sub-Committee on their work at their meeting October 2, 1974, also the input of the many who have been involved in making the survey possible, including the Iowa State Employment Office, Iowa State Extension Office, D.P.I. and Rehabilitation Education and Services Branch's report, The Area XV Disabled Population Statistical Report, furnished to us by Dan Kent which was circulated as an example.

Morrissey gave a progress report on the survey. Changes in the survey draft were furnished the committee that were made after the Second Draft was sent out as a result of meetings with Mr. Ahrenholz of State Extension Service, and changes and recommendations made by Justin Estes of the College Data Process Dept. The contents of the changes included: General Instruction sheets, the title page, Points and Clarifications, School Personnel Segment, Student Segment, Letter to Parents and questionnaire, and Letter to Business/Industry and their questionnaire. The rest of the survey remained the same. Fact sheets were furnished the committee outlining approximate estimate of print-out pages and data on sample selection.

Dr. Engelbart raised discussion of whether computer could be used on fourth page of the School Personnel Segment. It cannot and will need to be recorded separately.

Morrissey asked the committee to read over letters to the Parents and the Business/Industry. Changes were pointed out that resulted from consultant recommendations.

Prash asked about what percent of the 25% parents contacted would be realized. Morrissey felt about 15% return would be returned.

Dr. Westra and Dr. Engelbart commented that they were very pleased with the draft as it now stands and that they felt it is very workable.

The committee foresaw no problem in implementing the survey in the school, student or parent segments but questioned the business/industry aspect. Morrissey stated that perhaps there would not be total representation of business/industry in each district and also that there could be a duplication of business/industry by more than one district in the area. It was decided that a central print-out should be used for the Business/Industry Segment. We have a listing of all business and industry by breakdown by classification for use in the survey. The committee felt the schools should not be held responsible for the Business/Industry Segment.

Dr. Engelbart questioned whether the Business/Industry Segment should be signed to assure that a better cross-section of a particular cluster had been contacted. He also hoped that questions being asked would furnish educational information that can be used.

Mr. Ensz suggested that the bulk of the computer costs and mailing costs could be handled by Indian Hills Community College as a service to the local schools.

Data Processing Cost- It is felt that it will take approximately 4-5 weeks to keypunch the survey material and 1-1/2 hours to computerize. Morrissey furnished printout breakdown by Data Processing covering running printout estimate of each segment. There would be a total of 594 pages to run through the computer.

Approval was given by this group for Morrissey to present the survey instrument in its present form (with minor changes) to the area superintendents on November 5 for their approval. The news release will be furnished to them and if they do not suggest any major changes, the committee would like to have the survey run in one of our districts (Hedrick was suggested) for a trial run to catch any small problems that may occur. This would enable us to make changes, should they be necessary, before the survey goes to the whole area. The committee hopes the survey can be completed by December and results returned to the researcher by Christmas so that the results and recommendations of the survey may be returned to the local districts during this school year for use in implementing career education into the curriculum for next year.

Mr. Christy questioned the amount of return on the Parent Segment if sent home with students. The committee was in agreement that a mailout would be better and Mr. Hutchcroft felt there would be no objections from the schools in standing the cost of the mailout in order to ensure a greater percentage of return to the local coordinator. Morrissey will make available to the area superintendents at their meeting an estimate of the cost to each individual school and, at that time, will present the two options to the superintendents as to whether the Parents Segment should be sent home with the students of whether it should be a mailout.

Mr. Weston felt it should be emphasized again at the end of the parents letter that they represented a part of only 25% being contacted in their district.

Morrissey asked for any further changes or recommendations. Hutchcroft commended Morrissey on a job well done and felt that it was now time to get on with the survey. Morrissey pointed out that group effort and input has resulted in a survey instrument that we can be proud of.

A publication on Career Education put out by the National Council on Vocational Education pointing out the difference between Career Education and Vocational Education was distributed to the committee members. Also, the proposed Standard by D.P.I. was discussed, and all members requested a copy.

Meeting adjourned at 11:25.

Respectfully submitted,

Joan Morgan

Joan Morgan
Secretary

RESUME OF THE RESEARCH AND PLANNING ADVISORY COMMITTEE MEETING

MARCH 13, 1975 10:30 a.m.

The Research and Planning Advisory Committee met at 10:30 a.m. March 13, 1975, at the Administration Building of Indian Hills Community College, Ottumwa Campus. Those present were: Leon Engelbart, Bob Prasch, Dan Kent, Harold Westra, Dick Christy, Ralph Messerli, Ed Hutchcroft, Bill Byers, Ed Meyers, Geraldine Stockton, Ross Blount and Bob Morrissey.

Morrissey indicated communications received from other committee members that were unable to attend today.

The committee reviewed the survey materials completed at this time from the Outreach Insturment which had been color-coded to indicate results of the individual segments. There was discussion of the survey materials and some of the folowing points were raised:

A. A feeling that there is a lack of communication between parents, students and teachers.

B. The question was raised of whether people contracted during the survey were fully aware of the meaning of career education. Morrissey said that a general statement about career education was outlined in the accompaning letter to parents and the business/industry segments of the survey.

C. During discussion of Question 4 of the School Personnel Segment, "Students who graduate from high school should possess a marketable skill.", there was a feeling that marketable skills are beneficial to the student.

D. There was discussion relative to school personnel and parent responses to those questions that were asked of both groups.

Morrissey introduced the topic of the area workshop in Career Education that the local superintendents requested. Our research study provided data showing that 75% of school personnel in Area XV felt that inservice was necessary for Career Education implementation

and 76% felt that cooperative efforts with other school districts in inservice was a logical consideration. The DPI is presently determining whether such an effort could be funded jointly with the Area XV Education Agency.

Morrissey recommended that a sub-committee be appointed to develop recommendations to be presented to the entire committee for discussion and then on to the Department of Public Instruction. After some discussion the following persons were appointed to this sub-committee: Ross Blount, John King, Becky Kann, Dick Christy, and Bob Prasch. Morrissey felt that using a sub-committee approach for the initial formulation of recommendations would assist in reaching closure of the study. It is anticipated that this study could be completed and ready for publication in early May.

Discussion then centered on the use that the Department of Public Instruction will make of the recommendations and results of this effort. Morrissey was asked to follow up and receive more information in regard to this matter.

Motion was made by Westra, and seconded by Messerli, to adjourn.

Meeting adjourned at 12:30.

Respectfully submitted,

Bob Morrissey
Development Officer

BM/kdj

MINUTES OF THE RESEARCH & PLANNING SUB-COMMITTEE

The Sub-Committee of the Research & Planning Advisory Committee met at 2:00 p.m., April 15, 1975, in the Administration Building of Indian Hills Community College, Ottumwa Campus. Those present were: Ross Blount, John King, Richard Ghristy, Becky Kann, Bob Prasch, Don Job, and Bob Morrissey.

Mr. Morrissey opened the meeting by reading correspondence received from Leonard Shaw, committee member, concerning his opinions of the Research and Planning Outreach Effort results mailed April 2.

Mr. Job attended our meeting today on behalf of all area counselors in indicating some of their reflections concerning the survey, its progress, etc.

Mr. Morrissey informed the sub-committee of a printout of school enrollment figures of Area XV's school districts for 1974-75 received from D.P.I. and comparisons were made against the 1972-73 enrollment figures and the 1973-74 figures showing that Area XV had lost a total of 2700 students in the two year span or, as example, a total approximately the size of the Oskaloosa School system. Enrollment trends of the different size school districts were discussed, in general.

The main purpose of today's meeting is to develop recommendations resulting from the Research and Planning Effort for presentation to D.P.I.

Mr. Blount, as sub-committee chairman, spent considerable time reviewing survey material previous to the meeting.

Two steps were suggested in developing recommendations:

1) What are the things that need to be done?

2) How do we recommend these things be accomplished?

Mr. King described the purpose of the Area Superintendents in endorsement of the survey as an instrument for strength and unity in the development of career education in the area school districts.

Mr. Morrissey presented a list of recommendations to be considered by the sub-committee.

Mr. Christy has written guidelines for the Albia School system to follow in implementation of career education in their system in cooperation with graduate work at Drake University. He remarked about the consistency of his work and the initial proposed [illegible] that the sub-committee has to use as a working [illegible]

The committee felt some of the major areas of need were:

A. Staff Orientation. Our survey shows a great need for in-service training in career education.

B. That a plan should be drawn up for each individual school, K-12, but in keeping with the Major Plan for implementation of career education in Area XV.

C. Who would coordinate career education implementation in each school; the provision of special staff personnel, curriculum specialist, coordinator, and/or the present role of school counselors.

D. That emphasis should be stressed in identifying the special needs of students, and at an early level. It was emphasized that whether a student was college-bound or immediate career-entry-bound, much of the same basic material and background is needed by both groups.

E. The committee felt the Concept of career education needs to be established.

F. That emphasis should be placed in the area of awareness, improving job exploration, and improving job preparation skills.

G. That implementation should be approached on a K-14 basis instead of K-12.

H. That emphasis be placed on leadership roles of Boards of Education and Administrators.

I. That curriculum development in career education follow a master plan K-12 developed through sequential integration.

J. That schools consider cooperative programs to enhance present curriculum offerings and physical plant limitations to meet requirements of the exploratory and preparatory aspects of career education.

K. That school districts share a career education coordinator to assist existing staff in implementing, monitoring and evaluating an effective career education program.

L. That we spell out the expectations of the awareness of exploratory and preparatory aspects of career education.

M. That we stress job application skills in our local school districts.

Mr. Blount recommended that the sub-committee take the recommendations drawn up by Mr. Morrissey home for their consideration and additional recommendations drawn from the minutes of this meeting could be presented to the full committee early in May. It was decided that copy of all recommendations would be mailed to the full committee prior to their meeting, for their consideration, additions, or endorsement, should they be unable to attend the full committee meeting.

Mr. Christy recommended the sub-committee meet again prior to the full meeting and a date of Tuesday, April 22, 2:00 p.m., in Mr. Morrissey's office was set to complete drafting of recommendations for the full committee.

Meeting adjourned at 4:00 p.m.

Respectfully submitted,

Joan L. Morgan

Joan L. Morgan
Secretary

MINUTES OF RESEARCH & PLANNING SUB-COMMITTEE

The sub-committee of the Research & Planning Advisory Committee met at 2:15, April 22, 1975, in the Administrative Building of Indian Hills Community College, Ottumwa Campus. Those present were: Becky Kann, Dick Christy, Bob Prasch, Ross Blount, and Bob Morrissey. Mr. Job, who planned to attend the meeting, was unable to attend because of other commitments.

The main purpose of today's meeting was to further develop written recommendations to be presented to the full committee for their approval.

Blount introduced a basic format he had worked up consisting of four major segments to be broken down into an outline form. The main segments consisted of Planning, Staffing, Implementation, and Evaluation. The committee was in agreement that a model or concept should be followed in adoption of a basic plan.

There was much discussion on facets of how to arrive at a total career education program, the roll of teachers, administrators, and the area schools and Area XV. Prasch raised the question as to whether this committee could be commissioned by the local schools to set up a program for all the schools (altered for individual school use) of procedures or guidelines which they would be encouraged to use.

After a discussion that Mr. Job comes in contact with the needs of each individual school through counselor contact and planned to aid in planning programs in career education, K-12, in the near future, the following recommendation was made:

. Recommended that the committee support Area XV guidance efforts in aid for planning programs in career education, K-12.

The committee talked of the possibility of a trained person or "generalist", adept in career education to work directly with staff for integration of career education into existing curriculum, and other functions.

There was discussion of how to utilize what resources were available at the area level, and perhaps state level, for integration through a cooperative effort of career education into existing curriculum in our area schools; whether through the local level by way of a staff person, cluster, cooperation of school districts, area school, or A.E.A.

Staffing was discussed and alternatives to staffing patterns for career education were suggested to be included in the format of recommendations.

Morrissey read three proposed recommendations that he felt were voids in the initial set of recommendations he had developed. Two of these recommendations centered on the K-14 approach to implementation and the other concerned itself with cooperative efforts of local school districts to overcome shortcomings in curriculum offerings and physical plant limitations. These recommendations will be included in the final draft with some re-wording.

Christy recommended that one person on the committee be delegated by the sub-committee to develop the format of recommendations to be presented to the full committee. Morrissey was appointed.

Morrissey pointed out use of state requirements very helpful in use as a guide and also called attention to a study done by the National Chamber of Commerce and how their study related to what the committee is trying to accomplish in development of implementation of career education.

Becky Kann touched on the career education program underway in the Pekin Community School District and implementation procedures.

Mr. Morrissey will develop the recommendations discussed today and at earlier meetings. A roughout of final draft of these recommendations is to be sent to the sub-committee. A cover sheet will accompany the recommendations so that sub-committee members may have the option to endorse the recommendations as they stand or list additional concerns they may have prior to presentation of recommendations to the full committee in May.

Morrissey stated that he would attempt to represent the concensus of the sub-committee to the best of his ability in the development of the final format.

The full committee meeting date was set for May 8 at 2:30 p.m. in the Administration Building of the Ottumwa Center of Indian Hills Community College. When the recommendations are sent out to the full committee in advance of that meeting, they will be given a sheet upon which they may respond to the recommendations if they are not able to be in attendance at the meeting.

Meeting adjourned at 4:20.

Respectfully submitted,

Joan L. Morgan
Secretary

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RESUME OF RESEARCH & PLANNING ADVISORY COUNCIL
2:30 pm - THURS., MAY 8, 1975

The Research and Planning Advisory Committee met in the Administration Building of the Ottumwa Center of the Indian Hills Community College on May 8, 1975. Those present were: John King, Becky Kann, Ross Blount, Bill Byers, Ralph Messerli, Ed Meyers, Bob Prasch, Andy Weston, Jerry Kauzlarich, Leon Engelbart, Geraldine Stockton, and Bob Morrissey.

Bob Morrissey opened the meeting by making reference to communications received from Dan Kent, Dick Christy, Leonard Shaw, Jim Senior, and Mr. Hutchcroft. He also, at this time, outlined the activities of the sub-committee meetings and distributed the agenda for today's meeting listing alternative routes that may be exercised by the full committee with the proposed recommendations drafted by the sub-committee and brought before the full committee today.

Morrissey then turned the meeting over to Ross Blount, Chairman of the Sub-Committee. Blount further expanded upon the sub-committee's activities and thanked each one of the full committee members for their time and contributions to the advisory council in it's plan for implementation of career education in Area XV. He made reference to the recommendations as being set up on a state, area, and local level. He distributed a list of suggested changes in the proposed recommendations for the committee's review and discussion.

Discussion followed by the committee concerning the area of "released time" and "regular basis" by instructional staff in the planning and coordination in curriculum development on page B, paragraph 2, under "B" of Curriculum Development. The committee decided to let this recommendation stand as it presently read.

The second recommendation clarification discussion covered paragraph six under "B" of Curriculum Development on page C. Dr. Engelbart stated there must be a separation and clarification between exploratory and job preparatory. He stressed that there was no funding available on both at the same time, although, as in Project 2615, a course could be initiated as an exploratory course and culminate into a preparatory course. The committee changed this recommendation to read:

> "Recommended that courses of study conducted cooperatively between the Area Community College and the local school districts provide for flexibility within the different course offerings to allow the student to pursue a variety of career development goals:
>
> 1) to gain skills necessary to secure employment after graduation from high school, or
>
> 2) to develop skills and knowledge necessary to success in that particular area of study at the post-secondary level, apprenticeship, or O.J.T."

Another recommendation was added to follow:

"Recommended that courses of study conducted cooperatively between the Area Community College and local school districts provide for both exploratory and job preparatory offerings."

The committee then discussed the first paragraph under "C" Additional Staff on Page D under Implementation. They covered the possibilities of a special staff person being retained in each district or on the total area basis. They outlined the importance of this person's development of a master plan for implementation for the Area, the probable possibility of A.E.A. providing this service as a source for individual schools to refer to in their implementation and reference for resources available to them in Area XV. It was decided to leave the paragraph as written but preceded by the following recommendation:

"Recommended that a professional staff member at the area level be designated to handle the overall coordinating function of career education within Area XV."

The first recommendation under B- Curriculum Development of Local School Districts was changed to read:

"Recommended that each school district should strive to develop a K-12 master plan to insure the proper scope and sequence of career education activities and thus avoid repetitions and/or voids in the process."

Paragraph 5 under "B" Curriculum Development was changed to read:

"Recommended that career education implementation in the high school should be so structured as to allow for the continued integration of career development with core courses (Math, Communication Arts, Social Studies, Science) and, in addition, to provide opportunities for job exploration and job preparation. Thus, students leaving high school should:

a) have sufficient competency in the basic skills to enable them to participate responsibly in society

b) be qualified for additional education or training so as to be gainfully employed in a desired occupation and/or

c) be qualified for gainful employment at the completion of his high school years.

Discussion followed the recommendations under "C" Additional Staffing on page E under Local School Districts. The following additions were made to the recommendations:

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"Recommended that a professional staff member with expertise in curriculum and career education integration be provided for within each district to serve as a career education coordinator and that this person be provided with the authority and time-scheduling commensurate with making the significant contribution necessary to effective career education implementation involving existing local staff wherever possible."

"Recommended that professional staff members with expertise in specific curriculum areas, who could be shared by two or more local school districts, such as in the staffing of existing joint efforts between Area XV and local districts for exploratory and preparatory programs (Project 2615) be given serious consideration in the development of a career education program."

Mr. Kauzlarich made the motion that the recommendations be accepted with today's suggested amendments by the full committee. Motion was seconded by Mr. Prasch. Motion carried.

Meeting adjourned at 4:20.

Respectfully submitted,

Joan L. Morgan
Secretary

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SUPPLEMENT A:

INFORMATION BASE STUDIES

PRELIMINARY TO OUTREACH EFFORT

AREA XV CAREER EDUCATION

RESEARCH & PLANNING

PREPARED BY:

BOB MORRISSEY - RESEARCH COORDINATOR

INDIAN HILLS COMMUNITY COLLEGE

FOR

CAREER EDUCATION DIVISION

DEPARTMENT OF PUBLIC INSTRUCTION

31 MAY 75

96541
C.1 v.2

EMPLOYMENT CHARACTERISTICS

PEOPLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO

EMPLOYMENT CHARACTERISTICS

BOB MORRISSEY

RESEARCH-COORDINATOR

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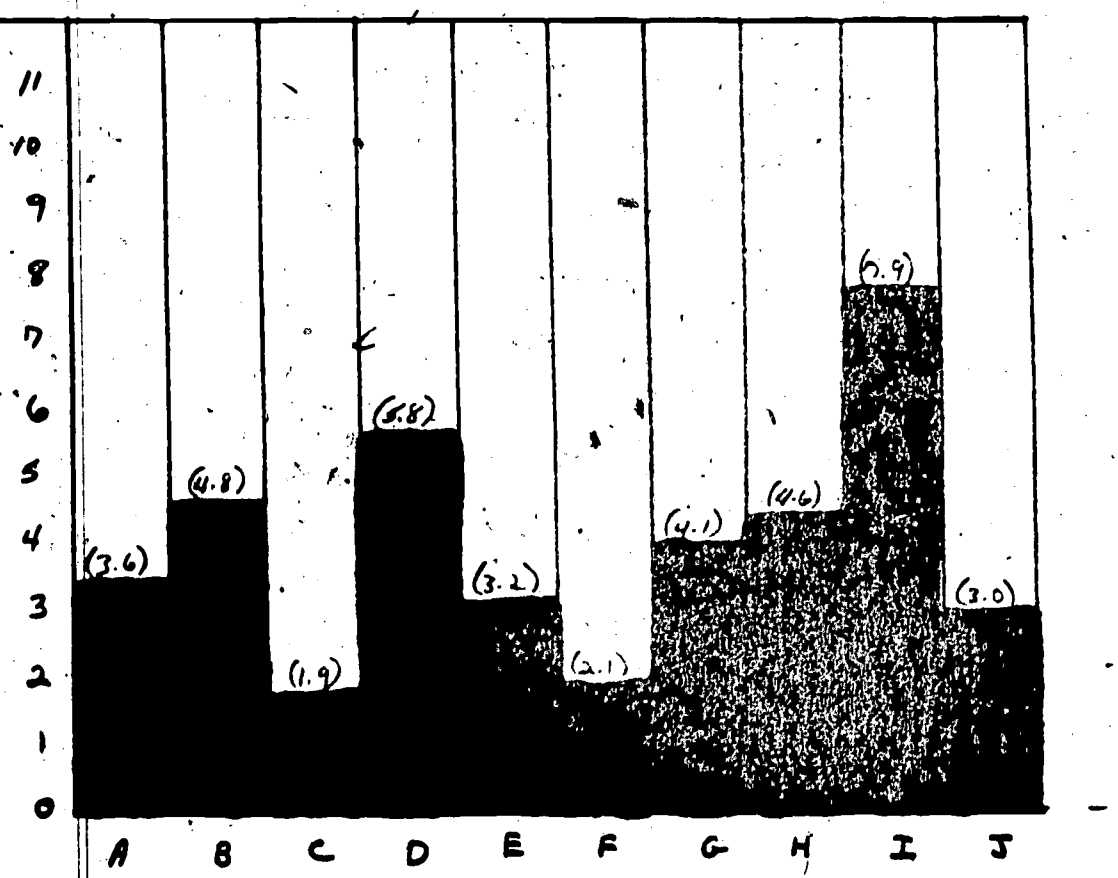
SOURCE OF INFORMATION

The source of information for the material used as a basis for this preliminary study is the Research and Statistics Department of the Iowa Employment Security Commission in cooperation with the U.S. Department of Labor.

The type of report used for the counties of Keokuk, Van Buren, Wayne, Lucas, and Davis were Iowa Work Force Summaries. The Work Force Summary is presently in the process of being replaced by a report referred to as the Iowa Labor Force Summary, which is a recent statistic. This latter summary is available for the remaining five counties.

This report, then, is based on slightly different forms and two different periods of time--1972 and 1974. However, it was brought to my attention by the Ottumwa Area Office of the Iowa State Employment Service that such slight deviations occurred between the two forms and periods of time as illustrated by their experiences in the five counties where the conversion has been completed, that for the practical purposes of this study they could be considered comparable.

GRAPH A: PERCENT OF UNEMPLOYED PERSONS PER COUNTY IN AREA XI

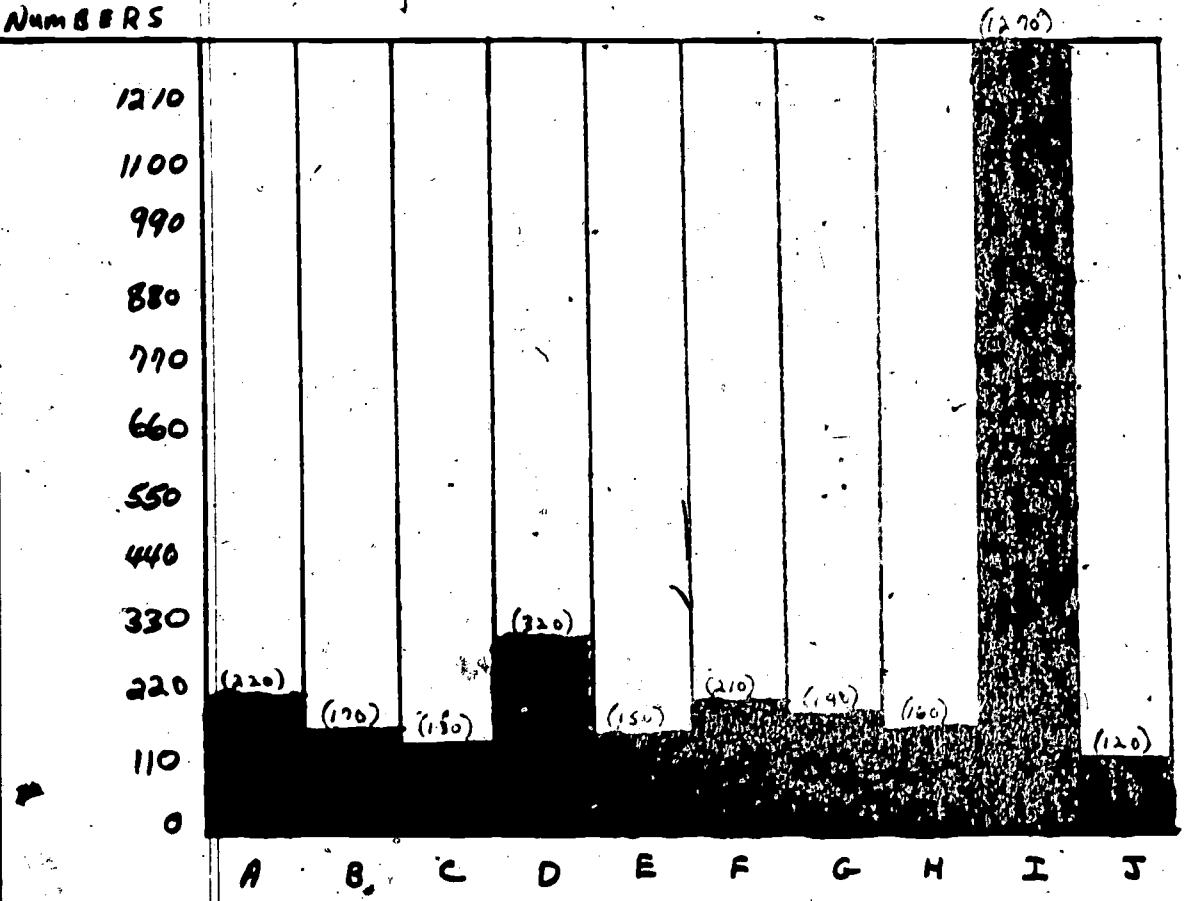


COUNTIES IN AREA XI

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MANASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

SOURCE: RESEARCH AND STATISTICS
IOWA EMPLOYMENT SECURITY COMMISSION
U.S. DEPARTMENT OF LABOR

GRAPH B : NUMBER OF UNEMPLOYED PERSONS PER COUNTY IN AREA XI

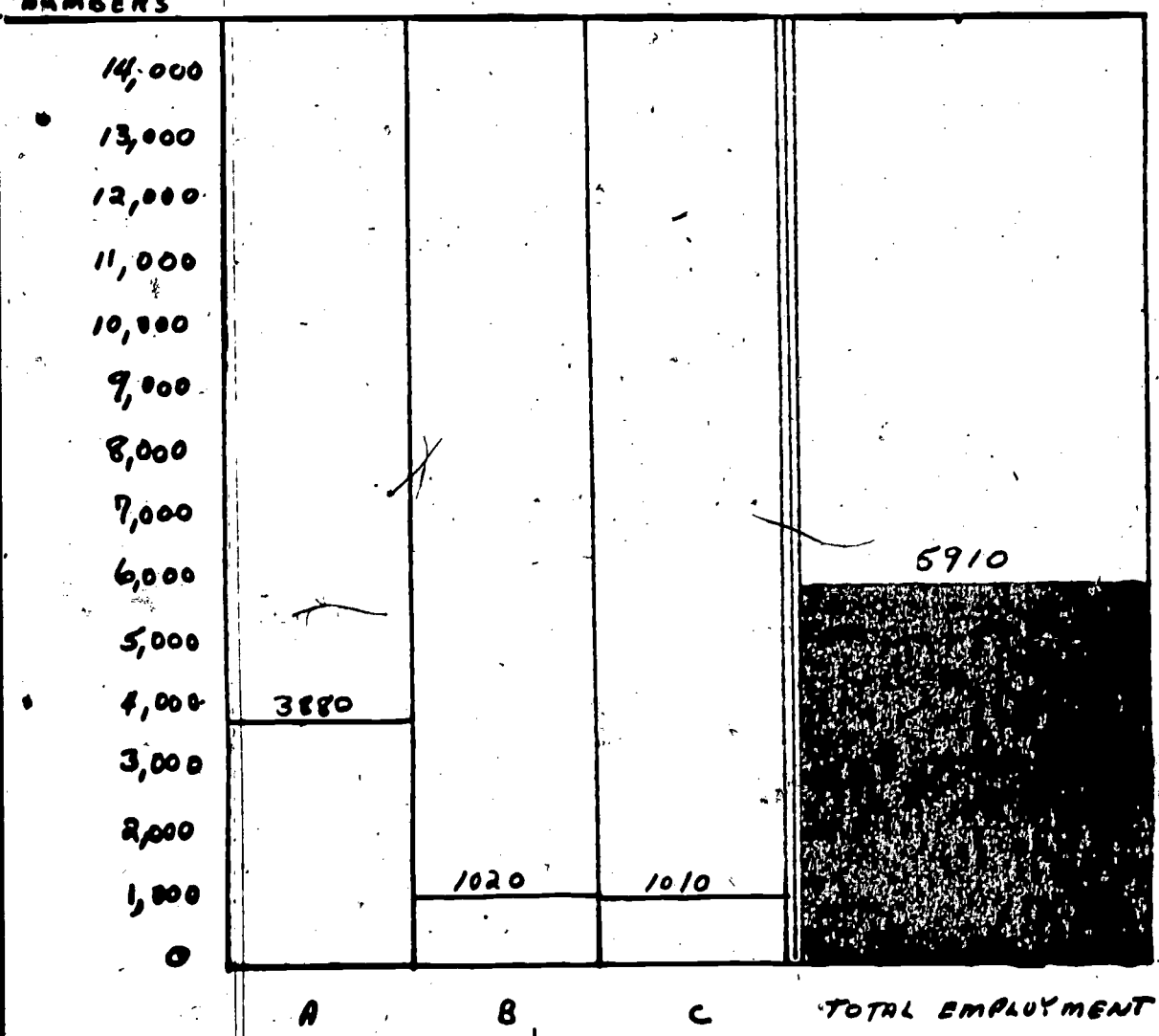


COUNTIES IN AREA XI

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MAHASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

SOURCE: RESEARCH AND STATISTICS
IOWA EMPLOYMENT SECURITY COMMISSION
U.S. DEPARTMENT OF LABOR

GRAPH C-1. NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XV APPANOOSE COUNTY

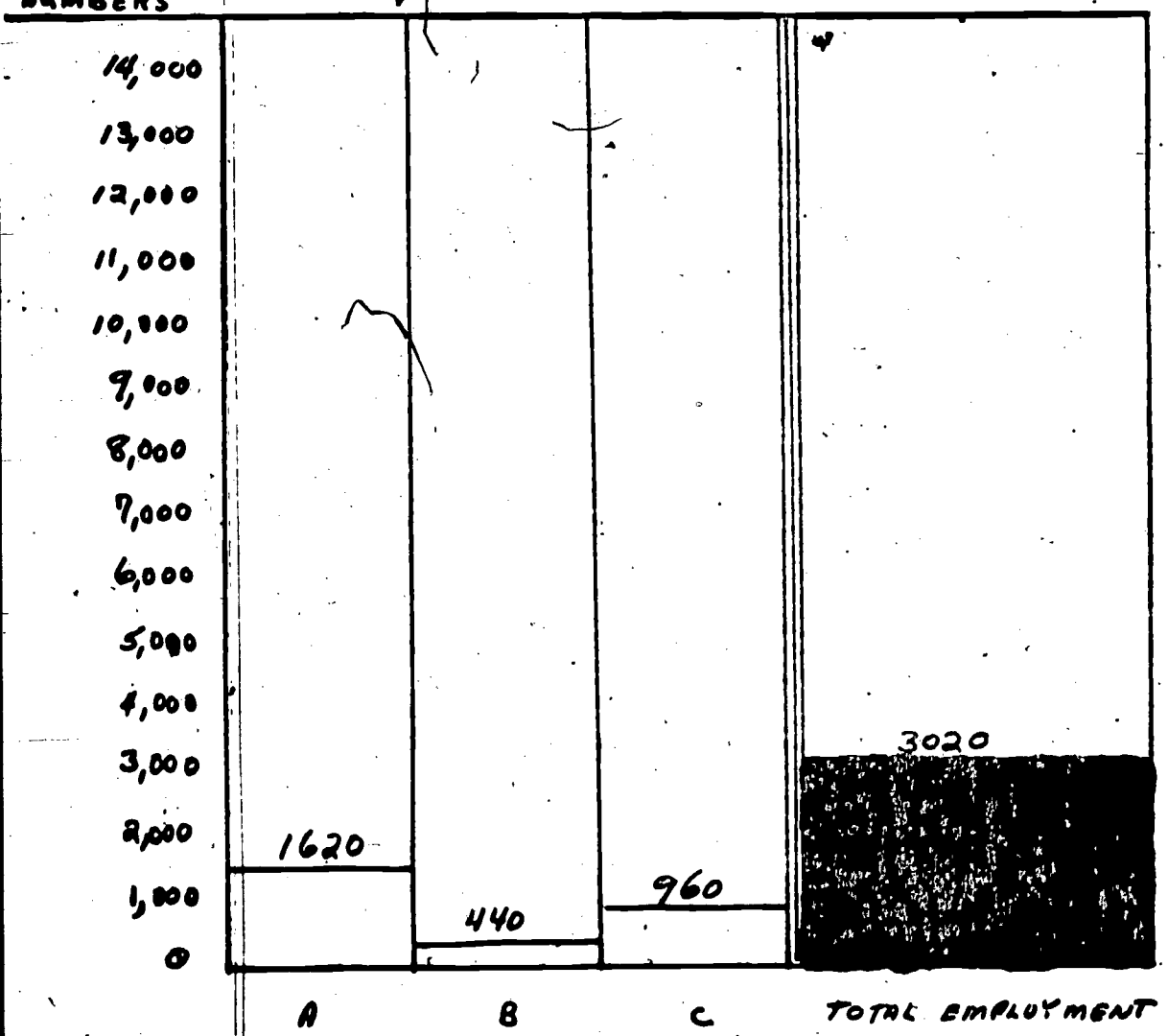


GENERAL CLASSIFICATION

A. NONAGRICULTURAL WAGE AND SALARY WORKERS
B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT
C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. - Dept. of Labor

GRAPH C-2. NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XI. DAVIS COUNTY

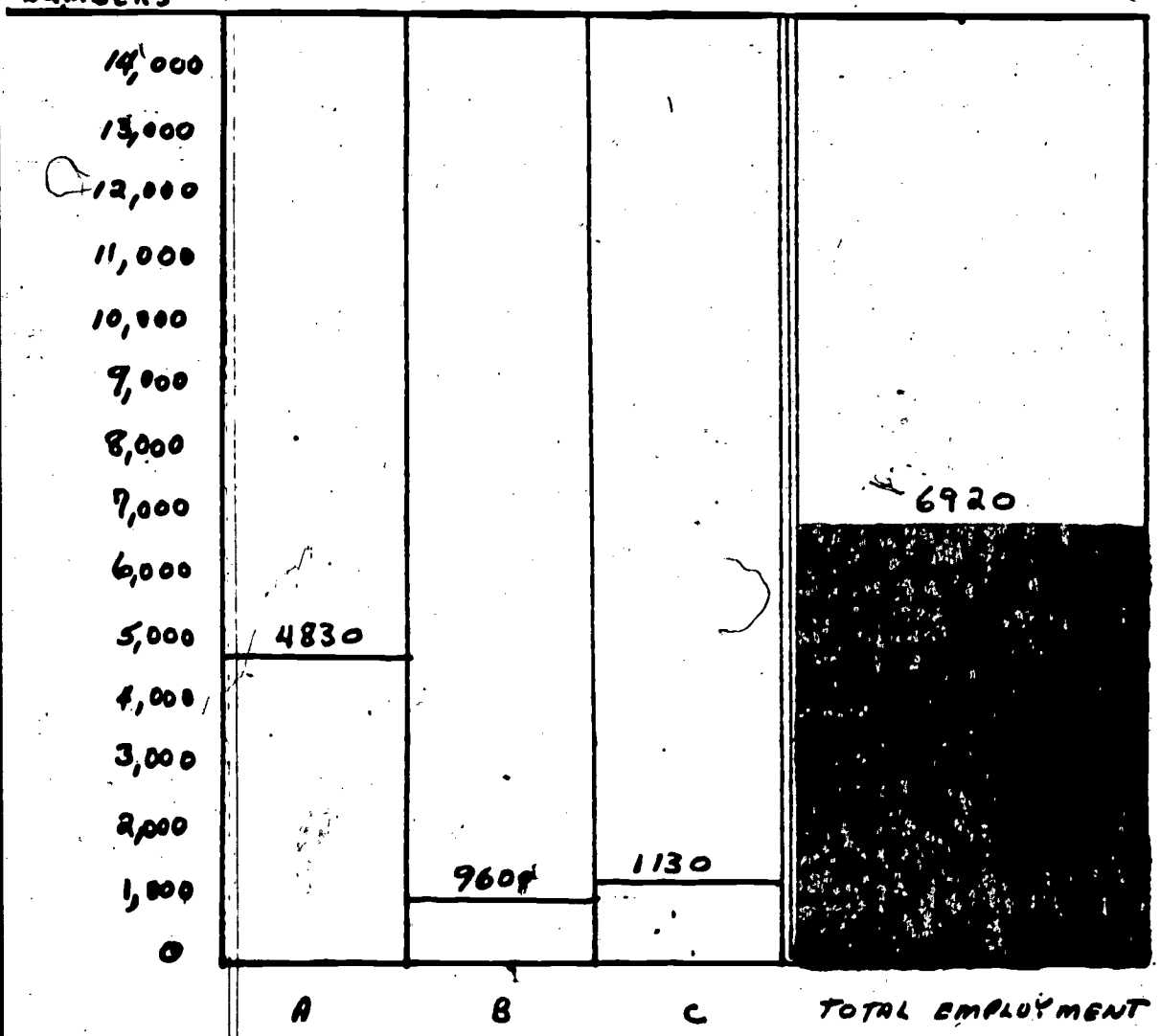


GENERAL CLASSIFICATION

A. NONAGRICULTURAL WAGE AND SALARY WORKERS
B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT
C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPH C-3: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XV Jefferson COUNTY

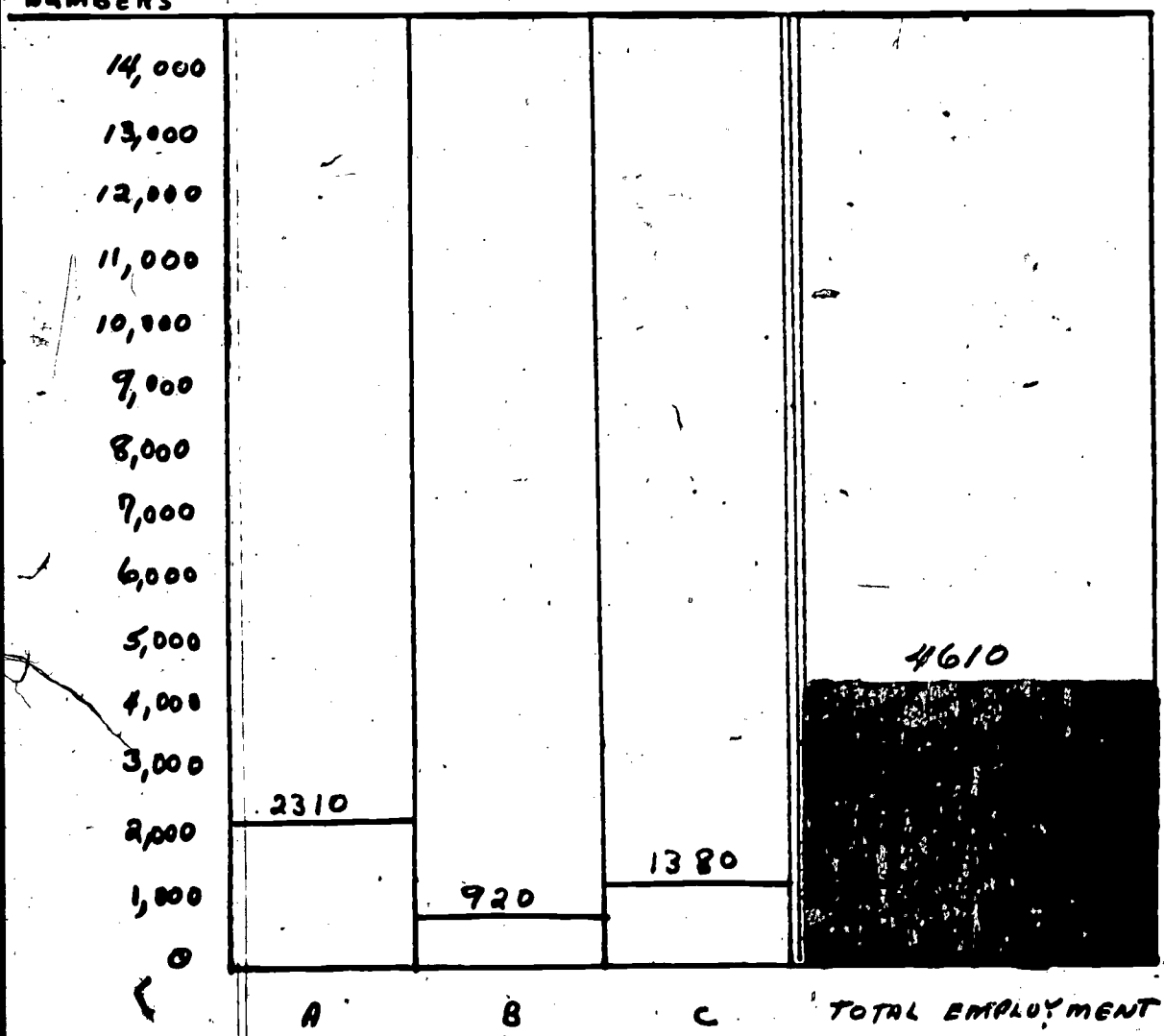


GENERAL CLASSIFICATION

A. Non Agricultural wage and salary workers
B. All other non-agricultural employment
C. Agriculture

Source: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPHIC-4: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XI KEOKUK COUNTY

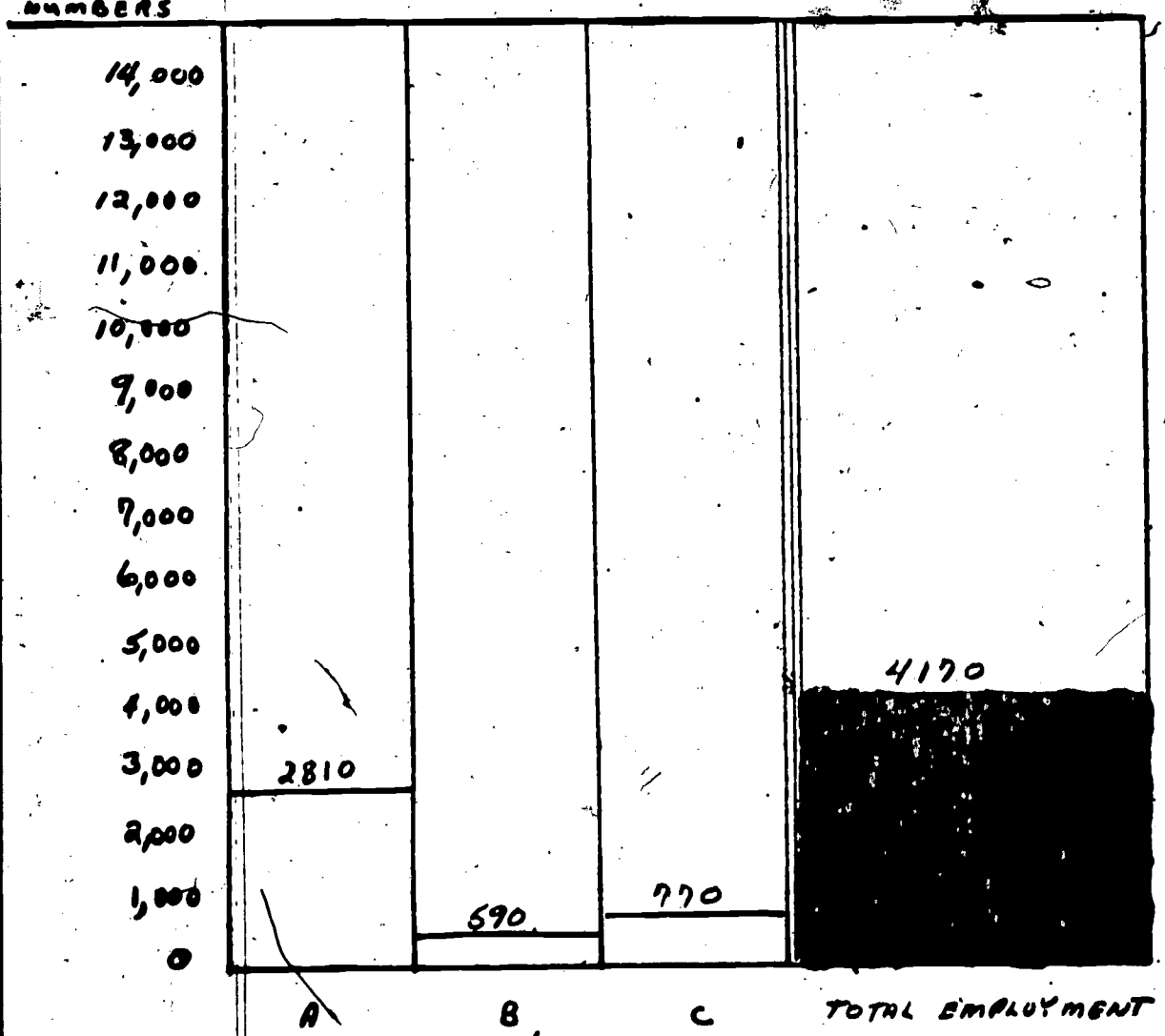


GENERAL CLASSIFICATION

A. NON AGRICULTURAL WAGE AND SALARY WORKERS
B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT
C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPHCS: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION (8)
PER COUNTY IN AREA XV LUCAS COUNTY

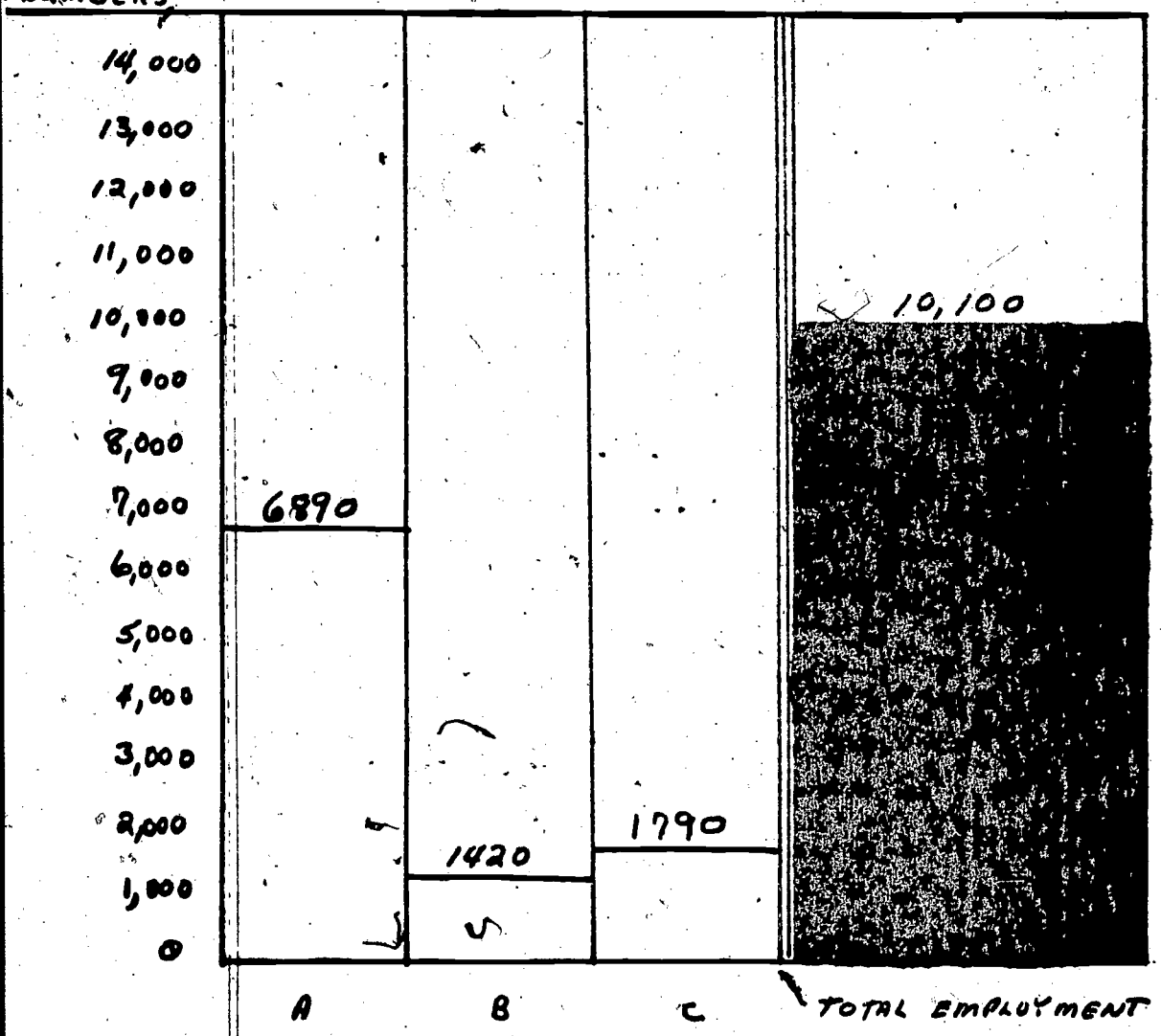


GENERAL CLASSIFICATION

A. NONAGRICULTURAL WAGE AND SALARY WORKERS
B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT
C. AGRICULTURE

SOURCE: RESEARCH - STATISTICS
IOWA EMP. - SEC. COMM.
U.S. DEPT. OF LABOR

GRAPHIC 6: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XV / MAHASKA COUNTY



GENERAL CLASSIFICATION

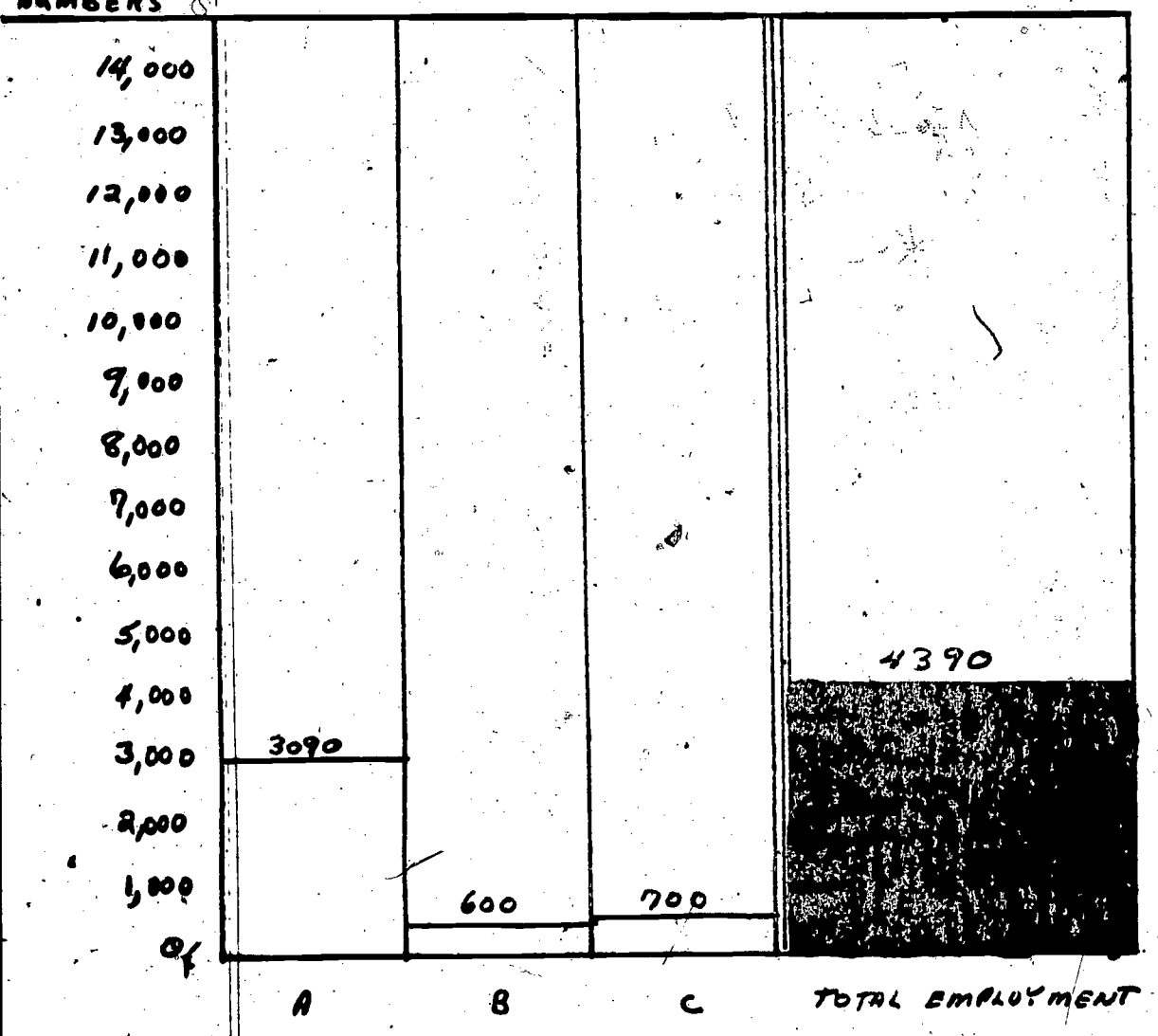
A. NONAGRICULTURAL WAGE AND SALARY WORKERS

B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT

C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPHIC-7: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XV MONROE COUNTY



GENERAL CLASSIFICATION

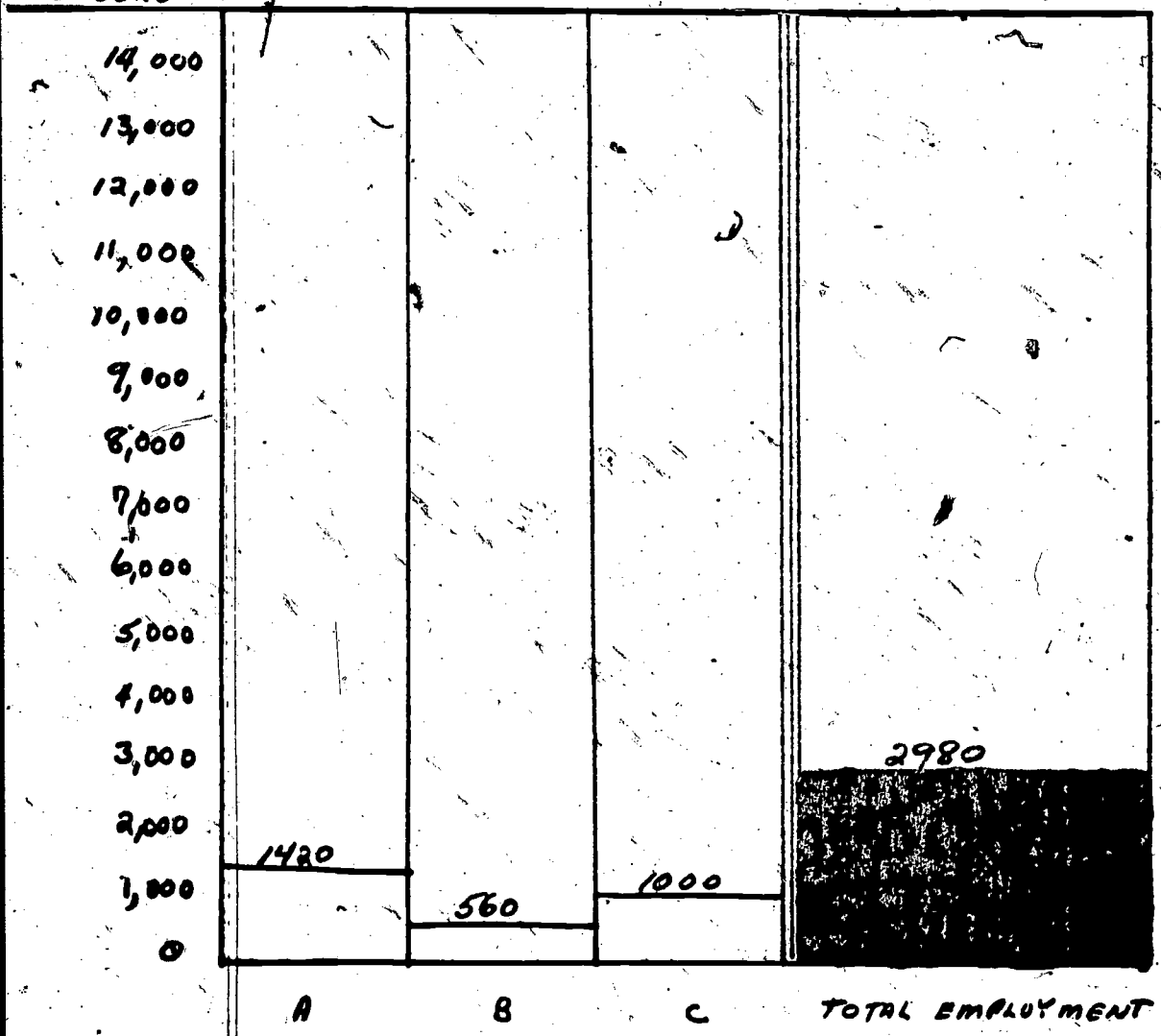
A. NONAGRICULTURAL WAGE AND SALARY WORKERS

B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT

C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPHC-8: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XI VAN BUREN COUNTY

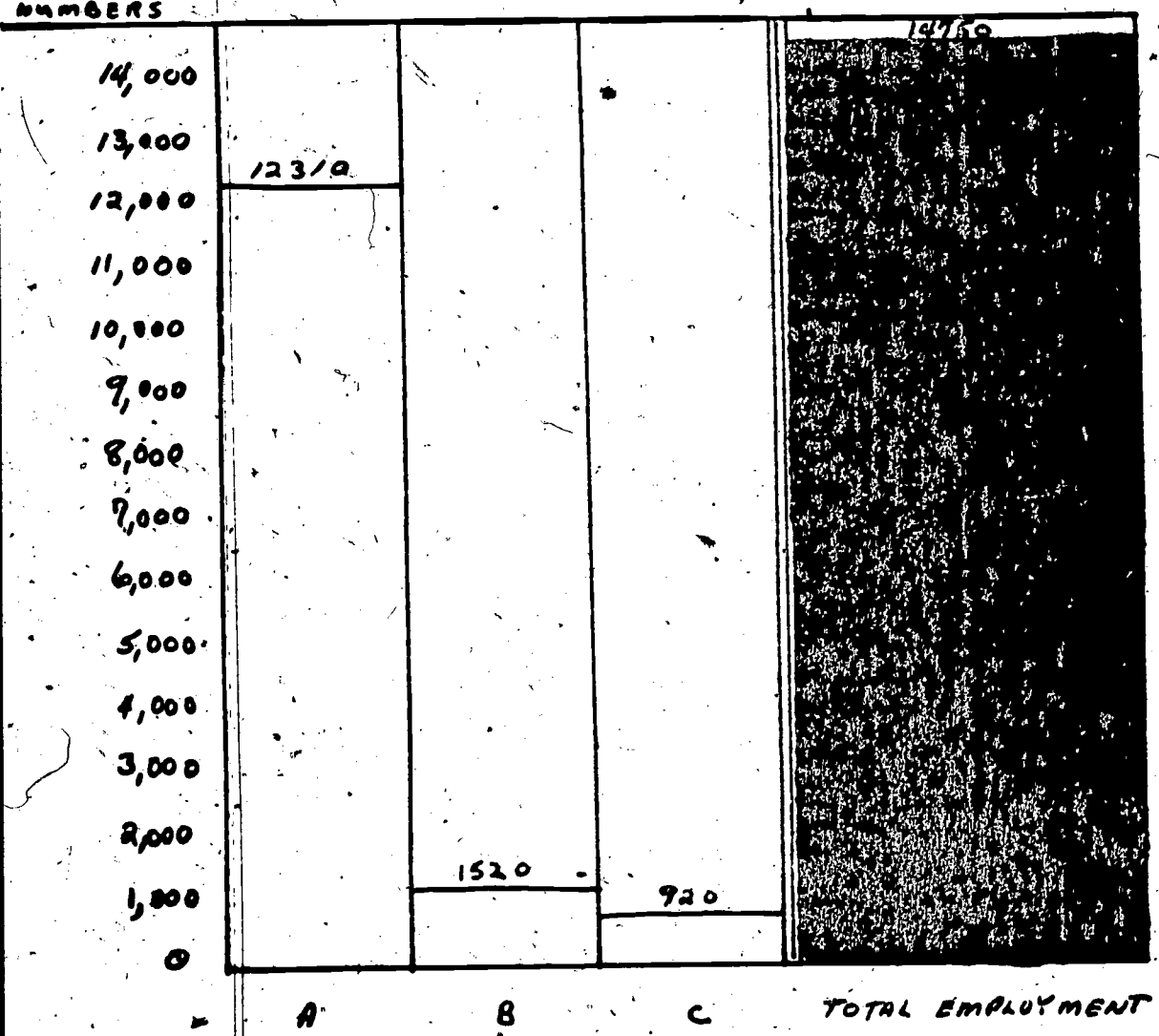


GENERAL CLASSIFICATION

A. NONAGRICULTURAL WAGE AND SALARY WORKERS
B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT
C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPH C-9: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XV WAPELLO COUNTY

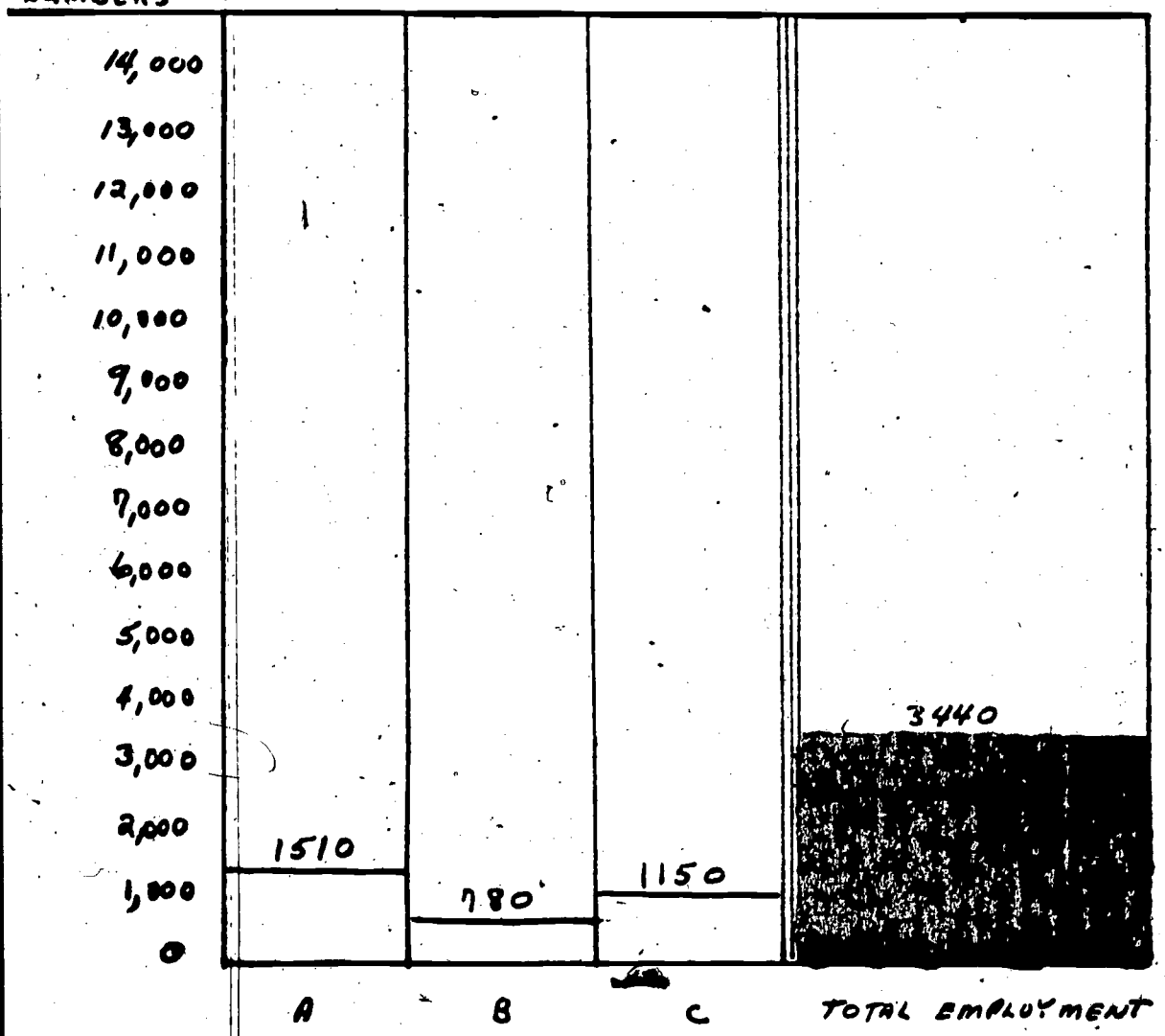


GENERAL CLASSIFICATION

A. NON AGRICULTURAL WAGE AND SALARY WORKERS
B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT
C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPHC-10: NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION PER COUNTY IN AREA XI, WAYNE COUNTY



GENERAL CLASSIFICATION

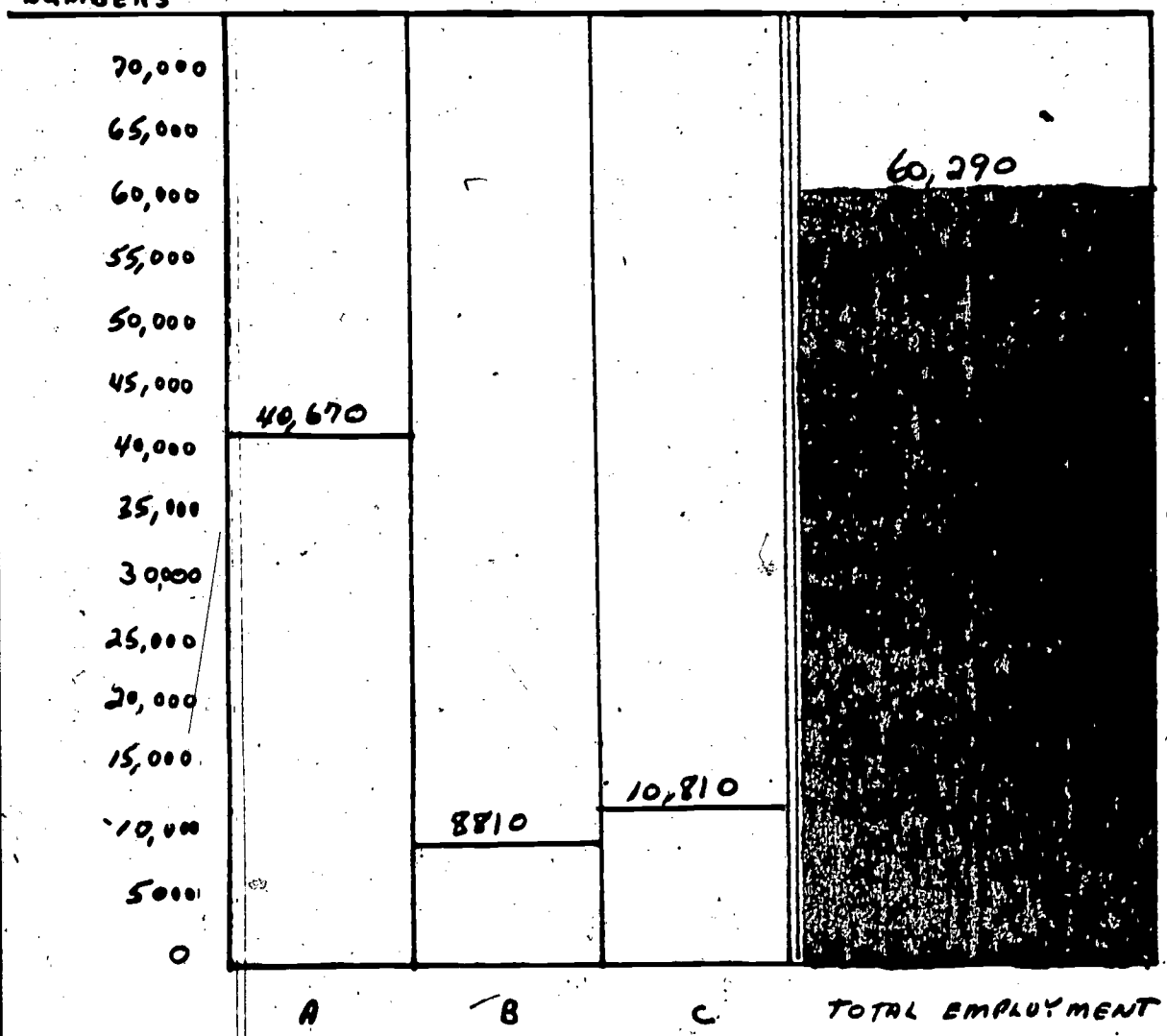
A. NON AGRICULTURAL WAGE AND SALARY WORKERS

B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT

C. AGRICULTURE

SOURCE: RESEARCH - STATISTICS
IOWA EMP. - SEC. COMM.
U.S. DEPT. OF LABOR

GRAPH C-11a. NUMBER OF PEOPLE EMPLOYED BY GENERAL CLASSIFICATION IN AREA XV



GENERAL CLASSIFICATION

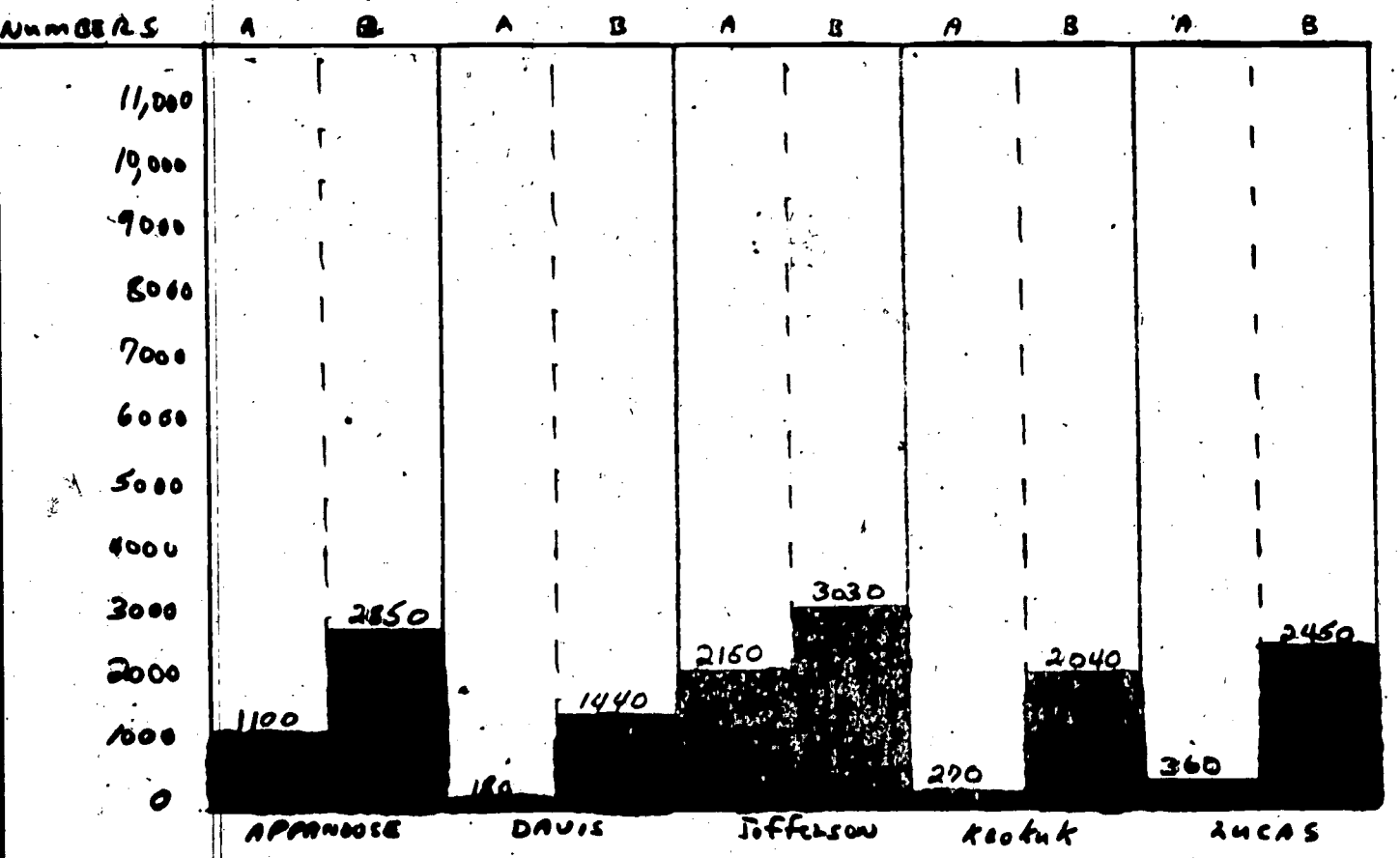
A. NONAGRICULTURAL WAGE AND SALARY WORKERS

B. ALL OTHER NON-AGRICULTURAL EMPLOYMENT

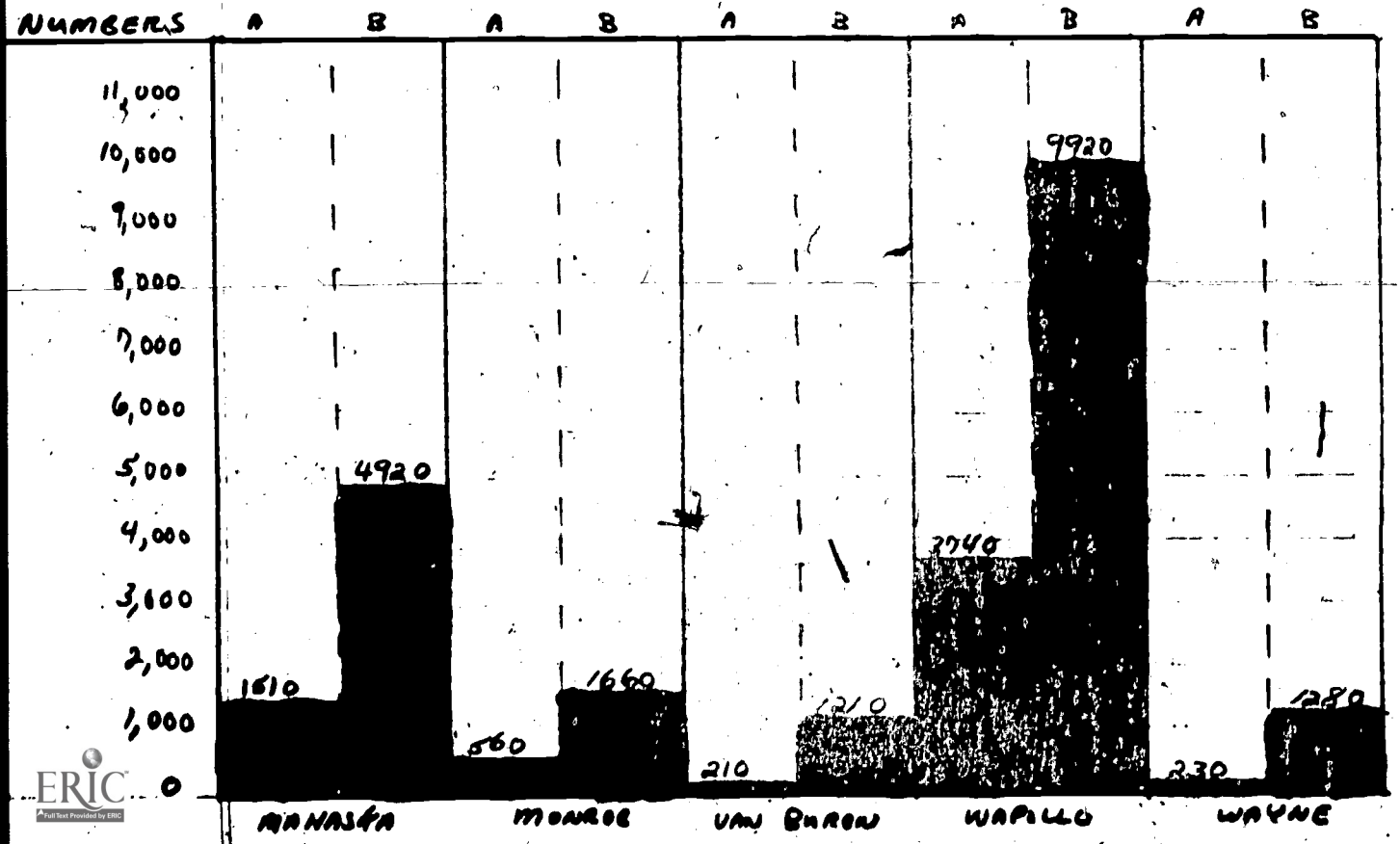
C. AGRICULTURE

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

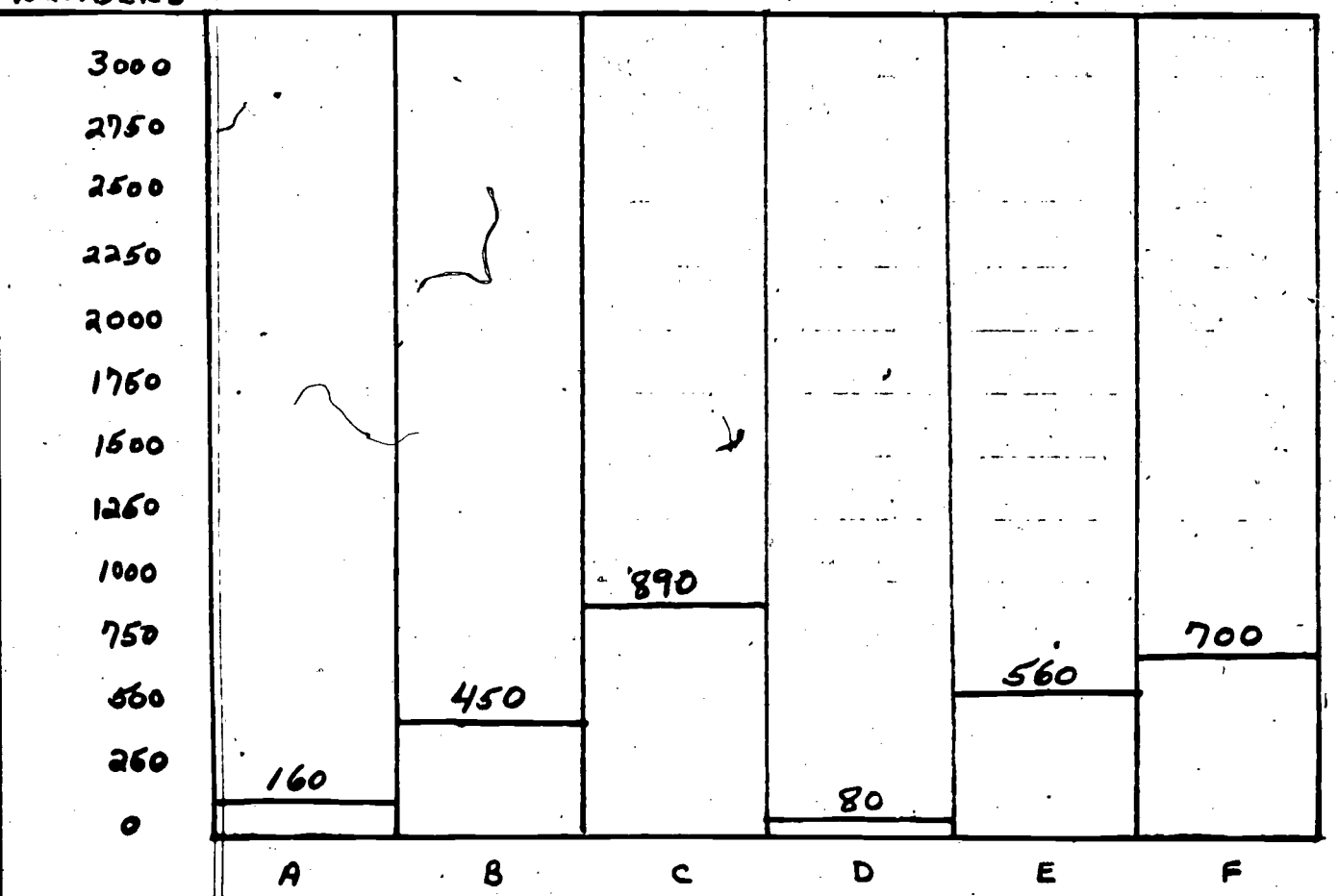
GRAPH D: NUMBER OF PEOPLE EMPLOYED IN MANUFACTURING AND NON-MANUFACTURING (Nonagriculture WAGE AND SALARY WORKERS) AREA XI



KEY - A = MANUFACTURING, B = NON-MANUFACTURING



GRAPH E-1: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII APPANOOSE COUNTY



NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 2824

A. CONSTRUCTION

B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES

C. WHOLESALE AND RETAIL TRADE

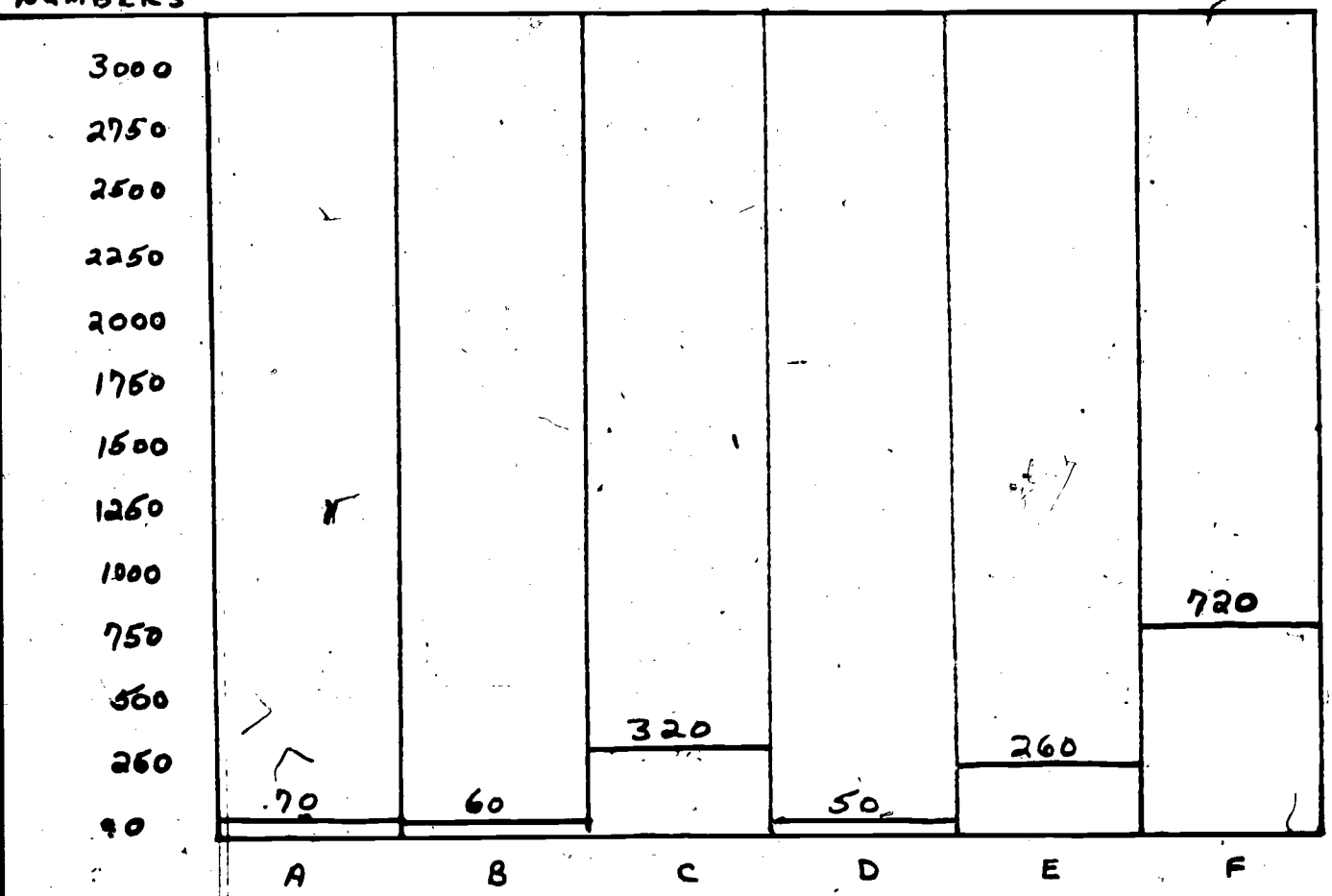
D. FINANCE, INSURANCE AND REAL ESTATE

E. SERVICE AND MINING

F. GOVERNMENT

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPH E-2: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII DAVIS COUNTY

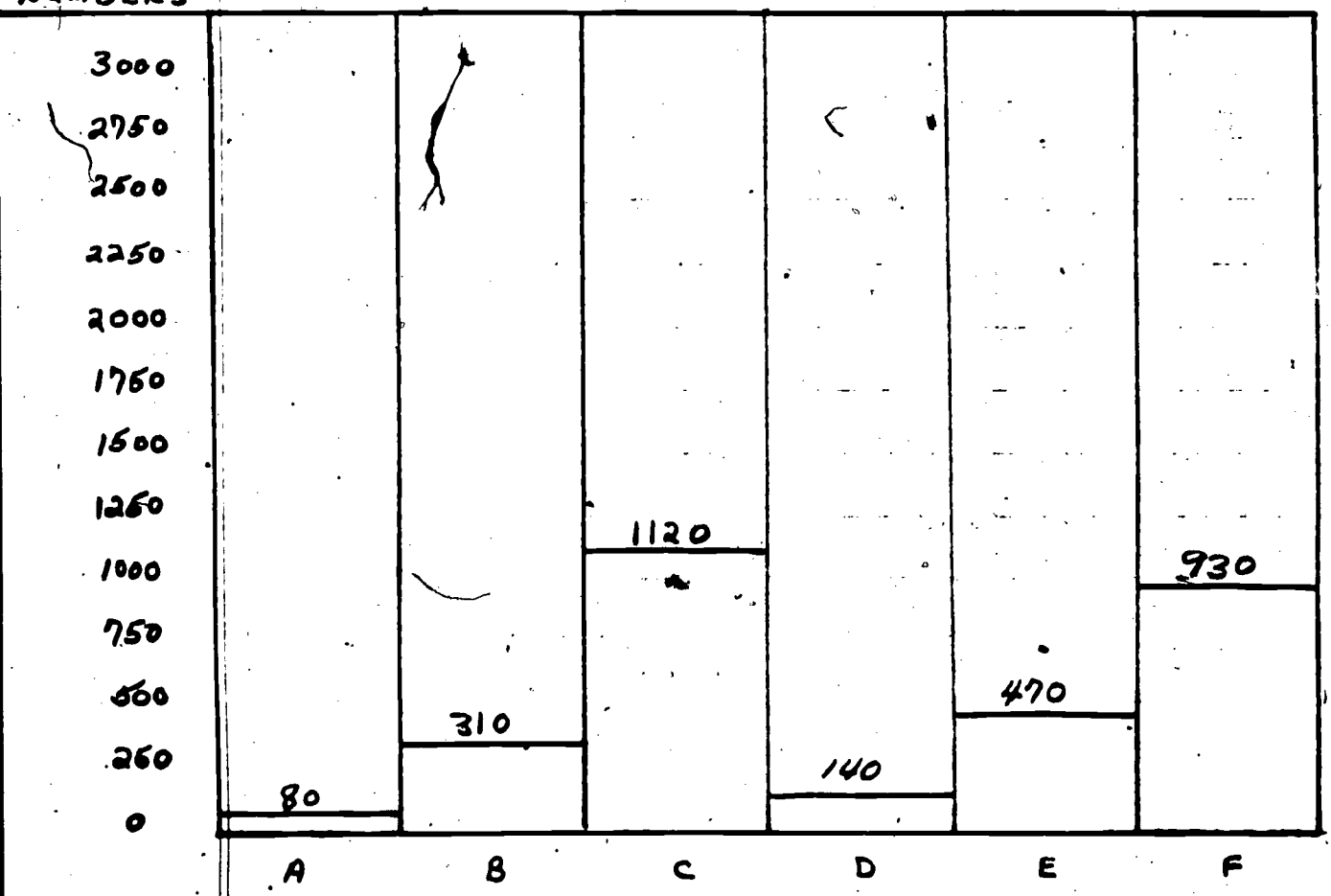


NON-MANUFACTURING CLASSIFICATIONS TOTAL - 1480

A. CONSTRUCTION
B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES
C. WHOLESALE AND RETAIL TRADE
D. FINANCE, INSURANCE AND REAL ESTATE
E. SERVICE AND MINING
F. GOVERNMENT

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPH E-3: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII Jefferson COUNTY

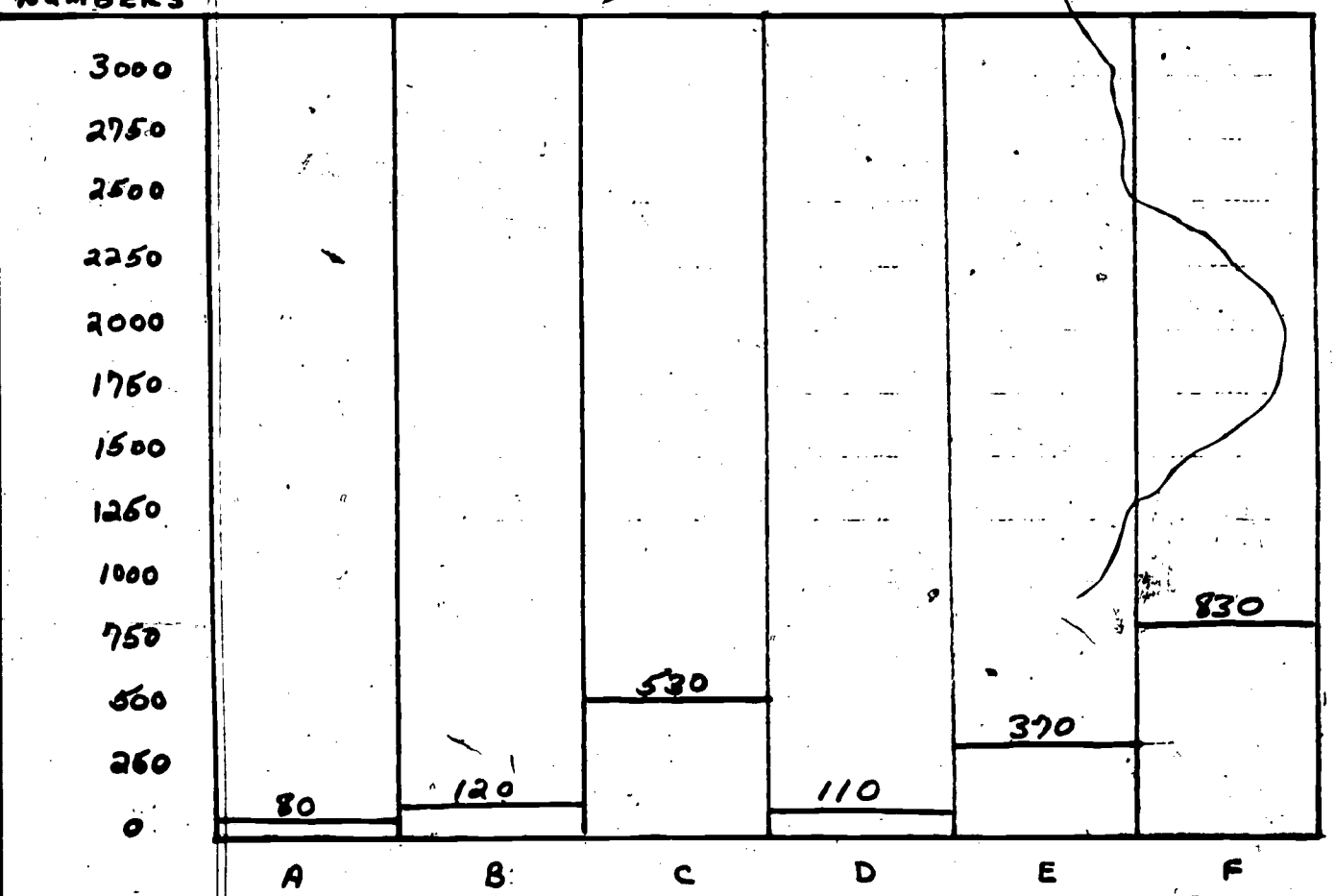


NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 3050

A. CONSTRUCTION
B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES
C. WHOLESALE AND RETAIL TRADE
D. FINANCE, INSURANCE AND REAL ESTATE
E. SERVICE AND MINING
F. GOVERNMENT

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPH E-4: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII KEOKUK COUNTY



NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 2040

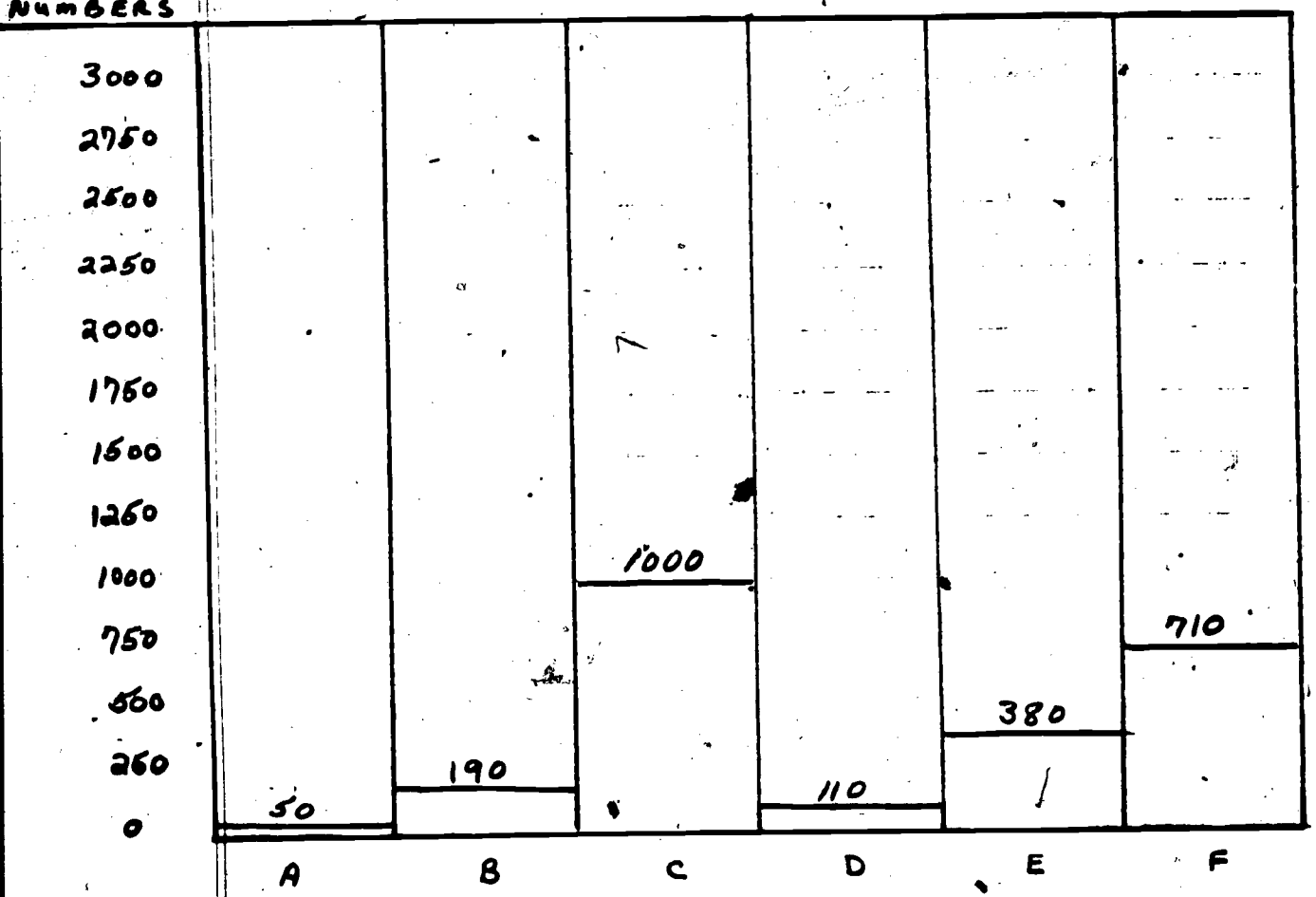
A. CONSTRUCTION
B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES
C. WHOLESALE AND RETAIL TRADE
D. FINANCE, INSURANCE AND REAL ESTATE
E. SERVICE AND MINING
F. GOVERNMENT

SOURCE: Research - STATISTICS
IOWA Emp. - Sec. Comm.
U.S. DEPT. of LABOR

GRAPHS:

(20)

NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII LUCAS COUNTY



NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 2440

A. CONSTRUCTION

B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES

C. WHOLESALE AND RETAIL TRADE

D. FINANCE, INSURANCE AND REAL ESTATE

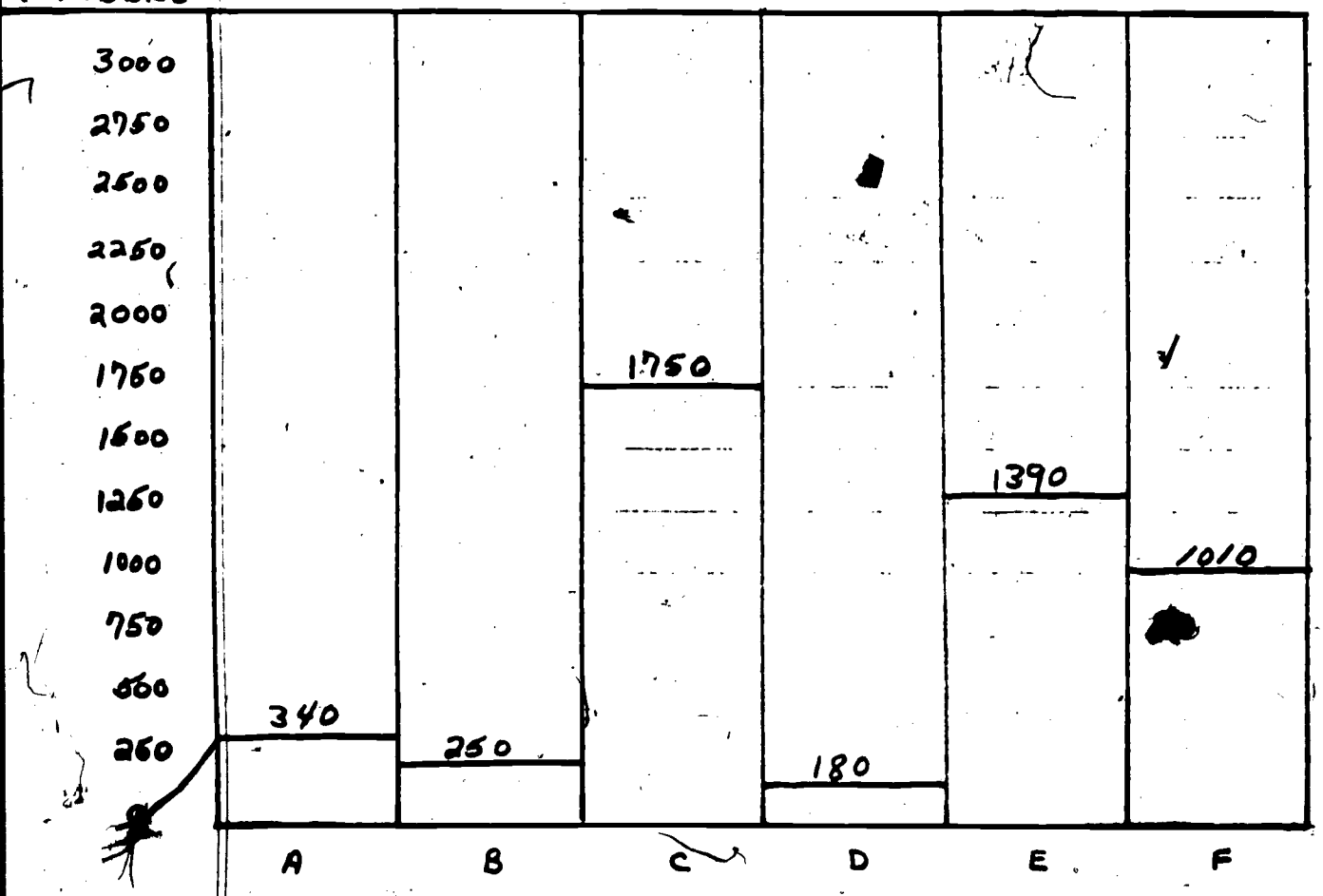
E. SERVICE AND MINING

F. GOVERNMENT

SOURCE: RESEARCH - STATISTICS
IOWA EMP. - SEC. COMM.
U.S. DEPT. of LABOR

GRAPH E-6: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII MAHASKA COUNTY

(21)



NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 4920

A. CONSTRUCTION

B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES

C. WHOLESALE AND RETAIL TRADE

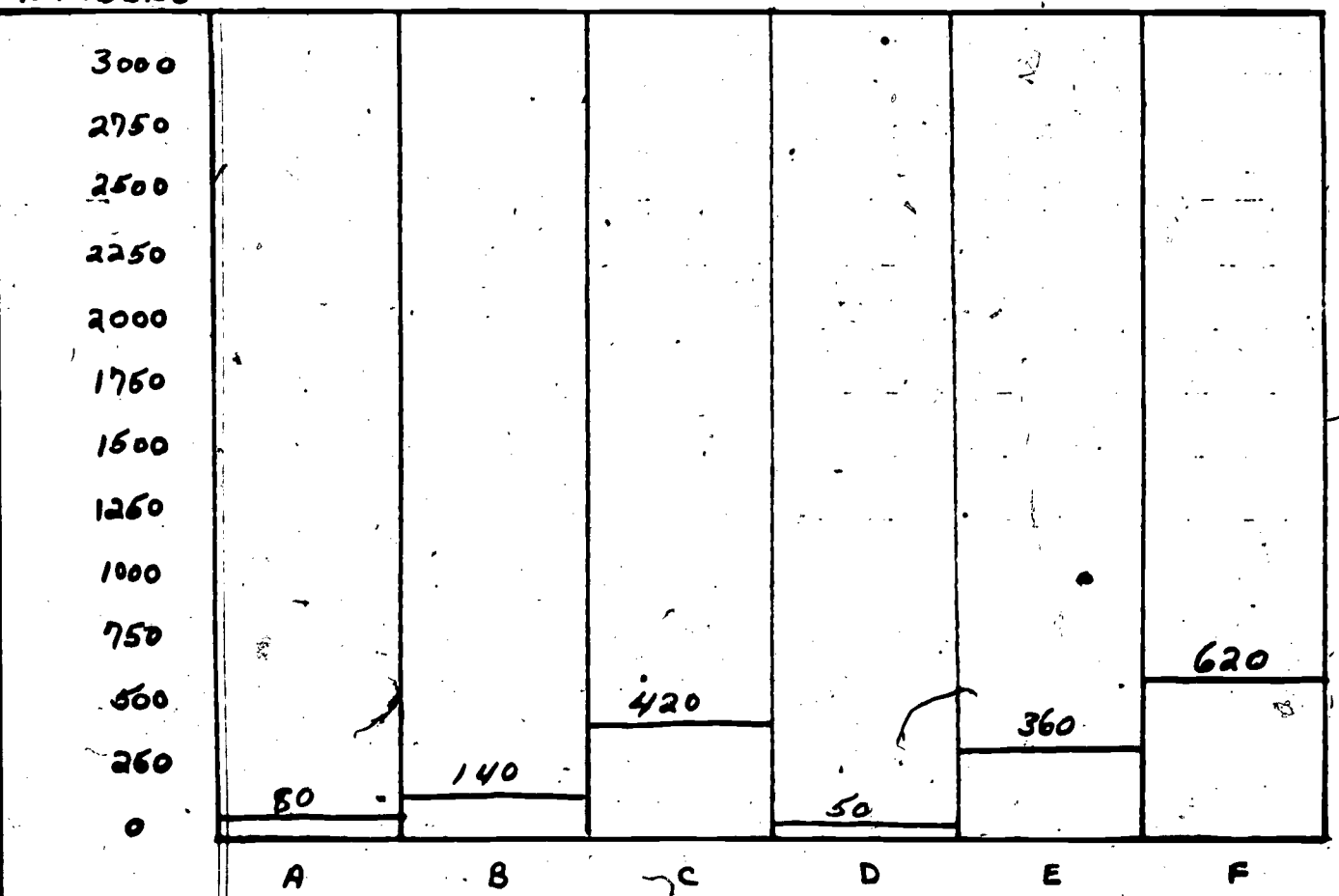
D. FINANCE, INSURANCE AND REAL ESTATE

E. SERVICE AND, MINING

F. GOVERNMENT

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

GRAPH E-7: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII MONROE COUNTY



NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 1670

A. CONSTRUCTION

B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES

C. WHOLESALE AND RETAIL TRADE

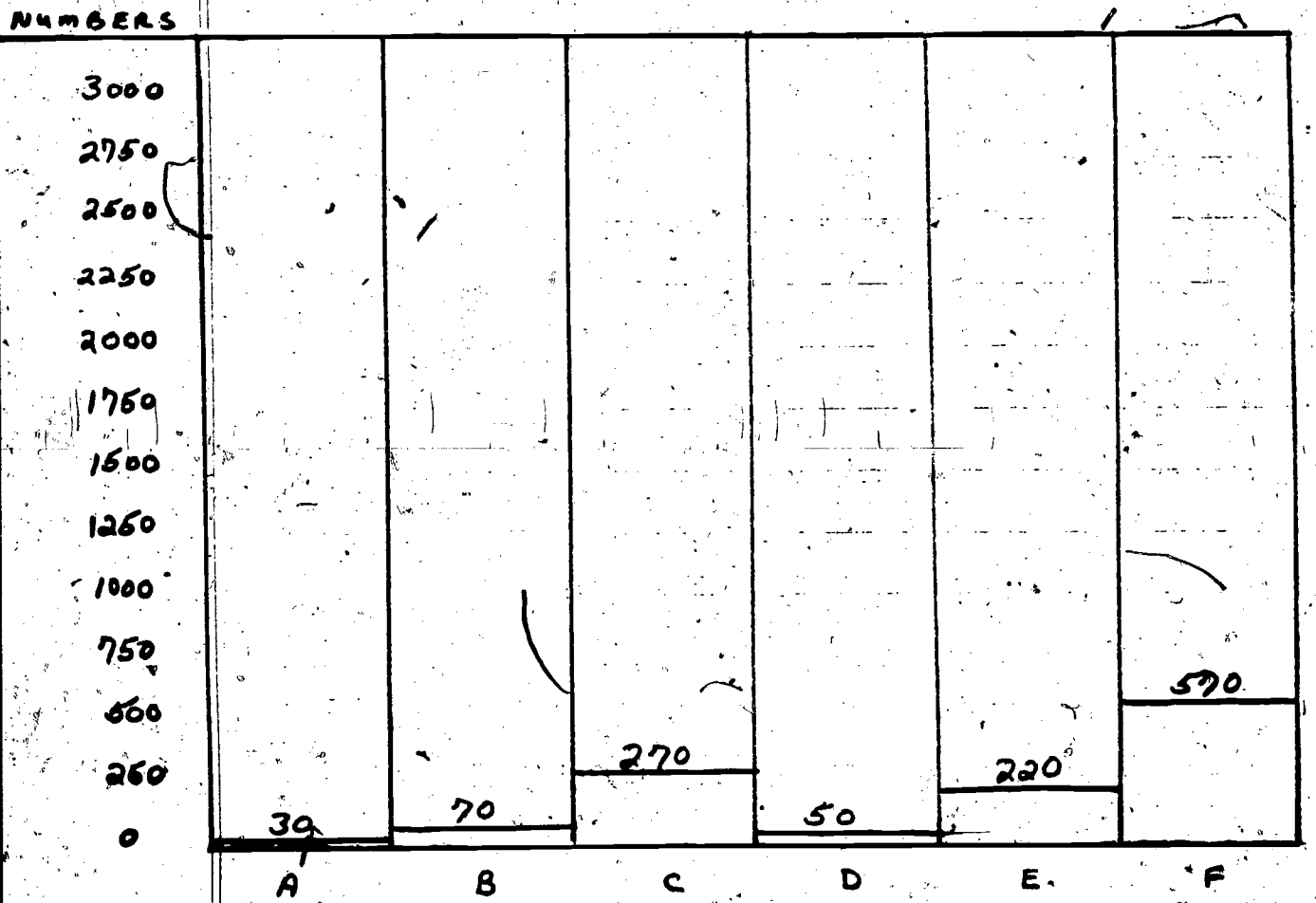
D. FINANCE, INSURANCE AND REAL ESTATE

E. SERVICE AND MINING

F. GOVERNMENT

SOURCE: Research - STATISTICS
Iowa Emp. - Sec. Comm.
U.S. DEPT. of LABOR

GRAPH E-8: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII VAN BUREN COUNTY

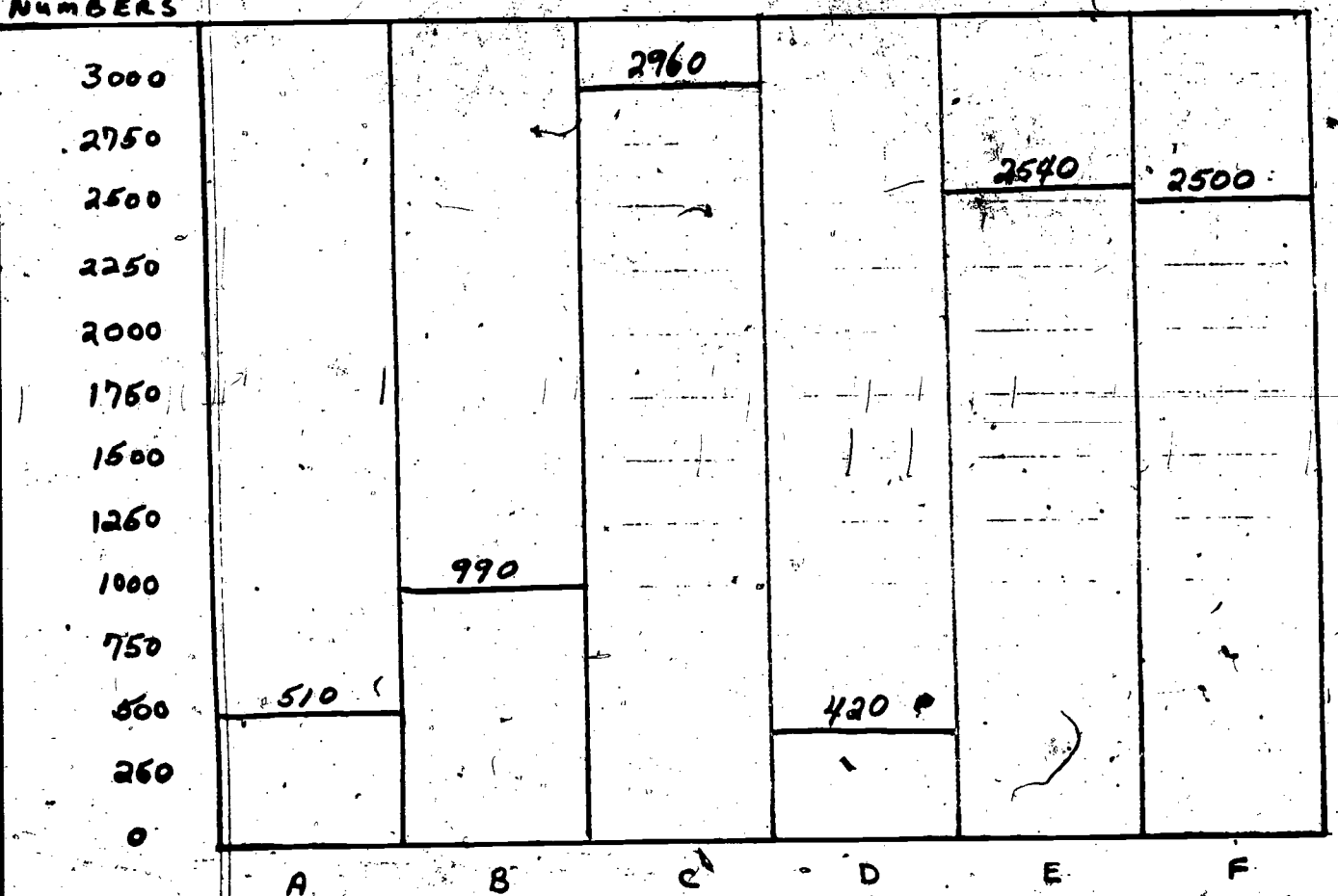


NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 1210

A. CONSTRUCTION
B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES
C. WHOLESALE AND RETAIL TRADE
D. FINANCE, INSURANCE AND REAL ESTATE
E. SERVICE AND MINING
F. GOVERNMENT

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor.

GRAPH E-9: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XII WAPELLO COUNTY



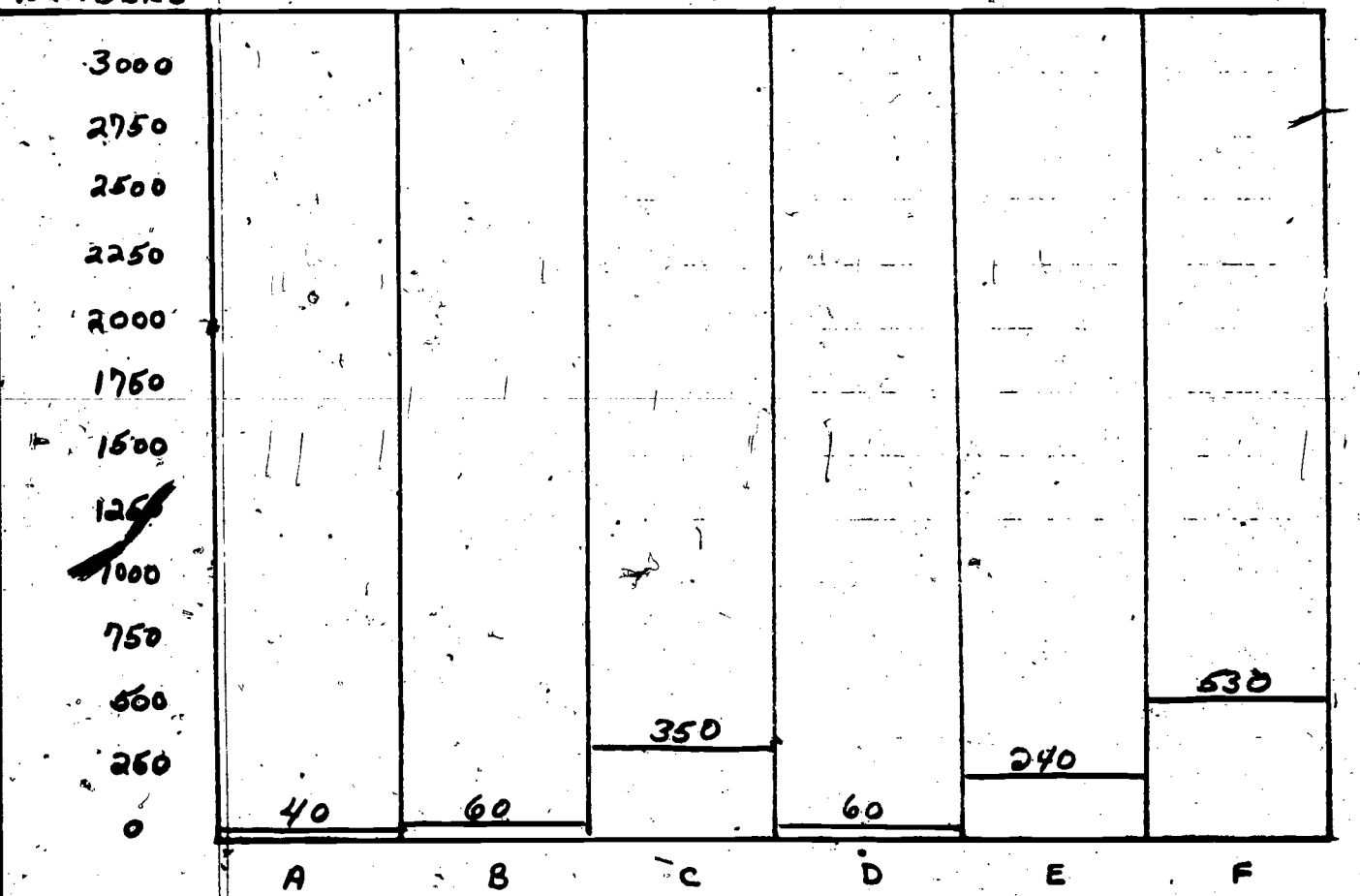
NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 9920.

A. CONSTRUCTION
B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES
C. WHOLESALE AND RETAIL TRADE
D. FINANCE, INSURANCE AND REAL ESTATE
E. SERVICE AND MINING
F. GOVERNMENT

SOURCE: Research - STATISTICS
IOWA Emp. - Sec. Comm.
U.S. DEPT. of LABOR

GRAPH #1:

NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION PER COUNTY IN AREA XI WAYNE COUNTY



NON-MANUFACTURING CLASSIFICATIONS - TOTAL = 1280

A. CONSTRUCTION

B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES

C. WHOLESALE AND RETAIL TRADE

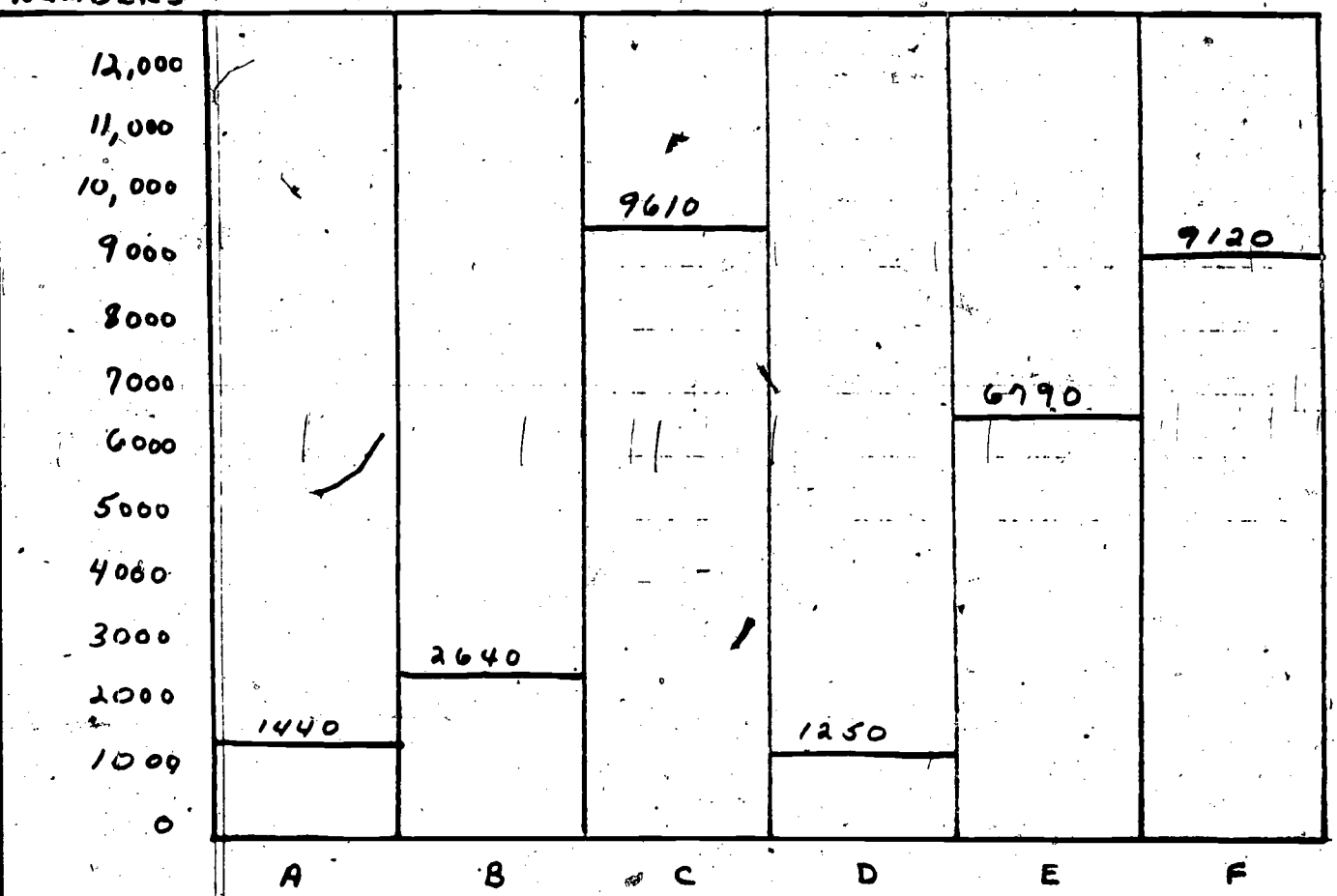
D. FINANCE, INSURANCE AND REAL ESTATE

E. SERVICE AND MINING

F. GOVERNMENT

SOURCE: Research - STATISTICS
IOWA Emp. - Sec. Comm.
U.S. DEPT. of LABOR

GRADH E-11: NUMBER OF PEOPLE EMPLOYED IN NON-MANUFACTURING BY CLASSIFICATION IN AREA XII



NON-MANUFACTURING CLASSIFICATIONS

A. CONSTRUCTION
B. TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES
C. WHOLESALE AND RETAIL TRADE
D. FINANCE, INSURANCE AND REAL ESTATE
E. SERVICE AND MINING
F. GOVERNMENT

SOURCE: Research - Statistics
Iowa Emp. - Sec. Comm.
U.S. Dept. of Labor

INDICATIONS RELATIVE TO EMPLOYMENT CHARACTERISTICS

STATISTICS

1. Unemployment is highest in Wapello County and lowest in Jefferson and Mahaska County. Therefore, no direct correlation seems to exist between population in the counties and unemployment rate. (Graph A).

2. Wapello County has far and away the highest number of unemployed people of all counties in Area XV. (Graph B).

3. Non-agricultural wage and salary workers make up the greatest number of workers in each of the counties in Area XV. Agricultural workers are in greater number than the remaining category (all other non-agricultural employment) except in Wapello and Appanoose Counties. (Graph C-1 through C-10).

   Note: The classification -All other non-agricultural employment involves self-employed, unpaid family and domestic workers.

   The classification-Non-agriculture wage and salary workers includes manufacturing and non-manufacturing categories.

4. The number of non-agricultural wage and salary workers involved in non-manufacturing is greater than those involved in manufacturing in all ten of our counties. (Graph D)

5. The breakdown of job classification in the area of non-manufacturing shows that five counties (Davis, Keokuk, Monroe, Van Buren, Wayne) have the greatest number employed in government, while five counties (Appanoose, Jefferson, Lucas, Mahaska, Wapello) have the greatest number employed in wholesale and retail trade. (Graph E-1 through E-10)

6. Area wide, the non-manufacturing area has the most people employed in the wholesale and retail trade classification with a close second to government. (Graph E-11)

IMPLICATIONS FOR CAREER EDUCATION

1. Unemployment is a definite concern in Area XV. On the surface, the statistics would indicate that a person seeking employment in our area would have a better chance in those counties with a low rate of unemployed. This may not be the case however, as migration trends indicate that many younger people are leaving the more rural counties to seek employment elsewhere rather than to stay in their local area and quite possibly be unemployed or underemployed. Career education's challenge here is to prepare our potential working force for gainful employment within and/or outside of our area as our needs and individual preferences arise.

2. Slightly over one out of every six employed persons in Area XV is employed in agriculture. This statistic, in the heart of agricultural America, vividly points up the effect that mechanization has had on the agricultural working force. Career education must accept the challenge that in Area XV, a basically rural population must be exposed to career choices that are not consistant with the immediate environment to which they are accustomed. An example of this is the farm youngster who is not interested in going into farming or has no opportunity in farming available to him/her.

   Approximately 2/3 of the working force in Area XV are wage and salary workers. Career education needs to impress upon our population in their formative years the importance of being able to work for and with others. Just as most people work for others and with others, it follows that most people who are unsuccessful in their work to the point that they are released or leave their jobs are released or leave as a result of their failture to work successfully for or with others, and not because of the quality of their work.

3. It is interesting to note that because of mechanization resulting in relatively small numbers of people employed in agriculture, and with only 33 per cent of the non-agricultural wage and salary workers in manufacturing, Area XV finds itself with less than 50 per cent of the total work force in these basic raw material and goods producing areas. Career-wise, then, it is neither an agricultural nor a manufacturing area, but an area where non-manufacturing classifications are in the greatest number. In Area XV, basically known as an agricultural area, there are almost as many people employed in the single non-manufacturing classification of government as there are employed in agriculture.

4. Career education needs to allow for the individual to develop a clear picture of career opportunities as they exist today and what they have evolved from so as to be able to better understand the course that careers may take in future years.

PUBLIC ASSISTANCE

PEOPLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO PUBLIC ASSISTANCE

BOB MORRISSEY

RESEARCH - COORDINATOR

Source of Information. 1

Graph A: Number of Families in the Counties of Area XV Receiving Benefits through Aid to Dependent Children. 2

Graph B: Number of Children in the Counties of Area XV Receiving Benefits through Aid to Dependent Children. 3

Graph C: Average Grant per Family per Month in the Counties of Area XV through Aid to Dependent Children . . . 4

Graph D: Percent of families in the counties of Area XV Receiving Benefits through Aid to Dependent Children 5

Graph E: Percent of Families with Female Heads in the Counties of Area XV Receiving Benefits through Aid to Dependent Children. 6

Data Sheet. 7

Indications Relative to Public Assistance Statistics. 8

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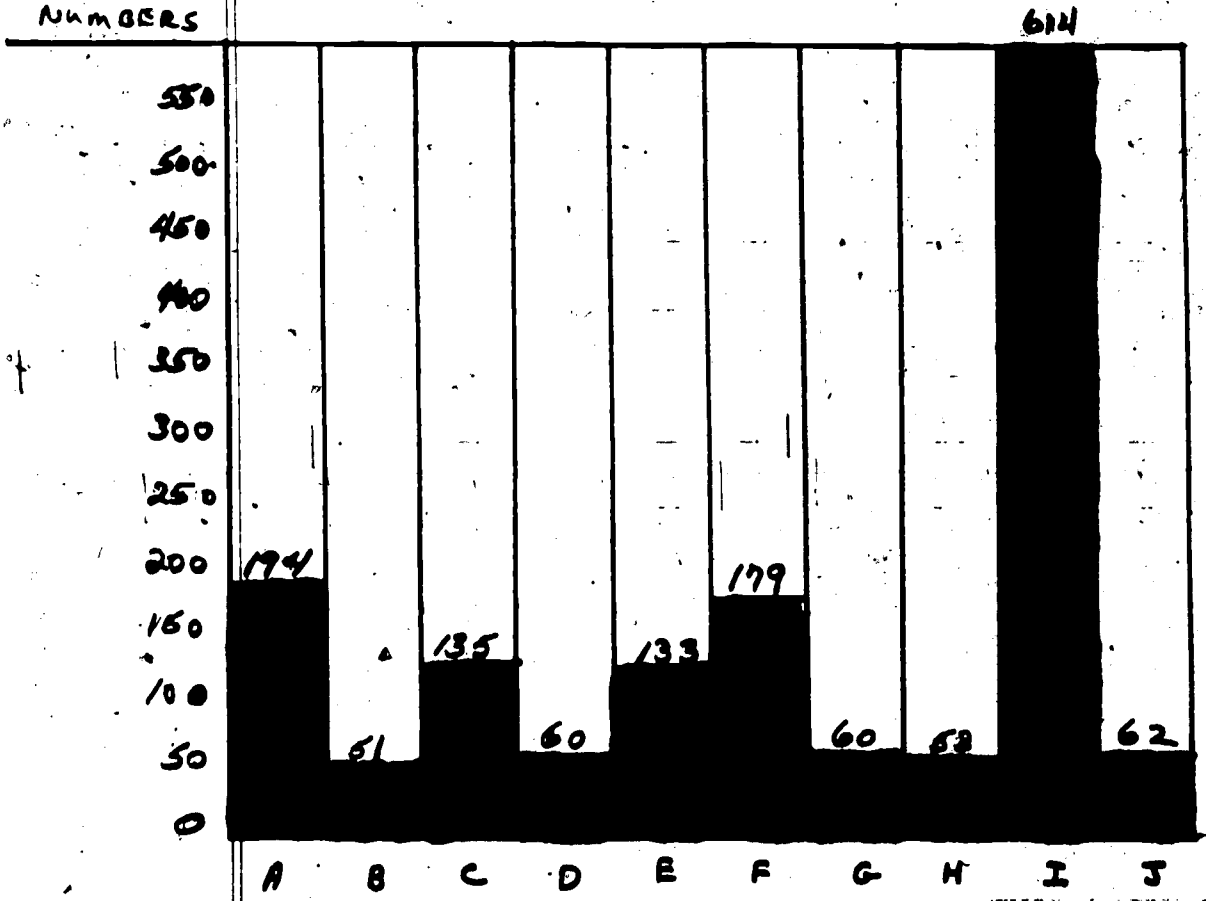
SOURCE OF INFORMATION

Three different sources of information are used in this report. The basic information source used is the Monthly Public Assistance Statistical Report for April of 1974, supplied by the District Office of Social Services. Adult cases receiving assistance were transferred to Federal control as of 1 January 74, so information on these cases is currently not available.

The Data Sheet on page 7 was obtained from the State Department of Public Instruction. This information was gained from State income tax returns for the year 1972. This was prior to Federal control of adult cases, so an indication of adults receiving assistance is reflected here. Actually, this number is higher today because Supplementary Security Income allows for wider ranges of eligibility.

Graph E on page 6, is a projection based on two sources of information--the Monthly Public Assistance Statistical Report for April, 74, providing total cases per county and the U.S. Census of 1970 providing number of female head of households per county. As this graph does not represent a consistent period of time, it should be regarded as only a crude projection

GRAPH A: Numb[redacted] OF FAMILIES IN THE COUNTIES O[redacted] AREA XII
"Receiving Benefits through Aid to Dependent Children



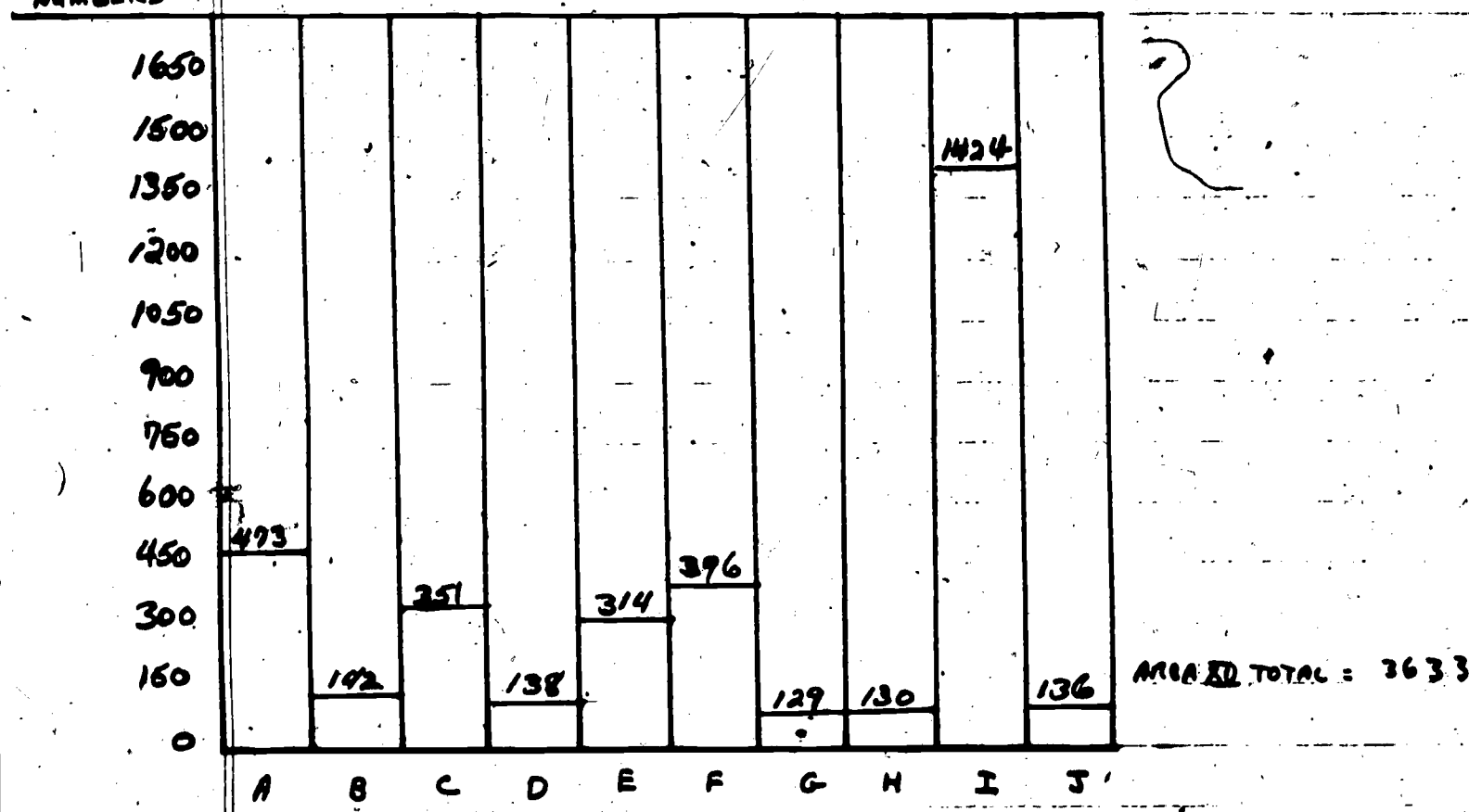
TOTAL AREA XII = 1641

COUNTIES IN AREA XII

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MANASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

SOURCE: Iowa Dept. of Social Services
Division of Statistics
Monthly Public Assistance Report
April - '74

GRAPH B: Numb[illegible] OF CHILDREN IN THE COUNTIES OF [illegible]A XD RECEIVING (3) Benefits through Aid to Dependent Children



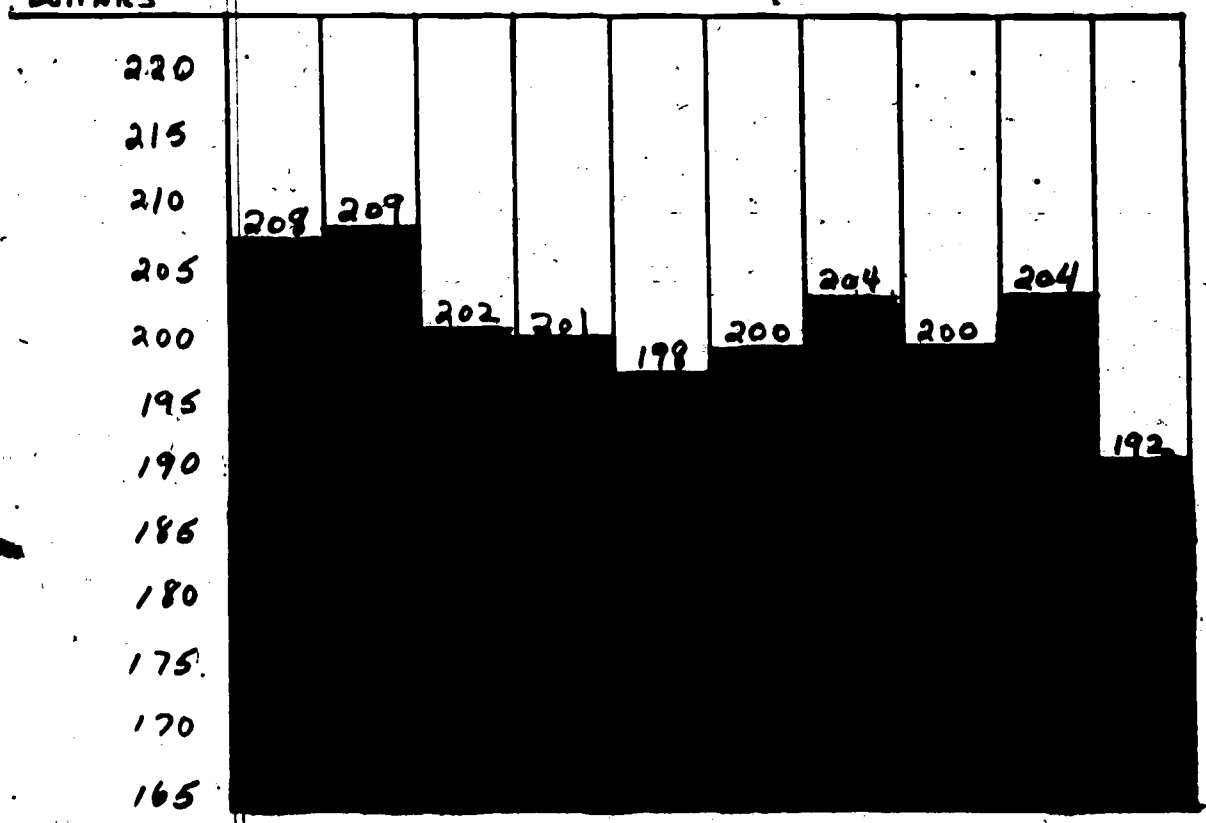
AREA XD TOTAL = 3633

COUNTIES IN AREA XD

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MANASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

Source: Iowa Dept. of Social Services
Division of Statistics
Monthly Public Assistance Report
April - '74

GRAPH C: AVERAGE GRANT PER FAMILY PER MONTH IN THE COUNTIES OF AREA XV through Aid to Dependent children (ROUNDED to NEAREST DOLLAR)

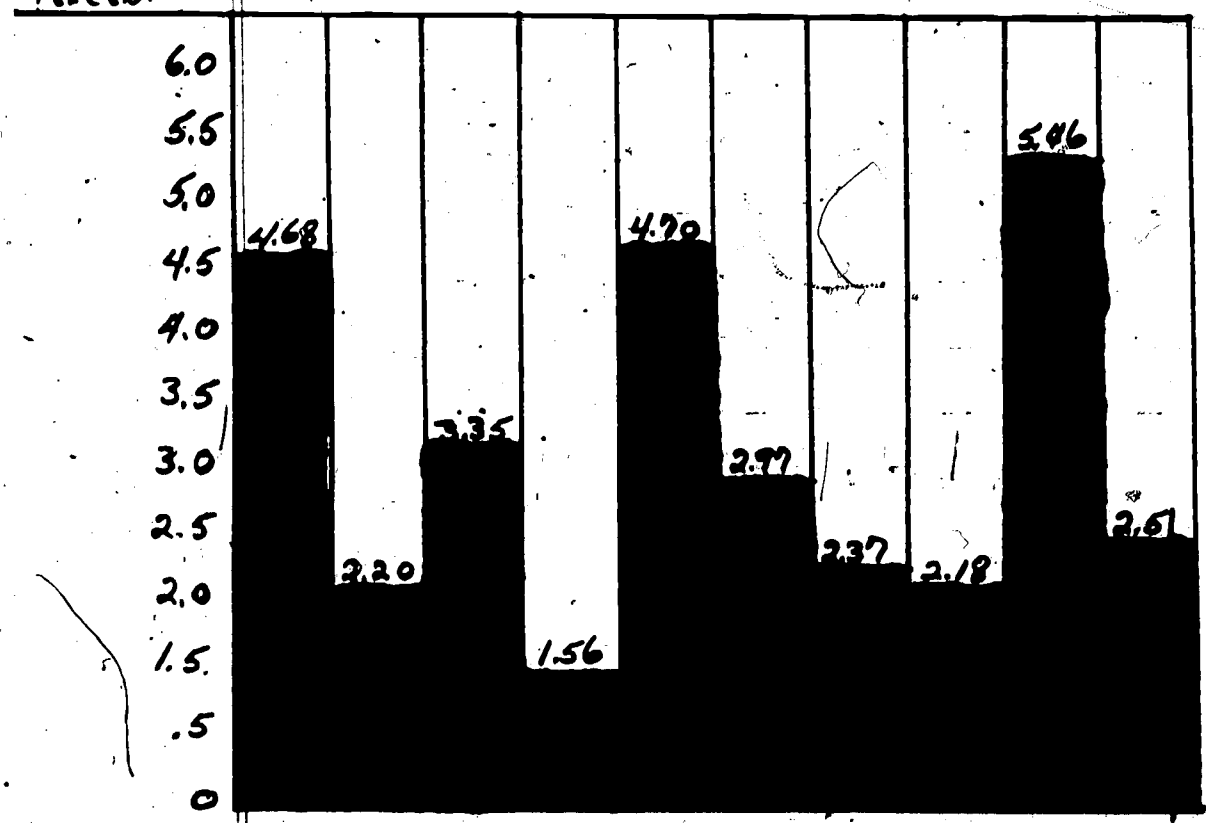


COUNTIES IN AREA XV

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MANASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

Source: Iowa Dept. of Social Services
Division of Statistics
Monthly Public Assistance Report —
April - 74

GRAPH D: Percent of families in the counties of Area XI Receiving Benefits through Aid to Dependent Children



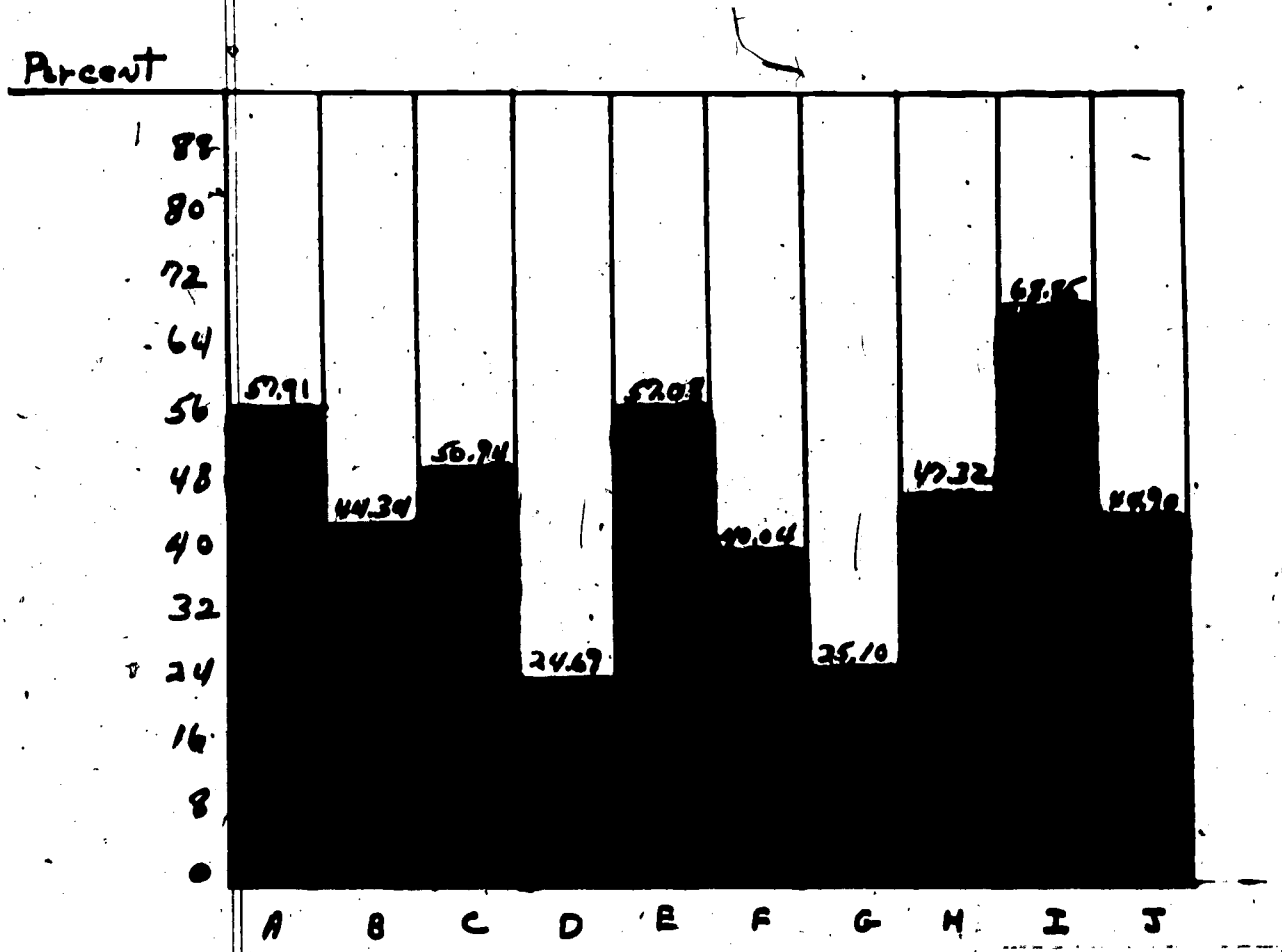
COUNTIES IN AREA XI

A. APPANOOSE	F. MAHASKA
B. DAVIS	G. MONROE
C. Jefferson	H. VAN BUREN
D. Keokuk	I. WAPELLO
E. LUCAS	J. WAYNE

Source: Iowa Dept. of Social Services
Division of Statistics
Monthly Public Assistance Report - April 74

U.S. CENSUS DATA
1970

GRAPH E: Percent of FAMILIES WITH FEMALE HEADS IN THE COUNTIES OF AREA XD Receiving Benefits through Aid to Dependent Children



COUNTIES IN AREA XD

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MAHASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

Sources: U.S. CENSUS - 1970
Iowa Department of Soc. Ser. Division of Statistics Monthly Public Assist. Report April - 74

*this Graph Represents a projection based on NUMBER OF Female HEADS IN '70 CENSUS AND NUMBER OF FAMILIES Receiving A.D.C. in April - '74.

DATA SHEET

Merged Areas and Counties	Old Age Assistance	Aid to Dependent Children	Aid to Blind	Aid to Disabled	Total
Area XV	1,203	4,950	82	213	6,465
Appanoose	174	639	11	36	861
Davis	74	135	4	10	223
Jefferson	77	423	6	9	516
Keokuk	54	206	4	8	272
Lucas	100	444	10	6	559
Mahaska	143	577	10	18	747
Monroe	115	217	5	17	354
Van Buren	85	163	2	9	260
Wapello	273	1,963	27	83	2,362
Wayne	108	183	3	17	311

Source: STATE OF IOWA; D.P.I.
DATA SUMMARIES
LOW INCOME INDIVIDUALS IN
IOWA SCHOOL DISTRICTS
STATE INCOME TAX RETURNS - 1972

INDICATIONS RELATIVE TO PUBLIC ASSISTANCE STATISTICS

1. Far and away the greatest number of families receiving benefits through A.D.C. are in Wapello County. (Graph A)

2. A significant number of children in families receiving A.D.C. benefits reside in each of our counties. (Graph B).

3. The average A.D.C. benefit per month per family in our counties are relatively even, with seventeen dollars difference from the highest to the lowest average payment. (Graph C)

4. Percent of families receiving benefits from A.D.C. are highest in Wapello - 5.46, Lucas- 4.70, and Appanoose-4.68; lowest in Keokuk- 1.56, Van Buren-2.18, and Davis-2.20. (Graph D)

5. Percent of families with female heads receiving benefits from A.D.C. are highest in Wapello- 68.85, Appanoose-57.91, and Lucas- 57.08; lowest in Keokuk- 24.69 and Monroe-25.10. (Graph E)

6. There is a significant decrease in the number of A.D.C. children listed in the 1972 State Income Tax returns and the monthly statistical report in April, 74. (Data Sheet as compared with Graph B)

IMPLICATIONS FOR CAREER EDUCATION

1. The statistics bear out the fact that we have significant numbers of children in Area XV who are being supported in part by public assistance. Almost all of these situations are one-parent families and almost all of these in turn represent fatherless homes. Career education implementation should be so designed as to be flexible to the point of giving special consideration to students whose home situations limit the amount of exposure to work orientated concepts in the home environment.

2. The public school, in cooperation with social service agencies and parents, should be encouraged to pool efforts in developing educational and training opportunities for these children consistent with their interests and abilities to succeed.

3. It appears that in Area XV a larger percent of the population in the more urban counties are on public assistance than in the more rural counties. If the percentages are found to be extreme in either case, career education should strive for moderation--- thus encouraging participation in public assistance to allow the home environment to be benefited in one set of circumstances until such time as a family can become self-supporting and also encouraging initiative on the part of families and individuals who have the ability to be self-supporting and need an additional incentive to become independent.

AGE LEVELS

PEOPLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO AGE LEVELS

BOB MORRISSEY

RESEARCH - COORDINATOR

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Indications relative to age level statistics..... 7

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AGE POPULATION CHANGE — TABLE I

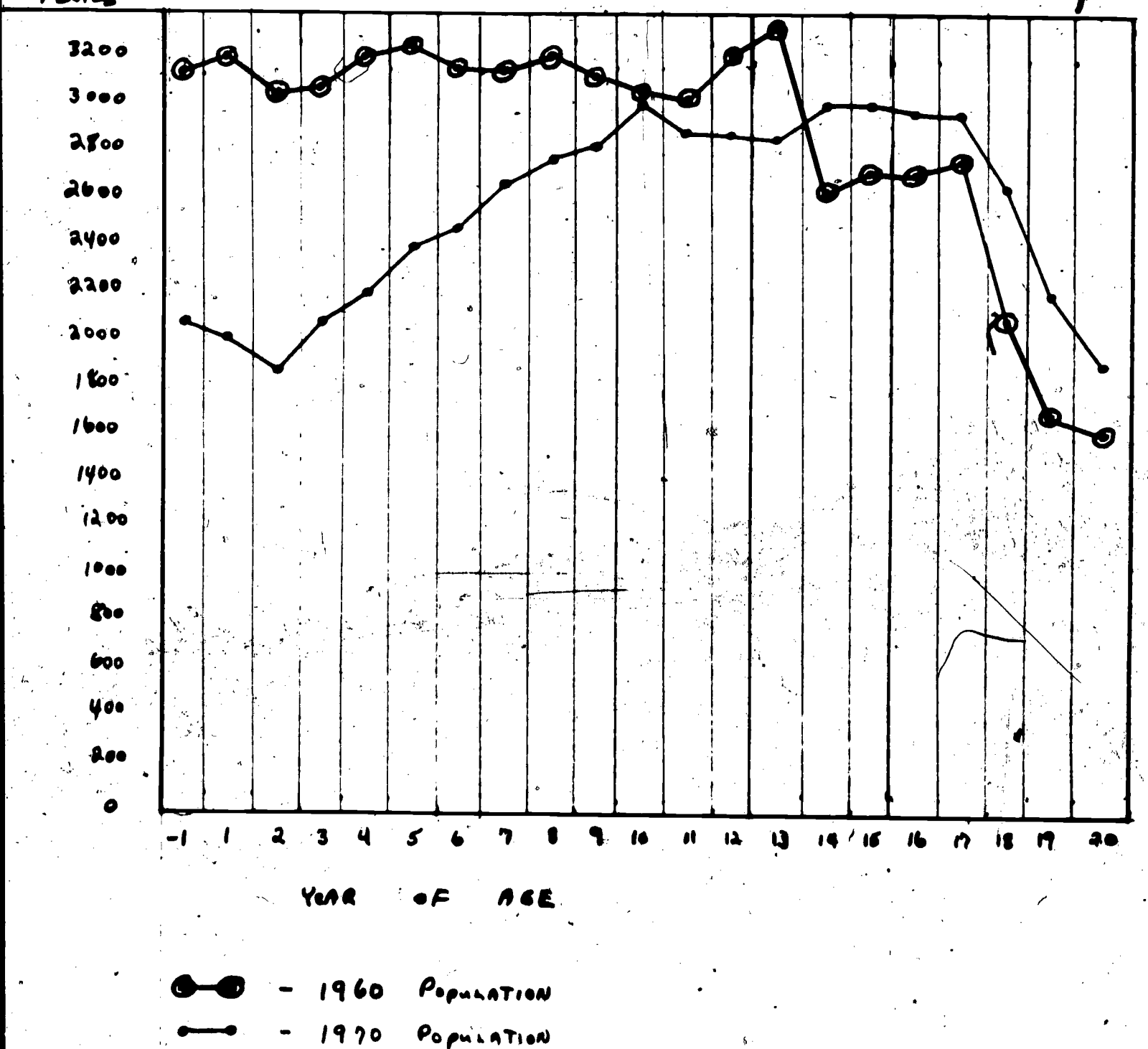
AREA XV

	HORIZONTAL			DIAGONAL		
	1970	Change	%	Change	%	1960
ALL AGES	153,825					167,216
UNDER 1 YEAR	2123	-1050	-33.1	-111	- 3.5	3173
1 YEAR	2075	-1130	-35.3	-254	- 7.9	3205
2 YEARS	1970	-1101	-35.9	-131	- 4.3	3071
3 YEARS	2149	-946	-30.6	-174	- 5.6	3095
4 YEARS	2271	-949	-29.5	-186	- 5.8	3220
5 YEARS	2427	-863	-26.2	-245	- 7.4	3290
	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
6 YEARS	2539	-650	-20.4	-223	- 7.0	3189
7 YEARS	2698	-482	-15.2	-260	- 8.2	3180
8 YEARS	2796	-423	-13.1	-533	-16.6	3219
9 YEARS	2851	-303	- 9.6	-941	-29.8	3154
10 YEARS	3062	- 35	- 1.1	-1147	-37.0	3097
	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
11 YEARS	2951	-117	- 3.8			3068
12 YEARS	2940	-285	- 8.8			3225
13 YEARS	2921	-440	-13.1			3361
14 YEARS	3034	+375	+14.1			2659
15 YEARS	3045	+286	10.4			2759
	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
16 YEARS	2966	+208	+ 7.5			2758
17 YEARS	2920	+132	+ 4.7			2788
18 YEARS	2686	+552	+25.9			2134
19 YEARS	2213	+478	+27.6			1735
20 YEARS	1950	+318	+19.5			1632
21 YEARS AND OVER	99,248	-6961	- 6.6			106,209
	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
UNDER 5 YEARS	10,588	-5176	-32.8	-866	- 5.5	15,764
5 TO 9 YEARS	13,311	-2721	-17.0	-2202	-13.7	16,032
10 TO 14 YEARS	14,898	-507	- 3.3	-6191	-40.2	15,405
15 TO 19 YEARS	13,830	+1656	+13.6	-4542	-37.3	12,174
20 TO 24 YEARS	9214	+1656	+21.9	-646	- 8.5	7558
25 TO 29 YEARS	7632	-320	- 4.0	-613	- 7.7	7952
	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
30 TO 34 YEARS	6912	-2057	-23.0	-727	- 8.1	8969
35 TO 39 YEARS	7339	-2420	-24.8	-863	- 8.8	9759
40 TO 44 YEARS	8242	-1740	-17.4			9982
45 TO 49 YEARS	8896	-1211	-12.0			10,107
50 TO 54 YEARS	9206	-784	- 7.8			9990
55 TO 59 YEARS	9075	-159	- 1.7			9234
	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
60 TO 64 YEARS	8877	+ 41	+ 0.5			8836
65 TO 69 YEARS	7721	-373	- 4.6			8094
70 TO 74 YEARS	6829	-267	- 3.7			7096
75 TO 79 YEARS	5231	- 26	- 0.5			5257
80 TO 84 YEARS	3487	+420	+13.7			3067
85 YEARS AND OVER	2537	+597	+30.8			1940

These figures were derived from the following counties: Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello, Wayne.

Compiled from: U.S. Bureau of Census
Census of Population 1970
General Population Characteristics
Final Report PC(1)-B17 Iowa

GRAPH II : NUMBERS OF PEOPLE BY AGE 1-20 YEARS IN AREA XV (1960 COMPARED TO 1970)



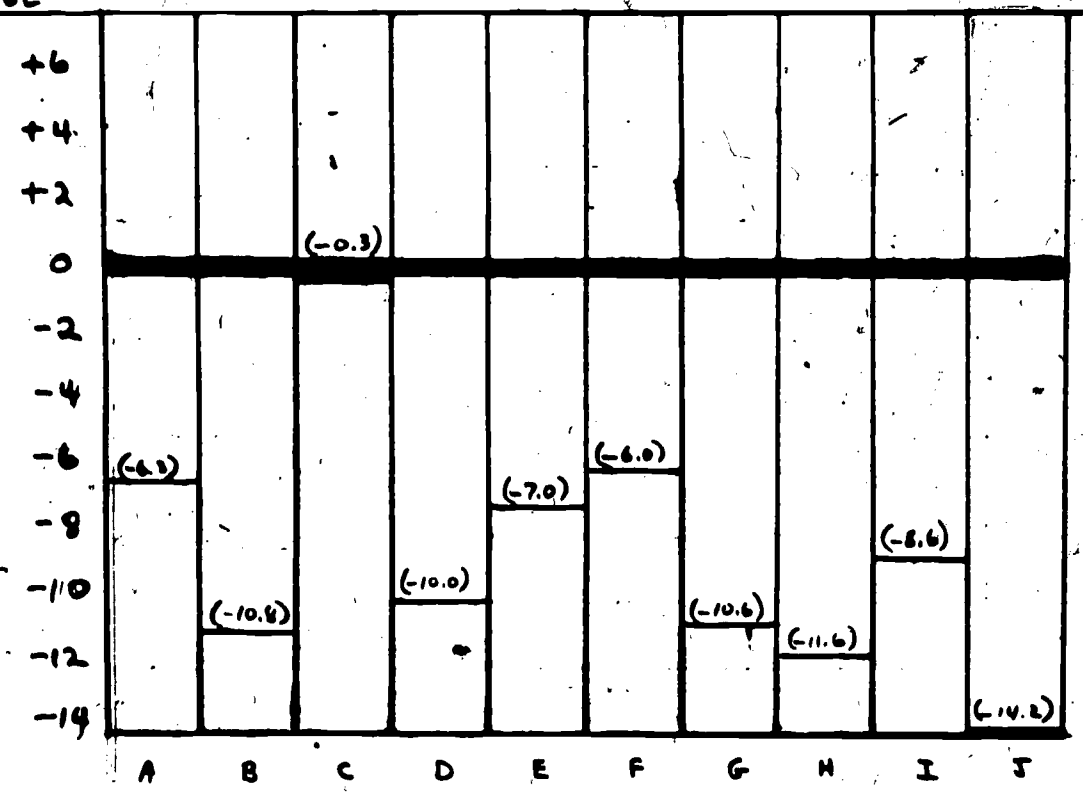
Source: U.S. Bureau of Census
· Census of Population 1970
General Population Charteristics.
Final Report PC(1) - B17 Iowa

POPULATION SUMMARY
1970 vs 1960
AREA 15

COUNTY	1970 POPULATION	1960 POPULATION	POPUL. DIFFERENCE	POPUL. % CHG.	MIGRATION	% MIGRATION
APPANOOSE	15,007	16,015	- 1,008	- 6.3	- 1,241	- 7.7
DAVIS	8,207	9,199	- 992	-10.8	- 1,154	-12.5
JEFFERSON	15,774	15,818	- 44	- 0.3	- 1,189	- 7.5
KEOKUK	13,943	15,492	- 1,549	-10.0	- 1,889	-12.2
LUCAS	10,163	10,923	- 760	- 7.0	- 701	- 6.4
MAHASKA	22,177	23,602	- 1,425	- 6.0	- 2,138	- 9.1
MONROE	9,357	10,463	- 1,106	-10.6	- 1,199	-11.5
VAN BUREN	8,643	9,778	- 1,135	-11.6	- 1,257	-12.9
WAPELLO	42,149	46,126	- 3,977	- 8.6	- 6,347	-13.8
WAYNE	8,405	9,800	- 1,395	-14.2	- 1,117	-11.4
AREA TOTALS	153,825	167,216	-13,391	- 8.0	-18,232	-10.9
STATE TOTALS	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

II 319

GRAPH B : Percent of Change in population by County in AREA XII Between 1960–1970



COUNTIES IN AREA XII

A. APPANOOSE	F. MAHASKA
B. DAVIS	G. MONROE
C. JEFFERSON	H. VAN BUREN
D. KEOKUK	I. WAPELLO
E. LUCAS	J. WAYNE

Population level in 1960

SOURCE: AREA XII Population-Enrollment Trends
CAREER EDUCATION DIVISION. D.P.I.
Researchers Page - Kellogg
Kirkwood Community College

5-A

1970 POPULATION

APPANOOSE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	15,007	7,254	7,753	16,015
UNDER 1 YEAR	196	92	104	257
1 YEAR	183	81	102	253
2 YEARS	193	102	91	258
3 YEARS	208	121	87	269
4 YEARS	206	97	109	299
5 YEARS	232	126	106	264
6 YEARS	243	142	101	266
7 YEARS	246	127	119	266
8 YEARS	271	153	118	249
9 YEARS	273	133	140	221
10 YEARS	261	126	135	257
11 YEARS	259	129	130	260
12 YEARS	283	145	138	301
13 YEARS	272	137	135	331
14 YEARS	298	162	136	250
15 YEARS	280	162	118	263
16 YEARS	260	134	126	280
17 YEARS	255	125	130	277
18 YEARS	287	158	129	187
19 YEARS	288	177	111	140
20 YEARS	236	142	94	116
21 YEARS AND OVER	9,777	4,483	5,294	10,751
UNDER 5 YEARS	986	493	493	1,336
5 TO 9 YEARS	1,265	681	584	1,266
10 TO 14 YEARS	1,373	699	674	1,399
15 TO 19 YEARS	1,370	756	614	1,147
20 TO 24 YEARS	848	428	420	621
25 TO 29 YEARS	711	352	359	645
30 TO 34 YEARS	634	295	339	763
35 TO 39 YEARS	646	295	351	870
40 TO 44 YEARS	735	346	389	991
45 TO 49 YEARS	828	403	425	996
50 TO 54 YEARS	960	443	517	991
55 TO 59 YEARS	900	450	450	946
60 TO 64 YEARS	919	427	492	950
65 TO 69 YEARS	826	362	464	985
70 TO 74 YEARS	709	299	410	841
75 TO 79 YEARS	606	233	373	638
80 TO 84 YEARS	394	180	214	370
85 YEARS AND OVER	297	112	185	260
UNDER 18 YEARS	4,419	2,294	2,125	4,821
62 YEARS AND OVER	3,388	1,450	1,938	3,664
65 YEARS AND OVER	2,832	1,186	1,646	3,094
MEDIAN AGE	37.4	33.7	40.5	39.8

(5-B)

1970 POPULATION

DAVIS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	8,207	4,026	4,181	9,199
UNDER 1 YEAR	92	58	34	162
1 YEAR	121	64	57	186
2 YEARS	86	38	48	177
3 YEARS	103	53	50	170
4 YEARS	111	60	51	187
5 YEARS	125	67	58	166
6 YEARS	131	74	57	172
7 YEARS	158	89	69	178
8 YEARS	143	75	68	176
9 YEARS	167	77	90	184
10 YEARS	172	87	85	158
11 YEARS	174	87	87	185
12 YEARS	176	91	85	197
13 YEARS	160	88	72	193
14 YEARS	176	95	81	177
15 YEARS	157	80	77	161
16 YEARS	156	78	78	171
17 YEARS	189	93	96	168
18 YEARS	117	64	53	113
19 YEARS	88	44	44	78
20 YEARS	74	38	36	75
21 YEARS AND OVER	5,331	2,526	2,805	5,765
UNDER 5 YEARS	513	273	240	882
5 TO 9 YEARS	724	382	342	876
10 TO 14 YEARS	858	448	410	910
15 TO 19 YEARS	707	359	348	691
20 TO 24 YEARS	383	191	192	377
25 TO 29 YEARS	387	186	201	433
30 TO 34 YEARS	398	190	208	463
35 TO 39 YEARS	420	201	219	513
40 TO 44 YEARS	457	228	229	559
45 TO 49 YEARS	466	209	257	609
50 TO 54 YEARS	500	253	247	551
55 TO 59 YEARS	542	261	281	496
60 TO 64 YEARS	474	243	231	480
65 TO 69 YEARS	415	174	241	427
70 TO 74 YEARS	351	170	181	383
75 TO 79 YEARS	295	134	161	260
80 TO 84 YEARS	159	69	90	181
85 YEARS AND OVER	158	55	103	108
UNDER 18 YEARS	2,597	1,354	1,243	3,168
62 YEARS AND OVER	1,667	734	933	1,647
65 YEARS AND OVER	1,378	602	776	1,359
MEDIAN AGE	36.6	34.6	38.4	34.6

(5-C)

1970 POPULATION

JEFFERSON COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	15,774	7,851	7,923	15,818
UNDER 1 YEAR	227	118	109	304
1 YEAR	231	108	123	311
2 YEARS	214	101	113	287
3 YEARS	242	103	139	296
4 YEARS	237	128	109	299
5 YEARS	248	130	118	286
6 YEARS	245	123	122	297
7 YEARS	256	129	127	287
8 YEARS	297	144	153	311
9 YEARS	307	151	156	299
10 YEARS	308	157	151	273
11 YEARS	288	145	143	267
12 YEARS	274	134	140	292
13 YEARS	289	148	141	333
14 YEARS	303	153	150	253
15 YEARS	281	152	129	235
16 YEARS	262	142	120	246
17 YEARS	231	118	113	240
18 YEARS	316	166	150	327
19 YEARS	321	179	142	316
20 YEARS	333	190	143	289
21 YEARS AND OVER	10,064	4,932	5,132	9,770
UNDER 5 YEARS	1,151	558	593	1,497
5 TO 9 YEARS	1,353	677	676	1,480
10 TO 14 YEARS	1,462	737	725	1,418
15 TO 19 YEARS	1,411	757	654	1,364
20 TO 24 YEARS	1,742	1,031	711	1,055
25 TO 29 YEARS	867	465	402	779
30 TO 34 YEARS	726	353	373	893
35 TO 39 YEARS	728	329	399	872
40 TO 44 YEARS	815	413	402	900
45 TO 49 YEARS	806	391	415	871
50 TO 54 YEARS	836	411	425	944
55 TO 59 YEARS	815	391	424	747
60 TO 64 YEARS	802	383	419	783
65 TO 69 YEARS	617	302	315	747
70 TO 74 YEARS	608	270	338	619
75 TO 79 YEARS	490	188	302	453
80 TO 84 YEARS	313	113	200	252
85 YEARS AND OVER	232	82	150	144
UNDER 18 YEARS	4,740	2,384	2,356	5,116
62 YEARS AND OVER	2,726	1,174	1,552	2,684
65 YEARS AND OVER	2,260	955	1,305	2,215
MEDIAN AGE	29.4	26.8	32.7	31.8

(5-D)

1970 POPULATION

KEOKUK COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES.....	13,943	6,837	7,106	15,492
UNDER 1 YEAR.....	178	92	86	285
1 YEAR.....	161	84	77	327
2 YEARS.....	183	90	93	285
3 YEARS.....	230	119	111	307
4 YEARS.....	220	114	106	320
5 YEARS.....	219	103	116	314
6 YEARS.....	238	125	113	331
7 YEARS.....	261	133	128	279
8 YEARS.....	272	135	137	330
9 YEARS.....	272	159	113	324
10 YEARS.....	281	132	149	316
11 YEARS.....	320	178	142	288
12 YEARS.....	293	175	118	316
13 YEARS.....	288	141	147	321
14 YEARS.....	329	163	166	250
15 YEARS.....	280	145	135	257
16 YEARS.....	317	158	159	262
17 YEARS.....	268	153	115	253
18 YEARS.....	218	124	94	167
19 YEARS.....	113	65	48	119
20 YEARS.....	113	62	51	125
21 YEARS AND OVER...	8,889	4,187	4,702	9,716
UNDER 5 YEARS.....	972	499	473	1,524
5 TO 9 YEARS.....	1,262	655	607	1,578
10 TO 14 YEARS.....	1,511	789	722	1,491
15 TO 19 YEARS.....	1,196	645	551	1,058
20 TO 24 YEARS.....	648	318	330	637
25 TO 29 YEARS.....	594	292	302	689
30 TO 34 YEARS.....	593	294	299	781
35 TO 39 YEARS.....	668	304	364	867
40 TO 44 YEARS.....	717	370	347	859
45 TO 49 YEARS.....	792	379	413	941
50 TO 54 YEARS.....	796	397	399	934
55 TO 59 YEARS.....	850	432	418	805
60 TO 64 YEARS.....	845	400	445	798
65 TO 69 YEARS.....	720	335	385	731
70 TO 74 YEARS.....	656	277	379	748
75 TO 79 YEARS.....	478	201	277	542
80 TO 84 YEARS.....	384	162	222	315
85 YEARS AND OVER...	261	88	173	194
UNDER 18 YEARS.....	4,610	2,399	2,211	5,365
62 YEARS AND OVER...	2,978	1,298	1,680	3,008
65 YEARS AND OVER...	2,499	1,063	1,436	2,530
MEDIAN AGE.....	36.5	33.8	38.7	34.9

ERIC

(5-E)

1970 POPULATION

LUCAS COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	10,163	4,848	5,315	10,923
UNDER 1 YEAR	149	77	72	214
1 YEAR	113	60	53	161
2 YEARS	138	65	73	192
3 YEARS	110	51	59	184
4 YEARS	131	65	66	187
5 YEARS	178	94	84	185
6 YEARS	180	103	77	187
7 YEARS	188	98	90	213
8 YEARS	176	93	83	187
9 YEARS	185	94	91	202
10 YEARS	204	100	104	182
11 YEARS	201	87	114	169
12 YEARS	221	108	113	202
13 YEARS	182	100	82	188
14 YEARS	202	99	103	186
15 YEARS	188	103	85	202
16 YEARS	200	102	98	174
17 YEARS	220	109	111	179
18 YEARS	141	66	75	131
19 YEARS	99	48	51	93
20 YEARS	85	41	44	82
21 YEARS AND OVER	6,672	3,085	3,587	7,223
UNDER 5 YEARS	641	318	323	938
5 TO 9 YEARS	907	482	425	974
10 TO 14 YEARS	1,010	494	516	927
15 TO 19 YEARS	848	428	420	779
20 TO 24 YEARS	420	187	233	430
25 TO 29 YEARS	505	235	270	520
30 TO 34 YEARS	478	237	241	570
35 TO 39 YEARS	531	248	283	615
40 TO 44 YEARS	556	289	267	622
45 TO 49 YEARS	579	281	298	666
50 TO 54 YEARS	602	283	319	684
55 TO 59 YEARS	608	292	316	673
60 TO 64 YEARS	630	309	321	584
65 TO 69 YEARS	574	255	319	618
70 TO 74 YEARS	451	202	249	528
75 TO 79 YEARS	382	144	238	409
80 TO 34 YEARS	253	97	156	235
85 YEARS AND OVER	188	67	121	151
UNDER 18 YEARS	3,166	1,608	1,558	3,394
62 YEARS AND OVER	2,195	939	1,256	2,291
65 YEARS AND OVER	1,848	765	1,083	1,941
MEDIAN AGE	37.6	35.9	39.1	37.6

(5-F)

1970 POPULATION

MAHASKA COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	22,177	10,820	11,357	23,602
UNDER 1 YEAR	317	161	156	438
1 YEAR	346	186	160	484
2 YEARS	278	147	131	433
3 YEARS	331	179	152	436
4 YEARS	345	176	169	444
5 YEARS	346	198	148	465
6 YEARS	328	182	146	433
7 YEARS	366	196	170	475
8 YEARS	371	186	185	481
9 YEARS	375	187	188	448
10 YEARS	408	208	200	448
11 YEARS	412	208	204	432
12 YEARS	385	197	188	467
13 YEARS	372	206	166	458
14 YEARS	399	218	181	362
15 YEARS	412	211	201	399
16 YEARS	402	197	205	380
17 YEARS	422	220	202	411
18 YEARS	472	232	240	307
19 YEARS	406	223	183	263
20 YEARS	382	189	193	246
21 YEARS AND OVER	14,302	6,713	7,589	14,897
UNDER 5 YEARS	1,617	849	768	2,235
5 TO 9 YEARS	1,786	949	837	2,302
10 TO 14 YEARS	1,976	1,037	939	2,162
15 TO 19 YEARS	2,114	1,083	1,031	1,760
20 TO 24 YEARS	1,641	815	826	1,119
25 TO 29 YEARS	1,166	589	577	1,170
30 TO 34 YEARS	995	498	497	1,335
35 TO 39 YEARS	1,005	475	530	1,486
40 TO 44 YEARS	1,180	569	611	1,398
45 TO 49 YEARS	1,336	630	706	1,344
50 TO 54 YEARS	1,323	649	674	1,343
55 TO 59 YEARS	1,230	572	658	1,251
60 TO 64 YEARS	1,195	559	636	1,252
65 TO 69 YEARS	1,039	465	574	1,098
70 TO 74 YEARS	1,019	432	587	943
75 TO 79 YEARS	734	306	428	726
80 TO 84 YEARS	486	208	278	425
85 YEARS AND OVER	335	135	200	253
UNDER 18 YEARS	6,615	3,463	3,152	7,889
62 YEARS AND OVER	4,298	1,854	2,444	4,196
65 YEARS AND OVER	3,613	1,546	2,067	3,445
MEDIAN AGE	34.0	30.9	36.9	33.9

ERIC

(5-G)

1970 POPULATION

MONROE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	9,357	4,521	4,836	10,463
UNDER 1 YEAR	114	57	57	193
1 YEAR	128	74	54	214
2 YEARS	121	63	58	208
3 YEARS	116	56	60	189
4 YEARS	140	70	70	194
5 YEARS	156	78	78	218
6 YEARS	170	100	70	189
7 YEARS	134	64	70	210
8 YEARS	167	71	96	200
9 YEARS	187	91	96	200
10 YEARS	204	108	96	189
11 YEARS	182	93	89	206
12 YEARS	200	102	98	204
13 YEARS	194	90	94	224
14 YEARS	196	104	92	174
15 YEARS	196	94	102	200
16 YEARS	196	99	97	182
17 YEARS	191	98	93	186
18 YEARS	156	83	73	126
19 YEARS	101	48	53	75
20 YEARS	90	39	51	91
21 YEARS AND OVER	6,028	2,839	3,189	6,591
UNDER 5 YEARS	619	320	299	998
5 TO 9 YEARS	814	404	410	1,017
10 TO 14 YEARS	966	497	469	997
15 TO 19 YEARS	840	422	418	769
20 TO 24 YEARS	446	212	234	408
25 TO 29 YEARS	418	210	208	469
30 TO 34 YEARS	392	181	211	494
35 TO 39 YEARS	433	217	216	581
40 TO 44 YEARS	496	234	262	586
45 TO 49 YEARS	567	264	303	591
50 TO 54 YEARS	549	261	288	562
55 TO 59 YEARS	534	250	284	682
60 TO 64 YEARS	537	278	259	606
65 TO 69 YEARS	554	241	313	523
70 TO 74 YEARS	441	216	225	477
75 TO 79 YEARS	359	163	196	377
80 TO 34 YEARS	221	86	135	221
85 YEARS AND OVER	171	65	106	105
UNDER 18 YEARS	2,982	1,512	1,470	3,580
62 YEARS AND OVER	2,055	913	1,142	2,066
65 YEARS AND OVER	1,746	771	975	1,703
MEDIAN AGE	37.1	35.3	38.9	35.7

(5-H)

1970 POPULATION

VAN BUREN COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES.....	8,643	4,270	4,373	9,778
UNDER 1 YEAR.....	110	61	49	188
1 YEAR.....	108	54	54	168
2 YEARS.....	113	56	57	179
3 YEARS.....	132	66	66	162
4 YEARS.....	127	68	59	152
5 YEARS.....	143	80	63	191
6 YEARS.....	152	68	84	167
7 YEARS.....	174	96	78	164
8 YEARS.....	174	77	97	167
9 YEARS.....	157	85	72	182
10 YEARS.....	188	97	91	182
11 YEARS.....	160	85	75	185
12 YEARS.....	167	80	87	212
13 YEARS.....	164	85	79	193
14 YEARS.....	155	78	77	168
15 YEARS.....	165	94	71	166
16 YEARS.....	157	89	68	174
17 YEARS.....	156	92	64	178
18 YEARS.....	121	71	50	122
19 YEARS.....	71	31	40	85
20 YEARS.....	69	29	40	76
21 YEARS AND OVER...	5,680	2,728	2,952	6,317
UNDER 5 YEARS.....	590	305	285	849
5 TO 9 YEARS.....	800	406	394	871
10 TO 14 YEARS.....	834	425	409	940
15 TO 19 YEARS.....	670	377	293	725
20 TO 24 YEARS.....	371	167	204	431
25 TO 29 YEARS.....	418	212	206	367
30 TO 34 YEARS.....	416	190	226	467
35 TO 39 YEARS.....	392	195	197	526
40 TO 44 YEARS.....	455	227	228	591
45 TO 49 YEARS.....	485	231	254	641
50 TO 54 YEARS.....	520	255	265	600
55 TO 59 YEARS.....	561	286	275	551
60 TO 64 YEARS.....	526	253	273	563
65 TO 69 YEARS.....	450	219	231	512
70 TO 74 YEARS.....	470	226	244	425
75 TO 79 YEARS.....	317	142	175	374
80 TO 34 YEARS.....	212	93	119	219
85 YEARS AND OVER...	156	61	95	126
UNDER 18 YEARS.....	2,702	1,411	1,291	3,178
62 YEARS AND OVER...	1,905	887	1,018	1,993
65 YEARS AND OVER...	1,605	741	864	1,656
MEDIAN AGE.....	37.8	36.4	39.3	37.3

(5-I)

1970 POPULATION

WAPELLO COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	42,149	19,949	22,200	46,126
UNDER 1 YEAR	634	338	296	962
1 YEAR	594	305	289	944
2 YEARS	556	278	278	892
3 YEARS	585	302	293	932
4 YEARS	646	328	318	974
5 YEARS	674	325	349	1,035
6 YEARS	723	381	342	990
7 YEARS	807	403	404	943
8 YEARS	797	433	364	961
9 YEARS	805	397	408	921
10 YEARS	877	417	460	918
11 YEARS	808	430	378	908
12 YEARS	800	409	391	882
13 YEARS	848	433	415	945
14 YEARS	822	401	421	697
15 YEARS	925	489	436	711
16 YEARS	864	414	450	732
17 YEARS	826	425	401	728
18 YEARS	739	357	382	557
19 YEARS	644	289	355	489
20 YEARS	492	209	283	473
21 YEARS AND OVER	26,683	12,186	14,497	28,532
UNDER 5 YEARS	3,015	1,551	1,464	4,704
5 TO 9 YEARS	3,806	1,939	1,867	4,850
10 TO 14 YEARS	4,155	2,090	2,065	4,350
15 TO 19 YEARS	3,998	1,974	2,024	3,217
20 TO 24 YEARS	2,345	1,025	1,320	2,134
25 TO 29 YEARS	2,246	1,108	1,138	2,472
30 TO 34 YEARS	1,950	912	1,038	2,690
35 TO 39 YEARS	2,145	998	1,147	2,906
40 TO 44 YEARS	2,357	1,140	1,217	2,902
45 TO 49 YEARS	2,520	1,202	1,318	2,857
50 TO 54 YEARS	2,547	1,213	1,334	2,763
55 TO 59 YEARS	2,476	1,172	1,304	2,456
60 TO 64 YEARS	2,407	1,127	1,280	2,188
65 TO 69 YEARS	1,963	888	1,075	1,872
70 TO 74 YEARS	1,622	664	958	1,606
75 TO 79 YEARS	1,197	452	745	1,116
80 TO 84 YEARS	816	286	530	615
85 YEARS AND OVER	584	208	376	428
UNDER 18 YEARS	13,591	6,908	6,683	16,075
62 YEARS AND OVER	7,606	3,155	4,451	6,949
65 YEARS AND OVER	6,182	2,498	3,684	5,637
MEDIAN AGE	33.9	31.6	35.8	32.5

(5-F)

1970 POPULATION

WAYNE COUNTY

	TOTAL	MALE	FEMALE	1960 POPULATION
ALL AGES	8,405	4,115	4,290	9,800
UNDER 1 YEAR	106	64	42	170
1 YEAR	90	43	47	157
2 YEARS	88	55	33	160
3 YEARS	92	53	39	150
4 YEARS	108	65	43	164
5 YEARS	106	59	47	166
6 YEARS	129	64	65	157
7 YEARS	108	60	48	165
8 YEARS	128	59	69	157
9 YEARS	123	58	65	173
10 YEARS	159	76	83	174
11 YEARS	147	78	69	168
12 YEARS	141	69	72	152
13 YEARS	152	79	73	175
14 YEARS	154	87	67	142
15 YEARS	161	80	81	165
16 YEARS	152	81	71	157
17 YEARS	162	95	67	168
18 YEARS	119	64	55	97
19 YEARS	82	53	29	77
20 YEARS	76	35	41	59
21 YEARS AND OVER	5,822	2,738	3,084	6,647
UNDER 5 YEARS	484	280	204	801
5 TO 9 YEARS	594	300	294	818
10 TO 14 YEARS	753	389	364	811
15 TO 19 YEARS	676	373	303	664
20 TO 24 YEARS	370	183	187	346
25 TO 29 YEARS	320	144	176	408
30 TO 34 YEARS	330	166	164	513
35 TO 39 YEARS	371	160	211	523
40 TO 44 YEARS	474	234	240	574
45 TO 49 YEARS	517	260	257	591
50 TO 54 YEARS	573	266	307	618
55 TO 59 YEARS	559	273	286	627
60 TO 64 YEARS	542	259	283	632
65 TO 69 YEARS	563	274	289	584
70 TO 74 YEARS	502	219	283	526
75 TO 79 YEARS	373	166	207	362
80 TO 84 YEARS	249	105	144	234
85 YEARS AND OVER	155	64	91	168
UNDER 18 YEARS	2,306	1,225	1,081	2,920
62 YEARS AND OVER	2,150	974	1,176	2,253
65 YEARS AND OVER	1,842	828	1,014	1,874
MEDIAN AGE	43.2	41.3	45.0	40.1

POPULATION SUMMARY/STATE TOTALS
1970 vs 1960

	POPULATION 1970	POPULATION 1960	POPULATION DIFFERENCE	POPULATION % CHANGE	MIGRATION	MIGRATION %
AREA 1	220,020	214,475	+ 5,545	+ 2.6	- 17,801	- 8.3
AREA 2	130,896	138,473	- 7,577	- 5.5	- 16,989	-12.3
AREA 3	81,264	85,999	- 4,735	- 5.5	- 11,448	-13.3
AREA 4	84,682	88,345	- 3,663	- 4.1	- 11,352	-12.8
AREA 5	172,613	183,117	-10,592	- 5.8	- 22,497	-12.3
AREA 6	116,393	115,362	+ 1,031	+ 0.9	- 6,317	- 5.5
AREA 7	228,618	218,895	+ 9,723	+ 4.4	- 15,675	- 7.2
AREA 9	268,138	239,011	+29,127	+12.2	+ 858	+ 0.4
AREA 10	330,134	288,270	+41,864	+14.5	+ 2,683	+ 0.9
AREA 11	546,956	510,051	+36,905	+ 7.2	- 14,498	- 2.8
AREA 12	184,672	193,107	- 8,435	- 4.4	- 24,120	-12.5
AREA 13	175,161	178,801	- 3,640	- 2.0	- 18,048	-10.1
AREA 14	74,628	83,499	- 8,871	-10.6	- 9,105	-10.9
AREA 15	153,825	167,216	-13,391	- 8.0	- 18,232	-10.9
AREA 16	118,774	117,289	+ 1,485	+ 1.3	- 6,455	- 5.5
* STATE TOTAL	2,825,041	2,757,537	+67,504	+ 2.4	-182,927	- 6.6

TABLE III

INDICATIONS RELATIVE TO AGE LEVEL STATISTICS

1. A very significant decrease has occurred in the number of preschool age children in Area XV between the years 1960-1970. (Table I - Graph A)

2. Age level population gains steadily from age 2 - 10, where it almost reaches an even point with 1960. (Table I - Graph A)

3. 1970 population is greater from age 14 - 17 than 1960 population. Possibly explained by the fact that this 1960 age group was born during the Second World War. (Table I - Graph A)

4. Both 1960-1970 populations experience a significant decrease in the age group 17 - 20. (Table I - Graph A)

5. All of Area XV counties experienced a loss of population between 1960-1970 is significant amounts with the exception of Jefferson County. (Table II - Graph B)

6. The more rural counties of Area XV seem to experience greater losses percentages wise. (Table II - Graph B)

7. Area XV experienced a loss of population during the same period of time that the state was increasing in population. (Table II - Graph B)

8. Area XV experienced the second greatest percentage loss in population in Iowa during the years 1960-1970. (Table III)

IMPLICATIONS FOR CAREER EDUCATION

1. The potential for individualizing instruction and relating to the individual student in terms of career education is increased when a low student-teacher ratio exists. Has a lower enrollment in our elementary schools today improved the student-teacher ratio? Have resultant economic factors forced schools to combine classes and/or reduce the number of sections per grade level, hence having little or no positive effect on student-teacher ratio?

2. The location within the area of the various age levels becomes quite significant in terms of exploratory and preparatory phases of career education. Schools and communities may wish to develop cooperative programs to meet the needs of their population in relation to these phases because of extremes placed upon them individually. (These extremes may range from too large a population to serve with existing facilities to too small a population to warrant additional staff and facilities.)

3. The decline in population after the 17th year seem to indicate that one of the basic assumptions may be that the education and preparation provided for in Area XV will be utilized by our young people to a significant extent outside of our area in their chosen careers or in seeking further education and training.

EDUCATIONAL LEVELS

[redacted]PLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO EDUCATIONAL LEVELS

BOB MORRISSEY

RESEARCH - COORDINATOR

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TABLE: A

ENROLLMENT IN PUBLIC SCHOOL DISTRICTS IN AREA XV BY GRADE 6-9-74
1973-74 ENROLLMENTS

GRADE LEVELS

SCHOOL DISTRICT	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	ELEM. UNGR.	ELEM. SP.ED	JR.HI SP.ED	SR.HI SP.ED	TOT. ELM
1. ACL		14	12	12	13	12	14	11	12	16	10	7	7	11	N/A	N/A	N/A	N/A	151
2. Albia	28	124	123	116	148	142	145	145	182	166	166	166	164	152	N/A	N/A	N/A	N/A	1967
3. Blakesburg		18	16	24	21	31	24	31	24	27	32	22	20	17	N/A	10	N/A	3	320
4. Cardinal		72	87	79	98	76	89	87	108	105	105	72	85	79	N/A	3	5	N/A	1150
5. Centerville		150	116	126	142	152	179	185	196	175	173	139	171	161	N/A	32	13	18	2128
6. Chariton		109	114	114	130	140	150	154	165	151	142	158	154	142	17	N/A	N/A	9	1849
7. Davis County		104	107	115	115	131	158	139	169	160	152	150	150	149	N/A	11	9	13	1832
8. Eddyville		47	59	47	58	69	67	69	79	75	63	72	62	68	N/A	7	2	8	852
9. Fairfield		195	195	204	205	221	251	251	243	273	230	247	191	208	N/A	32	11	14	2971
10. Fox Valley		23	22	22	19	30	20	27	27	30	22	20	20	23	N/A	7	N/A	2	314
11. Fremont		12	14	13	20	13	25	11	18	16	22	20	19	21	N/A	1	N/A	N/A	225
12. Harmony		55	48	56	43	48	59	58	56	50	59	73	47	53	N/A	24	N/A	N/A	729
13. Hedrick		15	20	19	19	31	30	28	25	26	25	22	25	23	N/A	2	N/A	N/A	310
14. Keota		37	44	27	33	44	44	37	35	44	61	60	58	53	N/A	5	N/A	2	584
15. Moravia		22	25	34	31	27	31	47	42	47	51	39	43	44	N/A	1	N/A	N/A	484
16. Moulton-Udell		23	29	25	27	29	34	29	37	34	48	40	39	35	N/A	18	N/A	N/A	447
17. North Mahaska		43	33	34	57	50	55	60	50	55	59	46	62	53	N/A	7	N/A	9	673
18. Oskaloosa		197	197	167	201	232	197	227	245	231	231	208	216	200	13	32	21	13	2828
19. Ottumwa		467	468	474	476	544	591	575	629	640	569	539	544	581	N/A	87	35	35	7254
20. Pekin		41	53	54	64	60	63	68	66	58	71	65	52	62	1	4	1	4	787
21. Russell		18	18	21	29	18	32	32	24	28	29	27	27	24	N/A	N/A	N/A	N/A	327
22. Seymour		33	41	37	36	40	38	45	50	47	48	43	38	35	N/A	N/A	N/A	3	534
23. Sigourney		58	75	66	87	72	95	99	104	72	124	86	77	84	N/A	10	N/A	4	1113
24. Tri-County		29	34	38	40	34	39	35	57	53	55	39	50	63	N/A	N/A	N/A	N/A	
25. Van Buren		60	61	67	68	85	89	86	93	86	96	73	94	77	N/A	N/A	15	4	1054
26. Wayne		54	69	59	63	72	70	64	76	66	68	79	80	77	N/A	3	N/A	6	906
TOTALS	28	2020	2080	2050	2243	2403	2589	2600	2812	2731	2711	2512	2495	2495	31	296	112	147	32355

Source: Management Information Division, Grimes State Office Building -- Des Moines, Iowa 50319

TABLE B: ENROLLMENT IN PUBLIC SCHOOL DISTRICTS IN AREA XV - 6-5-73

1972 Enrollments

SOURCE: AREA XV POPULATION/ENROLLMENT TRENDS - PAGE-MALLEY - KIRKWOOD COMM. COLLEGE

Area XV

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
04 1071 Centerville Comm.	137	134	150	155	182	182	165	179	181	159	178	175	158	2135	61		2196
04 4491 Moravia Comm.	25	35	34	30	37	55	49	45	51	43	44	49	50	547	2		549
04 4518 Moulton-Udell Comm.	26	28	31	31	34	29	36	37	45	38	39	40	43	457	11		468
26 1619 Davis County	111	117	114	123	149	137	168	155	157	149	155	153	144	1832	36	6	1874
51 2169 Fairfield Comm.	204	215	227	229	259	250	250	275	245	257	224	217	210	3062	58		3120
54 2943 Hedrick Comm.	19	20	21	32	29	28	22	24	26	19	26	26	36	328	3		331
54 3330 Keota Comm.	53	27	30	45	43	39	37	41	46	59	60	53	56	589	7		596
54 5163 Pekin Comm.	53	54	63	60	63	65	65	59	72	67	53	67	74	815	10		825
54 6012 Sigourney Comm.	65	78	92	76	97	102	97	73	120	85	79	82	82	1128	17		1145
54 6462 Tri-County Comm.		42	38	35	40	34	55	56	55	43	51	64	57	601	-		601
59 1107 Chariton Comm.	112	114	138	144	158	159	159	155	145	159	162	149	143	1897	7	20	1924
59 5715 Russell Comm.	18	21	25	21	28	31	24	26	29	27	28	25	23	326			326
62 2367 Fremont Comm.	15	16	20	14	27	11	19	18	20	23	19	21	20	243	1		244
62 4776 North Mahaska Comm.	31	35	50	45	55	58	48	53	60	45	64	57	45	646	17		663
62 5013 Oskaloosa Comm.	216	181	213	238	207	230	235	235	233	221	232	216	217	2874	60	12	2946
68 0081 Albia Comm.	119	122	150	141	149	146	184	172	161	173	165	164	171	2017	-		2017
89 2327 Fox Valley Comm.	21	23	20	30	20	28	24	26	25	20	20	25	24	306	9		315
89 2834 Harmony Comm.	54	52	49	48	61	58	54	48	60	68	47	58	39	696	27		723
89 6592 VanBuren Comm.	66	67	65	82	87	86	91	86	92	75	92	81	73	1043	22		1065

TABLE 3 (CONTINUED)

1972 Enrollments

Area XV - continued

(Grades)

School District	K	1	2	3	4	5	6	7	8	9	10	11	12	Sub. Tot.	Spec. Ed.	Other	Grand Total
90 0657 Blakesburg Comm.	14	21	21	33	24	34	26	30	33	21	20	19	25	321	15		336
90 0977 Cardinal Comm.	82	83	95	80	89	92	109	107	99	79	88	84	99	1186	17		1203
90 1980 Eddyville Comm.	53	48	61	63	69	68	79	73	63	77	63	75	71	863	19		882
90 5049 Ottumwa Comm.	494	506	505	564	609	611	639	662	604	554	606	647	575	7576	190		7766
93 0007 ACL Community	12	11	10	11	14	11	14	15	13	8	9	14	18	160	1		161
93 5895 Seymour Comm.	42	39	37	38	41	43	49	48	53	45	40	42	49	566	3		569
93 6854 Wayne Comm.	65	61	65	68	69	65	74	69	67	80	81	77	73	914	11		925
Total Public	2138	2150	2324	2436	2640	2652	2772	2767	2755	2594	2645	2680	2575	33128	604	38	33770

TABLE C

TOTAL PUBLIC SCHOOL ENROLLMENT K-12 IN AREA XV

1972-73 COMPARED WITH 1973-74

ELEMENTARY

	K	1	2	3	4	5	6
1972-73	2138	2150	2324	2436	2640	2652	2772
1973-74	2020	2080	2050	2243	2403	2589	2600
Gain or Loss	-118	-70	-274	-193	-237	-63	-172

Total 72-73 enrollment = 17,112; 73-74 enrollment = 15,985 (-1127).

JUNIOR HIGH

	7	8	9
1972-73	2767	2755	2594
1973-74	2812	2731	2711
Gain or Loss	+45	-24	+117

Total 72-73 enrollment = 8116; 73-74 enrollment = 8254 (+138).

SENIOR HIGH

	10	11	12
1972-73	2645	2680	2575
1973-74	2512	2495	2495
Gain or Loss	-133	-185	-80

Total 72-73 enrollment = 7900; 73-74 enrollment = 7502 (-398).

SPECIAL EDUCATION

1972-73	604
1973-74	555
Gain or Loss	-49

OTHER

1972-73	38
1973-74	59
Gain or Loss	+21

GRAND TOTALS

1972-73	33,770
1973-74	32,355
Gain or Loss	(-1415)

TABLE D

COMPARING 1972-73 SCHOOL ENROLLMENTS WITH 1973-74 SCHOOL ENROLLMENTS IN PUBLIC SCHOOLS IN AREA XV BY ADVANCING UPWARD ONE GRADE LEVEL.

	K	1	2	3	4	5	6	7	8	9	10	11	12
1972-73	2138	2150	2324	2436	2640	2652	2772	2767	2755	2594	2645	2680	[2575]
1973-74.	(2020)	2080	2050	2243	2403	2589	2600	2812	2731	2711	2512	2495	2495
Gain or Loss		-58	-100	-81	-33	-51	-52	+40	-36	-44	-82	-150	-185

Loss by grade level advancement -- (-832)

Loss by comparing graduating seniors [2575]

with incoming kindergarten (2020) -- (-555)

TABLE E:

SOURCE: AREA XII POPULATION/ENROLLMENT TRENDS PAGE-KELLY, KIRKWOOD COMM. COLLEGE)

FOLLOW-UP INFORMATION, AREA XV

LOCATION OF 1971 PUBLIC HIGH SCHOOL GRADS ON OR ABOUT JUNE 1, 1972 *

	ATTENDING PRIVATE 4 YEAR SCHOOL	ATTENDING PUBLIC 4 YR. SCHOOL	ATTENDING PUBLIC 2 YR. SCHOOL	ATTENDING PRIVATE 2 YR. SCHOOL	ATTENDING PRIVATE TRADE,TECH,ETC.
State Totals	4494(10.5)	7958(18.6)	6692(15.7)	930(2.2)	1580(3.7)
Area Totals	291(11.9)	332(13.6)	299(12.3)	138(5.7)	89(3.7)
Appanoose	15(7.6)	9(4.6)	77(38.9)	2(1.0)	8(4.0)
Davis	13(10.2)	5(3.9)	10(7.8)	21(16.4)	6(4.7)
Jefferson	58(30.2)	22(11.5)	18(9.4)	5(2.6)	3(1.6)
Keokuk	25(9.7)	45(17.5)	16(6.2)	16(6.2)	6(2.3)
Lucas	25(15.2)	35(21.2)	15(9.1)	0(0.0)	7(4.2)
Mahaska	49(16.0)	71(23.2)	22(7.2)	3(1.0)	6(2.0)
Monroe	15(9.8)	11(7.2)	41(26.8)	2(1.3)	6(3.9)
Van Buren	26(19.1)	20(14.7)	21(15.4)	1(0.7)	5(3.7)
Wapello	61(7.9)	93(12.1)	62(8.0)	88(11.4)	31(4.0)
Wayne	4(3.1)	21(16.2)	17(13.1)	0(0.0)	11(8.5)

* Data gathered by the Guidance Services Section, Iowa Department of Public Instruction, as reported on the Secretary's annual report from local school districts.

TABLE F:

Source: Area XV Population/Enrollment Trends
Page - Kelly, Kirkwood Comm. College

AREA XV

INDIAN HILLS COMMUNITY COLLEGE

SUMMARY OF GRADUATE FOLLOW-UP
FOR FOUR SELECTED YEARS

	Area XV Totals		State Totals	
	Number	%	Number	%
1964 - Attending 4 year	676	31.3	10934	32.6
Attending 2 year	164	7.6	3379	10.1
Totals	840	38.9	14313	42.7
Total H.S. Grads	2163		33555	
1969 - Attending 4 year	746	29.0	13717	33.3
Attending 2 year	431	16.8	7439	18.1
Totals	1177	45.8	21156	51.4
Total H.S. Grads	2573		41172	
1970 - Attending 4 year	664	28.4	13460	31.8
Attending 2 year	388	16.6	7353	17.4
Totals	1052	45.0	20813	49.2
Total H.S. Grads	2342		42261	
1971 - Attending 4 year	623	25.6	12452	29.2
Attending 2 year	299	12.3	6252	14.6
Totals	922	37.9	18704	43.8
Total H.S. Grads	2437		42695	

TABLE G:

Source: Area XII Population/Enrollment TRENDS
PAGE-Kelley, Northwood Comm. College

COUNTY-WIDE COMPARISONS 1964 vs. 1971
FOLLOW-UP OF H.S. GRADS
AREA XV

		1964		1971	
		Number	%	Number	%
Appanoose	4 year	29	13.4	24	12.2
	2 year	53	24.5	77	38.9
	Totals	82	37.9	101	51.1
	Total Grads	216		198	
Davis	4 year	40	33.6	18	14.1
	2 year	3	2.5	10	7.8
	Totals	43	36.1	28	21.9
	Total Grads	119		128	
Jefferson	4 year	64	39.0	80	41.7
	2 year	5	3.0	18	9.4
	Totals	69	42.0	98	51.1
	Total Grads	164		192	
Keokuk	4 year	74	34.6	70	27.2
	2 year	4	1.9	16	6.2
	Totals	78	36.5	86	33.4
	Total Grads	213		257	
Lucas	4 year	41	26.8	60	36.4
	2 year	5	3.3	15	9.1
	Totals	46	30.1	75	45.5
	Total Grads	153		165	
Mahaska	4 year	122	43.6	120	39.2
	2 year	5	1.8	22	7.2
	Totals	127	45.4	142	46.4
	Total Grads	280		306	
Monroe	4 year	30	22.2	26	17.0
	2 year	21	15.6	41	26.9
	Totals	51	37.8	67	43.9
	Total Grads	135		153	
Van Buren	4 year	53	37.1	46	33.8
	2 year	6	4.2	21	15.4
	Totals	59	41.3	67	49.2
	Total Grads	143		136	
Wapello	4 year	188	31.8	154	19.9
	2 year	40	6.8	62	8.0
	Totals	228	38.6	216	27.9
	Total Grads	591		772	
Wayne	4 year	35	23.5	25	19.3
	2 year	22	14.8	17	13.1
	Totals	57	38.3	42	32.4
	Total Grads	149		130	

TABLE H:

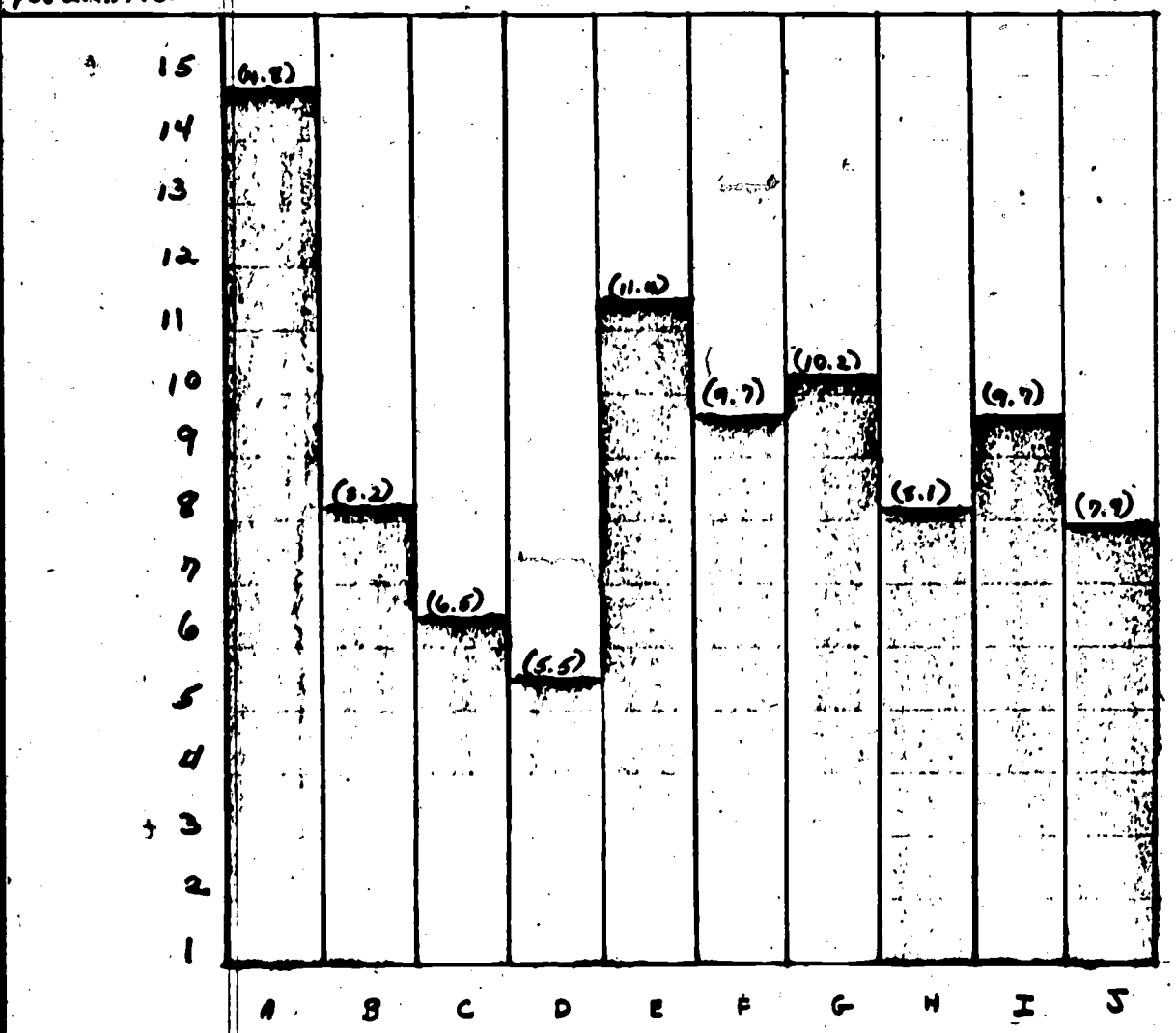
Source: Area XV Population Enrollment Trends
Page-Keller, Kirkwood Comm. College

FOLLOW UP INFORMATION - DISTRICTS IN A-XV
(DATA GATHERED BY THE ISDPI, GUIDANCE SERVICES SECTION)

1971 Graduates

	FOUR YEAR PUB./PRIV.		TWO YEAR PUBLIC		
	Number	%	Number	%	Total Grads
ACL	1	6.7	4	26.7	15
Albia	11	7.2	39	25.5	153
Blakesburg	3	13.6	2	9.1	22
Cardinal	21	22.8	9	9.8	92
Centerville	19	15.9	52	43.3	120
Chariton	54	38.9	9	6.5	139
Davis County	18	14.1	10	7.8	128
Eddyville	19	26.7	3	4.2	71
Fairfield	80	41.7	17	8.9	192
Fox Valley	7	25.0	6	21.4	28
Fremont	8	32.0	4	16.0	25
Harmony	11	26.2	6	14.3	42
Hedrick	7	36.9	1	5.3	19
Keota	15	25.8	5	8.6	58
Moravia	2	3.8	20	37.0	54
Moulton-Udell	3	12.5	5	20.8	24
North Mahaska	17	33.4	2	3.9	51
Oskaloosa	95	41.3	6	2.6	230
Ottumwa	111	18.9	44	7.5	587
Pekin	16	28.1	3	5.3	57
Russell	6	23.1	6	23.1	26
Seymour	9	18.8	5	10.4	48
Sigourney	17	23.0	4	5.4	74
Tri-County	15	30.6	2	4.1	49
VanBuren	28	42.5	9	13.6	66
Wayne	15	22.4	7	10.5	67

GRAPH [redacted]: Percent of ~~total~~ Population with less [redacted] than EIGHT YEARS OF SCHOOL BY COUNTY IN AREA XII. (25 YEARS AND OLDER)

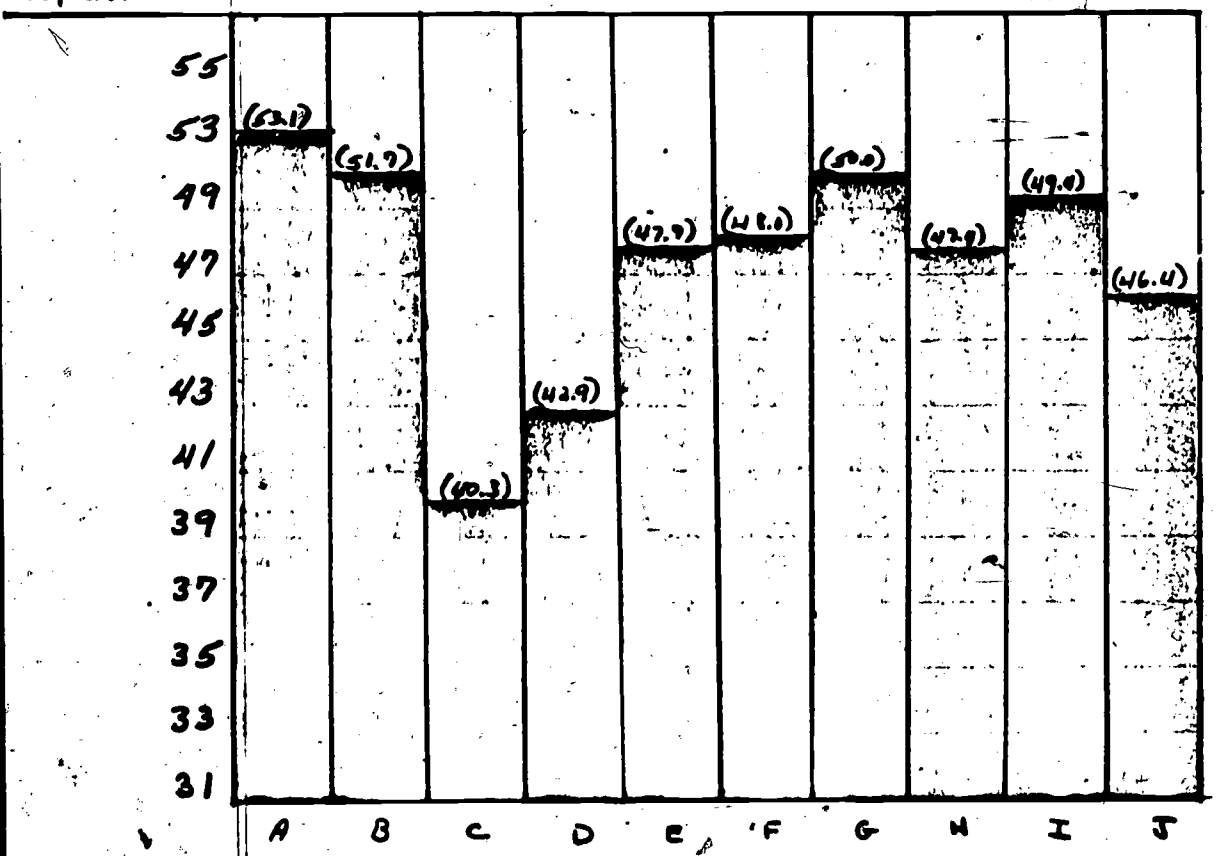


COUNTIES IN AREA XII

A. APPANOOSE	F. MAHASKA
B. DAVIS	G. MONROE
C. JEFFERSON	H. VAN BUREN
D. KEOKUK	I. WAPELLO
E. LUCAS	J. WAYNE

Source: STATISTICAL REPORT – D.P.I.
ADULT EDUCATION SECTION
GRIMES STATE OFFICE BUILD.
DES MOINES, IOWA 50319.
1970 CENSUS DATA

GRAPH II.: Percent of Total Population with Less than High School Education by County in Area XII. (25 Years + Older)

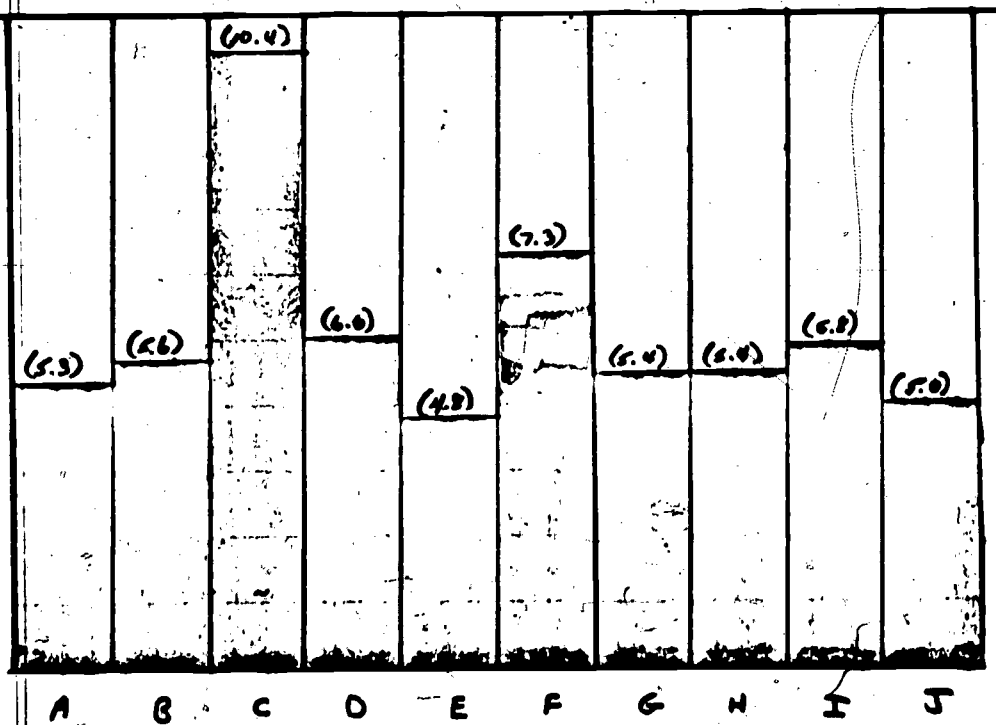


Counties in Area XII

A. Appanoose
B. Davis
C. Jefferson
D. Keokuk
E. Lucas
F. Mahaska
G. Monroe
H. Van Buren
I. Wapello
J. Wayne

Source: Statistical Report - D.P.I.
Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319
1970 Census Data

GRAPH [redacted] Percent of TOTAL Population WITH FOUR [redacted] MORE YEARS OF COLLEGE BY COUNTY IN AREA XII. (25 YEARS+ OLDER)



COUNTIES IN AREA XII

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C. Jefferson
D. KEOKUK
E. LUCAS
F. MAHASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

Source: STATISTICAL REPORT, D.P.I.
ADULT EDUCATION SECTION
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319
1970 CENSUS DATA

TABLE I.

POPULATION TOTALS FOR EDUCATIONAL LEVELS OF

THOSE AGES 25+ BY COUNTY IN AREA XV.

COUNTY	TOTAL POP. (25+)	NO LESS THAN 8th ED. (25+)	NO LESS THAN H.S. ED (25+)	NO WITH 4 YEARS COLLEGE OR MORE (25+)
Appanoose	9162	1360	4866	485
Davis	5025	411	2596	281
Jefferson	8655	559	3488	902
Keokuk	8352	462	3582	498
Lucas	6339	724	3024	302
Mahaska	13060	1270	6270	952
Monroe	5651	577	2826	305
Van Buren	5383	438	2553	292
Wapello	24787	2415	12247	1441
Wayne	5528	438	2563	277
Area XV	91942	8654	44015	5735

Source: Statistical Report, D. P. I.
Adult Education Section
Grimes State Office Building
Des Moines, Iowa 50319
1970 Census Data

INDICATIONS RELATIVE TO EDUCATIONAL LEVELS STATISTICS

1. A significant drop in enrollment of elementary students in Area XV has occurred in the past year, while a slight deviation has occurred in the junior high, senior high and special education areas. (Table C)

2. Comparing enrollments of the past two years in the public schools of Area XV by advancing the grade level one year for 73-74, a loss occurs in each of the grades with the exception of grade six, where a gain is recorded. Significant losses occur at grade two, ten, eleven and twelve. (Table D)

3. A prime factor in the enrollment decrease is the difference in the number of graduating seniors in 1972-73 and the kindergarten enrollment in 1973-74. (Table D)

4. Area XV students were slightly more likely to enroll in a private two or four year college and less likely to choose a public four or two-year college than Iowa students in general. (Table E)

5. The number of Area XV students who choose to attend a two or four year college has decreased since 1969. (Table F)

6. There are only two counties in Area XV (Jefferson and Keokuk) where the adult population 25+ have more people with college degrees than those who have less than an eighth grade education. (Graph I, compared to Graph III)

7. Three counties in Area XV (Appanoose, Davis, Monroe) have one-half or more of their population 25+ who have not completed high school, with several other of our counties very close to 50%. (Graph II)

IMPLICATIONS FOR CAREER EDUCATION

1. Will the drop in enrollment at the elementary school level result in an improved teacher-pupil ratio with a possible resultant factor being a greater capability toward individualizing instruction which in turn enhances effective career education at all levels - awareness, exploratory, and preparatory?

2. The fact that our enrollment is declining as a given grade moves from one level to the next in the elementary school is a very significant factor. Dropout rate is not a factor here -- so initially this implies that younger families are leaving the area. Mortality rate seemingly would not be a large factor in this decline.

3. Why were there fewer students seeking additional schooling in 1971 than in 1969? Is the decline continuing through to the present time?

4. Immediate availability seems to be a factor in relation to student interest in furthering their education. (Examples - Appanoose -- high percentage in two-year; Jefferson - Mahaska -- high percentage in four-year.)

5. What seems on the surface to be a great problem area (the education level of the adult population 25+) is probably not in reality that big a problem. At the time that many of these people were preparing themselves for a career, school was not the primary means of accomplishing this. For our older population following in the family tradition, apprenticeship, and learning by doing were the primary methods and schooling past the eighth grade was not deemed as important as it is today. There remains however, a significant precentage of our population 25+ who could beneift from additional training, retraining and education. What methods can be employed to encourage and interest these people in participating?

ECONOMIC STATUS

PEOPLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO ECONOMIC STATUS

BOB MORRISSEY
RESEARCH- COORDINATOR

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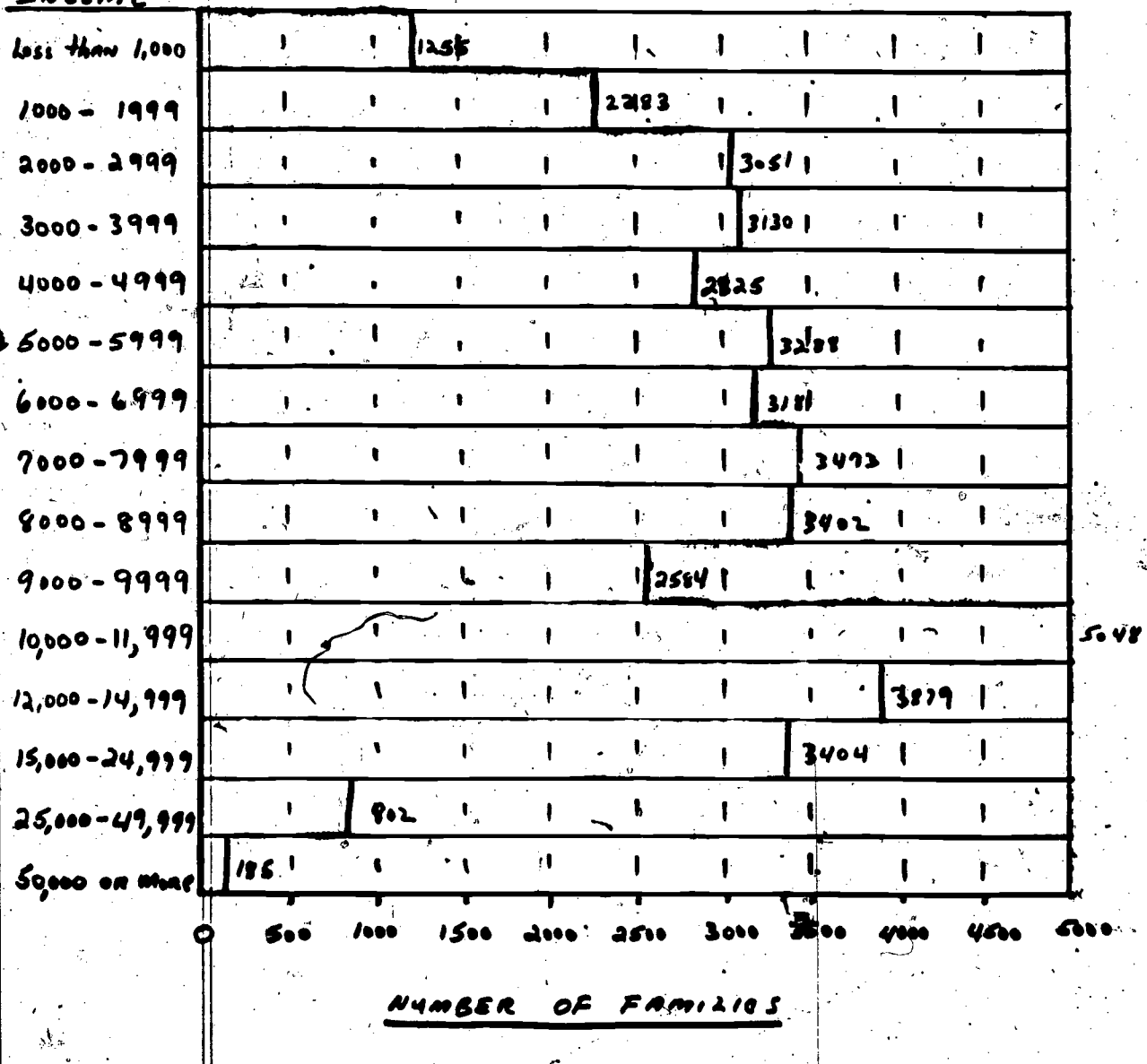
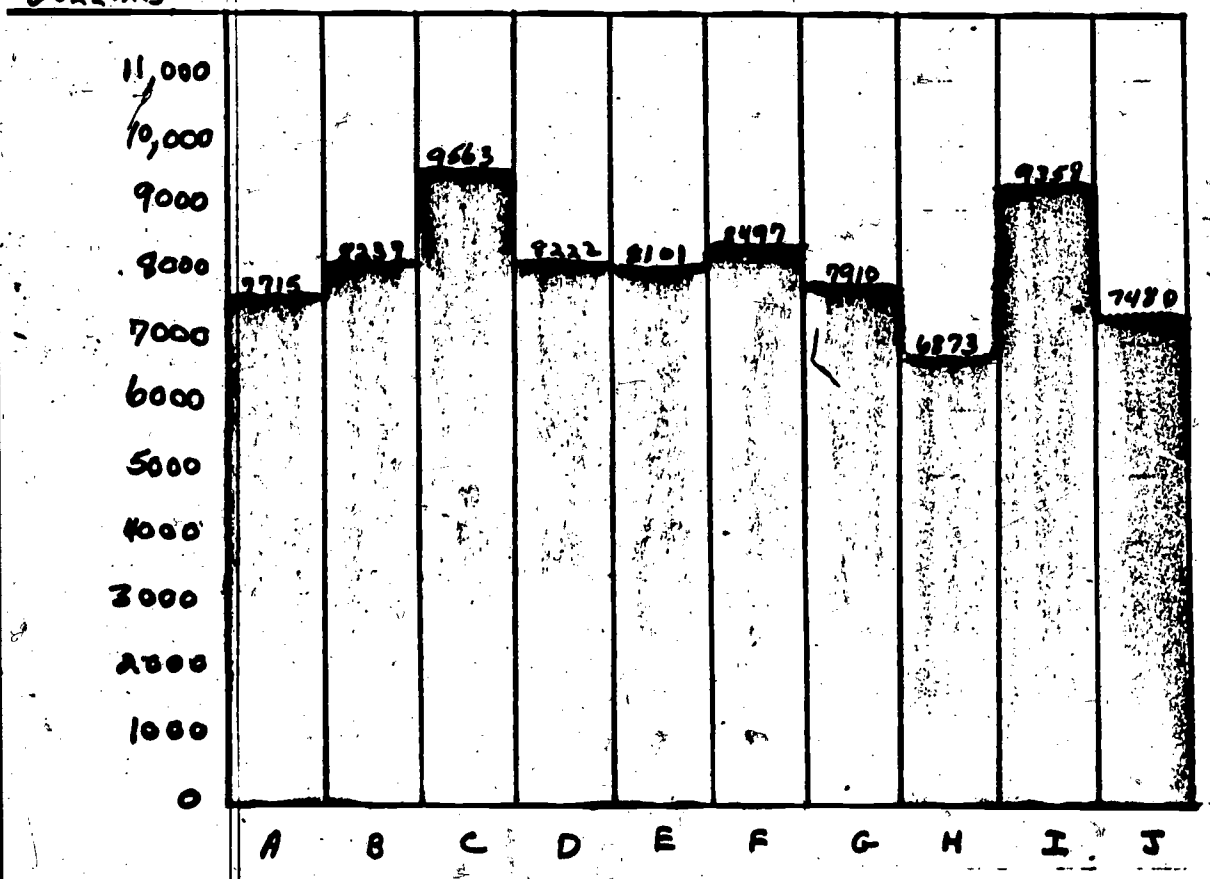
GRAPH : Number of Families in Area XI in the various Economic Levels

(1)



Source: U.S. Census - 1970
PC (1) - C17, Iowa

GRAPH B : MEAN INCOME OF FAMILIES PER COUNTY IN AREA XII



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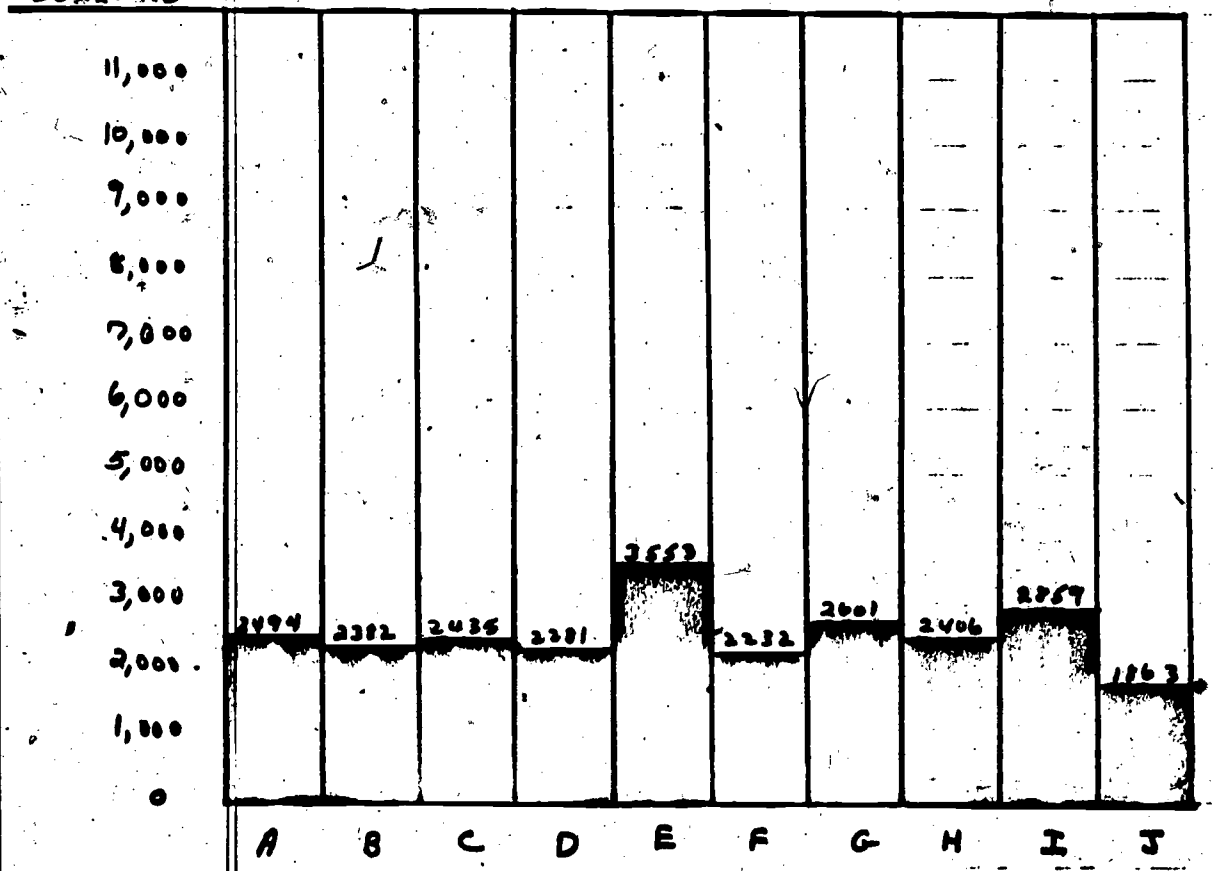
E. LUCAS	J. WAYNE

SOURCE: U.S. CENSUS - 1970
PC (1) - C17, IOWA

GRAPH: MEAN INCOME OF UNRELATED INDIVIDUALS PER COUNTY IN AREA XII



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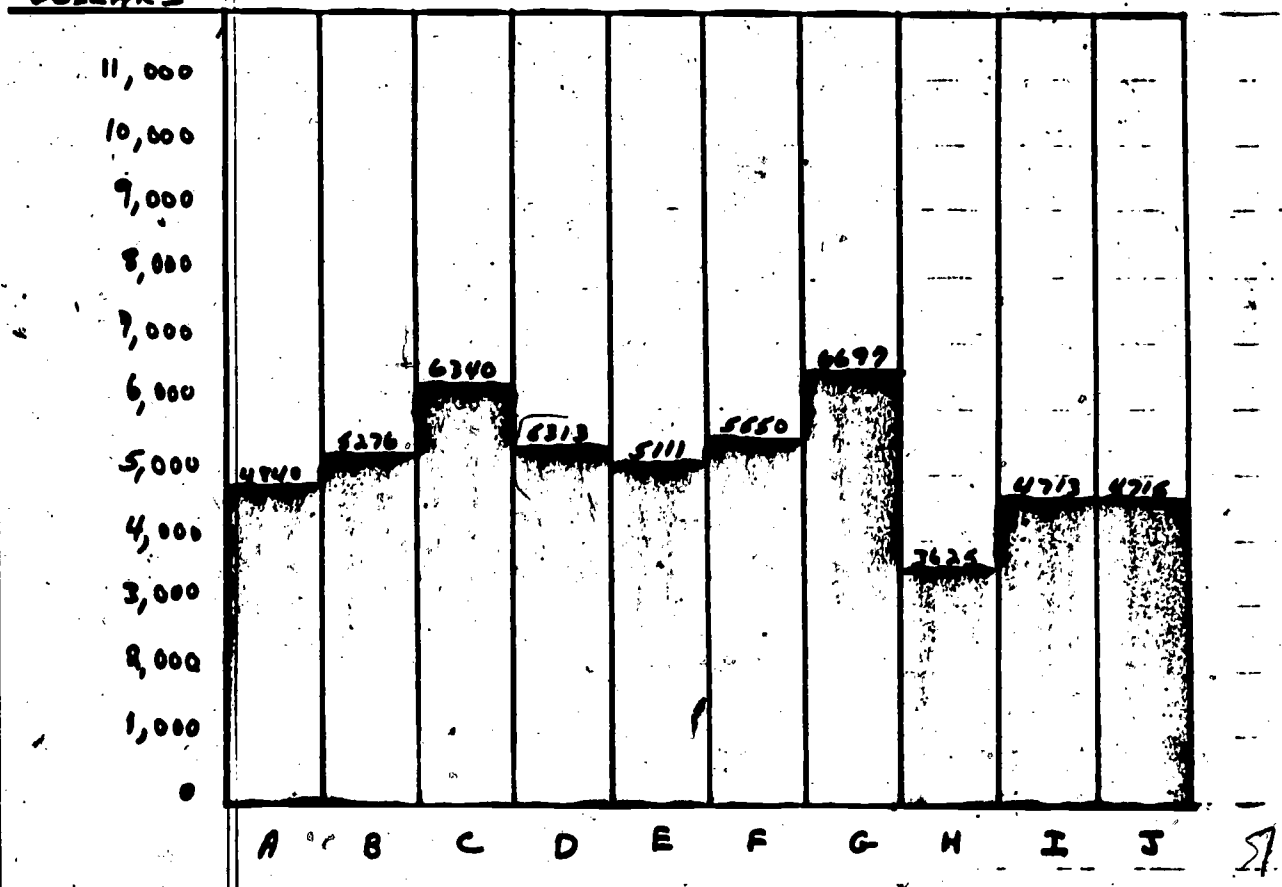
J. WAYNE

SOURCE: U.S. CENSUS - 1970
PC (1) - C17, IOWA

GRAPH OF MEAN INCOME OF FAMILIES WITH FEMALE HEAD PER COUNTY IN AREA XII

(4)



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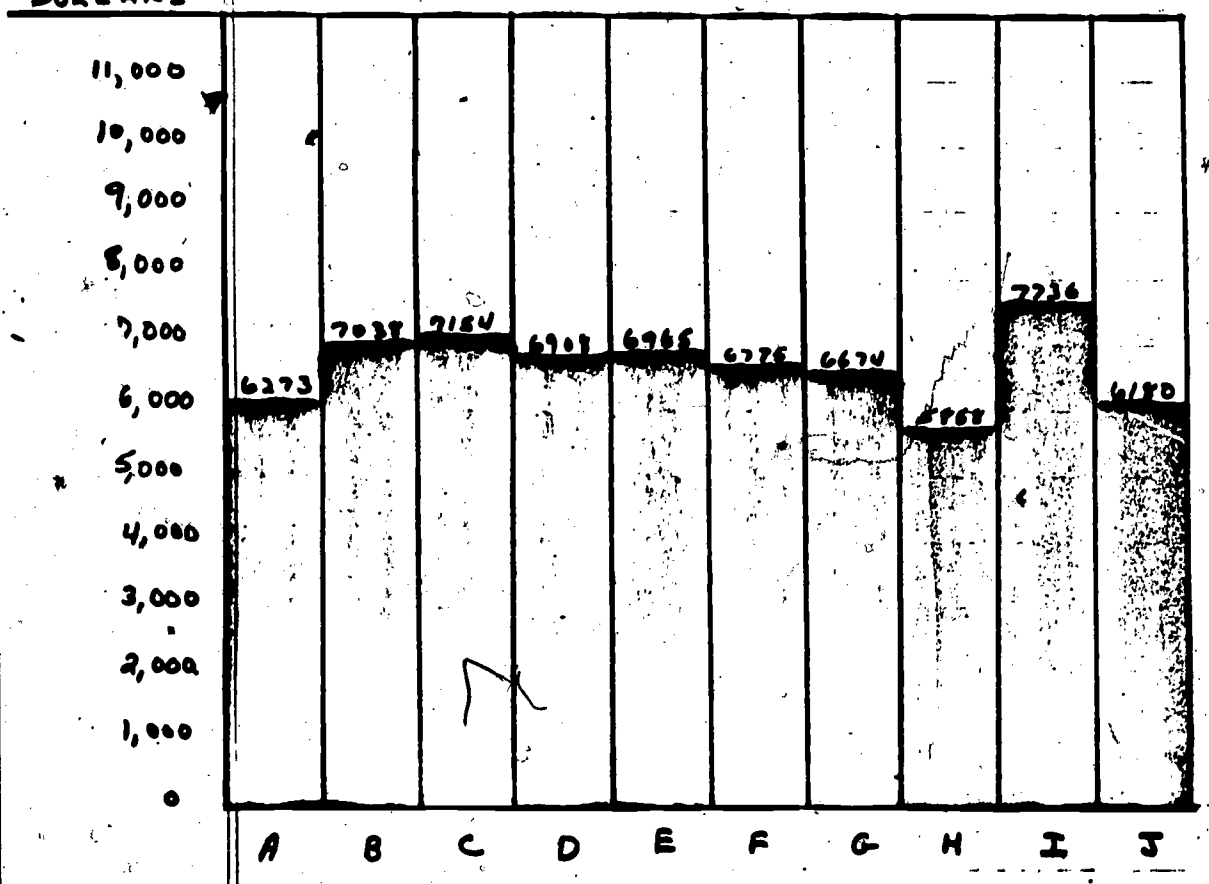
SOURCE: U.S. CENSUS - 1970
PC (1) - C17, IOWA

GRAPH: MEAN INCOME OF ALL FAMILIES AND UNRELATED INDIVIDUALS PER COUNTY IN AREA XI

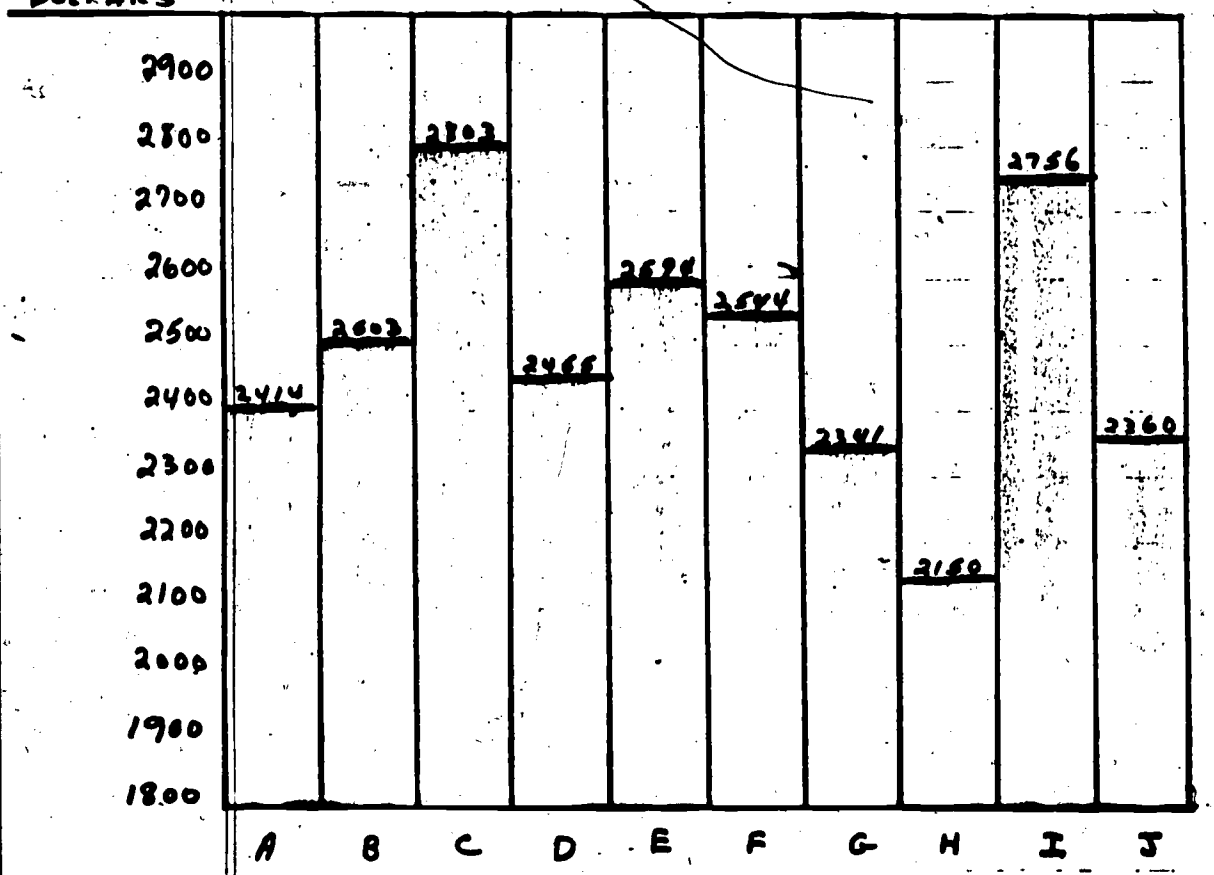


COUNTIES IN AREA XI

A. APPANOOSE	F. MANASKA
B. DAVIS	G. MONROE
C. Jefferson	H. VAN BUREN
D. Keokuk	I. WAPELLO
E. LUCAS	J. WAYNE

SOURCE: U.S. CENSUS - 1970
PC (1) - C17, IOWA

GRAPH 6: PER CAPITA INCOME OF PERSONS PER COUNTY IN AREA XV



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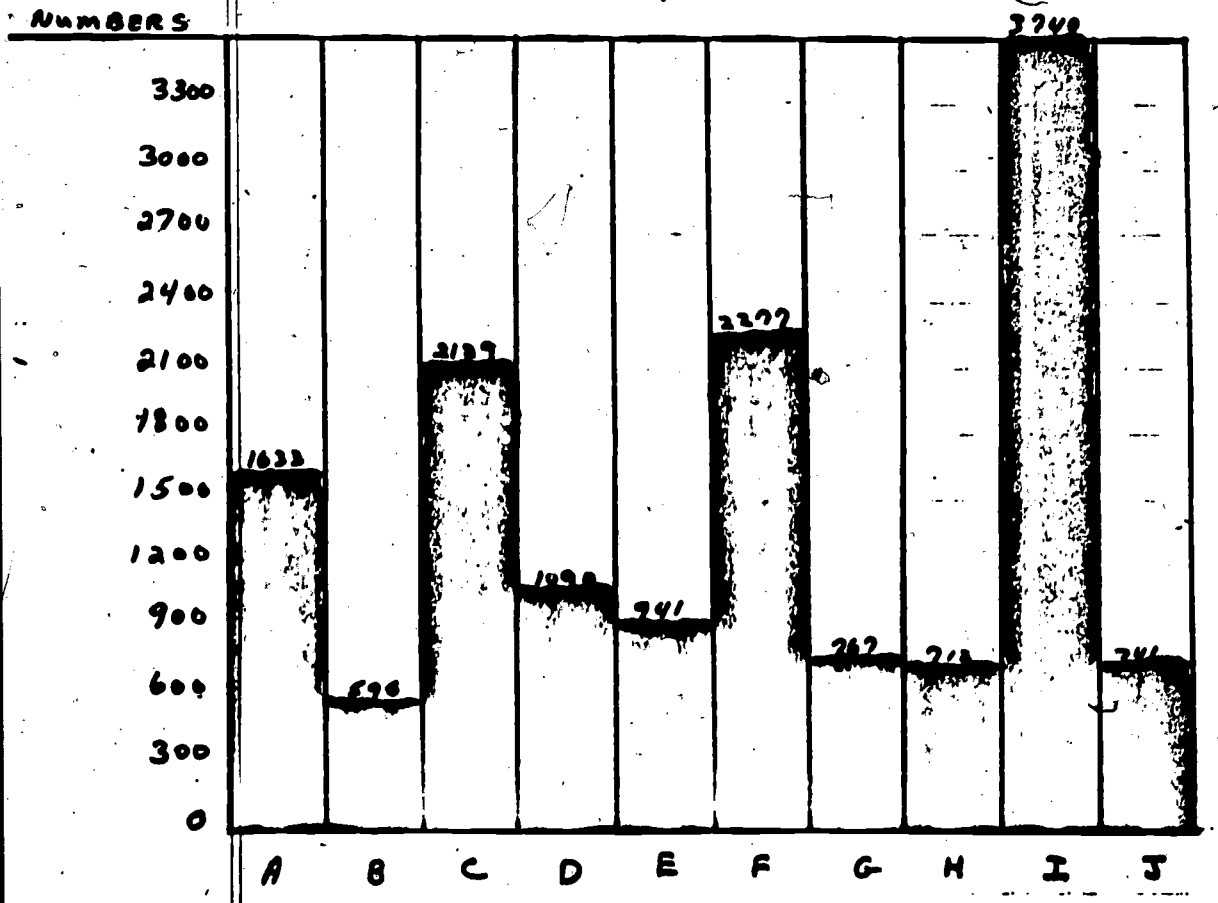
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

SOURCE: U.S. CENSUS - 1970
PC (1) - C17, IOWA

GRAPH ● Number of UNRELATED INDIVIDUALS ● COUNTY (7)

IN AREA XI



COUNTIES IN AREA XI

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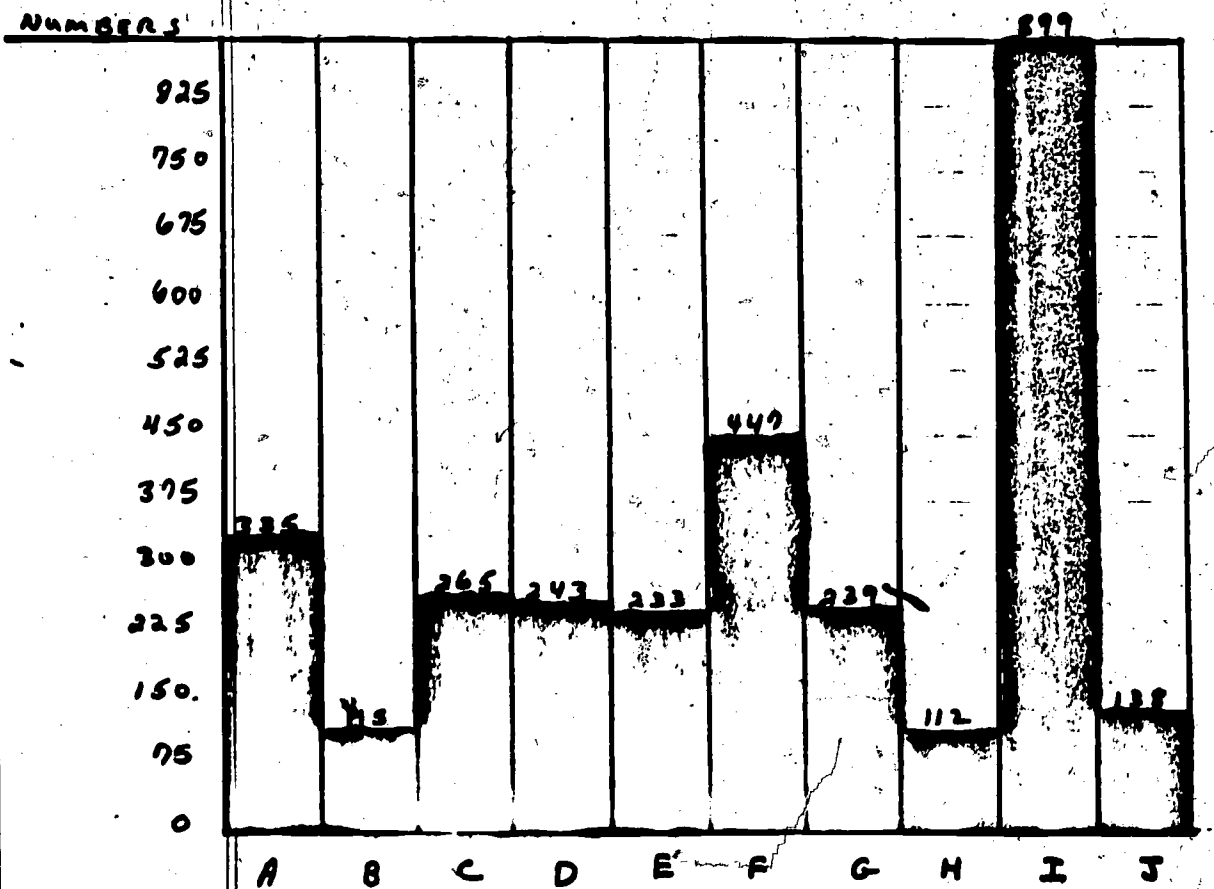
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

SOURCE: U.S. CENSUS - 1970

PC (1) - C17, IOWA

GRAPH: Number of FAMILIES with FEMALE HEAD PER COUNTY IN AREA XII



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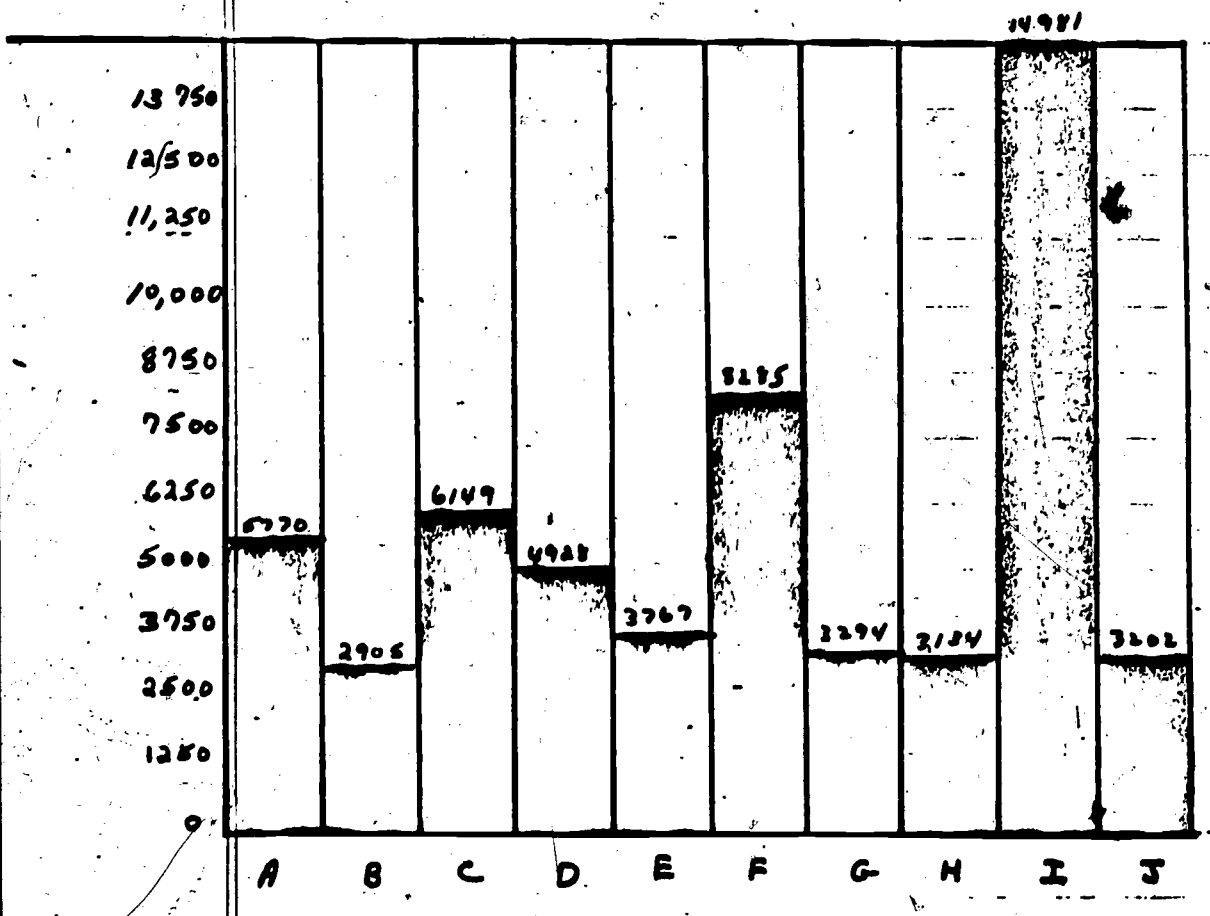
SOURCE: U.S. CENSUS - 1970
PC (1) - C17, IOWA

GRAPH: Number of ALL FAMILIES AND UNRELATED INDIVIDUALS Per County in AREA XI



COUNTIES IN AREA XI

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MAHASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

Source: U.S. CENSUS - 1970
PC (1) - C17, IOWA

INDICATIONS RELATIVE TO ECONOMIC LEVELS STATISTICS

1. 38% of the families in Area XV have an income of less than $6,000, and 54% of the families have an income of less than $8,000. 2% of the families in Area XV have an income greater than $25,000, leaving 44% of the families with incomes in the $8,000 to $25,000 range. (derived from Table A)

2. Mean income of families per county in Area XV is greatest in Jefferson ($9563) and Wapello ($9358), lowest in Van Buren ($6873) and Wayne ($7480), with the remaining counties bunched in-between those figures. (Graph B)

3. Mean income of unrelated individuals per county is highest in Lucas ($3553) and Wapello ($2859), lowest in Wayne ($1863), with the remaining counties bunched in-between those figures. (Graph C)

4. Mean income of families with female heads per county is highest in Monroe ($6697) and Jefferson ($6340), lowest in Van Buren ($3625), with the remaining counties bunched in-between these figures. (Graph D)

5. Mean income of all families and unrelated individuals per county is highest in Wapello ($7736), lowest in Van Buren ($5858), Wayne ($6180) and Appanoose ($6273), with the remaining counties bunched in-between these figures. (Graph E)

6. Per capita income of persons per county is highest in Jefferson ($2803) and Wapello ($2756), lowest in Van Buren ($2150), with the remaining counties bunched in-between these figures. (Graph F)

IMPLICATIONS FOR CAREER EDUCATION

1. Self concept is a major factor in career choice and, therefore, a very important consideration in a career education process. Coupling this with the self-concept theory that one will succeed only to degree that he/she feels worthy of--one can ponder the number of individuals who have limited themselves in career choice due to economic status, and the effect of such a self-concept on those in their formative years in our area today. If the above mentioned theory to a large extent is valid, and if self-concept is basically developed in the initial five to ten years of a person's life, it follows that:

   A. Parent attitude
   B. Home environment
   C. Economic status

   are all vital aspects to be considered in career education implementation. When 38% of the families in Area XV have an income of less than $6,000, the implication for career education in the aforementioned sense becomes mind boggling.

2. Mean income of unrelated individuals is quite low in comparison to the other listed groups. It is quite possible that this figure is low in light of the fact that our area has so many elderly people living alone on fixed, low incomes. More information is necessary on the nature of the individuals that comprise the category.

3. Mean income of families with a female head of household is somewhat lower than mean income for all families. There are several aspects to consider here. A major factor is that many female workers are not considered head of the family and thus their income is added to their husbands and an additional amount of disparity results between female head and all families. Secondly, a fairly large per cent of those listed as families with a female head probably reflect only one income. Thirdly however, the statistics on female heads of families does imply that women in Area XV do not receive, on an average, as great a salary as do the men. Laws are on the books now and more legislation is presently being introduced and passed in regard to this matter. Career education needs to develop in Area XV in light of these circumstances.

URBAN-RURAL POPULATION

PEOPLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO URBAN-RURAL POPULATION

BOB MORRISSEY

RESEARCH-COORDINATOR

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GRAPH B: Percent of Urban Population Per County in Area XV. 2

Indications Relative to Urban-Rural Population Statistics. 3

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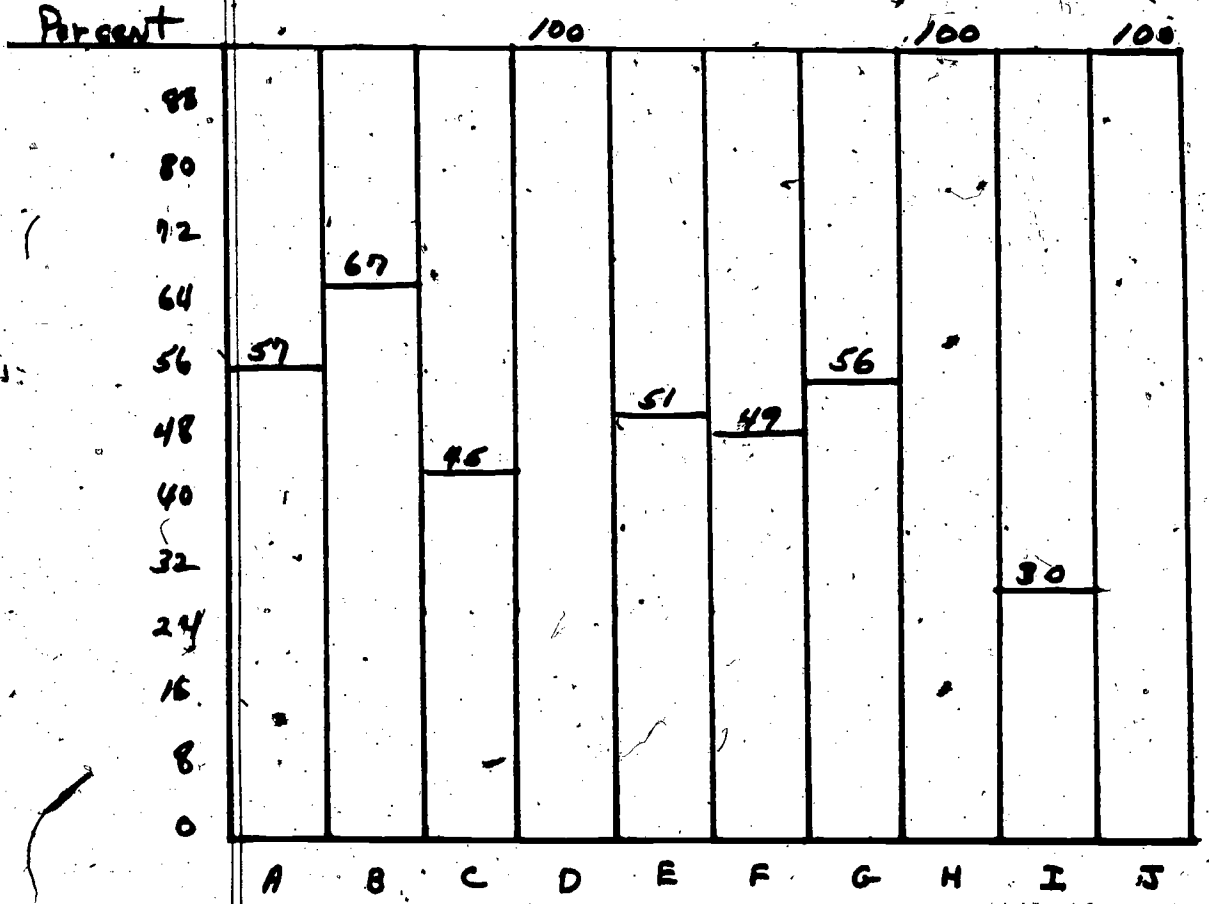
GRAPH 1: Percent of Rural Population Per County in Area XII



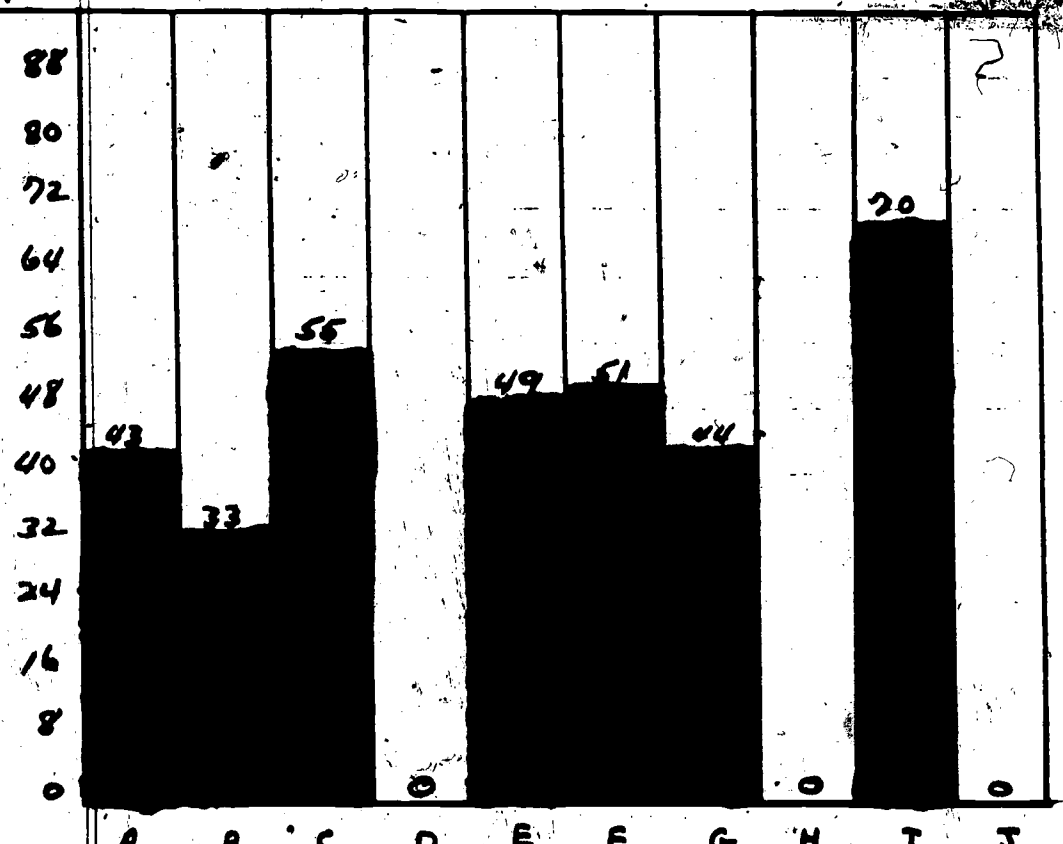
COUNTIES IN AREA XII

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MAHASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

Source: U.S. CENSUS - 1970

* Rural Population Defined As living in A city of less than 2500 or UNINCORPORATED AREA.

GRAPH B: Percent of URBAN Population BY COUNTY IN AREA XII (2)



COUNTIES IN AREA XII

A. APPANOOSE	F. MAHASKA
B. DAVIS	G. MONROE
C. Jefferson	H. VAN BUREN
D. Keokuk	I. WAPELLO
E. LUCAS	J. WAYNE

— Source: U.S. CENSUS – 1970

* URBAN POPULATION DEFINED AS PERSONS LIVING IN CITIES IN EXCESS OF 2500 POPULATION

INDICATIONS RELATIVE TO URBAN-RURAL STATISTICS

1. Three counties in Area XV (Keokuk, Van Buren, Wayne) have a 100% rural population, and three counties (Jefferson, Mahaska, Wapello) have less than ½ of their population as rural. Seven counties then, have a greater than 50% rural population. (Graph A)

2. Wapello County is the only county in Area XV with a heavy majority of urban population. (Graph B)

3. Area wide, 65.5% of the population is rural, while 34.5% of the population is urban.

IMPLICATIONS FOR CAREER EDUCATION

1. Area XV, basically a rural population, has sustained the second largest percentage loss in population in Iowa during the period 1960-1970 and has continued to drop in population since that time. When you combine the information in this preliminary study with that of employment characteristics, it seems reasonably clear why the out-migration of our young adults has occurred.

   From this basic information, two assumptions continue to be prominent. Career education must consider:

   A. that our population, basically rural in background (even in most areas defined as urban), will be seeking education and training in non-rural type occupations.

   B. that many that will be educated and prepared for job-entry in our area will be leaving the area for employment.

2. Career education must also consider that even those people with a rural background preparing themselves for employment in a rural setting will most probably see many basic changes in the not-too-distant future. (Ex.-large scale and/or corporate farming as opposed to the smaller family farm.)

SCHOOL DROPOUTS

PEOPLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO SCHOOL DROPOUTS

BOB MORRISSEY

RESEARCH - COORDINATOR

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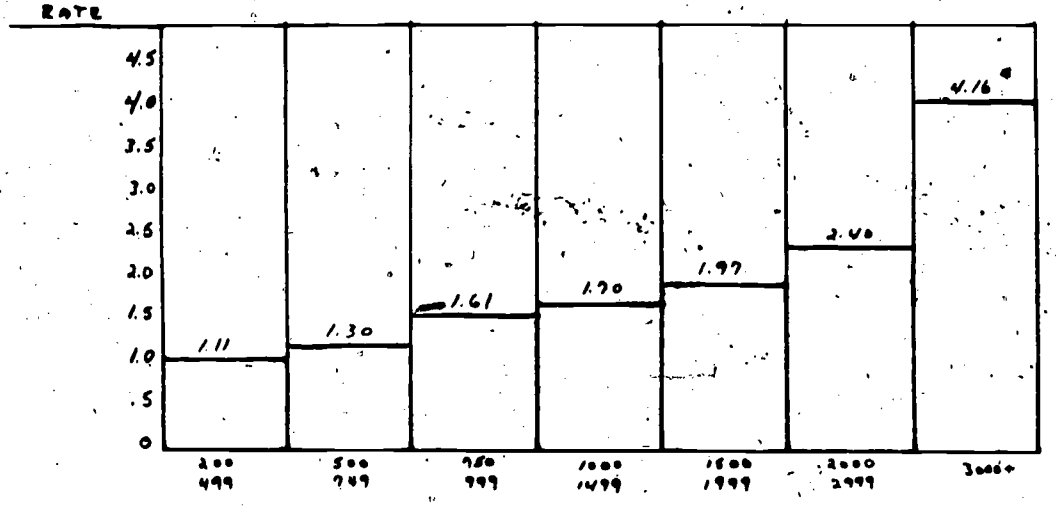
STATEWIDE SCHOOL Population - dropout rate by district size (1)

FISCAL 1993 DROPOUT SURVEY



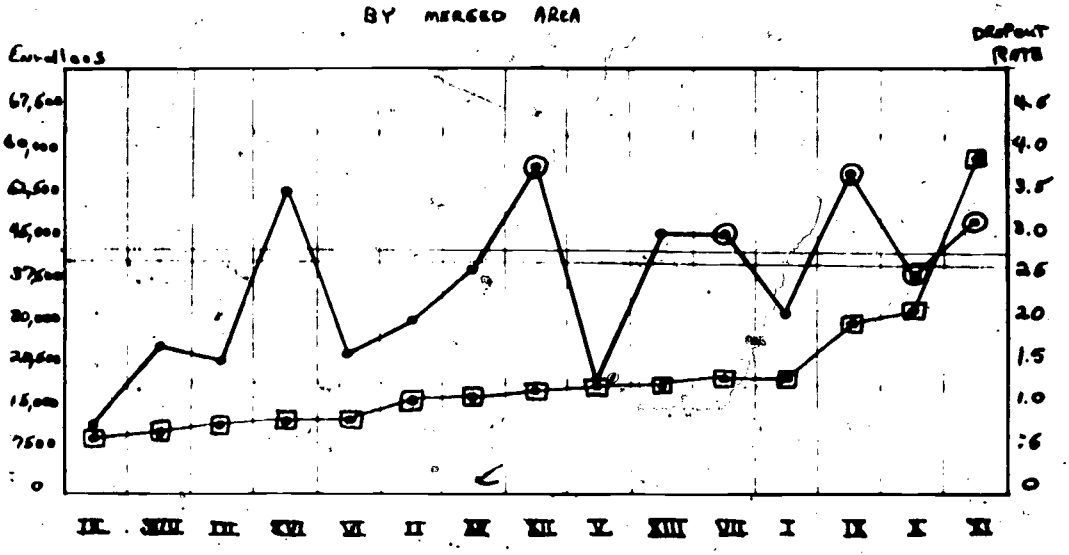
A-12 ENROLLMENT CATEGORY

* EXCEEDS STATE OF IOWA DROPOUT RATE OF 2.74

Source: IOWA GUIDANCE SURVEY,
STATE OF IOWA, D.P.I.
GUIDANCE SERVICES SECTION
Grimes State Office Building
Des Moines, Iowa 50319

School Populations - Dropout Rate

BY MERGED AREA



MERGED AREAS

DROPOUT RATE

ENROLLEES - SCHOOL POPULATION

STATE DROPOUT RATE OF 2.74

AREAS WITH A CITY OVER 75,000 POPULATION

XII - SIOUX CITY

VII - WATERLOO

IX - DAVENPORT

X - CEDAR RAPIDS

XI - DES MOINES

Sources:

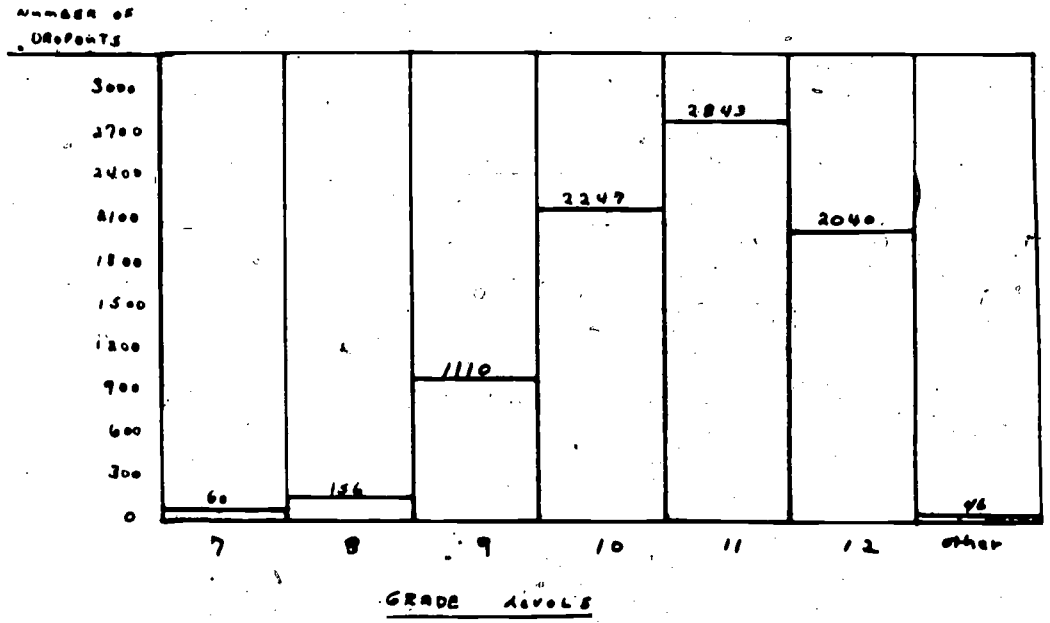
Population Needs Profile
Department of Public Instruction
CAREER EDUCATION DIVISION
Grimes State Office Building
Des Moines, Iowa 50319

IOWA GUIDANCE SURVEY
State of Iowa, D.P.I.
Guidance Services Section
Grimes State Office Building
Des Moines, Iowa 50319

STATEWIDE DROPOUTS BY GRADE LEVEL

(3)

FISCAL 1973 DROPOUT SURVEY

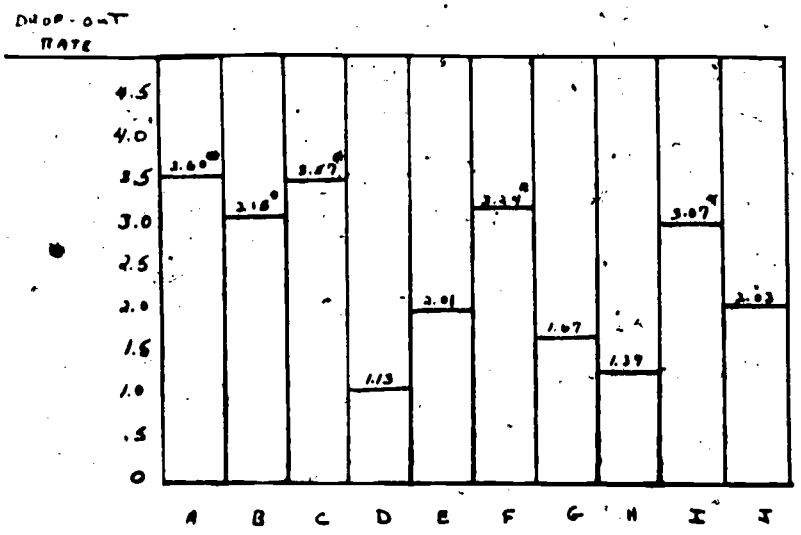


Source: Iowa Guidance Survey
STATE OF Iowa, D.P.I.
Guidance Services Section
Grimes State Office Building
Des Moines, Iowa 50319

DROPOUT RATE per County in Area XV

(4)

FISCAL 1973 DROPOUT SURVEY



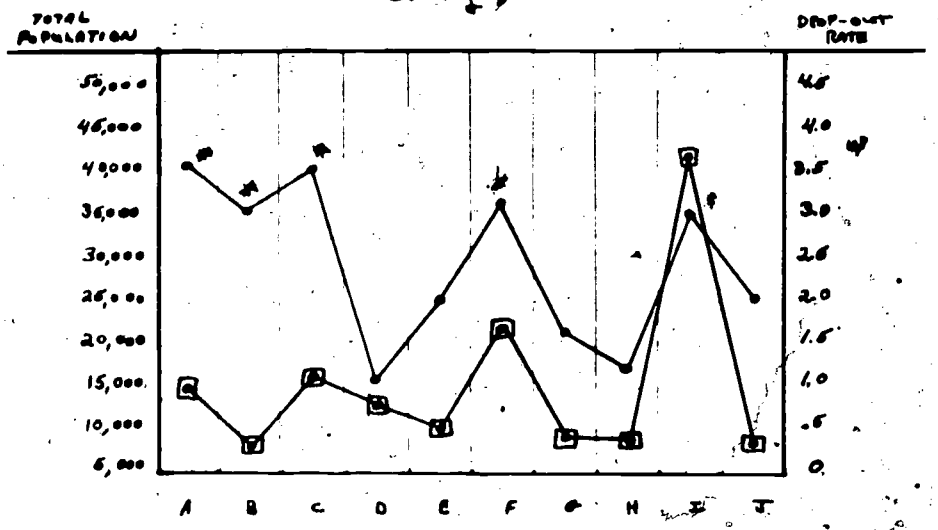
COUNTIES IN AREA XV

A. APPANOOSE *
B. DAVIS *
C. Jefferson *
D. ~~Keokuk~~
E. LUCAS
F. MONAHA *
G. MONROE
H. VAN BUREN
I. WAPELLO *
J. WAYNE

* EXCEEDS STATE OF IOWA DROPOUT RATE OF 2.74

Source: Iowa Guidance Survey
STATE OF IOWA, D.P.J.
Guidance Services Section
Grimes State Office Building
Des Moines, Iowa 50319

Population - Dropout Rate
Per County *



* COUNTIES IN AREA XI

A. APPANOOSE *	F. MANDSTA *
B. DAVIS *	G. MONROE
C. JEFFERSON *	H. VAN BUREN
D. KEOKUK	I. WAPELLO *
E. LUCAS	J. WAYNE

* EXCEEDS STATE OF IOWA DROP-OUT RATE OF 2.74

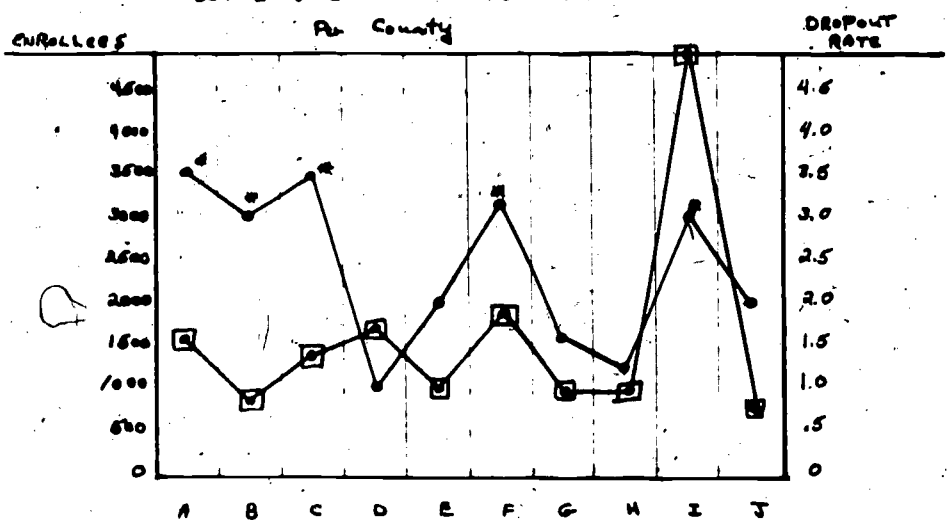
—●— DROPOUT RATE
—□— TOTAL POPULATION

Sources:

Population Needs Profile Supplement I
Department of Public Instruction
Career Education Division
Grimes State Office Building
Des Moines, Iowa 50319

Iowa Guidance Survey
STATE OF IOWA, D.P.I.
Guidance Services Section
Grimes State Office Bldg.
Des Moines, Iowa 50319

SCHOOL POPULATION – DROPOUT RATE
Per County



COUNTIES IN AREA XI

A APPANOOSE *	F. MAHASKA *
B DAVIS *	G. MONROE
C. Jefferson *	H. VAN BUREN
D. Keokuk	I. WAPELLO *
E. LUCAS	J. WAYNE

* EXCEEDS STATE OF IOWA DROPOUT RATE OF 2.94

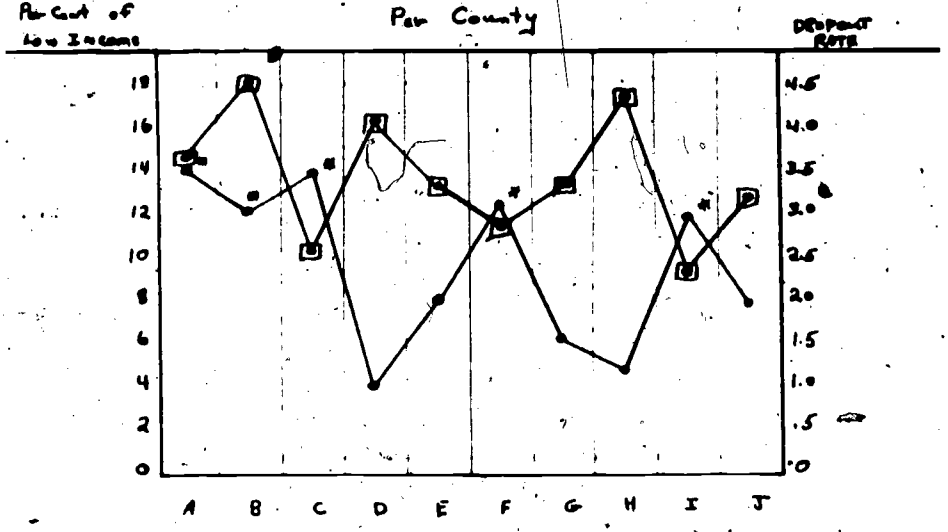
—●— DROPOUT RATE

[E]—[J] ENROLLEES - SCHOOL POPULATION

SOURCES:

Iowa Guidance Survey
State of Iowa, D.P.I.
Guidance Services Section
Grimes State Office Building
Des Moines, Iowa 50319

Per Cent of Low Income - Dropout Rate



Counties in Area XII.

A. Appanoose *
B. Davis *
C. Jefferson *
D. Keokuk
E. Lucas
F. Manasta *
G. Monroe
H. Van Buren
I. Wapello *
J. Wayne

* Exceeds State of Iowa Dropout Rate of 2.94

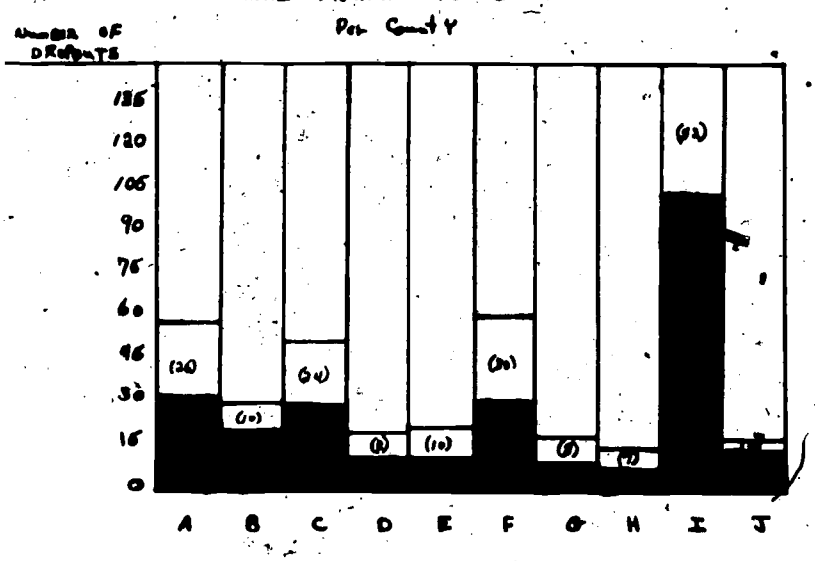
—●— Dropout Rate
—⊡— Percent of Low Income.

Sources:

Population Needs Profile Supplement I
Department of Public Instruction
CAREER Education Division
Grimes State Office Building
Des Moines, Iowa 50319

Iowa Guidance Survey
State of Iowa, D.P.I.
Guidance Services Section
Grimes State Office Building
Des Moines, Iowa 50319

MALE - FEMALE - TOTAL DROPOUTS
Per County



COUNTIES IN AREA XII

A. APPANOOSE
B. DAVIS
C. JEFFERSON
D. KEOKUK
E. LUCAS
F. MAHASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

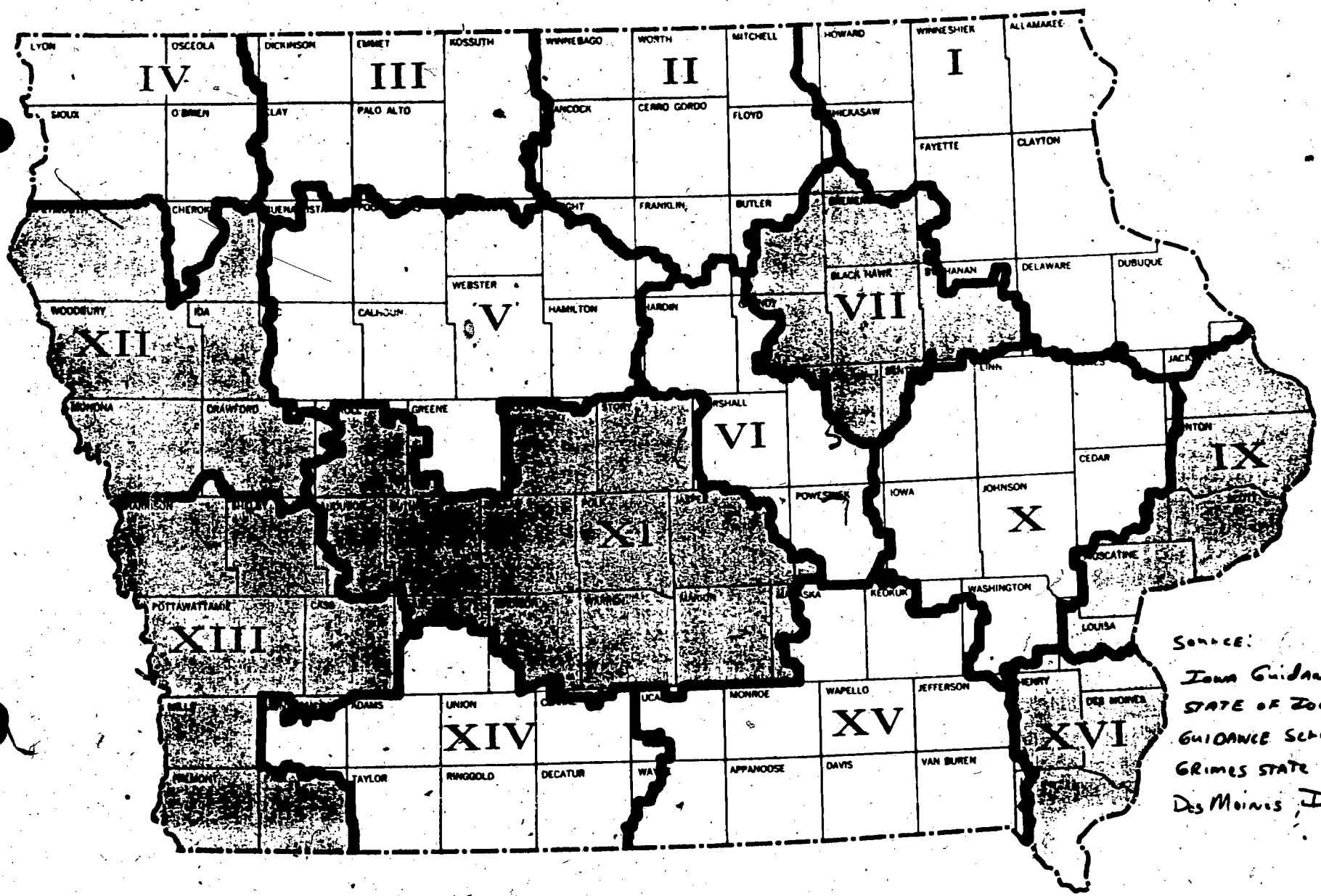
[redacted] MALE
FEMALE

Source:

IOWA GUIDANCE SURVEY
STATE OF IOWA, D.P.I.
GUIDANCE SERVICES SECTION
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319

MAP A:

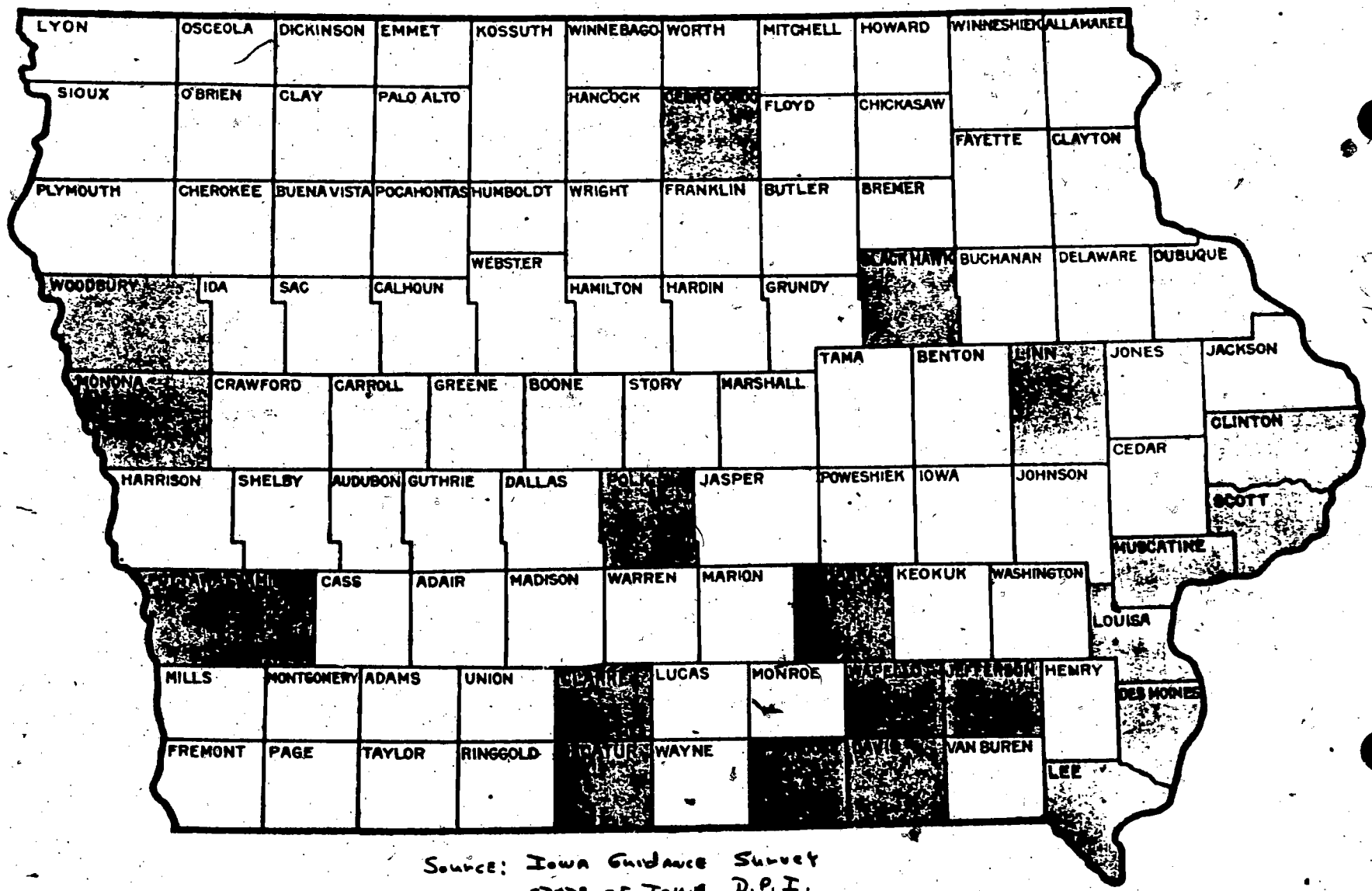
Iowa's Merged Areas Whose FY 1973 Dropout Rate Equals or Exceeds
The FY 1973 Statewide Dropout Tate of 2.74



Source:
Iowa Guidance Service
STATE OF IOWA, D.P.I.
GUIDANCE SERVICES SECTION
GRIMES STATE OFFICE BLDG
DES MOINES, IOWA 50319

MAP B:

Iowa Counties Whose FY 1973 Dropout Rate Equals Or Exceeds
The FY 1973 Statewide Dropout Rate of 2.74



Source: Iowa Guidance Survey
STATE OF IOWA, D.P.I.
Guidance Services Section
GRIMES STATE OFFICE Building
Des Moines, Iowa 50319

INDICATIONS RELATIVE TO THE DROPOUT STATISTICS

1. A definite relationship exists state wide between size of individual school population and dropout rate. (Graph A)

2. There seems to be some consistency between the total population and the dropout rate per merged area, especially as it relates to large urban areas in Iowa, (cities of 75,000 and larger.) (Graph B - Map A)

3. Grade levels ten, eleven, and twelve are the levels where most dropouts occur, with grade eleven significantly higher in incidence that the others. (Graph C)

4. Five counties in Area XV have a dropout rate exceeding the state of Iowa dropout rate of 2.74. (Graph D - Map B)

5. There seems to be some consistency between the total population and the dropout rate per county. (Graph E)

6. There seems to be some consistency between the total population of students and the dropout rate per county. (Graph F). The most noticeable exception being Keokuk county -- possibly explained by the fact that several smaller school districts make up the whole of Keokuk county. (State wide lower dropout rates -- Graph A)

7. A high percentage of low income does not indicate that a county in Area XV would necessarily have a high dropout rate. Two counties, Keokuk and Van Buren are high in percent of low income and very low in dropout rate. (Graph G)

8. Male and female dropouts are fairly evenly distributed throughout the counties of Area XV with exception of Davis, Wapello, and Wayne where males are significantly greater in incidence. (Graph H)

IMPLICATIONS FOR CAREER EDUCATION

1. Why do small districts (with limited course offerings, special staff and facilities) have a greater ability to hold students in school than the large districts?

2. What are the stated reasons for leaving school? Are these stated reasons an accurate assessment of the situation?

   Example: "I want to quit school to work full time" -- when actually unsuccessful experiences in school, home, or community environment cause the student to turn away from his present situation.

3. Is there an economic level that a great proportion of dropouts are associated with?

4. How much better qualified for successful employment would these dropouts be if they had stayed in school for the prescribed period of time for graduation?

5. How will this data dovetail with other areas of preliminary study?

MINORITY
GROUPS

PEOPLE NEEDS DATA

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO MINORITY GROUPS

Bob Morrissey

Research - Coordinator

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Graph E: Number of Black people in cities 2500+ in Area XV..... 5

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Graph G: Number of other minorities in cities 2500+ in Area XV..... 7

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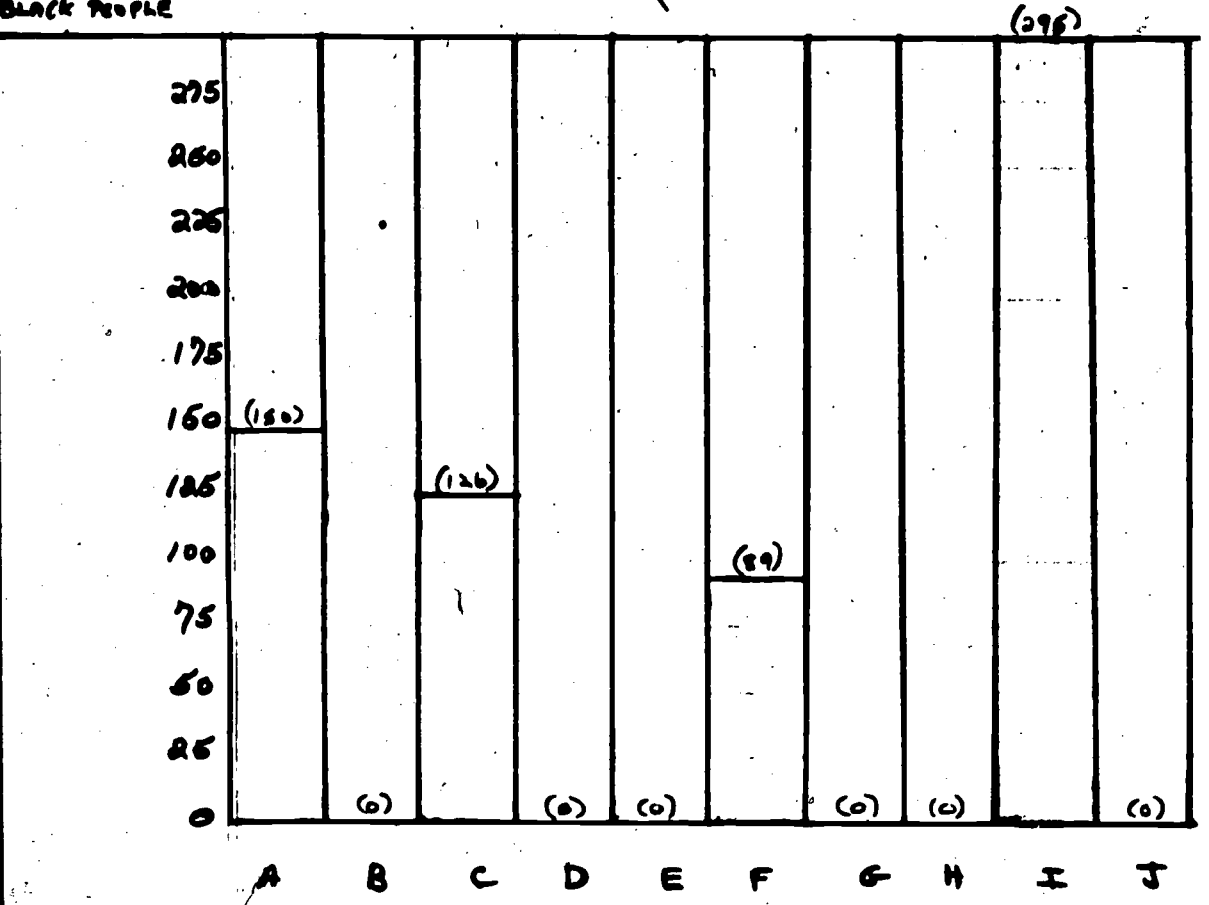
GRAPH A. NUMBER OF BLACK People BY County IN AREA XII



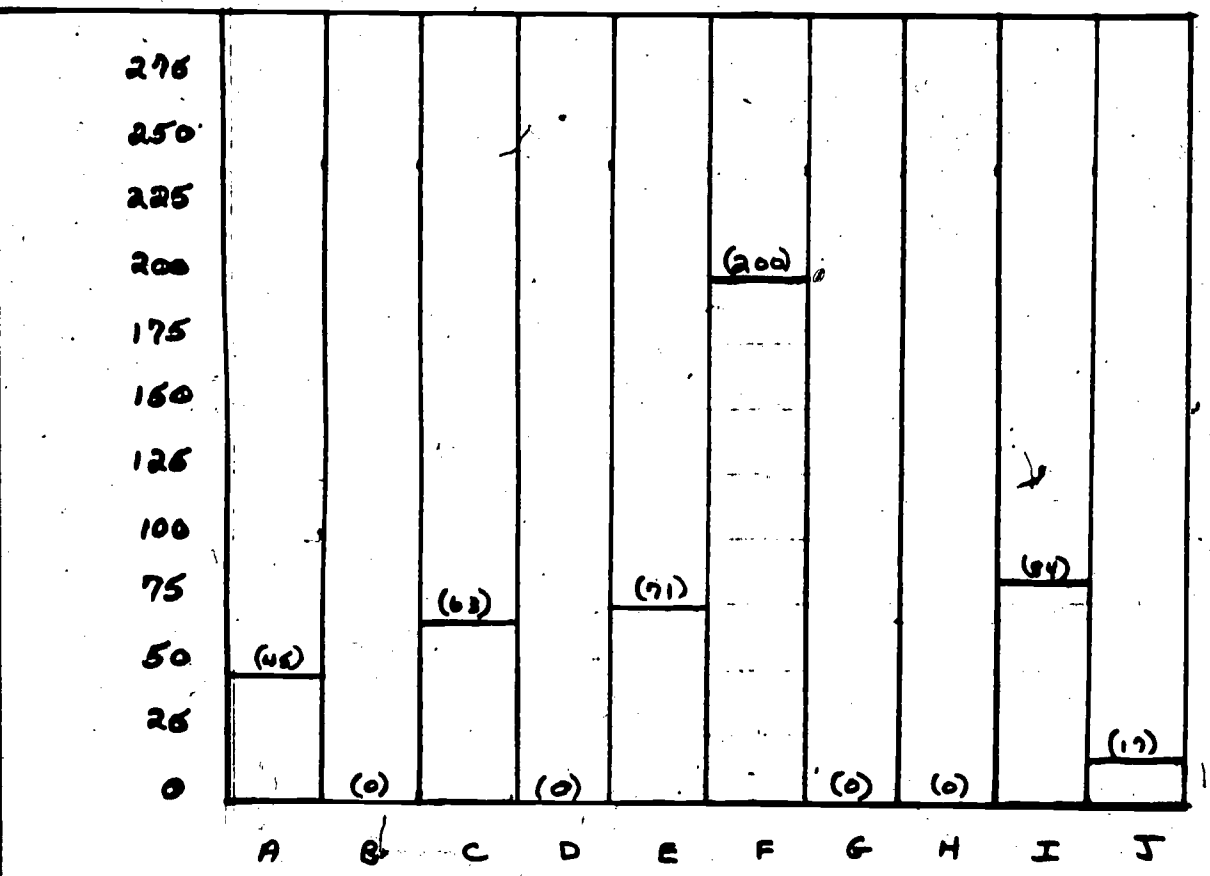
Counties in Area XII

A. Appanoose	F. Mahaska
B. Davis	G. Monroe
C. Jefferson	H. Van Buren
D. Keokuk	I. Wapello
E. Lucas	J. Wayne

NOTE: Counties with zero listed reflect less than .1 % of total population.

Source: Career Education Division, D.P.I.
Grimes State Office Building
Des Moines, Iowa 50319
Population NEEDS Profile

GRAPH B. NUMBER OF SPANISH AMERICAN PEOPLE BY COUNTY IN AREA XII



COUNTIES IN AREA XII

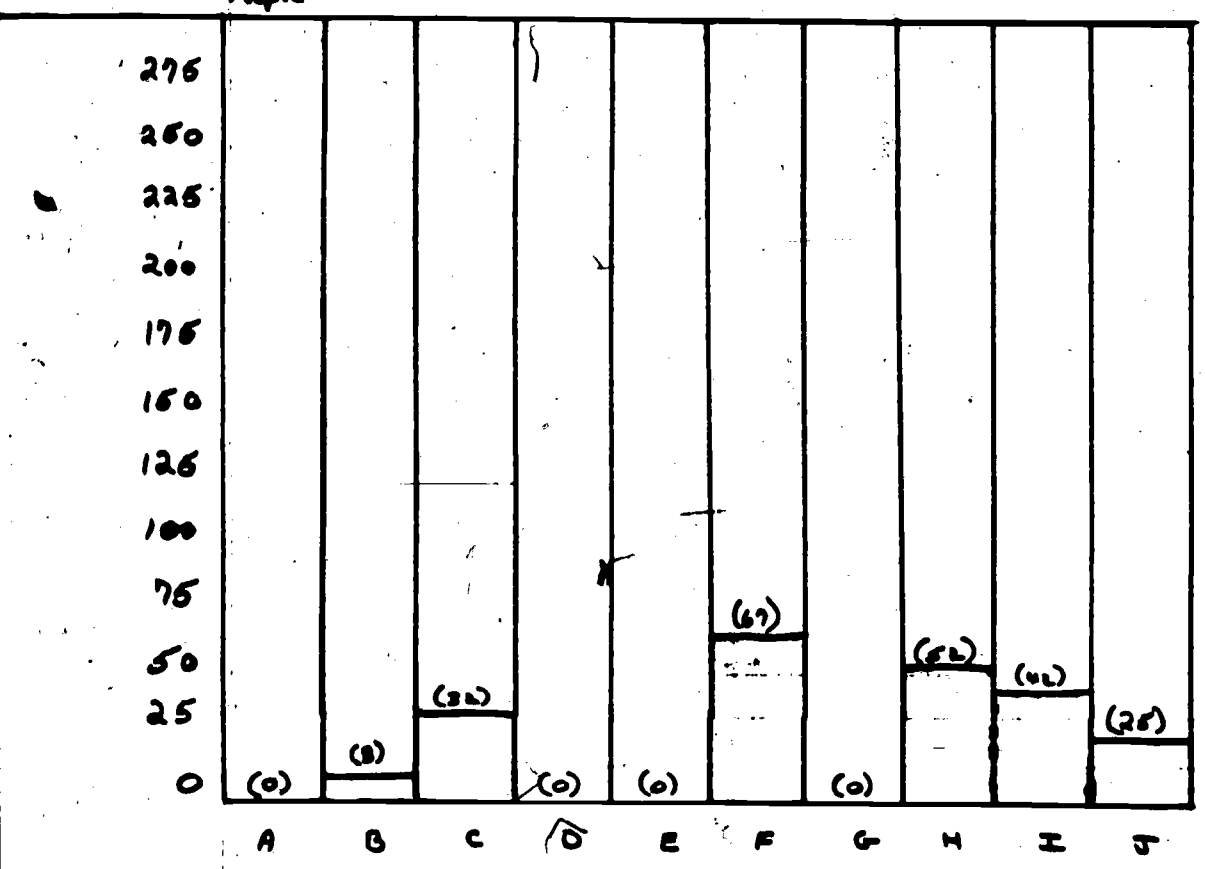
A. APPANOOSE	F. MANASKA
B. DAVIS	G. MONROE
C. Jefferson	H. VAN BUREN
D. Keokuk	I. WAPELLO
E. LUCAS	J. WAYNE

NOTE: COUNTIES WITH ZERO LISTED REFLECT LESS THAN .1 % of total POPULATION

Source: CAREER EDUCATION DIVISION, D.P.I.
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319

POPULATION NEEDS PROFILE

GRAPH 3. NUMBER OF OTHER MINORITY People IN AREA XV



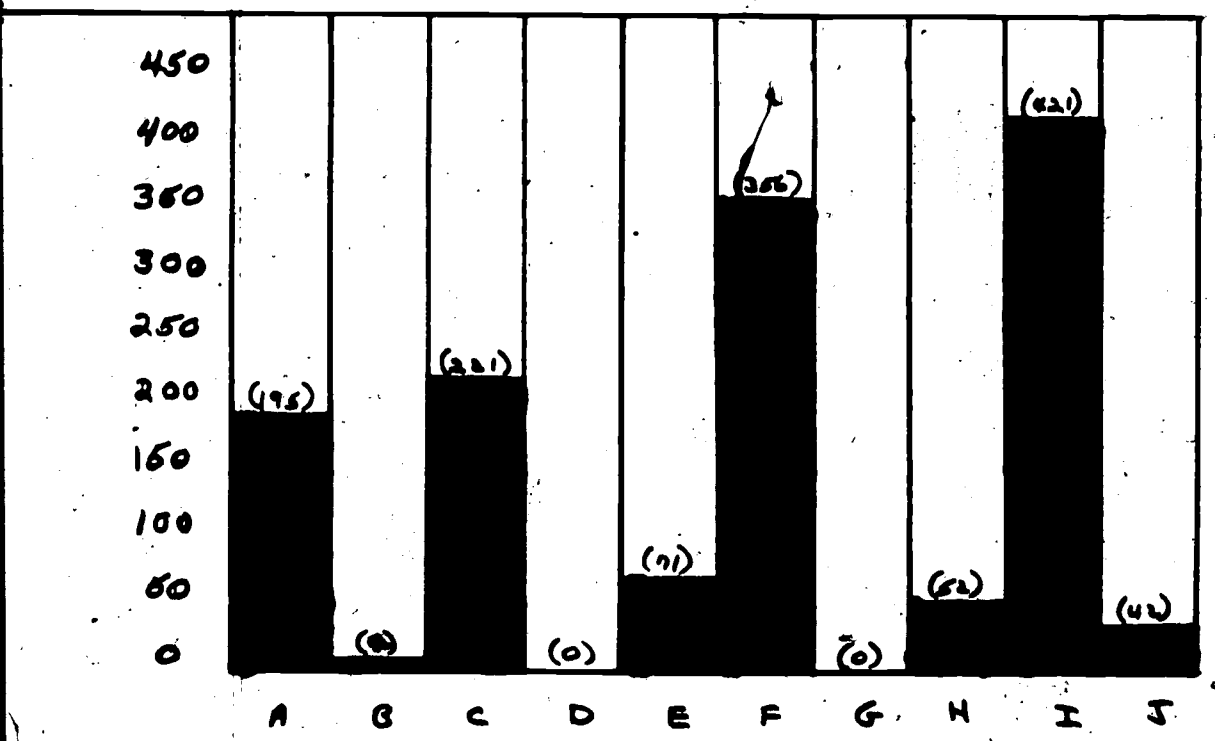
COUNTIES IN AREA XV

A. APPANOOSE
B. DAVIS
C. Jefferson
D. Keokuk
E. LUCAS
F. MANASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

NOTE: COUNTIES WITH ZERO LISTED Reflect less than .1% of TOTAL POPULATION

SOURCE: CAREER Education Division, D.P.I.
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319
POPULATION NEEDS PROFILE

GRAPH 5: TOTAL MINORITY BY COUNTY IN AREA XV



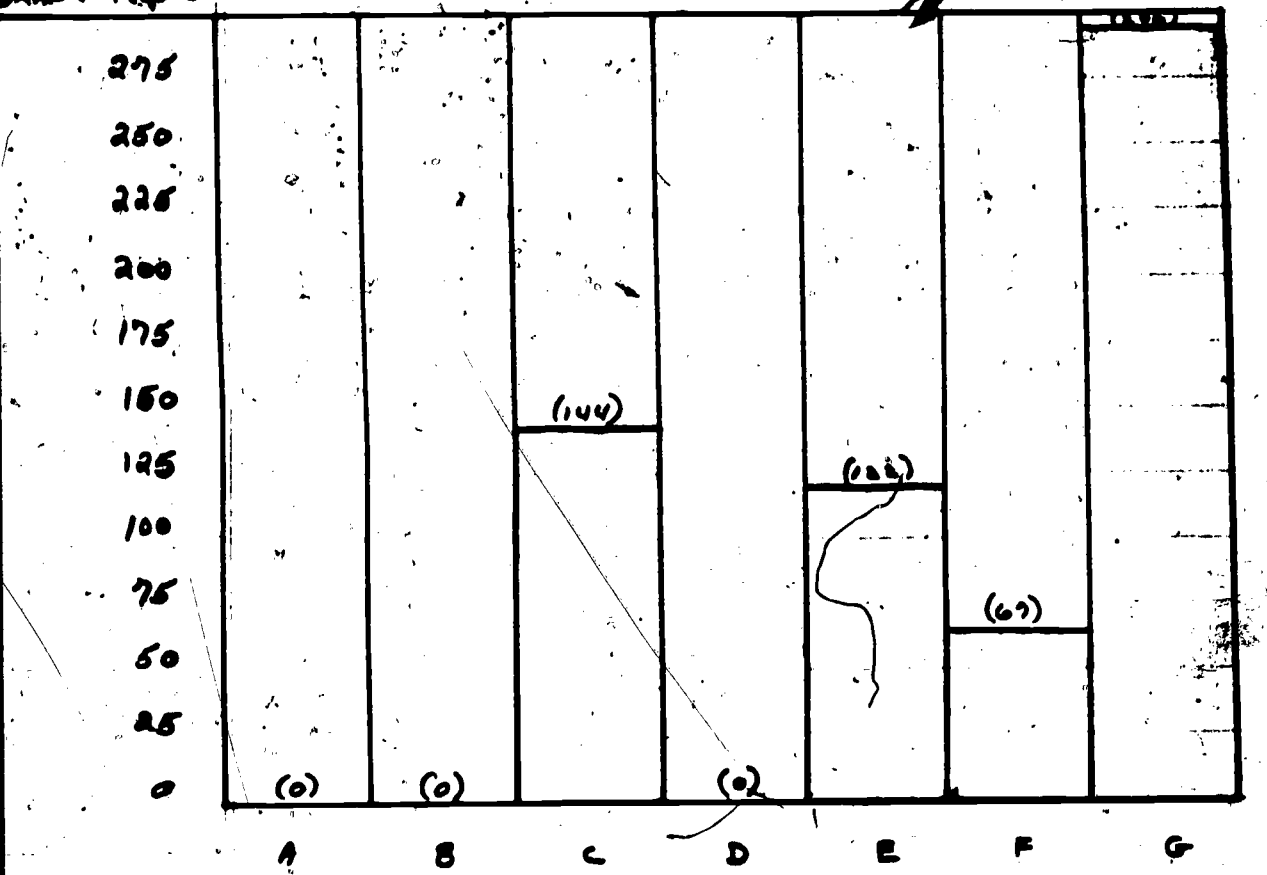
COUNTIES IN AREA XV

A. APPANOOSE
B. DAVIS
C. JEFFERSON
D. KEOKUK
E. LUCAS
F. MAHASKA
G. MONROE
H. VAN BUREN
I. WAPELLO
J. WAYNE

NOTE: COUNTIES WITH ZERO LISTED REFLECT LESS THAN .1 % OF TOTAL POPULATION

SOURCE: CAREER EDUCATION DIVISION, D.P.I.
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319
POPULATION NEEDS PROFILE

GRAPH E: NUMBER OF BLACK PEOPLE IN CITIES OVER 2500 IN AREA XII



CITIES IN AREA XII OVER 2500 POPULATION

A. ALBIA
B. BLOOMFIELD
C. CENTERVILLE
D. CHARITON
E. FAIRFIELD
F. OSKALOOSA
G. OTTUMWA

SOURCE: CAREER EDUCATION DIVISION, D.P.I.
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319
POPULATION NEEDS PROFILE

NOTE: CITIES WITH ZERO LISTED REFLECT LESS THAN .1% OF THE TOTAL POPULATION

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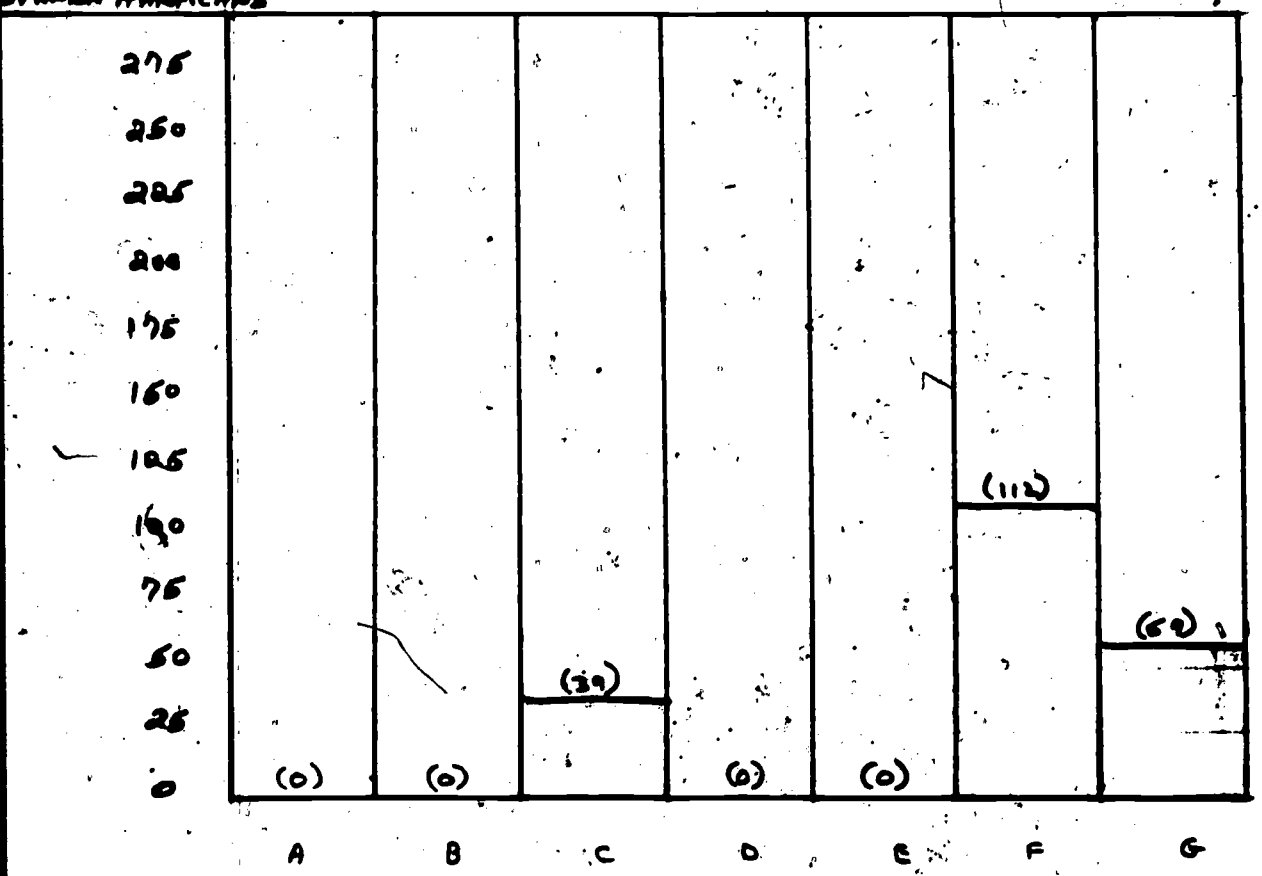
GRAPH – NUMBER OF SPANISH AMERICAN PEOPLE IN CITIES OVER 2500 IN AREA XI



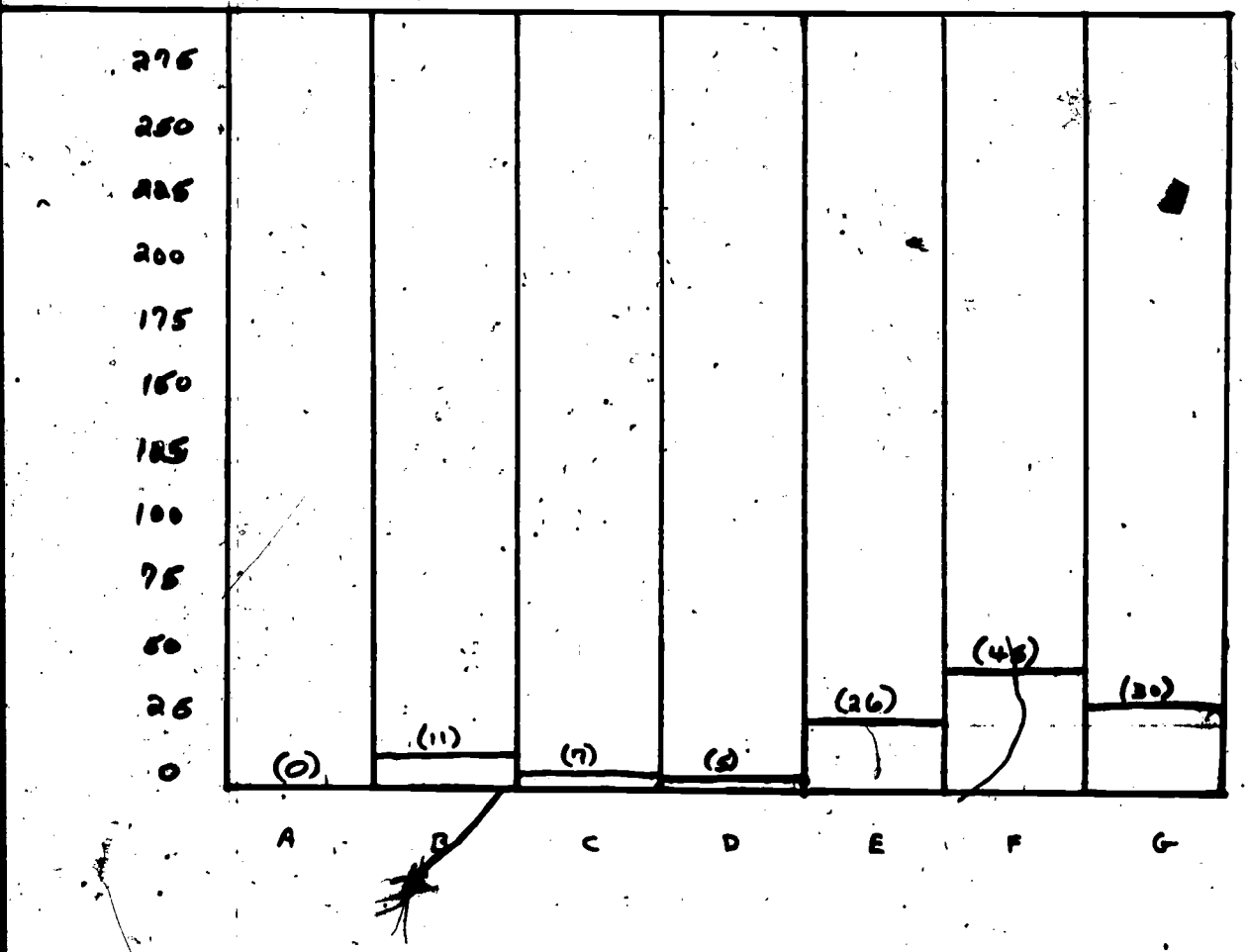
CITIES IN AREA XI OVER 2500 POPULATION

A. ALBIA
B. BLOOMFIELD
C. CENTERVILLE
D. CHARITON
E. FAIRFIELD
F. OSKALOOSA
G. OTTUMWA

SOURCE: CAREER EDUCATION DIV. D.P.I.
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319
POPULATION NEEDS PROFILE

NOTE: CITIES WITH ZERO LISTED REFLECT LESS THAN .1 % OF TOTAL POPULATION.

GRAPH : NUMBER OF OTHER MINORITIES IN CITIES OVER 2500 IN AREA XI



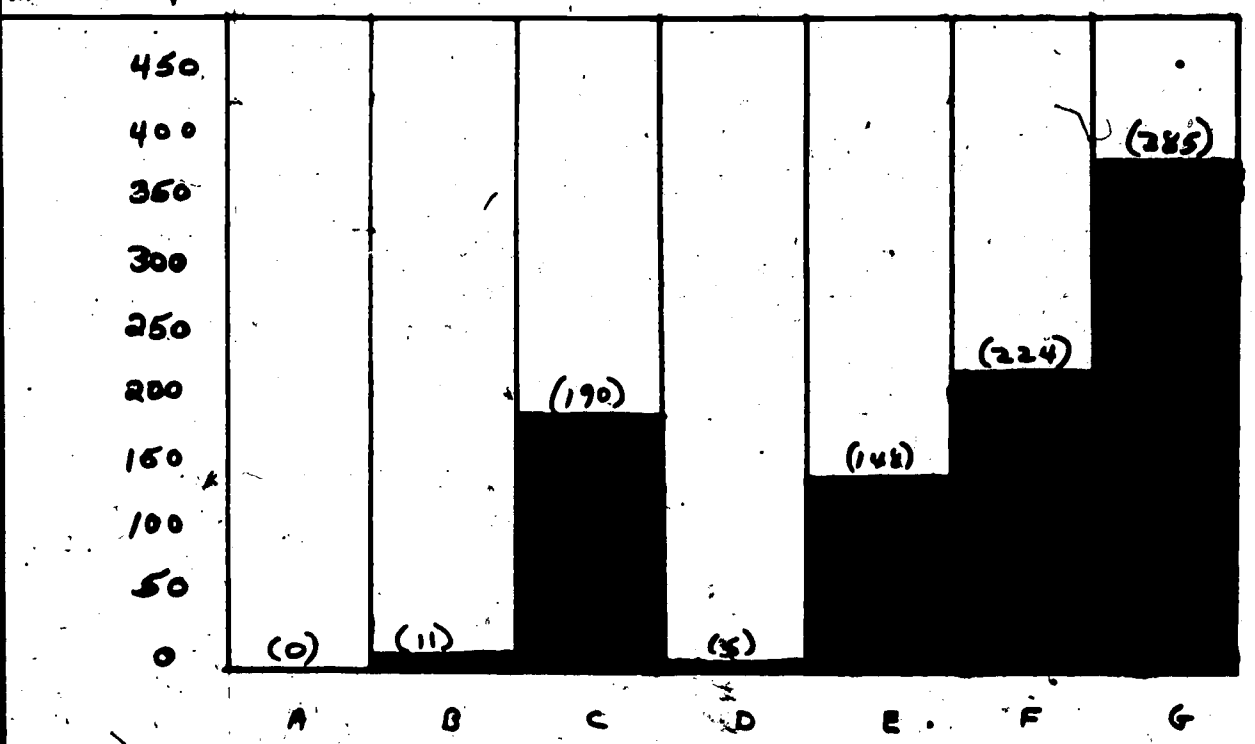
CITIES IN AREA XI OVER 2500 POPULATION

A. ALBIA
B. BLOOMFIELD
C. CENTERVILLE
D. CHARITON
E. FAIRFIELD
F. OSKALOOSA
G. OTTUMWA

Source: CAREER EDUCATION DIV. D.P.I.
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319
Population Needs Profile

NOTE: CITIES with ZERO LISTED Reflect less than .1 % of total population.

GRAPH 1: TOTAL MINORITY IN CITIES OVER 2500 IN AREA XII



CITIES IN AREA XII OVER 2500 POPULATION

A. ALBIA
B. BLOOMFIELD
C. CENTERVILLE
D. CHARITON
E. FAIRFIELD
F. OSKALOOSA
G. OTTUMWA

Source: Career Education Div. D.P.I
Grimes State Office Building
Des Moines, Iowa 50319
Population Needs Profile

NOTE: City with zero listed Reflect Less than .1 % of Total Population.

SUPPLEMENTARY DATE SHEET

A. Counties in Area XV -- Percentage of Minority

COUNTY	% BLACK	% SPANISH AMERICAN	% OTHERS	TOTAL %
Appanoose	1.0	.3	.0	1.3
Davis	.0	.0	.1	.1
Jefferson	.8	.4	.2	1.4
Keokuk	.0	.0	.0	.0
Lucas	.0	.7	.0	.7
Mahaska	.4	.9	.3	1.6
Monroe	.0	.0	.0	.0
Van Buren	.0	.0	.6	.6
Wapello	.7	.2	.1	1.0
Wayne	.0	.2	.3	.5

B. Cities in Area XV over 2500 -- Percentage of Minority

CITY	% BLACK	% SPANISH AMERICAN	% OTHERS	TOTAL %
Albia	.0	.0	.0	.0
Bloomfield	.0	.0	.4	.4
Centerville	2.2	.6	.1	2.9
Chariton	.0	.0	.1	.1
Fairfield	1.4	.0	.3	1.7
Oskaloosa	.6	1.0	.4	2.0
Ottumwa	1.0	.2	.1	1.3

C. State of Iowa-Area XV -- Percentage of Minorities

STATE	% BLACK	% SPANISH AMERICAN	% OTHER	TOTAL %
Iowa	1.2	.6	.2	2.0
Area XV	.5	.3	.1	.9

D. Number of Blacks in Area XV -- 660
Number of Blacks in cities over 2500 -- 629 = 95.3%

Number of Spanish Americans in Area XV -- 480
Number of Spanish Americans in cities over 2500-210 -- 43.8%

Number of other minorities in Area XV -- 226
Number of other minorities in cities over 2500-124 -- 54.9%

Total minorities in Area XV -- 1366
Total minorities in cities over 2500-963 -- 70.5%

NOTE: Counties and cities with zero listed reflect less than .1% of total population.

INDICATIONS RELATIVE TO MINORITY STATISTICS

1. Four counties (Appanoose, Jefferson, Mahaska, Wapello) have Black people comprising more than .1% of the total population. (Graph A)

2. Spanish American minorities, although smaller in total number than the Black population, are more widespread across Area XV. (Graph B in relation to Graph A)

3. Cumulation of other minorities are smaller in number than either Blacks or Spanish Americans. (Graph C)

4. Four counties (Appanoose, Jefferson, Mahaska, Wapello) have minority people in excess of approximately 200 total population. (Graph D)

5. Four cities (Centerville, Fairfield, Oskaloosa, Ottumwa) of the seven cities over 2500 population have Black people comprising more than .1% of the total population. These cities correspond directly with the four counties noted in No. 1 above. (Graph E in relation to Graph A)

6. Three cities (Centerville, Oskaloosa, Ottumwa) have Spanish American people comprising more than .9% of the total population. These cities correspond directly with three of the four leading counties in Graph B, indicating a measurable Spanish American population in rural Jefferson County. (Graph F in relation to Graph B)

7. Six of the seven cities over 2500 in population have other minorities in excess of .1% of the population. (Graph G)

8. Four cities (Centerville, Fairfield, Oskaloosa, Ottumwa) have the greater number of total minority groups in almost direct relationship to the incidence in Graph D. (Graph H in relation to Graph D)

9. While the greater percentage of Blacks in Area XV reside in the four largest cities of Area XV (95.3%), the ratio of Spanish American and other minority groups is fairly evenly distributed between urban and rural. (Supplementary Data Sheet -- Part D)

10. Area wide percentages reflect a very small percentage of minority groups in Area XV -- less than .1%. However, there are communities where concentrations of minority groups occur. (Supplementary Data Sheet -- Part C, Graphs E and F)

IMPLICATIONS FOR CAREER EDUCATION

1. Does the presence of a minority population alter the concept of career education as is applies to home, school, or community in Area XV?

2. What, if any, impact does being a member of a minority group have to do with successful preparation and placement in the career of an individuals choice in Area XV?

3. Is it advantageous, disadvantageous, or of no consequence, one way or the other, to be a member of a minority group where minorities are less than .1% of the total population in relationship to successful career preparation and placement?

4. How will this data dovetail with other areas of preliminary study?

EMPLOYMENT DEVELOPMENTS AND OUTLOOK

EMPLOYMENT DEVELOPMENTS AND OUTLOOK BY OCCUPATION

IN IOWA

EXTRACTED FROM:

ANNUAL MANPOWER PLANNING REPORT

FY 1975

IOWA EMPLOYMENT SECURITY COMMISSION

RESEARCH AND STATISTICS DEPARTMENT

AFFILIATED WITH

MANPOWER ADMINISTRATION

U.S. DEPARTMENT OF LABOR

Employment Developments and Outlook By Occupation.

According to the fiscal year 1975 Annual Report of Occupational Requirements for Vocational Education for Iowa, published by the Iowa Employment Security Commission, the demand for workers in various occupational categories will be as follows:

Professional, Technical, and Managerial:

Professional nurses will require the greatest number of total needs among workers in the year ahead. Needs for teachers are projected high, but this does not take into account the decline in the birth rate and the number of school age children. Over seven hundred workers are expected to be required in arts and entertainment but this due to the fact that this encompasses a large number and variety of occupations. Medical and dental technicians, physicians and surgeons and accountants and auditors will also have needs of approximately two hundred for each of the groups.

Clerical and Sales:

The greatest needs in the year ahead will be shown for secretaries, stenographers and typists. Sales work will require approximately three thousand workers. Other clerical needs will range from small to moderate with exception of shipping and receiving clerks. In this area automated equipment and streamlining of record keeping will strictly limit the need for new workers.

Service Occupations:

Five occupations among service workers are projected to have total needs of over one thousand in the year ahead: Private household workers, waiters and waitresses, cooks, hospital attendants, and janitors and sextons.

Agriculture:

There will be no projected requirements for additional workers in agriculture since agricultural employment is projected to be decreasing in the year ahead.

Processing:

Expansion needs for all processing occupations are negative, due to projected declines in the corresponding industrial employment. However, the need to replace workers who leave their present jobs will create positive total needs for these occupations.

Machine Trades:

The greatest needs in the machine trades occupations will be for motor vehicle mechanics. There will also be a moderate need for machinists. Tool and die makers and cabinet makers will continue to be in demand.

Benchwork:

Metal working assemblers needed in the year ahead are expected to number over three hundred fifty with the majority of those needed to replace present workers who leave. Expansion needs for sewers and stitchers will be affected by mechanized equipment and labor-saving devices.

Structural Work:

Projected increases in the construction, fabricated metals and transportation equipment industry will stimulate the demand for structural workers. Specific occupations with substantial requirements will include welders and flame cutters, painters and paper hangers, carpenters and plumbers and pipe fitters.

Miscellaneous Workers:

Among the occupations included here, bus, truck and tractor drivers will have the greatest requirements. There will also be a considerable demand for auto parking attendants.

During Fiscal Year 1973, 103,315 job openings were received by the offices of the Iowa State Employment Service. Of these, 72,689 were filled by placements and 28,926 were cancelled. At the end of the period, 4,925 openings remained unfilled of which 2,604 had been open and unfilled for 30 days or more.

Our present prediction of the role of the current energy shortage in respect to occupational requirements is the following: Iowa will probably be in a better position to maintain relatively stable employment than the average state. Since the tourist and recreational activities are less in Iowa than in many other states, occupations in these fields will be little affected. The importance of agriculture to the nation's economy is so great that it is rather certain that sufficent fuel for continued normal farm activities will be allocated. Consequently, there should be continued normal job opportunities in agri-business occupations, and those occupations serving the farm sector of the economy, despite the expected decline for farm workers themselves.

Also a large proportion of Iowans are engaged in occupations in industries that use relatively small amounts of energy, for example insurance and services. This is a further reason that most Iowans will be in a good position to retain their jobs even if the energy crises becomes more severe.

These estimates were based on the 1960 census. Estimates of projected manpower requirements by occupation, based on the 1970 census will be available later as a separate publication.

PEOPLE NEEDS
ASPECT

INFORMATION RELATIVE TO PEOPLE NEEDS ASPECT

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Extracted From:

Annual Manpower Planning Report
FY 1975
Research and Statistics Department
Iowa Employment Security Commission

Affiliated with:

Manpower Administration
U.S. Department of Labor

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* * * *

POPULATION AND WORK FORCE BY COUNTY

FOR FISCAL YEAR 1975

COUNTY	TOTAL CIVILIAN POP. 4-70	16-21	22-44	45 AND OVER	TOTAL MINORITY POPULA.	MINORITY 16 AND OVER	CIVILIAN WK. FORCE 1972	EMPLOYED TOTAL	NONAG. WAGE & SALARY	UNEMPLOYED	UNEMPL. RATE
APPANOOSE	15007	1466	3198	6439	224	134	6270	5910	3780	360	5.
DAVIS	8207	686	1909	3360	26	12	3530	3360	1730	170	4.8
JEFFERSON	15774	1912	4096	5519	232	163	7100	6870	4810	230	3.3
KEOKUK	13943	1141	2995	5782	22	0	5500	5180	2480	320	5.8
LUCAS	10163	821	2329	4267	86	28	4570	4420	2880	150	3.2
MAHASKA	22177	2457	5232	8697	331	238	9900	9620	6050	280	2.9
MONROE	9357	815	2014	3933	27	0	3680	3420	2010	270	7.3
VAN BUREN	8643	655	1902	3697	16	35	3530	3360	1530	160	4.6
WAPELLO	42149	3990	10126	16132	472	290	17500	16640	14040	860	4.9
WAYNE	8405	666	1714	4033	56	34	4030	3910	1660	110	3.0
AREA XV TOTALS:	153825	14609	35515	61859	1492	934	65610	62690	40970	2920	45.7

* Taken from Iowa Employment Security Commission Summary

ADDITIONAL ITEMS FOR MANPOWER PLANNING DATA SUMMARY
BY COUNTY
FOR FISCAL YEAR 1975

COUNTY	WELFARE RECIPIENTS NEEDING SERV.	SCHOOL DROP OUTS	VETERANS NEEDING SERV.	MINORITIES NEEDING SERVICES
APPANOOSE	182	58	110	15
DAVIS	38	30	52	7
JEFFERSON	114	53	99	10
KEOKUK	67	20	98	4
LUCAS	129	22	66	4
MAHASKA	173	61	154	29
MONROE	62	17	57	4
VAN BUREN	46	14	59	4
WAPELLO	589	154	337	227
WAYNE	59	17	54	11
AREA XV TOTALS:	1459	446	1086	315

* Taken from Iowa Employment Security Commission Summary

HIGHLIGHTS & CONCLUSIONS

POPULATION GROWTH is expected to continue to slow between 1970 and 1980 as it has during the past several decades. Net out-migration of Iowa residents, the most important factor leading to Iowa's small population growth, showed a marked decline during the later sixties.

Another casual factor for Iowa's slowing population growth in recent years has been a declining birth rate during the sixties and early seventies. From a high of 25.1 births per thousand population during 1951, the birth rate has generally declined until it reached 14.3 in 1972, the lowest on record. The birth rate has continued to decline in 1973, and if not already attained, zero population growth is a foreseeable possibility in the seventies.

LABOR FORCE GROWTH is expected to continue to increase at a faster rate than the population, but, as population growth, will be tempered by out-migration and the falling birth rate of the sixties.

YOUNG ADULT WORKERS will be the fastest-growing group in the labor force.

TEENAGERS will be added to the labor force in large numbers but at a declining rate of growth, thereby enhancing their employment prospects. Special efforts will have to be made to employ minority teenagers as this group has grown spectacularly relative to the total teenage labor force.

MINORITIES have made gains in education, but their unemployment rate remains above that of whites.

WOMEN, who are becoming increasingly educated, are entering the labor force in larger and larger numbers.

EDUCATION, both at the college and vocational level, is vital in a rapidly changing technical age, especially to a state passing from an agricultural to an industrial phase of development. A correct evaluation of current and future student needs by educators is essential if our youth are to have the training in job skills necessary to successfully live and compete in our highly technical society.

OCCUPATIONS of an infinite variety and number requiring ever higher job skills are appearing at a quickening pace. A concerted effort by employers, educators and Government can lead us through this complex maze by:

1. Providing pertinent occupational information.

2. Training or re-training an increasingly larger proportion of the State's workers for those occupations providing the most job opportunities--professional, technical, clerical and service occupations.

3. Supplementing formal education by expansion of on-the-job training.

4. Improving counseling and guidance to our job seekers.

5. Expanding our effort to match jobs with job skills.

EMPLOYMENT GROWTH is centered in the service-producing industries. Our primary life needs satisfied, we have come to focus our attention on such discretionary needs as better government, educational, recreational and health services, a decent standard of living for all, a preservation of our natural beauty spots, and the conservation of our natural resources.

PER CAPITA INCOME of Iowans is below the national average. Opening new export markets and expanding current markets--especially those involving our number one raw material, farm commodities--is one way of shifting more income into our agri-business oriented economy.

POVERTY is a problem for many Iowa families, but especially those living in rural areas. Renewed emphasis should be aimed at eliminating the causes of poverty. Of the total Iowa families living below the poverty level, only 13.2% were receiving public assistance in 1969.

PRODUCTIVITY in Iowa surpasses the national average and of that we can be proud. Higher productivity is a goal worth striving for. Any improvement in our productivity level will spawn further economic growth, help lower costs and prices and create a higher standard of living for our people.

* Taken from Iowa Employment Security Commission Summary

DISABLED
POPULATION

AREA XV DISABLED POPULATION STATISTICAL REPORT

INTRODUCTION:

The Ottumwa Area Office of the Rehabilitation Education and Services Branch of the Department of Public Instruction requested data on the disabled population of the ten counties comprising Area XV. This data is to be used in conjunction with other data as the Ottumwa Area Office, Indian Hills Community College, and other cooperating agencies seek to identify some of the unmet educational/training needs and plan for the development of methods to meet these needs.

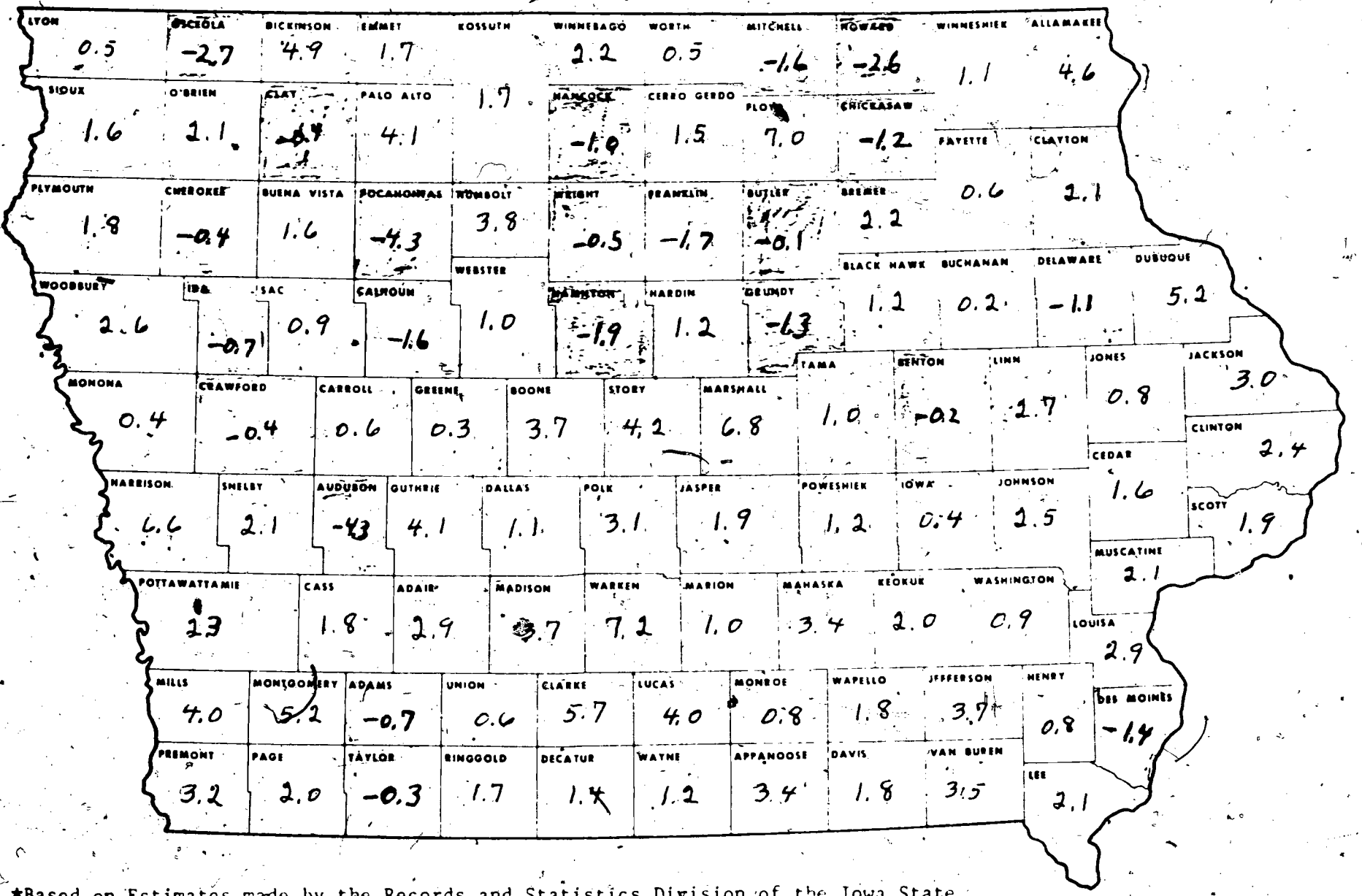
Gathering data for planning has become a way of life for many of the State agencies and its branch affiliates. The State has even brought into being the Office of Program and Planning under the Governor's Office. This multiplicity of available data can cause considerable confusion if careful analyzing of how the data was gathered, the reliability of the data, its substantiation by another study, and the purpose for which the data is intended is not critically reviewed by the planning group wishing to use the data.

After review of available data it was felt the most appropriate data base would be that available in the three part publication entitled "Vocational Rehabilitation - A Plan For All Iowa" prepared by Harbridge House, Inc., of Boston, Massachusetts. The rationale for utilizing this data was: (1) The original Study goal was to identify the disalbed population in relationship to the vocational rehabilitation needs; (2) The study provided for the year 1968 and projections for the year 1975 in considerable detail; (3) The methodology used in determining the findings was presented in detail in Part 3 of the set of publications which allows future planners to utilize the method in replicating the study utilizing newly acquired data such as the 1970 census; and (4) A comprehensive National Health Survey related compatible data which provides a supportive aspect concerning the reliability of the study.

METHODOLOGY:

The Harbridge House Study utilized essentially a screening process that identified a demand for rehabilitation services by progressively eliminating from Iowa's general population all persons who did not meet the eligibility criteria of the State/Federal Program of Vocational Rehabilitation. The New Rehabilitation Act of 1973 did alter the eligibility criteria, but it is doubtful that these changes would substantially alter the data base of the study. The current basic conditions of eligibility are: (1) The presence of a physical/mental disability; (2) The existence of a substantial handicap to employment; (3) A reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability (this provides the aspect of "feasible" for vocational rehabilitation).

Percent Change in Population, by County, April, 1970-July 1972*



*Based on Estimates made by the Records and Statistics Division of the Iowa State Health Department, in cooperation with the U.S. Bureau of the Census.

UNIVERSE OF NEED BY COUNTY

FOR FISCAL YEAR 1975

COUNTY	UNIVERSE OF NEED	POOR	DISAD-VANTAGED	OTHER POOR	NON POOR	NEAR POVERTY	ALL OTHER NON-POOR
APPANOOSE	2042	421	343	78	1621	648	973
DAVIS	964	199	162	37	766	306	460
JEFFERSON	1305	269	219	50	1036	414	622
KEOKUK	1815	374	305	69	1441	576	865
LUCAS	851	175	143	32	676	270	406
MAHASKA	1588	327	267	60	1261	504	757
MONROE	1532	316	257	58	1216	486	730
VAN BUREN	908	187	152	35	721	288	433
WAPELLO	4878	1005	819	186	3873	1548	2326
WAYNE	681	140	114	26	540	216	324
AREA XV TOTALS:	16564	3413	2781	631	13151	5256	7896

* Taken from Iowa Employment Security Commission Summary

DISADVANTAGED BY COUNTY

FOR FISCAL YEAR 1975

COUNTY	UNEMP. & UNDERUTIL. DISAD.	UNEM-PLOYED	UNDER UTILIZED	EMPL. PART-TIME	EMPL. FULL TIME BUT POOR	NOT IN LABOR FORCE BUT SHOULD BE
APPANOOSE	343	58	285	65	136	84
DAVIS	162	27	134	31	64	40
JEFFERSON	219	37	182	41	87	54
KEOKUK	305	52	253	58	121	75
LUCAS	143	24	119	27	57	35
MAHASKA	267	45	222	50	106	66
MONROE	257	44	214	49	102	63
VAN BUREN	152	26	127	29	60	37
WAPELLO	819	139	680	155	324	201
WAYNE	114	19	95	22	45	28
AREA XV TOTALS:	2781	471	2311	527	1102	683

* Taken from Iowa Employment Security Commission Summary

Thus, any person who is disabled, handicapped, and feasible for vocational rehabilitation is legally eligible for Vocational Rehabilitation services as provided by the State/Federal Program. This total then constitutes the demand for vocational rehabilitation services as identified in the Harbridge House research effort. The "screening process" methodology was designed to identify in four stages the following: (1) The number of people present in Iowa; (2) Of these, the number disabled; (3) Of these, the number handicapped by the disability; (4) Of these, the number feasible for vocational rehabilitation.

In estimating this demand, Harbridge House divided the population into two broad sub-populations, non-institutionalized persons and institutionalized persons. Detailed information on the methods utilized for the institutionalized population are presented in Part 2 and 3 of the study, and, since the institutionalized population constitutes less than one percent of Iowa's population, no detailed description will be given in this report. The figures represented in this report do include both the institutionalized and non-institutionalized persons. The main method utilized in determining the non-institutionalized population was the reliance on secondary sources and the making of adjustments necessary to meet the needs of the study. A statistical technique was used that is called a "prevalence-rate" approach. This approach relies on studies that established percentages or prevalence rates of pertinent characteristics. The prevalence rate approach produces meaningful results only when the sample population and the population being analyzed are generally similar and, if not appropriate, modifications made to achieve the desired results. Modifications utilized by Harbridge House were discussed in detail in Part 3. For clarity and illustrative purposes, a brief description of the four states of the general screening approach is given. A detailed technical description of the multi-stage screening process can be found in Part 3 of the original study. The four stages are:

STAGE 1: Identify persons in the general population of the State of Iowa.

In this stage the Harbridge House report identified the size of Iowa's general population for the State as a whole and distributed among the sixteen planning regions in the State for the planning years 1967 and 1975.

STAGE 2: Identify cases among the general population who are (or will be) disabled.

Being disabled is the first of the statutory pre-requisites to being eligible for Vocational Rehabilitation services. A definition of disabled was selected that would yield the most conservative and reliable estimate for planning purposes and one that would come the closest to satisfying the federal statutory definition that follows: "physical or mental disability means a physical or mental condition which materially limits, contributes to limiting, or . if not corrected - will probably result in limiting

an individual's activities or functioning." (NOTE: The original Harbridge House Study in their definition of disabled included behavioral disorders. This category of disability has been eliminated from the Rehabilitation Act of 1973.).

The estimates for this stage were calculated by applying a series of prevalence rates of disabled persons based on the health interview survey reported by the National Health Survey which was the most comprehensive and carefully controlled study of its type. An important advantage of this survey was that the data reported was based on the respondents' own evaluation of their disability. Thus, if a person does not regard himself as being disabled, it is unlikely that he will seek Vocational Rehabilitation services and. for planning purposes, does not constitute an effective part of the demand. This survey data was reported on non-institutionalized population. Therefore, the disability prevalence rates should be applied only to the non-institutionalized population. Harbridge House attempted to take into account the affects of under-reporting since it is certain that the prevalence of disability as reported in the House Survey is understated. There is an estimate of a range between 15% and 25% as a resonable accounting for under-reporting. The Harbridge House study upgraded the disability prevalence derived from the Health Interview Survey by 15%, 20% and 25% which were presented in this study as low, mid, and high-range estimates. In the compiling of this report, only the mid-range estimate was utilized.)

STAGE 3: Identify those among the disabled population who are (or will be) vocationally handicapped.

This stage identifies the disabled persons (STAGE 2) in the general population (STAGE 1) who are vocationally handicapped by their disability. These estimates include only those disabled persons severely limited in their major activity - work, play, or housekeeping, but only if he meets an additional requirement of being interested in being gainfully occupied. The Rehabilitation Act of 1973 changed the term "Gainful Occupation" to "Employability". The definition of employability is as follows: "Employability refers to a determination that the provision of Vocational Rehabilitation services is likely to enable an individual to enter or retain employment consistent with his capacities and abilities in a competitive labor market; the practice of a profession; self-employment; homemaking; farm or family work (including work for which payment is in kind rather than in cash); sheltered employment; homebound employment or other gainful work." Thus, a person who considers himself disabled but retired from the work force would not be considered vocationally handicapped. In this stage, the Harbridge House Study introduced the concept of labor force status. Data from the Bureau of Labor Statistics and the Iowa Employment Security Commission were used to determine, by age group, the labor force status of disabled as: (1) Unemployed; (2) Employed; or (3) Not in the labor force. Cross correlation of the above factors produced an estimate of the percentage of disabled persons who are vocationally handicapped.

STAGE 4: Identify those among the disabled and handicapped population who are (or will be) feasible.

The final state of the screening process produces the demand for vocational rehabilitation services based on the feasibility concept incorporated with the other stages. Not all disabled and handicapped persons are feasible. Persons who are disabled and handicapped may be considered feasible and thus eligible for Vocational Rehabilitation services only if such services may reasonably be expected to benefit the individual in terms of employability (the eligibility criteria regarding feasibility). In this stage Harbridge House utilized the National Vocational Rehabilitation Agency experience to estimate the percentage of disabled and handicapped persons who are also feasible. Applying this last stage prevalence rate to STAGE 3 produces the numerical estimates of demand for Vocational Rehabilitation services.

In developing this specific report on Area XV, the Harbridge House Study data for 1967 and their projections for 1975 were included. In addition, the availability of the 1970 census provided an opportunity to apply the screening process and the concept of "prevalence rate" to the hard core data supplied by the census. In making the various statistical computations on the 1970 census, the percentage figures utilized in presenting the 1967 data, as it relates to the State and then as it relates specifically to Area XV, were utilized. The percentage factors utilized in determining the estimate of 1975 were slightly different than those utilized for 1967 in the Harbridge House Study.

NUMERIC FINDINGS:

Utilizing the above methodology and the compiled statistics from Harbridge House for the years 1967 and 1975, this report includes the calculation of the 1970 census and is presented in ten tables. Each table includes a set of figures for the State of Iowa for 1967, 1970, and 1975, and a set of figures for Area XV for each of the three years. Table 1 concerns itself with the general population and the four stage screening process as defined in the methodology section. Tables 2 through 4 concern themselves with the breakdown by four age groups, and Tables 5 through 7 concern themselves with the breakdown by age groups in regard to the Rehabilitation Services Administration Disability Condition Categories. Tables 8 through 10 concern themselves with the Rehabilitation Services Administration Disability Condition Categories for the age group 17 to 44 and 45 to 64 since these are the two age groups which most significantly comprise the make-up of the client caseload of the Rehabilitation Education and Services Branch of the Department of Public Instruction which is the designated State Agency for provision of vocational rehabilitation services in Iowa. In comparing the tables comprised for this study with the corresponding tables in the Harbridge House Study, you will notice slight differences in numerical reporting. This results from the Harbridge House rounding off of figures and in no way attempting to produce accurate totals by adding columns down or across.

In working through the compilations for this report, an attempt was made to adjust these figures so that all columns add up appropriately and correspond to figures reported in previous tables so that there is a consistency throughout the entire report.

TABLE 1: This table describes the results of each of the four stages of the screening process and is derived by using the mid-range estimates listed in the Harbridge House Study. The years 1967, 1970, and 1975 are presented for both the State and Area XV. Comparison of the percentage figures in each of these four stages for the State of Iowa and Area XV will show that there are differences between Area XV and the State average. The State average finds 13.5% of disabled in relation to the general population of the State. In comparison, 15.2% of the disabled can be found in the Area XV general population. Of the disabled population, those considered handicapped represent 48.4% of the disabled Area XV population. In reviewing those feasible and in demand of Vocational Rehabilitation services based on computations from the disabled and handicapped total of the State, 89.4% are feasible as opposed to 89.5% of Area XV. Area XV then has 1.7% more disabled in their population than the State average, but 2.9 less than the State average of disabled population that is considered handicapped. A generalization could be made regarding these differences by reviewing the age group categories of the disabled (TABLE 2) which indicates that Area XV has a higher proportion of persons over age 65 which tends to decrease the percentage of those persons handicapped since handicapped as described in STAGE 3 assumes that the disabled person is pursuing employment opportunities.

TABLE 2: This table breaks down into age groups of the disabled population. (Relates to Table I-4, page I-21 of Part 2 and Table I-12, page I-43, of Part 2 of Harbridge House Study). The percentage breakdown in determining the 1967 figures were also utilized on the 1970 census figures. The State percentage for persons 16 years of age and below was 9.1% as compared to 7.3% of the same age group in Area XV. In the 17 to 44 age category, the State percentage was 20.7 as compared to 17% of Area XV. In the 45 to 64 age category, 28.3 of the State population as compared to 47.6% of the Area XV population. The Area XV over-65 category is 5.7% above the State average and 1.8% below the State average in the 16 and under age group. It also has an effect on the percentage of population increases and decreases in comparing the three years. The State population in comparing the Harbridge House 1967 figures and projected Harbridge House figures for 1975 show a 4.3 increase while Area XV was to sustain an 18.8% loss. In looking at the Harbridge House 1967 figures and comparing them with the 1970 census, we find a State population loss of 1% while Area XV has lost 11.6%.

TABLE 3: This table provides the breakdown by age groups for the portion of the population that is disabled and handicapped. The comparisons between the State and Area XV in the four age group categories are age groups 16 and under, State - 18.6%, and Area XV - 15.9%; age 17 through 44, State - 26.4%, and Area XV - 22.9%; age group 45 through 64, State - 35.6%, and Area XV - 37.7%; and in the over-65 age group, State - 19.4%, and Area XV - 23.5%. (This particular table relates to Table I-6 on page I-26 of Part 2 and Table I-14 on page I-47 of Part 2.) A comment in the Harbridge House Study is worth reporting in that the portion of handicapped persons among the disabled declines as the age of persons increases. They indicate that 98.6% of the 16 and under category are handicapped; age 17 to 44 - 61.5%; age 45 to 64 - 60.9%; and over-65 - 22.4%. These percentage figures, when applied to the below-the-average in the 16 and under population and above the State average in the over-65 population for Area XV, would indicate that the availability now, and in the future projection, of potential referrals that are disabled and handicapped, along with the fact that the State population in that area is rapidly decreasing, provides some basis for serious discussion in any planning for expansion of services in Area XV.

TABLE 4: This table provides the breakdown by age group for persons who are disabled, handicapped, and feasible for Vocational Rehabilitation services under the eligibility criteria of the State/Federal Program for Vocational Rehabilitation. This table then represents the demand for such services facing the State Rehabilitation Agency and other agencies and public/private organizations working together to meet the need demands of this population. (Relates to Table I-8, page I-30 and Table I-16, page I-51 of Part 2.) This comparison of the group feasible broken down by age groups is as follows: Age 16 and below, State - 18.6%, and Area XV - 15.9%; age 17 through 44, State - 26.2%, and Area XV - 22.8%; for age 45 through 64, State - 35.7%, and Area XV - 37.7%; and over-65, State - 19.5%, and Area XV - 23.6%.

TABLE 5: This table corresponds with Table 2 and Table 8 and represents the disabled population by RSA Disability Category and by age group. This classification by disability categories constitute only the primary disability and does not tabulate any of the secondary disabilities of the multi-handicapped individuals. (Relates to Table I-3, page I-20, Part 2.) This table shows only the breakdown of age categories for Area XV and then in the last column the State totals. The State breakdown can be found by referring to the corresponding table in the Harbridge House Study. The figures in each age group were compiled by taking the number of persons in each of the condition categories and dividing it by the number of persons in that specific age category to arrive at a percentage figure for that disability category. These percentage figures are not a part of the appendix of this report, but can be supplied upon request. These percentage figures vary slightly between the 1967 tabulation and the 1975 tabulation. The tabulation of the 1970 census for this report was based on the percentage figures of the 1967 tables. While

the age group categories vary from one planning region to another, it was generally assumed that the disability types would be distributed among the various planning regions within each age grouping in a manner more or less proportionate to the State average. There was some significant figures in the various disability categories by age group such as mental retardation constituting the highest percentage of the age 17 group with 66.2%. This same category fell off to only 11% of the 45 through 64 age group and only 1.7% of the over-64 age group while it remained also the highest disability category in the 17 to 44 age group with 29%. In the age group 45 to 64 the orthopedic deformities rank the highest with 24.9%. In the over-65 age group, cardiac and circulatory disorders represent the largest percentage at 25.3%. This particular disability category shows almost a reverasl of the mental retardation statistics in the other age groups in that only 4.4% of the 16 and under age group and 8.8% of the 17 through 44 age group are in the cardiac and circulatory category.

TABLE 6: This table provides the breakdown by age group of the disabled and handicapped population in each disability category. (Relates to Table I-5, page I-24 and Table I-13, page I-45 of Part 2.) The comments under Table 5 are appropriate also for this table with slight modification of the percentage figures for the disability categories in each age group, and are available on request.

TABLE 7: This table is broken down by age group and disability categories for the disabled, handicapped, and feasible population which provides the basic figures for sound planning in providing services to those persons who are in demand of Vocational Rehabilitation services. (Relates to Table I-7, page I-28 and Table I-15, page I-49 of Part 2.) The comments made under Table 5 are again appropriate for this specific table and only slight modification of the percentage of figures for each disability category under each age group is noted.

TABLE 8: This table consitutes a reduction of Table 5 in breaking down the disabled population by disability category only in the two age groups 17 and 44 and 45 through 64 that constitute the major proportion by age for the client caseload of the Rehabilitation Education and Services Branch. While age is not a factor in and of itself in determining eligibility for the R. E. S. B. services, it is given weight in determining the feasibility of an individual in moving toward employability after the provision of services as required as a part of point three of the basic eligibility criteria.

TABLE 9: This table is taken in part from Table 6 and constitutes the disabled and handicapped population by disability category in two age groups. Comments made under Table 8 are pertinent for this table.

TABLE 10: This table is taken in part from Table 7 and constitutes by disability category the disabled, handicapped, and feasible population in two age groups. Comments made under Table 8 are appropriate to this table.

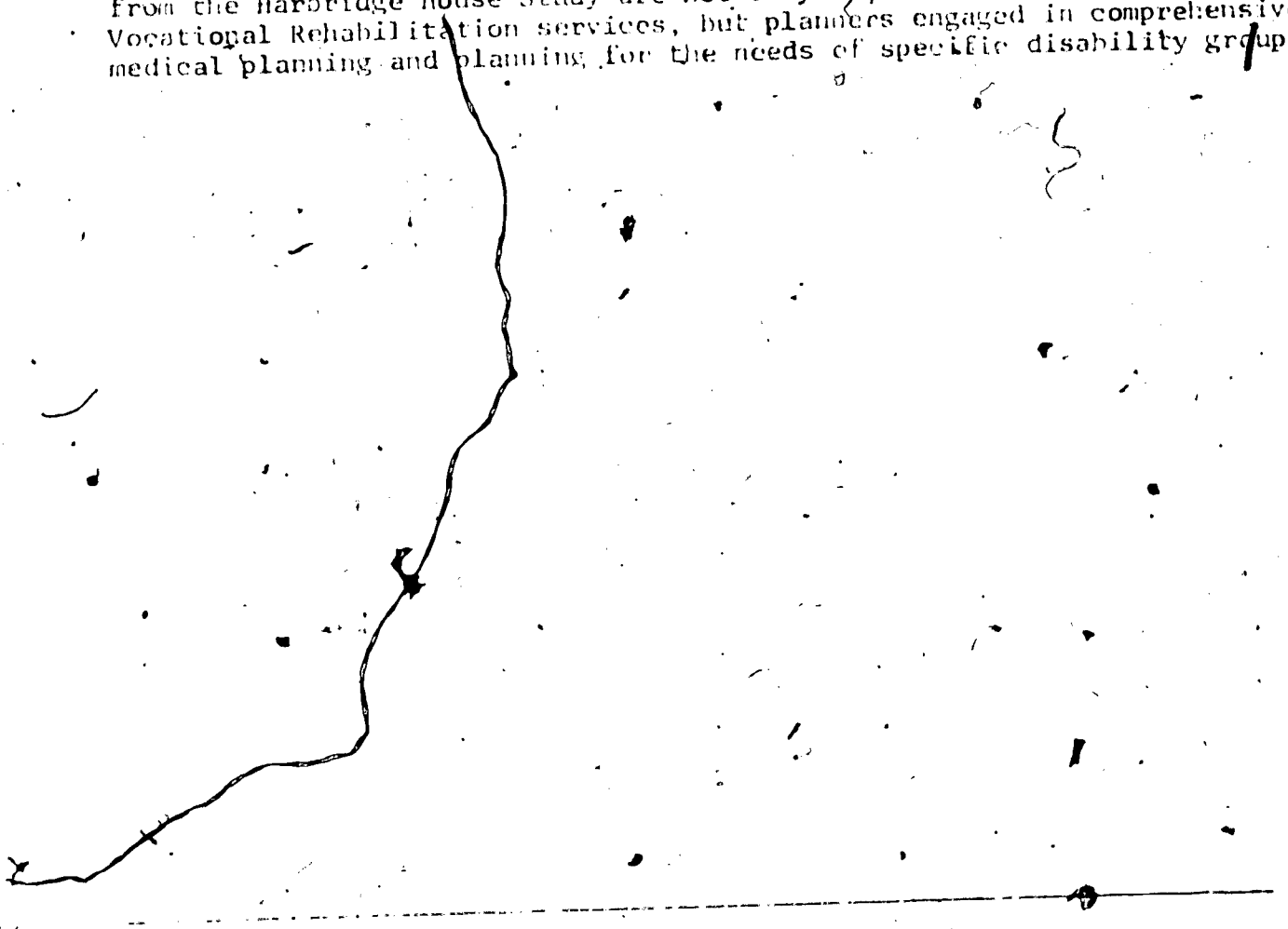
SUMMARY:

The most significant tables within this report are Tables 5 - 7 and Tables 8 - 10, as base data requirements in planning to meet some of the unmet educational/training needs of the disabled in Area XV. This data can be utilized in further county-by-county breakdown within Area XV utilizing the 1970 county population figures and applying the various prevalence rate of figures utilized by Harbridge House in their study. (Not all percentage figures are listed in this report, but can be requested from the source of the report.)

No indepth analysis was done on the figures prepared in this report, but review of the recommendations put forth by the Harbridge House Study, particularly as it relates to Part 2, Chapter 2, of the study would be helpful. Planners can utilize the base data in this report to provide questions and points of discussion that need to be considered in the development of a good sound plan. An example would be the review of the numbers of persons within each disability category and determining if some of these categories have general characteristics that might make it feasible to plan for various disability groupings. It might also give indication of whether it is feasible to attempt to plan alone for a relatively small group of persons or seek joint planning with other regional areas. Serious consideration should be given to the fact that the population of Area XV is showing significant decrease and the projected decrease proposes even more serious implications. Is this decrease tending to level off in future projections, decrease even more, or provide an upswing? These are important considerations as you look at the proposal for expanding provision of service.

In working with the data in this report, it would be wise to utilize the Harbridge House publication "Vocational Rehabilitation - A Plan For All Iowa" which is presented in three parts. This can give a planning group even more stimulation and ideas into exploring the uses of the basic data. In an effort to present as brief a narrative as possible to accompany these statistical tables, considerable paraphrasing and brevity was exercised. There are a couple of points in the Harbridge House Study which I shall quote directly: "It should be kept in mind that, for planning purposes, the value of findings based on projections is indicative, rather than definitive. Planning is an on-going process, and the information on which program planning is to be based must be periodically reviewed and revised as new sources of data become available and as new program needs develop". It was suggested that the 1970 census would make available to planners a whole new quantum of information and the 1970 census was incorporated as a part of this report.

The findings presented in this report and those which were incorporated from the Harbridge House Study are not only useful to planners of Vocational Rehabilitation services, but planners engaged in comprehensive medical planning and planning for the needs of specific disability groups.



Report compiled by David L. Mills, Chief, Resource Development Unit, Rehabilitation Education and Services Branch of the Department of Public Instruction, based upon request for statistical needs for Area XV by Dan Kent, Area Supervisor of the Rehabilitation Education and Services Branch, Ottumwa Area Office. Report completed on October 16, 1974.

TABLE 1

Persons In The General Population Disabled, Handicapped, and Feasible: 1967, 1970, and 1975

	STATE OF IOWA			AREA XV		
	1967	1970	1975	1967	1970	1975
General Population	2,852,810	2,824,376	2,980,000	174,020	153,825	141,220
Disabled	385,670	381,573	393,590	26,360	23,289	22,510
Disabled and Handicapped	186,650	184,529	191,340	12,000	10,592	9,880
Disabled, Handicapped and Feasible	166,860	165,043	171,070	10,730	9,479	8,840

TABLE 2

Persons In The General Population and Disabled by Age Group: 1967, 1970, and 1975

Age Group	STATE OF IOWA			AREA XV		
	1967	1970	1975	1967	1970	1975
Below 17	35,110	34,723	39,470	1,930	1,705	1,610
17 - 44	79,970	78,985	90,930	4,480	3,959	3,760
45 - 64	109,130	107,985	96,970	7,410	6,546	5,520
over 65	161,460	159,880	166,220	12,540	11,079	11,620
TOTAL	385,670	381,573	393,590	26,360	23,289	22,510

TABLE 3

Persons In General Population, Disabled, and Handicapped,
By Age Group: 1967, 1970, and 1975

Age Group	STATE OF IOWA 1967	1970	1975	AREA XV 1967	1970	1975
Below 17	34,620	34,322	38,960	1,910	1,685	1,590
17 - 44	49,190	48,716	55,820	2,750	2,428	2,310
45 - 64	66,590	65,692	59,210	4,520	3,990	3,370
over 65	36,250	35,799	37,350	2,820	2,489	2,610
TOTAL	186,650	184,529	191,340	12,000	10,592	9,880

TABLE 4

Persons in General Population, Disabled, Handicapped
And Feasible - By Age Group: 1967, 1970, and 1975

Age Group	STATE OF IOWA 1967	1970	1975	AREA XV 1967	1970	1975
Below 17	31,090	30,698	34,950	1,710	1,511	1,430
17 - 44	43,730	43,241	49,640	2,450	2,164	2,060
45 - 64	59,530	58,921	52,970	4,040	3,569	3,010
over 65	32,510	32,183	33,510	2,538	2,235	2,340
TOTAL	166,860	165,043	171,070	10,730	9,479	8,840

TABLE 5

Persons In General Population and Disabled:
By RSA Condition Category, By Age Group

RSA Condition Category	<17			17 - 44			45 - 64			65+			Area XV TOTAL			STATE TOTAL		
	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975
-- Visual Impairments	23	20	18	73	64	62	169	149	137	786	695	744	1,051	928	857	14,310	14,118	14,990
-- Hearing Impairments	28	25	22	58	51	49	67	59	55	237	209	223	390	344	336	5,570	5,724	5,870
-- Orthopedic Deformity or Impairment	207	183	158	951	840	808	1841	1627	1501	2,986	2,638	2,833	5,985	5,288	5,165	86,310	65,472	90,290
-- Absence or Amputation of Major & Minor Members	4	3	4	22	19	21	44	39	48	60	53	84	130	114	152	1,840	1,908	2,660
1- Mental, Psychoneurotic & Personality Disorders	71	63	54	403	356	330	474	419	392	508	449	481	1,456	1,287	1,320	22,010	21,750	23,070
2- Mental Retardation	1277	1128	1063	1299	1148	1026	817	721	733	217	192	221	3,610	3,189	3,827	61,240	60,670	66,910
3- Other Conditions Resulting from Neoplasms	13	11	9	57	51	49	109	96	88	151	133	144	330	291	287	4,800	4,579	5,010
1- Allergic, Endocrine, Metabolic & Nutritional Diseases	58	51	44	268	237	227	392	346	319	602	532	569	1,320	1,166	1,164	19,360	19,079	20,350
2- Diseases of the Blood & Blood-Forming Organs	5	4	4	26	23	22	62	55	50	88	77	84	181	159	154	2,600	2,671	2,700
3- Other Specified Disorders of the Nervous System	12	11	5	53	47	26	127	112	59	189	167	103	381	337	187	5,480	5,342	3,230
4- Cardiac & Circulatory Disorders	84	74	64	396	350	337	1461	1291	1192	3,168	2,798	3,003	5,109	4,513	4,209	70,900	70,259	73,590
5- Respiratory Diseases	33	30	26	157	139	130	299	264	244	351	310	333	840	743	739	12,350	12,210	12,820
6- Disorders of the Digestive System	43	38	32	198	175	169	514	454	420	811	717	768	1,566	1,384	1,329	22,350	22,131	23,240
7- Conditions of the Genito-Urinary System	32	28	24	147	130	125	235	208	190	356	315	338	770	681	673	11,250	11,066	11,800
8- Speech Impairments	7	6	5	23	20	20	50	45	50	54	48	84	134	119	159	1,980	1,908	2,580
9- Other Conditions & Impairments	33	30	78	349	309	355	749	661	42	1,976	1,746	1,608	3,107	2,746	1,983	43,320	42,739	54,240
TOTAL	1930	1705	1610	4480	3959	3760	7410	6546	5520	12,540	11,079	11,620	26,360	23,289	22,513	385,670	382,573	393,590

TABLE 4

Persons In General Population, Disabled, and Handicapped
By RSA Condition Category, by Age Group

Condition Category	<17			17 - 44			45 - 64			65+			Area Total			State Total		
	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975
ual Impairments	23	20	17	44	39	37	102	90	82	177	156	167	346	305	287	4,970	4,982	5,170
ring Impairments	28	25	22	35	31	30	41	36	33	53	47	50	157	139	132	2,420	2,399	2,550
mpedic Deformity Impairment	204	180	154	564	498	481	1113	982	909	670	591	634	2,551	2,251	2084	38,770	38,382	40,390
enc. Amputation of or & Minor Members	3	3	4	13	11	12	27	24	30	13	12	19	56	50	61	850	923	1,190
tal, Psychoneurotic Personality orders	66	59	51	307	271	250	316	279	263	119	104	112	808	713	697	12,850	12,732	13,510
tal Retardation	1275	1125	1059	792	699	628	503	444	451	50	44	51	2,620	2,312	2568	45,330	44,840	49,770
er Conditions sulting from Neoplasms	13	11	9	34	30	29	66	58	54	34	30	32	147	129	120	2,250	2,214	2,330
ergic, Endocrine, abolic & Nutritional eases	58	51	44	159	140	135	236	209	193	135	119	128	588	519	496	9,110	9,042	9,570
eases of the Blood & od-Forming Organs	5	4	4	15	13	13	38	34	31	20	18	20	78	69	69	1,180	1,107	1,230
er Specified Disorders the Nervous System	12	11	5	31	28	15	77	68	36	43	38	23	163	145	79	2,460	2,399	1,460
diac & Circulatory orders	84	74	64	235	207	200	885	781	719	710	627	673	1,914	1,689	1476	27,870	27,495	28,670
spiratory Diseases	34	30	26	93	83	80	181	160	148	79	69	74	387	342	328	5,960	5,905	6,220
sorders of the gestive System	43	38	33	118	104	101	311	275	253	182	161	172	654	578	524	9,810	9,780	10,140
ditions of the nito-Urinary System	32	28	24	87	77	74	141	124	115	80	71	76	340	300	289	5,250	5,167	5,490
ech Impairments	7	6	5	14	12	12	31	27	30	12	11	19	64	56	66	980	923	1,210
er Conditions & pairments	23	20	69	209	185	213	452	399	26	443	391	366	1,127	995	[illegible]	16,510	16,239	12,440
AL	1910	1685	1590	2750	2428	2310	4520	3990	3370	2820	2480	2610	12,000	10,582	[illegible]	190,570	184,529	191,340

TABLE

Persons in General Population, Disabled, Handicapped, and Feasible:
By RSA Condition Category, By Age Group

RSA Condition Category	≤17			17 - 44			45 - 64			≥65			All Ages		
	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975	1967	1970	1975
Visual Impairments	21	19	16	40	35	33	92	81	75	159	140	150	312	275	294
Hearing Impairments	27	20	21	32	28	27	36	32	30	28	22	23	123	102	101
Orthopedic Deformity or Impairment	183	161	139	509	449	434	1001	885	811	648	582	571	2341	2077	1955
Absence or Amputation of Major & Other Members	3	3	4	12	11	11	20	21	20	12	11	17	47	46	52
Mental, Psychoneurotic & Personality Disorders	59	52	45	268	236	218	273	252	227	102	96	96	702	636	586
Mental Retardation	1138	1005	950	693	612	589	442	390	399	92	82	94	2365	2089	2032
Other Conditions Resulting from Neoplasms	11	10	9	41	37	35	59	52	48	30	27	29	141	126	121
Allergic, Endocrine, Metabolic & Nutritional Diseases	52	46	40	143	127	122	212	187	173	121	107	115	528	467	450
Diseases of the Blood & Blood-Forming Organs	4	4	3	13	12	12	33	30	28	18	16	17	68	62	60
Other Specified Disorders of the Nervous System	11	10	4	28	25	14	69	61	33	48	54	21	156	150	72
Cardiac & Circulatory Disorders	76	67	58	212	187	161	734	648	562	460	406	351	1482	1308	1132
Respiratory Diseases	30	27	23	88	79	72	163	146	134	71	63	57	352	315	286
Disorders of the Digestive System	39	34	29	105	94	91	286	253	228	143	126	115	573	507	463
Conditions of the Genito-Urinary System	29	25	22	78	69	67	127	112	104	73	64	56	307	270	249
Speech Impairments	6	5	4	12	11	11	27	24	22	13	12	12	58	52	49
Other Conditions & Impairments	21	19	53	189	167	191	407	359	413	344	303	420	961	848	1077
TOTAL	1890	1687	1615	2965	2610	2608	4980	4384	4317	2503	2210	2344	12338	10891	10884

TABLE 8

Persons in General Population and Disabled: By RSA Condition Category, By Age Group

RSA Condition Category	17 - 44			45 - 64			TOTALS		
	1967	1970	1975	1967	1970	1975	1967	1970	1975
1-- Visual Impairments	73	64	62	169	149	137	242	213	199
2-- Hearing Impairments	58	51	49	67	59	55	125	110	104
3-- Orthopedic Deformity or Impairment	951	840	808	1841	1627	1501	2792	2467	2309
4-- Absence or Amputation of Major & Minor Members	22	19	21	44	39	48	66	58	69
50- Mental, Psychoneurotic 51- & Personality 52- Disorders	403	356	330	474	419	392	877	775	722
53- Mental Retardation	1299	1148	1026	817	721	733	2116	1869	1759
60- Other Conditions Resulting from Neoplasms	57	51	49	109	96	88	166	147	137
61- Allergic, Endocrine, Metabolic & Nutritional Diseases	268	237	227	392	346	319	660	583	546
62- Diseases of the Blood & Blood-Forming Organs	26	23	22	62	55	50	88	78	72
63- Other Specified Disorders of the Nervous System	53	47	26	127	112	59	180	159	85
64- Cardiac & Circulatory Disorders	396	350	337	1461	1291	1192	1857	1641	1529
65- Respiratory Diseases	157	139	134	299	264	244	456	403	378
66- Disorders of the Digestive System	198	175	169	514	454	420	712	629	589
67- Conditions of the Genito-Urinary System	147	130	125	235	208	190	382	338	315
68- Speech Impairments	23	20	20	50	45	50	73	65	70
69- Other Conditions & Impairments	349	309	355	749	661	42	1098	970	397
TOTALS	4480	3959	3760	7410	6546	5520	11890	10505	9280

TABLE 9

Persons In General Population, Disabled, and Handicapped
By RSA Condition Category, By Age Group

RSA Condition Category	17 - 44			45 - 64			TOTALS		
	1967	1970	1975	1967	1970	1975	1967	1970	1975
1-- Visual Impairments	44	39	37	102	90	82	146	129	119
2-- Hearing Impairments	35	31	30	41	36	33	76	67	63
3-- Orthopedic Deformity or Impairment	564	498	481	1113	982	906	1677	1480	1387
4-- Absence or Amputation of Major & Minor Members	13	11	12	27	24	30	40	35	42
50- Mental, Psychoneurotic 51- & Personality 52- Disorders	307	270	250	316	279	263	623	549	513
53- Mental Retardation	792	699	628	503	444	451	1295	1143	1079
60- Other Conditions Resulting from Neoplasms	34	30	29	66	58	54	100	88	83
61- Allergic, Endocrine, Metabolic & Nutritional Diseases	159	140	138	236	209	193	395	349	328
62- Diseases of the Blood & Blood-Forming Organs	15	13	13	38	34	31	53	47	44
63- Other Specified Disorders of the Nervous System	31	28	15	77	68	36	148	96	51
64- Cardiac & Circulatory Disorders	235	207	200	885	781	719	1120	988	919
65- Respiratory Diseases	93	83	80	181	160	148	274	243	228
66- Disorders of the Digestive System	118	104	101	311	275	253	429	379	354
67- Conditions of the Genito-Urinary System	87	77	74	141	124	115	228	201	189
68- Speech Impairments	14	12	12	31	27	30	45	39	42
69- Other Conditions & Impairments	209	185	213	452	399	26	661	584	239
TOTALS	2750	2428	2310	4520	3990	3370	7270	6418	5680

TABLE 9

Persons In General Population, Disabled, and Handicapped
By RSA Condition Category, By Age Group

RSA Condition Category	16 - 44			45 - 64			TOTALS		
	1967	1970	1975	1967	1970	1975	1967	1970	1975
1-- Visual Impairments	44	39	37	102	90	82	146	129	119
2-- Hearing Impairments	35	31	30	41	36	33	76	67	63
3-- Orthopedic Deformity or Impairment	564	498	481	1113	982	906	1677	1480	1387
4-- Absence or Amputation of Major & Minor Members	13	11	12	27	24	30	40	35	42
51- Mental, Psychoneurotic & Personality Disorders	309	270	250	316	279	263	625	549	513
52- Mental Retardation	792	699	628	503	444	451	1295	1143	1079
60- Other Conditions Resulting from Neoplasms	34	30	29	66	58	54	100	88	83
61- Allergic, Endocrine, Metabolic & Nutritional Diseases	159	140	135	236	209	193	395	349	328
62- Diseases of the Blood & Blood-Forming Organs	15	13	13	38	34	31	53	47	44
63- Other Specified Disorders of the Nervous System	31	28	15	77	68	36	108	96	51
64- Cardiac & Circulatory Disorders	235	207	200	885	781	719	1120	988	919
65- Respiratory Diseases	93	83	80	181	160	148	274	243	228
66- Disorders of the Digestive System	116	104	101	311	275	253	429	379	354
67- Conditions of the Genito-Urinary System	87	77	74	141	124	115	228	201	189
68- Speech Impairments	14	12	12	31	27	30	45	39	42
69- Other Conditions & Impairments	209	185	213	452	399	26	661	584	239
TOTALS	2750	2428	2310	4520	3990	3370	7270	6418	5680

TABLE 10

Persons in General Population, Disabled, Handicapped, & Feasible:
By RSA Condition Category, By Age Group

RSA Condition Category	17 - 44			45 - 64			TOTALS		
	1967	1970	1975	1967	1970	1975	1967	1970	1975
1-- Visual Impairments	40	35	33	92	81	75	133	116	108
2-- Hearing Impairments	32	29	27	36	32	30	68	60	57
3-- Orthopedic Deformity or Impairment	509	449	434	1001	884	815	1510	1333	1249
4-- Absence or Amputation of Major & Minor Members	12	11	11	24	21	26	36	32	37
50- Mental, Psychoneurotic 51- & Personality 52- Disorders	268	236	218	273	242	227	541	478	445
53- Mental Retardation	693	612	549	442	390	396	1135	1002	945
60- Other Conditions Resulting from Neoplasms	31	27	26	59	52	48	90	79	74
61- Allergic, Endocrine, Metabolic & Nutritional Diseases	143	127	122	212	187	173	355	314	295
62- Diseases of the Blood & Blood-Forming Organs	13	12	12	33	30	28	46	42	40
63- Other Specified Disorders of the Nervous System	28	25	14	69	61	33	97	86	47
64- Cardiac & Circulatory Disorders	212	187	181	795	702	647	1007	889	828
65- Respiratory Diseases	84	74	72	163	144	132	247	218	204
66- Disorders of the Digestive System	106	94	91	280	247	227	386	341	318
67- Conditions of the Genito-Urinary System	78	69	67	127	112	103	205	181	170
68- Speech Impairments	12	11	11	27	24	27	39	35	38
69- Other Conditions & Impairments	189	167	192	407	360	23	596	527	215
TOTALS	2450	2164	2060	4040	3569	3010	6490	5733	5070

CURRICULUM
9-12, AREA XV

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO:

CURRICULUM 9-12

AREA XV

1973-74 SCHOOL YEAR

BOB MORRISSEY
RESEARCH-COORDINATOR

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SOURCE OF INFORMATION

The information in this report was obtained through the cooperation of the Planning and Management Information Branch of the Iowa Department of Public Instruction and the local school districts of Area XV.

PURPOSE OF CURRICULUM STUDY

1. To get an overview of the present opportunities in exploratory and preparatory programs in the high schools of Area XV.
2. To generate a picture of the numbers of students involved in the various courses of study offered in the high schools of Area XV.
3. To serve as a guide later in our study in assisting us with data necessary to recommendations involving course offerings, areas of possible cooperative ventures, etc.
4. To serve as a guide in comparing course offerings with opportunities for placement in careers (locally, Area XV, state, nation)

EXPLANATION OF TABLES

TABLE 1: General Classifications are those that the D.P.I. has designated as major areas of study. The "Other" classification and Project 2615 are courses of study for which no major classification presently exists.

Classification numbers represent the limits of the numbered courses that fall within the classification.

The columns under "No. of Courses Offered" represent the number of different course offerings by classification that were represented in the high school curriculums (9-12) of Area XV and within the entire state for school year 1973-74.

TABLE 2: General Classifications are those that the D.P.I. has designated as major areas of study. The "Other" classification and Project 2615 are courses of study for which no major classification presently exisits.

Classification numbers represent the limits of the numbered courses that fall within the classification.

The "Enrollment" column represents the total number of students who are enrolled in courses that fall under the various general classifications.

The "% of Total Course Enrollment" column lists the percent of student enrollments that the various general classifications represent.

TABLE 1

GENERAL CLASSIFICATIONS

COURSE OFFERINGS IN IOWA AND AREA XV FOR 1973 - 1974 (GRADES 9 - 12)

GENERAL CLASSIFICATIONS	CLASSIFICATION NO.	NO. OF COURSES OFFERED AREA XV	NO. OF COURSES OFFERED STATEWIDE
AGRICULTURE	100 - 299	21	45
ART	300 - 508	11	68
BUSINESS EDUCATION	600 - 896	31	95
DISTRIBUTIVE EDUCATION	1000 - 1012	1	6
ENGLISH ARTS	1100 - 2192	74	345
FOREIGN LANGUAGE	2300 - 2444	14	27
HEALTH AND PHYSICAL EDUCATION	2500 - 2748	3	29
HOMEMAKING	2800 - 3114	36	96
INDUSTRIAL ARTS	3204 - 3428	29	48
MATHEMATICS	3500 - 3884	22	110
MUSIC	3900 - 4020	12	46
SCIENCE	4100 - 4488	34	112
OFFICE EDUCATION	4600 - 4648	2	13
SOCIAL STUDIES	4700 - 5432	50	223
TRADES AND INDUSTRY	5500 - 5988	36	165
DRIVER EDUCATION	6100 - 6104	1	2
OTHER:			
Data Processing	6248	1	N/A
Audio Visual	6320	1	N/A
Career Education	6360	1	N/A
Project 2615 (Small Engine, Appliance Repair, Data Processing, Graphic Arts, Law Enforcement, Air Occupations, Building Trades)	N/A	7	N/A

TABLE 2

GENERAL CLASSIFICATIONS

ENROLLMENT AND PERCENTAGE OF THE

TOTAL COURSE ENROLLMENT IN AREA XV FOR

. . . 1973-74 (GRADES 9-12)

GENERAL CLASSIFICATIONS	CLASSIFICATION NO.	ENROLLMENT	% OF TOTAL COURSE ENROLL.
AGRICULTURE.	100 - 299	1,288	1.767
ART.	300 - 508	1,614	2.214
BUSINESS EDUCATION	600 - 896	5,939	8.148
DISTRIBUTIVE EDUCATION	1000 -1012	48	.065
ENGLISH ARTS	1100 -2192	13,404	18.389
FOREIGN LANGUAGE	2300 -2444	1,369	1.878
HEALTH AND P.E.	2500 -2748	9,149	12.551
HOMEMAKING	2800 -3114	3,493	4.792
INDUSTRIAL ARTS.	3204 -3428	2,669	3.661
MATHEMATICS.	3500 -3884	5,405	7.415
MUSIC.	3900 -4020	4,326	5.935
SCIENCE.	4100 -4488	6,158	8.448
OFFICE EDUCATION	4600 -4648	109	.149
SOCIAL STUDIES	4700 -5432	13,296	18.241
TRADES AND INDUSTRY.	5500 -5988	2,971	4.076
DRIVER EDUCATION	6100 -6104	1,498	2.055
OTHER.	N/A	153	.209
	TOTAL COURSE ENROLLMENT:	72,889	99.993

COURSE OFFERINGS 9-12 BY SCHOOL DISTRICT
AREA XV 1973-74

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
100	AgI-An S.C.		(27)			(22)	(17)	(39)	(10)	34			(12)		(17)	(10)	(25)	(11)	(24)		(32)		(19)	33	(17)		
104	AgII-Plant S.C.					(19)	(7)	(45)	(12)	24			(15)		(20)	(7)	(8)	(10)	(16)				(12)	13	(13)		
108	AgIII-Ag Mech.		(*19)			(22)	(15)	(46)	(10)	20			(13)		(*10)	(16)	(13)	(18)	(11)				(9)	8	(7)		
112	AgIV-Farm Manag.					(11)		(17)	(8)	20			(14)		(*6)	(9)	(7)	(13)	(12)				(6)	(8)	(7)		
116	Ag V																				(*18)						
124	Ag-Bus.																				(*11)						(*21
12	Ag-Const.																										(*23
127	Ag-Engineer.																										(*20
136	Ag Machinery															(12)					(*15)						
140	Ag Mech.		(*32)																								
141	Ag Mech II														(*7)												
143	Ag Occupations		(*10)																								
160	Ag Rel/Coop.																	(*2)									
168	Ag Shop I																				(*22)						
184	Agronomy																										(*10
186	Ag-An. Sci.																										(*15
187	An. Sci-II														(*8)												
192	Farm Mgemt.																				(*21)						
200	Horticulture						(14)								(*9)								(*8)				(*22
210	Plant Propagate																										(*20
212	Soil & Crops														(*4)						(*19)						
300	Art I	7	74		*15	48	63	12	45	*87	12	14	43		14	20	17	8	94	138	29	8	9	31		9	40
304	Art II	3	18		* 2	41	26		29	*46	4		8		4	9	22	18	30	48	10	18	(11)			7	14
308	Art III		11		3	16	10		16		1		3		5	12			6	26	4	1					9
312	Art IV					7														9							
336	Art-Commercial																12										
340	Art Crafts	6						*70										23						*14		*34	
344	Art Crafts-II																									*30	
348	Art-Exper.																			*20							
404	Audio Visual TR																			*45							
464	Paint/Water																							*16			
47	Sculpture																							*23			
600	Acct. I		19																								
620	Bkkg. I	3		6	17	60	(25)	(40)	23	*56	(13)	(13)	47	(15)	(25)	15	(24)	(57)	*102	78	38	(14)	(22)	45	31	32	30
624	Bkkg II					*29												(6)			2						11
628	Bus I-Intro																										*9
640	Bus. Arith	*6			*16		(57)			*35														*24			*19
652	Bus Ed-Consumer																			141							
660	Bus. Eng.																							*18			
664	Bus. -General																(13)			100		(*11)	(20)	*24			
672	Bus. Law I	*6			*15	*29	(*14)		*17	*65	(*16)							*24			*34					*	*15

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
680	Bus. Mach.																										*10
700	Bus. Survey				*12																						
704	Bus. Training																						(23)				
711	Clerc. Pract. I																				13						
716	Data Proc-Intro		*12				(*12)																				*25
740	Finance-Personal		*19																								
768	Off-Clerk-Gen.																		10								
776	Off. Practice		(9)	3	(16)	13	(13)	(23)	19	24			11		(14)	4		(11)	18	17		(13)		(8)			*15
784	Off. Procedures																								7		
804	Recordkeeping							*20												75	*13						
816	Sales & Merch.																			*87							
824	Sec. Training	4									(8)												(14)				5
828	Shorthand I		(*33)	8	(11)	26	(17)	(35)	19	36	(5)	(9)	7	(14)	(11)	10	(4)	(11)	15	77	8	(7)	(13)	15	6	20	13
832	Shorthand II				(*3)			(11)	*10		(4)	(2)						(3)	8	11				(*7)	1	6	
836	Shorthand III						(8)																				
848	Steno/Sec. Rel.		(9)							11																	
852	Transcription		(*12)					(11)																			
856	Typing I	4	*118	10	63	130	(74)	(137)	48	*197	(23)	(5)	58	(8)	65	25	(34)	(42)	*125	525	24	(32)	(36)	68	42	94	*74
860	Typing II			* 7	(17)	22			*12	*41		(9)	9		(*10)		(9)	(15)	*50	386			(15)	(*9)	7	24	*35
864	Typing III		(*59)							*13		(5)								*115							*14
866	Typing IV																			*92							*14
872	Typing-Personal					*44								(*6)				*10			*18		*8		*2		
1000	Distri. Ed.																		(15)	(+33)							
1100	Eng. I	10		30	105	171	145	164	63	230	22	22	59	25	61	55	49	60	231	1125	73	30	48		59	96	
1104	Eng. II	7		19	72	140	158	153	73	255	20	20	73	22	60	42	43	47	*208		52	27	43		39	73	
1108	Eng. III	7		*20	86			157			10			25		45					22	27	*38		*50		
1116	Eng. IV	3		* 8	23			42						10		11						11	12		*22		
1172	Eng. 10/Pract.																				28						
1192	Eng-College				*52										11			*10			28						
1224	Eng-Individual.				* 4																						
1236	Eng. Modern		*18																								
1256	Eng. Usage I																										68
1284	Reading I																			*104							
1312	Reading Develop.							*5	*18																		
1316	Read-Guided																										*40
1320	Reading-Individ.		53			*48	*44											*32	*68	*598							
1338	Reading-Problems																							*14			
1348	Read.-Skills																										*38
1356	Read.-Title I-Rem.																										*25
1380	Communications																		*142								*25
1384	Communications-Adv.														19												
1396	Communications-Jr.														25												
1100S	Summer Eng. I.																										

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
1416	Communica.Skill-I																			(89)							
1436	Commun.-Other							(19)																			
1448	Grammar		*62										*25						*130								
1508	Lang. Arts-Oral																							*77			
1556	Lit-I-Amer.			*20		*171			5			19	47				25			576			*38		*50	* 9	*72
1560	Lit II-Amer.									*26										*187						*19	*70
15	Lit I-English			* 8		* 50	*24		*12	*21		8	* 7				13			*12			*12	*11	*22	*11	*43
15	Lit II-English									*11										* 9							*40
1600	Lit-Contemp.					*18	*115																				
1640	Lit-Modern																	*56									
1684	Lit-World										(10)						*18								*22	*25	*40
1686	Lit-World II		*12																								
1696	Lit-Other		*44																								
1718	Fiction-SCI		*83																								
1740	Literary Forms																						*48				
1742	Literary-TV																						* 9				
1744	Masterpiece-Am.					*39								* 5													
1752	Mythology																						*72				
1772	Story-AmericanShort		*59											*22				*74									
1780	World Masters																			123							
1784	Poetry-American													* 8													
1788	Poetry-Modern									*20								*32									
1800	Short Story/Poets									*156																	
1828	Novels I																	*180								*19	
1836	Novels-American		*19							*18				*25			*28										
1852	Humanities I						57	24		*10								*40						*23			
1860	Composition I		*61				*124											*100								*92	*42
1864	Composition II						*53																			*28	
1868	Advanced Composition								5	*13										*49							*40
1896	Rhetoric																							*48			
1904	Journalism I		*10				15			*110								6	*60					(*9)			
19	Journalism II		*5																								
19	Journ.-Photo.																										*24
1928	Publications			7																							
1936	Writing I-Creative		*9			*14				*19																	*20
1944	Writing Basic																			*127							
1968	Writing-Essay																							*27			
1972	Writing-EXPOS									*126																	
1992	Writing-Lab					*64												*100						* 8			
1996	Writing-Lab Adv					*90																					
2004	Writing & Lit II													19													
1556S	Lit-I-Amer.-Summer																			*11							
1560S	Lit II-Amer.-Summer																			* 7							

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
2040	Argumentation																		*32								
2048	Debate																							* 6			
2060	Forensics									*15																	
2076	Mass Media					*48			*10										*72					*37		*77	
2078	Media-Adv.																	(*22)									
2080	Oral Interpre.									*17										*12							
2096	Public Speak. I																		*18								
21	Speech I		*103		37	*50	30	*10	*13	*277	3		13	12	*15	8		9	*208	*70	*13	14	*15	*78		*31	*18
2116	Speech II									*13								25		*20							*20
2140	Acting																									*15	
2144	Drama I																			*35							
2148	Drama II																			*12							
2164	Dramatics I			6				*42		*13		5			* 9								*15	*10	30		*40
2180	Theatre & Product.																			*92							
2300	Latin I						8													18							
2304	Latin II																			1							
2328	French I				9	25		17		42		15	19	4					17	54	3	13		44	7		
2332	French II					6		3		36		4	2	5			7		8	32		3		6	1		
2336	French III					5				14										8							
2340	French IV					7														7							
2356	German I	2		18															14								
2360	German II																		11								
2372	German-Other			22																							
2412	Spanish I		23			60	68	27	11	115	9				8	8		8	44	114			5			13	43
2416	Spanish II		2			39	29	12	5	32	2				2			6	22	23			2			9	9
2420	Spanish III					9			6	16									22	13						7	
2424	Spanish IV					7			4	12										4							
2428	Spanish/Other								2																		
2504	First Aid											*10															
2508	Health I								*30			*3			*25												
2596	P.E.(B & G)	31	627	93	287	506	546	505	260	887	85	82	232	89	232		142	220	600	2105	247	79	167	368	207	328	154
2804	Bachelor Surv.									*16								(*10)							(*20)		
28	Cloth/Textile			*10																							
2812	Cloth & Textiles	*3				(*46)				*39					(*19)												
2816	Clothing I		*70								(*3)									59						*12	(*19)
2820	Clothing II																			*53							
2824	Clothing-Adv		*11															(*10)									
2832	Clothing Service	*3																									
2836	Child Develop.									*24	(*6)									64				*11			(*31)
2858	Cullinary																							*17			
2864	Finance -Family																										(*0)
2868	Foods-I											(*16)								*180					(*14)		

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	Acl	Alb	Bla	Car	Cen	Cha	Cod	Edd	Fai	Fov	Fre	Har	Hed	Heo	Kor	Mou	Mom	Nok	Ott	Pek	Rus	Sey	Sig	TrC	Vab	Way
2872	Foods, II																			*20							
2876	Foods-Adv																				(*24)						
2888	Foods-Nutrition		*57							(*10)																	
2892	Foods/Nutrition					(*46)			(*16)	*43					(*14)												(*25
2896	Food Nutr/Gen.			*5																							
2908	Home Mgemt.								(*16)																		
2912	Home & Mgemt-Gen.																			*38							
29[illegible]	Home Ec I-Compre.		43		30	(51)	(37)	(62)	(33)	57	(10)	14	(23)	12	(13)	(32)	(20)	22		181	(24)	(12)	(23)	59	(28)	47	(26)
2920	Home Ec II-Compre.				31		(30)	(40)	(7)			6	(14)	9		(15)	(12)	14	(60)	59	(10)	(5)	(15)			19	
2924	Home Ec III-Compre.				30		(12)	(29)						(5)		(7)	8						(2)				
2928	Home Ec IV-Compre.				*28		(26)							(4)		(17)							(4)				
2948	Homemkg for Boys													7						*25			(*10)				
2960	Homemkg/General			10																							
2992	House Decorating	*3						(*28)	*41																		
2996	House/Home Furn.		*14														(*14)										
3000	Housing			*10						(*6)			(*16)		(*4)					*42							
3016	Living-Family			10					*19	*106	(*10)		(*24)		(*20)			(*17)		*256					(*27)	*22	(*25)
3026	Needlecraft							(*25)																			
3040	Rel/Gen./Fam.																				(*29)						
3044	Relation-Family	*5	*56					(*57)																			
3048	Sewing-Basic																								(*28)		
3050	Sewing II																						(*22)				
3052	Sewing-Adv.						(23)																				
3084	Care of Children			* 5																							
3204	Ceramics I																							*16			
3212	Electricity		20		14	37	(*23)	*9	*27	(*8)								(*7)			*30			*11			*18
3216	Graphic Arts						(18)													*46							
3217	Graphic Arts II																			*27							
3220	Ind Arts I	3	78		46							(17)	10	(5)		(25)	(30)	96		217		(5)	67				22
3224	Ind Arts II	3									(8)	(8)	(7)	(19)		(16)	(14)					(10)	18				21
3228	Ind Arts III	6											(5)	(12)								(4)					
32[illegible]	Ind Arts IV	5											8	(11)								(3)					
3240	Ind Arts-Explore.								*66																		
3242	Ind Arts-Ind.																(*15)										
3260	Mech. Drawing													(2)	14					*45	*33						9
3261	Mech. Drawing II																			*40							
3264	Mech-Home								*57																		
3268	Mech-General							*46																			
3272	Mech-Power		(*97)	7	(34)																						*24
3276	Mech-Adv Power				14																						
3280	Mech-Gen. Auto		(*35)			(18)											(21)	*45		*66	*20		(45)			1	4

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AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
3284	Mech II-Auto																		40								
3292	Orientation							155																			
3296	Plastics							(*53)												*116							
3300	Plastics-Indus.						(19)																				
3308	Repair-Home								*46																		
3312	Shop I-General					67		(40)																	27		
3316	Shop II-General									107																	
33[redacted]	Shop-Auto										(5)																
3332	Shop-Girls													*5													
3344	Vocations																										*12
3348	Ind Arts-Other					8																					
3352	Mech-Other Auto																			*65							
3500	Algebra I	10	116	22	45	110	83	106	36	130	22	18	47	22	35	31	28	34	201	277	38	27	26	63	42	71	50
3508	Algebra II	4	15	3	12	51	30	21	20	56	6	7	20	7	9	11	9	18	26	98	14	4	2	17	23	50	30
3512	Algebra III																		66								
3528	Algebra-Intro.																			285							*29
3564	Math-College			2								4					5							8	*11		
3576	Math-Applied																			*60							
3580	Math I-Bus							*6		7																	
3592	Math-Computer							*9											105								
3596	Math-Consumer		22					*44	*10									12			38						
3612	Math-Shop																			*25							*10
3632	Problems-Intro.																							65			
3636	Math-Other								50																		
3660	Math I-General	* 3	91	9	67	81	81	52	34	66	4	4	21	5	27	20	23	31	84	147		5			19	26	*24
3664	Math II-General												22		43							14			17		
3704	Geom-Analytical				* 5										*6												
3712	Geometry-Fused			7		74				101	9																
3720	Geometry-Plane	* 3	40		15		42	54	13			15	28	6	14	13	14	15	122	214	32	12	9	20	22	16	34
3740	Analysis-Math								*9	13											3						*4
3760	Math-Sr. Adv.	1	* 5											24		6				76		4				10	*4
3768	Math-SR Topical					11		5					15										(4)				
37[redacted]	Slide Rule																		*30								
3792	Trigonometry				* 5		8		*9					6	*6			4	*23						*11		
3900	Band								*149																		57
3904	Choir								*43																		
3908	Chorus-B/G				*55																						
3912	Chorus-Mixed																							*64			
3916	Glee Club				*30				*12						*70									*47			
3920	Instrumental	*12	*119	*41	*50	86	66	*106	*131		*48	21	*47	*31	*40	*63	35	*60	*156	297	*42	*28	*60	65	*72	55	
3932	Madrigals																			38							

3500S Algebra I-Summer *2

3576S Math Applied-Summer 3

3660S Math I-Gen.-Summer

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
3936	Music Apprec.			4		11			*7	*13		*4										7					
3952	Music-Exploring																			22							
3976	Music Theory I														*2						4						
3988	Music-Vocal	* 6	*142	* 27	*61		*164	*53	*200		*47	30	*60	*8	*80	*58	50	*46	*165	329	*48	*30	*35		*70	32	70
3992	Orchestra																		*26	89							
4100	Gen. Science I	10									22	22	59	25		52	49				71	29	(51)			26	
4104	Gen. Science II																			415							
41	Science-Adv.										11									*14							
4124	Science -ISCS-Gr 9																			95							
4156	Science Seminar													*6													
4172	Science & Health																										
4174	Science & Society													*10													
4180	Science-Other					6																					
4212	Anatomy								*63					*21													
4220	Biology I	7	61	16	92		72	135	23	250	21	20	37	22	36	43	43	*28	146	260	32	25	(22)	70	45	57	62
4224	Biology II		14						8																		48
4228	Biology-Adv	*3						*15													18			13	6		
4244	Bio-BSCS-Blue							20																			
4252	Bio-BSCS/Yellow					130																					
4272	Biology-Field		*12																								
4304	Conservation																	*10									
4316	Ecology		*119																								
4320	Physiology			6			*29					*8					16			*68						10	
4344	Biology-Other																										*25
4348	Chemistry-I	(5)	33	(8)	25	38	38	24	56	59		11	13	7	12	6	(9)	10	46	118		(4)	(4)	25	16	16	29
4352	Chemistry-II		* 7																								
4356	Chemistry-Adv								*15															24			
4374	Chemistry Lab.													*11													
4388	Chem. Study																				11						
4396	Physics I		*11	(5)	5		14	8	7	31	(8)	5	12	7	7	4		4	25	52			(1)	10	4	5	(10)
4424	Physics Project																				7						
4428	Physics-PSSC					10																					
44	Phy Science I			30	105				28	109					61			62	176	97				79	55	70	
4456	Phy Science-IPS		150				10													*21							
4460	Astronomy						*11													*74							
4464	Geology																			*52							
4472	Science-Aviation		*12					(*17)												*58							
4476	Science-Earth				*142		144	157	27									62									19
4488	Science-Space				*142																						
4604	Office Ed.									12									(14)	(+48)						(+12)	
4636	On the job-Off.Ed				(+23)																						
4448S	Phy Sci I-Summer																										

	COURSES	Act	Alb	Bla	Car	Cen	Cha	Dac	Edd	Fai	Fal	Fre	Har	Hed	Keo	Mor	Mou	Mo	Osk	Ott	Pek	Rus	Sey	Sig	Tri	Val	Way
4700	Anthropology							*44		*61																	
4712	Culture-Asian							14																			
4744	Culture-World									*20																	
4748	Culture I-World									*60																	
4780	Economics I	* 3		*11	15	*90	*140	*19	*20	*14	*12	(16)	12	*10	*53	*27	20	(5)		*48		*18	(36)	(*38)	*13	*77	*35
4796	Economics-Consumer									*90										*132							
4840	Geography I	* 3					20		36			*38			*53	* 7				20							
4848	Geography I-World																18			101				*17			
4856	Geography II- World																			37							
4860	Geography-Anglo/Am.																				*35						
4868	Geography-Economics																				*31						
4884	Pollution																		*15								
4904	Am. Heritage		40																								
4920	Hist I-American	7	121	19	86	168	154	160	76	*20	20	21	47	23	*55	47	36	62	216		67	28	37	76	50	94	76
4932	History I-U.S.																			591							
4936	History II-U.S.									*73																	
4940	History III-U.S.									*163																	
4944	History IV-U.S.									*183																	
4948	History I-World	7	80	11	72	63	162	42			21	20	*38	22		35	44	(11)	30			27	44	89	39	73	*77
4968	History-Am-Contemp.																			*114							
4986	History-Canada		*54																								
4996	History-Local/State							*38																			
5004	Hist-Mod &Contemp.																			*280							
5036	Non West-World																				*4						
5044	Western Civil-I									*55				*17						*301	*6						
5048	Western Civil-II									*95				*17						*285							
5060	History-Other																		*80								*80
5088	Govt I-American	*11	*73	*22	79		*140	65	*65	*409	*23	(19)	*53	22	*53	*44	16	54	*431	*51	*62	24	(36)	*47	*63	*77	*25
5093	Govt-Local/State		*74																								
5112	Government-Other				*162																						
5124	Affairs-Contemporary																		*40	*268				*11			
5136	Affairs-World									*41								*54									
5140	Human Development																		*124								
5156	Political Science							12																			
5172	Social Studies-Indiv.																			*50							
5196	Behavioral Science							*19																			
5204	Psychology I	* 5	*21		*23		*29	*42					*12	*29				*22	*10	*367		*18		*25	*40	*33	
5228	Environmental Ed.																			*127							
5244	Sociology I	* 5		(*57	*122	*26	*83			*53	*11	*10		*11	*50	*35	10		*27	*516		*18		*27	*13	*31	*60
5252	Sociology II-WES																			*283							
5276	Prob.-Am/Soc.											*13									*47						
5088S	Govt I-Amer-Summer																			*10							
5244S	Sociology I-Summer																			*12							

	COURSES	Acl	Alb	Bla	Car	Cen	Cha	Cad	Edd	Fai	Fov	Fre	Har	Hed	Keo	Mor	Mou	Nom	Osk	Ott	Pek	Rus	Sey	Sig	Tri	Vab	Way
5292	Problems I-Contemp			7			24	*20																			
5308	Problems-Social																									23	
5336	Religion						*28																				
5348	Inter-Relations				11			*36																			*36
5356	Minority Groups																	*14									
5372	S. Studies IX			(109)				*48											231	569							
5378	Social Studies I								*85																		
537	Social Studies II								*62																		
5392	Social Studies-Reg																						(8)				
5544	Bldg Trades					(+11)																(8)		(+11)			
5552	Carpentry									(*5)																	
5560	Construction																			*38							
5564	Coop-Time								42												*10						
5572	Engines-Small								*39	(*8)																	
5600	Nursing						(*18)																				
5628	Tailoring																			*16					(*15)		
5656	Trade, Ind.-Other								+15										(24)	(+50)							
5668	Mechanic-Auto																			(+11)							
5672	Mech-Motor						(19)																				
5688	Drafting I		15	11	13	26	(47)	(11)	*18	*81	(*20)						3		*20			10	(5)	*17	*17	40	
5692	Drafting II		(12)			12	(9)			*15									*18				(4)			8	
5694	Drafting-Adv.																4		18								
5708	Draft/Draw-Adv.			1					12																		
5716	Draft-Draw-Mach.																			10							
5724	Draft/Mech/Draw.															2											
5728	Draft-Res.-Arch.																			7	*11						
5730	Drawing/Arch.																	(*7)									
5732	Draw Mech Adv.																				*10						
5784	Electronics I					(21)	(17)	*9	*23																	18	
5788	Electronics II					(13)																					
5804	Radio-IV-Prod.		9																								
5808	Radio-TV Repair																			*26							
583	Printing-Voc.																			(+10)							
5852	Metals-I		(47)	6	21	38	(47)	(35)	*18		(12)					8		(*14)	*168	*85	43				23	46	*28
5856	Metals-II					36	(24)		*24							6											
5860	Metals-Adv.																		60								
5876	Metals-Mach.		(*15)				(3)																				
5892	Metals-Shop									(*6)																	
5924	Shop-Machine																			(+13)							
5940	Welding						(*74)								(*13)			(*20)		118				*12			*24
5944	Welding-Adv.																							(*15)			
5948	Welding-Comb.																			*13							

5372S Mech-Motor-Summer 3

*5664 Body & Fender *23

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	Cod	Edd	Fai	Fov	Fre	Har	Hed	Kee	Mor	Mou	Nom	Osk	Ott	Pék	Rup	Sey	Sig	Trc	VaB	Way
5976	Woodworking I		(23)	13		28		(35)	*18	*68	(*15	(8)				8			*169	*139	*33	(16)			*17	(12)	
5980	Woodworking II					8			*15	16		(8)				1				* 80	24	(7)					
5984	Woodworking-Ady.					7													17	24					7		
6100	Dr. Ed.	* 4	*50	*18		*66	*86	*64	*52	*94	11	*21	*65	15	*55	*45			*168	*187	*32	*27	(*22)	*97			*39
6248	Data Processing																			*30							
6320	Audiq-Visual		*19																								
6360	Career Ed.																			*50							
[illegible]	Special Ed.					+18		13	10										19	(+35)							
6100S	Dr. Ed. Summer					*107		*113		*60																	

* Represents course offering of less than 1 unit in value.

O Alternate Year

( )Vocational course.

\+ Represents greater than 1 unit

SUPPLEMENT B:

OUTREACH EFFORT RESULTS
(Extension of results included in Final Report)

AREA XV CAREER EDUCATION

RESEARCH & PLANNING

PREPARED BY:

BOB MORRISSEY - RESEARCH COORDINATOR
INDIAN HILLS COMMUNITY COLLEGE

FOR

CAREER EDUCATION DIVISION
DEPARTMENT OF PUBLIC INSTRUCTION

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A. BUSINESS-INDUSTRY

1. By Type of Business-Industry

a. Agriculture
b. Construction
c. Manufacturing
d. Transportation-Communication
e. Wholesale-Retail Trade
f. Finance, Insurance, Real Estate
g. Services
h. Government

2. By Number of Employees

a. 0 - 5
b. 6 -15
c. 16 -50 (None)
d. 50-100
e. Over 100

SECTION II: INDIVIDUAL SCHOOL RESULTS

A. SCHOOL PERSONNEL QUESTIONNAIRE

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1. Handicapped
2. DISADVANTAGED

G. DROPOUTS

H. GRADUATE FOLLOW-UP

BUSINESS-
INDUSTRY

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1. 19	Wholesale/Retail Trade	6.___
Mining	2.___	Finance, Insurance,	
Construction	3.___	Real Estate	7.___
Manufacturing	4.___	Services	8.___
Transportation-		Government	9.___
Communication	5.___		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)___ 6-15 (2)___ 16-50 (3)___ 50-100 (4)___ Over 100 (5)___

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 10	2. 6	3. 3
4. Students who graduate from high school should possess a marketable skill.	1. 15	2. 1	3. 3
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 4	2. 12	3. 3
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 16	2. 1	3. 2
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 8	2. 7	3. 4
8. We should develop a close working relationship with the business community in our educational process.	1. 19	2.___	3.___
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 18	2.___	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 15	2. 2	3. 2
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 16	2. 1	3. 2
	121	30	20

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.___	Wholesale/Retail Trade	6.___
Mining	2.___	Finance, Insurance,	
Construction	3. 20	Real Estate	7.___
Manufacturing	4.___	Services	8.___
Transportation-		Government	9.___
Communication	5.___		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)___ 6-15 (2)___ 16-50 (3)___ 50-100 (4)___ Over 100 (5)___

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 8	2. 10	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 15	2. 4	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 7	2. 11	3. 2
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 19	2. 1	3.___
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 4	2. 11	3. 5
8. We should develop a close working relationship with the business community in our educational process.	1. 16	2. 1	3. 3
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 17	2. 1	3. 2
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 16	2. 3	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 15	2. 3	3. 2
	117	45	18

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing (15)	4.15	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 4	2. 10	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 12	2. 3	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 5	2. 9	3. 1
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 10	2. 3	3. 2
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 2	2. 11	3. 2
8. We should develop a close working relationship with the business community in our educational process.	1. 14	2. 1	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 11	2. 1	3. 3
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 11	2. 1	3. 3
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 14	2.____	3. 1
	83	39	13

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.___	Wholesale/Retail Trade	6.___
Mining	2.___	Finance, Insurance,	
Construction	3.___	Real Estate	7.___
Manufacturing	4.___	Services	8.___
Transportation-Communication	5. 11	Government	9.___

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)___ 6-15 (2)___ 16-50 (3)___ 50-100 (4)___ Over 100 (5)___

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 6	2. 2	3. 3
4. Students who graduate from high school should possess a marketable skill.	1. 8	2. 2	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 3	2. 6	3. 2
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 8	2. 1	3. 2
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 2	2. 8	3. 1
8. We should develop a close working relationship with the business community in our educational process.	1. 11	2.___	3.___
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 11	2.___	3.___
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 9	2. 1	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 11	2.___	3.___
	69	20	10

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6. 101
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 52	2. 38	3. 11
4. Students who graduate from high school should possess a marketable skill.	1. 71	2. 19	3. 11
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 31	2. 58	3. 12
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 76	2. 14	3. 11
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 22	2. 62	3. 17
8. We should develop a close working relationship with the business community in our educational process.	1. 92	2. 1	3. 8
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 92	2. 2	3. 7
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 87	2. 2	3. 12
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 82	2. 1	3. 18
	605	197	107

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7. 16
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 11	2. 4	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 12	2. 2	3. 2
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 9	2. 4	3. 3
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 14	2. 1	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 3	2. 7	3. 6
8. We should develop a close working relationship with the business community in our educational process.	1. 15	2.____	3. 1
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 14	2. 1	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 13	2. 1	3. 2
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 14	2.____	3. 2
	105	20	19

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8. 72
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 31	2. 26	3. 15
4. Students who graduate from high school should possess a marketable skill.	1. 47	2. 16	3. 9
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 23	2. 33	3. 16
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 53	2. 9	3. 10
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 11	2. 37	3. 24
8. We should develop a close working relationship with the business community in our educational process.	1. 66	2.____	3. 6
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 64	2.____	3. 8
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 63	2. 2	3. 7
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 56	2. 2	3. 14
	414	125	109

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9. 1
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2. 1	3.____
4. Students who graduate from high school should possess a marketable skill.	1. 1	2.____	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2.____	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 1	2.____	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 1	3.____
8. We should develop a close working relationship with the business community in our educational process.	1. 1	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1.____	2.____	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.____ 5	2.____ 2	3. 1 2

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 1 ✓ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2. 1	3.____
4. Students who graduate from high school should possess a marketable skill.	1. 1	2.____	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2.____	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 1	2.____	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 1	3.____
8. We should develop a close working relationship with the business community in our educational process.	1. 1	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1.____	2.____	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.____	2.____	3. 1
	5	2	2

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-Communication	5.____	Government	9.____

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 50 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 24	2. 15	3. 11
4. Students who graduate from high school should possess a marketable skill.	1. 35	2. 10	3. 5
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 17	2. 20	3. 13
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 39	2. 5	3. 6
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 10	2. 23	3. 17
8. We should develop a close working relationship with the business community in our educational process.	1. 47	2.____	3. 3
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 46	2.____	3. 4
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 43	2. 2	3. 5
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 40	2. 2	3. 8
	301	77	72

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-		Government	9.____
Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 9 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 5	2. 3	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 7	2. 1	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 4	2. 2	3. 3
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 8	2.____	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 3	2. 2	3. 4
8. We should develop a close working relationship with the business community in our educational process.	1. 9	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 8	2.____	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 7	2.____	3. 2
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 8	2.____	3. 1
	59	8	14

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 59 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 36	2. 19	3. 4
4. Students who graduate from high school should possess a marketable skill.	1. 43	2. 11	3. 5
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 20	2. 34	3. 5
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 45	2. 9	3. 5
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 17	2. 33	3. 9
8. We should develop a close working relationship with the business community in our educational process.	1. 55	2.____	3. 4
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 54	2.____	3. 5
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 51	2.____	3. 8
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 49	2.____	3. 10
	370	106	55

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-Communication	5.____	Government	9.____

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 6 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 1	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 5	2. 1	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 3	3. 1
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 4	2. 1	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 2	2. 3	3. 1
8. We should develop a close working relationship with the business community in our educational process.	1. 6	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 6	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 5	2.____	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 6	2.____	3.____
	39	9	6

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-Communication	5.____	Government	9.____

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 3 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 1	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 3	2.____	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2. 2	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 2	2. 1	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 1	3. 2
8. We should develop a close working relationship with the business community in our educational process.	1. 3	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 2	2.____	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 2	2.____	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 3	2.____	3.____
	17	5	5

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.___	Wholesale/Retail Trade	6.___
Mining	2.___	Finance, Insurance, Real Estate	7.___
Construction	3.___	Services	8.___
Manufacturing	4.___	Government	9.___
Transportation-Communication	5.___		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 9 6-15 (2)___ 16-50 (3)___ 50-100 (4)___ Over 100 (5)___

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 2	2. 5	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 7	2. 2	3.___
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 3	2. 5	3. 1
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 8	2.___	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 1	2. 6	3. 2
8. We should develop a close working relationship with the business community in our educational process.	1. 6	2. 1	3. 2
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 6	2. 1	3. 2
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 6	2. 2	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 5	2. 2	3. 2
	44	25	12

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.___	Wholesale/Retail Trade	6.___
Mining	2.___	Finance, Insurance, Real Estate	7.___
Construction	3.___	Services	8.___
Manufacturing	4.___	Government	9.___
Transportation-Communication	5.___		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1) 10 6-15 (2)___ 16-50 (3)___ 50-100 (4)___ Over 100 (5)___

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 5	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 6	2. 1	3. 3
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.___	2. 7	3. 3
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 9	2.___	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 4	2. 4	3. 2
8. We should develop a close working relationship with the business community in our educational process.	1. 10	2.___	3.___
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 9	2.___	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 7	2. 1	3. 2
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 7	2. 1	3. 2
	55	19	16

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2) 4 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 2	2. 1	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 2	2. 1	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2. 2	3. 1
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 3	2.____	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 4	3.____
8. We should develop a close working relationship with the business community in our educational process.	1. 4	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 4	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 3	2. 1	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 4	2.____	3.____
	23	9	4

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2) 3 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 2	3.____
4. Students who graduate from high school should possess a marketable skill.	1. 1	2. 2	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2. 2	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 2	2.____	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 1	2. 2	3.____
8. We should develop a close working relationship with the business community in our educational process.	1. 2	2. 1	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 2	2.____	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 1	2. 1	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 2	2.____	3. 1
	13	10	4

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-Communication	5.____	Government	9.____

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2) 6 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

		YES	NO	UNDECIDED
3.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 3	3.____
4.	Students who graduate from high school should possess a marketable skill.	1. 4	2. 2	3.____
5.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 3	2. 2	3. 1
6.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 6	2.____	3.____
7.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 2	2. 3	3. 1.
8.	We should develop a close working relationship with the business community in our educational process.	1. 5	2.____	3. 1
9.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 6	2.____	3.____
10.	An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 5	2. 1	3.____
11.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 5	2. 1	3.____
		39	12	3

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2) 7 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 6	2.____	3. 1.
4. Students who graduate from high school should possess a marketable skill.	1. 7	2.____	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 5	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 5	2. 1	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 3	2. 2	3. 2
8. We should develop a close working relationship with the business community in our educational process.	1. 7	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 7	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 6	2. 1	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 7	2.____	3.____
	50	9	4

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.___	Wholesale/Retail Trade	6.___
Mining	2.___	Finance, Insurance, Real Estate	7.___
Construction	3.___	Services	8.___
Manufacturing	4.___	Government	9.___
Transportation-Communication	5.___		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)___ 6-15 (2) 33 16-50 (3)___ 50-100 (4)___ Over 100 (5)___

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 13	2. 16	3. 4
4. Students who graduate from high school should possess a marketable skill.	1. 23	2. 6	3. 4
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 9	2. 19	3. 5
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 25	2. 3	3. 5
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 4	2. 21	3. 8
8. We should develop a close working relationship with the business community in our educational process.	1. 30	2.	3. 3
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 30	2. 1	3. 2
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 27	2. 2	3. 4
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 26	2. 1	3. 6
	187	69	41

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)__7__ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 6	2. 1	3.____
4. Students who graduate from high school should possess a marketable skill.	1. 5	2. 1	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 5	2. 2	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 6	2. 1	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 5	3. 2
8. We should develop a close working relationship with the business community in our educational process.	1. 6	2.____	3. 1
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 6	2. 1	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 6	2. 1	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 6	2.____	3. 1
	46	12	5

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2) 13 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 4	2. 6	3. 3
4. Students who graduate from high school should possess a marketable skill.	1. 8	2. 3	3. 2
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2. 10	3. 2
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 9	2. 2	3. 2
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 8	3. 5
8. We should develop a close working relationship with the business community in our educational process.	1. 11	2.____	3. 2
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 11	2.____	3. 2
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 12	2.____	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 11	2.____	3. 2
	67	29	21

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
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1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4) 4 Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2. 3	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 2	2. 1	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 1	3. 1
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 1	2. 1	3. 2
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 2	3. 2
8. We should develop a close working relationship with the business community in our educational process.	1. 3	2.____	3. 1
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 3	2.____	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 3	2.____	3. 1
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 3 17	2.____ 8	3. 1 11

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
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1. Please check the one division that best describes your business or industry:

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Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4) 3 Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 1	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 2	2. 1	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2. 2	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 3	2.____	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 3	3.____
8. We should develop a close working relationship with the business community in our educational process.	1. 2	2. 1	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 2	2. 1	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 3	2.____	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 2	2.____	3. 1
	16	9	2

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
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Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4) 1 Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2. 1	3.____
4. Students who graduate from high school should possess a marketable skill.	1. 1	2.____	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.____	2. 1	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 1	2.____	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 1	3.____
8. We should develop a close working relationship with the business community in our educational process.	1. 1	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 1	2.____	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 1	2.____	3.____
	6	3	

(It is not necessary to sign this questionnaire. You may identify your specific business-industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
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1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-		Government	9.____
Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)__1__ Over 100 (5)____

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2.__1__	3.____
4. Students who graduate from high school should possess a marketable skill.	1.__1__	2.____	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.____	2.__1__	3.____
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1.__1__	2.____	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2.____	3.__1__
8. We should develop a close working relationship with the business community in our educational process.	1.__1__	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1.__1__	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1.__1__	2.____	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.__1__	2.____	3.____
	6	2	1

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-Communication	5.____	Government	9.____

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5) 4

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 3	3.____
4. Students who graduate from high school should possess a marketable skill.	1. 3	2. 1	3.____
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2. 2	3. 1
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 3	2.____	3. 1
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 4	3.____
8. We should develop a close working relationship with the business community in our educational process.	1. 4	2.____	3.____
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 3	2.____	3. 1
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 4	2.____	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 4	2.____	3.____
	23	10	3

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance,	
Construction	3.____	Real Estate	7.____
Manufacturing	4.____	Services	8.____
Transportation-		Government	9.____
Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5) 1

	YES	NO	UNDECIDED
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2.____	3.____
4. Students who graduate from high school should possess a marketable skill.	1.____	2.____	3. 1
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.____	2.____	3. 1
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 1	2.____	3.____
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2. 1	3.____
8. We should develop a close working relationship with the business community in our educational process.	1.____	2.____	3. 1
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1	2.____	3.____
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 1	2.____	3.____
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 1	2.____	3.____
	5	1	3

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

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SCHOOL PERSONNEL

SCHOOL PERSONNEL S[illegible]ENT: Please react to each statement with only [illegible] response.
(Check one) ADM. 1.___ COUNSELOR 2.___ TEACHER 3. 9 OTHER 4. 1

ACE

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 9	2.___	3. 1
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 6	2. 2	3. 2
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 9	2. 1	3.___
4. Students who graduate from high school should possess a marketable skill.	1. 4	2. 2	3. 4
5. We should develop a close working relationship with the business community in our educational process.	1. 8	2.___	3. 2
6. Students should become aware of and explore many career opportunities during their school years.	1. 10	2.___	3.___
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 9	2.___	3. 1
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 8	2. 1	3. 1
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 4	2. 2	3. 4
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 9	2.___	3. 1
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 8	2.___	3. 2
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 6	2. 1	3. 3
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 9	2.___	3. 1
14. A professional staff member with expertise in curriculum career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 7	2. 1	3. 2
15. [illegible]rative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible] seem a logical consideration.	1. 7	2. 2	3. 1

		YES	NO	UNDECIDED
16.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 10	2.	3.
17.	An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 9	2.	3. 1
18.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 8	2.	3. 2
19.	Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 9	2.	3. 1
20.	The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 10	2.	3.
21.	The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1.	2. 6	3. 4
22.	The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1.	2. 7	3. 3
23.	I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 4	2. 2	3. 4
24.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.	2. 8	3. 2
25.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 3	2. 3	3. 4
26.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 4	2. 2	3. 4
27.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 3	2. 4	3. 3

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

		MUCH HELP	SOME HELP	NO HELP
28.	My school has activities that help me find out what jobs and work means.	1. 2	2. 8	3.
29.	[redacted] school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 3	2. 7	3.
30.	My school has activities that help me to choose a group of jobs to study.	1.	2. 5	3. 5
31.	My school helps me recognize and understand those things in my life that are important to me.	1. 2	2. 7	3. 1
32.	My school helps me see the special skills needed by people who work in various jobs.	1. 2	2. 7	3. 1
33.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 2	2. 5	3. 3
34.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 2	2. 7	3. 1
35.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 3	2. 6	3. 1
36.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 1	2. 7	3. 2
37.	My school helps me plan to get the skills I need to know in the job I am planning for.	1. 1	2. 8	3. 1
38.	My school helps me get the skills that are basic to a single job I am planning for.	1.	2. 6	3. 4
39.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 1	2. 6	3. 3
40.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.	2. 7	3. 3
41.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	13	25	3. 2
		195	136	79

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1. 3 COUNSELOR 2. 2 TEACHER 3. 71 OTHER 4. 5

Albia

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 75	2. 2	3. 4
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 53	2. 15	3. 13
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 66	2. 5	3. 10
4. Students who graduate from high school should possess a marketable skill.	1. 46	2. 12	3. 23
5. We should develop a close working relationship with the business community in our educational process.	1. 72	2. 2	3. 7
6. Students should become aware of and explore many career opportunities during their school years.	1. 77	2. 2	3. 2
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 70	2. 2	3. 9
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 70	2. 1	3. 10
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 61	2. 3	3. 17
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 72	2. 1	3. 8
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 63	2. 4	3. 14
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 48	2. 10	3. 23
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 61	2. 7	3. 13
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 51	2. 11	3. 19
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 66	2. 5	3. 10

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 78	2. 1	3. 2
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 78	2. 2	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 72	2. 2	3. 7
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 70	2. 4	3. 7
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 68	2. 4	3. 9
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 11	2. 41	3. 29
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 4	2. 52	3. 25
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 19	2. 38	3. 24
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 10	2. 49	3. 22
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 17	2. 37	3. 27
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 56	2. 8	3. 17
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 7	2. 42	3. 32

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 4	2.67	3.10
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 7	2.62	3.12
30. My school has activities that help me to choose a group of jobs to study.	1. 12	2.47	3.22
31. My school helps me recognize and understand those things in my life that are important to me.	1. 12	2.60	3. 9
32. My school helps me see the special skills needed by people who work in various jobs.	1. 10	2.62	3. 9
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 7	2.59	3.15
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 10	2.52	3.19
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 24	2.49	3.8
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 24	2.40	3.17
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 9	2.60	3.12
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 5	2.57	3. 19
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 7	2.55	3. 19
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 7	2.52	3. 22
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 12	2.53	3. 16
	1591	1137	593

SCHOOL PERSONNEL [illegible]MENT: Please react to each statement with only [illegible] response.
(Check one). ADM. 1. 2 COUNSELOR 2. 1 TEACHER 3. 21 OTHER 4. ____

Blakesburg

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 24	2. ____	3. ____
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 10	2. 10	3. 4
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 21	2. 1	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 15	2. 5	3. 4
5. We should develop a close working relationship with the business community in our educational process.	1. 23	2. ____	3. 1
6. Students should become aware of and explore many career opportunities during their school years.	1. 22	2. 1	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 20	2. 1	3. 3
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 19	2. 2	3. 3
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 11	2. 6	3. 7
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 21	2. 2	3. 1
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 23	2. ____	3. 1
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 13	2. 2	3. 9
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 20	2. ____	3. 4
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 17	2. 3	3. 4
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible]d seem a logical consideration.	1. 22	2. 1	3. 1

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 19	2. 2	3. 3
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 22	2. 1	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 19	2. 2	3. 3
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 19	2. 2	3. 3
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 22	2. 1	3. 1
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 5	2. 13	3. 6
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 4	2. 17	3. 3
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 7	2. 12	3. 5
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 21	3. 2
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 3	2. 18	3. 3
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 13	2. 8	3. 3
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 3	2. 19	3. 2

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 1	2. 15	3. 8
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 2	2. 12	310
30. My school has activities that help me to choose a group of jobs to study.	1. 1	2. 11	312
31. My school helps me recognize and understand those things in my life that are important to me.	1. 2	2. 18	3. 4
32. My school helps me see the special skills needed by people who work in various jobs.	1. 3	2. 13	3. 8
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 3	2. 14	3. 7
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 7	2. 13	3. 4
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 9	2. 12	3. 3
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 3	2. 17	3. 4
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 2	2. 17	3. 5
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 2	2. 17	3. 5
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 2	2. 15	3. 7
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 2	2. 13	3. 9
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 2	2. 14	3. 8
	459	351	174

SCHOOL PERSONNEL STUDENT: Please react to each statement with only response.
(Check one) ADMIN. 1. 4 COUNSELOR 2. 2 TEACHER 3. 57 OTHER 4. 5

Cardinal

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 65	2.	3. 2
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 37	2. 25	3. 6
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 64	2. 1	3. 3
4. Students who graduate from high school should possess a marketable skill.	1. 49	2. 5	3. 14
5. We should develop a close working relationship with the business community in our educational process.	1. 62	2. 1	3. 5
6. Students should become aware of and explore many career opportunities during their school years.	1. 64	2. 1	3. 3
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 63	2.	3. 5
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 60	2. 4	3. 4
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 49	2. 6	3. 13
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 56	2. 5	3. 7
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 52	2. 8	3. 8
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 29	2. 18	3. 21
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 56	2. 2	3. 10
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 40	2. 16	3. 12
15. Cooperative efforts with other school districts in the of teacher in-service training in career education seem a logical consideration.	1. 56	2. 4	3. 8

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 67	2.	3. 1
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 64	2. 1	3. 3
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 56	2. 2	3. 10
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 57	2. 6	3. 5
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 55	2. 4	3. 9
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 15	2. 38	3. 15
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 7	2. 45	3. 16
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 27	2. 28	3. 13
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 5	2. 54	3. 9
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 7	2. 46	3. 15
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 32	2. 15	3. 21
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 6	2. 43	3. 19

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.6	2.54	3.8
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.4	2.54	3.10
30. My school has activities that help me to choose a group of jobs to study.	1.6	2.45	3.17
31. My school helps me recognize and understand those things in my life that are important to me.	1.8	2.50	3.10
32. My school helps me see the special skills needed by people who work in various jobs.	1.6	2.50	3.12
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.5	2.55	3.8
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.12	2.44	3.12
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.13	2.46	3.9
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.14	2.51	3.3
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.5	2.53	3.10
38. My school helps me get the skills that are basic to a single job I am planning for.	1.4	2.53	3.11
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.1	2.57	3.10
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.7	2.47	3.14
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.9	2.46	3.13
	1300	1083	404

SCHOOL PERSONNEL [illegible]MENT: Please react to each statement with only [illegible]e response.
(Check one) ADM. 1. 2 COUNSELOR 2. 2 TEACHER 3. 68 OTHER 4. 16

Centerville

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 82	2. 1	3. 5
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 49	2. 20	3. 19
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 76	2. 3	3. 9
4. Students who graduate from high school should possess a marketable skill.	1. 62	2. 17	3. 9
5. We should develop a close working relationship with the business community in our educational process.	1. 79	2.	3. 9
6. Students should become aware of and explore many career opportunities during their school years.	1. 85	2. 1	3. 2
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 81	2. 1	3. 6
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 79	2. 4	3. 5
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 52	2. 9	3. 27
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 77	2. 3	3. 8
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 67	2. 8	3. 13
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 44	2. 25	3. 19
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 73	2. 9	3. 6
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 52	2. 16	3. 20
15. [illegible]erative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible] seem a logical consideration.	1. 76	2. 4	3. 8

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 84	2. 1	3. 3
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 76	2. 4	3. 8
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 69	2. 7	3. 12
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 78	2. 7	3. 3
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 76	2. 3	3. 9
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 14	2. 56	3. 18
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 9	2. 55	3. 24
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 28	2. 41	3. 19
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 11	2. 61	3. 16
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 18	2. 55	3. 15
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 47	2. 20	3. 21
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 4	2. 52	3. 32

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 5	2. 69	3. 14
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 3	2. 67	3. 18
30. My school has activities that help me to choose a group of jobs to study.	1. 2	2. 50	3. 36
31. My school helps me recognize and understand those things in my life that are important to me.	1.15	2. 61	3.12
32. My school helps me see the special skills needed by people who work in various jobs..	1.11	2. 56	3.21
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 1	2.67	3.20
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.10	2.64	3.14
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.24	2.53	3.11
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 7	2.58	3.23
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 7	2.60	3.21
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 6	2.55	3.27
39. My school helps me match my interests and abilities with the skills that are needed in groups ~~of jobs~~.	1. 2	2.57	3.29
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 6	2.60	3.22
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 8	2.62	3.18
	1655	1322	631

SCHOOL PERSONNEL S[illegible]ENT: Please react to each statement with only [illegible] response.
(Check one) ADM. 1. 5 COUNSELOR 2. 2 TEACHER 3. 79 OTHER 4. 8

Charlton

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 83	2. ~	3. 11
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 42	2. 19	3. 33
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 82	2. 3	3. 9
4. Students who graduate from high school should possess a marketable skill.	1. 65	2. 17	3. 12
5. We should develop a close working relationship with the business community in our educational process.	1. 81	2. 3	3. 10
6. Students should become aware of and explore many career opportunities during their school years.	1. 88	2.	3. 6
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 84	2. 3	3. 7
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 82	2. 3	3. 9
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 55	2. 3	3. 36
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 83	2. 2	3. 9
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 79	2. 4	3. 11
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 40	2. 17	3. 37
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 71	2. 6	3. 17
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 50	2. 13	3. 31
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible]d seem a logical consideration.	1. 73	2. 4	3. 17

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 92	2. 1	3. 1
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 79	2. 4	3. 11
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 71	2. 4	3. 19
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 82	2. 3	3. 9
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 80	2. 3	3. 11
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 20	2. 38	3. 36
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 6	2. 44	3. 44
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 29	2. 35	3. 30
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 7	2. 56	3. 31
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 10	2. 50	3. 34
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 60	2. 7	3. 27
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 10	2. 49	3. 35

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 4	2. 77	3. 13
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 7	2. 73	3. 14
30. My school has activities that help me to choose a group of jobs to study.	1. 7	2. 65	3. 22
31. My school helps me recognize and understand those things in my life that are important to me.	1. 16	2. 63	3. 15
32. My school helps me see the special skills needed by people who work in various jobs.	1. 9	2. 70	3. 15
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 12	2. 65	3. 17
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 21	2. 58	3. 15
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 31	2. 54	3. 9
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 26	2. 53	3. 15
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 12	2. 73	3. 9
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 9	2. 72	3. 13
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 11	2. 67	3. 16
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 14	2. 64	3. 16
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 19	2. 59	3. 16
	1802	1304	748

SCHOOL PERSONNEL [illegible]MENT: Please react to each statement with only [illegible] response.
(Check one) ADM. 1. 6 COUNSELOR 2. 3 TEACHER 3. 79 OTHER 4. 16

Davis County

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 95	2. 2	3. 7
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 59	2. 28	3. 17
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 89	2. 8	3. 7
4. Students who graduate from high school should possess a marketable skill.	1. 79	2. 8	3. 17
5. We should develop a close working relationship with the business community in our educational process.	1. 100	2.	3. 4
6. Students should become aware of and explore many career opportunities during their school years.	1. 99	2. 1	3. 4
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 86	2. 9	3. 9
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 96	2. 4	3. 4
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 65	2. 7	3. 32
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 94	2. 1	3. 9
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 78	2. 6	3. 20
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 53	2. 19	3. 32
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 82	2. 5	3. 17
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 49	2. 20	3. 35
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible]d seem a logical consideration.	1. 80	2. 10	3. 14

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 99	2. 2	3. 3
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 92	2. 2	3. 10
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 84	2. 6	3. 14
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 87	2. 4	3. 13
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 91	2. 5	3. 8
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 14	2. 58	3. 32
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 15	2. 60	3. 29
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 44	2. 30	3. 30
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 17	2. 57	3. 30
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 23	2. 45	3. 36
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 79	2. 6	3. 19
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 20	2. 43	3. 41

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.15	2.80	3.9
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.13	2.77	3.14
30. My school has activities that help me to choose a group of jobs to study.	1.17	2.65	3.22
31. My school helps me recognize and understand those things in my life that are important to me.	1.26	2.66	3.12
32. My school helps me see the special skills needed by people who work in various jobs.	1.18	2.72	3.14
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.13	2.80	3.11
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.30	2.56	3.18
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.51	2.40	3.13
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.27	2.62	3.15
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.25	2.62	3.17
38. My school helps me get the skills that are basic to a single job I am planning for.	1.15	2.62	3.27
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.17	2.67	3.20
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.21	2.67	3.16
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.26	2.64	3.14
	2183	1366	715

(Check one) ADMINISTRATOR 1.____ COUNSELOR 2.____ TEACHER 3. 38 OTHER 4. 5

Eddyville -

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 41	2. 1	3. 1
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 22	2. 9	3. 12
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 39	2. 1	3. 3
4. Students who graduate from high school should possess a marketable skill.	1. 29	2. 5	3. 9
5. We should develop a close working relationship with the business community in our educational process.	1. 39	2. 1	3. 3
6. Students should become aware of and explore many career opportunities during their school years.	1. 42	2. 1	3.____
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 36	2. 3	3. 4
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 39	2.____	3. 4
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 26	2. 3	3. 14
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 38	2.____	3. 5
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 35	2. 3	3. 5
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 22	2. 9	3. 12
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 29	2. 3	3. 11
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 21	2. 6	3. 16
15. Cooperative efforts with other school districts in the provision of teacher in-service training in career education would seem a logical consideration.	1. 31	2. 1	3. 11

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 43	2.	3.
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 37	2. 1	3. 5
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 31	2. 4	3. 8
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 41	2. 1	3. 1
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 36	2.	3. 7
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 10	2. 17	3. 16
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 6	2. 25	3. 12
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 18	2. 12	3. 13
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 4	2. 31	3. 8
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 6	2. 29	3. 8
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 26	2. 7	3. 10
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 5	2. 25	3. 13

SCHOOL PERSONNEL SEGMENT (con't)...

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 4	2. 34	3. 5
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 2	2. 35	3. 6
30. My school has activities that help me to choose a group of jobs to study.	1. 3	2. 32	3. 8
31. My school helps me recognize and understand those things in my life that are important to me.	1. 11	2. 26	3. 6
32. My school helps me see the special skills needed by people who work in various jobs.	1. 4	2. 34	3. 5
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 2	2. 38	3. 3
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 4	2. 31	3. 8
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 11	2. 29	3. 3
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 7	2. 26	3. 10
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 3	2. 32	3. 8
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 3	2. 26	3. 14
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 1	2. 34	3. 8
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 5	2. 31	3. 7
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 8	2. 30	3. 5
	820	636	307

SCHOOL PERSONNEL S[illegible]: Please react to each statement with only one response.

(Check one) ADM. 1. 3 COUNSELOR 2. 4 TEACHER 3. 108 OTHER 4. 18

Fairfield

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 122	2. 2	3. 9
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 87	2. 27	3. 19
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 120	2. 3	3. 10
4. Students who graduate from high school should possess a marketable skill.	1. 86	2. 24	3. 23
5. We should develop a close working relationship with the business community in our educational process.	1. 122	2. 3	3. 8
6. Students should become aware of and explore many career opportunities during their school years.	1. 132	2. 1	3.
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 115	2. 3	3. 15
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 123	2. 2	3. 8
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 85	2. 9	3. 39
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 114	2. 6	3. 13
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 94	2. 19	3. 20
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 64	2. 31	3. 38
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 94	2. 10	3. 29
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 68	2. 26	3. 39
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education seem a logical consideration.	1. 96	2. 16	3. 21

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 128	2. 1	3. 4
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 112	2. 10	3. 11
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 105	2. 12	3. 16
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 120	2. 1	3. 12
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 115	2. 4	3. 14
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 43	2. 44	3. 46
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 31	2. 70	3. 32
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 62	2. 40	3. 31
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 25	2. 72	3. 36
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 34	2. 56	3. 43
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 85	2. 14	3. 34
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 22	2. 57	3. 64

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 17	2.101	3. 15
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 17	2. 97	3. 19
30. My school has activities that help me to choose a group of jobs to study.	1. 18	2. 87	3. 28
31. My school helps me recognize and understand those things in my life that are important to me.	1. 24	2. 96	3. 13
32. My school helps me see the special skills needed by people who work in various jobs.	1. 27	2. 84	3. 22
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 23	2. 87	3. 23
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 25	2. 75	3. 33
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 52	2. 68	3. 13
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 30	2. 77	3. 26
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 25	2. 86	3. 22
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 12	2. 79	3. 42
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 12	2. 95	3. 26
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 23	2. 80	3. 30
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 35	2. 70	3. 28
	2744	1745	964

SCHOOL PERSONNEL SURVEY: Please react to each statement with only one response.

(Check one) ADM. 1. ___ COUNSELOR 2. 1 TEACHER 3. 7 OTHER 4. 2

Fox Valley

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 10	2. ___	3. ___
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 8	2. ___	3. 2
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 7	2. 1	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 9	2. ___	3. 1
5. We should develop a close working relationship with the business community in our educational process.	1. 9	2. ___	3. 1
6. Students should become aware of and explore many career opportunities during their school years.	1. 8	2. 1	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 8	2. ___	3. 2
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 8	2. 1	3. 1
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 6	2. ___	3. 4
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 7	2. 1	3. 2
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 8	2. ___	3. 2
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 6	2. 1	3. 3
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 7	2. 1	3. 2
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 6	2. ___	3. 4
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education seem a logical consideration.	1. 6	2. ___	3. 4

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 8	2. 1	3. 1
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 9	2.	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 9	2.	3. 1
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 6	2.	3. 4
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 6	2.	3. 4
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 1	2. 5	3. 4
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 1	2. 4	3. 5
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 4	2. 2	3. 4
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 2	2. 6	3. 2
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 5	3. 3
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 7	2. 1	3. 2
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 1	2. 4	3. 5

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 2	2. 7	3. 1
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 3	2. 6	3. 1
30. My school has activities that help me to choose a group of jobs to study.	1. 4	2. 4	3. 2
31. My school helps me recognize and understand those things in my life that are important to me.	1. 4	2. 5	3. 1
32. My school helps me see the special skills needed by people who work in various jobs.	1. 4	2. 4	3. 2
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 5	2. 4	3. 1
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 4	2. 5	3. 1
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 3	2. 4	3. 3
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 5	2. 3	3. 2
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 4	2. 5	3. 1
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 2	2. 7	3. 1
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 3	2. 5	3. 2
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 2	2. 7	3. 1
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 3	2. 5	3. 2
	217	105	88

SCHOOL PERSONNEL S[illegible]ENT: Please react to each statement with only [illegible] response.
(Check one) ADM. 1. 1 COUNSELOR 2. ____ TEACHER 3. 11 OTHER 4. 3

Fremont

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 15	2. ____	3. ____
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 7	2. 6	3. 2
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 13	2. ____	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 11	2. 1	3. 3
5. We should develop a close working relationship with the business community in our educational process.	1. 14	2. ____	3. 1
6. Students should become aware of and explore many career opportunities during their school years.	1. 14.	2. ____	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 14	2. ____	3. 1
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 15	2. ____	3. 1
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 7	2. 2	3. 6
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 15	2. ____	3. ____
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 11	2. 2	3. 2
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 5	2. 5	3. 5
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 10	2. 2	3. 3
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 8	2. 5	3. 2
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible]d seem a logical consideration.	1. 12	2. 1	3. 2

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 14	2.	3. 1
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 12	2.	3. 3
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 13	2. 1	3. 1
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 11	2. 2	3. 2
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 13	2.	3. 2
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 1	2. 9	3. 5
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 1	2. 12	3. 2
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 6	2. 4	3. 5
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 8	3. 6
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 7	3. 6
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 10	2. 1	3. 4
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 2	2. 7	3. 6

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 1	2. 9	3. 5
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 2	2. 12	3. 1
30. My school has activities that help me to choose a group of jobs to study.	1. 1	2. 10	3. 4
31. My school helps me recognize and understand those things in my life that are important to me.	1. 5	2. 9	3. 1
32. My school helps me see the special skills needed by people who work in various jobs.	1. 2	2. 11	3. 2
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 3	2. 11	3. 1
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 3	2. 10	3. 2
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 5	2. 6	3. 4
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 1	2. 13	3. 1
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 2	2. 9	3. 4
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 1	2. 7	3. 7
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 1	2. 11	3. 3
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 2	2. 9	3. 4
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 2	2. 9	3. 4
	288	211	116

SCHOOL PERSONNEL [illegible]ENT: Please react to each statement with only [illegible] response.
(Check one) ADM. 1. 2 , COUNSELOR 2. 1 , TEACHER 3. 18 OTHER 4. 2

Harmony

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 21	2. 1	3. 1
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 8	2. 9	3. 6
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 21	2. 2	3. ___
4. Students who graduate from high school should possess a marketable skill.	1. 20	2. 1	3. 2
5. We should develop a close working relationship with the business community in our educational process.	1. 21	2. ___	3. 2
6. Students should become aware of and explore many career opportunities during their school years.	1. 22	2. ___	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 21	2. 1	3. 1
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 23	2. ___	3. ___
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 13	2. 3	3. 7
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 21	2. ___	3. 2
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 22	2. ___	3. 1
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 9	2. 6	3. 8
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 18	2. 2	3. 3
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 16	2. 2	3. 5
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible]d seem a logical consideration.	1. 20	2. 1	3. 2

		YES	NO	UNDECIDED
16.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 23	2.	3.
17.	An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 20	2. 1	3. 2
18.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 20	2. 1	3. 2
19.	Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 23	2.	3.
20.	The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 21	2. 1	3. 1
21.	The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 3	2. 14	3. 6
22.	The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 6	2. 13	3. 4
23.	I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 3	2. 14	3. 6
24.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 17	3. 3
25.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 16	3. 5
26.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 19	2.	3. 4
27.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 2	2. 13	3. 8

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 1	2. 16	3. 6
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 4	2. 14	3. 5
30. My school has activities that help me to choose a group of jobs to study.	1.	2. 12	3. 11
31. My school helps me recognize and understand those things in my life that are important to me.	1. 3	2. 17	3. 3
32. My school helps me see the special skills needed by people who work in various jobs.	1. 2	2. 14	3. 7
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 4	2. 12	3. 7
34. My school helps me see ~~that~~ a person's standard of living depends on the kind of job he has as a wage earner.	1. 3	2. 15	3. 5
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 4	2. 14	3. 9
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 5	2. 12	3. 6
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 1	2. 18	3. 4
38. My school helps me get the skills that are basic to a single job I am planning for.	1.	2. 14	3. 9
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 3	2. 13	3. 7
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 2	2. 15	3. 6
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 1	2. 16	3. 6
	454	320	169

SCHOOL PERSONNEL STATEMENT: Please react to each statement with only one response.
(Check one) ADM. 1. 2 COUNSELOR 2. ____ TEACHER 3. 20 OTHER 4. 1

Hedrick

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 23	2. ____	3. ____
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 19	2. 1	3. 3
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 21	2. 1	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 17	2. 2	3. 4
5. We should develop a close working relationship with the business community in our educational process.	1. 22	2. ____	3. 1
6. Students should become aware of and explore many career opportunities during their school years.	1. 23	2. ____	3. ____
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 21	2. ____	3. 2
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 22	2. ____	3. 1
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 14	2. ____	3. 9
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 20	2. 2	3. 1
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 19	2. ____	3. 4
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 13	2. 5	3. 5
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 20	2. ____	3. 3
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 17	2. 4	3. 2
15. Cooperative efforts with other school districts in the provision of teacher in-service training in career education would seem a logical consideration.	1. 20	2. 1	3. 2

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 23	2. ___	3. ___
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 22	2. ___	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 20	2. ___	3. 3
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 21	2. ___	3. 2
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 23	2. ___	3. ___
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 4	2. 13	3. 6
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 1	2. 10	3. 12
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 8	2. 9	3. 6
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 21	3. 1
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 17	3. 4
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 19	2. 1	3. 3
27. High school graduates are well prepared in job application skills, such as writing letters of application and applicant interviews.	1. 3	2. 11	3. 9

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.	2. 22	3. 1
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.	2. 23	3.
30. My school has activities that help me to choose a group of jobs to study.	1. 1	2. 18	3. 4
31. My school helps me recognize and understand those things in my life that are important to me.	1. 2	2. 21	3.
32. My school helps me see the special skills needed by people who work in various jobs.	1. 4	2. 18	3. 1
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 4	2. 18	3. 1
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 4	2. 14	3. 5
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 7	2. 15	3. 1
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 4	2. 19	3. 1
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 3	2. 18	3. 2
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 3	2. 16	3. 4
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 3	2. 16	3. 4
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 6	2. 15	3. 2
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 5	2. 14	3. 4
	484	345	114

SCHOOL PERSONNEL STATEMENT: Please react to each statement with only one response.
(Check one) ADM. 1. 2 COUNSELOR 2. ___ TEACHER 3. 20 OTHER 4. 2

Morarid

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 24	2. ___	3. ___
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 15	2. 7	3. 2
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 20	2. 1	3. 3
4. Students who graduate from high school should possess a marketable skill.	1. 15	2. 3	3. 6
5. We should develop a close working relationship with the business community in our educational process.	1. 22	2. ___	3. 2
6. Students should become aware of and explore many career opportunities during their school years.	1. 22	2. 1	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 20	2. ___	3. 4
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 19	2. 3	3. 2
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 11	2. 2	3. 11
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 18	2. 3	3. 3
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 19	2. 4	3. 1
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 12	2. 4	3. 8
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 19	2. 3	3. 2
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 14	2. 5	3. 5
15. Cooperative efforts with other school districts in the provision of teacher in-service training in career education would seem a logical consideration.	1. 21	2. 2	3. 1

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 22	2.	3. 2
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 19	2.	3. 5
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 19	2. 2	3. 3
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 22	2. 2	3.
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 19	2. 2	3. 3
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 3	2. 14	3. 7
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 2	2. 18	3. 4
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 5	2. 7	3. 12
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 15	3. 6
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 3	2. 13	3. 8
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 12	2. 7	3. 5
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 1	2. 19	3. 4

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 1	2. 18	3. 5
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 2	2. 15	3. 7
30. My school has activities that help me to choose a group of jobs to study.	1. 2	2. 12	3. 10
31. My school helps me recognize and understand those things in my life that are important to me.	1. 2	2. 19	3. 3
32. My school helps me see the special skills needed by people who work in various jobs.	1. 4	2. 15	3. 5
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 1	2. 19	3. 4
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 4	2. 15	3. 5
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 6	2. 14	3. 4
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 3	2. 17	3. 4
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 1	2. 20	3. 3
38. My school helps me get the skills that are basic to a single job I am planning for.	1.	2. 18	3. 6
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 1	2. 15	3. 8
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 2	2. 14	3. 8
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 2	2. 17	3. 5
	432	365	187

SCHOOL PERSONNEL [illegible]MENT: Please react to each statement with only [illegible] response.
*(Check one) ADM. 1. ____ COUNSELOR 2. ____ TEACHER 3. 11 OTHER 4. 1

Moulton-Udell

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 11	2. ____	3. 1
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 7	2. 2	3. 3
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 12	2. ____	3. ____
4. Students who graduate from high school should possess a marketable skill.	1. 9	2. ____	3. 3
5. We should develop a close working relationship with the business community in our educational process.	1. 12	2. ____	3. ____
6. Students should become aware of and explore many career opportunities during their school years.	1. 11	2. ____	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 11	2. ____	3. 1
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 12	2. ____	3. ____
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 7	2. ____	3. 5
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 11	2. ____	3. 1
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 11	2. ____	3. 1
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 7	2. 1	3. 4
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 10	2. ____	3. 2
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 8	2. 1	3. 3
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 10	2. ____	3. 2

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 12	2.	3.
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 11	2.	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 11	2.	3. 1
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 10	2.	3. 2
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 11	2.	3. 1
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 1	2. 9	3. 2
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1.	2. 11	3. 1
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 1	2. 6	3. 5
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.	2. 10	3. 2
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 1	2. 8	3. 3
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 6	2. 3	3. 3
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 1	2. 6	3. 5

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. ___	2. 6	3. 6
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. ___	2. 7	3. 5
30. My school has activities that help me to choose a group of jobs to study.	1. 1	2. 7	3. 4
31. My school helps me recognize and understand those things in my life that are important to me.	1. 2	2. 5	3. 5
32. My school helps me see the special skills needed by people who work in various jobs.	1. ___	2. 6	3. 6
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. ___	2. 7	3. 5
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 1	2. 5	3. 6
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 2	2. 6	3. 4
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 2	2. 4	3. 6
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 2	2. 5	3. 5
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 2	2. 3	3. 7
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 1	2. 5	3. 6
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 1	2. 5	3. 6
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. ___	2. 5	3. 7
	228	133	131

SCHOOL PERSONNEL STATEMENT: Please react to each statement with only one response.
(Check one) ADM. 1. 2 COUNSELOR 2. 1 TEACHER 3. 37 OTHER 4. 3

North Mahaska

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 33	2.	3. 10
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 23	2. 10	3. 10
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 41	2.	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 25	2. 4	3. 14
5. We should develop a close working relationship with the business community in our educational process.	1. 38	2. 1	3. 4
6. Students should become aware of and explore many career opportunities during their school years.	1. 40	2.	3. 3
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 34	2. 2	3. 7
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 38	2. 2	3. 3
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 21	2. 5	3. 17
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 34	2. 2	3. 7
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 25	2. 11	3. 7
12. It seems more feasible to create "spheres of influence" in career education among staff and instructional staff with a special interest, and experience a gradual, systematic spin off throughout the system as opposed to an attempt at total staff involvement.	1. 21	2. 8	3. 14
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 27	2. 7	3. 9
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 21	2. 8	3. 14
15. Cooperative effort with other school districts in the provision of teacher in-service training in career education seems a logical consideration.	1. 29	2. 6	3. 8

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 43	2.	3.
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 41	2. 1	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 28	2. 3	3. 12
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 34	2. 3	3. 6
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 35	2. 2	3. 6
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 16	2. 11	3. 16
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 8	2. 20	3. 15
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 14	2. 18	3. 11
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 9	2. 22	3. 12
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 11	2. 18	3. 14
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 28	2. 4	3. 11
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 7	2. 17	3. 19

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF [illegible] IN SCHOOL AT THE PRESENT TIME.

		MUCH HELP	SOME HELP	NO HELP
28	My school helps me find out what jobs are and what they are like.	1.9	2.33	3.1
29.	My school helps me use my strengths and my interests when I am thinking about getting a job.	1.6	2.32	3.5
30.	My school [illegible] helps me choose a group of jobs.	1.7	2.31	3.5
31.	My school helps me understand those things in my life that are important to me.	1.7	2.30	3.6
32.	My school helps me see the special skills needed by people who work in various jobs.	1.6	2.31	3.6
33.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I would like to work in.	1.7	2.30	3.6
34.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.7	2.28	3.8
35.	My school helps me see that school is a form of a job where certain basic skills is needed to be successful in the [illegible] to do.	1.14	2.24	3.5
36.	My school [illegible] helps me to use tools and equipment that are used in various groups of jobs.	1.14	2.24	3.5
37.	My school helps me get the skills I need to know in the [illegible] planning for.	1.7	2.31	3.5
38.	My school helps me [illegible] skills that are basic to a [illegible]	1.7	2.27	3.9
39.	[illegible] interests and abilities with the [illegible] needed in groups of jobs.	1.4	2.29	3.10
40.	[illegible] how I act and what I am [illegible] another kind of job.	1.6	2.27	3.10
41.	[illegible] certain types of [illegible] than other [illegible]	1.6	2.34	3.3
		831	596	336

SCHOOL PERSONNEL [illegible]MENT: Please react to each statement with only [illegible]e response.
(Check one) ADM. 1. 4 COUNSELOR 2. 1 TEACHER 3. 96 OTHER 4. 9

Oskaloosa

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 96	2. 4	3. 10
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 59	2. 28	3. 23
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 99	2. 3	3. 8
4. Students who graduate from high school should possess a marketable skill.	1. 65	2. 17	3. 28
5. We should develop a close working relationship with the business community in our educational process.	1. 105	2. 1	3. 4
6. Students should become aware of and explore many career opportunities during their school years.	1. 102	2. 3	3. 5
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 90	2. 4	3. 16
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 93	2. 4	3. 13
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 64	2. 10	3. 36
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 96	2. 2	3. 12
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 85	2. 7	3. 18
12. It seems most feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 63	2. 14	3. 33
13. Cooperative [illegible] with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 85	2. 8	3. 17
14. A professional staff member with expertise in curriculum development who [illegible] who could be shared by two or more local school districts would seem a logical consideration.	1. 65	2. 19	3. 26
15. [illegible] with other school districts in the [illegible] in-service training in career education [illegible] logical consideration.	1. 84	2. 6	3. 20

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration	1. 105	2. 2	3. 3
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 99	2. 1	3. 10
18. An arrangement between the school and local employers for students to alternate in school and on-the-job instruction with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 94	2. 5	3. 11
19. Parents should be invited to the school to discuss their careers with young people would seem a logical consideration.	1. 101	2. 1	3. 8
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 101	2. ___	3. 9
21. The equipment and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 16	2. 55	3. 39
22. The capability and commitment of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 12	2. 61	3. 37
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or relate school assignments.	1. 58	2. 44	3. 28
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 12	2. 51	3. 47
25. Most students graduating from high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 19	2. 46	3. 45
26. Most students graduating from high schools are presently graduating students who are prepared to seek additional education or training, to qualify for gainful employment	1. 85	2. 3	3. 22
27. Students graduating from high schools are prepared in job application skills such as writing letters of application and applicant interviews.	1. 13	2. 48	3. 49

PLEASE [illegible] STATEMENTS, PUT YOURSELF IN THE PLACE OF [illegible] AT PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
[illegible] find out what	1.5	2.92	3.13
[illegible] my interests [illegible] job.	1.7	2.88	3.15
[illegible] choose a	1.9	2.75	3.26
[illegible] find those [illegible] to me.	1.29	2.76	3.5
[illegible] skills needed by	1.13	2.85	3.12
[illegible] my interests, my abilities, [illegible] group of jobs that	1.17	2.79	3.14
[illegible] person's standard of [illegible] be one as a wage earner.	1.25	2.67	3.18
[illegible] a form of a job [illegible] needed to be successful [illegible]	1.51	2.51	3.8
[illegible] tools and [illegible] nature of jobs.	1.11	2.74	3.25
[illegible] skills I need to	1.12	2.73	3.25
[illegible] unable to a	1.7	2.68	3.35
[illegible] abilities [illegible] types of jobs.	1.3	2.82	3.28
[illegible] and what I am [illegible] another kind of job.	1.14	2.81	3.15
[illegible] certain types of [illegible]	1.15	2.80	3.15
	2164	1518	828

SCHOOL PERSONNEL [illegible]: Please react to each statement with only one response.
(Check one) ADM. 1. 5 COUNSELOR 2. 7 TEACHER 3. 226 OTHER 4. 47

Attumwa

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 241	2. 15	3. 29
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 133	2. 77	3. 75
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 239	2. 21	3. 25
4. Students who graduate from high school should possess a marketable skill.	1. 192	2. 34	3. 59
5. We should develop a close working relationship with the business community in our educational process.	1. 253	2. 8	3. 24
6. Students should become aware of and explore many career opportunities during their school years.	1. 258	2. 12	3. 15
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 208	2. 29	3. 48
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 228	2. 11	3. 46
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 162	2. 37	3. 86
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 239	2. 18	3. 28
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 202	2. 30	3. 53
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 130	2. 61	3. 94
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 193	2. 23	3. 69
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 141	2. 70	3. 74
15. Cooperative effort with other local districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 204	2. 34	3. 47

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 270	2. 4	3. 11
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 253	2. 10	3. 22
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 227	2. 17	3. 41
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 251	2. 8	3. 26
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 232	2. 8	3. 45
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 73	2. 122	3. 90
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career edueation program without additional assistance.	1. 55	2. 151	3. 79
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 117	2. 108	3. 60
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 39	2. 170	3. 76
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 53	2. 137	3. 95
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 175	2. 1	3. 69
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 18	2. 172	3. 95

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 28	2.233	3. 24
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 31	2.211	3. 43
30. My school has activities that help me to choose a group of jobs to study.	1. 40	2.193	3. 52
31. My school helps me recognize and understand those things in my life that are important to me.	1. 71	2.179	3. 35
32. My school helps me see the special skills needed by people who work in various jobs.	1. 41	2.202	3. 42
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 37	2.212	3. 36
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.60	2. 178	3.47
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.108	2.152	3.25
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 44	2.185	3. 56
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 34	2.199	3. 52
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 26	2.181	3. 78
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 32	2.186	3. 67
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 59	2.177	3. 49
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 59	2. 179	3. 47
	5456	4095	2134

(Check one) ADMINISTRATOR 1. 2 COUNSELOR 2. 1 TEACHER 3. 48 OTHER 4. 2

	YES	NO	UNDECIDED
1. Career education should be established to the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 48	2. 0	3. 5
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy objective of the school to the degree that they do general education.	1. 37	2. 6	3. 10
3. [illegible] program integrated into the school curriculum should of necessity be [illegible] to every student's developmental [illegible]	1. 49	2. 2	3. 2
4. Students who graduate from high school should possess a [illegible] skill.	1. 44	2. 1	3. 8
5. We should [illegible] relationship with the business community in our educational process.	1. 47	2. 1	3. 5
6. Students should be encouraged and explore many career opportunities [illegible] school years.	1. 51	2. 0	3. 2
7. Faculty members should integrate an increased amount of career education into the regular curriculum of our school.	1. 48	2. 1	3. 4
8. Career education will require special and continuous support from the [illegible] of administrators and boards of education in order to create an "atmosphere for change" in the school community.	1. 50	2. 0	3. 3
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 36	2. 3	3. 15
10. [illegible] in our school should [illegible] the [illegible] of a master plan so as to avoid [illegible] and/or voids in the process.	1. 47	2. 2	3. 4
11. In-service [illegible] necessary to effective implementation of career education in our school.	1. 38	2. 6	3. 9
12. It is [illegible] to create "spheres of influence" [illegible] special staff and instructional staff [illegible] special interest and experience a gradual, [illegible] throughout the system as opposed to [illegible]	1. 28	2. 10	3. 15
13. [illegible] school district is in the [illegible] to prepare its courses of study [illegible]	1. 36	2. 7	3. 8
14. [illegible] experts in curriculum [illegible] that could be shared by [illegible] school district would be a logical [illegible]	1. 31	2. 11	3. 11
15. [illegible] is the [illegible] of career education.	1. 42	2. 4	3. 7

4/3

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 51	2. 1	3. 1
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 47	2. 4	3. 2
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 46	2. 2	3. 5
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 47	2. 2	3. 4
20. The development of a practical curriculum guide to career education material available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 47	2. 0	3. 6
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 12	2. 26	3. 15
22. The capabilities and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 6	2. 26	3. 21
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 23	2. 19	3. 11
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 8	2. 34	3. 11
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 11	2. 30	3. 12
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 33	2. 7	3. 13
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 7	2. 28	3. 18

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.6	2.41	3.6
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.4	2.44	3.5
30. My school has activities that help me to choose a group of jobs to study.	1.7	2.37	3.9
31. My school helps me recognize and understand those things in my life that are important to me.	1.13	2.36	3.4
32. My school helps me see the special skills needed by people who work in various jobs.	1.8	2.42	3.3
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.6	2.43	3.4
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.9	2.38	3.6
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.14	2.35	3.4
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.12	2.32	3.9
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.4	2.46	3.3
38. My school helps me get the skills that are basic to a single job I am planning for.	1.2	2.43	3.8
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.2	2.44	3.7
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.9	2.37	3.7
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.10	2.35	3.8
	1077	786	310

...ubject school personnel, ...ment
... statement with only one response.
... TEACHER 3. 16 OTHER 4. 1

	YES	NO	UNDECIDED
1. C... ...riculum ...ingful ...l, and ...	1. 19	2.	3.
2. ... ...accept ...rchy ... general ...	1. 15	2. 1	3. 3
3. A ... ...ogram ... of necessity ...	1. 19	2.	3.
4. ... ...possess ...	1. 11	2. 3	3. 5
5. We ... ...with the ...	1. 19	2.	3.
6. ... ...area ...	1. 18	2. 1	3.
7. I ... ...ped, ...rium	1. 18	2.	3. 1
8. ... ...ntinuous ... ...ters and ... ...here for	1. 19	2.	3.
9. ... ...adapt ... ...f ... ...ed.	1. 16	2.	3. 3
10. ... ...school ... ...es.	1. 18	2.	3. 1
11. ...	1. 18	2. 1	3.
12. ... ...tional ...rbal, ...ed to	1. 10	2. 3	3. 6
...	1. 15	2.	3. 4
... ...ed by ...	1. 14	2. 2	3. 3
...	18	1	0

	YES	NO	UNDECIDED
16. Ar... employers where ... options will ... consideration.	1. 17	2. ___	3. 2
17. Ar... employers ... schooling with ... experience would seem a ...	1. 18	2. ___	3. 1
18. ... employers ... and on-the-job ... level employment ... consid-	1. 17	2. ___	3. 2
19. ... their careers ... consideration.	1. 14	2. ___	3. 5
20. ... guide to ... through the Media ... el, job cluster, ... description resulting ... would seem a logical	1. 17	2. 1	3. 1
21. ... our ... the explora- ... tions?	1. ___	2. 14	3. 5
22. ... staff of ... counselor, monitor, and ... program without	1. 1	2. 11	3. 7
23. ... concepts to ... course of ...	1. 10	2. 5	3. 4
24. ... today ... opportunities	1. 1	2. 14	3. 4
25. ... relating ... employment	1. 3	2. 10	3. 6
26. ... getting ... education ...	1. 14	2. 2	3. 3
27. ... application ... tion and	1. 2	2. 9	3. 8

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 1	2. 18	3. ___
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 1	2. 15	3. 3
30. My school has activities that help me to choose a group of jobs to study.	1. 1	2. 12	3. 6
31. My school helps me recognize and understand those things in my life that are important to me.	1. 3	2. 15	3. 1
32. My school helps me see the special skills needed by people who work in various jobs.	1. 1	2. 14	3. 4
33. My school helps to discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 1	2. 16	3. 2
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 4	2. 10	3. 5
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 7	2. 11	3. 1
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. ___	2. 13	3. 6
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. ___	2. 17	3. 2
38. My school helps me get the skills that are basic to a [illegible] I am planning for.	1. 1	2. 12	3. 6
39. My school helps me put my interests and abilities [illegible] that are needed in groups of jobs.	1. ___	2. 14	3. 5
40. My school helps me see how I act and what I am [illegible] for some kinds of jobs more than another kind of job.	1. 2	2. 14	3. 3
41. [illegible] why certain types of [illegible] education and training than other [illegible] of jobs.	1. 4	2. 12	3. 3

...SCHOOL STAFF: Please react to each statement with only one response.
(...ase) ADMIN. 1. 2 COUNSELOR 2. 1 TEACHER 3. 26 OTHER 4. 3

Seymour

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 26	2. 4	3. 2
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 9	2. 13	3. 10
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 23	2. 4	3. 5
4. Students who graduate from high school should possess a marketable skill.	1. 14	2. 7	3. 11
5. We should develop a close working relationship with the business community in our educational process.	1. 25	2. 3	3. 4
6. Students should become aware of and explore many career opportunities during their school years.	1. 30	2. 2	3.
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 14	2. 6	3. 12
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 20	2. 3	3. 9
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 11	2. 8	3. 13
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 26	2. 4	3. 2
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 21	2. 8	3. 3
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 14	2. 9	3. 9
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 18	2. 6	3. 8
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 16	2. 11	3. 5
15. Cooperative efforts with other school districts in the ...of teacher in-service training in career education ...seem a logical consideration.	1. 22	2. 6	3. 4

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 27	2. 4	3. 1
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 21	2. 5	3. 6
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 13	2. 9	3. 10
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 20	2. 5	3. 7
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 16	2. 6	3. 10
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 7	2. 11	3. 14
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 5	2. 14	3. 13
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 17	2. 5	3. 10
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 13	2. 13	3. 6
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 6	2. 16	3. 10
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 16	2. 8	3. 8
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 3	2. 20	3. 9

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 7	2. 19	3. 6
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 8	2. 19	3. 5
30. My school has activities that help me to choose a group of jobs to study.	1. 8	2. 18	3. 6
31. My school helps me recognize and understand those things in my life that are important to me.	1. 10	2. 16	3. 6
32. My school helps me see the special skills needed by people who work in various jobs.	1. 11	2. 15	3. 6
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 9	2. 18	3. 5
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 13	2. 12	3. 7
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 11	2. 16	3. 5
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 8	2. 19	3. 5
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 9	2. 17	3. 6
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 5	2. 19	3. 8
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 6	2. 20	3. 6
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 11	2. 14	3. 7
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 11	2. 16	3. 5
	580	448	284

react to each statement with only one response.

1 - COUNSELOR 2. 1 TEACHER 3. 14 OTHER 4. 4

Sigourney

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 19	2.	3. 1
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 14	2. 2	3. 4
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 18	2.	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 14	2. 1	3. 5
5. We should develop a close working relationship with the business community in our educational process.	1. 19	2.	3. 1
6. Students should become aware of and explore many career opportunities during their school years.	1. 19	2.	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 17	2. 1	3. 2
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 17	2. 1	3. 2
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 11	2. 1	3. 8
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 19	2. 1	3.
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 18	2.	3. 2
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 9	2. 6	3. 5
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 14	2. 1	3. 5
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 7	2. 3	3. 10
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education seem a logical consideration.	1. 14	2. 1	3. 5

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 19	2.	3. 1
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 18	2. 2	3.
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 16	2. 3	3. 1
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 18	2. 1	3. 1
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 17	2. 1	3. 2
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 4	2. 9	3. 7
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 1	2. 14	3. 5
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 13	2. 4	3. 3
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.	2. 17	3. 3
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 2	2. 13	3. 5
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 12	2. 3	3. 5
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 1	2. 12	3. 7

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.	2. 17	3. 3
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 4	2. 13	3. 3
30. My school has activities that help me to choose a group of jobs to study.	1. 1	2. 12	3. 7
31. My school helps me recognize and understand those things in my life that are important to me.	1. 5	2. 12	3. 3
32. My school helps me see the special skills needed by people who work in various jobs.	1. 3	2. 10	3. 7
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.	2. 14	3. 6
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 6	2. 10	3. 4
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 7	2. 10	3. 3
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 1	2. 13	3. 6
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 2	2. 14	3. 4
38. My school helps me get the skills that are basic to a single job I am planning for.	1.	2. 14	3. 6
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.	2. 14	3. 6
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 1	2. 14	3. 5
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 5	2. 10	3. 5
	385	274	161

(Check one) AID 1. 2 COUNSELOR 2. 0 TEACHER 3. 26 OTHER 4. 5

Tri-County

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 30	2. 0	3. 3
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 21	2. 4	3. 8
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 30	2. 2	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 25	2. 1	3. 7
5. We should develop a close working relationship with the business community in our educational process.	1. 30	2. 1	3. 2
6. Students should become aware of and explore many career opportunities during their school years.	1. 32	2.	3. 1
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 31	2. 1	3. 1
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 31	2. 1	3. 1
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 19	2. 4	3. 10
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 28	2. 1	3. 4
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 26	2. 2	3. 5
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 20	2. 5	3. 8
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 28	2. 3	3. 2
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 19	2. 4	3. 10
15. Cooperative efforts with other school districts in the of teacher in-service training in career education seem a logical consideration.	1. 26	2. 2	3. 5

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 29	2. 1	3. 3
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 27	2. 1	3. 5
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 24	2. 1	3. 8
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 30	2. 1	3. 2
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 28	2. 2	3. 3
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 6	2. 18	3. 9
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 9	2. 16	3. 8
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 14	2. 11	3. 8
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 2	2. 22	3. 9
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 7	2. 18	3. 8
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 19	2. 6	3. 8
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 3	2. 19	3. 11

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 3	2. 24	3. 6
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 3	2. 27	3. 3
30. My school has activities that help me to choose a group of jobs to study.	1. 3	2. 22	3. 8
31. My school helps me recognize and understand those things in my life that are important to me.	1. 5	2. 26	3. 2
32. My school helps me see the special skills needed by people who work in various jobs.	1. 5	2. 19	3. 9
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 6	2. 24	3. 3
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 6	2. 17	3. 10
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 15	2. 15	3. 3
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 5	2. 22	3. 6
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 3	2. 26	3. 4
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 5	2. 23	3. 5
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 2	2. 23	3. 8
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 5	2. 20	3. 8
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 3	2. 22	3. 8
	663	457	233

(Check one) A[redacted] 1. 0 COUNSELOR 2. 0 TEACHER 3. 2 OTHER 4. 2

Van Buren

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 19	2. 0	3. 3
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 8	2. 9	3. 5
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 21	2. 1	3. 0
4. Students who graduate from high school should possess a marketable skill.	1. 17	2. 3	3. 2
5. We should develop a close working relationship with the business community in our educational process.	1. 19	2. 0	3. 3
6. Students should become aware of and explore many career opportunities during their school years.	1. 20	2. 0	3. 2
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 20	2. 0	3. 2
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 19	2. 0	3. 3
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 10	2. 1	3. 11
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 18	2. 1	3. 3
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 15	2. 0	3. 7
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 15	2. 3	3. 4
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 18	2. 1	3. 3
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 11	2. 2	3. 9
15. Cooperative efforts with other school districts in the [illegible] of teacher in-service training in career education [illegible] seem a logical consideration.	1. 19	2. 1	3. 2

		YES	NO	UNDECIDED
16.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 21	2. 0	3. 1
17.	An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 20	2. 0	3. 2
18.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 18	2. 2	3. 2
19.	Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 19	2. 1	3. 2
20.	The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 18	2. 1	3. 3
21.	The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 4	2. 10	3. 8
22.	The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 1	2. 14	3. 7
23.	I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 5	2. 6	3. 11
24.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 1	2. 19	3. 2
25.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 5	2. 11	3. 6
26.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 16	2. 7	3. 5
27.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 1	2. 13	3. 8

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 1	2. 21	3. 0
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 4	2. 16	3. 2
30. My school has activities that help me to choose a group of jobs to study.	1. 4	2. 12	3. 6
31. My school helps me recognize and understand those things in my life that are important to me.	1. 5	2. 13	3. 4
32. My school helps me see the special skills needed by people who work in various jobs.	1. 4	2. 15	3. 3
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 3	2. 14	3. 5
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 3	2. 13	3. 6
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 5	2. 16	3. 1
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 4	2. 18	3. 0
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.4	2. 15	3. 3
38. My school helps me get the skills that are basic to a single job I am planning for.	1.3	2. 16	3. 3
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.1	2. 17	3. 4
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.1	2. 17	3. 4
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 4	2. 11	3. 7
	424	314	164

(Check one) ADM. 1. 4 COUNSELOR 2. 1 TEACHER 3. 31 OTHER 4. 5

Wayne Co.

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 31	2. 2	3. 8
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 18	2. 16	3. 7
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 32	2. 2	3. 7
4. Students who graduate from high school should possess a marketable skill.	1. 27	2. 9	3. 5
5. We should develop a close working relationship with the business community in our educational process.	1. 28	2. 3	3. 10
6. Students should become aware of and explore many career opportunities during their school years.	1. 32	2. 1	3. 8
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 29	2. 4	3. 8
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 33	2. 2	3. 6
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 19	2. 9	3.
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 31	2. 2	3. 8
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 27	2. 8	3. 6
12. It seems more feasible to create "spheres of influence" in career education among the total staff and instructional staff with a specific interest, and experience a gradual, systematic growth throughout the system as opposed to an attempt at total staff involvement.	1. 18	2. 10	3. 13
13. Cooperative efforts with other school districts in the provision of a plethora of exploratory courses of study would seem feasible in our situation.	1. 25	2. 8	3. 8
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 26	2. 5	3. 10
15. Cooperative efforts with area vocational schools in the area of technical training in career education would seem a logical consideration.	1. 26	2. 6	3. 9

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 36	2. 1	3. 4
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 27	2. 4	3. 10
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 25	2. 6	3. 10
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 36	2. 1	3. 4
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 33	2. 3	3. 5
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 8	2. 24	3. 9
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 7	2. 24	3. 10
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 18	2. 11	3. 12
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 12	2. 16	3. 13
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 14	2. 12	3. 15
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 29	2. 2	3. 10
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 15	2. 7	3. 19

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 5	2. 34	3. 2
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 5	2. 33	3. 3
30. My school has activities that help me to choose a group of jobs to study.	1. 6	2. 29	3. 6
31. My school helps me recognize and understand those things in my life that are important to me.	1.14	2. 22	3. 5
32. My school helps me see the special skills needed by people who work in various jobs.	1. 8	2. 29	3. 4
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.10	2. 28	3. 3
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.13	2. 25	3. 3
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 16	2. 21	3. 4
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 9	2. 27	3. 5
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 10	2. 26	3. 5
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 5	2. 28	3. 8
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 6	2. 31	3. 4
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 8	2. 30	3. 3
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.15	2. 24	3. 2
	792	585	304

STUDENT SEGMENT

TOTAL- A.C.L. STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 11 5 12 6 13 7 11 8 13 9 4 10 10 11 4 12 1

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 5	2. 70	3. 4
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 7	2. 48	3. 24
3. My school has activities that help me to choose a group of jobs to study.	1. 18	2. 40	3. 21
4. My school helps me recognize and understand those things in my life that are important to me.	1. 22	2. 42	3. 15
5. My school helps me see the special skills needed by people who work in various jobs.	1. 20	2. 45	3. 14
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 17	2. 46	3. 16
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 23	2. 40	3. 16
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 33	2. 36	3. 10
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 17	2. 51	3. 11
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 16	2. 43	3. 20
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 17	2. 40	3. 22
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 8	2. 53	3. 18
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 25	2. 40	3. 14
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 21	2. 50	3. 8
	249	644	213

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

TOTAL ALBIA STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 1365 1386 116 7 1208 1569 138 10 145 11 133 12 108

		MUCH HELP	SOME HELP	NO HELP
1.	My school has activities that help me find out what jobs and work mean.	1. 178	2. 845	3. 167
2.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 239	2. 673	3. 278
3.	My school has activities that help me to choose a group of jobs to study.	1. 221	2. 611	3. 358
4.	My school helps me recognize and understand those things in my life that are important to me.	1. 349	2. 648	3. 193
5.	My school helps me see the special skills needed by people who work in various jobs.	1. 293	2. 649	3. 248
6.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 312	2. 629	3. 249
7.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 251	2. 625	3. 314
8.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 422	2. 597	3. 171
9.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 304	2. 565	3. 321
10.	My school helps me plan to get the skills I need to know in the job I am planning for.	1. 299	2. 599	3. 292
11.	My school helps me get the skills that are basic to a single job I am planning for.	1. 227	2. 602	3. 361
12.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 215	2. 710	3. 265
13.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 313	2. 608	3. 269
14.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 336	2. 606	3. 248

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

BLAKESBURG - TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 22 5 34 6 24 7 30 8 29 9 27 10 30 11 16 12 12

		MUCH HELP	SOME HELP	NO HELP
1.	My school has activities that help me find out what jobs and work mean.	1.19	2.141	3.64
2.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.37	2.100	3.87
3.	My school has activities that help me to choose a group of jobs to study.	1.28	2.100	3.96
4.	My school helps me recognize and understand those things in my life that are important to me.	1.63	2.111	3.50
5.	My school helps me see the special skills needed by people who work in various jobs.	1.45	2.113	3.66
6.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.55	2.106	3.63
7.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.37	2.123	3.64
8.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.81	2.103	3.40
9.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.40	2.104	3.80
10.	My school helps me plan to get the skills I need to know in the job I am planning for.	1.42	2.110	3.72
11.	My school helps me get the skills that are basic to a single job I am planning for.	1.32	2.106	3.86
12.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.32	2.113	3.79
13.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.63	2.97	3.64
14.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.47	2.97	3.80
		621	1524	991

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

CARDINAL- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 89 5 68 6 82 7 85 8 99 9 98 10 92 11 55 12 61

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.123	2.506	3.100
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.158	2.405	3.166
3. My school has activities that help me to choose a group of jobs to study.	1.163	2.361	3.205
4. My school helps me recognize and understand those things in my life that are important to me.	1.286	2.330	3.113
5. My school helps me see the special skills needed by people who work in various jobs.	1.229	2.363	3.137
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.210	2.365	3.154
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.183	2.379	3.167
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.310	2.324	3.95
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.279	2.276	3.174
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.167	2.355	3.207
11. My school helps me get the skills that are basic to a single job I am planning for.	1.114	2.395	3.220
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.133	2.415	3.181
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.239	2.342	3.148
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.210	2.344	3.175
	2804	5160.	2242

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

CENTERVILLE- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 1275 1566 1757212 8188 9161 10131 11102 12 128

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.211	2.927	3.242
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.272	2.713	3.395
3. My school has activities that help me to choose a group of jobs to study.	1.262	2.674	3.444
4. My school helps me recognize and understand those things in my life that are important to me.	1.443	2.649	3.288
5. My school helps me see the special skills needed by people who work in various jobs.	1.350	2.750	3.280
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.354	2.738	3.288
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.324	2.659	3.397
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.577	2.579	3.224
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.374	2.571	3.435
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.318	2.646	3.416
11. My school helps me get the skills that are basic to a single job I am planning for.	1.269	2.630	3.481
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.216	2.733	3.431
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.360	2.651	3.369
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.362	2.626	3.392
	4692	9546	5082

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

CHARITON - TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 121 5 133 6 121 7 145 8 153 9 98 10 116 11 89 12 94

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 143	2. 643	3. 188
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 182	2. 505	3. 287
3. My school has activities that help me to choose a group of jobs to study.	1. 160	2. 475	3. 339
4. My school helps me recognize and understand those things in my life that are important to me.	1. 306	2. 475	3. 193
5. My school helps me see the special skills needed by people who work in various jobs.	1. 288	2. 501	3. 185
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 217	2. 514	3. 243
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 227	2. 445	3. 302
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 360	2. 445	3. 169
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 258	2. 417	3. 299
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 261	2. 440	3. 318
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 144	2. 461	3. 369
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 156	2. 493	3. 325
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 258	2. 446	3. 270
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 270	2. 434	3. 270
	3185	6694	3757

140

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

DAVIS CO.- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 107 5 127 6 152 7 136 8 157 9 155 10 151 11 116 12 107 Sp.Ed 4

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.196	2.849	3.167
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.214	2.629	3.369
3. My school has activities that help me to choose a group of jobs to study.	1.203	2.618	3.391
4. My school helps me recognize and understand those things in my life that are important to me.	1.402	2.579	3.231
5. My school helps me see the special skills needed by people who work in various jobs.	1.332	2.671	3.209
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.319	2.634	3.259
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.261	2.593	3.358
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.496	2.532	3.184
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.343	2.547	3.322
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.241	2.598	3.373
11. My school helps me get the skills that are basic to a single job I am planning for.	1.189	2.604	3.419
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.191	2.702	3.319
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.335	2.577	3.300
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.308	2.613	3.291
	4030	8746	4192

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

EDDYVILLE- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 58 5 64 666 7 68 8 76 973 1062 1157 12 32

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 117	2. 375	3. 64
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 116	2. 316	3. 124
3. My school has activities that help me to choose a group of jobs to study.	1. 131	2. 277	3. 148
4. My school helps me recognize and understand those things in my life that are important to me.	1. 203	2. 280	3. 73
5. My school helps me see the special skills needed by people who work in various jobs.	1. 169	2. 295	3. 92
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 186	2. 271	3. 99
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 147	2. 299	3. 110
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 242	2. 237	3. 77
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 170	2. 267	3. 119
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 161	2. 272	3. 123
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 119	2. 284	3. 153
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 123	2. 314	3. 119
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 192	2. 266	3. 98
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 194	2. 240	3. 122
	2270	3993	1521

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

FAIRFIELD- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 186 5 211 6 237 7 222 8 228 9 238 10 203 11 195 12 153

		MUCH HELP	SOME HELP	NO HELP
1.	My school has activities that help me find out what jobs and work mean.	1. 286	2. 1282	3. 306
2.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 360	2. 958	3. 556
3.	My school has activities that help me to choose a group of jobs to study.	1. 313	2. 925	3. 636
4.	My school helps me recognize and understand those things in my life that are important to me.	1. 594	2. 901	3. 379
5.	My school helps me see the special skills needed by people who work in various jobs.	1. 472	2. 993	3. 409
6.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 487	2. 958	3. 429
7.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 393	2. 961	3. 520
8.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 757	2. 805	3. 312
9.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 506	2. 863	3. 505
10.	My school helps me plan to get the skills I need to know in the job I am planning for.	1. 369	2. 899	3. 606
11.	My school helps me get the skills that are basic to a single job I am planning for.	1. 259	2. 906	3. 709
12.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 328	2. 1031	3. 515
13.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 529	2. 912	3. 433
14.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 495	2. 928	3. 451
		6148	13322	6766

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

FREMONT- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements.
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 20 5 11 6 20 7 11 8 18 9 13 10 18 11 15 12 13

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 14	2. 79	3. 46
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 25	2. 79	3. 35
3. My school has activities that help me to choose a group of jobs to study.	1. 18	2. 48	3. 73
4. My school helps me recognize and understand those things in my life that are important to me.	1. 43	2. 68	3. 28
5. My school helps me see the special skills needed by people who work in various jobs.	1. 36	2. 65	3. 38
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 23	2. 80	3. 36
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 32	2. 80	3. 27
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 76	2. 48	3. 15
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 23	2. 58	3. 58
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 22	2. 82	3. 35
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 24	2. 50	3. 65
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 19	2. 70	3. 50
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 34	2. 79	3. 26
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 33	2. 56	3. 50
	422	942	582

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

HARMONY- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 42 5 47 6 53 750 821 941 1048 1151 1241

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 34	2. 265	3. 95
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 69	2. 213	3. 112
3. My school has activities that help me to choose a group of jobs to study.	1. 45	2. 188	3. 161
4. My school helps me recognize and understand those things in my life that are important to me.	1. 101	2. 218	3. 75
5. My school helps me see the special skills needed by people who work in various jobs.	1. 90	2. 243	3. 61
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 97	2. 206	3. 91
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 75	2. 196	3. 123
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 151	2. 174	3. 69
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 72	2. 190	3. 132
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 76	2. 174	3. 144
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 50	2. 189	3. 155
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 45	2. 241	3. 108
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 99	2. 177	3. 118
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 89	2. 185	3. 120
	1093	2859	1564

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

HEDRICK - TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 21 5 34 6 26 730 8 22 9 23 1026 11 17 12 24

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 30	2. 146	3. 47
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 30	2. 121	3. 72
3. My school has activities that help me to choose a group of jobs to study.	1. 45	2. 82	3. 96
4. My school helps me recognize and understand those things in my life that are important to me.	1. 74	2. 115	3. 34
5. My school helps me see the special skills needed by people who work in various jobs.	1. 48	2. 110	3. 65
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 56	2. 118	3. 49
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 37	2. 111	3. 75
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 95	2. 102	3. 26
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 50	2. 106	3. 67
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 34	2. 91	3. 98
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 41	2. 85	3. 97
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 30	2. 113	3. 80
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 61	2. 111	3. 51
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 62	2. 109	3. 52
	693	1520	909

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(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

FOX VALLEY- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 ___ 5 ___ 6 17 7 26 8 22 9 29 10 18 11 17 12 19

		MUCH HELP	SOME HELP	NO HELP
1.	My school has activities that help me find out what jobs and work mean.	1. 26	2. 104	3. 18
2.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 28	2. 95	3. 25
3.	My school has activities that help me to choose a group of jobs to study.	1. 40	2. 80	3. 28
4.	My school helps me recognize and understand those things in my life that are important to me.	1. 42	2. 73	3. 33
5.	My school helps me see the special skills needed by people who work in various jobs.	1. 36	2. 78	3. 34
6.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 36	2. 86	3. 26
7.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 32	2. 84	3. 32
8.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 36	2. 74	3. 38
9.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 40	2. 82	3. 26
10.	My school helps me plan to get the skills I need to know in the job I am planning for.	1. 38	2. 85	3. 25
11.	My school helps me get the skills that are basic to a single job I am planning for.	1. 31	2. 90	3. 27
12.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 28	2. 96	3. 24
13.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 34	2. 80	3. 34
14.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 35	2. 86	3. 27
		482	1193	397

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

MORAVIA TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 32 5 23 6 30 7 43 8 42 9 42 10 46 11 34 12 33

		MUCH HELP	SOME HELP	NO HELP
1.	My school has activities that help me find out what jobs and work mean.	1.41	2.221	3.63
2.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	149	2.178	3.98
3.	My school has activities that help me to choose a group of jobs to study.	161	2.152	3.112
4.	My school helps me recognize and understand those things in my life that are important to me.	1100	2.165	3.60
5.	My school helps me see the special skills needed by people who work in various jobs.	178	2.179	3.68
6.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	171	2.170	3.84
7.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.64	2.166	3. 95
8.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1118	2.147	3.60
9.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	177	2.158	3.90
10.	My school helps me plan to get the skills I need to know in the job I am planning for.	1. 63	2.163	3.99
11.	My school helps me get the skills that are basic to a single job I am planning for.	1.56	2.161	3.108
12.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.40	2.180	3.105
13.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.78	2.164	3. 83
14.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.91	2.158	3. 76
		987	2362	1201

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

MOULTON-UDELL- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 21 5 24 6 29 7 29 840 9 30 1042 1138 12 29

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.29	2.191	3.62
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.34	2.169	3.79
3. My school has activities that help me to choose a group of jobs to study.	1.37	2.140	3.105
4. My school helps me recognize and understand those things in my life that are important to me.	1.86	2.159	3.37
5. My school helps me see the special skills needed by people who work in various jobs.	1.53	2.163	3.66
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.61	2.163	3.58
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.76	2.160	3.46
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.119	2.118	3.45
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.62	2.140	3.80
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.37	2.166	3.79
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 36	2.144	3.102
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 33	2.168	3. 81
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 70	2.145	3. 67
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 65	2.161	3. 56
	798	2187	963

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

NORTH MAHASKA TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 54 5 49 6 49 7 57 8 51 9 53 10 52 - 11 42 12 52

		MUCH HELP	SOME HELP	NO HELP
1.	My school has activities that help me find out what jobs and work mean.	1. 79	2.293	3. 87
2.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.101	2.251	3.107
3.	My school has activities that help me to choose a group of jobs to study.	1.103	2.234	3.122
4.	My school helps me recognize and understand those things in my life that are important to me.	1.142	2.229	3. 88
5.	My school helps me see the special skills needed by people who work in various jobs.	1.104	2.251	3.104
6.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.120	2.233	3.106
7.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 99	2.233	3.127
8.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.199	2.192	3. 68
9.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.133	2.157	3.169
10.	My school helps me plan to get the skills I need to know in the job I am planning for.	1.105	2.227	3.127
11.	My school helps me get the skills that are basic to a single job I am planning for.	1. 87	2.213	3.159
12.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 91	2.250	3.118
13.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.133	2.226	3.100
14.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.121	2.209	3.129
		1617	3198	1611

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

OSKALOOSA TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 190 5 211 6 183 7 226 8 212 9 210 10 213 11 153 12 178

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.248	2.1245	3.283
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.347	2. 937	3.492
3. My school has activities that help me to choose a group of jobs to study.	1.302	2.847	3.627
4. My school helps me recognize and understand those things in my life that are important to me.	1.572	2.876	3.328
5. My school helps me see the special skills needed by people who work in various jobs.	1.492	2.950	3.334
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.441	2.957	3.378
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.423	2.899	3.454
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.747	2.774	3.255
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.493	2.750	3.533
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.414	2.840	3. 522
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 318	2. 850	3. 608
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 312	2.1003	3. 461
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.479	2. 882	3. 415
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 520	2. 817	3. 439
	6108	12,627	6,129

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

TOTAL- OTTUMWA STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4400 5472 6494 7 5118572 9524 10461 11383 12365

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.735	2.2731	3. 716
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.853	2.2267	3.1062
3. My school has activities that help me to choose a group of jobs to study.	1.795	2.2100	3.1287
4. My school helps me recognize and understand those things in my life that are important to me.	1.1312	2.2074	3. 796
5. My school helps me see the special skills needed by people who work in various jobs.	1. 996	2.2322	3. 864
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.1148	2.2104	3. 930
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 951	2.2022	3.1209
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.1647	2.1887	3. 648
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.1043	2.1976	3.1163
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 879	2.2020	3.1283
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 784	2.1956	3.1442
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 752	2.2295	3.1135
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.1227	2.1968	3. 987
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.1161	2.2070	3. 952
	14,283	29,792	14,474

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(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

PEKIN TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 59 5 60 6 61 7 69 8 55 9 59 10 63 11 55 12 40

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.93	2.386	3. 42
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.128	2.302	3. 91
3. My school has activities that help me to choose a group of jobs to study.	1.115	2.277	3.129
4. My school helps me recognize and understand those things in my life that are important to me.	1.180	2.260	3. 81
5. My school helps me see the special skills needed by people who work in various jobs.	1.137	2.303	3. 82
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.153	2.277	3. 91
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.117	2.271	3.133
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.205	2.239	3. 77
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.144	2.243	3.134
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.125	2.290	3.106
11. My school helps me get the skills that are basic to a single job I am planning for.	1.105	2.270	3.146
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 85	2.329	3.107
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.157	2.244	3.120
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.168	2.255	3. 98
	1912	3945	1437

4/53

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

RUSSELL- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 24 5 20 6 29 7 28 8 23 9 25 10 28 11 16 12 17

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 27	2. 132	3.51
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 32	2.104	3.73
3. My school has activities that help me to choose a group of jobs to study.	1. 31	2. 87	3.91
4. My school helps me recognize and understand those things in my life hat are important to me.	1. 56	2.103	3.50
5. My school helps me see the special skills needed by people who work in various jobs.	1. 46	2.120	3.43
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 42	2.102	3.65
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 40	2. 93	3.76
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 75	2. 97	3.37
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 37	2. 85	3.87
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 25	2. 95	3.89
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 27	2. 82	3.100
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 30	2. 98	3. 81
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 44	2.109	3. 56
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 47	2. 93	3. 69
	559	1400	968

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

SEYMOUR- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 37 5 41 6 34 7 41 8 43 9 43 10 46 11 37 12 34

		MUCH HELP	SOME HELP	NO HELP
1.	My school has activities that help me find out what jobs and work mean.	1.75	2.241	3.40
2.	My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.60	2.197	3.99
3.	My school has activities that help me to choose a group of jobs to study.	1.61	2.211	3.84
4.	My school helps me recognize and understand those things in my life that are important to me.	1.90	2.206	3.60
5.	My school helps me see the special skills needed by people who work in various jobs.	1.106	2.157	3.93
6.	My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.93	2.184	3.79
7.	My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.73	2.183	3.100
8.	My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.146	2.157	3.53
9.	My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 75	2.176	3.105
10.	My school helps me plan to get the skills I need to know in the job I am planning for.	1. 70	2.174	3.112
11.	My school helps me get the skills that are basic to a single job I am planning for.	1. 44	2.220	3.92
12.	My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 47	2.196	3.113
13.	My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 95	2.184	3. 77
14.	My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.108	2.178	3.70
		1143	2664	1177

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

SIGOURNEY - TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 78 5 74 6 92 7 92 8 86 9 74 10 104 11 68 12 74

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 101	2. 508	3. 128
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 127	2. 435	3. 175
3. My school has activities that help me to choose a group of jobs to study.	1. 134	2. 357	3. 246
4. My school helps me recognize and understand those things in my life that are important to me.	1. 241	2. 330	3. 166
5. My school helps me see the special skills needed by people who work in various jobs.	1. 203	2. 391	3. 143
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 210	2. 359	3. 168
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 171	2. 350	3. 216
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 253	2. 332	3. 152
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 202	2. 347	3. 188
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 165	2. 376	3. 196
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 120	2. 369	3. 248
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 127	2. 441	3. 169
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 196	2. 359	3. 182
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 218	2. 351	3. 168
	2468	5305	2545

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

TRI COUNTY- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 39 5 30 6 36 7 33 8 23 9 39 10 39 11 19 12 25

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1. 33	2. 208	3. 42
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 39	2. 138	3. 106
3. My school has activities that help me to choose a group of jobs to study.	1. 33	2. 129	3. 121
4. My school helps me recognize and understand those things in my life that are important to me.	1. 68	2. 160	3. 55
5. My school helps me see the special skills needed by people who work in various jobs.	1. 69	2. 147	3. 67
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 63	2. 149	3. 71
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 42	2. 134	3. 107
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 102	2. 129	3. 52
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 61	2. 108	3. 114
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 48	2. 136	3. 99
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 41	2. 145	3. 97
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 31	2. 136	3. 116
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 56	2. 144	3. 83
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 59	2. 145	3. 79
	745	2008	1209

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

VAN BUREN- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 60 5 78 6 81 7 91 8 92 9 60 10 84 11 59 12 58

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	192	2491	379
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.98	2385	3.179
3. My school has activities that help me to choose a group of jobs to study.	1116	2321	3225
4. My school helps me recognize and understand those things in my life that are important to me.	1.216	2332	3.114
5. My school helps me see the special skills needed by people who work in various jobs.	1.172	2369	3.121
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.164	2.359	3.139
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.114	2.342	3.206
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.246	2.296	3.120
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.215	2.312	3.135
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.118	2.347	3.197
11. My school helps me get the skills that are basic to a single job I am planning for.	1. 94	2.327	3.241
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 93	2.374	3.195
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.166	2.336	3.160
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.158	2.341	3.163
	2062	4932	2274

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

WAYNE CO.- TOTAL STUDENTS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 60 5 65 6 73 7 64 8 72 9 60 10 56 11 62 12 52

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.108	2.376	3.80
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.133	2.314	3.117
3. My school has activities that help me to choose a group of jobs to study.	1.128	2.306	3.130
4. My school helps me recognize and understand those things in my life that are important to me.	1.232	2.241	3. 91
5. My school helps me see the special skills needed by people who work in various jobs.	1.198	2.282	3. 84
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.154	2.297	3.113
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.136	2.282	3.146
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.277	2.222	3. 65
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.25	2.270	3.169
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.131	2.299	3.134
11. My school helps me get the skills that are basic to a single job I am planning for.	1.102	2.285	3.177
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.104	2.316	3.144
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.145	2.307	3.112
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.156	2.280	3.118
	2129	4087	1680

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

PARENT QUESTIONNAIRE

ACL-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1._____ JR HIGH 2._____ HIGH SCHOOL 3. 1 OUT OF SCHOOL 4. 8

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 4	3. 2
3. Students should become aware of and explore many career opportunities during their school years.	1. 9	2.	3.
4. Students who graduate from high school should possess a marketable skill.	1. 7	2.	3. 2
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 9	2.	3.
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 7	2.	3. 2
7. We should develop a close working relationship with the business community in our educational process.	1. 9	2.	3.
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 8	2.	3. 1
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 8	2.	3. 1
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 7	2.	3. 2
	67	4	10

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

ALBIA-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 26 JR HIGH 2. 10 HIGH SCHOOL 3. 28 OUT OF SCHOOL 4. 49

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 56	2. 37	3. 20
3. Students should become aware of and explore many career opportunities during their school years.	1. 110	2. 1	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 83	2. 12	3. 18
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 103	2. 4	3. 6
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 89	2. 9	3. 15
7. We should develop a close working relationship with the business community in our educational process.	1. 105	2. 2	3. 6
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 103	2. 3	3. 7
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 96	2. 6	3. 11
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 100	2. 4	3. 9
	845	78	94

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

BLAKESBURG-TOTAL PARENTS RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 7 JR HIGH 2. 1 HIGH SCHOOL 3. 3 OUT OF SCHOOL 4. 5

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 5	2. 5	3. 6
3. Students should become aware of and explore many career opportunities during their school years.	1. 16	2.	3.
4. Students who graduate from high school should possess a marketable skill.	1. 13	2. 1	3. 2
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 16	2.	3.
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 11	2. 1	3. 4
7. We should develop a close working relationship with the business community in our educational process.	1. 15	2.	3. 1
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 15	2.	3. 1
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 13	2. 1	3. 2
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 14	2. 1	3. 1
	118	9	17

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

CARDINAL-TOTAL PARENTS RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 8 JR HIGH 2. 16 HIGH SCHOOL 3. 16 OUT OF SCHOOL 4. 26

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 29	2. 23	3. 14
3. Students should become aware of and explore many career opportunities during their school years.	1. 66	2. ___	3. ___
4. Students who graduate from high school should possess a marketable skill.	1. 50	2. 7	3. 9
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 66	2. ___	3. ___
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 51	2. 5	3. 10
7. We should develop a close working relationship with the business community in our educational process.	1. 65	2. ___	3. 1
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 62	2. 1	3. 3
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 58	2. 3	3. 5
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 58	2. 4	3. 4
	505	43	46

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

CENTERVILLE-TOTAL PARENTS RETURNS

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 37 JR HIGH 2. 14 HIGH SCHOOL 3. 34 OUT OF SCHOOL 4. 61

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 59	2. 66	3. 21
3. Students should become aware of and explore many career opportunities during their school years.	1. 144	2. 2	3.
4. Students who graduate from high school should possess a marketable skill.	1. 112	2. 16	3. 18
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 138	2. 2	3. 6
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 117	2. 13	3. 16
7. We should develop a close working relationship with the business community in our educational process.	1. 139	2. 1	3. 6
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 134	2. 7	3. 5
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 130	2. 6	3. 10
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 117	2. 11	3. 18
	1090	124	100

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

CHARITON-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 30 JR HIGH 2. 14 HIGH SCHOOL 3. 23 OUT OF SCHOOL 4. 42

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 47	2. 42	3. 20
3. Students should become aware of and explore many career opportunities during their school years.	1. 108	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 88	2. 4	3. 17
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 104	2. 3	3. 2
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 80	2. 11	3. 18
7. We should develop a close working relationship with the business community in our educational process.	1. 100	2. 2	3. 7
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 103	2. 3	3. 4
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 96	2. 3	3. 10
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 92	2. 2	3. 15
	818	69	94

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

DAVIS COUNTY-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 29 JR HIGH 2. 6 HIGH SCHOOL 3. 39 OUT OF SCHOOL 4. 54

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 53	2. 45	3. 30
3. Students should become aware of and explore many career opportunities during their school years.	1. 126	2. 1	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 89	2. 15	3. 24
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 120	2. 4	3. 4
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 103	2. 3	3. 22
7. We should develop a close working relationship with the business community in our educational process.	1. 115	2. 3	3. 10
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 118	2. 1	3. 9
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 115	2. 6	3. 7
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 106	2. 8	3. 14
	945	86	121

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

EDDYVILLE-TOTAL PARENT-RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 15 JR HIGH 2. 8 HIGH SCHOOL 3. 8 OUT OF SCHOOL 4. 22

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 25	2. 19	3. 9
3. Students should become aware of and explore many career opportunities during their school years.	1. 52	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 42	2. 3	3. 8
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 48	2. 3	3. 2
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 42	2. 4	3. 7
7. We should develop a close working relationship with the business community in our educational process.	1. 45	2. 1	3. 7
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 49	2. 1	3. 3
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 47	2. 3	3. 3
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 47	2. 3	3. 3
	397	37	43

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

FAIRFIELD-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 62 JR HIGH 2. 30 HIGH SCHOOL 3. 39 OUT OF SCHOOL 4. 62

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 82	2. 79	3. 32
3. Students should become aware of and explore many career opportunities during their school years.	1. 189	2. 3	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 152	2. 19	3. 22
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 186	2. 1	3. 6
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 160	2. 11	3. 22
7. We should develop a close working relationship with the business community in our educational process.	1. 180	2. 5	3. 8
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 184	2. 5	3. 4
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 174	2. 4	3. 15
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 170	2. 10	3. 13
	1477	137	123

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

FREMONT-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 2 JR HIGH 2. 1 HIGH SCHOOL 3. 7 OUT OF SCHOOL 4. 3

	YES	NO.	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 8	2. 3	3. 2
3. Students should become aware of and explore many career opportunities during their school years.	1. 13	2.	3.
4. Students who graduate from high school should possess a marketable skill.	1. 10	2. 1	3. 2
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 13	2.	3.
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 11	2.	3. 2
7. We should develop a close working relationship with the business community in our educational process.	1. 12	2.	3. 1
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 13	2.	3.
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 12	2.	3. 1
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 11	2. 1	3. 1
	103	5	9

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

FOX VALLEY-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 7 JR HIGH 2. 3 HIGH SCHOOL 3. 12 OUT OF SCHOOL 4. 10

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 12	2. 12	3. 8
3. Students should become aware of and explore many career opportunities during their school years.	1. 32	2.	3.
4. Students who graduate from high school should possess a marketable skill.	1. 24	2. 2	3. 6
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 31	2. 1	3.
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 23	2. 5	3. 4
7. We should develop a close working relationship with the business community in our educational process.	1. 29	2.	3. 3
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 29	2. 1	3. 2
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 27	2. 1	3. 4
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 25	2. 2	3. 5
	232	24	32

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

HARMONY-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 7 JR HIGH 2. 4 HIGH SCHOOL 3. 9 OUT OF SCHOOL 4. 20

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 13	2. 18	3. 9
3. Students should become aware of and explore many career opportunities during their school years.	1. 38	2. 1	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 35	2. 4	3. 1
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 37	2. 2	3. 1
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 29	2. 2	3. 9
7. We should develop a close working relationship with the business community in our educational process.	1. 35	2. 2	3. 3
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 35	2. 3	3. 2
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 34	2. 4	3. 2
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 34	2. 4	3. 2
	290	40	30

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

HEDRICK-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 5 JR HIGH 2. 3 HIGH SCHOOL 3. 7 OUT OF SCHOOL 4. 8

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 14	2. 7	3. 2
3. Students should become aware of and explore many career opportunities during their school years.	1. 22	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 16	2. 2	3. 5
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 22	2.	3. 1
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 18	2. 1	3. 4
7. We should develop a close working relationship with the business community in our educational process.	1. 20	2. 1	3. 2
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 22	2. 1	3.
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 23	2.	3.
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 19	2. 1	3. 3
	176	13	18

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

MORAVIA-TOTAL PARENT RETURN

PARENTS SEGMENT: - INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 4 JR HIGH 2. 2 HIGH SCHOOL 3. 13 OUT OF SCHOOL 4. 13

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 15	2. 13	3. 4
3. Students should become aware of and explore many career opportunities during their school years.	1. 31	2. 1	3.
4. Students who graduate from high school should possess a marketable skill.	1. 22	2. 2	3. 8
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 31	2.	3. 1
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 20	2. 4	3. 8
7. We should develop a close working relationship with the business community in our educational process.	1. 27	2. 1	3. 4
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 27	2.	3. 5
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 28	2. 1	3. 3
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 25	2. 4	3. 3
	226	26	36

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

MOULTON-UDELL-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 4 JR HIGH 2. 7 HIGH SCHOOL 3. 4 OUT OF SCHOOL 4. 15

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 11	2. 16	3. 3
3. Students should become aware of and explore many career opportunities during their school years.	1. 30	2.	3.
4. Students who graduate from high school should possess a marketable skill.	1. 25	2. 2	3. 3
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 29	2.	3. 1
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 20	2. 3	3. 7
7. We should develop a close working relationship with the business community in our educational process.	1. 29	2.	3. 1
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 28	2. 1	3. 1
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 28	2. 2	3.
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 28	2. 1	3. 1
	228	25	17

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

NORTH MAHASKA-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 12 JR HIGH 2. 7 HIGH SCHOOL 3. 15 OUT OF SCHOOL 4. 17

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 26	2. 11	3. 14
3. Students should become aware of and explore many career opportunities during their school years.	1. 50	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 43	2. 2	3. 6
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 47	2. 1	3. 3
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 40	2. 3	3. 8
7. We should develop a close working relationship with the business community in our educational process.	1. 47	2. 1	3. 3
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 47	2. 2	3. 2
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 44	2. 2	3. 5
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 41	2. 4	3. 6
	385	26	48

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

OSKALOOSA-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 65 JR HIGH 2. 29 HIGH SCHOOL 3. 48 OUT OF SCHOOL 4. 54

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 81	2. 80	3. 35
3. Students should become aware of and explore many career opportunities during their school years.	1. 190	2. 3	3. 3
4. Students who graduate from high school should possess a marketable skill.	1. 148	2. 18	3. 30
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 180	2. 4	3. 12
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 148	2. 17	3. 31
7. We should develop a close working relationship with the business community in our educational process.	1. 177	2. 3	3. 16
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 175	2. 4	3. 17
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 170	2. 9	3. 17
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 168	2. 12	3. 16
	1437	150	177

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

OTTUMWA-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 117 JR HIGH 2. 113 HIGH SCHOOL 3. 107 OUT OF SCHOOL 4. 116

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 194	2. 189	3. 70
3. Students should become aware of and explore many career opportunities during their school years.	1. 439	2. 5	3. 9
4. Students who graduate from high school should possess a marketable skill.	1. 347	2. 49	3. 57
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 425	2. 12	3. 16
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 356	2. 36	3. 61
7. We should develop a close working relationship with the business community in our educational process.	1. 415	2. 8	3. 30
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 428	2. 7	3. 18
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 398	2. 23	3. 32
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 394	2. 22	3. 37
	3396	351	330

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

PEKIN-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements.
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 12 JR HIGH 2. 9 HIGH SCHOOL 3. 12 OUT OF SCHOOL 4. 11

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 18	2. 15	3. 11
3. Students should become aware of and explore many career opportunities during their school years.	1. 43	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 39	2. 1	3. 4
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 41	2.	3. 3
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 31	2. 2	3. 11
7. We should develop a close working relationship with the business community in our educational process.	1. 43	2.	3. 1
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 41	2.	3. 3
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 39	2. 1	3. 4
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 38	2. 2	3. 4
	333	21	42

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

RUSSELL-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 4 JR HIGH 2. 2 HIGH SCHOOL 3. 7 OUT OF SCHOOL 4. 8

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 7	2. 8	3. 6
3. Students should become aware of and explore many career opportunities during their school years.	1. 20	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 18	2. 2	3. 1
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 20	2. 1	3.
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 13	2. 4	3. 4
7. We should develop a close working relationship with the business community in our educational process.	1. 17	2. 1	3. 3
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 19	2. 1	3. 1
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 19	2.	3. 2
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 16	2.	3. 5
	149	17	23

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

SIGOURNEY-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1. 8 JR HIGH 2. 11 HIGH SCHOOL 3. 18 OUT OF SCHOOL 4. 26

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 30	2. 21	3. 12
3. Students should become aware of and explore many career opportunities during their school years.	1. 62	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 49	2. 4	3. 10
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 54	2. 1	3. 8
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 48	2. 7	3. 8
7. We should develop a close working relationship with the business community in our educational process.	1. 58	2. 1	3. 4
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 59	2. 2	3. 2
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 55	2. 3	3. 5
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 51	2. 4	3. 8
	466	43	58

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

SEYMOUR-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1._____ JR HIGH 2._____ HIGH SCHOOL 3. 10 OUT OF SCHOOL 4. 10

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 11	2. 4	3. 5
3. Students should become aware of and explore many career opportunities during their school years.	1. 17	2. 1	3. 2
4. Students who graduace from high school should possess a marketable skill.	1. 14	2. 1	3. 5
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 18	2. 1	3. 1
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 13	2. 1	3. 6
7. We should develop a close working relationship with the business community in our educational process.	1. 16	2. 2	3. 2
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 16	2. 2	3. 2
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 15	2. 3	3. 2
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 17	2. 2	3. 1
	137	17	26

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

TRI-COUNTY-TOTAL PARENT RETURN

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement.

1. Mark the present level of your oldest child:

ELEM. 1. 9 JR HIGH 2. ____ HIGH SCHOOL 3. 5 OUT OF SCHOOL 4. 20

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 13	2. 11	3. 10
3. Students should become aware of and explore many career opportunities during their school years.	1. 31	2. 1	3. 2
4. Students who graduate from high school should possess a marketable skill.	1. 23	2. 4	3. 7
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 30	2. 2	3. 2
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 26	2. 2	3. 6
7. We should develop a close working relationship with the business community in our educational process.	1. 32	2. 1	3. 1
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 32	2. ____	3. 2
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 25	2. 4	3. 5
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 25	2. 4	3. 5
	237	29	40

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

...check per statement

...level of your close kin:

...OUT OF SCHOOL 4.25

	NO	UNDECIDED
		3. 12
	2.	3. 1
		3. 12
		3. 7
		3. 11
		3. 1
		3. 1
		3. 1
		3. 4

WHITE HOUSE PARENT RESPONSE

PARENTS STUDENT INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEMENTARY 1. [illegible] JUNIOR HIGH 2. [illegible] HIGH SCHOOL 3. 59 OUT OF SCHOOL 4. 25

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 38	2. 26	3. 17
3. Students should be aware of and explore many career opportunities during their school years.	1. 80	2.	3. 1
4. Students who graduate from high school should possess a marketable skill.	1. 59	2. 5	3. 17
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 77	2. 1	3. 3
6. Students should discuss their career with working people would seem a logical combination.	1. 61	2. 8	3. 12
7. We should develop a close working relationship with the business community in our educational process.	1. 71	2. 2	3. 8
8. An arrangement between the school and local employers whereby business people discuss their occupations with students would seem a logical combination.	1. 71	2.	3. 7
9. An arrangement between the school and local employers where students would spend time in part exploratory, experience work would be a logical consideration.	1. 65	2. 2	3. 14
10. An arrangement between the school and local employers where students participate in alternate in-school and on the job training with the goal of entry level employment in an occupational field would be a logical consideration.	1. 61	2. 1	3. 13
	586	51	92

(Please be assured that your response will be kept confidential for purposes of this study.)

SCHOOL RESPONSES
OTNS 42-43-44

RANK ORDER OF NEED IN SCHOOL A.C.L. 10

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	31	3.10
CAREER GUIDANCE	3rd	33	3.30
DROPOUTS	7th	57	5.70
CURRICULUM ADDITIONS	4th	34	3.40
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	22	2.20
COLLEGE COURSES IN ARTS AND SCIENCE	8th	61	6.10
ALTERNATIVE SCHOOL	5th	45	4.50
STUDENT EVALUATION	6th	47	4.70

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School A.C.L.

NEED FOR STAFF ORIENTATION:	0
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	3
APATHY	
of Students:	3
of Community:	3
STEREOTYPING-	
Student Attitudes:	0
Parent Attitudes:	0
ALREADY OVERLOADED CURRICULUM:	0
NO OBSTACLES:	0
NO OPINION:	3

SCHOOL PERSONNEL SURVEY (School) A.C.L.

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	0
MINORITY GROUPS HINDERED:	4
NO DIFFERENCE:	0
NO OPINION:	6

RANK ORDER OF NEED IN SCHOOL ALBIA 81

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	190	2.34
CAREER GUIDANCE	3rd	200	2.46
DROPOUTS	6th	325	4.01
CURRICULUM ADDITIONS	4th	275	3.39
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	166	2.04
COLLEGE COURSES IN ARTS AND SCIENCE	8th	484	5.97
ALTERNATIVE SCHOOL	5th	308	3.80
STUDENT EVALUATION	7th	434	5.35

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School ALBIA

NEED FOR STAFF ORIENTATION:	13
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	25
APATHY	
of Students:	2
of Community:	6
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	7
NO OBSTACLES:	4
NO OPINION:	32

SCHOOL PERSONNEL SURVEY (School) ALBIA

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED: 8

MINORITY GROUPS HINDERED: 6

NO DIFFERENCE: 21

NO OPINION: 48

RANK ORDER OF NEED IN SCHOOL BLAKESBURG 25

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	1st	64	2.56
CAREER GUIDANCE	2nd	66	2.64
DROPOUTS	5th	116	4.64
CURRICULUM ADDITIONS	3rd	70	2.80
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	64	2.56
COLLEGE COURSES IN ARTS AND SCIENCE	6th	138	5.52
ALTERNATIVE SCHOOL	4th	110	1.35
STUDENT EVALUATION	5th	131	5.24

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School BLAKESBURG

NEED FOR STAFF ORIENTATION:	10
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	15
APATHY of Students:	1
of Community:	1
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	1
NO OBSTACLES:	
NO OPINION:	5

SCHOOL PERSONNEL SECTION (School) BLAKESBURG

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	1
MINORITY GROUPS HINDERED:	4
NO DIFFERENCE:	12
NO OPINION:	8

RANK ORDER OF NEED IN SCHOOL CARDINAL 68

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	224	3.29
CAREER GUIDANCE	3rd	247	3.63
DROPOUTS	5th	334	4.91
CURRICULUM ADDITIONS	4th	392	5.76
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	163	2.39
COLLEGE COURSES IN ARTS AND SCIENCE	8th	396	5.82
ALTERNATIVE SCHOOL	7th	375	5.51
STUDENT EVALUATION	6th	340	5.00

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School CARDINAL

NEED FOR STAFF ORIENTATION:	18
STUDENT ORIENTATION:	4
COMMUNITY ORIENTATION:	2
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	23
APATHY	
of Students:	12
of Community:	5
of Staff:	4
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	5
LIMITED CURRICULUM:	1
NO OBSTACLES:	3
NO OPINION:	19

SCHOOL PERSONNEL SURVEY (School) CARDINAL

Question 44» WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	10
MINORITY GROUPS HINDERED:	4
SOME DIFFERENCE	11
NO DIEFERENCE:	16
NO OPINION:	30

RANK ORDER OF NEED IN SCHOOL — CENTERVILLE — 90

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	4th	283	3.14
CAREER GUIDANCE	3rd	256	2.84
DROPOUTS	1st	227	2.52
CURRICULUM ADDITIONS	5th	340	3.77
IDENTIFYING CAREER NEEDS IN STUDENTS	2nd	243	2.70
COLLEGE COURSES IN ARTS AND SCIENCE	8th	498	5.53
ALTERNATIVE SCHOOL	6th	452	5.02
STUDENT EVALUATION	7th	475	5.27

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATIO

School CENTERVILLE

NEED FOR STAFF ORIENTATION:	15
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	28
APATHY	
of Students:	1
of Community:	
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	14
NO OBSTACLES:	1
NO OPINION:	40

SCHOOL PERSONNEL SURVEY (School) CENTERVILLE

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	5
MINORITY GROUPS HINDERED:	10
SOME DIFFERENCE:	8
NO DIFFERENCE:	19
NO OPINION:	49

RANK ORDER OF NEED IN SCHOOL CHARITON 84

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	251	2.98
CAREER GUIDANCE	2nd	239	2.84
DROPOUTS	5th	378	4.50
CURRICULUM ADDITIONS	4th	344	4.09
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	220	2.61
COLLEGE COURSES IN ARTS AND SCIENCE	8th	494	5.88
ALTERNATIVE SCHOOL	7th	437	5.20
STUDENT EVALUATION	6th	397	4.72

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School CHARITON

NEED FOR STAFF ORIENTATION:	24
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	27
APATHY	
of Students:	1
of Community:	19
STEREOTYPING-	
Student Attitudes:	1
Parent Attitudes:	1
ALREADY OVERLOADED CURRICULUM:	3
NO OBSTACLES:	1
NO OPINION:	27

SCHOOL PERSONNEL SURVEY (School) CHARITON

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	3
MINORITY GROUPS HINDERED:	11
NO DIFFERENCE:	18
NO OPINION:	52

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	302	2.93
CAREER GUIDANCE	1st	291	2.82
DROPOUTS	5th	470	4.56
CURRICULUM ADDITIONS	4th	338	3.28
IDENTIFYING CAREER NEEDS IN STUDENTS	2nd	246	2.38
COLLEGE COURSES IN ARTS AND SCIENCE	8th	522	5.06
ALTERNATIVE SCHOOL	6th	478	4.64
STUDENT EVALUATION	7th	506	4.91

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School DAVIS COUNTY

NEED FOR STAFF ORIENTATION:	13
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	29
APATHY	
of Students:	2
of Community:	11
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	1
ALREADY OVERLOADED CURRICULUM:	31
NO OBSTACLES:	4
NO OPINION:	29

SCHOOL PERSONNEL SURVEY (School) DAVIS COUNTY

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	3
MINORITY GROUPS HINDERED:	5
SOME DIFFERENCE:	6
NO DIFFERENCE:	30
NO OPINION:	59

RANK ORDER OF NEED IN SCHOOL EDDYVILLE 43

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	134	3.11
CAREER GUIDANCE	2nd	127	2.95
DROPOUTS	6th	189	4.39
CURRICULUM ADDITIONS	5th	186	4.32
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	112	2.60
COLLEGE COURSES IN ARTS AND SCIENCE	8th	237	5.51
ALTERNATIVE SCHOOL	4th	172	4.00
STUDENT EVALUATION	7th	198	4.60

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School EDDYVILLE

NEED FOR STAFF ORIENTATION:	9
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	9
APATHY	
of Students:	2
of Community:	1
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	13
NO OBSTACLES:	4
NO OPINION:	13

SCHOOL PERSONNEL SURVEY (School) EDDYVILLE

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	4
MINORITY GROUPS HINDERED:	1
SOME DIFFERENCE:	4
NO DIFFERENCE:	17
NO OPINION:	18

RANK ORDER OF NEED IN SCHOOL FAIRFIELD

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	367	2.60
CAREER GUIDANCE	3rd	389	2.75
DROPOUTS	4th	435	3.08
CURRICULUM ADDITIONS	5th	467	3.31
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	332	2.35
COLLEGE COURSES IN ARTS AND SCIENCE	8th	691	4.90
ALTERNATIVE SCHOOL	6th	532	3.77
STUDENT EVALUATION	7th	561	3.97

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATIO

School FAIRFIELD

NEED FOR STAFF ORIENTATION:	26
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	24
APATHY	
of Students:	
of Community:	
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	3
ALREADY OVERLOADED CURRICULUM:	34
NO OBSTACLES:	10
NO OPINION:	59

SCHOOL PERSONNEL SURVEY (School) FAIRFIELD

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	10
MINORITY GROUPS HINDERED:	1
SOME DIFFERENCE:	13
NO DIFFERENCE:	29
NO OPINION:	88

RANK ORDER OF NEED IN SCHOOL FOX VALLEY 9

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	33	3.66
CAREER GUIDANCE	1st	30	3.33
DROPOUTS	4th	45	5.00
CURRICULUM ADDITIONS	3rd	34	3.77
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	30	3.33
COLLEGE COURSES IN ARTS AND SCIENCE	7th	54	6.00
ALTERNATIVE SCHOOL	6th	51	5.66
STUDENT EVALUATION	5th	47	5.22

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School FOX VALLEY

NEED FOR STAFF ORIENTATION:	2
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	6
APATHY	
of Students:	2
of Community:	1
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	1
NO OBSTACLES:	
NO OPINION:	2

SCHOOL PERSONNEL SURVEY (School) FOX VALLEY

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	3
MINORITY GROUPS HINDERED:	2
SOME DIFFERENCE:	2
NO DIFFERENCE:	1
NO OPINION:	2

RANK ORDER OF NEED IN SCHOOL FREMONT 15

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	47	3.13
CAREER GUIDANCE	4th	57	3.80
DROPOUTS	8th	85	5.66
CURRICULUM ADDITIONS	2nd	43	2.86
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	39	2.60
COLLEGE COURSES IN ARTS AND SCIENCE	7th	77	5.13
ALTERNATIVE SCHOOL	5th	61	4.06
STUDENT EVALUATION	6th	74	4.93

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School FREMONT

NEED FOR STAFF ORIENTATION: 1

PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE: 10

APATHY
of Students:

of Community:

STEREOTYPING-

Student Attitudes:

Parent Attitudes:

ALREADY OVERLOADED CURRICULUM: 2

NO OBSTACLES:

NO OPINION: 2

SCHOOL PERSONNEL SURVEY (School) FREMONT

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED: 3

MINORITY GROUPS HINDERED:

NO DIFFERENCE: 9

NO OPINION: 3

RANK ORDER OF NEED IN SCHOOL HARMONY 21

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	65	3.09
CAREER GUIDANCE	4th	88	4.19
DROPOUTS	5th	96	4.57
CURRICULUM ADDITIONS	3rd	77	3.66
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	52	2.47
COLLEGE COURSES IN ARTS AND SCIENCE	8th	135	6.42
ALTERNATIVE SCHOOL	6th	118	5.61
STUDENT EVALUATION	7th	119	5.66

SCHOOL PERSONNEL SURVEY (School) HARMONY

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:

MINORITY GROUPS HINDERED: 6

SOME DIFFERENCE: 1

NO DIFFERENCE: 6

NO OPINION: 11

RANK ORDER OF NEED IN SCHOOL HEDRICK 23

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	4th	87	3.78
CAREER GUIDANCE	2nd	56	2.43
DROPOUTS	6th	130	5.65
CURRICULUM ADDITIONS	3rd	85	3.69
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	52	2.26
COLLEGE COURSES IN ARTS AND SCIENCE	8th	145	6.30
ALTERNATIVE SCHOOL	7th	131	5.69
STUDENT EVALUATION	5th	105	4.56

QUESTION 43: MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School HEDRICK

NEED FOR STAFF ORIENTATION:	5
STUDENT ORIENTATION:	5
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	9
APATHY	
of Students:	2
of Community:	6
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	
NO OBSTACLES:	
NO OPINION:	5

SCHOOL PERSONNEL SURVEY (School) HEDRICK

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	1
MINORITY GROUPS HINDERED:	2
SOME DIFFERENCE:	5
NO DIFFERENCE:	13
NO OPINION:	2

RANK ORDER OF NEED IN SCHOOL MORAVIA 25

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	1st	64	2.56
CAREER GUIDANCE	3rd	78	3.12
DROPOUTS	5th	103	4.12
CURRICULUM ADDITIONS	4th	85	3.40
IDENTIFYING CAREER NEEDS IN STUDENTS	2nd	66	2.64
COLLEGE COURSES IN ARTS AND SCIENCE	7th	119	4.76
ALTERNATIVE SCHOOL	6th	117	4.68
STUDENT EVALUATION	8th	120	4.80

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATIO

School MORAVIA

NEED FOR STAFF ORIENTATION:	2
STUDENT ORIENTATION	1
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	9
APATHY	
of Students:	
of Community:	
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	1
NO OBSTACLES:	
NO OPINION:	12

SCHOOL PERSONNEL SURVEY (School) MORAVIA

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED: 4

MINORITY GROUPS HINDERED:

SOME DIFFERENCE: 3

NO DIFFERENCE: 4

NO OPINION: 14

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	38	4.22
CAREER GUIDANCE	4th	40	4.44
DROPOUTS	5th	47	5.22
CURRICULUM ADDITIONS	1st	23	2.55
IDENTIFYING CAREER NEEDS IN STUDENTS	2nd	26	2.88
COLLEGE COURSES IN ARTS AND SCIENCE	8th	56	6.22
ALTERNATIVE SCHOOL	6th	49	5.44
STUDENT EVALUATION	7th	55	6.11

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School MOULTON-UDELL

NEED FOR STAFF ORIENTATION:

STUDENT ORIENTATION: 1

PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE: 7

APATHY
of Students:

of Community:

STEREOTYPING-

Student Attitudes:

Parent Attitudes:

ALREADY OVERLOADED CURRICULUM:

NO OBSTACLES:

NO OPINION: 1

SCHOOL PERSONNEL SURVEY (School) MOULTON-UDELL

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED: 1

MINORITY GROUPS HINDERED:

SOME DIFFERENCE: 1

NO DIFFERENCE:

NO OPINION: 7

RANK ORDER OF NEED IN SCHOOL NORTH MAHASKA 44

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	120	2.72
CAREER GUIDANCE	2nd	117	2.65
DROPOUTS	6th	197	4.47
CURRICULUM ADDITIONS	4th	176	4.00
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	102	2.31
COLLEGE COURSES IN ARTS AND SCIENCE	8th	229	5.20
ALTERNATIVE SCHOOL	5th	195	4.43
STUDENT EVALUATION	7th	220	5.00

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School NORTH MAHASKA

NEED FOR STAFF ORIENTATION:	5
STUDENT ORIENTATION:	1
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	6
APATHY	
of Students:	
of Community:	2
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	1
ALREADY OVERLOADED CURRICULUM:	12
NO OBSTACLES:	1
NO OPINION:	17

SCHOOL PERSONNEL SURVEY (School) NORTH MAHASKA

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	3
MINORITY GROUPS HINDERED:	3
SOME DIFFERENCE:	4
NO DIFFERENCE:	11
NO OPINION:	24

RANK ORDER OF NEED IN SCHOOL OSKALOOSA 109

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	296	2.71
CAREER GUIDANCE	2nd	289	2.65
DROPOUTS	4th	397	3.64
CURRICULUM ADDITIONS	5th	406	3.72
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	249	2.28
COLLEGE COURSES IN ARTS AND SCIENCE	8th	561	5.14
ALTERNATIVE SCHOOL	7th	469	4.30
STUDENT EVALUATION	6th	442	4.05

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATIO

School OSKALOOSA

NEED FOR STAFF ORIENTATION:	21
STUDENT ORIENTATION:	2
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	32
APATHY	
of Students:	3
of Community:	7
STEREOTYPING-	
Student Attitudes:	1
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	21
NO OBSTACLES:	1
NO OPINION:	39

SCHOOL PERSONNEL SURVEY (School) OSKALOOSA

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	7
MINORITY GROUPS HINDERED:	9
SOME DIFFERENCE:	14
NO DIFFERENCE:	38
NO OPINION:	43

RANK ORDER OF NEED IN SCHOOL OTTUMWA 292

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	847	2.90
CAREER GUIDANCE	3rd	856	2.93
DROPOUTS	5th	1111	3.80
CURRICULUM ADDITIONS	4th	1057	3.61
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	769	2.63
COLLEGE COURSES IN ARTS AND SCIENCE	8th	1462	5.00
ALTERNATIVE SCHOOL	6th	1141	3.90
STUDENT EVALUATION	7th	1165	3.98

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School OTTUMWA

NEED FOR STAFF ORIENTATION:	44
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	72
APATHY	
of Students:	13
of Community:	5
of teachers:	8
of 8 year olds:	2
STEREOTYPING-	
Student Attitudes:	9
Parent Attitudes:	1
ALREADY OVERLOADED CURRICULUM:	56
NO OBSTACLES:	8
NO OPINION:	109

SCHOOL PERSONNEL SURVEY (School) OTTUMWA

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	23
MINORITY GROUPS HINDERED:	21
SOME DIFFERENCE:	17
NO DIFFERENCE:	76
NO OPINION:	159

RANK ORDER OF NEED IN SCHOOL PEKIN

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	1st	127	2.39
CAREER GUIDANCE	3rd	162	3.05
DROPOUTS	6th	285	5.37
CURRICULUM ADDITIONS	4th	196	3.69
IDENTIFYING CAREER NEEDS IN STUDENTS	2nd	151	2.84
COLLEGE COURSES IN ARTS AND SCIENCE	8th	312	5.88
ALTERNATIVE SCHOOL	7th	297	5.60
STUDENT EVALUATION	5th	284	5.35

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School PEKIN

NEED FOR STAFF ORIENTATION:	5
STUDENT ORIENTATION:	5
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	9
APATHY	
of Students:	
of Community:	1
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	3
NEED FOR CURRICULUM EXPANSION:	3
NO OBSTACLES:	
NO OPINION:	29
MISC. -------	
Media Ctr. films	1
Guideline need	1
Preoccupation with importance of grades as a criteria for achievement	1
Distance from job opportunities	2

SCHOOL PERSONNEL SURVEY (School) PEKIN

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:

MINORITY GROUPS HINDERED: 2

SOME DIFFERENCE: 1

NO DIFFERENCE: 5

NO OPINION: 47

RANK ORDER OF NEED IN SCHOOL RUSSELL 19

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	1st	52	2.73
CAREER GUIDANCE	3rd	57	3.00
DROPOUTS	6th	113	5.94
CURRICULUM ADDITIONS	2nd	55	2.89
IDENTIFYING CAREER NEEDS IN STUDENTS	4th	60	3.15
COLLEGE COURSES IN ARTS AND SCIENCE	8th	131	6.89
ALTERNATIVE SCHOOL	7th	116	6.10
STUDENT EVALUATION	5th	97	5.10

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATIO

School RUSSELL

NEED FOR STAFF ORIENTATION: 2

PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE: 11

APATHY
of Students: 2

of Community: 1

STEREOTYPING-

Student Attitudes:

Parent Attitudes:

ALREADY OVERLOADED CURRICULUM: 1

NO OBSTACLES:

NO OPINION: 3

SCHOOL PERSONNEL SURVEY (School) RUSSELL

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	3
MINORITY GROUPS HINDERED:	
SOME DIFFERENCE:	1
NO DIFFERENCE:	3
NO OPINION:	12

RANK ORDER OF NEED IN SCHOOL SEYMOUR 32

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	4th	80	2.50
CAREER GUIDANCE	2nd	62	1.93
DROPOUTS	6th	120	3.75
CURRICULUM ADDITIONS	3rd	76	2.37
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	58	1.81
COLLEGE COURSES IN ARTS AND SCIENCE	5th	107	3.34
ALTERNATIVE SCHOOL	5th	107	3.34
STUDENT EVALUATION	7th	125	3.90

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School SEYMOUR

NEED FOR STAFF ORIENTATION:

PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:

APATHY
of Students: 3

of Community: 3

of teachers: 2

STEREOTYPING-

Student Attitudes: 1

Parent Attitudes: 2

Community attitudes: 1

ALREADY OVERLOADED CURRICULUM: 1

NO OBSTACLES: 1

NO OPINION: 25

SCHOOL PERSONNEL SEGMENT (School) SEYMOUR

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:

MINORITY GROUPS HINDERED:

SOME DIFFERENCE: 2

NO DIFFERENCE: 3

NO OPINION: 27

RANK ORDER OF NEED IN SCHOOL SIGOURNEY 19

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	43	2.26
CAREER GUIDANCE	2nd	39	2.05
DROPOUTS	6th	75	3.94
CURRICULUM ADDITIONS	4th	59	3.10
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	35	1.84
COLLEGE COURSES IN ARTS AND SCIENCE	7th	81	4.26
ALTERNATIVE SCHOOL	8th	92	4.84
STUDENT EVALUATION	5th	70	3.68

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

SCHOOL: SIGOURNEY

NEED FOR STAFF ORIENTATION:

PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE: 2

APATHY

Of Students: 1

Of Community:

STEREOTYPING-

Student Attitudes: 2

Parent Attitudes: 1

ALREADY OVERLOADED CURRICULUM: 4

NO OBSTACLES:

NO OPINION: 10

SCHOOL PERSONNEL SURVEY (School) SIGOURNEY

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:

MINORITY GROUPS HINDERED:

SOME DIFFERENCE: 3

NO DIFFERENCE: 2

NO OPINION: 14

RANK ORDER OF NEED IN SCHOOL TRI-COUNTY 32

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	94	2.93
CAREER GUIDANCE	3rd	98	3.06
DROPOUTS	5th	131	4.09
CURRICULUM ADDITIONS	4th	123	3.84
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	76	2.37
COLLEGE COURSES IN ARTS AND SCIENCE	8th	195	6.09
ALTERNATIVE SCHOOL	6th	145	4.53
STUDENT EVALUATION	7th	171	5.34

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School TRI-COUNTY

NEED FOR STAFF ORIENTATION:	2
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	15
APATHY	
Of Students:	1
Of Community	3
STEREOTYPING-	
STUDENT Attitudes:	
PARENT Attitudes:	
ALREADY OVERLOADED CURRICULUM:	2
NO OBSTACLES:	1
NO OPINION:	11

SCHOOL PERSONNEL [illegible] (School) TRI-COUNTY

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	
MINORITY GROUPS HINDERED:	3
SOME DIFFERENCE:	3
NO DIFFERENCE:	11
NO OPINION:	15

RANK ORDER OF NEED IN SCHOOL VAN BUREN 22

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	1st	47	2.13
CAREER GUIDANCE	3rd	59	2.68
DROPOUTS	4th	78	3.54
CURRICULUM ADDITIONS	5th	91	4.13
IDENTIFYING CAREER NEEDS IN STUDENTS	2nd	54	2.45
COLLEGE COURSES IN ARTS AND SCIENCE	8th	120	5.45
ALTERNATIVE SCHOOL	6th	101	4.59
STUDENT EVALUATION	7th	112	5.09

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School VAN BUREN

NEED FOR STAFF ORIENTATION:	7
STUDENT ORIENTATION:	2
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	6
APATHY	
of Students:	3
of Community:	5
STEREOTYPING-	
Student Attitudes:	
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	3
NO OBSTACLES:	
NO OPINION:	5

SCHOOL PERSONNEL SURVEY (School) VAN BUREN

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:

MINORITY GROUPS HINDERED: 1

SOME DIFFERENCE: 5

NO DIFFERENCE: 6

NO OPINION: 11

RANK ORDER OF NEED IN SCHOOL WAYNE 42

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	3rd	126	3.00
CAREER GUIDANCE	2nd	124	2.95
DROPOUTS	7th	195	4.64
CURRICULUM ADDITIONS	5th	184	4.38
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	83	1.97
COLLEGE COURSES IN ARTS AND SCIENCE	8th	218	5.19
ALTERNATIVE SCHOOL	6th	188	4.47
STUDENT EVALUATION	4th	148	3.52

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCAT.

School WAYNE

NEED FOR STAFF ORIENTATION:	8
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	16
APATHY	
of Students:	1
of Community:	5
STEREOTYPING-	
Student Attitudes:	1
Parent Attitudes:	
ALREADY OVERLOADED CURRICULUM:	15
NO OBSTACLES:	
NO OPINION:	6

SCHOOL PERSONNEL SURVEY (School) WAYNE

Question 44. WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	3
MINORITY GROUPS HINDERED:	4
SOME DIFFERENCE:	3
NO DIFFERENCE:	17
NO OPINION:	15

CAREER EDUCATION
RESOURCES

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in ACL Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	(Check One) COULD BE USED
1. Grocery Store Owner	Businessman	X	
2. Veterinarian	Vet work	X	
3. Hardware Store Owner	Businessman	X	
4. Banker	Banking practices	X	
5. Newspaper editor	Collecting human interest & historical data	X	
6. Nurse (County)	Health Occupations	X	
7. Medical Records Secy.	Keeping records in hospital	X	
8. X-Ray & Lab technicians	Hospital x-ray & lab work	X	
9. Nursing home manager	How nursing home works	X	
10. Diesel mechanics	Work on diesels		X
11. Small elevator	Feed & grain business		X
12. Conservation officer	Conservation work		X
13. Minister	Church work		X
14. Retired person	Hobby of collecting antiques		X
15. S.C.S. technician	Map-making		X
16. Retired persons	"Lineville in the Old Days"		X
17. Teachers (elementary)	High school students serve as aides	X	
18.			

(Please add additional pages as necessary)

FINANCES- Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	D.P.I./Career Ed.	3 years	Career Awareness & Exploration
2.	D.P.I./Guidance	1 year	Mini-Project Grant
3.			
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGRAMS:

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Career Awareness & Exploration	K-12	Implement career education programs in system.
2.	Mini Project Grant	7-12	Provide career information in "Career Resources Center", mini courses.
3.	Work Experience Program	11-12	Students have supervised work experiences in jobs in local community.
4.	"Job Familiarization"	9-12	Students observe professionals & workers on-the-job in Wayne County area.
5.	Guidance Activities	7-12	Information on jobs and advanced training opportunities.
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED		COULD BE USED
1.	Local businesses	Work Experience Program & Job Familiarization	Students have supervised work experiences in jobs in local community. Students observe workers on-the-job & professionals in Wayne County area.	X	&	X
2.	Local non-profit institutions like hospitals	Work Experience Program & Job Familiarization	"	X	&	X
3.	Government services and facilities like S.C.S. County Home, etc.	"	"	X	&	X
4.						
5.						
6.						
7.						

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL												TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED														0
1.1 EDUCABLE RETARDED														0
1.2 TRAINABLE RETARDED														0
2.0 LEARNING DISABILITY					1		2		1					4
3.0 SERIOUSLY EMOTIONALLY DISTURBED														0
4.0 ORTHOPEDICALLY HANDICAPPED														0
5.0 VISUALLY HANDICAPPED														1
5.1 PARTIALLY SIGHTED					1									1
5.2 BLIND														0
6.0 HEARING IMPAIRED														1
6.1 HARD OF HEARING										1				1
6.2 DEAF														0
7.0 SPEECH IMPAIRED	1	1	1	1						1				5
8.0 OTHER HEALTH IMPAIRMENT														0
9.0 MULTI-HANDICAPPED														0
TOTAL INCIDENCE														13
TOTAL UNDUPLICATED NO. OF STUDENTS														13

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the stude at the grade level you feel is most appropriate.

2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, [illegible], 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

SUMMARY INCIDENCE OF DISADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

CLASSIFICATION	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED														61
1.1 LANGUAGE DEFICIENCY														
1.2 READING/WRITING DEFICIENCY														
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY														
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED														95
4.0 OTHER REMEDIAL EFFECTS														20
TOTAL INCIDENCE:														176
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students [illegible] and 2.0 will be the sum of their subclassifications [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line[illegible]
3. Total Incidence-second [illegible]
4. Total Unduplicated [illegible] represents.

AREA IV CAREER EDUCATION RESEARCH & PLANNING

ACL COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			0
8			0
9			0
10			0
11			0
12		1	1
OTHER			
TOTALS:	0	1	1

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

X BELOW $8,000 FAMILY INCOME

$8,000 - $12,000 FAMILY INCOME

$12,000 - $20,000 FAMILY INCOME

$20,000 - ABOVE FAMILY INCOME

X NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	0	1	1

AREA XV CAREER EDUCATION RESEARCH-PLANNING

ACL COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 30 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 30 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

40 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in ALBIA Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

AREA VV CAREER EDUCATION RESEARCH & PLANNING

ALBIA COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9	1		1
10	3	1	4
11	4	7	11
12	4	4	8
OTHER			
TOTALS:	12	12	24

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE SPACE.

12 BELOW $8,000 FAMILY INCOME

10 $8,000 - $12,000 FAMILY INCOME

2 $12,000 - $20,000 FAMILY INCOME

1 $20,000 - ABOVE FAMILY INCOME

NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE_____ (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage	1	7	8
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities	1		1
G. Home Enforcement	1	1	2
H. Peer Pressure			
I. General apathy with School	7	3	10
J. Saw no advantage to School	1		1
K. Other (Specify below)			
1. Expelled		1	1
2.			
3.			
4.			
TOTALS:	12	12	24

AREA XV CAREER EDUCATION RESEARCH-PLANNING

ALBIA COMMUNITY SCHOOL SYSTEM

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 33 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 33 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 33 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in BLAKESBURG Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Ronald Henderson	Body & Fender Repair		X
2. Don Sandifer	Diesel Mechanics		X
3. Robert Goode	Farm Machinery Repair		X
4. James Benge	Grocery Store		X
5. Carl Proctor	Heavy Equipment Operator		X
6. Joe Bednar	John Deere Purchasing Agent		X
7. Darrell Millard	Hog Farm Operator		X
8. Fred Huber	Service Station Operator		X
9. Ed Fritz	Hardware Store--Maytag Repair		X
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

(Please add additional pages as necessary)

FINANCE - Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	Iowa Guidance	$500--1974-1975	Career Enrichment--Mini courses
2.	Title I-Federal	$500--1974-1975	Environmental Science
3.			
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGRAMS:

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Iowa Guidance Fund	8-12	Develop Mini-Career courses in academic areas.
2.	Title I-Federal	8-12	Environmental Science--basicly for Jr. & Sr. high students--35 students
3.			
4.			
5.			
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Home Ec. equipment		For Mini-Home Ec. course for boy students	X	
2.	Filmstrips on job courses	For class use	To be used in a future course next semester.	X	
3.					
4.					
5.					
6.					
7.					

SUMMARY: INCIDENCE OF [illegible] ADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED														
1.1 LANGUAGE DEFICIENCY			0	5	6	12	8	8	13	8	10	3	3	76
1.2 READING/WRITING DEFICIENCY			3	2	3	7	9	9	8	11	5	4	2	63
1.3 COMPUTATIONAL DEFICIENCY			1	4	6	11	11	13	14	7	6	5	4	82
1.4 GENERAL EDUCATIONAL DEFICIENCY			1	3	5	10	9	13	11	9	4	3	4	72
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED														
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note: lines [illegible] and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that [illegible] represents.

AREA IV CAREER EDUCATION RESEARCH & PLANNING

BLAKESBURG COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9			
10			
11	2		2
12			
OTHER			
TOTALS:	2		2

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

_____ BELOW $8,000 FAMILY INCOME

__X__ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE ____ (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below).			
1.			
2.			
3.			
4.			
TOTALS:	2		2

AREA XV CAREER EDUCATION RESEARCH-PLANNING

BLAKESBURG COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 50 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 25 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

25 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in CARDINAL Community School District.

The following sheet lists career education resources to be used by personnel, projects or programs, finances, and facilities/equipment. The resources are related to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form. You will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Floral Designer	Bridal arrangements-arts & crafts		X
2. Cosmetologist	Cosmetology		X
3. Landscape Archetect	Horticulture		X
4. Antique Dealer	Antiques		X
5. Upholsterer	Upholstering	X	
6. Artist	Graphic Arts & Painting		X
7. Bank President	Banking		X
8. Realtor & Insurance broker	Real Estate & Insurance		X
9. Restaurant Owner	Restaurant Management		X
10. Newspaper Owner & Editor	Producing Newspaper	X	
11. Funeral Director	Mortician	X	
12. Used Car Dealer	Used Car Sales		X
13. Cattle Buyer	Cattle Buying		X
14. Farmer	Farming		X
15. Mechanic	Auto Repair		X
16. School Nurse	Nursing	X	
17. Carpenter	Home Construction		X
18. Welder	Welding		X
Ham Radio Operator	Ham Radios		X

(Please add additional pages as necessary)

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Grocer	Grocery Business		X
2. Race Car Driver	Racing		X
3. Harness Driver	Horse Racing		X
4. Electrician	Electricity		X
5. Personnel Manager	Personnel Management		X
6. Biology Teacher	Taxidermy	X	
7. Production Engineer	Production Efficiency		X
8. Stone Quarry Manager	Quarry Management		X
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

FINANCE - Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	None	None	None
2.			
3.			
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Work Study Program	10,11,12	Limited Program-Job placement in curriculum related area.
2.	Various Career Presentation	Elem.	Policemen, firemen, etc., come into classroom to speak on their jobs.
3.	Special Ec. & Special Needs	6,7,8	Program of vocational information.
4.	Career Unit	8	Includes self-awareness and career exploration
5.	Choosing a Career	High school	Career exploration with a segment on values clarification.
6.	Vo-Tech Career Activities	11-12	Industrial Arts program of career related activities (Const., mechanical, welding, automotive, etc.)
7.	Field Trips	All	Career related trips to facilities usually in the surrounding area.
8.	Business Education	10,11, 12	Secretarial training, job training in school

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Metal & Auto Shop	Ind Arts	Large well equipped area	X	
2.	Wood Shop	Ind Arts	Large well equipped area	X	
3.	Video-Tape Equipment	Taping Career Programs	Portable camera, monitor & tape deck	X	
4.	Office Equipment	Business Training	Office Machines	X	
5.	Business Establishments	Observe by students		X	X
6.	Media Equip	Reference	All types of Media material	X	X
7.					

SUMMARY: INCIDENCE OF [illegible] ADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

CLASSIFICATION	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED	1	10	42	47	84	42	26	19	21	7	13	6	2	320
1.1 LANGUAGE DEFICIENCY	1	0	9	1	19	0	5	5	4	0	0	0	0	44
1.2 READING/WRITING DEFICIENCY	0	7	20	22	26	19	9	6	6	3	6	4	1	03
1.3 COMPUTATIONAL DEFICIENCY	0	2	10	16	16	4	2	0	2	2	5	2	0	61
1.4 GENERAL EDUCATIONAL DEFICIENCY	0	1	3	8	23	19	10	8	9	4	6	2	1	94
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR	1	1	2	5	17	2	4	4	6	2	5	5	3	57
2.1 HOSTILE OR DEFIANT BEHAVIOR	0	0	0	4	8	0	2	2	2	0	2	1	0	21
2.2 PASSIVE OR APATHETIC BEHAVIOR	1	1	2	1	9	2	2	2	4	2	3	4	3	36
3.0 ECONOMICALLY DEPRIVED	6	4	5	4	27	22	8	6	5	1	0	0	0	88
4.0 OTHER REMEDIAL EFFECTS	0	1	6	2	4	5	0	1	0	1	0	0	0	20
TOTAL INCIDENCE:	8	16	55	58	132	71	38	30	32	11	18	11	5	485
TOTAL UNDUPLICATED NO. OF STUDENTS:	6	11	44	51	96	54	22	16	19	9	16	10	5	359

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the st[illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level columns.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Col[illegible] represents.

SUMMARY: [illegible] BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED	0	0	0	0	0	0	3	0	4	3	1	4	2	17
1.1 EDUCABLE RETARDED	0	0	0	0	0	0	3	0	4	3	1	4	2	17
1.2 TRAINABLE RETARDED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.0 LEARNING DISABILITY	2	4	3	7	5	6	1	0	0	0	0	0	0	28
3.0 SERIOUSLY EMOTIONALLY DISTURBED	0	0	0	1	0	3	0	0	0	0	0	0	0	4
4.0 ORTHOPEDICALLY HANDICAPPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.0 VISUALLY HANDICAPPED	0	0	0	0	0	0	0	0	0	1	0	0	0	1
5.1 PARTIALLY SIGHTED	0	0	0	0	0	0	0	0	0	1	0	0	0	1
5.2 BLIND	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.0 HEARING IMPAIRED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.1 HARD OF HEARING	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6.2 DEAF	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.0 SPEECH IMPAIRED	3	5	3	4	7	2	1	0	0	0	0	0	0	25
8.0 OTHER HEALTH IMPAIRMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9.0 MULTI-HANDICAPPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCIDENCE	5	9	6	12	12	11	5	0	4	4	1	4	2	75
TOTAL UNDUPLICATED NO. OF STUDENTS	3	7	4	9	10	9	5	0	4	4	1	4	2	62

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note: lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded [illegible] place the [illegible] at the grade level you feel is most appropriate.

2. The total column at the right is a sum of the line items.

3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0

4. Total Unduplicated number of students-is the actual number of students that the [illegible] represents.

CARDINAL

PROPOSITION

1. PLEASE GIVE THE NUMBER OF DISTRICTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

STATE TOTAL	DISTRICTS	CITIES	TOTAL
			0
			0
		1	1
	3	1	4
	4	5	9
	2	1	3
	8	9	15

2. [illegible] SIGNIFICANT PROPORTION OF [illegible] PLEASE CHECK THE APPROPRIATE

X [illegible]

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment		1	1
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	0	1	1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment		1	1
H. Peer Pressure			
I. General Apathy with School	3		3
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	3	1	4

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage		3	3
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	2	2	4
J. Saw no advantage to School	1		1
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	4	5	9

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School		1	1
K. Other (Specify below)			
1. Expelled	1		1
2.			
3.			
4.			
TOTALS:	2	1	3

CARDINAL

30

28

42 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in CHARITON Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PEOPLE

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form, you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	(Check One) COULD BE USED
1. Managing Editor	News media (local paper)	X	
2. Editor	News media (local paper)	X	
3. Grain Elevator Manager	Management		X
4. Implement Dealer	Sales & Management		X
5. FHA Administrator	Management		X
6. County Extension Director	Agriculture Resource	X	
7. Agr. Stabilization Director	Agriculture Resource	X	
8. Contractor	Soil excavation	X	
9. Contractor	Home building construction	X	
10. Lumber Yard Manager	Sales & Management	X	
11. Police Chief	Law enforcement	X	
12. County Attorney	Lawyer	X	
13. Fire Chief	Fire prevention & first aid	X	
14. Telephone Company	Manager	X	
15. Hy-Vee Director	Data Processing	X	
16. Hy-Vee Assistant Director	Data Processing	X	
17. City Manager	Management	X	
18. Insurance Representative	Public Relations	X	
19. Draftsman (Lucas County)	Drafting		X

(Please add additional pages as necessary)

PEOPLE RESOURCES

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non professional careers. Please do not list names on this form - you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local district to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Contractor	Contracting	X	
2. Plumber	Plumbing	X	
3. Painter	Painting	X	
4. Concrete contractor	Concrete contractor	X	
5. Electrical Contractor	Wiring	X	
6. Electrical Contractor	Heating	X	
7. Hawkeye Telephone Company	Electrical		X
8. Owns Elite	Clothing		X
9. Head Start	Children and problem children	X	
10. Welfare	Getting & holding jobs--kids	X	
11. Social worker	taking Mrs. Corkery's place		X
12. Chamber of Commerce	Community	X	
13.	Sewing-Special	X	
14. Assistant Manager at G.G.	Factory work	X	
15. Trainer at G.G.	Factory work	X	
16. Cutter	Factory work	X	
17. Eggs	Eggs	X	
18. Factory Manager	Factory work	X	
19. Insurance Salesman	Insurance	X	

(Please add additional pages as necessary)

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non professional careers. Please do not list names on this form; you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resources and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. School Nurse	Jobs & schooling for careers in health	X	
2. Furniture store owner	Furniture	X	
3. Jewelry store owner	Silver ware	X	
4. Model & Cosmetologist	Model & Cosmetologist	X	
5. Doctor	Medicine		X
6.	Child Development		X
7. Vice-Pres. First State	Banking	X	
8. Man. & owner Super Value	Food Merchandising		X
9. Manager Hy-Vee	Food Merchandising		X
10. Agent L & K	Insurance	X	
11. Lawyer	Law		X
12. Tax Accountant	Tax		X
13. Hy-Vee	Accounting	X	
14. Hy-Vee manager print-shop	Printing	X	
15. Hy-Vee manager advertising	Silk-screen	X	
16.			
17.			
18.			

(Please add additional pages as necessary)

FINANCE - Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT	
1.	State	1 year Continuing	State Vocational Funds	$ 9,000
2.	Federal	1 year Continuing	Voc. Ag.	1,700
3.	Federal	1 year Continuing	Voc. Home	2,100
4.	Federal	1 year Continuing	Voc. T & I	1,100
5.				
6.				
7.				
8.				

PROJECTS OR PROGRAMS:

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Health Careers	High School	Hospital, first aid, and nursing home training.
2. Vocational Agriculture	High School	Soils, animal hus., shop, management, agriculture related business
3. Home Economics	8-12	Foods, clothing, home care, child development.
4. Industrial Arts	8-12	Woods, metals, auto mechanics, drafting, elect., plastics.
5. Building Trades	11-12	Home construction.
6. Needle Trades	11-12	Industrial sewing.
7. Graphic Arts	High School	Printing.
8. Business Education	High School	Typing, Bookkeeping, Secretarial practice.

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Home Economics Lab.	Foods & Clothing	Kitchens, sewing rooms, and a class room	X	
2.	Voc. Agriculture classroom, and shop equipment	Shop practice	Welding, woods, mechanics, electricity	X	
3.	Industrial arts shops basic equipment	Shop practice	Metals, woods, plastics, auto mechanics, electricity, electronics, drafting	X	
4.	Portable shop for building trades	Tool storage and shelter	Used before structure is enclosed	X	
5.	Graphic arts & photography lab.	Laboratory and classroom	Darkroom, cameras, printing equipment	X	
6.	Needle trades lab.	Shop practice	Industrial sewing machines and equipment	X	
7.	Business Labs & equipment	Lab practice	Typing, business machines, and equipment	X	

Facilities/Equipment, con't....

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
8.	Television Lab. and equipment	Lab. practice	Video tape recorder TV monitors, broadcasting studio center, and cameras	X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

SUMMARY: INCIDENCE OF (ADVANTAGED BY CLASSIFICATION

CLASSIFICATION DISADVANTAGED BY GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12	13
1.0 ACADEMICALLY DISADVANTAGED														
1.1 LANGUAGE DEFICIENCY		2	3	1	4	1	2	2	2	3	2	1	1	24
1.2 READING/WRITING DEFICIENCY		17	23	24	26	26	25	24	25	23	22	24	24	283
1.3 COMPUTATIONAL DEFICIENCY		11	12	11	14	14	16	15	16	14	12	14	14	165
1.4 GENERAL EDUCATIONAL DEFICIENCY		16	22	23	22	22	23	21	22	20	20	20	20	251
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR	3	2	1	3	1	2	3	2	5	2	4	3	2	33
2.2 PASSIVE OR APATHETIC BEHAVIOR	1	2	1	1	2	1	3	4	5	3	5	3	2	33
3.0 ECONOMICALLY DEPRIVED	13	14	14	14	16	17	19	19	20	18	15	17	17	213
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:	13	22	29	29	33	33	32	32	33	30	28	31	34	379

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the stud at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL												TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED														
1.1 EDUCABLE RETARDED						ungraded								28
						14							14	
1.2 TRAINABLE RETARDED							6							6
2.0 LEARNING DISABILITY						33								
3.0 SERIOUSLY EMOTIONALLY DISTURBED					4					8				12
4.0 ORTHOPEDICALLY HANDICAPPED					3									3
5.0 VISUALLY HANDICAPPED														
5.1 PARTIALLY SIGHTED										1				
5.2 BLIND														
6.0 HEARING IMPAIRED														
6.1 HARD OF HEARING						5								5
6.2 DEAF														
7.0 SPEECH IMPAIRED	21	17	14	4	5	4	3	2	1	2	3	3	0	79
8.0 OTHER HEALTH IMPAIRMENT														
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE														133
TOTAL UNDUPLICATED NO. OF STUDENTS														117

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the number at the grade level you feel is most appropriate.

2. The total column at the right is a sum of the line items.

3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0

4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

AREA IV CAREER EDUCATION RESEARCH & PLANNING

CHARITON COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8		1	1
9	5	6	11
10	4	3	7
11	5	5	10
12	5	1	6
OTHER			
TOTALS:	19	16	35

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

_____ BELOW $8,000 FAMILY INCOME

X $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL:

GRADE 8 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to school			
K. Other (Specify below)			
1. Pregnant		1	1
2.			
3.			
4.			
TOTALS:		1	1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems		1	1
C. Marriage		1	1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment	1		1
H. Peer Pressure			
I. General Apathy with School	3	4	7
J. Sees no advantage to School			
K. Other (Specify below)			
1. Language Barrier	1		1
2.			
3.			
4.			
TOTALS:	5	6	11

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Pregnancy		2	2
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Family Problems	2	1	3
H. Transportation			
I. Lack of interest in school	1		1
J. Lack of money			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	4	3	7

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		3	3
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment	1	2	3
H. Peer Pressure			
I. General apathy with School	2		2
J. Saw no advantage to School			
K. Other (Specify below)			
1. Peace Corp	1		1
2. Service	1		1
3.			
4.			
TOTALS:	5	5	10

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1. Service	3		3
2.			
3.			
4.			
TOTALS:	5	1	6

AREA XV CAREER EDUCATION RESEARCH-PLANNING

CHARITON COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 60 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 20 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

20 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available, or in operation in DAVIS COUNTY Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

FINANCES- Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	Special Needs	12 months	Work experience program
2.	Special Needs & School District		Summer employment opportunity
3.			
4.			
5.			
6.			
7.			
8.			

PRIORITY OR [illegible]:

The [illegible] of this p[illegible] [illegible] [illegible] [

PROJECTS OR PROGRAMS:

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Business Education	8	Typing, general business
2. Homemaking	8	Cooking, sewing
3. Industrial Arts	8	Exploratory--woodworking, drawing-electricity
4. Nursing	10-12	Qualify for nurses aide
5. Aviation	12	Ground school prep.
6. Interior Decorating	11-12	Exploration
Housewiring	"	"
Electronics	12	"
Drafting	"	"
7. Auto Body Repair	11-12	In connection with Indian Hills
Motor Mechanics	12	Exploration
Metals	11-12	"
Welding	12	"
8. Plastics	11-12	Exploratory

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Middle School,				
	Home Economics	8 sewing machines		X	
		5 complete kitchen units		X	
	Industrial Arts	many small tools		X	
2.	Typing	40 typewriters		X	
3.	Motor Mechanics	small metors	Ford Co. Motor Assembly	X	
	Metals	lathe		X	
	Welding	several types of welders		X	
4.	Electronics	Electronics Board		X	
5.	Aviation	Facilities of local airport			
6.					
7.					

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													TOTAL
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED															
1.1 EDUCABLE RETARDED		1			3		4	2	3	2	6	3	4	1	29
1.2 TRAINABLE RETARDED								3			1		1		5
LEARNING DISABILITY			1	3	9		1								14
3.0 SERIOUSLY EMOTIONALLY DISTURBED						1	2	8	4		1	4	1		21
4.0 ORTHOPEDICALLY HANDICAPPED												1			1
5.0 VISUALLY HANDICAPPED															
5.1 PARTIALLY SIGHTED															
5.2 BLIND															
6.0 HEARING IMPAIRED			3	6		2		3		2				4	20
6.1 HARD OF HEARING						1									
6.2 DEAF															
7.0 SPEECH IMPAIRED	4	15	7	7	9	5	1			3	3		2	1	55
8.0 OTHER HEALTH IMPAIRMENT															
9.0 MULTI-HANDICAPPED															
TOTAL INCIDENCE															
TOTAL UNDUPLICATED NO. OF STUDENTS															

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the student at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

SUMMARY: INCIDENCE OF [illegible] ADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12
1.0 ACADEMICALLY DISADVANTAGED														
1.1 LANGUAGE DEFICIENCY	2	5	2	1										
1.2 READING/WRITING DEFICIENCY														
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY														
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED														
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level [illegible].
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence [illegible] represents.

AREA VT CAREER EDUCATION RESEARCH & PLANNING

DAVIS COUNTY COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9		4	4
10	8	10	18
11	7	9	16
12	6	5	11
OTHER			
TOTALS:	21	28	49

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

X BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems		1	1
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment		1	1
H. Peer Pressure			
I. General apathy with school			
J. Saw no advantage to school		1	1
K. Other (Specify below)			
1. Pregnant		1	1
2.			
3.			
4.			
TOTALS:		4	4

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		2	2
D. Unsuccessful Course Work	2		2
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment		2	2
H. Poor Prognosis			
I. General Apathy with School	1	1	2
J. Saw no advantage to School			
K. Other (Specify below)			
1. Pregancy		4	4
2.			
3.			
4.			
TOTALS:	3	9	12

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	3	2	5
B. Health Problems			
C. Marriage		5	5
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environmen		1	1
H. Peer Pressure			
I. General Apathy with School	1	1	2
J. Saw no advantage to School	2		2
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	7	9	16

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage		3	3
D. Unsuccessful Course Work	3		3
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to school	2	1	3
K. Other (Specify below)			
1. Pregancy		1	1
2.			
3.			
4.			
TOTALS:	6	5	11

AREA XV CAREER EDUCATION RESEARCH-PLANNING

DAVIS COUNTY COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 42 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 23 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

35 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available ~~of~~ in operation in EDDYVILLE Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources for career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Salesman	Insurance	X	
2. Truck driver	Highway Safety	X	
3. Nurse	Health	X	
4. Policeman	Safety/Protection	X	
5. State Legislator	Politics/Government	X	
6. Housewife	Child care/consumer shopping	X	
7. Teacher	Child development/growth	X	
8. Business Manager	Sales/economics/management		X
9. Lumber mill worker	Wood processing		X
10. Bartender	Personnel relations		X
11. Fireman	Fire prevention/first aid		X
12. Auto mechanics	Motor repair & operation		X
13. Gas station attendent	Sales/domestic work		X
14. Building custodian	Building maintenance		X
15. Mayor	Citizenship/Government	X	
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

PROJECTS OR PROGRAMS

The purpose of this page is to describe the variety of programs in career education that are presently in existence in your school district. Please describe all those listed in the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Vocational Exploration Groups	9-12	A group process to explore and personalize jobs and career areas.
2.	Elementary Career Education	K-6	Introduces boys and girls to world of work, guides them in viewing occupational areas.
3.	Jr.-Sr. Career Guidance	7-12	Give general career guidance to all students in occupational areas.
4.			
5.			
6.			
7.			

You are encouraged to add extra pages for more projects or programs or give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Counseling office	Groupings	Small group work	X	
2.	All class rooms	Elementary building	intergrated program of career education in each classroom	X	
3.					
4.					
5.					
6.					
7.					

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED				1	2	2	2	3	6	4	2	2	1	25
1.1 EDUCABLE RETARDED					2	2	1	3	6	3	2	2	1	22
1.2 TRAINABLE RETARDED				1			1			1				3
2.0 LEARNING DISABILITY														
3.0 SERIOUSLY EMOTIONALLY DISTURBED														
4.0 ORTHOPEDICALLY HANDICAPPED														
5.0 VISUALLY HANDICAPPED			1			1								2
5.1 PARTIALLY SIGHTED			1			1								2
5.2 BLIND														
6.0 HEARING IMPAIRED														
6.1 HARD OF HEARING														
6.2 DEAF														
7.0 SPEECH IMPAIRED		4	1	6	3	2				1	1			18
8.0 OTHER HEALTH IMPAIRMENT														
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE		4	2	7	5	5	2	3	6	4	3	3	1	45
TOTAL UNDUPLICATED NO. OF STUDENTS		4	2	7	5	5	2	3	6	4	3	2	1	44

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the student at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

SUMMARY: INCIDENCE OF DISADVANTAGED BY CLASSIFICATION

CLASSIFICATION	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.0 ACADEMICALLY DISADVANTAGED			52	24	52	12	24	25	55	1	6	4	2	257
1.1 LANGUAGE DEFICIENCY			13	6	13	3	6	5	12					58
1.2 READING/WRITING DEFICIENCY			13	6	13	3	6	5	12					58
1.3 COMPUTATIONAL DEFICIENCY			13	6	13	3	6	5	12					58
1.4 GENERAL EDUCATIONAL DEFICIENCY			13	6	13	3	6	10	19	1	6	4	2	83
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR								2	4	1	4	2	1	14
2.1 HOSTILE OR DEFIANT BEHAVIOR								2	4	1	2	2		11
2.2 PASSIVE OR APATHETIC BEHAVIOR											2		1	3
3.0 ECONOMICALLY DEPRIVED	8	7	9	9	13	7	15	15	18	13	6	13	7	140
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:	8	7	61	33	65	19	39	42	77	15	16	19	10	411
TOTAL UNDUPLICATED NO. OF STUDENTS:	8	7	19	10	21	10	20	23	34	14	12	17	8	203

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the stud at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

AREA NW CABLES EDUCATION RESEARCH & PLANNING

EDDYVILLE COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8		1	1
9	1	1	2
10			
11	4	2	6
12	1	1	2
OTHER			
TOTALS:	6	5	11

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

X BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 8 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health problems			
C. Marital			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible] (specify below)			
1. Pregancy		1	1
2.			
3.			
4.			
TOTALS:		1	1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment	1		1
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to school		1	1
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:		1	2

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School	2	1	3
K. Other (Specify below)			
1. Problem with school authorities	2		2
2.			
3.			
4.			
TOTALS:	4	2	6

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. Personal Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1	1	2

AREA XV CAREER EDUCATION RESEARCH-PLANNING

EDDYVILLE COMMUNITY SCHOOL DISTRICT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 75 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 8 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

17 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in FAIRFIELD Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Local doctors		X	
2. Local physical therapist		X	
3. Local nurses association		X	
4. Local insurance salesman		X	
5. Local highway patrol		X	
6. County engineer			X
7. College professors			X
8. Local dentist		X	
9. Welder--machinist			X
10. Hardware retail sales			X
11. Jeweler--watchmaker			X
12. Refrigeration--heating, cooling			X
13. Highway maintenance			X
14. ----MANY OTHERS----			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

FINANCE Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	DPI	a one shot grant	Mini Grant for career Resource Center
2.	Local District Funding	1 year	Money for Career Education committee work.
3.	Local District	money also budgeted for 1975-76 school year.	
4.			
5.			
6.			
7.			
8.			

FAIRFIELD

PROJECTS & PROGRAMS:

We are attempting to set up a K-12 career education program whereby we integrate to a greater degree career education into our present curriculum. We have a special committee set up to work on this project. We have already had one in-service seminar for all faculty in our district. We have just finished an inventory on what we have in our system in the way of career information, andhave asked faculty to recommend materials and information that they could use in their classrooms in the future.

We have also set up a placement service at the high school level--both education and job placement.

We are attempting to set up career oriented seminars for 2nd Semester.

We are also in the process of setting up our Career Resource Center here at the high school, and hope to have it in full swing by 2nd Semester.

We are working with D.P.I. in hooking up a computer terminal here...as a pilot project (one of three in Iowa);this will give us additional career information for student and community use. Hopefully, this will be in operation by 2nd Semester.

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Newly purchased video tape machine which is being used to tape various speakers, community activities, etc, to be used in classrooms and on Channel 5 TV here in Fairfield. This is presently housed at our Jr. high school.			X	
2.	As previously mentioned we are setting up a career resource center in the high school.			X	
3.					
4.					
5.					
6.					
7.					

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED														
1.1 EDUCABLE RETARDED														
1.2 TRAINABLE RETARDED														
2.0 LEARNING DISABILITY														
3.0 SERIOUSLY EMOTIONALLY DISTURBED														
4.0 ORTHOPEDICALLY HANDICAPPED														
5.0 VISUALLY HANDICAPPED														
5.1 PARTIALLY SIGHTED														
5.2 BLIND														
6.0 HEARING IMPAIRED														
6.1 HARD OF HEARING	2		1	2	2	5	4	1	3	2	5	3	3	33
6.2 DEAF														
7.0 SPEECH IMPAIRED	26	58	28	20	18	20	10	4	1	7	3	1	1	197
8.0 OTHER HEALTH IMPAIRMENT														
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE														
TOTAL UNDUPLICATED NO. OF STUDENTS														

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0 and 6.0 will be the sum of their sub-classifications.) In the case of ungraded [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of [illegible]
3. Total Incidence [illegible] is sum of [illegible] 2.0, 3.0, 4.0, 5.0, [illegible]
4. Total Unduplicated number of students-is the [illegible] students that the [illegible] represents.

SUMMARY: INCIDENCE OF [illegible] ADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED	4	5	6	6	21	11	19							72
1.1 LANGUAGE DEFICIENCY	1		1	1										3
1.2 READING/WRITING DEFICIENCY														
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY	3	5	5	5	21	11	19							69
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR		1	1	4	6	9	3							24
2.1 HOSTILE OR DEFIANT BEHAVIOR			1	3	4	3	2							13
2.2 PASSIVE OR APATHETIC BEHAVIOR		1		1	2	6	1							11
3.0 ECONOMICALLY DEPRIVED	5	6	13	11	14	15	9							73
4.0 OTHER REMEDIAL EFFECTS Children unable to enter Kdgn. because of handicap	2													
TOTAL INCIDENCE:	11	12	20	21	41	35	31							171
TOTAL UNDUPLICATED NO. OF STUDENTS:	7	7	14	16	32	25	20							121

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the stud[illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Colum[illegible] represents.

APEX IV CAREER EDUCATION RESEARCH & PLANNING

FAIRFIELD COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8	2	2	4
9	4	1	5
10	17	10	27
11	11	8	19
12	2	5	7
OTHER			
TOTALS:	36	26	62

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

_____ BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

X NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 8 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment		2	2
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	2		2
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	2	2	4

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with school	4	1	5
J. Saw no advantage to school			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	4	1	5

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Problems	1		1
C. Pregnant		4	4
D. Unsuccessful Academically			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Marriage			
H. Illness			
I. Other	11	4	15
J. Graduated			
K. Completed Program			
L. Didn't enter 10th grade (did finish 9th grade)	5	2	7
M.			
N.			
TOTALS:	17	10	27

5. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL,

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		2	2
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment		1	1
H. Peer Pressure			
I. General Apathy with School	10	5	15
J. Saw no advantage to School			
K. Other (Specify below)			
1. Problem with school authorities	1		1
2.			
3.			
4.			
TOTALS:	11	8	19

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems	1	1	2
C. Marriage	1	1	2
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. Pregnancy		3	3
J. Desire to advance to [illegible]			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	2	5	7

FAIRFIELD

70-75

15-20

10-15

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in HARMONY Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PEOPLE

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form. You will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Don Van Seggon	Banker and Insurance	X	
2. Dale Coleman	Insurance	X	
3. Dan Walton	Merchandizing		X
4. Keith Muntz	Feed and Fertilizer Merchandizing		X
5. Tom Gunn	Tool and Die		X
6. Ben Hendricks	Restaurant Management		X
7. Bill Marsh	Life Insurance		X
8. Hillis Kerr	Gas Station Management		X
9. Glenn Halbrook	Sporting Goods Merchandizing		X
10. Bud Jury	Farm Management		X
11. Kathy Schmidt	Cosmetology		X
12. Kathy Slicker	Cosmetology	X	
13.			
14.			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

PROJECTS OR PROGRAMS

The purpose of this page is to list [illegible] career education that is presently in existence in your district. Please describe all these projects on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVEL	BRIEF DESCRIPTION
1. Auto Mechanics	9-12	Basic fundamentals of engine functions and troubleshooting.
2. Welding	9-12	Learn the various metals and the various welding procedures.
3. General Metals	9-12	
4. Basic Electricity	9-12	Basics of household wiring and its practical use.
5. Drafting	9-12	Three courses--(1) Introduction to Drafting; (2) Architectural Drafting; (3) Mechanical Drafting.
6. Woodworking	9-12	Two courses-- (1) General woodworking; (2) Machine woodworking.
7. Small Engine Repair	9-12	Learn the parts and functions of of the small 2 & 4 cycle engine and its restoration.
8. Secretarial Studies	11-12	Four courses-- (1) Shorthand; (2) Typing I; (3) Typing II; (4) Office Practice.

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Guidance Office	is being used	a large office that is suitable for career education services	X	
2.	Shop lacks quite a lot of equipment	is currently being used	divided into three areas for use	X	
3.	Secretarial Room good equipment			X	
4.	Home Economics Room		a large room that is well equipped.	X	
5.	For the 7th and 8th grades there would be very little available space or rooms for Career Education.				
6.					
7.					

SUMMARY: INCIDENCE OF [illegible]DVANTAGED BY CLASSIFICATION

CLASSIFICATION

DISADVANTAGED BY GRADE LEVEL

CLASSIFICATION	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED													15	15
1.1 LANGUAGE DEFICIENCY													8	8
1.2 READING/WRITING DEFICIENCY													3	3
1.3 COMPUTATIONAL DEFICIENCY													10	10
1.4 GENERAL EDUCATIONAL DEFICIENCY													10	10
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED													4	4
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. [illegible] and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level & horiz. Column.
4. Total Unduplicated Number of Students-is the actual number of students that the [illegible] Column represents.

APEX IN CAPSULE FORMAT BY RESEARCH & PLANNING

HARMONY COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9		1	1
10	3	3	6
11	5	3	8
12			
OTHER			
TOTALS:	8	7	15

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

X BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:		1	1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Mental Problems			
C. Marriage	1	2	2
D. Unsuccessful (Grades) Work			
E. Unsuccessful Socially			
F. Problems with legal authorities	1		1
G. Home Environment	1		1
H. Peer Pressure			
I. General Apathy with School		1	1
J. Saw no advantage to school	1		1
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	3	3	6

	2		2
	1		1
	2	1	3
	2		2
TOTALS:	5	3	8

AREA XV CAREER EDUCATION RESEARCH-PLANNING

HARMONY COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 75 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 15 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 10 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in HEDRICK [illegible] Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Owner	Real Estate		X
2. Vice-President	Banking	X	
3. Owner	Insurance	X	
4. Owner	Grocery		
5. Owner	Barber		
6. Owner	Cosmetology		
7. Owner	Grain elevator		X
8. Owner	Garage--auto repair		
9. Pastor	Ministry		X
10. Owner	Farm Crop Care (chemicals)		X
11. Custodian	Building Care		
12.			
13.			
14.			
15.			
16.			
17.			
18			

(Please add additional pages as necessary)

FINANCE - Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	State	1974-1975	2615 Project
2.			
3.			
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGRAMS:

The purpose of this part is to describe [illegible] of programs in career education that are presently in existence in your local district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	2615	12	Exploratory
2.	Release time for job	12	Released from school in p.m. with parents permission to work at job.
3.			
4.			
5.			
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Typewriters	Clerical and Secretarial	Basic for office work	X	
2.	Office machines	"	"	X	
	Wood Shop	Woodworking and carpentry	Leisure time activity, repairs, and basic carpentry	X	
4.	Welders	Welding and repair Shop	Farm repair and basic welding	X	
5.	Small Engines	Repair	Repair small engines (lawnmowers)	X	
6.	Home Economics	Housewife	Cooking and sewing	X	
7.					

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL											
	K	1	2	3	4	5	6	7	8	9	10	11
1.0 MENTALLY RETARDED												
1.1 EDUCABLE RETARDED							6					6
1.2 TRAINABLE RETARDED												
2.0 LEARNING DISABILITY	1			2			4		2		2	11
3.0 SERIOUSLY EMOTIONALLY DISTURBED												
4.0 ORTHOPEDICALLY HANDICAPPED												
5.0 VISUALLY HANDICAPPED												
5.1 PARTIALLY SIGHTED												
5.2 BLIND												
6.0 HEARING IMPAIRED												
6.1 HARD OF HEARING				1			2					3
6.2 DEAF												
7.0 SPEECH IMPAIRED	1	3	1	1			1				1	8
8.0 OTHER HEALTH IMPAIRMENT												
9.0 MULTI-HANDICAPPED												
TOTAL INCIDENCE	2	3	1	4			13		2		2	1	28
TOTAL UNDUPLICATED NO. OF STUDENTS	1	3	1	3			8		2		2	1	21

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the number at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

SUMMARY: INCIDENCE OF (ADVANTAGED BY CLASSIFICATION

CLASSIFICATION DISADVANTAGED BY GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED		1												1
1.1 LANGUAGE DEFICIENCY	1										2	3		6
1.2 READING/WRITING DEFICIENCY			2				2	4	2	3	3	3		19
1.3 COMPUTATIONAL DEFICIENCY							3			2	2			7
1.4 GENERAL EDUCATIONAL DEFICIENCY					3	1	7	1		5	3	4		24
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR		1												1
2.1 HOSTILE OR DEFIANT BEHAVIOR	1	1					4			3	1	2		12
2.2 PASSIVE OR APATHETIC BEHAVIOR		1				1	1	3		3	4	3	2	18
3.0 ECONOMICALLY DEPRIVED														
4.0 OTHER REMEDIAL EFFECTS	1							2(eyes)						3
TOTAL INCIDENCE:	3	4	2		3	2	17	10	2	16	15	15	2	91
TOTAL UNDUPLICATED NO. OF STUDENTS:	3	2	2		3	2	9	10	2	9	9	7	2	60

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the sum at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

AREA VI CAREER EDUCATION RESEARCH & PLANNING

HEDRICK COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9			
10		2	2
11			
12			
OTHER			
TOTALS:		2	2

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

_____ BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

X NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full ~~time~~ employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School		1	1
J. Saw no advantage to School			
K. Other (Specify below)			
1. Pregnant		1	1
2.			
3.			
4.			
TOTALS:		2	2

AREA XV CAREER EDUCATION RESEARCH-PLANNING

HEDRICK COMMUNITY SCHOOL SEGMENT

FOLLOW-UP OF GRADUATES

Please list the approximate percent of your 1974 graduates about which you feel followed a course of study in a school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 50 %

Please list the approximate percent of your 1974 graduates about which you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 25 %

Please list the approximate per cent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

25 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in KEOTA Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form; you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Bookkeeper	Accounting		X
2. Grocer	Marketing		X
3. Trucker	Transportation		X
4. Farmer	Agriculture	X	
5. Mechanic	Agriculture	X	
6. Welder	Agriculture	X	
7. Pipeline Worker	Trap Shooting	X	
8. Feed and Grain	Sales and Marketing		X
9. Banker	Mangement--Clerical		X
10. Farmer	Snowmobiling	X	
11. Doctor	Health Occupations		X
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

FINANCE - Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	S.B.R.C.	Once	New unusual course
2.	Career Ed. Div.	3 years	Keota's Ed. Opportunities to
3.			Awareness
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGRAMS

The purpose of this page is to describe projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	K-6 Awareness	K-6	Charted guide of clusters inter-spersed in existing curriculum
2.	Accomadation (Alertness)	7-9	Each discipline accepted responsibility of sponsoring resources and people rep. a cluster over 3 yr. per.
3.	Exploratory	10-12	Liberal Arts approach to 2-3 day per week courses provide more exposure.
4.	P.E.	7-12	Trag. in team skill social skill personal hobby. Multi choices
5.	Guidance		Adivisor/Advisee status as college teachers--Career Ed. Ad. to chart courses for remaining yrs. of school
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	LTR	Communication Skills			
2.	Auto Mechanics	Complimentary Equipment			
3.	Metal/Machining	Shop	Lathe, Crucible furnace timing tools		
4.	Welding		Wire Welder		
5.	Drafting				
6.	Modern Kitchen	Culinary Arts	Micro-wave oven		
7.	Wood Shop	Carpentry			

Facilities/Equipment con't....

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check One) ARE BEING USED	(Check One) COULD BE USED
8.	Kiln		Arts and Humanities		
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED														
1.1 EDUCABLE RETARDED												1	1	2
1.2 TRAINABLE RETARDED														
2.0 LEARNING DISABILITY														
3.0 SERIOUSLY EMOTIONALLY DISTURBED														
4.0 ORTHOPEDICALLY HANDICAPPED														
5.0 VISUALLY HANDICAPPED														
5.1 PARTIALLY SIGHTED														
5.2 BLIND														
6.0 HEARING IMPAIRED														
6.1 HARD OF HEARING														
6.2 DEAF														
7.0 SPEECH IMPAIRED														
8.0 OTHER HEALTH IMPAIRMENT														
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE												1	1	2
TOTAL UNDUPLICATED NO. OF STUDENTS												1	1	2

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the number at the grade level you feel is most appropriate.

2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

SUMMARY: INCIDENCE OF [illegible] ADVANTAGED BY CLASSIFICATION

CLASSIFICATION	DISADVANTAGED BY GRADE LEVEL							
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.0 ACADEMICALLY DISADVANTAGED														
1.1 LANGUAGE DEFICIENCY														
1.2 READING/WRITING DEFICIENCY							1	1	2	1				
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY							1	1	2	1	1	1		7
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR								1		1		2		4
2.1 HOSTILE OR DEFIANT BEHAVIOR											2			2
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED							1	1	2					4
4.0 OTHER REMEDIAL EFFECTS							1	1	1					3
TOTAL INCIDENCE:							4	5	7	3	3	3		25
TOTAL UNDUPLICATED NO. OF STUDENTS:							2	2	4	2	3	3		16

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the st[illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

KEOTA

A. PROPE

1. PLEASE GIVE THE NUMBER OF [illegible] FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

	MOBILE	PERMANENT	TOTAL
	1		1
	1	1	2
	1		1
		2	2
	3	3	6

[illegible] ECONOMIC [illegible] A SIGNIFICANT PROPORTION OF [illegible] ASSOCIATED [illegible] CHECK THE APPROPRIATE

[illegible] BELOW $8,000 [illegible] INCOME

X $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000.- ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
a. Full time employment			
b. Personal Problems			
c. Boredom			
d. Unsuccessful Course Work			
e. Unsuccessful Socially			
f. Problems with local school officials			
g. Disinterest			
h. Pregnancy			
i. Marriage	1		1
j. Disadvantage to continue			
k. Academically below grade level			
l.			
m.			
n.			
o.			
TOTALS:	1		1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	2		2
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
TOTALS:	2		2

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

	NO. BOYS	NO. GIRLS	TOTALS
[illegible] Employment			
[illegible] Responsibilities			
[illegible] Courses			
Unsuccessful Socially			
Trouble with Legal [illegible]			
[illegible]			
[illegible]	1		1
[illegible]			
[illegible]			
[illegible]			
[illegible]			
[illegible]			
TOTALS:	1		1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		2	2
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal Authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Sees no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:		2	2

AREA XV CAREER EDUCATION RESEARCH-PLANNING

KEOTA COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 60 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 40 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

25 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in MORAVIA Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form; you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	(Check One) COULD BE USED
1. Owner, Operator	Lumber, paint, construction	X	
2. Owner, Manager	Newspaper-publishing, editing	X	
3. Manager	Coop purchasing & distribution, petrol.	X	
4. Manager	Branch Bank-clerical, bookkeeping	X	
5. Owner	Grocery business	?	
6. Agent	Insurance-homeowners, auto, fire	X	
7. Owner, manager	Crafts- Success Barber and Beauty Supply	X	
8. Owner, Operator	Plumbin, heating, back hoe operation	X	
9. Owner	Moravia Beauty Shop	X	
10. Owner, Operator	General service station services	X	
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

We plan to apply for the Mini-Career Program--$1,500 for the 1975-1976 school term.

PROJECTS OR PROGRAMS:

The purpose of this page is to describe [illegible] projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. No specific career education projects.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain input at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Guidance Office	Printed materials to give description requirements for entry	Chronicle Mobile Unit Ency. of career OOH	X	
2.	Guidance Office	GATB, DAT, OVIS	Aptitude and interest measurements.	X	
3.	Voc. Ag. classroom and shop	To help prepare for farming and Ag. related work	Use of printed materials shop equipment, small engine and large engine repair	X	
4.	Industrial Arts	To help prepare young people for building trades, welding, home maintenance	welding, carpentry use of circle saw, jointer, bend saw, welders-electric and acetylene laythes--steel and wood	X	
5.	Voc. Home Economics	to help develop responsible home makers; assist in pre. for skilled related work	regular kitchen equip.	X	
6.	Comercial	to help prepare students for clerical and sales positions and related	typewriters, tapes for dictation, calculators bookkeeping, shorthand supplies	X	
7.	Classroom	To give sound background to draw upon for employment prep.	visual aids, auditory aids		

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.0 MENTALLY RETARDED								1	1					2
1.1 EDUCABLE RETARDED														
1.2 TRAINABLE RETARDED								1	1 (ungraded)					2
2.0 LEARNING DISABILITY				1	2		2	1						6
3.0 SERIOUSLY EMOTIONALLY DISTURBED	2			2		1								5
4.0 ORTHOPEDICALLY HANDICAPPED				1							2			3
5.0 VISUALLY HANDICAPPED						1								1
5.1 PARTIALLY SIGHTED						1								1
5.2 BLIND														
6.0 HEARING IMPAIRED	1			3		1	1				1			7
6.1 HARD OF HEARING	1			3		1	1				1			7
6.2 DEAF														
7.0 SPEECH IMPAIRED	2	1	2	2							1			8
8.0 OTHER HEALTH IMPAIRMENT									2	1	1	2		6
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE	5	1	2	9	2	3	3	2	1	2	1	5	2	38
TOTAL UNDUPLICATED NO. OF STUDENTS														

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-lines 1.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded students, place them at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the total incidence represents.

SUMMARY: INCIDENCE OF ADVANTAGED BY CLASSIFICATION

CLASSIFICATION	DISADVANTAGED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
.0 ACADEMICALLY DISADVANTAGED		5	6	7	4	5	5	6	6		2	2	2	50
1.1 LANGUAGE DEFICIENCY														
READING/WRITING DEFICIENCY		4	2	4	3	3	3	4	4					27
1.3 COMPUTATIONAL DEFICIENCY		1	4	3	1	2	2	2	2					17
1.4 GENERAL EDUCATIONAL DEFICIENCY											2	2	2	6
.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR												1		1
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR												1		1
.0 ECONOMICALLY DEPRIVED														
.0 OTHER REMEDIAL EFFECTS														
OTAL INCIDENCE:		5	6	7	4	5	5	6	6		2	3	2	51
OTAL UNDUPLICATED O. OF STUDENTS:														

nstructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the stu... at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Colu... represents.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			1
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1. Pregnancy (returned to school)		1	1
2.			
3.			
4.			
TOTALS:	1	1	2

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	4		4
B. Health problems			
C. Marital			
D. Pregnancy, Child Care			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home environment			
H. Don't Know			
I. Parents unable with School	1		1
J. Felt no advantage to School			
K. Other (specify below)			
1. to take GED, get a job, prepare for marriage		1	1
2.			
3.			
4.			
TOTALS:	5	1	6

AREA IV CAREER EDUCATION RESEARCH & PLANNING

MORAVIA COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL		BOYS	GIRLS	TOTAL
7				
8				
9				
10				
11	(Between Soph. and Jr. year)	1	1	2
12	(2 of 5 between Jr. and Sr.)	5	1	6
OTHER				
TOTALS:		6	2	8

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

_____ BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

AREA XV CAREER EDUCATION RESEARCH-PLANNING

MORAVIA COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 78 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that primarily was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 17 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

5 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in MOULTON-UDELL Community School District.

On the following sheet, list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

	POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.	Owner and Manager	Also future grain speculation Grain-purchase & sale dietribution	X	
2.	Publisher	Journalism, editing, publishing, mach. operator	?	
3.	Service Station Opr.	General service station responsibilities	X	
4.	Owner and Operator	Grain purchasing, grinding, mixing	?	
5.	Insurance Agent	Life, property, etc.	?	
6.	Owner, manager, operator	General grocery business	?	
7.	Owner, operator	Locker service for frozen foods & meats	?	
8.	Owner, operator	Community lumber business	X	
9.	Owner, operator	Plumbing and hardware	X	
10.	Owner, operator	Cosmotology	X	
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				

(Please add additional pages as necessary)

FINANCES- Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

We plan to apply for the Mini Career Program-$1500 for the 1975-1976 school term.

PROJECTS OR PROGRAMS:

The purpose of this page is to describe [illegible] programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. No specific career education projects.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Guidance office	Printed materials to give overview of Careers, and specific data	SRA, Ency., OOH, interest and aptitude	X	
2.	Voc. Ag. classroom and shop	To help prepare for general and a specific job	applied to farming and related Agri-Bus. complex. Shop equip.--soil, seed testers, maintenance, and repair equipment, Corn planter	X	
3.	Industrial Arts	"	Carpentry, welding, saws, sanders, lake resort equip. drafting, architect,	X	
4.	Home Economics	"	Home maker use of kitchen equip, printed material, and audio-visual equip., fashion design, resource people, professional development.	X	
5.	Commercial	"	Typists, clerks, clerical related, typewriters, shorthand, bookkeeping supplies, calculators	X	
6.	Classroom	To give sound background to draw upon for employment prep.	Visual aids, audio aids	X	
7.					

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL												TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	
1.0 MENTALLY RETARDED	1		3	1	1			2	2		1		11
1.1 EDUCABLE RETARDED	1		2	1	1			2	1		1		9
1.2 TRAINABLE RETARDED			1						1				2
2.0 LEARNING DISABILITY													
3.0 SERIOUSLY EMOTIONALEY DISTURBED		2											2
4.0 ORTHOPEDICALLY HANDICAPPED													
5.0 VISUALLY HANDICAPPED									1				1
5.1 PARTIALLY SIGHTED									1				1
5.2 BLIND													
6.0 HEARING IMPAIRED				1		1							2
6.1 HARD OF HEARING				1		1							2
6.2 DEAF													
7.0 SPEECH IMPAIRED		5	1	1	1	1							9
8.0 OTHER HEALTH IMPAIRMENT													
9.0 MULTI-HANDICAPPED													
TOTAL INCIDENCE	1	7	4	3	2	2		2	3		1		25
TOTAL UNDUPLICATED NO. OF STUDENTS													

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the students at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

SUMMARY: INCIDENCE OF ADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12	
.0 ACADEMICALLY DISADVANTAGED		4	5	4	3	4	6	2	2	1	1	4	1	37
1.1 LANGUAGE DEFICIENCY														
1.2 READING/WRITING DEFICIENCY		3	3	2	2	3	3		1	1	1			
.3 COMPUTATIONAL DEFICIENCY		1	2	2	1	1	3							10
1.4 GENERAL EDUCATIONAL DEFICIENCY								2	1			4	1	8
.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR													1	1
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR													1	1
.0 ECONOMICALLY DEPRIVED														
.0 OTHER REMEDIAL EFFECTS														
OTAL INCIDENCE:		4	5	4	3	4	6	2	2	1	1	4	2	38
OTAL UNDUPLICATED O. OF STUDENTS:														

nstructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the stu at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

MOULTON-UDELL COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9	1		1
10			
11	2	2	4
12	1		1
OTHER			
TOTALS:	4	2	6

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

___ BELOW $8,000 FAMILY INCOME

___ $8,000 - $12,000 FAMILY INCOME

___ $12,000 - $20,000 FAMILY INCOME

___ $20,000 - ABOVE FAMILY INCOME

X NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1		1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities	1		1
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1. to find employment and take the GED		2	2
2.			
3.			
4.			
TOTALS:	2	2	4

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1		1

AREA AV CAREER EDUCATION RESEARCH-PLANNING

MOULTON-UDELL COTTON-ED SCHOOL DISTRICT

FOLLOW-UP ON GRADUATES

Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 78 %

Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for employment or additional educational training they have elected to initiate since graduation. 10 %

Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 12 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in NORTH MAHASKA Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. County Auditor	County Government		X
2. Supervisor	County Government		X
3. Station Attendant	Service Station, A A A representative		X
4. Minister	Religious Work	X	
5. Mortician	Mortuary Service		X
6. Small Business Owners	Retail Trade		X
7. Cosmetologists	Personal Service	X	
8. Barbers	Personal Service		X
9. Lawyer	Legal Assistance		X
10. Cabinet Maker	Carpentry and Fine Cabinet Work	X	
11. Printer	Custom Printing		X
12. Real Estate Agent	Business and Office		X
13. Insurance Salesman	Personal Service	X	
14. Bin Builder	Agri-Business	X	
15. TV Repairman	Electronics		X
16. Assembler	Factory Worker		X
17. Sanitation Control	Public Service		X
18. M. D.	Health Services	X	
19. Medical Technician	Health Services-Technical		X

(Please add additional pages as necessary)

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Loan Officer	Banking		X
2. Machine Operator	Construction and Natural Resource Con.		X
3. Photographer	Media & Communication		X
4. Mechanic	Farm Machinery Repair		X
5. Chiropractor	Health Service		X
6. Truck Driver	Transportation Service	X	
7. Auctioneer	Agri-Business, Sales		X
8. Contractor	Home Building	X	
9. Carpenter	Construction		X
10. Teacher	Public Service, Humanities	X	
11. Principal	School--Education	X	
12. Commercial Artist	Fine Arts and Humanities	X	
13. Home Decorator	Decorating, Furniture, Carpet		X
14. Greenhouse Manager	Flower Arrangement, Business		X
15. Mail Carrier	Postal Service	X	
16. Veterinarian	Veterinary Medicine		X
17. Druggist	Pharmacy	X	
18. Farmer-Business Man	Antique Dealing		X
19. Farmer	Flying Service		X

(Please add additional pages as necessary)

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Editor	Newspaper Publishing	X	
2. R. N.	Registered Nursing-Health	X	
3. Degree Nurse	Health--Baccalureate Degree Nursing		X
4. Hobby Shop	Ceramics	X	
5. Mayor	City Government	X	
6. Housewife-Business	Tax Consultant		X
7. Pella Products	Personnel Manager-Manufacturing		X
8. Pella Products	Clothing Manufacturing		
9. Electrician	Wiring-Air Conditioning	X	
10. Dentist	Dental Service-Health		X
11. Dental Assistant	Health Services		X
12. Farmer	Agriculture-Custom Farming	X	
13. Hog Buyer	Agri-Business, Stock Sales		X
14. Technician	Explosives Expert		X
15. Grinnell Reinsurance	Secretary		X
16. General Telephone Worker	Accountant		X
17. General Telephone Worker	Computer Operator	X	
18. General Telephone Worker	Computer Programmer		X
19. Plumbing	Plumbing and Air Conditioning		X

(Please add additional pages as necessary)

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Construction Worker	Bricklaying		X
2. Farmer	Bee-keeping		X
3. Farmer	General-Livestock and Grain	X	
4. Farmer	Horse raising and cing		X
5. Farmer	Dog raising		X
6. Farmer	Tree Farming		X
7. Farmer--Auctioneer	Auctioneering	X	
8. Cook	Quantity Cooking	X	
9. Secretary	School Secretary	X	
10. Bus Driver	School Transportation		X
11. Mechanic	School Bus and Car		X
12. Gas Station Attendant	Transportation Service		X
13. Welder	Manufacturing and Welding		X
14. Manufacturer	Ice Cream Products	X	
15. Hobbist	Doll Collecting	X	
16. Artist	Art Teaching and Hobbies	X	
17. Fireman	Public Service	X	
18. Policeman	Public Service-Protective		X
19. Patrolman	Public Safety	X	

(Please add additional pages as necessary)

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

	POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.	Postal Worker	Governmental Service		X
2.	Sales Person	Clerk-Retail Sales		X
3.	Sales Person	Groceries		X
4.	Sales Person	Hardware	X	
5.	Retail Sales	Ready-to-Wear	X	
6.	Retail Sales	Fashion Shop	X	
7.	Retail Sales	Dry goods	X	
8.	Retail Sales	Restaurant	X	
9.	Retail Sales	Automobile Sales	X	
10.	Receptionist	Dental and Medical	X	
11.	Cashier	Bank	X	
12.	Conservation Officer	County Conservation--Game Warden		X
13.	Weigh Officer	Highway Commission		X
14.	Representative	State Junior Chamber of Commerce		X
15.				
16.				
17.				
18.				
19.				

(Please add additional pages as necessary)

FINANCES Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	Area XV Project 2615	Yearly	Project 2615
2.	Government	Yearly	Vocational Agriculture
3.			Adult Education, Exploration of Agriculture careers and Vocational Ag V--Work in Agri-Related job During High School Attendance
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGR

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Community Helpers (Fireman & Policeman)	2	Study jobs and responsibilities of com. helpers, also dependency on each other. Differences in type (paid fireman versus volunteer)
2.	Banker	2	Discuss people that work in bank services offered. Visit to bank is included.
3.	Librarian	2	Discussion of public library and use. Set up classroom rules for library use encouraging responsibility
4.	Supermarket--Department Store	2	People have many wants for goods and services. Discuss local stores and how they serve the neighborhood.
5.	Clothing	2	Discussion of various workers in clothing industry and the services they offer.
6.	Farming	2	Dairy farm, truck farm, fruit ranching, cotton. There is a local fur farm
7.	Workers as contributors to society	6	Night workers, Coast Guard, Big-Machine Operators, Discussion, Various activities, films, books
8.	Bread and Butterflies	6	Organized study of Careers during the T. V. series

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OR PROGRAMS:

The purpose of this part is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed in the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Life in a small community	3	Study of different people who make up our town.
2. What will be will be	3	Entails what we wnat to be
3. Community Helpers	K	Discuss various jobs in the Community and how we depend upon them
4. Community Helpers	4	Discussion of different occupations
5. What I Want to be		Survey of what each child thinks they want to be when they grow up and how school subjects help them reach that goal.
6. Orientation Class	7	Class on educational, personal, career guidance--all year
7. Ioascript & Cenis	7-12	Resource aide on careers, training on microfiche with reader
8. Media Class	11 & 12	Communications and media of all kinds

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Homemaking Classes	7 boys & girls	exploratory
		9-12	sewing, cooking gourmet cooking, home furnishing, child development
		12-boys	Bachelor Survival
		12-boys & girls	Family living
2.	Business Education	10-12	secretarial course (full), office practice course, bookkeeping course, consumer mathematics, business Englig
3.	Industrial Arts	8 boys & girls	exploratory
		9-12	woodworking, metal working, auto mechanics, plastics, mechanical drawing, machine drafting, architectural drawing, welding --hand and machine tools both learned
4.	Art	7 boys & girls	exploratory
		9-12	Art appreciation, art/crafts, sculpture, jewelry making, ceramics, graphic arts, painting of all kinds--specialized courses for seniors
5.			
6.	Performing Arts	7-12	Speech, band chorus, small groups, solos, debate, musical participation play
7.	Vocational Agriculture	9-12	five classes in all phases of farm related learning with individual project and field trips to learn about agri-caree
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	5 filmstrips-5 records manual	Primary intro. to career education (oneself & others potential)	Career Awareness Limitations of individuals	X	
2.	4 filmstrips-4 records 4 manuals	illustrates and narrates how something is done	Takes students on field trips	X	
3.	2 filmstrips-2 cassettes	career exploration and facts	How soup is made How a can is made	X	
4.	5 filmstrips-r records, manual	Early career awareness through self awareness	Myself--awareness of	X	
5.	3 filmstrips	"	Making friends, rate at home, school friends	X	
6.	6 filmstrips	Ones relation to oneself and others	Personality development	X	
7.	6 filmstrips-6 records	Career exploration	Making and selling goods	X	

Facilities/Equipment con't....

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
8.	Iowa script on microfilm	Career exploration	Presents brief description of jobs and education needed	X	
9.	Study Prints (10 sets)	One's relationship to others	Value series	X	
10.	Books		Career description exploration	X	
11.	SRA Job Family Series	Classroom-research	soft back books, job descriptions	X	
12.	Dictionary Occupational titles	Library-Guidance	Volumes I & II-jobs	X	
13.	Encyclopedia of Careers	"	two volumes-careers job descriptions	X	
14.	Occupational Handbood	Media-guidance	Labor statistics career information	X	
15.	Occupational Quarterly	"	Statistics of labor-careers	X	
16.	Fascinating World of Work	Media-guidance classrooms	Filmstrips and Cassette tapes 18 careers	X	

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

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	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
8.	Chronicle Guidance file-monthly update	Media-classes guidance	job descriptions, two-file drawer, college and career charts counseling aids	X	
9.	Vocational Guidance Manuals	Media-resource guidance	75 volumes on careers-individually described	X	
10.	Fiction and True vocational stories	Media-resource	90 volumes	X	
11.	Directory-Social Services Agencies	Guidance	Current volumes-updated	X	
12.	Directory-American Trade Schools	"	updated volumes of schools	X	
13.	Guidance Club	Guidance and classes	filmstrip of the month	X	
14.	College Handbooks	Guidance and Media reference	current catalogs	X	
15.	25 Technical Careers	classes-media guidance	book of careers	X	
16.	Iowa script and Cenis File-microfiche reader	Guidance-classes media resource	Careers-descriptions training sourses Micro-fiche	X	

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 MENTALLY RETARDED		1	1	1	4	1	1	1	2	1	1	1		15
1.1 EDUCABLE RETARDED		1	1	1	4	1	1	1	2	1	1	1		15
1.2 TRAINABLE RETARDED														
2.0 LEARNING DISABILITY	4	5	4	6	9	6	10				1	2		47
3.0 SERIOUSLY EMOTIONALLY DISTURBED	2		1	1				1	1					6
4.0 ORTHOPEDICALLY HANDICAPPED										1				1
5.0 VISUALLY HANDICAPPED									2		1			3
5.1 PARTIALLY SIGHTED									2		1			3
5.2 BLIND														
6.0 HEARING IMPAIRED								3	6	7	3	2	1	22
6.1 HARD OF HEARING								3	6	7	3	2	1	22
6.2 DEAF														
7.0 SPEECH IMPAIRED	1			1		1		2		2		2	1	10
8.0 OTHER HEALTH IMPAIRMENT									1			1	1	3
9.0 MULTI-HANDICAPPED									2	2	1	1	2	8
TOTAL INCIDENCE	7	5	7	10	10	11	11	7	13	13	6	9	8	117
TOTAL UNDUPLICATED NO. OF STUDENTS	4	5	6	8	10	10	11	7	8	8	4	7	5	94

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the students at the grade level you feel is most appropriate.

2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence represents.

SUMMARY: INCIDENCE OF ADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

CLASSIFICATION	K	1	2	3	4	5	6	7	8	9	10	11	12	13
.0 ACADEMICALLY DISADVANTAGED	14	9	12	14	19	20	23	13	8	2	4	6	5	149
1.1 LANGUAGE DEFICIENCY	1			1		1		2	1		1		1	8
1.2 READING/WRITING DEFICIENCY	6	4	8	4	5	8	7	2	1			2	1	
1.3 COMPUTATIONAL DEFICIENCY	3			3	5	5	6	5	4		1	2	1	35
1.4 GENERAL EDUCATIONAL DEFICIENCY	4	5	4	6	9	6	10	4	2	2	2	2	2	58
.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR								5	3		2	2	1	12
2.1 HOSTILE OR DEFIANT BEHAVIOR								2	3		2	2	1	10
2.2 PASSIVE OR APATHETIC BEHAVIOR					1	1	2	3	1		1	1	1	11
.0 ECONOMICALLY DEPRIVED	2	3	1	2	1	2		1		1		1	2	16
.0 OTHER REMEDIAL EFFECTS														
OTAL INCIDENCE:	16	12	13	16	21	23	25	19	11	3	6	9	9	182
OTAL UNDUPLICATED O. OF STUDENTS:	8	5	9	7	11	8	12	13	7	2	4	6	6	98

nstructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the stu at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

AREA IV CAREER EDUCATION RESEARCH & PLANNING

NORTH MAHASKA [redacted] SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9	4		4
10	4		4
11			
12	1		1
OTHER			
TOTALS:	9		9

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

____ BELOW $8,000 FAMILY INCOME

____ $8,000 - $12,000 FAMILY INCOME

____ $12,000 - $20,000 FAMILY INCOME

____ $20,000 - ABOVE FAMILY INCOME

X NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1. School request	1		1
2. Religious Conviction	1		1
3.			
4.			
TOTALS:	4		4

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1. Job Corp entry	1		1
2. Army entry	1		1
3.			
4.			
TOTALS:	4		4

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1. Army entrance	1		1
2.			
3.			
4.			
TOTALS:	1		1

AREA XV CAREER EDUCATION RESEARCH-PLANNING

NORTH MAHASKA COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 90 %

   Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 5 %

2. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 5 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in OTTUMWA Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Richard Bauerle	Law		
2. William Byrne	County Engineer		
3. Ronald Gates	Psychologist		
4. Dave Hester	Law		
5. Wayne Gerken	Indian Hills		
6. John Kyhl	Iowa Southern		
7. John McConnel	Radio		
8. Hugh McElroy	Police - Drugs		
9. Gary Ohn	Highway Patrol		
10. Larry Patterson	Engineer John Deere		
11. Jack Schutte	Pre-fab Housing		
12. Duane Starkweather	Medical Technician		
13. Budd Curtwright	Construction		
14. Dr. Haag	Dentist		
15. Glenn Jackson	Health Department		
16. Robert TenEick	Highway Patrol		
17. Dr. Richard Simplot	Dentist	X	
18. John Richards	Guitar, music group	X	
19. Dr. David Holman	Medicine	X	

(Please add additional pages as necessary)

As a sample of the people resources in career education that exist in your district, please list at least ten persons who would be asked to discuss their careers or give career activities to young people.

These people may or may not be associated with the school and should represent a combination of professional and non professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	SHOULD BE USED
1. Dr. Michael Ketchum	Dentist	X	
2. Karl Wilz	Flowers	X	
3. Mrs. Jerry Sigel	Retail	X	
4. Ron Goddard	O.H.C. Education, science	X	
5. Dr. S. H. Hammer	Dentist		X
6. Charles Ayres	Law	X	
7. Glenn Jackson	Health	X	
8. Dr. R. C. Roush	Dentist		X
9. Dr. Solloway	Ottumwa Heights		X
10. Jon Kneen	Al-Jon		X
11. Dr. Paul Scott	Medicine	X	
12. Dr. Jerry Givson	Optometrist	X	
13. Bernard Huston	Banking	X	
14. Darrell Adams	Engineer	X	
15. Al Hansen	Personnel	X	
16. Dick Grear	Banker	X	
17. Baxter Smith	Banker	X	
18. Herb Miller	Printer	X	
19. Lee Tarrant	Army		X

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE ~~USED~~
1. Mervin Kern	Electrician		X
2. Dr. Eginger	Doctor	X	
3. Mrs. Don Boyd	Sewing	X	
4. Ledford Miller	Deep Sea Diving	X	
5. Harley Hecker	Welding	X	
6. Mr. Bottger	Richland, Iowa	X	
7. Carl Laurene	Machine Shop	X	
8. Judge McGiverin	Law		
9. Ken Corbett	Auto Mechanics		
10. Mrs. Jean Croy	Employment Office		
11. Barry Spears	Office Education		
12. Ken Steffen	Architect		
13. Dave Hotchkiss	Drafting - Plastics		
14. Mr. Biff Byrum	City Planning		
15. Mr. Stemple	Conservation		
16. Mr. Ralph Overturf	Dairy		
17. Physician	Medical		X
18. Lawyer	Law		X
Furniture Store Owner	Retail		X

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Restaurant	Food Service		X
2. Secretary			X
3. Law Enforcement			X
4. Real Estate Broker	Home - Farm Sales		X
5. Fireman			X
6. Pharmacist	Pharmacy		X
7. Mr. Lonnie Coltrain	Pharmacy		
8. Mrs. Joyce Williams	Counselor		
9. Sgt. Richard Davis	Military		
10. Mr. Dale Ushling	Farming		
11. Mr. Bill Duree	Photographer		
12. Mrs. Connie Myers	X-Ray Technician		
13. Mr. Glen Norton	Truck - Bus Driver		
14. Mr. Max Ruschmeyer	Lawyer		
15. Mr. Gary Majors	Bank Worker		
16. Mr. Robert Dalager (G.P.)	Doctor		
17. Mr. Tony Kullmer	Professional musician		
18. Mr. Gerald Bennett	Auto Mechanic		
19. Mr. Ron Henderson	Auto Body Repair		

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Mr. Steven Stoltz	Architect--Drafting		
2. Mr. Roy Palmer	Welder		
3. Mr. Howard Cudworth	Carpenter		
4. Mr. Jack Kirk	Construction - Building		
5. Mr. Bud Curtright	Construction - Heavy		
6. Dr. J. D. Francis	Veterinary		
7. Mr. Dick Stahlhut	Teacher - elementary & secondary		
8. Mr. Roy Forgy	Iowa Tech		
9. Mr. Joe Selix	Fireman		
10. Marie Finkel	Social Worker		
11. Mr. Alan Hoskins	Journalist-News		
12. Mrs. Mary Pulis	Airline Stewardess		
13. Mr. Barry Spear	Office Education		
14. Mr. Mike Thies	Distributive Education		
15. Mr. Roger Foleske	Trades & Industries		
16. Mrs. Shirley Schneider	Librarian		
17. Mr. Keith Kranz	Florist		
18. Mr. Don Johnson	Funeral Director		
19. Mr. Emmett Overturf	Food Store Worker		

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Mr. Jack Blazek	Athletic Coach		
2. Mr. Bob Rezner	Beauticians		
3. Mrs. Joan Carter	Music		
4. Mr. Max Ownes	Waiter--Waitress		
5. Mr. Larry Roberts	Bakery Works		
6. Mrs. Pat Hostert	Hobbies		
7. Mr. David O'Rourke	Hotel-Motel Mgr.		
8. Mr. Dennis Phillips	Area Forester		
9. Mr. Bob Witts	Chemist		
10. Mrs. Linda Anderson	Dental Hygienist (Dr. Hammer office)		
11. Mr. Don Robertson	Electrician		
12. Mr. Bob Mason	Electronics Tech.		
13. Mr. Mike Moley	Computer Programmer		
14. Mr. Dick Hart	Engineer		
15. Mr. James Nelson	Artist		
16. Mr. Garnett Herrington	Commercial-Artist		
17. Dr. Dick Dutton	Cartoonist		
18. Mr. Jack Shepley	Machinist		
19. Mr. Harry Wright	Occupational & Physical Therapist		

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Mrs. Dorothy Magrane	R.N. Nurse		
2. Mr. Mike Ernst	Actor--Actress		
3. Mr. Larry Scott	Disc Jockey		
4. Mr. Ted Roberts	Hospital Services		
5. Mr. Roy Ware	Accounting - Actuary		
6. Mr. Lanz Renaud	Radio-TV Accouncer		
7. Mr. Rod Fitsimones	Railroad occupations		
8. Mrs. Jean Utech	Secretary-Receptionist		
9. Mrs. Charlene Ellis	Key Punch		
10. Ms. Sandy Legg	Model		
11. Mr. Jerry Lee	Photographer		
12. Mr. Dick Amderson	Retail Sales Clerk		
13. Mr. Jack Morrow	Pilot		
14. Mr. Gene Johnson	Policeman		
15. Mr. Pat Dougherty	Prof. Athlete		
16. Business and Personnel	Rick Morgan of John Deere Personnel		
17. Insurance	Betty Wellman of Pheonix Insurance		
18. Insurance and Inv.	Gene Shultz--Shultz Insurance		
19. Office Work	Robert Holland Off. Mgr. of Moreland and Vinyard Law Office		

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Electricity and Electronics	Howard Yeager - Electric Motor Repair		
2. Short Order Food Service	Jack Messerschmidt - Mr. Quick		
3. Engineering	John Abernathy - John Deere		
4. Vocational Occupations	Keith Kimmel - Truck Driver		
5. Pharmacy and Business	Ron Barr - Osco Drug		
6. Dry Goods	Mike O'Hara Hdwre.		
7. Shoe Stores	Mike Johnson - Walker Shoes		
8. Dry Goods	Dave Palmer - Rank's		
9. Pharmacy and Business	Don Dunshee - Mays Drug Duane Schmaltz - Mays Drug		
10. Juvenile Officer	Law Enforcement		X
11. Social Worker	Social Work		X
12. Teacher	Special Education		X
13. Highway Patrolman	Law Enforcement		X
14. Lawyer - Judge	Law - Judicial		
15. Physicial Therapist	Elden Champoux		X
16. Rehabilitation Service	Dan Kent		X
17. Police Department	Jerry Arndt		X
18. Iowa Crime Comm.	Charles Bendloge		X
19. City Hall	Martin Munley		X

(Please add additional pages as necessary)

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PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. KTVO	Mrs. J. R. McBrearty		X
2. Quick Shops, Mgr.	Mr. & Mrs. Mike Grasso		X
3. Iowa Supply	Terry Chapman		X
4. Lutheran Minister	Charles Colberg		X
5. Anesthetist	Carl Cox		X
6. Pooples Savings & Loan	Don DeMoss		X
7. City Health Officer	Glen Jackson		X
8. Johnson Funerl Home	Harry Monroe		X
9. Attorney	J. L. Kiple		X
10. J. Davis Co.	John Landmeier		X
11. J. C. Penney	Royce Hem		X
12. Lowenberg	Gary Hamilton		X
13. John Deere	Ivan Engle		X
14. Blomgren & Moore--CPA	Linda Goudy		X
15. Factory Worker-Loudens	Fred Bowen		X
16. Post Office	Wayne Bowen		X
17. John Deere	Melvin Brumbaugh		X
18. Ab's Fire Extinguisher	Lee Guiter		X
19. Railroad	Richard Gard		X

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Lowenberg Bakery	Wm. Hazelwood		X
2. Derby Construction	Billie Hubbell		X
3. Nurse	Mrs. Billie Hubbell	X	X
4. Family Food Service	Linda Lathrop	X	X
5. Whitham Nursery	Mrs. Catherine Smith		X
6. Newspaper			X
7. Policeman	Drugs	X	
8. Pharmacist	Drugs	X	
9. Optometrist	Eyes	X	
10. Conservationist	Erosion		X
11. H. S. Science Teacher	Chemistry		X
12. "Aqua Man"	Water pollution		X
13. X-Ray Technician	X-Ray unit		X
14. Dermatologist	Skin		X
15. Cardiologist	Heart		X
16. Dentist	Health		X
17. Doctor	Health and allay fears		X
18. Librarian	Speak about library	X	
19. Printer	Ottumwa Courier		X

(Please add additional pages as necessary)

PERSONNEL

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POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Administrator	School principal		X
2. Nurse	Health	X	
3. Carpenter			X
4. Brick layer			X
5. Farmer			X
6. Landscaper	Herrman's Gardens		X
7. Electrician			X
8. Lawyer			X
9. Ecology			X
10. Musician	Instrumental teacher		X
11. Custodian	School custodian	X	
12. Ex-Teacher	Traveler	X	
13. Traveler	Areas of U.S.	X	
14. Mailman		X	
15. Banker	Money-Wise use.	X	
16. Fireman	Safety	X	
17. Mechanic	Science		X
18.			

(Please add additional pages as necessary)

FINANCES- Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1. None available		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

PROJECTS OR PROGR

The purpose of this part is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Wild game and laws	K-6	Display of animal furs.
2.	Discuss and learn about workers in different kinds of neighborhoods.	K-2	
3.	Librarian	K-6	Acquaintance with possibilities of using library.
4.	Custodian	K	Plumbing and heating system.
5.	Policeman	5-6	Drug unit.
6.	Pharmacist	5-6	Drug unit.
7.	Optometrist	5-6	Unit on senses. Spoke about eyes.
8.	7th Care Work Awareness Unit	7	Individual study of Ottumwa occupations--some actual work experience or orientation.

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your local district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Career Education Exploration	7-8-9	Packaged program for multi in depth career exploration
2.	Social Studies	7-8-9	
3.	World of Construction	8-9	Packaged program of construction type experience.
4.	World of Manufacturing	8-9	Packaged program covering various aspects of manufacturing.
5.	Career Exploration Project Discovery Area XV	9	One quarter elective that explores various careers.
6.	Exploratory Program	7-8-9	Mini Courses (4 ½ weeks) exploring various leisure time and career activities.
7.	IACP Industrial Arts	8-9	8th construction (home) skills; 9th mass production and marketing skills.
8.	Home Economics	8-9	General home economics skills.

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OR PROGRAMS

The purpose of this page is to describe [illegible] programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that should receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Literature	7-8-9	Related reading materials to careers.
2. Cooking Project from County Extension Office	5-6	Actual cooking. Learn about nutrition, taking turns--sharing.
3. Arts and Crafts	5-6	Make articles for bazaar.
4. Selling and Banking Advertising	4-5-6	Sell articles--make change, bank money--figure interest, make posters advertising bake sale and bazaar.
5. Tutoring Program	4-5-6	Older students help younger ones.
6. Library Training in Media Center.	4-5-6	Dewey Decimal System, check out books to students, arrange books according to subjects.
7. Clubs	4-5-6	Conduct meetings according to Roberts Rules--Public Speaking Direct Programs.
8. Machine Shop	10-11-12	

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PART II of [illegible]

The purpose of this part is to [illegible] of programs in career education that are presently in existence in your school district. Please describe all those listed in the previous part, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Vocational Machine Shop	11-12	
2. Auto Mechanics	10-11-12	
3. Vocational Auto Mechanics	11-12	
4. General Welding	10-11-12	
5. Vocational Welding	11-12	
6. Plastics	10-11-12	
7. Mechanical Drawing	10-11-12	
8. Machine Drawing	11-12	

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OR PROGRAMS

The purpose of this page is to describe [illegible] projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page; also those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Architectural Drawing	11-12	
2. World of Construction	10-11-12	
3. Woodworking 1	10-11-12	
4. Woodworking 2	10-11-12	
5. Advanced Woodworking	11-12	
6. Graphic Arts 1	10-11-12	
7. Graphic Arts 2	10-11-12	
8. Vocational Printing	11-12	

You are encouraged to add extra pages for more projects or programs to give more in depth descriptions if you desire.

[illegible] PROJECTS

The purpose of this page is to [illegible] career education programs in career education that are currently in [illegible] district. Please describe all those listed on the previous page, plus those career education projects and programs that will receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Trades & Industries Co-op	12	
2. Distributive Education Co-op	12	
3. Office Education Co-op	12	
4. Typing 1	10-11-12	
5. Typing 2	10-11-12	
6. Typing 3	11-12	
7. Typing 4	11-12	
8. Accounting	10-11-12	

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Steno 1	10-11-12	
2. Recordkeeping	10-11-12	
3. Salesmanship	10-11-12	
4. Marketing	10-11-12	
5. Advertising	10-11-12	
6. Clothing 1	10-11-12	
7. Clothing 2	10-11-12	
8. Clothing 3	11-12	

You are encouraged to add extra pages for more projects or programs to give more indepth descriptions if you desire.

12b

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Housing	10-11-12	
2. Tailoring	11-12	
3. Foods 1	10-11-12	
4. Foods 2	10-11-12	
5. Family Living	10-11-12	
6. Child Development	10-11-12	
7. Home Economics 2	10-11-12	
8. Management	10-11-12	

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OF PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Shop Math	10-11-12	
2.	Applied Math	10-11-12	
3.	Senior Math	12	
4.	Aero Space	10-11-12	
5.	We do not have specific programs as such, because we feel that we can do the elementary pupils the most good by teaching proper attitudes and the necessity of getting along with each other. From time to time we do have ~~resourse people to talk in various rooms~~ to give them as insight into job or profession. Since many of these children will,		
6.	as adults, be working in areas not yet recognized, we feel that we do the child the most service by teaching him to get along with his peers. We take every opportunity to do this throughout the curriculum.		
7.	Career Development skills required, salaries, career education is integrated into the total curriculum. This allows students to develop an awareness of careers, have a good self-concept of themselves, and look toward their future roles in life.	6	Study of different jobs--field trips to some agencies--Get first hand experience with some jobs.
8.	especially work on developing a good self-concept.	1	

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your [illegible] district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Our Social Studies programs integrate well with Career Development. Many careers are exposed and described in detail. We have many supplementary books on various occupations that are used along with the basic study.	5	Guest resource people have spoken to the class with discussion sessions following--Field trips to hospitals, etc.
2.	Career Developments is integrated in every subject. Pupils are constantly conscious of job possibilities and training needs, at this age pupils begin to see their own capabilities and needs.	6	Field trips, personal experiences, to programs, books on various job corps newspaper articles.
3.	Integrated with science, social studies	2	These occupations are considered: 1. Farmer 2. Contractor 3. Store owner 4. Factory worker 5. Miner 6. Space worker 7. Mathematician and related fields. It is taught with Social Studies in first grade.
4.			
5.	Use filmstrips, tapes, films, resource people, librarian. Explain hobbies, drawings to illustrate occupations, pantomiming jobs they would like to have for others to guess the occupation. Interviewing family, reading related to occupations, role--playing (a) How does mom/dad look? When they are working? (uniforms, special clothing, etc.) Ask questions (a) What kind of work does your mother/father do? (b) What does she/he like about his/her job? (c) What does he/she dislike about his/her job? Walking, tours,		
6.	clean paint brushes, water plants, collect and distribute papers, clean up room, take care of playground equipment, take care of personnel materials, clean erasers, clean up centers, help with changing bulletin boards, pick up floors, take notes to office, lead in plays, arrange chairs, erase board, straighten shelves, lead in lines, and run visual aid machines.		
7.	In Kindergarten we take trips to Fire Stations, Public Library, Bakery, Post Office. Visit with resource people in the room also, such as policeman, florist, etc. I usually use fathers or mothers of children with their different jobs.		
	Use of films, books, magazines, social studies and supplementary materials, resource materials from Chamber of Commerce, etc. 5-6 grades		
8.	A great deal of supplementary material dealing with career education including films, film strips, books, and pernonnel from various businesses, group discussions in class of various areas of businesses and professions. 3-4 grades		

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Media Center			X	
2.	Job Center			X	
3.	Guidance Office			X	
4.	Home Economics Department			X	
5.	Business Education			X	
6.	Industrial and Vocational Area			X	
7.	Library			X	

Facilities/Equipment con't....

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
8.	Social Studies Department			X	
9.	Alternative School			X	
10.	Filmstrips				
11.	Kits--WORK Occupation File				
12.	Library Materials				
13.	Job Experience				
14.	Industrial Arts Shop	IACP 8	Constructive	X	
		IACP 9	Manufacturing		
15.	All Areas of Building	Exploratory Programs	Mini Courses	X	
16.	Home Economics	8-9 Programs	General Home Economics	X	

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

Facilities/Equipment con't....

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
8.	Project Discovery R. Oak Area XV	Career	Career Programmed	X	
		Exploratory	Kits of various kinds		
9.	Packaged materials for career education	Indiyidual indepth study		X	
10.					
11.					
12.					
13.					
14.					
15.					
16.					

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

OTTUMWA (Evans Junior) SCHOOL DISTRICT SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7		1	1
8	4		4
9	3	4	7
10			
11			
12			
OTHER			
TOTALS:	7	5	12

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

X BELOW $8,000 FAMILY INCOME

$8,000 - $12,000 FAMILY INCOME

$12,000 - $20,000 FAMILY INCOME

$20,000 - ABOVE FAMILY INCOME

NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

OTTUMWA

1	1	2

1	1	2

X

INCOME

$20,000 - ABOVE FAMILY INCOME

NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

OTTUMWA

PROPOSED

1. PLEASE GIVE THE NUMBER OF TEACHERS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE	GRADE	TOTAL
1	1	
3	3	
10		
11		
12		
4	4	

[illegible] PLEASE INDICATE THE APPROXIMATE PROPORTIONS OF [illegible] THAT WILL BE ASSIGNED TO EACH OF THE APPROPRIATE

X [illegible]

$8,000 - $12,000 [illegible]

$12,000 - $25,000 [illegible]

$25,000 AND [illegible]

[illegible] ACTIVITIES AT THIS LEVEL [illegible] STUDENTS IN [illegible] PER [illegible]

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9			
10	34	18	52
11	22	18	40
12	13	19	32
OTHER			
TOTALS:	69	55	124

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE SPACE.

40% BELOW $8,000 FAMILY INCOME

35% $8,000 - $12,000 FAMILY INCOME

20% $12,000 - $20,000 FAMILY INCOME

5% $20,000 - ABOVE FAMILY INCOME

NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 7-8-9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage	1	1	1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities	1		1
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School	6	4	10
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	7	5	12

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 8 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1		1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9th (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment	2		2
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	3		3

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE_____(Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1	1	2

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE_____(Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	8	3	11
B. Health Problems	7	5	12
C. Marriage	1	12	13
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities	13		13
G. Home Environment	2	8	10
H. Peer Pressure		1	1
I. General Apathy with School	13	14	27
J. Saw no advantage to School	18	9	27
K. Other (Specify below)			
1. Military	7		7
2.			
3.			
4.			
TOTALS:	69	52	121

AREA XV CAREER EDUCATION RESEARCH-PLANNING

OTTUMWA COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 60 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that possibly was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 30 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 10 %

PEKIN

FINANCIAL [illegible] available to you for [illegible] state and federal [illegible] you have applied for or received local funding from foundations, civic organizations, etc., presently in operation or being designed.

[illegible]	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
None	None	None

PROJECTS OR PROGRAMS

The purpose of this page is to identify the projects or programs in career education that are presently in operation in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Career Day	3rd	Several different people lectured about their jobs every 15 minutes all morning.
2.	Career Theater	7th	Films shown about many different careers; purely voluntary; students can write to these places to get more information.
3.	Work Coop	12th	Seniors are allowed to help DVM and ~~other areas not agricultural~~
4.	Ag Work Coop	12th	Seniors are allowed to work in related ~~agriculture~~ jobs
5.	2615	12th	Two senior girls are in beauty school training.
6.	Social Studies	8	Careers are related by our excellent Social Studies teacher.
7.	Field trips	1-12	Field trips are a part of career ed.. Must be valuable before being ok'd.
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

The purpose of this section is to gain insight at the local and area level into the facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Meat locker-Packwood Richland	Meat cutting			X
		Finances			
		Processing			
2.	Lumber Yard-Packwood Richland			X	
3.	Body & Fender Shop			Has been used	
4.	Grocery stores				X
5.	Numerous filling stations				X
6.	Upholstery-Richland				X
7.	Beef farm -Richland				X

Facilities/Equipment, Con't....

	FACILITY/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
9.	Bus Driving				X
9.	Grain Elevator work				X
10.	Indian Hills Comm. College	Many facets of Career Ed.			X
11.	Bank				X
12.	Hardware Store				X
13.	Post Office	Government work			X
14.	DVM-Richland	DVM Assistant			X
15.					
16.					

You may continue on the back of this page listing additional facilities or to give more in depth descriptions if you desire.

SUMMARY: INCIDENCE OF HANDICAPPED CHILDREN BY CLASSIFICATION

CLASSIFICATION	CHILDREN BY GRADE LEVEL													
	1	3	0	0	2	7	1	4	2	1	2	0	1	24
1.1 EDUCABLE RETARDED	1	3	0	0	2	7	1	4	2	1	2	0	1	24
1.2 TRAINABLE RETARDED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.0 LEARNING DISABILITY	10	10	7	10	9	17	12	20	14	10	9	6	7	141
3.0 SERIOUSLY EMOTIONALLY DISTURBED	0	2	1	0	0	0	0	0	0	0	0	0	0	4
4.0 ORTHOPEDICALLY HANDICAPPED	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.0 VISUALLY HANDICAPPED	1	0	1	2	2	1	1	0	1	0	0	0	0	9
5.1 PARTIALLY SIGHTED	1	0	1	2	1	1	1	0	0	0	0	0	0	7
5.2 BLIND	0	0	0	0	0	0	0	0	1	0	0	0	0	1
6.0 HEARING IMPAIRED	0	0	1	4	3	4	1	0	3	5	5	6	5	37
6.1 HARD OF HEARING	0	0	1	2	3	4	0	0	3	5	5	6	5	34
6.2 DEAF	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7.0 SPEECH IMPAIRED	3	7	5	3	5	4	2	2	3	2	0	1	1	38
8.0 OTHER HEALTH IMPAIRMENT	1	0	0	0	1	1	0	1	1	0	1	3	3	12
9.0 MULTIPLY HANDICAPPED	0	0	0	0	0	0	0	0	0	0	3	0	0	3
TOTAL ENROLLMENT	16	22	16	19	22	34	17	27	35	18	16	16	17	275
TOTAL NO. OF HANDICAPPED NO. OF CHILDREN	10	9	10	12	13	20	13	21	16	10	12	7	8	161

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note: [illegible] 6.0 will be the sum of their sub-classifications. In the case of [illegible] 1 is not appropriate.)

[illegible] the number of the line [illegible]

[illegible] the number on the line [illegible] unduplicated number of students for the entire school system.

[illegible] represented.

SUMMARY: INCIDENCE OF [illegible] DISADVANTAGED BY CLASSIFICATION

CLASSIFICATION BY GRADE LEVEL

1.0 ACADEMICALLY DISADVANTAGED	13	27	8	20	42	29	47	56	46	36	30	20	13	377
1.1 LANGUAGE DEFICIENCY	4	8	0	4	5	5	10	14	10	10	5	5	1	81
1.2 READING/WRITING DEFICIENCY	0	7	3	6	18	6	10	14	13	10	8	5	4	
1.3 COMPUTATIONAL DEFICIENCY	5	7	4	5	13	17	17	14	10	6	8	[illegible]	[illegible]	115
1.4 GENERAL EDUCATIONAL DEFICIENCY	4	5	1	5	6	1	10	14	13	10	9	5	4	87
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR	1	3	2	4	4	7	1	10	2	1	7	2	2	46
2.1 HOSTILE OR DEFIANT BEHAVIOR	0	1	0	2	2	2	1	2	2	1	3	2	2	20
2.2 PASSIVE OR APATHETIC BEHAVIOR	1	2	2	2	2	5	0	8	0	0	4	0	0	26
3.0 PSYCHOTIC BEHAVIOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
[illegible]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INCIDENCE:	14	30	10	24	48	36	48	66	48	37	37	22	15	435
TOTAL UNDUPLICATED NO. OF STUDENTS:	8	10	5	10	19	20	17	16	13	10	10	6	6	150

Instructions: 1. Place the number of disadvantaged students by classification and grade level on the chart [illegible] and 2.0 will be the sum of their sub-classifications). In the case of [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0 [illegible]
4. Total Unduplicated Number of Students-is the actual number of [illegible] represents.

LEVIN [illegible] SCHOOL DISTRICT

REPORTS

1. PLEASE GIVE THE NUMBER OF DP PUPILS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9	1	1	2
10			
11	2	0	2
12	1	0	1
OTHER			
TOTALS:	4	1	5

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF PUPILS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

___ BELOW $8,000 FAMILY INCOME

X $8,000 - $12,000 FAMILY INCOME

___ $12,000 - $20,000 FAMILY INCOME

___ $20,000 - ABOVE FAMILY INCOME

___ NO ONE ABOVE INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work	X	X	
E. Unsuccessful Socially		X	
F. Problems with legal authorities		X	
G. Home Environment			
H. Peer Pressure	X		
I. General Apathy with School	X	X	
J. Saw no advantage to School	X	X	
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:			

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	2		2

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage	1		1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1		1

PEKIN

15

50

35

[illegible] IN CAREER EDUCATION

Career Education Is Presently Available or In Operation In RUSSELL Community School District.

[illegible] the following [illegible] career education [illegible] in terms of personnel, projects or programs, [illegible], and facilities/equipment. [illegible] not limited to the local [illegible] but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for the district.

PERSON:

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

	POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.	Conservation officers	Conservation		X
2.	Business owner	Hardware's		X
3.	Business owner	Lumbering		X
4.	Business owner	Grocery Store		X
5.	Physician	Medical Practice)		X
6.	Agent	Insurance		X
7.	Business owner	Filling Station		X
8.		Cattle feeding		X
9.		Construction		X
10.		Banking		X
11.		Auto Mechanics		X
12.		Plumbing		X
13.		Electrician		X
14.	Business owner	Beauticians		X
15.				
16.				
17.				
18.				

(Please add additional pages as necessary)

Please list any additional sources of funding available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	None		
2.			
3.			
4.			
5.			
6.			
7.			
8.			

PART II OF II PARTS

The purpose of this part is to list projects or programs in career education that are presently in operation in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	2615	12	Students attending classes for one-half day at Corydon to take a course in Building Construction.
2.			
3.			
4.			
5.			
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions you desire.

[illegible] this is to refer to the local and area level in[illegible] equipment that your school district owns or has access to that is or [illegible] solely related to the program of career education. More likely than [illegible] facilities/equipment would relate to the grades 7-12 exploratory and [illegible] aspects of career education, although we are certainly not limiting [illegible] to such.

[illegible] the intention of this section to ask you to list each individual piece [illegible], room, or building; rather that you give a general listing by area.

[illegible] EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1. Library	Source of information	Career Education information on occupations made available.	X	
2. AV Room	Media Center	Films are shown on various occupations	X	

SUMMARY: INCIDENCE OF HAND[illegible] BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL												TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	
1.0 MENTALLY RETARDED	1									1	1		3
1.1 EDUCABLE RETARDED										1	1		2
1.2 TRAINABLE RETARDED	1												1
2.0 LEARNING DISABILITY		1		1	2	3	3			1	1		12
3.0 SERIOUSLY EMOTIONALLY DISTURBED		1			1								2
4.0 ORTHOPEDICALLY HANDICAPPED			1										1
5.0 VISUALLY HANDICAPPED													
5.1 PARTIALLY SIGHTED		1											1
5.2 BLIND													
6.0 HEARING IMPAIRED	1				1						1	1	4
6.1 HARD OF HEARING	1				1						1	1	4
6.2 DEAF													
7.0 SPEECH IMPAIRED	5	3			1								9
8.0 OTHER HEALTH IMPAIRMENT	1	2											3
9.0 MULTI-HANDICAPPED					1								
TOTAL INCIDENCE	8	6	2	1	1	5	3	3		1	2	1	32
TOTAL UNDUPLICATED NO. OF STUDENTS	6	5	2	1	1	3	3	3		1	2	1	28

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-lines 1.0, 5.0 and 6.0 will be the sum of their sub-classifications). In the case of [illegible] place the [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the [illegible] represents.

SCHOOL: [illegible] FOR TASTE BY CLASSIFICATION

CLASSIFICATION	ENROLLMENT BY GRADE LEVEL													
1.0 ACADEMICALLY DISADVANTAGED	3	2	2	1	1	4	12	9	6		2	3		45
1.1 LANGUAGE DEFICIENCY						1	2	3	3					9
1.2 READING/WRITING DEFICIENCY	3	2		1	1	2	5	3	3		1	1		2
1.3 COMPUTATIONAL DEFICIENCY						1	5				1	1		8
1.4 GENERAL EDUCATIONAL DEFICIENCY			2					3				1		6
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR		3				3	3	2	5					16
2.1 HOSTILE OR DEFIANT BEHAVIOR						2		1	1					4
2.2 PASSIVE OR APATHETIC BEHAVIOR		3				1	3	1	4					12
3.0 ECONOMICALLY DEPRIVED	2		7	7	6		5	4		3	3	1	2	40
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:	5	5	9	8	7	7	20	15	17	3	5	4	2	107
TOTAL UNDUPLICATED NO. OF STUDENTS:	5	5	8	7	6	4	8	8	7	3	4	2	2	69

Instructions:
1. Place the number of disadvantaged students by classification and grade level. [illegible] and 2.0 will be the sum of their sub-classifications. In the case of [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line is sum of lines 1.0, 2.0, 3.0, 4.0 [illegible]
4. Total Unduplicated Number of Students-is the total number of students [illegible] represents.

RUSSELL

PROPOSED

1. PLEASE GIVE THE NUMBER OF PROPOSED FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9			
10	1	2	3
11		1	1
12	1		1
OTHER			
TOTALS:	2	3	5

2. [illegible] ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF [illegible] ARE ASSOCIATED WITH. PLEASE CHECK THE APPROPRIATE AREA.

BELOW $8,000 FAMILY INCOME

$8,000 - $12,000 FAMILY INCOME

$12,000 - $20,000 FAMILY INCOME

$20,000 - ABOVE FAMILY INCOME

NO ONE ECONOMIC LEVEL REPRESENTS A SIGNIFICANT PROPORTION

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10-11-12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1 -10th	1
D. Unsuccessful Course Work	1- 10th		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1- 12th	2 10th & 11th	3
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	2	3	5

AREA VOCATIONAL EDUCATION PROGRAM PLANNING

RUSSELL COUNTY SCHOOL SYSTEM

FOLLOW-UP OF GRADUATES

Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

35 %

Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

52 %

Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

13 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in SEYMOUR Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.	We do have people that aid us outside the school. However, it is our policy not to give out names without the permission of those that participate.		
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

STATE	3 years 7/1/73--7/1/76	Wayne County Career Education
STATE (over 15)	----------	Project 2615

[illegible]

The purpose of this part is to identify career education programs in career education that are currently in operation in your district. Please describe all those listed in the previous year, plus those career education projects and programs that will start before special funds.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1. Wayne County Career Education	K-12	Supervised by Ross Blount
2. Project 2015	12	Career training at Indian Hills Community College (credit)
3.		
4.		
5.		
6.		
7.		
8.		
9.		

You are encouraged to add extra pages for more projects or to give more in-depth descriptions if you desire.

SUMMARY — DISADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

CLASSIFICATION														
1.0 ACADEMICALLY DISADVANTAGED			2	1		1								4
1.1 LANGUAGE DEFICIENCY			1										1	2
1.2 READING/WRITING DEFICIENCY		2	6	2	1			3		1	2			17
1.3 COMPUTATIONAL DEFICIENCY			1			2	1		2	1	1			8
1.4 GENERAL EDUCATIONAL DEFICIENCY	1	3	2		1		1	2	1	2				13
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR	1		3			1	1	2						8
2.2 PASSIVE OR APATHETIC BEHAVIOR		1		1		1	1	1	3	2				10
3.0 ECONOMICALLY DEPRIVED														
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the [illegible] (1.0 and 2.0 will be the sum of their sub-classifications). In the case of [illegible] place it at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from [illegible] Lines is sum of lines 1., 2.0, 3.0, [illegible]
4. Total Unduplicated No. [illegible] represents.

CLASSIFICATION													
[illegible]													
[illegible]						1		2		1			4
[illegible]	1												1
[illegible]		2	2	3	2			1	4	4	4	4	26
3. SERIOUSLY EMOTIONALLY DISTURBED													
4.0 ORTHOPEDICALLY HANDICAPPED													
5.0 VISUALLY HANDICAPPED													
[illegible]													
[illegible]													
[illegible]

SEYMOUR COMMUNITY SCHOOL DISTRICT

PROPOSED

1. PLEASE GIVE THE NUMBER OF ENROLLEES FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7			
8			
9			
10			
11	1		1
12	1		1
OTHER			
TOTALS:	2		2

2. IN THE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF ENROLLEES ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

X BELOW $8,000 FAMILY INCOME

X $8,000 - $12,000 FAMILY INCOME

$12,000 - $20,000 FAMILY INCOME

$20,000 - ABOVE FAMILY INCOME

NO ONE ABOVE INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

2. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE_____(Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School	1		1
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	2		2

AREA VI AREA EDUCATION PROGRAM-PLANNING

SEYMOUR COMMUNITY SCHOOL DISTRICT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 80 %

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 5 %

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 15 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in SHOURNEY Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.	Acting		
2.	Accordian		
3.	Art		
4.	Arts & Crafts		
5.	Attorney		
6.	Athletic Competition/Value		
7.	Backpacking		
8.	Basketball (Girls)		
9.	Camping		
10.	Canoeing (Wilderness)		
11.	Christian Principles		
12.	Child Care		
13.	Clothing Construction		
14.	Cooking		
15.	Coin Collecting		
16.	Indian Lore		
17.	IKES		
18.	Judaism		
	Keokuk County Historical		

(Please add additional pages as necessary)

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.	Knitting		
2.	Landscape		
3.	Music		
4.	Newspaper Writer (freelance)		
5.	Parachutist		
6.	Piano		
7.	Pictures		
8.	Public Service		
9.	Photography		
10.	Rabbit Traps		
11.	Radio Reporter		
12.	Crewel Embroidery		
13.	Crocheting		
14.	Current Events		
15.	Dance		
16.	Drama		
17.	Driver Education		
18.	Farming (General)		
	Foundry Work		

(Please add additional pages as necessary)

PERSONS

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.	Geology - identification of Rocks		
2.	Gun Safety		
3.	Heavy Scales Inspection		
4.	Historical Society		
5.	Homemaking		
6.	Horses/Horsemanship		
7.	House Plants		
8.	Rap Sessions/ Teen-agers		
9.	Science		
10.	Senior Citizens Program		
11.	Sewing		
12.	Singing		
13.	Skiing--Winter Sports		
14.	Spinning/Natural Dyes		
15.	Travel		
16.	Theatrical		
17.	Wildlife		
18.	Woodworking		
19.			

(Please add additional pages as necessary)

[illegible] List any additional sources of funds available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1. None		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

PROJECTS OR PROGRAMS

The [illegible] this [illegible] projects or programs in career education that are primarily [illegible]. Please describe all those listed in the previous [illegible] education projects and programs that [illegible] special needs.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Health Occupations	high school	Extension from Indian Hills Community College.
2.	Fascinating world of work career awareness series	7-8	Booklets, films, and cassettes to check out of library.
3.	Valuing approach to Career Education	6	Game type learning situations.
4.	Micro-Community simulating life style	6	Games--buying, selling various items.
5.			
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in depth descriptions if you desire.

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1.0 MENTALLY RETARDED													
1.1 EDUCABLE	1	1	2		1	1		1	2				
1.2 TRAINABLE RETARDED			1						1		1		
2.0 HEARING DEFICIENT													
3.0 SERIOUSLY EMOTIONALLY DISTURBED													
4.0 ORTHOPEDICALLY HANDICAPPED													
5.0 VISUALLY HANDICAPPED													
5.1 PARTIALLY SIGHTED													
5.2 BLIND													
6.0 HEARING IMPAIRED													
6.1 LOSS OF HEARING													
6.2 DEAF													
7.0 SPEECH IMPAIRED													
8.0 OTHER HEALTH IMPAIRMENT													
9.0 MULTI-HANDICAPPED			1		1								
TOTAL INCIDENCE	1	1	4		2	1		1	3		1		
TOTAL UNDUPLICATED NO. OF PUPILS	1	1	4		2	1		1	3		1		

Instructions: 1. Place the number of handicapped students by classification and grade level in the block. (In the case of multiple handicaps, i.e., 1.0 will be the sum of their sub-classifications) in the case of unusual circumstances, list the grade level you feel to be most appropriate.
2. The total column to the right is a sum of the line items.
3. Total Incidence - Report the bottom line is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0.
4. Total Unduplicated number of pupils is the actual number of students that the [illegible] represents.

SUMMARY

3		3
6	1	7
	1	1
1		1
10	2	12

X

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE_____(Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work	7		7
E. Unsuccessful Socially	1		1
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School	1		1
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	10	1	11

AREA OF CAREER EDUCATION [illegible]

SIGOURNEY COMMUNITY SCHOOL DISTRICT

FOLLOW-UP OF GRADUATES

Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 35 %

Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. 40 %

Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

25 %

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in TRI-COUNTY COMMUNITY School District.

On the following sheet list career education resources in terms of personnel, projects, or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Florist	Flower arrangement-gardening		X
2. Athletic Equip. Salesman			X
3. Doctor	General practitioner		X
4. Owner -Implement dealership			X
5. Farmer	Crop or livestock		X
6. Salesmen	Insurance		X
7. Owner-operator	Grocery store		X
8. Barber			X
9. Beautician			X
10. Politician	State Legislature		X
11. Fertilizer Manager			
12. Lumber store operator			X
13. Carpenter			X
14. Mason			X
15. Minister			X
16. Banker			X
17. College professor			X
18. Realtor			X
19. Electrician			X

(Please add additional pages as necessary)

PROJECTS OR PROGRAMS

The purpose of this page is to describe the projects or programs in career education that are currently in existence in your local district. Please describe all those listed on the previous page, plus those other education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	Research & Speech on career choices	11th	All the 11th graders gave between 5 to 10 minute speeches of their choice.
2.	Unemployment office	12th	12th graders who had an interest visited employment office last year.
3.			
4.			
5.			
6.			
7.			
8.			

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into the facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	16mm projector			X	
2.	Overhead projector			X	
3.	Cassette recorder			X	
4.	Video tape recorder			X	X
5.	Photography (Dark room)			X	
6.	Shop-tools			X	
7.	Home Ec.- sewing-machines			X	
	Business Equipment			X	

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.0 MENTALLY RETARDED	1	2	1		1	1	1	1	1	2	1	2		14
1.1 EDUCABLE RETARDED	1	1	1		1	1	1	1	1	2		1		11
1.2 TRAINABLE RETARDED		1									1	1		3
2.0 LEARNING DISABILITY														
3.0 SERIOUSLY EMOTIONALLY DISTURBED											1			1
4.0 ORTHOPEDICALLY HANDICAPPED										1				1
5.0 VISUALLY HANDICAPPED							1							1
5.1 PARTIALLY SIGHTED							1							1
5.2 BLIND														
6.0 HEARING IMPAIRED														
6.1 HARD OF HEARING														
6.2 DEAF														
7.0 SPEECH IMPAIRED	4	5	4	3	4	1	1			1				23
8.0 OTHER HEALTH IMPAIRMENT										1		1		2
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE	5	7	5	3	5	2	3	1	1	5	2	2	1	42
TOTAL UNDUPLICATED NO. OF STUDENTS	5	7	5	3	5	2	3	1	1	4	2	2	1	41

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0 and 6.0 will be the sum of their sub-classifications). In the case of multiple handicaps, place the [illegible] at the grade level you feel is most appropriate.

2. The total columns at the right is a sum of the line items.

3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, [illegible].

4. Total unduplicated number of students-is the actual number of students that the Total [illegible] represents.

SUMMARY: INCIDENCE OF DISADVANTAGED BY GRADE LEVEL / ADVANTAGED BY CLASSIFICATION

CLASSIFICATION

	K	1	2	3	4	5	6	7	8	9	10	11	12	
.0 ACADEMICALLY DISADVANTAGED	4	9	18	8	15	8	8	52	21	66	49	40	39	337
1.1 LANGUAGE DEFICIENCY								8	1	17	11	10	8	55
1.2 READING/WRITING DEFICIENCY								8	3	16	11	10	11	
1.3 COMPUTATIONAL DEFICIENCY								20	12	24	18	12	15	101
1.4 GENERAL EDUCATIONAL DEFICIENCY	4	9	18	8	15	8	8	16	6	9	9	8	5	123
.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR								10	0	8	8	7	5	38
2.1 HOSTILE OR DEFIANT BEHAVIOR								2	0	5	4	2	2	15
2.2 PASSIVE OR APATHETIC BEHAVIOR								8	0	3	4	5	3	23
.0 ECONOMICALLY DEPRIVED	4	8	8	8	14	6	7	9	2	4	1	1	2	74
.0 OTHER REMEDIAL EFFECTS														0
OTAL INCIDENCE:	8	17	26	16	29	14	15	71	23	78	58	48	46	449
OTAL UNDUPLICATED O. OF STUDENTS:	4	9	18	8	15	8	8	21	12	24	20	15	18	200

nstructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Sub-lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the [illegible] at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level columns.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence represents.

TRI-COUNTY

2	1	3
1	0	1
2	1	3
1	2	3
6	4	10

4

6

_____ ,00[illegible] - $ [illegible] NCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially	1		1
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School	1	1	2
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	2	1	3

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment	1		1
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School	1		1
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	3		3

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1		1

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		1	1
D. Unsuccessful Course Work	1		1
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment		1	1
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	1	2	3

TRI-COUNTY

50

27.4

22.6

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in VAN BUREN Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. County Health Nurse	Medical & Health related	X	
2. Nursing Home Admin.	Medical & Health related	X	
3. Banker	Finance & Credit		X
4. Lumberyard Owner	Construction Materials	X	
5. Electrician	Electrical Work	X	
6. Plumber	Heating & Plumbing Construction	X	
7. Gen. Manager- Home Const. Business	Hiring & Employee management		X
8. Feed Salesman	Agricultural Nutrition	X	
9. Vetinarian	Animal Care	X	
10. Implement Dealer	Farm Related	X	
11. Lawyer	Legal Responsibilities at 18	X	
12. Insurance Agent	Planning your financial future	X	
13. Buyer--Livestock Sales	Factors in buying livestock	X	
14. Druggist	Pharmacy		X
15. Grocer	Supermarket Operation		X
16. Dentist	Dentistry		X
17. Secretary	Secretarial & Clerical skills	X	
18. Beautician	Operation of Beauty Salon		X
19. Doctor	Medical & Health related		X

(Please add additional pages as necessary)

Please list any additional sources of funds available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.	State	1 year	2615 (Agri Business)
2.	State	1 year	2615 (Building Trades)
3.	State	1 year	2615 (Health Occupations)
4.			
5.			
6.			
7.			
8.			

PROJECT OR PROGRAM:

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus any other career education projects and programs that do not receive special funding.

	PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.	2615 (Agri-Business)	11 & 12	Students explore job opportunities in the field. Get work experience in various jobs.
2.	2615 (Building Trades)	12	Students explore job opportunities in the field. Get work experience in various jobs.
3.	2615 (Health Occupations)	11 & 12	Students explore job opportunities in the field. Get work experience in various jobs.
4.			
5.			
6.			
7.			
8.			

You may wish to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

SUMMARY: INCIDENCE OF DISADVANTAGED BY CLASSIFICATION

CLASSIFICATION — DISADVANTAGED BY GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED														
1.1 LANGUAGE DEFICIENCY	----------					six								
1.2 READING/WRITING DEFICIENCY														
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY										15	13	7	8	43
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR		estimate K-8 on basis of								6	14	8	12	40
2.1 HOSTILE OR DEFIANT BEHAVIOR		four high school classes								2	4	2	3	11
2.2 PASSIVE OR APATHETIC BEHAVIOR										4	10	6	9	29
3.0 ECONOMICALLY DEPRIVED										4	8	3	5	20
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:										25	35	18	25	103
TOTAL UNDUPLICATED NO. OF STUDENTS:										16	19	15	18	68

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the students at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.0 MENTALLY RETARDED														
1.1 EDUCABLE RETARDED		1	2	1	4	4	1	2	6	4	4		3	
1.2 TRAINABLE RETARDED														
2.0 LEARNING DISABILITY		1		1	7	3								
3.0 SERIOUSLY EMOTIONALLY DISTURBED														
4.0 ORTHOPEDICALLY HANDICAPPED														
5.0 VISUALLY HANDICAPPED														
5.1 PARTIALLY SIGHTED														
5.2 BLIND														
6.0 HEARING IMPAIRED		11 elementary								3 secondary				
6.1 HARD OF HEARING		none												
6.2 DEAF		none												
7.0 SPEECH IMPAIRED	5	9	7	1	1		2	1						
8.0 OTHER HEALTH IMPAIRMENT														
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE														
TOTAL UNDUPLICATED NO. OF STUDENTS														

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-lines 1.0 and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the number at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0.
4. Total Unduplicated number of students-is the actual number of students that the total incidence figure represents.

VAN BUREN

5	1	6
3	1	4
4	5	9
1	1	2
13	8	21

X

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 9 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities	1		1
G. Home Environment	2	1	3
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School	1		1
K. Other (Specify below)			
1. Disciplinary	1		1
2.			
3.			
4.			
TOTALS:	5	1	6

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 10 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage	1		1
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure		1	1
I. General Apathy with School	2		2
J. Saw no advantage to School			
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	3	1	4

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 11 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1	1	2
B. Health Problems			
C. Marriage	1	2	3
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment	1		1
H. Peer Pressure			
I. General Apathy with School	1		1
J. Saw no advantage to School		2	2
K. Other (Specify below)			
1.			
2.			
3.			
4.			
TOTALS:	4	5	9

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE 12 (Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment	1		1
B. Health Problems			
C. Marriage			
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities			
G. Home Environment			
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School			
K. Other (Specify below)			
1 Parental pressure		1	1
2.			
3.			
4.			
TOTALS:	1	1	2

VAN BUREN [illegible]

[illegible]

[illegible] the appropriate percent of your [illegible] graduate [illegible] course of study [illegible] that we [illegible] for the salary [illegible] [illegible] [illegible] [illegible] since graduation.

60

[illegible] the appropriate percent of your [illegible] graduates that you feel follows a course of study [illegible] that [illegible] [illegible] employment [illegible] [illegible] [illegible] [illegible]

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in WAYNE Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1. Bankers	Banking practices	X	
2.	Role of community banks	X	
3. Veterinary	Veterinary practices	X	
4. Legal secretary	Work of leagl secretary	X	
5. Commercial artist	Silc screening--photo duplicating	X	
6. Computerized bookkeeping	Use of computer for bookkeeping purpose	X	
7. Secretary	General office practice	X	
8. Television Repairman	T.V. appliance repair	X	
9. Manager of small industry	Industrial management	X	
10. Elementary teacher	Teacher	X	
11. Registered nurse	Role of nurse in hospital	X	
12. Lab technician	Hospital lab technician practices	X	
13. X-Ray technician	Hospital X-Ray technician practices	X	
14. Conservation officer	Work of conservation officer	X	
15. Wildlife specialist	Wildlife management	X	
16. Fishing supplies Businessman	Makes fishing lures (hobby to business)	X	
17. Owner of bowling alley	Bowling practices	X	
18. Lumber yard dealer	Support for building trades program	X	
19.			

(Please add additional pages as necessary)

FINANCE: Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1. DPI	3 years	Career Awareness & Exploration
2. DPI	1 year	Guidance Mini Grant
3. Local Lumberman	1 year	Building Trades Program
4. Business & Pro. Women	annual	BPW Scholarship
5. Hospital Auxiliary	annual	Hospital Auxiliary Scholarship
6. Wayne Co. Lung Assoc.	annual	Wayne Co. Lung Assoc. Scholarship
7. Wayne Co. Health Ins. Assoc.	1 year	Wayne Co. Health Ins. Assoc. Schol.
8. Lindsey Estate	annual	Lindsey Scholarship
9. Hinkle Estate	annual	Jessee Hinkle Scholarship
10. Beta Sigma Phi	annual	Beta Sigma Phi Scholarship
11. Local Foundation	annual	Polio Scholarship
12. F.T.A. (SES)	annual	FTA (SES) Scholarship

[illegible] projects and programs that [illegible] funding.

	PROJECTS OR PROGRAMS	GRADE LEVEL	BRIEF DESCRIPTION
1.	Career Awareness & Exploration	K-12	Implement Career Education
2.	Guidance Mini Grant	9-12	Career Information--Resources for curriculum development--Mini Courses
3.	Project 2615	12	Building Trades-Auto Body-Sheet Metal
4.	Outdoor Classroom	K-12	Tract of land for use in supporting science program
5.	Scholarships (4-12)	12	Funds for advanced training
6.	Work Experience	10-12	Students have serviced work experience in local businesses.
7.	Physical Education Program	K-12	A developmentally oriented program which emphasizes skills useful for leisure time activities.
8.	Occupations (a course)	11-12	Awareness of self and career opportunities.

You are encouraged to add extra pages for more projects or [illegible] to give more in-depth description if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
1.	Outdoor Classroom	Science curriculum	See previous page	X	
2.	Local Business	Supervised work	"	X	
	for profit---	experience			
	non profit(hospital) (swim pool)				
3.					
4.	Area XV	Technical Education	Auto Body, Sheet Metal, Building Trades	X	
5.					
6.					
7.					

SUMMARY: INCIDENCE OF [illegible] ADVANTAGED BY CLASSIFICATION

CLASSIFICATION

DISADVANTAGED BY GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12	
1.0 ACADEMICALLY DISADVANTAGED		1	4	14	10	3	3	17	17	----------	97	----------		166
1.1 LANGUAGE DEFICIENCY														
1.2 READING/WRITING DEFICIENCY														
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY														
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														NO DATA
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED														274
4.0 OTHER REMEDIAL EFFECTS		5	6	9	10	4	4	8	8	----------	61	----------		115
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Totals for 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, list the students at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level columns.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence represents.

SUMMARY: [illegible]

CLASSIFICATION	[illegible] CAPPED BY GRADE LEVEL														TOTAL
1.0 [illegible] RETARDED													8		8
1.1 EDUCABLE RETARDED															
1.2 TRAINABLE RETARDED															
2.0 LEARNING DISABILITY															28
3.0 SERIOUSLY EMOTIONALLY DISTURBED				1	5	2	1	1	2				19		31
4.0 ORTHOPEDICALLY HANDICAPPED		2		1		1		1	1				8		14
5.0 VISUALLY HANDICAPPED		3			1		1	1	1				3		10
5.1 PARTIALLY SIGHTED															
5.2 BLIND															
6.0 HEARING IMPAIRED		1	1	1				2	4				5		14
6.1 HARD OF HEARING															
6.2 DEAF															
7.0 SPEECH IMPAIRED		11	8		3	2	2	4	5				11		46
8.0 OTHER HEALTH IMPAIRMENT															
9.0 MULTI-HANDICAPPED															
TOTAL INCIDENCE															
TOTAL UNDUPLICATED NO. OF STUDENTS															

Instructions: 1. Place the number of handicapped students by classification and grade level in the appropriate boxes. Columns 7.0 and 6.0 will be the sum of their sub-classifications (6.1 and 6.2 and 7.1 and 7.2). Enter the number of students at the grade level you feel is most appropriate.
2. The total column at the right is the sum of the line items.
3. Total Incidence-see at the bottom line is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0.
4. Total Unduplicated number of students-is the actual number of students that the [illegible] represents.

WAYNE

PROJECTS

1. ENTER GRADE LEVEL NUMBER OF LOCALITIES FOR SCHOOL YEAR 1973-74 BY TYPE AND SIZE CLASSIFICATION.

GRADE LEVEL	TYPE	SIZE	TOTAL
1	3	1	4
11	3	2	5
12			
OTHER			
TOTAL	6	3	9

2. [illegible] GRADE LEVEL OF A SECONDARY [illegible] OF SCHOOL ARE ASSIGNED? [illegible] MARK ONE ANSWER FOR EACH APPROPRIATE GRADE.

X	[illegible]
	[illegible]
	[illegible]
	[illegible]

3. PLEASE ASSESS TO THE BEST OF YOUR ABILITY THE MOST EVIDENT REASON FOR THESE STUDENTS DROPPING OUT OF SCHOOL.

GRADE_____(Please fill out for each grade level 7-12)

REASONS:	NO. BOYS	NO. GIRLS	TOTALS
A. Full time employment			
B. Health Problems			
C. Marriage		2	2
D. Unsuccessful Course Work			
E. Unsuccessful Socially			
F. Problems with legal authorities	1		1
G. Home Environment	4	1	5
H. Peer Pressure			
I. General Apathy with School			
J. Saw no advantage to School	1		1
K. Other (Specify below)			
1._____			
2._____			
3._____			
4._____			
TOTALS:	6	3	9

WAYNE [redacted] SCHOOL DISTRICT

[redacted] GRADUATES

[redacted] the approximate percent of [redacted] graduates [redacted] a portion of their high school [redacted] [redacted] plan for the employment [redacted] training they [redacted] since graduation. 74.8 %

[redacted] the approximate percent of [redacted] graduates [redacted] followed a course of study in school that [redacted] employment [redacted] 18.6 %

[redacted] the approximate percent of your 1974 graduates [redacted] you are undecided as to whether the course of [redacted] followed was designed to prepare them for the [redacted] additional educational training they have [redacted] initiated since graduation. 6.6 %

ACCESSION NUMBER: VT102667

PUBLICATION DATE: AUG75

TITLE: THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM. FINAL REPORT.

DESCRIPTOR: *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *JOB PLACEMENT; VOCATIONAL COUNSELING; CAREER EDUCATION; RURAL SCHOOLS; *COOPERATIVE PROGRAMS; *SECONDARY EDUCATION

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 79P.

ABSTRACT: THIS REPORT GIVES A BRIEF DESCRIPTION OF THE PROCEDURES USED TO DEVELOP, IMPLEMENT, AND EVALUATE THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM IN GREENE COUNTY, ALABAMA. PLACEMENT COUNSELORS COORDINATED ACTIVITIES BY ASSISTING WITH TESTING, CONDUCTING SURVEYS, SELECTING PARTICIPANTS, AND PLACEMENT. EMPLOYERS PROVIDE PART-TIME OCCUPATIONAL EXPERIENCES. STUDENTS RECEIVED CLASSROOM INSTRUCTION IN THE AREAS OF PERSONAL ASSESSMENT, CONCEPT OF WORK, AND CAREER EXPLORATION. REPRESENTATIVES OF INDUSTRY, GOVERNMENT, AND THE PROFESSIONS PARTICIPATED IN CAREER-ORIENTED SEMINARS. AN EVALUATION OF THE PROGRAM WAS MADE, AND THE MEASURES USED ARE PRESENTED IN THE REPORT WITH RESULTS OBTAINED. ALSO INCLUDED IS A COURSE OUTLINE, CONSISTING OF INSTRUCTOR'S NOTES TO A 20-PART SERIES OF VIDEO TAPES, DEVELOPED TO PROVIDE INFORMATION ABOUT THE EDUCATIONAL AND OCCUPATIONAL OPPORTUNITIES AVAILABLE FOR EXITING STUDENTS. THE NOTES CONSIST OF TAPE SYNOPSES AND SUGGESTED DISCUSSION QUESTIONS. THE REPORT ALSO CONTAINS FORMS AND CHARTS USED IN THE PROGRAM, SUCH AS TEACHER AND EMPLOYER CHECKLISTS, PUPIL PERSONNEL QUESTIONNAIRE, AND PROGRESS REPORT FORMS. COPIES OF NEWS RELEASES RELATED TO PROJECT ACTIVITIES COMPLETE THE REPORT. (NJ)

INSTITUTION NAME: GREENE COUNTY BOARD OF EDUCATION, EUTAW, ALA.

SPONSORING AGENCY NAME: ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 667

FINAL REPORT

Project Number: RCU-D-75-S011

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

Exemplary Project in Vocational Education
Conducted Under
Part D Public Law 90-576
(State Part)

The project reported herein was conducted pursuant to a grant with the Alabama State Department of Education, Division of Vocational Education and Community Colleges. Contractors undertaking such projects under State Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

Dr. Robert Brown, Superintendent
Greene County Board of Education
P. O. Box 569
Eutaw, Alabama 35462
August 1975

Andrew Green, Project Director

Mr. Earnest L. Palmer, Coordinator
Federal Programs

VT 102 667

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ABSTRACT

TITLE OF PROJECT:	The Cooperative Occupational Opportunities And Placement Program
NAME OF ORGANIZATION:	Greene County Board of Education
ADDRESS OF ORGANIZATION:	Post Office Box 569 Eutaw, Alabama 35462
PROJECT DIRECTOR:	Andrew Green
AMOUNT OF FEDERAL/STATE FUNDS:	$15,000
DURATION OF PROJECT:	September 1, 1974 - June 30, 1975

PURPOSE OF PROJECT

To assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry-level job or apprenticeship, junior college or technical school, a senior college or university, or in the armed services.

OBJECTIVES

1. To provide career planning services for students to increase their understanding of their personal capabilities, interests and values;

2. To provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements of various jobs;

3. To provide career experience which will assist in developing basic concepts of work and importance of workers;

4. To assist students in identifying a wide range of occupations for which post high school training is applicable;

5. To arrange observation activities or part-time employment for students to help them learn more about work settings;

6. To utilize occupational counseling and placement in reducing school drop-out rates;

7. To provide the opportunity for project students to relate with adults in an occupational setting, organize information, and assume a leadership role in their communities and among their peers;

8. To stifle the out-migration of pupils and graduates from Greene County to other areas which have contributed a reduction in the amount of available man power resources in Greene County.

PROCEDURES

CO-OP targeted pupils enrolled in grades 9-12 in the Greene County public school system. The program provided for separate experiences for grades 9 and 10 and grades 11 and 12, although some aspects of the program were prevalent in all of the target grades.

Part-time placement counselors coordinated the activities in their assigned schools by assisting with the conducting of surveys, testing, selecting participants and placement.

Various employers were contacted and requested to cooperate in providing meaningful occupational experiences for pupils on a part-time basis.

Periodically, representatives of industry, government and the professions were invited to participate in career oriented seminars to acquaint the pupils with up-to-date trends in education and employment. Where distance or cost prohibited a representative from visiting an industrial facility, staff members conducted interviews and/or recorded tours on video tapes and had the sessions replayed on closed-circuit television.

Individual and group guidance sessions were conducted with potential drop-outs and other students to help them resolve their problems.

Information on project funding, progress, and evaluation was disseminated.

FINDINGS OR ACCOMPLISHMENTS

After 36 weeks of activities and study, the program was evaluated on the basis of criteria within the proposal. The first year's study shows that the project was successful in meeting some of the students needs.

A. Ninety-eight percent of the students reported the project as being useful, according to a student survey.

B. Thirty-one students participated in off-campus work experience; twenty-six worked on the in-school program at Eutaw High and Paramount High.

C. An employer's checklist designed to evaluate pupils performance on the job shows that 80% of the pupils placed on the job did above average work, and all participants made some progress.

D. A checklist was constructed to appraise teachers performance and pupil progress in relation to instruction and learning in the career education program. Results show a strong positive correlation between what pupils do in the classroom and what they do on the job.

E. The county drop-out rate was reduced by 33% when compared with the previous records and 53% when compared with the average of four consecutive years (1970-71, 1971-72, 1972-73 and 1973-74).

No standardized test data was available to correlate the participants achievement with the system mean; however, teacher reports support staff prediction that academic achievement would be enhanced by such participation.

These positive outcomes indicate that the Greene County School System, with appropriate resources and with the development of a curriculum which is oriented towards career alternatives could increase the holding power of the school and prepare exiting students for meaningful work and/or in continuing education.

PREFACE

Guidance counselors in Greene County Public Schools have always been successful in placing high school graduates in trade schools and colleges; however, very little has been done to help Special Education students, and many other pupils who do not plan to continue their education beyond high school, find success in the American job market. In some schools, guidance counselors have come to think of their responsibilities almost entirely in terms of assignments within the school system and continuing education. This situation is further aggravated by the limited number of trained personnel in the field.

All schools have the goal of placing one hundred percent of exiting students into higher education or employment, but this goal is most plausible when the total school system becomes involved and committed to reaching this goal.

Job placement, in the career education setting, can be facilitated through the greater occupational preparation of students, and the increased cooperative contacts between vocational teachers, guidance staff, and employers.

The Cooperative Occupational Opportunities and Placement Program aims at developing a correlation between the efforts of the Greene County School System and other agencies of concern in making successful job and career placements a high priority for pupils.

INTRODUCTION

This report gives a brief description of the procedures used to develop, implement and evaluate the Cooperative Occupational Opportunities and Placement Program, a research project in vocational-technical education, funded under Part D of Public Law 90-575. The program was implemented by the Greene County Board of Education, Eutaw, Alabama.

Characteristics of the county indicate a need for a job placement project specifically designed for this district.

The county lies in the south-western part of Alabama and contains a population of 11,000. There is a comparative low population density and the county is ranked in the 98th percentile in per capita income.

There is only one public school system in the county which serves all the school-aged children, except 430 who attend private schools. The system has five schools with grade-levels, enrollment, instructional staff, teacher-pupil ratio and racial composition of students and teachers as shown below:

School	Grade Levels	Pupil Enrollment Black-White	Teachers Black-White
Birdine	1-9	342-7	20-0
Eatman	1-9	351-0	17-0
Eutaw Middle	1-9	557-31	40-2
Eutaw High	10-12	314-4	16-4
Paramount	1-12	928-3	62-7

Eutaw is the principal city of the county; other municipalities include Boligee and Forkland, both containing a predominantly Black population. In planning and implementing this project, major consideration had to be given to the unique population and characteristics of the area.

The project targeted pupils enrolled in grades 9-12 in five schools with separate experiences provided for grades 9-10 and 11-12. The major thrust of the project was centered on the development of personal awareness and career exploratory experiences for junior and senior high students through occupational information and placement on part-time jobs. The program was designed in a way to allow the Greene County School System to assess the relative effect of a Career Education Model on the behavior of youths, psychologically and academically.

Funds for the implementation of the program include $15,000 allocated by the State and $9,295 provided by the local educational agency.

II. PROJECT OBJECTIVES

1. To provide career planning services for students to increase their understanding of their personal capabilities, interests and values;

2. To provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements of various jobs;

3. To proivde career experience which will assist in developing basic concepts of work and importance of workers;

4. To assist students in identifying a wide range of occupations for which post-high school training is applicable;

5. To arrange observation activities or part-time employment for students to help them learn more about work settings;

6. To utilize occupational counseling and placement in reducing school drop-out rates;

7. To provide the opportunity for project students to relate with adults in an occupational setting, organize information, and assume a leadership role in their communities and among their peers;

8. To stifle the out-migration of pupils and graduates from Greene County to other areas which have contributed a reduction in the amount of available man power resources in Greene County.

III. PROJECT PERSONNEL

The project staff consisted of a project director (part-time) who coordinated the program at the system level and two placement counselors (part-time) to direct CO-OP activities in their assigned schools.

There are five schools in the Greene County School System which participated in the program. Names of schools, grades participating in each school, number of teachers and pupils are as follows: Birdine - 9th grade, 34 pupils and 2 teachers; Eatman - 9th grade, 53 pupils and 2 teachers; Eutaw Middle Grade - 9th grade, 73 pupils and 2 teachers; Eutaw High School - 10th-12th grade, 318 pupils and 5 teachers, and Paramount - 9th-12th grades, 381 pupils and 6 teachers. All instructional personnel participated in a series of inservice educational program designed to assist teachers with infusing career education and occupational information into school subjects.

IV. PROCEDURES

Although separate experiences were provided for CO-OP pupils in grades 9-10 and 11-12, some aspects of the program were evidenced in all the grades.

Part-time placement counselors coordinated the activities in their assigned schools by assisting with the conducting of surveys, testing, selecting participants, and placement. A faculty committee composed of guidance counselors, vocational education instructors, and English teachers was organized to assist in developing, implementing and evaluating the project.

Various employers were contacted and requested to cooperate in providing meaningful occupational experiences for pupils on a part-time basis. Students were also involved in classroom instruction in the areas of personal assessment, concept of work, and career exploration. These activities were incorporated into the regular instructional program.

Periodically, representatives of industry, government, and the professions were invited to participate in career oriented seminars to acquaint the pupils with up-to-date trends in education and employment. Where distance or cost prohibited a representative from visiting the county or the student from visiting an industrial facility, staff members conducted interviews and/or recorded tours on video tapes and had the sessions replayed on closed-circuit television.

A series of the tapes was developed, and a synopsis on each report, containing study questions, was made available to teachers.

Individuals and group guidance sessions were conducted with potential drop-outs and other students to help them resolve their problems.

Information on project funding, progress, and evaluation was disseminated through inservice meetings, PTA meetings, brochures and news releases.

Due to the nature of the project, specifically designed evaluative instruments were designed to implement and evaluate the project. Activities were evaluated on the basis of criteria stipulated in the proposal.

V. ACCOMPLISHMENTS

Objective 1. To provide career planning services

A student questionnaire was designed to determine to what extent pupils increased their depths of understanding of their personal capabilities, interests, and values. Each pupil was requested to check the space which most effectively evaluated his behavior. Results show that pupils made substantial progress.[1]

Objectives 2, 3, and 4. Career experiences and occupational information was provided for project students as shown by a teacher checklist and a student questionnaire.[2]

Objectives 5 and 7. School personnel, governmental officials, and businessmen assisted in providing part-time employment for a selected number of junior and senior students. Job sites included: Greene County Hospital, Miles College, Greene County Government (Probate Judge, Circuit Clerk and the Tax Collector), Greene County Office of Economic Opportunity, Texaco Service Station, Dees Chevrolet, Vicco Service Station, etc. Progress in this phase of the project was moderate.

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[1]See appendix I-A

[2]See appendix I-A and B.

Objective 6. The drop-out rate was significantly reduced.

To determine the effectiveness of CO-OP in reducing the student drop-out rate, the current drop-out report was compared with the report of the past year and the average of 4 years prior to the beginning of the project. Results show that student drop-out rate was reduced by 33% when compared with the 1973-74 report and 53% when compared with the average of 4 years, 1970-71, 1971-72, 1972-73, and 1973-74.[3]

Objective 7. Out-migration of 1975 graduates is reduced.

A follow-up study of graduates was conducted to determine the effect of CO-OP on the holding power of the schools. Effectiveness was determined on the basis of the number of students considered for placement in continued education or on jobs in the county. Counselor's report show that 94% of the graduating students have been placed.

VI. PROBLEMS ENCOUNTERED

Current trends in employment had a significant effect on placing pupils on off-campus jobs; consequently, opportunities for students to explore some occupational fields were limited. Several steps were taken to resolve this problem:

1. Some pupils were placed on the in-school work program;
2. Specific efforts were made to place a limited number of pupils in volunteer positions in their own communities;
3. More emphasis was put on incorporating occupational information, including the series of reports on the World of Work,[4] into classroom instruction;
4. Plans have been made to organize an advisory council composed of vocational teachers and representatives from business, industry, government and higher education to assist in developing potential sources of occupational experiences for project students.

---

[3]See Appendix I-C.

[4]See Appendix III.

VII. THE FUTURE

Staff development will be emphasized in the plans for next year, with the possibility of using closed-circuit television in county-wide inservice programs.

Guidance counselors, vocational teachers and the coordinator of placement will cooperate in an effort to help all exiting students make satisfactory transition into an appropriate occupation of post high school education.

CO-OP plans to extend the level of involvement with industry, government and the professions in an effort to find additional opportunities for students to obtain occupational experiences.

An advisory council composed of vocational teachers and representatives from business, industry, government and education will be organized to assist in developing potential sources of occupational experiences for project students.

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

APPENDIX

I. Measurements

A. Pupil Questionnaire Part II

B. Teacher Checklist

C. Drop-out Report

II. Forms Used In The Study

A. Pupil Personnel Questionnaire

B. Progress Report

C. Activity Log

D. In-school Activity Log

E. Employer Checklist

F. Contact Summary

G. Tentative Schedule

H. Student Questionnaire Part I

III. Course Outline - Synopsis on the World of Work

IV. Copies of News Releases

V. Pictures - students at work and pupil orientation sessions

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

PART I

MEASUREMENTS

GREENE COUNTY BOARD OF EDUCATION
Eutaw, Alabama

The Cooperative Occupational Opportunities and Placement Program (CO-OP)

May 22, 1975

PART II QUESTIONNAIRE

This is not a test. You will not be graded for your responses. This section will be used to determine to what extent the goals of the program are being reached.

Directions: Check the number you think most effectively evaluates your behavior in relation to each statement.

Code: 0 Not at All; 1 Somewhat; 2 Moderately; 3 To a Great Extent

1. The series of reports on the "World of Work" increased my understanding of educational and work opportunities which will become available to high school students

   1 0 8 1 11 2 31 3

2. Guidance films helped to build self esteem

   2 0 4 1 23 2 22 3

3. I see myself as a successful person

   0 0 6 1 20 2 25 3

4. My knowledge of area industries has been increased

   0 0 11 1 22 2 18 3

5. I have developed awareness for career commitment

   1 0 7 1 24 2 19 3

6. The series of reports on the "World of Work" will help me to consider careers now rather than stumbling into the work world

   0 0 6 1 15 2 30 3

7. My understanding of my interest, abilities, aptitude and achievement has been increased

   1 0 5 1 14 2 21 3

8. I understand the process and value of rational decision-making.

1 0 13 1 14 2 23 3

9. I know where to go to obtain information on post high school institutions and job opportunities

0 0 10 1 20 2 21 3

10. I can use the Dictionary of Occupational Titles and the Occupational Outlook Handbook

4 0 8 1 24 2 15 3

11. I know how to set goals to get what I want in life.

2 0 10 1 18 2 21 3

12. I believe exiting participants will be prepared to enter higher education or useful and rewarding employment.

2 0 5 1 23 2 21 3

13. I have learned to define, consider facts and analyze before making career decisions.

0 0 8 1 27 2 16 3

14. My knowledge of the basic economic system has been increased

0 0 19 1 22 2 20 3

15. Use the space below to describe any problems you encountered during this school year.

GREENE COUNTY BOARD OF EDUCATION

Eutaw, Alabama

May 22, 1975

The Cooperative Occupational Opportunities and Placement Program (CO-OP)

TEACHER'S CHECKLIST

Directions: Check the spaces which most appropriately evaluates the project activities.

1. The project activities and services meet the immediate and long-ranged needs of economic deprived students.

   1 1. Somewhat

   6 2. Moderately

   11 3. To a great extent

2. The project helps students to consider careers now rather than stumbling into the work world.

   1 1. Somewhat

   3 2. Moderately

   14 3. To a great extent

3. Instructors can integrate the series of reports on the World of Work into their instructional program.

   1 1. Somewhat

   7 2. Moderately

   10 3. To a great extent

4. Inservice meetings on career education enhanced the professional competency of the faculty committee.

   1 1. Somewhat

   6 2. Moderately

   11 3. To a great extent

5. Student participants presented

4 1 No behavioral problem

13 2 Fewer behavioral problems

1 3 Project activities had no effect on the behavior of pupils

6. Members of the faculty committee integrated elements of the Dictionary of Occupational Titles and the Occupational Outlook Handbook into their classroom instruction.

1 1 Somewhat

12 2 Moderately

5 3 To a great extent

7. CO-OP participants demonstrated an understanding of their capabilities and interests.

2 1. Somewhat

11 2 Moderately

5 3 To a great extent

8. State Consultants in Career Education helped to promote the professional Competency of instructional personnel

0 1 Somewhat

5 2 Moderately

13 3 To a great extent

9. The acheivement of participating students was:

16 1 Facilitated

2 2 Commensurated with the regular class

0 3 Retarded

10. Potential dropouts were:

17 1 Helped to remain in school

0 2 Encouraged to drop out

1 3 Not affected by the program

11. Pupils understand the process and value of rational decision making.

2 1. Somewhat

12 2 Moderately

4 3. To a great extent

12. Participants demonstrated interests in and understanding of the series of reports on the World of Work.

1 1. Somewhat

6 2. Moderately

11 3. To a great extent

13. Materials and supplies obtained through the program were helpful in reaching the goals of the program

1 1. Somewhat

6 2. Moderately

11 3. To a great extent

14. High school students know where to find information on job placement and/or post high school training.

18 1. Yes

0 2. No

15. Guidance films, individual interviews, and group guidance were helpful in developing the total child.

0 1. Somewhat

7 2. Moderately

11 3. To a great extent

GREENE COUNTY BOARD OF EDUCATION

Eutaw, Alabama

May 22, 1975

Drop-Out Report

Year	No. of Dropouts
1970-71	40
1971-72	36
1972-73	51
1973-74	27
1974-75	18

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

PART II

FORMS AND CHARTS USED IN THE PROGRAM

COOPERATIVE [illegible] AND PLACEMENT PROGRAM

[illegible]

Name_____ Date_____

Home Address_____ Telephone_____

Date of Birth_____ Place of Birth_____

DIRECTIONS: Please write or print your answers as clearly and neatly as possible. Complete all of the blanks. Where no answer can be given, write the word "none." If you are in doubt as to the meaning of the question, consult your guidance counselor.

Section I. Family Background

1. With whom do you live? (check one)
father and mother____father____mother____guardian_____

2. Status of parents (check those applying)
married____divorced____separated____father died____mother dead_____

3. Name of parents or guardian_____

4. Address_____ Telephone _____

5. Nationality of father_____ mother_____

6. Occupation of father_____

7. Employer_____

8. Occupation of mother_____

9. Employer_____

10. Education of father: grade school_____ high school_____ college_____

11. Brothers (names and ages) Sisters (names and ages)
_____ _____
_____ _____
_____ _____

12. Language spoken in the home_____

13. Religious preference_____

Section II: Personal Background

1. Special info: _____

2. [illegible] _____

3. What hours do you work? _____

4. What [illegible] daily? _____

5. [illegible] _____ How paid? _____
   (check)
   [illegible] _____ sports singer _____
   [illegible] _____ [illegible] _____
   color [illegible] _____ [illegible] _____
   [illegible] _____ advertising _____
   other _____

6. What kind of [illegible] pictures do you like best? _____

7. Health [illegible] (poor, fair, poor) _____
   Any physical [illegible] _____

8. Have you ever had any serious accidents? _____ If so, what? _____

9. What kind (s) of standardized tests have you taken in high school? (check those taken)
   aptitude _____ interest _____
   intelligence _____ personality _____
   achievement _____

Section III: Background and Plans

1. Do you enjoy school? (check one)
   always _____ usually _____ sometimes _____ seldom _____ never _____

2. What subjects do you enjoy the most? (a) _____
   (b) _____ (c) _____

3. What subjects do you enjoy the least? (a) _____
   (b) _____ (c) _____

4. What are your favorite school activities? (a) _____
   (b) _____ (c) _____

5. Do you plan to continue your education after high school? _____
   At what kind of institution? _____
   Name of institution: _____

Section IV, Occupational Background and Plans

1. What occupations are you interested in?

1st choice

2nd choice

3rd choice

2. Past occupational experiences:

Type of Work	Employer	Dates

3. Are you working part-time now?_____ If so, what kind of work?_____

Employer_____ If not, are you interested in part-time em-
Position_____ ployment? What kind of work?_____

4. Would you like to participate in the CO-OP program? Yes_____ No_____

5. Write the name and hours of each course you are taking this semester.

Course	Time

6. At what time will you be available for part-time work?

Day (s)	Hour (s)

COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

PROGRESS REPORT

Student Name_____ Age_____ Date of Birth_____

Parents or Guardians_____

Address_____ Telephone_____

Occupational Objective_____

Placement_____ Date_____

Supervisor_____

REPORTING PERIODS COMMENTS

1st Period_____

1 2 3 4 5

2nd Period_____

1 2 3 4 5

3rd Period_____

1 2 3 4 5

4th Period_____

1 2 3 4 5

_____

Give a composite picture of the student's overall performance by circling 1, 2, 3, 4, or 5 of each working period. Rating should be given on personal characteristics, such as industry, motivation, initiative, influence and leadership, concern for others, responsibility, integrity, emotional stability, etc. Additional comments may be given in the space provided under comments.

SCALE: 1 Poor 2 Slightly Below Average 3 Average 4 Above Average 5 Excellent

COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM (CO-OP)

Activity Log

DATE	PERSON CONTACTED (Name & Address)	OUTCOME

COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT

PROGRAM (CO-OP)

In-School Activities

DATE	HOUR	SCHOOL	ACTIVITY	EVALUATION

GREENE COUNTY BOARD OF EDUCATION
EUTAW, ALABAMA

The Cooperative Occupational Opportunities and Placement Program (CO-OP)

EMPLOYER'S CHECKLIST

STUDENT NAME _____ SCHOOL _____

EMPLOYER _____ ADDRESS _____

TELEPHONE _____ DATE _____

DIRECTIONS: Check the spaces which best describe the behavior of this employee.

1. Was this person employed by you?

   YES _____ NO _____

2. How would rate the work performed by this employee?

   _____Above Average _____Average Below Average_____

3. How would rate this employee's attitude toward work?

   _____Generally Acceptable _____Consistently High

   _____Not Always Acceptable

4. Does this person appear to have difficulty in following prescribed work procedures?

   _____YES _____NO _____Sometimes

5. How does this person adapt himself to different work assignments?

6. How much supervision does this person require to perform this work?

   _____Little or no supervision

   _____Above the average amount

   _____A great deal of supervision

7. How much interest does this person take in his work?

_____A great deal _____Above the average amount

_____Little or no interest

8. How does this person react to constructive criticism?

_____Reacts positively _____Indifferent _____Reacts negatively

9. Do you feel this person is capable of advancement?

_____YES _____NO

10. Generally, does this person appear to work well with others?

_____YES _____NO

11. Please list any suggestions and/or recommendations for improving the quality of work performed by this student.

_____

_____

_____

_____

_____

Revision of Akron Summit Public Schools

GREENE COUNTY BOARD OF EDUCATION

Eutaw, Alabama

Contact Summary

Date _____

Name of Agency _____

Address _____

Person Contacted _____

Address _____

Telephone Number _____

Brief Summary of Discussion _____

Number of positions available at this agency: Circle 1 2 3 4 5

Sex desired (circle) M F

Time of Part-time employment

Day (s)	Hour (s)

Beginning Date _____

Student(s) recommended for position(s)

Cooperative Occupational Opportunities
and Placement Program (CO-OP)

Tenative Schedule for showing video-tapes on the World of Work

DATE	HOUR	SCHOOL	INTERVIEW NUMBER(S)	TIME
4/1/75	9:00	Birdine	1 and 2	57 minutes
4/1/75	1:00	Birdine	3 and 4	60 minutes
4/2/75	10:00	Birdine	5 and 6	60 minutes
4/2/75	1:00	Eutaw Middle	1 and 2	57 "
4/3/75	9:00	Eutaw Middle	3 and 4	60 "
4/3/75	1:00	Eutaw Middle	5 and 6	60 "
4/7/75	9:00	Paramount	12 and 13	60 minutes
4/7/75	1:00	Paramount	1 and 2	57 "
4/8/75	10:00	Paramount	3 and 4	60 "
4/9/75	10:00	Eutaw High	12 and 13	60 "
4/9/75	1:00	Eutaw High	1 and 2	57 minutes
4/10/75	9:00	Eutaw High	3 and 4	60 "
4/14/75	10:00	Eatman	1 and 2	57 minutes
4/14/75	1:00	Eatman	3 and 4	60 "
4/15/75	9:00	Eatman	12 and 13	60 "
4/22/75	9:00	Birdine	7 and 8	51 minutes
4/22/75	1:00	Birdine	9 and 10	52 "
4/23/75	9:00	Birdine	12 and 13	60 "

Tenative Schedule for showing video-tapes on the "World of Work"
Page -2-

4/23/75	1:00	Eutaw Middle	7 and 8	51 minutes
4/25/75	10:00	Eutaw Middle	9 and 10	52 "
4/25/75	1:00	Eutaw Middle	12 and 13	60 "
4/28/75	10:00	Paramount	5 and 6	60 "
4/28/75	1:00	Paramount	7 and 8	51 "
4/28/75	9:00	Paramount	9 and 10	52 "
5/6/75	9:00	Eutaw High	5 and 6	60 "
5/6/75	1:00	Eutaw High	7 and 8	51 "
5/7/75	10:00	Eutaw High	9 and 10	52 "
5/8/75	9:00	Eatman	5 and 6	60 "
5/8/75	1:00	Eatman	7 and 8	51 "
5/9/75	10:00	Eatman	9 and 10	52 "
5/12/75	8:30	Birdine	11	43 "
5/12/75	2:00	Eutaw Middle	11	43 "
5/13/75	8:30	Paramount	11	43 "
5/13/75	1:00	Eutaw High	11	43 "
5/14/75	2:00	Eatman	11	43 "

GREENE COUNTY BOARD OF EDUCATION

Eutaw, Alabama
May 22, 1975

The Cooperative Occupational Opportunities and Placement Program (CO-OP)

PART I STUDENT QUESTIONNAIRE

Name _____ Date of Birth _____

Address _____ Telephone No. _____

Grade/Section _____ Homeroom Teacher _____

DIRECTIONS: Check the appropriate space which best answers each of the following questions.

Employment Information

1. Are your presently employed _____Yes _____No

2. Were you employed during this school year? _____Yes _____No

If you are presently employed or were employed during the year, answer the following questions.

A. Employment Status

_____ Part time
_____ Full time
_____ Off Campus

_____ In School

_____ First Semester
_____ Second Semester
_____ Both Semesters

B. Kind of Job

_____ Clerical
_____ Laborer
_____ Sales Occupation
_____ Mechanic
_____ Nurse
_____ Other (Specify)

C. Place of Employment

1. Company Name _____

2. Address _____

3. Job Title _____

4. Job Description _____

_____

_____

5. Supervisor _____

D. Approximate Weekly Earnings

_____1. No Wages

_____2. $1 - $10

_____3. $11 - $15

_____4. $16 - $25

_____5. $26 or more

E. Hours Worked

_____1. 1 - 4 Per Week

_____2. 5 - 10 Per Week

_____3. 11 - 15 Per Week

_____4. 16 - 20 Per Week

_____5. 21 or More Per Week

F. How long did you work during this school year?

_____1. Less than one month

_____2. One to two months

_____3. Two to three months

_____4. Three to four months

_____5. More than four months

G. Are you a candidate for graduation? _____Yes _____No

H. If your answer is "No" to the above, are you interested in participating in any work programs during the 1975-76 school year?

_____1. Yes

_____2. No

_____3. In School

_____4. Off Campus

I. Do you plan to change jobs? ____Yes ____No

J. If you are a candidate for graduation, are you planning to further your education or training?

____ Yes

____ No

____Apprenticeship

_____College

_____Trade School

2. Use the space below to describe any problems you encountered during the past school year.

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

P A R T III

C O U R S E O U T L I N E

THE WORLD OF WORK SERIES

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

- FOR -

HIGH SCHOOL STUDENTS

GREENE COUNTY BOARD OF EDUCATION

Post Office Box 569
Eutaw, Alabama 35462
Telephone 372-4900

Mr. Earnest L. Palmer
Coordinator, Federal Programs

Dr. Robert Brown
Superintendent

THE WORLD OF WORK

Our Western civilization has evolved to a point that man possesses elements of choice concerning the work in which he will participate. And these choices may vary from the unskilled tasks of rural life to the highly specialized professions of the metropolitian. Our young Americans must be aware of these occupations, their changes and also the effects these sweeping changes will have on our society.

Because changes require shifts in education and training for occupations, students should plan now for their careers so that they may make choices that coincide with their interests, aptitudes, abilities and inspirations; subsequently, preparing for better living. Only relatively recently have scientists recognized that man derives considerable socio/psychological gratification from his work.

The purposes of these reports on the "World of Work" are to acquaint the pupil with the arrays of educational and work opportunities available for exiting students; to describe the nature of these opportunities and their career implications--the relationship between education, life roles and life styles; and to provide occupational information which will assist in developing decision making skills. The reports may also be used in classrooms to reinforce the instructional program.

A number of people helped to develop these reports. Especially influential are Mr. E. L. Palmer, Coordinator, whose work includes recording, assessing procedures, narrating and reviewing reports; Mr. N. Smith who assisted with recording; Mrs. J. Farmer who also assisted with recording and narrating; and representatives of industry, government and education who assisted in organizing and conducting tours and/or participated in interviews.

THE WORLD OF WORK - PART I

Grade Levels 9-12

Time: Introduction 3 min.
Program 23 min.
Summary 2 min.

Instructor's notes for the video tape:

Caldwell Foundry and Machine Company - Birmingham, Alabama

This is Part I of a 20-part series of video tapes developed on the "World of Work for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 11/21/74

SYNOPSIS

This tape is based on a tour of Caldwell Foundry and Machine Company, authorized and conducted by Mr. Walton Thompson, Personnel Director.

The report begins with a welcome to the World of Work which is followed by a brief discussion on the history, purpose and employees of the company. The contents which are given by departments give descriptions of a number of semi-skilled and skilled positions, such as machinists, molders, pattern makers, core makers, shakeouts, welders, laboratory technicians, and supervisors with information provided on educational requirement for employment, wages, apprentice training, advancements, working conditions and employment outlook.

The program is planned to enhance the efforts of Greene County schools in providing students with adequate preparation to live satisfying and productive lives in today and tomorrow's complex world. While learning the basic subject matter in school, students can be helped, through this video tape, to learn about the World of Work as it relates to career opportunities.

DISCUSSION QUESTIONS

1. Define casting.
2. Describe the process of manufacturing casting at Caldwell.
3. What is the best mean of qualifying for a machinist or pattern maker position at Caldwell?
4. What is done to obtain the desired cavity or contour of a casting?
5. Discuss the trends in pattern making in relation to trends in other foundry occupations.
6. How many persons are employed at Caldwell?
7. What part does the laboratory technician play in the production of castings?
8. How can the D.O.T. help you in making a decision on a career in foundry work?

9. In January, 1972, the average hourly machine coremaker salary was $325, according to a wage survey made by the National Foundry Association. How do these wages compare with Caldwell?

10. Name three (3) departments of Caldwell Foundry and Machine Company.

THE WORLD OF WORK- PART II

Grade Levels 9-12

Time: Introduction 3 min.
Program 24 min.
Summary 2 min.

Instructor's notes for the video tape:

Debra Knitt, Inc. - Northport, Alabama

This is Part II of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12-5-74

SYNOPSIS

The apparel industry is an important source of jobs for workers who have widely different skills and interests. Approximately 1.3 million people were employed in the industry in 1972.

This video tape traces the process of making garments at Debra Knitt, Inc: designing the garment, cutting the cloth, sewing the pieces together, pressing, hanging and shipping. Jobs such as cutting, spreading, die cutting, sewing, machine operation, bagging and shipping are discussed with information provided on working conditions, qualification for employment, advancement, earning and employment outlook.

This program is presented to help high school students to recognize the value of specific education and training for specific career roles.

DISCUSSION QUESTIONS

1. Describe how electrically power knives are used in cutting cloth at Debra Knitt, Inc.
2. Give a brief summary of the interview held by CO-OP personnel with Mrs. Mildred Young.
3. Name five (5) kinds of jobs discussed in this report.
4. How are individuals selected for employment at this plant?
5. What is die-cutting?
6. The apparel industry is the greatest employer of women in manufacturing (Four out of five workers in the industry in this country are women). Is this also true at Debra Knitt, Inc.?
7. Who creates new styles and types of appaerl?
8. Describe the general working condition at Debra Knitt, Inc.
9. How can the information found in the D.O.T. help one who is considering a career in tailoring?
10. The shape and appearance of a garment depends to a large extent on the pressing which is done during and after the sewing operation. How can one prepare for a job in this field?

THE WORLD OF WORK - PART III

Grade Levels 9-12

Time: Introduction 2 min.
Program 26 min.
Summary 2 min.

Instructor's notes for the video tape:

R. L. Zeigler's Packing Compnay, Inc. - Tuscaloosa, Alabama

This is Part III of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12/6/75

SYNOPSIS

This video tapes takes the students into what work is like inside a meat packing plant. The children will be able to benefit from a better grasp of the process and method of preparing the meat for the consumers and the markets. As the process is traced, jobs such as cutting, mechanicing, linking, packaging, smoking, K.P. operating, shoulder trimming, grinding, accounting, etc. are discussed with information provided on qualification for employment, training, earning, advancement and employment outlook. The editor emphasized key factors such as work force, product output and temperature and dress in some departments. This video tape is planned to acquaint students with occupational information which will assist them in considering careers in the work world.

DISCUSSION QUESTIONS

1. During some seasons of the year some companies' employees work only part time because of the decrease in demand for the company's products. Is this true at Zeigler's, according to this report?
2. How many persons are employed at Zeigler's?
3. Name five different jobs held by Zeigler's employees.
4. Describe the nature of the work at this plant.
5. The USDA employs workers in several kinds of positions in various parts of the county. Are any USDA workers employed at Zeigler's?
6. How are USDA workers selected?
7. How can a person qualify for employment in the personnel department of Zeigler's?
8. Who are the consumers of Zeigler's products?
9. Discuss the supply and demand of the company's products.
10. What is the temperature of the storage room of Zeigler's packing company?
11. How can the D.O.T. help one who is considering a career in an agricultural profession?

THE WORLD OF WORK - PART IV

Grade Levels 9-12

Time: Introduction 2 min.
Program 27 min.
Summary 2 min.

Instructor's notes for the video tape:

Reichhold Chemical, Inc. - Holt, Alabama

This is Part IV of a 20-part series of Video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12/6/74

Synopsis

This video tape combines a wide range of settings including a spectacular picture of the Warrior River, north of the plant's site. It traces the process of producing organic and inorganic chemicals and fibers in the industrial chemical industry. Workers are seen with many different skills and at many levels of education. Jobs such as operator, foreman, millright, boiler worker, pipe fitter, laboratory testing and clerk are discussed with information provided on training, qualification for employment, advancement, earning, working conditions and employment outlook. Special attention should be given to the chemical-operators monitor instruments.

This video tape is designed to help exiting students develop an awareness of occupations in which people are employed and in which they might assume a more productive participation.

DISCUSSION QUESTIONS

1. How will the shortage of petroleum, the raw materials for chemical products, affect the production of industrial chemicals?
2. In 1972, hourly wages for chemical operators ranged from $4.10 to $5.25. How do these wages compare with salaries at Reichhold Chemical, Inc.?
3. Pipefitters hourly rates ranged from $4.30 to $5.25. How do these wages compare with salaries of Reichhold Chemical, Inc.?
4. How many persons are employed at Reichhold Chemical, Inc.?
5. Many production workers in the industrial chemical industry belong to labor unions including the International Chemical Workers Union; Oil, Chemical, and Atomic Workers International Union; and the United Steel Workers of America. What are the advantages or disadvantages of holding membership in such unions?
6. Most chemical plants operate work around the clock--three shifts a day, 7 days a week--processing workers sometime work the second or third shift. Is this practiced at Reichhold?
7. Define the following; millright, pipefitter, foreman.

8. What are chemical operators monitor instruments used for?

9. Skilled chemical operators (D.O.T. 588-885 and 559-782) and their helpers are the largest group of plant owrkers. How could a person prepare for a job in this field?

10. How could the information found in the D.O.T. and the Occupational Outlook Handbook help one who is considering a career in the chemical industry?

11. Make a brief summary of the important aspects of this program.

THE WORLD OF WORK - PART V

Grade Levels 9-12

Instructor's notes for the video tape:

Woods to Goods

This is Part V of a 20-part series of video tpaes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by Gulf States Paper Corp. for the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12/13/74

Synopsis

The paper industry is highly mechanized. Pulp, paper, and many other finished paper products are manufactured by machines--some as long as a football bield--in a series of automatic operations. This video tape describes the paper-making process from the woods to to the consumers. Some of the occupations such as operators, production jobs, paper machine operator, foresters, repairmen, engineers, and administrative occupations are discussed. This video tape is selected to assist students in their career development so that they are able to anticipate changes in themselves and environments and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.

DISCUSSION QUESTIONS

1. Name three production occupations of the paper industry.
2. Name three maintenance occupations of the paper industry.
3. Occupational growth in industry are expected to grow through the mid 1980's. Do you think the paper industry will keep pace with other workers?
4. Production workers in the paper industry had average earnings of $3.94 an hour in 1972. How does this salary compare with wages of other industries?
5. How could a person prepare for a position of electrician?
6. How could the information found in the D.O.T. help one considering a career in an administrative occupation in the paper industry?
7. Give a brief summary of the outstanding aspects of this video tape.

THE WORLD OF WORK - PART VI

Grade Levels 9-12

Time: Introduction 3 min.
Program 25 min.
Summary 2 min.

Instructor's notes for the video tape:

Peco Foods, Inc. - Tuscaloosa, Alabama

This is Part VI of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12/17/75

SYNOPSIS

This video tape introduces the students to work opportunities, the nature of specific jobs, earning and some trends in employment in the food industry by focusing on jobs and other activities of Peco Foods, Inc., which is located in Tuscaloosa, Alabama. Various jobs which are carefully studied are presented in an organized pattern on an assembly line with each position discussed to demonstrate how each worker meets his task. All students can benefit from the process and method of production at this plant. This program is planned to assist the students in the selection of and entry into appropriate educational and work programs and to help them to evaluate continuously these programs in developing competencies and skills.

DISCUSSION QUESTIONS

1. There were approximately 200,000 meat cutters employed in the cities and towns of this nation in 1972. What percentage of this number is presently employed at Peco?

2. Some meat cutters acquire their skills on the job through apprenticeship programs or informally. Is this the practice at Peco?

3. Limited wages data from union contracts in large metropolitian areas indicated that 1972 hourly pay rates range from $2.83 to $5.22. Compare these rates with workers earning at Peco.

4. How many persons are employed at this plant?

5. The USDA employs workers in various occupations in many parts of the country. Are any USDA workers employed at Peco? If so, what is their job title?

6. Describe the nature of the work at Peco.

7. The D.O.T. codes for meat cutters are 316.781 and 316.884. How can this information help one who is considering a career in this field?

8. How can the occupational Outlook Handbook assist one who is considering a career in this field?

THE WORLD OF WORK - PART VII

Grade Levels 9-12

Time: Introduction 3 min.
Program 23 min.
Summary 2 min.

Instructor's notes for the video tape:

The Central Foundry Company - Holt, Alabama

This is Part VII of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12/17/74

SYNOPSIS

This report begins with a welcome to the World of Work which is followed by an introduction of James Campbell, Safety Director, who first, gives a brief description of Central Foundry and then, begins the tour through the plant. Jobs such as pattern-making, iron pouring, testing, machine-shop operation and core making are viewed and discussed with information given on wages, employment trends, advancement, etc. The video tape ends with some comments given by the plant's manager.

The report is designed to give the students a basic knowledge of industrial organization which will assist them in making personal assessments and career decisions.

DISCUSSION QUESTIONS

1. In 1972, about 19,000 pattern makers, 56,000 molders, and 23,000 core makers, worked in foundry industry and foundry departments of other industries such as automobile and machinery manufacturers. What part do these workers play in manufacturing?
2. An increase in foundry production has been anticipated to extend through the mid 80's. Will pattern making keep pace with this increase? If yes, why? If no, why not?
3. In January 1972, average striaght hourly earning of some pattern makers ranged from $4.34 to $4.85, according to a wage survey made by the National Foundry Association. How do these wages compare with Central Foundry employees?
4. What is a core?
5. What is a mold?
6. How many workers are employed at Central Foundry?
7. Describe the nature of the work at Central Foundry Company.
8. How can the D.O.T. help in making a decision about a career in foundry work?

9. How can the Occupational Outlook Handbook help you in making a decision about a career in molding?

10. Discuss the training and other qualifications for employment at Central Foundry Company.

THE WORLD OF WORLD OF WORK - PART VIII

Grade Levels 9-12

Time: Introduction 3 min.
Program 18 min.
Summary ~2 min.

Instructor's notes for the video tape:

Citizens Federal Saving and Loan Association

This is Part VIII of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12/19/74

Synopsis

This is Part VIII of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

Its contents cover descriptions of several positions held by bank personnel, such as executive vice-president, loan officer, teller, clerk, accountant, custodian and security guard with emphasis on wages, required training and education of bank workers. Also in the discussions are brief messages from bank employees to high school students. This report is an educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

DISCUSSION QUESTIONS

1. All complex organizations require the processing of large amounts of paper work. Who is responsible for carrying on these duties in a bank?

2. In a small bank, one clerk may do several jobs, such as sort checks, total debits, credit slips and prepare monthly payments. Is this practiced at Citizen FEderal?

3. Employment of bank clerks is expected to increase rapidly through the 80's. How could a high school best prepare one for one of the new jobs which will be created?

4. Describe the nature of banking occupations at Citizen Federal.

5. Give a brief summary of the messages given by employees of Citizen Federal Saving and Loan Association to high school students.

6. About 1 million persons--95% of them women--worked as typists in 1972. They were employed in all kinds of organizations: factories, banks, insurance companies, government agencies, etc. What information from the film "The World of Work" would be most helpful in considering a career in typing or business education?

7. The nature of the work of a typist can be found in the D.O.T. (203.588). How can the information found in this dictionary help you in considering a career in typing?

8. How many persons are employed at Citizens Federal Saving and Loan Association?

9. In the federal government, the entrance salary for typists without experience was $104.00 a week in 1973. How does this salary compare with salaries paid clerical personnel at Citizen Federal?

10. Name and discuss two jobs which were not mentioned in these questions.

THE WORLD OF WORK - PART IX

Grade Levels 9-12

Time: Introduction 2 min.
Program 19 min.
Summary 2 min.

Instructor's notes for the video tape:

Booker T. Washington Insurance Company

This is Part IX of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video-tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE

SYNOPSIS

The report on Booker T. Washington Insurance Company is Part IX of a 20-part series of video tape developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This report is an interview conducted at the company's office with the Executive Vice-president and other personnel of the company. Its contents include descriptions of several jobs such as typist, receptionist, accountant, agent and supervisor. Special attention should be given to Dr. Gaston's resource library and his trophy room which give a record of 50-years of his hard work and his achievements.

This report is designed to enhance the effort of Greene County schools in providing students with adequate preparation to live satisfying and productively in today and tomorrow's changing world. While learning the basic subject matter in school, pupils can be helped to learn about themselves and career opportunities.

DISCUSSION QUESTIONS

1. A computer has been recently installed at Booker T. Washington Insurance Company. Discuss the effectiveness of this program in relation to proficiency and time involved in workers tasks.
2. How many persons are employed at Booker T. Washington Insurance Company?
3. What is an insurance salesman?
4. Insurance protection has become an integral part of the American way of life. Describe the nature of the work at Booker T. Washington Insurance Company.
5. To perform their duties effectively, insurance companies must keep confidential records of policies, claims, etc. Where is this information kept at Booker T. Washington Insurance Company?
6. A more affluent and insurance conscious population and business will demand a rising number and variety of insurance policies which will subsequently increase the number of employees in insurance. What educational requirement must be met to prepare one for employment in the business, according to this report?

7. According to an American Insurance Association, American Mutual Insurance Alliance survey of companies that issue property and liability insurance, salesmen averaged $10,000 a year in 1972. How do these wages compare with salaries paid at Booker T. Washington Insurance Company?

8. Give a brief summary of the messages given by employees of Booker T. Washington Insurance Company to high school students.

9. How can the D.O.T. assist students who are considering a career in accounting?

10. How can the Occupational Outlook Handbook help you in considering a career in business?

THE WORLD OF WORK - PART X

Grade Levels 9-12

Time: Introduction 2 min.
Program 25 min.
Summary 2 min.

Instructor's notes for the video tape:

Greene County Steam Plant (Alabama Power Company)

This is Part X of a 20-part series of video tapes developed on the "World of Work for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 12/20/74

SYNOPSIS

The delivery of electricity energy to the user at the instant he needs it is the distinctive feature of the operation of the electric power system. Producing and distributing this energy involves many processes and activities. This program shows what happens at Greene County Steam Plant during the production of this energy for use in schools, churches, industries, homes, etc.

Occupations such as boiler operators, turbine operators, switch board operators and maintenance occupations are discussed with infromation provided on earning and working conditions and employment outlook. This program is planned to acquaint the student with the nature of work in which he might become a productive particpant.

DISCUSSION QUESTIONS

1. The production and use of electric power will increase substantially through the mid 1980's. How do you think this growth will affect employment?
2. Give a brief description of this electric power industry including the structure, surrounding, etc.
3. Name five kinds of occupations of the electric power industry.
4. In 1972, 520,000 people worked in the electric power industry. How do companies select thier employers, according to this report?
5. The key worker in power plants observes, controls and keeps records of the operation of various kinds of power plant equipment. What is his job title?
6. Who regulates generating equipment?
7. From what station is this equipment operated?
8. How many turbines are in operation at Greene County Steam Plant?
9. How is the amount of electric power flowing from generators to outgoing powerlines regulated?
10. Discuss the educational requirement for employment in power plant occupations.
11. How can the D.O.T. help a student who is considering a career as control room operator, switch board operator, or boiler operator?

THE WORLD OF WORK - PART XI

Grade Levels 9-12

Time: Introduction 2 min.
Program 40 min.
Summary 1 min.

Instructor's notes for the video tape:

N.C.R.-399

This is Part XI of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 1/10/75

SYNOPSIS

One of the key factors that makes man unique among the animals is his ability to fabricate and design. NCR-399 is a report on one of the greatest tools devised by man to do his work better, more quickly and more easily.

The video tape begins with a welcome to the World of Work which is followed by an interview conducted by E. L. Palmer, Coordinator and Winston Morris, Bookkeeper, both of the Greene County Board of Education, Eutaw, Alabama, with personnel of Greenwood County Board of Education and a representative of National Cash Register Company. The interview was held at the Board of Education in Greenwood, Mississippi.

The program is divided into two parts: (1) a conference on the Use of the NCR-399 and (2) Operator's Orientation - NCR-399.

The contents describes the power, decision making capabilities, operation, versatiity, characters, tapes, magnetic ledgers, modular core memory, support facilities, etc, of the NCR-399 with information given on operational cost, support facilities and special services.

This video tape is designed to help the students to become acquainted with the economic changing which is occuring in the United States and the rest of the world, and the possible implication of these changes for their careers.

DISCUSSION QUESTIONS

1. What are alphanumeric keyboards used for?
2. There are two kinds of numeric keyboards for use with the NCR-399. Name them.
3. Can the NCR-399 be upgraded after installation?
4. How long would it take a system like Greene County Board of Education to complete a payroll with an NCR-399 in operation?
5. Discuss some of the time saving features of this program.
6. What kinds of special services will be provided systems using the NCR-399?
7. Electronically encoded information on a magnetic strip is recorded on the

back of each ledger. What is this information used for?

8. Describe the nature of work with the NCR-399.

9. Salary for accountants ranged from $9,100 - $17,400 in 1972, according to a Bureau of Labor Statistics in urban areas. How would you rate the salary with the level of responsibility and/or the complexity of the accounting work with the NCR-399?

10. How could the D.O.T. help one who is considering a career in accounting?

11. Make a brief summary fo the outstanding aspects of this program.

THE WORLD OF WORK - PART XII

Grade Levels 9-12

Time:

Introduction	3 min.
Program	25 min.
Summary	2 min.

Instructor's notes for the video tape:

A Career Seminar

This is Part XII of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 1/27/75

Synopsis

This is a unique counseling session which tells young people just what to expect in the work world, the availability of employment, the nature of jobs, where jobs are found, the rewards and the prospect for moving up the ladder. The report encourages pupil to start planning now and not risk stumbling into a job with which he will be dissatisfied.

The program is planned to help exiting students become acquainted with the arrays of educational and work opportunities available and patterns different people follow in developing careers.

DISCUSSION QUESTIONS

1. What resources are available for assisting individuals with finding work?
2. What kind of work opportunities are available for students at trade schools, colleges and/or universities?
3. Post-high school students will find it increasingly important to obtain the best information about jobs on campuses. Who provides this information for college students?
4. Discuss the employment outlook for farming.
5. What is a job title?
6. The 1974-75 edition of the Occupational Outlook Handbook discusses more than 850 occupations which are interesting to young people. In which of these . . . an individual would have the greatest opportunity for advancement in today's world, according to this report?
7. Make a list of the kinds of positions mentioned in this report.
8. Describe briefly the key aspect of this film.

THE WORLD OF WORK - PART XIII

Grade Levels 9-12

Time:

Introduction	3 min.
Program	25 min.
Summary	2 min.

Instructor's notes for the video tape:

Career Education

This is Part XIII of a 20-part series of video tapes developed on the "World of Work" for use in the cooperative Occupational Opportunities and Placement Program (CO-OP).

This video tape was prepared by the Audio/Visual Department of the Greene County Board of Education in conjunction with the Cooperative Occupational Opportunities and Placement Program (CO-OP).

EDITING DATE 2/4/75

Synopsis

This is Part XIII of a 20-part series of video tapes developed on the "World of Work" for use in the Cooperative Occupational Opportunities and Placement Program (CO-OP).

The report is a presentation given by Mrs. Anita Barber, Consultant in Career Education for Alabama State Department of Education. The contents are centered around the elements of career education: self-awareness, educational awareness, career awareness, economic awarenss, decision making, beginning competency, employable skills, and attitudes and appreciations. Information is provided on methods of infusing career education into the on-going instructional programs (K-12). The report is designed to help students to perceive the relationship between education, life roles, and life styles. This 30-minute video tape may also be used in inservice training sessions.

DISCUSSION QUESTIONS

1. Why is it important to start thinking about your career now?
2. Describe briefly the key aspects of this video tape as stated in Mrs. Barber's message.
3. Do you understand the difference between a career and a job?
4. Name the eight elements of Career Education.
5. How can one infuse career education into the regular program?
6. How are the objectives of career education similar to or different from the objectives of education?
7. What would you like to ask Mrs. Barber about the local opportunities for high school students in the world of work?
8. Do you agree with Mrs. Barber's statement that career education should be included in grade 1 or below?

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

PART IV

COPIES OF NEWS RELEASES

COOP Student, Luberta Lawson, Paramount High School - Senior, at work in the Book Store of Miles College. Miss Lawson is one of the students who has been placed on Off-campus work experience under the COOP.

Coop students now at work in County

Students are showing great interest in the Cooperative Occupational Opportunities and Placement Program (COOP) as they complete their first week or work experiences provided through the program.

COOP is a research project in Vocational Technical Education developed to help high school students to increase their depth of understanding of their personal capabilities and to broaden pupils occupational aspirations and opportunities.

The program targets students enrolled in grades 9-12 in five (5) schools by providing CAREER Education for those enrolled in grades 9 and 10, alternating semesters of Career Education and off-campus work experience for selected groups of students enrolled in grades 11 and 12.

The participating schools are: Birdine, Eatman, Eutaw Middle Grade, Eutaw High and Paramount High School. Several local employers have cooperated in providing the work experience for these pupils.

COOP is being implemented by Greene County Board of Education. Persons interested in the program may obtain additional information by contacting the Project Director at 372-4900 or 372-8161. Andrew Green is Project Director.

Many cooperating in co-op program

1/24/75

Several area employers are cooperating with Greene County Board of Education in the development of video tapes on the "World of Work" for use in the Cooperate Occupational Opportunities Placement Program (CO-OP).

The World of Work is a series of interviews with representatives of industry, government. business and education conducted CO-OP personnel at job sites for replay in the schools on closed circuit television. The tapes are designed to help the students increase their depths of understanding, their personal capabilities and broaded their occupational aspirations. To reach this goal, the tapes examine the nature of work performed by skilled, semi-skilled and professional workers (equipment operators, shop foreman, laboratory techinicians, office personnel, etc.). Citing the desired temperament, personal preferences, and aptitude people have in various fields, the tapes include the required education and training, employment outlook, the financial rewards and prospects for advancement. The interviews encourage students to consider careers now and plan what they will do in the world of work.

In addition to scheduled showing in the schools, the tapes will be available to cooperating employers and schools districts.

The following employers cooperated in developing the first ten (10) parts of the 20-part series: Booker T. Washington Insurance Company, Birmingham; Citizen Federal Savings and Loan Assocaition, Birmingham, Cadwell Foundry Company, Holt, Debra Kit, Inc. Northport, Greene County Steam Plant (Alabama Power Company), Forkland, Gulf States Paper Corporation, Tuscaloosa; Reichhold Chemical Inc., Tuscaloosa, Peco Foods, Inc., Tuscaloosa, and R. L. Zeigler Packing Company, Tuscaloosa. Others are being scheduled in completing the 20-part program.

CO-OP is a research project in vocational technical education designed to provide a correlation between the world of earning and the world of learning, thereby, significantly reducing the student dropout rates and committantly providing exiting students with the capabilities or choosing and entering tomorrow's work force. The project is being implemented by the Greene County Board of Education under a grant provided under Part D of Public Law 90-576, the division of vocational educational and community colleges. Andrew Green is project director.

THE COOPERATIVE OCCUPATIONAL OPPORTUNITIES AND PLACEMENT PROGRAM

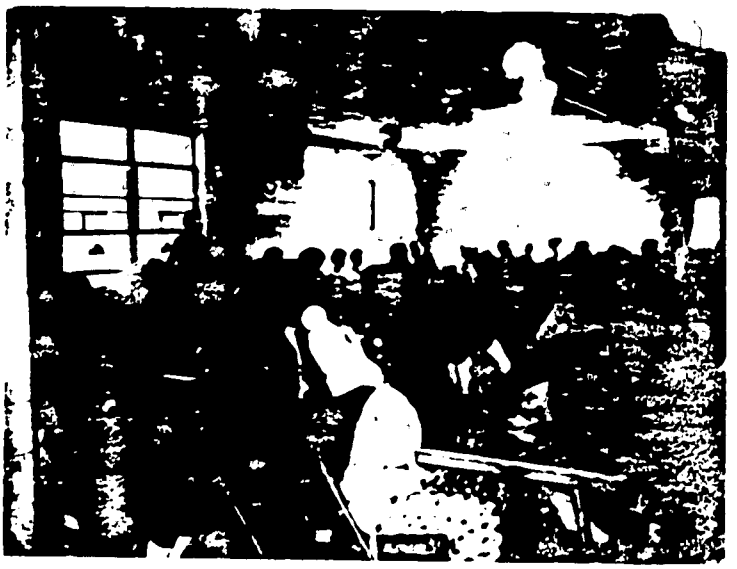
P A R T V

PICTURES

1. Students at work
2. Pupil orientation session

Students at work in the Courthouse of Greene County.

Students at work in the offices of Miles College, Eutaw, Alabama.



Student orientation at Eutaw Middle Grade School, Eutaw, Alabama.

ACCESSION NUMBER: VT102670

PUBLICATION DATE: JUL75

TITLE: APPLIED RESEARCH IN CAREER EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: WITHYCOMBE, RICHARD; AND OTHERS

DESCRIPTOR: STUDENT CHARACTERISTICS; *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; PROGRAM PLANNING; *SENIOR HIGH SCHOOLS; *RESEARCH UTILIZATION; *PROGRAM EFFECTIVENESS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 96P.

ABSTRACT: TO IMPROVE THE QUALITY AND ENROLLMENT OF THE EXISTING CAREER EDUCATION PROGRAM AT JOHN ADAMS HIGH SCHOOL IN PORTLAND, OREGON, A SYSTEM OF "SCHOOLS-WITHIN-A-SCHOOL" WAS DEVELOPED. EIGHT SMALLER "SCHOOLS" COMPOSED OF 100-200 STUDENTS EACH WERE ESTABLISHED. TWO OF THE "SCHOOLS" WERE TREATED AS CONTROL GROUPS AND CONTINUED IN THE EXISTING CAREER EDUCATION FORMAT. THE OTHER SIX FOCUSED UPON ONE OF THREE NEW CAREER EDUCATION GOALS: (1) EXPLORATION OF COLLEGE AND/OR CAREERS, (2) PREPARATION FOR COLLEGE AND/OR CAREERS, AND (3) COMPREHENSIVE STUDY INVOLVING GENERAL EDUCATION TOPICS. RESEARCH HYPOTHESES WERE DEVELOPED CONCERNING STUDENT CHARACTERISTICS OF THE CONTROL GROUP "SCHOOLS" COMPARED WITH THE OTHER SIX. FINDINGS INDICATE THAT WHILE NO SIGNIFICANT DIFFERENCES EXISTED IN AGE, SEX, OR RACE OF STUDENTS IN THE TWO CAREER-ORIENTED "SCHOOLS", STANDARDIZED TEST SCORES OF THESE STUDENTS WERE SIGNIFICANTLY LOWER. STUDENTS ENROLLED IN THE CONTROL GROUP PROGRAM WERE, OVERALL, MORE CREDIT DEFICIENT THAN THEIR COUNTERPARTS AND RECEIVED CONSISTENTLY POORER GRADES. SELF-CONCEPT SCALES REVEALED THAT THE CONTROL GROUP HAD A LOWER SELF-CONCEPT THAN THE COLLEGE-ORIENTED STUDENTS. RAW DATA TO SUPPORT THESE FINDINGS ARE INCLUDED IN THE APPENDIXES ALONG WITH STUDENT QUESTIONNAIRES. (KJ)

INSTITUTION NAME: ADAMS HIGH SCHOOL, PORTLAND, OREG.

SPONSORING AGENCY NAME: OREGON STATE DEPT. OF EDUCATION, SALEM. DIV. OF PLANNING, DEVELOPMENT, AND EVALUATION.

VT 102 670

FINAL REPORT

APPLIED RESEARCH IN CAREER EDUCATION

(Project No. X9)

Prepared by

Richard Withycombe, Director

Gail Whitted

Michael Powers

Kent Layden

JOHN ADAMS HIGH SCHOOL

Portland, Oregon

JULY, 1975

OREGON DEPARTMENT OF EDUCATION

CAREER PROGRAM DEVELOPMENT AND EVALUATION UNIT

APPLIED RESEARCH

VT 102 670

9658
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ACKNOWLEDGMENTS

The members of the research team involved with this study of career education at Adams High School wish to thank the general faculty of the high school for their support throughout this project. We especially wish to thank the staff of the Flittie and the Crosby schools for their support and cooperation. We hope that we were able to return some things of value in exchange for the time you spent helping us throughout the 1974-75 school year.

Without the help of Joan Crosby, George Flittie, Don Holt, Verna Miller, and Leroy Wallis, however, we would not have managed to produce either this research or this research report.

RW

GW

MP

KL, 1975

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I. ABSTRACT

TITLE: Applied Research in Career Education

INSTITUTION: John Adams High School, Portland, Oregon

PROJECT DIRECTOR: Richard Withycombe
Address: 2528 N. E. 18th Avenue
Portland, Oregon 97211
Phone: 287-9259

PROJECT DURATION: July 1, 1974 through June 30, 1975

COSTS:

Federal	Local	Total
$10,942	$3,990	$14,932

NUMBER OF STUDENTS AFFECTED: 350/yr NUMBER OF STAFF INVOLVED: 15/yr

PROJECT DESCRIPTION:

Beginning July 1, 1974, John Adams High School in Portland, Oregon initiated a special career education project designed to test the potential of utilizing applied research techniques to facilitate the renovation of the school's career education programming. The project was designed to reflect a general concern among Adams faculty that existing career education programs within the building were not functioning too satisfactorily. Despite the excellent facilities, equipment, and instructors, too few students were consistently taking full advantage of the school's career education offerings.

Purpose

In this context, the project sought to achieve two major goals. These were: 1) to systematically improve the over-all quality of career education programming within Adams High School through the utilization of school-based applied research techniques, and 2) to provide substantive information to other schools and other school districts regarding viable methods for collecting and analyzing data related to career education offerings.

Procedures and Outcomes

Throughout the project's major activities, the technical backgrounds of specialized research personnel were teamed with the philosophical and curricular specializations of Adams' career education instructors. Through this joint effort, research procedures and instrumentation were designed and tested in an effort to bring actual career education programs throughout the school into closer alignment with their potential student 'clients;' their needs, background of experiences, and personal goals. Rather than using applied research techniques to change or modify the students in some basic way, research was directly applied to programming variables in order to influence career programming change and/or modification.

The efforts of this joint project did produce a number of quite important products (both useful data and viable instrumentation). In addition, the career education staff organized a major in-building staff development workshop aimed at increasing their individual and collective skills in measuring affective learner growth in the classroom.

II. PROJECT SETTING

At the time this project was funded, John Adams High School was entering its fifth operational year as the Portland School District's newest and perhaps best equipped comprehensive urban high school. The four years prior to 1974 were years of major change and experiment: 1) the school had received wide acclaim for its experimental design and organization, 2) differentiated staffing efforts had been tried (with less than total success), 3) major curriculum efforts had focused on interdisciplinary teams and curricula, and 4) the school had committed itself to being a major test site for experimentation with community-based learning, pre-service teacher education, and heterogeneous grouping patterns.

Behind these various experimental efforts, however, public and professional reactions to Adams ranged from enthusiastic acclaim to open disenchantment. A number of critics called for the school to return to "more traditional" ways of conducting its educational business. Other persons---equally concerned---charged that the school had lost its "alternative commitment" and had begun to assume too many "traditional" features.

In the face of major differences of opinion regarding Adams High School, the majority of faculty at the school continued to seek out an organizational design capable of carrying its commitment to excellence in urban education. To do this, the faculty of Adams initiated a "school-within-a-school" structural organization in the Spring of 1974 and began to prepare for the Fall openning.

School-Within-A-School Design

While the Adams "school-within-a-school" (S-W-S) program was not operational at the time the Applied Research in Career Education project was written, it became operational just prior to the project's initiation and is a central feature of the setting in which the project was maintained and administered.

It its simplest form, the Adams S-W-S program involved the formation of eight (8) reasonably autonomous smaller "schools" within the larger high school. Each "school" was designed to serve between 100 and 200 students with a specialized curriculum focused upon one of three major learner goals:

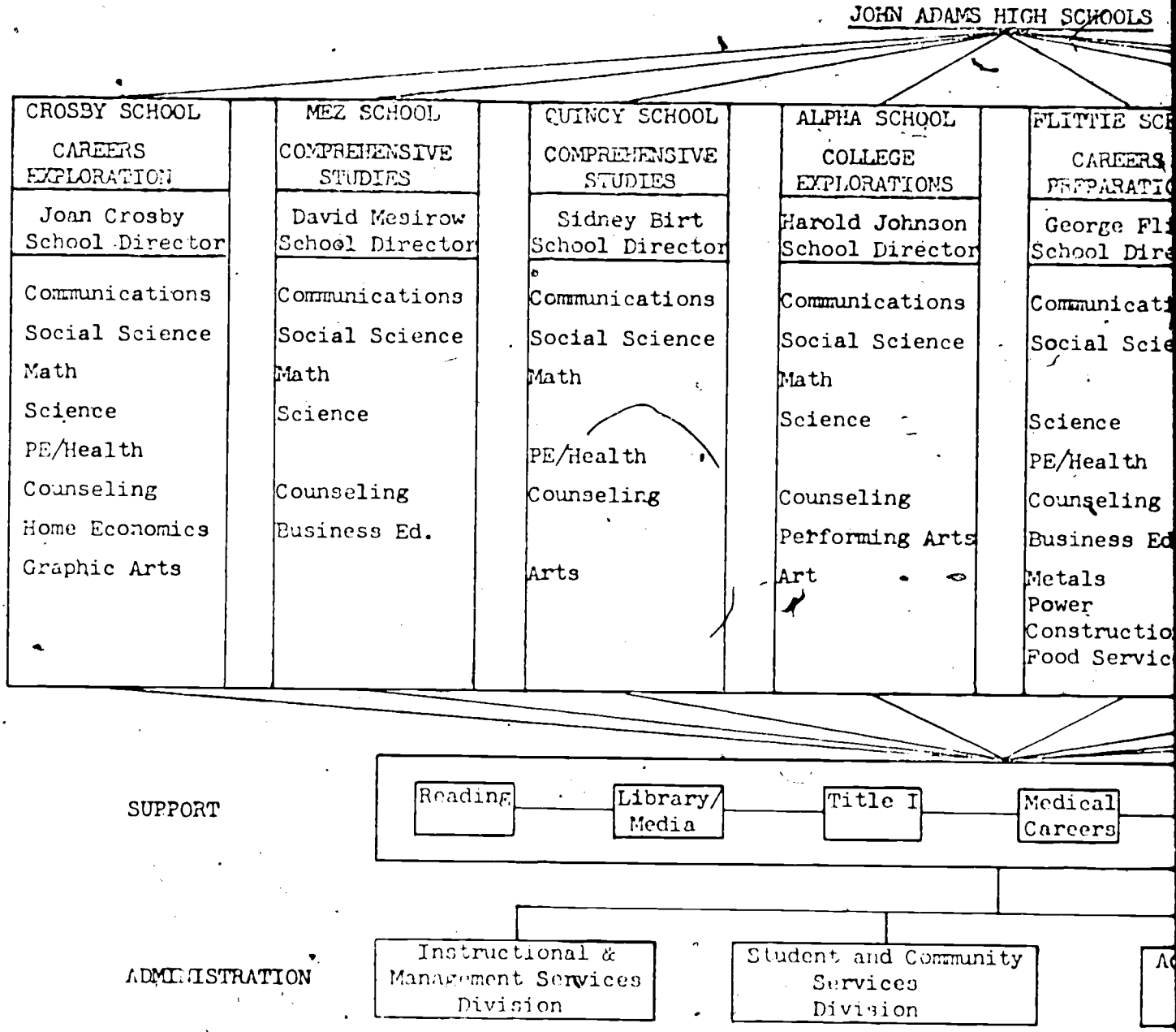
a) exploration of college and/or careers,

b) preparation for college and/or careers, and

c) comprehensive education, involving interdisciplinary study and general education topics.

In this design, students were permitted to select their own entry into one of the eight available "schools". While it was assumed that this "school" would become the location for the majority of a student's school work, it was also permissible for any student to cross-enroll into one of the remaining seven "schools" to take an educational offering.

As the diagram on the following page shows, career education offering were primarily maintained within two separate "schools"; the Crosby School (career exploration) and the Flittie School (career preparation). Both the Adams medical careers program and the voca-


JOHN ADAMS HIGH SCHOOLS
CROSBY SCHOOL
CAREERS EXPLORATION
Joan Crosby
School Director
MEZ SCHOOL
COMPREHENSIVE STUDIES
David Mesirow
School Director
QUINCY SCHOOL
COMPREHENSIVE STUDIES
Sidney Birt
School Director
ALPHA SCHOOL
COLLEGE EXPLORATIONS
Harold Johnson
School Director
FLITTIE SCH
CAREERS PREPARATIO
George Fli
School Dire
SUBJECT AREAS
Communications
Social Science
Math
Science
PE/Health
Counseling
Home Economics
Graphic Arts
Communications
Social Science
Math
Science
Counseling
Business Ed.
Communications
Social Science
Math
PE/Health
Counseling
Arts
Communications
Social Science
Math
Science
Counseling
Performing Arts
Art
Communicati
Social Scie
Science
PE/Health
Counseling
Business Ed
Metals
Power
Constructio
Food Servic
SUPPORT
Reading
Library/ Media
Title I
Medical Careers
ADMINISTRATION
Instructional & Management Services Division
Student and Community Services Division

JOHN ADAMS HIGH SCHOOLS

CHOOL NSIVE ES	ALPHA SCHOOL COLLEGE EXPLORATIONS	FLITTIE SCHOOL CAREERS PREPARATION	EXTENDED DAY SCH. EXTENDED DAY	HAYNES SCHOOL COLLEGE PREPARATION	HAMPSHIRE SCH. COLLEGE PREPARATION
Birt rector	Harold Johnson School Director	George Flittie School Director	Parimaz Marsubian School Director	Audrey Haynes School Director	Glen Hampshire School Director
tions	Communications	Communications	Communications	Communications	Communications
ience	Social Science	Social Science	Social Science	Social Science	Social Science
	Math			Math	Math
	Science	Science		Science	Science
		PE/Health		PE/Health	PE/Health
g	Counseling	Counseling	Work Experience	Counseling	
	Performing Arts	Business Ed.	Performing Arts		Perf. Arts
	Art	Metals Power Construction Food Service	Foreign Lang. Industrial Ed	Foreign Lang.	

brary/
edia | Title I | Medical Careers | Vocational Work Experience | Clerical

Student and Community Services Division | Administrative Division | Training & Research Division

tional work experience program were placed in supportive alignment with the eight individual S-W-S's. From this position, each of these two career education programs was expected to produce services for the broader high school population.

In the pre-planning sessions which took place prior to the opening of the 1974-75 school year, it was anticipated that approximately 200 students would forecast into the Career Preparation School and that approximately 150 students would forecast into the Career Exploration School. While there were reasons to be optimistic that these enrollment levels could be reached, it was not know whether either of these two S-W-S's could achieve a population balance reflective of the total high school (race, age, and sex).[1]

Beyond the pre-planning stage, it was determined that this project would work primarily with the staff and students of the Career Exploration and Career Preparation S-W-S's. Although broad questions regarding the impact of career education programming at Adams High School were still important, the potential for studying the impact of career education in the context of an urban "school-within-a-school" program seemed too great to be ignored.

---

[1]Personnel were selected to staff this project prior to the opening of the 1974-75 school year. This offered the project's research staff an excellent opportunity to become involved in the day-to-day process of designing the Adams "school-within-a-school" program. It also enabled researchers to assist school planners build an interlocking evaluation design.

III. PROJECT ORGANIZATION AND ADMINISTRATION

From the onset, this project sought to accomplish two major goals:

*** To systematically improve the over-all quality of career education programming within Adams High School through the utilization of school-based applied research techniques, and

*** To provide substantive information to other schools and other school districts regarding viable methods for collecting and analyzing data related to career education offerings.

As the project developed, every effort was made to insure that the project's organization and administration were closely tied to the on-going processes of program planning, development, and operations in the two career education S-W-S's. Only in this way, it was felt, could the project's goals be successfully achieved.

Project Staffing and Meeting Schedules

A minor difference occurred in the project's staffing pattern from the original intent of the written proposal. Rather than assign one staff member a major portion of time to this project, the actual assignments were given to three part-time employees: 1) Miss Gail Whitted (Project Administrative Assistant), 2) Mr. Mike Powers (Research Associate), and 3) Mr. Kent Layden (Research Associate). These staff members reported to the Project Director, Dr. Richard Withycombe.

The change in project staffing was done to facilitate direct participation by a researcher in the planning and activities of the

two career-oriented S-W-S's (Flittie and Crosby). Kent Layden was assigned to work directly with the Flittie "school" staff, while Mike Powers was assigned to work with the Crosby "school". Gail Whitted acted as the project's secretary, recorder, and budget manager.

Regular weekly meetings throughout the school year took place between Dr. Withycombe and the three project staff members. These meetings were designed to offer all project staff an opportunity to review project operations, discuss features of on-going research work, and review the general progress of the project in relationship to the project's major goals and objectives.

In addition to these regular staff meetings, both Mike Powers and Kent Layden were expected to meet regularly (no less than once each week) with the members of the teaching staffs of the Flittie and Crosby "schools". These meetings were utilized as "feed-back" sessions---a time when research work could be reviewed, findings could be discussed, and new research work could be planned.

Throughout the project's operations, a great deal of attention was paid to the quality of communications between the project's research team and the members of the Flittie and Crosby "schools". This qualitative measure of communications became essential as raw data was gathered and prepared for interpretation. No interpretation of data was made without the direct participation of the teaching staff of the "school" from which the data had been gathered. In a number of cases, raw data was presented to students so that they might also become involved in determining the "meanings" of various data.

As the school year progressed, there were several indications of the project's impact on the planning and operations of both the Flittie and Crosby career "schools":

1. Teachers appeared much more interested in asking questions about their own classroom assignments and the impact of these assignments,
2. Both research associates (Powers and Layden) became active team members and were frequently asked to add their opinions to the team planning process that was taking place in both the Flittie and Crosby "schools",
3. A number of students began to enter the project's office---asking for help in designing a questionaire or in interpreting the results of a student-designed study,
4. The school's newspaper staff became interested in the work of the project and began to publish a number of monthly articles on "Research at Adams",
5. The project's staff was invited to make research presentations before the school's Parent Advisory Board and before the District's Area II administrative staff at a special meeting called by the Area II Superintendent,

and

6. Other "schools" at Adams began to request research assistance from the project's staff members (seven teachers from non-career education S-W-S's requested special permission to attend the in-service program sponsored by this project for the teachers in the Flittie and Crosby "schools".

As the project gained momentum, the project's staff began to regard the project as more than "just another part-time job". In the last six months of the project, literally hundreds of staff "hours" were spent doing unassigned project work---completing tasks that evolved from S-W-S team meetings, attending field trips with students and career education staff members, making in-put into many team planning sessions, and/or appearing at evening parent meetings with other "school" staff members. This commitment of the research staff to the two career schools-within-schools was an unexpected outcome of this project.

IV. RESEARCH METHODOLOGY

Two major problems confronted the members of this applied research project at the time the project began: 1) the untested nature of the Adams S-W-S program raised many questions but did not strongly suggest any preferable research methodology, and 2) the new organizational design was completely without an available data base until September, 1974. As a result, all questions which could be asked were largely speculative; without inferential data to lead the project's researchers.

While both of these problems were anticipated, there was still considerable anxiety within the project. Despite frequent staff meetings to discuss "how to get started", the research staff was initially much better at asking questions than at determining how to find answers.

By late September, 1974, following a series of meetings with the Flittie and Crosby "school" staffs, some basic questions were formalized:

a) What are the current population characteristics of of students enrolled in the Flittie School? the Crosby School?

b) Are there any significant differences between these two populations of students and the populations of students who chose to enroll in any of the other six schools-within-a-school?

   1. Sex Differences
   2. Race Differences
   3. Age Differences

c) What other differences may exist, if any, between the student populations of the Flittie/Crosby "schools" and the remaining student populations within other "schools"?

From these initial questions, a series of research hypotheses were developed. These hypotheses directed the efforts of the project research staff over the next five months as data was gathered from student files, the school's Records Center, counselor files, and from raw data produced by the Testing Center in School District #1.

Basic Applied Research Hypotheses

A. Student Population Characteristics (Age, Sex, Race).

H_o : No significant differences will occur in age characteristics of students enrolled in the Career Exploration or the Career Preparation S-W-S's, when compared with students enrolled in any other S-W-S.

H_o : No significant differences will occur in sex characteristics of students enrolled in the Career Exploration or the Career Preparation S-W-S's, when compared with students enrolled in any other S-W-S.

H_o : No significant differences will occur in race characteristics of students enrolled in the Career Exploration or the Career Preparation S-W-S's, when compared with students enrolled in any other S-W-S.

B. Student Population Characteristics (Standardized Test Results).

H_o : No significant differences will occur on standardized test scores associated with ninth grade students enrolled in the Career Exploration or the Career Preparation S-W-S's, when compared with standardized test scores for students enrolled in any other S-W-S.

H_o : No significant differences will occur on standardized test scores associated with tenth grade students enrolled in the Career Exploration or the Career Preparation S-W-S's, when compared with standardized test scores for students enrolled in any other S-W-S.

H_o : No significant differences will occur on standardized test scores associated with eleventh grade students enrolled in the Career Exploration or the Career Preparation S-W-S's, when compared with the standardized test scores for students enrolled in any other S-W-S.

C. Student Population Characteristics (Grade Level and Credit Profiles).

H_o : No significant differences will exist between grade level and credit profiles of students enrolled in the Career Exploration or Career Preparation S-W-S's, when compared with grade level and credit profiles of students enrolled in any other S-W-S.

D. Grades Received And Associated Absenteeism.

H_o : No significant differences will exist between grades received and associated absenteeism rates of students who enrolled in the Career Exploration or Career Preparation S-W-S's, when compared with grades received and associated absenteeism rates of students enrolled in any other S-W-S.

E. Cross-Enrollment Patterns.

H_o : No significant differences will exist between the actual number of students who cross-enroll into either the Career Exploration or Career Preparation S-W-S's, when compared with the actual number of cross-enrollments by students into any other S-W-S.[2]

---

[2] NOTE: As mentioned earlier, the Adams school-within-a-school model was designed to enable students to cross-enroll into different "schools" in order to take a special course (s) not offered within the "school" of choice. Many students took more than one (1) course "outside" their own "school" during any nine week grading period.

V. APPLIED RESEARCH FINDINGS

The following basic findings can be determined from the data gathered by this project's research team:

A. Student Population Characteristics (Age, Sex, Race).[3]

FINDING: No significant differences existed between the age characteristics of the students enrolled in either the Career Exploration or Career Preparation S-W-S's, when compared with the age characteristics of students enrolled in other S-W-S's. (Hypotheses Accepted)

FINDING: No significant differences existed between the sex characteristics of the students enrolled in either the Career Exploration or Career Preparation S-W-S's, when compared with the sex characteristics of students enrolled in other S-W-S's. (Hypotheses Accepted)

FINDING: No significant differences existed between the race characteristics of the students enrolled in either the Career Exploration or Career Preparation S-W-S's, when compared with the race characteristics of students enrolled in other S-W-S's. (Hypotheses Accepted)

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[3] A full data presentation to support these three findings is included in the back of this report as APPENDIX A-I.

B. Student Population Characteristics (Standardized Test Results)[4]

FINDING: Major differences were present between the test scores of ninth grade students enrolled in the Career Exploration and Career Preparation S-W-S's, when compared with the standardized test scores of ninth grade students enrolled in other S-W-S's. (Hypotheses Rejected)

FINDING: Not only were the composite scores of students in the two career schools considerably lower than the scores of students in other "schools" (typically ranked fifth and seventh of eight schools), but also the range of test scores appeared much more narrow for students in these two S-W-S's.

FINDING: Major differences were present between the standardized test scores of tenth grade students enrolled in the Career Exploration and Career Preparation S-W-S's, when compared with the standardized test scores of tenth grade students enrolled in other S-W-S's. (Hypotheses Rejected)

FINDING: Major differences were present between the test scores of eleventh grade students enrolled in the Career Ex-

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[4] A full data presentation to support these four findings is included in the back of this report as APPENDIX A-II.

ploration and Career Preparation S-W-S's, when compared with the standardized test scores of eleventh grade students enrolled in other S-W-S's. (Hypotheses Rejected)

C. Student Population Characteristics (Grade Level And Credit Profiles).[5]

FINDING: Students enrolled in either the Career Exploration or the Career Preparation S-W-S's showed a significant tendency to be more credit deficient than the students who selected to enroll in either the college-oriented S-W-S's or the comprehensively-oriented S-W-S's. (Hypotheses Rejected)

FINDING: In both the Career Exploration and Career Preparation S-W-S's, Black students were much more likely to be credit deficient by grade level than their non-Black student counterparts. Additionally, male students appeared more frequently credit deficient than their female student counterparts.[6]

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[5] A full data presentation to support these two findings is included in the back of this report as APPENDIX A-III.

[6] The researchers arbitrarily defined credit deficiency to be fewer than 4.75 acquired credits for a tenth grader; fewer than 9.75 acquired credits for an eleventh grader; and, fewer than 14.75 acquired credits for a twelfth grade student.

D. Grades Received And Associated Absenteeism.[7]

FINDING: During the first, second, and third grading periods, there was a tendency for students enrolled in both the Career Exploration and Career Preparation S-W-S's to receive poorer grades than students enrolled within other S-W-S's at Adams High School. Similarly, the students in these two career-oriented S-W-S's were more likely to be absent from school than students in other S-W-S's.[8] (Hypotheses Rejected)

FINDING: As the school year (1974-75) progressed, there was a significant improvement in both the grading and attendance patterns of the two career S-W-S's. Although the data for the third quarter did not yet match the total high school profile, the differences became insignificant.

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[7] A full data presentation to support these two findings is included in the back of this report as APPENDIX A-IV.

[8] NOTE: The significance of this finding became less important as the earlier findings were reported. If anything, the relative success of these two career-oriented schools-within-a-school must be judged against a background of the students who selected to enroll in these two "schools". Frequently, these students had not achieved success in the more traditional "academic" programs of the school.

E. Cross-Enrollments By S-W-S.[9]

FINDING: There were significant differences in the actual number of cross-enrollments within the two career-oriented S-W-S's, when compared to the actual number of cross-enrollments into any other S-W-S program. (Hypotheses Rejected)

FINDING: The Career Preparation S-W-S had the largest number of students who elected to cross-enroll into one or more class offered by the staff of that school than the number of cross-enrollments into any other S-W-S. This was true during all four academic quarters at Adams High School.

FINDING: Across the entire high school, there was a distinct tendency for students to most frequently cross-enroll into another "school" of identical orientation to their "school" of choice.[10]

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[9] A full data presentation to support these three findings is included in the back of this report as APPENDIX A-IV, Section IV.

[10] Students enrolled in one College Preparation "school" usually cross-enrolled into the other College Preparation "school". In the career area, cross-enrollments most frequently took place between the Career Exploration and the Career Preparation S-W-S's.

VI. EXPLORATORY RESEARCH

Although a significant amount of project "time" was spend producing the findings which have already been reported[11], the project research team and the staffs of the two career-oriented "schools" also wished to conduct studies of other aspects of career programming at Adams High School. This second type of applied research was more committed to "exploring and expanding" than to refining earlier research work.

Several areas of potential study were immediately interesting. These areas included:

1. The possible relationship between self-concept and school-within-a-school selection,
2. The attitude of students enrolled in both career S-W-S's toward basic career-oriented concepts,
3. The opinion of graduating students for their individual high school experiences, including their perceptions of the quality of their educational training, and
4. The extent of agreement between staff and students in both the Career Exploration and Career Preparation S-W-S's for statements of "school" style and content.

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[11] NOTE: While it was important to produce data in support of the needs of both career-oriented "schools", it became equally important to learn how to display data so that it could be easily understood and interpreted. This took considerable staff time, also.

Self-Concept And S-W-S Selection

One major area of research work included within this project focused on the possible relationship between an individual student's perception of himself/herself and the nature of the choices he/she would make when selecting a school-within-a-school of personal choice. While it was hoped that there would not be significant differences in measured self-concept between students enrolled in the college, comprehensive, or career S-W-S's, the issue of possible differences did encourage research investigation.

In order to study this question, the research team chose the Tennessee Self Concept Scale developed by Dr. William H. Fitts (1965) as the primary research instrument. Stratified population samples of students were drawn from the college, comprehensive, and career S-W-S's to total no less than 25 percent of the total population of each S-W-S. The "Clinical and Research Form" of the Tennessee Self Concept Scale was used to record student responses.[12]

From this sampling procedure, several significant findings were apparent:

1. There was a difference in the self-concept profiles of students who enrolled in the college-oriented S-W-S's from the students who enrolled in the career-oriented S-W-S's. Generally, college-oriented students had much higher self-concept profiles than career-oriented

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[12] The volumn of this work does not permit its inclusion within this report.

students. These differences did not significantly change when the responses were recoded by race, age, or sex of respondent.

2. Career-oriented students were generally more positive in relationship to their "physical self" than were college-oriented students. Also, despite having lower profile scores, career-oriented students generally indicated greater "self-satisfaction" than the college-oriented student.

Student Attitude Toward Career Concepts

A second area of exploratory research focused on gaining student opinion toward a variety of career-oriented concepts. To do this, the research team utilized instrumentation patterned after the Semantic Differential developed by Charles E. Osgood. A copy of this instrumentation is included in the back of this report as APPENDIX B-1.

While there was some limited value to the data gained from this research work, the major interest of the research team focused on the use of the instrument, itself. Of the various instruments used by the project, it was discovered that the Semantic Differential format was not easily handled by students with limited reading ability. Also, student frequently began to "pattern responses" from one concept to the next---an indication that they could not follow the directions (which require considerable mental agility).

Graduating Student Questionaire

Prior to the end of the school year, the research team constructed a graduate questionaire. This was administered to over 250 students on the day of graduation practice. All responses were kept confidential.

Following the administration of this questionaire to graduates, the entire faculty of Adams High School was given the same questionaire---but with direction to respond to each item as they believed Adams graduates would have responded.

Student responses were tabulated by male, female, early graduate, and regular graduate. Faculty responses were tabulated by either male or female only. A copy of the Adams Graduate Questionaire is included in the back of this report as APPENDIX B-II.

S-W-S Style and Content Questionaire

The last major instrumentation developed by this project's research team was designed to explore the perceptions of students in all eight (8) S-W-S's toward a series of statements constructed by the teaching staff of each S-W-S. This instrument, and the methodology employed in the design of the instrument, netted very meaningful data to the staffs of individual S-W-S's.

Copies of the research instrument for the Crosby School and the Flittie School are included in the back of this report as APPENDIX B-III. The actual summary of data is presented for the Crosby and Flittie S-W-S's as APPENDIX B-III (A).

VII. BUDGET

Applied Research in Career Education

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. Personnel			
1.) Staff	$11,141		
115--Director, Dick Withycombe			$ 994
120--Principal, Don Holt		$ 895	
121--Director, Dick Withycombe		795	
121--Vice-Principal, Verna Miller		895	
125--Research Associate			
Kent Layden			3,150
Steve Anderson			500
125--Research Director			
Leroy Wallis		895	
150--Secretary, Gail Whitted			100
190--Other			685
199--Fringe Benefits		510	1,194
290--Student Assistants			158
900--Administrative Overhead			370
2) Consultants	2,564		
William Campbell			500
Michael Powers			840
Joan Walters			200
Louise Lothspeich			140
Al Wight			394
Kathy Laughlin			40
Kent Layden			350
B. Travel	68		68
C. Services	395		
Thomas Owen			225
ERIC Search			70
Al Wight			100

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
D. Supplies	$ 457		
Office Supplies			$ 172
Career Ed Materials			157
Workshop Materials			108
E. Equipment--Electronic Calculator	98		98
F. Other--Telephone	229		229
COLUMN TOTALS	$14,932	$3,990	$10,942
COST SHARING (PERCENT)	100	27	73

APPENDIX A-I

POPULATION CHARACTERISTICS OF S-W-S

School: Adams--Comprehensive Date: 11/7/74 Number of Students Enrolled: 1,172

I. Student population by race (White, Black, Other):

	Black	White	Other
#	339	798	42
%	28.7	67.7	3.6

II. Student population by sex:

	Male	Female
#	592	587
%	50.2	49.8

III. Distribution of students by grade level:

	9	10	11	12
#	305	287	296	291
%	25.9	24.3	25.1	24.7

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
M #	46	110	6
M %	15.1	36.1	2.0
F #	37	102	4
F %	12.1	33.4	1.3

Grade 10

	Black	White	Other
M #	52	85	4
M %	18.1	29.6	1.4
F #	38	100	8
F %	13.2	34.9	2.8

Grade 11

	Black	White	Other
M #	48	102	3
M %	16.2	34.5	1.0
F #	43	92	8
F %	14.5	31.1	2.7

Grade 12

	Black	White	Other
M #	40	92	6
M %	13.8	31.6	2.1
F #	35	115	3
F %	12.0	39.5	1.0

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Careers--Composite Date: 11/7/74 Number of Students Enrolled: 335

I. Student population by race (White, Black, Other):

	Black	White	Other
#	104	215	16
%	31.0	64.2	4.8

II. Student population by sex:

	Male	Female
#	181	154
%	54.0	46.0

III. Distribution of students by grade level:

	9	10	11	12
#	88	104	76	67
%	26.3	31.0	22.7	20.0

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
#	15	36	2
%	17.0	41.0	2.3
#	9	25	1
%	10.2	28.4	1.1

(M / F)

Grade 10

	Black	White	Other
#	24	32	0
%	23.1	30.8	0
#	17	27	4
%	16.3	26.0	3.8

(M / F)

Grade 11

	Black	White	Other
#	9	28	2
%	11.8	36.8	2.6
#	12	22	3
%	15.8	29.0	4.0

(M / F)

Grade 12

	Black	White	Other
#	7	23	3
%	10.5	34.3	4.5
#	11	22	1
%	16.4	32.8	1.5

(M / F)

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Flittie Date: 11/7/74 Number of Students Enrolled: 195

I. Student population by race (White, Black, Other):

	Black	White	Other
#	51	134	10
%	26.2	68.7	5.1

II. Student population by sex:

	Male	Female
#	116	79
%	59.5	40.5

III. Distribution of students by grade level:

	9	10	11	12
#	49	56	45	45
%	25.1	28.7	23.1	23.1

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
M #	8	28	0
M %	16.3	57.1	0
F #	3	9	1
F %	6.1	18.4	2.1

Grade 10

	Black	White	Other
M #	10	23	0
M %	17.9	41.0	0
F #	10	10	3
F %	17.9	17.9	5.3

Grade 11

	Black	White	Other
M #	3	19	1
M %	6.7	42.2	2.2
F #	5	15	2
F %	11.1	33.3	4.5

Grade 12

	Black	White	Other
M #	6	15	3
M %	13.3	33.3	6.8
F #	6	15	0
F %	13.3	33.3	0

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Crosby Date: 11/7/74 Number of Students Enrolled: 140

I. Student population by race (White, Black, Other):

	Black	White	Other
#	53	81	6
%	37.9	57.8	4.3

II. Student population by sex:

	Male	Female
#	65	75
%	46.4	53.6

III. Distribution of students by grade level:

	9	10	11	12
#	39	48	31	22
%	27.9	34.3	22.1	15.7

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
#	7	8	2
%	18.0	20.5	5.1
#	6	16	0
%	15.4	41.0	0

M
F

Grade 10

	Black	White	Other
#	14	9	0
%	29.2	18.7	0
#	7	17	1
%	14.6	35.4	2.1

Grade 11

	Black	White	Other
#	6	9	1
%	19.4	29.0	3.2
#	7	7	1
%	22.6	22.6	3.2

M
F

Grade 12

	Black	White	Other
#	1	8	0
%	4.5	36.4	0
#	5	7	1
%	22.7	31.9	4.5

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Johnson Date: 11/7/74 Number of Students Enrolled: 149

I. Student population by race (White, Black, Other):

	Black	White	Other
#	56	86	7
%	37.6	57.7	4.7

II. Student population by sex:

	Male	Female
#	74	75
%	49.7	50.3

III. Distribution of students by grade level:

	9	10	11	12
#	54	41	29	25
%	36.2	27.5	19.5	16.8

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
# (M)	8	18	1
% (M)	14.8	33.3	1.9
# (F)	8	19	0
% (F)	14.8	35.2	0

Grade 10

	Black	White	Other
# (M)	10	6	1
% (M)	24.4	14.6	2.4
# (F)	4	18	2
% (F)	9.8	43.9	4.9

Grade 11

	Black	White	Other
# (M)	7	11	0
% (M)	24.1	37.9	0
# (F)	6	3	2
% (F)	20.7	10.4	6.9

Grade 12

	Black	White	Other
# (M)	6	6	0
% (M)	24.0	24.0	0
# (F)	7	5	1
% (F)	28.0	20.0	4.0

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Haynes Date: 11/1/74 Number of Students Enrolled: 146

I. Student population by race (White, Black, Other):

	Black	White	Other
#	64	79	3
%	43.8	54.1	2.1

II. Student population by sex:

	Male	Female
#	60	86
%	41.1	58.9

III. Distribution of students by grade level:

	9	10	11	12
#	44	27	42	33
%	30.1	18.5	28.8	22.6

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
#	10	12	0
%	22.7	27.3	0
#	9	12	1
%	20.5	27.3	2.3

M

F

Grade 10

	Black	White	Other
#	6	6	1
%	22.2	22.2	3.7
#	10	4	0
%	37.1	14.8	0

Grade 11

	Black	White	Other
#	8	7	0
%	19.0	16.7	0
#	11	15	1
%	26.2	35.7	2.4

M

F

Grade 12

	Black	White	Other
#	5	5	0
%	15.2	15.2	0
#	5	18	0
%	15.2	54.4	

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Hampshire Date: 11/7/74 Number of Students Enrolled: 148

I. Student population by race (White, Black, Other):

	Black	White	Other
#	37	107	4
%	25.0	72.3	2.7

II. Student population by sex:

	Male	Female
#	67	81
%	45.3	54.7

III. Distribution of students by grade level:

	9	10	11	12
#	36	23	41	48
%	24.3	15.5	27.7	32.5

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
#	5	13	1
%	13.9	36.1	2.8
#	0	17	0
%	0	47.2	0

Grade 10

	Black	White	Other
#	3	6	0
%	13.1	26.1	0
#	1	13	0
%	4.3	56.5	0

Grade 11

	Black	White	Other
#	9	11	0
%	22.0	26.8	0
#	7	13	1
%	17.1	31.7	2.4

Grade 12

	Black	White	Other
#	9	10	1
%	18.7	20.8	2.1
#	3	24	1
%	6.3	50.0	2.1

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Mesirow Date: 11/7/74 Number of Students Enrolled: 152

I. Student population by race (White, Black, Other):

	Black	White	Other
#	24	125	3
%	15.8	82.2	2.0

II. Student population by sex:

	Male	Female
#	73	79
%	48.0	52.0

III. Distribution of students by grade level:

	9	10	11	12
#	36	37	45	34
%	23.7	24.3	29.6	22.4

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
M #	1	13	1
M %	2.8	36.1	2.8
F #	3	17	1
F %	8.3	47.2	2.8

Grade 10

	Black	White	Other
M #	3	11	0
M %	8.1	29.7	0
F #	2	21	0
F %	5.4	56.8	0

Grade 11

	Black	White	Other
M #	8	14	1
M %	17.8	31.1	2.2
F #	3	19	0
F %	6.7	42.2	0

Grade 12

	Black	White	Other
M #	3	18	0
M %	8.8	52.9	0
F #	1	12	0
F %	3.0	35.3	0

DW/gw
11/14/74

POPULATION CHARACTERISTICS OF S-W-S

School: Quincy Date: 11/7/74 Number of Students Enrolled: 151

I. Student population by race (White, Black, Other):

	Black	White	Other
#	36	109	6
%	23.8	72.2	4.0

II. Student population by sex:

	Male	Female
#	84	67
%	55.6	44.4

III. Distribution of students by grade level:

	9	10	11	12
#	47	48	34	22
%	31.1	31.8	22.5	14.6

IV. Distribution of students by grade, race, and sex:

Grade 9

	Black	White	Other
M #	7	18	1
M %	14.9	38.3	2.1
F #	8	12	1
F %	17.0	25.6	2.1

Grade 10

	Black	White	Other
M #	5	18	2
M %	10.4	37.5	4.2
F #	4	17	2
F %	8.3	35.4	4.2

Grade 11

	Black	White	Other
M #	5	19	0
M %	14.7	55.9	0
F #	3	7	0
F %	8.8	20.6	0

Grade 12

	Black	White	Other
M #	2	8	0
M %	9.1	36.4	0
F #	2	10	0
F %	9.1	45.4	0

DW/gw
11/14/74

APPENDIX A-II

POPULATION CHARACTERISTICS BY CREDIT OR SKILLS

School: [illegible] Date: 11/7/74 Number of Students Enrolled: 237

Grade 10

0-4.75

		Black	White	Other
M	#	14	10	0
	%	63.6	52.3	0
F	#	7	7	3
	%	53.8	24.1	75.0

5.0+

		Black	White	Other
M	#	8	11	0
	%	36.4	40.7	0
F	#	6	22	1
	%	46.2	75.9	25.0

Grade 11

0-4.75

		Black	White	Other
M	#	4	2	0
	%	50.0	7.4	0
F	#	4	0	0
	%	33.4	0	0

5.0-9.75

		Black	White	Other
M	#	4	14	2
	%	50.0	51.9	100.0
F	#	7	4	1
	%	58.3	16.0	100.0

10.0+

		Black	White	Other
M	#	0	11	0
	%	0	40.7	0
F	#	1	21	0
	%	8.3	84.0	0

Grade 12

0-4.75

		Black	White	Other
M	#	0	1	0
	%	0	5.0	0
F	#	2	2	1
	%	14.3	8.3	0

5.0-9.75

		Black	White	Other
M	#	1	0	0
	%	16.7	0	0
F	#	2	3	0
	%	14.3	12.9	0

10.0-14.75

		Black	White	Other
M	#	3	4	1
	%	50.0	70.0	50.0
F	#	8	2	0
	%	57.1	8.3	0

15.0+

		Black	White	Other
M	#	2	15	1
	%	33.3	75.0	50.0
F	#	2	17	1
	%	14.3	70.9	100.0

POPULATION CHARACTERISTICS BY CREDIT OF S-W-S

School: ELITTLE Date: 11/7/74 Number of Students Enrolled: 135

Grade 10

0-4.75

		Black	White	Other
M	#	5	11	0
	%	62.5	61.1	0
F	#	5	4	2
	%	62.5	33.3	66.7

5.0+

		Black	White	Other
M	#	3	7	0
	%	37.5	38.9	0
F	#	3	8	1
	%	37.5	66.7	33.3

Grade 11

0-4.75

		Black	White	Other
M	#	2	1	0
	%	66.7	5.6	0
F	#	3	0	0
	%	60.0	0	0

5.0-9.75

		Black	White	Other
M	#	1	10	1
	%	33.3	55.5	100.0
F	#	2	2	0
	%	40.0	11.8	0

10.0+

		Black	White	Other
M	#	0	7	0
	%	0	38.9	0
F	#	0	15	0
	%	0	88.2	0

Grade 12

0-4.75

		Black	White	Other
M	#	0	0	0
	%	0	0	0
F	#	0	2	0
	%	0	11.1	0

5.0-9.75

		Black	White	Other
M	#	1	0	0
	%	20.0	0	0
F	#	0	2	0
	%	0	11.1	0

10.0-14.75

		Black	White	Other
M	#	2	1	1
	%	40.0	7.7	50.0
F	#	6	1	0
	%	75.0	5.6	0

15.0+

		Black	White	Other
M	#	2	12	1
	%	40.0	92.3	50.0
F	#	2	13	0
	%	25.0	72.2	0

POPULATION CHARACTERISTICS BY CREDIT OF G-M-S

School: Crosby Date: 11/12/74 Number of Students Enrolled: .98 (10-12)

Grade 12

0-4.75

		Black	White	Other
M	#	9	5	0
	%	64.3	55.5	0
F	#	2	3	1
	%	40.0	17.6	100.0

5.0+

		Black	White	Other
M	#	5	4	0
	%	35.7	44.4	0
F	#	3	14	0
	%	60.0	82.4	0

Grade 11

0-4.75

		Black	White	Other
M	#	2	1	0
	%	40.0	11.2	0
F	#	1	0	0
	%	14.3	0	0

5.0-9.75

		Black	White	Other
M	#	3	4	1
	%	60.0	44.4	100.0
F	#	5	2	1
	%	71.4	25.0	100.0

10.0+

		Black	White	Other
M	#	0	4	0
	%	0	44.4	0
F	#	1	8	0
	%	14.3	75.0	0

Grade 12

0-4.75

		Black	White	Other
M	#	0	1	0
	%	0	14.2	0
F	#	2	0	0
	%	33.3	0	0

5.0-9.75

		Black	White	Other
M	#	0	0	0
	%	0	0	0
F	#	2	1	0
	%	33.3	16.7	0

10.0-14.75

		Black	White	Other
M	#	1	3	0
	%	100.0	42.9	0
F	#	2	1	0
	%	33.4	16.7	0

15.0+

		Black	White	Other
M	#	0	3	0
	%	0	42.9	0
F	#	0	4	1
	%	0	66.6	100.0

POPULATION CHARACTERISTICS BY CREDIT OF S-W-S

School: COLLEGE COMPOSITE Date: 11/7/74 Number of Students Enrolled: 196

Grade 10

0-4.75

		Black	White	Other
M	#	3	4	0
	%	42.9	25.0	0
F	#	2	2	0
	%	20.0	20.0	0

5.0+

		Black	White	Other
M	#	4	12	0
	%	57.1	75.0	0
F	#	8	8	0
	%	80.0	80.0	0

Grade 11

0-4.75

		Black	White	Other
M	#	3	0	0
	%	21.4	0	0
F	#	0	0	0
	%	0	0	0

5.0-9.75

		Black	White	Other
M	#	5	1	0
	%	35.7	6.3	0
F	#	9	1	0
	%	56.3	3.7	0

10.0+

		Black	White	Other
M	#	6	15	0
	%	42.9	93.7	0
F	#	7	26	2
	%	43.7	96.3	100.0

Grade 12

0-4.75

		Black	White	Other
M	#	1	0	0
	%	7.7	0	0
F	#	1	0	0
	%	12.5	0	0

5.0-9.75

		Black	White	Other
M	#	7	1	0
	%	53.8	7.7	0
F	#	0	0	0
	%	0	0	0

10.0-14.75

		Black	White	Other
M	#	2	1	0
	%	15.4	7.7	0
F	#	3	2	0
	%	37.5	4.8	0

15.0+

		Black	White	Other
M	#	3	11	0
	%	23.1	84.6	0
F	#	4	40	1
	%	50.0	95.2	100.0

POPULATION CHARACTERISTICS BY GRADE OF 6-8-5

School: [illegible] Date: 11/1/74 Number of Students Enrolled: 183

Grade 10

0-4.75

		Black	White	Other
M	#	1	8	1
	%	50.0	38.1	100.0
F	#	2	8	0
	%	66.7	31.6	0

5.0+

		Black	White	Other
M	#	1	13	0
	%	50.0	61.9	0
F	#	1	29	1
	%	33.3	78.4	100.0

Grade 11

0-4.75

		Black	White	Other
M	#	0.	1	0
	%	0	3.2	0
F	#	2	2	0
	%	0.0	7.4	0

5.0-9.75

		Black	White	Other
M	#	7	9	0
	%	58.3	29.0	0
F	#	2	7	0
	%	40.0	25.9	0

10.0+

		Black	White	Other
M	#	5	21	0
	%	41.7	67.8	0
F	#	1	18	0
	%	20.0	66.7	0

Grade 12

0-4.75

		Black	White	Other
M	#	0	0	0
	%	0	0	0
F	#	0	0	0
	%	0	0	0

5.0-9.75

		Black	White	Other
M	#	1	3	0
	%	25.0	12.0	0
F	#	0	0	0
	%	0	0	0

10-14.75

		Black	White	Other
M	#	2	6	0
	%	50.0	24.0	0
F	#	0	2	0
	%	0	11.8	0

15.0+

		Black	White	Other
M	#	1	16	0
	%	25.0	44.0	0
F	#	1	15	0
	%	100.0	88.2	0

APPENDIX A-IV

ANALYSIS OF GRADING PATTERNS

SCHOOL: ADAMS HIGH SCHOOL QUARTER: FIRST

I. Total number of individual grades received by students during the grading period: 6,315

II. Average number of grades received per student enrolled: (1,170 students) 5.4

III. Grades given by category:

Grade	Number	Percentage of Total
A	1,146	18.1
B	922	14.6
C	602	9.5
D/F	7	0.1
P	1,854	29.4
NP	1,570	24.9
NG	214	3.4

IV. Grades given "in school" and "out of school":

	Number	Percentage of Total
"IN SCHOOL"		
"OUT OF SCHOOL"		

SCHOOL: JOHN ADAMS HIGH SCHOOL **

QUARTER: FIRST

ABSENTEEISM

GRADES RECEIVED	NUMBER OF DAYS ABSENT							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+
A	944	179	16	5	1		1	
B	577	257	63	21	2	2		
C	215	188	135	48	14	2		
D/F			1	3		1	1	1
P	777	326	161	71	22	4	1	3
NP	91	140	218	226	194	152	135	242
NG	45	33	39	18	15	19	7	15

ANALYSIS OF GRADING PATTERNS

SCHOOL: FLITTIE QUARTER: FIRST

I. Total number of individual grades received by students during the grading period: 855

II. Average number of grades received per student enrolled: (194 students) 4.4

III. Grades given by category:

Grade	Number	Percentage of Total
A	115	13.5
B	121	14.2
C	109	12.7
D/F	0	0.0
P	184	21.5
NP	282	33.0
NG	44	5.1

IV. Grades given "in school" and "out of school":

	Number	Percentage of Total
"IN SCHOOL"	542	63.4
"OUT OF SCHOOL"	313	36.6

SCHOOL: FLITTIE

QUARTER: FIRST

ABSENTEEISM

GRADES RECEIVED	NUMBER OF DAYS ABSENT							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+
A	82	28	4		1			
B	66	33	14	8				
C	37	33	22	13	4			
D/F								
P	82	47	31	14	9		1	
NP	17	21	39	44	43	33	34	51
NG	9	7	10	4	3	4	4	3

ANALYSIS OF GRADING PATTERNS

SCHOOL: CROSBY QUARTER: FIRST

I. Total number of individual grades received by students during the grading period: 802

II. Average number of grades received per student enrolled: (140 students) 5.7

III. Grades given by category:

Grade	Number	Percentage of Total
A	102	12.7
B	101	12.6
C	63	7.9
D/F	1	0.1
P	250	31.2
NP	277	34.5
NG	8	1.0

IV. Grades given "in school" and "out of school":

	Number	Percentage of Total
"IN SCHOOL"	564	70.3
"OUT OF SCHOOL"	238	29.7

SCHOOL: CROSBY QUARTER: FIRST

ABSENTEEISM

GRADES RECEIVED	NUMBER OF DAYS ABSENT							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+
A	83	18	1					
B	72	22	7					
C	18	28	13	3				
D/F				1				
P	127	71	37	13	1			
NP	7	26	49	46	35	22	25	67
NG	2		2	2		1	1	

ANALYSIS OF GRADING PATTERNS

SCHOOL: ADAMS QUARTER: SECOND

I. Total number of individual grades received by students during the grading period: 6023

II. Average number of grades received per student enrolled: (1110 students) 5.43

III. Grades given by category:

Grade	Number	Percentage of Total
A	1243	20.6
B	1028	17.1
C	659	10.9
D/F	25	0.4
P	1685	28.0
NP	1383	23.0
NG		

IV. Grades given "in school" and "out of school":

	Number	Percentage of Total
"IN SCHOOL"		
"OUT OF SCHOOL"		

SCHOOL: ADAMS QUARTER: SECOND

ABSENTEEISM *

GRADES RECEIVED	NUMBER OF DAYS ABSENT							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+
A	1061	156	24	2				
B	658	283	75	10		2		
C	261	215	123	49	10	1		
D/F	2	3	9	9	1	1		
P	609	332	163	47	11	3	1	
NP	111	151	201	204	150	140	82	143
NG								

* Marsubian data not included

ANALYSIS OF GRADING PATTERNS

SCHOOL: FLITTIE QUARTER: SECOND

I. Total number of individual grades received by students during the grading period: 846

II. Average number of grades received per student enrolled: (189 students) 4.48

III. Grades given by category:

Grade	Number	Percentage of Total
A	129	15.2
B	156	18.4
C	155	18.3
D/F	18	2.1
P	153	18.1
NP	235	27.9
NG		

IV. Grades given "in school" and "out of school":

	Number	Percentage of Total
"IN SCHOOL"	458	54.1
"OUT OF SCHOOL"	388	45.9

SCHOOL: FLITTIE QUARTER: SECOND

ABSENTEEISM

GRADES RECEIVED	NUMBER OF DAYS ABSENT							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+
A	107	17	4	1				
B	70	68	15	2		1		
C	55	48	37	15				
D/F	2	1	6	8		1		
P	67	49	26	8	2	1		
NP	10	20	31	40	39	33	29	33
NG								

ANALYSIS OF GRADING PATTERNS

SCHOOL: CROSBY QUARTER: SECOND

I. Total number of individual grades received by students during the grading period: 693

II. Average number of grades received per student enrolled: (127 students) 5.46

III. Grades given by category:

Grade	Number	Percentage of Total
A	131	18.9
B	107	15.5
C	62	8.9
D/F	1	0.1
P	207	29.9
NP	185	26.7
NG		

IV. Grades given "in school" and "out of school":

	Number	Percentage of Total
"IN SCHOOL"	415	59.9
"OUT OF SCHOOL"	278	40.1

SCHOOL: CROSBY

QUARTER: SECOND

ABSENTEEISM

GRADES RECEIVED	NUMBER OF DAYS ABSENT							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36+
A	109	18	4					
B	65	27	13	1		1		
C	19	20	18	3	2			
D/F			1					
P	97	65	29	13	2	1		
NP	16	19	38	30	26	26	5	25
NG								

ERIC Full Text Provided by ERIC

STUDENT QUESTIONNAIRE

PART I. BACKGROUND INFORMATION

PLEASE COMPLETE THE BACKGROUND INFORMATION ITEMS BELOW. TO DO THIS, PLACE A (✓) OR AN (X) BESIDE EACH ITEM THAT DESCRIBES YOU. PLEASE COMPLETE ALL ITEMS.

---

1. Indicate your sex.

_____ MALE

_____ FEMALE

2. How would you describe yourself?

_____ AMERICAN INDIAN or NATIVE AMERICAN

_____ BLACK or AFRO-AMERICAN

_____ MEXICAN-AMERICAN or CHICANO

_____ ORIENTAL or ASIAN-AMERICAN

_____ PUERTO RICAN or SPANISH-speaking AMERICAN

_____ WHITE or CAUCASIAN

_____ OTHER (Please specify) _____

3. Indicate your age at your last birthday.

_____ Under 15

_____ 15

_____ 16

_____ 17

_____ 18

_____ Over 18

4. Indicate your present grade in school.

_____ 9th

_____ 10th

_____ 11th

_____ 12th

5. What do you plan to do after you graduate from high school? (Make only one mark.)

_____ Do not plan to graduate.

_____ Find a full time job.

_____ Enter the armed forces.

_____ Be married.

_____ Will go to college and get a bachelor's degree.

_____ Will go to college and get a degree requiring work beyond the bachelor's degree (M.A., Ph.D., M.D., etc.)

_____ Will go to a technical school.

_____ Will go to a business school.

_____ Unsure.

_____ Other (Please specify) _____

II. CONCEPTS

THE REMAINDER OF THIS QUESTIONNAIRE CONCERNS TEN DIFFERENT CONCEPTS. YOU ARE TO RATE EACH CONCEPT BASED ON WHAT IT MEANS TO YOU. PLEASE DO NOT OMIT ANY CONCEPT.

HERE IS HOW YOU ARE TO USE THESE SCALES:

IF YOU FEEL THE CONCEPT IS VERY CLOSELY RELATED TO ONE END OF THE SCALE, MARK AS FOLLOWS:

FAIR X _____ UNFAIR

OR

FAIR _____ X UNFAIR

IF YOU FEEL THE CONCEPT IS QUITE CLOSELY (BUT NOT EXTREMELY) RELATED TO ONE END OF THE SCALE, MARK AS FOLLOWS:

FAIR _____ X _____ UNFAIR

OR

FAIR _____ X _____ UNFAIR

IF YOU FEEL THE CONCEPT IS ONLY SLIGHTLY RELATED TO ONE END, MARK AS FOLLOWS:

FAIR _____ X _____ UNFAIR

OR

FAIR _____ X _____ UNFAIR

IF THE CONCEPT IS NEUTRAL OR THE SCALE DOES NOT APPLY TO THE CONCEPT, MARK AS FOLLOWS:

FAIR _____ X _____ UNFAIR

Concept: REAL SELF

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: MY FUTURE

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: CAREER COUNSELING

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: JOB STUDIES

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: ATTENDING CLASS

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: EARNING WAGES

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: JOBS

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: IDEAL SELF

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: ON-THE-JOB TRAINING

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

Concept: HIGH SCHOOL

HARD		EASY
GROUP		INDIVIDUAL
INTERESTING		BORING
FOLLOWER		LEADER
MAKES SENSE		MAKES NO SENSE
MEANINGLESS		MEANINGFUL
FAILURE		SUCCESS
PRODUCTIVE		UNPRODUCTIVE
DEPENDENT		INDEPENDENT
WORK		PLAY

STUDENT QUESTIONNAIRE

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---

1. Indicate your sex.

   _____ MALE

   _____ FEMALE

2. How would you describe yourself?

   _____ AMERICAN INDIAN or NATIVE AMERICAN

   _____ BLACK or AFRO-AMERICAN

   _____ MEXICAN-AMERICAN or CHICANO

   _____ ORIENTAL or ASIAN-AMERICAN

   _____ PUERTO RICAN or SPANISH-speaking AMERICAN

   _____ WHITE or CAUCASIAN

   _____ OTHER (Please specify) _____

3. Indicate your age at your last birthday.

   _____ Under 15
   _____ 15
   _____ 16
   _____ 17
   _____ 18
   _____ Over 18

4. Indicate your present grade in school.

   _____ 9th
   _____ 10th
   _____ 11th
   _____ 12th

5. What do you plan to do after you graduate from high school? (Make only one mark.)

_____ Do not plan to graduate.

_____ Find a full time job.

_____ Enter the armed forces.

_____ Be married.

_____ Will go to college and get a bachelor's degree.

_____ Will go to college and get a degree requiring work beyond the bachelor's degree (M.A., Ph.D., M.D., etc.)

_____ Will go to a technical school.

_____ Will go to a business school.

_____ Unsure.

_____ Other (Please specify) _____

II. CONCEPTS

THE REMAINDER OF THIS QUESTIONNAIRE CONCERNS TEN DIFFERENT CONCEPTS. YOU ARE TO RATE EACH CONCEPT BASED ON WHAT IT MEANS TO YOU. PLEASE DO NOT OMIT ANY CONCEPT.

HERE IS HOW YOU ARE TO USE THESE SCALES:

IF YOU FEEL THE CONCEPT IS VERY CLOSELY RELATED TO ONE END OF THE SCALE, MARK AS FOLLOWS:

FAIR X | | | | | | UNFAIR

OR

FAIR | | | | | | X UNFAIR

IF YOU FEEL THE CONCEPT IS QUITE CLOSELY (BUT NOT EXTREMELY) RELATED TO ONE END OF THE SCALE, MARK AS FOLLOWS:

FAIR | X | | | | | UNFAIR

OR

FAIR | | | | | X | UNFAIR

IF YOU FEEL THE CONCEPT IS ONLY SLIGHTLY RELATED TO ONE END, MARK AS FOLLOWS:

FAIR | | X | | | | UNFAIR

OR

FAIR | | | | X | | UNFAIR

IF THE CONCEPT IS NEUTRAL OR THE SCALE DOES NOT APPLY TO THE CONCEPT, MARK AS FOLLOWS:

FAIR | | | X | | | UNFAIR

Concept: CAREER STUDIES

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: IDEAL SELF

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: COMPREHENSIVE STUDIES

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: MY FUTURE

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: CAREER EXPLORATION

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: REAL SELF

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: ATTENDING CLASS

GOOD	_____	BAD
BLACK	_____	WHITE
FOLLOWER	_____	LEADER
HARD	_____	EASY
INDIVIDUAL	_____	GROUP
MEANINGLESS	_____	MEANINGFUL
HAPPY	_____	SAD
DEPENDENT	_____	INDEPENDENT
HANDS	_____	HEAD
FAILURE	_____	SUCCESS

Concept: JOB STUDIES

GOOD	_____	BAD
BLACK	_____	WHITE
FOLLOWER	_____	LEADER
HARD	_____	EASY
INDIVIDUAL	_____	GROUP
MEANINGLESS	_____	MEANINGFUL
HAPPY	_____	SAD
DEPENDENT	_____	INDEPENDENT
HANDS	_____	HEAD
FAILURE	_____	SUCCESS

Concept: ~~MY~~ PAST

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: COLLEGE STUDIES

GOOD		BAD
BLACK		WHITE
FOLLOWER		LEADER
HARD		EASY
INDIVIDUAL		GROUP
MEANINGLESS		MEANINGFUL
HAPPY		SAD
DEPENDENT		INDEPENDENT
HANDS		HEAD
FAILURE		SUCCESS

Concept: COMMUNITY-BASED LEARNING

GOOD	_____	BAD
BLACK	_____	WHITE
FOLLOWER	_____	LEADER
HARD	_____	EASY
INDIVIDUAL	_____	GROUP
MEANINGLESS	_____	MEANINGFUL
HAPPY	_____	SAD
DEPENDENT	_____	INDEPENDENT
HANDS	_____	HEAD
FAILURE	_____	SUCCESS

DW/gw
5/7/75

APPENDIX B-II

ADAMS GRADUATE QUESTIONNAIRE

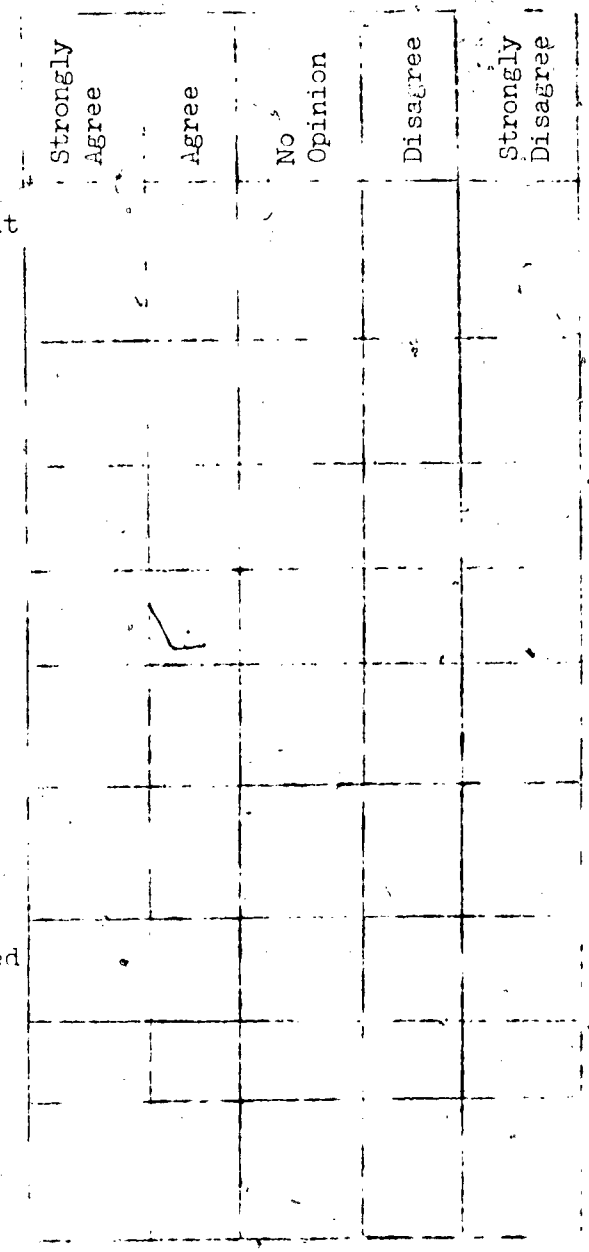
The following questionnaire has been developed so that we may find out from you, our graduates, how you personally feel toward different aspects of your Adams school experience. You do not need to place your name on this questionnaire.

I. PERSONAL INFORMATION: (check each item appropriately)

MALE _____ "EARLY" GRADUATE _____

FEMALE _____ "REGULAR" GRADUATE _____

II. PERSONAL EXPERIENCE AT ADAMS:



The over-all experiences I have had at Adams will help me to become more successful at whatever I may choose to do next year.

I have received good preparation for entry into a college or university program.

I have received good preparation for entry into a career field.

I have liked the "school-within-a-school" program at Adams this year.

I have had no trouble getting into the courses/classes I wanted to take this year.

Adams High School is considerably different from other high schools in Portland.

The faculty at Adams are well prepared to teach.

The total staff at Adams has been friendly and helpful.

The staff within my own "school-within-a-school" has been friendly and helpful.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
It is easy for a new student to Adams to get to know other people in our school.					
It has been easy for me to get to know other people at Adams.					
I have many student friends at Adams.					
I have many adult friends at Adams.					
Students at Adams can change the things they don't like.					
Students understand the rules and regulations at Adams.					
The rules and regulations at Adams are fair.					
While at Adams, I have been encouraged to develop my own personal ideas.					
Adams has helped me to think and reason well.					
Adams is a safe school to attend.					
Classroom discussions are exciting at Adams, with a lot of active student participation.					
As a student at Adams, I have had an opportunity to say what I would like to study in my classes.					
Some students have bothered me on the way to school, at school, or on my way home from school.					
There are a sufficient number of social activities available for students at Adams.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I have personally received good guidance and counseling help at Adams.					
My parents are glad I attended Adams High School.					
My parents believe that I received as good as education at Adams as I would have received at any other high school in Portland.					
I am personally glad that I attended Adams.					
I personally believe that I received as good an education at Adams as I would have received at any other high school in Portland.					

DW/gw
6/2/75

APPENDIX B-III

STUDENT QUESTIONNAIRE

PART I. BACKGROUND INFORMATION

PLEASE COMPLETE THE BACKGROUND INFORMATION ITEMS BELOW. TO DO THIS, PLACE A (✓) OR AN (X) BESIDE EACH ITEM THAT DESCRIBES YOU. PLEASE COMPLETE ALL ITEMS.

---

1. Indicate your sex.

   _____ MALE

   _____ FEMALE

2. How would you describe yourself?

   _____ AMERICAN INDIAN or NATIVE AMERICAN

   _____ BLACK or AFRO-AMERICAN

   _____ MEXICAN-AMERICAN or CHICANO

   _____ ORIENTAL or ASIAN-AMERICAN

   _____ PUERTO RICAN or SPANISH-speaking AMERICAN

   _____ WHITE or CAUCASIAN

   _____ OTHER (Please specify) _____

3. Indicate your age at your last birthday.

   _____ Under 15
   _____ 15
   _____ 16
   _____ 17
   _____ 18
   _____ Over 18

4. Indicate your present grade in school.

   _____ 9th
   _____ 10th
   _____ 11th
   _____ 12th

5. What do you plan to do after you graduate from high school? (Make only one mark.)

_____ Do not plan to graduate.

_____ Find a full time job.

_____ Enter the armed forces.

_____ Be married.

_____ Will go to college and get a bachelor's degree.

_____ Will go to college and get a degree requiring work beyond the bachelor's degree (M.A., Ph.D., M.D., etc.)

_____ Will go to a technical school.

_____ Will go to a business school.

_____ Unsure.

_____ Other (Please specify) _____

6. Indicate the highest educational level attained by your parents.

Father	Mother	
_____	_____	8th grade or less
_____	_____	Part high school
_____	_____	High school graduate
_____	_____	Part college
_____	_____	College graduate
_____	_____	Graduate or professional degree requiring work beyond college graduation.

PART II. LEARNING PREFERENCES

THE REMAINING STATEMENTS ON THIS QUESTIONNAIRE EACH DESCRIBE DIFFERENT FEATURES ABOUT HIGH SCHOOL (things to learn or ways to learn). SOME OF THESE STATEMENTS MAY BE VERY IMPORTANT TO YOU. OTHER STATEMENTS MAY NOT BE AS IMPORTANT.

PLEASE RESPOND TO EACH STATEMENT AS IF YOU WERE DESCRIBING YOURSELF TO YOURSELF. READ EACH STATEMENT CAREFULLY; THEN SELECT ONE OF THE FIVE RESPONSES LISTED BELOW. PUT A CIRCLE (○) AROUND THE RESPONSE YOU CHOOSE FOR EACH ITEM ON THE QUESTIONNAIRE. PLEASE DO NOT OMIT ANY ITEM.

	Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
RESPONSES---	1	2	3	4	5

FOR EXAMPLE:

"As a student, I like to . . .":

1. Write essays.	1	2	3	(4)	5
2. Discuss ideas about people and things.	(1)	2	3	4	5

"As a student, I like to . . . ":

1. Read.	1	2	3	4	5
2. Have a chance to work independently.	1	2	3	4	5
3. Discuss what I am learning with other students in class sessions.	1	2	3	4	5
4. Take responsibility for planning and carrying out group projects.	1	2	3	4	5
5. Develop the necessary study habits to succeed in college.	1	2	3	4	5
6. Be part of a group that does things together and helps each other, e.g., field trips.	1	2	3	4	5
7. Learn independently on projects that interest me.	1	2	3	4	5
8. Learn to use tools, machines and equipment.	1	2	3	4	5
9. Feel good when I have mastered a new technique, process or skill.	1	2	3	4	5

10.	Be able to earn credit by going off-campus to work in schools, hospitals, and other work sites.	1	2	3	4	5
11.	Have teachers listen and advise about school and personal problems. The counselor is able to help people with problems.	1	2	3	4	5
12.	Have a good learning environment.	1	2	3	4	5
13.	Use what I learn in practical ways, such as preparing or fixing things.	1	2	3	4	5
14.	Set specific goals for myself and then try to achieve them.	1	2	3	4	5
15.	Learn about myself, why I do things and what other people think of me.	1	2	3	4	5
16.	Pass or fail on my own performance.	1	2	3	4	5
17.	Pick my own classes and teachers.	1	2	3	4	5
18.	Feel or see the results of what I am learning.	1	2	3	4	5
19.	Work on projects that I can choose for myself.	1	2	3	4	5
20.	Learn how things like art, language, math, science, history, drama, psychology, etc., are connected in my life.	1	2	3	4	5

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

STUDENT QUESTIONNAIRE

PART I. BACKGROUND INFORMATION

PLEASE COMPLETE THE BACKGROUND INFORMATION ITEMS BELOW. TO DO THIS, PLACE A (✓) OR AN (X) BESIDE EACH ITEM THAT DESCRIBES YOU. PLEASE COMPLETE ALL ITEMS.

---

1. Indicate your sex.

_____ MALE

_____ FEMALE

2. How would you describe yourself?

_____ AMERICAN INDIAN or NATIVE AMERICAN

_____ BLACK or AFRO-AMERICAN

_____ MEXICAN-AMERICAN or CHICANO

_____ ORIENTAL or ASIAN-AMERICAN

_____ PUERTO RICAN or SPANISH-speaking AMERICAN

_____ WHITE or CAUCASIAN

_____ OTHER (Please specify) _____

3. Indicate your age at your last birthday.

_____ Under 15

_____ 15

_____ 16

_____ 17

_____ 18

_____ Over 18

4. Indicate your present grade in school.

_____ 9th

_____ 10th

_____ 11th

_____ 12th

5. What do you plan to do after you graduate from high school? (Make only one mark.)

_____ Do not plan to graduate.

_____ Find a full time job.

_____ Enter the armed forces.

_____ Be married.

_____ Will go to college and get a bachelor's degree.

_____ Will go to college and get a degree requiring work beyond the bachelor's degree (M.A., Ph.D., M.D., etc.)

_____ Will go to a technical school.

_____ Will go to a business school.

_____ Unsure.

_____ Other (Please specify) _____

6. Indicate the highest educational level attained by your parents.

Father	Mother	
_____	_____	8th grade or less
_____	_____	Part high school
_____	_____	High school graduate
_____	_____	Part college
_____	_____	College graduate
_____	_____	Graduate or professional degree requiring work beyond college graduation.

PART II. LEARNING PREFERENCES

THE REMAINING STATEMENTS ON THIS QUESTIONNAIRE EACH DESCRIBE DIFFERENT FEATURES ABOUT HIGH CCHOOL (things to learn or ways to learn). SOME OF THESE STATEMENTS MAY BE VERY IMPORTANT TO YOU. OTHER STATEMENTS MAY NOT BE AS IMPORTANT.

PLEASE RESPOND TO EACH STATEMENT AS IF YOU WERE DESCRIBING YOURSELF TO YOURSELF. READ EACH STATEMENT CAREFULLY; THEN SELECT ONE OF THE FIVE RESPONSES LISTED BELOW. PUT A CIRCLE (○) AROUND THE RESPONSE YOU CHOOSE FOR EACH ITEM ON THE QUESTIONNAIRE. PLEASE DO NOT OMIT ANY ITEM.

	Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
RESPONSES---	1	2	3	4	5

FOR EXAMPLE:

"As a student, I like to . . . ":

1. Write essays.	1	2	3	(4)	5
2. Discuss ideas about people and things.	(1)	2	3	4	5

"As a student, I like to . . . ":

1. Feel that my teachers are interested in me, available to talk to, and enjoy participating in various activities with other students and me.	1	2	3	4	5
2. Be part of a group that does things together and helps each other, e.g., field trips.	1	2	3	4	5
3. Have teachers listen and advise about school and personal problems. The counselor is able to help people with problems.	1	2	3	4	5
4. Have classes held all over the school, not just in one place in the building.	1	2	3	4	5
5. Go into the school or counseling offices or classrooms to visit and get to know people.	1	2	3	4	5
6. Have classes that are composed of black, white, chicano and students of other cultural backgrounds.	1	2	3	4	5
7. Attend class regularly.	1	2	3	4	5
8. Learn by responding to speakers, films, trips, etc., I have experienced.	1	2	3	4	5

9.	Start classes at 9:10 am.	1	2	3	4	5
10.	Discuss what I am learning with other students in class sessions.	1	2	3	4	5
11.	Be able to earn credit by going off-campus to work in schools, hospitals, and other work sites.	1	2	3	4	5
12.	Have a staff that represents diverse teaching methods, ages, points of view and cultural backgrounds.	1	2	3	4	5
13.	Set specific goals for myself and then try to achieve them.	1	2	3	4	5
14.	Work in small groups and learn about myself and others.	1	2	3	4	5
15.	Learn how things like art, language, math, science, history, drama, psychology, etc., are connected in my life.	1	2	3	4	5
16.	Avoid attending and participating in common high school activities like assemblies, committees, etc.					
17.	Feel or see the results of what I am learning.	1	2	3	4	5
18.	Pick my own classes and teachers.	1	2	3	4	5
19.	Have a chance to work independently.	1	2	3	4	5
20.	Learn to use tools, machines and equipment.	1	2	3	4	5

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

ACCESSION NUMBER: VT102681

PUBLICATION DATE: 30SEP75

TITLE: A CONTINUUM MODEL FOR CAREER DEVELOPMENT EDUCATION K-14. INTERIM REPORT (JULY 1, 1974-SEPTEMBER 30, 1975).

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ABSTRACT: COVERING THE PERIOD OF JULY 1974 TO SEPTEMBER 1975, THIS REPORT DESCRIBES THE SECOND YEAR OF A THREE-YEAR CAREER EDUCATION PROJECT IN DAVIS COUNTY, UTAH. THE PROGRAM WAS EXPANDED FROM FIVE CORE SCHOOLS TO ALL SCHOOLS IN THE DISTRICT, WITH TEACHERS AT ALL LEVELS INFUSING CAREER EDUCATION INTO THE CURRICULUM. INSERVICE PROGRAMS WERE PROVIDED. TESTING AND COUNSELING WERE CONTINUED, ESPECIALLY ON THE SECONDARY LEVEL, AND CULMINATED IN A JOB PLACEMENT PROGRAM FOR GRADUATING SENIORS. CAREER INFORMATION CENTERS WERE ESTABLISHED. THE EVALUATION WAS LIMITED TO THE COLLECTION OF DATA PERTAINING TO THE KNOWLEDGE AND ATTITUDES OF STUDENTS, PARENTS, AND TEACHERS TOWARD CAREER EDUCATION. INSTRUMENTS CONSISTED PRIMARILY OF QUESTIONNAIRES OR FORMS FOR RECORDING SCHOOL DATA. SOME OF THE CONCLUSIONS INDICATED THAT TREATMENT SCHOOL STUDENTS SCORED HIGHER IN SELF-AWARENESS, KNOWLEDGE OF WORK, AND DECISIONMAKING ABILITY. IT WAS FOUND THAT TEACHERS, ADMINISTRATORS, AND PARENTS HAD FAVORABLE ATTITUDES TOWARD CAREER EDUCATION. CHILDREN WERE GENERALLY PLEASED WITH CAREER EDUCATION ACTIVITIES, STUDENTS RESPONDED POSITIVELY TO CAREER MINICOURSES, AND A VARIATION IN ATTITUDE WAS FOUND TOWARD ON-THE-JOB EXPERIENCES, WITH OLDER STUDENTS BEING MORE POSITIVE. PART II OF THE DOCUMENT IS TAKEN UP WITH TABLES DISPLAYING THE DATA AND WITH SAMPLE QUESTIONNAIRES. (NJ)

CONTRACT NUMBER: OEG-8-74-0051

INSTITUTION NAME: DAVIS COUNTY BOARD OF EDUCATION, FARMINGTON, UTAH.

VT 102681

Interm Report

Project Number F 8005 V.W.
Grant Number OEG 8-74-0051

A Continuum Model for Career Development Education, K-14

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-567

Donald Wright, Project Director

Davis County School District
45 East State Street
Farmington, Utah 84025

September 30, 1975

Interm Report

Project Number F8005VW
Grant Number OEG-8-74-0051

A Continuum Model for Career Development Education K-14

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Bernell Wrigley, Superintendent
Milford C. Cottrell, Evaluator
Donald Wright, Project Director

Davis County Board of Education
45 East State Street
Farmington, Utah 84025

September 30, 1975

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SUMMARY OF THE REPORT

This is a report for the second year of a three year project covering the period form July 1, 1974 to September 30, 1975. It overlaps the first year project which ended September 30, 1974 and the third year project beginning July 1, 1975. The background of the project is discussed in the first year's report.

The major goal of the project is to make it possible for all students, as they leave Davis County Schools, to move smoothly onto the next step in their career plans. To accomplish this a sub-goal is to make career education a vital part of the school program throughout the entire district.

Majro changes in the second year project design were bringing about the necessary expansion from the five cone schools to all schools in the district, changing the personnel structure to help move responsibility for career education from the district staff to the individaul schools, and preparing guides for use in the secondary schools.

In service programs were provided for all teachers in the elementary schools of the district desiring to develop a career education program, for a cadre of teachers from all the districts hunior high schools, the department heads from all secondary schools in the district. In addition some teachers participated in a state sponsored junior high school workshop in career education.

Career information centers, and programs for their use, were established in five high schools and begun in the other high school and all nine junior high schools.

Teachers throughout the district as well as in the cone schools, infused career education in their teaching. On the elementary level the use of the World of Work units was district wide; while career mini-units were developed in all cone schools. Hands-on experiences were used in the project secondary schools. All high schools provided on-the-job experiences for students.

Testing and counseling efforts were carried on especially in the secondary schools. These culminated with a job placement program for graduating students and a summer job placement service for all students. Those graduates desiring further training were assisted with the enrollment procedures.

Dr. Milford C. Cottrell was the third party evaluator. He followed the guidelines established by the USOE. Considerable data was accumulated relative to the impact of the career education program on students and teachers.

Some conclusions from these data indicate that:

1. Treatment school students scored higher than non-treatment students in self awareness, knowledge of work, and decision

making ability.

. Over 44 percent of graduating students received job counseling.

3. There is a lack of understanding of economic concepts among students in the treatment schools.

4. Students responded positively to special career mini-courses.

5. There is a variation of student attitude toward on-the-job training experiences. The older students were more positive.

6. Children are generally pleased with career education activities.

7. Teachers were favorable in their evaluation of in-service experiences.

8. Social studies teachers were most favorable toward career education while mathematics teachers tended to be the most uncertain.

9. Teachers were generally enthusiastic about using resource visitors from the community and with mini-courses.

10. Elementary and junior high teachers placed high value on role playing.

11. There is a tendency for teachers to see one strategy as the whole of career education, ie: WOW units on the elementary level and mini-courses in the secondary schools.

12. Teachers and administrators have a positive attitude toward career education.

13. Parents generally were favorable to a career education program.

14. The goal of district wide career education is beginning to be realized.

PART I

NARRATIVE REPORT

The background rationale, locale, scope, sequence, guidelines, administrative organization, and personnel of this project were discussed in the first year's interm report and need not be repeated here.

The designation of programs on the various levels was changed. Rather than calling all components career education we designate the elementary component "The World of Work Program", the junior high component "The Career Exploration Program", the senior high school component "The Career Preparation Program", and the post high school component "The Skills Development Program".

6a - Problem Areas

Eleven identified problems were also discussed in the first year report. They centered around student and parent attitudes toward school, the need for reliable career information, the need for students exiting school to have a marketable skill, the ability to get and hold a job, the special need of the economically disadvantaged to make early career choices, the need for training to make responsible career contributions, and the need for establishing a work ethic.

6b - Goals and Objectives of the Project

The major goal of the project is to establish a program that "will evolve into a vital part of the on-going comprehensive career education program and will become a vital part of the school system throughout the whole district".

The instructional and procedural objectives as written in the original grant proposal were re-written to make them more measurable.[1]

The model for scope and sequence was also re-drawn to clarify the relationships of the upper high school and the post high school program.[2]

6c - Project Design and Procedures

The major change in the program design was to expand career education district wide. This involves thirty five elementary schools, nine junior high schools, six high schools, an area vocational center, and a school for exceptional children. A student enrollment of approximately 35,000 is involved.

While the five cone schools (Davis High School, Kaysville Middle School, and Burton, Farmington, and Kaysville Elementary Schools) are still the project exemplary schools and are used for purposes of evaluation, all the other schools in the district, with the exception of five elementary schools, were involved in a career education program to some degree. The evaluation section of this report makes reference to some results of this district wide activity.

1. Appendix A Part I
2. Chart I

Personnel

Changes were made in the district career education staff at the beginning of the year. The career placement specialist became the high school career education coordinator. The district elementary social studies consultant joined the career education staff for the purpose of involving all elementary schools and infusing career education into the elementary social studies curriculum. The career education curriculum specialist, responsible for the three cone elementary schools, spent just half of his time in career education activity. During the year the media development technician position was phased out.

This reorganization along with further reorganization for the third year, is in line with an attempt to place career education responsibility in the individual schools rather than with a district staff.

In-Service Training

In August the three elementary principals met and finalized plans for an in-service training workshop for the teachers in their schools. New teachers in these schools received an orientation to the World of Work program. This was directed by the district career education director, and the curriculum specialist. Consultants acquainted the new teachers with specific World of Work activities on a grade basis.

All of the teachers of the three project elementary schools met in their individual schools under the direction of their principal in a two day workshop to become acquainted with career education materials and to prepare career teaching units for the year. On August 16th these teachers held a workshop with Dr. Victor Cline of the psychology department of the University of Utah.

During September the elementary social studies consultant held workshops with the staffs of twenty four non project elementary schools that were becoming involved in career education this year.

During the summer planning sessions for a junior high school workshops were held with all junior high school principals. Decision was made to hold workshops for two teachers from each junior high school, project and non-project, from each of five academic areas-English, science, mathematics, social studies, and physical education and health. These teachers then returned to their schools and became a cadre for career education implementation. The workshops were directed by Dr. Garn Coombs of the Brigham Young University along with four other consultants, one for each department. The workshops were focused on "how to" helps for teachers.

During June and July, 1975 seven junior high school teachers from the district participated in a twenty day workshop sponsored by the Utah State Department of Education. The purpose of the workshop was to develop career education curriculum guides. These teachers will field test their material during the 1975-6 school year

New teachers at Davis High School were oriented in career education and the career information center by the high school coordinator. Departmental meetings were held to develop the concept of infusion of career education into regular class room programs.

---

3. Appendix B Part I

One hundred fifty four teachers representing the departments of all secondary schools in the district attended a two day workshop in September, 1975. The new guides were introduced and the teachers developed ideas that could be used in their individual departments. These teachers will return to their schools and go through the same process with the other teachers. A follow up session will be held later. Written reports including ideas developed will be submitted in December. New ideas will be circulated throughout the district.

The staff held regular bi-weekly meetings. The meetings were devoted to current problems, project development, and career education concepts.

The director attended two conferences during the year-one at Denver and one at Dallas.

The principal of the project high school attended a mini-conference in Washington called by Kenneth Hoyt.

Information Centers[4]

Career information centers are in operation at five of the districts high schools. A center has been started at Woods Cross High School and others at each of the nine junior high schools.

Programs for the use of the center by students were completed in the five high schools. The programs vary from school to school. A common element is the orientation of three to five hours duration of all sophomore students in the use of the career center. At Davis High School one hundred and nine of the one hundred and thirty four sophomores who completed the orientation in the first semester asked for and were granted additional time of one to four hours for further work in the center.

Class Room Activity

Teachers are becoming more aware of the World of Work (WOW) concepts and are incorporating them into the ongoing curriculum. The districts elementary social studies objective will include career education objectives and will strengthen the career education concept.

A report from fifty seven teachers in the three project elementary schools indicated the concepts developed.[5]

These same teachers taught ninety nine World of Work units.[6] In addition to the formal teaching of WOW units they used parts of WOW units in their regular class units. These fifty seven teachers also used a total of forty eight teacher developed career education units.[7] These units each encompassed two or three class periods in length.

In addition to this the reporting teachers used one hundred and thirty community people who contributed information in the class room about their careers. Many of these people were parents of the children in the class.

Teaching moments (infusion) played an important part in the teacher's career education program. This strategy was used almost daily. Other common strategies were also used to develop desired career goals.

4. Evaluation Section
5. Appendix C Part I
6. Appendix D Part I
7. Appendix E Part I

Junior High Schools

All of the districts junior high schools, including the non-project schools, were involved in career education experience.[8]

One development of particular merit in a non-project junior high school was the introduction of an exploratory course into the industrial arts program at North Layton Junior High School. Known as - occupational versatility the program provides students with experiences in a number of skills rather than a concentrated effort to develop skills in one area. This program is under development and will be even more valuable as development proceeds.

At Kaysville Middle School (project school) teachers have introduced career education into their curriculum by using teaching moments, hands on experiences, resource visitors, audio-visual materials, mini-units,[9] career research, reports, role playing, games, and the use of the resource center. Students also developed projects through research and hands-on experiences for a science fair.

A unit in securing and holding a job was used in all eighth grade English classes. This same type of a program was used in the tenth grade English at Woods Cross High School.

Details of the extensive junior high school counseling effort are given in the section on counseling below.

High School

All six high schools were involved to some degree in career education. Five of the schools have good career information centers and a program for student orientation in and use of the centers. The sixth high school will begin its program during the third year. All sophomore students are involved in the orientation activity. Some career center programs are also provided for students of other grades.

In addition to the information centers the non-project high schools are beginning to infuse career education into their class work.[10]

In the project high school, Davis High, there was a continuation of activity started during the first year. An orientation meeting was held with ninth grade students and their parents. Presentations were made concerning the career education program at Davis High School. A similar session was held with twelth grade students and their parents. All graduating students who intended to go on to post-high school institutions attended sessions in which post-high school opportunities were discussed. Representatives of the colleges and technical schools were present to discuss their specific offerings.

Again this year a mini-course program was conducted. All teachers were urged to prepare a career related mini-unit. Some teachers joined to present a unit. Forty three units[11] were taught some for two sessions and some for four. There was involvement of many community resource people in these units.[12]

8. Evaluation section for extent of involvement
9. Appendix F Part I
10. Evaluation section for extent of involvement
11. Appendix G Part I
12. Evaluation section for further mini-unit information

Some teachers developed formal units on careers related to their subject matter. Resource people from the community were used to enrich these units. One unit that was notable was a unit on decision making taught in the psychology class.

A number of career related clubs were active at the high school. Among them were the F.B.L.A., VICA, FFA, FHA, and DECA. They participated in local, state and nationally sponsored activities.

This school has had a successful program in many vocational areas for a number of years. These programs are being upgraded and their offerings expanded. With this growth has come added emphasis and increased student involvement in vocational training.

On the job training was offered to the interested students. This is well organized under the supervision of a full time vocational education coordinator. During the past year 136 students took advantage of this experience

The business department held an open house for students, teachers, and townspeople to view the course offerings at Davis High School and to become acquainted with opportunities for employment in the business field.

This non-project school held notable career activities. Woods Cross High School held a challenge week around a career theme. Clearfield High held a well organized and well accepted career day.[14]

Counseling and Guidance

In the elementary school we subscribe to the philosophy that the best counselor is the teacher in the self contained classroom. This teacher may request the help of a resource team of specialists in student support areas assigned to the school.

Extensive career guidance is given in the middle school. Every sixth and seventh grade student received orientation and group counseling in career planning. Every eighth grade student, along with his parents, was involved in preparing an educational and career planning sheet. This consisted of group orientation and individual counseling. A full description of this program was given in the first year report of the project.

All eighth grade students were given the DAT and the results were used in educational and career planning sessions.

On the high school level all ninth grade students, who had prepared planning sheets the previous year, were given the GATB. Follow up activity was carried on in interviews with students and parents.

Tenth grade students were given the California Occupational Preference survey in connection with their orientation in the career information center. The results were filed with the counselor and used as a basis for counseling.

Specific career and educational guidance was given the eleventh and twelth grade students leading to an exit program designed to help place them on the next step of their career plans.

All seniors who planned to attend a post high school institution received counseling and assistance in admission procedures. Students who wanted to go into the labor market were offered the opportunity

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14. Appendix I for detail

of job placement assistance. One hundred and twenty six people took advantage of this service. Twelve teachers primarily counselors and vocational people, were involved in this activity.[15]

Students who left school before graduation were also offered this counseling and assistance. However, few students choose to use these services.

During the summer a Youth Employment Service (YES) sponsored by the employment service was set up at each high school. It was manned by student personnel and assisted students in getting job experience through summer work.

A follow up of last years graduates was done in the late months of 1974.[16]

Parental Involvement[17]

Parental involvement starts on the elementary level with parents acting as career resource people in the classrooms. This year we published a brochure and distributed it to all parents of students in the pilot elementary schools. This brochure answered questions concerning the place of career education in the elementary school program.

Each teacher explained the career program to parents during the regular parent-teacher conferences at the end of the first school quarter.

In addition to resource visitors, the middle school held a career night in connection with P.T.A. They had speakers and career displays. The eighth grade parents were involved in the education and career planning sessions as indicated above.

Media Development

During the projects first year and a half we had a staff member responsible for the development of media. There is value in this activity because it can add a local flavor to media materials. However the production, while of good quality, was so slow that we determined the cost was greater than the value. This component of the project was discontinued at the end of the first semester of our second year.

Supplies and Materials

All supplies and materials have been purchased as indicated in the grant proposal and approved by the grants office. Few supplies and little equipment purchased under this grant are maintained at the central office. The prevailing philosophy is that material has greater value when it is near at hand for the teacher. Therefore material is inventoried at the central office and placed in individual schools for use.

Dissemination

The large item in dissemination for the second year was the preparation of career education guides for the secondary departments. A master guide for all secondary schools was prepared. This was then broken down and published as a general guide of fifteen pages covering the career concept locally and generally, a definition, the aims and career outcomes, and the

15. Appendix J Part I
16. Evaluation section
17. Evaluation section on parent involvement

scope and sequence, and the teacher's role in career education. A separate section for junior high schools and senior high schools was included.

A further breakdown was a guide for each secondary department by junior and senior high schools. The largest (high school language arts) is thirty seven pages, and the smallest (junior high school industrial arts) is twenty seven pages. We believe these are small enough that teachers will use them.

The department guides include the role of the junior or senior high school, a listing of career by cluster, class room strategies, occupations related to the subject, suggested activities for that subject, and an appendix. They are intended for the use of the class room teacher.

Information concerning our project and program has been sent to other districts and schools in and out of the state.

As indicated elsewhere, dissemination with in Davis County School District has resulted in all but five of the fifty two schools in the district developing some level of career education.

A organization known as Business, Industry, Community, Education Partnership (BICEP) was started with Davis School District as an initial member. Its purpose was to facilitate the use of community resources in career education. We were able to have significant input into the development of the organization, its purposes and procedures. However, because of the distance involved we felt it impractical to become a permanent part of this program.

Evaluation

During the year we have had one monitoring visit from the project officer from the Denver Office of USOE. His reaction to what we were doing was generally favorable. Our desire would have been to have him remain longer to see more detail of the program.

The third party evaluator was Dr. Milford C. Cottrell from Brigham Young University. He was also evaluator for the first year project. Evaluation was made to follow, as nearly as possible, the guide prepared by Developmental Associates and distributed by the USOE. Because of the late date of submission of the guide, the resultant study required, and the need to call for evaluator bid, the design of the evaluation had to be forced into a short period. The results probably lack somewhat in validity. The third party evaluation is part II of this report.

FINANCIAL

The major funding for the project was provided by the project grant. However other monies were used in developing the whole career education program through the regular and usual channels of the district. The district has a history of spending considerable amounts in career related activities. These are continuing making it possible to use grant funds for other project activity.

The district's purchasing and accounting departments were used exclusively for handling the financial component of the project. Regularly established policies and procedures were followed. All expenditures were approved by the director and an assistant superintendent. All purchase orders were counter signed by the fiscal agent and all payments were made by check from the accounting

department.

A breakdown of expenditures by percentages is shown in Appendix K.

6d Director's Conclusions, Implications, Problems, and Recommendations

The project is evolving into the program. Steadily the career concept is infiltrating all schools of the district. Progress seems, at times, to be slow, but we are purposely avoiding a crash program with a super structure that will fall when federal support is removed. Our personal belief is that another year of gentle pressure will result in the career concept being established on a solid base in all schools. The program should be able to transcend the project.

A new personnel organization will be developed for the third year reducing the district input and strenthening the leadership in the individual schools. This is in line with our ultimate objective.

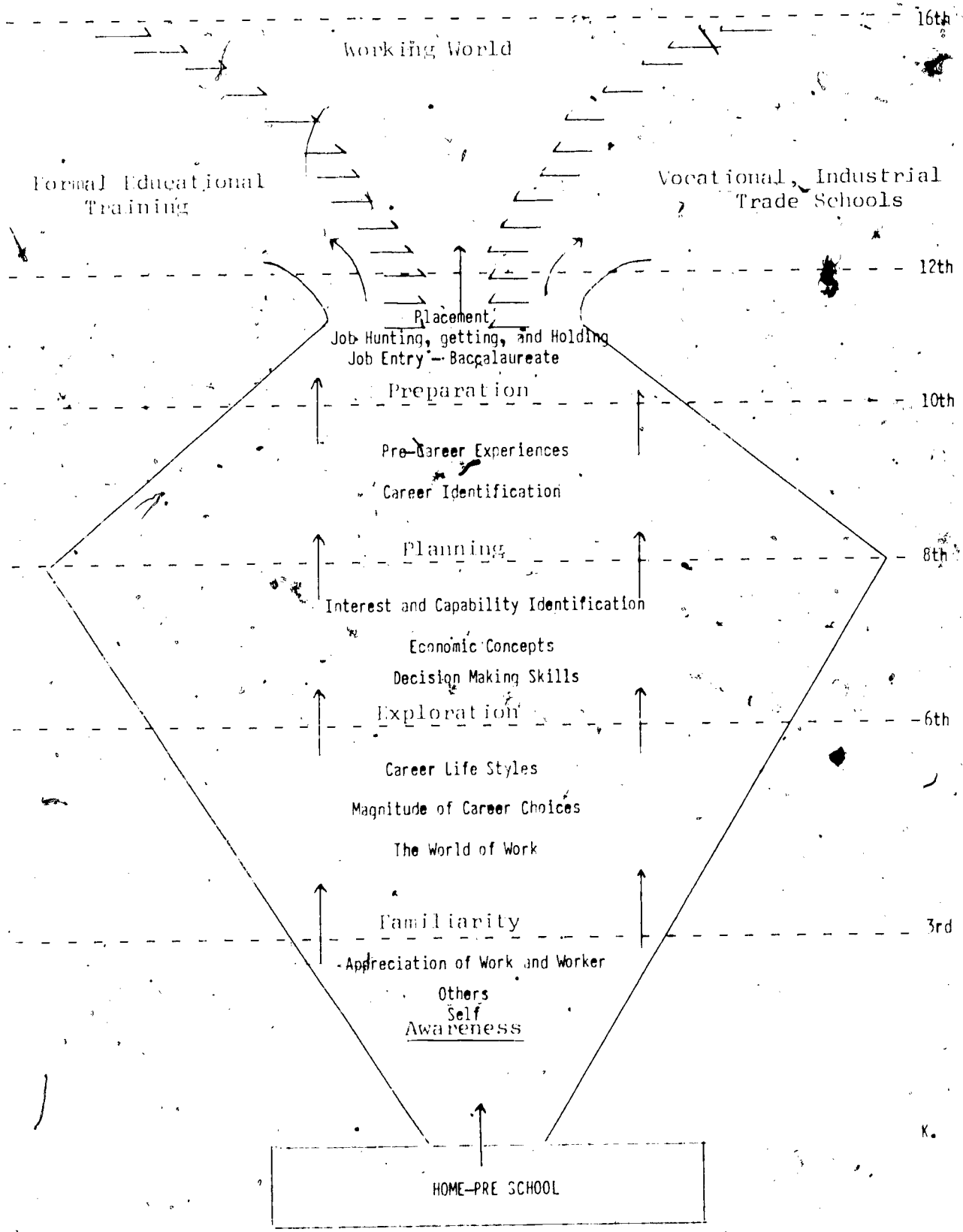
We are facing some problems. One is the implementation of a model for a citizens advisory committee that will bring some results. For all our talk that patrons want input, and our effort to make this possible, the results are not really significant. We are studying two models as possible solutions to this problem.

The third party evaluation procedure did not result in a great deal of benefit to the program operation during the second year. This is not a reflection on the evaluator but rather on the mandated evaluation process and the timing of its introduction to the project. The process reflected the needs and purposes of the federal agency rather than the needs of the project.

Timing and follow through on a district administrative level also posed some difficulty. Decisions were sometimes delayed and assurances given that did not materialize. This resulted in uncertainty in finalizing and moving forward with plans.

Our next step is to involve personnel enough in each school that they become committed to the career concept. From this personnel the concept should permeate the whole Davis County School system.

CHART I


16th
Working World
Formal Educational Training
Vocational, Industrial Trade Schools
12th
Placement
Job Hunting, getting, and Holding
Job Entry — Baccalaureate
Preparation
10th
Pre-Career Experiences
Career Identification
Planning
8th
Interest and Capability Identification
Economic Concepts
Decision Making Skills
Exploration
6th
Career Life Styles
Magnitude of Career Choices
The World of Work
Familiarity
3rd
Appreciation of Work and Worker
Others
Self
Awareness
K.
HOME—PRE SCHOOL

PART I

APPENDIX

APPENDIX A

Instructional Objectives

Major objective: Every child in the pilot schools will have a background in and an understanding of the world of work so that he can be placed on the next step toward his career goal when he leaves Davis County Schools.

1.0. Students will be aware of themselves, their capabilities and limitations, and of other people who are around them demonstrated by:

1.11. A pre and post test given to elementary students in which their responses to two given social situations will be compared.

1.12. The results of a pupil adjustment inventory completed by teachers about randomly selected elementary school students.

1.21. Evidence contained in an occupational interest file compiled for each middle school student.

1.31. Each tenth grade student completing the California Occupational Preference Survey and discussing his profile with his counselor.

2.0. Students will show an appreciation for the dignity, value, and importance of work demonstrated as follows:

2.11. At the completion of the fifth grade elementary children will be able to indicate how selected workers in the community help the worker himself, the child, and community, as shown by their correctly identifying the necessary work performed by a worker in thirty out of forty multiple choice and matching questions.

2.21. At the completion of the eighth grade, the learner will have learned the concept that high quality work contributes to personal selfesteem, peer approval, and pride in one's own achievement as shown by the improvement of his school work as reflected by a comparison of his school grades during the sixth, seventh, and eighth grades.

2.31. An eleventh grade student scoring seventy-five points out of 100 possible points on an instrument to be developed locally measuring the student's attitude concerning 25 selected careers and workers.

3.0. Students will understand the economic concepts that lead to independence and security, as shown by:

3.11. Fifth grade students selecting twenty-five correct

answers on a multiple choice test of thirty questions to be developed concerning the principles taught in the world of work units related to economic concepts.

3.21. Eighth grade students selecting forty correct answers on a multiple choice test of fifty questions relating to the thirteen basic principles of economics established by the Utah Council on Economic Education.

3.31. Twelth grade students correctly ranking the three careers they have indicated in 4.31 in economic order in terms of (a) immediate economic reward and (b) long range economic reward.

4.0. Students will use systematic decision making techniques in problem solving as indicated by:

4.11. The third grade child's ability to apply a decision making process in writing to a common problem situation when the evaluator indicates the steps.

4.12. The fifth grade child's ability to list accurately in writing three basic steps in problem solving and identify each step in a problem solving situation.

4.21. The eighth grade student using the steps of a problem solving model, indicated by the counselor, in establishing his educational and career plan. His plan technique will be available for the evaluator's examination.

4.31. The eleventh grade student making a first, second, and third career choice and identifying the steps of a problem solving model in making his choice. His worksheets will be available for the evaluator's examinations.

5.0. Students will know the magnitude of career choices and will understand the inter-relationships of careers as shown by:

5.11. A third grade student's ability to identify correctly ten pairs of common related careers out of a written test of fifteen pairs.

5.12. A fifth grade student's ability to write a list of twenty different kinds of workers in 30 minutes.

5.21. A eighth grade student having completed a study and written a comment on five career clusters.

5.31. A ninth grade student's ability to list seven career clusters and two careers in each, in a non-testing situation.

5.32. An eleventh grade student's ability to name six careers in the career cluster of his choice and four careers in a second choice career cluster. (see 4.31) In a non-testing situation.

6.0. Students will know the need of education and training in order to have a successful career as indicated by:

6.11. A fifth grade student's ability to identify correctly the degree of educational preparation required for twelve out of fifteen occupations listed in a matching test.

6.21. An eighth grade student's ability to identify correctly the entrance requirements for one of five selected occupations in each of the fifteen U.S.O.E. career clusters. In a non testing situation.

6.31. A ninth grade student preparing an educational plan to reach his career goal.

6.32. An eleventh grade student selecting a study course for his last high school year that is compatible with his career choice as shown by the evaluator's comparison to his career plan with his registration.

7.0. High school and post high school students will be prepared for and placed on the next step of his career plan as shown by:

7.31. The eighth grade student's preparation of a career plan in an occupation of his choice.

7.32. Substantive evidence of the student's intent to follow his career plan as the time he leaves school.

7.33. Evidence by a follow up six months after the student exits that he was actually placed on the next step of his career plan.

Procedural Objectives

1.0. Teachers who have not already completed workshop training will be provided with meaningful in-service training as indicated by their response to an opinion questionnaire at the end of each in-service activity.

2.0. Every teacher will be involved in career education as shown by:

2.1. A questionnaire at the end of the school year.

2.2. Actual preparing and/or presenting of some career education activity during the year.

3.0. Each elementary teacher will teach two world of work units during the year.

4.0. Every school will avail itself of the bank of resource people as shown by a report of the number of career resource people used at the school during the year, or by the submission of a list of the resource people used.

5.0. Every school will use audio visual materials where

appropriate in teaching career education. The degree of use will be shown by a report of the frequency of use of this material.

6.0. Parents will be involved and assistance given to them in securing a knowledge of the career education program at each school level. The degree of achievement in parent involvement will be shown by a questionnaire completed by randomly selected parents.

7.0. Interest, aptitude, and/or career inventories will be administered to students in both the middle school and the high school.

8.0. Students in the middle and high schools will receive career guidance. The degree to which this is achieved will be shown by a report of the number and the frequency of career related interviews.

9.0. Students of the middle school will have opportunity for hands on experiences. The degree to which this is achieved will be shown by a semester report of the number of opportunities provided and the number of students involved in each.

10.0 Teachers of the middle school and the high school will use teaching moments to show the career implications of their subject matter. The degree of achievement will be indicated by having the teacher keep a log of such moments during a given day, week, or month reporting the results of the log at their department meeting, and submitting the log for evaluation.

11.0. On the job opportunities will be provided for as many high school and vocational school (13th, 14th year) students as practicable. A record of these experiences will be submitted to the evaluator.

12.0. Career information centers will be established at the high schools for teachers and students and at the middle school for teachers.

12.1. An inventory of material and equipment available in the information center will be compiled at the end of the year.

12.2. Record of the frequency of the use of the center by teachers and by students will be kept.

The following addendum was made to the program objective providing for the expansion of the career education to all the schools in the district.

13.0. All schools in the district will provide identifiable career education experiences for their students.

13.01. Those schools not already involved in career education will have orentation sessions for all faculty members conducted by the project staff.

13.02. All teachers will use teaching moments to show the career implications of the subject matter.

13.03. Each school will acquaint parents with the career

education program, it's purposes and methods, and will provide maximum parental involvement in the program.

13.11. All elementary school teachers will acquire a commitment to career education. They will teach two world of work units during the year using the activities involved and will make career education part of their on going classroom program

13.12. New materials and procedures field tested in the pilot schools will be introduced in all elementary schools.

13.13. Career education will be made part of the new social studies curriculum for the elementary schools.

13.21. Each junior high school will have its teachers in the five designated academic areas involved in teaching career education.

13.22. Each junior high school will have two teachers from each designated areas complete a training course in implementing career education in their department.

13.23. Each junior high school will offer some exploratory experience in each of the career cluster areas.

13.24. Each junior high school will have a mini-unit program in which all of the students will participate.

13.25. Each junior and senior high school will designate a staff member to coordinate the implementation of career education in that school.

13.26. A survey will be made by each junior and senior high school to determine the areas where hands on experiences are being offered.

13.31. A district wide minimum career education program for high schools will be developed through the cooperative efforts of the high schools.

13.32. All high schools will provide a career information center for student and teacher use.

13.33. All tenth grade students will have planned instruction in the use of the career information center.

APPENDIX I

I. Director

A. Full time devoted to career education.

B. Continue all responsibilities listed in the project proposal (page 29).

C. Responsible for the development and implementation of the junior high school component.

D. Coordinate the post high school program with the career education program.

E. Coordinate the expansion of the program on all levels.

(Rationale: This school year the career education program will be made available to all Davis County Schools that want to use it. (See letter of May 17, 1974). With the expansion we need a full time director to coordinate the program. The stress to be placed on the junior high program will require his specific attention.)

II. Career Placement Specialist.

A. Job description title changed to "High School Career Education Coordinator".

B. Supervise other Davis High School personnel in the performance of items "A", "B", and "C" listed under career placement specialist, page 30 of the project proposal.

C. Responsible for the follow up program for students leaving Davis High School.

D. Responsible for development and operation of the career education program at Davis High School.

E. Work with the director in the expansion of career education to the other high schools in the district.

(Rationale: We have staff members at Davis High School, the pilot school, that are available and trained to do most of the things assigned to this job by the proposal. They are the vocational coordinator, the distributive education coordinator and the four counselors. We will use them in the program, without cost to the project, and free our staff person to assume other responsibility).

III. Social Studies Consultant.

A. Responsible for the introduction and operation of the World of Work program in all elementary schools in the district other than the three pilot schools.

B. Responsible for making career education part of the social studies curriculum in Davis County elementary schools.

C. Carry out these responsibilities along with his regular assigned duties in elementary social studies.

(Rationale: The elementary social studies curriculum in our school system has been in process of revision for the past year. In the on-going program it is intended that career education become part of the social studies curriculum. It is being written into the new curriculum on each grade level. Therefore, as we expand career education beyond the three pilot schools, we feel it wise to place the responsibility with the person who will have that responsibility after the grant period. The social studies consultant will become part of our team for this purpose without cost to the program).

IV. Career Curriculum Specialist.

A. Half time work with the project.

B. Responsible for the World of Work program in the pilot elementary schools.

C. Provide needed materials for these schools.

D. Provide teacher helps as needed.

E. Assist teachers in achieving all the goals established for career education in the elementary schools.

F. Supervise the production and selection of additional units in the world of work.

G. Assist the evaluator in securing evaluation data.

H. Prepare and up date the scope and sequence chart for the entire project.

(Rationale: The career education program is functioning very well in the three pilot elementary schools. Its success now depends primarily on the school staff directed by the principal, with nominal assistance from the district staff. There will no longer be a need for a full time person to work here as a supervisor).

APPENDIX C

Career Concepts Developed in the Elementary Schools

a. Kindergarten teachers:
   1. School children need to develop a respect for work and workers.
   2. Parents show respect for work and workers.
   3. The mother's work in the home is important.
   4. There is value in children talking to parents about their work.
   5. Parents have important jobs.
   6. There are many jobs.
   7. Children need to develop a good self concept.
   8. All honest work is honorable.
   9. Everyone has a job to do. Students too.

b. First grade teachers:
   1. All honest work has dignity.
   2. There are many jobs.
   3. Everyone should do some work as well as he is able.
   4. People should enjoy work.
   5. People work to buy the things they need.
   6. School is one work responsibility for children.
   7. School and future work are related.

c. Second grade teachers:
   1. Every worker and student should do the best work they can.
   2. Honesty is important in work.
   3. Workers work with products and services.
   4. All work is important.
   5. People have personal work preferences and abilities.
   6. Workers should be respected for their contributions.
   7. School work helps to prepare for life.
   8. There are many jobs.
   9. People work for social and economic reasons.
   10. The ability to get along in school and get along at work are related.

d. Third grade teachers:
   1. Workers need training and schooling.
   2. Many workers are needed in a community.
   3. All honorable work is important.
   4. Career selection is an individual responsibility.
   5. There are many jobs.
   6. People should show good attitudes towards work.
   7. Everyone should do the best work they can.
   8. Work should be enjoyable.
   9. People work for social and economic reasons.

e. Fourth grade teachers:
   1. All honest work is important.
   2. Workers have many responsibilities.
   3. There are many jobs.
   4. Work can be interesting and satisfying.
   5. People need to prepare for jobs.
   6. Jobs are chosen because of personal interests, abilities etc.

7. People work to provide for their own well being.
8. Workers depend on each other.
9. A student's pay is what he learns.

f. Fifth grade teachers:
1. All work is important.
2. School helps to prepare for future work and life.
3. Work should be enjoyable.
4. People need to prepare for work in their future.
5. People should take pride in their work.
6. People should select jobs that suit their interests, abilities etc.
7. There are many jobs.
8. We need to develop a respect for government workers.

APPENDIX D

World of Work Units taught in Elementary Schools

A total of 99 World of Work units were taught. This is less than the number taught last year. There are reasons for this. Teachers finding it more comfortable to develop career concepts in their ongoing curricu.um than in using whole WOW units perse.

a. Kindergarten:

School workers, neighborhood workers.

b. The first grade:

Policeman, hospital, parent's work, school workers, dairy farm, house builders and five senses.

c. The second grade:

Florist, dentist truck driver, post office, food services, and fireman.

d. The third grades:

Garbage collector, city workers, banker, medical helpers, truck driver, dentistry, food services.

e. The fourth grades:

Water, transportation workers, weather, and teachers.

f. The fifth grades:

Barber and beautician, food services, forestry, federal political workers and banking.

g. The sixth grades:

Law enforcement and newspaper.

APPENDIX E

Career Mini-Units Taught in Three Elementary Schools

a. Kindergarten:

Volunteer work, fire station and library workers.

b. The first grade:

Teacher, pharmacist, cakes and decorating, telephone workers, U S government services, musicians, cotton, wool, airport workers, space flight workers and newspaper reporter.

c. The second grades:

Florist designer, nurseryman, cosmetology, rancher, airport workers, non-athletic careers in sports, salesperson, and bus driver.

d. The third grades:

Beekeeping, lab technician, reporter, leather worker, sheepmen, marketing and distribution, policemen and social workers.

e. The fourth grades:

Audiologist, photography, TV workers, travel agent, architect and meteorologist.

f. The fifth grades:

Park ranger, work I'd like to do some day, airline worker, cook, bus shop workers, potato chip factory workers, wall construction, potato farming and wheat farming.

APPENDIX F

MIDDLE SCHOOL MINI-COURSES

SPRING SEMESTER

Recreation - Camp Occupations
Transportation Careers
Mining Occupations
Careers in Geology
Sports Careers (Non-participating)
Journalism Careers
Railroading Occupations
Water Transportation Careers
Air Transportation Careers
Trucking Occupations
Commercial Transportation Careers
Manufacturing Occupations
Environmental Careers
Careers in Writing
Marine Occupations
Careers in Music
Careers in Newspaper Work
Personal Services Careers
Forestry and Park Services Careers
A Landscaping Career
Public Service Occupations
Health Occupations
Careers in Acting
Food Services Occupations
Construction Occupations
Careers in the Communication Fields
Architecture and Drafting Careers
Careers in Fashion Design
Consumer and Homemaking Occupations
Careers in Telephone Occupations
Use of Effective Communication in Careers
Marine Sciences Careers

APPENDIX G

MINI-COURSES OFFERED AT DAVIS HIGH SCHOOL, 1975

Recreational Job Opportunities
Health Occupations (Technicians and Specialists)
Military Service
Job Applications and Interviews
Yearbook Production (Graphic Arts)
Opportunities in Sports Officiating
Doctor, Nurse, Technologist, and Therapist
Economic Survival
Really Move The World (Operating Engineers)
Women and The Airlines
College Selection
Commercial Printing Opportunities
More Health Occupations (In-Hospital Service)
Changing Lifestyles for Girls and Women
Careers in Aviation
Four Careers for Fun and Profit
Pay for Play (Fine Arts)
Recognizing Personal Strengths
Getting That Job
Wildlife and Biological Careers
Agriculture Related Summer Employment
Where to Look, and What to Look For in A Job
Occupational Values
Women: Careers Unlimited
Job Opportunities in Tourism
Foreign Language Careers
European Travel Opportunities
Opportunities in Gardening and Landscaping
Coaching and Physical Education Careers
Non-Degree Programs in Agriculture Related Occupations
Owning a Business of Your Own
Careers in Electronics
Introduction to Music Theory
Careers in Business
Careers in Engineering
How to Make Your $ Millions (Economics)
Careers in The Automotive Field
Insight Into Marriage (Decision Making)
Technical Colleges
Living on A Shoestring (Consumer Economics)
Art Reproduction
Careers in Chemistry
Careers in Journalism
Careers in The Building Trades

APPENDIX I PART I

Clearfield High Career Day

We felt that our 1974 Career Day was very successful, because interest was so high. As a matter of fact we didn't have any students in the halls.

Our objective was to expose as many students as possible to different experiences, and over a three year period the students will get to listen and find out about many occupations and professions.

Each department chooses their own occupational and professional people. The department head was in charge to see that each teacher followed through with this assignment. We had several meetings with the department heads so they would know the procedure to follow. One teacher coordinated the entire program. We made up a large board on the wall by the office and listed each teacher at the top and the periods down the side beneath the names. Each period showed the professional person who was scheduled to speak in each room. We had our ROTC students excort the visitors to their prospective rooms.

We also printed handouts identical to the board and gave a copy to each teacher so they could show students who was scheduled to speak in every room. The board was completed a few days before the actual events of Career Day and kept up to date with the changes that took place in the schedule. Each department head gathered the confirmed list of names from their department and gave them to the coordinator. He in turn filled in the board.

We had several students working full time in calling, scheduling, typing up the handouts, and putting the large board together.

Each teacher would spend a few minutes of each period to explain the program The teacher had the option of keeping their own students or letting them go to another class. Slips of paper were handed out similar to this:

_____

Room #_____ #_____

Student_____

Teacher_____

Date:_____

Occupation_____

Hosting Teacher_____

_____

so if a student wanted to go to a different class than his normal schedule, he would go to the hosting teacher and ask permission to attend his class. The hosting teacher would look over his seating chart and if there was room the student received a slip from the hosting teacher. He would have his regularly scheduled teacher sign the slip and when the period came on Career Day he would give the

hosting teacher the slip. The regular teacher and hosting teacher would know where that student was scheduled to be. If the student didn't show up he was marked absent.

Each teacher must cooperate if the program is to be successful.

Some students will stay home but we encourage all students to attend.

This program should be started at least 2-3 months in advance.

There is no reason why the whole school shouldn't benefit from this type of a program.

This is not the only way to set this type of program up. There are probably many other excellent plans. Our plan has been successful for us, but we will still make some changes to try to improve it.

APPENDIX J PART I

DAVIS HIGH SCHOOL

Kaysville, Utah
March 12, 1975

Dear Sir:

A job placement program is underway again this year at Davis High School. We feel that we can be of real assistance to our graduating seniors each year by attempting to place them in jobs following graduation. Some graduates are interested in Summer or part-time employment while waiting for college to begin in the Fall. Many, however, are interested in full-time employment or on-the-job training situations leading to full-time jobs.

We will appreciate your cooperation in placing graduates in your business wherever you have employment opportunities that these young people might fill.

Specially selected placement supervisors will work with you and the students to assure you of a good selection of applicants that qualify and are interested in the positions you have available.

We will appreciate your completing the attached form and returning it to us in the enclosed, stamped, self-addressed envelope.

We thank you for any assistance you may be able to render to this worthwhile project.

Cordially yours,

Richard S. Stevenson
Principal

Rex W. Passey
Career Placement Coordinator

APPENDIX J (Cont.)

Placement Information Card

Name _____ Soc. Sec. No. _____ Birthdate _____

Mailing Address _____ Home Phone _____

Father _____ Address _____

Mother _____ Address _____

Highest grade completed. Please check _____ 9th _____ 10th _____ 11th _____ graduate _____ year

My present plans are:

Work full-time as _____

On-the-job training as _____

Technical College or School _____

Business College _____ Major _____ Institution

Junior College _____ Major _____ Institution

4-yr College or University _____ Major _____ Institution

Military Service - Branch _____

Become a Homemaker _____

Other (Please Identify) _____

Are you presently employed? If so, where? _____

Do you desire further assistance from the school to achieve your career plan? _____ yes _____ no

If no, give reason _____

Do you posses entry-level skills? Please list _____

_____

Area in which you could accept employment: Kaysville-Farmington only _____

Davis County _____ Ogden _____ S.L.C. _____ Within Utah _____ Outside Utah _____

Do you prefer employment with private _____ or Government _____ agency?

List physical handicaps or other factors that may limit employment or training _____

_____

Placement _____ Date _____

_____

Additional Placements _____ Date _____

_____

Company _____

Address _____

_____

Person to Contact _____

Telephone Number _____

We will _____ We will not _____ be able to place one or more graduates.
(Please check one)

We hope to be able to place _____ boys as: _____

_____

Job Description: _____

_____

Requirements: _____

_____

We hope to be able to place _____ girls as: _____

_____

Job Description: _____

_____

Requirements: _____

_____

All of these students will be 17 or 18 years of age. If the available position requires someone 18 or older please indicate under requirements.

The job will be: Full-time _____ Part-time _____

Time schedule if other than regular day shift. _____

Is it possible that this position might be permanent? yes ____ no___

The best time for an interview appointment is: _____

APPENDIX K

Expenditure Breakdown by Percentage
(To nearest 1/10 of one percent)

Salaries for personnel	59.7%
Employee Benefits	12.1%
Consultants	1.3%
Travel	1.4%
Conferences	0.2%
Equipment	5.3%
Supplies	9.8%
Evaluation	4.7%
Reports	0.2%
Printing	Less than 1/10 of one %
Dissemination	0.6%
Boards Expense	Less than 1/10 of one %
Stipends for Workshops	4.5%

District Costs (Based on Federal Expenditure)

Administrative and Clerical	6.0%
Communication	0.3%

PART II

EVALUATION REPORT

OBJECTIVES OF PROJECT EVALUATION

The purpose of this evaluation was to determine if there were significant differences in selected variables between treatment and non-treatment groups of K-12 students in levels of academic achievement and attitudes toward work after the treatment group participated in a career education program in Davis County (Utah) School District during the 1974-1975 school year. A second purpose was to determine the level of understanding of Career Education concepts and principles held by students participating in a specially funded Career Education Program.

Delimitations

This evaluation was limited to the collection of data pertaining to the knowledge and attitudes of students, parents, and teachers toward concepts and roles of career education at Davis High School and its feeder schools.

Developments of Instruments

Instruments used in evaluating the project consisted primarily of questionnaires or forms for recording school data. Three instruments were standardized by commercial companies. while the remainder were locally designed. Some of these instruments had been used in previous years, and in some instances they were modified to meet the needs of the current program.

Content validity was established by experts at Brigham Young University and Davis County School District. Several students of the Provo City (Utah) School District assisted in the evaluation of appropriate vocabulary levels of several questionnaires. Final approval of the instruments was obtained from the U.S. Department of Health, Education, and Welfare at Denver, Colorado.

Administration of the Instruments

Evaluation procedures of the program involved a random sample of thirty students taken from a minimum of three schools at designated grade levels in elementary school grades, and thirty students from a minimum of three classes in each junior and senior high school participating in the career education project and categorized as "treatment" schools.

Non-treatment students in specified grades were selected, thirty per grade, from schools which were not participating in the project. Grades three and six students were selected from Boulton Elementary School in Davis County, and grades nine and twelve were from the Jordan (Utah) School District.

The Posttest-Only Control Group Design technique was used with the three standardized instruments, while randomly-selected students were administered posttests using one standardized and four locally-developed instruments. Questionnaires or school records were used as sources for required data.

Counselors of the two school districts either administered or provided assistance to teachers and others in the administration of the various instruments and in the collection of data used in this evaluation.

Data have been organized under five primary headings for facility in analysis: Data of Student Origin, Data of Teacher Origin, Data of Parent Origin, Data of General Origin, and Observation. Data under the heading of "Data of General Origin" include information obtained from school records, while the observational section contains that analysis of the program as seen by participating administrators, faculty, and evaluator.

DATA OF STUDENT ORIGIN

Career Education Orientation for Sophomores

An instrument (Appendix A) was administered to 175 sophomore students following the career education orientation for the purpose of evaluating the effectiveness of the orientation and to determine the reaction of students to career education and to school facilities. The statistics derived from data are contained in Table 1. Students generally believed that they were helped by the California Occupational Preference Survey, and that sophomores were not too young to begin making career choices. There was some agreement that job information at the Davis High School Information Center was geared toward vocational and not professional courses and that more orientation time was needed in order to adequately explore materials.

Students agreed that post-high school education and training should be emphasized as well as job information. They also felt a desire to visit the Career Information Center frequently. Mild disagreement was reflected for the career orientation session being postponed until the senior year.

Self Awareness

Davis County students of treatment schools in third, sixth, and ninth grades were administered instruments to determine their self awareness. Third grade students were administered "Self Observation Scales," a standardized instrument. Sixth and ninth grade students were administered the "Career Maturity Inventory," a standardized instrument, two portions of which reflect self awareness: "Attitude" and "Knowing Yourself." Data obtained from the third grade is contained in table 2.

Third Grade. Analysis of data in Table 2 shows that total mean scores for treatment and non-treatment groups were not significantly different for any of the four categories: self acceptance (how students view themselves); school affiliations (how students view school experience); and self security (how students view the factors that affect their lives). There were also no statistically significant differences between individual schools or total mean scores of treatment and non-treatment groups.

Although statistically non-significant, the total mean scores for treatment schools were higher than those of Boulton Elementary School.

Sixth grade. Only one elementary school among treatment schools contained sixth grade classes, Farmington Elementary, and was, therefore, one of the treatment groups. Kaysville Junior High sixth grade was also a treatment group. The third element of the sixth grade was the non-treatment school, Boulton Elementary.

Ratios of performances of the three schools were determined for each portion of the instrument and for the aggregate total, and results tabulated in Table 3. Data were analyzed statistically using the t-ratio. With one exception, differences were not considered significant when schools were paired against each other. The exception was in the comparison of Kaysville Junior High students (with a mean of 34.1) and Boulton students (with a mean of 31.4). Significant differences were in attitude and total scores (.05 level) and were in favor of the treatment school.

Although differences in scores between Kaysville Junior High School sixth grade students and sixth grade students of Farmington Elementary School were not significant, all differences were in favor of students from the junior high school.

Ninth grade. Differences in scores (both attitude and total awareness) between ninth grade students of Davis High School (Davis) and ninth grade students of Union Junior High (Jordan) were not significant. (See Table 3.) The total mean score for Davis students was 50.1 and that of Union Junior High was 48.3. Statistical computations using a t-ratio showed the difference to be significant at the .01 level in favor of students attending Davis High School. Generally speaking, ninth grade students at Davis High School scored higher on a test of self-concept than did students from Union Junior High School.

Knowledge of Work

Responses of students in grades three, six, nine, and twelve of treatment schools were compared with those responses of students in non-treatment schools. Third grade students were administered a standardized instrument, "Comprehensive Career Assessment Scale, to determine their familiarity with and interest in selected occupations. The "Career Maturity Inventory" standardized instrument was administered to students at treatment schools at Farmington Elementary and Kaysville Junior High sixth grades and Davis High School ninth and twelfth grades, and to students at the non-treatment schools.

Third grade. For each of the seventy-five occupations considered, third grade students were to check one of three options for familiarity: "Know a lot about," "Know a little about," or "Know nothing about." The interest scale was determined by students also selecting one of three responses for the same occupation: "Interesting," "Not interesting," or "In-between."

Each response was given one, two, or three points, with "Knowing a lot about" and "Interesting" garnering three points each.

According to data as analyzed in Table 4, the interest for the aggregate total was, with two exceptions, higher for each career cluster than was familiarity. Students felt they were more familiar with personal service jobs than they had interest in them, and students reflected the same interest as familiarity in public service. High interest and low familiarity indicated that benefits would be accorded students by involving them in field trips, class visitors, and other activities that would provide enrichment and fulfillment of their needs.

Sixth grade. Analysis of data in Table 5 indicate that no significant difference existed between the means of the treatment schools or between treatment and non-treatment schools.

Ninth grade. The mean of Davis High School students was 16.42 while that of Union Junior High was 14.52 as shown in Table 5. The t-ratio showed this difference to be significant at the .01 level. These results led to the conclusion that ninth grade students at Davis High School have a better knowledge of different types of work than do those students at Union Junior High School.

Twelfth grade. Analysis of data in Table 5 revealed the mean score of twelfth grade students at Davis High School to be 17.38, while that of Hillcrest High School (non-treatment schools) was 16.28. Statistical treatment of the data showed this difference to be non-significant.

Ninth and twelfth grade students were administered the "Career Maturity Inventory."

Ninth grade. Data obtained from ninth grade students of Davis High School contained about one-half the variance of similar scores of Union Junior High ninth graders, in one section of the instrument, "What Should They Do?" When data in Table 6 were analyzed using a t-ratio, differences were significant at the .01 level in favor of the ninth grade treatment group. It can be concluded that ninth grade students who receive training about selection of careers as was done in Davis County will score significantly higher on an instrument designed to measure such concepts than similar students who do not receive such training.

Twelfth grade. Statistical differences in data compiled on twelfth grade students of Davis High and Hillcrest High Schools were non-significant (see Table 6). Conclusions that students benefit from career training cannot be drawn in behalf of twelfth grade students.

Magnitude and Inter-Relationship of Careers

Students of the fifth, seventh, and eleventh grades in treatment schools were administered the same instrument (Appendix B) pertaining to the magnitude and inter-relationship of careers, except for necessary vocabulary adjustments for the different reading

levels, to determine student understanding of the functions of one hundred different occupations.

Tabulation of data in Table 7 shows the performance of Burton Elementary fifth grade students to be approximately 20 percent higher than that of Farmington Elementary and 15 percent higher than students of Kaysville Elementary schools. Burton students also scored slightly higher than Kaysville Junior High seventh grade students, but 14 percent less than Davis High School eleventh graders. The mean percentage of correct responses for combined elementary grades as 70.3 percent. All Burton Elementary students gave correct answers to thirty-one of the 100 responses, while Farmington Elementary students all gave correct responses to two of the 100 responses and Kaysville students were unanimous in none of their responses.

Need for Education and Training

Students in fourth, eighth, and tenth grades enrolled in treatment schools were asked to respond to a questionnaire (see Appendix C). This questionnaire asked a number of questions regarding job requirements of selected jobs and students' job preparation plans.

Table 8 contains a tabulation of responses of students regarding job requirements of several jobs within each of fifteen different job clusters. Elementary students selected over 50 percent of the correct answers in eleven of the fifteen cluster areas. The category of "Health" gave them the most consistent problem with, only 13 percent of the students selecting the correct answer. The "Health" area was also low cluster for junior high students who gave only a 40 percent correct response, and tied for low position with high school students.

Students tended to become more optimistic towards more college education as they progressed from elementary through junior high to the tenth grade. Numbers of students planning to graduate from college jumped from approximately 30 percent in elementary school to 50 percent in junior high to 58 percent by the tenth grade. Conversely, 10 percent of elementary students desired to attend technical school, 7 percent in junior high, and no tenth graders selected this option. Students planning to terminate their formal education after graduation from high school dropped from 13 percent in elementary school to 10 percent in junior high to 3 percent in tenth grade. Professional school hopefuls increased 6 percent from eighth grade to tenth grade, from 13 to 19 percent. Students uncertain about their plans dropped from 30 percent in elementary school to 10 percent in the tenth grade.

Appreciation of Work

A standardized instrument, "Career Maturity Inventory," was used to determine the attitudes toward and values of work of

seventh and tenth grade students. A revised instrument (Appendix D) was developed for fourth grade students to coincide with Career Maturity Inventory responses, noted in Table 9.

Analysis of data accumulated from the fifty-question instrument noted a slight increase in mean correct responses from elementary to junior high to high school.

Mini-Courses

To provide information about specific careers in more depth than would be accomplished during regular class discussions, mini-courses were organized at Davis High School ranging in length from one to four class sessions.

Mini-courses were evaluated by high school students following the special periods outlined for their presentation (Appendix F). Data in Table 11 were tabulated according to sex, grade, and according to the number of mini-course sessions attended.

Analysis of data revealed similar statistics for the 316 males and 294 females. Evaluations by grade were also quite similar. Only twice did the mean differ from any class by more than 0.39 and in the first instance freshmen appeared more uncertain than other groups about expectations of subject matter to be covered in the mini-courses. The second instance involved a variance of 0.41, and sophomores were more vociferent about mini-courses being limited to senior students than were the seniors, although mean responses all relfected disagreement. Participants included 193 freshmen, 186 sophomores, 157 juniors and seventy-four seniors.

Response of students toward the nini-course activities was favorable throughout the questionnaire. Students were of the opinion that attendance should not be compulsory. Solid support for mini-courses was apparent when students responded to comparisons between regular classwork and mini-courses.

Work Experience

Forty-three students from Davis High School and seven from the Vocational Center held jobs through the auspices of formal school programs. Following the completion of the work experience, or after a sufficient time on the job, students were administered an instrument (Appendix G) to determine the effectiveness of the program Data contained in Table 12 is broken down by school and by that entity that has been most influential in helping the individual student in his selection of career. Analysis revealed that approximately 68 percent of high school students and 62 percent of Vocational Center students felt that they themselves had more to do with their selection of a career than did parents, teacher, or friends.

Vocational Center students agreed that the work experience was exciting while high school students were reserved in their judgment,

and wheras high school student work was what they expected, Vocational Center students were uncertain. Participants from both schools felt that they had gained from the work experience.

High school students agreed that their work was the same as full-time personnel, but Vocational Center students disagreed. Teachers did not get jobs for high school students according to high school students, but Vocational Center students suggested that teachers were of help. High school students indicated that neither teachers, friends, or parents helped them get the job, but they felt that perhaps some outside help was received. Vocational students indicated that they received outside help. Vocational Center students agreed that the school helped them perform better while high school students were uncertain. High school students who felt teachers had influenced them most greatly in their selection of a job were uncertain about the helpfulness of their job superiors, perhaps indicating undue dependency upon teachers and not finding that quality in their work supervisors. These students also failed to gain from their work experience which others felt to be worthwhile. Teacher-influenced students were more strongly in agreement that some people were hard to get along with than were students influenced by others. Most high school students worked at jobs which employed less than twenty people while Vocational Center students worked primarily in jobs in which there were over 100 employees.

DATA OF TEACHER ORIGIN

Elementary school workshop. Following the elementary school workshop teachers were administered a questionnaire (Appendix H) to determine their reaction to the ideas presented. Analysis of data provided in Table 13 revealed that all elementary teachers found the workshop material useful and the time spent valuable, and in only one instance did over 10 percent (10.3) of the teachers not indicate agreement (yes or some) to questions presented (workshop topics appropriate, time allocated for workshop). Teachers generally gave positive responses to all aspects of the workshop.

In-service sessions were also conducted in August 1974. Career education concepts were discussed in this session with all positive responses noted for questions concerning individual initiative, acquaintance with the World of Work, teaching moments resource visitor preparation, and development of mini-units. Teachers maintained positive attitudes towards the workshops.

Junior high school workshop. Two instruments were devised, one containing twenty components for the "all technique session," (Appendix I) and the second containing only the first fifteen components of the instrument, and used for the other workshop sessions. Tables 14-17 contain responses of teachers to the wide variety of methods taught at the workshop. Teachers were asked to respond to specific sessions on mini-courses, teaching moments, hands-on experiences, other experiences, and a session in which all career education teaching techniques were discussed.

A composite of the evaluations from each session dealing with career education is contained in Table 18. Evaluation of each session was accomplished by grouping responses of teachers according to the teacher's primary teaching assignment (health, language arts, mathematics, science, social studies).

Analysis of data contained in Tables 14-17 shows that teachers whose primary teaching assignment was in the social sciences were generally more strongly in agreement towards components in the questionnaire pertaining to mini-course teaching technique (Table 15) and the teaching moment presentation (Table 16) than were teachers in other areas. Teachers whose primary teaching assignment was in health agreed more strongly to components of the questionnaire dealing with hands-on experiences (Table 17) than did other teachers. They were also more strongly in agreement in the all-technique session (Table 14) than were teachers in other areas.

Responses of mathematics teachers consistently tended towards uncertainty in most teaching techniques in questionnaire components (Tables 14-16).

Responses of teachers did reflect less certainty about the use of mini-courses than with other techniques, but teachers knew where to go for additional information, more so than they did for other specific techniques. Teachers generally agreed that the workshop topics were appropriate in every session and that career education has a place in their school subject matter.

World of Work

World of Work units contain information pertaining to specific careers, and selected units were presented to students periodically during the school year. A total of 120 World of Work presentations were made in the three treatment elementary schools.

Mini-Courses

Mini-courses were planned and conducted in all treatment schools. Following the mini-course presentations, teachers provided information relative to their participation in and evaluation of mini-course activities.

Teacher reaction to mini-courses was generally favorable. Analysis of data in Table 20 shows that teachers of elementary students reported elementary students' reaction to be more favorable to mini-courses than high school teachers reported for high school students, but elementary teachers were slightly less responsive to the mini-courses than were their students. The reverse was true at Davis High School where teachers were more impressed with the mini-units than they considered their students to be. In-class preparation time for mini-courses was minimal with Farmington teachers spending a low 1.1 hours per mini-course and Burton teachers spending 2.8 hours. Some teachers reported that they did not "prepare" during normal school hours. Some insecurities were evident among several of the teachers because of the newness of the mini-course experience to them.

Resource Visitors

Data tabulated in Table 21 reflects only information compiled for grades 2, 7, and 9-12.

A total of sixteen topics were discussed by visitors at the three treatment elementary schools. Teachers at Kaysville Elementary School were enthusiastic in their praise of the presentations, considering them to be of great value. Burton teachers' evaluations were slightly lower, and Farmington teachers considered the presentations to be of value (some 20 percent below the other ratings.) Teachers of Kaysville Junior High seventh graders considered the seven resource-visitor presentations to their 290 students to be of value. The fifty-one presentations given to 2514 Davis High School students were considered by teachers to have been worthwhile.

Teacher Involvement

Davis County teachers in treatment schools were presented with two opportunities to evaluate their involvement in career education acitvities: high school teachers at mid-year, and all teachers towards the end of the school year.

High school teachers. At mid-year of the 1974-1975 school year career education program forty-four high school teachers completed a brief questionnaire (Appendix J) as to their frequency in applying various concepts advocated by the career education program. Analysis of data in Table 22 revealed that only in the area of assisting students with decision-making skills were 50 percent of the teachers frequently engaged, and in two areas 48 percent of the teachers frequently taught subject matter related to career education concepts or to usable skill training.

Approximately 11 percent of the teachers seldom employed the concepts of career education, while 50 percent occasionally participated in these concepts. Only 36 percent of the teachers had completed formal units related to career education and 27 percent were planning such activities.

All teachers. Toward the end of the school year teachers of all treatment schools were administered a questionnaire (Appendix K) to determine the degree of their involvement in and evaluation of career education and of the career education program as conducted in Davis County.

Data in Table 23 were analyzed and revealed that in only two components of twenty-eight did teachers respond with a total below average mean value: "preparing reports on career education," and "use of career education testing." Other components were down for various schools reflecting in most cases little or no time spent in the activity. Most responses, therefore, reflected above average value for each activity, the "use of resource visitors" receiving the highest total mean response of 4.1.

Some trends in school levels were noted. Teachers of elementary and junior high grades placed high values on role-playing activities

while high school teachers responded with slightly below average values. Elementary and junior high school teachers placed little value on career education testing while average value was given testing by high school teachers. Elementary and junior high school teachers placed greater value on teacher participation than did high school teachers, although junior high and high school teachers placed slightly greater value on "discussions with other teachers." Group counseling was valued considerably higher in junior high school than in high school with the responses of elementary teachers falling in between. All teachers of all grades were in perfect agreement of the high value of audio-visual materials. Preparation of posters and displays assumed decreasing importance to teachers from elementary through high school. Hours spent by treatment schools varied from component to component.

Teachers generally believed that all students should be prepared in the public schools for placement in post-high school training or employment, and that all high school students should not be prepared to enter college. All students should be counseled, and parents, employers, and community resources should be used as sources of learning.

Responses of teachers of all school levels were relatively consistent throughout the instrument. Elementary teachers reflected uncertainty as to the educational requirements of most jobs of the future, while high school teachers agreed that most jobs would require less than four years of college. Junior high school teachers were uncertain about the threat that career education would be to their job security while high school teachers tended towards disagreement, and elementary teachers plainly disagreed that there was a threat to their jobs.

DATA OF PARENT ORIGIN

Questionnaires (Appendix L) were mailed to selected parents of Davis School District students to determine their feelings and understanding of career education. Responses of parents were generally favorable as noted in Table 24.

Parents felt, for the most part, that information about career education was gleaned from materials taken home by their children, however much contact had taken place between parents and school personnel. Parent-Teacher Association meetings were the poorest source of information to parents, an indication of either failure of the parents to participate in the PTA or lack of career education information provided at the meetings.

Parents were in general agreement that all work is honorable and should be respected. They also felt that parents have a responsibility in the school programs along with professional educators. While parents believed that High school should concentrate on preparing students for college, they also believed that other than college graduates could be considered successful in life, and that many opportunities exist for tradesmen.

DATA OF GENERAL ORIGIN

Career Counseling and Guidance

Counselors assigned to work with students in treatment schools

were asked to maintain records throughout the school year, 1974-1975, regarding the amount and type of career counseling in which they were involved.

Activities in 1974-1975 clearly divided group and individual counseling between the different grade levels. Table 25 contains a tabulation of counseling and guidance activities for students in treatment schools. It will be noted that group counseling takes place for grades six through eight, and individual counseling for grades eight through twelve. Almost 40 percent more students received career counseling as individuals rather than as groups. The response of students to post-secondary training was just average according to teachers' evaluations.

Use of Career Information Center

Students and teachers were made aware of the Career Information Center existence at the beginning of the school year. During the 1974-1975 school year data were compiled showing the use of the center by the students.

The amount of use of the Career Information Center by sophomore students was considered in this study and is reflected in Table 26. Current figures indicate that 267 students visited the center slightly more that four times each during 1974-1975. Twice as many students received information concerning colleges as did students requesting information about technical and industrial schools.

Career-Related Testing Program

All formal testing was done by the counselors. They were asked to report the type of testing conducted and the number of students involved.

The career-related testing program in treatment schools of Davis County provided group testing for students a total of 1788 times in grades seven through ten. Tabulations in Table 27 also indicate individual testing for only ninety-five students in ninth and tenth grades. All testing was considered by counselors as being of great value to the students.

Hands-On Experience

Students of grades 9-12 at Davis High School were able to participate in various career-related experiences during 1974-1975. Teachers were asked to record and report the number of different types of learning activities in which students participated.

Analysis of data in Table 28 reveals that approximately fifty activities, including class experiments, class reports, special visitors, field trips, and role playing were undertaken by forty-two high school classes.

Skill Experience

An important facet of the career education program is that of providing students with an opportunity to develop one or more skills by the time they leave the public school system. Davis High School offered fifteen categories of skills to students of grades 9-12 according to data tabulated in Table 29. Analysis of these data revealed that students participated in a total of 3875 skill experiences in the fifteen categories, physical education being the predominant class in number of participants. Eleventh grade students were the most active of the four grades with 1090 student experiences noted. Tenth graders participated least with 799 student experiences.

Some possible trends were observed in several skill categories between freshman and senior years. Data may also reflect increased interest and promotion of skills with subsequent increase in enrollment with entering high school students. Data may be influenced by courses taught in earlier grades and thus not reflect disinterest at all.

Numbers of participating students increased between freshman and senior years in business, from 101-192; homemaking from 87-122; science from 53-148; and distributive education from 8-16. Senior figures may indicate a delay in required courses for graduation or offerings in senior years of high school.

Work Experience

Davis County School District has provided a program for its high school and Vocational Center students whereby they can obtain work experience prior to graduation or completion of institutional requirements. An enumeration of the total students participating in each job classification can be found in Table 30. It will be noted that 143 Davis High School students and thirteen Vocational Center students participated in the work experience program in 1974-1975. Approximately one-third of the participating students at the high school and Vocational Center gained work experience in the trades (forty-eight high school and four from the Vocational Center).

Job Placement

Davis High School graduates numbered 267 in 1974 as shown in Table 31. Over 94 percent of these graduates received job placement counseling as students. Fifty-six entered full-time employment, 190 post-high school educational institutions and twenty-one entered unpaid work. Of the fifty-nine students of the Vocational Center all (for which records were available) received counseling. None of the fifty-nine students in the Vocational Center entered post-high school educational institutions.

Dropouts from Davis High School and the Vocational Center numbered nine and eighty-six respectively, as of April 1, 1975. Although all students received counseling, there were sixty-three Vocational Center students who did not enter employment.

Audio-Visual Materials

Teachers and elementary principals of treatment schools were administered an instrument (Appendix M) to ascertain the existence of any problems in the audio-visual materials area. Analysis of data in Table 32 revealed that the total response of all teachers and of all elementary principals were in general agreement.

Accesibility and availability of audio-visual materials in sufficient quantities for high school teachers was more evident than for junior high school teachers, who in turn were better off than elementary school teachers. Teachers were in general agreement that sharing materials created no problems. Availability of materials when needed created progressively less problems from elementary through high school teachers. All teachers were in somewhat agreement that different types of audio-visual materials could have been used, but in slight disagreement that better scheduling of audio-visual materials would have saved scheduling problems.

Logistical Component

Teachers of all treatment schools including administrators of the three elementary schools were administered an instrument (Appendix N) relative to the logistical effectiveness of the career education program.

Analysis of data in Table 33 revealed that high school teachers generally had less logistical problems than either junior high or elementary school teachers, and junior high school teachers rated themselves more logistically satiated than elementary teachers. Differences in teacher responses between elementary schools were slight in most instances. Farmington elementary teachers were consistent in responses to six of thirteen components in indicating that career education materials were not always available in sufficient quantities.

Administrators' responses were slightly more optimistic in every instance than was the total mean of all elementary school teachers, and administrators' responses were comparable to those of junior high and high school teachers.

The career education project for Davis County involved three elementary, one junior high school, and one senior high school. There were thirty-five elementary, eight junior high and five senior high schools which participated in the district career education program but were non-project and non-evaluation schools. A questionnaire was submitted to principals of non-project schools to determine their involvement in career education-related components. (See Table 34 for data.)

Thirty elementary principals responded to the questionnaire indicating that 63 percent of elementary teachers at schools which have World of Work programs taught one or more World of Work units, and slightly less than 60 percent of teachers at these

schools integrated World of Work units with regular teaching. Over 84 percent, or 351 elementary teachers, used various teaching methods to bring career education concepts into regular classwork activities. Junior and senior high school teachers participated in varying degrees in their use of career education concepts in regular classwork. Only 121 elementary teachers used self-developed career education units.

No senior high school had full-time Career Information Center personnel, but all had one part-time person in charge. Most high school principals reported that many of their teachers used career education units and also used resource visitors in their classes.

Some time was devoted to career education at in-service meetings at seven junior high schools, but only one principal indicated that much time was spent with in-service for career education at his school. Teacher use of resource visitors and teacher and student use of the Career Information Centers was somewhat limited in the junior high schools.

GENERAL OBSERVATIONS

During the school year numberous visits were made to the project schools to observe the program in operation. Visits were made to schools conducting mini-classes while classes were in session. Other visits were made as time would allow. In May a random number of teachers from each project school were interviewed. During the visits to the schools children were selected at random in the hallways and in classrooms and informally queried to obtain their reactions to career education concepts. From these visits and interviews it was observed that:

1. The children are generally pleased with career education activities. In the Burton Elementary School one could even say they were excited.

2. The Kaysville Elementary School was so involved in getting the USAIL mathematics program functioning in their school that little conscious effort was exerted by the teachers to promote career education.

3. Elementary teachers tend to equate career education with World of Work. This is particularly true in Farmington Elementary School.

4. A soft-sell approach was taken in Career Education at the Kaysville Junior High School (Middle School). This was done in an attempt to correct a problem in internal relationships which developed last year. Because of the soft-sell approach the program began slowly but picked up momentum as the school year progressed. An entirely different attitude on the part of the teachers was observed this year compared to last year. This year the teachers expressed few negative reactions. Their attitude was positive and supportive of the program.

5. In interviewing teachers from the high school it became apparent that some of them equated Career Education with mini-courses.

Although mini-courses are a part of Career Education the teachers had a tendency to see mini-courses as the area in which great emphasis was placed. Few of them saw the regular classroom as a place for Career Education, yet when questioned about regular classroom activity it was obvious that many of them were conducting Career Education activities in the daily teaching activity.

6. Over all assessment would be that the teachers, staff, and administrators have a positive attitude toward Career Education activities being conducted in the District and in their respective schools. There are numberous ways in which greater concentration in Career Education could take place but the program does exist at present and is being well received.

CONCLUSIONS

1. Student participants in a career education program such as conducted in Davis County (Utah) School District during the 1974-1975 school year will score higher than non-treatment students in self awareness, knowledge of work, and in their ability to make decisions concerning work.

2. Students in treatment schools recognize the need for education to an increasing extent as they pass from lower to higher grades.

3. Students in treatment schools lose interest in attending technical and industrial schools as they pass from lower to higher grades until they reach the tenth grade.

4. Many students in treatment schools are not sufficiently acquainted with economic concepts to meet minimal comprehension levels.

5. Teachers are generally enthusiastic about contributions of class visitors to students.

6. Almost all high school graduates and Vocational Center completed students received job counseling in Davis County.

RECOMMENDATIONS

1. The career education program be an integral part of the curriculum of each school.

2. Increasing emphasis that all work is honorable be made to students at all grade levels.

3. School curricula incorporate economic concepts into different subject areas to prepare students for the world of work.

4. Students be taught that valuable resources are available to help them make career decisions, e.g., resource information centers, teachers, parents, and friends.

5. Workshops be of sufficient duration and sufficiently early in the school year for teachers to gain the confidence necessary to eliminate any feelings of insecurity.

6. Frequent in-service workshops be held to provide two-way communication between teachers and career education supervisor/directors.

7. Teachers be encouraged to enhance career education concepts by inviting professional workers to visit their respective classes.

8. Greater efforts be made to use all available resources to enhance the career education program to students, parents, teachers, and the community.

PART II

TABLES

Table 1

Response of 175 Sophomore Students of Davis High School (Utah) to Career Education Orientation, 1974-1975

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean*
	No.	%	No.	%	No.	%	No.	%	
The California Occupational Preference Survey helped me	34	19	107	61	28	16	6	3	2.03
Sophomores too young to begin making career choices	7	4	2	1	48	27	118	67	3.58
Center materials are adequate	35	20	105	60	28	16	4	2	1.97
Filmstrip-casette programs were meaningful	34	19	124	71	14	8	3	2	1.92
I know where to get job information	48	27	102	58	20	11	4	2	1.87
Job information is geared to vocational, not professional careers	2	1	62	35	94	54	7	4	2.49
Orientation time inadequate to explore materials	25	14	61	35	81	46	7	4	2.39
Future education as well as job should be emphasized	58	33	114	65	3	2	0	0	1.69

Table 1 (continued)

	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean*
	No.	%	No.	%	No.	%	No.	%	
Like to visit Career Center frequently	52	30	103	59	15	9	3	2	1.80
Postpone orientation session to senior year	1	1	6	3	55	31	113	65	3.60

*Numeric values assigned to responses ranged from 1=Strongly Agree to 5=Strongly Disagree.

Table 2

Response of Third Grade Students of Davis County (Utah) School District Schools to Questions Pertaining to Self-Awareness, 1974-1975

Components	Elementary Schools					
	Treatment				Non-Treatment	
	Burton N=10	Farmington N=10	Kaysville N=10	Total N=30	Boulton N=31	Total N=61
Self-Acceptance						
Mean Score	49.7	43.0	57.4	50.0	49.0	49.5
Standard Deviation	9.4	11.0	6.2	10.6	11.2	10.8
Mean Percentile Score	51.6	32.3	73.8	52.6	50.9	51.7
Social Maturity						
Mean Score	55.1	45.8	60.8	53.9	52.7	53.3
Standard Deviation	5.4	12.2	1.8	9.8	7.6	8.7
Mean Percentile Score	67.6	43.9	85.4	65.6	59.6	62.5
School Affiliation						
Mean Score	43.4	37.7	55.3	45.5	53.8	44.6
Standard Deviation	12.2	1.23	10.1	13.4	12.6	12.9
Mean Percentile Score	35.0	22.3	72.0	43.1	37.4	40.2
Self-Security						
Mean Score	55.0	48.3	61.7	55.0	53.7	54.3
Standard Deviation	7.1	9.4	4.7	9.0	7.7	8.3
Mean Percentile Score	67.7	44.1	85.8	65.9	61.5	63.6

Table 3

Response of Students of Davis County (Utah) and Jordan (Utah) School Districts to Self-Awareness Concepts 1974-1975

Components	M	N	σ	σ_M	t	P
6th Grade						
Attitude						
Farmington vs. Kaysville Jr. High						
Farmington (T)*	31.1	15	6.0	1.6	1.61	N.S.
Kaysville Jr. High (T)	34.1	19	4.1	.98		
Farmington vs. Boulton						
Farmington (T)	31.1	15	6.0	1.6		
Boulton (N)**	31.4	28	4.0	.77	.17	N.S.
Kaysville Jr. High vs. Boulton						
Kaysville Jr. High (T)	34.1	19	4.1	.98		
Boulton (N)	31.4	28	4.0	.77	2.16	.05
Knowing Yourself						
Farmington vs. Kaysville Jr. High						
Farmington (T)	9.0	15	4.2	1.12		
Kaysville Jr. High (T)	11.1	19	3.0	.71	1.59	N.S.
Farmington vs. Boulton						
Farmington (T)	9.0		4.2	1.12		
Boulton (N)	9.7	28	3.9	.75	.52	N.S.

Table 3 (continued)

Components	M	N	σ	σ_M	t	P
Kaysville Jr. High vs. Boulton						
Kaysville Jr. High (T)	11.1	19	3.0	.71		
Boulton (N)	9.7	28	3.9	.75	1.36	N.S.
Total Self-Awareness (Attitude plus knowing yourself)						
Farmington vs. Kaysville Jr. High						
Farmington (T)	40.1	15	9.5	2.54		
Kaysville Jr. High (T)	45.2	19	6.3	1.49	1.73	N.S.
Farmington vs. Boulton						
Farmington (T)	40.1	15	9.5	2.54		
Boulton (N)	41.1	28	6.5	1.25	.49	N.S.
Kaysville Jr. High vs. Boulton						
Kaysville Jr. High (T)	45.2	19	6.3	1.49		
Boulton (N)	41.1	28	6.5	1.25	2.15	.05
9th Grade						
Attitude						
Davis High vs. Union Jr. High						
Davis High (T)	35.7	31	6.7	1.22		
Union Jr. High (N)	36.5	28	3.9	.75	.56	N.S.

Table 3 (continued)

Components	M	N	σ	σ_M	t	P
Knowing Yourself						
Davis High vs. Union Jr. High						
Davis High (T)	14.4	31	3.0	.55		
Union Jr. High (N)	11.7	28	4.6	.88	2.6	.01
Total Self-Awareness (Attitude plus knowing yourself)						
Davis High vs. Union Jr. High						
Davis High (T)	50.1	31	8.1	1.48		
Union Jr. High (N)	48.3	28	6.1	1.17	.95	N.S.

*(T) designates Treatment Group

**(N) designates Non-Treatment Group

Table 4

An Evaluation of Career Interest and Familiarity (of selected occupations) to Third Grade Students of Davis County (Utah) School District, 1974-1975

Career Clusters	Burton Mean (N=10)	Farmington Mean (N=10)	Kaysville Mean (N=10)	Boulton Mean (N=31)	Total Mean (N=61)
Agribusiness and Natural Resources					
Familiarity	9.6	10.8	10.2	9.9	10.0
Interest	11.4	11.0	10.4	11.0	11.0
Business and Office					
Familiarity	7.2	8.0	8.7	7.0	7.5
Interest	8.9	8.8	9.8	10.0	9.6
Communications and Media					
Familiarity	9.6	10.7	11.4	11.0	10.8
Interest	11.3	10.3	11.1	11.5	11.2
Construction					
Familiarity	8.7	9.2	10.0	9.7	9.5
Interest	10.9	8.8	9.8	10.6	10.2
Consumer/Homemaking Education					
Familiarity	6.3	8.1	8.7	6.9	7.3
Interest	9.5	8.2	10.5	9.8	9.6
Environment					
Familiarity	9.1	9.9	10.2	9.3	9.5
Interest	10.7	9.0	9.9	10.3	10.1

Table 4 (continued)

Career Clusters	Burton Mean (N=10)	Farmington Mean (N=10)	Kaysville Mean (N=10)	Boulton Mean (N=31)	Total Mean (N=61)
Fine Arts/Humanities					
Familiarity	8.5	10.3	10.7	9.6	9.7
Interest	10.9	9.9	10.6	11.2	10.8
Health					
Familiarity	9.7	10.4	10.8	9.5	9.9
Interest	12.3	10.0	11.2	11.2	11.2
Hospitality/Recreation					
Familiarity	9.7	10.3	10.9	9.4	918
Interest	11.3	10.8	11.0	10.9	11.0
Manufacturing					
Familiarity	7.1	7.6	8.7	6.8	7.3
Interest	9.6	8.5	9.0	9.9	9.5
Marine Science					
Familiarity	7.8	7.8	8.2	6.5	7.2
Interest	10.2	8.0	8.9	9.8	9.4
Marketing/Distribution					
Familiarity	8.0	8.8	10.4	8.7	8.9
Interest	9.7	8.2	10.1	9.9	9.6
Personal Service					
Familiarity	9.3	11.2	11.2	10.6	10.6
Interest	10.1	10.2	10.1	10.1	10.1

Table 4 (continued)

Career Clusters	Burton Mean (N=10)	Farmington Mean (N=10)	Kaysville Mean (N=10)	Boulton Mean (N=31)	Total Mean (N=61)
Public Services					
Familiarity	10.0	11.5	11.3	10.8	10.9
Interest	11.2	9.5	11.1	11.2	10.9
Transportation					
Familiarity	9.8	10.1	11.0	10.5	10.4
Interest	11.8	10.2	10.4	11.0	10.9
Total					
Familiarity	130.4	144.5	152.4	136.4	139.4
Interest	159.8	141.4	153.9	157.7	154.8

Table 5

Response of Sixth, Ninth, and Twelfth Grade Students of the Davis County (Utah) and Jordan (Utah) School Districts to Their Knowledge of Work 1974-1975

Components	M	N	σ	σ_M	t	P
6th Grades -						
Farmington vs. Kaysville Jr. High						
Farming (T)*	12.07	15	2.89	.772		
Kaysville Jr. High (T)	11.95	19	2.55	.60	.123	N.S.
Farmington vs. Boulton						
Farmington (T)	12.07	15	2.89	.772		
Boulton (N)**	10.25	28	4.17	.80	1.637	N.S.
Kaysville vs. Boulton						
Kaysville (T)	11.95	19	2.55	.60		
Boulton (N)	10.25	28	4.17	.80	1.7	N.S.
9th Grades						
Davis High vs. Union Jr. High						
Davis High School (T)	16.42	31	2.31	.422		
Union Jr. High (N)	14.52	27	2.29	.449	2.89	<.01

Table 5 (continued)

Components	M	N	σ	σ_M	t	P
12th Grades						
Davis High vs. Hillside High						
Davis High School (T)	17.38	24	2.14	.446		
Hillside High School (N)	16.28	32	2.83	.500	1.64	N.S.

*(T) designates Treatment Group

**(N) designates Non-Treatment Group

Table 6

Response of Ninth and Twelfth Grade Students of Davis County (Utah) and Jordan (Utah) School Districts to Concepts of Career Decision-Making Skills

Factor	Treatment			Non-Treatment		
	Davis High School (Davis) 9th Grade			Union Jr. High (Jordan) 9th Grade		
	Choosing a Job	What Should They Do?	Total	Choosing a Job	What Should They Do?	Total
N	31	31	31	27	27	27
M	14.3	11.3	25.6	10.3	9.1	19.5
ΣX	444	349	793	279	247	526
σ	2.18	3.0	3.5	4.1	3.5	6.7

Factor	Choosing A Job	What Should They Do?	Total
σ_{MT}	.398	.539	.639
σ_{MN}	.804	.686	1.314
σ_D	.897	.872	1.461
t	4.480	2.480	4.175
df	56	56	56
P	.01	.02	.01

Table 6 (continued)

Factor	Treatment			Non-Treatment		
	Davis High School (Davis) 12th Grade			Union Jr. High (Jordan) 12th Grade		
	Choosing a Job	What Should They Do?	Total	Choosing a Job	What Should They Do?	Total
N	24	24	24	32	32	32
M	14.42	11.50	25.92	14.34	11.53	25.88
ΣX	346	276	622	459	369	828
σ	2.36	2.92	4.74	2.60	2.81	4.51

Factor	Choosing A Job	What Should They Do?	Total
σ_{MT}	.492	.609	.988
σ_{MN}	.467	.505	.81
σ_D	.678	.791	1.278
t	.118	.038	.031
df	54	54	54
P	NS	NS	NS

Table 7

Number of Correct Responses of Students of Davis County (Utah) School District to the Magnitude and Inter-Relationships of Careers, 1974-1975

Occupation	Burton 5th Gr. (N=10)		Farmington 5th Grade (N=10)		Kaysville 5th Grade (N=10)		Kaysville Jr. High 7th Grade (N=32)		Davis High School 11th Grade (N=32)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Missionary	9	90	6	60	8	80	28	88	32	100
Rabbi	4	40	6	60	6	60	25	78	30	94
Nun	10	100	6	60	9	90	32	100	32	100
Bishop	10	100	6	60	9	90	28	88	32	100
Reverend	7	70	1	10	4	40	25	78	32	100
Undertaker	6	60	5	50	7	70	24	75	32	100
Social Worker	6	60	3	30	5	50	26	81	32	100
Upholsterer	8	80	4	40	9	90	26	81	32	100
Beautician	9	90	6	60	8	80	30	94	32	100
Insurance agent	7	70	3	30	7	70	28	88	32	100
Psychologist	10	100	5	50	5	50	23	72	32	100
Beterinarian	10	100	9	90	9	90	31	97	32	100
Hospital Order	7	70	7	70	5	50	20	63	31	97
Nurse	8	80	7	70	6	60	25	78	32	100
Laboratory Tech	8	80	4	40	7	70	24	75	31	97
Medical Secretary	5	50	6	60	6	60	29	91	31	97
Optometrist	7	70	7	70	7	70	26	81	31	97
X-Ray Technician	10	100	7	70	8	80	29	91	32	100
Chiropractor	4	40	2	20	5	50	22	69	29	91
Bacteriologist	6	60	1	10	6	60	28	88	32	100
Architect	8	80	7	70	7	70	29	91	32	100
Plumber	10	100	9	90	8	80	31	97	32	100
Carpenter	9	90	8	80	6	60	30	94	32	100

Table 7 (continued)

Occupation	Burton 5th Gr. (N=10)		Farmington 5th Grade (N=10)		Kaysville 5th Grade (N=10)		Kaysville Jr. High 7th Grade (N=32)		Davis High School 11th Grade (N=32)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Electrician	10	100	9	90	8	80	30	94	32	100
Printer	8	80	9	90	8	80	31	97	32	100
Welder	9	90	6	60	4	40	25	78	30	94
Chemist	10	100	8	80	8	80	28	88	32	100
Sheet metal worker	8	80	6	60	7	70	26	81	30	94
Machine maintenance man	9	90	6	60	8	80	27	84	32	100
Assembly line operator	8	80	4	40	6	60	24	75	32	100
Brakeman	7	70	8	80	5	50	19	59	28	88
Truck Driver	10	100	10	100	9	90	29	91	31	97
Locomotive engineer	8	80	7	70	5	50	24	75	30	94
Service Station manager	7	70	7	70	3	30	28	88	31	97
Station agent	5	50	6	60	3	30	22	69	31	97
Dairyman	8	80	8	80	6	60	26	81	32	100
Rancher	8	80	8	80	8	80	27	84	32	100
Farm agent	9	90	5	50	7	70	23	72	29	91
Poultryman	6	60	7	70	6	60	28	88	32	100
Agronomist	6	60	3	30	3	30	21	66	25	78
Soil Conservationist	10	100	6	60	8	80	25	78	32	100
Fish and game manager	9	90	6	60	9	90	28	88	32	100

Table 7 (continued)

Occupation	Burton 5th Gr. (N=10)		Farmington 5th Grade (N=10)		Kaysville 5th Grade (N=10)		Kaysville Jr. High 7th Grade (N=32)		Davis High School 11th Grade (N=32)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Miner	10	100	7	70	8	80	28	88	32	100
Petroleum worker	10	100	5	50	7	70	25	78	31	97
Farm manager	10	100	7	70	8	80	28	88	32	100
Pilot	9	90	9	90	9	90	30	94	26	81
Stewardess	9	90	7	70	9	90	30	94	32	100
Navigator	10	100	7	70	7	70	30	94	26	81
Body and Fender Repairman	9	90	7	70	7	70	21	66	32	100
Auto mechanic	9	90	9	90	6	60	22	69	31	97
School teacher	9	90	8	80	8	80	29	91	32	100
Counselor	8	80	6	60	7	70	27	84	32	100
Fireman	10	100	9	90	9	90	30	94	32	100
Refuse collector	7	70	6	60	5	50	28	88	31	97
Principal	10	100	8	80	9	90	30	94	32	100
Policeman	7	70	8	80	5	50	27	84	32	100
Court recorder	10	100	8	80	8	80	30	94	32	100
Lawyer	7	70	6	60	5	50	26	81	32	100
Librarian	10	100	8	80	8	80	28	88	32	100
Soldier	10	100	7	70	9	90	29	91	32	100
Forest ranger	8	80	7	70	5	50	25	78	32	100
Range Manager	8	80	4	40	8	80	22	69	30	94
Gardener	10	100	6	60	7	70	28	88	32	100
Meteorologist	9	90	6	60	8	80	24	75	32	100
Biologist	9	90	3	30	6	60	27	84	32	100
Travel agent	10	100	7	70	7	70	30	94	32	100

Table 7 (continued)

Occupation	Burton 5th Gr. (N=10)		Farmington 5th Grade (N=10)		Kaysville 5th Grade (N=10)		Kaysville Jr. High 7th Grade (N=32)		Davis High School 11th Grade (N=32)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Hotel or motel manager	9	90	8	80	8	80	28	88	32	100
Waitress	10	100	7	70	9	90	28	88	32	100
Short-order cook	9	90	8	80	9	90	28	88	32	100
Cashier	10	100	7	70	8	80	29	91	32	100
Author	10	100	7	70	8	80	30	94	32	100
Actress	10	100	6	60	7	70	27	84	32	100
Actor	10	100	5	50	7	70	29	91	32	100
Jeweler	9	90	7	70	8	80	27	84	32	100
Conductor	10	100	7	70	8	80	28	88	32	100
Photographer	9	90	7	70	7	70	28	88	32	100
Radio announcer	10	100	10	100	8	80	28	88	32	100
Reporter	7	70	5	50	6	60	25	78	32	100
Printer	7	70	4	40	5	50	22	69	31	97
Lecturer	8	80	6	60	6	60	23	72	32	100
Clerk	4	40	2	20	5	50	14	44	22	69
Salesman	7	70	6	60	6	60	12	38	26	81
Sales Supervisor	6	60	5	50	1	10	14	44	24	75
Retail distributor	2	20	2	20	2	20	3	9	19	59
Wholesale distributor	5	50	2	20	6	60	13	41	26	81
Marine (sea) biologist	7	70	4	40	5	50	20	63	16	50
Ship captain	10	100	7	70	7	70	29	91	30	94
Scuba diver	10	100	5	50	9	90	26	81	31	97

Table 7 (continued)

Occupation	Burton 5th Gr. (N=10)		Farmington 5th Grade (N=10)		Kaysville 5th Grade (N=10)		Kaysville Jr. High 7th Grade (N=32)		Davis High School 11th Grade (N=32)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Commercial fisherman	5	50	6	60	9	90	23	72	30	94
Seaman	4	40	4	40	3	30	17	53	16	50
Office manager	5	50	5	50	6	60	22	69	31	97
Bank teller	8	80	7	70	7	70	22	69	31	97
Receptionist	6	60	3	30	4	40	19	59	29	91
File Clerk	8	80	6	60	8	80	25	78	29	91
Secretary	7	70	9	90	7	70	23	72	30	94
Model	10	100	6	60	7	70	28	88	31	97
Seamstress	9	90	7	70	6	60	28	88	31	97
Homemaker	8	80	9	90	5	50	24	75	31	97
Nutritionist	9	90	7	70	7	70	27	84	31	97
Interior Decorator	7	70	6	60	5	50	27	84	31	97
Mean Percent		81.6		62.1		67.2		80.1		95.5

Table 8

Correct Responses of Davis County (Utah) School District Students to Questions Pertaining to Workers, Their Functions, and Preparation Requirements in 15 Career Clusters, 1974-1975

Career Clusters	Elementary Schools								Junior High		High School	
	Burton 4th Gr. (N=10)		Farmington 4th Grade (N=10)		Kaysville 4th Grade (N=10)		Total 4th Grade (N=30)		Kaysville 8th Grade (N=30)		Davis 10th Grade (N=31)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Personal Services	10	100	9	90	7	70	26	87	28	93	30	97
Health	2	20	1	10	1	10	4	13	13	43	26	84
Construction	7	70	7	70	5	50	19	63	27	90	31	100
Manufacturing	7	70	4	40	7	70	18	60	27	90	31	100
Transportation	4	40	3	30	4	40	11	37	27	90	31	100
Natural Resources	7	70	6	60	6	60	19	63	27	90	29	94
Public Service	8	80	9	90	10	100	27	90	30	100	31	100
Environment	7	70	8	80	6	60	21	70	30	100	30	97
Recreation	7	70	8	80	8	80	23	77	26	87	21	68
Fine Arts	3	30	5	50	4	40	12	40	22	73	28	90
Communications	4	40	3	30	4	40	11	37	26	87	26	84
Marketing	4	40	5	50	7	70	16	53	22	73	27	87
Marine Science	10	100	9	90	8	80	27	90	27	90	30	97
Business	7	70	3	30	5	50	15	50	27	90	28	90
Consumer/Homemaking	5	50	7	70	6	60	18	60	20	67	27	87

Table 8 (continued)

Career Clusters	Elementary School								Junior High		High School	
	Burton 4th Gr. (N=10)		Farmington 4th Grade (N=10)		Kaysville 4th Grade (N=10)		Total 4th Grade (N=30)		Kaysville 8th Grade (N=30)		Davis 10th Grade (N=31)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
The amount of education students feel they will need to accomplish career goal:												
a. 10th Grade	0	0	1	10	0	0	1	3	1	3	0	0
b. High School Graduate	3	30	0	0	1	10	4	13	3	10	1	3
c. Technical School Graduate	2	20	0	0	1	10	3	10	2	7	1	1
d. College Graduate	2	20	5	50	2	20	9	30	15	50	18	58
e. Professional school after college	1	10	0	0	3	30	4	13	4	13	6	19
f. I don't know yet	2	20	4	40	3	30	9	30	4	13	3	10

Table 9

Number of Correct Responses of Students of Davis County (Utah) School District to the Value of Work 1974-1975

Concepts	Elementary								Jr. High		High School		Total (N=89)	
	Burton 4th Grade (N=10)		Farmington 4th Grade (N=10)		Kaysville 4th Grade (N=10)		Total (N=30)		Kaysville 7th Grade (N=30)		Davis 10th Grade (N=29)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Can't change mind about job	9	90	9	90	9	90	27	90	27	90	29	100	83	93
Know self to choose job	8	80	8	80	9	90	25	83	29	97	27	93	81	91
Parents suggest job	6	60	6	60	10	100	22	73	25	83	26	90	73	82
Don't want to work	9	90	9	90	10	100	28	93	28	93	27	93	83	93
Any job is possible	2	20	3	30	3	30	8	27	5	16	13	45	26	29
Decide on job after complete school	2	20	6	60	3	30	11	37	28	93	26	90	65	73
Job determines salary	4	40	5	50	6	60	15	50	9	30	6	21	30	34
Work permits purchase of desire items	4	40	2	20	2	20	8	27	20	67	15	52	43	48
Best job pays best	6	60	8	80	8	80	22	73	6	20	7	24	35	39
Haven't decided on a career	3	30	0	0	6	60	9	30	11	37	10	34	30	34
Talent most important job criteria	4	40	2	20	5	50	11	37	12	40	13	45	36	40
Parents know best what I can do	7	70	7	70	7	70	21	70	24	80	28	97	73	82
Helping others brings happiness	0	0	0	0	1	10	1	3	7	23	12	41	20	22
Work is distasteful	9	90	10	100	9	90	28	93	30	100	28	97	86	97
Career selection is confusing	6	60	6	60	6	60	18	60	24	80	15	52	57	64
Don't know how to find job I want	6	60	4	40	6	60	16	53	15	50	12	41	43	48
World problems affect job selection	9	90	9	90	9	90	27	90	26	87	28	97	81	91
Want jobs I couldn't handle	5	50	6	60	5	50	16	53	20	67	25	86	61	69

Table 9 (continued)

Concepts	Elementary								Jr. High		High School		Total (N=89)	
	Burton 4th Grade (N=10)		Farmington 4th Grade (N=10)		Kaysville 4th Grade (N=10)		Total (N=30)		Kaysville 7th Grade (N=30)		Davis 10th Grade (N=29)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Hard to choose school courses	7	70	7	70	7	70	21	70	9	30	19	66	49	55
Do as well in one job as another	4	40	5	50	6	60	15	50	21	70	20	69	56	63
When 15 I'll know what job I want	2	20	2	20	5	50	9	30	8	27	21	72	38	43
Many factors affect job selection	6	60	9	90	4	40	19	63	25	83	25	86	69	78
I think little about my furute job	9	90	9	90	9	90	27	90	25	83	25	86	77	87
Money, not the job, is what counts	6	60	9	90	9	90	24	80	29	97	29	100	82	92
Take parents' advice about choosing job	4	40	5	50	6	60	15	50	17	57	19	66	51	57
Working is like going to school	7	70	2	20	1	10	10	33	13	43	13	45	36	40
Trouble preparing oneself for career	4	40	8	80	5	50	17	57	19	63	12	41	48	54
Don't know how a person keeps a job	4	40	7	70	4	40	15	50	14	50	14	48	44	49
Do as one pleases at work	2	20	6	60	3	30	11	37	14	47	15	52	40	45
Select job one likes best	3	30	3	30	5	50	11	37	16	53	10	34	37	42
Only one job for each person	7	70	6	60	9	90	22	73	27	90	29	100	78	88
Important about job is ability	3	30	4	40	3	30	10	33	12	40	18	62	40	45
How some people know desired career	5	50	5	50	6	60	16	53	19	63	20	69	55	62
Always known what job I want	5	30	6	60	6	60	15	50	20	73	22	76	59	66
Help people, large salary, great discovery	4	40	2	20	4	40	10	33	3	10	2	7	15	17
Person gets a job by chance	6	60	7	70	8	80	21	70	24	80	26	90	71	80
Who, not what you know, gets job	4	40	8	80	9	90	21	70	27	90	24	83	72	81

Table 9 (continued)

Concepts	Elementary								Jr. High		High School		Total (N=89)	
	Burton 4th Grade (N=10)		Farmington 4th Grade (N=10)		Kaysville 4th Grade (N=10)		Total (N=30)		Kaysville 7th Grade (N=30)		Davis 10th Grade (N=29)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Choose job without outside help	6	60	4	40	6	60	16	53	26	87	23	79	65	73
Choose work so as to help others	1	10	2	20	1	10	4	13	11	37	7	24	22	25
Too often think of future job	3	30	6	60	3	30	12	40	15	50	18	62	45	51
Don't know what working will be like	4	40	5	50	5	50	14	47	24	80	24	83	62	70
Choose and plan to do job	7	70	6	60	6	60	19	63	27	90	25	86	71	80
No jobs are appealing	4	40	9	90	9	90	22	73	28	93	24	83	74	83
Job chosen should make on famous	10	100	9	90	5	50	24	80	26	87	27	93	77	87
Parents, teachers, and friends make job suggestions	5	50	7	70	8	80	20	67	28	93	26	90	74	83
Job should permit expression of belief	8	80	9	90	7	70	24	80	29	97	29	100	82	92
Happiness should result from work	10	100	10	100	10	100	30	100	24	80	24	83	78	88
Often change mind about job	9	90	4	40	7	70	20	67	18	60	13	45	51	57
Choose job before too long	4	40	1	10	2	20	7	23	10	33	13	45	30	34
Worry useless as no choice in job	5	50	10	100	8	80	23	77	30	100	28	97	81	91
Mean Correct Per Student	26.6		29.2		30.3		28.7		32.2		34.2		31.7	

Table 10

Number of Correct Responses of Fifth Grade Students of Davis County (Utah) School District to Economic Concepts 1974-1975

Item	Burton (N=10)		Farmington (N=9)		Kaysville (N=10)		Total (N=29)	
	No.	%	No.	%	No.	%	No.	%
1	10	100	2	22	8	80	20	69
2	9	90	2	22	6	60	17	59
3	6	60	7	78	7	70	20	69
4	9	90	8	89	7	70	24	83
5	4	40	4	44	6	60	14	48
6	8	80	5	56	6	60	19	66
7	9	90	9	100	8	80	26	90
8	8	80	8	89	6	60	22	76
9	9	90	9	100	10	100	28	97
10	10	100	8	89	8	80	26	90
11	7	70	3	33	5	50	15	52
12	5	50	3	33	4	40	12	41
13	3	30	4	44	3	30	10	34
14	9	90	5	56	6	60	20	69
15	8	80	9	100	5	50	22	76
16	9	90	4	44	6	60	19	66
17	6	60	5	56	6	60	17	59
18	5	50	6	67	6	60	17	59
19	9	90	5	56	7	70	21	72
20	8	80	9	100	9	90	26	90
21	9	90	7	78	8	80	24	83
22	7	70	3	33	5	50	15	52
23	6	60	5	56	6	60	17	59
24	10	100	9	100	9	90	28	97
25	10	100	8	89	9	90	27	93
26	7	70	7	78	7	70	21	72
27	6	60	3	33	6	60	15	52
28	6	60	6	67	8	80	20	69
29	7	70	9	100	8	80	24	83
30	5	50	4	44	6	60	15	52
31	10	100	5	56	3	30	18	62
32	7	70	8	89	8	80	23	79
33	6	60	6	67	5	50	17	59
34	5	50	4	44	3	30	12	41
35	6	60	8	89	8	80	22	76

Table 10 (continued)

Item	Burton (N=10)		Farmington (N=9)		Kaysville (N=10)		Total (N=29)	
	No.	%	No.	%	No.	%	No.	%
36	9	90	7	78	4	40	20	69
37	5	50	3	33	4	40	12	41
38	7	70	5	56	6	60	18	62
39	7	70	7	78	6	60	20	69
40	3	30	3	33	2	20	8	28
Mean	7.2	72.3	5.8	64.5	6.3	62.5	19.3	66.6

Table 11

Mean* Evaluation of Mini-Courses by 610 Davis High School (Utah) Students, 1974-1975

Component	Sex		Class				Sessions Attended				Total (N=610)
	Male (N=316)	Female (N=294)	Freshman (N=193)	Sophomore (N=186)	Junior (N=157)	Senior (N=74)	1 (N=22)	2 (N=31)	3 (N=82)	4 (N=462)	
Mini-course exciting	1.82	1.80	1.98	1.78	1.68	1.73	2.23	1.87	1.80	1.78	1.82
Subject matter expected	2.03	2.08	2.26	2.00	1.87	2.03	2.28	2.23	1.93	2.05	2.05
Presentation method excellent	1.82	1.71	1.89	1.80	1.65	1.62	2.09	1.81	1.80	1.74	1.77
Information gained valuable	1.93	1.77	2.01	1.89	1.67	1.74	2.18	1.90	1.75	1.85	1.85
Need mini-courses	1.70	1.65	1.78	1.59	1.55	1.90	2.00	2.06	1.72	1.61	1.67
Benefited more from regular class	3.25	3.31	3.16	3.39	3.42	3.05	2.71	3.03	3.39	3.33	3.28
Friends liked mini-course more than me	2.93	3.00	2.94	2.97	2.96	3.03	2.77	2.93	3.00	2.98	2.97
Four class periods not sufficient	1.85	1.98	2.03	1.91	1.67	2.11	2.40	2.40	1.95	1.85	1.91
Need more community speakers	2.55	2.68	2.44	2.64	2.72	2.76	2.68	2.54	2.79	2.60	2.61
Required to register for mini-course	3.05	3.13	3.08	3.15	3.13	2.85	2.62	2.74	2.91	3.16	3.09
Preferred other mini-course; attended this one because of peer pressure	3.27	3.36	3.21	3.37	3.36	3.35	3.14	3.23	3.25	3.35	3.31
Mini-courses available only to seniors	3.44	3.62	3.54	3.68	3.48	3.27	3.09				
Mini-courses available only to students who have made career choice	3.34	3.58	3.29	3.56	3.52	3.46	3.14	3.39	3.40	3.49	3.46

Table 31 (continued)

Component	Sex		Class				Sessions Attended				Total (N=613)
	Male (N=316)	Female (N=294)	Freshman (N=193)	Sophomore (N=186)	Junior (N=157)	Senior (N=74)	1 (N=22)	2 (N=31)	3 (N=92)	4 (N=462)	
When offered everyone should attend	2.59	2.38	2.48	2.45	2.58	2.61	2.59	2.73	2.57	2.45	2.49
Scheduling should enable student to attend two or more mini-courses	1.91	1.91	1.82	1.98	1.93	1.96	1.85	2.00	2.02	1.88	1.91

*Numeric values assigned to responses ranged from 1=Strongly Agree to 4=Strongly Disagree

Table 12

Mean* Evaluation of Work Experience by Students of Davis County (Utah) Vocational Center and Davis High School 1974-1975

Component	High School					Vocational Center		
	Parental Influence (N=4)	Teacher Influence (N=2)	Friend Influence (N=3)	Myself (N=34)	Total (N=43)	Teacher Influence (N=2)	Myself (N=5)	Total (N=7)
Work experience was exciting	2.3	2.5	2.0	2.5	2.4	1.5	2.2	2.0
Work was what I expected	1.8	2.0	1.7	2.0	2.0	2.0	2.8	2.8
Supervisors were helpful	2.0	3.0	1.0	1.7	1.7	1.5	2.0	1.9
Gained from work experience	2.0	3.5	1.7	1.9	1.9	1.5	2.2	2.0
Work same as full-time people's work	3.0	3.5	2.0	1.8	2.1	3.5	4.0	3.6
Desire to work in same place again	2.3	2.0	2.0	2.2	2.2	1.0	2.8	2.3
Desire same work for life	3.5	2.5	2.3	3.3	3.2	3.5	3.6	3.6
Experience helped me decide life's work	2.8	4.0	2.7	2.8	2.8	3.0	2.6	2.9
Teacher helped me get job	3.8	4.5	3.3	4.0	3.8	1.5	2.8	2.4
Friend(s) helped me get job	4.3	4.5	3.7	3.9	3.9	4.5	3.2	3.6
Parents helped me get job	2.5	2.5	3.7	3.6	3.4	4.5	3.0	3.5
I got job without ouside help	3.5	3.5	3.7	3.0	3.2	4.5	4.2	4.3
School helped me perform better	2.5	3.0	2.3	3.2	3.0	2.0	2.0	2.0
I had difficult responsibilities	1.8	2.5	1.3	2.2	2.1	1.0	1.8	1.6
A few people were hard to get along with	3.0	1.5	2.3	3.4	3.1	5.0	3.0	3.5
There were less than 20 people where I worked	2.3	2.0	1.3	2.9	2.7	4.5	2.8	3.4
There were between 20-100 people where I worked	3.8	4.5	3.7	3.6	3.5	2.5	3.2	2.9

Table 12 (continued)

Component	High School					Vocational Center		
	Parental Influence (N=4)	Teacher Influence (N=2)	Friend Influence (N=3)	Myself (N=34)	Total (N=43)	Teacher Influence (N=2)	Myself (N=5)	Total (N=7)
There were over 100 people where I worked	4.3	3.0	3.7	3.9	3.9	2.0	2.8	2.5
Work was beneficial, but I want another occupation	2.5	2.5	3.0	2.8	2.6	2.0	1.8	1.9
Exerted the greatest influence in my selection of career	8%	4%	6%	68%	86%	25%	62%	87%

*Where numerical values ranged from 1=Strongly Agree, 3=Uncertain, 5=Strongly Disagree

Table 13

Response of Teachers to Elementary Workshop in Davis County (Utah) School District 1974-1975

Component	No Response No.	No Response %	Yes No.	Yes %	Some No.	Some %	No No.	No %	Mean*
Pre-School Workshop (N=58)									
Topic Appropriate?	3	5.2	40	59.0	10	17.2	5	8.6	1.3
Practical Ideas?	0	0	27	46.6	28	48.3	3	5.2	1.6
Adequate Time?	1	1.7	40	69.0	12	20.7	5	8.6	1.4
Material Useful?	0	0	56	96.6	2	3.5	0	0	1.0
New Ideas and Concepts?	0	0	28	48.3	29	50.0	1	1.7	1.5
Communication with Peers Improve?	1	1.7	31	53.5	22	37.9	4	6.9	1.5
Communication with Students Improve?	0	0	31	53.5	24	41.4	3	5.2	1.5
Communication with Parents Improve?	1	1.7	38	65.5	17	29.3	2	3.5	1.3
Avoid Communication "Roadblocks?"	1	1.7	32	55.2	23	39.7	2	3.5	1.5
Disagree without Confrontation?	1	1.7	28	48.3	23	39.7	6	10.3	1.6
Help Students with Self-Concept?	1	1.7	42	72.4	11	19.0	4	6.9	1.3
Time Spent was Valuable?	0	0	45	77.6	13	22.4	0	0	1.2
In-School Workshop (N=47)									
Workshop Provided Direction	1	2.1	27	57.5	15	31.9	4	8.5	1.5
Allowance for Individual Initiative	0	0	44	93.6	3	6.4	0	0	1.1
Sufficient Materials Available	2	4.3	32	68.1	9	19.2	4	8.5	1.3
Acquaintance with World of Work	0	0	36	76.6	9	19.2	2	4.3	1.3

Table 13 (continued)

Component	No Response No.	No Response %	Yes No.	Yes %	Some No.	Some %	No No.	No %	Mean*
World of Work Media	0	0	40	85.1	7	14.9	0	0	1.2
Development of Mini-Units	0	0	36	76.6	11	23.4	0	0	1.2
Correlation of World of Work Units	3	6.4	24	53.2	15	31.9	4	8.5	1.4
World of Work Experiences	2	4.3	32	68.1	10	21.3	3	6.4	1.3
Teaching Moments	0	0	47	100.0	0	0	0	0	1.0
Resource Visitor Preparation	0	0	45	95.7	2	4.3	0	0	1.0
Best Time to Hold Workshop	10	21.3	29	61.7	0	0	8	17.0	1.1

*Numerical Values assigned to responses ranged from 1=Yes, 2=Some, 3=No.

Table 14

Mean* Response of Junior High School Teachers to All Career Education Teaching Technique Presentations at Davis County (Utah) School District Career Education Workshop 1974-1975

Components	Teachers' Primary Teaching Assignment					
	Health (N=12)	Language Arts (N=17)	Mathematics (N=16)	Science (N=16)	Social Science (N=15)	Total (N=77)
Workshop topic appropriate	1.5	1.5	1.8	2.0	1.6	1.7
Material applicable	1.6	1.9	1.9	2.2	1.7	1.9
Techniques not understood	4.2	4.2	3.8	4.3	4.2	4.1
Examples insufficient	4.0	4.0	3.9	4.2	4.3	4.1
Opportunity to contribute	1.1	1.5	1.9	1.6	1.5	1.5
Know how to use techniques	1.7	2.4	2.7	2.2	2.2	2.3
Know additional sources	2.2	2.0	2.8	2.1	2.1	2.3
Don't know how to use technique	4.1	3.9	3.9	4.0	3.9	3.9
Related to subject matter	2.0	2.4	2.3	2.2	1.7	2.2
Can prepare and use techniques	2.0	2.2	2.5	2.5	2.0	2.2
Can help others use techniques	2.2	2.2	3.0	2.4	2.2	2.4

Table 14 (continued)

Components	Teachers' Primary Teaching Assignment					
	Health (N=12)	Language Arts (N=17)	Mathematics (N=16)	Science (N=16)	Social Science (N=15)	Total (N=77)
Sufficient time to discuss	2.4	1.9	2.1	2.0	1.9	2.0
Group size too large	4.3	4.2	4.1	4.6	4.1	4.3
Workshop provided "know how:	2.1	2.5	2.6	3.4	2.0	2.4
Subject matter more meaningful	1.8	2.1	2.3	3.3	1.8	2.1
Students experienced career education	2.0	2.3	2.4	1.9	1.7	2.1
Concept of career education	3.7	4.3	3.9	3.8	4.1	4.0
School role in career education	2.0	2.5	2.5	.4	3.3	2.4
Career education in subject matter	1.3	1.9	1.8	1.7	1.5	1.7
Career education not in Junior High	4.7	4.6	3.7	4.5	4.7	4.4

*Numeric values assigned to responses ranged from 1=Strongly Agree to 5=Strongly Disagree.

Table 15

Mean* Response of Junior High School Teachers to Mini-Course Teaching Technique Presentation at Davis County (Utah) School District Career Education Workshop 1974-1975

Components	Teachers' Primary Teaching Assignment					
	Health (N=22)	Language Arts (N=18)	Mathematics (N=14)	Science (N=22)	Social Science (N=9)	Total (N=85)
Workshop topic appropriate	1.7	1.6	2.1	1.7	1.5	1.7
Material applicable	1.8	2.2	2.4	1.9	1.6	2.0
Techniques not understood	4.1	4.1	3.1	3.5	3.7	3.7
Examples insufficient	4.5	3.8	3.2	3.8	4.4	3.9
Opportunity to contribute	1.5	1.7	1.4	1.4	1.7	1.5
Know how to use techniques	1.9	2.1	2.9	2.6	1.7	2.3
Know additional sources	2.2	1.8	2.6	2.0	2.4	2.2
Don't know how to use technique	4.3	4.3	2.8	3.7	4.4	3.9
Related to subject matter	2.1	2.4	2.3	2.2	1.6	2.2
Can prepare and use techniques	1.8	1.8	2.7	2.5	1.4	2.1
Can help others use techniques	2.2	1.8	3.0	2.8	2.4	2.4

Table 15 (continued)

Components	Teachers' Primary Teaching Assignment					
	Health (N=22)	Language Arts (N=18)	Mathematics (N=14)	Science (N=22)	Social Science (N=9)	Total (N=85)
Sufficient time to discuss	2.1	2.1	1.8	2.2	2.3	2.1
Group size too large	4.4	4.3	4.2	4.3	4.3	4.3
Workshop porivded "know how"	1.9	2.3	2.8	2.4	2.3	2.3
Subject matter more meaningful	1.9	2.3	2.5	2.5	1.7	2.2

*Numeric values assigned to responses ranged from 1=Strongly Agree to 5=Strongly Disagree.

Table 16

Mean* Response of Junior High School Teachers to Teaching Moments Presentation at Davis County (Utah) School District Career Education Workshop 1974-1975

Components	Teachers' Primary Teaching Assignment					
	Health (N=9)	Language Arts (N=19)	Mathematics (N=17)	Science (N=16)	Social Science (N=17)	Total
Workshop topic appropriate	2.4	2.1	1.9	1.6	1.4	1.9
Material applicable	2.2	2.4	2.0	1.8	1.6	2.0
Techniques not understood	4.1	4.2	3.9	4.1	4.3	4.1
Examples insufficient	4.2	4.2	4.0	4.2	4.6	4.2
Opportunity to contribute	1.6	1.4	1.4	1.5	1.6	1.5
Know how to use techniques	1.7	2.5	2.5	1.8	1.9	2.1
Know additional sources	2.9	2.5	2.9	2.2	2.6	2.6
Don't know how to use techniques	3.9	4.4	3.5	4.4	4.2	4.1
Related to subject matter	2.6	2.5	2.3	2.1	1.7	2.2
Can prepare and use techniques	2.0	1.9	2.5	2.0	1.7	2.0
Can help others use techniques	2.1	2.4	3.2	2.0	2.0	2.4

Table 16 (continued)

Components	Teachers' Primary Teaching Assignment					
	Health (N=9)	Language Arts (N=19)	Mathematics (N=17)	Science (N=16)	Social Science (N=17)	Total
Sufficient time to discuss	1.8	1.3	2.1	1.7	2.2	1.8
Group size too large	4.4	4.3	3.6	4.3	4.5	4.2
Workshop provided "know how"	2.8	2.3	2.9	2.2	1.7	2.4
Subject matter more meaningful	2.0	2.2	2.4	2.2	1.7	2.1

*Numeric values assigned to responses ranged from 1=Strongly Agree to 5=Strongly Disagree.

Table 17

Mean* Response of Junior High Teachers to Hands-On Experiences Teaching Technique Presentations at Davis County (Utah) School District Career Education Workshop 1974-1975

Components	Teachers' Primary Teaching Assignment			
	Health (N=10)	Language Arts (N=19)	Social Studies (N=17)	Total (N=46)
Workshop topic appropriate	1.5	1.5	1.6	1.6
Material applicable	1.3	1.9	2.2	1.9
Techniques not understood	3.7	4.5	3.9	4.1
Examples insufficient	4.3	3.8	4.3	4.1
Opportunity to contribute	1.5	1.5	1.9	1.7
Know how to use techniques	1.4	2.4	2.3	2.2
Know additional sources	1.7	3.3	2.9	2.8
Don't know how to use technique	3.9	4.1	4.0	4.1
Related to subject matter	1.4	2.6	2.4	2.3
Can prepare and use techniques	1.6	2.5	2.5	2.3
Can help others use techniques	1.9	3.0	2.7	2.6
Sufficient time to discuss	1.9	1.9	2.6	2.2
Group size too large	4.4	4.2	4.4	4.3
Workshop provided "know how"	2.2	2.6	2.6	2.5
Subject matter more meaningful	2.1	2.3	2.1	2.2

*Numeric values assigned to responses ranged from 1=Strong Agree to 5=Strongly Disagree

Table 18

Mean* Response of All Junior High School Teachers to All Teaching Techniques Presentations at Davis County (Utah) School District Career Education Workshop 1974-1975

Components	Workshop Sessions					
	All Techniques (N=77)	Mini Course (N=85)	Teaching Moments (N=78)	Hands-on Experience (N=46)	Other Experiences (N=15)	Total (N=301)
Workshop topic appropriate	1.7	1.7	1.9	1.6	1.7	1.7
Material applicable	1.9	2.0	2.0	1.9	1.9	2.0
Techniques not understood	4.1	3.7	4.1	4.1	3.6	4.0
Examples insufficient	4.1	3.9	4.2	4.1	3.7	4.0
Opportunity to contribute	1.5	1.5	1.5	1.7	1.7	1.5
Know how to use techniques	2.3	2.7	2.1	2.2	2.3	2.3
Know additional sources	2.3	2.2	2.6	2.8	1.9	2.4
Don't know how to use technique	3.9	3.9	4.1	4.1	3.7	4.0
Related to subject matter	2.2	2.2	2.2	2.3	2.0	2.2
Can prepare and use techniques	2.2	2.1	2.0	2.3	2.1	2.1
Can help others use techniques	2.4	2.4	2.4	2.6	2.3	2.4

Table 18 (continued)

Components	Workshop Sessions					
	All Techniques (N=77)	Mini Course (N=85)	Teaching Moments (N=78)	Hands-on Experience (N=46)	Other Experiences (N=15)	Total (N=301)
Sufficient time to discuss	2.0	2.1	1.8	2.2	1.7	2.0
Group size too large	4.3	4.3	4.2	4.3	3.7	4.2
Workshop provided "know how"	2.4	2.3	2.4	2.5	2.3	2.4
Subject matter more meaningful	2.1	2.2	2.1	2.2	2.0	2.1
Students experienced career education	2.1					2.1
Concept of career education	4.0					4.0
School role in career education	2.4					2.4
Career education in subject matter	1.7					1.7
Career education not in Junior High	4.4					4.4

*Numeric values assigned to responses ranged from 1=Strongly Agree to 5=Strongly Disagree.

Table 19

Response of Elementary School Teachers of Davis County (Utah) School District to the Use of World of Work Units

Components	Elementary Schools			
	Burton	Farmington	Kaysville	Total
Number of Topics (Units) Discussed	19	30	20	69
Number of Presentations	28	51	41	120
Class hours spent on Presentations	170	378	395	945
Average number of class hours spent per presentation	6.1	7.4	9.6	7.9
Out-of-class preparation time (hours)	166	279	58	503
Out-of-class preparation time per presentation	6.0	5.5	1.4	4.2
Number of student participants	806	1,783	1,703	4,292
Mean number of students per presentation	29	35	42	36
Teachers' Evaluation of presentations	4.3*	4.0*	3.4*	3.9*

*Numerical values assigned responses ranged from 1=of no value to 5= of great value

Table 20

Mean* Response to Mini-Course Evaluation by Teachers of the Davis County (Utah) School District** 1974-1975

Component	Elementary Schools		High School	Total
	Burton	Farmington	Davis	
In-class preparation time per mini course	2.3	1.1	1.8	1.8
Out of class preparation time per mini-course	6.0	6.8	6.0	6.2
Class time per mini-course	1.6	2.8	3.3	2.7
Class sections participating	16	18	25	19.6
Number of different occupations discussed	23	18	25	50
Students per participating class sections	32	40	49	42
Total students participating	508	732	1,220	820
General Student reaction to mini course	4.2***	4.1***	3.3***	3.8***
Teachers' evaluation of mini-courses	4.0***	3.7***	3.5***	3.7***

*Time in hours

**Kaysville Junior High School did not participate in mini-course activity

***Numerical value of responses to student reaction and teachers' evaluation based on: 1=of low value and 5=of great value.

Table 21

Teachers' Evaluations of Career Resource Visitors to School Classes in the Davis County (Utah) School District 1974-1975

Components	Elementary Schools				Junior High	High School	Total
	Burton Grade 2	Farmington Grade 2	Kaysville Grade 2	Total	Kaysville Grade 7	Davis Grades 9-12	
Number of Topics	5	7	4	16	6	37	59
Number of presentations	8	15	16	39	7	51	97
Number of student participants	259	463	1,600	2,322	290	2,514	5,126
Mean number of students per presentation	32	31	100	60	41	49	53
Percent of Resource visitors oriented	63	94	100	93	86	65	65
Teachers Evaluations	4.8*	3.9*	5.0*	4.5	4.1*	4.5*	4.5*

*Mean response where 1=of no value and 5=of great value

Table 22

Responses of 44 High School Teachers Regarding Teacher Involvement in Career Education Programs in Davis County (Utah) School District Mid-Year 1974-1975

Concept	No Response No.	%	Frequently No.	%	Occasionally No.	%	Seldom No.	%	Never No.	%	Mean
Using Teaching Moments Related to Subject Matter	0	0	15	34	27	61	2	5	0	0	1.7
Using Teaching Moments Unrelated to Subject Matter	0	0	8	18	28	64	7	16	1	2	2.0
Assist Students with Decision-Making Skills	0	0	22	50	17	39	5	11	0	0	1.6
Help Students Increase Understanding of Economic Concepts	0	0	16	36	21	48	6	14	1	2	1.8
Discuss Training Necessary to Achieve Competency	0	0	13	30	24	55	7	16	0	0	1.9
Subject Matter I Teach Relates to Career Education Concepts	2	5	21	48	18	41	3	7	0	0	1.5
Subject Matter I Teach Directly Related to Usable Skill Training	1	2	21	48	16	36	6	14	0	0	1.6

Table 22 (continued)

Component	No Response No.	%	Yes No.	%	No No.	%
Completed Formal Unit Related to Career Education	17	39	16	36	11	25
Planning Formal Unit Related to Career Education	16	36	12	27	16	36

*Numerical value assigned responses were based on 1=frequently, 2=occasionally, 3=seldom and 4=never.

Table 23

Responses of Teachers of the Davis County (Utah) School District to the Degree of Their Involvement in, and Evaluation of, Career Education Activities 1974-1975

Components	Elementary Schools								Junior High		High School		Total (N=118)	
	Burton (N=17)		Farmington (N=20)		Kaysville (N=19)		Total (N=56)		Kaysville (N=29)		Davis (N=33)			
	Hours	Value	Hours	Value	Hours	Value	Hours	Value	Hours	Value	Hours	Value	Hours	Value
Part One - Participation by teachers in Career Education Activities														
Opening school workshops on career education	7.5*	3.6**	6.3*	2.7**	7.0*	3.2**	7.0*	3.2**	2.5*	3.5**	1.5*	3.2**	4.3*	3.2**
Other workshops	0.8	4.0	0.5	4.3	2.3	3.3	1.3	3.6	2.8	3.5	2.3	3.9	1.8	4.6
Preparing World of Work lessons	7.0	3.6	5.8	3.9	5.3	3.9	6.0	3.8					6.0	3.8
Teaching World of Work lessons	4.8	3.8	7.8	3.9	6.8	3.9	6.5	3.9					6.5	3.9
Preparing Mini-Units	7.3	3.3	5.8	3.8	2.0	3.5	5.0	3.6			5.0	3.3	5.0	3.5
Teaching Mini-Units	3.5	3.5	3.8	4.1	0.3	4.5	2.5	3.9			4.3	3.4	3.2	3.7
Preparing career activities outside of class	2.5	3.7	4.0	3.9	3.0	3.4	3.3	3.7	2.3	3.6	2.8	3.8	2.8	3.7
Preparing career activities during regular class	1.3	3.9	1.3	4.0	1.8	3.3	1.5	3.7	2.3	3.4	3.3	3.4	2.3	3.5
Preparing posters on career education	1.3	4.0	1.0	3.6	1.0	3.4	1.3	3.7	0.5	2.9	0.5	2.8	0.8	3.6
Preparing displays on career education	0.5	3.5	1.5	4.0	2.0	3.4	1.5	3.7	1.3	3.3	0.5	2.8	1.3	3.4
Preparing reports on career education	2.0	2.3	1.0	3.0	2.5	3.0	1.8	2.7	1.8	2.7	1.8	3.0	1.8	2.8
Preparing role-playing activities on career education	0.5	4.0	1.3	3.7	1.0	3.0	1.0	3.5	1.0	3.9	1.0	3.2	1.0	3.5
Use of teaching moments	3.5	3.8	4.3	4.3	3.8	3.4	3.8	3.9	3.3	3.5	5.0	3.6	4.0	3.8
Use of audio-visual aids	2.3	3.9	3.5	3.8	4.8	3.7	3.5	3.8	2.3	3.8	3.8	3.8	3.3	3.8
Use of resource visitors	2.0	3.8	4.5	4.4	4.0	4.2	3.5	4.2	1.0	3.8	2.3	3.9	2.5	4.1
Use of group counseling	0.0	0.0	0.5	2.0	0.5	4.0	0.3	3.1	0.3	3.5	0.5	2.5	0.3	3.0
Use of career education testing	0.3	0.1	0.3	3.0	0.1	0.0	0.3	2.0	0.0	2.0	0.5	3.0	0.3	2.5

Table 23 (continued)

Components	Elementary Schools								Junior High		High School		Total (N=118)	
	Burton (N=17)		Farmington (N=20)		Kaysville (N=19)		Total (N=56)		Kaysville (N=29)		Davis (N=33)			
	Hours	Value	Hours	Value	Hours	Value	Hours	Value	Hours	Value	Hours	Value	Hours	Value
Use of individual counseling	0.0	0.0	0.8	3.7	0.3	4.0	0.3	3.8	0.3	3.3	2.5	3.7	1.0	3.6
Other career education activities	0.5	5.0	0.5	3.5	0.5	2.1	0.5	3.4	0.3	2.8	1.0	3.6	0.5	3.3
In-Service training	0.8	5.0	1.3	3.0	2.8	3.8	1.5	3.7	2.0	3.2	1.0	3.2	1.5	3.4
Use of information center	0.8	3.7	0.8	3.4	0.5	4.0	0.8	3.6	0.8	3.1	2.8	3.8	1.3	3.5
Discussion with other teachers	2.3	4.0	2.3	3.0	3.0	3.1	2.5	3.3	2.5	3.4	3.5	3.4	2.8	3.4
Participation with other teachers in career education activities	1.8	4.5	2.5	3.6	2.8	3.7	2.5	3.9	1.3	3.7	2.0	3.1	2.0	3.6
Studying career education material not accounted for above	1.3	3.0	0.8	3.7	0.5	2.1	0.8	3.1	1.3	3.4	1.5	3.6	1.0	3.4
Career Education Activities participated in by Students														
Preparing career education posters	1.0	3.7	0.8	3.4	1.5	3.8	1.0	3.6	0.0	3.5	0.5	3.0	0.8	3.5
Preparing career education displays	0.3	1.0	1.0	3.8	0.5	3.5	0.5	3.4	0.3	4.0	1.3	3.5	0.8	3.5
Preparing/Presenting career education reports	0.5	3.0	1.0	3.2	1.3	4.0	1.0	3.5	0.8	3.1	1.5	3.4	1.0	3.4
Preparing/Participating in career education role-playing activities	0.5	4.0	1.5	4.0	1.5	3.6	1.3	3.8	1.5	3.9	1.3	2.9	1.3	3.7

Table 23 (continued)

Components	Elementary Schools				Junior High	High School	Total
	Burton	Farmington	Kaysville	Total	Kaysville	Davis	
Parts Two and Three--Attitudes and Knowledge Toward Career Education							
Part Two - The Public Schools (k-12) Should:							
Prepare all students for placement in post high school training or employment	2.3***	2.8***	2.5***	2.5***	1.8***	2.1***	2.2***
Prepare all students for careers	2.7	3.4	2.7	3.0	2.5	2.5	2.7
Prepare all graduates for college entrance	3.4	3.8	3.6	3.6	4.3	3.9	3.8
Provide all students with guidance and counseling for career development	1.6	2.0	1.7	1.7	1.7	2.0	1.8
Use patents, employers, and community for sources of learning	1.5	1.4	1.5	1.5	1.8	1.7	1.6
Assist all graduates in job and post-secondary school entrance	2.5	2.7	2.5	2.6	2.8	2.2	2.5
Be responsible for following the progress of all students after they leave school	3.4	3.6	3.5	3.5	3.7	3.3	3.5
Teachers should							
Appreciate the values of many types of work	1.3	1.5	1.5	1.5	1.6	1.8	1.6
Ideally have had many work experiences outside of education to increase their understanding of careers	2.2	2.3	2.2	2.2	2.2	2.0	2.2
Relate classroom instruction to use in the world of work	1.6	1.7	1.7	1.7	2.1	2.0	1.9
Assist all students in developing the ability to get along with people	1.3	1.6	1.5	1.5	1.6	1.7	1.6
Be responsible for assisting all students to develop attitudes necessary for career advancement	1.8	2.4	1.7	2.0	2.2	2.0	2.1

Table 23 (continued)

Components	Elementary Schools				Junior High	High School	Total
	Burton	Farmington	Kaysville	Total	Kaysville	Davis	
Assist all students in making decisions about careers	2.4	3.5	2.6	2.9	2.6	2.4	2.6
Be responsible for teaching career awareness to all students	1.7	1.8	1.7	1.8	2.1	2.0	1.9
Students Should							
Be exposed to the values of work during their entire school experience	1.3	1.6	1.5	1.5	1.9	1.8	1.7
Be able to intelligently discuss the job requirements of many different careers upon leaving the school	1.8	2.0	2.1	2.0	2.2	1.9	2.0
Study their interests and abilities to determine their fitness for specific careers	1.6	1.8	2.2	1.9	2.1	1.9	1.9
Learn how to cope with the economic world	1.7	1.8	1.9	1.8	1.9	1.8	1.8
Learn techniques for using their leisure time wisely	1.6	1.8	1.8	1.7	2.0	1.8	1.8
Have the opportunity to learn vocational skills	1.8	1.8	2.0	1.9	1.6	1.8	1.8
Have the opportunity for "hands-on experience" as a part of the school curriculum	1.7	1.7	1.8	1.7	2.0	2.0	1.9
Be able to demonstrate appropriate attitudes concerning the dignity and importance of work	1.5	1.8	1.8	1.7	1.8	1.8	1.8
Develop pride in accomplishment, loyalty, and dependability upon completion of the school experience	1.3	1.7	1.7	1.6	1.6	1.8	1.6
Be proud of whatever kind of work they do	1.3	1.5	1.5	1.4	1.7	1.8	1.6
Part Three							
Motivation for teaching can be stimulated through career education	2.1	2.2	2.2	2.1	2.4	2.3	2.2

Table 23 (continued)

Components	Elementary Schools				Junior High	High School	Total
	Burton	Farmington	Kaysville	Total	Kaysville	Davis	
Training programs should exist to help pre-service and in-service teachers to develop the knowledge, attitudes, and skills necessary to meet the objectives of instruction in career education	2.6	2.1	2.1	2.2	2.3	2.1	2.2
Career education will enable students to see why they should acquire essential academic skills	1.9	2.1	2.0	2.0	2.2	2.1	2.1
Career education can enable each individual to develop a self-identity as a worker in a work-centered society	1.9	2.2	2.1	2.1	2.4	2.0	2.1
Career education goes beyond the school, and the entire community may be a resource for career development	1.7	1.8	1.9	1.8	1.8	1.8	1.8
To the teacher in any discipline or at any level, career education provides another reason for teaching essential basic educational skills and concepts	1.9	2.2	2.0	2.0	1.9	2.0	2.0
It is important for an individual to know and understand himself	1.3	1.5	1.5	1.4	1.5	1.7	1.5
Helping people achieve good career adjustment has considerable social and economic value to the total society	1.4	1.7	1.6	1.6	1.5	1.9	1.6
Most jobs in the future will require less than four years of college	2.9	2.8	3.0	2.9	2.5	2.0	2.6
Many jobs are not being filled because the unemployed person does not have the required skills to meet the job requirements	2.5	2.2	2.1	2.2	2.3	2.3	2.3
The introduction of a career education program in the curriculum will be seen by some teachers as a threat to their security	4.2	3.6	3.8	3.8	3.0	3.2	3.4

Table 23 (continued)

Components	Elementary Schools				Junior High	High School	Total
	Burton	Farmington	Kaysville	Total	Kaysville	Davis	
One of the goals of education is to prepare all individuals for employability	2.1	2.3	1.9	2.1	1.9	2.2	2.1
Utah is a leader in the percentage of its population who graduate from high school and college	1.9	1.9	2.0	2.0	1.9	1.9	1.9
Career education should be a central thurst, or core, of education at all levels	2.4	2.7	2.5	2.6	2.6	2.6	2.6
Many counselors, teachers, and principals are academic-college oriented and tend to encourage students to prepare for college	2.0	2.1	2.4	2.2	2.2	2.3	2.2
A career education program will tend to isolate teachers from each other	4.0	4.2	4.1	4.1	3.7	3.8	3.9
Career education is a new term for vocational education	3.2	3.2	3.4	3.3	3.7	3.4	3.4
Education should accept the responsibility of helping each student to realistically assess his her aptitudes, capabilities, and interests in order that each student many become more aware of and appreciative of the world of work	1.9	2.0	1.8	1.9	1.9	2.2	2.0
Lacking occupation information, students are likely to make unwise selections which could be detrimental to themselves and society	2.6	2.2	2.2	2.3	2.3	2.2	2.3
Career education has implications for all education	1.9	2.2	2.0	2.0	2.0	1.9	2.0
Public education should have the responsibility of planning new programs which would give students the opportunity of exploring the world of work and assisting them in making satisfying decisions	2.1	2.3	2.2	2.2	2.2	2.1	2.2

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Table 23 (continued)

Components	Elementary Schools				Junior High	High School	Total
	Burton	Farmington	Kaysville	Total	Kaysville	Davis	
Career education encompasses both academic education and vocational-technical education	2.0	2.2	2.1	2.1	2.1	1.9	2.0
Career education is concerned only with preparing a person to enter into a chosen vocation other than that for which a baccalaureate degree is required	3.4	3.6	3.6	3.6	3.8	3.4	3.6
The world of school and the world of work are separate entities and should be fused as little as possible	3.9	4.3	3.9	4.0	4.1	4.0	4.0
If career education is implemented into the curriculum, the school day will need to be lengthened or some area of the existing curriculum discontinued	3.8	3.7	4.0	3.8	3.3	3.7	3.6
Students hesitate to enter the vocational-technical courses because of the stigma attached	3.1	3.2	2.9	3.1	3.0	3.2	3.1
Career education does not promote individualization of instruction	3.4	3.9	3.7	3.7	3.6	3.8	3.7
Many people are working at jobs from which they gain little or no personal satisfaction	1.8	1.9	2.1	2.0	1.7	2.3	2.0
A college degree is the best and surest route to occupational success	4.1	4.1	3.9	4.0	4.0	3.9	4.0

Table 23 (continued)

Components	Elementary Schools				Junior High	High School	Total
	Burton	Farmington	Kaysville	Total	Kaysville	Davis	
Career education should be a continuing process from first grade through senior high school and beyond	2.1	2.1	2.1	2.1	2.1	2.0	2.1
Human relations skills are not emphasized in a career education program	3.5	3.7	3.7	3.7	3.6	3.7	3.7

*Mean hours

**Numeric value assigned to value ranged from 1=low value to 5=very high value

***Numeric values assigned to responses ranged from 1=Strongly Agree to 5=Strongly Disagree

Table 24

Response of Parents of Davis County (Utah) School Children Grades 1-12 to Concepts of Career Education

Component	Elementary						Junior High		High School		Total (N=120)	
	Burton (N=20)		Farmington (N=18)		Kaysville (N=17)		Kaysville (N=30)		Davis (N=35)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
During the present school year I have visited in the school during regular day a total of												
1. 2 hours or less	8	40	8	44	8	47	19	63	23	66	66	55
2. 3-5 hours	7	35	6	33	4	24	8	27	10	29	35	29
3. 6-10 hours	3	15	3	17	3	18	2	7	0	0	11	9
4. more than 10 hours	2	10	1	6	2	12	1	3	2	6	8	7
Mean*	1.95		1.83		1.94		1.50		1.46		1.67	
Career Education is												
1. A term I know little or nothing about	5	25	5	28	6	35	6	20	5	14	27	21
2. A good program and should be retained as it is in the schools of the district	9	45	8	44	3	18	8	27	10	29	38	32
3. A program to which more emphasis should be given	4	20	4	22	7	41	14	47	17	49	46	38

Table 24 (continued)

Component	Elementary						Junior High		High School		Total (N=120)	
	Burton (N=20)		Farmington (N=18)		Kaysville (N=17)		Kaysville (N=30)		Davis (N=35)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. A program to which too much time and energy is being devoted	1	5	1	6	0	0	1	3	2	6	5	4
Mean*	1.95		2.06		1.94		2.27		2.40		2.17	
Regarding my child's activities in Career Education I know												
1. Very little	5	25	4	22	3	18	16	53	15	43	43	36
2. Only of some units that have been taught	9	45	4	22	6	35	6	20	11	31	36	30
3. Only about some outside resource people who have been in the school	2	10	2	11	4	24	1	3	1	3	10	8
4. About most of the activities (in and out) of formal classrooms) in which my child has participated	2	10	8	44	3	18	6	20	8	23	27	23
Mean*	2.10		2.78		2.29		1.83		2.06		2.15	

Table 24 (continued)

Component	Elementary						Junior High		High School		Total (N=120)	
	Burton (N=20)		Farmington (N=18)		Kaysville (N=17)		Kaysville (N=30)		Davis (N=35)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
The responsibility for the educational program of the schools belongs to												
1. The teachers	1	5	0	0	0	0	0	0	1	3	2	2
2. The principals	0	0	0	0	0	0	0	0	0	0	0	0
3. The parents	0	0	0	0	0	0	0	0	0	0	0	0
4. A cooperative effort between all of the above	19	95	18	100	17	100	30	100	34	97	118	98
Mean*	3.85		4.00		4.00		4.00		3.91		3.95	
My overall assessment of the Career Education Program in my child's school is												
1. Excellent	0	0	1	6	1	6	1	3	1	3	4	3
2. Good	11	55	9	50	10	59	10	33	11	31	51	43
3. Poor	0	0	0	0	0	0	2	7	1	3	3	3
4. Don't know enough to make a judgment	9	45	8	44	5	29	17	57	20	57	59	49
Mean*	2.90		2.83		2.41		3.17		3.03		2.92	

Table 24 (continued)

Component	Elementary						Junior High		High School		Total (N=120)	
	Burton (N=20)		Farmington (N=18)		Kaysville (N=17)		Kaysville (N=30)		Davis (N=35)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I am												
1. Extremely supportive of the school program in which my children participate, in and out of the regular classroom	4	20	6	33	8	47	8	27	10	29	36	30
2. Generally supportive of the school program in which my children participate, in and out of the regular classroom	15	75	10	56	6	35	21	70	18	51	70	58
3. Unable to support much of the activities in which my children engage during the school day	0	0	1	6	2	12	0	0	5	14	8	7
4. Unable to support any of the activities in which my children engage during the school day	0	0	1	6	0	0	0	0	1	3	2	2
Mean*	1.70		1.83		1.53		1.67		1.86		1.73	

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Table 24 (continued)

Component	Elementary						Junior High		High School		Total (N=120)	
	Burton (N=20)		Farmington (N=18)		Kaysville (N=17)		Kaysville (N=30)		Davis (N=35)			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Elementary children should												
1. Not be expected to participate in a Career Education program	2	10	1	6	0	0	5	17	3	9	11	9
2. Become aware of the working world about them	0	0	0	0	0	0	0	0	2	6	2	2
3. Have the opportunity of acquainting students with choices	17	85	16	89	17	100	23	77	28	80	101	84
4. Be expected to choose their profession before leaving the sixth grade	0	0	0	0	0	0	0	0	0	0	0	0
Mean*	2.65		2.72		3.00		2.47		2.60		2.65	

Table 24 (continued)

Source of Information	Elementary			Junior High	High School	Total Mean
	Burton Mean	Farmington Mean	Kaysville Mean	Kaysville Mean	Davis Mean	
Parent Teacher Conferences	1.6**	2.0**	2.0**	1.5**	1.6**	1.7**
PTA Meetings	1.2	1.4	1.4	1.0	1.2	1.2
Back to School Night	1.8	1.6	1.5	1.4	1.6	1.6
Written material from school	2.3	2.1	2.0	1.4	1.8	1.9
Personal contact by School Personnel	1.5	1.5	1.9	1.4	2.4	1.8
PARENT REACTION TO THE FOLLOWING ITEMS						
I feel I understand what it meant by Career Education	2.1***	2.1***	2.2***	2.4***	1.9***	2.1***
I learn much about what goes on in the schools when I visit	2.1	2.3	2.4	2.6	2.8	2.5
I would visit schools oftener were I invited	2.9	2.1	2.5	2.1	2.1	2.1
We parents could make important contributions to the Career Education Program	1.7	1.9	2.1	2.2	2.2	2.0
Ideally everyone should graduate from college	3.9	4.0	4.0	3.7	3.5	3.8
Job opportunities for skilled tradesmen is diminishing rapidly	3.9	4.3	3.7	3.7	3.8	3.8

Table 24 (continued)

Source of Information	Elementary			Junior High	High School	Total Mean
	Burton Mean	Farmington Mean	Kaysville Mean	Kaysville Mean	Davis Mean	
Parents should be involved to greater extent in planning Career Education Programs	2.3	2.4	2.4	2.0	2.1	2.2
There should be less emphasis on Career Education than that placed this year	3.6	3.6	3.9	3.5	3.7	3.7
I would be pleased to assist school in the Career Education Program	2.0	2.4	2.7	2.2	2.5	2.3
I am totally unaware of the purpose of Career Education	3.5	3.9	3.7	3.5	3.5	3.6
School personnel should conduct school programs and leave parents out of it	4.4	4.4	4.2	4.2	4.1	4.3
My knowledge of Career Education came primarily from sources other than school	3.2	3.5	3.5	3.2	3.1	3.3
As parents we have often discussed children's careers	2.0	2.4	2.2	1.8	1.7	2.0
I expect all of my children to graduate from high school	1.1	1.2	1.2	1.3	1.1	1.2

Table 24 (continued)

Source of Information	Elementary			Junior High	High School	Total Mean
	Burton Mean	Farmington Mean	Kaysville Mean	Kaysville Mean	Davis Mean	
High School should concentrate on preparing my children for college	1.9	2.3	2.8	2.0	2.0	2.1
My children should decide for themselves (without parental help) whether or not they will go to college	3.0	3.8	3.0	3.1	3.4	3.3
The school helps students to decide their life's goals	3.2	3.0	2.4	3.2	2.9	3.0
I am aware of my child's involvement in Career Education in School	2.4	2.6	2.4	2.4	2.4	2.4
The school has asked me to participate in school activities related to Career Education	3.6	3.6	3.5	3.5	3.3	3.5
Career Education should receive greater emphasis in public schools than at present	2.4	2.7	2.4	2.3	2.4	2.4

Table 24 (continued)

Source of Information	Elementary			Junior High	High School	Total Mean
	Burton Mean	Farmington Mean	Kaysville Mean	Kaysville Mean	Davis Mean	
Only college graduates can be considered successful in life	4.4	4.7	4.8	4.3	4.4	4.5
All honest work should be respected	1.0	1.1	1.1	1.3	1.3	1.2

*Numeric values assigned to responses ranged from 1=Response to answer 1, 2=2, 3=3, 4=4.

**Numeric values composed to 1=Little to 5=Much.

***Numeric values assigned to responses 1=Strongly Agree; 3=Uncertain; 5=Strongly Disagree.

Table 25

Career Counseling and Guidance Activities for Students in Davis County (Utah) School District 1974-1975

Type/Topic of Counseling	Counseling			Number of Students Counseled		Your Evaluation of Student's Responses
	Grade	Group	Individual	Group	Individual	
Self Evaluation Study Skills Educational Values	6	X		246		5*
	7	X		384		5
	8	X		370		5
Parent-Student Interview of Educational Progress: Past, Present, and Future	8		X		370	5
Educational Planning and Career Orientation	9		X		275	4
Vocational Choice, Class Planning, Interest Test, and Evaluation	10		X		287	5
Career Post-High School Education	11		X		280	4
Post Secondary Training	12		X		175	3
Total				1,000	1,387	

*Numerical values assigned responses ranged from 1=of no value to 5= of great value.

Table 26

The Amount of Use of the Career Information Center by Sophomore Students of Davis High School (Utah) 1974-1975

Components	Boys	Girls	Total
Number of visitations to the Career Information Center	584	517	1,101
Number of individual students who visited the Career Information Center one or more times	139*	128*	267*
Average number of visits per student to the Career Information Center	4.2	4.0	4.1
Number of students receiving information about			
a. Technical and Industrial schools			86
b. Colleges or Universities			175
c. Current school problems related to career education			60**
d. Employment not requiring education beyond high school			25**

*Approximately 50 additional sophomores will visit Utah Technical College when they take Driver's Education during their junior year.

**Estimated

Table 27

Career-Related Testing Programs for Students in Grades Seven Through Ten in the Davis County (Utah) School District for the School Year 1974-1975

Type of Name of Test	Grade	Test		Number of Student Participants		Your Evaluation
		Group	Individual	Group	Individual	
Stanford Achievement Test	7	X		384		5*
Short Form Test of Academic Aptitude	7	X		384		5
Differential Aptitude Test	8	X		370		5
General Aptitude Test Battery	9	X		350		5
	9		X		65	5
	10		X		30	5
California Occupational Preference	10	X		300		3
Total				1,788	95	

*Numerical values assigned responses ranged from 1=of no value to 5=of great value

Table 28

Participation in Hands-on Experiences by Students of Grades 9-12 of Davis County (Utah) School District 1974-1975

Type of Activity	Number of Activities	Number of Classes Involved
Class Experiments	6	4
Class Reports	9	8
Class Visitors	13	9
Field Trips	9	8
Filmstrips/Tapes	2	2
Games	1	1
Job Applications	1	1
Research	1	1
Role Playing	6	6
School Displays	2	2
Total	50	42

Table 29

Number of Davis High School (Utah) Students Who Received Skill Experiences Indicated by Grade 1974-1975

Skill Category	Grade				
	9	10	11	12	Total
Agri-business	41	20	27	15	103
Arts	110	69	50	65	294
Business	101	93	129	192	515
Drafting	15	6	19	8	48
Electronics	43	25	8	4	80
Homemaking	87	54	157	122	420
Machine Shop	38	20	8	7	73
Metals	82	12	5	5	104
Music	105	40	40	66	251
Physical Education	261	278	233	192	964
Science	53	126	232	148	559
Automotive			117	94	211
Distributive Education	8	1	17	16	42
Industrial Arts, Woodworking	71	55	38	28	192
Landscaping			10	9	19
Total	1,015	799	1,090	971	3,875

Table 30

Number of Students of Davis County (Utah) School District Who Received the Type of Work Experience Indicated by Grade, 1974-1975

Work Category	Davis High School 10	11	12	Total	Davis County Vocational Center 10	11	12	13	14	Total	Total High School/Center
Clerical		2	13	15							15
Farm	2	3	15	20							20
Sales	1	7	15	23							23
Trade											
Carpenter			5	5							5
Plumber											
Mason	1	3	3	7			3	1		4	11
Other trades		5	31	36							36
Other		7	30	37							37
Teacher's Aide						5	3			8	8
Librarian							1			1	2
Total	4	27	112	143		5	7	1		13	156

Table 31

Job Placement (Work) Status of Students of Davis County (Utah) Who Terminated School 1974-1975

Davis High School Graduates	
Total Graduates in 1974	267
Number employed in full-time paid jobs as of October 1974	56
Number receiving counseling/placement help	44*
Number entering post high school educational institutions as of October 1, 1974	190
Number receiving counseling/placement help	190
Number entering unpaid work, e.g. housewife and church service as of October 1, 1974	21
Number receiving counseling/placement help	16

Vocational Center Completions	
Total number of mid-year completions as of April 1, 1975	59
Number who entered post-high school educational institutions	0
Number who entered full-time, paid employment	39
Number receiving counseling/placement help	39
Number who did not enter employment	9
Number receiving counseling/placement help	9
Number who entered unpaid work, e.g. housewife and church service	11

Davis High and Vocational Center Dropouts	Davis High	Vocational Center
Total number of dropouts as of April 1, 1975	9	86
Number who entered full-time, paid employment	2	10

Table 31 (continued)

Davis High and Vocational Center Dropouts	Davis High	Vocational Center
Number receiving counseling/placement help	2	10
Number who did not enter employment		63
Number receiving counseling/placement help		63
Number who entered unpaid work, e.g. housewife and church service	7**	13
Number receiving counseling/placement help	7	13

*All graduates received counseling. Those who requested received placement assistance.

**All due to marriage or pregnancy.

Table 32

Mean* Evaluation of Audio-Visual Materials for the Career Education Program by Teachers and Administrators of Davis County (Utah) School District, 1974-1975

	School							
	BE (N=16)	FE (N=20)	KE (N=20)	Total Elementary (N=56)	KJH (N=23)	DHS (N=11)	Total Teachers (N=90)	El. Prin. (N=3)
A-V materials readily accessible	2.3	2.8	2.2	2.4	2.0	1.8	2.3	2.0
A-V materials in sufficient quantities	2.5	3.0	2.2	2.6	2.3	1.9	2.4	2.7
A-V materials shared with others created problems	2.9	3.1	3.7	3.3	3.6	3.6	3.4	3.3
A-V materials available when needed	2.3	2.6	2.2	2.4	2.3	1.9	2.3	2.3
Different types of A-V materials used better	2.6	2.5	3.3	2.8	2.6	2.8	2.8	2.7

Table 32 (continued)

	School							
	BE (N=16)	FE (N=20)	KE (N=20)	Total Elementary (N=56)	KJH (N=23)	DHS (N=11)	Total Teachers (N=90)	El. Prin. (N=3)
Better scheduling of A-V materials would have saved logistic problems	2.7	3.1	3.2	3.0	3.3	3.2	3.2	3.0

BE=Burton Elementary School

FE=Farmington Elementary School

KE=Kaysville Elementary School

KJH=Kaysville Junior High School

DHS=Davis High School

*Numeric values assigned to responses ranged from 1=Strongly Agree to 5=Strongly Disagree.

Table 33

Mean* Responses of Davis County (Utah) School District Teachers and Administrators to the Logistical Effectiveness of the Career Education Program 1974-1975

Components	Elementary Schools				Junior High	High School	Administration (N=3)	Total (N=93)
	Burton (N=16)	Farmington (N=20)	Kaysville (N=21)	Total (N=57)	Kaysville (N=25)	Davis (N=11)		
Materials Accessible	2.4	2.7	2.0	2.3	2.1	1.6	2.0	2.2
Sufficient Quantities of World of Work Materials	2.3	3.1	1.8	2.4	0**	0**	2.0	2.4
Shared Materials Created Problems	3.2	3.4	3.6	3.4	3.3	3.3	3.7	3.4
Materials Available When Needed	2.1	2.7	2.1	2.3	2.1	1.8	2.0	2.2
Sufficient Time to Preview	2.3	2.4	2.1	2.2	2.3	2.0	1.7	2.2
Materials Treated Shabbily	3.6	3.2	3.4	3.4	3.3	3.0	3.7	3.3
Materials Not Returned Promptly	3.3	2.9	3.2	3.1	3.2	3.0	3.0	3.1
Always Sufficient Materials	2.7	3.4	2.2	2.8	2.5	2.0	2.3	2.6
Career Education Information was Availalbe	2.4	2.5	1.9	2.2	1.9	1.7	2.0	2.1
Career Education Person on Staff	2.8	2.8	2.3	2.6	1.5	1.5	2.3	2.2
Need More Career Materials	2.6	2.4	3.1	2.7	2.7	2.8	2.3	2.7
Problem Coordinating Materials	3.3	3.2	3.7	3.4	3.5	3.6	4.0	3.5
More Materials Should Have Been Available	2.9	2.3	3.4	2.9	3.1	2.9	3.3	3.0

*Numerical values ranged from Strongly Agree=1, Uncertain=3, Strongly Disagree=5

**Only Elementary schools use World of Work materials

Table 34

Summary of School Principals' Responses of Schools of Davis County (Utah) School District Which did Not Particiate in a Formal Career Education Activities to Questions Pertaining to Career Education Activities 1974-1975

Components	Schools		
	Elementary	Junior High	High School
Number of schools	35	8	5
Number of schools responding to questionnaire	30	8	5
Number of teachers		282	330
Number of elementary schools responding which have World of Work programs	24		
Number of teachers in elementary schools which have World of Work programs	416		
Number of teachers teaching one or more World of Work units	261		
Number of teachers using parts of other World of Work units with regular teaching	247		
Number of teachers using self-developed career education units	121		
Number of teachers using career education resource people	235		
Number of schools which have specific person in charge of career education		8	
Person in charge is: Teacher		4	
Counselor		4	

Table 34 (continued)

	Schools		
	Elementary	Junior High	High School
Number of schools which have established Career Information Centers		8	5
Person in charge is: Teacher		3	
Counselor		3	1*
Librarian		2	1*
Para-professional			3*
Number of schools in which faculty meeting-inservice time devoted to career education			
Some		7	
Much		1	
Number of teachers or schools in which teachers used teaching moments or other methods to bring career education into regular classwork	351		
Some teachers		3	1
Many teachers		4	3
All teachers		1	1
Number of schools in which teachers have used special career education units			
No teachers		1	
Some teachers		6	2
Many teachers		1	3
Number of schools in which teachers used resource people in classes			
Some teachers		6	2
Many teachers		2	3

Table 34 (continued)

	Schools		
	Elementary	Junior High	High School
Number of schools in which teachers used the Career Information Center			
A little		6	
Much		2	
Number of schools which have grades in which there is an organized program in the use of the Career Information Center			
Tenth			5
Eleventh			3
Twelfth			3
Student use of Career Information Center			
None		1	
Little		5	
Much		2	
Schools in which formal programs have been attempted to assist graduates to find work (excluding college entrance)			4
Schools in which students exiting before graduation regularly receive counseling relative to work opportunities			4
Number of high school students who have had OJT experience in 1974-1975			858

*Part-time

PART III

APPENDIX

Career Orientation Questionnaire

1. The California Occupational Preference Survey helped me to focus on some of my interests in the career field.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

2. Sophomore students are too young to begin thinking about career choices.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

3. The materials in the Center cover most of the occupations in which I am personally interested.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

4. The filmstrip-cassette programs seemed to portray real people in actual on-the-job situations in most cases.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

5. I feel that I know where I can go for up-to-date job information during the remainder of my high school career.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

6. The information available is geared more to vocational than to professional careers.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

7. The amount of time spent in this orientation session was not adequate to become acquainted with the materials and equipment in the Center.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

8. Post-high school education or training information should be emphasized as well as job information.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

9. I would like to be able to visit the Career Center frequently during the remainder of my time at Davis High School.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

10. This orientation session should be postponed until the senior year in high school since seniors are going to be making career decisions very soon.

Strongly Agree	Agree	Disagree	Strongly Disagree
☐	☐	☐	☐

DAVIS COUNTY SCHOOL DISTRICT

Magnitude/Interrelationship of Careers

Pupil Rating Grade 5

1974 - 1975

DIRECTIONS: The following questions are about different kinds of jobs. There are twenty different groups and each group has five jobs. After each group there are six meanings (A. B. C. D. E. F.). Before each job there is a space which is underlined. Please put the letter of the best meaning for each job on the line. The example below will help you.

EXAMPLE:

1. _____Man
2. _____Woman
3. _____Boy
4. _____Girl
5. _____Baby

A. Meows when it is hungry
B. Likes to play with dolls
C. Works for money to help buy things for the family
D. Cries when it is hungry
E. Likes to play ball
F. Fixes meals and helps keep the house clean

Please write the letters clearly, and remember that there is one extra meaning in each group of jobs.

1. 1. _____Missionary
2. _____Rabbi
3. _____Nun
4. _____Bishop
5. _____Reverend

A. A leader in the Mormon, Catholic, and some Protestand churches
B. An unmarried lady who lives in a convent and works for her church
C. A Jewish leader
D. A title of respect for ministers in some churches
E. A person worshipped as "god" in Japan
F. A person sent out by his Church to preach

2.

1. _____ Undertaker		A. A person who puts new covers on couches and chairs
2. _____ Social worker		B. A person who takes care of the bodies of dead people
3. _____ Upholsterer		C. A person who investigates accidents and sometimes pays the bills
4. _____ Beautician		D. A person who helps people with personal problems
5. _____ Insurance agent		E. A person who fixes refrigerators
		F. A person who washes and fixes women's hairs

3.

1. _____ Psychologist	A. A person who works with doctors and nurses
2. _____ Veterinarian	B. A person who tests the blood of people
3. _____ Hospital orderly	C. A person who helps sick animals
4. _____ Nurse	D. A person trained to talk to people and help them
5. _____ Labboratory technician	E. A person who fixes teeth
	F. A lady or man who is trained to help doctors take care of sick people

4.

1. _____ Medical Secretary	A. A person who tests people to see if they need glasses
2. _____ Optometrist	B. A person who uses a machine to take pictures of the bones of the body
3. _____ X-Ray technician	C. A person who works with very small plants
4. _____ Chiropractor	D. A person who helps doctors write down information
5. _____ Bacteriologist	E. A doctor who tries to keep the bones and muscles straight and in the right place
	F. A person who manages a hospital

5.

1. _____ Architect
2. _____ Plumber
3. _____ Carpenter
4. _____ Electrician
5. _____ Printer

A. A person who hangs wallpaper
B. A person who puts wire in houses so the lights will work
C. A person who fixes water pipes
D. A person who builds houses
E. A person who plans how buildings should be built
F. A person who prepares newspapers and wedding announcements

6.

1. _____ Welder
2. _____ Chemist
3. _____ Sheet metal worker
4. _____ Machine maintenance man
5. _____ Asembly line operator

A. A person who puts things in a factory
B. A person who keeps machines working the way they should
C. A person who makes things out of chemicals
D. A person who makes things from tin and other things
E. A person who melts iron togehter with a torch
F. A person who sweeps up after everyone

7.

1. _____ Brakeman
2. _____ Truck driver
3. _____ Locomotive engineer
4. _____ Service Station Attendant
5. _____ Station agent

A. A person who drives a truck
B. A person who is the boss of a train station
C. A person who sells gas and fixes cars
D. A person who is in charge of the local grocery store
E. A person who drives a train
F. A train worker who helps put together the cars on a train

8.

1. _____ Dairyman
2. _____ Rancher
3. _____ Farm agent
4. _____ Poultryman
5. _____ Agronomist

A. A person who helps farmers plan what to plant
B. A person who knows about plants we use for food
C. A person who raises silver foxes
D. A person who raises cattle
E. A person who raises chickens and eggs
F. A person who takes milk to stores

9.

1. _____ Soil conservationist	A.	A person who works with problems about wild animals
2. _____ Fish and game manager	B.	A person who digs for precious stones and minerals
3. _____ Miner	C.	A person who takes care of a farm
4. _____ Petroleum worker	D.	A person who plans so that dirt does not wash away
5. _____ Farm manager	E.	A person who raises rabbits
	F.	A person who takes oil and gasoline out of the ground

10.

1. _____ Pilot	A.	A person who helps people on an airplane
2. _____ Stewardess	B.	A person who flies an airplane
3. _____ Navigator	C.	A person who decides where a ship or an airplane will go
4. _____ Body and fender repairman	D.	A person who sells tickets
	E.	A person who fixes dents in cars
5. _____ Auto mechanic	F.	A person who fixes car engines

11.

1. _____ School teacher	A.	A person who collects garbage and waste materials
2. _____ Counselor	B.	A person who helps us put out fires
3. _____ Fireman	C.	A person who helps students with special problems
4. _____ Refuse collector	D.	The leader of a school
	E.	A person who cleans classrooms
5. _____ Principal	F.	A person who teaches school

12.

1. _____ Policeman	A.	A person who writes down what happens in a courtroom
2. _____ Court recorder	B.	A person who arranges and checks out books
3. _____ Lawyer	C.	A person who helps to keep law and order
4. _____ Librarian	D.	A person who helps when we have a legal problem
5. _____ Soldier	E.	A person who sells small radios
	F.	A person who fights for his country

13. 1. _____Forest ranger
2. _____Range manager
3. _____Gardner
4. _____Meteorologist
5. _____Biologist

A. A person who makes shoes
B. A person who knows about the weather and universe
C. A person who takes care of government land other than forests
D. A person who helps take care of forests
E. A person who cares for yards and gardens
F. A person who knows about plant and animal life

14. 1. _____Travel agent
2. _____Hotel or motel manager
3. _____Waitress
4. _____Short-order cook
5. _____Cashier

A. A person who collects money for things we buy
B. A person who rents rooms for a night or two
C. A person who helps you plan to take a trip
D. A person who waits on tables and serves food
E. A person who watches his diet
F. A person who prepares food in a hurry

15. 1. _____Author
2. _____Actress
3. _____Actor
4. _____Jeweler
5. _____Conductor

A. A person who writes books, stories, or poems
B. A male person who acts in the movies or on the stage
C. A person who leads music choruses and bands
D. A person who is an art dealer
E. A person who makes or sells rings, watches, and precious stones
F. A female person who acts in the movies or on the stage

16. 1. _____Photographer
2. _____Radio announcer
3. _____Reporter
4. _____Printer
5. _____Lecturer

A. A person who talks on the radio
B. A person who collects and writes news
C. A person who makes books to sell to prople
D. A person who speaks in public
E. A person who paints pictures
F, A person who takes pictures with a camera

17.

1. _____ Clerk	A.	A person whose pay depends on how much he sells
2. _____ Salesman	B.	A person who sells only jewelry
3. _____ Sales Supervisor	C.	A person whose pay depends how many hours he works
4. _____ Retail Distributor	D.	A person who is in charge of selling things
5. _____ Wholesale Distributor	E.	A person who sells things only to stores
	F.	The owner or manager of a store

18.

1. _____ Marine (sea) biologist	A.	A person who catches fish for a living
2. _____ Ship captain	B.	A person who is in charge of a ship
3. _____ Scuba diver	C.	A person who swims under the sea with oxygen tanks
4. _____ Commerical fisherman	D.	A person who is in charge of the pier
5. _____ Seaman	E.	A crewman of a ship or a boat
	F.	A person who knows about plant and animal life in the ocean

19.

1. _____ Office manager	A.	A person who cleans an office
2. _____ Bank teller	B.	A person who takes papers and puts them away in cabinets
3. _____ Receptionist	C.	A person who collects money and gives money to customers
4. _____ File clerk	D.	A person who greets people in an office
5. _____ Secretary	E.	A person who is in charge of an office
	F.	A person who writes and sends letters for her boss

20.

1. _____ Model	A.	A person who makes a room or a home beautiful
2. _____ Seamstress	B.	A person who eats only vegetables
3. _____ Homemaker	C.	A person who sews
4. _____ Nutritionist	D.	A person who wears and shows clothes to people so they will buy them
5. _____ Interior decorator	E.	A person who is a good
	F.	A person who knows which foods are best for us

DAVIS COUNTY SCHOOL DISTRICT

Magnitude/Interrelationship of Careers

Students' Rating Grade 7

1974 - 1975

DIRECTIONS: The following questions are about different kinds of jobs. There are twenty different groups and each group has five jobs. After each group there are six meanings. Please select the best meaning for each job and place the letter on the line next to the job it fits the best.

EXAMPLE:

1. _____Man
2. _____Woman
3. _____Boy
4. _____Girl
5. _____Baby

A. Meows when it is hungry
B. Likes to play with dolls
C. Works for money to help buy things for the family
D. Cries when it is hungry
E. Likes to play ball
F. Fixes meals and helps keep the house clean

Please write the letters clearly, and remember that there is one extra meaning in each group of jobs.

1. 1. _____Missionary
2. _____Rabbi
3. _____Nun
4. _____Bishop
5. _____Reverend

A. A leader in the Mormon, Catholic, and some Protestant churches
B. An unmarried lady who lives in a convent and works for her church
C. A Jewish leader
D. A title of respect for ministers in some churches
E. A person worshipped as "god" in Japan
F. A person sent out by his church to preach

2. 1. _____ Undertaker
2. _____ Social worker
3. _____ Upholsterer
4. _____ Beautician
5. _____ Insurance agent

A. A person who puts new covers on couches and chairs
B. A person who takes care of the bodies of dead people
C. A person who investigates accidents and sometimes pays the bills
D. A person who helps people with personal problems
E. A person who fixes refrigerators
F. A person who washes and fixes women's hair

3. 1. _____ Psychologist
2. _____ Veterinarian
3. _____ Hospital orderly
4. _____ Nurse
5. _____ Laboratory technician

A. A male assistant to doctors and nurses
B. One who tests the blood of people
C. One who helps sick animals
D. One who is trained to counsel and help people
E. One who fixes teeth
F. One who is trained to help doctors take care of sick people

4. 1. _____ Medical secretary
2. _____ Optometrist
3. _____ X-ray technician
4. _____ Chiropractor
5. _____ Bacteriologist

A. One who tests people's eyes
B. One who takes pictures of the bones of the body
C. One who works with very small plants
D. One who assists doctors write down information
E. A doctor who tries to keep the bones and muscles in the right place
F. A hospital manager

5. 1. _____ Architect
2. _____ Plumber
3. _____ Carpenter
4. _____ Electrician
5. _____ Printer

A. One who hangs wallpaper
B. One who puts wire in houses so the lights will
C. One who repairs water pipes
D. One who makes houses out of wood
E. One who plans how buildings should be built
F. One who makes newspapers and wedding announcements

6. 1. _____ Welder
2. _____ Chemist
3. _____ Sheet metal worker
4. _____ Machine maintenance man
5. _____ Assembly line operator

A. One who puts things together in a factory
B. One who makes machines work properly
C. One who makes things out of chemicals
D. One who makes things from tin and other things
E. One who melts iron together with a torch
F. One who sweeps up after everyone

7. 1. _____ Brakeman
2. _____ Truck driver
3. _____ Locomotive engineer
4. _____ Service station manager
5. _____ Station agent

A. One who drives a truck
B. One who is in charge of a train station
C. One who sells gas and service for cars
D. One who is in charge of a grocery store
E. One who drives the engine of a train
F. A train worker who helps put cars together on a train

8. 1. _____ Dairyman
2. _____ Rancher
3. _____ Agriculture farm agent
4. _____ Poultryman
5. _____ Agronomist

A. One who helps farmers plan what to plant
B. One who knows about plants we use for food
C. One who raises silver foxes
D. One who raises cattle
E. One who raises chickens and produces eggs
F. One who provides milk to the stores

9. 1. _____ Soil Conservationist
2. _____ Fish and game manager
3. _____ Miner
4. _____ Petroleum worker
5. _____ Farm manager

A. One who works with problems about wild animals
B. One who digs for precious stones and minerals
C. One who takes care of a farm
D. One who is concerned about how land is used
E. One who raises rabbits
F. One who works at removing oil from the ground

10.

1.	_____ Pilot	A.	One who helps passengers while on an airplane
2.	_____ Stewardess	B.	One who flies an airplane
3.	_____ Navigator	C.	One who decides where ships or airplanes will go
4.	_____ Body and fender repairman	D.	One who repairs airplanes
5.	_____ Auto mechanic	E.	One who fixes dents in automobiles
		F.	One who repairs automobile engines

11.

1.	_____ School teacher	A.	One who collects garbage and waste materials
2.	_____ Counselor	B.	One who helps us put out fires
3.	_____ Fireman	C.	One who helps students with special problems
4.	_____ Refuse collector	D.	One who is the leader of a school
5.	_____ Principal	E.	One who cleans classrooms
		F.	One who teaches school

12.

1.	_____ Policeman	A.	One who writes down what happens in a courtroom
2.	_____ Court recorder	B.	One who arranges and checks out books
3.	_____ Lawyer	C.	One who helps to keep law and order
4.	_____ Librarian	D.	One who helps with legal problems
5.	_____ Soldier	E.	One who repairs electrical appliances
		F.	One who helps protect his country

13.

1.	_____ Forest ranger	A.	One who is skillful in fishing
2.	_____ Ranger manager	B.	One who knows about the weather and universe
3.	_____ Gardener	C.	One who helps control government land
4.	_____ Meteorologist	D.	One who helps protect forests
5.	_____ Biologist	E.	One who knows how to care for yards
		F.	One who knows about plants and animals

14. 1. _____ Travel agent
2. _____ Hotel-motel manager
3. _____ Waitress
4. _____ Short-order cook
5. _____ Cashier

A. One who collects money for things people buy
B. One who provides you a place to sleep
C. One who helps you plan a trip
D. One who waits on tables and serves food
E. One who watches his diet
F. One who quickly prepares food to eat

15. 1. _____ Author
2. _____ Actress
3. _____ Actor
4. _____ Jeweler
5. _____ Conductor

A. One who writes book
B. A male person who performs
C. One who leads music performs
D. One who is an art dealer
E. One who sells rings, watches, and precious stones
F. A female person who performs

16. 1. _____ Photographer
2. _____ Radio announcer
3. _____ Reporter
4. _____ Printer
5. _____ Lecturer

A. One who broadcasts over the air
B. One who collects and writes news
C. One who publishes written materials
D. A public speaker
E. One who paints pictures
F. One who takes pictures with a camera

17. 1. _____ Clerk
2. _____ Salesman
3. _____ Sales supervisor
4. _____ Retail distributor
5. _____ Wholesale distributor

A. Salary is usually a percentage of the thing sold
B. One who sells only jewelry
C. A salesperson who is usually paid by the hour
D. One who is in charge of selling
E. One who sells only to stores
F. The owner or manager of a store

18. 1. _____ Marine (sea) biologist
2. _____ Ship captain
3. _____ Scuba diver
4. _____ Commercial fisherman
5. _____ Seaman

A. One who catches fish for a living
B. One who is responsible for a ship
C. One who swims under the sea with oxygen tanks
D. One who is in charge of a pier
E. One who sails and works aboard ships
F. One who knows about plant and animal life in the ocean

19. 1. _____ Office manager
2. _____ Bank teller
3. _____ Receptionist
4. _____ File clerk
5. _____ Secretary

A. One who cleans an office
B. One who takes papers and them in cabinets
C. One who collects money and gives money to customers
D. One who greets people in am office
E. One who is responsible for an office
F. One who writes and sends letters for her boss

20. 1. _____ Model
2. _____ Seamstress
3. _____ Homemaker
4. _____ Nutritionist
5. _____ Interior decorator

A. One who makes a room or home beautiful
B. One who designs men's clothing
C. One who sews
D. One who wears and shows clothes to people
E. One who is a housewife
F. One who knows which foods are best for us

DAVIS COUNTY SCHOOL DISTRICT

Magnitude/Interrelationship of Careers

Students' Rating Grade 11

1974 - 1975

DIRECTIONS: The following questions are about different kinds of careers. There are twenty different groups and each group has five careers. After each group there are six meanings. Please select the best meaning for each career and place the letter on the line next to the job. Please write the letters clearly, and remember that there is one extra meaning in each group of careers.

1. 1. _____ Missionary
   2. _____ Rabbi
   3. _____ Nun
   4. _____ Bishop
   5. _____ Reverend

A. A leader in the Mormon, Catholic, and some Protestant churches
B. An unmarried lady who lives in a convent and works for her church
C. A Jewish leader
D. A title of respect for ministers in some churches
E. A person worshipped as "god" in Japan
F. A person sent out by his church to preach

2. 1. _____ Undertaker
   2. _____ Social worker
   3. _____ Upholsterer
   4. _____ Beautician
   5. _____ Insurance agent

A. Re-covers couches and other furniture
B. Cares for bodies of dead people
C. Gives financial help in case of accident
D. Assists people with personal problems
E. Repairs refrigerators
F. Helps to create a better appearance in people

3. 1. _____ Psychologist
   2. _____ Veterinarian
   3. _____ Hospital orderly
   4. _____ Nurse
   5. _____ Laboratory technician

A. A male ward attendant
B. Tests the blood of people
C. Takes care of sick animals
D. Trained to counsel and help people
E. Fixes teeth
F. A man or woman who is trained to assist doctors in caring for the sick

4. 1. _____ Medical secretary
2. _____ Optometrist
3. _____ X-ray technician
4. _____ Chiropractor
5. _____ Bacteriologist

A. Tests people's eyesight
B. Takes pictures of the bones of the body
C. An expert with microscopic plant life
D. Assists doctors to record information
E. A doctor who straightens out bones and muscles
F. Administers hospitals

5. 1. _____ Architect
2. _____ Plumber
3. _____ Carpenter
4. _____ Electrician
5. _____ Printer

A. Hangs wallpaper
B. Wires houses and fixes appliances
C. Repairs water pipes
D. Constructs houses
E. Designs buildings
F. Makes newspapers and wedding announcements

6. 1. _____ Welder
2. _____ Chemist
3. _____ Sheet metal worker
4. _____ Machine maintenance man
5. _____ Assembly line operator

A. Puts things together in a factory
B. Makes machines work properly
C. Mixes chemicals to make medicine and other things
D. Makes things from tin and other things
E. Melts iron together with a torch
F. Sweeps up after everyone

7. 1. _____ Brakeman
2. _____ Truck driver
3. _____ Locomotive engineer
4. _____ Service station manager
5. _____ Station agent

A. Drives a truck
B. Responsible for a train station
C. Provides gas and service for cars
D. Lays train tracks
E. Drives the engine of a train
F. Helps assemble cars on a train

8. 1. _____Dairyman
2. _____Rancher
3. _____Agriculture farm agent
4. _____Poultryman
5. _____Agronomist

A. Provides planning assistance to farmers
B. Knowledgeable about plants we use for food
C. Raises honey bees
D. Raises cattle
E. Provides chickens and eggs
F. Provides milk

9. 1. _____Soil conservationist
2. _____Fish and game manager
3. _____Miner
4. _____Petroleum worker
5. _____Farm manager

A. concerned with wild animals
B. Removes coal and other minerals from the ground
C. Cares for a farm
D. Concerned with the use of land
E. Raises rabbits
F. Removes oil from the ground

10. 1. _____Pilot
2. _____Stewardess
3. _____Navigator
4. _____Body and fender repairman

A. Helps passengers while on an airplane
B. Helps an airplane to land
C. Decides where ships or airplanes will go
D. Repairs airplanes
E. Fixes dents in automobiles
F. Repairs automobile engines

11. 1. _____School teacher
2. _____Counselor
3. _____Fireman
4. _____Refuse collector
5. _____Principal

A. Collects garbage and waste materials
B. Assists by putting out fires
C. Assists students with special problems
D. The leader of a school
E. Teaches religious subjects
F. Teaches school

12. 1. _____ Policeman
2. _____ Court recorder
3. _____ Lawyer
4. _____ Librarian
5. _____ Soldier

A. Writes down what occurs in a court room
B. Arranges and checks out books
C. Helps to keep law and order
D. Assists with legal problems
E. Repairs electrical appliances
F. Helps protect his country

13. 1. _____ Forest ranger
2. _____ Range manager
3. _____ Gardener
4. _____ Meteorologist
5. _____ Biologist

A. Skillful in fishing
B. Knowledgeable about the atmosphere
C. Assists in controlling government land
D. Helps protect forests
E. Skillful in caring for yards
F. Knows about plant and animal life

14. 1. _____ Travel agent
2. _____ Hotel-motel manager
3. _____ Waitress
4. _____ Short-order
5. _____ Cashier

A. Collects money for purchases
B. Provides a place to sleep overnight
C. Helps to make arrangements for trips
D. Assists at tables and serves food
E. Watches his diet
F. Quickly prepares food to eat

15. 1. _____ Author
2. _____ Actress
3. _____ Actor
4. _____ Jeweler
5. _____ Conductor

A. A writer
B. Male performer
C. Leads music choruses and bands
D. Deals in art
E. Sells rings, watches, and precious stones
F. Female performer

16.

1. _____ Photographer
2. _____ Radio announcer
3. _____ Reporter
4. _____ Printer
5. _____ Lecturer

A. Broadcasts over the air.
B. Collects and writes news
C. Publishes written materials
D. Public speaker
E. Paints pictures
F. Takes pictures

17.

1. _____ Clerk
2. _____ Salesman
3. _____ Sales supervisor
4. _____ Retail distributors
5. _____ Wholesale distributor

A. Salary is usually a percentage of sales
B. Deals in jewelry
C. Salesman or saleslady usually paid by the hour
D. In charge of selling
E. Sells only to retail distributors
F. The owner or manager of a store

18.

1. _____ Marine (sea) biologist
2. _____ Ship captain
3. _____ Scuba diver
4. _____ Commercial fisherman
5. _____ Seaman

A. A specialist in catching fish
B. Responsible for a ship and all people aboard
C. Swims under the sea with oxygen tanks
D. Responsible for a pier
E. Performs duty aboard a ship
F. Expert on plant and animal life in the ocean

19.

1. _____ Office manager
2. _____ Bank teller
3. _____ Receptionist
4. _____ File clerk
5. _____ Secretary

A. Cleans an office
B. Sorts and places papers in cabinets
C. Collects money from and gives money to customers
D. A greeter in an office
E. Responsible for an office
F. Writes and sends letters for her manager or employer

20. 1. _____ Model

2. _____ Seamstress

3. _____ Homemaker

4. _____ Nutritionist

5. _____ Interior decorator

A. Beautifies a room or home.
B. Designs men's clothing
C. Sews
D. Wears and advertises clothes
E. A housewife
F. Knows which foods are best for one's health

DAVIS COUNTY SCHOOL DISTRICT

Education and Training

Students' Rating Grade 4

1974 - 1975

Under each question please put a circle around the letter of the answer you believe is correct.

1. People who have the following jobs do things for people. We have to have some training or experience to do any of them. For which job do you think we would need the least amount of training?

a. Hairdresser
b. Babysitter
c. Barber
d. Tailor
e. TV repairman

2. People who have the following jobs care about our health. In all but one of these jobs a person has to go to high school or college or have much training. Which one doesn't?

a. Counselor
b. Druggist
c. Hospital ward assistant
d. Laboratory technician
e. Dentist assistant

3. People in the following jobs build things. In one job you have to go to college. Which job is it?

a. Plumber
b. Bricklayer
c. Plasterer
d. Architect
e. Carpenter

4. In some jobs people make things to sell. People have to have much training to do them. In one of the following jobs you have to go to college. Which job is it?

a. Machine operator
b. Chemist
c. Sheet metal worker
d. Welder
e. Tool operator

5. The following jobs are about moving people and things. Training is necessary to do any of these jobs. In which of these jobs do you think a person has to go to college?

a. Truck driver
b. Body and fender repairman
c. Auto mechanic
d. Service station manager
e. Aerospace engineer

6. These jobs are about using land. Which job could you have if you only graduated from high school?

a. Farmer
b. Soil conservationist
c. Mining engineer
d. Petroleum engineer
e. Fish and game manager

7. People who have these jobs help people. In which job don't you have to go to school?

a. Lawyer
b. Teacher
c. Engineer
d. School counselor
e. Garbage collector

8. The following jobs are about environment. For which of these jobs don't you have to graduate from high school?

a. Meteorologist
b. Fish and game manager
c. Range manager
d. Gardner
e. Forest ranger

9. The following jobs help us use our spare time. For which job would we have to go to college?

a. Waitress
b. Cook
c. Restaurant hostess
d. Golf pro
e. Community Recreation Director

10. Sometimes a person doesn't have to go to very much school, and he just needs lots of training. In most of the following jobs a person needs more training than he needs more school. In which job does a person need more school?

a. Actor
b. Singer
c. Poet
d. Lawyer
e. Sculpturer

11. In some jobs people tell other people about things. In most of the following jobs a person needs good training and not more school. In which job does a person need more school?

a. Photographer
b. College professor
c. Sportscaster
d. Newswrite
e. Reporter

12. Some jobs help companies decide if they want to make things. A person doesn't have to graduate from high school for one of the following jobs. Which job is it?

a. Salesman
b. Statistician
c. Economist
d. Marketing researcher
e. Systems analyst

13. Some jobs are about the different uses of the ocean. A person must go to college in all of the following jobt but one. For which job does one <u>not</u> have to go to college?

a. Marine biologist
b. Physicist
c. Fisherman
d. Aquatic biologist (scientist)
e. Geophysicist (scientist)

14. Some jobs are about office work. For many of these jobs a person has to graduate from high school. For which job does a person <u>not</u> have to go to high school?

a. Data key puncher
b. Bank teller
c. Bookkeeper
d. Custodian
f. Secretary

15. In some jobs people make things for our homes. For which job do you think you would have to go to school the longest?

a. Homemaker
b. Model
c. Seamstress
d. Drapery maker
e. Nutritionist

16. Most of us change our minds about what we want to do when we grow up. For the job you want at this time how much school or training do you need?

a. 10th grade
b. High school graduate
c. Technical school graduate
d. College graduate
e. Professional school after graduation from college
f. I don't know yet

17. What job do you think you want when you grow up?

_____

DAVIS COUNTY SCHOOL DISTRICT

Education and Training

Students' Rating Grade 8

1974 - 1975

Under each question please draw a circle around the letter of the answer which you believe to be correct.

1. People who have the following jobs do things for people. We have to have some training or experience to do any of them. For which job would we need the least training?

a. Beautician
b. Babysitter
c. Barber
d. Tailor
e. TV repairman

2. People who have the following jobs care about our health. One of these jobs does not require as much training or education as the other jobs. Which job is it?

a. Counselor
b. Druggist
c. Hospital ward attendant
d. Laboratory technician
e. Dental assistant

3. The following jobs are concerned with building things. In one job you have to go to college. Which one is it?

a. Plumber
b. Bricklayer
c. Plasterer
d. Architect
e. Carpenter

4. People in some jobs manufacture products. People have to have much training to do them. In one of the following jobs one must also go to college. Which job is it?

a. Machine operator
b. Chemist
c. Sheet metal worker
d. Welder
e. Tool operator

5. In which of the following jobs concerned with transportation do you think college is necessary?

a. Truck driver
b. Body and fender repairman
c. Auto mechanic
d. Service station manager
e. Aerospace engineer

6. Some jobs are concerned with the use of land. Which job requires no more than a high school education?

a. Farmer
b. Soil conservationist
c. Mining engineer
d. Petroleum engineer
e. Fish and game manager

7. Some jobs are to help people. Which job requires no school?

a. Lawyer
b. Teacher
c. Engineer
d. School counselor
e. Garbage collector

8. Jobs which are concerned with our environment are important. Which of the following jobs does not require graduation from high school?

a. Meteorologist
b. Range manager
c. Fish and game manager
d. Gardener
e. Forest ranger

9. Some people have jobs to help us use our spare time. Which of the following jobs would require us to go to college?

a. Waitress
b. Cook
c. Restaurant hostess
d. Golf pro
e. Community recreation director

10. Some jobs require good training rather than more school. In which of the following jobs should one have more school than training?

a. Actor
b. Singer
c. Poet
d. Lawyer
e. Sculpturer

11. Some jobs are concerned with giving information to other people. Which of the following jobs requires more school than training?

a. Photographer
b. College professor
c. Sportscaster
d. Newswriter
e. Reporter

12. Some jobs are to help companies decide if they should produce certain products. Graduation from high school is not necessary for one of the following jobs. Which job is it?

a. Salesman
b. Statistician
c. Economist
d. Marketing researcher
e. Systems analyst

13. Some jobs are related to the ocean. For which of the following jobs is one not required to go to college?

a. Marine biologist
b. Physicist
c. Commercial fisherman
d. Acquatic biologist
e. Geophysicist

14. Business offices employ many people with different skills. At least a high school education is necessary for many of these jobs. For which job would a person not have to graduate from high school?

a. Data key puncher
b. Bank teller
c. Bookkeeper
d. Custodian
e. Secretary

15. Some jobs are concerned with making products for our homes. Which of the following jobs would one be required to attend school the longest?

a. Homemaker
b. Model
c. Seamstress
d. Drapery maker
e. Nutritionist

16. Students frequently change their minds about what job they want when they grow up. For the job you now want how much education or training do you think you will need?

a. 10th grade
b. High school graduate
c. Technical school graduate
d. College graduate
e. Professional school after graduation from college
f. Don't know as I haven't made up my mind yet

17. What job do you want after you have finished your education or training?

_____

DAVIS COUNTY SCHOOL DISTRICT

Education and Training

Students' Rating Grade 10

1974 - 1975

Under each question please draw a circle around the letter of the answer you believe is correct.

1. Persons who have careers in the area of personal services do things for people. A certain amount of training or experience is necessary in each of these areas. Which of the following jobs requires least training?

a. Beautician
b. Babysitter
c. Barber
d. Tailor
e. TV repairman

2. Some careers deal with health. All of the following jobs require a person to graduate from high school and go to college except for one job. Which is it?

a. Counselor
b. Druggist
c. Hospital orderly
d. Laboratory technician
e. Dental assistant

3. The construction career area is primarily one that requires training rather than formal school. One of the following careers, however, requires a college education. Which one is it?

a. Plumber
b. Bricklayer
c. Plasterer
d. Architect
e. Carpenter

4. Careers in manufacturing are concerned with creating products. Much training is required in each of them. One requires a college education. Which is it?

a. Machine operator
b. Chemist
c. Sheet metal worker
d. Welder
e. Tool operator

5. Which of the following jobs in the transportation career area do you think requires a college education?

a. Truck driver
b. Body and fender repairman
c. Auto mechanic
d. Service station manager
e. Aerospace engineer

6. Some careers pertain to the use of land. These jobs vary in the amount of education required. Which career requires no more than a high school education?

a. Farmer
b. Soil conservationist
c. Mining engineer
d. Petroleum engineer
e. Fish and game manager

7. Public service is a career area in which service for individuals is the goal. Careers in this area may require very little or very much schooling. Which of the following careers requires no school?

a. Lawyer
b. Teacher
c. Engineer
d. School counselor
e. Garbage collector

8. Some careers are concerned with protecting our environment. Which of the following careers does not require graduation from high school?

a. Meteorologist
b. Range manager
c. Fish and game manager
d. Gardener
e. Forest ranger

9. Some people have careers in which they help other people spend their leisure time. Which of the following jobs would require a college education?

a. Waitress
b. Cook
c. Restaurant hostess
d. Golf pro
e. Community recreation director

10. Some careers require good training rather than more schooling. Which of the following careers would require more school than training?

a. Actor
b. Singer
c. Poet
d. Lawyer
e. Sculpturer

11. Some careers are concerned with transmitting information. Which of the following jobs requires more school than training?

a. Photographer
b. College professor
c. Sportscaster
d. Newswriter
e. Newspaper reporter

12. Information provided by some careers assist companies in deciding what products and how much of each they should produce. A high school or college education is helpful or necessary in many of these jobs, but not necessary in which one of the following?

a. Salesman
b. Statistician
c. Economist
d. Marketing researcher
e. Systems analyst

13. Some careers are related to the exploration and use of the oceans. Which of the following careers does not require a college education?

a. Marine biologist
b. Physicist
c. Commercial fisherman
d. Acquatic biologist
e. Geophysicist

14. Business offices employ many people with different skills. Graduation from high school is required for almost all business office careers. For which of the following jobs is high school graduation not required?

a. Data keypuncher
b. Bank teller
c. Bookkeeper
d. Custodian
e. Secretary

15. Some careers are concerned with making products for our homes. Which of the following careers would require the most education?

a. Homemaker
b. Model
c. Seamstress
d. Drapery maker
e. Nutritionist

16. Students frequently change their minds about what career field they want to enter. For the career you now think you want how much education or training do you expect to have?

a. 10th grade
b. High school graduate
c. Technical school graduate
d. College graduate
e. Professional school after graduation from college
f. I haven't decided yet

17. What job do you want after you have completed your schooling?

_____

DAVIS COUNTY SCHOOL DISTRICT

Value of Work

Grade 4

1974 - 1975

DIRECTIONS: Please read each of the following sentences carefully. Place a check ( ) in the column under the word which you think applies to you.

	Agree	Disagree
1. After you choose a job you can't change your mind later on.		
2. You have to know what kind of a person you are in order to choose a job. . . .		
3. I will find a job which my parents suggest for me		
4. I suppose that everyone will have to work, but I don't want to		
5. I can do any job I want to do when I grow up, as long as I try hard		
6. I am too young to choose a job now. There will be enough time to decide after I finish school		
7. A job is important. It determines how much money I will make		
8. Work is good because it lets you buy the things you want		
9. The best job for me is one where I can earn the most money		
10. I think about what I want to be, but I haven't decided yet		
11. What I am good at is more important than what I like when I choose a job. .		
12. My parents know better than anyone else what my job should be		
13. I will be happy if I can help other people in my work		

		Agree	Disagree
14.	I don't like to work.		
15.	I don't know what to do for a job as everyone tells me something different		
16.	I don't know how to find the job I want to do.		
17.	I don't want to decide on a job because there are so many problems in the world		
18.	I wish I could do some jobs that I know I could never do		
19.	I don't know what courses to take in school when I have a choice		
20.	I think I can do as well in one job as another.		
21.	I think that by the time I am 15 years old I will know what job I want to have.		
22.	It is hard to decide what job I want as there are so many things to think about		
23.	The job a person chooses doesn't matter as long as he gets lots of money		
24.	I don't think very much about the job I want when I grow up		
25.	I think that each person should listen to what his parents say about choosing a job		
26.	Working is just like going to school		
27.	I'm having trouble in preparing myself for the work I want to do . . .		
28.	I don't know very much about what a person does to keep a job and not lose it		
29.	When I choose a job I want to be able to do what I want.		

	Agree	Disagree
30. I think that a person should try several jobs and then choose the one he likes best		
31. There is only one job for each person		
32. The most important thing about a job is if you can do it, and not if you don't like it		
33. I don't know how some people can know what job they want to do		
34. As long as I can remember, I've known what job I want to do when I grow up		
35. I want to do something in my work like helping people, earning lots of money, or making a great discovery .		
36. I think a person gets a job by chance		
37. I think it is who you know that helps you get a job, not what you know . .		
38. When it comes to choosing a job, I'll decide for myself without help from anyone		
39. I think a person should choose a job which gives him a chance to help other people		
40. When I should be studying I often think about my future job		
41. I don't know what working will be like		
42. I think that you should choose a job and then plan how to do it		
43. I can't think of any jobs that I would like		
44. I think you should choose a job to make you famous		

	Agree	Disagree
45. I think if you don't know what job to do, you should ask your parents, and teachers, and friends for suggestions		
46. I want to choose a job which lets me do what I believe in		
47. The best thing about work is the happiness that comes from doing it.		
48. I keep changing my mind about what job I want.		
49. As for choosing a job, I believe that I will decide before too long.		
50. I'm not going to worry about a job since I won't have any say about it anyway.		

DAVIS COUNTY SCHOOL DISTRICT

Work Experience
Grades 10-14
Student Rating

1974 - 1975

Directions: Please read each of the following statements carefully. At the right check ( ) in the column under the word(s) which best describe(s) your level of agreement or disagreement with the statement regarding your work experience as part of your schooling. Please reply as near as you can to your true feelings. There are no right or wrong answers.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. My work experience was exciting .					
2. My work was what I expected before I began					
3. The people I worked for were helpful					
4. I gained very much from my work experience					
5. My work was the same as the full-time people I worked with					
6. I want to work in the same place again					
7. I want to do the same work for my life's occupation					
8. My work experience has helped me decide what I want to do for my life's occupation					
9. One of my teachers halped me get the job					
10. My friend(s) helped me get my job					
11. My parents helped me get my job .					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
12. I got the job by myself without help					
13. Things I learned in school helped me perform my job better					
14. I was given some difficult responsibilities					
15. Everyone at work was kind and helpful to me					
16. Just a few people at work were difficult to get along with . .					
17. There were less than 20 people where I worked					
18. There were between 20-100 people where I worked					
19. There were over 100 people where I worked					
20. The work I did was beneficial to me, but I desire another life-time occupation					
21. My parents, teachers, friends, myself (circle one) have been of greatest influence in my selection of a career					

ELEMENTARY WORKSHOP - AUGUST 1974

Dr. Cline's Workshop

Please respond to the following. It will help us evaluate the workshop (not you).

	YES	SOME	NO
1. Was the topic of "communication" appropriate to helping children become aware of themselves?			
2. Did the workshop provide practical ideas you can use?			
3. Did you have adequate time for the exchange of ideas?			
4. Will the material presented be useful other than in career education?			
5. Were there ideas and concepts presented that were new to you?			
6. Will the workshop help you improve communication with your peers?			
7. Your students?			
8. Parents of the students?			
9. Did you learn something that will help you avoid putting "roadblocks" in communication with others?			
10. Did you learn something that will help you avoid confrontations when you disagree with others?			
11. Have you learned something that will help you aid a student to assess himself as a worthwhile individual? (Especially if he has some "bad" points.)			

YES	SOME	NO

12. I believe that during this school year I will find the time spent in this workshop session to have been valuable.

ELEMENTARY WORKSHOP - AUGUST 1974
INSCHOOL SESSIONS

(For Farmington and Burton teachers only. Kaysville teachers will be given to you on the 21st.)

	YES	SOME	NO
1. This phase of the workshop provided sufficient structure and direction.			
2. There was sufficient allowance for individual initiative and activity.			
3. Sufficient materials were available.			
4. This workshop was helpful in getting acquainted with World of Work (WOW) units.			
5. This workshop was helpful in getting better acquainted with WOW media for unit and objectives.			
6. This workshop was helpful in developing mini-units in the World of Work.			
7. There was opportunity to correlate WOW units by grade and school.			
8. The time spent was valuable in preparing WOW experiences for this school year.			
9. Do you understand what is meant by teaching moments? (From Friday monrning)			
10. Do you recognize the preparation and follow-up needed when you invite a resource visitor to your class? (From Friday morning)			

11. Is this the best time of the year to hold this type of workshop?

12. What additional helps can we provide for you in career education?

ELEMENTARY WORKSHOP - AUGUST 1974
INSCHOOL SESSIONS

(For Farmington and Burton teachers only. Kaysville teachers will be given to you on the 21st.)

	YES	SOME	NO
1. This phase of the workshop provided sufficient structure and direction.			
2. There was sufficient allowance for individual initiative and activity.			
3. Sufficient materials were available.			
4. This workshop was helpful in getting acquainted with World of Work (WOW) units.			
5. This workshop was helpful in getting better acquainted with WOW media for unit and objectives.			
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9. Do you understand what is meant by teaching moments? (From Friday monrning)			
10. Do you recognize the preparation and follow-up needed when you invite a resource visitor to your class? (From Friday morning)			

11. Is this the best time of the year to hold this type of workshop?

12. What additional helps can we provide for you in career education?

Technique:

Junior High School Workshop
September-October, 1974

Circle the department which you represent: Language Arts Social Studies Mathematics Science Health

The objective of this workshop was to provide you with practical helps in implementing career education in your classroom. Will you react to the following items pertaining to the techniques taught to help determine how well this objective was achieved.

Responses to each of the following items which best represents your reaction to the statement should be indicated by placing an "x" on the continuum line somewhere between "Strongly Disagree" and "Strongly Agree". For example:

a. During the workshop we had too little time to learn appropriate techniques for introducing Career Education into the curriculum.

Strongly Disagree 1 2 3 X 4 5 Strongly Agree

1. The discussion topics workshop is appropriate for career education

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. The material presented can be readily applied to career education

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I did not fully understand the meaning of the techniques taught.

Strongly Disagree 1 2 3 4 5 Strongly Agree

4. The instructor did not provide sufficient examples.

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. The class members were given ample opportunity to contribute examples.

Strongly Disagree 1 2 3 4 5 Strongly Agree

6. I know when and where to use the technique discussed.

Strongly Disagree 1 2 3 4 5 Strongly Agree

7. I know available sources to gain additional ideas and information.

Strongly Disagree 1 2 3 4 5 Strongly Agree

8. I do not know how to organize a teaching experience using the technique discussed.

Strongly Disagree 1 2 3 4 5 Strongly Agree

9. The material presented is directly related to the subject matter area with which I am concerned.

Strongly Disagree 1 2 3 4 5 Strongly Agree

10. I believe I can adequately prepare and use the technique of discussion in my classroom.

Strongly Disagree 1 2 3 4 5 Strongly Agree

11. I believe I can help other teachers in the department in which I teach to develop career education units using this technique.

Strongly Disagree 1 2 3 4 5 Strongly Agree

12. There was sufficient time in the workshop to discuss and express ideas.

Strongly Disagree 1 2 3 4 5 Strongly Agree

13. The size of the group was too large for sufficient interaction.

Strongly Disagree 1 2 3 4 5 Strongly Agree

14. The workshop provided me with the "know-how" to begin the job in career education using this technique.

Strongly Disagree 1 2 3 4 5 Strongly Agree

15. The career concept using the technique of discussion will make the subject matter of my classes more meaningful to my students.

Strongly Disagree 1 2 3 4 5 Strongly Agree

1. I have already provided my students with experience in career education.

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I do not fully understand the concept of career education.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I understand the role of my school in the district's career education program.

Strongly Disagree 1 2 3 4 5 Strongly Agree

4. Career education has a place in subject matter I teach.

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. Career education should not be a part of existing junior high school classes.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Career Education Involvement Questionnaire

Subject(s) Taught _____

The following questionnaire is designed to measure the extent of teacher involvement in Career Education.

1. I am using teaching moments as a means of increasing student awareness of job areas related to my subject matter field.

☐ Frequently ☐ Occasionally ☐ Seldom ☐ Never

2. I am using teaching moments as a means of increasing student awareness of job areas unrelated to my subject matter field.

☐ Frequently ☐ Occasionally ☐ Seldom ☐ Never

3. I am taking advantage of opportunities to increase student's competencies in decision making skills.

☐ Frequently ☐ Occasionally ☐ Seldom ☐ Never

4. I am attempting to increase student understanding of economic concepts.

☐ Frequently ☐ Occasionally ☐ Seldom ☐ Never

5. I take advantage of opportunities to discuss with my students the training necessary to achieve competency in a wide variety of occupations.

☐ Frequently ☐ Occasionally ☐ Seldom ☐ Never

6. I have completed or am planning a formal unit that is related to Career Education.

Completed		Planned	
☐ Yes	☐ No	☐ Yes	☐ No

7. I feel that the subject matter I teach lends to teaching Career Education concepts.

☐	☐	☐	☐
Frequently	Occasionally	Seldom	Never

8. I feel that the subject matter I teach is directly related to the skill training necessary for employment in some career field.

☐	☐	☐	☐
Frequently	Occasionally	Seldom	Never

Please use the other side of the paper for any comments you may have concerning your teaching moment efforts or any career related unit you may have taught or expect to teach.

DAVIS COUNTY SCHOOL DISTRICT

Audio-Visual Materials

Teacher/Counselor/Administrator Rating

1974 - 1975

Please indicate whether you are a teacher, counselor, or administrator by placing an "X" in the appropriate space. Also, indicate your grade, subject matter, and school level:

Administrator____; Counselor____; Teacher____

Grade_____; Subject matter_____

High School____; Middle School____; Elementary School____

Would you respond to the following questions pertaining to the availability and effectiveness of audio-visual materials used in your career education program. Please place a check ( ) in the space that corresponds with your experience:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Career education-related audio-visual materials were readily accessible.					
2. Career education-related audio-visual materials were provided in sufficient quantities.					
3. Career education-related audio-visual materials which had to be shared with other shcool personnel created problems.					
4. Career education-related audio-visual materials were available when needed					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5. Different types of career education-related audio-visual materials could have been used to better advantage					
6. Better scheduling of career education-related audio-visual materials would have saved some logistic problems					

DAVIS COUNTY SCHOOL DISTRICT

Logistical Effectiveness of Career Education Program

Teacher/Counselor/Administrator Rating

1974 - 1975

Please indicate your status by a check ( ), and provide information requested in spaces below:

_____Elementary School	_____Teacher	Grade_____
_____Middle School	_____Counselor	Class Subject
_____High School	_____Administrator	Matter_____

Would you please respond in the appropriate space to the following questions pertaining to the availability of career education-related materials.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Career education-related materials were readily accessible . . .					
2. World of Work materials were provided in sufficient quantities					
3. Career education materials which had to be shared with other teachers/users created problems					
4. Career education materials were available when needed					
5. Career education materials arrived at school in time to sufficiently review prior to showing to classes.					
6. Some school personnel did not take proper physical care of career education materials.					
7. Some teachers did not return career education materials promptly after using them . . .					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
8. There were always sufficient career education materials. . . .					
9. Information concerning career education was available when I needed it					
10. Our school staff included a person knowledgeable about the career education program. . . .					
11. I could have used more career education-related materials . . .					
12. Coordination of the use of career education materials was a problem					
13. More career education materials should have been available to teachers.					

FOR CAREER EDUCATION PROJECT DIRECTOR/COUNSELORS ONLY

14. The amount of money spent on career education materials was. . . . . $_____

15. The amount of money needed for career education-related materials was . . . . . $_____

ACCESSION NUMBER: VT102682

PUBLICATION DATE: JUL75

TITLE: STATEWIDE IMPLEMENTATION OF K-14 PROJECT OF CAREER EDUCATION, OCCUPATIONAL COUNSELING, AND BRIDGING THE GAP BETWEEN SCHOOL AND WORK. SECOND INTERIM REPORT.

PERSONAL AUTHOR: CARLSON, CLAYTON D.

DESCRIPTOR: *CAREER EDUCATION; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *ELEMENTARY SECONDARY EDUCATION; POST SECONDARY EDUCATION; VOCATIONAL COUNSELING; JOB PLACEMENT; INSERVICE PROGRAMS

IDENTIFIER: *SOUTH DAKOTA

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ABSTRACT: COVERING THE PERIOD OF SEPTEMBER 1974 TO JUNE 1975, THIS REPORT DOCUMENTS THE SECOND YEAR ACTIVITIES OF THE K-14 SOUTH DAKOTA CAREER EDUCATION PROJECT. THE MAJOR OBJECTIVES WERE TO HELP ALL SOUTH DAKOTA SCHOOLS TO IMPLEMENT CAREER EDUCATION PROGRAMS AND TO PROVIDE STUDENTS WITH THE OPPORTUNITY TO DEVELOP SELF-AWARENESS, A FAVORABLE ATTITUDE TOWARD WORK, AND DEVELOP AND PRACTICE CAREER DECISIONMAKING SKILLS. MAJOR ACTIVITIES INCLUDED INSERVICE FOR TEACHERS AND COUNSELORS, EXPANSION OF CURRICULUM, IDENTIFICATION OF CAREER EDUCATION MATERIALS, AND THE DEVELOPMENT OF BIBLIOGRAPHIES. A TREATMENT-CONTROL GROUP DESIGN ASSESSED THE PROJECT UTILIZING A POSTTEST ONLY CONTROL GROUP ANALYSIS PROCEDURE. COMMERCIAL INSTRUMENTS WERE USED TO MEASURE SELF-AWARENESS, WORK AWARENESS, AND COMPETENCY IN DECISIONMAKING AT THE THIRD, SIXTH, NINTH, AND TWELFTH GRADE LEVELS. SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE TWO METHODS ON MOST OF THE MEASURES IN THE DIRECTION FAVORING THE TREATMENT GROUP. PROCESS EVALUATION JUDGMENTS WERE ALSO MADE ON THE EXPANSION OF JOB PREPARATION OPPORTUNITIES, OCCUPATIONAL OR EDUCATIONAL FOLLOWUP, FINANCIAL RESOURCES EXPENDED, EXPANSION OF VOCATIONAL GUIDANCE, AND PROMOTION OF CAREER EDUCATION. (NJ)

CONTRACT NUMBER: OEG-8-74-0027

INSTITUTION NAME: SOUTH DAKOTA STATE BOARD OF VOCATIONAL EDUCATION, PIERRE.

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ERIC

102682

SOUTH DAKOTA CAREER EDUCATION

SECOND INTERIM REPORT

JULY 1973

VT 102 682

SPECIAL PROJECT REPORT

Project No. [illegible]
Grant No. [illegible]

Statewide Implementation of K-12 Project of Career Education, Occupational Competency, and Building the Articulation Between School and Work

[illegible]
Competency Project in Vocational Education
[illegible]
East Texas State University

This special report [illegible] was prepared pursuant to [illegible] Section, [illegible] Department [illegible]. Contents [illegible] for the project [illegible] Texas. Points of view or opinions [illegible] do not, therefore, necessarily represent official [illegible] Education position or policy.

Contract to Carlson
with the [illegible]
[illegible]
[illegible]
Place, [illegible]

Date [illegible]

SECOND INTERIM REPORT

Project No. [illegible]
Grant No. OEG-8-72-0027

[illegible]

[illegible]

[illegible]

June 30, 1975

PREFACE

Career education is a process that is interwoven in the entire school curriculum. It emphasizes personal growth and development of self-awareness and exploration. And what student isn't interested in how education becomes personal?

[illegible] activities which [illegible] with classroom groups and with [illegible] benefits in their personal growth [illegible]. Most persons are adopting and adapting [illegible] and materials, and in many cases are [illegible].

[illegible] occupational clusters, and career [illegible] personal topics in curriculum [illegible] each student.

[illegible] subjects are [illegible] to the [illegible] life [illegible] into a viable process by providing [illegible] the [illegible] and [illegible] to [illegible] should [illegible] [illegible].

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REPORT SUMMARY

A. Time Period Covered

This report covers the period from September 13, 1974 through June 30, 1975.

B. Goals and Objectives

Two major objectives are to be accomplished on a state-wide basis: (1) Help all public and private schools in South Dakota implement career education programs, and (2) provide every student in the state an opportunity to develop self-awareness, a favorable attitude toward work, and develop and practice career decision-making skills.

C. Procedures Followed

The Career Education Program is designed to serve the entire K-12 enrollment of the state's public and private schools, with an enrollment of 166,034 students. Of this number 14,757 are American Indian. Involvement with grades 13 and 14 was principally in the area of placement.

An overview of career education was given to the staffs of 43 school systems, followed by an in-depth inservice day at the project offices for a select group from each school. Follow-up visits were made to about half of the participating schools during the spring of 1975. Information on the progress of career education was determined, and additional assistance was offered.

D. Results & Accomplishments

In addition to the involvement with the 43 participating school districts, the Career Education staff conducted 21 workshops for various groups and agencies.

Activities in K-6 curriculum were expanded through an elementary VIEW Program. Outstanding curriculum materials that have been developed nationwide have been identified for K-12 teachers, and comprehensive bibliographies have been developed and made available to schools. A special provision of $200 for each participating school enables them to begin purchasing materials.

E. Program Evaluation

The data in this evaluation report indicate that the Career Education Project has made an important contribution to the development of meaningful career education programs in South Dakota schools. The full impact of the program could not be completely measured, however, because of the limitations of the research de-

sign. Evidence exists that the project is providing an important and needed service to education in the state.

F. Conclusions, Implications, & Recommendations

The schools worked with this year were extremely cooperative and receptive to the career education concept. A thrust for implementing career education in the classroom setting was generated through the inservice meetings.

The direction of career education in South Dakota has been established as an on-going program at all levels of education.

A. PROBLEM AREA

The problem area for the present program in career education was outlined in the Project Proposal, submitted December 8, 1972:

"In the past, and at the present time, great emphasis has been placed on academic education and little on vocational education and career development (in South Dakota).

"South Dakota and the U. S. Office of Education have previously funded several programs which addressed themselves to a total program of vocational education and career education. These exemplary programs were designed to have been implemented to review current literature on the subject of K-12 Career Education and other concepts and to develop a system of integrating occupational information into individual project school's existing curriculum. These programs have had considerable success in their restricted areas, but have not been in a position to provide a program of inservice education to staff members on a statewide basis.

"In addition, scant attention has been paid to the job placement aspect. Currently graduates are placed into programs of vocational training or academic training with no consideration given to personal qualifications of either the individual or the unique requirements of the job.

"Presently counselors are academically oriented and tend to think in academic terms. There is a need for a program to assist them to see the overall benefits in meeting the total needs of young people. In-depth, inservice programs for present guidance counselors are necessary. This project will also serve the institutions that presently train guidance counselors.

"The elementary curriculum is designed to glorify the profession. Academics are of prime importance. Again the inservice work with elementary teachers and the introduction of new materials on occupations and career awareness are needed.

"The secondary curriculum includes some work in industrial arts. These courses have generally not been meeting the needs of students because of their lack of the work-related concepts. The glamour of the college degree overshadows the worth of work. Inservice education to emphasize the needs of students in all areas of work, the availability of resource materials covering all occupations and general classes in preparing students for careers after high school

completion are needed.

"Dropouts are not a great problem. However, a certain percentage occur regularly, more from disinterest than from lack of ability. A program designed to encourage enrollment in other than academic pursuits is essential. Meaningful course content needs to be designed to retain the dropout and the potential dropout.

"All students need an introduction to many fields of careers, both on the professional level and the technical level. Appreciating every area of endeavor is essential.

"To culminate the activity of guidance and counseling, direct interest needs to be taken in graduating students or students leaving school at both the secondary level or at the post high school level. Special preparation such as placement, apprenticeship programs, and post-secondary opportunities should be given each student.

"School should provide an opportunity for each student to secure a background for the world in which he lives. A broad experience, an encouragement to consider all areas enabling him to work is essential. He should be aware of what is needed for him to succeed in the occupation he prefers, how he could contact the type of work he would like, and what opportunities are in the field. The great variety of opportunities will be of benefit to him only if he knows of their existence and how to utilize them.

"As students begin to develop self established career goals, guidance and counseling services should be provided to help each individual plan an educational path toward the tentative goal which he has set."

This path may take him through a secondary school career preparation program, enabling him to enter a job immediately upon graduation from high school. On the other hand, the path may take him through a two year post-secondary occupational preparation program, enabling him to enter work in a technical-level job. For still other students, the path may involve going through a four year college in preparation for a professional type job.

Problem Area Related

Greater emphasis is being placed on career education in school systems across South Dakota as the impetus for this concept is felt from federal, state, and local levels. The need now is to supply career education expertise and resources to the schools on a continuing basis. This is particularly true of the schools that the program has worked with over the past

two years, and which now feel and express a need for continued assistance in implementing and conducting career education programs.

There are now few counselors in the state who have not been exposed to career education concepts through inservice programs or summer workshops conducted by SDCE, and through pre-service training. There is a swing away from traditional counseling to meeting the total needs of all students. This is covered more fully under RESULTS AND ACCOMPLISHMENTS.

Although progress has been made in integrating career education into the existing curriculums of the schools, more intensive work is needed in this area, both through in-service and pre-service training. However, the availability of resources from both commercial and public sources has greatly increased during the past two years, enhancing implementation efforts. Students at all levels in many school systems are now being introduced to various aspects of a wide variety of careers.

A placement model has evolved through this program which will help in the beginning placement of each student exiting from the secondary schools.

B. GOALS AND OBJECTIVES

Two major objectives are to be accomplished on a statewide basis: (1) Help all public and private schools in South Dakota implement career education programs, and (2) provide every student in the state an opportunity to develop self-awareness, a favorable attitude toward work, and develop and practice career decision making skills.

In addition, the following specific objectives are called for:

- Develop programs of career awareness in the elementary schools, and career orientation and exploratory experiences in the junior high schools.
- Provide job preparation in grades 10-14 with special emphasis on work experience and cooperative education opportunities.
- Design programs to insure placement of students in a job, in a post-secondary occupational program, or in a baccalaureate degree program.
- Insure adequate occupational guidance and counseling programs in all South Dakota schools over a three year period.

Goals are outlined as follows in the Project Proposal:

- Develop and implement an inservice program for counselors, on a statewide basis, on occupational counseling to increase their ability to serve the needs of all students.
- Develop a program to integrate occupational information and career awareness into the K-9 curricula of all participating schools.
- Implement a program of occupational information, orientation, and exploration for secondary students (7-9) to increase their knowledge of the world of work, to facilitate their exposure to unfamiliar occupations, and to increase their participation in hands-on exploratory experiences.
- Implement procedures in each participating secondary school (10-14) to insure the maximum availability to students of job observation, work experience, and cooperative education experiences.
- School administrators, guidance counselors, and teachers will develop a commitment to provide adequate placement services for all students, and each participating school will construct a program to accomplish this end.

C. PROCEDURES FOLLOWED

The present program supersedes the Career Development Project which functioned from 1970 to 1973 in the Watertown School System. Many features of the previous program are retained in the present one, and five of the seven staff positions were retained. These are director, elementary curriculum specialist, secondary curriculum specialist, guidance and counseling specialist, and information specialist.

Personnel from 32 school districts throughout the state visited the project site during the second project year, and Career Education staff members visited and conducted workshops in these schools to help them devise and implement career education programs. Materials and information developed and acquired in both the old and new programs were disseminated to the participating schools.

The CE Program is designed to serve the entire K-12 enrollment of the state's public and private schools, which had an enrollment of 160,021 students last school year. Of this number, 14,757 were American Indian students. In addition, the project worked with grades 13 and 14, principally in the post-secondary vocational-technical schools, in the area of placement.

The thrust of the program is two-fold: to help public and private schools implement career education programs, and to give students an opportunity to develop self awareness and a favorable attitude toward work, and develop decision making skills.

The CE Program is designed to serve all schools in South Dakota, with approximately one-third of the total number given opportunity to participate during each year of the project. The following criteria is used to establish priorities for participation:

Year One: The participating schools were chosen from those indicating the strongest interest in forming multi-district associations, with final consideration based on the following factors:

1. Geographic distribution
2. Urban distribution
3. Existing vocational-technical facilities

Year Two: Priority continued to be given to those schools indicating interest in multi-district associations along with consideration of the other three factors.

Year Three: Schools not asked to participate the first

two years are the focus of attention during the third year. Some 30 schools have been identified for participation during the third and final year. As in the first two years, some of the targeted schools chose not to participate.

There are five major components in the Career Education Program:

Guidance and Counseling This aspect of the program is designed to help counselors see the overall benefits of meeting the total needs of young people. This effort will involve inservice workshops in occupational counseling.

Elementary Career Awareness Career awareness and exploration, rather than career selection, is emphasized. Occupational information is integrated into the present K-6 curriculum in a variety of ways -- field trips, materials relating career education concepts to all facets of the curriculum, interest surveys, and a study of the career life models of a variety of people -- to mention a few.

Junior High - Middle School This phase of Career Education activities opens up exploration of many kinds of careers through exposure to career clusters and the kinds of preparation necessary to enter various kinds of work. While more specialized, each student's course of study is still designed to allow latitude in learning more about himself in relation to work.

Job Preparation - Grades 10-14 Senior high school students explore one or more of 15 career clusters in depth, and focus on specific decision-making situations. As students begin to develop self-established career goals, guidance and counseling services are provided to help each individual make an educational plan toward the tentative goals he has set. On-the-job observation programs are provided through existing and developing vocational-technical offerings in the participating schools. Special programs are designed to bring community resources and interested groups of students together. This part of the program also includes released time for secondary students for on-the-job observation.

Placement Activities A systems approach to placement helps students in contact with professional workers, laymen, and parents. Each school determines its own priorities, and the local guidance department is encouraged to give leadership. The systems approach encourages the counselor to do more group guidance work, recognize the role of parents, and establish more teacher involvement in the guidance program. Goals for are proposed to review existing programs, develop greater community involvement, obtain better

sources of occupation information, and develop an attitude of helping students who need help must. A placement model includes such activities as preparing students for meetings with employers, involving students in the operation of a job placement service, and establishing an advisory council representing business, industry, labor, community agencies, teachers, administrators, students, and parents. There will be a follow-up of students leaving high school to determine program effectiveness.

A special provision is to provide $200 to each participating school system to help them secure materials and information for implementing a career education program. This expenditure must have the prior approval of the project.

An extensive review of the literature relating to career education was conducted by the project staff, and many of the most workable ideas were incorporated into a plan of action for the South Dakota schools. Visits by staff members to other career education programs in the Midwest, and with leaders in career education in the state and nation added to the body of information used during the program's first two years.

Staff planning was geared to selecting the participating schools and holding workshops and follow-up sessions for these schools.

Method of Presentation

A general overview of career education is given at inservice workshops in the schools. This is followed by an invitation to the administration of the host school to allow selected elementary and secondary members and a counselor, or any team of staff members expressing a strong interest in career education and who would be innovators or opinion leaders in their setting, to visit the Career Education offices in Watertown for a one-day, in-depth career education experience.

This approach has proved most satisfactory, and has resulted in the [illegible] state containing the people whose level of interest is high and whose attitude toward career education is positive. This approach also provides the time and means to conduct an orientation and detailed presentation on ways to implement career education at all levels. In these small workshops, the elementary curriculum specialist works with the K-6 teachers and administrators, the secondary curriculum specialist works with the 7-12 teachers and administrators, and the guidance counselor works with the school's CE model delegate.

Schools visiting a team to Watertown must provide their own [illegible] and supervision. [illegible] system for teacher release for inservice training. The CE Program pays for mileage and meals.

The staff-conducted workshops consist of a general exposure to the career education concept, including the background and thinking involved in career education, and an outline of the need for career education. Staff members in elementary and secondary curriculum and guidance and counseling discuss career education practices with personnel in their areas.

A set of elementary curriculum guides and a field trip guide, both developed in the original exemplary career education program, are left with each school system during the workshops for teacher reference and duplication. A slide presentation shows teachers activity ideas which are oriented toward career education, yet integrated into the elementary curriculum. A wide range of curriculum materials are shared with the elementary teachers.

The secondary curriculum specialist discusses materials and procedures for implementing career education at the secondary level. It is emphasized to secondary staffs that career education is not a rigidly defined program with a specific end point, but rather a process aimed at career decision making so students can choose and train for a career, and be free and prepared to choose again later in life.

The counseling specialist works on an individual or small group basis with the counselors from the participating schools.

Traditionally, much of the guidance done in high schools has centered around the college-bound student. Guidance counselors, in order to better serve students, need to have more expertise in the areas of occupational counseling, career preparation, and decision-making processes.

In-School Resources

The in-school resources available for the guidance and counseling component consist of a wide range of resources available within the CE Program, both free materials from business and association across the nation, and commercial materials. The latter includes such staples as the Occupational Outlook Handbook and the College Handbook. In addition, a number of instruments, such as a post-high school opportunities poster, a college curriculum poster, and a counselor's workbook have been developed. These are discussed under RESULTS AND ACCOMPLISHMENTS.

Out-of-School Resources

The Vital Information for Education and Work (VIEW) program located at the University of South Dakota at Springfield provides microfiche aperture cards covering occupations, apprenticeship, post-high institutions, armed services, financial aids, and special needs for the mentally handicapped. Among the services

offered by the State Employment Service are a statewide computerized job finding network and various resource publications.

Various informational tools for using the Educational Resources Information Center (ERIC) are available. The entire ERIC library is accessible through the University of South Dakota, and the C. Program has some 200 ERIC titles pertaining to career education.

Interaction from vocational education programs in the nation has been found to be a valuable source. The state division of Elementary and Secondary Vocational Education provides resources and services to local school districts.

Each participating school determines its own placement priorities for existing staff based on its needs, budget, and existing activities. For instance, a department is encouraged to act as a referral for placement services. The goal is total placement of students in post-secondary colleges or universities, or vocational or technical schools. Counselors are encouraged to review the program. Also, a plan of community involvement, and knowledge of sources of occupational information. The goal is for each student to be familiar with a series of career exploratory activities, and to learn the relationships between the student, school, and community. The intent, however, is not to prepare students for a career or job, but for each student to consider a broad spectrum of options to the needs of its people and resources.

(The remainder...

...with participating schools ...services had been ...to begin in the ...and will ...the entire ...

D. RESULTS & ACCOMPLISHMENTS

Inservice workshops were conducted for the staffs of 43 school districts during the year. Most of these were individual workshops and were conducted at their school; in a few cases, two or more schools met together for the session.

This phase of the inservice program involved 4,850 teachers, counselors, and administrators. K-12 enrollment of the 43 school [illegible] strategies used by the staff in [illegible] PROGRAMS FOLLOWED.

[illegible] the 43 schools sent a total of 143 staff [illegible] inservice sessions. [illegible] an elementary and [illegible] a guidance counselor, and an [illegible].

[illegible] spring of its during April and May [illegible] progress of career [illegible] who were employed [illegible] portion of the school pro-[illegible].

In addition to the involvement of the CP staff with the [illegible] workshops conducted by staff [illegible] individuals, [illegible] participants.

[illegible] and participants in all [illegible] is outlined on the following [illegible].

[illegible] the various components of [illegible] of the original [illegible].

[illegible] inservice program-[illegible] [illegible] the needs [illegible].

[illegible] educators [illegible] sessions, [illegible] [illegible].

[illegible] which [illegible] the material [illegible].

SCHOOLS INVOLVED IN THE SOUTH DAKOTA CAREER EDUCATION PROGRAM 1974-75

School	FTE Staff	K-12 Enrollment	Date Inservice Workshop Held	Date of Te Visit to
[illegible]				
[illegible]	74	1072	8-23-74	1-22-75
[illegible]	60	671	8-26-74	10-28-74
[illegible]	33	422	8-26-74	10-11-74
[illegible] Central, Hartford	55	983	10-15-74	12-2-74
[illegible]	29	409	10-17-74	3-13-75
[illegible]	80	878	10-23-74	4-16-75
[illegible]	26	379	10-24-74	3-12-75
[illegible]	15	186	10-25-74	4-28-75
[illegible]	112	1401	10-30 & 31-74	
[illegible] County No. 1				
[illegible]	21	252	10-30 & 31-74	5-23-75
[illegible]	29	385	10-30 & 31-74	
[illegible]	47	744	10-30 & 31-74	
[illegible]	24	352	10-30 & 31-74	
[illegible]	40	460	10-30 & 31-74	
[illegible]	39	470	10-30 & 31-74	
[illegible] Middle Junior School	29	447	10-30 & 31-74	
[illegible]	31	405	11-4-74	12-10-74
[illegible]	32	371	11-6-74	1-6-75
[illegible]	17	215	11-6-74	1-27-75
[illegible]	28	458	11-12-74	2-10-75
[illegible]	46	751	11-13-74	5-6-75
[illegible]	22	402	11-14-74	
[illegible]	24	480	11-15-74	1-23-75

	FTE Staff	K-12 Enrollment	In-service Workshop Held	Date of Team Visit to SDCE	Date of SDCE Staff Followup
	71	1072	8-23-74	1-22-75	5-2-75
	39	577	8-26-74	10-28-74	
	42	422	8-26-74	10-11-74	5-2-75
	55	907	10-15-74	12-2-74	5-15-75
	26	360	10-17-74	3-13-75	
	60	878	10-23-74	4-16-75	
	28	3[illegible]	10-24-74	3-12-75	4-18-75
	16	186	10-25-74	4-28-75	5-16-75
	112	1[illegible]91	10-30 & 31-74		4-22-75
	71	9[illegible]2	10-30 & 31-74	5-23-75	
	29	3[illegible]3	10-30 & 31-74		4-22-75
	87	7[illegible]1	10-30 & 31-74		4-22-75
	24	3[illegible]2	10-30 & 31-74		
	29	3[illegible]0	10-30 & 31-74		4-21-75
	35	4[illegible]0	10-30 & 31-74		
	20	2[illegible]7	10-30 & 31-74		
	9	3[illegible]5	11-[illegible]-74	12-10-74	5-14-75
	7	5[illegible]7	11-5-74	1-6-75	5-14-75
	17	21[illegible]	11-[illegible]-74	1-27-75	5-16-75
	28	45[illegible]	11-12-74	2-10-75	
	46	7[illegible]2	11-13-74	5-6-75	
	21	4[illegible]0	11-14-74		
	21	[illegible]44	11-15-74	1-23-75	5-5-75

OTHER CAREER EDUCATION PRESENTATIONS CONDUCTED BY STATE STAFF MEMBERS

Presentation	Date Held	Where Held	Audience
[illegible]	8-24-74	Madison, Minn.	Administrat
[illegible]	8-13-74	Lemmon, S. D.	Area Teache
[illegible]	9-23-74	Lemmon, S. D.	Area Teache
[illegible]	9-23-74	Rapid City, S. D.	VIEW Coordi
[illegible]	9-20-74	Pierre, S. D.	VIEW Coordi
[illegible]	9-20-74	Grainard, Minn.	Secondary P
[illegible]	10-1-74	Sioux Falls, S. D.	VIEW Coordi
[illegible]	10-2-74	Mitchell, S. D.	VIEW Coordi
[illegible]	10-3-74	Watertown, S. D.	VIEW Coordi
[illegible]	11-18-74	Vermillion, S. D.	Graduate St
[illegible]	12-9-74	Watertown, S. D.	Guidance an Staff Membe
[illegible]	12-11-74	Watertown, S. D.	Graduate St

THER CAREER EDUCATION WORKSHOPS HELD BY STATE DEPARTMENTS

n	[illegible]	[illegible]	Audience	Number of Participants
	8-[illegible]-71	[illegible], Minn.	Administrators, Teachers	60
	[illegible]	[illegible] D.	Area Teachers & Admin.	40
	8-23-71	[illegible] S. D.	Area Teachers & Students	40
	8-[illegible]-71	[illegible] S. D.	VIEW Coordinators	25
	[illegible]	[illegible]	VIEW Coordinators	25
	[illegible]	[illegible]	Secondary Principals	60
	[illegible]	[illegible] S. D.	VIEW Coordinators	25
	[illegible]	[illegible] S. D.	VIEW Coordinators	25
	10-[illegible]-71	[illegible] S. D.	VIEW Coordinators	25
	[illegible]	[illegible] S. D.	Graduate Students	50
	[illegible]	[illegible] S. D.	Guidance and Counseling Staff Members	2
	[illegible]	[illegible] S. D.	Graduate Students	16

SCHOOLS PARTICIPATING IN THE CAREER EDUCATION PROGRAM 1974-75 (CO

School	FTE Staff	K-12 Enrollment	Date Inservice Workshop Held	Date of Te Visit to S
[illegible]	[illegible]	1550	11-20-74	2-12-7
[illegible]	[illegible]	[illegible]	11-21-74	5-7-7
[illegible]	[illegible]	311	11-21-74	2-12-7
[illegible]	[illegible]	302	11-22-74	
[illegible]	[illegible]	1612	11-25-74	
[illegible]	[illegible]	[illegible]	12-2-74	1-31-7
[illegible]	[illegible]			11-19-7
[illegible]	[illegible]	540	12-4-74	3-5-2-7
[illegible]	19	500	12-5-74	3-7-7
[illegible]	[illegible]		12-6-74	
[illegible]	25	410	12-11-74	5-6-7
[illegible]	[illegible]	222	12-12-74	4-4-7
[illegible]	18	772	12-13-74	2-19-7
[illegible]	[illegible]	1121	12-17-74	12-26-7
[illegible]	[illegible]	1502	12-18-74	1-29-7
[illegible]	[illegible]	[illegible]	12-20-74	4-16-7
[illegible]	15	[illegible]	1-13-75	1-29-7
[illegible]	27	1100	1-16-75	3-7-7
[illegible]	[illegible]	1267	1-17-75	4-4-7
[illegible]	[illegible]	1003	2-4-75	4-2-7
[illegible]	[illegible]	[illegible]	3-4-75	4-17-7
[illegible]	[illegible]	300	4-8-75	4-10-7
[illegible]	[illegible]	[illegible]		

LS INVOLVED IN THE [illegible] PROGRAM 1974-75 (CONTINUED)

FTE Staff	Enrollment	Date Immediately Workshop Held	Date of Team Visit to SDCE	Date of SDCE Staff Followup
[illegible]	[illegible]	11-[illegible]-74	2-12-75	4-21-75
[illegible]	[illegible]	11-21-74	3-7-75	
[illegible]	[illegible]	11-[illegible]-74	2-12-75	4-21-75
[illegible]	[illegible]	11-[illegible]-74		5-15-75
[illegible]	[illegible]	11-[illegible]-74		5-15-75
[illegible]	[illegible]	12-[illegible]-74	1-01-75	4-18-75
			11-19-74	
[illegible]	[illegible]	11-[illegible]-74	3-2-75	4-22-75
[illegible]	[illegible]	12-3-74	3-7-75	4-23-75
[illegible]	[illegible]	11-6-74		5-15-75
[illegible]	[illegible]	12-11-74	3-6-75	
[illegible]	[illegible]	11-11-74	4-1-75	
[illegible]	[illegible]	11-[illegible]-74	2-19-75	4-18-75
[illegible]	[illegible]	11-[illegible]-74	12-26-74	4-23-75
[illegible]	[illegible]	12-19-74	1-30-75	
[illegible]	[illegible]	1-[illegible]-75	1-16-75	
[illegible]	[illegible]	1-13-75	1-29-75	4-21-75
[illegible]	[illegible]	1-15-75	2-7-75	4-23-75
[illegible]	[illegible]	1-17-75	4-4-75	5-14-75
[illegible]	[illegible]	2-4-75	4-2-75	5-16-75
[illegible]	[illegible]	3-4-75	4-17-75	
[illegible]	[illegible]	4-8-75	4-10-75	
[illegible]	[illegible]			

OTHER CAREER EDUCATION WORKSHOPS CONDUCTED BY SDCE STAFF MEMBERS (CON

Name of Institution	Date Held	Place Held	Audience
[illegible]	1-16-75	Watertown, S. D.	Dr. Tom Kili and Ann Thomp
[illegible] S. D.	1-27-75	Watertown, S. D.	TA&C Directo
[illegible] Schools	2-13-75	Aberdeen, S. D.	Administrato
[illegible]	3-13-75	Roonsocket, S. D.	Administrato
[illegible]	3-0x-75	Watertown, S. D.	Teachers
[illegible] Public Schools	3-18-75	Watertown, S. D.	Teachers & C
[illegible]	4-00-75		
[illegible]	5-1-75	Watertown, S. D.	Gordon Boe
[illegible]		Aberdeen, S. D.	Curriculum De

HER CAREER EDUCATION WORKSHOPS CONDUCTED BY SDCE STAFF MEMBERS (CONTINUED)

	Date Held	Place Held	Audience	Number of Participants
on	1-16-75	Watertown, S. D.	Dr. Tom Kilian and Ann Thompson	2
	1-27-75	Watertown, S. D.	TASC Director	1
s	2-11-75	Aberdeen, S. D.	Administrators & Teachers	8
	3-11-75	Rapid City, S. D.	Administrators & Teachers	20
eaf	3-18-75	Watertown, S. D.	Teachers	4
	3-19-75	Watertown, S. D.	Teachers & Counselors	4
	4-16-75			
	5-1-75	Watertown, S. D.	Gordon Boe	1
		Watertown, S. D.	Curriculum Delegates	30

analyzed, revised, and compiled into the Idea Book.

Needs of Student Counselors

An analysis of student needs in grades 9 and 11 indicates [illegible] career guidance, counseling, and placement. The sample consisted of 1068 9th grade and 1204 11th grade [illegible]. Table I gives the mean for the 10 subscales [illegible] sample. Fifteen of the 10 subscales [illegible] indicated a moderate need. One subscale, [illegible] was classified as a weak [illegible].

Table II lists the 10 subscale means for the 11th grade [illegible], making post high school plans, was [illegible] and one other subscale, understanding [illegible] was classified as a weak need. The [illegible] were classified as moderate needs for the 11th grade.

[illegible] under the career development area were generally [illegible] needs, making post high school plans was [illegible] developing career awareness [illegible] the top five student [illegible] counselor for 9th grade and [illegible] should be noted that since there is [illegible] considerable [illegible] in needs.

[illegible] study was [illegible] to determine counselor [illegible] student career information [illegible] counselors [illegible] Table III presents [illegible] for the 10 subscale [illegible] and its were [illegible]

[illegible] counselor in meeting needs [illegible] and liabilities [illegible] needs with [illegible] 11th grade [illegible]

[illegible] which this project [illegible] during the summer [illegible] been [illegible] [illegible] [illegible]

Table I

ANALYSIS OF STUDENT NEEDS (1973-1974)

Strength of Need		Student Need (9th Grade)
Mean	Range	
3.187	Moderate	Making post high school plans
3.161	Moderate	Assessing self
3.154	Moderate	Making decisions
3.140	Moderate	Finding jobs and careers
3.124	Moderate	Developing career awareness
3.030	Moderate	Developing responsibility for self
3.019	Moderate	Planning careers
2.985	Moderate	Understanding and accepting self
2.856	Moderate	Relating to others
2.833	Moderate	Understanding others
2.806	Moderate	Being understood by others
2.760	Moderate	Understanding sexual identity
2.705	Moderate	Selecting courses & making educational plans
2.662	Moderate	Exploring careers
2.629	Moderate	Clarifying values
2.179	Weak	Understanding the guidance program

Table II

ANALYSIS OF STUDENT NEEDS (1973-1974)

Strength of Need		Student Need (11th Grade)
Mean	Range	
4.[illegible]	[illegible]	[illegible] post high school plans
3.[illegible]	[illegible]	Finding jobs and careers
3.[illegible]	Moderate	Planning careers
3.[illegible]	Moderate	Developing career awareness
3.[illegible]	Moderate	Making decisions
3.[illegible]	[illegible]	Developing responsibility for self
3.[illegible]	Moderate	Assessing self
3.[illegible]	Moderate	Exploring careers
3.[illegible]	Not Rated	Understanding others
3.[illegible]	Moderate	Understanding and accepting self
2.[illegible]	Moderate	Being understood by others
2.[illegible]	Moderate	Selecting courses and making educational plans
2.[illegible]	Not Rated	Relating to others
2.[illegible]	Moderate	Understanding sexual identity
2.[illegible]	Moderate	Clarifying values
2.[illegible]	[illegible]	Interest in the guidance program

Table III

ANALYSIS OF COUNSELOR NEEDS (1975)

Strength of Need		Counselor Need for Inservice Training
Mean	Range	
2.953	Moderate	Developing career awareness
2.811	Moderate	Relating to others
2.782	Moderate	Making decisions
2.757	Moderate	Finding jobs and careers
2.741	Moderate	Clarifying values
2.733	Moderate	Understanding others
2.723	Moderate	Assessing self
2.682	Moderate	Exploring careers
2.593	Moderate	Being understood by others
2.560	Moderate	Developing responsibility for self
2.476	Weak	Understanding and accepting self
2.422	Weak	Planning careers
2.395	Weak	Making post high school plans
2.383	Weak	Understanding the guidance program
2.267	Weak	Understanding sexual identity
2.247	Weak	Selecting courses & making educational plans

counselor to record needs assessment data, to develop activities and procedures, and to determine evaluation criteria. The 16 student need areas in the workbook are expressed in the preceding tables.

Other Instruments

Several other instruments, some developed prior to this reporting period, are being used by counselors. These include the Community Resource Directory which helps schools use community volunteers in their occupations program. It was printed in cooperation with the Rural Development Program. This guide is [illegible] the purpose of the student needs cited in Tables I and II. Methods of identifying and using community resources are also discussed. The directory is developed around a cluster format and can be used with the Cluster Interest Inventory developed in the program, and with the VIEW Occupational Information Deck.

An Educational Opportunities Poster exposes students to educational opportunities at the college and university level. Printed in cooperation with the Division of Elementary and Secondary Education, the poster contains the offerings of the public and private colleges and universities in South Dakota. These offerings include one- and two-year programs, majors and minors, associate degrees, masters degrees, and doctoral programs. The poster is designed to help students locate the institutions that offer programs in their high interest areas. The poster is designed to be used in conjunction with the Vocational Programs Directory published by the Division of Vocational-Technical Education.

A financial aid directory, Dollars and Sense, which was developed in [illegible] cooperation with the South Dakota Association of Financial Aid Administrators and Youth Services Systems, has been included in the kit and used in South Dakota high schools. This directory helps counselors and students plan career paths. A financial Aid fact sheet has been printed as a supplement to Dollars and Sense. The fact sheet identifies the state and federal financial aid programs for which the educational institutions in the state qualify.

Other materials developed earlier and which counselors continue to use to develop comprehensive guidance programs include the Cluster Interest Inventory, built on a cluster format to help students explore the world of work. It directs the student to indicate a like or dislike of jobs representative of each cluster and each job family. It helps to narrow career possibilities into two or three high interest clusters for in depth exploration. The inventory also helps students explore their interest in hobbies, [illegible], and school subjects.

The After High School chart poster gives information and directs students to several sources of information on career opportunities. It helps make students aware of the less publicized career paths and includes information on the following:

Direct employment and on-the-job training, Federal Civil Service opportunities, vocational-technical training, state Merit Council opportunities, apprenticeships, college, and military service.

Staff cooperated with the Vital Information for Education and Work (VIEW) project to create the format for the VIEW microfiche data. The VIEW system is a K-12 career guidance and information system as well as an occupational data system. All public high schools in the state have the VIEW software and teacher.

South Dakota guidance counselors and counselor educators are being given the information and the tools to better serve students with the use of occupational information, career preparation, and placement.

The project participants planned a two-week workshop for counselors and counselor educators in the University of South Dakota, which is sponsored by the Division of Elementary and Secondary Education. This workshop is similar to those held in 1982 and 1983 by staff members in the Black Hills July 26 - August 6.

Objectives: To assist teachers to integrate occupational information and career awareness into the K-6 curricula.

At the high school level, the elementary curriculum specialist works with career education objectives and curriculum guides to assist teachers to integrate career education into the curriculum. Those visiting the project site receive information on career education emphasis through exposure to the VIEW system and to career education practitioners in the state. Participants receive curriculum guides and review other available career education materials.

A set of six-story frame curriculum guides is left with the participants with information outlining the eight areas of emphasis in career education. Other materials supporting the career education concept and its implementation are given to the schools. The CI staff has found that it is essential to place materials in the hands of teachers who are implementing career education in their classes to assist in the continued flow of materials to the classroom teacher. The CI staff has but a limited role in contact with them.

Primary and intermediate demonstration lessons, and conferences with elementary teachers and principals, are arranged for the groups selected by their schools for a day of intensive career education inservice at Watertown. The McKinley Elementary School in Watertown continues to serve as a demonstration site. An example of a special activity arranged for visiting groups was a careers in government lesson in McKinley's sixth grade. The lesson began with a student being served papers by the county sheriff for a hypothetical offense, moved to "trial" before the circuit court judge in the Codington County Courthouse, and culminated in a tour of the courthouse offices, noting the various careers and duties of the employees.

An expansion of the Vital Information for Education and Work (VIEW) Program was introduced to the schools by Mrs. Dickson in workshops at four locations last fall. Mrs. Dickson wrote the curriculum techniques for the program, known as Mini-Individual's Vital Information for Education and Work (MI-VIEW). The Elementary Career Awareness Guides developed by Mrs. Dickson in the earlier exemplary program are on microfiche in MI-VIEW. An Elementary Curriculum Resource Guide helps teachers and counselors to implement the material. Workshop participants were told how the elementary VIEW program can be integrated into the existing curriculum and serve as a primary basis of occupational information.

MI-VIEW was on a pilot basis last school year, and will be continued next year. The materials made available to the schools consist of a coordinator's directory, a student directory, microfiche aperture cards, and posters.

The dates, places, and number of participants in the VIEW workshops are given in the tables at the beginning of this section.

Other K-6 Activities

Other activities of the elementary curriculum specialist this reporting period, relative to developing Objective B, include the following:

- Assigned occupational clusters to grade levels. Clusters were coordinated with a goal statement chart. Instructional objectives are being designed for each goal statement.

- Completed planning of guide to show teachers how to structure lessons for career education.

- Compiled book, You and the World of Math. Original lessons were designed and tested in Watertown Junior High School. They are experience-based and oriented to the world of work. The purpose of the math packets contained in the book is to demonstrate the relevancy of mathematics to everyday

transactions of the interdependent citizen.

- Developed sample Indian career-oriented lessons.

- Developed a life science living museum year-long plan, in cooperation with the Hazel School, as an example of how a course offering can be analyzed and developed into an active experience involving all students.

- Designed a series of posters to use with teachers. Series A demonstrated experience based career education in the upper intermediate and junior high, with a photo example for each cluster used in South Dakota. Series B is a photo essay of children in activities which answer the question, What Can We Do -- In Reading, In Math; In Social Studies, In Science. The subjects of Series C are South Dakota's Career Doll Lady, and A Senator (Humphrey) Grows Up in South Dakota. Series D is on the Handy Dandy Candy Company, a business enterprise of students in the Hazel School.

- Set up demonstration lessons for state principals convention showing how career education can be integrated into the curriculum.

- Updated Shopper's Flyer for Elementary School Career Education Curriculum Materials.

- Arranged a research study of career teaching effectiveness for a teacher from the Avon School System, using the Occupational Information Survey for Elementary Career Education Pupils test.

- Participated in an appreciation dinner for teachers and administrators from Watertown schools who demonstrated career education to visiting groups.

Objective C. Implement a program of occupational information, orientation, and exploration for secondary students (7-9) to increase their knowledge of the world of work, to facilitate their exposure to unfamiliar occupations, and to increase their participation in hands-on exploratory experiences.

Objective D. Procedures will be implemented in each participating secondary school (10-14) to insure the maximum availability to students of job observation, work experience, and cooperative education experiences.

The means used in meeting both of these objectives is outlined here, since the secondary curriculum specialist geared his portion of the inservice sessions to the school staffs in grades 7-12. There is an overlap with some of the developments and

activities discussed under Objective A, particularly in the areas of occupational information and exploration.

The major thrust in the secondary curriculum portion of the program was as follows:

- Identification and review of outstanding curriculum materials that have been developed nation-wide. The primary purpose of this approach has been to avoid duplication of effort in developing materials, and to make the best of the materials available to South Dakota schools. Many of these materials have been displayed at the inservice workshops. A comprehensive bibliography has been developed.

- Conducting the 7-12 portions of the workshops, where teachers are presented the concepts of career education, methods of implementation, and where to locate additional information.

- Conducting the secondary portion of the return visit sessions with interested teachers.

- Developing mini-ideas for use in math, science, English, and social studies. Hand-on activities are emphasized. These will be completed for use during the 1975-76 school year.

- Establishing a school loan service for a series of 13 15-minute loop career education films provided this office by the Department of Defense. These films explore various career clusters, and suggest alternatives for entering an area of employment.

- Establishing a curriculum guide loan service.

- The CE Program makes $300 available to each participating school for the purchase of material. Many of the materials purchased are identified in the materials displayed in the workshops by the secondary curriculum specialist.

- Evaluation of decisions for Living books, which were provided to schools requesting them for their students. Distribution of this book during the year totaled more than 4,000 copies. Some requests for larger quantities could not be filled. The results of this evaluation are on pages 26 and 27.

DECISIONS FOR LIVING EVALUATION

As an evaluation tool for Decisions for Living, questionnaires were sent to 47 schools which received copies of Decisions for Living during the 1974-75 school year. Twenty-eight of the questionnaires were returned.

The questionnaire contained 28 items to be evaluated. Educators were asked to rate each item for usefulness on a scale of one to five, with one being "not useful" to five being "very useful." The results will be used in up-dating and refining Decisions for Living.

In addition to the 28 item scores, 11 section scores are reported. The sections are Personal Information, Individual Values, Finding a Job, Letter of Application, The Application Form, Preparing a Resume, The Job Interview, Handling the Job, Career Planning Information for Juniors and Seniors, Insurance, Taxes and Financial, and Local Government.

For each section space was provided for comments or suggestions. The final section requested information on how Decisions for Living was being used in representative school systems.

The following guidelines were established to indicate usefulness.

1.00 - 2.33 = not useful
2.34 - 3.66 = moderately useful
3.67 - 5.00 = very useful.

SAMPLE MEANS OF QUESTIONNAIRE ITEMS

MEAN	ITEM
4.78	Where to look in the courthouse
4.73	Job interviews
4.73	Writing the letter
4.71	Follow-up letter
4.70	Example of a resume
4.68	Writing the resume
4.68	Taxes and financial
4.65	Completing an application
4.52	The envelope
4.50	Example of an application form
4.47	What to do on the job
4.47	Body of letter
4.40	Getting a raise or promotion
4.40	How to leave a job
4.38	Insurance
4.35	How to determine take-home pay
4.35	Balancing a monthly budget

MEAN	ITEM
4.33	Legal and consumer terms
4.30	Where to look for work
4.22	What to expect on the job
4.22	Looking at what's important
4.20	Graduation requirements plan and course selection guide
4.16	Charting your post-graduation plans
4.15	Information of interest to juniors
4.00	Personal data file
4.00	Recording information
3.80	Test record
3.65	Homeroom observation

Findings indicate 27 items very useful and one item, homeroom observation, moderately useful.

SAMPLE MEANS OF QUESTIONNAIRE CATEGORIES

SECTION		MEAN
I	Personal Information	4.00
II	Individual Values	3.92
III	Finding a Job	4.30
IV	Letter of Application	4.57
V	The Application Form	4.57
VI	Preparing a Resume	4.69
VII	The Job Interview	4.72
VIII	Handling the Job	4.36
IX	Career Planning Information for Juniors and Seniors	4.16
X	Insurance, Taxes and Financial	4.52
XI	Local Government	4.56

Findings indicate 11 sections very useful.

The overall mean of the 11 sections is 4.37 indicating very useful.

Other 7-12 Activities

Here are some of the additional activities of Gary Skoglund, secondary curriculum specialist, who joined the CE staff at the beginning of the reporting period:

- Participated in the inservice workshops.
- Made fact-finding visits to the Robbinsdale, Minnesota School System, the Southeast Area Vocational-Technical School and the director of career education at Sioux Falls, and the University of Northern Colorado.
- Visited the Division of Elementary and Secondary Education, Title III offices, and the Division of Vocational-Technical Education in Pierre concerning organizing a career education conference.
- Wrote objectives for the secondary portion of a state career education proposal submitted to USOE.
- Conducted followup visits to some of the 45 participating schools and maintained contact with educators concerning career education.
- Presented career education information to the state-wide workshop on developing curriculum guidelines for South Dakota Schools.
- Attended workshop on writing units of instruction, worked with curriculum resource person in the Division of Vocational-Technical Education, met with State Curriculum Advisory Board to discuss integration of career education into the curriculum.

Objective E. School administrators, guidance counselors, and teachers will develop a commitment to provide adequate placement services for all students, and each participating school will construct a program to accomplish this end.

The components for a model of placement activities were furnished to each participating school in the following format:

"Decisions for Living" books. This guide for personal planning, discussed more fully earlier in this section, was furnished in quantity to schools requesting them for individual student use. All involved school districts have at least enough copies for teacher use, and some schools have duplicated their own. It is designed to help the school work together and relate it to life. It also contains basic information needed for day-to-day living. The manual deals with recording and using personal information, exploring individual values, looking for work, writing application letters and completing application forms, preparing resumes, job interviews, handling the job, insurance, taxes, and financial, local government, and career planning information for juniors and seniors. The evaluation of this manual in this section and comments from school personnel under CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS give some insight into its use and usefulness.

Vital Information for Education and Work (VIEW). This project has cooperated in the development and dissemination of this program, conducted by the Division of Vocational-Technical Education through the University of South Dakota at Springfield. It makes job information available to elementary and secondary school students on microfiche in a 13 cluster format. This format enables students to explore careers in their high interest areas. All secondary schools have complete VIEW decks and a reader. The elementary VIEW is available to elementary schools.

Career Clusters and Job Families. The cluster format introduced to South Dakota schools helps students study the thousands of career options open to them. This format establishes an orderly classification system based on the similarity of 13 work environments. Each cluster is sub-divided into job families, each family consisting of hundreds of specific occupations, requiring varying amounts of preparation. In most clusters students will find a few jobs that require less than a high school education and some which require seven or more years of post-secondary preparation.

Career Cluster Directories. This project has worked with VIEW to produce two cluster directories; a student handbook and a counselor handbook. The counselor handbook contains background information and a directory. The directory names jobs representative of each career cluster and job family. Each job is identified by its D.O.T. number and title. Careers in the VIEW deck are also identified. The directories can be used with the cluster interest inventory, the VIEW deck, and the Educational Opportunities Poster. All counselors have these handbooks.

Cluster Interest Inventory. This four page instrument directs the student to indicate a like or dislike of jobs representative of each cluster and each job family. It also helps students explore their interest in hobbies, sports, and school subjects. The CII is designed to narrow the 30,000 career possibilities into two or three high interest clusters for in-depth exploration.

Counselor's Workbook. This manual, discussed earlier, helps the counselor build a well-rounded guidance program based on the South Dakota competency model and a corresponding needs assessment instrument. This format enables the counselor to record needs assessment data, and develop activities and procedures to determine criteria for evaluation. The workbook contains objectives and suggested activities for 10 student need areas including career awareness, career exploration, career planning, and career placement.

Educational Opportunities Poster. To expose students to educational opportunities at the college and university level, this poster was developed in cooperation with the Division of Elementary and Secondary Education. It lists the offerings of public and private colleges and universities in South Dakota. These offerings include one and two year career programs, majors and minors, associate degrees, masters degrees, and doctoral programs. The poster helps students locate institutions that offer programs in their high interest areas. It is designed for use with the Vocational Programs Directory distributed by Vocational-Technical Education.

After High School What? This poster serves as an awareness tool for the various post-high school career paths. It gives basic information, and directs students to other sources of information. It gives information on direct employment and on-the-job training, Federal Civil Service opportunities, vocational-technical training, State Merit Commit opportunities, apprenticeships, college training, and the Armed Services. Information on these career paths includes sources of additional information, cost or pay, length of training, type of training, positions available, and requirements.

Financial Aid Directory. This directory helps counselors and students plan career paths. It is a joint project of this project, the South Dakota Association of Student Financial Aid Administrators, and Youth Services. Called "Dollars and Sense," it contains financial and institution information. It is included in the VIP deck.

Career Guidebook for Counselors. Counselors and graduate students in [illegible] the Career Guidebook for

sessions work with the various instruments disoussed here. Through the use of these instruments, the input of counselor educators, and the development and exchange of ideas, they are encouraged to develop a systems approach to placement that will result in placement of all students.

Since each school system is encouraged to develop its own placement model, adopting the instruments and assistance provided by this project to meet the needs of their own situation, it is difficult to pinpoint the extent of community involvement of each school. The use of community resources by some of the schools is extensive while others make only limited use of the business, industry, and public resources available within their communities. The following three are cited as resources readily available to all and used by many schools. These are examples, and not an exhaustive list.

South Dakota Job Service. This state employment agency cooperates with the project and with the schools through its administration of the GATB test, employment counseling, and the Job Bank.

Bureau of Apprenticeship and Training. This Federal agency cooperates with this project and with schools requesting its services, which are made known to school counselors.

Armed Services. This project and many of the participating schools recognize the armed services as a viable career option, and receives the cooperation of the various branches in extending career information to high school juniors and seniors.

Because of the divergent needs and circumstances of each school system, a guidance model per se has not been handed them. Each school combines and uses the components available to them in a different way. An eighth grade class at Parkston, for example, undertook an extensive written and photographic survey of local occupational opportunities. Bonesteel has developed a released-time work program for juniors, after the cooperation of teachers and employers has been secured.

All of these instruments and services are made available to the vocational-technical schools in the state to assist in the placement of students in grades 13 and 14. Extensive inservice work has been done with the counselor in the Lake Area Vocational-Technical school at Watertown. The counselor from the Black Hills Area Vocational-Technical School at Rapid City has attended a one week counselor workshop, and contacts have been made with the counselors in the vocational-technical schools at Mitchell and Sioux Falls.

It is the philosophy of this project that placement is not confined to the counseling and guidance office, but is ingrained

in the total school program from kindergarten through high school. An understanding of the relevance of school to employment broadens as students move through the grades and identify their interests as their self-awareness and awareness of the world of work develop. Involvement of the students with the community and the community with the school is vital in this process.

Each school, however, is encouraged to determine its priorities in placement based on its needs, existing curriculum and activities, and budget. The guidance counselor is encouraged to serve as a catalyst in this process.

Other Staff Activities

The information specialist participated in inservice and other presentations, edited the CE/VIEW newspaper, wrote reports, wrote news and feature stories, developed slide/tape and specialized slide presentations, assisted other staff specialists by acquiring and developing information and materials, developed informational brochures and packets, assisted with arrangements for workshops, evaluation, and other project events, attended various conferences, made fact-finding visits to schools and projects, assisted in the day to day activities of the project.

Dissemination Activities

The inservice sessions conducted for school staffs, and special workshops conducted by staff members, in addition to the conferences and other events in which CE staff members played an active part, served as the primary means of disseminating career education concepts and information.

A four-page tabloid newspaper was developed by the information specialist, and is published four times during the academic year in cooperation with the Vital Information for Education and Work (VIEW) Program at the University of South Dakota at Springfield. Called CE/VIEW, the publication contains career education news from the state, local, and national scenes. CE/VIEW has a circulation of 1,700 to public and private schools, state and federal agencies, legislators, colleges and universities, and individuals.

Bibliographies compiled by the project staff also served as valuable dissemination tools, focusing on some of the better career education materials produced in other states.

Some 85 requests for career education materials and information were received from outside of the state during the year. Two project documents, a career education bibliography, a counselor's workbook, and the first interim report were accepted for inclusion in the ERIC System.

News releases were sent to the newspapers at the location of the participating school systems.

Career Education Proposal

The CE staff had input into a state career education proposal that was submitted to and subsequently funded by the U. S. Office of Education. This plan will coordinate the career education efforts of the Division of Higher Education, the Division of Elementary and Secondary Education, and the Division of Vocational and Technical Education. It is designed to integrate career education concepts into all levels of the educational system in South Dakota.

Changes in CE Staff

Cary Skoglund joined the career education staff at the beginning of this reporting period as Secondary Curriculum Specialist, replacing James Hart. Douglas Herzog resigned the position of counseling specialist in June. Applications are being interviewed for this position. Remaining on the staff into the final year are Clayton Carlson, director; Helen Dickson, elementary curriculum specialist; and William Anderson, information specialist.

1975-76 Schools Identified

Schools not invited to participate in the first two years of project activities have been asked to take part during the third and final year. About 30 schools have tentatively indicated that they will be taking part. These schools are concentrated in the Rapid City, Aberdeen, and Sioux Falls area, and one-day workshops for superintendents or other delegates from these schools have been scheduled for early August. These sessions will enable the participating schools to help plan the workshops that will be held at their locations, and should result in a firmer commitment to career education.

Regional Conference

This project has organized a conference of career education staff members from the project in Region VIII. This session will be held at the State Game Lodge in Custer State Park August 13-14.

E. EVALUATION

Second year evaluation of K-14 Project of Career Education, Occupational Orientation, and Bridging the Gap Between School and Work

Exemplary Project in Vocational Education

conducted under

Part D of Public Law 90-576

Project No. E-8304 VW

Grant No. OEG-8-74-0027

prepared by

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METHODS AND DESIGN

The plan for evaluating the South Dakota Career Education Project included the assessment of the following three specific student outcomes of the project.

1. Self awareness
2. Knowledge of and attitudes about work
3. Competency in career decision-making skills

In addition to the student outcome data, evaluational information was collected on the following program elements:

1. The extent to which students who participated in the project subsequently left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice.
2. The extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for participants.
3. The financial resources that were expended at each of the grade levels for the current year.
4. The extent to which this project has promoted the career education concept statewide.
5. The extent to which the vocational offerings have been expanded through the use of the multi-district vocational school system.

The extent to which vocational guidance has been expanded for school counselors in South Dakota.

The remainder of this report details the findings of this evaluation. The student outcome assessment data will be presented followed by information concerning the program elements.

STUDENT OUTCOME EVALUATION

A treatment-control group evaluation design was used to assess the student outcomes of the South Dakota Career Education Project. This design utilized a posttest only control group analysis procedure. A random sample of approximately 125 students at each of the third, sixth, ninth, and twelfth grade levels was selected from three South Dakota public schools that had received in-service assistance from the South Dakota Career Education Project. A randomly selected control group sample of approximately the same number of students at each of the grade levels in schools which had not received the treatment was similarly surveyed. Appendix A contains a listing of schools comprising the treatment and control samples.

Instruments used to assess the stated objectives of the project were as follows:

1. For the student outcome of self-assessment, the Self-Appraisal Inventory published by the Instructional Objectives Exchange was used for the third and sixth grade samples. At the ninth grade level the Minnesota

Coordinating Unit for Vocational Education's Career Education Awareness Assessment Questionnaire was used.

2. For the awareness of and knowledge about work student outcome, the third grade was administered the Knowledge of Careers Test published by the Evaluative Research Associates. The sixth grade sample was administered the Career Education Cognitive Questionnaire published by the Minnesota Coordinating Unit for Vocational Education. The ninth and twelfth grade samples were administered the New Mexico Knowledge of Occupations Test published by Monitor.

3. For the student outcome of career decision-making skills, the ninth grade sample was administered the Career Development Inventory, Scale C authored by Super and Forrest. In addition to the Career Development Inventory, Scale C, the twelfth grade sample completed the New Mexico Career Oriented Activities Checklist published by Monitor.

All tests were administered to the samples during May, 1975. The statistical procedure used in the research design was a t test for independent means. The 0.10, 0.05, 0.01, and 0.001 probability levels were established to indicate differences. A two-tailed test was employed.

SELF-AWARENESS

The outcome questions for the assessment of the self-awareness of the third, sixth and ninth grade samples were as follows:

1. Do students have a positive attitude and understanding of themselves and the forces that influence their development?
2. Are students able to describe their own current abilities and limitations?
3. Are students able to describe their own current interests and values?
4. Do students recognize that various forces influence their development?

The related evaluation questions were as follows:

1. Outcome - Do students have a positive attitude and understanding of themselves and the forces that influence their development?
2. Treatment - Have the school personnel exposed to career development in-service education provided opportunities for self-awareness development for their students?
3. Relational - Are students experiencing an understanding of themselves and the forces influencing their development as a result of career development programs and experiences within the school?

Self-Awareness - Third Grade

The Self-Appraisal Inventory (Primary Level) was utilized to obtain an assessment of the evaluation questions regarding student outcomes in self-awareness. This inventory assesses attitudes toward self in general, attitudes toward self in relationship to school, and attitudes toward self in relationship to peers. A fourth assessment dimension, attitudes toward self in relationship to family, was not administered due to the sensitivity of the questions at this early age level. A Composite score for the three self dimensions is also provided. Table 1 lists the means and t value for the control and treatment groups for the Composite score of the Self-Appraisal Inventory.

Table 1

A Comparison of Self-Appraisal Inventory Composite Scores for Third Grade Treatment And Control Groups

Group	Number	Mean	t
Treatment	138	15.93	2.33[a]
Control	51	14.39	

[a]Significant beyond the 0.05 level

An examination of Table 1 reveals that the difference between the means for the treatment and control groups was significant at the 0.05 level. The mean of the treatment group was significantly greater than the mean of the control group for the third grade Self-Appraisal Inventory Composite assessment.

Table 2 lists the means and t value for the Attitude of Self in Relationship to School subscale of the Self-Appraisal Inventory for the third grade assessment.

Table 2

A Comparison of Self-Appraisal Inventory - Attitude of Self in Relationship to School Subscale Scores for Third Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	138	4.66	1.84[a]
Control	51	4.16	

[a]Significant beyond the 0.10 level

On the third grade assessment of attitudes toward self in relationship to school, the t value was significant at the 0.10 level. The mean for the treatment group was significantly greater than the mean for the control group on this subscale of the Self-Appraisal Inventory.

Table 3 lists the means and t value for the Attitude of Self in Relationship to Peer subscale of the Self-Appraisal Inventory for the third grade assessment.

Table 3

A Comparison of Self-Appraisal Inventory - Attitude of Self in Relationship to Peers Subscale Scores for Third Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	138	5.16	1.33[a]
Control		4.61	

[a]Significant beyond the 0.10 level

On the third grade assessment of attitudes toward self in relationship to peers, an examination of Table 3 reveals that the t value was significant at the 0.10 level. The mean for the treatment group was significantly greater than the mean for the control group on this subscale of the Self-Appraisal Inventory.

Table 4 lists the means and t value for the Attitude of Self in General subscale of the Self-Appraisal Inventory for the third grade assessment.

Table 4

A Comparison of Self-Appraisal Inventory - Attitude of Self in General Subscale Scores for Third Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	133	6.11	1.58[a]
Control	51	5.63	

[a]Significant beyond the 0.10 level

On the assessment of Attitudes of Self in General subscale of the Self-Appraisal Inventory, the t value was significant at the 0.10 level for the third grade measurement. The mean for the treatment group was significantly greater than the mean for the control group on this subscale.

Self-Esteem - Sixth Grade

The Self-Appraisal Inventory (Intermediate Level) was administered to obtain an assessment of the evaluation questions for the

sixth grade samples. Four dimensions of attitude toward self were assessed through this inventory. These dimensions were: general, family, peer and school. A composite score for the total inventory was obtained.

Table 5 lists the means and t value for the control and treatment groups on the Composite score of the Self-Appraisal Inventory.

Table 5

A Composite of Self-Appraisal Inventory Composite Scores for Sixth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	130	26.10	-4.11[a]
Control	98	30.55	

[a]Significant beyond the 0.001 level

An examination of Table 5 reveals that the t value for the comparison of the means for the sixth grade groups on the Composite score of the Self-Appraisal Inventory was significant at the 0.001 level. The mean for the control group was significantly greater than the mean for the treatment group.

Table 6 lists the means and t value for the sixth grade control and treatment groups on the Attitude of Self in Relationship to School subscale of the Self-Appraisal Inventory.

Table 6

A Comparison of Self-Appraisal Inventory - Attitude of Self in Relationship to School Subscale Scores for Sixth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	130	11.28	-3.65[a]
Control	98	12.16	

[a]Significant beyond the 0.001 level

The t value for the comparison of means between the sixth grade treatment and control groups on the assessment of Attitude of Self in Relationship to School subscale of the Self-Appraisal Inventory was significant at the 0.001 level. The mean for the control group was significantly greater than the mean for the treatment group on this assessment.

Table 7 lists the means and t value for the sixth grade control and treatment groups on the Attitude of Self in Relationship to Peers subscale of the Self-Appraisal Inventory.

Table 7

A Comparison of Self-Appraisal Inventory - Attitude of Self in Relationship to Peers Subscale Scores for Sixth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	130	10.66	-2.58[a]
Control	93	11.69	

[a]Significant beyond the 0.05 level

The t value for the comparison of means between the sixth grade treatment and control groups on the assessment of Attitude of Self in Relationship to Peers subscale of the Self-Appraisal Inventory was significant at the 0.05 level. The means for the control group was significantly greater than the mean for the treatment group.

Table 8 lists the means and t value for the sixth grade treatment and control groups on the Attitude of Self in Relationship to Family subscale of the Self-Appraisal Inventory.

Table 8

A Comparison of Self-Appraisal Inventory - Attitude of Self in Relationship to Family Subscale Scores for Sixth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	130	12.39	-1.48
Control	98	12.87	

The t value for the comparison of means between the sixth grade treatment and control groups on the assessment of Attitude of Self in Relationship to Family subscale showed no significant difference between the treatment and control groups.

Table 9 lists the means and t value for the sixth grade treatment and control groups on the Attitude of Self in General subscale of the Self-Appraisal Inventory.

Table 9

A Comparison of Self-Appraisal Inventory - Attitude of Self in General Subscale Scores for Sixth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	130	11.76	
Control	98	13.17	-4.09[a]

[a]Significant beyond the 0.001 level

The t value for the comparison of means between the sixth grade treatment and control groups was significant at the 0.001 level. The mean for the control group was significantly greater than the mean for the treatment group.

Self-Awareness - Ninth Grade

The Career Education Affective Assessment Questionnaire was used to obtain an assessment of the self-awareness evaluation questions for the ninth grade sample. The questionnaire was adapted to a 46-item assessment with a response range from one to five for each question. Subscales measuring three self-awareness dimensi were identified. These subscales were: (1) Importance of feel about the world of work, (2) Self-competence, and (3) Positiv behaviors in relationship to self-development. For brevity subscales were labeled Importance, Competence and Behavio addition to the three subscales, a Composite score was

Table 10 lists the means and t value for the ninth grade treatment and control groups on the Composite score of the Career Education Affective Assessment Questionnaire.

Table 10

A Comparison of Career Education Affective Assessment Questionnaire Composite Scores for Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	154	172.14	0.01
Control	125	172.11	

The t value for the comparison of means between the ninth grade treatment and control groups on the Composite score of the Career Education Affective Assessment Questionnaire showed no significant difference between the treatment and control groups.

Table 11 lists the means and t value for the ninth grade treatment and control groups on the Importance subscale of the Career Education Affective Assessment Questionnaire. This subscale measured the treatment and control groups perception of how important various career education factors were in their own self-development.

Table 11

A Comparison of Career Education Affective Assessment Questionnaire Composite Scores for Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	154	54.61	-0.89
Control		55.31	

An examination of Table 11 reveals that although the mean for the control group was slightly higher than the mean for the treatment group, the t value did not indicate a significant difference between the means.

The means and t value for the ninth grade treatment and control groups on the Competence subscale of the Career Education Affective Assessment Questionnaire are listed in Table 12. The Competence subscale measured the samples' perception of how proficient they were in seventeen career development principles and skills.

Table 12

A Comparison of Career Education Affective Assessment Questionnaire Competence Scores for Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	154	63.98	0.32
Control	125	63.66	

The t value for the comparison of means between the ninth grade treatment and control groups on the Competence subscale score of the Career Education Affective Assessment Questionnaire showed no significant differences between the treatment and control groups.

Table 13 lists the means and t value for the ninth grade treatment and control groups on the Behavior subscale of the Career Education Affective Assessment Questionnaire. This subscale measured the samples' perception of their involvement in typical career education behaviors.

Table 13

A Comparison of Career Education Affective Assessment Questionnaire Behavior Scores for Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	154	53.55	0.01
Control	125	53.14	

An examination of Table 13 reveals that although the mean for the treatment group was slightly greater than the mean for the control group, the t value did not indicate a significant difference.

Summary - Self-Awareness

The results of the self-awareness measurement of the third, sixth and ninth grade treatment and control samples indicated the following findings:

1. For the third grade assessment, the treatment group exceeded the control group in positive self-awareness including the dimensions of positive attitude toward self in relationship to school, positive attitude toward self in relationship to peers, general positive attitude toward self, and on the composite self-assessment measurement.
2. For the sixth grade assessment, the control group exceeded the treatment group in positive self-awareness for the dimensions of positive attitude toward self in relationship to school, positive

attitude toward self in relationship to peers, general positive attitude toward self, and on the compsitive self-assessment measurement. There was no significant difference between the treatment and control groups on the dimensions of attitude toward self in relationship to family.

3. For the ninth grade assessment, there was no significant differences between the treatment and control groups on the Career Education Affective Assessment Questionnaire Composite score or on the subscales of Importance, Competence or Behavior. The directionality of the means favored the treatment group on the Composite, Competence and Behavior scores. The directionality of the mean on the Importance score favored the control group.

AWARENESS OF AND KNOWLEDGE ABOUT WORK

The outcome questions for the assessment of the awareness of and knowledge about work of the third, sixth, ninth and twelfth grade samples were as follows:

1. Do students have an understanding and awareness of work including work conditions, duties, and abilities needed?
2. Do students know the major duties and required abilities of different types of work?
3. Do students know the differences in work conditions and life styles associated with work?

An additional outcome question was specifically designed for the sixth, ninth and twelfth grade samples. This question was: Do students know the entry requirements for major types of work?

The related evaluation questions were as follows:

1. Outcome - Do students have an understanding and awareness of work conditions, duties, and abilities needed?
2. Treatment - Have the school personnel receiving career development in-service education effectively provided opportunities for students to develop an awareness and knowledge about work?
3. Relational - Do students indicate an understanding and awareness of the various aspects of work through an exposure to career development education?

Work Awareness - Third Grade

The Evaluative Research Associates Career Knowledge Test was administered to obtain an assessment of the evaluation questions regarding student outcomes. This 30-item test measures third grade students' knowledge of job similarities, occupational differences, and tools used in various occupations. In addition the test provides a Composite score.

Table 14 lists the means and t value for the Composite score for the third grade assessment of work awareness.

Table 14

A Comparison of Career Knowledge Test - Composite Scores for Third Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	99	23.72	-2.07[a]
Control	128	24.54	

[a]Significant beyond the 0.05 level

The t value for the comparison of means between the third grade treatment and control groups was significant at the 0.05 level for Composite score of the Career Knowledge Test. The mean for the control group was significantly greater than the mean for the treatment group.

The means and t value for the third grade treatment and control groups on the Similarity of Jobs subscale of the Career Knowledge Test are listed in Table 15.

Table 15

A Comparison of Career Knowledge Test - Similarity of Jobs Subscale for Third Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	99	7.00	-0.05
Control	128	7.01	

An examination of Table 15 indicates that no significant differences existed between the means for the treatment and control groups on the Similarity of Jobs subscale for the third grade samples.

Table 16 lists the means and t value for the Occupational Differences subscale of the Career Knowledge Test for the third grade work awareness assessment.

Table 16

A Comparison of Career Knowledge Test - Occupational Differences Subscale for Third Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	99	8.14	-2.61[a]
Control	128	8.77	

[a]Significant beyond the 0.05 level

The t value for the third grade assessment on the Occupational Differences subscale of the Career Knowledge Test was significant at the 0.05 level. An examination of the means indicates that the control group had a significantly greater mean than did the treatment group.

Table 17 lists the means and t value for the Tools subscale of the Career Knowledge Test for the third grade work awareness assessment.

Table 17

A Comparison of Career Knowledge Test - Tools Subscale for Third Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	99	8.58	-1.09
Control	128	8.76	

The t value for the comparison of means between the third grade treatment and control groups on the Tools subscale of the Career Knowledge Test showed no significant differences between the treatment and control groups.

Work Awareness - Sixth Grade

The Career Education Cognitive Questionnaire published by the Minnesota Coordinating Unit for Vocational Education was administered to obtain an assessment of the evaluation questions regarding student outcomes in work awareness for the sixth grade samples. This instrument yields a Composite measurement of student awareness of industries, occupational levels, ability requirements, needs and/or job satisfactions, working conditions, career decision-making process, and employment trends. A total of 54 items are included in the test.

Table 18 lists the means and t value for the Composite score of the Career Education Cognitive Questionnaire for the sixth grade work awareness assessment.

Table 18

A Comparison of Career Education Cognitive Questionnaire Composite Scores for Sixth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	119	30.52	-2.99[a]
Control	140	32.40	

[a]Significant beyond the 0.01 level

The t value for the comparison of means between the sixth grade treatment and control groups on the Composite score of the Career Education Cognitive Questionnaire was significant at the 0.01 level. An examination of the means indicates that the control group had a significantly greater mean than did the treatment group.

Work Awareness - Ninth Grade

The New Mexico Knowledge of Occupations Test was administered to obtain an assessment of the evaluation questions regarding student outcomes in work awareness for the ninth grade samples. This 25-item test measured the students' understanding of the characteristics and requirements of different occupations. The test is divided into two subscales: (1) Knowledge of Job Characteristics, for example, hours of work, play, work environment, tasks, demand; and (2) Knowledge of Job and Personal Requirements, for example, training, abilities, and interests. In addition, the test provides a Composite score.

Table 19 lists the means and t value for the Composite score of the New Mexico Knowledge of Occupations Test for the ninth grade assessment of work awareness.

Table 19

A Comparison of New Mexico Knowledge of Occupations Test Composite Scores for Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	87	14.53	-3.47[a]
Control	123	16.13	

[a]Significant beyond the 0.001 level

The t value for the comparison of means between the ninth grade treatment and control groups on the Composite score of the New Mexico Knowledge of Occupations Test was significant at the 0.001 level. An examination of the means indicates that the control group had a significantly greater mean than did the treatment group.

The means and t value for the ninth grade treatment and control groups for the Knowledge of Job Characteristics subscale of the New Mexico Knowledge of Occupations Test are listed in Table 20.

Table 20

A Comparison of New Mexico Knowledge of Occupations Test Knowledge of Job Characteristics Subscale Scores for Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	87	7.23	-2.65[a]
Control	123	8.11	

[a]Significant beyond the 0.01 level

The t value for the comparison of means between the ninth grade treatment and control groups on the Knowledge of Job Characteristics subscale of the New Mexico Knowledge of Occupations Test was significant at the 0.01 level. An examination of the means indicates that the control group had a significantly greater mean than did the treatment group.

Table 21 lists the means and t value for the ninth grade treatment and control groups on the Knowledge of Job and Personal Requirements subscale of the New Mexico Knowledge of Occupations Test.

Table 21

A Comparison of New Mexico Knowledge of Occupations Test - Knowledge of Job and Personal Requirements Subscale Scores for Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	87	6.37	-3.19[a]
Control	123	7.08	

[a] Significant beyond the 0.01 level

The t value for the comparison of means between the ninth grade treatment and control groups on the Knowledge of Job and Personal Requirements subscale of the New Mexico Knowledge of Occupations Test was significant at the 0.01 level. An examination of the means indicates that the control group had a significantly greater mean than did the treatment group.

Work Awareness - Twelfth Grade

The New Mexico Knowledge of Occupations Test was administered to obtain an assessment of the evaluation questions regarding student outcomes in work awareness for the twelfth grade samples. The test contains 25 items and yields a Composite score as well as two subscale scores entitled, Knowledge of Job Characteristics and Knowledge of Job and Personal Requirements.

Table 22 lists the means and t value for the twelfth grade treatment and control groups on the Composite score of the New Mexico Knowledge of Occupations Test.

Table 22

A Comparison of New Mexico Knowledge of Occupations Test Composite Scores for Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	72	17.00	-0.40
Control	144	17.18	

An examination of Table 22 reveals that no significant differences existed between the means for the treatment and control groups on the Composite score of the New Mexico Knowledge of Occupations Test for the twelfth grade assessment.

The means and t value for the twelfth grade treatment and control groups on the Knowledge of Job Characteristics subscale of the New Mexico Knowledge of Occupations Test are listed in Table 23.

Table 23

A Comparison of New Mexico Knowledge of Occupations Test - Knowledge of Job Characteristics Subscale for Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	72	7.75	-1.13
Control	144	8.06	

The t value for the comparison of means between the twelfth grade treatment and control groups on the Knowledge of Job Characteristics subscale of the New Mexico Knowledge of Occupations Test showed no significant differences between the treatment and control group.

Table 24 lists the means and t value for the twelfth grade treatment and control groups on the Knowledge of Job and Personal Requirements subscale of the New Mexico Knowledge of Occupations Test.

Table 24

A Comparison of New Mexico Knowledge of Occupations Test - Knowledge of Job and Personal Requirements Subscale Scores for Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	72	9.25	0.51
Control	144	9.11	

The t value for the comparison of means between the twelfth grade treatment and control groups on the Knowledge of Job and Personal Requirements subscale of the New Mexico Knowledge of Occupations Test showed no significant differences between the treatment and control groups.

Summary - Work Awareness

The results of the measurement of work awareness of the third, sixth, ninth and twelfth grade samples indicated the following findings:

1. For the third grade assessment, the control group mean exceeded the treatment group mean on the following dimensions of work awareness:

a. Composite score on the Career Knowledge Test.

b. Occupational Differences subscale of the Career Knowledge Test.

No significant differences between the means of the treatment and control groups were found for the following work awareness dimensions:

a. Similarity of Jobs subscale of the Career Knowledge Test.

b. Tools subscale of the Career Knowledge Test.

The directionality of the means favored the control group on the Similarity of Jobs and Tools subscales.

2. For the sixth grade assessment, a comparison of the means indicated that the control group significantly exceeded the treatment group on the Composite score of the Career Education Cognitive Questionnaire.

3. For the ninth grade assessment, the mean of the control group was significantly greater than the mean of the treatment group on the Composite score of the New York State Battery of Occupations Test as well as on the Factor Type of Job Characteristics and Knowledge of Job and Personal Requirements subscales.

4. For the fourth grade assessment, no significant differences were found between the means of the control and treatment groups on the scores of the New Jersey Occupations Test. The directionality of

the means favored the control group on the Composite score and the Knowledge of Job Characteristics subscale. On the Knowledge of Job and Personal Requirements subscale, the directionality of the means favored the treatment group.

COMPETENCY IN CAREER DECISION-MAKING SKILLS

The outcome questions for the assessment of the career decision-making skills of the ninth and twelfth grade samples were as follows:

1. Do students evidence skills, awareness, and activity involvement in identifying, locating and utilizing informational resources for career planning and decision-making?
2. Are students able to identify, locate and utilize sources of information to solve career decision-making problems?
3. Do students know the steps to be taken and the factors to be considered in career planning?
4. Do students demonstrate active involvement in career decision-making?

The related evaluation questions were as follows:

1. Outcome - Do students evidence skills, awareness, and active involvement in identifying, locating and utilizing informational resources for career planning and decision-making?

2. Treatment - Have the school personnel receiving career development in-service education effectively provided student opportunities for career planning and decision-making activities and awareness development?

3. Relational - Do students demonstrate awareness, involvement, and skill development in career planning and decision-making?

Competency in Career Decision-Making Skills - Ninth Grade

Part C of the Career Development Inventory by Super and Forrest was administered to obtain an assessment of the evaluation questions regarding student outcomes for the ninth grade. Part C is an Information and Decision-Making scale which contains 30 items.

Table 25 lists the means and t value for the Composite score of the Information and Decision-Making Scale of the Career Development Inventory for the ninth grade assessment of competency in career decision-making skills.

Table 25

A Comparison of Career Development Inventory - Information and Decision-Making Scale Scores for the Ninth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	116	15.54	-0.54
Control	131	15.70	

The t value for the comparison of means between the ninth grade treatment and control groups on the Information and Decision-Making Scale of the Career Development Inventory showed no significant differences between the treatment and control groups.

Competency in Career Decision-Making Skills - Twelfth Grade

The New Mexico Career Oriented Activities Checklist and the Information and Decision-Making Scale of the Career Development Inventory were administered to obtain an assessment of the evaluation questions regarding student outcomes for the twelfth grade. The New Mexico Career Oriented Activities Checklist is a measure of the degree to which students have taken commonly accepted steps that assist in [illegible]. The checklist was divided into four subscales including Sources of Information, Prevocational Activities, Occupational Training, and Career Planning. The Sources of Information subscale measured the degree to which students had engaged in activities that would provide information about occupations that the students were considering. The Occupational Training subscale measured the degree to which students had obtained the high school training needed for the occupations being considered. The Career Planning subscale measured whether the students had made definite plans regarding what they will do upon high school graduation. The Composite score for the entire scale was also provided.

Table 26 lists the means and t value for the Composite score of the New Mexico Career Oriented Activities Checklist for the twelfth grade treatment.

Table 26

A Comparison of New Mexico Career Oriented Activities Checklist Composite Scores for the Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	68	26.24	0.65
Control	133	25.41	

The t value for the comparison of means between the twelfth grade treatment and control groups for the Composite score of the New Mexico Career Oriented Activities Checklist showed no significant differences between the treatment and the control groups.

The means, standard deviations and t value for the twelfth grade treatment and control groups on the Sources of Information subscale of the New Mexico Career Oriented Activities Checklist are listed in Table 27.

Table 27

A Comparison of the New Mexico Career Oriented Activities Checklist Sources of Information Subscale Scores for Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	68	12.53	0.56
Control	138	12.14	

The t value for the comparison of means between the twelfth grade treatment and control groups for the Sources of Information subscale score of the New Mexico Career Oriented Activities Checklist showed no significant differences between the treatment and control groups.

Table 28 lists the means and t value for the twelfth grade treatment and control groups for the Precareer Activities Subscale of the New Mexico Career Oriented Activities Checklist.

Table 28

A Comparison of the New Mexico Career Oriented Activities Checklist Precareer Activities Subscale Scores for Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	68	5.90	0.17
Control	138	5.83	

An examination of Table 28 reveals that the t value for the comparison of means between the twelfth grade treatment and control groups for the Precareer Activities subscale score of the New Mexico Career Oriented Activities Checklist showed no significant differences between the treatment and control groups.

The means, standard deviations and t value for the twelfth grade treatment and control groups on the Occupational Training subscale of the New Mexico Career Oriented Activities Checklist are listed in Table 29.

Table 29

A Comparison of the New Mexico Career Oriented Activities Checklist Occupational Training Subscale Scores for Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	68	3.21	1.17
Control	138	2.99	

The t value for the comparison of means between the twelfth grade treatment and control groups for the Occupational Training subscale score of the New Mexico Career Oriented Activities Checklist showed no significant difference between the treatment and control groups.

Table 30 lists the means and t value for the twelfth grade treatment and control groups for the Career Planning subscale of the New Mexico Career Oriented Activities Checklist.

Table 30

A Comparison of the New Mexico Career Oriented Activities Checklist Career Planning Subscale Scores for Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	68	4.60	0.63
Control	138	4.43	

The t value for the comparison of means between the twelfth grade treatment and control groups for the Career Planning subscale score of the New Mexico Career Oriented Activities Checklist showed no significant difference between the treatment and control groups.

Table 31 lists the means and t value for the twelfth grade treatment and control groups for the Information and Decision-Making Scale of the Career Development Inventory.

Table 31

A Comparison of the Career Development Inventory - Information and Decision-Making Scale Scores for the Twelfth Grade Treatment and Control Groups

Group	Number	Mean	t
Treatment	78	20.19	1.83[a]
Control	135	19.09	

[a]Significant beyond the 0.10 level

The t value for the twelfth grade assessment on the Information and Decision-Making scale of the Career Development Inventory was significant at the 0.10 level. An examination of the means indicates that the treatment group had significantly greater scores on the Information and Decision-Making Scale than did the control group.

Summary - Competency in Career Decision-Making Skills

The results of the measurement of the competency in career decision-making skills of the ninth and twelfth grade samples indicated the following findings:

1. For the ninth grade assessment, there were no significant differences between the treatment and control groups on the Information and Decision-Making Scale of the Career Development Inventory.
2. For the twelfth grade assessment, the mean of the treatment group exceeded the mean of the control group on the Information and Decision-Making Scale of the Career Development Inventory. No significant

differences between the means of the treatment and control groups were found on the Composite score or the following scales of the New Mexico Career Oriented Activities Checklist: Sources of Information, Pre-career Activities, Occupational Training, and Career Planning. The directionality of the means favored the treatment group on the Composite score and all subscale scores of the New Mexico Career Oriented Activities Checklist.

SUMMARY FINDINGS

In assessing the effectiveness of the South Dakota Career Education project according to the data provided by the evaluation study, several precautions should be identified in drawing conclusions regarding the efficacy of the project. The following considerations are provided in order that the findings will not be misinterpreted:

1. A highly exacting student outcome evaluation of the South Dakota Career Education Project seems inappropriate. The nature of the South Dakota Project is to provide in-service programs in career education as the foundation for stimulating the development of ongoing curricular programs in the school. The in-service component does not specify the exact design of the curricular components of career education nor can it be assured that the teachers exposed to the in-service

education will implement highly testable models of career education in the classroom. The South Dakota Career Education project services to stimulate an awareness and understanding throughout the state as to possible career development approaches in the schools. Therefore, a more defensible evaluation model would be a measure of teacher outcomes rather than student outcomes.

2. A limitation of the present evaluation design is the small number of schools that could be included in the sampling process. Financial and measurement availability restrictions prevented a broader evaluation study.

3. In this area of increased knowledge and awareness of career education, it is unlikely that the control schools represented puristic models of schools without career development emphasis. One of the highly plausible results of the tenure of the South Dakota Career Education Program is that there is a direct spin off to other schools whether or not there has been direct exposure of the schools to the South Dakota Career Education project. Additionally, the emphasis placed on incorporating career education into the classroom from varied educational sources certainly would have considerable effect on the development of independent career education programs in the control schools.

4. One of the problems in assessing career education student outcomes is the limitations of the tests used in adequately representing the full body of career development for students. Although every possible effort was made by the evaluators to select tests that were as representative as possible of the specified career education outcomes, the rudimentary development of tests in this measurement areas leaves much to be desired.

The remainder of this report will summarize the findings from the student assessment portion of the South Dakota Career Education Project evaluation in relationship to the student outcome questions defined as guidelines for evaluating the project.

SELF-AWARENESS

Outcome Question - Do students have a positive attitude and understanding of themselves and the forces that influence their development?

Evidence from the study indicates that the students from both the treatment and control groups had a positive attitude and understanding of themselves and the forces that influence their development. The information in Tables 32, 33 and 34 provide evidence to support the preceding conclusion.

Table 32 is an analysis of the responses of the third grade students to each item of the Self-Appraisal Inventory. The number of items for which students responded in a positive nature for each

of the four percentage categories are listed in the table. An examination of Table 32 reveals that five items for the control group and five items for the treatment group had responses indicating positive self acceptance for 75 to 100 percent of the students. Seven items for the control group and 12 items for the treatment group had responses indicating positive acceptance for 51 to 75 percent of the students. Fifteen items for the control group and ten items for the treatment group had responses indicating positive acceptance for one to 50 percent of the students.

Table 32

Item Means for Third Grade Control and Treatment Groups on the Self-Appraisal Inventory

Percentage Categories	Number of Items	
	Control	Treatment
76 - 100	5	5
51 - 75	7	12
26 - 50	13	9
1 - 25	2	1

Table 33 presents information regarding the responses of the sixth grade students to each item of the Self-Appraisal Inventory. Fifty-seven items for the control group and 53 items for the treatment group had responses indicating positive self acceptance for 50 to 100 percent of the students. There were a total of 77 items on the inventory. Only two items for the control group and one item for the treatment group had responses indicating positive acceptance by one to 25 percent of the sixth grade sample.

Table 33

Item Means for Sixth Grade Control and Treatment Groups on the Self-Appraisal Inventory

Percentage Categories	Number of Items	
	Control	Treatment
76 - 100	40	16
51 - 75	17	37
26 - 50	13	9
0 - 25	2	1

Table 34 presents item means classified into three categories for the ninth grade students' response to the Affective Assessment Questionnaire. Since this questionnaire was an attitude scale with responses ranging from one to five, the mean responses for the questionnaire responses were classified according to an arbitrary below average range (mean values from 1 to 2.33), average range (mean values from 2.34 to 3.67), and above average range (mean values from 3.68 to 5.00). An examination of Table 34 reveals that no items had mean responses in the below average range. This finding was true for both the treatment and control groups. Twenty-six items for the control group and 14 items for the treatment group fell in the average range. The above average range had 20 items for the control group and 32 items for the treatment group.

Item Means for Ninth Grade Control and Treatment Groups on the Affective Assessment Questionnaire

Mean Ranges	Number of Items	
	Control	Treatment
1 - 2.33	0	0
2.34 - 3.67	26	14
3.68 - 5.00	20	32

Treatment Question - Have the school personnel exposed to career development in-service education provided opportunities for self-awareness development for their students?

This study is limited to a somewhat indirect response to the question concerning whether school personnel exposed to career development in-service education have provided opportunities for self-awareness development for their students. The positive self-awareness evidenced by the study data would indicate that students are experiencing an environment that is conducive to positive self development. Strong evidence exists that third grade students in schools which have received career development in-service education have had added exposure to the self-awareness development process. At the sixth grade level, students in the control group appear to have had additional attention placed on the self-awareness development process. At the ninth grade level, no apparent differences existed for the students in schools with career development in-service education as compared with students in schools without the career development exposure.

Relational Question - Are students experiencing an understanding of themselves and the forces influencing their development as a result of career development programs and experiences within the school?

As mentioned in the limitations of the study, it is difficult to control the degree of career development exposure in the control schools of the study. The present study presents some evidence which suggests that the students are experiencing an understanding of themselves and the forces influencing their development as a direct result of the career development programs and experiences within their schools. The evidence also suggests that the greatest impact for self-awareness is being experienced at the third grade level.

AWARENESS OF AND KNOWLEDGE ABOUT WORK

Outcome Question - Do students have an understanding and awareness of work conditions, duties and abilities needed?

The information generated from the assessment of the work awareness and knowledge of students clearly indicates that both the treatment and control groups possess considerable knowledge in this area. Table 14 presented the means for the third grade treatment and control group on the Career Knowledge Test. The mean for the control group was 24.54 while the mean for the treatment group was 23.72. These means have specific relevance to the outcome question when it is realized that the highest possible score on this test is 30. The treatment group mean of 23.72 indicates that this group had an average response rate of approximately 79 percent of the items correct.

The control group mean of 24.54 indicates that this group had an average response rate of approximately 82 percent of the items correct.

For the third grade level, further conclusions can be made regarding the nature of their competency in career knowledge. The Career Knowledge Test is divided into three competency areas: Occupational Similarities, Occupational Differences, and Tools. Table 35 lists the mean competency level for the treatment and control groups for each of the three subtests.

Table 35

Mean Equivalent Competency Level for the Third Grade Treatment and Control Groups on the Career Knowledge Test

Subtest	Mean		Competency Level by Percentage Equivalent of the Group Mean	
	Control	Treatment	Control	Treatment
Occupational Similarities	7.01	7.00	79%	70%
Occupational Differences	8.77	8.14	88%	81%
Tools	8.76	8.58	88%	86%

An examination of Table 35 reveals that competency levels for both the treatment and control groups are high. Students held the highest degree of competency on the Tools subtest. Students demonstrated the lowest degree of competency on the Occupational Similarities subtest.

For the sixth grade level measurement of awareness and knowledge about work, the Career Education Cognitive Questionnaire was used as the assessment tool. This 56-item questionnaire measures a broad range of career knowledge. As reported in Table 18, the treatment

group had a mean of 30.52 while the control group had a mean of 32.40. This represents a competency level of approximately 55% for the treatment group and 58% for the control group.

For the ninth grade assessment of awareness and knowledge about work, the New Mexico Knowledge of Occupations Test was used. This 25-item test measures knowledge of job characteristics and knowledge of job and personal requirements. As reported in Table 19, the treatment group had a mean of 14.53 while the control group had a mean of 16.13. This represents a competency level of approximately 58% for the treatment group and 65 percent for the control group. An additional indication that the groups measured in this study have a high level of career awareness and knowledge is revealed by a comparison with the normative data provided by the publishers of the New Mexico Knowledge of Occupations Test. The published mean for ninth grade students is 12.71. In comparing this with the means for the students measured in this study, the treatment group exceeds the published mean by 1.82 points while the control group exceeds the mean by 3.42 points.

Student Competency levels for the two subscales of the New Mexico Knowledge of Occupations Test are listed in Table 36. An examination of Table 36 reveals that both the treatment and control groups have a higher competency in career knowledge related to job characteristics than in career knowledge related to job and personal requirements.

Table 36

Mean Equivalent Competency Level for the Ninth Grade Treatment and Control Groups on the New Mexico Knowledge of Occupations Test

Subtest	Mean		Competency Level by Percentage Equivalent of the Group Mean	
	Control	Treatment	Control	Treatment
Knowledge of Job Characteristics	8.11	7.23	68%	60%
Knowledge of Job and Personal Requirements	7.08	6.37	54%	49%

For the twelfth grade assessment of awareness and knowledge about work, the New Mexico Knowledge of Occupations Test was used as the assessment tool. As reported in Table 22, the treatment group had a mean of 17 while the control group had a mean of 17.18. This represents a competency level of 68% for the treatment group and 69% for the control group. The published mean for twelfth grade students on the New Mexico Knowledge of Occupations Test is 15.56. Both the treatment and control groups exceeded this mean by 1.44 and 1.62 points respectively.

Student competency levels for the two subscales of the New Mexico Knowledge of Occupations Test are listed in Table 37. An examination of Table 37 reveals that the twelfth grade students had a higher level of competency in knowledge of job and personal requirements than in knowledge of job characteristics.

Table 37

Mean Equivalent Competency Level for the Twelfth Grade Treatment and Control Groups on the New Mexico Knowledge of Occupations Test

Subtest	Mean Control	Mean Treatment	Competency Level by Percentage Equivalent of the Group Mean Control	Competency Level by Percentage Equivalent of the Group Mean Treatment
Knowledge of Job Characteristics	8.06	7.75	67%	65%
Knowledge of Job and Personal Requirements	9.11	9.25	70%	71%

Treatment Question - Have the school personnel receiving career development in-service education effectively provided opportunities for students to develop an awareness and knowledge about work?

Evidence as to relatively high career knowledge competency was found for both treatment and control groups. Since on most measures the treatment group exceeded the control group at a statistically significant level, no evidence indicates that the treatment group had greater opportunities to develop an awareness and knowledge about work.

Relational Question - Do students indicate an understanding and awareness of the various aspects of work through an exposure to career development education?

Evidence from this study provides solid support for the conclusion that students do have an understanding and awareness of the various aspects of work. Competency levels are consistently at or above the

50 percent level. Where published norms are available, both the treatment and control groups exceeded the means for the normative groups.

COMPETENCY IN CAREER DECISION-MAKING SKILLS

Outcome Question - Do students evidence skills, awareness, and active involvement in identifying, locating and utilizing informational resources for career planning and decision-making?

Both the treatment and control groups demonstrated an average amount of skill development in the process of identifying, locating and utilizing informational resources for career planning and decision-making.

For the ninth grade assessment of competency in career decision-making skills, Part C of the Career Development Inventory was used. As reported in Table 25, the mean for the treatment group was 15.54 while the mean for the control group was 15.70 on this 30-item questionnaire. This represents a competency level of 52 percent for both the treatment and control groups.

For the twelfth grade assessment of competency in career decision-making skills, two instruments were utilized to obtain a comprehensive examination of the level of skill development for this student group. The instruments were Part C of the Career Development Inventory and the New Mexico Career Oriented Activities Checklist.

As reported in Table 31, the mean for the twelfth grade treatment group on the 30-item Career Development Inventory was 20.19 while the mean for the control group was 19.09. This represents a competency

level for the treatment group of approximately 67 percent. The competency level of the control group was approximately 64 percent.

On the New Mexico Career Oriented Activities Checklist, the twelfth grade students had a Composite mean of 26.24 for the treatment group and 25.41 for the control group. These means represent a high level of career exploration. An examination of item means indicated that the students had participated in an extensive amount of career planning and exploration. In comparing the students with the publishers' mean for the twelfth grade, it was found that the treatment group had a greater mean. The published mean for twelfth grade students was 25.94.

Treatment Question - Have the school personnel receiving career development in-service education effectively provided student opportunities for career planning and decision-making activities and awareness development?

The results of the student assessment indicated that students in schools receiving career development in-service education had slightly higher means in career planning activities than did students in the control schools. This finding was true for the entire twelfth grade assessment. On the ninth grade assessment, students in the control schools had a slightly greater mean than did the students in the schools receiving in-service career education. None of the differences were statistically significant.

Relational Question - Do students indicate an understanding and awareness of the various aspects of work through an exposure to career development education?

It appears that the students do have an awareness of work through an exposure to career development education. This finding was particularly true for the twelfth grade. Although differences were not significant between the treatment and control group, the fact that the treatment group exceeded the publishers' mean for the twelfth grade indicates that the students included in this study have been exposed to the career decision-making process.

PROGRAM ELEMENTS EVALUATION

The program elements were evaluated on the basis of the collection of available information which yielded process evaluation judgments by the evaluators. The following program elements were evaluated:

1. The extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice.
2. The extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people.
3. The financial resources that were expended at each of the grade levels for the current year.
4. The extent to which this project has promoted the career education concept statewide.

5. The extent to which the vocational offerings have been expanded through the use of the multi-district vocational school system.

6. The extent to which vocational guidance has been expanded for school counselors in South Dakota.

The remainder of this report will provide information regarding the above program elements.

The extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice.

At the time of the writing of this evaluation report, data regarding the placement of students who had left the project schools was not available. Normally, this data is compiled in the fall for the preceding school year. Thus no verifiable data could be found to respond to this program element. As indicated in the evaluation plan, it was anticipated that data might not be available. Conceivably data could be included in the evaluation information presented in the third year project report regarding this program element when the data becomes available.

The extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people.

Information regarding the expansion of job opportunities was obtained from the South Dakota Division of Vocational Education.

The 1974 annual report of the South Dakota Division of Vocational Education indicated the following job opportunity information:

I. Distributive Education

Secondary - Programs in Distributive Education served a total of 1,232 high school students (620 male and 612 female) during the 1973-74 school year. This represents approximately 10 percent of the total senior enrollment in the public high schools of South Dakota. This figure is significant in light of the fact that only 15 percent of the high schools have programs in Distributive Education.

The earnings of the students at their on-the-job training stations has grown to an impressive figure. For the school year 1973-74, the total earnings for these students was $1,429,900.48. The average wage per hour at the end of the year for these students was $1.78; the average number of hours worked per week per student was 23 hours.

Employment and Earnings Records - A record of employment and earnings has been kept since 1966-67. Comparisons are as follows:

Year	Total Earnings	High Wage	Low Wage	Average Wage	Average Hours
1966-67	$ 238,204.53	$1.60	$ .50	$ 1.03	22.2
1967-68	390,938.33	2.13	.60	1.14	22.5
1968-69	629,113.88	3.25	.50	1.28	24.2
1969-70	796,330.78	3.00	1.00	1.40	23.3
1970-71	908,371.44	3.57	1.00	1.43	22.0
1971-72	1,904,441.68	3.54	.50	1.49	22.6
1972-73	1,411,975.40	4.25	.50	1.55	23.2
1973-74	1,429,900.48	4.31	.75	1.78	23.3

Post-Secondary - A post-secondary Distributive Education program in Retail Management at the Southeast Area Vocational-Technical School in Sioux Falls reported a beginning enrollment of 25 students. This program is a two-year program with areas of specialization in Department Store Merchandising, Super-Market Merchandising, Speciality Store Merchandising, Fashion Merchandising and Variety Store Merchandising. A new class of 45 students will be enrolled in the fall of 1974, and combined with those returning from the 1973 class, the enrollment should be approximately 50-55 students.

Special multi-occupational cooperative programs designed specifically for the disadvantaged students operated in South Dakota at the following high schools during the 1973-74 school year and served a total of 210 students:

	Enrollment
Aberdeen	13
Mitchell	32
Rapid City	74
Sioux Falls Lincoln	24
Sioux Falls Washington	30
Sturgis	14
Yankton	14

An additional 136 students who were classifed as disadvantaged and 16 who were classified as handicapped received training in regular Distributive Education programs.

II., Home Economics - Occupational

Secondary - 239 students (90 female, 149 male) were enrolled in the ten occupational programs. Food Service enrolled 191 students and Child Care Aide programs enrolled 48 students. The Pierre and Vermillion food service classes are cooperative programs. One food service program was implemented at the Sisseton Multi-District Center. There is close supervision of the Home Economics Occupational program at the Flandreau Indian School. This program consists of: Waitress Training - 8 female students, Tea Room workers - 8 female students and Cooks Training - 18 male students.

Post-Secondary - The objective for 1973-74 was to provide wage-earning occupational training to serve approximately 30 students. There is one program identified as Home Economics - Child Care at Watertown Area Vocational School which doubled enrollment in one year and has an enrollment of 37 students.

III. Health Occupations

Secondary - Sioux Falls, Lennox, Lake Area Multi-District (Watertown) and Lake Region Multi-District (Webster) are presently offering secondary health careers programs. There are 127 students enrolled. New health programs are anticipated in the Multi-Districts to be established.

Post-Secondary - There were six various health offerings with the Licensed Practical Nursing enrolling a majority of the students. In total, 405 students enrolled in all health programs employing 36 instructors. There are no new health programs anticipated for the Fall of 1974.

IV. Trade and Technical

Secondary - Excluding the Multi-Districts, there were 17 school districts offering 48 programs and employing 49 instructors. There were 1,257 enrollees in the programs which average about two hours per day, five days per week in vocational training. With the addition of the Lake Region (Webster), the Northwest Area and Sisseton Area, the Multi-Districts now consist of 26 school districts offering 20 programs and enrolling 832 secondary students.

Post-Secondary - Including USD/Springfield, there are presently 42 course offerings at the area school level enrolling 1,424 students. At the post-secondary level, special projects are conducted at the Youth Forestry Camp (50 students) and the State Penitentiary (150 students). The Training School is working to initiate a project to serve 60 students for the coming school year. Area schools are being encouraged to employ competent full-time staff to work with students with special needs. Special projects for mentally retarded were funded for students in Redfield (8 students) and Aberdeen (20 students). The printing program at the South Dakota School for the Deaf enrolled 10 students. A special project in Sioux Falls enrolled about 40 students in specific trade areas - laundry/dry cleaning, custodial, auto services, and hotel-motel services. New projects will be established in Sioux Falls, Rapid City and a curriculum revision project at the School for the Deaf.

The financial resources that were expended at each of the grade levels for the current year.

Information regarding the expenditure of financial resources is listed in Appendix A.

The extent to which the project has promoted the career education concept statewide.

Through interviewing counselors and administrators in the project schools, considerable evidence exists to support the contention that

the South Dakota Career Education Project has enhanced the development of career education in South Dakota. Two direct outcomes have been the development of an heightened awareness on the part of school counselors to the development of career counseling as a major priority in many of the project schools. The other outcome has been the integration of career education with the curricula for many schools at the elementary, middle school, and high school level. The in-service education program as well as one-to-one consulting with teachers, administrators and counselors has appeared fruitful in providing a career development emphasis in many South Dakota schools.

The extent to which the vocational offerings have been expanded through the use of the multi-district vocational school system.

As of January 1, 1975, there were four operational multi-districts, with an expansion of twenty-six programs.

The operational multi-districts and their respective programs are as follows:

1. Towns (4): Sisseton (Wilmot, Summit, Veblen)

   Programs: Ag production
   Health Occupations
   Home Economics Occupations
   Business and Office Occupations
   Welding and Cutting
   Radio and TV
   Carpentry

2. Towns (10): Watertown (Bradley, Castlewood, Clark, Florence, Grant and Deuel, Hamlin, Henry, South Shore, Waverly)

Programs: Agriculture
Distributive Education
Health Occupations
Business and Office Occupations
Electronics
Welding
Carpentry
Upholstery
Automotive Services
Drafting
Metal Technology

3. Towns (3): Webster (Waubay, Roslyn)

Programs: Distributive Education (Model Store)
Health Careers
Business and Office Education
Carpentry
Auto Mechanics

4. Towns (9): Lemmon, Bison, Harding County, Isabel, McIntosh, McLaughlin, Timber Lake, Faith, Dupree

Programs: Carpentry

Machine Shop

Electronics

Agriculture

General Mechanics

Food Services

The extent to which vocational guidance has been expanded for school counselors in South Dakota.

The sponsorship of Career Counseling workshops for South Dakota school counselors has had an impact on the expansion of vocational guidance in South Dakota. The workshops provided during the Summer, 1974, provided a basis for continued vocational guidance program development throughout the 1974-75 project year. The success of this program was such that school counselors throughout the state have requested a similar workshop for continued program development during the Summer, 1975. This workshop is being jointly sponsored by the Division of Elementary and Secondary Education, South Dakota State University, and the University of South Dakota. The South Dakota Career Education Project has cooperated in the development of the program for the Summer, 1975, workshop.

Additionally, the South Dakota Career Education Project has assisted the American College Testing Program, Iowa City, Iowa, in adapting the South Dakota Counseling Model for national distribution. In preparation for the Summer, 1974, Career Counseling Workshop, the Career Education Project, the state Director of

Guidance Services, two counselor educators and a counselor designed a counseling model replete with a needs assessment instrument, program objectives and accountability criteria, and program activities. This model has been implemented in many schools in South Dakota, in a number of other states, and, as mentioned earlier, has been adapted for national publication by the American College Testing Program.

SUMMARY EVALUATION

As the data in this report indicate, the South Dakota Career Education Project has been an important contribution to the development of meaningful career education programs in the schools of South Dakota. Due to the limitations of the research design, it is felt by the evaluators that the full impact of the program could not be completely measured. However, evidence exists that the project is providing a very important, needed service to the schools of South Dakota.

F. CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

The schools that the Career Education staff worked with this year were, in general, extremely cooperative and receptive to career education. Many schools changed their schedules to accommodate the inservice program. Some schools had to make major adjustments to permit teachers in the various buildings and locations to attend the meetings. School staff members have shown a high level of interest in career education. School administrators, however, need to develop a working framework so their staffs can plan a complete career education scope and sequence integrated into the existing curriculum.

The attitude of administrators, counselors, and teachers, the amount of time and the time of the day and week set aside, the workshop environment and location, and the number of people present are all factors influencing workshop success. The CE staff feels that a great deal of interest and inspiration toward actually beginning career-oriented lessons has been generated through the inservice meetings.

The inservice career education needs of school systems and of individual staff members, and hence student needs, are being met through the total staff and small group encounters by the CE Program staff.

The direction of career education in South Dakota has now apparently been established as an on-going program at both the state and local levels. The wide acceptance of the career education concept can be attributed to the activities of this project, and to the emphasis given the concept by the U. S. Office of Education and by the State Department of Education and Cultural Affairs.

The Career Education staff will build the third and final year of this program upon the experiences and findings of the preceding years, and upon the needs for career education that are easily identified, if not apparent, in the schools that will be involved in this effort in 1975-76.

The following pages contain some reactions from South Dakota schools toward career education efforts and activities, and from individual educators in South Dakota and elsewhere.

Responses from Personnel in Participating Schools (K-6)

"In kindergarten, taught alphabet by using job names and pictures that coincide with the first letter of the job. First grade teachers discussed jobs that related to lessons, and built self awareness through group discussion and activities. The jobs of the students' parents helped identify community helpers in the

second grade. These jobs were then identified with clusters and job families. Third graders worked with use of measurements in various jobs. Reading of advertisements was followed by discussion of who uses advertising and why. Fourth grade students took part in a national career essay contest sponsored by Weekly Reader. In studying other cultures and countries, fifth graders compared jobs with those in the U. S. and in South Dakota. Sixth grade social studies students studied changing values and careers they might be able to have in the future that don't exist now."

- - Parkston

"DUSO kit provided primary source of activities in kindergarten. Role-play puppets were used in the first grade; work values and self understanding are stressed. Themes for career education in the second grade included workers we know, workers in the school, and dealing with feelings. Third graders got hands-on experience through assembly line production in the classroom. Fourth grade students made a collage of services found in the city. 'Job Cue' in the fifth grade focused on the abilities of workers. Extensive use was made of community resource people. Sixth grade activities were from Widening Occupational Roles Kit (WORK), VIEW, and SRA. Students made sound/slide series explaining careers covered in field trips."

- - Bon Homme

"Kindergarten took a variety of field trips. First graders viewed career films, discussed careers in Weekly Reader, used 'I Want To Be' series. Second grade class used SVE charts on family, school, and dairying. Fifth graders studied various jobs and roles of workers prior to a field trip to a trucking service. Followup consisted of reports and a math lesson of world problems made of figures secured at the plant."

- - Deubrook

"Kindergarten used paper sack puppets of community helpers, and role-played the helpers. In a social studies unit on work in the city, first grade students drew pictures of various city occupations. Members of the second grade class wrote creative stories on what they want to be. Third graders learned how to use reference materials to learn about various occupations. Fourth graders learned how to use the microfiche machine in special sessions in the library. Qualifications necessary to enter various occupations were a part of the reading program in fifth grade. Students role-played employers in hiring situations. Sixth grade students studied new jobs created by the space program. A news article on Walter Cronkite spurred discussion on qualities and qualifications for news people."

- - Clear Lake

"In grades 1-3, math classes set up a bank as a motivational device. The duties of tellers and other aspects of banking were discussed prior to implementation. Field trips played an important part in career education activities in grades 5 and 6."

- - Arlington

"Career education was emphasized in a sixth grade class through field trips and resource people. A telephone company official spoke and showed a film on laser beams; many phases of the postal operation were discussed during a field trip to the local post office; a highway patrolman discussed his work with the class; a local photographer talked to the class, and the students visited his studio; the county extension agent told about his work."

- - Winner

"In a community helpers unit, the kindergarten class discussed the duties of postal workers and visited post office; discussed work of firemen, made firemen, and visited fire station; made a mural depicting community helpers. Book auctions with play money were among the CE activities in the first grade; Books from the 'I Want To Be' series were included. 'Now You Know About People at Work' kit was utilized. The stories 'In The Big Top' and 'Meeting the Circus Stars' were dramatized in second grade. Class wrote letters to Australian children to see how they work and live.

"Career education was an integral part of third grade social studies, English, math and spelling. The duties of various trades people were examined in social studies; preparation for the future was brought out in sentences, conversation, and other English instruction.

"Fourth grade math was keyed to several careers in which the math being studied would be useful. Workers were observed on several field trips. Reports on preparation for educational pursuits were required of sixth grade students, and conservation, ecology, engineering, and irrigation were tied into the curriculum."

- - Bonesteel

"Kindergarten and sixth grade students were involved in activities suitable to their levels. Kindergarten students toured main street and heard about the varieties of work in different business buildings, learned about postal workers and what they do for people, and the tasks that hatchery workers perform."

- - Armour

"A second grade class has experienced a thorough career unit in social studies. Unit objectives included:

Arousing curiosity in regard to the working world.

Encouraging wholesome attitudes toward all types of work.

Enlarging student's occupational horizons.

Discovering answers to occupational questions.

Developing basic concepts through meaningful activities.

Here are some highlights:

Bulletin board collage of workers with occupational titles labeled.

Work as a topic discussion

"Working people help each other," was learned on a trip to a motor bank where kids received their own banks and identified workers.

Resource people included a policeworker, nurse, and parents, who expained their work and training.

Members of families came to school to tell the reasons that they work.

Students read "I Want To Be'" series.

Related filmstrips reviewed worker qualifications.

"What I Would Like To Be" was told in creative writing.

Songs, excursions, puzzles, and holiday connections with work will complete the unit.

Childrens' evaluation reported high interest in a variety of unit activities. Teachers' evaluation was marked by special clues which indicated children forming positive attitudes toward themselves and their developing relationship to the world of work."

- - Mitchell

Responses from Personnel in Participating Schools (7-12)

"Feeling that the ability to communicate through the written word is essential in obtaining a job, I am incorporating into the English I class a unit on filling out basic forms. These forms

include social security application forms, deposit slips, credit applications, and job application forms. Students will write their personal resumes and application letters. Students will visit local business and get their application forms."

- - White Lake

"During the first 9 weeks (of 9th grade) we study units on: Where Am I Going? Why Do People Work? What Kinds of Work Are There? We then study the job clusters and the kinds of jobs found within them. Students are given a class period to interview a worker and observe working conditions. The second 9 weeks is spent on individual work and class discussions."

- - Bonesteel

"In 7th grade, students completed the Cluster Interest Inventory and explored three clusters, using VIEW, Chronicle-Microfile, Occupational Outlook Handbook, and other resource materials. Hands-on experiences are provided in the eighth grade through industrial arts and home economics classes. The 9th grade English classes conduct group discussions covering teenage roles, individual needs, and group needs. Students explore work values and life-styles through the use of checklists and clarification activities.

"The 11th and 12th grade classes relate to careers using resource people and field trips. Twelfth grade students are released from school to observe workers and complete job observation worksheets."

- - Bon Homme School District

"Starting at the secondary students' point of interest, I have concentrated on bringing up people from various fields to discuss their work and the possibilities it offers, training needed, and benefits their work offers. In view of the positive feedback, we will continue this program."

- - Rutland

"A career center will be opened in the elementary school next fall which will provide a microfiche reader and a variety of career materials for both student and teacher use. Senior students, the school counselor, and the elementary principal will provide assistance and supervision. Secondary activities were:

'Freshman class - Career exploration assignment involving the Cluster Interest Inventory, goals worksheet, individual conference with teacher and counselor, written report covering outline, and sharing speech to class.

'Sophomore class - Career exploration assignment centered around interviewing, and exploring materials through the counselor's office. Project was designed to help in course selection.

'Junior class - End-of-year tour to post secondary schools, with career possibilities and training emphasized.

'Senior class - Covered Decisions for Living book from SDCE."

- - Armour

"Our bulletin board features a career cluster emphasis throughout the year. Our 9th grade civics unit provides each student with a two week unit of career search and investigation. Much of our specific work is centered around 'Decisions for Living.' A small career center will be developed in our high school library, utilizing VIEW hardware and software."

- - Mitchell

"VIEW, study guides, and community workers were used in implementing career education in one eighth grade class. The VIEW program was introduced over a six-week period and students learned about 13 job clusters. Booklets were obtained from worksheets obtained from the Minnesota Department of Education's 'Resource Guide for Career Development.' These booklets were aimed at the areas of self awareness, job awareness, and research on a specific career. The students discuss the booklets with the counselor on a one to one basis to get students to think about their own importance and their relationship to the world of work. They can be used for additional credit in English or creative writing. Every other week three or four people discussed their jobs with the class. Interested persons were often invited to the career person's place of work. This program has resulted in students taking a greater interest in themselves as individuals."

- - Lake Andes

"Our high school teachers used the 13 career education 16mm films loaned by SDCE. The Cluster Interest Inventory is useful to students in understanding interests and setting occupational goals. The 'Decisions for Living' handbooks are useful to students as they relate to business classes, economics, English, and guidance. Our students showed enthusiasm for these activities."

- Freeman

"Students in grades 7 and 8 were required to write a report on a career that interests them. They also interviewed a person in a career of interest to them. The 9th grade science students chose projects from the Minnesota Career Education Handbook. Students made an employment survey in the Parkston School District,

and completed graphs, charts, and a slide presentation of representative occupations available in the community."

- - Parkston

"Burke 8th graders had a one-semester unit of career education. The basic text was Career Education Program, Volume II, Houghton-Mifflin, 1973. This was heavily supplemented with field trips and guest speakers. Home economics and industrial arts were slanted toward careers. The dignity of work was emphasized."

- - Burke

"VIEW was emphasized in grades 7 and 8 during a three week unit on career awareness. Part I of the unit was entitled, 'Myself--Values and Decisions'. This activity centered on defining interests and priorities, and included completing a Cluster Interest Inventory. Part II outlined the process of 'Approaching a Job'. A film on the dropout provided motivation for completing the job seeking steps: letter of application, resume, and interview. Part III was called 'Careers'. It centered on using the worksheet which recorded viewer information. Working in a career cluster, a student would send a letter, make a poster, create a bulletin board, write an ad, short story, or newspaper article, interview a worker, report on a 'job I'd dislike,' and evaluate the unit."

- - Vermillion

"Following a unit on career exploration, an eighth grade class was polled to determine their feelings about the study. Here are some of their comments:

'It helped me learn about the kind of career I'm interested in.'

'It helped me decide what courses I would take in high school.'

'It helped us prepare for our future, and made us think of all the careers we could have.'

'It made me realize that my future occupation doesn't pay very well, and that if I want to make something of myself I had better change it.'

'It was good to learn what you have to do to make it in your career.'

- - Beresford

Comments on the Decisions for Living Books

"I feel this is one of the best instruments I have come across. I have and will use it extensively."

- - Spearfish

"The English IV teacher had his class compose records, resumes, write letters of application, and put into their files what was pertinent to them. I have used it in my newly-organized Post High Planning Class."

- - Bonesteel

"Since we do not have a homeroom setup, the counselors went into the classrooms of seniors, juniors, and sophomores to have students work on Personal Information, Individual Values, and Career Planning Information. Some work was also done individually or in small groups. Teachers in business, industrial arts, economics, and government used it in class situations."

- - Freeman

"Areas of the book were used in several English classrooms and in senior economics."

- - Flandreau

"I used this booklet as part of a guidance and orientation course for the past two semesters. I like the content and possibilities of a cumulative type file."

- - Harding County High School

"Freshmen are given the book and helped with the information that is available. We will file the books at the school, and they will be completed by the time these students graduate."

- - Arlington

Observations and Comments

"We were impressed with the Career Education Program presented to our school staff."

James Redfield, Principal
Tripp High School

"After the inservice workshop was held here, I sent out a survey form to see how much interest there was in pursuing the career education aspect. The survey clearly indicated that teachers are most interested in obtaining more information and

materials."

Jack Kaney, Counselor
Dell Rapids Schools

"I like it! The whole Mi-View program seems to be a bonanza for teachers - - especially if they use the teaching techniques outlined."

Ray Warner
Utah Board of Education

"Drs. Christensen and England have spoken very positively about your sponsorship of the workshop for counselors at Cheyenne Crossing. They felt that the tone of the workshop and the materials being made available for possible use by school personnel in the state showed a responsiveness to expressed career development interest and needs."

Thomas E. Moriarty, Dean
USD School of Education

"We would like to thank you for the Cluster Interest Inventory forms you sent to the North Brown Schools. They turned out to be an excellent instrument in our career-guidance program. It is an instrument the students enjoy using and that makes the job of career planning easier."

Ken Pullman, Counselor
North Brown School District

". . . you have again prepared another new and useful tool with the Education Opportunities Poster. . ."

W. J. Flannery, Guidance Director
Pierre Public Schools

"I am grateful for your prompt response to my earlier letter and am impressed with the usefulness of the curriculum guides which you sent. . .you have whetted my appetite for more!"

Phyllis T. Ritvo
TERC
Cambridge, Mass.

". . . we had an excellent JAM session. When we get such super reports on a conference, the first credits go to our presentors and consultants. You get our deepest thanks."

Jim O'Toole
Phil Gustafson
Minnesota Association of
Secondary School Principals

"Thanks so much for your wonderful assistance that enabled our Secondary School Career Education Handbook project to come into fruition."

Daniel L. Stabile
Dept. of the Air Force
DOD Dependents Schools -
Pacific

"Thanks for sending information about career education in South Dakota. I have just finished reading it all and am trying to absorb ideas that will meet the needs of students in my school."

Alice Bishop, Counselor
Detroit Public Schools

APPENDIX A

Amounts and Sources of Funds

The major incoming funds and expenditures by line item for the project are as follows:

1. Incoming Funds (based on 12 month funding)

   $109,763 and $16,165 State

2. Major Expenditures

$ 74,646	-	Personnel
8,912	-	Employee Benefits
6,300	-	Travel
6,579	-	Supplies, Materials, Communications
20,641	-	Services *
450	-	Reports
300	-	Equipment
2,500	-	Indirect Charges
5,600	-	Evaluation

* Includes $16,165 of State Funds

ACCESSION NUMBER: VT102686

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TITLE: COMPREHENSIVE CAREER EDUCATION PROCESS IN SPRINGFIELD PUBLIC SCHOOLS. INTERIM REPORT.

PERSONAL AUTHOR: KIMBALL, DONOVAN

DESCRIPTOR: *CAREER EDUCATION; *ELEMENTARY SECONDARY EDUCATION; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *DEVELOPMENTAL PROGRAMS; MEASUREMENT INSTRUMENTS; GRADUATE SURVEYS

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ABSTRACT: SECOND YEAR ACTIVITIES OF A K-12 CAREER EDUCATION PROGRAM IN THE SPRINGFIELD, OREGON, SCHOOL DISTRICT FROM JULY 1974 TO JUNE 1975 ARE DESCRIBED. DEVELOPMENT OF CAREER EDUCATION AND GUIDANCE CONCEPTS WAS CONTINUED, A DEMONSTRATION OF THE PROCESS WAS PROVIDED, AS WELL AS A VISIBLE AND TRANSPORTABLE MODEL OF CAREER EDUCATION ACTIVITIES, MATERIALS AND PROCESSES. MEETINGS, INSERVICE, AND STAFF DEVELOPMENT ACTIVITIES WERE PLANNED AND IMPLEMENTED. MATERIALS DEVELOPED DURING SUMMER WORKSHOPS WERE IMPLEMENTED AND DISSEMINATED. CHARTS INDICATING THE LONG RANGE PLANS AT THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH LEVELS ARE PRESENTED ALONG WITH RESULTS OF A NINE-MONTH FOLLOWUP SURVEY, SHOWING THE COMPARATIVE RATINGS OF HIGH SCHOOL EXPERIENCES BY THREE GRADUATING CLASSES. THE EVALUATION REPORT IS DIVIDED INTO THE AREAS OF PROCESS EVALUATION, PRODUCT EVALUATION, AND FUTURE ASSESSMENT CONSIDERATIONS AND INCLUDES INSTRUMENTATION USED IN THE PROCESS. THE TOTAL ASSESSMENT IS BASED UPON BOTH FIELD TESTING FOR PRODUCT EVALUATION AND SCHOOL VISITATIONS AND STAFF CONFERENCES FOR PURPOSES OF PROCESS ASSESSMENT. THE PROCESS ASSESSMENT IS REPORTED ACCORDING TO THE DISTRICT, AWARENESS, EXPLORATION, PREPARATION, AND PLACEMENT COMPONENTS, SUBSTANTIATING THE STATUS OF THE VARIOUS GOALS AND OBJECTIVES IN TERMS OF CLOSURE. THE STANDARDIZED TESTS USED IN THE PRODUCT EVALUATION ARE DISCUSSED, AND THE RESULTS APPEAR IN TABULATED FORM. (NJ)

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102686

INTERIM REPORT

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
July 1, 1974 - June 30, 1975

Donovan Kimball
Springfield School District
525 Mill Street
Springfield, Oregon 97477

102 686

INTERIM REPORT

Project No. 361174
Grant No. OEG-0-73-5288

RECEIVED
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AE
Seattle, WA 98101

Comprehensive Career Education Process In Springfield Public Schools

Exemplary Project in Vocational Education
Conducted under
Part D of Public Law 90-576

Donovan Kimball
Springfield School District
525 Mill Street
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June 30, 1975

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Project No. 361174
Grant No. OEG-0-73-5288

Comprehensive Career Education Process In Springfield Public Schools

Exemplary Project in Vocational Education
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Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position and policy.

Donovan Kimball
Springfield School District
525 Mill Street
Springfield, Oregon 97477

June 30, 1975

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SUMMARY

A. Time Period Covered

This Interim Report covers the second year of the Exemplary Career Education Project in the Springfield Public Schools from July 1, 1974, to June 30, 1975.

B. Goals and Objectives

The overall objectives to which the project directed itself included:

--To continue the process of developing and implementing new and proven career education and career guidance concepts.

--To provide a demonstration of the process used in developing and implementing concepts within career education and career guidance.

--To provide a visible and transportable model of career education activities, materials and processes to interested people.

C. Procedures Followed

--The Springfield School District Exemplary Project focused its efforts from July 1, 1974, to August 27, 1974, on 14 workshops involving over 300 teachers relating to all components and grades 1-12.

--Mrs. Roma Cleveland was hired to operate the Post School Placement component. She has established an office in the community centrally located for both senior high schools.

--John Young continued as the Career Awareness Resource Teacher during the second year working in all 14 elementary schools.

--All 20 schools in the Springfield School District were involved in project activities.

--Provided release time for six half-day inservices in all schools. The dates were: October 1, November 19, 1974, January 14, February 25, April 8 and May 6, 1975.

--All 20 schools were involved in at least one demonstration day. This allowed visitors to view the career education activities in progress at the three levels.

--Continued to utilize community, state and national personnel and material resources.

--Planned and implemented meetings, inservices and staff development activities.

--Provided for a continuous evaluation process including the management system, third party evaluator and post-meeting reaction sheets.

--Twenty-six staff served as consultants in other school districts.

--Implemented usage of booklets developed during summer workshops, audio-visual materials and books, and tools and tool carts provided through funds of the project.

--Conducted Division of Continuing Education (DCE) classes for personnel in career awareness, exploration and guidance.

--Continued dissemination activities to conferences, PTA's, service clubs, state associations, other school districts and universities and any interested persons.

--Continued visitations within and out-of-the state to gather information to assist our progress.

D. Results and Accomplishments

Upon reviewing the second year of the project, we find many results and accomplishments have been obtained.

The major step toward a comprehensive career education program was achieved when all 20 schools became actively involved in project activities. To better achieve this, each component was reviewed and revised to better suit the specific needs of the area.

A total of 550 visitors observed the career education process during the year. This indicates a 64% increase in the number of visitors from the first year. All schools were involved in at least one demonstration day.

John Young devoted this entire year to the Career Awareness Resource Teacher position. John spent approximately 50% of his time in the schools. He did demonstrations for 60 teachers involving approximately 1,500 students. He also conducted 14 workshops for 290 elementary and secondary staff members and administrators. John participated in all elementary demonstration days. He was involved in disseminating project information and/or was used as a consultant/DCE instructor in the following places: Eugene, Bethel, Mill City, Cottage Grove, Hermiston, Crook County, Bend, the State Department of Education, Oregon State University and Oregon College of Education.

Roma Cleveland began her duties as Employment Specialist in July, 1974. Her first year has been a busy one as she has established an office in the community and begun to make contacts with employers and students. She has had approximately 200 young people register and has placed 44 graduates and 11 early leavers with businesses.

The guidance component was incorporated into the awareness, exploratory and preparation components.

There were 14 workshops held during the year and several DCE courses. Teacher involvement has brought out untapped leadership that has helped move the project along. Many teachers has been invited to other districts to share their expertise.

A commercially-prepared slide-tape was developed for dissemination purposes. This is used at orientation sessions, in the schools

and the community. The presentation is about 10 minutes in length and gives a good overview of the entire project.

Building coordinators continued to work in their buildings and met once-a-month with project directors. They were primarily responsible for the six early release day inservices.

We initiated the Needle-Sort Kits in the elementary schools and they have been very popular.

The Advisory Council met each Monday morning to discuss the project activities, needs and problems.

We had 108 requests for materials and booklets from people from around the state and the nation. All requests were filled. Several of the booklets have been printed twice and some have gone in for the third time. We anticipate as many or more requests during the final year.

There was a two-day career awareness materials fair in May. The turn out was very good including 110 in-district persons, 28 out-of-district persons, 13 patents of district students and two school board members.

Several project administrators made trips to different states in relation to career education. They included: Chuck Crone to the Southern California area for guidance information; Hartley Troftgruben to Phoenix for the Career Education Conference; Roma Cleveland to Seattle for a work experience conference; Frank Alexander to California for work experience and student placement ideas; and Bob McKee to Dallas, Alaska (with Donovan Kimball) and Santa Barbara, California. (See Phoenix report in Appendix B, pages 1-12.)

E. Evaluations

The project continues to be evaluated in several ways. A new third party evaluator, Dr. Wayne Courtney of Oregon State University, was selected in November, 1974, to evaluate the program during the second year. His main responsibility was to develop assessments for grades 3, 6, 9 and 12. We were asked by the federal government to assess "product" this year. The first year was concerned with "process." Dr. Courtney's evaluation report is contained in this report.

Each meeting and inservice was evaluated (post-meeting reaction sheets) by the participants for feedback and opinions.

Quarterly reports were submitted by each building coordinator and these provide us with a great wealth of information about activities, materials developed and problems.

Frank Alexander, Student Placement Coordinator, conducted a nine-month study of 1974 graduates and a two-year study of the 1973 graduates. Roma Cleveland has conducted a survey of early leavers. More information on this will be included later in this report.

The district also took part in a Community Resource Survey conducted by the Lane Intermediate Education District with other districts

in this area.

The elementary schools administered career awareness assessments to both students and staff. Several of these test were also given last year and comparisons were made to determine what effect our efforts have had. Two new tests were given, Contrasting Work Settings and Community Priority Ranking. Results of the assessments at the district level are contained in this report. (See Appendix C, pages 1-18.)

F. Conclusions and Recommendations

The second year of the project had many new experiences in career education at all levels.

At the career awareness level, a significant increase in activities was recorded during the year. Teachers and students gained more knowledge about occupations and an awareness of the world of work. We recommend more cross-level involvement for the coming year. This would include building coordinators from the different levels meeting together and inservices that involve elementary, junior high and senior high teachers. In addition, we hope to have more integration of career awareness into the various subjects.

At the junior high and senior high levels more teachers became involved in career education. They showed interest in visiting other districts to gather ideas, in planning and implementing adivsor/adivsee programs and working in summer workshops. As at the elementary level, we want to involve the secondary teachers in career awareness concepts and the elementary teachers in exploration and preparation.

We have continuous support from the local media. Monthly news releases to all district personnel has kept them properly informed about project activities.

The project must continue to strive for greater understanding of the goals and objectives by the students, teachers and community. Total involvement will make this a truly comprehensive career education program.

BODY OF THE REPORT

A. Project Problem Area

The project determined several concerns to which efforts have been made to improve or correct the situation during the second year. The following is a list of those concerns and what procedures were taken to correct them.

--A need for adequate time to complete projects required by the assignment of teaching. Release day inservice were provided throughout the year. We also provided funds for incentive grants.

--To develop ways to use the activity handbooks as they relate to the subject being taught. Each teacher was provided with a copy of the books related to their level. Inservices were held to discuss the activities, to do some of them and to create new ones.

--To continue to work on the positive approach toward career education and what it can do for the student and teacher. Through the use of consultants and visitations to see other similar programs, the teachers become more involved and enthusiastic about career education.

--To assist in contacting and making arrangements with resource speakers. Several letters, opinionnaires and surveys have been put out into the community and the state by schools requesting interested persons to share experiences and knowledge with students.

--Time to gather together for planning and developing materials. Workshops, DCE classes and incentive grants were made available to allow teachers time for such activities.

--Deal with the concern about district commitment beyond the federal funding. Presentations have been made to the Board and community to highlight the program and encourage support to continue. We have had good public relations with the School Board during the first two years.

--A need for a career resource center in each secondary school. Plans for this are underway. Materials are available and an aide can be employed to assist with the operation.

--To deal with the question of how career education can become more visable in the classroom. Through classroom activities and demonstration days the process can be observed.

--Strengthening the advisor/advisee programs. Several teachers from the various secondary schools made visits to other districts in the state where guidance groups were established. Summer workshops are going to deal with this subject in more depth.

--Implementing the career education long-range goals. During the summer these long-range goals are reviewed and revised where needed.

These concerns and solutions are only a part of the work the project did during the second year. The elementary level continues to surge ahead and is the strongest part of the program to date. The junior highs and senior highs made great progress, although, not without encounters to overcome.

B. Goals and Objectives

The overall objectives of the project include: to continue and expand the development and implementation of new and proven career education and career guidance concepts; to demonstrate the process used in developing and implementing concepts within career education and career guidance; and to provide a visible and transportable model of career education activities, material and processes to interested people.

District

--Demonstrate a model comprehensive career education process.
--Demonstrate district and building long-range plans.

Guidance

--To improve counselor's skills in serving as a resource person to students and staff.
--Assist teachers in developing a guidance point of view.
--Provide guidance which is relevant to each student's tentative career choice and life roles (family, citizen, occupational and leisure time).

Career Awareness

--To familiarize total elementary staff with career awareness models.
--Expand career awareness programs in all buildings in the district.
--Develop career awareness activities to be used in the classroom.
--Develop units for student involvement in self-awareness, self-understanding, responsibility and decision-making.
--Develop in students the ability to recognize that different occupations occur in different psychological and physiological settings.
--Develop student awareness of man's life roles: family, citizenship, occupations and leisure time.

Career Exploration

--Provide students with a healthy self-concept and positive attitude toward their career development.
- Explore a number of occupations or job families.
--Provide labratory decision making activites - "hands on" experiences.

Career Preparation

--Develop concepts related to life roles in total curriculum.
--Identify student's interest and abilities.
--Provide information and skill development for their career goal (1) at the job entry level; (2) at the vocational technical level; or (3) at the baccalaureate level.
--Provide an opportunity for students to apply skills through a cooperative work experience program.

Post School Placement

--Assist all school leavers in furthering their career goals.
--Inform students about post-school opportunities in (a) community college-vocational programs, (b) apprenticeship programs, (c) baccalaureate programs, (d) private vocational programs and (e) armed forces.
--Develop materials and give students instructional guidance in job-finding skills.
--Develop community awareness and cooperation regarding post-school placement of students into entry level jobs that match their interests and abilities.

C. General Project Design

The Springfield School District covers an approximate area of 185 square miles that includes 14 elementary schools, four junior highs and two senior highs, a maintanence-transportation center, an administration building and warehouses. There were approximately 9,544 students in the total school population. The breakdown by level at the end of the school year was: 4,967 at the elementary level; 2,655 at the junior high level; and 1,915 at the senior high level. Educational personnel totals 591 and classified personnel totals 399 for a net work force of 990.

The majority of the laboring force of the Springfield community is involved in sawmill, plywood and logging type work. A signficant number are involved in supportive roles such as supplying culverts, logging trailers, belts, chain, wire rope, etc. to the industry. Springfield is very much a "lunch bucket community"; one which understands the values of an education that helps a student make decisions regarding the occupational interest and life goals.

Career education has been made an intergral part of the total educational curriculum. It embraces the idea that each person fills several functions or roles throughout his/her lifetime including: (1) the role of family member; (2) the role of citizen; (3) the economic or occupational role; and (4) the avocational role.

In order to implement the program, various procedures were initiated during the second year. Each school had a building coordinator who was responsible for the release day inservices and general leadership in career education for the building.

See long-range plans in Appendix D, pages 1-32.

The project developed a chart showing experiences or treatments found in grades 1-3, 4-6, 7-9 and 10-12. The following lists those experiences:

Grades 1-3

Field trips
Bread & Butterflies
Commercial Kits/Games
Building long-range plans
Resource Teacher
Hand tool kits
Inservice sessions
Workshops
DCE classes
Resource speakers
Classroom activities:
  mini-guide
  activity booklet
  teacher-made activities
  out-of-district guides
Magic Circle techniques
Role playing - simulations
Mini-classes
Student assessment tests
Teacher assessment tests
Community survey
Demonstration Days (12)
Teacher Release Days (6)
Substitute time for teacher visitations
Infusion-curriculum

Grades 4-6

Field trips
Bread & Butterflies
Commerical Kits/Games
Building long-range plans
Resource Teacher
Hand tool kits
Inservice sessions
Workshops
DCE classes
Resource speakers
Classroom activities:
  mini-guide
  activity booklet
  teacher-made activities
  out-of-district guides
Magic Circle techniques
Role-playing
Mini-classes
Student assessment tests
Teacher assessment tests
Community survey
Demonstration Days (12)
Teacher Release Days (6)
Substitute time for teacher visitations
Infusion-curriculum

Grades 7-9

Computer - OIAS
Student tests: GATB, VPI
Building long-range plans
Release days (6)
Advisor/Advisee program
Use of guidance materials
Student forecast form
Buidling leadership structure
Inservice sessions
DCE classes
Laboratory "Hands On" experiences
Resouce speakers
SUTOE classes
Field trips
Visitors
Demonstration Days (12)
Infusion-curriculum

Grades 10-12

Career center
Occupational clusters
Field trips
Computer
Release days (6)
Workshops
DCE classes
Student forecast form
Demonstration teaching
Visitations
Advisor/advisee program
Follow-up study, 9-month & 2-year
Decision-making materials
Post School Placement activities and materials
Purchase of resource books and materials

Efforts were made to utilize curriculum units and learning activities in the classroom and subject matter areas. Booklets were developed with units and activities for the elementary and junior high teachers.

D. Results and Accomplishments of the Project

During the second year of the project, our goals and objectives became more integrated into the everyday activities of the schools. Included in this part of the report will be more explanation of how the project was implemented and what was accomplished.

District

The administration of the project remained the same from the first year with the addition of Roma Cleveland. Mr. Donovan Kimball is Project Director and Mr. Robert McKee is Project Coordinator. Approvals for fund expenditures and programs comes from the Coordinator. (See Graph of District Staff, Appendix A, page 1.)

To maintain continuous contact with the teachers in the district, a monthly newsletter was published. This provided us an opportunity to inform teachers of activities, past and future, and provided the schools an opportunity to share career education information from their buildings. There was a circulation of approximately 650. (See Appendix A, pages 2-4.)

In addition to our own newsletter, articles appeared regularly in the local newspaper. A schedule of possible article topics was developed and discussed with a reporter from the Springfield News last fall. This schedule proved very worthwhile for both parties involved and the coverage was excellent.

Mr. Herb Stratton was with the staff from January 1 to May 30, 1975. He was with the EPDA Intern program from Oregon State University. Herb's services were helpful to us at the secondary level and he was the contact person in this district for the Community Resource Project with the Lane IED.

Bob McKee developed a management system for each component showing the goals, procedures, person responsible to complete the task, month to be checked or completed and information requested. This system was used with the career education building coordinators as a guideline during the year. In this way, we could check ourselves against the component to see that objectives and goals were being met. (See exemaple in Appendix E, pages 1-4.)

In addition to the management system, elementary and secondary building coordinators' handbooks were developed which outlined for the coordinators what their responsibilities were and suggestions for accomplishing tasks.

To further explain the placement services offered, Roma Cleveland developed a handbook entitled "Springfield School District Youth Placement Service." She also developed a brochure about the Vocational Information and Placement office. (VIP)

The school district continued with the six early release day inservice plan. Students were released from school two hours earlier than their normal dismissal which allowed teachers to participate in career-related workshops. The building coordinators planned and led these inservices using consultants, field trips, game-making, etc.

The administration also developed a demonstration day schedule which involved all schools. Over 550 persons visited the schools on these days. Response was good at all levels and most enjoyed the freedom they were given to go from classroom to classroom to observe career education activities. Reports came back to us that students not only appeared to be actively involved in the units, but were actually enjoying them.

A Career Awareness Materials Fair was held at the Administration Building, May 7 and 8. On display were nearly 300 examples of various teacher- and student-made activities, projects, units and games as well as commercial kits and gmaes and audio-visual materials. Those attending included 110 in-district persons, 28 out-of-district persons, 13 parents of district students and two Board members. The project plans to have another Fair next fall.

Six incentive grants were approved and completed by June 30, 1975. The topics were: Cross-age tutoring program; Simulation games; Curriculum planning for in-coming 7th graders; Development of a career education folder for Springfield High School; Electronics project; and US history study through inventions. The projects will be available for district-wide teacher use.

Staff became involved through DCE courses and career education related classes at the local universities. Forty-nine teachers were used as consultants in and out-of-the district. Consultants were also invited to the schools and 186 shared their experiences and/or expertise with staff and students. Five-hundred sixty-four field trips were taken during the year.

Career Awareness

In addition to the 14 elementary schools located in the Springfield district, one parochial school, St. Alice, indicated an interest in our project. John Young visited the school and conducted an inservice.

Building coordinators (one from each school) were the primary link between the administration and the buildings. They worked with their building's long-range plans. Principals were also involved in several project meetings and worked closely with their coordinators. Each building developed a brochure highlighting career awareness in their school. These brochures were given to parents and visitors.

Audio-visual materials and books purchased the previous summer were used this past school year. Nine of the schools purchased the Focus sets. Seven purchased DUSO I and II kits. Five bought the Human Development Levels I, II, III, and IV kits. Other material purchased included: First Things, Dimensions of Personality, Teaching Children About Technology (book) and Magic Circle. More materials were purchased this summer and will be ready for student and teacher use this fall. In addition, tools and tool carts were purchased for use in the elementary schools. These have been very popular, so much in fact, that additional tools were purchased to further expand the sets.

Another "tool" that proved very popular in the elementary classrooms was the Needle-Sort Box. This is a kit with a set of cards and knitting-type needles. The student answers a questionnaire and then eliminates cards not pertinent to their decisions by inserting the needle through the packet of cards.

Baking kits have been ordered and will be ready for use next fall. An outline will be developed during a summer workshop for a unit in cooking and baking.

Several of the schools developed a series of mini-classes. These ranged from knitting to kite flying for all students.

The schools have been using the Career Awareness Activities booklet and the Process Guide a great deal. The Activities booklet was developed last summer and each elementary teacher received a copy to use in their classrooms.

John Young has worked in every elementary school in some capacity. He has developed numerous classroom activities and has conducted many courses on career awareness. During the Spring quarter, 38 district teachers enrolled in his DCE class. John has also conducted inservices involving over 155 teachers. He has involved the elementary teachers in the career awareness process and they have involved their students.

In addition, John worked with the Visual Communications Systems Corporation in developing and writing the script for the slide-tape presentation.

Exploration

The junior highs each have a coordinator who is responsible for career education information and topics for the release day inservices.

Probably the most significant program developed at this level was the Advisor/Advisee program. All four junior high schools have a program of this nature. Each teacher is responsible for a certain number of students as advisees. Time is spent with them discussing future plans in careers, present problems and scheduling of classes.

The junior highs were involved in the following activites during the second year: use of the Career Exploration Activities Guide; incorporation of the guidance component into the exploration component; at least two demonstration days each; CIS computer terminal usage; release day inservices including consultants, field trips; a DCE Career Exploration class taught by Tom Williams of the Oregon State Department of Education; and developing building brochures.

Plans have begun for career centers for each building. Some materials have been purchased and more work will be done later this summer and early in the fall.

The S.U.T.O.E. (Self Understanding Through Occupational Education) classes are an on-going process and provided students an opportunity to explore many different kinds of occupations. This is not a required course but almost all students take the course. Experiences are also provided through the office occupations and elementary aide programs.

Preparation

Both senior high schools were involved for the entire second year of the project. Building coordinators represented each school and handled the organization of release days, demonstration days and dissemination of information.

As at the junior high schools, the senior highs are involved in the Advisor/Advisee programs.

The computer terminal was a vital part of the career education program.

The long-range plans and the components have been revised to better suit the needs of the staffs.

The high school administration, building coordinators and teachers have become very involved with the project this year. They have primarily focused on the Advisor/Advisee program, cadre leadership training, long-range planning and evaluations.

Frank Alexander, for the third year now, has sent out a follow-up questionnaire of graduates of the two high schools. The results of the nine-month survey are completed. (See Appendix F)

Materials have been ordered for each school. Most of this will be ready for use in the fall. Items ordered include: a series of filmstrips about careers in journalism, nursing; community services, computers, conservation, fashion and textiles, law enforcement, and graphic arts; a kit about how we become ourselves; "The Secretary in a Changing Business World"; a set of Catalyst Education Opportunity Services; and books such as: "What Have Women Done?", "Career Survival Skills", "Working", and "Growing Up Female in America."

Post School Placement

The Post School Placement component was activated July 1, 1974, with the assistance of a state funded project for 13 months. It was to establish a planned program for placement of youth in employment who have left the Springfield School District prior to graduation or those that have graduated but do not wish to continue their academic schooling. Mrs. Roma Cleveland was hired to develop the program.

She has developed a brochure and several hand-outs for applicants. Hand-outs include: 50 Ways to Avoid Being Hired and a Guide to Finding a Job. About 200 young people have registered with VIP. One-hundred nineteen were still in school and 81 were out of school. Of those 81, 63 were graduates and 18 were non-graduates. To date approximately 55 have been assisted in locating employment.

The VIP office planned, produced and directed two color video tapes to used as teacher/student training films. The filming was done by Day Spring, Incorporation on location at the Administration Building. The two video tapes showed "mock" interview programs. The participating employers interviewed prospective employees to demonstrate the Do's and Don'ts when interviewing and to represent

types of entry-level jobs available. There were nineteen employers and fourteen young people involved in this employment information project.

The VIP office also sent out over 1500 questionnaires and letters to prospective employers in the area to gather employment information and names of those who interview and hire for jobs. The letter explained that VIP is a free placement service for our out-of-school youth and is a valuable resource for finding qualified workers. The mailing response was very good. The information will be compiled for use next fall with students.

Another questionnaire was sent. This time to early school leavers. James Fowlds from the University of Oregon worked with Roma on this project. The mailing was recently sent out and response has been light. A complete report will be included in the next quarterly report. (See Appendix A, pages 5-7.)

During the school year, Roma visited all the classes for seniors and the SUTOE and World of Work classes.

The Placement Advisory Committee met during the year to review the program and assist in the planning of future activities and events.

A great deal of dissemination activity has gone on as this is an important part of a program such as this one. The local newspapers and television stations have carried information about the services which allows prospective employers to know what the program is all about.

E. Evaluation of the Project

The student and staff assessment tests were given in May, 1975. There were three tests given to the students: School Sentiment Index, Contrasting Work Settings and Group Problem Solving Tasks. There were two assessments given to the staffs: Staff Self-Evaluation Inventory and Goal Statements. The principals also surveyed 5% of their school area population with the Community Survey and the Community Priority Ranking. The Community Surveys will be included in the next report.

Dr. Wayne Courtney, Vocational Education Coordinator, from Oregon State University, Corvallis, Oregon was contracted as the third party evaluator this year. Dr. Coutney made several visits to the district, to visit the schools and meet with the project staff. He submitted a report April 15, 1975 covering the first part of the year. (See Appendix G, pages 1-99.)

F. Conclusions, Implications and Recommendations

After reviewing the quarterly reports and building coordinators' comments, the administration can see growth at all levels.

The summer workshops held last July and August and this June related to all components and stressed involvement of teachers. Some of the topics covered were: Decision making, staff-student guidance, long-range planning, handbook development, test intrepretation, mat-

erial review, home economics, shop English, and career awareness in grades 1-12.

We will continue with the inservice plan as it has proved to be a very stong point in the program. We will infuse and articulate between the levels more and strengthen the advisor/advisee groups. Additional help will be provided at the secondary level with the addition of two part-time resource teachers.

We will work toward a total team approach encompassing students, teacher, parents and other community members.

Resource centers will be developed and some method of increasing the availability of materials and information will be implemented.

We will try to work on teacher understanding of career education. Teachers are individuals and each school is different. We hope that career education will provide assistance to the teachers to make learning more effective for the students in their classes.

Materials and dissemination information will be made available to all visitors and interested persons.

We want to involve the community in the curriculum to better acquaint them with the goals of career education and the general school system.

In conclusion, we want to share some of the comments made by those involved with the program.

"I am especially pleased that as this quarter comes to a close, we are already planning and scheduling for our inservice days for next year in self awareness, group process, values clarification and decision making. This is the farthest ahead that we have been organized and it feels GREAT!"

"The year has been very good and we've had some good experiences and look for an even better year in 75-76."

"Teachers and students seem to be doing more all the time in the area of career education."

"The staff is developing a better attitude toward career awareness. Many of the concepts were already being done, in part, before we had a Career Awareness Program."

"The self awareness activities the staff have used in classes made a difference in their general attitudes and group cohesiveness. Career Awareness is not so much another chore but a way of life."

"There has been more interest shown in career education this year by math, English, science, social studies and home economics dpeartments."

"Inservices seemed more meaningful this year."

"This year has been one of progress. We have made mistakes, have recognized some of them and have attempted to correct the mistakes. We have had many successes."

"We have learned a great deal and I expect next year to be even better."

"The response of students and staff have been positive, which has aided in the integration of C/A activities in the existing curriculum."

"Staff is more receptive but also more concerned about career education and its impact on staff, students, the community and education in general."

"The year has been good with many things happening and with many plans developing for next year."

"The broadened opportunties have allowed every student a chance to display talent, interest, self-worth and humanity that would have been lost to those for whom academics are painful and illusive."

"Evaluation has been emphasized in determing staff and student progress over the past year."

"Staff reaction to all-district C/A Fair was very positive. It's been a good year."

"This year we have continued to explore ideas, methods and materails for classroom use. Most staff members are pleased with the information they have gained."

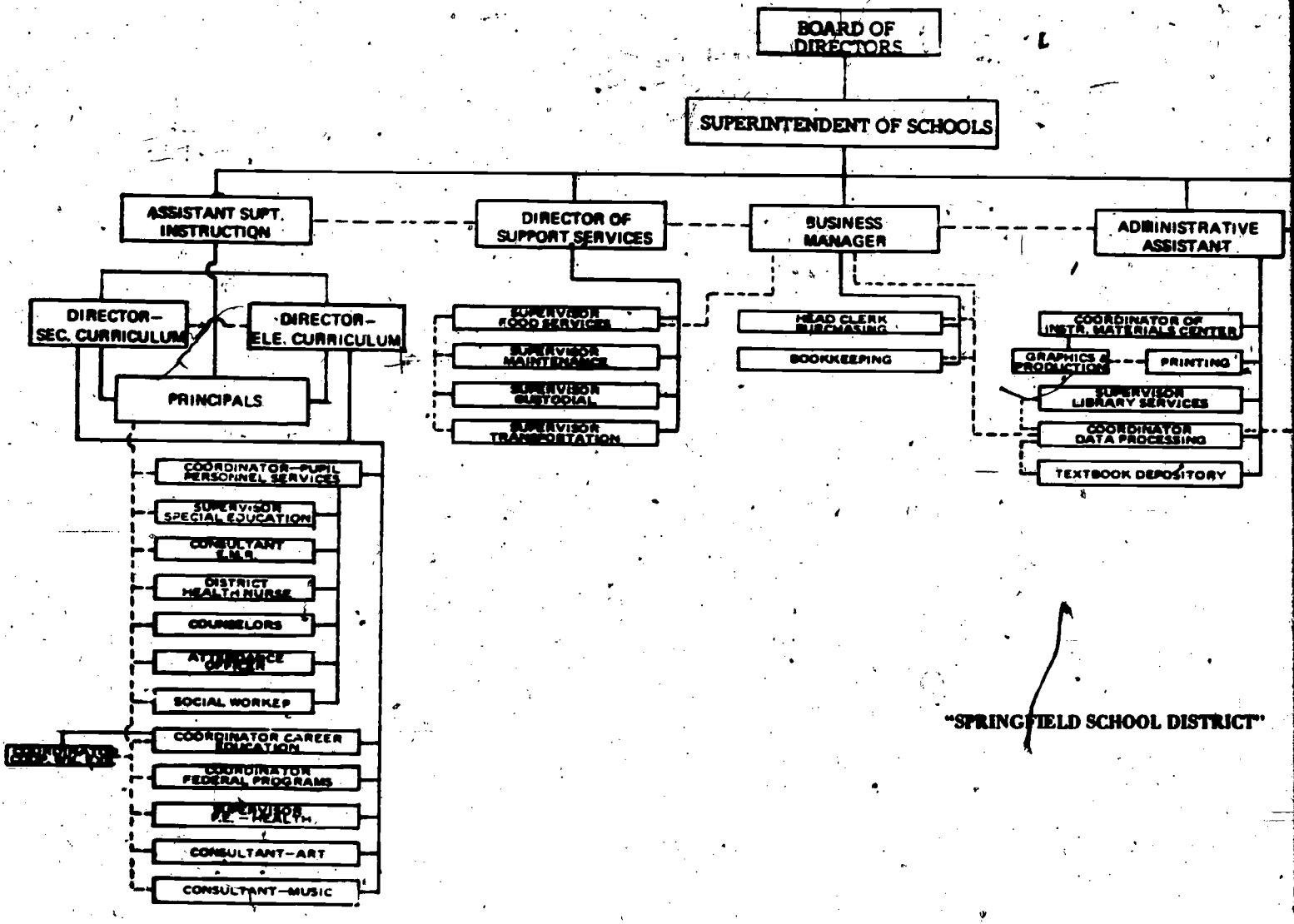
The project administration has a very positive feeling about the progress to date and what has been planned for the final year.

APPENDIX A

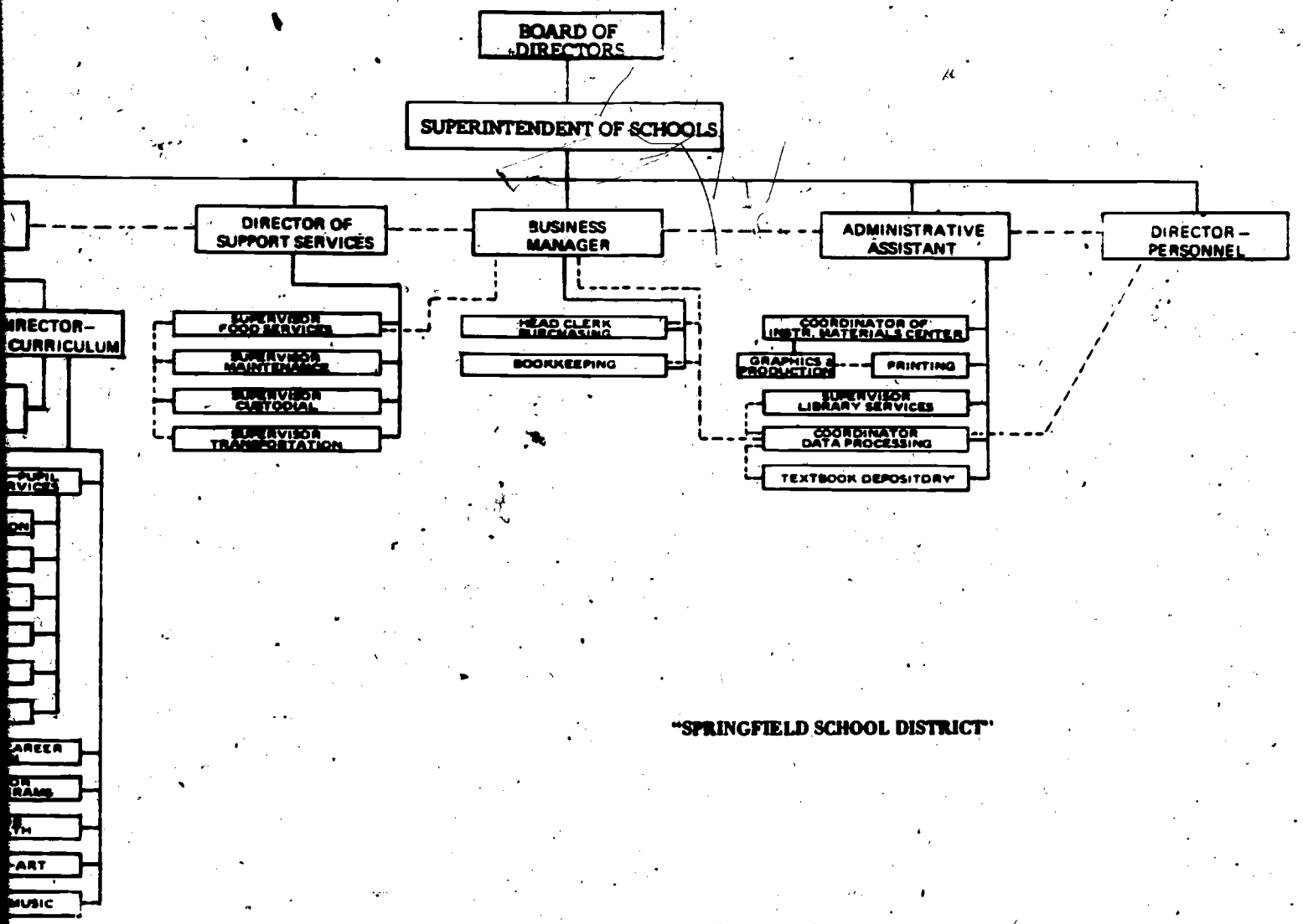
District Staff Graph

Project Newsletter

VIP Letter and Questionnaire



"SPRINGFIELD SCHOOL DISTRICT"



"SPRINGFIELD SCHOOL DISTRICT"

Exemplary Career Education NEWS

Volume 2 No. 3 May 26, 1975

CAREER EDUCATION COURSES ON CAMPUS

The Exemplary Career Education Project has provided money in the third year budget to compensate personnel attending career education courses on a college campus this summer.

The following courses have been listed as suggestions from the Oregon State University summer catalog. Usually every college has career education courses available.

Ed 508K	Workshop:	Advanced Cooperative Work Experience Coordination Stategies	OSU	July 7-18
B Ed 538		Current Trends in Office Procedure	OSU	August 4-15
Ed 492		Career Clusters (G)	OSU	8 weeks
Ed 507E	Seminar:	Career Guidance	OSU	8 weeks
Ed 508O	Workshop:	Administration of Career Education	OSU	July 21-August 1
IA 508B	Workshop:	Resources for Exploratory Career Education Programs	OSU	8 weeks
IA 508C	Workshop:	Occupational Versatility	OSU	June 24-July 3
IA 508F	Workshop:	Industrial Arts of Elementary Teachers	OSU	June 24-July 3
IA 508D	Workshop:	World of Construction	OSU	July 7-25
IA 508E	Workshop:	World of Manufacturing	OSU	July 28-August 15

The above courses are only a few to be held this summer on the OSU campus and approved for project assistance.

Twenty-five dollars per credit with a maximum of three credits ($75.00) for each participant will be available. You will be expected to submit a copy of your grade slip and a one-page report on how the class relates to your area of instruction and ideas you obtained for use in your present position. These are to be turned into the Exemplary Career Education Office upon completion of the course.

Interested applicants should apply, in advance, to Bob McKee, Coordinator, extension 358, before June 5, 1975. Those accepted will be notified by June 13, 1975.

SUMMER WORKSHOPS

Notifications of summer workshops have just about been completed for the 27 workshops to be funded by the Exemplary Career Education Project. Springfield High School will be used for all workshops, with most meeting in the Social Studies Complex (located on the second floor). Your notification will give the specific room number, the starting date and time for your particular workshop. If you have any problems, let us know.

******

SURVIVAL!!

Every faculty room should have a new book around entitled "Career Education Survival Manual, A Guidebook for Career Educators and Their Friends." This handbook has been written for those of us who need help with separating and clarifying the many concepts and issues surrounding career education in the 1970's. It gives you a fast, general overview of what people say career education is and how they've gone about doing it. A copy has been distributed to each school. Look for the issue in your building.

******

INCENTIVE GRANTS

The Exemplary Career Education Project accepted nine Incentive Grants to be completed between April 18th and June 30th. Two of the incentive grants are at the elementary level, three at the junior high level and four at the high school level. The completed projects will be available in the district for teacher-use in the classrooms next year. We will have more information on these next fall.

DEMONSTRATION DAYS

The fourteen scheduled Demonstration Days were just completed, May 21, 1975. According to our records there were approximately 545 visitors to our schools to observe career education activities. The project administration wishes to thank all teachers, building coordinators and principals for providing excellent programs. Evaluation results from those visiting have expressed appreciation and admination for what the Springfield School District has done in career education this year.

****

NEWS FROM AROUND THE DISTRICT

V.I.P. OFFICE

The Vocational Information and Placement Office recently mailed a questionnaire and letter to over 1,500 prospective employers in the Springfield-Eugene area. The letter explains the district's information and placement service. The employer is asked to fill out the enclosed questionnaire about their company or business and make additional comments concerning their hiring policies. The response has been very gratifying and most informative.

Remind your students to contact Roma Cleveland - V.I.P., 2110 Main Street - 747-3123 for job information and help.

SPRINGFIELD HIGH SCHOOL

Springfield High School had a very successful Open House for incoming 9th grade students and their parents, Tuesday, May 13, from 7:30 - 9:30 p.m. Approximately 650 parents, students and faculty members attended the session. The Springfield High Jazz Ensemble entertained before the meeting began. The speakers included Bill O'Neal, principal, Abbie Campbell, next year's student body president, Bobbie Newman, counselor, and Dr. Ron Burge, Secondary Curriculum Director. Mrs. Newman explained the night's program and Dr. Burge gave a short talk about the new graduation requirements.

Students and their parents then met with assigned high school advisors, took a tour of the building, and went to the Commons to talk with teachers about specific classes. Refreshments were served in the Commons.

MT VERNON ELEMENTARY

Another Open House was held, this time at the elementary level. Parents were invited to Mt. Vernon Elementary, April 30, between the hours of 9:30 a.m. and 2:30 p.m. They were invited to stay for any amount of time they wished and could eat lunch with the children if they liked. The students were involved in their regular programs, but interest and study centers were set up by the students and/or teachers. Also projects were on display. Some of the activities included mini-classes, goal setting, values clarification, skills classes and working on independent projects.

CAREER AWARENESS FAIR

A Career Awareness Materials Fair was held at the Administration Building, May 7 and 8. On display were nearly 300 examples of various teacher and student made activities, projects, units and games as well as commercial kits and games and audio-visual materials. Those attending included 110 in-district persons, 28 out-of-district persons, 13 parents and two school board members. The project administration plans to have another Career Awareness Fair next fall soon after the beginning of the school year.

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NOTE: For those who may want to reach John Young by telephone, he now has an extension phone at his desk and can be reached at extension 359.

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You can judge your age by the amount of pain you felt when you're confronted with a new idea. John Nuveen

There is no dignity quite so impressive and no independence quite so important as living within your means. Calvin Coolidge

Imagination is like a muscle. Unless one exercises it, the result is flabbiness. Faith Baldwin

Roma Cleveland
V.I.P. - Vocational Information & Placement
2110 Main Street
Springfield, Oregon
747-3123

James R. Fowlds
747-2943.

OPEN LETTER TO SPRINGFIELD AREA YOUTH

Roma Cleveland and myself, James R. Fowlds, want to contact you to inform you of some of the opportunities available for educational training and jobs. If you would like to talk about the services mentioned below, you can set up an appointment by calling Roma Cleveland, 747-3123, Jim Fowlds, 747-2943, or any of the people mentioned below. We hope that the information included will be of some service to you.

EMPLOYMENT OPPORTUNITIES

1. V.I.P., Vocational Information & Placement, WHERE? 2110 Main Street, Springfield, Oregon, located in the Paramount Center. WHO? Roma Cleveland, Phone: 747-3123. V.I.P.'s main service is to help you find a job by explaining how to interview and where to apply. V.I.P. can help you choose a career and give information about jobs available. This service is free to Springfield area youth.

2. Amazon Youth Center, WHERE? Amazon Community Center in Eugene. WHO? Barb Perez, Phone: 687-5351. This program is mainly for the youth of that area. The jobs are usually working for individuals, and they are short-term jobs.

3. CETA Youth Program, WHERE? 170 E. 11th Street, Eugene, Oregon. WHO? Claudia Peral, Phone: 687-4468. CETA assists people under 22 years of age who have a low income and are interested in obtaining some type of education or job training. A Summer Youth Employment Program is also being planned for students.

4. Youth Employment Service (YES), WHERE? 1432 West 11th Street, Eugene, Oregon. WHO? Ask for Bud, Phone: 686-7678. This program is mainly for summer employment, and you must be under the age of 22.

EDUCATIONAL OPPORTUNITIES

1. High School Completion, WHERE? Lane Community College, WHO? Dick Earl, Phone: 747-4501. To apply for the program you must be under the age of 18. You need a release from the high school you would have attended and a copy of your school transfer. For more information contact Mr. Wacker at Springfield High School. The cost is $15.00 per class, per term. Classes begin June 23, August 4 and September 22. There are evening classes available.

2. Adult Basic Education or G.E.D., WHERE? Lane Community College, WHO? Dick Earl, Phone: 747-4501. COST? Very minimal. This can be done during the day or night and you can start any time. You cannot take the completion tests until you are 18 years old. There are similar G.E.D. classes which meet in conveniently located places in the Springfield area. You can attend while still working.

3. Job Corps, WHERE? Oregon State Employment Office at the corner of 11th and Lawrence in Eugene. WHO? Gerry Arndt or phone 686-7765. The Job Corps is open to both high school graduates and drop-outs who are serious about learning a marketable skill and wish to pick up a high school equivalency certificate.

Job Corp's services help you make the most of your training. You are sent to residential centers which offer a variety of services to help you discover and develop your job potentials. Youth from this area are assigned to a Northwest center. A spending allowance of $30-$50 is given per month, plus $50 per month for each month of Job Corps training (if over six months, or at completion) to be paid at the end of training.

The training offered at the center is geared to the jobs that are in demand in the Northwest. At present young people may train in:

Cooking
Welding
Forestry Aide
Service Station Attendant
Automotive Mechanics
Small Engine Repair
Stock Clerk & Warehousing
Building Maintenance & Janitorial
Health Occupations
(Dental Asst. - Nurses Aide - Child Care - Cosmotology)

The Pre-Apprenticeship Union Programs
(Carpentry - Painting - Plastering- Brick Masonary - Heavy Equipment)

Baking
Business
Clerical
Secretarial Operations

Through V.I.P. - a free service - Springfield School District #19 is trying to assist you young people in continuing your education and to help you in finding work that fits your needs and interests. Let V.I.P. help you and your friends find jobs. Call 747-3123 and ask for Roma Cleveland.

Thank you,

Roma Cleveland

Roma Cleveland
V.I.P. - 747-3123

James R. Fowlds
747-2943

NAME _____ ADDRESS _____

PHONE _____

WHEN YOU LEFT SCHOOL DID YOU DISCUSS YOUR REASONS FOR LEAVING WITH A COUNSELOR?

_____

_____

WHAT WERE YOUR REASONS FOR DROPPING OUT OF SCHOOL?

_____

_____

HOW MANY TEACHERS DID YOU HAVE THAT YOU LIKED?

_____

_____

WHAT DO YOU FEEL COULD HAVE BEEN DONE BY THE SCHOOL TO ENCOURAGE YOUR STAYING?

_____

_____

DID THE SCHOOL REFER YOU TO ANY OTHER ALTERNATIVE SOURCE OF EDUCATION? IF SO, WHAT?

_____

_____

WHAT HAVE YOU BEEN DOING SINCE YOU LEFT SCHOOL?

_____

_____

DO YOU HAVE PLANS FOR MORE SCHOOLING? A JOB?

_____

_____

Please ANSWER as many of these questions as you can and RETURN it in the stamped self-addressed envelope enclosed.

Stop by - 2110 Main Street, Springfield, Oregon - Bring a friend - V.I.P. can help you.

APPENDIX B

Report of Arizona's Second Annual Career Education Conference

Springfield School District #19
525 Mill Street
Springfield, Oregon 97477

Arizona's 2nd Annual Career Education Conference

April 9, 10, 11, 1975

Ramada Inn, Phoenix, Arizona

Report by Bartley Trottgruben

The following is a summary of my notes from the Career Education Conference in Phoenix, Arizona. The theme of the conference was The State of Career Education, 1975. In the way of background, Arizona's Career Education program has received a considerable amount of funds from their state legislature over the last several years and it is anticipated that the commitment from the state legislature will continue at least six or seven more years to thoroughly develop career education in the Arizona school districts. The state is broken up into regions similar to our IED districts and most counties have a very adequate staff to provide career education services for their county. The state funds are distributed on a proposal basis. The proposals must be directed at one of twenty or thirty goals developed by the State Department of Education. This results in some variety in the projects that are occuring in the Arizona school districts. The conference, composed of over 100 different sessions, showed the results of these projects.

Opening of the Conference

The conference opened with an address by Gene Dorr, Associate Superintendent for Career Education, Arizona Department of Education. His topic was "Our Current Challenges". The main theme of his remarks centered around the progress made as a result of the above described process of state funding, and outlooks for the future.

The balance of the conference was spent attending 50-minute sessions which were presented by project staff from the various counties and school districts around the State of Arizona. Every hour there were about ten different sessions available to participants. John Anderson, George Stewart, and myself attempted to select different sessions, thereby covering more of the topics throughout the conference. The format of my report from here on will include: The title of the session I attended, the presentor, the county or school district, the objective of the session, as well as any comments and materials which I picked up during the sessions. The reader should take these as my comments, and, if questions arise or material or further information is needed, please feel free to call me and identify the item by objective on which you would like further information.

SESSION 1.

Objective #2: "Participants will learn how a career information center can be effectively integrated into an instructional materials center."

Title: Career Information in the Instructional Materials Center, Central Maricopa

Presentor: Emily Stewart, Camelback High School

Comments: This presentation was made by the IMC Specialist from Camelback High School in Camelback, Arizona. The basic theme of her presentation was how they have implemented a total career information program into their library. They refer to their librarians as information specialists and have utilized a number of interesting approaches to achieving their objective. One of the most interesting was the fact that they have a computerized library system. This allows

teachers or students to obtain a printout of career information available in the library by typing in any one of the call numbers relating to careers. She had several documents available which showed how this could be done. It would be of special use and interest to teachers who would like to give their students a printout of all library materials relating to a particular class or subject. Another interesting part of their library was the setup for making signs. This was put together and operated by students. Students and teachers also made videotapes in the library. Slide shows could also be made by students as a part of the library program. One of the features of the videotape setup was that they would tape record some of the more outstanding resource speakers and place the tapes in the library so that other teachers and students could utilize the tapes. Resource speakers appreciated this since they would not be called upon quite as often to make classroom presentations. The IMC (library) also was kind of the center for hosting speakers on various topics relating to career education. A person on jobs in the insurance field may be brought in to talk in the library area and students from various classes or students who are interested would be allowed to come in and hear the presentation. The librarians worked this out with the assistance of the counseling department. The librarian would also work out a career area in the library where she would have career shelves full of career and job information. File cabinets, with career information, were maintained by the Business Education Filing class and were used by students and teachers. These files contained not only free material but material purchased by the librarian.

Material Received:

1. "Camelback Career Catalog" - It contains all materials available from the Camelback Library relating to careers.
2. "Catalog on Career and Job Files" - It includes directions for using the job or career files and an alphabetic listing of the topics by which the information is filed. Good reference for setting up the career file, or to us in setting up our departmental files.

SESSION 2.

Objective #11: "Participants will be able to describe various planning procedures including the assessment and management action plans that can be used for developping an accountability system for an objective-based career education program."

Title: Planning and Evaluating an Accountability System for Career Education

Presentor: Bill Raymond, Director of Planning, Mesa County School System, Mesa, AZ

Comments: Mr. Raymond started with a review of the background of Mesa's involvement in Model 1, Capstone Project, which they were involved in for three or four years. Originally their problem was that they did not have a clearly defined career education definition. This sounded pretty good to them at the time, but later created problems. Therefore, in cooperation with Ohio State, a significant amount of money and effort was put in to developing what is now known in Arizona and around the nation as The Matrix for Career Education. We have been using parts of this matrix. It includes a list of the themes, such as: Self Awareness, Educational Awareness, etc., across the top and the grade levels down the right-hand side, with goal statements listed in the boxes.

In an effort to come up with more specific objectives based on the matrix goals, their school system eventually hired five teachers for two weeks to fur-

ther develop goals and objectives. They were given this task during the summer time and, in thinking about it, this seemed like something that we might look into sometime during the coming summer. Possibly we could secure a copy of the goals that they did develop. After their teachers prepared these objectives they were sent to seven experts around the country who reviewed them and sent their comments back to the Mesa school district. At the current time they are trying to synthesize the results of the experts' comments. Full effort is aimed at the need to be able to show what students learn, not just show statistics on numbers of field trips taken, CWE positions, etc. They have had difficulty selling the idea of a scope and sequence, but have come to the conclusion that grade level objectives need to be set up in order to hold somebody accountable for something, not only teachers, but district staff, books which are selected, curriculum materials, etc. The teachers now seem to appreciate this in that they now are able to see in writing what it is they are expected to do in terms of career education.

Another interesting idea was that they had developed a program where all career education staff prepared a program of work in the summer or fall of each year outlining their personal plans of action. These were aimed at district objectives.

Mr. Raymond felt that it is wasteful to develop our own objectives "from scratch" and that we should be definitely using those that have been developed, adapting them to our situation. He stated that so many dollars have gone into developing objectives that there should be no difficulty securing some that fit our situation. It was interesting that the presentor of this particular topic, Mr. Bill Raymond, is the husband of Carol Raymond, who is the director of their project.

SESSION 3.

Objective #21: "Participants will become familiar with career exploration packets developed both locally and in Project Discovery (Red Oak, Iowa)." These packets are used with students at the junior high level.

Title: Career Exploration - Grade Seven and Eight - Focused on Discovery in Career Exploration (DICE)

Presentor: Mr. Marv Semon, Project Director, and Mr. Ron Sieger, teacher, DICE Project, Tempe, Arizona

Comments: This presentation was made by the teacher, Ron Sieger, who has a classroom setup where students are able to utilize the Project Discovery materials. These materials originated in Red Oak, Iowa, and have been pilot tested in Iowa and a number of other school districts around the country. Mr. Sieger teaches in Apache Junction Junior High and has been utilizing the materials in a Career Exploration class this past year. The main feature of these materials is that they are "hands on" and can be utilized in a variety of circumstances. The career discovery lab room at this junior high was developed by teachers on the counseling staff. The Project Discovery materials were easily integrated into a nine-week minicourse. Some of the packages or units students can explore through this vehicle include: Commercial Art, Show Business, Soil and Water Conservation, Health, Upholstery, Stenography, Furnace Control, Environmental Monitoring, etc. The large room which housed this project was divided up by utilizing plywood and making booths for the various units that were available.

The students use these packages on an individualized basis. The directions for each unit are mounted on boards and students can proceed at their own pace. They are allowed to get out of a unit that they might have started by giving the teacher a good reason for leaving, therefore, providing a true exploratory experience but not locking them into something to which they have discovered they are not interested. In addition to this lab situation, these units are also used in a mobile lab.

Materials: Brochure - Project Discovery. Several slide pictures.

SESSION 4

Objective #30: "Participants will become aware of a variety of approaches used from mini proposals - some of the advantages and disadvantages of each."

Title: Mini Proposals - Problems/Solutions

Presentors: Representatives from Pima County, SCCEP, Cochise, and Roosevelt

Comments: Arizona has had an extensive mini-grant program over the last year. The various representatives on this panel made comments about the way the mini-grant had been used and made suggestions as to how they would change it for the next school year. Quite a number of handouts were provided by the panel members.

Roosevelt: They had a handout entitled "The Mini-Proposal Concept" which gives a rather thorough background on the mini-proposal concept. They utilized the guideline of one dollar per child benefited in establishing how much each proposal could be allocated in budgeting. This seemed to have worked out quite well and encouraged teachers to get together with other teachers in their school or elsewhere in coming up with more children who would benefit from an individual project, thereby providing them with more money to utilize for a proposal. In the opinion of the panel members, Roosevelt seemed to have one of the more well-developed approaches to utilizing this approach to mini-grants.

Cochise County: Handouts were provided by the presentor. The steering committee approach was used. The handout seems to cover pretty adequately their program. An interesting comment made was that of the hundred mini-proposals funded last year, only eleven were not completed. Their format is somewhat like the Roosevelt approach.

Pima County: The presentor indicated that she met individually with faculties at their building to give them a brief background on the mini-proposals and felt that this was extremely desirable. Then the people that were interested were asked to meet with her at their building where she gave them background on how to write mini-grants. This then provided the teachers with adequate background to complete their mini-proposals in line with what could actually be funded by the project. The problems detected were in the area of making sure teachers completely filled in vendor, prices, and other "red tape" necessary to meet the criteria of the federal or state grant.

SCCEP (Santa Cruz Career Education Project): Their approach, although similar, did require teachers to relate their project to the matrix. It was evident from the presentation that a number of the projects had difficulty purchasing equipment with funds available to them. This was alleviated by using the lease/purchase approach. This presentor also pointed out that going out to the schools, interviewing teachers, and helping them write grants, was entirely desirable.

He also suggested strongly that teachers be on the review committee.

Material Received: Copies of each group application procedures.
One-page descriptions of SCCEP's 1974-75 mini-grants

SESSION 5.

Objective #36: "Participants will learn about the development and operation of a successful student-to-student program.

Title: Selective Enrichment Program

Presentor: Richard Cooper, Connie Daniel, Pima County

Comments: This presentation focused on providing us information about the Selective Enrichment Program which was designed by Dick Cooper, who is in charge of career guidance in a high school in Tucson School District #1. The program enables students to take their special interests and talents and provide teaching programs at the junior high and elementary school levels. The juniors and seniors involved in the program are chosen by department heads in Art, Music, Drama, and Physical Education, and then are screened by Mr. Cooper. The course which goes along with it is a result of a need for additional help in these specialized areas at the district's elementary schools. This approach would seem to me as being appropriate to consider as an extension or further development of our Art/Music Work Experience program. I also feel that this would provide the involvement of Physical Education and Drama which currently have not been included in our district. The students are involved not only in the school that they are assigned to, but also participate in a classroom situation two days a week. This then gives contact between the coordinator and the student, and provides the opportunity to discuss problems that might occur in their placement at the elementary level. Students in the program are responsible for their own transportation. The course is available as an elective and credit is provided.

Of special note is that Mr. Cooper and his assistant superintendent are particularly interested in coming to Springfield at some time in the future to look at our career guidance program. Should this opportunity present itself, I would feel that he should meet with some of our art, music and physical education staff.

Material Received: One-page description of program

SESSION 6.

Objective #45: a. "Participants will become acquainted with project-developed career education materials designed to meet the needs of mentally handicapped students."

b. "Participants will become aware of the current state of the commercial materials market for special education students."

Title: Development of Materials for EMH Students

Presentor: Ruth Catalano, WACOP Project. 6000 West Olive Avenue, Glendale, Ariz. 85301

This presentation was a "hands-on" opportunity for participants to review materials developed or purchased by this project.

Comments: Good materials are available from a company named AVID. The title of a couple of the items there were "Routemen", "Building Maintenance", "Grocery Clerk", "Carwash Helper", and "Jobs for the Young". More information on this project was not available at the conference but could be obtained by writing to the Arizona RCU (Research Coordinating Unit), c/o Bev. Wheeler.

The project originated because of the feeling of the special education staff that an occupational emphasis was needed earlier than high school. This seems to be a trend, in my opinion, occurring throughout the special education field. For that reason, contact may be desirable with either Ms. Catalano or Bev. Wheeler at the State RCU in Arizona.

(End of Wednesday's presentations)

April 10

SESSION 7.

Objective #53: a. "Participants will become acquainted with effective techniques for organizing and conducting teacher training and work observation workshops."
b. "Participants will view teacher/student produced materials developed as a result of teacher training and work observation workshops utilized to effectively integrate career education concepts into the classroom."

Presentor: Margaret Wackerbrath, WACOG County

Comments: Teacher inservice - You need something to bait teachers into teacher inservice. She utilized the following things:

1. Teachers are interested in credit for salary increments - they utilized this feature.
2. Use flyers addressed to individual teachers.
3. Keep a file of people who expressed any interest in career education, and follow through with personal invitations, materials, etc.
4. Use outstanding examples of pictures that are attention-getting - cartoons, etc. Several that I picked up - "It's going to be a cat's meow", "Dig this - in your own backyard" - then proceeded to describe a workshop that was going to be held in or near their school.

She indicated that one-credit workshops seemed to work better than three-credit workshops. They have completely eliminated three-credit workshops. Some two-credit workshops are available. A credit is determined on the basis of 16 hours of instruction per credit. She strongly emphasized the need for ice-breakers. One ice-breaker listed was a quick listing of the jobs people have held. This would be done in small groups. Every person in the workshop was required to make a project. Two things were required: 1. That they identify the target population for the project, and 2. That they rank the elements of the matrix in terms of which one relates most to their project.

Another interesting aspect of the inservice approach used by this lady was the program called "Work Exposure Workshops". These have been extremely successful at all grade levels. They try to keep these workshops small. They have attempted some of these during the summer right before school starts as well as

during the school year. The teachers are taken on tours of various industries in the area. As a part of these sixteen-hour one-credit classes they are required to make up five job descriptions - including the title, the work required, etc. - as a requirement for completion of the class. I can see this as being of real value to us as a potential method of providing inservice about our local community. The closing statement made by the presentor was that impact is very important. This was stressed in her inservice programs by requesting teachers to put something in writing regarding how they were to implement the results of their participation in an inservice program.

A handout entitled "Activity Development Format" listed the step by step requirements to assist teachers in developing ideas for classroom implementation, and then in turn for sharing them with other teachers. Each item is also placed in their career education office and is given a number so that anybody wanting to secure a copy of this could request it by using that number.

SESSION 8.

Objective #58: a. "Participants will learn possible ingredients in a plan of action for promoting career education utilization."
b. "Participants will be acquainted with problems associated with career education implementation and possible alternative solutions."

Title: Strategies for Promoting Career Education Utilization

Presentor: Mesa School District - Robert Wilburn, Beverly Potter, Carol Raymond

Comments: This was a presentation of the way that career education is being promoted and utilized in the Mesa School System. A number of approaches are being used to evaluate this, and an extensive report was handed out.

This session was of particular interest to me because they were trying to determine cost feasibility for the various approaches to career education. Many of the approaches included things that we have tried in our district, such as building coordinators, resource teacher, etc.

Considerable discussion evolved about the two approaches of monitoring career education promotion. These included desk-monitoring, where everything is done from a central office, and the second approach, which is field monitoring, where people are sent out to monitor where the action is. The document referred to below would be a good reference for all of the project staff to review and look at in terms of different models to utilize in setting up and evaluating career education delivery systems.

The next presentation relates to the same project and approach.

Materials Received: "The Effects of Six Promotional Strategies in the Utilization of Career Education Resources"

SESSION 9.

Objective #67: "Participants will be familiarized with the data collected during the 1974-75 school year and discuss same. Data to be presented encompasses the results of statewide field testing implementation. In addition, data reflecting delivery systems, delivery strategies, usage, and impact, will be analyzed."

Title: Accountability Resource Assessment - Program Mythology and Impact

Presentor: Mesa School System - John Decracie, Frank Vicino

Comments: This presentation further expanded on the accountability system being used in Mesa County School District. The field testing revision, refinement, and implementation of the various career materials developed was explained. Copies of the units developed are available through Bev. Wheeler, Arizona Research Coordinating Unit (RCU) and also are available through ERIC. These units developed by Mesa School District seem worthy of review by our project.

One of the suggestions made that I thought related to our situation was to have our building coordinators develop a list of estimated needs for the year in the fall. An example would be "How many hours will your school need the services of each of us and for what purposes?"

This presentation was somewhat research-oriented, and difficult to understand without having a more adequate background of their program.

SESSION 10.

Objective #71: "Participants will learn about the University of Arizona's model teacher inservice programs."

Title: A Teacher Inservice Model

Presentor: Betty Newlon, University of Arizona

Comments: This presentation covered what the universities are doing in graduate level programs at the University of Arizona. They are utilizing project kits, units, etc. She recommended a film called "Ideas in Action" which is put out by Olympus Publishing Co. She also liked the film "Where Do We Go From Here?" which is put out by Rocky Mountain Company.

I would recommend that perhaps our universities should correspond with the University of Arizona regarding their programs since there were a lot of innovations going on there relating to both inservice and pre-service education.

SESSION 11.

Objective #80: "Participants will become acquainted with ways of relating Physical Education Program objectives with possible outcomes suggested, or, the Arizona Career Education Matrix. Participants will become aware of possible integration activities that could be used by the Physical Education teacher.

Title: Career Education and Physical Education - Tri County

Presentor: Steve McKibben

Comments: The presentation focused on what P.E. can do most for career education. It was felt that decision-making and self-awareness were two of the key areas in which P.E. could relate to career education. He felt that physical education teachers need to do more in assessing where people are and developing programs to improve their fitness. This can really fit into the developing self-image. Physical education teachers are involved in career education whether

they know it or not. They need to understand the philosophy of career education, and this should be brought across in ways that are unique to physical education. He mentioned that teachers need to ask and answer the why question for the students. He felt that career education should be integrated and incorporated through the State Physical Education Conferences and other statewide meetings. The cooperation and teamwork aspect of jobs and P.E. are also good correlation. Decision-making is an obvious opportunity to incorporate career education in the physical education laboratory setting. Many careers in the physical education field are growing. Exercise therapy with heart patients is a good example. It is good for students who are interested in P. E. careers to go to elementary schools as an experience in trying a career in teaching P.E. It will help the P. E. program, especially where teachers may not be able to teach all aspects of elementary physical education. Adequate supervision and follow-up are necessary for this experience.

SESSION 12.

Objective #81: "Participants will receive an explanation of the development of a curriculum scope and sequence for Scottsdale that includes the integration of career education concepts throughout."

Title: Scope and Sequence - Career-Bound

Presentor: Norm White, Associate Superintendent for Instruction, Scottsdale School District.

Comments: Mr. White described "Scope and Sequence" as those things that need to be taught. It is a district responsibility. He estimated that 50 to 70 percent fo what is taught directly relates to the scope and sequence. The balance is up to the teachers abilities and strengths.

A number of handouts were given out at this session which I will not be able to reproduce because they are on ditto masters, but I will attempt to route them to the appropriate people. They have done quite a lot with contracted curriculum development and I feel this is a school district that we may need to contact further about articulating our career education programs into the academic areas. This was done here (in this school district) by adding a person funded by Career Education funds to each curriculum committee.

A focus all the way through their project has been on infusion. The reason for starting this project was that a survey of the curriculum in the district revealed vast differences in the curriculum between schools.

Materials Received:

Reprint entitled "The Instructional System". Sections include: The Need, The Instructional System, Purpose, Elements of the Instructional System, and a definition of "Scope and Sequence".

A Progress Report on the Development of Statements of Scope and Sequence for Major Subject Areas

Excerpts from various subject areas, such as: Science, English, Social Studies, Basic Math, Art, Language Arts, Reading, etc.

SESSION 13.

Objective #100: "Participants will be familiarized with ways in which career education concepts can be integrated into a secondary language arts program."

Title: Career Education Integration into Language Arts

Presentor: Ann Allison, Washington School, Engledale High School District, Wacop County

Comments: This teacher has integrated a fantastic amount of career education into a general business class, but she quickly explained that the activities she is using could easily have been used in a language arts classroom as well, therefore, the relation between the presentation and the title. She used some of the following techniques: She makes a display from refrigerator cardboard boxes and posts materials on these displays. These feature topics such as the health occupations careers. She makes pockets on the displays so that she can slip new materials into these pockets and then close up the display and put it away for another year or pass it on to another teacher who might want to use it. Another activity she used was having students prepare a booklet of photographs or magazine pictures with the theme of "My Lifestyle - 1984". She had students utilize butcher paper on a continuous roll to develop a mural sketching things that students intend to be, and then putting this display out for parents groups, teachers or students to look at. They also use the discovery kits which are discussed in another presentation. These kits are "hands-on" opportunities for students to try out careers, such as the beautician, the mechanic, the electrician, the weather-forecaster, etc. They also use the job survival kits put out by Singer. She felt very strongly about those kits. They also use the kits that are put out by Mesa school system. I feel we should find out more about these kits. (Write Carol Raymond, the project director in Mesa School District) Ms. Allison had students write positive comments about everybody in the classroom and put these in a folder. She kept them for the final day of school and then handed each student the comments his classmates had made about him. She used mailboxes for the students to send memos to the teacher, or the teacher to send memos to the students. This, she felt, trained them to use the vehicle of a memo. Another vehicle used was mobiles. Mobiles were made by students showing the types of jobs they would be interested in in their future. A class could have a mobile hanging above each student's desk.

Materials Received:

1. Computerized Program for the ~~Construction of a Peanut-Butter Sandwich~~
2. How Can We Add Power To Our Personality?
3. Finding and Keeping Useful Information (this is an exercise in alphabetizing)
4. List of Employer Impressions for Job Interviews

SESSION 14.

Objective #17: "Participants will learn about the Tri County approach to career exploration in the rural secondary school. A mobile career exploration laboratory situated in a bus utilizes a variety of 'hands-on' materials and individualized instruction to provide information on a variety of job clusters."

Title: Mobile Career Exploration Laboratory: Location - Tri Counties

Presentor: Brad Swan

Comments: This bus is used on the junior high level. It is set up with the Singer programs. They utilize a machine called the Auto Vance 2. There are eight stations in the bus for "hands-on" experiences and a number of small desks for students to be doing the latent projects, such as using career information and other literature available in the bus. There are a total of eighteen programs available from Singer. On the bus they have a trained evaluator (which is the title that this person goes by.) This person assists students in individually completing various units that they have. The units that they were using were the following: Sewing, Heating and Air Conditioning, Small Engines, Electrical Wiring, Cosmetology, Cooking and Baking, Carpentry, Sheet Metal, Data Collection, and Office Procedures. The average student takes about two hours to complete these units. The bus is brought to a junior high school, electricity is connected from the school to operate the systems, and it usually stays in a location for an assigned amount of time.

After visiting the Tri County bus, I visited a portable trailer that is pulled around from one school to the next. This was set up similar to the Tri County bus, utilizing Singer materials. The person in charge, Don Combrink, from Yuma County, indicated that the trailer provides the opportunity for twenty-five students to visit three to four stations during a one-week period. The cost of the trailer was broken down as follows: $8,000 for the trailer, $15,000 for the components and other material that was installed inside the trailer. In addition, one would have to provide for transporting this trailer around from school to school, and for a paraprofessional to supervise the program.

SESSION D.

Objective #94: "Participants will learn how a secondary career center functions and the services it provides to students."

Title: North High School Career Center - Central Maricopa County

Presentors: Jim Gorman and Sybil Schweighuser

Comments: The career center at North High was developed because of a need to have an additional space for a career center, and therefore they used a portable classroom. It is divided into a career center and counseling offices. They provided a free materials corner which they called "the rip-off rack". They also had a set of files for career information. They used the Singer job skills kits. They provide a number of services which are listed in the handout given by the presentors. These services included interests testing, career files, job placement (part time and volunteer) field trips, career speakers, audio visual materials for teachers, post-high school trade, technical and college speakers, free information, and college catalogues. The fulltime person who is assigned to this career center also provided assistance with teachers in setting up tours and going along on field trips, setting up shadowing experiences, and in organizing field trips that may be of a general interest to the student body.

Material Received: Folder containing: "Work Values", "Vocabulary of Study Programs Beyond High School", "Special Interest Survey", "Application for Employment", "Guest Career Speaker Request Form", a brochure called "Going Places" which lists all the resources available in the Phoenix area, a request for career education media form, a request for a career exploration tour, a request for a career resource speaker, etc.

List of other materials picked up at the Arizona Conference

1. Career Education in Music

2. Careers in Music

3. Brochures entitled "Career Education: Parental and Community Involvement is the Real Key to its Success"

4. "Some Tips on Speaking to Students"

5. A brochure on Project Work, which is designed to enhance reading and math skills by providing opportunities for students to obtain practical work experiences.

APPENDIX C

1975 Assessment Summary

SCHOOL SENTIMENT INDEX

Spring, 1975

Assessment Goal 1.1

By the end of three years of participation in the Career Awareness Process, 75% of the elementary students will show a growth in positive attitudes toward school as measured by the School Sentiment Index.

The purpose of this instrument is to attempt to measure student attitudes toward Teacher, Subjects, Peers, School Structure and some General Items. If the Career Awareness Process makes school more relevant for students (as is hoped) then student attitudes should shift toward more positive ones. This instrument, used over three years, should show the directionality and depth of change in student attitudes.

The results of this instrument can also be used as a diagnostic tool for buildings and the district in determining areas where student attitudes are low. The results can be used to plan programs for staff and students which may institute changes from negative attitudes to more positive ones.

This instrument was given to students in years 1-4 in 1974 and years 2-5 this year. There has been a general shift to less positive responses at all grade levels. Five categories showed slight shifts to a more positive attitude whereas 15 categories either remained the same or shifted to a less positive attitude.

SCHOOL SENTIMENT INDEX

District Summary
Spring, 1975

This index attempts to measure student attitudes toward Teacher, Subjects, Peers, School Structure and General Items.

Year Level	Items Measured	# of positive responses	# possible	% of positive responses 1974	1975	
2nd year	Teacher	5824	7968	73	74	(1 yr)
	Subjects	2822	3984	70	75	"
	Peers	2925	3984	73	70	"
	School Structure	3890	5976	65	65	"
	General Items	1343	1992	67	67	"
3rd year	Teacher	5735	7644	75	77	(2 yr)
	Subjects	2767	3822	72	79	"
	Peers	2708	3822	70	80	"
	School Structure	3844	5733	67	71	"
	General Items	1255	1911	65	65	"
4th year	Teacher	6453	9432	68	72	(3 yr)
	Subjects	2980	4716	63	70	"
	Peers	3376	4716	72	70	"
	School Structure	4392	7074	62	64	"
	General Items	1393	2358	59	63	"
5th year	Teacher	5345	7080	75	70	(4 yr)
	Subjects	2267	3540	64	68	"
	Peers	2459	3540	69	70	"
	School Structure	3530	5310	66	64	"
	General Items	1029	1770	58	53	"

SCHOOL SENTIMENT INDEX

Primary & Intermediate Test: 36 items

Administration: 1) Given by school counselor to individual classrooms (teacher not present.)
2) Scored for each building year level. Count total YES responses. Compute the mean number of YES responses for each year level.

$$\text{Mean} = \frac{\text{Sum total of scores}}{\text{Divided by number of students}}$$

Provide total number of YES and NO responses for each item by grade level.

Administered to: 5/74 to 1 thru 4
5/75 to 2 thru 5
5/76 to 3 thru 6

(For Primary use only) Questions to be administered orally by counselor.

(face)	1.	Is your teacher interested in the things you do outside of school?
(star)	2.	When you are trying to do your schoolwork, do the other children bother you?
(bell)	3.	Does your teacher give you work that is too hard?
(cat)	4.	Do you like to tell stories in front of your class?
(phone)	5.	Do other children get you into trouble at school?
(flower)	6.	Is school a happy place for you to be?
(clown)	7.	Do you often get sick at school?
(house)	8.	Does your teacher give you enough time to finish your work?
(dog)	9.	Is your school principal friendly toward the children?
(umbrella)	10.	Do you like to read in school?
(face)	11.	When you don't understand something, are you afraid to ask your teacher a question?
(star)	12.	Are the other children in your class friendly toward you?
(bell)	13.	Are you scared to go to the office at school?
(cat)	14.	Do you like to paint pictures at school?
(phone)	15.	Do you like to stay home from school?

(flower)	16.	Do you like to write stories in school?
(clown)	17.	In our class, we often get a chance to make decisions together.
(house)	18.	Does your teacher help you with your work when you need help?
(dog)	19.	Do you like arithmetic problems at school?
(umbrella)	20.	Do you wish you were in a different class at school?
(face)	21.	Do you like to learn about science?
(star)	22.	Do you like to sing songs with your class?
(bell)	23.	Does your school have too many rules?
(cat)	24.	Do you always have to do what the other children want to do?
(phone)	25.	Do you like the other children in your class?
(flower)	26.	My teacher listens to what I have to say.
(clown)	27.	Does your teacher like some children better than others?
(house)	28.	Do other people at school really care about you?
(dog)	29.	Does your teacher yell at the children too much?
(umbrella)	30.	Do you like to come to school every day?
(face)	31.	When I do something wrong at school, I know I will get a second chance.
(star)	32.	I get as many chances as other children to do special jobs in my classroom.
(bell)	33.	My teacher makes sure I always understand what she wants me to do.
(cat)	34.	School is a good place for making friends.
(phone)	35.	When I do something wrong, my teacher corrects me without hurting my feelings.
(flower)	36.	There's no privacy at school.

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CONTRASTING WORK SETTINGS

District Summary
Spring, 1975

Student Goal 4.1

By the end of the 2nd year each elementary student will be able to identify at least 10 contrasting work settings and an occupation for each.

The purpose of this instrument is to provide a check on student ability to identify an occupation with its typical work setting or environment.

PRIMARY RESULTS: Years 1-3

2,112 students completed the 10-item instrument. The students correctly identified 17,143 of the 21,120 possible correct responses for a percentage of 81%.

INTERMEDIATE RESULTS: Years 4-6

1,998 students completed the 10-item instrument. The students correctly identified 16,198 of the 19,980 possible correct responses for a percentage of 81%.

It is our recommendation that this instrument not be used in the future.

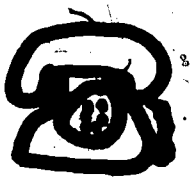
CONTRASTING WORK SETTINGS

Directions: Read each item orally to students. Read each possible response orally and ask students to mark that response if it seems to be correct.

1. A job usually done in a hot place.
   - ( ) telephone man
   - ( ) cook
   - ( ) policeman
   - ( ) teacher

2. A job usually done in a cold place.
   - ( ) fireman
   - ( ) bookkeeper
   - ( ) meat cutter
   - ( ) librarian

3. A job usually done outside.
   - ( ) teacher
   - ( ) fisherman
   - ( ) clerk
   - ( ) secretary



4. A job usually done inside.
   - ( ) gardener
   - ( ) policeman
   - ( ) farmer
   - ( ) dentist

5. A job usually done in a noisy place.
   - ( ) bank teller
   - ( ) mill worker
   - ( ) mailman
   - ( ) doctor

6. A job usually done in a quiet place.

( ) policeman
( ) librarian
( ) street cleaner
( ) auto mechanic

7. A job where you usually get dirty.

( ) hospital attendent
( ) rancher
( ) cook
( ) airline stewardess

8. A job where you usually stay clean.

( ) artist
( ) garbage collector
( ) musician
( ) truck driver

9. A job where you usually get wet.

( ) salesman
( ) car wash attendant
( ) service station attendant
( ) radio announcer

10. A job where you usually stay dry.

( ) chemist
( ) fisherman
( ) fireman
( ) gardner

CONTRASTING WORK SETTINGS
(Intermediate)

Directions: Read each item orally to students. Students write their own response.

1. A job usually done in a hot place.

2. A job usually done in a cold place.

3. A job usually done outside.

4. A job usually done inside.

5. A job usually done in a noisy place.

6. A job usually done in a quiet place.

7. A job where you usually get dirty.

8. A job where usually stay clean.

9. A job where you usually get wet.

10. A job where you usually stay dry.

GROUP PROBLEM SOLVING TASKS

Assessment Goal 1.2

By the end of three years of participation in the Career Awareness process, 75% of the elementary students will be able to demonstrate their ability to complete group problem solving tasks.

The process of decision making plays a major role in the Career Awareness process. This instrument is an attempt to check student abilities in making individual and group decisions. The instrument was given to a sample of approximately 2,500 students in years 1-6.

The goal has been met. Ninety percent of the students attempting the tasks were able to complete them. This compares with 87% one year ago.

GROUP PROBLEM-SOLVING TASKS

District Summary
Spring, 1975

Year Level	# Attempting	# Completing	%
1-2	585	536	91
3-4	1255	1136	90
5-6	810	738	91
District Total	2650	2410	90

GROUP PROBLEM-SOLVING TASKS

To be administered in April of each year to grades 1-4 in 1974; 2-5 in 1975; 3-6 in 1976. Teachers will choose a colleague to administer the task to their classroom. The form at the bottom will be completed for reporting purposes.

FIRST AND SECOND YEAR CLASSES:

Within five minutes, form yourself into groups of 4's or 5's, and choose a leader.

THIRD AND FOURTH YEAR CLASSES:

Within seven minutes, form yourselves into groups of 4's or 5's, choose a leader, and agree on a name for the group.

FIFTH AND SIXTH YEAR CLASSES:

Within ten minutes, form yourselves into groups of 4's or 5's, choose a leader, agree on a name for your group, and agree upon an indoor game to be played later in the day.

SCHOOL_____ GRADE_____ YEAR 197_____

_____ students of _____ in the classroom completed
(number) (total number)
the group problem solving task within the time limits.

This was _____ percent of the students in the class.

STAFF SELF-EVALUATION INVENTORY

Assessment Goal 1.4

By the end of three years of participation in a Career Awareness process, any change in staff self-evaluation concerning their participation in the career awareness process will be shown through the use of a Staff Self-Evaluation Inventory.

The purpose of this instrument is to show direction of change in staff self-evaluation of their participation in career awareness.

Two-hundred and ten elementary staff members completed the Inventory. The results seem to show a general shift toward more involvement by staff in some areas, less in others. Areas in which there was more involvement are: (Per cents show the number of staff members indicating involvement in the activity in 1974 in comparison with 1975).

Using career literature and data - 90% - 97%
Using career games and materials - 87% - 94%
Using resource people - 60% - 70%
Using career awareness guides - 73% - 85%
Using parents to present information in their classes - 40% - 49%
Using self awareness and appreciation activities - 72% - 97%

Involve students in interviewing parents and others about their jobs - 60% - 67%
Involve students in field trips for career awareness - 60% - 65%
Involve students in identifying tools, clothes, materials and equipment used in occupations - 87% - 89%

Communicate career awareness information to school community-72% - 84%

Can identify district long-range goals in career awareness - 81% - 87%

Those areas showing the same involvement or less involvement by staff for 1974 and 1975 are:

Involving students in classroom projects simulating tasks of real workers - 83% - 81%
Involving students in doing research about occupations that are of interest to them - 75% - 71%
Involving students in identifying careers of parents - 14% - 14%
Involving students in studying occupations of school system employees - 71% - 66%

Involving students in understanding worksettings - 85% - 83%

Involving students in group and individual problem solving techniques - 97%-95%
Involving students in group and individual decision-making processes - 98%-96%
Involving students in social and citizen responsibilities - 99% - 98%

Springfield School District #19
Exemplary Career Education Project

STAFF SELF-EVALUATION INVENTORY

District Summary
Spring, 1975

210 teachers

	Not at all		A little		Some		Always	
	N	%	N	%	N	%	N	%
1. I utilize:								
A. Career literature and data.	8	3	73	34	121	57	3	1
B. Career games, materials, etc.	14	6	68	32	121	57	7	3
C. Selected resource people in class to develop Career Awareness concepts.	64	30	69	32	61	29	6	2
D. Career awareness guides.	32	15	75	35	87	41	9	4
E. Parents of class members in presenting information on their careers.	108	51	42	20	34	16	3	1
F. Self awareness and appreciation activities.	7	3	23	10	92	43	81	38
2. I direct students in:								
A. Classroom projects simulating tasks of real workers.	41	19	83	39	69	32	6	2
B. Doing research on occupations that are of interest to them.	62	29	72	34	59	28	10	4
C. Identifying careers of their parents.	30	14	41	19	37	17	6	2
D. Developing a questionnaire for interviewing parents and others about their jobs.	127	60	38	18	31	14	4	1
E. Field trips for career awareness	74	35	51	24	61	29	14	6
F. Studying occupations of day-to-day employees of local school system.	72	34	73	34	43	20	11	5
G. Identifying the types of tools, materials, clothes and equipment used in various occupations.	25	11	66	31	92	43	17	8
H. Awareness of the four life roles.	20	9	74	35	89	42	20	9
I. Understanding of worksettings.	37	17	86	40	90	42	13	6
J. Group and individual problem solving techniques.	11	5	44	20	101	48	49	23
K. Group and individual decision making processes.	10	4	35	16	105	50	52	24
L. Experiencing social and citizen responsibilities.	6	2	29	13	88	41	78	37
3. I communicate Career Awareness information to my school community.	35	16	90	42	68	32	8	3
4. I can identify the district long-range goals in Career Awareness.	28	13	87	41	71	33	18	8

Springfield School District #19
Exemplary Career Education Project

STAFF SELF-EVALUATION INVENTORY

Spring, 1975

District comparison of 1974-1975

	Not at all		A little		Some		Always	
	74	75	74	75	74	75	74	75
1. I utilize:								
A. career literature and data.	10%	3%	31%	34%	53%	57%	5%	1%
B. career games, materials, etc.	13%	6%	30%	32%	53%	57%	1%	3%
C. selected resource people in class to develop career awareness concepts.	40%	30%	28%	32%	24%	29%	1%	2%
D. career awareness guides.	27%	15%	35%	35%	33%	41%	3%	4%
E. parents of class members in presenting information on their careers.	60%	51%	20%	20%	11%	16%	28%	1%
F. self-awareness and appreciation activities.	28%	3%	11%	10%	52%	43%	32%	38%
2. I direct students in:								
A. classroom projects simulating tasks of real workers.	17%	19%	30%	39%	44%	32%	6%	2%
B. doing research on occupations that are of interest to them.	25%	29%	32%	34%	36%	28%	4%	4%
C. identifying careers of their parents.	14%	14%	21%	19%	39%	17%	23%	2%
D. developing a questionnaire for interviewing parents and others about their jobs.	67%	60%	14%	18%	5%	14%	4%	1%
E. field trips for career awareness.	40%	35%	21%	24%	24%	0	10%	6%
F. studying occupations of day-to-day employees of local school system.	29%	34%	27%	34%	34%	29%	8%	5%
G. identifying the types of tools, materials, clothes and equipment used in various occupations.	13%	11%	33%	31%	40%	20%	12%	8%
H. awareness of the four life roles.	19%	9%	29%	35%	34%	43%	13%	9%
I. understanding of worksettings.	15%	17%	44%	40%	34%	42%	6%	6%
J. group and individual problem solving techniques.	3%	5%	21%	20%	51%	42%	24%	23%
K. Group and individual decision making processes.	29%	4%	17%	16%	52%	50%	26%	24%
L. experiencing social and citizen responsibilities.	1%	2%	15%	13%	46%	41%	36%	37%
3. I communicate career awarenss information to my school community	28%	16%	31%	42%	35%	32%	4%	3%
I can identify the district long-range goals in career awareness.	19%	13%	35%	41%	37%	33%	8%	8%

Springfield School District #19
Exemplary Career Education Project

All teachers
Assessment Goal #1.4

STAFF SELF-EVALUATION INVENTORY

Rate yourself on each item. To be administered to all staff 4/74, 4/75 and 4/76.

	Not at all	A little	Some	Always
1. I utilize:				
A. Career literature and data.				
B. Career games, materials, etc.				
C. Selected resource people in class to develop Career Awareness concepts.				
D. Career Awareness Process Guide, Activity Guide.				
E. Parents of class members in presenting information on their careers.				
F. Self-awareness and appreciation activities.				
2. I direct students in:				
A. Classroom projects simulating tasks of real workers.				
B. Doing research on occupations that are of interest to them.				
C. Identifying careers of their parents.				
D. Developing a questionnaire for interviewing parents and others about their jobs.				
E. Field trips for Career Awareness.				
F. Stuyding occupations of day-to-day employees of local school systems.				
G. Identifying the types of tools, clothes, materials and equipment used in various occupations.				
H. Awareness of the four life roles.				
I. Understanding of work settings.				
J. Group and individual problem solving techniques.				
K. Group and individual decision-making processes.				
L. Experiencing social and citizen responsibilities.				
3. I communicate Career Awareness information to my school community.				
4. I can identify the district long-range goals in Career Awareness.				

GOAL STATEMENTS

Assessment Goal 1.3

By the end of three years of participation in a career awareness process, any changes in staff priority concerning career awareness goals will be shown through the use of this Goal Statements Ranking activity.

The purpose of the activity is for staff to identify career awareness goals they feel are most important for the students to learn.

The following is a comparison of the district rank-orders (priorities) over a year-and-a-half period:

Priority Rank-Order	November, 1973	May, 1974	May, 1975
1	Self-Appreciation & Attitudes	Self Awareness	Self Awareness
2	Self Awareness	Self Appreciation & Attitudes	Self Appreciation & Attitudes
3	Decision-Making	Decision-Making	Decision-Making
4	Not Available	Skill Awareness	Skill Awareness
5	Not Available	Group Process	Group Process
6	Not Available	Educational Awareness	Educational Awareness
7	Economic Awareness	World of Work	World of Work
8	World of Work	Economic Awareness	Economic Awareness

GOAL STATEMENTS

District Summary

	Total Ranking	District Rank Order
A. SELF AWARENESS	318	1
B. SELF APPRECIATION AND ATTITUDES	452	2
C. DECISION MAKING	721	3
D. WORLD OF WORK	1377	7
E. ECONOMIC AWARENESS	1426	8
F. SKILL AWARENESS AND BEGINNING COMPETENCE	921	4
G. GROUP PROCESS	953	5
H. EDUCATIONAL AWARENESS	1048	6
I. OTHER - PLEASE STATE		

GOAL STATEMENTS

Directions: Prioritize items from most important (for students) to least important.

Scoring: Total the number 1st, 2nd, 3rd, etc. rankings each item receives.

		Rank
A.	SELF AWARENESS	_____
B.	SELF APPRECIATION & ATTITUDES	_____
C.	DECISION MAKING	_____
D.	WORLD OF WORK	_____
E.	ECONOMIC AWARENESS	_____
F.	SKILL AWARENESS AND BEGINNING COMPETENCE	_____
G.	GROUP PROCESS	_____
H.	EDUCATIONAL AWARENESS	_____
I.	OTHER - PLEASE STATE	_____

APPENDIX D

Long-Range Plans

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
PERSONNEL	14 elementary schools with staff involved	Inservice to new teachers		District	Commitment	
A. Commitment	DCE classes in C/A					
	3 proj. schools continuing model staff involvement					
	Bldg. Coor. meeting and designing C/A programs	Make Bldg. Coor. role more effective		District assumes Bldg. Coor. role and continues the positions.		
	Inservice to all staff to understand C/A	All staff understand the concept of C/A				
	Hire C/A Resource Teacher to help plan and implement C/A activities (John Young)	On-going C/A program in all 14 schools				
B. Inservice	100% of elementary staff have been inserviced to C/A	Inservice new teachers		Identify and assess C/A processes in all schools		
	Consultants brought in for 3 day inservices	Provide 6 ½ day inservices throughout school year for C/A				
	New mini-guides have been distributed	Send staff to ASC summer workshops				
	C/A committees set up with Bldg. Coor.	Provide summer workshops in C/A				
		Summer workshops for Bldg. Coor.				
		All 14 schools set up for district visitations				

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Inservice to new teachers		District	Commitment		Total staff commitment to C/A
					Total staff involvement in C/A
Make Bldg. Coor. role more effective		District assumes Bldg. Coor. role and continues the positions.			Total staff trained in C/A
All staff understand the concept of C/A					All staff
On-going C/A program in all 14 schools					
Inservice new teachers					Total staff inserviced and involved in C/A process
Provide 6 ½ day inservices throughout school year for C/A		Identify and assess C/A processes in all schools			
Send staff to C/A summer workshops					
Provide summer workshops in C/A					Continued inservice and upgrading of programs
Summer workshops for Bldg. Coor.					
All 14 schools set up for district visitations					

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
PERSONNEL B. Inservice (cont.)	District visitations to exemplary schools have been set up Paid staff time for curriculum work, etc. has been provided (9 hrs/staff member. Staff needs have been surveyed and identified	Continue district visitations to exemplary schools Provide paid time for curriculum development in C/A (6hrs/staff member) Staff needs assessed each year.	→	→		
ADMINISTRATION C. Leadership	14 Bldg. Coor. identified C E Proj. Dir. hired - Bob McKee C A Resource Teacher hired - [illegible] Dist. C E Coor. already hired - Hartley Troftgruben 2 EPDA Interns assigned C E Proj. State exem. C A Dir. assigned Springfield Support from [illegible]	Bldg. Coor. Manual developed and in use Develop packaged in-service techniques to facilitate leadership Evaluate Resource position and plan for continuing or Continue development of C A leaders in Bldg. Develop Long-Range Plan (3 yr. by [illegible] Revising Long-Range Plan by Sept. 1, 1974	→	Revise Bldg. Coor. Manual		
ADMINISTRATION D. Financing	Exp. from funds [illegible] Cost [illegible] to pay for texts, materials, teacher release, [illegible] time, etc.	Continue implementation and revision of Long-Range Plan	Nov. 1974 certificated district commitment	District budget line item committed to continuing C Ed.		

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Continue district visitations to exemplary schools Provide paid time for curriculum development in C/A (6hrs/staff member) Staff needs assessed each year.	→	→	→	→	All new staff inserviced
Bldg. Coor. Manual developed and in use Develop packaged in-service techniques to facilitate leadership Evaluate Resource position and plan for continuing it Continue development of C/A leaders in bldg. Develop Long-Range Plan (5 yr. Sept. 1974 thru Aug. 31, 1979 Building Long-range Plan (Sept. 1, 1974	→ → → → Continue implementation and revision of Long-Range Plans	Revise Bldg. Coor. Manual → → →	→ → →	→ → →	Complete Administrative commitment Develop leaders in C/A at all levels of bldg. Continued long-range planning for C/E
→ →	New ESEA Title I district committment	District budget line item committed to continuing C/E.	→	→	District to assume total financial responsibility for C/A

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
ADMINISTRATION D. Financing (cont.)	Extra pay for bldg. coor. Funds for travel, workshops, consultants Visitations IED DCE classes			District assume Bldg. Coordinator role and continue it		
E. Evaluation	Outside evaluator hired - Hunter-Temple Region 10 evaluation Assessment tools designed according to component. Post-meeting reaction sheets Use of C A Guide as instrument for evaluation Quarterly Reports	Give assessment tools developed by staff Revise assessment tools where needed to fit needs Meet the specifications of the Exem. C A component	Rewrite component to fit needs of program	Review and determine future assessment needs Utilize SDE assessment instrument and teams		
CURRICULUM F. Goals and Long-Range Plans	Teachers C A Guide revised Work on Long-Range Plan for district	Continued development of C A curriculum to be filed in C A Card File Submit Long-Range Plan for approval	Revise Long-Range Plan to fit needs	Yearly revision of Long-Range Plan		

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
		District assume Bldg. Coordinator role and continue it			
					Planned and written evaluation model in C/A
ive assessment tools eveloped by staff evise assessment ools where needed o fit needs		Review and determine future assessment needs			
eet the specifications of the Exem. /A component	Rewrite component to fit needs of program	Utilize SDE assessment instrument and teams			
ontinued development f C A curriculum to e filed in C A ard File					Planned and written C/A program in every building
ubmit Long-Range lan for approval	Revise Long-Range Plan to fit needs	Yearly revision of Long-Range Plan			

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
CURRICULUM F. Goals and Long-Range Plans (cont.)	Develop and integrate C/A process in district curricula	Continue revision of C/A process				
	C/A goals of exemplary project	Implement goals of exemplary project through bldg. coor. and inservice				
		Assess and revise C/A goals				
	Identify C/A materials relevant to project	Identify new materials in C/A in all curricula areas				
G. Career Guidance	Set up district level coord.	Develop a cadre of guidance specialists for classroom teacher training.	Inservice elementary staff on function of guidance in C/A process.			
	Orient 3 elem. counselors to guidance component of project	Send staff to OSU Values Clarification summer workshop	Continue to send staff to valuable career guidance workshops			
	Expand C/A guidance techniques					
	Revise the guidance component	Revise and implement guidance component when necessary	Continue to revise and implement guid. component			
		Set up testing workshops for guidance staff				

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Continue revision of C/A process Implement goals of exemplary project through bldg. coor. and inservice Assess and revise C/A goals Identify new materials in C/A in all curricula areas					Continued revision and implementation of C/A goals
Develop a cadre of guidance specialists for classroom teacher training. Send staff to OSU Values Clarification summer workshop Revise and implement guidance component when necessary Set up testing workshops for guidance staff	Inservice elementary staff on [illegible]tion of guidance in C/A process. Continue to send staff to valuable career guidance workshops Continue to revise and implement guid component				Guidance as an integral part of C/A

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
CURRICULUM G. Career Guidance (cont.)	Purchase of new and relevant career guidance materials	Provide release time for career guidance visitations and in-service Work on long-range plan for career guidance	Revise long-range plan.	Continue the release time concept for career guidance visitations and inservice Revise and integrate long-range plan on career guidance		
H. Articulation	Project monthly newsletters to all staff Curriculum Coordination committee meetings Open houses to exemplary schools	Identify a task force to help initiate articulation with all facets of schools Develop a written articulation plan Schedule meetings 1-12 for C/E articulation	Task force develop materials for C/A articulation	Continue C/E Newsletters to all staff Continue curriculum coordination 1-12		
I. Methods of Instruction	Project is developing through inservice and workshops, new methods of instruc. Develop and implement assessment instruments to assess the project goals	Inservice on new methods of instruc. Plan staff or student exchange progra Use assessment instruments to assess project goals Review and purchase materials to aid these methods	Further inservice on various methods and materials. Implement staff exchange program. Revise and continue to assess project goals	Further inservice on methods of instruction and materials. Continue revision and assessment of C/E		

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Provide release time for career guidance visitations and in-service		Continue the release time concept for career guidance visitations and inservice			
Work on long-range plan for career guidance	Revise long-range plan	Revise and integrate long-range plan on career guidance			
Identify a task force to help initiate articulation with all facets of schools	Task force develop materials for C/A articulation	Continue C/E Newsletters to all staff			Written articulation plan and implemented in schools
Develop a written articulation plan Schedule meetings 1-12 for C/E articulation		Continue curriculum coordination 1-12			Joint meetings between all areas of C/E to unite and rewrite the curriculum.
Inservice on new methods of instruc. Plan staff or student exchange progra Use assessment instruments to assess project goals Review and purchase materials to aid these methods	Further inservice on various methods and materials. Implement staff exchange program. Revise and continue to assess project goals.	Further inservice on methods of instruction and materials. Continue revision and assessment of C/E	→	→	Each teacher will have materials and techniques to carry out effective C/A processes

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year
CURRICULUM J. Interdisciplinary	C/A activities guide for interdisciplinary approach	Expand and integrate C/A activities guide into curriculum	Consider revision of C/A guide			
		Select materials for district and bldg.	Continue to select materials for district and building			
	Each staff to develop own method of integration and infusion of C/A activities	Expansion of integration and infusion of C/A activities		Cohtinuous development of C/A activities		
	ETC materials field tested	Adapt selected ETC materials				
K. Resources	Identify consultants for C/A	Further identify and use consultants				
	Resource section from mini-guides for all staff	Dissaminate resource guides to all new staff				
	Begin development of district resource card-file system	Implement resource card-file system	Revise and continue card-file system			
	Identify field trip sites	Expand and utilize field trip sites				
	Identify community resource speakers	Utilize community resource speakers				
		Develop community interest and involvement	Continue community involvement			
	Career Information Service Field Trip Resource Guide					

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Expand and integrate C/A activities guide into curriculum	Consider revision of C/A guide				Interdisciplinary approach to the integration of C/A into the curriculum.
Select materials for district and bldg.	Continue to select materials for district and building				
Expansion of integration and infusion of C/A activities		Continuous development of C/A activities			
Adapt selected ETC materials					
Further identify and use consultants					C/A Resources and materials identified and implemented
Disseminate resource guides to all new staff					
Implement resource card-file system	Revise and continue card-file system				Guides for district resource speakers
Expand and utilize field trip sites					Field trips materials
Utilize community resource speakers					Out of district speakers
Develop community interest and involvement	Continue community involvement				Consultants

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (
SCHOOL AND COMMUNITY RELATIONS L. Advisory Committees	Bldg. Coord. meet monthly	Dist. C/A Bldg. Coord. function becomes more relevant to meet needs of project and school				
	Subcommittee of Bldg. Coord. meet as necessary	Establish other committees as needed				
		Develop plan for committees purpose and function according to project and building needs	Implement plan for committees purpose and function according to project and building needs			
	C/Ed. staff Advisory Council meets weekly	Establish a framework to appoint a lay advisory comm. for C/A	Set up a lay advisory committee for C/A			
M. Work Experience	Moffitt Student Services Program, Student Tutors, Classroom Offices, etc. information shared with other buildings	Continue to adapt student services	Each school has provision for students to participate in a work experience program	Continue student services program		
		Investigate other programs and share data	→	→		
	Identify and catalog building jobs	Expand and develop file				
	Use Student Placement Coord. in advisory capacity	Continue services of Student Placement Coordinator				

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
ist. C/A Bldg. Coord function becomes more elevant to meet eeds of project and chool					Committees formed
stablish other com-ittees as needed					District C/A Committee
evelop plan for com-ittees purpose and unction according o project and build-ng needs	Implement plan for committees purpose and function according to project and building needs				Lay Advisory Committee Council for C/E
stablish a framework o appoint a lay ad-isory comm. for C/A	Set up a lay advisory committee for C/A				District C/A Steering Committee
ontinue and adapt tudent services	Each school has provision for students to participate in a work experience program	Continue student services program			Provide opportunities for each student to participate in a school work experience program
nvestigate other rograms and share ata					
xpand and develop ile					
ontinue services of tudent Placement oordinator					

Springfield School District

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
SCHOOL AND COMMUNITY RELATIONS N. Communications	Parent-Teacher conferences	Parent coffees				
	Newsletter to Parents	Continue newsletters				
	Parent involvement in schools	Further involve parents in C/A program planning and assessment				
	PTA meetings and involvement					
	Open House for Parents & Comm.	Continue open houses in schools				
	Monthly Newsletter to Teacher	Continue monthly newsletter to teacher				
	Community surveys conducted by principals			Revise survey and continue its function		
		Encourage student involvement in planning and assessment				
		Encourage teacher visits to homes.				

LONG RANGE PLAN FOR CAREER AWARENESS (ELEMENTARY)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Parent coffees	→	→	→	→	An on-going communication between the parents, community, and the school
Continue newsletters	→	→	→	→	
Further involve parents in C/A program planning and assessment	→	→	→	→	
Continue open houses in schools	→	→	→	→	
Continue monthly newsletter to teacher	→	→	→	→	
	→	Revise survey and continue its function →	→	→	
Encourage student involvement in planning and assessment	→	→	→	→	
Encourage teacher visits to homes	→	→	→	→	

Springfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75) **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (
PERSONNEL A. Commitment	All four junior highs with staff involvement	Make Bldg. Coor. role more effective OP	→			
	Building Coordinators meeting and designing C/Ex. programs	Add 3 to leadership team and SUTOE teacher to make a bldg. leadership team. All depts. represented plus counselor. C	Provide substitute time for leadership team as needed. Leadership team meet with staff	Bldg. Coor. continue meeting together		
	Inservice to all C/Ex. staff to understand C/Ex.	All staff understand the concept of C/Ex. C	District staff & Bldg Coor. will prepare & present proposal to Board.			
		On-going C/Ex. program in all 4 jr. highs OP				
PERSONNEL B. Inservice	100% of jr. high staff have been provided C/Ex. Total of 10 hrs.	Continue release days for inservice OP	Use priorities listed by Bldg. Coor.			
		Inservice new teachers. OP	Incorporate Dist. level inservice (1-12)			
	Visitations have been made to other exemplary districts	Continue district visitations to exemplary schools in other districts, Visitors report in writing and orally OP				
	Staff needs have been surveyed and identified	Staff needs surveyed each year NC	Resource teacher adopt instrument & administer.			

** CODE

P - Progress Satisfactory
C - Completed
O - On-going
N C - Not completed
N A - Not applicable
→ - To be continued

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

June 17, 1975

ROUGH DRAFT

Year 1 (74-75) **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Make Bldg. Coor. role more effective					Total staff commitment to Career Exploration (C/Ex.)
Add 3 to leadership team and SUTOE teacher to make a bldg. leadership team. All depts. represented plus counselor.	Provide substitute time for leadership team as needed. Leadership team meet with staff	Bldg. Coor. continue meeting together			Total staff involvement in C/Ex.
All staff understand the concept of C/Ex.					
On-going C/Ex. program in all 4 jr. highs	District staff & Bldg. Coor. will prepare & present proposal to Board.				Staff involvement in obtaining district commitment.
Continue release days for inservice	Use priorities listed by Bldg. Coor.				Total staff inserviced and involved in C/Ex. process
Inservice new teachers.	Incorporate Dist. level inservice (1-12)				All new staff inservice.
Continue district visitations to exemplary schools in other districts, Visitors report in writing and orally					Continued inservice and up-grading of programs All staff to have visited minimum of one other district
Staff needs surveyed each year	Resource teacher adopt instrument & administer.				Inservice needs based on staff needs.

Springfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75)**	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (
PERSONNEL B. Inservice (continued)	Summer workshops: for Leadership Team - 1 week; for all staff - 2 days + Consultants brought in for inservices	Provide summer workshops in C/Ex. C Send 4 staff to OSU summer workshop on value clarification C Provide DCE classes on C/Ex. Of	Provide workshops for 1/2 of staff. Provide time for staff visitation for career explor. Min. 1 ½ staff/year.	Identify and evaluate C/Ex. processes in all schools	Provide DCE classes on C/Ex	
		Provide time for curriculum development in C/Ex. C	District level inservice by curr. areas.	Provide time for Curr. development in C/Ex.		
ADMINISTRATION C. Leadership	4 Bldg. Coord. identified C/Ed. Project Coor. hired - Bob McKee 2 EPDA Interns assigned to C/E Project. State Exem. C/E Proj. assigned to Springfield Support from Lane IED, SDE & OSU	District Long-Range Plan (5-yr.) by October 1, 1974 C Bldg. Coor. Manual developed and in use C Bldg. Long-Range Plan by Oct. 1, 1974 C Continue development of C/Ex. leaders in bldg. C	Total staff involvement in continuing implementation of long-range plan Yearly revision of Long-Range Plan by Oct. 1, each year. Continue implementation of Long-Range Plan Revise by Oct. 1, each year Secondary Resource teacher hired, job desc. developed & evaluate need for position in future. Study poss. of release periods for Bldg. Coor.	Evaluate position (if continued).		

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

	Year 1 (74-75)**	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
ops: p ; -	Provide summer workshops in C/Ex. C Send 4 staff to OSU summer workshop on value clarification C Provide DCE classes on C/Ex.	Provide workshops for 1/2 of staff. Provide time for staff visitation for career explor. Min. 1 = staff/year.	Identify and evaluate C/Ex. processes in all schools	Provide DCE classes on C/Ex		Activities and materials for classroom use. Total staff will have visited minimum of one career exploration area.
	Provide time for curriculum development in C/Ex.	District level inservice by curr. areas.	Provide time for Curr. development in C/Ex.			Curricula includes Career Exploration Act.
Coor. cKee	District Long-Range Plan (5-yr.) by October 1, 1974 C Bldg. Coor. Manual developed and in use C	Total staff involvement in continuing implementation of long-range plan Yearly revision of Long-Range Plan by Oct. 1, each year.				Complete Admin. commitment
s /E Lane	Bldg. Long-Range Plan by Oct. 1, 1974 C Continue development of C/Ex. leaders in bldg.	Continue implementation of Long-Range Plan Revise by Oct. 1, each year				Develop leaders in C/Ex. at all levels of building
		Secondary Resource teacher hired, job desc. developed & evaluate need for position in future. Study poss. of release periods for Bldg. Coor.	Evaluate position (if continued)			District level leadership for Career Exploration.

Springfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year
ADMINISTRATION						
D. Financing	Exem. Proj. funds for: Pay for bldg. coor., travel, consultants, workshops, materials, visitations and DCE classes					
	District commitment for: Meals, teacher release time, materials		Presentation to Board in November 1975 confirm district commitment to continue program			
	IED specialists & DCE class		DCE classes by Lane IED			
E. Evaluation	Outside evaluator hired - Hunter Temple of Learning - Comm. System		Wayne Courtney hired as outside evaluator	Provision for regular assessment.		Stu eva Dis use eva
			Re-assess Bldg. Coor. role. & Res. Teacher.			
	Post-meeting reaction sheets	Evaluation procedures developed by Dist. C/E staff	Revise evaluation procedures to fit needs			
	Evaluation procedures designed according to components	Meet the specifications of the Exem. C.E. component	Rewrite project component to fit needs of program.			Rew to pro
	Regional evaluation					

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

	Year 1 (74-75) **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
funds						District assumption of total financial responsibility for C/Ex.
g. coor., sultants, materials, ions and sses						
mitment		Presentation to Board in November 1975 confirm district commitment to continue program				
her re- materials						
ists &		DCE classes by Lane IED				Lane IED support of Career Exploration
luator ter earning n		Wayne Courtney hired as outside evaluator	Provision for regular assessment.		State Dept. evaluation of District program use outside evaluator	
		Re-assess Bldg. Coor. role. & Res. Teacher.				
reactio	Evaluation procedures developed by Dist. C/E staff	Revise evaluation procedures to fit needs				Planned and written evaluation model for C/Ex.
procedures cording ts	Meet the specifications of the Exem. C/Ex. component	Rewrite or test component to fit needs of program.			Rewrite component to fit needs of program	
valua-						

Springfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75)	** Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Ye
CURRICULUM						
F. Goals and Long-Range Plans	C/Ex. Proj. goals, objectives, etc.	Continue to implement goals of exem. proj. through bldg. coor. and inservice				
	Work on long-range plan for district and building	Long-range plans	Revise long-range plans by October 1 each year.			
	Identify C/Ex. materials			District Coor. to identify, order and make available to Bldg. Coord.		
	Evaluate Portland K-10 materials	Continue to evaluate new materials in C/Ex.				
	Develop C/Ex. curriculum					
	Revise and clarify C/Ed terminology					
	Integration of C/Ex. into curriculum	Continued revision of scope and sequence of C/Ex.				
G. Career Guidance	Set up district level coord.	Develop long-range plan for career guidance	Implement long-range guidance plan. Revise yearly.			
	Orient counselors to guidance component of project.					
	Advisor advisee programs in some schools		Advisor/advisee program in all schools			

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

PRESENT	Year 1 (74-75)	** Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOME
roj. goals, ves, etc.	Continue to implement goals of exem. proj. through bldg. coor. and inservice					Planned and writte C/Ex. program in every building, inc various methods of instruction and interdisciplinary concepts
long-range r district lding	Long-range plans	Revise long-range plans by October 1 each year.				
y C/Ex. ls			District Coor. to identify, order and make available to Bldg. Coord.			
Portland terials C/Ex. cur-	Continue to evaluate new materials in C/Ex.					
and clarify rminology tion of C/Ex. rriculum	Continued revision of scope and sequence of C/Ex.					
district oord. counselors to e component ject. advisee s in some	Develop long-range plan for career guidance	Implement long-range guidance plan. Revise yearly.				Guidance as an integral part of C/Ex.
		Advisor/advisee program in all schools			Advisor advisee program evaluated	On-going Advisor/ Advisee program.

Springfield School District — LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year
CURRICULUM G. Career Guidance (continued)	Expand guidance techniques Preview and purchase of guidance materials	Send staff to OSU values clarification summer workshop	Provide workshops & DCE Classes in guidance techniques Guidance			
	Guidance component revised	Revise guidance part of component as necessary and implement guidance component revisions Set up workshops for guidance staff in test interpretation, decision-making Career guidance visitations and inservice	Incorporate guidance in C/Ex. component and program. Identify guidance cadre personnel (Guidance 2.6) and provide release time to cadre personnel Inservice for staff on usefulness of guidance in C/Ex.	Set up workshops for guidance cadre personnel (Guidance 2.6a) to train in specialized guidance techniques.		
H. Articulation	Bi-monthly newsletter to all staff	District Coord. of Communications and Publications to assume responsibility				
	Identify student attitudes	Assess student attitudes in all areas. Instrument prepared by 74-75 Guidance Subcommittee of the leadership team.	Secondary Resource Teacher set up procedure for assessing student attitudes.			

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

T	Year 1 (74-75)	** Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
nce purchase mater-	Send staff to OSU values clarification summer workshop	Provide workshops & DCE classes in guidance techniques Guidance	→	→	→	Guidance as integral part of Career Exploration.
ponent	Revise guidance part of component as necessary and implement guidance component revisions Set up workshops for guidance staff in test interpretation, decision-making Career guidance visitations and inservice.	Incorporate guidance in C/Ex. component and program. Identify guidance cadre personnel (Guidance 2.6) and provide release time to cadre personnel. Inservice for staff on usefulness of guidance in C Ex.	Set up workshops for guidance cadre personnel (Guidance 2.6a) to train in specialized guidance techniques.	→	→	
ews- l staff	District Coord. of Communications and Publications to assume responsibility	→	→	→	→	Better communication between schools/community/administration/teachers
dent	Assess student attitudes in all areas. Instrument prepared by 74-75 Guidance Subcommittee of the leadership team.	Secondary Resource Teacher set up procedure for assessing student attitudes.	→	→	→	Develop a more positive attitude toward work.

Springfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75) **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Ye
CURRICULUM H. Articulation (continued)	Exem. Proj. goals on articulation	Bldg. coordinator and team to review/revise work in articulation Training of leaders to help initiate articulation with all facets of schools and community.		Implementation of articulation —school/community		
	Parent meetings Open houses	Open house in all schools	Continued parent and community involvement			
I. Methods of Instruction	Develop this through inservice and workshops Develop and implement evaluation instruments	Inservice on alternative methods of instruction Review and purchase materials to aid these methods Continue using evaluation instruments	Further inservice on various methods and materials Infusion strategies workshop.	Page 3 (Dist. Coor.) Provide permanent substitute for each building to allow teacher/small group activities. Provide transportation for above.		
J. Interdisciplinary	C/Ex. Activities Guide for interdisciplinary approach	Provide summer workshop for continuation of C/Ex. Activities Guide	Provide incentive funds for teacher developed C/Ex. activities	Utilize and Evaluate C Ex. Activities Guide		

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

PRESENT	Year 1 (74-75) **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOME
roj. goals culation	Bldg. coordinator and team to review revise work in articulation					Written articulat plan in and imple mented in schools
	Training of leaders to help initiate articulation with all facets of schools and community.		Implementation of articulation —school/community			
meetings	Open house in all schools	Continued parent and community involvement				Joint meetings be tween all areas o C/Ed. to unify an better the curric lum
this through ce and work-	Inservice on alternative methods of instruction	Further inservice on various methods and materials Infusion strategies workshop.				Each teacher will have materials an techniques to car out effective C/Ex. program
	Review and purchase materials to aid these methods		Page 3 (Dist. Coor.) Provide permanent substitute for each building to allow teacher/small group activities. Provide transportation for above.			
and imple- valuation ments	Continue using evaluation instruments					
Activities for interr linary ap-	Provide summer workshop for continuation of C Ex. Activities Guide	Provide incentive funds for teacher developed C Ex. activities	Utilize and Evaluate C Ex. Activities Guides			Integration of C/ into the curricu

Springfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

	PRESENT	Year 1 74-75 ed	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
CURRICULUM J. Inter-disciplinary (continued)	Each staff to develop own method of integration and infusion of C/Ex. activities Portland K-10 materials	Expansion of integration and infusion of C/Ex. activities Revise materials in Activities Guide Selection of materials for district and bldg.	Continue integration of C/Ex. into jr. high curriculum (Subj. areas) Provide inservice for subject area C/Ex. development Revise materials as appropriate.			
K. Resources	Identified consultants Career Information System (CIS) Visit File and Resource Person List Set up activities resource guide for schools Field trips	Further identify consultants and resource people for both staff and students. Review C/Ex. materials and put into resource center, i.e., libraries, IMC, etc. Disseminate activities guides to all new staff Begin development of district resource (card file) system Expand field trips site list	Utilize results of IED Com. Res. Util. Deve. Project. (Field trips lists, speakers, etc.) Community involvement Develop career centers in each building. Implement resource card file system and put into operation Update	Evaluate career centers & expand as appropriate.		

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

Year 1 74-75 **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
de- hod n and C/Ex.	Expansion of integration and infusion of C/Ex. activities Revise materials in Activities Guide Selection of materials for district and bldg.	Continue integration of C/Ex. into jr. high curriculum (Subj. areas) Provide inservice for subject area C/Ex. development Revise materials as appropriate.	→	→	Integration of Career Exploration into curriculum. Career Exploration materials related to each subject available to teachers.
n- ation Visit urce ties e for	Further identify consultants and resource people for both staff and students. Review C/Ex. materials and put into resource center, i.e., libraries, IMC, etc. Disseminate activities guides to all new staff Begin development of district resource (card file) system Expand field trips site list	Utilize results of ITD Com. Res. Util. Deve. Project. (Field trips list, speakers, etc.) Community involvement Develop career centers in each building. Implement resource card file system and put into operation Update	Evaluate career centers & expand as appropriate.	→	Guides for: District resource speakers, field trips, materials out-of-district speakers, consultants. C/Ex. resource and materials center in operation in each building.

Springfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75) **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
K. SCHOOL AND COMMUNITY RELATIONS	Bldg. Coord. meet monthly	District C Ex. Bldg. Coord. function becomes more relevant to meet needs of proj. and schools				
L. Advisory Committees	C/Ed. Project Staff meets weekly					
	Establish committees as needed (Lay Advisory, etc.)	Develop plan for committees' purpose and function according to proj. and bldg. needs	Consider Lay Advisory Committees as needed			
M. Work Experience	Identified and cataloged bldg. job list	Expand and develop job list	Each school has provision for students to participate in a work experience program	Continue school services program. Provide funds for extra classroom equipment for hands on experiences		
	Use Student Placement Coordinator in an advisory capacity	Continue to use services of the Student Placement Coordinator				
N. Communications	Parent-Teacher conferences					
	Newsletters	Newsletters	All schools to send monthly newsletters to parents			
	Student Placement Coordinator in community.					
	Community Action Volunteers.	Expand	Examine use & need for community action volunteers.			

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

ENT	Year 1 (7--75) **	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
meet Staff mit- (Lay	District C Ex. Bldg. Coord. function becomes more relevant to meet needs of proj. and schools Develop plan for committees' purpose and function according to proj. and bldg. needs	Consider Lay Advisory Committees as needed	→	→	→	Committees formed and functioning Dist. C/Ex. committee Lay Advisory Comm. Council for C/Ed.
. job Place- tor in pacity	Expand and develop job list Continue to use services of the Student Placement Coordinator	Each school has provision for students to participate in a work experience program	Continue school services program. Provide funds for extra classroom equipment for hands on experiences	→	→	Provide opportunities for each student to participate in a school work experience program
ment n	Newsletters	All schools to send monthly newsletters to parents	→	→	→	An on-going communication between the parents, community, and the school
ion	Expand	Examine use & need for community action volunteers	→	→	→	

Spri gfield School District

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
SCHOOL AND COMMUNITY RELATIONS N. Communications (continued)	Parent involvement in community Some Parent School groups active Incoming Parents/ Student orientation	Parent coffees in school further involve parents in C/Ex. program planning and evaluation	Parent coffees Evaluate active Parent/School groups for possible expansion.			

LONG RANGE PLAN FOR CAREER EXPLORATION - JUNIOR HIGH

RESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
olvement ty t School ive arents/ ientati.n	Parent coffees in school further involve parents in C/Ex. program planning and evaluation	Parent coffees Evaluate active Parent/School groups for possible expansion.	→	→	→	

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (7
PERSONNEL: A. Commitment	All senior high staff involved.					
	Building Coord. met to plan high school participation in Exem. Proj and to design summer workshops in C Ed.	Building Coord. role is re-defined.	Implement changes in Building Coord. role	Redefine role of Bldg. Coord. and implement changes		
		Identify exemplary methods in C/Ed.: classroom techniques; clubs; advisory groups →				
	Inservice exposure to Exemplary Project	Further inservice regarding Exemplary Project. →				
		Performance Goal Changes: Encourage each staff member to choose one performance goal in the area of C/Ed. →				
		Meeting times for Exem. Proj. Committees are flexible. →				
PERSONNEL: B. In-service	Visitations have been made to other exemplary districts.	Continue visitations				
	Consultants have been brought in on testing.	DCE class on testing procedures financed by project funds				
	Summer workshops for leadership team.					

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH) October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
				→	Total staff understanding of and commitment to C/Ed.
Building Coord. role is re-defined.	Implement changes in Building Coord. role	Redefine role of Bldg. Coord. and implement changes	→	→	
Identify exemplary methods in C/Ed.: classroom techniques; clubs; advisory groups	→				
Further inservice regarding Exemplary Project.	→				
Performance Goal Changes: Encourage each staff member to choose one performance goal in the area of C/Ed.	→				
Meeting times for Exem. Proj. Committees are flexible.	→				
Continue visitations.	→	→	→	→	Adapt in our district features shown to be successful by other district in order to improve our own program.
DCE class on testing procedures financed by project funds	→	→	→	→	Better understanding and utilization of test results by staff
	→	→	→	→	To continue to review and update career ed. procedures and a broader involvement of staff member

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
Personnel In-service continued		Interdisciplinary classes for DCE credit				
		Develop guidelines and/or training program for substitutes				
	Orientation to career guidance (C/Guid. procedures	Orientation to C/Guid. procedures in individual high schools				
	Release days for inservice	Continue release days for inservice training				
		Inservice new teachers				
		Share summer workshop materials with staff using summer workshop personnel as discussion leaders				
		Questionnaire regarding staff inservice and release time	Staff needs assessed and identified			
			Identify and evaluate Career Ed. processes in all schools			
		Written staff evaluation of inservice and release time				

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Interdisciplinary classes for DCE credit					Increase articulation between departments. Better understanding of C/Ed.
Develop guidelines and/or training program for substitutes					
Orientation to C/Guid. procedures in individual high schools					Work towards total staff involvement in C/Guid..
Continue release days for inservice training					Work towards total staf involvement.
Inservice new teachers					
Share summer workshop materials with staff using summer workshop personnel as discussion leaders.					
Questionnaire regarding staff inservice and release time	Staff needs assessed and identified				Involvement of staff in inservice work.
	Identify and evaluate Career Ed. processes in all schools				Continue to improve car education processes.
Written staff evaluation of inservice and release time					Better use of inservice and release time.

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	YEAR 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (7
Personnel Inservice continued		Encourage staff involvement in local businesses and community services during the summer.				
	Incentive Grant	District committee to study feasibility of teachers interning in community programs	Request CCC (Central Curriculum Committee) to budget additional money to establish "teacher interns" into the community			
ADMINISTRATION: C. Leadership	District C. Ed. staff	District long-range plan (5 yr.) developed	Reevaluate by Oct. 15 each year →			
	State Exem. C. Ed. Project assigned to Springfield					
	Building Admin. staff	Copy of district and building long-range plans - means of implementation				
	Support from Lane ESD, SDE, & CSC					
	Building Coordinator (Bldg. Coor.) identified	Continued identification and development of C Ed. leaders in buildings. →		Identify half-time C Ed. Coor. in each building →		Identify f C/Ed. Coor each build
	Bldg. Coor. Manual developed	Reevaluate by summer 1975				
		Bldg. long-range plan developed - update yearly →				

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH) October 1, 1974

YEAR 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (787-79)	DESIRED OUTCOMES
Encourage staff involvement in local businesses and community services during the summer.					To better the understanding of C/Ed. and the needs of the community.
District committee to study feasibility of teachers interning in community programs	Request CCC (Central Curriculum Committee) to budget additional money to establish "teacher interns" into the community				To enrich the teacher an teaching.
District long-range plan (5 yr.) developed	Reevaluate by Oct. 15 each year				Complete Administrative commitment
Copy of district and building long-range plans - means of implementation					DCE classes, consultant intern aides, externs, as supportive to C/Ed.
Continued identification and development of C/Ed. leaders in buildings.		Identify half-time C/Ed. Coor. in each building		Identify full-time C/Ed. Coor. in each building	To identify and develop leaders in C/Ed. with each building to establi C/Ed. Coor. in each bldg
Reevaluate by summer 1975					For the bldg. coor. to be more effective in the jobs
Bldg. long-range plan developed - update yearly					

Springfield School District #

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PROJECT	YEAR 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-
ADMINISTRATION D. Financing	Exemplary Project funds for: Pay for building coordinators, travel, consultants, workshops, materials, and visitations, IED-ICH classes. District commitment for: Meals, teacher release, administrative time, materials	→	→	November, 1975, confirm district commitment to continue program →	District continued programs as adopted by Board	
		Develop "cost" sheet for year 1 (Release time, space, etc.				
ADMINISTRATION E. Evaluation	Outside evaluator hired - matter sample of learning communications systems State Department [illegible] evaluation [illegible]	→		→	Continued [illegible] evaluation	
		End of the year 1-day workshop to assess the progress of each year's activities and ed. (Part of long-range planning process Utilize results of SDE evaluation Evaluation of cluster program		IED: Class Evaluation		

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

October 1, 1974

YEAR 1 (74-75)	Year 2 (75-76	Year 3 (76-77	Year 4 (77-78	Year 5 (78-79)	DESIRED OUTCOMES
					District assumption of total financial responsibility for C/Preparation
	November, 1975, confirm district commitment to continue program	District continued programs as adopted by Board			District assumption of total financial responsibility for C/Preparation
Develop "cost" sheet for year 1 (Release time, space, etc.					
		Continued in-house evaluation			To use evaluation in a regular and systematic way in order to upgrade and improve the overall program.
End of the year 1-day workshop to assess the progress of each year's activities in a cluster (Part of long-range planning process					
Utilize results of SDE evaluation		Utilize class evaluation			
Evaluation of the cluster program					To identify strengths and weaknesses in our cluster curriculum

Springfield School District #?

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78
Administration Evaluation continued	Post-meeting reaction sheets to inservice and summer workshops		Each building develop a method of assessing individual teacher involvement in C. Prep.			
	Lay Advisory groups evaluation	Continue use of advisory committee in evaluation				
	Post-graduate survey by Frank Alexander to assess effectiveness of C.Ed.	Use results of follow up in program evaluation and change				
	Aptitude testing	Expanded use of aptitude and general interest tests for evaluation purposes				
		Student and staff diagnostic questionnaire of available career information, cluster programs, clubs, etc.	Use results in program			
		Continued student input on C.Ed.				
Coordination: Goals, and Long-range Plans.	Development of district senior high career type short and long-range plans	Board adoption	Yearly revision			

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t #19 LONG-RANGE PLAN FOR CAREER PREPARATION, SR. HIGH October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
re- to ops	Each building develop a method of assessing individual teacher involvement in C Prep.				Self-evaluation and direction for each teacher. Relate C/Ed. more closely toward teaching areas and courses
tion	Continue use of advisory committees in evaluation				Feedback from community regarding cluster programs
nk as- eness	Use results of follow up in program evaluation and change				
ing	Expanded use of aptitude and general interest tests for evaluation purposes				
	Student and staff diagnostic questionnaire of available career information, cluster programs, films, etc.	Use results in program			Input from staff and students regarding programs
	Continued student input to C Ed.				
ce for Prep.	Board adopt	Yearly revision			Complete implementation of long and short range plans

Springfield School District #__ LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78
Curriculum Goals and Long-Range Plans, continued	Development of individual senior high short and long-range plan for C Ed.	Formation of/or utilization of existing committees to guide the implementation of the long and short range plans	Yearly revision			
	Evaluate current Career Exploration and Preparation materials					
	Establish a Career Guidance Program					
	Career Guidance procedures	Development of Career Guidance Manual				
		Program evaluation by guidance committee and admin.				
	Development of new district graduation requirements					
	State evaluation of total program	Curriculum changes based upon local and state eval.				
		Establish a curriculum committee for articulated study between and with the curriculum committees of the [illegible] teachers and students				

LONG-RANGE PLAN FOR CAREER PREPARATION [illegible] HIGH — October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Formation of, or utilization of existing committees to guide the implementation of the the long and short range plans	Yearly revision	→	→	→	Complete implementation of THS and SHS long and short range plans
→	→	→	→	→	Continued exploration and utilization of Career Preparation materials
→	→	→	→	→	Involvement of each student with a teacher advisor on a one-to-one basis
Development of group guidance manual	→	→	→	→	Evaluate and continue to improve career guidance procedures
Program evaluation by guidance committee and admin.	→	→	→	→	
→	→	→	→	→	Coordination of curricul with district graduation requirements.
Curriculum changes based upon the [illegible]	→	→	→	→	Continued updating of curriculum in regard to philosophy and goals of '73-'74 State evaluation
[illegible] teachers and students	→	→	→	→	Revision of curriculum as needed.

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-7
Curriculum Goals and Long-Range Plans, continued	DECA, VICA, FFA, FBIA	Continual development and establishment of new youth organizations related to clusters				
	1971 long-range plan for clusters	Revise 1971 long-range plan for clusters	Yearly review			
CURRICULUM: C. Career Guidance	Develop Career Guidance C. Guid. procedures	Evaluate and implement C. Guid. procedures				
	Recommendations to train all teachers in test evaluation	Institute DCR class on test interpretation	Advise staff on new techniques			
	Evaluate and develop career information centers	Continuing development and implementation of career information centers	Evaluation of career information centers			
	CIS available in each high school	Additional CIS terminal available for C. Guid.	Lacks for CIS terminal be installed in each department area.			
	Hiring of a post-high school employment specialist	Staff and student orientation to post-high school placement component of exem. proj.				
	Use of appropriate aptitude tests					

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH

October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Continual development and establishment of new youth organizations related to clusters				→	Existence of a related youth group for each cluster
Revise 1971 long-range plan for clusters	Yearly review			→	Implementation of new clusters as per plan.
Evaluate and implement C/Guid. procedures				→	Evaluate and continue to improve C/Guid. procedures
Institute DCR class on test interpretation	Advise staff on new techniques			→	Complete familiarization of teacher-advisors with all tests and other guidance vehicles
Continuing development and implementation of career information centers	Evaluation of career information centers		→		Career information center staffed by one full time person and equipped with CIS terminal and updated career materials
Additional CIS terminal available for C Guid.	Tasks for CIS terminal be installed in each department area.		→		Utilization of CIS terminals in each department
Staff and student orientation to post-high school placement component of exem.				→	Availability of job placement assistance for all graduate and school leavers
Use of appropriate aptitude tests				→	Students aware of their aptitudes for various jobs.

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION — SR. HIGH

Section	Present	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78
I. CURRICULUM: A. Articulation (smooth, non-repetitious educational proc.	Monthly newsletter	Newspaper published by Coord. of Publications and Communications to include new column "What Classroom Teachers Are Doing in Career Education."				
	9th Grade orientation	High school counselors spend additional time in the junior highs with staff Sr. H. tours of high school Presentations by cluster teachers at junior highs Parent meetings				
	[illegible]	[illegible] study and implement [illegible] program at [illegible]				
	[illegible] "Expos": Industrial Arts Fair, Creative Arts Fair, etc.					
	[illegible]					
	Career speakers [illegible]					

19 ...G-RANGE PLAN FOR CAREER PREPARATION ...R. HIGH October 1, 1974

Year 2 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Newspaper published By Coord. of Publications and Communications to include new column "What Classroom Teachers Are Doing in Career Education"					Staff Communication regarding other levels of Career Education
High school counselors spend additional time in the junior high with staff					Better understanding of senior high programs and opportunities available
...s & tours of high school.					
Presentations by cluster teachers at junior highs					
Parent meetings					Better parent-student understanding of senior high programs and opportunities available
...ation & implementation of plan in ... Public Schools					Demonstration of student skills and creativity, improves community understanding, show and tell for other students.
					Assist post-high school career planning

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)
*Curriculum Articulation, continued	Career Counseling	Teacher-Advisor program				
	Special career counseling programs (Frank Alexander		Home visitations by counselors or advisors			
	High school and post-high school placement counseling	Expand advice through addition of employment spec				
		Initiate pilot program with early release students in the first year. Exit conference with early release student	Evaluation and continuous development			
		Committees at bldg. level to develop use of the Career Carousel	Career Carousel: Every year? Alternate years? For particular class - 10/11/12?			
		Involve all interested depts. in setting up booths to show careers associated with their teaching area				
	Advisement [illegible] Americ[illegible] Society, Nat[illegible]	At bldg. level, appropriate committees evaluate Adv. Pl. as a career program				

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH

October 1, 1974

Year 1 (74-75	Year 2 (75-76	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Teacher-Advisor program					Assist students in curriculum choices and career planning
					Assist students in career decision making
	Home visitations by counselors or advisors				Assist students and parents in curriculum choices and career planning
Expand advice through addition of employment spec.					Help students and former students maximize career preparation in high school
Initiate pilot program with early release students in the first year. Exit conference with early release student	Evaluation and continuous development				" " " " "
Committees at bldg. level to develop use of the Career Carousel.	Career Carousel: Every year? Alternate years? For particular class - 10/11/12?				Awareness of relationship between clusters and career opportunities Awareness of job opportunities
Involve all interested depts. in setting up booths to show careers associated with their teaching area					Broader involvement of teachers in the program
At bldg. level, appropriate committees evaluate Adv. Pl. as a career program					To provide more opportunity for students to gain college placement and credit

Springfield School District #19 LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-7
Curriculum Articulation, continued		Coordination with LCC vocational departments and administrators				
		To explore college credit and placement for advanced vocational courses offered in high school	Develop program to enable students to accelerate their career program	Implement and evaluate		
	Lay advisory group in cluster areas					
	Limited coordination between junior and senior high staffs	Each curriculum area set up meetings on a regular basis	Vocational DCE classes for teachers'			
CURRICULUM: I. Methods of Instruction	Self-contained classroom	Task force set up at building level to discover how to best facilitate team and interdisciplinary teaching	Implement results			
	Small groups					
	"One-to-one" student - career counselor	Committees set up to plan workshops to improve current methods of instruction and develop new methods, e.g., team and interdisciplinary teaching	Hold workshops or DCE classes as per committee recommendation			
	Individualized, DCE					
	Work Experience					
	Clubs - FFA, VICA, DECA					
	Cooperative Work Experience					

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH) October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Coordination with LCC vocational departments and administrators					To provide opportunity for students to accelerate their career prog.
To explore college credit and placement for advanced vocational courses offered in high school	Develop program to enable students to accelerate their career program	Implement and evaluate			Communication, assistance, public relations between school and community
					Updating of curriculum to meet business and industrial needs
Each curriculum area set up meetings on a regular basis	Vocational DCE classes for teachers				Improve understanding, develop and maintain continuity of program. Increase spirit of fraternity.
Task force set up at building level to discover how to best facilitate team and interdisciplinary teaching	Implement results				To provide the best schedule for team and interdisciplinary teaching
Committees set up to plan workshops to improve current methods of instruction and develop new methods, e.g., team and interdisciplinary teaching	Hold workshops or DCE classes as per committee recommendation				To improve methods of instruction

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5
Curriculum Methods of Instruction, continued	Cooperative Work Experience	Committee at the building level to explore how career education might be incorporated into other teaching areas, e.g., intern experience in professions of law, public ad., engineering, medicine.				
CURRICULUM: J. Inter-disciplinary	Current examples: SHS - D.O. classes, Bus. Math. etc.,; THS - World of Work classes, Bus. Eng., English credit for shorthand Informal mutual planning activities between departments	Continue research of other similar programs Assess needs and submit proposals for programs. Provide release time to encourage teachers to visit other departments and other schools	Workshops for selected proposals Provide release time to encourage teachers to visit community businesses, etc.	Implement programs	Evaluate and revise	

19 LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH) October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Committee at the building level to explore how career edutation might be incorporated into other teaching areas, e.g., intern experience in professions of law, public ad., engineering, medicine.	→	→	→	→	To expand career preparation opportunities
→	→	→	→	→	More career preparation opportunities in all departments
Continue research of other similar programs	→	→	→	→	Improvement of inter-departmental planning and curriculum development
Assess needs and submit proposals for programs	Workshops for selected proposals	Implement programs	Evaluate and revise	→	" " " " "
Provide release time to encourage teachers to visit other departments and other schools	Provide release time to encourage teachers to visit community businesses, etc.				

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (7
CURRICULUM: K. Resources	Use of volunteers, governmental agencies, U of O Escape program. Ext., Field trips, etc.					
	C Ed. Field Trip Directory	Update				
	Career Week with Occupational Fair, pre- & post-classroom activities					
	C Ed. information located in Ed. Et. Resource Center at SHS	Establish and or utilize more effectively C/Ed. Information Centers	Evaluate and upgrade			
		Career Information systems new terminals supplied by IED Increased programs available				
	GATB-FI test interpretation	Evaluate and continue				
		Librarians be the channels for ordering C Ed. materials	Inservice sessions for librarians			
		Proposal for a workshop to compile a list of district materials printed and non-printed	Workshop to develop the list	Up-grade		

t #19 LONG-RANGE PLAN FOR CAREER PREPARATION, (SR. HIGH, October 1, 1974

	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
eers, agen- Es- ...oc, etc.						Teachers will be made aware of ways for making classes more relevant through the use of the community
rip	Update					
ith Fair, lass- es						
tion c. Cent-	Establish and or utilize more effec- tively C/Ed. In- formation Centers	Evaluate and up- grade				Effective C/Ed. Informa tion Centers
	Career Information Systems new termin- als supplied by IED Increased programs available					
in-	Evaluate and con- tinue					
	Librarians of the ... channels for order- ing C Ed. materials	Inservice sessions for librarians				
	Proposal for a workshop to ...pile a list of district materials printed and non-print...	Workshop to develop ...		... grade		More efficient utilizat of cataloged materials

Springfield School District #19 LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (7
*Curriculum Resources, continued	Lane IED includes: films, ERIC, Educational Information Service	Better utilization				
	Development of materials for community, state and national dissemination	Project director, district C/Ed. coordinator and bldg. coordinator responsible for dissemination of information	Determine future dissemination plans upon termination of proj.	Implement plans		
SCHOOL AND COMMUNITY RELATIONS	IDENTIFICATION OF	DISTRICT #19 NEEDS:				
	CWE policy: coordinated program for training station development	1. Local District Assessment. Collect and catalog district policies, objectives, and activities relating to community resources	Design of community resource delivery system Design of community resources scheduling system Develop inservice program for staff on best use of community resources, availability of community resources, etc. Develop system to train community resource people to meet identified needs.	Implementation of programs as developed		

LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

October 1, 1974

	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
...des: Edu- ...rma-	Better utilization	→	→	→	→	Effective use of research
...f ma- ...om- ...and ...min-	Project director, district C/Ed. Coordinator and bldg. coordinator responsible for dissemination of information	Determine future dissemination plans upon termination of proj.	Implement plans	→	→	Career Education material available upon request
...F	DISTRICT #19 NEEDS:					
...co- ...gram ...sta- ...ent	1. Local District Assessment. Collect and catalog district policies, objectives, and activities relating to community resources	Design of community resource delivery system Design of community resources scheduling system Develop inservice program for staff on best use of community resources, availability of community resources, etc. Develop system to train community resource people to meet identified needs.	Implementation of programs as developed	→	→	Optimize use of community resources to meet individual needs of students Assure long-range support and availability of community resources

Springfield School District #19 — LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH)

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78
SCHOOL AND COMMUNITY RELATIONS, DISTRICT #19 NEEDS, CONT.	Inservice:	2. Community Resource (CR) assessment. 3. District task force for CR assessment needs and development	Design annual updating and assessment of CR utilization Inservice: Inservice high school teachers in use of CR Training of community resource people involved.	Implementation of programs as developed Provide summer workshops for evaluation of programs		
SCHOOL AND COMMUNITY RELATIONS: 1. Advisory Committees	Building Coordinator monthly meetings C/Ed. project staff meets weekly Monitor advisory committees	C/Ed. bldg. coord. and building advisory committees established and functioning Establish C/Prep. Steering Committee Establish Community Resource-C Ed. Advisory Council Evaluate organizational set-up and implement needed changes	Revise through evaluation indications Evaluate	Implement changes		

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LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH) October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
2. Community Resource (CR) assessment 3. District task force for CR assessment needs and development	Design annual updating and assessment of CR utilization Inservice: Inservice high school teachers in use of CR Training of community resource people involved.	Implementation of programs as developed Provide summer workshops for evaluation of programs	→	→	Optimize use of community resources to meet individual needs of students Assure long-range support and availability of community resources
C/Ed. bldg. coord. and building advisory committees established and functioning	Revise through evaluation indications	Implement changes	→	→	Extension of C/Ed. concepts to total high school program
Establish C. Prep. Steering Committee	→	→	→	→	District C/Prep. Steering Committee
Establish Community Resource-Ed. Advisory Council	→	→	→	→	Involvement of community in C/Ed. planning and development
Evaluate organizational set-up and implement needed changes	Evaluate	→	→	→	

Springfield School District #19 LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH

SECTION	PRESENT	Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77	Year 4 (77-78)	Year 5 (7
SCHOOL AND COMMUNITY RELATIONS: M. Work Experience	Cooperative Work Experience (CWE) at both high schools	Expand to meet cluster expansion				
	Student Placement Coordinator at district level	Research: Broaden approach to CWE. Determine application of CWE to graduation requirements	Establish pilot program	Expand if successful		
	Diversified Occupations (D.O.) at SHS					
	Exploration at THS through World of Work class					
	Monthly CWE Coordinators Dist. meetings					
SCHOOL AND COMMUNITY RELATIONS: N. Communications	Parent, teacher conferences					
	PTSA neighborhood meetings at THS					
	District newsletter and communication	New newspaper published by Coord. of Publications and Communications				
	Student Placement Coordinator and Employment Specialist in community and hosting school visitations.					
	Parent Communications Planning Committee at SHS					
	Service Club presentations by C. Ed. and Exemplary Project staff					

19 - LONG-RANGE PLAN FOR CAREER PREPARATION (SR. HIGH October 1, 1974

Year 1 (74-75)	Year 2 (75-76)	Year 3 (76-77)	Year 4 (77-78)	Year 5 (78-79)	DESIRED OUTCOMES
Expand to meet cluster expansion					Provision of on-the-job application of school developed skills (cluster)
Research: Broaden approach to CWE, Determine application of CWE to graduation requirements	Establish pilot program	Expand if successful			
					Provision of expanded career exploration opportunities for all high school students
					Improvement of communication between the parents, community and the school
New newspaper published by Coord., of Publications and Communications					
t Coordinator and employment Specialist hosting school visitations.					Better understanding of Career Education by community
tions Planning Committee At Are					
sentations by Ind. and Exemplary Prog-					

APPENDIX E

Management System

COMPONENT	PERSONNEL								TIMELINE												
Preparation ACTIVITY	B. McKee	H. Troftgruben	C. Crone	F. Alexander	Building Coordinator	Building Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June	
District Goal #1																					
1.1a Develop visitation procedure	4 3	3			1	3	3			X				X			X			X	Report
1.1b Proj. Coord. plan visitations in district	4 1	3			1	3	3					X	X		X		X	X	X		Agenda
District Goal #2																					
2.1a Bld. Coord. responsible for dissemination	4 3	3			1				X												Report
2.2a Scheduled meetings & wksps for leadership	4 3	3			1	3	3					X			X			X			Quarter
2.2b Building Coordinators	4 1						3			X											Report
2.3a Long-range plan	4 3	3			1	3	3			X											Complet
2.3b Building l-r plans	4 3	3			1	3	3			X											Complet
2.3c Implement l-r plans	4	3			1	3	3								X					X	Report
District Goal #3																					
3.1a Obtain student evaluation for follow-up	4	3		1	1	3										X					Report
3.1b Follow-up study for grads - 9 months, 2 yrs	4	3		1	1	3											X			X	Report
3.1c Follow-up study of school leavers - 9mos, 2 years	4	3		1	1	3											X			X	Report
3.1d Assess results	4	3		1	1	3				X						X					Report

LEGEND: (1) WORK DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE - REPORT RECEIVED

PERSONNEL								TIMELINE												REMARKS
B. McKee	H. Troftgruben	C. Crone	F. Alexander	Building Coordinator	Building Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June	
4																				
3	3			1	3	3			X				X			X			X	Report
4																				
1	3			1	3	3					X	X		X		X	X	X		Agenda - evaluation $400
4																				
3	3			1				X												Report
4																				
3	3			1	3	3					X			X			X			Quarterly report $1000
4																				
1						3			X											Report $1000
4																				
3	3			1	3	3			X											Completed
4																				
3	3			1	3	3			X											Completed
4	3			1	3	3								X					X	Report $1500
4	3		1	1	3										X					Report
4	3		1	1	3											X			X	Report - survey form
4	3		1	1	3											X			X	Report - survey form
4	3		1	1	3				X						X					Report

(1) DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE - REPORT RECEIVED BY (5)RECIPIENT

COMPONENT	PERSONNEL								TIMELINE											
Preparation ACTIVITY	B. McKee	H. Troftgruben	C. Crone	F. Alexander	Bldg. Coordinator	Bldg. Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June
3.1e Wksp for curr. changes from follow-up study	4	3		1	1	3	3				X									Report
District Goal #4.																				
4.1a ½ day inser. for counselors group process tasks	4	3	1		3	1									X					Report
4.2a Counselor inservice on decision making	4	3	1		3	1					X			X						Report
4.2b Mandatory wksp on career decision making	4	3	1		3	1											X			Report
4.2c Counselor w/staff identify decision-making skills	4	3	1		3	1													X	Report
4.2d 3rd year Counselor inservice																				Third y
4.3a Monthly meetings on career guidance	4	3	1		3	1					X	X	X	X	X	X	X	X	X	Agenda
4.3b Distribute info & mat. to counselors	4		1			5			X			X			X			X		Quarter
4.4a All district counselors involved in inservice	4		1			1 5			X			X			X			X		Quarter
4.4b Submit plan of tests results	4		4			1					X								X	Report
4.5a Agenda & meeting minutes on file	4		3 4			1										X		X		Report
4.5b Bldg. plan for student scheduling	4		4 3			1												X		Report
4.5c Forecast sheet on student career choice	4		4 3			1												X		Report

LEGEND: (1) WORK DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE - REPORT RECEIVED

PERSONNEL								TIMELINE												REMARKS
B. McKee	H. Troftgruben	C. Cr[illegible]	F. Alexander	Bldg. Coordinator	Bldg. Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June	
4	3		1	1	3	3				X										Report
es 4	3	1		3	1									X						Report $100
4	3	1		3	1					X			X							Report
4	3	1		3	1											X				Report $150
4 ls	3	1		3	1													X		Report
																				Third year
4	3	1		3	1					X	X	X	X	X	X	X	X	X		Agenda - minutes
4		1			5			X			X			X			X			Quarterly Report
4		1			1 5			X			X			X			X			Quarterly Report $50
4		4			1					X								X		Report
4		3 4			1										X		X			Report
4		4 3			1												X			Report
4		4 3			1												X			Report

[illegible] ONE BY (2) ACTIVITY SUPERVISOR (3) ASSIST[illegible]NCE - REPORT RECEIVED BY (5) RECIPIENT

COMPONENT	PERSONNEL								TIMELINE											
ACTIVITY	B. McKee	H. Trafelgruben	C. Crone	F. Alexander	Bldg. Coordinators	Bldg. Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June
District Goal #5																				
5.1a 3 hr inservice on interaction & guidance process	4		1 3			1					X			X						X
5.1b Assess student-staff interaction & guidance	4		1 3			1					X									X
5.1c Quarterly meeting with building teams	4		1 3			1			X			X			X			X		
5.1d Assessment by bldg. guidance team	4		1 3			1													X	
5.1e DCE course on Teacher/Advisor	4		1			1													X	
5.2a Resource unit on decision-making	4		1			1					X									
5.2b Purchase selected books & materials - teachers	4		1			1						X							X	
5.2c Purchase materials & do printing for students	4		1			1						X							X	
5.2d Workshop for staff on decision making	4		1			1						X				X				
5.2e DCE course for staff decision making skills	4		1			1	3					X					X			
5.3f Materials & inservice																				Third y
5.3a DCE course on testing and interpretation	4		1			1									X				X	
5.3b Counselors plan inservice	4		1			1					X									Report
5.3c Inservice each bldg. 7 staff.	4		1		3	1	3				X								X	Report

LEGEND: (1) WORK DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE → REPORT RECEIVE

PERSONNEL								TIMELINE												REMARKS
R. McKee	H. Troftgruben	C. Crane	F. Alexander	Bldg. Coordinator	Bldg. Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June	
4		1 3			1					X			X						X	Report
4		1 3			1					X									X	Report $120
4		1 3			1			X			X			X			X			Quarterly report $120
4		1 3			1													X		Report
4		1			1													X		Report $400
4		1			1					X										Unit booklet $75
4		1			1						X							X		Report $100
4		1			1						X							X		Report $200
4		1			1						X				X					Report $500
4		1			1	3					X					X				Report $400
																				Third year
4		1			1									X				X		Report $400
4		1			1					X										Report
4		1		3	1	3				X								X		Report $240

(1) WORK DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE → REPORT RECEIVED BY (5) RECIPIENT

COMPONENT	PERSONNEL								TIMELINE												
Preparation ACTIVITY	B. McKee	H. Troftgruben	C. Crone	F. Alexander	Bldg. Coordinators	Bldg. Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June	
5.3d Wksp for selected. staff Test. Adm. & Interpret.	4		1		3	1					X								X		Report
5.4a Formulate Dist. Guidance Team - planning	4		1		3	1					X								X		Report
5.4b Monthly meetings of District Guidance Team	4		1		3	3					X	X	X	X	X	X	X	X	X		Report
5.5a Develop bldg. staff in guidance techniques	4		1		3	1					X								X		Report
5.5b Provide training for guidance techniques	4		1		3	1				X					X						Report
5.5c Identify cadre to demo. guidance techniques	4		1		3	1									X					X	Report
5.5d Survey schools for grou guidance materials	4		1		3	1									X	X					Report
5.5e Purchase of approved materials	4		1		3	1			X			X			X			X			Quarter
District Goal #6																					
6.1a Keep proper records- Develop procedure	4		1		3	1						X			X			X			Quarter
6.1b Select committee to evaluate	4		1		3	1									X					X	Report
6.2a Develop list from N.W. 1974 evaluation	4		1		3	1	3	3							X					X	Report
6.2b Conduct workshops and planning time	4		1		1	1	3	3	X			X			X			X			Quarter

LEGEND: (1) WORK DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE - REPORT RECEIVED

PERSONNEL								TIMELINE												REMARKS
B. McKee	H. Troftgruben	C. Crone	F. Alexander	Bldg. Coordinators	Bldg. Counselors	Bldg. Principal	Teachers	July	August	September	October	November	December	January	February	March	April	May	June	
4		1		3	1					X								X		Report
4		1		3	1					X								X		Report
4		1		3	3					X	X	X	X	X	X	X	X	X		Report
4		1		3	1					X								X		Report
4		1		3	1				X					X						Report $80
4		1		3	1									X					X	Report
4		1		3	1									X	X					Report
4		1		3	1			X			X			X			X			Quarterly Report $400
4		1		3	1						X			X			X			Quarterly Report
4		1		3	1									X					X	Report
4		1		3	1	3	3							X					X	Report
4		1		1	1	3	3	X			X			X			X			Quarterly Report $13,321

WORK DONE BY (2) ACTIVITY SUPERVISOR (3) ASSISTANCE - REPORT RECEIVED BY (5)RECIPIENT

APPENDIX F

Nine-month Follow-up Study

COMPARATIVE RATINGS OF THEIR HIGH SCHOOL EXPERIENCE

by the Classes of '72, '73 and '74

Springfield School District No. 19

525 Mill Street

Springfield, Oregon 97477

July, 1975

Submitted by:

W. Frank Alexander

Student Placement Coordinator

INTRODUCTION

The "Effectiveness of High School Education Survey" is a questionnaire used by Springfield School District No. 19 in its follow-up study of high school graduates. This survey instrument was developed in 1973 jointly with the Bureau of Educational Research, University of Oregon, and Lebanon Union High School District. (See "Effectiveness of High School Education: A Survey of the 1972 Graduates of the Springfield Public School District," available from the Career Education Office, Springfield School District No. 19).

First used in 1973 in surveying the class of '72, the summary of results was presented to the district school board, administrators, high school department chairmen, curriculum committees and the graduation requirements committee. Positive response from the recipients led to a continuing budgetary provision for following up graduates of subsequent classes.

This report summarizes the responses at the 9-month interval following graduation of the class of 1974. In addition comparisons with responses from the previous two 9-month surveys are included.

OBJECTIVES OF THE STUDY:

1.) The primary objective of the continuing survey of graduates is to provide profile data on members of each class based upon their experiences 9 months and 2 years following graduation in the areas of:

   a.) Their occupational status at the time of the survey.

   b.) Their career goals at that time.

   c.) Benefits they perceive as having received from school guidance and counseling.

   d.) The preparation they received in their chosen area.

   e.) Their evaluation of the total school program as preparation for their post-high school experiences.

2.) In addition, the changes in evaluation by the graduates will serve in part to evaluate the effects of curriculum changes.

To meet these objectives, the data have been processed using a chi-square test

to determine whether the differences between the variables were significant. The data were analyzed in three ways:

1.) Response differences between the graduates of the two high schools.

2.) Response differences by sex.

3.) Response differences by curriculum designation. (See Appendix 1 for definition of the curriculum designations.)

The above analyses were completed through the efforts of the following:

Jean Waters, Data Processing Coordinator, Springfield School District #19

Richard Millhollin, Applications Program Consultant, User Service, Computing Center, University of Oregon.

The editorial assistance of Don Wilt, Publications and Communications Coordinator, District 19, has contributed to the "readability" of an otherwise highly statistical report.

PROCEDURE

9-MONTH FOLLOW-UP, CLASS OF 1974

The first mailing was made March 19, 1975; the second, April 9, 1975. Prior to mailing out the follow-up study packet (questionnaire, form letter, prepaid self-addressed envelope, and change of address slip) each student's curriculum designation was determined by a review of each student's course of study transcript. This curriculum designation was added to other information to yield an eight-digit code number so that each student's response is identifiable. The first digit identifies the school, the second digit the curriculum designation, the third and fourth digits the class year, the fifth digit the study number (9 month or 2 year) and the last three digits the student number.

The district's bulk mailing permit was used. This resulted in a substantial saving in postage cost (1.8¢ vs. 10¢), but had the disadvantage of not being forwardable without additional postage. In many cases parents forwarded the questionnaire to the graduates. Changes of address, as sent in by the graduates, are used to correct the mailing list.

The second mailing used the same letter as in the first (see Appendix 2) with the handwritten sentence "Your help is needed" added to it for special emphasis.

A total of two hundred and sixty (260) responses were received from the mailing to the five hundred and ninety (590) graduates of the class of 1974. This equaled a 44% response. (See Table 1)

DISCUSSION OF RESULTS

The results of this survey must be qualified because of the many unidentifiable variables which would influence either the respondent's outcome or reported opinion. The class of '74 is the third class which has been asked to evaluate their high school experience, so changes between class responses might be expected to reflect some of the changes in school programs as well as societal changes in the economy, etc.

PERSONAL DATA

There was a greater response from the class of '74 in both total number and in percent. The list of graduates contained five hundred ninety (590) names. Responses were received from two hundred sixty (260) graduates, of whom 37% were males and 63% females. (See Table 1.) Twelve percent (12%) of the respondents reported being married. Most of the respondents (88%) had all their high school experience within the district.

Table 1. Class Size and Response to Evaluation Request

Class Year	Total Number in Class	Total Number Responding	% Response	Number of Male Respondents	% Male Male	Number of Female Respondents	% Female
'72	634	245	38.6	105	43	140	57
'73	590	228	38.6	107	47	121	53
'74	590	260	44.0	96	37	164	63

OCCUPATIONAL DATA

The principle occupational activity reported was continuing their education, with 46% so engaged, followed by 24% working full time, 10% unemployed and wanting work, 8% working part time, 6% reporting as house wife, and 4% in the military.

Rather surprisingly, the above showed little change from the previous year. This same stability in the face of high unemployment was further reflected by the fact that 63% of the '74 graduates reported having been in their present occupation 6 months or more. This compares with 68% of the class of '72 and 60% of the class of '73 reporting continuing employment beyond the 6-month time line. Earning power appeared to hold up well too, with 27% of the respondents reporting earnings at the $4,000 per year level or greater.

While 74% of the respondents reported they were satisfied with their present occupation, over one-half of these said they expect to change occupations. This, with the 16% who are not satisfied with their present occupation and who expect to change, shows that over one-half expect to make occupational changes. Principle reasons for seeking the change were: no future in the job (28%), returning to school (20%), personal reasons (12%), salary inadequate (9%), and work not satisfying (9%).

An interesting variation in responses to occupational mobility by the three different classes is shown. The question asked: "When job hunting, are you receptive to offers that would require your moving away from your high school community?" (See Table 2.)

Table 2. Occupational Mobility: "Would you leave your high school community for a job?

Class Year	Percentage of Respondents	
	Yes	No
'72	61	39
'73	73	27
'74	60	39

The next question, in sequence, asks if good job opportunities in their chosen career area exist locally. The response to that question has remained very constant all three years, with 53% saying yes.

CAREER GOAL DEFINITION

This section of the questionnaire attempts to determine the area of career choice, using Oregon's occupational cluster categories. Over the three years there have been no radical shifts in areas of career interest. However, the number who indicated an interest in a career area not covered by cluster designations has increased from 90 by the class of '72 to 106 by the class of '74.

Fifty-one percent (51%) of the respondents indicated that they had determined their career goal before or during high school. This is slightly higher than was reported by the class of '72, with the increase coming in the "before entering high school" category.

HIGH SCHOOL GUIDANCE AND COUNSELING

The graduates still feel that they (90%) were the primary influence over their choice of course while in high school. The '74 respondents also felt they had received career guidance from the same sources while in high school: Vocational and commercial teachers (16%), counselors (13%), followed by social studies, science, English teachers and coaches in that order.

Employment help after graduation followed the previous pattern with friends (35%) and family (27%) far ahead of other sources of job-search assistance.

CONTINUING CAREER TRAINING IN CHOSEN AREA

Of those (54) who indicated that they were presently employed in their chosen career area, 48% said they had gained the majority of their training on-the-job. This is above that of the class of '73, and below that reported by the class of '72. High school training has been more important to the classes of '73 and '74 than it was to the class of '72. (See Table 3.)

Table 3. Career Training Source

Class Year	By Percent					
	Military	High School	Formal Schooling	On-the-job	Apprenticeship	Other
'72	11	19	8	56	2	4
'73	11	30	11	36	9	3
'74	17	26	9	48	0	0

The graduates of '74 feel they received better career preparation than did the previous two classes. (See Table 4.)

Table 4. Extent of Career Preparation from High School

Class Year	By Percent			
	Very Well	Moderately Well	Poorly	Not at All
'72	21	37	18	25
'73	19	49	14	19
'74	21	59	6	5

Fifty-three percent (53%) of the respondents working in their chosen career area reported receiving extensive post-high school career training on the job. Other sources of career training were: community college, 15%; military, 13%; college, 4%; vocational school, 2%; and the remaining 13% reported receiving no further career training after high school.

EXTRA-CURRICULAR ACTIVITIES

One-half the respondents felt there were moderate to extensive high school extra-curricular activities which were available to assist them in career exploration. Only 40% indicated they had participated in those career-related activities.

HIGH SCHOOL POLICY

Well above two-thirds of the '74 graduates felt that the level of responsibility expected of them in high school, the attendance policy, and school policies were "about right". This followed the pattern of the previous two classes. A drop did occur in

those who thought their level of personal freedom had been about right to 57%, a drop of about 10% from the previous two years.

CURRICULUM

Asked to evaluate the quality of instruction from vocational instructors and from all academic subject teachers, the '74 graduates gave the same general response as the previous years. Eighty-five percent (85%) said the instruction in those areas had been satisfactory or better. Only 4% said the vocational instruction had been poor and 7% that the academic instruction had been poor. On rating the presence or availability of vocational facilities and equipment, 83% gave a satisfactory or better score while 8% said that they didn't know about the vocational facilities. This latter figure follows a 12% and 10% "unknown" rating by the previous two classes.

The graduates were next asked to judge the present usefulness to them of the different subject areas. Responses from the class of '74 were little different from those of the previous two. Math, English, P.E., and vocational courses all were given 66% or better "moderately or extremely useful" rating. The elective subjects, such as music, arts or crafts, foreign language and home economics were not taken by over one-half of the respondents. This level of non-participation has been dropping slightly over the three years.

VOCATIONAL TRAINING

Those students who had taken vocational courses and who had a full-time job were asked to rate the relevancy of their high school vocational training. Over 50% of these respondents reported that the tools and machines, work methods, work materials and level of expected performance had some relevance to their work experience.

Sixty percent (60%) of the '74 vocational respondents said there had been some or many courses available in their career area which was about on a par with the previous two classes. More of them (class of '74 respondents) did, however, report they had taken most of the courses. (See Table 5.)

Table 5. Vocational Students Taking Career-Related Courses.

Class Year	Percent Taking Most of the Courses
'72	40
'73	45
'74	52

There is a reverse trend in responses by those who had been vocational or cluster students to the question on the variety of courses available to them in their career area. (See Table 6.)

Table 6. Variety of Courses Available in Career Area.

	Percent Response		
Class Year	Too Great	About Right	Too Little
'72	0	58	42
'73	2	51	46
'74	3	43	43

LEARNING METHODS

The class of '74 concurred with the previous two classes in rating the methods of instruction which actively involved them (students) as being most effective. Twenty-three precent (23%) rated the lecture method as ineffective, while learning by doing (crafts, shop, etc.) was only rated ineffective by 3% of the respondents.

EDUCATIONAL SUPPORT SERVICES

The support services available to students were given a generally favorable rating by graduates of the past three years. (See Table 7.)

Table 7. Rating of Educational Support Service

Class Year	Percent Rating Services Fair or Better			
	Occupational Counselling	College Counselling	Library Resources	Extra-Curricular Activities
'72	68	67	90	84
'73	71	72	95	87
'74	69	66	92	86

The final evaluation asked of the graduates is what their feeling is about the general preparation they received from their high school. As with the previous two classes, 90% of the class of '74 respondents felt they had received a "fair" or better preparation.

COMPARATIVE RESULTS

The preceding has been a generalization of the total response from graduates of both high schools. To fully meet the objectives of the study noted in the Introduction, the chi-square test for differences was used in comparing responses by sex, school and by curriculum designation.

RESPONSES BY SEX

The first section of the questionnaire asks for some personal data. The question on marital status continues to be the first item showing a significantly different response based upon sex. (See Table 8.)

Table 8. Marital Status.

Class Year	Percent Response of Those Who Are Married					
	Male District Wide	Male SHS	Male THS	Female District Wide	Female SHS	Female THS
'72	2	2	2	19	17	21
'73	2	2	2	15	12	17
'74	5	0	9	15	9	21

Several differences between responses by sex showed in the section on present occupation. (See Table 9.)

Table 9. Present Occupation

Occupation	Class of 1972		Class of 1973		Class of 1974	
	Male	Female	Male	Female	Male	Female
Working Full-time	37	33	31	24	25	24
Working Part-time	7	14	6	6	3	11
Unemployed, Want Work	4	9	5	10	11	10
In School	39	33	49	50	50	44
Military	12	1	9	0	11	0

This is the first year when as many female graduates (percentage wise) are working full time as are male graduates. It is also interesting to note that there was no significant increase in the unemployment rate for female respondents, while that rate for males has doubled. In both cases, the unemployment rate is less than half the rate for their peers nationwide.

As an incentive for choosing their present occupation, advancement was much more important to the male respondents this year, with 30% of them listing it, compared to 18% of the females. Otherwise, there was not much difference in incentives between the sexes.

Table 10. Rate of Annual Income from Present Occupation

Annual Earning Rate	Class of 1972 by %		Class of 1973 by %		Class of 1974 by %	
	Male	Female	Male	Female	Male	Female
None	24	38	35	43	31	42
to $3,999	32	38	31	40	30	38
$4,000 - $5,999	17	19	17	14	22	14
$6,000 - $7,999	15	5	8	2	10	3
$8,000 & over	13	0	8	1	8	2

From Table 10, it can be seen that the female respondents reported significantly lower earnings than the males. Otherwise there were no significant differences in job satisfaction, tenure, etc.. The female graduates of '74 did indicate that they are less likely to leave the area than previous classes, and much less so than the males. (See Table 11.)

Table 11. Response to Question on Mobility for Job Oppotunity.

Class Year	% Males would leave area		% Females would leave area	
	Yes	No	Yes	No
1972	61	39	60	40
1973	72	27	74	26
1974	69	30	55	45

In the area of guidance, there is some difference in the influence on career selection received by female respondents from vocational instructors. Twenty-five percent of the male respondents said vocational instructors had the most influence on their career selection compared to 11% of the females.

The responses by female respondents who are working in their chosen career area continue to show the same differences from those of the males as in the previous two years. The military is an important factor in career training for males and formal schooling beyond high school is relied upon more by the female respondents. (See Table 12.)

Table 12. Where Respondents Received the Majority of Their Career Training

Where Training Received	1972 by %		1973 by %		1974 by %	
	Male	Female	Male	Female	Male	Female
Military	20	3	19	4	29	7
High School	7	31	14	44	21	30
Post-High School Schooling	3	13	5	17	4	13
On-the-job	67	44	38	35	46	50
Apprenticeship	0	0	19	0	0	0
Other	3	6	5	0	0	0

This greater reliance on the community college by the women is shown by the responses to the question on where they received their career training after high school.

Twenty-one percent of the females indicated the community colleges compared to 8% of the males.

In their evaluation of the present usefulness of different high school courses, there were only two significant differences between their responses this year. While 57% of the males felt knowledge gained in science was presently useful to them, only 40% of the females agreed. Physical Education was also rated more useful by the males. The three-year trend in the principle subject areas is shown in Table 13.

Table 13. Curriculum Rating According to Present Usefulness Showing Percent Giving Moderately to Extremely Useful Rating

Area	1972 by %		1973 by %		1974 by %	
Area	Male	Female	Male	Female	Male	Female
Math	59	52	84	66	84	87
English	70	75	74	93	70	77
Science	60	45	58	49	57	40
Social Studies	61	57	60	67	62	54
Vocational Courses	66	69	67	64	69	64
Physical Education	79	62	80	68	85	66

The elective areas need to be looked at in light of the number who don't take the subjects. (See Table 14.)

Table 14. Percent of Graduates Reporting Not Taking Electives

Elective	1972 by %		1973 by %		1974 by %	
	Male	Female	Male	Female	Male	Female
Vocational Courses	24	19	17	24	21	22
Music	63	53	63	53	67	49
Arts & Crafts	72	57	59	52	58	39
Foreign Languages	75	59	70	63	75	54
Home Economics	86	39	76	44	85	31

RESPONSES BY SCHOOL

As in the past years of the follow-up study of graduates, there are no strong differences between graduates of the two schools. The only noteworthy difference with the class of '74 was the higher marriage rate of Thurston graduates.

RESPONSES BY CURRICULUM DESIGNATION

For the purposes of this study and to keep results compatible with previous studies, graduates were given designations according to the courses taken in high school. These were:

1. Academic
2. Vocational
3. Career Cluster with or without Cooperative Work Experience
4. General Studies
5. Combination of Academic and Vocational
6. Combination of Academic and Career Cluster

(See Appendix 1 for descriptions of these designations.)

This is the first year in which there are more respondents from the cluster programs than in any other classification. The response within each classification is proportional to that category's percentage of the total graduating class except for the Academic and General Studies classifications. (See Table 15.)

Table 15. Percentage Composition of the Class of '74 and of Responses by Classification

Classification	Number of Respondents	Percent of Total Returns	% of Class of Total Number in Classification	Variance Difference in %
Academic	58	22.3	17.5	+4.8
Vocational	50	19.2	19.0	+0.2
Cluster & Cluster w/CWE	59	22.7	22.5	+0.2
General Studies	44	16.9	24.0	-7.1
Academic & Vocational	34	13.1	12.0	+1.1
Academic & Cluster	15	5.8	5.0	+0.8

Some differences in marital status of the respondents become apparent in comparing the reported status of the three different classes. Those students taking academic courses including those who combine academic and vocational or cluster programs were less likely to get married than the average. Conversely, the graduates with the general studies background were more likely to be married. (See Table 16.)

Table 16. Marital Status Reported by Graduates According to High School Study Classification.

Classification	Class of 1972 % Reported		Class of 1973 % Reported		Class of 1974 % Reported	
	Single	Married	Single	Married	Single	Married
Academic	94	6	92	7	93	7
Vocational	86	15	93	7	84	16
Cluster & Cluster w/CWE	84	14	90	11	86	14
General Studies	80	18	87	13	77	18
Academic & Vocational	93	3	93	7	94	3
Academic & Cluster	86	14	100	0	93	7

The high school preparation students had, based upon courses taken, also had a relationship to their occupational status nine months after graduation. Those graduates with academic and academic combination programs were much more likely to be continuing their education - from 60-74%, while 43% of the cluster program graduates were working full time. This difference was partially responsible for reported income differences. (See Table 17.)

Table 17. Annual Income Level of Graduates by Classification

Classification	Class of 1972 % Earning at Rate Over $4,000 Per Year	Class of 1973 % Earning at Rate Over $4,000 Per Year	Class of 1974 % Earning at Rate Over $4,000 Per Year
Academic	13	11	10
Vocational	37	30	31
Cluster & Cluster w/CWE	40	51	47
General Studies	19	21	20
Academic & Vocational	24	16	23
Academic & Cluster	49	22	36

The question on what high school personnel had the most influence on their thinking about career selection also reflected the different high school experiences. Those students taking vocational and cluster programs were more likely to be influenced by vocational or commercial teachers with 23% to 36% reported as compared to 2% to 9% reported by graduates from the other classifications. Sixty-seven percent of the graduates from the straight academic classification reported having "none" versus 14% to 48% in the other classifications.

Their cluster background also apparently made those graduates less dependent upon friends and relatives for employment assistance than those from the other classifications (42% versus 62% for the class as a whole).

A section of the questionnaire asks only those who feel they are presently in their chosen career area to respond. Responses to this question when considered by classification showed that cluster graduates were much more likely to feel that they were working in their chosen career area. (See Table 18.)

Table 18. Percent of Respondents Within Each Curriculum Classification Who Were Working in Their Chosen Career Area

Classification	Percent Responding
Academic	6.9
Vocational	22.0
Cluster & Cluster w/CWE	39.0
General Studies	11.4
Academic & Vocational	23.5
Academic & Cluster	20.0

The vocational and cluster students also felt that their high school experience had helped prepare them for their career area with over 87% reporting having received moderate or very good preparation.

Ratings of the various subject areas based upon their present usefulness to the graduates also brought out differences between the different classifications. Academic and cluster classified graduates gave an 88% "moderately to extremely useful" rating

to math compared with a range of 65% to 72% by the other categories. The academic and academic combination background graduates also were more positive about the present usefulness of English than were the other categories.

In the section of the survey instrument where the graduates are asked to rate the different instructional methods further response differences were evident. The academic students were less critical of the lecture method each of the three years with an average 15% saying that the lecture method was ineffective. Twenty-nine percent of the cluster and vocational students over the three year period rated the lecture method as ineffective. While all categories gave a higher positive rating to instructional methods which involved them, the academic category graduates, with 30% or more reporting "did not experience", did not rate the learning by doing section. While field trips as a learning method got a generally favorable rating, the academic-vocational and cluster combination classifications recorded a strong 30%+ "ineffective" rating the last two studies.

Finally, it is especially interesting to see the three year rating by the graduates of the course offerings provided for them in the area of their career goals.

Table 19. Rating by Graduates of Availability of High School Courses Related to Their Career Area

Classification	Percent Rating Fair-Excellent Class of 1972	Percent Rating Fair-Excellent Class of 1973	Percent Rating Fair-Excellent Class of 1974
Academic	46	60	54
Vocational	76	66	61
Cluster & Cluster w/CWE	73	68	72
General Studies	56	57	72
Academic & Vocational	59	56	67
Academic & Cluster	61	63	72
Average	61.83	61.00	66.33

Table 19 shows the fair to excellent responses within the different classifications over the past three years. The cluster students have consistently been more positive.

while the academic students have been less so. The average rating from the class of '74 showed a meaningful increase.

CURRICULUM DESIGNATIONS USED TO CATEGORIZE GRADUATES

A. Academic - Those students taking two or more of the following:

1. Math: Geometry
   Algebra II
   Advanced Math I
   Advanced Math II
2. Science: Biology II
   Chemistry
   Physics
3. Foreign Language: French II
   Spanish II
   German II

B. Vocational - Those students taking two or more of the following, (but not taking cluster courses):

1. Drafting I or/and Blueprint Reading
2. Electricity I (Electronic Fundamentals I)
3. Mechanics I (Industrial Mechanics I)
4. Metal Shop I (Metals I)
5. Wood Fabrication I (Woodshop I)
6. Clerical, Secretarial or Accounting:
   (any two listed under C-1, 2, and/or 3)
7. Retail Selling I (Marketing I)
8. Ag/Forestry & Horticulture

C. Cluster

1. Clerical - at least have had the following:
   a. Typing III
   b. Adding and Calculating (Business) Machines*

Appendix I

c. Clerical Record Keeping
and/or
Bookkeeping I

d. Office Procedures (Clerical Office Practice)

2. Secretarial: same as above under C-1 plus

Shorthand 2

3. Accounting/Bookkeeping:

a. Adding and Calculating (Business) Machines

b. Bookkeeping 2 (Accounting I)

c. Typing I

4. Marketing

a. Retail Selling 2 (Marketing II)

5. Agriculture/Forestry

a. Forestry

6. Construction

a. Construction Methods (Construction)

7. Electrical

a. Electricity (Electronics III)

8. Food Service

a. Commercial Food Occupations

9. Mechanics

a. Industrial Mechanics (II)

10. Metals

a. Metal Fabrication (Metals Cluster II)

D. Cluster as listed in C plus Cooperative Work Experience**

E. General Studies: Students graduating but not meeting the criteria in the first four categories.

F. Academic and Vocational - Those students qualifying under both A and B.

G. Academic and Cluster - Those students qualifying under both A and C.

H. Academic and Cluster with C.W.E.**

* The first title is the one common to both schools or the one used at SHS. The parenthesis is the title for the comparable course at THS.

** Category D was combined with category C because of the small number of respondents. Category H was combined with category G for the same reasons.

Springfield Public Schools

SPRINGFIELD SCHOOLS

Mr. William E. Lewellen, Superintendent-Clerk

Administration Building
525 Mill Street
Springfield, Oregon 97477
Phone 747-3331

Spring, 1975

Dear Graduate:

What you think you got (or didn't get) from your high school education is important for us to know as we make changes in the various programs.

Being a recent graduate makes you one of the best qualified persons to evaluate our high school programs. The enclosed questionnaire is our way of getting your opinions, reactions, and suggestions.

Please take a few minutes right now (it's too easy to forget if you don't do it now) to complete the questionnaire and to place it in the return mail. Future students, and you indirectly, will benefit from your efforts. Thanks for your help.

Cordially,

Ronald D. Burge

Ronald D. Burge, Director
Secondary Curriculum

P.S. Your views will be held in confidence and never identified with your name in any part of the study.

APPENDIX G

Third Party Evaluator's Report

FINAL ASSESSMENT REPORT

SPRINGFIELD EXEMPLARY CAREER EDUCATION PROJECT

Submitted by:

E. Wayne Courtney
Third Party Evaluator
3220 N.W. Arrowood Circle
Corvallis, Oregon 97330

July 1, 1975

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SECTION 1

INTRODUCTION

The Program Description

The Springfield School District #19 covers an approximate area of 185 square miles which includes fourteen (14) elementary schools, four (4) junior high schools, and two (2) senior high schools. The District enrolls approximately 10,000 students in the total school population with slightly more than 900 work force personnel managing the District educational program.

The majority of the Springfield laboring force is involved in sawmill, plywood, and logging type work. A significant number are involved in supportive roles such as supplying culverts, logging trailers, belts, chain, and wire rope to the industry. Besides the Weyerhaeuser Plant, there are two large manufacturing plants there which build logging trailers, a briquet plant, and the Borden's Chemical, which supplies glue for the veneer. Springfield is very much a "lunch bucket community"; one which understands the values that help a student make decisions regarding occupational interest and life goals.

During the 1959-60 year, plans were being developed to construct a new high school, Thurston High School. The planners felt that increasing the heavy labs facilities to accommodate vocational classes was a necessity. At the opening of Thurston, it was quite apparent that this particular high school facility had some added shop space necessary to provide an emphasis on vocational training. During 1964-65 a lay advisory committee studied the old Springfield High School facility to determine what kind of steps could be economically performed to bring the building up to standards, or if it should be removed and a new building constructed.

They also made their thoughts known that a comprehensive educational program was needed for the kids in the community. In 1968, during Christmas vacation, five staff members from Oregon State met with the Springfield School Board to discuss the possibilities of developing a new model in public education. The model was to place greater emphasis on the relevance of school to the four life roles: family, citizen, avocational, and occupational. Shortly after that meeting, funds were received from the U.S. Office through Oregon State University to finance an experiment to try and provide such a new model for education. Springfield was selected as the District to develop such a model. In this task a great deal of effort was made to involve students, parents and business people in a needs assessment which would provide the foundation for education. In addition to the four life roles, a process was needed for students to be able to interact with others in problem-solving cases which involved social issues, to look at individual responsibilities, and in life goal planning; therefore, parent/student planning emerged in the junior high schools. This thrust assisted the communication link between the home and the school.

In 1972, the District was invited to send a District team to Ohio State University to receive direction and guidance in preparing a proposal of a school model involving a great emphasis in Career Education. Considerable effort was put forth in developing such a plan. Springfield was not selected as one of the model project schools; this was due mainly to philosophical differences in that Springfield did not feel that a program of materials could be packaged and made transportable to school districts.

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Following this experience, in December of 1972, a proposal was prepared for Exemplary Career Education funding under Part D of the Vocational Education Act of 1968. The District submitted a proposal very similar in scope and objective to that prepared for the Ohio State School Model Project. This proposal was approved and funded for a three-year period beginning July, 1973 and ending July, 1976. The Project is now completing its second year of the three-year base; the present report covers the evaluation for the second-year period.

Preface to the Assessment

The goals of the evaluation cover three (3) areas; namely, (1) process assessment, (2) product assessment, and (3) future assessment considerations. The report itself is broken down into these three areas for purposes of establishing baseline procedures and planning for subsequent years of the Springfield program's operation. The total assessment is based upon both field (classroom) testing for product evaluation and school visitations and staff conferences for purposes of process assessment. In all, a total of 26 visits were made to the District during the year by Third Party Evaluation personnel, with 13 visits being made since the last Interim Report was submitted on April 1, 1975.

Springfield personnel have been completely cooperative in providing requested information necessary to the assessment plan. Although the bulk of the school visits were made to the four junior high schools in the District, numerous planning meetings and coordination meetings with elementary, junior high, and senior high school personnel were attended by the Third Party Evaluator. The Project administrators have provided additional input through informal and formal contacts with Third Party Evaluation staff.

Previous assessment recommendations made by Learning Communications Systems, Inc. provided process suggestions which greatly enhanced the developmental aspects of the Project for its second year of operation. For the most part, changes made in the Project as a result of the Learning Communications System assessment included (1) component objectives which

were mensurable, (2) a management chart illustrating the Project's line and staff organization, (3) the infusion of the guidance component into the various programs, (4) the incorporation of a post-school placement component and (5) the insertion of a Career Awareness Resource Teacher component into the Project. Each of these changes were made operational during the 1974-75 year and the Project's development was much more functional as a result. The present process assessment patterned itself after the previous evaluation activities.

Because of the lateness for planning for product assessment activities, the Evaluation Plan for the 1974-75 reflected only a system for baseline product data collection. The field testing and reporting of data appropriate to the Federal Guidelines were assessed in selected areas for grades 3, 6, 9, and 12. These baseline data constitute points of departure for the planning of the 1975-76 Evaluation Plan for the Project.

SECTION II

THE PROCESS ASSESSMENT

Introduction

The process assessment is reported according to the components and objectives peculiar to the Project's funding proposal. Its format parallels previous evaluation reporting by Learning Communications System evaluators and is considered to be amenable to the wishes of Project administrators.

A process evaluation includes information necessary to the decision making aspects of the Project's operation. Although the Project managers and coordinators are the practical recipients of such information, the reporting of process materials also substantiates the status of the various goals and objectives in terms of closure. The process evaluation by component area is reported in the following section.

DISTRICT COMPONENT

The management of the project has gained strength as numbers of participating personnel have been expanded and as its administrators have gained experience during the two years of the project's operation. Fiscally and operationally, the project appears to be sound and progressing toward fulfilling its objectives.

Objective 1.1: Hire administrative and clerical personnel.

Completed.

Objective 1.2: Provide materials for dissemination.

Since July 1, 1974, $10,495.95 has been spent for supplies, materials, and dissemination, covering the Administration, Guidance, Awareness and Exploratory components.

Objective 1.3: Formulate project administrative team.

The team has been formulated and has been operating effectively during the report period.

Objective 1.4: Expand career education materials.

Since July 1, 1974, $7,687.63 have been expended on the purchase of career education materials. These materials are distributed into the buidlings for use purposes.

Objective 1.5: Revise timeline.

Timelines have been revised and are recorded in the component goals and objective statements.

Objective 2.1: Develop district-wide conceptual flow chart.

The project coordinator is using a management system for direction. Summer workshops will provide articulation and infusion.

Objective 2.2: Demonstrate articulated career education program.

Summer workshops are being held to organize articulation efforts within the district. During Spring Term, all 7th grade teachers worked with 6th graders to articulate Awareness with Exploratory.

Objective 2.3: Implement inservice in the 12 grades.

During the period, staff of all schools took part in six early release day inservices. Summer workshops are scheduled for the 1975 session; to date, 24 workshops are either completed or planned.

Objective 3.1: Assess current status of career education in relation to long-range plans.

The previous Third Party Evaluator assisted the project in developing a planning process. At present, long-range plans are being implemented. They will be reviewed for validity this summer.

Objective 3.2: Update the 1971 long-range plans.

The elementary program developed a District Plan last year (1973). The long-range plans for Career Awareness were completed October 1, 1974 and are being utilized in each building.

Objective 3.3: Update long-range plans (annually).

See Objective 3.2 for comment. Long-range plans will be reviewed this summer.

Objective 3.4: Review and update 1971 long-range plans.

See Objective 3.2 for comment.

Objective 4.1: Provide opportunities for staff to observe on-going exemplary research programs.

Bob McKee traveled to Santa Barbara, California and to the National Coordinating Conference for Administrators of Part D Projects in Dallas,

Texas in January to observe and discuss career education programs. Don Kimball, Bob McKee, and the Third Party Evaluator attended the Region X Directors Meeting in Anchorage, Alaska. Hartley Trofgruben and two (2) teachers attended a Tucson, Arizona conference; Frank Alexander and Chuck Crone traveled to San Diego, California for a career education meeting. Teachers representing the district have visited six other district programs so far this year. One staff member participated in the Oregon State Extern program during 1974.

Objective 4.2: Utilize staff from other research and exemplary projects.

To date there has been no utilization of staff from other projects. It is recommended that the Springfield staff pursue the idea of interchange with the Highline, Washington project representatives.

Objective 4.3: Provide for implementing innovations.

A functioning review committee has been organized and is implementing changes within the project.

Objective 5.1: Establish advisory committees.

Advisory committees are now functional for the Agriculture-Forestry cluster and the Industrial Education cluster at Thurston and the Business Education cluster at Springfield High School. Advisory committees are also functional for Child Development and for Post-School Placement.

Objective 5.2: Revise advisory committees.

The Advisory Committee Handbook was revised in 1973 and is being utilized by all advisory committee members. Plans are being made to hold a Summer workshop on advisory committees using the newly developed SDE learning packages.

Objective 6.1: Employ a third party evaluator.

In December, 1974, Dr. E. Wayne Courtney of Oregon State University was contracted for the third party evaluation of the Springfield Exemplary Career Education Project. Product assessment tests were administered in grades 3, 6, 9, and 12 during May, 1975. The results are shown in Section III of the present report.

Objective 7.1: Product reports.

An Interim Report was the first one to be produced by the new Third Party evalnator. The present report constitutes an Annual Evaluation Report for the Project. Quarterly reports have been produced on schedule by the Project Director. Additional reports, including one covering the project on Community Resources under the direction of the Lane I.E.D., will be completed this fall.

AWARENESS COMPONENT

The awareness component is the most developed and most successful element in the Springfield program. Timewise, the elementary segment of the Career Education Project is the oldest of the three areas encompassed by the program. The obvious strengths within the awareness component include (1) the inservice element and (2) the guidance component. An additional strength is the career education materials which are readily available to students and which are being utilized throughout all of the fourteen elementary programs. Much of the success of this component seems to be attributed to the presence of the Career Awareness Resource Teacher.

If there is a weakness within the awareness component at Springfield, it is the apparent lack of articulation with the next functional level (exploration). Articulation is needed between the two levels; it is included in subsequent project planning activities.

Objective 1.1: Observe programs in fourteen schools.

Fourteen (14) elementary schools in the district participated in Demonstration Day activities during the year. Post visitation evaluations indicate that all schools presented commendable programs.

Objective 1.2: Develop and implement a district long-range plan defining stages for 14 elementary schools.

Completed during October, 1974, and it is presently being implemented.

Objective 3.1: Establish Career Awareness Resource Centers for use by at least 25 percent of the elementary teachers.

There is no centralized resource center in existence; resource centers are decentralized throughout the 14 elementary schools within the district.

Objective 3.2: Compile card file of Career Awareness resources and activities.

A card file of Career Awareness resources is available at the District Career Education Office.

Objective 3.3: Make resource center materials available during administration building hours.

Materials are available.

Objective 3.4: Collect and make recommendations about commercially prepared career education materials.

Starter tool kits are completed; commercially prepared career education materials have been selected by the Building Coordinators.

Objective 4.1: Provide counselors with training and materials.

All Building Counselors and Building Coordinators participated in the February workshop which provided them with training and materials. Two outside consultants were brought in to conduct the workshop for the district.

Objective 4.2: Provide each elementary counselor with a Career Awareness Guide and plan for its utilization.

All elementary counselors in the district have been provided with the Career Awareness Guide.

Objective 4.3: Counselor inservice in decision-making area.

The February workshop for Building Counselors and Coordinators covered inservice in the decision-making area.

Objective 4.4: Maintain file of pertinent information related to careers guidance.

A card file of Career Awareness resources is maintained in the district career education office.

Objective 4.5: Inservice in test interpretation.

A D.C.E. class for counselors is being organized. See Objective 3.6 under Counselor Goals for additional comment.

Objective 5.1: Submission of staff-developed plan of standardized testing and test interpretation.

See Objective 4,5 comment.

Objective 5.2: Formulate guidance team at elementary, junior high and senior high levels.

See Objective 2.1 under Staff Goals.

Objective 5.3: Develop a cadre in each school to demonstrate classroom guidance techniques and materials.

No formal cadre has been developed, although trained people are available in each school.

Objective 5.4: Use guidance activities and materials to improve student's self-awareness and self-concept.

There appears to be little evidence of activity covering this objective, even though approximately 100 elementary teachers who prioritized career awareness goals ranked Self-Awareness as their first or second priority from a list of nine (9) items. They also indicated that Self-Awareness was their top emphasis in the classroom. In the future, a workshop should be planned for teachers in the use of guidance activities and materials on Self-Awareness and Self-Concept.

STAFF GOALS

Objective 1.1: Inservice for staff in the career awareness process.

The Career Awareness Resource Teacher devotes about 65 percent of his time working with staff and students. He has conducted extended classroom demonstrations for all teachers in the 14 elementary schools. Continuing

Education classes in Career Awareness have served 130 elementary teachers in the Springfield district this school year.

Objective 2.1: Identify staff members to develop plans to implement Career Awareness process.

Building Coordinators are presently assigned for all Career Awareness programs in the district.

Objective 2.2: Establish building goals and specify time limits.

This objective is being implemented through the long-range plan for the district.

Objective 3.1: Identify specific career awareness objectives relating to content areas.

There has been little evidence that career awareness objectives have been related to content areas. Plans are presently being formulated to approach this problem during the summer workshop sessions.

Objective 4.1: Develop comprehensive District Career Awareness project summary.

Scheduled for completion in 1976.

STUDENT GOAL

Objective 1.1: Instruct students in Career Awareness Process Guide areas of "knowing," "communication," "attitude," and "decision-making."

There is evidence that instruction covering these areas is on-going in all fourteen buildings within the district. The Product Evaluation plan assessed these areas in grades 3 and 6. Section III of the present report relates to this assessment.

Objective 1.2: Instruct students in self-awareness and self-understanding activities.

Self-awareness and self-understanding activities are included in the instructional programs in all 14 buildings. The Product Evaluation assessed these areas in grades 3 and 6.

Objective 2.1: Have each student investigate more than one occupational area.

This is being implemented in all fourteen buildings.

Objective 2.2: Have each student experience social and citizen responsibilities during each school year.

This appears to be implemented across the District.

Objective 2.3: Have each student experience structured decision-making activities.

All schools have included this in their programs. The Product Evaluation assessed decision-making skills as a part of the May, 1975 testing for grades 3 and 6. The results are reported in Section III.

Objective 3.1: Have each classroom participate in at least one community field trip which demonstrates one aspect of Career Awareness.

A total of some 460 field trips have been taken by elementary students this year. They covered a variety of occupational areas.

Objective 3.2: Have each classroom visit representative from private sector.

There have been 201 community resource visitations to the elementary schools since October.

Objective 4.1: Have students identify contrasting work settings and an occupation for each setting.

This was worked on during Spring Term, 1975.

Objective 5.1: Have students identify corresponding life roles.

This was accomplished during Spring, 1974, and is not scheduled this year.

COMMUNITY GOAL

Objective 1.1: Involve citizen advisory or parent committees.

There is no formal citizen advisory or parent group organized at the elementary level.

Objective 1.2: Inform community of career awareness program.

Some publicity is being generated through the local newspaper, bulletins and other media. A slide-tape program covering "Career Education in Springfield" has been developed for use in presenting the project activities to community groups.

ASSESSMENT

Objective 1.1: Report School Sentiment index results.

Completed in May, 1975.

Objective 1.2: Have students demonstrate group problem-solving tasks.

The Product Evaluation used the Group Problem Solving Tasks (GPST) instrument to assess all 3rd and 6th graders in the district. See Section III.

Objective 1.3: Show changes in staff priority concerning Career Awareness goals.

See Objective 5.4 comment.

Objective 1.4: Show changes in staff evaluation concerning participation in the Career Awareness Process.

A self-evaluation procedure was scheduled for staff during Spring term.

EXPLORATORY COMPONENT

The incorporation of the "Advisor-Advisee" program within the Exploratory Component is perhaps the most positive change which has taken place following the establishment of the building coordinator assignments. This program seems to be bridging the gap between the project and the Junior High staff. Committment by staff at this level should be forthcoming as a result of these changes.

In terms of curricula, the junior high has always been a difficult level to deal with. Although the use of SUTOE is widespread in the programs, it does not in itself constitute the only career education experience which is relevant to this age group of children. Some new career-oriented programs have been developed for the Springfield junior highs including the areas of graphic communications, a career course for 7th graders, and a home economics class for boys. Other career-oriented programs should be developed as time and budget permit.

The inservice element of the Exploratory Component is making progress but it still falls short of the standard established in the Awareness Component. Progress is being made in strengthening the inservice of junior high school teachers; much improvement should be observed as each building begins to develop autonomous inservice activities during 1975-76. The summer workshop, including campus credit work at Oregon State University by five (5) Springfield junior high staff, should bring about much improvement during the next school year.

Objective 1.1: Provide the opportunity for observation of existing programs in Springfield.

All four junior high schools in the district participated in Demonstration Day activities during the report period. A total of 79 visitors have observed the junior high school programs since October.

Objective 1.2: Develop and implement a district long-range plan defining stages of development for the four junior high schools.

Completed in October and presently being implemented. Upgrading will be accomplished this summer.

Objective 1.3: Develop procedures for achieving an exemplary career exploration program in operation in all four junior high schools.

Building Coordinators hold the key to the success of this objective. At present, time is the critical factor. The ratio of Building Coordinators to teachers at the Exploratory level is about 1:40; the ratio for the elementary level is about 1:15. During 1975-76, the use of secondary resource teachers should improve the factors associated with this objective.

Objective 2.1: Select building coordinators for each of the four schools.

Completed. See 1.3.

Objective 2.2: Form an advisory committee composed of building coordinators.

Completed. The Advisory Committee meets once a month to plan and evaluate the project's progress.

Objective 2.3: Develop and implement staff training and orientation through inservice in the Exploratory process.

Various inservice activities have been conducted, including 1/2 day work for new teachers, 2-day workshops for all staff at the beginning of school, and 6 release days throughout the year. A sixth grade Open House

was also conducted. Twenty-three staff participated in a D.C.E. class on Career Exploration.

COUNSELOR COMS

Objective 3.1: Provide counselors with training and materials.

See District Objective 1.2.

Objective 3.3: Counselors will serve as resource people to staff in the area of decision-making process.

Completed in August, 1974.

Objective 3.4: Counselors will maintain a file of information related to career guidance which can be used by students, staff, and parents.

Information and materials are located in the individual buildings. This objective has been completed.

Objective 3.5: Provide a minimum of three hours of inservice in the content and use of the district Guidance Materials Handbook.

Completed in May, 1974.

Objective 3.6: Demonstrate test interpretation for standardized test results to parents.

School counselors have submitted building plans for test interpretation to students and parents. These plans are on file in the Office of Student Services. Inservice was provided for elementary counselors on the Stanford Achievement Tests during May, 1975. Staff inservice was also provided in several of the elementary schools by Jim Swanson, Lane I.E.D. and by counselors in other schools.

Objective 3.7: Coordinate development of an education and career planning program for staff to work with students.

This objective has been implemented and is a continuous process.

STAFF GOALS

Objective 1.1: Select a core of leadership responsible for planning and implementing a total staff involvement.

Building coordinators are presently using department level personnel in their planning.

Objective 1.2: Integrate career education units into the curricula.

Although some progress is being made, integration is not complete.

Objective 1.3: Develop a process for involving junior high staff in the coordination of specific areas with career opportunities.

See Objective 1.1 comment.

Objective 1.4: Review career exploration materials and generate an activity plan which can be implemented into classrooms.

Completed in August, 1974. The Junior High School Activity Booklet is in the hands of every teacher and was utilized during release days.

Objective 2.1: Implement use of Guidance Materials Handbook by junior high staff.

The Guidance Materials Handbook has been provided to each Junior High School teacher.

Objective 2.2: Develop a program of student-staff interaction and guidance processes at the junior high level.

The Advisor/Advisee programs fulfill this objective. Three (3) junior high schools operated Advisor/Advisee programs in 1974-75; the fourth (Springfield Junior High) will implement the program during 1975-76.

Objective 2.3: Implement a program of instruction in decision making at each secondary school.

Activity was noted in this area at Thurston High School (see Objective 4.2 comment), and in the Diversified Occupation class at

Springfield High School. At Springfield, Decision Making Instructional materials were used during 1974-75. Several Junior High School instructors incorporated decision making instruction into their regular classes during the year.

Objective 2.4: Submission by counselors in each school of a staff-developed plan of standardized testing and interpretation to students and parents.

Such plans are on file in the Office of Student Services for most schools in the District.

Objective 2.5: Formulate guidance teams at all levels to plan and implement guidance procedures.

No formal guidance team has been established. Guidance procedures are planned and implemented through Junior High School guidance meetings. Elementary and Junior High counselors meet monthly, at which time they discuss guidance procedures related to the Project. Some of the elementary, junior high, and senior high counselors serve as Building Coordinators, assisting to implement guidance objectives.

Objective 2.6: Develop a cadre of personnel in each school to receive training to demonstrate classroom guidance techniques and materials.

Building coordinators and counselors received training to meet this objective. D.C.E. courses and workshops for staff have been conducted to strengthen this objective.

Objective 3.1: Provide each staff member the opportunity to develop and formulate the inter-relationship of his subject area with career education.

No such progress is evidenced for this objective.

Objective 4.1: Develop leaders responsible for providing guidance for staff in relating specific job experiences to subject areas.

The Building Coordinators are considered as the leaders responsible for carrying out this objective. No formal training programs have been conducted with the staff.

STUDENT GOALS

Objective 1.1: Provide for interaction in small groups with peers and teachers.

The Advisor-Advisee program is getting underway this year and it appears to be a promising vehicle for implementing the objective. It was incorporated into four (4) secondary schools during 1974-75; it will be utilized in all six (6) secondary programs during 1975-76.

Objective 1.2: Provide opportunity for all students to explore their own interests.

Both the SUTOE program and the Advisor-Advisee staff provide for student exploration of interests.

Objective 2.1: Provide opportunities for interaction in small groups with peers and teachers.

See comment under Objective 1.1.

Objective 2.2: Use resource people.

Completed through the usual SUTOE classes. In addition, 71 resource people paid visits to the junior highs to share experiences with students. Junior high students went on 86 field trips during the period. The district is becoming involved in developing a Metropolitan Resource package with adjacent communities.

Objective 3.1: Involve students with teachers and parents in discussion, evaluation, and decision-making.

There is no evidence that this is operational and there is no organized plan for this at present.

Objective 3.2: Provide "hands-on" work experiences for students.

All four of the junior high schools have well developed industrial arts, home economics, and business education programs that have been in operation for a number of years. The involvement is excellent.

Objective 3.3: Assist teachers in relating their subject to careers and to develop instructional objectives.

District area meetings have been held for the Industrial Arts area. The Fall inservice was related to this objective. This continues to be a part of each release day activity.

Objective 3.4: Develop a more positive attitude in students toward work.

No attitude scale has been developed for this level; however, the present 9th grade assessment relates to this factor. SUTOE provides students with experience in this area.

Objective 4.1: Organize formal instruction whereby all junior high students have the opportunity to explore careers.

The SUTOE class is an on-going process and provides for this objective by having students explore many different kinds of occupations. Experiences are also provided through the office occupations and elementary aide programs.

Objective 4.2: Prepare teachers to relate their subject to careers.

The Fall inservice and the release day inservices related to this objective.

Objectives 4.3, 4.4, and 4.5:

These objectives relate to the on-going SUTOE classes. All of them have been implemented in the past and are well established.

PREPARATION COMPONENT

In the past two years, both the Awareness and the Exploratory components have taken priority over the Preparation Component at Springfield. Very little of the Project's funding has gone to the cluster programs within the district; hence, they have changed very little during the year. The cluster programs at Thurston and Springfield reach approximately 43 percent of the student enrollment. Long-range plans have now been developed for the Preparation Component and Building Coordinators are functioning within each of the two schools within the district. The guidance and counseling processes are being formulated and implemented for the two schools.

A major contribution to the Preparation Component has been the addition of the Post-School Placement Information Specialist to the staff. This position was made possible through the cooperative funding effort by the State Department and the project. Each of the high schools benefit from this staff addition, and the position will take on a more prominent role as more school leavers learn about the function of the program.

Objective 1.1: Provide for observation of career preparation programs.

Both senior high schools participated in Demonstration Day activities during the year. Since January, 1975, 70 visitors came to the schools to view preparation activities.

Objective 2.1: Select building coordinators from each of the two high schools.

Coordinators have been selected; project administrators meet with them monthly. Two resource teachers are being made available during the 1975-76 school year; they will each be scheduled one-half time to this assignment.

Objective 2.2: Develop leadership structure from each building.

Building Coordinators meet with Building Department personnel on an on-going basis for planning purposes. No other formal structure is evident.

Objective 2.3: Develop and implement long-range plans.

Completed in August, 1974. Long-range plans are presently being implemented. Revisions and updating will take place this summer and will be available for Board adoption in October.

Objective 3.1: Obtain student evaluation through follow-up of all school leavers.

Comprehensive follow-up studies have been conducted at 9-month and 2-year intervals following graduation during 1972 and 1973. The 9-month follow-up results are being analyzed for the 1974 graduating classes.

Objective 4.1: Submit a written plan for demonstrating group guidance materials or techniques.

Completed in April, 1974. No further work is contemplated in this area.

Objective 4.2: Counselors serving as resource people to staff in the area of decision-making process.

Thurston High School has a team formed to make group career decision-making available to all sophomores. To date, over 200 students have participated in the program. Students are scheduled into small groups with about 14 teachers being assigned as group leaders. At Springfield High School, Bobbie Newman has been available to assist teachers in Career Decision-Making activities. All counselors assist in the interpretation of G.A.T.B. test results.

Objective 4.3: Maintain a file of pertinent information related to careers guidance.

A file of information is maintained in each building. Springfield High School presently has a Careers Center in operation. Each high school has a counselor who maintains a file of career information.

Objective 4.4: Counselors demonstrate ability to interpret test results for all standardized tests at various grade levels.

This is being carried out through the secondary guidance meetings and through release day activities. In addition, counselors from each of the high schools took a D.C.E. course covering the administration and interpretation of the G.A.T.B.

Objective 4.5: Counselors coordinate development of an educational and career planning program for staff to work with students.

Counselors and administrators met for four (4) days of planning during which time forms were developed for educational and career planning.

Objective 5.1: Develop a program of student-staff interaction and guidance processes.

During 1974-75, all sophomores and juniors at Springfield High School were involved in guide groups. Both high schools plan to have all students and most staff participating in guide groups during the 1975-76 year.

Objective 5.2: Implement a program of instruction on decision-making.

A learning package requiring about two hours of study time has been written for instructing students in decision-making experiences. It is now in the hands of all high school teachers.

Objective 5.3: Submit a staff-developed plan of standardized testing and test interpretation to students and parents.

Plans from each school are on file in the Office of Student Services.

Objective 3.4: Formulate a guidance team to plan and implement guidance procedures.

A guidance team has been formulated at each of the high schools.

Objective 3.5: Develop a cadre of personnel in each school to receive training to demonstrate classroom guidance techniques and materials.

Staff have been identified in each building; however, no other activity is evident.

Objective 4.1: Identify disadvantaged students.

A system has been developed to identify certain types of disadvantaged students. This has been completed at Thurston High School in the [illegible] education areas for low ability math students and at Springfield High School in Industrial Education and Food Service for EMR students. Lists of students, as well as projected goals for 1975-76, are available.

Objective 4.2: Identify workshops, services, and materials needed to bring Career Education programs to a model status as designed by the State Department of Education.

[illegible] schools are using the Northwest Evaluation Report and are working [illegible] deficiencies. Workshops have been set up to facilitate this objective. The most related activity directed toward this objective is the [illegible] scheduled for seven (7) days in August, 1975. Formal assessment utilizing the SDE Assessment Guide will be discussed at that time. Several other workshops are planned which relate to this objective.

Other recent activities related to this area include (1) planning for a service occupation cluster, (2) visits to the model accounting cluster [illegible] High School (Portland), (3) provision for funds for building level career education materials, and (4) the sponsoring of a food service instructor to attend a workshop in Portland.

PLACEMENT COMPONENT

DISTRICT GOALS

Objective 1.1: Demonstrate complete placement procedure.

Materials have been developed and used for Demonstration Days. A slide presentation on placement is being utilized with students.

Objective 1.2: Demonstrate World of Work adjustment group guidance procedures.

Procedures should be made to counsel students who have been placed on jobs through the program.

Objective 1.3: Demonstrate the use and value of an advisory committee in reporting 1.1 and 1.2.

The Placement Advisory Committee meets as needed to review and assist in the planning of future placement activities and events. The committee appears to be very effective in the implementation of the objective.

STUDENT-STAFF GOALS

Objective 1.1: Develop complete placement assistance for all school leavers.

The Post-School Placement Information Specialist has organized and is implementing placement assistance for school leavers. See 1.4 for publicity efforts.

Objective 1.2: Make all students aware of post-school training opportunities.

Mrs. Cleveland has discussed post-school opportunities with both individuals and with classes from each of the senior high schools. She has counseled 200 students individually to date, most of whom are still enrolled at one of the high schools. Mrs. Cleveland works closely with counselors

and building coordinators. To date the Vocational Information and Placement office has placed 34 applicants.

Objective 1.3: Develop methodology for group guidance process to assist School leavers.

There has been a problem of getting groups of school leavers together. A workshop dealing with this objective was held on June 23-24, 1975.

Objective 1.4: Publicize above services.

Local county publicity has come primarily from Springfield News articles and the senior high school newspapers. A schedule of publication topics has been established between the Springfield program and the Springfield News for the 1974-75 school year. Public exposure has also been made through brochure advertising.

SECTION III

THE PRODUCT BASE

The mandate that a product type assessment be incorporated into the Springfield Project was prompted through the "Draft Guidelines for the Evaluation of Career Education Program." The work statement for the present assessment called for the development and implementation of an evaluation plan which would assess the extent of accomplishment in six of the outcome areas specified in the Guidelines. These outcome areas are as follows:

1. The extent to which students who have participated in the project demonstrate an increase in self-awareness in relationship to the world of work in grade levels 3, 6, 9 and 12.

2. The extent to which students who have participated in the project demonstrate an increased awareness of, and knowledge about, work at grade levels 3, 6, 9 and 12.

3. The extent to which students who have participated in the project demonstrate increased competency in career decision-making skills at grade levels 9 and 12.

4. The extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice, at all grade levels by school year.

5. The extent to which the number and type of job preparation opportunities (including work experience and cooperative education opportunities) have been expanded for young people in grades 10 through 12.

6. The financial resources from Section 142(c) of Part D of P.L. 90-576, that were expended at each of the grade level breakouts for the current year.

Because of many special concerns regarding the relevancy of suggested instruments for use in the Springfield program as well as time-frame considerations for pre-testing, the primary aim of the 1974-75 assessment was focused toward the design of a system for collecting data during subsequent years. For the most part, the product evaluation effort

included the field testing of selected instruments which were considered to be appropriate to the Springfield Project.

Results of Product Assessment

The standardized testing which was conducted in the Springfield School District #19 during the Spring of 1975 established a statistical base for the 1975-76 school year and for future evaluations. The testing for meeting the Exemplary Project requirements were completed in addition to the regularly scheduled assessments which have ordinarily been a part of the District's operation. A listing of operational assessment tools and levels of testing are shown in Appendix A.

For the most part, the product assessment followed the requirements specified by the Federal guidelines, with a few exceptions. Grades 3, 6, 9, and 12 were utilized for the data gathering Data information and analyses for each grade level are reported in the following sections.

Grade 3

The evaluation activities planned at the third grade level for 1974-75 consisted of (1) the use of the Self Observation Scale (SOS) - Primary for the assessment of Self Awareness (Self Concept) and (2) the administration of the Group Problem Solving Tasks (GPST) Instrument for assessing decision making skills. While all of Springfield's third graders participated in the GPST evaluation, only five (5) schools were chosen for use in the SOS assessment. The five schools included Camp Creek, Douglas Gardens, Goshen, Guy Lee, and Mt. Vernon. A total of 100 third graders from these five programs completed the Self Observation Scale (SOS) materials.

The SOS is a nationally normed, empirically validated, multidimensional instrument for measuring the way children perceive themselves (Self Concept).

The primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

Scale I. Self Acceptance

> Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perseverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale III. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale IV. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

Scale V. Achievement Motivation

This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well with relation to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental; therefore, its use for individual assessment be deferred.

For the most part, the Springfield School average percentiles were within the middle range of scores on all of the self-concept scales, with Social Maturity and Self Security scores falling above the national averages for third grade students. Third graders in the Springfield District were slightly below the national average on the Self Acceptance,

School Affiliation, and Achievement Motivation scales. Summary data for the five (5) third grade programs utilized in the study are included in Table 1.

Table 1. Self Observation Scale (SOS)
Summary Data for Five Selected
Springfield Elementary Schools (Grade 3), May, 1975

Scale	Number of Students	Average Score	Standard Deviation	Average Percentile Score
Self Acceptance	100	46.55	10.96	42.90
Social Maturity	100	53.91	8.55	55.86
School Affiliation	100	46.21	11.57	43.72
Self Security	100	54.16	9.06	64.03
Achievement Motivation	100	48.01	9.71	44.56

Self Observation Scale results are reported for each of the five (5) elementary programs in Table 1. These results showed some differences when the average percentile scores for the individual schools were compared.

The data indicated that all schools were at or below the average percentile score level for the Self Acceptance scale. On the other hand, Camp Creek and Guy Lee Elementary Schools were far above the average on the Social Maturity Scale with percentiles of 68.88 and 70.77 respectively. Apparently, the Camp Creek and Guy Lee students have learned the importance of fair play, sharing, and helpfulness to a far greater degree than do other third graders on the national base. The three (3) other schools were near the national average in terms of social maturity.

Table 2. Self Observation Scale (SOS)
Average Percentile Score Summary for
Selected Springfield Elementary Schools (Grade 3), May, 1975.

School	Self Acceptance	Social Maturity	School Affiliation	Self Security	Achievement Motivation
Camp Creek	47.75	68.88	46.00	80.00	63.44
Douglas Gardens	41.55	49.00	35.27	60.00	45.05
Goshen	34.87	45.91	33.26	57.48	29.61
Guy Lee	51.64	70.77	63.95	66.45	49.05
Mt. Vernon	39.65	46.65	40.47	59.94	40.59
Combined (All Schools)	42.90	55.86	43.72	64.03	44.56

The School Affiliation scale is an indicator of enjoyment toward going to school.

All of the five elementary schools had Self Observation Scale percentile scores well above the national average with Camp Creek showing a score of 80.00. These data show that Springfield's elementary students from the five selected schools had a high level of emotional confidence and stability. In essence, they appear to feel that they have reasonable control over the factors which affect their lives.

The Achievement Motivation scale scores ranged from 29.61 for Goshen children to 63.44 for Camp Creek third graders. This special scale, relating achievement and motivation and self concept, is considered to be experimental; therefore, any conclusions from these results are not reported at this time.

Additional detailed data on the Self Observation Scale results by individual school are included in Tables 3 - 7. Each of the five (5) schools are reported separately in these tables.

Table 3. Self Observation Scale (SOS)
Summary Data for Camp Creek Elementary School (Grade 3),
Springfield School District, May, 1975.

Scale	Number of Students	Average Score	Standard Deviation	Average Percentile Score
Self Acceptance	16	49.31	8.38	47.75
Social Maturity	16	57.75	6.13	68.88
School Affiliation	16	47.88	9.56	46.00
Self Security	16	59.06	4.33	80.00
Achievement Motivation	16	54.06	6.34	63.44

Table 4. Self Observation Scale (SOS)
Summary Data for Douglas Gardens Elementary School (Grade 3),
Springfield School District, May, 1975.

Scale	Number of Students	Average Score	Standard Deviation	Average Percentile Score
Self Acceptance	22	46.50	10.67	41.55
Social Maturity	22	52.55	6.52	49.00
School Affiliation	22	43.41	11.64	35.27
Self Security	22	53.05	9.72	60.00
Achievement Motivation	22	48.55	8.72	45.05

Table 5 . Self Observation Scale (SOS)
Summary Data for Goshen Elementary School (Grade 3),
Springfield School District, May, 1975.

Scale	Number of Students	Average Score	Standard Deviation	Average Percentile Score
Self Acceptance	23	42.57	12.70	34.87
Social Maturity	23	51.48	7.88	45.91
School Affiliation	23	41.57	13.08	33.26
Self Security	23	51.91	9.51	57.48
Achievement Motivation	23	42.35	12.14	29.61

Table 6 . Self Observation Scale (SOS)
Summary Data for Guy Lee Elementary School (Grade 3),
Springfield School District, May, 1975.

Scale	Number of Students	Average Score	Standard Deviation	Average Percentile Score
Self Acceptance	22	49.77	9.54	51.64
Social Maturity	22	57.41	9.96	70.77
School Affiliation	22	53.77	5.15	61.95
Self Security	22	54.68	9.52	66.45
Achievement Motivation	22	49.82	8.07	49.05

Table 7 . Self Observation Scale (SOS)
Summary Data for Mt. Vernon Elementary School (Grade 3),
Springfield School District, May, 1975.

Scale	Number of Students	Average Score	Standard Deviation	Average Percentile Score
Self Acceptance	17	45.24	11.84	39.65
Social Maturity	17	50.82	9.63	46.65
School Affiliation	17	44.76	13.04	40.47
Self Security	17	53.35	9.44	59.94
Achievement Motivation	17	46.88	8.28	40.59

These data indicate that the Springfield elementary programs included in the analysis were near or above the national average on most of the five scales. The strongest scale for the Springfield students appeared to be the Self Security scale. The Self Security scale scores reflected a high stability level across all of the third graders which were included in the testing.

A second assessment of third graders included the administration of the Group Problem Solving Tasks Instrument. The GPST is designed to assess decision-making skills with all elementary schools in the district participated in the data collection. Table 20 summarizes the Group Problem Solving Tasks results for all grades, including grade 3.

As indicated in Table 20, a total of 432 of the 476 third graders who took the GPST Instrument satisfactorily completed it; this amounted to a 91 percent completion figure. Needless to say, this completion percentage

indicates that Springfield's third graders are competent in the decision-making area of instruction. A copy of the Group Problem Solving Tasks Instrument is included in Appendix B.

Grade 6

The evaluation activities for sixth graders included (1) the use of the Self Appraisal Inventory (Intermediate Level) for the assessment of Self Awareness (Self Concept) and (2) the utilization of the Group Problem Solving Tasks (GPST) Instrument to assess decision making skills. All Grade 6 students in the District participated in the GPST testing; a total of ten (10) elementary programs were included in the Self Appraisal Inventory data gathering. Some 225 sixth graders completed the Self Appraisal Inventory assessment.

The Self Appraisal Inventory secures in a rather straightforward fashion, a child's responses to questions which pertain to four aspects of the self awareness. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self esteem. The four subscales may be viewed as follows:

1. Favorable view of self in relations with peers (peer subscale)
2. Favorable view of self in the family context (family subscale)
3. Favorable view of self in school situations, involving school work, teacher (school subscale)
4. General favorable perceptions of self (general subscale)

Because no national or other norms were available for comparison of the Springfield results, only descriptive and internal comparisons could be made for the data. Mean scores for each of the ten (10) schools are reported in Tables 8 - 11 by category. Significance test results are shown in Tables 12 - 14 .

Mean scores for the Peer Category ranged from a high of 10.474 (Brattain) to a low of 8.773 (Yolanda). However, no statistical significance was found between the mean scores for the ten (10) schools included in the study. Table 12 details the statistical testing results.

Students at both Mt. Vernon and Centennial acquired high scores (13.000 and 13.040) on the Family Category subscale; Brattain Elementary students were lowest with 11.421. The analysis of variance testing reported in Table 13 indicated that no significant differences were present for the ten (10) schools included in the analysis.

School Category means are shown in Table 10 . The range of scores is very close for this subscale with a high mean of 11.269 at Walterville and a low mean of 10.333 at Maple. Table 14 reports no significant differences among the ten means.

The General Category is reported in Table 11 . Walterville, with a mean score of 12.038 was high for this subscale while Brattain was low with 10.368. Table 15 indicates that no statistical differences exist for the ten schools.

Table 8. Mean Scores for Self-Appraisal Inventory (Peer Category), Sixth Grade Level, Springfield School District, May, 1975.

School	Sample Size	Mean Score
Brattain	19	10.474
Maple	24	9.333
Moffitt	13	9.692
Mohawk	32	9.364
Mt. Vernon	8	9.375
Page	28	10.250
Thurston	28	9.286
Walterville	26	9.962
Yolanda	22	8.773
Centennial	25	10.120

Table 9. Mean Scores for Self-Appraisal Inventory (Family Category), Sixth Grade Level, Springfield School District, May, 1975.

School	Sample Size	Mean Score
Brattain	19	11.421
Maple	24	12.292
Moffitt	13	12.385
Mohawk	32	11.879
Mt. Vernon	8	13.000
Page	28	11.857
Thurston	28	12.429
Walterville	26	12.577
Yolanda	22	12.273
Centennial	25	13.040

Table 10. Mean Scores for Self-Appraisal Inventory (School Category), Sixth Grade Level, Springfield School District, May, 1975.

School	Sample Size	Mean Score
Brattain	19	11.053
Maple	24	10.333
Moffitt	13	11.231
Mohawk	32	10.273
Mt. Vernon	8	10.125
Page	28	11.214
Thurston	28	11.036
Walterville	26	11.269
Yolanda	22	10.682
Centennial	25	10.520

Table 11. Mean Scores for Self-Appraisal Inventory (General Category), Sixth Grade Level, Springfield School District, May, 1975.

School	Sample Size	Mean Score
Brattain	19	10.368
Maple	24	11.750
Moffitt	13	11.154
Mohawk	32	10.848
Mt. Vernon	8	12.125
Page	28	11.107
Thurston	28	11.536
Walterville	26	12.038
Yolanda	22	10.909
Centennial	25	11.680

Table 12 . Results of Significance Testing for Self-Appraisal Inventory (Peer Category), Sixth Grade Level, Springfield School District, May, 1975.

Source of Variation	Degrees of Freedom	Computed F Value	Tabular F Value $\alpha = .05$	Decision
Schools	9	0.9563	1.92	N.S.
Error	216			
Total	225			

Table 13 . Results of Significance Testing for Self-Appraisal Inventory (Family Category), Sixth Grade Level, Springfield School District, May, 1975.

Source of Variation	Degrees of Freedom	Computed F Value	Tabular F Value $\alpha = .05$	Decision
Schools	9	0.9140	1.92	N.S.
Error	216			
Total	225			

Table 14 . Results of Significance Testing for Self-Appraisal Inventory (School Category), Sixth Grade Level, Springfield School District, May, 1975.

Source of Variation	Degrees of Freedom	Computed F Value	Tabular F Value $\alpha = .05$	Decision
Schools	9	0.7645	1.92	N.S.
Error	216			
Total	225			

Table 15 . Results of Significance Testing for Self-Appraisal Inventory (General Category), Sixth Grade Level, Springfield School District, May, 1975.

Source of Variation	Degrees of Freedom	Computed F Value	Tabular F Value $\alpha = .05$	Decision
Schools	9	1.1421	1.92	N.S.
Error	216			
Total	225			

Some descriptive measures of the data may be observed for the Self-Appraisal Inventory subscales through cumulative frequency (%) distributions. Such distributions are reported in Tables 16 - 19 . These tables report both a total cumulative frequency (%) count and a distribution for each individual school. These data are only descriptive at this stage of the data analysis; much more testing will be required before local norms may be considered as being valid.

Table D: Self-Appraisal Inventory Distributions (Peer Category)
Sixth Grade Level, Springfield School District, May, 1975

RAW SCORE	CUMULATIVE FREQUENCY (%)								
	Total n = 225	Brattain n = 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt. Vernon n = 8	Page n = 28	Thurston n = 28	Wat n
3	0.4								
4	1.3		4.2						
5	3.1		12.5		6.3				
6	9.8	10.5		15.4	12.5	12.5	3.6	3.6	
7	21.3	15.8	29.2	30.8	21.9	25.0	14.3	17.9	2
8	35.1	21.1	37.5	46.2	43.8	37.5	25.0	35.7	3
9	49.3	31.6	45.8	53.8	59.4	62.5	46.4	50.0	4
10	62.7	42.1	62.5	61.5	68.8		53.6	78.6	6
11	75.1	63.2	79.2	69.2	78.1	87.5	67.9	89.3	7
12	89.3	94.7	91.7	84.6	81.3		89.3	96.4	8
13	93.8		95.8		93.8		92.9	100.0	
14	96.4		95.8	92.3	96.9	100.0			9
15	98.2		100.0		100.0		96.4		
16	98.7			100.0					
17									
18	100.0	100.0					100.0		10

Table [illegible] Self-Appraisal Inventory Distributions (Peer Category)
Sixth Grade Level, Springfield School District, May, 1975

	CUMULATIVE FREQUENCY (%)								
Brattain n = 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt. Vernon n = 8	Page n = 28	Thurston n = 28	Waterville n = 26	Yolanda n = 22	Centennial n = 25
									4.0
	4.2								
	12.5		6.3					4.5	
10.5		15.4	12.5	12.5	3.6	3.6	3.8	22.7	8.0
15.8	29.2	30.8	21.9	25.0	14.3	17.9	23.1		20.0
21.1	37.5	46.2	43.8	37.5	25.0	35.7	30.8	50.0	28.0
31.6	45.8	53.8	59.4	62.5	46.4	50.0	42.3	63.6	44.0
42.1	62.5	61.5	68.8		53.6	78.6	65.4	77.3	48.0
63.2	79.2	69.2	78.1	87.5	67.9	89.3	76.9	86.4	56.0
94.7	91.7	84.6	81.3		89.3	96.4	88.5	95.5	84.0
	95.8		93.8		92.9	100.0		100.0	92.0
	95.8	92.3	96.9	100.0			96.2		96.0
	100.0		100.0		96.4				100.0
		100.0							
100.0					100.0		100.0		

Table 17 Self-Appraisal Inventory Distributions (Family Category)
Sixth Grade Level, Springfield School District, May, 1975

RAW SCORE	CUMULATIVE FREQUENCY (%)								
	Total n = 225	Brattain n = 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt. Vernon n = 8	Page n = 28	Thurston n = 28	Watervi n = 2
4	0.9				3.1		3.6		
5	1.3								3.8
6									
7	4.0	5.3		7.7	6.3		7.1		7.7
8	6.7	15.8	4.2					3.6	11.5
9	10.2	26.3			15.6		10.7	7.1	15.4
10	21.3	47.4	20.8	23.1	18.8		28.6	17.9	23.1
11	32.9	52.6	41.7	38.5	34.4	12.5	42.9	28.6	26.9
12	50.2	63.2	54.2		59.4	37.5	64.3	50.0	46.2
13	68.0	78.9	70.8	53.8	78.1	62.5	75.0	67.9	53.8
14	86.2	89.5	83.3	84.6	90.6	87.5	89.3	85.7	73.1
15	94.7		95.8	100.0	100.0	100.0		96.4	84.6
16	97.3						92.9	100.0	96.2
17	99.1	100.0	100.0				96.4		
18	100.0						100.0		100.0

Table 17 Self-Appraisal Inventory Distributions (Family Category)
Sixth Grade Level, Springfield School District, May, 1975

CUMULATIVE FREQUENCY (%)									
tain 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt.Vernon n = 8	Page n = 28	Thurston n = 28	Waterville n = 26	Yolanda n = 22	Centennial n = 25
			3.1		3.6				
							3.8		
		7.7	6.3		7.1		7.7		4.0
	4.2					3.6	11.5		8.0
			15.6		10.7	7.1	15.4		
	20.8	23.1	18.8		28.6	17.9	23.1	18.2	
	41.7	38.5	34.4	12.5	42.9	28.6	26.9	31.8	12.0
	54.2		59.4	37.5	64.3	50.0	46.2	50.0	24.0
	70.8	53.8	78.1	62.5	75.0	67.9	53.8	77.3	52.0
	83.3	84.6	90.6	87.5	89.3	85.7	73.1	95.5	84.0
	95.8	100.0	100.0	100.0		96.4	84.6	100.0	96.0
					92.9	100.0	96.2		100.0
	100.0				96.4				
					100.0		100.0		

Table 18 Self-Appraisal Inventory Distributions (School Category)
Sixth Grade Level, Springfield School District, May, 1975

RAW SCORE	CUMULATIVE FREQUENCY (%)								
	Total n = 225	Brattain n = 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt. Vernon n = 8	Page n = 28	Thurston n = 28	Water n =
4									
5	0.9				3.1			3.6	
6	2.7				6.3			7.1	
7	7.1	5.3	8.3		12.5		3.6	14.3	
8	18.7	10.5	33.3	7.7	21.9	12.5	14.3	17.9	15.
9	29.8	26.3	37.5	30.8	37.5	25.0	21.4	25.0	23.
10	42.7	52.6	41.7	46.2	53.1	62.5	39.3	28.6	30.
11	60.0	63.2	62.5	53.8	65.6	87.5	50.0	53.6	50.
12	77.3	73.7	87.5	69.2	87.5	100.0	71.4	67.9	76.
13	88.9	84.2	95.8	76.9	90.6		89.3	85.7	88.
14	95.1	89.5	100.0	92.3	96.9		92.9	92.9	92.
15	98.2			100.0	100.0		96.4	100.0	96.
16	100.0	100.0					100.0		100.
17									
18									

Teble 18 Self-Appraisal Inventory Distributions (School Category)
Sixth Grade Level, Springfield School District, May, 1975

CUMULATIVE FREQUENCY (%)									
rattain = 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt.Vernon n = 8	Page n = 28	Thurston n = 28	Waterville n = 26	Yolanda n = 22	Centennial n = 25
			3.1			3.6			
			6.3			7.1			8.0
5.3	8.3		12.5		3.6	14.3		9.1	
10.5	33.3	7.7	21.9	12.5	14.3	17.9	15.4	22.7	20.0
26.3	37.5	30.8	37.5	25.0	21.4	25.0	23.1	31.8	36.0
52.6	41.7	46.2	53.1	62.5	39.3	28.6	30.8	40.9	48.0
63.2	62.5	53.8	65.6	87.5	50.0	53.6	50.0	63.6	68.0
73.7	87.5	69.2	87.5	100.0	71.4	67.9	76.9	77.3	72.0
84.2	95.8	76.9	90.6		89.3	85.7	88.5	90.9	88.0
89.5	100.0	92.3	96.9		92.9	92.9	92.3	95.5	100.0
		100.0	100.0		96.4	100.0	96.2	100.0	
00.0					100.0		100.0		

52

Table 19 Self-Appraisal Inventory Distributions (General Category)
Sixth Grade Level, Springfield School District, May, 1975

RAW SCORE	CUMULATIVE FREQUENCY (%)								
	Total n = 225	Brattain n = 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt.Vernon n = 8	Page n = 28	Thurston n = 28	Watervi n = 2
4	0.4			7.7					
5	1.3						3.6		
6	3.1	5.3					7.1	3.6	
7	5.3	10.5			6.3		10.7		3.8
8	12.4	15.8	8.3		21.9	25.0		7.1	11.5
9	23.1	52.6	16.7	30.8	31.3		14.3	14.3	15.4
10	33.3	63.2	37.5		37.5		35.7	28.6	
11	51.6	73.7	50.0	53.8	59.4	37.5	57.1	53.6	30.8
12	66.7	78.9	66.7	69.2	78.1		75.0	60.7	46.2
13	82.2	89.5	79.2	76.9	93.8	62.5	82.1	78.6	76.9
14	92.4			84.6		75.0	96.4	96.4	96.2
15	97.8		91.7	100.0	100.0	100.0		100.0	100.0
16	99.1	94.7	95.8				100.0		
17	100.0	100.0	100.0						
18									

Table 19 Self-Appraisal Inventory Distributions (General Category)
Sixth Grade Level, Springfield School District, May, 1975

CUMULATIVE FREQUENCY (%)									
attain = 19	Maple n = 24	Moffitt n = 13	Mohawk n = 32	Mt.Vernon n = 8	Page n = 28	Thurston n = 28	Waterville n = 26	Yolanda n = 22	Centennial n = 25
		7.7							
					3.6				4.0
5.3					7.1	3.6		4.5	
0.5			6.3		10.7		3.8		
5.8	8.3		21.9	25.0		7.1	11.5	9.1	12.0
2.6	16.7	30.8	31.3		14.3	14.3	15.4	18.2	24.0
3.2	37.5		37.5		35.7	28.6		31.8	28.0
3.7	50.0	53.8	59.4	37.5	57.1	53.6	30.8	63.6	32.0
3.9	66.7	69.2	78.1		75.0	60.7	46.2	81.8	56.0
9.5	79.2	76.9	93.8	62.5	82.1	78.6	76.9	95.5	72.0
		84.6		75.0	96.4	96.4	96.2	100.0	96.0
	91.7	100.0	100.0	100.0		100.0	100.0		100.0
5.7	95.8				100.0				
0.0	100.0								

Sixth grade students in all of the Springfield elementary programs participated in the Group Problem Solving Tasks Instrument analysis. These data are reported in Table 20 with 105 of the 110 Grade 6 students satisfactorily completing the GPST. This amounted to a 96 percent group completion figure.

Table 20. District Summary of Group Problem Solving Tasks Results, Springfield School District #19, Spring, 1975.

Year Level	# Attempting	# Completing	%
First	19	19	100
Second	506	457	90
*Third	476	432	91
Fourth	546	493	90
Fifth	486	444	91
*Sixth	110	105	96
Third-Fourth	192	175	91
Fifth-Sixth	214	189	88

The 96 percent completion of the GPST by Springfield's sixth graders is indicative of these students' abilities at problem solving and decision making skills.

Grade 9

The Career Development Inventory (CDI) (High School Form I) provided measures appropriate to the ninth grade assessment at Springfield during the 1974-75 year. The three subscales of the CDI include (1) Planning Orientation, (2) Resources for Exploration and (3) Information and Decision Making. A fourth scale may be used which totals the three subscales. Two of the three subscales (Planning Orientation and Resources for Exploration) are attitudinal while the third subscale (Information and Decision Making) is cognitive. The meanings of the subscales are discussed below. In all, 483 ninth graders representing the four (4) junior high schools participated in the product assessment for Grade 9.

Meaning of the Scales

The three scales of the Career Development Inventory represent the readily assessed important aspects of vocational maturity (the extent of this representation is considered in the development section below). The aggregate of the scales then represents an overall measure of vocational maturity as defined by the individual scales.

Scale A, Planning Orientation, represents the degree of informed planfulness; it involves relating information about one's self and potential vocations, but it need not, however, result in firm plans. It includes measures of concern with choice, specificity of planning, and self-estimated amount of occupational information. It is a self-rating scale which reflects a planning approach to a career, an attitude and resulting knowledge and actions.

Scale B, Resources for Exploration, represents a self-rated assessment of the used and available resources for use with these planning activities, resources from which a student learns about educational opportunities, occupations, and himself. It too reflects attitudes, attitudes of concern, inquiry, and trial. Specifically, Scale B is a measure of the quality of the actually used and potentially usable resources for career (educational and vocational) exploration.

Scale C, Information and Decision Making, unlike Scales A and B, is a cognitive measure as shown by correlations with verbal intelligence and grade-point average. It assesses the student's possession of actual occupational information and his knowledge of how to integrate personal and occupational information into educational and vocational decisions. While Scale A represents the degree of the student's awareness of and inclination toward planning and choice, Scale B thus assesses the quality or soundness of individually used and potentially available resources, and Scale C samples the amount of the educational and occupational information the student has acquired together with his mastery of the use of information for sound decisions. Thus both attitudinal (self-rated and subjective) and cognitive (factual and objective) aspects of vocational development are tapped by the instrument.

The Total Career Development Scale is an arbitrary combination of the three scales, justified by their intercorrelations as vocational maturity measures and by the approximately equal number of items on each factor scale. However, the different means and standard deviations show the desirability of using standard scores, as will be done in future work.

The fact that two scales, and hence two-thirds of the Total Scale, are attitudinal is in keeping with career development theory and research.

The scores of individual students can be compared with each other in ipsative interpretation, to examine relative strengths and weaknesses within a student, or they can be compared with scores of other students on the same scales to see how the student compares with others of his own sex or grade in similar tasks for normative interpretation. This latter comparison necessitates the development of group norms.

The CDI is considered to be in the developmental stages of norming. Until national norms are available, the data reported here can only be utilized for descriptive purposes. However, this product base constitutes the first input for purposes of developing normative data for the Springfield program.

Mean scores were calculated for each of the subscale sets and are reported in Table 21. Tests of significance results are also reported in the table. Both analysis of variance and least significant difference tests were computed for the data.

The results of the significance testing indicated no differences for the mean scores of the four schools on three of the four scales. However, Subscale C (Information and Decision Making) showed a significant difference between the Springfield Junior High students ($\bar{x}$ = 16.37) and the mean scores for two of the other three schools; namely, Briggs and Thurston. The mean score for Springfield Junior High was found to be significantly greater than the mean scores for Briggs and Thurston.

No significant difference was indicated between the mean score for Springfield Junior High and Hamlin Junior High.

Students who score high on the Information and Decision Making subscale are probably about out of the exploratory stage of career development, and may be ready to seek experience and training which will test the wisdom of their occupational choices. Those who are low on this subscale are probably ready to explore a family of occupational groups in some depth before specializing in any one cluster area. The use of interest inventories and aptitude tests, combined with individual counseling, should be the best approach to ascertain the focus for such exploration.

Table 21. Mean Scores and Significance Testing Results for Career Development Inventory, Ninth Grade Level, Springfield School District, May, 1975.

Scale Type	Mean Scores Springfield n = 90	Hamlin n = 150	Briggs n = 124	Thurston n = 119	Computed F Value	Decision*
A (Planning Orientation)	1806.94	1725.51	1755.83	1777.42	1.3916	N.S.
B (Resources for Exploration)	244.21	239.23	251.37	237.34	2.4589	N.S.
C (Information and Decision Making)	16.37	15.55	14.56	13.64	5.1508	*
Total (A & B & C)	2067.52	1980.29	2021.76	2028.40	1.2863	N.S.

* Tabular F value based upon $\alpha = .05$, df = 3,400 equals 3.83. A Least Significant Difference Test indicates that the mean score for Springfield Junior High School (16.37) is not significantly different from Hamlin (15.55), but is significantly greater than mean scores for Briggs (14.56) and Thurston (13.64).

CDI score distributions are valuable and necessary as norming information is compiled for local programs. Cumulative frequency (%) data constitute the initial thrust in the generation of local norms. Tables 22, 23, and 24 detail subscale norms generated by the 483 Springfield Grade 9 students who completed the CDI during May, 1975. Tables 22 - 36 report the frequencies and score distributions for individual schools on each of the three subscales. Distribution figures for the total scale scores are not reported.

Table 22. Career Development Inventory Score Distribution (Scale A - Planning Orientation) for Ninth Grade Students, Springfield School District, May, 1975

Interval Number	Value Range (i = 125)	Frequency (n = 483)	Cumulative Frequency (%)
1	< 999	2	0.4
2	1000 - 1124	5	1.4
3	1125 - 1249	21	5.8
4	1250 - 1374	30	12.0
5	1375 - 1499	29	18.0
6	1500 - 1624	79	34.4
7	1625 - 1749	75	49.9
8	1750 - 1874	78	66.0
9	1875 - 1999	56	77.6
10	2000 - 2124	49	87.8
11	2125 - 2249	31	94.2
12	2250 - 2374	13	96.9
13	2375 - 2499	7	98.3
14	2500 - 2624	6	99.6
15	> 2625	2	100.0

Table 23. Career Development Inventory Score Distribution (Scale B - Resources for Exploration) for Ninth Grade Students, Springfield School District, May, 1975.

Interval Number	Value Range (i = 20)	Frequency (n = 483)	Cumulative Frequency (%)
1	< 119	1	0.2
2	120 - 139	0	0.2
3	140 - 159	8	1.9
4	160 - 179	28	7.7
5	180 - 199	40	15.9
6	200 - 219	69	30.2
7	220 - 239	92	49.3
8	240 - 259	88	67.5
9	260 - 279	59	79.7
10	280 - 299	45	89.0
11	300 - 319	26	94.4
12	320 - 339	17	97.9
13	340 - 359	6	99.2
14	360 - 379	2	99.6
15	> 380	2	100.0

Table 24. Career Development Inventory Score Distribution (Scale C - Information and Decision Making) for Ninth Grade Students, Springfield School District, May, 1975.

Interval Number	Value Range (i = 2)	Frequency (n = 483)	Cumulative Frequency (%)
1	0 - 1	0	0.0
2	2 - 3	5	1.0
3	4 - 5	19	5.0
4	6 - 7	31	11.4
5	8 - 9	42	20.1
6	10 - 11	43	29.0
7	12 - 13	43	37.9
8	14 - 15	47	47.6
9	16 - 17	86	65.4
10	18 - 19	64	78.7
11	20 - 21	47	88.4
12	22 - 23	28	94.2
13	24 - 25	21	98.6
14	26 - 27	7	100.0
15	28 - 29	0	100.0

Table 25. Career Development Inventory Score Distribution (Scale A - Planning Orientation) for Ninth Grade Students, Springfield Junior High School, May, 1975.

Interval Number	Value Range (i = 125)	Frequency (n = 90)	Cumulative Frequency (%)
1	< 999	1	1.1
2	1000 - 1124	2	3.3
3	1125 - 1249	1	4.4
4	1250 - 1374	6	11.1
5	1375 - 1499	2	13.3
6	1500 - 1624	10	24.4
7	1625 - 1749	13	38.9
8	1750 - 1874	19	60.0
9	1875 - 1999	11	72.2
10	2000 - 2124	13	86.7
11	2125 - 2249	7	95.6
12	2250 - 2374	3	97.8
13	2375 - 2499	2	100.0
14	2500 - 2624	0	100.0
15	> 2625	0	100.0

Table 26. Career Development Inventory Score Distribution (Scale A - Planning Orientation) for Ninth Grade Students, Hamlin Junior High School, May, 1975.

Interval Number	Value Range (i = .25)	Frequency (n = 151)	Cumulative Frequency (%)
1	< 999	0	0.0
2	1000 - 1124	2	1.3
3	1125 - 1249	10	7.9
4	1250 - 1374	8	13.2
5	1375 - 1499	12	21.2
6	1500 - 1624	28	39.7
7	1625 - 1749	23	55.0
8	1750 - 1874	24	70.9
9	1875 - 1999	16	81.5
10	2000 - 2124	12	89.4
11	2125 - 2249	4	92.1
12	2250 - 2374	5	95.4
13	2375 - 2499	3	97.4
14	2500 - 2624	4	100.0
15	> 2625	0	100.0

Table 27. Career Development Inventory Score Distribution (Scale A - Planning Orientation) for Ninth Grade Students, Briggs Junior High School, May, 1975.

Internal Number	Value Range (i = 125)	Frequency (n = 123)	Cumulative Frequency (%)
1	< 999	1	0.8
2	1000 - 1124	1	1.6
3	1125 - 1249	3	4.1
4	1250 - 1374	6	8.9
5	1375 - 1499	11	17.9
6	1500 - 1624	23	36.6
7	1625 - 1749	19	52.0
8	1750 - 1874	19	67.5
9	1875 - 1999	14	78.9
10	2000 - 2124	12	88.6
11	2125 - 2249	9	95.9
12	2250 - 2374	3	98.4
13	2375 - 2499	1	99.2
14	2500 - 2624	0	99.2
15	> 2625	1	100.0

Table 28. Career Development Inventory Score Distribution (Scale A - Planning Orientation) for Ninth Grade Students, Thurston Junior High School, May, 1975.

Interval Number	Value Range (i = 125)	Frequency (n = 119)	Cumulative Frequency (%)
1	< 999	0	0.0
2	1000 - 1124	0	0.0
3	1125 - 1249	7	5.9
4	1250 - 1374	6	10.9
5	1375 - 1499	8	17.6
6	1500 - 1624	18	32.8
7	1625 - 1749	20	49.6
8	1750 - 1874	16	63.0
9	1875 - 1999	15	75.6
10	2000 - 2124	12	85.7
11	2125 - 2249	11	95.0
12	2250 - 2374	2	96.6
13	2375 - 2499	1	97.5
14	2500 - 2624	2	99.2
15	> 2625	1	100.0

Table 29. Career Development Inventory Score Distribution (Scale B - Resources for Exploration) for Ninth Grade Students Springfield Junior High School, May, 1975.

Interval Number	Value Range (i = 20)	Frequency (n = 90)	Cumulative Frequency (%)
1	< 119	0	0.0
2	120 - 139	0	0.0
3	140 - 159	2	2.2
4	160 - 179	8	11.1
5	180 - 199	8	20.0
6	200 - 219	9	30.0
7	220 - 239	14	45.6
8	240 - 259	17	64.4
9	260 - 279	12	77.8
10	280 - 299	10	88.9
11	300 - 319	4	93.3
12	320 - 339	3	96.7
13	340 - 359	2	98.9
14	360 - 379	0	98.9
15	> 380	1	100.0

Table 30. Career Development Inventory Score Distribution (Scale B - Resources for Exploration) for Ninth Grade Students, Hamlin Junior High School, May, 1975.

Interval Number	Value Range (i = 20)	Frequency (n = 151)	Cumulative Frequency (%)
1	< 119	1	0.7
2	120 - 139	0	0.7
3	140 - 159	3	2.6
4	160 - 179	9	8.6
5	180 - 199	15	18.5
6	200 - 219	26	35.8
7	220 - 239	23	51.0
8	240 - 259	30	70.9
9	260 - 279	15	80.8
10	280 - 299	13	89.4
11	300 - 319	6	93.4
12	320 - 339	7	98.0
13	340 - 359	1	98.7
14	360 - 379	2	100.0
15	> 380	0	100.0

Table 31. Career Development Inventory Score Distribution (Scale B - Resources for Exploration) for Ninth Grade Students, Briggs Junior High School, May, 1975.

Interval Number	Value Range (i = 20)	Frequency (n = 123)	Cumulative Frequency (%)
1	< 119	0	0.0
2	120 - 139	0	0.0
3	140 - 159	1	0.8
4	160 - 179	3	3.3
5	180 - 199	4	6.5
6	200 - 219	14	17.9
7	220 - 239	27	39.8
8	240 - 259	31	65.0
9	260 - 279	14	76.4
10	280 - 299	14	87.8
11	300 - 319	9	95.1
12	320 - 339	5	99.2
13	340 - 359	1	100.0
14	360 - 379	0	100.0
15	> 380	0	100.0

Table 32. Career Development Inventory Score Distribution (Scale B - Resources for Exploration) for Ninth Grade Students, Thurston Junior High School, May, 1975.

Interval Number	Value Range (i = 20)	Frequency (n = 119)	Cumulative Frequency (%)
1	< 119	0	0.0
2	120 - 139	0	0.0
3	140 - 159	2	1.7
4	160 - 179	8	8.4
5	180 - 199	13	19.3
6	200 - 219	20	36.1
7	220 - 239	28	59.7
8	240 - 259	10	68.1
9	260 - 279	18	83.2
10	280 - 299	8	89.9
11	300 - 319	7	95.8
12	320 - 339	2	97.5
13	340 - 359	2	99.2
14	360 - 379	0	99.2
15	> 380	1	100.0

Table 33. Career Development Inventory Score Distribution (Scale C - Information and Decision Making) for Ninth Grade Students, Springfield Junior High School, May, 1975.

Interval Number	Value Range (1 = 2)	Frequency (n = 90)	Cumulative Frequency (%)
1	0 - 1	0	0.0
2	2 - 3	1	1.1
3	4 - 5	3	4.4
4	6 - 7	5	10.0
5	8 - 9	3	13.3
6	10 - 11	2	15.6
7	12 - 13	7	23.3
8	14 - 15	7	31.1
9	16 - 17	22	55.6
10	18 - 19	17	74.4
11	20 - 21	11	86.7
12	22 - 23	6	93.3
13	24 - 25	5	98.9
14	26 - 27	1	100.0
15	28 - 29	0	100.0

Table 34. Career Development Inventory Score Distribution (Scale C - Information and Decision Making) for Ninth Grade Students, Hamlin Junior High School, May, 1975.

Interval Number	Value Range (1 = 2)	Frequency (n = 151)	Cumulative Frequency (%)
1	0 - 1	0	0.0
2	2 - 3	1	0.7
3	4 - 5	6	4.6
4	6 - 7	7	9.3
5	8 - 9	15	19.2
6	10 - 11	13	27.8
7	12 - 13	10	34.4
8	14 - 15	17	45.7
9	16 - 17	24	61.6
10	18 - 19	22	76.2
11	20 - 21	10	82.8
12	22 - 23	11	90.1
13	24 - 25	11	97.4
14	26 - 27	4	100.0
15	28 - 29	0	100.0

Table 35. Career Development Inventory Score Distribution (Scale C - Information and Decision Making) for Ninth Grade Students, Briggs Junior High School, May, 1975.

Interval Number	Value Range (i = 2)	Frequency (n = 123)	Cumulative Frequency (%)
1	0 - 1	0	0.0
2	2 - 3	2	1.6
3	4 - 5	5	5.7
4	6 - 7	11	14.6
5	8 - 9	8	21.1
6	10 - 11	12	30.9
7	12 - 13	11	39.8
8	14 - 15	13	50.4
9	16 - 17	24	69.9
10	18 - 19	10	78.0
11	20 - 21	16	91.1
12	22 - 23	8	97.6
13	24 - 25	2	99.2
14	26 - 27	1	100.0
15	28 - 29	0	100.0

Table 36. Career Development Inventory Score Distribution (Scale C - Information and Decision Making) for Ninth Grade Students, Thurston Junior High School, May, 1975.

Interval Number	Value Range (i = 2)	Frequency (n = 119)	Cumulative Frequency (%)
1	0 - 1	0	0.0
2	2 - 3	1	0.8
3	4 - 5	5	5.0
4	6 - 7	8	11.8
5	8 - 9	16	25.2
6	10 - 11	16	38.7
7	12 - 13	15	51.3
8	14 - 15	10	59.7
9	16 - 17	16	73.1
10	18 - 19	15	85.7
11	20 - 21	10	94.1
12	22 - 23	3	96.6
13	24 - 25	3	99.2
14	26 - 27	1	100.0
15	28 - 29	0	100.0

Grade 12

The Career Maturity Inventory (Attitude Scale) was administered to all twelfth grade students in the District. In all, a total of 426 students took the inventory. Both Springfield High and Thurston High participated in the study.

The CMI measures the maturity of attitudes and competencies that are critical to realistic career decision making. Although the possibility of sex differences exist on the Attitude Scale, it appears to apply equally well with male and female students. Of the fifty items on the Attitude Scale, only four reflect significant sex differences.

The Attitude Scale asks students about their attitudes and feelings toward making a career choice and entering the world of work. Is work seen as a meaningful focus of life or is it viewed as drudgery? How involved and independent is the indiyidual in the choice process? What considerations are made in selecting a career? These and other cognitive aspects of decision making are stated in the items of the Attitude Scale. More specifically, five attitudinal clusters are surveyed:

. . . involvement in the career choice process;

. . . orientation toward work;

. . . independence in decision making;

. . . preference for career choice factors;

. . . conceptions of the career choice process.

Research findings that have been accumulating on the CMI for more than a decade, dating back to the first administration of the Attitude

Scale in 1961-1962, indicate that it is a reliable and valid measure of career maturity.

Scoring procedures for the Attitude Scale are simple, whether scoring by hand or by machine. Score reports to the user are also very simple because conversion and interpretation of scores is done at the local level using norms derived from the particular reference group that makes the scores most meaningful.

The Attitude Scale is used to determine how an individual or a group compares to others in the locality where, presumably, the majority of the individuals in the group will, upon completion of schooling or training, choose and become engaged in their careers.

The Attitude Scale was not normed on a national sample because, ultimately, the most appropriate reference group for an individual is the one he most resembles demographically and educationally. Unlike tests such as those used for selection of applicants for colleges or jobs, in which there is some interest in how high an individual ranks in a representative population, the primary consideration in using norms for the Attitude Scale is to determine an individual's rate of career development in comparison to grademates. In other words, the question asked by the counselor or teacher or administrator is, "How career-mature is this individual compared to his peers?"

Mean scores were computed for each of the following components and are shown in Table 37. The components include those for (1) Schools, (2) Type of Program, (3) Sex, and (4) Type of Curriculum (Thurston only).

Table 37. Career Maturity Inventory (Attitude Scale) Mean Scores for Grade 12 Students, Springfield School District, May, 1975.

Component	Sample Size	Mean Score
Schools		
Springfield	170	35.759
Thurston	170	37.353
Type of Program		
Cluster	94	37.798
Non-Cluster	94	36.798
Sex		
Male	40	37.000
Female	40	38.425
Type of Curriculum (Thurston Only)		
World of Work	30	38.500
Modern Problems	30	38.600

The various component mean scores were contrasted by analysis of variance (ANOVA) procedures using the F statistic. The results of the analysis of variance testing are shown in Tables 38 and 39. Table 38 reports the two-way arrangement ANOVA results for school and cluster; Table 39 shows the results of testing for Thurston data on type of curriculum and sex.

RESULTS OF ANALYSIS OF VARIANCE TESTING SCHOOL / CLUSTER

SOURCE OF VARIATION	df	COMPUTED F	TABULAR F = 05	DECISION
SCHOOL	1	.0977	6.76	N.S.
CLUSTER	1	1.7827	6.76	N.S.
SCHOOL x CLUSTER	1	6.2497	6.76	N.S.
ERROR	184	—	—	—
TOTAL	187	—	—	—

TABLE 39

RESULTS OF ANOVA TESTING (TYPE OF CURRICULUM / SEX) THURSTON ONLY

SOURCE OF VARIATION	df	COMPUTED F	TABULAR F $\alpha = .05$	DECISION
TYPE (CURRICULUM)	1	.0075	7.12	N.S.
SEX	1	1.2624	7.12	N.S.
TYPE x SEX	1	1.8334	7.12	N.S.
ERROR	56	—	—	—
TOTAL	59	—	—	—

In no instances were computed F values found to be significant. Thus, no significant differences were shown to exist for the levels of these data.

Oregon norms (grade 12) are available and are shown in Table 40. Raw Scores and Percentiles for both Springfield and Thurston data are compared with the Oregon norms in the table. The results indicate that the percentiles for Thurston cover the range for Oregon twelfth grade students while those for Springfield extended beyond both ends of the norming data.

Additional CMI norming comparisons are shown in Tables 41 and 42. These comparisons include Thurston data only and compare cluster/non-cluster results in Table 41 and World of Work/Modern Problems results in Table 42.

COMPARISON WITH CMI NORMS
BOTH SCHOOLS
(OREGON – 12th GRADE)

80

ATTITUDE (RAW SCORE)	PERCENTILES		
	n = SPRINGFIELD	n = THURSTON	OREGON NORM
48	100		
47	99.4		
46	98.8	98.2	99
45	97.6	95.9	98
44	95.3	95.3	95
43	92.9	90.6	91
42	88.2	86.5	85
41	80.6	82.9	79
40	72.4	77.1	69
39	64.7	68.2	61
38	58.8	60.0	52
37	53.5	48.2	44
36	45.3	44.1	37
35	41.2	36.5	30
34	38.2	27.1	24
33	31.8	20.6	19
32	27.6	13.5	16
31	24.1	8.8	12
30	20.0	5.3	10
29	17.1	1.8	7
28	15.9		5
27	12.4		3
26	10.0		2
25	8.2		2
24	7.6		2
23	5.3		1
22	3.5		1
21	2.9	0.6	1
20	1.8		
15	1.2		
10	0.6		

TABLE 41

COMPARISON WITH CMI NORMS
THURSTON
CLUSTER / NON-CLUSTER
(OREGON–12th GRADE)

81

ATTITUDE (RAW SCORE)	PERCENTILES		
	CLUSTER n=60	NON CLUSTER n=60	OREGON NORM
48	100.0		
47	98.3		99
46	95.0		98
45	88.3		95
44	86.7		91
43	78.3	100.0	85
42	75.0	90.0	79
41	70.0	80.0	69
40	66.7	73.3	61
39	60.0	63.3	52
38	56.7	53.3	44
37	45.0	40.0	37
36	40.0		30
35	31.7	33.3	24
34	18.3	26.7	19
33	6.7	20.0	16
32	5.0	16.7	12
31	—	13.3	10
30	3.3	6.7	7
29		3.3	5
28			3
27			2
26			2
25			1
24			1
23			1
22			
21			
20			
15			
10			

TABLE 42

COMPARISON WITH CMI NORMS
THURSTON
WORLD OF WORK / MODERN PROBLEMS
(OREGON – 12th GRADE)

82

ATTITUDE (RAW SCORE)	PERCENTILES		
	WORLD OF WORK	MODERN PROBLEMS	OREGON NORM
48	100.0		
47	—		
46	96.7	96.7	99
45	90.0	—	98
44	86.7	90.0	95
43	80.0	—	91
42	76.7	83.3	85
41	66.7	80.0	79
40	63.3	73.3	69
39	60.0	—	61
38	56.7	53.3	52
37	53.3	40.0	44
36	50.0	30.0	37
35	36.7	23.3	30
34	20.0	20.0	24
33	6.7	16.7	19
32	—	6.7	16
31	—	3.3	12
30	3.3	—	10
29	—	—	7
28			5
27			3
26			2
25			2
24			2
23			1
22			1
21		—	1
20			
15			
10			

SECTION IV

CONCLUSIONS

Process Needs

Process assessments provide information peculiar to the decision-making aspects of the Project goals. Process needs are based upon these aspects and this information provides feedback to the Project managers by monitoring the operations of the programs.

Needless to say, the awareness component of career education at Springfield is at an exemplary level. It could be considered as a model in this regard. The District (Administrative) Component is likewise a well-planned and equally well-executed part of the Project's design.

The Exploratory and Preparation Components should be given priority considerations during 1975-76 and thereafter in order to bring them up to the same exemplary level as is the Awareness Component. The Post-Placement Component is in a supportive role and should be continued.

Process needs considered as a result of the 1974-75 assessment include the following:

1. There is a critical need to accelerate the integration of career education units into the exploratory subject matter areas within the four Junior High School programs. All teachers within these programs should be relating their subject areas to careers. Resource teachers, who will be assigned at the Junior High level next year, should greatly assist in the implementation of this need during the 1975-76 school year.
2. A concentrated and major effort should be extended toward the articulation of students from one career ladder level to another at Springfield. An operational articulation program would greatly facilitate

the adjustment problems for students as they matriculate from awareness to exploratory to preparation stages of the career education program.

3. Inservice activities for staff will continue to be an essential ingredient in the conduct of the Springfield program. New teachers at all levels will require orientation and preparation in order to maintain the exemplary aspects peculiar to awareness, exploratory and preparation levels. Scheduling for such inservice should proceed immediately in order to meet the needs of incoming teachers within the system next school year.

4. Several summer workshops were conducted which dealt with exemplary career education practices. Springfield personnel who attended these workshops should be encouraged to utilize these exemplary practices as they return to their classrooms in the fall.

5. The Advisor-Advisee program is off to an excellent start; its expansion during the 1975-76 school year is a valid decision.

6. All students within the District have not been provided with the opportunity to be involved with teachers and parents in discussions on career decision making. Although all teachers in the District have been provided with a learning package for instructing students in decision-making, no follow-up has been made to determine whether or not such instruction is being implemented. A plan should be developed to assure that all students at all levels have adequate instruction in career decision making.

7. Demonstration Days have been a very successful venture in the Springfield schools. All programs participated in Demonstration Day

activities during 1974-75. This practice should be continued during 1975-76.

8. The cluster programs at Thurston and Springfield High Schools reach approximately 43 percent of the students enrolled at the two schools. This percentage figure is far below the State Department of Education expectations of the future. In order to correct for this discrepancy in enrollment percentages, future Project objectives should impart a more reasonable percentage figure which is closer to SDE expectations. Cluster programs need to be made available to accommodate the necessary enrollment increases.

9. Post-School Placement activities are off to a good start within the Springfield District. This component is not only desirable, but it is essential to the fulfillment of needs of students. It should be continued.

10. To date, funds have not been made available which allow staff to visit other regional on-going exemplary programs. If funds permit, such visits should be encouraged during the ensuing year.

11. The process assessment has utilized the various component goals and objectives as a base for the evaluation criteria for the Project. Several of the objectives under the various components appear to be somewhat redundant and perhaps a combining of these objectives might be feasible during the coming year. The process portion of the present report reflects these redundancies as comments are made relating to "See Objective such-and-such for more information."

A future consideration for the assessment of Career Education programs at Springfield might be to utilize the State Department of Education Career Education Assessment Guide in establishing evaluative criteria for the Project. The intent of the criteria covered within the Guide is to establish standardized career education activities for Oregon schools. Project personnel need to inspect the various criteria contained within the SDE Guide for relevance to the Springfield program.

Product Status

Product assessments measure and interpret program attainments; it focuses upon achievement levels and other status goals of Project recipients. Used in this manner, it includes the assessment of student accomplishments resulting from the implementation of Project goals and objectives. For the present study, it encompasses the various standardized testing called for in the Evaluation Plan.

Grades 3, 6, 9, and 12 were involved in the Product assessment activities at Springfield during Spring of 1975. The results of this assessment depict the product status of the Springfield program and establish baseline data for future product assessments.

Product needs to be considered as a result of the 1974-75 assessment include the following:

1. Career information and decision making activities constitute a critical ingredient to students as they progress along the career ladder. These activities should be considered as top priorities as plans are completed for the 1975-76 school year.
2. Several of the instruments utilized for the 1974-75 baseline assessment were found to be adequate and appropriate for the evaluation of outcome areas as eatablished in the Evaluation Matrix. However, some were determined to be too time-consuming for feasible use in the future. Cost of scoring was found to be prohibitive in isolated instances. Instrument characteristics are discussed in the next section of the report.

3. If product assessment activities continue beyond the funding period of the Project, interpretation workshops should be planned in order to orient Springfield personnel with the various ramifications peculiar to the assessment devices being utilized.

Future Assessment Considerations

It is still too early to know what the 1975-76 Federal Guidelines will specify as the evaluation requirements for Career Education programs; however, it may be speculated that a blending of both process and product activities will be needed in satisfying the evaluation requirements.

The goals and objectives of the Project's proposal mandate that process judgments be made a part of any future evaluation planning. Thus, a process type assessment will be essential to the third and final year's activities. Consequently, the final year's process evaluation will act as the terminal assessment for the Project.

The baseline data for the Springfield program have been generated during the present report period. These data will be invaluable in establishing inferences for future product outcomes in the Springfield District, and particularly for grades 3, 6, 9, and 12.

The primary focus of the product evaluation effort during the present year was to design a system for data collection in subsequent years. The activities associated with this focus included the field testing of instruments which were considered to be appropriate to the Project's goals.

Several of the instruments which were included in the Instrument List of the 1974-75 Guidelines were inspected for use in the Springfield evaluation. Although a few of these instruments appeared to be appropriate, others were clearly not compatible with program personnel recommendations. Following due consideration, the 1974-75 evaluation plan included the use of the following instruments.

Grade 3 - Self Observation Scale (Primary Level)

- Group Problem Solving Tasks Instrument

Grade 6 - Self Appraisal Inventory (Intermediate Level)

- Group Problem Solving Tasks Instrument

Grade 9 - Career Development Inventory (High School Form I)

Grade 12 - Career Maturity Inventory

- Effectiveness of High School Education Instrument (delayed administration)

COMMENTS ON THE INSTRUMENTS

A sample of five (5) elementary level third grade classes participated in the Self Observation Scale testing. The Self Observation Scale measures five dimensions of self-concept.

The Self Observation Scale is nationally normed. The computer printouts provided by the authors of the test were quite adequate in describing both school and individual characteristics. However, this scale cannot be locally scored, and dependence must be placed upon the test publishers to provide scoring and norming information. This dependence caused some degree of delay in reporting the present project. The restrictions associated with delays in scoring were the only deficiencies noted during the 1974-75 evaluations.

The Group Problem Solving Tasks Instrument is utilized at all elementary grade levels in the Springfield District. The instrument was used to assess decision making (problem solving) skills for Springfield students in grades 3 and 6. No problem or restrictions were detected in the use of the GPST scale.

In addition to the administration of the GPST instrument, sixth graders were given the Self Appraisal Inventory for the assessment of self awareness (self concept) skills. The scale measures four dimensions associated with self concept including the assessment of views of self in relation to peer, family, scholastic, and a general perception. No specific problems were detected either in the administration or the scoring of the instrument. The results of the assessment appeared to satisfy the requirements of the Evaluation Plan.

All ninth grade students in the District were given the Career Development Inventory during the May, 1975 testing period. The CDI provides measures appropriate to Outcome Areas A, B, and C in the Guidelines matrix. The scores on the instrument encompass four subscale areas; namely, (1) Planning Orientation, (2) Resources for Exploration, (3) Information and Decision Making, and (4) Total Career Development.

The CDI publishers advertise the scale administration time as approximately 30 minutes with a grade 6 reading level. Students in Springfield's four(4) Junior High School programs averaged more than 45 minutes for completion of the computerized score sheet used for the analysis. Many students only partially completed the instrument because of time restrictions; a few of the ninth graders could not complete the testing because of reading difficulties. A total of 483 ninth graders did complete the instrument for purposes of the present assessment.

The obvious restrictions related to the time for administering the CDI will be a disadvantage in making future assessments of ninth grade students at Springfield. The reading difficulties associated with the May, 1975 testing are of only minor consequence in that this restriction affected only a small percentage of students.

A recommended solution to the time problem is to utilize only two of the three composite subscales of the instrument for future assessment purposes. The Resources for Exploration (an attitudinal subscale) and the Information and Decision Making (a cognitive subscale) would appear to be logical choices for future data collection in this area.

All grade 12 students in the two senior high schools were assessed for Outcome Areas B and C of the Guidelines matrix using the Career Maturity Inventory (attitude subscale). The attitude subscale provides data relevant to decision making; its administration was well within the desired time dimensions for the Springfield testing, requiring about twenty (20) minutes to complete.

Career Placement data will not be available for grade 12 students until later in the 1975-76 school year. The Effectiveness of High School Education Instrument will be used in making this assessment. No problems or restrictions are anticipated in terms of its administration.

APPENDIX A

EVALUATION TOOLS

GOAL	INSTRUMENT	DATES	ADMINISTERED TO
Student Goal #5.1 By the end of the 1st year, given a list of 25 life role activities, 75% of the elementary students will be able to identify 20 corresponding roles (occupation, family, citizenship, and leisure time).	Life Role Inventory (Primary & Intermediate) 3 pages & key	By 5/74	All Elementary Students
Community Goal #1.1 To involve citizen advisory or parent committees in the study and implementation of career education in all 14 elementary schools	Community Survey 2 pages	By 6/74 10/74 6/75 10/75 6/76	School Attendance Area Community Equivalent to 5-10% of Student Population
Assessment Goal #1.1 By the end of 3 years of participation in the Career Awareness process, 75% of the elementary students will show a growth in positive attitudes toward school as measured by the Sentiment Index.	School Sentiment Index Teacher guide 2 pgs. Primary ans. 4 pgs. Inter. ans. 1 pg. Key	5/74 5/75 5/76	Grades 1-4 in 5/74 Grades 2-5 in 5/75 Grades 3-6 in 5/76
Assessment Goal #1.2 By the end of 3 years of participation in the Career Awareness process, 75% of the elementary students will be able to demonstrate their ability to complete group problem-solving tasks.	Group Problem Solving Tasks 1 page	5/74 5/75 5/76	Grades 1-4 in 5/74 Grades 2-5 in 5/75 Grades 3-6 in 5/76
Assessment Goal #1.3 By the end of 3 years of participation in a Career Awareness process to determine direction of change in staff prioritization of 8 major career education themes.	Goal Statements (8) 1 page	10/73 5/74 5/75 5/76	All Elementary Certified Staff

	INSTRUMENT	DATES	ADMINISTERED TO	ADMINISTERED BY
end of t of 25 of the be able ing y, citi-).	Life Role Inventory (Primary & Inter-mediate) 3 pages & key	By 5/74	All Elementary Students	Classroom Teachers
nvolve t nd in- ucation ols	Community Survey 2 pages	By 6/74 10/74 6/75 10/75 6/76	School Attendance Area Community Equivalent to 5-10% of Student Population	Building Principals
the end on in the 75% of ill show tudes by the	School Sentiment Index Teacher guide 2 pgs. Primary ans. 4 pgs. Inter. ans. 1 pg. Key	5/74 5/75 5/76	Grades 1-4 in 5/74 Grades 2-5 in 5/75 Grades 3-6 in 5/76	Building Counselors
the end on in the 75% of ill be ability solving	Group Problem Solving Tasks 1 page	5/74 5/75 5/76	Grades 1-4 in 5/74 Grades 2-5 in 5/75 Grades 3-6 in 5/76	Classroom Teachers
he end n in a o deter- n staff career	Goal Statements (8) 1 page	10/73 5/74 5/75 5/76	All Elementary Certified Staff	Building Coordinators

GOALS	INSTRUMENT	DATES	ADMINISTERED TO
Assessment goal #1.4 By the end of 3 years of participation in a Career Awareness process to determine direction of change in Staff Self-Evaluation Inventory for Teachers.	Staff Self Evaluation Inventory, 1-6 1 page	4/74 4/75 4/76	All Elementary Certified Staff
Student Goal #4.1 By the end of the 2nd year each elementary student will be able to identify at least 10 contrasting work settings and an occupation for each setting, (hot, cold, inside, outside, clean, dirty, noisy, quiet...)	Contrasting Work Settings	5/75	All Elementary Students

	INSTRUMENT	DATES	ADMINISTERED TO	ADMINISTERED BY
the end on in a to nge n-	Staff Self Evaluation Inventory, 1-6 1 page	4/74 4/75 4/76	All Elementary Certified Staff	Building Coordinators
end of ry entify rk for inside, sy,	Contrasting Work Settings	5/75	All Elementary Students	Classroom Teachers

APPENDIX B

SPRINGFIELD SCHOOL DISTRICT #19
EXEMPLARY CAREER EDUCATION PROJECT

Assessment Goal 1.2 a.b.c
CLASSROOM TEACHER

GROUP PROBLEM SOLVING TASKS

To be administered in April of each year to grades 1-4 in 1974; 2-5 in 1975; 3-6 in 1976. Teachers will choose a colleague to administer the task to their classroom. The form at the bottom will be completed for reporting purposes.

FIRST AND SECOND YEAR CLASSES:

Within five minutes, form yourself into groups of 4's or 5's, and choose a leader.

THIRD AND FOURTH YEAR CLASSES:

Within seven minutes, form yourselves into groups of 4's or 5's, choose a leader, and agree on a name for the group.

FIFTH AND SIXTH YEAR CLASSES:

Within ten minutes, form yourselves into groups of 4's or 5's, choose a leader, agree on a name for your group, and agree upon an indoor game to be played later in the day.

SCHOOL _____ GRADE _____ YEAR 197_____

_____ students of _____ in the classroom completed
(number) (total number)
the group problem solving task within the time limits.

This was _____ percent of the students in the class.

ACCESSION NUMBER: VT102688

PUBLICATION DATE: 75

TITLE: COMPREHENSIVE CAREER EDUCATION MODEL K-14. INTERIM REPORT 1974-1975.

DESCRIPTOR: *CAREER EDUCATION; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; EDUCATIONAL PROGRAMS; PUBLIC SCHOOL SYSTEMS; PAROCHIAL SCHOOLS; ELEMENTARY SECONDARY EDUCATION; *CAREER AWARENESS; *VOCATIONAL DEVELOPMENT; *VOCATIONAL COUNSELING; STUDENT TESTING; SURVEYS; JOB PLACEMENT; DELIVERY SYSTEMS; POST SECONDARY EDUCATION.

IDENTIFIER: *PHILADELPHIA

EDRS PRICE: .MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

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ABSTRACT: THE SECOND YEAR OF A THREE-YEAR CAREER EDUCATION MODEL PROJECT CONDUCTED BY THE STAFF AND STUDENTS OF THE PHILADELPHIA PUBLIC AND PAROCHIAL SCHOOL SYSTEMS IS DOCUMENTED IN THIS INTERIM REPORT. PROGRAM COMPONENTS INCLUDED OVERALL GUIDANCE AND COUNSELING WITH EMPHASIS ON SELF-AWARENESS, WORK ATTITUDES, AND CAREER DECISIONMAKING SKILLS; ELEMENTARY CAREER AWARENESS AT THE K-6 LEVELS; JUNIOR HIGH OR MIDDLE SCHOOL CAREER ORIENTATION AND EXPLORATION FOR GRADES SEVEN AND EIGHT IN CONSTRUCTION AND MANUFACTURING, AND A TRADE EXPLORATORY PROGRAM AT THE AREA VOCATIONAL-TECHNICAL SCHOOL FOR GRADE NINE STUDENTS; JOB PREPARATION IN GRADES 10-14 WITH COOPERATIVE EDUCATION AND WORK EXPERIENCE PROGRAMS; AND JOB PLACEMENT ACTIVITIES FOR SCHOOL LEAVERS AND THOSE IN VOCATIONAL CURRICULUMS. DURING THE SECOND PROJECT YEAR, FIELD TRIPS TO A VARIETY OF WORK LOCATIONS WERE EXPANDED TO GRADES K-8. DATA FROM STUDENT TESTS OF OCCUPATIONAL INFORMATION, STUDENT ATTITUDE QUESTIONNAIRES, AND OPINION SURVEYS FROM PARENTS AND TEACHERS ARE PRESENTED WITH THE THIRD-PARTY EVALUATION. THIS EVALUATION AND THE OFFICE OF EDUCATION PERFORMANCE REVIEW REPORT BOTH INDICATE SATISFACTORY PROGRESS AND RECOMMEND REFUNDING FOR THE 1975-76 SCHOOL YEAR. (AUTHOR/MF)

CONTRACT NUMBER: OEG-0-73-5273

INSTITUTION NAME: PHILADELPHIA SCHOOL DISTRICT, PA. DIV. OF CAREER EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 68

INTERIM REPORT

1974 - 1975

Comprehensive Career Education Model K - 14

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ACKNOWLEDGEMENTS

The management of the Career Education Model K-14 Project wishes to acknowledge the many people who have made this program a success.

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Mr. Edward Magliocco, Principal
Mr. Richard Krug, Chairman - Graphic/Communications Cluster
Mr. Albert Newsham, Chairman - Metals Cluster
Mrs. Harriet Lam - Clerical Skills Laboratory
Mr. Gerald Solomon - Vocational Evaluation Center
Miss Sandra Rosenfeld, Counselor - 9th Grade Exploratory
Mr. Ronald Briggs, Job Placement Officer

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Sister Maureen Walsh
Miss Denise Amon
Miss Peggy Chapman
Miss Margaret Cole
Miss Alice Dougherty
Miss Patricia Farrell

ALL OTHER TEACHERS IN THE ABOVE THREE SCHOOLS WHO GENEROUSLY CONTRIBUTED THEIR TIME AND EFFORT TO THIS PROGRAM

INTRODUCTION

This report is a documentation of the programs and activities conducted by the staff and students of the Philadelphia Public and Parochial School Systems during our second year (of a three year federally funded) program. The information contained hearin, hopefully, will be of benefit to those who have an interest in the operation of a Career Education Model in a large urban section. The sole purpose of this project is to develop an improved educational delivery system that will benefit all our students.

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U.S.O.E. PERFORMANCE REVIEW REPORT 138

ABSTRACT

State & Project Number:	Pennsylvania V361134
Title of Project:	Comprehensive Career Education Model K-14
Project Director:	Stanley B. Cohen, Director Career Education Planning and Development
Applicant Organization:	School District of Philadelphia Parkway at Twenty-First Street Philadelphia, Penna. 19103
Estimated Total Federal Funds - Section 142 (C):	
Duration:	July 1, 1973 thru June 30, 1976

Site Information:

The Philadelphia School System is the largest school district in the state of Pennsylvania. The system is divided into eight separate districts having its own district officer operating under the jurisdiction of the Superintendent of Schools. The system has a student enrollment of 289,039 and an operating budget for 1974 of $470,000,000.00. The racial make-up of our system is as follows: 62% Black, 4% Spanish speaking and 34% all others. The percentage of educationally disadvantaged students is approximately 45% and economically disadvantaged is approximately 37%.

Description of Program:

1. Administrative Structure

The Director of Career Education Planning and Development has overall responsibility for the operation of the Comprehensive Career Education Model K-14 program. The Advisory Council for Vocational Education of the City of Philadelphia which includes representatives of community, business, industry and labor is utilized in all phases of the planning and operation of the program. The Council reports directly to the Executive Director of Career Education. In addition, a special advisory council has been organized for this program.

II. Program Design

There are five (5) phases of development in this program. They are as follows: (1) To increase self-awareness of pupils by providing insight into their skills, potentials and abilities which would relate to the world of work, (2) To promote career awareness, including the professions, among program participants, (3) To provide opportunities for career exploration, (4) To provide skill development in the business, metal and communication clusters, and (5) To provide job placement service and counseling for students upon leaving school.

III. Program Components

Overall Guidance and Counseling Emphasis, Including Self-Awareness, Attitudes Toward Work, and Career Decision-Making Skills Guidance and counseling activities are implemented at all levels, inside and outside the classroom environment, to develop, within the child, a positive self-image, positive attitudes toward work, career awareness and acute decision making skills. Greater emphasis is placed on the child's relation with the world-of-work, as the child progresses through school.

Elementary Career Awareness -- Career awareness are developed at the K-6 levels through a variety of activities and approaches. The children are exposed to careers through in-class activities, meetings with role models, small group discussions, "hands-on" activities and integration of Career Education concepts into the regular teaching program. Decision-making skills are developed through a teaching technique which daily makes the child a decision maker, having to set up goals, seek alternatives and choose his course of action.

Junior High or Middle School Career Orientation and Exploration Career exploration at levels 7-8 has been expanded to involve the children in exploratory activities in the skills laboratory housed in the public school. The "World of Construction" and "World of Manufacturing" is used to give the children in-depth experiences within these two clusters. The children are also involved in weekly trips to the area vocational-technical school, where they are paired, on a one to one basis, with "hands-on" activities. In conjunction with the above trips, the children also meet with role models at on-site locations. Students in the 9th grade receive training and evaluation using the Singer Vocational Evaluation System. Ninth (9th) grade students are afforded a complete trade explorative program at the area vocational-technical school. These electives provide career activities. Job Preparation in Grades 10-14-- Several approaches are taken for the inclusion of cooperative education and work experience programs in the K-14 Career Education Plan. A newly instituted job guidance counselor funded under the Vocational Education Act of 1968 is actively involved in the development of resources through which students obtain

employment and serves as the major coordinator for all work programs within the school. In addition all counselors within the school have and will continue to participate in a staff development program to help them more effectively provide leadership in developing guidance programs for job-bound youth. These programs focus on helping students develop decision-making skill and how best to use these skills in educational and vocational planning and to assist in the determination of which type of work experience a student will obtain to best serve his education and vocational needs Amond the many options are the following: (1) Work Experience Programs; (2) Cooperative Office Education; (3) Distributive Education; (4) Cooperative Technical Education.

Placement Activities--Job placement with "cooperative" employers, intensive skill development for students leaving school before graduation and priority for placing students pursuing vocational curriculum, is accomplished with counseling and the use of a job developer.

The function of the Job Developer is to continue to develop, process and fill (1) jobs for disadvantaged students--jobs after school, evenings, weekends, holidays, and summer, (2) jobs of a temporary or occasional nature, (3) jobs for current dropouts and current graduates in consonance with the efforts of the bureau of Employment Security.

This program helps to provide a work experience for additonal disadvantaged students in the high schools. Major emphasis in placement will be for those students who are pursuing a vocational curriculum. Additional efforts in serving students provides a first vocational experience for many youths, hopefully stimulating interest for their taking related occupational training in the schools. Career development is enhanced through these employment opportunities.

Other--Field trips and visits to a variety of work locations hasbeen expanded to grades K-8 during the 2nd and 3rd years of the program. Given the immediate need for intensive career exploration activities with appropriate counseling and follow-up activities of an in-depth nature, it was deemed reasonable to concentrate the resources of the first year on target population for maximum effectiveness. However, the experiences and knowledges gained on the part of the staff as well as students during the first year, has facilitate its expansion during the 2nd and 3rd years of operation to include all students in grades K-8.

IV. Unique Features

a. Introduction to vocations in the elementary grades had involve "hands-on" occupational exploration for students.

b. Implementation of revised curriculum for career development activities.

c. Individually prescribed, self-pacing learning packages developed by a team including a vocational teacher and a basic learning skills teacher.

d. Use of cluster concept for curriculum development.

e. The interrelationship between public and parochial school students in weekly activities at their home schools, and also, at the area vocational-technical high school.

THREE YEAR MANAGEMENT PLAN
for
COMPREHENSIVE CAREER EDUCATION MODEL K-14

GENERAL

AWARENESS

EXPLORATION

PREPARATION

GENERAL

YEAR I

1. To develop & implement career education activities in the following schools and grades:
Lowell Elem. - gr. 3, 6, 7
Most Precious Blood - gr. 1, 3, 7, 8
Dobbins AVT - 9, 10, 11 (Vocational).

2. To provide a monthly staff development sessions for teachers involved.

3. To implement the procedures necessary to attain the objectives of the CCEM K-14 proposal.

4. To provide counseling and job placement services for Dobbins AVT students.

5. To provide the School District of Philadelphia and HEW all reports, etc. required by the "Grants Terms and Conditions."

AWAREN

YEAR

1. To develop, adapt classroom activites a Most Precious Blood,
Self-Awareness
Career Awareness
Educational Awarene
Economic Awareness
Decision Making
Positive Attitudes

2. To provide "hands and role simulations classroom structure.

3. To provide small and discussion perio students.

4. To infuse career cepts and activities ular curriculum stru

5. To provide speak and audio-visual mat students.

GENERAL

YEAR I

op & implement career ed-
vities in the following
grades:
- gr. 3, 6, 7
s Blood - gr. 1, 3, 7, 8
- 9, 10, 11 (Vocational).

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ons for teachers involved.

ment the procedures
attain the objectives
K-14 proposal.

ide counseling and job
ervices for Dobbins AVT

ide the School District of
a and HEW all reports, etc.
the "Grants Terms and
"

AWARENESS

YEAR I

1. To develop, adapt and implement classroom activites at Lowell and Most Precious Blood, which promote:
   - Self-Awareness
   - Career Awareness
   - Educational Awareness
   - Economic Awareness
   - Decision Making
   - Positive Attitudes

2. To provide "hands on" activities and role simulations in the regular classroom structure.

3. To provide small group counseling and discussion periods for all students.

4. To infuse career education concepts and activities into the regular curriculum structure.

5. To provide speakers, field trips and audio-visual materials for the students.

EXPLORATION

YEAR I

1. To provide exploration experiences in the 22 shop at the AVT school for 1/2 day a week for the two seventh grades @ Lowell and grade 8 at Most Precious Blood.

2. To provide "hands-on" activities at the Lowell school 1/2 day a week, for grade 7 from Most Precious Blood.

3. To roster each 9th grade student to explorative experiences in the shops and vocational evaluation center at Dobbins prior to making a tenth grade trade selection.

4. To provide every student at the Dobbins AVTS an opportunity to use "VICS".

5. To provide 80% of a counselor's time for the 9th grade class at Dobbins.

6. To provide 3rd grade Students at M.P.B., small group exploration of the shops at the AVT school.

PREPARATIO

YEAR I

1. To provide a skill d
program in the following
Metals
Graphic-communications
Clerical

2. To provide a tenth g
selecting participation
program diversified and
training within each clu

3. To provide students
Cluster training for ent
skills in the following
machine shop, welding, s
foundry practice and mac

4. To provide students
communications's Cluster
for entry level skills i
ing: linotype, letterpre
composition, offset came

5. To provide eleventh
dents in the Clerical Cl
a laboratory type envirc
individualized modules c
tion for the development
level skills

LORATION

YEAR I

ploration experiences
the AVT school for
r the two seventh
nd grade 8 at
od.

ands-on" activities
ool 1/2 day a week,
Most Precious Blood.

h 9th grade student
periences in the
nal evaluation
prior to making
de selection.

ery student at the
pportunity to use

of a counselor's
grade class at

d grade Students
group exploration
he AVT school.

PREPARATION

YEAR I

1. To provide a skill development program in the following clusters:
   Metals
   Graphic-communications
   Clerical

2. To provide a tenth grade student selecting participation in the cluster program diversified and specialized training within each cluster

3. To provide students in the Metals Cluster training for entry level skills in the following areas: machine shop, welding, sheet metal, foundry practice and machine design

4. To provide students in the Graphic-communications's Cluster training for entry level skills in the following: linotype, letterpress, hand-composition, offset camera.

5. To provide eleventh grade students in the Clerical Cluster with a laboratory type environment using individualized modules of instruction for the development of entry level skills

GENERAL

YEAR II

1. To develop & implement career education activities in the following schools and grades:

   Lowell Elem. - K to 8
   Most Precious Blood - K to 8
   Dobbins AVT - 9 to 12
   St. Elizabeth - gr. 8
   E. Washington Rhodes - 6 teachers, gr. 7 & 8.

2. To provide a week long summer training session for teachers involved in year I.
   To provide bi-monthly inter-school and weekly intra-school staff development sessions.

3. To review and revise the procedures and treatments used during year I as a base for year II.

4. To provide counseling and job placement services for Dobbins AVT students.

5. To provide the School District of Philadelphia and HEW all reports, etc. required by the "Grants Terms and Conditions."

6. To expand the CCEM K-14 program within the participating schools.

AWARENESS

YEAR II

1. To refine, expand and im
activities at - Lowell & Mos
which promote:
   Self-Awareness
   Career Awareness
   Educational Awareness
   Economic Awareness
   Decision Making
   Positive Attitudes

2. To provide "hands on" a
simulations in the regular

3. To provide small group
cussion periods for all stu

4. To infuse career educat
activities into the regular
ture.

5. To provide speakers, fi
visual materials for the st

6. To develop, with 4 acade
Dobbins', classroom activiti
education concepts into the
room curriculum.

ENERAL

EAR II

ement career education ac-
ving schools and grades:

- K to 8
2
8
s - 6 teachers, gr. 7 & 8.

long summer training ses-
olved in year I.
thly inter-school and
taff development sessions.

ise the procedures and
year I as a base for

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AVT students.

hool District of Phila-
eports, etc. required by
Conditions."

M K-14 program within
ools.

AWARENESS

YEAR II

1. To refine, expand and implement classroom activities at - Lowell & Most Precious Blood which promote:
   - Self-Awareness
   - Career Awareness
   - Educational Awareness
   - Economic Awareness
   - Decision Making
   - Positive Attitudes

2. To provide "hands on" activities and role simulations in the regular classroom structure.

3. To provide small group counseling and discussion periods for all students.

4. To infuse career education concepts and activities into the regular curriculum structure.

5. To provide speakers, field trips and audio-visual materials for the students.

6. To develop, with 4 academic teachers at Dobbins', classroom activities infusing career education concepts into their regular classroom curriculum.

EXPLORATION

YEAR II

. To provide exploration at the AVT school for /2 day a week for the two seventh grades at the owell and seventh and eigth grades at the ost Precious Blood.

. To provide "hands-on" activities at the owell school, 1/2 day a week for grade 6 from ost Precious Blood.

. To continue objective #3 from year I, but o base the rostering of the shop exploration on he ranking of each students vocational interest's btained during the 1974 admission process.

. To provide every student at the Dobbins AVTS an opportunity to use "VICS".

5. To provide 80% of a counselor's time for the 9th grade class at Dobbins.

6. To expand objective 6 (year I) to include grade 5 at M.P.B.

7. To interface the C.E. activities being developed by the academic teachers with the exploration activities already being used by the vocational staff at Dobbins.

8. To provide three simulations for classroom use, jointly developed by O.S.U. AND S.D.P.

9. To provide exploration activities through the use of a Mobile Lab.

PREPARATI

YEAR II

1. To provide a skill develo the following clusters:
   Metals
   Graphic-communications
   Clerical

2. To provide a tenth grade participation in the cluster and specialized training wit

3. To place the Metals Clus year I in a shop of their c ization.
   To begin a new tenth gr group.

4. Specialization for the dents participating during
   Expand the cluster conc students taking printing c

5. To involve the 12th gr fice simulation experience
   To provide eleventh gr clerical cluster with a l onment using individualiz tion for the development

RATION

II

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seventh grades at the
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activities being devel-
bers with the explora-
eing used by the voc-

lations for classroom
O.S.U. AND S.D.P.

n activities through

PREPARATION

YEAR II

1. To provide a skill development program in the following clusters:
   Metals
   Graphic-communications
   Clerical

2. To provide a tenth grade student selecting participation in the cluster program diversified and specialized training within each cluster.

3. To place the Metals Cluster students from year I in a shop of their choice for specialization.
   To begin a new tenth grade Metals Cluster group.

4. Specialization for the eleventh grade students participating during year I
   Expand the cluster concept to include all students taking printing courses.

5. To involve the 12th grade cluster in an office simulation experience.
   To provide eleventh grade students in the clerical cluster with a laboratory type environment using individualized modules of instruction for the development of entry level skills.

GENERAL

YEAR III

1. To develop & implement career education activities in the following schools and grades:
   - Lowell Elem. - K to 8
   - Most Precious Blood - K to 8
   - Dobbins AVT - 9 to 12
   - St. Elizabeth - K to 8
   - E. Washington Rhodes - 15 teachers, gr. 7 & 8.

2. To provide a week long summer training session for teachers involved in year II.

   To provide bi-monthly inter-school and weekly intra-school staff development sessions.

3. To review, revise and compile all procedures and treatments used during year I and II.

   To expand to other schools to test the compiled CCEM materials.

4. To provide counseling and job placement service for Dobbins AVT students.

5. To provide the School District of Philadelphia and HEW all reports, etc. required by the "Grants Terms and Conditions."

6. To expand to other schools to test the compiled CCEM materials.

7. To provide a written analysis of the results, product & process of the model including successes, failures and proposal for diffusing the successful aspects throughout Phila. schools.

AWARENES

YEAR III

1. To refine, expand a
classroom activities at
Precious Blood, Dobbins
E. Washington Rhodes wh
   - Self-Awareness
   - Career Awareness
   - Educational Awareness
   - Economic Awareness
   - Decision Making
   - Positive Attitudes

2. To provide "hands o
role simulations in the
room structure.

3. To provide small gr
and discussion periods

4. To infuse career e
and activities into th
lum structure.

5. To provide speaker
audio visual materials

6. To implement the a
during year II and rev
where necessary.

III

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the following

8
- K to 8
12
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gr. 7 & 8.

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tten analysis of the
rocess of the model
failures and pro-
the successful
hila. schools.

YEAR III

1. To refine, expand and implement classroom activities at Lowell, Most Precious Blood, Dobbins, St. Elizabeths, E. Washington Rhodes which promote:
   - Self-Awareness
   - Career Awareness
   - Educational Awareness
   - Economic Awareness
   - Decision Making
   - Positive Attitudes

2. To provide "hands on" activites and role simulations in the regular classroom structure.

3. To provide small group counseling and discussion periods for all students.

4. To infuse career education concepts and activities into the regular curriculum structure.

5. To provide speakers, field trips and audio visual materials for the students.

6. To implement the activities developed during year II and revise and expand where necessary.

EXPLORATION

YEAR III

1. To expande exploration experience to at least one additional school at a vocational-technical center.

2. To provide "hands on" activities at the Lowell school, 1/2 day a week for grade 6 from Most Precious Blood.

3. To continue objective #3 from year I, but to base the rostering of the shop exploration on the ranking of each students vocational interest's obtained during the admission process.

4. To provide every student at the Dobbins AVTS an opportunity to use "VICS".

5. To provide 80% of a counselor's time for the 9th grade class at Dobbins.

6. To expand to at least two additional grade levels within a school.

7. To interface the C.E. activities being developed by the academic teachers with the exploration activities already being used by the voc. staff at Dobbins.

8. To provide 8 additional simulations for classroom use.

9. To provide exploration activities through the use of a Mobile Lab.

PREPARATIO

YEAR III

1. To provide a skill d
gram in the following cl
Metals
Graphic-communications
Clerical

2. To provide a tenth g
selecting participation
program diversified and
training within each clu

3. To provide job place
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from year II.
To place the Metals
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choice for specializati
To begin a new tent
Cluster group.

4. To provide job plac
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unications cluster.
Specialization for
grade students particip
year II.
Expand the cluster
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5. To involve the 12t
office simulation expe
To provide 11th gr
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using individualized m
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To provide job pla
the 12th grade clerica

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the academic teachers
ion activities already
voc. staff at Dobbins.

additional simulations
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f bile Lab.

PREPARATION

YEAR III

1. To provide a skill development program in the following clusters:
   Metals
   Graphic-communications
   Clerical

2. To provide a tenth grade student selecting participation in the cluster program diversified and specialized training within each cluster.

3. To provide job placement services for the students in the Metals Cluster from year II.
   To place the Metals Cluster students from year II in a shop of their choice for specialization.
   To begin a new tenth grade Metals Cluster group.

4. To provide job placement services for the students in the graphic-communications cluster.
   Specialization for the eleventh grade students participating during year II.
   Expand the cluster concept to include all students taking printing courses.

5. To involve the 12th gr. cluster in an office simulation experience.
   To provide 11th gr. students in the clerical cluster with lab type environment using individualized modules of instruction for the developemtn of entry level skills.
   To provide job placement service for the 12th grade clerical cluster students.

STAFF EMPLOYMENT AND UTILIZATION

The persons directly involved with the activites of the CCEM program, their source of funding, and responsibilities are listed in the following table: (see Table A)

TABLE A

STAFF UTILIZATION TABLE

POSITION	FUNDING SOURCE	RESPONSIBILITIES
Director	Local	Administration
Coordinator	Local	Coordination of the CCEM K-1 and the Ohio State Consortiu Education.
Career Specialist	CCEM	Elementary school exploration curriculum development, repor and evaluation (in conjunctio Party Evaluator)
TEACHERS		
Elementary	CCEM/Local	Implementation of the program
Secondary		
Cluster	State	Management of Cluster program
Clerical Skils Lab	CCEM	Operation of Clerical Skills
Vocational Evaluation Center	Local	Operation of Vocation Evaluat Project VICS
Counselor (Secondary)	Local	Trade Exploratory class at th and two (2) other trade areas.
Job Placement Officer	State	Placement of students into pa

NOTE: In addition to the above mentioned personnel, this office will conduct staff develop approximately 40 teachers and counselors during the school year; have constant contac community coordinators of all schools involved.

TABLE A

STAFF UTILIZATION TABLE

FUNDING SOURCE	RESPONSIBILITIES
Local	Administration
Local	Coordination of the CCEM K-14 program, and the Ohio State Consortium for Career Education.
CCEM	Elementary school exploration, staff and curriculum development, reporting, research and evaluation (in conjunction with the Third Party Evaluator)
CCEM/Local	Implementation of the program in the schools
State	Management of Cluster programs at the Dobbins AVTS
CCEM	Operation of Clerical Skills Lab.
Local	Operation of Vocation Evaluation Center with Project VICS
Local	Trade Exploratory class at the Dobbins AVTS, and two (2) other trade areas.
State	Placement of students into paid work positions.

the above mentioned personnel, this office will conduct staff development sessions for 40 teachers and counselors during the school year; have constant contact with principals, dinators of all schools involved.

COMPREHENSIVE CAREER EDUCATION MODEL K-14

PROGRAM COMPONANTS

ELEMENTARY VISITATION
TO
AVTS

SHOP TEACHERS-NOTICE

We will be starting a new Comprehensive Career Education Program this week. Each Wednesday and Thursday 8th grade students from the Most Precious Blood and the Lowell Elementary School will be in your shop from approximately 9:35 to 11:08 a.m. These students are here at Dobbins to gain background knowledge for their future career choices.

You will play host to no more than two of these students at each visit. We suggest that you handle these career education students in the following manner:

1. Pair the career education student coming into your shop with one of your better shop student.
2. Let the career education student play apprentice to your student.
3. Try to provide the career education student with some "Hands-on" experience in your shop area.
4. Please prepare your class for the entry of a "Elementary School Student" into the high school environment.

Any problems that might arise should be immediately referred to the Comprehensive Career Education Office here at Dobbins. We are located in room 103, our phone number is 376.

We count on your enthusiastic cooperation for this program. Its success will ultimately help Dobbins.

Edward Magliocco — Project Coordinator

COMPREHENSIVE CAREER EDUCATION MODEL K-14

ELEMENTARY LEVEL VISIT
at
AREA VOCATIONAL-TECHNICAL SCHOOL

Dobbins Area Vocational-Technical School
7th Grade Students -- Lowell Elementary School
8th Grade Students -- Most Precious Blood Parochial School

GENERAL DESCRIPTION

During each visit, which will be one and one-half hours long a senior Dobbins student will be paired with an elementary student. The elementary student will be exposed to the shop classes of their Dobbins counter-part.

OBJECTIVES - GENERAL

1. To provide each elementary student an opportunity for a "hands-on" experience, at the AVT School.

2. To enable an elementary student, through participation, to experience a high school structure.

BEHAVIORAL OBJECTIVES

For each shop the elementary student attends - he/she should be able to state, in written form, the following:

1. At least two (2) safety procedures in effect in each shop.

2. If the work participated in is clean or dirty.

3. At least one hand tool used in the shop.

4. At least one machine used in the shop

5. At least three jobs for which students within the shop acquire training.

Elementary Level Visit

The following is a list of specific activities and experiences the elementary student will have in each of the participating shops at the Dobbins AVT School.

SHOP	ACTIVITIES
AUTO MAINTENANCE CHASSIS SHOP	1. Remove and replace an axle 2. Using a lug wrench - remove and replace a wheel
BODY SHOP	1. Proper masking of a chrome strip 2. Paint Preparation
COSMOTOLOGY	1. Pin-curling - types and techniques (Due to state law, activities in this shop are limited).
BUSINESS EDUCATION	Elementary student works along with the B.E. students in their shop.
TYPING	Basic manipulation of a manual typewriter keyboard
COMMERICAL ART	Drawing of an interest subject
CARPENTRY BASIC	1. Starting with a piece of rough stock - the student, through a hand process, will square the stock using a plane, ruler, square and marking gauge 2. Assist the Dobbins student with a project
INDUSTRIAL ELECTRICITY	1. Theory and practice of Bell Circuit wiring. 2. Stripping of insulation from a wire 3. Splicing of wire - pigtail and "T" splices 4. Proper soldering techniques with splices
FOUNDRY	Making a sand mold - to the point of casting
MACHINE DESIGN	Layout of margin using a "T" square
PLUMBING	Assembly of small pipe fittings - using hand wrenches

Elementary Level Visit

SHOP	ACTIVITIES
PRINTING OFFSET CAMERA	1. Making a negative 2. From the above negative, the student will make a positive print
LINOTYPE	1. Setting of student's name on a Linotype Machine 2. Using a proof press
HAND COMPOSITION	1. Setting of students name in Ludlow Type 2. Using a proof press
RESTAURANT PRACTICE	1. Proper setting of table 2. Preparation of food
SHEET METAL	1. Cutting sheet metal with a shear 2. Bending sheet metal on a brake
WELDING ARC, GAS	1. Proper use of safety equipment 2. Demonstration of welding equipment (The activity in this shop will be limited to observation - due to safety considerations).

STUDENT RESPONSE FORM

COMPREHENSIVE CAREER EDUCATION MODEL K-14

DATE_____

STUDENTS NAME_____

check school ( ) Most Precious Blood ( ) Lowell

SHOP VISITED _____

Name of Dobbins Student_____

Please answer the following questions:

1. Write at least two safety procedures you observed.

   (1)

   (2)

2. Was the work in the shop clean_____ dirty_____

3. Name at least ONE HAND TOOL used in the shop

4. Name at least ONE POWER MACHINE used in the shop

5. Name three jobs for which this shop offers training.

   (1)

   (2)

   (3)

6. Would you say this shop was (check one)
   ( ) INTERESTING ( ) NOT INTERESTING

7. What did you do in this shop?

   ( ) watched other students work

   ( ) worked along with other students

   ( ) worked alone

   ( ) nothing

   ( ) other - please explain

8. Do you want to go back to this shop ( ) yes ( ) no?

DOBBINS AVT SCHOOL
COMPREHENSIVE CAREER EDUCATION
MODEL K-14

On Monday, October 1st, a notice was sent to you regarding visitation to your shops by elementary students from the Most Precious Blood and the Lowell Elementary Schools.

PLEASE DO THE FOLLOWING:

1. Identify one, or two, of your better shop students who will be assigned to work with the visiting students.

2. Send the shop student(s) to room 103 at 9:30 a.m. to meet and escort the elementary students to the shop, each Wednesday and Thursday morning. Your shop student will return the elementary student to room 103 at 11:08 a.m.

THE ABOVE WILL OCCUR EACH WEEK UNTIL FURTHER NOTICE IS GIVEN.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X   X
X.   On Tuesday, October 9th, I would like to meet   X
X   the shop students who will be involved in this program   X
X   at 9:30 a.m. in room 103 for an orientation session.   X
X   X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Edward Magliocco
Principal

John Maier
Project Coordinator

JM:gl

SLIDE - TAPE PROGRAM REQUEST FORM

NG SCHOOL _____ DATE _____

ROGRAMS REQUESTED FROM _____ TO _____

SCHOOL HAS: SLIDE PROJECTOR _____ CASSETTE RECORDER _____ NEITHER _____

Please check the programs your school would like. A separate form must be submitted for each delivery date.

1. POWER MECHANICS CLUSTER
___Auto Overview
___Service Station Attendant
___Service Station Dealers
___Airplane Mechanic
___Diesel Mechanic
___Mechanic, General
___Small Engine Mechanic

2. BUILD. CONST. & MAIN.
___Carpenter
___Rodman
___Plumber, Pipefitter
___Bricklayer
___Cement Finisher
___Painter, Paperhanger
___Operating Engineer
___Construction Overview
___Blacksmith
___Building Maintenance
___Building Superintendent
___Construction Electrician
___Electrician
___Ironworkers
___Maintenance Electrician
___Welder

3. COMMUNICATION CLUSTER
___Linotype Operator
___Cold Composition
___Cameraman
___Hand Composition
___Silk Screen
___Graphics Comm.Overview
___Printing Pressman
___Stripper Platemaker
___Lithographer
___Bindery
___Photographer
___Photo Technician
___Commercial Artist
___Composing Room Workers
___Lithography Workers
___Newspaper printing

3. COMMUNICATION CLUSTER(CONT'D)
___Printing Overview
___Radio and Television
___Radio Operator & Teletypist

4. PERSONAL SERVICES CLUSTER
___Cook & Chef
___Waiter, Waitress
___Kitchen Help
___Food Service Overview
___Janitor
___Hairdresser
___Auto Salesman
___Bakers
___Bus & Taxi Drivers
___Dry Cleaning
___Furniture Upholsterers
___Hotel, Motel
___Mail Clerk
___Meat Cutters
___Stationary Fireman
___Turf-Grass Technician

5. METAL PROCESSING CLUSTER
___Auto Body & Fender
___Auto Painter
___Sheet Metal Worker
___All Around Machinist
___Machine Operator
___Tool & Die Maker

6. BUSINESS DATA PROCESSING
___Bookkeeping or Bookkeeping Clerk
___Accounting Clerk
___Computer Operator
___Keypunch Operator
___Business Machine Operator
___Systems Analyst

SLIDE - TAPE PROGRAM REQUEST FORM (CONT'D)

SECRETARIAL CLUSTER

_____ Banking Overview
_____ Stenographer
_____ Secretarial Overview

8. CLERICAL CLUSTER

_____ Typist
_____ File Clerk
_____ Office Machine Operator
_____ Receptionist
_____ Telephone Operator
_____ Cashier
_____ Salesclerk

9. HEALTH SERVICE CLUSTER

_____ Licensed Practical Nurse
_____ X-Ray Technician
_____ Medical Lab. Technician
_____ Dental Assistants
_____ Medical Secretary
_____ Registered Nurse
_____ Chemical Lab. Technician
_____ Dental Lab. Technician
_____ Health Services Overview
_____ Hospital Attendant
_____ Inhalation Therapist

10. PROFESSIONAL OCCUPATIONS

_____ Certified Public Accountant
_____ Attorney
_____ Architects
_____ Dentists
_____ Doctors
_____ Floriculture
_____ Opticians
_____ Pharmacists

11. APPAREL TRADES CLUSTER

_____ Power Sewers
_____ Garment Factory
_____ Knitters
_____ Cutters & Spreaders

12. INDUSTRIAL OCCUPATIONS CLUSTER

_____ Foundry Workers
_____ Truck Drivers
_____ Assemblers
_____ Heating & Air Conditioning
_____ Telephone Lineman

13. ELECTRO-MECHANICAL CLUSTER

_____ Appliance Repair
_____ Bowling Pin Machine Mechanic
_____ Electric Sign Serviceman
_____ Elevator Mechanic
_____ Optical Mechanic
_____ Television Repairman
_____ Vending Machine Mechanic

14. DISTRIBUTION CLUSTER

_____ Stock Clerk

15. DRAFTING CLUSTER

_____ Drafting

16. PUBLIC SERVICE

_____ Policeman
_____ Ramp Serviceman
_____ Postal Employees

_____
Signature & Position

_____
Date

9th GRADE
CAREER EXPLORATION

TRADE EXPLORATORY

TX

Chinese Proverb--
"I hear, and I forget"
"I see, and I remember"
"I do, and I understand"

Trades Exploration (TX) is an orientation program designed to place a student into eight different shop experiences within the first year of his/her high school education at Dobbins. Three of the shops are those of the student's choice, while the remaining five are selected by the TX Coordinator in order to give each student the greatest variety of experiences possible. The student is then asked, at the end of this first year, to select the area in which he wishes to receive extensive training for a future vocation.

Justification for an occupational orientation program at the early high school level is associated with the needs of this age group. Youth at this age are required to make crucial educational decisions which will have an important influence on their later occupational life.

Many students at this age lack first-hand knowledge of the world of work; therefore, they need experiences which will supply this knowledge both directly and vicariously. They have not had opportunities to explore their capabilities in various areas under a variety of situations; therefore, they need opportunities to self-appraise their emerging potential. This age group is characterized by a lack of self-confidence; a need then, is for experiences which tend to build self-assurance in the developing personality.

The "TX" program, through a total involvement within a variety of experiences, attempts to respond to the needs of it's students and lay a solid foundation of understanding from which they will be able to select specific programs in preparation for a future occupation.

9th Grade Trade Exploratory Program At

DOBBINS

AREA VOCATIONAL-TECHNICAL SCHOOL

- AIR CONDITIONING & HEATING
- ARCHITECTURAL GRAPHICS
- AUTOMOTIVE MAINTENANCE
- BAKING
- BUSINESS EDUCATION
- CARPENTRY
- COMMERCIAL ART
- COSMETOLOGY*
- ELECTRICITY
- ELECTRONICS
- FOUNDRY PRACTICE
- INDUSTRIAL CHEMISTRY
- MACHINE DESIGN
- MACHINE SHOP
- PATTERNMAKING
- PLUMBING
- PRINTING
- RESTAURANT PRACTICE
- SHEET METAL
- WELDING (GAS AND ELECTRIC)

* Not Available to 9th Grade Students

EXPLORE	Different Vocational Areas In The 9th Grade	**EARN**	A Standard High School Diploma
SPECIALIZE	In a Chosen Vocation	**PREPARE**	For a Rewarding Career

For information visit Dobbins Area Vocational-Technical School, Twenty-Second Street at Lehigh Avenue, or call BA 9-6800

VOCATIONAL EVALUATION

COMPREHENSIVE CAREER EDUCATION MODEL K-14

VOCATIONAL EVALUATION CENTER

1. MISSION

1.1 The Vocational Evaluation Center provides the ninth grade Dobbins students hands-on experience in ten (10) distinct trade areas. These experiences are provided thrb individualized audio-visual programs on ten (10) Singer-Graflex work stations. The students are given the opportunity to complete the ten jobs and their performance on each job is evaluated and recorded.

1.2 The effect of the hands-on experience in the evaluation center upon the Dobbins student is to provide him or her with a firmer base for their career decision. The student performance data collected, is used to verify student shop choice. Students who have shown poor performance in a shop area are counseled to areas in which they exhibited higher performance.

1.3 The Vocational Evaluation Center also includes the Dobbins VICS terminal. VICS (Vocational Information thru Computer Systems) is a computerized career information system. The VICS terminal is made available to all students as requested.

2. OPERATION

2.1 Ninth grade students are demand scheduled for Vocational Evaluation, as space is available in the evaluation center. The student normally spends from 1 3/4 to 2 1/2 h.s. completing a job in the evaluation center for a total of ten days.

2.2 Eighth grade students are scheduled into the evaluation center during their weekly visitation at Dobbins, to complement career awareness thru hands-on jobs. The elementary students are not evaluated.

2.3 VICS terminal use (time) is requested by individual students, or arranged by counselor recomendations.

2.4 Student records* are maintained for all transactions. There is a file folder enclosing all evaluation reports and a summary sheet for each ninth grade student served. VOCS records are maintained and stored within the computer system. They are retrievable at the terminal.

3. FACILITY

3.1 The Vocational Evaluation Center is located in room 512 at Dobbins AVT School. The room contains:

1 - Drafting Station

1 - Electrical Station

1 - Plumbing Station

1 - Carpentry Station

1 - Refrigeration/Air Conditioning Station

1 - Solder & Welding Station

1 - Office Practice Station

1 - Sheet Metal Station

1 - Food Preparation Station

1 - Small Gasoline Engine Station

* For Dobbins Students

Project VICS

(Vocational Information Through Computer Systems)

Vocational Information through Computer Systems (Project VICS) is an on-line, student operated, vocational information retrieval system. VICS is a computer-assisted program where students access information through teletype-writers in their counselors' offices. The teletypes are connected by telephone line to the School District of Philadelphia's Instructional Computer Center. The program is driven by a Hewlett-Packard 2000C computer.

Funded through the Vocational Education Act and the Department of Education of the Commonwealth of Pennsylvania, VICS is a joint venture of the Division of Instructional Systems and the Division of Pupil Personnel and Counseling of the School District of Philadelphia.

During the 1972-73 school year all 24 public high schools in Philadelphia will use the VICS program. Information on more than 400 occupations is available for student exploration as well as information pertaining to scholarships and financial aid, post-high school training, and a new development known as "employer search" for the job-bound and drop-out student.

CLUSTER COMPONANTS
10 - 12

METALS
GRAPHICS
CLERICAL

TO: PROGRESS COMMITTEE & TRADE COORDINATORS

FROM: JOHN MAIER, PROGRESS COORDINATOR

SUBJECT: INFORMATION ON THE CLUSTER PROGRAM

At the tenth grade level students whose career goals are consistent with the metals, graphic commications and in the 11th grade level with business education clusters will participate in skill development activities of this nature. At the secondary level, attention will be paid to the changing concepts of skill development which encompass the development of occupational clusters and individualized instruction.

The Clerical Skills Lab is a program designed to prepare students for jobs as clerical workers. The instructional program takes place in a simulated office setting which provides students with modern office machines and audio-visual learning equipment. The students prepare for job entrance via individualized instructional packets which help them to acquire the necessary skills. These skills are then put to use in a simulated office experience program which utilizes work-flow procedures for a simulated company.

For students who elect the metals or graphic communications clusters, exposure to the following shops over a one-year period, with specializations taking place at a subsequent period, will occur. Metals shops are: foundry, welding, machine shop and sheet metal. Graphic communications shops are: hand composition, letterpress, offset press, linotype, offset camera and commerical art.

Metals cluster pupils in the tenth grade will spend 10 weeks in the foundry shop, 10 weeks in the welding shop, 10 weeks in the machine shop and 10 weeks in the sheet metal shop. In the 11th grade pupils will have the opportunity to specialize. Based on the job market and his career desires, the pupil will increase his skills in the selected area. The pupil will then participate in a school-work program which will hopefully lead to full-time employment with his or her cooperative employer. After a metals cluster student has completed his 10th grade program, his progress will be evaluated. The coordinator of the shop in which the student wishes to spend his 11th and 12th years must give that student graduation credit for his 10th grade shops. It is the responsibility of the trade coordinator to require the progress committee to change the students' school records showing the new shop program.

To meet the final objective, job placement efforts have already begun which will be expanded to include a larger number of students.

John Maier

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
John F. Kennedy Center For Vocational Education
734 Schuylkill Avenue
Philadelphia, Pa. 19146

MATTHEW W. COSTANZO
Superintendent of Schools

Executive Director
Career Education

Telephone (215) Kingsley 6-6530
PEnnypacker 5-5330

STANLEY B. COHEN
Director
Skills Centers

Dear Parent or Guardian:

Your son or daughter has made application and has been selected to participate in a Career Education Program at the Dobbins AVTS. This program requires changing the students present shop assignment to involve them in one of the following:

METALS CLUSTER - Sheet Metal, Welding, Foundry, Machine Shop

COMMUNICATIONS CLUSTER - Printing, Press Work, Linotype, Commercial Art, Technical Typing

CLERICAL SKILLS LABORATORY - Clerical, Office Practice, Typing, Key-punch, Bookkeeping.

The students will obtain experiences in a variety of shops, within a cluster, during the 10th grade and will specialize in the field of their choice in their Junior year.

This is a new concept that is federally funded. The School District feels this will give the participant a better opportunity for job placement in the future, that has not been available in previous programs.

If there are any questions please feel free to contact me at the Dobbins AVTS BA 9-6800. Sign and return the attached permission slip.

Very truly yours,

John Maier

John Maier,
Project Coordinator

JM:gl

COMPREHENSIVE CAREER EDUCATION MODEL K-14

COMMUNICATIONS CLUSTER

INVOLVED IN PROGRAM:

Composition, room 526 - R. Krug (Chairman)
Letterpress, room 528 - J. Jones
Offset Press, room 528A - C. Nevison
Prototype, room 530 - R. Hahn
Offset-Camera, room 518 - M. Bunder
Commercial Art, room 617 - S. Harman

2. GENERAL SCHEDULE FOR EACH STUDENT IN THE COMMUNICATIONS CLUSTER:

Each student will be in one of four (4) shops for each report period (10 weeks) in the tenth grade. They will be in the other two shops for one report each during the first half of the eleventh grade. Specialization in the shop of their choice will constitute the last segment of their cluster training.

3. SKILLS TO BE ACQUIRED IN EACH SHOP:

A. HAND COMPOSITION

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Set type by hand
5. Pull proofs on proof press
6. Proof-read using correct proof marks and act as copy-holder
7. Correct errors in type set by an other student
8. Operate machine - set Ludlow Type
9. Distribute hand-type
10. Operate Repro Press for reproduction proofs
11. Name and identify different families of type faces and know when they should be used
12. Operate saw for cutting spacing materials and make-up jobs

LETTERPRESS

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Lock-up type in Chase for printing
5. Operate and feed a Chandler & Price Job Press
6. Use wooden and metal furniture in locking form and proper use of quoins

7. Pack press for running different types of paper
8. Make ready for running half-tons
9. Maintenance of press (oiling, greasing, etc.)
10. Scoring stock for folding
11. Knowledge of type, paper and ink specifications

D. OFFSET PRESS

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Operation of Multilith Press 1250
5. Maintenance of same press
6. Knowledge of offset inks and papers
7. Operation of Davidson Offset Press and Maintenance
8. Inking and cleaning of offset press rollers and blankets
9. Paper cutter operations for paper and card stock
10. Care and use of printing plate before running on press

C. LINOTYPE

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Cleaning of a Linotype Machine (daily maintenance)
5. Preventative maintenance
6. Operation of Linotype Machine (keyboard)
7. Operation of Linotype Machine (machine operation and casting sequence)
8. Operation of Low Slugger
9. Knowledge of differences between Linotypes and Intertype Machines
10. Remelting of type metal
11. Care and maintenance of linotype matrices

E. OFFSET CAMERA

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Film developing process
5. Making of brown line proofs
6. Use of light table
7. Elements of plate-making
8. Preparation of chemical solutions for developing
9. Lining of forms for camera
10. Use of repro proofs
11. Use of paste-ups

COMMERCIAL ART

1. Safety procedures
2. Work with others -- take orders and carry them out
3. Follow written instructions
4. Art background - emphasis on design and mechanical drawing
5. Use of art tools and media
6. Knowledge of all artist's equipment for various jobs
7. Draw and paint illustrations
8. Knowledge of reproduction equipment
9. Knowledge of relationship between artist and printer
10. Lettering - knowledge of different lettering designs

COMPREHENSIVE CAREER EDUCATION MODEL K-14

METALS CLUSTER

AREAS INVOLVED IN THE PROGRAM:

Sheet Metal -- A. Newsham, room 517 (Chairman)

Foundry - G. Smith, annex bldg.

Welding - A. Ambrosano, room 425

Machine Shop - H. Grossman, room 519

Machine Design - W. Haury, room 511

GENERAL SCHEDULE FOR CLUSTER STUDENTS:

Each group of students will experience training in each of the shops for one report period during the tenth and eleventh grades. Specialization in the shop of their choice will constitute the last segment of their cluster training during this time. All shop time spent in the twelfth grade will be in the area of specialization which the student has chosen.

A. SKILLS TO BE LEARNED IN EACH OF THE SHOPS

1. Sheet Metal

a. Safety procedures
b. Work with others
c. Interpreting sketches and written orders
d. Knowledge of metal characteristics
e. Operation of bending and forming machines
f. Operation of cutting machines
g. Development of basic patterns
h. Shop organization and procedures
i. Fabrication of air handling systems
j. Introduction to all phases of pattern development

2. Foundry

a. Safety procedures in the foundry

1. To wear steel toe shoes and long sleeve shirts
2. How to blow sand away from eyes
3. Correct way to lift, bend and turnover mould

b. Pouring procedures

1. Correct equipment and how to wear it
2. Correct way to pour mould
3. Correct way to carry molten metal
4. What to do in case molten metal busts out
5. Correct way to get rid of excess metal

c. Moulding procedures

1. How to mix sand
2. How to make simple flat back mould
3. How to make cores
4. How to use cores
5. How to make two part jobs
6. How to make floor jobs
7. How to make floor jobs with cores
8. How to gate rison and part jobs
9. How to make hidden part jobs
10. How to degate and clean jobs
11. How to use grinding wheel and sand-blaster

3. Welding

PART I. Oxy-acetylene Process

Orientation:

1. Oxy-acetylene welding defined.
2. Brief history of process.
3. Identifying potential hazards.
4. General scope of application.
5. Opportunities in trade (motivation).
6. Welding terminology.

Unit A. - Assembling and setting up equipment

1. Safety precautions.
2. Functions of regulators, hoses, torch.
3. Properties of oxygen and acetylene.
4. Safe and proper handling of cylinders.
5. Adjusting pressures.

Unit B. - Lighting and adjusting torch.

1. Study of neutral, carbunizing, oxidizing flames.
2. Backfires, flashbacks, - causes and corrective measures.

Unit C. - Adjusting regulators.

1. Function of regulator screw
2. Opening and closing of cylinders.

Unit D. - Torch manipulation

1. Proper method of holding torch
2. Position and motion of torch.
3. Carrying puddle without filler rod.
4. Laying beads with a filler rod.
5. Angle of rod in relation to angle of torch.
6. Travel speed.

Unit E. - Related instructions - (lecture and/or demonstration)

1. Testing for leaks.
2. Selection of filler rod
3. Importance of keeping welding area clean
4. Importance of wearing proper clothing

PART II. Arc Welding

Orientation:

1. Arc welding defined.
2. Scope of application
3. Employment opportunities (motivation).
4. Safety precautions
5. Welding terms specific to arc welding.

Unit A. - Machines and equipment

1. D.C. machines
2. A.C. machines
3. Rectifiers
4. Cable (ground-electrode).
5. Electrode holder

Unit B. - Electrodes

E6010
E6012
Polarity factor

Unit C. - Personnal equipment

1. Face shield (inserting & removing dark glass).

2. Importance of wearing a) work cap, b) work shirt & pants with no cuffs, c) work shoes, d) gauntlet type gloves.
3. Safety glasses.

Unit D. - Essentials for proper welding procedures

1. Correct electrode size
2. Correct current
3. Correct arc length
4. Correct travel speed
5. Correct electrode angle

Unit E. - Adjusting machine

1. Setting desired polarity switch
2. Setting control unit for desired amperage.
3. Turning "on" switch.

Unit F. - Striking an arc

1. Tapping method
2. Scratching method.

Unit G. - Running short beads.

Unit H. - Running continuous beads.

Unit I. - Weaving between two (2) straight beads.

4. Machine Shop

a: Safety proceedures

1. Eye protection
2. Shoes and clothing
3. Machine guards

b. Good Housekeeping

1. Tool crib care
2. Keeping equipment clean and oiled.
3. Keeping floors clean of dirt and oil

c. Reading simple two view drawings

d. Reading and using a scale (ruler) and micrometer

1. turning to fractional diameters

2. Turning to decimal diameters
3. Chasing a thread to fit a quage

e. Setting up an engine lathe for ....

1. Turning (tool grinding)
2. Threading
3. Grooving
4. Chamfering

f. Setting up a shaper

1. Machining a work-piece square and to size
2. Checking with a solid square

g. Using layout tools

1. Combination square
2. Protractor
3. Scriber

h. Using hand tools

1. Hammers
2. Prick and centre punches
3. Scribers
4. Hack saws (also power)

i. Surface grinder

1. Wheel dressing
2. Flat grinding

j. Simple drill press operation

k. Do-all bandsaw

1. Welding a bandsaw blade
2. Some contour sawing

5. Machine Design - Based on one (1) report period in Machine Design. Assuming no previous drawing experience

a. Use of scale and other instruments
b. Basic drawing (lines, drawing, guide, construction)
c. Lettering (vertical gothic capitals)
d. Applied geometry (arcs in angles, etc.)
e. Orthographic projections (3 view drawings)
f. Dimensioning.

Student with previous drawing experience will be given a brief review and continue from demonstrated level of skill. Safety precautions are not applicable to this trade.

CLUSTER PROGRAM
SKILL MASTERY CHECK SHEETS

COMMUNICATIONS CLUSTER

STUDENT NAME _____ BOOK# _____

DATES FROM _____ TO _____

S	U	LINOTYPE
		1. Safety procedures
		2. Work with others - take orders and carry them out
		3. Follow written instructions
		4. Clearing of a Linotype Machine (daily maintenance)
		5. Preventative maintenance
		6. Operation of Linotype Maching
		7. Operation of Linotype Machine (machine operation and casting sequence)
		8. Operation of Low Slugger
		9. Knoweledge of differences between Linotypes and Intertype Machines
		10. Remelting of type metal
		11. Care and maintenance of linotype matrices

TEACHER COMMENTS

Teacher signature

STUDENT NAME _____ BOOK# _____

DATES FROM _____ TO _____

COMMERICAL ART

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Art background - emphasis on design and mechanical drawing
5. Use of art tools and media
6. Knowledge of all artist's equipment for various jobs
7. Draw and paint illustrations
8. Knowledge of reproduction equipment
9. Knowledge of relationship between artist and printer
10. Lettering - knowledge of different lettering designs

TEACHER COMMENTS

Teacher signature

STUDENT NAME: _____ BOOK# _____

DATES FROM _____ TO _____

S	U

HAND COMPOSITION

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Set type by hand
5. Pull proofs on proor press
6. Proof-read using correct proof marks and act as copy-holder
7. Correct errors in type set by an other student
8. Operate machine - set Ludlow Type
9. Distribute hand-type
10. Operate Repro Press for reproduction proofs
11. Name and identify different families of type faces and knew when they should be used
12. Operate saw for cutting spacing materials and make-up jobs

TEACHER COMMENTS

_____
Teachers signature

STUDENT NAME: _____ BOOK# _____

DATES FROM _____ TO _____

OFFSET PRESS

1. Safety procedures
2. Work with others - take orders and carry them out
3. Follow written instructions
4. Operation of Multilith Press 1250
5. Maintenance of same press
6. Knowledge of offset inks and papers
7. Operation of Davidson Offset Press and Maintenance
8. Inking and cleaning of offset press rollers and blankets
9. Paper cutter operations for paper and card stock
10. Care and use of printing plate before running on press

TEACHER COMMENTS

Teacher signature

COMMUNICATIONS CLUSTER

STUDENT NAME: _____ BOOK# _____

DATES FROM _____ TO _____

S	U	LETTERPRESS
		1. Safety procedures
		2. Work with others - take orders and carry them out
		3. Follow written instructions
		4. Lock-up type in Chase for printing
		5. Operate and feed a Chandler & Price Job Press
		6. Use wooden and metal furniture in ~~locking~~ form and proper use of quoins
		7. Pack press for running different types of paper
		8. Make ready for funning half-tons
		9. Maintenance of press (oiling, greasing, etc.)
		10. Scoring stock for folding
		11. Knowledge of type, paper and ink specifications

TEACHER COMMENTS

Teacher signature

METAL CLUSTER -

STUDENT NAME: _____ BOOK# _____

DATES: FROM _____ TO _____

FOUNDRY

U	A. Safety procedures in the foundry
	1. To wear steel-toe shoes and long sleeve shirts
	2. How to blow sand away from eyes
	3. Correct way to lift, bend and turnover mould
S U	B. Pouring procedures
	1. Correct equipment and how to wear it
	2. Correct way to pour mould.
	3. Correct way to carry molten metal
	4. What to do in case molten metal busts out
	5. Correct way to get rid of excess metal
S U	C. Molding procedures
	1. How to mix snad
	2. How to make simple flat back mould
	3. How to make cores
	4. How to use cores
	5. How to make two part jobs
	6. How to make floor jobs
	7. How to make floor jobs with cores
	8. How to gate rison and part jobs
	9. How to make hidden part jobs
	10. How to degate and clean jobs
	11. How to use grinding wheel and sand-blaster

TEACHER COMMENTS:

_____ Teacher Signature

METALS CLUSTER

STUDENTS NAME: _____ BOOK # _____

DATES: FROM _____ TO _____

SHEET METAL

S	U	
		a. Safety procedures
		b. Work with others
		c. Interpreting sketches and written orders
		d. Knowledge of metal characteristics
		e. Operation of bending and forming machines
		f. Operation of cutting machines
		g. Development of basic patterns
		h. Shop organization and procedures
		i. Fabrication of air handling systems
		j. Introduction to all phases of pattern development

TEACHER COMMENTS:

_____
Teacher Signature

METALS CLUSTER

STUDENT NAME: _____ BOOK# _____

DATE: FROM _____ TO _____

WELDING

PART I OXY-ACETYLENE PROCESS

S	U	
		Orientation:
		1. Oxy-acetylene welding defined
		2. Brief history of process
		3. Identifying potential hazards
		4. General scope of application
		5. Opportunities in trade (motivation)
		6. Welding terminology
		UNIT A -- ASSEMBLING AND SETTING UP EQUIPMENT
		1. Safety precautions
		2. Functions of regulators, hoses, torch
		3. Properties of oxygen and acetylene
		4. Safe and proper handling of cylinders
		5. Adjusting pressures
		UNIT B -- LIGHTING AND ADJUSTING TORCH
		1. Study of neutral, carbunizing, oxidizing flames
		2. Backfires, flashbacks, - cause and corrective measures
		UNIT C -- ADJUSTING REGULATORS
		1. Function of regulator screw
		2. Opening and closing cylinders
		UNIT D -- TORCH MANIPULATION
		1. Proper method of holding torch
		2. Position and motion of torch
		3. Carrying puddles without filler rod
		4. Laying beads with a filler rod
		5. Angle of rod in relation to angle of torch
		6. Travel speed.
		UNIT E -- RELATED INSTRUCTIONS (LECTURE AND/OR DEMONSTRATION)
		1. Testing for leaks
		2. Selection of filler rods
		3. Importance of keeping welding area clean
		4. Importance of wearing proper clothing

TEACHER COMMENTS:

Teacher Signature _____

STUDENT NAME: _____ BOOK# _____

DATES FROM _____ TO _____

WELDING

PART II ARC WELDING

S	U	
		Orientation
		1. Arc welding defined
		2. Scope of application
		3. Employment opportunities (motivation)
		4. Safety precautions
		5. Welding terms specific to arc welding
		UNIT A -- MACHINES AND EQUIPMENT
		1. D.C. machines
		2. A.C. machines
		3. Rectifiers
		4. Cable (ground-electrode)
		5. Electrode holder
		UNIT B -- ELECTRODES
		E6010
		E6012
		Polarity factor
		UNIT C -- PERSONNAL EQUIPMENT
		1. Face shield (inserting & removing dark glass)
		2. Importance of wearing; work cap, work shirt & pants with no cuffs, work shoes, gauntlet type gloves.
		3. Safety glasses
		UNIT D -- ESSENTIALS FOR PROPER WELDING PROCEDURES
		1. Correct electrode size
		2. Correct current
		3. Correct arc length
		4. Correct travel speed
		5. Correct electrode angle
		UNIT E -- ADJUSTING MACHINE
		1. Setting desired polarity switch
		2. Setting control unit for desired amperage
		3. Turning "on" switch
		UNIT F -- STRIKING AN ARC
		1. Tapping method
		2. Scratching method

PART II ARC WELDING (continued)

UNIT G -- RUNNING SHORT BEADS

UNIT H -- RUNNING CONTINUOUS BEADS

UNIT I -- WEAVING BETWEEN TWO (2) STRAIGHT BEADS

TEACHER COMMENT:

Teacher Signature

ERIC

METALS CLUSTER

STUDENT NAME: _____ BOOK# _____

DATES FROM _____ TO _____

MACHINE SHOP

		Safety Procedures
		1. Eye protection
		2. Shoes and clothing
		3. Machine guards
S	U	Good Housekeeping
		1. Tool crib care
		2. Keeping equipment clean and oiled
		3. Keeping floors clean of dirt and oil
		Reading Simple two (2) view drawings
S	U	Reading and using a scale (ruler) and micrometer
		1. Turning to fractional diameters
		2. Turning to decimal diameters
		3. Chasing a thread to fit a gauge
S	U	Setting up an engine lathe for...
		1. Turning (tool grinding)
		2. Threading
		3. Grooving
		4. Chamfering
S	U	Setting up a shaper
		1. Machining a work-piece square, and to size
		2. Checking with a solid square
S	U	Using layout tools
		1. Combination square
		2. Protractor
		3. Scriber
S	U	Using hand tools
		1. Hammers
		2. Prick and centre punches
		3. Scribers
		4. Hack saws (also power)

MACHINE SHOP (continued)

S	U	
		Surface grinder
		1. Wheel dressing
		2. Flat grinding
		Simple drill press operation
		Do-all bandsaw
		1. Welding a bandsaw blade
		2. Some contour sawing

TEACHER COMMENTS

Teacher Signature

OVERVIEW OF THE TWO-YEAR CLERICAL SKILLS LABORATORY PROGRAM

The Clerical Skills Laboratory (CSL) program is a two-year individualized instructional program in which students acquire skills with the aid of self-paced materials: instructional modules, correlated audio-visual programs, and a variety of equipment.

The course is offered for a two-period block of time on a daily basis. In this innovative format and with the use of self-paced modules, the students acquire skills similar to those offered in the traditional classes in Clerical Practice, Typewriting and Office Practice.

Currently, the CSL program is offered in the junior and senior years of high school. As part of this two-year sequence of learning, students in the senior year CSL are provided with a simulated office project as a culminating experience.

The physical layout of the lab is a model of a real business office. Each lab has individual work stations that accommodate 24 to 30 students. The teacher of the lab is considered a "manager" or "director" of instruction, rather than a transmitter of information as in a traditional classroom.

A. JUNIOR YEAR—During the Junior year, students work with self-paced, individualized materials. These packets of instruction are set up in small modules that teach specific tasks.

The student in the lab first takes a pretest in a specific area of instruction. This measures what the student already knows or his level of performance in that area. If the student meets the criterion-referenced standards (CRS) for these tasks, permission is given to bypass the module and proceed to another area. The student who does not meet the CRS on the pretest must learn the tasks he is being asked to do from the module. Upon completion of the module, the student takes a posttest to measure the amount of learning that has taken place.

For the student who has difficulty with the reading and/or the activities in the module or who cannot meet the CRS after taking the posttest, options are provided for alternative methods of learning. These methods of presenting material include filmstrips, movies, slides and cassettes correlated to the modules.

Topics covered in the modules and other media are in the areas of typewriting, clerical practice (stock clerk, payroll clerk, sales order clerk, office cashier, etc.) and office practice (adding machines and calculators, duplicating equipment and office procedures).

An important feature of the self-paced individualized modules is that the student who is absent can return to class and pick up his work at any time.

Emphasis is placed on the development of acceptable work habits and business-like attitudes expected by prospective employers. Each student's work is based on his own career objective and standards of vocational competency.

The prerequisite for the Junior Clerical Skills Laboratory is the acquisition of basic skills on the typewriter.

SENIOR YEAR—The aim of the Senior CSL is for students to develop vocational competency and prepare for job placement through the use of modules, affective materials and the Simulated Office (SO) program. In the SO, senior students operate their own model business and do the paperwork that is actually done in an office. Realistic features include application for jobs in the simulated office based on students' interests and abilities; use of intercom telephones and a payroll time clock; payment for work by payroll check (simulated, of course); and students serving as managers, secretaries and clerks. A major goal of the Senior Clerical Skills Laboratory is the placement of graduating students in entry-level jobs related to their business career objectives.

Emphasis in the SO is placed on teamwork, sense of responsibility, attitude toward work and to others, and to other appropriate work habits. The flow of work helps each student recognize the importance of his job in the overall efficient functioning of the office.

The prerequisite for the Senior Clerical Skills Laboratory is the knowledge of typing, filing, clerical skills and the use of adding, calculating and other office machines. At the discretion of the teacher, those skills which have not been previously mastered in the Junior Clerical Skills Laboratory may be acquired by permitting students to complete specific individualized modules in the Senior CSL.

COMPREHENSIVE CAREER EDUCATION, MODEL K-14

CLERICAL SKILLS LABORATORY

GENERAL

The Clerical Skills Laboratory is an individualized approach to teaching communicative and computational skills to high school students. The two-year sequence of learning is culminated by the office simulation project in the senior year.

JUNIOR CLERICAL SKILLS LABORATORY

Topics covered in this course:

1. Development of social patterns, work habits, attitudes and other values considered necessary for successful functioning in the business environment
2. Communication skills (oral, written)
3. Typewriting skills
4. Preparation for clerical areas such as payroll, filing, and stock control through the use of programmed materials (packets or modules)
5. Use of the adding machine and calculator
6. Use of the spirit duplicator, machine, and photo copier
7. Skills necessary to obtain an entry level clerical job

PERFORMANCE OBJECTIVES

Specific performance objectives are spelled out in each of the individualized instructional modules.

Following are some examples of these performance objectives.

rical Skills Laboratory

he student will be able to:

1. Demonstrate the ability to type a minimum of 25 nwpm
2. Identify the parts of the typewriter
3. Demonstrate the ability to proofread, erase, and make any corrections to achieve perfect copy
4. Demonstrate the ability to type many types of business forms
5. Show proficiency in typing letters and envelopes

SENIOR CLERICAL SKILLS LABORATORY

Topics covered in this course:

1. Remedial work on basic skills (via Junior CSL packets)
   a. Basic Skills:
      1. Filing
      2. Typing letters and forms
      3. Computing
      4. Machine operations
      5. English usage
   b. Clerical Skills
2. Job orientation
3. Preparation for Civil Service Tests and other employment tests and interviews
4. Outside job placement--after school, on school/work program, and upon graduation
5. Typing and/or machines project for individual work at any time during the term (such as Hamilton Practice Set, etc.)
6. Tapes, transcription practice, and composing letters to work on communications skills
7. Telephone training (switchboard and/or intercom)
8. Affective development via visits to industry, guest speakers, or "adoption" of individual Clerical Skills Lab students by business people for the students' social and career development during the year.

PERFORMANCE OBJECTIVES

This is the specific level of performance the student must do to succeed (or pass) in this class:

A. Continue with objectives of the Junior CSL

B. Objectives of Office Simulation

1. Terminal Performance Objective: To enable the student to participate in office procedure, routines, and work flow which occur in the business office.

2. Course Objectives: The student should be able to perform the following:

a. To integrate skills learned in previous business education courses and to move from individualized learning to the "teamwork" concept.

b. To define the functioning of the following areas:
(1) Executive Area
(2) Sales Department
(3) Purchasing Department
(4) Bookkeeping Department
(5) Outside World

c. To define the various duties of clerk, secretary, and manager.

d. To be able to calculate and type information on various business forms which are used in each area.

e. To be able to communicate words and ideas to fellow workers and to people who represent the outside world.

f. To be able to work together--that is, to be able to take criticism given constructively; to be able to follow directions given by other students; and to work cooperatively with other students.

g. To develop proper work habits and positive attitudes toward work.

PHILASCRIPT

Philascript in its general format is an adaptation of the VIEW (Vital Information for Education and Work) project which was developed in San Diego, California in 1964. VIEW, for the first time, utilized microfilm aperture card technology for disseminating occupational information in a school setting.

Like the VIEW system, Philascript is designed to: (1) collect, organize and synthesize Career Information; and (2) to package these data in a modern, microfilmed format suitable for student use through the aid of a reader-printer device.

Philascript assists the counselor to:

1. be current with changing information about jobs, job markets, pay scales;
2. have at his or her fingertips information about a wide variety of jobs that young people find attractive;
3. motivate young people to inquire for themselves about career and educational opportunities.
4. find facts about the educational requirements for jobs as he or she helps young people achieve their goals; and
5. obtain in short order an encyclopedic knowledge that otherwise would require extensive searching.

Philascript assists the student to:

1. have up-to-date exploratory or relevant information concerning the kinds of jobs commonly found in his community;

2. acquire an understanding of the basic personal requirements with regard to these jobs;
3. have facts about local opportunities in these jobs;
4. have facts about educational and training opportunities in his community; and
5. be able to take home copies of this information for discussion with his parents, or for future references.

The Slide Tape Project is the development of slides with accompanying tapes that give students a realistic pictorial report of a variety of occupations related to the School District's vocational education curriculum and the projected labor market needs in Delaware Valley.

These programs use a (Kodak) carousel projector and cassette tape. Programs are currently being developed using filmstrips and other equipment. To insure maximum use by School District staff, each program contains:

1 carousel tray on an occupation
1 cassette tape approximately 8 minutes long
1 written script

A carousel projector and script, carousel projector and cassette recorder, or syn-recorder and carousel projector may also be used.

JOB PLACEMENT

Approximately 40,000 disadvantaged students attend the inner-city senior high schools of Philadelphia. These students are both economically and/or educationally disadvantaged as defined by the Guidelines for Vocational Education Programs Fiscal Year 1972-73 and Fiscal Year 1973-74.

Statistics compiled by the School-Work Department of the Division of Vocational Education report that 3,500 disadvantaged students are employed during the school year in supervised school-work programs and 1,200 disadvantaged students are employed in the Neighborhood Youth Corps. Most of the other disadvantaged students could benefit economically and educationally if they were able to obtain jobs, either part-time during the school year or full-time during the summer holidays. However, many of these young people, while in school and even after graduation, have difficulty in locating jobs on their own. It is the purpose of this proposal to establish Job Placement Centers staffed by persons specifically assigned to develop work opportunities for students, dropouts, and graduates.

It is anticipated that the jobs developed by the Job Placement Specialists will help to overcome the economic and educational disadvantages of the students in two ways.

First the earnings from a job will add to the family income and help alleviate the effects of the economic disadvantage of the student. This financial aid will contribute to relieving the economic pressure which often limits academic achievement and sometimes causes a student to drop out of school.

Secondly, it is anticipated that a work experience will directly help improve the educational performance of a student. It is expected that the students' involvement in a work experience will provide a perspective by which the importance of the mastery of basic skills is seen as more relevant; it is anticipated that the attendance, punctuality and attitude standards required by the employer will impress on the students the importance of these corresponding standards required in the school and motivate them to maintain or improve attendance, punctuality and behavior patterns. Also, for many students a job will provide a vocational experience which will complement their educational program. Skills learned in school will be strengthened and related skills will be introduced and learned.

A concomitant educational benefit of a work experience is the career guidance it will provide for the student.

OBJECTIVES — Performance or Process

It is proposed to expand the existing Job Placement Program to include ten additional senior high schools. Selection of the schools awaits approval of the principals of the schools under consideration.

The function of the Job Placement Centers will continue to be to develop, process and fill (1) jobs for disadvantaged students--jobs after school, evenings, weekends, holidays, and summer, (2) jobs of a temporary or occasional nature, (3) jobs for current dropouts and current graduates in consonance with the efforts of the Bureau of Employment Security.

PROCEDURES

What: This program will help to provide a work experience for additional disadvantaged students in the high schools. Major emphasis in placement will be for those students who are pursuing a vocational curriculum. Additional efforts in serving students will provide a first vocational experience for many youth, hopefully stimulating interest for their taking related occupational training in the schools. Career development is enhanced through these employment opportunities.

When: The staff of the program will be employed on a twelve-month basis and will have a 6-3/4 hour work day.

How: The Job Placement Center will become the center of employment activity in each school. It will be operated by a Job Placement Specialist. All calls from employers involving a job opportunity will be referred to this office. All job opportunities will be processed by the Job Placement Specialist from a card list of applicants which he will develop and accumulate. The Job Placement Specialist will promote and generate jobs in the general vicinity of the school. The activities of the Job Placement Specialist will be under the direct supervision of a Job Placement Coordinator.

PROGRAM ACTIVITIES

1974-1975

ACCOMPLISHMENTS

The major activities and accomplishments during this past year centered around the organization and refinement of concepts developed in the first year, and these were presented by the teachers for implementation into the classroom starting in September, 1974.

1. Extensive planning and preparation was done by the project administrators for the staff meetings held during the last week in August, 1974.

2. The summer staff development sessions were held to give the participating principals and teachers an opportunity to share common concerns, discuss new information assembled by the project administrators; and to plan the second year of operation of CCEM.

3. Curriculum materials reviewed by the project administrators and staff were used in the classroom.

4. A "Career Education and Occupational Information Material Listing" compiled by the project, was shared with the principals and teachers of the participating schools. This combination of available information proved useful in making the participates aware of materials available.

5. The process for the ordering of materials by the schools was redesigned and explained to the principals and staff of the participating schools.

6. A meeting had been held with the liaison person from the Vocational Advisory Council of Philadelphia and the Project Administrators for the purpose of generating a greater variety of sites for student field trips.

7. Contact had been made with the University of Pennsylvania (Office of External Affairs) and Temple University, School of Pharmacy, for the purpose of taking elementary students on career related trips.

8. A meeting held with the community service coordinators at the Most Precious Blood School Developed a plan for greater community involvement during the year.

9. An inter-school busing schedule had been developed for the 1974-75 school year. The Philadelphia School District Bus Service was able to provide service for all the dates and times requested.

10. The first inter-school staff development session for the year had been held at the J. F. Kennedy Center for Vocational Education on November 23, 1974. The topics covered were:
    (1) A description of other programs and meetings attended by the project administration.
    (2) A review of curriculum materials received from commercial and other project sources.
    (3) A review of the USOE guidelines for project evaluation involving the school personnel in the choosing of outcome areas for evaluation.

11. Using the "Career Education and Occupational Information Material Listing" and other instructional material received the principals and staff for the project schools ordered materials for classroom use.

12. Mr. Ralph Pandolfi, a career education team member at the Lowell Elementary School, made a 16mm movie on the CCEM K-14 project in conjunction with his work at Temple University.

13. A microfiche Reader placed in the CCEM office at the Dobbins AVT School allowed the project administrators extensive use of materials obtained from ERIC, VEIN, and Philascript and Pennscript for student use.

14. Dr. Matthew Costanzo, Superintendent of the Philadelphia School System, and Dr. Ezra Staples, Associate Superintendent for Curriculum & Instruction had visited the Lowell Elementary School to observe one component of the CCEM K-14 program. Two specific points of interest were the Experience Room, designed and conducted by Mr. Pandolfi, and the inter-school mixing of parochial and public school children in the Technoloby Labs.. After a full day of observation of career education activities in the classrooms and technology labs, an enthusiastic approval of the program was given the Principal and Project Director.

15. A presentation had been made by the Project Administrators to the teachers and children in the eighth grade, at Saint Elizabeths Elementary School, about the CCEM Program and the Dobbins AVT School. This resulted from a request, that had been made, by the Counseling-service Person assigned to Most Precious Blood and Saint Elizabeths'.

16. The Interim report for 1973-74 was printed and sent to the Region III office of USOE. Copies were given to the Super-

intendent of Schools, Members of the School Board, and Principals to the participating schools.

17. An estimate of the financial status of the CCEM project was prepared and forwarded to the Budget Officer for USOE, Region III. This estimate was supplemented with an "HEW 601T" from Mrs. Defrancesco, Fiscal and Budget Supervisor for Career Education, School District of Philadelphia.

18. A photographic approach to the development of self-awareness was initiated at the Most Precious Blood Parochial School. This involved the project's Career Specialist in photographing students participating in career oriented activities within the classroom and on field trips. These photographs were displayed in the classroom and used as the basis for individual and/or small group discussions.

19. The rostering of the ninth grade class into trade exploration experiences was initiated and completed at the area vocational-technical school.

20. The student's selection for tenth grade shop was completed by the ninth grade class. Each year the ninth grade class is given first choice to make tenth grade trade selection, before students from other schools are considered for admission into the Dobbins AVT School.

21. Four special open-house sessions were held at the Philadelphia General Hospital, School of Nursing for the Seventh and eighth grades of the Most Precious Blood School and the Lowell Elementary School. These students were afforded hands-on and exploratory activities in the school's amphitheater, medical laboratory and practical training center. They had received instruction from the following hospital personnel: Registered Nurse, Doctor, Bio-medical Lab Instructor and Student Nurse.

ACTIVITIES AND EVENTS

ELEMENTARY LEVEL K-8

1. Weekly inter-school busing began in September, 1974 with an orientation for the seventh grade class from the Lowell School at the Dobbins AVT School. The entire process involved parental contact and permission, discussion, tour, and a follow-up session at the home school.

2. A scale model of the Lowell Audio-visual Experience Room, developed by Mr. Ralph Pandolfi, was presented to the entire staff of the CCEM project at a staff development session. The project administration obtained the needed equipment from the Career Education Media Center of the School District of Philadelphia.

3. The career slide tape programs, which proved to be very successful at Most Precious Blood last year were reinstated in the first week of school.

4. Plans were made with the principal of the Most Precious Blood School for the inclusion of the entire faculty into the CCEM program during this school year. These arrangements included meetings with parents, staff development for teachers, and the allocation of space for a Teacher Curriculum Reference Center for Career Education.

5. The weekly inter-school busing of elementary school children to the Dobbins AVT School has been in full swing. Initially the elementary students were met in the CCEM office and escorted by a Dobbins' student to the various shops for exploration. The elementary students later reported to the CCEM office for assignment and proceeded on their own to the shops where they were met by a student shop representive. This procedure reduced the time lag from the time the elementary students entered Dobbins to the time he or she entered a shop.

6. This year our program included all of the teachers at the Most Precious Blood School. Several meetings were held with the staff in order that the K-8 classroom activities evolved as a sequence, as opposed to fragmented grade level activities. Some of the items re-

viewed by the staff were: (1) a thematic approach to classroom instruction; (2) "Developmental Program Goals" by the Center for Vocational Education at Ohio State University; (3) curriculum materials developed by Glen Bernie, Maryland; Newark, Delware; Augusta, Maine; New York, New York; Philadelphia, Pennsylvania; and by several commercial companies.

7. The seventh and eighth grade teachers at the Most Precious Blood School were involved in the field testing of career simulations. These were developed through a contract with the Alliance for Career Education at Ohio State University.

8. Staff development funds obtained through the Alliance for Career Education has enabled us to expand CCEM activities to the E. Washington Rhodes Middle School. Six (6) teachers at this school field tested career materials in Manufacturing and Entertainment. This is significent in that approximately 50% of the graduating eighth grade students attend the Dobbins AVT School in the ninth grade.

9. In order to see if different results could be obtained through various approaches to the Elementary Exploration at the AVT School the following was initiated in October 1974. The seventh grade students from the Lowell Elementary School came to Dobbins each week as a total class and were assigned to shops for exploration. Students from Most Precious Blood came on an alternating schedule of half a class at a time, the class was divided according to their reading and math levels at the home school. Each week one group attends Dobbins for exploration while the remaining group works at their home school on individualized study.

10. Trips into the world of work have taken place for specific classes from the two elementary schools. A record keeping, trip assignment book was set up by the project administration.

11. Simulation materials, developed through the "Consortium on Career Education," were pilot tested in the seventh and eighth grade classrooms at the following schools: Most Precious Blood Parochial, E. Washington Rhodes Middle, and R. E. Lamberton. This material involved the students in different roles with three cluster areas: Recreation/Entertainment, Government and Manufacturing.

12. The Vocational Evaluation Center has accomplished its mission to offer exploratory activities to the total ninth grade class at the Dobbins AVTS. Presently the

center is being used in conjunction with the counseling office for evaluation and reassessment of student vocational choices.

13. Mr. Earl Dodrill, Program Officer for VTE-USOE Region III, visited on January 21, 1975 for an orientation to the project. Progress of the project was discussed, schools were visited and several constructive suggestions were made. One suggestion was that the project administrators delineate its management objectives in a three year management plan, upon which a program evaluation could be based.

14. The CCEM K-14 project, upon notification of funding reduction, submitted proposals for additional funding to the School District of Philadelphia and the State Department of Education. The following proposals were developed and submitted for funding during the 1975-76 school year: Continuation of the Cluster Concept and Job Placement components, and the Consortium on Career Education-Ohio State University.

15. Notification was received from the Office of Career Education-HEW, that a proposal for expansion and improvements to an existing comprehensive career education model could be submitted for funding consideration. Meetings were held by the project director and school officials. A proposal was developed to expand CCEM K-14 to a new cluster of six schools in a sub-district of the School District of Philadelphia. An operational plan was developed for consideration by the district administration and principals.

SECONDARY LEVEL 9-12

1. The rostering of three hundred and twenty-one 9th Grade Trade Exploratory students was completed at the Dobbins AVT School. The shops into which the students were rostered were based on testing held during the 1974-75 school year, and interview data obtained from the admissions office of the Dobbins AVT School.

2. The school counselor was involved during the summer with the project in the rostering of the ninth grade students, the development of a counseling process and scheduling of programs for the Trade Exploratory Class.

3. A meeting was held with the Dobbins AVT School computer manager to devise a method for recording of cluster student grades.

4. A meeting was held with the Dobbins AVTS' shop instructors in order that all facets of the program involving the staff could be implemented as soon as possible. The components of the program operating within the structure of the AVTS are:
   (1) visitation of the elementary students into shops;
   (2) Trade Exploratory Class;
   (3) The cluster programs in Metals, Graphic Communications and Clerical Skills Lab;
   (4) Vocational Evaluation Center;
   (5) Job Placement Officer;
   (6) Project VICS.

5. The first 9th grade assembly was held on the first Monday of the school year. The Project Director, Counselor, Vocational Evaluation Center Manager and Vice-Principal for the TX class were introduced. The program was an orientation session to the Dobbins' TX program, its goals and rational, and to the specific personnel assigned to help students make a valid decision for the tenth grade vocational program.

6. The assignment of cluster students to the shops was completed. These students had two (2) more moves to finish the exploratory/skill training phase of the "Cluster 1" program. The specialization phase of the program for these students began in January 1975. (Note: For clarification, "Cluster 1" will imply those students which began in the cluster concept in September 1973, whereas, "Cluster 2" will imply those students beginning in September, 1974.)

7. The "Cluster 2" component began during this period with metals cluster students being selected from the new 10th grade students at the Dobbins AVTS. This year the Graphic Communications Cluster involved all students in the printing area.

8. A "Student Record of Skill Mastery" for each of the areas within each cluster was developed for individual record keeping and grading. Skill mastery records were kept, indicating specific tasks accomplished by the student in each cluster area. These forms are in the evaluation/trial stage, and subject to revision by the Shop Teachers.

9. A meeting was held with the Job Placement Officer assigned to Dobbins AVTS. Time schedule and population to be involved was agreed upon.

10. The ninth grade class has been exposed to a series of assembly programs designed to reinforce the objectives of

this program at Dobbins. Individualized counseling sessions have been held in an attempt to assist the placement of students in shops that match their career interests and aspirations.

11. The Vocational Evaluation Center, which includes the Singer-Graflex Vocational Evaluation System and VICS Computer Terminal, has evaluated the ninth grade TX class. It should be noted that aside from its evaluation aspect, this room offers valuable exploratory experiences in areas not offered at Dobbins. According to the Evaluation Summary generated by the Office of Instructional Systems, School District of Philadelphia, Dobbins ranks third in the city for the number of students using the computer system to obtain occupational information.

12. A proposal for staff and curriculum development at Dobbins was written. This proposal was submitted to the District Four Office for funding by the Principal of the Dobbins AVT School. Approval of the funds to involve four (4) academic teachers in the development of career education activities in their ninth grade classrooms was received. It is hoped that this will be a pilot program and be expanded next year to other grade levels.

13. This office was experiencing difficulty rostering Metals Cluster students into the appropriate shops for skill building. A meeting was held between the Principal of the AVT School, Trade Coordinators, and the CCEM administrators. The outcome of this meeting was the elimination of Machine Design from the Metals Cluster Component, but to retain the other four shops. The time schedule for the program was revised. A tenth grade student will now spend one quarter of the year in each of the following shops: Machine Shop, Sheet Metal Shop, Foundry Practice, and Welding. He will then choose the area he wishes to specialize in at the end of the tenth grade and enter a two (2) year specialization phase of the Cluster Program.

PROBLEMS

The following problems were incurred during this period:

1. Difficulty in rostering students within the metals cluster. One shop (Machine Design) had to be eliminated from our original five areas.

2. The Job Placement Officer assigned to the Comprehensive Career Education Model K-14 Office was on sick leave for two months leaving an important component of the program unattended.

3. We have experienced some difficulty with the scheduling of the bus service provided by the School District of Philadelphia. A conference with the Supervisor was held to resolve this difficulty.

4. The receipt of supplies and materials that have been requisitioned, through the school district office of supplies and management, have been subjected to long delays. This has caused some difficulties in our operation.

OTHER ACTIVITIES

1. The project administration attended a one day workshop, held in Philadelphia by the U. S. Office of Education, where guidelines for the Evaluation of Part D Projects were presented. The results of this meeting was forwarded to the Project Director, Division of Vocational Research, and the CCEM third party evaluator.

2. The Project Coordinator and Career Specialist attended the Regional III meeting for Directors of Part C and Part D Projects held in Linthicum, Maryland on August 22 and 23, 1974.

3. The Project Coordinator attended the "National Coordinating Conference for Administrators of Part D and FY 1973 Part C Programs and Projects, funded under P. L. 90-576" meeting held in Dallas, Texas January 27-30, 1975.

4. The Comprehensive Career Education Model K-14 project was called upon to offer imput for upcoming proposals for "Programatic Desegration." This came about through a consensus of opinion, that this project had successfully accomplished a viable model for desegration.

5. The 1973-74 "Interim Report" from this project received considerable interest by the interviewing panel and other members of the Phi Delta Kappa, a national educational fraternity.

6. The U.S.O.E. evaluation team has recommended that our project be funded for its' third year of operation.

SIGNIFICANT FINDINGS AND EVENTS

1. A greater amount of cooperation and willingness to participate this year from the school that are involved in the activities of the program.

2. The clarification of the program's objectives allowed the second year to begin with a unified staff.

3. The career education office being housed at a school location has become a direct resource to the AVT School staff, and administration for career education. We have been called upon several times to offer imput into various components of the total school program.

4. Interests of the students coming to the Dobbins AVT School from Most Precious Blood and Lowell Elementary Schools has been maintained at a high level. Each group has had their Dobbins experience supplimented by trips into local industry on an equal basis.

5. It is the conclusion of the project administrators that bi-monthly exploratory experiences (e.g., Most Precious Blood) at Dobbins are more beneficial then those which are of a weekly nature by comparison.

6. As the program proceeds, and is successful, we are finding other schools requesting to be involved in many of the career education activities being generated by the Comprehensive Career Education Model K-14 Program.

DISSEMINATION ACTIVITIES

1. The project manager served as a resource person for a city wide conference to the Philadelphia Home and School Association, at which the topic of Career Education was presented and discussed at great lengths. This offered us an opportunity to provide information on the Comprehensive Career Education Model K-14 to a large representative group of parents.

2. The C.C.E.M. K-14 project conducted a workshop for parents and community people in conjunction with the Comprehensive Early Childhood Education Network, on Saturday, March 15, 1975. This workshop included a presentation of the C.C.E.M. K-14 project, answering questions related to the repetition of certain componants of this program in schools of District One. This conference accomondated approximately 250 school and community people.

3. The project administrators had 100 copies of the 1973-74 Interim Report and 40 copies of the Quarterly Reports reproduced. These were used by HEW for the annual evaluation and were widely disseminated to Divisional Offices, District Offices and school principals. Requests for this Interim Report increased as more people become aware of our project.

5. Dissemination activities included the distribution of the Interim Report for 1973-74, and meetings with the editors of CADRE and the District Your Communicator. These meetings were for the purpose of laying out a series of articles about the project. (see enclosure)

TOMORROW'S PROGRAM TODAY:

Comprehensive Career Education Model

SECOND OF A SERIES

The Vocational Evaluation Center at Dobbins AVTS is part of the School District's federally funded Comprehensive Career Education Model K-14 program. The center serves a wide population of Dobbins students, as well as elementary students from the Public School and Archdiocesan School Systems.

The center contains ten stations of the Singer/Graflex vocational evaluation system. The stations, ten individual carrels, provide work samples that represent ten of the over 30 trade oriented shops available at Dobbins.

Each station is completely equipped with a set of tools, fixtures and instructional materials to support student completion of a particular work sample. The instructional materials are self-paced (individualized) utilizing the Singer/Graflex study-mate automatic cassette tape film strip units as instructional media.

The work-samples are offered to eighth grade students from the Lowell Elementary School at 5th and Nedro Avenues and to eighth grade students from the Most Precious Blood Parochial Elementary school at 29th and Diamond Street.

The students, who spend a half day each week at Dobbins under the sponsorship of the Comprehensive Career program, utilize their visits to the Evaluation Center to accrue "mini career experiences."

Although their work sample is not evaluated, they are given skill guidance by Gerald Solomon, the center evaluator, and group of volunteer Dobbins TX students who act as "big brothers and sisters" to the visiting elementary students.

The Vocational Evaluation Center has as its main mission the facilitation of trade selection for the Dobbins ninth grade Trade Exploratory (TX) student. The TX students are scheduled into the center for one week periods. They are free to choose from work-samples that include: matting, electrical wiring, plumbing, carpentry, refrigeration air conditioning, welding, office practice, sheet metal, baking and small gas engine repair.

TX students are urged to use their experiences in the center to guide them in their future career choice. The immediate career choice for these students is their tenth grade shop or trade selection. The TX students are performance evaluated in up to five work-samples of their choice. The evaluation date is available to the student, the various coordinators and to the counseling staff.

The center is also the Dobbins VICS Center. VICS (Vocational Information through Computer Systems) offers job or career information via a computer terminal connected to the District's time-shared computer at 5th and Luzerne. The VICS terminal is made available on a first-come-first-served request schedule. The majority of the VICS requests come directly from the students. The remainder of VICS requests come from coordinators and the counseling staff.

Dobbins senior students utilize the VICS terminal for immediate job placement information, for post high school training and for advanced educational guidance. The junior and sophomore students use the VICS terminal for career planning within their chosen trade (shop) areas. The TX students utilize VICS for career awareness exercises.

Career Education Is. . .

DISTRIBUTIVE EDUCATION

WORK EXPERIENCE

TMR PROGRAM

ADVISORY COUNCIL

DOBBINS CAREER ED MODEL

SCHOOL-WORK PROGRAM

Vol. 2 · No. 6

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C CAREER

A ACHIEVEMENT

D DEVELOPMENT

R RESPONSIBILITY

E EXPLORATION

AGRICULTURE
ADULT VOCATIONAL ED.
BUSINESS EDUCATION
CAREER DEVELOPMENT
DISTRIBUTIVE EDUCATION
HEALTH SERVICES
HOME ECONOMICS
INDUSTRIAL ARTS
POST SECONDARY VOC. ED.
TRADE & INDUSTRY

Fiche In Vein – Information Network

by Chester Wichowski, staff member of Project VITAL at Temple University

To find answers to curricular or research problems in vocational education, fiche in VEIN may be just what is needed. VEIN is an acronym for Vocational Education Information Network. Located at the Ganser Library of Millersville State College VEIN is an up-to-date free information System for vocational, continuing and technical educators in Pennsylvania.

Answers are most often provided by the use of micorfiche. Each micorfiche ("fiche") is a 4" x 6" sheet of film containing up to 96 photo-reduced pages of standard 8½" x 11½" printed material. The fiche can be read in micorfiche readers available in most schools and libraries. These readers are produced in standard and portable models.

In addition to microfiche, answers are sometimes provided in reprints of documents or computer printouts of Ed numbers (a numeric classification system for microfiche).

The services of VEIN are available to all persons in Pennsylvania who are involved with vocational, continuing or technical education programs. Specifically, this includes vocational teachers, counselors, administrators, teacher educators and related practitioners. Remember, VEIN is designed to help you find answers by providing you with the most current information available, drawn from the ERIC (Educational Resources Information Center) microfiche system.

The fastest and most preferred way to use VEIN is to get in telephone contact with an information specialist on the VEIN staff at Ganser Library, Millersville State College (717) 872-5411 ext. 552 or ext. 542. When you call, the following procedure should be followed. First, state your name and your present teaching or administrative position. Second, explain what the nature of your problem or question is.

The information specialist may ask you several questions in an effort to explore and classify your inquiry. This is done in order to provide you with the best possible service. Once classification is established, a modern computer-based search for information relevant to your request will be processed.

Complimentary microfiche or other informational materials will be mailed to you approximately 10 days after your inquiry has been made. An evaluation form will be included to permit you to rate the materials sent to you. This evalution is designed to help VEIN help its users. A postage paid return envelope is provided. To use VEIN:

1. Call an information specialist (717) 872-5411 ext. 552 or ext. 542
2. Identify yourself and your position
3. Explain the nature of your inquiry

In order to maintain the high quality service VEIN provides to vocational educators fill out and return the evaluation form enclosed with the materials you receive.

Norman Satchell and Dolores Miller plan conference presentation with help from Dr. Robertson, (middle) media specialist at Temple University.

Conference Slated

A multi-organizational vocational education conference will be held at the Host Farm, Lancaster, Pennsylvania, on June 29 and 30 and July 1 and 2.

Nine organizations and special interest groups are pooling their personnel resources and expertise for this conference.

On Monday, June 30, from 2:30 to 3:30 p.m., an audio-visual presentation of a unique and innovative job prepartion program will take place. Information about this program, which centers in the E. Spencer Miller School, will be presented by Norman Satchell and Dolores Miller.

Mr. Satchell is vice-principal of the Miller school and he presently is on a leave-of-absence while enrolled in a doctoral program at Lehigh University. Mrs. Miller, a teacher at the Miller school, is also on a leave-of-absence and is enrolled as a graduate assistant resource specialist at Temple University.

Robert Leadum, air conditioning and refrigeration teacher at Overbrook high school and vice-president of the Pennsylvania Vocational Association, will be program moderator.

The Business Education Department of Olney high school held its ninth annual Job Opportunities Conference on April 24 for approximately 100 June graduates.

The conference aimed to make pupils aware of employment opportunities and qualifications needed for the beginning job.

Seven firms participated. These included: City of Philadelphia, Insurance Company of North America, Internal Revenue Service, Provident Mutual Life Insurance Company, Temple University, Temple University Health Science Center, and Sears, Roebuck and Company.

Betty Salmonsen served as conference chairperson. Ralph Becker is business department head.

TOMORROW'S PROGRAM TODAY: Comprehensive Career Education Model

FIRST OF A SERIES

CCEM K-14 is the Comprehensive Career Education Model K-14 which is a three-year federally funded program involving Dobbins AVTS and two K-8 elementary schools–Most Precious Blood Parochial Elementary School and the James Russell Lowell Public Elementary School.

Third-grade student from Most Precious Blood school is with her "big sister" in the Clerical Skills Lab at Dobbins.

CCEM K-14 strives for five major objectives. They are: to increase self-awareness of pupils, to promote career-awareness among program participants, to provide opportunities for career exploration, to provide skills development in Business, Metals and Communications clusters and to provide job placement, counseling services, and post secondary educational opportunities for students.

One of the major components of the CCEM is to infuse career development concepts into the existing elementary curriculum structure.

Presently elementary students visit Dobbins weekly. Elementary students are assigned to shops with a "big sister" or "big brother" student for a "hands-on" exploratory experience.

During each visit, which is one and one-half hours long, the elementary student is exposed to the shop classes of their Dobbins counter-part. This also enables an elementary student, through participation, to experience a high school structure.

Reverend Monsignor Francis B. Schulte, Superintendent of Archdiocesan Schools, says that this program involving Most Precious Blood students, "is really valuable, not just because of the career awareness component which it brought about, but especially because of the opportunity it gave the children for sharing and interacting with children from other schools.

"It was also a valuable experience for the faculty of both schools who worked as a team. Teachers and parents have been really enthusiastic about the program."

Stanley B. Cohen is Director of the Project. John R. Maier is Project Coordinator with Douglas Mahoney as Career Education Specialist.

CADRE is issued from September to June by the Career Education Media Center, Room 409, John F. Kennedy Center, 734 Schuylkill Ave., Philadelphia, Pa. 19146. Phone: PE-5-7077 or KI-6-2582.

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We welcome written contributions on items of interest related to Career Education, as well as photographs, letters to the editor, story ideas and suggestions. All contributions are considered and those published will be edited as necessary.

Vol. 2 - No. 4

JOHN F. KENNEDY CENTER 734 SCHUYLKILL AVENUE PHILADELPHIA, PENNSYLVANIA 19146

March / 1975

CADRE

CAREER ACHIEVEMENT DEVELOPMENT RESPONSIBILITY EXPLORATION

AGRICULTURE
ADULT VOCATIONAL ED
BUSINESS EDUCATION
CAREER DEVELOPMENT
DISTRIBUTIVE EDUCATION
HEALTH SERVICES
HOME ECONOMICS
INDUSTRIAL ARTS
POST SECONDARY VOC. ED.
TRADE & INDUSTRY

DISTRICT 4 COMMUNICATOR

School District of Philadelphia
Office of the District Superintendent

Leslie Pinckney Hill School
32nd Street and Ridge Avenue
Philadelphia, Pennsylvania 19132

Dr. Ruth W. Hayre, District Superintendent

Volume IX, No. 3

December, 1974

WHAT'S GOING ON IN ROOM 103?

(Career Education Programs at Dobbins)

CCEM K-14; VICS; TX - !!

No, not secret codes — merely initials representing some of The Career Education programs centered in Room 103 at Dobbins AVTS.

Mr. John R. Maier and Mr. Douglas S. Mahoney are responsible for a variety of Career Education programs, involving both Dobbins students and students from public and parochial elementary schools.

CCEM K-14 refers to Comprehensive Career Education Model K-14. This is a federally funded program involving students from the Most Precious Blood parochial school and the J. R. Lowell public school. Seventh and eighth grade students from these schools visit Dobbins weekly. Each student is assigned to a shop for a half day along with a Dobbins "big brother" or "big sister", for a "hands-on" shop exploratory experience.

VICS is an acronym for Vocational Information through Computer Systems. This device offers job or career information via a computer terminal. Dobbins students utilize the VICS for immediate job placement information, for post high school training, and for advanced educational guidance.

Trades Exploration (TX) is an orientation program designed to place a student into eight different shop experiences within the first year of his/her high school education at Dobbins. Three of the shops are those of the student's choice, while the remaining five are selected by the TX Coordinator in order to give each student the greatest variety of experiences possible. The student is then asked, at the end of this first year, to select the area in which he wishes to receive extensive training for a future vocation.

Justification for an occupational orientation program at the early high school level is associated with the needs of this age group. Youths at this age are required to make crucial educational decisions which will have an important influence on their later occupational life.

Many students at this age lack first-hand knowledge of the world of work; therefore, they need experiences which will supply this knowledge both directly and vicariously. They have not had opportunities to explore their capabilities in various areas under a variety of situations; therefore, they need opportunities to self-appraise their emerging potentials. This age group is characterized by a lack of self-confidence; a need, then, is for experiences which tend to build self-assurance in the developing personality.

The "TX" program, through a total involvement within a variety of experiences, attempts to respond to the needs of its students and lay a solid foundation of understanding from which they will be able to select specific programs in preparation for a future occupation.

COMMUNICATE AND INVOLVE THE PARENTS

SCHOOL_____ GRADE_____ TEACHER_____

Dear Parents,

As a part of our regular instructional program, we would like parents to come to our class and tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____ Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be convenient for me to be at your school on (days and times).

_____

_____

_____

_____

Signature_____

Dear Parents:

Students at our school this year are participating in a new program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. With this accessibility, and using a multi-sensory approach, we hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We hope to be able to visit some of the industries and businesses of our community to see the on-going work activities and to talk with workers. We will attempt to invite workers to visit our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology, and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning focus point must be as close to our own locality as possible. We believe we can use the parents of many of our students as resource persons. Would you be willing to come to our classrooms to tell about your occupation? to tell about the training required or the special vocabulary used in your profession? to demonstrate the tools or machines used in your trade? to tell about the interrelatedness and interdependency of those who work with you?

If so, please let us know how you feel we can work together and we will attempt to make the necessary arrangements. Also, if you desire more information about our project, please contact us.

Sincerely yours,

EARLY CHILDHOOD CONFERENCE
WORKSHOP SCHEDULE

TITLE	LEADER	ROOM
AFFECTIVE EDUCATION	Jessie Gibson Corrdinator of Parent Training	305
MAKE AND DO	Lynn Braun Kindergarten Teacher Catherine School	115
INFLATION FIGHTER	Marie Schobert Community Resource Liaison	302
KITCHEN MAGIC	Edith Gladden Science Curriculum Specialist	304
BREAKTHROUGH (Learning Disabilities)	Dr. Louis Sesso Itinerant Teacher Cornman School	I.M.C.
MATH'S ALIVE	Trina Russell Network Resource Teacher, CECEN	300
STANDARDIZED TESTS	Sharon Rose Research Associate	301
CURRENT TOPICS (Resource for pre-schoolers, drug and alcohol abuse, & family)	Evan Thompson, Jr. Vice Principal, Sayre Jr. High Dr. Joseph Mander Director, Student Demonstration Proj. Selma Wideroff, Moderator Supervisor, Get Set Day Care	303
CAREER EDUCATION	Douglas Mahoney Career Development Specialist Comprehensive Career Ed. Model K-14	Auditorium
PARENT-TEACHER-PARTNERS	Rachel Smart Network Resource Teacher, CECEN	307
TUNING IN (Teaching basic skills through music)	Jack Catt Coordinator, Motivation Through Music, Girard School Ann Letizia Pre-school Music Specialist	107

Your Selections

9:45-10:45 _____

10:50-11:50 _____

12:00-1:00 _____

ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
The School District of Philadelphia JOHN F. KENNEDY CENTER 734 SCHUYLKILL AVENUE PHILADELPHIA, PENNSYLVANIA 19146 KI 6-7300

March 4, 1975

Dear Friend,

The Philadelphia Advisory Council for Vocational Education and The School District of Philadelphia join the State Advisory Council in inviting you to participate in the proposed hearings on vocational education. Your help is needed to assure that the hearings are successful, and move in a meaningful direction.

Please give the enclosed information your prompt attention and relay the details to other parties who might be interested in taking part. The hearings will play a vitally important role in making your views and opinions known regarding the effectiveness of vocational education in the City of Philadelphia.

Should you desire to testify, please fill out the attached sheet and return it as soon as possible. Please be sure that you include a summary of your testimony. Unfortunately, it will not be possible to hear from everyone who would like to testify. Be assured, however, that all ideas will be carefully considered, and that screening will be based solely on the need to avoid duplication, and the desire to obtain a representative cross-section of views.

Because of time restrictions, it will be necessary to limit individual testimony to from 7 to 10 minutes per person. You will be contacted by phone if you are among those invited to testify orally.

Thank you for your continuing involvement.

Sincerely,

Albert I. Glassman
Executive Director,
Career Education
School District of Phila.

Walter Powell
Chairman,
Phila. Advisory Council
for Vocational Education

COMMONWEALTH OF PENNSYLVANIA
STATE ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION

SUITE 611/612 EXECUTIVE HOUSE
SECOND AND CHESTNUT STREETS
HARRISBURG, PENNSYLVANIA 17101
717-232-7653

Mrs. Jean B. Purvis
Chairman

Dr. John A. Abbruzzese, Jr.
Vice Chairman

Mrs. Stella P. Catzen
Executive Director

Dear Concerned Citizen:

On Tuesday, March 18, 1975, the State Advisory Council for Vocational Education will conduct the fifth in a series of regional hearings to ask the question: Is vocational education fulfilling the needs of the citizens of the Commonwealth? The hearing will be held in the library of the Dobbins Vocational-Technical School beginning at 10:00 a. m.

The hearing has been designed to elicit testimony from all segments of the community concerning vocational education in the Commonwealth. Should you desire to have your concerns incorporated into the Council's written report, please submit a written statement to the State Advisory Council prior to March 1, 1975. It is expected that there will be a larger number of parties reporting than can be accommodated at the hearings. Therefore, screening and selections will be made in order to extend invitations to a representative group for the oral presentations on March 18, 1975.

It is our hope that you will plan to attend the regional hearing at Philadelphia and assist the Council's effort to determine the needs of vocational education in the Commonwealth.

For the Council,

John Harris, Jr.
Program Coordinator

TELEPHONE, EV 6-1040

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
OFFICE OF DISTRICT ONE
ALAIN LOCKE SCHOOL
46TH ST. & HAVERFORD AVE.
PHILADELPHIA, PA. 19139

MATTHEW W. COSTANZO
SUPERINTENDENT OF SCHOOLS

WILLIAM ROSS, JR.
DISTRICT SUPERINTENDENT

April 17, 1975

Mr. Douglas Mahoney
Career Development Specialist
Dobbins School
22nd & Lehigh Avenue
Philadelphia, Penna. 19132

Dear Mr. Mahoney:

The members of the District One Home and School Council and the Comprehensive Early Childhood Education Network wish to thank you for the excellent leadership that you provided at the District One Home and School Workshop-Early Childhood Conference which was held at the Locke School on Saturday, March 15, 1975.

The enthusiastic responses that we have been receiving from the parents, teachers and administrators who attended the program reflect the great interest and benefit that they derived from your workshop.

We thank you for helping to make this event the success that it was.

Sincerely,

William Ross, Jr.
Superintendent
District One

Delores Alexander
Sandra Hamilton
Co-Chairwomen, District One
Comprehensive Early Childhood
Education Network

Beatrice Downing
Isadora Anderson
District One Representatives
Home & School Council

WR:swh

STAFF DEVELOPMENT

1. The staff development sessions have been conducted for four (4) academic teachers at the Dobbins AVT School on a weekly basis. Each teacher had developed career education activities for specific topics in their curricula structure. The form used in the development of these goals taken from "Developmental Program Goals," Ohio State University, 1972. It is anticipated that these activities will be reproduced for dissemination.

2. A three day staff development session was held for nine (9) teachers that participate in the field testing of the career simulation material developed in cooperation with Ohio State University-Center for Vocational Technical Education. This workshop was conducted by the project administrators and personnel from Ohio State University.

3. Weekly staff development sessions have been conducted for the total staff (8 teachers) in Most Precious Blood Parochial School and the career education team (5 teachers) at the Lowell School.

4. Staff development for ten (10) teachers, at John Bartram Comprehensive High School, had been conducted to assist in developing skills necessary to infuse career education concepts into their existing 9th & 10th grade academic and industrial arts programs. A total of 25 hours per teacher was used for this purpose.

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
John F. Kennedy Center For Vocational Education
734 Schuylkill Avenue
Philadelphia, Pa. 19146
COMPREHENSIVE CAREER
EDUCATION MODEL K-14

Telephone (215) Kingsley 6-6530
Plumpacker 5-5330

MATTHEW W. COSTANZO
Deputy Superintendent
Schools
William F. Kelly
Asst. Exec. Director
Career Education

STANLEY B. COHEN
Director
Skills Centers

July 18, 1974

TO:

Sr. W. Behrle	Mr. A. Newsham
Sr. B. Bonner	Mr. R. Pandolfi
Mr. W. Brown	Ms. S. Rosenfeld
Sr. G. Gemmi	Mrs. S. Sherman
Mrs. V. Johnson	Mr. G. Solomon
Mr. R. Krug	Mr. A. Swartz
Sr. J. Larkin	Sr. M. Walsh

FROM: John Maier

SUBJECT: SUMMER STAFF DEVELOPMENT

Summer Staff Development for the Comprehensive Career Education Model K-14 team members, will be conducted the week of August 26, 1974 at the Dobbins AVT School. We are presently in the process of developing an agenda. If you have any specific suggestions for topics that you would like included, contact this office before July 31st, phone BA 6-1294 or 221-6938.

SCHEDULE: 9:00 a.m. to 2:30 p.m. with ½ hour for lunch. Report at 8:45 a.m. to room 103, using entrance door on 22nd Street. Parking in rear yard.

Please respond, using the enclosed postcard, indicating your attendance.

I hope you are having an enjoyable summer and look forward to our meeting on August 26th.

John Maier

REMINDER: As per agreement, documentation of Career Education Activities are due in this office by July 26, 1974.

JM:gl

COMPREHENSIVE CAREER EDUCATION MODEL K-14

STAFF DEVELOPMENT MEETINGS
August 26 to 30, 1974

AGENDA

MONDAY AUGUST 26th

Introduction - Mr. Stanley B. Cohen
Purpose and Intent
Review of Evaluation Data
Discussion of Problems
Review of Curriculum Developed

TUESDAY AUGUST 27th

Definition of Career Education in Philadelphia - Mr. Ross Fraizer
Student Exploration / Elementary Teacher Involvement
Expansion of Project to Include Professional Occupations
Increase Parental Envolvement

WEDNESDAY AUGUST 28th

Improved Involvement of Counseling Component
Preparation of Yearly Outline (Trips & Speakers)
Documentation (Weekly Log)
Evaluation 74/75 Pre-testing

THURSDAY AUGUST 29th

Career Education Planning / Preparation for September - Home Schools
Dobbins AVT School - Mr. Richard Krug
Lowell Elementary School - Mrs. Shirley Sherman
Most Precious Blood School - Sister Wm. Marion

FRIDAY AUGUST 30th

Availability of Resources for Project
Small Business Management Course - Dobbins AVT School
Summary
Evaluation

EVALUATION

WESTON ASSOCIATES

THIRD PARTY EVALUATION REPORT FOR COMPREHENSIVE CAREER EDUCATION PROJECT K-14 FOR SCHOOL YEAR 1974-'75

I. Introduction - Review of Evaluation Process and Procedures

Process evaluation of general project progress, diffusion, management, and operations was performed by Weston Associates, third party evaluator, through a series of monthly visits during the 12 month period from July 1, 1974 through June 30, 1975. Design of the data components and testing was severely inhibited by the new HEW guidelines, and the need to continuingly re-submit proposal variations for regional HEW approval during the period of July 1, 1974 through February of 1975. These delays and continuing changes in requirements resulted in a lack of an evaluation contract until March of 1975, and an inability to either pretest or purchase nationally validated materials in time for a final post test.

In addition to difficulties regarding the evaluation contracting and process, the project experienced a substantial reduction in funding. This precluded the provision of in-service training for teachers involved with the project on a substantive scale, required some changes in management planning for proposed second year post-secondary articulation activities and curriculum development activities. Despite these difficulties, in our estimation the project was extremely successful during the 1974-'75 year. Alternative sources of funding both actual dollars and in kind staff assistance were located to complement some of the services that had to be excised from the initial plan. In addition, the project and the evaluation procedures received a complementary review and refunding for the year 1975-'76 by the combined State and U.S. Office of Education regional review team. Cooperation by school staff and diffusion of project activities increased substantially during the course of 1974-'75, and it is evident that the project will meet not only the revised goals for this past year, but also some of the initial goals whose funding had to be derived from other sources.

In the pages that follow we will discuss both specific evaluation procedures undertaken and project accomplishments on a level by level basis.

1. Elementary School - K - 8

Given the difficulties in the evaluation process, staffs at the Most Precious Blood Elementary School, Lowell Elementary School, project staff, and Weston Associates agreed to duplicate the first year's evaluation procedures

to provide some basis of comparison during this past project year. Due to an expansion of project staff's career education activities through other sources of funding, limited testing was possible in other than project schools in order to provide some comparative progress data. As noted earlier, these data could only be used as indicators since pre-testing was not possible.

Instruments and procedures selected for testing in June of 1975 at the K-8 level included the following:

- K-8 Career Information and Awareness. Two instruments validated in other settings and used in the 1973-'74 project year were used for testing of elementary school students at the two project elementary schools, Lowell Public Elementary School (grades 1-8) and Most Precious Blood Parochial School (K-8). Grades 3, 4 and 6 of the two project elementary schools and one control elementary schaol (also Parochial) were given a simple test asking the children to write as many different jobs as they knew about on a sheet with 30 blank spoces. The results of this open ended test were analyzed in terms of frequency of occurence of jobs common to the urban setting as opposed to those outside, jobs found on field trips taken, numbers of jobs listed, and occupational distribution by cluster in relation to national employment distribution and natianal demand distributions.

  A second test entitled "Occupational Information Inventory" was administered to the 7th and 8th grades of the two project schools, the 9th grade of the trade exploratory section of Dobbins Area Vocational Technical School and a comparison group of 9th grade students in a non-project elementary school (J. Cooke Elementary School). Test results will be discussed in Section II.

- Self-Awareness and Maturity Indices. Neither the initial year's search nor the evaluation instruments provided or suggested by the draft Office of Education guidelines provided any instruments for measuring progress in this area.. However, two student attitude tests with questions relating to self awareness and occupational maturity were administered to grades 5 through 8 of both project schools. One was a "attitude inventory" previously used in the project, and the second was a "career education scale - student" devised by Dr. Joseph Freund that has been tested in Lincoln County, West Virginia project.

- Summary Class Evaluations. Elementary school instruction staffs were requested for short individual teacher reports providing a subjective summary view of individual class progress in areas of vocational and career awareness, successful group practices, appropriateness and success of treatment materials, and the general utility of the project experience for teaching and individual growth.

Critical Incident Measures. Teachers also provided brief examples of individual successes or failures by given students as indicator s of progress and problems within the project.

2. Career Exploratory Evaluations - Grade 9 (Dobbins)

The occupational information inventory test noted in the previous section was also used with the Trade Exploratory (Experi mental Program) students at the Dobbins Area Vocational Technical School and a comparison group of 9th grade students at the J. Cooke Elementary School who were being provided other occupational information experiences were tested as well.

Project staff documented a comparison of initial choices made by students entering into the exploratory year at the Dobbins School as compared to their final choices at the end of the year. Previous to the establishment of the CCEM-K-14 Project, students were schedulled at all the area vocational schools into one of their first three choices and not permitted to change. The measurement of choice selection; therefore, was to get indications of the impact of the providing students with additional career exploratory experiences in shop settings upon the choice process.

3. 9-12 Cluster and Individualized Materials

During the 1974-'75 year, individualized materials became available for the OfficeOccupations cluster and the Metals cluster. The cluster approach was adopted for use by the communications cluster, although Sound on Slide and individualized materials were not yet available or developed for testing with this group of students.

The use of the cluster approach and the individualized materials were evaluated on the basis of changes in drop out rates, student progress, increased enrollments by women, and placement records for both part time and full time employment.

II. Evaluation Results and Discussion

Prior to a discussion of student test data, it is appropriate to review overall administrative performance and changes made in treatments and support services as a result of the first year's program.

Based on the first year's evaluation it became apparent that in order to introduce career education concepts into a parochial school setting and into less innovative elementary and middle schools than the Lowell School, a more formal curriculum-based approach needed to be taken. Given the success of the project in the first year and review by State personnel, staff was able to seek and get addtional $76,000 of state funding to purchase both materials and technical assistance from Ohio State University for

introduction of the OSU curriculum including the World of Manufacturing and World of Construction plus government, entertainment and recreation curriculum exercises (as indicated by student preferences during the first year) for use in a number of additional schools. Through Ohio State materials and staff assistance, the project expanded into the East Washington Rhodes Middle School, Sayre Jr. High School, and Cooke Jr. High School, involving a total of an additional 14 teachers in art, industrial arts, and a variety of academic subjects. At the high school level, the operations of the career planning system including the computer based search system (VICS) was expanded by this project to serve the R. E. Lamberton Alternative School. The OSU Career Planning System was introduced into the Lowell School and the Dobbins Vocational Technical School. At the elementary level OSU materials were also made available with teacher training for the Most Precious Blood School and expanded into St. Elizabeth's Parochial School at the 8th grade level.

Also as a result of first year evaluation and other sources of funding, the project expanded both its curriculum development offerings and its field trips to provide a wider range of academically based experiences for both elementary school and Dobbins Area Vocational Technical school students. Field trips at the elementary level included a continuing relationship with the School of Pharmacy at the University of Pennsylvania (Temple), visits to city government, court systems, etc. At the Dobbins Area Vocational School, a project was begun involving four academic teachers to develop individualized curricula related more directly to the occupational curriculum offered in the school in support of both the 9th grade TX program and the academic support for the cluster programs in metals, communications, and business.

Project staff was heavily involved in developing career planning and career education staff training alternative in the academic 9th grades of the junior high schools and in the 10th grade of a senior academic high school. It should be emphasized that although these activities occurred through separate funding, they were consolidated into central project staff activities and coordinated with the CCEM K-14 project. This demonstrates not only the CCEM K-14's success and ability to gain additional funds, but also the School District of Philadelphia's committment to beginning to consolidate its approaches to career education across the city.

Dissemination activities concerning project operations also were expanded during the course of the 1974-'75 school year and included several meetings with the city-wide Vocational Advisory Council to provide both information and access additional visits. A number of meetings were held with elementary school parents to attempt further parental involvement in the project, and a presentation was developed for the city-wide Home and School Council to familiarize them with career education and its potential for use throughout the city. The project developed several small publications describing itself and some activities which were given substantial distribution, and each of the school sites received a number of visitors from other schools throughout the district as well as from outside of the city. Of particular significance were visits by the superintendent and his staff to various schools, as well as visits from the Office of the Mayor.

In the some vein, staff of both of the project elementory schools made numerous presentations throughout the year at professional meetings, parents associations, etc.

At o more pedestrian level, the central staff was oble to access the career education moteriols center and provide listings of materials of all types for use by both the elementary schools and the other project schools. With the formalization of the process, considerable increased utilization of materials occurred within all the schools participating.

Stoff Training - During the month of August in 1974, a week long staff training session was held for all participating faculty from both elementary and secondary levels. Formats were developed for the documentation of curriculum produced during the course of the first year, ond the staffs met first as a group, and subsequently in their own school to present curriculum materials and formalize them for final testing during the second year prior to distribution in the third year. The interaction between the secondary level vocational technical faculty and the elementary level faculty proved to be quite significant in apprising both sides of the overall process ond increasing the effacacy of the given elements. Curriculum materiols developed during the second year of the project continue to be collected by a central staff. One member of the central staff has elected to pursue additional course work towards o doctorate during the summer of 1975, and will make the development of further grade by grade objectives and packaging of the curriculum materials tested during the second year a basis of his course work.

Project Expansion - During the course of the second year career education materials both from the Ohio Stote University project and from the career education materials center were used as o basis for exponding the career education program into all grades ond classrooms of the Most Precious Blood Parochial School. The staff at Most Precious Blood shared their experiences and their materials with the St. Elizabeth's Parochial School for initial involvement of the St. Elizabeth's eighth grade classes including visitotions of St. Elizabeth students to the Dobbins Area Vocational Technical School. The visitation sequence was changed so that students came for a single term only on o class by class basis, and were accompanied by the parochial teachers on their visits. The practice of using older students as guides for the younger ones was continued quite successfully. During the course of the visits skill mastery records were developed and kept for use by classroom teachers back in their elementary classrooms. Further, the individualized materials used in the Metals, Communications and Business clusters proved to be quite successful in enabling elementary school students to get short term orientation or exploration experience simultoneously with older students taking the regular course contents.

Coreer Informotion Resources - The computer based vocational information system at Dobbins showed o 62 percent increase in student utilization and 41 percent increase in number of explorations done by the students during the course of the year. The effi cocy of this process was increased by the use of student monitors. Student exploration

in the Singer Carrells also increased, although cost of Carrell utilization remained quite high on a per student basis. The School System of Philadelphia has funded the development of a mobile laboratory carrying Singer Carrells from one elementary school to another. As a result of this project's participation, students in both public and parochial schools within the project were provided with career exploration services of the mobile laboratory and accompanying staff.

Other Activity and Remaining Problems - As a result of the project, the Lowell Elementary School received limited funding for the development of an Audio Visual Experience Room providing a 180 degree coordinated tape-slide surround for both Lowell students and students visiting from the parochial elementary schools. Lowell students in the last three grades participated substantially in the construction of the experience room and in the development of some of the materials for the programming thereof. Some of the general programming that has been developed relates to career exploration , and staff has been exercising efforts to get slide-tape materials from employers working with the career ed project.

Secondary Level Placement - Despite reduced project funding, central staff was able to receive the services of a half-time placement officer for secondary school students at Dobbins engaging in the exploratory and cluster-based programs. During the course of the year, this officer was able to provide some 53 part time work-study placement which seemed to have contributed to a lower drop-out rate and greater for-credit experience for students in areas of their choice. Since this is only the second year of the project full time placement of graduates is not attempted, although some full time placement of students selecting to go into World of Work prior to graduation was done by the various area coordinators. No results were evident in terms of comparative ease of placement of cluster students versus students who had prepared themselves through the more traditional area vocational school process.

Problem Areas - Transportation problems were lessened in the second year of operations for field trips and visits to the Dobbins Area Vocational School. They, however, appear to be endemic and persist at a lower level which tend to disrupt the project to a small degree. Of somewhat greater significance has been the lack of development of any clear strategy for parental involvement particularly in the elementary grades. Although the ? public elementary school has successfully used a committed number of parents to provide field trip experiences, transportation and other project support activities and all schools not only sought parental permission, but scheduled evenings for parents to be briefed regarding the project, no clear method has evolved for involving a significant percentage of the parents in the learning process. In the parochial school this seems to be a function of lower income and insufficient time on the part of the parents to participate. A community involvement person was successful in getting interest of other parochial schools, but has not yet found a key to greater parental involvement with the content of the project.

Due to a significant decrease in funding, the project has not been able to implement any significant plans for post-secondary involvement either for student counselling or

placement services or the provision of regular teacher-training services. There has been limited involvement of one of the local universities with curriculum adaptation and teacher training for the Ohio State University materials, but this has not proceeded at a significant level.

Summary of Administrative Evaluation - The project in the year 1974-'75 has in all significant respects exceeded its program management goals despite a reduction in funding. It has successfully sought additional sources of funding, involved more substantially the teachers in the project schools, and expanded its activities to a variety of other schools. Both the third party evaluator and the visiting Office of Education team indicated a high level of satisfaction with all elements of the project and the latter recommended the project for refunding for its third year. Teacher training, post-secondary, and expansion of guidance services were all areas which suffered from a dimunition of project funds. These were the only areas which received any critical comment in the evaluation process with a full recognition that staff has been exercising their best efforts, and the problems that remain relate to dollar levels rather than project management for school or faculty involvement.

III. Results and Discussion of Evaluation Testing

Grades 3 - 6 - Due in part to the administrative difficulties in establishing the evaluation contract and design, the second year of the project found considerable difficulty in getting cooperation in testing control groups of elementary school students involved with the project. Generally, therefore, the test results discussed hereafter have only last year's performance as opposed to national or local basis of comparison that is data supported to be measured against. As with last year's testing program certain inferences can and have been drawn. The 3rd, 4th, 5th and 6th grade populations of the parochial and public elementary schools were tested on a sampling basis with the addition of a limited sample of a newly participating parochial school in grades 3, 4 and 5. The test (probably better described as exercise) consisted of asking children to write as many different jobs as they could think of on a sheet with 30 blank spaces. In the two target schools in the second year of the project one hundred percent of the students filled in all 30 of the spaces with different jobs, and in 60 percent of the cases, they added additional jobs on the front and back of the sheet. Students in the initial target elementary schools averaged approximately 50 jobs described.

In the parochial elementary school participating for the first time in the program, the number of jobs written in by students averaged approximately 15 (50 percent less), and in alll but a few cases did not exceed the 30 spaces allowed.

An analysis of the actual jobs that students selected indicated that in the two target elementary schools the diversity was considerably greater at all grade levels than either the characteristic inner city neighborhood occupational mix or even the [illegible] of the greater metropolitan area. There was a high frequency of distribution of jobs in which

the students had been exposed through field trips relating to such things as dairy production, farming and agriculture, and various manufacturing occupations, as well as those occupations that students had been able to see at the Dobbins Area Vocational Technical School. Of equal significance was the diversity of relatively esoteric occupations that appear including such things as contractor, spelunker, broker, pattern maker, Latin teacher, publisher, geologist, archeologist, co-pilot, prospector, real estate broker, pen maker, cherry picker, beer distributor, atlas maker, diamond cutter, etc. It was interesting to note that most of the jobs produced were not "glamour" jobs, such as spaceman, astronaut, engineer, physician, etc., although the distribution of professional and managerial as well as high level technical jobs was high. It was further of interest to note that rural jobs appeared with fairly high frequencies.

Males tended to include a substantial number of sports oriented jobs while females showed a higher ratio of service and entertainment oriented jobs. Within the target schools that were two years into the program, students in grade 4 and above showed considerably more sophistication in using suffixes such as "maker, distributor, manufacturer," in making up their job categories showing greater understanding of the working world than was found in the children in the participating parochial school starting into the program. Both the distribution of jobs and the diversity indicated that the bulk of students were able to demonstrate a realistic career awareness of work opportunities at all levels from unskilled through professional.

A secondary analysis was done of the jobs listed by the students providing groupings by cluster and level and for each school and grade taking the test. These charts (provided in the Appendix) show a fairly realistic occupational mix that is significantly close to the current and projected categories of manpower employed and needed across the country. The only exceptions to this are a slightly higher than realistic concern with jobs at the professional and managerial levels that is found nationally and locally. Due to a lower number of responses from the school participating in the program for the first year significant differences in distribution were not apparent. There did seem to be a tendency towards an increased number of higher level professional and managerial listings primarily in the medical area, and a higher than average distribution in the unskilled area, although the level of significance is questionable.

As in the first year of the program, reactions were sought from both teachers and students concerning their visits to the field and to the Dobbins Regional Area Vocational Technical School. Student reactions were extremely favorable evidencing a first time understanding of the occupational training process, pleasure at being able to participate in hands on experiences, and a continuing strong interest on the part of many girls in traditionally male areas such as auto mechanics, welding, and printing. Some limited negative reactions were found from students who visited on a continuing basis throughout the entire school year which is what prompted the decision to limit the Dobbins visitation to one half year.

Teacher comments from all three elementary schools indicated a high level of interest in the Dobbins and field visits, as well as utilization of staff developed objectives based on the visits for subsequent classroom instruction.

Grades 7 and 8 - An occupational information inventory used in the 1973-'74 year was readministered to a random sampling of target schools 7th and 8th grade classes. This was a 24 true-false and multiple choice test asking information and knowledge regarding specific occupations. Average scores on these complex tests range from 74 to 79 percent, a few percentage points higher than last year. Although these were respectable averages by themselves, they were skewed somewhat downward by a limited number of items whose validity in terms of mode of statement were somewhat questionable. That exception raises the total average to 86 percent. This year averages were slightly higher for the parochial school students giving a slight indication that the pervasive introduction of the program throughout the school improved these and other test results.

Ninth Grade - The same occupational information inventory test was also given to a random sample of the trade exploratory class of the Dobbins School. This group averaged 90 percent on the final examination and, with the excision of the 2 troublesome questions, the average goes up to 94 percent.

A middle school, J. Cooke, has been experimenting with career education programs in the City of Philadelphia for over six years. As they had requested, some of the instruments used in the CCEM K-14 project, they were in turn requested to provide the comparison of their ninth grade students performance on these tests with the trade exploratory students (typically from a lower socio-economic background and predominantly black as opposed to blue to white collar middle class predominantly white background). After almost six years participation in career education programs the J. Cooke students averaged 89 on the occupational information inventory. This very limited one time testing seems to indicate that the trade exploratory approach is successful in imparting a variety of career information that can compensate for previous school performance and background!

Attitudes - Self Awareness

Grades 6-8 - In addition to the career information tests, two short attitudinal questionnaires one containing nineteen "yes or no" items and three open ended questions plus a shorter 15-item yes or no questionnaire taken from the Lincoln County West Virginia project were administered to grades 5 through 8 of the target parochial and public elementary schools. On the Lincoln County test total averages for grades 5 through 8 of the parochial school, and grade 7 of the public school were 61 percent or three points lower than the average reported by Lincoln County grades 4 through 8. Within the two Philadelphia schools variances between classes were highly significant and seemed to relate to number of treatments (grades were significantly higher where more treatments were available), experience with the mobile laboratory, frequency of visitations scheduled, and number of years with present teacher (worst performance was by a class that had a new teacher unfamiliar with the school, children and program). Average score for two of the

parochial school classes containing career education experienced teachers and receiving the greatest amount of program treatments averaged 10 points higher than the Lincoln County scores.

The attitude inventory taken from the project's own test battery was administered to two 6th grade and 7th grade classes. Questions covering student belief concerning the importance of work showed that on the average more than 93 percent of the students felt that work was extremely important. Two questions concerning the interest and attitudes towards different types of work indicated that 78 percent of the students felt that many jobs did not require a college education , and 74 percent of the students felt that jobs in which one worked with ones hands or became "soiled" were as important as jobs in which this was not true. Given the fairly typical of lower socio-economic groups to feel that these categories of jobs are demeaning, this indicates a fair level of sophistication in student attitudes toward careers.

Over 80 percent of the students wanted to continue study of careers, while in an opposite question only 22 percent said they wanted to return to a curriculum without career education in it. Almost in concert over 80 percent indicated that career education in the school transferred to talking to their parents about careers at home.

In a series of questions relating to factors that are important in career or job choice 96 percent of the students felt that money was important in choosing a job, but almost 70 percent went on to indicate that pleasure in the job was more important than the money (this proved out in a subsequent "check" item).

Over 96 percent of the students agreed that cooperation and "getting along" with co-workers was a critical factor to job satisfaction and success. This demonstrated considerable sophistication in an area of most employer's concern and greatest job failure.

Although attitudes were extremely favorable throughout the questionnaire, only one relatively negative aspect appeared in the overall attitude inventory. While over 86 percent of the students felt that they learned many things in school which they could later use on a job, only 59 percent of them felt that school subjects "seemed to fit in with careers". Overall averages in all categories were approximately 10 percent higher this year as compared to last year's classes on the same questionnaire.

The 19-item attitude questionnaire was followed by three open ended questions to the students concerning the difference between work and play, things that make them feel important, and things that they thought were important to their teachers. In all grades the words used to describe work were - "helping, responsibility, important, thinking or concentrating, pride and respect". Interestingly enough, play was not always seen as the antithesis of work despite the statement of the question. Students

noted that "one should need an equal amount of each", the difference between work and play is "none! One should make work into play", etc. Both the definitions and the attitudes towards work and play displayed seem to indicate a relatively high level of maturity and a significant degree of awareness of work in relation to self and self satisfactions.

In concert with responses to the first question on work versus play, the question about things that were important to the student had the bulk of its answers concentrated around "careers, job, responsibility, success, money and fairly frequently, responses such as "having someone depend on me, doing something for someone". Answers in general related to achievement, learning, responsibility, and self satisfaction. Almost all the answers placed some emphasis on being of help, use or service to others. A second question of what their opinion was concerning their teachers' values and concerns for them related to their receiving a good education, having good work habits, and "doing things right". In all cases, these open ended questions were answered and seemed to demonstrate an amount of maturity and self awareness couched in their own terms that belied both grade level and economic background.

As noted in last year's report, there were additional comments by students indicating a greater understanding of occupational training, of other races, and a great satisfaction in sharing between schools.

Teacher and Parent Surveys

The project undertook to obtain parent opinion by use of a short, 11 question, parent opinion survey similar to the one used in Lincoln County West Virginia. Indicative of the problem of parent involvement in inner city schools is the fact that although 160 surveys were distributed with some followup by individual teachers, less than a 10 percent return was achieved. Of those questionnaires returned, 90 percent of the parents indicated that the child talked about career education at home, discussed the parents occupation with them and had an improved attitude towards school. An equal number believed that career education was worthwhile and should be continued. In over half of the responses parents indicated that children attempted to relate school activities to occupations in the community and to themselves and seemed to be more enthusiastic about school.

The teacher survey was distributed to a total of 65 teachers with only 31 opinion surveys being returned. Unfortunately, controls were inadequate, and it was not apparent from which of the six participating schools the questionnaires returned came nor of the level or degree of involvement of the teachers responding. Results in general were somewhat dissappointing. Although 94 percent of the teachers believe that helping students to appraise their abilities, interests and potentials is important to career education, and 87 percent believe that career education of this type should be made available to every student, the overall average on all questions was only 56 percent favorable, 15 percent were undecided on the 22 questions, and 29 percent answered no, overall

to the questions. From the responses it appeared that most of the teachers responding were from schools involved only for the first year on a relatively limited basis, since questions relating to amount of time alloted to career education adequacy of field trips and hands on experiences equipment and supplies were the areas receiving the most negative responses. Teacher class summaries and critical in cident summaries from the target schools showed a considerable enthusiasm, and thus both staff and the evaluator felt that teacher survey responses amounted to a request for greater involvement and treatments on the part of schools involved to a lesser degree under the first year funding from outside sources.

Grades 9-12 Career Decision Making, Individualized Materials and Job Preparation

In the placement area, project staff noted somewhat critical comments during the first year's review and within budget constraints concentrated placement activities on finding part time employment for ten through twelve cluster students in related work experience and work study opportunities. Out of a total population in excess of 200, 25 percent or 53 students were placed in part time employment opportunities which provided in most cases additional income as well as experience related to communications, metals and business clusters. As noted in last year's evaluation report, this project is testing the hypothesis that individualized instruction will show improvements in student learning over the current standard instruction, and that a broad cluster base of knowledge and skills will make a student more mobile and more easily placeable than the narrow intensive job training that is currently the standard of the Philadelphia area vocational technical schools. As also noted in last year's report, the only valid test of these hypothesis will have come from longitudinal life data on the performance of students over a 15 or 20 year period.

There are, however, within the program some much more modest measures of success of the instructional strategies adopted. In the metals and particularly the communications clusters which have been traditionally male occupations, the trade exploratory program has provided a significantly higher enrollment of women in the courses than ever before. Instructional staff on all three clusters have indicated what seems to be a general improvement in attitude of students and a more rapid progress and maintenance of interest by rotation from area to area and use of self instructional materials. In the communications and business clusters particularly, instructional staff report a more relaxed student who is more highly motivated. They attribute part of the success to the fact that the materials permit easy diagnosis of individual problems and fairly swift remediation of them.

In the clerical cluster particularly, which has been aimed at potential dropouts, it is significant to note that there have been no dropouts whatsoever from the program. Further, due to emphasis on placementmore than 50 percent of the students are engaged in cooperative work programs, and with improved instruction plus outside income and relevant work experience, these have seemed to have a significant effect on the dropout rate.

In all cases the individualized instruction methods have achieved acceptance by all instructional staff within the clusters. Modification of materials by individual teachers to their own sequences or students' needs have been observed. Teacher comments indicate that the use of modular, self-instructional materials permits them not only to schedule slow and fast learners, but also different grade levels as well as visiting elementary school students into meaningful learning experiences without disrupting class operations.

The introduction of an exploratory year in the ninth grade which permits students to defer their final decision concerning career training to be received during the last three years of high school has also proven to be quite successful. Project staff has been successful in delaying the schedulling or "rostering" of students participating in the trade exploratory course until the end of their ninth grade year when they have completed all of their explorations. Data analysis from the first two years indicate that over 50 percent of the students ended by selecting a choice for their 10th and subsequent grades of training that was not one of their first three choices at the beginning of the year. In some 25 percent of the cases students' final selection was not even listed in their preliminary choices at the beginning of the year. Staff counselling efforts have resulted in placement of over 90 percent of the trade exploratory students with their first choice. Although difficult to prove, it appears to be a fair assumption that inability to get a student's first choice or dissatisfaction with the initial choice in the 9th grade may have been a significant contributor to previously high dropout rates. Thus far there have been no students from the 1973-'74 year TX group who have dropped out. The project expects to watch both dropout and grade performances of the two years of trade exploratory students in the program during the third year to measure the effects of the program on both grades and dropout rates.

TESTS/DATA

NAME _____ GRADE _____

SCHOOL _____ SEX _____

DIRECTIONS:

Part 1. Please indicate whether the statement is true or false, by circling the proper answer.

1. A CIVIL ENGINEER supervises the building of such things as bridges, roads, airports.	TRUE	FALSE
2. A KEYPUNCH OPERATOR manufactures keys for locks.	TRUE	FALSE
3. A PLUMBER would repair a leaky sink.	TRUE	FALSE
4. An AUTO BODY REPAIRMAN fixes dents on cars and trucks.	TRUE	FALSE
5. A BEAUTICIAN (Cosmetologist) catalogues, organizes and repairs books.	TRUE	FALSE
6. A DENTAL TECHNICIAN works in a laboratory	TRUE	FALSE
7. A PHOTOGRAPHER develops and sketches ideas for fashion designers.	TRUE	FALSE
8. A PLASTERER applies paint, varnish or stain to the wood trim and walls of a house.	TRUE	FALSE
9. A TYPIST is always a secretary.	TRUE	FALSE
10. A TELEPHONE OPERATOR repairs broken telephone lines.	TRUE	FALSE

Part 2. Choose the statement which best matches the occupational title. Indicate your answer by circling the appropriate letter.

11. HOSPITAL ORDERLY
    a. Helps to take care of hospital patients.
    b. Orders food and other supplies for hospital kitchens.
    c. Works at hospital desk where patients check in.
    d. Don't know.

12. MACHINIST
    a. Makes adjustments on automobile, airplane and tractor engines.
    b. Repairs electrical equipment.
    c. Sets up and operates metal lathes, shapers, grinders, etc.
    d. Don't know.

13. WELDER
    a. Builds wooden crates to hold tanks of acetylene gas.
    b. Uses a gas torch to cut or join pieces of metal together.
    c. Operates a machine that stitches the soles to the upper parts of shoes.
    d. Don't know.

14. DRAFTSMAN
    a. Makes scale drawings of products or equipment for engineering or manufacturing purposes.
    b. Mixes and serves drinks in a bar or tavern.
    c. Pushes or pulls a cart in a factory or warehouse.
    d. Don't know.

15. SOCIAL WORKER
    a. Works for a welfare agency and helps people with various types of problems they may have.
    b. Conducts research on life in primitive societies.
    c. Writes newspaper stories on marriages, engagements, births and similar events.
    d. Don't know.

tion, by circling the matching letter.

16. Works in department stores, or small shops. Meets customers and tries to create an interest in the merchandise that is being offered for sale. The worker answers questions about the articles, may demonstrate its use, explains how it is cared for and helps customers make selections. Makes out sales or charge slips, receives cash payments, and gives change and receipts.
    a. Sales clerk
    b. Stock clerk
    c. Bank clerk

17. Cuts and sews clothing to fit people better. Repairs tears, holes, and zippers. Uses scissors, needles, thread, rulers, irons, sewing machines and pressing machines.
    a. Waiter
    b. Clerk
    c. Tailor

18. Skilled in the preparation of printed reports by various methods and preparation of this material for offset printing. Does things like prints, newspapers, cards, posters, etc. Is also called on to prepare layouts of copy for photography and enlarges and reduces materials to make negatives to produce paper and metal offset printing plates. Also prepares materials and makes photographic screens for silk screen printing.
    a. Author
    b. Printing and Composing Room worker
    c. Architectural draftsman

19. Takes care of all types of data processing equipment such as computers and other mechanical and electromechanical devices, installs and services such machines with hand tools and precision instruments. Assembles machines and may make repairs by taking the machines partly apart or may fix a machine by oiling, loosening, or settings gears or other connections.
    a. Computer programmer
    b. Computer maintenance technician
    c. T.V. Serviceman

20. Must know how to layout, build, test, trouble shoot electronic equipment used in the home (television sets) or industrial field. Works with circuits, amplifiers, tubes, transistors and other electronic parts. Can adjust, repair the circuits and components. May work in the television, telephone, spacecraft or any other field where electronic equipment is used.
    a. Commercial artist
    b. Dental technician
    c. Electronics technician

21. Keeps things peaceful by preventing crimes, enforcing the law, correcting people who break the law. They also make investigations and write reports.
    a. Sheet metal worker
    b. Bookkeeper
    c. Law enforcement worker

22. Removes spots from clothes, presses clothes and washes things like shirts and sheets. Places clothes in cleaning machines. Hangs and boxes cleaned clothes. Keeps all machines in working order.
    a. Tailor - men's or ladies' wear
    b. Dry cleaning plant operator
    c. Stock clerk

23. Receives money and gives change and receipts to customers for payments made in exchange for goods and services. Keeps records of the amount of money involved so that cash accounts can be balanced at the end of the day. In supermarkets and other self-service stores, cashiers often wrap or bag each customer's purchases.
    a. Bookkeeper
    b. Stock clerk
    c. Cashier/checker

24. Works with flat sheets of metal. Shapes the metal, and then makes the metal into things like metal cabinets and signs.
    a. Machine shop worker
    b. Draftsman
    c. Sheet metal worker

PERCENTAGES RESPONDING "YES"

OCCUPATIONAL INFORMATION INVENTORY

QUESTIONS	LOWELL GR. 7	M.P.B. GR. 7	M.P.B. GR. 8	COOKE GR. 9	DOBBINS GR. 9
1.	61	100	54	81	81
2.	68	100	96	100	90
3.	81	96	92	100	100
4.	77	96	96	93	100
5.	77	100	92	100	100
6.	32	35	46	63	48
7.	74	54	79	93	96
8.	87	42	58	93	81
9.	71	73	71	85	95
10.	84	85	71	93	81
11.	45	96	63	63	76
12.	26	19	21	41	52
13.	94	85	83	89	90
14.	68	50	83	93	95
15.	84	77	92	100	100
16.	77	100	96	100	100
17.	94	96	92	100	95
18.	77	85	67	89	90
19.	74	65	75	93	90
20.	83	88	83	81	100
21.	84	92	100	100	100
22.	81	81	83	93	100
23.	81	96	71	93	100
24.	81	92	92	96	100

CAREER EDUCATION SCALE--STUDENT

1	Have you talked or done anything in school that helped you find out more about yourself?	YES	NO
2	Have you talked or done anything in school that helped you find out more about workers?	YES	NO
3	Have you talked or done anything in school that helped you find out about the education or training that workers need?	YES	NO
4	Did your class walk to some place to see workers at their jobs in school or near school?	YES	NO
5	Did your class take a field trip in cars or on a school bus to see workers doing their jobs?	YES	NO
6	Have you gone on your own to see workers doing their jobs even when you weren't told to do so?	YES	NO
7	Did someone other than your teacher talk to your class about careers or jobs?	YES	NO
8	Did a worker show your class things that he uses in his work?	YES	NO
10	Did members of your class act like you were workers and do things that workers do?	YES	NO
11	Did members of your class make things in school that a real worker would make?	YES	NO
12	Did some members of your class talk about real work that they did with a worker?	YES	NO
13	Did some members of your class use math in a project like a real worker would use math?	YES	NO
14	Did members of your class use speaking and writing of correct English like a real worker would?	YES	NO
15	Did members of your class use science in a way that real workers would use science?	YES	NO

Devised by JOSEPH FREUND

PERCENTAGES RESPONDING "YES"

STUDENT SCALE

QUESTION	M.P.B. GR. 5	M.P.B. GR. 6	M.P.B. GR. 7	LOWELL GR. 7	M.P.B. GR. 8
1.	89	75	85	65	70
2.	100	90	92	65	91
3.	93	90	92	61	91
4.	14	25	46	78	35
5.	89	25	54	78	48
6.	89	35	81	39	35
7.	86	85	88	39	83
8.	75	65	88	35	52
10.	71	50	85	48	52
11.	82	60	65	74	57
12.	36	40	73	30	43
13.	64	90	58	48	48
14.	64	40	65	43	43
15.	68	60	58	35	57

COMPREHENSIVE CAREER EDUCATION MODEL K-14

TEACHER OPINION SURVEY

Based upon test devised by LeVENE A. OLSON

This is not a test. There are no right or wrong answers. We are interested in your opinion about career education in your school. Information obtained during this survey will be reported on a group basis only. No information about individuals will be provided to Local, State, or Federal agencies. The information you provide will be kept strictly confidential.

Please respond to each statement by placing a circle abourn the answer which best indicates your opinion about each statement.

1.	The purpose of Career Education were clear to me by the beginning of this school year.	YES ? NO
2.	The purposes of Career Education appeared to be clear to most of the students.	YES ? NO
3.	The major purposes set forth for Career Education were adequately met during the school year.	YES ? NO
4.	The time we had allotted was sufficient to accomplish the purposes set forth for Career Education.	YES ? NO
5.	Students gained first-hand knowledge of the world of work (field trips, resource people, etc.)	YES ? NO
6.	Students were exposed to adequate hands-on experiences.	YES ? NO
7.	Students explored their capabilities in various areas under a variety of situations pertaining to the world of work.	YES ? NO
8.	Students learned to self-appraise their emerging potentials	YES ? NO
9.	Equipment was adquate to accomplish the objectives of the Program.	YES ? NO
10.	Adequate materials and supplies were made available for the Program.	YES ? NO
11.	Career Education of this type should be made available to every student.	YES ? NO
12.	Students became aware of the factors that contributed to success in an occupation.	YES ? NO

I feel that the Career Education has made most of my students:

13.	More well-rounded	YES	?	NO
14.	More motivated and interested	YES	?	NO
15.	More skilled in planning their careers	YES	?	NO
16.	More able to use their own initiative	YES	?	NO
17.	More self confident	YES	?	NO
18.	More able to see that knowledge is relevant to job success	YES	?	NO
19.	More able to make vocational choices that are satisfying and productive for both themselves and the society of which they are a part.	YES	?	NO
20.	Other teachers in this school have afavorable attitude toward Career Education.	YES	?	NO
21.	Helping students to appraise their abilities, interests and potentials is an important part of Career Education.	YES	?	NO
22.	Instruction in the Career Education is relevant to the needs of students at this level.	YES	?	NO

PERCENTAGES RESPONDING

TEACHER OPINION SURVEY

QUESTION	YES	%	NO	%	?	%
1.	22	71	8	26	1	3
2.	12	39	15	48	4	13
3.	10	32	13	42	8	26
4.	10	32	14	45	7	23
5.	15	48	13	42	3	10
6.	16	52	12	39	3	10
7.	18	58	9	29	4	13
8.	13	42	12	39	6	19
9.	12	39	13	42	6	19
10.	9	29	16	52	4	13
11.	27	87	1	3	3	10
12.	23	74	6	19	2	6
13.	17	55	8	26	6	19
14.	21	68	5	16	5	16
15.	15	48	10	32	6	19
16.	17	55	7	23	7	23
17.	15	48	9	29	7	23
18.	21	68	6	19	4	13
19.	18	58	8	26	5	16
20.	16	52	7	23	8	26
21.	29	94	1	3	1	3
22.	24	77	2	6	5	16

COMPREHENSIVE CAREER EDUCATION MODEL K-14

SCHOOL: _____

GRADE: _____

"HOW I FEEL ABOUT WORK AND CAREERS"

Directions: Read each question carefully, than circle yes or no: (You will not be graded on this - there is no "right" or "wrong" answers -- just answer according to how you feel.)

yes no 1. I like studying about careers.
yes no 2. Every one's job is important.
yes no 3. When we go on a field trip, I try to watch people at work.
yes no 4. I would rather study as I did last year, instead of studying about careers.
yes no 5. My subjects in school seem to "fit in" with careers.
yes no 6. I am thinking more and more about the work I want to do when I grow up.
yes no 7. I know more things about peoples' jobs now than I did when school started.
yes no 8. I want to be prepared to get a good job.
yes no 10. Earning a good amount of money is important when you are choosing a job.
yes no 11. I would rather make a lot of money on a job than be happy on a job.
yes no 12. I would rather be happy with a job than make a lot of money on a job.
yes no 13. It is all right to change jobs if you want a different job.
yes no 14. In school, we learn many things which we will use later on a job.
yes no 15. People must learn to get along with each other and work well together in order to be good workers on the job.
yes no 16. I sometimes tell my parents about the careers we learn in school.
yes no 17. I want to study about careers next year.
yes no 18. There are many good jobs which you can have without needing a college education.
yes no 19. A job in which your hands or clothes get soiled is <u>as important</u> as a job in which you stay clean.

1. In my opinion the difference between work and play is

_____

_____

2. Things that make me feel important are _____

_____

3. Things that are important to my teacher are _____

_____

_____

Note: refer to commentary page 10 - 11

PERCENTAGES RESPONDING "YES"

STUDENT ATTITUDE

QUESTION	M.P.B. GR. 6	LOWELL GR. 6	M.P.B. GR. 7	LOWELL GR. 7
1.	95	90	89	70
2.	95	90	96	88
3.	58	76	59	58
4.	5	10	41	36
5.	53	48	78	58
6.	95	95	100	91
7.	79	90	78	82
8.	100	100	100	97
10.	95	100	96	94
11.	42	19	48	27
12.	37	71	70	67
13.	68	76	56	70
14.	68	90	96	82
15.	100	86	100	97
16.	74	86	100	70
17.	89	81	78	64
18.	68	71	56	55
19.	53	90	78	64

NAME: _____ GRADE: _____

SCHOOL: _____ SEX: _____

DIRECTIONS: THERE ARE HUNDREDS OF DIFFERENT JOBS THAT PEOPLE DO. YOU ARE ASKED TO WRITE OR PRINT AS MANY KINDS OF JOBS THAT YOU CAN THINK OF. DO NOT HURRY AND DO NOT WORRY ABOUT SPELLING. TRY NOT TO REPEAT JOBS. IF YOU NEED MORE ROOM USE THE BACK OF THIS PAPER.

(SAMPLE: 1. Welder, 2. Cherry Picker, 3. Hotel Clerk, etc.)

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. Gene Cult
1. Professional and managerial independent responsibility	15		.3			.8	
2. Professional and managerial Medium level	12.7	.3	1.4	5.4	.3	.6	
3. Semi-profes-sional and sm. business	4.5	.3	.6	.6			
4. Skilled	8.8		3.1	9.9	7.4		
5. Semi-skilled	9.1	.8	3.7	1.4	8.2		
6. Unskilled	.3			.8	1.1		
	50.4	1.4	9.1	18.1	17.	1.4	

M.P. B. - g

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. General Cultural	VIII. Arts and Entertainment	
15		.3			.8		.3	16.7
12.7	.3	1.4	5.4	.3	.6	.6	1.7	22.7
4.5	.3	.6	.6					6.0
8.8		3.1	9.9	7.4				29.2
9.1	.8	3.7	1.4	8.2				23.2
.3			.8	1.1				2.2
50.4	1.4	9.1	18.1	17.	1.4	.6	2.	

M.P. B. - gr. 3

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII Gene Cult
1. Professional and managerial independent responsibility	3.0				4.5	1.5	
2. Professional and managerial Medium level	13.6						
3. Semi-profes-sional and sm. business	1.5	1.5					
4. Skilled	28.8	3.0		4.5	1.5		
5. Semi-skilled	6.1	9.1			1.5		
6. Unskilled	4.5	3.0			3.0		
	57.5	16.6		4.5	10.5	1.5	

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Lowell - gr

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

I. vice	II Business Contact	III. Organi- zation	IV. Technol- ogy	V. Outdoor	VI. Science	VII. General Cultural	VIII. Arts and Entertainment	
3.0				4.5	1.5		1.5	10.5
3.6							7.6	21.2
1.5	1.5							3.0
8.8	3.0		4.5	1.5				17.8
6.1	9.1			1.5				16.7
4.5	3.0			3.0				10.5
7.5	16.6		4.5	10.5	1.5		9.1	

Lowell - gr. 3

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII Genei Cult
1. Professional and managerial independent responsibility	4.3				5.7		
2. Professional and managerial Medium level	18.6						
3. Semi-profes-sional and sm. business							
4. Skilled	20.	1.4	1.4		4.3		1.
5. Semi-skilled	7.1	4.3		2.9	2.9		
6. Unskilled	4.3	5.7	5.7	1.4	5.7		
	54.3	11.4	7.1	4.3	18.6		1.

St. Elizabe

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

I. ervice	II Business Contact	III. Organi- zation	IV. Technol- ogy	V. Outdoor	VI. Science	VII. General Cultural	VIII. Arts and Entertainment	
4.3				5.7				10.
18.6							2.9	21.5
20.	1.4	1.4		4.3		1.4		28.5
7.1	4.3		2.9	2.9				17.2
4.3	5.7	5.7	1.4	5.7				22.8
54.3	11.4	7.1	4.3	18.6		1.4	2.9	

St. Elizabeths - gr. 3

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII Gene Cult
1. Professional and managerial independent responsibility	6.6	1.4		.7	2.2	1.4	
2. Professional and managerial Medium level	13.9	2.9					
3. Semi-profes-sional and sm. business	2.2	.7			1.4		
4. Skilled	17.5	5.1	.7	16.	10.9	1.4	
5. Semi-skilled		2.9					
6. Unskilled		.7			.7		
	40.2	13.7	.7	16.7	15.2	2.8	1.

Lowell - gr

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

I. vice	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. General Cultural	VIII. Arts and Entertainment	
6.6	1.4		.7	2.2	1.4		2.9	15.2
13.9	2.9					.7	4.3	21.8
2.2	.7			1.4			.7	5.
17.5	5.1	.7	16.	10.9	1.4	.7	.7	53.
	2.9							2.9
	.7			.7				1.4
40.2	13.7	.7	16.7	15.2	2.8	1.4	8.6	

Lowell - gr. 4

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. Gener Cult
1. Professional and managerial independent responsibility	11.6						1.2
2. Professional and managerial Medium level	15.6		1.2			2.3	1.2
3. Semi-profes-sional and sm. business		5.8					
4. Skilled	11.6	.7.		8.1	3.5		
5. Semi-skilled	4.6	5.8	2.3		4.6		
6. Unskilled	2.3	3.5			8.1		
	45.2	22.1	3.5	8.1	16.2	2.3	2.

St. Elizabe

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

I. rvice	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. General Cultural	VIII. Arts and Entertainment	
11.6						1.2		12.8
15.6		1.2			2.3	1.2		19.8
	5.8							5.8
11.6	7.		8.1	3.5				30.2
4.6	5.8	2.3		4.6				17.3
2.3	3.5			8.1				13.9
45.2	22.1	3.5	8.1	16.2	2.3	2.4		

St. Elizabeth - gr. 4

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII Gene Cult
1. Professional and managerial independent responsibility	16.6				1.		
2. Professional and managerial Medium level	11.4	1.				1.	
3. Semi-profes-sional and sm. business	1.0	1.0					
4. Skilled	18.8	4.2	1.	3.1	2.1		
5. Semi-skilled	4.2	5.2	1.		7.3		
6. Unskilled	4.2	2.1	1.		12.5		
	56.2	13.5	2.	3.1	22.9	1.	

St. Elizabe

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. General Cultural	VIII. Arts and Entertainment	
16.6				1.				17.
11.4	1.				1.		1.	14.
1.0	1.0							2.
18.8	4.2	1.	3.1	2.1				29.
4.2	5.2	1.		7.3				16.
4.2	2.1.	1.		12.5				19.
56.2	13.5	2.	3.1	22.9	1.		1.	

St. Elizabeth - gr. 5

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII Gene Cult
1. Professional and managerial independent responsibility	10.5		2.3		.6	1.1	1.
2. Professional and managerial Medium level	11.6					.6	
3. Semi-profes-sional and sm. business	.6	1.7					
4. Skilled	12.8	3.5	.6	8.7	11.6		
5. Semi-skilled	2.3	3.5	1.1	1.1	3.5		
6. Unskilled	.6	5.2	1.7		9.9		
	38.4	13.9	5.7	9.8	25.6	7.1	1.

M.P.B. gr.

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

I. rvice	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. General Cultural	VIII. Arts and Entertainment	
10.5		2.3		.6	1.1	1.1		15.6
11.6					.6		2.9	15.1
.6	1.7							2.3
12.8	3.5	.6	8.7	11.6		.6		37.8
2.3	3.5	1.1	1.1	3.5				11.5
.6	5.2	1.7		9.9				17.4
38.4	13.9	5.7	9.8	25.6	7.1	1.7	2.9	

M.P.B. gr. 6

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

	I. Service	II Business Contact	III. Organi-zation	IV. Technol-ogy	V. Outdoor	VI. Science	VII. Gener Cult
1. Professional and managerial independent responsibility	10.7		1.6		.8	.8	2.5
2. Professional and managerial Medium level	10.7					.8	1.6
3. Semi-profes-sional and sm. business			.8				
4. Skilled	15.7	2.5		8.3	13.2		
5. Semi-skilled	2.5	2.5	.8	.8	4.1		
6. Unskilled	.8	4.9			9.1		
	40.4	9.9	3.2	9.1	27.2	1.6	4.

Dowell - gr

RESPONSIVES by CLUSTER/LEVEL - PERCENTAGES

ice	II Business Contact	III. Organi-sation	IV. Technol-ogy	V. Outdoor	VI. Soience	VII. General Cultural	VIII. Arts and Entertainment	
0.7		1.6		.8	.8	2.5		16.4
0.7					.8	1.6	3.3	16.4
		.8						.8
5.7	2.5		8.3	13.2				30.7
2.5	2.5	.8	.8	4.1				10.7
.8	4.9			9.1				14.8
0.4	9.9	3.2	9.1	27.2	1.6	4.1	3.3	

Lowell - gr. 6

PARENT OPINION SURVEY

Devised by LeVENE A. OLSON

The school system is interested in how you feel about Career Education. There are no right or wrong answers to the following questions.

The answers that you provide to these questions will be kept strictly confidential. Your name will not be used when the information is reported.

Please respond to each question by placing a circle around the "yes" or "no."

1	My child talks about career education at home.	YES	NO
2	My child has discussed my occupation with me	YES	NO
3	My child shows more interest in discussing the occupations of neighbors, relatives and other people in the community.	YES	NO
4	My child's attitude toward school has improved.	YES	NO
5	My child is more enthusiastic about going to school	YES	NO
6	My child is more enthusiastic about the study of math, reading, science, etc.	YES	NO
7	Does your child relate school activities to activities and occupations in the community?	YES	NO
8	Does your child attempt to relate career education activities to his interests, abilities and desires?	YES	NO
9	Has career education been what you expected?	YES	NO
10	Is career education wothwhile?	YES	NO
11	Should career education be continued?	YES	NO

PERCENTAGES RESPONDING

PARENT OPINION SURVEY

QUESTION	YES	NO	?
1.	100		
2.	88	11	
3.	44	44	11
4.	88	11	
5.	88	11	
6.	66	22	
7.	55	33	11
8.	55	44	
9.	88	11	
10.	88		11
11.	88		11

VICS STATISTICAL REPORT
JULY 1, 1975

PHILADELPHIA SCHOOL DISTRICT
DIVISION OF INSTRUCTIONAL SYSTEMS

77 1/75 VICS TOP 50

RANK	# OF EXPLORATIONS	VICS NO.	OCCUPATION
1	498	1213	NURSE,REGISTERED
2	481	1102	LAWYER
3	417	3419	SECRETARY
4	390	1103	PHYSICIAN, M.D.
5	355	3206	COMPUTER PROGRAMMER
6	326	1308	POLICE OFFICER
7	316	1312	AIRLINE FLIGHT ATTENDANT
8	300	5211	PROFESSIONAL ATHLETE
9	285	3201	ACCOUNTANT
10	250	4407	AUTO MECHANIC
11	238	4106	ENGINEER, ELECTRICAL-ELECTRONICS
12	224	4213	AIRLINE PILOT
13	224	1604	NURSE'S AIDE
14	221	1108	VETERINARIAN
15	203	8203	ACTOR/ACTRESS
16	189	3414	MEDICAL ASSISTANT/MEDICAL SECRETARY
17	189	1109	PSYCHOLOGIST
18	187	4322	X-RAY TECHNICIAN
19	176	1226	ELEMENTARY SCHOOL TEACHER
20	171	4419	CARPENTER
21	170	7211	RADIO-TV ANNOUNCER
22	162	8314	PHOTOGRAPHER
23	162	8308	DISC JOCKEY
24	160	1207	F.B.I. SPECIAL AGENT
25	159	8210	FASHION DESIGNER
26	155	1402	BEAUTICIAN/COSMETOLOGIST
27	152	8101	ARCHITECT
28	151	1413	PRACTICAL NURSE
29	148	6143	PEDIATRICIAN
30	148	3515	KEYPUNCH OPERATOR
31	148	1201	SOCIAL WORKER (CASEWORKER)
32	147	8208	COMMERCIAL ARTIST
33	144	3309	SHORTHAND (COURT) REPORTER
34	141	4312	ELECTRONICS TECHNICIAN
35	139	1218	PHYSICAL THERAPIST
36	137	8213	MUSICIAN
37	132	7219	JOURNALIST
38	130	8216	SINGER
39	130	1410	CHILD CARE WORKER
40	128	4212	ENGINEER, BIOMEDICAL
41	126	1230	TEACHER, SPECIAL EDUCATION
42	123	6223	MEDICAL LABORATORY TECHNICIAN
43	121	3422	LEGAL SECRETARY
44	118	8211	INTERIOR DECORATOR
45	117	8207	CARTOONIST
46	117	1228	TEACHER, PHYSICAL EDUCATION
47	115	3421	TYPIST
48	111	3204	CERTIFIED PUBLIC ACCOUNTANT (CPA)
49	108	7103	CRIMINOLOGIST
50	106	3427	EXECUTIVE SECRETARY

TOTAL NUMBER OF OCCUPATIONAL EXPLORATIONS YEAR TO DATE:21488

AREA-LEVEL ANALYSIS

INTEREST AREA DISTRIBUTION

INTEREST AREA	# OF EXPLORATIONS	PERCENTAGE
1. SERVICE	6409	29.8%
2. BUSINESS-SALES	403	1.9%
3. WHITE COLLAR WORK	3849	17.9%
4. ENG., MECH., REPAIR AND CONSTRUCTION	3822	17.8%
5. OUTDOOR	1013	4.7%
6. SCIENCE	1924	9.0%
7. CULTURAL	1456	6.8%
8. ARTS & ENTER.	2620	12.2%

OCCUPATIONAL INVESTIGATIONS BY EDUCATIONAL LEVEL

EDUCATIONAL LEVEL	INTEREST AREA 1	2	3	4	5	6	7	8
1. GRADUATE DEGREE	1600	0	48	468	47	963	343	148
2. BACHELOR DEGREE	2286	137	1115	485	657	613	949	1318
3. POST HIGH (2YRS)	721	89	314	772	91	142	78	937
4. APPRENTICESHIP OR < 2YRS. POST HIGH	1166	53	1534	1499	95	198	81	218
5. ON-THE-JOB TRNG.	304	112	796	507	103	7	4	0
6. NO SPECIAL TRNG.	332	12	42	90	20	0	0	0

EXPLORATIONS BY TRACK

A TRACK 15203
I WANT SOME INFORMATION ABOUT A PARTICULAR OCCUPATION.

B TRACK 3580
I AM NOT SURE OF THE OCCUPATION I WANT TO INVESTIGATE, AND

C TRACK 2401
I WANT INFORMATION ABOUT TRAINING AND FINANCIAL AID FOR A PARTICULAR OCCUPATION.

D TRACK 3192
I AM JOB READY, AND I NEED HELP IN FINDING EMPLOYMENT NOW.

SCHOOL	TOTAL # OF STUDENTS USING VICS AT LEAST ONCE, YEAR TO DATE	MALE	FEMALE	CHANGE FROM LAST REPORT
EDISON	328	312	16	0
FRANKFORD	409	240	169	0
FRANKLIN	249	236	13	0
GRATZ	270	101	169	0
OVERBROOK	236	256	480	0
WEST PHILADELPHIA	340	142	198	0
ROXBOROUGH	247	109	138	0
EDISON PROJECT	68	57	11	0
OLNEY	198	88	110	0
LINCOLN	385	197	188	0
BARTRAM	616	222	394	0
CENTRAL	318	314	4	0
GERMANTOWN	215	90	125	0
GIRLS HIGH	207	44	163	0
KENSINGTON	579	41	538	0
KING	340	151	189	0
NORTHEAST	442	291	151	0
PENN	391	51	340	0
SOUTH PHILADELPHIA	304	174	130	0
WASHINGTON	1213	593	620	0
UNIVERSITY CITY	295	142	153	0
CAREER ACADEMY	101	47	54	0
DOUBINS	382	171	211	0
MASTBAUM	152	81	71	0
SAUL	93	56	37	0
FRANKLIN LEARN. CTR.	104	56	48	0
ICC	158	50	108	0
LIBRARY	70	33	37	0
RAS	78	54	24	0
OCCC	303	167	136	0
STRAWBERRY MANSION	58	30	28	0
PARKWAY	130	52	78	0
FSF	118	63	55	0
MILLER CONTINUING ED	62	5	57	0
LAMBERTON JR.	292	153	139	0

TOTAL SINCE OCTOBER 1, 1974: 10251

CHANGE SINCE 7/ 1/75: 0

7/ 1/75 EXPLORATION FREQUENCY DISTRIBUTION

SCHOOL	EXPLORATIONS YEAR TO DATE	PERCENTAGE
EDISON	382	1.8%
FRANKFORD	1016	4.7%
FRANKLIN	315	1.5%
GRATZ	447	2.1%
OVERBROOK	1980	9.2%
WEST PHILADELPHIA	618	2.9%
ROXBOROUGH	591	2.8%
EDISON PROJECT	130	0.6%
OLNEY	481	2.2%
LINCOLN	785	3.7%
BARTRAM	1266	5.9%
CENTRAL	800	3.7%
GERMANTOWN	526	2.4%
GIRLS HIGH	362	1.7%
KENSINGTON	1331	6.2%
KING	589	2.7%
NORTHEAST	1074	5.0%
PENN	642	3.0%
SOUTH PHILADELPHIA	410	1.9%
WASHINGTON	2964	13.8%
UNIVERSITY CITY	580	2.7%
CAREER ACADEMY	220	1.0%
DOBBINS	602	2.8%
MASTBAUM	289	1.3%
SAUL	218	1.0%
FRANKLIN LEARN. CTR.	298	1.4%
ICC	202	0.9%
LIBRARY	122	0.6%
RAS	151	0.7%
OCC	749	3.5%
STRAWBERRY MANSION	97	0.5%
PARKWAY	304	1.4%
TSP	243	1.1%
MILLER CONTINUING ED.	125	0.6%
LAMBERTON JR.	581	2.7%
TOTAL # OF EXPLORATIONS YEAR TO DATE	21488	

QUESTION ANALYSIS

	QUESTION	TIMES ASKED
1.	WHAT ARE THE EDUCATIONAL REQUIREMENTS FOR THIS OCCUPATION?	10197
2.	WHAT HIGH SCHOOL COURSES WILL HELP PREPARE ME FOR THIS OCCUPATION?	8237
3.	WHAT INTERESTS SHOULD I HAVE TO BE SATISFIED IN THIS OCCUPATION?	6336
4.	WHAT PERSONAL QUALITIES SHOULD I HAVE TO BE SATISFIED IN THIS OCCUPATION?	5843
5.	WHAT PHYSICAL QUALITIES SHOULD I HAVE TO QUALIFY FOR THIS OCCUPATION?	5824
6.	WHERE DO PEOPLE IN THIS OCCUPATION WORK?	5793
7.	WHERE IN PHILADELPHIA CAN I BE EMPLOYED IN THIS OCCUPATION?	6739
8.	WHAT IS THE CURRENT PHILADELPHIA PAY FOR THIS OCCUPATION?	10007
9.	WHAT ARE THE BENEFITS, WORKING CONDITIONS, ADVANTAGES, AND DISADVANTAGES OF THIS OCCUPATION?	6972
10.	WHAT CHANCES ARE THERE FOR ADVANCEMENT?	5606
11.	WHAT IS THE FUTURE OUTLOOK OF THIS OCCUPATION?	7385
12.	WHAT SCHOOLS IN THE PHILADELPHIA AREA WILL PREPARE ME TO ENTER THIS OCCUPATION, AND HOW MUCH DO THEY COST?	8252
13.	WHAT SCHOLARSHIP AND FINANCIAL AID, IF ANY, IS AVAILABLE?	6699
14.	WHERE CAN I GET INFORMATION ABOUT SCHOOLS OUTSIDE OF THE PHILADELPHIA AREA AS WELL AS OTHER INFORMATION ABOUT THIS OCCUPATION?	6414
		100304

7/ 1/75

QUESTIONNAIRE ANALYSIS

1. HOW SOON AFTER YOU ASKED WERE YOU ABLE TO USE THE 'VICS' PROGRAM?

A. SAME DAY	44.6%	1978
B. ONE OR TWO DAYS LATER	23.1%	1023
C. MORE THAN TWO DAYS	32.4%	1437

2. DID YOU LEARN ABOUT ANY OCCUPATIONS THAT YOU DID NOT KNOW EXISTED UNTIL TODAY?

A. NO	49.2%	2182
B. YES, ONE OR TWO	31.6%	1403
C. YES, MORE THAN TWO	19.2%	853

3. WERE MY INSTRUCTIONS EASY TO FOLLOW?

A. YES	93.7%	4160
B. NO	6.3%	278

4. WAS THE OCCUPATIONAL INFORMATION TOO HARD FOR YOU TO READ?

A. YES	15.6%	692
B. NO	84.4%	3746

5. FROM WHICH OF THE FOLLOWING WOULD YOU PREFER TO GET OCCUPATIONAL INFORMATION?

A. THE COMPUTER	79.9%	3547
B. BOOKS AND OTHER READING MATERIALS	3.2%	141
C. COUNSELORS	9.3%	411
D. TEACHERS	1.9%	86
E. OTHER SOURCES	5.7%	253

6. DO YOU THINK THAT THIS INFORMATION WILL HELP YOU IN PLANNING A CAREER FOR YOURSELF?

A. YES	77.0%	3419
B. NO	3.0%	133
C. NOT SURE	20.0%	886

7. ARE YOU GOING TO DISCUSS YOUR FUTURE PLANS WITH YOUR COUNSELOR?

A. NO	11.8%	524
B. ONLY IF I AM ASKED ABOUT THEM	31.7%	1409
C. CERTAINLY	56.4%	2505

8. ARE THERE ANY OCCUPATIONS THAT YOU WANTED TO LEARN ABOUT THAT WERE NOT ON THE COMPUTER?

A. NO	79.4%	3522
B. YES, ONE OR TWO	17.4%	771
C. YES, THREE OR MORE	3.3%	145

QUESTIONNAIRES = 4438

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: Doug Mahoney

FILE NO: 212

DATE: 9/10/75

FROM — NAME AND OFFICE: Gary Brookstein

SENDER'S TELEPHONE: 229-9492

SUBJECT: VICS Final Report 1974-75

Report that you requested is enclosed. Please note the following statistical difference from 1973-74 and 1974-75:

1973-74 student/investig.	1974-75 student/investig.	difference	% change
235/426	382/602	147/176	62.5/41.3

From these figures it is apparent that you, John and especially Jerry Solomon did something significant to cause these increases.

See you soon,

Gary

IM 0 80—MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1980)

U.S.O.E.
PERFORMANCE REVIEW REPORT

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION III
3535 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19101

March 31, 1975

OFFICE OF EDUCATION

MAILING ADDRESS
P.O. BOX 13716
PHILADELPHIA,
PENNSYLVANIA 19101

Mr. David A. Horowitz
Associate Superintendent for
School Services
Administration Building
21st and Parkway
Philadelphia, Pennsylvania 19103

Re: Performance Review Report - Part D Exemplary No. V361134, Grant No. OEG-0-73-5283, School District of Philadelphia, Philadelphia, Pennsylvania

Dear Mr. Horowitz:

A performance review was conducted March 11-13, 1975 on the above referenced exemplary project, funded under Part D, Section 142(c) of the Vocational Education Amendments of 1968. The review is required annually and the observations and recommendations serve as important considerations in the determination of funding consideration by the U.S. Office of Education.

You will find attached the official report including recommendations. The report represents the consensus comments of the review team. Please use them to the best advantage of the project.

On behalf of the evaluation team, I would like to thank you and your entire staff for the excellent cooperation and hospitality exhibited to the team throughout the review.

Best wishes for the successful operation of the project in the second year.

Sincerely yours,

Earl J. Dodrill

Earl J. Dodrill
Senior Program Officer, VTE

Enclosure

cc;
Mr. Albert I. Glassman
Mr. Stanley B. Cohen
Mr. John R. Maier
Dr. John Struck
Mrs. Joyce Cook
Mr. Robert Smallwood
Dr. Walker F. Agnew
Mr. Clarence Dittenhafer
Mrs. Jean Wilson
Mr. Robert Jervis
Mr. Sewell Griffith

U.S.O.E. PERFORMANCE REVIEW REPORT

School District of Philadelphia
U.S.O.E. Grant No. OEG-0-73-5283
Project Number V361134
July 1, 1974 - June 30, 1975

Title of Project: Comprehensive Career Education Model K-14
Date of Review: March 11 - 13, 1975

I. Introduction

The purposes of the performance review are to (1) assess project administrative and management accomplishments, (2) ascertain extent of achievement of goals and objectives for review period, (3) identify project strengths and weaknesses and make recommendations for improvement.

II. Overall Observations

A. The project has progressed satisfactorily for the period review. Several distinctive accomplishments, as listed below, serve to demonstrate progress achieved:

1. The objectives that were delineated for year II have been accomplished.
2. Summer staff development sessions were held with the career education team including teachers and principals of participating schools.
3. Weekly inter-school busing began in September, 1974 with an orientation for seventh grade from Lowell and Most Precious Blood Elementary Schools, to the Dobbins Area Vocational-Technical School.
4. The Career Education Director and staff were commended for having accomplished the recommendations made by the previous performance review team. (January 1974)
5. A student record of skill mastery, for each of the areas within each cluster, was developed by the project administration coordinator and staff for individual record keeping and grading.
6. All 9th grade exploratory students were interviewed by counselors, tested, and then scheduled, into the exploratory program. This process has assured a more realistic approach in the achievement of the project objectives.

7. It appears that excellent rapport exists between the Career Education Coordinator and staff, administration, principals and teachers in achieving the objectives of the project. Enthusiasm and dedication to purpose were attributes observed by team members.

8. Various activities have been instituted to strengthen the public relations program. Examples are: (1) development and dissemination of brochure, (2) news articles to parents, school administrators, teachers, and news media, (3) slide presentations were made to parent groups and school administrators.

9. There seems to be excellent community involvement of parents and businessmen in accomplishing activities planned by principals and teachers. Examples include: field trips, parent participation in class projects, and responses to parent and community concerns.

B. The reduction of the CCEM project's operating budget from $148,958 to $83,006 in February, 1974 was originally viewed as having a devastating effect. To continue to meet the project's objectives, other sources of funding were explored. A proposal for $20,470 was generated and subsequently approved by the Pennsylvania Department of Education, for positions to continue the Metals' and Graphic-communications Cluster at Dobbins AVTS. Through the intergration of another project, "The Consortium on Career Education" the career education staff provided this project with services. (Approximately $30,000 was obtained in materials and services for the second year.) A staff and curriculum development program for four (4) academic teachers at the Dobbins AVT School was funded for $818.00 through the Philadelphia District IV Office.

1. With monies obtained as outlined above, and surplus of $14,983 from the first year's budget, all the stated objectives for the second year were obtained.

2. The net effect was reduction of staff development, and the revision and reorganization of curriculum materials. Hopefully this will be accomplished in the final year of the project.

C. The Project Coordinator, Career Specialist, Administrative and Career Education Staff have played an important role in the accomplishment of the projects objectives. This was accomplished because of their industriousness, cooperative attitude, enthusiasm and dedication of purpose.

III. Recommendations

A. A conference was held with the administration relative to the creation of a Career Education Advisory Committee. A Philadelphia Vocational Education Advisory Council has been established and is currently operational.

Recommendation 1. That a Career Education Advisory Council be established for the purpose of expanding career education concepts into the Philadelphia School System.

B. It was observed that some schools did not have comprehensive career education resource centers.

Recommendation 1. That each school participating in the project establish a Comprehensive Resource Center. Additional career education instructional supplies and equipment should be procured, housed in the resource centers, and made available to all teachers and students.

III. Elementary School Activities

A. The evaluation team visited two elementary schools; Most Precious Blood Parochial School, (K-8) and Lowell Elementary School, (K-8). The stated objectives for these schools are in the conceptual area of self and career awareness. Classroom activities are aimed toward the achievement of these objectives. There is an emphasis on "hands-on" activities and out of school experiences. These activities are intended to accomplish the following long range objectives: (1) To increase self awareness of pupils by providing insight into their skills, potentials and abilities which relate to the world of work. (2) To promote career awareness, including the professions, among program participants.

B. The team observed activities at both schools which contribute to the achievement of the objectives. Classroom activities included such things as bulletin board displays, class discussions, and student projects "totem pole" emphasizing self and careers. There also was material in use developed through the Alliance for Career Education. The team observed a classroom session using the Cedar City Material in a role playing setting. There is an obvious tie-in of this material to the stated objectives of the project.

C. "Hands-on" activities were emphasized to a far greater degree at Lowell Elementary School where a career education team assists in these efforts. "Hands-on" activities were observed in the areas of industrial arts, and home economics. These activities were highly organized and well planned.

D. Out of classroom experiences, including field trips to business and industry, as well as structured visitation to Dobbins Area Vo-Tech School for seventh and eighth grade students from both Lowell and Most Precious Blood schools, are excellent examples of infusion of career education concepts into the curriculum. The relationships established between the elementary students and their "peer student guides" at Dobbins AVTS is a positive side effect of this activity. It should also be noted that the staffs of both schools enthusiastically supported the above activities.

E. Parental involvement was evident at Lowell Elementary where the program has contributed to the unification of school and community.

F. The team observed very little curriculum material that was available to classroom teachers in the schools. Much of the available material was developed within the schools. However, if infusion is to occur it must be a planned process based upon available resources both within and without the school.

Recommendation 1. Greater emphasis should be placed on production and incorporation of curriculum materials as a planned process to insure infusing career education concepts and activities into the regular curriculum structure.

IV. Secondary School Activities

The on-site "Performance Review Team" was impressed with the secondary component of the project at Dobbins AVT School. The following activities were of special significance:

A. The Trade Exploratory Program provides all Dobbins' ninth grade students the opportunity to explore at least eight skill areas. Students explore four areas before making a tentative career commitment. Final selection is limited only by time restraints imposed by the school systems requirements for course selection and scheduling. The success of the program is attested to by data collected by the project staff.

B. An added exploratory experience for ninth graders is provided through the Singer/Graflex system. All ninth graders are scheduled through the Singer System before career choices are made in the spring preceeding tenth grade.

C. The Singer exploratory room also contains a computer terminal for the Vocational Information Computer System. The VICS program provides students the opportunity to interact with the computer relative to occupational information. They can make occupational searches and/or receive specific data on approximately 500 occupations. The information includes job characteristics, local and national pay scales, current job market opportunities, etc. All ninth graders are scheduled through VICS. The VICS also provides potential college students the opportunity to do a computer assisted financial aid and scholarship search. The program assists students in locating possible grants, scholarships, loans, and other sources of financial aid.

D. A significant addition to the secondary component during the second year has been the staff's efforts to get academic support for teachers involved in the career education project. A supplemental grant

provided the opportunity for formal involvement of these teachers in this endeavor. The teachers are from the following subject areas: mathematics, science, social studies, and English. These academic teachers will attempt to integrate career education concepts into the on-going curriculum.

E. The performance review team's discussions with staff and subsequent review of reports, indicates access of Dobbins students to placement service through a placement officer two days per week. The itinerant placement officer works with project staff and trade coordinators in placing students in part-time and full-time jobs.

F. The review team was not afforded the opportunity to visit the career resource center located in the Dobbins' library. The project staff indicated the materials in the center are limited to mostly written information. The VICS system, PENN script and other audio visual sources in various parts of Dobbins AVTS could be considered as extensions of the career resource enter.

G. The 9th grade exploratory program has demonstrated its effectiveness in helping students make informed career decisions.

Recommendation 1. The career decision should be postponed as long as possible during the 9th grade. This postponement would enable 9th grade students to explore additional clusters before they must make their decision on course selection.

Recommendation 2. The existing placement effort should be strengthened as project and/or other staff time and resources permit.

V. Post-Secondary Articulation

At this level, career development education should result in the individual's preparing for and satisfactorily entering a chosen occupation. The student desiring entrance into a high level technical, skilled or professional occupation would need access to a post-secondary curriculum. Students planning to enter some skilled or semi-skilled occupation would need access to shorter programs.

A. A minimal amount of post-secondary articulation exists in this phase of the project. Written documents and verbal interaction with individuals center around job placement activities, specialized post high school programs in specific vocational areas presently in existance, and activities such as a "Career Conference." (Colleges, universities, industrial firms and other organizations are invited to familiarize students with career opportunities and training and admission requirements.)

B. The School District of Philadelphia is to be commended for its efforts in developing (VICS) Vocational Information through Computer Systems and (FASS) Financial Aid and Scholarship Search programs whereby Dobbins senior students utilize the terminal for immediate job placement information, post high school training, advanced educational guidance, financial aid and scholarship information.

Recommendation 1. Create an advisory group composed of both the career education staff and individuals from post-secondary institutions. Their function would be to help bridge the gap that exists between this project and post secondary programs. Their primary responsibilities would be to cooperatively assess job opportunities and provide for the establishment of courses at both the secondary and post-secondary institutions.

Recommendation 2. Continuous effort be made to better inform students of post-secondary course offerings.

Recommendation 3. Expand post-secondary program curriculum to meet additional career preparation needs.

Recommendation 4. Encourage more students, teachers and counselors to utilize "VICS" and "FASS".

VI. Guidance and Counseling

Guidance and Counseling objectives are incorporated into the total project. The elementary level focus is small group counseling and discussion, while at the secondary level the focus is on the Trade Exploratory Program at Dobbins Area Vocational-Technical School. The specific objectives as stated are:

1. To provide small group counseling and discussion periods for all students. (Awareness stage)
2. To provide 80% of a counselor's time for the 9th grade class at Dobbins.

A. There is an attempt on the part of project personnel to involve the counselor teacher at the elementary school in project activities. There is some awareness of activities evolving from the programs.

B. The guidance and counseling component of the project focuses on the Trade Exploratory Program at Dobbins AVT School. Services are being provided to these students. This is indicated by interviewing students, testing, and making a reasonable effort to meet student requests of interest areas at Dobbins. All counselors ta the secondary school have been involved in staff development sessions.

Recommendation 1. That project personnel clearly define, with counselors, areas of activities that would contribute to project objectives and encourage counselor participation in these areas.

Recommendation 2. That an attempt be made to correlate the counseling objectives of this project with the objectives of the total guidance and counseling program so that counselors would be encouraged to participate more actively in the programs.

Recommendation 3. That priorities of the project be reconsidered to provide additional personnel to implement the counseling objectives, or provide this assistance through other funding sources, such as the intensified in-service training program to assure that all students are provided with competent career counseling.

Recommendation 4. Counselors serving in project schools should make the objectives of this project a priority.

VII. In-Service Training - Administrators and Teachers

The following observations are based on an examination of appropriate documents, reports and interaction among the career education staff, school administrators and teachers participating in the project.

A. Implementation of various activities demonstrate that effort has been made to provide for staff development such as:

1. An extensive one-week planning and preparation staff meeting held during the month of August, 1974 to give Year I participating principals and teachers an opportunity to share common concerns, discuss available resources; prepare an outline for the second year of operation; review and revise curriculum; become familiar with the process used for the ordering of materials; improve involvement of the counseling component, and to expand the project to include professional occupations.
2. An on-going bi-monthly inter-school and weekly intra-school staff meeting for cluster chairpersons and teachers of both Lowell and Most Precious Blood Elementary Schools.
3. An informal one-week summer staff planning and development program during the summer of 1974 to provide the trade exploratory counselor with an awareness of the program's operation.
4. A weekly staff and curriculum development session with the four academic teachers at Dobbins to infuse career education concepts into their regular classroom curriculum
5. A three day staff training session on January 23, 24, 25 involving teachers who are using Ohio State University developed cluster materials in Manufacturing, Recreation/Entertainment and Government.

B. It was also observed that the staff of Most Precious Blood and the Lowell School has continued their efforts to relate their involvement with the project to additional professional organizations and other principals, and teachers within the Philadelphia School District.

Recommendation 1. That continuous efforts be made to involve more academically oriented guidance counselors and to define his/her role as it relates to career counseling.

Recommendation 2. Explore the possibility of providing career education courses at the college or university level in order that teachers could receive credit.

Recommendation 3. That the Philadelphia School System arrange with local colleges or universities to give program participants credit for their participation in career education activities and staff development.

VIII. Administration

A conference was held with the Associate Superintendent for Special Services and members of his staff regarding their plans for continuation of Career Education in all schools at all educational levels, after the project is completed.

Recommendation 1. That a plan be developed to continue the infusion of career education at all educational levels after the project ends June 30, 1976. Additional objectives should be established and an assessment made of available staff and resources and determination of availability of funds to accomplish the expanded delineated objectives.

IX. Evaluation

The on-site review team was fortunate to have Mr. Charles Foltz, of Western Associates, available for consultation during our visit. Weston Associates was selected as the first year evaluator and maintains contact with the project without the guarantee of a formal contract.

A. The project's second year evaluation activity has two areas of emphasis: (1) administration and management and, (2) student outcomes. The first area involves assessing how effectively the various career education activities are being infused into the on-going curriculum of the project schools and also other schools. Information is being compiled and will be used to support interim (second year) and final evaluation reports from this project.

B. The student outcome data being collected in the project attempts to assess accomplishments in the area of self and career awareness, career exploration and preparation. The outcome data will be obtained primarily from testing with commercially and project developed instruments. Unfortunately the late issuing of the third party evaluation contract precluded the collection of pretest data. Thus, any pretest data comparisons cannot be made. For comparisons purposes, data on standardized tests might be compared against established norms. Further, second year test scores might provide pretest data for the third year evaluation of the project.

Recommendation 1. The third party evaluator and project staff seriously examine all the evaluative information presently being collected. The examination of the data should be done to determine the most important elements relative to measuring the effectiveness of the overall project. Perhaps some elements, especially in school testing, might be eliminated if the present procedures are too burdensome.

It is the unanimous consensus of the team that satisfactory progress is being made toward the achievement of the project objectives and evidenced by the findings that are delineated above, and therefore, recommend that the project be continued for the third year.

ATTACHMENT - A

Performance Review Participants

I. Performance Review Team

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Region III, Philadelphia, Pa.
Dr. Clarence Dittenhafer, Research Associate, Pennsylvania
Department of Education, Harrisburg, Pa.
Ms. Jean Wilson, Chairperson, Department of Home Economics,
Cheyney State College, Cheyney, Pa.
Mr. Robert Jervis, Project Director, Exemplary Part D,
Annapolis, Maryland

II. Administrative Staff

Mr. David A. Horowitz, Associate Superintendent for School Services
Mr. Albert I. Glassman, Executive Director, Career Education
Mr. Stanley B. Cohen, Director, Career Education Planning and Development
Mr. Thomas C. Rosica, Executive Director, Federal Programs
Mr. Byron Brown, Assistant Director, Federal Programs
Mr. Ross Frazier, Supervisor, Career Education
Mr. Larry Chialastri, Supervisor, Career Education

III. Career Education Administrative Team

Mr. John R. Maier, Project Coordinator
Mr. Douglas S. Mahoney, Career Specialist
Mrs. Grace Leshner, Project Secretary

IV. Third-Party Evaluator

Mr. Charles I. Foltz, President, Weston Associates

V. Administrators and Staffs of Schools Visited

A. Dobbins Area Vocational-Technical School

Mr. Edward Magliocco, Principal
Mrs. Eleanor Gross, Counselor
Miss Sandra Rosenfeld, Counselor
Mr. Richard Krug, Chairperson, Graphic-communications Cluster
Mrs. Harriet Lam, Chairperson, Clerical Skills Laboratory
Mr. Albert Newsham, Chairperson, Metals Cluster
Mr. Gerald Solomon, Vocational Evaluation Center
Mr. Ronald Briggs, Job Placement Officer
Mr. Richard Gibson, Teacher, Social Studies

B. Most Precious Blood Parochial School

Sister William Marion, Principal
Mr. Rudy Brigam, Counseling Service
Miss Denise Amon, Teacher, Grade 2
Sister Genetta Gemmi, Teacher, Grade 3
Miss Patricia Farrell, Teacher, Grade 5
Miss Peggy Chapman, Teacher, Grade 6
Sister Maureen Walsh, Teacher, Grade 7
Sister Jane Bonner, Teacher, Grade 8

C. Lowell Elementary School

Mrs. Shirley Z. Sherman, Principal
Mr. William Brown, Career Education Team
Mrs. Virginia Johnson, Career Education Team
Mr. Ralph Pandolfi, Career Education Team
Mr. Albert Swartz, Career Education Team
Mrs. Ollie Carden, Teacher, Kindergarten
Mrs. Emma Dotterer, Teacher, Grade 1
Mrs. Helen Kessel, Teacher, Grade 6

D. Other

Dr. Bruce Yasgur, Research Associate, School District of Philadelphia
Mr. Frank Smith, Mobil Laboratory Instructor

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March 26, 1975

Mr. John Maier, Coordinator
Part D Exemplary Project
Murrell Dobbins AVT School
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Dear Mr. Maier:

Speaking in behalf of the "Performance Review Team", I want to thank you, all members of the Career Education team and the school administration for the hospitality extended to the members of the review team and for the excellent cooperation you exhibited in accomplishing our assigned task.

The visit certainly gave us additional insight into the components of the project, exhibiting infusion of career education concepts and the team effort that is being made in accomplishing the many objectives.

Congratulations on a "Job Well Done."

Sincerely yours,

Earl J. Dodrill

Earl J. Dodrill
Senior Program Officer, VTE

cc:
Mr. Stanley Cohen

ACCESSION NUMBER: VT102689

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ABSTRACT: THE PROJECT WAS DESIGNED TO IMPLEMENT CAREER EDUCATION IN GRADES K-12 OF THE GREELEY PUBLIC SCHOOLS AND THE UNIVERSITY OF NORTHERN COLORADO LABORATORY SCHOOL, AND TO PROVIDE FUTURE TEACHERS, COUNSELORS, AND ADMINISTRATORS WITH A GREATER UNDERSTANDING OF CAREER EDUCATION AND ITS USE IN EDUCATIONAL SETTINGS. A DESCRIPTION AND EVALUATION OF THE SECOND-YEAR ACTIVITIES IS PROVIDED. THE MAJOR PROJECT COMPONENTS WERE MANAGEMENT, CURRICULUM/INSERVICE, GUIDANCE, AND PRESERVICE. THE THIRD PARTY EVALUATION CENTERED ON ASSESSMENT OF LEARNER OUTCOMES AS THEY RELATED TO VARIOUS TREATMENTS. THE AREAS OF OUTCOME SURVEYED WERE SELF-AWARENESS, CAREER AWARENESS, DECISIONMAKING, PLACEMENT PRACTICE, AND PLACEMENT PREPARATION. THE OUTCOME QUESTIONS AND TREATMENTS ARE DESCRIBED IN NARRATIVE AND TABULAR FASHION, THE TREATMENT GROUPS ARE STATISTICALLY COMPARED WITH THE CONTROL GROUPS, AND THE RELATIONSHIPS BETWEEN OUTCOME AREA SCORES AND VARIOUS TREATMENTS ARE EXAMINED. FEW SIGNIFICANT DIFFERENCES WERE FOUND; THIS IS ATTRIBUTED TO THE ASSESSMENT INSTRUMENTS AND TO THE LACK OF ADEQUATE TIME IN PLANNING THE DESIGN. THE INTERNAL EVALUATION FOCUSES ON RESULTS OF THE IMPLEMENTATION OF THE VALUING APPROACH TO CAREER EDUCATION AT THE ELEMENTARY LEVEL. EVALUATION ACTIVITIES FOR SECONDARY LEVEL EMPHASIZE DATA ABOUT CAREER DEVELOPMENT CENTERS, CAREER EDUCATION MATERIALS, AND UTILIZATION OF COMMUNITY RESOURCES. (NJ)

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INTERIM REPORT

Project No. F8001VW
Grant No. OEG-8-74-0037

Career Oriented Education Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Bruce Broderius, Dean
College of Education
The University of Northern Colorado
Greeley, Colorado 80639

July, 1975

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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July, 1975

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SUMMARY OF THE REPORT

This report covers the period from July 1, 1974 through June 30, 1975.

Goals and Objectives of the Project

The goals of the project, as stated in the proposal, were to:

1. Implement a career oriented education program of awareness, orientation, exploration and preparation synthesized by strong guidance, counseling and placement which will increase the visibility of career oriented education to the teacher, students, and community.

2. Expose future teachers to a learning environment which is based upon the career education philosophy.

3. Expose future guidance counselors to a model career education counseling and placement program.

The objectives of the project were to:

1. Further (a) identify, (b) select, (c) implement, and (d) evaluate curriculum materials for career awareness in grades K-6 in the Laboratory School and District No. 6 elementary schools.

2. Extend career exploration clusters in grades 7-9 in the Laboratory School and District No. 6 junior high schools.

3. Implement and evaluate guidance counseling in grades K-6 in District 6.

4. Implement and evaluate a placement function within the guidance and counseling role in grades 10-12 in the Laboratory School and District No. 6 senior high schools.

5. Establish a process for eliminating identified articulation barriers with area community colleges.

6. Extend and evaluate inservice training programs for administrators, teachers, and other staff.

7. Extend preservice experiences within the Laboratory School and District No. 6 for teachers and counselors in career oriented education.

Procedures Followed

The project was designed to focus upon (1) educational personnel in grades K-12 of five (5) Greeley schools and the UNC Laboratory School, and

(2) UNC personnel involved in preparing teachers, counselors, and administrators. Emphasis was placed primarily upon the former. In addition, the project staff worked with numerous persons from the Greeley community generally, and selected persons from AIMS Community College.

The project staff used numerous procedures and techniques to accomplish the objectives of the project. They are included in list form.

1. Project staff worked closely with teachers, counselors, administrators to identify and select materials which would help them to implement career education in classes.
2. Project staff assisted counselors in the establishment and development of career centers.
3. Project staff developed and assisted school staff in the use of community resource materials and activities.
4. Project staff planned, conducted, and evaluated inservice education.
5. Project staff conducted a follow-up study of former students to aid in planning inservice and curriculum development.
6. Project staff conducted a study of placement needs.
7. Project staff assisted in the presentation of career education concepts and techniques to university classes.
8. Project staff helped update an employer survey conducted earlier by AIMS Community College.

Results and Accomplishments

The project staff was more visible to several audiences than it was during the first year. In part, the visibility resulted from an increased number of project personnel available to work with persons from schools, the university, and the community. In part, it resulted from specific attempts on the part of staff members to seek out and develop new relationships with individuals and groups from schools, the University of Northern Colorado, state agencies, AIMS Community College, and the Greeley community. A list of the major accomplishments during the year follow.

1. Project staff helped to increase the awareness of career education concepts, materials, and techniques on the part of numerous school and university personnel.

2. Project staff developed placement procedures.

3. Career centers were established and/or further developed in the following schools: Greeley Central High School, the UNC Laboratory School, Heath Junior High School. Also, Greeley West High School began to organize materials for a career center there.

4. The project assisted the Laboratory School staff in developing course offerings in two vocational service areas.

5. Materials and planned experiences were developed to assist teachers and counselors in the use of community resources.

6. Project staff achieved considerable visibility and some implementation of career education concepts at the university level.

7. Project staff conducted both formal and informal inservice classes.

8. "Mini" projects, designed to involve more school personnel in the implementation of career education, were established.

9. Project staff developed and disseminated career oriented materials for students, such as a newsletter and "Cluster Comments".

10. Project staff helped to update an employer survey previously prepared by the staff at AIMS Community College.

Evaluation

Dr. Jerry Walker and Dr. James Weber of Ohio State University conducted the third party evaluation. They focussed upon the assessment of learner outcomes as related to project treatments.

Conclusions

1. Educational staff in the Laboratory School and District No. 6 generally have been receptive to career education and the project. The project staff has found teachers, counselors, and administrators to be very responsive. In addition, many respondants to the internal evaluation questionnaire who had not participated indicated that they are interested in becoming involved in career education.

2. Personnel in the K-12 schools of the project and the university are more aware and knowledgeable of career education than at the start of the second year of the project. Staff members noted a gradual improvement in awareness and understanding of career education during the course of the year. In addition, the internal evaluation

in Appendix D provides indications of increased awareness of career education.

3. The third party evaluation indicated little systematic gain in career and self awareness on the part of students tested. Tests, given as a part of the third party evaluation, were administered to experimental and control groups. There was, however, considerable interaction between control and experimental groups. Also, the groups were not selected randomly. Therefore, observed tendencies toward greater awareness on the part of the experimental groups have to be examined further to determine conclusive relationships.

4. Personnel, using the materials purchased from the project budget, generally found these materials to be very helpful. Project staff observed considerable satisfaction in the use of materials and the ratings of materials in the internal evaluation are extremely positive regarding the usefulness and appropriateness of the instructional materials.

Recommendations

1. Project staff should increase emphasis upon the inservice education of persons involved in the project. Inservice procedures should include both the formal, involving courses for credit, and informal means, such as group and individual meetings and coffees.

2. Increased emphasis should be placed upon the development of scope and sequence for career education in the Laboratory School and District No. 6.

3. Before proposals for mini-grants are solicited again, the project staff should assist persons wishing to submit proposals to understand the criteria for selection and the procedures for writing proposals.

4. Services for university faculty should be increased.

5. Increased emphasis should be placed upon the planning, coordinating, and evaluating of community resources as a part of career education.

BODY OF THE REPORT

Introduction

This document is the final report for the second year of the Career Oriented Education Project (Project No. F8001VW, Grant No. OEG-8-74-0037), funded for the period from July 1, 1974, to June 30, 1975. It follows the guidelines for final reports described in Preparing Progress Reports and Final Reports for Exemplary Projects in Vocational Education.*

The text of the report covers fiscal 1975. Appendices focus mainly upon the period from April 1, to June 30, 1975; materials presented in program performance reports during the year are not included. Two exceptions to this emphasis are the Internal Evaluation report (Appendix D) and the Summarized Report of the placement subcomponent (Appendix E). Both reports were developed throughout and focus upon the entire year.

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* Preparing Progress Reports and Final Reports for Exemplary Projects in Vocational Education. U. S. Department of Health, Education, and Welfare Office of Education, Bureau of Occupational and Adult Education. Conducted Under Section 142(c), Part D Public Law 90-576.

Problem

The project was designed to implement career education in grades K-12 of the Greeley public schools and the University of Northern Colorado Laboratory School and to provide future teachers, counselors, and administrators with a greater understanding of career education and its use in educational settings. UNC personnel who proposed the project observed two general problem areas, namely, the lack of career orientation throughout grades K-12 in the Greeley schools and the Laboratory School and the lack of systematic preparation in career education for prospective teachers, counselors, and administrators at the university level. The two general problem areas are discussed in more detail in the paragraphs which follow.

The Lack of Career Education in K-12

The lack of career orientation in area schools was addressed in the first year of the project (1973-74). Although progress was achieved in that year, the problem area remained and was a major focus in the second year of the project (1974-75--the year for which this report is written).

Several specific factors contributed to the first general problem:

1. Lack of information regarding inservice needs related to career education, of school personnel in District 6 and the Laboratory School,
2. Lack of understanding of career education on the part of many teachers, counselors, and administrators,
3. Lack of knowledge of available community resources on the part of both project staff and school personnel,
4. Lack of supplementary career education materials for use at the elementary level with the Valuing Approach to Career Education materials,
5. Lack of adequately tested procedures for transporting evaluated materials and procedures from the Laboratory School to the schools within District 6,

6. Lack of a systematic relationship with AIMS Community College as one means to enhance career education for students,

7. Lack of systematic procedures for the placement of students, and

8. Lack of adequate procedures for evaluating results of the project.

The specific factors are, for the most part, self-explanatory. The comments which follow, therefore, are offered to clarify or add to only selected factors.

The information needs for inservice education were related to substance, procedures and personnel. That is, the project staff needed to determine the necessary content and the appropriate methods of inservice for particular audiences. The staff also needed to learn the levels of understanding of career education concepts and methods on the part of personnel.

The deficiency of information regarding community resources was general, however, particularly evident in the need for female and "blue-collar" resources. In addition, the staff faced the problems of disseminating information about and coordinating the use of known resources to utilize community resources in the education of students.

Elementary teachers using the Valuing Approach to Career Education materials have generally rated them high as instructional materials. The project staff, however, has not found generally good supplemental materials in career education for grades K-5.

The problem of evaluating the results of the project is particularly difficult. The intent of the project, in part, is to prepare students with greater career and self-awareness and decision making ability, and to insure that students obtain jobs upon completion of their education. Numerous research design problems make the determination of unqualified results in a short period of time nearly impossible. Many of the hoped-for results could

better be tested longitudinally, that is, over a longer period of time. The project staff during both years, therefore, has been forced to use proxies rather than actual measures of project attainment. For example, instead of testing with certainty (validity) the career awareness attained by students as a result of the use of the Valuing Approach to Career Education materials, teachers have been asked to rate the materials for their utility. If they rate them well, it is assumed the materials are useful in developing career awareness for students.

The Lack of Career Education Preparation for Prospective Teachers, Counselors, and Administrators.

Numerous reasons contributed to the lack of career education preparation at the teacher education level. Few university professors understand the concept of and techniques for using career education. Many misunderstand the meaning and significance of the term. Certainly, this lack of understanding is not entirely their fault, but, in part, the result of various meanings attributed to career education by sometimes over-zealous proponents.

In addition, adequate and feasible methods to educate professors to the career education concept and its utilization were not present at UNC. These methods should be part of an overall plan regarding the place of career education in the university. Such a plan did not exist at the start of the second year of the project.

Goals and Objectives

The goals of the project, as stated in the original proposal, were:

"1. Implement a career oriented education program of awareness, orientation, exploration and preparation synthesized by strong guidance, counseling and placement which will increase the visibility of career oriented education to the teacher, students, and community.

2. Expose future teachers to a learning environment which is based upon the career education philosophy.

3. Expose future guidance counselors to a model career education counseling and placement program.

The objectives for the second year of the project, as stated in the original proposal, were:

"3.23 To (a) identify, (b) select, (c) implement, and (d) evaluate curriculum materials for career awareness in grades K-6 for the content areas of math and social science at the Laboratory School.

3.24 To extend career exploration clusters in grades 7-9 at the Laboratory School.

3.25 To (a) select, (b) implement, and (c) evaluate materials for career awareness in grades K-6 in the content areas of language arts and science in District 6.

3.26 To (a) select, (b) implement, and (c) evaluate career exploration clusters in grades 7-9 in District 6.

3.27 To (a) implement and (b) evaluate guidance and counseling in grades K-6 in District 6.

3.28 To (a) implement and (b) evaluate exploration cluster for grades 7-9 in District 6.

3.29 To (a) implement and (b) evaluate a placement function within the guidance and counseling role in grades 10-12 at the Laboratory School.

3.30 To (a) establish, (b) implement, and (c) evaluate the role of career guidance, counseling, and placement in grades 10-12 in District 6.

3.31 To establish a process for eliminating identified articulation barriers with area community colleges.

3.32 To extend and evaluate inservice training programs for administrators, teachers, and other staff.

3.33 To extend preservice experiences within the Laboratory School and District 6 for teachers and counselors in career oriented education."

The project staff modified objectives for the second year of the project in the spring of 1974. The modifications, were proposed in a memorandum from Kendrick Spooner, Project Director, to John Lacey, USOE Project Officer,

dated May 8, 1974. During the first year of the project, school personnel from all subject areas indicated interest in implementing career education. The staff, therefore, decided to open the project to more than just the language arts and science teachers. The modified objectives, which were subsequently approved by the project officer, Region VIII, U. S. Office of Education were:

"3.23 To further (a) identify, (b) select, (c) implement, and (d) evaluate curriculum materials for career awareness in grades K-6 in the Laboratory School and District No. 6 elementary schools.

3.24 To extend career exploration clusters in grades 7-9 in the Laboratory School and District No. 6 junior high schools.

3.27 To (a) implement and (b) evaluate guidance and counseling in grades K-6 in District 6.

3.29 To (a) implement and (b) evaluate a placement function within the guidance and counseling role in grades 10-12 in the Laboratory School and District No. 6 senior high schools.

3.31 To establish a process for eliminating identified articulation barriers with area community colleges.

3.32 To extend and evaluate inservice training programs for administrators, teachers, and other staff.

3.33 To extend preservice experiences within the Laboratory School and District 6 for teachers and counselors in career oriented education."

Design and Procedures

The project was designed to focus upon (1) educational personnel in grades K-12 of the Greeley schools (primarily those in three elementary, one junior high, one senior high school and the UNC Laboratory School - the pilot schools) and (2) UNC personnel involved in preparing teachers, counselors, and administrators to work with students in grades K-12. Emphasis was placed primarily upon the former. In addition, the project staff worked with numerous persons form the Greeley community generally, and selected persons

from AIMS Community College.

The project focused upon elementary and secondary students in the District 6 pilot schools and the UNC Laboratory School through its work with the educational personnel referred to in the preceding paragraph. Staff worked with central administration, including the Associate Superintendent for Curriculum of District 6 and the Director of the Laboratory School, curriculum coordinators and directors, building administrators, counselors, and teachers.

The project staff worked with university students through selected professors at UNC. Major emphasis with students in the University was focused in the Foundations Department within the College of Education. The project staff also worked with university students of professors who requested assistance from them. Although requests occurred sporadically, they increased considerably during the latter part of the year, indicating a greater awareness on the part of university faculty of project services.

Organization of the Project

To accomplish the purposes of the project, it was organized in four components: management, curriculum/inservice, guidance, and preservice. Each of the components was coordinated by a component coordinator responsible to the project coordinator. The organizational chart which appears on the following page presents the organization of the project.

Procedures

The project staff used numerous procedures and techniques to accomplish the objectives of the project. The major procedures used in the project and a brief discussion of them follow in list form.

1. A major function of the project was to identify, select, and purchase materials for instruction staff. Members of the staff worked closely with teachers, counselors, and administrators from the pilot schools to identify and select materials which would help them to implement career education in their classes.

Figure 2

ORGANIZATION OF EXEMPLARY CAREER EDUCATION PROJECT

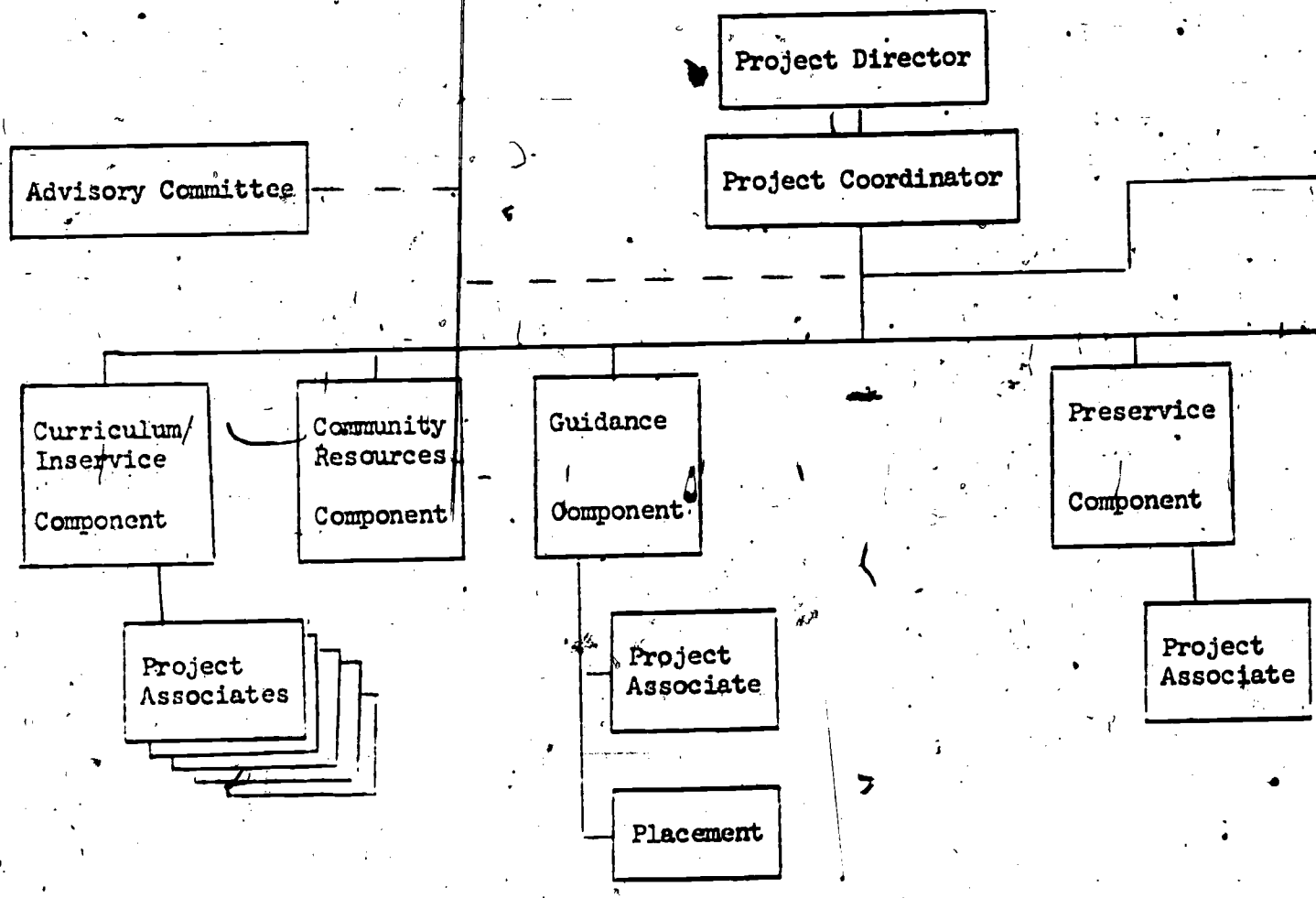
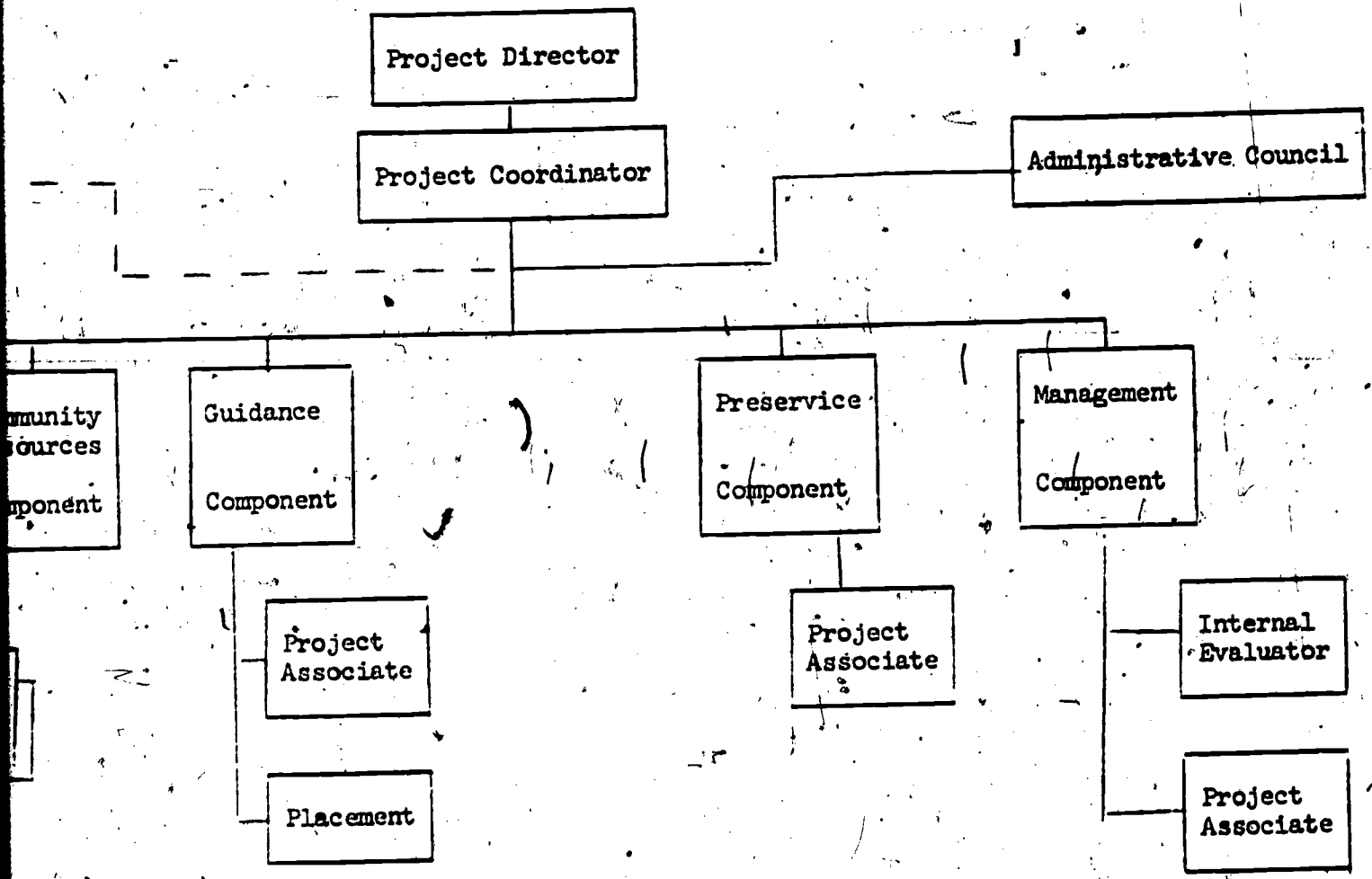


Figure 2

ORGANIZATION OF EXEMPLARY CAREER EDUCATION PROJECT



2. The project staff, particularly project associates, worked with teachers, counselors, and administrators to implement career education in pilot schools. Project associates worked a minimum of 20 hours per week with school staffs. The style with which they assisted instructional staff depended entirely upon their individual preferences. They assisted by identifying and selecting materials, by demonstrating career classes to teachers, and in numerous other individually planned ways.

3. The staff assisted counselors in the Laboratory School, Heath Junior High School, and Greeley Central High School to develop career centers. The project purchased materials for use in the centers, as well as supplied project associates to work with school personnel.

4. The project staff developed and assisted in the use of community resources materials. One staff member developed a series of educational activities for students in grades 6-12 in each of five area businesses. Community resources materials (reported in the October 1, 1974-December 31, 1974 program performance report) provided shorter experiences in the community for younger students and longer and more concentrated experiences for older students.

5. The staff planned, conducted, and evaluated inservice education. Classes included the introduction to career education, games and simulations related to career education, decision making at the secondary level, and career education for the secondary teacher.

6. The guidance component of the project conducted a follow-up study of University of Northern Colorado Laboratory School students from 1966 to the present. The results presented organized to assist teachers, counselors, and administrators in developing inservice education and planning curriculum.

7. The project staff conducted a study of placement needs in the Laboratory School and Greeley Central High School. They used information to design placement services for students.

8. The staff assisted members of the Foundations Department within the College of Education in the presentation of career education concepts and techniques to basic concepts classes. Several individual staff members were asked to give presentations to methods classes within the College of Education, School of Arts, School of Business, and the College of Arts and Sciences. In addition, numerous university students visited the project office to review career oriented instructional materials assembled by project staff.

9. The project staff, with personnel from AIMS Community College, and District 6 have updated an employer survey conducted earlier by staff from AIMS Community College. The survey provides information related to area businesses and will be useful to school personnel for several placement purposes.

Results and Accomplishments

The project staff was more visible to several audiences than it was during the first year. In part, the visibility resulted from an increased number of project personnel available to work with persons from schools, the university, and the community. In part, it resulted from specific attempts on the part of staff members to seek out and develop new relationships with individuals and groups from schools, the University of Northern Colorado, state agencies, AIMS Community College, and the Greeley community. A discussion of the major accomplishments during the year follows.

1. Project staff helped to increase the awareness of career education concepts, materials, and techniques on the part of numerous school and university personnel. The major reason for increased awareness was the use of project associates in pilot schools and to assist the preservice coordinator in the College of Education. Project associates in the Laboratory School and the five pilot schools of District 6 worked with teachers, counselors, and administrators to assist them in implementing career education. The one project associate in the College of Education worked with the preservice coordinator, university faculty, and students to assist them to gain a better understanding of career education and the way to use it in teaching grades K-12. An indication of the increased awareness of instructional staff is presented in the internal evaluation (Appendix D).

2. Personnel in the guidance component of the project were responsible for conducting a study of the placement needs for high school students in the Laboratory School and Greeley Central. The purpose of the study, conducted by Dr. Maurice Ward of the U.N.C. Psychology, Counseling and Guidance Department, was to use the information derived to develop placement procedures for the Laboratory School and District 6. A summary of the placement report appears as Appendix E. Dr. Ward's work for the project was inkind contribution from the university.

3. Several career centers were established and developed. In Greeley Central Mr. Kenneth Schuman, career counselor in the school, developed the career center further. He began the center during the first year of the project. In the second year, (the year of this report) project staff provided additional materials, equipment for use and a project associate to assist in career education activities.

   Project staff further developed the Laboratory School career center. New materials, including numerous games and simulations for the use of teachers and counselors, were added.

Project staff worked with Heath Junior High School to establish a career center. The project supplied materials and equipment for the center, as well as a project associate to assist guidance personnel at Heath.

In the spring of the year, one project associate worked with personnel from Greeley West to organize materials for a career center there. School personnel rated this as an important need.

4. Project staff worked with Laboratory School staff to plan and develop vocational courses in home economics and business education. Instructors from each of the two areas were funded in the spring to free the regular home economics and business teachers to develop proposals for the vocational courses. As a result, vocational courses in home economics and business education will be offered next year at the Laboratory School.

5. The community resources coordinator, Dr. Beverly Parks, developed materials to assist teachers and counselors to use community resources in the education of students. Initially the coordinator conceptualized experiences for students from grades 6-12. She developed shorter activities for younger students and longer and more involved experiences for older students. For example, the educational experience for sixth and seventh grade students is a short "hands on" experience in a business or community agency. For seniors, one experience involves working in a business for a full week.

   Following the conceptualization of community and business work experiences, the coordinator met with business and community personnel to ascertain which of the experiences they could provide for students. These experiences were listed with the community resource materials for teachers. Several teachers in the Laboratory School used the prepared materials to provide educational experiences for their students.

   One of the community resource experiences developed was the Careers Course for students in the Laboratory School. They may work in a business or community agency and receive credit for that work from the school. Project staff presented the careers class concept to the Greeley Central administration for consideration for next year.

   The community resource materials were included in an earlier performance report and, therefore, are not included herein.

6. The project staff achieved considerable visibility for career education and some implementation of the concept at the university level. Every education major involved in the basic concepts classes of the Foundations Department was exposed this past year to two contact hours dealing with career education.

Sessions during the fall and winter quarters were taught by project staff. Sessions during subsequent quarters were instructed by the faculty of the Foundations Department.

In addition the instruction in the Basic Concepts classes, several staff members conducted classes in career education for university professors upon request. Requests for assistance increased in the spring both in terms of the number of professors desiring assistance and the frequency with which they asked to have assistance.

7. Project staff conducted both formal and informal inservice for teachers, counselors, and administrators in District 6 and the Laboratory School. An important part of inservice was a more systematic needs assessment developed by the Curriculum/Inservice Coordinator. Informal inservice consisted of meetings with departments, other groups, and individuals.

   The formal inservice classes (providing university credit) offered during the year were:

   1) EDCI-508 Workshop - Introduction to Career Education - 3 hours credit. A course to gain a better understanding of career education as well as to improve skills in implementing it.

   2) EDCI-508 Workshop - Understanding the Middle School Child - 3 hours credit. A course for those wanting to know more about what the middle school child is like, value clarification activities, and infusing career education activities into the curriculum.

   3) EDCI-508 Workshop - Career Education Workshop for Secondary Teachers (7-12) - 3 hours credit. For secondary teachers who have had some previous introduction or exposure to the concepts of career education. It is an opportunity for the development of a classroom unit in an academic discipline which infuses career education into the curriculum.

   4) EDCI-508 Workshop - Decision Making and Values - 2 hours credit. This is a class which utilizes experiences, simulations and exercises to acquaint the individual with the decision-making process and to develop an awareness of his personal values.

   5) EDCI-508 Workshop - Simulations and Games in Career Education K-12 - 3 hours credit. This class is designed to familiarize participants with games, simulations, and visual materials appropriate to their teaching areas and/or grade levels.

8. The project staff developed a set of procedures designed to provide District 6 and Laboratory School teachers, counselors and administrators an opportunity to plan and implement "mini" projects in career education. Personnel proposed ways to implement career education. The staff developed procedures and selected a broad based panel to judge the worthiness of the projects. Initially, 5,000 dollars of the project budget was set aside. Personnel requesting money to

implement career education proposed projects totalling over 17,000 dollars. Approximately 13,000 dollars was finally expended for projects. The procedures involved in learning of the mini grants, designing and developing small projects, and in proposing them for funding generated considerable interest on the part of involved educational personnel.

9. The guidance component within the project designed and created career oriented materials for students in the Laboratory School and District 6. The guidance newsletter and "cluster comments" were reported in the project reports of January and April. Examples of the newsletter and the "cluster comments" appear in Appendix C.

10. Project staff worked with AIMS Community College to update an employer survey developed earlier. The project provided funds for interviews, both by telephone and in person, to determine current information on the numbers and types of jobs available, as well as projections for future needs. Information will be used to assist Laboratory School and District 6 counselors in performing placement functions.

Evaluation of the Project

This section of the report is comprised of the Final Evaluation Report for the Exemplary Career Education Project submitted by Jerry P. Walker and James M. Weber. Drs. Walker and Weber conducted the third party evaluation for the Exemplary Career Education Project.

Interested readers may also wish to read a report of the internal evaluation prepared by Dr. Beverly J. Parks of the project staff. The report is included as Appendix D.

FINAL EVALUATION REPORT

FOR THE

EXEMPLARY CAREER EDUCATION PROJECT

Submitted to

University of Northern Colorado
Weld County District No. 6
Greeley, Colorado

Submitted by

Jerry P. Walker
James M. Weber

(3rd Party Evaluation Contractors)

June 1975

I. INTRODUCTION

Background and Evaluation Report Audiences

This report provides the evaluation findings for the exemplary Career Education Project conducted by the University of Northern Colorado (UNC) during the fiscal year July 1, 1974 to June 30, 1975. The evaluation was conducted under separate contract with UNC and constitutes a third party evaluation per USOE requirements for projects under Section 142(c) of Part D, P.L. 90-576.

These findings are intended for use by several audiences. First, they should be directly helpful to the UNC project staff as they continue to plan for the improvement of next year's project. Second, they should be useful as feedback from the UNC staff to the local Weld County, Colorado schools who participated in the project - the findings should permit administrators, counselors, and teachers to learn from their efforts during the 1974-75 school year. Finally, they should be of value to federal officials at the regional and central offices - the aggregation of the findings in this report with the many others prepared for similar projects from around the country should increase their understanding of and ability to improve federally-funded experiments in providing career education to the nation's youth.

In attempting to meet the information needs of these several audiences, the report's authors have tried to remain as brief as possible while still covering all of the important questions that should be considered in the evaluation of such a career education project. To the reader interested in more detail, back-up data, or additional analyses, all the raw data have been forwarded to the UNC project staff.

The Overall Context

Before turning to the specific purposes and format of the report, it seems appropriate to paraphrase from the Preface to the Evaluation Plan presented to UNC in February 1975 by the 3rd party evaluators. This preface places in context some of the "state of the art" conditions under which both the project and the evaluation were conducted:

> This evaluation plan is an experiment. On the one hand, it represents an attempt to guage the relative success of a small part of a national experiment called "Career Education;" and on the other hand, the attempt to evaluate in the manner described herein is in itself, also an experiment. This plan has attempted to follow the evaluation guidelines produced under federal contract by Developmental Associates, Inc. Of necessity, those guidelines are as untested as most career education efforts. It is hoped, therefore, that these plans will be seen for what they are--an attempt to learn more about the hows and whys of career education as well as the hows and whys of evaluating it.
>
> To the extent that the plans are an experiment, they are also "unrealistic." In other words, the UNC Exemplary Career Oriented Project was not designed to fit the then non-existant evaluation guidelines. In this, its second year of operation, the effort is being made to "fit" the project to the guidelines as well as possible. Thus, the plans provide a structure into which the project's activities have been plugged in with varying degrees of reality.
>
> But to admit the evaluation plans are experimental and somewhat unrealistic is not to suggest that they cannot be quite valuable in serving important purposes. These purposes include those of obtaining and providing useful information which should:
>
> - Assist the UNC project staff in understanding and improving their efforts to initiate career education into Weld County schools.
> - Provide the USOE with information which can be nationally aggregated in order to more fully understand and justify the Federal experiments in career education.
> - Help advance the state of the art in career education evaluation.
> - Increase accountability at all levels in such a way that--in the best sense of any experiment--it is as important to expect and share the so-called "failures" as readily as we do our "successes."

We hope that in a small way the implementation of these plans can contribute to these purposes. And although we expect the plans to be modified as the project unfolds, we trust that the imposition of this kind of evaluation structure can help all of us as we continue to try to implement, evaluate, and improve career education.

Purpose and Format

Given the multiple audiences for the report and the nature of the guidelines which structured the evaluation, the purposes of the report are to pose, and provide answers to, a series of straight forward questions about the effectiveness of the project. These answers are provided in Section IV ("Evaluation Findings"). They are prefaced by sections which overview the project (II) and describe the evaluation process (III). A final section (V) will provide a summary and recommendations.

II. AN OVERVIEW OF THE PROJECT

In this section, the purposes, major activities, and resource expenditures of the UNC Exemplary Career Education Project are described in enough detail to provide a sense of the character and scope of the project.

Origins of the Project

The UNC Exemplary Career Education Project was originally proposed in the Fall of 1972 and begun July 1, 1973. That effort, which constitutes a cooperative venture between UNC and Wade County School District No. 6 in Greeley, Colorado, is currently at the end of its second year of operation. The purposes of the project as stated in the original proposal are as follows:

1. To implement a career oriented education program of awareness, orientation, exploration, and preparation synthesized by strong guidance, counseling, and placement which will increase the visibility of career oriented education to the teacher, students, and community.

2. To expose future teachers to a learning environment which is based upon the career education philosophy.

3. To expose future guidance counselors to a model career education counseling and placement program.

Several of the more substantial changes in the scope and character of the project that have occurred or will occur are summarized in a memorandum from the project director to the USOE Project Officer:

"The scope of work of the Project has changed drastically from what was proposed for the Project and was initially attempted and this change has resulted in our working with several times the number of teachers and counselors than originally planned. The proposal set forth the objective of working during the first year, 1973-1974, with language arts and science teachers in the Lab School only. During the second year the Project emphasis would shift to teachers in math and social studies in the Lab School plus teachers of language arts and science in District #6.

The Project staff began last September to provide inservice activities for Lab School teachers. One half of the faculty at the Lab School enrolled in the new inservice course; however, very few of them were from the target content areas of language arts and science. We did the only thing we could do, which was also the wisest thing we feel, and that was to work with the teachers who were interested and ready to work with career education. At that point our scope of work changed to include working with teachers in all content areas in the Lab School. The number of teachers involved in that first inservice course was greater than the number we would have worked with had we been able to limit our activities to language arts and science.

During that first inservice course many inquiries were made by District 6 teachers and counselors wanting to know when they would become involved with the Project. For the same reasons that we worked with interested teachers in the Lab School, we decided that the only way to strengthen the Project and avoide running the risk of teachers' losing their enthusiasm over the several months when they would be waiting for their scheduled involvement, we scheduled the first inservice course for District 6 teachers. That course was offered in the winter quarter, January through March, and had 72 teachers, counselors, and administrators who collectively represented all sixteen elementary, junior high and senior highs in District 6. Again, the teachers

were not exclusively from the areas of language arts and science; they represented every content area offered by District 6 including several Special Education teachers working on the elementary through senior high levels.

The net result of the decision to work with the teachers who were ready and anxious to begin working with career education put the Project staff in the position of having to serve far more teachers than were originally planned for in the first two years of the project. The scope of work had, indeed, increased. In retrospect, we are surer now than we were then that the right decision had been made. The problem we created, however, was one of a shortage of personnel to work with all of the teachers who expressed their interest for this support. We have not accomplished all that we wanted to this year in working with teachers individually or in small groups. Our experience this year prompted our planning to obtain the services of a full-time Curriculum Component Coordinator supported by project associates (graduate assistants) in each of the pilot schools in District 6. The five project associates, who would work 20 hours a week on the Project within these schools, would work under the direction of the full time Curriculum Component Coordinator and the principals of the buildings to which they were assigned to help the teachers in each building to implement career education in their classes. The five pilot schools were originally identified in an attempt to maximize the involvement of the Project staff with teachers in all 16 schools; but that proved not to be possible when so many teachers were anxious to begin work with the Project." (Memo from Ken Spooner, May 8, 1974)

Accompanying this statement of changes for the overall effort was a revised three-year time table that related those changes directly to the project's objectives. Those revised objectives, as related to the second year of the project, are described below.

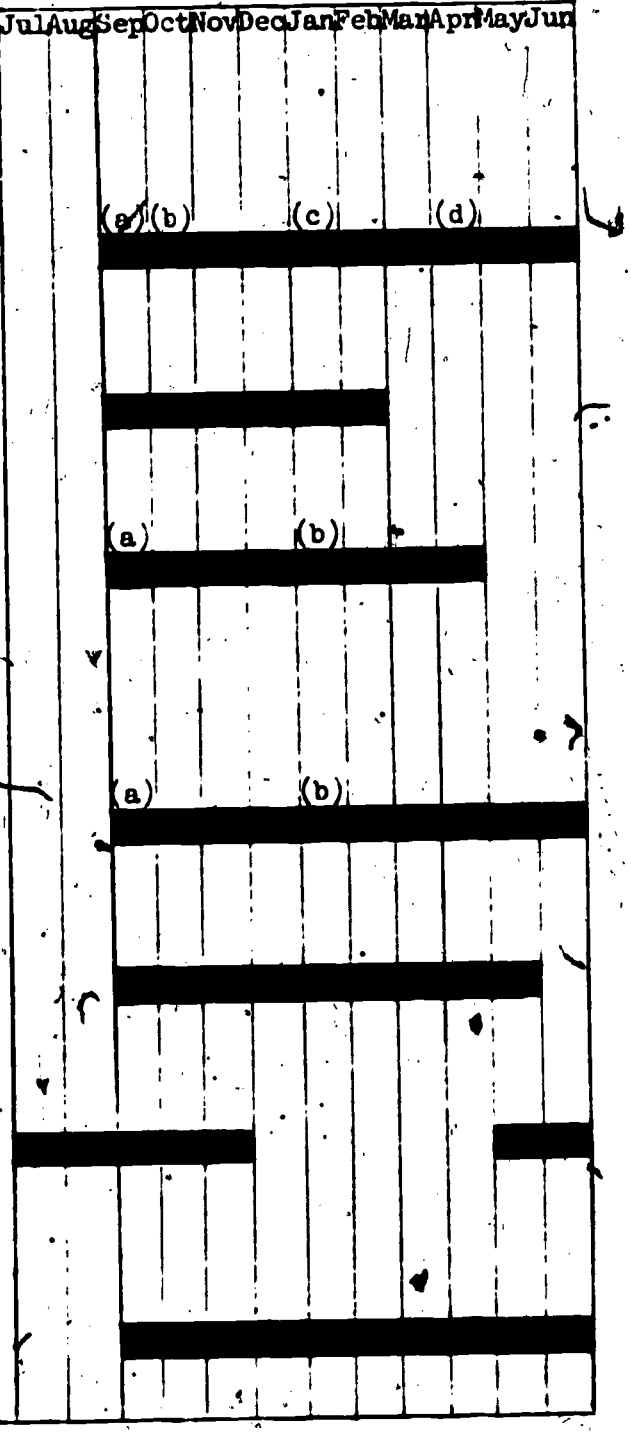
Project Goals and Objectives

Given the changes alluded to above, the major developmental objectives of the program for the fiscal year July 1, 1974 to June 30, 1975 are as shown in Figure 1.

Figure 1

The Project's Developmental Objectives
for the Second Year of Operation

Developmental Objectives	Months (FY 75)
1. To further (a) identify, (b) select, (c) implement and (d) evaluate curriculum materials for career awareness in grades K-6 in the UNC laboratory school and the pilot schools of District 6.	
2. To extend career exploration clusters in grades 7-9 in the laboratory school and District 6 junior high schools.	
3. To (a) implement and (b) evaluate guidance and counseling in grades K-6 in District 6.	
4. To (a) implement and (b) evaluate a placement function within the guidance and counseling role in grades 10-12 in the laboratory school and District 6 senior high schools.	
5. To establish a process for eliminating identified articulation barriers with area community colleges.	
6. To extend and evaluate in-service training programs for administrators, teachers, and other staff.	
7. To extend preservice experiences for UNC future administrative teachers, counselors and in career oriented education.	



Staff and Student Participants

The major professional personnel involved in program delivery are identified in the organizational chart depicted in Figure 2. As shown in that figure those personnel are organized according to program components. Those components, the associated staff members, and their related functions are as follows:

1. Curriculum/Inservice Component. This component is comprised of a Curriculum/Inservice Coordinator and five project associates. The Coordinator is responsible for implementing career education oriented materials in the K-12 grades of Greeley District No. 6 and the Laboratory School. The project associates are responsible for working with staff in five schools to implement career education within the schools.

2. Guidance Component. The Guidance Coordinator and a Project Associate comprise the Guidance Component. The Coordinator is responsible for implementing career oriented guidance in District No. 6 and the Laboratory School. The Project Associate works closely with the Coordinator to accomplish these ends.

3. Preservice Component. The Preservice Coordinator and a Project Associate comprise the Preservice Component. These individuals are responsible for implementing College of Education course, establishing and maintaining a liaison between the College of Education and the Career Education Project, and developing or helping to develop instructional materials which can be used in College of Education classes.

4. Management Component. This component is comprised of the Project Coordinator, the Internal Evaluator, and a Project Associate. The Coordinator is concerned primarily with planning and coordinating the Project. The Internal Evaluator is responsible for evaluation within the Project, and the Project Associate assists the Coordinator and the Internal Evaluator.

Figure 2

ORGANIZATION OF EXEMPLARY CAREER EDUCATION PROJECT

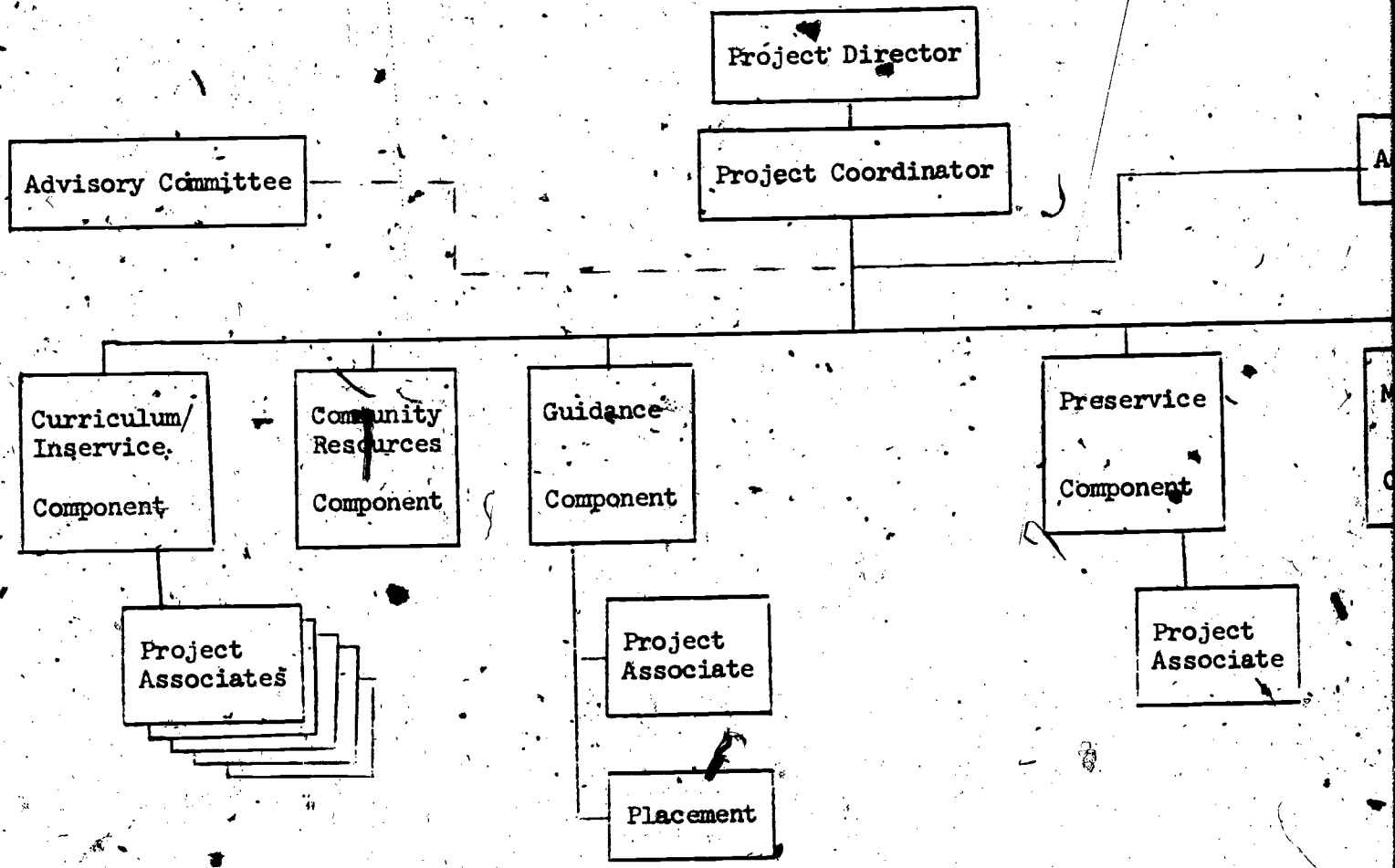


Figure 2

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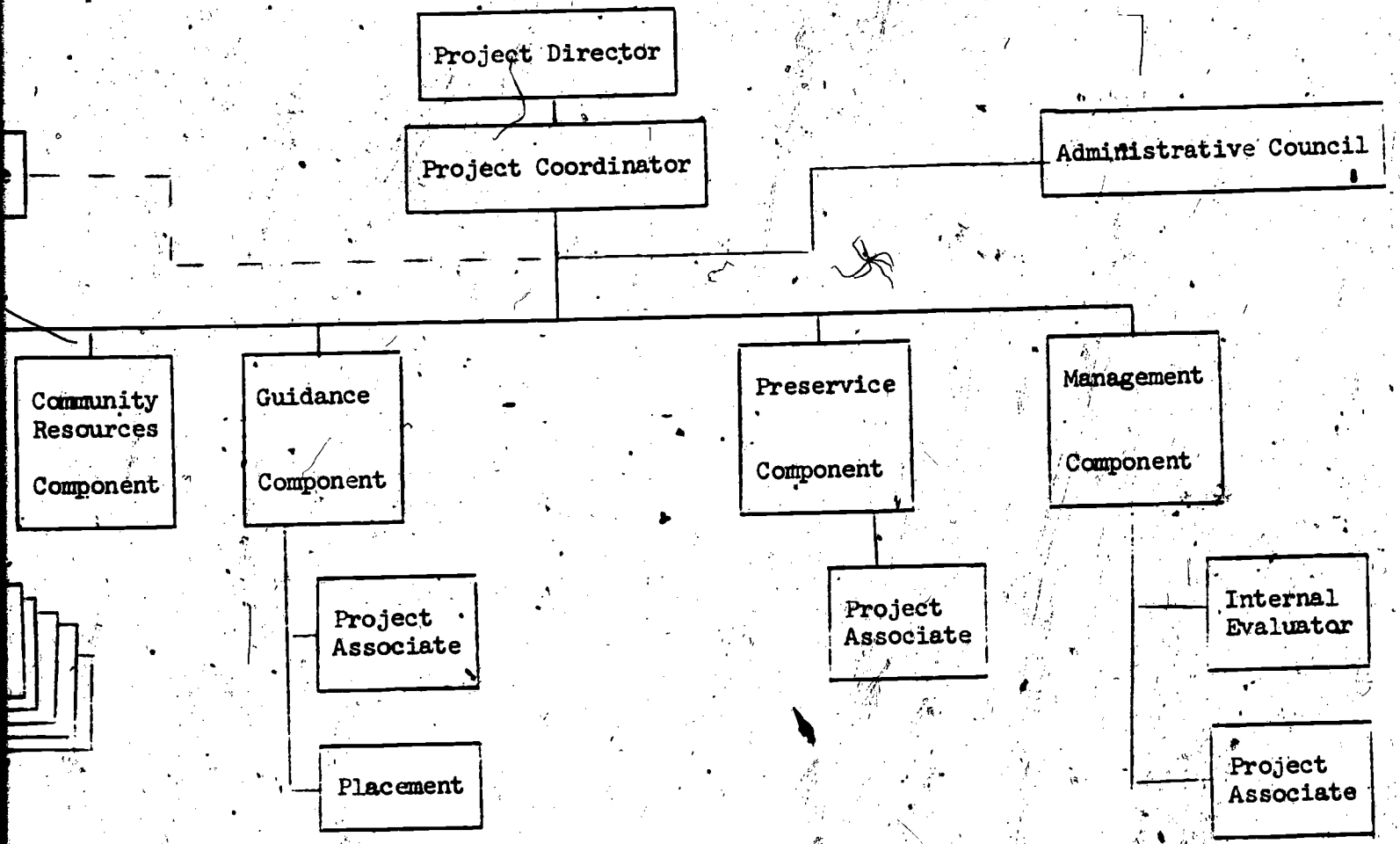


Major Program Activities

The major activities comprising the project by components are as follows:

1. Management Component

- Developing plans to accomplish project goals.
- Organizing staff to accomplish project goals.
- Coordinating activities of project components.
- Stimulating and coordinating internal evaluation.
- Disseminating information regarding the project to the USOE, educators, and the public.

2. Curriculum/Inservice Component

- Identifying, selecting, and purchasing career oriented materials for use in grades K-12 of the Laboratory School and District 6
- Assisting teachers, counselors, and administrators in the use of career oriented materials for grades K-12
- Developing an annotated bibliography of commercially prepared career oriented materials for grades K-12
- Working with guidance personnel, to assist in the development of career planning centers in the elementary, middle, junior high, and senior high pilot schools within the project. (Centers include materials for student and staff.)
- Working with the guidance component and guidance personnel in the two school districts, to assist in developing, coordinating, and using community resources, both human and material.
- Assessing the inservice education needs related to career education of teachers, counselors, and administrators in the Laboratory School and District No. 6.
- Planning, conducting, and evaluating inservice programs, related to career education, for teachers, counselors and administrators in the two school districts of the project.

3. Guidance Component

- Identifying human resources available for students, e.g., teachers, parents, and other community people.
- Developing a greater career orientation in the testing program of the Laboratory School and District No. 6
- Assisting counselors and teachers to identify, select, and purchase career oriented materials for career planning centers
- Introducing students in university psychology, counseling, and guidance classes to career education in the Laboratory School and District No. 6.
- Developing follow up procedures as one means of increasing the career orientation of the school curriculum and guidance services.
- Increasing placement services in the Laboratory School and District No. 6 by studying existing services and recommending additional needed services.
- Working with teachers and counselors to develop alternative courses with greater career orientation for high school credit.
- Serving as a consultant to teachers and parents to assist them with communication skills, and to understand the developmental stages of students.

4. Preservice Component

- Developing a multi media on career education for use in university preservice classes for future teachers, counselors, and administrators.
- Assisting instructors in the College of Education to integrate career education into their classes by making available and assisting in the use of both human and material resources.
- Responding to information requests and other inquiries for assistance by professors of education.
- Assisting in the coordination of preservice component with other component activities to insure that preservice education students can participate in career education activities within other components.

Amounts and Sources of Funds

The major incoming funds and expenditures by line item for the project are as follows:

1. Incoming Funds

   $130,916 - USOE

2. Major Expenditures

   $ 79,850 - Personnel
   8,783 - Employee Benefits
   2,520 - Travel
   16,604 - Supplies, Materials, Communication
   5,868 - Services
   2,000 - Reports
   5,000 - Equipment
   10,473 - Indirect Charges

Summary

This section has provided a brief overview of the UNC project. Although many details of the project have not been covered, nor have all of the inevitable shifts in emphasis, activities, and personnel been cited, the overview presented here describes the basic intents and organization of the program and the resources available to it.

III. THE EVALUATION PROCESS

A somewhat lengthy and detailed evaluation plan was prepared by the external evaluators and presented to the UNC staff in February 1975. That plan spelled out all of the correspondences between the nomenclature and concepts used in the federal evaluation guidelines and those used by the UNC project staff. Rather than repeat all of the details, this section will highlight the principal features of the evaluation design and the procedures employed by the evaluators in conducting the third party evaluation.

Basically, the evaluation design centered upon the assessment of learner outcomes as they related to various treatments. The outcomes were designed to be assessed for both the treatment group and a comparison group which did not receive the "UNC Treatments". Thus, the overall evaluation design is one of:

(1) describing the treatment groups in terms of the nature of their treatments and outcomes,

(2) comparing the treatment groups with the comparison groups,

(3) relating the treatment group's outcomes to the various treatments that were to have helped produce those outcomes.

That three-fold analysis (describing, comparing, and relating) is provided in the "Findings" Section. Each analysis is reported by grade level. As indicated below, the grade levels tested were the 3rd, 5th, 8th, 10th, 11th, and 12th.

A Description of the Outcome Variables

Overall there were four areas of learner outcomes for which instruments were designed. Those areas are termed "activity areas" and are described below:

(A) Familiarization - this particular instructional emphasis utilizes the careers that are found currently in books, films, etc., as the basis for the students relating self, education, and careers to school subjects. More specifically, under such an emphasis experiences are provided that assist students in identifying their likes, dislikes, fears, needs, abilities, disabilities, aptitudes, and limitations. In addition, the dignity and worth of others, social relationships, the numerous meanings of work, the need for planning, and the

importance of interpersonal skills are illustrated in a developmental sense, e.g., during the progression from grades k through 12, the experiences dealt with involve those aspects of the world of work that are immediate to the student's physical environment to those that maximize their awareness of the broad nature of work.

(B) Orientation - such instructional efforts continue to emphasize the intents of the familiarization efforts, but greater emphasis is placed upon exposure to all levels of occupations, some "real-life" experiences are provided, and ability and aptitude testing as well relating such attributes to present and future potential are considered, especially at the higher grade levels. Operationally, such efforts involve students in investigating the realities outside the classroom by being exposed to people who represent many walks of life, e.g., through people oriented field trips to business, industry, and other organizations, and through people who are invited to the classroom to interact with students. Such experiences are designed to provide students with "official data", e.g., job title, job description, salary range, etc., as well as "unofficial data", e.g., "Do you think your work is important?", "How does your work affect your life away from the job?", etc.

(C) Exploration - this phase of career education provides additional emphasis on information and hands-on experiences, e.g., making tentative decisions related to broad areas of interest and disinterest, engaging in situations where sequential planning, adjustment, and flexibility are stressed; and, investigating educational and experiential awareness to different careers. The focus is, however, upon

providing students with opportunities for "trying out" their self-identities in real or simulated situations given the realization that rational decisions are not always based upon totally accurate and complete information, nor upon achieving totally successful experiences.

(D) Placement - this particular activity area provides students with assistance directed toward enhancing their understanding of the processes for locating employment, methods for contacting employers, interviewing, etc. In addition, assistance is provided in directly relating their occupational knowledge, skills, and attitudes to the related requirements of available occupational opportunities in the geographical area served.

These four activity areas correspond with the following "Outcome Areas":

- Familiarization with Self-Awareness (I)
- Orientation with Career Awareness (IV)
- Exploration with Decision-Making (V)
- Placement with Placement Preparation (VII) and Placement Practice (VIII).

In order to improve the correspondence of the letteral symbolism used with that employed in the Developmental Associates Guidelines, each Outcome Area is coded via a Roman numeral. Those codes will be used throughout the Findings Section, which follows, to refer to the Outcome Area and the more specific "Outcome Questions" within each such area. Table 1 lists each of the Outcome Areas and Outcomes Questions in terms of the grade levels of the treatment groups to which the Outcome Questions apply.

TABLE 1

Treatment-Outcome Area/Outcome Question Correspondences

Outcome Areas/Outcome Questions*	Grade Levels 3	5	8	10	11	12
I. Self-Awareness						
A. Are those students who received the "program" better able to describe their current abilities and limitations than students who have not received the "program"?	X	X	X	X		
B. Have those students who have been exposed to the "program" better able to describe their current interests and values than those students who have not been exposed to the "program"?	X	X	X	X		
C. Do students who receive the "program" display more positive attitudes toward themselves than students who do not receive the "program"?	X	X	X	X		
D. Are those students who were exposed to the "program" better able to recognize that social, economic, educational, and cultural forces influence their development than those students who were not exposed to the "program"?	X	X	X	X		
IV. Career Awareness						
A. Are students who receive the "program" more knowledgeable regarding the major duties and required abilities of different types of work than are students who do not receive the "program"?	X	X	X	X		
B. Are students who receive the "program" more knowledgeable regarding the differences in the working conditions and life styles associated with different types of work than students who do not receive the "program"?	X	X	X	X		
C. Are students who have been exposed to the "program" more knowledgeable about the entry requirements of major types of work than students who have not been exposed to the "program"?	X	X	X	X		
D. Are those students who received the "program" more knowledgeable about the impact of social and technological change on different types of work than students who did not receive the "program"?	X	X	X	X		
E. Are the students who received the "program" more knowledgeable regarding the important factors that affect work success and satisfaction than those students who did not receive the "program"?	X	X	X	X		

*The related items on the evaluation instruments are specified in the "Findings" Section.

TABLE 1 (continued)

Outcome Areas/Outcome Questions	Grade Levels 3	5	8	10	11	12
V. Decision-Making						
A. Are those students who were exposed to the "program" better able to associate their own abilities and limitations with possible success in present or future work than students who were not exposed to the "program"?			X	X		
B. Are students who receive the "program" better able to relate their personal interests and values to different types of work and their associated life-styles than students who did not receive the "program".			X	X		
C. Are students who receive the "program" better able to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision making problems than students who do not receive the "program"?			X	X		
D. Are students who receive the "program" more knowledgeable regarding the steps to be taken and the factors to be considered in career planning than students who have not received the "program"?			X	X		
E. Are students who received the "program" more actively involved in career decision making than students who did not receive the program?			X	X		
VII. Placement Preparation						
A. Are students who have been exposed to the "program" better able to (a) identify, (b) locate, and (c) utilize sources that contain information about work than students who have not been exposed to the "program?"			X	X		
B. Do students who receive the "program" demonstrate higher levels of skill in (a) applying for, and (b) accepting work than do students who do not receive the "program"?			X	X		

TABLE 1 (continued)

Outcome Areas/Outcome Questions	Grade Levels 3	5	8	10	11	12
VIII. Placement Practice						
A. How many students have been placed or are engaged in further education and how does this compare with prior years?					X	X
B. How many students have been placed in paid occupations, and how does this compare with prior years?					X	X
C. Of those students placed in (a) further education and (b) employment, how many consider the placement consistent with their career plans?					X	X
D. Of those not placed in further education or in a paid occupation, how many are engaged in (a) unpaid work consistent with their career plans, and (b) how does this compare with prior years?					X	X

Description of the Treatment Variables

After having described the Outcome Areas and Outcome Questions for each of the desitnated grade levels, the UNC staff determined the treatment variables which were to impact on those learner Outcome Areas. In some instances the relationships between treatments and outcomes was considered to be direct and substantial. In others, however, the connection was seen as spurious, even post facto. Nevertheless, the project staff specified all of the treatments they felt would contribute to the selected Outcomes.

A brief listing of those different treatments is presented in Table 2 on page 19. Also, more detailed descriptions of each, as prepared by the project staff, are provided in Appendix A. In the "Findings" Section that follows, those treatment variables will be compared to their logically related Outcome Areas and Outcome Treatments.

Several Major Limitations of the Evaluation

A review and conference of the list of project objectives in Figure 1 (page 6) and the Outcome and Treatment variables included in Tables 1 and 2, respectively, reveals that several of the project efforts were not evaluated directly. Primary among those omissions was the objective related to Preservice Education. No instrumentation, records, etc. were collected relative to that particular outcome. Also, many of the Outcome Questions listed in relation to Placement Practices were only dealt with in somewhat of a tangential manner.

TABLE 2

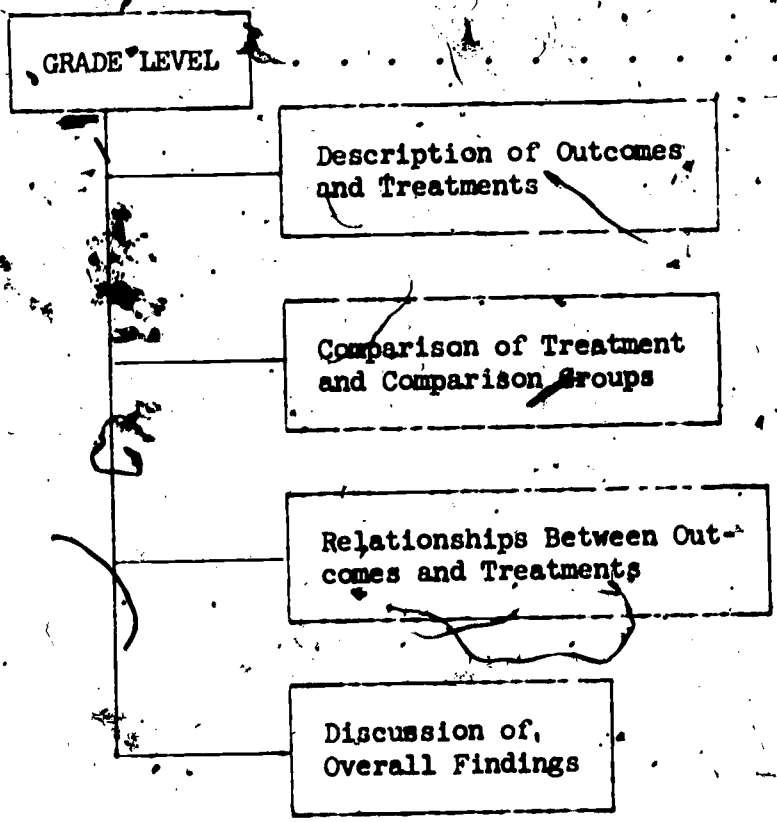
A Listing of the Major Treatment Variables Underlying the Project

Activity Area	Treatments*
I. Self-Awareness	1.1 The Use of the Valuing Approach to Career Education
	1.2 Teacher Inservice
	1.3 Project Associates
	1.4 Career Planning Centers
	1.5 Counseling
	1.6 Mini-Grants
IV. Career Awareness	2.1 The Use of the Valuing Approach to Career Education
	2.2 Teacher Inservice
	2.3 Project Associates
	2.4 Career Planning Centers
	2.5 Utilization of Community Resources
	2.6 Mini-Grants
V. Decision-Making	3.1 Curriculum Materials - Deciding
	3.2 Curriculum Materials - Decision Making
	3.3 Job-O
	3.4 Career Planning Centers
VIII. Placement Practice	4.1 Community Placement Resources
	4.2 Counseling (aims cc Data Book)
VII. Placement Preparation	5.1 Career Planning Centers
	5.2 Counseling
	5.3 Utilization of Community Resources

*The numeric codes specified for each of these treatments are used in the "Findings" Section as well.

IV. THE FINDINGS

This section has been organized as shown in the following diagram:



Thus, for each grade level considered (i.e., 3rd, 5th, 8th, 10th, 11th, and 12th) the Outcome Questions and Treatments will be described in both a narrative and a tabular fashion. Next, the treatment groups will be statistically compared with the related comparison groups. These comparisons will be in response to the question, "For Outcome Area X, are there differences between those students participating in the UNC Career Education Project and students not participating in the UNC Project?" The third type of

analysis, which was also run on a grade level by grade level bases, examines the relationships between the Outcome Area scores and the various treatments designed to produce those outcomes. This analysis was designed to address the question, "Which, if any, if the treatments most likely contributed to the observed outcome?" A final set of tables describes the Outcome Area scores for several subgroups of students, where the subgroups are defined by several demographic variables--sex and ethnicity.

Descriptions of the Treatment and Outcome Variables by Grade Level

The descriptive profiles of the sets of Outcome and Treatment variables considered at each of the different grade levels are presented in Tables 3 through 7. In each of those tables the variables of interest are described in terms of their means and standard deviations, their frequency distributions, where applicable, their potential ranges, and their respective locations in the various instruments designed as part of the evaluation.

A review of those tables reveals the following general points:

(1) the numbers of teachers involved in the evaluations at the third and fifth grades are relatively small--so small for that matter than any attempt to relate the associated Outcome Areas and Treatments as dictated by the third set of analyses would be bound to yield very unstable, if not erroneous, conclusions,

(2) the students at the 11th and 12th grade levels did not provide any treatment related data, nor did their teachers.

As a result, any attempt to correlate those variables with Outcome scores would be impossible.

Differences Among Treatment and Comparison Group

The statistical comparisons between those students who experienced the UNC treatments and those who did not are summarized in Tables 9 through 13. In each of those tables the results of the statistical comparisons between the means of the two groups are reported, along with the means themselves.

An important set of information which underlies the findings presented in Tables 9 through 13, as well as in Tables 1 through 7, relates to the n's or sample sizes upon which those findings are based. Table 8 contains a summary of that important numerical data.

Table 8

Sample Sizes by Grade Level: Treatment and Comparison Groups

Group	Grade Level	Number of Schools Involved	Number of Teachers Tested	Number of Students Tested
Treatment	3	4	7	168
	5	4	11	193
	8	2	73	98
	10	2	76	120
	11	2	No Data	113
	12	2	No Data	107
				(799)
Comparison	3	1	No Data	44
	5	1	No Data	56
	8	1	No Data	50
	10	1	No Data	44
	11	1	No Data	22
	12	1	No Data	22
				(238)
Subtotals		*	167	1,037

*This particular subtotal would be meaningless since a number of the schools across grade levels are duplicates.

TABLE 3

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 3

Treatment Variables or Outcome Questions		Instrument Question(s)	Potential Range	Frequency Co (If Appropri 1 2 3 4
1.1 Self Awareness - VACE	Teacher Questionnaire Grades 3 and 5	1 and 2	2 to 10	Not applic
1.2 Self Awareness - Teacher Inservice		3	1 to 2	5 2
1.3 Self Awareness - Project Associates		6	1 to 5	1 2 0 2
1.4 Self Awareness - Career Planning Centers				
1.5 Self Awareness - Counseling				
1.6 Self Awareness - Mini-Grants		8	1 to 2	3 0
IA. Ability to Describe Current Abilities....	Career Education Inventory--Grade 3	46,38,37,43,30,50 44,26,39,42	0 to 10	Not appli
IB. Ability to Describe Current Interests....		6,2,20,7,10,4	0 to 6	Not appli
IC. More Positive Attitude Toward Self		Those used for IA plus 33,34,48,36	14 to 42	Not appli
IC. ...Knows Forces that Influence Devel.....		40,41,47,28,40	5 to 15	Not appli
*2.1 Career Awareness - VACE	Teacher Questionnaire Grades 3 and 5	10 and 11	2 to 10	Not appli
*2.2 Career Awareness - Teacher Inservice				
*2.3 Career Awareness - Project Associates				
*2.4 Career Awareness - Career Planning Centers				
2.5 Career Awareness - Util. of Community Res.				
*2.6 Career Awareness - Mini-Grants				
IVA. ...Duties and Abilities of Jobs....	Career Education Inventory - Grade 3	8,11,22,23,4	5 to 10	Not appli
IVB. ...Working Conditions and Life Styles of Jobs		5,13,18,12,9	5 to 10	Not appli
IVC. ...Entry Requirements of Jobs....		16,6,20,10,7	5 to 10	Not appli
IVD. ...Social and Tech. Impact on Jobs....		17,19,21,25,24	5 to 10	Not appli
IVE. ...Work Success and Satisfaction....		2,1,15,3,14	5 to 10	Not appli

*Same variables as described under Self-Awareness, i.e., treatment variables 1.1, 1.2, 1.3, 1.4 and 1.6, respectivel

TABLE 3

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 3

Variables or Questions		Instrument Question(s)	Potential Range	Frequency Counts (If Appropriate) 1 2 3 4 5	Mean	Standard Deviation
areness - VACE	Teacher Questionnaire Grades 3 and 5	1 and 2	2 to 10	Not applicable	5.71	2.06
areness - Teacher Inservice		3	1 to 2	5 2	1.29	.49
areness - Project Associates		6	1 to 5	1 2 0 2 2	3.09	1.60
areness - Career Planning Centers						
areness - Counseling						
areness - Mini-Grants		8	1 to 2	3 0	3.00	0.00
to Describe Current Abilities....	Career Education Inventory--Grade 3	46,38,37,43,30,50 44,26,39,42	0 to 10	Not applicable	7.92	2.08
to Describe Current Interests....		6,2,20,7,10,4	0 to 6	Not applicable	5.39	1.01
itive Attitude Toward Self		Those used for IA plus 33,34,48,36	14 to 42	Not applicable	32.27	5.05
Forces that Influence Devel.....		40,41,47,28,40	5 to 15	Not applicable	11.98	1.84
Awareness - VACE	Teacher Questionnaire Grades 3 and 5					
Awareness - Teacher Inservice						
Awareness - Project Associates						
Awareness - Career Planning Centers						
Awareness - Util. of Community Res.		10 and 11	2 to 10	Not applicable	5.43	2.30
Awareness - Mini-Grants						
es and Abilities of Jobs.....	Career Education Inventory - Grade 3	8,11,22,23,4	5 to 10	Not applicable	9.37	.98
ing Conditions and Life Styles of Jobs		5,13,18,12,9	5 to 10	Not applicable	8.11	1.28
y Requirements of Jobs....		16,6,20,10,7	5 to 10	Not applicable	7.23	1.09
al and Tech. Impact on Jobs....		17,19,21,25,24	5 to 10	Not applicable	7.77	1.32
Success and Satisfaction....		2,1,15,3,14	5 to 10	Not applicable	8.32	.99

les as described under Self-Awareness, i.e., treatment variables 1.1, 1.2, 1.3, 1.4 and 1.6, respectively.

TABLE 4

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 5

Treatment Variables or Outcome Questions	Instrument	Instrument Question(s)	Potential Range	Frequency Cou (If Appropria 1 2 3 4 5
1.1 Self Awareness - VACE	Teacher Questionnaire Grades 3 and 5	1 and 2	2 to 10	Not applicabl
1.2 Self Awareness - Teacher Inservice		3	1 to 2	8 3
1.3 Self Awareness - Project Associates		6	1 to 5	0 4 4 1 2
1.4 Self Awareness - Career Planning Centers				
1.5 Self Awareness - Counseling				
1.6 Self Awareness - Mini-Grants		8	1 to 2	5 0
IA. Ability to Describe Current Activities....	Career Education Inventory Grade 5	31,46,47,51,36,43,42, 49,35,41	0 to 10	Not applicabl
IB. Ability to Describe Current Interests....		33,54,39,53,37,34	0 to 6	Not applicabl
IC. More Positive Attitude Toward Self....		Those items used in IA plus 34,38,50,45	14 to 42	Not applicabl
ID. ...Knows Forces that Influence Devel. ...		44,48,55,52,32,40	5 to 15	Not applicabl
*2.1 Career Awareness - VACE	Teacher Questionnaire Grades 3 and 5			
*2.2 Career Awareness - Teacher Inservice				
*2.3 Career Awareness - Project Associates				
*2.4 Career Awareness - Career Planning Centers				
2.5 Career Awareness - Util. of Community Res.		10 and 11	2 to 10	Not applicabl
*2.6 Career Awareness - Mini-Grants				
IVA. ...Duties and Abilities of Jobs....	Career Education Inventory Grade 5	12,6,10,21,20,26	6 to 12	Not applicabl
IVB. ...Working Conditions and Life Style of Jobs		19,18,27,30,4,16	6 to 12	Not applicabl
IVC. ...Entry Requirements of Jobs....		23,25,7,29,8,11	6 to 12	Not applicabl
IVD. ...Social and Tech. Impact on Jobs....		5,9,28,17,22,24	6 to 12	Not applicabl
IVE. ...Work Success and Satisfaction....		13,15,1,14,2,3	6 to 12	Not applicabl

*Same variables as described under Self-Awareness, i.e., treatment variables 1.1, 1.2, 1.3, 1.4, and 1.6, respectivel

TABLE 4

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 5

Variables or Questions	Instrument	Instrument Question(s)	Potential Range	Frequency Counts (If Appropriate) 1 2 3 4 5	Mean	Standard Deviation
eness - VACE	Teacher Questionnaire Grades 3 and 5	1 and 2	2 to 10	Not applicable	4.55	5.07
eness - Teacher Inservice		3	1 to 2	8 3	1.27	.47
eness - Project Associates		6	1 to 5	0 4 4 1 2	3.09	1.14
eness - Career Planning Centers						
eness - Counseling						
eness - Mini-Grants		8	1 to 2	5 0	5.00	0.00
o Describe Current Activities....	Career Education Inventory Grade 5	31,46,47,51,36,43,42, 49,35,41	0 to 10	Not applicable	6.64	2.01
o Describe Current Interests....		33,54,39,53,37,34	0 to 6	Not applicable	4.61	1.20
tive Attitude Toward Self....		Those items used in IA plus 34,38,50,45	14 to 42	Not applicable	29.92	4.30
Forces that Influence Devel. ...		44,48,55,52,32,40	5 to 15	Not applicable	11.89	1.94
areness - VACE	Teacher Questionnaire Grades 3 and 5	10 and 11	2 to 10	Not applicable	4.45	1.37
areness - Teacher Inservice						
areness - Project Associates						
areness - Career Planning Centers						
areness - Util. of Community Res.						
areness - Mini-Grants						
s and Abilities of Jobs....	Career Education Inventory Grade 5	12,6,10,21,20,26	6 to 12	Not applicable	9.93	1.54
ng Conditions and Life Style of Jobs.		19,18,27,30,4,16	6 to 12	Not applicable	8.98	1.31
Requirements of Jobs....		23,25,7,29,8,11	6 to 12	Not applicable	9.50	1.24
l and Tech. Impact on Jobs....		5,9,28,17,22,24	6 to 12	Not applicable	9.07	1.40
Success and Satisfaction....		13,15,1,14,2,3	6 to 12	Not applicable	8.86	1.36

s as described under Self-Awareness, i.e., treatment variables 1.1, 1.2, 1.3, 1.4, and 1.6, respectively.

TABLE 5

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 8

Treatment Variables or Outcome Questions	Instrument	Question(s)	Potential Range	Frequency (If Appro 1 2 3
1.1 Self Awareness - VACE	Not Measured			
1.2 Self Awareness - Teacher Inservice	Teacher Ques. Grades 8 & 10	1	1 to 2	40 58
1.3 Self Awareness - Project Associates	Teacher Ques. Grades 8 & 10	4	1 to 5	17 25 12
1.4 Self Awareness - Career Planning Centers	Career Ed. Inventory, Grade 8	100	1 to 5	37 31 19
1.5 Self Awareness - Counseling	Career Ed. Inventory, Grade 8	109	1 to 5	66 26 4
1.6 Self Awareness - Mini-Grants	Teacher Ques. Grades 8 & 10	8	1 to 2	
IA. ...Ability to Describe Current Abilities...	Career Education Inventory Grade 8 (CEI-GR8)	62-63 thru 74-75	0 to 20	Not appli
IB. ...Ability to Describe Current Interests...		77-78 thru 89-90	0 to 20	Not appli
IC. ...More Positive Attitude Toward Self....		62,65,...74,93,94,98	0 to 34	Not appli
ID. ...Knows Forces that Influence Devel.		47,49,....,61	8 to 32	Not appli
*2.1 Career Awareness - VACE	Not measured			
*2.2 Career Awareness - Teacher Inservice				
*2.3 Career Awareness - Project Associates				
*2.4 Career Awareness - Career Planning Centers				
2.5 Career Awareness - Util. of Community Res.	Career Ed. Inven. Teacher Ques. Grades 8 and 10	101,102; 10,11	4 to 20	Not appli
*2.6 Career Awareness - Mini-Grants				
IVA. ...Duties and Abilities of Jobs....	Career Education Inventory Grade 8 (CEI-GR8)	3,11,19,23,31	5 to 10	Not appl
IVB. ...Working Conditions and Lifestyles of Jobs...		20,21,27,44,14	5 to 10	Not appl
IVC. ...Entry Requirements of Jobs...		2,10,16,22,39	5 to 10	Not appl
IVD. ...Social and Tech. Impact on Jobs...		7,12,15,19,26	5 to 10	Not appl
IVE. ....Work Success and Satisfaction...		8,9,18,28,38	5 to 10	Not appl

TABLE 5

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 8

ariables or uestions		Instrument Question(s)	Potential Range	Frequency Counts (If Appropriate) 1 2 3 4 5	Mean	Standard Deviation
reness - VACE	Not Measured					
reness - Teacher Inservice	Teacher Ques. Grades 8 & 10	1	1 to 2	40 58	1.60	.30
reness - Project Associates	Teacher Ques. Grades 8 & 10	4	1 to 5	17 25 12 10 2	2.33	.88
reness - Career Planning Centers	Career Ed. Inventory, Grade 8	100	1 to 5	37 31 19 8 3	2.07	1.09
reness - Counseling	Career Ed. Inventory, Grade 8	109	1 to 5	66 26 4 1 1	1.42	.72
reness - Mini-Grants	Teacher Ques. Grades 8 & 10	8	1 to 2		1.84	.50
ty to Describe Current Abilities...	Career Education Inventory Grade 8 (CEI-GR8)	62-63 thru 74-75	0 to 20	Not applicable	9.19	2.54
ty to Describe Current Interests...		77-78 thru 89-90	0 to 20	Not applicable	6.06	3.03
Positive Attitude Toward Self....		62,65,...74,93,94,98	0 to 34	Not applicable	24.96	3.34
Forces that Influence Devel.		47,49,....,61	8 to 32	Not applicable	24.20	2.75
wareness - VACE	Not measured					
wareness - Teacher Inservice						
wareness - Project Associates						
wareness - Career Planning Centers						
wareness - Util. of Community Res.	Career Ed. Inven. Teacher Ques. Grades 8 and 10	101,102; 10,11	4 to 20	Not applicable	9.51	1.68
wareness - Mini-Grants						
s and Abilities of Jobs....	Career Education Inventory Grade 8 (CEI-GR8)	3,11,19,23,31	5 to 10	Not applicable	7.53	.79
ing Conditions and Lifestyles of Jobs...		20,21,27,44,14	5 to 10	Not applicable	7.91	1.10
Requirements of Jobs...		2,10,16,22,39	5 to 10	Not applicable	6.59	.80
al and Tech. Impact on Jobs...		7,12,15,19,28	5 to 10	Not applicable	7.50	1.22
Success and Satisfaction...		8,9,18,28,38	5 to 10	Not applicable	6.45	.90

TABLE 5 (continued)

Treatment Variables or Outcome Questions		Instrument Question(s)	Potential Range	Frequency Cou (If Appropria 1 2 3 4 5
3.1 Dec. Making - "Deciding" Materials	Teacher Ques. Gr. 8 & 10	5***	1 to 2	10 88
3.2 Dec. Making - "Decision Making" Materials	Teacher Ques. Gr. 8 & 10	6	1 to 2	10 88
3.3 Dec. Making - Job O	Career Ed. Inventory-Gr. 8	108	1 to 2	79 19
*3.4 Dec. Making - Career Planning Centers				
VA. ...Ability to Assoc. Abilities with Poss. Success	Career Education Inventory Grade 8 (CEI-GR8)	62-64 thru 74-76	0 to 15	Not applicable
VB. ...Ability to Assoc. Interests with Poss. Success		77-79 thru 89-91	0 to 15	Not applicable
VC. ...Ability to Use Sources of Career Dec. Making Info.		13,25,30 32,40	5 to 10	Not applicable
VD. ...Know About Steps in Career Planning		1,4,5,35,42 46,48,...	5 to 10	Not applicable
VE. ...More Actively Involved in Career Dec. Making		60,95,97	9 to 35	Not applicable
*5.1 Placement Prep.-Career Planning Centers				
*5.2 Placement Prep.-Counseling				
**5.3 Placement Prep.-Util. of Comm. Res.				
VIIA. ...Ability to Use Work Related Sources....	Career Education Inventory Grade 8	6,33,37,41,45	5 to 10	Not applicabl
VIIB. ...More Skill in Applying for and Accepting Jobs..		24,29,34,36,43	5 to 10	Not applicabl

*Same variables as described under Self-Awareness.
**Same variables as described under Career Awareness.
***For the treatment variables those derived from the Career Education Inventory would be scored: Yes = 1 and No = 2, Teacher Questionnaire would be just the opposite.

TABLE 5 (continued)

Variables or Questions		Instrument Question(s)	Potential Range	Frequency Counts (If Appropriate) 1 2 3 4 5	Mean	Standard Deviation
king - "Deciding" Materials	Teacher Ques. Gr. 8 & 10	5***	1 to 2	10 88	1.89	[illegible]
king - "Decision Making" Materials	Teacher Ques. Gr. 8 & 10	6	1 to 2	10 88	1.89	.22
king - Job O	Career Ed. Inventory-Gr. 8	108	1 to 2	79 19	1.19	.40
king - Career Planning Centers						
lity to Assoc. Abilities with Poss. Success	Career Education Inventory Grade 8 (CEI-GR8)	62-64 thru 74-76	0 to 15	Not applicable	1.40	1.07
lity to Assoc. Interests with Poss. Success		77-79 thru 89-91	0 to 15	Not applicable	.88	1.03
lity to Use Sources of Career Dec. Making Info.		13,25,30 32,40	5 to 10	Not applicable	6.99	1.03
About Steps in Career Planning		1,4,5,35,42 46,48,...	5 to 10	Not applicable	7.80	1.26
Actively Involved in Career Dec. Making		60,95,97	9 to 35	Not applicable	26.38	5.03
nt Prep.-Career Planning Centers						
nt Prep.-Counseling						
nt Prep.-Util. of Comm. Res.						
bility to Use Work Related Sources....	Career Education Inventory Grade 8	6,33,37,41,45	5 to 10	Not applicable	7.37	1.27
ore Skill in Applying for and Accepting Jobs..		24,29,34,36,43	5 to 10	Not applicable	7.24	1.00

bles as described under Self-Awareness.
bles as described under Career Awareness.
reatment variables those derived from the Career Education Inventory would be scored: Yes = 1 and No = 2, while those from the
estionnaire would be just the opposite.

TABLE 6

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 10

Treatment Variables or Outcome Questions	Instrument	Instrument Question(s)	Potential Range	Frequency Co (If Appropri 1	2	3	4
1.1 Self Awareness - VACE	Not Measured						
1.2 Self Awareness - Teacher Inservice	Teacher Ques.-Gr.8 & 10	1	1 to 2	26	94		
1.3 Self Awareness - Project Associates	Teacher Ques.-Gr.8 & 10	4	1 to 5	7	31	19	9
1.4 Self Awareness - Career Planning Centers	Career Ed. Invent.-Gr. 10	133	1 to 5	45	33	28	9
1.5 Self Awareness - Counseling	Career Ed. Invent.-Gr. 10	142	1 to 5	64	42	10	1
1.6 Self Awareness - Mini-Grants	Teacher Ques.-Gr.8 & 10	8	1 to 2	72	48		
IA ...Ability to Describe Current Abilities...	Career Education Inventory -- Grade 10	77-78 thru 98-99	0 to 32	Not applicab			
IB ...Ability to Describe Current Interests...		101-102 thru 122-123	0 to 32	Not applicab			
IC ...More Positive Attitude Toward Self...		77,80,...,98,126,129,131	14 to 46	Not applicab			
ID ...Knows Forces that Influence Development...		56,58,...,76	1 to 44	Not applicab			
2.1 Career Awareness - VACE	Not measured						
2.2 Career Awareness - Teacher Inservice							
2.3 Career Awareness - Project Associates							
2.4 Career Awareness - Career Planning Centers							
2.5 Career Awareness - Utilization of Community Resources	Career Ed. Invent. Teacher Ques.Gr.8&10	134,135, 10,11	4 to 20	Not applicab			
2.6 Career Awareness - Mini-Grants							
IVA ...Duties and Abilities of Jobs...	Career Education Inventory -- Grade 10	4,23,35,48,50,54	6 to 12	Not applicab			
IVB ...Working Conditions and Life Stylos of Jobs...		2,6,24,34,36,27	6 to 12	Not applicab			
IVC ...Entry Requirements of Jobs...		17,31,43,47,49,52	6 to 12	Not applicab			
IVD ...Social and Technological Impact on Jobs...		11,12,14,16,30,37	6 to 12	Not applicab			
IVE ...Work Success and Satisfaction...		18,25,29,32,42,45	6 to 12	Not applicab			

TABLE 6

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grade 10

Variables or Questions	Instrument	Instrument Question(s)	Potential Range	Frequency Count (If Appropriate) 1 2 3 4 5	Mean	Standard Deviation
wareness - VACE	Not Measured					
wareness - Teacher Inservice	Teacher Ques.-Gr.8 & 10	1	1 to 2	26 94	1.78	.14
wareness - Project Associates	Teacher Ques.-Gr.8 & 10	4	1 to 6	7 31 19 9 1	2.82	.32
wareness - Career Planning Centers	Career Ed. Invent.-Gr. 10	133	1 to 5	45 33 28 9 5	2.13	1.13
wareness - Counseling	Career Ed. Invent.-Gr. 10	142	1 to 5	64 42 10 1 3	1.64	.87
wareness - Mini-Grants	Teacher Ques.-Gr.8 & 10	8	1 to 2	72 48	1.40	.30
lity to Describe Current ilities...	Career Education Inventory -- Grade 10	77-78 thru 98-99	0 to 32	Not applicable	13.08	3.19
lity to Describe Current terests...		101-102 thru 122-123	0 to 32	Not applicable	15.62	4.45
re Positive Attitude Toward Self...		77,80,...,98,126,129,131	14 to 46	Not applicable	35.03	5.26
ows Forces that Influence velopment...		56,58,...,76	1 to 44	Not applicable	34.36	4.81
r Awareness - VACE	Not measured					
r Awareness - Teacher Inservice						
r Awareness - Project Associates						
r Awareness - Career Planning Centers						
r Awareness - Utilization of unity Resources	Career Ed. Invent. Teacher Ques.Gr.8&10	134,135, 10,11	4 to 20	Not applicable	7.98	1.56
r Awareness - Mini-Grants						
ties and Abilities of Jobs...	Career Education Inventory -- Grade 10	4,23,35,48,50,54	6 to 12	Not applicable	7.93	.89
rking Conditions and Life Styles of ...		2,6,24,34,36,27	6 to 12	Not applicable	9.99	.97
try Requirements of Jobs...		17,31,43,47,49,52	6 to 12	Not applicable	10.44	1.29
cial and Technological Impact on ...		11,12,14,16,30,37	6 to 12	Not applicable	9.57	1.33
rk Success and Satisfaction...		18,25,29,32,42,45	6 to 12	Not applicable	10.34	1.13

TABLE 6 (continued)

Treatment Variables or Outcome Questions.	Instrument	Question(s)	Potential Range	Frequency Count (If Appropriate) 1	2	3	4
3.1 Dec. Making - "Deciding" Materials	Teacher Ques.-Gr. 8 & 10	5***	1 to 2	20	100		
3.2 Dec. Making - "Decision Making" Materials	Teacher Ques.-Gr. 8 & 10	6	1 to 2	20	100		
3.3 Dec. Making - Job-O	Career Ed. Invent.-Gr.10	141	1 to 2	92	28		
*3.4 Dec. Making - Career Planning Centers							
VA ...Ability to Associate Abilities with Possible Success...	Career Education Inventory Grade 10	77-79 thru 98-100	0 to 24	Not applicable			
VB ...Ability to Associate Interests with Possible Success...		101-103 thru 122-124	0 to 24	Not applicable			
VC ...Ability to Use Sources of Career Decision Making Information...		10,15,20,39,40,53	6 to 12	Not applicable			
VD ...Knowledge about Steps in Career Planning...		2,13,19,22,28,33	6 to 12	Not applicable			
VE ...More Actively Involved in Career Decision Making...		55,57,...,75,130	12 to 48	Not applicable			
*5.1 Placement Prep. - Career Planning Centers							
*5.2 Placement Prep. - Counseling							
**5.3 Placement Prep. - Utilization of Community Resources							
VIIA ...Ability to Use Work Related Sources...	Career Education Inventory-Gr. 10	1,8,9,38,41,51	6 to 12	Not applicable			
VIIB ...More Skill in Applying for and Accepting Jobs...		7,21,26,44,46	6 to 12	Not applicable			

*Same variables as described under Self Awareness.

**Same variable as described under Career Awareness.

***For the treatment variables, those derived from the Career Education Inventory would be scored: Yes = 1 and from the Teacher Questionnaire would be just the opposite.

TABLE 6 (continued)

tment Variables or tcome Questions		Instrument Question(s)	Potential Range	Frequency Counts (If Appropriate) 1 2 3 4 5	Mean	Standard Deviation
Dec. Making - "Deciding" Materials	Teacher Ques.-Gr. 8 & 10	5***	1 to 2	20 100	1.83	.12
Dec. Making - "Decision Making" Materials	Teacher Ques.-Gr. 8 & 10	46	1 to 2	20 100	1.83	.17
Dec. Making - Job-O	Career Ed. Invent.-Gr.10	141	1 to 2	92 28	1.23	.42
Dec. Making - Career Planning Centers						
...Ability to Associate Abilities with Possible Success...	Career Education Inventory Grade 10	77-79 thru 98-100	0 to 24	Not applicable	2.53	1.53
...Ability to Associate Interests with Possible Success...		101-103 thru 122-124	0 to 24	Not applicable	2.59	2.20
...Ability to Use Sources of Career Decision Making Information...		10,15,20,39,40,53	6 to 12	Not applicable	8.56	1.28
...Knowledge about Steps in Career Planning...		2,13,19,22,28,33	6 to 12	Not applicable	9.79	1.22
...More Actively Involved in Career Decision Making...		55,57,...,75,130	12 to 48	Not applicable	33.82	6.59
Placement Prep. - Career Planning Centers						
Placement Prep. - Counseling						
Placement Prep. - Utilization of Community Resources						
...Ability to Use Work Related Sources...	Career Education Inventory-Gr. 10	1,8,9,38,41,51	6 to 12	Not applicable	10.11	1.21
...More Skill in Applying for and Accepting Jobs...		7,21,26,44,46	6 to 12	Not applicable	10.93	.98

e variables as described under Self Awareness.

e variable as described under Career Awareness.

For the treatment variables, those derived from the Career Education Inventory would be scored: Yes = 1 and No = 2, while those from the Teacher Questionnaire would be just the opposite.

TABLE 7

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grades 11 and 1

*Outcome Questions	Instrument	Instrument Questions	Frequency Cou (If Appropria 1	2	3	4
1. Knowledge of How to Find Out About Job Requirements	PLACEMENT PRACTICES Questionnaire for Grades 10, 11, and 12	1	1	12	106	84
2. Knowledge of How to Find Out About Job Openings		2	4	32	105	64
3. Knowledge of How to Fill Out Job Applications		3	3	7	60	94
4. Knowledge of Training and Educational Needs		4	5	25	77	75
5. Listing Courses in School that Will be Helpful		5	4	14	61	81
6. Listing Agencies in Community That Can Help....		6	8	52	93	49
7. Listing School Personnel...Who Can Help...		7	6	26	68	88
8. .....Future Plans....		8	21	20	2	142
9. ....Relation of States Plans to Life's Career....		9	22	32	166	

*No data related to Treatment Variables were collected for this particular group of students. Also, the relations indicated questions and the Outcome Questions designated as falling under Outcome Area VII - Placement is tenuous

**N.A. is used to designate not applicable.

TABLE 7

A Descriptive Profile of the Treatment Variables and Outcome Questions for Grades 11 and 12

ne Questions	Instrument	Instrument Questions	Frequency Counts (If Appropriate) 1	2	3	4	5	Mean	Standard Deviation
wledge of How to Find Out ut Job Requirements	PLACEMENT PRACTICES Questionnaire for Grades 10, 11, and 12	1	1	12	106	84	17	3.47	.74
wledge of How to Find Out ut Job Openings		2	4	32	105	64	15	3.25	.85
wledge of How to Fill Out Applications		3	3	7	60	94	56	3.88	.88
wledge of Training and cational Needs		4	5	25	77	75	38	3.53	.98
ting Courses in School t Will be Helpful		5	4	14	61	81	60	3.81	.97
ting Agencies in Community t Can Help....		6	8	52	93	49	18	3.08	.96
ting School Personnel...Who Help....		7	6	26	63	88	37	3.56	.99
..Future Plans....		8	21	20	2	142	35	N.A.**	N.A.
..Relation of States Plans Life's Career....		9	22	32	166			2.66	.65

ta related to Treatment Variables were collected for this particular group of students. Also, the relationship between the ated questions and the Outcome Questions designated as falling under Outcome Area VII - Placement is tenuous, at best.

is used to designate not applicable.

TABLE 9

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 3

Outcome Area	Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	**Multi T^2 -
I	IA ...Ability to Describe Current Abilities...	7.92	7.34	1.67	<.10	
	IB ...Ability to Describe Current Interests...	5.39	5.34	.28	<.78	5
	IC ...More Positive Attitude Toward Self...	32.27	31.75	.63	<.53	
	ID ...Knows Forces that Influence Development..	11.98	10.84	3.64	<.01	
IV	IVA ...Duties and Abilities Related to Jobs...	9.37	9.43	.40	<.69	
	IVB ...Working Conditions and Life Styles of Jobs...	8.11	8.48	1.75	<.08	3
	IVC ...Entry Requirements of Jobs...	7.23	6.95	1.52	<.13	
	IVD ...Social and Technological Impact on Jobs...	7.77	8.25	2.24	<.03	
	IVE ...Work Success and Satisfaction...	8.32	7.98	2.01	<.05	

*The sample sizes upon which the indicated means are based are 168 and 44, respectively.

**The values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form o

TABLE 9

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 3

Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	**Multivariate T^2 - Value	p - Value
IA ...Ability to Describe Current Abilities...	7.92	7.34	1.67	<.10		
IB ...Ability to Describe Current Interests...	5.39	5.34	.28	<.78	5.83	<.01
IC ...More Positive Attitude Toward Self...	32.27	31.75	.63	<.53		
ID ...Knows Forces that Influence Development..	11.98	10.84	3.64	<.01		
IVA ...Duties and Abilities Related to Jobs...	9.37	9.43	.40	<.69		
IVB ...Working Conditions and Life Styles of Jobs...	8.11	8.48	1.75	<.08	3.17	<.01
IVC ...Entry Requirements of Jobs...	7.23	6.95	1.52	<.13		
IVD ...Social and Technological Impact on Jobs...	7.77	8.25	2.24	<.03		
IVE ...Work Success and Satisfaction...	8.32	7.98	2.01	<.05		

*sample sizes upon which the indicated means are based are 168 and 44, respectively.

**values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form of Hotelling's T^2 Test.

TABLE 10

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 5

Outcome Area		Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values
I	IA	...Ability to Describe Current Abilities...	6.64	6.82	.57	< .57
	IB	...Ability to Describe Current Interests...	4.61	4.50	.64	< .52
	IC	...More Positive Attitude Toward Self...	29.92	29.89	.04	< .96
	ID	...Knows Forces that Influence Development...	11.89	11.46	1.40	< .16
IV	IVA	...Duties and Abilities Related to Jobs...	9.93	10.09	.68	< .50
	IVB	...Working Conditions and Life Styles of Jobs...	8.98	9.14	.82	< .41
	IVC	...Entry Requirements of Jobs...	9.50	9.75	1.38	< .17
	IVD	...Social and Technological Impact on Jobs...	9.06	9.32	1.20	< .23
	IVE	...Work Success and Satisfaction	8.86	9.04	.88	< .38

*The sample sizes upon which the indicated means are based are 193 and 56, respectively.

**The values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form o

TABLE 10

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 5

Outcome Area	Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	**Multivariate T^2 - Value	p - Value
IA	...Ability to Describe Current Abilities...	6.64	6.82	.57	< .57		
IB	...Ability to Describe Current Interests...	4.61	4.50	.64	< .52	.70	< .59
IC	...More Positive Attitude Toward Self...	29.92	29.89	.04	< .96		
ID	...Knows Forces that Influence Development...	11.89	11.46	1.40	< .16		
IVA	...Duties and Abilities Related to Jobs...	9.93	10.09	.68	< .50		
IVB	...Working Conditions and Life Styles of Jobs...	8.98	9.14	.82	< .41		
IVC	...Entry Requirements of Jobs...	9.50	9.75	1.38	< .17	.61	< .7[illegible]
IVD	...Social and Technological Impact on Jobs...	9.06	9.32	1.20	< .23		
IVE	...Work Success and Satisfaction	8.86	9.04	.88	< .38		

he sample sizes upon which the indicated means are based are 193 and 56, respectively.

he values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form of Hotelling's T^2 Test.

TABLE 11

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 8

Outcome Area		Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	**M T
I	IA	...Ability to Describe Current Abilities...	9.19	11.34	4.06	<.01	
	IB	...Ability to Describe Current Interests...	6.06	6.28	.41	<.68	
	IC	...More Positive Attitude Toward Self...	24.95	24.38	.92	<.36	
	ID	...Knows Forces that Influence Development...	24.20	23.74	.92	<.36	
IV	IVA	...Duties and Abilities Related to Jobs...	7.53	7.32	1.38	<.17	
	IVB	...Working Conditions and Life Styles of Jobs...	7.91	7.54	1.52	<.06	
	IVC	...Entry Requirements of Jobs...	6.59	6.80	1.42	<.16	
	IVD	...Social and Technological Impact on Jobs...	7.50	7.44	.27	<.79	
	IVE	...Work Success and Satisfaction...	6.45	6.40	.32	<.75	
V	VA	...Ability to Associate Abilities with Possible Success...	1.40	.96	2.44	<.02	
	VB	...Ability to Associate Interests with Possible Success...	.88	.82	.32	<.75	
	VC	...Ability to Use Sources of Career Decision Making Information...	6.99	7.30	1.68	<.10	
	VD	...Know about Steps in Career Planning...	7.80	7.54	1.16	<.27	
	VE	...More Actively Involved in Career Decision Making...	26.38	26.20	.20	<.84	
II	VIIA	...Ability to Use Work Related Sources...	7.37	7.52	.78	<.43	
	VIIB	...More Skill in Applying for and Accepting Jobs...	7.23	7.24	.03	<.98	

*The sample sizes upon which the indicated means are based are 98 and 90, respectively.

**The values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form of H

TABLE 11

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 8

	Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	**Multivariate T^2 - Value	p - Value
IA	...Ability to Describe Current Abilities...	9.19	11.34	4.06	<.01	4.26	<.01
IB	...Ability to Describe Current Interests...	6.06	6.28	.41	<.68		
IC	...More Positive Attitude Toward Self...	24.95	24.38	.92	<.36		
ID	...Knows Forces that Influence Development...	24.20	23.74	.92	<.36		
VA	...Duties and Abilities Related to Jobs...	7.53	7.32	1.38	<.17	1.52	<.19
VB	...Working Conditions and Life Styles of Jobs...	7.91	7.54	1.52	<.06		
VC	...Entry Requirements of Jobs...	6.59	6.80	1.42	<.16		
VD	...Social and Technological Impact on Jobs...	7.50	7.44	.27	<.79		
VE	...Work Success and Satisfaction...	6.45	6.40	.32	<.75		
VA	...Ability to Associate Abilities with Possible Success...	1.40	.96	2.44	<.02	2.42	<.04
VB	...Ability to Associate Interests with Possible Success...	.88	.82	.32	<.75		
VC	...Ability to Use Sources of Career Decision Making Information...	6.99	7.30	1.68	<.10		
VD	...Know about Steps in Career Planning...	7.80	7.54	1.16	<.27		
VE	...More Actively Involved in Career Decision Making...	26.38	26.20	.20	<.84		
IIA	...Ability to Use Work Related Sources...	7.37	7.52	.78	<.43	.31	<.74
IIB	...More Skill in Applying for and Accepting Jobs...	7.23	7.24	.03	<.98		

*ple sizes upon which the indicated means are based are 98 and 50, respectively.

*alues specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form of Hotelling's T^2 Test.

TABLE 12

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 10

Outcome Area		Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	**Multiv T^2 - V
I	IA	...Ability to Describe Current Abilities...	13.08	13.64	.98	<.33	
	IB	...Ability to Describe Current Interests...	15.63	15.77	.19	<.85	1.
	IC	...More Positive Attitude Toward Self...	35.03	33.41	1.82	<.07	
	ID	...Know Forces that Influence Development...	34.36	33.55	.98	<.33	
IV	IVA	...Duties and Abilities Related to Jobs...	7.98	7.77	1.05	<.30	
	IVB	...Working Conditions and Life Styles of Jobs...	9.99	9.89	.61	<.54	
	IVC	...Entry Requirements of Jobs...	10.44	10.64	.89	<.38	1.
	IVD	...Social and Technological Impact on Jobs...	9.57	9.77	.88	<.38	
	IVE	...Work Success and Satisfaction...	10.34	10.09	1.22	<.22	
V	VA	...Ability to Associate Abilities with Possible Success...	2.53	2.09	1.64	<.10	
	VB	...Ability to Associate Interests with Possible Success...	2.59	2.55	.13	<.90	
	VC	...Ability to Use Sources of Career Decision Making Information...	8.56	8.48	.37	<.71	
	VD	...Knowledge about Steps in Career Planning...	9.79	9.75	.20	<.84	
	VE	...More Actively Involved in Career Decision Making...	33.82	34.30	.41	<.68	
VII	VIIA	...Ability to Use Work Related Sources	10.11	10.50	1.86	<.06	
	VIIB	...More Skill in Applying for and Accepting Jobs	10.03	9.84	1.06	<.29	3.

*The sample sizes upon which the indicated means are based are 120 and 44, respectively.

**The values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form of

TABLE 12

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grade 10

	Outcome Question	*Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	**Multivariate T^2 - Value	p - Value
IIA	...Ability to Describe Current Abilities...	13.08	13.64	.98	<.33	1.06	<.38
IIB	...Ability to Describe Current Interests...	15.63	15.77	.19	<.85		
IIC	...More Positive Attitude Toward Self...	35.03	33.41	1.82	<.07		
IID	...Know Forces that Influence Development...	34.36	33.55	.98	<.33		
IVA	...Duties and Abilities Related to Jobs...	7.93	7.77	1.05	<.30	1.48	<.20
IVB	...Working Conditions and Life Styles of Jobs...	9.99	9.89	.61	<.54		
IVC	...Entry Requirements of Jobs...	10.44	10.64	.89	<.38		
IVD	...Social and Technological Impact on Jobs...	9.57	9.77	.88	<.38		
IVE	...Work Success and Satisfaction...	10.34	10.09	1.22	<.22		
VA	...Ability to Associate Abilities with Possible Success...	2.53	2.09	1.64	<.10	.79	<.56
VB	...Ability to Associate Interests with Possible Success...	2.59	2.55	.13	<.90		
VC	...Ability to Use Sources of Career Decision Making Information...	8.56	8.48	.37	<.71		
VD	...Knowledge about Steps in Career Planning...	9.79	9.75	.20	<.84		
VE	...More Actively Involved in Career Decision Making...	33.82	34.30	.41	<.68		
VIIA	...Ability to Use Work Related Sources	10.11	10.50	1.86	<.06	3.02	<.25
VIIB	...More Skill in Applying for and Accepting Jobs	10.03	9.84	1.06	<.29		

*Sample sizes upon which the indicated means are based are 120 and 44, respectively.

**Values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form of Hotelling's T^2 Te...

TABLE 13

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grades 11 and 1

*Related Outcome Area	Questions	**Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	***M T
VIII	1 ...Knowledge of How to Find Out About Job Requirements...	3.47	3.50	.23	< .82	
	2 ...Knowledge of How to Find Out About Job Openings...	3.25	3.39	1.03	< .31	
	3 ...Knowledge of How to Fill Out Job Application...	3.88	4.05	1.18	< .24	
	4 ...Knowledge of Training and Education Needs...	3.53	3.48	.32	< .75	
	5 ...Listing Courses in School that will be Helpful...	3.81	3.93	.74	< .46	
	6 ...List Agencies in Community that Can Help...	3.08	2.84	1.90	< .13	
	7 ...List School Personnel...Who Can Help...	3.56	3.11	2.80	< .01	
	8 ...Future Plans...	N.A.	N.A.	N.A.	N.A.	
	9 ...Relation of Stated Plans to Life's Career...	2.65	2.43	1.99	< .05	

*As indicated earlier the specified questions and the Outcome Questions subsumed under Outcome Area VII are rela

**The sample sizes upon which the indicated means are based are 220 and 44, respectively.

***The values specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form

TABLE 13

Treatment-Comparison Group Differences per Outcome Question/Outcome Area for Grades 11 and 12

Out-es	Questions	**Treatment Group Mean	*Comparison Group Mean	t - Values	p - Values	***Multivariate T^2 - Value	p - Value
1	...Knowledge of How to Find Out About Job Requirements...	3.47	3.50	.23	< .82		
2	...Knowledge of How to Find Out About Job Openings...	3.25	3.39	1.03	< .31		
3	...Knowledge of How to Fill Out Job Application...	3.88	4.05	1.18	< .24		
4	...Knowledge of Training and Education Needs...	3.53	3.48	.32	< .75	2.48	< .02
5	...Listing Courses in School that will be Helpful...	3.81	3.93	.74	< .46		
6	...List Agencies in Community that Can Help...	3.08	2.84	1.50	< .13		
7	...List School Personnel Who Can Help...	3.56	3.11	2.80	< .01		
8	...Future Plans...	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
9	...Relation of Stated Plans to Life's Career...	2.65	2.43	1.99	< .05		

ated earlier the specified questions and the Outcome Questions subsumed under Outcome Area VII are related tenuously, at best.

mple sizes upon which the indicated means are based are 220 and 44, respectively.

alues specified for the multivariate tests are equivalent to the somewhat more familiar two-sample form of Hotelling's T^2 Test.

TABLE 14

Zero Order and Multiple Correlations Between Outcome Areas and Treatment Variables for Grade 8

Outcome Area	*(Treatment Variables) Zero Order Correlations with Criteria					Mult. R
I	(1.6) .23	(1.3) -.06	(1.2) .02	(1.4) .03	(1.5) .03	.32
IV	(2.5) .06	(2.3) -.06	(2.2) -.03	(2.6) .06	(2.4) .06	.15
V	(3.3) .12	(3.4) -.11	(3.1) .00+	(3.2) .00+		.17
VII	(5.1) -.10	(5.3) -.10	(5.2) .00+			.15

*In the reported analyses a step-down algarithm was used and the treatment variables are ordered according to when they entered the multiple regression equation.

**Significant at =.05 level

TABLE 15

Zero Order and Multiple Correlations Between Outcome Areas and Treatment Variables for Grade 10

Outcome Area	*(Treatment Variables) Zero Order Correlations with Criteria					Mult. R
I	(1.5) -.17	(1.3) -.10	(1.6) -.07	(1.4) -.14	(1.2) .06	.24 .24
IV	(2.2) .17	(2.4) -.15	(2.5) -.17	(2.6) .02	(2.3) -.05	.28
V	(3.2) -.08	(3.3) .07	(3.1) -.01	(3.4) .00+		.12
VII	(5.2) -.17	(5.1) -.11	(5.3) -.01			.20

*In the reported analyses a step-down algarithm was used and the treatment variables are ordered according to when they entered the multiple regression equation.

**Significant at = .05 level.

TABLE 16

A Descriptive Summary of the Sex and Ethnic Differences by Outcome Area for Grades 8 and 10

Grade Level	Variable	Categories	Outcome Area Scores I	IV	V	VII
8	Sex	Girl	65.85	36.15	44.52	14.65
		Boy	62.80	35.91	42.56	14.67
	Ethnicity	American Indian	58.67	36.33	38.67	13.33
		Black	65.50	34.50	36.75	13.50
		Mexican Indian	65.72	35.28	43.72	14.17
		White	64.39	36.40	43.95	14.86
		Other	63.40	34.75	43.75	14.50
10	Sex	Girl	97.80	48.86	57.68	20.17
		Boy	99.10	48.00	57.24	20.14
	Ethnicity	American Indian	105.00	46.00	53.00	18.00
		Black	No data	No data	No data	No data
		Mexican American	94.92	44.77	53.77	19.23
		White	98.44	48.77	57.46	20.27
		Other	98.20	47.80	63.80	20.20

Relationships Between Outcomes and Treatments

As was pointed out earlier, the purpose of this set of analyses was to study the observed relationships between the different Outcomes and Treatments that were deemed to cause them. Also, as was mentioned in the subsection dealing with the descriptive profiles for those variables sufficient data were not available for conducting these analyses at the 3rd, 5th, and 11th-12th grade levels. As a result, the analyses were conducted using only the 8th and 10th grade data.

The findings of those two analyses are summarized in Tables 14 and 15.

A Summary of the Relationships Between Student Outcomes and Several Selected Demographic Variables

During the course of the data collection effort, the 8th and 10th grade students were asked to supply some limited demographic data. More specifically, they were asked to indicate their sex and ethnicity. Given that data, the purpose of this analysis is to show in a descriptive way the relationships between those variables and the student outcome variables. The findings are summarized in Table 16 on page 36 .

A Discussion of the Overall Findings

All of the foregoing tables are provided in order to display the data necessary to: 1) describe the outcomes and treatments (Tables 3-7); 2) compare treatment and comparison groups (Tables 9-13); and 3) relate the outcomes to the treatments (Tables 14-15). To fully understand these several tables, the reader should refer to: 1) the

description and numeric or alpha codings for the outcome areas (Table 1, page 16 to 17) and outcome questions; 2) the treatment variables (Table 2, page 19, and Appendix A); and 3) the student and teacher instruments designed for the study (Appendix B).

The discussion which follows will briefly highlight the major findings from each set of tables.

Grade 3: The profile displayed in Table 3 simply arrays some of the outcome questions and treatment variables. For example, reading across from 1.3 (Self-Awareness--Project Associate), it can be seen that the instrument used to measure this variable was the third grade Teacher Questionnaire; item number six of that instrument yielded a mean (or average) score of 3.29 with a standard deviation of 1.60. The potential range of scores on that item and variable was from 1 to 5 with (as indicated by the "Frequency Counts") one respondent marking choice 1; two respondents for choices 2, 4, and 5; and none indicating choice number 3. This kind of example can be followed through for all of the outcome questions or treatment variables described in Tables 3 through 7.

Probably the most important set of data relating to the UNC project's third graders is found in Table 9. Here, the difference between the treatment groups and the comparison groups are analyzed by both the univariate t value and the multivariate "T^2". The t values and corresponding p (probability) values indicate whether or not a significant difference exists between the two groups for each of the outcome questions. The T^2 values and their corresponding p values depict

the existence of significant differences anywhere within the outcome area. A $\leq .05$ level of probability is considered statistically significant. Using this level, it can be seen that four of the eight t-values are significant with both of the T^2 values being significant. Outcome questions IA, ID, and IVE indicate significant differences in favor of the treatment group. However, the data for outcome questions IVD indicate differences in favor of the comparison group. The two significant p values for the T^2 test show that for the overall outcome areas, significant differences existed in favor of the treatment groups.

By and large, for the third graders, there was a pattern of differences--some significant--indicating higher scores for the treatment groups. Yet in the case of outcome questions IVA, B, and D, the scores were slightly higher for the comparison groups.

Grade 5: Tables 4 and 10 portray the descriptive and comparitive results for the 5th graders in the sample. The comparison and treatment group difference analyzed in Table 10 indicates that no significant differences existed for any of the nine outcome questions nor for either of the two outcome areas. In fact, of the nine scores, six were slightly higher for comparison groups.

Grade 8: Tables 5 and 11 describe and compare the data for the eighth grade students in the sample. Table 5 profiles each of the outcome questions and treatment variables. Table 11 examines the differences between the UNC treatment groups and comparison groups. Nearly all of the comparisons in Table 11 are not significant. Of the two statistically significant ($p \leq .05$) differences between the two groups on

specific outcome questions, only outcome question VA reveals a difference in favor of the treatment groups.

In general, the eighth graders in the UNC project schools did not score higher on the outcome measures than students in non-project schools.

Grade 10: The data for the 10th graders in the sample are provided in Tables 6 and 12. Table 12 indicates that none of the scores for the 16 outcome questions differ significantly between the treatment and comparison groups. As was the case with the eighth grade sample, there was simply no difference between project and non-project schools.

Grades 11 and 12: Tables 7 and 13 provide the data for the eleventh and twelfth grade students relative to outcome area VIII. Of the nine questions, two (questions 7 and 9) show significant differences in favor of the treatment group.

Outcome Areas and Treatment Variables:

Tables 14 and 15 provide the correlations between each of the outcome areas and the treatment variables related to those outcomes. While not a direct analysis of causality, a high correlation would nevertheless be expected if the treatments related positively to the outcomes. Yet an inspection of Tables 14 and 15 indicate that virtually all of the correlations were spurious. In other words, in no case was there strong correspondence between the extent of treatment and the outcome area scores achieved by the eighth and tenth grade students.

V. SUMMARY AND RECOMMENDATIONS

All of the foregoing tables, analyses, and highlights of findings have simply described the data from the study. The possible reasons for these findings have not been discussed. In this section, some possible explanations will be offered as will suggestions which might prove helpful to the project staff. It should be noted however that much of the discussion in this section steps "beyond the data" and represents only the biases and hunches of the evaluator. The project staff is, of course, in a much better position to offer enlightened and informed opinions about the reasons behind the findings.

Why so few differences? Regardless of a few scattered differences between treatment groups and comparison groups, the fact remains that for the most part, the students in the project schools did not score any better on the tests than did the students in non-project schools.

No doubt, the outcome instruments themselves contributed to this lack of differences. Of necessity, they were developed, piloted, and administered on a very short timeline. Their validity is solely face validity based on a careful reading of the previously mentioned Development Associates' Guidelines. Thus, there are very likely to be limitations to the actual instruments. But to attribute a substantial portion of the "no difference" syndrome solely to the instruments would be misleading; in fact, it would be neither constructive nor helpful to the project.

The context surrounding the project and its evaluation must be considered when searching for additional reasons for so few differences.

It should be noted that the project was designed in FY 1974 and that this year represented the second year of an initially planned three year project. The Guidelines on which the evaluation design and instruments were based were released in the Fall of this school year. In fact, the evaluation design was developed after the project was well underway with its second year of operation. This timeframe was totally beyond the control of the project staff. Thus, what happened this year has been a case of post facto design and, to a large extent, a "forced fit" of objectives to outcome areas, outcome areas to outcome questions, and outcome questions to project treatments. It is the evaluators' contention that the major reason for lack of differences is attributable to the timing of the evaluation guidelines. Project staff simply did not have the advance time necessary to adequately plan their project according to evaluation guidelines which proposed that projects specify their objectives and treatments in accordance with a federally-developed conception of career education.

The above discussion is not intended to "defend" the project staff, the evaluator, nor the federal sponsors and guideline developers. Rather, it is intended simply to point out that the timing this year did not permit the kind of planning necessary to fully implement a career education project which could be expected to produce positive differences in accord with national career education outcome areas.

Some Recommendations

On a more positive note, it must be remembered that the project did produce some statistically significant differences (especially at the

third grade level). In addition, no doubt it is the case that very positive and important changes occurred among the project students that simply were not measured by the present set of instruments. The most positive note is the fact that a system of planning has been introduced to the project staff that can be of great help to them as they plan and design for next year's project. That system is a straightforward and logical one that calls for the setting of important and specific objectives; the designing of treatments to accomplish those objectives; and an evaluation design which will determine the extent of and reasons for, the achievement of the objectives. Given this year's experiences and the amount of learning that has occurred for both the project staff and the evaluators, the principal recommendation is that next year's project be designed following the logic of the Guidelines. In so doing, it is expected that the UNC project will contribute substantially to both the students in Weld County, Colorado and to the national experiment in career education.

Conclusions and Recommendations

Conclusions and recommendations derive from the observation of project staff, the third party evaluation, and the internal evaluation.

In a technical sense, conclusions regarding accomplishment of project objectives are difficult to draw. There are, however, many indications of project success which can be inferred from results presented in the third party evaluation and the internal evaluation in Appendix D.

Conclusions

1. Educational staff in the Laboratory School and District 6 generally have been receptive to career education and the project. The project staff has found teachers, counselors, and administrators to be very responsive. In addition, many respondants to the internal evaluation questionnaire who had not participated indicated that they are interested in becoming involved in career education.

2. Personnel in the K-12 schools of the project and the university are more aware and knowledgeable of career education than at the start of the second year of the project. Staff members noted a gradual improvement in awareness and understanding of career education during the course of the year. In addition, the internal evaluation in Appendix D provides indications of increased awareness of career education.

3. The third party evaluation indicates little systematic gain in career and self awareness on the part of students tested. Tests, given as a part of the third party evaluation, were administered to experimental and control groups. There was, however, considerable interaction between control and experimental groups. Also, the groups were not selected randomly. Therefore, observed tendencies toward greater awareness on the part of the experimental groups have to be examined further to determine conclusive relationships.

4. Personnel, using the materials purchased from the project budget, generally found these materials to be very helpful. Project staff observed considerable satisfaction in the use of materials and the ratings of materials in the internal evaluation are extremely positive regarding the usefulness and appropriateness of the instructional materials.

Recommendations

1. Project staff should increase emphasis upon the inservice education of persons involved in the project. Inservice procedures should

include both the formal, involving courses for credit, and informal means, such as group and individual meetings and coffees.

2. Increased emphasis should be placed upon the development of scope and sequence for career education in the Laboratory School and District 6.

3. Before proposals for mini-grants are solicited again, the project staff should assist persons wishing to submit proposals to understand the criteria for selection and the procedures for writing proposals.

4. Services for university faculty should be increased.

5. Increased emphasis should be placed upon the planning, coordinating, and evaluating of community resources as a part of career education.

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APPENDIX A

A More Detailed Description of the Project Treatments (by Objectives)

Performance Objective 1.0: Self-Awareness

1.1 1. V.A.C.E. The Valuing Approach to Career Education (V.A.C.E.) curriculum was developed at the University of Florida, College of Education, P, K. Yonge Laboratory School during a three and one-half year period. Test evaluation indicate general student growth in self-awareness.

The curriculum is offered for grades K-5; consists of two hundred and sixty (260) individual lessons, and is designed to be infused in the regular curriculum twice a week for forty-five (45) minutes. The V.A.C.E. materials are used by thirty-six (36) teachers and involve an average of 1300 students.

1.2 2. Inservice: Courses with academic credit are offered to teachers in the Project with two express purposes: (1) creating awareness of their values and attitudes toward career education philosophy and (2) increasing their awareness of teaching techniques and materials in career education.

1.3 3. Project Associates: Project Associates are assigned to each of the six (6) schools in the Project for twenty (20) hours per week. They work with teachers, counselors, and administrators anywhere from one consultation a week to as many as thirteen (13). A major role for the Associates is the creation of a positive atmosphere in which the professional educators may increase their awareness of the career education philosophy. Associates also work closely with teachers to develop techniques and to introduce materials for use in the classroom.

1.4 4. Career Planning Centers: The Center is a tool with which to efficiently provide career information and guidance services to Jr. High and Senior High School students. The Center houses a myriad of materials which are easily available to students, teachers, and counselors, and acts as an organizational center within which outreach programs and experiences may be offered which increase the students self-awareness, i.e., values, aptitudes, and interests which impact on career choice.

1.5 5. Counseling: In the Jr. and Sr. high schools counselors are encouraged to use a variety of techniques, i.e., tests, individual and group sessions, to help students become aware of personal values and attitudes which impact on their decision-making process and career choice.

1.6 6. Mini-grants: Designed to motivate teachers to provide experiences in self-awareness in the classroom. Each grant is awarded in response to a teacher's unique request for career education materials.

Performance Objective 2.0: Career Awareness

2.1 1. V.A.C.E.: The Valuing Approach to Career Education (V.A.C.E.) curriculum was developed at the University of Florida, College of Education, P. K. Yonge Laboratory School during a three and one-half year period. Test evaluation indicate general student growth in awareness of careers and attitudes toward a vast diversity of occupations.

2.2 2. Inservice: Courses with academic credit are offered to teachers in the Project with the express purpose of increasing their awareness of: (1) values impacting on career choice, (2) specific occupational clusters, (3) classroom activities, and (4) simulations and games in career education.

2.3 3. Project Associates: Project Associates are assigned to each of the six (6) schools in the Project for twenty (20) hours per week. They work with teachers, counselors, and administrators anywhere from one consultation a week to as many as thirteen (13). A major role for the Associates is the assistance they give the professional educators in becoming aware of the career education materials and in becoming comfortable infusing them into the curriculum.

2.4 4. Career Planning Centers: The Center is a tool with which to efficiently provide career information and guidance services to Jr. High and Sr. High school students. The Center houses a myriad of materials which are easily available to students, teachers, and counselors, and acts as an organizational center within which outreach programs and experiences may be offered which increase the students' awareness of career options.

2.5 5. Utilization of Community Resources: Six (6) learning packets have been designed to facilitate career awareness for grades 6-12.

2.5.1 Packet one, grades 6-7
2.5.2 Packet two, grades 8-9
2.5.3 Packet three, grades 10-12
2.5.4 Packet four, grade 12
2.5.5 Packet five, grades 6, 8, 10
2.5.6 Packet six, Careers course

(See statements below describing the purpose for each packet.)

2.5.1 Career Orientation: Grades six and seven. Thepurpose of this experience is to provide students in sixth and seventh grades the opportunity to observe and explore a wide variety of occupational areas within the community. It is also the intent of this experience to acquaint students with the

work environment of a local business, industry, or community agency by allowing them to observe the existing work situation under the assistance and guidance of a designated representative of that agency. This is a one day experience, not to exceed four hours.

2.5.2 Career Orientation: Grades eight and nine. The purpose of this experience is to provide students in the eighth and ninth grades opportunities to examine in greater depth the work environment of a local business, industry or community agency. The experience is designed to take place for up to one week not to exceed three or four hours per day. The focus of this experience is to allow small groups of students to observe and participate (whenever possible) in a variety of work activities at a particular business, industry or community agency.

2.5.3 Career Orientation: Grades 10 through 12. The purpose of this experience is to allow students in the tenth, eleventh or twelfth grade to explore in detail specific job activities in an occupational cluster of interest to them. The experience is designed to take place for a period of two weeks not to exceed three hours per day. The experience is intended for individuals rather than groups, and specific tasks will be given to the student by the participating agency.

2.5.4 Senior Work Week: Grade 12. The purpose of this experience is to allow a senior in high school to work in one specific occupation for one week, eight hours per day. This is a preparatory work experience designed to give the senior maximum information and experience in a specific occupation which he chooses to explore in depth.

2.5.5 V.T. Interview: Grades 6, 8, 10. The main purpose of this experience is to allow students to observe and examine a work situation through video taping and interviewing techniques. In general sixth graders will concentrate upon tools and equipment, their purpose and history; eighth graders will concentrate upon people in action using tools and equipment; tenth graders will concentrate upon people at work--their attitudes and feelings about what they do.

2.5.6 Careers Course: Outline. Many students feel that their "job" is teaching them valuable and useful skills and attitudes and would like to relate this work to some of their school activities and classes. This course is designed with that purpose in mind. More specifically the objective of this course is to allow students to receive school credit for learning and working in the community. The course does not take the place of any required course in the curriculum. It is an elective course which grants up to 2 hours credit toward graduation. Students may earn one credit hour by working 2½ hours per day for the duration of one quarter.

2.6 5. Mini-grants: Designed to motivate teachers to provide experiences in career awareness in the classroom. Each grant is awarded in response to a teacher's unique request for career education materials.

Performance Objective 3.0: Decision-Making

3.1 1. Curriculum Materials: Deciding (grades 7-9) and Decision Making (grades 10-12) is a course of study designed for students to aid and abet the development of decision-making skills. It was created by the College Entrance Examination Board to assist students in making well-informed and well-considered decisions about themselves, their education, and their future.

3.2 2. Job-O: The Judgement of Occupational Behavior Orientation is a self-scoring career guidance tool which was designed to stimulate self-exploration from self-inventory through job titles, research, re-evaluation, and into decision-making. The student will respond to vital decisions about self and then compare her responses to demands of specific jobs.

3.3 3. Career Planning Centers: The Center is a tool with which to efficiently provide career information and guidance services to Jr. High and Sr. High school students. The Center houses a myriad of materials which are easily available to students, teachers, and counselors, and acts as an organizational center within which outreach programs and experiences may be offered which directly impact on and help in the development of the students' decision-making skills.

Performance Objective 4.0: Placement Practice

4.1 1. Community Placement Resources: State and private employment services in the local community will be utilized to place students in jobs. This cooperative effort will be initiated in one Project Sr. high school, Bishop-Lehr, in the spring on 1975, and will be expanded to the other Sr. high school, Central, the following year.

4.2 2. Counseling: The Aims Community College Occupational Data Bank, developed by the Job Development Specialist in the Trades and Industries Division, will provide information on job opportunities in the larger local community. This information source will be a major tool for Sr. high school counselors concerned with placing graduating students and drop-outs in occupations consistent with their career choice.

Performance Objective 5.0: Placement Preparation

5.1 1. Career Planning Center: The Center is a tool with which to efficiently provide career information and guidance services to Jr. high and Sr. high school students. The Center houses a myriad of materials which are easily available to students, teachers, and counselors. It acts, also, as an organizational center within which outreach programs and experiences are offered, i.e., increasing the number and type of job preparation opportunities including work and co-op experiences.

5.2 2. Counseling: In the Sr. high schools counselors will work with students to facilitate the learned skills of self-awareness, career awareness, decision-making, and placement facts into a synthesized practice onslaught on the job market. Part and full-time work opportunities as well as co-op education experiences will be a major component of the practice experiences.

5.3 3. Utilization of Community Resources: Four (4) learning packets have been designed to facilitate practice placement opportunities and the development of job getting skills. (Please see packets 3-6 under P. O. 2, treatment 2.5, sub-treatments 2.5.3, 2.5.4, 2.5.5, and 2.5.6.)

APPENDIX B

Outcome Instruments

and

Treatment Instruments

CAREER EDUCATION INVENTORY

Grade Three

Developed By

The Evaluation Division

The Center for Vocational Education

The Ohio State University

Columbus, Ohio

February 1975

CAREER EDUCATION INVENTORY

(Grade 3)

My name is _____

My teacher's name is _____

Directions: Part One

You can help us by answering each of the following questions. You won't get a grade on this test. We just want you to try and answer all the questions as well as you can.

During the test, I'll read each question out loud. Then, I'll read some choices. You are to circle the letter next to the choice you think is best.

Let's try a question.

Which worker drives a train?

A. A fireman

B. An engineer

C. An artist

Which is the best choice? . . . Yes, an engineer drives a train. So, you should draw a circle around the letter "C".

Do you understand what you are to do? If you do not understand, raise your hand . . . Ok, . . . let's turn the page and do some more.

Part I

1. A meat packer would work:

   A. only on weekends.

   B. in cold conditions.

   C. with many levers.

2. Which worker had to go to school the longest?

   A. Fireman

   B. Judge

   C. Clerk

3. Working on group projects in school should help you:

   A. prepare for a certain job.

   B. get ready for recess.

   C. learn to work with others.

4. A person's success when doing a job depends upon their:

   A. going to school.

   B. making decisions.

   C. buying things.

5. Who has to work with numbers the most?

   A. Cashier

   B. Painter

   C. Nurse

6. Who has to be able to communicate well with others?

A. Meat packer

B. Insurance agent

C. Truck driver

7. If you wanted to build a chair, you would first have to know some:

A. arithmetic

B. geography

C. social studies

8. Which of these jobs has existed the longest?

A. Farmer

B. Pilot

C. Train engineer

9. A _____ has to go to school longer than a nurse.

A. Fireman

B. Lawyer

C. Jeweler

10. Which job would be the most dangerous to a person's health?

A. Coal miner

B. Fruit picker

C. Airplane pilot

11. Which of these was not a job 100 years ago?

A. TV repairman

B. Dressmaker

C. Librarian

12. Which of these jobs is not done in the fall?

A. Raking leaves

B. Shoveling snow

C. Mowing the lawn

13. Today a person would probably have the hardest time finding a job as a:

A. janitor

B. blacksmith

C. news reporter

14. If you wanted a weekly paycheck and to work indoors you should become:

A. a sales clerk

B. a carpenter

C. a life guard

15. Who has to work around fumes and odors?

A. A secretary

B. A life guard

C. A welder

16. Today there are <u>not</u> as many _____ as there once was.

A. shoemakers

B. carpenters

C. electricians

17. In 1776, when our country was born, nobody worked as:

A. a sales clerk

B. a house builder

C. a telephone operator

18. Hobbies are things you do because you:

A. make money from them

B. want to do them

C. have to do them

19. The chores you do at home can help you when you grow up and choose a career.

A. True

B. False

C. Don't know

20. Workers' _____ affect how well they get along with the people they work for.

A. Abilities

B. Heights

C. Manners

21. Giving medicine is part of the job of a:

A. Doctor

B. Teacher

C. Lawyer

22. Which of these people makes goods for the community?

A. Dentist

B. Fireman

C. Baker

23. Which job requires the least amount of training?

A. Fireman

B. Principal

C. Lawyer

24. Which job involves helping other people?

A. Coal miner

B. Fisherman

C. Judge

25. A person has to finish high school if they want to become:

A. a gas station worker

B. a librarian

C. a truck driver

Part II

Directions:

Now, I am going to read some different kinds of statements to you. If you feel a statement is true about you or is true for you most of the time, circle the Yes.

If you do not know if a statement is true or not true about you, circle the ?.

If you feel a statement is not true for you or is not true for you most of the time, circle the No.

There are no right or wrong answers to the statements. Only you can tell us how you feel about yourself. So, circle the answers that tell how you really feel.

Ok, let's try one together.

I like tuna fish. Yes ? No

If you like tuna fish, or you usually like tuna fish, circle the Yes. If you don't know if you like tuna fish, circle the ?. If you don't like tuna fish, or usually don't like it, circle the No.

Now, let's do some more.

1.	I think what I learn in school will help me find a job some day.	Yes	?	No
2.	I like to work with tools.	Yes	?	No
3.	I can't write out my ideas very well.	Yes	?	No
4.	I do most things well.	Yes	?	No
5.	I do a good job in arithmetic.	Yes	?	No
6.	The work I do at home will help me in my later school work.	Yes	?	No
7.	I am afraid to try new activities and projects.	Yes	?	No
8.	I remember directions very well.	Yes	?	No
9.	When I grow up, I would like a job where I can work with machines.	Yes	?	No
10.	I am an important part of my family.	Yes	?	No
11.	I am very good at making things.	Yes	?	No
12.	I am very good at art.	Yes	?	No
13.	I am an important part of my class.	Yes	?	No
14.	I do a good job of speaking in front of a group.	Yes	?	No
15.	I do well on tests.	Yes	?	No

16.	I am able to get along well with others.	Yes	?	No
17.	I never seem to be able to get things done on time.	Yes	?	No
18.	Good grades come easily for me.	Yes	?	No
19.	My teachers will affect my future plans.	Yes	?	No
20.	I think I will like working when I grow up.	Yes	?	No
21.	Books and movies could affect my future decisions.	Yes	?	No
22.	I like to go on trips to see how people work.	Yes	?	No
23.	I use the things I learn in school when I'm at home.	Yes	?	No
24.	I can't write out my ideas very well.	Yes	?	No
25.	When I'm older, I would like to have a job that involves helping others.	Yes	?	No

CAREER EDUCATION INVENTORY

Grade Five

Developed By

The Evaluation Division

The Center for Vocational Education

The Ohio State University

Columbus, Ohio

February 1975

CAREER EDUCATION INVENTORY

(Grade 5)

Directions: General

Today you are going to help us by answering a number of questions. You won't get a grade on this test. We just want you to try and answer the questions as well as you can.

All your answers on this test are to be marked on the special ANSWER SHEET your teacher has given you. Do not make any marks in this booklet.

Before you start to answer the test questions, take your ANSWER SHEET and write your name and your teacher's name on it. Your teacher will tell you exactly where you are to write those names.

Directions: Part I

During this part of the test, read each question to yourself. Then, read the choices that follow. After that, circle the letter next to the choice you feel best answers the question.

Let's try a sample question.

Which worker drives a train?

A. A fireman
B. An engineer
C. An artist
D. A plumber

Which is the best choice? . . . Yes, an engineer drives a train. So, you would darken in the letter B on your ANSWER SHEET.

Do you understand what you are to do?

Ok, turn the page and answer the rest of the test questions.

1. Which of the following is needed most by a person who is working as a volunteer?

   A. Special ability in arithmetic
   B. The ability to get along with others
   C. An ability to talk in front of a group
   D. A special skill for making things

2. Which skill would be more important to a fireman than to a teacher?

   A. Communications skills
   B. Even temperment
   C. Physical dexterity
   D. Interpersonal skills

3. A conflict between a foreman and a worker would probably be caused by:

   A. fringe benefits
   B. interpersonal behaviors
   C. high wages
   D. vacation selection

4. Which job would involve the most danger to a worker's health?

   A. Fruit picker
   B. Welder
   C. Truck driver
   D. Dentist

5. Which of the following is <u>not</u> a choice a person can make?

   A. Which hobbies to have
   B. How much education to get
   C. What jobs are open
   D. What career to follow

6. Which of these workers helps people get food?

   A. Insurance agent
   B. Stockyard worker
   C. Miner
   D. Tailor

7. A person must complete a special training program in order to get a job as:

   A. a foundry worker
   B. a practical nurse
   C. a meter reader
   D. a sales clerk

8. Which job requires the least amount of formal education?

   A. Bank teller
   B. X-ray technician
   C. Dietician
   D. Teacher

9. Technology can best be described as dealing with:

   A. the study of words and sentences.
   B. the improvement of production processes.
   C. the creation of new kinds of jobs.
   D. the inventing of new machines.

10. Which of these jobs has the most to do with making a community healthy and clean?

   A. Sanitary worker
   B. Zoo keeper
   C. Repairman
   D. Motel manager

11. A person must graduate from high school to become:

   A. a mechanical engineer
   B. an accountant
   C. a doctor
   D. any of the above

12. A school custodian and a teacher work together when:

   A. ordering classroom books.
   B. seeing that the classroom is clean and safe.
   C. getting ready to go on a field trip.
   D. deciding the length of the Christmas vacation.

13. Which of these is most important when thinking about a career?

A. Interests and abilities
B. Height and weight
C. Age and sex
D. Friends and family

14. When students are working on a group project, which of these skills is critical?

A. communication skills
B. artistic skills
C. mathematical skills
D. developmental skills

15. Doing any job successfully requires:

A. going to school.
B. making decisions.
C. buying things.
D. all of the above

16. Which jobs involve the most similar working conditions?

A. Surgeon--therapist
B. Cashier--social worker
C. Lawyer--electrician
D. Game warden--coal miner

17. Which of the following occupations is the newest?

A. Telephone operator
B. TV repairman
C. Dietician
D. Astronaut

18. In general, a person will earn $300 a week or more if they work as:

A. a receptionist.
B. a surgeon.
C. a practical nurse.
D. a warehouse clerk.

19. A person who earns $20,000 a year and a person who earns $5,000 a year both have the same:

A. personal needs.
B. basic needs.
C. psychological needs.
D. emotional needs.

20. Who has to be able to tell the difference between many colors?

A. Upholsterer
B. Cashier
C. Postman
D. Copywriter

21. Which of these people is part of management?

A. Secretary
B. Foreman
C. Laborer
D. Teacher

22. When our country was born in 1776, more people worked as _____ than anything else.

A. Blacksmiths
B. Farmers
C. Hunters
D. Sales clerks

23. Which job requires the most training?

A. Postman
B. Janitor
C. Nurse
D. Barber

24. Today there are not as many _____ as there once was.

A. Carpenters
B. Firemen
C. News reporters
D. Shoemakers

25. Which of the following people go to college after finishing high school?

A. Jeweler
B. Salesman
C. Machine Operator
D. Lawyer

26. Which worker has to be the most creative?

A. Salesman
B. Bricklayer
C. Butcher
D. Silversmith

27. A person's job is related to:

A. how well they live.
B. the kinds of friends they have.
C. their status in the community
D. All of the above.

28. Fifty years ago there wasn't much demand for:

A. computer programmers
B. school principals
C. postmen
D. barbers

29. A person must have a special state license to work as:

A. a male nurse.
B. a computer programmer.
C. a draftsman.
D. a stenographer.

30. Which of the following jobs has the highest social status?

A. school principal
B. computer programmer
C. bank president
D. interior designer

Directions: Part Two

Now you are going to read a number of statements. If you feel a statement is true about you, then you are to mark the letter A on your ANSWER SHEET.

If you do not know or can't decide if a statement is true or not true about you, mark the letter B on your ANSWER SHEET.

If you feel a statement is not true for you, you should mark the letter C.

There are no right or wrong answers to the statements. Only you can tell us how you feel about yourself. So, mark the answers that tell how you really feel.

Ok, try one for practice.

	True	Don't Know	Not True
I like to go fishing.	A	B	C

If you like to go fishing, you should darken the A on your ANSWER SHEET. If you don't know whether you like to go fishing or not, then darken the B on your ANSWER SHEET. If you know you don't like to go fishing, darken the C.

If you have any questions, raise your hand and your teacher will help you.

Remember, you are to put all your answers on your ANSWER SHEET. Do not put any marks in this booklet.

Ok, now answer the rest of the statements.

	True	Don't Know	Not True
31. Whenever I have a job to do I always remember any directions very well.	A	B	C
32. The work I do at home will help me later when I have a job.	A	B	C
33. I think I will like working when I grow up.	A	B	C
34. When I'm older, I would like to get a job that involves helping others.	A	B	C
35. Good grades will always come easily for me.	A	B	C
36. I can always do work that involves arithmetic very well.	A	B	C
37. I like to go on trips to see how people work.	A	B	C
38. I am an important part of my family.	A	B	C
39. I like to work with tools.	A	B	C
40. My hobbies can affect how well I do my school work.	A	B	C
41. I will always do well on most tests.	A	B	C
42. I always do a good job of speaking in front of a group.	A	B	C
43. I'm very good at making things.	A	B	C
44. I am an important part of my class.	A	B	C

	True	Don't Know	Not True
45. I am afraid to try new activities and projects.	A	B	C
46. I am very good at art.	A	B	C
47. I can't write-out my ideas very well.	A	B	C
48. I think what I learn in school will help me find a job some day.	A	B	C
49. I never seem to be able to get things done on time.	A	B	C
50. I do most things well.	A	B	C
51. I am able to get along well with others.	A	B	C
52. Books and movies could affect my future career decisions.	A	B	C
53. When I grow up, I would like to have a job where I can work with machines.	A	B	C
54. When I'm older, I think I will like a job where I work by myself.	A	B	C
55. I use the things I learn in school when I'm at home.	A	B	C

Teacher Questionnaire
Grades Three and Five

NAME _____

SCHOOL _____

GRADE LEVEL _____

NUMBER OF STUDENTS _____

Instructions

The purpose of this questionnaire is to gather statistical data only. Please, give us your honest opinion in regard to the following questions. Your name will not be used. The information on this questionnaire is confidential and will not be shown to admininstrators or any other school personnel. Please answer each question to the best of your ability and mark the appropriate answer on the answer sheet provided. Please write your name (along with other requested information) on both this questionnaire and your answer sheet. Thank you very much.

1. Approximately how many weeks have you used the VACE (Valuing Approach to Career Education) materials in your class?
   A. None
   B. 1 - 5 weeks
   C. 6 - 15 weeks
   D. 16 - 25 weeks
   E. 26 - 36 weeks

2. Approximately how many student contact hours per week were the VACE materials used?
   A. None
   B. 1 - 2 hours
   C. 3 - 5 hours
   D. 6 - 7 hours
   E. 8 - 10 hours

3. Did you enroll in and complete any of the career education inservice classes?
   A. Yes
   B. No

4. If yes, which course did you complete? (Please, mark only <u>one</u> class).
   A. Career Education (instructor - Bev Parks)
   B. Introduction to Career Education (instructor - Marcia Osborn)
   C. Understanding the Middle School Child (instructors-J. Swaim & B. Emmert).
   D. Simulations and Games in Career Education (instructor - L. Gunning).
   E. Decision Making and Values (instructors - S. Brunner & V. Burgess)

5. Are you aware that there is a career education project associate in your school?
   A. Yes
   B. No

6. Please estimate the total number of times you have had contact with the project associate over the course of the year in regard to career education.
   A. None
   B. 1 - 5
   C. 6 - 10
   D. 11 - 20
   E. 21 or more

7. Did you write a proposal for a mini-grant?
   A. Yes
   B. No

8. If yes, did you receive approval of your mini-grant proposal?
   A. Yes
   B. No

9. If yes, were you able to <u>implement</u> (actually use the books, materials, funds, etc.) during this school year?
   A. Yes
   B. No

10. Over the course of the year, please estimate how many community resource speakers made presentations to your class?
   A. None
   B. 1 - 3
   C. 4 - 6
   D. 7 - 8
   E. 9 - 10

11. Over the course of the year, please estimate how many career education related field trips your class made (NOTE: Do not include strictly recreational outings)?
   A. None
   B. 1 - 3
   C. 4 - 6
   D. 7 - 8
   E. 9 - 10

CAREER EDUCATION INVENTORY

Grade Eight

Developed By

The Evaluation Division

The Center for Vocational Education

The Ohio State University

Columbus, Ohio

February 1975

CAREER EDUCATION INVENTORY

(Grade 8)

Directions: General

Today you are going to take a test. The first thing you are to do, however, is to take your special ANSWER SHEET and fill in the blank spaces as directed by your teacher. That is, write your GRADE, YOUR NAME, your TEACHER'S NAME, and the name of your SCHOOL on your ANSWER SHEET. Your teacher will tell you exactly where each thing is to be written.

As you go through this test, read all the questions carefully. After you read a question, read each of the choices that follow it. Then, you should darken in the letter on your ANSWER SHEET that corresponds with what you feel is the best answer. Mark all your answers on your ANSWER SHEET. Do not make any marks in this booklet.

Directions: Part One

During this part of the test you are to read each question and then darken in the letter of the answer you think is best on your ANSWER SHEET. Try your best to answer each question.

Try the following sample question before you start.

About how many hours a day to most people work?

A. 4 hours

B. 6 hours

C. 8 hours

D. 10 hours

For the sample question you would have darkened in the C on your ANSWER SHEET, since most workers work 8 hours per day.

If you have any questions, raise your hand.

Ok, you are ready to turn the page and begin Part One.

1. During your career planning efforts you should consider:

   A. your aptitudes and abilities

   B. your interests and values

   C. your chances for advancement

   D. all of the above

2. A person must be a college graduate in order to be:

   A. a dental hygienist

   B. an x-ray technician

   C. a dietician

   D. a registered nurse

3. In a business firm it is usually _____ job to post credits and debits in the company ledger.

   A. an actuary's

   B. a bookkeeper's

   C. a dispatcher's

   D. an operator's

4. The decisions you make about the courses you take in high school will have <u>little</u> effect upon:

   A. your later occupational choices

   B. the kind of diploma you receive

   C. any training or education you get after high school

   D. all of the above

5. If you were trying to make an occupational decision, which of the following should you do first?

   A. Find out the specific skill requirements of a number of jobs

   B. Talk to a number of workers about their jobs.

   C. Think about what kinds of jobs interest you most.

   D. Go to the library and find out what working is like.

6. Suppose you were looking through the want ads of your local newspaper and found a job that you were interested in listed by a commercial employment agency. If you checked further concerning that job you would probably find:

   A. that all the benefits of the job were not brought out in the ad

   B. that the job had been filled two days earlier

   C. that you really didn't like the job

   D. that the ad made the job sound more attractive than it is

7. Automation can best be described as:

   A. running machines overtime

   B. using workers to control different machines

   C. running a business in a very efficient way

   D. using machines instead of people for jobs

8. Which of the following would probably best affect how well you would do in a particular occupation?

   A. Your height and weight

   B. Your interests

   C. Your abilities

   D. Your training

9. Which of the following will probably most directly affect a worker's relationship with his/her employer?

A. Ability and manners

B. Appearance and interests

C. Interests and abilities

D. Manners and appearance

10. Which of the following occupations requires the most education?

A. Glass blower

B. Civil engineer

C. Mail carrier

D. Draftsman

11. Body coordination is most important to a:

A. bank teller

B. fireman

C. lawyer

D. secretary

12. As a result of social changes, which of the following is almost as important as salary or wages when choosing an occupation?

A. Interests

B. Strikes

C. Fringe Benefits

D. Social Security

13. A good source of occupational descriptions is the:

A. D. O. T.

B. F. and W.

C. O. D. E.

D. O. H.

14. Job security would be one benefit of working as:

A. a high school teacher

B. a construction worker

C. a singer with a band

D. all of the above

15. In 1900 a much larger proportion of our country's work force was involved in this industry than now.

A. Agriculture

B. Manufacturing

C. Finance

D. Retailing

16. A high school diploma is usually required for all of the following except:

A. secretary

B. plasterer

C. filling station attendant

D. policeman

17. Who would audit and certify the spending of funds by a city government?

A. Bookkeeper

B. Magistrate

C. Politician

D. Comptroller

18. Success in doing any job depends upon:

A. completing school

B. having a good appearance

C. being personally satisfied

D. making decisions

19. Labor unions have been successful in getting all of the following except:

A. higher wages for workers

B. equal pay for labor and management

C. better working conditions

D. shorter working hours

20. Stress is a major problem for people who work as:

A. air traffic controllers

B. postal clerks

C. computer operators

D. industrial engineers

21. Working during the evenings and on weekends would most likely occur if you had a job as:

A. a school teacher

B. a bank teller

C. a sales clerk

D. a coal miner

22. If a person wants to become a _____, they usually have to complete an apprenticeship program.

A. machinist

B. bank teller

C. stenographer

D. practical nurse

23. Which of the following occupations involves skills most like those of a typist?

A. assembly line worker

B. locksmith

C. keypunch operator

D. bricklayer

24. When trying to obtain a job, you would probably not complete:

A. an application

B. a flow chart

C. a letter of inquiry

D. a resume

25. If a person wanted to find out about the duties related to a number of jobs, they would probably read:

A. The World Book Encyclopedia

B. Scholastic Magazine

C. The Occupational Index

D. The Occupational Outlook Handbook

26. One way society makes sure that people have the skills they need to do their jobs is by:

A. setting minimum age requirements

B. requiring people to pass licensing exams

C. investigating poorly trained workers

D. firing people who do poor work

27. Which of the following would be considered a high risk occupation?

A. cafeteria worker

B. secretary

C. radio assembly line worker

D. fireman

28. Which of the following would most likely cause a conflict between a foreman and a worker?

A. Fringe benefits

B. Wages

C. Personal behavior on the job

D. Vacation

29. Which of the following is usually not required on job applications?

A. Religious background

B. Educational background

C. References

D. Employment history

30. Which of the following kinds of information would you not find in the Occupational Outlook Handbook?

A. The entry requirements for various jobs.

B. Descriptions of the duties for different jobs.

C. Unemployment figures in various occupations

D. Average salaries in different occupational fields.

31. The duties and responsibilities of a foreman would be most similar to those of a:

A. dentist

B. surveyor

C. principal

D. news analyst

32. Which of the following would you find in the Dictionary of Occupational Titles?

A. DATA-PEOPLE-THINGS ratings for different jobs.

B. Manpower projections for various occupations.

C. Average salaries in different occupational fields.

D. All of the above

33. If a person is unemployed, where could he/she go to get the most information about job openings?

A. A high school counselor

B. Their parents

C. A newspaper

D. The television

34. Which of the following would you have to complete in order to work part-time in a grocery store?

A. Social security application

B. Employment application

C. Job application

D. State employment service application

35. What should be the first step in the process of making a decision?

A. Think up different solutions

B. Select one solution

C. State the problem

D. List the good and bad points of each solution

36. During a job interview a person should not:

A. Ask questions about the job

B. Describe their abilities

C. Talk about their personal interests

D. None of the above

37. The role of an employment counselor is mainly:

A. to help others find appropriate jobs

B. to help others obtain on-the-job training

C. to help workers understand occupational attendance requirements

D. to help different organizations find more volunteer workers

38. If you had a list of interpersonal behaviors, which of the following would not be included in your list?

A. Ability to get along with others

B. Showing respect for others

C. Personal appearance

D. Being friendly

39. If you wanted to work as a _____, one of the things you would have to do is to get a state license.

A. computer programmer

B. registered nurse

C. clergyman

D. dispatcher

40. Which of the following is probably not a source of information you would use if you were trying to reach a career decision?

A. A counselor

B. The D. O. T.

C. A newspaper

D. Consumer Reports

41. If you were looking for a job you might go to an employment agency for help. Which of the following best describes how going to a private employment agency would differ from going to a state employment agency.

A. One would help you get a better job then the other.

B. One would cost you more money than the other.

C. One would probably have a better selection of jobs then the other.

D. One would find you a job faster than the other.

42. If you were evaluating yourself with regard to a certain occupation in which you were interested, you would probably be least concerned with:

A. your interests, and whether or not they relate to the job.

B. your clothes, and whether or not they would be appropriate.

C. your abilities, and whether or not they are appropriate for the job.

D. your feelings, and whether or not you would like the job.

43. Which of the following would be of the most direct importance to someone who is on a job interview?

A. Mathematical ability

B. Physical dexterity

C. Communication skills

D. Visual perception

44. Which of these jobs would be considered the most dangerous?

A. systems analyst

B. iron worker

C. meter reader

D. computer programmer

45. Probably the best way to find out about the openings that exist for part-time volunteer workers is by:

A. reading the newspaper

B. going to an employment agency

C. contacting service organizations

D. seeing an employment counselor

Directions: Part Two

In this part of your booklet you will find a list of activities that you may have done either in school or on your own. You are to answer two questions about each of those activities. The questions have no right or wrong answers. So, choose the answers that best show how you really feel.

The following example should help you understand exactly how you are to answer the different questions.

Here is the example:

Activities:	Column A Have you ever done the activity?	Column B Could doing the activity be important to a person's future?
Reading a book	46. A. Yes B. Don't know C. No	47. A. Very important B. Important C. Unimportant D. Very unimportant

Since you have probably read a book, you should darken in the A on your answer sheet next to the number 46.

Then, darken in the letter of the answer to question 47 that best tells how important you feel reading books is to a person's future. Remember, there are no right or wrong answers. Select the answer that best shows how you feel.

(Did you mark your answer for question 47 on your Answer Sheet?)

If you have any questions, raise your hand.

Activities	Column A: Have you ever done the activity?		Column B: How important could doing the activity be to a person's future?	
Joined school clubs that could be of direct help to me in choosing a career.	48.	A. Yes B. Can't really say C. No	49.	A. Very important B. Important C. Unimportant D. Very unimportant
Plan my school work so it will be of direct help to me in terms of my career plans.	50.	A. Yes, usually B. Yes, sometimes C. Yes, but seldom D. No	51.	A. Very important B. Important C. Unimportant D. Very unimportant
Talk to people in my family and neighborhood about things related to the careers I'm interested in.	52.	A. Yes, a lot B. Yes, some C. Yes, a little D. No	53.	A. Very important B. Important C. Unimportant D. Very unimportant
Try to learn how salaries vary for the same job in different parts of the country.	54.	A. Yes, a lot B. Yes, some C. Yes, a little D. No	55.	A. Very important B. Important C. Unimportant D. Very important
Go to books and other materials to try to find out how business trends affect the job market.	56.	A. Yes, a lot B. Yes, some C. Yes, a little D. No	57.	A. Very important B. Important C. Unimportant D. Very unimportant
Read the want ads in the newspaper to see what kinds of openings there are in the career fields I'm interested in.	58.	A. Yes, a lot B. Yes, some C. Yes, a little D. No	59.	A. Very important B. Important C. Unimportant D. Very unimportant
Think about the ways the things I learn in school will help me find a job some day.	60.	A. Yes, a lot B. Yes, some C. Yes, a little D. No	61.	A. Very important B. Important C. Unimportant D. Very unimportant

Directions: Part Three

In this part of your booklet, you will find a list of questions much like those you finished in Part Two which you specifically, you are given a list of abilities and asked to answer three questions related to each of them.

The following example illustrates the questions you are to deal with, and should help you understand exactly what y

Ability	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain Are You of Your Preceeding Answer?	The A self
To visualize objects of two or three dimensions, and to understand relationships between such objects.	62. A. Good B. Average C. Poor D. Can't really say	63. A. Very certain B. Certain C. Uncertain D. Very uncertain	64. A B C D

After reading the statement of the ability, look at the first question, "Which of the following best describes you ability?" Then, select the answer that best describes you, and darken in the corresponding letter on your ANSWER S Next, go to the second question and darken in the letter for question 63 that least describes how certain you are c question--question 62. Finally, select the occupation listed under the third question that would require an abilit darken in the corresponding letter on your ANSWER SHEET next to the number 64.

If you have any questions, raise your hand and your teacher will help.

[redacted]ity	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain Are You of Your Preceeding Answer?	The A self
To understand the meanings of words and the ideas associated with them, and to use them effectively.	65. A. Good B. Average C. Poor D. Don't know	66. A. Very Certain B. Certain C. Uncertain D. Very uncertain	67. A B C D
To perform arithmetic operations both quickly and accurately.	68. A. Good B. Average C. Poor D. Don't know	69. A. Very certain B. Certain C. Uncertain D. Very uncertain	70. A B C D
To coordinate your eyes and hands rapidly and accurately when making precise movements.	71. A. Good B. Average C. Poor D. Don't know	72. A. Very certain B. Certain C. Uncertain D. Very uncertain	73. A B C D
To "catch on" or understand instructions, to reason, and to make judgements.	74. A. Good B. Average C. Poor D. Don't know	75. A. Very certain B. Certain C. Uncertain D. Very uncertain	76. A B C D

, you will find a list of questions much like those you finished in Part Two which you are to answer. Here a list of abilities and asked to answer three questions related to each of them.

rates the questions you are to deal with, and should help you understand exactly what you are to do.

	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain Are You of Your Preceeding Answer?	The Ability Level You Specified for self Would be Most Like that Needed
or er- such	62. A. Good B. Average C. Poor D. Can't really say	63. A. Very certain B. Certain C. Uncertain D. Very uncertain	64. A. An orthodontist B. A bailiff C. A furniture appraiser D. Don't know

of the ability, look at the first question, "Which of the following best describes you in terms of the stated answer that best describes you, and darken in the corresponding letter on your ANSWER SHEET next to the number 62. tion and darken in the letter for question 63 that least describes how certain you are of your answer to the preceding lly, select the occupation listed under the third question that would require an ability level like yours, and letter on your ANSWER SHEET next to the number 64.

raise your hand and your teacher will help.

	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain Are You of Your Preceeding Answer?	The Ability Level you Specified for self Would be Most Like that Needed
of words th tively.	65. A. Good B. Average C. Poor D. Don't know	66. A. Very Certain B. Certain C. Uncertain D. Very uncertain	67. A. A tailor B. A magestrate C. A forest firefighter D. Don't know
tions	68. A. Good B. Average C. Poor D. Don't know	69. A. Very certain B. Certain C. Uncertain D. Very uncertain	70. A. A display manager B. An astronomer C. An actor D. Don't know
hands making	71. A. Good B. Average C. Poor D. Don't know	72. A. Very certain B. Certain C. Uncertain D. Very uncertain	73. A. A lobbyist B. A bus driver C. An oral surgeon D. Don't know
	74. A. Good B. Average C. Poor D. Don't know	75. A. Very certain B. Certain C. Uncertain D. Very uncertain	76. A. A photograph finisher B. An orchestrator C. A mortgage clerk D. Don't know

Directions: Part Four

In this part of your booklet you will find a list of questions much like those you just
Part Three. In this case, however, you are given a list of interests and are asked to a
questions related to those interests.

The following example illustrates the questions you are to deal with, and should help yo
exactly how you are to respond.

Which of the Following Kinds of Work Would You be Most Interested in Doing?	How Certain Are You of Your Answer to the Preceeding Question?	The Interest You S Yourself Would be that Displayed by:
77. A. Mostly activities that involve dealing with things and objects. B. Mostly activities that concern people and the communication of ideas. C. Can't really say.	78. A. Very certain B. Certain C. Uncertain D. Very uncertain	79. A. A stenogr B. A loan of C. Don't kno

After reading the statements of the activities, select the one that best describes your
Then, darken in the corresponding letter on your ANSWER SHEET next to the number 77. Ne
second question and darken in the letter for question 78 that best describes how certain
your answer to the preceding question--question 77. Finally, select the occupation list
third question that would involve an interest like yours. Then, darken in the correspond
on your ANSWER SHEET next to the number 79.

If you have any questions, raise your hand and your teacher will help you.

Part Four

of your booklet you will find a list of questions much like those you just finished in
In this case, however, you are given a list of interests and are asked to answer three
ated to those interests.

example illustrates the questions you are to deal with, and should help you understand
ou are to respond.

Following Kinds You be Most Doing?	How Certain Are You of Your Answer to the Preceeding Question?	The Interest You Specified for Yourself Would be Most Like that Displayed by:
y activities involve dealing things and objects. y activities that ern people and the nication of ideas. really say.	78: A. Very certain B. Certain C. Uncertain D. Very uncertain	79. A. A stenographer B. A loan officer C. Don't know

the statements of the activities, select the one that best describes your interests.
n the corresponding letter on your ANSWER SHEET next to the number 77. Next, go to the
n and darken in the letter for question 78 that best describes how certain you are of
the preceding question--question 77. Finally, select the occupation listed under the
that would involve an interest like yours. Then, darken in the corresponding letter
SHEET next to the number 79.

y questions, raise your hand and your teacher will help you.

Which of the Following Kinds of Work Would You be Most Interested in Doing?

How Certain Are You of Your Answer to the Preceeding Question?

The Interest Yourself Would that Displayed

80. A. A lot of activities that involve business dealings and contacts with people.
B. A lot of activities of a scientific and technical nature.
C. Can't really say.

81. A. Very certain
B. Certain
C. Uncertain
D. Very uncertain

82. A. A re
B. A sy
C. Don't

83. A. Mostly situations involving activities of a routine, concrete, and organized nature.
B. Mostly situations involving activities of an abstract or creative nature.
C. Can't really say.

84. A. Very certain
B. Certain
C. Uncertain
D. Very uncertain

85. A. A ke
B. A ba
C. Don't

86. A. Situations that involve working for and helping people or dealing with people in social situations.
B. Situations that are non-social in nature and involve activities carried on in relation to processes, machines, or techniques.
C. Can't really say.

87. A. Very certain
B. Certain
C. Uncertain
D. Very uncertain

88. A. A die
B. A fi
C. Don't

89. A. Activities that result in tangible, productive satisfaction.
B. Activities resulting in prestige or enhancing the esteem of others.
C. Can't really say.

90. A. Very certain
B. Certain
C. Uncertain
D. Very uncertain

91. A. A prod
B. An eng
C. Don't

ollowing Kinds ou be Most oing?	How Certain Are You of Your Answer to the Preceeding Question?	The Interest You Specified for Yourself Would be Most like that Displayed by:
of activities that e business dealings ntacts with people. of activities of a ific and technical really say.	81. A. Very certain B. Certain C. Uncertain D. Very uncertain	82. A. A real estate appraiser B. A systems engineer C. Don't know
situations ing activities of a e, concrete, and zed nature. situations involving ties of an abstract ative nature. really say.	84. A. Very certain B. Certain C. Uncertain D. Very uncertain	85. A. A kennelman B. A barber C. Don't know
ions that involve g for and helping or dealing with in social situations. ions that are non- in nature and e activities d on in relation cesses, machines, hniques. really say.	87. A. Very certain B. Certain C. Uncertain D. Very uncertain	88. A. A dietician B. A fisherman C. Don't know
ties that result in le, productive action. ties resulting in ge or enhancing the of others. really say.	90. A. Very certain B. Certain C. Uncertain D. Very uncertain	91. A. A producer B. An engineer C. Don't know

Directions: Part Five

Answer each of the questions in this part of your booklet by darkening in the letter on your ANSWER SHEET of the answer that best describes you.

The following question should help you understand exactly what you are to do.

92. I am a:

A. Boy
B. Girl

If you are a boy, you should darken in the A on your ANSWER SHEET next to the number 92. If you are a girl, you should darken in the letter B next to the 92 on your ANSWER SHEET.

If you feel you understand what you are to do, then start answering the remaining questions.

93. How would you describe your work in school?

A. I am an excellent student.
B. I am a good student.
C. I am an average student.
D. I am a poor student.

94. Are you:

A. American Indian
B. Black
C. Mexical American
D. White
E. Other

95. Which of the following do you plan to do?

A. To leave school as soon as I am old enough.
B. Finish high school, then get a job.
C. Go to a trade school or junior college, then get a job.
D. Complete college and then get a job.
E. Other

96. I am an important part of my class in school.

A. Strongly agree
B. Agree
C. No opinion
D. Disagree
E. Strongly disagree

97. What planning have you done concerning your future after you are out of high school?

A. Hardly anything
B. A little
C. An average amount
D. A good deal
E. A great deal

98. Which of the following best describes your ability to describe your personal abilities and interests as they relate to different careers?

A. Excellent
B. Very good
C. Good
D. Average
E. Poor

Directions: Part Six

Grade 8

Beginning with question number 99, answer each question in this section by darkening in the letter on your ANSWER SHEET of the answer that best fits you. Do not mark on the test paper.

99. Are you aware that there is a career center in your school?
    A. Yes
    B. No

100. Please estimate the number of times you visited the career center throughout the year.
    A. None
    B. 1 - 2
    C. 3 - 4
    D. 5 - 6
    E. 7 or more

101. How many resource speakers have you heard this year?
    A. None
    B. 1 - 2
    C. 3 - 4
    D. 5 - 6
    E. 7 or more

102. How many career education related field trips did you take in your classes this year?
    A. None
    B. 1 - 2
    C. 3 - 4
    D. 5 - 6
    E. 7 or more

103. Did you participate in the Hertzke Dairy Farm exploration exerience this year?
    A. Yes
    B. No

104. Did you participate in the Weld Mental Health Center exploration experience this year?
    A. Yes
    B. No

105. Did you participate in the AIMS Community College exploration experience this year?
    A. Yes
    B. No

106. Did you participate in the KFKA radio station exploration experience?
    A. Yes
    B. No

107. Did you participate in the Bob Markley VW and Mercedes Benz exploration experience this year?
    A. Yes
    B. No

108. Have you taken the Job-O?
   A. Yes
   B. No

109. Please estimate the number of times you have talked with your counselor on career related matters.
   A. None
   B. 1 - 2
   C. 3 - 4
   D. 5 - 6
   E. 7 or more

CAREER EDUCATION INVENTORY

Grade Ten

Developed By

The Evaluation Division

The Center for Vocational Education

The Ohio State University

Columbus, Ohio

February 1975

CAREER EDUCATION INVENTORY

(Grade 10)

Directions: General

Todey you are going to take a test. The first thing you are to do, however, is to take your special ANSWER SHEET and fill in the blank spaces as directed by your teacher. That is, write your GRADE, YOUR NAME, your TEACHER'S NAME, and the name of your SCHOOL on your ANSWER SHEET. Your teacher will tell you exactly where each thing is to be written.

As you go through the test, read each of the questions carefully. After you read a question, read each of the choices that follow it. Then, you should darken in the letter on your ANSWER SHEET that corresponds with what you feel is the best answer. Mark all your answers on your ANSWER SHEET. Do not make any marks in this booklet.

Directions: Part One

During this part of the test you are to read each question and then darken in the letter that corresponds with what you think is the best answer on your ANSWER SHEET. Try to answer all of the questions. The following example question should help you to understand exactly what you are to do:

About how long is a normal work week?

A. 40 hours
B. 30 hours
C. 25 hours
D. 60 hours

For the sample question you would have darkened in the A on your ANSWER SHEET, since a work week is normally 40 hours long.

If you have any questions, raise your hand. If not, then go on to the next page and begin Part One.

1. Helping other people find work that is appropriate for them is part of the job of:

   A. A guidance counselor
   B. A vocational teacher
   C. An occupational recruiter
   D. An employment counselor

2. Which of the following would most likely have to work during the evenings and on weekends?

   A. Cafeteria worker
   B. Meter reader
   C. Sales clerk
   D. Coal miner

3. If you are trying to make a career decision, which of the following should you probably do first?

   A. Find out about the specific skill requirements of a number of jobs.
   B. Think about the kinds of jobs that interest you most.
   C. Go to the library and find out what working is really like.
   D. Talk to a number of different workers about their jobs.

4. Who would audit and certify the spending of funds by a city government?

   A. Bookkeeper
   B. Politician
   C. Actuary
   D. Comptroller

5. Which of the following things would be most important to someone who is trying to reach a decision regarding with whom he/she should work?

   A. Compatability
   B. Compensation
   C. Security
   D. Serendipity

6. Which of these jobs would be considered the most dangerous?

   A. Insurance agent
   B. Systems analyst
   C. Dental hygienist
   D. Iron worker

7. Which of the following is usually NOT required on job application forms?

A. Educational background
B. Religious background
C. Employment history
D. References

8. A state employment service office would provide:

A. A free service to state residents
B. Information about job openings
C. Information regarding job training programs
D. All of the above

9. Which of these organization's major functions is to help people find work?

A. The Chamber of Commerce
B. A Junior Achievement Company
C. A State Employment Agency
D. An ERIC Center

10. If you were in the process of making a career decision, you would probably use an aptitude test to aid you in:

A. Predicting your possible success in different careers
B. Evaluating your past achievements related to various careers
C. Specifying your career interests in greater detail
D. Measuring your honesty and integrity

11. Which of the following is the best description of the term, automation?

A. A compound produced by a living organism
B. The controlling of a mechanical process by mechanical means
C. The development of something like an automobile
D. A technical advance causing a change in our ecology

12. Which of the following is the major reason why automation occurs in an industry?

A. To reduce production costs
B. To replace workers
C. To increase unemployment
D. To produce different products

13. If you were trying to reach an occupational decision, how would developing your own work cluster help?

A. Limit the available occupations to those of interest
B. Help you think about additional occupations
C. Provide a basis for evaluating other occupations
D. All of the above

14. Which of the following does the armed forces do least for our society?

A. Provides jobs for people
B. Provides educational opportunities
C. Provides benefits for veterans
D. Provides a tax base

15. Which of the following is <u>not</u> a good source of occupational descriptions?

A. The Occupational Outlook Handbook
B. The Dictionary of Occupational Titles
C. The Occupational Index
D. None of the above

16. Which of the following jobs did not exist in 1900?

A. Electrician
B. Actor
C. Disc jockey
D. Plumber

17. If a person quits high school and starts working which of the following jobs would they be most likely able to get?

A. Radio announcer
B. Draftsman
C. Truck driver
D. Clergyman

18. If you enjoy working with people and helping people, you would probably find the most satisfaction in which of the following careers?

A. Research biologist
B. Social worker
C. Mathematecian
D. Orchestra member

19. In general, which of the following is LEAST important in helping you to decide how well you would do in most occupations?

A. Physical characteristics
B. Past achievements
C. Aptitudes
D. Interests

20. The purpose of the data-people-things ratings in the Dictionary of Occupational Titles is:

A. To describe the interests of major importance for different jobs.
B. To describe the complexity of the worker skill requirements for different jobs.
C. To describe the educational training needed for different jobs.
D. To describe the important physical requirements of different jobs.

21. Which of the following should you do in a job interview?

A. Ask questions about the job.
B. Describe your abilities and interests.
C. Both A and B
D. Neither A nor B

22. When you are engaging in a career planning effort you should consider and assess:

A. Your chances for advancement
B. Your interests and values
C. Your aptitudes and abilities
D. All of the above

23. Who has to be able to tell the difference between many colors?

A. Upholsterer
B. Cashier
C. Mailman
D. Kennelman

24. Which of the following is considered a high risk occupation?

A. Chef
B. Actor
C. Miner
D. Barber

25. A fringe benefit that is one reason why workers may go on strike is:

A. Strike benefits
B. Hospitalization
C. Distance to work
D. Apprenticeships

26. A resumé can best be described as:

A. A story about a friend
B. A short personal description
C. A lengthy description of someone
D. A task that is started more than once

27. Eric likes working with people, but does not like working with data or things. He would most likely be interested in being:

A. A policeman
B. An accountant
C. A bulldozer operator
D. A TV repairman

28. When planning their careers many people think about things other than just money. Which of the following are two such non-monetary factors that would probably influence people's career choices the most?

A. Ability and security
B. Security and respectability
C. Compatability and ability
D. Respectability and compatability

29. If a particular student likes doing arithmetic and gets along well with others, he/she would probably get the most satisfaction from:

A. Helping the teacher straighten up the room
B. Helping younger children with homework
C. Filing papers in the school office
D. Decorating a bulletin board

30. Which of the following best represents a disadvantage of belonging to a large union?

A. They are too diverse and have no real impact.
B. It costs the individual worker too much to belong.
C. Many times the people who write the contracts are inexperienced.
D. Many times the negotiated contracts do not satisfy unique local problems.

31. Which of the following would have to go through a civil service examination?

A. Teacher
B. Postman
C. Carpenter
D. Nurse

32. Which of the following would probably not be included in a list of interpersonal behaviors?

A. Ability to get along with others
B. Personal appearance
C. Friendliness
D. Respectfulness

33. The decisions you make about the courses you take in high school will have little effect upon:

A. The kind of diploma you receive
B. Your later occupational choices
C. Any training or education you get after high school
D. All of the above

34. Stress is a major problem associated with working as:

A. An industrial engineer
B. A resigtered nurse
C. An air traffic controller
D. A computer operator

35. In a business firm the posting of credits and debits in the company ledger is done by:

A. An actuary
B. A dispatcher
C. An operator
D. A magistrate

36. Having to be around fumes and odors is a bad thing about working as a:

A. Bank teller
B. Welder
C. Postman
D. TV repairman

37. Basically, how do labor laws relate to the work you might do on a part-time job?

A. Restrict the kind of work you could be assigned
B. Specify the maximum wage which you might receive
C. Indicate what skills you might have to possess
D. None of the above

38. Where could an unemployed person probably get the most information about job openings in their area?

A. The radio
B. Their parents
C. A newspaper
D. High school counselor

39. If a person wanted to obtain information about a certain job, one good place for him/her to look would be the DOT because:

A. It is the easiest of most job-related resource materials to read
B. It includes exhaustive descriptions of all the jobs existing currently in this country
C. It provides a fairly complete picture of the interests and abilities associated with different occupations
D. It is usually available in most school libraries

40. Which of the following kinds of information would not be found in the Occupational Outlook Handbook?

A. Unemployment figures in various occupations
B. Average salaries in different occupational fields
C. Descriptions of the duties for different jobs
D. The entry requirements for various jobs

41. If you were looking for a job you might go to an employment agency for help. Which of the following best describes how going to a private employment agency would differ from going to a state employment agency.

A. One would probably have a better selection of jobs then the other
B. One would find you a job faster than the other
C. One would help you get a better job than the other
D. One would cost you more money than the other

42. Which of the following would be most likely to cause a conflict between a foreman and a worker?

A. Wages
B. Vacations
C. Fringe benefits
D. Personal behavior on the job

43. Which of the following occupations requires a college education?

A. Librarian
B. Postman
C. Fireman
D. Construction worker

44. Which of the following is usually required in filling out a job application?

A. Social security number
B. Mailing address
C. Both A and B
D. Neither A nor B

45. If you liked science and also liked to work alone, you would probably find the greatest satisfaction working as a:

A. Social worker
B. Computer programmer
C. Physician
D. Teacher

46. If you wanted to work part-time in a grocery store, which of the following would you have to complete?

A. State employment service application
B. Employment application
C. Social security application
D. Job application

47. Which of the following part-time jobs would require the most special training?

A. Shoveling snow off sidewalks
B. Clerking in a drug store
C. Painting fences
D. Babysitting

48. Which of the following uses skills most similar to those of a keypunch operator?

A. Nurse
B. Typist
C. Receptionist
D. Telephone operator

49. Which of the following arrangements lists the jobs in the order of their educational requirements, from least to most?

A. Civil engineer, candy cutter, mail carrier, draftsman
B. Mail careier, draftsman, civil engineer, candy cutter
C. Dandy cutter, mail carrier, draftsman, civil engineer
D. Draftsman, civil engineer, candy cutter, mail carrier

50. Which of the following jobs is most likely to be a service job?

A. Nurse
B. Baker
C. Farmer
D. Author

51. Suppose you were looking through your local newspaper and saw a job listed in the want ads in which you were interested. If that job was listed by a private employment agency, you would probably find upon checking further that:

A. All the benefits of the job were not brought out in the ad.
B. The job had been filled about two days earlier.
C. You didn't really care much for the job.
D. The ad made the job sound better than it actually was.

52. A young worker may be called an apprentice if he or she is:

A. Recently employed in his or her first job.
B. Attending a technical school with the consent of his or her parents.
C. Receiving experiences which lead to mastery of a trade.
D. Employed in a large factory.

53. If you wanted to find out about the duties of a number of different jobs, you would probably read:

A. Scholastic Magazine
B. The Occupational Guide
C. Encyclopedia Britannica
D. The Occupational Outlook Handbook

54. In which of the following phases of business is human relations important?

A. Production
B. Processing
C. Distributing
D. All of the above

Directions: Part Two

In this part of your booklet you will find a list of activities that you may have done either in school or on your own. You are to answer two questions about each of those activities. The questions have no right or wrong answers. So, choose the answers that best show how you really feel.

The following example should help you understand exactly how you are to answer the different questions.

Here is the example:

Activities	Column A Have you ever done the activity?	Column B Could doing the activity be important to a person's future?
Reading a book	55. A. Yes B. Don't know C. No	56. A. Very important B. Important C. Unimportant D. Very unimportant

Since you probably have read a book, you should darken in the A on your ANSWER SHEET next to the number 55.

Then, darken in the letter of the answer to question 56 that best tells how important you feel reading books is to a person's future. Remember, there are no right or wrong answers. Select the answer that best shows how you feel.

(Did you mark your answer for question 56 on your ANSWER SHEET?)

If you have any questions, raise your hand . . . okay, answer the rest of the questions.

Activities	Have you ever done the activity?	Could doing the activity be important to a person's future?
Try to learn how salaries vary for the same job in different sections of the country.	57. A. Yes, a lot B. Yes, some C. Yes, a little D. No	58. A. Very important B. Important C. Unimportant D. Very unimportant
Read books and other materials to try to find out how business trends affect the job market.	59. A. Yes, a lot B. Yes, some C. Yes, a little D. No	60. A. Very important B. Important C. Unimportant D. Very unimportant

Activities	Have you ever done the activity?	Could doing the activity be important to a person's future?
Join school clubs that could be of direct help to me in choosing a career.	61. A. Yes B. Can't really say C. No	62. A. Very important B. Important C. Unimportant D. Very unimportant
Talk to people in my family and neighborhood about things related to the careers I'm interested in.	63. A. Yes, a lot B. Yes, some C. Yes, a little D. No	64. A. Very important B. Important C. Unimportant D. Very unimportant
Plan my school work so it will be of direct help to me in terms of my career plans.	65. A. Yes, usually B. Yes, sometimes C. Yes, but seldom D. No	66. A. Very important B. Important C. Unimportant D. Very unimportant
Read the want ads in the newspaper to see what kinds of openings there are in the career fields I'm interested in.	67. A. Yes, a lot B. Yes, some C. Yes, a little D. No	78. A. Very important B. Important C. Unimportant D. Very unimportant
Think about the ways the things I learn in school will help me find a job someday.	69. A. Yes, a lot B. Yes, some C. Yes, a little D. No	70. A. Very important B. Important C. Unimportant D. Very unimportant
Talk to my counselors and others about how much time and money are needed to train for different jobs I'm interested in.	71. A. Yes, a lot B. Yes, some C. Yes, a little D. No	72. A. Very important B. Important C. Unimportant D. Very unimportant
Try to learn how the government can affect the wages for different jobs in which I'm interested.	73. A. Yes, a lot B. Yes, some C. Yes, a little D. No	74. A. Very important B. Important C. Unimportant D. Very unimportant
Think about the ways things like business trends and inflation can affect different careers I'm interested in.	75. A. Yes, a lot B. Yes, some C. Yes, a little D. No	76. A. Very important B. Important C. Unimportant D. Very unimportant

Directions: Part Three

In this part of your booklet you will find a list of questions much like those you finished in Part Two which you a
you are given a list of abilities and asked to answer three questions related to each of them. The following examp
are to deal with and should help you understand exactly what you are to do.

Ability	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain are You of Your Preceeding Answer?	The Al self
To visualize objects of two or three dimensions, and to understand relationships between such objects.	77. A. Good B. Average C. Poor D. Can't really say	78. A. Very Certain B. Certain C. Uncertain D. Very Uncertain	79. A. B. C. D.

After reading the statement of the ability, look at the first question, "Which of the following best describes you
Then, select the answer that best describes you, and darken in the corresponding letter on your ANSWER SHEET next t
the second question and darken in the letter for question 78 that best describes how certain you are of your answer
question 77. Finally, select the occupation listed under the third question that would require an ability level li
corresponding letter on your ANSWER SHEET next to the number 79.

If you have any questions, raise your hand and your teacher will help you.

Ability	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain are You of your Preceeding Answer?	The Al self
To coordinate your eyes and hands rapidly and accurately when making precise movements.	80. A. Good B. Average C. Poor D. Don't know	81. A. Very certain B. Certain C. Uncertain D. Very uncertain	82. A. B. C. D.
To "catch on" or understand instructions, to reason, and to make judgments.	83. A. Good B. Average C. Poor D. Don't know	84. A. Very certain B. Certain C. Uncertain D. Very uncertain	85. A. B. C. D.
To work with and use your mathematical skills.	86. A. Good B. Average C. Poor D. Don't know	87. A. Very certain B. Certain C. Uncertain D. Very uncertain	88. A. B. C. D.
To perceive pertinent details pictorial or graphic materials.	89. A. Good B. Average C. Poor D. Don't know	90. A. Very certain B. Certain C. Uncertain D. Very uncertain	91. A. B. C. D.
To understand the meanings of words and the ideas associated with them, and to use them effectively.	92. A. Good B. Average C. Poor D. Don't know	93. A. Very certain B. Certain C. Uncertain D. Very uncertain	94. A. B. C. D.

you will find a list of questions much like those you finished in Part Two which you are to answer. More specifically ities and asked to answer three questions related to each of them. The following example illustrates the questions you help you understand exactly what you are to do.

	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain are You of Your Preceeding Answer?	The Ability Level you Specified for y self Would be Most Like that Needed b
or three	77. A. Good	78. A. Very Certain	79. A. An orthodontist
d	B. Average	B. Certain	B. A bailiff
bjects.	C. Poor	C. Uncertain	C. A furniture appraiser
	D. Can't really say	D. Very Uncertain	D. Don't know

of the ability, look at the first question, "Which of the following best describes you in terms of the stated ability?" best describes you, and darken in the corresponding letter on your ANSWER SHEET next the the number 77. Next, go to en in the letter for question 78 that best describes how certain you are of your answer to the preceeding question-- t the occupation listed under the third question that would require an ability level like yours, and darken in the ANSWER SHEET next to the number 79.

aise your hand and your teacher will help you.

	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain are You of your Preceeding Answer?	The Ability Level you Specified for y self Would be Most Like that Needed b
hands	80. A. Good	81. A. Very certain	82. A. A bus driver
	B. Average	B. Certain	B. A lobbyist
	C. Poor	C. Uncertain	C. An oral surgeon
	D. Don't know	D. Very uncertain	D. Don't know
	83. A. Good	84. A. Very certain	85. A. Photograph finisher
to	B. Average	B. Certain	B. A mortgage clerk
	C. Poor	C. Uncertain	C. An orchestrator
	D. Don't know	D. Very uncertain	D. Don't know
	86. A. Good	87. A. Very certain	88. A. A phrenologist
	B. Average	B. Certain	B. An oceanographer
	C. Poor	C. Uncertain	C. An engineer
	D. Don't know	D. Very uncertain	D. Don't know
	89. A. Good	90. A. Very certain	91. A. A locomotive engineer
s.	B. Average	B. Certain	B. A registrar
	C. Poor	C. Uncertain	C. A pediatrician
	D. Don't know	D. Very uncertain	D. Don't know
words	92. A. Good	93. A. Very certain	9.. A. A forest firefighter
them,	B. Average	B. Certain	B. A magestrate
	C. Poor	C. Uncertain	C. A tailor
	D. Don't know	D. Very uncertain	D. Don't know

Ability	Which of the Following Best Describes You in Terms of the Stated Ability?	How Certain Are You of Your Preceeding Answer?	The Abi self Wo
To perform arithmetic operations both quickly and accurately.	95. A. Good B. Average C. Poor D. Don't know	96. A. Very Certain B. Certain C. Uncertain D. Very uncertain	97. A. B. C. D.
To perceive or recognize similarities or differences in colors or in shades of the same color.	98. A. Good B. Average C. Poor D. Can't really say	99. A. Very certain B. Certain C. Uncertain D. Very uncertain	100. A. B. C. D.

Which of the Following Best Describes You In Terms of the Stated Ability?

95. A. Good
B. Average
C. Poor
D. Don't know

98. A. Good
B. Average
C. Poor
D. Can't really say

How Certain Are You of Your Preceeding Answer?

96. A. Very Certain
B. Certain
C. Uncertain
D. Very uncertain

99. A. Very certain
B. Certain
C. Uncertain
D. Very uncertain

The Ability Level You Specified for Yourself Would be Most Like that Needed by:

97. A. An actor
B. An astronomer
C. A display manager
D. Don't know

100. A. An abstractor
B. An interior decorator
C. A quality control inspector
D. Don't know

Directions: Part IV

In this part of your booklet you will find a list of questions much like those you just finis
In this case, however, you are given a list of interests instead of abilities, and are asked
questions related to those interests.

The following example illustrates the kinds of questions you are to deal with, and should hel
exactly how you are to respond.

Which of the Following Kinds of Work Would You be Most Interested in Doing?	How Certain Are You of Your Answer to the Preceeding Question?	The Intere Yourself W That Devel
101. A. Mostly activities that involve dealing with things and objects. B. Mostly activities that concern people and the communication of ideas. C. Can't really say	102. A. Very certain B. Certain C. Uncertain D. Very uncertain	103. A. B. C.

After reading the statements of the activities, select the one that best describes your inter
n the corresponding letter on your ANSWER SHEET next to the number 101. Next, go to the sec
darken in the letter for question 102 that best describes how certain you are of your answer
question--question 101. Finally, select the occupation listed under the third question that
interest like yours. Then, darken in the corresponding letter on your ANSWER SHEET next to t

133

If you have any questions, raise you hand and your teacher will help you.

Which of the Following Kinds of Work Would You be Most Interested in Doing?	How Certain Are You of Your Answer to the Preceeding Question?	The Intere Yourself W That Devel
104. A. Situations that involve working for and helping people or dealing with people in social settings. B. Situations that are nonsocial in nature and include activities carried on in relation to machines, processes, or techniques. C. Can't really say	105. A. Very certain B. Certain C. Uncertain D. Very uncertain	106. A. B. C.

IV

ur booklet you will find a list of questions much like those you just finished in Part Three. ver, you are given a list of interests instead of abilities, and are asked to answer three to those interests.

ple illustrates the kinds of questiohs you are to deal with, and should help you understand e to respond.

Following Kinds of u be Most Interested	How Certain Are You of Your Answer to the Preceeding Question?	The Interest You Specified for Yourself Would Be Most Like That Developed by:
ctivities that involve with things and objects. ctivities that concern people communication of ideas. ally say	102. A. Very certain B. Certain C. Uncertain D. Very uncertain	103. A. A loan officer B. A stenographer C. Don't know

statements of the activities, select the one that best describes your interests. Then, darken ng letter on your ANSWER SHEET next to the number 101. Next, go to the second question and er for question 102 that best describes how certain you are of your answer to the preceeding 101. Finally, select the occupation listed under the third question that would involve an s. Then, darken in the corresponding letter on your ANSWER SHEET next to the number 103.

estions, raise you hand and your teacher will help you.

Following Kinds of ou be Most Interested	How Certain Are You of Your Answer to the Preceeding Question?	The Interest You Specified for Yourself Would be Most Like That Developed by:
ns that involve working helping people or dealing ple in social settings. ns that are nonsocial in nd include activities carried lation to machines, processes, iques. ally say	105. A. Very certain B. Certain C. Uncertain D. Very uncertain	106. A. A fisherman B. A dietitian C. Don't know

Which of the Following Kinds of Work Would You be Most Interested in Doing?	How Certain Are You of Your Answer to the Preceeding Question?	The Interes for Yourse Like That I
107. A. Activities that result in tangible productive satisfaction. B. Activities resulting in prestige or enhancing the esteem of others. C. Can't really say.	108. A. Very certain B. Certain C. Uncertain D. Very uncertain	109. A. A B. A C. D
110. A. Situations involving a variety of duties characterized by frequent change. B. Situations that involve repetitive duties carried out according to set procedures. C. Can't really say	111. A. Very certain B. Certain C. Uncertain D. Very uncertain	112. A. A B. A C. D
113. A. A lot of activities that involve business dealings and contacts with people. B. A lot of activities of a scientific and technical nature. C. Can't really say.	114. A. Very certain B. Certain C. Uncertain D. Very uncertain	115. A. A B. A C. D
116. A. Mostly activities of a routine, concrete, and organized nature. B. Mostly activities of an abstract or creative nature. C. Can't really say	117. A. Very certain B. Certain C. Uncertain D. Very uncertain	118. A. A B. A C. D
119. A. Activities involving the interpretations of feelings, ideas, or facts from a personal viewpoint. B. Activities requiring attainment of set limits, tolerances, or standards. C. Can't really say.	120. A. Very certain B. Certain C. Uncertain D. Very uncertain	121. A. A B. A C. D
122. A. Situations involving the direction, control, and planning of an entire activity or set of related activities. B. Situations involving repetitive or short cycle activities. C. Can't really say.	123. A. Very certain B. Certain C. Uncertain D. Very uncertain	124. A. A B. A C. D

Following Kinds of ou be Most Interested	How Certain Are You of Your Answer to the Preceeding Question?	The Interest You Specified for Yourself Would be Most Like That Developed by:
s that result in tangible e satisfaction. s resulting in prestige ing the esteem of others. lly say.	108. A. Very certain B. Certain C. Uncertain D. Very uncertain	109. A. A producer B. An engraver C. Don't know
s involving a variety of aracterized by frequent s that involve repetitive rried out according to set s. lly say	111. A. Very certain B. Certain C. Uncertain D. Very uncertain	112. A. A shoe salesman B. A camp counselor C. Don't know
activities that involve dealings and contacts le. activities of a scientific ical nature. lly say.	114. A. Very certain B. Certain C. Uncertain D. Very uncertain	115. A. A systems engineer B. A real estate appraiser C. Don't know
tivities of a routine, and organized nature. tivities of an abstract ve nature. lly say	117. A. Very certain B. Certain C. Uncertain D. Very uncertain	118. A. A kennelman B. A barber C. Don't know
s involving the interpreta- feelings, ideas, or facts rsonal viewpoint. s requiring attainment of s, tolerances, or standards. lly say.	120. A. Very certain B. Certain C. Uncertain D. Very uncertain	121. A. A taxidermist B. An illustrator C. Don't know
s involving the direction, and planning of an entire or set of related activities. s involving repetitive or le activities. lly say.	123. A. Very certain B. Certain C. Uncertain D. Very uncertain	124. A. A hotel steward B. A taxi driver C. Don't know

Directions: Part Five

Answer each of the questions in this part of your booklet by darkening in the letter on your ANSWER SHEET of the answer that best describes you.

The following question should help you understand exactly what you are to do.

125. I am a:

A. Boy
B. Girl

If you are a boy, you should darken in the A on your ANSWER SHEET next to the number 125. If you are a girl, you should darken in the letter B next to the 125 on your ANSWER SHEET.

If you have no questions, then start answering the remaining questions.

126. How would you describe your work in school?

A. I am an excellent student.
B. I am a good student.
C. I am an average student.
D. I am a poor student.

127. Are you:

A. American Indian
B. Black
C. Mexican American
D. White
E. Other

128. Which of the following do you plan to do?

A. To leave school as soon as I am old enough.
B. Finish high school, then get a job.
C. Go to trade school or junior college, then get a job.
D. Complete college and then get a job.
E. Other

129. I am an important part of my class in school.

A. Strongly agree
B. Agree
C. No opinion
D. Disagree
E. Strongly disagree

130. What planning have you done regarding your future after you complete high school?

A. Hardly anything
B. A little
C. An average amount
D. A good deal
E. A great deal

131. Which of the following do you feel best tells how well you can describe your personal abilities and interests as they relate to different careers?

A. Excellent
B. Very good
C. Good
D. Average
E. Poor

Directions: Part Six

Grade 10

Beginning with question number 132, answer each question in this section by darkening in the letter on your ANSWER SHEET of the answer that best fits you. Do not mark on the test paper.

132. Are you aware that there is a career center in your school?
   A. Yes
   B. No

133. Please estimate the number of times you visited the career center throughout the year.
   A. None
   B. 1 - 2
   C. 3 - 4
   D. 5 - 6
   E. 7 or more

134. How many resource speakers have you heard this year?
   A. None
   B. 1 - 2
   C. 3 - 4
   D. 5 - 6
   E. 7 or more

135. How many career education related field trips did you take in your classes this year?
   A. None
   B. 1 - 2
   C. 3 - 4
   D. 5 - 6
   E. 7 or more

136. Did you participate in the Hertzke Dairy Farm exploration experience this year?
   A. Yes
   B. No

137. Did you participate in the Weld Mental Health Center exploration experience this year?
   A. Yes
   B. No

138. Did you participate in the AIMS Community College exploration experience this year?
   A. Yes
   B. No

139. Did you participate in the KFKA radio station exploration experience this year?
   A. Yes
   B. No

140. Did you participate in the Bob Markley VW and Mercedes Benz exploration experience this year?
   A. Yes
   B. No

141. Have you taken the Job-O?
   A. Yes
   B. No

142. Please estimate the number of times you have talked with your counselor on career related matters.
   A. None
   B. 1 - 2
   C. 3 - 4
   D. 5 - 6
   E. 7 or more

143. Did you enroll in and complete the careers course this year?
   A. Yes
   B. No

Teacher Questionnaire
Grades Eight and Ten

NAME_____

SCHOOL_____

GRADE LEVEL_____

NUMBER OF STUDENTS_____

Instructions

The purpose of this questionnaire is to gather statistical data only. Please, give us your honest opinion in regard to the following questions. Your name will not be used. The information on this questionnaire is confidential and will not be shown to administrators or any other school personnel. Please answer each question to the best of your ability and mark the appropriate answer on the answer sheet provided. Please write your name (along with other requested information) on both this questionnaire and your answer sheet. Thank you very much.

1. Did you enroll in and complete any of the career education inservice classes?
   A. Yes
   B. No

2. If yes, which course did you complete (please mark only one class)?
   A. Career Education (instructor - Bev Parks)
   B. Introduction to Career Education (instructor - Marcia Osborn)
   C. Understanding the Middle School Child (instructors-J.Swaim & B. Emmert)
   D. Simulations and Games in Career Education (instructor - L. Gunning)
   E. Decision Making and Values (instructors - S. Brummer & V. Burgess)

3. Are you aware that there is a career education project associate in your school?
   A. Yes
   B. No

4. Please estimate the total number of times you have had contact with the project associate over the course of the year in regard to career education.
   A. None
   B. 1 - 5
   C. 6 - 10
   D. 11 - 20
   E. 21 or more

5. Have you used the decision materials provided by the career education project entitled "Deciding" with your classes or with individual students?
   A. Yes
   B. No

6. Have you used the decision materials provided by the career education project entitled "Decisions and Outcomes" with your classes or with individual students?
   A. Yes
   B. No

7. Did you write a proposal for a mini-grant?
   A. Yes
   B. No

8. If yes, did you receive approval of your mini-grant proposal?
   A. Yes
   B. No

9. If yes, were you able to implement (actually use the books, materials, funds, etc.) during this school year?
   A. Yes
   B. No

10. Over the course of the year, please estimate how many community resource speakers made presentations to your class?
   A. None
   B. 1 - 3
   C. 4 - 6
   D. 7 - 8
   E. 9 - 10

11. Over the course of the year, please estimate how many career education related field trips your class made (NOTE: Do not include strictly recreational outings)?
   A. None
   B. 1 - 3
   C. 4 - 6
   D. 7 - 8
   E. 9 - 10

PLACEMENT PRACTICES
Questionnaire for Grades 10, 11, 12

NAME _____

SCHOOL _____

GRADE _____

Below are listed some skills that might be considered desirable for high school students to have. Please rate yourself on each of these by using the following scale:

a = I do this very well
b = I do this well
c = I do fair (average)
d = I do this poorly
e = I do this very poorly

Mark your answers by darkening the appropriate space on the ANSWER SHEET. Please be sure that your name is printed on both this test paper and the answer sheet.

1. I know how to find out about job requirements.
   a. I do this very well
   b. I do this well
   c. I do fair (average)
   d. I do this poorly
   e. I do this very poorly

2. I know how to find out about job openings.
   a. I do this very well
   b. I do this well
   c. I do fair (average)
   d. I do this poorly
   e. I do this very poorly

3. I know how to fill out job applications.
   a. I do this very well
   b. I do this well
   c. I do fair (average)
   d. I do this poorly
   e. I do this very poorly

4. I can explain what kind of training or education I need for my future career.
   a. I do this very well
   b. I do this well
   c. I do this fair (average)
   d. I do this poorly
   e. I do this very poorly

5. I can list the courses in school that would be helpful to me in my future career.
   a. I do this very well
   b. I do this well
   c. I do fair (average)
   d. I do this poorly
   e. I do this very poorly

6. I can list the agencies in my community which can assist me in locating a job or further training.
   a. I do this very well
   b. I do this well
   c. I do fair (average)
   d. I do this poorly
   e. I do this very poorly

7. I can name the school personnel and services that can assist me in locating employment or further education training.
   a. I do this very well
   b. I do this well
   c. I do fair (average)
   d. I do this poorly
   e. I do this very poorly

For Questions 8 and 9, please mark the answer on your ANSWER SHEET that most likely applies to you.

8. After leaving school, what do you plan to do?
   a. Go to work
   b. Go to a four-year college or a community college
   c. Be involved in unpaid or volunteer work.
   d. Enter a special training program
   e. I don't know

9. Does the answer you have given for question number 8 relate to what you hope you life career will be?
   a. Yes
   b. No
   c. I don't know

APPENDIX C

One Example of

Guidance Newsletter

and

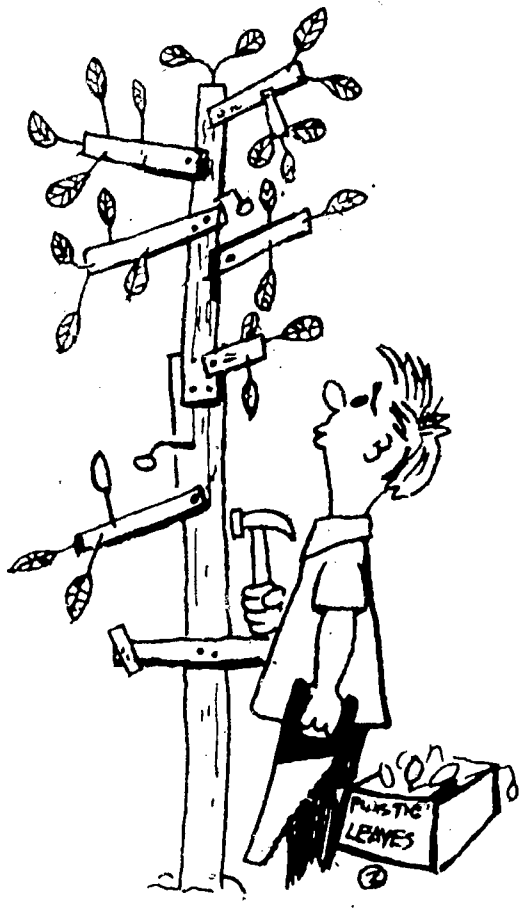
Cluster Comments

Guidance NEWSLETTER

April, 1975

But Only God Can Make a Tree

Now let's hope that He makes men more aware of how valuable Foresters can be. In this way, students majoring in Forestry would find a better employment situation than now exists. The Occupational Outlook Handbook (p. 332) predicts a moderate increase in Forestry positions resulting in keen job competition. If you are thinking of becoming a forester it might be worthwhile to consider some alternative choices as well. You might check the CSU catalog for a list of majors related in some way to forestry; then check the Occupational Outlook Handbook for information on the employment outlook of these alternative careers.



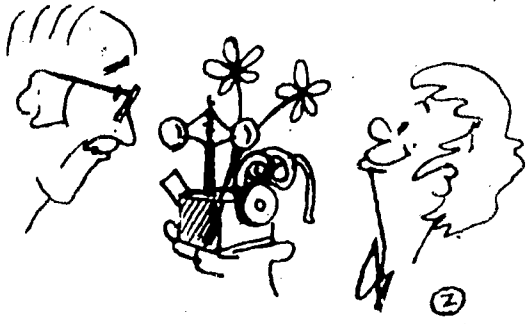
For Your Information--Wild Life Management Has Nothing to do with the Control and Supervision of Keggers

--but Natural Resource Management has something to do with wild life management. If you are interested in the out-of-doors, this 2-year program at Colorado Mountain College, West Campus (Glenwood Springs), may be to your liking. It is designed to prepare individuals for employment as aides or technicians in natural resources areas such as forestry, lumbering, soils, water, and wildlife. Check it out -- it may be for you.

And, if you combine Natural Resources Management with a recreation program, what do you get? You come up with a Forest Recreation program. One that leaves you open for jobs dealing with the building, planning, and administering of both privately and publicly administered recreational parks and campgrounds. You can get this combined program at Colorado Mountain College, West Campus, too.

And Let's Not Leave the Colorado Mountain College, East (or Leadville) Campus, out in the Cold

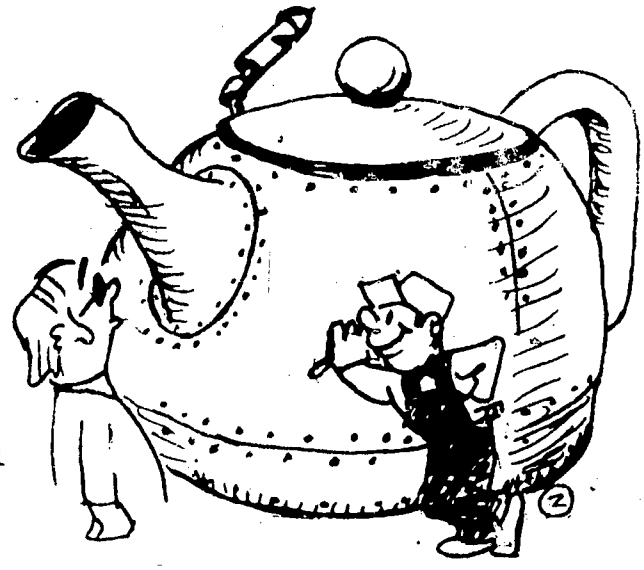
It is there that you can receive training in design. If you have an artistic bent and think that you would enjoy working in photographic design or designing new consumer products, this may be the field, and the school, for you. Check it out.

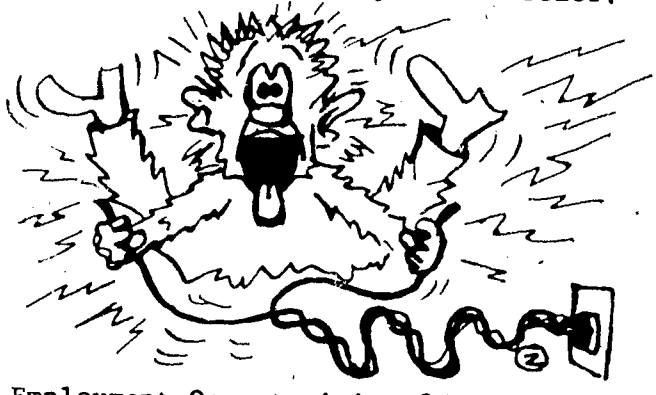


No matter how often a man falls, he isn't a failure until he claims that someone pushed him

Did You Know . . . .

According to the latest figures, boilermakers in Colorado make $8.25 per hour. Apprentice wages start at 70% of this amount, or approximately $5.78 an hour. What do boilermakers do? They build boilers, of course. Also pressure vessels, water towers, oil refinery tanks, etc., using electric and gas welding equipment. Employment in boilermaking is expected to increase moderately through the 1980's, according to the Occupational Outlook Handbook, page 57. For more apprenticeship information, see your counselor.





And -- Did You Know . . .

that electricians make $8.08 per hour here in Colorado? Apprentices, in this case, start at 45% of the journeyman's wage, or approximately $3.64 per hour. What a way to get an education!! The Occupational Outlook Handbook, page 259, predicts a very rapid increase in the employment of electricians through the mid-1980's.

Employment Opportunities for Aircraft Mechanics are Soaring

The number of aircraft mechanics employed by scheduled airlines is expected to increase very rapidly through the mid-1980's because of the increase in the number of aircraft in operation (page 287-289 Occupational Outlook Handbook). In 1972 the average salary for aircraft mechanics trainees was $4.19 per hour and $6.15 per hour for experienced mechanics and the salaries have very likely gone up since then. Metropolitan State College in Denver offers training in this line of work. Check their catalog if you are interested.

Does Tinkering with Someone Else's Teeth Interest You?

If it does, then maybe Dental Assisting is for you. These individuals do just what the title says they do -- they assist the dentist in the examination and treatment of patients. The Occupational Outlook Handbook, page 467, predicts that employment opportunities will be excellent for this line of work through the mid-1980's so, if Dental Assisting interests you, check the Community College of Denver, North Campus or the El Paso Community College (Colorado Springs) catalog for particulars.

Success is a journey, not a destination.

Steward and Stewardess Training

If this career interests you, you might consider some of the facts on page 290 of the Occupational Outlook Handbook. Most large airlines give newly hired flight attendants 5 weeks training in their own privately run schools. As a rule applicants must be 19 to 27 years old, from 5 feet 2 inches to 6 feet tall, with weight in proportion to height, and be in excellent health. Employment is expected to grow very rapidly through the mid-1980's as a result of the need to provide services for more airline passengers unless continued fuel shortages curtail passenger airline flights. That's a big "unless" but it's the best we've got to work on.

Mathematics -- Where Does It Lead?

Interested? Then check page 371 in the Occupational Outlook Handbook. There is, of course, a definite inter-relationship between the sciences and mathematics -- applied mathematics, that is. There is also a place for the individual who is interested in pure mathematics, and always will be. But that's not all. Two math careers not normally considered are those of the statistician (page 374 of the OOH) and the actuary (page 119). Both deal with statistics in special ways. If what you read in the "handbook" whets your appetite check the CU and DU catalogs. They both offer majors in statistics.

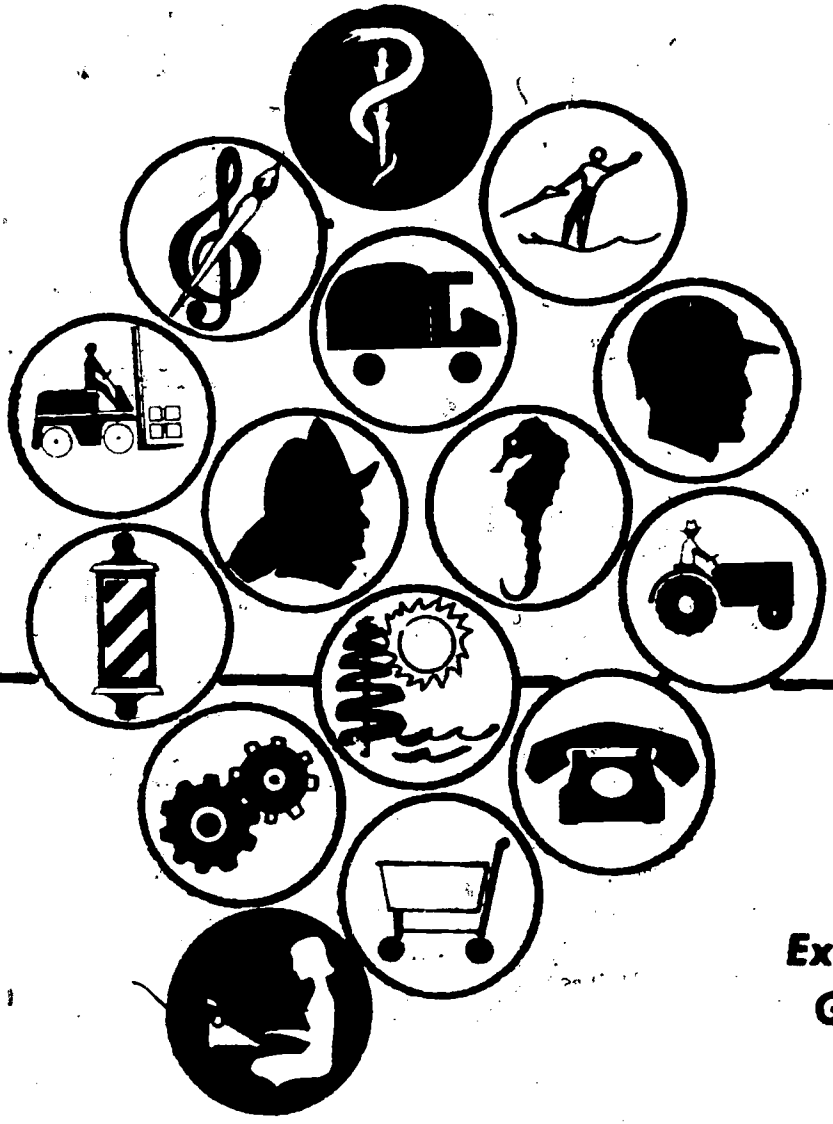
Have You Got a Thing about Old Ruins?

Did you know that Trinidad State College offers a two-year Museum Technology course? Completion of this course will make you eligible for work as a museum worker or a technical aid to the professional staff. The basic skills covered are:

1. Design and construction of exhibits
2. Care and preservation of collections, and
3. Operation and maintenance of a museum.

Remember, Trinidad State College is where you go for this training.

work is an accumulation of easy things you didn't do when you should have.



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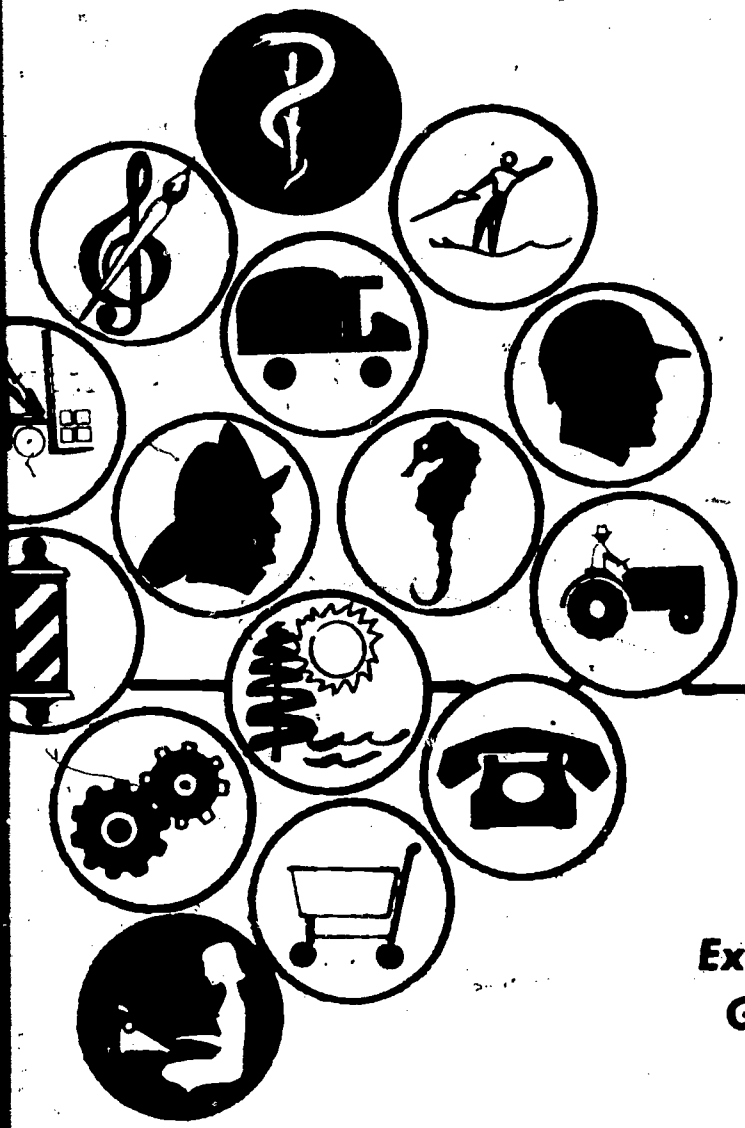
Exemplary Career Educati
GUIDANCE COMPONENT

APRIL, 1975



Cluster Comments

Exemplary Career Education Project
GUIDANCE COMPONENT

APRIL, 1975

1. Match the job descriptions with the correct job title and print the job title in the boxes provided, then

2. transfer the letters in the puzzle to the correct numbered spaces at the bottom of the sheet. If you have done your work well, the letters will spell out this month's occupational cluster.

3. The key to the puzzle will be posted on the counselors' bulletin board along with other materials related to this month's cluster.

4. Have fun.

A LOOK INTO THE FUTURE?
or
Did You Know That—

Vertical

9. Kyle Wilhelm studies the physical, chemical, and biological characteristics and behavior of soils. His work with quick sand had to be discontinued, however, due to the disappearance of his assistant. The police have been unable to come up with any clues so far, but haven't discontinued the search. They plan to begin a house to house search of the Miami area as soon as the weather turns cold. Kyle is a _____.

11. Michelle Hansen studies plant diseases and their nature, cause, and method of control. Things have not worked out too well for Michelle either. The National Park Service still hasn't forgiven her for accidentally spraying 1000 acres of prime timber with weed killer instead of insect spray. It set the trees back ten years in growth. What is Michelle's job title?

17. Scott Dominquez uses dust collectors to analyze samples of air contamination. His recent discovery that the only clean air to be found in Colorado was at a height of 14,000 feet produced a home building boom at the crest of Mount Evans. Scott is an _____ analyst.

20. Doe Esher studies the composition and history of the earth's crust in order to locate natural resources. Doe's failure to make it big had its origin in elementary school. He never mastered the alphabet. Doe searched for and found what turned out to be an entire mountain of molybdenum but before he could look up the correct spelling in the dictionary, another individual had staked out the claim. He is a _____.

22. Janice Flores studies the structure and functions of the customs, practices, and laws that are part of rural society. She had an unfortunate experience recently. She was studying a rural community in eastern Nebraska when she came upon what she thought was a riot. Janice found out later that what she had attempted to break up was a square dance. Visiting hours at the hospital are from 3 p.m. to 7 p.m. daily. Janice is a _____.

24. Dudley Emmert has planned surveys, designed experiments, and analyzed data to predict population growth. His problem came about in Middle School. He never quite mastered where to put the decimal in a mathematics problem. Dudley predicted that Weld County's population in 5 years would be 9,000 people per square mile when the correct figure would have been 90 people per square mile. When the mistake was found, the irate citizens of Weld County buried his head calculator and sent him packing. Dudley was a _____.

25. Eric Aas studies undersea mountain ranges and valleys. His discovery of an emerging volcanic island chain (the Aas Islands), is an example of how fickle fate can be. Three weeks to the day after the islands emerged, they submerged, never to be seen again. Eric's job title is _____.

48. Sue Richard, who myths as pest control expert, eliminates pests from house and businesses. Sue recently pointed the wrong end of a fumigator at an especially large roach and accidently fumigated herself. The experience has not appeared to have affected her health other than to leave her with a permanent greenish-purple skin color. Sue is an _____.

53. Phyllis Soto studies insects and their relation to plant and animal life. Her work in eliminating the Russian Sugar Beet Beetle was not too successful. She imported the Juarez June Bug to take care of the Russian Sugar Beet Beetle, then found that she had to bring in the 1 pound African Dragon Fly to do away with the Juarez June Bug. The 2½ pound Irranian Butterfly then had to be imported to control the Juarez June Bug. . . Phyllis is an _____.

58. Jim Shew connects hose lines to hydrants and others to protect public property. Never in been accused of taking his work too casually. had numerous complaints about Jim spending hi Greeley wetting down would-be smokers. Jim i

86. John Rhoads prunes and treats trees to improv Business has not been too good for John since Park Service with a $10,000 bill for curing t City Park Service later found out that the tr a _____ Surgeon.

147. Terrie Shiruma studies all aspects of living microorganisms relate to one another and thei working with dogs and how they relate to flea sunburn and the knowledge that fleas relate t _____ Scientist.

148. Tony Label works with farmers and ranchers to future soil deterioration. Tony was confused Dirt is Dirty" became a best seller until he pornography. Tony is a _____ Conservati

Horizontal

1. Eric Ewald works in the development of strain plants. His work in the development of Kentuc has made his name a household word. He is a _

12. Mike Cyphers works as a specialist on communi Greeley immediately after his graduation, from mental in getting Steve Anderson to set up hi The Anderson Works, as you know, is the forem powered heat and energy producing unit used i

30. Lynn Duncan improves the quality and yield of and by controlling disease, pests, and weeds. recently developed a technique for growing pot potatoes to be picked like apples from a tree. potatoes taste a lot like apples. What is Ly

42. Renee Fielder enforces laws, regulations, and Park. Her fight to keep the Rocky Mountain Pa made into a large sugar beet field has endeared is a _____ Ranger.

65. John Donley fires off torpedoes in bored walls which we get petroleum products. When asked w "This is the only way that I can find to have works." John is an _____ Well Shooter.

89. Ben Busch studies the chemical composition of genetic and environmental factors. His most f professional journals, was titled "Root Beer: Sorghum Beetle." Ben is a _____.

96. Kim Kimball is an engineer responsible for the safety. Kim almost made the mistake of the ce produced what she thought was a new "mother lo remains of the Greeley City Dump covered over

---

Agronomist	Cop
Air	Geologist
Bio	Lawyer
City Manager	Life
Entomologist	Mining
Exterminator	Oceanographer
Fire fighter	Oil
Geneticist	Park

with the correct job title and print the job title in the

puzzle to the correct numbered spaces at the bottom of the
ur work wall, the letters will spell out this month's

e posted on the counselors' bulletin board along with
this month's cluster.

A LOOK INTO THE FUTURE?
or
Did You Know That—

nical, chemical, and biological characteristics and be-
ith quick speed and had to be discontinued, however, due to
distant. The police have been unable to come up with any
ecentlsand the search. They plan to begin a house to
se as soon as the weather turns cold. Kyle is a _____.

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ee well for Michelle either. The National Park Service
r accidentally spraying 1000 acres of prime timber with
t spray. It set the trees back ten years in growth. What

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the wrong end of a fumigator at an especially large roach
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her with a permanent greenish-purple skin color. Sue

nd their relation to plant and animal life. Her work
ar Beet Beetle was not too successful. She imported the
f the Russian Sugar Beet Beetle, then found that she
ri Fly to do away with the Juarez June Bug.
t be imported to control the Juarez June Bug.

fathers into completely demolishing the city and starting over. The vote was 5 to 4 against. Jim is an _____.

58. Jim Shaw connects hose lines to hydrants and operates a pressure pump. He works with others to protect public property. Never in all his years with the department has Jim been accused of taking his work too casually. In fact the opposite is true. We have had numerous complaints about Jim spending his noon hours running the schools of Greeley putting down would-be smokers. Jim is a _____.

86. John Rhoads prunes and treats trees to improve their appearance, health, and value. Business has not been too good for John since the day he presented the Greeley City Park Service with a $10,000 bill for curing the Park trees of Coogan's Blight. The City Park Service later found out that the trees were just short of water. John is a _____ Surgeon.

147. Terrie Shireman studies all aspects of living organisms — how animals, plants, and microorganisms relate to one another and their environments. During her 16 years working with dogs and how they relate to fleas, all she has come up with is a severe sunburn and the knowledge that fleas relate to people as well as dogs. Terrie is a _____ Scientist.

148. Tony LaBel works with farmers and ranchers to help develop ways to protect land against future soil deteriorations. Tony was confused when his recently published book "Why Dirt is Dirty" became a best seller until he found out that people thought it was about pornography. Tony is a _____ Conservationist.

Horizontal

1. Eric Ewald works in the development of strains, varieties, breeds, and hybrids of plants. His work in the development of Rutabagas Ewaldus, a giant 120 pound rutabaga, has made his name a household word. He is a _____.

12. Mike Cyphers works as a specialist on community problems. Mike was hired to work for Greeley immediately after his graduation from college twenty years ago. He was instrumental in getting Steve Anderson to set up his manufacturing empire here in Greeley. The Anderson Works, as you know, is the foremost developer of Icky Poo, the manure powered heat and energy producing unit used in most private dwellings. Steve is a _____

30. Lynn Duncan improves the quality and yield of crops by developing new growth methods and by controlling diseases, pests, and weeds. She, too, has become famous. She recently developed a technique for growing potatoes upside down, thus allowing the potatoes to be picked like apples from a tree. The only problem so far is that the potatoes taste a lot like apples. What is Lynn's job title?

42. Renee Fielder enforces laws, regulations, and policies at the Rocky Mountain National Park. Her fight to keep the Rocky Mountain Park area from being sold, leveled, and made into a large sugar beet field has endeared her to ecologists the world over. She is a _____ Ranger.

65. John Dooley fires off torpedoes in bored wells to renew the flow of a substance from which we get petroleum products. When asked why he chose this line of work John said "This is the only way that I can find to have any fun since Colorado outlawed fireworks." John is an _____ Well Shooter.

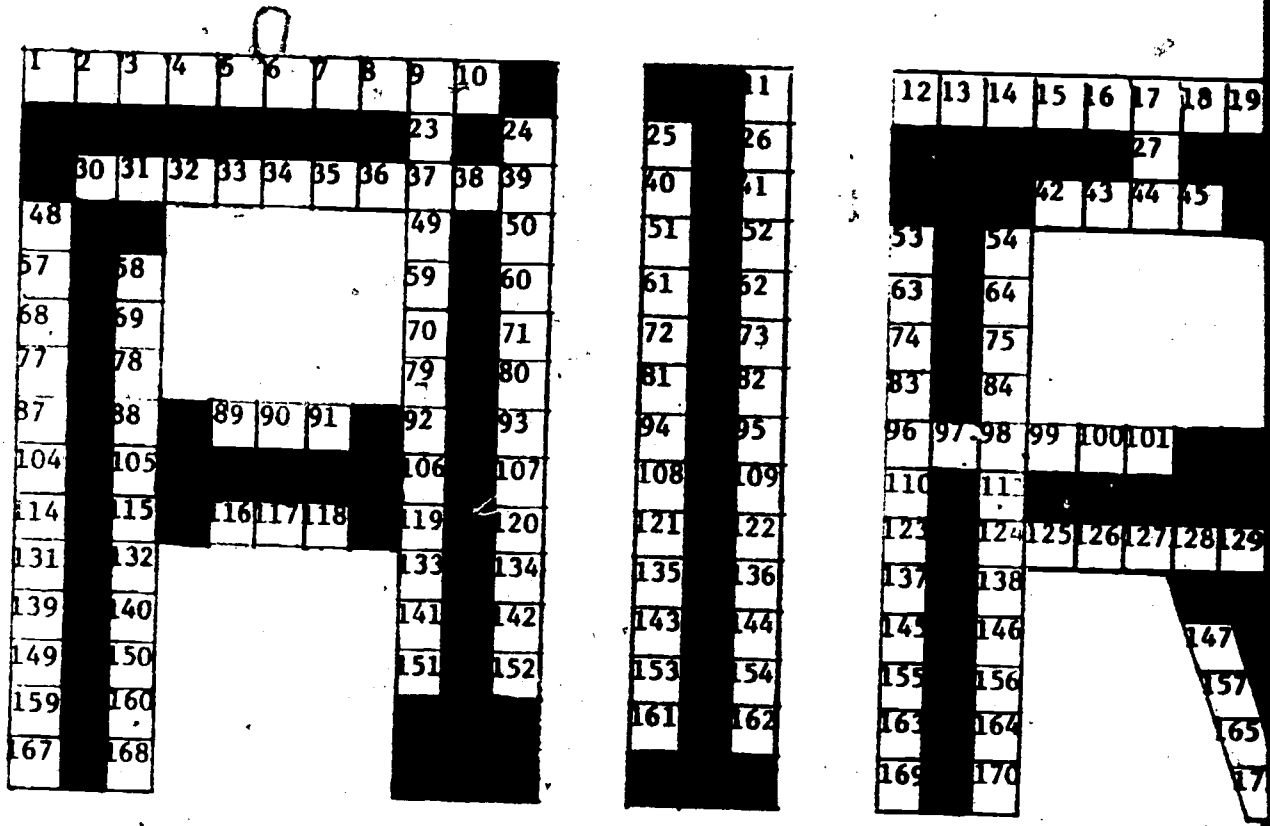
89. Ben Rauch studies the chemical composition of organisms and the changes caused by genetic and environmental factors. His most famous study, published in most of the professional journals, was titled "Root Beer: Its Effect on the Chinese Pink Winged Sorghum Beetle." Ben is a _____.

96. Kim Kimball is an engineer responsible for the efficient operation of mines and mine safety. Kim almost made the mistake of the century a few years ago when a trial shaft produced what she thought was a new "mother lode" of tin. It turned out to be the remains of the Greeley City Dump covered over in 1940. Kim is a _____ engineer.

Agronomist
Air
Bio
City Manager
Entomologist
Exterminator
Fire fighter
Geneticist

Geo
Geologist
Lawyer
Life
Mining
Oceanographer
Oil
Park

Plant Scientist
Rural
Soil
Soil Scientist
Statistician
Tree
Urban Planner



147

V

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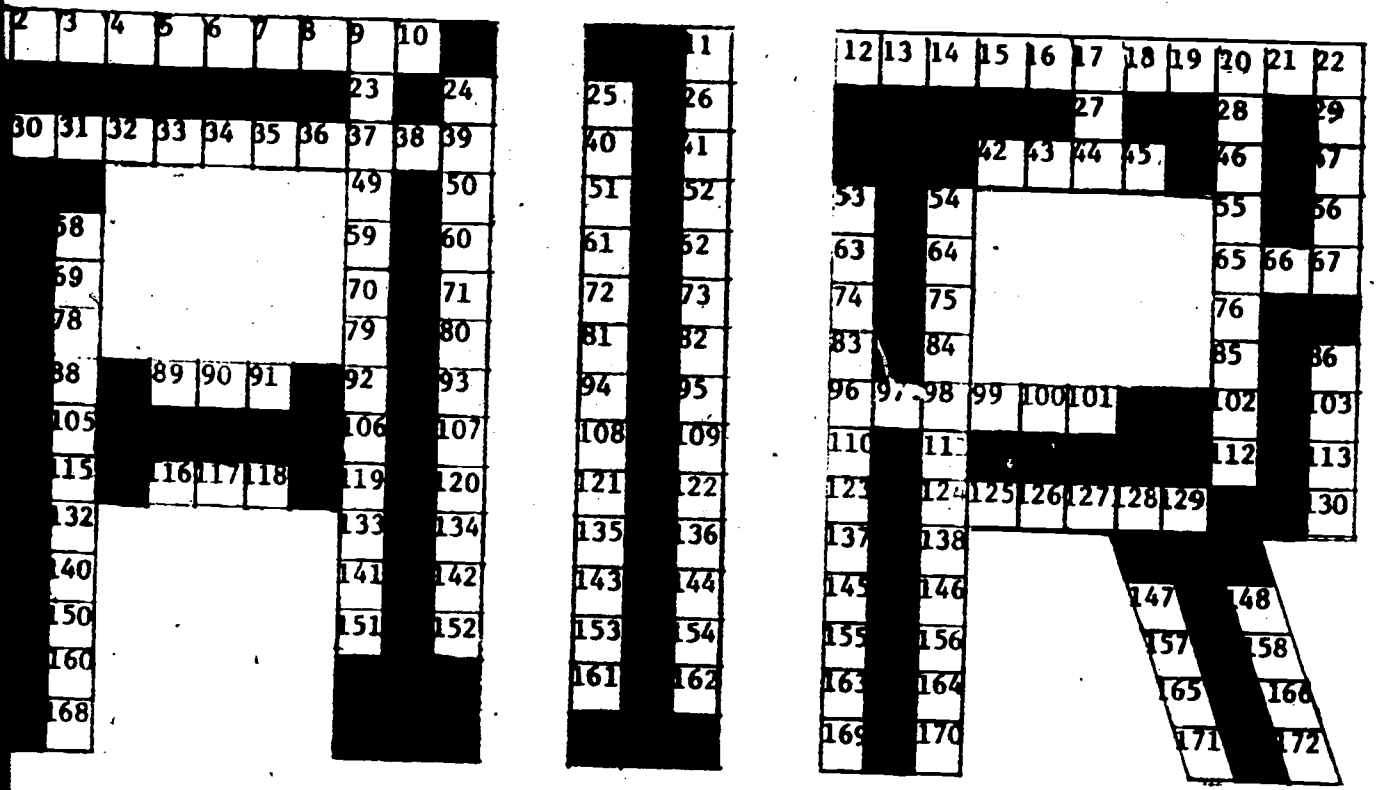
12 26 29 148 86 48 32



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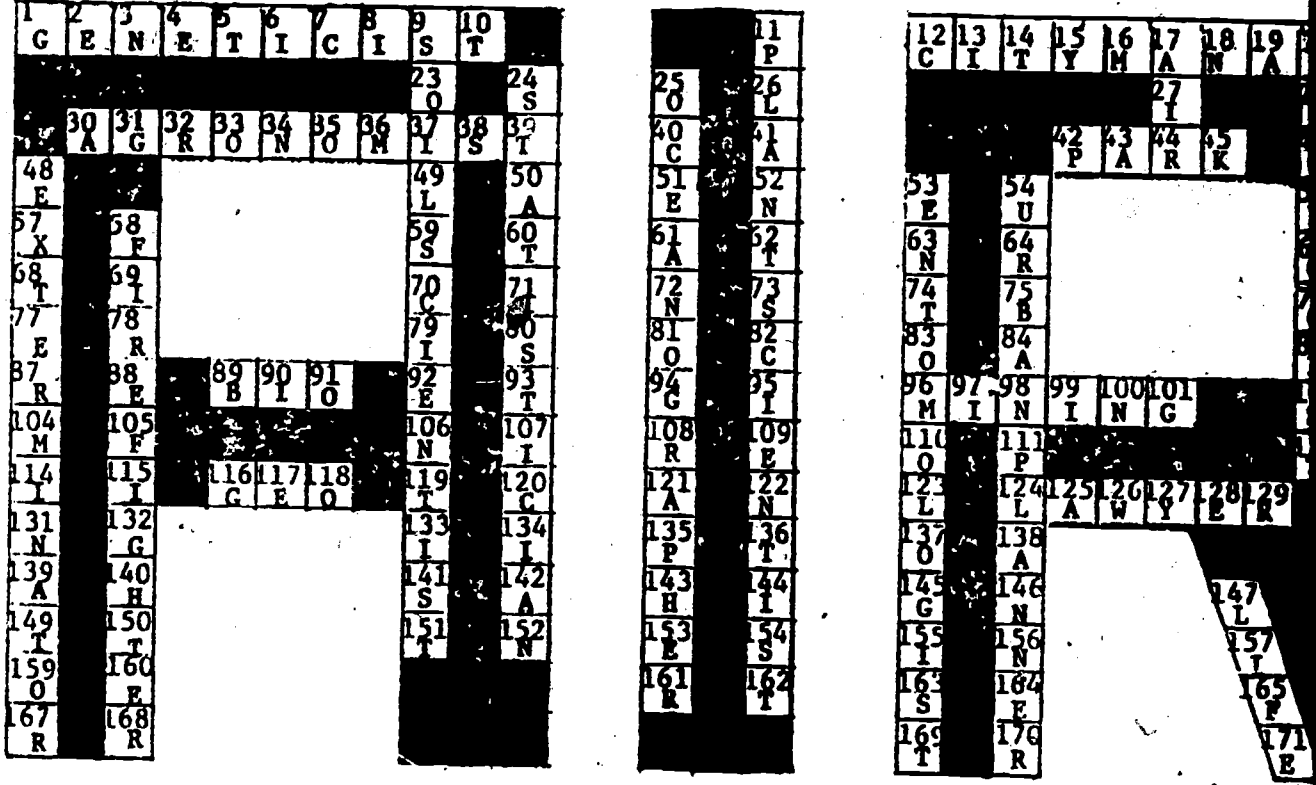
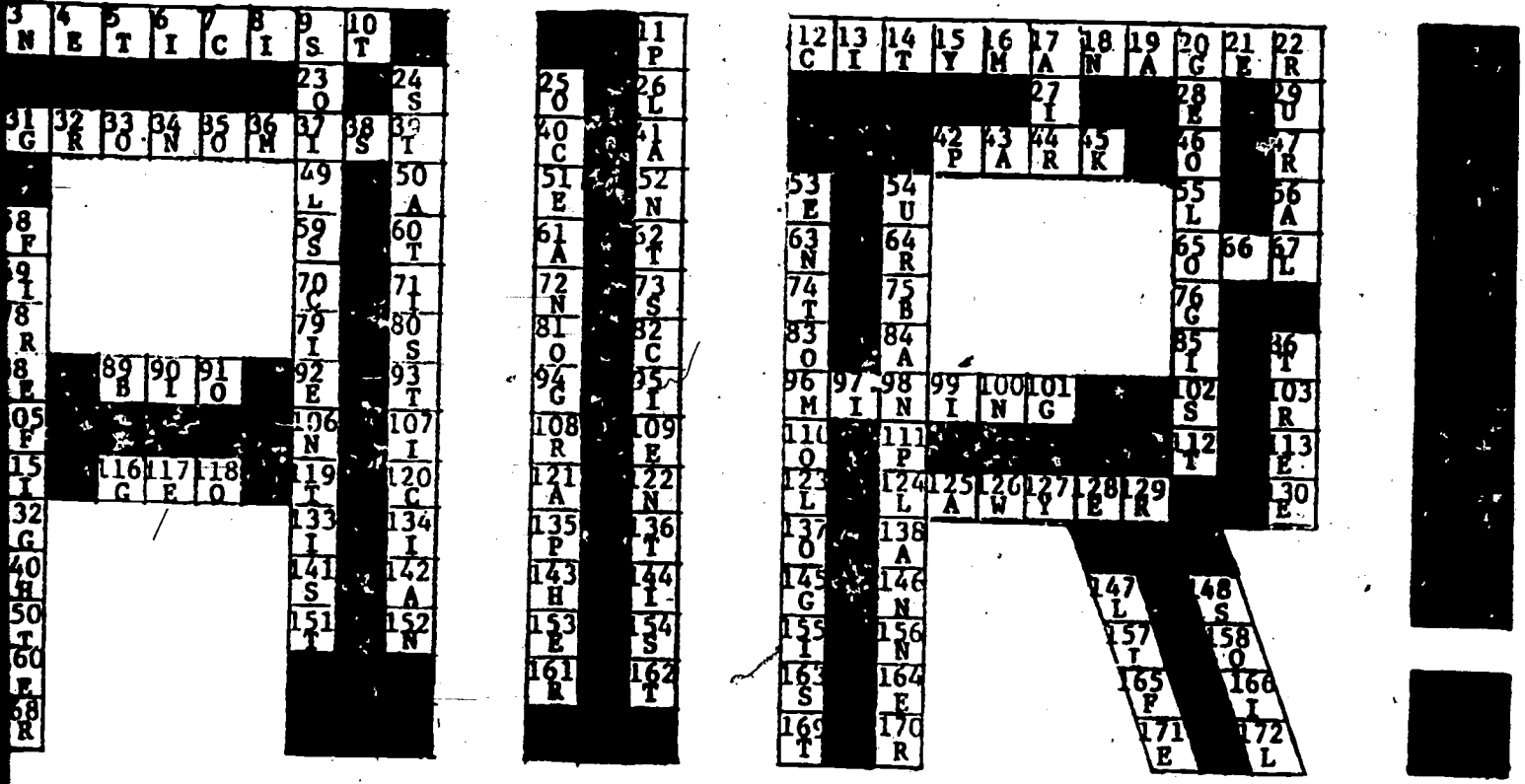


E	N	V	I	R	O	N	M	E	N	T
4	131		13	22	25	98	96	53	108	151

C	L	U	S	T	E	R
12	26	29	148	86	48	32

KEY



E	N	V	I	R	O	N	M	E	N	T
4	131		13	22	25	98	96	53	106	151

C	L	U	S	T	E	R
12	16	29	148	86	48	32

ENVIRONMENT CLUSTER
CAREER EDUCATION MATERIALS
AVAILABLE FROM THE PROJECT OFFICE

University of Utah Career Information Center "Careers for University Graduates"

"Environmental Sciences"

Popeye Career Awareness Library

People Who Organize Facts

Career Opportunities (Book) Agricultural, Forestry, and Oceanographic Tech.

Career Opportunities (Book) Community Service p. 79-89.

Professional Opportunities in Mathematics

Life: A Question of Survival, Pawnee Pub.

Films:

Mining Engineer (Movie)

Geology (Filmstrip)

Civil Engineering (Filmstrip)

Teacher Resource Materials

Minnesota Environmental Sciences Foundation, Inc.

Career Education in the Environment - Olympus Research Corp.

Careers in The World of Health (Curr. Dev. Center, Univ. of Ky.) p. 74-78.

Teacher's Guide to Life: A Question of Survival

Teacher's Curriculum Guide to Conservation Education: People and Their Envir.

Defending the Environment: A Strategy For Citizen Action, Chapter 7 and 10.

APPENDIX D

Internal Evaluation

INTERNAL EVALUATION REPORT
Exemplary Career Education Project

University of Northern Colorado
and
Weld County School District Six

Submitted by Beverly J. Parks, Ed.D.

INTRODUCTION

The purpose of this report is to provide a formative evaluation of the Colorado State Exemplary Career Education Project from data collected during the second year of operation, 1974-75. This evaluation was designed to obtain and provide information for component coordinators to assist them in making decisions about the goals and objectives, strengths and weaknesses of their component.

At the elementary level, evaluation activities focused upon the results of the major implementation effort of "The Valuing Approach to Career Education." Effort was also made to collect additional information about program activities other than V.A.C.E. through the monthly reports of elementary project associates.

At the secondary level, major project efforts were made to implement career development centers and a system for utilization of community resources. The career development centers served two major purposes in the implementation of career education: (1) to be used as a student and teacher resource by acquiring, maintaining and disseminating career materials and conducting career guidance activities; (2) to be used as a motivater and vehicle for installing career education into individual classrooms by providing materials, encouragement and consulting services for teachers. Evaluation activities for secondary level focus upon data which provides information about the career development centers, career education materials, and the utilization of community resources.

DESCRIPTIVE SUMMARY OF ELEMENTARY EVALUATION

Number and Kinds of Teachers Utilizing VACE Materials

Within the four elementary pilot schools which have the Valuing Approach to Career Education materials available for use by any teacher in the school, a total of 34 teachers reported using these materials on a consistent basis within their normal classroom curriculum. Total teacher population within these schools is 92. Teacher population by school is as follows: Jefferson Elementary - 17, Laboratory School - 16, Madison Elementary - 27, and Scott Elementary - 32.

The numbers and grade levels of teachers utilizing the V.A.C.E. materials within each school are given in Table 1. Subject areas represented by these teachers vary. As is common in most elementary schools, many of the teachers are responsible for all content areas at their particular grade level. Some teachers, however, did indicate areas of specialization. Those included: social studies (4), emotionally handicapped (2), remedial reading (1), and math and science (1).

TABLE 1
Teachers Utilizing VACE Materials

School	Grade K	1	2	3	4	5	6	All	Total
Jefferson		1	2	1		1	1		9
Laboratory School	1	1	1		1				5
Madison		3	3	2	2	1		1	12
Scott	2	1		3	2				8
Total: includes teachers counted for more than one grade.	4	9	10	8	7	4	3	1	34

Teacher Attitudes About VACE Materials

As can be seen on the total elementary talley sheet on page 5, the majority of responses indicate the VACE materials are "excellent" to "good." A proportionately smaller number of responses indicated the materials were only "fair." Lowest on a frequency distribution were the responses which indicated that parts of the materials were "poor" to "very poor." A relatively small number of responses indicated that it was "difficult to determine" the value of the materials. The frequency distribution shows that the majority of teachers who have used the VACE materials consider them to be good materials for classroom use.

Table 2 shows the grand mean rating as 1.78 which on the weighted mean scale indicates that the materials were rated overall as "excellent" to "good." Characteristics which had the highest mean ratings included: "the community is made up of many different workers" - 1.31; "occupations require many different kinds of skills" - 1.54; "people have many needs, interests, and abilities" - 1.59. The total elementary talley, page 5, gives all weighted mean ratings by each characteristic. Characteristics of the material which have the lowest mean ratings included; "the status of an occupation should not indicate its worth to society" - 2.22; "technology brings about change in our society" - 2.12.

According to this data, it can also be observed that among the best features of the materials is its capacity to be used in a variety of subject matter areas. A total of thirty-two teachers felt the materials could be easily integrated into their particular content areas. Other features of the materials which rated high included the following; good supplementary material (27); adequately "allows for teacher creativity and flexibility" (29); teaching the concept that "the community is made up of many different workers" (31);

teaching the concept that "people have dignity and worth" (30); teaching the concept that "people need to understand and accept themselves" (30).

In addition to apparent high points in regard to the materials, there are also some low ones. In teaching the concept that "technology brings about change in our society," nine teachers felt the material was only "fair," one teacher felt they were "poor," and seven teachers were "unable to determine" their value in teaching this concept. A very similar rating was given to teaching the concept that the status of an occupation should not indicate its worth to society. Eight teachers felt that the materials were only "fair" in dealing with the concept that there are many different educational and training opportunities. Five teachers were "unable to determine" its value in regard to this concept.

FREQUENCY DISTRIBUTION
AND WEIGHTED MEAN RATINGS

Elementary - Total Talley

(1=excellent; 2=good; 3=fair; 4=poor; 5=very poor; 6=unable to determine)

	1	2	3	4	5	6	$\bar{x}$
Can be integrated into your subject area	20	12	3				1.51
Supplements lessons in your classes	17	10	5				1.62
Easy to prepare and present	15	16	3	1			1.76
Allows for teacher creativity and flexibility	16	13	7				1.75
Interesting and challenging to you	13	14	6	1			1.85
The VACE materials helped students understand that:							
People have dignity and worth	12	18	2			1	1.68
People need to understand and accept themselves	13	17	1	1		1	1.68
People have many needs and interests and abilities	17	12	2	1			1.59
People work to satisfy needs and interests	12	16	3	1		1	1.78
Many work roles satisfy a person's needs & interests	7	19	3	1		3	1.93
People are unique and should not be stereotyped	16	11	2	1		2	1.60
Everyone makes career decisions	14	15	2	1		1	1.68
Career development is a life-long process	9	15	6			4	1.90
A person's work role is influenced by his environment	11	12		2	1	2	1.84
Worker roles are interdependent	11	14	6	1		4	1.90
The status of an occupation should not indicate its worth to society	5	12	9	1		6	2.22
Technology brings about change in our society	8	6	9	1		7	2.12
Work roles for some may be leisure-time activities for others	11	17	3			2	1.74
The community is made up of many different workers	23	8	1			1	1.31
Occupations require many different kinds of skills	16	14		1			1.54
There is a relationship between the skills he learns in school and the world of work	8	14	4	2		3	2.00
There are many ways of learning	10	17	4	1		2	1.87
There are many different educational and training opportunities	6	14	8			5	2.07

$\bar{X}$ = 1.78

Differences Among Elementary Schools

The overall mean rating for the VACE materials (computed on a weighted mean scale) was 1.78, indicating that the materials were generally rated as above average. The materials were rated somewhat higher by the Madison and Laboratory School teachers.

TABLE 2
Mean Score Ratings of VACE Materials
By School

School	$\bar{x}$
Jefferson	2.20*
Laboratory School	1.58
Madison	1.55
Scoot	1.94
All Elementary Schools	1.78

* 1=excellent, 2=good, 3=fair, 4=poor, 5=very poor, 6=unable to determine

FREQUENCY DISTRIBUTION
AND WEIGHTED MEAN RATINGS

Madison - Elementary Teachers
N=13

(1=excellent; 2=good; 3=fair; 4=poor; 5=very poor; 6=unable to determine)

	1	2	3	4	5	6	$\bar{x}$
Can be integrated into your subject area	7	6					1.46
Supplements lessons in your classes	7	4	2				1.61
Easy to prepare and present	9	4					1.30
Allows for teacher creativity and flexibility	9	3	1				1.38
Interesting and challenging to you	5	6	2				1.76
The VACK materials helped students understand that:							
People have dignity and worth	6	7					1.53
People need to understand and accept themselves	6	7					1.53
People have many needs and interests and abilities	8	5					1.38
People work to satisfy needs and interests	7	5	1				1.38
Many work roles satisfy a person's needs & interests	5	8					1.61
People are unique and should not be stereotyped	6	6				1	1.50
Everyone makes career decisions	8	5					1.38
Career development is a life-long process	5	6				2	1.54
A person's work role is influenced by his environment	6	6	2				1.71
Worker roles are interdependent	6	6				1	1.50
The status of an occupation should not indicate its worth to society	3	6	1			1	1.80
Technology brings about change in our society	3	5	2			2	1.90
Work roles for some may be leisure-time activities for others	5	6	1			1	1.66
The community is made up of many different workers	11	1				1	1.08
Occupations require many different kinds of skills	7	6					1.46
There is a relationship between the skills he learns in school and the world of work	5	6	1			1	1.66
There are many ways of learning	5	6	2				1.76
There are many different educational and training opportunities	4	5	3			1	1.91

$\bar{X}$ = 1.55

FREQUENCY DISTRIBUTION
AND WEIGHTED MEAN RATINGS

Laboratory School - Elementary Teachers
N=5

(1=excellent; 2=good; 3=fair; 4=poor; 5=very poor; 6=unable to determine)

	1	2	3	4	5	6	$\bar{x}$
Can be integrated into your subject area	4		1				1.40
Supplements lessons in your classes	4		1				1.40
Easy to prepare and present	1	4					1.80
Allows for teacher creativity and flexibility	4	1					1.20
Interesting and challenging to you	3	2					1.40
The VACE materials helped students understand that:							
People have dignity and worth	2	3					1.60
People need to understand and accept themselves	2	3					1.60
People have many needs and interests and abilities	1	4					1.80
People work to satisfy needs and interests		5					2.00
Many work roles satisfy a person's needs & interests	1	4					1.80
People are unique and should not be stereotyped	2	2					1.20
Everyone makes career decisions	4	1					1.20
Career development is a life-long process	3	2					1.40
A person's work role is influenced by his environment	2	3					1.60
Worker roles are interdependent	1	4					1.80
The status of an occupation should not indicate its worth to society	1	2	1			2	2.00
Technology brings about change in our society	4		1				1.40
Work roles for some may be leisure-time activities for others	2	3					1.60
The community is made up of many different workers	5						1.00
Occupations require many different kinds of skills	4	2					1.60
There is a relationship between the skills he learns in school and the world of work	1	4					1.80
There are many ways of learning	2	3					1.60
There are many different educational and training opportunities		3	1			1	2.25

$\bar{X}$ = 1.58

FREQUENCY DISTRIBUTION
AND WEIGHTED MEAN RATINGS

Scott - Elementary Teachers
N=8

(1=excellent; 2=good; 3=fair; 4=poor; 5=very poor; 6=unable to determine)

	1	2	3	4	5	6	$\bar{x}$
Can be integrated into your subject area	6	2					1.25
Supplements lessons in your classes	3	5					1.62
Easy to prepare and present	3	5					1.62
Allows for teacher creativity and flexibility	2	5	1				1.87
Interesting and challenging to you	2	5	1				1.87
The VACE materials helped students understand that:							
People have dignity and worth	3	4					1.57
People need to understand and accept themselves	4	3					1.42
People have many needs and interests and abilities	6	1	1				1.37
People work to satisfy needs and interests	3	3	2				1.87
Many work roles satisfy a person's needs & interests		5	2			1	2.28
People are unique and should not be stereotyped	6	1	1				1.37
Everyone makes career decisions	1	5	1	1			2.25
Career development is a life-long process		4	3			1	2.42
A person's work role is influenced by his environment	2	1	2	1	1	1	2.71
Worker roles are interdependent	3	2		1		1	1.83
The status of an occupation should not indicate its worth to society		1	6			1	2.85
Technology brings about change in our society		1	4			2	2.80
Work roles for some may be leisure-time activities for others	3	3	2				1.87
The community is made up of many different workers	5	2	1				1.50
Occupations require many different kinds of skills	3	3	2				1.87
There is a relationship between the skills he learns in school and the world of work	1	4	1	1		1	2.28
There are many ways of learning	1	5	1			1	2.00
There are many different educational and training opportunities	1	3	3			1	2.75

$\bar{X}$ = 1.94

FREQUENCY DISTRIBUTION
AND WEIGHTED MEAN RATINGS

Jefferson - Elementary Teachers
N=10

(1=excellent; 2=good; 3=fair; 4=poor; 5=very poor; 6=unable to determine)

	1	2	3	4	5	6	$\bar{x}$
Can be integrated into your subject area	3	4	2				1.88
Supplements lessons in your classes	3	3	3				2.00
Easy to prepare and present	2	3	3	1			2.33
Allows for teacher creativity and flexibility	1	4	5				2.40
Interesting and challenging to you	3	1	4	1			2.33
The VACE materials helped students understand that:							
People have dignity and worth	1	4	2			1	2.14
People need to understand and accept themselves	1	4	1	1		1	2.28
People have many needs and interests and abilities	2	3	1	1			2.14
People work to satisfy needs and interests	2	3		1		1	2.00
Many work roles satisfy a person's needs & interests	1	2	1	1		2	2.40
People are unique and should not be stereotyped	2	2	1	1		1	2.16
Everyone makes career decisions	2	4	1			1	1.85
Career development is a life-long process	1	3	3			1	2.28
A person's work role is influenced by his environment	1	2	2	1		1	2.50
Worker roles are interdependent	1	2	2			2	2.20
The status of an occupation should not indicate its worth to society	1	3	1	1		2	2.33
Technology brings about change in our society	1		2	1		3	2.75
Work roles for some may be leisure-time activities for others	1	5				1	1.83
The community is made up of many different workers	2	5					1.71
Occupations require many different kinds of skills	2	3	2	1			2.25
There is a relationship between the skills he learns in school and the world of work	1		4	1		1	2.83
There are many ways of learning	2	3	1	1		1	2.14
There are many different educational and training opportunities	1	3	1			2	2.00

$\bar{X}$ = 2.20

TEACHER SUGGESTIONS, CRITICISMS, COMMENTS

Madison Elementary

1. I did not have the opportunity to use but only a few sheets from this kit. However, the ones relating to the family and the sheet on self-portrait worked in nicely with unit on self-concept. I'm sure the other ones would also.

2. The graduate assistant, Mr. Gorze, has done an outstanding job. He was a good liaison between the materials and the teachers. Also by his example, career education was seen as an integral part of the school program.

3. Children easily relate to the characters and situations. They remember them well.

4. Very valuable. Every student feels success with this program!

5. This can be integrated with our new social studies, Our Working World by Senech. The goals are the same.

6. I feel the material is excellent! My class as a whole has not retained many of the basic ideas. This is my reason for not marking all "1's". They have the ideas but do not follow through later.

7. This program should be allowed to grow, it helps give some much needed direction for today's student.

Laboratory School, K-5

1. It is very good but if it is constantly used, both teachers and students tire of it.

2. One added feature is that it can be used with any subject.

3. The self-valuing material for the kindergarten concepts deal mainly with self. When careers are presented through, I felt the kids really enjoyed the way they were presented. Especially liked the Helper's game! Hannibal's the love of the class - definitely our K's mascot.

Scott Elementary

1. The value is they have been exposed. (sic) A kindergartner has difficulty with many of the concepts - still not in their realm of thinking.

2. Jim has had a most busy schedule this quarter and thus we have not conspired together as much. (sic) He helped us during our panel interviewing presentations by drawing out questions he

felt would be important to the children.

3. Jim needs to do more long range planning rather than a weekly basis.

4. Great!!

Jefferson Elementary

1. I work in a special area and work on areas of weakness; I do not do specific teaching to groups in content areas such as career education.

2. All of my "6's" are based on the fact that the materials I used didn't get to that. (sic) I really like what I did use.

3. These materials are nice enough, but I would rather see materials developed wholly by the teacher and use the kits to supplement individual creativity.

4. I haven't used the Valuing Approach to Career Education materials this year.

5. The school day is just not long enough to do a good job and I found this year that the children who needed this the most were usually gone - to EH, Remedial Reading, etc.

SUMMARY OF MONTHLY REPORTS

The curriculum component coordinator attempted to maintain closer contact with each elementary pilot school by collecting information about the career education activities within each school every month. To facilitate the acquisition of such information, a monthly summary report form was developed and used. The form requested information on the following:

- number of teachers using VACE
- grade levels involved in use of VACE materials
- number of students using the materials
- descriptions of special career education projects such as resource speakers, field trips, career days, etc.
- number of teacher-project associate conferences or consultations
- presentations (or talks) given to faculty at meetings or inservice sessions
- description of other career education materials that teachers use in addition to or in place of VACE

Answers to such questions are considered approximations rather that definitive answers and were used as general indicators as to the impact of the project in each school. A summary of these reports follows.

SUMMARY TABLE - MONTHLY REPORTS
April, 1975

	Madison	Jefferson	Scott	Lab School
No. of Teachers using VACE	17		16	6
Grade levels	K-6		K-5	K-5
Number of students involved	550		660	150
Career Ed Consultations	10		45	6
Inservice or special mtgs	4		2	3

SUMMARY TABLE - MONTHLY REPORTS
March, 1975

	Madison	Jefferson	Scott	Lab School
No. of teachers using VACE		6	16	
Grade Levels		1-6	K-5	
Number of students involved		166	660	
Career Ed consultations		2	40	
Inservice or special mtgs		1	2	

SUMMARY TABLE - MONTHLY REPORTS
February, 1975

	Madison	Jefferson	Scott	Lab School
No. of teachers using VACE	17	5	15	
Grade levels	K-6	1-6	K-5	
Number of students involved	585	133	660	
Career Ed Consultations	19		60	
Inservice or special mtgs	4		6	

SUMMARY TABLE - MONTHLY REPORTS
January, 1975

	Madison	Jefferson	Scott	Lab School
No. of teachers using VACE	17	6	19	
Grade Levels	K-6	1-6	K-5	
Number of students involved	585	160	700	
Career Ed Consultations	16		60	
Inservice or special mtgs	4		3	

Special Projects, January through April, 1975

Jefferson Elementary:

1. Glass and home repair unit by Mr. Hamlet
2. Glass and home improvement unit by Mr. Hamlet
3. Two field trips to a trucking firm
4. Career cluster units for VACE materials including a unit on brick laying prepared by Earl Zehr

Madison Elementary:

1. Sixth level students visited different occupations including:
   -police station
   -hospital
   -Career Education Office
   -nursing home
   -Garnsey and Wheeler Builders
   -Hirschfield TV and Radio
   -freight service
   -D & D Grain Co.
   -Andersons Sales and Service
   -UNC Accounting Office
   -fire department
   -travel agency
   -Roley's Products
   -Chick-Chick Cafe
   -Greeley Tribune
   -School Administration Building, District 6
   -physician
   -Greeley Public Library
   -gas station
   -paper route
   -Weld County Airport
   -Bike Peddler (shop)
   -United Bank of Greeley
   -beet sugar factory
   -bus company
   -State Farm Insurance
   -Custom Farming

2. Second annual World of Work Day at Madison, May 16, 1975

Scott Elementary:

1. Interview with radiologist (fourth grade)
2. Interview with welfare worker (fifth grade)
3. Resource speakers for fourth grade included computer operator, dentist, assistant principal and coach, and social worker.
4. Field trips to bank, Albertson's, realtor, cleaners, & McDonalds
5. Simulated classroom trial (third grade)
6. Developed factory to repair toys
7. Visits by senior citizens who taught sewing, crafts, & rock collecting

Other Career Education Materials in Use in the Classroom

I Want To Be Tree	(Jefferson)
SRA	(Scott)
Our Working World by Senesh	(Scott)
Guidance Associate Materials	(Scott)
People Puzzle	(Madison)
District 6 Career Education Book	(Madison)
Dimensions of Personality	(Madison)
Popeye Career Awareness Library	(Madison)
Our Working World by Senesh	(Madison)
Hear I Tell (record)	(Madison)
Drug Kit	(Madison)
Who Am I (film strip series)	(Madison)
How Do I Learn	(Madison)

SECONDARY TEACHER EVALUATION OF CAREER MATERIALS

Most of the secondary career materials were contained and distributed through the career centers in each school. The evaluator, therefore, took the liberty of making the assumption that the evaluation of the materials is also an indication of the utilization and ratings for the career development centers. Perhaps the best indicator of the effectiveness of the centers is contained in the section on "Teacher Comments."

Table 3 shows the overall mean ratings of the career materials from each school. The grand mean rating of the materials was 2.01, which indicates that most teachers viewed the materials as "good." Teachers from the Laboratory School did not rate the materials as high as the other schools, 2.38. Only ten teachers from the school responded, however. Tables 5, 7, 9, and 11 show the overall ratings and ratings by individual schools.

The teacher population within the secondary pilot schools is approximately 169 (Greeley Central - 65, Heath - 74, Laboratory School - 30). From that population an average of 110 teachers responded to the secondary evaluations forms. From the 110 respondants, 63 of them indicated they had used career education materials in their classes. Ninety-seven of those teachers indicated that they would like to use career education materials in the future. Tables 4, 6, 8, and 10 give additional data on utilization of career education materials.

TABLE 3
Grand Mean Ratings of Career Materials
by School (Secondary)

School	X
Greeley Central	1.93*
Heath Junior High	1.98
Laboratory School	2.46
All Secondary Schools	2.01

* 1=excellent, 2=good, 3=fair, 4=poor, 5=very poor, 6= unable to determine

TABLE 4
Utilization of Career Education Materials-Secondary Total

Question	Average No. of Respondants	Yes	No	No Answer
Have you used career education materials in your classes?	110	63	47	0
Would you like to use career education materials in the future	110	97	8	5

TABLE 5
Teacher Ratings of Career Materials-Secondary Total

	1	2	3	4	5	6	x
Valuable supplementary material	24	29	3	1		1	1.66
Increased student interest	12	31	10	1		1	2.00
Easy to prepare/present	21	29	7		1	2	1.81
Increased student self-awareness	18	23	13		1	2	1.96
Increased student career awareness	20	26	8	1		1	1.81
Increased student knowledge of community	9	19	18	2	1	8	2.32
Increased student academic competencies	6	18	18	1	1	8	2.38
Increased student ability to plan and make decisions	8	23	11	1		5	2.11

TABLE 6
Utilization of Career Education Materials-Greeley Central

	Average No. of Respondants	Yes	No	No Answer
Have you used career education materials in your classes?	47	33	16	
Would you like to use career education materials in the future?	47	45	1	1

TABLE 7
Teacher Ratings of Career Education Material-Greeley Central

	1	2	3	4	5	6	$\bar{x}$
Valuable supplementary material	16	12	3				1.58
Increased student interest	7	16	6			1	1.96
Easy to prepare/present	12	14	4			1	1.73
Increased student awareness	11	10	8				1.89
Increased student career awareness	10	16	3			1	1.75
Increased student knowledge of community	5	13	9			3	2.14
Increased student academic competencies	2	12	7			5	2.23
Increased student ability to plan and make decisions	4	12	8			5	2.16

TABLE 8
Utilization of Career Education Materials-Heath

	Average No. of Respondants	Yes	No	No Answer
Have you used career education materials in your classes?	53	22	30	1
Would you like to use career education materials in the future?	53	42	7	4

TABLE 9
Teacher Ratings of Career Education Materials-Heath

	1	2	3	4	5	6	$\bar{x}$
Valuable supplementary material	6	15					1.71
Increased student interest	4	13	2				1.89
Easy to prepare/present	8	10	4			1	1.81
Increased student self-awareness	5	12	2			1	1.84
Increased student career awareness	7	12	3				1.81
Increased student knowledge of community	3	5	7	1		4	2.37
Increased student academic competencies	4	5	8	1		2	2.33
Increased student ability to plan and make decisions	3	10	5			1	2.11

TABLE 10
Utilization of Career Education Materials-Laboratory School

	Average No. of Respondants	Yes	No	No Answer
Have you used career education materials in your classes?	10	8	2	
Would you like to use career education materials in the future?	10	10		

TABLE 11
Teacher Ratings of Career Education Materials-Laboratory School

	1	2	3	4	5	6	$\bar{x}$
Valuable supplementary materials	2	2		1		1	1.66
Increased student interest	1	2	2	1			2.50
Easy to prepare/present	1	3	1		1		2.50
Increased student self-awareness	2	1	1		1	2	2.40
Increased student career-awareness	3		2	1		1	2.16
Increased student knowledge of community	1	1	2	1	1	1	3.00
Increased student academic competencies		1	3		1	1	3.20
Increased student ability to plan and make decisions	1	1		1		4	2.33

TEACHER COMMENTS
AND RECOMMENDATIONS

Suggestions, Comments and Criticisms - Greeley Central High

1. The materials I have used have been very helpful.
2. Assistance from the project has been very good.
3. Career education assistance has been great.
4. The material is there I need to make use of it. (sic)
5. The project is good. It needs to be continued.
6. The material is not applicable to may area (driver education).
7. I firmly believe the materials are a valuable part of a student's education.
8. I believe our career counselor is doing a great job in this area.
9. Excellent cooperation.
10. Hope to use more materials next year.
11. Career Education staff has been most cooperative.
12. Want to use more materials next year.
13. Excellent project.
14. Great!
15. My classes are designed more for the benefit of the 70-80 hours per week that a person spends in consuming books, movies, etc., than they are for his 35-40 working hours.
16. Am in the career class this quarter and this will meet my needs or allow me to find and use the materials I want.
17. The career education staff is doing an excellent job of helping in every way that help has been asked for.
18. I didn't really know that much about the center.
19. I need about two days to myself to look thoroughly through the materials. Staff support is great. I need to find more time for working in projects.
20. It seems to me that any of our work in basic skills in English classes is helpful in terms of a student's career.

21. Mr. Schuman was always placing comments in my box that were helpful. I appreciated his attentiveness.

22. Films are great.

23. Ken Schuman was of great help this year.

24. The staff has been extremely helpful in providing information on foreign language careers, but there seems to be so little available in this area.

25. Make a distinction between vocational education courses and college preparatory classes pertaining to requirements. Students, teachers curriculum planning, facilities, policies, standards, graduation qualification, degrees granted, placement, and future preparation.

26. If time permits, I would like to use the materials:

In What Ways Could the Project be More Usefull to You? - Greeley Central

1. I need more time to preview materials.

2. Could provide classroom demonstrations.

3. Need a little closer communication and time to spend with the project.

4. We are interested in any math related career materials.

5. Keep me aware of new things as they become available.

6. I am waiting for some information at the present time.

7. I would like continued assistance.

8. Correct poorly worded job descriptions.

9. Provide an illustrated presentation in the career center so that teachers will be aware of materials there.

10. Make a short presentation at each staff meeting.

11. Provide film sources.

12. I need more material in my teaching area (biology and geology).

13. Make AV materials available in classroom continually.

14. More material on music oriented careers.

15. I had very little way of knowing whether or not students really went to the career center. We should improve this.

16. Ken, if you could come in sometime and explain how the program works to both the students and ourselves as the teachers.

17. More ideas on how to integrate career education into the math program.

18. If you could come into my classes sometime and explain how the program works to the students and myself it would be helpful.

Suggestions, Comments and Criticisms - Heath Junior High School

1. We need more help in securing speakers and community visitations. This takes to much time for a teacher with 200 students.

2. I would like to know more about what is available to me through the career education project.

3. Career education staff has been very helpful in trying to work with all of the teachers in providing information.

4. Need more career interviews.

5. I believe there should always be materials of these kind in a a resource center.

6. Improve collection of materials in the resource center.

7. There needs to be a definite program of integration.

8. Need for a bulletin or newsletter indicating new materials available.

9. Need materials for written communication.

10. Sorry, these questions hardly apply since I use my career materials rather than the center's.

11. Materials for small group work.

12. I would like to use career education materials more on a frequent basis rather than as a unit during a quarter.

13. Assistance has been good this year - desire continuance of same.

14. I have received assistance from Gene Kowalski and Marcia Osborn. I hope to work more with them next year.

15. I think our career people have done an excellent job.

16. Career edueation is a good communication gap fighter.

17. I plan on using more materials in the future.

18. I don't know about the career education materials.

19. I use only my own career materials.

20. I'm not really familiar with the materials enough to work them into my own class.

21. I need more guidance on how to get started.

22. Career education has done a fine job of putting things together this year. No criticism.

23. I will be at Brentwood Middle School next year. Many of these materials could be used there.

24. Availablity and awareness of the materials have been good.

25. I have appreciated your interest and helpfulness in suggesting materials that I might use.

26. The same materials used by too many classes in the same school.

27. I will use materials if they correspond to my subject matter.

28. I feel the center does a very adequate job in assisting teachers. Basically I feel it's up to the teacher to contact career center if assistance is needed.

29. The film show on "Careers in Drafting" was a very good film because of all the information contained in it. The way it was presented could be improved because it did become boring.

30. I will have all 8th grade speech next year and can see many possibilities for use.

31. The career education people have made many offers. I just failed to take advantage of the department.

32. I prefer to use career awareness materials rather than presenting actual job materials - seem to be more appropriate for our grade level.

33. I do not have time to avail myself of the assistance the project has been willing to provide.

34. The Career Education emphasis has made my teaching more appropriate to the interests and needs of students. We have done many of these things for years but have not put quite the force and inpetus into the concepts of career education that we have lately. I am making an effort to infuse the ideas into my curriculum.

35. It's hard to find time to use the career education materials.

36. The career education staff has been most helpfull.

37. I have not used project materials. It was my understanding that this project material was primarily for grade 8-9.

38. I will be located at Franklin Middle School - what will happen to present program and materials.

39. I have 2,000 hours in the various vocational areas related to what I teach so I have most of the materials and background that I need.

In What Ways Could the Project be More Useful to You - Heath Junior High

1. I would like an index of materials available.

2. Need more ideas for the eighth grade level.

3. I would like career education to purchase a foreign language career file. The Lab School has one - but it is being used by the university people.

4. It's not the project itself, it's the lack of time within the school day.

5. Develop more efficient use of career center.

6. More work in correlating the fields of special education and career education.

7. Need a listing of materials for middle school use.

8. I need more free time to be able to acquaint myself with the materials available. This is my responsibility and problem, not yours.

9. Need a catalog of all materials - much like an AV book.

10. Would like assistance in year long planning and scheduling.

11. Catagorize materials according to suppliers.

12. Need more materials for drafting area.

13. I need more detailed information.

14. Music is rather vague and slim, but there are situations that could be worked in.

15. We need periodical reports of what is going on and suggestions for improving career education.

16. It would be very helpful to have video tapes of people playing the different career roles and using the vocabulary necessary to their respective professions.

17. We need to have visitors who are specifically involved in the various professions where the foreign languages are involved.

Suggestions, Comments and Criticisms - Laboratory School

1. The career education project has been a big help to me. They have purchased quite a few good teaching aids for the department.

2. Assuming I receive the mini-grant materials for economics, I will be using career materials extensively.

3. The staff is friendly and willing to help, but I have not utilized the projects as extensively as possible.

4. There just isn't resource data available in music yet.

5. If I can find suitable materials I will use them.

6. Due to a lack of time I have not made a thorough search for suitable career materials. Many of the materials I have seen have not seemed worth much to me in my classes. I expect to continue to use career materials, however, whenever I can find materials that I consider worth the time.

7. Basically I feel the career education project has not done that much for my classes. The fault does not rest with the career education people. As a matter of fact they have done their job well. The error rests with myself. I have not gone out of my way to seek out materials or plan career education materials into my curriculum. I don't know if this is typical of a project of this nature. I found myself buried with materials that I found in our library or materials of my own. I feel that there is a need for this project and can only say at this point I would hope that next year I will be able to do my part in using the project in my classes.

8. It is my feeling that mathematics has more or less been doing a great deal of career education even before this project. Most materials which are available other than job opportunities is on the elementary level and too much of it is just repeated lesson plan and the material accompanying it was often not correct in design.

9. The staff does a good job informing my particular students in college selection.

10. I used many items during the past two years that have been available for short periods of time. I do not recall names of many. I did not order as I felt that although good, I could not justify the additional expense and at the same time remove parts of the curriculum that I felt was also important. Time is the major problem. At times I would be working with materials preparing to use them in class, you would get a deadline and have to return the items before I had made complete use of them. I would have them too long I know but I never put the materials into the classroom until I have used them and evaluated them.

11. Guidance newsletter is well done; keep it going.

In What Ways Could the Project be More Useful to You?

1. I believe my area is an excellent subject in which to introduce career education. Any ideas would be appreciated. (Industrial Arts.)

2. Materials must be accessible at the time they are needed to fit into topic being studied.

3. Need short monographs pertaining to jobs and need for mathematics.

4. Bring in speakers from business to discuss their occupations and type of training one needs to enter that profession.

5. We proposed a mini-grant which was accepted but materials were not available (math).

6. Have more materials on hand which apply to my class level if they want them to be used.

7. Be able to check materials out for class use - not just to preview.

8. They could be helpful in bringing career materials to my attention. Some of the materials were quite disappointing because they were too shallow. (Shoemaker)

9. I need materials relating geometric concepts to careers.

10. I would like to see career education make a direct awareness pitch at pre-service teachers working in this building. Over 600 such people pass through here in just one set of courses and I think a great opportunity is being missed to acquaint them with career education and its materials. With relatively little planning I thing we could together reach a large number of prospective teachers who are working with kids. I personnaly think this would be better than trying to reach them in theoretical classes on campus where they have no chance to implement career education. Why don't we get together and discuss this? (Tom Groom)

EVALUATION OF COMMUNITY RESOURCE UTILIZATION

Two methods for utilizing community resources were developed and tested this year. "School and Community, A Cooperative Learning Project" contains a sequence of experiences for students 7-12. The following agencies participated in this project: AIMS Community College, Lawrence Hertzke Dairy Farm, Weld Mental Health Center, KFKA Radio Station, and Bob Markley VW. Three additional community agencies are in the process of preparing to participate in the project. These agencies include: Chuck Wagon Dinner Playhouse, Henzel Phelps Construction, and an accounting firm.

Middle School teachers at the Laboratory School elected to participate in the project. These teachers were positive about the project and felt that it contributed to classroom instruction. Student evaluations of the project are shown in Tables 13 and 14. Means scorse could range from 1 through 5: 1 = very much, 2 = some, 3 = very little, 4 = not at all, and 5 = I don't know.

TABLE 12

Number of Middle School Students
Utilizing Community Resources

	AIMS	FARM	RADIO	HEALTH	TOTAL
No. of Students	8	12	3	8	32

TABLE 13

Student Ratings of Community Resource Experiences

	AIMS	FARM	RADIO	HEALTH
Did this experience help you learn more about careers or job choices?	1.25	1.75	1.00	1.75
Did this experience help you become more interested in some of your classes?	1.87	2.91	1.66	2.25
Did this experience help you understand your own interests better?	1.37	1.58	1.33	2.37
Did this experience help you understand more about skills and attitudes needed for the world of work?	1.50	1.41	1.33	2.00
Would you recommend that these kinds of learning experiences be continued?	1.25	1.25	1.00	1.87
GRAND MEAN ($\bar{X}$)	1.45	1.78	1.26	2.05

1 = very much, 2 = some, 3 = very little, 4 = not at all, 5 = I don't know

TABLE 14

Student Attitudes About Community Resource Experiences

	AIMS	FARM	RADIO	HEALTH
Generally speaking I would rate this learning experience as (1) excellent, (2) above average, (3) average, (4) below average, or (5) unsatisfactory.	2.00	1.41	1.66	2.37

The "careers course", which was the second method of utilizing community resources, was given a top rating by Barbara Emmert, coordinator for the course at the Laboratory School. Ms. Emmert's comments and suggestions follow:

1. Ten students took the course for credit.
2. I used one assistant to help make "on-the-job visitations."
3. "On-the-job visitations" are not really necessary and eliminating them would reduce a large time constraint on the coordinator.
4. Telephone contact with the employer is adequate. Parents should also be contacted in regard to the course. Student and employer evaluations and learning objectives should be completed.

5. When the student takes the course for the first time and is working on only one credit, he should receive that credit on the basis of his work alone - the fact that he was able to keep his job and receive satsifactory evaluation from his employer.

6. If a student desires to take the course a second time for additional credit, special projects could then be worked out with that student to help him accomplish specific goals.

7. The counselor is the best person to serve as coordinator for this course.

8. Students were involved in six different settings: floral business, jewelry business, farming, food services, television repair, and a trucking business.

9. The career course will be continued and promoted next year in the Laboratory School.

CONCLUSIONS

1. The internal evaluation effort was entirely dependent upon the volunraty assistance of participants, including teachers, principals and central administration. Through more ocnsistent and systematic participation in evaluation efforts, more conclusive information could be available for project staff and other decision making personnel.

2. Most elementary teachers who have used VACE materials rate them as good materials for classroom use.

3. Elementary teachers rated the VACE materials high in helping to achieve some education goals and low in achieving others.

4. There are differences in the way some elementary schools using the VACE materials rated them. These differences could be related to differences in the amount and kind of project staff assistance in individual schools; administrative support; teacher attitude about the importance of career education; inservice attendance by teachers, counselors, and administrators; and scheduling and structuring within individual schools.

5. Teacher comments about materials obtained and used through the project indicated that (1) teachers generally view the materials as providing valuable information and enhancing favorable attitudes in students; (2) project staff has been helpful, friendly, and cooperative with teachers and administrators in all pilot schools; (3) teachers generally feel it is their responsibility to become more involved in career education and to take advantage of the assistance and materials that are available to them.

6. Monthly reports by elementary school project associates showed a greater degree of participation (utilization of staff and materials) than was generally established through teacher evaluation report forms.

7. The monthly report form did not provide any useable or significant information.

8. In addition to the utilization of the VACE materials, special career education projects comprised a significant part of implementation efforts at the elementary school.

9. Elementary schools are using career education materials in addition to VACE. The most commonly used seems to be L. Senesch, Our Working World.

10. Numbers of teachers responding to evaluation forms was higher at secondary level than at elementary level.

11. The majority of secondary teachers responding to the teacher evaluation form indicated an interest and desire to use career education materials in future.

12. Some teachers within each secondary pilot school are utilizing career education materials and the career development centers.

13. As was the case with elementary schools, secondary schools also showed some differences in their ratings of materials and centers. It is logical to assume that some of the same reasons could be responsible for this. (See number 4).

14. Many secondary teachers responding to the teacher evaluation form recommended (1) the development and dissemination of a complete list of available materials; (2) a subject area listing of materials; (3) a continued effort from project staff to encourage the implementation of career education.

15. Secondary teachers rated career education materials and other services provided by staff as good with definite advantages to students.

16. Secondary teacher comments indicated that (1) project staff was helpful and cooperative; (2) time was the greatest constraint in using materials in the classroom; (3) responsibility for career education belongs to the teacher and it is he/she who must make more effort to utilize resources provided by the project.

17. Community resource utilization, specifically in regard to the "Cooperative Learning Project," was rated as very valuable by both students and teachers participating in the project.

18. The "Cooperative Learning Project" was underutilized by teaching personnel.

19. Time was the greatest complaint in utilizing community resources.

20. The "Career Course" was used only in the Laboratory School and was rated very positively by students, counselors and sponsors. The course has been infused into the regular class offerings at the Laboratory School.

RECOMMENDATIONS

1. Internal evaluation procedures should be defined and developed as early in the school as possible. Specific evaluation methods for each component should be considered as one of the goals and objectives of that component.

2. One of the major purposes of internal evaluation for the third year of the project should be to provide the most helpful and convincing information for schools, teachers, and principals in terms of their on-going effort in implementing career education when funding for the project ceases.

3. Administrative personnel, as well as teachers, should be provided with the results of internal evaluation. It would be especially encouraging for teachers to see how other teachers view the project, materials, and career development centers.

4. Methods for utilizing community resources needs to be expanded to District 6 as well as to the high school level at the Laboratory School.

5. A full time coordinator for community resources will most likely be needed to implement significant programs in this area.

APPENDIX E

Placement Sub-component

Summarized Report

EXEMPLARY CAREER EDUCATION PROJECT:

PLACEMENT SUB-COMPONENT

Summarized Report

July, 1975

Maurice B. Ward, Ed.D.

Placement Developer

Career Oriented Education Project

University of Northern Colorado Laboratory School

and Greeley District - 6

Greeley, Colorado

EXEMPLARY CAREER EDUCATION PROJECT: PLACEMENT SUB-COMPONENT

SUMMARIZED REPORT

The Need for School Based Placement Service

Traditionally, some type of placement activity has always taken place in the schools. The need for a more comprehensive school based placement service has been vividly stated in recommendations of the National Advisory Council on Vocational Education. Limited placement services have been provided in grades 10 through 12 in the University of Northern Colorado Laboratory School and in Greeley-6 but not systematic in nature and have not included all students.

Placement, as defined and for use in the Exemplary Career Education Project, is a continuous process designed to assist in placing or facilitating self-placement of in-school students, school graduates, and school leavers -- depending upon the desire of the individual -- in full- or part-time jobs, in continuing additional training or post-secondary training and/or education, in gaining when and where necessary the needed information and experience for placability, and in participating in volunteer work directly related to the development of salable job skills. Although present trends encourage the school, Employment Service, and other community agencies to act in a coordinated effort, in this Project the effort is to maximize the utilization of the presently available resources in the placement activities.

Definitions of other terms:

1. In-school student-- An individual who is enrolled in any one or any combination of grade levels 10, 11, 12.
2. Placability-- Capacity or skills to be placed in a job, further training, or in an educational program.
3. School graduate-- An individual who has received a high school diploma or other formal recognition, such as a Certificate of High School Equivalency (GED).

4. School leaver--An individual who either leaves school prior to graduation or before completing a program of studies without transferring to another school or placed in a special program.

In 1974, surveys in reference to placement services were made. On the simplest level of analysis, the results indicated the lack of a systematic, organized approach to providing placement activities in the guidance delivery system. It is felt that the Project must attempt to meet the needs of all students in grades 10 through 12.

For all these reasons, and others which will be expressed below, an operational planning was initiated to insure the availability of a simple and dynamic placement service in the school setting for students enrolled in grades 10, 11, and 12 and exiting school graduates and and school leavers of the Laboratory School which may provide a frame of reference that could be adapted to the unique conditions and objectives at Greeley Central High School.

Objectives

The major objectives set forth in the operational planning were as follows:

3.291 To determine from the available data the current status of placement services in the participating high schools.

3.292 To obtain through a needs assessment information as to what placement assistance students desire.

3.293 To analyze collected data and establish priorities which will provide a baseline for implementation of school placement services.

3.294 To strengthen school guidance system through a more sequential, organized program placement which is appropriate to all students including school graduates and school leavers.

3.295 To provide preparation activities directed to all youth exiting school which will enable them to obtain and retain employment or further training and/or education.

3.296 To develop lines of communication and expand coordination with business, industry, and labor which will facilitate the successful entry of youth exiting school into the labor market.

3.297 To improve communication with the general public, business and industry, as well as community organization which will enhance placement activities.

3.298 To improve lines of communication among faculty members, administrators, counselors, and other school personnel which will facilitate the success of a relevant placement program.

3.299 To provide data for program evaluation.

These objectives were seen as fundamental steps in establishing the positive climate for a more comprehensive career guidance delivery system which the proposal envisaged.

Organiation

Each of the objectives required different but related strategies. Many of the tasks/events/activities were interrelated and occurred either as a result of a prior action or in conjunction with another action.

The first task was the formation of a placement team comprised of the Project Coordinator, guidance coordinators of the Laboratory School and Greeley District-6, counselor at Greeley Central, two graduate students, and the placement developer. Other tasks completed were as follows:

1. Obtained descriptive information for existing data as to the present status of placement activities in the two high schools.
2. Analyzed and abstracted relevant information from data collected.
3. Designed a self-administering needs assessment instrument to be used with students.
4. Obtained through a needs assessment information as to what placement assistance students desire.
5. Analyzed and abstracted data collected through student needs assessment.
6. Developed evaluation procedures and techniques in cooperation with Project personnel.
7. Collaborated with Project personnel to establish priorities which will provide a baseline for implementation of school placement service activities utilizing existing resources.
8. Developed for installation a program of placement activities which includes what will be done, by whom, facilities, and resources.

Evaluation

The objectives attainable within the scope of this Project were listed earlier. The number of each objective is given below with outcomes listed for each. The outcomes represent what was or is to be achieved.

3.291 Current status of placement services.

Outcomes:

a. A demographic description of the participating high schools and an assessment of the current status of placement services.

b. An information base for placement program decisions.

3.292 Placement assistance desired by students.

Outcomes:

a. Assessment of placement activities needed by the students in a school setting.

b. An information base for placement program decisions.

c. A list of placement activities, recommendations.

d. The translation of activities, recommendations, to program goals.

3.293 Establish priorities

Outcomes:

a. Criteria for priorities.

b. Rank ordered list of goal priorities.

3.294 Sequential, organized program of placement.

Outcomes:

a. A list of behavioral objectives for each goal.

b. Evaluative criteria for each objective.

c. Preform preplanning tasks.

d. Implement program.

3.295 Preparation Activities

Outcomes:

a. Criteria for the selection of methods and techniques.

b. Selection of methods and techniques for implementation.

3.296)
3.297) Develop lines of communication.
3.298)

Outcomes:

a. Criteria for the selection of methods and techniques.

b. Selection of methods and techniques.

3.299 Evaluation

Outcomes:

a. Periodic process assessment of implemented program.

b. Student impact assessment of program technique.

c. Decision to continue program technique

d. Decision to recycle as required by reexamination of program.

Development of a Functional Model System for Placement Services

One of the initial steps in using the systems approach was to develop a description and assessment of the current placement activities and services. This context evaluation defined the environment (school setting) in which the change was to occur, depicted unmet needs, and identified problems which might result in needs not being met.

The following criteria was developed for determining the placement program goal priorities:

1. Are the time and facility demands within the existing resources of the school?

2. Is the present guidance staff sufficient enough to handle the goal?

3. Can the goal be accomplished without additional budget request?

4. Does the goal embrace placement service needs of students which are not being adequately handled by the present program?

5. Will the goal eventually contribute to a more comprehensive school based placement program, i.e., does the goal represent one part of a larger whole?

The following rank order priorities were assigned (a rank of one represents the highest priority):

1. To improve job placements services utilizing existing referral units in the community.

2. To better acquaint students with placement services early in their high school program.

3. To improve the vocational and educational exploration and planning skills of students through mini-courses, e.g., Career Course.

4. To find better methods of disseminating occupational and educational materials to students, parents, and teachers, e.g., Guidance Newsletter with more emphasis on placement activities.

The next task was to translate goals into a sequential, organized program of placement which would be appropriate to all students including school graduates and leavers. The program design will provide development of linkage with existing job placement referral units, planned and continous two-way communications between and among guidance personnel and students, parents, teachers, and the community.

The support systems for this placement model include student data file, follow-up information, and the career information system.

Evaluation will be the common sense of learning from experience. Answers will be sought to such questions as: "How did we do; did the program affect students behavior; should we retain, expand or change what we did?" The following measures will be used to assess program effectiveness:

1. Project records will tabulate frequency of various student-referral unit contacts and number of students and employers involved.
2. Project records will document the number of students seeking employment who actually obtained jobs.
3. Observations and reports will reveal the involvement of students in placement service activities, e.g., mini-courses.

APPENDIX F

A Reaction to

Career Education of

One U.N.C. Student

An example of one reaction of a U.N.C. preservice education student from the basic concept classes

I know we discussed this in class but I'm still thinking about this Career Ed thing. More than anything, I'm still confused about it and there's alot of questions I have - Maybe if I talked to Bev sometime.

I don't understand what she meant by "work" and by saying something to the effect that we all need work to feel good about ourselves is that an inborn need that manifests itself through all time and all societies or something that our parents and the specific society we live in brands our minds with.

I really enjoyed what I saw at the Lab School last Friday. My feelings become more positive about Career Ed in the way that those games, books, toys, etc., were designed for helping kids making their own decisions about their lives, their morals, other ways of living, different people and situations etc. I wanted to play some of those games myself - I'm glad the school is taking time to delve into the idea of incorporating those things into the classrooms and spending their money so wisely.

APPENDIX G

Newspaper Articles

Lab School's career education projec

Fri., April 11, 1975 GREELEY (Colo.) TRIBUNE 3-A

aimed at students, jobs

By SAUNDRA JORDAN
UNC Journalism Student

"Careers are defined as your pathway through life," said Mike Elliott, a project associate in the Career Education Project, located at the University of Northern Colorado Laboratory School. A student's pathway to his career is opened by career education — a new approach to educational reform.

Career education, currently in its second year of a three-year project, helps students gain insight toward their career interests and also works in creating positive self-attitudes in each individual. Preparing students for work is the major concept of the project, and it is being implemented into United States education at all levels.

Dr. Warren L. Lasell, coordinator of career education at UNC, sums it up as: "...an approach which aims to help a student understand himself or herself better, to learn about careers, and to make decisions better. It is for all students — those college bound, and those not headed for college."

Students in grades kindergarten through 12 should become aware of themselves and careers, and know the importance of a positive interaction between the two. They can, with the aid of career education. The project is there to expand their opportunities, and helps them realize job choices they can have if they have prepared themselves properly.

Now in its infancy, this national movement is organizing its resources to bring career information into the classroom, instead of keepint most of the information in the guidance offices. Of the more than 17,000 school districts in the United States, approximately 5,000 have begun career education activities.

Some school districts in Colorado implement career activities, and one of st comprehensive f the state is in Weld County.

Greeley School District Six and UNC's Lab School have been successful in getting the project's basic approach off the ground, through the use of the project's resources located on UNC's campus.

The District Six pilot schools include Greeley Central High, Heath Junior High, and Madison, Scott and Jefferson elementary schools.

Working jointly, UNC, UNC's Lab School, and the Greeley schools implement career education concepts as an additional way to motivate students in learning about themselves and careers. Through the career education project, these schools are supplied with such resources as games, tapes, films, books, surveys and community representatives — made available to teachers, counselors and students as their interest deems.

Teachers and counselors integrate these resources into the classroom at all levels, but the high school level, a student's interest is more or less by his own choice. In high school, the career information is made available, but the student's interest is his own option.

For example, Ken Schuman, career counselor at Central High, frequently organizes an activity called "mini-career days," which consists of panels or teams of people representing certain careers. Whether it is veterinarians or airline employes, students participate as they wish. Schuman is there to keep the students informed at Central.

"When students can take the initiative to become involved, better public relations is established between students, teachers and guidance counselors," Schuman said.

This indicates how good relations between students and their class activities could create positive self-images, and good future job-employe interaction.

Working together through career education, teachers and counselors can guide students down their paths to future jobs. This coordination begins at the office on UNC's campus.

Part of Marcia Osborn's job, as curriculum and in-service coordinator at UNC, is to plan in-service training sessions for the teachers and counselors implementing career education. She evaluates new materials and resources of the project before they are presented to teachers and counselors using the project's concepts. Each day she helps teachers enlist the resources of Career Education, and each day all ages of students in Greeley have an opportunity to use the project's resources.

Dr. Mike Flannigan, guidance coordinator of the project and a guidance counselor at UNC's Lab School, and Mike Elliott, the educational coordinator at the UNC Lab School, also work with Miss Osborn to make resources available to students in the classroom and guidance offices.

The office of career education at UNC abounds with information and a staff willing to help all teachers and students interested in implementing its services. It is there to make students aware of the values of careers, and of their preparation for them, and reactions to it prove to be optimistic.

In a Gallup Poll of public attitudes toward education, 90 per cent of those polled said public schools should give more emphasis to the study of trades, professions, and businesses. According to Kenneth B. Hoyt, associate commissioner for career education, U.S. Office of Education, many teachers say using a career education approach has made teaching exciting and meaningful for them. Favorable comments from hundreds of equally enthusiastic students have also been received. Seventy-three per cent of the parents polled agreed that students should be told about jobs and job requirements during the course of their education, too.

This indicates the enthusiastic response career education is receiving in the United States, and it is growing each day. One reason for the growth may be that, although a good deal of the costs of education involve buildings, equipment and salaries, career education is asking for only a slight increase in one of these areas — salaries. As a school district finds necessary, qualified people are added to their staffs when they implement career education, or else the existing staff is trained to bring career information into the classrooms.

Most of the funding comes from local or state funds, instead of federal. There is no anticipation for large amounts of additional money, either, which the public also favors.

Therefore, of the many ideas the public has in bringing career information into the classroom, career education is answering them, and bringing new concepts into education.

One approach it takes is in the use of surveys. In Greeley, on the senior and junior high school levels, a popular one is the JOB-O survey. Job-? was developed in California as a student-awareness and job preparation source of information. Students in Greeley gain insight on themselves and find out their interests through this survey. It lists 120 careers that a student may find himself interested in, and it can be taken as often as he wishes, because his interests may vary from year to year.

There are more than 20,000 jobs defined in the United States. Because of this magnitude, career education has grouped jobs of similar interest backgrounds into 15 clusters. The cluster concept presents to students basic areas of study, and, in this sense, allows each student to choose a more concentrated field of study.

The 15 clusters list occupations in business and office, marketing and distribution, communications and media, construction, manufacturing transportation, agri-business and natural resources, and marine science fields.

In addition, it also covers occupations in environmental control, public service, health, hospitality and recreation, personal service, fine arts and humanities, and consumer and homemaking careers.

All types of jobs are included in these 15 clusters, from basic entry level positions to those which require advanced degrees.

The cluster framework, as it has emerged in career education, provides an individual with an early awareness of careers. Children in the early grades deal with the major concepts of the cluster, too. For example, "a few people protect the many," is the major concept students should be aware of when studying the public service cluster. As students progress, opportunities open to develop job entry competencies.

The cluster concept is only the beginning of orienting students to careers. In the four phases of career education, the first stage, grades kindergarten through six, integrates into students self-awareness, career awareness, and values. Phase two, grades seven to nine, continues these three concepts, plus begins integrating career exploration, orientation, and decision making. Phase three, grades 10 to 12, furthers these six concepts, plus begins career preparation and some placement. Phase four, grade 12 to post-secondary schooling, goes beyond this, establishing the basic philosphy of career education, which in implementing career awareness and self-awareness into each individual.

For more than 15 years, the basic idea of career education has existed, and it is only now that the path is being opened to guide students in learning how to best function in their future work roles. It begins in creating self-interest, in order to induce good self-attitudes, and it is hoped a good job-employe relationship will result.

"A good self-image is stressed, because happiness in an individual's job is important in each person's overall decision-making throughout life," Elliott said.

"Because the career education project is on a trial basis, it has yet to indicate whether it makes a student different than he'd otherwise be under the traditional system," Elliott added.

With people like Elliott, Flannigan, Miss Osborn, Lasell, Dr. Frank Cordell, the preservice coordinator, and Dr. Beverly Parks, the community resources coordinator, the project at UNC and District Six is well underway.

"And, working together, the teachers and counselors are developing the best approaches of presenting career education in the schools," Dr. Lasell said.

IN BALANCE — Bookeeping is one of many approaches Scott Elementary School takes to keep students aware of Careers. Louisa A. Phelps, 5121 25th St Rd., prepares to balance a checking account. (UNC News Service photo by Saundra Jordan)

Senior citizens working with Scott students

By SANDRA JORDAN
UNC Journalism Student

Three senior citizens through Retired Seniors Volunteer Program (RSVP) are now working with fifth-graders at Scott Elementary School, teaching them quilting, crafts and rock collecting. The reason they're volunteering their leisure time is to teach children how they can best spend their own leisure time.

Leisure time is an important part of every person's day. When a person comes home from work or school, the hours of spare time he has can be effectively employed, if he knows how to use it. It all depends on the values he places on the things he does — which is one of the concepts Jim Rugh and teachers are trying to teach the Scott Elementary children of Greeley.

a graduate student at ersity of Northern , which, with several Greeley schools, is piloting a new concept of education – a project called career education. Career education is focused on all levels of school, and at the elementary level, one of the main concepts of this project is to infuse values into the grade school students.

Kindergarten through fifth grade is divided into six units of career education. All units of the children are taught awareness of themselves and their surroundings. This awareness lets them begin formulating the values they will have and use when they become adults.

Rugh works with the units and teachers at Scott throughout the day whenever they use career concepts with their lessons to teach values.

"In all grades we take the valuing approach," he said, "and such questions as 'What would you do if ...' are stressed among the students."

Community resources are heavily used at Scott. Community resources are people from the community who come into the school to talk with the students about their jobs, as the RSVP senior citizens are doing.

One half hour each week, a valuing approach is taken with kindergartners. On top of game, like Hannibal Hippo, the kindergarten class has had a hairstylist come in, a cowboy with a saddle, and a fireman. Last fall, they took a trip to the fire station. Officers of the Greeley police and state highway patrol have also visited them. The children learned about the saddle, wore the firemen's boots, hats, and coats, and also had a try at styling hair.

First and second graders were visited by the street crossing guard. During these grades they also begin SRA, which is a reading program designed to teach them self-awareness.

Grades three and four do such things as hold mock trials, learn about cities, and have panels of children asking the guest speakers questions on dentistry, computer research and radiology. Representatives of these careers come in to help teachers with career education.

"In third grade, the students are setting up a business to restore toys, too," Rugh said. In the business, the manager will be chosen, as well as laborers and other coordinators.

One of the big valuing projects the fifth graders at Scott have done was a field trip to Wilshire Shopping Center. The children were divided into three groups, which in turn went to a bank, a grocery store, and a realtor. The employes of these businesses asked the students questions, and afterward, they all met at McDonald's for a follow up discussion. McDonald's gave them a tour as well as a meal.

Fifth grade students also learn how to keep a checking account and learn basic bookkeeping. Many everyday activities of adults are taught to students at these levels.

Now the fifth graders are involved with RSVP senior citizens. Although at this time three citizens are involved with 30 students, Rugh said they hope to get six citizens to work with 60 students next y[illegible]

"The kids really like to work with the senior citizens," Rugh said. But, he said, the citizens are so busy, it is difficult to get as many volunteers at Scott as he would like to see.

Regardless, with all the other community resources volunteering their time, the project of career education is bound to be effective at Scott. With the overall openness of the school, students have the chance to experience every new concept of education that is introduced to teachers.

ERIC

In Madison fourth level class

Career education 'everything you d

By SAUNDRA JORDAN
UNC Journalism Student

Is there a job you can do where you don't have to read?

"What about a trashman?" a Madison fourth-grader shouted.

"You have to read the street signs in order to get there," a classmate responded. "And, you have to read before you can get a driver's license, too," she continued.

"How about a gravedigger?"

"Or a mechanic?"

Bruce Gorze's fourth-grade students at Madison Elementary School in Greeley enjoy finding reasons for everything they do each day. It's easy to learn whey they read, why they write, why they do arithmetic, and why they learn history when Gorze intertwines career education concepts into his class.

"I think showing the purpose of things to students is a humanistic attitude teachers can take in a classroom," he said. With career education, teachers at all levels can show students there is a purpose to everything.

"Career education should be everything you do," Gorze said.

One day Gorze let his students find out how important it is to follow directions. He told the children that for the next 25 minutes, he was going to be the only one who could talk in class. The children gasped at the thought of being still. He said he'd ask students to act out what jobs they wanted to do and let their classmates guess.

Randy Statley built a house. Angie Gonzales ran a cash register. Phil Diekman became a mechanic.

After these and several other students acted out their jobs, Gorze asked the class if the people in these jobs needed to get along with other people.

"Yes!" was the general reply.

Then he asked what kind of things a person needed to know whenever he did a job.

"To run a cash register, you need to read and divide and how to weigh things," said one little girl.

"To be anything else,' you have to know something about the job in order to do it, plus you need an education," said the children about the other things workers needed to know.

After the students pantomimed the jobs, Gorze proceeded to teach a language lesson. He asked them to write neatly and use correct punctuation.

When they were finished, he wrote "I would like to work for you" on the chalkboard. But, it was so sloppy, the children couldn't read it.

He said, "Would you hire me if I wrote so bad?"

"No!" they replied.

"See how important it is to be neat?" he asked.

Every day, all day long, Gorze infuses these concepts into his classroom and students find out there is a reason to do their assignments.

"This teaching is more informal," he said. "I enjoy it and I don't get bored, and I know the kids don't get bored either."

The activities Gorze uses to make elementary students aware of careers don't lower education standards at school either, he said. "I'm sure the quality of education is as high as it's ever been, and now kids are just enjoying it more."

As a fourth-grade teacher at Madison the past five years, Gorze has always infused career education concepts in his teaching. But, for two years, he's been with a career educati the University of Colorado and sever Greeley schools are

Career education s help elementary become aware of the and when they proceed

CAREER EDUCATION — Teacher Bruce Gorze of Madison Elementary School gathers his class to pantomime jobs. Gorze keeps allhis class actively involved in career education activities. (Jordan)

ERIC

UNE Thurs., May 22, 1975

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As a fourth-grade teacher at Madison the past five years, Gorze has always infused career education concepts in his teaching. But, for the past two years, he's been working with a career education project the University of Norhtern Colorado and several other Greeley schools are using.

Career education strives to help elementary students become aware of themselves, and when they proceed to junior and senior high school, the awareness and values they developed in grade school will help them be aware of jobs and working values they'll meet when they complete school.

It is a concept meeting the changing society and educational scene, and, as Gorze said, "Career education is actually everything you do."

CAREER EDUCATION — Teacher Bruce Gorze of Madison Elementary School gathers his class to pantomime jobs. Gorze keeps allhis class actively involved in career education activities. (UNC News Service photo by Saundra Jordan)

ERIC

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Area businesses help in career education

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By SAUNDRA JORDAN
UNC Journalism Student

Teachers at Jefferson Elementary School in Greeley are trying as many different and interesting things in their classrooms as possible.

With the ease of securing permission to take students on short field trips, many of the teachers can now integrate new ideas of education at a more relaxed schedule. For example, with the exemplary program of career education through the University of Northern Colorado and School District Six, Jefferson teachers can integrate career awareness into their students with field trips, or with the games and other resources available from career education.

Teacher Glen Hamlet has contact with approximately 15 different businesses in Greeley and this area, which he takes his classes to when he wants to teach them about different occupations. He will soon be taking small groups of his class to Greeley's telephone company, but in the past, he has conducted a unit on the home repair and building occupations.

With the help of a home improvement company in Greeley, Hamlet and small student groups watched, in four trips, the building of a from bricklaying to and glass-cutting.

"When the kids saw the process of these occupations, we gave them firsthand experience to do the same things at school," he said Out in the schoolyard this year, students were allowed to lay and mortar bricks, and they learned roofing techniques with some roofing tile Hamlet had brought in.

"As well as this first-hand experience, I have the kids investigate these occupations, write reports, and I give them vocabulary words to learn about the particular jobs they do. And they learn the different tools, the cost of materials, and the cost of labor.

"I limit the groups to 10, because kids can get more involved in small groups," he said.

Hamlet is not the only teacher at Jefferson approaching students on a more individualized basis. Paul Canny and his class created a business.

"We started a company, and each student filled out a job application form, went through an interview, and all were assigned jobs," Canny said.

A variety of jobs were assigned, he said, in which three committees were set up to oversee the process of the business. The business was selling candied apples.

"Our purchasing committee went out to Grocery stores and priced apples," he said. Consumer education was employed here, as the students learned the best buy for their money.

The other two commitees were advertising and grievance. "We had one grievance, and a student was fired from his job," he said.

Two hundred and fifty apples were sold in two days, at 20 cents each. "One hundred eighty-two were sold in the first 10 minutes," Canny said.

With the profit, the students received $1.50 each, which they spent on personal books.

"I like career education as far as preparing kids for jobs," Canny said. But, he indicated he preferred to use his own material and ideas to that of the resource center at Jefferson.

Mrs. Shirley Howard said there sometimes is not enough time in her class schedule to set aside for career education activities. But some of the activities she has accomplished this year include having her fourth graders make a career mobile with magazine pictures and construction paper.

Some of the students in Mrs. Howard's class won ribbons recently from Jefferson for an art contest they participated in. The class studied the surveying of the Mason-Dixon Line, and she had students draw pictures of how they would survey. Angela Mahan was the blue ribbon winner.

Mrs. Bonnie Schoonover, Jefferson's remedial reading teacher, strives to increase her students' occupational vocabulary through the stories they read. In addition, she helps relieve her students' activeness with walks and field trips, to talk about fencing and landscaping, or managing mobile home courts and apartment buildings.

She said she realized long ago that some students may never go to college, and they need to be aware of the jobs available for high school graduates or less. For this reason, she has taken them to motels, restaurants and gasoline stations, letting them realize they can find jobs as waitresses or gas attendants, too.

"Awareness of all caree the main goal," Schoonover said.

These teachers and mo Jefferson and other Gr schools have been integr career education into classrooms for two years. pilot school in Greeley h career education coordin working with the teachers counselors in bringing ca and self awareness to th dividual.

Earl Zehr is the coordin at Jefferson. A UNC grad student, Zehr has worked teachers at Jefferson all yea suggest new ways in brin career awareness to students. The career reso center of the school only h

ART CONTEST — To spark career interest in surveying, students were asked to enter their artistic concepts of the Mason-Dixon line in an art contest. Here, Gilbert Martine display Photos

inesses help education

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"When the kids saw the rocess of these occupations, e gave them firsthand ex- rience to do the same things school," he said Out in the hoolyard this year, students ere allowed to lay and mortar icks, and they learned roofing chniques with some roofing e Hamlet had brought in.

"As well as this first-hand perience, I have the kids vestigate these occupations, rite reports, and I give them cabulary words to learn out the particular jobs they . And they learn the different bs, the cost of materials, and e cost of labor.

"I limit the groups to 10, cause kids can get more volved in small groups," he id.

Hamlet is not the only teacher Jefferson approaching udents on a more in- vidualized basis. Paul Canny d his class created a siness.

"We started a company, and ch student filled out a job plication form, went through interview, and all were signed jobs," Canny said.

A variety of jobs were signed, he said, in which ee committees were set up to ersee the process of the siness. The business was ling candied apples.

"Our purchasing committee n grocery stores and ," he said. Con- mer education was employed here, as the students learned the best buy for their money.

The other two commitees were advertising and grievance. "We had one grievance, and a student was fired from his job," he said.

Two hundred and fifty apples were sold in two days, at 20 cents each. "One hundred eighty-two were sold in the first 10 minutes," Canny said.

With the profit, the students received $1.50 each, which they spent on personal books.

"I like career education as far as preparing kids for jobs," Canny said. But, he indicated he preferred to use his own material and ideas to that of the resource center at Jefferson.

Mrs. Shirley Howard said there sometimes is not enough time in her class schedule to set aside for cereer education activities. But some of the activities she has accomplished this year include having her fourth graders make a career mobile with magazine pictures and construction paper.

Some of the students in Mrs. Howard's class won ribbons recently from Jefferson for an art contest they participated in. The class studied the surveying of the Mason-Dixon Line, and she had students draw pictures of how they would survey. Angela Mahan was the blue ribbon winner.

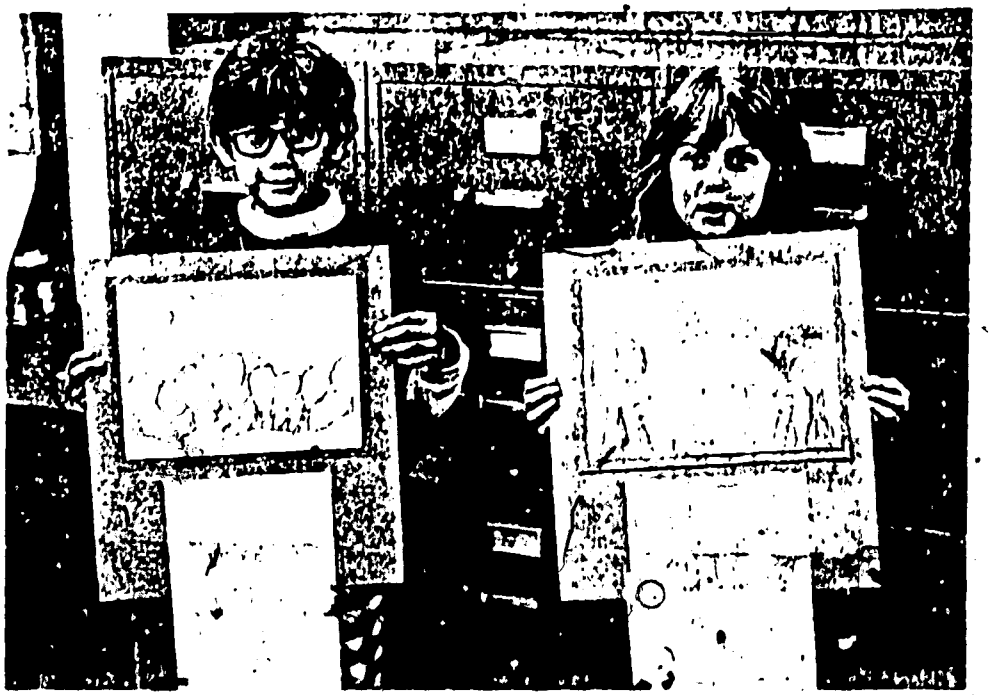
Mrs. Bonnie Schoonover, Jefferson's remedial reading teacher, strives to increase her students' occupational vocabulary through the stories they read. In addition, she helps relieve her students' activeness with walks and field trips, to talk about fencing and landscaping, or managing mobile home courts and apartment buildings.

She said she realized long ago that some students may never go to college, and they need to be aware of the jobs available for high school graduates or less. For this reason, she has taken them to motels, restaurants and gasoline stations, letting them realize they can find jobs as waitresses or gas attendants, too.

"Awareness of all careers is the main goal," Mrs. Schoonover said.

These teachers and more at Jefferson and other Greeley schools have been integrating career education into their classrooms for two years. Each pilot school in Greeley has a career education coordinator working with the teachers and counselors in bringing career and self awareness to the individual.

Earl Zehr is the coordinator at Jefferson. A UNC graduate student, Zehr has worked with teachers at Jefferson all year to suggest new ways in bringing career awareness to the students. The career resource center of the school only holds some materials and ideas, but its existence has sparked the creativity of many good elementary teachers at the school, and new ideas are in focus for next year.



ART CONTEST — To spark career interest in surveying, students were asked to enter their artistic concepts of the Mason-Dixon line in an art contest. Here, Gilbert Martinez and Angela Mahan of Jefferson display their drawings. (UNC News Service Photos by Saundra Jordan)

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Career education program de

Mon., May 26, 1975 GREEL

at He

By Saundra Jordan
UNC Journalism Student

At Heath Junior High, things aren't done just to pass the time.

Heath is another school in Greeley that brings career education to students. Along with Central High and Madison, Scott and Jefferson elementary schools, students at Heath can develop their basic progressiveness as individuals in career education. They can now learn how to live with possible career and personal situations that may happen in their future lives.

Simulated situations of career education, ranging from seminars to games, allow the students to make decisions about spending their money, making their own home-life rules, and deciding what jobs they someday might want to do. These simulated situations create personal awareness in students about society's working values in relation to their lives and careers.

"We find that career education is a more realistic and a more effective educational approach for students," said Gene Kowalski, a UNC graduate student from Denver and an associate of career education at Heath. The career education project is going on at these Greeley schools and the University of Northern Colorado, and its project associates are generally graduate students becoming familiar with the aspects of career education through UNC.

Heath has had its career education information office open since 1974. The office is the center for the games, seminar information, books, film strips, and pamphlets that teachers and students use when they want to gain insight about careers and themselves.

Teachers are the key in getting career awareness infused into the students.

Kowalski explained that "In working with teachers, some send 8 to 12 students at a time to the career center to research particular careers. They do written reports or oral reports for class on the careers they decide to explore." He said that the oral reports give information to more than one student, which is more effective in giving an all-around bond between the student and class.

"But, career education is not a class," he said. "It develops better personal and social relevance in education with the information it provides."

In developing senses of value, accomplishment, and decision-making with career education, "a lot of learning just happens at Heath," Kowalski said.

Students learn by the many different approaches the teachers use. Kowalski said Dennis Fisher let his class play the "Wheels Game," which is a game that teaches students the economic and mathematical aspects of owning a car. With the game, students investigate the insurance and maintenance of cars, and decide if they could be responsible enough for an expensive car rather than an inexpensive car. The value they place on owning a car depends a great deal on their personal prestige.

"And the cost of prestige is something this game points out to students," Kowalski said.

"Career education games help students learn about life as well as any career they are curious about," he added.

Heath, like Centerl High School, also has "mini career days." This year, ninth graders attended two math seminars and did report and discussion follow-ups in class. Other seminar-related events students participated in were field trips to Kodak in Windsor and Denver's Museum of Natural History.

Career education activities at Heath also include three foreign language camps in the mountains.

"This spring, the foreign language students camped near Estes Park for three days and participated in career-oriented activities such as simulated customs checks, mock courts, and simulated stores — with all the students speaking the same foreign language. They also learned how to dance foreign dances and cook foreign food," Kowalski said.

The German students took the first trip at the beginning of April, followed shortly by the French and Spanish students.

But, back in the classrooms at Heath, other career education ideas are used.

Ardis Johnson takes words off job application forms and uses them in spelling and word definition tests. Not only do students learn the job application terms, they also become familiar with filling out the application forms.

Liz Sage has her students do units on bibliography card writing. The stude Heath's career center, do resea materials, a bibliography card

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Liz Sage has her students do units on bibliography card writing. The students come into Heath's career information center, do research with the materials, and write bibliography cards.

There are a lot of different ways to infuse career awareness and self-awareness into junior high students, and Heath applies many of the career education in ideas in its classrooms. The project associates of career education in Greeley agree that all students must eventually start thinking about their future, and with career education in grades kindergarten through 12, students do.

There may no longer be an excuse in American education that students are unaware of the working world when they get out of school, said a counselor associate of career education.

"And at Heath, we utilize as many different approaches as possible to have something meaningful for all students," Kowalski said.

Greeley Tribune - Wed. Jan

Students participate in career education pr

Students in a beginning typing class at University High School are getting a taste of the world of work this week by participating in a career education project.

Students in the class, taught by Mrs. Rozema McKain, spent a day at a variety of businesses in Greeley observing, working, and learning about the numerous jobs persons do at banks, floral shops, utilities companies, the university, a manufacturer, realties, and social service organizations.

The project was arranged with cooperation from the Greeley Area Chamber of Commerce and the various businesses, Mrs. McKain said. Students were at the businesses Tuesday and more will take part Thursday.

The project was organized with help from Warren Lasell, who is directing a career education project for District Six.

Following their day on the job, students will write a paper on their impressions of the working world, Mrs. McKain said. The intent of the project is

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LEARNS FLORAL BUSINESS — Alice Berg, 15, a sophomore at University High School, spent a day at Erickson's Flower Shop Tuesday as part of a career education project. The project is intended to familiarize students in business classes with the variety of career opportunities available. (Tribune photo by Ron Stewart)

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Greeley Tribune - Wed. January 15, 1975

...ts participate in career education project

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Following their day on the job, students will write a paper on their impressions of the working world, Mrs. McKain said. The intent of the project is to help students become more aware of the opportunities and alternatives available in employment after graduation.

Half Price Sale

Select Group
Fragrance Items

Calendars

...AL BUSINESS — Alice Berg, 15, a ...ersity High School, spent a day at ...op Tuesday as part of a career education ... is intended to familiarize students in ...h the variety of career opportunities' ...h ...n Stewart)

Job opportunities outlined in career education program

By SAUNDRA JORDAN
UNC Journalism Student

Inside the Gothic, stone walls of Greeley Central High School, approximately 1,050 students attend various classes each day. Although some students regard going to school as "putting in their time," they soon discover that someday they must leave the school and find themselves a job.

A few will be lost to a drop-out world. Those who remain must take their education as it comes, and, as it always came — until now.

Central High is trying something new — something called career education.

What is career education? It is the total effort of schools and the community to help individuals become familiar with the values of a work-oriented society, and to enable all people to implement these values in their lives if they choose to do so.

Carrer education, one concept of a nationwide movement for educational reform, has been introduced to students at Central. The basic goal of the project is to help students interrelate their subjects, and make them realize their subjects are preparing them for their future jobs. To do this, the project first approaches teachers and counselors.

At Central, teachers and counselors are trying to answer the questions: How much are students really getting out of school? How much is school preparing them for their future career roles?

Career education helps teachers answer these questions, by supplying career information and resources to students through the guidance office and the classrooms. The resources contain information on careers from accounting to electronics, and come in the form of pamphlets, books, tapes, surveys, games and seminars.

Sooner or later, students must think about what they want to do with their lives. They need to be aware of themselves and their capabilities before deciding what kind of career they think they're suited for. With the career resources available at Central, they can now find out about the careers they're interested in.

Ken Schuman, the career counselor at Central, is there to help them. With the aid of the University of Northern Colorado and other pilot schools of Greeley's Career Education project, Schuman and teachers implement the concepts of career education at Central with the career education resources available.

Schuman and teachers at Central surveyed the students to find out their interests. The results of these surveys placed students into different interest groups, and whenever new resources come into the counseling office, students are informed through the public address system, or through letters, that new information is available.

A popular presentation of career information is by seminars, which at Central are called "mini career days." Representatives of different career fields, such as medicine or agriculture, come to the school and hold panel discussions and question and answer sessions. All students are invited to attend but those who, according to the surveys, show particular interest in a special career presentation, will also receive letters of invitation.

After students attend "mini career days," it is hoped their insight gained from such sessions will create in-class awareness. If a student wants to be a veterinarian, he or she will hopefully realize how important his science classes are for that field, and then relate his interests to math, English, or history. A chain reaction should result.

Schuman said he finds great enthusiasm among students when they begin realizing how interrelated their classes are.

"Some Central students even check out career resources from this office for younger brothers and sisters, as well as their parents," he said.

With the career information available at Central, new interests are satisfied, and when students find their interests changing, they are re-surveyed as often as they like so they may study new careers.

Central High and UNC's University High are piloting concepts of career education. Next year Greeley West High School will be implementing career education, too.

The Greeley Tribune
Greeley, CO 80631

Vol. 67, No. 157
Thursday, April 24, 1975

APPENDIX H

Letter of Transmital

for

Third Party Evaluation

July 1, 1975

Dr. Warren Lasell, Coordinator
Career Education Project
University of Northern Colorado
Greeley, Colorado 80639

Dear Dr. Lasell:

Enclosed are eight copies of the final evaluation report for the UNC Career Education Project. Dr. Weber and I have appreciated the opportunity to conduct the evaluation. We have learned much from the experience and from our association with you and your staff.

The UNC staff should keep in mind that the evaluation is very much a data based assessment of the project; the findings reflect only those quantifiable scores and indices as recorded by students and teachers. Thus, the relative lack of significant statistical differences says nothing about what obviously have been important and positive results of the project which simply were not tapped by our particular set of instruments. The project is to be commended for undertaking this type of evaluation--especially so in light of the timeframe under which the career education evaluation Guidelines were issued.

From my two visits with you and your staff in Colorado, my personal impressions of the project are that it is well managed and staffed by highly competent people and it appears to be appropriately targeted to the personal and career development needs of the children and young adults in the pilot schools.

Best of luck with the project in the future. Please contact us anytime if you have any questions about the report.

Sincerely,

Jerry P. Walker

ACCESSION NUMBER: VT102695

PUBLICATION DATE: 74

TITLE: WOMEN AT WORK. CAREER AND VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT REPORT NO. 16.

PERSONAL AUTHOR: ELLIS, MARY L., ED.

DESCRIPTOR: *FEMINISM; *WORKING WOMEN; *WOMENS EDUCATION; *WORKSHOPS; *EQUAL OPPORTUNITIES (JOBS); SPEECHES; EDUCATIONAL OPPORTUNITIES; EMPLOYMENT OPPORTUNITIES; SEMINARS; MINORITY GROUPS; CAREER EDUCATION; FOLLOWUP STUDIES; LEGISLATION; LABOR FORCE

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 174P.; RELATED DOCUMENT VT 102 694 IN THIS ISSUE.

ABSTRACT: IN 1973-74, UNDER THE SPONSORSHIP OF THE U.S. OFFICE OF EDUCATION AND THE CENTER FOR OCCUPATIONAL EDUCATION AT NORTH CAROLINA STATE UNIVERSITY, THE TECHNICAL EDUCATION RESEARCH CENTERS CONDUCTED THREE TWO-DAY REGIONAL SEMINAR/WORKSHOPS AND ONE NATIONAL INVITATIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK. DISTINQUISHED SPEAKERS MADE PRESENTATIONS ON THE FOLLOWING TOPICS: THE COMPOSITION OF LABOR FORCE, LAWS ON EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN, PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN, THE DESIRABILITY OF EQUAL OPPORTUNITIES, THE IMPLICATIONS OFISSUES EMERGING FROM THE WOMEN'S MOVEMENT, AND CAREER EDUCATION CONCEPTS ASSOCIATED WITH WOMEN IN THE WORLD OF WORK. THE REPORT CONTAINS A DISCUSSION OF THE PSYCHOLOGICAL AND SOCIOLOGICAL INFLUENCES AFFECTING WOMEN'S STATUS, SUGGESTIONS BY WORKSHOP PARTICIPANTS TO CORRECT DISCRIMINATION IN EDUCATION AND EMPLOYMENT, AND A DISCUSSION OF THE IMMEDIATE OUTCOMES OF THE WORKSHOPS. APPENDIXES INCLUDE THE SPEECHES, AGENDA, PARTICIPANT LISTS, AND THE QUESTIONNAIRE USED IN A FOLLOWUP SURVEY OF PARTICIPANTS. A BIBLIOGRAPHY INCLUDES A LIST OF BOOKS, REPORTS, AND ARTICLES FOR GENERAL READING AND FOR USE AS RESOURCE MATERIAL. (AUTHOR/NJ)

CONTRACT NUMBER: OEG-0-70-1978(725)

INSTITUTION NAME: NORTH CAROLINA STATE UNIV., RALEIGH. CENTER FOR OCCUPATIONAL EDUCATION.

102 695

NOV 11 1975

WOMEN AT WORK

MARY L. ELLIS, DIRECTOR
TECHNICAL EDUCATION RESEARCH CENTERS
EDITOR

Career and Vocational Education
Professional Development
Report No. 16

SCHOOL OF EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
1974

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THE CENTER

John K. Coster, Director

The Center for Occupational Education at North Carolina State University at Raleigh is a research and development center established in 1965 under the provisions of the Vocational Education Act of 1963. The Center has been established as an integral unit within the School of Education at North Carolina State University, and its major programs are supported by contracts with the National Institute of Education. The Center has as its mission the provision—through research, development, and related activities—of a continuing contribution to the improvement of occupational education. The major research and development programs of the Center focus on the relationship of occupational education to its context or environment. The frame of reference for occupational education includes its relationship to regional economy, politics, and the employment or work environment. In addition to its primary programs, the Center also maintains a Division of Special Service Projects which provides the capability for flexible action within the Center's overall mission. Funding for these projects is not maintained through the Center's federal grant, but, rather, negotiated on a project-by-project basis with contracting agencies.

CAREER AND VOCATIONAL EDUCATION PROFESSIONAL DEVELOPMENT SERIES

John K. Coster, Series Editor

This series is published by the Center for Occupational Education, North Carolina State University at Raleigh, as a service of the Vocational and Career Education Professional Development Unit, Division of Educational Systems Development, Office of Career Education, Bureau of Occupational and Adult Education, U.S. Office of Education.

ADDITIONAL INFORMATION

For additional information regarding the program of the Center, please write to

Dr. John K. Coster, Director
Center for Occupational Education
North Carolina State University at Raleigh
P. O. Box 5096
Raleigh, North Carolina 27607

WOMEN AT WORK

Mary L. Ellis, Editor

Director
Technical Education Research Centers

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The research reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

****

Career and Vocational Education Professional
Development Report No. 16

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh

1974

Project No. 002533
Grant No. OEG-0-70-1978(725)

PREFACE

In 1973-74, under the sponsorship of the U. S. Office of Education and the Center for Occupational Education at North Carolina State University, the Technical Education Research Centers conducted three two-day Regional Seminar/Workshops and one National Invitational Seminar/Workshop on Women in the World of Work. The Seminar/Workshops were designed specifically to further the professional development of leaders in vocational-technical education.

Policy makers in Regions I, II, VI, VII, VIII, IX, and X attended the Regional Seminar/Workshops held in Stillwater, Oklahoma, Las Vegas, Nevada, and Hartford, Connecticut. Vocational planners in State Departments of Education, EPDA, Part F, 552 Directors and Regional EPDA 553 Project Officers, as well as other interested persons, participated in the National Invitational Seminar/Workshop in Washington, D. C.

The workshops conducted in 1973-74 completed regional coverage which was initiated in 1972-73, when the Technical Education Research Centers conducted Seminar/Workshops on Women in the World of Work in Regions III, IV, and V. The 1972-73 workshops were sponsored by the U. S. Office of Education and the Delaware Department of Public Instruction.

During the workshops, distinguished speakers with expertise in specific areas relating to women in education and employment made provocative presentations on the following topics: the composition of the nation's labor force, laws on equal education and employment opportunities for women, problems and issues associated with the education and employment of women, the desirability of equal education and employment opportunities, the implications of issues emerging from the women's rights movement, and career education concepts associated with women in the world of work. (The full texts of the speeches are contained in Appendix A.)

Following animated discussions of the speeches, participants joined workshop groups to develop practical suggestions and recommendations which could be inculcated into a replicable program for action directed toward creating equal educational and employment opportunities for girls and women.

In July and August of 1974, a follow-up survey of participants was conducted by the Technical Education Research Centers to ascertain the immediate impact of the Seminar/Workshops. Results of the survey, including special action taken by participants, are included in this report.

This report contains:

I. INTRODUCTION - A discussion of the social and psychological influences affecting women's status and equality;

II. RECOMMENDATIONS AND PROGRAM FOR ACTION - Policies and practices suggested by workshop participants to correct discrimination against women in education and employment; and

III. IMPACT OF THE WORKSHOPS - A discussion of immediate outcomes of the Seminar/Workshops.

Appendices A, B, and C contain the speeches, the questionnaire, and the agenda and participant lists. The speeches have been reproduced from the Final Report of the project, with little editing except for technical accuracy and the deletion of one or two colorful phrases. A Bibliography, contained in Appendix D, includes a list of books, reports, and articles for general reading and for use as references and as resource materials.

The Technical Education Research Centers (TERC) and the Center for Occupational Education are most appreciative of the leadership and support provided in the conduct of the workshops by the U. S. Office of Education, Bureau of Occupational and Adult Education, Division of Educational Systems Development. The Vocational Education Personnel Development Staff, Division of Educational Systems Development, gave wholehearted support to the project. Mrs. Muriel Tapman, Education Program Specialist, who served as Project Officer, and Mr. Frank Perazzoli, ucation Program Officer, were extremely helpful in providing directio and encouragement.

The success of the workshops was greatly enhanced by the excellent speeches presented, and the educators who helped accommodate the workshops at local sites deserve special mention for their cooperation. TERC is indebted to Dr. Francis T. Tuttle, State Director, Oklahoma State Department of Vocational and Technical Education; Mr. R. Courtney Riley, Nevada's State Director of Vocational Education; and Dr. Herbert Righthand, Connecticut's Acting Associate Commissioner of Vocational Education, for their assistance with the selection of participants, keynote speakers, and facilities. Special thanks go to Dr. Lloyd Wiggins, Professor, Occupational and Adult Education, and members of his staff at Oklahoma State University, who assumed major responsibility for making workshop arrangements in Stillwater.

Finally, appreciation goes to the TERC staff--Eugenia Walters, Associate Project Director, who assisted in managing and coordinating the Seminar/Workshops; Carol Karasik, Research Associate, who edited

the papers and wrote a major portion of this report; and Frances Courtney, Administrative Assistant, who provided valuable assistance in all aspects of workshop coordination--and the Center staff who worked to produce, duplicate, and disseminate this report.

Mary L. Ellis
Project Director

John K. Coulter
Center Director

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INTRODUCTION

Working women are not news. Women of the working class have been in the mills and factories and shops since the Industrial Revolution. They were the potters and weavers, sowers and food gatherers at the genesis of civilization.

There is a vast difference, however, between their low social and economic status, their role as "the little woman of the house," and their awesome role as mother. The earliest societies were matriarchies whose center of devotion, strength, and unity was the Great Mother. The Feminine Principle presided over earth, protected and healed, provided warmth and kindness, food and nourishment. In many forms, the power of the Great Mother of creation was central in the pantheons: Ishtar and Isis, goddesses of fertility; Athena, source of wordly wisdom; Aphrodite, goddess of beauty and love; Sophia, fount of spiritual transformation and rebirth.

Archetypal images prevail in our collective psyche. They shape our religious and social customs, influence our literature and imaginative powers, and have an enormous effect on our relationships--despite the masculine dominance in contemporary society.

It would seem that the women's movement represents an attempt to restore the Feminine Principle to its original nobility. At least, many men view the movement as a threat to the patriarchal system and equate its members with the more forboding aspects of the Great Mother. However, the women's movement is more political and social in nature. It was born out of the disillusioning contrast between women's subjugated role and their ethereal image. The demand for greater freedom and individuality is, in fact, a desire to escape containment and protection and achieve higher levels of consciousness. This is the path that all great civilizations have taken, and upon which all individuals are expected to advance. The way is the dominant ethos and myth of our culture, and it is one to which most women subscribe, spiritually. Acceptance of masculine or feminine archetypes, symbols, and rites does not depend on one's sex after all.

Unfortunately, the independent struggle for identity and self-realization has not been the approved path for women. These concepts, applied to everyday life, have been alien to them, largely because the way has been barred. Women have been expected to stand in the shadow of their husbands, brothers, and sons, to follow the pattern of their mothers, to marry early, and to bear children in the name of the father. This social design, ingrained over thousands of years, seems instinctual, or genetic, so perfectly does it reflect what anthropologists, depth psychologists, and theologians believe to be the natural state of existence.

Change, however, is the distinguishing characteristic and value of American society. Our lives, our families, our jobs and professions are in a constant state of flux. America is a nation on the move, and progress, for its own sake, is our most important product. Extended kinship has been replaced by the nuclear family. It is efficient and modern, though discomforting in its self-imposed isolation from the less compact family of relatives, grandparents, aunts, and cousins. It is the established family norm, although thousands of couples each year divorce or abandon it. Still, the virtue of the family as the foundation of the social system is upheld--especially when the family is cohesive and middle-class. If poor--or very young--the family is repudiated as an unhealthy atmosphere for growth; there is wide support for the notion that the children be brought under the wing of education as soon as they can walk. The upper classes, who have certain advantages, may keep their children dependent as long as possible, as long as they do not become an economic liability.

In terms of work, technology has created new occupations while rendering others, particularly the handcrafts, obsolete. Automation has freed men from the most laborious jobs only to leave in its wake unemployment, depersonalization, and ecological havoc. For those who are educated and trained, technology promises immense opportunities in new and expanding fields. For those without skills, it reinforces the status quo. It has given our nation ascendant power over underdeveloped countries and has perpetuated within our boundaries a divisiveness between the elite technocrats and the masses of unskilled laborers--between those who control and those who are subservient to machines.

So great is the admiration for--and awe of--the mysteries of technology and its few initiates that those who work with machines get paid far more than people who work with people. (It should be no surprise that 60 percent of the workers in service occupations are women. And in 1971-72, only 0.5 percent of all female vocational students were enrolled in technical education.)

There are those among us who cannot live with these disparities, who either reject change outright or worship at its altar without considering the consequences. Polarity and extremism, in a grey world without easy solutions, are the symptoms of our decade. At a time when ordinary life seems out of control and people contemplate their powerlessness, at a time when many of our youth are preparing for the second coming, women are demanding a fair share in the destiny of the world outside the home. They pose no direct solutions to our more baffling problems, but they do present a new definition of family and a new dimension to career, one that combines work with social and personal satisfaction. Women, it is believed, are endowed with infinite sensitivity, moral fiber, and practicality. If this is true--if they remain "feminine"--their growing numbers and emerging vitality will bring new hope, realism, and humanism into the work place.

For too long, women have been undervalued not only at home but in the labor market. Although the growth of American industry since World War II can be attributed, in part, to the enormous increase of women workers, they have filled subordinate positions, and the occupations in which they are concentrated have offered no prestige or substantial economic returns.

So thoroughly have women been indoctrinated in passivity and conformity that women teachers, secretaries, and nurses have failed to recognize the significance of their power to alter educational practices which reconfirm women's low status, their power to humanize the way business and industry are run, or their power to deliver improved health care in this country.

The women who have suffered most as domestics and non-union factory workers have been the last to raise their voices in complaint or protest. It is they, more than the college-educated, who go to work primarily to support their familes, who maintain both job and household and who, for a variety of reasons, continue to have, and uphold the value of having, larger families while enduring liberal scorn. We need to ask why a child-centered society, one that confirms the blessedness of youth and extends the years of dependency well over the age of 18, both honors and discriminates against those who reproduce.

Childbearing is not the only key to women's equivocal status. Humankind has, to some extent, gained control over evolution. Indeed, women are having fewer children and the population has stabilized. Nevertheless, business and industry depend on women remaining in the home. Women are the consumer class in society. New products and appliances have freed women from time-consuming household chores. Having to devote less time to child-rearing and domestic responsibilities, more women have been free to work over a longer period of time. As a result, women are becoming a stable class of workers. As such, they are being welcomed, if reluctantly, even in the skilled trades. This change could not have happened at a better time. There simply are not enough men to fill the projected job demands of the 70's and 80's.

Hopefully, the impetus of the women's movement will prevent women from remaining a convenient source of cheap labor. Women already have made in-roads toward achieving job entry, equal pay, fringe benefits, and promotional opportunities in higher-paying, nontraditional occupations; and the movement gradually is gaining the support of working-class women, particularly in the unions. Although the battle has not been won, social acceptance of women as workers, careerists, and breadwinners represents only a first step. Nothing will have been gained if women enter the world of work only to lose self and freedom to their employers. It is not enough to work to make ends meet. Women and men need alternatives to standard work routines and inflexible management practices if work is to provide meaningful, self-fulfilling experiences. It is devastating when the quality of human and family life is held in the sway of alterable economic conditions.

It would be a great leap forward if vocational education offered female students equitable counseling and training for a variety of occupations promising the advantages of pay and promotion which are rare in female-intensive jobs. Yet, it would be entirely short-sighted if the vocational education system stopped at preparing all its female students for jobs, even better paying jobs in new and emerging occupations. Policy makers, administrators, teacher educators, and teachers must also increase the dignity and self-image of women, and all vocational students, create opportunities for self-actualization, and prepare students for life and leisure, as well as jobs.

We must work to survive economically; yet, full-time jobs do not occupy all our time nor do they absorb all our interests and commitments. It is more than possible that a shorter workweek, part-time employment--and underemployment--may become facts of life for many workers. In light of a new social and economic framework, can vocational educators provide continuing education opportunities to help youth and adults recognize their full potential as well as adjust to a life wherein full employment is not the central criterion for success? Can vocational educators help both boys and girls find flexible, less conventional definitions for themselves in the home and in the labor market? Can they help students find self-expression without engendering intense personal conflicts between appropriate masculine and feminine traits and roles? They must do so by eradicating sexism in the schools, by joining the educational community to arrive at a better synthesis of academic and vocational education and by working with business and industry to create a more humanistic work environment.

Many men and women who are threatened by some of the demands of the women's movement may be reacting negatively because of their religious beliefs or ethnic backgrounds. Many men may feel that their primary function as protector and provider is being usurped. Furthermore, women who enjoy being full-time housewives and mothers and who see the price their husbands are paying for financial security are understandably unwilling to sacrifice their personal needs and traditional role to court success and false superiority in a competitive man's world. As long as they can afford to stay home (and there are fewer and fewer women in this category) they are right in wanting to avoid the anxiety, stress, boredom, and ill health that claim far too many men in the pursuit of an essential, though hollow, reward.

On the other hand, if women must work or choose to seek fulfillment through careers, they also must strive for more wholesome working conditions, greater social alternatives, and justice. It is difficult to erase deep-seated biases, even when very practical social and economic considerations weigh against them. Yet, our social imperatives are at stake. As Evelyne Sullerot, in Women and Society and Change, states so well:

> The position of women in society provides an exact measure of the development of that society. . . Social progress and changing eras are linked to increases in women's freedom, and social decadence is accompanied by a decrease in their freedom. . .
>
> It is clear that the position of women represents a coherent structure in which all elements are integrated; ideology, role in the family, role in society, economic role, sphere of activity and sphere of forbidden activity. These components of the female position are closely intercorrelated. It would be interesting to know whether a change in one of these components would automatically change the whole structure.

It is apparent that women's changing role is not a social anomaly. Rather, the re-emergence of the feminist movement coincides with the major social and economic reforms of our time. There is, after all, an emotional depth in the human psyche at which differences fade and we are one, and any affront upon another wounds us all.

It is toward the achievement of greater equality for women in education and employment that TERC has conducted the series of Regional Seminar/Workshops on Women in the World of Work. The Recommendations and Program for Action which follow are intended as prototypes for action. Such action would represent a major step toward a more responsive educational system extending greater opportunities to all students.

RECOMMENDATIONS AND PROGRAM FOR ACTION

1. RECOMMENDATION: National, state, and local government agencies, policy boards, and advisory councils should take action to eliminate sex discrimination.

ACTION:

a. Equal rights law enforcement agencies should be strengthened.

b. Title IX of the Education Amendments of 1972 should be enforced.

c. The U. S. Office of Education should disseminate final guidelines to implement Title IX.

d. The U. S. Office of Education should develop a list of schools that are making exemplary efforts to improve educational opportunities for women.

e. The U. S. Employment Service should train staff to provide women with improved information about nontraditional jobs and training opportunities.

f. All equal opportunity committees, offices, and commissions should have a staff person or special division responsible and accountable for equal opportunities for women.

g. The National Advisory Board for Women's Educational Equity, established under the Education Act of 1974, should include vocational-technical educators among its membership.

h. National, state, and local vocational education advisory councils should make Women in the World of Work a high priority on the agenda for 1975--International Women's Year.

i. Advisory councils should promote increased education and employment opportunities for women by sponsoring forums and recommending policies and programs to state departments of education to eliminate sex discrimination in education.

j. Women should have equal representation on national, state, and local advisory councils and policy-making boards.

k. A State Task Force on Sexism in Education should be established in each state (as in Michigan) and involve vocational educators.

1. A national system for examining and responding to educational priorities should be established. The system should be self-evaluating, self-sustaining, and self-updating.

m. The U. S. Office of Education should work to reinstate the requirement that states gather statistics by sex and ethnic categories to provide a basis for determining needed programs and services for women and minorities.

2. RECOMMENDATION: Administrators at the state and local level should provide leadership in creating equal educational opportunities for women.

ACTION:

a. Qualified female staff should be hired and promoted to administrative and leadership positions, thus increasing the number of female role models.

b. Qualified female teachers should be recruited to teach courses traditionally taught by men and vice versa.

c. States should conduct a formal assessment of problems of women in education and employment for purposes of state planning.

d. States should survey and publish a list of women's organizations and utilize their members in state and local planning.

e. State or local education agencies should conduct ongoing surveys of local labor market demands and job requirements to determine employment restrictions or opportunities for women.

f. Funds for career education should be regulated by state departments of education to assure equal educational opportunities for women.

g. Physical education and athletic programs for men and women should receive equal financial support.

h. Expenditures for male and female students should be equitable. Funds for disadvantaged students, rather than going for predominantly male programs, should be balanced as well.

3. RECOMMENDATION: Affirmative action plans should be required of and developed by all educational institutions and agencies.

ACTION:

a. State departments of education should develop career ladders and promotional opportunities for their female staff.

b. State departments of education should develop and disseminate affirmative action guidelines to all local education agencies.

c. Where required by law, affirmative action plans should be adopted and enforced by all state education agencies and educational institutions.

d. Female educators who have been discriminated against should file formal complaints and insist on evidence of affirmative action.

e. An implementation plan should be developed by education and industry to serve as a guide in establishing equal opportunities for women. The plan should include staff projections, goals, and timetables.

4. RECOMMENDATION: Vocational education should provide male and female students equal access to educational programs and employment opportunities.

ACTION:

a. A massive recruitment effort, supported by adequate funding, should be undertaken to encourage more females to enroll in nontraditional vocational programs at the secondary and postsecondary levels.

b. Women should be prepared for long-term employment--not simply short-term jobs--in a wider variety of occupations.

c. Career education for females at all levels should be mandatory so that they will be oriented and prepared to compete in the world of work.

d. Vocational schools and classes, particularly consumer and homemaking and industrial arts, should be integrated by sex.

e. Competency and performance-based education should be implemented to give persons with prior experience greater flexibility to move into new educational or occupational programs.

f. School schedules and programs should be made more flexible to women's needs--i.e., open-entry, year-round, and extended day programs.

g. On-the-job training should be expanded to prepare women for management positions in the world of work.

h. Work experience programs should be adopted or expanded for all vocational education areas.

i. Child care training programs should be continued and expanded to prepare both males and females for jobs in this growing field--and for parenthood. Day care facilities should be established in all vocational institutions to provide practical training to students as well as create an opportunity for mothers to receive vocational education.

j. Surplus or uncommitted funds should be utilized to establish "risk" programs, such as special programs for pregnant teenagers and infant stimulation programs for new parents.

5. RECOMMENDATION: Curricula and materials should be free of sexual bias and assure equal education and employment opportunities for women.

ACTION:

a. Career education at all levels should be used to improve the self-concept of young women, increase career awareness among female students, and prepare all students for jobs and careers without regard to sex roles.

b. Curriculum specialists should develop career education programs and materials which are free of sex-role stereotyping and which expand the educational and career options of young women.

c. Curricula and materials in academic and occupational programs should emphasize the significant contributions of women.

d. Curricula and materials related to women's studies should be developed and implemented in vocational and career education programs.

e. The curriculum should emphasize social values and coping skills as a focal point for self-development.

f. The curriculum should emphasize the dual roles of women--and men--as homemakers and parents and wage earners.

g. Information on sex and race discrimination, equal rights laws, and student rights should be introduced into the curriculum.

h. The U. S. Office of Education should establish a national priority to be implemented by the states to join state departments of education and teacher education institutions in a common effort to eliminate racism and sexism in all curricula and materials.

i. Curriculum laboratories should train staff and develop manuals to eliminate sex-role stereotyping.

j. Publishing companies should be urged to prepare non-sexist materials about careers and job options.

k. State and local committees or task forces, involving parents as well as educators, should be established to review and screen textbooks, films, audio-visual presentations, and software to eliminate sexist and racist bias.

l. State and local education agencies should review and revise curricula and materials to remove sexual stereotypes.

m. Education agencies should institute inservice training programs for instructional staff in order to implement immediate changes in curriculum and teaching practices while waiting for revised publications.

n. The U. S. Office of Education should issue criteria and guidelines for reviewing texts and materials to eliminate sexual and racial bias.

o. State evaluation committees or regional curriculum centers should establish criteria and guidelines for evaluating texts and materials.

p. Teaching staff should work with state evaluation committees to assure that recommended materials are free of sex-role stereotyping.

q. Qualified women should be represented in equal numbers on state evaluation committees and curriculum review committees.

r. Women should be encouraged to seek education and careers in curriculum development.

6. RECOMMENDATION: Guidance and counseling services should increase the educational and career options of female students.

ACTION:

a. Career development should be implemented at the elementary level to expose all students to the full spectrum of career opportunities in the world of work. Career development should extend through high school with constant upgrading of career aspirations.

b. A realistic self-evaluation guidance program for vocational students should be implemented. It should include a component to help young women achieve a positive self-concept in relation to the world of work.

c. As required by law, counselors should discontinue the use of sex-biased aptitude tests.

d. Counselors should encourage girls and women to enter nontraditional vocational education programs and occupations, and present nontraditional occupations as a challenge rather than a barrier to young women.

e. Coordinators and placement staff should make greater efforts to convince employers to consider qualified young women for on-the-job training or jobs in nontraditional, higher-paying occupations.

f. Counselors should be trained to help students make sound and realistic educational and career choices rather than choices based on social conventions.

g. Preservice and inservice training for counseling, guidance, and placement staff should increase their awareness of sex-role stereotyping in education and employment.

h. All counselors should receive perservice and inservice training in career counseling.

i. Certification requirements for counselors should insure that they are knowledgeable about the world of work and are capable of suggesting a wide variety of educational and job options to young women.

j. State certification requirements for counselors, both male and female, should require periodic participation in useful and diversified employment programs.

k. An information system should be established in each state to provide counselors with current information on the labor market and job opportunities for women.

l. A parent-counselor corps approach should be implemented as a way to provide students with broader career information.

m. Mobile units staffed by counselors should be utilized to provide guidance and career information to dropouts, out-of-school youth, and adults to help them enter or re-enter the work force.

n. The American Vocational Association and the American Personnel and Guidance Association should adopt and enforce resolutions to alleviate sexism and racism in guidance practices and materials.

7. RECOMMENDATION: Teacher education institutions should create policies and programs which will assure equitable treatment and full human development for students and staff.

ACTION:

a. Preservice and inservice programs should be conducted for teachers, administrators, and teacher trainers to broaden their awareness and knowledge of the changing role of women in society and in the world of work.

b. Teacher education institutions should recruit qualified women to serve as faculty and administrators.

c. Teacher education institutions should recruit, admit, and counsel more women into advanced degree programs, particularly in administration and in nontraditional vocational areas.

d. Curricula and methodology should prepare teachers to work with each student on the basis of individual interest, aptitude, and ability.

e. Teacher education institutions should orient teachers to the world of work and provide them with the diagnostic skills, group counseling techniques, methods, and practical experience to expand the career options of female students.

f. Teacher education institutions should offer preservice and inservice training on equal rights laws so that staff can inform students about their legal rights and recourse in education and employment.

g. Certification renewal programs should include units or courses on women in the world of work.

h. Teacher education institutions should have representative citizens' advisory councils to provide them with information about the education and employment needs of women in the community.

8. RECOMMENDATION: Professional development should create a strong philosophical and practical basis for advancing equal educational opportunities.

ACTION:

a. Workshops, funded through EPDA, should be conducted for administrators at the state and local level to develop strategies and procedures for correcting sexism in education and for planning programs serving the needs of women.

b. Staff development programs for men and women in professional and nonprofessional positions should be designed to eliminate social barriers, open communication channels, and instill the need for cooperation and mutual respect in working toward common goals.

c. Attendance at professional development programs on topics related to women's rights should be part of the requirements for certification.

d. Professional development internships should be made available to increasing numbers of women in order to prepare them for positions of leadership.

e. Professional development should focus on improving political skills such as monitoring government and equal rights regulatory agencies and identifying increased funding sources for developing more effective educational programs and services.

9. RECOMMENDATION: Adult and continuing education should offer expanded programs and services to assist increasing numbers of qualified women to enter and advance in the world of work.

ACTION:

a. Recognizing the discontinuous nature of education and work among women, educational institutions should develop special counseling programs to assist women preparing to return to the labor force.

b. Educational institutions should develop flexibly scheduled training, upgrading, and retraining programs to serve women re-entering the work force after prolonged periods of absence.

c. Adult and continuing education programs should increase employment opportunities for women by encouraging them to explore and prepare for nontraditional occupations.

d. Educational institutions should develop procedures for assessing and accrediting paid and non-paid prior experiences so that women returning to school may be admitted with advanced standing.

e. Educational institutions should solicit the help of business, industry, and labor in planning and coordinating re-entry, skill-oriented programs for women.

f. Adult and continuing education institutions should offer women's studies programs, including courses on women's rights, sex-role stereotyping, and the changing role of women in society.

g. Educational institutions should establish quality child care centers to meet the needs of students and faculty.

h. Women's resource centers should be established in local communities to assist women re-entering the work force or returning to school.

10. RECOMMENDATION: Educators, individually or in groups, should take political and community action to expand educational and employment opportunities for women.

ACTION:

a. Educators should gather information to support federal and state legislation benefiting women in the world of work--i.e., day care; tax exemptions for child care; equitable taxation, social security benefits, and pension plans; flexible hours and part-time employment; and more stringent health and safety regulations.

b. Educators should work for the appropriation of funds under the Women's Education Equity Act up to the full authorization of $15 million.

c. Teachers and administrators should work with advisory committees to help change attitudes about women in the world of work.

d. Schools should establish liaison with all employer groups in order to learn their job requirements as well as to encourage them to hire qualified women for all employment classifications.

e. Educators should provide employers with factual information on equal rights laws, as well as findings on women's skill aptitudes, low rates of absenteeism, and general productivity on the job.

f. Educators should cooperate with industry in developing on-the-job training programs for women entering nontraditional occupations and managerial positions.

g. Educators should file complaints with advertisers and the FCC regarding sexist advertising and programming.

h. Educators should urge the media to report and dramatize problems confronting women in education and employment and urge them to take affirmative action to alleviate stereotyping in programs, news coverage, and commercials.

i. Educators should consult with parents, local business and industry, civic groups, the church, and Governors' Commissions on the Status of Women to share information and to develop a program of action for improving opportunities for women in the schools and in the community.

j. Professional educational organizations and associations should sponsor programs to increase responsible citizenship among their members.

11. RECOMMENDATION: Continued research should be conducted to provide accurate data and information on women in education and employment.

ACTION:

a. The Department of Labor should sponsor surveys of job shortages in occupations qualified women can fill.

b. Government agencies should determine the extent of female participation in nontraditional occupations, apprenticeship programs, and unions.

c. State and local education agencies should survey business and industry to assure that female students are being prepared for occupations in which there are expanding employment opportunities.

d. Ten million dollars of categorical funds of the Department of Labor should go to the U. S. Office of Education to be allocated to state vocational education agencies for determining current and future labor market supply and demand so that accurate information will be available for purposes of planning effective vocational programs.

12. RECOMMENDATION: An intensive public information campaign should be developed to help eliminate sexism in the home and community.

ACTION:

a. Educational institutions, business, industry, and labor, civic and professional groups, and government agencies should work cooperatively to inform the public about equal rights laws, the Equal Rights Amendment, and the emerging role of women in society.

b. School programs on sex-role stereotyping should be conducted for parents and students.

c. Public service programs should be developed by vocational educators to increase awareness of women in the world of work, changes in the labor market, the career education concept, and opportunities in vocational education. Such programs should involve students and portray people in nontraditional occupational programs and careers.

d. State vocational associations, public information offices of state departments of education, and youth organizations should publish and disseminate information about women in education and employment.

e. Vocational educators should develop promotional materials, slides, videotapes, and film and utilize radio, television, and cable (public access) to disseminate information on education and employment opportunities for men and women of all ages.

13. RECOMMENDATION: Employers should establish equitable personnel policies, employment practices, and fringe benefits in compliance with federal laws.

ACTION:

a. All employers should be required to establish nondiscriminatory policies with regard to salaries; hiring and promotion of married women, older women, and mothers; fringe benefits; retirement plans; and pregnancy and maternity leave.

b. Women workers ought to be apprised of equal rights laws.

c. Industries should publicize job openings and requirements more widely. They should sponsor ads showing women in nontraditional fields.

d. Employers should recruit qualified women from nontraditional jobs and positions.

e. Apprenticeship programs should be publicized and women encouraged to participate in them.

f. Procedures should be developed by employers for evaluating and certifying the non-paid experiences of women re-entering the work force and to regard some volunteer work and homemaking skills as job-related.

g. Federal employers should provide, by law, upgrading for qualified women through remedial job training, work study programs, and career counseling.

h. Employers should qualify women for top positions, through flexible assessment of prior experience, management training programs, and internships.

i. Women should be recruited to serve on policy-making boards in corporations and should have equal representation on recruiting teams and advisory committees.

j. Flexible working hours for women should be made available by business, industry, and government.

k. Industries should establish quality day care centers.

l. Employers should consider more flexible employment patterns--the varied work week, the shared job concept, and leaves of absence for child rearing or continuing education.

14. RECOMMENDATION: Workshops on women in the world of work should be implemented at the national, state, and local levels to increase awareness among educators, elected officials, civic groups, professional associations, business, industry, and labor, parents and students.

ACTION:

a. Seminars on women in the world of work should be sponsored by state agencies of education and labor to eliminate sexism and racism in the schools and on the job.

b. The U. S. Office of Education should develop and publish lists of resources and materials for the conduct of workshops on women in the world of work in each state. States should develop additional resources and materials for workshops at the local level.

c. The U. S. Office of Education should solicit knowledgeable and informed persons on women in the world of work to address USOE regional annual meetings.

IMPACT OF THE SEMINAR/WORKSHOPS

In July, 1974, follow-up questionnaires were mailed to participants who attended the Seminar/Workshops on Women in the World of Work conducted for Regions VI and VII in Stillwater, Oklahoma, and for Regions VIII, IX, and X in Las Vegas, Nevada. In August, 1974, the questionnaire was sent to participants of the third Seminar/Workshop, conducted March 17-19, 1974, in Hartford, Connecticut, for Regions I and II.

Those who attended the National Invitational Seminar/Workshop in Washington, D. C., September 29-October 1, 1974, were not surveyed because the one-month period between the final workshop and the contract expiration date would not have given participants adequate time to accomplish needed changes on behalf of women. Nevertheless, a number of participants were kind enough to let us know, informally, that they had found the group interaction "productive," "thought-provoking," and of "substantial benefit," and as a consequence are disseminating workshop materials to key administrators, developing similar seminars, and using the information in state planning.

Results of the survey show that the workshops were received favorably. Out of 175 responses, 150 persons indicated that their understanding of the problems confronting women in education and employment had increased as a result of the Seminar/Workshops. A great majority of respondents also were made aware of inequities prevailing against women and men desiring to pursue nontraditional careers. Interestingly, 55 out of 118 respondents believe women are encouraged to prepare for nonstereotyped occupations, but only 24 acknowledge that women are trained for nontraditional fields.

A number of participants who gave negative responses commented that they had been aware of the issues and had been engaged in correcting discriminatory practices prior to attending the 1973-74 workshops. In comparison to the follow-up of the 1972-73 series of workshops for Regions III, IV, and V, there was a slight increase of respondents in this category. This may be attributed to the gradual progress being made by the women's rights movement. (For total responses to the questionnaire, see Appendix B.)

Immediate Results

A major objective of the Seminar/Workshops was to encourage educational leaders to take the initiative and act on the suggestions and recommendations developed during the workshops. Based on the survey, all participants have been involved in some activity designed to improve educational and employment opportunities for women. Most have discussed

the concepts of the workshops with their associates and many have had the occasion to speak on the subject of sex discrimination. In addition, much is being done in the area of teacher education and curriculum revision.

The real success of the workshops must be judged in terms of the immediate outcomes, and the many achievements of individual participants, acting in their professional capacities (or as interested private citizens), confirm the value and significance of the workshops.

Selected activities engaged in by persons at various administrative levels are reported in the following section.

Legislators

A State Senator from Iowa has sponsored successful legislation to eliminate sex discrimination in educational programs, influenced passage of an amendment which allows Iowa cosmetologists to cut men's hair, and supported increased athletic programs for women.

A State Senator from Nebraska has opposed efforts to reverse the State's ratification of the Equal Rights Amendment.

USOE Regional Offices

The Director of Occupational and Adult Education in Region VIII is working to eliminate discriminatory practices in professional organizations and associations and in state and local education agencies.

The Program Officer for Equal Educational Opportunity, Region IX, participated in Women's Affirmative Action Plan Committees sponsored by OE and HEW and is encouraging school districts to develop affirmative action.

An HEW Federal Women's Program Coordinator, Region VII, working with representatives from five federal agencies and four area colleges, helped develop a "week-end" college program granting academic credit to women desiring to move into career ladder opportunities.

State and Local Boards of Education

The chairperson of the Vocational Education Committee for California's State Board of Education, the first woman elected Chairperson of the Board of the Far West Laboratory for Educational Research, has promoted women to top supervisory positions.

A member of Colorado's State Board for Community Colleges and Occupational Education and Executive Secretary of the Colorado Vocational Association is urging college-age women to become active in professional organizations and is discussing the problem of equal opportunity with educators throughout the state.

A Curriculum Synthesizer for the Career Education Project, Yonkers Board of Education, is working for greater career equality for women as a member of the National Organization for Women and the American Federation of Teachers.

State Departments of Education

Arizona's Deputy Associate Superintendent has promoted equal educational opportunities for women and participated in the development of curriculum guides and resource materials which are free of sex-role stereotypes.

Connecticut's Acting Associate Commissioner for Vocational Education instituted a strong affirmative action program for women.

Arkansas' State Director of Vocational Education encourages the recruitment and promotion of women into higher level positions on the state staff.

Iowa's State Director of Career Education has been responsible for hiring five professional women to serve on the staff.

Missouri's State Director of Vocational Education advocated a policy urging that both sexes be encouraged to make career choices and prepare to enter the world of work.

Utah's State Director of Vocational Education is using the objectives of the workshop in program planning.

Vermont's Assistant State Director of Vocational Education has developed a State Plan which includes expanded educational opportunities for female students and has encouraged young women to participate in Future Farmers of America.

Washington's Director of Career Education and Vocational Guidance has sponsored Project WAVE, a series of inservice workshops conducted throughout the state, and reviewed the Regional Seminar/Workshop on Women in the World of Work in the Director's Report, April, 1974.

Colorado's State Supervisor of Vocational Guidance has promoted increased opportunities for women through a state vocational workshop, workshops for career and job placement specialists serving local schools and community colleges, and inservice training for counselors working in a mobile career guidance unit.

Kansas' State Vocational Guidance Program Specialist has worked with student personnel staff in area vocational-technical schools and community colleges to implement the USOE Guidelines for Title IX of the Higher Education Act and has urged counselors to eliminate sex-stereotyping practices.

Massachusetts' Senior Supervisor for Guidance, Testing, and Counseling implemented state laws pertaining to the Equal Opportunities program and initiated special projects on women in two graduate courses, Career Education and Organization and Administration of Pupil Personnel Services.

Oregon's State Director of Student Services has testified before the State Legislature's Interim Committee on Education in support of improved counseling services for girls and women.

Idaho's State Consultant for Pupil Personnel Services assisted in the development of an affirmative action plan for women and minority groups and eliminated sex-stereotyping in a pilot project on career guidance, counseling, and placement and in scripts prepared for the Satellite Project of the Rocky Mountain States.

Texas' State Consultant for Guidance furnished data and information on women in the labor force and the significance of the women's movement to an agency advisory council engaged in preparing career education curriculum materials for high school students.

Massachusetts' Chief of Health Occupations Education taught a graduate course on the stereotyped role of women in the allied health professions.

Idaho's State Supervisor of Home Economics and Exemplary Programs reviewed curriculum guides and textbooks to eliminate sex bias.

Nebraska's State Administrative Director for Home Economics has advised businessmen to establish staggered work schedules, child care facilities, and on-the-job training programs to enable women to compete more successfully in the work force.

North Dakota's Assistant State Supervisor of Home Economics has worked with teachers to reduce sex-stereotyping in the classroom.

Washington's State Director of Home and Family Life Education reported on the Regional Seminar/Workshop in a newsletter which is distributed to 2,000 educators and State Directors of Vocational Education and reviewed workshop materials before the State Board of Education.

New Jersey's State Supervisor of Administrative Services represented the Division of Vocational Education at a public hearing on a new state law banning sex discrimination and participated in a training and Management Opportunities Conference on Career Women in State Government.

New Hampshire's Associate Education Consultant has been active on a State Department of Education Women's Task Force and a local Affirmative Action Committee.

Oklahoma's Special Assistant, Vocational and Technical Education, worked with the Oklahoma State Committee on Child Care Legislation and the Oklahoma Home Economics Association Executive Committee to develop a program of work and plan of action for increasing opportunities for women.

Arkansas' Supervisor of Career Education sponsored a career education workshop devoted to the changing role of women.

An Oklahoma Research Associate is supporting candidates who support the Equal Rights Amendment.

Rhode Island's Education Media Consultant has been involved in developing an affirmative action plan, as well as a series of workshops on affirmative action, and is planning a workshop for librarians on selecting non-sexist materials.

Nebraska's Administrator for Vocational Education Professional Development discussed the problem of preparing women for non-stereotyped occupational roles with students enrolled in vocational teacher education programs.

Texas' Educational Program Director conducted orientation sessions for over 100 staff members on the agency's Affirmative Action Plan for Equal Employment Opportunities, utilizing information gained during the Regional Seminar/Workshop on Women in the World of Work.

Montana's Supervisor of Public Service Careers has become a founding member of a Women's Information Network and has instigated complaints of sex discrimination.

Advisory Councils

The Chairperson of the Montana Advisory Council for Vocational Education initiated a study of sexism in elementary textbooks, conducted by the local school system and the local chapter of the National Women's Political Caucus.

A member of the Oregon Governor's Advisory Committee on Career Education testified several times before the State Legislature on behalf of women in the world of work and, as a member of the Oregon State Wage and Hour Commission, changed work orders that discriminated against women.

The Chairperson of the South Dakota Advisory Council on Vocational Education holds sessions on women in the world of work at Advisory Council public meetings throughout the state and has introduced career awareness activities into adult basic education courses for women.

The Vice-Chairperson of the Vermont Advisory Council on Vocational Education has organized special counseling groups for women, helped establish an area women's center, created part-time jobs for mothers with families, and advocated new maternity leave policies for college staff.

Local Directors

The Director of Project Equality, Highland Public Schools, Seattle, Washington, is involved in developing a series of workshops on equal opportunities for school district administrators, counselors, and elementary and junior high school staff.

The Director of Arkansas' Rich Mountain Vocational-Technical School has provided leadership to improve vocational guidance and curriculum planning for young women; has been involved in a study of sex-role stereotyping in public school textbooks; and has brought the need for equal educational opportunity to the attention of the Governor's Education Task Force.

The Work Experience Education Coordinator of Arcadia High School has recommended the use of non-biased tests and guidance materials; helped implement a course on English for Careers taught by a man/woman teaching team and designed to reduce sex-role stereotypes; provided materials on women in the world of work for a social studies course on the history of women; and participated in the newly-formed Women's Caucus of the California Personnel and Guidance Association.

An elementary principal in Wichita, Kansas, who is President of the National Council of Administrative Women in Education, is developing a two-day seminar for women educators and an inservice program for school superintendents to improve their attitudes toward women as decision makers.

Teacher Education

The Head of Occupational Education at Kansas State University is planning to direct a national workshop for sisters in the Catholic Church on expanded educational opportunities for girls and women.

A Professor of Education at George Peabody College for Teachers has served as consultant to the Metropolitan Nashville Public Schools Workshop for Counselors and Administrators regarding sex-role stereotyping in public education.

A Professor of Home Economics at Arizona State University is directing a series of clinics on women in the world of work sponsored by the Arizona State Department of Education for state administrators of occupational programs.

An Associate Professor at the University of Connecticut has conducted a state conference on women in the labor market; assigned three graduate students to study women's role in society; and written to the State Board of Education and the Program Review Committee regarding expanded educational opportunities for women.

The EPDA Coordinator at the University of Nevada is recruiting women to conduct research and development projects in occupational education.

As a student in a course on Women in the World of Work, a doctoral fellow at Oklahoma State University gave a presentation on "Attitudes Toward Women Who Work," which was shown on Frontier Cable Television.

A doctoral fellow at the University of California in Los Angeles, serving as Membership Chairperson of Phi Delta Kappa, has recruited over 100 women members following the decision of that professional educational fraternity to admit women.

Higher Education

The Associate Dean, Central Connecticut State College, has conducted a careers seminar at West Virginia State College focusing on expanded opportunities for women, has served as co-chairperson for a Women's Center, and was a member of the Centennial Celebration for Mary McLeod Bethune, noted black educator.

A Vocational Planning Consultant at Bellevue Community College has planned women's programs as well as activities at the Women's Center for female faculty, students, and community women.

The Associate Director of the Business Research Bureau, University of South Dakota, has spoken on women in the world of work at

meetings of the State Advisory Council on Vocational Education and the State Board of Vocational Education, and has been involved in a research project dealing with women in the labor force.

An Administrative Assistant at the University of Massachuesetts' Center for Occupational Education has engaged in the following activities on behalf of women: (1) assisted in the development of an affirmative action program involving changes in curriculum, counseling, placement, and extra-curricular activities at the Middlesex County vocational schools in New Jersey; (2) offered an undergraduate course on the historical development of women in the labor force, utilizing some diagnostic/prescriptive approaches to current issues of sex-role stereotyping; (3) prepared a dissertation proposal to explore attitudinal relationships between professional and non-professional working women; and (4) developed plans to work with female doctoral students on a simplified vocational referral service in conjunction with the university's counseling center.

Counselor Education

An Associate Dean of Students, Oregon State University, encouraged the Oregon Governor's Committee on the Status of Women to work with state departments of education to promote opportunities for female students and participated in legislative hearings to help draft equal rights legislation.

A Technical Coordinator at Chaffey Community College's Career Center has encouraged women to investigate nontraditional occupations and has been involved in planning a women's center at the college.

The Coordinator of Women's Programs, RPI Graduate Center, Hartford, Connecticut, organized workshops for guidance counselors and female students on nontraditional careers for women.

Public and Private Organizations

The Program Director, BLS and Associates, Inc., Washington, D. C. served as a trainer/facilitator at staff development seminars for elementary teachers and parent leadership training seminars devoted to eliminating sexism in curricula and counseling and pressured a local junior high school to allot a more equitable share of money, time, and school facilities to physical education programs for females.

The Director, Auerbach Service Bureau for Connecticut Organizations, is working with vocational educators and counselors to broaden their view of occupations for women.

The Director of Planning Services, Mott Foundation, organized a college seminar for 100 women educators; presented a program on equal opportunities for women at a workshop of the Michigan Association for Supervisors of Curriculum Development; is chairperson for a local drive to support a scholarship fund for women whose education has been interrupted; and has completed a research report on women in vocational education.

The Director of Education, Sunrise Hospital, Las Vegas, Nevada, promotes benefits for both men and women in the field of nursing.

Unions

The Director of Education and Women's Activities, International Union of Electrical, Radio and Machine Workers, Washington, D. C., has worked continuously with national and state groups for ratification of the Equal Rights Amendment; has spoken on equal rights at the AFL-CIO Labor Studies Center, Cornell and Rutgers Universities; and has participated actively at IUE Regional Women's Conferences.

The Executive Secretary-Treasurer of the Laundry and Drycleaning Union has advocated the need for day care centers, child care programs, and equal employment opportunity within the laundry and drycleaning industry.

Day Schools

A day school director and Director of the Texas Council on Childhood Education has worked at state and local levels to increase the availability of quality child care programs, through Child Care '76, a Bicentennial Commitment to America's Families sponsored by the Day Care and Child Development Council of America, Inc.

Media

The Editor of Update has published information on sex-role stereotyping and equal opportunities for women in the September and October issues of the magazine.

Another participant has written articles concerning women which were published in the October, 1973, issue of Phi Delta Kappan and the October, 1974, issue of Social Education.

Conclusion

The activities in which participants have been engaged since attending the Regional Seminar/Workshops are commendable and apparently rewarding. However, continued action is necessary if girls and women are to achieve equality in education and employment.

For example, relatively few vocational leaders at the state and local level have adopted policies designed to eliminate discrimination. It is also clear that direct action seems possible only at one's own professional level and within one's sphere of influence. Coordination and communication between and among administrative levels and all educational institutions are vital to a comprehensive resolve of the problem. Improved relations with industry also are sorely needed.

The Recommendations and Program for Action are intended as a guideline. They do not take into account all the practical constraints upon educators in various parts of the country. Nor do they address fully the sexist attitudes and practices existing in the home and elementary grades which restrict girls before they even enter the vocational education system. As participants have reaffirmed, simultaneous changes must occur in the home and community as well as business and industry if young women are to enjoy equal educational and employment opportunities. We must work together, as citizens, parents, and educators, to achieve this end nationwide.

The issue of women's equality is critical to the continued credibility of our social institutions as well as the general welfare of all young women and men, who deserve the freedom to choose their own paths toward self-fulfillment. Vocational educators finally have acquired the power and prestige to effect change. We cannot afford to delay or abuse it.

If the Seminar/Workshops have created greater awareness and positive incentives, their objectives have been accomplished. The workshops, after all, are only the beginning, and their long-range impact will be impossible to measure. Although education is proverbially slow to change, it is anticipated that the initiatives taken by participants eventually will be reflected in new strategies, programs, and services that will better serve over half the student population.

APPENDIX A

PRESENTATIONS

LAWS ON EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN*

It has been said that the issue of women's rights is to the 1970's what the civil rights movement was to the 1960's. When we look at the status of the American working woman we can understand even more clearly why the movement for equality has gained such momentum in the past few years. There are more than 34 million women in the labor force today, constituting nearly two-fifths of the total U. S. work force. Yet, according to information from the Economic Report of the President, January, 1973, women were 73 percent of all clerical workers in 1970; 60 percent of all service workers; 40 percent of professional and technical workers; and 5 percent of workers listed as skilled craftsmen and foremen. In public elementary and secondary schools, women were less than 20 percent of the principals; superintendents; deputy, associate, and assistant superintendents; and other central office administrators in 1970-71. Among professional and technical workers in business, women are concentrated in the class B and class C computer programmer positions, while men are more frequently employed in the higher paying class A positions. In the service occupations, women are likely to be cooks, nurses' aides, and waitresses, while men are likely to be employed in higher paying jobs as bartenders, guards, custodians, firemen, policemen, and detectives.

According to Labor Department reports, between 1968 and 1970, women enlarged their share of professional and technical jobs by approximately one and one-half percent. Similar gains were reported in both wholesale sales and skilled craftsmen classifications. But, unfortunately, even these small gains have been partly wiped out by an increasing gap between the earnings of male and female workers. In 1971, a full-time working woman working year-round earned only 59 percent as much as her male counterpart. Fifteen years ago, she earned 64 percent of the male salary. Part of the source of the increasing differential was the relatively low rate of growth in the earnings of female clerical workers and female operatives who accounted for 32 percent and 14 percent, respectively, of all women workers in 1970. Again, according to the Economic Report of the President, a large differential also is evident when the comparison is restricted to men and women of the same age and education. Evidence shows that incomes of women do not increase with age in the same way as do men's. Thus, the differential widens with age through much of the working life.

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*Speech delivered by Mrs. Gloria T. Johnson, Director, Education and Women's Activities, International Union of Electrical, Radio and Machine Workers, Washington, D. C. at the Regional Seminar/Workshop on Women in the World of Work.

The introduction of a recent publication of the Equal Employment Opportunity Commission entitled, "Employment Profiles of Minorities and Women in SMSA's of 16 Large Cities, 1970," sums up the situation very clearly:

> Much has been written about the progress made by minorities and women during the sixties. It is hoped that the employment phase of this progress will be put in its proper perspective as the reader reviews the data included in this publication. One should be able to see that much of the progress so enthusiastically ascribed to minorities and women by some social scientists is either an overconcentration of both groups in industries in which the average wage rates are low or unemployment in those jobs which are low paying and offer little opportunity for advancement.
>
> While the percentage of total jobs held by minorities and women may give an indication of overall industrial exclusion, the percentage of jobs held within certain occupational groups reveals the type of discriminatory employment patterns which exist for minorities and women once they have succeeded in gaining entry into an industry. Particular attention should be directed to minority employment in white collar positions other than those in the office and clerical category and to their employment in blue collar craft positions. These data tend to show the exclusion of minorities and women from the higher paying, more responsible jobs.

Over the past ten years or so, several laws have been passed and Executive Orders issued to eliminate some of the sex-based discrimination found in employment.

First came the Equal Pay Act of 1963. Then Title VII of the Civil Rights Act of 1964 was passed. It was followed by Executive Order 11246 and its Amendment, Executive Order 11375. Then came the Age Discrimination Act of 1967. Most recently, there have been the Equal Employment Act of 1972, amending Title VII, and an Amendment to the Fair Labor Standards Act of 1938, broadening the kinds of employees covered by the Equal Pay Act.

The Equal Pay Act of 1963

For many years, efforts of women's organizations, unions, and other interested groups were directed toward getting a federal equal pay law on the books. It was not until 1963 that this was accomplished. As an amendment to the Fair Labor Standards Act, the Equal Pay Act prohibits discrimination based on sex in the payment of wages for equal work on jobs that require equal skill, effort, and responsibility and that are performed under similar working conditions. Its provisions apply to wages, in the sense of remuneration for employment, including overtime, and to the employer's contribution on behalf of his employees for most forms of fringe benefits.

The Act specifically prohibits an employer from reducing the wage rate of any employee in order to equalize rates between the sexes. It also prohibits any labor union from causing or attempting to cause an employer to discriminate against an employee in violation of the equal pay provisions. Not prohibited are wage differentials based on a seniority system, a merit system, a system which measures earnings by quantity or quality of production, or any other factor other than sex. Since the law went into effect in 1964, approximately $65.6 million for underpayments have been found due to about 142,600 employees, most of whom are women.

Under the Equal Pay Act, where litigation is involved, there are three methods authorized by law for the recovery of back wages. Initially, the Secretary of Labor may bring suit for back pay upon the written request of any employee. Or an employee may sue for back wages and an additional sum up to the amount of back pay as liquidated damages, plus attorney's fees and court costs. Finally, the Secretary of Labor may obtain an injunction to restrain any person for violating the law, including the unlawful holding of proper wages.

There are certain other features of the Equal Pay Act which merit some review. For example, where a nonwillful violation of the Act is involved, a two-year statute of limitations applies to the recovery of back wages. On the other hand, if the violation is willful, the statute of limitations for such recovery is three years.

The Equal Pay Act is enforced under the procedures of the Fair Labor Standards Act. Under its provisions, the Department of Labor has the authority to make routine investigations of business establishments to ensure compliance, even if no specific complaint is filed. The strong enforcement procedures of the FLSA have been a very real advantage for the effective administration of the equal pay amendment.

The amendment also enjoys other advantages. For example, since its provisions are concerned solely with the questions of sex discrimination in employment, it does not have to compete for attention regarding its enforcement with measures against discrimination in employment on the basis of "race, color, religion, or national origin." Another advantage has been the fact that complaints under the Equal Pay Act are treated in strict confidence, and the name of an aggrieved worker need not be revealed unless court action ultimately becomes necessary.

A major advantage of the Equal Pay Act is that its complaint procedures are very informal. The Labor Department's Wage and Hour Division will investigate any institution or company on the basis of a letter or telephone call or anonymous tip. Since the law went into effect, 530 suits have been filed by the Department of Labor under the Equal Pay Act. The majority of those settled have been in favor of the Department of Labor. Of course, persuasion, mediation, and voluntary compliance are preferred to court suits. In fact, voluntary compliance has been obtained in about 95 percent of the Wage and Hour investigations.

Many of the Department's suits under the Equal Pay Act have gained considerable attention. Perhaps the most significant involved the Wheaton Glass Company of Millville, New Jersey. It was this case that made it clear that jobs need only be "substantially equal" to be compared under the Act. The courts have rejected many of the job differences offered as justification for unequal pay systems for men and women employees. The principle has been well established that differences in job content must be significant in terms of economic value, degree of additional skill, time, effort, and responsibility required in order to warrant a wage differential.

Until recently, executives, administrators, and professional employees had been exempt from the Fair Labor Standards Act coverage and, therefore, from equal pay coverage. However, the Education Amendments of 1972, signed into law on June 23, 1972, contained an amendment to the FLSA, which extended the Equal Pay Act to an estimated 15 million executive, administrative, and professional employees and outside sales people. Some of the examples of employees falling within these classifications are personnel directors, counselors, attorneys, physicians, engineers, pharmacists, chemists, technicians, programmers, systems analysts, editors, and writers. According to the Department of Labor, the new law could bring increased pay to thousands of employees in the newly covered groups. "The biggest issue in the next year will probably be in the educational institutions," suggested Carin A. Clauss, Associate Solicitor in the Department of Labor. "We know this is an area of mass violations."

The question of equal pay has been the subject of several recent studies. A prize-winning report by the University of Michigan's Institute for Social Research, "Sex Discrimination Against the American Working Women," insists that, if Americans truly practice their professed belief in equal pay for equal work, "the average working woman would be earning several thousand dollars more in salary than she currently is." The report found that "the average woman should have received 71 percent more than her current income to make her income equivalent to a man with the same scores on the achievement variables." One other finding from this study is rather surprising. Despite the substantial evidence of discrimination against women, working women did not see themselves as being discriminated against. Only about eight percent of the national sample believed they were discriminated against on their jobs!

Title VII of the Civil Rights Act of 1964

Some believe that the primary women's rights issue in the eyes of many of the 34 million working women is equal job opportunity--an equal opportunity to be hired, to be paid a comparable salary with male workers, and an equal opportunity to move into higher paying jobs. Many of the efforts to eliminate sex discrimination in employment have been made through Title VII of the Civil Rights Act of 1964. This Act, which is

administered by the U. S. Equal Employment Opportunity Commission (EEOC), "prohibits discrimination on the basis of race, color, religion, sex, or national origin" in all aspects of employment. It applies to employers of 15 or more employees, public and private employment agencies, labor unions, and labor-management apprenticeship programs. Discrimination is forbidden in hiring, firing, layoff, recall, recruitment, wages, and conditions of employment; promotional opportunities; assignment; vacation and overtime and any other terms or conditions or employment.

To carry out its responsibilities, the EEOC was given authority to receive and investigate charges and to engage in mediation and conciliation as a means of eliminating any discrimination that it found. In the event of failure in its conciliatory efforts, the Commission could only advise the aggrieved person of his right to take the matter to court. Broad patterns and practices of discrimination, which the Commission uncovered, could be referred to the Attorney General who had authority to file suit in the federal courts seeking relief.

Efforts in Congress to give the Commission cease and desist authority started early in 1965. It was not until March, 1972, however, that additional power was given to the Commission. At that time, the President signed the "Equal Employment Act of 1972," which amended Title VII. Under the amendments, the EEOC was given the power to institute lawsuits in the federal district courts. Under this power, the EEOC would be directly represented rather than being in the bystander position of a "friend of the court" in filing briefs. It is interesting to note that, since the Commission has been given its new power, it has filed a total of 143 lawsuits against employers and unions. According to William H. Brown, III, former Chairman of the EEOC, in his statement before the Joint Economic Committee:

> We expect there will be a substantial increase both in the number of lawsuits we will file, as well as in the number of charges to be filed with the Commission, in which discrimination because of sex will be alleged issues. We hope the increase in legal actions will cause many employers to re-examine their own equal employment opportunity profiles. We foresee that as employers become convinced that this agency means business, more cases will be settled out of court with increased benefits, resulting for victims of employment discrimination.

For almost two years, the EEOC has been developing a "tracking system" which sets priorities for selecting companies and unions for litigation in order to maximize its resources and impact. The system apparently is designed to break the log jam of back cases, which now total over 60,000, pending before the Commission. Under the new procedure, all charges are grouped into one of four "tracks." Tracks one and two represent large employers with either extensive national or regional operations, and tracks three and four comprise all other

respondents. To handle nationwide investigations against track one companies or unions, the Commission formed a National Programs Division in its Office of Compliance. The Commission's suit against A.T.&T. brought a settlement last January. A.T.&T. is a prototype track one company. (This settlement required the payment of $15 million in back wages to women and minorities and wage increases amounting to approximately $38 million a year more.) Recently, the Commission selected four major corporations and related unions as targets for wide-ranging job discrimination investigations. Charges were filed against General Electric Company, General Motors Corporation, Ford Motor Company, and Sears, Roebuck and Company. (The notice of a job discrimination charge is the first step under EEOC procedures.)

The Equal Employment Opportunity Act of 1972 brought about some additional changes:

1. The law now covers state and local government agencies and political subdivisions. Under the amendments, approximately 10.1 million persons employed by state and local government units will be covered. Where charges are filed with EEOC against city and state agencies, if litigation is necessary, it will be conducted by the Attorney General rather than the EEOC.

2. The amendments extended coverage to both public and private educational institutions. This will bring about 120,000 such insitutions under the law. Approximately 2.8 million teachers and professional staff and another 1.5 million non-professional staff members now are covered.

3. Charges now may be filed by women's rights organizations and others on behalf of aggrieved persons.

4. Employees of the federal government have been provided procedures offering greater protection from employment discrimination, under a separate provision of the law. The Civil Service Commission has been given increased authority in assuring equal employment opportunity in all aspects of federal employment.

In the area of administration and enforcement, the new law retains the general procedures scheme which enables the EEOC to process a charge of employment discrimination through the investigation and conciliation stages. As already mentioned, the law now authorizes EEOC, in cases where the respondent is not a government agency, to file a civil action against the the respondent in an appropriate federal district court.

If conciliation is not effective in correcting a discriminatory practice, EEOC or the Attorney General can bring civil suit against the employer, labor union, or employment agency. When a case in court is decided in favor of the aggrieved employee, the court may order all or any of the following:

1. Enjoin the respondent from engaging in such unlawful behavior;

2. Order affirmative action as may be appropriate;

3. Order reinstatement or hiring of employee(s) with or without back pay; and/or

4. Award back pay (no more than two years prior to the filing of a charge with the Commission)

In addition to its basic procedural regulations and rules, the EEOC has issued several sets of guidelines dealing with substantive matters of compliance. One set of these is of particular concern to working women: "Guidelines on Discrimination Because of Sex." Issued in April, 1972, they both enlarge upon previously issued guidelines and develop guidelines in areas not previously included.

The guidelines include the following:

1. Hiring based on stereotyped characterization of the sexes, classifications of labeling of "men's jobs" and "women's jobs," or advertising under male and female headings is barred under the new guidelines.

2. Protective state labor laws and regulations are in conflict with and are superseded by Title VII of the Civil Rights Act of 1964.

3. Where state laws require minimum wage and overtime payment for women only, employers may not refuse to hire female applicants to avoid this payment, but must provide the same benefits to male employees

   Similar provisions apply to rest, real periods and physical facilities.

4. Employers may not discriminate with regard to any fringe benefits such as medical, hospital, life insurance, and retirement plans. Differences in cost of these fringes shall not be a defense to a charge of sex discrimination under Title VII.

5. The revised guidelines prohibit excluding from employment an applicant or employee because of pregnancy. They state, among other things, that disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom are, for all job-related purposes, temporary disabilities and should be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment. Accrual of seniority,

reinstatement, and payment under such insurance or plan therefore, should be applied to disability due to pregnancy or childbirth as to other temporary disabilities.

It is perhaps this last point that has caused the greatest amount of reaction. Traditionally, pregnant women had been forced to leave their employment for prescribed periods of time, regardless of their physical condition and ability to work. Women have been denied temporary leaves of absence designed for illness and accidents when the leave is for childbirth. In many instances, they have been required to notify their employers within a certain period of time of their pregnancy. Often, they have not been guaranteed either job reinstatement or retention of accrued seniority rights. But now, federal guidelines and several court cases are changing this. A large number of these lawsuits are appearing on behalf of female teachers. Just to cite a couple of examples: In Bravo v. Board of Education of City of Chicago, 4 FEP cases 994 998 (U.S. D.C. N.D. Ill. July 7, 1972) the court, in describing the order to be entered against the Chicago School Board, stated:

> For the purposes of sick pay, seniority and placement of returning teachers on transfer lists, the Board will be further directed to treat maternity leaves as leave due to illness.

The Sixth Circuit (Cincinnati) in LaFleur v. Cleveland Board of Education 4 FEP cases 1070 (July 28, 1972) held that a teacher has the constitutional right to continue to teach classes during pregnancy as long as it is medically determined that she is able and to return to teaching as soon after childbirth as she has recovered and is able to return.

Executive Order 11246

Effective September 24, 1965, Executive Order 11246 required that all government contracts include provisions that the contractor will not discriminate against any employee or applicant for employment because of race, color, religion, or national origin. Sex was added by Executive Order 11375. Under E.O. 11375 and E.O. 11246, every institution which is awarded a federal contract of $10,000 or more must agree not to discriminate against an employee or job applicant on the basis of race, sex, religion, color, or national origin. Each contractor employing more than 50 persons and whose contracts total $50,000 must have a written affirmative action program on file. Suspension or cancellation of a contract can occur after noncompliance. Contract compliance staff seek compliance via mediation and persuasion.

The Department of Labor has policy and administrative responsibility for enforcing these orders and has issued regulations and guidelines for contracts. The Department's Office of Federal Contract

Compliance has assigned monitoring and investigating responsibility to 15 other federal agencies that grant government contracts.

In February, 1970, the Secretary of Labor and the Director of the Office of Federal Contract Compliance issued Order No. 4, which specified in great detail exactly what federal contractors were required to include in their affirmative action programs. At that time, the Order did not apply to women. In fact, it was not until December 4, 1974, that OFCC revised Order No. 4 so that it also required affirmative action goals and timetables for increasing the representation of women in job categories in which they were currently underrepresented.

This Order contains many sections and subsections. The following deserve special attention:

1. A federal contractor or subcontractor is subject to having his contract cancelled and being debarred from future contracts unless he develops an acceptable affirmative action program for recruiting and utilizing women "at all levels and in all segments of his work force where deficiencies exist."

2. The contractor is required to give special attention to setting goals for utilizing women as "officials and managers, professionals, technicians, sales workers, and craftsmen."

3. The contractor is guilty of underutilization, if he has "Fewer minorities or women in a particular job classification than would reasonably be expected by their availability."

4. Revised Order No. 4 requires that the contractor "establish and set forth specific goals and timetables separately for minorities and women." It has several references to the contractor's duty to involve the union in its program.

5. Revised Order No. 4 specifically provides that the contractor shall "encourage child care programs appropriately designed to improve the employment opportunities for minorities and women."

6. The contractor is also required to give minority and female employees equal opportunities for promotion.

In order to upgrade qualified minority or female employees, the contractor is required to take appropriate measures, such as the following:

1. Initiate necessary remedial job training and work study programs; and

2. Establish formal career counseling programs to include attitude development, education aid, job rotation, buddy system, and similar programs.

Recently, the OFCC has been under heavy criticism for not using its means to the fullest extent to eliminate discrimination. There has been criticism that each agency has developed its own procedures for reviewing contractors covered by Revised Order No. 4. The new Director of OFCC, however, has committed this agency to doing a more thorough job. For example, he wants to see eliminated cases where a company is recieving government contracts and at the same time is in violation of Title VII of the Civil Rights Act. Also, he has promised that any affirmative action program that does not address itself to sex discrimination will not be found in compliance. In addition, the Secretary of Labor has issued a memorandum which requires all compliance agencies to follow standardized evaluation procedures for reviewing contractors covered by Revised Order No. 4.

Education Amendment of 1972

Reference already has been made to that section of the Act which extends equal pay to executive and administrative employees. But the Higher Education Act of 1972 covers other areas of significance to women. One of these prohibits sex discrimination in all federally assisted education programs.

Title IX of the Higher Education Act states:

> No persons in the United States shall, on the basis of sex, be excluded from participating in, be denied the benefits of or be subjected to discrimination under any education program or excluded from actively receiving federal financial assistance.

This applies to public or private pre-school, elementary or secondary schools, and institutions of vocational, professional, and higher education. Exempt are certain institutions controlled by religious organizations as well as training individuals for the United States military service on the merchant marine. With regard to admissions, the anti-discrimination provision applies only to public vocational, professional, and graduate schools as well as public undergraduate colleges and universities, except those that traditionally have had a policy of admitting only students of one sex. Private undergraduate schools are not covered.

It should be noted that an institution may be exempt from the provisions relating to admissions, but still be subject to other prohibitions regarding sex discrimination. These provisions apply one year from date of enactment, except that schools in the process of transition to coeducation, under a plan approved by the Commissioner of Education, have six years from the date of enactment or seven years from the beginning of the process, whichever is later.

For the first time, the Department of Health, Education and Welfare has been empowered to regulate the admissions, student assignment, and faculty employment practices of most institutions of higher education on penalty of a cutoff of federal funds. The new measure also appears to tighten HEW control over student aid, which had traditionally been administered by the colleges and universities. A large federal scholarship program, "the Basic Opportunity Grant," which gives needy students up to $1,400 a year, will be run by HEW's Office of Education, not by the schools.

Many feel that the greatest impact of the new law will be on professional schools such as medical, nursing, and law. Statistics show that not only are fewer women attending graduate schools than men, but also proportionately fewer women applicants are accepted. According to an HEW official, quoted in the Wall Street Journal, "One of the underlying thrusts of the legislation is in terms of providing women increased access to the job market and enabling them to compete on an equal basis with men."

There are several other laws affecting the education and employment of women. One of these is the Age Discrimination in Employment Act of 1967 which provides for the employment of the older worker, based on ability in employment. It protects individuals 40 to 65 years old from age discrimination by employers in an industry affecting interstate commerce, employment agencies serving such employers, and labor organizations with members in an industry affecting interstate commerce.

Although the laws and orders discussed have been effective to some degree in alleviating discrimination, there remain deep-rooted biases that have to be eliminated. The "caste" structure, which puts women in certain jobs because they are women and which keeps them there for the same reason, has to be discarded. As stated in a recent report of the Carnegie Commission on Higher Education, the remedy is nothing less than the removal of "all improper barriers to the advancement of women; an active search for their talent; and a special consideration of their problems and for their contributions." Perhaps if all public and private concerns began to view hiring, promotion, and upgrading of women as an opportunity to draw from the underutilized, but extremely qualified labor pool, then even greater progress will be realized in the education and employment of women.

THE COMPOSITION OF THE NATION'S LABOR FORCE*

The underutilization of women in the work force today is a serious waste of human resources. It is a waste that the country cannot afford. We need to use wisely all the natural and human resources available to us to provide the goods and services needed in a growing economy and to assure that our nation will remain great and strong.

Women Workers in the Past

Women in this country have always worked. In an agricultural economy, they worked in the fields alongside their husbands. At the same time, the produced the food and clothing needed by the family. When production of needed goods moved to the factories, women went along to do the spinning and weaving, and to operate the sewing machines. They have been the nurses and teachers in this country for more than a century.

During the First World War, they moved into the munitions and armament factories. During World War II, they again served their country by working in factories and in heavy industries such as shipbuilding. In the 1940's, 1950's and 1960's, scientific and technological advances, which have eased and lightened household chores, freed many women for work outside the home. In fact, women have been responsible for the major share of the growth of the labor force since 1940. In the last decade alone, women accounted for three-fifths of the increase.

At the same time, there has been a demand for their services. In a dynamic economy, the growth of new industries as well as expanded activities in the health field, data processing, and state and local governments have opened new doors for women in business, the professions, and the production of goods and services. Many families have found that with two earners they have the means for escaping poverty or for providing necessary medical care, higher education for children, paid care for the elderly, and numerous other needed services. Of all husband-wife families in 1970, only four percent had incomes below $4,000 when the wife was in the labor force. In contrast, 14 percent had incomes below the poverty line when the wife did not work.

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*Speech delivered by Mrs. Madeline H. Mixer, Regional Director, Women's Bureau, Employment Standards Administration, U. S. Department of Labor, San Francisco, California, at the Regional Seminar/Workshop on Women in the World of Work.

Women in the Labor Force Today

Women in the labor force today number more than 34 million and account for 39 percent of all workers. Of all women in the population of the usual working age (i.e., 18 to 64 years of age), half are working. The likelihood of being a worker is even greater for women in minority races. (This is a statistical term which lumps together blacks, American Indians, Orientals and Eskimos. It does not include many Spanish-speaking Americans who are classified by Census definitions as white.) Their participation rate is 58 percent.

Women suffer higher rates of unemployment than do men. The August, 1973, rates--seasonally adjusted--show that adult women 20 years of age and over had an unemployment rate of 4.9 compared to 3.1 for adult men. This does not take into account those women who are no longer actively seeking work because they think that no employer will hire them. The latest report on discouraged workers showed that seven out of ten were women!

Most women workers (six out of ten) are married and living with their husbands. The rest of the female labor force is about equallly divided between single women and those who are widowed, divorced, or separated, and their average age is 39 years. In 1920, when the Women's Bureau came into existence, only about one out of five workers was a woman, and she was, on the average, single and 28 years of age.

More than two out of three women workers today have at least a high school education; one out of ten is a college graduate. In fact, women workers are equally qualified with men workers in educational attainment. Despite this educational equality, fully employed women continue to earn less than fully employed men. The median earnings of women are only 59 percent of that of men. White men have the highest wage or salary income, $9,801. They are followed by minority men, $6,928; white women, $5,749; and minority women, $5,181.

Why? Because women are concentrated in low-paying occupations. They are the clerical workers rather than the craftsmen, such as carpenters, or plumbers; they are the teachers and nurses rather than the engineers and doctors. Moreover, women in other major occupational groups, which offer good salaries, are concentrated in the least-paying jobs. Women sell hosiery and gloves at the minimum wage rates, while men sell automobiles, television sets, refrigerators, and stoves (with commissions included). In addition, women are frequently underutilized in relation to their educational attainment; 19 percent of working women with four years of college are doing clerical, semi-skilled, or unskilled jobs. Seven percent of women with five or more years of college are doing the same. Admittedly, part of this underutilization is due to choice. Women who have children sometimes accept jobs not commensurate with their education and training in order to work close to home or to avoid hours in transit to the work place and back. But this does not account for all of the underutilization of educated women's talents.

There are laws, in both the private and the public sector, which state there shall be no discrimination on the basis of sex. Why, then do we have this woeful underutilization of women workers? Why are women's earnings only 59 percent of men's on the average? Part of it is due to what has been considered the proper feminine role in society. Girls are trained from childhood to be helpless, subservient, and interested in feminine activities. They are given dolls and nurse's outfits as toys; boys are given trains, cars, and doctor's outfits. When girls enter junior high and high school, they are counseled to focus on English, literature, and foreign languages and avoid mathematics and the sciences. They are advised to become teachers and nurses, but not doctors and engineers. Yet a recent study, conducted by the Johnson O'Connor Research Foundation of the Human Engineering Laboratory, Los Angeles, California, showed that of the 22 aptitude and knowledge areas they measured, there is no sex difference in 14 areas; women excel in six areas; and men excel in two. Women excelled in finger dexterity; graphoria (accounting aptitude); ideaphoria (persuasion and verbal fluency); observation; silograms (ability to form associations between known and unknown words); and abstract visualization (absence of structure). Men excelled in grip and structural visualization (typified by rapid assembly of three-dimensional puzzles).

This does not mean that all women have all of these aptitudes and that all men do not. There are women who tinker with automobiles and men who are excellent nurses. However, in vocational education, few girls enroll in shop and few boys study home economics, although recently there has been some progress in this area. According to the latest published figures on public vocational enrollments in secondary, postsecondary, adult, and special needs programs, women comprised 92 percent of those enrolled in health occupation courses, 78 percent of those studying office occupations, and only 11 percent of those enrolled in trade and industrial courses. And yet, projections made by the Bureau of Labor Statistics, U. S. Department of Labor, show that eight out of ten of the employment opportunities in the 1970's will be open to people with less than a college education.

On the employment side, many employers in both the private and public sector operate on the basis of attitudes or assumptions which are woefully out of date and old fashioned.

Myths about Women Workers

One familiar myth is that women take jobs away from men, and they ought to quit those jobs they now hold. But in fact, in August, 1973, there were over 32.4 million employed women. The number of unemployed men was 2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be over 30 million unfilled jobs. Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers and nurses.

A second myth is that "a woman's place is in the home." This myth dates back to great-grandmother's or great-great-grandmother's time when a woman's place really was in the home. What with spinning, sewing, gardening, cooking, canning, churning, and cleaning without today's labor-saving devices and modern food processes, how could she get out? Now a woman no longer has to choose between a career and a home. Many women can do both, and many do. Some prefer to stay home as long as they have pre-school-age children, or longer, but even the woman who takes time out to raise a family has a good many productive years to devote to a job. Figures show that the average work life expectancy of a 35-year-old married woman in the labor force is 24 years. For the woman who never marries, it is 45 years.

A third myth is that "women work for pin money." To put it another way, women are secondary wage earners. This myth assumes that every woman has a husband to support her and that his income is adequate. The facts present a far different picture. Of the nearly 51 million families in the U. S. today, about one out of nine is headed by a woman. More than half of these women heads of families are in the labor force. Yet, in 1972, families headed by a woman comprised 43 percent of all low-income families. Sixty-four percent of low-income black families were headed by women.

Why Women Work

Women work out of economic need! Of the 31.7 million women in the work force in 1971, more than six out of ten were single, widowed, divorced, separated, or married to a man with income of less than $7,000 a year. In short women need to work.

The concept of equal opportunity for women, whether in education or employment, means regarding people as individuals, not stereotypes based on outmoded myths. It means an end to selling ourselves short in the way we develop and use human resources. In education, we need to expose girls as well as boys to all the occupational options open to them and not by purpose or by default direct their education toward careers in the usual female occupations. The concept of career education, initiated by Sidney Marland, Jr., would expose both girls and boys to the world of work early and, thus, make an important contribution to their later lives. Whether they know it or not, nine out of ten girls will work at some time in their lives.

In the employment field, making the concept of equal opportunity for women a reality requires personnel assigned to this task full time with positive backing and authority to carry out a program. It requires accumulating the necessary information to assess where we are and how to measure progress. Strategies must be devised to change attitudes of supervisors up and down the line. It requires recruitment of women as well as men and hiring on the basis of qualifications for the job--and remembering there really aren't women's jobs and men's jobs. Women

must have access to training programs. Qualified people must also have avenues to move up from clerical to professional jobs. Promotions must be made on the basis of ability fairly evaluated.

Forecast for the Future

The future would be a lot easier if we could forecast with real certainty exactly what the economy and job demands would be when we are ready to join the world of work. We could then plan our futures by computer, take all the right subjects, and sail smoothly through college and into a career. But life's not like that. It's too fast-paced and too full of change to be predictable.

Although we cannot foretell the future with absolute accuracy, we can study the trends. On this basis, it appears that the decade of the 70's will be characterized by strong economic growth. This means the labor force--those who are working and those seeking work--also will increase. Growth of the economy and the labor force will help meet some important national needs:

- higher living standards, particularly for the disadvantaged
- better education, health, and housing
- urban rebuilding, improved transportation, and crime reduction
- improved environmental quality

In the light of these needs and the types of jobs that will develop out of them, we no longer can assume that the world's work can be divided into men's jobs and women's jobs. In some occupations, the demand for workers will be so great that women as well as men will be welcomed. In other occupations, those in which women have traditionally sought employment, the demands may diminish drastically, and women will have to look elsewhere. A case in point is teaching. Bureau of Labor Statistics projections indicate that the number of persons trained as elementary and secondary school teachers in the 1970's could exceed the demand by nearly three-fourths. The exception is teaching in specialized fields--early childhood development, remedial education, programs for the handicapped or underprivileged. Women may have better chances of success in some of the new and developing occupations which have not been stereotyped as men's jobs. Data processing, city planning, and environmental control are examples. The Labor Department predicts that the number of workers in some professional occupations will more than double by 1980. Marketing researchers, employment counselors, occupational therapists, physical therapists, programmers, systems analysts, and urban planners are only a few examples, but they indicate some of the directions in which we must expand career interests.

Prospects are excellent for jobs in the technical fields which require some type of postsecondary school training, but less than a bachelor's degree. As mentioned previously, eight out of ten jobs to be filled during the 1970's will not require a college degree. Demands will be strong for engineering and science technicians, food processing technicians, and draftsmen. With an increasing demand for more and better health care on the part of citizens throughout the nation, many workers will be needed in the usual technical jobs in the health field such as:

Dental hygienists
Dental assistants
Radiological technologists
Medical laboratory technicians
Medical laboratory assistants
Medical assistants (physician's office)

In addition, there will be demand for workers in some of the new and developing technical health occupations. These include the following:

Surgical technicians
Inhalation therapists
Occupational therapy assistants
Physical therapy assistants
Optometric assistants
Electroencephalographic (EEG) technicians

Solutions to problems related to air, soil, and water pollution will be the responsibility of environmental and other natural scientists and technicians. Environmental technicians will be in demand for work related to radiation protection, pesticides, rodent control, and industrial hygiene. In addition, technicians will be needed to operate, maintain, and repair equipment used in water pollution control studies.

The outlook for workers in the skilled trades and apprentice-type jobs is very good. This is also an area in which women are greatly underrepresented. Although women are 39 percent of all workers, they comprise only three percent of the craftsmen and foremen. Yet, many women have the necessary aptitudes and potential skills. Because strength is becoming less of a factor for many skilled jobs and because of relatively higher earnings, women are becoming more interested in craft jobs. Moving more women into apprenticeships or into apprentice-type jobs has been a goal of the Women's Bureau for the last several years. Over the last year and a half, the Manpower Administration has been funding a special project called "Better Jobs for Women" in Denver, Colorado, which has as its purpose the development of apprenticeship or apprentice-type jobs for women, especially blacks and Spanish-speakers. The project has been successful. According to the latest report, women have been placed successfully in the following kinds of nontraditional positions:

Carpenter apprentice
Plumber apprentice

Operating engineer apprentice
Tool and die making apprentice
Cabinet maker trainee
Phone installer

Some of the skilled occupations in which a rapid employment increase is expected include the following:

Air-conditioning, refrigeration, and heating mechanic
Aircraft mechanic
Television and radio service technician
Automobile and motorcycle mechanic
Truck and bus mechanic
Business machine serviceman
Electrician (construction)
Household appliance serviceman
Instrument maker--mechanical
Instrument repairman
Operating engineer (construction machinery operator)
Plumber and pipefitter

In the clerical field, the demand for secretaries, typists, and stenographers will continue. The demand for electronic computer operators, a high paying clerical occupation, is expected to more than double in the 70's. Other clerical occupations with a favorable outlook include the following:

Library technician
Claims adjuster
Traffic agent and clerk (civil aviation)
Cashier

Some of the more favorable prospects in service work are for airline stewardesses and stewards, police officers, and cosmetologists. Demands will be strong during the 70's for licensed practical nurses and hospital attendants. The Bureau foresees more openings for women as police officers and custodial personnel in correctional institutions now that coverage under Title VII of the Civil Rights Act of 1964 has been extended to state and local governments. In fact, the Police Foundation reports that it is receiving at least 15 calls a week from Police Departments throughout the country asking how they can find and recruit women for their staff.

The jobs will be there in the 70's. With the help of vocational educators and guidance counselors, it is hoped that girls and women will take the necessary courses and training to qualify. Will this be all that is necessary? Not at all. Women will be subjected to pressures from many sources--people and institutions holding limiting expectations and concepts of women's role. Not all employers are enlightened. Not all school boards put the same value on a woman teacher as a male teacher. And a horde of relatives and friends is apt to descend, protesting, on the young wife who decides she wants a career as well as, or instead of, a family. These pressures are not very different from

those women felt in the past decade or so. But today, a woman's chances--if she resists--are much better. If an employer says, "no women need apply," of if he sets up discriminatory criteria for employment, a woman can charge him with sex discrimination and file her complaint with the Equal Employment Opportunity Commission or the Office of Federal Contract Compliance in the Department of Labor. For example, the EEOC has filed a complaint against an interstate bus company because it requires its bus drivers to have a high school diploma and to be six feet tall and to weigh 165 to 250 pounds.

If a woman is refused admission to a graduate school simply because she is a woman, she can point out that any federal grants or contracts the school might enjoy are jeopardized by admission practices. In the matter of home versus career, today's woman finds, for every voice raised in support of the contention that a woman's place is in the home, a score of other voices insisting that she have freedom of choice. In the long run, we can look forward to further gains for women in the decade of the 70's, if women really want them--if they will prepare themselves for jobs that use their full capabilities, if they will insist on their rights under the anti-discrimination laws, and if they will demonstrate their capabilities and their interests by assuming the responsibilities that go along with rights.

WOMEN IN THE WORLD OF WORK*

With the 1970 Census showing that women are 53 percent of the American population, a dialogue on Women in the World of Work seems academic. Yet, there are those who, even at this late date, doubt the need for this dialogue. This shift from a nation dependent on a male population to one which now has a preponderance of females means we will have to change much of our thinking on jobs, education, family life, and our nation's life style in general. By 1980--as this nation moves toward a predicted two trillion dollar economy--and we work ourselves out of the current economic slump--the total impact of this shift in population will become fully apparent. In the meantime, men and women in education, industry, the social sciences, the labor movement, government and politics will have to acknowledge the emerging role of women in the world of work. We will have to adopt a realistic rationale to develop all our human resources if we are to have the kind of work force needed to sustain an expanding economy.

The decade of the 70's is one of challenge and change for women. Since the Civil Rights Act was amended to include a prohibition against discrimination because of sex, much progress has been made in developing new opportunities for women. This, coupled with a growing realization by industry that there will not be enough men to meet their needs, gives rise to new hopes for women in the world of work. The 28th Annual Endicott Report on National Employment, published earlier this year, shows that women college graduates can expect to find substantially more jobs open to them in business and industry this year. Of 196 major employers surveyed by Dr. Frank Endicott of Northwestern University, 140 indicated that they plan to hire 3,068 college women in 1974 as compared to 1,998 in 1973. Although this study covers only a fraction of American industry, the 54 percent increase, if carried across the board, should mean extraordinary opportunities for college women.

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*Speech delivered by Roman C. Pucinski, Alderman, Chicago City Council, Former Congressman, Eleventh Congressional District, Illinois, at the National Invitational Seminar/Workshop on Women in the World of Work.

Perhaps equally important in the Endicott study is the indication that, in 1974, employment of women graduates will equal 24 percent of the number of men graduates hired. Five years ago, in 1969, employment of women graduates was only 11 percent of that of men and 10 years ago in 1964 only 7 percent. Job distribution by those surveyed also shows a dramatic change in new horizons for women. These 196 companies hope to be able to hire 580 women in general business; 353 in accounting; 328 in liberal arts; 231 in data processing and mathematics; 187 in engineering; 146 in marketing and retailing; 74 in science; and 146 in "other fields." Multiply these figures against all of American industry and you sense the growth of opportunities for women. And the pay gap is narrowing. Average starting salaries for women range from a high of $952 per month in engineering to a low of $752 per month for liberal arts graduates. In most fields, these salaries compare well with mens' salaries in 1974. Entry-level monthly salaries for men range from $963 in engineering to $741 in liberal arts.

Last year's survey indicated the major problems companies encounter in hiring women: insufficient numbers in needed fields--especially in engineering; strong geographical preferences; and lack of interest in the type or size of the hiring company. This year, respondents were asked what companies should do to increase employment of college women. Of the 163 companies giving suggestions, the largest number, 65, said companies must open more jobs to women, hire on the basis of qualifications only, and promote women more rapidly. This is evidence of a new awareness by industry that women, too, must be promoted. More than 60 companies stressed closer contact with colleges, through campus career conferences, and with high schools. This, too, is significant. For the first time, industry is looking to the high school level to start recruiting and developing needed woman talent.

The study clearly shows that business and engineering schools are much more willing to accept women than previously, and companies have been hiring all the women they can get with the qualifications they seek. The burden is now shifting to teachers and counselors to meet the needs. While job opportunities and the pay gap seem to be closing between men and women college grads, this is not necessarily true in the rest of the labor market--where women continue to suffer substantial discrimination both in job assignment and in wages. Women entering the work force are exceeding male workers by substantial numbers. The increase of men in the labor force went from 43.6 million in 1953 to 54 million in 1973. The increase of women in the labor force jumped by 15 million in the same period for a total of 34.6 million women workers in 1973 as compared to only 19.4 million in 1953. Today, women constitute 40 percent of the entire work force in America as compared to 31 percent in 1953. At this rate, we can expect women to outnumber men in the U. S. labor force by 1990.

Yet, while women are growing in numbers they are failing in pay. For every dollar a male worker earns, a working woman on the average earns only 59 cents--down from 64 cents in 1957, according to U. S. Census figures. The increase of women in the work force has raised

complex problems. We cannot solve these problems by reaffirming the old bromide that "a woman's place is in the home." Industry will tell you: without her, we cannot survive! Industry needs these women--and will need them even more as the gap between men and women in America's population continues to grow.

Equally important, women, both single and married, need the jobs, and they are entering the labor force in droves. Belief that the big increase in women in the work force is an offshoot of the women's rights movement is belied by statistics. Nor are they working for "mad money." Necessity is the chief reason. Nearly two thirds of all women workers are single, divorced, wodowed, or have husbands earning less than $7,000 per year. Leaping inflation has forced women to become co-breadwinners if the family is to survive.

But while industry needs women and women need jobs for survival, opportunities for better paying jobs continue to elude women more than men. And women continue to be more vulnerable to unemployment. In our present slump, unemployment for females is 48 percent higher than that for males. This tragic discrimination exists because our educational system--and society as a whole--has failed to recognize women's potential. The Carnegie Commission on Higher Education recently described women as "the largest unused supply of superior intelligence in the United States." Unfortunately, by the time women reach working age they have lost confidence in their abilities.

A Task Force Report on "The Potential of Girls" prepared by the National Organization of Women gives us some shocking findings on the genesis of these negative attitudes which eventually lead to job discrimination. The Report showed:

1. As girls progress through school, their opinions of boys become higher and correspondingly, their opinions of girls become lower. Girls gradually learn that boys are worth more. This pattern follows the girl into the world of work.

2. Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work.

3. Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates did not approve of intellect in women. When they finally do discover they must get a job, they are qualified only for the lowest entry-level jobs.

4. Of the brightest high school graduates who do not go on to college, 75-90 percent are women.

5. The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity.

These attitudes are no accident. For years our entire educational system has been a put-down for young women interested in developing careers. It took the home economics teacher to show the rest of our educational community how young women were being short-changed, and it took curriculum development to show women are equal to men in job performance. Still, a recent complaint filed with HEW charges that most schools are giving girls a very poor self image--they are pictured in most textbooks as passive, dependent, and meek. While most math books portray boys as the biggest, tallest, the smartest, and the most innovative, girls customarily are pictured watching on the sidelines. "By the time a girl reaches high school she believes that it's her job to watch boys doing everything. She has little desire to reach out." The complaint charges that most science textbooks show girls doing such domestic experiments as pulling the plug in the sink and watching the water go down, turning on the stove burner and taking out the ice cubes from the refrigerator.

All of this may explain why women continue to suffer curtailment of job opportunities in higher paying categories. The U. S. Labor Department's latest figures show that women comprise 98 percent of all private household workers, 76 percent of all clerical workers, 63 percent of all service workers, and 39 percent of all factory workers, but hold only 18 percent of managerial positions and only 4 percent of supervisory jobs in the skilled crafts.

But there is hope. The Fair Employment Practices Commission has laid down some strict rules on job discrimination against women. You need no longer prove an employer has antagonism toward women workers or discriminates in pay. You need only prove that a "pattern of practice" exists--that male workers receive more pay for the same work than women, or that only men are being hired, despite applications from qualified women. "Pattern of practice" is a meaningful formula. Enforcement of this rule, along with more meaningful training opportunities for young women, should close the career gap between male and female workers.

Industry must be sensitive to these changes. For it is in their best interests to prepare women for skilled jobs to meet the needs of an advanced technological society. Government, too, must be sensitive to discrimination which now exists toward career women in the Civil Service. Perhaps no more foolish rule was ever passed by Congress than the Whitten Amendment, which prohibits a career employee from being promoted more than one grade at a time. Because women historically have had the lower-paying jobs in government, they are barred from being promoted into higher slots--even if they are the most qualified.

Along with emerging occupational needs, alternative life styles and the changing concept of the family are creating new problems. One of the newest problems is that of the "run-away-mother." Ten years ago, there were 100 run-away-fathers for every one run-away-mother. But in 1973, the best statistics available indicate there were only 14 more fathers who abandoned their children than there were

run-away-mothers in the entire nation. In other words, child abandonment now is as prevalent among mothers as among fathers, and the nation is faced with an unprecedented crisis.

Can we really talk about women and the world of work unless we see the whole picture, the pluses and the minuses? I spoke of the changing work force and run-away-mothers as a minus, but we also have a plus. Men are assuming more responsibilities for domestic chores. Until recently, a woman has had to clean house, cook dinner, and tend the children, even when she has a job. There has been no legal recognition of a father's responsibilities during childbirth, but now, employees of the U. S. Labor Department have collective bargaining agreements which allow a father to take up to 30 days annual leave--if he has such time coming--or 30 days leave without pay, to meet his family responsibilities while his wife is having a baby. This is a significant change in attitude toward sharing responsibility.

Women too long have been deprived of their full rights to develop their potential. The history of American women is a regrettable example of tradition and prejudice. A young girl's toys, storybooks, games, and treatment by adults in her life tend to lead her toward passivity and away from success in education and employment. We have made woman a sex object; we have made her an earth mother; we have made her a helpmate. While we treated her as a sex object, we criticized her for "not having a brain." While we made her an earth mother, we castigated her for "not caring about the real world--the business world." And while we made her a helpmate, forcing her to sublimate her goals for ours, we all too often abandoned her, once we got to where we were going, because "suddenly she wasn't vital, dynamic, or interesting anymore."

There is nothing wrong with attractiveness in the female--or in the male. There is nothing wrong with being supportive, helpful, kind, and gentle. Men should have these characteristics. There is nothing wrong with being ambitious, strong, assertive, objective. They are good qualities for women to have. Old sexual stereotypes must go. These stereotypes are going. They are going as we become increasingly aware of the ways in which we have in our homes, in our schools, and in the world of work limited women--and men--in achieving their fullest development as persons. We must help expand the vocational self-concept of young persons. We must help expand the vocational self-concept of young girls. Toys, textbooks, and classroom experiences must be oriented toward this goal. Parent education also will be useful. We must increase opportunities for occupational preparation of women in a wide variety of fields. We must encourage and recruit women to take advantage of expanded opportunities. We must see that women are given full opportunity in the world of work for roles and responsibilities commensurate with their talents, training, and experiences. And we will have to minimize the requirements of experience in some occupational situations until such time as the old stereotypes are overcome. In certain areas, we have not considered some of the experiences that might have made advancement possible.

We men must let women know that we appreciate their expanding involvement in many fields of endeavor. Sex must not be an impediment to human development. It will be a better world for all of us when both boys and girls are free to grow, learn, develop, and become all that they are capable of becoming. If this nation is to continue to prosper, educators must create an atmosphere of dignity and equality in which our young women and men can achieve their fullest potential.

SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?*

We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.

-T. S. Eliot

Equality for women, like equality for minorities and the poor in our society, has not existed in either education or employment. Should women have equal education and employment opportunities? No! Ours has been and is a sexist, racist, classist society. To strive for equal education and employment opportunities without considering the total character of the society that perpetuates this condition is to mistake the issue and limit the accomplishment of even these moderate goals. For this reason, we must pose the larger question of whether we really want to share equally in a sexist, racist, classist, materialistic, amoral society.

As a black viewing the struggles of the past 13 generations, it has become clear to me that to deal only with education and employment is to fragment what is the much larger issue--the dignity and worth of the individual, coupled with self-fulfillment and expression. Much of the struggle for blacks has been like flailing at windmills without ever getting to the root causes, and, as a consequence, we have precious little to show for the effort in the total scheme of society. Until we reorder the values of this culture, we are dealing only with symptoms, not causes. Are we, as women and educators, willing to settle for the goal of equal education and employment opportunities? Do we want to share equally in a corrupt society?

Our nation's founding documents resound with ideals to "promote the general welfare," to "assure domestic tranquility," to guarantee "liberty, equality and fraternity," and to institute governments "of, by, and for the people," with "liberty and justice for all." Yet, we are still struggling to actualize these for large segments of our society. Our original beliefs have been suspended, and it is both natural and commonplace to regard women, low-income persons, and minorities with less value than men, the affluent, racial and cultural majorities.

We must be fully cognizant of the mutuality among the triumvirate of sex, color, and class in order to put into perspective the deeper ramifications of the women's rights issue. We are all products, indeed

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*Speech delivered by Mrs. Barbara Lett Simmons, President, BLS and Associates, Inc., Washington, D. C., at the Regional Seminar/Workshop on Women in the World of Work.

victims, of our acculturation process. We have been conditioned by the home; the school; church; government (federal, state, and local); communities; communications media; social, civic, professional, and fraternal organizations and affiliations, to name but a few. All these social institutions have contributed to what we think, feel, and believe. Our heritage from Western culture and civilization is imbedded in the mores and values which have been passed on to us. It is the transmission if these that shapes our ideas and notions, our definition of success, what is right and wrong, acceptable and unacceptable, appropriate and inappropriate behavior.

Very early in life we were informed, reinformed, and admonished that certain behaviorisms, activities, feelings, and responses carried a sex label. Sex roles are learned very early by children, probably before they are 18 months old. They learn these roles through relatively simple patterns, that most of us take for granted. We throw boy babies up in the air and roughhouse with them. We coo over girl babies and handle them delicately. We choose sex-related colors, clothing, and toys for our children. We encourage energetic, physical activities for our sons, and we expect daughters to be quieter and more docile. We are disappointed when there is no male child to carry on the family name. It takes very little time for our sexual identities to be firmly established in the home. Later, the school curriculum is part of the subtle, but sure process for enforcing and reinforcing acceptable and unacceptable career aspirations based on sex. A perfectly bright little girl may aspire to be a nurse, while her dull male playmate may fantasize about becoming a doctor, great scientist, or President of the country without being challenged.

Human attitudes and prejudices support subtle forms of discrimination, often difficult to detect or deal with, because of their elusiveness, but real nonetheless. Examples are:

1. The admitted discomfort that some people feel working under the supervision of a woman

2. Latent sexual attitudes that inhibit transfer from bedroom to board room

3. The belief that a woman's natural biological function is to stay home to become housewife and child rearer

4. The popular fallacy that women are less stable and less competent

An object lesson in low-key, female rip-off occurred during the CBS telecasting of the first session of the Democratic National Convention in Miami. Women in general, and Gloria Steinem in particular, were neatly and surreptitiously shoved aside during Gloria Steinem's floor interview. Alan Kriegsman, in his Washington Post column, "Bias in the Booth?" reported:

> The weapons of opponents to women's equality are so insidious and subtle that what male chauvinism cannot achieve by exclusion or suppression it manages very easily with a simple smirk, condescending witticism, the "tolerant" grin, the snide wink. These tactics many men have learned to use to fend off the necessity treating women as people, as equals.
>
> This type of put-down is all the more mean for being unconscious. The worst kind of bias, and the hardest to root out, is the kind that is blind to its own existence.

Many of the myths and stereotypes about women as a class are similar to those about black people as a class and are equally as invalid. Yet, there are those who refuse to admit the analogy of discrimination by sex and by race. If they did, they would have to acknowledge the existence of an all-pervading put-down of one group by another and that this put-down is the ultimate debasement of our humanity. Those who have been victimized must be aware of the systematic rationalizations used for institutionalizing inequality in our culture. And those who are its perpetrators, those whose very ego fulfillment flows out of the ego damage they inflict, those who profit from the denigration of others must be made to recognize their own victimization, for they are indeed less than whole. Available findings that evidence how real the discrimination is against women in the world of work include:

1. Political Career Gap

   No woman Senator
   16 women in the House
   69 women Mayors; and
   441 women in State Legislatures

2. Professional Gap

   Women constitute:
   1% of Federal Judges;
   1% of Engineers;
   3% of Lawyers;
   7% of Physicians;
   9% of Scientists; and
   19% of College Teachers (as opposed to 30% 30 years ago)

The stinging reality of statistical findings graphically illustrates women's long-standing status as subordinates. The preferred perception held by our subordinates is that women are unable to make major economic, political, or social decisions; that women are not capable of serious artistic or creative contributions other than reproduction; and that we risk mental derangement, emotional imbalance, or loss of "femininity" should we elect a profession that puts us in competition with men. We risk the acquisition of the "crazy" label should we fashion for ourselves a life as something other than an appendage to

some man. Honest analysis of Western civilization, the Puritan ethic, and Victorian hypocrisy of "ladyhood," and the rigid ascription of roles to males and females make it abundantly clear that our culture has created carefully and made sacrosanct our inequitable life style. Males as well as females are victims in this ethnocracy.

How much blame should be placed on public education? A substantial portion, although it is true that schools reflect the society they serve. Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture. It is also understandable that sexual stereotypes demeaning to women are also perpetuated by mothers and other women as well as fathers, male teachers in elementary and high schools, and the many male administrators at the top of the educational hierarchy.

The Constitution, which blueprinted our national origin, did not speak of education. Therefore, it became necessary to interpret the general welfare clause as encompassing education before enacting the first piece of federal legislation in the Northwest Ordinance of 1787, which stated that "schools and education shall forever be encouraged." This was the initial national endorsement in our country of the "free and public" education concept. Our earlier educational institutions were private, designed primarily to prepare the sons of the landed gentry for the clergy, the teaching profession, and positions of power. Nearly a century later, the Morrill Act, reflecting the transition of America from an agrarian to an industrial economy, established the land-grant schools. The Smith-Hughes Act of 1917, commonly referred to as the first Vocational Education Act, came about in response to the manpower needs of business and financial interests. It was they who determined the extent, quality, and student composition of vocational education programs. It was not until Sputnik ascended in 1957 that our legislators again addressed themselves to educational issues by hastily passing the National Defense and Education Act in 1958. More pieces of education legislation have been enacted in the past decade than in the previous 19 decades--in 1962, MDTA; in 1963, the Vocational Education Act; in 1965, ESEA and the Higher Education Act; in 1968, both MDT and Vocational Education Acts were amended; and in June, 1972, the Education Amendments Act affected six earlier pieces of legislation. In 1964, the Civil Rights Act was passed with Title VII including women by prohibiting discrimination in employment based on sex. Currently, we are on the threshold of passing the Equal Rights Amendment with only five more states needed for ratification.

This brief historical sketch reveals that for nearly two centuries education has been, basically, a "selecting in" process. Yet, we continue "counseling out" female students in our schools from the free pursuits of their career interests and aptitudes. Even the articulated value of seeking one's full educational potential is, for women, essentially hollow, for always just below the surface, if not openly expressed, is the higher expectation and priority for the girl to marry ultimately. Marriage is viewed as her passport to the comfortable life, and a girl is rarely encouraged to take the unconventional and risky course of becoming a serious, productive working person in

her own right. The contradictory message that a girl gets from society as well as her parents is that if she is too smart, too independent, and, above all, too serious about her work, she is unfeminine and will never get married, being thereby consigned to something less than fulfillment of her prescribed role.

Vivian Gornick, in her article, "Why Women Fear Success," which appeared in the Spring, 1972, issue of Ms., cites ample evidence to buttress the thesis that girls opt for shortchanging their academic achievement in order to "keep the faith" with the culture. Similarly, this acculturation process pushes male students down the trail of traditional, male-labeled occupations and professions. When we consider the level of prestige existing between academic and career education, the disparity which is endorsed by our culture and reinforced by our government through the appropriation differential further suggests the depths of the elitist subscription that pervades our society. Paradoxically, our leadership in the international family of nations is based on our technological know-how. Yet, since Gutenberg invented the printing press, we continue to worship at the shrine of the literary skills and accord a higher value to those who possess them. Those who build, create, fix, and do are made to feel less worthy than those who compute and communicate.

Men have to develop the heart to realize that women who are passionate about their position and direction are not preparing to subordinate men. Rather, they are preparing for honesty, for analysis--and for proselytizing the submergence of manhood and womanhood into humanhood. If the special sensitivities we possess are going to be used to build a more equitable society, we educators must begin to examine the system in which we work. We should join with like-minded colleagues to draft a blueprint of those alternative approaches which will fully utilize all our human resources.

One route lies through the analysis of textbooks and attitudes. So long as those responsible for the education of our young believe in sexual stereotypes as givens, rather than hypothetical constructs that a patriarchal society has established as desired norms, the present condition of women will continue. These beliefs are transmitted through literature and history books or other media as well as institutionalized practices. School systems can and should begin to encourage new curriculum developments and attitudes, especially in the vocational-technical career development area, in literature, and social studies. Changes in curricula should occur at both the elementary and secondary level, and these changes depend on teacher education--requiring teachers to analyze the texts they use and their own assumptions and attitudes. The images we pick up consciously or unconsciously significantly control our sense of identity, and our identity--our sense of ourselves as powerful or powerless--in turn controls our behavior.

Will public education begin to change the images of women in texts and the lives of women students in school? It is anticipated that individual teachers will alter their courses and texts and grow more sensitive

to stereotyped expectations and behavior in the classroom. However, no larger, more inclusive reforms are visible: no remedial programs for counselors, no major efforts to "de-stereotype" vocational programs or kindergarten classrooms, and no major centers for curriculum reform.

The capacity exists for our nation to incorporate change. The story of our sophisticated scientific technology and the "accelerative thrust," which Toffler writes of in his book, Future Shock, validates this point and expands on the speed with which such incorporation can be accomplished. In fact, Toffler suggests that adaptability of institutions and individuals will become a necessary survival skill, and with adaptability will come personal and institutional growth as well as a new sense of mastery over our own destinies. This will to change must be awakened, challenged, and channelled if institutions are to keep pace with serving the needs of the individual. If we refuse to accept and encourage change, America will become a well-appointed prison. A prison is still a prison, and a healthy prisoner who uses his time to good advantage is still a prisoner. Only through affirming and actualizing our human dignity and worth, individually and collectively, can we transcend irrational syndromes and shed our myopia with respect to sexual inequities. Not until we can view our roles as human roles, joining together our aggregate talents, information, knowledge, and ideas with the commonality of a deep abiding subscription to the dignity, worth, and self-fulfillment of each without regard for arbitrary factors of sex, race, and economic affluence, will it be possible for men of America to say to women of America, "I'm O.K.--You're O.K."

If women stopped colluding as willing slaves in the division of labor that now exists, men would be forced to begin to work with them in changing the process that creates this division. If women would stop suppressing their curiosity and ambition, men would stop suppressing their own emotions and humaneness. We could count, then, on the moral support of intelligent male and female citizens everywhere to help rid our nation of the vestigial hang-ups that stand in the way of genuine equality or opportunity. Black, brown, red, yellow, and white people of America would say to each other, "I'm O.K.--You're O.K." Educators of America, classical academicians, and vocational-technical and career educators of America could join hands and agree, "I'm O.K.--You're O.K."

The resources exist in our nation. The will to change must and does exist. It requires the mature, balanced courage of women in general, and career educators (male and female) in particular, to move with vigor into a leadership role, setting new directions, designing and implementing models in our schools to demonstrate, perpetuate, and exemplify our nation's integrity by their example. A new set of values--stressing a collective consciousness as opposed to the old "I," "me," "mine" syndrome--must prevail. A true republic "of, by, and for

the people," which "promotes the general welfare" through a changing innovative educational system would realize "liberty and justice for all," confirming the dignity and worth of every individual. This state of affairs would take our historical documents from beneath the plexiglass in the Archives and breathe life into them, making America a democracy.

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WOMEN: FROM DOLLS TO DEGREES -- TO DISILLUSION*

There is a central question that male colleagues and friends often ask, and I'm sure it is sometimes asked by women as well. They ask: "Why all of a sudden are women becoming active?" "Why is there a strong women's movement NOW?" Indeed, why is there an organization of women by the same name?

Surely up to now, everything has not been "O.K." for women. Nor is the push for women's equality just beginning. It seems to have had its beginnings in 413 B.C. when Lysistrata organized a sex strike among Athenian women. Said she:

> It should not prejudice my voice that I'm not born a man if I say something advantageous to the present situation. For I'm taxed too, and as a toll provide men for the nation, while, miserable gray-beards, you. . . . make our lives and persons hazardous by some imbecile mistake.
>
> --Aristophanes in Lysistrata

In this country, the struggle for women's rights is thought to have begun in 1848 when the first convention of record in the world devoted to the discussion of women's rights met in Seneca Falls, New York. The early feminists achieved their aims in 1920 when women finally got the vote in the United States.[1] But now there is a resurgent movement by women to effect changes, in two primary areas: education and employment. And the movement is not limited to this country. It is also taking place in Vietnam, China, Russia, Cuba, Algeria. And we would do well, as my friends and colleagues have done, to ask why.

There are several reasons to be posited why the drive for women's rights is recurring.

First, it is altogether appropriate to make the analogy between the women's movement and the black movement. Very simply, women as a

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*Speech delivered by Sherrie Mazingo, Doctoral Fellow, Department of Communication, Michigan State University, East Lansing, Michigan, at the Regional Seminar/Workshop on Women in the World of Work.

[1]Joyce Cowley, "Pioneers of Women's Liberation," in Voices of the New Feminism, Mary Lou Thompson, ed. Boston: Beacon Press, 1970. pp. 4, 9-10.

group--and non-black minority groups--took their cue from the actions of a whole race of people who had been pushed up against the wall for centuries and then suddenly said, "No more." Certainly, that issue is not resolved either, but no one may argue that major changes have not been effected. Blacks came to a new awareness, and so have women.

Secondly, for so long, both black and white, male and female, rich and poor have heard the magic phrase, "Education is the key." So we have sought increased education. As a result, the level of education attained by women has risen steadily since the early 1900's. Our high schools were turning out one-half million female graduates annually in the 50's, one million a year in the 60's, and now, more than one and one-half million young women graduate from high school each year. Just prior to the 70's, nearly 300,000 women earned bachelor's and first professional degrees, more than 60,000 master's degrees, and in the eight-year period culminating in 1968, women earned some 3,000 doctorates, triple that of the previous 30-year period.[2]

The U. S. Department of Labor reports that there is a direct relationship between the educational attainment of women and their labor force participation. The more education a woman has, the more likely she will be in paid employment. In the most recent figures released by the Labor Department, more than half of the female high school graduates were employed or looking for work, and 60 percent of women with four years of college were in the same position. Of women who had completed five years or more of college, more than 75 percent were in the labor force.[3]

In short, we have put the education key into a lot of hands, and will continue to do so, as more woman strive to improve their lives and to seek a better world for their children and others. Women are just beginning to gain the support of numbers that will strengthen their demand that the key unlock the doors of opportunity they have heard so much about. Much has been invested, and women are expecting that investment to pay off.

A third reason for the rebirth of the women's movement, especially vis-a-vis the employment question, was the high demand for labor during the 60's "and the changing nature of the structure of occupations."

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[2] Women's Bureau. "Trends in Educational Attainment of Women." Washington: U. S. Department of Labor, 1969, pp. 1-10.

[3] Ibid., pp. 10-11, based on projections from the report.

"The percentage of heavy muscle jobs. . . is going down," according to one Census Bureau official. "We are moving from a muscle economy to a machine/service economy. . . ." Of all service workers, women constituted 61 percent. "Opportunities," the official predicts, "are increasing."[4]

Another contributing factor is the Pill. Quoting from Maggie Savoy, writing in the Los Angeles Times, "Times have changed. Economics have changed. The Pill is here. That is why, 50 years after men finally gave us the vote, the movement bursts open again."[5] What Ms. Savoy is suggesting is that along with chronological and concomitant economic changes, new birth control methods and devices have freed a great many women from the home. They are freer to discover civic, social, or professional areas that may interest them, or perhaps, to pursue long-awaited goals and ambitions that lead to self-actualization. That is why when Ms. Savoy posits the four basic demands of women as she sees them, they include: free 24-hour child care centers; free abortion on demand; complete equality for women in employment, advancement, and opportunity; and complete equality for women in education.

The last reason that I will offer is women's growing awareness of their social predicament. Women now find themselves comprising 53 percent of the population and 40 percent of the labor force--but they have 0 percent of the real power. This situation is a fundamental dilemma, and it is the reason why I have titled this speech "from Dolls to Degrees - to Disillusion." A study by Stevenson Smith found that although girls make consistently better grades than boys until late high school, their opinion of themselves grows progressively worse with age, and their opinion of boys and their abilities grows more favorable. On the other hand, boys have an increasingly better opinion of themselves as they grow older, and a lower opinion of girls.[6]

Author Jo Freeman tells us that during high school, girls' performance in class and on ability tests begins to decline, sometimes drastically. Although well over half of all high school graduates are girls, significantly less than half of all college students are girls. "Presumably," says Jo Freeman, "this should mean that a higher percentage of the better female students go on to higher education, but their performance vis-a-vis boys' continues to decline."[7]

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[4] Jack Rosenthal, "For Women, A Decade of Widening Horizons," New York Times, April 11, 1971, p. 1.

[5] Maggie Savoy "Man's Primer to Womlib," Los Angeles Times, November 29, 1970, p. E1.

[6] Jo Freeman, "Roles Women Play: Readings Toward Women's Liberation," in Women and Society, Diana Reische, ed. New York: The H. W. Wilson Co., 1972, p. 119.

[7] Ibid., p. 122.

Girls start off better and end up worse, and the change occurs at a significant point in time, Ms. Freeman observed. "It occurs when their status changes, or to be more precise, when girls become aware of what their adult status is supposed to be. It is during adolescence that peer group pressures to be 'feminine' and 'masculine' become more narrow."[8] Beatrice Lipinski, in her study of Sex Role Conflict and Achievement Motivation in college women, demonstrated that thematic pictures showing males as central characters elicited significantly more achievement imagery from these college women than did pictures of their own sex.[9] Freeman continues: "When we move to something as intangible as sex-role behavior and to social sanctions far greater than the displeasure of a group of unknown experimental stooges, we can get an idea of how stifling social expectations can be. "It is not surprising in light of our cultural norm that a girl should not appear too smart or surpass boys in anything, that those pressures to conform, so prevalent in adolescence, should prompt girls to believe that the development of their minds will have only negative results."[10]

Philip Goldberg, reporting in Trans Action Magazine, gave college girls sets of booklets containing six identical professional articles in traditional male, female, and neutral fields. The articles were identical, but the names of the authors were not. They included three articles by men and three by women. When the students rated the articles on value, persuasiveness and profundity, style and competence, the male authors fared better in every field, including such "feminine" areas as art history and dietetics.[11]

Poor self-concept and denigration of other females as noted by these studies is to be expected. Such traits even have an effect on supposedly unchangeable IQ scores. "Corresponding with the drive for social acceptance," says Freeman, "girls' IQ's drop below those of boys during high school," rise slightly in college, "and go into a steady and consistent decline" if they become full-time housewives.[12] The distortions become so great that Goldberg says by the time girls reach college, they are prejudiced against women and refuse to recognize them as equals of male colleagues.

It is striking, and therefore worth noting, that the combination of group self-hate and the distorted perceptions that justify such hate are also traits often said to be common of minority groups. The discovery of this pattern by Kenneth and Mamie Clark among black children

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[8] Ibid.

[9] Ibid.

[10] Ibid.

[11] Ibid., p. 120

[12] Ibid., p. 122.

in segregated schools contributed to the 1954 Supreme Court decision that outlawed such schools. Further, these traits--typical, if you will, of the "feminine" stereotype--have been found in the Indians under British rule, the Algerians under French rule, and in Black Americans. Indeed, there seems to be a strong and positive correlation between being female and experiencing deprivation of status.

Former Director of the Women's Bureau Elizabeth Koontz reports on the case of a 13-year-old Brooklyn girl who had to threaten court action to be admitted to an all-male high school in order to get the scientific education to fulfill the promise of a brilliant record. "The further such a brilliant girl goes up the academic ladder," says the former director, "the more difficult" it will become for her.[13] Nearly one-half million girls enter college each fall, completely indoctrinated by parents, peers, and high school counselors, completely indoctrinated by television, movies, and advertising, and perhaps most importantly, from personal observation of the people with whom they have had contact. Only the rare, only the unusual girl faces this situation without a gut-level conviction that she is restricted or limited somehow--intellectually, socially, emotionally.

I remember entering college as a fired-up, studious undergraduate giving the appearance of meeting the competition head-on. But all the time my real attitude was that I could never hope to be better than most of the boys in my class, and so I would strive to be the best girl in my class. I agree with Doris Pullen when she says colleges do little or nothing to dissuade girls that they are not limited. It was revealed not long ago that the Department of Sociology--an area considered to be equally open for men and women--in a major mid-western university had awarded fellowships over time at the rate of 6-to-1 in favor of men.

Consider the department that I am in at Michigan State University. Of 37 doctoral students admitted to the program this fall, six are women, a decrease of three from the previous year when nine were admitted out of an incoming class of 20. In that same department, a rather insidious practice of peer evaluations was conducted. Out of only three students who had a straight 4.0 average during their first term, one was a female (not I). She had had brilliant reports from students on her teaching, and her academic competence was above question. Yet on the peer evaluations, gauging such things as teaching ability and academic competence, she was ranked very near the bottom of the list. How demoralizing to a 21-year-old woman who has the aspirations and the ability to become a brilliant social scientist! Let us hope the damage is not irreparable. But perhaps we should be thankful she was even admitted at all. According to the U. S. Office of Education, women do well on entrance examinations in many fields, including law and medicine, but

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[13] Elizabeth Duncan Koontz, "Women as a Minority Group," in Voices of the New Feminism, p. 79.

admission to undergraduate and graduate schools is restricted, in many fields constant over the years.[14]

But how will our young social scientist feel when she finds out that in that same sociology department there have been four tenured women in 81 years? Or, when it takes a woman Ph.D. an average of nine years to achieve the rank of associate professor, and for men an average of three years? How will she feel when she finds she may earn less than a man with an undergraduate degree? How will she react when she finds that the belief still exists that male faculty enhance status and prestige? She might believe it herself, since, as Pullen says, the belief is "tragically underscored by the . . . precollege social conditioning and then by . . . classroom observations."[15] If she goes into private industry, how will she feel knowing that the women in professional and technical jobs have been increasing sharply, but the rate of pay has remained nearly constant for them, with less than three percent of fully employed women managing to surpass the $10,000 a year mark, while 28 percent of her male workers accomplish that feat? As Maggie Savoy so tersely comments: "Our brains weigh the same; it's our paychecks that are slim and ladylike." And, I would add to that, our opportunities.

If these are the prospects, why get an education? I know why I have done it, and why for several years I worked as a public affairs reporter for a major daily newspaper--a job in which male colleagues either told me or in other ways indicated that it was sheer anathema to them for me to hold a position equal to them. I can best illustrate my reasons by recalling a television commerical I saw a few days ago. As part of this commercial, for a leading headache remedy, a Victorian father says to his weeping daughter: "College, no! Education," he admonishes; "only puts foolish ideas into a girl's head." If education means improving my life through discovering rich and diverse areas of knowledge, if education means helping me to cope in an increasingly complex world, if it means being independent, and able to support myself, if it means enriching the contribution that I can make to others--if he were my father, I would reply: "I choose to be foolish."

Shirley Chisholm has said that "we must reject the Nietzschean thought that 'when a woman inclines to learning, there is something wrong with her sex apparatus.'"[16] I asked a number of men in various occupations, blue-collar and professional, why they thought women faced these problems in education and employment. Here are some of the responses:

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[14] Ibid., p. 80

[15] Doris L. Pullen, "The Educational Establishment: Wasted Women," in Voices of the New Feminism, p. 121.

[16] Shirley Chisholm, "Women Must Rebel," in Voices of the New Feminism, p. 203.

> Most employees, even liberals, have not seen enough models of success. Men don't believe a woman can be as successful, they don't believe she is as competent. And male co-workers tend to rationalize 'even though she has the same or better title, she's not as capable.' The attitude becomes one of survival.
>
> The guy you work alongside already feels you're not going to be successful. If you rise it's because you're a woman, and getting special treatment.
>
> We are, honestly, I think, hung up on the John Wayne symbol of masculinity.

From a highly-esteemed major university professor:

> You really can't break tradition you know. It's been men who have made the major contributions in this field and developed it to what it is. Why should you expect men to just welcome in women with open arms?
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> The male has been encouraged to think of the female as the weaker sex. He is told that women are to be 'protected,' taken care of. When the male enters the academic, and especially the work world, seeing a female in an equal position is something he's not ready for. And one of the usual responses to something unfamiliar is fear. Fear leads to a number of irrational actions. Fear is the basis of bigotry.
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> When one group is not understood it has always been common to distort the truth of the group which is not understood. These distortions are usually used in a negative way so the larger group can justify being discriminatory.

Dr. Gerald Gardner notes that men who oppose the women's movement or equal rights for minority groups are, in his opinion, political conservatives. They oppose change generally and suspect those who want it. "Such men," he says, "are like the plantation owners who argued that life wouldn't be the same without slaves. They are right. Life won't be the same. And if you own even a small plantation, you may not like it."[17]

But educators cannot afford to ignore change, or the needs of half their students. If women are to achieve full equality, each of

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[17] Betty Rollin, "They're a Bunch of Frustrated Hags," Look Magazine, March 9, 1971, p. 17.

us must take action--as general and vocational educators, as counselors, as employers, as decision-makers, as concerned citizens, and as parents.

Parents, teachers, counselors, or anyone else in continuing contact with children, from pre-school through high school, need to impress upon youngsters that specific roles are not carved out for them simply because they are male or female. We must steer children away from the notion that there are designated occupational fields for women and for men. Parents especially should encourage their sons and daughters to explore a variety of alternatives.

Sociologist Alice Rossi says it is far easier to change laws penalizing women than to effect social changes in family life. She states:

> We have to devise a means to compensate for the influence of parents who depress a daughter's aspiration to become a physician while urging a son to aspire beyond his capacity or preference.[18]

To this, Elizabeth Koontz adds:

> The question is not whether it is possible for a woman to enter almost any field she chooses; obviously it is possible. But she must have a lot more drive to succeed. She must at a comparatively early age have encouragement, self-confidence, and commitment to a goal to go her own way.[19]

Parent-teacher associations, community groups of all kinds, and business and professional organizations, or you as an individual, need to begin inquiring into all local educational institutions about programs and efforts to increase opportunities for female students. Find out if these institutions have any unfair restrictions against female students. Find out how students are being counselled regarding occupations, and if the full range of career opportunities is being made known to them. If you find resistance or lack of awareness, arrange for an interested group to meet with school officials on the issue. Materials on the subject are available from a variety of sources including the U.S. Department of Labor.

Another question you may want to explore is the possibility of establishing women's programs at the high school level--for male students

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[18]Rochelle Girson, "What Did the 19th Amendment Amend?" Saturday Review, October 11, 1969, p. 29.

[19]Koontz, p. 84.

as well. In some high schools, according to the Wall Street Journal,[20] women's studies are underway. Currently, there are more than 200 courses in women's studies in American colleges and universities, and male enrollment has risen in such courses.[21] If the colleges and universities in your area have failed to consider women's programs, it should be cause for action by interested citizens and education officials.

Efforts by groups and individuals have to be made to see that every college and university has a child care center. I agree with Betty Friedan when she says "a child development department in any university that doesn't address itself to this need is not confronting its own professional challenge." Such centers make it possible, she notes, for "women not to have to bow out of society for 10 or 15 years when they have children."[22]

The push must be made also by college and university officials, faculty, and as always, private citizens, for maternity leaves for women faculty and students. "It is as much discrimination against women not to give them a maternity leave," says Betty Friedan again, "as it would be unconscionable to make a boy who has to go into military service lost his chance to get back into graduate school."[23]

Finally, college administrators and faculty in all departments and divisions have an obligation to see that women constitute a significant part of the teaching and administrative staff. Qualified, competent women as teachers and administrators do exist, and they exist in significant numbers. "The most minor recruiting effort," notes Doris Pullen, a professional journalist and journalism instructor, "accompanied by fair pay, personnel, and promotion policies, will bring [women] into the classroom to the enrichment of their colleagues and their students. As the status of women improves, life for men also improves."[24]

There are, of course, numerous other recommendations one may cite in this regard. You, in your own spheres of vocational-technical education, counseling, teaching, business, labor, industry, or politics, should be able to generate many more concrete courses of action based on your professional experience. It is not enough to talk about what

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[20]Barbara Isenberg, "Boosting 'Liberation': Women's Studies Rise in College Popularity," Wall Street Journal, June 9, 1971, p. 1.

[21]Ibid.

[22]Betty Friedan, "Our Revolution Is Unique," in Voices of The New Feminism, p. 41.

[23]Ibid.

[24]Pullen, p. 122.

should be done, but rather how it can be done. We need to exchange ideas, with our colleagues and with friends in different fields. My hope is that our goal is the same, that as much as we are able, individually and collectively, we endeavor to allow everyone to be all that he or she is capable of becoming--that as much as we are able, we break the unfortunate syndrome of disillusion among women.

WOMEN IN THE WORLD OF WORK:

EDUCATION'S RESPONSIBILITY*

Thomas Sprat, addressing the Royal Society of London in 1685, offered the following words:

> ...but they are to know, that in so large and so various an Art as this of Experiments, there are many degrees of usefulness; some may serve for real and plain benefit without much delight; some for teaching without apparent profit; some for right now, and for use hereafter; some for only ornament, and curiosity. If they will persist in condemning all Experiments, except those which bring with them immediate gain, and a present harvest, they may as well cavil at the Providence of God, that he has not made all of the seasons of the year to be times of mowing, reaping and vintage.

Educators and proponents of education today voice the same concepts in slightly different words. We say that education blends the realistic and absolute--that today's knowledge may not be immediately applicable to the needs of society. We talk of spin-off values. Economists speak of externalisms (those benefits reaped by man that are not readily quantified). We repeat all of these concepts from our bent and leaning pedestal.

What has happened to our pedestal? Why are we suddenly the center of great criticism and a lack of understanding? The blow slowly but surely chipping at the pedestal is accountability. Education long has been blessed with a condition of individuality and freedom not experienced by any other element of society. We have been able to "do our own thing" at our own time and in our own way. Until recently, our public did not seriously question our practices. If they did, we followed with explanations that left them frustrated and gasping for breath. Today's public expects us to justify and explain our programs and activities, which, unfortunately, we often are unable to do. For example, we boast about educational innovations that have revolutionized education and learning processes, but we are hard-pressed to name an innovation that really has contributed to new teaching methodology and improved learning. There are some, and we should be well enough informed to respond immediately to the questions raised by critics and supporters.

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*Speech delivered by Dr. Norman N. Durham, Dean, Graduate College and Professor of Microbiology, Oklahoma State University, Stillwater, Oklahoma, at the Regional Seminar/Workshop on Women in the World of Work.

A very common characteristic of educational problem-solving is that it runs in reverse: "Here are a bunch of solutions--do you have any problems that fit them?" H. G. Wells put it most appropriately when he said, "Survival of the human race becomes more a race between education and catastrophe--day by day." Education and educators have a tremendous responsibility to society, and we must expect to have to stand accountable. Such a commitment to society and its complex problems demands the full and complete utilization of all available talent and expertise. Education has not adequately nor fully used all available manpower. As a result, the problems have been amplified--and the lack of problem-solving capacity has left all of us baffled and frustrated. This is indeed unfortunate, for we should have been the leaders who prevent such developments.

For several years, society has been on a collision course prompted by assertions that we "need more study" or we must "declare a moratorium." Neither of these suggestions is impressive, since nothing can be accomplished by adopting either proposal at this time. Technology has provided us with a standard of living which exceeds our greatest expectations of even a decade ago. But knowledge--not technology--will permit our continued growth. It is time that we, as leaders, insist on putting knowledge to work. Women have and will continue to make many significant contributions to society. As leaders, we need not confine our discussion to the women's liberation movement. We must talk about a people liberation program--a basic idea which permits every individual to participate, study, and contribute to the best of their capability. We have been so busy worrying about putting out small fires, such as defining the role of women, that we have neglected to define the real problems of society, or to direct our full attentions in these directions. Discrimination is foreign to the interests of society and individuals. The capable people will continue to grow and develop professionally, offering an example to every individual. Those who are insecure and uncertain will continue to rationalize on the basis of sex or any one of several other reasons. As community leaders and educators, we can and must take positive steps.

1. We must inform society that the stigma associated with sex restricts job opportunities for women, a very unfortunate waste. Many people still want to "study" what obviously is a reality:

2. We should initiate a career awareness program for women in the mainstream of education.

   a. Women have not been and still are not being informed of available opportunities in undergraduate and graduate programs. A recent National Research Council survey on doctorates granted in fiscal 1972 showed the following data:

	Men	Women
Engineering	3,454	21
Physical Sciences	5,142	365
Life Sciences	4,253	731
Social Sciences	4,541	1,049
Arts and Humanities	3,430	1,271
Education	5,435	1,644

b. Many women now are ready to seek new or different positions and this offers a tremendous manpower potential.

3. As administrators and leaders of the community, we have the responsibility to see that each and every individual receives equal opportunity.

These are indeed challenging and stimulating times. It is an era of educational and social revolution when the old and new stand side by side and admit to being compared. The full richness will be meaningful only if we know what to do with it. That is the real challenge that faces us. We cannot afford to do less than what our conscience tells us must be done. The world loves a winner, hates a loser, and doesn't give a hoot for those who break even. Under these conditions, we must not fail--for our own peace of mind.

THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION*

A preoccupation with sex permeates our culture. To everything we assign a gender. Colors, foods, occupations, cigarettes, clothes, subject matters, objects of art, books and magazines, decorations, sounds, gestures and postures, vehicles, businesses, social institutions and services, and even the words that refer to these have symbolic sexual meaning. A relatively new and expensive multimedia reading program used in an estimated 8,000 classrooms (Kerins, p. 21) even assigns sex to each of the letters of the alphabet, ascribing demeaning sex roles to the "female" vowels: "Little Miss A" who sneezes "ah-choo," "Little Miss E" who is weak, "Little Miss I" who itches, and so on.

It is to the discrimination emerging from such overt sex-typing and our cultural preoccupation with sex that the women's rights movement is counter-responding. The impact of the movement has fallen heavily on the schools, their sexist curricula which reinforce sex-typing and reduce female aspirations, their discriminatory teaching methods, and their male-dominated administration.

The political philosophy underlying the feminist movement's attack on education is difficult to systematize. Indeed, its tenets are flexible and still evolving, but perhaps the following will suffice for our purposes:

1. Stereotypes and myths about women which curtail their human development and socio-economic advancement are to be struck down.

2. Subtle, even subliminal, negative influences which damage the female self-concept and lower her aspirations and appraisals of her sex must be eliminated from all forms of the social process.

3. Economic and political opportunities for women are not to be limited by socially defined expectations and conventions, but women are to be free to choose their own life styles, purposes, and social roles.

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*Speech delivered by Dr. Jack Conrad Willers, Professor of History and Philosophy of Education, George Peabody College for Teachers, Nashville, Tennessee, at the Regional Seminar/Workshop on Women in the World of Work.

4. The male domination of social, political, economic, and educational systems is to be replaced with women's equality with men and a recognition of female potentials and contributions to the general welfare.

In addition to sexual inequities, there are two fundamental areas of inequality plaguing education today. First, there is the second-rate status which vocational training has always suffered in formal educational systems. Despite the American work ethic and our pragmatic orientation, our culture has never fully reversed the snobbish Greek attitude toward vocations, trades, and handcrafts. All such occupations deprive the male citizen of leisure time necessary, as Aristotle put it, "both for the development of virtue and the performance of political duties" (Politics, VIII, p. 1). Thus work has been equated with both immorality and slavery. Second, there is the more recent realization that students as a whole comprise a class of slaves, that teachers are the twentieth century counterparts of the nineteenth century slave owners, and that schools in general are operated as eighteenth century work houses or poverty prisons to keep youth in their place. Students across the land of the free have no effective voice in the decisions which affect the aims of their education, the quality of instruction, or the curriculum requirements. Whatever the level, teaching generally reflects a master-slave relationship, and "learning" is based on respect for unquestioned authority.

These, then, are the areas of immediate concern:

1. The inequality of the rights of women on account of sex;

2. The enslavement of students in educational institutions which serve as prisons to keep them in line;

3. A biased curriculum that fosters prejudice against vocational preparation relevant to contemporary needs and useful career skills.

These concerns converge at the focal point of the career education of women for vocational-technical occupations. Thus, a female student in a career education program, or in need or want of practical vocational training or technical education, is the victim of many of the inequities of our present society. If she happens to be black, red, yellow, or brown, and all of the injustices of racism are added, this young woman incorporates all the frustrations and feelings of inferiority, the instability and discontent prevalent in our aimless society.

Curricular Stereotyping

The gap between human rights and women's current status is not just economic; it is psychic as well. One major feminist criticism is against sexist curricula which reduce the aspirations of young women and cloud their search for identity. The women's rights movement is calling the attention of educators to "the importance of a woman's acquisition of a

sense of herself as an independent, vigorous, and forceful being beyond her role as wife and mother" (Crawford, p. 19). Dr. Benjamin Spock claims that one "potent reason why girls and young women shy away from a commitment to a career is that they've been persuaded they don't have what it takes" (Spock, p. 50). The schools are in major part responsible for this self-demeaning attitude by virtue of their uncritical reinforcement of unquestioned female stereotypes which foster inadequate self-concepts among girls and women. Sophomore anthropology students, including females, know that symbols of femininity and masculinity vary from culture to culture and from age to age. The so-called "feminine traits" of modern Western society have been observed as "male traits" in other cultures, so that it is senseless to assume that females have a monopoly on subjectivity, passivity, intuitiveness, or aesthetic sensitivity, or that aggressiveness, competitiveness, courage, logic, and inventiveness belong exclusively, or even mainly, to the male gender. Psychologists and sociologists are in general agreement that traits of gender are merely the responses we make in trying to live up to the expectations of our social situation.

Sexual roles are, therefore, mere social conventions. They are learned, not given. They are man-made, culturally derived, without divine sanctions, varying from place to place and from time to time. Yet in our present society, and especially in the schools, sexual stereotypes are rampant. Boys are taught to despise or acquiesce to girls for their physical weakness. Female sensitivity and gentleness are equated with softness and a lack of initiative and intelligence. Stereotyped sex roles mold women to be decorative, supportive, and powerless in a world they perceive as beyond their control.

Feminists are concerned about the climate of education that defines social roles according to gender. They are seeking to create an alternative to sexist education by heightening the consciousness of teachers and administrators and by providing resources and tools for a nonsexist curriculum. Research has indicated the magnitude of the task of eliminating sex-stereotyping in the language arts, mathematics, and science programs in the elementary schools. Women on Words and Images, a Princeton group, surveyed 134 New Jersey elementary school readers. Among their findings:

1. Male biographies are six times more plentiful than female biographies.

2. Males appear in almost six times as many different occupations as women (147 to 25).

3. Males are shown in a wide range of employment while females are limited to traditionally accepted roles such as secretary, nurse, or teacher, or are presented in demeaning or unrealistic pursuits.

4. Males are presented as clever, skilled, and adventuresome while females are portrayed as restricted in their goals, victimized, incompetent, and humiliated.

Elementary mathematics and science texts viewed from a feminist perspective also favor males over females,

> The career situation in math books is the same as in readers: Women have few of them. On the rare occasions in which women are shown as capable of managing anything more than a white wash, they are in stereotyped, unattainable, or undesirable roles. Men, of course, have seemingly endless occupational vistas.
> (Levy and Stacey, p. 106)

When girls and boys are presented in the same situation or activity, there are subtle distinctions which belittle the female self-image and restrict the development of a positive self-concept. One science text presents boys blowing their pinwheels while girls wait for the wind to make theirs spin. A social science workbook anticipates that students will match a woman to a shopping cart. The shame is not that the schools unwittingly reinforce stereotyped sex roles, but that they have been preeminently successful without really trying--at the cost of containing curiosity and curtailing creativity. Why is it that we educators readily succeed in teaching those matters we teach without deliberation, but grossly fail in most of our conscious efforts? "Indeed, schools function to reinforce the sexual stereotypes that children have been taught by their parents, friends, and the mass culture we live in" (Howe, p. 77). But schools are more to blame than any other social function or institution for this subtle form of dehumanization, for schools exist for the expressed, deliberate purpose of teaching.

Children learn sexual stereotypes at an early age, and by the age of eight or nine, they "have already gotten the message that only certain choices are available, and that these choices are based on sex" (Harrison, p. 16). For instance, "girls are helpers. . . the books that schoolgirls read prepare them early for the goal of marriage, hardly ever for work, and never for independence" (Howe, p. 92).

In nurseries, kindergartens, and elementary schools, carpentry tools, heavy building materials, and jungle gyms can be found in one section of the classroom to which boys are steered. In another separate part of the classroom, there are dolls, homemaking equipment, dishes, dainty costumes, and a mock-up of mother's kitchen. Rarely is one of the boys observed moving toward that side of the room reserved for girls. Boys learn quickly and easily that there is less value in that direction. When girls make an attempt to invade the male domain, they are intimidated and shut out. For most children, crossing this invisible, but nevertheless real, barrier between "male things and female things" can be an emotional impossibility.

One of the greatest demands on and challenges to our schools and the society as a whole is to break free of stereotypes that oversimplify or overgeneralize an uncritical attitude toward any one, any race, any issue, any institution or event. The aim of education is to free ourselves and our students from rigid thought patterns. In

helping students to overcome stereotyped judgments of sex roles, occupations, and career images, we promote democratic ideals in the schools as well as the highest aims of education. Despite the growing numbers of working women, the schools distort reality "by a patriarchal attitude about who should work and the maleness of work" (Howe, p. 93). Career educators can and should develop new curricular resources at all learning levels that do not through ignorance or thoughtlessness reinforce sexist standards and sex-role stereotypes. Vocational counselors particularly will have to be re-educated through inservice remedial programs. Vocational programs must be "de-stereotyped" from top to bottom.

Images for Self-Identification

Besides the process of reinforcing stereotyped sex roles, the schools reflect sexism in our society by failing to provide either adequate or ample female images in school experiences, reference materials, and the curriculum in general. In secondary school history textbooks, awareness of and appreciation for the contributions and achievements of women are noticeably missing. They "consistently refer only to men. . . The pictures, photographs, and paintings chosen for inclusion are almost exclusively about male subjects. Women are rarely chosen as spokesmen. . . (Trecker, p. 110). One study entitled "Equal Treatment of the Sexes in Social Studies Textbooks" (Burr, Dunn, and Farquhar) details the demeaning terms used for women and the traditional mythical image of women as timid and fragile. A Report on Sex Bias in the Public Schools prepared by the National Organization for Women (NOW) supports the conclusion that female high school students do not receive through their texts and curricular materials positive female models and images. Thus, young girls are conditioned unconsciously to pursue the roles of subjection and silence.

"Sexism in Education," published by the Pennsylvania Department of Education, concludes that curricular material utilized in the public schools of that state reveals the following:

> . . .underrepresentation of women; representation in limited stereotyped roles. . .reinforcement of culturally conditioned sexist characteristics showing as female such traits as dependency, passivity, noncompetive spirit, and emotionality; and a very meager appreciation of women's contributions to history, literature, science, and other areas of American life.

But the most obvious and common sexist school practice is tracking male students into industrial arts, agriculture, and technical trades and female students into homemaking, health occupations, and business. High school girls receive vocational training which prepares them for a very limited range of careers, usually those with low pay potential, or for the non-paid job of housewife (Trecker, p. 112).

> Considering the economic disadvantages of their vocational choices. . .materials and programs which might enlarge the career possibilities and raise the aspirations of young women should be a high priority item in any responsible school program. . .in perhaps no other area of the curriculum is there more need for non-stereotyped information and for positive role models for young women than in vocational training and career education. . .traditional stereotypes about the proper work for women have combined with overt economic discrimination to greatly restrict the aspirations and opportunities of the female secondary school student.
>
> Removal of bias in vocational training. . . requires new ways of thinking about the needs of girls and women and revision in thinking about their capacities.

If vocational counselors and career educators wait until students are at the stage of making tentative educational and career choices before combatting the prejudices of sex-role stereotyping, it will be too late to encourage girls to fulfill their repressed aspirations to become foresters, veterinarians, architects, or engineers. Assuming that male roles are also stereotyped, and that men as well as women need liberation, it will also be too late by then to teach boys that home decoration, clothing design, nursing, and teaching are not emasculating. These realizations give further credence to the notion that career education must encompass the entire life of the individual--especially the early years when values are being formed, but also the later years when career directions are in flux.

Science can point to no conclusive evidence that sex alone accounts for intellectual differences among males and females. Yet, by the time girls reach high school, in general they have fewer and lower aspirations for career success. Counselors and teachers reaffirm this sly socialization process by warning young women of the insurmountable difficulties to be faced in occupations other than homemaking, secretarial work, nursing, or teaching. While such warnings about the sexist orientation of our society are in order, such inequalities and restrictions should not go unquestioned. Otherwise, unexamined prejudices will cause a young woman to doubt her own worth and capabilities. Not until these values are reconsidered can we hope to revitalize the teaching that goes on in our schools. And these values are not likely to be questioned seriously unless stereotyped social and sex roles are disavowed, and girls are given an even chance of developing concepts and models of feminine intelligence. At this juncture, the aims of the women's rights movement become the hope of educational reform, given the vast, pervasive influence of women upon our schools and children. Until women have equal rights to think to engage in critical inquiry, to evaluate, to speculate, the American classrooms will be filled with female and male teachers who convince their future counterparts that women--many of whom will be the teachers of tomorrow--simply cannot think straight.

Career education, vocations, and professions are aimed toward "success," whatever that may mean for any student or worker, male or female, in his or her time and situation. Psychology teaches rightly that girls and women, as well as boys and men, fear failure in our success-oriented culture. But in our society, females fear not only failure; they also fear success. In the male-dominated society, success for the girl or woman implies that she has incorporated qualities reserved for boys and men. Thus, educational and career success very likely may cause the woman in a "man's world" to doubt her own femininity as well as her intelligence. To redeem females--children and adults alike--from the perplexities and bewilderment of this double jeopardy--the fear of failure and the fear of success--must be one of the major goals of career education.

The equalization of hiring practices and career opportunities for women is not enough. The idea of female equality must be nurtured in both boys and girls at an early age. The essence of the problem amplified by the women's rights movement is not only in reshaping social forces and working conditions that contribute to inequality for women, but also in developing the basis for an adequate female self-concept (McLure, p. 35). In this objective, the boys and men at school and at work have as much, if not more, to gain than women themselves.

Demands and Responses

For the feminist, it is not enough to say that the screwdriver is just as important as the fountain pen or that the frying pan is just as important as the screwdriver. Which tools, occupations, and social roles are most important, better, or more desirable is not the question raised by the feminist. Rather, the feminist places the highest importance and the greatest value on the freedom to choose tools, skills, vocations, and social functions apart from reference to gender.

Thus, the demands of the women's rights movement on local and state school boards range from sex-role stereotyping in kindergarten to discrimination against women in hiring and promotion, and include the following (Friedan and West, p. 20):

> --An end to all distinctions based on sex. . . The upgrading of sex education courses to include factual information on contraception and the ecological crisis of overpopulation. . .
> --The removal of all references to "ideal" or "normal" "masculine" and "feminine" etiquette, social behavior, and vocations.
> --The provision of contraceptive and abortion counseling in the same way that drug. . .counseling is now in many school programs.
> --The guarantee of continued education for the pregnant student in her own school or in another if she prefers, not only during but also after her pregnancy. . .

--The attempt to operate some schools on a business day schedule so that parents--and especially single parents--would not be forced to limit work opportunities. . .
--The establishment of committees to detect and correct all sex discrimination in the schools.

Responses to feminist demands for educational reform have been resistive. Some educators cite evidences of biological sexual differences that justify educational inequalities. One recent study reported in Human Behavior (June, 1973, pp. 29f) concludes that "there are differences in behavior of the sexes that cannot be explained by environmental influences. . . ." Distinct sexual differences found among nursery-school children include the following (Quoted in Phi Delta Kappan, Vol. LV, No. 2, October 1963, p. 104):

--Boys are far more aggressive than girls. . .
--Boys are more interested in objects, things, physical activities; girls are more interested in people and pursue their interests on a verbal level. They prefer sedentary activities, literature and fantasy play.
--Girls are far more likely to cooperate than boys.

Such a study, however, may have failed to consider early socialization and acculturation processes which teach very young children what behaviors are and are not expected and acceptable from each sex. The distinction between innate and acquired human characteristics cannot be made in children who are already in nursery schools. In other words, the findings of such a study could be interpreted as indicating evidences of early sex-role stereotyping, not biologically determined sex differences. Still, the resisters to the feminist claims against education might argue that whoever really wants to succeed, including females, has only to try hard enough. This popular American myth denies the reality of repressive socio-economic forces which keep the oppressed in second-class citizenship. It is just this kind of uncritical consciousness that the women's rights movement is striving to enlighten.

The most popular and acceptable response to the impact of the feminist movement on education has come in the form of tokenism--insignificant changes in the curriculum and administrative system which eliminate examples of sexism without "analyzing thoroughly what sexism is all about or seeking solutions which change the underlying causes of sexist practice" (Levy and Stacey, p. 109). The complexity of the problems inherent in sexist education is seen in realizing that such solutions are to be found only in re-educating teachers and their educators. But can the faulty system be used or be expected to correct itself?

Conclusion

The women's rights movement has brought American education to a crucial point of testing. Will the schools remain passive agents of social control in reflecting, reinforcing, and perpetuating existing sexist discrimination? Or can the schools meet the crisis by actively preparing those who seek self-direction for greater degrees of freedom and social responsibility?

In approaching this issue, two significant matters must be remembered. First, the feminist movement is not attempting to move all women out of the kitchen into the factory, or out of the bedroom into the executive office suite. If it is, the feminists have something to learn about freedom: it means different things to different people, and you cannot compel anyone to be free. The question of women's rights is not whether the woman's place is in the home, cleaning, cooking, and caring for "her children." The issue is not even whether some women are bound to traditional sex roles which they would no longer deliberately choose for themselves. The problem is rather whether women in general are ever allowed a genuine vision of their own usefulness and worthiness and humanity to be free enough to choose whatever social and sexual roles in which they would feel some degree of freedom, fulfillment, and dignity. Are the schools willing and able at least to allow, if not encourage, the identification of alternative routes to femininity?

Thus, a second and final significant matter to be clarified is that the active role of the shool is not to redefine the social roles of women for them, but to enable and encourage young girls and women to reconceptualize the possible meanings of their own femininity in sexual, career, and self identity. If American education ever truly aims toward the powers of critical self-re-evaluation and self-re-direction, then men as well as women can escape demeaning and enslaving expectations imposed by sexual stereotypes, and all of us can get on with the business of revitalizing the meaning of being human instead of fearfully meeting the prefabricated expectations of others. In the meantime, however, as the teaching profession waivers before the conflicting interests of an aimless and confused public, we appear to be waiting for the wind to blow our pinwheels.

These issues and their implications for vocational-technical and career education raise frustrating, unresolved questions that challenge us to self-criticism:

1. Will the women's rights movement become satisfied with image remaking and token changes, "or will it parallel these efforts with a more intense drive to gain equal employment opportunities, equal pay, proportional representation in politics, and blanket repeal of discriminatory laws for the millions of women it represents?" (Etzioni, p. 34).

2. Can the liberation of women be achieved in the world of work before it becomes an actuality in the career education of women?

3. What existing curricular and instructional materials continue to retard women's free access to vocational education and career choice?

4. Can vocational-technical education, with its typical and traditional male domination, play an active role in gaining equal rights for women in the world of work?

5. Will the struggle for equal work rights continue to be thwarted by the presence of an inordinate ratio of brainwashed women in education who harbor, even enjoy, feelings of intellectual inferiority and self-abnegation?

6. And finally, do women in particular, and our society in general, actually want to achieve educational and career equality for women with its certain loss of female protection, prerogatives, and privileges?

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CAREER EDUCATION--FEMININE VERSION*

Many people subscribe to the cunning and convenient proposition that, "Men are logical thinkers," with, of course, its condescending corollary, "Women are intuitive." This equivocation, accepted as universal truth, has lent credence to male ascendancy and avowed superiority. Few men today would dare to say it out loud--at least not in certain quarters--but dear old Dr. Spock did:

> Women are usually more patient in working at unexciting, repetitive tasks. . .Women on the average have more passivity in the inborn core of their personality. . .I believe women are designed in their deeper instincts to get more pleasure out of life--not only sexually but socially, occupationally, maternally--when they are not aggressive. To put it another way, I think that when women are encouraged to be competitive too many of them become disagreeable.

However, even Dr. Spock has had his consciousness raised. In the December, 1973, issue of Redbook Magazine, in the author's note at the head of his monthly column, he wrote:

> In order to help end discrimination against girls and women, I'll no longer use 'he' when the child could be of either sex. I'll say 'they,' when possible. At other times I'll say 'she,' as a reminder of how much must be done to overcome the injustices of the past.

In an earlier time, the American writer Ambrose Bierce said, "To men a man is but a mind. Who cares what face he carries or what he wears? But woman's body is the woman."

Talleyrand opined, "One must have loved a woman of genius to comprehend the happiness of loving a fool." The logical thinkers would have us believe that business acumen, sound judgment, and any shrewd decisions--brains, if you will--are somehow out of our province, that they are not feminine. And we must, they exhort us, by all means remain feminine, meaning: wear our skirts short, our necklines low, and be demurely passive. Indeed, with interesting insight, Susan Sontag in an article on "The Double Standard of Aging" stated that:

> To be a woman is to be an actress Being feminine is a kind of theater with its appropriate costumes, decor, lighting, and stylized gestures. From early childhood

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*Speech delivered by Dr. Elizabeth J. Simpson, Chief, Curriculum Development Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, U. S. Office of Education, Washington, D.C., at the Regional Seminar/Workshop on Women in the World of Work.

> on, girls are training to care in a pathologically exaggerated way about their appearance and are profoundly mutilated--by the extent of the stress put on presenting themselves as physically attractive objects. Women look in the mirror more frequently than men do. It is, virtually, their duty to look at themselves--to look often. Indeed, a woman who is not narcissistic is considered unfeminine. And a woman who spends literally most of her time caring for, and making purchases to flatter, her physical appearance is not regarded in this society as what she is: a kind of moral idiot. She is thought to be quite normal and is envied by other women whose time is mostly used up at jobs or caring for large families.[1]

Women are judged most frequently in terms of their appearance, particularly their youthfulness, not only in social and sexual situations, but also in their jobs. Part of career education is designed to help young people and adults examine the values underlying such behavior and their limiting effects on the lives of women. It is unfortunate that women have tended to reinforce these values with their contempt for other women who do not "measure up" against prevailing standards of beauty. Ms. Sontag concludes that:

> Women have another option. They can aspire to be wise, not merely nice; to be competent, not merely helpful; to be ambitious for themselves, not merely for themselves in relation to men and children. They can age naturally and without embarrassment, actively protesting and disobeying the conventions that stem from this society's double standard about aging.[2]

Lois Wyse has articulated problems that face the modern woman:

> How in the world
> do you cope in a world
> where coping has gone out of style?
>
> How do you cope in a society
> where it is all right to be prettier than a
> man and very bad to be stronger or smarter?
>
> How do you cope in a community
> that gives equal value to looks, brains,
> and a closet full of Puccis?

---

[1]Susan Sontag, "The Double Standard of Aging." Saturday Review of the Society, September 23, 1972, p. 34.

[2]Ibid., p. 38.

How do you cope in a marriage
where a husband is supposed to feel humilated
and inadequate
if his wife lives up to her full potential?

How do you cope in a world
that thinks coping is being what you aren't
so you can make a man believe he is what
he isn't?

Louder, please Professor,
I cannot hear a word you say.[3]

You cannot miss exposure to the problems of women in achieving full self-realization in their various roles--not if you read and listen at all. In the realm of popular magazines alone, The New Woman and Ms. are prominent on the newsstands and provide provocative reading for the liberated and those becoming liberated. Even the "No Comment" feature in the February, 1974, Ms. gives one pause with its quotes submitted by readers:

--from TV Guide--Blast! If I could lose this ugly woman's libber I took out tonight I could make it home in time to watch Channel 12.

--from U.S. Forest Service Map, Dakota National Forest--Golden Rules of Company, No. 2: be considerate of your neighbors--keep dogs, children and wives under control at all times.

--from the Charlotte Observer--Goldwater got both laughter and applause for his response when asked if he supported the woman's rights amendment. "I don't think it is needed," he said. "I was for it at one time but then I saw the women in Washington who were pushing it, and I said, Hell, I don't want to be equal to them."[4]

How can a woman not be unsure of her identity and somewhat fearful as she moves into new areas of freedom, expression, and responsibility. Look further at what has been said about us. Recently, Dr. Edgar F. Berman recommended that women be kept from top positions of power. He declared that they may go a little berserk periodically due to "raging hormonal influences." Nietzche said, "When a woman inclines to learning there is usually something wrong with her sex apparatus." Aristotle

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[3]Lois Wyse, A Weeping Eye Can Never See. Garden City: Doubleday and Company, 1972.

[4]"No Comment," Ms., February, 1974, pp. 76-77.

described women as "female by virtue of a certain incapacity. . .(they) are weaker and cooler by nature than. . .males and we must regard the female character as a kind of natural defectiveness." Sigmund Freud, the archenemy of the feminists, wrote in his diary at the age of 77, "What do women want? Dear God! What do they want?" A Champaign, Illinois, clergyman responded to Freud's question:

> I would suggest that the answer is not all that complex. Women want, dear God, to be treated as persons. Most of them do not want to lay aside their femininity but to gather it up into a higher unity in which they are fully women and fully human. That would be a state not unlike the one described by Paul, when in a moment of insight, he transcribed his chauvinism--that state in which he said "There is neither Jew nor Greek, neither male nor female, neither bond nor free--but all are one. . ."

In understanding the career needs and problems of the modern American woman, it is essential to understand her roles and life styles. Today's American woman is an infinite variety. She is a militant feminist--a Betty Friedan, a Kate Millet, a Gloria Steinem charging against the limiting forces of sexism. She is milder Judith Viorst, still feminist enough to ask, "Where is it written that husbands get $25 lunches and invitations to South America for think conferences while wives get Campbell's black bean soup and a trip to the firehouse with the first grade!"[5]

She is Congresswoman Shirley Chisholm, declaring that she has been more discriminated against as a woman than as a Negro. She is black writer Renee Ferguson explaining in the Washington Post, "The women's liberation movement touches some sensitive nerves among black women--but they are not always the nerves the movement seems to touch among so many whites." She is Sister Sally, about whom Lenore Kandel wrote:

> Moon-faced baby with cocaine arms
> nineteen summers
> nineteen lovers
> novice of the junkie angel
> lay sister of mankind penitent
> sister of marijuana
> sister in hashish
> sister in morphine
> against the bathroom grimy sink
> pumping her arms full of life.[6]

---

[5]Judith Viorst, "Where Is It Written?" It's Hard To Be Hip Over Thirty and Other Tragedies of Married Life. New York: New American Library, p. 55.

[6]Lenore Kandel, "Blues for Sister Sally," Word Alchemy. New York: Grove Press, Inc., 1960, p. 61.

She is Ann Landers, Anne Armstrong, singer and former D.C. Teacher Roberta Flack, and AVA President Mary Ellis. She is an elementary teacher in Maryland; a young potential member of the Pussycat League; the 20-year-old mother in a California commune; the recent bride shopping for groceries in the neighborhood supermarket; and the former Future Homemakers of America president combining her work life and family life in a harmonious synthesis. (We always hope that FHA girls achieve this harmonious synthesis.)

She is today's American woman living in a complex world of rapid change. The neater linearity of the female life style of the past, with its relatively predictable sequence of life experiences, has given way. A maelstrom of sensation and experience influences today's woman. The result is a wide variety of life styles.

Women today are expected to be full human beings. They are involved in expanded expectations--and frustrations. Women are seeking new paths in both family life and work life, and their search for new occupational identities and for fair and equal treatment in job roles should be of concern to all educators. There are no basic differences in intelligence between the sexes, and women can succeed at almost any job a man can do. These are well-established facts. However, stereotypes are operative which limit the employment opportunities available to women. Certain occupational roles, such as nurse, teacher, and secretary, are considered acceptable; certain others, such as business executive or airplane pilot, are frowned upon, not only by men but by many women.

Of the "acceptable" roles for women, the wife-mother role is still the most respectable. Opting for the career role as first in importance, as a reasoned choice, raises questions of the woman's femininity among "Freud and Spock-thinking males." Regretfully, many women see a career as a choice of last resort--an evidence of failure to achieve the primary feminine goal. Ambivalence with respect to their goals is felt by many women--although this ambivalence seems to be giving way. My generation felt it (still feels it) more than the current crop of women in their 20's and early 30's. Young women appear to have synthesized their various roles, and they are less torn between them.

Of course, a basic fact to be taken into account is that women bear the children. Because of motherhood, the woman's work life, and her educational studies as well, are likely to be discontinuous in nature. Just as the majority of men desire fatherhood, so do the majority of women desire and achieve motherhood. However, the problems of the population explosion have forced us to take another look at parenthood. Stringent limitations on family size appear to be inevitable, essential from a social point of view, and possible from a medical point of view. It has been suggested that the day is not far off when women will need to take a baby license before they can get a pill or shot that temporarily allows fertility. For the present, the trend toward smaller families will result in greater availability of many women for the work force for more years of their lives. Hence,

the concept of the "discontinuous nature of women's work and education" will be a somewhat less important factor in considering the education and employment of women.

In addition, modern methods of contraception, changing abortion laws, and the social necessity for limiting family size, along with changes in sexual mores, are bringing about alterations in family forms and functions. Alvin Toffler, in his book Future Shock, refers to the nuclear family, "stripped down and mobile," as the standard model in all the industrial countries. But he sees emerging new couple arrangements of varying commitments with respect to time and goals--some based on mutual interests and matched careers, some based on parenthood as a primary function, some perceived as relatively temporary arrangements, some as permanent. He suggests that some families may defer child-rearing until the retirement years and that the post-retirement family could become a recognized social institution. Other alternatives lie in communal family life, group marriages, homosexual family units, and polygamy.

Confusing the problem further, but adding a new dimension of challenge to home and family life and career education, are the current sentiments of black women. Renee Ferguson, in a recent issue of the Washington Post, observed:

> At a time when some radical white feminists are striving for a different family structure, many black women are trying to stabilize their families. They are making a special effort, in a great number of cases, to assume the wife and mother role more effectively.

An April, 1970, publication of the Bureau of Labor Statistics stated that the participation of black women in the labor force may be expected to decline from 49 percent in 1968 to 47 percent in 1980. This change probably will reflect the improving economic situation of black men and lessening pressure on the female to contribute toward the support of the family. Parenthetically, I would like to say that my experiences as a member of the O.E. Women's Action Group, composed of nearly equal numbers of blacks and whites, lead me to suspect that the life situation really is not very different for us sisters. We all suffer from sexist attitudes and practices, and we all want to realize ourselves more fully as women and as careerists. God knows (She knows) we need Sisterhood in our efforts!

Woman's pattern of employment throughout the life cycle has changed dramatically. Since 1950, the labor force has increased by only seven million men and by about 13 million women. Although the myth is widely held that most women are part-time workers, four out of five adult women over 20 are full-time workers. Fifty-nine percent of all young women aged 20-24 (the prime childbearing years) are working or looking for work, and the same is true for 50 percent of married women in that age group. Well over six million households depend solely on a woman for their means of support. Yet, whatever the job, women earn less than men, and the

"pay gap" is widening. In 1957, the median earnings per year for women were $3,008 and for men, $4,713; in 1967, $4,150 for women and $7,182 for men; and in 1972, $5,903 for women, but $10,202 for men.

Women constitute a distinctly disadvantaged group in the world of work. Thus, there is an immediate need to broaden employment practices, attitudes, and educational programs preparing women for jobs and careers. In addition to the limitations imposed by the schools and employers, women are handicapped further by certain stereotypes regarding appropriate feminine roles. Low aspirations generally have been attributed to females, and just as generally socially approved. A study by Matine Horner involved asking male and female undergraduates to write a story based on the sentence, "After first-term finals Ann (John in the male version) finds herself at the top of her medical-school class." More than 65 percent of the girls told stories which reflected strong fears of social rejection, fears about womanhood, or denial of the possibility that any woman could be so successful. In responding to the male version, less than 10 percent of the boys showed any signs of wanting to avoid success. Rather, they were pleased at John's triumph and predicted a great career for him.[7]

Generally speaking, the vocational self-concept of the female is limited by her early training, by parental expectations, by her dolls and playthings, by the stories she reads, by her educational experiences, and by depiction of females in the mass media. Combatting the stereotypes and broadening the vocational self-concept of young girls will require modifications in the materials and methods of educational programs from early childhood upward. This raises the provocative question of whether there are peculiarly masculine and feminine concepts of career. In a recent issue of Mademoiselle, Editor Mary Cantwell said, "It's very hard for a woman to allow herself to be as deeply involved in her work as a man is, even if she is wholly capable of it, because most women are still defined by men and want to be liked by them." She added that "many men do not like women who are not playing woman's classic role."

Women have had a tendency to regard work an an intermediate step between schooling and motherhood. Even if they continue to work after marriage, their major orientation is toward the economic gains involved rather than toward the intrinsic satisfactions inherent in a career.

Perhaps Philip Slater has an answer for the woman's dilemma regarding career commitment and the place of work in her life. He expresses the opinion that the usual concept of career is male-oriented. He states: "Career has connoted a demanding, rigorous, preordained life, to whose goals everything else is ruthlessly subordinated, everything pleasurable,

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[7]Marijean Suelzle, "Women in Labor," Trans Action, November-December, 1970, p. 3.

human, emotional, bodily, frivolous."[8] Slater suggests that women work toward a new definition of career which recognizes the importance of meaningful, stimulating, "contributing" occupational activity, challenge, and social satisfactions, without a sacrifice of the human values implicit in the finest definitions of marriage, family, motherhood, and friendships. He sees the possibility of woman's adopting a revolutionary stance with respect to work. She need not fall into the masculine trap of finding her major definition of self in and through her work. She can make her commitment to work and to human values and find these goals compatible.

American industry plans to hire 54 percent more female college graduates into responsible positions this year than it did last year. This is no one shot deal to satisfy the women's rights movement. This is a hard economic reality and is a sobering reminder of things to come for women in the world of work. The following specific steps should be taken, and indeed are being taken:

1. Kindergarten and elementary school educators should help open new vistas of occupational opportunity to girls by promoting an awareness of women as employed persons and by helping girls enlarge their vocational self-concept through a developing understanding of the great variety of occupational roles that they might fill.

2. From pre-grammar school on, females should be encouraged to pursue their own intellectual interests and concerns.

3. Employed married and single women from a wide variety of occupational fields should serve as resource persons along with men in promoting awareness of occupational possibilities.

4. New student text materials which present a variety of socially constructive life styles and roles, including a variety of occupational roles for women, should be developed and tested.

5. Nursery school, kindergarten, and elementary teachers should be educated to assume greater responsibility for helping girls expand their vocational self-concept.

6. Guidance counselors should be made more aware of the significant role that they can play in helping girls develop their potential for employment in a wide variety of occupational fields.

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[8]Philip Slater, "What Hath Spock Wrought? Freed Children, Chained Moms," Washington Post, March 1, 1970, pp. H1 and H10-11.

7. Teachers of such general education subjects as English and social studies should be oriented to the whole area of vocational preparation for women. The unique contributions that these fields can make are needed in the total effort to improve the working life of women. For example, the communications problems of the woman at work, particularly as she tries to "make it" in traditionally male bastions of employment, would be provocative and meaningful for the job-oriented young woman--and young man. The fascinating literature on women, from that of Simone de Beauvoir to the writings of Oriana Fallaci and Robert Graves, should be reviewed and discussed in literature classes.

8. Women's history ought to be included in social studies to provide young girls with role models of concerned and responsible women involved in the political, social, and economic life of the nation.

9. Opportunity should be provided for girls and women to choose and prepare for occupations in any field of endeavor that interests them. This is the challenge to vocational education. Females should be recruited for programs that virtually were closed to them in the past.

10. All training programs should include opportunities to prepare for the dual role of homemaker-wage earner.

11. Alternatives and supplements to in-school instructional programs should be developed to expand training options and opportunities for both sexes. For example, television, audio-video cassettes, and correspondence courses, along with a variety of other media, make possible increasingly rich and sophisticated opportunities for study in the home at the convenience of the student.

Permeating all career education programs should be a concern for moral and ethical values as they relate to occupational choice, job performance, and related life style. Educators have definite directives for change in expanding the vocational and educational opportunities for women. The challenges are well defined, and we are among those who can make significant moves toward meeting these challenges.

SOCIAL IMPLICATIONS OF WOMEN'S EQUALITY*

For eons, women have been defined as the inferior member of the species. Their secondary status is confirmed by history and, as some anthropologists would have it, by our primal instincts. Negative attitudes toward women are prevalent throughout our society. Inequalities exist in tax laws and social security, employment and education. Sexism blunts personal interactions between men and women as an emanation of deep estrangement ingrained in the collective psyche.

The debasement of womanhood is reflected in our vocabulary, which is peppered with disparaging synonyms for women--"fluff," "wench," "broad," "hussy," "sow," "gold digger," "bag," "frump"--to cite a few. Equally derogatory are the more literary definitions of women: "One of nature's agreeable blunders" (Hannah Gowley); "The last thing civilized by man" (George Meredith); and "A necessary evil" (Latin proverb). Women are viewed commonly as either sex objects or domestics disposed to a life of dependency while men venture away from home to accomplish bigger and better things. Caring for husbands and children is considered women's primary role. Because they are capable of bearing children, it is presumed that they are born only to fulfill biological destiny. This belief is almost universal. "An incompetent man can get about in nine countries," says a Chinese proverb, "but a competent woman can only get round her cooking stove." In Africa, a man may buy a bride for two cows, but a woman cannot purchase a husband for two bulls.

During the last century, women were deemed fit for learning and they were allowed to attend school. A little learning goes a long way, and soon women became the school teachers, and teaching lost its prestige as a profession. Women became nurses, and this vocation, too, lost dignity. Those who care for children, the sick, and the lame perform services demanding selflessness and sacrifice. Society, of course, pays moral tribute to those involved in virtuous social services, but in this culture, where values are measurable in dollars and cents, housewives, mothers, nurses, and teachers--those who give of themselves to others--are paid comparatively low wages or nothing. Women are a necessary and free convenience. If housewives' services were given financial compensation, their value would make up one fourth of the GNP. Yet, the millions of women who currently are employed receive far less than men. Women who enter the world of work may be free from household chores from nine to five, but they are not free from the inequities of sexual bias. Older women and particularly black women are doubly discriminated against.

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*Paper by Dr. Mary L. Ellis, Director, Technical Education Research Centers, Washington, D.C., for the Regional Seminar/Workshops on Women in the World of Work.

Women who work are not escaping family responsibilities. On the contrary, the 15 million women who are heads of households must work. Yet, many of these women are in low-paying, dead-end jobs with few opportunities for promotion and advancement. Unless society recognizes that women, too, are breadwinners, unless women receive equal pay for equal work and are prepared to enter traditionally male occupations offering higher wages, there will be growing numbers of families on welfare. Unless society responds to the need of working mothers for adequate child care and develops legislation that will force fathers to pay child support, then half of the population will have to pay for the other half to stay home.

Child care is a central issue for those with deep misgivings about women's emerging role, its impact on the family and the future of society. Critics contend that as more women leave home to enter the labor force and achieve independence, children will become delinquents and the nuclear family will disintegrate. There are, however, a number of discrepancies in these arguments. First, it should be remembered that many mothers who have lost husbands through divorce, death, or desertion cannot afford to stay home unless they become welfare recipients. Then they can qualify for free day care, if they decide to seek employment. Secondly, research studies of working mothers point out that it is not the quantity, but the quality, of a mother's care that is important to the child. Still, critics contend that only a natural mother, rather than a trained child development specialist or the father, is instinctively capable of responding to all a pre-schooler's needs. Mothers are honored as long as they stay at home, isolated 24 hours a day, nurturing the child and neglecting their own personal development. But the honor paid to motherhood is basically sentimental, gratuitous, and devious. For example, the Dictionary of Occupational Titles classifies "Foster Mother" at the same skill-complexity level as "Restroom Attendant." To add insult to injury, "Foster Mother" receives a lower skill rating than do "Newspaper Boy" and "Dog Trainer."

It seems that all the uproar about losing Mom to an employer is a ploy. Society is threatened by women's struggle for equality. Unfortunately, women cannot achieve real status or mobility as wives and mothers, but as contenders in the male sphere. The American family is not collapsing because women are trying to achieve control over their own destinies. It is faltering because of a deeper disenchantment that perpetuates the war between the sexes and permeates our social institutions. Quite simply, we have not learned how to live together and how to create a harmonious society.

At a time when women are entering business and industry at the rate of a half million a year, workers have become severely critical of methods of production, if not the value of the work ethic, a dissatisfaction that is symptomized by high absenteeism and acts of sabotage. Many workers spend their waking hours on jobs that bear little relation to their personal lives, jobs where their best efforts are expendable, monotonous jobs where they have little control over the production process. Work no longer provides many people with direct personal satisfaction and meaning. Rather, leisure activity seems to provide real enjoyment; and as hard as some people work during their leisure hours,

hobbies and crafts, painting, puttering, or playing with the kids are not considered real work. Industrialization has led to depersonalization, alienation, and a widening gap between the concepts of work and self-fulfillment. Should women want to compete more aggressively for an equal share in this man's world?

Economist Paul Samuelson of M.I.T. predicts that as women enter the labor force in greater numbers, our standard of living will increase by at least 10 to 15 percent. That is, greater utilization of women's potential will increase productivity, consumerism, and the national income, results that should benefit male workers as well. The elimination of discrimination should not only improve economic opportunities for women, but also should improve their social status. In addition, increased opportunities for women should support the trend toward smaller families and zero population growth.

But once equality of the sexes is achieved what more can we hope for besides an improved GNP and a stable population? While women are entitled to economic and social equality, material success and status tend to corrupt. Work, as many have known it, has the power to dull human sensitivity and spiritual development. Unless the social and economic system and our values and priorities change, women and men will continue to be defined and judged by the work they do, and their identities and worth will be measured, superficially, according to their earnings. There will be rich and poor, and those who cannot or choose not to compete in the labor market, those who care for the children, will retain a lower status.

Women's demand for equal rights and the eradication of conventional sex roles is advantageous to men. Consider the possibility of men, relieved of some of the pressures of earning a living, sharing equally in raising children. Consider how that and other traditionally feminine roles and responsibilities will affect their outlook. Consider the possibility of raising boys to be nonviolent, sensitive, and intuitive, tender and loving, cooperative rather than competitive--raising them to serve rather than be served. Consider the impact of this generation on future diplomacy, the defense budget, social institutions, and the nature of work. In a world where we must learn to cooperate or perish, respect nature and our resources or suffer ecological disaster, the needs for quality in our lives and delicacy in human relationships become imperatives to survival. An inner spiritual growth must be symbolized in the society as a whole.

In fact, there is already a shift in priorities which reflects changing social values, widespread discontent with our current system, and growing political and social consciousness, of which the women's movement is a byproduct. These priorities also are mirrored in the growing spirit of cooperation among the world's powers and the change from an industrial to a technological, service-based economy.

The interrelationship of current social and economic trends is profound. Economist John Galbraith pointed out recently that the increase of women in the labor market will contribute to the marked growth

of services. He contends that as women abandon their traditional roles, small businesses will take over the tasks formerly performed by women in the home. Thus, shifts in economic patterns will be congruent with changes in the social foundation, the family. Technology is creating a wide variety of new and emerging occupations, particularly in the fields of health, environment control, and communications. Naturally, rapid changes in the labor market will create demands for new skills and quickly render old skills obsolete. As a result, people probably will not only change jobs, but also their occupations. In fact, they may have to seek retraining several times during their working lives in order to adapt to shifting economic conditions.

Automation will free us from repetitive, mechanized labor and will erase the division that now exists between work and leisure. It is anticipated that with increased automation, society will place a premium on intellect. Knowledge may well become our greatest commodity, and the ability to grasp overwhelming amounts of available information will become a vital skill. In a world that will grow increasingly interdependent, a world largely operated by machines, men and women will be dependent on their gifts of mental facility and adaptability. In a service-based economy, people will be valued for their personalities, sensitivity, emotional responsiveness, and creativity. Consequently, education will have to adapt to shifting values and priorities as well as to rapidly changing occupational demands. New curricula ought to emphasize instruction in broad concepts and patterns as well as techniques for problem-solving; focus on personal and social development; and develop flexibility as a basic survival tool. Competence in communications, information retrieval, relating to others as well as to nature and the man-made environment also may be regarded as tools for survival. Many citizens today fear cybernetics and the dominance of the machine. In the future, men and women must be prepared to manage and maintain moral control over the science and technology that serve them.

In short, schools will have to prepare youth for continuing education and employment, as well as a variety of life roles and leisure time. In preparing students for future careers, the educational system must become more flexible in order to adapt curricula and training programs more quickly to changing labor market demands. Because cooperative relations with foreign countries may lead inevitably to the establishment of a mobile international labor force, educators will have to respond to employer demands, not only in the United States but throughout the world.

The values of the emerging society will necessitate cooperation among all social institutions for the public good. Vocational educators ought to start initiating more flexible arrangements with the academic community in order to provide students with broader educational alternatives. Educators also must establish an improved rapport with business and industry, a sector that must begin to act out of social interest.

If the schools are to play the major role in preparing contributing citizens for tomorrow, they must accommodate women in all programs; must recognize the serious needs of young, school-age mothers; encourage men and women to enter nontraditional occupations; and help them assume nontraditional roles as whole, self-realized persons.

APPENDIX B

QUESTIONNAIRE AND RESULTS

A follow-up questionnaire was sent to 218 persons who attended the Regional Seminar/Workshop; 179 questionnaires, or 82.1 percent, were returned. Participants in the National Invitational Seminar/Workshop were not surveyed because of time constraints imposed by the contract expiration date.

Percentage of responses by each Regional Seminar/Workshop are as follows: Regions I and II, 25.1 percent; Regions VI and VII, 31.8 percent; Regions VIII, IX, and X, 40.2 percent. Five anonymous responses could not be identified by region.

Total responses to each question are cited on the following questionnaire sample.

P L E A S E R E T U R N W I T H I N 1 0 D A Y S !

RETURN TO:

Dr. Mary L. Ellis, Director
Technical Education Research Centers
2401 Virginia Avenue, N. W.
Washington, D. C. 20037

Ph. No. (202) 331-9590

(PLEASE PRINT OR TYPE)

NAME _____

TITLE _____

ADDRESS _____

FOLLOW-UP QUESTIONNAIRE ON THE SEMINAR/WORKSHOP

ON WOMEN IN THE WORLD OF WORK

	Yes	No	No Response
1. Was your reaction to the Seminar/Workshop favorable?	158	11	10
2. Has your understanding of the educational and employment problems of girls and women increased as a result of the Seminar?	150	25	4
3. Did the Seminar/Workshop make you aware of inequities which may exist for both men and women who wish to pursue non-stereotyped careers?	152	21	6
4. Did the Seminar/Workshop increase your awareness of laws and regulations with respect to the education and employment of women?	143	33	3
5. Did the Seminar cause you to be more aware of the stereotyping of women in the communications media?	115	49	15
6. Has the Seminar caused you to be more open in your review of literature related to women in the world of work?	134	33	12
7. Do you feel girls and women are encouraged to prepare for non-stereotyped occupations?	55	118	6
8. Do you believe that women have been underprepared for non-stereotyped occupations?	151	24	4
9. Do you feel women receive equal pay for equal work?	21	155	3
10. Would you be willing to work for a competent woman?	171	4	4

	Yes	No	No Response
11. Do you consider women to be emotionally stable to hold high level policy-making positions?	166	5	8
12. Do you believe responsible women's rights groups have a positive contribution to make to society?	161	5	13
13. Would you vote for the Equal Rights Amendment?	161	7	11
14. Have you discussed the basic concepts of the Seminar/Workshop with your associates?	173	5	1
15. Have you had occasion to speak out publicly concerning sexual discrimination against both men and women?	116	61	2
16. Have you discussed the problem of preparing women for the world of work with members of State Advisory Councils on Vocational Education?	81	93	5
17. Have you discussed the problem of preparing women for the world of work with members of State Boards of Education?	65	110	4
18. Have you discussed the problem of preparing women for the world of work with the Commission on the Status of Women?	37	138	4
19. Since the Seminar, have you participated in other meetings on women in the world of work?	83	93	3
20. Have you been involved in the development of an affirmative action program for women?	76	98	5
21. Have you encouraged the establishment and continued operation of high quality day care centers?	89	75	15
22. Have you encouraged counselor and teacher educators to develop programs concerning stereotyped occupations and careers?	135	37	7
23. Have you suggested that educational and occupational stereotypes be eliminated from curriculum materials?	139	33	7
24. Have you had an opportunity to employ or recommend a woman for a supervisory or policy-making position?	99	75	5

	Yes	No	No Response
25. Have you encouraged women to become active in labor unions and professional organizations?	105	65	9
26. Have you been involved in other activities designed to improve educational and employment opportunities for girls and women?	143	28	8

COMMENTS: Please enumerate any special activities in which you have engaged related to women in the world of work and/or list additional comments. Use back of the page if necessary.

June 28, 1974

APPENDIX C

AGENDA AND PARTICIPANT LISTS

REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
SPONSORED BY U.S. OFFICE OF EDUCATION IN COOPERATION
WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

STUDENT UNION HOTEL, STILLWATER, OKLAHOMA
October 28-30, 1973

SUNDAY, OCTOBER 28

5:00-6:30 P.M. REGISTRATION - Union Club Lobby

6:30-7:30 P.M. SOCIAL HOUR - Room 275

MONDAY, OCTOBER 29

8:30-11:45 A.M. GENERAL MEETING - Case Study A Room

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Welcome: Dr. Robert Kamm, President
Oklahoma State University
Stillwater, Oklahoma

Dr. Francis T. Tuttle, State Director
Oklahoma State Department of Vocational and Technical Education
Stillwater, Oklahoma

Panel Presentations:

Topic 1: THE CHANGING COMPOSITION OF THE NATION'S LABOR FORCE

Speaker: Mrs. Dorothy Cohen
Federal Women's Coordinator
Department of Health, Education and Welfare
Kansas City, Missouri

Topic 2: LAWS ON EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Topic 3: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Discussion and Coffee

11:45 A.M.-
1:00 P.M. Luncheon - Oklahoma Room

Address: WOMEN IN THE WORLD OF WORK
EDUCATION'S RESPONSIBILITY

Speaker: Dr. Norman N. Durham, Dean
Graduate College and Professor
of Microbiology
Oklahoma State University
Stillwater, Oklahoma

1:00-4:00 P.M. WORKSHOP GROUP 1 - Exhibit Room I

Leader: Dr. Lloyd Wiggins, Professor
Occupational and Adult Education
Oklahoma State University
Stillwater, Oklahoma

Resource: Mrs. Dorothy Cohen
Federal Women's Coordinator
Department of Health, Education and Welfare
Kansas City, Missouri

Summarizer: Mr. Earl Gray, Teacher Educator
Southern University
Baton Rouge, Louisiana

1:00-4:00 P.M. WORKSHOP GROUP 2 - Exhibit Room II

Leader: Mr. Beauford W. Robinson
Assistant Commissioner and State
Director of Vocational Education
State Department of Education
Jefferson City, Missouri

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio
and Machine Workers
Washington, D. C.

Summarizer: Senator Shirley Marsh
State Senator - Member of Unicameral
Lincoln, Nebraska

1:00-4:00 P.M. WORKSHOP GROUP 3 - Exhibit Room III

Leader: Mr. W. O. Schuermann, State Director
Career Education Division
Department of Public Instruction
Des Moines, Iowa

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Mr. Calvin Williams
Special Assistant to the Governor
for Educational Affairs
Office of the Governor
Topeka, Kansas

4:00-5:15 P.M. GENERAL MEETING - Case Study A Room

WORKSHOP GROUP REPORTS:

Group 1: Mr. Earl Gray

Group 2: Senator Shirley Marsh

Group 3: Mr. Calvin Williams

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, OCTOBER 30

8:30-10:15 A.M. GENERAL MEETING - Case Study A Room

Chairwoman: Miss R. Eugenia Walters, Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons, President
BLS and Associates, Inc.
Washington, D. C.

Topic 5: ISSUES EMERGING FROM THE WOMEN'S RIGHTS MOVEMENT AND IMPLICATIONS FOR VOCATIONAL-TECHNICAL EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Topic 6: CAREER EDUCATION--FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Director
Curriculum Center for Occupational and Adult Education
Bureau of Adult, Vocational and Technical Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 4 - Exhibit Room I

Leader: Mrs. Caroline E. Hughes, Member
National Advisory Council on Vocational Education
Cushing, Oklahoma

Resource: Mrs. Barbara Lett Simmons, President
BLS and Associates, Inc.
Washington, D. C.

Summarizer: Mr. Alton D. Ice
Executive Director
The Advisory Council for Technical-Vocational Education in Texas
Austin, Texas

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 5 - Exhibit Room II

Leader: Mr. James B. West
Assistant State Superintendent for Vocational Education
State Department of Education
Santa Fe, New Mexico

Resource: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Senator Minnette Doderer
Iowa City, Iowa

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 6 - Exhibit Room III

Leader: Ms. Jane H. Wells, Member
State Board of Education
Austin, Texas

Resource: Dr. Elizabeth J. Simpson, Director
Curriculum Center for Occupational and Adult Education
Bureau of Adult, Vocational and Technical Education
U. S. Office of Education
Washington, D. C.

Summarizer: Dr. Jack D. Nichols
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Little Rock, Arkansas

12:15-2:30 P.M. Luncheon Meeting - Oklahoma Room

WORKSHOP GROUP REPORTS - Case Study A Room

Group 4: Mr. Alton D. Ice

Group 5: Senator Minnette Doderer

Group 6: Dr. Jack D. Nichols

Implications: Dr. Mary L. Ellis

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REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
SPONSORED BY U.S. OFFICE OF EDUCATION IN COOPERATION
WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

CIRCUS CIRCUS HOTEL, LAS VEGAS, NEVADA
January 27-29, 1974

SUNDAY, JANUARY 27

5:00-6:30 P.M. REGISTRATION - Foyer

6:30-7:30 P.M. SOCIAL HOUR - Ring I

MONDAY, JANUARY 28

8:30-11:45 A.M. GENERAL MEETING - Ring I

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Welcome: Mr. R. Courtney Riley
State Director
Vocational-Technical Education Branch
State Department of Education
Carson City, Nevada

Panel Presentations:

Topic 1: THE CHANGING COMPOSITION OF THE NATION'S LABOR FORCE

Speaker: Mrs. Madeline H. Mixer, Regional Director
Women's Bureau
U. S. Department of Labor
San Francisco, California

Topic 2: LAWS ON EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES FOR WOMEN

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Topic 3: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Discussion and Coffee

11:45 A.M.-
1:00 P.M. Luncheon - Ring II

Address: YOU'VE COME A LONG WAY, BABY!

Speaker: The Honorable Roman C. Pucinski
Lecturer on Career Education
Alderman, Chicago City Council
Former Congressman
Eleventh Congressional District, Illinois

1:00-4:00 P.M. WORKSHOP GROUP 1 - Ring III.

Leader: Mr. Walter E. Ulrich
State Director of Vocational Education
Salt Lake City, Utah

Resource: Mrs. Madeline H. Mixer, Regional Director
Women's Bureau
U. S. Department of Labor
San Francisco, California

Summarizer: Mrs. Ellen T. Law, Principal
Jefferson High School
Portland, Oregon

1:00-4:00 P.M. WORKSHOP GROUP 2 - Center Ring

Leader: Mr. Clinton L. Harris
Executive Director
State Advisory Council on Vocational Education
Laramie, Wyoming

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Summarizer: Dr. Robert V. Kerwood
Director of Professional Development
Arizona Department of Education
Phoenix, Arizona

1:00-4:00 P.M. WORKSHOP GROUP 3 - Side Show

Leader: Mr. William A. Ball, Executive Director
Montana Advisory Council on Vocational Education
Helena, Montana

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Dr. Richard Edsall, EPDA Coordinator
State Board for Community Colleges and Occupational Education
Denver, Colorado

4:00-5:15 P.M. GENERAL MEETING - Ring 1

WORKSHOP GROUP REPORTS:

Group 1: Mrs. Ellen Law

Group 2: Dr. Robert V. Kerwood

Group 3: Dr. Richard Edsall

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, JANUARY 29

8:30-10:15 A.M. GENERAL MEETING - Ring I

Chairwoman: Miss R. Eugenia Walters, Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Topic 5: THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Topic 6: CAREER EDUCATION--FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 4 - Ring III

Leader: Mr. Donald P. Krotz
State Coordinator
Industry-Education-Labor
Orinda, California

Resource: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Summarizer: Mrs. Ruth Switzer Pearl
Program Director
BLS and Associates, Inc.
Washington, D. C.

10:15 A.M.-
12:15 P.M. WORKSHOP GROUP 5 - Center Ring

Leader: Ms. LaRae Glennon
Director, Project Equality
Highline School District
Seattle, Washington

Resource: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Ms. Hope Kading, Vice Chairwoman
Education Commission of the States
Boise, Idaho

10:15 A.M.-12:15 P.M. WORKSHOP GROUP 6 - Side Show

Leader: Mr. William H. Bergman, Executive Director
South Dakota Advisory Council on Vocational-Technical Education
Vermillion, South Dakota

Resource: Dr. Elizabeth J. Simpson, Chief
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U. S. Office of Education
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Summarizer: Mr. Glenn R. Dolan
Director of Guidance Services
State Department of Public Instruction
Bismarck, North Dakota

12:15-2:30 P.M. Luncheon Meeting - Ping II

WORKSHOP GROUP REPORTS

Group 4: Mrs. Ruth Switzer Pearl

Group 5: Ms. Hope Kading

Group 6: Mr. Glenn R. Dolan

Implications: Dr. Mary L. Ellis

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REGIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
SPONSORED BY U.S. OFFICE OF EDUCATION IN COOPERATION
WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

HARTFORD HILTON HOTEL, HARTFORD, CONNECTICUT
March 17-19, 1974

SUNDAY, MARCH 17

5:00-6:30 P.M. REGISTRATION - Room 404

6:30-7:30 P.M. SOCIAL HOUR - Room 408

MONDAY, MARCH 18

8:30-11:45 A.M. GENERAL MEETING - Club Room

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Welcome: Dr. Herbert Righthand
Acting Associate Commissioner of
Vocational Education
State Department of Education
Hartford, Connecticut

Panel Presentations:

Topic 1: FACTS ON WOMEN IN THE WORK FORCE AND LAWS AND REGULATIONS AFFECTING THEIR EDUCATION AND EMPLOYMENT

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical,
Radio and Machine Workers
Washington, D. C.

Topic 2: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Topic 3: THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Discussion and Coffee

11:45 A.M.-
1:00 P.M. Luncheon - Hartford Room

Speaker: The Honorable Roman C. Pucinski
Lecturer on Career Education
Alderman, Chicago City Council
Former Congressman
Eleventh Congressional District, Illinois

1:00-4:00 P.M. WORKSHOP GROUP 1 - Rooms 408/412

Leader: Mr. Sidney Cohen
Personnel Development Coordinator
Consultant for Teacher Education
Division of Vocational Education
State Board of Education
Hartford, Connecticut

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical,
Radio and Machine Workers
Washington, D. C.

Summarizer: Mr. Julian M. Carter
Assistant State Director
Vocational-Technical Education
State Department of Education
Montpelier, Vermont

1:00-4:00 P.M. WORKSHOP GROUP 2 - Rooms 416/420

Leader: Dr. Charles W. Ryan, Director
Research Coordinating Unit
Bureau of Vocational Education
Augusta, Maine

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer,
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Dr. Marilyn Steele
Director, Planning
Charles Stewart Mott Foundation
Flint, Michigan

1:00-4:00 P.M. WORKSHOP GROUP 3 - Rooms 436/440

Leader: Ms. Carol Cataldo
Senior Supervisor Resource Development
State Department of Education
Boston, Massachusetts

Resource: Dr. Jack Willers, Professor of History
and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Ms. Deborah L. Bloxom
Associate Education Consultant
State Department of Education
Concord, New Hampshire

4:00-5:15 P.M. GENERAL MEETING - Club Room

WORKSHOP GROUP REPORTS:

Group 1: Mr. Julian M. Carter

Group 2: Dr. Marilyn Steele

Group 3: Ms. Deborah L. Bloxom

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, MARCH 19

9:30-10:15 A.M. GENERAL MEETING - Club Room

Chairwoman: Miss R. Eugenia Walters, Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Topic 5: CAREER EDUCATION--FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Division of Research and Demonstration
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

10:15 A.M.-
12:30 P.M. WORKSHOP GROUP 4 - Rooms 408/412

Leader: The Honorable Annie B. Martin
Assistant Industrial Commissioner
New York State Department of Labor
New York, N. Y.

Resource: Mrs. Barbara Lett Simmons, At-Large Member
D. C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Summarizer: Dr. Gerald R. Fuller
Professor and Chairman
Vocational, Technical and Extension
Education Department
University of Vermont
Burlington, Vermont

10:15 A.M.-
12:30 P.M. WORKSHOP GROUP 5 - Rooms 416/420

Leader: Mr. John A. Millard
Cumberland County Career Education
Coordinator
Bridgeton, New Jersey

Resource: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Division of Research and Demonstration
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Summarizer: Dr. Arthur O. Berry, Director
Vocational-Technical Education
University of Maine
Gorham, Maine

12:30-2:30 P.M. Luncheon Meeting - Terrace Room

WORKSHOP GROUP REPORTS

Group 4: Dr. Gerald R. Fuller

Group 5: Dr. Arthur O. Berry

Implications: Dr. Mary L. Ellis

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NATIONAL INVITATIONAL SEMINAR/WORKSHOP ON WOMEN IN THE WORLD OF WORK
CONDUCTED BY TECHNICAL EDUCATION RESEARCH CENTERS, INC.
SPONSORED BY U. S. OFFICE OF EDUCATION IN COOPERATION
WITH THE CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY

BURLINGTON HOTEL, WASHINGTON, D. C.
September 29, 30-October 1, 1974

SUNDAY, SEPTEMBER 29

5:00-6:30 P.M. REGISTRATION -- Parlor B

6:30-7:30 P.M. SOCIAL HOUR - Teak Room

MONDAY, SEPTEMBER 30

8:30-11:45 A.M. GENERAL MEETING - Burgundy Room

Chairwoman: Dr. Mary L. Ellis, Director
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 1: FACTS ON WOMEN IN THE WORK FORCE AND LAWS AND REGULATIONS AFFECTING THEIR EDUCATION AND EMPLOYMENT

Speaker: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical, Radio and Machine Workers
Washington, D. C.

Topic 2: PROBLEMS AND ISSUES ASSOCIATED WITH THE EDUCATION AND EMPLOYMENT OF WOMEN

Speaker: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Topic 3: SHOULD WOMEN HAVE EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITIES?

Speaker: Mrs. Barbara Lett Simmons
At-Large Member, D.C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Discussion and Coffee

11:45 A.M.–1:00 P.M. Luncheon – Ballroom

Address: WOMEN IN THE WORLD OF WORK

Speaker: The Honorable Roman C. Pucinski
Lecturer on Career Education
Alderman, Chicago City Council
Former Congressman
Eleventh Congressional District, Illinois

1:00-4:00 P.M. WORKSHOP GROUP 1 – Parlor A

Leader: Mr. Royce A. Justice, Director
Planning and Evaluation
Bureau of Vocational Education
Frankfort, Kentucky

Resource: Mrs. Gloria T. Johnson, Director
Education and Women's Activities
International Union of Electrical,
Radio and Machine Workers
Washington, D. C.

Summarizer: Miss Marguerite Crumley
Associate Director of Vocational
Education
State Department of Education
Richmond, Virginia

1:00-4:00 P.M. WORKSHOP GROUP 2 – Crystal Room

Leader: Dr. Lucille W. Campbell, Program Officer
U. S. Office of Education, Region III
Philadelphia, Pennsylvania

Resource: Miss Sherrie Mazingo
Former Award-Winning Writer
Minneapolis Star
Doctoral Fellow, Michigan State University
East Lansing, Michigan

Summarizer: Dr. R. D. Balthaser, Assistant Director
Division of Vocational Education
State Department of Education
Columbus, Ohio

1:00-4:00 P.M. WORKSHOP GROUP 3 - Oak Room

Leader: Mr. William Debolt, Specialist
State Plan Development
State Department of Education
Baltimore, Maryland

Resource: Mrs. Barbara Lett Simmons
At-Large Member, D.C. Board of Education
President, BLS and Associates, Inc.
Washington, D. C.

Summarizer: Mrs. Ruth Switzer Pearl
Program Director
BLS and Associates, Inc.
Washington, D. C.

4:00-5:15 P.M. GENERAL MEETING - Burgundy Room

WORKSHOP GROUP REPORTS:

Group 1: Miss Marguerite Crumley

Group 2: Dr. R. D. Balthaser

Group 3: Mrs. Ruth Switzer Pearl

Announcements: Dr. Mary L. Ellis, Chairwoman

TUESDAY, OCTOBER 1

8:30-10:15 A.M. GENERAL MEETING - Burgundy Room

Chairwoman: Miss R. Eugenia Walters
Research Associate
Technical Education Research Centers
Washington, D. C.

Panel Presentations:

Topic 4: THE IMPACT OF THE WOMEN'S RIGHTS MOVEMENT ON SEXIST EDUCATION AND ITS IMPLICATIONS FOR VOCATIONAL-TECHNICAL AND CAREER EDUCATION

Speaker: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Topic 5: CAREER EDUCATION---FEMININE VERSION

Speaker: Dr. Elizabeth J. Simpson, Chief
Curriculum Development Branch
Division of Research and Development
Bureau of Occupational and Adult Education
U. S. Office of Education
Washington, D. C.

Discussion and Coffee

1:15 P.M.-
4:30 P.M. WORKSHOP GROUP 4 - Text Room

Leader: Dr. Dewey Adams, Director
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Resource: Dr. Jack Willers, Professor of History and Philosophy of Education
George Peabody College for Teachers
Nashville, Tennessee

Summarizer: Dr. Byrle Killian
Assistant State Director
State Department of Vocational and Technical Education
Stillwater, Oklahoma

1:15 P.M.
4:30 P.M. WORKSHOP GROUP 5 - Text Room

Leader: Dr. Calvin J. Miller, Chairman
Vocational-Technical Education Faculty
Ohio State University
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Resource: Dr. Elizabeth J. Simpson, Chief
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ABSTRACT: THIS STUDY WAS UNDERTAKEN TO DISCOVER A STRATEGY WHICH WOULD FACILITATE THE SELECTION AND ORGANIZATION OF HOME ECONOMICS CONTENT AND INSTRUCTION FOR CONCEPT LEARNING. THE STUDY WAS CARRIED OUT WITH GRADUATE STUDENTS WHO WERE ALSO TEACHERS IN SECONDARY SCHOOLS AND EXTENSION PROGRAMS. WRITINGS TO VARIOUS AUTHORS REGARDING TEACHING-LEARNING PROCESSES DESIGNED TO ENABLE LEARNERS TO GRASP AND USE THE BASIC CONCEPT OF A SUBJECT MATTER FIELD WERE STUDIED AND APPLIED TO HOME ECONOMICS PROGRAM DEVELOPMENT AND EVALUATION. THE KNOWLEDGE GAINED FROM THE EXPLORATION WAS USED TO IDENTIFY A STRATEGY FOR PLANNING PROGRAM COMPONENTS TO BE USED IN LEARNING HOME ECONOMICS CONCEPTS AND GENERALIZATIONS. THE TEACHER-GRADUATE STUDENTS PRODUCED PORTIONS OF CURRICULUMS USING THE STRATEGY, USED THE PLANS IN THEIR OWN TEACHING SITUATIONS, AND PROVIDED FEEDBACK. THE STRATEGY CONSISTS OF A STATEMENT OF RATIONALE WHICH INCLUDED THE DESIRED LEARNING OUTCOMES OF THE PROGRAM. SUBJECT MATTER CONCEPTS WHICH ARE BELIEVED TO ASSIST THE LEARNER IN REALIZING THE STATED GOALS ARE IDENTIFIED. THE DERIVED CONCEPTS AND GENERALIZATIONS ARE TRANSLATED INTO INSTRUCTIONAL OBJECTIVES AND SUBJECTIVES, AND APPROPRIATE LEARNING ACTIVITIES ARE SELECTED THROUGH WHICH THE LEARNER ATTAINS THE OBJECTIVES. EVALUATION PROCESSES ARE THEN EMPLOYED TO ASCERTAIN THE EFFECTIVENESS OF THE VARIOUS PARTS OF THE PROGRAM. (AUTHOR)

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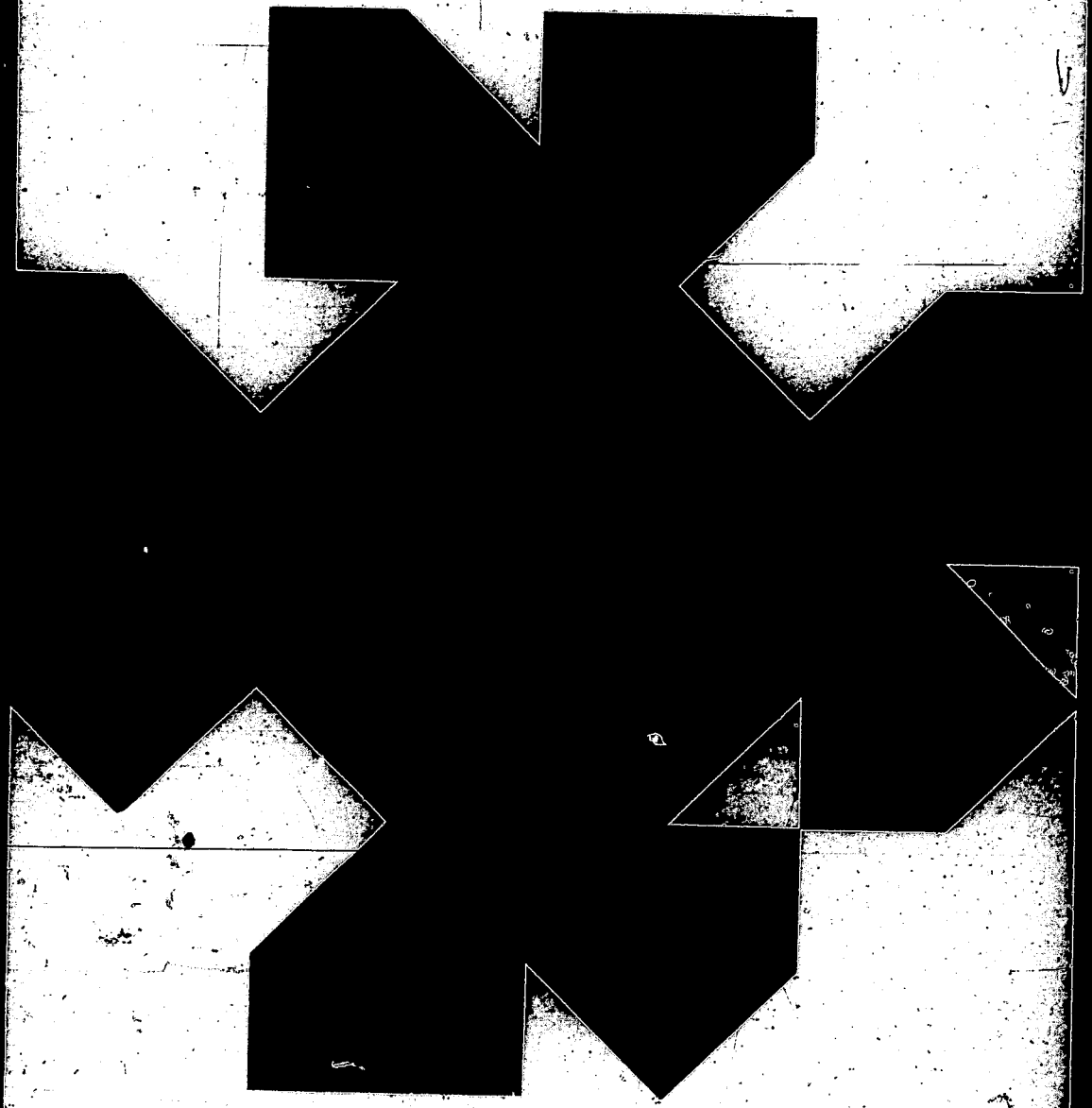

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I. Curriculum Development In Home Economics

Curriculum Reform

In the late 1950s home economics educators observed several factors that pointed to the need for re-examination of home economics curriculum in the secondary schools. In 1961, the U.S. Office of Education called a conference "to consider how a national group might give leadership to a re-examination of the home economics curriculum in the secondary school" (Mallory, 1964, p. 52).

Mallory (1964, p. 53) reports the decision of the conferees as follows:

> The group decided to focus on one element of the curriculum—subject matter content. They believed to get at a rationale for home economics at the secondary level through defining the structure and the content in terms of basic concepts and generalizations in the various subject matter areas, would provide valuable resource material for curriculum development at state and local levels . . . .

By the early 1960s teachers in many disciplines were studying the structure of knowledge in their fields of study. In speaking of this curriculum movement, Goodlad (1964, p. 68) states, "it represents a sincere effort to cope with the vast accumulation of knowledge and with increasing recognition of the tentativeness of all ideas." He adds:

> The central problem of the schools' curriculum in the 1950s was not so much a child-centered curriculum as a decaying clutter of ill-arranged and out-dated bits and pieces of subject matter. The curriculum thrust today is toward the identification and organization of those relatively basic concepts, principles and modes of inquiry which define the structure of discipline and which serve as tools in the human quest for order in what appears chaotic.

Ausubel (1967, p. 116) maintains:

> An introductory high school course in any discipline should concentrate more on establishing a general ideational framework than in putting a great deal of flesh on the skeleton. Generally speaking, only the framework is retained anyway after a considerable retention interval. . . .

Discovering a Framework

From 1962-64 seven workshops sponsored cooperatively by USOE and selected colleges of home economics were held. The resulting publication was entitled: *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development* (American Home Economics Assn., 1967). Three major concepts were recognized as the organizing ideas for home economics subject matter areas: human development and

interpersonal relationships, values and management. The bulletin stated, "These concepts are interrelated and each contributes to improved personal, home and community life. Taken together, they provide a conceptual framework which can give the learner a view of home economics as a whole and which can help him to see the relationship of specific topics and skills to the basic concepts of the field" (p. 54). The principal concepts identified in the bulletin are listed in the Appendix, p. 32.

Concepts and Generalizations presents one useful framework for understanding the content of home economics studies. There are undoubtedly others that might be equally or, perhaps, more effective for learners in various situations. Nevertheless, the bulletin has provided a set of criteria for the evaluation of content scope for local and state programs, and its basic concepts were accepted for this informal study of curriculum development.

II. Strategy For Selecting and Organizing Knowledge and Instruction For Home Economics Programs

Need for the Strategy

Since the early 1960s there has been activity at the state and local levels to organize knowledge around the concepts and generalizations that comprise home economics knowledge. Despite these efforts, however, classroom practices have not appreciably altered to accommodate concepts and concept learning. Because of this situation, exploration was undertaken to identify a strategy for selecting and organizing content and instruction for learning home economics concepts and generalizations.

The study was carried out with graduate students who were also teachers in secondary school and extension education programs. Writings of various authors, who regarded teaching-learning processes as enabling learners to grasp and use basic concepts, were studied and applied to home economics program development and evaluation.

Information was gained about where home economics classroom practices, in principle, would seem to facilitate or hinder conceptual learning of the subject matter knowledge. Findings were used to delineate a strategy for learning home economics concepts and generalizations. Portions of curricula were designed using the strategy, and field trials undertaken to ascertain the feasibility of the approach. The exploration took place in course work, special problems and workshops, and through follow-up inquiry.

The strategy was also used in courses with the teacher-graduate students. Material from *Home Economics Education Objectives and Generalizations* (1966) was used in structuring the work. Thus, the students not only used the strategy for curriculum development and evaluation but, to the extent that it could be incorporated into their own program, the students, as learners, experienced the strategy.

Strategy Components: An Overview

Basic elements of the strategy are: (a) statement of the rationale including the broad goals of the program—its affective domain; (b) selection and organization of concepts, generalizations and supporting information to aid the learner in attaining the broad goals; (c) translation of broad goals into instructional objectives; (d) selection and organization of instruction that will lead the learner to attain the objectives; and, (e) concurrent development of a program for systematic evaluation of curriculum, instruction and management.

Statement of Rationale: A disciplined, concise statement of rationale guides in making all subsequent program decisions because it contains the beliefs and assumptions from which the various components will be derived. A well-developed statement will describe such things as the perceived purpose of school; the role of the subject matter area relative to the total educational program; the

intent of the special program (e.g., home economics); the concepts held regarding the nature of learners; learning principles accepted; and, some way to demonstrate the effectiveness of the program (Lindsey, 1961).

One of the key parts of the rationale is the intent of the program. Here its broad goals, the desired end results, are articulated.

Tyler's (1969) rationale presents the generally accepted criteria for the selection of the broad goals: information about the learners to be taught; investigation of the conditions and problems of contemporary life as indicators of the demands society is making on young people; and, deliberations of specialists in each subject matter field as to what constitutes the significant knowledge of the field. Since Tyler's criteria are very general, a second screening must be made, based upon the philosophy of the school and current information on the learning process.

Trump (1964, p. 83) has provided statements useful to home economists in using the first section of Tyler's procedure: "Home economics curriculum planners will identify the knowledge, skills and attitudes that are essential for all boys and girls as they participate and also prepare for future roles in home and family living . . . pupils of all ages are members of homes and therefore need to develop attitudes and actions that will become habitual as they become older and will carry over into adult living."

These statements of intent, and other statements of basic beliefs, provide the basis for decision making in program development and evaluation.

Selecting and Organizing Knowledge: After the broad goals are specified, it is then necessary to identify the concepts which should help the learner acquire the behavior.

For the *Concepts and Generalizations* bulletin, subject matter specialists, teachers and teacher educators selected home economics content they "deemed important for secondary school youth." Congruent with Tyler's procedures, more material is included in the bulletin than can be taught effectively in most schools. Therefore, in planning curriculum teachers must do further screening and choose that which is most important for the learners with whom they are working.

Transfer of Learning: The principle of transfer guides in the selection and organization of content so learners can grasp the knowledge of a field and learn to use it in meeting situations and solving problems.

Discussing intellectual development, Cronbach (1963, p. 135) states:

> The most imperative educational goal is to increase the pupils' ability to think, i.e., to replace trial and error or thoughtless response in a problematic situation with intellectual control of decisions. The outcome may be called many things—reasoning ability, intellectual power, mastery of the great disciplines, functional skill in problem solving—whatever the name, the aim is transfer.

Two kinds of transfer are utilized in program planning: (a) vertical transfer which is defined as "subordinate capabilities that transfer to higher order learning and facilitate its occurrence" (Gagne, 1966, p. 231); and, (b) lateral transfer, a "kind of generalization that spreads over a broad set of situations (which are) at the same level of complexity" (Gagne, 1966, p. 232).

Selection and Organization of Program Content: The device commonly known as a scope and sequence chart is useful in specifying content and in verifying that both vertical and lateral transfer are being planned.

In developing a program plan for home economics, rigorous screening is necessary to identify the ideas most worthwhile for beginning learners. At subsequent levels these ideas are built upon. In this way vertical transfer is accomplished because each level facilitates more complex learning at the next. Other aspects are added as they are judged to be important for the learner and these in turn are built upon during more advanced work.

To achieve lateral transfer in home economics, the most effective means undoubtedly, would be integration of the various subject matter areas. This, however, would require quite different learning materials than are available today. Currently, a more feasible means is to select comparable ideas from each home economics area for the particular learning level. For example, if "food as a socializer" were to be the idea studied under *significance of food,* then the learner's concept of the use of material resources in the socialization processes would become clearer as he also viewed it in its relationship to the *significance of clothing* and the *significance of housing.* By having experience with an idea in different situations, the learner is helped to separate the idea from the context in which it was originally learned and to deal with it as an abstraction.

Selecting and Organizing of Knowledge for Units and Courses: Usually the key ideas shown in the scope and sequence charts are stated as single words or phrases. Before the planner can proceed, these must be transformed into complete statements of the knowledge to be learned. This procedure selects and organizes content to facilitate vertical transfer.

In producing the flow chart the planner starts with the superordinate generalization and works downward identifying knowledge that must have been previously attained to facilitate learning of the idea. The planner asks: "In order for the learner to learn this idea, what previous knowledge must he have had?" Each generalization contains the clue as to what the prerequisite knowledge must have been; all of the words and symbols used in the generalization must be known as concepts before the learner can associate them to form the higher order learning. The question is repeated until the planner comes to the knowledge the learner is known to possess.

In ordering the content there are usually several alternative routes for reaching the superordinate learning. Each planner is urged to keep his model fluid, trying several possibilities, until he finds one

that seems best for his teaching situation. Two questions help him in this quest: (a) "Is the subordinate idea (supporting knowledge) important in helping the learner reach the higher order learning?" and, (b) "Is the order logical—are the ideas ordered in such a way that the learner will see their association and thus combine them to form the higher order learning?"

In producing the flow chart, if some item of information is prerequisite to another, it is placed on a vertical axis. If there are several prerequisite items of information, but none is prerequisite knowledge for any other, they are placed horizontally.

The planner must separate knowledge to be learned from instruction for learning. The flow chart identifies the knowledge only and gives no information about how the content will be learned or time required for learning it.

If one has succeeded in selecting the truly important concepts of the field and their prerequisite knowledge, they will not change until new knowledge is invented, or discovered. Instructional methods for learning the ideas change regularly, however. They can change from year to year, class to class, learner to learner.

Instructional Objectives and Type of Learning: After the sub-generalizations have been derived and thus sequenced from the superordinate generalization, decisions are then made regarding instructional objectives and type of learning.

An instructional objective states what the learner will be able to do after learning that he was not able to do before instruction. It is this objective that guides the planner in selecting and organizing learning experiences and in evaluating instruction and learning. To fulfill these functions instructional objectives must be measurable and the content portion must be stated in terms of generalizations.

Both the instructional objective and the type of learning guide the planner in making decisions about the learning experiences through which the learner will acquire the knowledge. The objective identifies the behavior (usually reasoning skill) and the context in which it is to operate. The type of learning prescribes conditions for learning; i.e., the selection and ordering of the learning experiences.

In developing the learning unit, a generalization is taken from the flow chart and entered on an instructional sheet. Each entity on the flow chart is considered a learning unit and therefore an instructional sheet will be developed for learning each one. An instructional objective is keyed to the generalization and the type of learning is specified.

The behavioral designation of the objective and the type of learning must be compatible. If the behavioral designation indicates the learner is "to analyze," questions near the completion of the unit of learning must be posed in such a way that in order to answer them correctly the learner is caused to make an analysis. It is through carefully formulated key questions that teachers assist learners in learning to reason with the knowledge.

In the planning stage it seems best to limit the number of questions to those considered most essential. During the learning

teraction the key questions will assist in the formulation of many additional questions that are appropriate for guiding the learning.

Selecting and Organizing Media: Learning resources, or media, can be objects, events or people with which the learner interacts for the purpose of learning. In this strategy the term "instruction" includes both the question on sub-objective that directs the learner's attention, and the object, event or person with whom he interacts to learn.

Briggs (1967, p. 4) states there are "few guidelines for determining one media over another but that one of the first decisions to be made was whether it was to be group instruction or individual instruction." Whether one selects group or individual instruction is dependent on the capabilities of the students in class, but the overall goals of the subject matter area also guide in the decision. If interpersonal relationships, management and values are threads that tie all of home economics together, then the experiences in the classroom must contribute to these learnings as well as help individual learners grasp and use new knowledge.

After some experience with the learning units in group instruction, the teacher should have gained insight as to which cluster of units might be changed into individualized instruction and knowledge regarding the variety of appropriate media from which learners can select to attain the objective and to accommodate individual differences in learning pace.

Learning packages already on the market can be useful media. The derived structure serves as a basis for ascertaining whether particular packages are valid for the ongoing program and, if so, where they can be plugged into the framework for the greatest impact on learning.

It is important to note that the completed instructional sheets constitute predesigned unit plans and should not be thought of as daily lesson plans. In daily plans the teacher has to make decisions about how much of the learning can be attempted for one class period. As mentioned, some of the learning units (particularly those at the beginning levels) might take only a portion of the class time and several could be completed during a class period. Other learning units (most often those at higher levels) might require several class periods to complete.

It is possible to work from instructional sheets in the classroom, but teachers usually prefer to jot down information notes taken from both the instructional sheets and other resources for that particular class.

Assessment of Learning and Learning Units: Evaluation is a most important adjunct to program development. Teachers must come to view their plans as working hypotheses and then make observations in the actual teaching situation regarding their acceptance. At first some of the evaluation can be through careful observation of learners' responses, but as a course is developed, more and more systematic evaluation is required.

Different evaluation procedures serve different purposes. Those most closely related to curriculum development are procedures that

facilitate learners' self-evaluation, teacher's evaluation of learners' progress and assessment of the effectiveness of the instruction.

The idea of formative and summative evaluation is most useful here. The data gained give valuable information to the curriculum planner regarding what students learn from the instruction. McNeil (1966, p. 73) stated: ". . . it is so important to view each teaching situation as an experiment in which one says:

> If I do these things, the learner will be able to make these responses and to have the courage to see whether or not the predicted results occur. When the desired consequences do not follow, one must try to reason why and try an altered approach, again noting consequences.

For the curriculum strategy described, evaluation must be made of the importance of the knowledge selected and its supporting information. Selecting the so-called important learnings involves a value judgment. Verification is often achieved through subjective means; i.e., experts in the field giving their judgments and preferences. Objective evaluation procedures can give evidence, however, as to whether the derived content is the most appropriate supporting content to facilitate higher order learning. Also, there are procedures for determining whether a particular sequence of content facilitates learning. Evidence of this nature is needed to verify both the importance of the knowledge and the appropriateness of its sequence.

Learner-directed Content

There are situations when it is desirable that the learner be able to choose the content and determine how it will be learned. Briggs (1968, p. 40) observed that it is important that students undertaking independent study be able to organize the information they read. In discussing this he suggests that providing the learner "an outline of the competences he was to achieve and an indication of the order in which they would be achieved might be a procedure which would utilize the stated points, and put into effect the transfer among competences demonstrated by Gagne to take place when learning is so sequenced."

Bloom (1967, Coe 13) suggests a similar procedure when describing ways of achieving individualized instruction for mastery of concepts. He states: "The specification of the objectives and content of instruction is one necessary pre-condition for informing both teachers and students about the expectations."

Nevertheless, whether the planner sequences the material for presentation to the learner, or whether the learner and teacher work together to determine a plan, the teacher must have competence in selecting and organizing content and instruction.

The Strategy as Teaching Tool

This strategy, intended to serve as an outline for reasoned construction of a program to help learners grasp and transfer home economics concepts and generalizations, is useful in several other ways. It affords opportunity for joint inquiry among teacher-graduate students and between graduate students and the teacher educator, since it produces a format that enables material to be examined and re-examined for improvement. Teachers gain a systematic tactic for coordinating all components of programs and thereby refining and improving the parts. The teacher educator gains insights regarding the development of home economics curriculum and instruction that is valuable in the preservice and inservice education of teachers. Also, the strategy stimulates both students and instructors to further inquiry on issues concerning the selection and organization of content and instruction for acquiring home economics knowledge.

III. The Skills and Affective Domains

Domains of Learning

The cognitive domain is concerned with the identification and organization of the basic concepts and principles which define the structure of a discipline or field of study. These concepts and principles form the organizing nuclei around which facts and details are clustered. When a learner has a grasp of the knowledge and sees its interconnectedness, he is in a position to use the body of knowledge to meet situations and solve problems.

Most of the attention in this publication has been given to the selection, organization and instruction for learning cognitive knowledge, but other learnings are also important in the curriculum. The cognitive, skills and affective domains operate together in reality, but as each is evaluated differently they are treated separately in curriculum development.

Skills

One often hears that home economics is getting away from the teaching of skills. This is a misleading statement; there probably is greater emphasis than ever on intellectual (or reasoning) skills, communication skills, decision-making skills, managerial skills, human relation skills and others.

Skills are not practiced in content-free situations. They are combined with cognitive knowledge. An area of study focuses both on the concepts and principles that make up the body of knowledge and the methods of inquiry used. Both elements can be found in instructional objectives which essentially identify the kind of reasoning behavior that is desired and the content in which it is to operate. Thus, the objectives are a mixture of the skills and cognitive domains.

In working with curriculum, students often express a concern that they are repeating the same higher cognitive behaviors from objective to objective. This may be a fault in the curriculum, but on the other hand, there may be a valid reason for the repetition. The behavior chosen may be the kind of cognitive operation the learner has to apply with the concepts and principles to make the content meaningful and useful.

Most of the desired reasoning skills are learned in the elementary school. But if there should be some unique skill required with home economics knowledge that has not been previously learned, time might have to be taken out for learning the reasoning process.

Psycho-motor or manipulative skills learning also takes place in schools. At the upper school level it is most often seen as some mixture of conceptual understanding and physical activity. Learning seems to be undertaken when the conceptual understanding cannot be applied in the real world until it is combined with some motor skill. The learner may be able to acquire the motor skill just through observing it. But if this is not possible, or if a factor of safety is

volved, then time may have to be allotted for systematically learning the motor skill.

Simpson described a taxonomy for psycho-motor learning. As with all the domains, Popham and Baker (1970, p. 33) divided this into two divisions: lower and higher-than-lower. The lower division (*perception* and *set* in the Simpson taxonomy) may be used to define those skills a learner picks up through observation and without special instruction. Higher-than-lower division skills require instruction in *guided response*, *mechanism* and *complex overt response*, using Simpson's terms.

A Skills Project

It would be interesting to have a content analysis study in home economics materials to see what physical activities, reasoning abilities and/or other skills are normally carried with home economics concepts and generalizations. The study could provide data about what skills might have to be especially learned and what skills might be used extensively during instruction so learners could become "skilled" in their use.

Affective Domain

The affective domain is concerned with statements of preferences, evaluation and judgments. It deals with what Bellack (1964, p. 34) has referred to as the "good and the evil, the beautiful and the ugly, the desirable and the undesirable." These attitudes, values and preferences, like skills, are not content-free; they operate with cognitive knowledge.

One of the desired end-products of education is for the learner to acquire a strong value orientation. But to be that it must be a value orientation he has developed—one he has internalized.

Gardner (1971, p. 88) points out that if a person could fashion a value system for himself it would serve as an "internal gyroscope" to help him live in the world of diversity and differences characteristic of today's life. He further states that not only must the individual acquire a value system to survive in the world, but he must also come to value excellence in himself and his institutions if the society is to survive.

Krathwohl's *Taxonomy of Educational Objectives: Affective Domain* (1964) is useful in looking at values as they relate to learning. Again dividing the components into lower, and higher-than-lower, they are as follows:

(a) Lower—receiving, responding.

(b) Higher-than-lower—valuing, organizing, characterizing by a value or value complex.

Herbeck (1970, p. 50) points out that receiving and responding are absolutely necessary for any learning to take place. The learner has to value an idea to approach and respond by learning it. (Learners not valuing school learning lack this set.)

Much that teachers have learned about planning and instruction with learners relates to helping the learner see value in what is being learned. Mager (1968) has written about the classroom activities and teacher responses that enhance or inhibit a learner's willingness to approach learning and his willingness to use learning.

The higher order learning in the Krathwohl taxonomy is the level at which learners have internalized a value. Learning at this level can become controversial for schools, especially if the learner sets up a value system different from that of the home. Rath, Harmin and Simon (1966) state, however, that schools do not teach values, but rather help learners become aware of their value orientation and its origins. They believe that in addition to helping learners recognize their values, there is a point at which schools take time to teach the process of valuing. Included in their work is a strategy for exploring valuing in the classroom; the use of value-clarifying questions to prick, but not probe, the learner's thoughts and cause him to reflect on his preferences, attitudes and judgments is illustrated.

Working with questions regarding values becomes part of the classroom interaction phase of curriculum and is not part of the predesigned phase. Questions of values do come into the predesigned phase, however, since the selection of cognitive knowledge to be learned is a value judgment. For home economists to make a rational judgment requires, as Brown (1967, p. 774) points out, an explicit statement of what the value orientation of home economics is in contemporary society.

Home economics is very much involved with the affective domain. Cognitive knowledge is selected and organized so learners can use it in decision making, and values play a large part in decision making. Questioning and exploration of value orientation in home economics takes place most notably in problem solving. The highest order learning tasks are usually designed for problem solving. Learners are given a problem to solve in a laboratory project. Solving it requires them to select and use generalizations previously learned, and then to note the consequences. Inherent in the learner's approach to the problem is the question of what *should* be the results and this is a value judgment. Through the experience the learner can become aware of his value orientation and how it has influenced his choices. Also, the teacher can decide whether the instruction has created a situation where learners have regarded the knowledge as a resource and have chosen to use it.

In speaking of the different modes of learning Bellack (1964, p. 36) describes one of the teacher's jobs in relation to the affective domain: helping learners make the necessary distinctions between cognitive knowledge and (what he refers to as) the moral and aesthetic realm. This, so they can recognize "when questions of facts and analysis are under consideration and when questions of value are at stake." The distinction would seem to be a most important learning; every home economics teacher can relate instances where learners dismiss certain facts and details because they have negative feelings regarding them.

Knowing, feeling and doing are all important aspects of home economics knowledge. Melding the three kinds of knowledge is not new to home economics education, however. The terms used in the 4-H symbol—head, heart, hand and health—can quite accurately be translated as cognitive knowledge, affective knowledge, skill and (perhaps) self-concept in today's educational language. It is becoming increasingly important that all the kinds of knowledge receive greater attention in program development and evaluation.

IV. Observation on Application of Strategy by Teacher-Graduate Students

The Strategy as Learning Tool

Insights were gained as the teacher-graduate students and instructor worked with the strategy for selecting and organizing home economics content and instruction.

Through discussions and observations of practice work it became apparent where the strategy included the teachers' present classroom practices. Also, the study helped to focus on home economics classroom practices that, in principle, could be expected to facilitate or hinder concept learning. Insights also were gained regarding (a) a structure for learning home economics knowledge, (b) use of flow charts for selecting and organizing cognitive knowledge, (c) instructional practices, (d) the need to distinguish between content and instruction and (e) the selection of learning media.

Structure

A structure for learning the knowledge of a field of study should not be considered in either/or terms. There are undoubtedly several structures for home economics subject matter that would prove tenable. The ideal state would be to have data available that relates what learners with given characteristics learn with different curriculum organizations. Given this information a teacher could then select that learning organization which would most benefit the learner with whom she was working.

In *Concepts and Generalizations*, subject matter areas within home economics were presented by the separate areas approach, but management, values and relationships were integrated within each of these areas. It has been shown that further integration, capitalizing on varied experiences, can be achieved between subject matter areas through lateral transfer. Exploration of more direct ways to achieve lateral transfer in home economics subject matter must be made.

Alexander and Hill (1960, p. 83), using the data from *Home Economics Objectives* (American Home Economics Assn., 1959) as a basis for curriculum development, report a means for working across subject matter areas. Applying their scheme to material in the *Concepts and Generalizations* bulletin, common ideas under "significance" and "provision" would be the overall organizing ideas rather than clothing, foods and housing. The latter would then become specifics or situations in which to practice applying the learnings during instruction. This is not to say that the discrete areas approach must give way to the integrated approach, but that there is probably need for both approaches, as well as others, in home economics.

It must be stated again, however, that the teacher-graduate students found the organization of *Concepts and Generalizations* most helpful. Presentation of the material was based on the way

home economics is currently organized and is useful for identifying the fundamental concepts and their supporting information.

One teacher in an extension program, however, felt the material in the bulletin needed to be organized differently for the learners with whom she was working. She developed what might be described as a situational approach—generalizations were selected to meet a specific situation. (Theoretically, the knowledge gained by the learners in this way would not be readily transferable to new situations, but, in the particular teacher-learning situation for which she was planning, that factor may not have been a critical one.)

Some teacher-graduate students employed in secondary schools indicated it was difficult to interest slow learners in their revised curriculum units. The structure used may not be the most appropriate for learners not motivated to learn. It may be that these learners, too, would learn more through the situational approach. It must be remembered, however, that the teacher-graduate students planned instruction for learners in general. Had they planned instruction for slow learners the observations of those who noted problems might have been different.

Flow Charts

Teachers in the group related instantly to working with flow charts. One teacher, after working diligently for a short period of time, stated: "This is so logical, why haven't we used it before?"

The charts provide a way of keeping content possibilities fluid while the designer entertains several alternatives. Once established, however, they stand still and can be examined and re-examined. Other people knowing the words and symbols as concepts can read them and give suggestions.

In some subject matter fields the particular order of content is known to facilitate or hinder learning. Using task analysis to sequence home economics content does not state that it is one of those fields; it may or may not be one. This has yet to be tested. But the procedure does provide a means for deriving and ordering supporting knowledge so ideas flow from one to another and ultimately culminate in the higher order learning.

Some of the arrangements of content may be selected because they seem the most logical to the planner. Some may simply be a decision on the part of the planner to order the content in a particular way because any number of arrangements seem equally logical.

When deriving subordinate generalizations from the superordinate generalizations the students used phrases, words and general ideas. It was found in the course, however, that if they stayed with generalities too long, they tended not to explore possible new ways but to perpetuate what they had always taught.

During work on projects, opportunity was provided for students working in the same area to review each other's work and make suggestions. Much cooperation in planning, and later in field trials,

resulted from the group sessions. This cooperation was an important side effect of the learnings. Curriculum development is a painstaking task and teachers must work with others and seek verification of their curriculum designs.

The General and the Specific

The teacher-graduate students' most cited questions were: "What is the large idea behind this?" "You have clustered these specifics because they have something in common. Can you identify the common elements?"

Students generally began working with too many specifics. As they worked, clustering where they could, the flow charts started to shrink. At first they found this disconcerting because they thought the learning area was being reduced. Subsequent work showed, however, that there were only a few large ideas in the chart, and the students were isolating these and selecting and organizing supporting information. The specifics they discarded were put aside because most often they were clues for learning experiences which could be used in instruction; i.e., they were the appropriate situations through which the learner would see the generalization operating and thus learn.

The smaller flow chart did not mean the content would receive less emphasis as measured by class time devoted to it. After instruction was planned, it usually became evident that more time was required for learning it than formerly. Learning experiences once viewed as content, were now part of instruction for attaining the learning. These and a variety of other media would be used to learn how to apply the principle. Specifics would still be used; but they would be used to gain understanding regarding the larger idea behind them.

An illustration may help to explain the point. One teacher working to combine the ideas of characteristics of fibers and fabrics and their care had produced a tortuous network organizing the knowledge. She thought it too complex and felt there must be a way to simplify the organization. She asked others working in the clothing and textile area to review the plan and give suggestions as to how it might be improved. Through the discussion it became apparent that she was dealing essentially with four ideas: storage, temperature, solvents and agitation. As soon as the concepts were verbalized she immediately recognized a different way to organize the material. She returned the next day with a new and simpler solution for ordering the ideas for the given group of learners.

Instruction vs. Content

The distinction between instruction and content seemed to be the critical point between being able to work with ease or having difficulty in developing a flow chart. When first working with the distinction teachers found the idea elusive. At one point in the development of the charts they would invariably ask others, "Is this

content or is it instruction?" With continued work on the charts it became easy for them to make the distinction.

Designing curriculum, as designing anything, takes much thinking time. The students' thoughts seemed to turn from "what to include" or "have I covered everything?" to that of sorting out from all the possible knowledge only that which was most important for the learners to grasp and use. The "less is more" principle would seem to apply in designing curriculum for effective learning. If students had difficulty in deriving the material it usually was because they had not given sufficient thought to the matter. At some point they were urged to cease working actively and to start working intuitively with the designs (mentally playing with a great variety of ideas) while pursuing some routine task that did not require their full attention. These off-duty sessions were usually profitable and when they returned to work actively with their organizations, they were successful and pleased with the results.

It is well to caution that the flow chart is only a tool. Through it, one selects and orders the content for instruction. Once the instructional portion is planned instructional objectives and coordinated generalizations can then be listed in order and the flow chart discarded. Its chief purpose is creating the flow of the lesson. Planners often keep the charts, however, because they provide a convenient means for reviewing the content, and for seeking ways to adjust and improve the curriculum.

Instructional Methods and Goals

It was interesting to learn through discussion with students, and through observation of their practice work, where selection and organizing of instruction in the course was reminiscent of their own classroom practices and where it differed.

In planning instruction the teacher-graduate students naturally employed many of the conditions set forth in the model. In their classroom practices they set the stage, telling learners what was to be accomplished. They helped learners recall important information and they knew how to plan experiences so learners could draw facts and details together to formulate a generalization. The teachers, however, often found the latter difficult to do because of the lack of appropriate resources for learners' use.

According to the strategy, after learners have acquired the learning, they are given experiences using it in various appropriate situations. At this juncture classroom practices seemed to vary greatly. Sometimes the learning was considered completed with the statement of the generalization—in other words the students quit teaching too soon. Very seldom did they plan experiences where learners could demonstrate that they could use the idea in a variety of appropriate situations. The most common practice was for the learner to relate the knowledge to his own immediate situation only.

In order for learners facing the same stimulus situation to correct and refine their thinking, they must interact with others in

observing, describing and imagining the object or event under consideration. If each learner is relating to his own situation only, there is not this kind of give and take, but a reporting. Although it is important that the individual's immediate situation be *one* of those to which he relates the learning experience, any idea that is tied solely to an immediate learning situation will remain tied to it, and the individual will not have had the experience of generalizing the learning to new situations. Observing the learning in a variety of appropriate situations is necessary not only for separating the idea from the context setting in which it is originally learned, but also to stretch the learner's thinking.

Another way to avoid this outcome is to review the instructional objective. Many of the students habitually wrote objectives that did not have what Popham and Baker (1971) refer to as content generality. Instead, the instruction objectives were written for a specific situation; e.g., "identify colors that are suitable for herself." The objective could be one of the sub-objectives in the lesson, but is too limited for an instructional objective. By opening up the objective to read "identify ways colors can be used to enhance personal appearance," teachers and learners are then encouraged to demonstrate the principle in a variety of situations.

In another instance, instruction was being designed for learning the idea that in planning, various resources have to be taken into consideration (for this lesson, amount of time available for the activity and capabilities of the person acting).

The specific learning experience was to plan and prepare a meal for a given situation which was familiar to the learners. After exploring how the generalization operated in that situation, the learners were then asked, "What changes would have to be made in your plan if the preparation was to be done by a 10-year-old girl? A person in a wheel chair?" In group work the learners then considered where the plans would be similar and where different. The experience was designed to stretch their thinking and cause them to see how the main idea could be used in meeting a variety of situations. Other appropriate situations for generalizing the learning beyond the area of foods and nutrition could also be considered.

An important side effect of focusing on hypothetical situations is the protection of privacy, a value commonly held in our culture and presumably worth fostering. Focusing on hypothetical but meaningful problems guards against public probing into personal and family life. Reynolds (1966) draws attention to this matter and, given the nature of home economics subject matter, teachers do well to give careful attention to it.

Another common classroom practice was that the teachers tended to view learning experiences as part of the evaluation process for grading, rather than as a part of the teaching-learning process. The strategy caused the teachers to give more attention in instructional plans to sufficient practice for learning and then to evaluate, for grading purposes, whether the learner could recall and use the knowledge in a new situation.

There were other common classroom practices that operated well within the strategy. In home economics the classroom-laboratory setting traditionally has been one in which learners under supervision of a teacher have opportunity to examine and apply the learning in a realistic situation. Although the situations used by the teachers often tended to be too limited, the *type* of learning experience used was generally correct because it was an attempt to make the learning useful in the real world. In the future, it would help if a greater number of appropriate situations in which to practice the learnings were found. The homemaker role has been the source of most of the learning situations in home economics; by considering the multiple roles of people, however, other situations are suggested that could constitute appropriate practice. Many home economics concepts should be as applicable to situations in the world of work and community living, as they are to home and family life.

The classroom-laboratory setting itself has been considered a learning experience in home economics. Situations and problems within the learning environment are identified by the teacher and learners. Working out and implementing a plan give the learners an opportunity to practice using concepts learned in management, interpersonal relationships and other home economics areas. This provides opportunity to maintain the learning after instruction has passed and to become somewhat skilled in use of the knowledge.

Another traditional home economics practice that is still important in today's classroom, is those activities undertaken to transfer new learnings to out-of-classroom situations. Home practice, home projects and Future Homemakers of America traditionally have been used to help learners incorporate new ways of knowing, feeling and doing into their lives.

After classroom learning experiences have been undertaken to gain the knowledge and to learn how to apply it, teachers and learners together can further explore ways it can be applied to out-of-classroom situations. This activity is comparable to what some authors of learning packages have termed "questing." Bringing to mind how the learning might be incorporated into a life pattern assists transfer.

To achieve transfer, the incorporation of learning should be self-initiating. Through the self-directed activity the learner shows that he sees value in the learning and has become able to guide himself in using and building upon the new knowledge. This is the ultimate aim of education. (It is also a measure in the affective domain.)

Allowing for individual difference, it cannot be expected that all learners will choose to continue learning in all the areas to which they have been exposed. On the other hand, if none of the learners elects to incorporate a learning into out-of-classroom behavior then the program planner might well look into the instruction designed for learning the idea or to the importance of the idea itself for the given learners.

Content and Instruction: The Fine Points

The distinction between content and instruction facilitates in the selection and organizing of instruction. Making the distinction helped the students to cut down on the amount of so-called content; when the basic ideas and supporting information were identified, some of what had previously been considered content was found to be more appropriately used as experiences in instruction through which the basic ideas could be learned. For example, for learning the generalization regarding the relationship of heat to protein, the commodities of eggs, meat, fish, poultry, cheese and milk are part of the learning experience component and not content. They are the situations, the objects or events, through which the learner can observe or experience the generalization.

In order to facilitate the transfer of the generalization (content), a teacher could plan instruction so different groups of learners are working with different objects. Hence, the learners in class could observe the idea in a variety of situations—their own learning activity plus those of other class members. Thus the selection of various simultaneous learning experiences in the classroom is another way to plan for content generality.

The learner as well as the teacher must be able to make a careful distinction between the idea to be learned and the experience through which it is learned. Separating the learning from the context in which it was learned will make the learning more useful to the learner. When asked what he is studying in home economics, the learner will be able to cite the learning regarding the relationship of heat to protein and then relate the instances to which the generalization applies. (This is preferable to citing the learning experience only; i.e., "We scrambled eggs.")

Other instances in home economics that illustrate the content vs. instruction discrimination are: (a) clothing construction techniques are content while the article is the experience through which they are learned; (b) learnings about child behavior are content, but the playschool in which the behavior is observed is the learning experience; and (c) table settings may be one of the objects or events for learning any number of principles, e.g., design or work simplification principles.

In some programs the instances cited here would be considered content. For example, in a course training day care aides in a home economics related occupation program, learning to establish and operate a playschool would be considered content if the learner was expected to have that competence on a job.

Selecting Media

In working with the teacher-graduate students some common problem areas regarding learning resources were identified and insights were gained regarding selection of home economics learning experiences. Use of the predesigned curriculum can aid in surveying

the adequacy of available media resources. Through the deliberations required in predesigning it becomes evident where current media is adequate and where new media must be developed before meaningful study can be undertaken in the subject matter area. One of the teacher's tasks when selecting and organizing media is to provide enough variety to stimulate learner interest, but not so much as to interfere with the continuity of the lessons.

Finding appropriate printed material from which learners can gather the necessary supporting information to develop the learnings was a problem. For these teachers information about learning materials tended to be exchanged by word of mouth and there was limited opportunity for them to review the material before ordering it for their own classrooms or for the school library. Access to a well-stocked media resource center would greatly assist them in developing learning experiences. Also, once appropriate materials were found, it was difficult to provide them in sufficient quantity for the learners' use.

In setting up the learning experiences a persistent problem in using textbooks was observed. When the principle and generalizations are given outright, the learner is not able to experience the formulation of the idea. The newer textbooks, however, do seem to present data in a way that assists in formation of ideas, but other means of data retrieval also need to be explored.

An equally important type of learning resource is the situations which the learner manipulates in learning to combine and use newly-gained information. Generally, students could locate the various media for learning the lower level generalizations. Finding appropriate media for acquiring the more complex learning, however, did prove to be difficult. Often the materials desired for this level of learning were appropriate situations (anecdotes, case studies) in which the learner could manipulate a number of previously learned principles to proceed in decision making. New learning media such as gaming and simulated situations seem to hold promise for assistance in learning the higher-order generalizations, but they need to be carefully drawn to provide the necessary experience for learning the higher-order idea. In working with this component of instruction some insights were gained. One teacher employed the principle of lateral transfer for systematically selecting appropriate learning situations. A two-way chart was constructed with basic concept headings for the rows and home economics areas in which the concept might apply for column headings. Several learning situations were recorded in the cells that were thought to be appropriate for learning the concept in the various areas. Recall and use of the same situations for various areas was thought to assist learners in integrating home economics subject matter knowledge.

Stewart (1967) poses an idea that was thought-provoking when students and instructor discussed the selection of learning material for home economics. He arranged media types on a continuum from most abstract (verbal—oral, printed) to most concrete (real-life situations), showing that time costs increase as one approaches the

concrete end of the range. He maintains that if the learner can understand the idea with the more abstract learning experience, it is then wasteful of learner time and other resources to employ the more concrete experiences. Inherent, also, in this idea is that one of the goals of education is to prepare learners to learn through abstract means. Discussing the pros and cons of this idea led to some interesting speculations.

Some students maintained that learners in their classes could grasp certain ideas through the more abstract means but they gave concrete experiences as well because they had learned to do it that way. Others maintained concrete experiences were needed to keep learners interested. Both approaches could be valid since the students were describing different groups of learners.

Students having slow learners in class thought these learners particularly needed the concrete experiences to keep them interested. It is undoubtedly true they require the more concrete experiences; but if, on the other hand, slow learners are spending their learning time on knowledge that has vertical transfer potential only and not associating the ideas horizontally to form more powerful learnings, one would have to question what is learned.

The practice of using concrete types of experiences on the lower level generalizations may also be a clue to interesting more gifted learners in selecting home economics. The situation may be parallel to programmed learning where the step intervals are so close that gifted learners often find the exercises tedious and grow impatient with the tasks. If the home economics learnings were paced so the learners could reach the more complex ideas faster, it is conceivable that gifted students would find working with concrete experiences to attain these higher order learnings stimulating.

It is well to remember that elementary home economics knowledge is in the realm of public domain and learners generally come into courses with some experiences on which they can draw. The major portion of class time would be more profitably spent in giving the necessary experiences for attaining the more complex ideas which require well organized experiences over a period of time to learn.

Concerning this point, Briggs (1967, p. 72) states:

> The greater the range of concepts and principles which are already in the learner's repertoire, the greater the probability that verbal rather than visual stimuli will evoke recall of relevant knowledge .... The typical program for the high school student, regardless of subject matter, is more likely to be highly verbal and abstract, because words are used to help the student select and recall prior concepts for which he possesses verbal labels.

Instruction: The Main Goal

The fields of knowledge are accumulating and each individual is trying to acquire sufficient understanding of those disciplines and fields of study that will help him to live a richer life. Developing

curriculum in the various teaching areas to achieve this end presents some fascinating problems. The solutions do not lie in crowding more facts and details together but in the careful selection and organization of the important concepts and instruction for learning the ideas. Ideally, instruction should be undertaken with a sense of leisure. There should be time to question, to follow hunches and to explore, even if it means taking some wrong turns along the way. Instruction should not be a tightly scheduled string of events through which learners and teacher rush at a frenetic pace to cover the material. Love of learning, gaining of appreciation for a body of knowledge and seeing its value—these are acquired through exploring and being able to tease out the important understandings.

In order for the learner to experience learning in this fashion, the teacher must have a deep sense of what constitutes the basic knowledge of the subject matter field and the means for assisting various learners in becoming familiar with it. If the teacher, however, does not have this depth of understanding, it is questionable whether the learner will be able to grasp the subject matter knowledge and become skilled in using it.

V. Summary, Conclusions, and Recommendations

Summary

Study was undertaken to discover a strategy which would facilitate the selection and organization of home economics content and instruction for concept learning.

The study was carried out with graduate students who were also teachers in secondary school and extension programs. Writings of various authors regarding teaching-learning processes designed for enabling learners to grasp and use the basic concepts of a subject matter field were studied and applied to home economics program development and evaluation.

The knowledge gained from the exploration was used to identify a strategy for planning program components to be used in learning home economics concepts and generalizations. Insights were gained where home economics classroom practices, in principle, would seem to facilitate or hinder concept learning. The teacher-graduate students produced portions of curricula using the strategy. They used the plans in their own teaching situations and provided feedback.

The strategy consists of a statement of rationale which includes the desired learning outcomes of the program. Subject matter concepts which are believed to assist the learner in realizing the stated goals are identified. The derived concepts and generalizations are translated into instructional objectives and sub-objectives and appropriate learning activities are selected through which the learner attains the objectives. Evaluation processes are then employed to ascertain the effectiveness of the various parts of the program.

Conclusions

The strategy evolved was found to be successful in several ways. It assisted the teachers in comprehending the interaction of the curriculum components. They learned to derive each part from the preceding part and thereby, with corrections and refinements, to create a well-integrated whole.

After using them, teachers commonly felt that the predesigned units helped them "to know where they were going and how to get there." One teacher stated:

> It gives more meaning to lessons for teacher and pupils. It helps to sort ideas in a systematic way. It makes it easier to plan learning experiences and to evaluate the course and student learning. Your mistakes are easier to find and so are your successes.

This statement reflects the manner in which the strategy proved useful not only for development but for evaluation, also. It provided a systematic tactic for analyzing and improving the curriculum. One teacher, after using the curriculum unit four times, expressed the belief that it did work. She found that the learners did learn to operate with the ideas and they were excited about the learning, too.

Nevertheless, she did question whether some of the concepts and behaviors were the most relevant ones in the subject matter area for the age group she was working with. This is the kind of "wondering" that is needed in the field. Careful analysis of the rationale to ascertain whether the givens are really sound, followed by analysis of the curriculum and instructional decisions, should suggest ways to improve the curriculum unit and provide a more valid training for the learners.

Having a common strategy for developing the parts enabled the teacher-graduate students with similar teaching situations to work in groups for both developing and evaluating the program plans. In the groups each person usually took a different portion of the structure. They worked individually until they needed feedback, at which time they would call the group together for consultation.

Other teachers preferred to work individually, exchanging their own designs for completed designs in other areas. Some had to alter the designs considerably for their situation, but even so the charts provided valuable assistance.

The strategy is also useful in teacher education. It naturally provides a structure for learning program development and evaluation. When used with teacher-graduate students, insights are gained that give valuable data for the preservice and inservice education of teachers.

It appears that the strategy does facilitate concept learning. Teachers reported that most of the learners learned the basic concepts that had been identified and were excited about the learning. One teacher noticed that with her predesigned units the students did more of the talking and doing than had been the case previously.

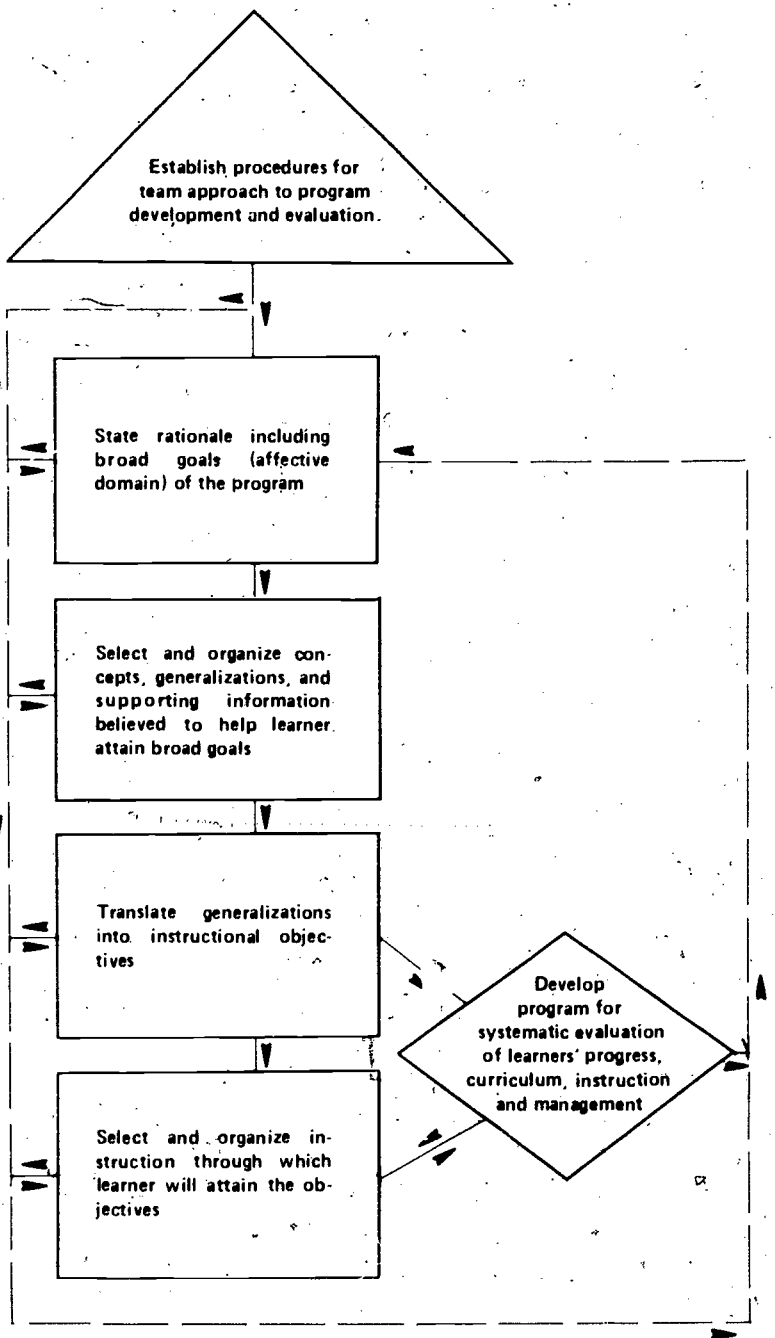
Recommendations

It is recommended that the strategy be used by teams of teachers and teacher educators in field studies of home economics program development and evaluation. Both the empirical-inductive and the theoretical-deductive approaches are needed in curriculum study to advance home economics education as an area of study. The melding of theory and practice would provide tested predesigned curricula for classrooms and new knowledge for advancing the preservice and inservice education of home economics teachers.

Teams of teachers could use the strategy to share the arduous task of curriculum planning. Teaching schedules hardly provide the kind of time needed for daily planning, let alone the amount of time required for comprehensive planning of total programs. But as more and more school systems are providing released time for curriculum development and evaluation, teachers, using a common strategy, could form planning groups. The model included here may help in organizing planning tasks (see p. 29).

More predesigned curricula and suggestions for instruction should be available to teachers. The teacher-graduate students found their

A Model For Program Development and Evaluation In Home Economics



predesigned units worked well in the classroom, and many used the strategy for developing units in other home economics areas, but all spoke of the lack of time to work out carefully planned designs. Teachers with ready access to predesigned materials to use for the pre-arranged portion of their activities would find themselves with more time to devote to the spontaneous interaction of the classroom. The teacher's energies could then be focused on managing an optimal learning environment for each learner; she would not be simply the presenter of facts and details but perform the more creative task of guiding learning transactions.

The strategy is recommended for the study of curriculum development and evaluation especially at the inservice level. The teaching students have experience from which they can draw in implementing and testing the strategy.

Limited experience in using the strategy with undergraduate students has shown that, given a practice rationale including a set of desired outcomes and basic concepts that assist learners in attaining the outcomes, prospective teachers can derive the supporting information; and they find the experience meaningful for learning about the sequencing of content.

Should predesigned home economics curricula become more available from various sources, teachers would still have to know the total teaching-learning process well so they could judge them and adapt designs for their own teaching situations. Also, as portions of curricula, e.g., learning packages, become available, they have to be placed into a well-thought-out framework. For optimal learning these portions must be inserted into the appropriate place to achieve sequence.

It is also recommended that the strategy be used to study ways for integrating home economics subject matter areas. The structure given in *Concepts and Generalizations* presents the separate approach to curriculum; study also must be undertaken for a synthesis approach to home economics knowledge.

A reoccuring thrust in education is the search for concepts and behaviors that are common to the different fields of knowledge. Bellack (1964, p. 28) states:

> For just as relationship among ideas is at the heart of concept of structure as applied to the individual disciplines, so relationship among the disciplines is at the heart of the notion of structure as applied to the curriculum as a whole.

He adds (1964, p. 30) that curriculum focused exclusively on one viewpoint gives the learners a "myopic vision" of the world and man and that "students must be helped to see the limitations as well as uses of a single discipline in interpreting events that actually occur."

Discussing the problems of relationship and synthesis, Tanner (1966, p. 363) cites authors recommending the broad field approach to curriculum. He states: "Goodlad noted that the current movement is predicated upon the discreteness of subjects and their organization as separate disciplines, but he predicted the ascendency of the synthesis approach after the current movement has produced

widespread reform." Tanner adds that Meil thought "contemporary efforts toward developing the structure of the separate disciplines may eventually produce the missing links for curriculum interrelationship and synthesis."

Educators in home economics have already felt the need to be able to discuss common concepts and behaviors with educators from various subject matter fields. More study of the common concepts and behaviors within the home economics areas will have to be undertaken, however, before meaningful work can be undertaken with other subject-matter areas.

The last recommendation is that a systematic study of the strategy be made. The conceptualization combines various planning procedures. Informal study indicates the successfulness of their use in predesigning home economics curriculum to facilitate concept learning, but each process should be studied for further development and validation. By such means it should be possible to validate a total strategy for predesigning home economics curriculum.

Appendix

Basic Concepts and Generalizations As Resource Material for Curriculum Building

I. Human Development and the Family
   A. Universality of individuals and families
   B. Uniqueness of individuals and families
   C. Development and socialization of the individual
   D. Challenge and creative possibilities of change
II. Home Management and Family Economics
   A. Environmental influences on individual and family management
   B. Managerial processes
   C. Effective elements in management
III. Food and Nutrition
   A. Significance of food
   B. Nature of food
   C. Provision of food
IV. Housing
   A. Influences of housing on people
   B. Factors influencing the form and use of housing
   C. Processes in providing housing
V. Textiles and Clothing
   A. Significance of textiles and clothing
   B. Nature of textiles and clothing
   C. Acquisition and use of textiles and clothing

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IRAQ

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Report prepared for the Government of Iraq

by

the International Labour Organisation
as the Executing Agency for
the United Nations Development Programme

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INTRODUCTION

Phase I Operations

1. In 1967 the Government of Iraq requested assistance from the United Nations Development Programme Special Fund (UNDP/SF) in establishing a National Vocational Training Programme. In agreement with the Government, it was decided to execute the project in two phases. Phase I operations were to be concentrated on the preparatory measures necessary to launch the Programme, including the creation of a body to formulate training policies and co-ordinate training activities at a national level, and the establishment of a training department.

2. The Phase I project of two years' duration was approved in January 1969, the plan of operation[1] signed on 16 August 1969 and operations commenced in October 1969 with the International Labour Organisation (ILO) as executing agency. The Ministry of Labour and Social Affairs (in collaboration with other ministries and government agencies) was originally designated as the co-operating government agency, but the Ministry of Planning later became involved in the implementation of the project. The project work plan for the first phase of operations included, inter alia, the services of an international team comprising a project manager and experts in in-plant training and apprenticeship, and in vocational training planning; a short-term building construction specialist was added later. The plan covered the following specific activities:

(a) further study of the country's manpower situation, with emphasis on the need for trained technicians, skilled workers, supervisors and instructors;

(b) advice on policies and procedures for the establishment of an in-plant training scheme, including apprenticeship;

(c) advice on policies and procedures for the establishment of a trade testing and certification programme;

(d) study of existing facilities for the training of technicians and skilled workers.

Phase II Operations

3. On completion of the Phase I operations, project activities continued over a one-year bridging period until Phase II operations commenced on 1 November 1972. The second phase is broader in concept and has a planned duration of three years. The UNDP allocation of US$576,500 provides for 195 man-months' services of an international team comprising a project manager and nine other experts and consultants in various vocational training fields, 54 man-months of overseas training by fellowships to be awarded to 13 national counterpart officials, and imported equipment to the value of US$2,625, together with miscellaneous project operating expenses. Against this, the Government is committed to contribute ID (Iraq dinars) 1,059,060 by the provision of national staff, locally procured equipment, supplies and services, and the land, buildings and other facilities needed to fulfil the requirements of the project.

4. According to the project document[2], the second phase of operations is aimed at increasing the productivity of the labour employed in the various fields of the industrial sector, assisting a large number of workers to be promoted in their own specialisations or fields of work and increasing the employment opportunities for the active population. The immediate stated objectives are to:

---

[1] Plan of operation. Iraq - National Industrial Vocational Training Programme (IRA/68). ILO, Geneva, 1969.

[2] Project document. Iraq - National Vocational Training Programme (IRA 71/544/C/01/11). Baghdad, July 1973.

(a) develop the Central Bureau of Vocational Training (CBVT) under the Workers' Establishment[1] in the improvement of its capability to implement the following activities directed towards satisfying the needs of Iraq:

(i) assessment on a continuous basis of the country's manpower situation to determine needs for trained personnel at the various levels;

(ii) formulation of training policies and training standards for the various programmes;

(iii) conduct research and develop instructional material for all training programmes;

(iv) establishment of a trade test and certification programme;

(v) promotion and implementation of industrial training and assistance to employers in establishing their own training schemes, including institutional and in-plant training at all levels;

(vi) train staff training officers, training officers for industry, foremen, supervisors and instructors;

(vii) set up vocational training bureaux and supervise training centres that may be established by the CBVT or by the state and partly state-owned industries.

(b) develop the activities of the Central Bureau of Vocational Rehabilitation (CBVR), including the training of the required staff, the training of disabled persons in the centres attached to this Bureau, as well as placement procedures and sheltered employment for the disabled;

(c) develop the capabilities of the technical staff concerned of the Ministry of Planning's Education and Social Department in its capacity as technical secretariat of the industrial training co-ordination body and as the organ responsible for the formulation of vocational training plans within the context of the National Development Plan.

Reports

5. The development of the over-all project in its first phase of operations was described in an interim report[2] submitted to the Government in 1971. An account of the particular activities relating to vocational training planning and co-ordination, and to vocational rehabilitation was provided in two technical reports[3] published in 1974. The present technical report is intended to record the progress achieved so far in respect of:

---

[1] Workers' Establishment for Employment, Training and Rehabilitation (Ministry of Labour and Social Affairs).

[2] Interim report on project results, conclusions and recommendations. Iraq - National Industrial Vocational Training Programme (IRQ 20). ILO, Geneva, 1971.

[3] Iraq - National Vocational Training Programme (IRQ/71/544). Technical Report No. 1. Vocational Training Planning, including Co-ordination of Training Activities. Technical Report No. 3. Vocational Rehabilitation Activities. Both reports published by ILO, Geneva, 1974.

(a) the development of occupational standards, trade tests and certification programmes;

(b) the management and running of the training centre for adults at Waziriyah.

In the light of the conclusions drawn, recommendations are made regarding any further action considered necessary. Extracts from the project work plan on which the foregoing activities are based are contained in Annex I.

Acknowledgment

6. In presenting the report, the Director-General of the ILO wishes to express his appreciation of the active support and co-operation extended to the expert team by the various government departments concerned and, in particular, by officials of the Ministry of Labour and Social Affairs and its Workers' Establishment for Employment, Training and Rehabilitation.

I. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Findings

General

7. The over-all purpose of the current Phase II project is to continue the assistance provided by the earlier Phase I and interim operations in establishing a National Vocational Training Programme in Iraq. This report covers the project activities undertaken in respect of two particular second phase components, namely:

(a) occupational standards, trade tests and certification programmes;

(b) management and running of the Training Centre for Adults (Waziriyah).

8. Both components are supported by a sound institutional structure which includes a national office in the form of the Central Bureau of Vocational Training (CBVT) and by legislation contained in Labour Law No. 151 of 1970. Project resources are generally adequate, although the national staff suffer from some lack of experience.

Occupational Standards, Tests and Certification

9. Work on the development of occupational standards, trade tests and certification commenced with the arrival of the expert concerned in May 1973. His two-year assignment would normally be concluded in May 1975, but it is now likely to be extended until 31 October 1975, when project operations as a whole are due to terminate. Other members of the expert team specialising in training in the engineering industry, electric power, automotive and air conditioning/refrigeration skills collaborate in this work, together with the national counterpart staff.

10. Considerable progress has been made in developing a series of twenty-two occupational standards and the associated syllabi and other training material for use in training programmes. The project document envisaged about forty such standards being required and no difficulties are foreseen in achieving this goal, although it will be necessary to concentrate on the particular occupational skills in greatest demand. Occupational standards are subject to approval by a tripartite National Standards Board before being formally adopted for use. The composition of the Board was agreed in 1973, but unfortunately it is not yet functional due to reported delay in obtaining membership nominations. The work of the affiliated trade committees which scrutinise the draft standards has also been in abeyance since March 1974, pending a decision on payment of an attendance allowance to the members.

11. Project activities pertaining to trade tests and certification have been devoted to the development of a procedure for testing job seekers registered with the employment bureaux, in accordance with the requirements of the labour law. Detailed instructions have been prepared and national staff trained in applying them. During the first eight months of 1974 a total of 3,174 job seekers were tested, approximately double the monthly rate for the previous year. The need for a more comprehensive national trade testing and certification system to cover all workers, as well as registered job seekers, is now evident.

The Training Centre for Adults (Waziriyah)

12. Pending completion of the buildings for the new pilot Vocational Training Centre for Adults at Waziriyah (VTC), preliminary courses were conducted in 1972 and 1973 in temporary facilities available at other government training institutions - in one case by instructors earmarked for the VTC. In addition to producing 379 trained entry-workers, these courses provided experience which was useful in preparing the regular course programme for the VTC.

13. The VTC opened on 1 June 1974 with a programme of five six-month accelerated training courses in mechanical and electrical occupations. The buildings are well constructed and the equipment - mostly purchased by the Government - is practically all delivered. To maximise the utilisation of the facilities, training is conducted in two shifts, each with 90 trainees. A further 56 trainees are receiving similar instruction in the afternoons at the adjacent Rehabilitation Centre, where a special course for 20 tailoring trainees is also being conducted. Trainees on all courses are mainly drawn from the 20 to 30 year age group, with little general education; no hostel accommodation is provided, but a daily stipend of 250 fils is paid.

14. The development of the VTC has been greatly assisted by the support of government authorities at every level and its activities have been well publicised. The first regular programme of courses is proceeding satisfactorily and, judging from experience gained in placing the output of the preliminary courses, no difficulties are likely to be encountered by the graduates in securing worth-while employment in industry. It is intended to follow up their progress later. The continuation of project operations until 31 October 1975 will provide time to evaluate the results of the training, to consolidate the progress already made, and to develop further the wider role of the VTC as a pilot centre and the focal point of the extensive national vocational training programme being established in Iraq.

Recommendations

15. Taking account of the progress achieved and experience gained during project operations, appropriate recommendations have been made in Part IV of this report and these are summarised below:

(a) In view of the expansion of training in the country and the limited time available before the project terminates, further occupational standards and testing facilities in greatest demand should be prepared in collaboration with the expert team;

(b) the present trade testing procedure applied to job seekers should be extended to provide a comprehensive national trade testing and certification system supported by the Standards Board, which should also be asked to submit detailed proposals regarding the introduction of the system;

(c) In order to carry out its manifold duties more effectively, the CBVT should be responsible for occupational standards, trade tests and certification and should be strengthened to include four subsections as follows:

(i) standards and curricula development;

(ii) layouts, equipment lists and raw materials;

(iii) training manuals;

(iv) trade testing and certification.

Steps should also be taken to appoint the additional personnel required to staff the subsections;

(d) urgent action should be taken to expedite the long-delayed formation of the Standards Board, which has an important part to play in the orderly development of vocational training in Iraq - particularly as regards the foregoing activities;

(e) now that the VTC at Wahriyah is established and entry-worker courses have been introduced, its wider role as a pilot training centre should be developed in order that it may help in establishing the national vocational training programme by introducing training for employed

workers, instructors (practical as well as pedagogical), training officers, foremen and others responsible for training. Special attention should be given to the validation of instructional material and the demonstration of techniques based on the ILO system of training using modules of employable skill;

(f) the supply of trained instructors is crucial to the success of the national vocational training programme, which involves the establishment of five centres with IBRD assistance, in addition to industry-based training schemes. As the VTC is unlikely to have the capacity to cater for the instructor training load that will eventually arise, the establishment of additional facilities in a new wing of the VTC - or in a separate centre as foreseen in the project document - should now be studied and provision made for the necessary resources, including any international assistance extending beyond the current project;

(g) in order to attract experienced technical personnel to vocational training appointments in the engineer, instructor and other key grades, the Government should initiate an examination of the incentives which could be offered to [illegible] staff, bearing in mind their important multiplier effect on the development of industry. As a short-term expedient, consideration should also be given to the employment of experienced expatriate training staff.

II. TECHNICAL BACKGROUND

Manpower Situation

Population

16. The population of Iraq is approximately 10 million of which over 2 million are concentrated in Baghdad, the capital city. Of the remainder, Mosul in the north accounts for about 1 million and Basrah in the south has close on 700,000. A projection of the population trend up to 1980 has recently been made by a UN demographer; commencing with the figures obtained in the 1965 national census, the following table indicates the predicted situation over the 15-year period shown:

Year	Population	Distribution Per Cent	
		Urban	Rural
1965	8 047 415	51.1	48.9
1970	9 440 000	57.8	42.2
1975	11 124 255	63.7	36.3
1980	13 214 041	69.0	31.0

Apart from the over-all growth during the period, the figures above indicate the marked drift of population from the rural to the urban areas where industry tends to concentrate. The urban population also has a greater proportion of people in the economically active 15 to 59-year age group.

Employment

17. The following estimates of the available labour force and the total of those workers employed over the 1970-1980 period were made by the Manpower Section of the Ekhaati Planning Co-ordination Department, Ministry of Planning, based on a survey undertaken by a United Nations (UNOTC) project for assistance in development planning and execution:

Year	Total Labour Force	Total Employed
1970	2 664 900	2 506 700
1975	3 141 500	2 941 400
1980	3 964 700	3 632 600

18. The first five-year plan instituted by the Government covered the period 1965-1970 and envisaged an economic growth rate of 8 per cent which would result in an increase of 201,500 in the total number of employed persons in all sectors. An evaluation of the plan in 1970 showed that this target had been comfortably exceeded, with an increase of 427,000 - or 20.1 per cent - in the number of employed persons over the period.

19. The second five-year plan (1970-1974) aims to accelerate further economic growth by 7.1 per cent per annum, which is more than twice the rate of population increase. A balance of the economic structure is being brought about by greater diversification of the domestic product and less dependence on oil revenues as a source of foreign currency. This plan also envisages a greater increase (715,900 or 24.4 per cent) in the total number of employed persons compared with that (427,000 or 20.1 per cent) achieved in the period covered by the first plan.

Training Facilities

Vocational Schools

20. The industrial secondary schools of the Ministry of Education were in the past regarded as the main source of skilled workers for the expanding industry of Iraq. Secondary studies cover three years and follow six years of primary and three years of intermediate education. At the beginning of the 1973-1974 scholastic year 17 industrial secondary schools had been established throughout the country and the total enrolment of students had reached 5,221. Only a few of these institutions - such as the mechanical school at Baghdad, which received bilateral assistance from the German Federal Republic - are properly equipped for their intended role. As a consequence, the industrial secondary graduates have, generally been unable to meet fully the requirements of the jobs available, especially in respect of practical skills.

21. There was considerable disparity between the rate of general education and vocational education. While the average annual increase in secondary education as a whole during the 1960-1970 period was 13.61 per cent, in vocational education it only amounted to 2.75 per cent. Moreover, within the vocational education system itself, the rate of growth of industrial studies was the lowest, whereas that of commercial studies was the highest.

CEVT Training Centres

22. An educational development project assisted by the International Bank for Reconstruction and Development (IBRD) includes provision for the establishment of five adult training centres, two of which will be located in Baghdad and one each in Mosul, Basrah and Kirkuk. The centres will have a total seating capacity of 3,000 (in double shift) and are planned to cater for training in the metal, electrical, building, textile and chemical trades, as required by industry in the different areas. On completion of the centres by the Ministry of Education they will be handed over to the CEVT of the Workers' Establishment mentioned earlier.

23. The Ministry of Labour and Social Affairs' pilot Vocational Training Centre for Adults has also been established under the CEVT at Wasitiyah in the Baghdad area with the assistance of the project. Training in fitting, machining, welding, automotive and electrical work commenced in June 1974. Further details of the Centre are given in Part III of this report.

Other Training

24. In addition to the industrial secondary schools and the training centres mentioned above which are designed to provide instruction in a wide range of trades, several government and other undertakings provide facilities for training their own personnel in the occupational skills peculiar to the sectors of industry in which they are engaged. These facilities comprise the following:

(a) railway - the Iraqi Railways Training Centre, Baghdad, with capacity for fifty apprentices in relevant electrical and mechanical trades;

(b) telecommunications - the Telecommunications Training Centre, Baghdad, under the Ministry of Communications, conducts courses of varying duration and level for telegraph personnel, telephone switchboard operators, linemen and cable-layers;

(c) oil production - the Iraqi National Oil Company's training centres (two) have extensive programmes covering many fields in which the Company's personnel are engaged and it extends assistance to other enterprises when appropriate;

(d) metal and electrical trades - the Ministry of Industry Training Centre, Mosul University, with capacity for 200 trainees receiving basic and upgrading training;

(e) textiles - a training centre is to be established at Kut with capacity for 250 trainees following a three-year course;

(f) various trades and occupations - in addition to the foregoing institutional training facilities, in-plant training is provided by some undertakings and the project is assisting in this field. The training is mainly basic for operators and semi-skilled workers, with upgrading of existing workers; the duration of training generally varies from two to three months.

Organisation of Training

25. Until recently, the skill training of workers was not organised at a national level. Following the promulgation of Labour Law No. 151 on 1 January 1971, the Board of Administration of the Workers' Establishment (of the Ministry of Labour and Social Affairs) and its executive arm, the CBVT, have assumed authority for formulating training programmes, establishing trade standards, tests and certification procedures, and co-ordinating vocational training activities - many of which are or will be receiving bilateral assistance from different sources. The CBVT is also responsible for establishing its own training centres to serve as model institutions on which others in various sectors of industry can be based.

26. The current UNDP/ILO project is designed to assist in this work. As mentioned in paragraph 5, project activities in respect of vocational training planning and co-ordination, and vocational rehabilitation have already been reported. The account which follows covers the development of occupational standards, trade tests and certification programmes, and the management and running of the pilot Training Centre for Adults established by the CVTB at Waniriyah.

III. WORK ACCOMPLISHED

(A) OCCUPATIONAL STANDARDS, TRADE TESTS AND CERTIFICATION PROGRAMMES

Preparatory Activities

27. Prior to the commencement of the current phase of project operations in November 1972, a Trade Standards Committee was formed with members representing the Ministry of Education's Technical Education Branch, State Organisation of the Engineering Industry, Iraqi Railways, Passenger Transport Organisation, Federation of Industry and Federation of Trade Unions. The Committee was chaired by the Assistant Director-General of the Central Bureau of Vocational Training (CBVT), and the Project Manager and members of the international expert team then in post attended in an advisory capacity.

28. Six meetings of the Committee took place between 14 May and 3 July 1973 during which time five standards covering the occupations of turner, electrician (building), welder (electrical), welder (gas) and miller were approved. The work of the Committee was then suspended, as the Workers' Establishment[1] desired to wait for one year before taking steps to introduce standards on a national scale. In the meantime, draft provisional standards which had been prepared to cover a further ten engineering and five building occupations were distributed to various industrial establishments with a request that they should be adopted on an experimental basis for a period of one year.

Institutional Structure

The Central Bureau of Vocational Training (CBVT)

29. The CBVT is one of three Bureaux of the Workers' Establishment and is responsible to it for the organisation, administration and development of vocational training in Iraq. The organisation of the CBVT, with definitions of sectional duties and post descriptions, was based on the recommendations of an ILO [illegible] administrative expert mission which assisted the Government in an overall examination of the organisation and functions of the Workers' Establishment in 1972.

30. During the mid-term and subsequent tripartite review of the project in April 1974 the Project Manager proposed that the organisation of the CBVT should be revised in accordance with the requirements identified as a result of practical experience gained up to that date. At the same time, it was explained that the number and quality of the existing staff were limited and a strictly functional approach would consequently be adopted. While the tripartite review body observed that the revised organisation - illustrated by the chart in Annex II - was acceptable in principle to the Government, the facilities available at the Wazirivah training centre would probably limit the concentration of activities there in the initial stage. Moreover, it was noted that the country was short of engineers, as for various reasons there had been no output in 1973 and it was also not possible to recruit university graduates in 1974. Faced with this situation, there would be little hope of quickly filling the senior posts in the revised organisational structure and consequently *ad hoc* arrangements would have to be made until the required staff became available.

The Standards Board

31. Shortly after joining the project in May 1973 the expert concerned submitted a proposal to form a national occupational standards, trade testing and certification board (short title - standards board). The board would have a tripartite composition representing the Government and employers' and workers' organisations and would advise the Workers' Establishment on all matters pertaining to the development of occupational standards, and preparation and application

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[1] Workers' Establishment for Employment, Training and Rehabilitation (Ministry of Labour and Social Affairs).

of trade tests and certification procedures relating to institutional and in-plant training, including apprenticeship. The Ministry of Labour and Social Affairs accepted the proposal and also agreed that, pending the formation of the board, trade committees of specialists from industry should be appointed for different occupational groups; the committees would be affiliated to the board and assist it in matters affecting the particular trade skills concerning their groups. However, delay in the receipt of nominations for membership from the representative authorities has retarded formation of the board. At the time of writing one nomination - from the Federation of Trade Unions - remained outstanding; receipt of this is expected soon and will enable the new board to fulfil its role in developing the national vocational training programme.

32. Meanwhile, two trade committees were appointed to cover the mechanical group (metal forming, metal cutting and automotive) and the electrical group (including radio and television) of occupations. The Mechanical Group Committee has been particularly active, having held five meetings during February and March 1974. Under the chairmanship of the Assistant Director-General of the CBVT it considered a number of trade standards with the assistance of the Project Manager and the expert in this field. The members of this Committee include representatives of the Iraqi Railways, the National Oil Company, the State Organisation for Excavating and Agriculture Stations, the Mechanical Engineering Industries (Tekemeriyah), the Passenger Transport Administration and the Vocational Industrial Education Branch of the Ministry of Education.

33. While a considerable Amount of enthusiasm for trade committee work was displayed by the members, many reported difficulty in securing release from their employing organisations to attend the meetings due to the general shortage of technical staff. It was suggested that meetings should be held at a time when members would be free from their normal employment, but it was found that this would entail the payment of special allowances. It was therefore decided that the work of the committees should be held in abeyance while the question of providing funds for these allowances is being examined by the Government Establishment Board.

Legislation and Regulation

34. The Labour Law No. 151 of 1970, which became effective on 1 January 1971, provides comprehensive directions on the organisation, planning and execution of vocational training in Iraq. Article 183 of the Law is relevant to the subject of this report and specifies that "the trades which are subject to vocational training shall be defined and the practical and theoretical syllabus which must be taught and the system of tests and diploma to be granted, as well as the information on the diploma, must be prescribed." As and when the national standards, tests and certification procedures covering the various occupations are promulgated by the above-mentioned Board, their adoption by all authorities concerned throughout the country will be mandatory under the Law.

35. In order to operate the system uniformly there is a need to rationalise and classify the many occupations existing in Iraq. The Government has accepted the proposal of the expert that the possibility of preparing a national standard classification of occupations based on the ILO's International Standard Classification of Occupations (ISCO) should be examined; for this purpose a Committee, under the chairmanship of the Assistant Director-General of the CBVT has been appointed.

Project Resources

International Staff

36. The ILO expert in trade testing and certification (Mr. G.D. Tawney) commenced his two-year assignment on 19 May 1973. Because of the amount of work involved as a result of his additional duties in assisting with the conduct of courses in fitting, machining and welding (in the absence of the engineering industry training expert), it was recommended by the mid-term review mission that his assignment should be extended from 18 May 1975 to 31 October 1975. There is close collaboration on occupational skill training matters with the other five

international experts who serve under the Project Manager and with their national counterparts. The expert manning table contained in Annex III gives further details.

National Staff

37. Three national counterparts were initially allocated to work exclusively with the expert in trade testing and certification, namely Messrs. R. Al-Hakak, D. Asfar and B. Sengarin, all of whom joined on the planned date of 1 November 1972. The latter official has since resumed his permanent assignment in the Ministry of Planning. Mr. Asfar was awarded the six-month project fellowship for overseas training in his field and departed on 25 May 1974. The date of his return will permit sufficient time for the satisfactory completion of his local training, together with that of Mr. Al-Hakak (who had earlier completed a three-month electrical training fellowship), before the project terminates on 31 October 1975 and full responsibility is transferred to the national counterpart staff.

Physical Facilities

38. The Occupational Standards, Trade Testing and Certification Section of the CBVT has been provided with adequate working accommodation in the premises of the Bureau. The offices are conveniently located for access to the Assistant Director-General, the Project Manager and other members of the international expert team and their counterparts.

Development of Occupational Standards, Trade Testing and Certification

Occupational Standards

39. National occupational standards have not yet been applied throughout Iraq. Industry in the past has generally engaged workers from the labour market and those who were capable of training acquired and improved their skills up to various unofficial levels by observation and practice on the job. To overcome the shortage of well-qualified craftsmen, made acute by the considerable expansion of industrial development, some of the major state sectors - including, railways, oil and telecommunications among others - have established institutional and in-plant training facilities to produce and upgrade the skills of their own workers. To meet the longer over-all requirements of industry, the Government, with the assistance of the current project, is developing a national vocational training programme, the focal point of which is the CBVT's pilot Vocational Training Centre at Wasiriyah which opened in June 1974. Other large adult training centres are being established for the CBVT with IBRD assistance. This situation amply demonstrates the need for national occupational standards, as well as a uniform system of trade testing and certification.

40. As mentioned in paragraph 23, a number of draft provisional occupational standards had been prepared in 1972 under the auspices of the Trade Standards Committee, which existed before the present phase of project operations commenced. On joining the project in May 1974 the expert in trade testing and certification embarked on a series of visits to different industrial establishments to discuss their requirements in respect of occupational standards and, in particular, to examine the suitability of the provisional standards issued earlier. On the basis of this on-the-spot examination, the expert re-drafted these standards and prepared additional new standards found to be necessary, together with associated syllabi and other training material.

41. The tripartite mission which reviewed the progress of the project in April 1974 noted that the project document called for the preparation of about forty occupational standards and that, although this area had received limited attention up to that date, the activities carried out would serve as a basis for future training programmes. It was agreed that further standards should be prepared as and when required. The position at the time of writing this report was that a total of twenty-two occupations, listed in Annex IV, had been covered and the draft standards were awaiting approval by the appropriate trade committees

and the Standards Board. The recent arrival of the electrical and air conditioning refrigeration experts will enable further standards covering those occupations to be prepared with the relevant instructional material for institutional and in-plant training use, such as syllabi, manuals and visual aids.

Trade Testing and Certification

42. Article 166 of Labour Law No. 151 stipulates that a person applying to an employment bureau for work will be tested at a training centre, or through it, with a view to fixing the standard and experience of the applicant and recording these, together with technical and professional qualifications, on his work permit. Article 185 of the Law further requires standardization of the system of testing and certification, while according to Article 189 an examination must be carried out at the end of each course and successful candidates granted certificates indicating the technical standards attained.

43. A procedure has now been adopted whereby the employment bureaux refer applicants to the CBVT which makes arrangements for the necessary tests to be conducted at a selected training centre - or on its behalf at a suitable industrial establishment, should the facilities relating to a particular occupation not be available at a centre.

44. Comprehensive instructions governing the procedure (Instructions on Trade Testing of Job Seekers), as drafted by the expert and contained in Annex V, were accepted by the Government and all authorities concerned have been directed to comply with them. Following this, a one-week course on applying the procedure was provided in August 1973 for thirteen engineer participants from the CBVT staff. A copy of the course programme is contained in Annex VI.

45. Expert assistance has also been rendered in preparing question papers, conducting examinations and evaluating the test results of trainees completing preliminary assessment at the Railway Institute, the Electrical Technical School and the Wazirigah Rehabilitation Centre - where a lecture on vocational training and trade testing was given to the instructor staff. The national counterpart in trade testing has played a full part in organising and administering the testing programmes.

46. From the statement in Annex VII it will be noted that 3,174 job seekers were referred by the CBVT for testing in the eight-month period up to 31 August 1974, indicating approximate doubling of the average monthly rate in 1973. The total number tested from the beginning of 1972 to that date amounted to 5,016 job seekers in the eighteen occupations and three skill classifications shown.

(E) MANAGEMENT AND RUNNING OF THE TRAINING CENTRE FOR ADULTS (WAZIRIYAH)

Preparatory Activities

47. Plans and estimates for the construction of the CBVT's pilot Vocational Training Centre for Adults[1] (hereinafter referred to as the VTC) were prepared by the architect of the Iraqi Consultant Bureau on the basis of requirements submitted by the expert team assigned to the project in 1969 during the first phase of operations. The Centre is located on the Ministry of Labour and Social Affairs' compound at Wazirigah in the city of Baghdad where the Workers' Education Institute and the Rehabilitation Centre for training of the disabled are also situated. A schedule of equipment requirements was drawn up early in 1970 by a technical committee appointed for the purpose, being later finalized with assistance from the Project Manager. Building construction work on the site commenced in January 1972 and the accommodation was sufficiently completed and equipped for training in five occupations to commence on 1 June 1974.

[1] Full title: the project document.

Institutional Structure and Legislation

48. The VTC is in the charge of a Director, who is responsible to the Assistant Director-General of the Central Bureau of Vocational Training (CBVT), described in paragraph 29 and Annex II. The chart contained in Annex VIII illustrates the organisation of the Centre (which embraces ten craft training sections) and the deployment of the staff complement.

49. According to Article 182 of Labour Law No. 151 of 1970, it is the responsibility of the CBVT "to set up vocational training bureaux, institutes and centres by stages in accordance with the requirements of the various industries and professions and their development in all parts of Iraq". The VTC at Wazirriyah is the first to be established under the Law and is intended to serve as a model for others, in which role it will prepare and validate training programmes for adoption by similar institutions throughout the country and generally act as the focal point of the extensive national vocational training programme being developed in Iraq.

Project Resources

International Staff

50. While the starting date of the phase II operations is stated on the project document to be 1 November 1972, the need to redraft the document in various respects led to delay in its final preparation. Thus it was not until 23 October 1973 that the document received the formal approval of all concerned, by which time it had become extremely difficult to arrange for the timely delivery of all the UNDP/ILO inputs, including expert services required for the second phase.

51. Fortunately, the expert in vocational training planning was immediately available on the scheduled starting date, as the activities in this area - already reported in Technical Report No. 1 - had commenced during the earlier phase of project operations. The Project Manager for the second phase (Mr. S. Abdulqadir) was assigned on 1 November 1973 and the other six members of the expert team now in post joined on the dates indicated on the manning table shown in Annex III. They cover training officer, instructor and foreman training, trade testing and certification, and the electric power, automotive and air-conditioning training activities scheduled to be undertaken at the VTC. The work of the vocational rehabilitation expert is mainly concentrated on development of the adjacent rehabilitation centre and similar institutions elsewhere in Iraq, and is being reported separately.

52. The engineering industry training post has remained vacant since the expert was withdrawn by his Government in December 1973; a replacement is being recruited, but in the meantime temporary assistance in this field has been provided by the expert in trade testing and certification. With the expert services and physical facilities then available it was possible to commence the first series of courses in bench fitting, machining, welding, electrical and automotive training on 1 June 1974. The recent arrival of the experts in electric power and in air conditioning will enable the training programme to be further reinforced and expanded. It will be noted from the manning table that the textile industry post has been deleted, as no assistance in this field is now required from project resources.

53. The expert team is drawn from five member States and provides a broad range of knowledge and experience of vocational training. The report of the mid-term review of the project in April 1974 stated that the team was professionally qualified to achieve the objectives of the project and sincerely interested in doing so; the experts were working well under the able leadership of the Project Manager and many were doing more than their normal duties demanded. Relationships with government authorities were considered to be excellent.

National Staff

54. A nominal roll of national staff shown on the organisation chart of the VTC in Annex VIII is contained in Annex IX. The senior staff comprises the Director, Assistant Director and six engineers; five of the engineers - in charge of the automotive, fitting/machinery, welding, electrical and refrigeration/air-conditioning training sections - are counterparts of the experts in these fields. While the engineers are responsible for conducting related instruction in trade technology and drawing, they are handicapped by lack of teaching and industrial experience and intensive guidance by the experts is necessary. Special local courses are also arranged for them according to need.

55. Each of the training sections of the VTC is manned by national instructors, the number varying from one for refrigeration/air conditioning to five for automotive duties, the total complement amounting to thirty-three instructors, who are responsible to the engineers in charge of their sections for conducting instruction in practical skills. Here again, lack of experience has been reflected in weakness in instructional ability. However, much improvement continues to be exhibited as a result of the day-to-day assistance provided by the expert team, supplemented by local part-time courses organised under project auspices. An example of such an instructor training course is illustrated by the programme in Annex X. It was conducted every Saturday for eight weeks from 17 March to 5 May 1973, with twenty-four participants. A similar course in methods of instruction and skill upgrading was conducted over the six-month period ending in July 1974.

56. To reinforce local staff training the project includes provision for the award of fellowships of three or six months' overseas study for eight training officers of the CBVT and the VTC (in addition to two earmarked for rehabilitation officers) and for two VTC instructors. Details are given in the programme in Annex XI. Of the total of ten fellowships thus available only five have been awarded, largely owing to the difficulty in releasing staff during the formative stage of project development; in view of this, it is possible that some fellowships may have to be postponed until after the planned termination date of the project, as mooted by the tripartite review mission. In any case, increased costs have led the Government to propose an adjustment to the programme, whereby fellowships Nos. 1 and 5 (each of three months) will be combined into one of four months' duration, No. 8 (textiles) deleted in common with the expert post in the same field and No. 5 increased from three to four months.

Physical Facilities

57. As stated in paragraph 47, construction of the new VTC buildings at Waririyah was sufficiently completed to enable training to commence in five occupational skills on 1 June 1974. The Centre is well served by the local Baghdad public transport system and the Government are improving the internal roads to facilitate the circulation of materials and personnel within the area. There is an adequate supply of water and electric power (400KVA three-phase) and satisfactory sewage disposal. In general, the buildings are well constructed, attractive and well suited to their purpose, but the extreme range of temperature in the region makes it difficult to satisfactorily meet all climatic requirements, although arrangements have been made for heating in winter and cooling in summer. At the suggestion of the Project Manager, false ceilings have been provided in the workshops and other modifications made to the welding and fitting shops.

58. The Government is committed to providing the bulk of the training equipment, including the machine tools for the Centre's workshops, training aids and a passenger vehicle, for all of which there is an allocation of ID (Iraq dinars) 103,000 (about US$350,200) in the project budget. Procurement of the items, except training aids, was organised through a purchasing mission to Beirut (Lebanon) by the Assistant Director-General of the CBVT. Items to the value of US$311,411 have been provided and the comparatively small balance is now awaited. Training aids to the value of ID5,000 are being purchased separately on behalf of the Government by the ILO under a funds-in-trust arrangement.

93. The project budget also includes a UNDP equipment allocation of US$[illegible]. This amount is intended to cover the provision of instructional material and visual aids throughout the duration of the project. Procurement under this heading of textbooks, charts, films and film projectors is in the hands of the ILO and deliveries to the Centre have commenced.

Training Activities

Preliminary Courses

94. Following the introduction of Labour Law No. 151 in January 1971 and the creation of the CBVT, the Government wished to develop vocational training on a national basis as rapidly as possible in order to meet the pressing need for skilled workers. Pending completion of the new VTC at Wasiriyah, it was therefore decided, as a temporary measure, to utilise the facilities existing in the Railway Training Institute, the Electrical Secondary School and the Rehabilitation Centre for entry-worker training.

95. Training programmes comprising ten-month accelerated training courses for adult job seekers registered for employment were accordingly organised in the three institutions and placed in charge of engineers of the CBVT. In the case of the Railway Training Institute and the Electrical Secondary School, instructors for the CBVT courses were drawn from the permanent staffs, with capacity made available by operating a double shift. The courses at the Rehabilitation Centre, however, were conducted by instructors who had already been appointed to staff the new VTC and who would transfer there when it was ready for occupation.

96. The first programme of six ten-month courses in turning, auto engines, welding, fitting, carpentry and electrical work was initiated at the Railway Training Institute on 1 February 1972 with an enrolment of ninety trainees. These courses were completed in November 1972 and a second programme commenced at the Institute on 17 February 1973 with 140 participants. Following this, a smaller programme consisting of a series of ten-month courses of a similar nature commenced on 1 June 1974 at the Rehabilitation Centre and the electrical secondary school.

97. Further details of the preliminary courses are listed in Annex XII, a summary of which is given below:-

Programme	Started	Trainees
Railway Training Institute		
Programme No. [illegible]	[illegible].72	90
Programme No. [illegible]	17.2.73	140
Rehabilitation Centre	10.6.74	87
Electrical Secondary School	1.6.74	[illegible]
	TOTAL	479

98. On completion of each course mentioned, trade skill tests were conducted by the CBVT with the assistance of the experts and certificates were awarded to trainees at a ceremony to mark the occasion.

Courses at the VTC (Wasiriyah)

99. The first training programme of five courses covering instruction in fitting, turning, welding, auto-mechanics and electrical work (wiring and winding) was initiated at the new VTC on 1 June 1974 and is still in progress. From experience gained in conducting the preliminary courses, it was found possible to reduce the schedule period of training - in which accelerated methods are employed - from ten months to six months and so increase the planned output of graduates, while meeting the occupational skill standards required of entry-workers

for industry. The use of the facilities of the VTC was maximised by conducting training in two separate shifts - from 7.30 a.m. to 12.30 p.m. and 1 p.m. to 6 p.m. daily - each catering for ninety trainees.

66. In order to increase output further, the facilities available in the afternoons at the adjacent Rehabilitation Centre are utilised to conduct parallel courses in the same five occupational skills, with an enrolment of fifty-six able-bodied entry-worker trainees. In addition, one course in tailoring is being conducted for twenty trainees. These activities are supplementary to the normal programme of the Centre, which is primarily concerned with vocational training of the disabled.

67. The training material for the various courses was prepared in English by the expert team and discussed with the VTC staff engineers and instructors concerned before being translated into Arabic and taken into use by them.

Enrolment of Trainees

68. Trainees on the courses mentioned above are enrolled from applicants for work registered at employment bureaux, and possessing inadequate or no job skills. In the main they are in the 20 to 30-year age group, with possibly only six years of general education - although some may have completed eight or nine years schooling. Unfortunately, the graduates of the industrial secondary schools are reluctant to accept employment at a level below assistant technician. Each trainee is paid a training stipend of 250 fils per day and there is no official provision made for hostel accommodation.

69. To assist with their integration into the community, arrangements were made on an experimental basis to accept eight disabled persons from the rehabilitation organisation for training on the VTC courses alongside able-bodied entrants. Selection for admission was made after a special examination to ensure that the extent of their disability was not likely to prevent them from satisfactorily completing training.

Apprenticeship

70. There is at present no formal apprenticeship scheme available for occupational skill training in Iraq. It is proposed to introduce a national scheme in due course, but in view of the urgent need to satisfy the rapidly increasing demand of industry for entry-workers, the Government has decided to concentrate first on providing short intensive courses of basic institutional training on the lines of those now being conducted at the VTC. Thereafter, it is intended to develop further programmes of modular training designed to upgrade the skills of employed workers to nationally determined levels.

Placement and Follow-Up

71. Technical Report No. 1 on the project, referred to in paragraph 6 above, indicated a general shortage of workers at all levels of skill. As a result of the subsequent demand by industry, the majority of graduates of the completed preliminary courses were immediately offered employment in public sector establishments. The need for graduate follow-up has not yet been felt; the first courses in the new regular programme at the VTC are still in progress and follow-up measures will be considered after the output has been absorbed into industry and an evaluation of the suitability of their training can be made.

Official and Public Relations

72. Close and cordial relationships have been maintained between the international expert team and the national staff of the VTC. There is also full support for the project in major Government circles. The Minister of Labour and Social Affairs and the head of the tripartite Board of Administration of the Workers' Establishment (who is also the President of the General Federation of Trade Unions in Iraq) take a keen personal interest in the development of the Centre, which they have visited several times. Progress is reported in periodic reports submitted to the Board.

73. Public relations have been fostered by newspaper, radio and television features covering important occasions involving government and other dignitaries; these have included the VTC ceremony, initiation of courses and presentation of certificates. Announcements of course vacancies have also been made in the press and circulated in government ministries and departments.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

General

74. The planned activities of the current phase of the project relating to the development of occupational standards, trade tests and certification, and to the Training Centre for Adults at Waziriyah have proved to be well conceived. These complementary activities are supported by a sound institutional structure and backed by legislation under the Labour Law. The project resources are generally adequate, although - as might be expected in a developing country - the national staff suffer from lack of experience; when operations are completed in October 1975 they will have made a significant contribution to the establishment of the national vocational training programme designed to increase the skilled workforce in Iraq.

Occupational Standards, Trade Tests and Certification

75. From May 1973, when the expert in this field arrived, considerable progress has been made in developing a series of occupational standards in consultation with industry. To date, twenty-two standards have been prepared with associated syllabi and other training material, which will serve as a basis for future training programmes. The recent arrival of two more skill training experts has enabled the development of additional standards to commence, although work in the section responsible is presently hampered by a shortage of counterpart staff.

76. Before being formally adopted, it is necessary that the standards should receive the approval of the tripartite National Standards Board which the Government agreed in 1973 should be formed. It is a matter for some concern that this Board is not yet functional, due to reported delay in receiving membership nominations. Moreover, the work of the affiliated trade committees has been in abeyance since March 1974, pending a decision on the payment of an attendance allowance to the members.

77. Labour Law No. 151 of 1970 requires each applicant seeking work through an employment agency to be referred to the OBVT for testing at a training centre or selected establishment in order to ascertain his standard of occupational skill, so that it may be recorded, with other details, on his work permit. Project activities in this area have resulted in the production of comprehensive instructions covering the procedure to be adopted; this was followed by a course on its application for the counterpart staff involved. During the eight-month period up to 31 August 1974 a total of 3,174 job seekers had been referred for testing, indicating an approximate doubling of the monthly rate for the previous year.

78. As regards terminal testing, the joint project staff assisted in preparing theory papers, conducting examinations and evaluating the results of the preliminary entry-worker courses provided at the Railway Institute, the Electrical Technical School and the Waziriyah Rehabilitation Centre.

The Training Centre for Adults (Waziriyah)

79. Pending completion of the buildings for the new pilot Vocational Training Centre for Adults (VTC) at Waziriyah, preliminary ten-month courses of a similar nature to those planned for the VTC were provided between 1972 and 1973 in facilities made temporarily available at the Railway Training Institute, the Rehabilitation Centre and the Electrical School. A total of 379 trainees were enrolled on these courses, which in the case of the Rehabilitation Centre were conducted with instructors appointed in advance for the new VTC. While helping to meet the pressing need for trained entry-workers, these preliminary courses also provided experience which proved useful in preparing the regular course programme to be undertaken later at the VTC.

[illegible]. Training at the VTC was inaugurated on 1 June 1974 with a programme of five six-month [illegible] training courses for entry-workers in the more common mechanical and electrical occupations. The buildings are well constructed and the equipment, the bulk of which was purchased by the Government, is practically all delivered. To maximise the use of the expensive facilities, training is conducted in two shifts per day, each with an enrolment of ninety trainees. In addition, fifty-six able-bodied trainees are enrolled on parallel courses, using instructional capacity available in the afternoons at the Rehabilitation Centre where a course for twenty tailoring trainees is also being conducted.

[illegible]. Trainees are mainly drawn from the 20 to 30-year age group with little general education, who are registered for work with the employment bureaux. Unfortunately, graduates of the industrial secondary schools are reluctant to [illegible] their interested in employment below assistant technician level. No [illegible] remuneration is provided for trainees, but a stipend of 250 fils per day is paid.

[illegible]. The development of the VTC has been greatly assisted by the support given to project operations by officials of the Ministry of Labour and Social Affairs, the Workers' Establishment and the CBVT, and its activities have been well established. The first programme of courses is proceeding according to plan and it is intended to institute measures to follow up the progress of the graduates after they have been absorbed into industry. Judging from experience in placing graduates of the preliminary courses, they will have no difficulty in securing employment commensurate with their skills.

Recommendations

[illegible]. The progress achieved to date in developing the aforementioned project activities gives cause for considerable satisfaction. Certain aspects require attention, however, and the following recommendations for action concerning them are submitted in the belief that their adoption will help to improve the effectiveness and ensure the viability of the national vocational training programme being established in Iraq.

Occupational Standards, Trade Tests and Certification

[illegible]. The occupational standards and associated training material prepared so far will serve as a basis for current and future programmes of training in the particular skills that they cover. In view of the expansion of training in the country and the limited time available before project assistance terminates, it is recommended that further standards covering the occupational skills in greatest demand be prepared in collaboration with the expert team.

[illegible]. It will be noted that much has been done to institute a procedure for testing the occupational skills of job-seekers registered with the employment exchanges and [illegible] trade by the CBVT. In order to facilitate the mobility of skilled manpower to enable industry to engage employees at appropriate levels of skills in each occupation, it is recommended that the present procedure be expanded to provide a comprehensive national trade testing and certification system duly approved by the Standards Board. As a first step, it is further recommended that the Board appoint a committee which, with project assistance, will examine the present and submit detailed proposals regarding the introduction of the new system.

[illegible]. The [illegible] of the CBVT section responsible for occupational standards, trade tests and certification have been closely examined. Taking account of the [illegible] of the duties involved in meeting the requirements of the extensive national vocational training programme, it is recommended that the section be [illegible] and that steps be taken to appoint the required personnel [illegible].

A senior training officer (engineer) to be in charge of the following four activities, each supervised by a training officer (engineer):

(1) Standards and curriculum development.

(2) Shop layouts, equipment lists and raw material.

(3) Training manuals.

(4) Trade testing and certification.

27. The Tripartite National Standards Board is intended to play an important part in the orderly development of training in Iraq through its advice to the Workers' Establishment on all matters pertaining to the formulation of occupational standards with their associated syllabi and other training material, and the preparation and application of trade tests and certification procedures for adoption throughout the country. Although it was agreed to form the Board in 1973, it has not yet been set up. It is recommended, therefore, that urgent action be taken to expedite its formation.

28. Three committees affiliated to the Standards Board were appointed from various sectors of industry; the committees carry out detailed examination of training material with a view to offering constructive suggestions on its content. The members are normally very senior technical officials of their employing establishments and because of this they experience difficulty in securing release during normal working hours. As a result, meetings have been held in abeyance since March 1974. To overcome this problem, it is recommended that the committees meet in the evening and that the question of an attendance allowance, already under consideration, be actively pursued.

The Training Centre for Adults (Wahiriyah)

29. Now that the VTC in Wahiriyah has been established and entry-worker training has been, its major role is a pilot vocational training centre must be developed. In addition to training entry-workers, it is expected to help in promoting and implementing industrial training, to render assistance to employers in establishing their own schemes, including institutional and in-plant training at all levels, and generally to act as the focal point of the national vocational training programme being developed by the CVT. To meet these requirements, it is recommended that skills and training programmes at different levels be introduced, including courses for employed workers, for instructors (in practical skills as well as pedagogy) and for training officers, foremen and supervisors responsible for training. Special attention should be given to the validation of training material and implementation of techniques based on the ILO system of training within industry for employable skills.

30. The supply of trained instructors is crucial to the success of the national vocational training programme, which involves the establishment of five centres with ILO assistance, in addition to industry-based training schemes. As the VTC is unlikely to possess the capacity to cater for the instructor training load that will eventually arise, it is recommended that the establishment of instructor training facilities in a separate centre as foreseen in the project document, or in a new wing of the VTC, should now be studied and provision made for the necessary manpower, including any international expert assistance extending beyond the current project.

National Staffs

31. There is an acute shortage of experienced technical personnel at all levels in Iraq and this has hampered the activities of the CBVT in developing the national vocational training programme. Industry also finds it increasingly difficult to secure the services of any technical staff required to organise its own training. Although adequate facilities may be provided for training such personnel, they will not be attracted to the work without adequate financial reward. To this end, it is recommended that the Government should initiate an examination of incentives which could be offered to training staff, bearing in mind their important multiplier effect on the development of industry. As a short-term expedient, it is further recommended that consideration be given to the temporary employment of expatriate staff experienced in vocational training. Recruitment from India and Egypt has already been suggested.

EXTRACTS FROM PROJECT WORK PLAN

(A) OCCUPATIONAL STANDARDS, TRADE TESTS AND CERTIFICATION PROGRAMMES

To establish occupational standards, trade tests and training regulations, this will include the following work:

(i) providing advisory assistance in the setting up and organisation of the current work of the technical trade committees dealing with the issuing of the trade standards;

(ii) draft of occupational standards (about forty) for the basic metal, electrical and woodworking trades employed in engineering industries and general services, such as machinery fitters, motor vehicle mechanics, machine-tool operators, electrical fitters and wiremen, welders and sheet-metal workers, cabinetmakers and related woodworkers, etc.

(iii) preparation of required regulations in order to define the procedures (conditions of admission, composition of examination committees, designation of authority, dates of the tests or examinations, etc.), which are to be followed for the organisation of trade tests, including a related programme of certification for the various levels adopted officially.

(iv) draft of standards for trades related to more specialised industries, such as:

- building industry;
- textile industry;
- electrical power industry;
- other industries, such as the printing and food processing industries.

(v) preparation of regulations for apprenticeship, as well as for accelerated training or other schemes; including apprenticeship contract, and other documents to be established between the trainees and the authority dealing with training, according to the Labour Law No. 151 provisions.

(B) MANAGEMENT AND RUNNING OF THE TRAINING CENTRE FOR ADULTS (WAZIRIYAH)

The project in establishing a vocational training centre for adults attached to the PVT (Waziriyah - Baghdad), this will include the provision of advisory assistance in the following various fields:

(i) organisation of the building;

(ii) installation of machines, equipment and tools according to lists prepared by the project in its Phase I;

(iii) installation of machines and their connection to the main electrical supply;

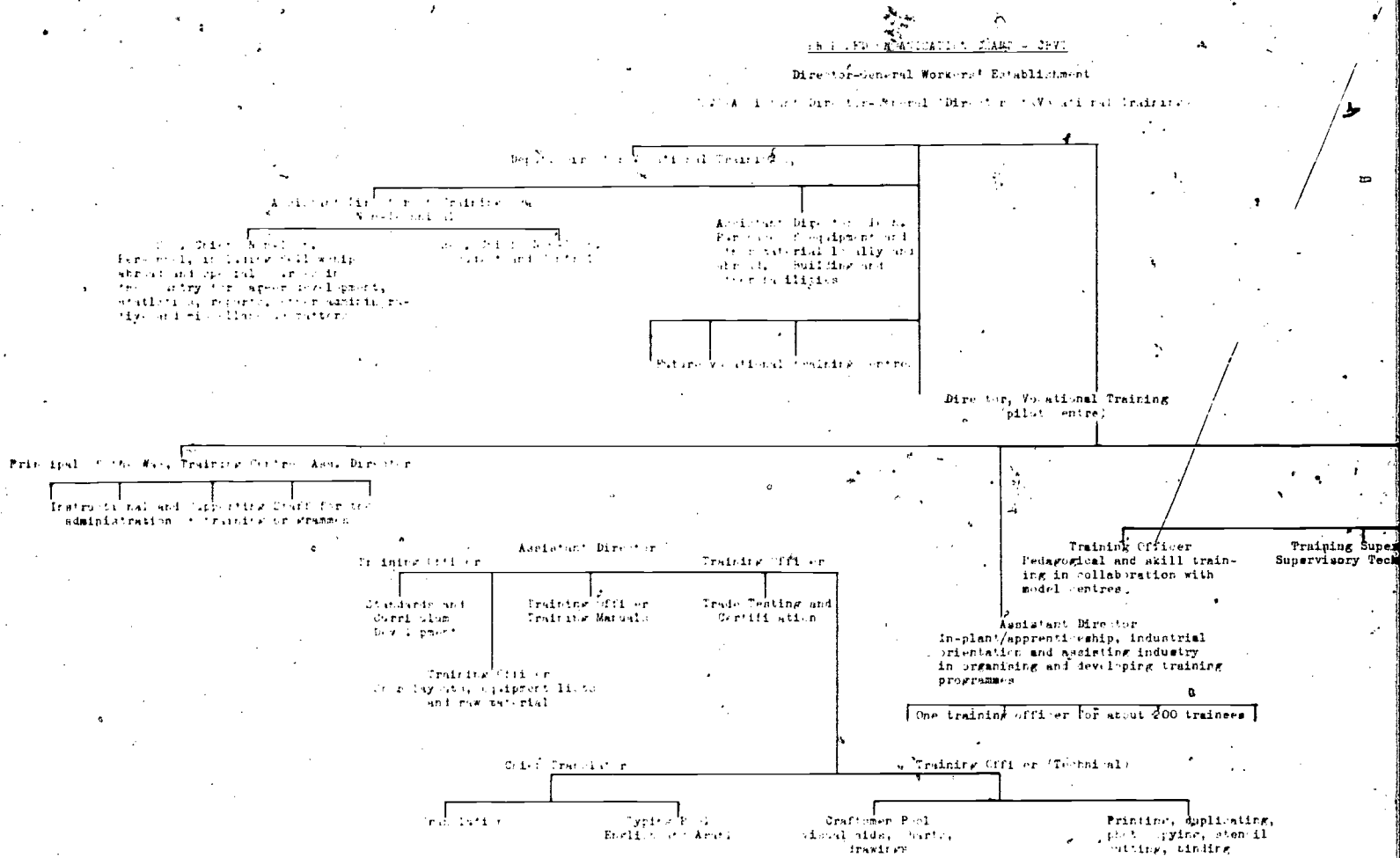
(iv) organisation of stores;

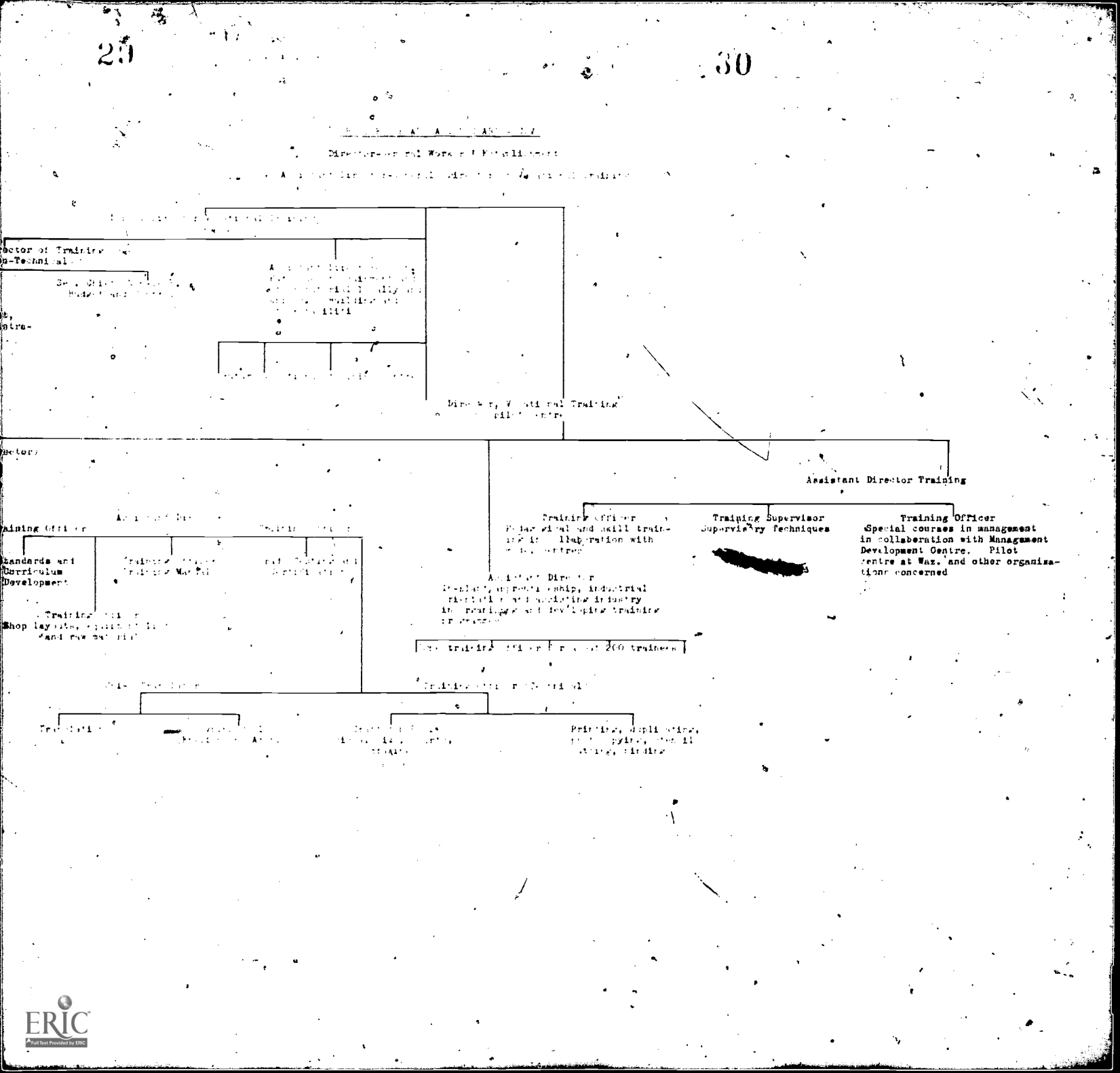
(v) final preparation of curriculum, teaching and training aids, instructional materials, etc.

(vi) short periods of training staff and instructors attached to this centre;

(vii) supervision of the first courses in various levels or specialisations organised by the centre.

Capacity: 150 trainees per course.


Director-General Workers' Establishment
Director, Vocational Training
(pilot centre)
Principal
Assistant Director
Training Officer
Training Officer
Trade Testing and Certification
Assistant Director
in-plant apprenticeship, industrial orientation and assisting industry in organising and developing training programmes
One training officer for about 200 trainees
Chief Draughtsman
Training Officer (Technical)
Craftsmen Pool
Printing, duplicating,


Director of Vocational Training
Assistant Director Training
Training Officer
Special courses in management in collaboration with Management Development Centre. Pilot centre at Wax, and other organisations concerned
Training Supervisor
Supervisory Techniques

ANNEX -III

EXPERT MANNING TABLE

Post	Plan[1] Months	Name	Joined
1. Project Manager	36	S. Hamadou (Tel.)	1.11.72 (to 31.12.73)
		C. Abdulkadir (Ind.)	1.11.73
2. Training Officer, Instructor in Non-Formal Training	30	J. Nixon (UK)	12.1.74
3. Vocational Training Planning	18	M. Abdelmalek (Egy.)	1.11.72[2] (to 31.12.73)
4. Irrig. Construction Supervision	24	G. Twomey (Ire.)	15.5.73
5. Agricultural Industry Engineer	24	A. Sharkawi (Egy.)	1.1.75[2] (to 31.12.73)
6. Agricultural Industry	12	Post now deleted	-
7. Agricultural Power Industry	12	A. Krivtsov (USSR)	1.7.74[3]
8. Agricultural Engineer	12	A. Kaddoura (Leb.)	1.11.73
9. Agricultural Engineer	12	J. Pitt (UK)	1.7.74[3]
10. Agricultural Engineer	12	H. Brown (Can.)	1.7.75
11.		As required (various)	-

[1] As per [illegible] subsequently amended. The mid-term review [illegible] recommended, however, that experts in post [illegible] October 1975.

[2] [illegible] (two [illegible] twelve months of [illegible] Government. Replacement experts for [illegible]

[3] [illegible] 1975 [illegible] to be called for [illegible]

ANNEX IV

LIST OF TWENTY-TWO OCCUPATIONAL STANDARDS PREPARED

1. Turner.
2. Machinist-shaper, planer and/or slotter.
3. Machinist-miller.
4. Electrician.
5. Automotive mechanic.
6. Moulder.
7. Plumber.
8. Welder.
9. Fitter-assembler (general).
10. Sheet-metal worker.
11. Blacksmith.
12. Carpenter (general).
13. Auto-electrician.
14. Auto-service station mechanic.
15. Wireman.
16. Bricklayer.
17. Tile setter.
18. Painter.
19. Refrigeration mechanic (general).
20. Diesel mechanic.
21. Refrigeration mechanic.
22. Plasterer (general).

ANNEX V

INSTRUCTIONS ON TRADE TESTING OF JOB SEEKERS

Preamble

One of the provisions made in the labour law regarding the policy of employment is "to train or test applicants at the centres of the Labour Establishment or through them in order to teach the learners of the profession or to fix the standard of experience of the worker, his technical and professional qualifications, and to record it in his work permit".

Accordingly, the job seekers of various occupations approach the employment bureaux for employment assistance and the employment bureaux have to test such applicant job seekers in order to fix their standard of experience and their proficiency or grade of skill in the occupation.

As the employment officers cannot test these job seekers in all types of occupations, they are directed to the Central Bureau of Vocational Training for testing and grading. The CBVT organises the testing of these persons either in the vocational training institutes or in some industry in case facilities for testing in such occupations are not available in the vocational training institutes.

Tests are carried out by a committee consisting of three members as follows:

(a) An engineer.

(b) A specialist technician or trade expert.

( ) A skilled representative.

Since the employment and wage fixation of the job seeker depends upon the result of the test, it has to be done properly.

Trade Testing of Job Seekers

Procedure and Instructions

The following procedure is laid down for the testing and grading of job seekers:

(1) Ascertain his technical qualifications, training and experience.

(2) Ascertain by questioning, the exact nature of his occupation; for example, if he says he is an electrician, find out whether he is a general electrician, lineman or wireman or a substation and power house electrician. Similarly, if he says that he is an auto-mechanic or diesel mechanic or an internal combustion engines mechanic, find out as to whether he is only a diesel engine mechanic or petrol engine mechanic or both diesel and petrol engine mechanic and so on.

(3) Fit him in one of the standard occupations according to ISCO or national standards. If he cannot be fitted in any of the standards, then note his job description.

Note: The above part of the work can be done at the employment bureaux and they can take steps for classification of a new occupation. After the candidate comes to the Central Bureau of Vocational Training, the nature of his occupation can be checked by questioning and the exact occupation noted down.

At the Trade Testing Centre

The following instructions are to be followed with regard to testing and grading of workers (job seekers).

Formation of a Committee

Tests will be carried out by a committee comprising of three members as follows, of whom at least two will be present during the test:

(a) An engineer.

(b) A specialised technician.

(c) A union representative.

Since the number of persons to be tested and their occupations are known in advance, questions for practical and theory tests may be prepared, selected and kept ready in advance. Material, tools and measuring instruments, etc. required for practical tests should also be kept ready in advance as far as possible.

Note: It would be preferable to conduct the tests at regular intervals depending upon the number of candidates available for a particular trade or occupation, so that proper arrangement for tests could be made.

Periodicity of such tests could be fixed; test for an occupation/trades may be organised once in a fortnight.

Guidelines for Preparation of Tests

Testing of a job seeker is carried out to ascertain the level of his skill in a particular occupation.

Hence tests should be prepared keeping this objective in view.

Characteristics of a good test are "validity" and "reliability".

Performance in Practical Test

(i) A drawing or sketch of the job is to be made whenever required and it should be complete and clear with all the required dimensions and tolerances.

(ii) It is preferable to allot 100 marks for the practical test.

The important elements to be measured in a practical test are:

(a) Quality. This includes:

(a) Dimensions and accuracy.

(b) Workmanship and finish-fitting of parts, etc.

(c) Suitability/serviceability.

(b) Procedure. This includes:

(a) Method of work.

(b) Correct use of tools.

(c) Economical use of materials.

(d) Observation of safety precautions.

(c) Time. I.e. time taken to complete the job as compared to the normal time [illegible] average worker of the same grade to complete the job.

Marking Scheme

Marks [illegible] for each of the above elements of work and a marking [illegible] prepared giving distribution of marks between various items of each element as mentioned above.

This will make the assessment easy and fair.

Judicious distribution of marks is left to the discretion of the Test Committee, as the weighting for a particular element will depend upon the nature of occupation, since distribution of marks between various elements of work for trades like fitter, turner and carpenter, etc. will be different from those of a mechanic (auto) or farmer or electrician.

The following is, however, suggested for guidance:

(a) For trades like fitter, turner, machinist, carpenter, etc., where a job is [illegible] the distribution of marks for practical test should be:

(i) [illegible] –

(ii) [illegible] –

(iii) [illegible] –

(b) For trades like [illegible] mechanic, electrician, etc., distribution of [illegible]:

(i) [illegible] –

(ii) [illegible] –

(iii) [illegible] –

[illegible]

[illegible]

[illegible]

Pass Marks

Practical - 60 per cent minimum

Theory - 40 per cent minimum

Average - 50 per cent

Note:

1. It has been seen from experience that most of the job seekers have had no regular training; they have picked up the occupation by working with somebody. In many cases they are not educated even. Thus most of the job seekers will fall in the semi-skilled category. There can, however, be a few who may be very skilled in doing the job (practical), but may not have theoretical knowledge. If they have adequate job knowledge, then they could be classified in the skilled category, even though they may not have secured the minimum pass marks in the theory test, but have secured more than 80 per cent marks in practical (they should, however, secure minimum of the average pass marks fixed).

The committee members have to exercise carefully their judgment in such cases.

2. Separate tests should be prepared for skilled and semi-skilled grades.

Normally, by questioning fully, using models and tools and instruments (used in the occupation), the committee can judge whether a person is skilled or semi-skilled and give him tests accordingly.

Skill Grading:

For the present skill grading of job seekers will be done on the same scale as is being done at present, namely:

1. Skilled grade I
2. Skilled grade II
3. Semi-skilled grade I
4. Semi-skilled grade II
5. Unskilled

Grading of Centres:

		Practical	Theory	Average
1. Skilled grade	I	More than 60%	More than 60%	70% minimum
2. Skilled grade	II	60 to 70%	40 to 60%	50% minimum
3. Semi-skilled grade	I	More than 60%	More than 40%	70% minimum
4. Semi-skilled grade	II	60 to 70%	40 to 60%	50% minimum

Centres for semi-skilled grade the committee may relax the condition of securing the minimum pass marks in theory.

Trade Test for Job Seekers

Test Form

No. of Form: .....

Date of Test: .....

Name of Candidate: .....

Age: .....

Educational Status: .....

Technical Qualification: .....

.....

.....

Training and Experience: .....

.....

.....

Test Result:

(1) Practical performance test:

	Maximum Marks	Marks Obtained
1. [illegible]		
2. [illegible]		
3. [illegible]		
Percentage of marks obtained:		

(2) Viva Voce:

	Maximum Marks	Marks Obtained
[illegible]		
Ability to [illegible]		
[illegible]		

Examiner | Examiner | Examiner

Date: .....

Skill Grading

		Practical	Theory	Average
Skilled grade	I	More than 60%	More than 60%	70% minimum
Skilled grade	II	60 to 70%	40 to 59%	50% minimum
Semi-skilled grade	I	More than 60%	More than 60%	70% minimum
Semi-skilled grade	II	60 to 70%	40 to 59%	50% minimum

For the semi-skilled grade the committee can relax the condition of securing the minimum pass marks in the theoretical test.

ANNEX VI

COURSE ON TRADE TESTING OF JOB SEEKERS

Place: Workers' Establishment and Training Centre, Wasiriyah

Working Hours: 9 a.m. to 12.30 p.m.

No. of Participants: 15

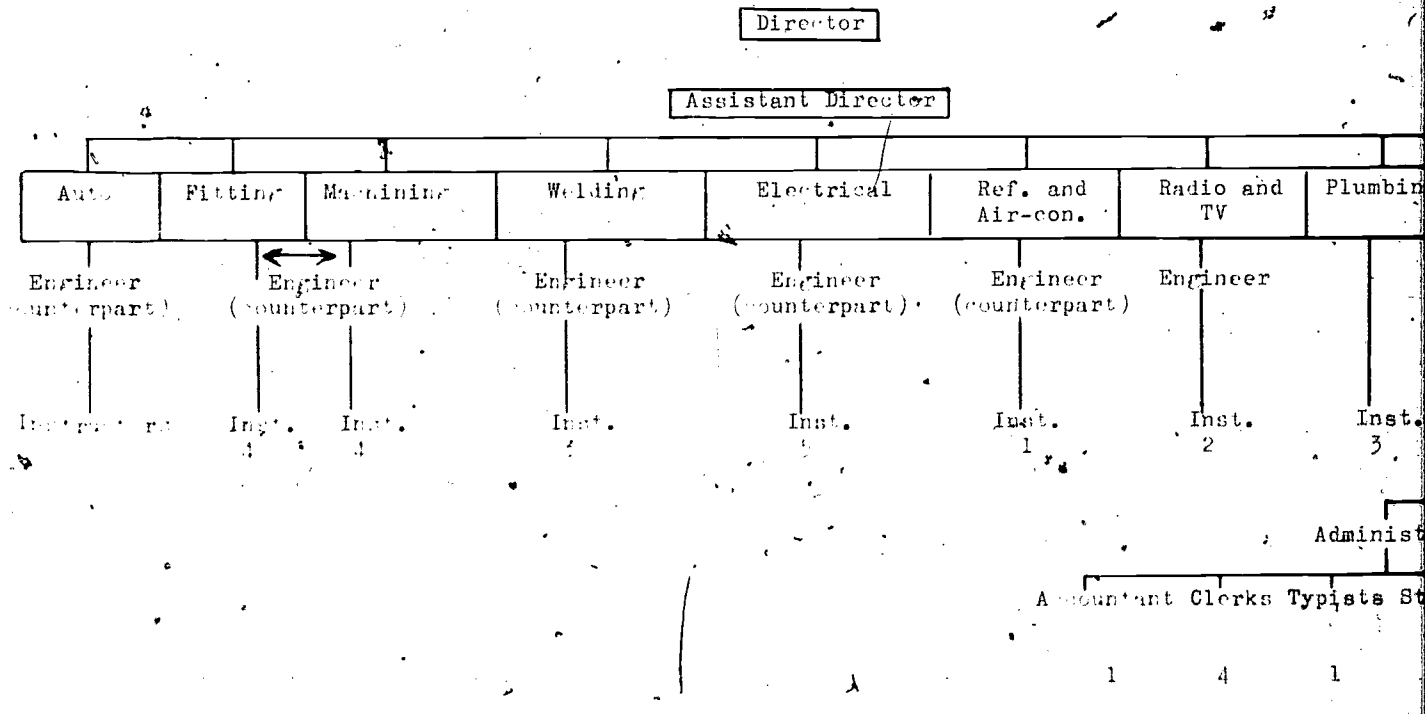
Date	Time	Topic	Lecturer
4.7.73	9.00	Opening session	Mr. Ismail Al-Hadithi, Director-General, WE
		Importance of trade testing	Mr. Sabri Al-Qaisi, Assistant Director-General, CEVT
	10.00	What is a test?	Mr. G.D. Tawney, Expert, Trade Testing and Certification
		Types of tests	
	11.00	Testing of job seekers	
		What are good tests?	
5.7.73	9.00	Classification of occupations	Mr. K.B. Sharma, Expert, Employment
	9.30	Analysis of skills	Mr. G.D. Tawney
		Preparing and administering tests	
	12.00	Guidelines for preparation of tests	
6.7.73	9.00	Formation of test committees	Mr. G.D. Tawney
		Function of test committees	
	12.00	Preliminary tests - how to organize and how to conduct	
7.7.73	9.00	Conducting practical tests	Mr. G.D. Tawney
		Test measurements	
	11.00	Safety rules	
	9.00	Practical tests	Mr. Sharawi
		Marking tests	Expert, Engineering Industry
	12.00		
9.7.73	9.00	Theory tests	Mr. G.D. Tawney
		Types of questions	
	11.00	Marking and grading	
		Use of test forms	
		Discussion	

ANNEX VII

STATEMENT OF JOB SEEKERS TESTED UP TO 31 AUGUST 1974

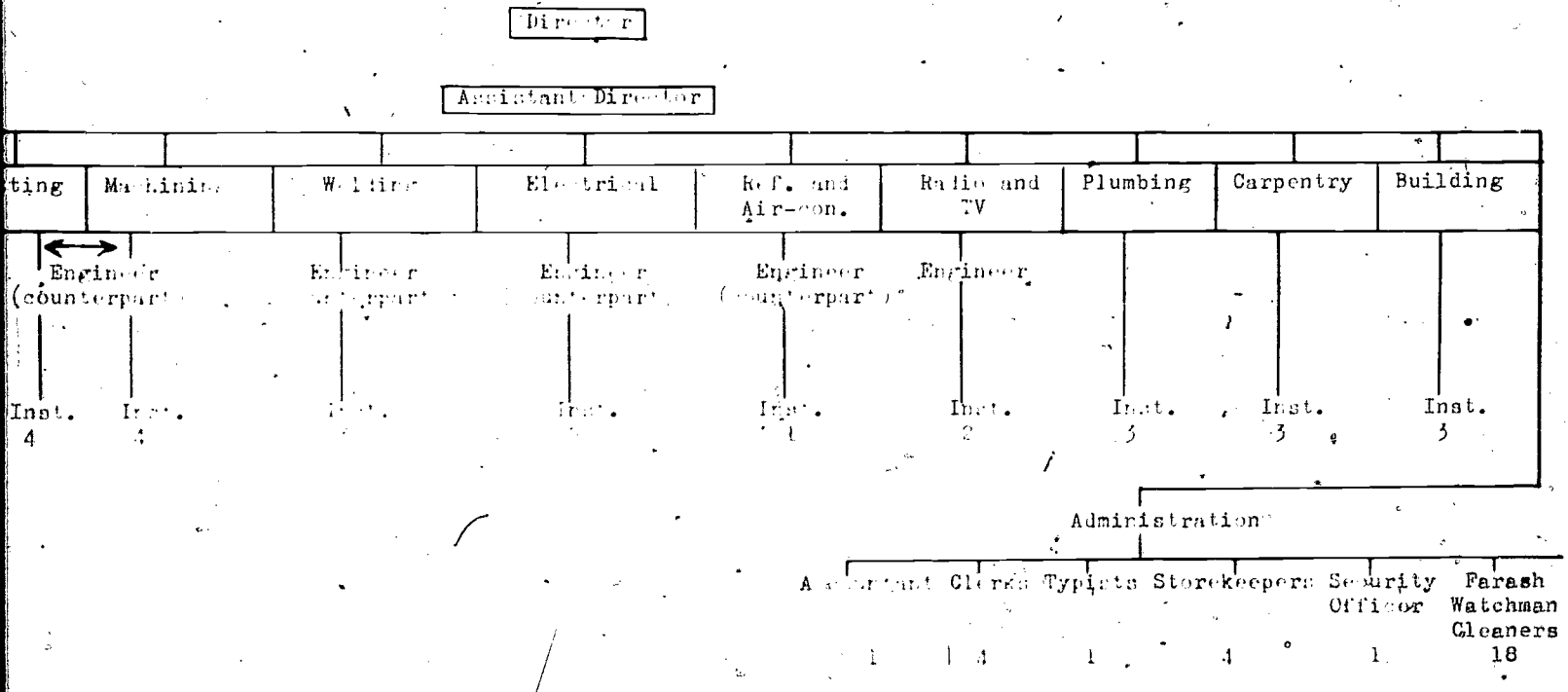
S. NO	TRADE	NO. TESTED			TOTAL	SKILL CLASSIFICATION		
		1972	1973	1974		Skilled	Semi-Skilled	Unskilled
1	Automobile	269	289	295	853	306	434	416
2	Bench fitting	-	26	35	61	13	33	15
3	Building	422	441	737	1 600	211	1 340	49
4	Blacksmithy	73	68	118	259	66	171	22
5	Carpentry	89	164	333	586	239	304	43
6	Electrical (installation)	114	161	147	422	55	256	111
7	General mechanic	86	102	74	242	73	152	17
8	Foundry work (moulding)	27	3	8	38	14	19	5
9	Plumbing	45	60	97	202	90	101	11
10	Turning	23	11	34	76	23	46	7
11	Welding	134	179	211	524	80	432	72
12	Textile (weaving)	79	6	64	149	56	73	20
13	Fabric cutting	962	449	385	1 796	164	1 271	361
14	Printing	141	105	105	351	73	174	104
15	Leather and plastic	77	85	102	264	164	80	20
16	Fabric cutting (garment)	63	59	195	317	64	277	16
17	Drivers (vehicles)	77	-	-	77	15	49	13
18	Mechanic (motor vehicles)	41	49	27	106	33	49	24
	TOTAL	2 [illegible]	2 476	3 174	8 016	1 717	5 271	1 028

ORGANISATION OF THE TRAINING CENTRE FOR ADULTS (WAZIRIYAH)



ANNEX VIII

ORGANISATION OF THE TRAINING CENTRE FOR ADULTS (WAZIRIYAH)



ANNEX IX

SUPERVISORY AND INSTRUCTOR STAFF OF THE TRAINING CENTRE FOR ADULTS

Supervisory

Mr. Main Radam - Director
Mr. Abdul Hussein - Assistant Director
Mr. Kaiem Karam - Engineer in charge of Auto Section
Mr. Adnan Jasim - Engineer in charge of Fitting Section and Machine Section
Mr. Samir Yousif - Engineer in charge of Welding Section
Mr. Zian Mustafa - Engineer in charge of Electrical Section
Mr. Ali Jassim - Engineer in charge of Radio and TV Section
Mr. Nayef [illegible] - Engineer in charge of Refrigeration and Airconditioning

Instructors

Mr. P[illegible] Kuryakos - Instructor, Auto
Mr. Matti Khidar - Instructor, Auto
Mr. Sabi Hammad - Instructor, Auto
Mr. Adnan Khairi - Instructor, Auto
Mr. Abdul Fadhel - Instructor, Auto
Mr. Khaleel Hussein - Instructor, Fitting
Mr. Nafie Abdul Hussein - Instructor, Fitting
Mr. Ismail Jasim - Instructor, Fitting
Mr. Adnan Jaber Sabri - Instructor, Fitting
Mr. Nafie El-Diep Ahmed - Instructor, Machining
Mr. Jasim Salim - Instructor, Machining
Mr. Salim Rafiek - Instructor, Machining
Mr. Adnan Dawud - Instructor, Machining
Mr. Sarkis Petrus - Instructor, Welding
Mr. Abdul Amir - Instructor, Welding
Mr. Elias Hanna - Instructor, Welding
Mr. Kaiser Hassan - Instructor, Electrical
Mr. Ismail Abdul Latif - Instructor, Electrical
Mr. Sayid El-Dien Abdul Majeed - Instructor, Electrical
Mr. Nafie Mahdi Ali - Instructor, Electrical
Mr. Ali Mahmud Fatalla - Instructor
Mr. Jamil Mansur Ali - Instructor, Refrigeration
Mr. Abdul [illegible] Ahmed - Instructor, Radio
Mr. Adnan Rashid Thabit - Instructor, Radio
Mr. Abdul Latif Al-Ani - Instructor, Plumbing
Mr. Adil Rashid - Instructor, Plumbing
Mr. Najm Sabri - Instructor, Plumbing
Mr. Rashid Yaqub - Instructor, Carpentry
Mr. Abdul Karim Mahdi - Instructor, Carpentry
Mr. Edip [illegible] Sabri - Instructor, Carpentry
Mr. Sabri Mahdi - Instructor, Painting
Mr. Ahmed Jasim - Instructor, Painting
Mr. Adnan Mustafa - Instructor, Painting

INSTRUCTOR TRAINING COURSE

Place: Vocational Training Institute
Training Location: Educational Cities Athletic Complex Kuwait Kuwait
Participants: 24

Date	Subject	Time	Lecturer
[illegible] Oct. 7, [illegible]	[illegible]	[illegible]	Mr. Ismail Al-Hashimi, Director-General of the Vocational Establishment
[illegible]	[illegible]	[illegible]	Mr. M.C. Qadi, Assistant Director-General, CSVT
[illegible]	[illegible]	[illegible]	Dr. Sabri Khalil, College of Arts, Kuwait University
[illegible]	[illegible]	[illegible]	Dr. Sabri Khalil, College of Arts, Kuwait University
[illegible]	[illegible]	[illegible]	Mr. M.E. Abdelrahim, Vocational Training Planning Expert
[illegible]	[illegible]	[illegible]	Mr. M.E. Abdelrahim Vocational Training Planning Expert
[illegible]	[illegible]	[illegible]	Dr. Diya Al-Alusi, College of Arts, Kuwait University
[illegible]	[illegible]	[illegible]	Dr. Diya Al-Alusi, College of Arts, Kuwait University
[illegible]	[illegible]	[illegible]	Mr. Abdel Aziz Shurrab, Engineering Inspector, Training Expert
[illegible]	[illegible]	[illegible]	Mr. Sharma, Management Expert
[illegible]	[illegible]	[illegible]	Dr. Diya Al-Alusi, College of Arts, Kuwait University
[illegible]	[illegible]	[illegible]	Dr. Diya Al-Alusi, College of Arts, Kuwait University

Date	Lecture	Time	Lecturer
4th Week Sat. 7.4.73	Trade Standards		Mr. M.E. Abdelmalek, Vocational Training Planning Expert
	Employment Policies		Mr. Ibhaym Al-Musleh, Assistant Director-General for Employment
	Industrial Training Methods		Dr. Subhi Khalil, College of Arts, Baghdad University
	Industrial Training Methods		Dr. Subhi Khalil, College of Arts, Baghdad University
5th Week Sat. 14.4.73	Preparation for Practical Training		Mr. Abdel Aziz Shaarawi, Engineering Industry Training Expert
	Training Standards		Mr. Abdel Aziz Shaarawi, Engineering Industry Training Expert
	Audio-Visual Aids		Mr. Yousif Naser
	Audio-Visual Aids		Mr. Yousif Naser
6th Week Sat. 21.4.73	Testing - A Tool for Evaluation of Training		Mr. Abdel Aziz Shaarawi, Engineering Industry Training Expert
	Industrial Safety		Dr. Abdel Nabi Al-Atar
	Educational Psychology		Dr. Dhiya Abu Al-Hub, College of Arts, Baghdad University
	Educational Psychology		Dr. Dhiya Abu Al-Hub, College of Arts, Baghdad University
7th Week Sat. 28.4.73	Marking of Practical Exercises and Applications		Mr. Abdel Aziz Shaarawi, Engineering Industry Training Expert
	Marking of Practical Exercises and Applications		Mr. Abdel Aziz Shaarawi, Engineering Industry Training Expert
	General Discussion		Dr. Subhi Khalil, College of Arts, Baghdad University
	General Discussion		Dr. Subhi Khalil, College of Arts, Baghdad University
8th Week Sat. 5.5.73	General Discussion		Dr. Subhi Khalil, College of Arts, Baghdad University
	Course Evaluation		Dr. Subhi Khalil, College of Arts, Baghdad University
	Closing		Mr. S. Qaisi, Assistant Director-General, CBVT

ANNEX XI

FELLOWSHIP PROGRAMME

Post No.	Fellowship Post	Duration (Mos)	Name of Fellow	Started (Mo/Yr)	
				Scheduled	Actual (Est.)
1	Director, Central Bureau of Vocational Training	3	-	Jan. 75	-
2	Training Officer, Trade Testing and Certification	6	Dhia Aspar	Oct. 73	May 74
3	Training Officer, Vocational Training Planning	3	-	Jan. 74	-
4	Training Officer, Instructor and Foreman Training	6	Abdul Aziz Al Hamdani	Jul. 74	May 74
5	Training Officer, Curriculum and Training Aids	3	-	Jan. 74	-
6	Training Officer, Engineering Industry	6	Ali Talib Al Hamdi	Oct. 73	May 74
7	Training Officer, Construction Industry	3	Karim Al Badri	Jan. 74	Feb. 74
8	Training Officer, Textile Industry	3	-	Jul. 74	-
9	Training Officer, Electrical Power Inst.	3	Raoul Hakak	Oct. 73	Feb. 74
10	Training Officer, Vocational Rehabilitation	3	-	Jul. 74	-
11	Training Officer, Vocational Rehabilitation	3	-	Jul. 74	-
12	Instructor, Automechanics	6	-	Jul. 74	-
13	Instructor, Air Conditioning and Refrigeration	6	-	Jul. 74	-

REMARKS:

According to the proposed project revision form, fellowships 1 and 3 will be combined for a period of four months. No. 8 will be cancelled, Nos. 10 and 11 will be combined for a period of four months.

ANNEX XII

CBVT ACCELERATED TRAINING COURSES

(duration ten months)

(A) Railway Training Institute

1. Started on 2 February 1972

Trades	Trainees
Turning	8
Auto-engines mechanic	20
Welding	21
Fitting	20
Carpentry	5
Electrical (installation and motor winding)	16
Total	90

2. Started on 17 February 1972

Trades	Trainees
Turning	10
Auto-engines mechanic	24
Welding	24
Fitting	30
Carpentry	12
Electrical (installation and motor winding)	24
Radio and TV mechanic	16
Total	140

(B) Wariyapola Rehabilitation Centre

Started on 16 June 1973

Trades	Trainees
Turning	7
Welding	12
Fitting	14
Electrical (installation and motor winding)	19
Tailoring for women	15
Total	67

(C) Electrical Secondary Technical School

Started on 16 June 1973

Trades	Trainees
Fitting	16
Welding	16
Electrical	50
Total	82

(D) GRAND TOTAL of trainees on all courses: 379

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DESCRIPTIVE NOTE: 83P.; RELATED DOCUMENTS VT 102 709 THROUGH VT 102 711 IN THIS ISSUE.

ABSTRACT: THE WORK ACCOMPLISHED UNDER THIS COMPONENT OF IRAQ'S NATIONAL VOCATIONAL TRAINING PROGRAM WAS CONCENTRATED ON THE INTRODUCTION OF IMPROVED METHODS OF ASSESSMENT, WORK PREPARATION AND EMPLOYMENT PLACEMENT OF THE DISABLED, AND ON THE TRAINING OF NATIONAL STAFF TO CONDUCT VOCATIONAL REHABILITATION SERVICES. THE CENTRAL BUREAU OF VOCATIONAL REHABILITATION WAS ESTABLISHED AND BECAME RESPONSIBLE FOR PREPARING THE DISABLED TO BECOME SOCIALLY AND ECONOMICALLY ACTIVE THROUGH PROGRAMS IN BAGHDAD AND MOSUL. HEALTH AGENCIES, SPECIAL SCHOOLS, AND SOCIAL SERVICE AGENCIES COOPERATED TO PROVIDE MEDICAL, TECHNICAL, AND ADMINISTRATIVE SERVICES. RECOMMENDATIONS INCLUDE THE ESTABLISHMENT OF A NATIONAL REHABILITATION BOARD TO FORMULATE AND COORDINATE REHABILITATION ACTIVITIES, EXPANSION OF THE ROLE OF VOCATIONAL TRAINING CENTERS, INITIATION OF JOB PLACEMENT AND OPPORTUNITIES FOR THE DISABLED, IMPROVEMENT OF METHODS OF MOBILITY FOR PARAPLEGICS, AND IMPROVEMENT OF COSMETIC APPENDAGES FOR AMPUTEES. APPENDED ARE EXAMPLES OF LABOR LEGISLATION, LISTS OF OCCUPATIONAL CATEGORIES, SAMPLES OF STAFF TRAINING PROGRAMS, GUIDELINES FOR ON-THE-JOB TRAINING, TEST RESULTS, JOB DESCRIPTIONS, AND ORGANIZATIONAL CHARTS. (KJ)

REPORT NUMBER: IRQ/71/544-TR-3

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IRQ/71/544
Technical Report 3

NATIONAL VOCATIONAL TRAINING PROGRAMME

IRAQ

VOCATIONAL REHABILITATION ACTIVITIES

UNITED NATIONS DEVELOPMENT PROGRAMME

INTERNATIONAL LABOUR ORGANISATION

Geneva 1974

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Technical Report

NATIONAL VOCATIONAL TRAINING IN IRAQ

IRAQ

VOCATIONAL REHABILITATION ACTIVITIES

Report prepared for
the Government of Iraq

by

the International Labour Organisation
acting as Executing Agency for
the United Nations Development Programme

UNITED NATIONS DEVELOPMENT PROGRAMME

INTERNATIONAL LABOUR ORGANISATION

CONFIDENTIAL

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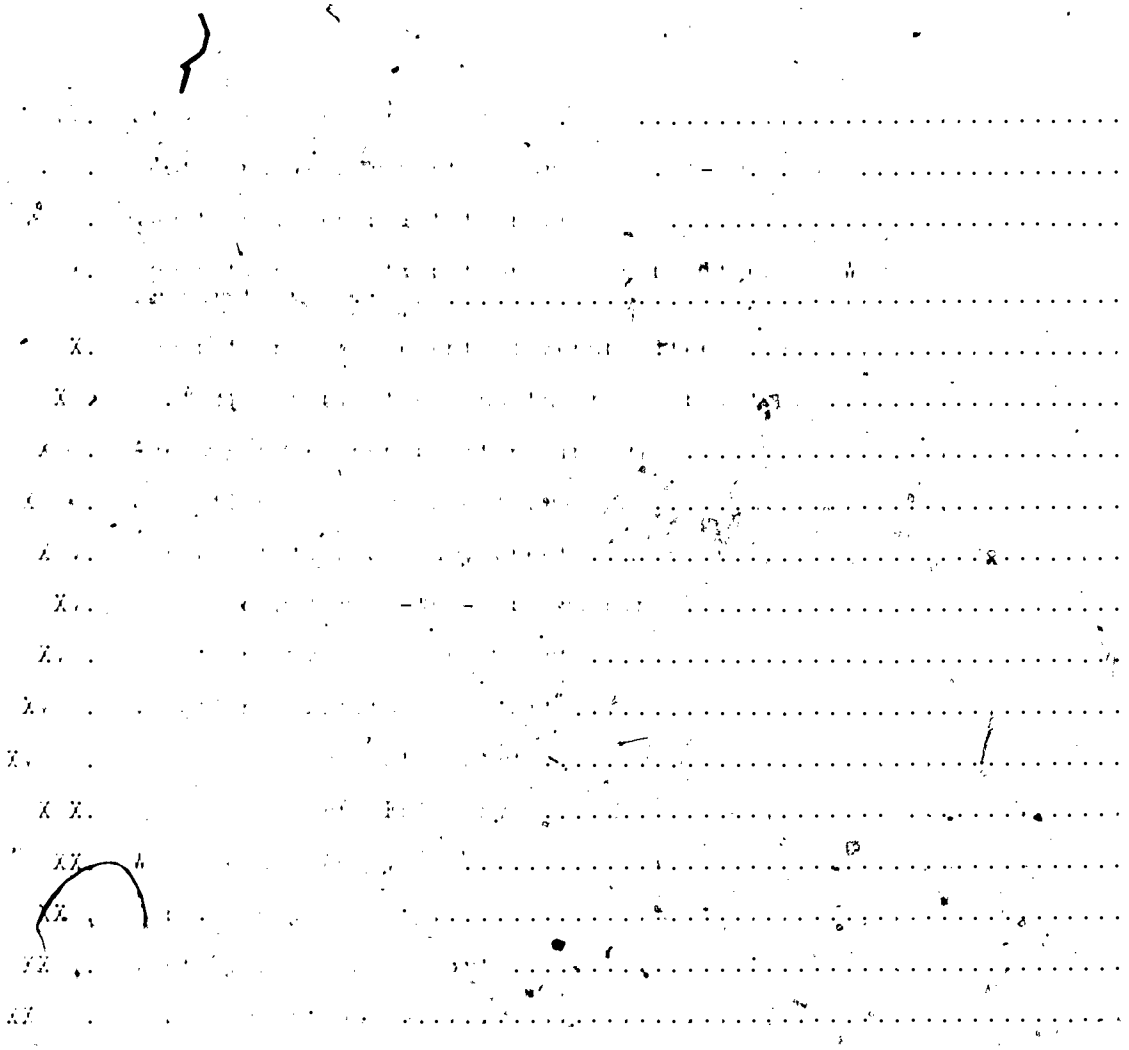

INTRODUCTION

1. -In 1967 the Government of Iraq requested assistance from the United Nations Development Programme Special Fund (UNDP/SF) in establishing a National Vocational Training Programme. The first phase of project operations covered a period of two years from October 1969 and was devoted to the preparatory measures necessary to launch the Programme, including the creation of a body to formulate training policies and coordinate training activities at a national level, and the establishment of a training department.

2. On conclusion of the first phase of operations, project activities continued over a one year bridging period until the second phase commenced on 1 November 197[illegible], with the International Labour Organisation (ILO) remaining as executing agency and the Ministry of Labour and Social Affairs (Workers' Establishment for Employment, Training and Rehabilitation) as government cooperating agency in conjunction with the Ministry of Planning. The second phase of three years duration is broader in concept than the previous phase and in addition to the vocational rehabilitation activities described later, provision is made for assistance in training officer, instructor and foreman training, vocational training planning, trade testing and certification, and skill training in the engineering, textile, electric power, automotive and air-conditioning crafts.

3. The objectives relevant to vocational rehabilitation are stated in the project document[1] to be the development of activities of the Central Bureau of Vocational Rehabilitation (CBVR) including the training of the required staff, the

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[1] Project Document, Iraq - National Vocational Training Programme, Phase II. (IRQ 71/544/C/01/11). Baghdad, July 1973.

training of disabled persons in the centres attached to the
[illegible], job placement procedures and sheltered employment
for the disabled. The following specific activities are
envisaged in the project work plan:

( ) [illegible] the organization of the C.V.R;

( ) training of other vocational rehabilitation staff;

( ) assistance in the establishment and development of
vocational rehabilitation centres belonging to the C.V.R;

( ) assistance in all aspects of vocational
rehabilitation and training activities
(including organization, supervision, training
[illegible] of sheltered employment for the
disabled persons)

[illegible] vocational rehabilitation work in the Philippines
[illegible] the ILO, as the co-ordinating agency following a request
[illegible] the Philippine Government for the provision of the ILO.
[illegible] the Philippine Government, the ILO, in
[illegible] the Philippine Government, the Philippine School for
[illegible] mentally retarded children, and the Philippine
[illegible] Association. In response to the Government's request
[illegible] for a programme of vocational rehabilitation for
[illegible] the ILO to provide expert consultation to
[illegible] in the preparation of recommendations.

[illegible] recommendations concerned the organization of
[illegible] vocational rehabilitation work, co-ordination of existing
services and the introduction of new services for rehabilitation,
vocational guidance, vocational training, placement and
sheltered employment for the disabled. In order to assist
in carrying out this work an ILO expert was assigned to
Manila for one year from [illegible] July 19[illegible] and for [illegible] months from
[illegible] February 19[illegible]. Subsequent short follow-up visits by the
ILO regional adviser in vocational rehabilitation for the

Middle East during 1970, 1971 and 1972 indicated a need for further assistance in this field and so led to its inclusion as a component of the ongoing project designed to establish a National Vocational Training Programme. The component budget covers an allocation of 18 man-months services of an ILO expert in vocational rehabilitation and two three-month fellowships to provide overseas training for his national counterparts.

6. The development of the overall project in the first phase of operations was described in an interim report[1] submitted to the Government in August 1971, and an account of the vocational training planning including coordination of training activities was given in a technical report[2] published in 1974. The present technical report is intended to record the progress achieved so far in respect of the vocational rehabilitation activities which commenced during the second phase of operations, and in the light of the conclusions drawn, to make recommendations regarding any further action considered necessary.

7. In presenting the report, the Director-General of the ILO wishes to express his appreciation of the active support and cooperation extended to the expert team by the various government departments concerned and in particular, the responsible officials of the Ministry of Labour and Social Affairs (Workers' Establishment for Employment, Training and Rehabilitation).

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[1] Interim Report on Project Results, Conclusions and Recommendations, Iraq - National Industrial Vocational Training Programme. (IRQ 20). ILO Geneva, August 1971.

[2] Technical Report No. 1. Iraq - Vocational Training Planning including Coordination of Training Activities. (IRQ/71/544). ILO Geneva, 1974.

I. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Findings

9. The work accomplished under this component of the project - the purpose of which is to assist in the development of the vocational rehabilitation services in Iraq - was principally concentrated on the introduction of improved methods of assessment, work preparation and employment placement of the disabled, and on the training of national staff and organisation of physical facilities required to conduct these activities. The services of an ILO vocational rehabilitation expert for 48 man-months were included in the project work plan and some twelve months of his assignment have now been completed. Four national counterparts and numerous supporting staff have collaborated with the expert in the joint project operations.

9. The Central Bureau of Vocational Rehabilitation (CBVR) has become firmly established as the national executive organ responsible for preparing the disabled to become socially and economically active members of the community through the programmes undertaken in its rehabilitation centres in the Baghdad and Mosul areas. Plans have been prepared for the establishment of a further centre in Basrah, followed by centres in other locations at two-yearly intervals.

10. The rehabilitation process involves many different medical, technical and administrative activities and a comprehensive system of documention to record and control these has been developed. A substantial measure of cooperation with the health agencies, special schools and social services has been achieved and the programmes

of the rehabilitation centres organised to secure greater employability of the disabled.

11. While there is cause for considerable satisfaction in the work accomplished so far, much remains to be done to ensure the viability and effectiveness of the rehabilitation services. A major problem which is likely to hinder any expansion of activities is the shortage of qualified staff, particularly at the supervisory and administrative levels.

Recommendations

12. Taking into account the progress achieved and experience gained during project operations, appropriate recommendations have been made in Part IV of this report and these are summarised below:

(a) that a National Rehabilitation Board be established with members representing the various government ministries and other public and private agencies concerned with rehabilitation of the disabled. The Board would have a working committee and sub-committees and be responsible for formulating policies and coordinating all rehabilitation activities, with a view to improving the services provided for training, placement and sheltered employment;

(b) that the Government obtain the services of two qualified and experienced vocational rehabilitation specialists from an Arab country to assist in developing assessment facilities and work preparation programmes; the expert should also assist in the introduction of rehabilitation training with the Social Sciences Programme at the University of Baghdad;

(c) that action be taken in accordance with the approved findings of the committee appointed to consider the facilities of the Al-Rashad

Centre and the expansion and future role of the Waziriyah Centre;

(d) that a procedure be instituted whereby the tool and equipment inventories of the rehabilitation centres are regularly reviewed and proper maintenance carried out;

(e) that employment opportunities for the disabled be increased by:

(i) obtaining additional sub-contract work for the Tel-Mohammed sheltered workshop and developing further sheltered employment schemes - including self/home employment - with the assistance of an engineer experienced in this field;

(ii) encouraging self/home employment by issuing tools and equipment to rehabilitees;

(iii) establishing production workshops, regarding which the feasibility study by the Iraqi Federation of Industries is relevant;

(iv) initiating special training and employment projects in agricultural and similar manual occupations for mentally retarded but physically robust rehabilitees;

(v) developing cooperatives and rural rehabilitation schemes;

(vi) providing on-the-job training and subsequent employment for rehabilitees who are suitable for open placement;

(vii) giving preference to rehabilitees in suitable government service employment, additional to the designated occupations.

(f) that close cooperation be established between the three Central Bureaux of Employment, Vocational Training and Vocational Rehabilitation, in order that changes in required occupational skills are reflected in the work preparation programmes of the rehabilitation centres;

(g) that the mobility of paraplegics and their consequent participation in training and placement in employment be improved by the issue of folding wheelchairs.

(h) that the employability of upper-arm amputees be maximised by fitting a prosthetic hook, retaining the less functional cosmetic hand for social use.

(i) that in preparation for the next census of the disabled population, a special group of enumerators be trained to identify the various categories of disability and additionally be acquainted of rehabilitation facilities available, so that they may inform the disabled who require assistance.

II. TECHNICAL BACKGROUND

Population

13. The total population of Iraq is approximately ten million, of which over two million are concentrated in Baghdad, the capital city. Of the rest, Mosul in the north accounts for about one million and Basrah in the south has close on 700,000. A projection of the population trend up to 1980 has recently been made; coupled with the figures known from the 1965 census, the following table indicates the situation over the 15 year period covered:

Year	Population	Distribution %	
		Urban	Rural
1965	8,047,415	51.1	48.9
1970	9,440,098	57.8	42.2
1975	11,124,153	63.7	36.3
1980	13,214,081	69.0	31.0

Extent of Disability

14. The 1965 census provided the following statistics on the various forms of disability suffered by Iraqi inhabitants at that time:

Blind	18,836
Deaf	4,411
Dumb	9,293
Insane and feeble minded	9,927
Blind in one eye	22,706
Partially paralysed	3,180
Totally paralysed	5,436
Deaf and Dumb	1,901
Crippled	871
Hunchback	397

Amputation of one arm	1,148
Armless	411
Amputation of one leg	2,396
Lame	9,538
Other deformities	5,912
Disabled Total	96,363

It can fairly be assumed that the number of disabled persons has since increased, in keeping with the projected trend of the total population mentioned above.

Rehabilitation Facilities and Legislation

15. State action regarding the education of physically and mentally handicapped Iraqis commenced in 1955 with the establishment of the Al-Amal Institute for deaf mute and mentally retarded children. In 1970 the institute's section responsible for education of the mentally retarded was withdrawn to form the separate Al-Raja Institute, leaving the Al-Amal Institute responsible only for the education of deaf mute children.

16. The Government increasingly recognised the need for a systematic and comprehensive approach to the problem of integrating handicapped people within society and in 1967 legislation covering vocational rehabilitation was introduced into Labour Law No. 136. This legislation provided for the establishment of a National Rehabilitation Board and placed an obligation on employers to engage two per cent of their workers from disabled applicants.

17. Labour Law No. 136 was superseded by Labour Law No. 151 in 1970 and the National Rehabilitation Board became defunct. An extract from the new law giving the texts of Articles 192 to 195 pertaining to vocational rehabilitation services and in particular to the responsibilities of the Central Bureau of Vocational Rehabilitation (of the Workers' Establishment for Employment, Training and Rehabilitation) is shown in

Annex I. The bureau is entrusted with the vocational training of persons incapacitated from birth or disease, or by accident at work or elsewhere. A list of the nine designated occupations to which vocationally rehabilitated persons have priority of entry by Ministerial Order promulgated under Article 20 is contained in Annex II.

The current organization of the Central Bureau of Vocational Rehabilitation is illustrated diagrammatically in Annex III. The structure, definitions of sectional responsibilities and job descriptions were based on the recommendations of an ILO labour administration expert mission fielded by the Government in an overall review of the organization and functions of the Workers' Establishment for Employment, Training and Rehabilitation in 1971.

Considerable progress was made over the years in providing rehabilitation facilities to enable the disabled to become economically active. From a humble start in a converted army hut in 1954, a modern rehabilitation complex was established in Baghdad in 1963, being followed in 1972 by a centre which opened in Mosul. Technical advice and assistance in the preparation of these plans, equipment and staff lists were provided by the ILO through its regional adviser in the field. The facilities now available comprise the following:

Place	Facilities	Capacity
Baghdad	Waziriyah Rehabilitation Centre	200
	Al-Rashad Training Centre	200
	Tel-Mohammed Centre (Sheltered Workshop)	100
Mosul	Vocational Assessment and Work Preparation Centre	100

The Government had earlier considered establishing a rehabilitation centre at places elsewhere every eight months, but the interval was extended to two years because of the limited resources available - including trained staff. Plans are now advanced for construction of the next centre which is to be located in Basrah.

III. WORK ACCOMPLISHED

Terms of Reference

21. Project activities in the field of vocational rehabilitation commenced with the arrival of the expert on 24 July 1973. The terms of reference covering his 18-month assignment were as follows:

(a) to assist with the planning, setting-up and development of services for the assessment, vocational guidance, training and employment of the disabled with special emphasis being placed on the national administration of such services through the Central Bureau of Vocational Rehabilitation;

(b) to advise on the co-ordination of vocational rehabilitation services for disabled persons with medical rehabilitation facilities, the vocational training scheme and the employment services, including registration of the disabled and selective placement procedures;

(c) to investigate both open and sheltered employment opportunities for disabled workers and advise on the development of existing sheltered workshop schemes and their extension on a national basis;

(d) to carry out the systemised training of vocational rehabilitation personnel, including the professional categories.

Institutional Structure and Legislation

22. Vocational rehabilitation in Iraq is administered by the Central Bureau of Vocational Rehabilitation (CBVR),

one of the three bureaux functionning under the Workers' Establishment for Employment, Training and Rehabilitation (of the Ministry of Labour and Social Affairs). The following institutional rehabilitation facilities were operating when the project activities in this field commenced:

Institution	Function	Established
Wazirizah Rehabilitation Centre	Vocational assessment and work preparation	1971
Al-Rashad Centre	Vocational training	1970
Tal-Mohammed Centre	Sheltered workshop	1970
Mosul Rehabilitation Centre	Vocational assessment and work preparation	1971

27. Some of the agencies concerned with rehabilitation such as the schools for the mentally retarded and deaf-mute, the Tuberculosis Institution, the Institute for the Blind, and the Social Security Branch come under the juricdiction of other ministries and departments. The need for coordination of their various activities becam very apparent and an advisory Co-ordination Committee on Rehabilitation comprising representatives from the Ministries of Health, Industry, Education, Interior, Planning, Labour and Social Affairs, the Central Bureaux of Employment and Vocational Training and voluntary organisation was therefore appointed in 1971, but only one meeting has been held during the past year.

28. With the expansion of rehabilitation activities and the number of agencies involved, the need for an authoritative National Rehabilitation Board, rather than an advisory committee, has become clear to the project team. It is considered that the Board should represent the Ministries of Labour and Social Affairs, Health, Education, Interior and Industry and other governmental and non-governmental bodies concerned with rehabilitation of the disabled. The Board

should be empowered to develop a national rehabilitation policy and to coordinate all activities leading to its fulfilment, being assisted in this work by a working committee and four sub-committees having the following responsibilities:

(1) Coordination. To co-ordinate the activities of all institutions, special schools and agencies - both government and private - concerned with the administration, treatment, education, welfare and rehabilitation of disabled persons.

(2) Training. To review the adequacy of all work preparation programmes, withdraw courses which are no longer providing an employable skill and introduce new courses as may be determined by employment trends.

(3) Placement. To assist as necessary in all matters relating to the placement of disabled persons who have received rehabilitative services from the Central Bureau of Vocational Rehabilitation. This would include placement in industry or service occupations, self-employment, cooperatives, cottage industry and other forms of productive employment.

(4) Sheltered Employment. To expand the range of employment opportunities for the severely disabled, including the mentally retarded. This would involve increasing the volume of sub-contract work, development of a production workshop, initiating special projects in agriculture, farming, horticulture, gardening and other manual occupations.

25. As regards legislation, no amendments to Labour Law No. 151 of 1970 affecting vocational rehabilitation have been introduced since the inception of the project. Should a National Rehabilitation Board be established on the lines already mentioned, the Law would require amending to provide the Board with the necessary legal support.

Project Personnel

Expert and National Counterpart Staff

20. The ILO vocational rehabilitation expert, Mr. H.W. Brown (Canada), commenced his 18-month assignment on 8 July 1973, arriving on the project site on 24 July 1973. At the time of writing he had completed [illegible] months of the assignment which is due to terminate on [illegible] January 1975. The national counterpart team includes the following four officials, all of whom are enthusiastic workers dedicated to rehabilitation of the disabled:

(a) Mrs. Angel Jeirawi, Assistant Director-General, Central Bureau of Vocational Rehabilitation since 1970. She is a graduate in social work with [illegible] years experience as Director of the Ramzi School for deaf-mute and mentally retarded children.

(b) Mr. Salah Ranjet, Manager of Waziriyah Rehabilitation Centre since 1971. He graduated in commerce and has received fellowship training in rural community development and vocational rehabilitation.

(c) Mrs. Faiza Izaldin, Manager of Al-Rashad Training Centre since 1970. She is a law graduate with fellowship training in vocational rehabilitation.

(d) Mrs. Najiba Rahad Al-Katib, Manager, Tel-Mohammed Sheltered Workshop. She is a law graduate who has received fellowship training relating to the rehabilitation of the blind.

Instructors and Other National Staff

21. Apart from the four counterpart officials mentioned above, it will be noted from Annex IV that there are 123 instructor and other staff posts authorised for the rehabilitation services, including the office of the Director-General of the CBVR and the four centres described in paragraph 22. The lack of experienced staff - particularly at the supervisory level - has tended to limit the development of programmes, but the

situation is showing some improvement as a result of the concentrated staff training described below.

National Staff Training

28. A part-time training programme for the staff of the three centres in the Baghdad area was conducted from October 1973 to February 1974. The programme of which details are contained in Annex V, embraced a series of lectures/discussions and workshops on a wide range of topics relevant to vocational rehabilitation and it was followed up by weekly visits to hospitals and other health institutions, special schools, a prosthetic centre and selected industries. The success of this training led to a similar programme, as outlined in Annex VI, being conducted in July 1974. Training aids used included a selection of films concerned with mental retardation, prosthetics, production workshops and training of the deaf in the UK, Canada and France.

29. Other staff training activities included a four-week full-time course in tests and measurements for assessment personnel organised by the Education and Research Centre of Baghdad University on the lines shown in Annex VII, and a six-month instructor training course for eight instructors provided by the Central Bureau of Vocational Training.

30. To reinforce local staff training, the project includes provision for two three-month fellowships covering the overseas training of national counterpart officials in selection and testing of disabled persons in the various occupational skills, and in methods of training and follow-up. The fellowships were scheduled to commence in July 1974, but as yet no awards have been made because the CBVR is considering a change in the participants' qualifications which currently demand mechanical or electrical engineer status with two to three years of vocational training experience.

Physical Facilities

31. The three institutions established in the Baghdad area in 1970/71 comprise the Waziriyah Centre providing vocational assessment and work preparation, the Al-Rashad Centre providing vocational training and the Tel-Mohammed Centre which is a sheltered workshop. The Mosul Centre, with vocational assessment and work preparation facilities, was established in 1972.

32. The Waziriyah and Tel-Mohammed Centres are centrally located with adequate public services and communications. The Al-Rashad Centre, located some 25 km south of Baghdad, has structural defects, inadequate ventilation and no internal water supply; in view of this unsatisfactory situation a committee comprising the Assistant Director-General of the CBVR and the managers of the Waziriyah and Al-Rashad Centres was appointed to determine whether the Al-Rashad Centre should continue to be used as a training institution. The committee recorded the following conclusions which were subsequently approved by the Director-General of the CBVR:

(1) The Al-Rashad Centre, in its present condition, is unsuitable as a training institution.

(2) Assessment, training and sheltered workshop facilities should be centralised at Waziriyah.

(3) The present workshop at Waziriyah requires expansion to accommodate 200 - 300 trainees.

(4) The Al-Rashad Centre should continue to be used for training, while the facilities at Waziriyah are being enlarged.

(5) Immediate arrangements should be made for a daily water supply by tanker to the Al-Rashad Centre.

(6) The expansion at Waziriyah should be effected in two phases viz:

Phase 1: Enlargement of the present workshop facilities;

Phase 2: Construction of a sheltered workshop.

(7) The buildings at Al-Rashad and Tel-Mohammed might be suitable for production workshops after extensive repairs.

33. In order to provide the disabled population in the Basrah area with facilities for vocational assessment and work preparation, plans have been made to establish a centre there. The new centre will have a capacity of 100 and cater for training in employable skills which are yet to be determined. The following staff for the centre has been proposed:

Director	1	Social Workers	2
Chief Instructor	1	Voc. Guidance Officer	1
Accountant	1	Doctor	1
Instructors	8	Medical Assistant	1
Asst. Instructors	5	Typist	1

34. No equipment for the vocational rehabilitation centres has been purchased from the UNDP project allocation, all items having been supplied by the Government. The following additional items have recently been ordered by the CBVR to meet training requirements:

- 3 Bench-type drilling machines, model 2M[illegible]
- 2 Cutting-off machines, model 8[illegible]M
- 4 Tool room lathes, model 1A6[illegible]
- Electrical welding units
- Shaper, model 3B[illegible]
- Spray painting unit

In this connection, it is desirable that a procedure should be instituted whereby a regular review of inventories is undertaken to ensure that the provision of tools and equipment is adequate and that proper maintenance is carried out.

The Rehabilitation Programme

Purpose and Scope

35. The broad objective of the CBVR's programme is to provide the disabled person with a basic skill in preparation for his placement in gainful employment, usually at the operator or helper level. There are no academic qualifications

for entry, nor is literacy a necessary prerequisite. The complete vocational rehabilitation process, which is outlined in Annex VIII, encompasses assessment, counselling, training in social skills, literacy training, physical conditioning and work preparation; understandably, the varying nature and extent of disability and the individual's aptitude precludes the application of any national vocational training standards. It is important to note, however, that those rehabilitees who can meet the necessary academic and physical requirements and are otherwise suitable must be given the opportunity to train with the able-bodied in a vocational training centre where normal tests for admission are applied.

36. Labour Law No. 151 of 1970 specifies that rehabilitees will receive a minimum of six months and a maximum of 12 months training. At the conclusion of training, the progress of the rehabilitee is evaluated on the basis of his attendance, performance and attitudes and he is provided with a Certificate of Rehabilitation indicating the occupation in which training has been received. The table in Annex IX illustrates the occupational distribution of rehabilitees on work preparation courses at the Waziriyah Centre during the year 1 June 1973 to 30 June 1974, while Annexes X and XI respectively provide details of occupational placement of 140 rehabilitees by the Waziriyah and Al-Rashad Centres for the same period, and of the 253 rehabilitees and their various disabilities at the Waziriyah Centre in 1973.

37. The rehabilitation services are available to disabled persons between the ages of 15 and 45. The distribution of 318 rehabilitees by age groups at all four centres (Al-Rashad, Waziriyah, Tel-Mohammed and Mosul) during 1973 is shown in Annex XII. An attendance allowance of 250 fils per day is paid to local rehabilitees; this is increased to 500 fils per day for those residing out of town.

Assessment

38. The selection and assessment process is outlined in Annex XIII. With a view to improving assessment techniques, a modified form of the Tower system of job sampling was introduced which has resulted in a much more accurate evaluation of interests, aptitudes and physical capacities. Job samples have been prepared in welding, electrical assembly and sewing. Further samples will cover leatherwork, carpentry, machine shop and bench assembly. This increased choice will ensure the allocation of rehabilitees on training courses for which they are best suited.

39. With the assistance of the Education and Research Centre of the University of Baghdad, two intelligence tests (Raven's coloured progressive matrices and Goodenough's draw-a-man) have been standardised for use with the mentally retarded. Members of the assessment staff of one psychologist, two social workers and two instructors have been trained to administer and interpret these tests. Additional tests being used selectively include motor coordination, form perception, design completion, manual dexterity and finger dexterity.

40. With these new techniques the assessment period, now of one to three months, has developed greater flexibility. The assessment process combines both evaluation and therapeutic features. Following his application for admission, the rehabilitee is given a thorough medical inspection including chest X-ray, ophthalmological examination, and a neurological/psychiatric appraisal if this is indicated. He is also referred to the department of physical medicine to determine the need for corrective therapy, provision of prosthetics, orthotic equipment or walking aids. A suitable programme of remedial therapy is prescribed for each individual.

41. Applicants selected for rehabilitation are admitted

to the Waziriyah Rehabilitation Centre on the first working day of each month. Following orientation and medical examination by the staff doctor, they are assigned to the assessment room for a preliminary evaluation of vocational interests. Here they are given simple work projects using the facilities provided for the practice of skills such as carpentry, electrical work, filing and sewing; for most rehabilitees, this is their first experience of working with tools.

42. During the second week, each rehabilitee is interviewed by members of the assessment team with a view to identifying and correcting any social or psychological problems which may be likely to hinder his rehabilitation. A rehabilitation summary sheet on the lines of the example contained in Annex XIV is then completed. At this point any illiterate is assigned to a class for teaching basic skills in reading, writing and simple arithmetic.

43. From the third to the fifth week, the rehabilitee is thoroughly evaluated in respect of interests, aptitudes and physical capacities and then placed for a trial period in the training section for which he appears best suited; if satisfactory, he is retained. His progress is frequently reviewed during assessment and subsequent training and he continues to have contact with the social worker and the vocational guidance officer who are jointly responsible for resolving any problems which may arise in connection with his attendance, performance, behaviour or social circumstances.

44. Within the assessment period which may last for up to three months if necessary, those who prove unsuitable for training may be directly placed in one of the nine designated occupations listed in Annex II, or transferred to sheltered employment at the Tel-Mohammed Centre.

Work Preparation

45. Work preparation courses conducted at the Wasiriyah, Al-Rashad and Mosul Centres cover training in the occupational skills shown below.

Wasiriyah & Al-Rashad	Mosul
Carpentry	Mechanics
Metalwork	Metalwork
Electrical (motor rewinding and wiring)	Motor rewinding
Machine shop	Sewing
Switchboard repair	
Telephone operating	
Tailoring	
Sewing	
Leatherwork	

The programmes are necessarily flexible, the duration of instruction on a course varying from six to twelve months to cater for the individual capacity of the trainee.

46. The courses in tailoring, telephone operating and switchboard repair have recently been introduced at the Wasiriyah Centre; unfortunately, courses in typing have had to be withdrawn due to lack of employment opportunities. This problem of supply and demand has brought into focus the need to ensure that the suitability of the courses and the standards of training are appropriate in the light of the employment opportunities available. Hitherto, emphasis has been placed on the acquisition of engineering and carpentry skills, and although some diversification has occurred with the introduction of sewing, leatherwork and telephone operating and repair, there is room for much expansion of employment opportunities. Job adaptation techniques should be introduced and special projects in horticulture, agriculture, poultry farming and other fields of manual skill initiated for the mentally retarded. It is felt that the establishment of a National Rehabilitation Board as suggested in paragraph 24

would do much to improve the present situation; meanwhile the subject could best be dealt with by a standing committee comprising the Assistant Directors-General of the Central Services of Vocational Rehabilitation, Vocational Training, and Employment.

On-the-Job Training

47. While some progress has been made towards introducing on-the-job training for rehabilitees, there is much scope for further development of this type of programme. Such training offers advantages in that it provides an opportunity for rehabilitees to acquire occupational and social skills - or to upgrade those skills already acquired through the rehabilitation service - in a realistic working environment; association with able-bodied employees at the work place is also valuable in accelerating the process of integration into the community. Moreover, experience has shown that some rehabilitees who have been found unsuitable for formal institutional training can, in fact, acquire sufficient skill to perform a useful job through the practical experience gained in this way.

48. The development of on-the-job training has been given considerable thought by the project team and the draft guidelines contained in Annex XV have been prepared for further study. Under the proposed programme the length of training would depend on the complexity of the job and the ability of the rehabilitee. During training he would be subject to all the conditions governing employees, excepting inclusion on the pay-roll. Instead, the CBVR would make available a daily training allowance and no expense would fall on the employer, unless it was decided that the rehabilitee's performance warranted a modified wage which could then be paid by arrangement with the CBVR. At the satisfactory conclusion of training the rehabilitee would be engaged by the employer under normal conditions.

Employment Placement and Follow-up

Placement

49. Placement in employment following assessment and training can be in industry generally, in one of the designated occupations, or in the Tel-Mohammed sheltered workshop. The following procedure applies:

(a) for placement in industry, rehabilitees who are suitable are referred to the employment exchange for registration and placement under the quota scheme which requires three per cent of places in an enterprise to be reserved for them. They must be in possession of the official certificate of rehabilitation issued after successful completion of a full course of training previously described;

(b) employment in a designated occupation can be provided after three months assessment and work preparation. No certificate of rehabilitation is required for such employment;

(c) sheltered employment for the severely disabled can be made available in the Tel-Mohammed sheltered workshop following their assessment at the Waziriyah Centre. Examples of the work undertaken include cleaning of plastic components for the State electricity company and assembly and packaging of leather belts for the State leather company. Many of the mentally retarded employed in this sheltered workshop are otherwise robust and could perform more physically demanding work under supervision, if it were available; this points to the need for jobs to be made available for them in agriculture, horticulture and the like.

50. With a view to expanding the opportunities for employment the CBVR has secured the cooperation of the Secretary-General of the Iraqi Federation of Industries in providing a professional engineer and an economist in

conducting a study of the feasibility of establishing production workshops for the disabled. Several possibilities will be explored, including the manufacture of flags, leatherwork, rugs, industrial gloves, protective clothing, bed-linen and recycling of waste paper.

Follow-up

51. Under the follow-up procedure which has been established, social workers keep in touch with a rehabilitee placed in industry or a designated occupation, and monitor his progress until satisfied that no further rehabilitation services are required. The case is then closed, but under the open-door policy which is necessary in rehabilitation work the rehabilitee is not denied further assistance should he require it.

Aids for the Disabled

52. The capacity of the physically disabled for useful work often largely depends on the provision of mechanical aids. The chain-driven tricycle used by some paraplegics is suitable for long-distance travel, but it cannot be used in a workshop or taken on public transport vehicles; because of the consequent lack of mobility, paraplegics are extremely difficult to place in employment. However, the State bicycle factory has now constructed a modern folding wheel-chair and is prepared to produce it in quantity; paraplegics would be greatly assisted if these wheel-chairs could be procured for their use in the rehabilitation centres and places of employment.

53. Upper-limb amputees admitted for rehabilitation training are fitted with a cosmetic hand which restricts their manual capability to the performance of jobs requiring the use of one hand. The result is that most of them are placed as lift-operators, although many could otherwise be trained for more highly-skilled employment. It has been

demonstrated in many countries that a prosthetic hook is much more functional than a cosmetic or mechanical hand when carrying out manual work; the provision of these hooks for upper-limb amputees would greatly increase the number of employment opportunities for persons disabled in this way. Cosmetic hands could continue to be provided for social wear.

Documentation

54. In addition to the rehabilitation summary sheet already referred to and shown in Annex XIV, seven other new forms have been introduced to record and assist in the effective control of the wide range of activities involved in the vocational rehabilitation programme. They include a vocational evaluation report, vocational aptitudes report, medical assessment report, medical report (epilepsy), work demand analysis, job vacancy report and monthly progress report. Examples of these forms are contained in Annexes XVI to XXII.

55. Job descriptions have also been prepared for the key staff posts of rehabilitation counsellor, selective placement officer, vocational evaluator and social worker. These are reproduced in Annex XXIII.

Coordination of Activities

The CBVR Services

56. The programme of rehabilitation services provided by the CBVR requires the closest coordination of the assessment, training and sheltered workshop activities to make it effective. To this end, it has been agreed that the managers of the Waziriyah, Al-Rashad and Tel-Mohammed Centres should attend a joint meeting with the Assistant Director-General of the Bureau at least once every month to discuss problems relating to the operation of each Centre and the cohesive development of the services provided.

57. A quarterly meeting of the staff of the Mosul Centre, chaired by the Assistant Director-General, is also proposed. In addition, the firm cooperation of other principal authorities concerned with the treatment, training and employment of the disabled has been established on the lines indicated below.

Health, Education and Social Security

58. The current position is as follows:

(a) a remedial therapy section has been developed at the Waziriyah Centre and the services of a physiotherapist obtained three days per week;

(b) all applicants for rehabilitation are examined by the department of physical medicine on admission to the Centre and a suitable programme of therapy prescribed. Social workers visit the main hospitals in Baghdad weekly to interview disabled patients ready for discharge and arrange for their referral to the Waziriyah Centre;

(c) with the assistance of the short-term UNESCO expert in mental health assigned to the country, a referral system has also been developed with the Al-Raja Institute for the mentally retarded and with the Amal and Ramzi Institutes for the deaf;

(d) the form of medical report on epileptics developed by the project has been adopted;

(e) a committee has been formed with the Social Security Branch in an attempt to find some means of providing rehabilitation services for the disabled worker who cannot return to his regular employment.

Vocational Training

59. The Central Bureau of Vocational Training (CBVT) has accepted eight disabled trainees, as a pilot measure, for admission to the new vocational training centre at

Waziriyah where craft courses commenced on 1 June 1974. The trainees were carefully selected, having regard to physical ability, aptitude and academic background; they require no special facilities.

Employment

60. With effect from 1 March 1974 the Central Bureau of Employment accepted responsibility for placing all graduates of the rehabilitation centres. In a directive to the employment exchanges the Assistant Director-General of the Bureau set out the guidelines for the registration and placement of rehabilitees. Two social workers from the CBVR provide the necessary liaison with the Bureau of Employment and follow-up the progress of rehabilitees following their placement in employment. An improvement in the number of those placed has already resulted from this cooperation.

Publicity

61. The essential requirement for publicity as an aid in developing an effective national rehabilitation programme has become fully realised in Iraq and several measures to this end have been introduced in the course of project operations. They include the following:

(1) Television, Press and Cinema. On 19 March 1974 the Assistant Director-General of the CBVR, two of the senior medical specialists and the ILO expert in vocational rehabilitation participated in a half-hour television programme. Rehabilitation feature articles have appeared in Iraqi newspapers, trade union publications and the journal of the Iraqi Federation of Industries. A request has been made to the Ministry of Information to produce a film featuring the activities of the Waziriyah and Al-Rashad Centres.

(2) National Day of Rehabilitation. The first National Day of Rehabilitation was celebrated in Mosul on 19 March 1974 and in Baghdad on 30 March 1974, the Chairman of the Board of Administration of the Workers' Establishment presiding over the latter function. Guests were given a conducted tour of the rehabilitation facilities and a programme of music, dancing and other entertainment was provided by the rehabilitees. This event was reported in the Arabic edition of the ILO information bulletin published at the time.

(3) National Rehabilitation Symbol. A founding member of the Iraqi Society of Artists has designed a national rehabilitation symbol. The symbol has been officially adopted and is intended for use in promoting interest in rehabilitation; it will be displayed on brochures, match folders and other publicity media.

Future Plans

62. The last national census of the Iraqi population was conducted in 1965 when the disability statistics shown in paragraph 14 were obtained. In considering future plans for the development of rehabilitation services, the Ministry of Planning has invited the CBVR to propose a new format for compiling disability statistics during the next national census. After consultation with the Ministry of Health, the following list of 21 revised disability categories has been tentatively proposed for use in the census:

Totally blind (one eye)	Able to walk with assistance
" " (both eyes)	Amputation of any part of one arm
Partially blind (one eye)	Amputation of any part of both arms
" " (both eyes)	Impaired function of one arm

Totally deaf	Impaired function of both arms
Partially deaf	Amputation of any part of one leg
Deaf and Dumb	Amputation of any part of both legs
Dumb	Impaired function of one leg
Mentally retarded	Impaired function of both legs
Mental illness	Any spinal deformity
Unable to walk	

Enumeration of the foregoing disability categories would be coupled with other standard census information such as age and sex.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

63. There is cause for considerable satisfaction in the progress made in the development of vocational rehabilitation services in Iraq - much of it since the inception of current project operations in this field some twelve months ago. The Central Bureau of Vocational rehabilitation (CBVR), supported by an institutional structure and appropriate legislation, has become well-established as the national executive organ responsible for preparing the disabled to become socially and economically active members of the community and for helping to place them in employment where the occupational skills they have acquired can best be used.

64. The vocational rehabilitation facilities established by the CBVR with previous ILO assistance have been firmly consolidated and the programmes of the Waziriyah and Al-Rashad Centres in the Baghdad area, as well as the Mosul Centre have been organised to secure greater employability of the disabled. Plans have also been made to establish a new centre in Basrah to serve the disabled in that area, followed by centres in other locations at two-yearly intervals.

65. As will be seen from this report, the rehabilitation process involves many different medical, technical and administrative activities which require to be recorded and controlled. The system of documentation developed for this purpose is worthy of special note.

66. The strong support of the government authorities

and their ready acceptance of the advice of the specialist expert assigned to the project, coupled with the enthusiasm and dedication of the national counterpart staff give grounds for confidence in the viability of the vocational rehabilitation services. However, a number of problems experienced during project operations still remain; it is to overcome these and further improve the effectiveness of the valuable assistance offered to the disabled that the recommendations which follow are submitted.

Recommendations

National Rehabilitation Board

67. The orderly development of vocational rehabilitation in Iraq requires a firm national policy and close coordination of the activities of the many agencies providing help for the disabled. The Advisory Committee appointed in 1972 went some way in fulfilling this requirement which has become more pressing due to the expansion of the rehabilitation services; however, only one meeting of the Committee has been held in the past year. It is recommended that the Advisory Committee be replaced by a permanent National Rehabilitation Board responsible for advising the Workers' Establishment in formulating rehabilitation policies. Membership of the Board should include representatives of the Ministries of Labour and Social Affairs, Health, Education, Interior and Industry, and other governmental and non-governmental agencies concerned with rehabilitation of the disabled.

68. It is further recommended that the Board should comprise a working committee, under the chairmanship of the Assistant Director-General of the CBVR, which would meet regularly to review all procedures relating to assessment, training and placement of rehabilitees with a view to improving the range and quality of services provided. Four sub-committees should be separately responsible for

coordination, training, placement and sheltered employment.

Staff Training

69. The continued development of the vocational rehabilitation services will depend on the availability of well-trained national staff, particularly at the administrative and supervisory levels. Although some staff training has been conducted under project auspices with the local resources available, no formal training facilities exist for upgrading the skills of the present staff and for providing qualified new entrants to rehabilitation work. To meet this requirement, it is recommended that the services of two qualified and experienced practitioners in rehabilitation assessment and training be obtained from an Arab country for a period of two to three years, in order to develop regular courses of rehabilitation training as part of the social services programme at the University of Baghdad.

Physical Facilities

70. It is recommended that action be taken in accordance with the approved findings of the committee (reported in paragraph 32) which examined the facilities of the Al-Rashad Centre and considered the expansion and future role of the Waziriyah Centre.

71. It is further recommended that a procedure be instituted whereby a regular review of the tool and equipment inventories of the rehabilitation centres is undertaken to ensure that all items are suitable for their purpose and provision is adequate, and that proper maintenance is carried out.

Employment Opportunities

72. The success of vocational rehabilitation can be

largely measured by the number of employment opportunities secured for the disabled who have participated in the process. Since the present quota scheme and the designated occupations cannot absorb all rehabilitees, there is an increasing need to diversify and extend the range of employment suitable for the disabled, using job adaptation techniques where necessary. It is recommended, therefore, that action be taken as follows:

(a) additional sub-contract work to be sought for the Tel-Mohammed sheltered workshop. Furthermore, the services of an engineer with experience in establishing and administering sheltered workshops and sheltered self/home employment should be obtained with a view to increasing the number of jobs available;

(b) self/home employment to be encouraged by providing rehabilitees with the necessary tools and equipment to conduct their own businesses;

(c) the feasibility study undertaken with the assistance of the Iraqi Federation of Industries to be pursued with a view to establishing production workshops for the disabled;

(d) special projects to provide training and employment in horticulture, agriculture, poultry farming and similar manual occupations to be initiated for mentally retarded but physically robust rehabilitees;

(e) cooperatives and rural rehabilitation schemes to be established;

(f) on-the-job training and subsequent employment for those rehabilitees who are suitable for open placement to be further developed in accordance with the guidelines already prepared;

(g) arrangements to be made to give preference

to rehabilitees for employment in those government service occupations considered suitable, in addition to the occupations already designated.

Work Preparation Programmes

73. The rapid technological development of industry resulting in changes in occupational skills, together with the wider employment opportunities arising from adoption of the foregoing recommendations will require that the suitability of work preparation programmes is frequently reviewed to ensure that occupational skill demands are reflected in the training provided. To this end, it is recommended that close cooperation be established between the three Central Bureaux of Employment, Vocational Training, and Vocational Rehabilitation.

Aids for the Disabled

74. The training and placement in employment of paraplegics is difficult because of their lack of mobility. To facilitate access to their places of training and work and make it possible for them to perform tasks at the bench or machine, it is recommended that a supply of modern, folding wheelchairs be provided for their use in the rehabilitation centres and in the establishments where they are later employed.

75. Without adequate prehension in a terminal device, upper-limb amputees are restricted to jobs requiring the use of one hand. In order to provide a greater degree of manual dexterity and maximise their employability, it is recommended that such amputees - particularly those affected below the elbow - be fitted with a prosthetic hook. A cosmetic hand should continue to be issued for social use.

Aids for the Disabled

76. To enable plans to be made for the future development of the rehabilitation services, statistics in respect of the disabled will be obtained during the next national population census. In order that a special group of enumerators may be trained for this work, it is recommended that a course be conducted to instruct them in identifying the various categories of disability and at the same time to acquaint them of the rehabilitation facilities available, so that they may inform the disabled who require assistance.

ANNEX 1

EXTRACT FROM LABOUR LAW No. 151

Legislation for the provision of vocational rehabilitation services to disabled persons is contained in the Labour Law No. 151 of 1970, as follows:

Article 192

The aim of vocational training is to ensure the society's contribution in fulfilling its duties towards its members who are incapable to work as a result of their lack of physical ability or mental or psychological characteristics whether such defect is from birth or has occured to them as a result of an accident or disease or because of work, with a view to saving them from the impact of their incapacity or to relieve its severity by means of training and preparing them through current technical and scientific means vocationally, hygienically, socially and culturally so that they may regain their capacity to work and to renew their hopes in life honourably, freely and confidently.

Article 193

The Central Bureau of Vocational Rehabilitation shall undertake the following authorities:

(a) To implement the general policy of the labour establishment within the scope of vocational training, and to lay down programmes and regulations of rehabilitation for the labour establishment, and to achieve co-operation and integration among the activities and services of all of them.

(b) To co-ordinate its services with the various activities and interests of the competent ministries and administrations in the field of vocational rehabilitation. The Ministry must support the Central Bureau of Rehabilitation to achieve such co-ordination.

(c) To carry out statistics and studies in various parts of Iraq in respect of individuals who are incapable to work and to classify them according to the origin, kind and degree of incapacity, and to lay down necessary directive plans to attract the disabled toward liberating themselves from incapacity, through rehabilitation.

(d) To carry out studies on the experiments of the developed countries in the field of vocational rehabilitation, and to make use of such studies in developing the policy of vocational rehabilitation and its programmes in Iraq.

(e) To prepare a periodical report at least once every three months to be submitted to the establishment's board on the achievements realized by the Bureau, the mistakes it has fallen in, and the difficulties and obstacles which it has faced together with its views and proposals on them.

Article 194

(a) Everyone who sustains a defect in his capacity to work may apply to join the centre or institutes of vocational rehabilitation.

(b) The applicant shall be subject to examination by competent boards as defined in the labour establishment's regulation and their decision of acceptance or rejection shall be final.

(c) The vocational rehabilitation courses shall be defined according to the degree of incapacity, and in all cases they shall not be less than six months or more than one year.

(d) It is possible by the decision of the board to grant fixed allowances to members of the vocational rehabilitation to meet the living expenses during such vocational courses.

(e) At the end of each course an examination shall be held when successful members shall be granted a certificate called "the Certificate of Vocational Rehabilitation" in which the profession for which he has been rehabilitated to carry out shall be defined.

(f) Every applicant for work who holds a Vocational Rehabilitation Certificate is entitled to register himself with the nearest employment bureau, and he shall have first priority for employment within the limits of his qualifications and the limits of rates laid down for employing rehabilitated persons.

(g) Management and employers shall be bound to accept vocationally rehabilitated persons nominated to them by the competent employment bureau within the rate of at least three per cent of the total number of their workers.

(h) The minister may define certain duties and jobs which the vocationally rehabilitated persons shall have priority of engagement therein in the official and semi-official department and establishment of the state and in the establishments, companies and sections of the public sector.

(i) The vocationally rehabilitated persons, wherever they work, shall be provided with special facilities according to their conditions to facilitate to them the means of carrying out the jobs entrusted to them and to ensure for them special opportunities of comfort.

Article 16

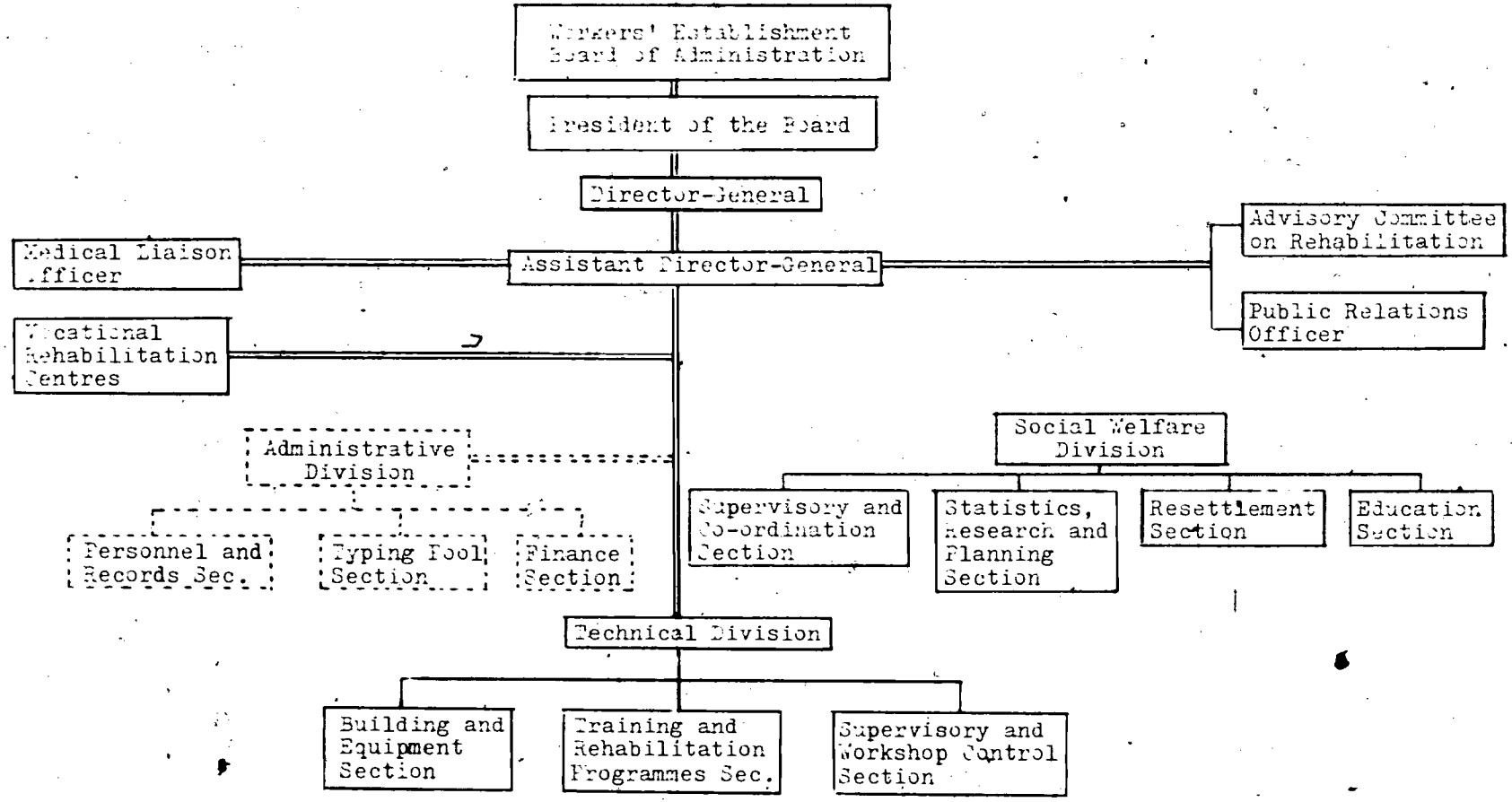
The provisions of article 14 of this Law shall only be applicable to employers who employ at least 50 workers.

LIST OF DESIGNATED OCCUPATIONS

A Ministerial Order dated 25 April 1973 under article 194 (h) of the Labour Law gives preference for employment to the disabled in nine occupations.

Occupation	Specified disability
Lift operator	arm amputee or paraplegic
Telephone operator	" " " "
Ticket seller	" " " "
Information clerk	" " " "
Clerk	" " " "
Door keeper	arm amputee
Sweeper	arm amputee or mentally retarded
Agricultural worker	mentally retarded
Messenger (inside or outside)	arm amputee

DIAGRAM II - GENERAL PLAN OF VOCATIONAL REHABILITATION



LIST OF ADMINISTRATIVE STAFF POSTS

(Office of the A-G and Control)

Office of the Assistant Director-General (IV)	
Assistant Director-General	1
Assistant administration officer	1
Nurse	
Social worker	1
Ancillary staff	4
Nazariyan Rehabilitation Centre	
Manager	1
Assistant manager	1
Senior clerks	2
Engineer	1
Secondary instructors	5
Electrical instructor	1
Sewing instructors	2
Accountant officers	2
Carpentry instructor	1
Metal trades instructor	1
Store keeper	1
Assistant storekeeper	1
Cook	1
Drivers	4
Ancillary staff	14 4
Al-Ayn Nursing Unit	
Nurse	1
Assistant	1
Social worker	
Administration officer	1
Cook	
Driver	1
Carpentry instructor	1
Metal trades instructor	1
Mechanical fitter workers	2
Electrical workers	
Agricultural assistants	2
Ancillary staff	10

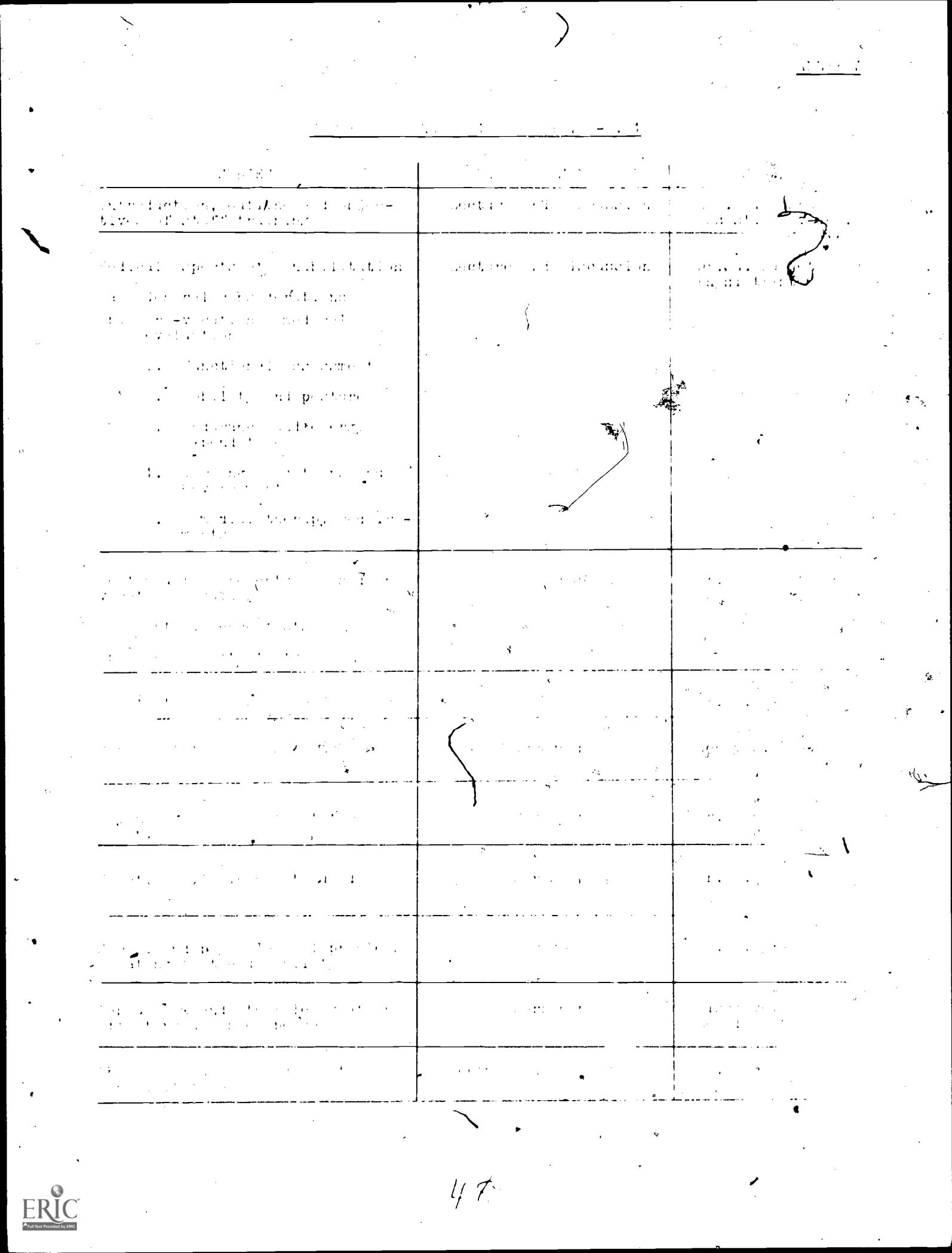
Tel-Mohammed Sheltered Workshop

Manager	1	
Administration officers	2	
Instructors	2	
Clerks	5	
Social worker	1	
Typist	1	
Ancillary staff	8	20

Social Rehabilitation Centre

Manager	1	
Social workers	2	
Electrical instructor	1	
Mechanical instructor	1	
Sewing instructor	1	
Weaving instructor	1	
Metal trades instructor	1	
Secretariat	1	
Clerks	2	
Senior instructor	1	
Ancillary staff	10	22

[illegible] 127



SUBJECT	TYPE OF PRESENTATION	SPEAKER
Services of Employment Exchange	Lecture and Discussion	Mr. Tarik Alatwany
The Pre-vocational evaluation process	Workshop	Henry W. Brown VRS ILO
Job placement techniques	Lecture and Discussion	Henry W. Brown VRS ILO
Vocational goals for the severely disabled	Lecture and Discussion	Henry W. Brown VRS ILO
Motivating the mentally retarded	Workshop	Mr. Zaic Fatah Psychologist
[illegible]	Lecture and Discussion	Henry W. Brown VRS ILO
[illegible]	Lecture and Discussion	Mr. [illegible]rawi VT: [illegible]
Meeting the mentally retarded	Lecture and Discussion	Miss Lena Taleb [illegible]

ANNEX I

STAFF TRAINING [illegible] (1974)

DAY	TIME	SUBJECT	LEADER
2	[illegible] a.m.	Introduction and objectives	Mrs. Amrol Jeeroo
	[illegible] a.m.	The Vocational Rehabilitation Process	Mr. Henry [illegible] YWCA
	[illegible] p.m.	Role of the Social Worker in Rehabilitation	
4	[illegible] a.m.	Rehabilitation Assessment	[illegible]
	[illegible] a.m.	Rehabilitation problems in Epilepsy	Dr. Adrian [illegible]
	[illegible] a.m.	Counselling Techniques	Mr. [illegible]
	[illegible] a.m.	Rehabilitation of Physically Disabled	Dr. [illegible]
	[illegible] a.m.	Work Preparation	[illegible]
	[illegible] a.m.	Rehabilitation Problems of Epilepsies	Dr. [illegible]
	[illegible] a.m.	Selective Job Placement	[illegible]
11	[illegible] a.m.	Rehabilitation for Mentally Handicapped	[illegible]
12	[illegible] a.m.	Follow-up after Placement	[illegible]
13	[illegible] a.m.	Evaluation of the Course	Mrs. [illegible]

ANNEX VII

TESTS AND MEASUREMENTS COURSE (10.2 - 9.3.74)

(Organized by the Education and Research Centre)
Baghdad University

TEXT: Lyman, B.H. Test Scores and What They Mean, 2nd edition, 1971.

OBJECTIVES:

At the end of the course, the students must be able to:

1. help an expert or a specialist in adapting psychological tests for rehabilitation institutes in Iraq;
2. administer some psychological group tests;
3. interpretation of test results;
4. report the test results to the selection and review committee at the Rehabilitation Centre to assist them in evaluating students;
5. carry out new studies related to the selection procedures.

KNOWLEDGE:

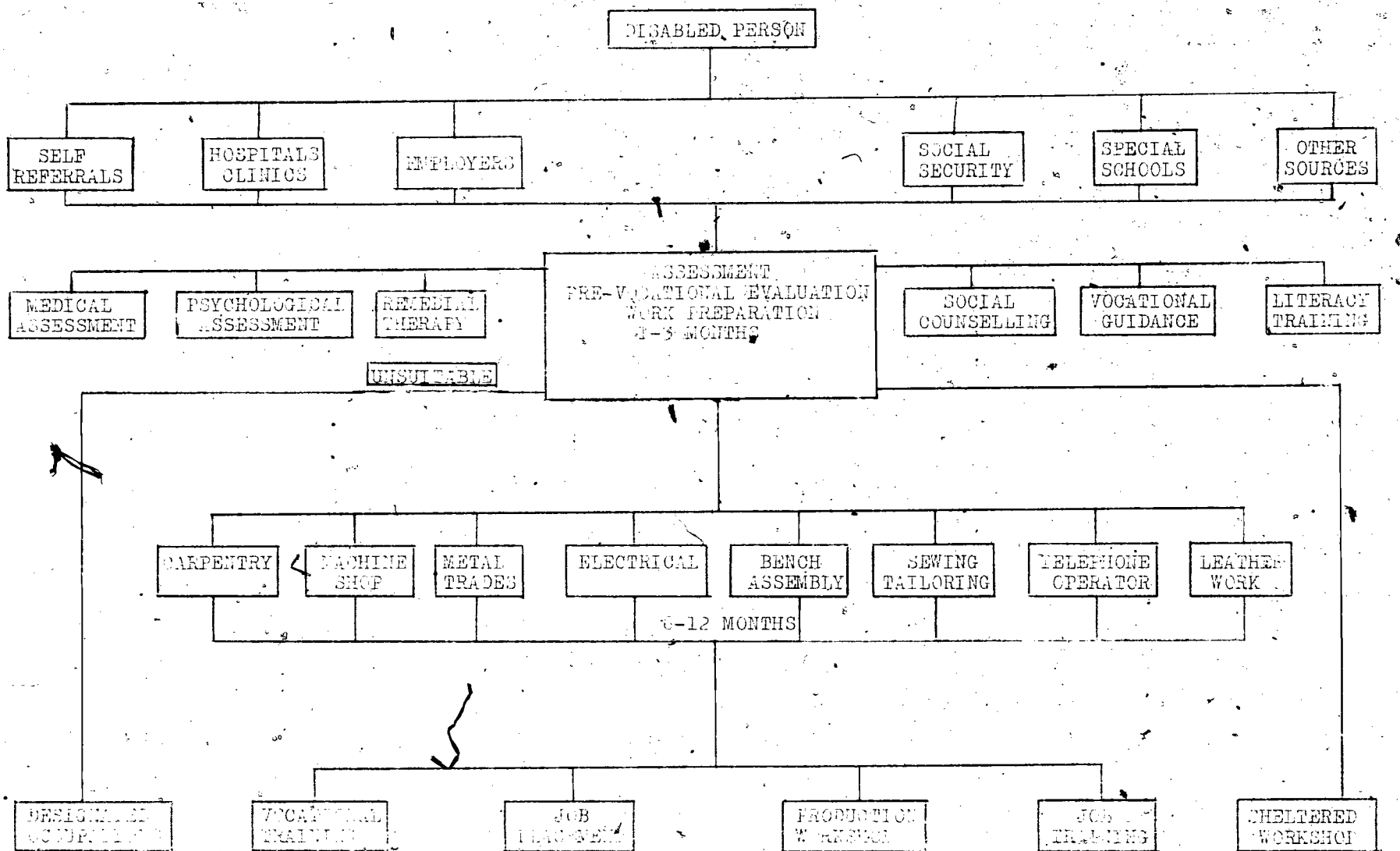
1. principles of measurement and testing;
2. basic statistics.

SKILLS:

1. how to administer tests;
2. how to interpret a psychological test;
3. how to read a psychological test manual;
4. how to calculate reliability and validity (using calculator);
5. how to use a test manual for interpretation of test results;
6. how to write a report about the test results.

ANNEX VIII

VOCATIONAL REHABILITATION PROCESS



ANNEX IX

OCCUPATIONAL DISTRIBUTION OF REHABILITEES ON WORK PREPARATION COURSES

(Assessment figures also shown)

WAZIRIYAH REHABILITATION CENTRE

1st July 1973 to 30 June 1974

Month	Carpentry	Electrical	Metal Work	Sewing	Leather Work	Typing	Telephone Operating	Assessment Room	Monthly Totals
July 1973	10	12	16	18	5	6	-	24	91
August	8	14	23	27	3	5	-	29	109
September	8	16	20	27	7	5	-	24	107
October	10	18	20	31	5	4	-	40	128
November	10	21	22	35	5	3	-	14	110
December	9	20	20	33	7	2	-	15	106
January 1974	10	20	23	34	10	2	-	18	117
February	5	16	21	35	8	2	-	18	105
March	6	19	15	30	9	2	-	28	109
April	6	20	17	32	9	3	-	28	115
May	7	22	21	31	7	3	-	36	127
June	11	22	23	39	12	4	4	28	143

Total Admissions from 1 July 1973 to 30 June 1974 = 304

ANNEX X

[illegible] EMENT OF REHABILITEES

[illegible]A AL-RIYAH AND AL-RACHAD CENTRES

1 July 1973 to 30 June 1974

Month	Metal Work	Electrical	Sewing	Carpentry	Designated Occupations	Clerical/ Tel. Operator	Helpers	Typing	Totals
July 1973	2	[illegible]	13	–	–	1	–	–	18
August	[illegible]	[illegible]	–	[illegible]	–	1	–	–	10
September	1	[illegible]	4	–	–	–	1	–	8
October	2	[illegible]	4	2	2	–	2	–	14
November	–	[illegible]	1	1	[illegible]	–	1	3	8
December	3	1	3	1	–	–	–	–	8 66
January 1974	3	3	–	2	–	9	–	–	17
February	[illegible]	[illegible]	–	–	–	–	–	–	5
March	1	1	–	–	3	–	2	–	7
April	2	3	4	1	–	–	6	1	19
May	[illegible]	[illegible]	3	3	–	–	[illegible]	–	14
June	[illegible]	[illegible]	–	1	–	–	1	–	12 74
Total	32	28	34	11	5	11	17	4	140

ANNEX XI

LIST OF REHABILITEES AND THEIR DISABILITIES

WAZIRIYAH CENTRE

1 January to 31 December 1973

Number of Rehabilitees	Disability
65	Mentally retarded
50	Impaired function - lower extremities
39	Deaf mute
16	Deformed
15	Tuberculosis
14	Hemiplegia
14	Amputation - lower extremity
7	Amputation - upper extremity
7	Paraplegia
6	Deaf
5	Impaired function - upper extremity
5	Spinal deformity
2	Mental illness
2	Epilepsy
1	Speech defect
1	Mute
1	Heart defect
1	Ataxia
1	Hemophilia
Total: 230	

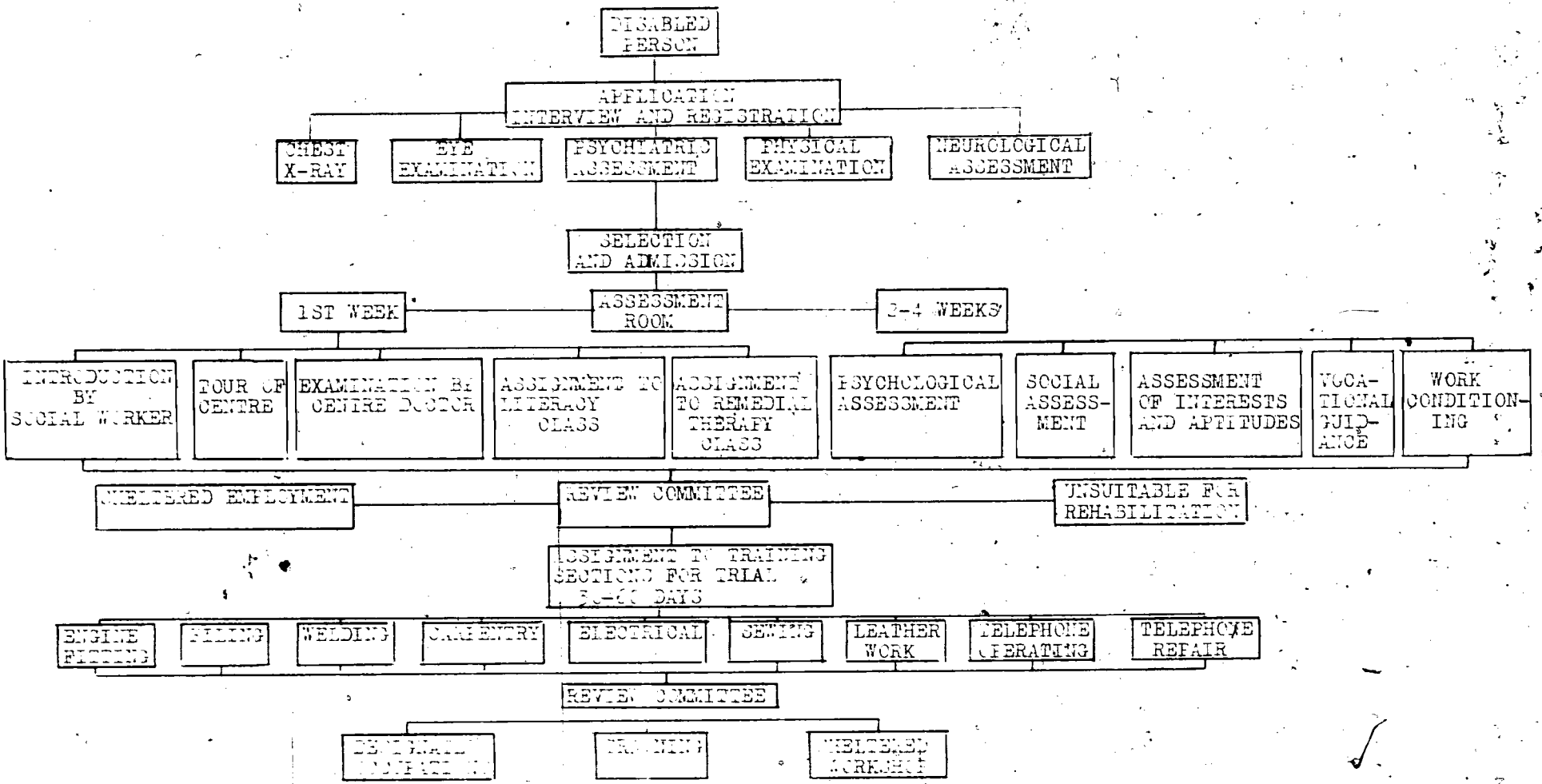
ANNEX XII

AGE GROUPS OF REHABILITEES IN 1973

Centre	15-20	21-25	26-30	31-35	36-40	41-45	Total
Al-Hasina	60	19	12	-	-	-	91
Wunirivah	65	19	1	5	1	-	91
Tel Mohamme	65	9	5	-	-	-	7
Mo 11	45	16	5	-	1	-	67
	235	63	23	5		-	331

ANNEX XIII

SELECTION AND ASSESSMENT PROCESS



ANNEX XIV

REHABILITATION SUMMARY SHEET

Case number ..... Name ..... Age .....

Address .....

Height ..... Weight .....

Disability .....

Photograph

Date of accident or onset of disability .....

Cause .....

Secondary disability .....

Artificial appliances .....

Doctor .....

Education

Name of school ..... Graduation grade .....

	Good	Fair	Poor	Nil
Reading				
Writing				
Speaking				
Comprehension				
Counting				

Special training (if any) .....

Hobbies and interests .....

Work History

Name of employer	Occupation	Period of Employment	Reason for Leaving
.....			
.....			

Rehabilitation Details

Assessment period ..... Training period .....

Course ..... Job training period .....

Employer ..... Occupation .....

Employment Details

Date of placement ..... Employer .....

Occupation ..... Follow-up dates .....

....

Unable to Rehabilitate

No suitable employment available ☐ Refuses to relocate ☐

Physical deterioration ☐ Lacks motivation ☐ Personal insufficiency ☐

Too old ☐ Lacks transportation ☐ Other reason (specify) .....

.....

Date of closure ..... Social worker .....

ANNEX XV

GUIDELINES FOR ON-THE-JOB TRAINING

OBJECTIVE

To provide rehabilitees with an opportunity to acquire an employable skill, or to upgrade the skill they have learned in rehabilitation training, through practical experience with an employer in the public or private sector.

SPONSORING AGENCY

Central Bureau for Vocational Rehabilitation.

PROBATIONARY PERIOD

One month.

PERIOD OF TRAINING

This will depend on the complexity of the job and the ability of the rehabilitee. However, the training period, including assessment and job preparation, will not exceed 6 months.

PROGRESS REVIEW

The Placement Officer will review the rehabilitee's progress with the employer every two weeks and provide a report.

FINAL PROGRESS REVIEW

[illegible]

REMUNERATION

[illegible] the rehabilitee will receive [illegible] Central Bureau for Vocational Rehabilitee [illegible] by the [illegible]

EMPLOYMENT

[illegible] the rehabilitee has been fully assimilated on-the-job, the employer [illegible] he will be employed at the prevailing wage rate.

ANNEX XVI

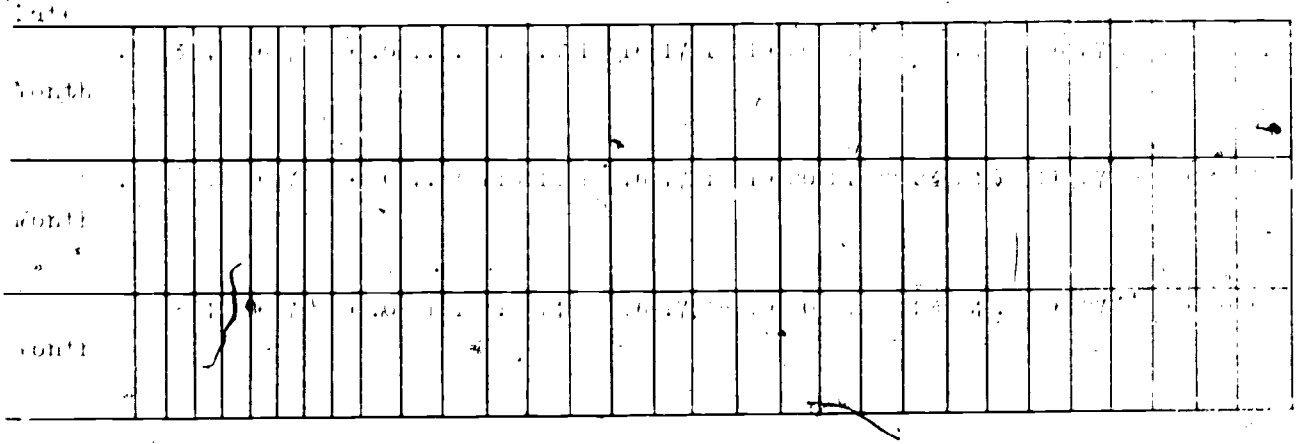
VOCATIONAL EVALUATION SHEET

(performance record and summary)

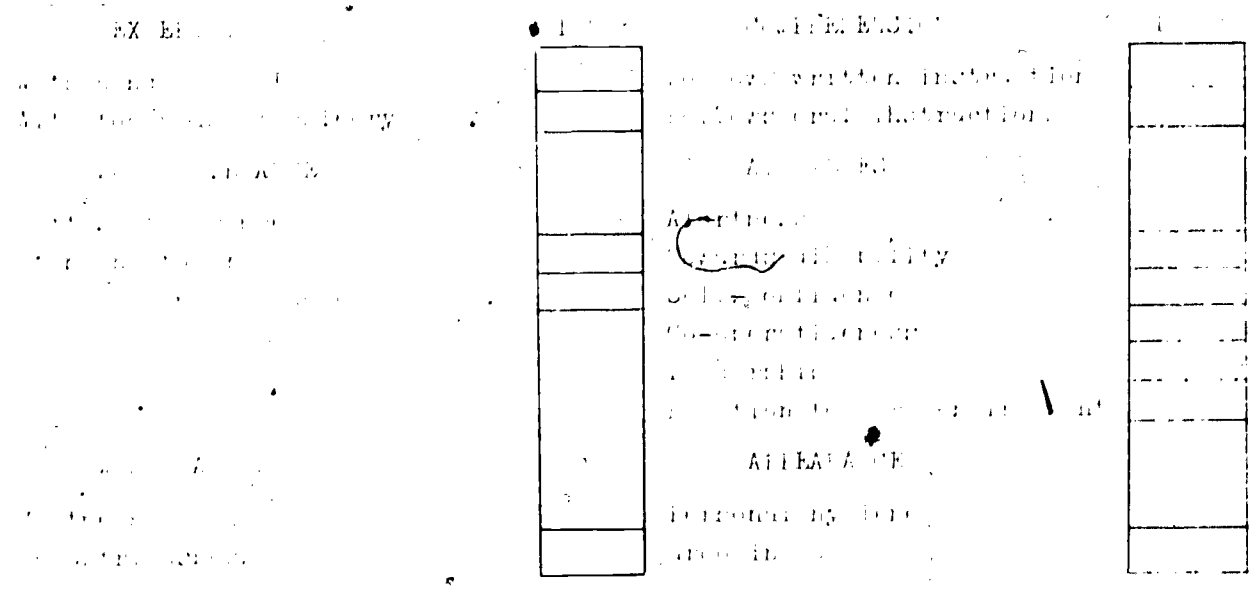
Name ..... Age ..... Sex Letter .....

Disability .....

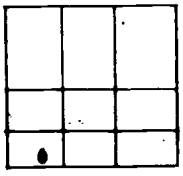
ATTENDANCE RECORD



ASSESSMENT OF VOCATIONAL CHARACTERISTICS



Relationships with:



Supervisors
Attendance
Punctuality

Psychometric Tests Administered .....

.....

.....

SUMMARY .....

.....

RECOMMENDATION

.....

.....

.....

Date .....

.....

EXAMINER

ANNEX XV.I

VOCATIONAL APTITUDES REPORT

(Summary rating)

NAME .....

		Superior	Above average	Average	Below average	Inferior
Basic Tools						
Welding						
Electrical						
Sewing						
Leather Work						
Carpentry						
Machine Shop						
Woodshop						
Assembly						
Miscellaneous						

Service occupations

Waiter					
Barber					
Messenger					
Telephone operator					
Lift operator					
Ticket Seller					

Standardised Test Results

Name of Test	Performance - Timed	Performance - Untimed	Norm [illegible]
Motor Co-ordination			
Matrices			
Form Perception			
Manual Dexterity			
Finger Dexterity			

Comments .....

.....

Vocational Evaluator ..... Date .....

ANNEX XVIII

MEDICAL ASSESSMENT SHEET

Name ..... Sex ..... Age ..... Case No. .....

Description of Disability .....

Secondary Disability .....

Attending Physician .....

PHYSICAL ASSESSMENT

A. Use of limb and extremities

Insert XP(right), XL(left), or XB(both) in appropriate against activities which he cannot perform.

Any activity with arm(s)		Full grip with hand(s) (see note 2)	
Exertion of normal force with arm(s) and hand(s)		Full use of finger(s) (see note 3)	
Ability to raise arm(s) above shoulder		Co-ordination of arm(s) and hand(s)	
Ability to support arm(s)		Any activity with leg(s) and feet	
Full movement of arm(s)		Any activity with feet	
Full movement of hand(s)		Exertion of normal force with legs	

Other limitations (specify) .....

.....

B. Ability and restrictions

Insert YES against appropriate limitations. Leave remainder blank.

Confined to bed or chair		Unable to kneel or crouch	
Unable to stand		Unable to stoop	
Can feel standing only		Unable to bend	
Sitting only		Unable to stretch	
Unable to walk		Unable to carry	
Unable to sit		Unable to lift more than 5 lbs.	
Limited walking only		Unable to push (see note 4)	
Unable to use public bus (see note 4)		Unable to pull	
Unable to climb stairs		Unable to balance	

Other limitations (specify) (see note 1) .....

.....

C. Endurance and Energy Expenditure
Insert "X" against activities which he cannot perform. Leave remainder blank.

More than lightest sedentary work		Lifting from floor	
More than lightest standing work		Lifting from bench	
More than light bench work, including some walking		Lifting to shoulder level	
Light work involving standing, walking, light lifting		Full-time training Part-time training Shift work	

Other limitations (specify) (see note 2) .....

.....

D. Working Conditions and Environment
Insert "X" against unsuitable conditions and environment. Leave remainder blank.

High temperatures (see note 8)		Heights	
Low temperatures		Moving objects	
Sudden temperature change		Working on or near machinery	
High humidity		Hazardous tools	
Especially dry conditions		Indoors	
Very noisy conditions		Outdoors	
Especially wet conditions			
Extremely dirty work		Confined space	
Toxic materials			
Dust		Alone	
Fumes and smoke		With others	

Other limitations (specify) (see note 1) .....

.....

E. Use of Senses
Insert "X" (or, in case of vision and hearing, XB = both, XR = right, XL = left) against appropriate limitations. Leave remainder blank.

Totally blind		Totally deaf	
Very limited vision (see note 9)		Severely impaired hearing (see note 11)	
Close vision limited		Lip reading	
Distant vision limited		Defective speech	
Defective colour vision		Defective sense of smell	
Defective sense of touch (see note 10)			

Other limitations (specify) (see note 1) .....

REMARKS AND GENERAL APPRAISAL

(see note 12 before completing)

.....

.....

Date ..... Medical Officer .....

NOTES

1. Other limitations (specify). These spaces may also be used to amplify markings where further explanation is necessary.

2. Use of hands. Seizing, holding, grasping, turning or working otherwise with arms and hands (e.g. operating wheels, using hand tools, cutting with scissors etc.).

3. Use of fingers: picking up, pinching, gripping between thumb and fingers and otherwise working with fingers and not whole hand or arm (e.g. typist, assembler of small parts etc.).

4. Travel to work. Public transportation under rush hour conditions.

5. Lifting and carrying. As performed by storekeeper, porter, messenger, etc. Maximum weight which may be lifted from floor or bench or to shoulder level should be indicated in section C.

6. Pushing or pulling. Exerting sustained force as in pushing or pulling trucks, cars, levers, etc. (e.g. porter, packer, etc.).

7. Balancing. Maintaining position in working attitude whether sitting (as for operating a sewing machine or assembling small parts), or standing and bending forward without holding on or being held (e.g. carpenter, machine operator, etc.).

8. High temperatures. These conditions should be related to the general level of heat, cold, humidity or dryness prevailing.

9. Vision. Indicate visual acuity (corrected if glasses are worn) on SNELLEN scale (e.g. 6/4, 6/36, etc.).

10. Sense of touch. Lack of ability to detect nature of article by touch or to feel cuts, burns, etc.

11. Hearing. Indicate partial deafness by "[illegible] at ..... metres".

12. Remarks and general appraisal. These are intended to cover any necessary further amplification of points in sections A to E and the nature of any special features not covered elsewhere in the report, such as limitation of mental capacity, mental stability, emotional and other problems likely to affect working capacity, prognosis, the need for continuing treatment or special management as might be indicated for a paraplegic or epileptic.

ANNEX XIX

MEDICAL REPORT - EPILEPSY

Name ..... Sex ..... Age .....

Address .....

Diagnosis (Note 1) .....

.....

Etiology and date of onset .....

Frequency, timing and duration of seizures .....

.....

Nature of pre-seizure warning (Note 2) .....

.....

Nature of post-seizure effects (Note 3) .....

.....

Are seizures under control with medication? (Note 4) .....

.....

Type of medication taken .....

Is intelligence normal, or is there some degree of mental impairment (Note 5) .....

.....

Secondary disability (Note 6) .....

.....

Kinds of work to be avoided (Note 7) .....

.....

Contributing psychological factors .....

.....

.....

.....

.....

.....

..... Signature .....

..... Date .....

Notes

1. Specify - grand mal, petit mal, psychomotor, focal epilepsy.

2. Indicate nature of pre-seizure warning, e.g. headache, dizziness, tension, irritability, etc.

3. Indicate post-seizure effects, e.g. severe headache, tiredness, somnolence, etc. and how long this state lasts.

4. State whether or not medical treatment is given (type of medication and dosage) and whether patient takes treatment as directed.

5. State whether any mental deterioration has resulted.

6. Describe any other physical disabilities.

7. Indicate working hazards which must be avoided, e.g., moving machinery, heating or electrical apparatus, work at a height or where there is a risk of falling into fire or water, etc.

ANNEX XX

WORK DEMAND ANALYSIS

Name of Company ..... Address .....

Industry ..... Male / Female

Occupations .....

WORK DEMANDS

- ☐ Walking on plain floors
- ☐ Walking on slippery floors
- ☐ Walking on floors with obstacles
- ☐ Climbing stairs/ladders

WORK CARRIED OUT

- ☐ Standing
- ☐ Sitting
- ☐ With fingering movements right/left
- ☐ With handling movements right/left

THE WORKER MUST

- ☐ Kneel, squat, bend
- ☐ Reach towards the floor - standing
- ☐ Reach towards the floor - sitting

WORK CONDITIONS

- ☐ Indoors
- ☐ Outdoors
- ☐ Especially high temperatures
- ☐ Especially low temperatures
- ☐ High humidity
- ☐ Drafts
- ☐ Fumes
- ☐ Especially dirty work
- ☐ Especially noisy work

WORK CARRIED OUT

- ☐ Alone
- ☐ With others
- ☐ In shifts

ARM WORK CARRIED OUT

- ☐ Normal reach
- ☐ Maximal reach

THE MACHINE IS

- ☐ Operated by the foot right/
- ☐ left

WORK DEMANDS

- ☐ Lifting
- ☐ Maximum weight lifted ...
- ☐ Weight of each piece ...
- ☐ Carrying
- ☐ Maximum carrying weight ...

THE JOB IS

- ☐ Skilled
- ☐ Semi-skilled
- ☐ Unskilled
- ☐ Suitable for wheelchairs

SPECIAL DEMANDS

- ☐ Skill
- ☐ Literacy
- ☐ Intelligence
- ☐ Personal qualities

OTHER INFORMATION

.....

.....

.....

.....

SELECTIVE PLACEMENT OFFICER

ANNEX XXI

VACANCY REPORT

EMPLOYMENT OFFICE ..... DATE .....
NAME OF COMPANY ..... CONTACT .....
ADDRESS ..... TYPE OF INDUSTRY .....
NUMBER OF EMPLOYEES ....
NUMBER OF SUITABLE EMPLOYEE .....
OCCUPATIONS ....
....
..... NUMBER OF VACANCIES .....
....
SEX: MALE/FEMALE ..... Male ☐ Female ☐
.....
.....
EDUCATIONAL REQUIREMENTS .....
AGE RANGE ..... SALARY .....
..... STARTING DATE .....
.....
.....

SELECTION PROCEDURE

NOTICE TO APPLICANTS ADDITIONAL REMARKS:
.....
.....
.....
.....
.....
.....

SIGNATURE

ANNEX XXII

MONTHLY PROGRESS REPORT

NAME ..... PLACE OF WORK .....

COURSE ..... LOCATION ..... PERIOD COVERED .....

ATTENDANCE .....

.....

.....

APTITUDE .....

.....

.....

.....

ATTITUDE .....

.....

.....

.....

INTERESTS .....

.....

.....

.....

BEHAVIOUR .....

.....

.....

.....

ADAPTABILITY .....

ANNEX XXIII

JOB DESCRIPTION

A) REHABILITATION COUNSELLOR

1. FUNCTION

The Rehabilitation Counsellor is responsible for interviewing, counselling and initiating appropriate measures for registered disabled persons entering or re-entering the workforce.

He assesses the employment handicap caused by the disability, while the social, educational, work history and motivational factors are considered. He co-ordinates whatever assessment or training services may be required to expedite placement of the disabled in employment.

2. DUTIES

The Rehabilitation Counsellor is responsible for carrying out the following duties:

a. He will assess the employment handicap imposed by the disability;

b. He will evaluate the social, educational, employment history and motivational factors and in the light of this judgement he will arrange whatever assessment or training services may be required;

c. He will refer the disabled person, where necessary, to medical specialists for such examinations as may be necessary in order to obtain aids or services such as artificial limbs, orthopaedic, orthotic, prosthetic or other training for disability. This must be the first consideration;

d. He will discuss with the person disabled the alternatives, explaining the possibilities and limitations;

e. He will arrange for the rehabilitant to undergo such assessment, training or treatment as may be necessary to enable the disabled person to prepare for suitable employment, or refer him, as suitable, to the Industrial Centre;

f. He will arrange for the rehabilitant to undergo vocational training, where necessary, or placement in sheltered or competitive employment;

g. He will ensure that the disabled person on the completion of his training is effectively established in employment, and will follow up as necessary;

h. He will liaise with the Central Bureau for Placement to arrange for placement of the disabled person with the Special Placement Officer who will be aware of the disability of the disabled person and the type of employment required;

i. He will give information and counselling on environmental adaptations that may be necessary to enable the disabled worker to obtain employment;

j. He will maintain and constantly expand his contacts with employers to promote the employment of disabled workers. He may be required to make application for grants which may be a means of developing job opportunities for the disabled;

k. He will keep abreast of developments in the field of rehabilitation by attending appropriate courses, conferences, training seminars and lectures;

l. He will prepare case records, summaries, and periodic and progress reports as required;

m. He will perform other duties as assigned.

RELATIONSHIPS

The Rehabilitation Counsellor is accountable to the Assistant Director for the fulfilment of his function, duties and relationship.

Subordinates

He has no direct subordinate other than a stenographer.

Other personnel

He has contact with a variety of personnel in providing or supplying information in discussing the progress, aptitudes and abilities of [illegible]

Public

The Rehabilitation Counsellor has continuing contacts with [illegible] personnel, employers, training institutions, government departments or trade union officials.

[illegible] TACT, UNDERSTANDING AND AN ABILITY TO INITIATE EARLY [illegible] ACTION AS NECESSARY.

JOB DESCRIPTION

SELECTIVE PLACEMENT OFFICER

[illegible]

[illegible]

[illegible]

a. Co-ordinating his activities with the labour exchanges in order to have current information on suitable vacancies which might be suitable for disabled persons who are registered with the Labour Exchange.

b. Keeping in touch with the local employment market.

c. Locating employment opportunities for the disabled by means of one or all of the following sources:

1. Labour exchanges for all job classifications within their jurisdiction.

2. Newspaper want ads.

3. Trade journals.

4. Private agencies for the disabled.

5. Employer and trade union associations.

6. Board of Trade, Chamber of Commerce, etc.

7. Approach to individual employers.

d. Placement in employment applying the careful matching process. Informal on-the-job satisfactory placement. The employer must be given a clear assessment of the worker and the worker must be given a clear assessment of the job. Some disabled persons may have to be prepared for the employment interview or have special information given by the Selective Placement Officer.

---

6. To attend all case conferences and report on each student under assessment.

7. To supervise the preparation of attendance records, rehabilitation summary sheets and vocational evaluation reports.

8. To work closely with all members of the rehabilitation team in constructing and implementing a suitable programme for each student.

9. Other duties as assigned.

5. RELATIONSHIPS

The Vocational Evaluator observes and maintains the following relationships:

Superior

He is accountable to the Director of the Wazeriah Rehabilitation Centre for the fulfilment of his function, duties and relationships.

Subordinates

He will be assisted by social workers, vocational guidance officers and instructors as may be determined by the Director and will supervise their work.

Other personnel

He has contacts with a variety of personnel in other sections, to discuss the progress, aptitude and ability of students.

JOB DESCRIPTION

(3) SOCIAL WORKER

FUNCTION

a. To assess the rehabilitee's social circumstances by determining the personal, social and domestic factors which might have an affect on his rehabilitation.

b. To give guidance and practical help in solving social problems.

c. To give the case conference about social problems which might affect the rehabilitee's progress in the Centre.

DUTIES

a. The Social Worker will give an introductory talk to each new group admitted to the Wazeriah Centre. She will explain what her role is in the rehabilitation process and invite them to consult her if they have any social or domestic problems they wish to discuss.

b. She will then interview each new rehabilitee to obtain information on his social background including such things as:

- relationships with his family, their attitude to his disability and their interest in his rehabilitation;
- his standard of living;
- where he lives and if he has any housing problems;
- any difficulties he might have in getting from his home to the bus;
- the financial status of the family.

c. During the interview the Social Worker should establish a relationship with the rehabilitee which will help him to face the realities of his disability, to accept circumstances that cannot be changed and to take a new approach to circumstances which can be changed. This relationship can be developed partly by having informal talks with him in the workshops, by showing an interest in his progress and by encouraging him at every opportunity.

d. The Social Worker's primary objective is to solve social and domestic problems. She must not only obtain all the facts but should concentrate on the problem areas to determine how difficulties might be overcome. Sometimes it will be necessary to visit the rehabilitee's family to obtain a more complete picture of the social situation. THE SOCIAL WORKER SHOULD NOT VISIT A CASE UNLESS THERE IS A SOCIAL OR DOMESTIC PROBLEM WHICH SHE IS LIKELY TO BE ABLE TO ASSIST. Routine home visits should not be made.

e. It may be necessary to enlist the family's interest and support in the rehabilitation plan. It may be necessary to change the family's attitude towards the disabled member if this is a problem.

f. The Social Worker must be familiar with the work of other rehabilitation agencies, she must be aware of all laws relating to social welfare and with the sources of social assistance in the community.

g. The Social Worker will prepare case records, summaries, memoranda and reports as necessary.

RELATIONSHIPS

a. Superior

Accountable to the Manager, Wazerah Centre - for the fulfilment of her functions, duties and relationships.

b. Subordinates:

None.

c. Liaison:

Maintains contacts with rehabilitees, professional and non-professional members of the rehabilitation team, other social workers and the general public as may be necessary to get, understand and use facts to make decisions.

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ABSTRACT: THIS PHASE OF IRAQ'S NATIONAL VOCATIONAL TRAINING PROGRAM CONCENTRATED ON TRAINING SUPERVISORS, FOREMAN, AND INSTRUCTORS. MEMBERS OF AN INTERNATIONAL TEAM OF EXPERTS IN THE FIELDS OF TRADE TESTING, CERTIFICATION, ENGINEERING INDUSTRY, ELECTRIC POWER, AUTOMOTIVE, AND AIR CONDITIONING/REFRIGERATION VISITED A CROSS-SECTION OF INDUSTRIES TO ASCERTAIN NEEDS AND DEVELOP TRAINING PROGRAMS. AN ON-THE-JOB TRAINING PROGRAM WAS ESTABLISHED IN ENGINEERING AND FURTHER PROGRAMS WILL BE DEPENDENT UPON THE AVAILABILITY OF TRAINING STAFF TO FILL POSTS AT INDUSTRIAL ENTERPRISES. RECOMMENDATIONS INCLUDE THE ESTABLISHMENT OF A TRAINING OFFICER AT EACH INDUSTRIAL ENTERPRISE, UTILIZATION OF OVER-TIME WORK HOURS TO TRAIN STAFF, UTILIZATION OF VOCATIONAL TRAINING CENTERS' FACILITIES, AND ESTABLISHMENT OF SENIOR ENGINEERS' POSTS IN THE CENTRAL BUREAU OF VOCATIONAL TRAINING TO PROVIDE FOR THE DEVELOPMENT OF INPLANT TRAINING. INCLUDED IN THE APPENDIXES ARE EXTRACTS FROM THE PROJECT WORK PLANS, ORGANIZATIONAL CHARTS, LISTS OF TRAINING MODULES, A SYLLABUS OF COURSES, AND A LIST OF ENTERPRISES THAT HAVE PLANT TRAINING COMMITTEES. (KJ)

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102711

IRQ/71/544
Technical Report 4

NATIONAL VOCATIONAL TRAINING PROGRAMME

IRAQ

TRAINING FOR SUPERVISORS, FOREMEN AND INSTRUCTORS

IN-PLANT TRAINING

UNITED NATIONS DEVELOPMENT PROGRAMME

INTERNATIONAL LABOUR ORGANISATION

Geneva 1975

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Technical Report 4

NATIONAL VOCATIONAL TRAINING PROGRAMME

IRAQ

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IN-PLANT TRAINING

Report prepared for
the Government of Iraq

by

the International Labour Organisation
acting as Executing Agency for
the United Nations Development Programme

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Phase I operations

1. In 1967 the Government of Iraq requested assistance from the United Nations Development Programme (Special Fund (UNDP/SF) in establishing a national vocational training programme. In agreement with the Government it was decided to execute the project in two phases. Phase I operations were to be concentrated on the preparatory measures necessary to launch the programme, including the creation of a body to formulate training policies and co-ordinate training activities at a national level, and the establishment of a training department.

2. The Phase I project of two years' duration was approved in January 1969, the plan of operation signed on 16 August 1969 and operations commenced in October 1969 with the International Labour Organisation (ILO) as executing agency. The Ministry of Labour and Social Affairs (in collaboration with other ministries and Government agencies) was originally designated as the co-operating government agency, but the Ministry of Planning later became involved in implementation of the project. The project work plan for the first phase of operations included, inter alia, the services of an international team comprising a project manager and experts in industrial training and apprenticeship, and in vocational training planning; a short-term training-construction specialist was added later. The plan covered the following specific activities:

(a) further study of the country's manpower situation, with emphasis on the need for trained technicians, skilled workers, supervisors and instructors;

(b) advice on policies and procedures for the establishment of an in-plant training scheme, including apprenticeship;

(c) advice on policies and procedures for the establishment of a trade testing and certification programme;

(d) [illegible] facilities for the training of technicians and skilled workers.

Phase I operations

3. In accordance with the Phase I operations, project activities continued over a two-year bridging period until the current Phase II operations commenced in November 1971. The second phase is broader in concept and has a planned duration of three years. The UNDP allocation of $[illegible], provided for 180 man-months services of an international team comprising a project manager and nine other experts and consultants in various vocational training fields, 24 man-months of vocational training fellowships to be awarded to national counterpart officials, and import equipment, the value of $[illegible], together with miscellaneous project operating expenses. Under this, the Government was committed to contribute the services, on a full-time basis, of national staff, locally procured equipment, supplies and services, and the land, buildings and other facilities needed to fulfil the requirements of the project.

4. According to the project document, the second phase of operations was aimed at increasing the productivity of the labour employed in the various fields of the industrial sector, which in a large number of workers to be trained in their specialities or fields of work and increasing the small group of [illegible] personnel. The immediate stated objectives were [illegible]:

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[1] Plan of operation. Iraq - National Industrial Vocational Training Programme [illegible], Geneva, 1969.

[2] Project document. Iraq - National Vocational Training Programme [illegible]. Baghdad, July 1971.

(a) develop the Central Bureau of Vocational Training (CBVT) under the Workers' Establishment in the improvement of its capability to implement the following activities directed towards satisfying the needs of Iraq:

(i) [illegible] on basis of the country's manpower situation to determine needs for trained personnel at the various levels;

(ii) formulation of training policies and training standards for the various programmes;

(iii) [illegible] and development of instructional material for all training programmes;

(iv) [illegible] trade test and certification programme;

(v) promotion and implementation of industrial training and assistance to employers in establishing their own training schemes, including institutional and in-plant training at all levels;

(vi) training staff training officers, training officers for industry, foremen, supervisors and instructors;

(vii) set up vocational training bureaux and supervise training centres that may be established by the [illegible] state and partly state-owned industries;

(b) develop the activities of the Central Bureau of Vocational Rehabilitation including the training of the required staff, the training of disabled persons in the centres attached to this bureau, as well as placement procedures and sheltered employment for the disabled;

(c) develop the capabilities of the concerned technical staff of the Ministry of Labour, Social Affairs and Social Department in its capacity as technical secretariat of the Industrial Training Co-ordination Body and as the organ responsible for the formulation of vocational training plans within the context of the [illegible] development plan.

[illegible] project revision was being considered, based on recommendations of a Government/UNDP/ILO mission which reviewed the project activities in April 1974. The proposed revision covers some rephasing of planned project activities, with redistribution of the remaining expert/consultant services, improved provision for administrative support personnel, allocation of fellowships, introduction of a budget line for operation and maintenance of equipment and a Government cash contribution for the purchase of training aids and materials to replace the envisaged contribution in kind.

[illegible] project in its first phase of operation was [illegible] in an interim report submitted to the Government in 1971. An account of particular activities relating to vocational training planning and co-ordination, occupational standards, trade tests and certification programmes, management and running of the training centre for adults at Waziriyah, and vocational rehabilitation was provided in three technical reports published in 1974.

[illegible] Department for Management, Training and Rehabilitation (Ministry of Labour and Social Affairs).

[illegible] - National Industrial Vocational Training Programme (IRQ/). Interim report [illegible] project results, conclusions and recommendations. ILO, Geneva, 1971.

[illegible] - National Vocational Training Programme (IRQ/71/544). Technical report [illegible]: Vocational training planning, including co-ordination of training activities; [illegible] 2: occupational standards, trade tests and certification programmes, management and running of the training centre for adults (Waziriyah); [illegible]: Vocational rehabilitation activities. ILO, Geneva, 1974-75.

and 1976. The present technical report is intended to record the progress achieved so far in respect of:

(a) the training of VET and industry-based training officers and instructors, as well as foremen and supervisors;

(b) the promotion and implementation of industrial training by assistance to employers in establishing their own training schemes, including institutional and in-plant training at all levels.

Extracts from the project work plan giving further details of the foregoing activities are contained in Annex .

Acknowledgement

In presenting this technical report, the Director-General of the ILO wishes to express his appreciation of the active support and co-operation extended to the expert team by the various government departments concerned and in particular by officials of the Ministry of Labour and Social Affairs and its Workers' Establishment for Employment, Training and Rehabilitation.

I. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Foreword

General

1. The over-all purpose of the current Phase II project is to continue the assistance provided by the earlier Phase I and interim operations in establishing a national vocational training programme in Iraq. This report covers the project activities undertaken in respect of two particular second phase components, namely:

(a) training for supervisors, foremen and instructors;

(b) in-plant training.

Extracts from the project working plan giving further details of these activities are attached hereto.

2. The components are supported by a sound institutional structure which includes a central office in the form of the Central Bureau of Vocational Training and the pilot Vocational Training Centre (VTC) at Waziriyah, and by legislation enacted in the form of Law No. 151 of 1964. Although project operations have been carried out by the Government authorities, fulfilment of the work plan has been affected by difficulties in securing sufficient national staff, owing to the [illegible] of qualified personnel throughout the country.

Training for Supervisors, Foremen and Instructors

3. Training for supervisors, foremen and instructors commenced with the arrival of the expert in March, 1964. The results achieved up to the time of writing this report are reviewed in the light of the relatively short time [illegible] months originally [illegible] the international team who collaborate in [illegible] specialist in trade testing and [illegible] electric power, automotive and [illegible] together with their national counterparts.

4. In order to determine the scope of the training required, the expert [illegible] and ascertained their needs. [illegible] was designed to embrace a series [illegible] - from foreman to training officer. [illegible] time modified to accommodate [illegible] and foremen, in addition to the [illegible]

5. [illegible] document under this heading included [illegible] engineers), [illegible] industry-based training [illegible] instructors, foremen. [illegible] which [illegible] the progress [illegible] the [illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] with additional [illegible]

In-plant Training

6. [illegible] the labour law requires that each establishment and company [illegible] a five-man committee to supervise in-plant training. To date, [illegible] of these committees have been formed, but experience has shown a need to revise

their working procedures and proposals to this end have been submitted to the Workers' Establishment. The need for financial assistance to establish on-site facilities for in-plant training schemes is now recognised and substantial budgetary allocations have been provided to ten plants by the Ministry of Industry. Three of these plants have been selected for setting up pilot training schemes. Future development of in-plant training as a whole will largely depend on the availability of the training personnel mentioned earlier.

14. The provision of assistance in the development of in-plant training is specifically one of the duties of the 24-month post in engineering industry training. The first incumbent was recalled by his Government in December 1973 after 14 months in post. During this period the efforts of the majority of the expert team were largely applied to the establishment of the VTC at Waziriyah, to enable courses to commence in June 1974. The replacement expert joined the project on a one-year assignment in October 1974 and thus - while the other members of the team under the direction of the project manager have contributed assistance to in-plant training within their own fields of competence - much clearly remains to be done.

Recommendations

15. Taking account of the progress achieved and experience gained during project operations, appropriate recommendations have been made in Part IV of this report and these are summarised below:

(a) In order to determine training requirements at plant level and initiate measures to meet them, and to contribute local information on manpower and training to enable national plans to be formulated, each establishment and company should appoint a manpower and training officer; the extent of his responsibilities and allocation of time (either full or part) would depend on the size of the workforce. A training programme for these officials should also be instituted, commencing with courses in vocational training planning;

(b) pending the establishment of organised in-plant training facilities, an establishment or company operating on a one-shift basis should utilise its production facilities as far as possible during overtime hours for training purposes, subject to the proper preparation of part-time training officers and instructors;

(c) to take advantage of the skill improvements that can be achieved through on-the-job training of shop-floor supervisors, courses on the lines of those already initiated in Mid Continue for industry-based officials, so that they may train supervisory personnel in on-the-job instructional techniques;

(d) the appropriate application of trained instructors is crucial to the success of the national vocational training programme which involves the establishment of five new centres in addition to the seven in-plant schemes. Pending the establishment of a central instructor training institute, utilisation of the facilities of the new VTC at Waziriyah should be increased for this purpose by conducting train-the-trainer courses during shift and development time for the staff of the instructor training and upgrading courses;

(e) the adoption of the foregoing recommendations will impose a further strain on the limited staff resources of the VTC, a determined effort should be made to secure the additional teachers or engineers and supporting personnel required to staff separate sections having responsibilities for in-plant training and for training of instructors and others with training duties.

II. TECHNICAL BACKGROUND

Manpower situation

Population

16. The total population of Iraq is estimated to be approaching 11 million, of which over [illegible] million are concentrated in Baghdad, the capital city. Of the remainder, [illegible] in the north accounts for about 1 million and Basrah in the south has approximately [illegible]. A projection of the population trend up to 1980 has recently been made by a UN demographer; commencing with the figures obtained in the 1965 census, the following table indicates the predicted situation over the 15-year period shown:

Year	Population	Distribution	
		Urban	Rural
1965	8 415	51.1	48.9
[illegible]	9 444 [illegible]	57.3	42.7
[illegible]	11 [illegible] 4 [illegible]	63.7	36.3
[illegible]	13 [illegible] 14 [illegible]	69.	31.

Apart from the over-all growth over the period, the figures above indicate a considerable drift of population from the rural to the urban areas where [illegible] to be concentrated. The urban population also has a greater proportion of people in the economically active 15-64 year age group.

Employment

17. The following estimates of the available labour force and the total of employed workers employed over the 1965-80 period were made by the Manpower Section of the Social Department, Ministry of Planning, based on a survey [illegible] with the project for assistance in development planning [illegible]:

Year	Available labour force	Total employed
1965	[illegible]	[illegible]
1970	[illegible]	4[illegible]1 4
1980	[illegible]	[illegible]

The first five-year plan, covered by the Government, covered the period [illegible] envisaged an average rate of [illegible] per cent which would result [illegible], in the total number employed persons in the economy [illegible] evaluation of the progress achieved at completion of the plan showed that this [illegible] effectively exceeded, with an increase of 4[illegible], [illegible] for [illegible] number employed persons over the period.

18. The second five-year plan (1970 - 4) aimed to further accelerate economic [illegible] per cent per annum, which is more than twice the rate of population [illegible]. Emphasis in the economic structure is to be brought about by greater diversification of the domestic product which was expected to rise in gross value from [illegible] million to [illegible]1,4 4.[illegible] million (4[illegible] per cent) over the period. [illegible] envisaged a greater increase (6[illegible] of 4.[illegible] per cent) in the total number employed persons compared with that (4[illegible], or [illegible] per cent) achieved [illegible] covered by the first plan.

Training facilities

Technical schools

19. The industrial secondary schools of the Ministry of Education were in the past regarded as the main source of skilled workers for the expanding industry of Iraq. Secondary studies cover three years and follow six years of primary and three years of intermediate education. At the beginning of the 1973-74 scholastic year, 11 industrial secondary schools had been established throughout the country and the total enrolment of students had reached 4,[illegible]. Only a few of these institutions - such as the mechanical school at Baghdad which received bilateral assistance

from the German Federal Republic - are properly equipped for their intended role. [illegible] conference, the industrial secondary graduates have generally been unable to [illegible] the requirements of the [illegible] available, especially in respect of practical skills.

1. There has been considerable disparity between the rate of general education and vocational education. While the average annual increase in secondary education as a whole during the [illegible] period was 14.61 per cent, in vocational education it only amounted to [illegible] per cent. Moreover, within the vocational education sector itself the rate for [illegible] industrial studies was the lowest, whereas that of commercial studies was the highest.

[illegible] training centres

[illegible] educational development project assisted by the International Bank [illegible] includes provision for the establishment [illegible] five training centres, two of which will be located in Baghdad and one [illegible]. The centres will have a total seating capacity [illegible] are planned to cater for training in the basic metal, [illegible] trades which will be required by industry in the different areas. [illegible] delivery of equipment they will be handed over [illegible] to receive instruction, the assistance rendered by the Bureau [illegible] staff training.

[illegible] and Social Affairs pilot vocational training [illegible] established under the [illegible] at Wasiriyah in the [illegible] project. Training in fitting, machining, [illegible] work commenced in June 1974. Further details [illegible] mentioned in paragraph [illegible].

[illegible]

4. [illegible] industrial secondary schools and the training centres described above are designed to provide instruction in a wide range of occupations [illegible] undertakings provide facilities for [illegible] skills peculiar to their sectors of industry.

[illegible] training centre, expanded, [illegible] for [illegible] electrical and mechanical skills;

[illegible] Training Centre, expanded, under [illegible] courses of varying duration and level [illegible] welding and operators, riggers and cable-[illegible];

[illegible] training centre (TWC) have [illegible] which the employer trained [illegible] under enterprise where appropriate;

[illegible] Federal training centre, [illegible] trainees receiving basic and operating [illegible];

[illegible] with capacity for [illegible];

[illegible] - In addition to the foregoing vocational [illegible] training is provided by a number of under-[illegible] in this field. The training is mainly [illegible] workers, with some upgrading of existing [illegible] training generally varies from two to three months.

[illegible] and staffing

[illegible], the skills training of workers was not organised at a [illegible] level. [illegible] with the promulgation of Labour Law No. 151 on 1 January [illegible] of the Workers' Establishment and its executive [illegible] responsibility for formulating training programmes, establish-[illegible] standards, tests and certification procedures, and co-ordinating vocational

training activities - many of which are or will be receiving bilateral assistance from different sources. The DVT is also responsible for establishing its own training centres to serve as model institutions at which others in various sectors of industry can be trained.

[illegible]. In considering the responsibilities of the DVT under the labour law, attention has been focused on the need to produce the necessary qualified staff to man the various training programmes - particularly training officers to organise and direct activities and instructors and foremen to conduct and supervise institutional and in-plant training. In the past, only the few industries which operated centre appointed training officers. One course for training officers was conducted at the Iraq Management and Productivity Centre, but only two of the participants are currently designated as such. Foreman and supervisor training conducted by the same centre was limited to instruction, job relations and job safety topics covered by the Training Within Industry (TWI) scheme, while internal upgrading courses were provided in three enterprises having a training officer in post. Formal instructor training is undertaken by the Baghdad College of Technology, [illegible] instructors assigned to the pilot vocational training centre at Mahariyah have largely been trained by the international expert team serving on the project.

III. WORK ACCOMPLISHED

(A) Training for supervisors, foremen and instructors

Institutional structure

The Central Bureau of Vocational Training (CBVT)

27. The CBVT is one of three bureaux of the Workers' Establishment and is responsible to it for the organisation, administration and development of the national vocational training programme outlined in Labour Law No. 151 of 1970 which became effective on 1 January 1971. The present organisation of the CBVT, shown on the chart in Annex II, with definitions of sectional duties and individual post descriptions, was based on the recommendations of an ILO labour administration mission which assisted the Government in conducting an over-all examination of the organisation and functions of the Workers' Establishment in 1972.

28. During the mid-term and subsequent tripartite review of the project in April 1974, the project manager proposed that the organisation of the CBVT should be revised in the light of practical experience gained in carrying out its activities up to that date. The proposed organisation - illustrated by the chart in Annex III - was accepted by the Government, although it was realised that there was no immediate prospect of filling all the senior posts, due to the national shortage of qualified engineers and university graduates, and consequently ad hoc arrangements would have to be made until the required staff became available.

The Waziriyah Vocational Training Centre (VTC)

29. According to Article 182 of the above-mentioned Labour Law, it is the responsibility of the CBVT "to set up vocational training bureaux, institutes and centres by stages in accordance with the requirements of the various industries and professions and their development in all parts of Iraq". The pilot Vocational Training Centre for Adults (known as the VTC) at Waziriyah, described in technical report No. 2 (referred to in paragraph 6 above), was the first to be established under the Law. It is located with other institutions on the campus of the Ministry of Labour and Social Affairs in the Baghdad area. Project assistance was provided in the planning stage by the expert team assigned during the first phase of operations and has continued since then. The accommodation was sufficiently completed and equipped for training to commence on 1 June 1974.

30. The VTC is intended to serve as a model for all the CBVT's vocational training centres and for those established by industry, in which role it will prepare and validate training programmes for adoption by the other centres and generally act as the focal point of the extensive national vocational training programme being developed in Iraq. Initially, a programme of five craft courses for entry-workers in the more common mechanical and electrical occupations was introduced, but the curriculum is now being expanded to provide upgrading training for employed workers, and specialised courses for engineers and for those personnel responsible for directing, supervising and conducting training - such as training officers, instructors and foremen.

Training legislation

31. Legislative powers are vested in the CBVT under Articles 182, 185 and 186 of Labour Law No. 151 of 1970 which, inter alia, prescribe that provision of assistance to industrial establishments in organising programmes of training for their workers be made and are relevant to the particular component of the project described in this part of the report - require that the qualifications of all training staff are to be developed by the CBVT.

Project resources

International staff

32. The ILO expert in training officer, instructor and foreman training (Mr. J. Moran) commenced his assignment on 12 January 1974. The post was originally

planned for a duration of 30 months, commencing on 1 May 1973, in which period it was specified that the expert would assist the Government in training the CBVT's and industry-based training officers and instructors, as well as foremen and instructors. Additionally, he would assist with the organisation of an ad hoc section in the CBVT which would carry out the training of those categories of personnel.

33. There is close collaboration in occupational skill training matters with the other international experts serving under the project manager who are variously responsible, with their counterparts, for trade testing and certification, and engineering industry, electric power, automotive, air conditioning/refrigeration and vocational rehabilitation training. The expert manning table in Annex IV provides further details.

National staff

34. The first national counterpart assigned for training officer, instructor and foreman training duties with the CBVT was a graduate engineer previously serving as counterpart to the expert in engineering industry training until the latter departed from the project in December 1973. Having no experience of industrial training, the counterpart was awarded a fellowship to study the subject overseas, but as he did not afterwards display sufficient interest in continuing his duties with the CBVT he was returned on 1 June 1974 to the Ministry of Planning, from which he had originally been seconded.

35. The replacement counterpart (Mr. A. Yonan) assumed his duties on 4 July 1974, having previously served for five and a half years as an aircraft armaments officer after graduating from the Air Force Engineering College. While his knowledge of instructional techniques is limited, he has responded extremely well to training by the expert and is about to take over responsibility for conducting courses for on-the-job instructors. His competence would be further improved by a period of overseas study under the fellowship programme of the project. A second counterpart for the section (Mr. A. Hamdani) should be available for duty towards the end of 1974, following his return from a fellowship to study training officer, instructor and foreman training overseas.

36. Recruitment of officials of the requisite calibre has hitherto been difficult because of the disparity between the CBVT salaries and those for similar posts in industry. Fortunately, action has recently been taken to bring the salaries more into line and it should now be easier to secure the staff required.

Physical facilities

37. The facilities of the VTC at Nazirlyah, which have already been described, were modified to accommodate courses for training officers, instructors and foremen, in addition to the ongoing courses for entry-workers. A large area, originally intended as a library, was divided to produce two training rooms suitably furnished and equipped by the Government with items such as chalk, plastigraph and flannel boards, an overhead/episcope projector and supplies of consumable materials. Additional visual aid equipment purchased by the ILO from the UNDP project allocation has also been taken into use.

Training activities

Identification of needs

38. In order to determine the scope of the training programme, it was agreed that the expert should visit a cross-section of industries, establishments and industry-based centres. On the basis of discussions with responsible officials and observation of the work being done, the following training requirements were identified; while some of these are self-evident, it was deemed necessary to record them to ensure that all needs should be catered for:

(a) CBVT engineers[1] require to be trained initially as industrial training officers, later receiving specialised training in any particular training activity considered necessary;

(b) personnel appointed as training officers in industry without previous training in the function require to be trained as industrial training officers;

(c) engineers in industry with a part-time responsibility for training require a limited amount of training in the function of a training officer;

(d) newly appointed directors of training centres with no experience of training or instruction require a special course to meet their needs;

(e) institutional instructors in industrial training centres require extensive training in instructional techniques;

(f) trainee institutional instructors in industrial training centres require craft skill training combined with training in instructional techniques;

(g) part-time instructors in industry require modified instruction in instructional techniques;

(h) on-the-job instructors in industry require training in on-the-job instruction.

Programme design

39. In designing the training programme for CBVT engineers it had to be taken into account that, due to shortage of staff, the normal working time of those employed at the Waziriyah VTC was fully committed in supervising the craft training sections for which they were individually responsible. As a result, their own instruction had to be limited to two hours per day; on this basis a course was constructed to provide twelve hours of instruction in alternate weeks, with project exercises being set between each of those weeks, the whole being spread over a period of six months. It is expected that a total of 30 CBVT engineers will receive training in this fashion. Any specialist training for particular posts occupied by them will be considered when the organisational structure has been firmly decided.

40. Industry-based training officers will follow a course of instruction comprising an introductory period of six weeks' full-time training, coupled with two periods of three weeks and two weeks spent on project exercises supervised by course tutors. Training in specialised techniques will be provided as required at a later date. It is foreseen that 60 training officers will be trained over a two-year programme of these courses. Collaboration will be maintained with the Iraq Management and Consultancy Centre which is also engaged in this activity.

41. Existing instructors will receive upgrading training in instructional techniques, while new entrants to the profession will follow a course combining training in craft skills with instructional techniques - the total duration varying from six to twelve months, depending on the level of ability of the trainee on joining. Supervisors and foremen with on-the-job training responsibilities will be instructed in the necessary skills by engineers, for whom a course to qualify them for the task has been arranged.

Methodology

42. All the courses of instruction are based on the modular principle, different combinations of modules from the series of 15 listed in Annex V being employed in formulating the syllabus for a particular course. Each of the modules illustrated comprises twelve hours of instruction, except for No. 4 (Instructional Practice) which can vary from twelve to 48 hours to meet the requirements of a class and No. 15 (On-the-Job Instructor Training) which is normally doubled. So far, modules No. 1 to No. 5 and No. 12 have been produced in English, together with associated lesson plans and instructional aids; the remainder are in course of preparation. Annex VI shows the planned programme of courses for seven categories

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[1] The engineer grade applies to CBVT training officers, as distinct from the instructor grade.

of personnel for whom training is envisaged, with the respective modules allocated to each course.

Courses initiated

43. The training programme was given considerable publicity in the press and on radio and television. Details were also circulated to ministries and establishments with an invitation to nominate candidates for training.

44. The programme was initiated on 26 January 1974 when the first six-month course for instructors commenced with an enrolment of 78 trainees in the automotive, machinist/fitter, electrical and welding occupational groups. The syllabus for this course, which is shown in Annex VII, embraced a considerable amount of craft skill practice and related theory in addition to training in instructional techniques which are or will be included in the comprehensive series of modules already mentioned.

45. A short pilot course of six days' duration to cover the training of on-the-job instructional personnel was conducted for CBVT engineers, commencing on 7 April 1974. The course was repeated for industry-based officials on 7 September 1974, bringing the total enrolment to 22 participants on the two courses. The series was planned to continue throughout the year, based on the course syllabus contained in Annex VIII. To assist him in his training duties, each participant completing the course is presented with an official CBVT loose-leaf manual prepared in Arabic under project auspices. This manual is available to industry and sets out methods of training intended for use throughout the country.

46. The first six-month course for CBVT engineers, designed to fit them for their training duties, commenced on 3 August 1974 with eight engineers attending. To date, the trainees have completed modules No. 1 to No. 4, each comprising one week of part-time instruction described in paragraph 39.

47. A summary of the foregoing courses is tabled below:

Subject	Courses	Weeks	Started	Finished
Instructor	1	26	78	65*
On-the-job Instructor Trainer	1	1	[illegible]	[illegible]
CBVT Engineer - Module No. 1	1	1	8	8
" - Module No. 2	1	1	8	8
" - Module No. 3	1	1	8	8
" - Module No. 4	1	1	8	8

* Thirteen removed for unsatisfactory attendance during basic stage.

Testing and follow-up

48. On completion of the first six-month instructor training course, the participants were subjected to tests devised and conducted with assistance from the expert team and certificates of competence were afterwards awarded at a graduation ceremony. The question of testing and certification of instructors in the future is under consideration by the CBVT; it must to some extent hinge upon decisions affecting workers generally. In this connection, it should be noted that assistance is being provided under the current phase of the project for the development of occupational standards, trade tests and certification programmes.

49. As all the entrants to the courses were sponsored by employing establishments, the problem of placement on completion of training has not arisen. It is planned to follow up the progress of graduates in the near future, by visits of the expert and national counterparts to their various places of work.

(B) In-plant training

Institutional structure

50. The institutional structure relevant to the over-all national vocational training programme being developed by the project is outlined in paragraphs [illegible] to [illegible]. The organization of the CBVT - which is the executive bureau of the Workers' Establishment charged with responsibility for this development - is illustrated by the chart in Annex [illegible].

51. In the field of in-plant training, the CBVT collaborates with the five in-plant training committees which under Labour Law No. 151 of 197[illegible] must be formed in every employing establishment and company to supervise their training programmes. As listed in Annex IX, [illegible] of these committees have been formed to date and [illegible] supervisors regularly attend their sections.

Training legislation

52. The labour law makes provision for the development of in-plant training under the following articles:

Article [illegible] requires the official and semi-official establishments and public sector companies to prepare programmes of training for all their employees.

Article [illegible] requires the aforesaid establishments and companies to set up training centres within their competence.

Article [illegible] requires the establishments and companies to set up five-man committees to supervise the application of the training procedures, the committees to be composed of the Director-General and two members of the CBVT staff, with two workers' representatives.

[illegible] resources

[illegible] staff

53. The provision of assistance in the development of in-plant training is specified as one of the duties of the 4-man/s expert post in engineering industry training. The first incumbent (Mr. [illegible] Sharawi), who joined the project in January 197[illegible], was recalled by his Government after [illegible] months in post and his replacement (Mr. [illegible] Sroeder) only arrived in October 1974, after some delay in securing his services. The other five members of the expert team listed in Annex IV, under the direction of the project manager, also contribute their assistance to in-plant training within their own particular fields of competence.

National staff

54. When the first expert to be assigned to the section departed from the project on 31 December 197[illegible] his national counterpart was transferred for duty with the expert in training officer, instructor and foreman training, but later returned to the Ministry of Planning from which he had been seconded. On completion of the overseas fellowship for the national counterpart in engineering industry training, Mr. [illegible] Hamdi should be available for duty with the project towards the end of 1974.

Physical facilities

55. The expert and his national counterpart were originally accommodated in the offices of the CBVT. Since the pilot VTC at Waziriyah is now established as the focal point of project activities with the necessary technical facilities, the centre is being used as a base for in-plant training operations.

Training activities

56. Some of the larger organizations, including the Railways and the Passenger Transport Authority, had previously established training centres and more recently similar facilities have been provided under bilateral assistance schemes for the oil, agricultural and textile industries. As yet, however, there are no nationally

accepted occupational skill standards with associated trade testing and certification procedures.[1] A large number of employers engage unskilled workers from the labour market and those entrants who are capable of doing so acquire and improve their skills up to various undefined levels by random observation and practice on the job.

57. The five-man plant training committees, of which 17 have been formed, are backed by adequate legislation under the Labour Law. Apart from attending committee meetings, the CBVT engineers have assisted, when required, in conducting a number of courses in industry. Initial experience has indicated a need to revise the working procedures of the committees to ensure effective co-ordination and supervision; proposals to this end have been submitted for consideration by the Board of Administration of the Workers' Establishment.

58. The main difficulty facing the development of in-plant training and indeed all vocational training in Iraq is the acute shortage of the technical staff required to fully man the CBVT and to fill training posts in industry. Moreover, in the past industrial establishments were not provided with any financial assistance for training activities.

59. The need for financial assistance has now been recognised and the Ministry of Industry has made substantial allocations to ten establishments and companies to enable them to provide facilities for their own in-plant training schemes, organised with guidance from the CBVT. At the suggestion of the project staff, the Workers' Establishment has nominated three of the ten plants concerned to receive special attention in setting up pilot training schemes. Future development of the programme as a whole will largely depend on the availability of training officers and instructor personnel; the training of these forms another activity of the project, as described earlier in this report.

Official and public relations

60. The work accomplished in both of the foregoing project components has benefited from the close and cordial relationships that have been maintained between the international expert team and their national counterparts. There has also been full support for the project in higher government circles. The Minister of Labour and Social Affairs and the chairman of the tripartite Board of Administration of the Workers' Establishment (who is also president of the General Federation of Trade Unions in Iraq) have taken a keen personel interest in the development of all the training programmes, while substantial backing for the in-plant schemes has come from the Minister of Industry.

61. Public relations have been fostered by newspaper, radio and television features covering important occasions, especially those involving government and other dignitaries. Although this publicity has naturally tended to focus on the new VTC at Waziriyah, it has served to bring to notice all the activities of the project.

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[1] Occupational standards, trade tests and certification programmes are being developed by the project and progress has been reported separately - see paragraph 6.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

62. The planned activities of the current phase of project activities relating to the training of supervisors, instructors and foremen, and of the development of in-plant training have proved to be well conceived. These associated activities are supported by a soundly organised institutional structure and backed by appropriate legislation under the Labour Law promulgated on 1 January 1971.

63. Human resources needed to fulfil the requirements of the project work plan have been limited by the general shortage of qualified engineers, university graduates and others with industrial knowledge and experience. This made it difficult for the Government to recruit sufficient national staff of the required calibre for the [illegible] - which has been heavily committed in conducting training at the pilot [illegible] at Amiriyah since it opened in June 1974. It is hoped that the action now taken to bring the salaries of CBVT officials more into line with those enjoyed by incumbents of equivalent posts in industry will lead to some improvement in the situation and thus permit the desired reorganisation of the Centre on the lines already proposed by the project manager and accepted by the Government.

64. The development of in-plant training schemes will largely depend on the [illegible] under the Government's national vocational training programme, of the training officers and instructional staff required to fill the training posts in industrial establishments. The substantial budgetary allocations now authorised for establishments and companies to finance their own training schemes should serve to [illegible] the appointment of such staff and to encourage the provision of the necessary technical facilities.

65. While the progress achieved to date in developing the project activities [illegible] in this report can only be regarded as modest, a firm base for their future consolidation has been established and there is cause for confidence regarding the eventual outcome. However, certain aspects require further [illegible] during the remaining period of project operations and the following recommendations concerning them are submitted in the belief that their implementation will improve the effectiveness and ensure the viability of the [illegible] training programme.

Recommendations

Manpower and training officers

66. The assessment on a continuous basis of the country's over-all manpower [illegible] and the determination of skill requirements and vocational training needs at national level were referred to in previous project operations, as described in an earlier technical report mentioned in paragraph 6. Experience has indicated a requirement for similar functions to be undertaken at plant level, in order to determine the particular local training needs and initiate measures to meet them - and also to contribute the necessary information on manpower and training which will enable the national plans to be formulated. Consequently, it is recommended that a manpower and training officer be appointed by each establishment and company, with responsibilities depending on the number of employees; for a large concern with a work force of some hundreds, the responsibilities might merit a full-time post of director of manpower and training, whereas in a plant with a small number of workers the post could conveniently combine other duties, such as that of safety officer. It is further recommended that a programme of training for the officials appointed should commence as soon as possible, with an introductory course in vocational training planning.

In-plant training facilities

67. Pending the establishment of facilities specifically for in-plant training and review of the current need for skill improvement, it is recommended that, where an establishment or company is operating a plant on a one-shift basis, the production facilities should be used as far as possible during overtime hours for training purposes, suitable engineers and foremen being trained as part-time training officers and instructors. It is considered that this temporary measure would provide a valuable initial impetus to in-plant training.

On-the-job-training

68. Much skill improvement can be achieved through on-the-job training conducted at the workplace by shop-floor supervisors. A short course to provide industry-based officials with the knowledge to train such supervisory personnel in on-the-job instructional techniques has already been given, following a pilot course for CBVT engineers. It is recommended that courses on these lines for on-the-job instructor trainers should continue until an adequate number of qualified instructional personnel become available from the national instructor training programme.

Instructor training

69. An adequate supply of trained instructors is crucial to the success of the national vocational training programme which involves the establishment of five centres with IBRD assistance, as well as numerous in-plant training schemes. Pending the establishment of a national instructor training institute proposed for the future, it is recommended that utilisation of the facilities of the new VTC at Jazirivah be increased for this purpose by confining entry-worker training to a morning shift and devoting the afternoon shift to instructor training and upgrading courses.

CBVT staff resources

70. The foregoing recommendations, if adopted, will impose a further strain on the limited staff resources of the CBVT. It is further recommended, therefore, that a determined effort be made to secure additional senior engineers and necessary supporting personnel for the CBVT, in order to establish separate sections covering the development of in-plant training and training of instructors (including foremen and others with instructional duties) and CBVT engineers responsible for conducting the different programmes.

ANNEX I

EXTRACTS FROM PHASE II PROJECT WORK PLAN

1. To train CBVT and industry-based training officers and instructors, foremen and supervisors. This will include the following:

(a) training of 30 training officers attached to the CBVT, as well as 60 industry-based training officers (through 3-6 week seminars) - CBVT, Baghdad. Programmes of training have been prepared during Phase I;

(b) defining industry requirement in specialisations and levels for foremen and supervisors - Baghdad and Mosul;

(c) training of instructors and industry-based foremen and supervisors - Baghdad, Mosul and Basrah - including:

(i) setting up programmes for the various courses required;

(ii) training of 100 instructors required for the CBVT's Centre, as well as for industry, through 3-6 month courses according to the level and previous experience of the trainees (programmes of training have been partly prepared during Phase I);

(iii) training of 200 industry-based foremen and supervisors (capacity, 40 trainees per course);

(iv) organising and running the courses.

2. To promote and implement industrial training by assistance to employers in establishing their own training schemes, including institutional and in-plant training at all levels. This will include the following assistance which will be given through the five-member committees attached to each organisation according to the Labour Law:

(a) to provide the organisations with training programmes and curricula;

(b) to provide technical assistance for the setting up of training bays or centres, including the selection and layout of machines, equipment and tools;

(c) to follow up training activities.

3. The various industrial organisations scheduled to organise their own training are:

(a) Passenger Transport Organisation - Baghdad (partly done in Phase I);

(b) State Organisation for Chemical and Food Industries - Baghdad, Basrah, Mosul and Kerbala;

(c) State Organisation for Spinning and Weaving - Mosul, Baghdad, Hilla and Kut;

(d) State Organisation for Engineering Industry - Baghdad and Basrah;

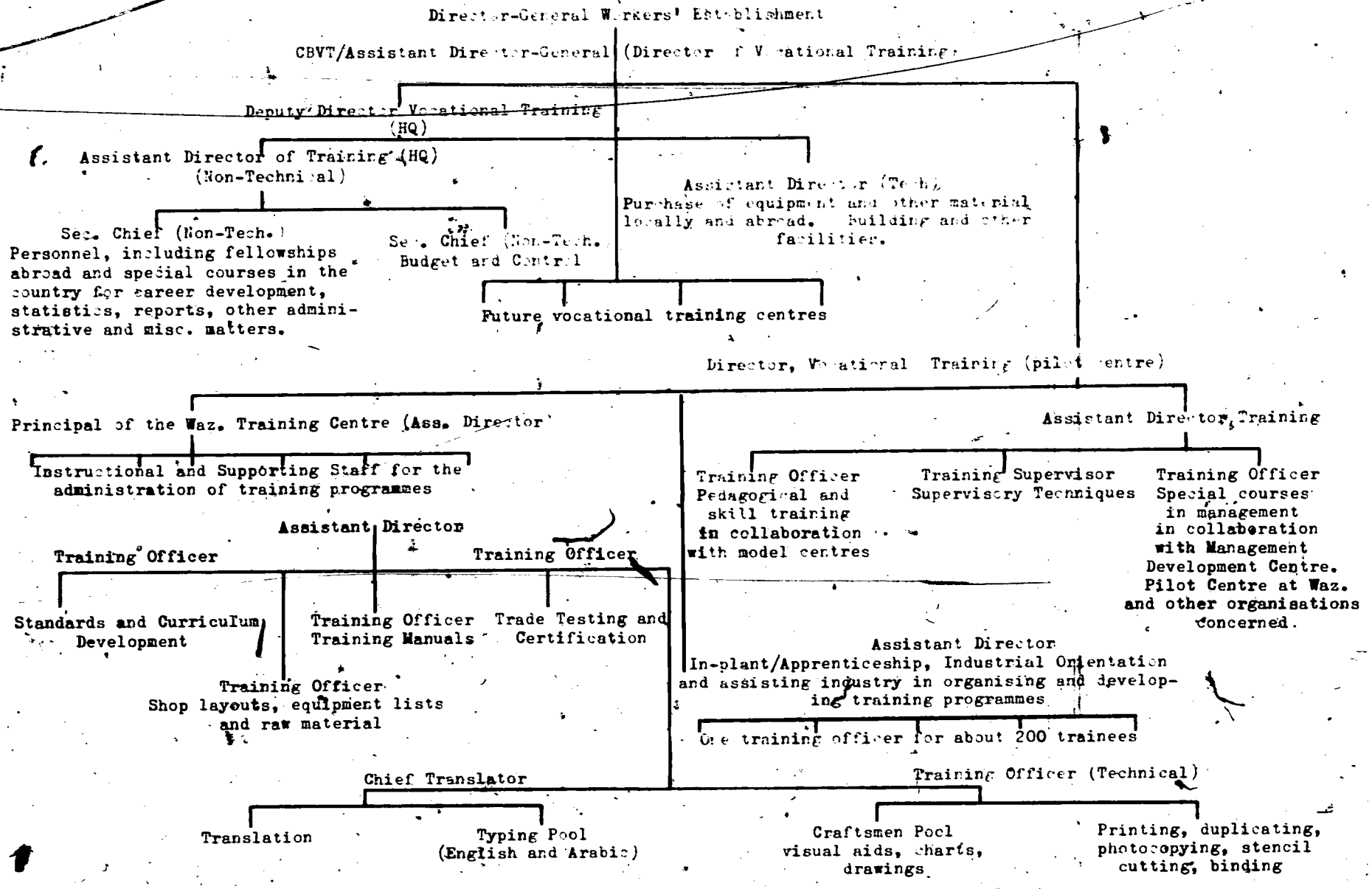
(e) Basrah Dockyard - Basrah;

(f) Other Organisations - as required.

ANNEX II

PRESENT ORGANIZATION CHART - CBVT

PROPOSED ORGANIZATIONAL CHART - CBVT



ANNEX IV

EXPERT MANNING TABLE

	Post	Plan[1] Mths	Name	Joined
1.	Project Manager	30	G. Hammoud (Leb)	01.12.72 (to 31.12.71)
			S. Abdulqadir (Ind)	01.11.73
2.	Trg Offr, Instructor + Foreman Trg	30	J. Moran (UK)	12.01.74
3.	Voc Trg Planning	18	M. Aldelmalek (Egy)	01.11.72[2] (to 31.12.73)
4.	Trade Tests + Certn	24	G. Tawney (Ind)	19.01.73
5.	Engg Industry Trg	18	A. Sharnawi (Egy)	01.01.73[2] (to 31.12.73)
			S. Rozpedek (Pol)	02.10.74
6.	Textile Industry	18	Post now deleted	-
7.	Electric Pwr Industry	18	A. Krvtsov (USSR)	01.01.74[3]
8.	Automotive Trade	18	A. Kalinic (Yug)	01.11.73
9.	Air Conditioning	18	J. Pott (UK)	01.04.74[3]
10.	Voc Rehabilitation	6	[illegible] (Can)	03.07.73
11.	Consultants	6	As required (various)	-

[1] Allocation per project document, subsequently amended. The mid-term review and tripartite review missions recommended, however, that experts in posts 4, [illegible], 7 and 8 should serve until 31.10.75.

[2] Tenure not completed (less 4 mths on post 3 and 12 mths on post 5) due to lack of agreement of Egyptian Government.

[3] Will require extension to 31.12.75 if posts are to be filled for the planned duration.

LIST OF TRAINING MODULES

Each module consists of a period of 12 hours instruction including practice in the skills where applicable, with the exception of module 4 which can vary from 12 hours to 48 hours depending on the job and module 12 which is 24 hours. Modules 1-5 and 12 have been prepared in English including instruction plans and aids. The remaining modules are in the course of preparation.

Module	Title	Topics
1	Analytical Training Techniques	Job, Tasks Skills, Knowledge and Faults Analysis
2	Knowledge and Skills of an Instructor	Curriculum Building, Training Objectives, Learning Theory, Motivation, Discipline, Instructional Aids and Effective Speaking
3	Methods and Techniques of Instruction	Principles of Instruction, Techniques, Methods, Types of Lesson, Preparation, Presentation, Assessment
4	Instructional Practice	Classroom and Workshop Management, Practical Application in Classroom Teaching and Workshop Instruction
5	Skills and Knowledge Testing	Test Functions, Types, Written Tests, Performance Tests, Skill Tests and Rating
6	Administration of Training	Programming, Timetabling, Courses, Evaluation, Records, Manuals and Programmed Instruction
7	Communication	Meetings, Chairmanship, Report Writing, Interview and Selection, Safety, Job Relations
8	Training Needs Assessment	Function of Training Officer, Organisation, Manpower Planning, Assessing Needs, Case Studies in Assessment
9	Work Analysis	Work Study, Method Study, Critical Path Planning
10	Training Programmes	Craft, Operator, Technician, Technologist, Clerical and Administrative, Foreman and Supervisory, Management
11	Training Officer Relationships	Industrial Relations, Unions, Employers Federations, Education and Training Systems, Safety
12	On-the-Job Instructor Training	Task Breakdown, Instructing, Objectives, Learning, Safety, Lesson Planning, Questioning, Instructional Practice
13	Training Centres	Layout, Equipment and Materials, Staffing Organisation, Administration, Safety

PLANNED COURSE PROGRAMME
(indicating modules)

1. CBYT Training Officers

   Modules 1-12 with 12-24 hours on Module 4

2. Industry-based Training Officers

   Modules 1-11 with 12 hours on Module 4 on first course to be followed at a later date with Module 12 if required

3. Part-time Training Officers

   Modules 1-6 with 12 hours on Module 4

4. Institutional Instructors

   Modules 1-6 with 48 hours on Module 4

5. Part-time Instructor

   Module 2, 3, 4 and 5 with 36 hours on Module 4

6. On-the-Job Instructor Trainers

   Module 12

7. Training Centre Directors

   Modules 1-7 (with 24 hours on Module 4) and Module 13

INSTRUCTOR COURSE SYLLABUS

Basic Course (6 weeks) Fitting, Machine, Sheet Metal and Welding with related subjects: Technology, Shop Calculations and Drawing.

Practical Training	12 hrs/week
Technology	3 hrs/week
Shop Calculations	5 hrs/week
Drawing	4 hrs/week

Specialist Course (20 weeks) Practical Training, Technology and Calculations, and Drawing. The course was split into the specialist groups, Automotive, Machinist/Fitter, Electrical and Welding.

Practical Training	12 hrs/week
Technology and Calculations	3 hrs/week
Drawing	3 hrs/week
Theory and Practice of Instruction	6 hrs/week

The topics covered in Theory and Practice of Instruction were:

Analysis, Techniques and Methods of Instruction, Classroom and Workshop Teaching, Theory of Learning, Testing, Instructional Aids, Training Records, Training Manuals, Management of Workshop and Classroom, Safety.

All instruction was under the guidance of a Project Expert, the Theory Lessons were given by CBVT Engineers and the Practical Instruction by Instructors of the Secondary Industrial School.

ON-THE-JOB INSTRUCTOR TRAINER COURSE SYLLABUS

Day 1.

8.00 — **Introduction**

The aims and details of the course explained.

8.30 — **Breaking Down a Task**

How to break down a task into simple steps.

9.45

Break for tea and general discussion.

10.00 — **Successful Instruction**

The principles of successful instruction are explained.

11.00 — **Setting Objectives**

Setting objectives which will show whether instruction has been achieved.

12.00

Day 2.

8.00 — **Task Breakdown and Demonstration Lesson**

Course members practise breakdowns and see them used for demonstration lessons.

9.45

Break for tea and general discussion.

10.00 — **Preparing Lesson Plans**

Course members use a breakdown to prepare a lesson plan.

10.30 — **Using and Answering Questions**

How to use and answer questions during instruction.

11.00 — **Preparing for Instruction**

Course members prepare to instruct selected trainees.

12.00

Day 3.

8.00 — Safety

On-the-job safety discussion and points to look for in making and keeping the job safe.

8.45 — Practice Instruction

Course members give a ten minute practical instruction to a selected trainee while fellow course members criticise constructively.

9.45 — Break for tea and general discussion.

10.00 — Practice Instruction (Continued)

12.00

Day 4.

8.00 — Preparing for Practice Instruction

Course members select another task and prepare a twenty minute practical instruction.

9.00 — Practice Instruction

Course members give a twenty minute practical instruction to selected trainees while fellow course members criticise constructively.

Break for tea and general discussion.

2.00 — Practice Instruction (Continued)

1.00

Day

8.00 — Aids to Instruction

A short discussion regarding aids which might be used for on-the-job or classroom instruction.

8.45 — Preparing Lesson Plans

Course members prepare a lesson plan for a twenty minute classroom lesson in their own speciality to be given to course members.

9.45 — Break for tea and general discussion.

10.00 — Practice Lessons

Course members give prepared classroom lessons.

12.00

Day 6.

8.00 — Practice Lessons

Course members give prepared classroom lessons.

9.45 — Break for tea and general discussion.

10.00 — Practice Lessons (Continued)

11.00 — Course Review

12.00

ANNEX IX

ESTABLISHMENTS WITH PLANT TRAINING COMMITTEES

1. Engineering Industry Organisation
2. Textile Organisation
3. Doura Oil Refinery
4. Electrical Industries Company
5. Construction Establishment
6. Chemical Industry Establishment
7. Post and Telegraphs Establishment
8. Passenger Transport Authority
9. Petroleum Products Distribution Company
10. Water Supply Company
11. Basrah Port Authority
12. Railways Company
13. Seeds Company
14. Medical City
15. Agriculture and Reservoirs Establishments
16. State Medicine Company
17. Drainage Company

ACCESSION NUMBER: VT102713

PUBLICATION DATE: 30JUL75

TITLE: PROJECT HOPE: A PLAN FOR THE RESEARCH, DEVELOPMENT AND IMPLEMENTATION OF A COMPREHENSIVE HEALTH OCCUPATIONS EDUCATION PROGRAM. FINAL REPORT.

DESCRIPTOR: *HEALTH OCCUPATIONS EDUCATION; OCCUPATIONAL INFORMATION; STATE PROGRAMS; ARTICULATION (PROGRAM); *INSERVICE TEACHER EDUCATION; *TASK ANALYSIS; *VOCATIONAL EDUCATION TEACHERS; *PERFORMANCE BASED EDUCATION; SECONDARY EDUCATION; POST SECONDARY EDUCATION; ADVISORY COMMITTEES; QUESTIONNAIRES; TEACHER WORKSHOPS

IDENTIFIER: *INDIANA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 696P.

ABSTRACT: THE OBJECTIVES OF THE PROJECT IN THIS REPORT WERE TO DEVELOP AN INSERVICE PROGRAM TO MEET PROFESSIONAL DEVELOPMENT NEEDS OF HEALTH OCCUPATIONS INSTRUCTORS, A COMPETENCY-BASED TEACHER TRAINING PROGRAM FOR FUTURE HEALTH OCCUPATIONS TEACHERS, AND A PERFORMANCE-BASED STUDENT TRAINING PROGRAM FOR HEALTH OCCUPATIONS STUDENTS. THREE CHAIRMEN FOR EACH PROJECT COMPONENT AND A GENERAL ADVISORY COMMITTEE WERE SELECTED. A QUESTIONNAIRE WAS DESIGNED AND REGIONAL WORKSHOPS WERE CONDUCTED TO DETERMINE SPECIFIC AREAS OF HEALTH OCCUPATIONS TEACHER'S PROFESSIONAL NEEDS. THE COMPETENCY-BASED TEACHER TRAINING COMMITTEE DEVELOPED A LIST OF JOB TASKS AND SENT QUESTIONNAIRES TO APPROXIMATELY 850 HEALTH OCCUPATIONS TEACHERS AND SUPERVISORS REPRESENTING A SAMPLING OF HEALTH FIELDS, GEOGRAPHIC LOCATIONS, INSTITUTION TYPES, AND EXPERIENCE. JOB TITLES FOR 87 HEALTH OCCUPATIONS WERE IDENTIFIED THROUGH AN AMERICAN MEDICAL ASSOCIATION STUDY AND A TASK INVENTORY SURVEY VERIFIED BY JOB INCUMBENTS. A LIST OF 320 TEACHER TRAINING TASKS WAS DEVELOPED, WITH PRIORITIES INDICATED. THE STUDENT-BASED CURRICULUM ALSO SERVE AS AN ADMINISTRATIVE GUIDE FOR GROUPING STUDENTS INTO CLASSES OR PROGRAMS. MOST OF THE DOCUMENT CONSISTS OF THE APPENDIXES FOR EACH OF THE THREE PROJECT COMPONENTS, GIVING ADVISORY COMMITTEE DATA, THE QUESTIONNAIRES, INSERVICE WORKSHOP INFORMATION, TASK LIST MODEL, AND THE JOB TITLES. (AUTHOR/MF)

INSTITUTION NAME: NEW CASTLE COMMUNITY SCHOOL CORP., IND.

SPONSORING AGENCY NAME: INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102713

FINAL REPORT

PROJECT HOPE

A Plan for the Research, Development and Implementation of a Comprehensive Health Occupations Education Program

Beverly Hankenhoff, Project Director
Shirley Smalley, Professional Needs Chairman
James Richmann, Competency-Based Teacher Training Chairman
Bill West, Performance Based Student Training Chairman

Project No. - 40-74-D-5

New Castle Community School Corporation

New Castle, Indiana

July 30, 1975

State Board of
Vocational and Technical Education
Department of Public Instruction
Division of Vocational Education
State of Indiana

VT 102 713

INFORMATION SHEET

A. Kind of Project: (check one)

1	____	Experimental	4	____	Demonstration
2	____	Developmental	5	____	Evaluative
3	____	Pilot	6	X	Exemplary

B. Population

TYPE		Numbers
A	Disadvantaged	A ____
B	Handicapped	B ____
C	Migrant	C ____
D	Minority	D ____
E	Combination of the above	E X
F	Other _____	F ____

GROUP

1	Pre-school	1	____
2	Elementary	2	____
3	Junior High School	3	____
4	Middle School	4	____
5	Senior High School	5	____
6	Post Secondary	6	____
7	Adult	7	____
8	University	8	____
9	Employer	9	____
10	Employee	10	____
11	Citizens	11	____
12	Parents	12	____
13	Combination of the above 5 thru 13	13	X

LOCALITY (check the one which encompasses the locality involved)

a	National	a	____
b	State	b	X
c	Region	c	____
d	District	d	____
e	County	e	____
f	Area	f	____
g	Community	g	____
h	School Corporation (LEA)	h	____

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- A.3 Regional Workshop Information and Participants
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- C.7 New Synthesized Questionnaire
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III. STATEMENT OF PROBLEM

This project intends to develop a long-range planning and management system for a comprehensive health occupations education program for the State of Indiana. The system will provide for (1) the professional development needs of current health occupations education instructors, (2) a competency-based teacher training program, and (3) a performance based student training program.

The articulation of these three components into a manageable system capable of self-monitoring and change is the major thrust of this project.

IV. PRIORITY AREA

The health occupations field which provides jobs for some 4.5 million people across the United States and for 81 thousand in Indiana is experiencing the greatest growth and dynamic change of any industry in the nation. Health occupations education is the youngest of the vocational disciplines, and the foremost priorities in the maturing of this area are the development of (1) professional needs and competencies of current health occupations education instructors, (2) identification of the competencies needed when training health occupations teachers, and (3) an articulated curriculum for student training.

V. STRATEGIES

The initial steps taken after the funding of the project were the selection of three working chairmen for each component of the project and a general advisory committee with the project director as chairman to review and evaluate the work of the committees. (See Appendix D. 1)

The strategies of each committee will be reported separately and in the sequence the committees are listed in the project.

A. Professional Development Needs

1. A preliminary questionnaire to determine health occupations educators professional needs was sent to all secondary health occupations educators in March 1974.
2. Following the funding of Project HOPE, a Professional Development Advisory Committee was selected with Shirley Smalley as working chairman. (See Appendix A. 1)
3. A questionnaire was designed to determine specific areas of professional needs and was mailed to 250 health occupations educators, including secondary, post-secondary, public and private sectors of health occupations educators as well as administrators. (See Appendix A. 2)
4. Five regional workshops were conducted to determine the needs assessment of practicing health occupations educators. (See Appendix A. 3)
5. The Professional Development Committee prepared the professional needs assessments based on the workshop data and made recommendations to the Project HOPE General Advisory Committee. (See Appendix A. 4)
6. The chairman contacted the four university vocational teacher-trainer coordinators individually to present the recommendations and to discuss the possible organization of a consortium to provide a statewide in-service program to meet the professional needs of the health occupations educators.
7. The committee proposed the format for the three in-service workshops based on the needs of the educators. The universities were asked to review the format and grant vocational clock hours and/or college credit for the courses. Continuing education units in nursing were also requested for the workshops.

8. The workshop plans were finalized and 650 health occupations educators were mailed notices of the workshops. The mailing consisted of people from allied health, practical nursing, associate degree nursing, dental auxillary, high school health occupations education, and in-service hospital education. (See Appendix A. 5)

9. The first two workshops were completed prior to the end of the first year of the project. (See Appendix A. 6).

B. Competency-Based Teacher Training

1. A Competency-Based Teacher Training Advisory Committee selected with James Richmann as working chairman. (See Appendix B. 1)

2. A draft list of teacher job tasks was assembled describing at the lowest practical level all of the functions of health occupations educators. Resource materials used in assembling this list included all known references at the time, (See Appendix B. 2)

3. A "competency" model was developed to organize and structure the list of job tasks. Competencies identified were operationally defined in terms of groupings of job tasks. (See Appendix B. 3)

4. All members of the advisory committee were asked to comment and correct the draft list of job tasks and competencies in order to validate the list.

5. In group session, the advisory committee discussed the comments received; revised the draft list; and all members were again asked to individually comment or correct the list. Of particular concern was the identification of job tasks performed uniquely by health occupations educators as opposed to vocational educators in general. The advisory committee was able to identify many such job tasks not available in any published sources. (See Appendix B. 4)

6. A questionnaire was developed to measure the four criteria specified by the committee for each of the job tasks. The questionnaire validated on a small sample and a computer program was written to analyze the returned data. The questionnaire was sent to approximately 850 health occupations educators and supervisors of educators representing a complete sampling of health care fields, geographic locations, institution types, and experience in health occupations education. (See Appendix B. 5)

7. The data from the questionnaires is now being analyzed and computed. The results will be used to prepare a report listing the priorities for the education of future health occupations teachers at the entry level.

C. Performance Based Student Training

1. An advisory committee composed of practitioners and educators from many areas of health occupations was appointed with Bill West as chairman. This committee was convened at the outset, and the entire project was presented. Suggestions of this committee were received for consideration by the Working Committee. (See Appendix C. 1)
2. A questionnaire was distributed to health occupations teachers and volunteers were recruited to comprise the Performance Based Student Training Working Committee. (See Appendix C. 2)
3. Various clustering schemes were studied in an effort to synthesize a framework on which to structure curriculum for health occupations training. A seven-dimensional matrix was finally developed around the seven criteria. The curriculum framework provides for:
    1. Administrative flexibility, feasibility, and viability.
    2. Open-endedness so that new or emerging occupations might be added.
    3. Grouping of job titles by function and skills required.
    4. Grouping of job titles by locus of performance.
    5. Task identification by job title.
    6. Core competency identification.

    (See Appendix C. 3)
4. Eighty-seven specific job titles in the health occupations field were identified through a study conducted by the American Medical Association. (See Appendix C. 4) A task inventory survey procedure was then designed to verify task inventories and to collect additional tasks performed by job incumbents who comprised the responding sample.

5. A search was made for task inventories corresponding to these 87 job titles. As expected these inventories were not available. Task inventories from UCLA Allied Health Professions Project, Indiana School of Practical Nursing, and a Purdue study of tasks performed by veterinarians were synthesized into a series of task inventory questionnaires. These questionnaires were constructed to be relatively small so that responses might be more easily obtained. (See Appendix C. 5) A list of prospective respondees from a wide cross section of the allied health field was submitted. (See Appendix C. 6)

VI. ANALYSIS

A. Professional Development Needs

The same workshop format was used in the five regional workshops so the committee had a basis for comparison of the finding to determine the needs. A broad section of personnel participated in the workshops. (See Appendix A. 6)

The in-service workshop topics were identified by the needs assessment and the evaluations of the workshop participants were used to determine the effectiveness of the cooperative effort among the universities and Project HOPE.

B. Competency Based Teacher Training

In terms of the experimental population, an attempt was made to identify and question all health occupations educators in Indiana. Also, about 400 health occupations educators from Ohio were sent questionnaires. In analyzing the results of the questionnaires, the computer program calculates a Z score for each questionnaire item and computes an average Z score for each item across all questionnaires. This approach adjusts for the differences in the way respondents marked the relative scale on the questionnaire and serves to identify significant trends in priorities among the job tasks.

C. Performance Based Student Training

For analysis purposes, a single questionnaire was synthesized from the ten questionnaires sent to respondees in the patient care services sub cluster and a single questionnaire was synthesized from the two sent to respondees in the medical and clerical service sub cluster. (See Appendix C. 7) The two questionnaires sent to respondees in the dental and animal care sub clusters were analyzed as sent. The data was then submitted to a computer for summation. The data received from the task inventory was analyzed by computer and the tasks sorted by job title; sub category, where appropriate; category; and sub cluster. This yielded a common core of tasks by sub category, category, and sub cluster. A final hand sort of tasks yielded a health occupations education common core of tasks. (See Appendix C. 8)

VII. FINDINGS

A. Professional Development Needs

Current professional health occupations educators developed a professional needs assessment list from which in-service workshops were designed. University teacher-trainer coordinators and the Continuing Education Nursing Board were responsive to the in-service workshops and appear interested in a cooperative effort to structure a statewide in-service plan for health occupations educators. Indiana State University and Ball State University granted vocational clock hours and/or college credit and the Board for Continuing Education of Nursing approved continuing education units for the in-service workshops.

B. Competency Based Teacher Training

A list of 320 job tasks organized by competency and competency area was developed with priorities indicated.

C. Performance Based Student Training

The findings are presented in the form of task inventories by job title and an inventory of common tasks by sub cluster, category, and sub category.

VIII. EVALUATION

Throughout the project period evaluations were made of the activities and plans of each of the components. Each advisory committee first reviewed the planned work of the chairman and made recommendations and then evaluated the finished or anticipated product.

In addition to the work and evaluation of each advisory committee, the General Advisory Committee met regularly with all committee chairmen and the project director and reviewed plans, reports, and made recommendations. The General Advisory Committee also evaluated each part of the project and approved the final report. (See Appendix D. 2)

In addition, all workshops were evaluated by the workshop participants. (See Appendix A. 6)

IX. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions:

1. Health occupations educators want the state universities to establish a relevant cooperative state wide in-service plan.
2. Practicing health occupations educators want to provide input data for the universities that could be helpful in designing a program.
3. The state universities appear willing to structure a state wide in-service plan, such as a consortium, for health occupations educators.
4. A list of health occupations educators job tasks and competencies have been developed. This list should be of benefit for teacher educators.
5. When the data from the health occupations educators has been compiled, the priority areas of the job tasks will be identified.
6. Health occupations educators in Indiana now have available the raw material (the task statements by job title) with which to develop a performance based curriculum. The matrix dimensions might also serve as an administrative guide for grouping students into classes, courses, or curricular programs. It might also be possible to arrange career ladders within and between sub clusters.

B. Recommendations:

1. Project HOPE should continue to work with the vocational teacher-trainer coordinators at the four state universities to establish a consortium to deal with health occupations education.
2. A university consortium should be encouraged to identify the existing health occupations programs at the individual universities and to establish an acceptance and approval of area majors within the consortium.
3. A professional education block of courses outlined in revised Bulletin 400 for health occupations teacher certification should be developed to meet the current needs of teachers in the field and these needs should be periodically reassessed.
4. Project HOPE may be used as the instrument to collect data concerning needs assessment for health occupations educators.
5. Licensing requirements of various health occupations educators should be considered and appropriate steps taken to design interlocking and career ladder programs.
6. The identified health occupations educator competencies should be used to design a program to educate future health occupations educators.
7. Priorities of identified health occupation educator competencies should have task analysis and test construction developed to serve as a basis or guideline for development of other priorities.
8. Using the task statements by job titles a performance based curriculum should be developed.
9. Performance objectives, criterion referenced tests, and instructional materials should be developed based upon the task statements.
10. In order to assist with a continuation of the Project HOPE recommendations, an information services section should be added to the activities. This section would develop a resource syllabus on materials including as many areas as possible.

APPENDIX A.1

ADVISORY COMMITTEE GENERAL INFORMATION

Advisory Committee Professional Development

1. Mrs. Shirley Smalley
   New Castle Community Schools
   801 Parkview Drive
   New Castle, IN 47362

2. Dorothy Hopp
   President, HOPE
   Calumet High School
   3900 Calhoun
   Gary, IN 46403

HOPE District Coordinators (teachers from field)

3. Robert Wright
   J. Everett Light Career Center
   1605 East 86th
   Indianapolis, IN 46240

4. Doris Martin
   Ft. Wayne Regional Voc. Center
   Div. of Voc. & Cont. Education
   1200 So. Barr
   Ft. Wayne, IN 46802

5. Hilda Higgs
   School of Health Occupations
   North Annex
   1900 Stringtown Road
   Evansville, IN 47711

6. Marilyn Waltz
   Southeastern Indiana Voc. School
   Box 156
   Versailles, IN 47042

7. Jean E. Schwear
   Professor of Nursing
   Director, Division of Continuing Education
   Indiana University, School of Nursing
   IUPUI
   1100 West Michigan Street
   Indianapolis, IN 46202

8. Meredith L. Thompson
   Columbus Area Vocational Program
   2650 Fern Avenue
   Columbus, IN 47201

9. Mary Hume
   Indiana Vocational Technical College
   5221 Ivy Tech Drive
   P. O. Box 1763
   Indianapolis, IN 46206

Ex-officio:

Dr. Mary Janet Penrod
Coordinator of Professional Development
Indiana Division of Voca. Education
Department of Public Instruction
Blue Cross - Blue Shield Building
120 West Market
16th. Floor
Indianapolis, IN 46204

Beverly Hankenhoff
New Castle Community Schools
801 Parkview Drive
New Castle, IN 47362

Mary Holstein
Div. of Vocational Education
120 W. Market St., 16th. Floor
Indianapolis, IN 46204

September 6, 1974

Ms. Dorothy Hepp
President, HOPE
Calumet High School
3500 Calhoun
Gary, IN 46408

Dear Ms. Hepp:

In July, the State Board of Vocational and Technical Education funded a project entitled "Project HOPE: A Plan for the Research, Development and Implementation of a Comprehensive Health Occupations Education Program". A copy of this project is enclosed. As you can see, the project is divided into three components: Professional Development, Competency Based Teacher Training Program, and Performance Based Student Training Program. Each of these programs is chaired by a working chairman and composed of interested experts in the field of health occupations.

The chairman for the Professional Development Committee is:

Mrs. Shirley Smalley
Teacher-Coordinator
New Castle Area Vocational School
801 Parkview Drive
New Castle, IN 47362

For this committee to be successful, a well informed, professional group is needed to serve on the committee. As you are recognized for your expertise in the field of health occupations education, we are asking you to serve on this important committee. In addition to the copy of the project, you will find a list of the duties of the Professional Development Committee, and a post card enclosed with this letter. This committee will meet only four times this year.

Please respond with an affirmative answer on the post card and plan to attend the first meeting which will be September 14, at 10:00 a.m. at J. Everett Light Career Center, Indianapolis. Your advise is needed to help determine what current needs should be given priority in developing Indiana's health occupations education.

Sincerely,

Beverly Hankenhoff (Mrs.)
Project Director

BH/bl
Enclosures (3)

Duties of Professional Development Committee

1. Develop a plan that will enable the committee chairman to conduct five regional workshops to determine the current and long-range needs for professional development of health occupations instructors. The plan should include:

    a. Information needed before workshop

    b. Techniques and materials to be used at the workshop (survey, small group discussion, etc.)

    c. Time, date, and location of workshops

    d. Method for evaluation workshop input and output

    e. Method for making recommendations to State Board of Vocational and Technical Education input

2. Refine and summarize the findings from Professional Development workshops and then submit recommendations to HOPE, Inc.

3. Monitor the progress of the universities as they structure Professional Development (in-service) programs so it will be ready for field testing.

4. Submit findings and outcomes from the field-testing in-service programs to HOPE, Inc. and State Board.

Time Line

August 23		Meet Professional Development Committee District coordinator should supply needed names list from Mary Last week in August (Friday, Saturday)
September	1st week	Conduct two workshops (Friday, Saturday)
	2nd week	Conduct three workshops (Thursday, Friday, Saturday) Workshops will include: 1. All HO teachers in area (high school) 2. All IVT HO instructors in area 3. All vocational directors in area 4. All manpower or allied health people in area
	3rd week	Meet Professional Development Committee Summarize workshop findings Recommendations for current needed Professional Development reported to HOPE, Inc. (Saturday)
	4th week	HOPE, Inc. Meeting Review recommendations of Professional Development Committee Contact University to structure appropriate programs for in-service (could run into October 2 week) (Penrod)
December	1st week or 2nd week	Professional Development Committee Meeting Check on development of University program Progress report Develop in-service workshop
January and May		Field test University program (2nd workshops) Have one member check each area
June	1st week	Professional Development Committee Meeting Develop report on findings of field test to present to HOPE, Inc.
June 15, 1975		Submit report

Workshop Structure

I. Summary of survey
II. Order of preference
III. Small group discussion on areas of priority listing details
IV. List further recommendations
(Technique -- Have materials for top priorities, give materials away)
V. Ask whether 2nd in-service should be one or two days

Project HOPE

Professional Development Committee Agenda
September 14, 1974

1. Project HOPE
   - A. Questions
2. Advisory Committee
   Committees: General Committee
   Professional Development Committee
   Performance-Based Student Training Committee
3. Duties of Professional Development Committee
   - A. Time Table
4. Workshops
   - A. Approval of Plan
   - B. Approval of Location
   - C. Approval of Summary
5. Questions, Recommendations, Comments
6. Travel Vouchers
7. Date of Next Meeting

Project HOPE
Professional Development Committee
Projected Workshop Locations

Place	Date	Time	Counties Involved
Ft. Wayne Regional Voc. Center Div. of Voc. and Cont. Education) So. Barr Ft. Wayne, IN 46802	September 28, 1974	9:00 a.m. to 4:00 p.m.	Adams Allen Blackford Dekalb Delaware Fayette Grant Henry Huntington Jay LaGrange Madison Miami Noble Randolph Rush Steuben Union Wabash Wayne Wells Whitley
Calumet High School 3900 Calhoun Gary, IN 46408	October 5, 1974	9:00 a.m.-4:00 p.m.	Fulton Jasper Kosciusko Lake LaPorte Marshall Newton Porter Pulaski Starke White
Carmel High School 520 E. Main Street Carmel, IN 46032	October 12, 1974	9:00 a.m.-4:00 p.m.	Boone Carroll Cass Clinton Hamilton Hancock Hendricks Johnson Marion Morgan Shelby Tipton Ward

	Date	Time	Counties Involved
...mes University ...nes, IN 47501	October 19, 1974	9:00 a.m.- 4:00 p.m.	Clay Daviess Denton Dubois Fountain Gibson Greene Knox Martin Montgomery Owen Parke Perry Pike Posey Putnam Spencer Sullivan Tippecanoe Vanderburg Vermillion Vigo Warren Warrick
IVTC 646 Franklin Street Columbus, IN 47201	October 26, 1974	9:00 a.m.- 4:00 p.m.	Bartholmew Brown Clark Crawford Dearborn Decatur Floyd Franklin Harrison Jackson Jefferson Jennings Lawrence Monroe Ohio Orange Ripley Scott Switzerland Washington

INFORMATION NEEDED:
- Room number in school
- Parking facilities
- Map
- Food service
- Provide coffee & rolls

Time Line

Sept. 3	Cite Dates & Locations of Workshops
Sept. 5	Mail all questionnaires & Prof. Dev. Comm. letters
Sept. 12	Due Back
Sept. 14	Professional Development Comm.
Sept. 15	Mail all information, pre-workshop
Sept. 20	1st. Workshop
Oct. 5	2nd. Workshop
Oct. 12	3rd. Workshop
Oct. 19	4th. Workshop
Oct. 26	5th. Workshop
Nov. 1	Summary to HOPE, Inc. & State
Nov. 15	Report to College Representative
March-May	5 workshops
May 31	Summary to HOPE, Inc. & State

Professional Develop[illegible]t Committee
October 31, 1974

AGENDA

I. Presentation of Workshop Findings
(See 2nd. page of Evaluation).

II. Presentation of outline to be followed for the summary report.

III. Professional Development group evaluation of workshop findings - Plus recommendations to be followed.

A. Instructor Training Course
B. Guidance Course
C. Professional Updating Course
D. Resource Development Course

IV. Group presentation of findings and recommendations to the whole committee.

V. Questions, comments, and recommendations.

VI. Date of next meeting.

PROJECT HOPE
Professional Development Committee
Minutes of October 31, 1974 Meeting
J. Everett Light Career Center
9:30 a.m. - 3:30 p.m.

Professional Development Committee present: Mrs. Mary Holstein, Mrs. Marilyn Waltz, Mrs. Doris Martin, Mrs. Dorothy Hepp, Mr. Meredith Thompson, and Mrs. Shirley Smalley, Chairman

Shirley Smalley opened the meeting with a general explanation of the Project. A summary of the activities of the Professional Development Committee was presented. Materials reviewed were:

1. Preliminary outline sent to all secondary personnel in Spring 1974
2. Presentation of Project HOPE by Project Director Beverly Hankenhoff to Health Occupations participates of IVA, Summer conference 1974
3. Returned questionnaires that were mailed to all Indiana Health Occupations educators
4. Professional Development workshop format used for five regional workshops.
5. Summaries prepared at each regional workshop
6. Evaluations of the five regional workshops

The Professional Development Committee formed working groups to summarize all the information received from the five workshop findings. A set pattern of analysis was adopted to yield comparable summaries. Mary Holstein, Shirley Smalley, and Meredith Thompson worked on the sections of professional updating and instructor training. Marilyn Waltz, Doris Martin, and Dorothy Hepp summarized the instructional resources and guidance sections.

Following lunch the Professional Development Committee met again as one committee to hear the individual summaries. The Professional Development Committee discussed the summaries. The group voted to have Shirley Smalley, Chairman, take the summaries and prepare an official report of the findings to be presented to the Executive Board of HOPE, Inc. and to the Indiana State Technical and Vocational Board. The committee is to be sent a copy of the final report for approval before the report is to be submitted to HOPE, Inc. and the state.

PROJECT HOPE

Professional Development Recommendations

Professional Development Committee
Shirley Smalley - Chairman

Dorothy Hepp
Robert Wright
Doris Martin
Hilda Higgs
Marilyn Waltz
Meredith Thompson
Mary Hume
Dr. Mary J. Penrod
Mary Holstein
Beverly Hankenhoff
Jean Schwoet

Project No. 40_74_D_5

New Castle Community School Corporation

New Castle, Indiana

November 1, 1974

State Board of Vocational and Technical Education
Department of Vocational Education
State of Indiana

2. INFORMATION SHEET

A. Kind of Project: (check one)

1 _____	Experimental	4 _____	Demonstration
2 _____	Developmental	5 _____	Evaluative
3 _____	Pilot	6 _____	Exemplary

B. Population

TYPE		Numbers
A	Disadvantaged	A _____
B	Handicapped	B _____
C	Migrant	C _____
D	Minority	D _____
E	Combination of the above	E _____
F	Other	F _____

GROUP		
1	Pre-school	1 _____
2	Elementary	2 _____
3	Junior High School	3 _____
4	Middle School	4 _____
5	Senior High School	5 _____
6	Post Secondary	6 _____
7	Adult	7 _____
8	University	8 _____
9	Employer	9 _____
10	Employee	10 _____
11	Citizens	11 _____
12	Parents	12 _____
13	Combination of the Above 5-13	13 _____

LOCALITY (check the one which encompasses the locality involved)

a	National	a _____
b	State	b _____
c	Region	c _____
d	District	d _____
e	County	e _____
f	Area	f _____
g	Community	g _____
h	School Corporation (LEA)	h _____

The purpose of the summary report is to communicate to HOPE, Inc. and State Board of Technical and Vocational Education the significant features of the Professional Development Workshops and to provide evidence of the partial completion of the funded committee. The highest professional standards of report writing should be maintained throughout. The report will be organized on the following basis.

I. Cover
II. Information Sheet
III. Statement of Problem
IV. Priority Area
V. Strategies
VI. Analysis
VII. Findings
VIII. Evaluation
IX. Conclusion & Recommendations
X. Financial Statement

The final report should be concise and contain essential information. It should not exceed ten pages. The materials resulting from the project will not be the same report as the concise final report. The material resulting from the Professional Development workshops will be listed in the final report in the appendix and on file in the Division.

Outline

I. Cover Page

A. See sample attached.

II. Information Sheet

A. See sample attached. This page should serve as a summary of the population involved in the project.

III. Statement of Problem

A. Briefly describe the problem to which the project was directed.

IV. Priority Area

A. Identify priority area(s) to which the project was directed. Provide rationale in support of the area(s).

V. Strategies

A. Describe the strategy or procedures used in the project to accomplish the objectives cited.

VI. Analysis

A. This section should describe how any research aspects were analyzed. It may describe experimental and control groups (if any), preparation of forms for data collection and analysis. Include significant information that might help the reader understand the design, procedures, and methods of data analysis.

VII. Findings

A. Much of the value of any good final report depends on how this section is organized and presented and how carefully the findings are described. For the more comprehensive reports, results and findings may be presented in several sections each with descriptive titles.

VIII. Evaluation

A. State techniques used in evaluating the project (both summative and formative). Describe findings of the evaluation.

IX. Conclusions and Recommendations

A. A section on conclusions is needed to complete a final report. It should outline what was or was not accomplished in the project. Recommendations, if any, may follow. They should be written clearly and should explain the possible uses to which the results are applicable, either for educational practices or further research. Investigators may want to suggest certain implications that could relate to new educational development or innovations.

PROFESSIONAL DEVELOPMENT COMMITTEE

January 18, 1975

J. Everett Light Career Center

AGENDA

I. Presentation of the Professional Development Committee report to be submitted to HOPE, Inc. and State Technical and Vocational office.

A. Comments

B. Suggestions

C. Acceptance

II. Presentation of second half of the Professional Development Committee responsibilities.

A. Comments

B. Suggestions

C. Questions

III. Date of next meeting.

PROJECT HOPE

Professional Development Committee
Minutes of January 18, 1975 Meeting
J. Everett Light Career Center

Professional Development Committee present: Mary Holstein, Bill West, Meredith Thompson, Doris Martin, Dorothy Hepp, Shirley Smalley, and Pat Helbing

The meeting was opened by the Chairman, Shirley Smalley. The minutes were read and approved. A summary of the activities of the Professional Development Committee was presented. The committee voted to accept the report with the following modifications.

Page 1 -	I	Statement of Problem - As submitted.
Page 2 -	II	Priority Area - clarification of wording - to be submitted for good language format.
Page 3 -	III	Okay as submitted.
Page 4 -		Okay as submitted.
Page 5 -	IV	Analysis. Add B - #4 - Administration (public & private).
Page 6 -	V	Typo graphical errors corrected.
Page 7 -		To be checked out for clarification.
Page 8 -		Typo graphical error - okay.
Page 9		Change to correct number.

The recommendations were followed and the final copy of the Professional Development Committee Assessment of Workshops was mailed to each Professional Development Committee member. The report was submitted by Project HOPE director, Beverly Hankenhoff.

The meeting was adjourned at 3:00 p.m.

Submitted by,

Shirley F. Smalley

Shirley F. Smalley
Professional Development Committee
Chairman

PROJECT HOPE
Professional Development Advisory Committee
J. E. Light Career Center
April 11, 1975

AGENDA

I. Review of Activities to date
   A. Recommendations of Workshop Reports
II. Presentation of Professional Development Phase II
III. Purposed Workshops for Professional Development
   A. Presentation of Content
   B. Organization of Workshop
   C. Decision of Committee
IV. Presentation of Time Line
V. Establishment of next meeting

Professional Development Committee

Minutes

April 11, 1975

Present: Dorothy Hepp, Hilda Higgs, Mary Holstein, Doris Martin, Shirley Smalley, Marilyn Waltz, and Bob Wright

The meeting was called to order at 9:40 a.m. by Shirley Smalley. Packets were given out and the agenda was reviewed. Minutes of the January 18 meeting and the final adopted report were reviewed. See page 6 - item #B3, Page 7 - Consortium being worked on - working on developing consortium for clock hours for new and continuing teachers.

Workshops being developed:
1. Advanced training - 3 days
2. 1 day program in guidance
3. 2 day - overlap or resource and guidance

Recommendations of committee - Shirley Smalley to present findings to Professional Development Advisory Committee of State Board of Vocational Education.

Reviewed purposed time line, Phase II - #4 off time line - will attempt to meet before end of April.

Mary Holstein said she would check with Don Gentry to see if there is any funds available for State called meetings and workshops to be funded through these funds. Hopefully there will be no charge on the 5th workshop. This will be on "How to Write Programmed Instruction". There must be a minimum of 6 people and maximum of 24. Working on getting as much as 4 credit hours (after working on project at home) or clock hours for renewal.

NOTE: 1 and 2 workshop same - different location
3 and 4 workshop same - different location

Professional Development Committee - Phase II - approved by the Advisory Committee.

Location
Cost
Product
By-Product
Title
Instructors

NOTE: Be sure to contact Dean McNally - Purdue

Choice of types: 1. Interpretation of testing - ex. SAT.
Suggested to add - aptitude and interest test
Booklet of schools of Health Occupations in Indiana

Explain all areas of education in Health Occupations, pre-requisites, so able to know how to effectively council students.

List all agencies in State, go through booklet during workshop.

NOTE: Shirley - look for copy Mary sent.

Psychologist - normal behavioral problems.

2. Go through grants that are available
   2nd part - source of funds, who to contact, format on how to write a grant, how to write budget and set up practice budget.

Purpose of workshops develop interest in participants so that course could be offered at a later date - opinion of committee - go with guidance workshop.. Bring grant proposed workshop up at guidance workshop to see what interest there is.

Location - North - Muncie Ball State
South - Bloomington ??? - contact Tom White
Cost - consultant paid through Project HOPE funds.
no cost to participants (except perhaps mileage)
Product & By-Product - will apply for clock hours and Cont. Ed. units and even credit hours
Title - Guidance in a "nutshell".
1st workshop May 17 at Ball State
2nd workshop - Central 9 at Greenwood
Date - June 13 & 14 only
Cost - housing
Bob Johnson will present - will need to pay
Product - 20 clock hrs., Cont. Ed., Credit hrs.???
Title - How to Objectively Evaluate Clinical Performance
Content - How to get out on job and evaluate performance of a student. How to weigh evaluations. Helps give a tool of evaluation to the employer.

3rd workshop:
Location - Ft. Harrison
Cost - Possibly none unless getting credit hrs.
Date - June 10, 20, & 21
By-Product - Get a 4 hr. credit course set up by fall.
Product - 30 clock hours
Cont. Ed. units and possibly credit hours.
Topics - How to Write Programmed Learning - Material will be on 1st come, 1st served basis (can only take 24).

Committee approved time line and all proposed workshops. 2nd Phase final report will need to be written - Committee will finalize at end of meeting on June 21. Shirley to write up report to submit by June 30. Meeting adjourned at 11:10.

Respectfully submitted,

Shirley Smalley

Shirley Smalley (Mrs.)
Chairman

SS/gc

PROPOSED PROFESSIONAL DEVELOPMENT WORKSHOPS - PROJECT HOPE

Workshop/Date	Instructor/Education	Duration	Location	Cost Location	Cost Instruction	U
Clinical Evaluation June 13, 14	Mr. Robert Johnson MS 1LT James Richmann BS	20 hours	Central Nine (Greenwood)	Food & Lodging	Clock hrs.- none College Credit-Uni. Tuition	2 1
How to Prepare Programmed Instruction June 19, 20, 21 Plus 1 later day to be determined by group	CPT Carl Underhill BA CPT Bob Murphy BA 1LT Marshal Gimpel MBA	45 hours	Ft. Benjamin Harrison	Food & Lodging	Clock hrs.- none College Credit - Tuition	4 3
Guidance in a Nut Shell Aug. 13 P.M. Aug. 14 A.M.	Psychometrist PhD Clinical Psychologist PhD	6 hours	Hilton Hotel Indianapolis (20.00)	Food & Lodging	None	N

PROPOSED PROFESSIONAL DEVELOPMENT WORKSHOPS - PROJECT HOPE

ctor/Education	Duration	Location	Cost Location	Cost Instruction	Purposed Student Credit: TSU, BSU, IU, & PU Consortium Uni.	Clock Hours	C.E.U.
bert Johnson MS mes Richmann BS	20 hours	Central Nine (Greenwood)	Food & Lodging	Clock hrs.- none College Credit-Uni. Tuition	2 quar. 1 sem.	20	to be determined
rl Underhill BA b Murphy BA rshal Gimpel MBA	45 hours	Ft. Benjamin Harrison	Food & Lodging	Clock hrs.- none College Credit - Tuition	4 quar. 3 sem.	45	to be determined
metrist PhD al Psychologist PhD	6 hours	Hilton Hotel Indianapolis (20.00)	Food & Lodging	None	None	6	to be determined
					35		

Project HOPE

Professional Development Advisory Committee

New Castle, Indiana

Chrysler High School, Room G45

June 24, 1975, 9:30 a.m.

AGENDA

I. Overview of Workshops

II. Evaluation of Workshops

III. Summary of Committee's year work

IV. Summary of Project HOPE for year

V. Final Report to State Board of Vocational and Technical Education

Professional Development Committee

June 25, 1975

Present: Beverly Hankenhoff, Mary Holstein, Doris Martin, Shirley Smalley

Mary Jenet Penrod was here on Tuesday, June 24, 1975

The meeting was called to order at 10:00 a.m. by the chairman, Shirley Smalley.

Mary reported no state funds are available for reimbursement at this time. She will check again after State Board meeting. Clarification of minutes - credit is given as 4 quarter credit hours, or 3 semester credit hours. Mary questioned (page 2), Product & By-Product, will clarify when minutes drafted for final form. Shirley pointed out time lines had changed from original proposed dates.

Report from Shirley's workshops were as follows: 3 workshops, not repeated was final outcome, had originally intended to repeat 2 of 3 - time frame made this impossible. Also cost of giving workshop - example - Army charged nothing for presenting workshop where normally they estimate cost $600 (participant). All 4 universities contacted for credit and clock hours. Evaluations of workshop - 1st and 2nd workshop overall evaluations very good in all areas. It was noted frequently that both were very beneficial to the participants (extra notation) workshops were much better than previous clock hour courses given - asked for more of the same. 3rd workshop: Guidance - proposed as 1 day session - Changed - Wed. p.m. - 1:30 to 4:30 - Aug. 13, Thursday a.m. 9:00 to 12:00 noon - Aug. 14

Suggest that participants be given pre-reading assignment on specific tests that will be discussed. Wednesday p.m. - Psychometrist, Thurs. a.m. - Clinical Psychologist. 1 - 1½ hours discussion of tests used will pass out test and evaluate what tests recommended will talk about difficult behavior patterns, point out probable abnormal behavior, will give resource people for referral.

Cost to Project HOPE - $00 + per diem for each presentor. Shirley will contact in order on list to obtain presentor for Wed. and Thurs.

Item IV - Hume not renewed - ask Tom White. Change District Coordinator. Koch to be asked who from IVTC to add.

Shirley went over happenings of the year - will put copies of all letters and reports in final report of Project HOPE Professional Development Committee that is submitted to Hornbeck.

The committee recommended that the consortium continue to look to HOPE, Inc. for recommendations for Professional Education block of hours.

Meeting was adjourned at 1:40 p.m.

Respectfully submitted,

Shirley Smalley

Shirley Smalley
Chairman

ss/gc

APPENDIX A. 2

QUESTIONNAIRE SAMPLE (AUGUST)

yes
no
undecided

Do you think health occupations teachers need a performance-based training program at the university level?

Do you feel the following objectives should be included?:

1. To establish a system for earning B.S., M.S., and Ed.D. in health occupations
2. To receive training in audio visual production and utilization
3. To teach theories and techniques congruent with student abilities and interest
4. To include teaching methods and types of student evaluation
5. To offer classes in curriculum development
6. To provide courses in counseling techniques
7. To contain skill training that will relate to preparing students for specific jobs, legal aspects, and safety of the health occupations field
8. To teach cooperative education training techniques
9. To establish requirements needed to qualify for a state and national certification in health occupations

Would you like to see any other objectives added?

Do you think Health Occupations should provide student centered curriculum?

Do you feel the following objectives should be included?:

1. To design a health occupations career lattice which reflects a core curriculum and occupational cluster
2. To offer exploration of the health occupations field
3. To develop a positive self-image and preventive medicine concepts

yes
no
undecided

4. To relate curriculum content to the health occupations field

5. To develop a system which will take each health occupations education student from where he is and enable him to reach his objectives in the allotted instructional time.

6. To develop a curriculum which will include performance skills, attitudes, and appreciations necessary to function in the health occupations field

7. To articulate health occupations with career education, K-adult

8. To enable the students to make career choices in the health field

9. To provide a self-monitoring system of instruction based on student performance

What other objectives should be included?

Should a total health occupations program be articulated at all levels -- K-adult, aid -- professional and interlock guidance, academic, and vocational education?

Do you think the following objectives should be included?:

1. To articulate high school, post-secondary, and professional vocational programs

2. To gain cooperation and agreement of certifying bodies to recognize performance based training

3. Develop and implement programs in:

   a. Diversified High School Health Occupations Education Programs
   b. Practical Nursing
   c. Respiratory Therapy
   d. Occupational Therapy Assistant

yes
no
undecided

3. Develop and implement programs in (continued):

   e. Certified Lab Assistant
   f. X-Ray Technician
   g. Dietary Technician
   h. Physical Therapy
   i. Dental Hygiene
   j. Dental Technician
   k. Dental Assistant
   l. Associate Degree Nursing
   m. Medical Assistant
   n. Medical Lab Technician
   o. Surgical Technician
   p. A Standardized Nursing Assistant Program for State of Indiana
   q. A Standardized Home Health Aide Program for State of Indiana

4. To offer placement services for graduates of all levels of health occupations training programs

5. To develop adult education programs in health occupations

   a. Training programs for adults who wish to enter the health occupations field
   b. Continuing Education for all levels of health occupations personnel

What other objectives should be included?

Do you think there should be a unique Youth Organization for health occupations education students?

Should the following objectives be included?:

1. To have National affiliation for Health Occupations Youth Organization

2. To develop ways to have input into career education

3. To stress interpersonal relationships

4. To emphasize personal development

yes
no
undecided

_____ 5. To develop ideas for health occupations education students to have community involvement

What other objectives should be included?

_____
_____
_____

_____ Do you think each teacher should identify personal and professional needs and develop a plan for accomplishment?

Do you think the following objectives should be included?:

_____ 1. To develop a university based plan of formal study

_____ 2. To develop workshops for continued growth

_____ 3. To develop relevant clock hours of instruction

_____ 4. To keep current by contact with other people involved in varied health occupations

_____ 5. To continue growth by belonging and participating in professional organizations

What other objectives would you like included?

_____
_____
_____

_____ Should student services be provided for those wishing to enter and those completing health occupations training programs?

Do you think the following objectives should be included?:

1. To provide counseling services in areas of:

_____ a. The scope of the occupational field
_____ b. Location of training programs
_____ c. Career identification based upon selection by reasonable choice, capabilities, job requirements, and self-concept

yes
no
undecided

_____ 11. To establish with statewide input, placement services in local schools

What other objectives do you think should be included?

_____

_____

_____

THANK YOU FOR YOUR TIME AND THOUGHT IN COMPLETING THIS QUESTIONNAIRE!

APPENDIX A. 3

REGIONAL WORKSHOP

INFORMATION AND PARTICIPANTS

To: Health Occupations Education Instructors

From: Shirley Smalley, Professional Development Committee Chairman

Re: Project HOPE -- funded State Board of Vocational and Technical Education Grant 40-74-D-S

Date: August 12, 1974

HOPE, Inc. was recently awarded a grant from State Board of Vocational and Technical Education to complete a project intitled, "HOPE -- A Plan for the Research, Development, and Implementation of a Comprehensive Health Occupations Education Program." Part of the program deals with the current needs for professional development among the health occupations education instructors. During the month of September all five districts of the state will have one workshop conducted in their areas. The purpose of the workshops will be to bring all health occupations instructors together so you may decide what professional needs you think should be given priority when Indiana develops an in-service training program for health occupations for continuing education.

The questionnaire that you completed for Mary Holstein in March, 1974 has been reviewed to help determine your Professional Development needs. At this time the Professional Development Committee would appreciate your completing an additional form so it may be reviewed before the September workshops. Please return the questionnaire immediately to:

Shirley Smalley
New Castle Area Vocational School
801 Parkview Drive
New Castle, IN 47362

All health occupations instructors will be notified by mail as to the time, date, and place of the fall workshops. Please plan to attend.

Professional Data Sheet
Health Occupations Education
for
Professional Development Committee
Project-HOPE

Please answer the following questions by selecting the most appropriate choice. Place the correct answer on the blank to the right of each question.

1. In what district of Indiana do you work? (See the enclosed map) _____

2. What types of license(s) do you hold?
   a. LPN
   b. RN
   c. RN,BS
   d. RN,MS
   e. HO Vocational Lic.
   f. MT(ASCP),BS
   g. MT(ASCP),MS
   h. Public School Teacher's Lic.
   i. Dental Assistant
   j. Dental Hygienist
   k. Dental Lab Assistant
   _____

3. How many years of teaching experience have you had in public schools and/or the health field?
   a. 1 year
   b. 2-3 years
   c. 4-6 years
   d. 7-9 years
   e. over 10 years
   _____

4. At what type of institution are you employed?
   a. Comprehensive High School
   b. Vocational High School
   c. Area Vocational School
   d. Public post-secondary School
   e. Private Post-Secondary School
   f. IVT
   g. 2 year college
   h. 4 year college
   _____

5. Select the appropriate answer that describes your highest educational background.
   a. Secondary
   b. Post-secondary plus advanced training
   c. BS
   d. BS plus
   e. MS
   f. MS plus

Professional Development Committee
Questionnaire
Project-HOPE
August 12, 1974

Below are listed some major areas of concern for current professional development. Please check the appropriate answer by recording the correct letter choice in the blank to the right of each question. If you answer A or B to any questions please answer the sub-group that follows that question. If you answer C or D to any question disregard the sub-grouping.

1. Do you think in-service workshops should be conducted at the district level to help update instructors on current trends in Health Occupations? _____
   a. Strongly approve
   b. Approve
   c. Disapprove
   d. Uninterested

2. Would it be helpful to have additional information on the duties and functions of a coordinator? _____
   a. Strongly approve
   b. Approve
   c. Disapprove
   d. Uninterested
      a. Check which items should be included in a coordination course.
         Methods of selecting health occupations students ____
         Guidelines for selection of training stations ____
         Considerations in drawing up contracts ____
         Individual training plans for diversified programs ____
         Laws governing work permits, safety rules, and other legal responsibilities ____
         Others, please list ____
         _____
         _____
         _____

3. Is these need for in-service concerned with public relations? _____
   a. Strongly approve
   b. Approve
   c. Disapprove
   d. Uninterested
      a. Indicate which items should be included in public relations
         Teaching of proper method for press releases, radio, and TV ____
         Demonstration of good public relation techniques for group dynamics (handling people) ____
         Stressing the areas of responsibility for good public relations ____
         Communication techniques ____
         Others, please list ____
         _____
         _____
         _____

4. Should in-service deal with the related class, lab, and/or coop?
   a. Strongly approve
   b. Approve
   c. Disapprove
   d. Uninterested
      a. Check the following items which should be included in the related class program.
         Organization of the course
         Research and development of course of study
         Presentation of the different approaches to health occupations education (lab-coop)
         Others, please list

5. Should in-service include finances?
   a. Strongly approve
   b. Approve
   c. Disapprove
   d. Uninterested
      a. Include in the finance class the following items.
         Fund raising campaign
         Ordering and inventories, supplies and equipment
         Others, please list

6. Should in-service include teaching techniques?
   a. Strongly approve
   b. Approve
   c. Disapprove
   d. Uninterested
      a. Stress teaching techniques such as:
         Preparation of lesson plans
         Use of resource materials
         Operation of audio-visual equipment
         Preparation and evaluation of written and practical tests
         Development of a grading system
         Others, please list

7. Should in-service include a unit on how to obtain resouree material?
   a. Strongly approve
   b. Approve
   c. Disapprove
   d. Uninterested

Competency-Based Student Program
Health Occupations Education
Project-HOPE

The Project has as one of its goals the development of a Competency-based student program. The accomplishment of this goal will require your personal sacrifice of time and dedication to a lot of work for very little monetary compensation, but will result in a great deal of professional growth and pride.

Your contribution to this goal is indispensable. Answer the following questions thoughtfully and straight forwardly.

1. Can you sacrifice one weekend per month from October to June 30 to work in curriculum development seminars?
   a. Yes
   b. No

2. Can you sacrifice Friday evening and all day Saturday once a month to work in a curriculum development seminar?
   a. Yes
   b. No

3. Can you devote one Saturday a month?
   a. Yes
   b. No

4. How much time from October to June 30 can you give to this effort?

5. If university credit were available for work in the seminar, would you be interested?
   a. Yes
   b. No

6. Will you participate in the Competency-based program development components of this project?
   a. Yes
   b. No

7. If your answer to number six is "yes", write your name here.

District 1 & 2

Dorothy Hepp

District 5 & 8

Robert Wright

District 3, 6, and 9

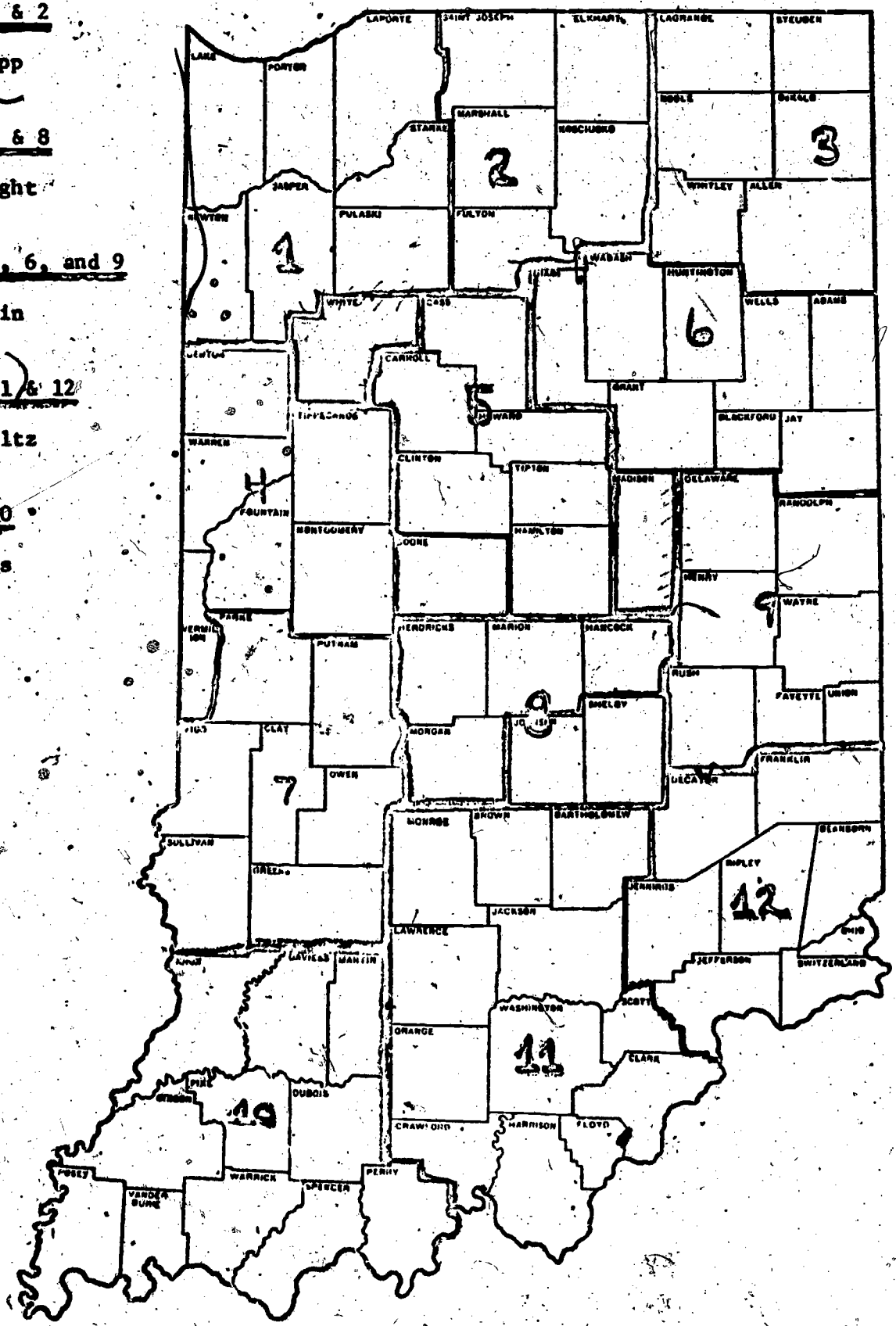
Doris Martin

District 11 & 12

Marilyn Waltz

District 10

Hilda Higgs



PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Dorothy Henkenhoff
New Castle Community
School Corporation
901 Parkview Drive
New Castle, IN 47362

September 17, 1974

Professional Development Committee

Workshop Participants

Dear Participant:

The Professional Development Committee has included with this letter a packet of preworkshop material for you to study before participating in the workshop. A list of the locations for the five workshops and the dates on which they will be held are also enclosed.

A map has been prepared for the first workshop. The other maps will be sent prior to the given workshops.

Your mileage if outside the city where the workshop is located will be reimbursed at ten cents per mile. A food allowance of two dollars maximum will be provided.

Please plan to attend!

The state has given the health occupations educators a chance to help plan their future professional development. Only by a united effort of private, state, post-secondary, and secondary people can we be successful.

Please return the enclosed card indicating the workshop you plan to attend. When your card is received, we will send you additional information.

Sincerely,

Shirley F. Smalley

Shirley F. Smalley (Mrs.)
Professional Development Committee
Chairman

SFS/bl
Enclosures

Project HOPE

Notice to Professional Development Workshop Participants

1. The workshop will be organized into working groups, with each group responsible to produce particular guidelines to be followed in developing a specific course of study that will become part of future health occupations continuing education.

2. The working groups, as defined as need areas from the professional development questionnaire, are as follows:

   a. Group One - Instructor Training Course
   b. Group Two - Guidance Course
   c. Group Three - Youth Club Organization Course
   d. Group Four - Professional Updating Course
   e. Group Five - Resource Development Course

3. In addition to the above five groups, there will be a general session in which all participants will react to the individual group reports.

4. Current resource information will be available for each working group.

5. You have been selected to serve in group _____.

6. Enclosure one gives the purpose and scope of each group's activities for the workshop.

7. Enclosure two contains a list of activities that the professional development committee request be completed by you before the workshop.

8. Thank you. The professional development committee is looking forward to working with you at your district workshop.

Shirley F. Smalley
Chairman: Prof. Dev. Comm.
Project HOPE

Enclosure One

Working Group: Activity

Chairman _____

Recorder _____

Title of Working Group: _____

Required Product: Guidelines to be followed in developing a specific course for professional development for all health occupations educators.

Procedure: Consider the attached questions, items, and problems (Enclosure Three) as well as your own ideas, and incorporate the results into the guidelines.

Suggested Format for the Guidelines

1. Purpose of the course.
2. Applicability (Whom is it intended for? Who, if anyone, must comply; what others may benefit? At what educational level will it be credited?)
3. Procedures (How is the course to be established: workshops for college credit or clock hours, formal college course, or series of one day meetings.)
4. Content (What should be taught in this course? List specific objectives.)
5. Fiscal Consideration.
6. Staffing Consideration (Who should teach the course: educators or people from the health occupations profession, etc.)
7. Information Resources (List any successful course or program now in existance that could be used as patterns or other helpful resoupces presently available.
8. Governing Regulations (Who will have the responsibility for evaluating and updating the course once it is established?)

Enclosure Two

Preworkshop Activities

1. Gather any possible background information you might have regarding references, descriptions of terms, funding procedures, and experience data regarding your group.

2. Write comments or answers for each of the items, questions, and problems listed in the format. These written comments and answers should be based on your own needs and experiences.

3. To the extent possible, develop your own guidelines for the specific course assigned to your group.

4. Please have at least one copy of your written comments, answers, and suggested guidelines, to give to your working group chairman. If you wish, have copies made for yourself and the other members of your group. (No group will exceed ten persons.)

5. If you desire (we hope you will) write comments on the items to be covered by the other groups. Keep the comments separate, by group and provide them to the appropriate group chairman.

Enclosure Three

Items and Problems for Consideration by a Group

1. If the course is established, will it meet the needs of Indiana health occupations educators at both the secondary and post-secondary level? Will it meet the requirements for certification?

2. How much time should be assigned for each course? Should it be based on the amount of course content to be covered?

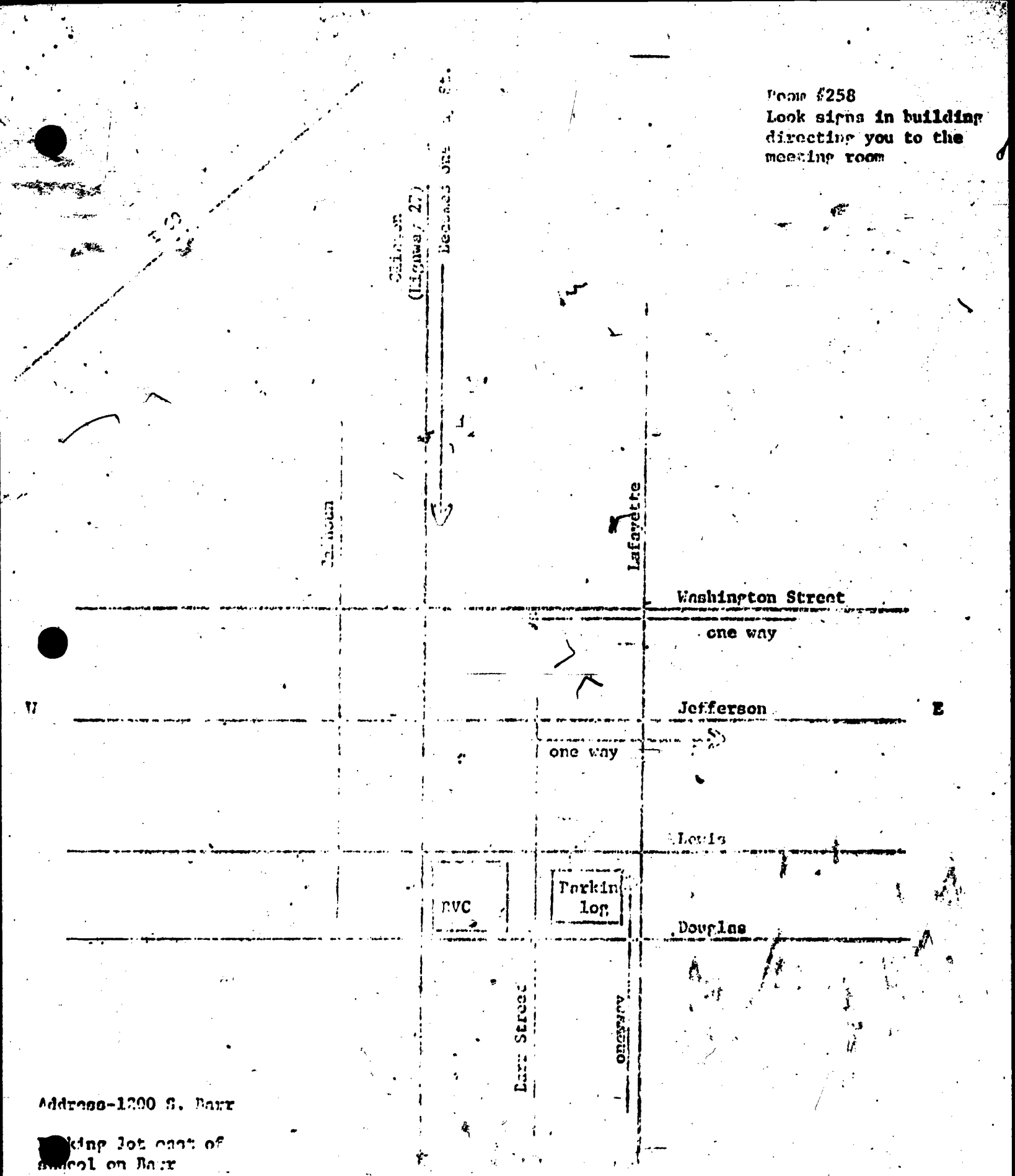
3. How accessible will the course be in terms of location, time presented, and cost to the average Indiana health occupations educator?

4. How could the health occupations educators elicit support from health related organizations and industries for financial help in establishing professional development or continuing education courses?

Project HOPE
Professional Development Committee
Projected Workshop Locations

Place	Date	Time	Counties Involved
Ft. Wayne Regional Voc. Center Div. of Voc. and Cont. Education 1200 So. Barr Ft. Wayne, IN 46802	September 28, 1974	9:00 a.m.- 4:00 p.m.	Adams Allen Blackford Dekalb Delaware Fayette Grant Henry Huntington Jay LaGrange Madison Miami Noble Randolph Rush Steuben Union Wabash Wayne Wells Whitley
Calumet High Sc 3900 Calhoun Gary, IN 46409	October 5, 1974	9:00 a.m - 4:00 p.m.	Fulton Jasper Kosciusko Lake LaPorte Marshall Newton Porter Pulaski Starke White
Carmel High School 520 E. Main Street Carmel, IN 46032	October 12, 1974	9:00 a.m.- 4:00 p.m.	Boone Carroll Cass Clinton Hamilton Hancock Hendricks Johnson Marion Morgan Shelby Tipton Ward

Counties Involved
Clay
Daviess
Benton
Dubois
Fountain
Gibson
Greene
Knox
Martin
Montgomery
Owen
Parke
Perry
Pike
Posey
Putnam
Spencer
Sullivan
Tippecanoe
Vanderburg
Vermillion
Vigo
Warren
Warrick
Bartholomew
Brown
Clark
Crawford
Dearborn
Decatur
Floyd
Franklin
Harrison
Jackson
Jefferson
Jennings
Lawrence
Monroe
Ohio
Orange
Ripley
Scott
Switzerland
Washington


Room #258
Look signs in building directing you to the meeting room
Washington Street
one way
Jefferson
one way
Lafayette
Douglas
Parkin lot
RVC
Address-1200 S. Barr
Parking lot east of Rivercol on Barr

Project HOPE

Subject: Summary of the Professional Development Committee's Workshops for Identifying Current Professional Health Occupations Educators needs.

Purpose: The workshops were designed to develop, primarily through participant interchange of experience and ideas, guidelines for specific courses of study for future Indiana health occupations continuing education.

Dates: Schedule

Professional Development Workshop.

Sponsored by
Professional Development Committee
Project HOPE

Summary

1. The workshops achieved their stated goals of fastening an interchange of ideas and the mutual development of guidelines for future professional development of Indiana Health Occupations Educators.

2. Questionnaire, Five Current Needs Identified.

3. Summary of working groups findings

4. Enclose all work done

   A. Questionnaire — Curr.
      Mine
      Youth Groups

   B. Summary of Questionnaire

   C. Copy of dates, meetings

   D. Copy of Preworkshop Material Agenda

   E. Copy of Workshop Guidelines Working Group, Plus Summary of Findings

   F. Evaluation of Workshops

   G. Copy of P.D. Comm. Evaluation of Workshop

   H. Recommendation of P.D. Comm. to Hope, Inc. & State

   I. List of Attendees (Names, Address, Titles)

FALL WORKSHOP PARTICIPANTS

HOPE TREASTER	Dr. of Nursing	Henry Co. Mem. Hospital New Castle, IN
LOIS HAMILTON	RN-Night Supervisor	Henry Co. Mem. Hospital New Castle, IN
MILLIE LEWIS	RN-School Nurse	New Castle Comm. Sch. Corp.
ELIZABETH EMMERSON	RN-Dr. of Nursing	Heritage House Nursing Home
ELIZABETH SHEFFIELD	RN-Dr. of Nursing	Turtle Creek Nursing Home
ELIZABETH BURK	LPN-Day Supervisor	Comm. Care Center Nursing Home
CHARLOTTE BEARD	RN-Nursing Home Adm.	New Hope Nursing Home
BETTY BEAUCHAMP	Dept. Chr. Life Science	IVTC - Terre Haute
RUTH HAGMANN	P.N.-Instructor	IVTC - Terre Haute
DOROTHY KLINE	RN-Instructor	IVTC - Terre Haute
BERNEICE RUNYAN	P.N. - Instructor	IVTC - Terre Haute
JORETTA RALOFF	RN - Med. Asst. Instructor	IVTC - Terre Haute
HILDA HIGGS	H.O. High Sch. Instructor	North High
VIRGINIA BLAKELY	Director	Anderson Sch. Pract. Nursing
JANILYN NEED	Teacher Coordinator	Clinton Co. High School
BILL WEST		Carmel High School
JAMES RICHMANN		Ft. Benjamin Harrison
JOANNE JONES	Teacher Coordinator	J. Everett Light Career Center
VIRGINIA LAUGHLIN	Teacher Coordinator	Blue River Voc. Tech. Center
JEAN STONE		Upper Wabash Voc. Sch. - Wabash
THELMA STANKEY		Tucker Area Career Center - Marion
MARCIA KLUG		FUCS, P.N.
VIRGINIA WILLIAMSON		Lutheran Hosp. - Ft. Wayne
DORIS J. MARTIN		Ft. Wayne Community Schools
PHYLLIS BILGER	P.N.	Ft. Wayne Community Schools
NORMA PINNEY	H. O.	Ft. Wayne Community Schools
G. F. WALLS	H. O.	Ft. Wayne Community Schools
SUELLEN SANDERS		Muncie Area Career Center
MARY HOLSTEIN	Chief Consultant	Indianapolis, IN
GAYLE SOYER		Ft. Wayne Comm. Schools
SISTER M. RITA	Teacher	San Pierre - North Judson
GAYLE LERNER	Coordinator	Elkhart
MARION MILLS	Coordinator	Rogers - M.C.
DOROTHY HEPP	Coordinator	Calumet High
NICK JULIAN	Adm. Assist.	Lake Ridge Sch.
W. E. PARSON	Voc. Dir.	Hammond Adm. Center

CELINDA KAY LEACH	Instructor	IVTC - Bloomington
FLO DAVIS	Instructor	IVTC - Columbus
MARTHA BURRIS	Instructor	IVTC - Columbus
DOROTHY WRAY	Nurse Director	IVTC - Columbus
LOIS ANLHAUSER	Instructor	IVTC - Columbus
DIANA MITCHELL	Instructor	IVTC - Columbus
JACQUELINE THACKERY	Instructor	IVTC - Columbus
BARBARA YOUNG	Teacher-Coordinator	South Central
HAZEL MIRANDA	Teacher-Coordinator	Columbus

APPENDIX A. 4

PHASE 1 REPORT

Re: Final Adopted Report of Professional Development Committee Submitted on Completion of the Assessment Workshops

From: Professional Development Committee
Shirley Smalley, Chairperson

To: All Interested Persons

This report has been prepared by the Professional Development Committee of Project HOPE based on the data collected from the regional assessment workshops. The Project HOPE Advisory Committee has accepted and approved the report. Any person desiring additional information or proposing suggestions are to contact the chairperson.

Shirley Smalley
New Castle Area Vocational School
801 Parkview Drive
New Castle, Indiana 47362

January 18, 1975

Project HOPE: Professional Development Committee
Professional Development Recommendations and Summary

I. STATEMENT OF PROBLEM

A. Component 1. Current Professional Development Needs Program - Phase I and Phase II, July 1, 1974 to June 30, 1975

Process Objectives: 1.1 Professional Development Committee composed of the following resource persons: a university representative, the President of HOPE, the project director, the Health Occupations Education Chief Consultant, a vocational education director and teachers from the field will be selected and appointed.

1.2 This committee will be charged with the responsibility for generating a plan for conducting five regional workshops for the purpose of assessing current professional needs and making recommendations to reach these needs.

1.3 A workshop at each of the five regions will be conducted through the project director and involve each of the teachers in the region and at least one vocational education director.

1.4 Recommendations proposed through these workshops will be submitted to Professional Development Committee for refinement and summarization.

1.5 The Professional Development Committee will submit the refined list of professional development recommendations to the Project Advisory Committee and HOPE, Inc. and the State Board for Vocational-Technical Education who will then request universities to structure an in-service state-wide program to meet these needs.

II. PRIORITY AREA

A. The priority area of the Professional Development Committee was directed to assessing the professional development needs of a broad cross-section of current health occupations educators in the state of Indiana.

B. The rationale to support the use of a broad cross-section of current health occupations educators was that these people knew their own strengths and weaknesses; therefore, could assist in providing guidelines for their future professional needs.

A. A preliminary questionnaire to determine possible health occupations educators professional needs was sent to all secondary health occupations educators in March 1974. These questionnaires were returned to the Health Occupations State Consultant, Mary Holstein prior to the beginning of the project.

B. Project HOPE was submitted by people involved with HOPE, Inc. for approval by the State Board of Vocational and Technical Education in June 1974.

C. The purpose of Project HOPE was explained by the Project Director, Beverly Hankenhoff, at the HOA and HOPE meetings at IVA Conference in August, 1974.

D. The Professional Development Advisory Committee was formed according to the guidelines stated in Project HOPE. And, membership of the committee is:

Mrs. Shirley Smalley - P.D.Comm.Ch.
New Castle Community Schools
801 Parkview Drive
New Castle, Indiana 47362

Dorothy Hepp
President, HOPE
Calumet High School
3900 Calhoun
Gary, Indiana 46408

Meredith L. Thompson, Director
Columbus Area Vocational Program
2650 Home Avenue
Columbus, Indiana 47201

Mary Hume
Indiana Vocational Technical College
5221 Ivy Tech Drive
P. O. Box 1763
Indianapolis, Indiana 46204

Ex-officio:

Dr. Mary Janet Penrod
Coordinator of Professional Development
Indiana Division of Voca. Education
Department of Public Instruction
Blue Cross - Blue Shield Building
120 West Market, 16th Floor
Indianapolis, Indiana 46204

Beverly Hankenhoff, Project HOPE Director
New Castle Community Schools
801 Parkview Drive
New Castle, Indiana 47362

Mary Holstein, Health
Occupations State Consultant
Div. of Vocational Education
120 W. Market St., 16th Floor
Indianapolis, Indiana 46204

HOPE District Coordinators

Robert W ight - Teacher Coord.
J. Everett Light Career Center
1605 East 86th Street
Indianapolis, Indiana 46204

Doris Martin - Teacher Coord.
Ft. Wayne Regional Voc. Center
Div. of Voc. & Cont. Education
1200 So. Barr Street
Ft. Wayne, Indiana 46802

Hilda Higgs - Teacher Coord.
School of Health Occupations
North Annex
1900 Stringtown Road
Evansville, Indiana 47711

Marilyn Waltz - Teacher Coord.
Southeastern Indiana Voc. Sch.
Box 156
Versailles, Indiana 47042

E. A questionnaire was designed to determine specific areas of professional needs and was approved by the advisory committee on September 14, 1974. Questionnaires and a letter of explanation were sent to all health occupations educators in Indiana. This group included secondary, post-secondary, public and private sectors of health occupations educators as well as administrators.

F. A workshop format was developed based on the findings from questionnaires returned.

1. Pre-workshop information was mailed prior to the workshop to all possible participants with a card confirmation and maps enclosed.
2. District coordinators, the Professional Development Committee Chairman and others made follow-up phone contacts the week prior to the workshops.
3. Five Regional Workshops were conducted in the following locations:

Ft. Wayne Regional Voc. Center Ft. Wayne, Indiana	Sept. 28
Calumet High School Gary, Indiana	Oct. 5
Carmel High School Carmel, Indiana	Oct. 12
Vincennes University Vincennes, Indiana	Oct. 19
IVTC Columbus, Indiana	Oct. 26

4. Evaluation of workshop was completed by participants following each workshop.

G. The Professional Development Advisory Committee met on October 31, 1974 to prepare a summary of the findings from the five regional workshops and to prepare professional development recommendations to date the project advisory committee and the State Board of Vocational and Technical Education.

IV. ANALYSIS

A. The same workshop format was used in all workshops so the committee would have a basis for comparison of findings.

B. A broad cross-section of health occupations personnel participated in the workshops.

Personnel represented were:

1. University Representatives (Public and Private)
2. Post-Secondary Representatives (Public and Private)
   a. Directors
   b. Instructors
3. Secondary Representatives - Public
   a. Directors
   b. Instructors
4. Administrative Representatives (Public and Private)
   a. Vocational Directors
   b. School Administrators
   c. Hospital Administrators including Directors of Nursing
   d. Guidance Directors

V. FINDINGS

A. The Professional Development Advisory Committee has summarized the data collected from the workshops. All data represents the needs, concerns, and possible improvements to be considered for updating the continuing education of current health occupations educators.

B. Data Summary

1. Purpose:

   a. The purpose for professional development for health occupations educators can be divided into three categories.

      (1.) For continued updating of advances in technologies and treatment within the health field.

      (2.) For updating innovations in teaching techniques.

      (3.) For individual growth both professional and academic.

2. Applicability:

   a. Personnel

      (1.) Any health occupation educator in the state of Indiana

      (2.) Any related group that could profit from the information such as Vocational Directors, Guidance Counselors, Administrators.

   b. Educational Level

      (1.) Could be offered for college credit on the bachelors or masters level.

      (2.) Could be offered for certification.

      (3.) Could be offered for maintenance of professional license. Example - Continuing Education Units for professional nurses and licensed practical nurses.

   c. Mandatory compliance - Any person designated by State Statute through educational certification or licensure laws.

3. Suggest procedure for professional development

   a. Continuing educational courses should be flexible in terms of location, time sequence, and content in order to meet the needs of the participants.

      Examples:

      (1.) Weekend workshops

      (2.) Two week workshops or college intersessions

      (3.) A series of one day workshops on state or regional basis

      (4.) A series of weekly meetings in given time sequence.

b. Suggest the Governor appoint a Health Occupations council to coordinate all Health Occupations continuing education. The purpose of the council would be to encourage the development of a consortium consisting of Health Occupations representatives and university personnel to develop a procedure to review workshops and meetings conducted locally and nationally in the Health Occupations field, identify and approve credit application for such workshop participants.

(1.) Suggest the Health Occupations council consist of key representatives from the health industry, education at both the public and private levels, professional Health Occupations organizations, licensure board, state agencies and practitioners.

(2.) Suggest the Health Occupations council have the authority to approve the format of continuing education courses and professional workshops to establish college credit pools for continuing education on a state level in order to utilize the effectiveness of professional development.

4. Content

a. Health Occupations professional development falls into three major areas.

(1.) Acquiring basic competencies and developing advanced techniques as professional educators.

(2.) Maintaining current competence in ones own professional specialty.

(3.) Maintaining an awareness of political and social forces controlling health occupations.

b. Specific professional needs identified by the project

(1.) Instructor Training:

(a.) Purpose - To train Health Occupations instructors to be proficient in developing knowledge and competency based skills in their students in the Health Occupations field. This course should be given at a beginning and advanced levels.

(b.) Specific content

[1.] Teach how to objectively evaluate clinical performance.

[2.] Teach care competencies and teaching skills.

[3.] Provide workable knowledge of institution finances: budget preparation, purchasing, maintenance, and evaluating of equipment.

[4.] Develop communication skills which include: awareness of self, value clarification, articulation, listening, writing skills, and skills group interaction.

[5.] Present legal obligations of health practitioners and educators.

[6.] Use practical applications and relevancy to the health field in all of the above areas.

(2.) Guidance

(a.) Purpose - to aid the high school and post-secondary instructors in identifying social, psychological and educational problems confronting students and be able to give adequate direction.

(b.) Specific Content

[1.] Teach basic principles of educational psychology.

[2.] Compare normal teenage problems with abnormal problems.

[3.] Explain special problems that relate to:

[a.] ethnic groups

[b.] socially deprived

[c.] handicapped

[4.] Explain proper channels for referrals of students needing additional help.

[5.] Provide career information and requirements needed for career laddering.

[6.] Teach the significance & interpretation of common used testing programs in United States.

[7.] Teach correct counseling methods for the normal student.

(3.) Resource Development

(a.) Purpose - To locate, identify, develop, and evaluate equipment necessary to establish and maintain Health Occupations Education Programs which encompass secondary, post-secondary and adult levels. It is the consensus of the people of the workshops that materials that are available to the instructors should be made available at a state or regional location.

(b.) Specific content

[1.] Identify information dissemination sources and methods of procuring resources information.
e.g., ERIC, NTIS, U.S. Govt. Print. office, NICE or etc., local sources, data processing probes, computer survey coding, profiling, task analysis, etc.

[2.] Identify self-help methods of resources

[a.] Free and low cost

[b.] Subscriptions

[c.] Rental

[d.] Purchase

[e.] Resource persons

[3.] Develop and utilize educational materials.

[a.] Slides

[b.] Transparencies

[c.] Film strips

[d.] Movies

[e.] Papers

[f.] Charts

[g.] Teaching games

[h.] Video tapes

(4.) Specific areas of need in professional updating

(a.) Purpose - Specific areas have been classified under the appropriate purpose as stated on pp. six.

[1.] Professional Education

[a.] Develop Instructor Training Course

[b.] Develop Guidance Course

[c.] Develop Resource Course

[d.] Develop General Survey Course - to explain the diversification of health occupations education.

[2.] Professional Health Updating

[a.] Credit for professional workshop and meetings sponsored by professional health organizations.

[b.] Credit for professional workshops on topics relevant to health occupations education.

[c.] Credit for university based specialized health occupations courses.

[3.] Political and Social Forces Controlling Health Occupations.

[a.] Provide yearly workshops to inform health occupations educators of changing federal regulations concerning health.

[b.] Provide a course to teach health occupations education how to write proposals for grants to help develop innovative approaches to health occupations education.

[c.] Provide a working knowledge of the organizational functions of the State Department of Vocational Education and of Health, Education, and Welfare Department of the federal government. Specifically how to effect health decisions before they "happen". What agencies and title of personnel to contact for information?

5. Fiscal Consideration

a. All avenues should be explored to obtain sponsoring groups at the state and federal levels, private industry, and professional health organizations and foundations in order to provide professional development on a feasible economical basis for the participants.

b. University tuition would be appropriate for courses in which college credit is granted.

c. State Board of Vocational and Technical Education which could include professional development for health occupations in the State Plan.

d. Teacher-training monies (clock hour instructors) could be used.

e. Use services provided by armed forces.

6. Staffing Considerations - A cooperative team effort with any person with a competency in the given subject area and teaching skills being able to staff these courses. Examples: private business personnel, contract consultants, people from NLN or other groups besides college instructors, commercial company representatives, or health occupations specialists.

7. Information Resources (Current programs now in existence that offer some relevant courses in professional development for health occupations educations).

a. Women's External Degree Program
St. Mary of the Woods
Terre Haute

b. Ferris State
Div. of Vocational Education

c. Indiana University
Div. of Allied Health

d. University of Illinois
Div. of Vocational Education

e. University of Georgia
Div. of Vocational Education

f. Florida State University
Div. of Vocational Education

8. Governing Regulations

a. Evaluation of professional development courses should be made by the individual students who participated in the course. The student evaluations should be reviewed by the Governor's appointed governing council as outlined on page seven.

b. The continuing education courses should be approved on a year to year basis - taking into consideration the weakness and strength of the said course with plans for improvement. State monies would be funded on the basis of an on-going evaluation and continued up-grading of these professional development courses.

VI. CONCLUSIONS

A. The Professional Development Committee followed the guidelines as established in Project HOPE.

B. The workshop participants represented a broad cross-section of health occupations. Each group purposed in the project was represented.

C. Of 250 questionnaires sent to directors of health occupations programs and individual teachers, 123 were returned. The 250 questionnaires were sent to the following people:

18 Practical Nursing Program Directors
(106 full time instructors, 7 part time)

11 Associate Degree Nursing Directors
(123 full time instructors, 21 part time)

49 High School and Area Vocational Health Occupations Instructors

60 Full time IVT instructors (43 part time IVT instructors)

15 University based health occupations programs

Vincennes University
Anderson College, Dept. of Nursing
Indiana University Extensions, School of Nursing
IUPUI at Indianapolis
DePauw University, School of Nursing
Purdue University, School of Nursing
Ball State University, Dept. of Nursing
Goshen College, Div. of Nursing
Valparaiso University, College of Nursing
Indiana Central College, Dept. of Nursing
Marion College, Dept. of Nursing
Indiana State University, School of Nursing

42 Superintendents of Comprehensive High Schools having health occupations programs

37 Directors of vocational programs

18 Directors of Nursing in Private Hospitals

D. At the end of each workshop an evaluation form was filled out by each participant. The person was given the option of completing the form then or mailing the form. Although many comments were made none were negative.

E. The Professional Development Committee was able to summarize the general organization of the material into one format because of the similiarity of ideas expressed by the participants. The specific content was the only major area of diversification.

F. A major area of concern was the number of people attending the Saturday workshops. A total of 60 people attended the five workshops.

G. The workshop findings cited a need for a state-wide procedure to be established for the professional development of health occupations practitioner that will offer continuity, cost-effectiveness, and validity for an individual professional development program.

1. Findings of the professional development workshops inregard to a council to help establish professional development programs were based on incomplete information on existing state and university structures and normal procedure for other comparable professional groups.
2. Based on the additional information and research provided by professional development committee and the overall Project HOPE Advisory Committee since the workshops were concluded, the procedure recommended by the workshop participants does not seem compatible with existing state and university structures.
3. Alternative plans have been suggested to help improve the professional development programs for individuals.
   A. A council be established consisting of university representatives and allied health practitioners that will recommend and review specific programs to the state department for professional development.
   B. A certification pattern be adopted by the state that will clarify the requirements needed for continued professional development for health occupations educators.
   C. A consortium be established by the state university to correlate the professional development health occupations educators. The consortium should have an advisory committee consisting of health occupations practitioners to maintain a relevant professional development program.

VII. RECOMMENDATIONS

A. The Professional Development Advisory Committee makes the following recommendations to Project Advisory Committee and the State Board of Vocational and Technical Education:

1. Accept the findings of the Professional Development Advisory Committee as valid.
2. Submit the proposed professional development courses to the universities continuing education division authorizing the Professional Development Advisory Committee to assist the universities in developing the proposed courses.
3. Authorize the Professional Development Advisory Committee to establish mini professional development courses under the direction of the universities to be field tested in five regional areas in the state between March 1975 and June 1975.
4. Recommend to the universities that upon approval of the mini courses that college credit or clock hours be granted for the mini professional development courses to be offered.
5. Authorize the Professional Development Advisory Committee to plan a purposed organization pattern for a governing council for continuing education for all health occupations educators.
   A. The certification pattern for health occupations educators be clarified.
   B. Communication and coordination be established among individual health occupations disciplines, universities, individual practitioners, and the state department.

APPENDIX A. 5

IN-SERVICE WORKSHOPS INFORMATION

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

May 12, 1975

Dear Health Occupations Educator:

The Professional Development Committee of Project HOPE will sponsor two workshops in June to help meet the needs of the health occupations educators. These two workshops can be taken for college credit or clock hours if the participant desires. In August, following the Indiana Vocational Conference, a one day workshop will be given.

The workshops have been established in cooperation with the four state universities, Indiana State, Ball State, Indiana, and Purdue, so credit can be granted at the university of your choice.

An information sheet has been enclosed with this letter to provide you with the information needed. If you would like to enroll in one of the workshops, please return your card immediately. The enrollment will be limited to twenty people per workshop.

In the fall the Professional Development Committee will continue to work with the universities to help establish a consortium for health occupations educators concerning professional development. Remember, if you are interested in either one of the workshops, please return the enclosed card.

Sincerely,

Shirley Smalley

Shirley Smalley (Mrs.)
Chairman, Professional
Development Committee

SS/gc
enclosures

PROPOSED PROFESSIONAL DEVELOPMENT WORKSHOPS - PROJECT HOPE

Workshop/Date	Instructor/Education	Duration	Location	Cost Location	Cost Instruction	P
						Un
Clinical Evaluation June 13, 14	Mr. Robert Johnson MS 1LT James Richmann BS	20 hours	Central Nine (Greenwood)	Food & Lodging	Clock hrs.- none College Credit-Uni. Tuition	2 1
How to Prepare Programmed Instruction June 19, 20, 21 Plus 1 later day to be determined by group	CPT Carl Underhill BA CPT Bob Murphy BA 1LT Marshal Gimpel MBA	45 hours	Ft. Benjamin Harrison	Food & Lodging	Clock hrs.- none College Credit - Tuition	4 3
Guidance in a Nut Shell Aug. 13 P.M. Aug. 14 A.M.	Psychometrist PhD Clinical Psychologist PhD	6 hours	Hilton Hotel Indianapolis (20.00)	Food & Lodging	None	N

PROPOSED PROFESSIONAL DEVELOPMENT WORKSHOPS - PROJECT HOPE

ructor/Education	Duration	Location	Cost Location	Cost Instruction	Purposed Student Credit ISU, BSU, IU, & PU Consortium Uni.	Clock Hours	C.E.U.
Robert Johnson MS James Richmann BS	20 hours	Central Nine (Greenwood)	Food & Lodging	Clock hrs.- none College Credit-Uni. Tuition	2 quar. 1 sem.	20	to be determined
Carl Underhill BA Bob Murphy BA Marshal Gimpel MBA	45 hours	Ft. Benjamin Harrison	Food & Lodging	Clock hrs.- none College Credit - Tuition	4 quar. 3 sem.	45	to be determined
ometrist PhD cal Psychologist PhD	6 hours	Hilton Hotel Indianapolis (20.00)	Food & Lodging	None	None	6	to be determined

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

May 30, 1975

Dear Workshop Participant:

Your request has been fulfilled and you are enrolled in the Clinical Workshop. A letter of information concerning the workshop has been enclosed.

There is no cost for the workshop unless you elect to take it for college credit then the normal fees will be paid at the workshop to the college representative.

You can arrange housing at a local motel if you are from out of town. Mary Holstein and I will be staying at the

Ramada Inn - Junction of I65 and Greenwood Rd.
Greenwood, IN
317-882-2211

A map has been enclosed for your convenience. If you have further questions please contact me.

The workshop program will start at 9:00 a.m., June 13, at Central Nine in Greenwood, Indiana. Registration will begin at 8:00 a.m. Please be prompt as the workshop has been established on a tight time-line.

Sincerely yours,

Shirley Smalley

Shirley Smalley (Mrs.)
Chairman, Professional
Development Committee

SS/gc
Enclosure

WORKSHOP ON CLINICAL EVALUATION

I. COURSE DESCRIPTION

CREDIT:---------1 Semester Hour (2 Quarter Hours)

LENGTH:---------20 Hours

PRE-REQUISITE:--Training or experience in at least one health occupation.

DESCRIPTION:----This workshop will provide practical experience in the design of valid evaluation instruments used to measure the clinical performance of health vocation students.

Concepts, methodology and examples of each step in the design of clinical evaluation instruments will be covered in large group sessions followed by practical application by participants in small group session with instructor consultation.

II. COURSE OBJECTIVES:

As a result of attendance at this workshop, participants will be able to:

a. Identify clinical tasks for evaluation.

b. Analyze a selected clinical task to determine the cues, conditions, elements of performance and results of performance. This analysis will provide the basis for performance assessment.

c. Design an evaluation instrument which will measure student performance of a selected clinical task.

d. Validate the evaluation instrument.

III. COURSE PRODUCT:

Prior to the end of the first day, each small group of participants will analyze a selected task and complete an acceptable task structure analysis.

Prior to the end of the workshop, each small group of participants will complete an evaluation planning outline and a complete evaluation instrument containing:

A. Instructions for Administration.

B. Instructions for the Student.

C. Instructions for Scoring/Grading.

D. Answer Sheet or Score Sheet.

E. Test Situation and Alternate Versions, when Appropriate.

IV. MEETING SCHEDULE

TIME	DAY	TOPIC	INSTRUCTOR
9:00 - 9:30	Friday	Workshop Introduction & Objectives	All
9:30 - 10:30	Friday	Instructional Systems Development - Overview	Bob Johnson
10:45 - 12:00	Friday	Occupation & Clinical Task Identification	Bob Johnson
12:00 - 1:30		LUNCH	
1:30 - 3:00	Friday	Analysis of Clinical Tasks	Bob Johnson
3:00 - 4:30	Friday	Workshop - Task Structure Analysis	All
4:30 - 6:00		DINNER	
6:00 - 6:30	Friday	Review of Work in Progress	All
6:30 - 9:00	Friday	Workshop - Task Structure Analysis	All
9:00 - 10:00	Saturday	Evaluation of Previous Day's Work	All
10:00 - 12:00	Saturday	Design of Evaluation Instruments	Jim Richmann
12:00 - 1:30		LUNCH	
1:30 - 4:30	Saturday	Workshop - Evaluation Instrument Design	All
4:30 - 6:00		DINNER	
6:00 - 7:00	Saturday	Evaluation of Day's Work	All
7:00 - 8:00	Saturday	Validation of Evaluation Instruments	Jim Richmann
8:00 - 9:00	Saturday	Workshop Conclusion & Critique	All

ATTENTION:

Confirmation has been received from Ball State University concerning college credit.

CLINICAL EVALUATION WORKSHOP

Undergraduate number is IED 491 - 2 quarter hours

Cost will be $16.00 per quarter undergraduate hours
$32.00 for the workshop.

Graduate number is IED 598 - 2 quarter hours

Cost will be $18.00 per quarter graduate hours
$36.00 for the workshop

HOW TO PREPARE PROGRAMMED INSTRUCTION

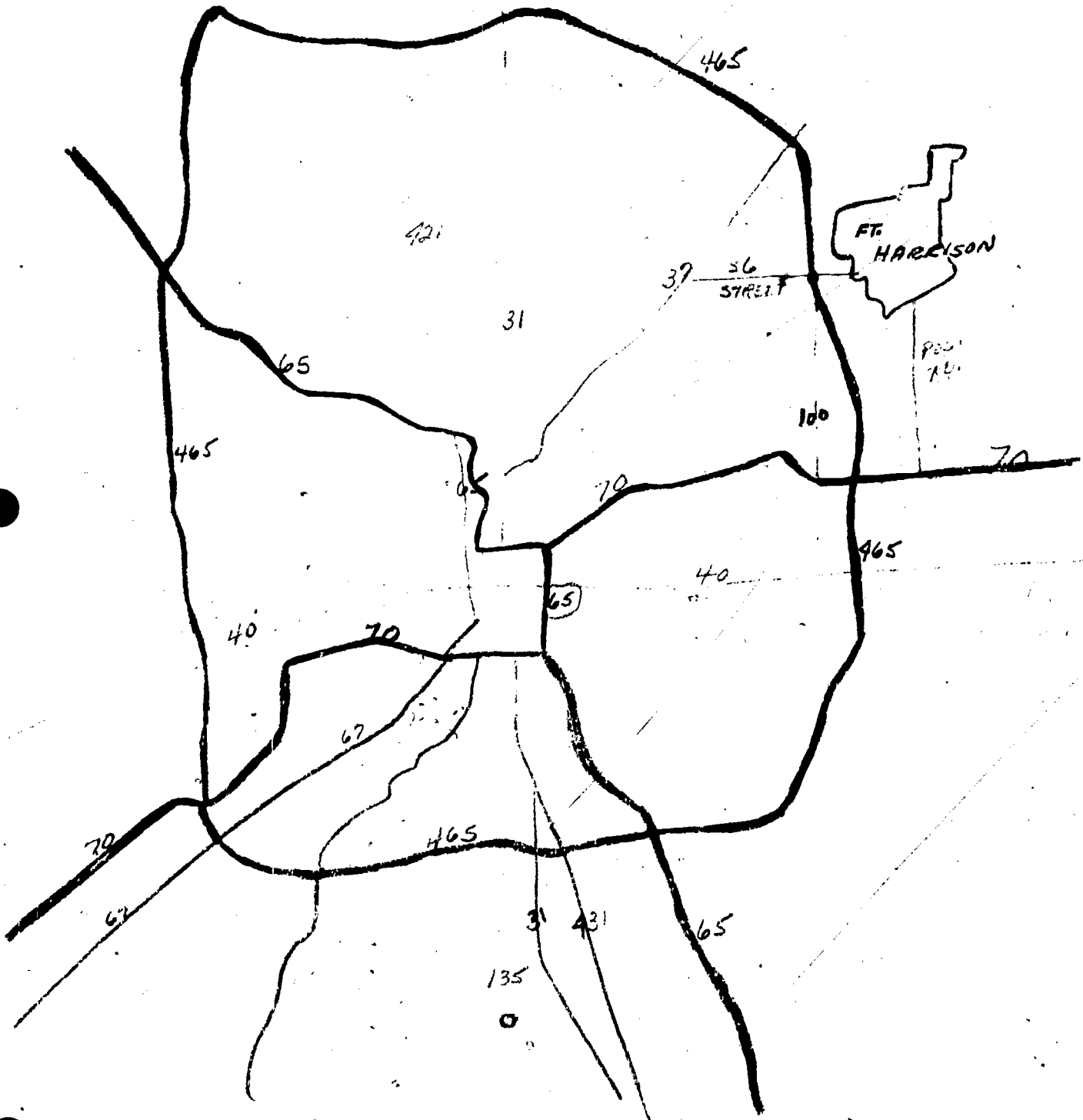
Undergraduate number is IED 491 - 4 quarter hours

Cost will be $16.00 per quarter undergraduate hours
$64.00 for the workshop.

Graduate number is IED 598 - 4 quarter hours

Cost will be $18.00 per quarter graduate hours
$72.00 for the workshop.

INDIANAPOLIS AREA



TASK STRUCTURE ANALYSIS

1. DATE: 4-17-75
2. PAGE: 1 OF 5 PAGES

3. JOB/MOS: MEDICAL LABORATORY TECHNICIAN

4. DUTY: Hematology - Clinical Lab

5. TASK STATEMENT: (STATE AS AN ACTION VERB WITH AN OBJECT.)
Perform Microhematocrit Determination

6. TASK NUMBER

7. CUES: (LIST EVENTS WHICH INITIATE TASK PERFORMANCE.)

1. Receive requisition(s) signed by physician(s) requesting that microhematocrit(s) or series of tests containing microhematocrit(s) be performed.
2. Receive labeled blood specimen(s) and requisition(s) signed by physician(s) requesting that microhematocrit(s) or series of tests containing microhematocrit(s) be performed.
3. Questionable results from other lab tests. Requested by another technologist to check results.

8. DECISIONS AND/OR STEPS: (STATE DECISIONS AS YES/NO QUESTIONS.) (STATE STEPS AS SUBTASKS.)	DECISIONS YES	DECISIONS NO	GO TO STEP	NECESSARY CONDITIONS
1. Secure blood specimen(s).	X	X	2	See Separate Analysis*
2. Label blood specimen(s).	X	X	3	See Separate Analysis*
3. Is/are specimen(s) labeled according to proper procedure.	4	5	Y	See Separate Analysis*
4. Is/are label(s) on specimen(s) in agreement with requisition(s).	7	5	X	
5. Secure new blood specimen(s) on specimen(s) not labeled in agreement with requisition(s).	X	X	6	See Separate Analysis*
6. Label new blood specimen(s)	X	X	3	Label
7. Take specimen(s) and requisition(s) to laboratory bench.	X	X	7A	Laboratory Bench
7A. Start with first (or next) specimen.	[illegible]	X	8	
8. Check specimen for clot.	X	X	9	2 Applicator Sticks**
9. Is specimen clotted?	9A	10	X	
9A. Discard specimen.	X	X	1	Discard Rack
10. Recap specimen and place on automatic blood mixer for at least two minutes.	X	X	11	Automatic Blood Mixer**
11. Are necessary equipment and supplies assembled?	13	11A	X	See Attached List

ADMINCEN FORM 1997, 1 JAN 75 (ATSG-TE)

	DECISIONS		GO TO STEP	NECESSARY CONDITIONS
	YES	NO		
11A. Assemble equipment and supplies for micro-hematocrit.	X	X	12	See Attached Lis
12. Are all necessary equipment and supplies available?	13	51	X	
13. Remove blood specimen from automatic mixer.	X	X	13A	
13A. Mix manually by inversion 10 times.	X	X	14	
14. Immediately remove cap from blood specimen and place on bench, top side down.	X	X	15	
15. Tip blood specimen tube so that blood runs to opening of tube, but does not spill out of tube.	X	X	16	
16. Place unmarked end of capillary tube into blood at an angle perpendicular to the surface of the blood. Blood will begin to rise in tube by capillary action.	X	X	17	
17. Tip tube to 45° angle with surface of blood without removing unmarked end of tube from specimen. Allow blood to fill tube 2/3 full.	X	X	18	
18. Remove capillary tube from blood specimen and hold horizontally.	X	X	19	
19. Is tube 2/3 full?	20	19A	X	
19A. Replace tube in blood specimen until 2/3 full.	X	X	18	
20. Wipe excess blood from outside capillary tube with gauze square making sure blood is not drawn from inside tube.	X	X	21	Gauze Square**
21. Is tube still 2/3 full.	22	21A	X	
21A. Replace tube in blood specimen until 2/3 full	X	X	18	
22. Place index finger over end of capillary tube with red markings. Press firmly so that blood does not escape.	X	X	23	
23. Place unmarked end of capillary tube in Sealease perpendicular to surface of Sealease.	X	X	24	Sealease**
24. Remove capillary tube from Sealease.	X	X	25	
25. Is Sealease plugging tube so that blood does not move when tube is tilted end to end?	25A	23	X	
25A. Remove index finger	X	X	26	

	DECISIONS		GO TO STEP	NECESSARY CONDITIONS
	YES	NO		
26. Place capillary tube in numbered slot in centrifuge.	X	X	27	Microhematocrit Centrifuge**
27. Record number of slot on edge of requisition.	X	X	27A	
27A. Is duplicate test already in centrifuge?	30A	28	X	
28. Has it been more than 1 minute since you start-ed step 14?	29	30	X	
29. Recap specimen and replace on automatic mixer for 2 minutes.	X	X	13	
30. Proceed to prepare duplicate test from same specimen.	X	X	15	
30A. Do you have another determination requested on another specimen with requisition that has not already been set up?	30B	31	X	
30B. Do you already have 2 capillary tubes in centrifuge?	31	7A	X	
31. Close centrifuge and spin for 5 minutes @ 10,000 rpm.	X	X	32	
32. Does centrifuge work properly?	33	33	X	
33. When centrifuge has stopped completely, remove lid.	X	X	34	
34. Hold head of centrifuge so that capillary tube to be read is perpendicular to you on a horizontal plane.	X	X	35	
35. Adjust capillary tube within its slot so that the line where the Sealease stops and red blood cells starts is on the line marked "0" on the reader.	X	X	36	
36. Adjust the calibrated head of the centrifuge so that the line marked "100" intersects the capillary tube at the meniscus of the plasma.	X	X	37	
37. Is the tube properly aligned in the reading device on the centrifuge head so that the RBC's start at "0" and the meniscus of the plasma is at "100?"	38	34	X	
38. Read the number on the reading device at the point where the RBC's and plasma intersect.	X	X	39	
39. Record the number on the requisition next to the number of the corresponding slot recorded in step 27.	X	X	40	

	DECISIONS		GO TO STEP	NECESSARY CONDITIONS
	YES	NO		
40. Do you have the duplicate recorded?	40A	34	X	
40A. Are there other duplicate tests in the centrifuge that have not yet been read?	40B	41	X	
40B. Read other test(s).	X	X	34	
41. Do the duplicate tests on specimen agree within ±2%?	42	41A	X	
41A. Have you repeated the duplicate tests on those that do not agree?	41B	8	X	
41B. Do the repeated duplicate tests now agree within ±2%.	42	42B	X	
42. For each test, answer the following: Was this test ordered by the physician on the requisition?	43	42A	X	
42A. Report results to and return specimen to the other technician requesting test for check.	X	X	50	
42B. For each set of duplicate tests not in agreement answer the following: Was this test ordered by the physician on the requisition?	42C	42A	X	
42C. Record both microhematocrit results and note "did not check" on requisition.	X	X	44	
43. Record averaged microhematocrit result(s) in proper location on corresponding requisition.	X	X	44	
44. Date and initial requisition(s).	X	X	45	
45. For each requisition answer the following: Were any other tests ordered on the requisition which are not already recorded.	45A	46	X	
45A. Give requisition(s) and specimen(s) to technician performing other tests requested.	X	X	50	
46. For each requisition answer the following: Was the requisition marked "STAT?"	47	48	X	
47. Call results to physician(s) immediately.	X	X.	48	
48. Place requisition(s) in pick-up box for processing to patient's chart(s).	X	X	49	
49. Recap specimen(s) and place in rack for discard at end of shift.	X	X	49	
50. Clean up work area.	X	X	EOT	

	DECISIONS		GO TO STEP	NECESSARY CONDITIONS
	YES	NO		
5. Obtain stock supplies for missing items.	X	X	52	
52. Notify supervisor what items you took from stock for inventory control.	X	X	13	
53. Troubleshoot problem.	X	X	54	
54. Did you correct problem?	33	55	X	
55. Is back up centrifuge available?	56	EOT	X	
56. Use back up centrifuge and send regular one out for repair.	X	X	33	Back up Centrifuge

Finished product:

Microhematocrit test results should agree ±2% with duplicate specimens and requisition should be properly completed and processed. "Properly" is defined in the Laboratory Procedure Manual.

* Separate Analysis - refers to TSA on Blood Collection.

** Described on attached list of equipment and supplies.

Microhematocrit

...ssary Equipment and Supplies

...duated glass capillary tubes 1 MMX 7CM., open at both ... lined with dried heparin, and marked with a red band ... end. (2 per test).

...se (clay for plugging capillary tubes).

...hematocrit centrifuge with reading device capable of ... RPM.

... gauze squares.

...d mixer.

...licator sticks.

PERFORMANCE MEASURE OUTLINE

A. TASK

Perform microhematocrit determination(s).

B. TEST CUES/CONDITIONS

1. Receive 10 labeled blood specimens and corresponding requisitions signed by physician requesting that microhematocrit or series of tests containing microhematocrit be performed.

C. TEST PERFORMANCE

1. Perform 10 duplicate microhematocrit determinations on "known" specimens.

D. TEST RESULTS

1. Process scoring steps: 4,9,12,13,21,27,28,37,38,39,42,43,44,46, 48,50.

2. Product scoring: Duplicate results on 9 out of 10 specimens should agree ±2% with each other and when the duplicates are averaged, agree ±2% with the known values on the specimens.

STUDENT CENTERED

PERFORMANCE OBJECTIVE

Given (1) a laboratory work area,
(2) all necessary equipment and supplies either in the room or in the adjacent stock room, and
(3) ten labeled blood specimens with requisitions

student will perform micro-
tocrit determinations on all
imens achieving duplicate results
) out of 10 specimens that agree
with each other and, when
raged, agree ±2% with the known
s on the specimens.

MARY LEE SEIBERT
IUPUI

JOB

The total of work activities performed by one worker.

TASK

A unit of job activity performed by the worker for its own sake in a job situation.

ELEMENT OF PERFORMANCE

A step or decision included in the process of performing a task.

CHARACTERISTICS OF
TASKS / ELEMENTS OF PERFORMANCE

1. STATED IN JOB TERMS WITH AN ACTION VERB AND AN OBJECT

2. DEFINITE BEGINNING, END AND CUE(S) TO INITIATE PERFORMANCE

3. OBSERVABLE

4. MEASURABLE

5. DONE IN RELATIVELY SHORT PERIOD OF TIME

*6. SMALLEST UNIT OF JOB ACTIVITY DONE FOR ITS OWN SAKE IN EYES OF JOB INCUMBENT

* DISTINGUISHES TASK FROM ELEMENT OF PERFORMANCE

TASK STRUCTURE ANALYSIS

A DETAILED ANALYSIS OF A TASK INTO ITS CUES TO PERFORMANCE, ELEMENTS AND SEQUENCE OF PERFORMANCE, CONDITIONS UNDER WHICH PERFORMED AND RESULTS OF PERFORMANCE

CUES - THE REAL WORLD STIMULI WHICH SIGNALS THE JOB INCUMBENT TO PERFORM THE TASK.

ELEMENTS AND SEQUENCE OF PERFORMANCE - THE STEPS AND/OR DECISIONS NECESSARY TO PERFORM ALL VARIATIONS OF THE TASK AS THEY MAY OCCUR IN THE REAL WORLD. LISTED IN A LOGICAL SEQUENCE BEGINNING WITH THE OCCURRENCE OF THE CUE AND ENDING WHEN THE TASK IS COMPLETED.

CONDITIONS OF PERFORMANCE (TWO TYPES)

A. THE TOOLS, REFERENCES, JOB AIDES AND MATERIALS NECESSARY TO PROPERLY ACCOMPLISH THE TASK (MUST BE NORMALLY AVAILABLE TO THE JOB INCUMBENT AT THE JOB SITE).

B. ENVIRONMENTAL DIFFERENCES WHICH SUBSTANTIALLY ALTER THE PROCESS OF TASK PERFORMANCE.

RESULTS OF PERFORMANCE - (THREE TYPES)

(1) SPECIFICATION OF THE CHARACTERISTICS OF AN ACCEPTABLE PRODUCT.

(2) IDENTIFICATION OF THE KEY STEPS IN AN ACCEPTABLE PROCESS.

(3) SPECIFICATION OF PROCESS ERRORS WHICH WILL RESULT IN AN UNACCEPTABLE PRODUCT.

Registered Participants
CLINICAL EVALUATION WORKSHOP

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Indianapolis, IN

1LT James Richmann
Ft. Benjamin Harrison
Indianapolis, IN

Participants

CLINICAL EVALUATION WORKSHOP

Margaret Watson, R.N.
Director
School of Practical Nursing
2513 - 17th Street
Columbus, IN 47201

Beverly Breitfield
School of Practical Nursing
2513 - 17th Street
Columbus, IN 47201

Patricia Morrell
School of Practical Nursing
2513 - 17th Street
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Patricia Roth
School of Practical Nursing
2513 - 17th Street
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Jacqueline Thackery
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2513 - 17th Street
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Sharon Sue Epps
Community Hospital
1500 No. Ritter Ave.
Indianapolis, IN 46219

Mary Alice James
INPUT - API Program
1100 W. Michigan St.
Indianapolis, IN 46202

Sylvia McCurdy
Ind. Voc. Tech. Col.
Jeffersonville
510 Spring St.
Jeffersonville, IN 47130

Martha Burris
Box 286-5, R. R. # 5
Bloomington, IN 47401

Ruth M. Macklin
Community Hospital
1500 No. Ritter Ave.
Indianapolis, IN 46219

Larradine Ericson
Central Nine Voc. Sch.
P. O. Box 218
Greenwood, IN 46142

Joanne Jones
J. Everett Career Light Center
1901 E. 86th Street
Indianapolis, IN 46240

Barbara Young
West Washington High School
R. R. # 2
Campbellsburg, IN 47108

Florence Elmore
Ind. Voc. Tech. Col.
1315 E. Washington St.
Indianapolis, IN 46202

Joan Stingel
Salem High School
Salem, IN

Jan Fenn
Kokomo Haworth High School
Kokomo, IN 46901

Joy Curtiss
6219 Gateway Drive
Indianapolis, IN 46226

Sandra Irwin
5290 Roxbury Rd.
Indianapolis, IN 46226

Mary Holstein
Chief Consultant
120 W. Market St., 16th Floor
Indianapolis, IN 46204

Shirley Smalley
Chairman, Professional Dev. Comm.
801 Parkview Drive
New Castle, IN 47362

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

June 3, 1975

Dear Workshop Participant:

Your request has been fulfilled and you are enrolled in the How To Prepare Programmed Instruction Workshop. A letter of information concerning the workshop has been enclosed.

There is no cost for the workshop unless you elect to take it for college credit then the normal fees will be paid at the workshop to the college representative.

You can arrange housing at a local motel if you are from out of town. Mary Holstein and I will be staying at the

Sheraton Inn - Interstate 465 at St. Rd. 67
Indianapolis, IN
317-897-4000

A map has been enclosed for your convenience. If you have further questions please contact me.

The workshop program will start at 9:00 a.m., June 19, Bldg. 400, Room 111, at Ft. Benjamin Harrison in Indianapolis. Registration will begin at 8:00 a.m. Please be prompt as the workshop has been established on a tight time-line.

Sincerely yours,

Shirley Smalley

Shirley Smalley (Mrs.)
Chairman, Professional
Development Committee

SS/gc
Enclosure

WORKSHOP ON

HOW TO PREPARE PROGRAMMED INSTRUCTION

I. COURSE DESCRIPTION:

CREDIT:----------3 Semester Hours (4 Quarter Hours)

LENGTH:----------45 Hours

PRE-REQUISITE:--------Must have received credit for completion of the Basic Faculty Development Course or an equivalent service-school instructor training course. Personnel from Governmental agencies outside USAIA may apply on a space-available basis. Security clearance required: None.

DESCRIPTION:----------To provide personnel with the skills necessary to develop programmed learning packages. Graduates will be able to apply the techniques of programmed learning to resident and non-resident instruction.

II. COURSE OBJECTIVES:

a. The student will be able to use the technical vocabulary and rudimentary theories of programmed instruction in the remainder of the course.

b. The student will be able to explain the relative merits of PI as a training medium in economic and training effectiveness terms, development and measurement of behavioral objectives; recognize training and non-training problems; recognize and properly sequence criterion items; determine pre-requisite skills; identify teaching frames; and rate the relative merit of various teaching and criterion frames, within the control of the case study.

c. The student will be able to convert a sequence of criterion items into an instructional sequence. He will be able to describe three strategies for writing programmed instruction ranging from maximum use of feedback data to minimum use. He will be able to select an appropriate strategy and employ it effectively in his own PI writing.

d. The student will write a sequence of programmed instruction frames to teach a given task. The student will be given a criterion - referenced test and a textual description of how the task is performed. The student must write a draft sequence of frames, test his draft sequence on at least one student using the "Information Gathering Session" technique, and suggest improvements to his draft frames based on information collected.

e. Given a teaching frame and several options on the possible response for the frame, the student will be able to select the response which is overt, critical, and makes the best use of principles of application, discovery, and discriminations.

f. The student will write a sequence of programmed instruction frames to teach a task of his own selection. The student must design his own criterion - referenced test, draft a sequence of frames, test his draft on at least one student, and make revisions based on information collected. The sequence of frames must be developed using a lean approach.

g. The student will describe a list of characteristics of good programmed instruction. He will review currently available programmed instruction to determine its value.

h. The student will write a sequence of programmed instruction frames to teach a task from his own subject matter area. He must do the necessary task analysis and write a criterion - referenced, performance - oriented test. He must draft a sequence of frames, test his sequence of frames, and make revisions based on information collected. He must continue to test and revise until no more meaningful data is collected from developmental trails. He must validate his programmed instruction on a sample of the student population. He must arrange to have his programmed instruction numbered and distributed.

III. COURSE PRODUCT:

A. Introduction to Terms.

B. Programmed Instruction Training Case Study.

C. Programming Strategies

D. Critical Response Construction

E. Characteristics of Good Programmed Instruction

Course Prospectus: PROGRAMMED LEARNING WORKSHOP

Workshop Objective: "Programmed Learning-A Process" is the theme of this workshop. Participants study the process of writing programmed instruction and they learn how this same technique may be used to improve the quality of any instruction. Each student will work on two projects in writing programmed instruction. At the conclusion of the workshop each participant will be able to design, prepare and validate programmed instructional material.

The following articles and textbooks are recommended for advanced readings for the civilian educators Programmed Learning Workshop.

1. Markle, Susan Meyer, Good Frames and Bad, New York: Wiley, 1964.
2. Mager, Robert F., Preparing Instructional Objectives, Palo Alto, California, Fearon Publishers.
3. Programmed Learning - A Progress Report, Rummler, Geary A., Management of Management of Personnel Quarterly, Vol. 2, No. 3, Autumn 1963. pages 22-31.
4. "Strategies for Using Programmed Instruction", Murphy, John R. and Goldberg, Irving A., Harvard Business Review, May-June 1964.

GLOSSARY

The following Glossary is provided to enable individuals participating in the Programmed Learning Workshop to participate actively in discussions during the conduct of the workshop.

1. Active Response: Individual taking a program responds actively to each question rather than simply recognizing a correct answer or making a choice among several alternatives.
2. Adjunctive Program: An instructional program which makes use of existing materials as its primary source of instruction, around which a program guide is build to guide the trainee through the information.
3. Branching Program: A program design in which students are sent in alternative paths depending on their responses at a particular branching point. Program enables fast and slow students to progress at their own rate using only that information that they require.
4. Copy Frame: Frames which require the student to merely repeat information presented in an instructional sequence.
5. Criterion Test Item: A written and/or actual performance item which is used to measure the achievement of an objective.
6. Entry Level Performance (ELP): The level of performance the trainee brings with him that is relevant to the job performance requirement (JPR). Training must bridge the gap between ELP and JPR.
7. Empirical: A reliance on data rather than supposition and assumption alone; subjecting assumptions to experimental evaluation; determining through actual use whether or not an instructional component accomplishes what it is suppose to accomplish.
8. Immediate Feedback: (Reinforcement) Knowledge of results provided to the student taking a program of instruction. These results are provided after the student completes a criterion test item.

9. Information Gathering Session: A form of developmental testing in which a student and a program developer work together to improve a program in the areas of information accuracy, semantics, program format, etc. before the program is administered to a large group for validation purposes.

10. Instruction: A series of procedures or events designed to produce specified and measurable changes in student behavior.

11. Job Aid: A flow chart, checklist, reference, device or listing of steps to be followed used by the persons doing the job.

12. Learning Exercise: A combination of instruction and criterion test item. Instruction is presented first and is followed by a test item.

13. Lean Programming: Intentionally overestimating the capabilities of the student in order to develop an efficient program. During validation, difficulties are repaired and the result is the minimum instruction required to reach the objectives. The purpose of lean programming is to save money and training time.

14. Linear Program: A program where the student begins with the easiest and progresses to the more difficult material while following a logical sequence. This type of program does not provide for branching.

15. Overt Performance: Visible behavior which is measureable.

16. Programmed Instruction: Any validated instruction based on objectives and incorporating some form of criterion testing, and could involve any instructional medium.

17. Subject Matter Expert: A specialist who provides instructional designers with technical clarification and assists in analysis, criterion test development, etc.

18. Task Analysis: Breaking a task down into its component skills, knowledges and performances. In order to design effective instruction for a task, the task must be analyzed to determine how the task is performed on the job and also to identify possible sources of error that can be made by the job incumbent.

19. Training Objective: A composite of an action statement identifying what the student will be able to do after completion of the program, a condition statement which identifies the situation or circumstances under which the behavior stated in the action statement will occur, and a standard statement which specifies the speed, accuracy or procedure required of a person while performing the action.

20. Validation: The process of developmental testing, field testing, and revision of instruction to be certain that the instructional intent is achieved. It is possible the most significant advance in present-day instructional practice, since it allows instructional designers to guarantee specified results. It was a logical development with programmed instruction since PI techniques permitted interactive instruction, which produces a continuous record of trainee involvement. Since programs have objectives and a record of student responses, the effectiveness of each step in the instructional presentation can be determined, and each step can be revised to correct deficiencies.

WEEKLY CLASS SCHEDULE	U.S. ARMY INSTITUTE OF ADMINISTRATION FORT BENJAMIN HARRISON, INDIANA 46216		
PROPONENT DEPARTMENT Dir for Tng & Educ	COURSE TITLE AND COURSE NUMBER Programed Learning Workshop		CLASS NO 75-03
INCLUSIVE DATES 19-20-21 June 1975	_____ WEEK OF _____ WEEKS	ROOM NO 111	STUDENT CO
CLASS ADVISOR TELE HONE EXT CPT Murphy/2489	CLASS LEADER		NO STUDENTS

1 0700 0745
2 0755 0840
3 0850 0935
4 0940 1025
5 1035 1120
6 1130 1215
7 1225 1310
8 1315 1400
9 1405 1450

DATE & PERIOD	SUBJECT	INSTR REF NO	REFERENCE & REMARKS
THU; 19 Jun 75			
0800-1915	Introduction to Terms		Pre-reading: Preparing Instructional Objectives Robert F. Mager
0930-1200	Martian Motors Case Study		
1300-1430	Decision Strategies		
1445-1700	Task I, Planning		Pre-reading: "Programed Learning - A progress Rep
FRI, 20 June			
0800-1200	Task I, IGS and Revision		
1300-1700	Task II, Planning		Pre-reading: "Aspects of Frame Construction"
SAT, 21 June			
0800-1200	Task II, IGS and Revision		
1300-1400	Validation/Administration/Publication		Pre-reading: "Strategies f Using Programmed Instructi
1415-	Course Conclusion		
COURSE OBJECTIVES:	"Programed Learning - A Process" is the theme of this workshop. study the process of writing programed instruction and they learn how this same techn used to improve the quality of any instruction. Each student will work on two projec programed instruction. At the conclusion of the workshop each participant will be ab prepare and validate programed instructional material.		
REFERENCE:	Markle, Susan Meyer, Good Frames and Bad		
FACULTY:	CPT Underhill; CPT Murphy; 1LT Gimpel		

CEN FORM 1704, 1 AUG 74 (ATSG TE M) REPLACES FBH FORM 1704, 1 NOV 73, WHICH MAY BE USED

EDULE

U.S. ARMY INSTITUTE OF ADMINISTRATION
FORT BENJAMIN HARRISON, INDIANA 46216

c	COURSE TITLE AND COURSE NUMBER: Programed Learning Workshop	CLASS NO: 75-03
	____ WEEK OF ____ WEEKS; ROOM NO: 111	STUOENT CO
	CLASS LEADER	NO STUOENTS

PERIOD

1	0700	0745	10	1500	1545
2	0755	0840	11	1550	1635
3	0850	0935	12	1640	1725
4	0940	1025	13	1730	1815
5	1035	1120	14	1820	1905
6	1130	1215	15	1915	2000
7	1225	1310	16	2010	2055
8	1315	1400	17	2105	2150
9	1405	1450	18	2155	2240

SUBJECT	INSTR REF NO	REFERENCE & REMARKS	INSTRUCTOR
ction to Terms Motors Case Study n Strategies Planning		Pre-reading: Preparing Instructional Objectives by Robert F. Mager Pre-reading: "Programed Learning - A progress Report"	Staff
IGS and Revision Planning		Pre-reading: "Aspects of Frame Construction"	Staff
IGS and Revision on/Administration/Publication onclusion		Pre-reading: "Strategies for Using Programmed Instruction"	Staff

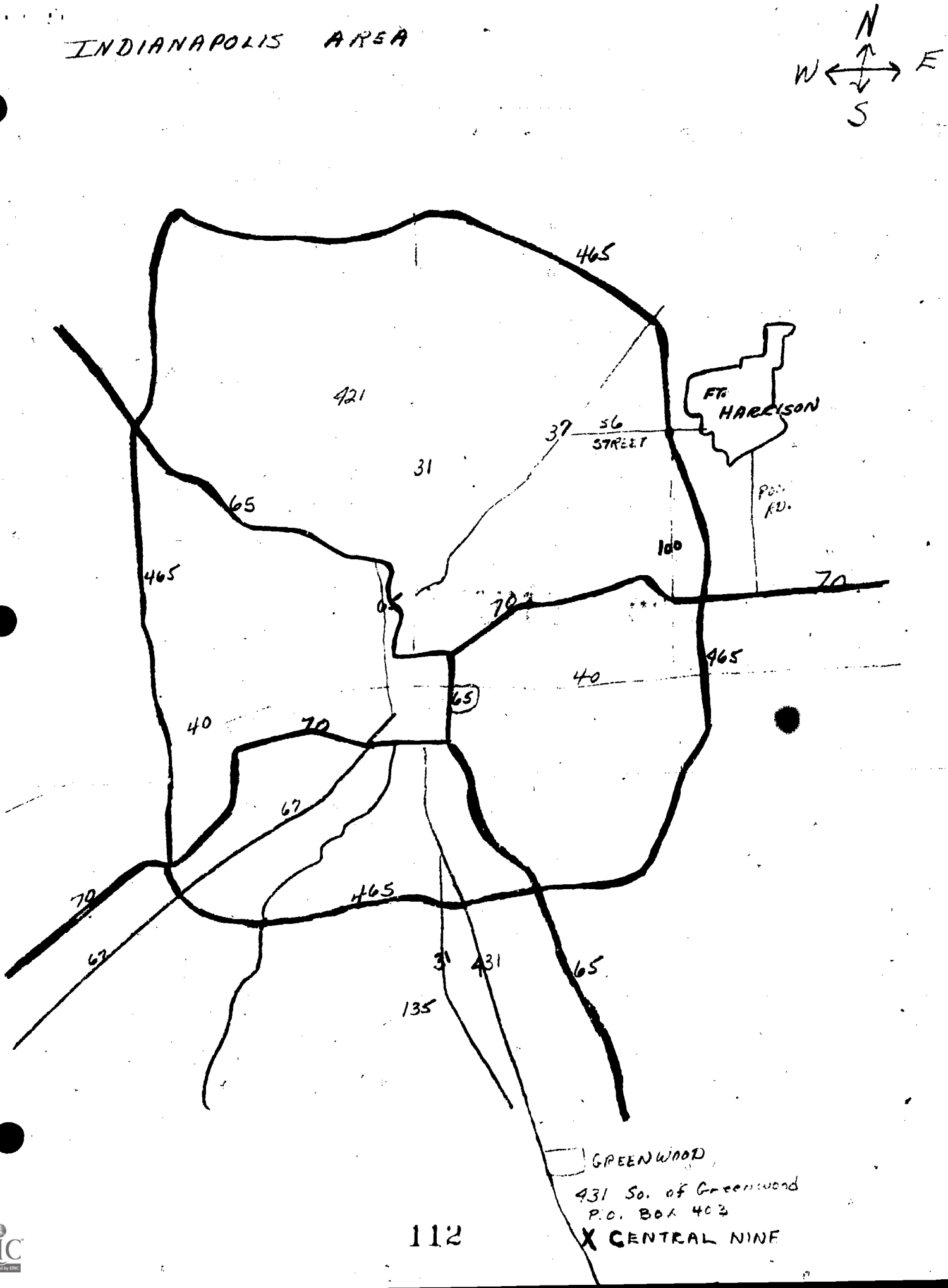
"Programed Learning - A Process" is the theme of this workshop. Participants writing programed instruction and they learn how this same technique may be quality of any instruction. Each student will work on two projects in writing n. At the conclusion of the workshop each participant will be able to design, programed instructional material.

Susan Meyer, Good Frames and Bad

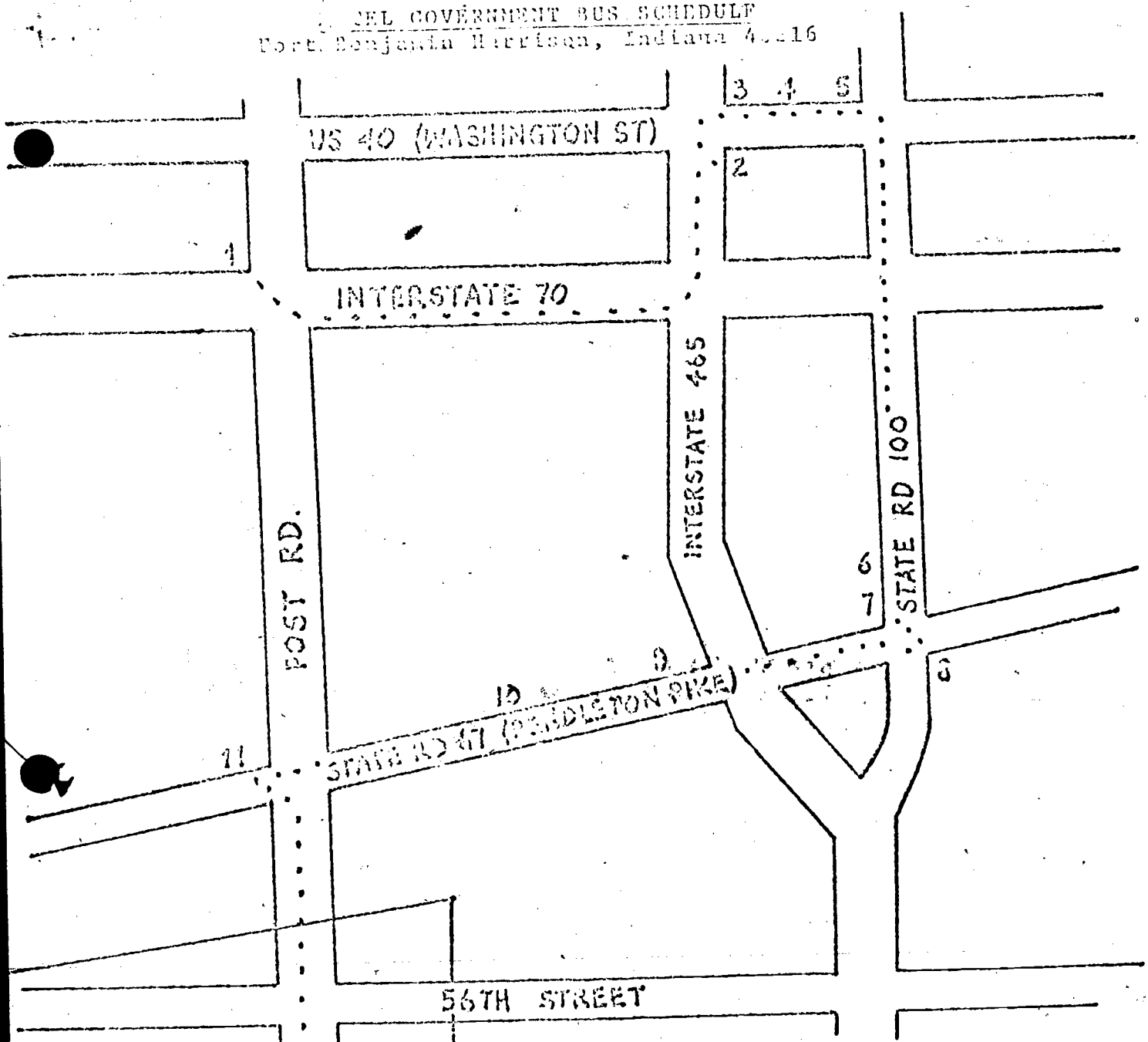
hill; CPT Murphy; 1LT Gimpel

REPLACES FBH FORM 1704, 1 NOV 73, WHICH MAY BE USED

INDIANAPOLIS AREA



JEL GOVERNMENT BUS SCHEDULE
Fort Benjamin Harrison, Indiana 4...16



Morning Arrival Time At:	1st Bus	2d Bus
1-Hospitality Inn	0610	---
2-Capilano Inn	0615	---
3-Howard Johnson	0618	---
4-Accent Inn	0620	---
5-Ace Motel	0622	---
6-Ramada Inn	0630	---
7-Regal Eight	0631	0707
8-Holiday Inn	0633	0710
9-Sheraton Inn	0638	0714
10-Fort Motel	0642	0719
11-Park Terrace	0644	0722
12-Bldg. 400 (Gates-Lord)	0650	0730
Evening Departure		
Gates-Lord Hall (Bldg 400)	1500	1645

MAP NOT TO SCALE

Registered Participants

PROGRAMMED INSTRUCTION WORKSHOP

Mary Ann Holper
Gary Area Voc. Sch.
1800 E. 35th Ave.
Gary, IN 46402

Esther Ross
Gary Area Voc. Sch.
1800 E. 35th Ave.
Gary, IN 46402

Tony Goodrich
%Riley Respiratory Therapy
1100 W. Michigan St.
Indianapolis, IN 46202

Ellen Firme
Box 25
Michigan City, IN 46360

Jo A. Haynes
818 Chauncey N.
We. Lafayette, IN 46219

Christy Hamlin
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1500 No. Ritter Ave.
Indianapolis, IN 46219

Cecil Kinney
IVTC
3717 So. Reed Rd.
Kokomo, IN 46901

Nancy Walts
1421 N. Drive
Marion, IN 46952

Mary Feeley
IUMC
1100 W. Michigan St.
Indianapolis, IN 46202

Doris Martin
Ft. Wayne Regional Voc. Center
Div. of Voc. and Cont. Ed.
1200 No. Barr
Ft. Wayne, IN 46802

Norma Pinney
Ft. Wayne Regional Voc. Center
Div. of Voc. and Cont. Ed.
1200 So. Barr
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Ruth Overbeck
Twin Lakes High School
Monticello, IN

Jeanette Herr
R. R. # 1, Box 75A
Whiteland, IN 46184

Sharon Sue Epps
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Jennifer J. Hays, C.D.A.
IUSB
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710 Northwest 5th St.
Richmond, IN 47374

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Ruth Macklin
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Joe Bladus, Director
I.N.H.A.
428 Illinois Bldg.
17 W. Market
Indianapolis, IN 46204

Sandy Irwin
5290 Roxbury Rd.
Indianapolis, IN 46226

Mary Holstein
Chief Consultant
120 W. Market St., 16th Floor
Indianapolis, IN 46204

Shirley Smalley
Chairman, Professional
Development Committee
801 Parkview Drive
New Castle, IN 47362

Capt. John Moore
U. S. Army

GUIDANCE-IN-NUT-SHELL

I. Workshop Description

Credit - None

Length - 2.5 hours Wednesday and 2.5 hours Thursday

Pre-Requisite - None

Description - To provide Health Occupations educators with an introduction to basic guidance information.

II. Schedule - August 13, 1975

1:30 - 3:00 p.m.

Dr. Stanley Wenck, Psychometrist
Ball State University
Dept. of Educational Psychology

Objectives:

1. To explain the significance of commonly used entrance tests such as OVES, PSAT, and SAT.
2. To explain health occupations college requirements in terms of standard test scores, grades, etc.
3. To use examples to illustrate the use of tests in professional guidance.

3:00 - 4:30 p.m.

Health Occupations Panel

Objectives:

1. To present a booklet on all vocational programs in Indiana.
2. To explain and compare the basic requirements needed for the various allied health groups.

III. Schedule - August 14, 1975

9:00 - 10:30 a.m.

Dr. Pete Cacavas, Clinical Psychologist
Ball STate University
Dept. of Educational Psychology

Objectives:

1. To compare the normal teenager problems to abnormal behavior
2. To learn how to recognize abnormal behavior.
3. To give the proper emergency mental health procedure to follow in a crisis.
4. To help identify the proper resource people in your community.

10:30 - 11:30 a.m.

Resource Panel

Objectives:

1. To distribute a booklet listing proper channels for guidance provided by the mental health association.
2. To give a basic format that could be developed for a local booklet.

APPENDIX A.6

WORKSHOP EVALUATIONS

Summary of Professional
Development In-Service Workshops

CLINICAL EVALUATION:

1. 20 Health Occupations Educators attended

   5 IVT Practical Nursing Instructors

   3 Private Hospital In-Service Instructors

   3 High School Health Occupations Instructors

   1 A.D.N. Instructor

   2 Indiana Voc. Tech. College - Allied Health Instructor

   1 State Staff

2. Credit Received by Participants

   15 Attending received C.E.U. in Nursing

   3 Received Indiana State University
   (1 sem. hour credit)

   2 Received Ball State University
   (2 quarter hours credit)

3. Evaluation Summary of participants

   a. Registration and General Management
   (11 rated it efficient)
   (9 rated it adequate)

   b. Organization rated
   (12 well planned)
   (3 adequately planned)

   c. Effectiveness rated
   (12 objectives of workshop were accomplished)
   (3 objectives of workshop partially accomplisned)

   d. Communications among participants
   (15 excellent)
   (5 satisfactory)

   e. Facilities (parking, food service, and work area)
   (19 excellent)
   (1 satisfactory)

f. Comments of participants

Very tight schedule but material excellent

Well presented - very helpful instructors

More of the same

Give a better outline of intended content with the advance announcement

Much more applicable than previous 15 clock hour course. Looking forward to more workshops.

Very worthwhile workshop. Thanks to the instructors for preparation, planning, and participation. I obtained a lot of useful material.

Organization excellent. I knew what was to be covered each time period.

To go 10 hours for two straight days was tiring, however, I really enjoyed the longer periods for the workshop. It was difficult to concentrate for so many hours.

Did the title not communicate the objectives? Were the needs misunderstood in working objectives?

Need more clarification on terminology as to our meaning of "clinical evaluation".

I appreciate all the effort put forth and I did learn thanks to Bob and Jim.

Evaluation

of

Professional Development Workshop

Select the most appropriate answer.

1. Registration and general management _____

   a. Efficient
   b. Adequate
   c. Inefficient

   Suggestions. _____

2. Organization _____

   a. Well planned
   b. Adequately planned
   c. Poorly planned

   Suggestions. _____

3. Effectiveness _____

   a. Objectives of the workshop accomplished
   b. Objectives of the workshop partially accomplished
   c. Nothing accomplished?

   Suggestions. _____
   _____

4. Communications among participants _____

   a. Excellent
   b. Satisfactory
   c. Poor

   Suggestions. _____
   _____

5. Facilities (Parking, food service, and workarea) _____

   a. Excellent
   b. Satisfactory
   c. Poor

   Suggestions. _____
   _____

Summary of Professional

Development In-Service Workshop

PROGRAMMED INSTRUCTION:

1. 13 Health Occupations Educators attended
   1 Army personnel attended

   4 Private Hospital In-service Instructor

   1 Private College Nursing Instructor

   2 IVT - Allied Health Instructors

   5 High School Health Occupations Instructors

   1 State Staff

2. Credit Received by Participants

   9 Attending received C.E.U. in Nursing

   3 Received Indiana State University
   (3 sem. hours credit)

   5 Received Ball State University
   (4 quarter hours credit)

3. Evaluation Summary of Participants

   a. Registration and general management
   (12 efficient)
   (2 adequate)

   b. Organization rated
   (12 well planned)
   (2 adequate)

   c. Effectiveness
   (12 objectives of workshop accomplished)
   (2 objectives of workshop partially accomplished)

   d. Communications among participants
   (14 excellent)

   e. Facilities (parking, food service, and work area)
   (9 excellent)
   (5 satisfactory)

   f. Comments of participants

   Terrific effectiveness

   Everyone was anxious to be of assistance to others

   Really after the sweat and tears it was quite worthwhile

   Effectiveness - very, very good

   Problem of communication of ISU requirements a written contract would have helped

   Much better than I expected

   The experience was most beneficial to me

   Well Planned

Evaluation

of

Professional Development Workshop

Select the most appropriate answer.

1. Registration and general management _____

   a. Efficient
   b. Adequate
   c. Inefficient

   Suggestions. _____

2. Organization _____

   a. Well planned
   b. Adequately planned
   c. Poorly planned

   Suggestions. _____

3. Effectiveness _____

   a. Objectives of the workshop accomplished
   b. Objectives of the workshop partially accomplished
   c. Nothing accomplished?

   Suggestions. _____
   _____

4. Communications among participants _____

   a. Excellent
   b. Satisfactory
   c. Poor

   Suggestions. _____
   _____

5. Facilities (Parking, food service, and workarea) _____

   a. Excellent
   b. Satisfactory
   c. Poor

   Suggestions. _____
   _____

APPENDIX B.1

ADVISORY COMMITTEE GENERAL INFORMATION

COPY

November 15, 1974

Dear _____:

In July the State Board of Vocational and Technical Education funded a project entitled "Project HOPE: A Plan for the Research, Development and Implementation of a Comprehensive Health Occupations Education Program". A copy of this project is enclosed. As you can see, the project is divided into three components: Professional Development, Competency Based Teacher Training Program, and Performance Based Student Training Program. Each of these programs is chaired by a working chairman and composed of interested experts in the field of health occupations.

The director for Project HOPE is: Beverly Hankenhoff, New Castle Area Vocational School, 801 Parkview Drive, New Castle, Indiana 47362. I have been requested to serve as chairman for the Competency Based Teacher Training Committee.

For this committee to be successful, a well informed, professional group is needed to serve on the committee. As you are recognized for your expertise in the field of health occupations education, we are asking you to serve on this important committee. In addition to the copy of the project, you will find a list of the prospective members of the Competency Based Teacher Training Committee, and a post card enclosed with this letter. This committee will meet approximately four times this year.

Please respond with an affirmative answer on the post card and plan to attend the first meeting which will be December 6, at 1:30 p.m. at J. Everett Light Career Center, Room A 312, Indianapolis. Your advise is needed to help determine what current needs should be given priority in developing Indiana's health occupations education.

Sincerely,

James W. Richmann (1LT)
Competency Based Teacher
Training Committee Chairman

JR/gc
Enclosures (3)

Competency Based
Teacher Training Committee

ADVISORY COMMITTEE

1. Dr. David Albagh, Chairman
Department of Education
Education Building
Purdue University
West Lafayette, Indiana 47907

2. Virginia Blakely
Anderson Sch. of Practical Nursing
Anderson Community Schools
325 W. 38th Street
Anderson, Indiana 46014

3. Dr. Tali Conine, Dept. Chairman
Division of Allied Health
IUPUI at Indianapolis
1100 West Michigan Street
Indianapolis, Indiana 46202

4. Barbara Csicsko, Instructor
Mallory Tech.
Indiana Voc.-Tech. College
1315 E. Washington Street
Indianapolis, Indiana 46202

5. John H. Eyler
Administrative Officer
CIP
1330 W. Michigan Street
Indianapolis, Indiana 46202

6. Stephen Gabbard, Superintendent
Lawrenceburg Community Schools
Administration Building
Corner Dorman & Wayne Avenue
Lawrenceburg, Indiana 47025

7. Jack Huett Hall, M.D.
Director, Methodist Education
Medical Center
1604 N. Capitol Avenue
Indianapolis, Indiana 46202

8. Dr. Larry Heath, Acting Asst. Dean
School of Technology
Indiana State University
Terre Haute, Indiana 47809

9. Dorothy Hepp, Teacher Coordinator
Calumet High School
3900 Calhoun
Gary, Indiana 46409

10. James Hixson, Vocational Director
Central Nine Vocational-Tech. Sch.
P. O. Box 403
Greenwood, Indiana 46142

11. Dr. Richard L. Kelly, Dept. Head
Business Education Department
Practical Arts Bldg., 2031
Ball State University
Muncie, Indiana 47306

12. Delbert E. Lewis, Vocational Director
Mid-Central Area Vocational School
R. R. # 4
Elwood, Indiana 46036

13. Mary Ann Lewis, Education Director
Community Hospital of Indianapolis
1500 N. Ritter Avenue
Indianapolis, Indiana 46219

14. Dr. Phyllis K. Lowe
Building F
South Campus Court
Purdue University
West Lafayette, Indiana 47909

15. Dr. Ralph Mason, Department Head
Div. of Business & Distributive Ed.
Room 202
Indiana State University
Terre Haute, Indiana 47809

16. Louis Meir, Ed. D.
Professor of Nursing
School of Nursing IUPUI
1100 West Michigan Street, Room 433
Indianapolis, Indiana 46202

17. Dr. Leona Peterson, Coordinator
Purdue Practical Nurse Program
Purdue University
Calumet Campus
2233 - 171st Street
Hammond, Indiana 46323

18. Helbert L. Poss, Ph. D.
Professor of Business -
Distributive Education
School of Business
Indiana State University
Terre Haute, Indiana 47809

19. Erna Simek
Associate Professor & Coordinator
O. T. Assistance Program
Ball Annex, Room 101
1232 West Michigan Street
Indianapolis, Indiana 46202

20. Beverly Hankenhoff, Director
New Castle Community Schools
801 Parkview Drive
New Castle, Indiana 47362

21. Mary Holstein
Div. of Vocational Education
120 W. Market Street., 16th Floor
Indianapolis, Indiana 46204

22. Dr. Mary Janet Penrod
Coordinator of Professional
Development
Indiana Division of Voc. Education
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Blue Cross - Blue Shield Bldg.
120 W. Market Street
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23. Shirley Snalley
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24. William West
Vocational-Technical Education
Carmel High School
520 East Main Street
Carmel, Indiana 46032

Project HOPE
Competency-Based Teacher Training Committee
December 6, 1974

Summary of Meeting

Present: David Albagh, Virginia Blakely, Tali Conine, Barbara Csicsko, Barry Heath, Richard Kelly, Mary Ann Lewis, Phyllis Lowe. Herb Ross, Louise Meir, Beverly Hankenhoff, Mary Holstein, James Richmann

Chairman Richmann called the meeting to order at 1:40 p.m. in Room 312 of J. Everett Light Career Center.

A brief overview and orientation to Project HOPE was given including the three committees and committee chairmen responsible for the components of Project HOPE. Some members of the committee felt that they did not have enough background information on the project and that additional information and materials should be provided to them.

Chairman Richmann explained the value of the competency based teacher training committee and defined the terms and tasks of the committee as he saw them. Competency Based - Objectives - Tasks which are observable and measurable and have to do with actual jobs. This is a behavioristic approach to job training.

This committee is composed of health education specialists, vocational education specialists, users and educational and suggestions as to proper procedure, time lines, and appropriate information and the final report.

Chairman Richmann presented a possible time table and also a suggested procedure for the competency based teacher training report. He suggested that the lists of competencies already developed by several other states and groups should be previewed and that he would develop a draft list of competencies based on the research literature. His time table and suggestions were as follows:

Jan. 10	Draft list of competencies based on research literature
Feb. 7	Model to evaluate inclusion and exclusion of competencies
Apr. 4	Validating draft list of competencies Criteria to use in establishing priorities
Apr. 25 - 30	Actual priorities and recommendations

...members of the committee felt they did not have sufficient information ...on the time table or recommendations. They asked for the information ...from the Professional Development Committee and from the Performance Based ...Student Training Committee. They also asked for a bibliography and ...supplemental information to be mailed to them prior to the next meeting. ...There was a concern that this committee and the other two might not be ...working toward the same goal and that the project was horizontal and there ...was no indication of any vertical work or planning.

Since the committee requested additional information, the Professional ...Development Committee and the Performance Based Training Committee chairmen ...will attend the next meeting. Also, additional information will be ...forwarded to the committee members prior to the next meeting which is ...scheduled for Jan. 10, 1975 at 1:30 p.m. at J. Everett Light Career Center.

Project HOPE
Competency Based Teacher Training Advisory Committee
January 24, 1975
1:30 p.m.
J. Everett Light Career Center

AGENDA

1. Call to order
2. Introductions
3. Summary of Project HOPE activities to date:
   a. Professional Development Committee
   b. Performance Based Student Training Committee
4. Time line for CBTT activities
5. Review of draft list of competencies
6. Additional information and suggestions.
7. Next meeting
   a. Objective
   b. Date
   c. Time
   d. Place

COMPETENCY-BASED TEACHER TRAINING COMMITTEE

January 24, 1975

MINUTES

Present: Virginia Blakely, Barbara Csicsko, Stephen Gabbard, Dr. Larry Heath, James Hixson, Dr. Phyllis Lowe, Dr. Lois Meier, Dr. Helbert L. Ross, Erna Simek, Mary Holstein, Shirley Smalley, Dr. William West, 1LT James Richmann.

Absent: Dr. David Albagh, Dr. Tali Conine, John H. Evler, Jack Huett Hall, Dorothy Hepp, Dr. Richard Kelly, Delbert Lewis, Mary Ann Lewis, Dr. Ralph Mason, Dr. Leona Peterson, Beverly Hankenhoff, Dr. Mary Janet Penrod

Chairman James Richmann called the meeting to order at 1:30 p.m. at J. Everett Light Career Center. Following introductions, the chairmen of the two other committees of Project HOPE gave progress reports: Dr. William West of Performance Based Student Training Committee and Shirley Smalley of Professional Development Committee.

1LT Richmann reminded the committee of the objectives of the meeting. Dr. Meier raised the question on what basis was the Competency-Based Teacher Training Advisory Committee selected. Dr. Lowe asked a question concerning what duties each advisory committee member should perform.

Shirley Smalley responded by explaining the overall purpose of the project, how all three committees would work toward a common goal, and how the expertise of each advisory committee member would add to the progress of the project as well as provide guidelines for relevancy, efficiency, and economy. The committee requested a list of all advisory committee members be mailed to them prior to the next committee meeting.

Mary Holstein explained to the group that 15 million dollars was spent in vocationally funded programs last year. A list of vocationally funded programs in Indiana was distributed to the committee. The problems of present and future health occupations educators were discussed in relationship to the objectives of the C.B.T.T. committee.

The time table was discussed and approved by voice vote of the committee.

A draft list of teaching competencies (tasks) was prepared from research data by 1LT Richmann. The group analyzed the draft list. Dr. Lowe suggested the task list be made more useable or presented on a broader basis. Dr. Lowe's competency-based model for Home Economics was suggested as a model for the C.B.T.T. committee.

1LT Richmann will establish the model and reclassify the task list to fit the model. A revised task list will be mailed to each committee member to be edited for communication ability and clarification. The corrections are to be returned to 1LT Richmann by Feb. 19. The next committee meeting will be to evaluate the edited form and approve this competency-based task list.

Following the approval of the task list a questionnaire will be prepared based-on this approved list to be sent to all health occupations educators and administrators in order to validate the competencies.

The next meeting will be Feb. 28, 1975 at J. Everett Light Career Center at 1:30 p.m.

Respectfully submitted,

Shirley Smalley

Shirley Smalley
Recorder

SS/gc

Project HOPE
Competency Based Teacher Training Committee

SUGGESTED TIME TABLE

Objective: Prepare a list of performance competencies relevant to health occupations vocational instructors.

Project Milestones:

Assemble draft list of competencies	Jan. 24, 1975
Prepare a model to be used as a 'Framework' for the competency list	Feb. 7, 1975
Validate the draft list of competencies	Apr. 4, 1975
Specify criteria to be used in selection of critical competencies	Apr. 4, 1975
Determine priorities among the competencies	Apr. 25, 1975
Submit results to appropriate authority	Jun. 30, 1975

Product of this year's effort:

A list of performance competencies for health occupations vocational instructors separated into priority categories.

Project HOPE

Competency-Based Teacher Training Advisory Committee

J. Everett Light Career Center

February 28, 1975

1:30 p.m.

AGENDA

1. Call to order
2. Minutes of January 24 meeting
3. Summary of Committee activities to date
4. Review of competency list
5. Review of competency selection criteria
6. Review of upcoming field survey
7. Next meeting
    a. Objective
    b. Date
    c. Time
    d. Place

Project HOPE

Competency-Based Teacher Training Committee

February 28, 1975

MINUTES

Present: Virginia Blakely, Beverly Hankenhoff, James Hixson, Mary Holstein, Richard Kelley, Mary Ann Lewis, James Richmann, Erna Simek.

Absent: David Albagh, Tali Conine, Barbara Csicsko, John H. Evler, Stephen Gabbard, Jack Huett Hall, Larry Heath, Dorothy Hepp, Delbert Lewis, Phyllis Lowe, Ralph Mason, Lois Meier, Mary Jenet Penrod, Leona Peterson, Helbert L. Ross.

Guest: Mary Jane Klier

Chairman James Richmann called the meeting to order at 1:30 p.m. at the J. Everett Light Career Center. Following introductions the minutes of the January 24 meeting were approved. (Simek/Blakely)

A summary of committee activities to date was given. It was reported that the Draft List #1 was available from resources and Draft List #2 had been mailed to participants for review.

A review of the competency list was made. Several replies from the members, with their corrections, have been received. It was decided that a Competency is a broadly structured statement covering job activities. More specific statements, called tasks, are needed for evaluation. Task categories will consider entry or beginning level first.

Task Criteria:

1. Action verb and object
2. Definite CUE (to begin)
3. Done "for its own sake" in the eyes of the job holder
4. Done in "relatively" short period of time (2 min. - 2 wks.)

Mary Ann Lewis reported on the competency selection criteria. She stated the major concern she could see in the Competency C and Management Competency is that they were not part of what the instructor was suppose to do. Also consideration should be given on breakout for 3 settings - classroom, laboratory, and clinical.

It was suggested that the upcoming field survey be mailed. This was approved by Hixson/Blakely.

The next meeting will be June 13 at 1:30 p.m. at the J. Everett Light Career Center.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff

BH/gc

Project HOPE

Competency Based Teacher Training Committee

J. Everett Light Career Center

June 16, 1975

1:30 p.m.

AGENDA

1. Call to order
2. Minutes of February 28 meeting
3. Summary of Committee activities to date
4. Review of data questionnaires
5. Review of Final Report
6. Selection of Committee members for 75-76
7. Next meeting
    a. Objective
    b. Date, Time and Place

Project HOPE

Competency Based Teacher Training Committee

June 16, 1975

Minutes

Present: Virginia Blakely, Beverly Hankenhoff, Mary Holstein, Ralph Mason, James Richmann.

Absent: David Albagh, Tali Coninè, Barbara Csicsko, John H. Evler, Stephen Gabbard, Jack Huett Hall, Larry Heath, Dorothy Hepp, James Hixson, Richard Kelley, Delbert Lewis, Mary Ann Lewis, Phyllis Lowe, Lois Meier, Mary Jenet Penrod, Leona Peterson, Helbert L. Ross, Erna Simek.

The meeting was called to order by Chairman Richmann at 1:35 p.m. The minutes of the February 28 meeting were approved.

A summary of the activities to date was made by Chairman Richmann. He indicated that the questionnaires were too long and that the response was extremely slow. The committee recommended a follow-up letter to respondees as there was a problem with mail and many people did not receive their questionnaires before the return date. It was agreed that there would be a follow-up letter sent next week.

Recommendations were made for committee membership for the second year of the committee and Robert Kane from Purdue was recommended.

The next meeting will be called by the Chairman during the early fall as soon as additional work and information is available.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff (Mrs.)

BH/gc

APPENDIX B. 2

BIBLIOGRAPHY

COMPETENCY BASED

TEACHER-TRAINING COMMITTEE

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APPENDIX B. 3

FIRST MODEL OF TASKS

Project HOPE

Competency-Based Teacher Training Committee

Draft List of Teacher Competencies

PLANNING COMPONENT

Competency A: The Health Occupations vocational instructor will design instructional plans appropriate to the needs of specific learners in educative settings.

TASKS:

1.1 Analyze a job without use of a survey, for determination of job tasks, conditions, and standards.

1.2 Sequence performance goals (terminal objectives) for a course.

1.3 Identify the unit topics for a course.

1.4 Determine objectives for a unit.

1.5 Identify lesson topics for a unit.

1.6 Identify the specific objectives for a lesson.

1.7 Determine group and individual learning experiences for a lesson based on individual differences of students.

1.8 Select methods of evaluating students' performance throughout a unit.

1.9 Structure student participation in the planning of a unit.

1.10 Select teaching techniques for a lesson.

1.11 Select methods of evaluating students' attainment of lesson objectives at the end of a unit.

1.12 Select tools and equipment for a lesson demonstration.

1.13 Select prefabricated or commercial training aids (charts, transparencies, models) for a lesson.

1.14 Select prefabricated or commercial motion picture for a lesson.

1.15 Select prefabricated or commercial video tape for a lesson.

1.16 Select prefabricated or commercial 35mm color slide presentations for a lesson.

1.17 Select prefabricated or commercial audio tapes for a lesson.

1.18 Prepare a lesson plan. (Integrate objectives, learning experiences, evaluation, teaching techniques, and learning resources.)

Competency B: The Health Occupations vocational instructor will collect, develop, and refine instructional materials needed for student achievement of specific learning objectives.

TASKS:

1.19 Develop a course syllabus, course description, or course catalogue.

1.20 Prepare information sheets (handouts) for student use.

1.21 Prepare operating or task sheets for student use.

1.22 Prepare job sheets for student use.

1.23 Prepare assignment sheets for student use.

1.24 Obtain textbooks, references, and other printed instructional material.

1.25 Develop original instructional materials such as individualized learning packages, learning modules, or lesson kits.

1.26 Prepare a chalkboard sketch for a lesson.

1.27 Prepare an instructional chart for a lesson.

1.28 Prepare an instructional overhead transparency for a lesson.

1.29 Prepare an instructional model for a lesson.

1.30 Prepare an instructional motion picture for a lesson.

1.31 Prepare an instructional video tape for a lesson.

1.32 Prepare an instructional 35mm color slide for a lesson.

1.33 Prepare an instructional audio tape for a lesson.

1.34 Maintain an instructional display case.

1.35 Prepare programmed instruction.

1.36 Prepare a simulation or learning game.

1.37 Prepare a computer assisted instruction program.

1.38 Use a dry mount press to preserve instructional charts, drawings, or photographs.

1.39 Prepare an instructional photograph or photo essay.

Competency C: The Health Occupations vocational instructor will use systematic collection of occupational data to determine training needs.

TASKS:

1.40 Organize a steering committee to assist in preplanning an occupational survey.

1.41 Identify the geographical area in which an occupational survey will be conducted.

1.42 Obtain administrative support for conducting an occupational survey.

1.43 Direct students in the collection of data for an occupational survey.

1.44 Plan the activities of the survey staff in conducting an occupational survey.

1.45 Orient the survey staff to their duties and responsibilities in collecting occupational data.

1.46 Collect student occupational interest data.

1.47 Collect occupational data from employers and job supervisors.

1.48 Suggest vocational education program based on analysis of occupational survey.

1.49 Disseminate the findings of the occupational survey.

1.50 Identify the competencies needed for entry into an occupation.

1.51 Develop vocational courses by clustering and sequencing related tasks.

1.52 Collect occupational data from job incumbents.

1.53 Analyze collected occupational data to determine priorities among training needs.

1.54 Prepare a questionnaire for collection of occupational data by mail.

1.55 Specify criteria for selection of priorities among training needs.

1.56 Collect data on projected student enrollment.

1.57 Prepare a comprehensive list of job tasks for use in data collection.

Competency D: The Health Occupations vocational instructor will use recommendations of an advisory committee to maintain the relevancy of vocational education programs.

TASKS:

1.58 Identify the role and function of the advisory committee.

1.59 Establish the criteria for selection of advisory committee members.

1.60 Obtain the necessary authorization for organizing an advisory committee.

1.61 Orient advisory committee members to their role and function.

1.62 Plan the annual agenda to be considered by the advisory committee.

1.63 Invite resource persons who can provide consultative service to attend advisory committee meetings.

1.64 Serve as the liaison for the advisory committee and the school administration.

1.65 Consult the advisory committee in regard to vocational education purposes and objectives.

1.66 Consult advisory committee in developing a long-range plan for vocational education programs.

1.67 Consult the advisory committee in regard to evaluating the results of an occupational survey.

1.68 Consult the advisory committee in regard to evaluation of attainment of stated purposes and objectives by current vocational education programs.

1.69 Consult the advisory committee to obtain suggestions or ideas for improvement of vocational education programs.

Competency E: The Health Occupations vocational instructor will formulate flexible long-range plans for programs and facilities.

TASKS:

1.70 Analyze long-range course needs for the vocational educational program.

1.71 Specify long-range facility, equipment, and supply needs for the vocational education program.

1.72 Prepare a long-range budget which identifies the financial needs of the vocational education program.

1.73 Identify long range needs for employing faculty for the vocational program.

1.74 Assist in preparing the long-range program plan for vocational education in the school.

Competency F: The Health Occupations vocational instructor will evaluate plans and objectives for programs in vocational education.

TASKS:

1.75 Maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.

1.76 Obtain follow-up data from employers of vocational program graduates.

1.77 Determine the reasons students drop out of a vocational program.

1.78 Review supervisory evaluation reports for assessing the vocational program.

1.79 Access the relevancy of the academic course offerings in relation to the vocational program.

1.80 Access the adequacy of the vocational education facilities and equipment relative to technological changes.

1.81 Disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.

EXECUTION OF INSTRUCTION COMPONENT

Competency G. The health occupations vocational instructor will present information using communication skills which facilitate learning.

TASKS:

2.1 Conduct field trips.

2.2 Direct students in gathering information from sources in the community.

2.3 Present information using a simulation or learning game.

2.4 Present information using group supervised study.

2.5 Lead communication techniques such as buzz groups, skits, debates, etc.

2.6 Present information using the case problem method.

2.7 Present information using conference technique.

2.8 Direct student study of textbooks, bulletins, and pamphlets.

2.9 Direct student study of information and assignment sheets.

2.10 Introduce a lesson or unit.

2.11 Summarize a lesson or unit.

2.12 Employ oral questioning techniques.

2.13 Acknowledge student verbal and non-verbal cues or reactions.

2.14 Provide enrichment instruction to challenge the abilities of the students.

2.15 Structure instruction so that students can progress at their own rate.

2.16 Establish frames of reference to enable the student to understand a situation from several points of view.

2.17 Apply non-verbal techniques such as gestures, facial expression, and silence.

2.18 Demonstrate a manipulative skill.

2.19 Present a concept or principle through a demonstration.

2.20 Give a lecture.

2.21 Give an illustrated talk.

2.22 Use analogies to present information.

2.23 Present information by the use of individualized instruction.

2.24 Give an assignment.

2.25 Present information through team teaching.

2.26 Present information with assistance of a resource person.

2.27 Present information with exhibits.

2.28 Illustrate with models and real objects.

2.29 Present information with chalkboard.

2.30 Direct teaching-machine programmed instruction.

2.31 Present information by computer assisted instruction.

2.32 Direct written programmed instruction.

2.33 Illustrate with overhead projector transparencies.

2.34 Illustrate with motion pictures.

2.35 Illustrate with video tape.

2.36 Illustrate with 35mm color slides.

2.37 Illustrate with photographs or photo essays.

2.38 Present information using audio tape.

Competency K: The health occupations vocational instructor will direct student practice of vocational tasks and skills in controlled environments.

TASKS:

2.39 Direct students in practice of manipulative skills.

2.40 Direct student activity on job related projects.

2.41 Direct students in laboratory work.

2.42 Direct students in use of a paper-and-pencil practical exercise.

2.43 Direct student practice through the use of an "in-basket" exercise.

2.44 Direct student practice through the use of student "coach and pupil" pairs.

2.45 Provide opportunity for practice of skills or tasks associated with enrichment instruction.

2.46 Provide remedial practice sessions.

2.47 Provide a review or recitation of assignments.

Competency I: The health occupations vocational instructor will evaluate student performance and provide appropriate feedback to correct deficiencies and encourage further performance.

TASKS

2.48 Administer subject matter diagnostic tests.

2.49 Describe the occupational standards of performance for each task in an occupation.

2.50 Reward acceptable student performance.

2.51 Consider cumulative data on students' ability and achievement in evaluating performance.

2.52 Formulate a system of grading consistent with school policy.

2.53 Appraise students' performance in relation to instructional standards.

2.54 Evaluate individualized related assignments under directed study.

2.55 Evaluate student-learner's work qualities, personal traits, and progress on the job.

2.56 Devise self-evaluation techniques for use by students.

2.57 Arrange for students to evaluate their own progress.

2.58 Engage in cooperative evaluation of student's achievement with student.

2.59 Determine grade for performance for on-the-job and related instruction.

2.60 Interpret students' evaluation of his/her performance.

2.61 Formulate items for objective tests.

2.62 Formulate questions for essay tests.

2.63 Devise laboratory performance rating sheets.

2.64 Administer subject matter standardized tests.

2.65 Administer teacher-made tests.

2.66 Analyze tests for reliability.

2.67 Isolate and eliminate student deficiencies in attainment of a training objective during classroom instruction.

2.68 Use a polaroid camera to provide instant visual feedback on student performance.

2.69 Use video tape recorder to provide instant visual feedback on student performance.

Competency J: The health occupations vocational instructor will coordinate student practice of job tasks and skills in on-the-job, cooperative educational settings.

TASKS:

2.70 Establish criteria for selection of student-learners for on-the-job education.

2.71 Identify a prospective student-learner on basis of selection criteria and personal data.

2.72 Match a student-learner's unique characteristics with an appropriate on-the-job training station.

2.73 Approve on-the-job training hours and wages for student-learners.

2.74 Select student-learner training stations.

2.75 Arrange with a union to make contract provision for student-learners.

2.76 Establish criteria to evaluate and approve training stations.

2.77 Access training capability of the prospective training station.

2.78 Access educational adequacy of a prospective training station's facilities and equipment.

2.79 Access safety provisions of facilities and equipment of the prospective training stations.

2.80 Develop systematic training agreement with employers.

2.81 Assist employers in obtaining student-learner permits.

2.82 Assist employer in determining federal and state wage and hour classification for student-learner.

2.83 Assist cooperating employer in acquiring permit to pay a training wage.

2.84 Assist cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

2.85 Supervise student-learner's on-the-job experience.

2.86 Prepare student-learner for interview with cooperating employer and training station personnel.

2.87 Assist the cooperating employer's personnel in accepting the training status and role of student-learner.

2.88 Develop a procedure to insure students safety and protection in the training station.

2.89 Develop a training plan for student-learner with employer.

2.90 Assist student-learner in on-the-job training orientation.

2.91 Maintain a record of individual work hours, wages, and work progression of on-the-job training.

2.92 Sponsor employer/student-learner banquet for the vocational program.

2.93 Check student-learner progress with the employer and other training station personnel.

2.94 Obtain suggestions from the employer to guide the selection of related class instruction lessons.

2.95 Assist the employer in working with student-learners.

2.96 Obtain from advisory committee information on ways to improve related instruction and on-the-job training.

EVALUATION COMPONENT

Competency K: The Health Occupations vocational instructor will evaluate the effectiveness and efficiency of the vocational program to attain its specified objectives'.

TASKS:

3.1 Review student progress and/or achievement records to access effectiveness of instruction.

3.2 Evaluate quality of on-the-job training received by student-learners.

3.3 Formulate, cooperatively with students, procedures which provide for their participation in the evaluation of instruction.

3.4 Obtain information from fellow teachers and/supervisory personnel regarding the quality of his/her instruction.

3.5 Evaluate instruction through self-rating devices and instructional media such as video or audio recording.

3.6 Tabulate student performance records.

3.7 Evaluate student progress and/or achievement records to access the efficiency (overtraining, undertraining, etc.) of instruction.

3.8 Obtain information from employers or job supervisors regarding the quality of vocational instruction.

Competency L: The Health Occupations vocational instructor will evaluate the quality of instructional evaluation in vocational programs.

TASKS:

3.9 Access the validity of instructional tests

3.10 Access the reliability of instructional tests.

3.11 Access the cultural bias of tests used for program placement.

MANAGEMENT COMPONENT

Competency M: The Health Occupations vocational instructor will efficiently manage the administration of vocational programs.

TASKS:

4.1 Compile a list of supplies needed for the academic year.

4.2 Identify new tools and equipment needed in a vocational course for the academic year.

4.3 Recommend reference books and periodicals related to vocational education that should be added to the library.

4.4 Prepare a capital outlay budget proposal for new equipment needed in a vocational course.

4.5 Plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.

4.6 Prepare a budget for estimated travel expenses incurred in vocational activities.

4.7 Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.

4.8 Prepare purchase request for approved vocational equipment and supplies.

4.9 Design a procedure for acquiring the consumable supplies and materials needed in a vocational course.

4.10 Devise a system for determining and collecting student fees for consumable supplies.

4.11 Structure a filing system for records and report forms used in a vocational course.

4.12 Supply administrators with data for vocational reports required by the state department of education.

4.13 Devise a system for maintaining occupational information and opportunity data for use by vocational students.

4.14 Assemble student file documenting personal habits, attitudes, and grades.

4.15 Devise a filing system for instructional materials.

4.16 Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

4.17 Establish a procedure for attending first aid needs of vocational students.

4.18 Maintain a record of safety instruction presented in compliance with safety laws and regulations.

4.19 Maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.

4.20 Arrange for the storage and security of vocational supplies and equipment.

4.21 Implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.

4.22 Schedule laboratory equipment for maximum utilization by students.

4.23 Direct students in a system for cleaning and maintaining the vocational laboratory.

4.24 Arrange layout of vocational laboratory to simulate or duplicate occupational environment.

4.25 Control heat, light, and ventilation in vocational laboratories and classrooms.

4.26 Arrange laboratory work areas and storage space to facilitate student work performance.

4.27 Establish a policy for use of the vocational laboratories and classrooms by outside groups and other school personnel.

Competency N: The Health Occupations vocational instructor will maintain standards of school discipline.

TASKS:

4.23 Discipline a student for a violation of school standards of expected student behavior.

4.29 Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.

4.30 Discipline a student for a violation of standards of student behavior in vocational classrooms and laboratories.

4.31 Encourage students to exercise self-discipline.

4.32 Control outbursts of fighting and aggressive behavior.

GUIDANCE COMPONENT

Competency 0: The Health Occupations vocational instructor will perform a limited guidance function as part of his professional role in the vocational program.

TASKS:

5.1 Determine students' background and environment.

5.2 Analyze students' cumulative records.

5.3 Maintain anecdotal records on students.

5.4 Determine relationships among students through sociometric techniques (e. g., sociogram).

5.5 Review students' autobiographies for information to aid in understanding the students.

5.6 Communicate with prospective and continuing students during the summer.

5.7 Encourage students to discuss career aspirations.

5.8 Conduct home visits.

5.9 Interpret occupational tests and inventories to students.

5.10 Confer with student and his parents regarding the student's educational development.

5.11 Conduct a counselling session with a student.

5.12 Conduct group counselling sessions.

5.13 Assist students in developing good study habits.

5.14 Recognize potential problems of students.

5.15 Assist students in determining ways to best describe their saleable skills.

5.16 Work with other teachers and counselors to help students with individual problems.

5.17 Arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.

5.18 Refer students to qualified personnel agencies for occupational and educational information.

5.19 Arrange for local office of the U.S. Employment Service to administer and to interpret the General Aptitude Test Battery.

5.20 Establish communication patterns for exchanging information and for cooperating with the guidance counselor.

5.21 Assist students with their problems by working cooperatively with agencies such as the health and welfare services.

5.22 Present information to students on employment opportunities.

5.23 Present information to students on post-high school training and educational opportunities available to them.

5.24 Write letters of recommendation for students.

5.25 Assist graduates or seniors in preparing for interview with potential employers.

5.26 Assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.

SCHOOL-COMMUNITY RELATIONS COMPONENT

Competency P: The Health Occupations vocational instructor will maintain an effective liaison with members of the community in order to support the goals of the vocational program.

TASKS:

6.1 Assist in the development of policies regarding school-community relations.

6.2 Present activities of the vocational program on commercial or public television.

6.3 Provide brochures to inform the school and community of the vocational program.

6.4 Provide displays in the school and in the community on the vocational program.

6.5 Prepare news releases on activities of the vocational program for newspapers and other periodicals.

6.6 Present activities of the vocational program on radio.

6.7 Speak to school and community groups on the vocational program.

6.8 Conduct an open house to familiarize members of the school and community with activities of the vocational program.

6.9 Sponsor student-parent activities for the vocational program.

6.10 Maintain liaison with union officials and employers.

6.11 Serve in professional non-vocational organizations to improve the image of the vocational program.

6.12 Serve in a community civic, service, or social organization to improve the image of the vocational program.

6.13 Provide consultant services to local business, industry, or health care organizations.

6.14 Conduct opinion surveys in the school and community concerning the vocational program.

6.15 Analyze enrollment trends to determine student and parent acceptance of the vocational program.

6.16 Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.

6.17 Obtain information from parents relative to their expectations of the vocational program.

6.18 Acquire information from members of the community power structure (e.g. political, social, economic pressure groups) regarding their expectations of the vocational program.

6.19 Study community voting results on financial issues affecting the vocational program to determine community support of the program.

6.20 Assist in planning the overall objectives of the total school program.

6.21 Maintain working relationships with the school supporting staff through cooperation and mutual effort.

STUDENT-VOCATIONAL ORGANIZATION COMPONENT

Competency Q: The Health Occupations vocational instructor will exercise professional adult supervision over youth vocational organizations.

TASKS:

7.1 Obtain approval from school administration for establishing a student vocational organization.

7.2 Contact state leadership regarding the steps to be followed in organizing a student vocational organization.

7.3 Acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.

7.4 Organize a student committee to access the interest of students in joining a vocational organization.

7.5 Conduct an organizational meeting for a student vocational organization.

7.6 Orient students to the student vocational organization.

7.7 Assist in planning activities for the student vocational organization.

7.8 Supervise social and educational activities for the student vocational organization.

7.9 Conduct leadership training sessions for the officers of the student vocational organization.

7.10 Assist students with the financial management of the student vocational organization.

7.11 Assist students with the publicizing of the student vocational organization activities.

7.12 Assist students in advancing within the available degrees in vocational organization.

7.13 Coordinate student vocational organization activities with instructional activities.

7.14 Supervise the development of an annual handbook and scrapbook for the student vocational organization.

7.15 Involve students in the evaluation of the student vocational organization.

7.16 Maintain a file of publications available for the student vocational organization.

7.17 Involve elected chapter parents in the activities of the student vocational organization.

7.18 Direct initiation activities of the student vocational organization.

7.19 Assist in the preparation of state and national reports for the student vocational organization.

7.20 Provide advice and training for student entries in state and national student vocational organization contests.

7.21 Affiliate the student vocational organization with the state and national vocational organization.

7.22 Send student representatives to district, state, regional, and national student vocational organization activities.

7.23 Assist in the development of rules and procedures for conducting state, regional, and national student vocational organization contests.

7.24 Serve as an advisor or judge for district, state, regional, or national student vocational organization contests.

7.25 Participate in state, district, regional, and national activities of the student vocational organization.

PROFESSIONAL ROLE COMPONENT

Competency R: The Health Occupations vocational instructor will fulfill his responsibilities as a member of the teaching profession.

TASKS:

8.1 Evaluate periodically his/her educational philosophy in relation to that held by a majority of other members of the teaching profession.

8.2 Exchange observational visits, innovations, and ideas with other teachers.

8.3 Support professional organizations through membership and attendance at meetings.

8.4 Serve professional organizations as an officer and/or chairman or member of a committee.

8.5 Represent the teaching profession as a committee member or delegate to meetings and activities of other professions.

8.6 Participate in experimental and other data collecting research activities.

8.7 Write an article or book for publication which contributes to the literature of the profession.

8.8 Assist teachers who are new in the system to understand the policies and regulations of the school.

8.9 Work with a team of professionals from school and/or community on pertinent school problems.

8.10 Serve community needs by contributing professional expertise to civic projects.

8.11 Evaluate his/her personal and professional abilities and limitations.

8.12 Select the position which is in keeping with his personal and professional abilities and limitations.

8.13 Maintain professional certification through enrolling in graduate, extension, and in-service education programs.

8.14 Acquire new occupational skills needed to keep pace with technological advancement in his teaching field.

8.15 Maintain a professional personnel file.

8.16 Participate in non-instructional school duties, i.e., cafeteria, homeroom, bus duty, chaperoning, PTA.

8.17 Assist with non-vocational student organization activities.

8.18 Supervise student teachers.

8.19 Demonstrate pedagogical skills to student teachers.

8.20 Provide opportunities for potential teachers to observe and participate in public school program.

8.21 Confer with college supervisor and student teacher regarding plans for the evaluation of the total student teaching experience.

HEALTH CARE ENVIRONMENT COMPONENT

Competency 8: The Health Occupations vocational instructor will modify instructional strategies to account for the unique environment of the health fields.

TASKS:

9.1 Plan for the use of patients in training demonstrations.

9.2 Coordinate actions of student-learners with other members of a health care team.

9.3 Supervise student practice in a clinical environment.

9.4 Give appropriate feedback for student performance in a clinical environment in such a way as to maintain proper practitioner/patient relationship.

9.5 Orient students to their professional responsibilities in the clinical environment.

9.6 Refine instructional materials for use in a clinical environment.

9.7 Analyze statutes regulating Health Occupations to determine training needs.

APPENDIX B. 4

FINAL TASK LIST MODEL

Project HOPE

Competency-Based Teacher Training Committee

List of Teacher Competencies

PLANNING COMPONENT A-F

Competency A: The Health Occupations vocational instructor will design instructional plans appropriate to the needs of specific learners in educative settings.

TASKS:

1.01 Select job tasks, conditions, and standards for which instructional plans are to be designed.

1.02 Sequence performance goals (terminal objectives) for a course.

1.03 Identify the unit topics for a course.

1.04 Determine objectives for a unit.

1.05 Identify lesson topics for a unit.

1.06 Identify the specific objectives for a lesson.

1.07 Determine group and individual learning experiences for a lesson based on individual differences of students.

1.08 Select methods of evaluating students' performance throughout a unit.

1.09 Structure student participation in the planning of a unit.

1.10 Select teaching techniques for a lesson.

1.11 Select methods of evaluating students' attainment of lesson objectives at the end of a unit.

1.12 Select tools and equipment for a lesson demonstration.

1.13 Select and modify prefabricated or commercial training aids (charts, transparencies, motion picture, video tape, 35mm color slide presentations, audio tapes) for a lesson.

1.14 Prepare a lesson plan. (Integrate objectives, learning experiences, evaluation, teaching techniques, and learning resources.)

Competency B: The Health Occupations vocational instructor will collect, develop, and refine instructional materials needed for student achievement of specific learning objectives.

TASKS

1.15 Develop a course syllabus for distribution to students.

1.16 Prepare information sheets (handouts) for student use.

1.17 Prepare operating or task sheets for student use.

1.18 Prepare job sheets for student use.

1.19 Prepare assignment sheets for student use.

1.20 Obtain textbooks, references, and other printed instructional material.

1.21 Develop original instructional materials such as individualized learning packages, learning modules, or lesson kits.

1.22 Prepare a chalkboard sketch for a lesson.

1.23 Prepare an instructional chart for a lesson.

1.24 Prepare an instructional overhead transparency for a lesson.

1.25 Prepare an instructional model for a lesson.

1.26 Prepare an instructional motion picture for a lesson.

1.27 Prepare an instructional video tape for a lesson.

1.28 Prepare an instructional 35mm color slide for a lesson.

1.29 Prepare an instructional audio tape for a lesson.

1.30 Maintain an instructional display case.

1.31 Prepare programmed instruction.

1.32 Prepare a simulation or learning game.

1.33 Prepare a computer assisted instruction program.

1.34 Use a dry mount press to preserve instructional charts, drawings, or photographs.

1.35 Prepare an instructional photograph or photo essay.

Competency C: The Health Occupations vocational instructor will use systematic collection of occupational data to determine manpower training needs.

TASKS:

1.36 Organize a committee to assist in preplanning an occupational survey.

1.37 Identify the geographical area in which an occupational survey will be conducted.

1.38 Obtain administrative support for conducting an occupational survey.

1.39 Prepare a comprehensive list of job tasks for use in data collection.

1.40 Direct students in the collection of data for an occupational survey.

1.41 Plan the activities of the survey staff in conducting an occupational survey.

1.42 Orient the survey staff to their duties and responsibilities in collecting occupational data.

1.43 Collect student occupational interest data.

1.44 Prepare a questionnaire for collection of occupational data by mail.

1.45 Collect occupational data from employers, job supervisors, and job incumbents.

1.46 Suggest vocational education program based on analysis of occupational survey.

1.47 Disseminate the findings of the occupational survey.

1.48 Identify the competencies needed for entry into an occupation.

1.49 Develop vocational courses by clustering and sequencing related tasks.

1.50 Analyze collected occupational data to determine priorities among training needs.

1.51 Specify criteria for selection of priorities among training needs.

1.52 Collect data on projected student enrollment.

Competency D: The Health Occupations vocational instructor will use recommendations of an advisory committee to maintain the relevancy of vocational education programs.

TASKS:

1.53 Identify the role and function of the advisory committee.

1.54 Establish the criteria for selection of advisory committee members.

1.55 Obtain the necessary authorization for organizing an advisory committee.

1.56 Orient advisory committee members to their role and function.

1.57 Plan the annual program of work to be considered by the advisory committee.

1.58 Invite resource persons who can provide consultative service to attend advisory committee meetings.

1.59 Serve as the liaison for the advisory committee and the school administration.

1.60 Inform the advisory committee in regard to vocational education purposes and objectives.

1.61 Consult advisory committee in developing a long-range plan for vocational education programs.

1.62 Consult the advisory committee in regard to evaluating the results of an occupational survey.

1.63 Consult the advisory committee in regard to evaluation of attainment of stated purposes and objectives by current vocational education programs.

1.64 Consult the advisory committee to obtain suggestions or ideas for improvement of vocational education programs.

Competency E: The Health Occupations vocational instructor will formulate flexible long-range plans for programs and facilities.

TASKS:

1.65 Analyze long-range course needs for the vocational educational program.

1.66 Specify long-range facility, equipment, and supply needs for the vocational education program.

1.67 Prepare a long-range budget which identifies the financial needs of the vocational education program.

1.68 Identify long-range needs for employing faculty for the vocational program.

1.69 Assist in preparing the long-range program plan for vocational education in the school.

Competency F: The Health Occupations vocational instructor will evaluate plans and objectives for programs in vocational education.

TASKS:

1.70 Maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.

1.71 Obtain follow-up data from employers of vocational program graduates.

1.72 Determine the reasons students drop out of a vocational program.

1.73 Review supervisory evaluation reports for assessing the vocational program.

1.74 Assess the relevancy of the academic course offerings in relation to the vocational program.

1.75 Assess the adequacy of the vocational education facilities and equipment relative to technological changes.

1.76 Disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.

EXECUTION OF INSTRUCTION COMPONENT G-K

Competency G: The Health Occupations vocational instructor will present information using communication skills which facilitate learning.

TASKS:

2.01 Conduct field trips.

2.02 Direct students in gathering information from sources in the community.

2.03 Present information using a simulation or learning game.

2.04 Present information using group supervised study.

2.05 Lead communication techniques such as buzz groups, skits, debates, etc.

2.06 Present information using the case problem method.

2.07 Present information using conference technique.

2.08 Direct student study of written information (assignment sheets, textbooks, bulletins, and pamphlets).

2.09 Introduce a lesson or unit.

2.10 Summarize a lesson or unit.

2.11 Employ oral questioning techniques.

2.12 Acknowledge student verbal and non-verbal cues or reactions.

2.13 Provide enrichment instruction to challenge the abilities of the students.

2.14 Structure instruction so that students can progress at their own rate.

2.15 Establish frames of reference to enable the student to understand a situation from several points of view.

2.16 Apply non-verbal techniques such as gestures, facial expression, and silence.

2.17 Demonstrate a manipulative skill.

2.18 Present a concept or principle through a demonstration.

2.19 Give a lecture.

2.20 Give an illustrated talk.

2.21 Use analogies to present information.

2.22 Present information by the use of individualized instruction.

2.23 Give an assignment.

2.24 Present information through team teaching.

2.25 Present information with assistance of a resource person.

2.26 Present information with a display.

2.27 Illustrate with models and real objects.

2.28 Present information with chalkboard.

2.29 Direct teaching-machine programmed instruction.

2.30 Present information by computer assisted instruction.

2.31 Direct written programmed instruction.

2.32 Illustrate with overhead projector transparencies.

2.33 Illustrate with motion pictures.

2.34 Illustrate with video tape.

2.35 Illustrate with 35mm color slides.

2.36 Illustrate with photographs or photo essays.

2.37 Present information using audio tape.

Competency H: The Health Occupations vocational instructor will direct student practice of vocational tasks and skills in a classroom or a laboratory.

TASKS:

2.38 Direct students in practice of manipulative skills.

2.39 Direct student activity on job related projects.

2.40 Direct students in laboratory projects and exercises.

2.41 Direct students in use of a paper-and-pencil practical exercise.

2.42 Direct student practice through the use of an "in-basket" exercise.

2.43 Direct student practice through the use of student "coach and pupil" pairs.

2.44 Provide opportunity for practice of skills or tasks associated with enrichment instruction.

2.45 Provide remedial practice sessions.

2.46 Provide a review or recitation of assignments.

Competency I: The Health Occupations vocational instructor will evaluate student performance and provide appropriate feedback to correct deficiencies and encourage further performance.

TASKS:

2.47 Administer subject matter diagnostic tests.

2.48 Describe the occupational standards of performance for each task in an occupation.

2.49 Reward acceptable student performance.

2.50 Consider cumulative data on students' ability and achievement in evaluating performance.

2.51 Formulate a system of grading consistent with school policy.

2.52 Appraise students' performance in relation to instructional standards.

2.53 Evaluate individualized related assignments under directed study.

2.54 Evaluate student-learner's work qualities, personal traits, and progress on the job.

2.55 Devise self-evaluation techniques for use by students.

2.56 Arrange for students to evaluate their own progress.

2.57 Engage in cooperative evaluation of student's achievement with student.

2.58 Determine grade for performance for on-the-job and related instruction.

2.59 Interpret students' evaluation of his/her performance.

2.60 Formulate items for objective tests.

2.61 Formulate questions for essay tests.

2.62 Devise laboratory performance rating sheets.

2.63 Administer subject matter standardized tests.

2.64 Administer teacher-made tests.

2.65 Analyze teacher-made tests and results.

2.66 Isolate and eliminate student deficiencies in attainment of a training objective during classroom instruction.

2.67 Use a polaroid camera to provide instant visual feedback on student performance.

2.68 Use video tape recorder to provide instant visual feedback on student performance.

Competency J: The Health Occupations vocational instructor will coordinate student practice of job tasks and skills in on-the-job cooperative educational settings.

TASKS:

2.69 Establish criteria for selection of student-learners for on-the-job education.

2.70 Identify a prospective student-learner on basis of selection criteria and personal data.

2.71 Match a student-learner's unique characteristics with an appropriate on-the-job training station.

2.72 Approve on-the-job training hours and wages for student-learners.

2.73 Identify student-learner training stations.

2.74 Arrange with a union to make contract provision for student-learners.

2.75 Establish criteria to evaluate and approve training stations.

2.76 Assess training capability of the prospective training station.

2.77 Assess educational adequacy of a prospective training station's facilities and equipment.

2.78 Assess safety provisions of facilities and equipment of the prospective training stations.

2.79 Develop systematic training agreement with employers.

2.80 Assist employers in obtaining student-learner permits.

2.81 Assist employer in determining federal and state wage and hour classification for student-learner.

2.82 Assist cooperating employer in acquiring permit to pay a training wage.

2.83 Assist cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

2.84 Observe student-learner's on-the-job experience.

2.85 Prepare student-learner for interview with cooperating employer and training station personnel.

2.86 Assist the cooperating employer's personnel in accepting the training status and role of student-learner.

2.87 Develop a procedure to insure students safety and protection in the training station.

2.88 Develop a training plan for student-learner with employer.

2.89 Assist student-learner in on-the-job training orientation.

2.90 Maintain a record of individual work hours, wages, and work progression of on-the-job training.

2.91 Sponsor employer/student-learner banquet for the vocational program.

2.92 Check student-learner progress with the employer and other training station personnel.

2.93 Obtain suggestions from the employer to guide the selection of related class instruction lessons.

2.94 Assist the employer in working with student-learners.

2.95 Obtain from advisory committee information on ways to improve related instruction and on-the-job training.

EVALUATION COMPONENT K-L

Competency K: The Health Occupations vocational instructor will evaluate the effectiveness and efficiency of the vocational program to attain its specified objectives.

TASKS:

3.01	Review student's progress and/or achievement records to assess effectiveness of instruction.
3.02	Evaluate quality of on-the-job training received by student-learners.
3.03	Formulate, cooperatively with students, procedures which provide for their participation in the evaluation of instruction.
3.04	Obtain information from fellow teachers and supervisory personnel regarding the quality of his/her instruction.
3.05	Evaluate instruction through self-rating devices and instructional media such as video or audio recording.
3.06	Tabulate student performance records.
3.07	Evaluate student progress and/or achievement records to assess the efficiency (overtraining, undertraining, etc.) of instruction.
3.08	Obtain information from employers or job supervisors regarding the quality of vocational instruction.

Competency L: The Health Occupations vocational instructor will evaluate the quality of instructional evaluation in vocational programs.

TASKS:

3.09 Assess the validity of instructional tests.

3.10 Assess the reliability of instructional tests.

3.11 Assess the cultural bias of tests used for program placement.

Competency M: The Health Occupations vocational instructor will efficiently manage the administration of vocational programs.

TASKS:

4.01 Compile a list of supplies needed for the academic year.

4.02 Identify new tools and equipment needed in a vocational course for the academic year.

4.03 Recommend reference books and periodicals related to vocational education that should be added to the library.

4.04 Prepare a capital outlay budget proposal for new equipment needed in a vocational course.

4.05 Plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.

4.06 Prepare a budget for estimated travel expenses incurred in vocational activities.

4.07 Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.

4.08 Prepare purchase request for approved vocational equipment and supplies.

4.09 Design a procedure for acquiring the consumable supplies and materials needed in a vocational course.

4.10 Devise a system for determining and collecting student fees for consumable supplies.

4.11 Structure a filing system for records and report forms used in a vocational course.

4.12 Supply administrators with data for vocational reports required by the state department of education.

4.13 Devise a system for maintaining occupational information and opportunity data for use by vocational students.

4.14 Assemble student file documenting personal habits, attitudes, and grades.

4.15 Devise a filing system for instructional materials.

4.16 Arrange for approved safety apparel and devices for vocational students assigned to hazardous equipment and situations.

4.17 Establish a procedure for attending first aid needs of vocational students.

4.18 Maintain a record of safety instruction presented in compliance with safety laws and regulations.

4.19 Maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.

4.20 Arrange for the storage and security of vocational supplies and equipment.

4.21 Implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.

4.22 Schedule laboratory equipment for maximum utilization by students.

4.23 Direct students in a system for cleaning and maintaining the vocational laboratory.

4.24 Arrange layout of vocational laboratory to simulate or duplicate occupational environment.

4.25 Control heat, light, and ventilation in vocational laboratories and classrooms.

4.26 Arrange laboratory work areas and storage space to facilitate student work performance.

4.27 Recommend a policy for use of the vocational laboratories and classrooms by outside groups and other school personnel.

Competency N: The Health Occupations vocational instructor will maintain standards of school discipline within the guidelines established by administration pllicy.

TASKS:

4.28 Discipline a student for a violation of school standards of expected student behavior.

4.29 Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.

4.30 Discipline a student for a violation of standards of student behavior in vocational classrooms and laboratories

4.31 Encourage students to exercise self-discipline.

4.32 Control outbursts of fighting and agressive behavior.

GUIDANCE AND PLACEMENT COMPONENT

Competency O: The Health Occupations vocational instructor will perform a guidance and placement function as part of his professional role in the vocational program.

TASKS:

5.01 Determine students' background and environment.

5.02 Analyze students' cumulative records.

5.03 Maintain anecdotal records on students.

5.04 Determine relationships among students through sociometric techniques (e.g., sociogram).

5.05 Review students' autobiographies for information to aid in understanding the students.

5.06 Conduct home visits.

5.07 Interpret occupational tests and inventories to students.

5.08 Confer with student and his parents regarding the student's educational development.

5.09 Conduct a counseling session with a student.

5.10 Conduct group counseling sessions.

5.11 Assist students in developing good study habits.

5.12 Recognize potential problems of students.

5.13 Assist students in determining ways to best describe their saleable skills.

5.14 Work with other teachers and counselors to help students with individual problems.

5.15 Arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.

5.16 Refer students to qualified personnel agencies for occupational and educational information.

5.17 Arrange for local office of the U. S. Employment Service to administer and to interpret the General Aptitude Test Battery.

5.18 Establish communication patterns for exchanging information and for cooperating with the guidance counselor.

5.19 Assist students with their problems by working cooperatively with agencies such as the health and welfare services.

5.20 Present information to students on employment opportunities.

5.21 Present information to students on post-high school training and educational opportunities available to them.

5.22 Write letters of recommendation for students.

5.23 Assist graduates or seniors in preparing for interview with potential employers.

5.24 Assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.

SCHOOL-COMMUNITY RELATIONS COMPONENT

Competency #: The Health Occupations vocational instructor will maintain an effective liaison with members of the community in order to support the goals of the vocational program.

TASKS:

6.01 Assist in the development of policies regarding school-community relations.

6.02 Present activities of the vocational program on commercial or public television.

6.03 Provide brochures to inform the school and community of the vocational program.

6.04 Provide displays in the school and in the community on the vocational program.

6.05 Prepare news releases on activities of the vocational program for newspapers and other periodicals.

6.06 Present activities of the vocational program on radio.

6.07 Speak to school and community groups on the vocational program.

6.08 Conduct an open house to familiarize members of the school and community with activities of the vocational program.

6.09 Sponsor student-parent activities for the vocational program.

6.10 Maintain liaison with union officials and employers.

6.11 Serve in professional non-vocational organizations to improve the image of the vocational program.

6.12 Serve in a community civic, service, or social organization to improve the image of the vocational program.

6.13 Provide consultant services to local business, industry, or health care organizations.

6.14 Conduct opinion surveys in the school and community concerning the vocational program.

6.15 Analyze enrollment trends to determine student and parent acceptance of the vocational program.

6.16 Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.

6.17 Obtain information from parents relative to their expectations of the vocational program.

6.18 Acquire information from members of the community power structure (e.g. political, social, economic pressure groups) regarding their expectations of the vocational program.

6.19 Study community voting results on financial issues affecting the vocational program to determine community support of the program.

6.20 Assist in planning the overall objectives of the total school program.

6.21 Maintain working relationships with the school supporting staff through cooperation and mutual effort.

STUDENT-VOCATIONAL ORGANIZATION COMPONENT

Competency Q: The Health Occupations vocational instructor will exercise professional adult supervision over youth vocational organizations.

TASKS;

7.01 Obtain approval from school administration for establishing a student vocational organization.

7.02 Contact state leadership regarding the steps to be followed in organizing a student vocational organization.

7.03 Acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.

7.04 Organize a student committee to assess the interest of students in joining a vocational organization.

7.05 Conduct an organizational meeting for a student vocational organization.

7.06 Orient students to the student vocational organization.

7.07 Assist in planning activities for the student vocational organization.

7.08 Supervise activities for the student vocational organization.

7.09 Conduct leadership training sessions for the officers of the student vocational organization.

7.10 Assist students with the financial management of the student vocational organization.

7.11 Assist students with the publicizing of the student vocational organization activities.

7.12 Assist students in advancing within the available degrees in vocational organization.

7.13 Coordinate student vocational organization activities with instructional activities.

7.14 Supervise the development of an annual handbook and scrapbook for the student vocational organization.

7.15 Involve students in the evaluation of the student vocational organization.

7.16 Maintain a file of publications available for the student vocational organization.

7.17 Involve elected chapter parents in the activities of the student vocational organization.

7.18 Direct initiation activities of the student vocational organization.

7.19 Assist in the preparation of state and national reports for the student vocational organization.

7.20 Provide advice and training for student entries in state and national student vocational organization contests.

7.21 Affiliate the student vocational organization with the state and national vocational organization.

7.22 Send student representatives to district, state, regional, and national student vocational organization activities.

7.23 Assist in the development of rules and procedures for conducting state, regional, and national student vocational organization contests.

7.24 Serve as an advisor or judge for district, state, regional, or national student vocational organization contests.

7.25 Participate in state, district, regional, and national activities of the student vocational organization.

PROFESSIONAL ROLE COMPONENT

Competency R: The Health Occupations vocational instructor will fulfill his responsibilities as a member of the teaching profession.

TASKS:

8.01 Evaluate periodically his/her educational philosophy in relation to that held by a majority of other members of the teaching profession.

8.02 Exchange observational visits, innovations, and ideas with other teachers.

8.03 Support professional organizations through membership and attendance at meetings.

8.04 Serve professional organizations as an officer and/or chairman or member of a committee.

8.05 Represent the teaching profession as a committee member or delegate to meetings and activities of other professions.

8.06 Participate in experimental and other data collecting research activities.

8.07 Write an article or book for publication which contributes to the literature of the profession.

8.08 Assist teachers who are new in the system to understand the policies and regulations of the school.

8.09 Work with a team of professionals from school and/or community on pertinent school problems.

8.10 Serve community needs by contributing professional expertise to civic projects.

8.11 Evaluate his/her personal and professional abilities and limitations.

8.12 Select the position which is in keeping with his personal and professional abilities and limitations.

8.13 Maintain professional certification through enrolling in graduate, extension, and in-service education programs.

8.14 Acquire new occupational skills needed to keep pace with technological advancement in his teaching field.

8.15 Maintain a professional personnel file.

8.16 Participate in non-instructional school duties, i.e., cafeteria, homeroom, bus duty, chaperoning, PTA.

8.17 Assist with non-vocational student organization activities.

8.18 Supervise student teachers.

8.19 Demonstrate pedagogical skills to student teachers.

8.20 Provide opportunities for potential teachers to observe and participate in public school program.

8.21 Confer with college supervisor and student teacher regarding plans for the evaluation of the total student teaching experience.

HEALTH CARE ENVIRONMENT COMPONENT

Competency S: The Health Occupations vocational instructor will modify instructional strategies to account for the unique environment of the health fields.

TASKS:

9.01 Identifies learning outcomes best achieved in the clinical setting.

9.02 Evaluate a student's readiness to enter the clinical environment.

9.03 Introduce students to other members of a health care team.

9.04 Plan for the use of patients in training demonstrations or practice sessions.

9.05 Coordinate actions of student-learners with other members of a health-care team.

9.06 Supervise student practice in a clinical environment.

9.07 Give appropriate feedback for student performance in a clinical environment in such a way as to maintain proper practitioner/patient relationship.

9.08 Orient students to their professional responsibilities in the clinical environment.

9.09 Refine instructional materials for use in a clinical environment.

9.10 Analyze statutes regulating Health Occupations to determine training needs.

9.11 Evaluate health care procedures and equipment and make appropriate recommendations regarding needed revision and improvement.

9.12 Formally evaluate the clinical performance of students.

9.13 Counsel students with problems adjusting to illness or death.

9.14 Interpret to students acceptable standards of behavior and appearance in the clinical environment.

9.15 Correct a student for a violation of standards of behavior or appearance in the clinical environment.

APPENDIX B. 5

COPY OF QUESTIONNAIRE

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

May 21, 1975

Dear Respondent:

The education of health occupation teachers is of concern to all of us. The purpose of the attached questionnaire is to provide you an opportunity to express the needs of health occupational teachers in relation to teacher education activities. Would you please give us an hour of your time by completing the attached questionnaire? Your input is needed and will be appreciated.

Many thanks,

James N. Richmann

James N. Richmann
Chairman, Competency Based
Teacher Training Committee

JR/gc

WHO we are;

WHAT we are doing; and

WHY your RESPONSE IS SO IMPORTANT:

Project HOPE is a plan for the research, development and implementation of a comprehensive health occupations education program. The project emphasizes the use of people at the "action" or practitioner level to design, field test, evaluate, and recommend procedures to assist in meeting the needs of health occupations people now and in the future. The activities of Project HOPE center around three main functions:

(1) Development of a relevant professional development program to meet the needs of present health occupations teachers.

(2) Development of a performance based student training program.

(3) Development of a compentency-based teacher training program to prepare future health occupations teachers.

As a part of the last function, this year the Competency-Based Teacher Training Committee of Project HOPE is identifying priorities among a list of competencies. These priorities will be used to suggest areas of concentration for training programs preparing future health occupations teachers. In order to validly establish these priorities data must be collected on who does what in health occupations education. Hence, this questionnaire is designed to collect that data.

Your response is important because there are so few people in your category of job position and your category of time of experience. You see, we must determine differences among teachers from the different types of schools and also differences among teachers with varying years of experience. In order to determine these differences, every response counts. Please complete the questionnaire and mail your response. Thank you.

PLEASE RETURN YOUR QUESTIONNAIRE BY JUNE 6, 1975.

TO RETURN THE QUESTIONNAIRE SIMPLY FOLD IT IN HALF, STAPLE, STAMP, AND MAIL. -SORRY WE COULDN'T PROVIDE THE STAMP, BUT WE WOULD RATHER SPEND WHAT LIMITED FUNDS WE HAVE TO MAIL YOU THE RESULTS.

TASK INVENTORY INSTRUCTIONS

This section contains a list of tasks which are performed by health occupations teachers. You are requested to identify all those tasks which you perform in your present position.

PROCEED AS FOLLOWS:

1. Take a few minutes to glance through the complete task inventory. This will enable you to determine the scope and detail of the inventory.
2. Read each task statement, understand the pronoun "I" as preceding each statement.
3. If you have NO involvement in the task circle the appropriate space under question "A" and proceed to the next task. You should not answer questions B, C, or D.
4. IF you are involved in the task you are asked to record FOUR pieces of information as described below: (See example on page iv.)

A. YOUR INVOLVEMENT LEVEL. Select from the list defined below the ONE most applicable to you and record it in the corresponding numbered space next to the task.

1.	None:	I do not assist, do, or supervise this activity.
2.	Assist:	I aid or help someone else perform the activity.
3.	Do:	I perform the activity.
4.	Do & Supervise:	I perform the activity and supervise someone else in the performance of the activity.
5.	Supervise:	I supervise someone else performs the activity.

B. TIME SPENT. Next, record the relative amount of your time spent assisting, doing, and/or supervising the task. There are 7 levels from "Very Little" to "Very Much." Select the one, on this relative scale, which is most appropriate.

C. CONSEQUENCES OF INADEQUATE PERFORMANCE: Next, record the relative severity of the bad consequences for not doing this task correctly or not doing it at all. Again, there are 7 levels from "No Bad Consequences" to "Extremely Bad Consequences." Select one.

D. TIME TO TRAIN ON-THE-JOB: Last, record the relative time required for you to train a new instructor "on-the-job." A new instructor would be a person with competency in his/her health profession but no experience or education in teaching. Again, there are 7 levels from "No Time Needed for Training" to "Extensive Time Needed for Training." Select one.

NOTE:

It is recommended that you complete your "Task Involvement" for all of the task statements before completing the other questions.

SAMPLE COPY

REMEMBER IF YOU ANSWER 1 TO THE FIRST QUESTION PROCEED TO THE NEXT TASK STATEMENT.

Number		A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average
1.26	Prepare an instructional motion picture for a lesson	1 2 3 4 5	1 2 3 4 5
1.27	Prepare an instructional video tape for a lesson	1 2 3 4 5	1 2 3 4 5
1.28	Prepare an instructional 35mm color slide for a lesson	1 2 3 4 5	1 2 3 4 5
1.29	Prepare an instructional audio tape for a lesson	1 2 3 4 5	1 2 3 4 5
1.30	Maintain an instructional display case	1 2 3 4 5	1 2 3 4 5
1.31	Prepare programmed instruction	1 2 3 4 5	1 2 3 4 5
1.32	Prepare a simulation or learning game	1 2 3 4 5	1 2 3 4 5
1.33	Prepare a computer assisted instruction program	1 2 3 4 5	1 2 3 4 5
1.34	Use a dry mount press to preserve instructional charts, drawings, or photographs	1 2 3 4 5	1 2 3 4 5
1.35	Prepare an instructional photograph or photo essay	1 2 3 4 5	1 2 3 4 5
1.36	Organize a committee to assist in preplanning an occupational survey	1 2 3 4 5	1 2 3 4 5
1.37	Identify the geographical area in which an occupational survey will be conducted	1 2 3 4 5	1 2 3 4 5
1.38	Obtain administrative support for conducting an occupational survey	1 2 3 4 5	1 2 3 4 5
1.39	Prepare a comprehensive list of job tasks for use in data collection	1 2 3 4 5	1 2 3 4 5
1.40	Select students in the collection of data for an occupational survey	1 2 3 4 5	1 2 3 4 5
1.41	Plan the activities of the survey staff in conducting an occupational survey	1 2 3 4 5	1 2 3 4 5
1.42	Assign the survey staff to their duties and responsibilities in collecting occupational data	1 2 3 4 5	1 2 3 4 5
1.43	Collect student occupational interest data	1 2 3 4 5	1 2 3 4 5
1.44	Prepare a questionnaire for collection of occupational data by mail	1 2 3 4 5	1 2 3 4 5
1.45	Collect occupational data from employers, job supervisors, and job incumbents	1 2 3 4 5	1 2 3 4 5
1.46	Suggest vocational education program based on analysis of occupational survey	1 2 3 4 5	1 2 3 4 5
1.47	Disseminate the findings of the occupational survey	1 2 3 4 5	1 2 3 4 5
1.48	Identify the competencies needed for entry into an occupation	1 2 3 4 5	1 2 3 4 5
1.49	Group vocational courses by clustering and sequencing related tasks	1 2 3 4 5	1 2 3 4 5
1.50	Analyze collected occupational data to determine priorities among training needs	1 2 3 4 5	1 2 3 4 5

SAMPLE

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SAMPLE COPY

MBER IF YOU ANSWER 1 TO THE FIRST QUESTION
CEED TO THE NEXT TASK STATEMENT.

	A. Task Involvement: None; Assist; Do; Do & Supervise; Supervise	B. Time Spent: Very Little; Below Average; Slightly Below Average; Average; Slightly Above Average; Above Average; Very Much	C. Consequences of Inadequate Performance: None; Very Little; Below Average; Average; Above Average; Very Much; Extreme	D. Time Required Train On The: None; Very Short; Below Average; Average; Above Average; Very Long; Extensive
motion picture for a lesson	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
video tape for a lesson	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
35mm color slide for a lesson	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
audio tape for a lesson	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
al display case	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
struction	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
learning game	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
isted instruction program	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
to preserve instructional charts, drawings, or photographs	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
l photograph or photo essay	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
to assist in preplanning an occupational survey	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
cal area in which occupational survey will be conducted	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
support for conducting an occupational survey	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ve list of job tasks for use in data collection	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
collection of data for an occupational survey	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
he survey staff in conducting an occupational survey	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
to their duties and responsibilities in collecting occupational data	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ational interest data	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e for collection of occupational data by mail	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
data from employers, job supervisors, and job incumbents	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ucation program based on analysis of occupational survey	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ngs of the occupational survey	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ncies needed for entry into an occupation	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ur ... tering and sequencing related tasks	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
cu ... ta to determine priorities among training needs	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

SAMPLE

ERIC

Project HOPE

NAME: _____

MAILING ADDRESS: _____

_____

_____

(Note: This questionnaire is not intended to be an invasion of privacy or to be used in any manner against an individual. The information collected will be treated as CONFIDENTIAL and used exclusively as a statistical base in personnel research.)

My Major Area of Responsibility Is:

_____ Instruction (100%)
_____ Instruction & Clinical Staff Duties
_____ Practitioner (100%) (Provider of health services)
_____ Administration
_____ Staff Development
_____ In-Service Education
_____ Supervision (in a health facility)
_____ Supervision (in an educational facility)
_____ Supervision (other agency)

My Employer Is A:

_____ College or University
_____ Junior College or Community College
_____ Vocational-Technical School
_____ High School
_____ Proprietary School
_____ Local Health Facility
_____ State Health Agency or Department
_____ State Education Agency or Department
_____ Area Health Agency or Department
_____ Other (please specify)

My Experience in Health Education Is:

_____ Less than 6 months
_____ Between 6 months and 1 year
_____ 1 year
_____ 2 years
_____ 3 years
_____ 4 years
_____ 5 years
_____ 6 to 10 years
_____ over 10 years

My Experience in Health Field Is:

_____ Less than 6 months
_____ between 6 months and 1 year
_____ 1 year
_____ 1 years
_____ 3 years
_____ 4 years
_____ 5 years
_____ 6 to 10 years
_____ over 10 years

The Highest Level of Education I Have Received Is:

_____ less than high school graduate
_____ high school graduate
_____ 1 yr. college or technical training beyond high school
_____ 2 yrs. college or technical training beyond high school
_____ 3 yrs. college or technical training beyond high school
_____ 4 yrs. college or technical training beyond high school
_____ Bachelor's degree
_____ Some graduate work
_____ Master's degree
_____ Doctor's degree
_____ Other (please specify)

I Hold a Teacher's License or Certificate:

_____ No _____ Yes, a permanent license _____ Yes, a temporary or conditional license

I Would Like to Receive Reports on the Results of Project HOPE:

_____ Yes _____ No

My Primary Responsibilities Are Related To The Education Of:

_____ Nurses (4 yr. programs)
_____ Nurses (3 yr. programs)
_____ Nurses (2 yr. programs)
_____ Practical Nurses (1 yr. programs)
_____ Nurse Aides
_____ Operating Room Technicians
_____ Psychiatric Technicians
_____ Pediatric Technicians
_____ Geriatric Technicians
_____ Obstetric Technicians
_____ Emergency Medical Technicians
_____ Renal Unit Technicians
_____ Respiratory Therapists
_____ Occupational Therapists
_____ Physical Therapists
_____ Speech Pathologists or Audiologists
_____ Mental Health Techniclans
_____ Music Therapists
_____ Therapeutic Recreation Specialists
_____ Prosthetists or Orthotists
_____ Orderlys
_____ Laboratory Assistants
_____ Electrocardiograph Technicians
_____ Electroencephalograph Technicians
_____ Radiologic (X-Ray) Technicians
_____ Nuclear Medical Technologists
_____ Cytotechnologists

_____ Medical Technologists
_____ Histological Technologists
_____ Housekeeping Workers
_____ Social Services Directors
_____ Pharmacy Assistants
_____ Physician's Assistants
_____ Peripathologists
_____ Optometric Technicians
_____ Dieticians
_____ Hospital Food Service Workers
_____ Nutritionist
_____ Dental Hygienists
_____ Dental Assistants
_____ Dental Technicians
_____ Medical Records Clerks
_____ Medical Secretaries
_____ Medical Office Assistants
_____ Animal Technicians
_____ Orthopedic Physician Assistants
_____ Physicians
_____ Osteopathic Physicians
_____ Pharmacist
_____ Dentists
_____ Optometrists
_____ Veterinarians
_____ Other (please specify)

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Number	TASK	A. Task Involvement. None Assist Do Do & Supervise Supervise	B. Time Sp Very Little Below Average Slightly Below Average Average
	PLANNING COMPONENT		
	HEALTH CARE ENVIRONMENT COMPONENT		
0.01	Identify learning outcomes best achieved in the clinical setting.	1 2 3 4 5	1 2 3 4
0.02	Evaluate a student's readiness to enter the clinical environment.	1 2 3 4 5	1 2 3 4
0.03	Introduce students to other members of a health care team.	1 2 3 4 5	1 2 3 4
0.04	Plan for the use of patients in training demonstrations or practice sessions.	1 2 3 4 5	1 2 3 4
0.05	Coordinate actions of student-learners with other members of a health care team.	1 2 3 4 5	1 2 3 4
0.06	Supervise student practice in a clinical environment	1 2 3 4 5	1 2 3 4
0.07	Give appropriate feedback for student performance in a clinical environment in such a way as to maintain proper practitioner/patient relationship.	1 2 3 4 5	1 2 3 4
0.08	Orient students to their professional responsibilities in the clinical environment.	1 2 3 4 5	1 2 3 4
0.09	Refine instructional materials for use in a clinical environment.	1 2 3 4 5	1 2 3 4
0.10	Analyze statutes regulating Health Occupations to determine training needs.	1 2 3 4 5	1 2 3 4
0.11	Evaluate health care procedures and equipment and make appropriate recommendations regarding needed revision and improvement.	1 2 3 4 5	1 2 3 4
0.12	Formally evaluate the clinical performance of students.	1 2 3 4 5	1 2 3 4
0.13	Counsel students with problems adjusting to illness or death.	1 2 3 4 5	1 2 3 4
0.14	Interpret to students acceptable standards of behavior and appearance in the clinical environment	1 2 3 4 5	1 2 3 4
0.15	Correct a student for a violation of standards of behavior or appearance in the clinical environment.	1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4

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NG COMPONENT	A. Task Involvement. None / Assist / Do / Do & Supervise	B. Time Spent. Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average / Above Average / Very Much	C. Consequences of Inadequate Performance: None / Very Little / Below Average / Average / Above Average / Very Much / Extreme	D. Time Required To Train On The Job. None / Very Short / Below Average / Average / Above Average / Very Long / Extensive
HEALTH CARE ENVIRONMENT COMPONENT				
comes best achieved in the clinical setting.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ediness to enter the clinical environment	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
other members of a health care team.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ients in training demonstrations or practice sessions.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
student-learners with other members of a health care team	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tice in a clinical environment	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ack for student performance in a clinical environment in such a way practitioner/patient relationship	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
r professional responsibilities in the clinical environment	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
terials for use in a clinical environment	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ting Health Occupations to determine training needs	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ocedures and equipment and make appropriate recommendations on and improvement.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
clinical performance of students	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
problems adjusting to illness or death	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ceptable standards of behavior and appearance in the clinical environment	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
violation of standards of behavior or appearance in the clinical environment	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Number	TASK PLANNING COMPONENT	A. Task Involvement. None Assist Do Do & Supervise Supervise	B. Time S Very Little Below Average Slightly Below Average Average
1.01	Select job tasks, conditions, and standards for which instructional plans are to be designed	1 2 3 4 5	1 2 3 4
1.02	Sequence performance goals (terminal objectives) for a course	1 2 3 4 5	1 2 3 4
1.03	Identify the unit topics for a course	1 2 3 4 5	1 2 3 4
1.04	Determine objectives for a unit	1 2 3 4 5	1 2 3 4
1.05	Identify lesson topics for a unit	1 2 3 4 5	1 2 3 4
1.06	Identify the specific objectives for a lesson	1 2 3 4 5	1 2 3 4
1.07	Determine group and individual learning experiences for a lesson based on individual differences of students	1 2 3 4 5	1 2 3 4
1.08	Select methods of evaluating students' performance throughout a unit	1 2 3 4 5	1 2 3 4
1.09	Structure student participation in the planning of a unit	1 2 3 4 5	1 2 3 4
1.10	Select teaching techniques for a lesson	1 2 3 4 5	1 2 3 4
1.11	Select methods of evaluating students' attainment of lesson objectives at the end of a unit	1 2 3 4 5	1 2 3 4
1.12	Select tools and equipment for a lesson demonstration	1 2 3 4 5	1 2 3 4
1.13	Select and modify prefabricated or commercial training aids (charts, transparencies, motion picture, video tape, 35mm color slide presentations, audio tapes) for a lesson	1 2 3 4 5	1 2 3 4
1.14	Prepare a lesson plan (Integrate objectives, learning experiences, evaluation, teaching techniques, and learning resources.)	1 2 3 4 5	1 2 3 4
1.15	Develop a course syllabus for distribution to students	1 2 3 4 5	1 2 3 4
1.16	Prepare information sheets (handouts) for student use	1 2 3 4 5	1 2 3 4
1.17	Prepare operating or task sheets for student use	1 2 3 4 5	1 2 3 4
1.18	Prepare job sheets for student use	1 2 3 4 5	1 2 3 4
1.19	Prepare assignment sheets for student use	1 2 3 4 5	1 2 3 4
1.20	Obtain textbooks, references, and other printed instructional material	1 2 3 4 5	1 2 3 4
1.21	Develop original instructional materials such as individualized learning packages, learning modules, or lesson kits	1 2 3 4 5	1 2 3 4
1.22	Prepare a chalkboard sketch for a lesson	1 2 3 4 5	1 2 3 4
1.23	Prepare an instructional chart for a lesson	1 2 3 4 5	1 2 3 4
1.24	Prepare an instructional overhead transparency for a lesson	1 2 3 4 5	1 2 3 4
1.25	Prepare an instructional model for a lesson	1 2 3 4 5	1 2 3 4

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NG COMPONENT	A. Task Involvement: None / Assist / Do / Do & Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average / Above Average / Very Much	C. Consequences of Inadequate Performance: None / Very Little / Below Average / Average / Above Average / Very Much / Extreme	D. Time Required To Train On The Job: None / Very Short / Below Average / Average / Above Average / Very Long / Extensive
ons, and standards for which instructional plans are to be designed.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
goals (terminal objectives) for a course.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
for a course.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
r a unit.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
or a unit.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
jectives for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
dividual learning experiences for a lesson based on individual differences of students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ating students' performance throughout a unit.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
cipation in the planning of a unit.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ues for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ating students' attainment of lesson objectives at the end of a unit.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ent for a lesson demonstration.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
bricated or commercial training aids (charts, transparencies, motion picture, video tape, ntations, audio tapes) for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
Integrate objectives, learning experiences, evaluation, teaching techniques,	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
us for distribution to students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ets (handouts) for student use.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
k sheets for student use.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tudent use.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ets for student use.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ences, and other printed instructional material.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tional materials such as individualized learning packages, learning modules, or lesson kits.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
etch for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
chart for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
overhead transparency for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
m lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

ERIC

201

Number	TASK	A. Task Involvement: None Assist Do Do & Supervise Supervise	B. Time S: Very Little Below Average Slightly Below Average Average
1.26	Prepare an instructional motion picture for a lesson.	1 2 3 4 5	1 2 3 4
1.27	Prepare an instructional video tape for a lesson.	1 2 3 4 5	1 2 3 4
1.28	Prepare an instructional 35mm color slide for a lesson.	1 2 3 4 5	1 2 3 4
1.29	Prepare an instructional audio tape for a lesson.	1 2 3 4 5	1 2 3 4
1.30	Maintain an instructional display case.	1 2 3 4 5	1 2 3 4
1.31	Prepare programmed instruction.	1 2 3 4 5	1 2 3 4
1.32	Prepare a simulation or learning game.	1 2 3 4 5	1 2 3 4
1.33	Prepare a computer assisted instruction program.	1 2 3 4 5	1 2 3 4
1.34	Use a dry mount press to preserve instructional charts, drawings, or photographs.	1 2 3 4 5	1 2 3 4
1.35	Prepare an instructional photograph or photo essay.	1 2 3 4 5	1 2 3 4
1.36	Organize a committee to assist in preplanning an occupational survey.	1 2 3 4 5	1 2 3 4
1.37	Identify the geographical area in which an occupational survey will be conducted.	1 2 3 4 5	1 2 3 4
1.38	Obtain administrative support for conducting an occupational survey.	1 2 3 4 5	1 2 3 4
1.39	Prepare a comprehensive list of job tasks for use in data collection.	1 2 3 4 5	1 2 3 4
1.40	Direct students in the collection of data for an occupational survey.	1 2 3 4 5	1 2 3 4
1.41	Plan the activities of the survey staff in conducting an occupational survey.	1 2 3 4 5	1 2 3 4
1.42	Orient the survey staff to their duties and responsibilities in collecting occupational data.	1 2 3 4 5	1 2 3 4
1.43	Collect student occupational interest data.	1 2 3 4 5	1 2 3 4
1.44	Prepare a questionnaire for collection of occupational data by mail.	1 2 3 4 5	1 2 3 4
1.45	Collect occupational data from employers, job supervisors, and job incumbents.	1 2 3 4 5	1 2 3 4
1.46	Suggest vocational education program based on analysis of occupational survey.	1 2 3 4 5	1 2 3 4
1.47	Disseminate the findings of the occupational survey.	1 2 3 4 5	1 2 3 4
1.48	Identify the competencies needed for entry into an occupation.	1 2 3 4 5	1 2 3 4
1.49	Develop vocational courses by clustering and sequencing related tasks.	1 2 3 4 5	1 2 3
1.50	Analyze collected occupational data to determine priorities among training needs.	1 2 3 4 5	1 2 3 4

201

202

	A. Task Involvement: None (1) Assist (2) Do (3) Do & Supervise (4) Supervise (5)	B. Time Spent: Very Little (1) Below Average (2) Slightly Below Average (3) Average (4) Slightly Above Average (5) Above Average (6) Very Much (7)	C. Consequences of Inadequate Performance: None (1) Very Little (2) Below Average (3) Average (4) Above Average (5) Very Much (6) Extreme (7)	D. Time Required To Train On The Job: None (1) Very Short (2) Below Average (3) Average (4) Above Average (5) Very Long (6) Extensive (7)
nal motion picture for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nal video tape for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nal 35mm color slide for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nal audio tape for a lesson.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
onal display case.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
or learning game.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ssisted instruction program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ss to preserve instructional charts, drawings, or photographs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nal photograph or photo essay.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e to assist in preplanning an occupational survey.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
hical area in which an occupational survey will be conducted.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e support for conducting an occupational survey.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nsive list of job tasks for use in data collection.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e collection of data for an occupational survey.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
the survey staff in conducting an occupational survey.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ff to their duties and responsibilities in collecting occupational data.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
pational interest data.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ire for collection of occupational data by mail.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
data from employers, job supervisors, and job incumbents.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ducation program based on analysis of occupational survey.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
dings of the occupational survey.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
encies needed for entry into an occupation.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
co ustering and sequencing related tasks.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
cc data to determine priorities among training needs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

ERIC

20.3

Number	TASK	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time S: Very Little / Below Average / Slightly Below Average / Average
1.51	Specify criteria for selection of priorities among training needs.	1 2 3 4 5	1 2 3 4
1.62	Collect data on projected student enrollment.	1 2 3 4 5	1 2 3 4
1.53	Identify the role and function of the advisory committee.	1 2 3 4 5	1 2 3 4
1.54	Establish the criteria for selection of advisory committee members.	1 2 3 4 5	1 2 3 4
1.55	Obtain the necessary authorization for organizing an advisory committee.	1 2 3 4 5	1 2 3 4
1.56	Orient advisory committee members to their role and function.	1 2 3 4 5	1 2 3 4
1.57	Plan the annual program of work to be considered by the advisory committee.	1 2 3 4 5	1 2 3 4
1.58	Invite resource persons who can provide consultative service to attend advisory committee meetings.	1 2 3 4 5	1 2 3 4
1.59	Serve as the liaison for the advisory committee and the school administration.	1 2 3 4 5	1 2 3 4
1.60	Inform the advisory committee in regard to vocational education purposes and objectives.	1 2 3 4 5	1 2 3 4
1.61	Consult advisory committee in developing a long-range plan for vocational education programs.	1 2 3 4 5	1 2 3 4
1.62	Consult the advisory committee in regard to evaluating the results of an occupational survey.	1 2 3 4 5	1 2 3 4
1.63	Consult the advisory committee in regard to evaluation of attainment of stated purposes and objectives by current vocational education programs.	1 2 3 4 5	1 2 3 4
1.64	Consult the advisory committee to obtain suggestions or ideas for improvement of vocational education programs.	1 2 3 4 5	1 2 3 4
1.65	Analyze long-range course needs for the vocational educational program.	1 2 3 4 5	1 2 3 4
1.66	Specify long-range facility, equipment, and supply needs for the vocational education program.	1 2 3 4 5	1 2 3 4
1.67	Prepare a long-range budget which identifies the financial needs of the vocational education program.	1 2 3 4 5	1 2 3 4
1.68	Identify long-range needs for employing faculty for the vocational program.	1 2 3 4 5	1 2 3 4
1.69	Assist in preparing the long-range program plan for vocational education in the school.	1 2 3 4 5	1 2 3 4
1.70	Maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	1 2 3 4 5	1 2 3 4
1.71	Obtain follow-up data from employers of vocational program graduates.	1 2 3 4 5	1 2 3 4
1.72	Determine the reasons students drop out of a vocational program.	1 2 3 4 5	1 2 3 4
1.73	Review supervisory evaluation reports for assessing the vocational program.	1 2 3 4 5	1 2 3 4
1.74	[redacted]s the relevancy of the academic course offerings in relation to the vocational progra[redacted]	1 2 3 4 5	1 2 3 4
1.75	Assess the adequacy of the vocational education facilities and equipment relative to technological changes.	1 2 3 4 5	1 2 3 4

203

	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average / Above Average / Very Much	C. Consequences of Inadequate Performance: None / Very Little / Below Average / Average / Above Average / Very Much / Extreme	D. Time Required To Train On The Job: None / Very Short / Below Average / Average / Above Average / Very Long / Extensive
tion of priorities among training needs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
d student enrollment.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nction of the advisory committee.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
selection of advisory committee members.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
thorization for organizing an advisory committee.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tee members to their role and function.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
of work to be considered by the advisory committee.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
who can provide consultative service to attend advisory committee meetings.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
he advisory committee and the school administration.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
mmittee in regard to vocational education purposes and objectives.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ttee in developing a long-range plan for vocational education programs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
mmittee in regard to evaluating the results of an occupational survey.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
mmittee in regard to evaluation of attainment of stated purposes and objectives by ation programs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
mmittee to obtain suggestions or ideas for improvement of vocational	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rse needs for the vocational educational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ty, equipment, and supply needs for the vocational education program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
dget which identifies the financial needs of the vocational education program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ds for employing faculty for the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ong-range program plan for vocational education in the school.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
w-up information on placement, employment, and training status of each nal program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rom employers of vocational program graduates.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tudents drop out of a vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
luation reports for assessing the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
the course offerings in relation to the vocational progra	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
the l education facilities and equipment relative to	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

205

Number	TASK	A. Task Involvement. None Assist Do Do & Supervise Supervise	B. Time Sp... Very Little Below Average Slightly Below Average Average Slightly Above Aver...
1.76	Disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	1 2 3 4 5	1 2 3 4 5
	EXECUTION OF INSTRUCTION COMPONENT		
2.01	Conduct field trips.	1 2 3 4 5	1 2 3 4 5
2.02	Direct students in gathering information from sources in the community.	1 2 3 4 5	1 2 3 4 5
2.03	Present information using a simulation or learning game.	1 2 3 4 5	1 2 3 4 5
2.04	Present information using group supervised study.	1 2 3 4 5	1 2 3 4 5
2.05	Lead communication techniques such as buzz groups, skits, debates, etc.	1 2 3 4 5	1 2 3 4 5
2.06	Present information using the case problem method.	1 2 3 4 5	1 2 3 4 5
2.07	Present information using conference technique.	1 2 3 4 5	1 2 3 4 5
2.08	Direct student study of written information (assignment sheets, textbooks, bulletins, and pamphlets).	1 2 3 4 5	1 2 3 4 5
2.09	Introduce a lesson or unit.	1 2 3 4 5	1 2 3 4 5
2.10	Summarize a lesson or unit.	1 2 3 4 5	1 2 3 4 5
2.11	Employ oral questioning techniques.	1 2 3 4 5	1 2 3 4 5
2.12	Acknowledge student verbal and non-verbal cues or reactions.	1 2 3 4 5	1 2 3 4 5
2.13	Provide enrichment instruction to challenge the abilities of the students.	1 2 3 4 5	1 2 3 4 5
2.14	Structure instruction so that students can progress at their own rate.	1 2 3 4 5	1 2 3 4 5
2.15	Establish frames of reference to enable the student to understand a situation from several points of view.	1 2 3 4 5	1 2 3 4 5
2.16	Apply non-verbal techniques such as gestures, facial expression, and silence.	1 2 3 4 5	1 2 3 4 5
2.17	Demonstrate a manipulative skill.	1 2 3 4 5	1 2 3 4 5
2.18	Present a concept or principle through a demonstration.	1 2 3 4 5	1 2 3 4 5
2.19	Give a lecture.	1 2 3 4 5	1 2 3 4 5
2.20	Give an illustrated talk.	1 2 3 4 5	1 2 3 4 5
2.21	Use analogies to present information.	1 2 3 4 5	1 2 3 4 5
2.22	Present information by the use of individualized instruction.	1 2 3 4 5	1 2 3 4 5
2.23	Give an assignment.	1 2 3 4 5	1 2 3 4 5

205

206

	A. Task Involvement. None Assist Do Do & Supervise Supervise	B. Time Spent Very Little Below Average Slightly Below Average Average Slightly Above Average Above Average Very Much	C. Consequences of Inadequate Performance: None Very Little Below Average Average Above Average Very Much Extreme	D. Time Required To Train On The Job None Very Short Below Average Average Above Average Very Long Extensive
ry of the vocational education evaluation to administrators, advisory committee rd of education.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
EXECUTION OF INSTRUCTION COMPONENT				
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
hering information from sources in the community.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
sing a simulation or learning game	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
sing group supervised study	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
techniques such as buzz groups, skits, debates, etc.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
sing the case problem method.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
sing conference technique.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
of written information (assignment sheets, textbooks, bulletins,	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
unit.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
r unit.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ing techniques	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
verbal and non-verbal cues or reactions.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nstruction to challenge the abilities of the students	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
so that students can progress at their own rate.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ference to enable the student to understand a situation from	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
hniques such as gestures, facial expression, and silence	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ulative skill.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
principle through a demonstration.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
k.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nt information.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
by individualized instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Number	TASK	A. Task Involvement: None Assist Do Do & Supervise Supervise	B. Time S... Very Little Below Average Slightly Below Average Average
2.24	Present information through team teaching.	1 2 3 4 5	1 2 3 4
2.25	Present information with assistance of a resource person.	1 2 3 4 5	1 2 3 4
2.26	Present information with a display.	1 2 3 4 5	1 2 3 4
2.27	Illustrate with models and real objects.	1 2 3 4 5	1 2 3 4
2.28	Present information with chalkboard.	1 2 3 4 5	1 2 3 4
2.29	Direct teaching machine programmed instruction.	1 2 3 4 5	1 2 3 4
2.30	Present information by computer assisted instruction.	1 2 3 4 5	1 2 3 4
2.31	Direct written programmed instruction.	1 2 3 4 5	1 2 3 4
2.32	Illustrate with overhead projector transparencies.	1 2 3 4 5	1 2 3 4
2.33	Illustrate with motion pictures.	1 2 3 4 5	1 2 3 4
2.34	Illustrate with video tape.	1 2 3 4 5	1 2 3 4
2.35	Illustrate with 35mm color slides.	1 2 3 4 5	1 2 3 4
2.36	Illustrate with photographs or photo essays.	1 2 3 4 5	1 2 3 4
2.37	Present information using audio tape.	1 2 3 4 5	1 2 3 4
2.38	Direct students in practice of manipulative skills.	1 2 3 4 5	1 2 3 4
2.39	Direct student activity on job related projects.	1 2 3 4 5	1 2 3 4
2.40	Direct students in laboratory projects and exercises.	1 2 3 4 5	1 2 3 4
2.41	Direct students in use of a paper-and-pencil practical exercise.	1 2 3 4 5	1 2 3 4
2.42	Direct student practice through the use of an "in-basket" exercise.	1 2 3 4 5	1 2 3 4
2.43	Direct student practice through the use of student "coach and pupil" pairs.	1 2 3 4 5	1 2 3 4
2.44	Provide opportunity for practice of skills or tasks associated with enrichment instruction.	1 2 3 4 5	1 2 3 4
2.45	Provide remedial practice sessions.	1 2 3 4 5	1 2 3 4
2.46	Provide a review or recitation of assignments.	1 2 3 4 5	1 2 3 4
[illegible]	Administer subject matter diagnostic tests.	1 2 3 4 5	1 2 3 4
[illegible]	Describe the occupational standards of performance for each task in an occupation.	1 2 3 4 5	1 2 3 4

	A. Task Involvement: None, Assist, Do, Do & Supervise	B. Time Spent: Very Little, Below Average, Slightly Below Average, Average, Slightly Above Average, Above Average, Very Much	C. Consequences of Inadequate Performance: None, Very Little, Below Average, Average, Above Average, Very Much, Extreme	D. Time Required To Train On The Job: None, Very Short, Below Average, Average, Above Average, Very Long, Extensive
ough team teaching.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
assistance of a resource person.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e display.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
d real objects.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
chalkboard.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
programmed instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
computer assisted instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ed instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
projector transparencies.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ictures.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
lor slides.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
phs or photo essays.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ng audio tape.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ce of manipulative skills.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
n job related projects.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tory projects and exercises.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
a paper-and-pencil practical exercise.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
through the use of an "in-basket" exercise.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
through the use of student "coach and pupil" pairs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
practice of skills or tasks associated with enrichment instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e sessions.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ation of assignments.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ter ; tests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nal ; of performance for each task in an occupation.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

ERIC Full Text Provided by ERIC

Number	TASK	A. Task Involvement. None Assist Do Do & Supervise Supervise	B. Time Spe 21 Very Little Below Average Slightly Below Average Average Slightly Above Average
2.49	Reward acceptable student performance.	1 2 3 4 5	1 2 3 4 5
2.50	Consider cumulative data on students' ability and achievement in evaluating performance.	1 2 3 4 5	1 2 3 4 5
2.51	Formulate a system of grading consistent with school policy.	1 2 3 4 5	1 2 3 4 5
2.52	Appraise students' performance in relation to instructional standards.	1 2 3 4 5	1 2 3 4 5
2.53	Evaluate individualized related assignments under directed study.	1 2 3 4 5	1 2 3 4 5
2.54	Evaluate student learner's work qualities, personal traits, and progress on the job.	1 2 3 4 5	1 2 3 4 5
2.55	Devise self evaluation techniques for use by students.	1 2 3 4 5	1 2 3 4 5
2.56	Arrange for students to evaluate their own progress.	1 2 3 4 5	1 2 3 4 5
2.57	Engage in cooperative evaluation of student's achievement with student.	1 2 3 4 5	1 2 3 4 5
2.58	Determine grade for performance for on-the-job and related instruction.	1 2 3 4 5	1 2 3 4 5
2.59	Interpret students' evaluation of his/her performance.	1 2 3 4 5	1 2 3 4 5
2.60	Formulate items for objective tests.	1 2 3 4 5	1 2 3 4 5
2.61	Formulate questions for essay tests.	1 2 3 4 5	1 2 3 4 5
2.62	Devise laboratory performance rating sheets.	1 2 3 4 5	1 2 3 4 5
2.63	Administer subject matter standardized tests.	1 2 3 4 5	1 2 3 4 5
2.64	Administer teacher-made tests.	1 2 3 4 5	1 2 3 4 5
2.65	Analyze teacher-made tests and results.	1 2 3 4 5	1 2 3 4 5
2.66	Isolate and eliminate student deficiencies in attainment of a training objective during classroom instruction.	1 2 3 4 5	1 2 3 4 5
2.67	Use a polaroid camera to provide instant visual feedback on student performance.	1 2 3 4 5	1 2 3 4 5
2.68	Use video tape recorder to provide instant visual feedback on student performance.	1 2 3 4 5	1 2 3 4 5
2.69	Establish criteria for selection of student-learners for on-the-job education.	1 2 3 4 5	1 2 3 4 5
2.70	Identify a prospective student learner on basis of selection criteria and personal data.	1 2 3 4 5	1 2 3 4 5
2.71	Match a student-learner's unique characteristics with an appropriate on-the-job training station.	1 2 3 4 5	1 2 3 4 5
	Ar[illegible]ve on-the-job training hours and wages for student-learners.	1 2 3 4 5	1 2 3 4 5
	Identify student-learner training stations.	1 2 3 4 5	1 2 3 4 5

	A. Task Involvement None Assist Do Do & Supervise Supervise	B. Time Spent Very Little Below Average Slightly Below Average Average Slightly Above Average Above Average Very Much	C. Consequences of Inadequate Performance: None Very Little Below Average Average Above Average Very Much Extreme	D. Time Required to Train On The Job None Very Short Below Average Average Above Average Very Long Extensive
t performance.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
on students' ability and achievement in evaluating performance.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ding consistent with school policy.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
mance in relation to instructional standards.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
lated assignments under directed study.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
work qualities, personal traits, and progress on the job	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
niques for use by students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
aluate their own progress	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
uation of student's achievement with student	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rmance for on-the-job and related instruction	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ion of his/her performance	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tive tests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ssay tests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ance rating sheets.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
standardized tests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s and results.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nt deficiencies in attainment of a training objective during	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
provide instant visual feedback on student performance	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
provide instant visual feedback on student performance.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ion of student-learners for on-the-job education.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
dent-learner on basis of selection criteria and personal data	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
unique characteristics with an appropriate on the job	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ng wages for student-learners.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rai ins.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

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Number	TASK	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Sp... Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average
2.74	Arrange with a union to make contract provision for student-learners.	1 2 3 4 5	1 2 3 4 5
2.75	Establish criteria to evaluate and approve training stations.	1 2 3 4 5	1 2 3 4 5
2.76	Assess training capability of the prospective training station.	1 2 3 4 5	1 2 3 4 5
2.77	Assess educational adequacy of a prospective training station's facilities and equipment.	1 2 3 4 5	1 2 3 4 5
2.78	Assess safety provisions of facilities and equipment of the prospective training stations.	1 2 3 4 5	1 2 3 4 5
2.79	Develop systematic training agreement with employers	1 2 3 4 5	1 2 3 4 5
2.80	Assist employers in obtaining student-learner permits.	1 2 3 4 5	1 2 3 4 5
2.81	Assist employer in determining federal and state wage and hour classification for student-learner.	1 2 3 4 5	1 2 3 4 5
2.82	Assist cooperating employer in acquiring permit to pay a training wage.	1 2 3 4 5	1 2 3 4 5
2.83	Assist cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.	1 2 3 4 5	1 2 3 4 5
2.84	Observe student-learner's on-the-job experience.	1 2 3 4 5	1 2 3 4 5
2.85	Prepare student-learner for interview with cooperating employer and training station personnel.	1 2 3 4 5	1 2 3 4 5
2.86	Assist the cooperating employer's personnel in accepting the training status and role of student-learner.	1 2 3 4 5	1 2 3 4 5
2.87	Develop a procedure to insure students safety and protection in the training station	1 2 3 4 5	1 2 3 4 5
2.88	Develop a training plan for student-learner with employer.	1 2 3 4 5	1 2 3 4 5
2.89	Assist student-learner in on-the-job training orientation	1 2 3 4 5	1 2 3 4 5
2.90	Maintain a record of individual work hours, wages, and work progression of on-the-job training.	1 2 3 4 5	1 2 3 4 5
2.91	Sponsor employer/student-learner banquet for the vocational program.	1 2 3 4 5	1 2 3 4 5
2.92	Check student-learner progress with the employer and other training station personnel.	1 2 3 4 5	1 2 3 4 5
2.93	Obtain suggestions from the employer to guide the selection of related class instruction lessons.	1 2 3 4 5	1 2 3 4 5
2.94	Assist the employer in working with student-learners.	1 2 3 4 5	1 2 3 4 5
2.95	Obtain from advisory committee information on ways to improve related instruction and on-the-job training.	1 2 3 4 5	1 2 3 4 5
	EVALUATION COMPONENT		
	Review student's progress and/or achievement records to assess effectiveness of instruction.	1 2 3 4 5	1 2 3 4 5
	Evaluate quality of on-the-job training received by student-learners.	1 2 3 4 5	1 2 3 4 5

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	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average / Above Average / Very Much	C. Consequences of Inadequate Performance: None / Very Little / Below Average / Average / Above Average / Very Much / Extreme	D. Time Required to Train On The Job: None / Very Short / Below Average / Average / Above Average / Very Long / Extensive
to make contract provision for student-learners.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
aluate and approve training stations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ty of the prospective training station.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
quacy of a prospective training station's facilities and equipment.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
of facilities and equipment of the prospective training stations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ining agreement with employers	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
taining student-learner permits.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ermining federal and state wage and hour classification for student learner.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
loyer in acquiring permit to pay a training wage.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
loyer in verifying the legality of employing a student learner in a hazardous occupation.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s on-the-job experience.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
for interview with cooperating employer and training station personnel.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
employer's personnel in accepting the training status and role of student learner.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
o insure students safety and protection in the training station.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
for studeat-learner with employer.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
on-the-job training orientation.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ndividual work hours, wages, and work progression of on-the-job training.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nt-learner banquet for the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rogress with the employer and other training station personnel.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
the employer to guide the selection of related class instruction lessons.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
working with student-learners.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ommittee information on ways to improve related instruction and on-the-job training.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
EVALUATION COMPONENT				
ss achievement records to assess effectiveness of ins ion.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
the ing received by student-learners.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Number	TASK	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average
3.03	Formulate, cooperatively with students, procedures which provide for their participation in the evaluation of instruction.	1 2 3 4 5	1 2 3 4
3.04	Obtain information from fellow teachers and supervisory personnel regarding the quality of his/her instruction.	1 2 3 4 5	1 2 3 4
3.05	Evaluate instruction through self-rating devices and instructional media such as video or audio recording.	1 2 3 4 5	1 2 3 4
3.06	Tabulate student performance records.	1 2 3 4 5	1 2 3 4
3.07	Evaluate student progress and/or achievement records to assess the efficiency (overtraining, undertraining, etc.) of instruction.	1 2 3 4 5	1 2 3 4
3.08	Obtain information from employees or job supervisors regarding the quality of vocational instruction.	1 2 3 4 5	1 2 3 4
3.09	Assess the validity of instructional tests.	1 2 3 4 5	1 2 3 4
3.10	Assess the reliability of instructional tests.	1 2 3 4 5	1 2 3 4
3.11	Assess the cultural bias of tests used for program placement.	1 2 3 4 5	1 2 3 4
	MANAGEMENT COMPONENT		
4.01	Compile a list of supplies needed for the academic year.	1 2 3 4 5	1 2 3 4
4.02	Identify new tools and equipment needed in a vocational course for the academic year.	1 2 3 4 5	1 2 3 4
4.03	Recommend reference books and periodicals related to vocational education that should be added to the library.	1 2 3 4 5	1 2 3 4
4.04	Prepare a capital outlay budget proposal for new equipment needed in a vocational course	1 2 3 4 5	1 2 3 4
4.05	Plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	1 2 3 4 5	1 2 3 4
4.06	Prepare a budget for estimated travel expenses incurred in vocational activities.	1 2 3 4 5	1 2 3 4
4.07	Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.	1 2 3 4 5	1 2 3 4
4.08	Prepare purchase request for approved vocational equipment and supplies.	1 2 3 4 5	1 2 3 4
4.09	Design a procedure for acquiring the consumable supplies and materials needed in a vocational course.	1 2 3 4 5	1 2 3 4
4.10	Devise a system for determining and collecting student fees for consumable supplies.	1 2 3 4 5	1 2 3 4
4.11	Structure a filing system for records and report forms used in a vocational course.	1 2 3 4 5	1 2 3 4
4.12	Supply administrators with data for vocational reports required by the state department of education	1 2 3 4 5	1 2 3 4
4.13	Devise a system for maintaining occupational informationand opportunity data for use by vocational sutdents.	1 2 3 4 5	1 2 3 4
	Assemble student file documenting personal habits, attitudes, and grades	1 2 3 4 5	1 2 3 4
	Devise a filing system for instructional materials.	1 2 3 4 5	1 2 3 4

	A. Task Involvement: None, Assist, Do, Do & Supervise	B. Time Spent: Very Little, Below Average, Slightly Below Average, Average, Slightly Above Average, Above Average, Very Much	C. Consequences of Inadequate Performance: None, Very Little, Below Average, Average, Above Average, Very Much, Extreme	D. Time Required To Train On The Job: None, Very Short, Below Average, Average, Above Average, Very Long, Extensive
ly with students, procedures which provide for their participation instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
om fellow teachers and supervisory personnel regarding the quality	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
hrough self-rating devices and instructional media such as video	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rmance records.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ess and/or achievement records to assess the efficiency ning, etc.) of instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
om employers or job supervisors regarding the quality of vocational instruction.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
instructional tests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
of instructional tests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s of tests used for program placement.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
MANAGEMENT COMPONENT				
plies needed for the academic year.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
d equipment needed in a vocational course for the academic year.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
books and periodicals related to vocational education that should y.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
y budget proposal for new equipment needed in a vocational course.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
get proposal for consumable supplies, services, and materials course.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
stimated travel expenses incurred in vocational activities.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
vocational facilities to accommodate expanded enrollments and nts in a course.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
st for approved vocational equipment and supplies.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
acquiring the consumable supplies and materials needed	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
etermining and collecting student fees for consumable supplies.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
m for records and report forms used in a vocational course.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
with data for vocational reports required by the state n.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
aintaining occupational informationand opportunity data for use by	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
oc personal habits, attitudes, and grades.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
for onal materials.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Number	TASK	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Sp... Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average
4.16	Arrange for approved safety apparel and devices for vocational students assigned to hazardous equipment and situations.	1 2 3 4 5	1 2 3 4 5
4.17	Establish a procedure for attending first aid needs of vocational students.	1 2 3 4 5	1 2 3 4 5
4.18	Maintain a record of safety instruction presented in compliance with safety laws and regulations.	1 2 3 4 5	1 2 3 4 5
4.19	Maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	1 2 3 4 5	1 2 3 4 5
4.20	Arrange for the storage and security of vocational supplies and equipment.	1 2 3 4 5	1 2 3 4 5
4.21	Implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	1 2 3 4 5	1 2 3 4 5
4.22	Schedule laboratory equipment for maximum utilization by students.	1 2 3 4 5	1 2 3 4 5
4.23	Direct students in a system for cleaning and maintaining the vocational laboratory.	1 2 3 4 5	1 2 3 4 5
4.24	Arrange layout of vocational laboratory to simulate or duplicate occupational environment.	1 2 3 4 5	1 2 3 4 5
4.25	Control heat, light, and ventilation in vocational laboratories and classrooms.	1 2 3 4 5	1 2 3 4 5
4.26	Arrange laboratory work areas and storage space to facilitate student work performance.	1 2 3 4 5	1 2 3 4 5
4.27	Recommend a policy for use of the vocatonal laboratories and classrooms by outside groups and other school personnel.	1 2 3 4 5	1 2 3 4 5
4.28	Discipline a student for a violation of school standards of expected student behavior.	1 2 3 4 5	1 2 3 4 5
4.29	Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.	1 2 3 4 5	1 2 3 4 5
4.30	Discipline a student for a violation of standards of student behavior in vocational classrooms and laboratories.	1 2 3 4 5	1 2 3 4 5
4.31	Encourage students to exercise self-discipline.	1 2 3 4 5	1 2 3 4 5
4.32	Control outbursts of fighting and aggressive behavior.	1 2 3 4 5	1 2 3 4 5
	GUIDANCE AND PLACEMENT COMPONENT		
5.01	Determine students' background and environment.	1 2 3 4 5	1 2 3 4 5
5.02	Analyze students' cumulative records.	1 2 3 4 5	1 2 3 4 5
5.03	Maintain anecdotal records on students.	1 2 3 4 5	1 2 3 4 5
5.04	Determine relationships among students through sociometric techniques (e.g., sociogram).	1 2 3 4 5	1 2 3 4 5
5.05	Review students' autobiographies for information to aid in understanding the students.	1 2 3 4 5	1 2 3 4 5
	Conduct home visits.	1 2 3 4 5	1 2 3 4 5
	Interpret occupational tests and inventories to students.	1 2 3 4 5	1 2 3 4 5

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	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average / Above Average / Very Much	C. Consequences of Inadequate Performance: None / Very Little / Below Average / Average / Above Average / Very Much / Extreme	D. Time Required To Train One To Do The Job: None / Very Short / Below Average / Average / Above Average / Very Long / Extensive
afety apparel and devices for vocational students assigned to nd situations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
or attending first aid needs of vocational students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
afety instruction presented in compliance with safety laws and regulations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
of vocational tools, supplies, and equipment assigned to the laboratory.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
and security of vocational supplies and equipment.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ck-out" procedures for tools, supplies, and equipment used tory.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ipment for maximum utilization by students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
stem for cleaning and maintaining the vocational laboratory.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tional laboratory to simulate or duplicate occupational environment.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ventilation in vocational laboratories and classrooms.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
areas and storage space to facilitate student work performance.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
or use of the vocatonal laboratories and classrooms by outside personnel.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
a violation of school standards of expected student behavior.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
acceptable standards of behavior in vocational classrooms and laboratories.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
a violation of standards of student behavior in vocational ries.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
xercise self-discipline.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
hting and aggressive behavior.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
GUIDANCE AND PLACEMENT COMPONENT				
kground and environment.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
lative records.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rds on students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
among students through sociometric techniques (e.g., sociogram).	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ographies for information to aid in understanding the students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
est entories to students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

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Number	TASK	A. Task Involvement: None Assist Do Do & Supervise Supervise	B. Time S: Very Little Below Average Slightly Below Average Average
5.08	Confer with student and his parents regarding the student's educational development.	1 2 3 4 5	1 2 3 4
5.09	Conduct a counseling session with a student.	1 2 3 4 5	1 2 3 4
5.10	Conduct group counseling sessions.	1 2 3 4 5	1 2 3 4
5.11	Assist students in developing good study habits.	1 2 3 4 5	1 2 3 4
5.12	Recognize potential problems of students.	1 2 3 4 5	1 2 3 4
5.13	Assist students in determining ways to best describe their saleable skills.	1 2 3 4 5	1 2 3 4
5.14	Work with other teachers and counselors to help students with individual problems.	1 2 3 4 5	1 2 3 4
5.15	Arrange with guidance counselor for administration and interpretation of personality, aptitude, and intelligence tests for specific students.	1 2 3 4 5	1 2 3 4
5.16	Refer students to qualified personnel agencies for occupational and educational information.	1 2 3 4 5	1 2 3 4
5.17	Arrange for local office of the U.S. Employment Service to administer and to interpret the General Aptitude Test Battery.	1 2 3 4 5	1 2 3 4
5.18	Establish communication patterns for exchanging information and for cooperating with the guidance counselor.	1 2 3 4 5	1 2 3 4
5.19	Assist students with their problems by working cooperatively with agencies such as the health and welfare services.	1 2 3 4 5	1 2 3 4
5.20	Present information to students on employment opportunities.	1 2 3 4 5	1 2 3 4
5.21	Present information to students on post-high school training and educational opportunities available to them.	1 2 3 4 5	1 2 3 4
5.22	Write letters of recommendation for students.	1 2 3 4 5	1 2 3 4
5.23	Assist graduates or seniors in preparing for interview with potential employers.	1 2 3 4 5	1 2 3 4
5.24	Assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	1 2 3 4 5	1 2 3 4
	SCHOOL-COMMUNITY RELATIONS COMPONENT		
6.01	Assist in the development of policies regarding school-community relations.	1 2 3 4 5	1 2 3 4
6.02	Present activities of the vocational program on commercial or public television.	1 2 3 4 5	1 2 3 4
6.03	Provide brochures to inform the school and community of the vocational program.	1 2 3 4 5	1 2 3 4
6.04	Provide displays in the school and in the community on the vocational program.	1 2 3 4 5	1 2 3 4
6.05	Prepare news releases on activities of the vocational program for newspapers and other periodicals.	1 2 3 4 5	1 2 3 4
	[illegible]ent activities of the vocational program on radio.	1 2 3 4 5	1 2 3 4
	Speak to school and community groups on the vocational program.	1 2 3 4 5	1 2 3 4

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	A. Task Involvement: None, Assist, Do, Do & Supervise, Supervise	B. Time Spent: Very Little, Below Average, Slightly Below Average, Average, Slightly Above Average, Above Average, Very Much	C. Consequences of Inadequate Performance: None, Very Little, Below Average, Average, Above Average, Very Much, Extreme	D. Time Required To Train On The Job: None, Very Short, Below Average, Average, Above Average, Very Long, Extensive
d his parents regarding the student's educational development.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ession with a student.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ng sessions.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
loping good study habits.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
blems of students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
mining ways to best describe their saleable skills.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rs and counselors to help students with individual problems.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
counselor for administration and interpretation of personality e tests for specific students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
fied personnel agencies for occupational and educational information.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
of the U.S. Employment Service to administer and to interpret est Battery.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
patterns for exchanging information and for cooperating selor.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ir problems by working cooperatively with agencies such as services.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
students on employment opportunities.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
students on post-high school training and educational o them.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
endation for students.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ors in preparing for interview with potential employers.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ing and in filling out applications for jobs, scholarships, llege admission.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
SCHOOL-COMMUNITY RELATIONS COMPONENT				
nt of policies regarding school-community relations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
vocational program on commercial or public television.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
orm the school and community of the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
school and in the community on the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
activities of the vocational program for newspapers and other periodicals.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
vo program on radio.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
mm oups on the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

ERIC Full Text Provided by ERIC

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Number	TASK	A. Task Involvement: None Assist Do Do & Supervise Supervise	B. Time Sp... Very Little Below Average Slightly Below Average Average Slightly Above Average
6.08	Conduct an open house to familiarize members of the school and community with activities of the vocational program.	1 2 3 4 5	1 2 3 4 5
6.09	Sponsor student-parent activities for the vocational program.	1 2 3 4 5	1 2 3 4 5
6.10	Maintain liaison with union officials and employers.	1 2 3 4 5	1 2 3 4 5
6.11	Serve in professional non-vocational organizations to improve the image of the vocational program.	1 2 3 4 5	1 2 3 4 5
6.12	Serve in a community civic, service, or social organization to improve the image of the vocational program.	1 2 3 4 5	1 2 3 4 5
6.13	Provide consultant services to local business, industry, or health care organizations.	1 2 3 4 5	1 2 3 4 5
6.14	Conduct opinion surveys in the school and community concerning the vocational program.	1 2 3 4 5	1 2 3 4 5
6.15	Analyze enrollment trends to determine student and parent acceptance of the vocational program.	1 2 3 4 5	1 2 3 4 5
6.16	Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.	1 2 3 4 5	1 2 3 4 5
6.17	Obtain information from parents relative to their expectations of the vocational program.	1 2 3 4 5	1 2 3 4 5
6.18	Acquire information from members of the community power structure (e.g. political, social, economic pressure groups) regarding their expectations of the vocational program.	1 2 3 4 5	1 2 3 4 5
6.19	Study community voting results on financial issues affecting the vocational program to determine community support of the program.	1 2 3 4 5	1 2 3 4 5
6.20	Assist in planning the overall objectives of the total school program.	1 2 3 4 5	1 2 3 4 5
6.21	Maintain working relationships with the school supporting staff through cooperation and mutual effort.	1 2 3 4 5	1 2 3 4 5
	STUDENT-VOCATIONAL ORGANIZATION COMPONENT		
7.01	Obtain approval from school administration for establishing a student vocational organization.	1 2 3 4 5	1 2 3 4 5
7.02	Contact state leadership regarding the steps to be followed in organizing a student vocational organization.	1 2 3 4 5	1 2 3 4 5
7.03	Acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.	1 2 3 4 5	1 2 3 4 5
7.04	Organize a student committee to assess the interest of students in joining a vocational organization.	1 2 3 4 5	1 2 3 4 5
7.05	Conduct an organizational meeting for a student vocational organization.	1 2 3 4 5	1 2 3 4 5
7.06	Orient students to the student vocational organization.	1 2 3 4 5	1 2 3 4 5
7.07	Assist in planning activities for the student vocational organization.	1 2 3 4 5	1 2 3 4 5
7.08	Supervise activities for the student vocational organization.	1 2 3 4 5	1 2 3 4 5
	Conduct leadership training sessions for the officers of the student vocational organization.	1 2 3 4 5	1 2 3 4 5
	Assist students with the financial management of the student vocational organization.	1 2 3 4 5	1 2 3 4 5

	A. Task Involvement. None Assist Do Do & Supervise Supervise	B. Time Spent Very Little Below Average Slightly Below Average Average Slightly Above Average Above Average Very Much	C. Consequences of Inadequate Performance: None Very Little Below Average Average Above Average Very Much Extreme	D. Time Required To Train On The Job None Very Short Below Average Average Above Average Very Long Extensive
to familiarize members of the school and community with al program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ctivities for the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ion officials and employers.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
-vocational organizations to improve the image of the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
vic, service, or social organization to improve the image of the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s to local business, industry, or health care organizations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
in the school and community concerning the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s to determine student and parent acceptance of the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
results (student council, class officers) to determine the image of the school.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
parents relative to their expectations of the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
members of the community power structure (e.g. political, social, economic their expectations of the vocational program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
results on financial issues affecting the vocational program to pport of the program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
erall objectives of the total school program.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ships with the school supporting staff through cooperation and mutual effort.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
STUDENT-VOCATIONAL ORGANIZATION COMPONENT				
ool administration for establishing a student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
egarding the steps to be followed in organizing a student	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
bers and their parents with the purposes, activities, and values of anization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ittee to assess the interest of students in joining a vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
meeting for a student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
dent vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s for the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ng for the officers of the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
fi nagement of the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

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Number	TASK	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Sp... Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average
7.11	Assist students with the publicizing of the student vocational organization activities.	1 2 3 4 5	1 2 3 4
7.12	Assist students in advancing within the available degrees in vocational organization.	1 2 3 4 5	1 2 3 4
7.13	Coordinate student vocational organization activities with instructional activities.	1 2 3 4 5	1 2 3 4
7.14	Supervise the development of an annual handbook and scrapbook for the student vocational organization.	1 2 3 4 5	1 2 3 4
7.15	Involve students in the evaluation of the student vocational organization.	1 2 3 4 5	1 2 3 4
7.16	Maintain a file of publications available for the student vocational organization.	1 2 3 4 5	1 2 3 4
7.17	Involve elected chapter parents in the activities of the student vocational organization.	1 2 3 4 5	1 2 3 4
7.18	Direct initiation activities of the student vocational organization.	1 2 3 4 5	1 2 3 4
7.19	Assist in the preparation of state and national reports for the student vocational organization.	1 2 3 4 5	1 2 3 4
7.20	Provide advice and training for student entries in state and national student vocational organization contests.	1 2 3 4 5	1 2 3 4
7.21	Affiliate the student vocational organization with the state and national vocational organization.	1 2 3 4 5	1 2 3 4
7.22	Send student representatives to district, state, regional, and national student vocational organization activities.	1 2 3 4 5	1 2 3 4
7.23	Assist in the development of rules and procedures for conducting state, regional, and national student vocational organization contests.	1 2 3 4 5	1 2 3 4
7.24	Serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	1 2 3 4 5	1 2 3 4
7.25	Participate in state, district, regional, and national activities of the student vocational organization.	1 2 3 4 5	1 2 3 4
	PROFESSIONAL ROLE COMPONENT		
8.01	Evaluate periodically his/her educational philosophy in relation to that held by a majority of other members of the teaching profession.	1 2 3 4 5	1 2 3 4
8.02	Exchange observational visits, innovations, and ideas with other teachers.	1 2 3 4 5	1 2 3 4
8.03	Support professional organizations through membership and attendance at meetings.	1 2 3 4 5	1 2 3 4
8.04	Serve professional organizations as an officer and/or chairman or member of a committee.	1 2 3 4 5	1 2 3 4
8.05	Represent the teaching profession as a committee member or delegate to meetings and activities of other professions.	1 2 3 4 5	1 2 3 4
8.06	Participate in experimental and other data collecting research activities.	1 2 3 4 5	1 2 3 4
8.07	Write an article or book for publication which contributes to the literature of the profession.	1 2 3 4 5	1 2 3 4
	[illegible]st teachers who are new in the system to understand the policies and re[illegible]ions of the school.	1 2 3 4 5	1 2 3 4
	Work with a team of professionals from school and/or community on pertinent school problems.	1 2 3 4 5	1 2 3 4

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	A. Task Involvement: None / Assist / Do / Do & Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average / Above Average / Very Much	C. Consequences of Inadequate Performance: None / Very Little / Below Average / Average / Above Average / Very Much / Extreme	D. Time Required To Train On The Job: None / Very Short / Below Average / Average / Above Average / Very Long / Extensive
publicizing of the student vocational organization activities.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
cing within the available degrees in vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tional organization activities with instructional activities.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nt of an annual handbook and scrapbook for the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
evaluation of the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
lications available for the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
parents in the activities of the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s of the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
n of state and national reports for the student vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ning for student entries in state and national student vocational	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
cational organization with the state and national vocational organization.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
tives to district, state, regional, and national student vocational	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nt of rules and procedures for conducting state, regional, and national ization contests.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
judge for district, state, regional, or national student vocational	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
trict, regional, and national activities of the student vocational	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
PROFESSIONAL ROLE COMPONENT				
s/her educational philosophy in relation to that held by a majority of teaching profession.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
visits, innovations, and ideas with other teachers.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ganizations through membership and attendance at meetings.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
izations as an officer and/or chairman or member of a committee.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
profession as a committee member or delegate to meetings and essions.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ntal and other data collecting research activities.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
k for publication which contributes to the literature of the profession.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
e the system to understand the policies and regulations of the school.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
p ls from school and/or community on pertinent school problems.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

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Number	TASK PLANNING COMPONENT	A. Task Involvement: None Assist Do Do & Supervise Supervise	B. Time S... Very Little Below Average Slightly Below Average Average
8.10	Serve community needs by contributing professional expertise to civic projects.	1 2 3 4 5	1 2 3 4
8.11	Evaluate his/her personal and professional abilities and limitations.	1 2 3 4 5	1 2 3 4
8.12	Select the position which is in keeping with his personal and professional abilities and limitations.	1 2 3 4 5	1 2 3 4
8.13	Maintain professional certification through enrolling in graduate, extension, and in-service education programs.	1 2 3 4 5	1 2 3 4
8.14	Acquire new occupational skills needed to keep pace with technological advancement in his teaching-field.	1 2 3 4 5	1 2 3 4
8.15	Maintain a professional personnel file.	1 2 3 4 5	1 2 3 4
8.16	Participate in non-instructional school duties, i.e., cafeteria, homeroom, bus duty, chaperoning, PTA.	1 2 3 4 5	1 2 3 4
8.17	Assist with non-vocational student organization activities.	1 2 3 4 5	1 2 3 4
8.18	Supervise student teachers.	1 2 3 4 5	1 2 3 4
8.19	Demonstrate pedagogical skills to student teachers.	1 2 3 4 5	1 2 3 4
8.20	Provide opportunities for potential teachers to observe and participate in public school programs.	1 2 3 4 5	1 2 3 4
8.21	Confer with college supervisor and student teacher regarding plans for the evaluation of the total student teaching experience.	1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4
		1 2 3 4 5	1 2 3 4

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G COMPONENT	A. Task Involvement: None / Assist / Do / Do & Supervise / Supervise	B. Time Spent: Very Little / Below Average / Slightly Below Average / Average / Slightly Above Average / Above Average / Very Much	C. Consequences of Inadequate Performance: None / Very Little / Below Average / Average / Above Average / Very Much / Extreme	D. Time Required to Train On The Job: None / Very Short / Below Average / Average / Above Average / Very Long / Extensive
y contributing professional expertise to civic projects.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
nd professional abilities and limitations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
s in keeping with his personal and professional abilities and limitations.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
fication through enrolling in graduate, extension, and in-service education programs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
skills needed to keep pace with technological advancement in his teaching field.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
rsonnel file.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
ional school duties, i.e., cafeteria, homeroom, bus duty, chaperoning, PTA.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
student organization activities.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
kills to student teachers.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
otential teachers to observe and participate in public school programs.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
isor and student teacher regarding plans for the evaluation of the erience.	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
	1 2 3 4 5	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

June 17, 1975

Dear Respondent:

Several weeks ago you were sent a questionnaire from Project HOPE. We have found that the mail has been extremely slow and you may have received it after the deadline date, but we need your response. If you have any questions call us at 317-529-5212. If you have not returned your questionnaire, please do so as soon as possible - it is never too late!

Thanks,

James N. Richmann
Chairman, Competency Based
Teacher Training Committee

JR/gc

The CBTT questionnaire responses are being processed by computer and will be submitted in the first quarter report for the second year of the project. The delay with this report was due to the timing on mailing the questionnaire (near the end of the school year) and also a problem of delayed mail delivery in several parts of Indiana and Ohio.

APPENDIX C.1

ADVISORY COMMITTEE GENERAL INFORMATION

PERFORMANCE-BASED STUDENT TRAINING

ADVISORY COMMITTEE

Dr. B. R. West, Chairman	Vocational-Technical Education Carmel High School, 620 East Main St., Carmel, IN 46032
Dr. Hans Anderson, Director	Division of Instruction and Curriculum School of Education Education Building #339, Indiana University, Bloomington, IN 47401
Mr. Joseph G. Baldus, Assistant Director	Indiana Nursing Home Association 428 Illinois Building, 17 West Market, Indianapolis, IN 46204
Ms. Hazel Miranda Teacher Coordinator	911 South Main St., Brownstown, IN 47220
Miss Doris Stewart	LaRue Carter Memorial Hospital 1315 W. 10th St., Indianapolis, IN 46204
Ms. Joyce Stephens	Director, School of Health Occupations 1900 Stringtown Rd., Evansville, IN 47711
Ernest Felton, Vice-Pres. of Personnel & Manpower	Indiana Hospital Association, 38 E. 39th St., Indianapolis, IN 46204
Mrs. Ellen Firme, Coord. CLA Program	St. Anthony Laboratory, Wabash at Ann Street, Michigan City, IN 46360
Ex-officio:	
Mrs. Mary Holstein	Division of Vocational Education 120 W. Market St., 16th Floor Indianapolis, IN 46204
Mrs. Beverly Hankenhoff	New Castle Community Schools, 801 Parkview Drive, New Castle, IN 47362

September 16, 1974

Dear _____:

The State Department of Public Instruction has funded a research and development project in Health Occupations Education for fiscal year July 1, 1974 to June 30, 1975. The project, Project HOPE (Health Occupation Program Educators), has three components to explore--Professional Development, Competency-Based Teacher Training, and the Development of a Performance-Based Student Training Program. Dr. B. R. West who has had a great deal of experience in developing Performance-Based Student Curricula will direct the investigation of this last component.

I am sure you will agree that it is vitally important that the input into the development of a student training programs be current and relevant. Our plan is to develop a matrix of allied health occupations clusters and then identify, inventory, and analyze the tasks comprising each job title. Then, task commonalities will be extracted from these task inventories and a core of common learnings identified. This kind of input, you can see, can only come from persons such as you who are interested in improving our health care services through improving our student training programs.

Because of your extensive experience in health occupations and your recognized leadership and interest in education, we would like you to serve on an advisory committee to the Performance-Based Student Training Program component.

Realizing that you have a very busy schedule, we plan to hold our meetings to three this year. The dates, times, and places for these meetings cannot be decided until a full committee is organized; and the total committee can then establish the meeting dates. Our initial organizational meeting will be tentatively held October 7, 1975, in the conference room at Carmel High School.

Would you please mark and return the enclosed self-addressed card indicating your willingness to participate. We very much covet your input and look forward to meeting with you on October 7.

Very truly yours,

Beverly Hankenhoff (Mrs.)
Project Director

BH/bl
Enclosures (2)

APPENDIX C. 2

PBST WORKING COMMITTEE

PBST WORKING COMMITTEE

Dr. B. R. West, Chairman	Vocational-Technical Education, Carmel High School, 520 East Main St., Carmel, IN 46032
Doris Martin	8130 Wyoming Pass, Fort Wayne, IN 46805
Margaret Watson	2518 - 17th St., Columbus, IN 47201
Phyllis Bilger	1532 Fairway Dr., Rt. #1, Fort Wayne, IN 46825
Sandra L. Irwin	5290 Roxbury Road, Indianapolis, IN 46226
Mary Holstein	Director of Vocational Education, 120 W. Market St., 16th Floor, Indianapolis, IN 46204
Darlene Gosnell	Rt. #4, Brownsburg, IN 46112
Shirley Smalley	119 N. 5th Street, Spiceland, IN 47385

APPENDIX C. 3

7-DIMENSIONAL MATRIX

5

HOE CLUSTER OUTLINE

Sub-cluster A. Patient Care Services

- Category I. Nursing Services
- II. Mental Health
- III. Diagnostic
- IV. Physical Rehabilitation
- V. Ancillary Services

Sub-cluster B. Dental Services

- Category I. Direct Patient Contact
- II. Indirect Patient Services

Sub-cluster C. Public Health Services

- Category I. Environmental Control
- II. Disease Control
- III. Health Information Services

Sub-cluster D. Medical and Clerical Services

- Category I. Clinical
- II. Medical Record Services

Sub-cluster E. Animal Care

- Category I. Nursing Services
- II. Diagnostic
- III. Auxiliary

The Sub-Cluster Dimension #1

The first analytical breakdown suggested was the sub-cluster. It was felt that few if any students would have sufficient time or desire, in their secondary or post secondary careers, to study the entire HOE field. It seemed logical, therefore, to provide a division or sub-cluster that would contain job titles related by competencies needed for successful job performance. The results would be that students might, at the outset, select a sub-cluster suited to their needs, thus eliminate some career exploring and effect a saving of training time. The PBST Working Committee composed of HOE teachers throughout the state suggested the following five sub-clusters:

1. patient care services,
2. dental services,
3. public health services,
4. medical clerical services, and
5. animal care.

It was recognized that these five sub-clusters did not define the area in terms of all the jobs available, but seemed adequate in defining the discipline in terms of job titles which should be included for training at the sub-professional level in secondary and non-certificated post secondary programs. Food Services, for example, was identified as an integral part of the HOE field; but it was felt that this sub-cluster could be served by a vocational Food Services program which addressed all areas of institutional and commercial food service. After much consideration, it was also noted that the Public Health Services sub-cluster contained jobs for which training

at the secondary-post secondary level seemed inappropriate due to experience and higher education requirements stated in job descriptions by the Indiana State Board of Health. This sub-cluster was, therefore, recognized but not analyzed. There remained, then, four sub-clusters for further analysis. These four would provide an initial definition of the field and provide an administrative structure that would satisfy criterion one.

The Category Dimension #2

This dimension provided for a finer definition of the field and would also satisfy criterion number one. The following outline shows the first two dimensions of the matrix. The categories might be analagous to various curricula within a vocational program and thereby provide an umbrella for grouping job titles which are closely related. Categorization would, therefore, designate a training program and include a group of jobs closely related in terms of job functions, competencies, work area, location of work, vocabulary, and provide a rationale for teaching facilities arrangement.

HOE CLUSTER OUTLINE

Sub-cluster A. Patient Care Services

- Category I. Nursing Services
- II. Mental Health
- III. Diagnostic
- IV. Physical Rehabilitation
- V. Ancillary Services

Sub-cluster B. Dental Services

- Category I. Direct Patient Contact
- II. Indirect Patient Services

Sub-cluster C. Public Health Services

- Category I. Environmental Control
- II. Disease Control
- III. Health Information Services

Sub-cluster D. Medical and Clerical Services

- Category I. Clinical
- II. Medical Record Services

Sub-cluster E. Animal Care

- Category I. Nursing Services
- II. Diagnostic
- III. Auxiliary

The Job Title Dimension #3

This dimension becomes the unit of instruction traditionally identifies as the course since it represents the smallest administrative curriculum unit. Job titles are grouped together in categories, and categories are grouped within sub-clusters. Operationally, a student might elect to prepare himself for work in the Patient Care Services sub-cluster. If time permitted, he may opt to prepare broadly in all five categories including all the job titles entailed therein. More realistically, though, he might choose one category (or more, depending on the time he has available for study) and prepare himself in all the job titles represented by that category. The job titles may be arranged in ladder or lattice fashion. Assuming, however, a restricted time allotment, the student might select a single job title within a category and prepare himself for that alone. The system provides for optimum flexibility and would effectively meet the unique needs of the student.

The Task Dimension #4

This dimension inaugurated the determination of learning content. Each job title was analyzed into task statements, and an inventory was prepared for each. From these task inventories, tasks were sorted into three groups: (1) those to be taught in an in-school program; (2) those to be taught in a co-op mode; and (3) those that are not to be taught as part of the HOE program.

The Sub-Cluster Dimension #5

The fifth dimension of the matrix identifies the core competencies

within each category and between job titles. These are competencies which the learner must possess regardless of the job title(s) for which he chooses to prepare within a given category. This core facilitates mobility within a category of job titles.

The Sub-Cluster Dimension #6

This dimension provides a core of sub-cluster competencies. These are skills and knowledge which are common among the categories within each sub-cluster and are usually fewer in number than the common competencies within categories. Students choosing to study in a particular sub-cluster, regardless of category or job title, should possess these competencies. This core would facilitate mobility between categories within sub-clusters and allow for changes in career goals.

The Cluster Core Dimension #7

The final matrix dimension evolved was the common core of tasks performed by all workers in the health occupations field. These tasks were grouped and represented a common body of knowledge and skills felt to be essential for successful functioning at all levels within and among all sub-clusters. This extraction of core competencies at the last three dimension levels provides for optimum flexibility in student preparation by allowing for mobility ranging across the entire health occupations field.

TWO DIMENSIONS OF A SEVEN DIMENSIONAL

HOE CLUSTER MATRIX

CLUSTER	Category	Job Title	Task	Category CORE	Sub Cluster CORE	CLUSTER CORE
A Patient Care Services	I Nursing Service	A11	A111, A112, A113	I Nursing Service Core	A Patient Care Services Core	HOE
		A12	A121, A122, A123			
		A13	A131, A132, A133			
		A1. . .	A1.1, A1.2, A1.3			
	II Mental Health	A21	A211, A212, A213	II Mental Health Core		
		A22	A221, A222, A223			
		A23	A231, A232, A233			
		A2 . . .				
	III Diagnostic	A31	A311, A312, A313	III Diagnostic Core		
		A32	A321, A322, A323			
		A33	A331, A332, A333			
		A3 . . .				
	IV Physical Rehabili-tation	A41	A411, A412, A413	IV Physical Rehabili-tation Core		
		A42	A421, A422, A423			
		A43	A431, A432, A433			
		A4 . . .				
	V Ancillary	A51	A511, A512, A513	V Ancillary Core		
		A52	A521, A522, A523			
		A53	A531, A532, A533			
		A5 . . .				
B Dontal Services	I Direct Patient Contact	B11	B111, B112, B113	I Direct Patient Contact Core	B Dental Services Core	HOE
		B12	B121, B122, B123			
		B13				
		B1				
	II Indirect Patient Services	B21		II Indirect Patient Services Core		
		B22				
		B23				
		B2 . . .				
	III	B31		III		
		B32				
		B33				
		B3 . . .				
	IV	B41		IV		
		B42				
		B43				
		B4 . . .				

SUB CLUSTER	Category	Job Title	Task	Category CORE	Sub Cluster CORE	CLUSTER CORE
C Public Health	I Environmental Control	C11 C12 C13 C1 . . .		I Environmental Control Core	C Public Health Core	HOE
	II Disease Control	C21 C22 C23 C2 . . .		II Disease Control Core		
	III Health Information Services	C31 C32 C33 C3 . . .		III Health Information Services Core		
D Medical & Clerical Services	I Clinical	D11 D12 D13 D1 . . .		I Clinical Core	D Medical & Clerical Services Core	HOE
	II Medical Record Services	D21 D22 D23 D2 . . .		II Medical Record Services Core		
E Animal Care	I Nursing Services	E11 E12 E13 E1 . . .		I Nursing Services Core	E Animal Care Core	HOE
	II Diagnostic	E21 E22 E23 E2 . . .		II Diagnostic Core		
	III Auxiliary	E31 E32 E33 E3 . . .		III Auxiliary Core		
	IV	E41 E42 E43 E4 . . .		IV		

APPENDIX C. 4

AMA JOB TITLES

Tab I

AMERICAN MEDICAL ASSOCIATION

DIVISION OF
MEDICAL EDUCATION

C. H. WILLIAM RUHE, M.D.
Director

DEPARTMENT OF ALLIED MEDICAL
PROFESSIONS AND SERVICES
(312) 791-6272
RALPH C. KUHLI, M.P.H.
Director

October 1974

ALLIED HEALTH OCCUPATIONAL TITLES

Like Noah at the gangplank of the Ark, the people who compiled this draft for a list of "Allied Health Occupational Titles" had to make a lot of arbitrary choices. No list satisfies everybody. Our bias is that the list must include the twenty-five occupations for which the AMA Council on Medical Education and collaborating organizations accredit educational porgrams. Our limitations are reached when we find one occupation identified under a half dozen different occupational titles -- in some cases we just stopped making additions!

The sources of most of the entries are on page two. You might prefer one of those lists (but write or telephone them: we do not have authorization to reproduce and distribute their list).

The sources listed are not thereby approved nor endorsed by the AMA. The presence of a particular occupational title in this listing does not imply official endorsement of title by the American Medical Association. We are just trying to compile a list of allied health occupational titles currently in use.

Your tolerance is requested. One person's or one organization's occupational title is sometimes another person's or another organization's verbal pollution. An occupational title in use by one national organization might be ignored by another national organization. An allied health occupational title in use in one kind of hospital might not be used in another kind of hospital, where the tasks might be assigned to three different kinds of people. We tried to list most of the occupational titles in national use and in publications or job surveys in national programs.

Registries add the word "Certified" or "Registered" to some of these occupational titles, but we did not add the registry job titles to this list.

Your corrections, additions, and deletions are wanted for use in preparing the next edition.

Ralph Kuhli

SOURCES

AHA — designates occupational titles used by the American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611, in its 1973 survey of preparatory education programs in hospitals.

ASAHP — designates occupational titles listed by the inventory staff of the American Society of Allied Health Professions, One Dupont Circle, Washington, D.C. 20036, under a contract from the Division of Health Manpower Intelligence, Bureau of Health Manpower Education, National Institutes of Health, Department of Health, Education, and Welfare.

DMI — designates a health manpower category included in a "Comprehensive Listing of Health Manpower Categories" drafted for discussion by the Division of Manpower Intelligence, Bureau of Health Manpower Education, National Institutes of Health, Bethesda, Maryland in February of 1975.

DOT — designates titles included in the *Dictionary of Occupational Titles*, U.S. Employment Service: Volume I, third edition, 1965; U.S. Department of Labor.

ERIC — designates "descriptors" used by Education Resources Information Center, Northern Ill. U., College of Ed., 204 Gurler School, DeKalb 60115

HEW — designates occupational titles listed in *Population Support Personnel*, HEW Publication Number (HRA) 74-138, published by the U.S. Department of Health, Education, and Welfare, Public Health Service, Health Resources Administration.

HMPS — designates health occupational titles included in an inventory prepared by Comprehensive Health Planning/Institute for Interdisciplinary Studies for a Health Manpower Planning Study in April of 1972 [Telephone: (612) 358-8701].

LABOR — designates allied health occupations listed in the 1971 edition of the U.S. Department of Labor, Manpower Administration's *Job Description and Organizational Analysis for Hospital and Related Health Services*.

O — designates the September 1970 "Health Services Grouping" list compiled by Health Careers of Ohio (Director Monica V. Brown, P.O. Box 3574, Columbus Ohio 43221) in cooperation with the Ohio Regional Medical Programs.

PHILA — designates occupational titles listed and described in the November 1974 *Guidance Counselor's Manual for Health Careers for High Schools Philadelphia Region*

1. Alcohol/Drug Abuse Specialist -- AHA, ASAHP

2. Ambulance Attendant -- AHA, ASAHP, DOT 812 and 335.878, ERIC, Labor

3. Anatomist -- Phila.

4. Anesthesia Physician's Assistant -- HEW

5. Anesthesia Technologist -- DMI, HEW

6. Art Therapist -- AHA, ASAHP, Phila.

7. Assistant to the Primary Care Physician -- AMA accredits educational programs. *(See also Physician's Assistant).*

8. Associate in Anesthesiology -- DMI

9. Audiologist -- AHA, ASAHP, DMI, DOT 193, ERIC, Labor.

10. Audiometrist -- AHA, DOT 193, ERIC, Labor *(See also Speech and Hearing)*

11. Biochemist -- DOT 041.081, Phila

12. Biological Photographer -- Phila

13. Biomedical Engineer -- AHA, ASAHP, DMI, O, Phila.

14. Biomedical Engineering Technician -- AHA, ASAHP, DMI, O, VA

15. Biomedical Equipment Technician -- ERIC, Phila

16. Biostatistician -- AHA, ASAHP, DMI, DOT 020.188

17. Blood Bank Specialist -- *(See also Specialist in Blood Bank Technology)*

18. Blood Bank Technologist -- AHA, ASAHP, DOT 185 and DOT 079.281, Labor *(See also Specialist in Blood Bank Technology).*

19. Cardiopulmonary Technician -- AHA, ASAHP, DOT, Labor

20. Cardiovascular Technician -- AHA, ASAHP

21. Chemistry Technologist -- AHA, ASAHP

22. Child Health Associate -- Listed by Henry K. Silver, MD, Professor of Pediatrics, University of Colorado; HEW, DMI, O,

23. Chiropodist -- DMI

24. Circulation Technologist -- ASAHP, HEW, HMPS

25. Clinical Associate -- HEW, DMI

26. Clinical Chemist -- DOT 022.081

27. Clinical Corpsman -- DMI

28. Clinical Laboratory Assistant -- AMA accredits educational programs, DOT 078.381

29. Clinical Laboratory Technologist -- DMI

30. Clinical Pastoral Counselor -- AHA, ASAHP

31. Community Health Medic -- (John D. Bennett, Jr., MD, Gallup Indian Medical Center, P.O. Box 1337, Gallup New Mexico 87301; Leland L. Fairbanks, MD, Phoenix Area Indian Health Service, Phoenix Indian Medical Centern, Phoenix, Arizona, 85016); DMI

32. Community Health Worker -- AHA, ASAHP

33. Community/Public Health Educator -- AHA, ASAHP, Labor

34. Corpsman -- DMI

35. Corrective Therapist -- AHA, ASAHP, DOT 193 and 079.368, Labor, VA

36. Cytotechnician -- DOT 078.381

37. Cytotechnologist -- AMA accredits educational programs, DOT 185 and DOT 078.281

38. Dance Therapist -- AHA, ASAHP, HMPS

39. Dental Assistant -- AHA, ASAHP, DMI, DOT 303 and 079.378, Labor

40. Dental Hygienist -- AHA, ASAHP, DOT 185 and 078.368, Labor

41. Dental Laboratory Technician -- DMI, DOT 185, Labor *(See also Dental Technician)*

42. Dental Secretary -- DOT 201.368 and DOT 079.378

43. Dental Technician -- AHA, ASAHP, Labor *(See also Dental Laboratory Technician)*

44. Developmental Therapist -- Barbara Sharpe, MA, OTR, *The Developmental Therapist*. Thorofare, NJ: Charles B. Slack, 1973; $4.95, 525 pages.

45. Diagnostic Medical Sonographer -- American Society of Ultrasound Technical Specialists; Shirley J. Stainano, BS, President Elect, c/o Ultrasound Laboratory, Department of Radiology, Box 1208, Downstate Medical Center, State University of New York, 450 Clarkson Avenue, Brooklyn, New York 11203

46. Dialysis Technician -- AHA, ASAHP, Labor

47. Dietetic Aide -- AHA, ASAHP, DOT 319.388, Labor

48. Dietetic Assistant - ASAHP, *Allied Health Manpower in Texas*, Phila. *(See also Food Service Supervisor)*

49. Dietetic Technician -- AHA, ASAHP, *Allied Health Occupations Terms*, DMI, DOT 381.887, *(See also Food Service Manager, Food Service Supervisor, Food Service Technician)*

50. Dietetican -- AHA, ASAHP, DMI, DOT 073 (Therapeutic) and DOT 077.081-16P

51. Dietitian, Administrative -- DOT 285R *(See also Food Service Manager)*

52. Dietitian, Teaching -- Labor

53. Dietitian, Therapeutic -- Labor

54. Dietitian/Nutritionist -- AHA, ASAHP, Labor

55. Dispensing Optician -- DMI

56. Ecologist -- O

57. Educational Therapist -- AHA, ASAHP, Labor, Phila

58. Electrocardiograph Technician -- BLS, NCHS (pub. No. 1509), HRA Survey of Health Manpower in Hospitals, Phila.

59. Electrocardiograph Technologist -- DOT 078.368

60. Electroencephalographic/Electrocardiographic Technician -- AHA, ASAHP, Labor

61. Electroencephalographic Technician -- AHA, AMA accredits educational programs ASAHP, Labor

62. Electroencephalographic Technologist -- AMA accredits educational programs; DOT 078.368

63. Emergency and/or Disaster Specialist -- AHA, ASAHP

64. Emergency Medical Technician -- AHA, ASAHP

65. Environmental Aide -- Phila.

66. Environmental Engineer -- AHA, ASAHP *(See also Sanitary Engineer)*

67. Environmental Engineering Assistant -- AHA, ASAHP

68. Environmental Health Specialist -- HMPS, Phila

69. Environmental Health Technician -- AHA, ASAHP, DMI, HMPS, O, *(See also Sanitary Technician)*

70. Environmental Health Technologist -- O

71. Environmentalist -- AHA, ASAHP, DMI, *(See also Sanitarian)*

72. Epidemiologist -- AHA, ASAHP

73. Exercise Physiologist -- AHA, ASAHP

74. Extracorporeal Technician -- W. Alfred McCauley, Executive Director, American Society of Extracorporeal Technology, 1815 North Fort Meyer Drive, Arlington, Virginia 22209: (703) 527-2757.

75. Extracorporeal Technologist -- *(See also Extracorporeal Technician)*

76. Family Health Assistant -- HEW

77. Family Health Supervisor -- DMI

78. Food Service Assistant -- ASAHP *(See also Dietetic Technician)*

79. Food Service Manager -- ASAHP, *Allied Health Manpower in Texas - 73 (See also Dietetic Technician)*

80. Food Service Supervisor -- AHA, DMI, *(See also Dietetic Assistant)*

81. Food Service Technician -- ASAHP *(See also Dietetic Technician)*

82. Gastroentenology Assistant -- DMI

83. Genetic Assistant -- AHA, ASAHP

84. Geriatric Technician -- Fort Wayne Community Schools, 1200 South Parr Street Fort Wayne, Indiana 46802; Coordinator George Wall, RN

85. Health Care Administrator -- ASAHP

86. Health Care Assistant Administrator -- ASAHP

87. Health Economist -- AHA, ASAHP, Phila.

88. Health Educator -- DMI, Phila.

89. Health Facilities Administrator -- AHA

90. Health Facilities Assistant Administrator -- AHA

91. Health Information Specialist -- Phila.

92. Health Physicist -- AHA, ASAHP, DOT 079.021, 023.081, and 023.088; Labor

93. Health Program Analyst -- DOT 012.168

94. Health Statistician -- DMI, DOT 012.168

95. Health Systems Analyst -- AHA, ASAHP, DOT 012.168

96. Health Writer -- AHA, ASAHP

97. Hematology Technologist -- AHA, ASAHP

98. Hemodialysis Technician -- HMPS

99. Histologic Technician -- AMA accredits educational programs, DOT 078.381, Labor

100. Homemaker/Home Health Aide --AHA, ASAHP, *Allied Health Manpower in Texas*, Labor, Phila.

101. Hospital Administrator -- AHA, DOT 187.118, Labor; American College of Hospital Administrators, 840 North Lake Shore Drive, Chicago, Illinois 60611

102. Industrial Hygienist -- AHA, ASAHP, DOT, HMPS

103. Inhalation Therapist (now Respiratory Therapist) -- DOT 185 and 079.368

104. Inhalation Therapy Technician (now Respiratory Therapy Technician)

105. Laboratory Animal Specialist -- AHA, ASAHP

106. Laboratory Assistant -- AMA accredits educational programs, Labor

107. Long Term Care Administrator -- ASAHP

108. Manual Arts Therapist -- ASAHP, DOT 079.128, HMPS, HRA Survey of Health Manpower in Hospitals

109. Marine Physician's Assistant -- HEW

110. MEDEX -- HEW

111. Medical Assistant -- AMA accredits educational programs, DOT 303 and 079.368, ERIC

112. Medical Assistant in Ophthalmology -- recognized by AMA Council on Health Manpower

113. Medical Assistant in Pediatrics -- AMA accredits educational programs

114. Medical Computer Specialist -- AHA, ASAHP

115. Medical Diagnostic Sonographer -- *(See Diagnostic Medical Sonographer)*

116. Medical/Dental Secretary -- AHA, ASAHP

117. Medical Emergency Technician -- DMI, DOT 355.878

118. Medical Engineering Technician -- HMPS

119. Medical Illustrator -- AHA, ASAHP, DMI, DOT, Labor, Phila

120. Medical Laboratory Assistant -- DMI, DOT 185, Labor, *(See also Medical Laboratory Technician)*

121. Medical Laboratory Scientist -- AHA, ASAHP

122. Medical Laboratory Technician -- AMA accredits educational programs, DOT 078. 381

123. Medical Librarian -- AHA, ASAHP, DMI, DOT 111 and 100.168, Labor

124. Medical Library Assistant -- AHA, ASAHP, HMPS

125. Medical Office Assistant -- AHA, ASAHP, DMI, *(See also Medical Assistant)*

126. Medical Photographer -- AHA, ASAHP, DOT 161 and 143.382, Labor

127. Medical Radiation Dosimetrist -- AHA, ASAHP

128. Medical Record Administrator -- AMA accredits educational programs

129. Medical Record Clerk -- American Medical Record Association, Labor

130. Medical Record Librarian (now Medical Record Administrator) DOT 111 and 100.388, ERIC

131. Medical Record Technician --AMA accredits educational programs, DOT 249.388 ERIC, Labor

132. Medical Secretary -- DMI, DOT 341 and 201.368

133. Medical Service Assistant -- DMI

134. Medical Social Worker -- AHA, ASAHP, DOT 171 and 195.108+

135. Medical Stenographer -- DOT 345

136. Medical Technical Assistant -- U.S. Civil Service Commission, Washington Area Office, 1900 E. Street, N.W. ,Washington, D.c. 20415

137. Medical Technician -- DMI, ERIC

138. Medical Technologist -- AMA accredits educational programs, DOT 185 and 078.381, ERIC, Labor

139. Medical Transcriptionist -- AHA, ASAHP, Labor

140. Medics -- DMI

141. Mental Health Assistant/Technician/Associate -- AHA, ASAHP

142. Mental Health Technician -- DMI, HEW, Phila.

143. Mental Health Technologist -- AHA, ASAHP, HEW

144. Mental Retardation Aide -- AHA, ASAHP

145. Microbiology Technologist -- AHA, ASAHP, HMPS, Labor

146. Multiple-Competency Clinical Technician-- Taught at Regional Technical Institute at the University of Alabama in Birmingham.

147. Music Therapist -- AHA, ASAHP, DOT 195 and 079.128, HMPS, Labor

148. Music Therapy Aide/Assistant -- HMPS

149. Nuclear Medicine Technician -- AMA accredits educational programs, DOT 078.381

150. Nuclear Medicine Technologist -- AMA accredits educational programs, DOT 078.381, ERIC

151. Nutritionist -- AHA, ASAHP, DMI, DOT 077.128

152. Obstetrical Technician -- AHA, ASAHP

153. Occupational Therapist -- AHA, AMA accredits educational programs, ASAHP DOT 193 and 079.128, Labor

154. Occupational Therapy Aide --BLS (SIC 80), DOT 079.368, HRA Survey of Health Manpower in Hospitals

155. Occupational Therapy Assistant -- American Occupational Therapy Association DMI, DOT 079.368, ERIC

156. Operating Room Technician --AMA accredits educational programs, DOT 079.378, ERIC

157. Ophthalmic Assistant/Technician -- AHA, ASAHP, DMI, HRA

158. Ophthalmic Dispenser -- AHA, ASAHP

159. Ophthalmic Laboratory Technician -- ASAHP, DMI

160. Ophthalmic Photographer (Joint Commission on Allied Health Personnel in Ophthalmology)

161. Ophthalmic Technologist (Joint Commission on Allied Health Personnel in Ophthalmology)

162. Optician -- DOT 711.381, Phila

163. Optician, Dispensing-- BLS (SIC 80), DOT 494, HRA Survey of Health Manpower in Hospitals

164. Optometric Assistant/Technician -- AHA, ASAHP, DMI

165. Optometrist -- DMI DOT 152 and 079.108, ERIC

166. Orderly -- AHA, ASAHP, Labor

167. Orthopaedic Physician's Assistant --AMA accredits educational programs (until present students have graduated)

168. Orthopaedic-cast specialist -- BLS (SIC 80), DOT 810, HRA Survey of Health Manpower in Hospitals

170. Orthoptist -- AHA, ASAHP, DOT 193 and 079.378, Labor

171. Orthotic/Prosthetic Assistant -- AHA, ASAHP

171. Orthotic/Prosthetic Technician -- AHA, ASAHP

172. Othotist/Prosthetist -- AHA, ASAHP, DMI, DOT 480 (Orthotist)

173. Paramedic -- DMI

174. Pathologist's Assistant -- DMI, HEW

175. Patient Care Evaluation Assistant -- AHA, Joint Commission for Accred. of Hospitals

176. Pediatric Assistant -- DMI, HEW

177. Pediatric Associate -- ()

178. Pharmacy Technician -- AHA, ASAHP

179. Physical Therapist -- AHA, AMA accredits educational programs, ASAHP, DOT 079.378

180. Physical Therapist Assistant -- American Physical Therapy Association DOT 355.878, HEW

181. Physical Therapy Aide -- DMI, DOT 355,378, ERIC

182. Physical Therapy Technician --- DMI

183. Physician's Assistant -- AMA accredits educational programs *(See also Cardiac [illegible] Physician's Assistant, Surgeon's Assistant, Urologic Physician's Assistant)*

184. Physician Assistant-Primary Care -- AHA, ASAHP, *(See also Assistant to the Primary Care Physician)*

185. Physician Assistant-Specialist -- AHA, ASAHP *(See also Orthopaedic Physician's Assistant, Surgeon's Assistant, Urologic Physician's Assistant)*

186. Physician's Associate -- DMI, HEW

187. Physician's Clinical Assistant -- HEW

188. Podiatrist -- [illegible] DOT 079.108

189. Podiatric Assistant -- AHA, ASAHP, HEW

190. Population and Family Planning Specialist -- AHA, ASAHP

191. Professional Standards Review Coordinator -- *PSRO Manual* published by the Office of Professional Standards Review, Department of HEW

192. Prosthetist -- DMI, DOT 199 and 078.361 (*See also Orthotist/Prosthetist*)

193. Psychiatric Aide -- DMI, DOT 355, ERIC, Paris

194. Psychiatric Social Worker -- AHA, ASAHP, DOT 195.108 (and 118, 168,208,228)

195. Psychiatric Technician -- National Clearing House for Mental Health Information, 5600 Fishers Lane, Rockville, Maryland 20852; and National Association of Human Services Technologies, 1127 - 11th Street, Sacramento, California 95814

196. Public Health Educator -- DMI, DOT 171,)

197. Public Health Laboratory Scientist -- AHA, ASAHP

198. Public Health Practitioner -- AHA, ASAHP

199. Pulmonary Function Technician -- DOT, HRPS

200. Radiation Monitor -- DCS (SIC 80), HRA Survey of Health Manpower in Hospitals

201. Radiation Therapist -- DOT 078.381

202. Radiation Therapy Technician -- AHA, ASAHP (*See also Radiation Therapy Technologist*)

203. Radiation Therapy Technologist -- AMA accredits educational programs, ERIC

204. Radioisotope Technologist -- DOT 078.381

205. Radiologic Assistant -- DCS (SIC 80) DMI, HRA Survey of Health Manpower in Hospitals

206. Radiologic Technician -- AHA, ASAHP, DMI (*See also Radiologic Technologist*)

207. Radiologic Technologist -- AMA accredits educational programs, DOT, ERIC

208. Radiopharmicist -- AHA, ASAHP

209. Radiotherapist -- DMI

210. Recreation Therapist -- AHA, ASAHP, DMI, DOT 195, *Allied Health Manpower in Texas*

211. Recreational Therapy Technician -- ASAHP, HRA Survey of Health Manpower in Hospitals

212. Rehabilitation Administrator -- AHA, ASAHP

213. Rehabilitation Counselor -- AHA, ASAHP, DOT 045.108

214. Rehabilitation Counselor Aide --AHA, ASAHP

215. Rehabilitation Evaluation Specialist -- AHA, ASAHP

216. Rehabilitation Therapy Assistant -- AHA, ASAHP

217. Respiratory Assistant or Aide -- HRA Survey of Health Manpower in Hospitals NCHS (Pub. No. 1509)

218. Respiratory Therapist -- AHA, AMA accredits educational programs, ASAHP, Labor

219. Respiratory Therapy Technician -- AHA, AMA accredits educational programs ASAHP, Labor

220. Sanitarian -- AHA, ASAHP, DMI, DOT 079.118, HMPS *(See also Environmentalist)*

221. Sanitarian Aide -- AHA, ASAHP, DOT 168.267

222. Sanitary Engineer -- AHA, ASAHP, DOT 093, 005.081 *(See also Environmental Engineer)*

223. Sanitary Technician -- AHA, ASAHP, HMPS *(See also Environmental Health Technician)*

224. School Health Aide -- AHA, ASAHP

225. School Health Educator -- AHA, ASAHP, DMI, DOT 079.118

226. Specialist in Blood Bank Technology -- AMA accredits educational programs *(See also Blood Bank Technologist)*

227. Specialist Physician's Assistant -- certified by American Association of Physician's Assistant, 490 Madison Avenue, N.Y. 10022 *(See also Physician's Assistant)*

228. Speech Clinician -- DOT 193, HMPS

229. Speech/Hearing Therapy Aide -- AHA, ASAHP, Labor

230. Speech Pathologist -- AHA, ASAHP, DMI, DOT 173, Labor,

231. Speech Pathologist/Audiologist -- AHA, ASAHP, DOT 079.108

232. Speech Therapist -- DMT

233. Surgeon's Assistant -- AMA accredits educational programs, DOT 079.378

234. Surgical Aide -- DMI, NCHS (Pub. No. 1509), HRA Survey of Health Manpower in Hospitals

235. Surgical Technician -- DMI, DOT 079.378

236. Teacher of the Deaf -- AHA, ASAHP

237. Teacher of Emotionally Disturbed -- AHA, ASAHP

238. Teacher of the Learning Disabled - AHA, ASAHP

239. Teacher of the Mentally Retarded -- AHA, ASAHP

240. Teacher of the Physically Handicapped -- AHA, ASAHP

241. Teacher of the Special Education -- ASAHP

242. Teacher of the Visually Handicapped -- AHA, ASAHP

243. Toxicologist --AHA, ASAHP

244. Tumor Registrar -- American Medical Record Association, Labor

245. Ultrasound Technical Specialist --American Society of Ultrasound Technical Specialists, 600 members; President: Mrs. Patricia Nuss, c/o Sonic Laboratory, Bowman Gray School of Medicine, Winston-Salem, North Carolina 27103; and American Institute of Ultrasound in Medicine, President: Gil Baum, M.D., c/o Einstein College of Medicine, Yeshiva University, Eastchester Road & Morris Park Avenue, N.Y. 10461

246. Unit Clerk -- AHA, ASAHP

247. Urologic Physician's Assistant -- AMA accredits educational programs, DOT 079.378

248. Vocational Rehabilitation Counselor -- DMI

249. Ward Clerk -- DOT 219.388

250. X-ray-Technician -- DMI *(See Radiologic Technologist)*

251. X-ray Technologist -- DRTC *(See Radiologic Technologist)*

APPENDIX C. 5

ORIGINAL QUESTIONNAIRES

EXPLANATORY LETTERS

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupations Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Please read the information sheet and distribute these task survey(s) for completion to the para-profession(s) and professional(s) with less-than-baccalaureate training in your employment who actually has a job title(s) listed in the survey.

Thank you for your assistance in this educational endeavor. Please return these surveys in the pre-addressed envelope by April 23.

Sincerely,

Dr. B. R. West

Dr. B. R. West
Chairman

BW/gc

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Nursing Services:
1 - Registered Nurse
1 - Licensed Practical Nurse
1 - Homemaker/Home Health Assistant

Medical - Clerical:
1 - Medical Insurance Clerk
1 - Medical Secretary

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned by April 23, 1975. Thank you for your cooperation.

Sincerely,

Dr. B. R. West
Chairman

BW/gc

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Bocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Nursing Services:
1 - Registered Nurse
1 - Licensed Practical Nurse
1 - Geriatric Technician
1 - Nurse Aide/Assistant
1 - Orderly

Mental Health Services:
1 - Certified Occupational Therapy Assistant
1 - Occupational Therapy Aide
1 - Recreational Therapy Technician
1 - Recreational Therapy Aide

Rehabilitation Services/ Physical Rehabilitation:
1 - Physical Therapy Assistant
1 - Physical Therapy Aide

Rehabilitation Services/ Speech & Hearing:
1 - Communications Aide

Rehabilitation Services/ Therapeutic Dietetics:
1 - Dietary Technician
1 - Dietary Aide

Ancillary Services:
1 - Central Service Aide
1 - Pharmacy Aide/ Technician
1 - Housekeeping Worker

Medical - Clerical:
1 - Medical Insurance Clerk
1 - Ward Clerk/Secretary
1 - Medical Transcriber
1 - Medical Record Tech.
1 - Medical Record Clerk

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned by April 23, 1975. Thank you for your cooperation.

Sincerely,

W. R. West

Dr. B. R. West
Chairman

BW/gc

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
901 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Nursing Services:
1 - Registered Nurse
1 - Licensed Practical Nurse
1 - Orderly

Mental Health Services:
1 - Mental Health Tech.
1 - Mental Health Assist.
1 - Mental Retardation Tech.
1 - Mental Retardation Aide/ Assistant
1 - Psychiatric Tech.
1 - Psychiatric Aide/Assist.
1 - Certified Occupational Therapy Assistant
1 - Occupational Therapy Aide
1 - Recreational Therapy Tech.
1 - Recreational Aide/Assist.
1 - Music Therapy Aide
1 - Drama Therapy Aide

Diagnostic Services/ Radiological:
1 - Radiological Tech.
1 - Radiologic Dept. Aide

Diagnostic Services/ Electronic:
1 - Electro-Cardiographic Technician
1 - Electro-Encephalographic Technician

Ancillary Services:
1 - Central Service Aide/ Assistant
1 - Pharmacy Aide/Tech.
1 - Housekeeping Worker

Medical - Clerical Services:
1 - Medical Insurance Clerk
1 - Ward Clerk/Secretary
1 - Medical Transcriber

Diagnostic Services/ Laboratory:
1 - Medical Lab. Tech.
1 - Clinical Lab. Assist.
1 - Lab. Tech. Aide

Rehabilitation Service/ Speech & Hearing:
1 - Communication Aide

Rehabilitation Service/ Therapeutic Dietetics:
1 - Dietary Technician
1 - Dietary Aide

Dental Services:
1 - Dental Assistant

1 - Medical Records Tech.
1 - Accredited Record Tech.
1 - Medical Secretary

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned by April 1, 1975. Thank you for your cooperation.

Sincerely,

Dr. B. F. West
Chairman

BW/gc

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Nursing Services:

1 - Emergency Medical Technician
1 - Ambulance Attendant

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 West Main St.
Carmel, IN 46032

The survey should be returned by April 15, 1977. Thank you for your cooperation.

BW/gc

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR
Beverly Hanenhoff
New Castle Community
School Corporation
813 Parkview Drive
New Castle, IN 47362

[illegible] to meet the ever increasing demand for [illegible] Allied Health [illegible], the State Board of Vocational-Technical Education has funded [illegible] entitled Project HOPE, Health Occupations Program Educators. One [illegible] this Project is to gather data in the form of task statement [illegible] that might be used to develop curriculum for training programs at the [illegible] less than baccalaureate post-secondary levels. We urgently need your [illegible] determining the tasks which specific job holders perform.

[illegible] are surveys for jobs we feel appropriate for your facility. Please [illegible]on, with less than a baccalaureate degree, to complete the enclosed [illegible] for the following job titles:

[illegible] Nursing Service:

[illegible] Nurse
[illegible] Practical Nurse

Medical - Clerical Services:

1 - Medical Insurance Clerk
1 - Medical Transcriber
1 - Medical Secretary

[illegible] envelope has been enclosed for each person completing a survey. [illegible] complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

[illegible] should be returned by April 23, 1975. Thank you for your cooperation.

Sincerely,

B. R. West

Dr. B. R. West
Chairman

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Nursing Services:
1 - Registered Nurse
1 - Licensed Practical Nurse
1 - Pediatric Aide/Tech.
1 - Obstetrical Tech.
1 - Orderly
1 - Nurse Aide/Assist.

Mental Health Services:
1 - Mental Health Tech.
1 - Mental Health Assist.

Diagnostic Services/Lab.:
1 - Medical Lab. Tech.
1 - Clinical Lab. Assist.
1 - Lab. Tech./Aide

Diagnostic Services/ Electronic:
1 - Electro-cardiographic Technician

Diagnostic Services/ Radiological:
1 - Radiological Technologist
1 - Radiologic Dept. Aide

Rehabilitative Services/ Respiratory:
1 - Certified Respiratory Therapy Technician

Rehabilitative Service/ Therapeutic Dietetics:
1 - Dietary Aide
1 - Dietary Technician

Medical-Clerical Services:
1 - Medical Insurance Clerk
1 - Ward Clerk/Secretary
1 - Medical Secretary

Ancillary Services:
1 - Central Service Aide/ Assistant
1 - Operating Room Tech.
1 - Pharmacy Aide/Technician
1 - Surgical Aide

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned by April 30, 1975. Thank you for your cooperation.

Sincerely,

B. K. West

B. K. West
Chairman

BW/gc

P R O J E C T H O P E

Health Occupations Program Educators

Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Dental Services:

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned as soon as possible. Thank you for your cooperation.

Sincerely,

Dr. B. R. West, Chairman

BW/bl

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statements/inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We are asking your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Dental Services:

1 - Dental Laboratory Technician

A self-addressed envelope has been enclosed for each person to complete a survey. Please have each person complete the survey and return it to:

Mr. Bill West
Carmel High School
520 E. Main St.
Carmel, IN 46032

The survey should be returned by [illegible]. Thank you for your cooperation.

Sincerely,

Jan [illegible]

BW/

PROJECT HOPE

Health Occupations Program Educators

Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Dental Services.

1 - Endodontic Dental Assistant

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned as soon as possible. Thank you for your cooperation.

Sincerely,

Dr. B. R. West

Dr. B. R. West, Chairman

BW/bl

P R O J E C T / H O P E

Health Occupations Program Educators

Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators.. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Dental Services:

1 - Pedadontic Dental Assistant

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned as soon as possible. Thank you for your cooperation.

Sincerely,

Dr. B. R. West

Dr. B. R. West, Chairman

BW/bl

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Diagnostic Services/Laboratory:
1 - Medical Laboratory Technician
1 - Clinical Laboratory Assistant
1 - Laboratory Technician Aide (Phlebotomist)
1 - Cytotechnologist
1 - Histologic Technician

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned by April 23, 1975. Thank you for your cooperation.

Sincerely,

Dr. B. E. West
Chairman

BW/jc

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational Technical Education
State of Indiana

PROJECT DIRECTOR
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Rehabilitation Services/Physical Rehabilitation:

1 - Orthotic/Prosthetic Technician
1 - Orthotic/Prosthetic Assistant

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned by April 23, 1975. Thank you for your cooperation.

Sincerely,

Dr. B. R. West

Dr. B. R. West
Chairman

BW/s

PROJECT HOPE

Health Occupations Program Educators
Funded by
State Board of Vocational Technical Education
State of Indiana

PROJECT DIRECTOR
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

Dear Respondent:

In an effort to meet the ever-increasing demand for qualified Allied Health Workers in Indiana, the State Board of Vocational-Technical Education has funded a research effort, called Project HOPE, Health Occupational Program Educators. One of the objectives of this Project is to gather data in the form of task statement inventories that might be used to develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed are surveys for jobs we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, to complete the enclosed survey for each of the following job titles:

Rehabilitation Services/Vision:

1- Opthalmic Laboratory Technician

A self-addressed envelope has been enclosed for each person completing a survey. Please have each person complete the survey and return to:

Dr. Bill West
Carmel High School
520 East Main St.
Carmel, IN 46032

The survey should be returned by April 23, 1975. Thank you for your cooperation.

Sincerely,

B. West

Dr. B. E. West
Chairman

INSTRUCTIONS

This instrument is designed to identify those tasks that you perform in your job title. Please complete the questionnaire by following these simple steps:

Step 1: Complete page 1.

Step 2: On page 2, check the job which most closely agrees with your job title.

Step 3: Read each of the task statements listed. If you do the task as part of your present job, place a check mark in the space immediately to the right of the task statement. If you do not do the task, leave the space blank.

Step 4: When you have completed reading each task statement and checked each one that you perform in your present job, add any additional tasks which you perform in your present job that have not been included.

Step 5: Place the task inventory in the envelope provided and return it.

Return this questionnaire to:

Dr. B. R. West, Chairman
PBST Committee
Carmel High School
520 E. Main Street
Carmel, IN 46280

DO NOT USE
1. Sub cluster:
2. Category:
3. Sub-Category:
4. Job Title Code:

1. Job Title: _____

2. Years of Experience: (Check one)

2	Less than 1 year	5	5 - 10 years
3	1 - 2 years	6	10 plus years
4	2 - 5 years		

Employer: (Check most applicable)

7	Medical Doctor office	16	Industrial Clinic
8	Doctor Dental Surgery Office	17	Psychiatric Hospital
9	Dental Laboratory	18	Comprehensive Community Health Center
10	Nursing Home	19	Optometrist
11	Clinical Laboratory (Commercial)	20	Optical Laboratory
12	Clinical Laboratory (Hospital)	21	Orthotic-Prosthetic Center
13	Public Health Agency	22	Hospital 200+ beds
14	Emergency Medical Service	23	Hospital 100-199 beds
15	Doctor Veterinarian Medicine	24	Less than 100 beds

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Registered Nurse
2	L.P.N./L.V.N.
3	Nurseaide/Attendant
4	Geriatric Technician
5	Orderly
6	Corpsman/Clinical Corpsman
7	Burn Unit Technician
8	Pediatric Technician
9	Homemaker/Home Health Aide
10	Emergency Medical Technician
11	Cardio-Pulmonary/Cardio-Vascular Technician
12	Obstetrical Technician
13	Ambulance Attendant

TASK STATEMENT	CHECK HERE
1. Clean a patient's unit	
2. Set up an unoccupied bed for a patient	
3. Make a bed (with variations) for a patient	
4. Care for enamelware, glassware, metalware, rubber goods and disposables used by a patient	
5. Place a bedpan or urinal under a patient	
6. Clean a bedpan or urinal for a patient	
7. Adjust a patient's bed (manual or electric)	
8. Administer A.M. or P.M. care to patient	
9. Serve a food tray to a patient	
10. Feed a patient	
11. Administer oral hygiene to a patient (with variation)	
12. Give a back rub to a patient	
13. Give a total bed bath to a patient	
14. Administer baths other than total bed baths to patients	
15. Give a shampoo (with variation) to a patient	
16. Weigh and measure patients (with variation)	
17. Observe a patient	
18. Chart observations of patient	
19. Elevate specified body parts for patients	
20. Move and transport patients (with variations)	
21. Position a patient (with variations)	
22. Observe body eliminations of patients (e.g. urine, feces, emesis, etc.)	
23. Record observations of body eliminations of patients	
24. Collect non-sterile specimens from patients	
25. Measure intake and output of patients	
26. Apply abdominal binders to patients	
27. Apply T-binders to patients (male and female)	
28. Take and record a body temperature (with variations) of a patient	
29. Observe and record respiration of a patient	
30. Take and record pulse rate (with variations of sites) of patients	
31. Take and record an apical pulse of patients	
32. Take and record an apical-radial pulse of patients	
33. Take and record patients blood pressure	
34. Admit a patient	
35. Record admission of a patient	
36. Discharge a patient	

TASK STATEMENT	CHECK HERE
37. Record discharge of a patient	
38. Fill and apply icebags for patients	
39. Fill and apply hot water bottles for patients	
40. Apply footboards, overbed cradles and other supportive devices for patients comfort	
41. Care for the incontinent patient	
42. Give, observe and record an enema (with variations) to a patient	
43. Prepare hot and cold beverages for a patient	
44. Provide diversional activities for the convalescent patient	
45. Apply and chart restraints to a patient	
46. Care for special mattresses for patients (e.g. air, floatation, water, etc.)	
47. Shave a male patient	
48. Operate an addressograph for patient's records	
49. Perform and record care of the dead patient	
50. Perform preventive decubitus care for a patient	
51. Compute and record patient's intake and output	
52. Perform and record tests for sugar and acetone in the patient's urine	
53. Give perineal care to patients	
54. Assist with physical exams for adults	
55. Assist with obtaining sterile specimens from patients	
56. Apply aqua-pads to patients	
57. Wrap ace bandages on patients	
58. Apply clean dressings to patients	
59. Apply dressings with ointments to areas of patient	
60. Reinforce dressings for patients	

TASK STATEMENT	CHECK HERE
61. Give care to the unconscious patient	
62. Perform sterile glove technique (for various procedures for patient)	
63. Handle sterile dressings and equipment (for various procedures for patient)	
64. Perform patient's catheter irrigations	
65. Record patient's catheter irrigations	
66. Perform catheterizations on patients according to instructional policies	
67. Record catheterizations on patients	
68. Give a gargle to a patient	
69. Give a sitz bath to a patient	
70. Care for and observe patient receiving radiation therapy	
71. Care for a patient in isolation	
72. Insert and record rectal suppositories in a patient	
73. Apply moist packs or soaks to a patient	
74. Perform decubitus care for a patient	
75. Record decubitus care done for a patient	
76. Care for patient with contact lenses and artificial eyes	
77. Feed a patient with an asepto syringe	
78. Perform postural drainage on a patient	
79. Perform clean catch urine specimens for a patient	
80. Assist a patient with crutch walking and other walking devices	
81. Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc.)	
82. Perform range of motion exercises on a patient	

	TASK STATEMENT	CHECK HERE
83.	Record observation during range of motion exercises	
84.	Apply a sling to a patient	
85.	Apply and remove triangle bandages for immobilization of patient body part	
86.	Apply a pressure bandage for patient's bleeding	
87.	Apply four tail bandages for immobilization of patient's body part	
88.	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.)	
89.	Perform improvised transportation of the injured patient	
90.	Assist with emergency care for poisoning of patient	
91.	Perform temporary immobilization of suspected fracture or sprain on patient	
92.	Perform artificial respiration (with variations on patient)	
93.	Perform cardio-pulmonary resuscitation on patient	
94.	Perform extracting of victim from area in which found	
95.	Administer oxygen therapy by cannula, mash or tent to patient	
96.	Observe and record affects of oxygen administration to patient	
97.	Care for oxygen equipment used by patient	
98.	Give moist inhalation to patient	
99.	Observe patient receiving inhalation therapy	
100.	Perform aspiration of patient's orapharyngeal area	
101.	Perform tracheotomy care for patient	
102.	Record tracheotomy care done for patient	
103.	Care for respiratory suction equipment used by patient	
104.	Assist with thoracentesis of patient	

	TASK STATEMENT	CHECK HERE
105.	Care for patient with chest tube	
106.	Record care of patient with chest tube	
107.	Perform nasal tube feedings for patient	
108.	Record nasal tube feedings done on patient	
109.	Perform levine irrigations for patient	
110.	Record levine irrigations done for patient	
111.	Perform gastrostomy tube feedings for patient	
112.	Record gastrostomy tube feedings done for patient	
113.	Empty and care for levine suction equipment used by patient	
114.	Remove a levine tube from patient	
115.	Insert a levine tube into a patient	
116.	Empty and record gall-bladder drainage from patient	
117.	Care for a patient with gastric analysis	
118.	Perform hemmorrhoid dressings on patient	
119.	Assist with a sigmoidoscopy for patient	
120.	Change a routine colostomy drainage for patient	
121.	Irrigate a colostomy for patient	
122.	Record colostomy change or irrigation for patient	
123.	Assist with paracentesis for patient	
124.	Implement shock position for patient	
125.	Observe and record effects of shock position done for patient	
126.	Perform complete bed rest with chair therapy for patient	
127.	Observe and record effects of complete bed rest with chair therapy done for patient	
128.	Assist with bone marrow puncture done for patient	

TASK STATEMENT	CHECK HERE
129. Apply anti-embolitic stockings to patient	
130. Perform total neurological signs on patient	
131. Record total neurological signs done for patient	
132. Care for a patient with convulsions	
133. Care for the patient having an E.E.G.	
134. Assist with a lumbar puncture done on a patient	
135. Perform a closed urinary irrigation for patient	
136. Record effects of a closed urinary irrigation done for patient	
137. Instill solutions into the patient's bladder	
138. Record instillations of solution into patient's bladder	
139. Care for the patient with a supra-pubic catheter	
140. Operate and calculate a urometer for a patient	
141. Care for the patient with ureteral catheter	
142. Irrigate ureteral catheter for patient	
143. Record irrigation of ureteral catheters done for patient	
144. Care for a patient in traction	
145. Re-apply skin traction to patient	
146. Care for a patient with a cast	
147. Care for a patient having physical therapy	
148. Care for the patient with extremity prosthesis	
149. Apply extremity and body braces to patient	
150. Care for patient on special frames (e.g. Circle-Electric Bed and Strycker frame)	
151. Perform log-rolling of patient	
152. Instruct the diabetic patient	

TASK STATEMENT	CHECK HERE
153. Re-inforce instruction of the diabetic patient	
154. Prepare the patient for endocrine lab tests and x-rays	
155. Care for patients with endocrine surgery	
156. Insert and record a female patient's vaginal suppository	
157. Perform a vaginal douche for a patient	
158. Record the effects of a patient's vaginal douche	
159. Assist with and teach specific exercises for the mastectomy patient	
160. Perform eye irrigations and instillations for a patient	
161. Record the performance and effects of a patient's eye irrigations and instillations	
162. Care for a patient with burns	
163. Assist with hypothermia care for a patient	
164. Employ geriatric feeding chair for those patients who need them	
165. Feed the geriatric patient	
166. Perform special oral hygiene for the geriatric patient	
167. Apply special collecting devices used for the geriatric patient	
168. Observe and chart observations of the geriatric patient	
169. Observe and participate in remotivation for the regressed or geriatric patient	
170. Provide diversional activities for the geriatric patient	
171. Care for patients having x-ray procedures	
172. Operate the hemovac for the surgical patient	
173. Perform an irrigation for a patient with a wound	
174. Record the performance of and observations found during a wound irrigation	

TASK STATEMENT	CHECK HERE
175. Perform a sterile dressing change for a patient with a drain	
176. Record the performance of and observations found during a sterile dressing change	
177. Reinforce and chart a draining dressing for a patient	
178. Assist with a surgical preparation for a patient going to surgery	
179. Assist with coughing and deep-breathing exercises for a surgical patient	
180. Perform reverse isolation techniques for an infection prone patient	
181. Give a sponge bath for a patient with an elevated temperature	
182. Care for a patient recovering from anesthesia	
183. Assist with intravenous infusion for a patient (with variations)	
184. Assist with diet therapy for the patient needing specialized diets	
185. Weigh the bedfast patient	
186. Observe patients for nutrional deficiencies	
187. Admit a patient into the labor room	
188. Perform a perineal preparation for a labor patient	
189. Take fetal heart tones of the unborn fetus	
190. Time uterine contractions for the labor patient	
191. Assist with observing and recording for the patient in labor	
192. Assist with the care of the patient during the birth process	
193. Assist the physician during the birth process	
194. Assist with the care of the new born in the delivery room	
195. Give, observe and record care of the mother immediately following delivery	
196. Give, observe and record breast care to the post-partum patient	
197. Give, observe and record perineal care to the post-partum patient	
198. Instruct the patient in her own personal care for the post-partum period	
199. Admit the infant to the new born nursery	
200. Bathe a newborn	
201. Care for the cord of the newborn	
202. Dress the newborn	
203. Observe and record observation of the newborn	
204. Weigh and measure the newborn	
205. Feed a newborn with a bottle	
206. Assist a mother with breast feeding the infant	
207. Assist with the instruction of a mother in care of the newborn	
208. Assist with a physical exam of the newborn	
209. Prepare formula feedings for the newborn	
210. Assist with and care for the newborn with a circumcision	
211. Care for an infant with feeding problems	
212. Care for an infant in an incubator or isolette	
213. Care for the premature infant	
214. Assist with the physical examination of a child	
215. Admit a child to the pediatric unit	
216. Care for a child with feeding problems	
217. Weigh and measure small children	
218. Observe and record actions and reactions of children	
219. Apply restraining devices to the bed of a child	
220. Entertain the convalescent or bedfast child	
221. Perform isolation technique for infectious children	

TASK STATEMENT	CHECK HERE
222. Apply collecting devices on infants and small children	
223. Observe the child parasites	
224. Collect specimens from the patient with parasites	
225. Care for the child with physical abnormalities	
226. Observe and record observations of children with physical abnormalities	
227. Provide parents with information regarding specific community agencies for needs of their children	
228. Care for the child with a scalp vein infusion	
229. Observe the child for signs of dehydration	
230. Assist with play therapy for children	
231. Care for the child in high mist inhalation	
232. Obtain patient and/or family consents for treatment	
233. Prepare accident and safety reports for patients and staff	
234. Perform sterile scrub, gowning and gloving to assist with surgery for patient	
235. Handle sterile equipment for physician performing surgery on patient	
236. Recognize patient's need for religious care	
237. Procur proper religious care for patient in need	
238. Administer intravenous infusion to patient	
239. Administer blood transfusion to patient	
240. Apply defibrillator to patient having cardiac-fibrillation	
241. Draw blood samples from patients	
242. Read fetal monitoring devices on labor patients	
243. Read cardiac monitors attached to patient	
244. Assist with and/or taking E.K.G's on patients	
245. Perform IPPB treatments on patients	
246. Perform chest percussion on patients	
247. Read skin tests on patients	
248. Analyze nursing care requirements of patients	
249. Report staff needs of patient unit to supervision	
250. Maintain ward safety for the patient	
251. Orient new personnel to the patient unit	
252. Assist physician with patient rounds	
253. Take and record physician's verbal orders	
254. Transcribe physician's orders	
255. Take inventory of supplies for patients unit	
256. Direct and supervise activities on a nursing unit	
257. Write evaluations of performances of nursing team	
258. Plan and direct patient care	
259. Obtain services of referral agencies for patients	
260. Prepare all types of requisitions for supplies, tests, etc. for the patient	
261. Prepare individual dosage of medications for the patient	
262. Give oral medication to the patient	
263. Give subcutaneous medications to the patient	
264. Give intramuscular medications to the patient	
265. Give medications by inhalation to a patient	
266. Administer medications rectally or vaginally to a patient	
267. Administer eye drops and nose drops to a patient	
268. Care for the body of a patient after death	

TASK STATEMENT	CHECK HERE	TASK STATEMENT	CHECK HERE
269. Drive an emergency vehicle to transport a patient			
270. Obtain and deliver supplies for patient's			
271. Assist and/or participate in occupational activities with patients			
272. Assist with individual and group therapy			
273. Count, sign for and place patient's possessions in safe place			
274. Explain and apply safety regulations in care for patient			
275. Care for or assist patient to manicure toenails and fingernails			
276. Assist patient with dressing and undressing			
277. Use mechanical devices to move a patient			
278. Perform nose and throat cultures for a patient			
279. Operate emergency communique equipment for relay of information about patient			

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Mental Health Technician
2	Mental Health Assistant
3	Mental Retardation Tech.
4	Mental Retardation Aide/Assist.
5	Psychiatric Technician
6	Psychiatric Aide/Assist.
7	Certified Occup. Therapy Assist.
8	Occupational Therapy Aide
9	Recreational Therapy Technician
10	Recreational Therapy Aide/Assist.
11	Music Therapist Aide
12	Drama Therapist Aide

TASK STATEMENT	CHECK HERE	TASK STATEMENT	CHECK HERE
1. Participate in group therapy for mental health patients.		15. Dress the mentally ill or retarded patient.	
2. Participate in ward group meetings about mental health patients.		16. Feed the mentally ill or retarded patient.	
3. Establish one-to-one relationships with mental health patients, clients or residents.		17. Bath the mentally ill or retarded patient.	
4. Participate in wide variety of activities with mental health patients, clients or residents on one-to-one relationship.		18. Converse with the mentally ill or retarded patient.	
5. Carry out therapeutic activities programs for mental health patients.		19. Encourage the mentally ill or retarded patient.	
6. Assist in special education classes for the emotionally disturbed.		20. Play cards/small group games with the mentally ill or retarded patient.	
7. Assist in special education classes for the mentally retarded.		21. Read to the mentally ill or retarded patient.	
8. Assist in special education classes for the educationally retarded.		22. Take mentally ill or retarded patients on outings (e.g. movies, camping, etc.).	
9. Work as a case aide in initial contacts for mental health patients.		23. Assist the mentally ill or retarded patient with weaving.	
10. Work as a case aide in information gathering for mental health patients.		24. Assist the mentally ill or retarded patient with clay modeling.	
11. Work as a case aide in referral and case following for mental health patients.		25. Assist the mentally ill or retarded patient with woodworking.	
12. Work as a psychological testing technician under a trained psychologist.		26. Assist the mentally ill or retarded patient with printing &/or sketching.	
13. Administer and score many of the more routine psychological tests.		27. Assist the mentally ill or retarded patient with leather tooling.	
14. Assist in research programs for mental health patients.		28. Assist the mentally ill or retarded patient with needlework.	
		29. Assist the mentally ill or retarded patient with pottery making.	
		30. Assist the mentally ill or retarded patient with gardening.	

TASK STATEMENT	CHECK HERE
31. Assist the mentally ill or retarded patient with carving (variety of materials).	
32. Assist the mentally ill or retarded patient with housekeeping chores.	
33. Assist the mentally ill or retarded patients with various machine operations. (e.g. business and power tool machinery).	
34. Assist the mentally ill or retarded patient with athletic activities (e.g. volleyball, softball, tennis, etc.).	
35. Assist the mentally ill or retarded patient with dancing (variety of types).	
36. Assist the mentally ill or retarded patient to participate in musical activities (e.g. playing instrument, singing, etc.).	
37. Listen with mentally ill or retarded patient to musical programs.	
38. Assist mentally ill or retarded patient to participate in drama group.	
39. Assist mentally ill or retarded patient to work on group newspaper or publication.	
40. Assist mentally ill or retarded patient to participate on a group council.	
41. Assist mentally ill or retarded patient to participate in remotivation group.	
42. Escort patient to participate in Alcoholics Anonymous meetings.	
43. Giving progressive resistive exercises to patients as assigned by supervisor.	
44. Give passive range of motion to patients.	
45. Instruct patients in routines of self range of motion.	
46. Supervise dressing practice in clinic and on the ward.	
47. Supervise patient practicing cooking.	

TASK STATEMENT	CHECK HERE
48. Supervise activities and exercises for individual patients who need established treatment programs maintained.	
49. File progress notes after OTR signs them.	
50. Record scheduling of new patients and make changes on ward master schedule.	
51. Keep OT clinic schedule current.	
52. Maintain daily attendance sheet for OT.	
53. Take inventory of supplies for OT.	
54. Store supplies for OT (keep storeroom clean and neat).	
55. Operate and maintain power equipment in OT treatment area.	
56. Store, issue and return to storage all hand tools and small items used in OT.	
57. Repair small items of equipment, assistive devices or adaptive equipment for OT.	
58. Pull away projects and supplies after patients complete use.	
59. Wash tables, cleaning counters, sinks in OT at end of day.	
60. Clean cupboards in OT and arrange contents neatly.	
61. Make routine safety check of OT treatment area.	
62. Encourage patients to help with their own planning of activities.	

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Certified Laboratory Assistant	4	Cytotechnologist
2	Medical Laboratory Technician	5	Histologic Technician
3	Laboratory Aide	6	Diener

TASK STATEMENT	CHECK HERE
I. LABORATORY FUNCTIONS	
A. Performing General Medical Laboratory Tasks	
1. Assist in epidemiological inventigations	
2. Assist in research assignments	
3. Assist with collection of serous (serum producing) cavity specimens	
4. Assist with collection of spinal fluid specimens	
5. Charge or code charge work done	
6. Clean area and equipment aseptically	
7. Collect bile specimens from the patients	
8. Collect blood specimens from the patients	
9. Collect fecal or urine specimens from the patients	
10. Collect nose or throat specimens from the patients	
11. Collect serous cavity specimens from the patients	
12. Collect skin specimens from the patients	
13. Collect spinal fluid specimens from the patients	
14. Collect sputum specimens from the patients	
15. Collect urethral or vaginal specimens from the patients	
16. Collect specimens from wounds	
17. Inventory and order supplies	
18. Perform bacteriological or chemical examinations of food products	
19. Perform bacteriological or chemical examinations of sewage	
20. Perform bacteriological or chemical examinations of water	
21. Perform Basal Metabolism Rate (BMR) tests	
22. Perform electrocardiogram (EKG) tests	
23. Perform preventive maintenance on laboratory equipment	
24. Perform sperm counts	
25. Prepare and process specimens	
26. Prepare electrophoresis patterns	
27. Prepare reagents	
28. Prepare specimens for electron microscopy	
29. Prepare specimens for shipment	
30. Prepare specimens for training or reference	
31. Prepare standards	
32. Read electrophoresis patterns	
33. Write technical papers for publication	
B. Preparing Medical Illustration Materials	
1. Collect and assemble medical illustration material	
2. Distribute medical illustration material	
3. Draft and prepare illustrations	
4. Duplicate illustrated materials	
5. Maintain reference file of illustrations	

TASK STATEMENT	CHECK HERE
C. Utilizing Laboratory Equipment	
1. Operate automatic analyzers	
a. Continuous flow-dual channel	
b. Continuous flow-single channel	
c. Continuous flow-SMA 4 (hematology)	
d. Continuous flow-SMA 6	
e. Continuous flow-SMA7 (Hematology)	
f. Continuous flow-SMA 12-30	
g. Continuous flow-SMA 12-60	
h. Continuous flow-other	
i. Discrete sample-Beckman, DSA	
j. Discrete sample-B & L Enzymat	
k. Discrete sample-Clino-Mak-Labline	
l. Discrete sample-Dupont ACA	
m. Discrete sample-Hycel Mark-10	
n. Discrete sample-Robot Chemist	
o. Discrete sample-other	
2. Operate automatic cell counter	
a. Coulter - Multi-channel, Model S	
b. Coulter - single channel	
c. Coulter - other	
3. Operate balance - analytical	
a. Weighing to nearest milligram	
b. Weighing to nearest 0.1 milligram or less	
4. Operate Basal Metabolism apparatus	
5. Operate blood gas apparatus	
a. Manometric	
b. volumetric	
6. Operate chloridometer	
7. Operate chromatograph equipment	
a. Gas	
b. Glass filter type	
c. Interference filter type	
d. Paper	
e. Thin layer	
8. Operate colorimeter	
Operate differential cell counter	

TASK STATEMENT	CHECK HERE
10. Operate distillation apparatus	
11. Operate electrophoresis equipment	
a. Agarose or agar systems	
b. Cellulose acetate system	
c. Paper system	
1. This instrument is not frequently found as yet in the midwest.	
12. Operate electrocardiograph	
13. Operate flame photometer	
a. Regular	
b. Atomic absorption (with hollow cathode and chopper)	
14. Operate fluorometer	
15. Operate hemoglobinometer	
16. Operate microhematocrit reader	
17. Operate microtone	
18. Operate osmometer	
19. Operate pH meter	
20. Operate reflection oximeter	
21. Operate spectrophotometer	
a. Visible range	
b. Ultra violet	
c. Infra red	
22. Use ashing oven	
23. Use blood bank-alarm system	
24. Use blood bank-freezer	
25. Use blood bank-refrigerator	
26. Use centrifuge-general laboratory	
27. Use centrifuge-microhematocrit	
28. Use centrifuge-ultracentrifuge	
29. Use extraction apparatus-separatory funnel	
30. Use extraction or chromatographic apparatus-Sephadex or resin column	
31. Use heating blocks	
32. Use incubator-aerobic	
33. Use incubator-anaerobic	
34. Use microburettes	
35. Use microscopes	

TASK STATEMENT	CHECK HERE
a. Light bright field	
b. Light dark field	
c. Phase contrast	
d. Interference	
e. Fluorescence	
f. Polarizing	
g. Electron	
36. Use pipette-automatic	
37. Use pipette-semi-automatic	
38. Use pipette-manual	
39. Use pipette-micro 0.1 or larger	
40. Use pipette-micro less than 0.1 ml.	
41. Use pipette-to deliver	
42. Use pipette-to contain	
43. Use sterilizer-autoclave	
44. Use sterilizer-gas (e.g., ethylene oxide with CO_2)	
45. Use tissue processing apparatus-automatic	
46. Use titrators	
a. Automatic end point	
b. Burette	
c. Electrometric end point	
d. Visual end point	
47. Use waterbaths	
48. Use radioisotope measurement instruments	
a. Operate scintillation camera	
b. Operate scanner	
c. Use liquid scintillation system	
d. Use manual cell counting equipment	
(1) T-3 type or T-4 type measurement system	
e. Use probe-uptake counting equipment (e.g., I-131 thyroid uptake)	
D. Performing Bacteriological Procedures	
1. Examine specimens microscopically	
2. Identify and classify pathogenic bacteria	
3. Inoculate tubed media	
4. Maintain stock cultures	
5. Operate anaerobic devices	
6. Perform animal inoculations	
7. Perform animal virulence tests	
8. Perform antibiotic and antimicrobial agent sensitivity tests	
9. Perform fluoreseent antibody studies	
10. Prepare autogenous vaccines	
11. Prepare culture media	
12. Prepare subculture and smears	
13. Receive and primary process all cultures except blood, T.B., and fungus	
14. Receive and process T.B. cultures	
15. Receive and process blood cultures	
16. Record and/or report colony counts on urine	
17. Record and/or report colony counts on other than urine	
18. Stain bacteriological smears	
19. Streak plates	
E. Performing Mycology Procedures	
1. Cultivate mycology specimens for primary isolation	
2. Examine mycology specimens microscopically	
3. Identify and classify fungi	
4. Perform KOH preparation for dermatophytes	
5. Prepare culture media	
6. Stain mycology specimens	
F. Performing Parasitology Procedures	
1. Examine specimens microscopically	
2. Examine specimens microscopically	
3. Identify parasitic and disease-carrying arthropods	
4. Identify protozoans, cestodes, nematodes, and trematodes	
5. Maintain parasite cultures	
6. Perform concentration and flotation techniques	

TASK STATEMENT	CHECK HERE
7. Perform microfilarial examinations	
8. Perform serological tests for parasites (e.g., trichinosis)	
9. Stain parasitological smears	
G. Performing Serology Procedures	
1. Identify viruses and/or rickettsia	
2. Perform antistreptolysin "O" titers	
3. Perform cardiolipin microflucculation test	
4. Perform colloidal gold test	
5. Perform complement fixation tests	
6. Perform "C" reactive protein tests	
7. Perform febrile agglutination (e.g., salmonella) tests	
8. Perform fluorescent treponemal antibody test	
9. Perform hemagglutination inhibition test	
10. Perform heterophile presumptive test	
11. Perform infectious mononucleosis procedures - monospot or monotest	
12. Perform latex fixation test	
13. Perform rheumatoid arthritis test (RA)	
14. Perform and read fluorescent antigen-antibody tests	
15. Perform skin tests	
16. Read skin tests	
17. Perform and read agglutination tests (e.g., cold agglutinations)	
18. Perform and read flocculation tests (other than serological tests for syphillis)	
19. Perform and read precipitation reactions (e.g., agar gel immunodiffusion)	
20. Perform strep MG test	
21. Perform thyroid antibody test	
22. Perform VDRL test	
23. Perform other serological tests for syphillis	
24. Prepare antigens	
25. Prepare and read hemolysin reaction	
26. Prepare specimens for virus isolation	
H. Performing Hematology Procedures	
1. Perform bleeding time procedures	
2. Prepare and stain blood smears	
3. Perform bone marrow examinations on specimens	
4. Perform capillary resistance test	
5. Perform chromosomal analysis	
6. Perform clot retraction test	
7. Perform venous whole blood coagulation time tests	
8. Perform cryoglobulin tests	
9. Perform differential cell counts	
10. Perform eosinophile count	
11. Perform erythrocyte fragility tests	
12. Calculate erythrocyte indices	
13. Perform factor V - VIII - X assays	
14. Perform fibrinogen deficiency test	
15. Perform fibrinolysin tests	
16. Perform hematocrit tests	
17. Perform hemoglobin tests	
18. Prepare lupus erythematosus (L.E.) slides	
19. Microscopically identify L.E. cells	
20. Stain and read malaria smears	
21. Identify morphological variations of red or white blood cells	
22. Perform partial thromboplastin time (PTT) test	
23. Stain and read peroxidase stain	
24. Perform platelet count	
25. Perform prothrombin consumption test	
26. Perform prothrombin time test	
27. Perform red blood count	
28. Perform reticulocyte cell count	

TASK STATEMENT	CHECK HERE
29. Perform erythrocyte sedimentation rate	
30. Perform sickle cell preparations	
31. Perform spinal fluid cell counts	
32. Perform thromboplastin generation tests	
33. Perform white blood count	
I. Performing Urinalyses Procedures	
1. Examine urine specimens microscopically	
2. Examine urine specimens microscopically	
3. Perform acetone or ketone tests	
4. Perform Addis counts	
5. Perform Bence-Jones protein tests	
6. Perform bile tests	
7. Perform bilirubin tests	
8. Perform concentration test (e.g., Fishberg)	
9. Perform concentration dilution tests (e.g., Monsenthal)	
10. Perform true glucose tests	
11. Perform urine Hemoglobin (blood) test	
12. Perform hemosiderin tests	
13. Perform microscopic test for lipids (fats)	
14. Perform pH tests	
15. Perform phenylpyruvic acid tests	
16. Perform pitressin response concentration tests	
17. Perform porphyrins tests	
18. Perform pregnancy tests	
19. Perform qualitative urine protein tests	
20. Perform urine reducing substance	
21. Perform specific gravity tests	
22. Perform toxicological tests (e.g., lead)	
23. Perform urobilinogin tests	
24. Perform water loading test (e.g., Soffer)	

TASK STATEMENT	CHECK HERE
J. Performing Radioactivity Detection Procedures	
1. Assist in preparing and counting samples	
2. Conduct tests for presence and measurement of radioactivity	
3. Count body fluid specimens	
4. Dispose of radioactive wastes	
5. Maintain safety standards	
6. Modify standard laboratory equipment and techniques to measure radioactivity	
7. Perform organ scans and/or images	
8. Perform autoradiography	
9. Record and summarize data	
10. Segregate and prepare radioactive specimens for measurement of radioactivity	
K. Performing Biochemistry Procedures	
1. Perform acid gel reaction test	
2. Perform acid phosphatase test	
3. Perform serum albumin tests	
4. Perform A/G Ratio	
5. Perform blood alcohol tests	
6. Perform alkaline phosphatase test	
7. Perform alkaloids test	
8. Perform amylase test	
9. Perform barbiturate level test	
10. Perform bilirubin (direct) test	
11. Perform bilirubin (indirect) test	
12. Perform bromosulphalein retention (BSP) tests	
13. Perform calcium tests	
14. Perform calculus analyses tests	
15. Perform carbon dioxide determinations	
16. Perform carbon monoxide determinations	
17. Perform catecholamine tests	
18. Perform cephalin fluocculations	
19. Perform chlorides tests	

	TASK STATEMENT	CHECK HERE
20.	Perform total cholesterol tests	
21.	Perform total cholesterol esters test	
22.	Perform colloidal gold curve tests	
23.	Perform steroid studies	
24.	Perform creatine tests	
25.	Perform creatine phosphokinase (CPK) tests	
26.	Perform serum creatinine tests	
27.	Perform creatinine clearance tests	
28.	Perform enzyme analysis tests	
29.	Perform gastric analysis tests (e.g., acidity or Diagnex Blue)	
30.	Perform glucose tests	
31.	Perform Glucose -6- Phosphate dehydrogenase tests	
32.	Perform glucose tolerance tests	
33.	Perform serum glutamic oxalacetic transaminase (SGOT) test	
34.	Perform serum glutamic pyruvic transaminase (SGPT) test	
35.	Perform hormonal steroid assays	
36.	Perform icterus index tests	
37.	Perform insulin tolerance tests	
38.	Perform lactic dehydrogenase (LDH) tests	
39.	Perform Leucine aminopeptidase (LAP) tests	
40.	Perform lipase tests	
41.	Perform lipids profile tests	
42.	Perform serum magnesium tests	
43.	Perform non-protein nitrogen (NPN) tests	
44.	Perform blood oxygen tests	
45.	Perform blood pH tests	
46.	Perform phenosulionphthalein (PSP) excretion test	
47.	Perform phosphorus tests	
48.	Perform potassium determinations	
49.	Perform urine prophyrin and/or porphobilirogen tests	
50.	Perform frog test for pregnancy	
51.	Perform slide or tube test for pregnancy	
52.	Perform protein bound iodine (PBI) tests	
53.	Perform total protein tests	
54.	Perform salicylate level tests	
55.	Perform sodium determinations	
56.	Perform thymol turbidity tests	
57.	Perform tolbutamide (orinase) tolerance tests	
58.	Perform blood urea nitrogen (BUN) tests	
59.	Perform quantitative urine chemistry tests for any of the serum or blood chemistry tests previously listed (e.g., urine amylase)	
60.	Perform vitamin assays	
61.	Perform xylose tolerance tests	
L.	Performing Histology Procedures	
1.	Assist in preparation of gross specimens for medical photography	
2.	Assist with autopsy	
3.	Decalcify specimens of teeth and bone	
4.	Embed tissue in paraffin	
5.	Hand-sharpen knives	
6.	Log in and/or code incoming specimens	
7.	Perform routine immuno-histology (e.g., fluorochrome dyes)	
8.	Mount tissue section in preparation for microscopic study	
9.	Prepare celloidin embeddings	
10.	Prepare frozen section of tissue	
11.	Prepare routine stains and fixatives	
12.	Prepare special stains	
13.	Prepare specimens for shipment	
14.	Prepare tissue for celloidin embedding and sectioning	
15.	Prepare tissue for fixation, dehydration, and infiltration of paraffin	

	TASK STATEMENT	CHECK HERE
16.	Section tissue in microscopic blocks	
17.	Stain Pap smears	
18.	Stain specimens for microscopic study	
19.	Submit tissue specimens to AFIP or histopathology centers	
M.	Performing Cytotechnology Procedures	
1.	Coverslip specimens	
2.	Obtain breast discharge specimens	
3.	Obtain gastric specimens	
4.	Obtain pleural fluid specimens	
5.	Obtain salivary aspirates	
6.	Obtain surface lesion specimens	
7.	Obtain urine specimens	
8.	Prepare fixatives	
9.	Prepare specimens using millipore	
10.	Prepare specimens using nucleopore	
11.	Prepare stains and alcohol dilutions	
12.	Screen breast discharge smear for malignant cells	
13.	Screen pleural fluid for malignant cells	
14.	Screen salivary aspirates for malignant cells	
15.	Screen spinal fluids for malignant cells	
16.	Screen sputum smear for malignant cells	
17.	Screen surface lesion for malignant cells	
18.	Screen thyroid aspirates for malignant cells	
19.	Screen urine smear for malignant cells	
20.	Screen tissue sections for abnormal cells	

	TASK STATEMENT	CHECK HERE
N.	Performing Blood Banking Procedures	
1.	Accumulate and maintain blood bank statistics	
2.	Attach serial numbers to units	
3.	Calibrate centrifuges	
4.	Centrifuge and separate serum from clot	
5.	Check and record temperatures of refrigerators and/or alarms	
6.	Crossmatch blood	
7.	Dispose of unused blood after expiration time limit	
8.	Draw blood from donors	
9.	Maintain blood inventory (e.g., count number of bottles on hand)	
10.	Maintain donor files	
11.	Maintain files of blood banking forms including labels	
12.	Order blood by phone from suppliers	
13.	Order and maintain reagents and supplies	
14.	Organize and store blood	
15.	Perform absorption technique	
16.	Perform antibody screen and identification tests	
17.	Perform antibody titers (dilutions)	
18.	Perform direct and indirect Coombs tests	
19.	Perform elution technique	
20.	Perform first aid for shock	
21.	Perform genotype of blood	
22.	Perform transfusion reaction studies	
23.	Prepare blood for shipment	
24.	Prepare and read slide agglutination reactions	
25.	Prepare and read tube agglutination reactions	
26.	Prepare controls	
27.	Prepare special blood fractions (e.g., platelet rich blood)	
28.	Process blood for packed cells	

	TASK STATEMENT	CHECK HERE
29.	Record information on blood record card	
30.	Screen and schedule donors	
31.	Store and/or dispose of used blood containers and pilot tubes	
32.	Take blood pressure of donors and/or pulse rate	
33.	Test blood for ABO grouping and ABO subgrouping	
34.	Test blood for Rh or Du factors	
35.	Use refrigerated centrifuge	
II.	MANAGEMENT FUNCTIONS	
A.	Organizing and Planning	
1.	Assign personnel to duty positions	
2.	Assign space for equipment and supplies	
3.	Assign specific work to individuals	
4.	Assure the avilability of equipment and supplies	
5.	Coordinate activities with hospital administration	
6.	Coordinate medical-legal problems	
7.	Coordinate procedures for data processing	
8.	Coordinate wage and salary administration program	
9.	Coordinate work activities with other laboratory sections	
10.	Coordinate work functions of volunteers	
11.	Coordinate work orders with other departments	
12.	Design organization or functional charts	
13.	Determine personnel requirements	
14.	Develop and/or improve work methods	
15.	Develop and/or improve laboratory procedures	
16.	Develop or revise the organization of the section	
17.	Draft budget estimates	
18.	Establish organizational policy	
19.	Establish performance standards	
20.	Establish procedures for special tests	
21.	Establish quality control function	
22.	Establish research procedures	
23.	Establish sanitation standards	
24.	Establish work priorities	
25.	Formulate standard operating procedures for your medical laboratory	
26.	Participate in hospital committee functions	
27.	Participate in union contract negotiations	
28.	Plan and schedule work assignments	
29.	Plan medical laboratory activities	
30.	Plan record keeping for the section	
31.	Plan reports for the section	
32.	Plan status boards or charts	
33.	Plan the maintenance and distribution of reports, records, films, or correspondence	
34.	Plan the physical layout of the medical laboratory facilities	
35.	Plan the section safety program	
36.	Plan work flow	
37.	Requisition supplies	
38.	Requisition equipment	
B.	Directing and Implementing	
1.	Administer union contracts	
2.	Direct collection and forwarding of forms and reports	
3.	Direct the maintenance and utilization of equipment	
4.	Direct the maintenance and utilization of supplies	
5.	Direct the maintenance and utilization of work space	
6.	Direct patient care procedures	
7.	Direct subordinates in maintaining high standards of personal cleanliness	

	TASK STATEMENT	CHECK HERE
8.	Direct subordinates in maintaining performance standards	
9.	Direct subordinates in maintaining security standards	
10.	Direct subordinates in the observance of safety practices	
11.	Draft and submit job descriptions	
12.	Interview and evaluate job candidates	
13.	Maintain files of publications	
14.	Maintain status boards or charts	
15.	Resolve staff complaints	
16.	Resolve technical problems	
17.	Supervise the safety or disaster control program	
18.	Supervice the preparation and maintenance of records and reports	
19.	Supervise subordinate supervisors	
20.	Supervise bacteriology procedures	
21.	Supervise blood banking procedures	
22.	Supervise chemistry procedures	
23.	Supervise cytology procedures	
24.	Supervise endocrinology procedures	
25.	Supervise hematology procedures	
26.	Supervise histology procedures	
27.	Supervise mycology procedures	
28.	Supervise parasitology procedures	
29.	Supervise serology procedures	
30.	Supervise urinalysis procedures	
31.	Supervise virology procedures	
C.	Communication	
1.	Communicate laboratory findings to physicians	
2.	Explain laboratory findings to physicians	
3.	Explain laboratory tests to physicians	
4.	Explain laboratory tests to hospital staff	
5.	Explain laboratory tests to patients	
6.	Instruct patients	
7.	Interpret laboratory functions and policies to hospital personnel and/or volunteers, Board, etc.	
8.	Participate in hospital public information program by gathering and furnishing appropriate date	
D.	Inspecting and Evaluating	
1.	Determine equipment repairs or replacements needed	
2.	Evaluate adherence to work schedules	
3.	Evaluate compliance with established work standards	
4.	Evaluate individuals for promotion and upgrading	
5.	Evaluate procedures for storage, inventory; and inspection of property items	
6.	Evaluate the accuracy of routine reports	
7.	Evaluate the adequacy of routine reports	
8.	Evaluate the maintenance and use of equipment	
9.	Evaluate the maintenance and use of supplies	
10.	Evaluate the maintenance and use of work space	
11.	Evaluate work performance of subordinates	
12.	Initiate reports on unsatisfactory equipment	
13.	Inspect and evaluate adherence to established standards of sanitation, cleanliness, and neatness	
14.	Inspect and evaluate the maintenance of status boards or charts	
15.	Inspect the physical layout of the medical laboratory facilities	
16.	Investigate possible sources of staphylococcus and/or other hospital infectious diseases	
17.	Recommend special corrective action for recurring problems	
18.	Resolve personal problems of subordinates	
19.	Resolve technical problems of subordinates	

	TASK STATEMENT	CHECK HERE
E.	Training and Education	
1.	Administer written or performance tests	
2.	Arrange for teaching aids, space, and equipment	
3.	Conduct conferences and classes	
4.	Develop curriculum, training materials	
5.	Evaluate training effectiveness	
6.	Give instruction in accredited education programs	
7.	Give on-the-job instruction in medical laboratory activities	
8.	Give training or lectures to non-medical laboratory personnel	
9.	Interpret policies and directives to subordinates	
10.	Maintain performance records	
11.	Orient newly-assigned personnel	
12.	Recommend individuals for training	
13.	Recruit students	
14.	Review training progress of individuals	
15.	Review training status of the section	
16.	Rotate and assign students	
17.	Rotate duty assignments of personnel	
18.	Schedule on-the-job training	
19.	Select and assign instructors	
20.	Select individuals for specialized training courses	
21.	Select textbooks and library reference materials	
22.	Show how to locate and interpret technical information	
23.	Supervise on-the-job training programs	

	TASK STATEMENT	CHECK HERE
F.	Maintaining Supplies and Records	
1.	Handle property turn-in	
2.	Log incoming or outgoing specimens	
3.	Maintain and review stock levels	
4.	Maintain files of clinical laboratory requests	
5.	Maintain files of laboratory correspondence	
6.	Maintain files of laboratory records or reports	
7.	Prepare work orders or work requests	
8.	Procure and store biological items	
9.	Purchase supplies	
10.	Receive incoming supplies	
11.	Requisition supplies	
12.	Supervise the maintenance of laboratory supplies	

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with the j[illegible]

	TASK STATEMENTS	DATE STATED	DATE
1.	Receive[illegible] patient having [illegible]		
2.	Schedule [illegible] appropriate [illegible] for patient		
3.	Arrange [illegible] to E.E.G. Laboratory		
4.	Record [illegible] data sheet		
5.	Take [illegible] room for E.E.G.		
6.	Measure [illegible] to determine [illegible] electrodes		
7.	Attach [illegible] skull		
8.	Adjust [illegible] examination		
9.	Record [illegible] patient		
10.	Check [illegible] during [illegible]		
11.	Perform [illegible]		
12.	[illegible] procedure		
13.	[illegible]		
14.	[illegible]		
15.	[illegible]		
16.	[illegible]		
17.	[illegible]		

	TASK STATEMENT	CHECK	CHECK HERE
36.	List the [illegible] in which [illegible]		
37.	List EEG [illegible] you perform		
38.	Operate an [illegible] patient		
39.	Perform [illegible] patient		
40.	Operate [illegible] pulmonary [illegible]		
	Operate [illegible] for pulmonary [illegible]		
42.	[illegible] pulmonary [illegible]		
43.	Perform [illegible] pulmonary [illegible]		
44.	Compare [illegible] with [illegible]		
45.	Record [illegible] EKG [illegible]		
46.	Interpret [illegible] EKG		
47.	[illegible] pulmonary [illegible]		
48.	[illegible]		
49.	[illegible]		
50.	[illegible]		
51.	[illegible]		
52.	[illegible]		
53.	[illegible]		
54.	[illegible]		
55.	[illegible]		
56.	[illegible]		
57.	[illegible]		
58.	[illegible]		

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	TASK STATEMENT	CHECK HERE
182.	Reproduce x-ray films on to 35mm slides	
183.	Reproduce x-rays by direct duplication method, microfilm or microfiche	
184.	Store unexposed x-ray films	
185.	Maintain film hangers for drying x-rays	
186.	Maintain x-ray film cassettes	
187.	Change dressings of radiological patients	
188.	Wash and sterilize radiological treatment facilities	
189.	Transport radiological patients	
190.	Operate audio-visual aids for radiologist/radiology dept.	

TASK STATEMENT	CHECK HERE

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Physical Therapy Assistant	3	Ortho/Prosthetic Tech.
2	Physical Therapy Aide/Orderly	4	Ortho/Prosthetic Assist.
		5	Podiatric Assistant

	TASK STATEMENT	CHECK HERE
1.	Transport physical therapy patients.	
2.	Prepare patients for physical therapy treatments.	
3.	Assemble equipment for physical therapy treatment.	
4.	Disassemble equipment for physical therapy treatment.	
5.	Perform procedures necessary for care and minor maintenances of physical therapy equipment.	
6.	Assist patients in the safe performances of predetermined exercise programs.	
7.	Assist patients in the safe performance of gait training instructions.	
8.	Perform some treatments, principally hydrotherapy, for patients as directed by licensed physical therapist.	
9.	Assist with body positioning of patients for treatments.	
10.	Perform applications of heat for physical therapy treatment (with safety precautions).	
11.	Perform applications of cold for physical therapy treatment (with safety precautions).	
12.	Perform applications of light for physical therapy treatment (with safety precautions).	
13.	Perform applications of water for physical therapy treatment (with safety precautions).	
14.	Perform applications of sound for physical therapy treatment (with safety precautions).	
15.	Perform massage for physical therapy treatments (with safety precautions).	

	TASK STATEMENT	CHECK HERE
16.	Recognize need for minor modifications of physical therapy treatment programs (as patients' condition warrants).	
17.	Observe and report the patients' response to physical therapy treatments.	
18.	Assist with patient's physical therapy test evaluations.	
19.	Perform patient's physical therapy test evaluations.	
20.	Perform reception activities in the physical therapy department.	
21.	Perform clerical activities in the physical therapy department.	
22.	Interpret physician's prescribed orders for physical therapy treatment of patient.	
23.	Look for indications of physical therapy treatment results (based on information and symptoms indicated by the patient).	
24.	Make appropriate use of equipment in applying physical therapy treatments as prescribed.	
25.	Direct patients in the use of wheelchairs.	
26.	Direct patients in the use of body braces.	
27.	Direct patients in the use of canes.	
28.	Direct patients in the use of crutches (3-point; 4-point and 2-point gait).	
29.	Direct patients in the use of walkers.	
30.	Direct patients in the use of prothetic and orthotic devices.	
31.	Direct patients in the use of other self-help devices.	

	TASK STATEMENT	CHECK HERE
32.	Maintain records indicating patient progress from physical therapy treatments.	
33.	Maintain professional charges for physical therapy treatments.	
34.	Maintain reports for physical therapy treatments rendered.	
35.	Care for wet treatment areas in the physical therapy department.	
36.	Observe and report pressure areas on patient's skin.	
37.	Assist patient with passive upper extremities exercise.	
38.	Assist patient with passive lower extremities exercise.	
39.	Treat patients in Hubbard tank.	
40.	Treat patients in whirlpool.	
41.	Treat patients in pool without exercise.	
42.	Give patient contrase baths.	
43.	Give patient paraffin applications.	
44.	Give patient moist air treatment.	
45.	Give patient infrared treatment.	
46.	Assist patient in self-care activities.	
47.	Assist patient to practice general conditioning exercises.	
48.	Give patient shortwave diathermy treatment.	
49.	Give patient microwave diathermy treatment.	
50.	Give patient untrasonic diathermy treatment.	
51.	Give the patient cervical traction therapy.	
52.	Give the patient pelvic traction therapy.	
53.	Examine patient needing prosthetic devices.	
54.	Measure patients for prosthetic devices.	
55.	Fabricate devices from plastic for a patient.	

	TASK STATEMENT	CHECK HERE
56.	Fabricate devices from leather for a patient.	
57.	Fabricate devices from wood for a patient.	
58.	Fabricate devices from steel and aluminum for a patient.	
59.	Fit patients with prosthetic devices.	
60.	Modify prosthetic devices according to patient's need.	
61.	Evaluate the patient's ability to utilize a prosthetic device.	
62.	Prepare a patient for foot examination.	
63.	X-ray patient's foot for possible treatment or correction.	
64.	Prepare patient for removal of ingrown toenail.	
65.	Prepare patients for blood tests and blood cultures for foot infections.	
66.	Perform blood tests and blood cultures for foot infections.	
67.	Prepare the patient for foot surgery.	
68.	Assist the podiatrist with foot surgery.	
69.	Prepare the patient application of foot splints or cases.	
70.	Assist the podiatrist with application of foot splints or cases.	
71.	Prepare the patient for treatment of skin conditions of the foot.	
72.	Assist the podiatrist with treatment of skin conditions of the foot.	

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TASK
39. Assist with [illegible] tion of a patient.
40. Perform calculations function tests.
41. Compare pulmonary [illegible] with norm.
42. Inducing and [illegible] sputum samples.
43. Collect patient's [illegible] bronchial secretions.
44. Perform and [illegible] arterial puncture.
45. Measure [illegible]
46. Evaluate [illegible]
47. Recognize [illegible] EKG record.
48. Identify [illegible] EKG.
49. Perform [illegible] patient.
50. Measure patient's [illegible]
51. Perform [illegible] for patient
a. Perform [illegible] capacity [illegible]
b. Perform [illegible]
c. Perform [illegible] ventilation
d. Perform [illegible] analysis
e. Perform [illegible]
f. Perform [illegible]
g. Perform [illegible]
h. Measure [illegible]
i. Initiate [illegible] rebreathing [illegible]
j. Measure [illegible] [illegible]
k. Operate [illegible]
l. Perform [illegible]

	CHECK HERE

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Ophthalmic Lab Technician
2	Optometric Technician
3	Optometric Assistant

TASK STATEMENT	CHECK HERE
1. Inform patient what to expect during eye examinations or special tests.	
2. Prepare the patients eye examinations or special tests.	
3. Measure the curvature of the patient's cornea.	
4. Test the patient's ability to see numbers or letters of a specific size at a specified distance.	
5. Record pressures or tension within the patient's eye.	
6. Assist in detection of patient's eye pathology.	
7. Assist in detection of patient's visual problems or color blindness.	
8. Determining the power of patient's lenses in old and new prescriptions.	
9. Assist the patient in frame selection.	
10. Take patient's facial and frame measurements.	
11. Modify conventional [illegible] or contact lenses.	
12. Keep an inventory of optical materials.	
13. Clean and care for optical instruments.	
14. Record the results of preliminary tests of eye [illegible]	
15. Record the patient's case history.	
16. Assist with the [illegible] for patient's who have [illegible] difficulties.	
17. Assist with the [illegible] patient's with visual [illegible] anomolies.	
18. Assist with the [illegible] with poor [illegible]	
19. Assist with the [illegible] with reading problems.	
20. Work with patients who require special therapitolis devices (e.g. low vision aids, [illegible] post cataract surgery).	
21. Assist in the optometric laboratory.	
22. Assist in the fitting of contact lens.	
23. Assist with patient's visual training.	
24. Give the optician or optometrist chairside assistance.	
25. Assist with optometric office administration.	
26. Select the proper stock for lenses according to prescription.	
27. Identify gray, pits, scratches, generator marks and defects in lens stock.	
28. Block and deblock lens for glasses.	
29. Fine and polish lens stock for glasses.	
30. True tools for finishing and polishing lens stock.	
31. Clean, assemble and disassemble automatic lens stock [illegible] finers.	
32. Set axis on all machine [illegible] lenses.	
33. Use prism shimr and [illegible] surfacing lenses.	
34. Figure thickness or lenses, cutting back at proper time.	
35. Figure how thick to make prism jobs according to axis.	
36. Block all lenses.	
37. Line up all lenses.	
38. Use proper curve [illegible]	
39. Test lenses to [illegible] maximum pressure.	

	TASK STATEMENT
40.	Check lenses by [illegible] exactness.
41.	Trim lenses to final [illegible].
42.	Smooth lenses after [illegible].
43.	Bevel lens edge for [illegible] into frames.
44.	Make lenses [illegible] electronically.
45.	Make lenses [illegible] chemically.
46.	Put lenses in [illegible].
47.	Check machine [illegible] exactness of [illegible].

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Urologic Physicians Assis.
2	Operating Room Technician
3	Surgical Aide/Assistant
4	Central Service Aide/Assistant
5	Orthopedic Physicians Assist.
6	Circulation/Extra Corporeal Tech.
7	Hemodialysis Technician
8	Orthopedic Cast Specialist
9	Pharmacy Aide/Technician
10	House Keeping Worker

	TASK STATEMENT	CHECK HERE
1.	Receive contaminated supplies from patient area.	
2.	Place contaminated items in isolation chamber.	
3.	Autoclave contaminated items before [illegible].	
4.	Pick up or receive soiled instruments and supplies from nursing unit.	
5.	Sort instruments and utensils for re-sterilization.	
6.	Examine articles for [illegible], cracks or other defects.	
7.	Place articles in containers or racks for washing.	
8.	Place articles in cassettes or boxes to be sterilized.	
9.	Place baskets or boxes on utility cart.	
10.	Place [illegible] to wash.	
11.	Receive new [illegible].	
12.	Receive [illegible].	
13.	Place [illegible] sterilizer.	
14.	Remove [illegible].	
15.	Receive [illegible].	
16.	Remove [illegible].	
17.	Receive [illegible] pass.	
18.	Check [illegible].	
19.	Prepare proper washing agents.	
20.	Select proper rinse agents.	
21.	Sort items (various needles, forceps, etc.).	
22.	Presoak items to remove visible soil.	
23.	Wash items by hand (to be sterilized for re-use).	
24.	Load items to be re-used into automatic washers.	
25.	Operate automatic washers to clean items to be re-used.	
26.	Unload items to be re-used from automatic washers.	
27.	Clean and maintain washing equipment for central service.	
28.	Disassemble materials and equipment for Central Service.	
29.	Dry items after washing and reusing for Central Service.	
30.	Assemble equipment after cleaning for Central Service.	
31.	Prepare and handle items for packaging and delivery for Central Service.	
32.	Package items to be sterilized.	
33.	Transfer items to autoclave truck.	
34.	Load autoclave.	
35.	[illegible] items [illegible].	
36.	[illegible] autoclave.	

		CHECK HERE
37.	[illegible]	
38.	[illegible]	
39.	[illegible]	
40.	[illegible]	
41.	[illegible]	
42.	[illegible]	
43.	[illegible]	
44.	[illegible]	
45.	[illegible]	
46.	[illegible]	
47.	[illegible]	
48.	[illegible]	
49.	[illegible]	
50.	[illegible]	

[illegible] TREATMENT

[illegible] dressing tray.

[illegible] emergency delivery set.

[illegible] enema set

[illegible] dressing tray.

[illegible] sacrifice suture set.

[illegible] gastric set for analysis or lavage:

[illegible] tray.

[illegible] kidney dish tray.

[illegible] tray.

[illegible] tray.

[illegible] paracentesis tray.

[illegible] peritoneal dialysis tray.

[illegible] tray.

[illegible] tray.

[illegible] tray.

[illegible] tray;

[illegible] irrigation set.

[illegible] tray.

[illegible] tray

[illegible] irrigation tray.

[illegible] tray.

[illegible] set

[illegible]

[illegible]

	TASK STATEMENT	CHECK HERE
91.	Record glove inventory.	
92.	Pick up used thermometers.	
93.	Wash, disinfect and centrifuge used thermometers.	
94.	Package sterilized thermometers.	
95.	Repair linens to be used in sterilizing.	
96.	Fold linens to be used in sterilizing.	
97.	Sort and count OP caps to be used in surgery.	
98.	Fold OR huggins, covers and baby blankets to be used in delivery room.	
99.	Assemble linen packs to be sterilized.	
100.	Wrap linen packs for sterilization.	
101.	Date and label linen packs to be sterilized.	
102.	Sterilize linen packs in autoclave.	
103.	Store sterile linen packs in sterile storage area.	
104.	Send materials and equipment out of central service.	
105.	Dispense items at the window and by cart system from central service.	
106.	Inventory central service equipment.	
107.	Set up [illegible] format for [illegible]	
108.	[illegible] trays, utensils, cup-[illegible] for central	
[illegible].	[illegible] for central [illegible]	
[illegible].	[illegible] central	
[illegible].	[illegible]	
[illegible].	[illegible]	
[illegible].	[illegible]	

	TASK STATEMENT	CHECK HERE
114.	Prepare daily assignments for central service.	
115.	Plan unit activities for central service.	
116.	Write job descriptions for central service.	
117.	Set safety standards for central service.	
118.	Observe work processes in central service.	
119.	Prepare and administer oral and written tests for central service.	
120.	Evaluate personnel for central service.	
121.	Orientate new employees for central service.	
122.	Participate in in-service training program.	
123.	Prepare cost figures for manpower needed in central service.	
124.	Determine capital equipment and construction needs for central service.	
125.	Determine expendable equipment needs for central service.	
126.	Determine supply needs for central service.	
127.	Estimate price changes for central service.	
128.	Prepare budget evaluation for central service.	
129.	Record inventories for central service.	
130.	Record replenishment tests for central service.	
131.	Maintain records of central service tray set-ups.	
[illegible].	Use Kandx fill system in central service.	
[illegible].	Use check-sheet system in central service.	
[illegible].	Use stock rotation system in central service.	
[illegible].	[illegible] for surgery.	
[illegible].	[illegible] for surgery.	

	HELP REF	TASK STATEMENT	CHECK HERE
137.		Assist with [illegible] the doctor.	
138.		Obtain [illegible]	
139.		Connect [illegible] drill, [illegible] operation.	
140.		Adjust [illegible] lights, [illegible] surgery	
141.		[illegible]	
142.		[illegible]	
143.		[illegible]	
144.		[illegible]	
145.		[illegible]	
146.		[illegible]	
147.		[illegible]	
148.		[illegible]	
149.		[illegible]	
150.		[illegible]	
151.		[illegible]	
152.		[illegible]	
153.		[illegible]	
154.		[illegible]	
155.		[illegible]	
		[illegible]	
		[illegible]	
		[illegible]	
161.		[illegible]	

	TASK STATEMENT	CHECK HERE
185.	Sort and separate instruments used in surgery.	
186.	Moisten sponges used in surgery.	
187.	Assist anethetist during surgery.	
188.	Prepare packing to be utilized during or following surgery.	
189.	Assist with sponge count during surgery.	
190.	Thread needle with suture during surgery.	
191.	Assist with applying sterile dressing following surgery.	
192.	Assist surgeon in removing gloves and gown following surgery.	
193.	Request recovery bed for new surgical patient.	
194.	Remove drape from patient following surgery.	
195.	Remove restraints from patient following surgery.	
196.	Assist in moving patient to recovery bed.	
197.	Transfer patient from operating room to recovery room.	
198.	Check position of patient's drainage tube and urinary catheter following surgery.	
199.	Connect new drainage tube and collection bag to urinary catheter following surgery.	
200.	Prepare germicidal solution to clean with following surgery.	
201.	Sort contaminated instruments following surgery.	
202.	Prepare instrument packs to be sterilized.	
203.	Sterilize instrument packs for surgery.	
204.	Dispose of used or soiled linens following surgery.	
205.	Replenish linens used in surgery.	
206.	Dispose of sterile solution appropriately used in surgery.	

	TASK STATEMENT	CHECK HERE
207.	Disconnect electrical-surgical equipment used during surgery.	
208.	Clean operating room following surgery.	
209.	Remove equipment not needed from O.R. following surgery.	
210.	Check sponge count following surgery.	
211.	Complete and sign O.R. forms following surgery.	
212.	Prepare charge slips following surgery.	
213.	Prepare specimen reports following surgery.	
214.	Hand carry forms to pick-up stations following surgery.	
215.	Position awake patients in lithotomy position for cystoscopy.	
216.	Clean special instruments used for cystoscopy.	
217.	Obtain plaster for case applications.	
218.	Prepare plaster for cast applications.	
219.	Assist in applying cast to patient.	
220.	Hold patient's extremities for cast application.	
221.	Transfer patient's from cast to operating table and back before and after surgery.	
222.	Assist in removing cast from patient.	
223.	Report defective equipment and supplies used in O.R. to superiors.	
224.	Report shortages in operating room.	
225.	Report unusual happenings in operating room.	
226.	Assist in inventory for operating room.	
227.	Assist in checking incoming supplies for operating room.	
228.	Operating autoclave to sterilize equipment, packs, etc. for surgery.	

TASK STATEMENT	CHECK HERE
229. Perform sterilizing instruments or equipment by boiling when directed.	
230. Perform sterilizing instruments/ equipment by chemical solution when directed.	
231. Maintain procedures necessary to prevent fire/explosion in operating room.	
232. Report break in aseptic technique during surgery.	
233. Measure temperatures, pulse respiration of surgical patient.	
234. Measure surgical patient's blood pressure.	
235. Catheterizing surgical patient.	
236. Irrigate endwelling catheter of surgical patient.	
237. Set up isolation unit for contaminated surgical patient,	
238. Set up traction apparatus for surgical patient.	
239. Apply traction apparatus for surgical patient.	
240. Apply ace bandage to surgical patient.	
241. Apply arm sling to surgical patients.	
242. Apply and remove artificial limbs to orthopedic surgical patient.	
243. Apply and remove contact lenses to surgical patient.	
244. Apply simple braces to the orthopedic patient.	
245. Make minor adjustments of braces and artificial limbs for the orthopedic patient.	
246. Instruct the patient in the use of crutches.	
247. Assist the patient in the use of crutches.	
248. Take history of the urologic patient.	
249. Perform a physical exam of the urologic patient.	

TASK STATEMENT	CHECK HERE
250. Perform routine analysis of urine specimen.	
251. Perform renal function studies of urologic patients.	
252. Perform renal dialyses for the urologic patient.	
253. Perform stoma care for the urologic patient.	
254. Perform health teaching for the urologic patient.	
255. Receive physician's orders for medications.	
256. Prepare dispensing records for the pharmacy.	
257. Prepare doses of pre- compounded medication.	
258. Prepare doses of extemporaneously compounded non-sterile medications.	
259. Prepare doses of extemporaneously compounded sterile medications.	
260. Transport medications to patient unit for administration (by different modes).	
261. Maintain records of medication transported to patient unit.	
262. Return drugs not used to stock.	
263. Package and label pre-compounded medications.	
264. Weigh and measure non-precompounded.	
265. Package and label non-precompounded medications.	
266. Employ necessary techniques (when needed) to non-precompounded medications.	
267. Clean equipment utilized in preparing medications for distribution to patient area.	
268. Prepare work sheet for bulk compounding of medications.	
269. Select necessary equipment in accordance with master formula for bulk compounding.	
270. Select ingredients for bulk compounding of medications.	

TASK STATEMENT	CHECK HERE
271. Weigh or measure ingredients for bulk compounding of medication.	
272. Record weights, control numbers and other pertinent information for bulk compounding of medications.	
273. Combine ingredients as directed on master formula for bulk compounding.	
274. Store completed product under quarantine until control laboratory releases it for packaging.	
275. Clean and store equipment from preparation of bulk compounding.	
276. Package bulk compounds according to master formula instructions.	
277. Analyzing the physician's order for pre-packaging.	
278. Check the stock level for pre-packaging orders.	
279. Determine type of equipment required for pre-packaging.	
280. Set up machine for making labels for pre-packaging.	
281. Select drugs for pre-packaging.	
282. Prepare medical solutions (when necessary) under aseptic conditions with proper sterile techniques (according to master formula).	
283. Sterilizing (when necessary) solutions under correct conditions of temperature pressure and time.	
284. Inspect sterilized finished product (solutions) for clarity and vacuum.	
285. Send sample of sterilized solution to laboratory for testing.	
286. Store completed sterile solutions under quarantine until control laboratory releases it.	
287. Maintain [illegible] for pharmacy.	
288. Prepare purchase [illegible] for pharmacy.	

TASK STATEMENT	CHECK HERE
289. Maintain purchase order suspense file for pharmacy.	
290. Receive and identify incoming drugs for pharmacy.	
291. Check incoming drugs for damage and shortage.	
292. Insure proper storage for incoming drugs.	
293. Check temperature and shelf-like requirements of incoming drugs.	
294. Check flammability requirements of incoming drugs.	
295. Processing invoices for incoming drugs.	
296. Administer medications to patients (as prescribed).	
297. Verify correct patient, dosage, time, method of medication given.	
298. Record medications administered to patients.	
299. Perform dust/brushing of furniture, equipment, floors and walls throughout hospital.	
300. Wash furniture throughout hospital.	
301. Wash fixtures throughout hospital.	
302. Wash woodwork, walls and ceilings throughout hospital.	
303. Wash windows and venetian blinds throughout hospital.	
304. Vacuum floors, draperies, rugs, upholstery and screens throughout hospital.	
305. Mop floors throughout hospital (dry, wet and damp).	
306. Scrub floors throughout hospital (light, deep and hand).	
307. Operate floor scrubbing machine throughout hospital.	
308. Apply protective coatings on floors and needed surfaces throughout hospital.	
309. Shampoo and remove stains from carpeting (by physical, detergent, solvent and chemical action).	

TASK STATEMENT	CHECK HERE
310. Clean patient's units during occupancy.	
311. Clean patient's units following discharge.	
312. Clean contaminated patient's unit by fogging technique.	
313. Clean isolation unit of patient daily.	
314. Clean public rest rooms in hospital.	
315. Clean lounges and lobbies in hospital.	
316. Clean cigarette receptacles in hospital.	
317. Clean elevator, corridors and stairways in hospital.	
318. Clean nursery area in hospital.	
319. Clean delivery and operating rooms.	
320. Clean treatment rooms and nurse's stations.	
321. Clean recovery rooms and intensive care units.	
322. Clean x-ray and cystoscopy areas.	
323. Clean clinical laboratory area.	
324. Clean physical therapy areas.	
325. Clean EEG and EKG rooms.	
326. Clean pharmacy in hospital.	
327. Clean locker rooms in hospital.	
328. Clean supply rooms in hospital.	
329. Clean anesthesia induction area in hospital.	
330. Clean dining areas in hospital.	
331. Clean central service areas in hospital.	
332. Care for and maintain brushes [illegible]	
333. Care for and maintain cleaning [illegible]	

TASK STATEMENT	CHECK HERE
334. Care for and maintain buckets, pails, wringers, wax applicators and squeegees.	
335. Care for and maintain power equipment (e.g. buffers and scrubbers).	
336. Care for and maintain pads for equipment (nylon, stripping, polishing, rubber, etc.).	
337. Care for and maintain foggers and sprayers.	
338. Care for and maintain wall washing machines.	
339. Use special procedures for pest control in hospital.	
340. Use special procedures for care of metals in hospital.	
341. Use special procedures for handling trash materials in hospital.	
342. Supervise housekeeping staff in hospitals.	
343. Make housekeeping work assignments in hospitals.	
344. Maintain housekeeping records (time-keeping, equipment and supplies) for hospital.	
345. Maintain records for budgeting, sick leave, personnel evaluation etc.	
346. Organizing use of personnel, equipment and supplies for housekeeping department.	
347. Purchase supplies, equipment and services for housekeeping department.	
348. Plan and administer training programs for housekeeping department.	
349. Interview and hire personnel for housekeeping department.	
350. Plan and implement orientation program for housekeeping department.	
351. Establish and maintain standards of conduct for personnel for housekeeping department.	

	TASK STATEMENT	CHECK HERE
352.	Admit patient to the renal unit.	
353.	Dismiss patient from the renal unit.	
354.	Take and remove patient's vital signs both pre and post dialysis.	
355.	Take and record patient's weight both pre and post dialysis.	
356.	Accompany patients back to ward or dismissal area.	
357.	Monitor, record and report vital signs during dialysis.	
358.	Evaluate and report immediately any apparent changes in patient's condition during dialysis.	
359.	Give fluid to patient via machine as directed by nurse in charge.	
360.	Assist nurse during dialysis.	
361.	Operate complex equipment used on dialysis patient.	
362.	Assemble parts of machine pre dialysis.	
363.	Monitor dialysis machine which in operation.	
364.	Disassemble and clean machine post dialysis.	
365.	Draw and do coagulation times and report results to nurse in charge.	
366.	Teach dialysis patient as directed by nurse in charge.	
367.	Clean and sterilize [illegible] after each [illegible]	
368.	Obtain and record laboratory reports of dialysis patients.	
369.	Assist in restocking dialysis department supplies.	
370.	Assist in preparation of supplies for sterilization.	
371.	[illegible]	
372.	[illegible]	
373.	[illegible]	

	TASK STATEMENT	CHECK HERE
374.	Assemble parts of heart-lung machine.	
375.	Monitor heart-lung machine while in operation and report any abnormality immediately.	
376.	Disassemble and clean heart-lung machine following surgery.	
377.	Clean and sterilize heart-lung machine equipment after each surgery.	
378.	Obtain and record laboratory reports for heart surgery.	
379.	Assist in restocking supplies for heart-lung machine.	
380.	Assist in preparation of heart lung machine supplies for sterilization.	
381.	Assist in preparation for each heart surgery.	
382.	Assist in general cleaning of cardio -pulmonary department.	
383.	Assist in general duties of cardio-pulmonary department.	

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

[1] Dietetic Aide

[2] Dietary Technician

TASK STATEMENT	CHECK HERE
1. Serve trays to patients.	
2. Detect presence of insects/rodents and implement measures for control of them.	
3. Identify and utilize food high in the basic nutrients, minerals and vitamins.	
4. Assess and maintain the cleanliness of utensils or areas used in food preparations.	
5. Wash utensils from food preparation, in proper way, using prewashing, scraping, detergent and hot water.	
6. Assist with food cost and control by keeping accurate records.	
7. Read symbols for weights and measures of food.	
8. Identify various sizes of cans of food according to numerical system.	
9. Follow prescribed procedures for ordering food and non-food items from storage.	
10. Store food items and non-food items in designated place and at correct temperature.	
11. Interpret words and symbols used on patient's menus.	
12. Deliver and pick up patient's trays according to prescribed procedures.	
13. Identify, utilize, clean, maintain and store dietary tools and utensils.	
14. Attend periodic menu conference with production personnel.	
15. Tally menu cards for modified diets.	
16. Compute food portions for modified diets.	
17. Weigh and measure where indicated to meet dietetic requirement.	
18. Operate and clean a variety of equipment within the food service system.	
19. Keep equipment in food service area clean and properly serviced.	
20. Identify, store, clean and use of economy non-food supplies.	
21. Assist with preparation of hot foods.	
22. Prepare and serve simple hot foods (e.g. beverages, cereal and canned soup).	
23. Follow established recipes in preparing foods.	
24. Carry out the duties necessary for employee food service.	
25. Keep accurate record of food items used.	
26. Check patient's food trays for correctness of food items in accordance with dietary restriction.	

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Dental Assistant	5	Endodontic Dental Assistant
2	Oral Surgery Dental Assistant	6	Expanded Duties Dental Assistant
3	Orthodontic Dental Assistant	7	Dental Receptionist
4	Pedadontic Dental Assistant	8	Dental Laboratory Technician

TASK STATEMENT	CHECK HERE	TASK STATEMENT	CHECK HERE
1. Supervise subordinates in operating dental x-ray equipment		19. Select accessories for radiographic (x-ray) technique	
2. Adjust voltage, amperage, and timer of x-ray machine		20. File dental radiographs	
3. Apply paralleling (long cone) procedures for peri-apical radiographic survey		21. Receive and place telephone calls	
		22. Receive and dismiss patients and visitors	
4. Apply bisecting angle (shore cone) procedures for peri-apical radiographic survey		23. Maintain accurate patient dental records	
		24. Issue receipts	
5. Evaluate dental radiographs for diagnostic quality		25. Make ledger entries	
		26. Verify invoices	
6. Develop and fix exposed radiographic film		27. Write checks and maintain balance	
7. Maintain unexposed radiographic film storage		28. Maintain state and federal tax information	
8. Mix solutions for developing and fixing radiographic film		29. Maintain petty cash accounts	
		30. Maintain appointment control	
9. Apply extraoral radiographic procedures		31. Maintain an active recall system	
10. Apply bite-wing radiographic procedures		32. Prepare correspondence	
		33. Prepare bank deposits	
11. Apply occlusal radiographic procedures		34. Reconcile bank statement	
		35. Complete dental insurance forms	
12. Practice patient and operator safety measures for x-radiation		36. Arrange financial agreements	
		37. File business and patient records	
13. Apply panoramic radiographic procedures.		38. Prepare statements	
14. Mount dental radiographs		39. Sort incoming mail	
15. Label dental radiographs		40. Perform housekeeping duties	
16. Clean x-ray processing equipment		41. Order supplies	
17. Position patient for radiographic examination		42. Maintain and rotate inventory	
		43. Prepare tax forms	
18. Select film size appropriate for patient's mouth and indicated technique		44. Collect fees for dental services	
		45. Assemble patient records for treatment	

	TASK STATEMENT	CHECK HERE
46.	Stabilize patient's mandible during operation	
47.	Seat and dismiss patient from chair	
48.	Apply coagulants or administer hemostatics	
49.	Apply water to tooth during cavity preparation	
50.	Cut suture material after tying by the dentist	
51.	Explain postoperative instructions to patient	
52.	Deliver and receive instruments at chairside	
53.	Heat or prepare gutta percha for temporary stopping	
54.	Insert or remove cotton rolls	
55.	Irrigate oral cavity for rinsing	
56.	Make proper disposition and distribution of medical or dental records	
57.	Aspirate during oral surgery	
58.	Apply air to keep cavity preparation dry	
59.	Evacuate oral cavity during restorative procedure	
60.	Take impressions for study models	
61.	Hold impression in mouth after dentist places impression tray	
62.	Remove impressions from patient's mouth	
63.	Apply topical anesthetics	
64.	Identify various types of dental instruments	
65.	Recognize various types of dental equipment	
66.	Care for various pieces of dental equipment	
67.	Prepare instruments for and operate autoclave	
68.	Prepare instruments for and operate dry-heat sterilizer	
69.	Retract oral tissues in surgical procedures	
70.	Retract patient's cheek, lips and tongue	

	TASK STATEMENT	CHECK HERE
71.	Prepare set-up for local anesthetic injection	
72.	Assist with the administration of local anesthetics	
73.	Assist with rubber dam application and removal	
74.	Place rubber dam	
75.	Remove rubber dam	
76.	Assist with amalgam restorations	
77.	Triturate amalgam-alloy	
78.	Load carrier and place amalgam in cavity preparation	
79.	Prepare setup for gold foil restoration	
80.	Anneal gold foil	
81.	Place gold foil as directed by operator	
82.	Prepare setup for endodontics (root canal therapy)	
83.	Prepare setup for prophylaxis (cleaning)	
84.	Prepare setup for fluoride treatment	
85.	Prepare setup for prosthetics	
86.	Prepare setup for periodontal treatments	
87.	Prepare tray setup for Orthodontic treatments	
88.	Assist with First Aid procedures	
89.	Clean operatories and equipment	
90.	Prepare dental materials for placement	
91.	Prepare non-carpule hypodermic for injection of medications	
92.	Examine and sharpen instruments as required	
93.	Cut and remove sutures post-operatively	
94.	Apply hand mallet in surgical procedures	
95.	Hand triturate amalgam	
96.	Change engine belt on low speed engine	
97.	Preserve and incubate bacterial cultures	

TASK STATEMENT	CHECK HERE
98. Receive from dentist and preserve biopsy specimens	
99. Assist dentist in hospital oral surgical procedures	
100. Dispense medications when ordered by dentist	
101. Prepare hydrocolloid for impression	
102. Prepare rubber base material for impression	
103. Prepare compound for impression	
104. Prepare alginate for impression by dentist	
105. Fill alginate tray	
106. Prepare zinc phosphate cement for protective base	
107. Prepare silicate for restoration	
108. Prepare acrylic for restoration	
109. Place periodontal surgical pack	
110. Remove periodontal surgical pack	
111. Remove medication (dry socket)	
112. Place matrix for amalgam restorative	
113. Place temporary cement	
114. Condense amalgam restoration	
115. Carve amalgam restoration	
116. Remove excess cement from crowns of the teeth	
117. Record oral conditions as directed by dentist	
118. Instruct patient in Oral Hygiene	
119. Hand mallet gold foil	
120. Prepare and chemically disinfect instruments	
121. Assist dentist in hospital operative procedures	
122. Assist with gold foil restoration	
123. Maintain chain of antisepsis	
124. Greet patient and escort to dental hygiene operatory	
125. Position patient and operator	
126. Remove plaque and stain and polish teeth	

TASK STATEMENT	CHECK HERE
127. Clean interproximal surfaces of teeth with dental floss or tape	
128. Apply disclosing solutions to the teeth to identify bacterial plaque	
129. Apply fluoride to teeth with isolated cotton rolls	
130 Apply fluoride to teeth using the tray technique	
131. Apply fluoride using ionizing devices	
132. Identify abnormalities in soft tissues of the mouth	
133. Perform dental charting	
134. Identify deviate swallowing patterns	
135. Perform periodontal charting	
136. Identify extra-oral habits affecting occlusion	
137. Locate and assess the amount of stains and deposits	
138. Evaluate dietary habits and instruct patient on proper nutrition	
139. Select appropriate home care technique for each patient	
140. Give home care instruction	
141. Use ultrasonic devices to remove calculus	
142. Remove subgingival calculus	
143. Remove supragingival calculus	
144. Polish finished restorations	
145. Take and record patient's medical and dental history	
146. Recognize conditions indicated in history that require alteration in procedures	
147. Administer anesthetics (topical)	
148. Administer anesthetics (local injection)	
149. Apply topical medications	
150. Prepare surgical periodontal packs	
151. Apply surgical periodontal packs	
152. Remove surgical periodontal packs	
153. Remove sutures	

	TASK STATEMENT	CHECK HERE
154.	Remove and insert temporary fillings	
155.	Remove overhanging margins of fillings	
156.	Smooth enamel fractures	
157.	Maintain chain of antisepsis	
158.	Sharpen instruments	
159.	Plan sequence of procedures for appointment or series of appointments	
160.	Desensitize hypersensitive teeth	
161.	Give oral habit therapy	
162.	Give physiotherapy instruction for tempromandibular joint difficulty	
163.	Perform bedside oral prophylaxis	
164.	Take and prepare oral cytologic smears	
165.	Clean and polish removable appliances	
166.	Perform root planing procedures	
167.	Perform soft tissue curettage	
168.	Supervise other dental auxiliaries in routine dental tasks	
169.	Store and inventory precious metals	
170.	Maintain dental laboratory equipment	
171.	Fabricate temporary removable bite raisers	
172.	Fabricate cleft palate obturators	
173.	Fabricate removable expansion appliances	
174.	Fabricate face masks for before and after presentation of special cases	
175.	Fabricate mouth guards	
176.	Fabricate splints for immobilization of fractures of maxilla and mandible	
177.	Fabricate temporary removable partial dentures	
178.	Pour casts of orthodontic deformities	
179.	Fabricate orthodontic space maintainers or retainers	
180.	Cast gold crown, inlay or pontic backing	
181.	Pour, trim, and articulate casts	
182.	Fabricate broken stress or precision attachment bridges	
183.	Fabricate copings	
184.	Fabricate acrylic resin jacket crowns and pontics	
185.	Fabricate amalgam dies	
186.	Fabricate baked porcelain-to-gold restorations	
187.	Fabricate electroformed dies	
188.	Fabricate stone dies	
189.	Finish and polish gold alloy inlays crowns or fixed partial dentures	
190.	Fabricate ceramic porcelain jackets	
191.	Flask, pack, cure and deflask partial dentures	
192.	Grind in porcelain or acrylic facings and pontics	
193.	Pickle and heat treat gold inlays, crowns, or pontics	
194.	Polish or glaze porcelain facings, teeth or pontics	
195.	Solder units of fixed partial dentures	
196.	Sprue, invest, and burn out gold allow inlays, crown, or pontics	
197.	Test occlusion and fit of inlays, crowns, or fixed partial dentures	
198.	Wax-up and carve inlays, crowns or pontics for fixed partial bridges	
199.	Set up artificial teeth on removable partial denture framework	
200.	Sprue and invest wax-up for casting and removable partial dentures	
201.	Survey and design study casts	
202.	Survey and design removable partial dentures	
203.	Transfer design from master cast to refractory casts	
204.	Trim and wax-dip refractory casts of removable partial dentures	

	TASK STATEMENT	CHECK HERE
205.	Wax-up, shape, and contour saddles for try-in or final processing	
206.	Wax-up components of frameworks for removable partial dentures	
207.	Adapt wrought gold clasps and bars	
208.	Block out and relieve master casts	
209.	Burn out wax prior to casting	
210.	Cast metal framework for removable partial dentures	
211.	Polish removable partial denture base	
212.	Dehydrate refractory casts	
213.	Duplicate master casts	
214.	Estimate amounts of precious metals or chrome-cobalt alloys required for a casting	
215.	Finish and polish metal partial denture	
216.	Grind in tube teeth or facings	
217.	Make trial baseplates and occlusal rims for removable partial dentures	
218.	Pour refractory casts	
219.	Remount removable partial denture prosthesis for occlusal adjustments	
220.	Sandblast chrome castings	
221.	Select teeth for removable partial dentures	
222.	Assemble and repair complete dentures	
223.	Duplicate complete dentures	
224.	Reline dentures by articulator method	
225.	Reline dentures by flask method	
226.	Repair metal parts of removable partial dentures	
227.	Replace tube teeth or facings	
228.	Apply foil or tinfoil substitute to complete dentures	
229.	Pour final impressions to produce master cast	
230.	Care for preliminary or final impressions	
231.	Characterize denture base material	
232.	Design and position palatal reliefs	
233.	Design and form post dam	
234.	Fabricate trial baseplates and occlusual rims for complete dentures	
235.	Flask, pack, cure, and deflask complete dentures	
236.	Eliminate wax from denture molds	
237.	Fabricate artificial teeth for characterized dentures	
238.	Finish and polish complete dentures	
239.	Critically evaluate for processing errors	
240.	Critically evaluate completed case	
241.	Fabricate cast metal bases for complete dentures	
242.	Fabricate impression trays from preliminary impressions	
243.	Fabricate individual surgical trays for immediate dentures	
244.	Remount complete dentures for occlusal adjustments	
245.	Select artificial teeth for complete dentures	
246.	Stabilize baseplates	
247.	Wax-up and contour complete denture base for try-in final processing	
248.	Complete simple denture repairs	
249.	Critically evaluate impressions and casts prior to fabrication of case	
250.	Interpret the dental prescription	
251.	Bead and box complete or partial denture impressions	
252.	Ditch the die	
253.	Arrange artificial teeth in centric relation for complete dentures	
254.	Arrange artificial teeth in balanced occlusion for complete dentures	

	TASK STATEMENT	CHECK HERE	TASK STATEMENT	CHECK HERE
255.	Fabricate immediate complete or removable partial dentures			
256.	Solder component parts of removable partial denture			
257.	Complete complex denture repairs			
258.	Characterize and apply stains to porcelain facings			
259.	Supervise subordinates within the laboratory			
260.	Give "on-the-job" instruction to subordinate personnel			

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Medical Transcriber	6	Medical Records Technician
2	Medical Stenographer	7	Insurance Clerk
3	Medical-Dental Secretary	8	Ward-Unit Clerk
4	Medical Librarian Assistant	9	Ward Secretary
5	Medical Records Clerk	10	Medical Assistant

TASK STATEMENT	CHECK HERE
A. RECEPTION OF PATIENTS AND VISITORS	
1. Confirmation of appointment	
2. Interview new patient to complete registration	
3. Interview patient for insurance	
4. Complete "multi-purpose" patient visit form	
5. Escort patient to examination room	
6. Screen visitors and salesmen requesting to see doctor	
7. Explain delay to waiting patients	
B. PUBLIC RELATIONS	
1. Receive calls and answer questions from patients or potential patients	
2. Explain doctor's fees to patients	
3. Answer letters from patients	
4. Maintain personal information card index on each patient	
5. Assist patient in planning hospital admission	
6. Make arrangements for hospital admission of patient	
7. Attend meetings and participate in community activities related to doctor's practice	
C. SECRETARIAL	
1. Open and sort mail	
2. Answer doctor's routine mail	
3. Place and answer telephone calls	
4. Pull and file patients medical record	
5. Maintain a record of doctor's absence and how to reach him	
6. Gather data to complete reports for government agencies	
7. Receive and organize handling of medication samples	
8. Prepare and replenish supplies in physician's bag	
9. Operate office business machines	
10. Operate telephone switchboard	
D. SCHEDULING PATIENTS	
1. Make appointments for new patients	
2. Arrange for next appointment before patient leaves office	
3. Arrange another appointment for patient who cancels one	
4. Remind patient of his appointment prior to day scheduled	
5. Contact patients with later appointments to fill in for cancellations	
6. Cancel appointments for doctor or dentist when necessary and reschedule	
7. Review scheduled appointments with doctor or dentist	
8. Note in an appointment book scheduled times when doctor or dentist will be away	

TASK STATEMENT	CHECK HERE
E. MEDICAL RECORDS	
1. Initiate a medical record file for a new patient	
2. Follow up on house calls and hospital visits for information needed for office medical record	
3. Establish control system for location of medical record folders	
F. OFFICE MANAGEMENT AND HOUSEKEEPINGS	
1. Maintain an office procedure manual	
2. Order medical supplies, medications and office supplies	
3. Prepare statistical reports in regard to patient visits and procedures	
4. Arrange for maintenance and repair of equipment	
5. Maintain a fee schedule for services	
6. Prepare a budget for income and expenses	
7. Prepare a financial report of income and expenses	
8. Arrange meetings with doctor to resolve problems	
9. Inspect all areas and rooms for proper housekeeping, temperature, and adequate supplies	
10. Arrange for external and internal custodian care of building	
G. BILLING AND BOOKKEEPING	
1. Complete a patient ledger card for new patient	
2. Receive and review copy of a multi-purpose patient visit slip after doctor or dentist sees patient	
3. Prepare charge slips for service to patient	
4. Extract billing information from doctor's and dentist's notes	
5. Prepare and send information to an outside billing agency	
6. Total and reconcile entries made in a record of original entries	
7. Record patient charges to an original entry book	
8. Post entries from original entry record to patient's ledger card	
9. Post totals from original entry record to combines or special journals	
10. Record entries for non-practice income and expense in a record of original entries	
11. Type an itemized or coded bill and mail to patient	
12. Complete indemnity insurance forms for patient to submit his claim	
13. Complete insurance forms for filing assigned insurance claims	
14. Complete Medicare payment request Form SSA-1490	
15. Complete Workmens Compensation Forms	
16. Complete MedicAid claims form (Medi-Cal in California)	
17. Obtain and record patient billing information for hospital visits by physician	
18. Obtain and record billing information for house calls made	
19. Post an adjusting entry for difference between payment accepted and the physician's usual fee	
H. CASHIERING AND BANKING	
1. Collect payments at time of visit and make entry to an original record	
2. Accept, endorse, and record checks received for payment on account	
3. Reconcile cash count and receipts	
4. Prepare a bank deposit ticket	
5. Make bank deposit	
6. Reconcile bank accounts	
7. Establish and control petty cash fund	
8. Post payment received to patient ledger card	
9. Process unredeemed checks returned by bank	

TASK STATEMENT	CHECK HERE
I. CREDITS AND COLLECTIONS	
1. Assist in formulation of collection policy and selection of a collection agency	
2. Make financial arrangements with patient	
3. Execute a promissory note for payment	
4. Main statements with collection notices or standard form collection letters	
5. Call patient or guarantor in regard to payment of bills	
6. Communicate with insurance companies on unpaid claims	
7. Complete a creditor's claim form for deceased patients	
8. Communicate with attorneys on unpaid accounts in litigation	
9. Inventigate mail returned because of bad addresses	
10. Age and analyze accounts for unusual problems and abnormal trends	
11. Complete forms to assign accounts to an outside collection agency	
12. Review and evaluate status reports of accounts with a collection agency	
13. Refer to doctor, with recommendations, offers to compromise settlement of account	
J. PAYMENT OF VENDOR"S BILLS	
1. Maintain a disbursement record to fit doctor's practice	
2. Review invoices for validity and accuracy	
3. Prepare checks for doctor's signature	
4. Maintain a file of paid and unpaid invoices	
5. Approve invoices for payment	
6. Enter in a check register payments made to vendors	

TASK STATEMENT	CHECK HERE
K. PAYROLL	
1. Prepare and maintain employees' payroll records	
2. Review and approve employees' payroll time and salary	
3. Submit payroll information to an outside payroll service	
4. Prepare forms to pay employees' and employers' taxes (Income & FICA)	
5. Record employees; and employers' taxes to a record of original entry	
6. Prepare employees' wage and withholding tax statement (Form W-2)	
L. SPECIMENS: OBTAINING AND HANDLING	
1. Instruct patient with regard to collection of specimen	
2. Select proper container to hold specimen and give to patient	
3. Receive specimen from patient, record pertinent data on container, and place in proper storage	
4. Collect fecal or urine specimens from patient	
5. Collect eye, nose, and throat specimens from patient	
6. Collect urethral or vaginal specimens from patient	
7. Prepare specimens for shipment	
8. Assist with collection of specimens from patient	
9. Send specimen(s) to laboratory	
M. URINALYSIS	
1. Record color, gross appearance, and odor of urine specimen	
2. Centrifuge sample of the urine specimen	
3. Perform bio-chemical tests (e.g., glucose, protein, etc.) using paper strips or tablet	
4. Perform bile tests (simple tablet method)	
5. Perform urine specific gravity tests	

TASK STATEMENT	CHECK HERE
6. Examine urine specimens microscopically	
N. HEMATOLOGY	
1. Obtain blood specimen from capillary (finger, etc.)	
2. Obtain blood specimen from vein	
3. Prepare and stain blood smears	
4. Perform differential cell count (Diff)	
5. Calculate erthrocyte indices	
6. Perform hemoglobin test and/or hematocrit reading	
7. Perform red blood cell count	
8. Perform erythrocyte sedimentation rate	
9. Perform white blood cell count	
10. Operate automatic cell counter	
11. Operate colorimeter	
12. Operate hemoglobinometer	
13. Operate microhematicri reader	
14. Operate manual cell counting equipment	
O. MICROBIOLOGY, PATHOLOGY, AND STERILIZATION	
1. Prepare culture media	
2. Inoculate specimen in culture media	
3. Prepare wet mounts	
4. Examine stained specimens microscopically	
5. Stain microbial specimens	
6. Assist in obtaining smears	
7. Assist in obtaining tissue specimens	
8. Remove contaminated material and instruments from treatment room to work areas	
9. Prepare equipment, instruments and material for sterilization	
10. Check instruments or equipment for working condition prior to sterilization	

TASK STATEMENT	CHECK HERE
11. Determine and separate by method of sterilization	
12. Wrap instruments for sterilization	
13. Wrap towels and dressings for sterilization	
14. Clean sterilizing equipment	
15. Sterilize equipment, instruments, and material	
16. Use sterilization color indicators to test sterilizers	
17. Store sterilized material	
18. Handle and store sterilized material to prevent contamination	
P. ELECTROCARDIOGRAMS	
1. Prepare and test EKG machine for proper and safe working condition	
2. Prepare, instruct and assist patient for EKG	
3. Assist physician during EKG test	
4. Monitor EKG graph for abnormal or erratic tracings	
5. Mount EKG graph on card	
6. Clean and maintain EKG equipment after test	
7. Operate EKG machine	
Q. X-RAY PROCEDURES	
1. Prepare patient for radiographic position	
2. Take X-ray pictures	
3. Develop X-ray pictures	
4. File and index X-ray films of patients	
EXAMINATION AND TREATMENT ROOM PROCEDURES	
R. PREPARATION OF PATIENT AND ASSISTANCE TO DOCTOR-DENTIST	
1. Prepare necessary equipment and supplies for doctor-dentist and patient	
2. Receive patient and explain nature of examination and what may be expected	

TASK STATEMENT	CHECK HERE
3. Instruct patient in regard to disrobing and examining position	
4. Drape patient	
5. Take and record patient's temperature by oral method	
6. Take and record patient's temperature by rectal method	
7. Take and record patient's height and weight	
8. Take and record patient's pulse rate	
9. Take and record patient's respiratory rate	
10. Take and record patient's blood pressure	
11. Prepare an injection tray	
12. Prepare a tray for routine physical examination and/or special procedures	
13. Prepare a tray for dressing change	
14. Prepare a catheterization tray	
15. Prepare a tray to perform a biopsy	
16. Assist with minor surgery	
17. Maintain adequate supplies in examination and treatment room	
18. Dispense medication ordered by doctor or dentist	
19. Give instructions to patient regarding medication	
S. INJECTIONS	
1. Review and confirm doctor's orders to administer an injection	
2. Prepare medication and supplies for injections	
3. Check syringe to see that air bubbles have been ejected	
4. Prepare patient for injection	
5. Give patient's injection	
T. PHYSICAL THERAPY	
1. Administer manual massage	
2. Help the patient in doing simple physical exercises	

TASK STATEMENT	CHECK HERE
3. Administer hydrotherapy treatment	
4. Administer heat treatment	
5. Administer electrotherapy treatment	
6. Administer light treatment	
7. Administer ultrasonic therapy machine	
U. FIRST AID AND EMERGENCY	
1. Seek help from qualified nurse or physician at once	
2. Describe the nature of patient's illness or injury	
3. Take immediate measures to stop bleeding	
4. Administer oxygen to patient	
5. Position patient in safe and comfortable position	
6. Apply proper bandage	
V. SPECIALTY PRACTICE PROCEDURES	
1. Assist physician in performing visual acuity tests	
2. Assist physician in performing hearing acuity tests	
3. Give tests for color blindness	
4. Assist physician in performing scratch test	
5. Assist physician in performing patch test	
6. Explain gynecological procedures to patients	
7. Assist physician in performing a cervical cauterization	
8. Give instructions to maternity patients	
9. Prepare necessary ingredients for cast	
10. Assist physician in application of cast	
11. Prepare operating room for minor surgery	
12. Prepare patient for minor surgery	
13. Prepare surgical trays and dressings for minor surgery	

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Medical Transcriber
2	Medical Stenographer
3	Medical-Dental Secretary
4	Medical Records Clerk
5	Medical Records Technician
6	Insurance Clerk
7	Medical Librarian Assistant
8	Ward or Unit Clerk
9	Ward Secretary
10	Medical Assistant

TASK STATEMENT	CHECK HERE
A. ASSISTING MEDICAL AND HOSPITAL STAFF COMMITTEES	
1. Select records for review according to established criteria.	
2. Sort records by committee responsibility.	
3. Prepare medical staff committee meeting minutes.	
4. Follow up on committees' directions, e.g., route charts to physicians or committees.	
5. Write hospital committee meeting minutes.	
B. PERFORMING MEDICAL STAFF / SECRETARIAL FUNCTION	
1. Schedule meetings.	
2. Attend meetings.	
3. Take or transcribe minutes of meetings.	
4. Prepare agendas for meetings.	
5. Maintain staff credentials files.	
6. Transcribe letters regarding house staff or attending staff appointments.	
7. Maintain residents' procedure files.	
8. Prepare reports.	
9. Disseminate information on policies established at meetings.	
10. Publicize meetings.	
11. Operate audiovisual equipment for meetings.	

TASK STATEMENT	CHECK HERE
C. PREPARING INDEXES AND STATISTICAL REPORTS	
1. Maintain manually disease and operations indexes.	
2. Maintain manually Physicians' index.	
3. Maintain manually Surgeons' index.	
4. Prepare daily census.	
5. Prepare period census report.	
6. Prepare manually statistical reports for administration.	
7. Prepare manually statistical reports for other departments.	
8. Prepare manually statistical reports for medical staff.	
9. Prepare manually statistical reports for other health facilities.	
10. Prepare manually statistical reports for accrediting agencies.	
11. Prepare manually statistical reports for licensing agencies.	
12. Prepare manually statistical reports for licensing agencies.	
13. Prepare manually statistical reports for other. Specify, e.g., tumor board.	
14. Maintain manually register, e.g., birth, death.	
15. Maintain manually tumor registry.	
16. Prepare manually admission and discharge statistics from census sheet.	

TASK STATEMENT	CHECK HERE
17. Prepare manually discharge statistics showing average length of stay by disease classification.	
18. Prepare manually statistics concerning CCU, ICU from census sheet.	
19. Prepare manually patient statistics for analysis.	
D. PERFORMING CHART PROCESSING TASKS (DISCHARGE PATIENTS)	
1. Assemble records in proper order.	
2. Check record for deficiencies.	
3. Prepare deficiency check-off list.	
4. Abstract information from record onto data-processing source document.	
G. TRANSCRIBING MEDICAL REPORTS	
1. Transcribe from shorthand notes.	
2. Transcribe from recording machines using magnetic belts or recorded discs.	
3. Transcribe using manual typewriter.	
4. Transcribe using electric typewriter.	
5. Transcribe using magnetic tape selector typewriter.	
6. Transcribe histories and physicals.	
7. Transcribe consultation and discharge summaries.	
8. Transcribe operative reports.	
9. Transcribe medical correspondence.	
10. Transcribe ancillary departmental reports, e.g. X-ray, Pathology, etc.	
11. Maintain daily production record.	
12. Perform filing, mailing, and charting functions.	
13. Change discs, belts, or tapes on recording equipment.	

TASK STATEMENT	CHECK HERE
H. PERFORMING ADMISSION TASKS	
1. Upon receipt of admission order, secure admission information.	
2. Verify insurance information.	
3. Verify credit rating to determine deposit procedure.	
4. If a readmission, secure old patient folder from Medical Records Department.	
5. If a new admission, prepare new patient folder.	
6. Follow pre-admission policy.	
7. Determine room assignment.	
8. Assign admission number to patient.	
9. Prepare admission packet.	
10. Sort admission information to be distributed to appropriate depts.	
11. Distribute admission information to appropriate department.	
12. Determine estimated length of stay, using the Patient and Disease Index.	
13. If readmission, request old chart from Medical Records.	
I. PERFORMING WARD CLERK TASKS	
1. Check current in-patient records for completion.	
2. Record data on patient's charts, e.g. TPR, etc.	
3. Add new sheets to charts as necessary.	
4. Place laboratory slips in proper place on laboratory sheet.	
5. Prepare admission charts.	
6. Prepare chart to accompany patient upon transfer.	
7. Notify Admissing, Business Office, and Medical Records of pending discharges.	
8. Arrange chart in approved sequence after discharge.	

TASK STATEMENT	CHECK HERE
9. Insure that chart and allied materials are forwarded to Medical Records.	
J. PERFORMING RECORD STORAGE AND RETRIEVAL	
1. File original record of individual patient within the facility.	
2. File using straight numerical system.	
3. File using terminal digit system.	
4. File using alphabetical system.	
5. File original record of individual patient in commercial facility.	
6. File items into individual patient record.	
7. Maintain activity record.	
8. File index cards phonetically.	
9. File index cards alphabetically.	
10. File index cards chronologically.	
11. File index cards by color code.	
12. File index cards straight numerically.	
13. File index cards by marginal punch.	
14. File correspondence and reports.	
15. File microfilmed rolls or individual cards.	
16. File EDP stored materials.	
K. PERFORMING GENERAL OFFICE TASKS	
1. Type general correspondence.	
2. Handle and distribute mail and correspondence (both incoming and outgoing).	
3. File correspondence and memoranda.	
4. Type personnel actions for staff.	
5. Handle and dispatch time cards to Payroll.	

TASK STATEMENT	CHECK HERE
6. Prepare or type requests for vacation or pay for sick leave.	
7. Order office supplies, equipment, and Medical Records Materials.	
8. Maintain inventory lists for equipment and furniture accountability.	
9. Conduct inventory of supplies to insure reorder prior to depletion of stocks.	
10. Type requisitions.	
11. Type work request for furniture or building repairs.	
12. Handle telephone calls.	
13. Maintain staff work schedules.	
14. Provide security for Medical Records.	
15. Handle Subscriptions for internal publications for Medical Records.	
L. PERFORMING MEDICAL LIBRARY FUNCTIONS	
1. Route brochures to medical staff library chairman.	
2. Order texts and journals library committee desires.	
3. Send journals to be bound.	
4. Maintain circulation record and follow up.	
5. Answer and request interlibrary loans.	
6. Provide reference service.	
7. Photocopy.	
M. NURSING UNIT OPERATIONS: CLERICAL TASKS	
1. Maintain unit census record.	
2. Maintain list of new admissions, transfers and discharges.	
3. Maintain check-in and check-out sheet for location of patients.	
4. Maintain food tray service check list.	
5. Provide information to appropriate departments about "critical" patients.	

TASK STATEMENT	CHECK HERE
6. Assemble patients' records and forms, and other necessary data.	
7. Write in headings on appropriate forms.	
8. Stamp patient forms with imprinter.	
9. Graphor chart information onto appropriate form.	
10. Keep files in order.	
11. Write tags and labels for specimens.	
12. Label trays, equipment cupboards.	
13. Prepare patient charge forms.	
14. Transcribe doctors' orders onto appropriate records.	
15. Record appropriate information in Kardex.	
16. Sign for packages and flowers.	
17. Duplicate forms as needed (photocopy).	
18. Report and record lost and found articles.	
19. Maintain call roster of doctors.	
20. Maintain log of long distance phone calls.	
21. Maintain continuing file of information for annual reports.	
22. Obtain consent signatures.	
23. Claim library books from patients upon discharge.	
24. Deliver mail.	
25. Maintain supply of stationery and writing materials.	
26. Clean up around nurses' station.	
27. Maintain and file unit correspondence and directives.	
N. NURSING UNIT OPERATIONS: COMMUNICATIONS	
1. Receive and deliver telephone messages to unit personnel.	
2. Inform patients of calls received.	
3. Page doctors and other hospital personnel.	
4. Answer the intercom and relay messages to unit personnel.	
5. Announce the close of visiting hours.	
6. Operate pneumatic tube.	
7. Operate dumbwaiter and transveyor.	
8. Question physicians about patients.	✓
9. Answer questions asked by unit personnel.	
10. Relay information about activities.	
11. Inform visitors of hospital rules.	
12. Direct visitors to appropriate rooms.	
13. Locate doctors or nurses as requested by visitors.	
14. Requisition meals and nourishment from Dietary.	
15. Requisition laboratory services.	
16. Requisition services from Pharmacy.	
17. Requisition the services of Housekeeping.	
18. Requisition services from Laundry.	
19. Request repairs from Maintenance.	
20. Request equipment from Central Supply.	
21. Request supplies from Storeroom.	
22. Give information to other departments.	
23. Communicate with government agencies.	
24. Maintain unit reading materials.	
25. Distribute reports, manuals, and directives.	
26. Run errands to other departments.	

TASK STATEMENT	CHECK HERE
O. PATIENT-CENTERED ACTIVITIES	
1. Greet and welcome new patient.	
2. Notify appropriate unit personnel upon admission of new patient.	
3. Make bed assignment.	
4. Make patient identification tags.	
5. Inform patient of hospital procedures.	
6. Receive and store patient's valuables.	
7. Orient patient to his room and roommates.	
8. Record admission of new patient on appropriate unit records.	
9. Make appointments for patient.	
10. Requisition physician consultations at doctor's request.	
11. Collect and forward transfer patient's medical records to receiving unit.	
12. Record patient transfer on appropriate unit records.	
13. Alert receiving unit to be sure a bed is ready for a transfer patient.	
14. Receive transfer patient coming from another unit.	
15. Receive notification of discharge order.	
16. Notify appropriate departments of patient discharge.	
17. Arrange transportation or escort service for patient.	
18. Inform patient of discharge procedure and other pertinent information.	
19. Return patient's valuables upon discharge.	
20. Make record of unused medications upon discharge of patient.	
21. Collect and forward patients prescription drugs to Pharmacy.	
22. Give patient his prescriptions and drugs upon discharge.	

TASK STATEMENT	CHECK HERE
23. Note discharge on appropriate unit records.	
24. Send patient's charts and forms to Medical Records Department upon discharge.	
25. Notify patient's family of discharge.	
26. Locate and inform the patient's physician of patient's death.	
27. Inform patient's family of patient's death.	
28. Notify appropriate departments, such as Admitting and Business, of patient's death.	
29. Obtain autopsy and consent forms.	
30. Obtain a death certificate.	
31. Requisition a shroud pack.	
32. Collect and identify patient's belongings upon patient's death.	
33. Record patient's death on appropriate records.	
34. Meet and escort funeral director.	
35. Contact attorney, barber, insurance agent, religious personnel, etc. on behalf of patient, as requested.	
36. Obtain television set, reading materials, cigarettes, and other comforts for patient.	
37. Contact billing office on behalf of patient.	
38. Distribute patient manus.	
39. Go on daily rounds.	
40. Control boisterious patient and/or visitors.	
41. Respond to patient complaints.	
P. SAFETY AND SANITATION	
1. Conduct regular fire and disaster drills.	
2. Check availability of fire control equipment.	
3. Fill out accident reports.	

TASK STATEMENT	CHECK HERE	TASK STATEMENT	CHECK HERE
4. Conduct safety inspection.			
5. Schedule cleaning of unit, including patient rooms.			
6. Inspect cleanliness and sanitation of the unit.			
7. Investigate loss and damage claims.			
8. Participate in emergency mobilization of unit personnel.			
Q. SUPPLIES AND EQUIPMENT			
1. Specify the type of equipment and supplies needed on the unit.			
2. Establish standard quantities of supplies.			
3. Make rounds to discover repair and redecorating needs.			
4. Insure that maintenance schedules for equipment are met.			
5. Evaluate and approve requisitions for supplies and equipment.			
6. Purchase supplies and equipment.			
7. Check receipt of new supplies and equipment.			
8. Assign and list location of supplies and equipment.			
9. Place supplies and equipment in assigned positions.			
10. Maintain inventory of supplies and equipment.			
11. Maintain record of equipment loaned to or borrowed from other areas.			
12. Maintain linen supplies.			
13. Maintain a doctor's drawer (for medical supplies).			

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Veterinary Assistant
2	Groomer
3	Veterinary Lab. Assistant
4	Veterinary X-Ray Assistant
5	Cage-Care Attendant
6	Receptionist
7	Record Keeper

TASK STATEMENT	CHECK HERE
1. Operate an autoclave	
2. Operate a boiling sterilizer	
3. Prepare chemicals needed for sterilization	
4. Wrap and pack gloves, surgical gowns, and drapes for sterilization in steam equipment	
5. Wrap and pack surgical clothes for gas sterilization	
6. Clean surgical & diagnostic equipment for specific surgical produces	
7. Pack surgical & diagnostic equipment for specific surgical procedure	
8. Maintain inventory of chemicals needed for surgery	
9. Maintain inventory of surgical clothes needed for surgery	
10. Maintain inventory of [illegible] needed for surgery	
11. Receive and [illegible] supplies	
12. Clean sterili[illegible]	
13. Restrain [illegible]	
14. A[illegible]	
15. Remove bandages	
16. Assemble supplies for surg[illegible]	
17. Assemble equipment for surgery	
18. Weig[illegible]	
19. Bru[illegible] and clean animal for surgery	
20. Clean feet and [illegible] surgery	
21. Rinse mouth	
22. Place leg [illegible]	

TASK STATEMENT
23. Tie tail prior to surgery
24. Manipulate animal on [illegible]
25. Adjust ropes, straps, and halters on animal
26. Place padding devices
27. Position patient for surgery
28. Prepare surgical site
29. Clip, shave, and scrub animal
30. Apply antiseptics to animal
31. Position animal for surgery
32. Place preliminary drapes for surgery
33. Assist with anesthesia, [illegible] and general
34. Monitor [illegible] during surgery
35. [illegible] with I.V. [illegible]
36. Monitor [illegible]
37. [illegible] post-operative
38. Return to storage [illegible] supplies from surgery
39. [illegible] and assemble [illegible] instruments for surgery
40. Clean and assemble [illegible] for sterilizing
41. [illegible] minor repairs and [illegible] instruments and equipment

48.

49.

50.

51.

52.

53.

54.

101.	Report em... as (vom't... dyspneas, convu... eviscerati...
102.	Institute ...first ... in emergen...
103.	Collect samp... pathology ... skin scrap'...
104.	Maintain ...
105.	Restock ...
106.	Observe cri... operative ... period
107.	Record ... and in... cedure ... specifi... availabl...
108.	Greet ...
109.	Obtain w...
110.	Obtain T.P...
111.	Apply app... outpatient
112.	Obtain ...
113.	Make ...
114.	Assist ... more ...
115.	Prepar...
116.	Prepare ...
117.	Sanitize
118.	Perform ... tests
119.	Assist ...
120.	Assist ...
121.	Assist ... availabl... treatm...
122.	Assist ... st... ...
123.	...
124.	...

149.

150.

151.

152.

	TASK STATEMENT
195.	Decontaminate lab equipment, glassware as needed, with chemicals, heat,
196.	Perform euthanasia on animals
197.	Assist veterinarian in large animals
198.	Perform a complete animals
199.	Locate major dissect organs prior to and display in fashion
200.	Properly prepare for further examination Laboratories
201.	Record basic lesions when by a veterinarian
202.	Know the regulations shipment through all proper channels
203.	Prepare shipment
204.	Keep disinfectants
205.	Position
206.	Determine for x-ray
207.	Operate
208.	Minimi patient cones,
209.	Emer
210.	Lead
211.	Respon
212.	Take x-ray
213.	A
214.	

		CHECK HERE
234.	Pull case history [illegible] type cards for new [illegible]	
235.	File [illegible] needed	
236.	Make out [illegible] services	
237.	Take in money [illegible]	
238.	Screen [illegible] what [illegible] veterinarian	
239.	Make [illegible] appointments	
240.	[illegible]	
241.	[illegible]	
242.	[illegible]	
243.	[illegible] and [illegible]	
244.	Retrieve [illegible]	
245.	[illegible] to [illegible]	
246.	[illegible] Animal [illegible] treatment	
247.	[illegible] [illegible]	
248.	Make [illegible]	
249.	[illegible]	

APPENDIX C. 6

RESPONDING SAMPLE LETTER

STATE OF INDIANA

Dr. Harold H. Negley, Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 - STATE HOUSE
AREA CODE 317-633-6610

INDIANAPOLIS 46204

Division of Vocational Education
120 West Market Street - 16th Floor
Area Code 317-633-4841

March 5, 1975

Robert Wright
J. Everett Light Career Center
1605 East 86th Street
Indianapolis, IN 46240

Dear Bob:

Your assistance is needed to compile a mailing list for validation and verification of job incumbents for the Project Hope Task Force, working with the Student Centered Curriculum Component. Within your area, as District Coordinator for 8, please identify names and addresses for the following.

10 - Doctors Who Utilize Personnel In Their Office
10 - Dentists Using Dental Assistants, Etc.
2 - Dental Laboratories
3 - Nursing Homes - Medicaid-Medicare - Certified (list enclosed)
2 - Clinical Laboratories - Certified (see list)
1 - Public Health Agency - Certified (see list)
2 - Fire Departments Using Emergency Care Technicians
2 - Veterinarians
2 - Major Industries With Employee Clinics - Example - Chrysler Corporation
1 - Psychiatric Hospital - White Book
1 - Comprehensive Community Health Center (Mental) - White Book
2 - Opticians
2 - Opthalmic Laboratories
2 - Prosthetic Centers (business or laboratory)
1 - Large Hospital - 200 Beds +
1 - Medium Sized Hospital - 100-199 Beds
1 - Small Hospital - Fewer Than 100 Beds

Send the list as soon as possible to:

Dr. William West
Carmel High School
520 E. Main Street
Carmel, IN 46032

Enclosed please fine a map with your District boundaries outlined.

The next meeting is March 15, 1975, of the Task Force, so time is a factor.

Thanks for assisting!

Sincerely,

Mary Holstein, Chief Consultant,
Health Occupations Education

MH/cg
Enc.

APPENDIX C. 7

NEW SYNTHESIZED QUESTIONNAIRES

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Registered Nurse
2	L.P.N./L.V.N.
3	Nurseaide/Attendant
4	Geriatric Technician
5	Orderly
6	Corpsman/Clinical Corpsman
7	Burn Unit Technician
8	Pediatric Technician
9	Homemaker/Home Health Aide
10	Emergency Medical Technician
11	Cardio-Pulmonary/Cardio-Vascular Technician
12	Obstetrical Technician
13	Ambulance Attendant
14	Mental Health Technician
15	Mental Health Assistant
16	Mental Retardation Tech.
17	Mental Retardation Aide/Assist.
18	Psychiatric Technician
19	Psychiatric Aide/Assist.
20	Certified Occup. Therapy Assist.
21	Occupational Therapy Aide
22	Recreational Therapy Tech.
23	Recreational Therapy Aide/Assist.
24	Music Therapist Aide
25	Drama Therapist Aide
26	Certified Laboratory Assist.
27	Medical Laboratory Tech.
28	Laboratory Aide
29	Cytotechnologist
30	Histologic Technician
31	Diener
32	Electro-Cardiograph Tech.
33	Electro-Encephlegraphic Tech.
34	Pulmonary Function Tech.
35	Radiological Technologist
36	Registered Radiation Therapy Technologist
37	Radiologic Department Aide
38	Dark Room Aide/Assist.
39	Nuclear Medical Technologist
40	Physical Therapy Assist.
41	Physical Therapy Aide/Orderly
42	Ortho/Prosthetic Technician
43	Ortho/Prosthetic Assist.
44	Podiatric Assist.
45	Certified Resp. Therapy Tech.
46	Respiratory Therapy Aide
47	Pulmonary Function Tech.
48	Ophthalmic Lab. Tech.
49	Optometric Tech.
50	Optometric Assistant
51	Urologic Physicians Assist.
52	Operating Room Tech.
53	Surgical Aide/Assist.
54	Central Service Aide/Assist.
55	Orthopedic Physicians Assist.
56	Circulation/Extra Corporeal Tech.
57	Hemodialysis Technician
58	Orthopedic Cast Specialist
59	Pharmacy Aide/Technician
60	House Keeping Worker
61	Dietetic Aide
62	Dietary Technician

TASK STATEMENT	CHECK HERE
Clean a patient's unit according to needs; e.g. daily cleaning, isolation discharge, etc.	
2. Set up an unoccupied bed for a patient.	
3. Make a bed (with variations) for a patient.	
4. Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	
5. Place a bedpan or urinal under a patient.	
6. Clean a bedpan or urinal for a patient.	
7. Adjust a patient's bed (manual or electric).	
8. Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	
9. Serve a tray of food to a patient.	
Feed a patient according to the patient's needs.	
11. Administer oral hygiene to a patient (with variations).	
12. Give a back rub to a patient.	
13. Give a total bed bath to a patient.	
14. Administer bath (other than total bed baths) to patient according to his need.	
15. Give a shampoo (with variations) to a patient.	
16. Weigh and measure patient.	
17. Observe a patient.	
18. Chart observations of patient.	
19. Elevate specified body parts for patients.	
20. Move and transport patient to and from a given area utilizing proper method for patient's needs.	
Position a patient (with variations) for patient's comfort or treatment.	
22. Observe body eliminations of patients (e.g. urine, feces, emesis, etc.)	
23. Record Observations of body eliminations of patients.	
24. Collect non-sterile specimens from patient according to standard procedures.	
25. Measure intake and output of patient.	
26. Apply abdominal binders to patient.	
27. Apply T-binders to patient (male and female)	
28. Take and record a body temperature (with variations) of a patient.	
29. Observe and record a patient's respiration.	
30. Take and record patient's pulse rate (with variations of sites).	
31. Take and record an apical pulse of patient.	
32. Take and record an apical-radial pulse of patient.	
33. Take and record patient's blood pressure (with variations).	
34. Admit a patient to assigned unit.	
35. Record admission of a patient.	
36. Discharge a patient from assigned unit.	
37. Record discharge of a patient.	
38. Fill and apply icebags for patients.	
39. Fill and apply hot water bottles for patients.	
40. Apply footboards, overbed cradles and other supportive devices for patient's comfort.	
41. Care for the incontinent patient.	
42. Give, observe and record an enema (with variations) to a patient.	
43. Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal toast, etc.).	
44. Provide diversional activities for the convalescent patient.	
45. Apply restraints to a patient in bed, chair or transporting device and record application.	

TASK STATEMENT	CHECK HERE
46. Care for special mattresses for patients (e.g. air, floatation, water, etc.).	
47. Shave a male patient.	
48. Operate an addressograph for patient records, charge slips or coding.	
49. Perform and record care of the dead patient.	
50. Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	
51. Compute and record patient's intake and output.	
52. Perform and record tests for sugar and acetone (ketone) in the patient's urine.	
53. Give perineal care to patient.	
54. Assist with physical exams for adults.	
55. Assist with collectinb various sterile specimens from a patient.	
56. Apply aqua-pads to patients.	
57. Apply ace bandages on patient according to prescribed site and method.	
58. Apply or change clean dressings of patient.	
59. Apply dressings with ointments to areas of patient.	
60. Reinforce dressings for patients.	
61. Give care to the unconscious patient.	
62. Perform sterile glove technique (for various procedures for patient.)	
63. Utilize sterile techniques in the handling of dressings and equipment.	
64. Perform irrigation of patient's catheter as prescribed.	
65. Perform catheterization of patient as prescribed.	
66. Perform catheterizations on patient according to instructional policies.	
67. Record catheterizations on patient.	
68. Give a gargle to a patient.	
69. Give a sitz bath to a patient.	

TASK STATEMENT	CHECK HERE
70. Care for and observe patient receiving radiation therapy.	
71. Care for a patient in isolation.	
72. Insert and record rectal suppositories in patient.	
73. Apply moist packs or soaks to a patient.	
74. Perform decubitus care for a patient.	
75. Record decubitus care done for a patient.	
76. Assist patient with contact lenses or artificial eyes.	
77. Feed a patient with an isepto syringe.	
78. Assist patient with postural drainage.	
79. Perform clean catch urine specimens for a patient.	
80. Instruct and assist a patient with crutch walking and other walking aids.	
81. Apply supportive devices for the rehabilitative patient (e.g. bed boards, etc.)	
82. Instruct in range of motion exercises for a patient.	
83. Perform observation during range of motion exercises.	
84. Apply a sling to a patient.	
85. Apply and remove triangle bandages for immobilization of patient body parts.	
86. Apply hand pressure or a pressure bandage for patient's bleeding.	
87. Apply four tail bandages for immobilization of patient's body part.	
88. Give minor first aid to patient (e.g. nosebleeds, burns, etc.)	
89. Perform improvised transportation of injured patient.	
90. Assist with emergency care for breathing of patient.	
91. Perform temporary immobilization of suspected fracture or sprain on patient.	

TASK STATEMENT	CHECK HERE
92. Perform artificial respiration to patient (with variations).	
93. Perform cardio-pulmonary resuscitation to a patient.	
94. Perform extracting of victim from area in which found.	
95. Administer oxygen therapy to a patient.	
96. Observe and record affects of oxygen administration to a patient.	
97. Supply and care for oxygen equipment used by patient.	
98. Give moist inhalation to patient.	
99. Observe and record patient's reaction to inhalation therapy treatment.	
100. Perform aspiration of patient's orapharyngeal area.	
101. Perform tracheotomy care for patient.	
102. Record tracheotomy care done for patient.	
103. Care for respiratory suction equipment used by patient.	
104. Assist with thoracentesis of patient.	
105. Care for patient with chest tube.	
106. Record care of patient with chest tube.	
107. Perform nasal tube feedings for patient.	
108. Record nasal tube feedings done on patient.	
109. Perform levine irrigation for patient.	
110. Record levine irrigations done for patient.	
111. Perform gastrostomy tube feedings for patient.	
112. Record gastrostomy tube feedings done for patient.	
113. Empty and care for levine suction equipment used by patient.	
114. Remove a levine tube from patient.	
115. Insert a levine tube into a patient.	
116. Empty and record gall-bladder drainage from patient.	
117. Care for a patient with gastric analysis.	
118. Perform hemmorrhoid dressings on patient.	
119. Assist with a sigmoidoscopy for patient.	
120. Change a routine colostomy drainage for patient.	
121. Irrigate a colostomy for patient.	
122. Record a colostomy change or irrigation for patient.	
123. Assist with paracentesis for patient.	
124. Implement shock position for patient.	
125. Care for a patient having physical therapy and record response to treatment.	
126. Perform complete bed rest with chair therapy for patient.	
127. Observe and record effects of complete bed rest with chair therapy done for patient.	
128. Assist with bone marrow procedure done for patient.	
129. Apply anti-embolitic stockings to patient.	
130. Perform total neurological signs on patient.	
131. Record total neurological signs done for patient.	
132. Care for a patient with convulsions.	
133. Care for the patient having an E.E.G.	
134. Assist with a lumbar puncture done on a patient.	
135. Perform a closed urinary irrigation for patient.	
136. Record effects of a closed urinary irrigation done for patient.	
137. Instill solutions into the patient's bladder.	
138. Record instillations of solution into patient's bladder.	

	TASK STATEMENT	CHECK HERE
139.	Care for the patient with a suprapubic catheter.	
140.	Operate and circulate a prometer for a patient.	
141.	Care for the patient with a [illegible] catheter.	
142.	Irrigate ureteral catheter for patient.	
143.	Record irrigation of ureteral catheters for the patient.	
144.	Care for patient in traction.	
145.	Re-apply skin traction treatment.	
146.	Care for a patient with a [illegible]	
147.	Care for a patient [illegible] thoracic.	
148.	Care for a client with [illegible] prosthesis.	
149.	[illegible] artificial limb to patient.	
	[illegible]	
151.	[illegible]	
152.	[illegible]	
153.	[illegible]	
154.	[illegible]	
155.	[illegible]	
156.	[illegible]	
157.	[illegible]	
158.	[illegible]	
159.	[illegible]	
160.	[illegible]	
161.	[illegible]	
162.	Care for a patient with burns.	
163.	Assist with hypothermia care for a patient.	
164.	Employ geriatric feeding chair for those patients who need them.	
165.	Feed the geriatric patient.	
166.	Perform special oral hygiene for the geriatric patient.	
167.	Apply special collecting devices used for the geriatric patient.	
168.	Observe and chart observations of the geriatric patient.	
169.	Observe and participate in re-activation of the regressed patient	
170.	Provide and assist with diversional activities for the patient.	
171.	Care for patients having x-ray procedures.	
172.	Operate the hemovac for the surgical patient.	
173.	[illegible] irrigation for patient [illegible] wound.	
174.	[illegible] performance of and observations found during a wound irrigation.	
175.	Perform a sterile dressing change for a patient with a drain.	
176.	Record the performance of and observations found during a sterile dressing change.	
177.	Reinforce and chart a draining dressing for a patient.	
178.	Assist with the surgical preparation of a patient.	
179.	Assist with coughing and deep-breathing exercises for a surgical patient.	
180.	Perform reverse isolation techniques for an infection prone patient.	
181.	Give a sponge bath for a patient with an elevated temperature.	
182.	Care for a patient recovering from anesthesia.	

TASK STATEMENT	CHECK HERE
183. Assist with intravenous infusion for a patient (with variations).	
184. Assist with diet therapy for the patient needing specialized diets.	
185. Weigh the bedfast patient.	
186. Observe patient for nutritional deficiencies.	
187. Admit a patient into the labor room	
188. Perform a perineal preparation for a labor patient.	
189. Take fetal heart tones of the unborn fetus.	
190. Time uterine contractions for the labor patient.	
191. Assist with observing and recording for the patient in labor.	
192. Assist with the care of the patient during the birth process.	
193. Assist the physician during the birth process.	
194. Assist with the care of the new born in the delivery room.	
195. Give, observe and record care of the mother immediately following delivery	
196. Give, observe and record breast care to the post-partum patient.	
197. Give, observe and record perineal care to the post-partum patient.	
198. Instruct the patient in her own personal care for the post-partum period.	
199. Admit the infant to the new born nursery.	
200. Bathe a newborn.	
201. Care for the cord of the newborn.	
[illegible] the newborn	
203. Observe and record observation of the newborn.	
204. Weigh and measure the newborn.	
205. Feed a newborn with a bottle.	
206. Assist a mother with breat feeding the infant.	

TASK STATEMENT	CHECK HERE
207. Assist with the instruction of a mother in care of the newborn.	
208. Assist with a physical exam of the newborn.	
209. Prepare formula feedings for the newborn.	
210. Assist with and care for the newborn with a circumcision.	
211. Care for an infant with feeding problems.	
212. Care for an infant in an incubator or isolette.	
213. Care for the premature infant.	
214. Assist with the physical examination of a child.	
215. Admit a child to the pediatric unit	
216. Care for a child with feeding problems	
217. Weigh and measure small children.	
218. Observe and record actions and reactions of children.	
219. Apply restraining device to the bed of a child.	
220. Entertain the convalescent or bedfast child.	
221. Perform isolation technique for infectious children.	
222. Apply collecting devices on infants and small children.	
223. Observe the child parasites.	
224. Collect specimens from the patient with parasites.	
225. Care for the child with physical abnormalities.	
226. Observe and record observations of children with physical abnormalities	
227. Provide parents with information regarding specific community agencies for needs of the [illegible] children	
228. Care for the child with a scalp vein infusion.	
229. Observe the child for signs of dehydration.	

	TASK STATEMENT	CHECK HERE
230.	Assist with play therapy for children.	
231.	Care for patient in high risk inhalation.	
232.	Obtain patient and/or family consents for treatment.	
233.	Prepare accident and safety reports for patients and staff.	
234.	Perform sterile scrub, gowning, and gloving to assist with surgical patient.	
235.	Assist physician perform[illegible] on patient.	
236.	Recognize patient's need[illegible] religious care.	
237.	Procur proper re[illegible] care for patient in need.	
238.	Administer intravenous solution to patient.	
239.	Administer blood transfusion to patient.	
240.	Apply defibrillation to patient using cardiac defibrillator.	
241.	[illegible] blood samples from patient.	
242.	Read fetal monitoring device record [illegible] patient.	
243.	Read cardiac monitors at [illegible] patient.	
244.	[illegible] with and/or take [illegible] patient.	
245.	[illegible] treatment [illegible]	
246.	[illegible] patient [illegible]	
247.	[illegible]	
248.	[illegible] care [illegible] patient	
249.	[illegible] patient need [illegible]	
250.	Maintain ward [illegible] for the patients	
251.	[illegible]	
252.	[illegible] physician with patient records	
253.	[illegible] record physician's [illegible]	

	TASK STATEMENT	CHECK HERE
254.	Transcribe physician's orders.	
255.	Take inventory of supplies for patient's unit.	
256.	Direct and supervise activities on a nursing unit.	
257.	Write evaluations of performances of nursing team.	
258.	Plan and direct patient care.	
259.	Obtain services of referral agencies for patients.	
260.	Prepare all types of requisitions for supplies, tests, etc. for the patient.	
261.	Prepare individual dosage of prescribed medications for the patient.	
262.	Give prescribed oral medication to the patient.	
263.	Give prescribed subcutaneous medication to the patient.	
264.	Give prescribed intramuscular medication to the patient.	
265.	Give prescribed medication by inhalation to a patient.	
266.	Administer prescribed medication rectally or vaginally to a patient.	
267.	Administer prescribedye drops and nose drops to a patient.	
268.	Care for the body of a patient after death.	
269.	Drive an emergency vehicle to transport a patient.	
270.	Obtain and deliver supplies for patient.	
271.	Assist and/or participate in occupational activities with patient	
272.	Assist with individual and/or group therapy.	
273.	Count, sign for and place patient's possessions in safe place.	
274.	Explain and apply safety regulations in care for patient.	
275.	Care for or assist patient to manicure toenails and fingernails.	

TASK STATEMENT	CHECK HERE
276. Assist patient with dressing and undressing.	
277. Use mechanical devices to move a patient.	
278. Perform nose and throat cultures for a patient.	
279. Operate emergency communique equipment for relay of information about patient.	
280. Participate in ward group meetings about mental health patients.	
281. Assist in special education classes for the emotionally disturbed.	
282. Assist in special education classes for the mentally retarded.	
283. Assist in special education classes for the educationally retarded.	
284. Work as a side aide in initial contacts for mental health patients.	
285. Work as a side aide in information gathering for mental health patients	
286. Work as a side aide in referral and case follow-up for mental health patients.	
287. Work as a psychological testing technician under a trained psychologist.	
288. Administer and score many of the more routine psychological tests.	
289. Assist in research programs for mental health patients.	
290. [illegible] participate in [illegible] Anonymous meetings.	
291. [illegible] initial [illegible] appropriate [illegible] progressive persistive [illegible]	
[illegible] with range of [illegible] exercise.	
293. Maintain [illegible] radiology records, [illegible] correspondence.	
294. [illegible] patients [illegible] changes on ward master [illegible]	
295. [illegible] [illegible] candle current.	

TASK STATEMENT	CHECK HERE
296. Maintain daily attendance sheet for OT.	
297. Take inventory of supplies for OT.	
298. Store supplies for OT (keep storeroom clean and neat).	
299. Operate and maintain physical equipment in OT treatment area.	
300. Store, issue and return to storage all hand tools and small items used in OT.	
301. Repair small items of equipment, assistive devices or adaptive equipment for OT.	
302. Pull away projects and supplies after patients complete use.	
303. Wash tables, cleaning counters, sinks in OT at end of day.	
304. Clean cupboards in OT and arrange contents neatly	
305. Make routine safety check of OT treatment area	
306. Encourage patients to help with their own planning of activities.	
307. Assist in communicable disease investigations.	
308. Assist in research Projects.	
309. Charge or maintain financial records for departmental work done.	
310. Collect bile specimens from the patients.	
311. Collect serous cavity specimens from the patients.	
312. Collect skin specimens from the patients.	
313. Collect spinal fluid specimens from the patients.	
314. Collect urethral or vaginal specimens from the patients.	
315. Collect specimens from wounds.	
316. Inventory and/or order departmental supplies.	
317. Perform bacteriological or chemical examinations of food products.	

TASK STATEMENT	CHECK HERE
318. Perform bacteriological or chemical examinations of sewage.	
319. Perform bacteriological or chemical examinations of water.	
320 Perform Basal Metabolism Rate (BMR) tests.	
321 Clean and perform routine preventive maintenance on departmental equipment.	
322. Perform sperm counts.	
323. Prepare and process specimens.	
324. Prepare electrophoresis patterns.	
325. Prepare reagents.	
326. Prepare specimens for electron microscopy.	
327. Prepare specimens for shipment.	
328. Prepare specimens for training or reference.	
329. Prepare standards.	
330. Read electrophoresis patterns.	
331. Assist in writing technical papers for publication.	
332. Assist in preparing medical illustrations for technical papers for publications.	
333. Distribute medical illustration material.	
334. Performing General Medical Laboratory Tasks	
335. Preparing Medical Illustration Material.	
336. Draw and prepare illustrations.	
337. Operate illustrated materials.	
338. Maintain reference files of illustrations.	
339. Calibrate Laboratory Equipment.	
340. Operate automatic analyzers.	
341. Operate continuous flow-dual channel automatic analyzers.	
342. Operate continuous flow-single channel automatic analyzers.	
343. Operate hematology continuous flow automatic analyzers (SMA 7).	

TASK STATEMENT	CHECK HERE
344. Operate continuous flow automatic analyzer (SMA 6).	
345. Operate hematology continuous flow automatic analyzers (SMA 7).	
346. Operate continuous flow automatic analyzers (SMA 12-30).	
347. Operate continuous flow automatic analyzers (SMA 12-60).	
348. Operate other continuous flow automatic analyzers.	
349. Operate discrete sample automatic analyzer-Beckman, DSA.	
350. Operate discrete sample automatic analyzers-B and L Enzymat.	
351. Operate discrete sample automatic analyzer-Clino-Mak-Lablin.	
352. Operate discrete sample automatic analyzer-Dupont ACA.	
353. Operate discrete sample automatic analyzer-Hycel Mark-IC.	
354. Operate discrete sample automatic analyzer-Robert Chemist.	
355. Operate other discrete sample automatic analyzer.	
356. Operate Automatic Cell Counter.	
357. Operate automatic cell counter-Coulter single channel.	
358. Operate automatic cell counter-Coulter multi channel Model S.	
359. Operate automatic cell counter-other Coulter.	
360. Operate Analytical Balance.	
361. Operate analytical balance weighing to nearest milligram.	
362. Operate analytical balance weighing to nearest 0.1 milligram or less.	
363. Operate Basal Metabolism Apparatus.	
364. Operate blood gas apparatus.	
365. Operate blood gas apparatus-Manometric.	
366. Operate blood gas apparatus-Volumetric.	
367. Operate chloridometer.	

TASK STATEMENT	CHECK HERE
368. Operate chromatograph.	
369. Operate chromatograph-gas	
370. Operate chromatograph-glass filter type.	
371. Operate chromatograph-interference filter type.	
372. Operate chromatograph-paper	
373. Operate chromatograph-thin layer.	
374. Operate colorimeter.	
375. Operate differential cell counter.	
376. Operate distillation apparatus.	
377. Operate electrophoresis equipment.	
378. Operate electrophoresis equipment [illegible] systems.	
379. Operate electrophoresis equipment-cellulose [illegible] systems.	
380. Operate electrophoresis equipment-[illegible]	
[illegible] not frequently [illegible] in the midwest.	
382. Operate [illegible]	
383. Operate [illegible] regular.	
384. Operate [illegible] meter-atomic absorption with hollow cathode and [illegible]	
385. Operate [illegible] meter.	
386. Operate [illegible] spectrometer	
387. Operate [illegible] microscope reader.	
388. [illegible] type.	
389. Operate [illegible]	
390. [illegible]	
[illegible] [illegible] meter.	
[illegible] [illegible] photometer.	
[illegible] [illegible] meter-visible [illegible]	
394. Operate [illegible] photometer-ultra [illegible]	
395. Operate [illegible] photometer-infra red.	
396. [illegible]	
397. [illegible] blood bank alarm system.	
398. [illegible] [illegible] tracer.	

TASK STATEMENT	CHECK HERE
399. Use blood bank-refrigerator.	
400. Use centrifuge-general laboratory.	
401. Use centrifuge-microhematocrite.	
402. Use centrifuge-ultracentrifuge.	
403. Use extraction apparatus-separatory funnel.	
404. Use extraction or chromatographic apparatus-Sephadex or resin column.	
405. Use heating blocks.	
406. Use incubator-aerobic.	
407. Use incubator-anaerobic.	
408. Use microburettes.	
409. Use microscopes.	
410. Use microscopes-light bright-field.	
411. Use microscopes-light dark-field.	
412. Use microscopes-phase contrast.	
413. Use microscopes-interference.	
414. Use microscopes-fluorescence.	
415. Use microscopes-polarized.	
416. Use microscopes-electron.	
417. Use pipette-automatic.	
418. Use pipette-semi-automatic.	
419. Use pipette-manual	
420. Use pipette micro 0.1 or larger.	
421. Use pipette-micro less than 0.1 ml.	
422. Use pipette-to deliver.	
423. Use pipette-to contain.	
424. Use steam sterilizer or autoclave for departmental equipment.	
425. Use gas sterilizer for departmental equipment.	
426. Use tissue processing apparatus-automatic.	
427. Use titrators.	
428. Use titrators-automatic end point.	
429. Use titrators-burrette.	
430. Use titrators-electrometric end point.	

TASK STATEMENT	CHECK HERE
431. Use titrators-visual end point.	
432. Use water-baths.	
433. Use radioisotope measurement instruments.	
434. Operate scintillation camera for measuring radioisotopes.	
435. Operate scanner for measuring radioisotopes.	
436. Use liquid scintillation system for measuring radioisotopes.	
437. Use manual cell counting equipment for measuring radioisotopes.	
438. Use T-3 or T-4 type radioisotope measurement systems.	
439. Use probe-uptake counting equipment (e.g., I-131 thyroid uptake).	
440. Performing bacteriological procedures.	
441. Examine bacteriological specimens microscopically.	
442. Identify and classify pathogenic bacteria.	
443. Use special procedures not pest control in hospital.	
444. Inoculate tubed bacteriological media.	
445. Maintain bacteriological stock cultures.	
446. Operate anaerobic devices for bacteriological specimens.	
447. Inoculate animals with bacteriological specimens.	
448. Perform bacteriological animal virulence tests.	
449. Perform antibiotic and antimicrobial agent sensitivity tests.	
450. Perform fluorescent antibody studies.	
451. Prepare autogenous vaccines.	
452. Prepare bacteriological culture media.	
453. Prepare subculture and smears of bacteriological cultures.	
454. Receive and primary process all cultures except blood, T.B. and fungus.	

TASK STATEMENT	CHECK HERE
455. Receive and process T.B. cultures.	
456. Receive and process blood cultures.	
457. Record and/or report bacteriological colony counts on urine.	
458. Record and/or report bacteriological colony counts on other than urine.	
459. Stain bacteriological smears.	
460. Prepare streak plates of bacteriological specimens.	
461. Performing Myelogy Procedures.	
462. Cultivate mycology specimens for primary isolation.	
463. Examine mycology specimens microscopically.	
464. Identify and classify fungi.	
465. Perform KOH preparation for dermatophytes.	
466. Prepare culture media for mycology specimens.	
467. Stain mycology specimens.	
468. Performing Parasitology Procedures.	
469. Examine parasitology specimens microscopically.	
470. Examine parasitology specimens macroscopically.	
471. Identify parasitic and disease-carrying arthropods.	
472. Identify protozoans, cestodes, nematodes, and trematodes.	
473. Maintain parasite cultures.	
474. Perform concentration to floatation techniques for parasite ova.	
475. Perform micrifilarial examinations.	
476. Perform serological tests for parasites (e.g., trichinosis).	
477. Stain parasitological smears.	
478. Performing Serology Procedures.	
479. Identify viruses and/or rickettsia by serological tests.	
480. Perform antistriptolysis "0" titer.	
481. Perform cardiolipin microflucculation test (VDRL).	

TASK STATEMENT	CHECK HERE
482. Perform colloidal gold test.	
483. Perform complement fixation tests.	
484. Perform "C" reactive protein tests.	
485. Perform febrile agglutination (e.g., salmonella) tests.	
486. Perform fluorescent treponemal antibody test.	
487. Perform hemagglutination inhibition test.	
488. Perform heterophile presumptive test.	
489. Perform infectious mononucleosis procedures-monospot or monotest.	
490. Perform latex fixation test.	
491. Perform rheumatoid arthritis test (RA).	
492. Perform and read fluorescent antigen-antibody tests.	
493. Perform skin sensitivity tests and/or including allergic reactions to x-ray contrast media).	
494. Perform and read serological asslutination tests.	
495. Perform and read flocculation tests (other than serological tests for syphillis).	
496. Perform and read serological precipitation reactions (e.g., agar gel immunodiffusion).	
497. Perform strep M test.	
498. Perform thyroid antibody test	
499. Perform VDRL test.	
500. Perform other serological tests for syphillis.	
501. Prepare antigens for serological tests.	
502. Prepare and read serological hemolysin reactions.	
503. Prepare specimens for virus isolation	
504. Performing Hematology Procedures.	
505. Performing bleeding and coagulation times.	
506. Prepare and stain blood smears for differential count.	

TASK STATEMENT	CHECK HERE
507. Perform bone marrow examinations on specimens.	
508. Perform capillary resistance test.	
509. Perform chromosomal analysis.	
510 Perform clot retraction test.	
511. Perform venous whole blood coagulation time tests.	
512. Perform cryoglobulin tests.	
513. Perform differential cell counts.	
514. Perform eosinophile count.	
515. Perform erythrocyte fragility tests.	
516. Calculate erythrocyte indices.	
517. Perform factor V - VIII - X assays.	
518. Perform fibrinogen deficiency test.	
519. Perform fibrinolysin test.	
520. Perform hematocrit tests	
521. Perform hemoglobin tests.	
522. Prepare lupus erythematosus (L.E.) slides.	
523. Microscopically identify L.E. cells	
524. Stain and read malaria smears	
525. Identify morphological variations of red or white blood cells.	
526. Perform partial thromboplastin time (PTT) test.	
527. Stain and read peroxidase stain.	
528. Perform platelet count.	
529. Perform prothrombin consumption test.	
530. Perform prothrombin time test.	
531. Perform red blood count.	
532. Perform reticulocyte cell count.	
533. Perform erythrocyte sedimentation rate.	
534. Perform sickle cell preparations.	
535. Perform spinal fluid cell counts.	
536. Perform thromboplastin generation tests.	
537. Perform white blood count.	

TASK STATEMENT	CHECK HERE
538. Performing Urinalyses Procedures.	
539. Perform routine analysis of urine specimen.	
540. Perform Addis counts.	
541. Perform Bence-Jones protein tests.	
542. Perform urine bile tests.	
543. Perform urine bilirubin tests.	
544. Perform urine concentration tests (e.g., Fishberg).	
545. Perform urine concentration-dilution tests (e.g., Monsenthal).	
546. Perform true blucose tests on urine.	
547. Perform urine hemoglobin (blood) tests.	
548. Perform urine hemosiderin tests.	
549. Perform microscopic test for urinary lipids.	
550. Perform urinary pH tests.	
551. Perform urinary phenylpyruvic acid tests.	
552. Perform test on pitressin response on urinary concentration.	
553. Perform urinary porphyrins tests.	
554. Perform urinary pregnancy tests.	
555. Perform qualitative urine protein tests.	
556. Perform urine reducing substance.	
557. Perform urinary specific gravity tests.	
558. Perform urinary toxicology tests (e.g., lead).	
559. Perform urinary urobilinogin tests.	
560. Perform water loading test (e.g., Seller).	
561. Performing Radioactivity Detection Procedures.	
562. Assist in preparing and counting radioactivity in samples.	
563. Conduct tests for presence and measurement of radioactivity.	

TASK STATEMENT	CHECK HERE
564. Count radioactivity in body fluid specimens.	
565. Dispose of radioactive wastes.	
566. Observe established departmental fire and safety standards and procedures.	
567. Modify standard laboratory equipment and techniques to measure radioactivity.	
568. Assist with organ scans and/or images.	
569. Perform autoradiography.	
570. Record, transfer, or summarize patient data.	
571. Segregate and prepare radio-active specimens for measurement of radioactivity.	
572. Performing Biochemistry Procedures.	
573. Perform acid gel reaction test.	
574. Perform acid phosphatase test.	
575. Perform serum albumin tests.	
576. Perform A/G Ratio.	
577. Perform blood alcohol tests.	
578. Perform alkaline phosphatase test.	
579. Perform alkaloids test.	
580. Perform amylase test.	
581. Perform barbiturate level test.	
582. Perform bilirubin (direct) test.	
583. Perform bilirubin (indirect) test.	
584. Perform bromosulphalein retention (BSP) tests.	
585. Perform calcium tests.	
586. Perform carbon dioxide determinations.	
587. Perform calculus analyses tests.	
588. Perform carbon monoxide determinations.	
589. Perform catecholamine tests.	
590. Perform cephalin fluocculations for liver function.	
591. Perform chlorides tests.	

TASK STATEMENT	CHECK HERE
592. Perform total cholesterol tests.	
593. Perform total cholesterol esters test.	
594. Perform colloidal gold curve tests.	
595. Perform steroid studies.	
596. Perform creatine tests.	
597. Perform creatine phosphokinase (CPK) tests.	
598. Perform serum creatinine tests.	
599. Perform creatinine clearance tests.	
600. Perform enzyme analysis tests.	
601. Perform gastric analysis tests (e.g., acidity or Diagnex Blue).	
602. Perform glucose tests.	
603. Perform glucose-6-phosphate dehydrogenase tests.	
604. Perform glucose tolerance tests.	
605. Perform serum glutamic oxalacetic transaminase (SGOT) test.	
606. Perform serum glutamic pyruvic transaminase (SGPT) test.	
607. Perform hormone-steroid assays.	
608. Perform icterus index tests.	
609. Perform insulin-tolerance tests.	
610. Perform lactic dehydrogenase (LDH) tests.	
611. Perform leucine aminopeptidase (LAP) tests.	
612. Perform liver tests.	
613. Perform lipids profile tests.	
614. Perform serum magnesium tests.	
615. Perform non-protein nitrogen (NPN) tests.	
616. Perform blood oxygen tests.	
617. Perform blood pH tests.	
618. Perform phenolsulfonphthalein (PSP) excretion test.	
619. Perform phosphorus tests.	
620. Perform potassium determinations.	
621. Perform urine porphyrin and/or porphobilinogen tests.	

TASK STATEMENT	CHECK HERE
622. Perform frog test for pregnancy.	
623. Perform slide or tube test for pregnancy.	
624. Perform protein bound iodine (PBI) tests.	
625. Perform total protein tests.	
626. Perform salicylate level tests.	
627. Perform sodium determinations.	
628. Perform thymol turbidity tests.	
629. Perform tolbutamide (orinase) tolerance tests.	
630. Perform blood urea nitrogen (BUN) tests.	
631. Perform quantitative urine chemistry tests for any of the serum or blood chemistry tests previously listed (e.g., urine amylase).	
632. Perform vitamin assays.	
633. Perform xylose tolerance tests.	
634. Perform Histology procedures.	
635. Assist in preparation of gross specimens for medical photography.	
636. Assist with autopsy.	
637. Decalcify specimens of teeth and bone.	
638. Embed tissue in paraffin.	
639. Hand-sharpen histology knives.	
640. Log in and/or code incoming specimens.	
641. Perform routine immunohistology (e.g., fluorochrome dyes).	
642. Mount tissue section in preparation for microscopic study.	
643. Prepare celloidin embeddings.	
644. Prepare frozen section of tissue.	
645. Prepare routine histology stains and fixatives.	
646. Prepare special histology stain.	
647. Prepare tissue for celloidin embedding and sectioning.	
648. Prepare tissue for fixation, dehydration, and infiltration of paraffin.	

	TASK STATEMENT	CHECK HERE
649.	Section tissue in microscopic blocks.	
650.	Stain Pap smears.	
651.	Stain histology specimens for microscopic study.	
652.	Submit tissue specimens to AFIP or histopathology center.	
653.	Performing Cytotechnology Procedures.	
654.	Coverslip cytology specimens.	
655.	Obtain breast discharge specimens.	
656.	Obtain gastric specimens.	
657.	Obtain pleural fluid specimens.	
658.	Obtain salivary aspirates.	
659.	Obtain surface lesion specimens.	
660.	Prepare cytological fixatives.	
661.	Prepare cytological specimens for millipore.	
662.	Prepare cytological specimens using nuclepore.	
663.	Prepare cytological stains and solutions.	
664.	Screen breast discharge smear for malignant cells.	
665.	Screen pleural fluid for malignant cells.	
666.	Screen salivary aspirates for malignant cells.	
667.	Screen spinal fluids for malignant cells.	
668.	Screen sputum smear for malignant cells.	
669.	Screen surface lesion for malignant cells.	
670.	Screen thyroid aspirates for malignant cells.	
671.	Screen urine smear for malignant cells.	
672.	Screen tissue sections for abnormal cells.	
673.	Performing Blood Banking Procedures.	
674.	Accumulate and maintain blood bank statistics.	
675.	Attach serial numbers to blood transfusion.	
676.	Calibrate centrifuges.	
677.	Centrifuge and separate serum from clot.	
678.	Check and record temperatures of refrigerators and/or alarms.	
679.	Crossmatch blood.	
680.	Dispose of unused blood after expiration time limit.	
681.	Draw blood from blood donors.	
682.	Maintain blood inventory (e.g., count number of bottles on hand).	
683.	Maintain donor files.	
684.	Maintain files of blood banking forms including labels.	
685.	Order blood by phone from suppliers.	
686.	Order and maintain reagents and supplies.	
687.	Organize and store blood.	
688.	Perform absorption technique.	
689.	Perform antibody screen and identification tests.	
690.	Perform antibody titers (dilutions)	
691.	Perform direct and indirect Coombs tests.	
692.	Perform elution technique.	
693.	Perform genotype of blood.	
694.	Perform transfusion reaction studies	
695.	Prepare blood for shipment.	
696.	Prepare and read slide agglutination reactions.	
697.	Prepare and read tube agglutination reactions.	
698.	Prepare controls.	
699.	Prepare special blood fractions (e.g., platelet rich blood).	
700.	Process blood for packed cells.	
701.	Record information on blood record card.	
702.	Screen and schedule donors.	

TASK STATEMENT	CHECK HERE
703. Store and/or dispose of used blood containers and pilot tubes.	
704. Test blood for ABO grouping and ABO subgrouping.	
705. Test blood for Rh or Du factors.	
706. Use refrigerated centrifuge.	
707. Management Functions.	
708. Organizing and Planning.	
709. Plan and [illegible] employee work schedules.	
710. Maintain appropriate storage conditions [illegible] specialized materials.	
711. Assign [illegible] work to individual employees.	
712. Assure the availability of equipment and supplies.	
713. Participate in interdepartmental [illegible] activities.	
714. [illegible] medical-legal problems.	
715. Develop and maintain procedures for [illegible]	
716. [illegible] budget figures.	
717. Plan the [illegible] work flow.	
718. Coordinate work function of [illegible]	
719. [illegible] work orders with other departments.	
720. [illegible] organization or functional chart	
721.	
722. Determine personnel requirements and [illegible] assignments.	
723. [illegible] review current methods [illegible] and/or improve laboratory procedures.	
724. Develop or revise the organization of the section.	
725. Prepare a budget.	
726. Establish and direct administrative operating policies, procedures and regulations.	

TASK STATEMENT	CHECK HERE
728. Establish performance standards.	
729. Establish procedures for special tests.	
730. Establish quality control function	
731. Establish research procedures.	
732. Establish and maintain [illegible] standards.	
733. Establish work priorities.	
734. Formulate standard operating procedures for your medical laboratory.	
735. Participate in hospital committee functions.	
736. Participate in union contract negotiations.	
737. Plan and schedule work assignments	
738. Plan medical laboratory activities	
739. Maintain work records for statistical purposes.	
740. Plan reports for the section.	
741. Plan status boards or charts.	
742. Plan the maintenance and distribution of reports, records, files, or correspondence with the physician.	
743. Plan the physical layout of the medical laboratory facilities.	
744. Plan the section safety program.	
745. Plan work flow.	
746. Requisition supplies.	
747. Requisition equipment.	
748. Directing and Implementing.	
749. Administer union contracts.	
750. Plan and direct the maintenance of records in health facility.	
751. Supervise the maintenance and utilization of equipment.	
752. Direct the maintenance and utilization of supplies.	
753. Direct the maintenance and utilization of work space.	
754. Direct patient care procedures.	

TASK STATEMENT	CHECK HERE
755. Direct subordinates in maintaining high standards of personal cleanliness.	
756. Direct subordinates in maintaining performance standards.	
757. Direct subordinates in maintaining security standards.	
758. Direct subordinates in the observance of safety practices.	
759. Draft and submit job descriptions.	
760. Interview and evaluate job candidates.	
761. Maintain files of publications.	
762. Maintain status boards or charts.	
763. Resolve personnel problems.	
764. Resolve technical problems.	
765. Supervise the safety or disaster control program.	
766. Supervise the preparation and maintenance of records and reports.	
767. Supervise subordinate supervisors.	
768. Supervise bacteriology procedures.	
769. Supervise blood banking procedures.	
770. Supervise chemistry procedures.	
771. Supervise cytology procedures.	
772. Supervise endocrinology procedures.	
773. Supervise hematology procedures.	
774. Supervise histology procedures.	
775. Supervise mycology procedures.	
776. Supervise parasitology procedures.	
777. Supervise serology procedures.	
778. Supervise urinalysis procedures.	
779. Supervise virology procedures.	
780. Communication.	
781. Communicate laboratory findings to physicians.	
782. Explain laboratory findings to physicians.	
783. Explain laboratory tests to physicians.	
784. Explain laboratory tests to hospital staff.	
785. Explain laboratory tests to patients.	
786. Instruct patients in regard to administration of test procedure.	
787 Interpret laboratory functions and policies to hospital personnel and/or volunteers, Board, etc.	
788. Participate in hospital public information program by gathering and furnishing appropriate data.	
789. Inspecting and Evaluating.	
790. Determine equipment repairs or replacement needed.	
791 Evaluate adherence to work schedules.	
792. Evaluate compliance with established work standards.	
793. Evaluate individuals for promotion and upgrading.	
794. Evaluate procedures for storage, inventory, and inspection of property items.	
795. Evaluate the accuracy of routine reports.	
796. Evaluate the adequacy of routine reports.	
797. Evaluate the maintenance and use of equipment.	
798. Evaluate the maintenance and use of supplies.	
799. Evaluate the maintenance and use of work space.	
800. Evaluate work performance of subordinates.	
801. Initiate reports on unsatisfactory equipment.	
802. Inspect and evaluate adherence to established standards of sanitation, cleanliness, and neatness.	
803. Inspect and evaluate the maintenance of status boards or charts.	
804. Inspect the physical layout of the medical laboratory facilities.	
805. Investigate possible sources of staphylococcus and/or other hospital infectious diseases.	

TASK STATEMENT	CHECK HERE
806. Recommend special corrective action for recurring problems.	
807. [illegible] personal problems of subordinates.	
808. Resolve technical problems of subordinates.	
809. Training and Education.	
810. Administer written or performance tests.	
811. Arrange for teaching aids, space, and equipment.	
812. [illegible] special classroom [illegible]	
[illegible] Develop educational materials for [illegible] inpatient program.	
814. Evaluate training effectiveness.	
815. [illegible] instruction in accredited [illegible] programs.	
816. [illegible] on-the-job instruction in laboratory activities.	
817. [illegible] lectures to non-laboratory personnel.	
[illegible] and directives [illegible]	
819. [illegible] performance records.	
820. [illegible] assigned personnel.	
821. [illegible] individuals for training.	
[illegible] in promotion of health	
[illegible] review student training	
[illegible] to the [illegible]	
[illegible] students.	
[illegible] assignment of personnel	
[illegible] training.	
[illegible] instructors.	
[illegible] procedures for specialized [illegible]	
[illegible] textbook and library [illegible] materials.	
[illegible] and interpret [illegible] information.	

TASK STATEMENT	CHECK HERE
832. Supervise student training programs.	
833. Maintaining Supplies and Records.	
834. Handle property turn-in	
835. Label, transfer, and/or log specimens for identification.	
836. Maintain and review departmental stock levels.	
837. Prepare work orders or work requests.	
838. Procure and store perishable items	
839. Purchase supplies.	
840. Receive incoming supplies and equipment.	
841. [illegible] supplies.	
842. Supervise the maintenance of laboratory supplies.	
843. Obtain forms for treatment.	
844. Schedule [illegible] various [illegible]	
[illegible] Maintain patient's [illegible] in order [illegible] placement [illegible]	
846. Attach [illegible] to patient's [illegible]	
847. Adjust physical condition of examining room for patient's EEG.	
848. Record electrical potentials of patient's brain wave.	
849. Check function of EEG machine during examination of patient.	
850. Perform internal and external calibration during patient's EEG.	
851. Record montage as prescribed by encephalographer during patient's EEG.	
852. Modify routine montage as needed for different patients having EEG's.	
853. Recognize and report the physical [illegible] of the patient receiving [illegible]	
854. Perform terminal calibration during [illegible] EEG.	

	TASK STATEMENT	CHECK HERE
855.	Detach patient from EEG recorder.	
856.	Maintain and use appropriate filing storage and retrieval system in handling individual patient's EEG's	
857.	Fill ink reservoir of EEG machine when necessary.	
860.	Check and replace tubes of EEG machine when necessary.	
861.	Replace pre-amplifier/amplifier of EEG machine when necessary.	
862.	Refill paper supply of EEG machine model.	
863.	Calibrate paper drive of EEG machine when necessary.	
864.	Check batteries of EEG machine (if applicable).	
865.	Perform external calibration of EEG machines.	
[illegible]	[illegible] blood gas analysis.	
[illegible]	[illegible] pressure transducers for [illegible] function studies.	
[illegible]	[illegible] multi-channel recorders for pulmonary function studies.	
[illegible]	[illegible] telemetry systems for pulmonary function studies.	
[illegible]	[illegible] calculation for pulmonary function studies.	
[illegible]	[illegible] pulmonary function studies with [illegible].	
877.	[illegible] functional residual capacity [illegible] function.	
[illegible]	[illegible] spirometer for pulmonary function studies.	
[illegible]	[illegible] maximum voluntary ventilation [illegible].	
[illegible]	[illegible] collection and analysis.	
[illegible]	[illegible] calibration gas.	
[illegible]	[illegible] compliance measurements.	
[illegible]	[illegible] airway resistance measurements.	
[illegible]	Measure [illegible] pCO2.	
[illegible]	[illegible] arterial pCO2 [illegible] techniques.	

CHECK HERE	TASK STATEMENT	CHECK HERE
	881. Measure cardiac output by one or more techniques.	
	882. Operate a pneumo-tachometer.	
	883. Perform radioactive gas techniques (ventilation-perfusion).	
	884. Mount EKG records.	
	885. Check and maintain EKG equipment.	
	886. Obtain patient's clinical history.	
	887. Prepare trays for special x-ray examinations.	
	888. Load and unload film units for patient's x-rays.	
	889. Use polaroid units for patient's x-rays.	
	890. Prepare written radiology therapy instructions for patients.	
	891. Store radioactive materials.	
	892. Wash and sterilize patients treatment facilities.	
	893. Assist in patient treatment planning.	
	894. Number cassettes or screens for identification.	
	895. Select immobilization devices for patient's x-rays or treatment.	
	896. Place patient in radiographic position.	
	897. Attach lead shield to asssette for identification.	
	898. Prepare contrast media (used for patient) such as barium sulphate.	
	899. Administer radiopaque preparation to patient.	
	900. Determine and adjust control panel settings on x-ray equipment as voltage, amperage and time exposure	
	901. Assist physician in special procedures for patient.	
	902. Operate video tape equipment for radiology exam.	
	903. Load cameras for cineflurography.	
	904. Make catheters for special x-ray examinations.	
	905. Process films in surgery.	

	TASK STATEMENT	CHECK HERE
906.	Maintain silver recover operation.	
907.	Perform safety check for exposure of film in dark room.	
908.	Monitor for scatter radiation in patient's.	
909.	Take patient's dental x-rays.	
910.	Take patient's abdominal x-rays.	
911.	Take patient's spinal x-rays	
912.	Take patient's chest x-rays.	
913.	Take patient's facial x-ray	
914.	Take patient's mastoid x-rays.	
915.	Take patient's paranasal x-rays.	
916.	Take x-rays of extremities.	
917.	Take x-rays of patient's ribs and sternum.	
918.	Operate fluoroscopic equipment.	
919.	Operate image intensifier television units.	
	Operate x-ray units.	
	Maintain records for	
	Perform other radiation therapy procedures.	
	Take patient's anthrograms.	
	Take patient's brachiograms.	
	Take patient's cerebral	
929.	Take patient's cholecystograms.	
	Take patient's hysterosalpingograms.	
	Take patient's cholangiograms.	
	Take patient's intravenous pyelograms.	
	Take patient's laminagrams.	
	Take mammoradiograms for patient.	
	Take pneumoencephalograms for patient.	
	Take pneumocardiograms for patient.	
	Take patient's pneumo-	

	TASK STATEMENT	CHECK HERE
935.	Assist with patient's urographic studies.	
936.	Assist with patient's sialograms.	
937.	Assist with patient's stereoscopic x-rays.	
938.	Assist with patient's upper GI series.	
939.	Assist with patient's ventriculograms.	
940.	Assist with x-rays for patient's cholecystographic studies.	
941.	Assist with patient's x-rays for contrast studies of esophagus.	
942.	Assist with patient's x-rays for contrast studies of large bowel or colon.	
943.	Assist with patient's x-rays for urological studies.	
944.	Assist with patient's use of radiographic	
	Set up operating controls for	
	Operate automatic processing machine.	
947.	Perform subtraction techniques for radiological patient.	
948.	Operate automatic processing machine.	
	Attach cover and filters for radiation therapy.	
950.	Load applicators for radium therapy	
951.	Operate conalt or super voltage therapy machines.	
	Operate ortho-voltage equipment.	
953.	Perform functional checks on radiation therapy equipment.	
	Perform radioisotope therapy for patient.	
	Perform scan for patient utilizing scintillation electronic detectors.	
	Operate low voltage roentgen therapy equipment.	
	Operate betatron therapy equipment	

TASK STATEMENT	CHECK HERE
958. Operate linear accelerator therapy equipment.	
959. [illegible] decontamination procedure.	
960. [illegible] patient's treatment and part [illegible] files.	
961. Calibrate x-ray machines.	
962. Make minor repairs or adjustments to x-ray machine.	
963. Replace and mount x-ray screens.	
964. Test [illegible] screen film contact.	
965. [illegible] for x-ray beam alignment.	
966. Prepare and maintain patient index [illegible].	
967. Type correspondence for radiologist.	
968. Assemble, indexing and filing x-ray films.	
969. [illegible] loans of patient's x-ray [illegible]	
[illegible] storing or disposing of [illegible] and x-ray indexes.	
[illegible] blank forms for [illegible]	
[illegible] diagnostic	
[illegible] for radiologist.	
[illegible] financial statement for [illegible]	
[illegible] and submit supply request for radiological department/[illegible]	
[illegible] statement for patient billing	
[illegible] radiologists.	
[illegible] patient clinical records	
[illegible] and prepare [illegible]	
[illegible] and schedule contract [illegible] maintenance programs	
[illegible] technical staff for [illegible] department.	

TASK STATEMENT	CHECK HERE
983. Supervise clerical staff for radiology department.	
984. Investigate reports of unusual incidents for radiology department.	
985. Undertake radiological placement trainees.	
986. Originate correspondence for radiologists.	
987. Prepare special orders on assignment, reassignment or transfer of patients.	
988. Maintain on-call roster of doctors and/or radiology technicians.	
989. Maintain radiology department personnel file.	
990. Initiate authorization forms for radiological examinations of minors or mental incompetents.	
991. Initiate authorization forms for administration of anesthesia for radiological examinations or surgical procedures.	
[illegible] Prepare radiological patient examination schedule.	
[illegible] Develop patient instruction forms for radiologic examinations.	
994. Prepare formal requests for radiation source changes.	
995. Design and develop radiology experimental devices or equipment.	
[illegible] Design forms for maintenance radiology research data.	
[illegible] Utilize radioactive sources in research.	
[illegible] Prepare patients for radiological examinations.	
999. Maintain dark room facilities and equipment for radiology department.	
1000. Prepare radiological processing solutions.	
1001 Place x-rays in viewing apparatus.	
1002. Replenish solutions for x-ray development.	
1003. Reproduce x-ray films on to 35mm slides.	

TASK STATEMENT	CHECK HERE
1004. Reproduce x-rays by direct duplication method, microfilm [illegible]	
1005. Maintain film hangers for drying [illegible]	
1006. Maintain x-ray film cassettes.	
1007. Wash and sterilize radiological treatment facilities.	
1008. Operate audio-visual aids for radiation therapy dept.	
1009. Prepare patients for physical therapy treatments.	
1010. Assemble equipment for physical therapy treatment.	
1011. Disassemble equipment for physical therapy treatments.	
1012. Perform [illegible] treatments, principally body therapy, for patients as directed by licensed physical [illegible]	
[illegible] applications of heat for physical therapy treatment (with safety precautions).	
[illegible] applications of cold for physical therapy treatment (with safety precautions).	
[illegible] applications of light for physical therapy treatment (with safety precautions).	
[illegible] applications of water for physical therapy treatment (with safety precautions).	
[illegible] applications of sound for physical therapy treatment (with safety precautions).	
[illegible] for physical therapy treatments (with safety precautions).	
[illegible] for minor modifications of physical therapy treatment to meet the patient's [illegible]	
[illegible] with patient's physical [illegible] evaluations.	
[illegible] patient's physical therapy [illegible] evaluations.	
[illegible] reception activities in physical therapy department.	

TASK STATEMENT	CHECK HERE
1023. Perform clerical activities in the physical therapy department.	
1024. Interpret physician's prescribed orders for physical therapy treatment of patient.	
1025. Make appropriate use of equipment for applying physical therapy treatments as prescribed.	
1026. Direct patients in the use of wheelchairs.	
1027. Direct patients in the use of body braces.	
1028. Maintain treatment and process records according to policies of department.	
1029. Care for wet treatment areas in the physical therapy department.	
1030. Treat patient in Hubbard tank.	
1031. Treat patients in whirlpool.	
1032. Treat patient in pool without [illegible]	
1033. [illegible] of contrast baths.	
1034. [illegible] of [illegible] irrigations.	
1035. [illegible] of [illegible] treatment.	
1036. Give patient shortwave diathermy treatment.	
1037. Give patient microwave diathermy treatment.	
1038. Give patient ultrasonic diathermy treatment.	
1039. Give the patient cervical traction therapy.	
1040. Examine patient needing prosthetic devices.	
1041. Measure patients for prosthetic devices.	
1042. Fabricate devices from plastic for a patient.	
1043. Fabricate devices from leather for a patient.	
1044. Fabricate devices from wood for a patient.	
1045. Fabricate devices from steel and aluminum for a patient.	

	TASK STATEMENT	CHECK HERE
1046.	Fit patients with prosthetic devices.	
1047.	[illegible] according to patient's [illegible].	
1048.	Evaluate the patient's ability to [illegible] prosthetic device.	
1049.	Prepare a patient for foot examination.	
1050.	[illegible]	
1051.	[illegible]	
1052.	[illegible]	
1053.	[illegible]	
1054.	[illegible]	
	[illegible]	
	[illegible]	

TASK STATEMENT	CHECK HERE
1089. Record the patient's eye history.	
1090. Assist with the therapy program for patient's who have perceptual difficulties.	
1091. Assist with the therapy for patients with visual motor anomolier.	
1092. Assist with the therapy for patients with poor hand-eye coordination.	
1093. Assist with the therapy for patients with reading problems.	
1094. Work with patients who require special therapeutic divices (e.g., low vision aide, lenses for post cataract surgery).	
1095. Assist in the optometric laboratory.	
1096. Assist in the fitting of contact lens.	
1097. Assist with parient's visual training.	
1098. Give the optician or optometrist chairside assistance.	
1099. Assist with optometric office administration.	
1100. Select the proper stock for lenses according to prescription.	
1101. Identify gray, pits, scratches, generator marks and defects in lens stock.	
1102. Block and deblock lens for glasses.	
1103. Fine and polish lens stock for edging.	
1104. Grind tools for fining and polishing lens stock.	
1105. Assemble and disassemble automatic lens stock finers and polishers.	
1106. Set axis on all machines surfacing lenses.	
1107. Grind prism chime and rings in surfacing lenses.	
1108. Figure thickness or lenses, cutting block at proper time.	
1109. Figure how thick to make prism jobs according to axis.	
1110. Block all lenses.	
1111. Line up all lenses.	
1112. Cut proper curve into lenses.	
1113. Test lenses to withstand maximum pressure.	
1114. Check lenses by microscope for exactness.	
1115. Trim lenses to final shape.	
1116. Smooth lenses after trimming.	
1117. Bevel lens edge for proper fit into frames.	
1118. Make lenses shatter-free electronically.	
1119. Make lenses shatter-free chemically.	
1120. Put lenses into frames.	
1121. Check microscopically for final exactness of glasses.	
1122. Receive contaminated supplies from patient area.	
1123. Place contaminated items in isolation chamber.	
1124. Autoclave contaminated articles before processing.	
1125. Pick up or receive soiled instruments and supplies from nursing unit.	
1126. Sort instruments and utensils for re-sterilizing.	
1127. Examine articles for holes, cracks, or other defects.	
1128. Place articles in containers or racks for washers.	
1129. Place articles in baskets or boxes to be sterilized.	
1130. Place baskets or boxes on collection cart.	
1131. Place articles in containers to go to washing.	
1132. Receive new or clean linen.	
1133. Prepare proper washing agents.	
1134. Select proper rinse agents.	
1135. Sort items (various needles, forceps, etc.).	

TASK STATEMENT	CHECKER
1136. Load items to be re-used into automatic washers.	
1137. Operate automatic washers to clean items to be re-used.	
1138. Unload items to be re-used from automatic washers.	
1139. Clean and maintain washing equipment for central service.	
1140. Disassemble materials and equipment for Central Service.	
1141. Dry items after washing and readying for Central Service.	
1142. Assemble equipment after cleaning for Central Service.	
1143. Prepare and handle items for packaging and delivery for Central Service.	
1144. Package items to be sterilized.	
1145. Transfer items to autoclave truck.	
1146. Check for leaks or malfunctions of machinery for Central Service.	
1147. Test for sterilization with bacterial culture.	
1148. Tag sterilized items.	
1149. Prepare dressing sets.	
1150. Mix normal saline solutions.	
1151. Fill bottles with solutions to be sterilized.	
1152. Label, cap and autoclave bottles to be sterilized.	
1153. Test sterile bottles for leaks.	
1154. Unload autoclaved materials from carts into sterile cupboards.	
1155. Seal sterile items in air-tight plastic bags for long storage.	
1156. Assemble aortagram tray.	
1157. Assemble arteriogram (angiogram) tray.	
1158. Assemble joint aspirating tset.	
1159. Assemble bladder irrigation set.	
1160. Assemble bone marrow tray.	
1161. Assemble bronchogram tray.	
1162. Assemble Cantor tube tray.	

TASK STATEMENT	CHECKER
1163. Assemble cardiac arrest tray.	
1164. Assemble catheterization tray.	
1165. Assemble circumcision set.	
1166. Assemble colostomy irrigation set.	
1167. Assemble surgical cut-down tray.	
1168. Assemble cystometrogram tray.	
1169. Assemble douche set.	
1170. Assemble dressing tray.	
1171. Assemble emergency delivery set.	
1172. Assemble enema set.	
1173. Assemble eye dressing tray.	
1174. Assemble gastric feeding set.	
1175. Assemble gastric set for analysis or lavage.	
1176. Assemble gynecology tray.	
1177. Assemble irrigation set.	
1178. Assemble liver/kidney biopsy tray.	
1179. Assemble myelogram tray.	
1180. Assemble nasal hemmorage tray.	
1181. Assemble para-thoracentesis tray.	
1182. Assemble peritoneal dialysis tray.	
1183. Assemble proctoscopy or segmordoscopy set.	
1184. Assemble salpingogram tray.	
1185. Assemble lumbar puncture tray.	
1186. Assemble subdural tray.	
1187. Assemble suture tray.	
1188. Assemble throat irrigation set.	
1189. Assemble tonsil hemorrhage tray.	
1190. Assemble tracheotomy tray.	
1191. Assemble vaginal examination tray.	
1192. Assemble venous pressure tray.	
1193. Assemble water seal drainage set.	
1194. Wash, dry, test, powder, and package gloves to be sterilized.	
1195. Load and position gloves on autoclave cart.	
1196. Fill and dispense glove orders.	

	TASK STATEMENT	CHECK HERE
1197.	Record glove inventory.	
1198.	Pick up used thermometers.	
1199.	Wash, disinfect and centrifuge used thermometers.	
1200.	Package sterilized thermometers.	
1201.	Repair linens to be used in sterilizing.	
1202.	Fold linens to be used in sterilizing.	
1203.	Sort masks, O.R. caps to be used in surgery.	
1204.	Fold O.B. leggins, covers and baby blankets to be used in delivery room.	
1205.	Assemble linen packs to be sterilized.	
1206.	Wrap linen packs for sterilization.	
1207.	Date and label linen packs to be sterilized.	
1208.	Sterilize linen packs in autoclave.	
1209.	Send materials and equipment out of central service.	
1210.	Dispense items at the window and by cart system from central service.	
1211.	Check dispensable equipment for repairs.	
1212.	Clean work areas, offices, cupboards, and shelves of central service.	
1213.	Talk with salesmen for central service.	
1214.	Observe work processes in central service.	
1215.	Participate in in-service training program.	
1216.	Assist with cost and control by keeping accurate records.	
1217.	Record replenishment tests for central service.	
1218.	Maintain records of central service tray set-ups.	
1219.	Use Kandx fill system in central service.	
1220.	Use check-sheet system in central service.	

	TASK STATEMENT	CHECK HERE
1221.	Obtain equipment for surgery.	
1222.	Connect electrical-surgical units, drills and suction used in the operating room.	
1223.	Adjust electrical-surgical units, lights, etc. for surgery.	
1224.	Assemble drills for surgery.	
1225.	Test equipment used in surgery.	
1226.	Lubricate equipment used in surgery	
1227.	Request equipment for surgery.	
1228.	Obtain prep solutions for preparation of patient for surgery.	
1229.	Prepare prep solutions for surgery	
1230.	Soak optic devices in disinfectant for operative procedure.	
1231.	Hold organs or tissues during surgery.	
1232.	Focus lights during surgery.	
1233.	Provide emergency equipment during surgery.	
1234.	Check drainage of urinary catheter during surgery.	
1235.	Receive organ/tissue specimens during surgery.	
1236.	Receive additional linens during surgery.	
1237.	Change soiled linens during surgery	
1238.	Rinse and dry instruments used in surgery.	
1239.	Sort and separate instruments used in surgery.	
1240.	Moisten sponges used in surgery.	
1241.	Assist anethetist during durgery.	
1242.	Prepare packing to be utilized during or following surgery.	
1243.	Assist with sponge count during surgery.	
1244.	Thread needle with suture during surgery.	
1245.	Assist surgeon in removing gloves and gown following surgery.	
1246.	Request recovery bed for new surgical patient.	

TASK STATEMENT	CHECK HERE
1247. Remove drape from patient following surgery.	
1248. Remove restraints from patient following surgery.	
1249. Check position of patient's drainage tube and urinary catheter following surgery.	
1250. Connect new drainage tube and collection bag to urinary catheter following surgery.	
1251. Prepare germacide solution to clean with following surgery.	
1252. Soak contaminated instruments following surgery.	
1253. Prepare instrument packs to be sterilized.	
1254. Dispose of used and soiled linens following surgery.	
1255. Replenish linen packs used in surgery.	
1256. Disassemble drills suction apparatuses used in surgery.	
1257. Disconnect electrical-surgical equipment used during surgery.	
1258. Clean operating room following surgery.	
1259. Remove equipment not needed from O.R. following surgery.	
1260. Check sponge count following surgery.	
1261. Complete and sign O.R. forms following surgery.	
1262. Prepare specimen reports following surgery.	
1263. Hand carry forms to pick-up stations following surgery.	
1264. Obtain plaster for cast applications	
1265. Assist in removing cast from patient.	
1266. Report shortages in operating room.	
1267. Report unusual happenings in operating room.	
1268. Perform sterilizing instruments or equipment by boiling when directed.	
1269. Perform sterilizing instruments/ equipment by chemical solution when directed.	

TASK STATEMENT	CHECK HERE
1270. Report break in aseptic technique during surgery.	
1271. Set up isolation unit for contaminated surgical patient.	
1272. Set up traction apparatus for surgical patient.	
1273. Apply traction apparatus for surgical patient.	
1274. Perform a physical exam of the urologic patient.	
1275. Perform renal function studies of urologic patients.	
1276. Perform renal dialyses for the urologic patient.	
1277. Perform stoma care for the urologic patient.	
1278. Receive physician's orders for medications.	
1279. Prepare dispensing records for the pharmacy.	
1280. Transport medications to patient unit for administration (by different modes).	
1281. Maintain records of medication transported to patient unit.	
1282. Return drugs not used to stock.	
1283. Package and label pre-compounded medications.	
1284. Weigh and measure non-precompounded	
1285. Package and label non-precompounded medications.	
1286. Employ necessary techniques (when needed) to non-precompounded medications.	
1287. Clean equipment utilized in preparing medications for distribution to patient area.	
1288. Prepare work sheet for bulk compounding of medications.	
1289. Select necessary equipment in accordance with master formula for bulk compounding.	
1290. Select ingredients for bulk compounding of medications.	
1291. Weigh or measure ingredients for bulk compounding of medication.	

	TASK STATEMENT	CHECK HERE
1292.	Record weights, control numbers and other pertinent information for bulk compounding of medications.	
1293.	Combine ingredients as directed on master formula for bulk compounding.	
1294.	Clean and store equipment from preparation of bulk compounding.	
1295.	Package bulk compounds according to master formula instructions.	
1296.	Analyzing the physician's order for pre-packaging.	
1297.	Check the stock level for pre-packaging orders.	
1298.	Determine type of equipment required for pre-packaging.	
1299.	Set up machine for making labels for pre-packaging.	
1300.	Select drugs for pre-packaging.	
1301.	Prepare medical solutions (when necessary) under aseptic conditions with proper sterile techniques (according to master formula).	
1302.	Sterilizing (when necessary) solutions under correct conditions of temperature pressure and time.	
1303.	Inspect sterilized finished product (solutions) for clarity and vacuum.	
1304.	Send sample of sterilized solution to laboratory for testing.	
1305.	Maintain purchase order suspense file for pharmacy.	
1306.	Check incoming drugs for damage and shortage.	
1307.	Verify correct patient, dosage, time, method of medication given.	
1308.	Record medications administered to patients.	
1309.	Perform dust/brushing of furniture, equipment, floors and walls throughout hospital.	
1310.	Wash furniture throughout hospital.	
1311.	Wash fixtures throughout hospital.	
1312.	Wash woodwork, walls and ceilings throughout hospital.	

	TASK STATEMENT	CHECK HERE
1313.	Wash windows and venetian blinds throughout hospital.	
1314.	Vacuum floors, draperies, rugs, upholstery and screens throughout hospital.	
1315.	Mop floors throughout hospital (dry, wet and damp).	
1316.	Scrub floors throughout hospital (light, deep and hand).	
1317.	Operate floor scrubbing machine throughout hospital.	
1318.	Apply protective coatings on floors and needed surfaces throughout hospital.	
1319.	Shampoo and remove stains from carpeting (by physical, detergent, solvent and chemical action).	
1320.	Clean public rest rooms in hospital.	
1321.	Clean lounges and lobbies in hospital.	
1322.	Clean cigarette receptacles in hospital.	
1323.	Clean elevator, corridors and stairways in hospital.	
1324.	Clean nursery area in hospital.	
1325.	Clean delivery and operating rooms	
1326.	Clean treatment rooms and nurse's stations.	
1327.	Clean recovery rooms and intensive care units.	
1328.	Clean x-ray and cystoscopy areas.	
1329.	Clean clinical laboratory area.	
1330.	Clean physical therapy areas.	
1331.	Clean EEG and EKG rooms.	
1332.	Clean pharmacy in hospital.	
1333.	Clean locker rooms in hospital.	
1334.	Clean supply rooms in hospital.	
1335.	Clean anesthesia induction area in hospital.	
1336.	Clean dining areas in hospital.	
1337.	Clean central service areas in hospital.	
1338.	Care for and maintain brushes and sweepers.	

	TASK STATEMENT	CHECK HERE
1339.	Care for and maintain cloths, mops, dust pans, rubber gloves, sponges and chamoises.	
1340.	Care for and maintain buckets, pails, wringers, wax applicators and squeegees.	
1341.	Care for and maintain power equipment (e.g. buffers and scrubbers).	
1342.	Care for and maintain pads for equipment (nylon, stripping, polishing, rubber, etc.).	
1343.	Care for and maintain foggers and sprayers.	
1344.	Care for and maintain wall washing machines.	
1345.	Use special procedures for handling trash materials in hospital.	
1346.	Supervise housekeeping staff in hospitals.	
1347.	Maintain records for budgeting, sick leave, personnel evaluation, etc.	
1348.	Establish and maintain standards of conduct for personnel for housekeeping department.	
1349.	Give fluid to patient via machine as directed by nurse in charge.	
1350.	Assist nurse during dialysis.	
1351.	Operate complex equipment used on dialysis patient.	
1352.	Assemble parts of machine pre-dialysis.	
1353.	Monitor dialysis machine when in operation.	
1354.	Clean and sterilize equipment after each dialysis.	
1355.	Obtain and record laboratory reports of dialysis patients.	
1356.	Assist in preparation of supplies for sterilization.	
1357.	Assist in general cleaning of dialysis department.	
1358.	Assist in preparation of unit for next dialysis.	
1359.	Assist in general duties in renal unit.	
1360.	Assemble parts of heart-lung machine.	
1361.	Monitor heart-lung machine while in operation and report any abnormality immediately.	
1362.	Clean and sterilize heart-lung machine equipment after each surgery.	
1363.	Obtain and record laboratory reports for heart surgery.	
1364.	Identify and utilize food high in the basic nutrients, minerals, and vitamins.	
1365.	Wash utensils from food preparation in proper way, using prewashing, scraping, detergent and hot water.	
1366.	Read symbols for weights and measures of food.	
1367.	Identify various sizes of cans of food according to numerical system.	
1368.	Follow prescribed procedures for ordering food and non-food items from storage.	
1369.	Interpret words and symbols used on patient's menus.	
1370.	Deliver and pick up patient's trays according to prescribed procedures.	
1371.	Attend periodic menu conference with production personnel.	
1372.	Tally menu cards for modified diets.	
1373.	Compute food portions for modified diets.	
1374.	Weigh and measure where indicated to meet dietetic requirement.	
1375.	Operate and clean a variety of equipment within the food service system.	
1376.	Identify, store, clean and use of economy non-food supplies.	
1377.	Follow established receipes in preparing foods.	
1378.	Check patient's food trays for correctness of food items in accordance with dietary restriction.	
1379.	Maintain record of patient's blood count.	

	TASK STATEMENT	CHECK HERE
1380.	Determine biological half-life of radioactive materials.	
1381.	Monitor patient's clothing wastes and bandages for radiation following treatment.	
1382.	Carry out the duties necessary for employee food service.	
1383.	Develop organizational functional charts.	
1384.	Select and assign instructors for radiology training program.	
1385.	Assist in general duties of cardio-pulmonary department.	
1386.	Assist in preparation for each heart surgery.	
1387.	Assist in general cleaning of cardio-pulmonary department.	
1388.	Assist in preparation of heart lung machine supplies for sterilization.	
1389.	Plan space requirements for the respiratory department.	

TASK STATEMENT	CHECK HERE

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

63 Dental Assistant

64 Oral Surgery Dental Assistant

65 Orthodontic Dental Assistant

66 Pedadontic Dental Assistant

67 Endodontic Dental Assistant

68 Expanded Duties Dental Assistant

69 Dental Receptionist

70 Dental Laboratory Technician

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Dental Assistant	5	Endodontic Dental Assistant
2	Oral Surgery Dental Assistant	6	Expanded Duties Dental Assistant
3	Orthodontic Dental Assistant	7	Dental Receptionist
4	Pedadontic Dental Assistant	8	Dental Laboratory Technician

TASK STATEMENT	CHECK HERE	TASK STATEMENT	CHECK HERE
1. Supervise subordinates in operating dental x-ray equipment		19. Select accessories for radiographic (x-ray) technique	
2. Adjust voltage, amperage, and timer of x-ray machine		20. File dental radiographs	
3. Apply paralleling (long cone) procedures for peri-apical radiographic survey		21. Receive and place telephone calls	
4. Apply bisecting angle (short cone) procedures for peri-apical radiographic survey		22. Receive and dismiss patients and visitors	
5. Evaluate dental radiographs for diagnostic quality		23. Maintain accurate patient dental records	
6. Develop and fix exposed radiographic film		24. Issue receipt	
7. Maintain unexposed radiographic film storage		25. Make ledger entries	
8. Mix solutions for developing and fixing radiographic film		26. Verify invoices	
9. Apply extraoral radiographic procedures		27. Write checks and maintain balance	
10. Apply bite-wing radiographic procedures		28. Maintain state and federal tax information	
11. Apply occlusal radiographic procedures		29. Maintain petty cash accounts	
12. Practice patient and operator safety measures for x-radiation		30. Maintain appointment control	
13. Apply panoramic radiographic procedures		31. Maintain an active recall system	
14. Mount dental radiographs		32. Prepare correspondence	
15. Label dental radiographs		33. Prepare bank deposits	
16. Clean x-ray processing equipment		34. Reconcile bank statement	
17. Position patient for radiographic examination		35. Complete dental insurance forms	
18. Select film size appropriate for patient's mouth and indicated technique		36. Arrange financial agreements	
		37. File business and patient records	
		38. Prepare statements	
		39. Sort incoming mail	
		40. Perform housekeeping duties	
		41. Order supplies	
		42. Maintain and rotate inventory	
		43. Prepare tax forms	
		44. Collect fees for dental services	
		45. Assemble patient records for treatment	

	TASK STATEMENT	CHECK HERE
46.	Stabilize patient's mandible during operation	
47.	Seat and dismiss patient from chair	
48.	Apply coagulants or administer hemostatics	
49.	Apply water to tooth during cavity preparation	
50.	Cut suture material after tying by the dentist	
51.	Explain postoperative instructions to patient	
52.	Deliver and receive instruments at chairside	
53.	Heat or prepare gutta percha for temporary stopping	
54.	Insert or remove cotton rolls	
55.	Irrigate oral cavity for rinsing	
56.	Make proper disposition and distribution of medical or dental records	
57.	Aspirate during oral surgery	
58.	Apply air to keep cavity preparation dry	
59.	Evacuate oral cavity during restorative procedure	
60.	Take impressions for study models	
61.	Hold impression in mouth after dentist places impression tray	
62.	Remove impressions from patient's mouth	
63.	Apply topical anesthetics	
64.	Identify various types of dental instruments	
65.	Recognize various types of dental equipment	
66.	Care for various pieces of dental equipment	
67.	Prepare instruments for and operate autoclave	
68.	Prepare instruments for and operate dry-heat sterilizer	
69.	Retract oral tissues in surgical procedures	
70.	Retract patient's cheek, lips and tongue	
71.	Prepare set-up for local anesthetic injection	●
72.	Assist with the administration of local anesthetics	
73.	Assist with rubber dam application and removal	
74.	Place rubber dam	
75.	Remove rubber dam	
76.	Assist with amalgam restorations	
77.	Triturate amalgam-alloy	
78.	Load carrier and place amalgam in cavity preparation	
79.	Prepare setup for gold foil restoration	
80.	Anneal gold foil	
81.	Place gold foil as directed by operator	
82.	Prepare setup for endodontics (root canal therapy)	
83.	Prepare setup for prophylaxis (cleaning)	●
84.	Prepare setup for fluoride treatment	
85.	Prepare setup for prosthetics	
86.	Prepare setup for periodontal treatments	
87.	Prepare tray setup for Orthodontic treatments	
88.	Assist with First Aid procedures	
89.	Clean operatories and equipment	
90.	Prepare dental materials for placement	
91.	Prepare non-carpule hypodermic for injection of medications	
92.	Examine and sharpen instruments as required	
93.	Cut and remove sutures post-operatively	
94.	Apply hand mallet in surgical procedures	●
95.	Hand triturate amalgam	
96.	Change engine belt on low speed engine	
97.	Preserve and incubate bacterial cultures	

TASK STATEMENT	CHECK HERE
98. Receive from dentist and preserve biopsy specimens	
99. Assist dentist in hospital oral surgical procedures	
100. Dispense medications when ordered by dentist	
101. Prepare hydrocolloid for impression	
102. Prepare rubber base material for impression	
103. Prepare compound for impression	
104. Prepare alginate for impression by dentist	
105. Fill alginate tray	
106. Prepare zinc phosphate cement for protective base	
107. Prepare silicate for restoration	
108. Prepare acrylic for restoration	
109. Place periodontal surgical pack	
110. Remove periodontal surgical pack	
111. Remove medication (dry socket)	
112. Place matrix for amalgam restorative	
113. Place temporary cement	
114. Condense amalgam restoration	
115. Carve amalgam restoration	
116. Remove excess cement from crowns of the teeth	
117. Record oral conditions as directed by dentist	
118. Instruct patient in Oral Hygiene	
119. Hand mallet gold foil	
120. Prepare and chemically disinfect instruments	
121. Assist dentist in hospital operative procedures	
122. Assist with gold foil restoration	
123. Maintain chain of antisepsis	
124. Greet patient and escort to dental hygiene operatory	
125. Position patient and operator	
126. Remove plaque and stain and polish teeth	
127. Clean interproximal surfaces of teeth with dental floss or tape	
128. Apply disclosing solutions to the teeth to identify bacterial plaque	
129. Apply fluoride to teeth with isolated cotton rolls	
130 Apply fluoride to teeth using the tray technique	
131. Apply fluoride using ionizing devices	
132. Identify abnormalities in soft tissues of the mouth	
133. Perform dental charting	
134. Identify deviate swallowing patterns	
135. Perform periodontal charting	
136. Identify extra-oral habits affecting occlusion	
137. Locate and record the amount of stains and deposits	
138. Evaluate dietary habits to instruct patient on proper nutrition	
139. Select appropriate home care technique for each patient	
140. Give home care instruction	
141. Use ultrasonic devices to remove calculus	
142. Remove subgingival calculus	
143 Remove supragingival calculus	
144. Polish finished restorations	
145. Take and record patient's medical and dental history	
146. Recognize conditions indicated in history that require alteration in procedures	
147. Administer anesthetics (topical)	
148. Administer anesthetics (local injection)	
149. Apply topical medications	
150. Prepare surgical periodontal packs	
151. Apply surgical periodontal packs	
152. Remove surgical periodontal packs	
153. Remove sutures	

	TASK STATEMENT	CHECK HERE
154.	Remove and insert temporary fillings	
155.	Remove overhanging portions of fillings	
156.	Smooth enamel irregularities	
157.	Maintain charts and diagnoses	
158.	Prepare study models	
159.	Set sequence of procedures for appointments or series of appointments	
160.	Demonstrate oral hygiene techniques	
161.	Give oral hygiene therapy	
162.	Give pre-operative instruction [illegible]	
163.	[illegible]	
164.	[illegible]	
165.	[illegible]	
166.	[illegible]	
167.	[illegible]	
168.	[illegible]	
169.	[illegible]	
170.	[illegible]	
171.	[illegible]	
172.	[illegible]	
173.	[illegible]	
174.	[illegible]	
175.	[illegible]	
176.	[illegible]	
177.	Fabricate temporary removable partial dentures	
178.	Post-treatment orthodontic [illegible]	

	TASK STATEMENT	CHECK HERE
179.	Fabricate orthodontic space maintainers or retainers	
180.	Cast porcelain inlays or pontic backings	
181.	Pour, trim, and articulate casts	
182.	Fabricate [illegible] or precision attachment bridges	
183.	Fabricate repairs	
184.	Fabricate acrylic resin jacket crowns and pontics	
185.	Fabricate [illegible]	
186.	Fabricate [illegible] porcelain-to-gold restorations	
187.	Fabricate [illegible] dies	
188.	Fabricate [illegible]	
189.	Fit and weld gold alloy inlays, crowns or fixed partial dentures	
190.	Fabricate [illegible] porcelain jackets	
191.	Clasp, rest, and [illegible] partial dentures	
192.	Grind [illegible]	
193.	[illegible]	
194.	Polish [illegible]	
195.	Set [illegible] partial dentures	
196.	[illegible]	
197.	Refine [illegible]	
198.	Wax [illegible]	
199.	Set up artificial teeth on removable partial [illegible]	
200.	Sprue and invest wax [illegible]	
201.	Survey and design [illegible]	
202.	Survey and design removable partial dentures	
203.	Transfer [illegible]	
204.	Trim and wax [illegible]	

	TASK STATEMENT	CHECK HERE
205.	Wax-up, shape, and contour saddles for try-in or final processing	
206.	Wax-up contours of frameworks for removable partial dentures	
207.	Alter wrought wold clasps and bars	
208.	Block out and relieve master cast	
209.	Burn out wax pattern to casting	
210.	Contour trays for removable partial dentures	
211.	Fit stock removable partial denture	
212.	Fit custom tray to master cast	
213.	Border mold impression	
214.	Prepare master cast for [illegible] partial denture processing	
215.	Fit [illegible] partial	
216.	Process and finish removable	
217.	Duplicate master cast	
218.	Wax-up [illegible] partial	
219.	Contour [illegible] for occlusal	
220.	Duplicate [illegible] castings	
221.	Prepare [illegible] for	
222.	Wax-up complete	
223.	Process complete dentures	
224.	Mount casts to articulator	
225.	Process by flask method	
226.	Wax-up partial removable	
227.	Set the teeth for facings	
228.	Wax-up final or tinfoil substitute for complete dentures	
229.	Border final impressions to produce master cast	

	TASK STATEMENT	CHECK HERE
230.	Care for [illegible] preliminary or final impression	
231.	Characterize denture base material	
232.	Duplicate [illegible] partial	
233.	Design and [illegible]	
234.	Fabricate trial impressions of [illegible] complete dentures	
235.	Flask, pack, cure, and deflask complete [illegible]	
236.	Fabricate [illegible]	
237.	Fabricate [illegible] characteristic [illegible]	
238.	[illegible]	
239.	[illegible]	
240.	[illegible]	
241.	[illegible]	
242.	[illegible]	
243.	Fabricate [illegible] trial [illegible] partial dentures	
244.	Recontour [illegible] borders for [illegible]	
245.	[illegible] teeth for complete dentures	
246.	Stabilize [illegible]	
247.	[illegible] complete to [illegible] try-in final processing	
248.	Complete [illegible] denture repairs	
249.	Prescribe [illegible] impressions and [illegible] fabrication of case	
250.	Interpret [illegible] prescription	
251.	[illegible] complete or partial [illegible]	
252.	[illegible]	
253.	Arrange artificial teeth in centric relation for complete dentures	
254.	Arrange artificial teeth in balanced occlusion for complete dentures	

	TASK STATEMENT	CHECK HERE
255.	Fabricate immediate complete or removable partial dentures	
256.	Solder component parts of removable partial denture	
257.	Complete complex denture repairs	
258.	Characterize and apply stains to porcelain facings	
259.	Supervise subordinates within the laboratory	
260.	Give "on-the-job" instruction to subordinate personnel	

TASK STATEMENT	CHECK HERE

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

71 Medical Transcriber

72 Medical Stenographer

73 Medical-Dental Secretary

74 Medical Librarian Assistant

75 Medical Records Clerk

76 Medical Records Technician

77 Insurance Clerk

78 Ward-Unit Clerk

79 Ward Secretary

80 Medical Assistant

TASK STATEMENT	CHECK HERE
1. Confirmation of appointment	
2. Interview new patient to complete registration.	
3. Interview patient for insurance	
4. Complete "multi-purpose" patient visit form	
5. Escort patient to examination room	
6. Screen visitors and salesmen requesting to see doctor	
7. Explain delay to waiting patients	
8. Receive calls and answer questions from patients or potential patients	
9. Explain doctor's fees to patients	
10. Answer letters from patients	
11. Maintain personal information card index on each patient	
12. Assist patient in planning hospital admission	
13. Make arrangements for hospital admission of patient	
14. Attend meetings and participate in community activities related to doctor's practice	
15. Open and sort mail	
16. Answer doctor's routine mail	
17. Place and answer telephone calls	
18. Pull and file patient's medical record	
19. Maintain a record of doctor's absence and how to reach him	
20. Prepare manually statistical reports for public and private agencies	
21. Receive and organize handling of medication samples	
22. Prepare and replenish supplies in physician's bag	
23. Operate one or more office business machines	
24. Operate telephone switchboard	
25. Make appointments for new patients	
26. Arrange for next appointment before patient leaves office	
27. Arrange another appointment for patient who cancels one	
28. Remind patient of his appointment prior to day scheduled	
29. Contact patients with later appointments to fill in for cancelations	
30. Cancel appointments for doctor or dentist when necessary and reschedule	
31. Review scheduled appointments with doctor or dentist	
32. Note in an appointment book scheduled times when doctor or dentist will be away	
33. Initiate a medical record file for a patient	
34. Follow up on house calls and hospital visits for information needed for office medical record	
35. Establish control system for location of medical record folders	
36. Maintain an office procedure manual	
37. Order supplies and/or medications	
38. Prepare statistical reports in regard to patient visits and procedures	
39. Arrange for maintenance and repair of equipment	
40. Maintain a fee schedule for services	
41. Prepare a budget for income and expenses	
42. Prepare a financial report of income and expenses	
43. Arrange meetings with doctor to resolve problems	
44. Provide proper housekeeping, temperature, and adequate supplies in the health facility	
45. Arrange for external and internal custodian care of building	
46. Complete a patient ledger card for new patient	
47. Receive and review copy of a multi-purpose patient visit slip after doctor or dentist sees patient	

TASK STATEMENT	CHECK HERE
48. Prepare charge slips for service to patient	
49. Extract billing information from doctor's and dentist's notes	
50. Prepare and send information to an outside billing agency	
51. Total and reconcile entries made in a record of original entries	
52. Record patient charges to an original entry book	
53. Post entries from original entry record to patient's ledger card	
54. Post totals from original entry record to combines or special journals	
55. Record entries for non-practice income and expense in a record of original entries	
56. Type an itemized or coded bill and mail to patient	
57. Complete indemnity insurance forms for patient to submit his claim	
58. Complete insurance forms for filing assigned insurance claims	
59. Complete Medicare payment request Form SSA-1490	
60. Complete Workmens Compensation Forms	
61. Complete MedicAid claims form (Medi-Cal in California)	
62. Obtain and record patient billing information for hospital visits by physician	
63. Obtain and record billing information for house calls made	
64. Post an adjusting entry for difference between payment accepted and the physician's usual fee	
65. Collect payments at time of visit and make entry to an original record	
66. Accept, endorse, and record checks received for payment on account	
67. Reconcile cash count and receipts	
68. Prepare a bank deposit ticket	
69. Make bank deposit	
70. Reconcile bank accounts	

TASK STATEMENT	CHECK HERE
71. Establish and control petty cash fund	
72. Post payment received to patient ledger card	
73. Process unredeemed checks returned by bank	
74. Assist in formulation of collection policy and selection of a collection agency	
75. Make financial arrangements with patient	
76. Execute a promissory note for payment	
77. Main statements with collection notices or standard form collection letters	
78. Call patient or guarantor in regard to payment of bills	
79. Communicate with insurance companies on unpaid claims	
80. Complete a medical claim form for bedfast patients	
81. Communicate with attorneys on unpaid accounts in litigation	
82. Investigate mail returned because of bad addresses	
83. Age and analyze accounts for unusual problems and abnormal trends	
84. Complete forms to assign accounts to an outside collection agency	
85. Review and evaluate status reports on accounts with a collection agency	
86. Refer to doctor, with recommendations, offers to compromise settlement of account	
87. Maintain a disbursement record to fit doctor's practice	
88. Review invoices for validity and accuracy	
89. Prepare checks for doctor's signature	
90. Maintain a file of paid and unpaid invoices	
91. Approve invoices for payment	
92. Enter in a check register payments made to vendors	
93. Prepare and maintain employees' payroll records	

TASK STATEMENT	CHECK HERE
94. Review and approve employees' payroll time and salary	
95. Submit payroll information to an outside payroll service	
96. Prepare forms to pay employees' and employers' taxes (income & FICA)	
97. Record employees' and employers' taxes to a record of original entry	
98. Prepare employees' wage and withholding tax statement (Form W-2)	
99. Instruct patient with regard to collection of specimen	
100. Select proper container to hold specimen and give to patient	
101. Receive specimen, record pertinent data on container, and provide proper disposition	
102. Collect fecal or urine specimens from patient	
103. Collect eye, nose, and throat specimens from patient	
104. Collect urethral or vaginal specimens from patient	
105. Prepare specimens for shipment	
106. Assist with collection of specimens from patient	
107. Send specimen(s) to laboratory	
108. Record color, gross appearance, and odor of urine specimen	
109. Centrifuge sample of the urine specimen	
110. Perform bio-chemical tests (e.g., glucose, protein, etc.) using paper strips or tablet	
111. Perform bile tests (simple tablet method)	
112. Perform urine specific gravity tests	
113. Examine urine specimens microscopically	
114. Obtain blood specimen from capillary (finger, etc.)	
115. Obtain blood specimen from vein	
116. Prepare and stain blood smears	
117. Perform differential cell count (Diff)	

TASK STATEMENT	CHECK HERE
118. Calculate erthrocyte indices	
119. Perform hemoglobin test and/or hematocrit reading	
120. Perform red blood cell count	
121. Perform erythrocyte sedimentation rate	
122. Perform white blood cell count	
123. Operate automatic cell counter	
124. Operate colorimeter	
125. Operate hemoglobinometer	
126. Operate microhematicri reader	
127. Operate manual cell counting equipment	
128. Prepare culture media	
129. Inoculate specimen in culture media	
130. Prepare wet mounts	
131. Examine stained specimens microscopically	
132. Stain microbial specimens	
133. Assist in obtaining smears	
134. Assist in obtaining tissue specimens	
135. Remove contaminated material and instruments from treatment room to work areas	
136. Prepare equipment, instruments and material for sterilization	
137. Check instruments or equipment for working condition prior to sterilization	
138. Determine and separate by method of sterilization	
139. Wrap instruments for sterilization	
140. Wrap towels and dressings for sterilization	
141. Clean sterilizing equipment	
142. Sterilize equipment, instruments, and material	
143. Use sterilization color indicators to test sterilizers	
144. Store sterilized material	
145. Handle and store sterilized material to prevent contamination	

TASK STATEMENT	CHECK HERE
146. Prepare and test EKG machine for proper and safe working condition	
147. Prepare, instruct and assist patient for EKG	
148. Assist physician during EKG test	
149. Monitor EKG graph for abnormal or erratic tracings	
150. Mount EKG graph on card	
151. Clean and maintain EKG equipment after test	
152. Operate EKG machine	
153. Prepare patient for radiographic position	
154. Take X-ray pictures	
155. Develop X0ray pictures	
156. File and index X-ray films of patients	
157. Prepare necessary equipment and supplies for doctor-dentist and patient	
158. Receive patient and explain nature of examination and what may be expected	
159. Instruct patient in regard to disrobing and examining position	
160. Drape patient	
161. Take and record patient's temperature by oral method	
162. Take and record patient's temperature by rectal method	
163. Take and record patient's height and weight	
164. Take and record patient's pulse rate	
165. Take and record patient's respiratory rate	
166. Take and record patient's blood pressure	
167. Prepare an injection tray	
168. Prepare a tray for routine physical examination and/or special procedures	
169. Prepare a tray for dressing change	
170. Prepare a catheterization tray	
171. Prepare a tray to perform a biopsy	
172. Assist with minor surgery	

TASK STATEMENT	CHECK HERE
173. Maintain adequate supplies in examination and treatment room	
174. Dispense medication ordered by doctor or dentist	
175. Give instructions to patient regarding medication	
176. Review and confirm doctor's orders to administer an injection	
177. Prepare medication and supplies for injections	
178. Check syringe to see that air bubbles have been ejected	
179. Prepare patient for injection	
180. Give patient's injection	
181. Administer manual massage	
182. Help the patient in doing simple physical exercises	
183. Administer hydrotherapy treatment	
184. Administer heat treatment	
185. Administer electrotherapy treatment	
186. Administer light treatment	
187. Administer ultrasonic therapy machine	
188. Seek help from qualified nurse or physician at once	
189. Describe the nature of patient's illness or injury	
190. Take immediate measures to stop bleeding	
191. Administer oxygen to patient	
192. Position patient in safe and comfortable position	
193. Apply proper bandage	
194. Assist physician in performing visual acuity tests	
195. Assist physician in performing hearing acuity tests	
196. Give tests for color blindness	
197. Assist physician in peforming scratch test	
198. Assist physician in performing patch test	

TASK STATEMENT	CHECK HERE
199. Explain gynecological procedures to patients	
200. Assist physician in performing a cervical cauterization	
201. Give instructions to maternity patients	
202. Prepare necessary ingredients for cast	
203. Assist physician in application of cast	
204. Prepare operating room for minor surgery	
205. Prepare patient for minor surgery	
206. Prepare surgical trays and dressings for minor surgery	
207. Select records for review according to established criteria	
208. Sort records by committee responsibility	
209. Prepare medical staff committee meeting minutes	
210. Follow up on committees' directions, e.g., route charts to physicians or committees	
211. Write hospital committee meeting minutes	
212. Schedule meetings	
213. Take or transcribe minutes of meetings	
214. Prepare agendas for meetings	
215. Maintain staff credentials files	
216. Transcribe letters regarding house staff or attending staff appointments	
217. Maintain residents' procedure files	
218. Prepare reports	
219. Disseminate information on policies established at meetings	
220. Publicize meetings	
221. Operate audiovisual equipment for meetings	
222. Maintain manually disease and operations indexes	
223. Maintain manually Physicians' index	
224. Maintain manually Surgeons' index	
225. Prepare daily census	
226. Prepare period census report	
227. Prepare manually statistical reports for administration	
228. Prepare manually statistical reports for other departments	
229. Prepare manually statistical reports for medical staff	
230. Maintain manually tumor registry	
231. Prepare manually admission and discharge statistics from census sheet	
232. Prepare monthly discharge statistics showing [illegible] length of stay by disease classification	
233. Prepare manually statistics concerning [illegible], from census sheet	
234. Prepare manually patient statistics for [illegible]	
235. Check records for deficiencies	
236. Prepare deficiency check-off list	
237. Abstract information from record onto data-processing source document	
238. Transcribe from shorthand notes	
239. Transcribe using magnetic tape selector typewriter	
240. Transcribe histories and physicals	
241. Transcribe consultation and discharge summaries	
242. Transcribe operative reports	
243. Transcribe medical correspondence	
244. Transcribe ancillary departmental reports, e.g. X-ray, Pathology, etc.	
245. Maintain daily production record	
246. Perform filing, mailing, and charting functions	
247. Upon receipt of admission order, secure admission information	
248. Verify insurance information	
249. Verify credit rating to determine deposit procedure	

TASK STATEMENT	CHECK HERE
250. If a readmission, secure old patient folder from Medical Records Department	
251. Follow pre-admission policy	
252. Determine room assignment	
253. Assign admission number to patient	
254. Prepare admission packet	
255. Sort admission information to be distributed to appropriate depts.	
256. Distribute admission information to appropriate department	
257. Determine estimated length of stay, using the Patient and Disease Index	
258. If readmission, request old chart from Medical Records	
259. Check current in-patient records for completion	
260. Record data on patient's charts, e.g., TPR, etc.	
261. Add new sheets to charts as necessary	
262. Place laboratory slips in proper place on laboratory sheet	
263. Prepare admission charts	
264. Prepare chart to accompany patient upon transfer	
265. Notify Admissing, Business Office, and Medical Records of pending discharges	
266. Arrange chart in approved sequence after discharge	
267. Insure that chart and allied materials are forwarded to Medical Records	
268. File using straight numerical system	
269. File using terminal digit system	
270. File using alphabetical system	
271. File original record of individual patient in commercial facility	
272. File items into individual patient record	
273. Maintain activity record	
274. File index cards phonetically	

TASK STATEMENT	CHECK HERE
275. File index cards alphabetically	
276. File index cards chronologically	
277. File index cards by color code	
278. File index cards, straight numerically	
279. File index cards by marginal punch	
280. File correspondence and reports	
281. File microfilmed rolls or individual cards	
282. File EDP stored materials	
283. Type general correspondence	
284. Handle and distribute mail and correspondence (both incoming and out-going)	
285. File correspondence and memoranda	
286. Type personnel actions for staff	
287. Handle and dispatch time cards to payroll	
288. Prepare or type requests for vacation or pay for sick leave	
289. Order office supplies, equipment, and Medical Records Materials	
290. Maintain inventory lists for equipment and furniture accountability	
291. Type requisitions	
292. Maintain staff work schedules	
293. Provide security for Medical Records	
294. Handle subscriptions for internal publications for Medical Records	
295. Route brochures to medical staff library chairman	
296. Order texts and journals library committee desires	
297. Send journals to be bound	
298. Maintain circulation record and follow up	
299. Answer and request inter-library loans	
300. Provide reference service	
301. Photocopy	

	TASK STATEMENT	CHECK HERE
302.	Maintain unit census record	
303.	Maintain list of new admissions, transfers and discharges	
304.	Maintain check-in and check-out sheet for location of patients	
305.	Maintain food tray service check list	
306.	Provide information to appropriate departments about "critical" patients	
307.	Write in headings on appropriate forms	
308.	Stamp patient forms with imprinter	
309.	Keep files in order	
310.	Label trays, equipment cupboards	
311.	Prepare patient charge forms	
312.	Transcribe doctors' orders onto appropriate records	
313.	Sign for packages and flowers	
314.	Duplicate forms as needed (photocopy)	
315.	Report and record lost and found articles	
316.	Maintain call roster of doctors	
317.	Maintain log of long distance phone calls	
318.	Maintain continuing file of information for annual reports	
319.	Obtain consent signatures	
320.	Collect library books from patients upon discharge	
321.	Deliver mail	
322.	Maintain supply of stationery and writing materials	
323.	Clean up around nurses' station	
324.	Maintain and file unit correspondence and directives	
325.	Receive and deliver telephone messages to unit personnel	
326.	Inform patients of calls received	
327.	Page doctors and other hospital personnel	

	TASK STATEMENT	CHECK HERE
328.	Answer the intercom and relay messages to unit personnel	
329.	Announce the close of visiting hours	
330.	Operate pneumatic tube	
331.	Operate dumbwaiter and transveyor	
332.	Question physicians about patients	
333.	Answer questions asked by unit personnel	
334.	Relay information about activities	
335.	Inform visitors of hospital rules	
336.	Direct visitors to appropriate rooms	
337.	Locate doctors or nurses as requested by visitors	
338.	Requisition meals and nourishment from Dietary	
339.	Requisition laboratory services	
340.	Requisition services from Pharmacy	
341.	Requisition the services of Housekeeping	
342.	Requisition services from laundry	
343.	Request equipment from Central Supply	
344.	Give information to other departments	
345.	Communicate with government agencies	
346.	Maintain unit reading materials	
347.	Distribute reports, manuals, and directives	
348.	Run errands to other departments	
349.	Greet and welcome new patient	
350.	Notify appropriate unit personnel upon admission of new patient	
351.	Make bed assignments	
352.	Make patient identification tags	
353.	Inform patient of hospital procedures	
354.	Receive and store patient's valuables	

	TASK STATEMENT	CHECK HERE
355.	Orient patient to his room and roommates	
356.	Record admission of new patient on appropriate unit records	
357.	Requisition physician consultations at doctor's request	
358.	Collect and forward transfer patient's medical records to receiving unit	
359.	Record patient transfer on appropriate unit records	
360.	Alert receiving unit to be sure a bed is ready for a transfer patient.	
361.	Receive transfer patient coming from another unit	
362.	Receive notification of discharge order	
[illegible]	Notify appropriate departments of patient discharge	
364.	Arrange transportation or escort service for patient	
[illegible]	Inform patient of discharge procedure and other pertinent information	
366.	Return patient's valuables upon discharge	
367.	Make record of unused medications upon discharge of patient	
368.	Collect and forward patients prescription drugs to pharmacy	
369.	Give patient his prescriptions and drugs upon discharge	
370.	Note discharge on appropriate unit records	
[illegible]	Send patient's charts and forms to Medical Records Department upon discharge	
372.	Notify patient's family of discharge	
373.	Locate and inform the patient's physician of patient's death	
374.	Inform patient's family of patient's death	
375.	Notify appropriate departments, such as Admitting and Business, of patient's death	
376.	Obtain autopsy and consent forms	
377.	Obtain a death certificate	
378.	Requisition a shroud pack	
379.	Collect and identify patient's belongings upon patient's death	
380.	Record patient's death on appropriate records	
381.	Meet and escort funeral director	
382.	Contact attorney, barber, insurance agent, religious personnel, etc. on behalf of patient, as requested	
383.	Obtain television set, reading materials, cigarettes, and other comforts for patient	
384.	Contact billing office on behalf of patient	
385.	Distribute patient menus	
386.	Go on daily rounds	
387.	Control boisterous patient and/or visitors	
388.	Conduct regular fire and disaster drills	
389.	Check availability of fire control equipment	
390.	Fill out accident reports	
391.	Conduct safety inspection	
392.	Inspect cleanliness and sanitation of the unit	
393.	Investigate loss and damage claims	
394.	Participate in emergency mobilization of unit personnel	
395.	Specify the type of equipment and supplies needed on the unit	
396.	Establish standard quantities of supplies	
397.	Evaluate and approve requisitions for supplies and equipment	
398.	Check receipt of new supplies and equipment	
399.	Assign and list location of supplies and equipment	
400.	Place supplies and equipment in assigned positions	

TASK STATEMENT	CHECK HERE
401. Maintain inventory of supplies and equipment	
402. Maintain record of equipment loaned to or borrowed from other areas	
403. Maintain linen supplies	
404. Maintain a doctor's drawer (for medical supplies)	

[illegible] check in the numbered box the job title which most closely agrees with the title you have in your job.

1. Veterinary Assistant.
2. [illegible]
3. Veterinary Lab. Assistant
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]

Please check in the numbered box the job title which most closely agrees with the job title you have in your job.

1	Veterinary Assistant	5	Cage-Care Attendant
2	Groomer	6	[illegible]
3	Veterinary Lab. Assistant	7	[illegible]
4	Veterinary X-Ray Assistant		

TASK STATEMENT	CHECK HERE
1. Operate an autoclave	
2. Operate a tolding sterilizer	
3. Prepare materials needed for sterilization	
4. Wrap and pack gloves, surgical gowns, and drapes for sterilization in steam equipment	
5. Wrap and pack surgical clothes for gas sterilization	
6. Clean surgical & diagnostic equipment for aseptic surgical procedures	
7. Pack [illegible] equipment for aseptic surgical procedures	
8. Maintain supply of chemicals needed for surgery	
9. Maintain supply of surgical clothes needed for surgery	
10. Maintain inventory of supplies needed for surgery	
11. Store and issue expendable supplies	
12. Clean sterilized equipment	
13. [illegible] for animal	
[illegible]	
[illegible] for surgery	
17. Assemble equipment for surgery	
18. Weigh animal prior to surgery	
19. Weigh and issue anesthetic for surgery	
20. Clean test and remove chocs for surgery	
21. Rinse mouth of animal	
22. Place leg restraints	

TASK STATEMENT	CHECK HERE
23. Tie nail prior to surgery	
24. Manipulate animal onto table	
25. Adjust rope straps, and blankets on animal	
26. Place padding [illegible]	
27. Position part of for surgery	
28. Prepare surgical site	
29. Clip, shave, and scrub animal	
30. Apply antiseptics to animal	
31. Position animal for surgery	
32. Place sterile surgery draping for surgery	
33. Assist with anesthesia, local and general	
34. Monitor anesthesia and anesthetic recovery	
35. Help with I.V. therapy during surgery	
36. Monitor post-operative recovery	
37. Perform post-operative clean up	
38. Return to storage equipment and supplies from surgery	
39. Clean and assemble surgical instruments for autoclaving	
40. Clean and assemble surgical packs for autoclaving	
41. Make minor repairs and adjustments to instruments and equipment	
42. Operate EKG	
43. [illegible] EKG	
44. Operate EEG	
45. Clean and maintain EEG	
46. Take temperatures	
47. Take blood pressure	

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	TASK STATEMENT	CHECK HERE
101.	Report emergency conditions such as (vomitions, hemorrhaging, [illegible], convulsions, lacerations, etc.).	
102.	[illegible] first aid procedures for emergency conditions	
103.	Collect samples for clinical pathology (blood, urine, feces, skin scrapings, etc.)	
104.	Maintain equipment kept in wards	
105.	Restock all medical supplies	
106.	Observe surgical and post-operative patients for prescribed periods of time	
107.	Recognize emergency situations and initiate appropriate procedures (alert veterinarian, get appropriate equipment and drugs available for use, etc.)	
108.	Greet clients	
109.	Obtain weight	
110.	Obtain T.P.R.s	
111.	[illegible] appropriate restraint to [illegible]	
112.	[illegible] medical history	
113.	Make thorough physical examination	
114.	Assist the veterinarian in the [illegible] examination	
115.	Prepare drugs	
116.	Prepare vaccines for use	
117.	Examine skin lesions	
118.	Perform grooming procedures, clip toenails, etc.	
119.	Assist in foot care	
120.	[illegible] trimming	
121.	[illegible] making proper equipment available at examination and [illegible] areas	
122.	[illegible] in moving animals from [illegible] for examination, treatment [illegible]	
123.	Perform injections under supervision	
124.	Obtain blood samples under supervision	
125.	Help in preparing medications for administration and dispensing	
126.	Exercise the animal when indicated	
127.	Apply mouth speculum	
128.	Clean prepuce	
129.	Apply tail wraps	
130.	Prepare animals for rectal examinations	
131.	Prepare reproductive examinations	
132.	Prepare specific fluids, ointments and other medicaments	
133.	Maintain drug generic name, trade name, vendor and cost reference file	
134.	Maintain inventory records	
135.	Rotate old stock	
136.	Order drugs and restock shelves (some general knowledge of drugs is necessary so that drugs can be arranged according to their pharmacologic activity)	
137.	Proper label dating on drugs	
138.	Keep record of expiration dates	
139.	Discard old drugs in appropriate manner (with veterinarian's permission) and restock	
140.	Operate a colorimeter (Spec 20) in the determination of hemoglobin, protein, blood glucose, BUN, etc.	
141.	Operate a pH meter	
142.	Prepare standard solutions based on molar concentrations	
143.	Prepare standard solutions based on normal concentrations	
144.	Prepare standard solutions based on per cent concentrations	
145.	Be able to detect trypsin in feces	
146.	Be able to quantitate trypsin in feces	
147.	Be able to detect and quantitate trypsin in lipase and amylase in serum ("dip-stick" type technique)	
148.	Preparation of blood urine, fecal, endocrine and tissue samples for submission to laboratories that utilize complex chemical and/or microbiological techniques	

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	STATEMENT	CHECK HERE
149.	[illegible] why, when & how to use anticoagulants (EDTA, Oxalates, [illegible], etc.)	
150.	[illegible] PCV (Hct) via micro- [illegible]	
151.	[illegible] PCV (Hct) of Wintrobe [illegible]	
152.	[illegible] proficient in the use of the hemocytometer for total RBC	
153.	[illegible] erythrocyte sedimentation rates	
154.	[illegible] hemoglobin concentration with hemoglobinometer	
155.	[illegible] hemoglobin concentration [illegible]	
156.	[illegible] abnormal RBC morphology [illegible] & nucleated)	
157.	[illegible] (Wrights or Giemsa) slide for differential count	
158.	[illegible] WBC count with hemo- [illegible]	
159.	[illegible] duration of bleeding time	
160.	[illegible] duration of coagulation	
161.	[illegible] concentration of prothrombin	
162.	[illegible] determination of clot retraction	
163.	[illegible] platelet counts with [illegible] counter	
164.	[illegible] RBC count with [illegible] hemocytometer counting methods	
165.	[illegible] total serum protein with a [illegible] refractometer	
166.	[illegible] icterus index in serum	
167.	[illegible] stain examination of [illegible]	
168.	[illegible] urine specific gravity on pl[illegible]	
169.	[illegible] urine protein (dip stick [illegible])	
170.	[illegible] urine glucose (dip stick [illegible])	
171.	[illegible] urine ketones (dip stick [illegible])	

		CHECK HERE
172.	[illegible] blood sugar (dip stick [illegible])	
173.	[illegible] urine blood (dip stick [illegible])	
174.	[illegible] for the presence of [illegible]	
175.	[illegible] for the presence of [illegible]	
176.	[illegible] microscopic detection [illegible]	
177.	Determine [illegible] microscopic detection of crystals	
178.	Determine [illegible] determine quality of [illegible] urine, clear chemicals in [illegible] flocculation & direct[illegible] procedure	
179.	Identify [illegible] in skin scrapings	
180.	Identify [illegible] in skin scrapings	
181.	Identify [illegible] in skin scrapings	
182.	[illegible] ova in skin scrapings	
183.	Detect blood borne parasites, [illegible] (ex. protozoans, filarial, and larval forms	
184.	[illegible] test using vaginal smear of blood	
185.	Examine [illegible] fluid for inflammatory cells	
186.	Perform [illegible]	
187.	Control [illegible] tests, i.e., [illegible]	
188.	[illegible] maintain, research & clean[illegible] for use in microbiology	
189.	Streak plates with clinical [illegible] in a matter to obtain [illegible] isolated colonies	
190.	[illegible]	
191.	Prepare [illegible] stains	
192.	Make [illegible] cultures into appropriate media	
193.	Set up and read antibiotic [illegible] sensitivity tests according [illegible] Method	
	[illegible] reports on slide [illegible] submitted for [illegible]	

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TASK STATEMENT	CHECK HERE
195. Decontaminate lab equipment and glassware as needed (with chemicals, heat, etc.)	
196. Perform euthanasia on small animals	
197. Assist veterinarian in euthanizing large animals	
198. Perform a complete necropsy on animals	
199. Locate major displacements of organs prior to their removal and display in an orderly fashion	
200. Properly prepare tissue specimens for further examination by laboratories	
201. Record basic descriptions of lesions when these are dictated by a veterinarian	
202. Know the regulations governing shipment of biological specimens through all regular shipping channels	
203. Prepare biological specimens for shipment	
204. Keep laboratory clean, restock disinfectants, etc.	
205. Position patients for x-rays	
206. Determine exposure (technique) for x-ray	
207. Operate the x-ray machine	
208. Minimize radiation hazard to the patient by use of appropriate cones, filters, etc.	
209. Practice safety procedures for the x-ray operators (gloves, aprons, [illegible])	
210. Load and process x-ray film	
211. Recognize technical failures	
212. Make appropriate measures to correct technical failures of x-ray machine	
213. Assist in sedation and/or restraint of animals	
214. File and retrieve x-ray film, recording data	

TASK STATEMENT	CHECK HERE
215. Maintain equipment (clean cassettes, prepare solutions)	
216. Order expendable supplies, e.g., films, chemicals, etc., stock shelves	
217. Keep records of laboratory forms and [illegible]	
218. Keep vehicle, equipment and supplies clean, neatly placed and in repair	
219. Assemble special equipment to be taken in vehicles	
220. Clean and care for restraint equipment in ambulatory	
221. Assist in assembling and preparation of medications and equipment to be used on the farm	
222. Gather and return equipment, supplies, medications and discards at place of use and return to vehicle for later disposal or [illegible]	
223. Help in keeping records, making reports and preparation of health forms from ambulatory	
224. Make appointments	
225. Answer telephone	
226. Send out bills	
227. Utilize general bookkeeping procedures	
228. Keep cash records in order	
229. Prepare health charts and health forms for the veterinarian's signature	
230. Function in the absence of the receptionist	
231. Receive telephone calls, be able to converse in a courteous and informative manner and obtain specific information, e.g., name, address, phone no.; species, breed, referring veterinarian, complaint, etc.	
232. Attend to client needs within the scope of the technician's duties	
233. Perform minor maintenance tasks about the office	

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	TASK STATEMENT	CHECK HERE	TASK STATEMENT	CHECK HERE
234.	Pull case history cards and/or type cards for new patients			
235.	File cast history when no longer needed			
236.	Make out charge slip for all services			
237.	Take in money when paid			
238.	Screen calls, i.e., determine what is an emergency and alert veterinarian			
239.	Make arrangements for receiving emergency cases			
240.	Record daily T.B.R.			
241.	Record daily treatments			
242.	Record daily appetite			
243.	Record daily defecation and urination			
244.	Retrieve information from charts			
245.	Enter symptoms, diagnosis and treatment on client card			
246.	Place card in visible file when animal is kept in hospital for treatment			
247.	Enter daily treatments on cards of animals in hospital			
248.	Maintain logs for surgery, anesthetic, hematology, x-rays, etc.			
249.	Make out priority schedule of treatments for hospitalized patients			

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APPENDIX C.8

COMMON CORE OF TASKS

SUMMARY OF DATA COLLECTION

The data received from the task inventory survey was analyzed by computer and the tasks were sorted by job title; subcategory, where appropriate; category; and subcluster. This was intended to yield a common core of tasks by subcategory, category, and subcluster. This data is presented in this Appendices. For Patient Care Services Subcluster and the Nursing Services, Diagnostic, and Physical Rehabilitation Categories there are no common core tasks. A percentage of job titles performing specific tasks was then computed and is shown in this Appendices. These percentages can be used to identify tasks that are performed by a high percentage of job titles responding and various cores might be designated for purpose of curriculum organization and development. The appropriate percentage for core designation might be decided upon by a representation jury.

A common core of tasks performed by all job titles in the entire Health Occupations field could not be identified. However, a procedure similar, that was mentioned in the preceding paragraph, might be used to identify a total HOE core.

It should be emphasized that the core referred to here are common tasks. It is felt that once the tasks are submitted to analysis it is likely that a common core of competencies will be identified. It should also be mentioned that these tasks do not include affective behavior to be displayed by HOE workers and it is highly probable that a core of affective competencies exist.

Some of the job titles surveyed did not receive sufficient response for the data to be complete and accurate. For these job titles additional surveys will be necessary before common tasks can be accurately identified.

INDIANA HEALTH OCCUPATION EDUCATION CLUSTER

SUB CLUSTER	CATEGORY	JOB TITLE
A Patient Care Services	I Nursing Service 1.1	1. Registered Nurse (23)* 2. L.P.N./L.V.N. (20) 3. Nurseaide/Attendant (22) 4. Geriatric Technician (1) 5. Orderly (8) 6. Corpsman/Clinical Corpsman (0) 7. Burn Unit Technician (1) 8. Pediatric Technician (1) 9. Homemaker/Home Health Aide (3) 10. Emergency Medical Technician (13) 11. Cardio-Pulmonary/Cardio-Vascular Technician (0) 12. Obstetrical Technician (1) 13. Ambulance Attendant (2)
A Patient Care Services	II Mental Health 1.2	14. Mental Health Technician (8) 15. Mental Health Assistant (1) 16. Mental Retardation Technician (0) 17. Mental Retardation Aide/Asst. (4) 18. Psychiatric Technician (1) 19. Psychiatric Aide/Asst. (6) 20. Certified Occup. Therapy Assit. (2) 21. Occupational Therapy Aide (9) 22. Recreational Therapy Technician (4) 23. Recreational Therapy Aide/Asat. (7)

*Number of job holders responding.

SUB CLUSTER	CATEGORY	JOB TITLE
		24. Music Therapist Aide (2) 25. Drama Therapist Aide (0)
A Patient Care Services	III Diagnostic 1.31	26. Certified Laboratory Assistant (12) 27. Medical Laboratory Technician (10) 28. Laboratory Aide (9) 29. Cytotechnologist (3) 30. Histologic Technician (7) 31. Diener (2)
	1.32	32. Electro-cardiograph Technician (0) 33. Electro-encephlegraphic Technician (5) 34. Pulmonary Function Technician (1)
	1.33	35. Radiological Technologist (12) 36. Registered Radiation Therapy Technologist (4) 37. Radiologic Department Aide (5) 38. Dark Room Aide/Assistant (6) 39. Nuclear Medical Technologist (3)
A Patient Care Services	IV Physical Rehabilitation 1.41	40. Physical Therapy Assistant (4) 41. Physical Therapy Aide/Orderly (10) 42. Ortho/Prosthetic Technician (1) 43. Ortho/Prosthetic Assistant (1) 44. Podiatric Assistant (0)

SUB CLUSTER	CATEGORY	JOB TITLE
	1.42	45. Certified Resp. Therapy Tech. (7) 46. Respiratory Therapy Aide (4) 47. Pulmonary Function Technician (1)
A Patient Care Services	IV Physical Rehabilitation 1.44	48. Ophthalmic Lab Technician (3) 49. Optometric Technician (0) 50. Optometric Assistant (3)
A Patient Care Services	V ANCILLARY 1.5	51. Urologic Physicians Asst. (2) 52. Operating Room Technician (13) 53. Surgical Aide/Assistant (4) 54. Central Service Aide/Asst. (16) 55. Orthopedic Physician's Asst. (0) 56. Circulation/Extra Corporeal Tech. (1) 57. Hemodialysis Technician (2) 58. Orthopedic Cast Specialist (0) 59. Pharmacy Aide/Technician (6) 60. House Keeping Worker (16)
A Patient Care Services	VI DIETARY 1.6	61. Dietetic Aide(15) 62. Dietary Technician (10)
B Dental Care Services	I Direct Patient Contact 2.1	63. Dental Assistant (10) 64. Oral Surgery Dental Assistant (1) 65. Orthodontic Dental Assistant (2)

SUB CLUSTER	CATEGORY	JOB TITLE
		66. Pedadontic Dental Assistant (2) 67. Endodontic Dental Assistant (0) 68. Expanded Duties Dental Asst. (6)
	II Indirect Patient Services 2.2	69. Dental Receptionist (7) 70. Dental Laboratory Technician (4)
C Medical & Clerical Services	I Medical Records Services 3.1	71. Medical Transcriber (13) 72. Medical Stenographer (7) 73. Medical-Dental Secretary (6) 74. Medical Librarian Assistant (16) 75. Medical Records Clerk (9) 76. Medical Records Technician (15) 77. Insurance Clerk (4)
	Clinical 3.2	78. Ward-Unit Clerk (8) 79. Ward Secretary (6) 80. Medical Assistant(11)
D Animal Care	I Nursing Service 4.1	81. Veterinary Assistant (9) 82. Groomer
	II Diagnostic 4.2	83. Veterinary Lab Assistant 84. Veterinary X-Ray Assistant 85. Cage-Care Attendant(1)
	III Auxiliary 4.3	86. Receptionist 87. Record Keeper

APPENDIX C.8.1

COMMON TASKS BY CATEGORY

Subcluster: Patient Care Services

Category: Nursing Services

Common Tasks for 1.1

5 Place a bedpan or urinal under a patient
6 Clean a bedpan or urinal for a patient
18 Chart observations of patient
19 Elevate specified body parts for patients
20 Move and transport patient to and from a given area utilizing proper method for patient's needs
21 Position a patient (with variations) for patient's comfort or treatment
22 Observe body eliminations of patients (e.g. urine, feces, emesis, etc.)
27 Apply T-binders to patient (male and female)
28 Take and record a body temperature (with variations) of a patient
29 Observe and record a patient's respiration
33 Take and record patient's blood pressure (with variations)
37 Record discharge of a patient
38 Fill and apply icebags for patients
132 Care for a patient with convulsions

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Mental Health

Common Tasks for 1.2

170 Provide and assist with diversional activities for the patient

272 Assist with individual and/or group therapy

280 Participate in ward group meetings about mental health patients

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Diagnostic

Subcategory: Laboratory Diagnostic Services

Common Tasks for 1.31

24 Collect non-sterile specimens from patient according to standard procedures

316 Inventory and/or order departmental supplies

321 Clean and perform routine preventive maintenance on departmental equipment

323 Prepare and process specimens

325 Prepare reagents

432 Use water-baths

640 Log in and/or code incoming specimens

645 Prepare routine histology stains and fixatives

835 Label, transfer, and/or log specimens for identification

836 Maintain and review departmental stock levels

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Diagnostic

Subcategory: Electronic Diagnostic Services

Common Task for 1.32

No tasks performed by all job titles responding.

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Diagnostic

Subcategory: Radiological Diagnostic Services

Common Task for 1.33

4 Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.

20 Move and transport patient to and from a given area utilizing proper method for patient's needs

948 Operate automatic processing machines

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services
Category: Physical Rehabilitation
Subcategory: Physical Rehabilitation

Common Tasks for 1.41

786 Instruct patients in regard to administration of test procedure

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services
Category: Physical Rehabilitation
Subcategory: Respiratory Rehabilitation

Common Task for 1.42

240 Apply defibrillator to patient having cardiac-fibrillation
248 Analyze nursing care requirements of patient
711 Assign specific work to individual employees
870 Perform calculations for pulmonary function studies
871 Compare pulmonary function study results with norms
872 Perform functional residual capacity for pulmonary function
873 Perform spirometry for pulmonary function tests
875 Perform air collection and analysis
1066 Perform pulmonary function tests for patient

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Physical Rehabilitation

Subcategory: Vision Rehabilitation

Common Tasks for 1.44

No tasks performed by all job titles responding.

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Ancillary

Common Tasks for 1.5

840 Receive incoming supplies and equipment

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Dietary

Common Tasks for 1.6

9 Serve a tray of food to a patient

42 Give, observe, and record an enema (with variations) to a patient

316 Inventory and/or order departmental supplies

321 Clean and perform routine preventive maintenance on departmental equipment

732 Establish and maintain sanitation standards

836 Maintain and review departmental stock levels

1216 Assist with cost and control by keeping accurate records

1364 Identify and utilize food high in the basic nutrients, minerals, and vitamins

1365 Wash utensils from food preparation, in proper way, using pre-washing, scraping, detergent and hot water

1366 Read symbols for weights and measures of food

1367 Identify various sizes of cans of food according to numerical system

1368 Follow prescribed procedures for ordering food and non-food items from storage

1369 Interpret words and symbols used on patient's menus

1370 Deliver and pick up patient's trays according to prescribed procedures

1371 Attend periodic menu conference with production personnel

1372 Tally menu cards for modified diets

1373 Compute food portions for modified diets

1374 Weigh and measure where indicated to meet dietetic requirement

1375 Operate and clean a variety of equipment within the food service system

1376 Identify, store, clean and use of economy non-food supplies

1377 Follow established recipes in preparing foods

1378 Check patient's food trays for correctness of food items in accordance with dietary restriction

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Patient Care Services

Category: Nursing Services
Mental Health
Diagnostic

Subcategory: Laboratory Diagnostic Services
Electronic Diagnostic Services
Radiological Diagnostic Services

Physical Rehabilitation

Physical Rehabilitation
Respiratory Rehabilitation
Vision Rehabilitation

Ancillary Services

Dietary

Common Tasks for 1.1, 1.2, 1.31, 1.32, 1.33, 1.41, 1.42, 1.43, 1.5, 1.6

No tasks performed by all job titles responding.

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Dental Services

Category: Direct Patient Contact

Common Tasks for 2.1

6 Develop and fix exposed radiographic film
7 Maintain unexposed radiographic film storage
8 Mix solutions for developing and fixing radiographic film
14 Mount dental radiographs
15 Label dental radiographs
16 Clean x-ray processing equipment
17 Position patient for radiographic examination
18 Select film size appropriate for patient's mouth and indicated technique
20 File dental radiographs
21 Receive and place telephone calls
22 Receive and dismiss patients and visitors
24 Issue receipts
25 Make ledger entries
30 Maintain appointment control
31 Maintain an active recall system
39 Sort incoming mail
40 Perform housekeeping duties
41 Order supplies
44 Collect fees for dental services
45 Assemble patient records for treatment
52 Deliver and receive instruments at chairside
64 Identify various types of dental instruments
65 Recognize various types of dental equipment
66 Care for various pieces of dental equipment
83 Prepare setup for prophylaxis (cleaning)
87 Prepare tray setup for Orthodontic treatments
89 Clean operatories and equipment
102 Prepare rubber base material for impression
104 Prepare alginate for impression by dentist
105 Fill alginate tray
120 Prepare and chemically disinfect instruments
133 Perform dental charting
159 Plan sequence of procedures for appointment or series of appointments
165 Clean and polish removable appliances
186 Fabricate baked porcelain-to-gold restorations

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Dental Services

Category: Direct Patient Contact
Indirect Patient Contact

Common Tasks for 2.1, 2.2

24 Issue receipts

25 Make ledger entries

30 Maintain appointment control

39 Sort incoming mail

40 Perform housekeeping duties

41 Order supplies

65 Recognize various types of dental equipment

66 Care for various pieces of dental equipment

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Dental Services

Category: Indirect Patient Contact

Common Tasks for 2.2

21 Receive and place telephone calls

24 Issue receipts

25 Make ledger entries

26 Verify invoices

27 Write checks and maintain balance

28 Maintain state and federal tax information

30 Maintain appointment control

33 Prepare bank deposits

34 Reconcile bank statement

38 Prepare statements

39 Sort incoming mail

41 Order supplies

42 Maintain and rotate inventory

43 Prepare tax forms

44 Collect fees for dental services

65 Recognize various types of dental equipment

66 Care for various pieces of dental equipment

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Medical and Clerical Services

Category: Clinical

Common Tasks for 3.1

8 Receive calls and answer questions from patients or potential patients

18 Pull and file patient's medical record

210 Follow up on committees' directions, e.g., route charts to physicians or committees

212 Schedule meetings

213 Take or transcribe minutes of meetings

283 Type general correspondence

284 Handle and distribute mail and correspondence (both incoming and outgoing)

285 File correspondence and memoranda

289 Order office supplies, equipment, and Medical Records Materials

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Dental Services

Category: Medical Records

Common Tasks for 3.2

8	Receive calls and answer questions from patients or potential patients
18	Pull and file patient's medical record
33	Initiate a medical record file for a patient
213	Take or transcribe minutes of meetings
218	Prepare reports
229	Prepare manually statistical reports for medical staff
235	Check record for deficiencies
236	Prepare deficiency check-off list
237	Abstract information from record onto data-processing source document
259	Check current in-patient records for completion
270	File using alphabetical system
272	File items into individual patient record
286	Type personnel actions for staff
289	Order office supplies, equipment, and Medical Records Materials
291	Type requisitions
313	Sign for packages and flowers
314	Duplicate forms as needed (photocopy)
325	Receive and deliver telephone messages to unit personnel
328	Answer the intercom and relay messages to unit personnel
329	Announce the close of visiting hours
336	Direct visitors to appropriate rooms
345	Communicate with government agencies
348	Run errands to other departments
350	Notify appropriate unit personnel upon admission of new patient
380	Record patient's death on appropriate records

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Medical and Clerical Services

Category: Clinical
Medical Records

Common Tasks for 3.1, 3.2

8 Receive calls and answer questions from patients or potential patients

18 Pull and file patient's medical record

213 Take or transcribe minutes of meetings

289 Order office supplies, equipment, and Medical Records materials.

See APPENDIX C.8.2 for percent of job titles performing each task.

Subcluster: Animal Care

Category: Nursing Services
Diagnostic

Common Tasks for 4.1, 4.2

1 Operate an autoclave
2 Operate a boiling sterilizer
6 Clean surgical and diagnostic equipment for specific surgical produces
11 Receive and store expendable supplies
12 Clean sterilization equipment
13 Restrain any animal for examination
14 Assist in placement of bandages
15 Remove bandages
16 Assemble supplies for surgery
17 Assemble equipment for surgery
18 Weigh animals prior to surgery
19 Brush and clean animal for surgery
23 Tie tail prior to surgery
24 Manipulate animal on to table
25 Adjust ropes, straps, and halters on animal
26 Place padding devices
27 Position patient for surgery
28 Prepare surgical site
29 Clip, shave, and scrub animal
30 Apply antiseptics to animal
31 Position animal for surgery
33 Assist with anesthesia, local and general
35 Help with I.V. therapy during surgery
36 Monitor post-operative recovery
37 Perform post-operative cleanup
38 Return to storage equipment and supplies from surgery
41 Make minor repairs and adjustments on instruments and equipment
46 Take temperatures
48 Take respiration rate
52 Obtain feces
53 Administer prescribed drugs via usual routes (I.V., S.Q., I.M. topically, per os, etc.)
54 Recognize conditions that require the feeding of special rations
55 Express the urinary bladder
57 Treat and bandage wounds under the veterinarian's direction
58 Clip, shave and scrub appropriate sites for specific surgical procedures
64 Position patient "tie down" for specific surgical procedures
70 Set up the appropriate surgical equipment for specific procedures
72 Circulate in operating room to open packs and extra supplies and instruments during surgery
80 Scrub and gown and act as surgical nurse
89 Administer enemas
91 Administer drugs as prescribed by veterinarian
92 Observe and record eating habits
99 Observe and record the appearance of or changes in clinics signs

Subcluster: Animal Care

Category: Nursing Services
Diagnostic

Common Tasks for 4.1, 4.2

101 Report emergency conditions such as (vomitions, hemorrhaging, dyspneas, convulsions, eviscerations, etc.)
102 Institute first aid procedures in emergency conditions
104 Maintain equipment kept in wards
106 Observe critical and post-operative patients for prescribed periods of time
109 Obtain weight
118 Perform grooming procedures, clip toenails, etc.
121 Assist in making proper equipment available at examination and treatment areas
122 Assist in moving animals from stalls for examination, treatment and radiology
126 Exercise the animal when indicated
205 Position patients for x-rays
209 Employ safety procedures for the x-ray operators (gloves, aprons, etc.)
210 Load and process x-ray film
213 Assist in sedation and/or restraint of animals
215 Maintain equipment, (clean cassettes, prepare solutions)
233 Perform minimum maintenance duties about the office

See APPENDIX C.8.2 for percent of job titles performing each task.

APPENDIX C.8.2

PERCENTAGE OF JOB TITLES PERFORMING TASK

PATIENT CARE SERVICES SUBCLUSTER

Category

Task	1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
1	91	-	-	-	20	-	-	-	25	-
2	91	-	-	-	-	-	-	-	-	-
3	91	-	-	-	-	-	-	-	-	-
4	82	-	-	-	100	-	-	-	25	-
5	100	-	-	-	-	-	-	-	-	-
6	100	-	-	-	-	-	-	-	-	-
7	91	-	-	-	-	-	-	-	-	-
8	82	60	-	-	-	-	-	-	-	-
9	91	-	-	-	-	-	-	-	-	100
10	82	60	-	-	-	25	-	-	-	-
11	82	-	17	-	-	-	-	-	-	-
12	82	-	-	-	-	-	-	-	-	-
13	73	-	-	-	-	-	-	-	-	-
14	91	40	-	-	-	-	-	-	-	-
15	82	-	-	-	-	-	-	-	-	-
16	82	-	-	-	-	-	-	-	13	-
17	91	-	-	-	-	-	-	-	-	-
18	100	-	-	-	-	-	-	-	-	-
19	100	-	-	-	-	-	-	-	-	-
20	100	-	-	33	100	-	67	-	63	-
21	100	-	-	-	40	50	-	-	50	-
22	100	-	-	-	-	50	-	-	-	-
23	91	-	-	-	-	-	-	-	-	-
[redacted]	82	-	100	-	-	-	67	-	-	-
25	82	-	17	-	-	-	-	-	-	-
26	91	-	-	-	-	-	-	-	-	-
27	100	-	-	-	-	-	-	-	-	-
28	100	-	-	-	-	-	-	-	-	-
29	100	-	50	-	-	-	67	-	50	-
30	91	-	-	-	-	-	-	-	-	-
31	82	-	-	-	-	-	-	-	-	-
32	91	-	-	-	-	-	-	-	-	-
33	100	-	-	-	-	-	67	-	50	-
34	91	-	-	-	-	-	-	-	13	-
35	82	-	-	-	-	-	-	-	-	-
36	91	-	-	-	-	-	-	-	13	
37	100	-	-	-	-	-	-	-	-	-
38	100	-	-	-	-	-	-	-	-	-
39	82	-	-	-	-	-	-	-	-	-
40	82	-	-	-	-	-	-	-	88	-
41	82	-	-	-	-	-	-	-	-	-
42	91	-	-	-	-	-	-	-	-	-
43	91	-	-	-	-	-	-	-	-	100
44	64	-	-	-	-	-	33	-	-	-
45	64	-	-	-	-	-	-	-	50	-
46	64	-	-	-	-	-	-	-	-	-
47	73	-	-	-	-	-	-	-	-	-
48	55	-	-	-	-	-	-	-	50	-
[redacted]	64	-	-	-	-	-	-	-	-	-
50	73	-	-	-	-	75	-	-	-	-
51	82	-	-	-	-	-	-	-	-	-
52	73	-	17	-	-	-	-	-	-	-

rcentage of job titles reporting that performed the task.

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
53	82	-	-	-	-	-	-	-	-	-
54	64	-	-	-	-	-	-	-	-	-
55	82	-	33	-	-	-	-	-	-	-
56	73	-	-	-	-	-	-	-	-	-
57	82	-	-	-	-	-	-	-	38	-
58	73	-	-	-	40	-	-	-	-	-
59	73	-	-	-	-	-	-	-	-	-
60	73	-	-	-	-	-	-	-	-	-
61	82	-	-	-	-	-	-	-	-	-
62	82	-	17	-	-	-	-	-	-	-
63	82	-	83	-	-	-	67	-	88	-
64	73	-	-	-	-	-	-	-	38	-
65	73	-	-	-	-	-	-	-	-	-
66	64	-	17	-	-	-	-	-	38	-
67	64	-	-	-	-	-	-	-	-	-
68	91	-	-	-	-	-	-	-	-	-
69	82	-	-	-	-	-	-	-	-	-
70	45	90	-	-	-	-	-	-	-	-
71	73	-	-	-	-	-	67	-	-	-
72	73	-	-	-	-	-	-	-	-	-
73	82	-	-	-	-	-	-	-	-	-
74	73	-	-	-	-	-	-	-	-	-
75	64	-	-	-	-	-	-	-	-	-
76	64	-	-	-	-	-	-	-	-	-
77	55	-	-	-	-	-	-	-	-	-
78	64	-	-	-	-	-	67	-	-	-
79	82	-	-	-	-	-	-	-	-	-
80	82	-	-	-	-	75	-	-	13	-
81	73	-	-	-	-	-	-	-	-	-
82	73	50	17	-	-	50	-	-	-	-
83	73	-	-	-	-	-	-	-	-	-
84	91	-	-	-	-	-	-	-	25	-
85	64	-	-	-	-	-	-	-	-	-
86	73	-	-	-	-	-	-	-	50	-
87	55	-	-	-	-	-	-	-	-	-
88	91	-	-	-	60	-	-	-	-	-
89	82	-	-	-	-	-	-	-	-	-
90	64	-	-	-	-	-	-	-	-	-
91	73	-	-	-	-	-	-	-	-	-
92	73	-	-	-	-	-	67	-	-	-
93	73	-	-	-	-	-	67	-	-	-
94	73	-	-	-	-	-	-	-	-	-
95	91	-	-	-	-	-	33	-	-	-
96	82	-	-	-	-	-	67	-	-	-
97	82	-	-	-	-	-	67	-	-	-
98	73	-	-	-	-	-	67	-	-	-
99	91	-	-	-	-	-	67	-	-	-
100	82	-	-	-	-	-	67	-	-	-
101	55	-	-	-	-	-	67	-	-	-
102	55	-	-	-	-	-	-	-	-	-
103	82	-	-	-	-	-	-	-	-	-
104	55	-	-	-	-	-	-	-	-	-
105	73	-	-	-	-	-	-	-	-	-
106	73	-	-	-	-	-	-	-	-	-
107	55	-	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
[redacted]	55	-	-	-	-	-	-	-	-	-
109	64	-	-	-	-	-	-	-	-	-
110	64	-	-	-	-	-	-	-	-	-
111	55	-	-	-	-	-	-	-	-	-
112	55	-	-	-	-	-	-	-	-	-
113	82	-	-	-	-	-	-	-	13	-
114	64	-	-	-	-	-	-	-	-	-
115	36	-	-	-	-	-	-	-	-	-
116	55	-	-	-	-	-	-	-	-	-
117	45	-	-	-	-	-	-	-	-	-
118	64	-	-	-	-	-	-	-	-	-
119	45	-	-	-	-	-	-	-	-	-
120	64	-	-	-	-	-	-	-	-	-
121	55	-	-	-	-	-	-	-	-	-
122	55	-	-	-	-	-	-	-	-	-
123	55	-	-	-	-	-	-	-	-	-
124	73	-	50	-	-	-	-	-	-	-
125	64	-	-	-	-	-	-	-	-	-
126	73	-	-	-	-	-	-	-	-	-
127	64	-	-	-	-	-	-	-	-	-
128	55	-	-	-	-	-	-	-	-	-
129	91	-	-	-	-	-	-	-	-	-
130	73	-	-	-	-	-	-	-	-	-
131	73	-	-	-	-	-	-	-	-	-
132	100	-	-	-	-	-	-	-	-	-
[redacted]	73	-	-	-	-	-	-	-	-	-
[redacted]	55	-	-	-	-	-	-	-	-	-
135	64	-	-	-	-	-	-	-	-	-
136	64	-	-	-	-	-	-	-	-	-
137	64	-	-	-	-	-	-	-	-	-
138	64	-	-	-	-	-	-	-	-	-
139	64	-	-	-	-	-	-	-	-	-
140	45	-	-	-	-	-	-	-	-	-
141	73	-	-	-	-	-	-	-	-	-
142	55	-	-	-	-	-	-	-	-	-
143	36	-	-	-	-	-	-	-	-	-
144	73	-	-	-	-	-	-	-	-	-
145	55	-	-	-	-	-	-	-	-	-
146	82	-	-	-	-	-	-	-	-	-
147	82	-	-	-	-	50	-	-	-	-
148	73	-	-	-	-	-	-	-	-	-
149	82	-	-	-	-	-	-	-	25	-
150	64	-	-	-	-	-	-	-	-	-
151	82	-	-	-	-	-	-	-	-	-
152	73	-	-	-	-	-	-	-	-	-
153	73	-	-	-	-	-	-	-	-	-
154	45	-	-	-	-	-	-	-	-	-
155	45	-	-	-	-	-	-	-	13	-
156	45	-	-	-	-	-	-	-	-	-
157	64	-	-	-	-	-	-	-	-	-
158	55	-	-	-	-	-	-	-	13	-
[redacted]	27	-	-	-	-	-	-	-	-	-
160	55	-	-	-	-	-	-	-	-	-
161	55	-	-	-	-	-	-	-	-	-
162	82	-	-	-	-	-	-	-	-	-
163	55	-	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
164	55	-	-	-	-	-	-	-	-	-
165	64	-	-	-	-	-	-	-	-	-
166	55	-	-	-	-	-	-	-	-	-
167	55	-	-	-	-	-	-	-	-	-
168	73	-	-	-	-	-	-	-	-	-
169	64	90	-	-	-	-	-	-	-	-
170	55	100	-	-	-	-	-	-	-	-
171	82	-	-	-	-	-	-	-	-	-
172	55	-	-	-	-	-	-	-	-	-
173	64	-	-	-	-	-	-	-	-	-
174	64	-	-	-	-	-	-	-	-	-
175	64	-	-	-	-	-	-	-	-	-
176	64	-	-	-	-	-	-	-	-	-
177	64	-	-	-	-	-	-	-	-	-
178	64	-	-	-	-	-	-	-	-	-
179	82	-	-	-	-	-	-	-	-	-
180	82	-	-	-	-	-	-	-	-	-
181	82	-	-	-	-	-	-	-	-	-
182	73	-	-	-	-	-	-	-	-	-
183	64	-	-	-	-	-	-	-	-	-
184	64	-	-	-	-	-	-	-	-	-
185	55	-	-	-	-	-	-	-	-	-
186	55	-	-	-	-	-	-	-	-	-
187	45	-	-	-	-	-	-	-	-	-
188	36	-	-	-	-	-	-	-	-	-
189	45	-	-	-	-	-	-	-	13	-
190	55	-	-	-	-	-	-	-	-	-
191	55	-	-	-	-	-	-	-	-	-
192	55	-	-	-	-	-	-	-	-	-
193	45	-	-	-	-	-	-	-	-	-
194	45	-	-	-	-	-	-	-	-	-
195	45	-	-	-	-	-	-	-	-	-
196	55	-	-	-	-	-	-	-	-	-
197	45	-	-	-	-	-	-	-	-	-
198	36	-	-	-	-	-	-	-	-	-
199	55	-	-	-	-	-	-	-	-	-
200	55	-	-	-	-	-	-	-	-	-
201	64	-	-	-	-	-	-	-	-	-
202	45	-	-	-	-	-	-	-	-	-
203	55	-	-	-	-	-	-	-	-	-
204	45	-	-	-	-	-	-	-	-	-
205	45	-	-	-	-	-	-	-	-	-
206	36	-	-	-	-	-	-	-	-	-
207	36	-	-	-	-	-	-	-	-	-
208	45	-	-	-	-	-	-	-	-	-
209	36	-	-	-	-	-	-	-	-	-
210	55	-	-	-	-	-	-	-	-	-
211	55	-	-	-	-	-	-	-	-	-
212	55	-	-	-	-	-	-	-	13	-
213	45	-	-	-	-	-	-	-	-	-
214	36	-	-	-	-	-	-	-	-	-
215	55	-	-	-	-	-	-	-	-	-
216	55	-	-	-	-	-	-	-	-	-
217	64	-	-	-	-	-	-	-	-	-
[illegible]	64	-	-	-	-	-	-	-	-	-
[illegible]	64	-	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
[redacted]	73	-	-	-	-	-	-	-	-	-
221	64	-	-	-	-	-	-	-	-	-
222	64	-	-	-	-	-	-	-	-	-
223	64	-	-	-	-	-	-	-	-	-
224	64	-	17	-	-	-	-	-	-	-
225	64	-	-	-	-	-	-	-	-	-
226	64	-	-	-	-	-	-	-	-	-
227	45	-	-	-	-	-	-	-	-	-
228	64	-	-	-	-	-	-	-	-	-
229	73	-	-	-	-	-	-	-	-	-
230	55	-	-	-	-	-	-	-	-	-
231	64	-	-	-	-	25	-	-	-	-
232	64	-	-	-	-	-	-	-	-	-
233	64	-	-	-	-	-	-	-	63	-
234	45	-	-	-	-	-	-	-	50	-
235	45	-	-	-	-	-	-	-	-	-
236	91	-	-	-	-	-	-	-	-	-
237	55	-	-	-	-	-	-	-	-	-
238	27	-	-	-	-	-	-	-	-	-
239	27	-	-	-	-	-	-	-	-	-
240	18	-	-	-	-	50	33	-	-	-
241	27	-	83	-	-	-	100	-	-	-
242	36	-	-	-	-	-	-	-	-	-
243	36	-	17	33	-	-	-	-	-	-
244	55	-	67	33	-	-	67	-	-	-
[redacted]	55	-	-	-	-	-	67	-	-	-
246	45	-	-	-	-	-	67	-	-	-
247	27	-	33	-	-	-	-	-	-	-
248	45	-	-	-	-	-	100	-	-	-
249	73	-	-	-	-	-	-	-	-	-
250	73	-	-	-	-	-	-	-	-	-
251	82	-	-	-	-	-	-	-	-	-
252	64	-	-	-	-	-	-	-	-	-
253	27	-	-	-	-	-	-	-	-	-
254	18	-	-	-	-	-	-	-	-	-
255	27	-	-	-	-	-	-	-	-	-
256	27	-	-	-	-	-	-	-	-	-
257	18	-	-	-	-	-	-	-	-	-
258	55	-	-	-	-	-	-	-	-	-
259	27	-	-	-	-	-	-	-	-	-
260	55	-	-	-	40	-	67	-	75	-
261	55	-	-	-	-	-	-	-	25	-
262	45	-	-	-	-	-	-	-	-	-
263	36	-	-	-	-	-	-	-	-	-
264	36	-	-	-	-	-	-	-	-	-
265	55	-	-	-	-	-	-	-	-	-
266	55	-	-	-	-	-	-	-	-	-
267	55	-	-	-	-	-	-	-	-	-
268	64	-	-	-	-	-	-	-	-	-
269	36	-	-	-	-	-	-	-	-	-
[redacted]	82	-	-	-	-	-	-	-	-	-
[redacted]	64	50	-	-	-	-	-	-	-	-
272	55	100	-	-	-	-	-	-	-	-
273	82	-	-	-	-	-	-	-	-	-
274	91	-	-	-	-	-	-	-	-	-
[redacted]	64	10	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
276	82	40	-	-	-	50	-	-		
277	91	-	-	-	-	-	-	-		
278	73	-	67	-	-	-	-	-		
279	55	-	-	-	-	-	-	-		
280		100	-	-	-	-	-	-		
281	-	20	-	-	-	-	-	-		-
282	-	10	-	-	-	-	-	-	-	-
283	-	-	-	-	-	-	-	-	-	-
284	-	30	-	-	-	-	-	-		-
285	-	60	-	-	-	-	-	-	-	-
286	-	10	-	-	-	-	-	-	-	-
287	-	-	-	-	-	-	-	-		-
288	-	-	-	-	-	-	-	-		-
289	-	30	-	-	-	-	-	-	-	-
290	-	30	-	-	-	-	-	-		
291	-	60	-	-	-	50	-	-		
292	-	70	-	-	-	50	67			
293	-	80	67	-	80	-	-	-		-
294	-	70	-	-	-	-	-	-		-
295	-	60	-	-	-	-	-	-		
296	-	70	-	-	-	-	-	-		
297	-	60	-	-	-	-	-	-		
298	-	70	-	-	-	-	-	-		
299	-	30	-	-	-	-	-	-		
300	-	70	-	-	-	-	-	-		
301	-	50	-	-	-	-	-			
302	-	80	-	-	-	-	-	-		-
303	-	90	-	-	-	-	-	-		-
304	-	90	-	-	-	-		-		
305	-	80	-	-	-	-		-		
306	-	90	-	-	-	-	-	-		
307	-	-	17	-	20	-	-	-		
308	-	-	50	33	-	-	67	-		
309	-	-	83		-	-	33			-
310	-	-	33		-	50	-	-		
311	-	-	33	-	-	-	-	-		
312	-	-	83			-	-	-		
313	-	-	-	-	-	-	-	-		
314	-	-	50	-	-	-	-	-		
315	-	-	83	-	-	-	-			
316	-	-	100	33	40	-	33	50		100
317	-	-	33	-	-	-	-	-		
318	-	-	-	-	-		-	-		
319	-	-	33	-	-	-	-	-		
320	-	-	-	-	-	-	-	-		
321	-	-	100	-	-	50	-	50		100
322	-	-	50	-	-	-	-	-		
323	-	-	100	-	-	-	-	-		
324	-	-	33	-	-	-	-			
325	-	-	100	-	-	-	-			
326	-	-	17	-	-	-	-	-		
327	-	-	83	-	-	-	-	-		-
328	-	-	83	-	-	-	-	-		-
329	-	-	67	-	-	-	-	-		
330	-	-	33	-	-		-	-		
	-	-	-	-	20	-	-	-		
	-	-	33	-	-	-	-	-		-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
333	-	-	33	-	-	-	-	-	-	-
334	-	-	50	-	-	-	-	-	-	-
335	-	-	-	-	-	-	-	-	-	-
336	-	-	-	-	-	-	-	-	-	-
337	-	-	17	-	-	-	-	-	-	-
338	-	-	33	-	-	-	-	-	-	-
339	-	-	33	-	-	-	-	-	-	-
340	-	-	33	-	-	-	-	-	-	-
341	-	-	33	-	-	-	-	-	-	-
342	-	-	33	-	-	-	-	-	-	-
343	-	-	-	-	-	-	-	-	-	-
344	-	-	-	-	-	-	-	-	-	-
345	-	-	-	-	-	-	-	-	-	-
346	-	-	17	-	-	-	-	-	-	-
347	-	-	17	-	-	-	-	-	-	-
348	-	-	33	-	-	-	-	-	-	-
349	-	-	17	-	-	-	-	-	-	-
350	-	-	-	-	-	-	-	-	-	-
351	-	-	-	-	-	-	-	-	-	-
352	-	-	33	-	-	-	-	-	-	-
353	-	-	-	-	-	-	-	-	-	-
354	-	-	-	-	-	-	-	-	-	-
355	-	-	33	-	-	-	-	-	-	-
356	-	-	67	-	-	-	-	-	-	-
357	-	-	50	-	-	-	-	-	-	-
358	-	-	50	-	-	-	-	-	-	-
359	-	-	50	-	-	-	-	-	-	-
360	-	-	50	-	-	-	-	-	-	-
361	-	-	33	-	-	-	-	-	-	-
362	-	-	67	-	-	-	-	-	-	-
363	-	-	-	-	-	-	-	-	-	-
364	-	-	33	-	-	-	-	-	-	-
365	-	-	33	-	-	-	-	-	-	-
366	-	-	33	-	-	-	-	-	13	-
367	-	-	33	-	-	-	-	-	-	-
368	-	-	17	-	-	-	-	-	-	-
369	-	-	-	-	-	-	-	-	-	-
370	-	-	-	-	-	-	-	-	-	-
371	-	-	-	-	-	-	-	-	-	-
372	-	-	17	-	-	-	-	-	-	-
373	-	-	17	-	-	-	-	-	-	-
374	-	-	50	-	-	-	-	-	-	-
375	-	-	33	-	-	-	-	-	-	-
376	-	-	33	-	-	-	-	-	-	-
377	-	-	33	-	-	-	-	-	-	-
378	-	-	17	-	-	-	-	-	-	-
379	-	-	33	-	-	-	-	-	-	-
380	-	-	17	-	-	-	-	-	-	-
381	-	-	17	-	-	-	-	-	-	-
382	-	-	50	-	-	-	-	-	-	-
383	-	-	50	-	-	-	-	-	-	-
384	-	-	17	-	-	-	-	-	-	-
385	-	-	33	-	-	-	-	-	-	-
386	-	-	50	-	-	-	-	-	-	-
387	-	-	83	-	-	-	-	-	-	-
388	-	-	83	-	-	-	-	-	-	-
389	-	-	50	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
390	-	-	33	-	-	-	-	-	-	-
391	-	-	-	-	-	-	-	-	-	-
392	-	-	83	-	-	-	-	-	-	-
393	-	-	50	-	-	-	-	-		
394	-	-	33	-	-	-	-	-	-	-
395	-	-	33	-	-	-	-	-	-	-
396	-	-	17	-	-	-	-	-	-	-
397	-	-	50	-	-	-	-	-	-	-
398	-	-	50	-	-	-	-	-	-	-
399	-	-	50	-	-	-	-	-	-	-
400	-	-	83	-	-	-	-	-	-	-
401	-	-	67	-	-	-	-	-	-	-
402	-	-	33	-	-	-	-	-	-	-
403	-	-	33	-	-	-	-	-	-	-
404	-	-	33	-	-	-	-	-		
405	-	-	67	-	-	-	-	-		-
406	-	-	33	-	-	-	-	-		-
407	-	-	33	-	-	-	-	-	-	-
408	-	-	17	-	-	-	-			-
409	-	-	83	-	-	-	-	-		-
410	-	-	50	-	-	-	-			-
411	-	-	33	-	-	-	-	-		-
412	-	-	33	-	-	-	-	-		-
413	-	-	17	-	-	-	-	-		
414	-	-	33	-	-	-	-	-		
415	-	-	33	-	-	-	-	-		-
416	-	-	-	-	-	-	-	-	-	-
417	-	-	50	-	-	-	-	-		
418	-	-	67	-	-	-		-		
419	-	-	83	-	-	-	-	-		
420	-	-	67	-	-	-	-	-		
421	-	-	67	-	-	-	-	-	-	-
422	-	-	83	-	-	-	-	-	-	-
423	-	-	67	-	-	-	-	-		-
424	-	-	50	-	60	-	-	-		-
425	-	-	-	-	-	-	-	25	-	-
426	-	-	83	-	-	-	-	-	-	-
427	-	-	50	-	-	-	-	-		-
428	-	-	50	-	-	-	-	-		-
429	-	-	17	-	-	-	-	-		-
430	-	-	33	-	-	-	-	-		-
431	-	-	33	-	-	-	-	-		-
432	-	-	100	-	-	-	-	-		-
433	-	-	33	-	-	-	-	-		-
434	-	-	33	-	-	-	-	-		-
435	-	-	-	-	-	-	-	-		-
436	-	-	-	-	-	-	-	-		
437	-	-	33	-	-	-	-	-		
438	-	-	50	-	-	-	-	-		-
439	-	-	-	-	-	-		-		-
440	-	-	33	-	-	-	-	-		-
441	-	-	50	-	-	-	-	-		-
442	-	-	33	-	-	-	-	-		-
443	-	-	33	-	-	-	-	-	1	-
444	-	-	50	-	-	-	-	-		-
	-	-	33	-	-	-	-	-		

Task	1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
446	-	-	33	-	-	-	-	-	-	-
447	-	-	-	-	-	-	-	-	-	-
448	-	-	-	-	-	-	-	-	-	-
449	-	-	33	-	-	-	-	-	-	-
450	-	-	33	-	-	-	-	-	-	-
451	-	-	33	-	-	-	-	-	-	-
452	-	-	50	-	-	-	-	-	-	-
453	-	-	33	-	-	-	-	-	-	-
454	-	-	33	-	-	-	-	-	-	-
455	-	-	33	-	-	-	-	-	-	-
456	-	-	33	-	-	-	-	-	-	-
457	-	-	33	-	-	-	-	-	-	-
458	-	-	33	-	-	-	-	-	-	-
459	-	-	67	-	-	-	-	-	-	-
460	-	-	50	-	-	-	-	-	-	-
461	-	-	17	-	-	-	-	-	-	-
462	-	-	33	-	-	-	-	-	-	-
463	-	-	33	-	-	-	-	-	-	-
464	-	-	33	-	-	-	-	-	-	-
465	-	-	33	-	-	-	-	-	-	-
466	-	-	50	-	-	-	-	-	-	-
467	-	-	33	-	-	-	-	-	-	-
468	-	-	17	-	-	-	-	-	-	-
469	-	-	50	-	-	-	-	-	-	-
470	-	-	50	33	-	-	-	-	-	-
471	-	-	33	-	-	-	-	-	-	-
472	-	-	33	33	-	-	-	-	-	-
473	-	-	-	-	-	-	-	-	-	-
474	-	-	33	-	-	-	-	-	-	-
475	-	-	17	-	-	-	-	-	-	-
476	-	-	-	-	-	-	-	-	-	-
477	-	-	33	-	-	-	-	-	-	-
478	-	-	33	-	-	-	-	-	-	-
479	-	-	17	-	-	-	-	-	-	-
480	-	-	50	-	-	-	-	-	-	-
481	-	-	33	-	-	-	-	-	-	-
482	-	-	17	-	-	-	-	-	-	-
483	-	-	33	-	-	-	-	-	-	-
484	-	-	50	-	-	-	-	-	-	-
485	-	-	33	-	-	-	-	-	-	-
486	-	-	33	-	-	-	-	-	-	-
487	-	-	50	-	-	-	-	-	-	-
488	-	-	50	-	-	-	-	-	-	-
489	-	-	50	-	-	-	-	-	-	-
490	-	-	50	-	-	-	-	-	-	-
491	-	-	50	-	-	-	-	-	-	-
492	-	-	33	-	-	-	-	-	-	-
493	-	-	50	-	20	-	-	-	-	-
494	-	-	50	-	-	-	-	-	-	-
495	-	-	33	-	-	-	-	-	-	-
496	-	-	33	-	-	-	-	-	-	-
497	-	-	17	-	-	-	-	-	-	-
498	-	-	33	-	-	-	-	-	-	-
499	-	-	33	-	-	-	-	-	-	-
500	-	-	33	-	-	-	-	-	-	-
501	-	-	33	-	-	-	-	-	-	-
502	-	-	50	-	-	-	-	-	-	-
503	-	-	33	-	-	-	-	-	-	-
504	-	-	17	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
505	-	-	50	-	-	-	-	-	13	-
506	-	-	67	-	-	-	-	-	-	-
507	-	-	50	-	-	-	-	-	-	-
508	-	-	50	-	-	-	-	-	-	-
509	-	-	-	-	-	-	-	-	-	-
510	-	-	50	-	-	-	-	-	-	-
511	-	-	50	-	-	-	-	-	-	-
512	-	-	33	-	-	-	-	-	-	-
513	-	-	50	-	-	-	-	-	-	-
514	-	-	50	-	-	-	-	-	-	-
515	-	-	33	-	-	-	-	-	-	-
516	-	-	50	-	-	-	-	-	-	-
517	-	-	33	-	-	-	-	-	-	-
518	-	-	33	-	-	-	-	-	-	-
519	-	-	33	-	-	-	-	-	-	-
520	-	-	50	-	-	-	-	-	-	-
521	-	-	67	-	-	-	-	-	-	-
522	-	-	50	-	-	-	-	-	-	-
523	-	-	33	-	-	-	-	-	-	-
524	-	-	50	-	-	-	-	-	-	-
525	-	-	50	-	-	-	-	-	-	-
526	-	-	50	-	-	-	-	-	-	-
527	-	-	33	-	-	-	-	-	-	-
528	-	-	50	-	-	-	-	-	-	-
529	-	-	50	-	-	-	-	-	-	-
530	-	-	50	-	-	-	-	-	-	-
531	-	-	50	-	-	-	-	-	-	-
532	-	-	50	-	-	-	-	-	-	-
533	-	-	50	-	-	-	-	-	-	-
534	-	-	50	-	-	-	-	-	-	-
535	-	-	50	-	-	-	-	-	-	-
536	-	-	50	-	-	-	-	-	-	-
537	-	-	67	-	-	-	-	-	-	-
538	-	-	50	-	-	-	-	-	-	-
539	-	-	67	-	-	-	-	-	-	-
540	-	-	50	-	-	-	-	-	-	-
541	-	-	50	-	-	-	-	-	-	-
542	-	-	67	-	-	-	-	-	-	-
543	-	-	50	-	-	-	-	-	-	-
544	-	-	50	-	-	-	-	-	-	-
545	-	-	50	-	-	-	-	-	-	-
546	-	-	67	-	-	-	-	-	-	-
547	-	-	67	-	-	-	-	-	-	-
548	-	-	33	-	-	-	-	-	-	-
549	-	-	33	-	-	-	-	-	-	-
550	-	-	67	-	-	-	-	-	-	-
551	-	-	33	-	-	-	-	-	-	-
552	-	-	-	-	-	-	-	-	-	-
553	-	-	33	-	-	-	-	-	-	-
554	-	-	67	-	-	-	-	-	-	-
555	-	-	67	-	-	-	-	-	-	-
556	-	-	50	-	-	-	-	-	-	-
557	-	-	83	-	-	-	-	-	-	-
558	-	-	-	-	-	-	-	-	-	-
559	-	-	67	-	-	-	-	-	-	-
	-	-	50	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
562	-	-	50	-	-	-	-	-	-	-
563	-	-	33	-	-	-	-	-	-	-
564	-	-	50	-	-	-	-	-	-	-
565	-	-	33	-	40	-	-	-	-	-
566	-	-	33	-	40	-	67	-	75	-
567	-	-	-	-	-	-	-	-	-	-
568	-	-	-	-	20	-	-	-	-	-
569	-	-	-	-	-	-	-	-	-	-
570	-	-	33	-	-	-	-	-	-	-
571	-	-	17	-	-	-	-	-	-	-
572	-	-	17	-	-	-	-	-	-	-
573	-	-	-	-	-	-	-	-	-	-
574	-	-	33	-	-	-	-	-	-	-
575	-	-	33	-	-	-	-	-	-	-
576	-	-	50	-	-	-	-	-	-	-
577	-	-	50	-	-	-	-	-	-	-
578	-	-	50	-	-	-	-	-	-	-
579	-	-	17	-	-	-	-	-	-	-
580	-	-	50	-	-	-	-	-	-	-
581	-	-	50	-	-	-	-	-	-	-
582	-	-	50	-	-	-	-	-	-	-
583	-	-	50	-	-	-	-	-	-	-
584	-	-	50	-	-	-	-	-	-	-
585	-	-	33	-	-	-	-	-	-	-
586	-	-	50	-	-	-	-	-	-	-
587	-	-	33	-	-	-	-	-	-	-
588	-	-	33	-	-	-	-	-	-	-
589	-	-	17	-	-	-	-	-	-	-
590	-	-	33	-	-	-	-	-	-	-
591	-	-	50	-	-	-	-	-	-	-
592	-	-	50	-	-	-	-	-	-	-
593	-	-	17	-	-	-	-	-	-	-
594	-	-	-	-	-	-	-	-	-	-
595	-	-	17	-	-	-	-	-	-	-
596	-	-	33	-	-	-	-	-	-	-
597	-	-	50	-	-	-	-	-	-	-
598	-	-	33	-	-	-	-	-	-	-
599	-	-	50	-	-	-	-	-	-	-
600	-	-	50	-	-	-	-	-	-	-
601	-	-	33	-	-	-	-	-	-	-
602	-	-	50	-	-	-	-	-	-	-
603	-	-	17	-	-	-	-	-	-	-
604	-	-	50	-	-	-	-	-	-	-
605	-	-	50	-	-	-	-	-	-	-
606	-	-	50	-	-	-	-	-	-	-
607	-	-	33	-	-	-	-	-	-	-
608	-	-	33	-	-	-	-	-	-	-
609	-	-	17	-	-	-	-	-	-	-
610	-	-	50	-	-	-	-	-	-	-
611	-	-	-	-	-	-	-	-	-	-
612	-	-	50	-	-	-	-	-	-	-
613	-	-	33	-	-	-	-	-	-	-
614	-	-	50	-	-	-	-	-	-	-
615	-	-	33	-	-	-	-	-	-	-
616	-	-	33	-	-	-	67	-	-	-
617	-	-	33	-	-	-	-	-	-	-
618	-	-	33	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
619	-	-	33	-	-	-	-	-	-	-
620	-	-	50	-	-	-	-	-	-	-
621	-	-	33	-	-	-	-	-	-	-
622	-	-	33	-	-	-	-	-	-	-
623	-	-	50	-	-	-	-	-	-	-
624	-	-	67	-	-	-	-	-	-	-
625	-	-	67	-	-	-	-	-	-	-
626	-	-	67	-	-	-	-	-	-	-
627	-	-	67	-	-	-	-	-	-	-
628	-	-	50	-	-	-	-	-	-	-
629	-	-	67	-	-	-	-	-	-	-
630	-	-	83	-	-	-	-	-	-	-
631	-	-	33	-	-	-	-	-	-	-
632	-	-	-	-	-	-	-	-	-	-
633	-	-	33	-	-	-	-	-	-	-
634	-	-	33	-	-	-	-	-	-	-
635	-	-	33	-	-	-	-	-	-	-
636	-	-	83	-	-	-	-	-	-	-
637	-	-	67	-	-	-	-	-	-	-
638	-	-	67	-	-	-	-	-	-	-
639	-	-	67	-	-	-	-	-	-	-
640	-	-	100	-	-	-	-	-	-	-
641	-	-	17	-	-	-	-	-	-	-
642	-	-	50	33	-	-	-	-	-	-
643	-	-	17	-	-	-	-	-	-	-
644	-	-	67	-	-	-	-	-	-	-
645	-	-	100	-	-	-	-	-	-	-
646	-	-	83	-	-	-	-	-	-	-
647	-	-	17	-	-	-	-	-	-	-
648	-	-	67	-	-	-	-	-	-	-
649	-	-	50	-	-	-	-	-	-	-
650	-	-	83	-	-	-	-	-	-	-
651	-	-	67	-	-	-	-	-	-	-
652	-	-	33	-	-	-	-	-	-	-
653	-	-	-	-	-	-	-	-	-	-
654	-	-	33	-	-	-	-	-	-	-
655	-	-	17	-	-	-	-	-	-	-
656	-	-	50	-	-	-	-	-	-	-
657	-	-	33	-	-	-	-	-	-	-
658	-	-	17	-	-	-	-	-	-	-
659	-	-	50	-	-	-	-	-	-	-
660	-	-	50	-	-	-	-	-	-	-
661	-	-	17	-	-	-	-	-	-	-
662	-	-	17	-	-	-	-	-	-	-
663	-	-	33	-	-	-	-	-	-	-
664	-	-	17	-	-	-	-	-	-	-
665	-	-	17	-	-	-	-	-	-	-
666	-	-	17	-	-	-	-	-	-	-
667	-	-	17	-	-	-	-	-	-	-
668	-	-	17	-	-	-	-	-	-	-
669	-	-	17	-	-	-	-	-	-	-
670	-	-	-	-	-	-	-	-	-	-
671	-	-	17	-	-	-	-	-	-	-
672	-	-	-	-	-	-	-	-	-	-
673	-	-	17	-	-	-	-	-	-	-
	-	-	50	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
675	-	-	50	-	-	-	-	-	-	-
676	-	-	50	-	-	-	-	-	-	-
677	-	-	50	-	-	-	-	-	-	-
678	-	-	33	-	-	-	-	-	-	-
679	-	-	33	-	-	-	-	-	-	-
680	-	-	33	-	-	-	-	-	-	-
681	-	-	67	-	-	-	-	-	-	-
682	-	-	33	-	-	-	-	-	-	-
683	-	-	50	-	-	-	-	-	-	-
684	-	-	50	-	-	-	-	-	-	-
685	-	-	33	-	-	-	-	-	-	-
686	-	-	33	33	-	-	-	-	-	-
687	-	-	33	-	-	-	-	-	-	-
688	-	-	33	-	-	-	-	-	-	-
689	-	-	33	-	-	-	-	-	-	-
690	-	-	33	33	-	-	-	-	-	-
691	-	-	33	-	-	-	-	-	-	-
692	-	-	17	-	-	-	-	-	-	-
693	-	-	33	-	-	-	-	-	-	-
694	-	-	33	-	-	-	-	-	-	-
695	-	-	33	-	-	-	-	-	-	-
696	-	-	33	-	-	-	-	-	-	-
697	-	-	33	-	-	-	-	-	-	-
698	-	-	33	-	-	-	-	-	-	-
699	-	-	33	-	-	-	-	-	-	-
700	-	-	50	-	-	-	-	-	-	-
701	-	-	50	-	-	-	-	-	-	-
702	-	-	50	-	-	-	-	-	-	-
703	-	-	33	-	-	-	-	-	-	-
704	-	-	50	-	-	-	-	-	-	-
705	-	-	33	-	-	-	-	-	-	-
706	-	-	50	-	-	-	-	-	-	-
707	-	-	-	-	-	-	-	-	-	-
708	-	-	33	-	-	-	-	-	-	-
709	-	-	83	-	40	-	-	-	15	-
710	-	-	33	-	60	-	-	-	50	-
711	-	-	67	-	-	-	100	-	13	-
712	-	-	33	-	-	-	-	-	-	-
713	-	-	33	-	40	-	33	-	38	-
714	-	-	33	-	-	-	-	-	-	-
715	-	-	17	-	20	-	-	-	-	-
716	-	-	17	-	-	-	-	-	13	-
717	-	-	33	-	40	-	33	-	25	-
718	-	-	33	-	-	-	-	-	-	-
719	-	-	17	-	40	-	67	-	-	-
720	-	-	33	-	-	-	-	-	-	-
721	-	-	-	-	-	-	-	-	-	-
722	-	-	33	-	40	-	33	-	25	-
723	-	-	67	-	80	-	67	-	25	-
724	-	-	50	-	40	-	67	-	-	-
725	-	-	33	-	-	-	-	-	13	-
726	-	-	17	-	20	-	33	-	25	-
727	-	-	17	-	20	-	33	-	-	-
728	-	-	33	-	-	-	67	-	-	-
729	-	-	50	-	-	-	-	-	-	-
730	-	-	67	-	20	-	-	-	-	-
731	-	-	17	-	-	-	-	-	-	-
732	-	-	33	-	-	-	33	-	-	100

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
733	-	-	50	-	-	-	-	-	-	-
734	-	-	17	-	-	-	-	-	-	-
735	-	-	33	-	-	-	-	-	-	-
736	-	-	-	33	40	-	-	-	-	-
737	-	-	-	-	-	-	-	-	-	-
738	-	-	33	-	-	-	-	-	-	-
739	-	-	50	-	60	50	-	-	13	-
740	-	-	33	-	-	-	-	-	-	-
741	-	-	-	-	-	-	-	-	-	-
742	-	-	33	-	60	-	-	-	-	-
743	-	-	17	33	20	-	-	-	-	-
744	-	-	17	33	-	-	-	-	-	-
745	-	-	50	33	-	-	-	-	-	-
746	-	-	67	33	-	-	-	-	-	-
747	-	-	67	33	-	-	-	-	-	-
748	-	-	17	33	-	-	-	-	-	-
749	-	-	-	33	-	-	-	-	-	-
750	-	-	17	33	40	-	-	-	-	-
751	-	-	17	33	-	-	-	-	13	-
752	-	-	33	33	-	-	-	-	-	-
753	-	-	33	33	-	-	-	-	-	-
754	-	-	33	33	40	-	33	-	-	-
755	-	-	33	33	-	-	-	-	-	-
756	-	-	33	33	-	-	-	-	-	-
757	-	-	17	33	-	-	-	-	-	-
758	-	-	50	33	-	-	-	-	-	-
759	-	-	33	33	-	-	-	-	-	-
760	-	-	33	33	-	-	33	-	13	-
761	-	-	33	33	-	-	-	-	-	-
762	-	-	17	33	-	-	-	-	-	-
763	-	-	50	33	20	-	-	-	25	-
764	-	-	33	33	20	-	-	-	-	-
765	-	-	17	33	-	-	-	-	-	-
766	-	-	33	-	-	-	-	-	-	-
767	-	-	17	-	-	-	-	-	-	-
768	-	-	33	33	-	-	-	-	-	-
769	-	-	17	-	-	-	-	-	-	-
770	-	-	17	33	-	-	-	-	-	-
771	-	-	17	67	-	-	-	-	-	-
772	-	-	-	67	-	-	-	-	-	-
773	-	-	50	67	-	-	-	-	-	-
774	-	-	33	67	-	-	-	-	-	-
775	-	-	17	33	-	-	-	-	-	-
776	-	-	33	33	-	-	-	-	-	-
777	-	-	17	-	-	-	-	-	-	-
778	-	-	33	-	-	-	-	-	-	-
779	-	-	-	33	-	-	-	-	-	-
780	-	-	17	33	-	-	-	-	-	-
781	-	-	67	-	-	-	-	-	-	-
782	-	-	67	-	-	-	-	-	-	-
783	-	-	50	33	-	-	-	-	-	-
784	-	-	50	-	-	-	-	-	-	-
785	-	-	50	33	-	-	-	-	-	-
786	-	-	50	-	40	100	67	-	13	-
787	-	-	33	-	-	-	-	-	-	-
[illegible]	-	-	33	-	-	-	67	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
789	-	-	-	-	-	-	-	-	-	-
790	-	-	67	-	-	-	-	-	63	-
791	-	-	33	-	-	-	-	-	-	-
792	-	-	17	-	-	-	-	-	-	-
793	-	-	33	-	-	-	-	-	13	-
794	-	-	17	-	-	-	-	-	-	-
795	-	-	50	-	-	-	-	-	-	-
796	-	-	33	-	-	-	-	-	-	-
797	-	-	50	-	-	-	-	-	-	-
798	-	-	67	-	-	-	-	-	-	-
799	-	-	50	-	-	-	-	-	-	-
800	-	-	50	-	-	-	33	-	-	-
801	-	-	67	-	-	-	-	-	-	-
802	-	-	67	-	-	-	-	-	-	-
803	-	-	-	-	-	-	-	-	-	-
804	-	-	17	-	-	-	-	-	-	-
805	-	-	33	-	-	-	-	-	-	-
806	-	-	17	-	-	-	-	-	-	-
807	-	-	33	-	-	-	-	-	-	-
808	-	-	17	-	-	-	-	-	-	-
809	-	-	-	-	-	-	-	-	-	-
810	-	-	-	-	-	-	-	-	25	-
811	-	-	50	-	20	-	-	-	-	-
812	-	-	17	-	20	-	-	-	-	-
813	-	-	17	-	-	-	33	-	-	-
814	-	-	33	-	-	-	-	-	-	-
815	-	-	33	-	-	-	-	-	-	-
816	-	-	50	-	80	-	-	-	13	-
817	-	-	17	-	-	-	-	-	-	-
818	-	-	17	-	-	-	-	-	-	-
819	-	-	33	-	-	-	-	-	-	-
820	-	-	33	-	80	-	67	-	25	-
821	-	-	33	-	-	-	-	-	-	-
822	-	-	17	-	-	-	67	-	-	-
823	-	-	33	-	60	-	-	-	-	-
824	-	-	17	-	-	-	-	-	-	-
825	-	-	17	-	-	-	-	-	-	-
826	-	-	17	-	-	-	-	-	-	-
827	-	-	17	-	-	-	-	-	-	-
828	-	-	17	-	-	-	-	-	-	-
829	-	-	17	-	-	-	-	-	-	-
830	-	-	33	-	-	-	-	-	-	-
831	-	-	17	-	-	-	-	-	-	-
832	-	-	67	-	-	-	-	-	-	-
833	-	-	33	-	-	-	-	-	-	-
834	-	-	33	-	-	-	-	-	-	-
835	-	-	100	-	60	-	-	-	50	-
836	-	-	100	-	-	-	67	-	75	100
837	-	-	67	-	-	-	-	-	13	-
838	-	-	67	-	-	-	-	-	63	-
839	-	-	83	-	-	-	-	-	25	-
840	-	-	83	-	-	-	-	-	100	-
841	-	-	83	-	-	-	-	-	-	-
842	-	-	67	-	-	-	-	-	-	-
843	-	-	-	-	-	-	-	-	50	-
844	-	-	-	-	-	-	100	-	-	-
845	-	-	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
846	-	-	-	-	-	-	-	-	13	-
847	-	-	-	-	-	-	-	-	-	-
848	-	-	-	-	-	-	-	-	-	-
849	-	-	-	-	-	-	-	-	-	-
850	-	-	-	-	-	-	-	-	-	-
851	-	-	-	-	-	-	-	-	-	-
852	-	-	-	-	-	-	-	-	-	-
853	-	-	-	-	-	-	-	-	-	-
854	-	-	-	-	-	-	-	-	-	-
855	-	-	-	-	-	-	-	-	-	-
856	-	-	-	-	-	-	-	-	-	-
857	-	-	-	-	-	-	-	-	-	-
858	-	-	-	-	-	-	-	-	-	-
859	-	-	-	-	-	-	-	-	-	-
860	-	-	-	-	-	-	-	-	-	-
861	-	-	-	-	-	-	-	-	-	-
862	-	-	-	-	-	-	-	-	-	-
863	-	-	-	-	-	-	-	-	-	-
864	-	-	-	-	-	-	-	-	-	-
865	-	-	-	-	-	-	-	-	-	-
866	-	-	-	-	-	-	67	-	-	-
867	-	-	-	-	-	-	67	-	-	-
868	-	-	-	-	-	-	67	-	-	-
869	-	-	-	-	-	-	-	-	-	-
870	-	-	-	-	-	-	100	-	-	-
871	-	-	-	-	-	-	100	-	-	-
872	-	-	-	-	-	-	100	-	-	-
873	-	-	-	-	-	-	100	-	-	-
874	-	-	-	-	-	-	67	-	-	-
875	-	-	-	-	-	-	100	-	-	-
876	-	-	-	-	-	-	67	-	-	-
877	-	-	-	-	-	-	33	-	-	-
878	-	-	-	-	-	-	33	-	-	-
879	-	-	-	-	-	-	67	-	-	-
880	-	-	-	-	-	-	33	-	-	-
881	-	-	-	-	-	-	33	-	-	-
882	-	-	-	-	-	-	33	-	-	-
883	-	-	-	-	-	-	-	-	-	-
884	-	-	-	-	-	-	67	-	-	-
885	-	-	-	-	-	-	-	-	-	-
886	-	-	-	-	60	-	-	-	-	-
887	-	-	-	-	40	-	-	-	-	-
888	-	-	-	-	80	-	-	-	-	-
889	-	-	-	-	40	-	-	-	-	-
890	-	-	-	-	20	-	-	-	-	-
891	-	-	-	-	60	-	-	-	-	-
892	-	-	-	-	80	-	-	-	-	-
893	-	-	-	-	60	-	-	-	-	-
894	-	-	-	-	60	-	-	-	-	-
895	-	-	-	-	60	-	-	-	-	-
896	-	-	-	-	80	-	-	-	-	-
897	-	-	-	-	60	-	-	-	-	-
898	-	-	-	-	60	-	-	-	-	-
899	-	-	-	-	40	-	-	-	-	-
900	-	-	-	-	60	-	-	-	-	-
901	-	-	-	-	60	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
902	-	-	-	-	40	-	-	-	-	-
903	-	-	-	-	60	-	-	-	-	-
904	-	-	-	-	-	-	-	-	-	-
905	-	-	-	-	70	-	-	-	-	-
906	-	-	-	-	40	-	-	-	-	-
907	-	-	-	-	40	-	-	-	-	-
908	-	-	-	-	60	-	-	-	-	-
909	-	-	-	-	40	-	-	-	-	-
910	-	-	-	-	20	-	-	-	-	-
911	-	-	-	-	40	-	-	-	-	-
912	-	-	-	-	40	-	-	-	-	-
913	-	-	-	-	40	-	-	-	-	-
914	-	-	-	-	40	-	-	-	-	-
915	-	-	-	-	40	-	-	-	-	-
916	-	-	-	-	40	-	-	-	-	-
917	-	-	-	-	40	-	-	-	-	-
918	-	-	-	-	40	-	-	-	-	-
919	-	-	-	-	40	-	-	-	-	-
920	-	-	-	-	20	-	-	-	-	-
921	-	-	-	-	60	-	-	-	-	-
922	-	-	-	-	20	-	33	-	-	-
923	-	-	-	-	20	-	-	-	-	-
924	-	-	-	-	20	-	-	-	-	-
925	-	-	-	-	20	-	-	-	-	-
926	-	-	-	-	20	-	-	-	-	-
927	-	-	-	-	40	-	-	-	-	-
928	-	-	-	-	40	-	-	-	-	-
929	-	-	-	-	40	-	-	-	-	-
930	-	-	-	-	40	-	-	-	-	-
~~931~~	-	-	-	-	20	-	-	-	-	-
932	-	-	-	-	40	-	-	-	-	-
933	-	-	-	-	20	-	-	-	-	-
934	-	-	-	-	20	-	-	-	-	-
935	-	-	-	-	40	-	-	-	-	-
936	-	-	-	-	20	-	-	-	-	-
937	-	-	-	-	20	-	-	-	-	-
938	-	-	-	-	60	-	-	-	-	-
939	-	-	-	-	40	-	-	-	-	-
940	-	-	-	-	60	-	-	-	-	-
941	-	-	-	-	40	-	-	-	-	-
942	-	-	-	-	60	-	-	-	-	-
943	-	-	-	-	40	-	-	-	-	-
944	-	-	-	-	60	-	-	-	-	-
945	-	-	-	-	40	-	-	-	-	-
946	-	-	-	-	60	-	-	-	-	-
947	-	-	-	-	40	-	-	-	-	-
948	-	-	-	-	100	-	-	-	-	-
949	-	-	-	-	20	-	-	-	-	-
950	-	-	-	-	20	-	-	-	-	-
951	-	-	-	-	20	-	-	-	-	-
952	-	-	-	-	20	-	-	-	-	-
953	-	-	-	-	20	-	-	-	-	-
954	-	-	-	-	40	-	-	-	-	-
955	-	-	-	-	40	-	-	-	-	-
956	-	-	-	-	20	-	-	-	-	-
957	-	-	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
958	-	-	-	-	-	-	-	-	-	-
959	-	-	-	-	40	-	-	-	-	-
960	-	-	-	-	40	-	-	-	-	-
961	-	-	-	-	20	-	-	-	-	-
962	-	-	-	-	40	-	-	-	-	-
963	-	-	-	-	60	-	-	-	-	-
964	-	-	-	-	60	-	-	-	-	-
965	-	-	-	-	40	-	-	-	-	-
966	-	-	-	-	60	-	-	-	-	-
967	-	-	-	-	60	-	-	-	-	-
968	-	-	-	-	60	-	-	-	-	-
969	-	-	-	-	80	-	-	-	-	-
970	-	-	-	-	80	-	-	-	-	-
971	-	-	-	-	40	-	-	-	-	-
972	-	-	-	-	40	-	-	-	-	-
973	-	-	-	-	-	-	-	-	-	-
974	-	-	-	-	-	-	-	-	-	-
975	-	-	-	-	60	-	-	-	-	-
976	-	-	-	-	40	-	-	-	-	-
977	-	-	-	-	60	-	-	-	-	-
978	-	-	-	-	20	-	-	-	-	-
979	-	-	-	-	20	-	-	-	-	-
980	-	-	-	-	20	-	-	-	-	-
981	-	-	-	-	20	-	-	-	-	-
982	-	-	-	-	20	-	-	-	-	-
983	-	-	-	-	40	-	-	-	-	-
984	-	-	-	-	40	-	-	-	-	-
985	-	-	-	-	-	-	-	-	-	-
986	-	-	-	-	20	-	-	-	-	-
987	-	-	-	-	20	-	-	-	-	-
988	-	-	-	-	40	-	-	-	-	-
989	-	-	-	-	40	-	-	-	-	-
990	-	-	-	-	20	-	-	-	-	-
991	-	-	-	-	20	-	-	-	-	-
992	-	-	-	-	40	-	-	-	-	-
993	-	-	-	-	60	-	-	-	-	-
994	-	-	-	-	20	-	-	-	-	-
995	-	-	-	-	-	-	-	-	-	-
996	-	-	-	-	-	-	-	-	-	-
997	-	-	-	-	-	-	-	-	-	-
998	-	-	-	-	80	-	-	-	25	-
999	-	-	-	-	80	-	-	-	-	-
1000	-	-	-	-	80	-	-	-	-	-
1001	-	-	-	-	80	-	-	-	-	-
1002	-	-	-	-	80	-	-	-	-	-
1003	-	-	-	-	-	-	-	-	-	-
1004	-	-	-	-	60	-	-	-	-	-
1005	-	-	-	-	40	-	-	-	-	-
1006	-	-	-	-	80	-	-	-	-	-
1007	-	-	-	-	40	-	-	-	-	-
1008	-	-	-	-	60	-	-	-	-	-
1009	-	-	-	-	-	50	-	-	-	-
1010	-	-	-	-	-	50	-	-	-	-
1011	-	-	-	-	-	50	-	-	-	-
	-	-	-	-	-	50	-	-	-	-
	-	-	-	-	-	25	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
1014	-	-	-	-	-	50	-	-	-	-
1015	-	-	-	-	-	50	-	-	-	-
1016	-	-	-	-	-	50	-	-	-	-
1017	-	-	-	-	-	50	-	-	-	-
1018	-	-	-	-	-	50	-	-	-	-
1019	-	-	-	-	-	50	-	-	-	-
1020	-	-	-	-	-	50	-	-	-	-
1021	-	-	-	-	-	25	-	-	-	-
1022	-	-	-	-	-	50	-	-	-	-
1023	-	-	-	-	-	50	-	-	-	-
1024	-	-	-	-	-	50	-	-	-	-
1025	-	-	-	-	-	50	-	-	-	-
1026	-	-	-	-	-	75	-	-	-	-
1027	-	-	-	-	-	75	-	-	-	-
1028	-	-	-	-	-	50	-	-	75	-
1029	-	-	-	-	-	50	-	-	-	-
1030	-	-	-	-	-	25	-	-	-	-
1031	-	-	-	-	-	50	-	-	-	-
1032	-	-	-	-	-	50	-	-	-	-
1033	-	-	-	-	-	50	-	-	-	-
1034	-	-	-	-	-	50	-	-	-	-
1035	-	-	-	-	-	50	-	-	-	-
1036	-	-	-	-	-	50	-	-	-	-
1037	-	-	-	-	-	25	-	-	-	-
1038	-	-	-	-	-	50	-	-	-	-
1039	-	-	-	-	-	50	-	-	-	-
1040	-	-	-	-	-	50	-	-	-	-
1041	-	-	-	-	-	75	-	-	-	-
1042	-	-	-	-	-	75	-	-	-	-
1043	-	-	-	-	-	50	-	-	-	-
1044	-	-	-	-	-	75	-	-	-	-
1045	-	-	-	-	-	25	-	-	-	-
1046	-	-	-	-	-	50	-	-	-	-
1047	-	-	-	-	-	75	-	-	-	-
1048	-	-	-	-	-	50	-	-	-	-
1049	-	-	-	-	-	25	-	-	-	-
1050	-	-	-	-	-	-	-	-	-	-
1051	-	-	-	-	-	-	-	-	38	-
1052	-	-	-	-	-	-	-	-	38	-
1053	-	-	-	-	-	25	-	-	-	-
1054	-	-	-	-	-	-	-	-	-	-
1055	-	-	-	-	-	-	33	-	-	-
1056	-	-	-	-	-	-	67	-	-	-
1057	-	-	-	-	-	-	33	-	-	-
1058	-	-	-	-	-	-	67	-	-	-
1059	-	-	-	-	-	-	33	-	-	-
1060	-	-	-	-	-	-	33	-	-	-
1061	-	-	-	-	-	-	67	-	-	-
1062	-	-	-	-	-	-	67	-	-	-
1063	-	-	-	-	-	-	67	-	-	-
1064	-	-	-	-	-	-	67	-	-	-
1065	-	-	-	-	-	-	67	-	-	-
1066	-	-	-	-	-	-	100	-	-	-
1067	-	-	-	-	-	-	67	-	-	-
1068	-	-	-	-	-	-	67	-	-	-
1069	-	-	-	-	-	-	67	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
1070	-	-	-	-	-	-	67	-	-	-
1071	-	-	-	-	-	-	67	-	-	-
1072	-	-	-	-	-	-	67	-	-	-
1073	-	-	-	-	-	-	-	-	-	-
1074	-	-	-	-	-	-	67	-	-	-
1075	-	-	-	-	-	-	67	-	-	-
1076	-	-	-	-	-	-	67	-	-	-
1077	-	-	-	-	-	-	-	-	-	-
1078	-	-	-	-	-	-	-	-	-	-
1079	-	-	-	-	-	-	-	-	-	-
1080	-	-	-	-	-	-	-	-	-	-
1081	-	-	-	-	-	-	-	-	-	-
1082	-	-	-	-	-	-	-	-	-	-
1083	-	-	-	-	-	-	-	-	-	-
1084	-	-	-	-	-	-	-	-	-	-
1085	-	-	-	-	-	-	-	-	-	-
1086	-	-	-	-	-	-	-	-	-	-
1087	-	-	-	-	-	-	-	-	-	-
1088	-	-	-	-	-	-	-	-	-	-
1089	-	-	-	-	-	-	-	-	-	-
1090	-	-	-	-	-	-	-	-	-	-
1091	-	-	-	-	-	-	-	-	-	-
1092	-	-	-	-	-	-	-	-	-	-
1093	-	-	-	-	-	-	-	-	-	-
1094	-	-	-	-	-	-	-	-	-	-
1095	-	-	-	-	-	-	-	-	-	-
1096	-	-	-	-	-	-	-	-	-	-
1097	-	-	-	-	-	-	-	-	-	-
1098	-	-	-	-	-	-	-	-	-	-
1099	-	-	-	-	-	-	-	-	-	-
1100	-	-	-	-	-	-	-	-	-	-
1101	-	-	-	-	-	-	-	-	-	-
1102	-	-	-	-	-	-	-	-	-	-
1103	-	-	-	-	-	-	-	-	-	-
1104	-	-	-	-	-	-	-	-	-	-
1105	-	-	-	-	-	-	-	-	-	-
1106	-	-	-	-	-	-	-	-	-	-
1107	-	-	-	-	-	-	-	-	-	-
1108	-	-	-	-	-	-	-	-	-	-
1109	-	-	-	-	-	-	-	-	-	-
1110	-	-	-	-	-	-	-	-	-	-
1111	-	-	-	-	-	-	-	-	-	-
1112	-	-	-	-	-	-	-	-	-	-
1113	-	-	-	-	-	-	-	-	-	-
1114	-	-	-	-	-	-	-	-	-	-
1115	-	-	-	-	-	-	-	-	-	-
1116	-	-	-	-	-	-	-	-	-	-
1117	-	-	-	-	-	-	-	-	-	-
1118	-	-	-	-	-	-	-	-	-	-
1119	-	-	-	-	-	-	-	-	-	-
1120	-	-	-	-	-	-	-	-	-	-
1121	-	-	-	-	-	-	-	-	63	-
1122	-	-	-	-	-	-	-	-	63	-
1123	-	-	-	-	-	-	-	-	38	-
1124	-	-	-	-	-	-	-	-	63	-
	-	-	-	-	-	-	-	-		

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
[illegible]	-	-	-	-	-	-	-	-	88	-
1127	-	-	-	-	-	-	-	-	88	-
1128	-	-	-	-	-	-	-	-	63	-
1129	-	-	-	-	-	-	-	-	63	-
1130	-	-	-	-	-	-	-	-	75	-
1131	-	-	-	-	-	-	-	-	88	-
1132	-	-	-	-	-	-	-	-	50	-
1133	-	-	-	-	-	-	-	-	63	-
1134	-	-	-	-	-	-	-	-	63	-
1135	-	-	-	-	-	-	-	-	75	-
1136	-	-	-	-	-	-	-	-	63	-
1137	-	-	-	-	-	-	-	-	63	-
1138	-	-	-	-	-	-	-	-	50	-
1139	-	-	-	-	-	-	-	-	38	-
1140	-	-	-	-	-	-	-	-	50	-
1141	-	-	-	-	-	-	-	-	38	-
1142	-	-	-	-	-	-	-	-	50	-
1143	-	-	-	-	-	-	-	-	63	-
1144	-	-	-	-	-	-	-	-	88	-
1145	-	-	-	-	-	-	-	-	38	-
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1150	-	-	-	-	-	-	-	-	25	-
[illegible]	-	-	-	-	-	-	-	-	25	-
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1155	-	-	-	-	-	-	-	-	50	-
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1158	-	-	-	-	-	-	-	-	25	-
1159	-	-	-	-	-	-	-	-	25	-
1160	-	-	-	-	-	-	-	-	25	-
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1167	-	-	-	-	-	-	-	-	25	-
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1174	-	-	-	-	-	-	-	-	13	-
1175	-	-	-	-	-	-	-	-	25	-
[illegible]	-	-	-	-	-	-	-	-	25	-
1177	-	-	-	-	-	-	-	-	25	-
1178	-	-	-	-	-	-	-	-	38	-
1179	-	-	-	-	-	-	-	-	38	-
1180	-	-	-	-	-	-	-	-	38	-
	-	-	-	-	-	-	-	-	38	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1:41	1.42	1.44	1.5	1.6
1182	-	-	-	-	-	-	-	-	38	-
1183	-	-	-	-	-	-	-	-	38	-
1184	-	-	-	-	-	-	-	-	25	-
1185	-	-	-	-	-	-	-	-	38	-
1186	-	-	-	-	-	-	-	-	25	-
1187	-	-	-	-	-	-	-	-	38	-
1188	-	-	-	-	-	-	-	-	38	-
1189	-	-	-	-	-	-	-	-	38	-
1190	-	-	-	-	-	-	-	-	38	-
1191	-	-	-	-	-	-	-	-	38	-
1192	-	-	-	-	-	-	-	-	13	-
1193	-	-	-	-	-	-	-	-	25	-
1194	-	-	-	-	-	-	-	-	25	-
1195	-	-	-	-	-	-	-	-	25	-
1196	-	-	-	-	-	-	-	-	38	-
1197	-	-	-	-	-	-	-	-	50	-
1198	-	-	-	-	-	-	-	-	25	-
1199	-	-	-	-	-	-	-	-	25	-
1200	-	-	-	-	-	-	-	-	13	-
1201	-	-	-	-	-	-	-	-	38	-
1202	-	-	-	-	-	-	-	-	50	-
1203	-	-	-	-	-	-	-	-	38	-
1204	-	-	-	-	-	-	-	-	25	-
1205	-	-	-	-	-	-	-	-	25	-
1206	-	-	-	-	-	-	-	-	38	-
1207	-	-	-	-	-	-	-	-	38	-
1208	-	-	-	-	-	-	-	-	25	-
1209	-	-	-	-	-	-	-	-	38	-
1210	-	-	-	-	-	-	-	-	38	-
1211	-	-	-	-	-	-	-	-	50	-
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1217	-	-	-	-	-	-	-	-	38	-
1218	-	-	-	-	-	-	-	-	38	-
1219	-	-	-	-	-	-	-	-	38	-
1220	-	-	-	-	-	-	-	-	38	-
1221	-	-	-	-	-	-	-	-	75	-
1222	-	-	-	-	-	-	-	-	63	-
1223	-	-	-	-	-	-	-	-	50	-
1224	-	-	-	-	-	-	-	-	50	-
1225	-	-	-	-	-	-	-	-	75	-
1226	-	-	-	-	-	-	-	-	63	-
1227	-	-	-	-	-	-	-	-	63	-
1228	-	-	-	-	-	-	-	-	63	-
1229	-	-	-	-	-	-	-	-	50	-
1230	-	-	-	-	-	-	-	-	38	-
1231	-	-	-	-	-	-	-	-	50	-
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1234	-	-	-	-	-	-	-	-	50	-
1235	-	-	-	-	-	-	-	-	50	-
1236	-	-	-	-	-	-	-	-	50	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
1238	-	-	-	-	-	-	-	-	75	-
1239	-	-	-	-	-	-	-	-	63	-
1240	-	-	-	-	-	-	-	-	50	-
1241	-	-	-	-	-	-	-	-	38	-
1242	-	-	-	-	-	-	-	-	50	-
1243	-	-	-	-	-	-	-	-	50	-
1244	-	-	-	-	-	-	-	-	50	-
1245	-	-	-	-	-	-	-	-	50	-
1246	-	-	-	-	-	-	-	-	50	-
1247	-	-	-	-	-	-	-	-	50	-
1248	-	-	-	-	-	-	-	-	38	-
1249	-	-	-	-	-	-	-	-	38	-
1250	-	-	-	-	-	-	-	-	50	-
1251	-	-	-	-	-	-	-	-	50	-
1252	-	-	-	-	-	-	-	-	75	-
1253	-	-	-	-	-	-	-	-	50	-
1254	-	-	-	-	-	-	-	-	63	-
1255	-	-	-	-	-	-	-	-	50	-
1256	-	-	-	-	-	-	-	-	63	-
1257	-	-	-	-	-	-	-	-	63	-
1258	-	-	-	-	-	-	-	-	63	-
1259	-	-	-	-	-	-	-	-	50	-
1260	-	-	-	-	-	-	-	-	63	-
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1262	-	-	-	-	-	-	-	-	50	-
1263	-	-	-	-	-	-	-	-	50	-
1264	-	-	-	-	-	-	-	-	38	-
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1266	-	-	-	-	-	-	-	-	63	-
1267	-	-	-	-	-	-	-	-	50	-
1268	-	-	-	-	-	-	-	-	50	-
1269	-	-	-	-	-	-	-	-	63	-
1270	-	-	-	-	-	-	-	-	38	-
1271	-	-	-	-	-	-	-	-	38	-
1272	-	-	-	-	-	-	-	-	25	-
1273	-	-	-	-	-	-	-	-	-	-
1274	-	-	-	-	-	-	-	-	13	-
1275	-	-	-	-	-	-	-	-	13	-
1276	-	-	-	-	-	-	-	-	13	-
1277	-	-	-	-	-	-	-	-	50	-
1278	-	-	-	-	-	-	-	-	38	-
1279	-	-	-	-	-	-	-	-	25	-
1280	-	-	-	-	-	-	-	-	38	-
1281	-	-	-	-	-	-	-	-	63	50
1282	-	-	-	-	-	-	-	-	13	-
1283	-	-	-	-	-	-	-	-	13	-
1284	-	-	-	-	-	-	-	-	13	-
1285	-	-	-	-	-	-	-	-	13	-
1286	-	-	-	-	-	-	-	-	13	-
1287	-	-	-	-	-	-	-	-	13	-
1288	-	-	-	-	-	-	-	-	13	-
1289	-	-	-	-	-	-	-	-	13	-
1290	-	-	-	-	-	-	-	-	13	-
1291	-	-	-	-	-	-	-	-	25	-
1292	-	-	-	-	-	-	-	-	25	-
1293	-	-	-	-	-	-	-	-	-	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
1294	-	-	-	-	-	-	-	-	13	-
1295	-	-	-	-	-	-	-	-	13	-
1296	-	-	-	-	-	-	-	-	13	-
1297	-	-	-	-	-	-	-	-	25	-
1298	-	-	-	-	-	-	-	-	25	-
1299	-	-	-	-	-	-	-	-	25	-
1300	-	-	-	-	-	-	-	-	13	-
1301	-	-	-	-	-	-	-	-	25	-
1302	-	-	-	-	-	-	-	-	25	-
1303	-	-	-	-	-	-	-	-	13	-
1304	-	-	-	-	-	-	-	-	25	-
1305	-	-	-	-	-	-	-	-	13	-
1306	-	-	-	-	-	-	-	-	38	-
1307	-	-	-	-	-	-	-	-	50	-
1308	-	-	-	-	-	-	-	-	63	-
1309	-	-	-	-	-	-	-	-	13	-
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1311	-	-	-	-	-	-	-	-	25	-
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1313	-	-	-	-	-	-	-	-	13	-
1314	-	-	-	-	-	-	-	-	13	-
1315	-	-	-	-	-	-	-	-	38	-
1316	-	-	-	-	-	-	-	-	13	-
1317	-	-	-	-	-	-	-	-	13	-
1318	-	-	-	-	-	-	-	-	13	-
1319	-	-	-	-	-	-	-	-	13	-
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1326	-	-	-	-	-	-	-	-	13	-
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1329	-	-	-	-	-	-	-	-	13	-
1330	-	-	-	-	-	-	-	-	13	-
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1336	-	-	-	-	-	-	-	-	13	-
1337	-	-	-	-	-	-	-	-	25	-
1338	-	-	-	-	-	-	-	-	13	-
1339	-	-	-	-	-	-	-	-	13	-
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1342	-	-	-	-	-	-	-	-	13	-
1343	-	-	-	-	-	-	-	-	13	-
1344	-	-	-	-	-	-	-	-	13	-
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1346	-	-	-	-	-	-	-	-	13	-
1347	-	-	-	-	-	-	-	-	13	-
1348	-	-	-	-	-	-	-	-	13	-
1349	-	-	-	-	-	-	-	-	13	-

Task	Category 1.1	1.2	1.31	1.32	1.33	1.41	1.42	1.44	1.5	1.6
1350	-	-	-	-	-	-	-	-	13	-
1351	-	-	-	-	-	-	-	-	13	-
1352	-	-	-	-	-	-	-	-	13	-
1353	-	-	-	-	-	-	-	-	13	-
1354	-	-	-	-	-	-	-	-	13	-
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1356	-	-	-	-	-	-	-	-	13	-
1357	-	-	-	-	-	-	-	-	13	-
1358	-	-	-	-	-	-	-	-	13	-
1359	-	-	-	-	-	-	-	-	13	-
1360	-	-	-	-	-	-	-	-	13	-
1361	-	-	-	-	-	-	-	-	13	-
1362	-	-	-	-	-	-	-	-	13	-
1363	-	-	-	-	-	-	-	-	13	-
1364	-	-	-	-	-	-	-	-	-	100
1365	-	-	-	-	-	-	-	-	-	100
1366	-	-	-	-	-	-	-	-	-	100
1367	-	-	-	-	-	-	-	-	-	100
1368	-	-	-	-	-	-	-	-	-	100
1369	-	-	-	-	-	-	-	-	-	100
1370	-	-	-	-	-	-	-	-	-	100
1371	-	-	-	-	-	-	-	-	-	100
1372	-	-	-	-	-	-	-	-	-	100
1373	-	-	-	-	-	-	-	-	-	100
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1377	-	-	-	-	-	-	-	-	-	100
1378	-	-	-	-	-	-	-	-	-	100
1379	-	-	-	-	40	-	-	-	-	-
1380	-	-	-	-	40	-	-	-	-	-
1381	-	-	-	-	40	-	-	-	-	-
1382	-	-	-	-	-	-	-	-	-	-
1383	-	-	-	-	20	-	-	-	-	-
1384	-	-	-	-	-	-	-	-	-	-
1385	-	-	-	-	-	-	-	-	-	-
1386	-	-	-	-	-	-	-	-	-	-
1387	-	-	-	-	-	-	-	-	-	-
1388	-	-	-	-	-	-	-	-	-	-
1389	-	-	-	-	-	-	33	-	-	-

DENTAL SERVICES SUBCLUSTER

Task	Category 2.1	2.2
1	80	50
2	80	50
3	60	-
4	60	-
[illegible]	60	50
6	100	50
7	100	50
8	100	50
	60	-
	60	-

Task	Category 2.1	2.2
11	60	–
12	80	50
13	60	–
14	100	50
15	100	50
16	100	50
17	100	–
18	100	–
19	80	–
20	100	50
21	100	100
22	100	50
23	80	50
24	100	100
25	100	100
26	80	100
27	60	100
28	60	100
29	80	50
30	100	100
31	100	50
32	80	50
33	80	100
34	60	100
35	80	50
36	80	50
37	80	50
38	80	100
39	100	100
40	100	100
41	100	100
42	80	100
43	20	100
44	100	100
45	100	50
46	60	–
47	80	50
48	60	–
49	80	–
50	80	–
51	80	50
52	100	50
53	80	–
54	80	50
55	60	–
56	80	50
57	60	50
58	60	50
59	60	50
60	80	–
61	60	50
62	80	50
63	60	–
64	100	50
65	100	100
66	100	100
67	80	50
68	40	50
69	60	50
70	80	50
71	80	50
72	80	–
73	60	–
74	60	–
75	60	–
76	80	50
77	80	–
78	80	50
79	20	–
80	20	–
81	20	–
82	80	50
83	100	50
84	80	50
85	80	50
86	60	50
87	100	–
88	80	50
89	100	50
90	80	50
91	40	50
92	60	–
93	40	–
94	40	–
95	20	–
96	80	50
97	20	–
98	20	–
99	40	–
100	40	–
101	40	–
102	100	50
103	80	–
104	100	–
105	100	50
106	80	–
107	40	–
108	80	50
109	20	–
110	40	–
111	40	–
112	60	–
113	40	–
114	60	–
115	60	–
116	80	–
117	80	–
118	80	–
119	20	–
120	100	50

Task	Category 2.1	2.2
121	60	–
122	40	–
123	40	–
124	80	50
125	80	50
126	60	–
127	60	–
128	60	–
129	40	–
130	40	–
131	40	–
132	60	–
133	100	–
134	60	–
135	40	–
136	80	–
137	60	–
138	40	–
139	60	–
140	80	–
141	20	50
142	40	–
143	60	–
144	60	50
145	80	50
146	80	50
147	60	–
148	–	–
149	40	–
150	40	–
151	–	–
152	20	–
153	40	–
154	60	–
155	20	–
156	70	–
157	40	–
158	60	50
159	100	50
160	40	–
161	40	–
162	–	–
163	–	–
164	–	–
165	100	50
166	20	–
167	–	–
168	80	100
169	80	50
170	80	50
171	20	50
172	–	50
173	–	50
174	20	50
175	20	50

Task	2.1	2.2
176	–	50
177	20	50
178	60	50
179	40	50
180	20	50
181	100	50
182	–	50
183	–	50
184	–	50
185	–	–
186	–	50
187	–	–
188	20	50
189	20	50
190	–	50
191	–	50
192	20	50
193	40	50
194	20	50
195	–	50
196	20	50
197	20	50
198	20	50
199	40	50
200	20	50
201	20	50
202	–	50
203	–	50
204	20	50
205	–	50
206	–	50
207	–	50
208	–	50
209	–	50
210	–	50
211	–	50
212	–	50
213	–	50
214	–	50
215	20	50
216	20	50
217	40	50
218	–	50
219	20	50
220	20	50
221	40	50
222	20	50
223	–	50
224	20	50
225	–	50
226	–	50
227	20	50
228	–	50
229	60	50
230	120	50

Task	Category 2.1	2.2
231	-	50
232	-	50
233	20	50
234	40	50
235	-	50
236	-	50
237	20	50
238	-	50
239	-	50
240	-	50
241	-	50
242	60	50
243	20	50
244	-	50
245	20	50
246	20	50
247	-	50
248	40	50
249	-	50
250	-	50
251	20	50
252	-	50
253	-	50
254	-	50
255	-	50
256	-	50
257	-	50
258	-	50
259	20	50
260	60	100

MEDICAL & CLERICAL SERVICES SUBCLUSTER

Task	Category 3.1	3.2
1	29	33
2	29	33
3	29	33
4	29	33
5	29	33
6	29	33
7	29	33
8	100	100
9	29	33
10	43	33
11	29	33
12	29	33
13	29	33
14	88	67
15	43	33
16	29	33
17	43	33
18	100	100
19	29	33
20	43	33
21	29	33
22	14	33
23	43	33
24	29	33
25	14	33
26	29	33
27	29	33
28	14	33
29	14	33
30	29	33
31	29	33
32	29	33
33	71	100
34	29	33
35	43	33
36	14	33
37	43	33
38	29	33

Task	Category 3.1	3.2	Task	3.1	3.2
39	43	33	94	14	33
40	43	33	95	–	33
41	14	33	96	14	33
42	14	33	97	14	33
43	43	33	98	14	33
44	29	33	99	29	33
45	–	33	100	29	33
46	29	33	101	29	33
47	14	33	102	29	33
48	14	33	103	–	33
49	43	33	104	–	33
50	29	33	105	29	33
51	14	33	106	14	33
52	–	33	107	29	33
53	–	33	108	–	33
54	–	33	109	–	33
55	14	33	110	14	33
56	14	33	111	–	33
57	29	33	112	–	33
58	14	33	113	–	33
59	14	33	114	–	33
60	29	33	115	–	33
61	14	33	116	–	33
62	14	33	117	–	33
63	14	33	118	–	–
64	14	33	119	–	33
65	14	33	120	–	33
66	14	33	121	–	33
67	14	33	122	–	33
68	14	33	123	–	33
69	14	33	124	–	33
70	14	33	125	–	33
71	14	33	126	–	33
72	14	33	127	–	–
73	14	33	128	–	33
74	29	33	129	–	33
75	29	33	130	–	33
76	–	33	131	–	–
77	29	33	132	–	–
78	29	33	133	14	–
79	14	33	134	–	–
80	–	33	135	14	33
81	14	33	136	14	33
82	29	33	137	29	33
83	14	33	138	29	33
84	29	33	139	29	33
85	14	33	140	14	33
86	14	33	141	29	33
87	14	33	142	29	33
88	29	33	143	14	33
89	29	33	144	14	33
90	29	33	145	29	33
91	14	33	146	14	33
92	14	33	147	14	33
93	29	33	148	14	33

Task	Category 3.1	3.2
149	14	–
150	14	33
151	14	33
152	14	33
153	–	33
154	–	33
155	–	33
156	14	33
157	29	33
158	29	33
159	29	33
160	29	33
161	29	33
162	14	33
163	29	33
164	14	33
165	–	33
166	14	33
167	14	33
168	14	33
169	14	33
170	–	33
171	–	–
172	–	–
173	14	–
174	14	–
175	29	–
176	14	–
177	14	–
178	14	–
179	29	–
180	14	–
181	–	–
182	–	–
183	–	–
184	–	–
185	–	–
186	–	–
187	–	–
188	29	–
189	29	–
190	14	–
191	14	–
192	14	–
193	14	–
194	14	–
195	–	–
196	14	–
197	–	–
198	–	–
199	14	–
200	–	–
201	–	33
202	14	33
	–	33

Task	Category 3.1	3.2
204	–	33
205	14	–
206	–	33
207	71	33
208	57	67
209	86	33
210	100	33
211	57	33
212	100	33
213	100	100
214	86	67
215	71	67
216	43	67
217	14	33
218	86	100
219	71	–
220	57	–
221	43	–
222	43	–
223	57	–
224	57	–
225	57	67
226	57	67
227	57	67
228	57	67
229	71	100
230	–	–
231	71	67
232	43	33
233	43	–
234	71	67
235	71	100
236	57	100
237	57	100
238	71	67
239	57	67
240	86	33
241	86	67
242	57	–
243	86	33
244	43	–
245	71	–
246	71	67
247	71	67
248	43	–
249	14	–
250	71	67
251	71	33
252	43	33
253	57	33
254	57	67
255	29	33
256	71	33
257	14	–
258	57	67

Task	Category 3.1	3.2
[illegible]	57	100
260	43	67
261	71	67
262	71	67
263	71	67
264	71	67
265	29	67
266	57	67
267	57	67
268	57	33
269	29	–
270	57	100
271	29	33
272	71	100
273	29	33
274	14	–
275	71	67
276	14	–
277	–	–
278	–	33
279	14	–
280	71	67
281	43	33
282	–	–
283	100	67
284	100	67
285	100	67
286	71	100
287	86	67
288	71	67
289	100	100
290	71	33
291	86	100
292	71	33
293	57	33
294	14	–
295	43	–
296	43	–
297	14	–
298	14	–
299	43	–
300	29	–
301	86	67
302	29	67
303	57	67
304	43	67
305	14	67
306	29	67
307	71	67
308	14	67
[illegible]	71	67
310	–	67
311	29	67
312	53	67
313	71	100
[illegible]	53	100
[illegible]	43	67

Task	Category 3.1	3.2
316	57	67
317	43	67
318	29	67
319	57	67
320	–	–
321	71	33
322	43	67
323	14	67
324	14	67
325	71	100
326	43	67
327	71	67
328	57	100
329	–	100
330	29	33
331	14	33
332	43	–
333	14	67
334	14	67
335	43	67
336	71	100
337	29	67
338	14	67
339	14	67
340	14	67
341	14	67
342	14	67
343	29	67
344	71	67
345	43	100
346	14	33
347	43	67
348	71	100
349	71	100
350	57	100
351	29	33
352	43	67
353	29	67
354	43	67
355	14	67
356	57	67
357	43	67
358	14	67
359	43	67
360	29	67
361	29	67
362	43	67
363	43	67
364	29	67
365	29	67
366	43	67
367	14	67
368	29	67
369	14	67
370	57	67
371	57	67
372	29	67

Task	Category 3.1	3.2
373	43	67
374	29	33
375	29	67
376	29	67
377	29	67
378	29	67
379	14	33
380	71	100
381	14	33
382	29	67
383	14	67
384	57	67
385	14	33
386	14	-
387	14	33
388	29	-
389	43	-
390	57	67
391	29	-
392	43	33
393	29	67
394	14	-
395	43	33
396	43	67
397	29	33
398	43	67
399	29	33
400	43	67
401	43	67
402	43	33
403	14	-
404	14	33

ANIMAL CARE SUBCLUSTER

Task	Category 4.1	4.2	4.3	Task	4.1	4.2	4.3
1	100	100	-	18	100	100	-
2	100	100	-	19	100	100	-
3	100	-	-	20	-	-	-
4	100	-	-	21	-	-	-
5	100	-	-	22	100	-	-
6	100	100	-	23	100	100	-
7	100	-	-	24	100	100	-
8	100	-	-	25	100	100	-
9	100	-	-	26	100	100	-
10	100	-	-	27	100	100	-
11	100	100	-	28	100	100	-
12	100	100	-	29	100	100	-
13	100	100	-	30	100	100	-
14	100	100	-	31	100	100	-
15	100	100	-	32	100	-	-
16	100	100	-	33	100	100	-
17	100	100	-	34	100	-	-

Task	Category 4.1	4.2	4.3	Task	4.1	4.2	4.3
147	-	100	-	203	100	-	-
148	-	100	-	204	100	-	-
149	-	100	-	205	100	100	-
150	-	100	-	206	100	-	-
151	-	100	-	207	100	-	-
152	-	100	-	208	100	-	-
153	-	100	-	209	100	100	-
154	-	100	-	210	100	100	-
155	-	100	-	211	100	-	-
156	-	100	-	212	100	-	-
157	-	100	-	213	100	100	-
158	-	100	-	214	100	-	-
159	-	100	-	215	100	100	-
160	-	100	-	216	100	-	-
161	-	-	-	217	100	-	-
162	-	-	-	218	-	-	-
163	-	-	-	219	100	-	-
164	-	100	-	220	-	-	-
165	-	100	-	221	100	-	-
166	-	100	-	222	100	-	-
167	-	100	-	223	100	-	-
168	-	100	-	224	100	-	-
169	-	100	-	225	100	-	-
170	-	100	-	226	100	-	-
171	-	100	-	227	100	-	-
172	-	100	-	228	100	-	-
173	-	100	-	229	100	-	-
174	-	100	-	230	100	-	-
175	-	100	-	231	100	-	-
176	-	100	-	232	100	-	-
177	-	100	-	233	100	100	-
178	-	100	-	234	100	-	-
179	-	100	-	235	100	-	-
180	-	100	-	236	100	-	-
181	-	100	-	237	100	-	-
182	-	100	-	238	100	-	-
183	-	100	-	239	100	-	-
184	-	100	-	240	100	-	-
185	-	-	-	241	100	-	-
186	-	100	-	242	100	-	-
187	-	-	-	243	100	-	-
188	-	100	-	244	100	-	-
189	-	100	-	245	100	-	-
190	-	100	-	246	100	-	-
191	-	100	-	247	100	-	-
192	-	100	-	248	100	-	-
193	-	100	-	249	100	-	-
194	-	100	-				
195	-	100	-				
196	-	100	-				
197	-	-	-				
198	-	-	-				
199	-	-	-				
200	-	100	-				
201	-	-	-				
202	100	-	-				

Task	Category 4.1	4.2	4.3	Task	4.1	4.2	4.3
35	100	100	-	91	100	100	-
36	100	100	-	92	100	100	-
37	100	100	-	93	100	-	-
38	100	100	-	94	-	-	-
39	100	-	-	95	100	-	-
40	100	-	-	96	100	-	-
41	100	100	-	97	100	-	-
42	-	-	-	98	100	-	-
43	-	-	-	99	100	100	-
44	-	-	-	100	100	-	-
45	-	-	-	101	100	100	-
46	100	100	-	102	100	100	-
47	100	-	-	103	100	-	-
48	100	100	-	104	100	100	-
49	100	-	-	105	100	-	-
50	100	-	-	106	100	100	-
51	100	-	-	107	100	-	-
52	100	100	-	108	100	-	-
53	100	100	-	109	100	100	-
54	100	100	-	110	100	-	-
55	100	100	-	111	100	-	-
56	100	-	-	112	100	-	-
57	100	100	-	113	100	-	-
58	100	100	-	114	100	-	-
59	100	-	-	115	100	-	-
60	100	-	-	116	100	-	-
61	100	-	-	117	100	-	-
62	100	-	-	118	100	100	-
63	100	-	-	119	100	-	-
64	100	100	-	120	100	-	-
65	100	-	-	121	100	100	-
66	100	-	-	122	100	100	-
67	100	-	-	123	100	-	-
68	100	-	-	124	100	-	-
69	100	-	-	125	100	-	-
70	100	100	-	126	100	100	-
71	100	-	-	127	100	-	-
72	100	100	-	128	-	-	-
73	100	-	-	129	-	-	-
74	100	-	-	130	100	-	-
75	100	-	-	131	-	100	-
76	100	-	-	132	-	100	-
77	-	-	-	133	-	-	-
78	-	-	-	134	-	-	-
79	100	-	-	135	-	100	-
80	100	100	-	136	-	100	-
81	100	-	-	137	-	100	-
82	100	-	-	138	-	100	-
83	100	-	-	139	-	100	-
84	100	-	-	140	-	100	-
85	100	-	-	141	-	100	-
86	-	-	-	142	-	100	-
87	100	-	-	143	-	100	-
88	-	-	-	144	-	100	-
[illegible]	100	100	-	145	-	100	-
[illegible]	100	-	-	146	-	100	-

APPENDIX C.8.3

COMMON TASKS BY JOB TITLE

Subcluster: Patient Care Services Job Title: Registered Nurse

Category: Nursing Services Responding: 23

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	56.52
2	Set up an unoccupied bed for a patient	65.21
3	Make a bed (with variations) for a patient	91.30
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications,e.g., pre-soaking, hand-washing, etc.	56.52
5	Place a bedpan or urinal under a patient	78.26
6	Clean a bedpan or urinal for a patient	65.21
7	Adjust a patient's bed (manual or electric)	86.95
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary	56.52
9	Serve a tray of food to a patient	69.56
10	Feed a patient according to the patient's needs	78.26
11	Administer oral hygiene to a patient (with variations)	73.91
12	Give a back rub to a patient	69.56
13	Give a total bed bath to a patient	65.21
14	Administer bath (other than total bed baths) to patient according to his need	73.91
15	Give a shampoo (with variations) to a patient	65.21
16	Weigh and measure patient	86.95
17	Observe a patient	100.00
18	Chart observations of patient	100.00
19	Elevate specified body parts for patients	100.00
20	Moveand transport patient to and from a given area utilizing proper method for patient's needs	100.00
21	Position a patient (with variaitons) for patient's comfort or treatment	95.65
22	Observe body eliminations of patients (e.g. urine, feces, emesis, etc.)	91.30
23	Record observations of body eliminations of patients	95.65
24	Collect non-sterile specimens from patient according to standard procedures	86.95
25	Measure intake and output of patient	78.26
26	Apply abdominal binders to patient	69.56
27	Apply T-binders to patient (male and female)	56.52
28	Take and record a body temperature (with variations) of a patient	95.65
29	Observe and record a patient's respiration	95.65
30	Take and record patient's pulse rate (with variations of sites)	100.00
31	Take and record an apical pulse of patient	91.30
32	Take and record an apical-radial pulse of patient	82.60
33	Take and record patient's blood pressure (with variations)	95.65
34	Admit a patient to assigned unit	78.26
35	Record admission of a patient	82.60
36	Discharge a patient from assigned unit	82.60
37	Record discharge of a patient	86.95
38	Fill and apply icebags for patients	

Subcluster: Patient Care Services Job Title: Registered Nurse

Category: Nursing Services Responding: 23

Subcategory:

	Task	Percent Performing
39	Fill and apply hot water bottles for patients	69.56
40	Apply footboards, overbed cradles and other supportive devices for patients comfort	78.26
41	Care for the incontinent patient	78.26
42	Give, observe and record an enema (with variations) to a patient	
43	Assist with preparation or prepare hot and cold foods for a patient, (e.g., beverages, canned soups, cereal, toast, etc.)	60.86
44	Provide diversional activities for the convalescent patient	65.21
45	Apply restraints to a patient in bed, chair or transporting devices and record application	73.91
46	Care for special mattresses for patients (e.g. air, floatation, water, etc)	52.17
47	Shave a male patient	56.52
48	Operate an addressograph for patients records, charge slips, or coding	47.82
49	Perform and record care of the dead patient	56.52
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin	78.26
51	Compute and record patient's intake and output.	73.91
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine	86.95
53	Give perineal care to patient	73.91
54	Assist withphysical exams for adults	82.60
55	Assist with collecting various sterile specimens from a patient	78.26
56	Apply aqua-pads to patients	60.86
57	Apply ace bandages on patient according to prescribed site and method	86.95
58	Apply or change clean dressings of patient	86.95
59	Apply dressings with ointments to areas of patient	86.95
60	Reinforce dressing for patients	78.26
61	Give care to the unconscious patient	82.60
62	Perform sterile glove technique (for various procedures for patient)	100.00
63	Utilize sterile techniques in the handling of dressings and equipment	91.30
64	Perform irrigation of patient's catheter as prescribed	78.26
65	Perform catheterization of patient as prescribed	78.26
66	Perform catheterizations on patient according to instructional policies	91.30
67	Record catheterizations on patient	91.30
68	Give a gargle to a patient	69.56
69	Give a sitz bath to a patient	69.56
70	Care for and observe patient receiving radiation therapy	47.82
71	Care for a patient in isolation	73.91
72	Insert and record rectal suppositories in a patient	86.95
73	Apply moist packs or soaks to a patient	86.95
77	Perform decubitus care for a patient	78.26

Subcluster: Patient Care Services Job Title: Registered Nurse

Category: Nursing Services Responding: 23

Subcategory:

	Task	Percent Performing
75	Record decubitus care done for a patient	73.91
76	Care for patient with contact lenses and artificial eyes	60.86
77	Feed a patient with an asepto syringe	78.26
78	Assist patient with postural drainage	52.17
79	Perform clean catch urine specimens for a patient	69.56
80	Instruct and assist a patient with crutch walking and other walking devices	69.56
81	Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc.)	60.86
82	Perform range of motion exercises for a patient	73.91
83	Record observation during range of motion exercises	78.26
84	Apply a sling to a patient	82.60
85	Apply and remove triangle bandages for immobilization of patient body part	56.52
86	Apply hand pressure or a pressure bandage for patient's bleeding	73.91
87	Apply four tail bandages for immobilization of patient's body part	60.43
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc)	86.95
89	Perform improvised transportation of the injured patient	47.82
90	Assist with emergency care for poisoning of patient	47.82
91	Perform temporary immobilization of suspected fracture or sprain on patient	65.21
92	Perform artificial respiration to patient (with variations)	73.91
93	Perform cardio-pulmonary resuscitation to a patient	69.56
94	Perform extracting of victim from area in which found	47.82
95	Administer oxygen therapy to a patient	95.65
96	Observe and record affects of oxygen administration to a patient	91.30
97	Supply and care for oxygen equipment used by patient	60.86
98	Give moist inhalation to patient	43.47
99	Observe and record patient's reaction to inhalation therapy treatment	65.21
100	Perform aspiration of patient's orapharyngeal area	82.60
101	Perform tracheotomy care for patient	78.26
102	Record tracheotomy care done for patient	78.26
103	Care for respiratory suction equipment used by patient	73.91
104	Assist with thoracentesis of patient	52.17
105	Care for patient with chest tube	52.17
106	Record care of patient with chest tube	52.17
107	Perform nasal tube feedings for patient	82.60
108	Record nasal tube feedings done on patient	86.95
109	Perform levine irrigations for patient	73.91
110	Record levine irrigations done for patient	73.91
111	Perform gastrostomy tube feedings for patient	78.26
112	Record gastrostomy tube feedings done for patient	73.91
113	Empty and care for levine suction equipment used by patient	52.17
114	Remove a levine tube from patient	73.91
115	Insert a levine tube into a patient	65.21
116	Empty and record gall bladder drainage from patient	43.47

Subcluster: Patient Care Services Job Title: Registered Nurse

Category: Nursing Services Responding: 23

Subcategory:

	Task	Percent Performing
117	Care for a patient with gastric analysis	39.13
118	Perform hemmorrhoid dressings on patient	52.17
119	Assist with a sigmoidoscopy for patient	39.13
120	Change a routine colostomy drainage for patient	73.91
121	Irrigate a colostomy for patient	69.56
122	Record colostomy change or irrigation for patient	73.91
123	Assist with paracentesis for patient	30.43
124	Implement shock position for patient	69.56
125	Care for a patient having physical therapy and record response to treatment	69.56
126	Perform complete bed rest with chair therapy for patient	56.52
127	Observe and record effects of complete bed rest with chair therapy done for patient	56.52
128	Assist with bone marrow puncture done for patient	39.13
129	Apply anti-embolitic stockings to patient	82.60
130	Perform total neurological signs on patient	60.86
131	Record total neurological signs done for patient	60.86
132	Care for a patient with convulsions	95.65
133	Care for the patient having an E.E.G.	21.73
134	Assist with a lumbar puncture done on a patient	60.86
135	Perform a closed urinary irrigation for patient	56.52
136	Record effects of a closed urinary irrigation done for patient	56.52
137	Instill solutions into the patient's bladder	65.21
138	Record instillations of solution into patient's bladder	65.21
139	Care for the patient with a supra-pubic catheter	69.56
140	Operate and calculate a urometer for a patient	21.73
141	Care for the patient with ureteral catheter	69.56
142	Irrigate ureteral catheter for patient	56.52
143	Record irrigation of ureteral catheters done for patient	60.86
144	Care for a patient in traction	47.82
145	Re-apply skin traction to patient	39.13
146	Care for a patient with a cast	73.91
147	Care for a patient having physical therapy	73.91
148	Care for the patient with extremity prosthesis	73.911
149	Apply extremity braces, body braces, and artificial limbs to patient	73.91
150	Care for patient on special frames (e.g. Circle-Electric Bed and Strycker frames)	34.78
151	Perform log-rolling of patient	60.86
152	Instruct the diabetic patient	82.60
153	Re-inforce instruction of the diabetic patient	91.30
154	Prepare the patient for endocrine lab tests and x-rays	56.52
155	Care for patient's with endocrine surgery	26.08
156	Insert and record a female patient's vaginal suppository	69.56
157	Perform a vaginal douche for a patient	60.86
158	Record the effects of a patient's vaginal douche	56.52
159	Assist with and teach specific exercises for the mastectomy patient	52.17

Subcluster: Patient Care Services Job Title: Registered Nurse

Category: Nursing Services Responding: 23

Subcategory:

	Task	Percent Performing
160	Perform eye irrigations and instillations for a patient	82.60
161	Record the performance and effects of a patient's eye irrigations and instillations	86.95
162	Care for a patient with burns	73.91
163	Assist with hypothermia care for a patient	30.43
164	Employ geriatric feeding chair for those patients who need them	43.47
165	Feed the geriatric patient	73.91
166	Perform special oral hygiene for the geriatric patient	69.56
167	Apply special collecting devices used for the geriatric patient	52.17
168	Observe and chart observations of the geriatric patient	78.26
169	Observe and participate in remotivation of the regressed patient	69.56
170	Provide and assist with diversional activities for the patient	60.86
171	Care for patients having x-ray procedures	73.91
172	Operate the hemovac for t surgical patient	39.13
173	Perform an irrigation for patient with a wound	69.56
174	Record the performance of and observations found during a wound irrigation	73.91
175	Perform a sterile dressing change for a patient with a drain	69.56
176	Record the performance of and observations found during a sterile dressing change	69.56
177	Reinforce and chart a draining dressing for a patient	73.91
178	Assist with the surgical preparation of a patient	43.47
179	Assist with coughing and deep-breathing exercises for a surgical patient	56.52
180	Perform reverse i olation techniques for an infection prone patient	52.17
181	Give a sponge bath for a patient with an elevated temperature	73.91
182	Care for a patient recovering from anesthesia	39.13
183	Assist with intravenous infusion for a patient (with variations)	78.26
184	Assist with diet therapy for the patient needing specialized diets	69.56
185	Weigh bedfast patient	39.13
186	Observe patient for nutrional deficiencies	65.21
187	Admit a patient into the labor room	17.39
188	Perform a perineal preparation for a labor patient	17.39
189	Take fetal heart tones of the unborn fetus	17.39
190	Time uterine contractions for the labor patient	17.39
191	Assist with observing and recording for the patient in labor	17.39
192	Assist with the care of the patient during the birth process	17.39
193	Assist the physician during the birth process	17.39
194	Assist with the care of the newborn in the delivery room	17.39
195	Give, observe and record care of the mother immediately following delivery	17.39
196	Give, observe and record breast care to the post-partum patient	21.73
197	Give, observe and record perineal care to the post-partum patient	21.73
198	Instruct the patient in her own personal care for the post-partum period	26.08

Subcluster: Patient Care Services Job Title: Registered Nurse

Category: Nursing Services Responding: 23

Subcategory:

	Task	Percent Performing
199	Admit the infant to the newborn nursery	17.39
200	Bathe a newborn	21.73
201	Care for the cord of the newborn	21.73
202	Dress the newborn	17.39
203	Observe and record observation of the newborn	21.73
204	Weigh and measure the newborn	21.73
205	Feed a newborn with a bottle	21.73
206	Assist a mother with breast feeding the infant	26.08
207	Assist with the instruction of a mother in care of the newborn	26.08
208	Assist with a physical exam of the newborn	17.39
209	Prepare formula feedings for the newborn	17.39
210	Assist with and care for the newborn with a circumcision	21.73
211	Care for an infant with feeding problems	26.08
212	Care for an infant in an incubator or isolette	17.39
213	Care for the premature infant	21.73
214	Assist with thephysical examination of a child	30.43
215	Admit a child to the pediatric unit	30.43
216	Care for a child with feeding problems	34.78
217	Weigh and measure small children	43.47
218	Observe and record actions and reactions of children	43.47
219	Apply restraining devices to the bed of a child	30.43
220	Entertain the convalescent or bedfast child	26.08
221	Perform isolation technique for infectious children	34.78
222	Apply collecting devices on infants and small children	34.78
223	Observe the child parasites	30.43
224	Collect specimens from the patient with parasites	34.78
225	Care for the child with physical abnormalties	39.13
226	Observe and record observations of children with physical abnormalties	43.47
227	Provide parents with information regarding specific community agencies for needs of their children	39.13
228	Care for the child with a scalp vein infusion	21.73
229	Observe the child for signs of dehydration	39.13
230	Assist with play therapy for children	30.43
231	Care for patient in high mist inhalation	30.43
232	Obtain patient and/or family consents for treatment	60.86
233	Prepare accident and safety reports for patients and staff	86.95
234	Perform sterile scrub, gowning, and gloving to assist with surgery of patient	21.73
235	Assist physician performing surgery on patient	34.78
236	Recognize patient's need for religious care	82.60
237	Procur proper religious care for patient in need	82.60
238	Administer intravenous infusion to patient	69.56
239	Administer blood transfusion to patient	47.82
240	Apply defibrillator to patient having cardiac-fibrillation	8.69
241	Draw prescribed blood samples from patient	34.78
242	Read fetal monitoring devices on labor patient	13.04

Subcluster: Patient Care Services Job Title: Registered Nurse

Category: Nursing Services Responding: 23

Subcategory:

	Task	Percent Performing
243	Read cardiac monitors attached to patient	26.08
244	Assist with and/or take E.K.G.'s on patient	26.08
245	Perform IPPB treatment on patient	34.78
246	Perform chest percussion on patient	30.43
247	Read skin tests on patient	69.56
248	Analyze nursing care requirements of patient	91.30
249	Report staff needs of patient unit to supervision	78.26
250	Maintain ward safety for the patient	73.91
251	Orient new personnel to the patient unit	91.30
252	Assist physician with patient rounds	78.26
253	Take and record physician's verbal orders	91.30
254	Transcribe physician's orders	82.60
256	Direct and supervise activities on a nursing unit	82.60
257	Write evaluations of performances of nursing team	52.17
258	Plan and direct patient care	91.30
259	Obtain services of referral agencies for patients	65.21
260	Prepare all types of requisitions for supplies, tests, etc. for the patient	82.60
261	Prepare individual dosage of prescribed medications for the patient	91.30
262	Give prescribed oral medication to the patient	95.65
263	Give prescribed subcutaneous medication to the patient	100.00
264	Give prescribed intramuscular medication to the patient	100.00
265	Give prescribed medication by inhalation to a patient	43.47
266	Administer prescribed medication rectally or vaginally to a patient	86.95
267	Administer prescribed eye drops and nose drops to a patient	95.65
268	Care for the body of a patient after death	65.21
270	Obtain and deliver supplies for patient	47.82
271	Assist and/or participate in occupational activities with patient	47.82
272	Assist with individual and/or group therapy	39.13
273	Count, sign for and place patient's possessions in safe place	56.52
274	Explain and apply safety regulations in care for patient	82.60
275	Care for or assist patient to manicure toenails and fingernails	69.56
276	Assist patient with dressing and undressing	69.56
277	Use mechanical devices to move a patient	86.95
278	Perform nose and throat cultures for a patient	65.21
279	Operate emergency communique equipment for relay of information about patient	34.78

Subcluster: Patient Care Services Job Title: L.P.N/L.V.N.

Category: Nursing Services Responding: 20/

Subcategory:

	Task	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	70
2	Set up an unoccupied bed for a patient	85
3	Make a bed (with variations) for a patient	90
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	70
5	Place a bedpan or urinal under a patient	90
6	Clean a bedpan or urinal for a patient	85
7	Adjust a patient's bed (manual or electric)	90
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary	85
9	Serve a tray of food to a patient	85
10	Feed a patient according to the patient's needs	85
11	Administer oral hygiene to a patient (with variations)	95
12	Give a back rub to a patient	85
13	Give a total bed bath to a patient	80
14	Administer bath (other than total bed baths) to patient according to his need	75
15	Give a shampoo (with variations) to a patient	70
16	Weigh and measure patient	80
17	Observe a patient	95
18	Chart observations of patient	95
19	Elevate specified body parts for patients	95
20	Move and transport patient to and from a given area utilizing proper method for patient's needs	90
21	Position a patient (with variations) for patient's comfort or treatment	85
22	Observe body eliminations of patients (e.g. urine, feces, emesis, etc.)	95
23	Record observations of body eliminations of patients	95
24	Collect non-sterile specimens from patient according to standard procedures	90
25	Measure intake andoutput of patient	80
26	Apply abdominal binders to patient	75
27	Apply T-binders to patient (male and female)	70
28	Take and record a body temperature (with variations) of a patient	100
29	Observe and record a patient's respiration	95
30	Take and record patient's pulse rate (with variations of sites)	95
31	Take and record an apical pulse of patient	85
32	Take and record an apical-radial pulse of patient	95
33	Take and record patient's blood pressure (with variations)	95
34	Admit a patient to assigned unit	80
35	Record admission of a patient	80
36	Discharge a patient from assigned unit	75
37	Record discharge of a patient	70
38	Fill and apply icebags for patients	90
39	Fill and apply hot water bottles for patients	80

Subcluster: Pt. Care Services Job Title: L.P.N./L.V.N.

Category: Nursing Services Responding: 20

Subcategory:

	Task	Percent Performing
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort	70
41	Care for the incontinent patient	95
42	Give, observe and record an enema (with variations) to a patient	90
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc)	80
44	Provide diversional activities for the convalescent patient	70
45	Apply restraints to a patient in bed, chair or transporting device and record application	90
46	Care for special mattresses for patients (e.g air, floatation, water, etc.)	55
47	Shave a male patient	60
48	Operate an addressograph for patient's records, charge slips or coding	45
49	Perform and recordcare of the dead patient	65
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin	90
51	Compute and record patient's intake and output	80
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine	95
53	Give perineal care to patient	80
54	Assist with physical exams for adults	65
55	Assist with collecting various sterile specimens from a patient	85
56	Apply aqua-pads to patients	50
57	Apply ace bandages on patient according to prescribed site and method	90
58	Apply or change clean dressings of patient	100
59	Apply dressings with ointments to areas of patient	95
60	Reinforce dressings for patients	95
61	Give care to the unconscious patient	70
62	Perform sterile glove technique (for various procedures for patient)	80
63	Utilize sterile techniques in the handling of dressings and equipment	80
64	Perform irrigation of patient's catheter as prescribed	85
65	Perform catheterization of patient as prescribed	90
66	Perform catheterizations on patient according to instructional policies	85
67	Record catheterizations on patient	90
68	Give a gargle to a patient	85
69	Give a sitz bath to a patient	80
70	Care for and observe patient receiving radiation therapy	45
71	Care for a patient in isolation	75
72	Insert and record rectal suppositories in a patient	95
73	Apply moist packs or soaks to a patient	90
74	Perform decubitus care for apatient	90
75	Record decubitus care done for a patient	90
76	Care for patient with contact lenses and artificial eyes	60
77	Feed a patient with an asepto syringe	85

Subcluster: Patient Care Service Job Title: L.P.N./L.V.N.

Category: Nursing Services Responding: 20

Subcategory:

	Task	Percent Performing
78	Assist patient with postural drainage	45
79	Perform clean catch urine specimens for a patient	80
80	Instruct and assist a patient with crutch walking and other walking devices	85
81	Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc)	85
82	Perform range of motion exercises for a patient	80
83	Record observation during range of motion exercises	65
84	Apply a sling to a patient	75
85	Apply and remove triangle bandages for immobilization of patient body part	60
86	Apply hand pressure or a pressure bandage for patient's bleeding	75
87	Apply four tail bandages for immobilization of patient's body part	20
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc)	75
89	Perform improvised transportation of the injured patient	35
90	Assist with emergency care for poisoning of patient	20
91	Perform temporary immobilization of suspected fracture or sprain on patient	40
92	Perform artificial respiration to patient (with variations)	55
93	Perform cardio-pulmonary resucitation to a patient	55
94	Perform extracting of victim from area in which found	25
95	Administer oxygen therapy to a patient	70
96	Observe and record affects of oxygen administration to a patient	70
97	Supply and care for oxygen equipment used by patient	60
98	Give moist inhalation to patient	25
99	Observe and record patient's reaction to inhalation therapy treatment	50
100	Perform aspiration of patient's orapliaryngeal area	60
101	Perform tracheotomy care for patient	75
102	Record tracheotomy care done for patient	75
103	Care forrespiratory suction equipment used by patient	65
104	Assist with thorancentesis of patient	30
105	Care for patient with chest tube	45
106	Record care of patient with chest tube	35
107	Perform nasal tube feedings for patient	70
108	Record nasal tube feedings done on patient	70
109	Perform levine irrigations for patient	70
110	Record levine irrigations done for patient	70
111	Perform gastrostomy tube feedings for patient	65
112	Record gastrostomy tube feedings done for patient	65
113	Empty and care for levine suction equipment used by patient	55
114	Remove a levine tube from patient	55
115	Insert a levine tube into a patient	20
116	Empty and record gall-bladder drainage from patient	55
117	Care for a patient with gastric analysis	30
118	Perform hemmorrhoid dressings on patient	45
119	Assist with a sigmoidoscopy for patient	20
120	Change a routine colostomy drainage for patient	65
121	Irrigate a colostomy for patient	70

Subcluster: Patient Care Services Job Title: L.P.N./L.V.N

Category: Nursing Services ; Responding: 20

Subcategory:

	Task	Percent Performing
122	Record colostomy change or irrigation for patient	70
123	Assist with paracentesis for patient	30
124	Implement shock position for patient	65
125	Care for a patient having physical therapy and record response to treatment	60
126	Perform complete bed rest with chair therapy for patient	70
127	Observe and record effects of complete bed rest with chair therapy done for patient	65
128	Assist with bone marrow puncture done for patient	30
129	Apply anti-embolitic stockings to patient	85
130	Perform total neurological signs on patient	45
131	Record total neurological signs done for patient	45
132	Care for a patient with convulsions	75
133	Care for the patient having an E.E.G.	30
134	Assist with a lumbar puncture done on a patient	35
135	Perform a closed urinary irrigation for patient	45
136	Record effects of a closed urinary irrigation done for patient	55
137	Instill solutions into the patient's bladder	50
138	Record instillations of solution into patient's bladder	60
139	Care for the patient with a supra-pubic catheter	70
140	Operate and calculate a urometer for a patient	35
141	Care for the patient with ureteral catheter	75
142	Irrigate ureteral catheter for patient	65
143	Record irrigation of ureteral catheters done for patient	60
144	Care for a patient in traction	70
145	Re-apply skin traction to apatient	50
146	Care for a patient with a cast	80
147	Care for a patient having physical therapy	75
148	Care for the patient with extremity prosthesis	75
149	Apply extremity braces, body braces, and artificial limbs to patient	75
150	Care for patient on special frames (e.g. Circle-Electric Bed and Strycker frame)	45
151	Perform log-rolling of patient	75
152	Instruct the diabetic patient	60
153	Re-inforce instruction of the diabetic patient	80
154	Prepare the patient for endocrine lab tests and x-rays	45
155	Care for patients with endocrine surgery	30
156	Insert and record a female patient's vaginal suppository	75
157	Perform a vaginal douche for a patient	70
158	Record the effects of a patient's vaginal douche	70
159	Assist with and teach specific exercises for the mastectomy patient	50
160	Perform eye irrigations and instillations for a patient	70
161	Record the performance and effects of a patient's eye irrigations and instillations	70
162	Care for a patient with burns	50
163	Assist with hypothermia care for a patient	40
164	Employ geriatric feeding chair for those patients who need them	35
165	Feed the geriatric patient	75

Subcluster: Patient Care Services Job Title: L.P.N./L.V.N.

Category: Nursing Services Responding: 20

Subcategory:

	Task	Percent Performing
166	Perform special oral hygiene for the geriatric patient	35
167	Apply special collecting devices used for the geriatric patient	75
168	Observe and chart observations of the geriatric patient	70
169	Observe and participate in remotivation of the regressed patient	60
170	Provide and assist with diversional activities for the patient	55
171	Care for patients having x-ray procedures	45
172	Operate the hemovac for the surgical patient	45
173	Perform an irrigation for a patient with a wound	65
174	Record the performance of and observations found during a awound irrigation	65
175	Perform a sterile dressing change for a patient with a drain	70
176	Record the performance of and observations found during a sterile dressing change	75
177	Reinforce and chart a draining dressing for a patient	75
178	Assist with the surgical preparation of a patient	45
179	Assist with coughing and deep-breathing exercises for a surgical patient	60
180	Perform reverse isolation techniques for an infection prone patient	85
181	Give a sponge bath for a patient with en elevated temperature	55
182	Care for a patient recovering from anesthesia	55
183	Assist with intravenous infusion for a patient (with variations)	50
184	Assist with diet therapy for the patient needing specialized diets	35
185	Weigh the bedfast patient	70
186	Observe patient for nutrional deficiencies	15
187	Admit a patient into the labor roomq	15
188	Perform a perineal preparation for a labor patient	15
189	Take fetal heart tones of the unborn fetus	10
190	Time uterine contraotions for the labor patient	15
191	Assist with observing and recording for the patient in labor	10
192	Assist with the care of the patient during the birth process	10
193	Assist the physician during the birth process	10
194	Assist with the care of the new born in the delivery room	20
195	Give, observe and record care of the mother immediately following delivery	20
196	Give, observe and record breast care to the post-partum patient	20
197	Give, observe and record perineal care to the post-partum patient	20
198	Instruct the patient in her own personal care for the post-partum period	15
199	Admit the infant to the newborn nursery	20
200	Bathe a newborn	20
201	Care for the cord of the newborn	15
202	Dress the newborn	10
203	Observe and record observation of the newborn	10
204	Weigh and measure the newborn	10
205	Feed a newborn with a bottle	10
206	Assist a mother with breast feeding the infant	10
207	Assist with the instruction of a mother in care of the newborn	10
208	Assist with a physical exam of the newborn	15
209	Prepare formula feedings for the newborn	15

Subcluster: Patient Care Services Job Title: L.P.N./L.V.N.

Category: Nursing Services REsponding: 20

Subcategory:

	Task	Percent Performing
210	Assist with and care for the newborn with a circumcision	15
211	Care for an infant with feeding problems	15
212	Care for an infant in an incubator or isolette	10
213	Care for the premature infant	10
214	Assist with the physical examination of a child	20
215	Admit a child to the pediatric unit	20
216	Care for a child with feeding problems	20
217	Weigh and measure small children	30
218	Observe and record actions and reactions of children	25
219	Apply restraining devices to the bed of a child	20
220	Entertain the convalescent or bedfast child	20
221	Perform isolation technique for infectious children	25
222	Apply collecting devices on infants and small children	30
223	Observe the child parasites	20
224	Collect specimens from the patient with parasites	35
225	Care for the child with physical abnormalties	25
226	Observe and record observations of children with physical abnormalties	25
227	Provide parents with information regarding specific community agencies for needs of their children	20
228	Care for the child with a scalp vein infusion	15
229	Observe the child for signs of dehydration	20
230	Assist with play therapy for children	20
231	Care for patient in high mist inhalation	30
232	Obtain patient and/or family consents for treatment	45
233	Prepare accident and safety reports for patients and staff	50
236	Recognize patient's need for religious care	55
237	Procur proper religious care for patient in need	35
238	Administer intravenous infusion to patient	15
239	Administer blood transfusion to patient	5
241	Draw prescribed blood samples from patient	5
243	Read cardiac monitors attached to patient	10
244	Assist with and/or take E.K.G.'s on patient	5
245	Perform IPPB treatment on patient	20
246	Perform chest percussion on patient	15
247	Read skin tests on patient	25
248	Analyze nursing care requirements of patient	45
249	Report staff needs of patient unit to supervision	60
250	Maintain ward safety for the patient	80
251	Orient new personnel to the patient unit	70
252	Assist physician with patient rounds	70
253	Take and record physician's verbal orders	55
254	Transcribe physician's orders	60
256	Direct and supervise activities on a nursing unit	40
257	Write evaluations of performances of nursing team	15
258	Plan and direct patient care	45
259	Obtain services of referral agencies for patients	30
260	Prepare all types of requisitions for supplies, tests, etc. for the patient	60
261	Prepare individual dosage of prescribed medications for the lpatient	70
262	Give prescribed oral medication to the patient	75
263	Give prescribed subcutaneous medication to the patient	85

Subcluster: Patient Care Services Job Title: L.P.N./L.V.N.

Category: Nursing Services Responding: 20

Subcategory:

	Task	Percent Performing
264	Give prescribed intramuscular medication to the patient	85
265	Give prescribed medication by inhalation to a patient	25
266	Administer prescribed medication rectally or vaginally to a patient	85
267	Administer prescribed eye drops and nose drops to a patient	90
268	Care for the body of a patient after death	65
270	Obtain and deliver supplies for patient	35
271	Assist and/or participate in occupational activities with patient	20
272	Assist with individual and/or group therapy	15
273	Count, sign for and place patient's possessions in safe place	65
274	Explain and apply safety regulations in care for patient	80
275	Care for or assist patient to manicure toenails and fingernails	75
276	Assist patient with dressing and undressing	90
277	Use mechanicaldevices to move a patient	75
278	Perform nose and throat cultures for a patient	55
279	Operate emergency communique equipment for relay of information about patient	5

Subcluster: Patient Care Services Job Title: Nurseaide/Attendant

Category: Nursing Services Responding: 22

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	72.72
2	Set up an unoccupied bed for a patient	95.45
3	Make a bed (with variations) for a patient	95.45
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	81.81
5	Place a bedpan or urinal under a patient	95.45
6	Clean a bedpan or urinal for a patient	100.00
7	Adjust a patient's bed (manual or electric)	95.45
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary	90.90
9	Serve a tray of food to a patient	95.45
10	Feed a patient according to the patient's needs	90.90
11	Administer oral hygiene to a patient (with variations)	90.90
12	Give a back rub to a patient	86.36
13	Give a total bed bath to a patient	95.45
14	Administer bath (other than total bed baths) to patient according to his need	100.00
15	Give a shampoo (with variations) to a patient	100.00
16	Weigh and measure patient	100.00
17	Observe a patient	95.45
18	Chart observations of patient	45.45
19	Elevate specified body parts for patients	95.45
20	Move and transport patient to and from a given area utilizing proper method for patient's needs	95.45
21	Position a patient (with variations) for patient's comfort or treatment	95.45
22	Observe body eliminations of patients (e.g., urine, feces, emesis, etc)	95.45
23	Record observations of body eliminations of patients	63.63
24	Collect non-sterile specimens from patient according to standard procedures	90.90
25	Measure intake and output of patient	95.45
26	Apply abdominal binders to patient	72.72
27	Apply T-binders to patient (male and female)	54.54
28	Take and record a body temperature (with variations) of a patient	100.00
29	Observe and record a patient's respiration	95.45
30	Take and record patient's pulse rate (with variations of sites)	90.90
31	Take and record an apical pulse of patient	50.00
32	Take and record an apical-radial pulse of patient	36.36
33	Take and record patient's blood pressure (with variations)	72.27
34	Admit a patient to assigned unit	81.81
35	Record admission of a patient	54.54
36	Discharge a patient from assigned unit	63.63
37	Record discharge of a patient	13.63
38	Fill and apply icebags for patients	86.36
39	Fill and apply hot water bottles for patients	72.72

Subcluster: Patient Care Services Job Title: Nurseaide/Attendant

Category Nursing Services Responding: 22

Subcategory:

	TASK	Percent Performing
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort	81.81
41	Care for the incontinent patient	95.45
42	Give, observe and record an enema (with variaitons) to a patient	90.90
43	Assist with preparation or prepare hot and cold foods for a patient (e.g., beverages, canned soups, cereal, toast, etc.)	90.90
44	Provide diversional activities for the convalescent patient	45.45
45	Apply restraints to a patient in bed, chair or transporting device and record application	81.81
46	Care for special mattresses for patients (e.g. air, floatation, water, etc)	54.54
47	Shave a male patient	68.18
48	Operate an addressograph for patient's records, charge slips or coding	31.81
49	Perform and record care of the dead patient	45.45
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin	86.36
51	Compute and record patient's intake and output	86.36
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine	81.81
53	Give perineal care of patient	86.36
54	Assist with physical exams for adults	13.63
55	Assist with collecting various sterile specimens from a patient	72.72
56	Apply aqua-pads to patients	31.81
57	Apply ace bandages on patient according to prescribed site and method	68.18
58	Apply or change clean dressings of patient	54.54
59	Apply dressings with ointments to areas of patient	54.54
60	Reinforce dressings for patients	45.45
61	Give care to the unconscious patient	81.81
62	Perform sterile gloves technique (for various procedures for patient	54.54
63	Utilize sterile techniques in the handling of dressings and equipment	54.54
64	Perform irrigation of patient's catheter as prescribed	31.81
65	Perform catheterization of patient as prescribed	27.27
66	Perform catheterizations on patient according to instructional policies	18.18
67	Record catheterizations on patient	18.18
68	Give a gargle to a patient	72.72
69	Give a sitz bath to a patient	81.81
70	Care for and observe patient receiving radiation therapy	22.72
71	Care for a patient in isolation	72.72
72	Insert and record rectal suppositories in a patient	40.90
73	Apply moist packs or soaks to a patient	72.72
74	Perform decubitus care for a patient	68.18
75	Record decubitus care done for a patient	36.36
76	Care for patient with contact lenses and artificial eyes	50.00

Subcluster: Patient Care Services Job Title: Nurseaide/Attendant

Category: Nursing Services Responding: 22

Subcategory:

	TASK	Percent Performing
77	Feed a patient with an asepto syringe	72.72
78	Assist patient with postural drainage	27.27
79	Perform clean catch urine specimens for a patient	68.18
80	Instruct and assist a patient with crutch walking and other walking devices	86.36
81	Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc)	50.00
82	Perform range of motion exercises for a patient	50.00
83	Record observation during range of motion exercises	31.81
84	Apply a sling to a patient	54.54
85	Apply and remove triangle bandages for immobilization of patient body part	13.63
86	Apply hand pressure or a pressure bandage for patient's bleeding	50.00
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc)	50.00
89	Perform improvised transportation of the injured patient	45.45
90	Assist with emergency care for poisoning of patient	9.09
91	Perform temporary immobilization of suspected fracture or sprain on patient	27.27
92	Perform artificial respiration to patient (with variations)	40.90
93	Perform cardio-pulmonary resuscitation to a patient	31.81
94	Perform extracting of victim from area in which found	13.63
95	Administer oxygen therapy to a patient	59.09
96	Observe and record affects of oxygen administration to a patient	18.18
97	Supply and care for oxygen equipment used by patient	45.45
98	Give moist inhalation to patient	27.27
99	Observe and record patient's reaction to inhalation therapy treatment	27.27
100	Perform aspiration of patient's orapharyngeal area	18.18
101	Perform tracheotomy care for patient	22.72
102	Record tracheotomy care done for patient	9.09
103	Care for respiratory suction equipment used by patient	50.00
104	Assist with thoracentesis of patient	13.63
105	Care for patient with chest tube	40.90
106	Recor d care of patient with chest tube	13.63
107	Perform nasal tube feedings for patient	27.27
108	Record nasal tube feedings done on patient	22.72
109	Perform levine irrigations for patient	13.63
110	Record levine irrigations done for patient	9.09
111	Perform gastrostomy tube feedings for patient	27.27
112	Record gastrostomy tube feedings done for patient.	18.18
113	Empty and care for levine suction equipment used by patient	77.27
114	Remove a levine tube from patient	13.63
116	Empty and record gall-bladder drainage from patient	50.00
117	Care for a patient with gastric analysis	22.72
118	Perform hemmorrhoid dressings on patient	22.72
120	Change a routine colostomy drainage for patient	59.09
121	Irrigate a colostomy for patient	27.27
122	Record colostomy change or irrigation for patient	13.63

Subcluster: Patient Care Services Job Title: Nurseaide/Attendant

Category: Nursing Services Responding: 22

Subcategory:

	TASK	Percent Performing
123	Assist with paracentesis for patient	4.54
124	Implement shock position for patient	50.00
125	Care for a patient having physical therapy and record response to treatment	9.09
126	Perform complete bed rest with chair therapy for patient	63.63
127	Observe and record effects of complete bed rest with chair therapy done for patient	36.36
128	Assist with bone marrow puncture done for patient	9.09
129	Apply anti-embolitic stockings to patient	59.09
130	Perform total neurological signs on patient	9.09
131	Record total neurological signs done for patient	13.63
132	Care for a patient with convulsions	72.72
133	Care for the patient having an E.E.G.	27.27
134	Assist with a lumbar puncture done on a patient	22.72
135	Perform a closed urinary irrigation for patient	4.54
136	Record effects of a closed urinary irrigation done for patient	9.09
137	Instill solutions into the patient's bladder	13.63
138	Record instillations of solution into patient's bladder	13.63
139	Care for the patient with a supra-pubic catheter	50.00
140	Operate and calculate a urometer for a patient	27.27
141	Care for the patient with ureteral catheter	59.09
142	Irrigate ureteral catheter for patient	13.63
143	Record irrigation of ureteral catheters done for patient	13.63
144	Care for a patient intraction	63.63
145	Re-apply skin traction to patient	22.72
146	Care for a patient with a cast	81.81
147	Care for a patient having physical therapy	54.54
148	Care for the patient with extremity prosthesis	50.00
149	Apply extremity braces, body braces, and artificial limbs to patient	54.54
150	Care for patient on special frames (e.g. Circle-Electric Bed and Strycker frame)	36.36
151	Perform log-rolling of patients	63.63
152	Instruct the diabetic patient	13.63
153	Re-inforce instruction of the diabetic patient	31.81
154	Prepare the patient for endocrine lab tests and x-rays	22.72
155	Care for patients with endocrine surgery	4.54
156	Insert and record a female patient's vaginal suppository	13.63
157	Perform a vaginal douche for a patient	59.09
158	Record the effects of a patient's vaginal douche	31.81
159	Assist with and teach specific exercises for the mastectomy patient	13.63
161	Record the performance and effects of a patient's eye irrigations and instillations	4.54
162	Care for a patient with burns	50.00
163	Assist with hypothermia care for a patient	9.09
164	Employ geriatric feeding chair for those patients who need them	45.45
165	Feed the geriatric patient	77.27
166	Perform special oral hygiene for the geriatric patient	72.72
167	Apply special collecting devices used for the geriatric patient	36.36

Subcluster: Patient Care Services Job Title: Nurseaide/Attendant

Category: Nursing Services Responding: 22

Subcategory:

	TASK	Percent Performing
168	Observe and chart observations of the geriatric patient	31.81
169	Observe and participate in remotivation of the regressed patient	36.36
170	Provide and assist with diversional activities for the patient	36.36
171	Care for patients having x-ray procedures	54.54
172	Operate the hemovac for the surgical patient	13.63
173	Perform an irrigation for a patient with a wound	18.18
174	Record the performance of and observations found during a wound irrigation	13.63
175	Perform a sterile dressing change for a patient with a drain	31.81
176	Record the performance of and observations found during a sterile dressing change	13.63
177	Reinforce and chart a draining dressing for a patient	22.72
178	Assist with the surgical preparation of a patient	40.90
179	Assist with coughing and deep-breathing exercises for a surgical patient	72.72
180	Perform reverse isolation techniques for an infection prone patient	54.54
181	Give a sponge bath for a patient with an elevated temperature	72.72
182	Care for a patient recovering from anesthesia	50.00
183	Assist with intravenous infusion for a patient (with variations)	36.36
184	Assist with diet therapy for the patient needing specialized diets	36.36
185	Weigh the bedfast patient	40.90
186	Observe patient for nutritional deficiencies	31.81
187	Admit a patient into the labor room	27.27
188	Perform a perineal preparation for a labor patient	18.18
189	Take fetal heart tones of the unborn fetus	9.09
190	Time uterine contractions for the labor patient	13.63
191	Assist with observing and recording for the patient in labor	13.63
192	Assist with the care of the patient during the birth process	13.63
193	Assist the physician during the birth process	9.09
194	Assist with the care of the new born in the delivery room	18.18
195	Give, observe and record care of the mother immediately following delivery	13.63
196	Give, observe and record breast care to the post-partum patient	22.72
197	Give, observe and record perineal care to the post-partum patient	27.27
198	Instruct the patient in her own personal care for the post-partum period	27.27
199	Admit the infant to the newborn nursery	18.18
200	Bathe a newborn	27.27
201	Care for the cord of the newborn	22.72
202	Dress the newborn	27.27
203	Observe and record observation of the newborn	22.72
204	Weigh and measure the newborn	27.27
205	Feed a newborn with a bottle	31.81
206	Assist a mother with breast feeding the infant	18.18
207	Assist with the instruction of a mother in care of the newborn	18.18

Subcluster: Patient Care Services Job Title: Nurseaide/Attendant

Category: Nursing Services Responding: 22

Subcategory:

	TASK	Percent Performing
208	Assist with a physical exam of the newborn	13.63
209	Prepare formula feedings for the newborn	18.18
210	Assist with and care for the newborn with a circumcision	18.18
211	Care for an infant with feeding problems	22.72
212	Care for an infant in an incubatoryor isolette	31.81
213	Care for the premature infant	22.72
214	Assist with the physical examination of a child	13.63
215	Admit a child to the pediatric unit	40.90
216	Care for a child with feeding problems	36.36
217	Weigh and measure small children	45.45
218	Observe and record actions and reactions of children	36.36
219	Apply restraining devices to the bed of a child	40.90
220	Entertain the convalescent or bedfast child	40.90
221	Perform isolation technique for infectious children	36.36
222	Apply collecting devices on infants and small children	45.45
223	Observe the child parasites	22.72
224	Collect specimens from the patient with parasites	31.81
225	Care for the child with physical abnormalities	36.36
226	Observe and record observations of children with physical abnormalities	31.81
228	Care for the child with a scalp vein infusion	9.09
229	Observe the child for signs of dehydration	31.81
230	Assist with play therapy for children	31.81
231	Care for patient in high mist inhalation	31.81
232	Obtain patient and/or family consents for treatment	9.09
233	Prepare accident and safety reports for patients and staff	18.18
236	Recognize patient's need for religious care	36.36
237	Procur proper religious care for patient in need	18.18
242	Read fetal monitoring devices on labor patient	4.54
244	Assist with and/or take E.K.G.'s on patient	9.09
245	Perform IPPB treatment on patient	9.09
246	Perform chest percussion on patient	4.54
248	Analyze nursing care requirements of patient	22.72
249	Report staff needs of patient unit to supervision	50.00
250	Maintain ward safety for the patient	63.63
251	Orient new personnel to the patient unit	50.00
252	Assist physician with patient rounds	9.09
256	Direct and supervise activities on a nursing unit	9.09
258	Plan and direct patient care	9.09
260	Prepare all types of requisitions for supplies, tests, etc. for the patient	9.09
261	Prepare individual dosage of prescribed medications for the patient	9.09
262	Give prescribed oral medication to the patient	13.63
263	Give prescribed subcutaneous medication to the patient	4.54
264	Give prescribed intramuscular medication to the patient	4.54
265	Give prescribed medication by inhalation to a patient	13.63

Subcluster: Patient Care Services **Job Title:** Nurseaide/Attendant

Category: Nursing Services **Responding:** 22

Subcategory:

	TASK	Percent Performing
266	Administer prescribed medication rectally or vaginally to a patient	31.81
267	Administer prescribed eye drops and nose drops to a patient	18.18
268	Care for the body of a patient after death	77.27
270	Obtain and deliver supplies for patient	36.36
271	Assist and/or participate in occupational activities with patient	18.18
272	Assist with individual and/or group therapy	18.18
273	Count, sign for and place patient's possessions in safe place	40.90
274	Explain and apply safety regulations in care for patient	40.90
275	Care for or assist patient to manicure toenails and fingernails	50.00
276	Assist patient with dressing and undressing	81.81
277	Use mechanical devices to move a patient	59.09
278	Perform nose and throat cultures for a patient	9.09

Subcluster: Patient Care Services **Job Title:** Geriatric Technician

Category: Nursing Services **Responding:** 1

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	100.00
2	Set up an unoccupied bed for a patient.	100.00
3	Make a bed (with variations) for a patient.	100.00
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand washing, etc.	100.00
5	Place a bedpan or urinal under a patient.	100.00
6	Clean a bed pan or urinal for a patient.	100.00
7	Adjust a patient's bed (manual or electric)	100.00
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	100.00
9	Serve a tray of food to a patient.	100.00
10	Feed a patient according to the patient's need.	100.00
11	Administer oral hygiene to a patient (with variations).	100.00
12	Give a back rub to a patient.	100.00
14	Administer bath (other than total bed baths) to patient according to his need.	100.00
15	Give a shampoo (with variations) to a patient.	100.00
16	Weigh and measure patient.	100.00
17	Observe a patient.	100.00
18	Chart observations of patient.	100.00
19	Elevate specified body parts for patients.	100.00
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient's comfort or treatment.	100.00
22	Observe body eliminations of patients (e.g. urine, feces, emesis, etc.,)	100.00
23	Record observations of body eliminations of patients.	100.00
24	Collect non-sterile specimens from patient according to standard procedures.	100.00
25	Measure intake and output of patient.	100.00
26	Apply abdominal binders to patient.	100.00
28	Take and record a body temperature (with variations) of a patient.	100.00
29	Observe and record a patient's respiration.	100.00
30	Take and record patient's pulse rate (with variations of sites).	100.00
31	Take and record an apical pulse of patient.	100.00
32	Take and record an apical-radial pulse of patient.	100.00
33	Take and record patient's blood pressure (with variations).	100.00
34	Admit a patient to assigned unit.	100.00
35	Record admission of a patient.	100.00
36	Discharge a patient from assigned unit.	100.00
37	Record discharge of a patient.	100.00

Subcluster: Patient Care Services **Job Title:** Geriatric Technician

Category: Nursing Services **Responding:**

Subcategory:

	TASK	Percent Performing
38	Fill and apply icebags for patients.	100.00
39	Fill and apply hot water bottles for patients.	100.00
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	100.00
41	Care for the incontinent patient.	100.00
42	Give, observe and record an enema (with variations) to a patient.	100.00
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc.).	100.00
44	Provide diversional activities for the convalescent patient.	100.00
45	Apply restraints to a patient in bed, chair or transporting device and record application.	100.00
46	Care for special mattresses for patients (e.g. air, floatation, water, etc.).	100.00
47	Shave a male patient.	100.00
49	Perform and record care of the dead patient.	100.00
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	100.00
51	Compute and record patient's intake and output.	100.00
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine.	100.00
53	Give perineal care to patient.	100.00
54	Assist with physical exams for adults.	100.00
55	Assist with collecting various sterile specimens from a patient.	100.00
57	Apply ace bandages on patient according to prescribed site and method.	100.00
58	Apply or change clean dressings of patient.	100.00
59	Apply dressings with ointments to areas of patient.	100.00
60	Reinforce dressings for patient.	100.00
61	Give care to the unconscious patient.	100.00
62	Perform sterile golve technique (for various procedures for patient).	100.00
63	Utilize sterile techniques in the handling of dressings and equipment.	100.00
64	Perform irrigation of a patient's catheter as prescribed.	100.00
65	Perform catheterization of patient as prescribed.	100.00
66	Perform catheterizations on patient according to instructional policies.	100.00
67	Record catheterizations on patient.	100.00
68	Give a gargle to a patient.	100.00
69	Give a sitz bath to a patient.	100.00
71	Care for a patient in isolation.	100.00
72	Insert and record rectal suppositories in a patient.	100.00
73	Apply moist packs or soaks to a patient.	100.00

Subcluster: Patient Care Services **Job Title:** Geriatric Technician

Category: Nursing Services **Responding:** 1

Subcategory:

	TASK	Percent Performing
74	Perform decubitus care for a patient.	100.00
75	Record decubitus care done for a patient.	100.00
77	Feed a patient with an asepto syringe.	100.00
78	Assist patient with postural drainage.	100.00
79	Perform clean catch urine specimens for a patient.	100.00
80	Instruct and assist a patient with crutch walking and other walking devices.	100.00
81	Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc.).	100.00
82	Perform range of motion exercises for a patient.	100.00
83	Record observation during range of motion exercises.	100.00
84	Apply a sling to a patient.	100.00
86	Apply hand pressure or a pressure bandage for patient's bleeding.	100.00
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.,).	100.00
89	Perform improvised transportation of the injured patient.	100.00
91	Perform temporary immobilization of suspected fracture or sprain on patient.	100.00
94	Perform extracting of victim from area in which found.	100.00
95	Administer oxygen therapy to a patient.	100.00
96	Observe and record effects of oxygen administration to a patient.	100.00
97	Supply and care for oxygen equipment used by patient.	100.00
98	Give moist inhalation to patient.	100.00
99	Observe and record patient's reaction to inhalation therapy treatment.	100.00
100	Perform aspiration of patient's orapharyngeal area.	100.00
101	Perform tracheotomy care for patient.	100.00
102	Record tracheotomy care done for patient.	100.00
105	Care for respiratory suction equipment used by patient.	100.00
107	Perform nasal tube feedings for patient.	100.00
108	Record nasal tube feedings done on patient.	100.00
109	Perform levine irrigations for patient.	100.00
110	Record levine irrigations done for patient.	100.00
111	Perform gastrostomy tube feedings for patient.	100.00
112	Record gastrostomy tube feedings done for patient.	100.00
113	Empty and care for levine suction equipment used by patient.	100.00
114	Remove a levine tube from patient.	100.00
117	Care for a patient with gastric analysis.	100.00
118	Perform hemmorrhoid dressings on patient.	100.00
126	Perform complete bed rest with chair therapy for patient	100.00
127	Observe and record effects of complete bed rest with chair therapy done for patient.	100.00
129	Apply anti-embolitic stockings to patient.	100.00
130	Perform total neurological signs on patient.	100.00
131	Record total neurologica signs done for patient.	100.00

Subcluster: Patient Care Services **Job Title:** Geriatric Technician

Category: Nursing Services **Responding:** 1

Subcategory:

	TASK	Percent Performing
132	Care for a patient with convulsions.	100.00
133	Care for the patient having an E.E.G.	100.00
135	Perform a closed urinary irrigation for patient.	100.00
136	Record effects of a closed urinary irrigation done for patient	100.00
137	Instill solutions into the patient's bladder.	100.00
138	Record instillations of solutions into patient's bladder.	100.00
144	Care for a patient in traction.	100.00
146	Care for a patient with a cast.	100.00
147	Care for a patient having physical therapy.	100.00
148	Care for a patient with extremity prosthesis.	100.00
149	Apply extremity braces, body braces, and artificial limbs to patient.	100.00
151	Perform log-rolling of patient.	100.00
152	Instruct the diabetic patient.	100.00
153	Re-inforce instruction of the diabetic patient.	100.00
156	Insert and record a female patient's vaginal suppository.	100.00
157	Perform a vaginal douche for a patient.	100.00
158	Record the effects of a patient's vaginal douche.	100.00
162	Care for a patient with burns.	100.00
164	Employ geriatric feeding chair for those patients who need them.	100.00
165	Feed the geriatric patient.	100.00
166	Perform special oral hygiene for the geriatric patient.	100.00
167	Apply special collecting devices used for the geriatric patient.	100.00
169	Observe and participate in remotivation of the regressed patient.	100.00
170	Provide and assist with diversional activities for the patient.	100.00
171	Care for patients having x-ray procedures.	100.00
173	Perform an irrigation for a patient with a wound.	100.00
174	Record the performance of and observations found during a wound irrigation.	100.00
175	Perform a sterile dressing change for a patient with a drain.	100.00
176	Record the performance of and observations found during a sterile dressing change.	100.00
177	Reinforce and chart a draining dressing for a patient.	100.00
179	Assist with coughing and deep-breathing exercises for a surgical patient.	100.00
180	Perform reverse isolation techniques for an infection prone patient.	100.00
181	Give a sponge bath for a patient with elevated temperature	100.00
184	Assist with diet therapy for the patient needing specialized diets.	100.00
185	Weigh the bedfast patient.	100.00

Subcluster: Patient Care Services **Job Title:** Geriatric Technician

Category: Nursing Services **Responding:** 1

Subcategory:

	TASK	Percent Performing
186	Observe patient for nutritional deficiencies.	100.00
233	Prepare accident and safety reports for patients and staff	100.00
236	Recognize patient's need for religious care.	100.00
245	Perform IPPB treatment on patient.	100.00
248	Analyze nursing care requirements of patient.	100.00
249	Report staff needs of patient unit to supervision.	100.00
250	Maintain ward safety for the patient.	100.00
251	Orient new personnel to the patient unit.	100.00
252	Assist physician with patient rounds.	100.00
258	Plan and direct patient care.	100.00
261	Prepare individual dosage of prescribed medications for the patient.	100.00
262	Give prescribed oral medication to the patient.	100.00
265	Give prescribed medication by inhalation to a patient.	100.00
266	Administer prescribed medication rectally or vaginally to a patient.	100.00
267	Administer prescribed eye drops and nose drops to a patient.	100.00
268	Care for the body of a patient after death.	100.00
270	Obtain and deliver supplies for patient.	100.00
271	Assist and/or participate in occupational activities with patient.	100.00
272	Assist with individual and/or group therapy.	
273	Count, sign for and place patient's possessions in safe place.	100.00
274	Explain and apply safety regulations in care for patient.	100.00
275	Care for or assist patient to manicure toenails and fingernails.	100.00
276	Assist patient with dressing and undressing.	100.00
277	Use mechanical devices to move a patient.	100.00
278	Perform nose and throat cultures for a patient.	100.00

Subcluster: Patient Care Services
Job Title: Orderly
Category: Nursing Services
Responding: 8
Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	75.00
2	Set up an unoccupied bed for a patient.	75.00
3	Make a bed (with variations) for a patient.	75.00
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	50.00
5	Place a bedpan or urinal under a patient.	87.50
6	Clean a bedpan or urinal for a patient.	87.50
7	Adjust a patient's bed (manual or electric).	87.50
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	50.00
9	Serve a tray of food to a patient.	50.00
10	Feed a patient according to the patient's needs.	50.00
11	Administer oral hygiene to a patient (with variations).	50.00
12	Give a back rub to a patient.	50.00
13	Give a total bed bath to a patient.	50.00
14	Administer bath (other than total bed baths) to patient according to his need.	87.50
15	Give a shampoo (with variations) to a patient.	50,00
16	Weigh and measure patient.	75.00
17	Observe a patient.	62.50
18	Chart observations of patient.	12.50
19	Elevate specified body parts for patients.	87.50
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient's comfort or treatment.	100.00
22	Observe body eliminations of patients (e.g., urine, feces, emesis, etc.)	62.50
23	Record observations of body eliminations of patients.	37.50
24	Collect non-sterile specimens from patient according to standard procedures.	87.50
25	Measure intake and output of patient.	75.00
26	Apply abdominal binders to patient.	50.00
27	Apply T-binders to patient (male and female).	37.50
28	Take and record a body temperature (with variations) of a patient.	87.50
29	Observe and record a patient's respiration.	87.50
30	Take and record patient's pulse rate (with variations of sites).	87.50
31	Take and record an apical pulse of patient.	50.00
32	Take and record an apical-radial pulse of patient.	62.50
33	Take and record patient's blood pressure (with variations).	87.50
34	Admit a patient to assigned unit.	50.00
35	Record admission of a patient.	25.00
36	Discharge a patient from assigned unit.	37.50
37	Record discharge of a patient.	12.50
38	Fill and apply icebags for patients.	50.00
39	Fill and apply hot water bottles for patients.	50.00

Subcluster: Patient Care Services | Job Title: Orderly
Category: Nursing Services | Responding: 8
Subcategory:

	TASK	Percent Performing
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	87.50
41	Care for the incontinent patient.	62.50
42	Give, observe and record an enema (with variations) to a patient	87.50
43	Assist with preparation or prepare hot and cold foods for a patient (e.g., beverages, canned soups, cereal, toasts, etc.).	50.00
44	Provide diversional activities for the convalescent patient.	25.00
45	Apply restraints to a patient in bed, chair or transporting device and record application.	75.00
46	Care for special matresses for patients (e.g., air, floatation, water, etc.).	75.00
47	Shave a male patient.	87.50
48	Operate an addressograph for patient's records, charge slips or coding.	50.00
49	Perform and record care of the dead patient.	62.50
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	50.00
51	Compute and retord patient's intake and output.	50.00
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine.	50.00
53	Give perineal care to patient.	75.00
54	Assist with physical exams for adults.	25.00
55	Assist with collecting various sterile specimens from a patient.	87.50
56	Apply aqua-pads to patients.	50.00
57	Apply ace bandages on patient according to prescribed site and method.	87.50
58	Apply or change clean dressings of patient.	62.50
59	Apply dressings with ointments to areas of patient.	62.50
60	Reinforce dressings for patient.	37.50
61	Give care to the unconscious patient.	37.50
62	Perform sterile glove technique (for various procedures for patient).	100.00
63	Utilize sterile techniques in the handling of dressings and equipment.	50.00
64	Perform irrigation of patient's catheter as prescribed.	62.50
65	Perform catheterization of patient as prescribed.	25.00
66	Perform catheterizations on patient according to instructional policies.	100.00
67	Record catheterizations on patient.	25.00
68	Give a gargle to a patient.	50.00
69	Give a sitz bath to a patient.	100.00
71	Care for a patient in isolation.	50.00
72	Insert and record rectal suppositories in a patient.	62.50
73	Apply moist packs or soaks to a patient.	50.00
74	Perform decubitus care for a patient.	50.00
75	Record decubitus care done for a patient.	12.50
76	Care for patient with contact lenses and artificial eyes.	25.00
77	Feed a patient with an asepto syringe.	37.50
78	Assist patient with postural drainage.	12.50
79	Perform clean catch urine specimens for a patient.	100.00

Subcluster: Patient Care Services Job Title: Orderly

Category: Nursing Services Responding: 8

Subcategory:

	TASK	Percent Performing
80	Instruct and assist a patient with crutch walking and other walking devices.	100.00
81	Apply supportive devices for the rehabilitative patient (e.g., bed rolls, etc.).	75.00
82	Perform range of motion exercises for a patient.	50.00
83	Record observation during range of motion exercises.	25.00
84	Apply a sling to a patient.	87.50
85	Apply and remove triangle bandages for immobilization of patient' body part.	62.50
86	Apply hand pressure or a pressure bandage for patient's bleeding.	50.00
87	Apply four tail bandages for immobilization of patient's body part.	12.50
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.).	62.50
89	Perform improvised transportation of the injured patient.	62.50
90	Assist with emergency care for poisoning of patient.	37.50
91	Perform temporary immobilization of suspected fracture or sprain on patient.	62.50
92	Perform artificial respiration to patient (with variations).	50.00
93	Perform cardio-pulmonary resuscitation to a patient.	37.50
94	Perform extracting of victim from area in which found.	25.00
95	Administer oxygen therapy to a patient.	50.00
96	Observe and record affects of oxygen administration to a patient.	25.00
97	Supply and care for oxygen equipment used by patient.	50.00
98	Give moist inhalation to patient.	12.50
99	Observe and record patient's reaction to inhalation to patient.	25.00
100	Perform aspiration of patient's orapharyngeal area.	37.50
101	Perform tracheotomy care for patient.	37.50
102	Record tracheotomy care done for patient.	12.50
103	Care for respiratory suction equipment used by patient.	25.00
104	Assist with thoracentesis of patient.	37.50
105	Care for patient with chest tube.	37.50
106	Record care of patient with chest tube.	12.50
107	Perform nasal tube feedings for patient.	37.50
108	Record nasal tube feedings done on patient.	12.50
109	Perform levine irrigations for patient.	37.50
110	Record levine irrigations done for patient.	12.50
111	Perform gastrostomy tube feedings for patient.	37.50
112	Record gastrostomy tube feedings done for patient.	12.50
113	Empty and care for levine suction equipment used by patient.	37.50
114	Remove a levine tube from patient.	25.00
115	Insert a levine tube into a patient.	12.50
116	Empty and record gall-bladder drainage from patient.	37.50
117	Care for a patient with gastric analysis.	25.00
118	Perform hemmorrhoid dressings on patient.	50.00
119	Assist with a sigmoidoscopy for patient.	37.50

Subcluster: Patient Care Services Job Title: Orderly

Category: Nursing Services Responding: 8

Subcategory:

	TASK	Percent Performing
120	Change a routine colostomy drainage for patient.	37.50
121	Irrigate a colostomy for patient.	37.50
122	Record colostomy change or irrigation for patient.	12.50
123	Assist with paracentesis for patient.	25.00
124	Implement shock position for patient.	62.50
125	Care for a patient having physical therapy and record response to treatment.	37.50
126	Perform complete bed rest with chair therapy for patient.	37.50
127	Observe and record effects of complete bed rest with chair therapy done for patient.	25.00
128	Assist with bone marrow puncture done for patient.	12.50
129	Apply anti-embolitic stockings to patient.	62.50
130	Perform total neurological signs on patient.	50.00
131	Record total neurological signs done for patient.	12.50
132	Care for a patient with convulsions.	37.50
133	Care for patient having an EEG	25.00
134	Assist with a lumbar puncture done on a patient.	62.50
135	Perform a closed urinary irrigation for patient.	50.00
136	Record effects of a closed urinary irrigation done for patient.	12.50
137	Instill solutions into the patient's bladder.	50.00
138	Record instillations of solution into patient's bladder.	12.50
139	Care for the patient with a supra-pubic catheter.	50.00
140	Operate and calculate a urometer for a patient.	37.50
141	Care for the patient with ureteral catheter.	50.00
142	Irrigate ureteral catheter for patient.	25.00
144	Care for a patient in traction.	75.00
145	Reapply skin traction to patient.	62.50
146	Care for a patient with a cast.	75.00
147	Care for a patient having physical therapy.	37.50
148	Care for the patient with extremity prostesis.	50.00
149	Apply extremity braces, body braces, and artificial limbs to patient.	75.00
150	Care for patient on special frames (e.g., Circle-Electric Bed and Strycker frame.).	62.50
151	Perform log-rolling of patient.	87.50
152	Instruct the diabetic patient.	37.50
153	Reinforce instruction of the diabetic patient.	25.00
154	Prepare the patient for endocrine lab tests and x-rays.	25.00
155	Care for patients with endocrine surgery.	37.50
160	Perform eye irrigations and instillations for a patient.	12.50
161	Record the performance and effects of a patient's eye irrigations and instillations.	12.50
162	Care for a patient with burns.	50.00
163	Assist with hypothermia care for a patient.	12.50
164	Employ geriatric feeding chair for those patients who need them.	37.50
165	Feed the geriatric patient.	50.00
166	Perform special oral hygiene for the geriatric patient.	50.00
167	Apply special collecting devices used for the geriatric patient.	37.50
168	Observe and chart observations of the geriatric patient.	25.00

Subcluster: Patient Care Services | Job Title: Orderly

Category: Nursing Services | Responding: 8

Subcategory:

	TASK	Percent Performing
169	Observe and participate in remotivation of the regressed patient.	37.50
170	Provide and assist with diversional activities for the patient.	25.00
171	Care for patients having x-ray procedures.	50.00
172	Operate the hemovac for the surgical patient.	25.00
173	Perform an irrigation for a patient with a wound.	25.00
174	Record the performance of and observation found during a wound irrigation.	12.50
175	Perform a sterile dressing change for a patient with a drain.	37.50
176	Record the performance of and observations found during a sterile dressing change.	12.50
177	Reinforce and chart a draining dressing for a patient.	37.50
178	Assist with the surgical preparation of a patient.	100.00
179	Assist with coughing and deep-breathing exercises for a surgical patient	37.50
180	Perform reverse isolation techniques for an infection prone patient.	62.50
181	Give a sponge bath for a patient with an elevated temperature.	62.50
182	Care for a patient recovering from anesthesia.	50.00
183	Assist with intravenous infusion for a patient (with variations).	37.50
184	Assist with diet therapy for the patient needing specialized diets.	37.50
185	Weigh the bedfast patient.	75.00
186	Observe patient for nutritional deficiencies.	25.00
210	Assist with and care for the newborn with a circumcision.	12.50
211	Care for an infant with feeding problems.	12.50
212	Care for an infant in an incubator or isolette.	12.50
213	Care for the premature infant.	12.50
214	Assist with the physical examination of a child.	25.00
215	Admit a child to the pediatric unit.	25.00
216	Care for a child with feeding problems.	25.00
217	Weigh and measure small children.	37.50
218	Observe and record actions and reactions of children.	25.00
219	Apply restraining devices to the bed of a child.	50.00
220	Entertain the convalescent or bedfast child.	25.00
221	Perform isolation technique for infectious children.	25.00
222	Apply collecting devices on infants and small children.	62.50
223	Observe the child with parasites.	25.00
224	Collect specimens from the patient with parasites.	25.00
225	Care for the child with physical abnormalities.	25.00
226	Observe and record observations of children with physical abnormalities.	25.00
227	Provide parents with information regarding specific community agencies for needs of their children.	12.50
228	Care for the child with a scalp vein infusion.	25.00
229	Observe the child for signs of dehydration.	25.00

Subcluster: Patient Care Services Job Title: Orderly

Category: Nursing Services Responding: 8

Subcategory:

	TASK	Percent Performing
230	Assist with play therapy for children.	25.00
231	Care for patient in high mist inhalation.	25.00
232	Obtain patient and/or family consents for treatment.	12.50
233	Prepare accident and safety reports for patients and staff	37.50
234	Perform sterile scrub, gowning, and gloving to assist with surgery of patient.	12.50
235	Assist physician performing surgery on patient.	25.00
236	Recognize patient's need for religious care.	37.50
237	Procure proper religious care for patient in need.	25.00
242	Read fetal monitoring devices on labor patient.	12.50
243	Read cardiac monitors attached to patient.	12.50
244	Assist with and/or take EKG's on patient.	12.50
245	Perform IPPB treatment on patient.	25.00
246	Perform chest percussion on patient.	12.50
249	Report staff needs of patient unit to supervision.	37.50
250	Maintain ward safety for the patient.	62.50
251	Orient new personnel to the patient unit.	62.50
252	Assist physician with patient rounds.	25.00
255	Take inventory of supplies for patient's unit.	37.50
260	Prepare all types of requisitions for supplies, tests, etc., for the patient.	12.50
265	Give prescribed medication by inhalation to a patient.	12.50
266	Administer prescribed medication rectally or vaginally to a patient.	12.50
267	Administer prescribed eye drops and nose drops to a patient.	12.50
268	Care for the body of a patient after death.	62.50
269	Drive an emergency vehicle to transport a patient.	12.50
270	Obtain and deliver supplies for patient.	75.00
271	Assist and/or participate in occupational activities with patient.	25.00
272	Assist with individual and/or group therapy.	12.50
273	Count, sign for and place patient's possessions in a safe place.	37.50
274	Explain and apply safety regulations in care for patient.	62.50
275	Care for or assist patient to manicure toenails and fingernails.	25.00
276	Assist patient with dressing and undressing.	100.00
277	Use mechanical devices to move a patient.	75.00
278	Perform nose and throat cultures for a patient.	50.00
279	Operate emergency communique equipment for relay of information about patient.	25.00

Subcluster: Patient Care Services Job Title: Burn Unit Technician

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	100.00
2	Set up an unoccupied bed for a patient.	100.00
3	Make a bed (with variations) for a patient	100.00
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	100.00
5	Place a bedpan or urinal under a patient	100.00
6	Clean a bedpan or urinal for a patient.	100.00
7	Adjust a patient's bed (manual or electric)	100.00
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary	100.00
9	Serve a tray of food to a patient.	100.00
10	Feed a patient according to the patient's needs	100.00
11	Administer oral hygiene to a patient (with variations)	100.00
12	Give a back rub to a patient.	100.00
13	Give a total bed bath to a patient	100.00
14	Administer bath (other than total bed baths) to patient according to his need)	100.00
15	Give a shampoo (with variations) to a patient	100.00
16	Weigh and measure patient.	100.00
17	Observe a patient.	100.00
18	Chart observations of patient.	100.00
20	Move and transport patient to and from a given area utilizing proper method for patient's needs	100.00
21	Position a patient (with variations) for patient's comfort or treatment.	100.00
22	Observe body eliminations of patients (e.g. urine, feces, emesis, etc.).	100.00
23	Record observations of body eliminations of patients	100.00
24	Collect non-sterile specimens from patient according to standard procedures	100.00
25	Measure intake and output of patient.	100.00
26	Apply abdominal binders to patient	100.00
27	Apply T-binders to patient (male and female)	100.00
28	Take and record a body temperature (with variations) of a patient.	100.00
29	Observe and record a patient's respiration	100.00
30	Take and record patient's pulse rate (with variations of sites)	100.00
31	Take and record an apical pulse of patient.	100.00
32	Take and record an apical-radial pulse of patient.	100.00
33	Take and record patient's blood pressure (with variations).	100.00
34	Admit a patient to assigned unit.	100.00
35	Record admission of a patient.	100.00
36	Discharge a patient from assigned unit.	100.00
37	Record discharge of a patient.	100.00
38	Fill and apply icebags for patients	100.00
39	Fill and apply hot water bottles for patients.	100.00

Subcluster: Patient Care Services Job Title: Burn Unit Technician

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	100.00
41	Care for the incontinent patient.	100.00
42	Give, observe and record an enema (with variations) to a patient.	100.00
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc.).	100.00
44	Provide diversional activities for the convalescent patient	100.00
45	Apply restraints to a patient in bed, chair or transporting device and record application.	100.00
46	Care for special mattresses for patients (e.g. air, floatation, water, etc.)	100.00
47	Shave a male patient.	100.00
48	Operate an addressograph for patient's records, charge slips or coding	100.00
49	Perform and record care of the dead patient.	100.00
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	100.00
51	Compute and record patient's intake and output.	100.00
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine.	100.00
53	Give perineal care to a patient.	100.00
54	Assist with physical exams for adults.	100.00
55	Assist with collecting various sterile specimens from a patient.	100.00
56	Apply aqua-pads to patients.	100.00
57	Apply ace bandages on patient according to prescribed site and method.	100.00
58	Apply or change clean dressings of patient.	100.00
59	Apply dressings with ointments to areas of patient.	100.00
60	Reinforce dressings for patients.	100.00
61	Give care to the unconscious patient.	100.00
62	Perform sterile glove technique (for various procedures for patient).	100.00
63	Utilize sterile techniques in the handling of dressings and equipment.	100.00
64	Perform irrigation of patient's catheter as prescribed.	100.00
65	Perform catheterization of patient as prescribed	100.00
66	Perform catheterizations on patient according to instructional policies.	100.00
67	Record catheterizations on patient.	100.00
68	Give a gargle to a patient	100.00
69	Give a sitz bath to a patient.	100.00
70	Care for and observe patient receiving radiation therapy	100.00
71	Care for a patient in isolation.	100.00
72	Insert and record rectal suppositories in a patient.	100.00
73	Apply moist packs or soaks to a patient.	100.00
74	Perform decubitus care for a patient.	100.00
75	Record decubitus care done for a patient.	100.00
76	Care for patient with contact lenses and artificial eyes	100.00

Subcluster: Patient Care Services Job Title: Burn Unit Technician

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
77	Feed a patient with an asepto syringe.	100.00
78	Assist patient with postural drainage.	100.00
79	Perform clean catch urine specimens for a patient.	100.00
80	Instruct and assist a patient with crutch walking and other walking devices.	100.00
81	Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc.).	100.00
82	Perform range of motion exercises for a patient.	100.00
83	Record observation during range of motion exercises	100.00
84	Apply a sling to a patient	100.00
85	Apply and remove triangle bandages for immobilization of patient body part.	100.00
86	Apply hand pressure or a pressure bandage for patient's bleeding.	100.00
87	Apply four tail bandages for immobilization of patient's body part.	100.00
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.).	100.00
89	Perform improvised transportation of the injured patient.	100.00
90	Assist with emergency care for poisoning of patient.	100.00
91	Perform temporary immobilization of suspected fracture or sprain on patient.	100.00
92	Perform artificial respiration to a patient (with variations)	100.00
93	Perform cardio-pulmonary resuscitation to a patient	100.00
94	Perform extracting of victim from area in which found.	100.00
95	Administer oxygen therapy to a patient.	100.00
96	Observe and record affects of oxygen administration to a patient	100.00
97	Supply and care for oxygen equipment used by patient.	100.00
98	Give moist inhalation to patient.	100.00
99	Observe and record patient's reaction to inhalation therapy treatment.	100.00
100	Perform aspiration of patient's orapharyngeal area.	100.00
103	Care for respiratory suction equipment used by patient.	100.00
104	Assist with thoracentesis of patient.	100.00
105	Care for patient with chest tube.	100.00
106	Record care of patient with chest tube.	100.00
107	Perform nasal tube feedings for patient.	100.00
108	Record nasal tube feedings done on patient.	100.00
109	Perform levine irrigations for patient.	100.00
110	Record levine irrigations done for patient.	100.00
111	Perform gastrostomy tube feedings for patient.	100.00
112	Record gastrostomy tube feedings done for patient.	100.00
113	Empty and care for levine suction equipment used by patient.	100.00
114	Remove a levine tube from patient.	100.00
116	Empty and record gall-bladder drainage from patient.	100.00
118	Perform hemmorrhoid dressings on patient.	100.00
119	Assist with a sigmoidoscopy for patient.	100.00
120	Change a routine colostomy drainage for patient.	100.00
121	Irrigate a colostomy for patient.	100.00
122	Record colostomy change or irrigation for patient	100.00

Subcluster: Patient Care Services | Job Title: Burn Unit Technician

Category: Nursing Services | Responding: 1

Subcategory:

	TASK	Percent Performing
123	Assist with paracentesis for patient.	100.00
124	Implement shock position for patient.	100.00
126	Perform complete bed rest with chair therapy for patient.	100.00
127	Observe and record effects of complete bed rest.	100.00
128	Assist with bone marrow puncture done for patient.	100.00
129	Apply anti-embolitic stockings to patient.	100.00
132	Care for a patient with convulsions.	100.00
133	Care for the patient having an EEG	100.00
134	Assist with a lumbar puncture done on a patient.	100.00
135	Perform a closed urinary irrigation for patient.	100.00
136	Record effects of a closed urinary irrigation done for patient.	100.00
137	Instill solutions into the patient's bladder.	100.00
138	Record instillations of solution into patient's bladder.	100.00
139	Care for the patient with a supra-pubic catheter.	100.00
140	Operate and calculate a urometer for a patient.	100.00
141	Care for the patient with ureteral catheter.	100.00
142	Irrigate ureteral catheter for patient.	100.00
143	Record irrigation of ureteral catheters done for patient.	100.00
144	Care for a patient in traction.	100.00
145	Re-apply skin traction to patient.	100.00
146	Care for a patient with a cast.	100.00
147	Care for a patient having physical therapy	100.00
148	Care for the patient with extremity prosthesis.	100.00
149	Apply extremity braces, body braces, and artificial limbs to patient.	100.00
150	Care for patient on special frames (e.g. Circle-Electric Bed and Strycker frame).	100.00
151	Perform log-rolling of patient.	100.00
152	Instruct the diabetic patient.	100.00
153	Re-inforce instruction of the diabetic patient.	100.00
154	Prepare the patient for endocrine lab tests and x-rays.	100.00
155	Care for patients with endocrine surgery.	100.00
156	Insert and record a female patient's vaginal suppository	100.00
157	Perform a vaginal douche for a patient.	100.00
158	Record the effects of a patient's vaginal douche	100.00
160	Perform eye irrigations and instillations for a patient.	100.00
161	Record the performance and effects of a patient's eye irrigations and instillations.	100.00
162	Care for a patient with burns	100.00
163	Assist with hypothermia care for a patient.	100.00
164	Employ geriatric feeding chair for those patients who need them.	100.00
165	Feed the geriatric patient.	100.00
166	Perform special oral hygiene for the geriatric patient.	100.00
167	Apply special collecting devices used for the geriatric patient.	100.00
168	Observe and chart observations of the geriatric patient.	100.00

Subcluster: Patient Care Services Job Title: Burn Unit Technician

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
169	Observe and participate in remotivation of the regressed patient.	100.00
170	Provide and assist with diversional activities for the patient.	100.00
171	Care for patients having x-ray procedures.	100.00
172	Operate the hemovac for the surgical patient.	100.00
173	Perform an irrigation for a patient with a wound.	100.00
174	Record the performance of and observations found during a wound irrigation.	100.00
175	Perform a sterile dressing change for a patient with a drain.	100.00
176	Record the performance of and observations found during a sterile dressing change.	100.00
177	Reinforce and chart a draining dressing for a patient.	100.00
178	Assist with the surgical preparation of a patient.	100.00
179	Assist with coughing and deep-breathing exercises for a surgical patient.	100.00
180	Perform reverse isolation techniques for an infection prone patient.	100.00
181	Give a sponge bath for a patient with an elevated temperature.	100.00
182	Care for a patient recovering from anesthesia.	100.00
183	Assist with intravenous infusion for a patient (with variations)	100.00
184	Assist with diet therapy for the patient needing specialized diets.	100.00
185	Weigh the bedfast patient.	100.00
186	Observe patient for nutritional deficiencies.	100.00
216	Care for a child with feeding problems.	100.00
217	Weigh and measure small children.	100.00
218	Observe and record actions and reactions of children.	100.00
219	Apply restraining devices to the bed of a child.	100.00
220	Entertain the convalescent or bedfast child.	100.00
221	Perform isolation technique for infectious children.	100.00
222	Apply collecting devices on infants and small children.	100.00
223	Observe the child parasites.	100.00
224	Collect specimens from the patient with parasites.	100.00
225	Care for the child with physical abnormalities.	100.00
226	Observe and record observations of children with physical abnormalties.	100.00
227	Provide parents with information regarding specific community agencies for needs of their children.	100.00
228	Care for the child with a scalp vein infusion.	100.00
229	Observe the child for signs of dehydration.	100.00
230	Assist with play therapy for children.	100.00
231	Care for patient in high mist inhalation	100.00
232	Obtain patient and/or family consents for treatment.	100.00
233	Prepare accident and safety reports for patients and staff.	100.00
234	Perform sterile scrub, gowning, and gloving to assist with surgery of patient.	100.00
235	Assist physician performing surgery on patient.	100.00
236	Recognize patient's need for religious care.	100.00
237	Procur proper religious care for patient in need.	100.00

Subcluster: Patient Care Services Job Title: Burn Unit Technicia

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
244	Assist with and/or take EKG's on patient.	100.00
245	Perform IPPB treatment on patient.	100.00
246	Perform chest percussion on patient.	100.00
247	Read skin tests on patient.	100.00
248	Analyze nursing care requirements of patient	100.00
249	Report staff needs of patient unit to supervision.	100.00
250	Maintain ward safety for the patient.	100.00
251	Orient new personnel to the patient ward	100.00
252	Assist physician with patient rounds	100.00
255	Take inventory of supplies for patient's unit.	100.00
260	Prepare all types of requisitions for supplies, tests, etc. for the patient.	100.00
261	Prepare individual dosage of prescribed medications for the patient.	100.00
265	Give prescribed medication by inhalation to a patient.	100.00
268	Care for the body of a patient after death.	100.00
269	Drive an emergency vehicle to transport a patient.	100.00
270	Obtain and deliver supplies for patient.	100.00
271	Assist and/or participate in occupational activities with patient.	100.00
272	Assist with individual and/or group therapy.	100.00
273	Count, sign for and place patient's possessions in safe place.	100.00
274	Explain and apply safety regulations in care for patient.	100.00
275	Care for or assist patient to manicure toenails and fingernails.	100.00
276	Assist patient with dressing and undressing.	100.00
277	Use mechanical devices to move a patient.	100.00
278	Perform nose and throat cultures for a patient.	100.00
279	Operate emergency communique equipment for relay of information about patient.	100.00

Subcluster: Patient Care Services Job Title: Pediatric Technician

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	100.00
2	Set up an unoccupied bed for a patient.	100.00
3	Make a bed (with variations) for a patient.	100.00
5	Place a bedpan or urinal under a patient.	100.00
6	Clean a bedpan or urinal for a patient.	100.00
7	Adjust a patient's bed (manual or electric).	100.00
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	100.00
9	Serve a tray of food to a patient.	100.00
10	Feed a patient according to the patient's needs.	100.00
11	Administer oral hygiene to a patient (with variations).	100.00
12	Give a total bed bath to a patient.	100.00
13	Give a total bed bath to a patient.	100.00
14	Administer bath (other than total bed baths) to patient according to his need.	100.00
15	Give a shampoo (with variations) to a patient.	100.00
17	Observe a patient.	100.00
18	Chart observations of patient.	100.00
19	Elevate specified body parts for patients.	100.00
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient's comfort or treatment	100.00
23	Record observations of body eliminations of patients.	100.00
24	Collect non-sterile specimens from patient according to standard procedures.	100.00
25	Measure intake and output of patient.	100.00
26	Apply abdominal binders to patient.	100.00
27	Apply T-binders to patient (male and female).	100.00
28	Take and record a body temperature (with variations) of a patient.	100.00
29	Observe and record a patient's respiration.	100.00
30	Take and record patient's pulse rate (with variations of sites).	100.00
31	Take and record an apical pulse of patient.	100.00
32	Take and record an apical-radial pulse of patient.	100.00
33	Take and record patient's blood pressure (with variations).	100.00
34	Admit a patient to assigned unit.	100.00
35	Record admission of a patient.	100.00
36	Discharge a patient from assigned unit.	100.00
37	Record discharge of a patient.	100.00
38	Fill and apply icebags for patients.	100.00
39	Fill and apply hot water bottles for patients.	100.00
41	Care for the incontinent patient.	100.00
42	Give, observe and record an enema (with variations) to a patient.	100.00
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc.).	100.00
44	Provide diversional activities for the convalescent patient.	100.00

Subcluster: Patient Care Services Job Title: Pediatric Technici

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
46	Care for special mattresses for patients (e.g. air, floatation, water, etc.).	100.00
48	Operate an addressograph for patient's records, charge slips or coding.	100.00
51	Compute and record patient's intake and output.	100.00
53	Give perineal care to patient.	100.00
55	Assist with collecting various sterile specimens from a patient.	100.00
56	Apply aqua-pads to patients.	100.00
57	Apply ace bandages on patient according to prescribed site and method.	100.00
61	Give care to the unconscious patient.	100.00
68	Give a gargle to a patient.	100.00
69	Give a sitz bath to a patient.	100.00
71	Care for a patient in isolation.	100.00
74	Perform decubitus care for a patient.	100.00
75	Record decubitus care done for a patient.	100.00
78	Assist patient with postural drainage.	100.00
79	Perform clean catch urine specimens for a patient.	100.00
81	Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc.).	100.00
82	Perform range of motion exercises for a patient.	100.00
83	Record observation during range of motion exercises.	100.00
84	Apply a sling to a patient.	100.00
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.).	100.00
89	Perform improvised transportation of the injured patient.	100.00
95	Administer oxygen therapy to a patient.	100.00
96	Observe and record affects of oxygen administration to a patient.	100.00
99	Observe and record patient's reaction to inhalation therapy treatment	100.00
105	Care for patient with chest tube.	100.00
106	Record care of patient with chest tube.	100.00
113	Empty and care for levine suction equipment used by patient.	100.00
116	Empty and record gall-bladder drainage from patient.	100.00
126	Perform complete bed rest with chair therapy for patient.	100.00
127	Observe and record effects of complete bed rest with chair therapy done for patient.	100.00
129	Apply anti-embolitic stockings to patient.	100.00
130	Perform total neurological signs on patient.	100.00
131	Record total neurological signs done for patient.	100.00
132	Care for a patient with convulsions.	100.00
133	Care for the patient having an EEG.	100.00
139	Care for the patient with a supra-pubic catheter.	100.00
141	Care for the patient with ureteral catheter.	100.00
144	Care for a patient in traction.	100.00
146	Care for a patient with a cast.	100.00
147	Care for a patient having physical therapy.	100.00
148	Care for the patient with extremity prosthesis.	100.00
149	Apply extremity braces, body braces, and artificial limbs to patient.	100.00

Subcluster: Patient Care Services Job Title: Pediatric Technician

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
150	Care for patient on special frames (e.g. Circle-Electric Bed and Strycker frame).	100.00
151	Perform log-rolling of patient.	100.00
162	Care for a patient with burns.	100.00
165	Feed the geriatric patient.	100.00
168	Observe and chart observations of the geriatric patient.	100.00
171	Care for patients having x-ray procedures.	100.00
178	Assist with the surgical preparation of a patient.	100.00
179	Assist with coughing and deep-breathing exercises for a surgical patient.	100.00
180	Perform reverse isolation techniques for an infection prone patient.	100.00
181	Give a sponge bath for a patient with an elevated temperature.	100.00
182	Care for a patient recovering from anesthesia.	100.00
196	Give, observe and record breast care to the post-partum patient.	100.00
197	Give, observe and record perineal care to the post-partum patient.	100.00
199	Admit the infant to the new born nursery.	100.00
200	Bathe a newborn.	100.00
201	Care for the cord of the newborn.	100.00
202	Dress the newborn.	100.00
203	Observe and record observation of the newborn.	100.00
204	Weigh and measure the newborn.	100.00
205	Feed a newborn with a bottle.	100.00
209	Prepare formula feedings for the newborn.	100.00
210	Assist with and care for the newborn with a circumcision.	100.00
211	Care for an infant with feeding problems.	100.00
212	Care for an infant in an incubator or isolette.	100.00
215	Admit a child to the pediatric unit.	100.00
216	Care for a child with feeding problems.	100.00
217	Weigh and measure small children.	100.00
218	Observe and record actions and reactions of children.	100.00
219	Apply restraining devices to the bed of a child.	100.00
220	Entertain the convalescent or bedfast child.	100.00
221	Perform isolation technique for infectious children.	100.00
222	Apply collecting devices on infants and small children.	100.00
223	Observe the child parasites.	100.00
224	Collect specimens from the patient with parasites.	100.00
225	Care for the child with physical abnormalities.	100.00
226	Observe and record observations of children with physical abnormalities.	100.00
228	Care for the child with a scalp vein infusion.	100.00
229	Observe the child for signs of dehydration.	100.00
230	Assist with play therapy for children.	100.00
231	Care for patient in high mist inhalation.	100.00
236	Recognize patient's need for religious care.	100.00
250	Maintain ward safety for the patient.	100.00
251	Orient new personnel to the patient unit.	100.00

Subcluster: Patient Care Services Job Title: Pediatric Technici

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
270	Obtain and deliver supplies for patient.	100.00
271	Assist and/or participate in occupational activities with patient.	100.00
273	Count, sign for and place patient's possessions in safe place.	100.00
274	Explain and apply safety regulations in care for patient.	100.00
276	Assist patient with dressing and undressing.	100.00
277	Use mechanical devices to move a patient.	100.00
278	Perform nose and throat cultures for a patient.	100.00

Subcluster: Patient Care Services Job Title: Homemaker/Home Health Aide

Category: Nursing Services Responding: 3

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	33.33
2	Set up an unoccupied bed for a patient.	66.67
3	Make a bed (with variations) for a patient.	100.00
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	66.67
5	Place a bedpan or urinal under a patient	100.00
6	Clean a bedpan or urinal for a patient.	100.00
7	Adjust a patient's bed (manual or electric)	66.67
9	Serve a tray of food to a patient	66.67
10	Feed a patient according to the patient's needs.	66.67
11	Administer oral hygiene to a patient (with variations)	100.00
12	Give a back rub to a patient	100.00
13	Give a total bed bath to a patient	100.00
14	Administer bath (other than total bed baths) to patient according to his need.	100.00
15	Give a shampoo (with variations) to a patient	100.00
17	Observe a patient.	66.67
18	Chart observations of patient.	66.67
19	Elevate specified body parts for patient.	33.34
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	66.67
21	Position a patient (with variations) for patient's comfort or treatment.	100.00
22	Observe body eliminations of patients (e.g. urine, feces, emesis, etc.).	33.34
23	Record observations of body eliminations of patients.	66.67
27	Apply T-binders to patient (male and female).	33.34
28	Take and record a body temperature (with variations) of a patient.	66.67
29	Observe and record a patient's respiration.	33.34
30	Take and record patient's pulse rate (with variations of sites).	66.67
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	33.34
41	Care for the incontinent patient.	66.67
42	Give, observe and record an enema (with variations) to a patient.	66.67
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc.).	66.67
47	Shave a male patient.	66.67
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	66.67
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine.	33.34
59	Apply dressings with ointments to areas of patient.	33.34

Subcluster: Patient Care Services Job Title: Homemaker/Home Health Aide

Category: Nursing Services Responding: 3

Subcategory:

	TASK	Percent Performing
64	Perform irrigation of patient's catheter as prescribed.	66.67
65	Perform catheterization of patient as prescribed.	33.34
68	Give a gargle to a patient.	33.34
72	Insert and record rectal suppositories in a patient.	33.34
73	Apply moist packs or soaks to a patient.	66.67
74	Perform decubitus care for a patient.	33.34
80	Instruct and assist a patient with crutch walking and other walking devices.	100.00
82	Perform range of motion exercises for patient.	66.67
83	Record observation during range of motion exercises.	33.34
84	Apply a sling to a patient	33.34
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.).	33.34
99	Observe and record patient's reaction to inhalation therapy treatment	33.34
103	Care for respiratory suction equipment used by patient.	33.34
113	Empty and care for levine suction equipment used by patient.	33.34
120	Change a routine colostomy drainage for patient.	33.34
121	Irrigate a colostomy for patient.	33.34
122	Record colostomy change or irrigation of patient.	33.34
126	Perform complete bed rest with chair therapy for patient.	66.67
129	Apply anti-embolitic stockings to patient.	33.34
132	Care for a patient with convulsions.	33.34
139	Care for the patient with a supra-pubic catheter.	66.67
141	Care for the patient with ureteral catheter.	33.34
142	Irrigate ureteral catheter for patient.	33.34
146	Care for a patient with a cast.	66.67
147	Care for a patient having physical therapy.	33.34
149	Apply extremity braces, body braces, and artificial limbs to patient.	66.67
150	Care for patient on special frames (e.g. Circle-Electric Bed and Strycker frame).	33.34
151	Perform leg-rolling of patient.	66.67
152	Instruct the diabetic patient.	33.34
153	Re-inforce instruction of the diabetic patient.	33.34
157	Perform a vaginal douche for a patient.	33.34
158	Record the effects of a patient's vaginal douche.	33.34
168	Observe and chart observations of the geriatric patient.	33.34
169	Observe and participate in remotivation of the regressed patient.	33.34
181	Give a sponge bath for a patient with an elevated temperature.	33.34
184	Assist with diet therapy for the patient needing specialized diets.	33.34
220	Entertain the convalescent or bedfast child.	33.34
249	Report staff needs of patient unit to supervision	33.34
267	Administer prescribed eye drops and nose drops to a patient.	33.34
270	Obtain and deliver supplies for patient.	33.34
273	Count, sign for and place patient's possessions in safe place.	33.34
274	Explain and apply safety regulations in care for patient.	100.00
275	Care for or assist patient to manicure toenails and fingernails.	100.00
276	Assist patient with dressing and undressing.	66.67
277	Use mechanical devices to move a patient.	

Subcluster: Patient Care Services **Job Title:** Emergency Medical Technician

Category: Nursing Services **Responding:** 13

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs;(e.g. daily cleaning, isolation, discharge, etc.)	30.76
2	Set up an unoccupied bed for a patient	23.07
3	Make a bed (with variations) for a patient	30.76
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	38.46
5	Place a bedpan or urinal under a patient	23.07
6	Clean a bedpan or urinal for a patient	15.38
7	Adjust a patient's bed (manual or electric)	30.76
9	Serve a tray of food to a patient	7.69
10	Feed a patient according to the patient's needs	7.69
11	Administer oral hygiene to a patient (with variations)	7.69
14	Administer bath (other than total bed baths) to patient according to his need	7.69
15	Give a shampoo (with variations) to a patient	7.69
16	Weigh and measure patient	7.69
17	Observe a patient	69.23
18	Chart observations of patient	61.53
19	Elevate specified body parts for patients	84.61
20	Move and transport patient to and from a given area utilizing proper method for patient's needs	100.00
21	Position a patient (with variations) for patient's comfort or treatment	92.30
22	Observe body eliminations of patients (e.g. urine, feces, emesis, etc)	46.15
23	Record observations of body eliminations of patients	38.46
24	Collect non-sterile specimens from patient according to standard procedures	38.46
25	Measure intake and output of patient	23.07
26	Apply abdominal binders to patient	15.38
28	Take and record a body temperature (with variations) of a patient	76.92
29	Observe and record a patient's respiration	100.00
30	Take and record patient's pulse rate (with variations of sites)	100.00
31	Take and record an apical pulse of patient	92.30
32	Take and record an apical-radial pulse of patient	84.61
33	Take and record patient's blood pressure (with variations)	100.00
34	Admit a patient to assigned unit	15.38
35	Record admission of a patient	15.38
36	Discharge a patient from assigned unit	7.69
38	Fill and apply icebags for patients	53.84
39	Fill and apply hot water bottles for patients	30.76
40	Apply footboards, overbed cradles and other supportive devices for patients comfort	30.76
41	Care for the incontinent patient	30.76
42	Give, observe and record an enema (with variations) to a patient	7.69
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc)	7.69

Subcluster: Patient Care Services **Job Title:** Emergency Medical Technician

Category: Nursing Services **Responding:** 13

Subcategory:

	TASK	Percent Performing
45	Apply restraints to a patient in bed, chair or transporting device and record application	53.84
47	Shave a male patient	7.69
49	Perform and record care of the dead patient	23.07
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin	7.69
51	Compute and record patient's intake and output	7.69
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine	7.69
53	Give perineal care to patient	7.69
54	Assist with physical exams for adults	30.76
55	Assist with collecting various sterile specimens from a patient	30.76
56	Apply aqua-pads to patients	15.38
57	Apply ace bandages on patient according to prescribed site and method	84.61
58	Apply or change clean dressings of patient	100.00
59	Apply dressings with ointments to areas of patient	53.84
60	Reinforce dressings for patients	69.23
61	Give care to the unconscious patient	100.00
62	Perform sterile glove technique (for various procedures for patient)	46.15
63	Utilize sterile techniques in the handling of dressings and equipment	53.84
64	Perform irrigation of patient's catheter as prescribed	30.76
65	Perform catheterization of patient as prescribed	23.07
66	Perform catheterizations on patient according to instructional policies	38.46
67	Record catheterizations on patient	30.76
68	Give a gargle to a patient	7.69
69	Give a sitz bath to a patient	7.69
70	Care for and observe patient receiving radiation therapy	7.69
71	Care for a patient in isolation	23.07
72	Insert and record rectal suppositories in a patient	15.38
73	Apply moist packs or soaks to a patient	23.07
76	Care for patient with contact lenses and artificial eyes	23.07
77	Feed a patient with an asepto syringe	7.69
79	Perform clean catch urine specimens for a patient	23.07
80	Instruct and assist a patient with crutch walking and other walking devices	23.07
81	Apply supportive devices for the rehabilitative patient (e.g. bed rolls, etc)	7.69
84	Apply a sling to a patient	100.00
85	Apply and remove triangle bandages for immobilization of patient body part	100.00
86	Apply hand pressure or a pressure bandage for patient's bleeding	100.00
87	Apply four tail bandages for immobilization of patient's body part	84.61
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc)	100.00

Subcluster: Patient Care Services **Job Title:** Emergency Medical Technician

Category: Nursing Services **Responding:** 13

Subcategory:

	TASK	Percent Performing
89	Perform improvised transportation of the injured patient	100.00
90	Assist with emergency care for poisoning of patient	100.00
91	Perform temporary immobilization of suspected fracture or sprain on patient	100.00
92	Perform artificial respiration to patient (with variations)	100.00
93	Perform cardio-pulmonary resucitation to a patient	100.00
94	Perform extracting of victim from area in which found	100.00
95	Administer oxygen therapy to a patient	100.00
96	Observe and record affects of oxygen administration to a patient	84.61
97	Supply and care for oxygen equipment used by patient	92.30
98	Give moist inhalation to patient	92.30
99	Observe and record patient's reaction to inhalation therapy treatment	53.84
100	Perform aspiration of patient's orapharyngeal area	92.30
101	Perform tracheotomy care for patient	38.46
102	Record tracheotomy care done for patient	23.07
103	Care for respiratory suction equipment used by patient	100.00
104	Assist with thoracentesis of patient	30.76
[illegible]	Care for patient with chest tube	23.07
106	Record care of patient with chest tube	15.38
109	Perform levine irrigations for patient	30.76
110	Record levine irrigations done for patient	15.38
113	Empty, and care for ~~levine suction equipment~~ used by patient	15.38
114	Remove a levine tube from patient	30.76
115	Insert a levine tube into a patient	23.07
118	Perform hemmorrhoid dressings on patient	7.69
119	Assist with a sigmoidoscopy for patient	23.07
120	Change a routine colostomy drainage for patient	15.38
123	Assist with paracentesis for patient	23.07
124	Implement shock position for patient	92.30
125	Care for a patient having physical therapy and record response to treatment	46.15
128	Assist with bone marrow puncture done for patient	15.38
129	Apply anti-embolitic stockings to patient	23.07
130	Perform total neurological signs on patient	46.15
131	Record total neurological signs done for patient	46.15
132	Care for a patient with convulsions	100.00
133	Care for the patient having an E.E.G.	7.69
134	Assist with a lumbar puncture done on a patient	30.76
135	Perform a closed urinary irrigation for patient	7.69
136	Record effects of a closed urinary irrigation done for patient	7.69
137	Instill solutions into the patient's bladder	7.69
138	Record instillations of solution into patient's bladder	7.69
[illegible]	Care for the patient with ureteral catheter	15.38
144	Care for a patient in traction	38.46
145	Re-apply skin traction to patient	23.07
146	Care for a patient with a cast	30.76
147	Care for a patient having physical therapy	7.69

Subcluster: Patient Care Services **Job Title:** Emergency Medical Technician

Category: Nursing Services **Responding:** 13

Subcategory:

	TASK	Percent Performing
148	Care for the patient with extremity prosthesis	15.38
149	Apply extremity braces, body braces, and artificial limbs to patient	7.69
151	Perform log-rolling of patient	46.15
152	Instruct the diabetic patient	7.69
153	Re-inforce instruction of the diabetic patient	7.69
157	Perform a vaginal douche for a patient	7.69
160	Perform eye irrigations and instillations for a patient	61.53
161	Record the performance and effects of a patient's eye irrigations and instillations	38.46
162	Care for a patient with burns	100.00
163	Assist with hypothermia care for a patient	30.76
168	Observe and chart observations of the geriatric patient	7.69
171	Care for patients having x-ray procedures	23.07
172	Operate the hemovac for the surgical patient	7.69
173	Perform an irrigation for a patient with a wound	38.46
174	Record the performance of and observations found during a wound irrigation	30.76
175	Perform a sterile dressing change for a patient with a drain	38.46
176	Record the performance of and observations found during a sterile dressing change	38.46
177	Reinforce and chart a draining dressing for a patient	30.76
178	Assist with the surgical preparation of a patient	30.76
179	Assist with coughing and deep-breathing exercises for a surgical patient	7.69
180	Perform reverse isolation techniques for an infection prone patient	23.07
181	Give a sponge bath for a patient with an elevated temperature	23.07
182	Care for a patient recovering from anesthesia	23.07
183	Assist with intravenous infusion for a patient (with variations)	46.15
187	Admit a patient into the labor room	15.38
188	Perform a perineal preparation for a labor patient	7.69
189	Take fetal heart tones of the unborn fetus	30.76
190	Time uterine contractions for the labor patient	53.84
191	Assist with observing and recording for the patient in labor	61.53
192	Assist with the care of the patient during the birth process	92.30
193	Assist the physician during the birth process	46.15
194	Assist with the care of the newborn in the delivery room	23.07
195	Give, observe and record care of the mother immediately following delivery	76.92
197	Give, observe and record perineal care to the post-partum patient	7.69
199	Admit the infant to the newborn nursery	7.69
200	Bathe a newborn	7.69
201	Care for the cord of the newborn	76.92
203	Observe and record observation of the newborn	38.46
208	Assist with a physical exam of the newborn	15.38
210	Assist with and care for the newborn with a circumcision	15.38
211	Care for an infant with feeding problems	7.69

Subcluster: Patient Care Services **Job Title:** Emergency Medical Attendant

Category: Nursing Services **Responding:** 13

Subcategory:

	TASK	Percent Performing
213	Care for the premature infant	30.76
214	Assist with the physical examination of a child	23.07
217	Weigh and measure small children	7.69
218	Observe and record actions and reactions of children	23.07
219	Apply restraining devices to the bed of a child	38.46
220	Entertain the convalescent or bedfast child	7.69
221	Perform isolation technique for infectious children	38.46
222	Apply collecting devices on infants and small children	15.38
223	Observe the child parasites	15.38
224	Collect specimens from the patient with parasites	23.07
225	Care for the child with physical abnormalties	23.07
226	Observe and record observations of children with physical abnormalties	7.69
227	Provide parents with information regarding specific community agencies for needs of their children	7.69
228	Care for the child with a scalp vein infusion	30.76
229	Observe the child for signs of dehydration	30.76
231	Care for patient in high mist inhalation	15.38
232	Obtain patient and/or family consents for treatment	15.38
233	Prepare accident and safety reports for patients and staff	7.69
234	Perform sterile scrub, gowning, and gloving to assist with surgery of patient	30.76
235	Assist physician performing surgery on patient	38.46
236	Recognize patient's need for religious care	61.53
237	Procur proper religious care for patient in need	46.15
238	Administer intravenous infusion to patient	30.76
239	Administer blood transfusion to patient	23.07
240	Apply defibrillator to patient having cardiac-fibrillation	30.76
241	Draw prescribed blood samples from patient	23.07
242	Read fetal monitoring devices on labor patient	15.38
243	Read cardiac monitors attached to patient	38.46
244	Assist with and/or take E.K.G.'s on patient	46.15
249	Report staff needs of patient unit to supervision	7.69
250	Maintain ward safety for the patient	7.69
251	Orient new personnel to the patient unit	15.38
252	Assist physician with patient rounds	7.69
253	Take and record physician's verbal orders	7.69
258	Plan and direct patient care	15.38
259	Obtain services of referral agencies for patients	7.69
260	Prepare all types of requisitions for supplies, tests, etc. for the patient	23.07
261	Prepare individual dosage of prescribed medications for the patient	30.76
262	Give prescribed oral medication to the patient	30.76
263	Give prescribed subcutaneous medication to the patient	30.76
264	Give prescribed intramuscular medication to the patient	23.07
266	Administer prescribed medication rectally or vaginally to a patient	23.07

Subcluster: Patient Care Services **Job Title:** Emergency Medical Technician

Category: Nursing Services **Responding:** 13

Subcategory:

	TASK	Percent Performing
267	Administer prescribed eye drops and nose drops to a patient	30.76
268	Care for the body of a patient after death	38.46
269	Drive an emergency vehicle to transport a patient	92.30
270	Obtain and deliver supplies for patient	15.38
273	Count, sign for and place patient's possessions in safe place	30.76
274	Explain and apply safety regulations in care for patient	30.76
276	Assist patient with dressing and undressing	46.15
277	Use mechanical devices to move a patient	84.61
278	Perform nose and throat cultures for a patient	7.69
279	Operate emergency communique equipment for relay of information about patient	100.00

Subcluster: Patient Care Services Job Title: Obstetrical Technician

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	100.00
2	Set up an unoccupied bed for a patient.	100.00
3	Make a bed (with variations) for a patient.	100.00
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	100.00
5	Place a bedpan or urinal under a patient.	100.00
6	Clean a bedpan or urinal for a patient.	100.00
7	Adjust a patient's bed (manual or electric).	100.00
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	100.00
9	Serve a tray of food to a patient.	100.00
11	Administer oral hygiene to a patient (with variations).	100.00
12	Give a back rub to a patient.	100.00
14	Administer bath (other than total bed baths) to patient according to his need.	100.00
16	Weigh and measure patient.	100.00
17	Observe a patient.	100.00
18	Chart observations of patient.	100.00
19	Elevate specified body parts for patients.	100.00
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient's comfort or treatment.	100.00
22	Observe body eliminations of patients (e.g. urine, feces, emesis, etc.).	100.00
23	Record observations of body eliminations of patients.	100.00
24	Collect non-sterile specimens from patient according to standard procedures.	100.00
25	Measure intake and output of patient.	100.00
26	Apply abdominal binders to patient.	100.00
27	Apply T-binders to patient (male and female).	100.00
28	Take and record a body temperature (with variations) of a patient.	100.00
29	Observe and record a patient's respiration.	100.00
30	Take and record patient's pulse rate (with variations of sites).	100.00
33	Take and record patient's blood pressure (with variations).	100.00
34	Admit a patient to assigned unit.	100.00
35	Record admission of a patient.	100.00
36	Discharge a patient from assigned unit.	100.00
37	Record discharge of a patient.	100.00
38	Fill and apply icebags for patients.	100.00
42	Give, observe and record an enema (with variations) to a patient.	100.00
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc.).	100.00

Subcluster: Patient Care Sercices Job Title: Obstetrical Technician

Category: Nursing Services Responding: 1

Subcategory:

	Task	Percent Performing
51	Compute and record patient's intake and output.	100.00
53	Give perineal care to patient.	100.00
55	Assist with collecting various sterile specimens from a patient.	100.00
56	Apply aqua-pads to patients.	100.00
57	Apply ace bandages on patient according to prescribed site and method.	100.00
62	Perform sterile glove technique (for various procedures for patient).	100.00
63	Utilize sterile techniques in the handling of dressings and equipment.	100.00
68	Give a gargle to a patient.	100.00
69	Give a sitz bath to a patient.	100.00
79	Perform clean catch urine specimens for a patient.	100.00
92	Perform artificial respiration to patient (with variations).	100.00
93	Perform cardio-pulmonary resucitation to a patient.	100.00
95	Administer oxygen therapy to a patient.	100.00
97	Supply and care for oxygen equipment used by patient.	100.00
100	Perform aspiration of patient's oraphyaryngeal area.	100.00
124	Implement shock position for patient.	100.00
125	Care for a patient having physical therapy and record response to treatment.	100.00
129	Apply anti-embolitic stockings to patient.	100.00
130	Perform total neurological signs on patient.	100.00
131	Record total neurological signs done for patient.	100.00
132	Care for a patient with convulsions.	100.00
171	Care for patients having x-ray procedures.	100.00
178	Assist with the surgical preparation of a patient.	100.00
179	Assist with coughing and deep-breathing exercises for a surgical patient.	100.00
182	Care for a patient recovering from anesthesia.	100.00
183	Assist with intravenous infusion for a patient (with variations).	100.00
187	Admit a patient into the labor room.	100.00
188	Perform a perineal preparation for a labor patient.	100.00
189	Take fetal heart tones of the unborn fetus.	100.00
190	Time uterine contractions for the labor patient.	100.00
191	Assist with observing and recording for the patient in labor.	100.00
192	Assist with the care of the patient during the birth process.	100.00
193	Assist the physician during the birth process.	100.00
194	Assist with the care of the new born in the delivery room.	100.00
195	Give, observe and record care of the mother immediately following delivery.	100.00
196	Give, observe and record breast care to the post-partum patient.	100.00
197	Give, observe and record perineal care to the post-partum patient.	100.00
198	Instruct the patient in her own personal care for the post-partum period.	100.00

Subcluster: Patient Care Services Job Title: Obstetrical Technician

Category: Nursing Services Responding: 1

Subcategory:

	Task	Percent Performing
199	Admit the infant to the new born nursery.	100.00
200	Bathe a newborn.	100.00
201	Care for the cord of the newborn.	100.00
202	Dress the newborn.	100.00
203	Observe and record observation of the newborn.	100.00
204	Weigh and measure the newborn.	100.00
205	Feed a newborn with a bottle.	100.00
206	Assist a mother with breast feeding the infant.	100.00
207	Assist with the instruction of a mother in care of the newborn.	100.00
208	Assist with a physical exam of the newborn.	100.00
212	Care for an infant in an incubator or isolette.	100.00
232	Obtain patient and/or family consents for treatment.	100.00
234	Perform sterile scrub, gowning, and gloving to assist with surgery of patient.	100.00
235	Assist physician performing surgery on patient.	100.00
236	Recognize patient's need for religious care.	100.00
251	Orient new personnel to the patient unit.	100.00
255	Take inventory of supplies for patient's units	100.00
260	Prepare all types of requisitions for supplies, tests, etc. for the patient.	100.00

Subcluster: Patient Care Services **Job Title:** Ambulance Attendant

Category: Nursing Services **Responding:** 2

Subcategory:

	TASK	Percent Performing
5	Place bed pan or urinal under a patient.	50.00
6	Clean a bed pan or urinal for a patient.	50.00
17	Observe a patient.	50.00
18	Chart observations of patient.	50.00
19	Elevate specified body parts for patients.	100.00
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient's comfort or treatment.	100.00
22	Observe body eliminations of patients (e.g.urine, feces emesis, etc.).	50.00
23	Record observations of body eliminations of patients.	50.00
26	Apply abdominal binders to patient.	50.00
27	Apply T-binders to patient (male and female).	50.00
29	Observe and record a patient's respiration.	50.00
30	Take and record patient's pulse rate (with variations of sites).	50.00
32	Take and record an apical-radial pulse of patient.	50.00
33	Take and record patient's blood pressure (with variations).	50.00
37	Record discharge of a patient.	50.00
38	Fill and apply icebags for patients.	50.00
58	Apply or change clean dressings of patient.	50.00
60	Reinforce dressings for patients.	50.00
61	Give care to the unconscious patient.	50.00
62	Perform sterile glove technique (for various procedures for patient).	50.00
63	Utilize sterile techniques in the handling of dressings and equipment.	50.00
73	Apply moist packs or soaks to a patient.	50.00
76	Care for patient with contact lenses and artificial eyes.	50.00
80	Instruct and assist a patient with crutch walking and other walking devices.	50.00
84	Apply a sling to a patient.	50.00
85	Apply and remove triangle bandages for immobilization of patient body part.	50.00
86	Apply hand pressure or a pressure bandage for patient's bleeding.	100.00
87	Apply four tail bandages for immobilization of patient's body part.	50.00
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.)	100.00
89	Perform improvised transportation of the injured patient.	100.00
90	Assist with emergency care for poisoning of patient.	50.00
91	Perform temporary immobilization of suspected fracture or sprain on patient.	100.00

Subcluster: Patient Care Services **Job Title:** Ambulance Attendant

Category: Nursing Services **Responding:** 2

Subcategory:

	TASK	Percent Performing
92	Perform artificial respiration to patient (with variations).	100.00
93	Perform cardio-pulmonary resucitation to a patient.	50.00
94	Perform extracting of victim from area in which found.	100.00
95	Administer oxygen therapy to a patient.	100.00
96	Observe and record affects of oxygen administration to a patient.	50.00
97	Supply and care for oxygen equipment used by patient.	100.00
98	Give moist inhalation to patient.	50.00
99	Observe and record patient's reaction to inhalation therapy treatment.	50.00
100	Perform aspiration of patient's orapharyngeal area.	50.00
103	Care for respiratory suction equipment used by patient.	50.00
105	Care for patient with chest tube.	50.00
106	Record care of patient with chest tube.	50.00
124	Implement shock position for patient.	50.00
125	Care for a patient having physical therapy and record response to treatment.	50.00
132	Care for a patient with convulsions.	100.00
160	Perform eye irrigations and instillations for a patient.	50.00
162.	Care for a patient with burns.	50.00
190	Time uterine contractions for the labor patient.	50.00
191	Assist with observing and recording for the patient in labor.	50.00
192	Assist with the care of the patient during the birth process.	50.00
201	Care for the cord of the new-born.	50.00
203	Observe and record observation of the new-born.	50.00
229	Observe the child for signs of dehydration.	50.00
236	Recognize patient's need for religious care.	50.00
258	Plan and direct patient care.	50.00
269	Drive an emergency vehicle to transport a patient.	100.00
274	Explain and apply safety regulations in care for patient.	50.00
277	Use mechanical devices to move a patient.	50.00
279	Operate emergency communique equipment for relay of information about patients.	50.00

Subcluster: Patient Care Services Job Title: Mental Health Technician

Category: Mental Health Responding: 8

Subcategory:

	TASK	Percent Performing
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	25
10	Feed a patient according to the patient's needs.	50
14	Administer bath (other than total bed baths) to patient according to his need.	37.6
70	Care for and observe patient receiving radiation therapy.	75
82	Perform range of motion exercises for a patient.	25
169	Observe and participate in remotivation of the regressed patient.	25
170	Provide and assist with diversional activities for the patient.	87.6
271	Assist and/or participate in occupational activities with patient.	12.6
272	Assist with individual and/or group therapy.	100
276	Assist patient with dressing and undressing.	12.6
280	Participate in ward group meetings about mental health patients.	75
281	Assist in special education classes for the mentally retarded.	12.6
284	Work as a case aide in initial contacts for mental health patients.	75
285	Work as a case aide in information gathering for mental health patients.	75
286	Work as a case aide in referral and case following for mental health patients.	37.6
287	Work as a psychological testing technician under a trained psychologist.	12.6
288	Administer and score many of the more routine psychological tests.	12.6
289	Assist in research programs for mental health patients.	12.6
292	Administer or assist with range of motion exercises.	25
293	Maintain laboratory or radiology records and/or correspondence.	12.6
294	Record scheduling of new patients and make changes on ward master schedule.	25
295	Keep OT clinic schedule current.	25
296	Maintain daily attendance sheet for OT.	12.6
297	Take inventory of supplies for OT.	25
298	Store supplies for OT (keep storeroom clean and neat).	25
300	Store, issue and return to storage all hand tools and small items used in OT.	12.6
301	Repair small items of equipment, assistive devices or adaptive equipment for OT.	12.6
302	Pull away projects and supplies after patient's complete use.	25
303	Wash tables, cleaning counters sinks in OT at end of day.	12.6
304	Clean cupboards in OT and arrange contents neatly.	12.6
305	Make routine safety check of OT treatment area.	12.6
306	Encourage patients to help with their own planning of activities.	62.6

Subcluster: Patient Care Services Job Title: Mental Health Assistant

Category: Mental Health Responding: 1

Subcategory:

	TASK	Percent Performing
70	Care for and observe patient receiving radiation therapy.	100
169	Observe and participate in remotivation of the regressed patient.	100
170	Provide and assist with diversional activities for the patient.	100
271	Assist and/or participate in occupational activities with patient.	100
272	Assist with individual and/or a group therapy.	100
280	Participate in ward group meetings about mental health patients.	100
290	Escort patient or participate in Alcoholics Anonymous meetings.	100
294	Record scheduling of new patients and make changes on ward master schedule.	100
295	Keep OT clinic schedule current.	100
296	Maintain daily attendance sheet for OT.	100
297	Take inventory of supplies for OT.	100
298	Store supplies for OT (keep storeroom clean and neat).	100
300	Store, issue and return to storage all hand tools and small items used in OT.	100
303	Wash tables, cleaning counters sinks in OT at end of day.	100
304	Clean cupboards in OT and arrange contents neatly.	100
305	Make routine safety check of OT treatment area.	100
306	Encourage patients to help with their own planning of activities.	100

Subcluster: Patient Care Services Job Title: Mental Retardation Aide/Assist.

Category: Mental Health Responding: 4

Subcategory:

	TASK	Percent Performing
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	100
10	Feed a patient according to the patient's needs.	100
14	Administer bath (other than total bed baths) to patient according to his need.	100
70	Care for and observe patient receiving radiation therapy.	100
169	Observe and participate in remotivation of the regressed patient.	25
170	Provide and assist with diversional activities for the patient.	100
272	Assist with individual and/or group therapy.	100
276	Assist patient with dressing and undressing.	75
280	Participate in ward group meetings about mental health patients.	100
282	Assist in special education classes for the mentally retarded.	25
285	Work as a case aide in information gathering for mental health patients.	25
291	Assist the patient in the safe performance of progressive persistive exercises.	25
292	Administer or assist with range of motion exercises.	25
303	Wash tables, cleaning counters sinks in OT at end of day.	25
304	Clean cupboards in OT and arrange contents neatly.	25
306	Encourage patients to help with their own planning of activities.	50

Subcluster: Patient Care Services Job Title: Psychiatric Tech.

Category: Mental Health Responding: 1

Subcategory:

	TASK	Percent Performing
70	Care for and observe patient receiving radiation therapy.	100
170	Provide and assist with diversional activities for the patient.	100
272	Assist with individual and/or group therapy.	100
280	Participate in ward group meetings about mental health patients.	100
284	Work as a case aide in initial contacts for mental health patients.	100
285	Work as a case aide in information gathering for mental health patients.	100
290	Escort patient or participate in Alcoholics Anonymous meetings.	100
293	Maintain laboratory or radiology records and/or correspondence.	100
298	Store supplies for OT (keep storeroom clean and near).	100
300	Store, issue and return to storage all hand tools and small items used in OT.	100
302	Pull away projects and supplies after patient's complete use.	100
303	Wash tables, cleaning counters, sinks in OT at end of day.	100

Subcluster: Patient Care Services Job Title: Psychiatric Aide/Assist.

Category: Mental Health Responding: 6

Subcategory:

	TASK	Percent Performing
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	66.67
10	Feed a patient according to the patient's needs.	66.67
14	Administer bath (other than total bed baths) to patient according to his need.	83.33
70	Care for and observe patient receiving radiation therapy.	83.33
82	Perform range of motion exercises for a patient.	33.33
169	Observe and participate in remotivation of the regressed patient.	16.67
170	Provide and assist with diversional activities for the patient.	100
271	Assist and/or participate in occupational activities with patient.	33.33
272	Assist with individual and/or group therapy.	83.33
276	Assist patient with dressing and undressing.	83.33
280	Participate in ward group meetings about mental health patients.	83.33
289	Assist in research programs for mental health patients.	33.33
290	Escort patient or participate in Alcoholics Anonymous meetings.	16.67
291	Assist the patient in the safe performance of progressive persistive exercises.	33.33
292	Administer or assist with range of motion exercises.	16.67
293	Maintain laboratory or radiology records and/or correspondence.	50
294	Record scheduling of new patients and make changes on ward master schedule.	33.33
295	Keep OT clinic schedule current.	33.33
296	Maintain daily attendance sheet for OT.	33.33
297	Take inventory of supplies for OT.	16.67
298	Store supplies for OT (keep storeroom clean and neat).	33.33
299	Operate and maintain power equipment in OT treatment area.	16.67
300	Store, issue and return to storage all hand tools and small items used in OT.	33.33
302	Pull away projects and supplies after patient's complete use.	33.33
303	Wash tables, cleaning counters sinks in OT at end of day.	16.67
304	Clean cupboards in OT and arrange contents neatly.	16.67
305	Make routine safety check of OT treatment area.	16.67
306	Encourage patients to help with their own planning of activities.	83.33

Subcluster: Patient Care Services | Job Title: Certified Occup. Therapy Assist.

Category: Mental Health | Responding: 2

Subcategory:

	TASK	Percent Performing
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	50
10	Feed a patient according to the patient's needs.	50
14	Administer bath (other than total bed baths) to patient according to his need.	50
70	Care for and observe patient receiving radiation therapy.	100
82	Perform range of motion exercises for a patient.	100
169	Observe and participate in remotivation of the regressed patient.	50
170	Provide and assist with diversional activities for the patient.	100
271	Assist and/or participate in occupational activities with patient.	50
272	Assist with individual and/or group therapy.	100
276	Assist patient with dressing and undressing.	100
280	Participate in ward group meetings about mental health patients.	100
289	Assist in research programs for mental health patients.	100
291	Assist the patient in the safe performance of progressive persistive exercises.	50
292	Administer or assist with range of motion exercises.	100
293	Maintain laboratory or radiology records and/or correspondence.	100
295	Keep OT clinic schedule current.	50
296	Maintain daily attendance sheet for OT.	50
297	Take inventory of supplies for OT.	50
298	Store supplies for OT (keep storeroom clean and neat).	50
299	Operate and maintain power equipment in OT treatment area.	50
300	Store, issue and return to storage all hand tools and small items used in OT.	50
301	Repair small items of equipment, assistive devices or adaptive equipment for OT.	50
302	Pull away projects and supplies after patient's complete use.	100
303	Wash tables, cleaning counters sinks in OT at end of day.	100
304	Clean cupboards in OT and arrange contents neatly.	100
305	Make routine safety check of OT treatment area.	50
306	Encourage patients to help with their own planning of activities.	50

Subcluster: Patient Care Services Job Title: Occupational Therapy Aide

Category: Mental Health Responding: 9

Subcategory:

	TASK	Percent Performing
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	11.11
70	Care for and observe patient receiving radiation therapy.	11.11
82	Perform range of motion exercises for a patient.	22.22
169	Observe and participate in remotivation of the regressed patient.	33.33
170	Provide and assist with diversional activities for the patient.	11.11
271	Assist and/or participate in occupational activities with patient.	100
272	Assist with individual and/or group therapy.	11.11
276	Assist patient with dressing and undressing.	11.11
280	Participate in ward group meetings about mental health patients.	66.67
285	Work as a case aide in information gathering for mental health patients.	3[redacted]
286	Work as a case aide in referral and case following for mental health patients.	1[redacted]
291	Assist the patient in the safe performance of progressive persistive exercises.	44.44
292	Administer or assist with range of motion exercises.	44.44
293	Maintain laboratory or radiology records man/or correspondence.	44.44
294	Record scheduling of new patients and make changes on ward master schedule.	44.44
295	Keep OT clinic schedule current.	66.67
296	Maintain daily attendance sheet for OT.	88.89
297	Take inventory of supplies for OT.	77.78
298	Store supplies for OT (keep storeroom clean and neat).	100
299	Operate and maintain power equipment in OT treatment area.	100
300	Store, issue and return to storage all hand tools and small items used in OT.	100
301	Repair small items of equipment, assistive devices or adaptive equipment for OT.	100
302	Pull away projects and supplies after patient's complete use.	77.78
303	Wash tables, cleaning counters sinks in OT at end of day.	100
304	Clean cupboards in OT and arrange contents neatly.	11.11
305	Make routine safety check of OT treatment area.	11.11
306	Encourage patients to help with their own planning of activities.	100

Subcluster: Patient Care Services Job Title: Recreational Therapy Tech.

Category: Mental Health Responding: 4

Subcategory:

	TASK	Percent Performing
8	Administer a.m. or p.m. care to a patient in your area including any clothing change necessary.	25
70	Care for and observe patient receiving radiation therapy.	100
169	Observe and participate in remotivation of the regressed patient.	25
170	Provide and assist with diversional activities for the patient.	100
272	Assist with individual and/or group therapy.	75
280	Participate in ward group meetings about mental health patients.	50
285	Work as a case aide in information gathering for mental health patients.	25
291	Assist the patient in the safe performance of progressive persistive exercises.	25
293	Maintain laboratory or radiology records and/or correspondence.	25
294	Record scheduling of new patients and make changes on ward master schedule.	25
295	Keep OT clinic schedule current.	50
296	Maintain daily attendance sheet for OT.	50
297	Take inventory of supplies for OT.	25
298	Store supplies for OT (keep storeroom clean and neat).	25
300	Store, issue and return to storage all hand tools and small items used in OT.	25
301	Repair small items of equipment, assistive devices or adaptive equipment for OT.	25
302	Pull away projects and supplies after patient's complete use.	25
303	Wash tables, cleaning counters sinks in OT at end of day.	25
304	Clean cupboards in OT and arrange contents neatly.	25
305	Make routine safety check of OT treatment area.	25
306	Encourage patients to help with their own planning of activities.	50

Subcluster: Patient Care Services

Job Title: Recreational Therapy Aide/Assist.

Category: Mental Health

Responding: 7

Subcategory:

	TASK	Percent Performing
10	Feed a patient according to the patient's needs.	14.29
70	Care for and observe patient receiving radiation therapy.	100
169	Observe and participate in remotivation of the regressed patient.	28.58
170	Provide and assist with diversional activities for the patient.	100
271	Assist and/or participate in occupational activities with patient.	42.86
272	Assist with individual and/or group therapy.	42.86
280	Participate in ward group meetings about mental health patients.	14.29
281	Assist in special education classes for the emotionally disturbed.	14.29
284	Work as a case aide in initial contacts for mental health patients.	14.29
285	Work as a case aide in information gathering for mental health patients.	14.29
292	Administer or assist with range of motion exercises.	14.29
293	Maintain laboratory or radiology records and/or correspondence.	14.29
294	Record scheduling of new patients and make changes on ward master schedule.	28.58
296	Maintain daily attendance sheet for OT.	28.58
302	Pull away projects and supplies after patient's complete use.	57.14
303	Wash tables, cleaning counters sinks in OT at end of day.	14.29
304	Clean cupboards in OT and arrange contents neatly.	14.29
305	Make routine safety check of OT treatment area.	14.29
306	Encourage patients to help with their own planning of activities.	71.43

Subcluster: Patient Care Services Job Title: Music Therapist Aide

Category: Mental Health Responding: 2

Subcategory:

	TASK	Percent Performing
10	Feed a patient according to the patient's needs.	50
70	Care for and observe patient receiving radiation therapy.	100
82	Perform range of motion exercises for a patient.	50
169	Observe and participate in remotivation of the regressed patient.	50
170	Provide and assist with diversional activities for the patient.	100
272	Assist with individual and/or group therapy.	100
280	Participate in ward group meetings about mental health patients.	100
291	Assist the patient in the safe performance of progressive persistive exercises.	50
292	Administer or assist with range of motion exercises.	50
293	Maintain laboratory or radiology records and/or correspondence.	50
294	Record scheduling of new patients and make changes on ward master schedule.	50
302	Pull away projects and supplies after patient's complete use.	50
303	Wash tables, cleaning counters sinks in OT at end of day.	50
304	Clean cupboards in OT and arrange contents neatly.	50
305	Make routine safety check of OT treatment area.	50
306	Encourage patients to help with their own planning of activities.	50

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services .

	Task	Percent Performing
24	Collect non-sterile specimens from patient according to standard procedures.	33.33
25	Measure intake and output of patient.	8.33
29	Observe and record a patient's respiration.	25.00
52	Perform and record tests for sugar and acetone (ketone) in the patient's urine.	8.33
62	Perform sterile glove technique (for various procedures for patient).	8.33
63	Utilize sterile techniques in the handling of dressings and equipment.	58.33
66	Perform catheterizations on patient according to instructional policies.	8.33
82	Perform range of motion exercises for a patient.	8.33
124	Implement shock position for patient.	25.00
224	Collect specimens from the patient with parasites.	8.33
241	Draw prescribed blood samples from patient.	100.00
244	Assist with and/or take E.K.G.'s on patient.	25.00
247	Read skin tests on patient.	25.00
278	Perform nose and throat cultures for a patient.	66.67
293	Maintain laboratory or radio logy records and/or correspondence.	25.00
308	Assist in research projects.	33.33
309	Charge or maintain financial records for departmental work done.	41.67
310	Collect bile specimens from the patients.	8.33
312	Collect skin specimens from the patients.	16.67
315	Collect specimens from wounds.	25.00
316	Inventory and/or order departmental supplies..	50.00
317	Perform bacteriological or chemical examinations of food products.	16.67
319	Perform bacteriological or chemical examinations of water.	25.00
321	Clean and perform routine preventive maintenance on departmental equipment.	83.33
322	Perform sperm count.	83.33
323	Prepare and process specimens.	83.33
324	Prepare electrophoresis patterns.	33.33
325	Prepare reagents.	75.00
327	Prepare specimens for shipment.	91.67
328	Prepare specimens for training or reference.	41.67
329	Prepare standards.	58.33
330	Read electrophoresis patterns.	16.67
334	Performing General Medical Laboratory tasks.	58.33
338	Maintain reference file of illustrations.	8.33
339	Utilizing laboratory equipment.	8.33
340	Operate automatic analyzers.	66.67
341	Operate continuous flow--dual channel automatic analyzers.	16.67

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
342	Operate continuous flow-single channel automatic analyzers.	8.33
346	Operate continuous flow automatic analyzers (SMA 12-30).	8.33
347	Operate continuous flow automatic analyzers (SMA 12-30).	33.33
348	Operate other continuous flow automatic analyzers.	8.33
349	Operate discrete sample automatic analyzer-Beckman, DSA.	8.33
352	Operate discrete sample automatic analyzer-Dupont ACA.	33.33
355	Operate other discrete sample automatic analyzer.	8.33
356	Operate Automatic Cell Counter.	58.33
357	Operate automatic cell counter-coulter single channel.	33.33
358	Operate automatic cell counter-Coulter multi channel Model S.	33.33
359	Operate automatic cell counter-other Coulter.	25.00
360	Operate Analytical Balance.	41.67
361	Operate analytical balance weighing to nearest milligram.	41.67
362	Operate analytical balance weighing to nearest 0.1 milligram or less.	41.67
364	Operate blood gas apparatus.	66.67
365	Operate blood gas apparatus-Manometric.	25.00
366	Operate blood gas apparatus-Volumetric.	16.67
367	Operate chloridometer.	66.67
374	Operate colorimeter.	25.00
375	Operate differential cell counter.	25.00
376	Operate distillation apparatus.	16.67
377	Operate electrophoresis equipment.	41.67
379	Operate electrophoresis equipment-cellulose acetate systems.	25.00
380	Operate electrophoresis equipment-paper system.	8.33
382	Operate flame photometer.	66.67
383	Operate flame photometer-regular.	41.67
384	Operate flame photometer-atomic absorption (with hollow cathode and chopper).	16.67
385	Operate fluorometer.	8.33
386	Operate hemoglobinometer.	58.33
387	Operate microhematocrite reader.	83.33
388	Operate microtone.	16.67
389	Operate osmometer.	16.67
390	Operate pH meter.	58.33
392	Operate spectrophotometer.	66.67
393	Operate spectrophotometer-visible range.	66.67
394	Operate spectrophotometer-ultra violet.	58.33
395	Operate spectrophotometer-infra red.	50.00
396	Use ashing oven.	16.67
397	Use blood bank-alarm system.	75.00
398	Use blood bank-freezer.	50.00
399	Use blood bank-refrigerator.	91.67
400	Use centrifuge-general laboratory.	100.00
401	Use centrifuge-microhematocrite.	91.67
402	Use centrifuge-ultracentrifuge.	8.33
403	Use extraction apparatus-separatory funnel.	33.33
404	Use extraction or chromatographic apparatus-Sephadex or resin column.	16.67

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
405	Use heating blocks.	83.33
406	Use incubator-aerobic.	66.67
407	Use incubator-anaerobic.	75.00
409	Use microscopes.	100.00
410	Use microscopes-light bright field.	66.67
411	Use microscopes-light dark field.	33.33
412	Use microscopes-phase contrast.	16.67
414	Use microscopes-fluorescence.	16.67
415	Use microscopes-polarizing.	8.33
417	Use pipette-automatic.	66.67
418	Use pipette-semi-automatic.	58.33
419	Use pipette-manual.	100.00
420	Use pipette-micro 0.1 or larger.	91.67
421	Use pipette-micro less than 0.1 ml.	91.67
422	Use pipette-to deliver.	100.00
423	Use pipette-to contain.	91.67
424	Use steam sterilizer or autoclave for departmental equipment.	50.00
426	Use tissue processing apparatus-automatic.	8.33
427	Use titrators.	41.67
428	Use titrators-automatic end point.	25.00
430	Use titrators-electromatric end point.	8.33
431	Use titrators-visual end point.	16.67
432	Use water-baths.	91.67
433	Use radioisotope measurement instruments.	41.67
437	Use manual cell counting equipment for measuring radioisotopes.	41.67
438	Use T-3 or T-4 type radioisotope measurement systems.	16.67
440	Performing bacteriological procedures.	16.67
441	Examine bacteriological specimens microscopically.	50.00
442	Identify and classify pathogenic bacteria.	41.67
443	Use special procedures for pest control in hospital.	16.67
444	Inoculate tubed bacteriological media.	58.33
445	Maintain bacteriological stock cultures.	41.67
446	Operate anaerobic devices for bacteriological specimens.	33.33
449	Perform antibiotic and antimicrobial agent sensitivity tests.	50.00
450	Perform fluorescent antibody studies.	8.33
451	Prepare autogenous vaccines.	8.33
452	Prepare bacteriological culture media.	41.67
453	Prepare subculture and smears of bacteriological cultures.	41.67
454	Receive and primary process all cultures except blood, T.B. and fungus.	25.00
455	Receive and process T.B. cultures.	41.67
456	Receive and process blood cultures.	50.00
457	Record and/or report bacteriological colony counts on urine.	41.67
458	Record and/or report bacteriological colony counts on other than urine.	16.67
459	Stain bacteriological smears.	75.00
460	Prepare streak plates of bacteriological specimens.	66.67

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
462	Cultivate mycology specimens for primary isolation.	25.00
463	Examine mycology specimens microscopically.	8.33
464	Identify and classify fungi.	25.00
465	Perform KOH preparation for dermatophytes.	8.33
466	Prepare culture media for mycology specimens.	16.67
467	Stain mycology specimens.	16.67
469	Examine parasitology specimens microscopically.	41.67
470	Examine parasitology specimens macroscopically.	41.67
471	Identify parasitic and disease-carrying arthropods.	16.67
472	Identify protozoans, cestodes, nematodes, and trematodes.	8.33
474	Perform concentration to flotation techniques for parasite ova.	33.33
477	Stain parasitological smears.	8.33
478	Performing Serology Procedures.	8.33
480	Perform antistriptolysin "O" titers.	66.67
481	Perform cardiolipin microflucculation test (VDRL).	25.00
482	Perform colloidal gold test.	8.33
483	Perform complement fixation tests.	33.33
484	Perform "C" reactive protein tests.	66.67
485	Perform febrile agglutination (e.g., salmonella) tests.	58.33
486	Perform fluorescent treponemal antibody test.	16.67
487	Perform hemagglutination inhibition test.	8.33
488	Perform heterophile presumptive test.	50.00
489	Perform infectious mononucleosis procedures-monospot or monotest.	100.00
490	Perform latex fixation test.	50.00
491	Perform rheumatoid arthritis test (RA).	83.33
492	Perform and read fluorescent antigen-antibody tests.	8.33
493	Perform skin sensitivity tests and/or including allergic reactions to x-ray contrast media.	25.00
494	Perform and read serological agglutination tests.	66.67
495	Perform and read flocculation tests (other than serological tests for syphillis).	25.00
496	Perform and read serological precipitation reactions (e.g., agar gel immunodiffusion).	8.33
497	Perform strep MG test.	8.33
498	Perform thyroid antibody test.	16.67
499	Perform VDRL test.	75.00
500	Perform other serological tests for syphillis.	41.67
501	Prepare antigens for serological tests.	66.67
502	Prepare and read serological hemolysin reactions.	25.00
503	Prepare specimens for virus isolation.	8.33
504	Performing Hematology Procedures.	8.33
505	Performing bleeding and coagulation times.	91.67
506	Prepare and stain blood smears for differential count.	91.67
507	Perform bone marrow examinations on specimens.	16.67
508	Perform capillary resistance test.	16.67
511	Perform venous whole blood coagulation time tests.	91.67
512	Perform cryoglobulin tests.	33.33

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
513	Perform differential cell counts.	83.33
514	Perform eosinophile count.	66.67
515	Perform erythrocyte fragility tests.	75.00
516	Calculate erythrocyte indices.	75.00
517	Perform factor V - VIII - X assays.	8.33
518	Perform fibrinogen deficiency test.	58.33
519	Perform fibrinolysin tests.	16.67
520	Perform hematocrit tests.	83.33
521	Perform hemoglobin tests.	75.00
522	Prepare lupus erythematosus (L.E.) slides.	58.33
523	Microscopically identify L.E. cells.	50.00
524	Stain and read malaria smears.	41.67
525	Identify morphological variations of red or white blood cells	66.67
526	Perform partial thromboplastin time (PTT) test.	75.00
528	Perform platelet count.	83.33
529	Perform prothrombin consumption test.	16.67
530	Perform prothrombin time test.	83.33
531	Perform red blood count.	75.00
532	Perform reticulocyte cell count.	75.00
533	Perform erythrocyte sedimentation rate.	75.00
534	Perform sickle cell preparations.	66.67
535	Perform spinal fluid cell counts.	66.67
536	Perform thromboplastin generation tests.	16.67
537	Perform white blood count.	83.33
538	Performing Urinalyses Procedures.	16.67
539	Perform routine analysis of urine specimen.	83.33
540	Perform Addis counts.	58.33
541	Perform Bence-Jones protein tests.	58.33
542	Perform urine bile tests.	91.67
543	Perform urine bilirubin tests.	91.67
544	Perform urine concentration tests (e.g., Fishberg).	8.33
545	Perform urine concentration-dilution tests (e.g., Monsenthal).	8.33
546	Perform true glucose tests on urine.	66.67
547	Perform urine hemoglobin (blood) test.	83.33
548	Perform urine hemosiderin tests.	8.33
549	Perform microscopic test for urinary lipids.	25.00
550	Perform urinary pH tests.	91.67
551	Perform urinary phenylpyruvic.	16.67
553	Perform urinary porphyrins tests.	16.67
554	Perform urinary pregnancy tests.	91.67
555	Perform qualitative urine protein tests.	91.67
556	Perform urine reducing substance.	50.00
557	Perform urinary specific gravity tests.	91.67
559	Perform urinary urobilinogin tests.	58.33
560	Perform water loading test (e.g., Soffer).	8.33
562	Assist in preparing and counting radioactivity in samples.	8.33
563	Conduct tests for presence and measurement of radioactivity	8.33

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
564	Count radioactivity in body fluid specimens.	16.67
565	Dispose of radioactive wastes.	8.33
566	Observe established departmental fire and safety standards and procedures.	8.33
570	Record, transfer, or summarize patient data.	8.33
574	Perform acid phosphatase test.	50.00
575	Perform serum albumin tests.	50.00
576	Perform A/G Ratio.	58.33
577	Perform blood alcohol tests.	33.33
578	Perform alkaline phosphatase test.	75.00
579	Perform alkaloids test.	8.33
580	Perform amylase test.	83.33
581	Perform barbiturate level test.	25.00
582	Perform bilirubin (direct) test.	83.33
583	Perform bilirubin (indirect) test.	83.33
584	Perform bromosulphalein retention (BSP) tests.	66.67
585	Perform calcium tests.	75.00
586	Perform carbon dioxide determinations.	25.00
587	Perform calculus, analyses tests.	33.33
588	Perform carbon monoxide determinations.	16.67
590	Perform cephalin fluocculations for liver function.	16.67
591	Perform chlorides tests.	83.33
592	Perform total cholesterol tests.	91.67
596	Perform creatine tests.	58.33
597	Perform creatine phosphokinase (CPK) tests.	75.00
598	perform serum creatinine tests.	83.33
599	Perform creatinine clearance tests.	58.33
600	Perform enzyme analysis tests.	75.00
601	Perform gastric analysis tests (e.g., acidity or Diagnex Blue).	83.33
602	Perform glucose tests.	83.33
603	Perform Glucose-6-Phosphate dehydrogenase tests.	8.33
604	Perform glucose tolerance tests.	83.33
605	Perform serum glutamic oxalacetic transaminase (SGPT) test.	75.00
606	Perform serum glutamic pyruvic transaminase (SGPT) test.	66.67
607	Perform hormonal steroid assays.	8.33
608	Perform icterus index tests.	16.67
609	Perform insulin tolerance tests.	16.67
610	Perform lactic dehydrogenase (LDH) tests.	66.67
612	Perform lipase tests.	58.33
613	Perform lipids profile tests.	16.67
614	Perform serum magnesium tests.	16.67
615	Perform non-protein nitrogen (NPN) tests.	8.33
616	Perform blood oxygen tests.	41.67
617	Perform blood pH tests.	58.33
618	Perform phenosulionphthalein (PSP) excretion test.	16.67
619	Perform phosphorus tests.	58.33
620	Perform potassium determinations.	66.67

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
621	Perform urine prophyrin and/or porphobilirogen tests.	16.67
622	Perform frog test for pregnancy.	8.33
623	Perform slide or tube test for pregnancy.	83.33
624	Perform protein bound iodine (PBI) tests.	8.33
625	Perform total protein tests.	66.67
626	Perform salicylate level tests.	66.67
627	Perform sodium determinations.	75.00
628	Perform thymol turbidity tests.	50.00
629	Perform tolbutamide (orinase) tolerance tests.	8.33
630	Perform blood urea nitrogen (BUN) tests.	91.67
631	Perform quantitative urine chemistry tests for any of the serum or blood chemistry tests previously listed (e.g., urine amylase).	75.00
633	Perform xylose tolerance tests.	16.67
636	Assist with autopsy.	8.33
637	Decalcify specimens of teeth and bone.	16.67
638	Embed tissue in paraffin.	8.33
639	Hand-sharpen histology knives.	8.33
640	Log in and/or code incoming specimens.	16.67
642	Mount tissue section in preparation for microscopic study.	8.33
644	Prepare frozen section of tissue.	8.33
645	Prepare routine histology stains and fixatives.	8.33
648	Prepare tissue for fixation, dehydration, and infiltration of paraffin.	8.33
650	Stain Pap smears.	25.00
651	Stain histology specimens for microscopic study.	8.33
674	Accumulate and maintain blood bank statistics.	66.67
675	Attach serial numbers to blood transfusion.	58.33
676	Calibrate centrifuges.	16.67
677	Centrifuge and separate serum from clot.	91.67
678	Check and record temperatures of refrigerators and/or alarms	83.33
679	Crossmatch blood.	83.33
680	Dispose of unused blood after expiration time limit.	58.33
681	Draw blood from blood donors.	58.33
682	Maintain blood inventory (e.g., count number of bottles on hand).	83.33
683	Maintain donor files.	33.33
684	Maintain files of blood banking forms including labels.	41.67
685	Order blood by phone from suppliers.	83.33
686	Order and maintain reagents and supplies.	50.00
687	Organize and store blood.	58.33
688	Perform absorption technique.	8.33
689	Perform antibody screen and identification tests.	83.33
690	Perform antibody titers (dilutions).	41.67
691	Perform direct and indirect Coombs tests.	58.33
692	Perform elution technique.	25.00
693	Perform genotype of blood.	33.33
694	Perform transfusion reaction studies.	75.00

Subcluster: Patient Care Services Job Title: Certified Lab. Assist.

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
695	Prepare blood for shipment.	66.67
696	Prepare and read slide agglutination reactions.	66.67
697	Prepare and read tube agglutination reactions.	83.33
698	Prepare controls.	50.00
699	Prepare special blood fractions (e.g., platelet rich blood).	8.33
700	Process blood for packed cells.	66.67
701	Record information on blood record card.	66.67
702	Screen and schedule donors.	33.33
703	Store and/or dispose of used blood containers and pilot tubes.	75.00
704	Test blood for ABO grouping and ABO subgrouping.	83.33
705	Test blood for Rh or Du factors.	75.00
706	Use refrigerated centrifuge.	50.00
708	Organizing and Planning.	8.33
709	Plan and assign employee work shcedules.	25.00
711	Assign specific work to individual employees.	8.33
720	Design organization or functional charts.	16.67
723	Review and revise current methods and procedures.	16.67
724	Develop and/or improve laboratory procedure.	16.67
725	Develop or revise the organization of the section.	8.33
728	Establish performance standards.	8.33
729	Establish procedures for special tests.	8.33
730	Establish quality control function.	8.33
733	Establish work priorities.	8.33
746	Requisition supplies.	50.00
747	Requisition equipment.	16.67
756	Direst subordinates in maintaining performance standards.	8.33
759	Draft and submit job descriptions.	8.33
761	Maintain files of publications.	8.33
763	Resolve personnel problems.	16.67
764	Resolve technical problems.	8.33
768	Supervise bacteriology procedures.	8.33
773	Supervise hematology procedures.	16.67
776	Supervise parasitology procedures.	8.33
778	Supervise urinalysis procedures.	16.67
781	Communicate laboratory findings to physicians.	83.33
782	Explain laboratory findings to physicians.	33.33
783	Explain laboratory tests to physicians.	41.67
784	Explain laboratory tests to patients.	50.00
785	Explain laboratory tests to patients.	58.33
786	Instruct patients in regard to administration of test procedure	75.00
787	Interpret laboratory functions and policies to hopsital personnel and/or volunteers, Board, etc.	16.67
788	Participate in hospital public information program by gathering and furnishing appropriate data.	16.67
790	Determine equipment repairs or replacement needed.	25.00
800	Evaluate work performance of subordinates.	25.00

Subcluster: Patient Care Services Job Title: Certified Laboratory Assistant

Category: Diagnostic Responding: 12

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
801	Initiate reports on unsatisfactory equipment.	8.33
802	Inspect and evaluate adherence to established standards of sanitation, cleanliness, and neatness.	16.67
805	Investigate possible sources of staphylococcus and/or other hospital infectious diseases.	16.67
811	Arrange for teaching aids, space, and equipment.	16.67
815	Give instruction in accredited education programs.	8.33
816	Give on-the-job instruction in medical laboratory activities.	16.67
819	Maintain performance records.	8.33
820	Orient newly-assigned personnel.	8.33
823	Maintain and review student training records.	8.33
835	Label, transfer, and/or log specimens for identification.	25.00
836	Maintain and review departmental stock levels.	33.33
837	Prepare work orders or work requests.	41.67
838	Procure and store perishable items.	8.33
839	Purchase supplies.	25.00
840	Receive incoming supplies and equipment.	33.33
841	Requisition supplies.	41.67
842	Supervise the maintenance of laboratory supplies.	25.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
24	Collect non-sterile specimens from patient according to standard procedures.	50.00
29	Observe and record a patient's respiration.	30.00
55	Assist with collecting various sterile specimens from a patient.	20.00
63	Utilize sterile techniques in the handling of dressings and equipment.	20.00
124	Implement shock position for patient.	20.00
241	Draw prescribed blood samples from patient.	10.00
244	Assist with and/or take E.K.G.'s on patient.	60.00
247	Read skin tests on patient.	10.00
278	Perform nose and throat cultures for a patient.	70.00
293	Maintain laboratory or radiology records and/or correspondence.	40.00
307	Assist in communicable disease investigations.	20.00
308	Assist in research Projects.	30.00
309	Charge or maintain financial records for departmental work done.	60.00
311	Collect serous cavity specimens from the patients.	10.00
312	Collect skin specimens from the patients.	30.00
314	Collect urethral or vaginal specimens from the patients.	10.00
315	Collect specimens from wounds.	50.00
316	inventory and/or order departmental supplies.	40.00
317	Perform bacteriological or chemical examinations of food products.	10.00
319	Perform bacteriological or chemical examinations of water.	20.00
321	Clean and perform routine preventive maintenance on departmental equipment.	10.00
322	Perform sperm counts.	80.00
323	Prepare and process specimens.	90.00
324	Prepare electrophoresis patterns.	20.00
325	Prepare reagents.	90.00
327	Prepare specimens for shipment.	10.00
328	Prepare specimens for training or reference.	80.00
329	Prepare standards.	60.00
330	Read electrophoresis patterns.	10.00
332	Assist in preparing medical illustrations for technical papers for publication.	10.00
334	Performing General Medical Laboratory Tasks.	80.00
339	Utilizing Laboratory Equipment.	20.00
340	Operate automatic analyzers.	50.00
341	Operate continuous flow-dual channel automatic analyzers.	40.00
342	Operate continuous flow-single channel automatic analyzers.	10.00
348	Operate other continuous flow automatic analyzers.	20.00
355	Operate other discrete sample automatic analyzer.	30.00
356	Operate Automatic Cell Counter.	60.00
357	Operate automatic cell counter-coulter single channel.	50.00
358	Operate automatic cell counter-Coulter multi channel Model S.	40.00
359	Operate automatic cell counter-other Coulter.	20.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
360	Operate Analytical Balance.	80.00
361	Operate analytical balance weighing to nearest milligram.	80.00
362	Operate analytical balance weighing to nearest 0.1 milligram or less.	60.00
364	Operate blood gas apparatus.	60.00
365	Operate blood gas apparatus-Manometric.	30.00
366	Operate blood gas apparatus-Volumetric.	30.00
367	Operate chloridometer.	50.00
368	Operate chromatograph.	10.00
372	Operate chromatograph-paper.	10.00
373	Operate chromatograph-thin layer.	10.00
374	Operate colorimeter.	30.00
375	Operate differential cell counter.	30.00
376	Operate distillation apparatus.	20.00
377	Operate electrophoresis equipment.	10.00
378	Operate electrophoresis equipment-agarose or agar systems.	10.00
379	Operate electrophoresis equipment-cellulose acetate systems.	20.00
382	Operate flame photometer.	60.00
383	Operate flame photometer-regular.	40.00
385	Operate fluorometer.	10.00
386	Operate hemoglobinometer.	30.00
387	Operate microhematocrite reader.	70.00
388	Operate microtone.	20.00
389	Operate osmometer.	10.00
390	Operate pH meter.	70.00
392	Operate spectrophotometer.	70.00
393	Operate spectrophotometer-visible range.	50.00
394	Operate spectrophotometer-ultra violet.	40.00
395	Operate spectrophotometer-infra red.	40.00
397	Use blood bank-alarm system.	90.00
398	Use blood bank-freezer.	40.00
399	Use blood bank-refrigerator.	90.00
400	Use centrifuge-general laboratory.	10.00
401	Use centrifuge-microhematocrite.	80.00
402	Use centrifuge-ultracentrifuge.	10.00
403	Use extraction apparatus-separatory funnel.	30.00
404	Use extraction or chromatographic apparatus-Sephadex or resin column.	10.00
405	Use heating blocks.	10.00
406	Use incubator-aerobic.	90.00
407	Use incubator-anaerobic.	50.00
408	Use microburettes.	30.00
409	Use microscopes.	90.00
410	Use microscopes-light bright field.	90.00
411	Use microscopes-light dark field.	20.00
412	Use microscopes-phase contrast.	10.00
413	Use microscopes-interference.	10.00
4	Use microscopes-polarizing.	40.00
5	Use microscopes-electron.	10.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
417	Use pipette-automatic.	60.00
418	Use pipette-semi-automatic.	80.00
419	Use pipette-manual.	90.00
420	Use pipette-micro 0.1 or larger.	90.00
421	Use pipette-micro less than 0.1 ml.	90.00
422	Use pipette-to deliver.	90.00
423	Use pipette-to contain.	90.00
424	Use steam sterilizer or autoclave for departmental equipment.	30.00
427	Use titrators.	40.00
428	Use titrators-automatic end point.	10.00
429	Use titrators-burette.	10.00
430	Use titrators-electrometric end point.	10.00
431	Use titrators-visual end point.	30.00
432	Use water-baths.	90.00
433	Use radioisotope measurement instruments.	30.00
434	Operate scintillation camera for measuring radioisotopes.	10.00
437	Use manual cell counting equipment for measuring radioisotopes.	30.00
438	Use T-3 or T-4 type radioisotope measurement systems.	40.00
440	Performing bacteriological procedures.	30.00
441	Examine bacteriological specimens microscopically.	80.00
442	Identify and classify pathogenic bacteria.	50.00
443	Use special procedures for pest control in hospital.	30.00
444	Inoculate tubed bacteriological media.	70.00
445	Maintain bacteriological stock cultures.	40.00
446	Operate anaerobic devices for bacteriological specimens.	40.00
449	Perform antibiotic and antimicrobial agent sensitivity tests.	50.00
450	Perform fluorescent antibody studies.	50.00
451	Prepare autogenous vaccines.	10.00
452	Prepare bacteriological culture media.	60.00
453	Prepare subculture and smears of bacteriological cultures.	80.00
454	Receive and primary process all cultures except blood, T.B. and fungus.	60.00
455	Receive and process T.B. cultures.	50.00
456	Receive and process blood cultures.	60.00
457	Record and/or report bacteriological colony counts on urine.	80.00
458	Record and/or report bacteriological colony counts on other than urine.	20.00
459	Stain bacteriological smears.	70.00
460	Prepare streak plates of bacteriological specimens.	80.00
461	Performing Myelogy Procedures.	10.00
462	Cultivate mycology specimens for primary isolation.	60.00
463	Examine mycology specimens microscopically.	60.00
464	Identify and classify fungi.	40.00
465	Perform KOH preparation for dermatophytes.	30.00
466	Prepare culture media for mycology specimens.	10.00
467	Stain mycology specimens.	40.00
468	Performing Parasitology Procedures.	40.00

Subcluster: Patient Care Services

Job Title: Medical Laboratory Technician

Category: Diagnostic

Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
469	Examine parasitology specimens microscopically.	80.00
470	Examine parasitology specimens microscopically.	80.00
471	Identify parasitic and disease-carrying arthrolods.	50.00
472	Identify protozoans, cestodes, nematodes, and trematodes.	60.00
474	Perform concentration to flotation techniques for parasite ova.	80.00
475	Perform microfilarial examinations.	30.00
477	Stain parasitological smears.	50.00
478	Performing Serology Procedures.	10.00
479	Identify viruses and/or rickettsia by serological tests.	10.00
480	Perform antistriptolysin "O" titers.	90.00
481	Perform cardiolipin microflucculation test (VDRL).	30.00
484	Perform "C" reactive protein tests.	90.00
485	Perform febrile agglutination (e.g., salmonella) tests.	90.00
486	Perform fluorescent treponemal antibody test.	20.00
487	Perform hemagglutination inhibition test.	40.00
488	Perform heterophile presumptive test.	70.00
489	Perform infectious monomucleosis procedures-monospot or monotest.	90.00
490	Perform latex fixation test.	90.00
491	Perform rheumatoid arthritis test (RA).	80.00
492	Perform and read fluorescent antigen-antibody tests.	40.00
493	Perform skin sensitivity tests and/or including allergic reactions to x-ray contrast media.	30.00
494	Perform and read serological agglutination tests.	80.00
495	Perform and read flocculation tests (other than serological tests for syphillis).	50.00
496	Perform and read serological precipitation reactions (e.g., agar gel immunodiffusion).	30.00
498	Perform thyroid antibody test.	30.00
499	Perform VDRL test.	80.00
500	Perform other serological tests for syphillis.	10.00
501	Prepare antigens for serological tests.	70.00
502	Prepare and read serological hemolysis reactions.	80.00
505	Performing bleeding and coagulation times.	90.00
506	Prepare and stain blood smears for differential count.	80.00
508	Perform capillary resistance test.	40.00
510	Perform clot retraction test.	80.00
511	Perform venous whole blood coagulation time tests.	90.00
512	Perform cryoglobulin tests.	30.00
513	Perform differential cell counts.	90.00
514	Perform eosinophile count.	80.00
515	Perform erythrocyte fragility tests.	70.00
516	Calculate erythrocyte indices.	80.00
517	Perform factor V + VIII - X assays.	40.00
518	Perform fibrinogen deficiency test.	80.00
519	Perform fibrinolysin tests.	40.00
520	Perform hematocrit tests.	90.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
521	Perform hemoglobin tests.	90.00
522	Prepare lupus erythematosus.	80.00
523	Microscopically identify L.E. cells.	80.00
524	Stain and read malaria smears.	80.00
525	Identify morphological variations of red or white blood cells.	80.00
526	Perform partial thromboplastin time (PTT) test.	90.00
527	Stain and read peroxidase stain.	10.00
528	Perform platelet count.	90.00
529	Perform prothrombin consumption test.	40.00
530	Perform prothrombin time test.	90.00
531	Perform red blood count.	90.00
532	Perform reticulocyte cell count.	80.00
533	Perform erythrocyte sedimentation rate.	80.00
534	Perform sickle cell preparations.	80.00
535	Perform spinal fluid cell counts.	70.00
536	Perform thromboplastin generation tests.	30.00
537	Perform white blood count.	90.00
538	Performing Urinalyses Procedures.	10.00
539	Perform routine analysis of urine specimen.	90.00
540	Perform Addis counts.	40.00
541	Perform Bence-Jones protein tests.	50.00
542	Perform urine bile tests.	80.00
543	Perform urine bilirubin tests.	80.00
544	Perform urine concentration tests (e.g., Fishberg).	30.00
545	Perform urine concentration-dilution tests (e.g., Monsenthal)	10.00
546	Perform true glucose tests on urine.	80.00
547	Perform urine hemoglobin (blood) test.	80.00
548	Perform urine hemosiderin tests.	10.00
549	Perform microscopic test for urinary lipids.	20.00
550	Perform urinary pH tests.	70.00
551	Perform urinary phenylphruvic acid tests.	10.00
553	Perform urinary porphyrins tests.	30.00
554	Perform urinary pregnancy tests.	80.00
555	Perform qualitative urine protein tests.	80.00
556	Perform urine reducing substance.	40.00
557	Perform urinary specific gravity tests.	70.00
559	Perform urinary urobilinogin tests.	70.00
560	Perform water loading test (e.g., Soffer).	10.00
562	Assist in preparing and counting radioactivity in samples.	20.00
563	Conduct tests for presence and measurement of radioactivity.	20.00
564	Count radioactivity in body fluid specimens.	20.00
565	Dispose of radioactive wastes.	20.00
566	Observe established departmental fire and safety standards and procedures.	20.00
570	Record, transfer, or summarize patient data.	20.00
571	Segregate and prepare radioactive specimens for measurement of radioactivity.	20.00
572	Performing Biochemistry Procedures.	10.00
574	Perform acid phosphatase test.	80.00

Subcluster: Patient Care Services
Job Title: Medical Laboratory-Technician
Category: Diagnostic
Responding: 10
Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
575	Perform serum albumin tests.	40.00
576	Perform A/G Ratio.	50.00
577	Perform blood alcohol tests.	30.00
578	Perform alkaline phosphatase test.	80.00
580	Perform amylase test.	70.00
581	Perform barbiturate level test.	10.00
582	Perform bilirubin (direct) test.	80.00
583	Perform bilirubin (indirect) test.	80.00
584	Perform bromosulphatein retention (BSP) tests.	80.00
585	Perform calcium tests.	80.00
586	Perform carbon dioxide determinations.	10.00
587	Perform calculus analysis tests.	60.00
588	Perform carbon monoxide determinations.	40.00
589	Perform catecholamine tests.	10.00
590	Perform cephalin fluocculations for liver function.	10.00
591	Perform chlorides tests.	80.00
592	Perform total cholesterol tests.	80.00
593	Perform total cholesterol esters test.	10.00
595	Perform steroid studies.	20.00
596	Perform creatine tests.	50.00
597	Perform creatine phosphokinas (CPK) tests.	80.00
598	Perform serum creatinine tests.	80.00
599	Perform creatinine clearance tests.	80.00
600	Perform enzyme analysis tests.	70.00
601	Perform gastric analysis tests (e.g., acidity or Diagnex Blue).	80.00
602	Perform glucose tests.	80.00
604	Perform glucose tolerance tests.	80.00
605	Perform serum glutamic oxalacetic transaminase (SGPT) test.	80.00
606	Perform serum glutamic pyruvic transaminase (SGPT) test.	60.00
607	Perform hormonal steroid assays.	10.00
608	Perform icterus index tests.	20.00
610	Perform lactic dehydrogenase (LDH) tests.	80.00
612	Perform lipase tests	50.00
613	Perform lipids profile tests.	20.00
614	Perform serum magnesium tests.	20.00
615	Perform non-protein nitrogen (NPN) tests.	10.00
616	Perform blood oxygen tests.	50.00
617	Perform blood pH tests.	70.00
618	Perform phenosulionphthalein (PSP) excretion test.	40.00
619	Perform phosphorus tests.	50.00
620	Perform potassium determinations.	70.00
621	Perform urine prophyrin and/or porphobilirogen tests.	40.00
622	Perform frog test for pregnancy.	10.00
623	Perform slide or tube test for pregnancy.	80.00
624	Perform protein bound iodine (PBI) tests.	20.00
625	Perform total protein tests.	80.00
626	Perform salicylate level tests.	60.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
627	Perform sodium determinations.	70.00
628	Perform thymol turbidity tests.	50.00
629	Perform tolbutamide (orinase) tolerance tests.	20.00
630	Perform blood urea nitrogen (BUN) tests.	80.00
631	Perform quantitative urine chemistry tests for any of the serum or blood chemistry tests previously listed (e.g., urine amylase).	70.00
633	Perform xylose tolerance tests.	20.00
637	Decalcity specimens of teeth and bone.	10.00
638	Embed tissue in paraffin.	10.00
640	Log in and/or code incoming specimens.	10.00
644	Prepare frozen section of tissue.	10.00
645	Prepare routine histology stains and fixatives.	10.00
646	Prepare special histology stain.	10.00
648	Prepare tissue for fixation, dehydration, and infiltration of paraffin.	10.00
650	Stain Pap smears.	10.00
656	Obtain gastric specimens.	10.00
660	Prepare cytological fixatives.	10.00
673	Performing Blood Banking Procedures.	10.00
674	Accumulate and maintain blood bank statistics.	70.00
675	Attach serial numbers to blood transfusion.	40.00
676	Calibrate centrifuges.	60.00
677	Centrifuge and separate serum from clot.	80.00
678	Check and record temperatures of refrigerators and/or alarms.	80.00
679	Crossmatch blood.	90.00
680	Dispose of unused blood after expiration time limit.	70.00
681	Draw blood from blood donors.	40.00
682	Maintain blood inventory (e.g., count number of bottles on hand).	70.00
683	Maintain donor files.	40.00
684	Maintain files of blood banking forms including labels.	60.00
685	Order blood by phone from suppliers.	80.00
686	Order and maintain reagents and supplies.	40.00
687	Organize and store blood.	80.00
688	Perform absorption technique.	20.00
689	Perform antibody screen and identification tests.	90.00
690	Perform antibody titers (dilutions).	80.00
691	Perform direct and indirect Coombs tests.	80.00
693	Perform genotype of blood.	50.00
694	Perform transfusion reaction studies.	80.00
695	Prepare blood for shipment.	80.00
696	Prepare and read slide agglutination reactions.	60.00
697	Prepare and read tube agglutination reactions.	90.00
698	Prepare controls.	60.00
699	Prepare special blood fractions (e.g., platelet rich blood).	10.00
700	Process blood for packed cells.	50.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
701	Record information on blood record card.	50.00
702	Screen and schedule donors.	40.00
703	Store and/or dispose of used blood containers and pilot tubes.	60.00
704	Test blood for ABO grouping and ABO subgrouping.	90.00
705	Test blood for Rh or Du factors.	90.00
706	Use refrigerated centrifuge.	30.00
708	Organizing and Planning.	10.00
709	Plan and assign employee work schedules.	20.00
710	Maintain appropriate storage conditions for spcialized materials.	20.00
711	Assign specific work to individual employees.	20.00
712	Assure the availability of equipment and supplies.	20.00
713	Participate in interdepartmental coordination activities.	20.00
714	Coordinate medical-legal problems.	20.00
715	Develop and maintain procedures for data processing.	20.00
716	Develop manpower cost figures.	20.00
717	Plan departmental work flow.	20.00
718	Coordinate work function of volunteers.	10.00
719	Coordinate work orders with other departments.	20.00
720	Design organization or functional charts.	20.00
722	Determine personnel requirements and job descriptions.	20.00
723	Review and revise current methods and procedures.	30.00
724	Develop and/or improve laboratory procedure.	30.00
725	Develop or revise the organization of the section.	30.00
726	Prepare a budget.	10.00
727	Establish and direct administrative operating policies, procedures and regulations.	10.00
728	Establish performance standards.	20.00
729	Establish procedures for special tests.	20.00
730	Establish quality control function.	30.00
731	Establish research procedures.	10.00
732	Establish and maintain sanitation standards.	20.00
733	Establsih work priorities.	40.00
734	Formulate standard operating procedures for your medical laboratory.	20.00
735	Participate in hospital committee functions.	10.00
737	Plan and schedule work assignments.	30.00
738	Plan medical laboratory activities.	30.00
739	Maintain work record for statistical purposes.	30.00
740	Plan reports for the section.	30.00
742	Plan the maintenance and distribution of reports, records, films, or correspondence with the physician.	20.00
743	Plan the physical layout of the medical laboratory facilities.	30.00
744	Plan the section safety program.	20.00
745	Plan work flow.	30.00
746	Requisition supplies.	40.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
747	Requisition equipment.	30.00
748	Directing and Implementing.	20.00
750	Plan and direct the maintenance of records in health facility.	30.00
751	Supervise the maintenance and utilization of equipment.	30.00
752	Direct the maintenance and utilization of supplies.	40.00
753	Direct the maintenance and utilization of work space.	30.00
754	Direct patient care procedures.	10.00
755	Direct subordinates in maintaining high standards of personal cleanliness.	20.00
756	Direct subordinates in maintaining performance standards.	30.00
757	Direct subordinates in maintaining security standards.	30.00
758	Direct subordinates in the observance of safety practices.	30.00
759	Draft and submit job descriptions.	20.00
760	Interview and evaluate job candidates.	20.00
761	Maintain files of publications.	20.00
762	Maintain status boards or charts.	10.00
763	Resolve personnel problems.	30.00
764	Resolve technical problems.	20.00
765	Supervise the safety or disaster control program.	20.00
766	Supervise the preparation and maintenance of records and reports.	30.00
767	Supervise subordinate supervisors.	10.00
768	Supervise bacteriology procedures.	10.00
769	Supervise blood banking procedures.	30.00
770	Supervise chemistry procedures.	20.00
773	Supervise hematology procedures.	20.00
775	Supervise mycology procedures.	20.00
776	Supervise parasitology procedures.	20.00
777	Supervise serology procedures.	20.00
778	Supervise urinalysis procedures.	20.00
781	Communicate laboratory findings to physicians.	80.00
782	Explain laboratory findings to physicians.	70.00
783	Explain laboratory tests to physicians.	80.00
784	Explain laboratory tests to hospital staff.	70.00
785	Explain laboratory tests to patients.	50.00
786	Instruct patients in regard to administration of test procedures.	70.00
787	Interpret laboratory functions and policies to hospital personnel and/or volunteers, Board, etc.	30.00
788	Participate in hospital public information program by gathering and furnishing appropriate data.	10.00
790	Determine equipment repairs or replacement needed.	60.00
791	Evaluate adherence to work schedules.	30.00
792	Evaluate compliance with established work standards.	30.00
793	Evaluate individuals for promotion and upgrading.	20.00
794	Evaluate procedures for storage, inventory, and inspection of property items.	30.00

Subcluster: Patient Care Services Job Title: Medical Laboratory Technician

Category: Diagnostic Responding: 10

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
795	Evaluate the accuracy of routine reports.	30.00
796	Evaluate the adequacy of routine reports.	20.00
797	Evaluate the maintenance and use of equipment.	20.00
798	Evaluate the maintenance and use of supplies.	20.00
799	Evaluate the maintenance and use of work space.	20.00
800	Evaluate work performance of subordinates.	30.00
801	Initiate reports on unsatisfactory equipment.	30.00
802	Inspect and evaluate adherence to established standards of sanitation, cleanliness, and neatness.	20.00
804	Inspect the physical layout of the medical laboratory facilities.	20.00
805	Investigate possible sources of staphylococcus and/or other hospital infectious diseases.	30.00
807	Resolve personal problems of subordinates.	10.00
808	Resolve technical problems of subordinates.	20.00
811	Arrange for teaching aids, space, and equipment.	10.00
812	Conduct formal classroom instruction.	10.00
813	Develop educational materials for a health occupations program.	10.00
814	Evaluate training effectiveness.	10.00
815	Give instruction in accredited education programs.	10.00
816	Give-on-the-job instruction in medical laboratory activities.	40.00
817	Give training or lectures to non-medical laboratory personnel.	10.00
818	Interpret policies and directives to subordinates.	20.00
819	Maintain performance records.	20.00
820	Orient newly-assigned personnel.	30.00
821	Recommend individuals for training.	20.00
822	Participate in promotion of health careers.	10.00
823	Maintain and review student training records.	30.00
824	Review training status of the section.	10.00
825	Rotate and assign students.	10.00
826	Rotate duty assignments of personnel.	10.00
827	Schedule on-the-job training.	20.00
828	Select and assign instructors.	10.00
829	Select individuals for specialized training courses.	20.00
830	Select textbooks and library reference materials.	20.00
831	Show how to locate and interpret technical information.	30.00
832	Supervise student training programs.	30.00
833	Maintaining Supplies and Records.	10.00
834	Handle property turn-in.	10.00
835	Label, transfer, and/or log specimens for identification.	70.00
836	Maintain and review departmental stock levels.	30.00
837	Prepare work orders or work requests.	30.00
838	Procure and store perishable items.	30.00
839	Purchase supplies.	30.00
840	Receive incoming supplies and equipment.	40.00
841	Requisition supplies.	40.00
842	Supervise the maintenance of laboratory supplies.	30.00

Subcluster: Patient Care Services Job Title: Laboratory Aide

Category: Diagnostic Responding: 9

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
24	Collect non-sterile specimens form patient according to standard procedures.	44.44
29	Observe and record a patient's respiration.	22.22
63	Utilize sterile techniques in the handling of dressings and equipment.	66.67
241	Draw prescribed blood samples from patient.	77.78
244	Assist with and/or take E.K.G.'s on patient.	33.33
278	Perform nose and throat cultures for a patient.	55.56
293	Maintain laboratory or radiology records and/or correspondence.	33.33
309	Charge or maintain financial records for departmental work done.	44.44
312	Collect skin specimens from the patients.	11.11
315	Collect specimens from wounds.	11.11
316	Inventory and/or order departmental supplies.	44.44
321	Clean and perform routine preventive maintenance on departmental equipment.	22.22
322	Perform sperm counts.	11.11
323	Prepare and process specimens.	11.11
325	Prepare reagents.	22.22
327	Prepare specimens for shipment.	55.56
328	Prepare specimens for training or reference.	11.11
329	Prepare standards.	22.22
333	Distribute medical illustration material.	11.11
334	Performing General Medical Laboratory Tasks.	33.33
338	Maintain reference file of illustrations.	11.11
352	Operate discrete sample automatic analyser-Dupont ACA.	11.11
356	Operate Automatic Cell Counter.	11.11
357	Operate automatic cell counter-coulter single channel.	11.11
358	Operate automatic cell counter-Coulter multi channel Model S.	33.33
359	Operate automatic cell counter-other Coulter.	22.22
362	Operate analytical balance weighing to nearest 0.1 milligram or less.	11.11
374	Operate colorimeter.	11.11
382	Operate flame photometer.	22.22
383	Operate flame photometer-regular.	11.11
386	Operate hemoglobinometer.	33.33
387	Operate microhematocrite reader.	44.44
388	Operate microtone.	11.11
389	Operate osmometer.	11.11
392	Operate spectrophotometer.	22.22
397	Use blood bank-alarm system.	11.11
398	Use blood bank-freezer.	11.11
399	Use blood bank-refrigerator.	11.11
400	Use centrifuge-general laboratory.	66.67
401	Use centrifuge-microhematocrite.	44.44
405	Use heating blocks.	22.22

Subcluster: Patient Care Services Job Title: Laboratory Aide

Category: Diagnostic Responding: 9

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
406	Use incubator-aerobic.	11.11
407	Use incubator-anaerobic.	11.11
409	Use microscopes.	22.22
417	Use pipette-automatic.	11.11
418	Use pipette-semi-automatic.	22.22
419	Use pipette-manual.	44.44
420	Use pipette-micro 0.1 or larger.	33.33
421	Use pipette-micro less than 0.1 ml.	22.22
422	Use pipette-to deliver.	33.33
423	Use pipette-to chain.	33.33
424	Use steam steriliser or autoclave for departmental equipment.	22.22
427	Use titrators.	11.11
428	Use titrators-automatic end point.	11.11
432	Use water-baths.	33.33
438	Use T-3 or T-4 type radioisotope measurement systems.	11.11
441	Examine bacteriological specimens microscopically.	11.11
444	Inoculate tubed bacteriological media.	11.11
452	Prepare bacteriological culture media.	11.11
459	Stain bacteriological smears.	33.33
460	Prepare streak plates of bacteriological specimens.	11.11
466	Prepare culture media for mycology specimens.	11.11
480	Perform antistriptolysin "O" titers.	11.11
483	Perform complement fixation tests.	11.11
484	Perform "C" reactive protein tests.	22.22
487	Perform hemagglutination inhibition test.	11.11
488	Perform heterophile presumptive test.	11.11
489	Perform infectious mononucleosis procedures-monospot or monotest.	22.22
490	Perform latex fixation test.	22.22
491	Perform rheumatoid arthritis test (RA).	22.22
493	Perform skin sensitivity tests and/or including allergic reactions to x-ray contrast media.	11.11
494	Perform and read serological agglutination tests.	11.11
502	Prepare and read serological hemolysin reactions.	11.11
503	Prepare specimens for virus isolation.	11.11
505	Performing bleeding and coagulation times.	55.56
506	Prepare and stain blood smears for differential count.	44.44
507	Perform bone marrow examinations on specimens.	11.11
508	Perform capillary resistance test.	11.11
510	Perform clot retraction test.	33.33
511	Perform venous whole blood coagulation time tests.	44.44
513	Perform differential cell counts.	11.11
514	Perform eosinophile count.	11.11
516	Calculate erythrocyte indices.	33.33
520	Perform hematocrit tests.	44.44
521	Perform hemoglobin tests.	33.33
522	Prepare lupus erythematosus (L.E.) slides.	22.22

Subcluster: Patient Care Services Job Title: Laboratory Aide

Category: Diagnostic Responding: 9

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
524	Stain and read malaria smears.	11.11
525	Identify morphological variations of red or white blood cells.	11.11
526	Perform partial thromboplastin time (PTT) test.	33.33
527	Stain and read peroxidase stain.	11.11
528	Perform platelet count.	11.11
529	Perform prothrombin consumption test.	22.22
530	Perform prothrombin time test.	33.33
531	Perform red blood count.	33.33
532	Perform reticulocyte cell count.	11.11
533	Perform erythrocyte sedimentation rate.	33.33
534	Perform sickle cell preparations.	22.22
535	Perform spinal fluid cell counts.	11.11
536	Perform thromboplastin generation tests.	11.11
537	Perform white blood count.	33.33
538	Performing Urinalyses Procedures.	33.33
539	Perform routine analysis of urine specimen.	44.44
540	Perform Addis counts.	11.11
541	Perform Bence-Jones protein tests.	22.22
542	Perform urine bile tests.	44.44
543	Perform urine bilirubin tests.	22.22
544	Perform urine concentration tests (e.g., Fishberg).	11.11
545	Perform urine concentration-dilution tests (e.g., Monsenthal)	22.22
546	Perform true glucose tests on urine.	44.44
547	Perform urine hemoglobin (blood) test.	55.56
550	Perform urinary pH tests.	55.56
554	Perform urinary pregnancy tests.	33.33
555	Perform qualitative urine protein tests.	33.33
556	Perform urine reducing substance.	11.11
557	Perform urinary specific gravity tests.	55.56
559	Perform urinary urobilinogin tests.	11.11
560	Perform water loading test (e.g., Soffer).	11.11
562	Assist in preparing and counting radioactivity in samples.	11.11
564	Count radioactivity in body fluid specimens.	11.11
576	Perform A/G Ratio.	11.11
577	Perform blood alcohol tests.	11.11
578	Perform alkaline phosphatase test.	11.11
580	Perform amylase test.	11.11
581	Perform barbiturate level test.	11.11
582	Perform bilirubin (direct) test.	11.11
583	Perform bilirubin (indirect) test.	11.11
584	Perform bromosulphalein retention (BSP) tests.	11.11
585	Perform calcium tests.	11.11
591	Perform chlorides tests.	11.11
592	Perform total cholesterol tests.	11.11
597	Perform creatine phosphokinase (CPK) tests.	11.11
599	Perform creatinine clearance tests.	11.11
600	Perform enzyme analysis tests.	33.33
602	Perform glucose tests.	33.33
604	Perform glucose tolerance tests.	

Subcluster: Patient Care Services Job Title: Laboratory Aide

Category: Diagnostic Responding: 9

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
605	Perform serum glutamic oxalacetic transaminase (SGOT) test.	11.11
606	Perform serum glutamic pyruvic transaminase (SGPT) test.	11.11
610	Perform lactic dehydrogenase (LDH) tests.	11.11
612	Perform lipase tests.	11.11
614	Perform serum magnesium tests.	11.11
620	Perform potassium determinations.	11.11
623	Perform slide or tube test for pregnancy.	22.22
624	Perform protein bound iodine (PBI) tests.	11.11
627	Perform sodium determinations.	11.11
630	Perform blood urea nitrogen (BUN) tests.	11.11
636	Assist with autopsy.	22.22
640	Log in and/or code incoming specimens.	11.11
644	Prepare frozen section of tissue.	11.11
645	Prepare routine histology stains and fixatives.	11.11
646	Prepare special histology stain.	22.22
674	Accumulate and maintain blood bank statistics.	11.11
675	Attach serial numbers to blood transfusion.	11.11
676	Calibrate centrifuges.	11.11
677	Centrifuge and separate serum from clot.	33.33
681	Draw blood from blood donors.	22.22
683	Maintain donor files.	11.11
684	Maintain files of blood banking forms including labels.	11.11
700	Process blood for packed cells.	11.11
701	Record information on blood record card.	11.11
702	Screen and schedule donors.	33.33
704	Test blood for ABO grouping and ABO subgrouping.	11.11
706	Use refrigerated centrifuge.	11.11
709	Plan and assign employee work schedules.	11.11
718	Coordinate work function of volunteers.	11.11
730	Establish quality control function.	11.11
733	Establish work priorities.	11.11
735	Participate in hospital committee functions.	11.11
739	Maintain work record for statistical purposes.	11.11
745	Plan work flow.	11.11
746	Requisition supplies.	11.11
747	Requisition equipment.	11.11
773	Supervise hematology procedures.	11.11
780	Communication.	11.11
781	Communicate laboratory findings to physicians.	11.11
782	Explain laboratory tests to physicians.	11.11
783	Explain laboratory tests to physicians.	11.11
784	Explain laboratory tests to hospital staff.	11.11
785	Explain laboratory tests to patients.	11.11
786	Instruct patients in regard to administration of test procedures.	44.44
798	Evaluate the maintenance and use of supplies.	11.11
816	Give on-the-job instruction in medical laboratory activities.	11.11

Subcluster: Patient Care Services Job Title: Laboratory Aide

Category: Diagnostic Responding: 9

Subcategory: Laboratory-Diagnostic Services

	TASK	Percent Performing
832	Supervise student training programs.	11.11
835	Label, transfer, and/or log specimens for identification.	11.11
836	Maintain and review departmental stock levels.	11.11
837	Prepare work orders or work requests.	11.11
838	Procure and store perishable items.	11.11
839	Purchase supplies.	11.11
840	Receive incoming supplies and equipment.	22.22
841	Requisition supplies.	22.22
842	Supervise the maintenance of laboratory supplies.	11.11

Subcluster: Patient Care Services **Job Title:** Cytotechnologist

Category: Diagnostic **Responding:** 3

Subcategory: Laboratory-Diagnostic Services

	Task	Percent Performing
11	Administer oral hygiene to a patient (with variations).	33.33
24	Collect non-sterile specimens from patient according to standard procedures.	33.33
243	Read cardiac monitors attached to patient.	66.67
309	Charge or maintain financial records for departmental work done.	33.33
316	Inventory and/or order departmental supplies.	66.67
321	Clean and perform routine preventive maintenance on departmental equipment.	66.67
323	Prepare and process specimens.	33.33
325	Prepare reagents.	33.33
328	Prepare specimens for training or reference.	33.33
333	Distribute medical illustration material.	33.33
360	Operate Analytical Balance.	33.33
362	Operate analytical balance weighing to nearest 0.1 milligram or less.	33.33
387	Operate microhematocrite reader.	33.33
400	Use centrifuge-general laboratory.	33.33
409	Use microscopes.	66.67
410	Use microscopes-light bright field.	33.33
419	Use pipette-manual.	33.33
422	Use pipette-to deliver.	66.67
426	Use tissue processing apparatus-automatic.	33.33
432	Use water-baths.	33.33
557	Perform urinary specific gravity tests.	33.33
636	Assist with autopsy.	33.33
637	Decalcify specimens of teeth and bone.	33.33
638	Embed tissue in paraffin.	33.33
639	Hand-sharpen histology knives.	33.33
640	Log in and/or code incoming specimens.	66.67
642	Moubt tissue section in preparation for microscopic study.	33.33
645	Prepare routine histology stains and fixatives.	66.67
646	Prepare special histology stain.	33.33
648	Prepare tissue for fixation, dehydration, and infiltration of paraffin.	33.33
649	Section tissue in microscopic blocks.	33.33
650	Stain Pap smears.	66.67
651	Stain histology specimens for microscopic study.	33.33
652	Submit tissue specimens to AFIP or histopathology center.	33.33
654	Coverslip cytology specimens.	100
659	Obtain surface lesion specimens.	33.33
660	Prepare cytological fixatives.	100
661	Prepare cytological specimens using millipore.	66.67
662	Prepare cytological specimens using nucleopore.	66.67
663	Prepare cytological stains and alcohol dilusions.	100

Subcluster: Patient Care Services **Job Title:** Cytotechnologist

Category: Diagnostic **Responding:** 3

Subcategory: Laboratory-Diagnostic Services

	Task	Percent Performing
664	Screen breast discharge smear for malignant cells.	100
665	Screen pleural fluid for malignant cells.	66.67
666	Screen salivary aspirates for malignant cells.	66.67
667	Screen spinal fluids for malignant cells.	66.67
668	Screen sputum smear for malignant cells.	100
669	Screen surface lesion for malignant cells.	66.67
671	Screen urine smear for malignant cells.	66.67
709	Plan and assign employee work schedules.	33.33
711	Assign specific work to individual employees.	33.33
722	Determine personnel requirements and job descriptions.	33.33
723	Review and revise current methods and procedures.	33.33
729	Establish procedures for special tests.	33.33
730	Establish quality control function.	33.33
740	Plan reports for the section.	33.33
745	Plan work flow.	33.33
758	Direct subordinates in the observance of safety practices.	33.33
760	Interview and evaluate job candidates.	33.33
766	Supervise the preparation and maintenance of records and reports.	33.33
774	Supervise histology procedures.	33.33
790	Determine equipment repairs or replacement needed.	33.33
795	Evaluate the accuracy of routine reports.	33.33
797	Evaluate the maintenance and use of equipment.	33.33
798	Evaluate the maintenance and use of supplies.	33.33
799	Evaluate the maintenance and use of work space.	33.33
800	Evaluate work performance of subordinates.	33.33
801	Initiate reports on unsatisfactory equipment.	33.33
802	Inspect and evaluate adherence to established standards of sanitation, cleanliness, and neatness.	33.33
807	Resolve personal prlblems of subordinates.	33.33
808	Resolve technical prlblems of subordinates.	33.33
811	Arrange for teaching aids, space, and equipment.	33.33
814	Evaluate training effectiveness.	33.33
821	Recommend individuals for training.	33.33
830	Select textbooks and library reference materials.	33.33
832	Supervise student training programs.	33.33
834	Handle paoperty turn-in.	33.33
835	Label, transfer, and/or log specimens for identification.	66.67
836	Maintain and review departmental stock levels.	33.33
839	Purchase supplies.	33.33
840	Receive incoming supplies and equipment.	33.33
842	Supervise the maintenance of laboratory supplies.	33.33

Subcluster: Patient Care Services Job Title: Histologic Technician

Category: Diagnostic Responding: 7

Subcategory: Laboratory Diagnostic Services

	Task	Percent Performing
24	Collect non-sterile specimens from patient according to standard procedures.	28.57
63	Utilize sterile techniques in the handling of dressings and equipment.	28.57
124	Implement shock position for patient.	14.29
241	Draw prescribed blood samples from patient.	28.57
244	Assist with and/or take E.K.G.'s on patient.	14.29
293	Maintain laboratory or radiology records and/or correspondence.	14.29
309	Charge or maintain financial records for departmental work done.	42.86
312	Collect skin specimens from the patients.	14.29
314	Collect urethral or vaginal specimens from the patients.	14.29
315	Collect specimens from wounds.	14.29
316	Inventory and/or order departmental supplies.	14.29
321	Clean and perform routine preventive maintenance on departmental equipment.	42.86
323	Prepare and process specimens.	85.71
325	Prepare reagents.	42.86
326	Prepare specimens for electron microscopy.	14.29
327	Prepare specimens for shipment.	57.14
328	Prepare specimens for training or reference.	28.57
356	Operate Automatic Cell counter.	14.29
387	Operate microhematocrite reader	14.29
388	Operate microtone.	85.71
392	Operate spectrophotometer.	14.29
393	Operate spectrophotometer-visible range.	14.29
400	Use centrifuge-general laboratory.	28.58
401	Use centrifuge-microhematocrite.	14.29
405	Use heating blocks.	14.29
409	Use microscopes.	57.14
418	Use pipette-semi-automatic.	14.29
419	Use pipette-manual.	28.57
420	Use pipette-micro 0.1 or larger.	42.86
421	Use pipette-micro less than 0.1 ml.	14.29
422	Use pipette-to deliver.	28.58
423	Use pipette-to contain.	14.29
426	Use tissue processing apparatus-automatic.	71.43
432	Use water-baths.	85.71
434	Operate scintillation camera for measuring radioisotopes.	14.29
459	Stain bacteriological smears.	14.29
469	Examine parasitology specimens microscopically.	14.29
470	Examine parasitology specimens macroscopically.	14.29
506	Prepare and stain blood smears for differential count.	28.58
507	Perform bone marrow examinations on specimens.	28.58
520	Perform hematocrit tests.	14.29
521	Perform hemoglobin tests.	14.29

Subcluster: Patient Care Services Job Title: Histologic Technician

Category: Diagnostic Corresponding: 7

Subcategory: Laboratory Diagnostic Services

	Task	Percent Performing
537	Perform white blood count.	14.29
539	Perform routine analysis of urine specimen	14.29
542	Perform urine bile tests.	14.29
546	Perform true glucose tests on urine.	14.29
547	Perform urine hemoglobin (blood) test.	14.29
550	Perform urinary pH tests.	14.29
554	Perform urinary pregnancey tests.	14.29
555	Perform qualitative urine protein tests.	14.29
557	Perform urinary specific gravity tests.	14.29
559	Perform urinary urobilinogin tests.	14.29
634	Performing Histology Procedures.	28.58
635	Assist in preparation of gross specimens for medical photography.	71.43
636	Assist with autopsy.	57.14
637	Decalcify specimens of teeth and bone.	100.00
638	Embed tissue in paraffin.	100.00
639	Hand-sharpen histology knives.	42.86
640	Log in and/or code incoming specimens.	100.00
641	Perform routine immunohistology (e.g., fluorochrome dyes).	14.29
642	Mount tissue section in preparation for microscopic study.	71.43
643	Prepare celloidin embeddings.	14.29
644	Prepare frozen section of tissue.	42.86
645	Prepare routine histology stains and fixatives.	100.00
646	Prepare special histology stain.	85.71
647	Prepare tissue for celloidin embedding and sectioning.	28.57
648	Prepare tissue for fixation, dehydration, [illegible] infiltration of paraffin.	85.71
649	Section tissue in microscopic blocks.	100.00
650	Stain Pap smears.	71.43
651	Stain histology specimens for microscopic study.	100.00
652	Submit tissue specimens to AFIP or histopathology center.	71.43
654	Coverslip cytology specimens.	42.86
655	Obtain breast discharge specimens.	14.29
656	Obtain gastric specimens.	14.29
657	Obtain pleural fluid specimens.	14.29
658	Obtain salivary aspirates.	14.29
659	Obtain surface lesion specimens.	28.58
660	Prepare cytological fixatives.	43.86
663	Prepare cytological stains and alcohol dilusions.	57.14
681	Draw blood from blood donors.	14.29
709	Plan and assign emoloyee work schedules.	14.29
710	Maintain appropriate storage conditions for specialized materials.	14.29
711	Assign specific work to individual employees.	14.29
712	Assure the availability of equipment and supplies.	28.58
717	Plan departmental work flow.	14.29
723	Review and revise current methods and procedures.	14.29
724	Develop and/or improve laboratory procedure.	14.29
732	Establish and maintain sanitation standards.	14.29

Subcluster: Patient Care Services Job Title: Histologic Technician

Category: Diagnostic Responding: 7

Subcategory: Laboratory Diagnostic Services

	TASK	Percent Performing
738	Plan medical laboratory activities.	14.29
739	Maintain work record for statistical purposes.	14.29
740	Plan reports for the section.	14.29
742	Plan the maintenance and distribution of reports, records, films, or correspondence with the physician.	14.29
747	Requisition equipment.	14.29
752	Direct the maintenance and utilization of supplies.	14.29
753	Direct the maintenance and utilization of work space.	14.29
754	Direct patient care procedures.	14.29
755	Direct subordinates in maintaining high standards of personal cleanliness.	14.29
758	Direct subordinates in the observance of safety procedures.	14.29
763	Resolve personnel problems.	14.29
771	Supervise cytology procedures.	14.29
774	Supervise histology procedures.	42.86
781	Communicate laboratory findings to physicians.	14.29
782	Explain laboratory findings to physicians.	14.29
790	Determine equipment repairs or replacement needed.	14.29
791	Evaluate adherence to work schedules.	14.29
793	Evaluate individuals for promotion and upgrading.	14.29
795	Evaluate the accuracy of routine reports.	14.29
796	Evaluate the adequacy of routine reports.	14.29
797	Evaluate the maintenance and use of equipment.	14.29
798	Evaluate the maintenance and use of supplies.	14.29
799	Evaluate the maintenance and use of work space.	14.29
801	Initiate reports on unsatisfactory equipment.	14.29
802	Inspect and evaluate adherence to established standards of sanitation, cleanliness, and neatness.	14.29
832	Supervise student training programs.	14.29
833	Maintaining Supplies and Records.	14.29
835	Label, transfer, and/or log specimens for identification.	42.86
836	Maintain and review departmental stock levels.	14.29
837	Prepare work orders or work requests.	14.29
839	Purchase supplies.	14.29
840	Receive incoming supplies and equipment.	14.29
841	Requisition supplies.	28.57

Subcluster: Patient Care Services Job Title:: Diener

Category: Diagnostic Responding: 2

Subcategory: Laboratory-Diagnostic Services

	Task	Percent Performing
24	Collect non-sterile specimens from patient according to standard procedures.	50
55	Assist with collecting various sterile specimens from a patient.	50
63	Utilize sterile techniques in the handling of dressings and equipment.	50
241	Draw prescribed blood samples from patient.	100
278	Perform nose and throat cultures for a patient.	50
308	Assist in research Projects.	50
310	Collect bile specimens from the patients.	50
311	Collect serous cavity specimens from the patients.	50
312	Collect skin specimens from the patients.	50
314	Collect urethral or vaginal specimens from the patients.	50
315	Collect specimens from wounds.	50
316	Inventory and/or order departmental supplies.	50
312	Clean and perform routine preventive maintenance on departmental equipment.	50
323	Prepare and process specimens.	50
325	Prepare reagents.	50
327	Prepare specimens for shipment.	50
329	Prepare standards.	50
332	Assist in preparing medical illustrations for technical papers for publication.	50
337	Duplicate illustrated materials.	50
388	Operate microtone.	50
426	Use tissue processing apparatus-automatic.	50
432	Use water-baths.	50
635	Assist in preparation of gross specimens for medical photography.	50
636	Assist with autopsy.	100
639	Hand-sharpen histology knives.	50
640	Log in and/or code incoming specimens.	50
645	Prepare routine histology stains and fixatives.	50
646	Prepare special histology stain.	50
649	Section tissue in microscopic blocks.	50
650	Stain Pap smears.	50
651	Stain histology specimens for microscopic study.	50
656	Obtain gastric specimens.	50
657	Obtain pleural fluid specimens.	50
659	Obtain surface lesion specimens.	50
713	Participate in interdepartmental coordination activities.	50
714	Coordinate medical-legal problems.	50
746	Requisition supplies.	50
835	Label, transfer, and/or log specimens for identification.	50
836	Maintain and review departmental stock levels.	50
838	Procure and store perishable items.	50
841	Requisition supplies.	50

Subcluster: Patient Care Services Job Title: Electro-encephlegraphic Tech.

Category: Diagnostic Responding: 5

Subcategory: Electronic Diagnostic Services

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	80
243	Read cardiac monitors attached to patient.	40
244	Assist with and/or take E. K. G.'s on patient.	40
308	Assist in research projects	40
316	Inventory and/or order departmental supplies.	100
570	Record, transfer, or summarize patient data.	60
572	Performing Biochemistry procedures.	20
742	Plan the maintenance and distribution of reports, records, films, or correspondence with the physician.	80
786	Instruct patients in regard to administration of test procedure.	60
790	Determine equipment repairs or replacement needed.	100
836	Maintain and review depantmental stock levels.	80
843	Obtain forms for treatment.	100
844	Schedule appointment for various types of treatment.	100
845	Measure patient's skull in order to determine placement of electrodes.	100
846	Attach electrodes to patient's skull.	100
847	Adjust physical condition of examining room for patient's EEG.	100
848	Record electrical potentials of patient's brain wave.	100
849	Check function of EEG machine during examination of patient.	100
850	Perform internal and external calibration during patient's EEG.	100
851	Record montage as prescribed by encephalagrapher during patient's EEG.	100
852	Modify routines of montage as needed for different patients having EEG's.	100
853	Recognize and report the physical stages of the patient receiving EEG.	100
854	Perform terminal calibration during patient's EEG.	100
855	Detach patient from EEG recorder.	100
856	Maintain and use appropriate filing storage and retrieval systems in handling individual patient's EEG's.	100
857	Fill ink reservoir of EEG machine as needed.	100
858	Adjust ink flow of EEG machine when necessary.	100
859	Change galvanometer of EEG machine when necessary.	80
860	Check and replace tubes of EEG machine when necessary.	80
861	Replace pre-amplifier/amplifier of EEG machine when necessary.	80
862	Refill paper supply of EEG machine as needed.	100
863	Calibrate paper drive of EEG machine when necessary.	80
864	Check batteries of EEG machine (if applicable).	60
865	Perform external calibration of EEG machine.	60
870	Perform calculations for pulmonary function studies.	20
871	Compare pulmonary function study results with norms.	20
872	Perform functional residual capacity for pulmonary function.	20
873	Perform spirometry for pulmonary function tests.	20
874	Perform maximum voluntary ventilation with patient.	20
885	Check and maintain EKG equipment.	20

Subcluster: Patient Care Services Job Title: Pulmonary Function Technician

Category: Diagnostic Responding: 1

Subcategory: Electronic Diagnostic Services

	TASK	Percent Performing
868	Operate multi-channel recorders for pulmonary function studies.	100
871	Compare pulmonary function study results with norms.	100
872	Perform functional residual capacity for pulmonary function.	100
873	Perform spirometry for pulmonary function tests.	100
874	Perform maximum voluntary ventilation with patient.	100
875	Perform air collection and analysis	100
876	Perform diffusion capacity.	100
879	Measure alveolar pCO_2.	100
880	Estimate arterial pCO_2 via re-breathing technique.	100
	Perform radioactive gas techniques (ventilation-perfusion)	100

Subcluster: Patient Care Services Job Title: Radiological Technologist

Category: Diagnostic Responding: 12

Subcategory: Radiological Diagnostic Serv.

	Task	Percent Performing
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	83.33
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient;s comfort or treatment.	66.67
58	Apply or change clean dressings of patient.	16.67
88	Give minor first aid to patient (e.g. for nose bleeds, burns, etc.).	58.33
293	Maintain laboratory or radiology records and/or correspondence.	33.33
307	Assist in communicable disease investigations.	8.33
316	Inventory and/or order departmental supplies.	25.00
424	Use steam sterilizer or autoclave for departmental equipment.	33.33
493	Perform skin sensitivity tests and/or including allergic reactions to x-ray contrast media.	58.33
566	Observe established departmental fire and safety standards and procedures.	41.67
568	Assist with organ scans and/or images.	8.33
709	Plan and assign employee work schedules.	33.33
710	Maintain appropriate storage conditions for specialized materials.	50.00
713	Participate in interdepartmental coordination activities.	33.33
715	Develop and maintain procedures for data processing.	8.33
717	Plan departmental work flow.	25.00
719	Coordinate work orders with other departments.	16.67
722	Determine personnel requirements and job descriptions.	41.67
723	Review and revise current methods and procedures.	33.33
724	Develop and/or improve laboratory procedure.	33.33
726	Prepare a budget.	25.00
727	Establish and direct administrative operating policies, procedures and regulations.	16.67
730	Establish quality control function.	16.67
736	Participate in union contract negotiations.	41.67
739	Maintain work record for statistical purposes.	41.67
742	Plan the maintenance and distribution of reports, records, films, or correspondence with the physician.	41.67
743	Plan the physical layout of the medical laboratory facilities.	25.00
750	Plan and direct the maintenance of records in health facility.	33.33
754	Direct patient care procedures.	16.67
763	Resolve personnel problems.	33.33
764	Resolve technhical problems.	33.33
811	Arrange for teaching aids, space, and equipment.	25.00
816	Give on-the-job instruction in medical laboratory activities.	33.33
820	Orient newly-assigned personnel.	66.67
823	Maintain and review student training records.	33.33
835	Label, transfer, and/or log specimens for identification.	50.00
886	Obtain patient's clinical history.	83.33
887	Prepare trays for special x-ray examinations.	66.67
888	Load and unload film units for patient's x-rays.	91.67
889	Use poloraid units for patient's x-rays.	41.67
[illegible]	Store radioactive materials.	8.33

Subcluster: Patient Care Services Job Title: Radiological Techologist

Category: Diagnostic Responding: 12

Subcategory: Radiological Diagnostic Serv.

	Task	Percent Performing
892	Wash and sterilize patients treatment facilities.	41.67
893	Assist in patient treatment planning.	25.00
894	Number cassettes or screens for identification.	75.00
895	Select immobolization devices for patient's x-rays or treatment.	83.33
896	Place patient in radiographic position.	100.00
897	Attach lead shield to cassette for identification.	66.67
898	Prepare contrast media (used for patient) such as barium sulphate.	100.00
899	Administer radiopaque preparation to patient.	83.33
900	Determine and adjust control panel settings on x-ray equipment as voltage, amperage and time exposure.	100.00
901	Assist physician in special procedures for patient.	100.00
902	Operate video tape equipment for radiology exam.	8.33
903	Load cameras for cineflurography.	25.00
905	Process films in surgery.	50.00
906	Maintain silver recover operation.	41.67
907	Perform safety check for exposure safelights in dark room.	58.33
908	Test for scatter radiation in patient.	8.33
909	Take patient's dental x-rays.	41.67
910	Take patient's abdominal x-rays.	100.00
911	Take patient's spinal x-rays.	100.00
912	Take patient's check x-rays.	91.67
913	Take patient's facial x-rays.	100.00
914	Take patient's mastoid x-rays.	100.00
915	Take patient's paranasal x-rays.	100.00
916	Take x-rays of extremities.	100.00
917	Take x-rays of patient's ribs and sternum.	91.67
918	Operate cinefluorographic equipment.	25.00
919	Operate image intensifier fluoroscopic units.	75.00
920	Operate mobile x-ray units.	100.00
921	Provide surgical assistance for radiologist.	66.67
922	Assist with cardiac catheterization and/or angiocardiogram procedures.	8.33
923	Assist with patient's anthrograms.	41.67
924	Assist with patient's brachiograms.	58.33
925	Assist with patient's cerebral angiograms.	16.67
926	Assist with patient's gynecograms.	8.33
927	Assist with patient's hysterosalpingograms.	58.33
928	Assist with patient's cholangiograms.	75.00
929	Assist with patient's Intravenous Pyelograms (IVP's).	83.33
930	Assist with patient's laminagrams.	66.67
931	Assist with microradiograms for patients.	8.33
932	Assist with mamograms for patients.	50.00
933	Assist with pneumocardiograms for patients.	8.33
934	Assist with patient's pneumoencephalograms.	25.00
935	Assist with patient's urographic studies.	75.00
936	Assist with patient's sialograms.	33.33
937	Assist with patient's stereoscopic x-rays.	25.00
938	Assist with patient's upper GI series.	91.67
[illegible]	Assist with patient's ventriculograms.	16.67
[illegible]	Assist with x-rays for patient's cholecystographic studies.	91.67
[illegible]	Assist with patient's x-rays for contrast studies of esophagus.	83.33

Subcluster: Patient Care Services Job Title: Radiological Technologist

Category: Diagnostic Responding: 12

Subcategory: Radiological Diagnostic Serv.

	Task	Percent Performing
942	Assist with patient's x-rays for contrast studies of large bowel or colon.	83.33
943	Assist with patient's x-rays for pelvimetric studies.	83.33
944	Assist with patient's x-rays of small intestine.	91.67
945	Assist with patient's fistula or sinus tract x-rays.	75.00
946	Maintain automatic processing machines.	41.67
947	Perform substraction techniques for radiological patient.	8.33
948	Operate automatic processing machines.	66.67
955	Perform scan for patient utilizing specialized electronic detectors.	8.33
959	Perform decontamination procedure.	8.33
960	Take patient's treatment and part films.	8.33
962	Make minor repairs or adjustments to x-ray machine.	58.33
963	Replace and mount x-ray screens.	58.33
964	Test for screen film contact.	33.33
965	Test for x-ray beam alignment.	33.33
966	Prepare and maintain patient index file.	
967	Type correspondence for radiologist.	8.33
968	Assemble indexing and filing x-ray films.	58.33
969	Process loans of patient's x-ray films.	75.00
970	Review retiring or disposing of films and x-ray indexes.	66.67
971	Maintain blank forms for management control.	8.33
972	Maintain radiologic diagnostic index.	41.67
975	Prepare and submit supply request for radiological department/office.	50.00
976	Prepare statement for patient billing.	25.00
977	Issue and collect film badges or other radiation detectors, to technicians and radiologists.	33.33
978	Maintain blood count records on radiology personnel.	16.67
979	Coordinate patient clinical management.	8.33
980	Develop and prepare cost analysis data.	8.33
981	Develop and schedule contract preventive maintenance programs.	33.33
982	Supervise technical staff for radiology department.	50.00
983	Supervise clerical staff for radiology department.	33.33
984	Investigate reports of unusual incidents for radiology department.	33.33
988	Maintain on-call roster of doctors and/or radiology technicians.	41.67
989	Maintain radiology department personnel file.	33.33
990	Initiate authorization forms for radiological examinations of minors or mental incompetents.	8.33
991	Initiate authorization forms for administration of anesthesia for radiological examinations or surgical procedures.	8.33
992	Prepare radiological patient examination schedule.	75.00
993	Develop patient instruction forms for radiologic examinations.	33.33
998	Prepare patients for radiological examinations.	66.67
999	Maintain dark room facilities and equipment for radiology department.	58.33
1000	Prepare radiological processing solutions.	58.33
1001	Place x-rays in viewing apparatus.	41.67
1002	Replenish solutions for x-ray development.	41.67
1004	Reproduce x-rays by direct duplication method, microfilm or microfish.	8.33
1005	Maintain film hangers for drying x-rays.	33.33
1006	Maintain x-ray film cassetts.	66.67
1007	Wash and sterilize radiological treatment facilities.	25.00
1008	Operate audio-visual aids for radiologist/radiology department.	8.33
1383	Develop organizational functional charts.	16.67

Subcluster: Patient Care Services Job Title: Registered Radiation Therapy Technologist

Category: Diagnostic Responding:: 4

Subcategory: Radiological Diagnostic Services

	TASK	Percent Performing
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	25.00
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patients comfort or treatment.	50.00
58	Apply or change clean dressings of patient.	50.00
88	Give minor first aid to patient (e.g. for nose bleeds, burns etc.).	50.00
261	Prepare individual dosage of prescribed medications for the patient.	25.00
293	Maintain laboratory or radiology records and/or correspondence.	75.00
331	Assist in writing technical papers for publication.	25.00
565	Dispose of radioactive wastes.	25.00
566	Observe established departmental fire and safety standards and procedures.	50.00
709	Plan and assign employee work schedules.	25.00
710	Maintain appropriate storage conditions for specialized materials.	50.00
713	Participate in interdepartmental coordination activities.	25.00
719	Coordinate work orders with other departments.	25.00
723	Review and revise current methods and procedures.	50.00
724	Develop and/or improve laboratory procedure.	25.00
739	Maintain work record for statistical purposes.	25.00
742	Plan the maintenance and distribution of reports, records, films, or correspondence with the physician.	75.00
754	Direct patient care procedures.	25.00
786	Instruct patients in regard to administration of test procedure.	50.00
812	Conduct formal classroom instruction.	25.00
820	Orient newly-assigned personnel.	25.00
823	Maintain and review student training records.	25.00
835	Label, transfer, and/or log specimens for identification.	25.00
886	Obtain patient's clinical history.	75.00
887	Prepare trays for psecial x-ray examinations.	25.00
888	Load and unload film units for patient's x-rays.	50.00
889	Use poloraid units for patient's x-rays.	25.00
890	Prepare written radiology therapy instructions for patients.	50.00
891	Store radioactive materials.	50.00
892	Wash and sterilize patient's treatment facilities.	25.00
893	Assist in patient treatment planning.	25.00
894	Number cassettes or screens for identification.	50.00
895	Select immogolization devices for patient's x-rays or treatment.	75.00
896	Place patient in radiographic position.	75.00
897	Attach lead shield to cassette for identification.	50.00

Subcluster: Patient Care Services Job Title: Registered Radiation Therapy Technologist

Category: Diagnostic Responding: 4

Subcategory: Radiological Diagnostic Services

	TASK	Percent Performing
898	Prepare contrast media (used for patient) such as barium sulphate.	25.00
899	Administer radiopaque preparation to patient.	50.00
900	Determine and adjust control panel settings on x-ray equipment as voltage, amperage and time exposure.	75.00
901	Assist physician in special procedures for patient.	75.00
907	Perform safety check for exposure safelights in dark room.	25.00
908	Test for scatter radiation in patient.	25.00
910	Take patient's abdominal x-rays.	50.00
911	Take patient's spinal x-rays.	25.00
912	Take patient's check x-rays.	50.00
913	Take patient's facial x-rays.	25.00
914	Take patient's mastoid x-rays.	25.00
915	Take patient's paranasal x-rays.	25.00
916	Take x-rays of extremities.	25.00
917	Take x-rays of patient's ribs and sternum.	25.00
919	Operate image intensifier fluoroscopic units.	25.00
921	Provide surgical assistance for radiologist.	25.00
927	Assist with patient's hysterosalpingograms.	25.00
928	Assist with patient's cholangiograms.	25.00
929	Assist with patient's Intravenous Pyelograms (IVP's).	25.00
930	Assist with patient's laminagrams.	25.00
932	Assist with mamograms for patients.	25.00
935	Assist with patient's urographic studies.	25.00
938	Assist with patient's upper GI series.	25.00
939	Assist with patient's ventriculograms.	25.00
940	Assist with x-rays for patient's cholecystographic studies.	25.00
941	Assist with patient's x-rays for contrast studies of esophagus.	25.00
942	Assist with patient's x-rays for contrast studies of large bowel or colon.	25.00
943	Assist with patient's x-rays for pelvimetric studies.	25.00
944	Assist with patient's x-rays of small intestine.	25.00
945	Assist with patient's fistula or sinus tract x-rays.	50.00
946	Maintain automatic processing machines.	50.00
948	Operate automatic processing machines.	50.00
949	Attach cover and filters for radiation therapy.	25.00
950	Load applicators for radium therapy.	50.00
951	Operate cobalt or super voltage therapy machines.	50.00
952	Operate ortho-voltage equipment.	50.00
953	Perform functional checks on radiation therapy equipment.	25.00
954	Perform radioisotope therapy for patient.	25.00
956	Operate low voltage roentgen therapy equipment.	50.00
960	Take patient's treatment and part films.	25.00
961	Calibrate x-ray machines.	25.00
962	Make minor repairs or adjustments to x-ray machine.	25.00
963	Replace and mount x-ray screens.	25.00
964	Test for screen film contact.	50.00
965	Test for x-ray beam alignment.	

Subcluster: Patient Care Services Job Title: Registered Radiation Therapy Technologist

Category: Diagnostic Responding: 4

Subcategory: Radiological Diagnostic Services

	TASK	Percent Performing
966	Prepare and maintain patient index file.	50.00
967	Type correspondence for radiologist.	25.00
968	Assemble indexing and filing x-ray films.	50.00
969	Process loans of patient's x-ray films.	
970	Review retiring or disposing of films and x-ray indexes.	50.00
972	Maintain radiologic diagnostic index.	25.00
975	Prepare and submit supply request for radiological department/office.	50.00
977	Issue and collect film badges or other radiation detectors, to technicians & radiologists.	25.00
983	Supervise clerical staff for radiology department.	25.00
984	Investigate reports of unusual incidents for radiology department.	25.00
988	Maintain on-call roster of doctors and/or radiology technicians.	25.00
989	Maintain radiology department personnel file.	25.00
994	Prepare formal requests for radiation source changes.	25.00
998	Prepare patients for radiological examinations.	75.00
999	Maintain dark room facilities and equipment for radiology department.	50.00
1000	Prepare radiological processing solutions.	50.00
1002	Replenish solutions for x-ray development.	25.00
1004	Reproduce x-rays by direct duplication method, microfilm or microfiche.	25.00
1006	Maintain x-ray film cassettes.	50.00
1007	Wash and sterilize radiological treatment facilities.	25.00
1008	Operate audio-visual aids for radiologist/radiology dept.	25.00
1379	Maintain record of patient's blood count.	50.00
1380	Determine biological half-life of radioactive materials.	25.00
1381	Monitor patient's clothing wastes and bandages for radiation following treatment.	25.00

Subcluster: Patient Care Services Job Title: Radiologic Department Aide

Category: Diagnostic Responding: 5

Subcategory: Radiological Diagnostic Services

	Task	Percent Performing
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	40
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100
88	Give minor first aid to patient (e.g. for nose bleeds, burns etc.).	20
293	Maintain laboratory or radiology records and/or correspondence.	20
424	Use steam sterilizer or autoclave for departmental equipment.	20
722	Determine personnel requirements and job descriptions.	20
736	Participate in union contract negotiations.	20
739	Maintain work record for statistical purposes.	20
742	Plan the maintenance and distribution of reports, records, films, or correspondence with the physician.	40
750	Plan and direct the maintenance of records in health facilit	20
816	Give on-the-job instruction in medical laboratory activities	20
820	Orient newly-assigned personnel.	20
888	Load and unload film units for patient's x-rays.	20
892	Wash and sterilize patients treatment facilities.	20
893	Assist in patient treatment planning.	20
896	Place patient in radiographic position.	20
898	Prepare contrast media (used for patient) such as barium sulphate.	20
903	Load cameras for cineflurography.	20
938	Assist with patient's upper GI series.	20
940	Assist with x-rays for patient's cholecystographic studies.	20
942	Assist with patient's x-rays for contrast studies of large bowel or colon.	20
944	Assist with patient's fistula or sinus tract x-rays.	20
948	Operate automatic processing machines.	20
967	Type correspondence for radiologist.	20
968	Assemble indexing and filing x-ray films.	40
969	Process loans of patient's x-ray films.	20
970	Review retiring or disposing of films and x-ray indexes.	20
971	Maintain blank forms for management control.	20
975	Prepare and submit supply request for radiological department/office.	20
976	Prepare statement for patient billing.	20
993	Develop patient instruction forms for radiologic examinations.	20
998	Prepare formal requests for radiation source changes.	60
999	Maintain dark room facilities and equipment for radiology department.	20
1001	Place x-rays in viewing apparatus.	20
1002	Replenish solutions for x-ray development.	20
1004	Reproduce x-rays by direct duplication method, microfilm or microfiche.	20
1006	Maintain x-ray film cassettes.	20

Subcluster: Patient Care Services Job Title: Dark Room Aide/Assistant

Category: Diagnostic Responding: 6

Subcategory: Radiological Diagnostic Services

	Task	Percent Performing
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	33.33
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	33.33
316	Inventory and/or order departmental supplies.	16.67
424	Use steam sterilizer or autoclave for departmental equipment.	16.67
710	Maintain appropriate storage conditions for specialized materials.	66.67
723	Review and revise current methods and procedures.	16.67
816	Give on-the-job instruction in medical laboratory personnel.	16.67
883	Load and unload film units for patient's x-rays.	83.33
892	Wash and sterilize patients treatment facilities.	16.67
894	Number cassettes or screens for identification.	50
897	Attach lead shield to cassette for identification.	16.67
898	Prepare contrast media (used for patient) such as barium sulphate.	16.67
903	Load cameras for cineflurography.	16.67
906	Maintain silver recover operation.	16.67
907	Perform safety check for exposure safelights in dark room.	66.67
946	Maintain automatic processing machines.	33.33
947	Perform substraction techniques for radiological patient.	16.67
948	Operate automatic processing machines.	83.33
963	Replace and mount x-ray screens.	50
964	Test for screen film contact.	33.33
969	Process loans of patient's x-ray films.	16.67
970	Review retiring or disposing of films and x-ray indexes.	16.67
977	Issue and collect film badges or other radiation detectors, to technicians and radiologists.	16.67
999	Maintain dark room facilities and equipment for radiology department.	83.33
1000	Prepare radiological processing solutions.	66.67
1001	Place x-rays in viewing apparatus.	16.67
1002	Replenish solutions for x-ray development.	66.67
1005	Maintain film hangers for drying x-rays.	16.67
1006	Maintain x-ray film cassettes.	83.33

Subcluster: Patient Care Services Job Title: Nuclear Medical Technologist

Category: Diagnostic Responding: 3

Subcategory: Radiological Diagnostic Services

	Task	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	33.33
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	33.33
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	33.33
261	Prepare individual dosage of prescribed medications for the patient.	33.33
293	Maintain laboratory or radiology records and/or correspondence.	66.67
565	Dispose of radioactive wastes.	100
717	Plan departmental work flow.	33.33
723	Review and revise current methods and procedures.	33.33
786	Instruct patients in regard to administration of test procedure.	33.33
816	Give on-the-job instruction in medical laboratory activities.	33.33
820	Orient newly-assigned personnel.	33.33
823	Maintain and review student training records.	33.33
835	Label, transfer, and/or log specimens for identification.	33.33
886	Obtain patient's clinical history.	66.67
891	Store radioactive materials.	100
895	Select immoblization devices for patient's x-rays or treatment.	33.33
896	Place patient in radiographic position.	33.33
900	Determine and adjust control panel settings on x-ray equipment as voltage, amperage and time exposure.	33.33
901	Assist physician in special procedures for patient.	33.33
902	Operate video tape equipment for radiology exam.	33.33
908	Test for scatter radiation in patient.	33.33
921	Provide surgical assistance for radiologist.	33.33
948	Operate automatic processing machines.	66.67
954	Perform radioisotope therapy for patient.	66.67
955	Perform scan for patient utilizing specialized electronic detectors.	33.33
959	Perform decontamination procedure.	33.33
966	Prepare and maintain patient index file.	33.33
986	Originate correspondence for radiologists.	33.33
987	Prepare special orders on assignment, reassignment or transfer of patients.	33.33
992	Prepare radiological patient examination schedule.	33.33
993	Develop patient instruction forms for radiologic examinations.	33.33
998	Prepare patients for radiological examinations.	33.33
1001	Place x-rays in viewing apparatus.	33.33

Subcluster: Patient Care Services Job Title: Nuclear Medical Technologist

Category: Diagnostic Responding: 3

Subcategory: Radiological Diagnostic Services

	Task	Percent Performing
1008	Operate audio-visual aids for radiologist/radiology dept.	33.33
1379	Maintain record of patient's blood count.	33.33
1380	Determine biological half-life of radioactive materials.	100
1381	Monitor patient's clothing wastes and bandages for radiation following treatment.	33.33

Subcluster: Patient Care Services Job Title: Physical Therapy Assistant

Category: Physical Rehabilitation Responding: 4

Subcategory: Physical Rehabilitation

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	75
21	Position a patient (with variations) for patient's comfort or treatment.	100
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	100
80	Instruct and assist a patient with crutch walking and other walking devices.	100
82	Perform range of motion exercises for a patient.	100
147	Care for a patient having physical therapy.	100
231	Care for patient in high mist inhalation.	25
240	Apply defibrillator to patient having cardiac-fibrillation.	25
276	Assist patient with dressing and undressing.	75
291	Assist the patient in the safe performance of progressive persistive exercises.	100
292	Administer or assist with range of motion exercises.	75
321	Clean and perform routine preventive maintenance on departmental equipment.	75
339	Maintain work record for statistical purposes.	75
786	Instruct patients in regard to administration of test precedure	100
1009	Prepare patients for physical therapy treatments.	75
1010	Assemble equipment for physical therapy treatment.	100
1011	Disassemble equipment for physcial therapy treatment.	100
1012	Perform some treatments, principally hydrotherapy, for patients as directed by licensed physical therapist.	75
1013	Perform applications of heat for physical therapy treatment (with safety precautions).	100
1014	Perform applications of cold for physical therapy treatment (with safety precautions.)	75
1015	Perform applications of light for physical therapy treatment (with safety precautions).	75
1016	Perform applications of water for physical therapy treatment (with safety precautions).	100
1017	Perform applications of sound for physical therapy treatment (with safety precautions).	75
1018	Perform massage for physical therapy treatments (with safety precautions).	75
1019	Recognize need for minor modifications of physical therapy treatment programs (as patient's condition warrants).	100
1020	Assist with patient's physical therapy test evaluations.	75
1021	Perform patient's physical therapy test evaluations.	25
1022	Perform reception activities in the physical therapy department.	25
1023	Perform clerical activities in the physical therapy department.	50
1024	Interpret physician's prescribed orders for physical therapy treatment of patient.	50
1025	Make appropriate use of equipment in applying physical therapy treatments as prescribed.	100
1026	Direct patients in the use of wheelchairs.	100

Subcluster: Patient Care Services Job Title: Physical Therapy Assistant

Category: Physical Rehabilitation Responding: 4

Subcategory: Physical Rehabilitation

	Task	Percent Performing
1027	Direct patients in the use of body braces.	50
1028	Maintain treatment and process records according to policies of department.	75
1029	Care for wet treatment areas in the physical therapy department.	50
1030	Treat patients in Hubbard tank.	50
1031	Treat patients in whirlpool.	75
1032	Treat patients in pool without exercise.	25
1033	Give patient contrast baths.	75
1034	Give patient paraffin applications.	50
1035	Give patient infrared treatment.	50
1036	Give patient shortwabe diathermy treatment.	50
1037	Give patient microwave diathermy treatment.	25
1038	Give patient untrasonic diathermy treatment.	75
1039	Give the patient cervical traction therapy.	50
1040	Examine patient needing prosthetic devices.	25
1041	Measure patients for prosthetic devices.	25
1042	Fabricate devices from plastic for a patient.	25
1044	Fabricate devices from wood for a patient.	25
1047	Make adjustments in braces and prostheses according to patient's need.	25
1048	Avaluate the patient's ability to utilize a prosthetic device.	25
1049	Prepare a patient for foot examination.	25
1053	Prepare the patient for treatment of skin donditions of the foot.	25

Subcluster: Patient Care Services Job Title: Physical Therapy Aide/Orderly

Category: Physical Rehabilitation Responding: 10

Subcategory: Physical Rehabilitation

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	90
21	Position a patient (with variations) for patient's comfort Or treatment.	60
50	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	50
80	Instruct and assist a patient with crutch walking and other walking devices.	70
82	Perform range of motion exercises for a patient.	40
147	Care for a patient having physical therapy.	70
240	Apply defibrillator to patient having cardiac-fibrillation.	10
276	Assist patient with dressing and undressing.	20
291	Assist the patient in the safe performance of progressive persistive exercises.	60
292	Administer or assist with range of motion exercises.	40
309	Charge or maintain financial records for departmental work done.	40
321	Clean and perform routine preventive maintenance on departmental equipment.	70
739	Maintain work record for statistical purposes.	30
786	Instruct patients in regard to administration of test procedure.	30
1009	Prepare patients for physical therapy treatments.	80
1010	Assemble equipment for physical therapy treatment.	70
1011	Disassemble equipment for physical therapy treatment.	80
1012	Perform some treatments, principally hydrotherapy, for patients as directed by licensed physical therapist.	80
1014	Perform applications of cold for physical therapy treatment (with safety precautions.)	80
1015	Perform applications of light for physical therapy treatment (with safety precautions).	40
1016	Perform applications of water for physical therapy treatment (with safety precautions).	70
1017	Perform applications of sound for physical therapy treatment (with safety precautions).	30
1018	Perform massage for physical therapy treatments (with safety precautions).	30
1019	Recognize need for minor modifications of physical therapy treatment programs (as patient's condition warrants).	30
1020	Assist with patient's physical therapy test evaluations.	20
1022	Perform reception activities in the physical therapy department.	70
1023	Perform clerical activities in the physical therapy department.	70
1024	Interpret physician's prescribed orders for physical therapy treatment of patient.	10
1025	Make appropriate use of equipment in applying physical therapy treatments as prescribed.	50
1026	Direct patients in the use of wheelchairs.	40

Subcluster: Patient Care Services Job Title: Physical Therapy Aide/Orderly

Category: Physical Rehabilitation Responding: 10

Subcategory: Physical Rehabilitation

	Task	Percent Performing
1027	Direct patients in the use of body braces.	20
1028	Maintain treatment and process records according to policies of department.	40
1029	Care for wet treatment areas in the physical therapy department.	60
1031	Treat patients in whirlpool.	60
1032	Treat patients in pool without exercise.	30
1033	Give patient contrast baths.	10
1034	Give patient paraffin applications.	70
1035	Give patient infrared treatment.	20
1036	Give patient shortwave diathermy treatment.	30
1038	Give patient untrasonic diathermy treatment.	30
1039	Give the patient cervical traction therapy.	40

Subcluster: Patient Care Services Job Title: Ortho/Prosthetic Technician

Category: Physical Rehabilitation Responding: 1

Subcategory: Physical Rehabilitation

	Task	Percent Performing
60	Perform preventive decubitus care for a patient; observe and report pressure areas noted on patient's skin.	100
80	Instruct and assist a patient with crutch walking and other walking devices.	100
786	Instruct patients in regard to administration of test procedure.	100
1026	Direct patients in the use of wheelchairs.	100
1027	Direct patients in the use of body braces.	100
1041	Measure patients for prosthetic devices.	100
1042	Fabricate devices from plastic for a patient.	100
1043	Fabricate devices from leather for a patient.	100
1044	Fabricate devices from wood for a patient.	100
1045	Fabricate devices from steel and aluminum for a patient.	100
1046	Fit patients with prosthetic devices.	100
1047	Make adjustments in braces and prostheses according to patient's need.	100

Subcluster: Patient Care Services Job Title: Ortho/Prosthetic Assist.

Category: Physical Rehabilitation Responding: 1

Subcategory: Physical Rehabilitation

	Task	Percent Performing
786	Instruct patients in regard to administration of test procedure.	100
1040	Examine patient needing prosthetic devices.	100
1041	Measure patients for prosthetic devices.	100
1042	Fabricate devices from plastic for a patient.	100
1043	Fabricate devices from leather for a patient.	100
1044	Fabricate devices from wood for a patient.	100
1046	Fit patients with prosthetic devices.	100
1047	Make adjustments in braces and prostheses according to patient's need.	100
1048	Evaluate the patient's ability to utilize a prosthetic device.	100

Subcluster: Patient Care Services **Job Title:** Certified Resp. Therapy Tech.

Category: Physical Rehabilitation **Responding:** 7

Subcategory: Respiratory Rehabilitation

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	85.71
24	Collect non-sterile specimens from patient according to standard procedures.	100
29	Observe and record a patient's respiration.	100
33	Take and record patient's blood pressure (with variations).	100
44	Provide diversional activities for the convalescent patient.	14.29
63	Utilize sterile techniques in the handling of dressings and equipment.	100
71	Care for a patient in isolation.	100
78	Assist patient with postural drainage.	85.71
92	Perform artificial respiration to patient (with variations).	100
93	Perform cardio-pulmonary resucitation to a patient.	85.71
95	Administer oxygen therapy to a patient.	100
96	Observe and record affects of oxygen administration to a patient.	100
97	Supply and care for oxygen equipment used by patient.	57.14
98	Give moist inhalation to patient.	100
99	Observe and record patient's reaction to inhalation therapy treatment.	100
100	Perform aspiration of patient's orapharyngeal area.	71.43
101	Perform tracheotomy care for patient.	57.14
240	Apply defibrillator to patient having cardiac-fibrillation.	14.29
241	Draw prescribed blood samples from patient.	71.43
244	Assist with and/or take E.K.G.'s on patient.	42.86
245	Perform IPPB treatment on patient.	100
246	Perform chest percussion on patient.	71.43
248	Analyze nursing care requirements of patient.	85.71
261	Prepare individual dosage of prescribed medications for the patient.	100
292	Administer or assist with range of motion exercises.	100
308	Assist in research Projects.	42.86
309	Charge or maintain financial records for departmental work done.	42.86
316	Inventory and/or order departmental supplies.	71.43
566	Observe established departmental fire and safety standards and procedures.	42.86
617	Perform blood pH tests.	100
711	Assign specific work to individual employees.	71.43
713	Participate in interdepartmental coordination activities.	71.43
717	Plan departmental work flow.	57.14
719	Coordinate work function of volunteers.	71.43
722	Determine personnel requirements and job descriptions.	100
723	Review and revise current methods and procedures.	57.14
724	Develop and/or improve laboratory procedure.	42.86
726	Prepare a budget.	
727	Establish and direct administrative operating policies, procedures and regulations.	57.14

Subcluster: Patient Care Services **Job Title:** Certified Resp. Therapy Tech.

Category: Physical Rehabilitation Responding: 7

Subcategory: Respiratory Rehabilitation

	Task	Percent Performing
728	Establish performance standards.	71.43
732	Establish and maintain sanitation standards.	57.14
754	Direct patient care procedures.	71.43
760	Interview and evaluate job candidates.	57.14
786	Instruct patients in regard to administration of test procedure.	100
788	Participate in hospital public information program by gathering and furnishing appropriate data.	57.14
800	Evaluate work performance of subordinates.	42.86
813	Develop educational materials for a health occupations program.	57.14
820	Orient newly-assigned personnel.	85.71
822	Participate in promotion of health careers.	57.14
836	Maintain and review departmental stock levels.	100
844	Schedule appointment for various types of treatment.	100
866	Perform blood gas analysis.	42.86
867	Operate pressure transducers for pulmonary function studies.	28.57
868	Operate multi-channel recorders for pulmonary function studies.	14.29
870	Perform calculations for pulmonary function studies.	57.14
871	Compare pulmonary function study results with norms.	57.14
872	Perform functional residual capacity for pulmonary function.	57.14
873	Perform spirometry for pulmonary function tests.	42.86
874	Perform maximum voluntary ventilation with patient.	57.14
875	Perform air collection and analysis.	14.29
876	Perform diffusion capacity.	14.29
877	Perform compliance measurements.	14.29
878	Perform airway resistance measurements.	14.29
879	Measure alveolar pCO_2.	14.29
880	Estimate arterial pCO_2 via re-breathing techniques.	14.29
881	Measure cardiac output by one or more techniques.	14.29
882	Operate a pneumo-tachometer.	14.29
884	Mount EKG records.	28.58
922	Assist with cardiac catheterization and/or angiocardiogram procedures.	14.29
1055	Develop respiratory departmental hearing procedures.	42.86
1056	Check respiratory equipment specifications.	71.43
1057	Organize respiratory staff meetings.	57.14
1058	Prepare statistical reports for the respiratory dept.	85.71
1059	Design and implement home respiratory care programs.	100
1060	Administer to and assist in exercise testing of patient.	57.14
1061	Collect patient's trachial-bronchial secretions.	85.71
1062	Evaluate patient's vital signs.	85.71
1063	Recognize artifacts in patient's EKG record.	71.43
1064	Identify wave form of patient's EKG.	14.29
1065	Perform auscultation for a patient.	42.86
1066	Perform pulmonary function tests for patient.	57.14
1067	Operate CO_2 rebreathers for patient's respiratory care.	42.86

Subcluster: Patient Care Services **Job Title:** Certified Resp. Therapy Tech.

Category: Physical Rehabilitation **Responding:** 7

Subcategory: Respiratory Rehabilitation

	Task	Percent Performing
1068	Recognize the contraindications of respiratory treatment.	100
1069	Assist with or perform hyperboric procedures for patients.	14.29
1070	Perform intubations for patient.	28.58
1071	Use mixed gases in respiratory treatment for patients.	42.86
1072	Answer telephone for respiratory department.	100
1074	Alter settings on patient's respirator (on basis of observations).	85.71
1075	Alter settings on patient's respirator (on basis of blood gas data).	100
1076	Improvise or modify equipment for patient's special requirements.	100
1389	Plan space requirements for the respiratory department.	42.86

Subcluster: Patient Care Services Job Title: Respiratory Therapy Aide

Category: Physical Rehabilitation Responding: 4

Subcategory: Respiratory Rehabilitation

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's comfort or treatment.	25
24	Collect non-sterile specimens from patient according to standard procedures.	75
29	Observe and record a patient's respiration.	75
33	Take and record an apical pulse of patient.	50
63	Utilize sterile techniques in the handling of dressings and equipment.	100
71	Care for a patient in isolation.	100
78	Assist patient with postural drainage.	75
92	Perform artificial respiration to patient (with variations).	75
93	Perform cardio-pulmonary resucitation to a patient.	100
96	Observe and record affects of oxygen administration to a patient.	75
97	Supply and care for oxygen equipment used by patient.	75
98	Give moist inhalation to patient.	100
99	Observe and record patient's reaction to inhalation therapy treatment.	75
100	Perform aspiration of patient's orapharyngeal area.	75
101	Perform tracheotomy care for patient.	75
241	Draw prescribed blood samples from patient.	25
244	Assist with and/or take E.K.G.'s on patient.	25
245	Perform IPPB treatment on patient.	100
246	Perform chest percussion on patient.	75
248	Analyze nursing care requirements of patient.	75
261	Prepare individual dosage of prescribed medications for the patient.	100
292	Administer or assist with range of motion exercises.	50
308	Assist in research projects.	25
566	Observe established departmental fire and safety standards and procedures.	50
617	Perform blood pH tests.	25
711	Assign specific work to individual employees.	75
719	Coordinate work orders with other departments.	25
723	Review and revise current methods and procedures.	25
724	Develop and/or improve laboratory procedure.	25
728	Establish performance standards.	75
786	Instruct patients in regard to administration of test procedure.	50
788	Participate in hospital public information program by gathering and furnishing appropriate data.	25
820	Orient newly-assigned personnel.	50
822	Participate in promotion of health careers.	25
836	Maintain and review departmental stock levels.	100
844	Schedule appointment for various types of treatment.	50
866	Perform blood gas analysis.	25
867	Operate pressure transducers for pulmonary function studies.	25

Subcluster: Patient Care Services Job Title: Respiratory Therapy Aide

Category: Physical Rehabilitation Responding: 4

Subcategory: Respiratory Rehabilitation

	Task	Percent Performing
870	Perform calculations for pulmonary function studies.	50
871	Compare pulmonary function study results with norms.	50
872	Perform functional residual capacity for pulmonary function.	50
873	Perform spirometry for pulmonary function tests.	75
874	Perform maximum voluntary ventilation with patient.	50
875	Perform air collection and analysis.	25
876	Perform diffusion capacity.	25
879	Measure alveolar pCO_2.	25
884	Mount EKG records.	25
1056	Check respiratory equipment specifications.	50
1061	Collect patient's trachial-bronchial secretions.	75
1062	Evaluate patient's vital signs.	75
1063	Recognize artifacts in patient's EKG record.	50
1064	Identify wave form of patient's EKG.	50
1065	Perform auscultation for a patient.	75
1066	Perform pulmonary function tests for patient.	50
1067	Operate CO_2 rebreathers for patient's respiratory care.	75
1068	Recognize the contraindications of respiratory treatment.	75
1069	Assist with or perform hyperboric procedures for patients.	25
1070	Perform intubations for patient.	25
1071	Use mixed gases in respiratory treatment for patients.	75
1072	Answer telephone for respiratory department.	100
1074	Alter settings on patient's respirator (on basis of observations).	75
1075	Alter settings on patient's respirator (on basis of blood gas data)	75
1076	Improvise or modify equipment for patient's special requirements.	75

Subcluster: Patient Care Services Job Title: Pulmonary Function Technician

Category: Physical Rehabilitation Responding: 1

Subcategory: Respiratory Rehabilitation

	Task	Percent Performing
241	Draw prescribed blood samples from patient.	100
248	Analyze nursing care requirements of patient.	100
711	Assign specific work to individual employees.	100
844	Schedule appointment for various types of treatment.	100
868	Operate multi-channel recorders for pulmonary function studies.	100
870	Perform calculations for pulmonary function studies.	100
871	Compare pulmonary function study results with norms.	100
872	Perform functional residual capacity for pulmonary function.	100
873	Perform spirometry for pulmonary function tests.	100
875	Perform air collection and analysis.	100
1058	Prepare statistical reports for the respiratory department.	100
1066	Perform pulmonary function tests for patient.	100

Subcluster: Patient Care Services Job Title: Ophthalmic Lab Technician

Category: Physical Rehabilitation Responding: 3

Subcategory: Vision Rehab.

Task	Percent Performing
1100 Select the proper stock for lenses according to prescription.	100
1101 Identify gray, pits, scratches, generator marks and defects in lens stock.	100
1102 Block and deblock lens for glasses.	100
1103 Fine and polish lens stock for glasses.	100
1104 True tools for fining and polishing lens stock.	100
1105 Clean, assemble and disassemble automatic lens stock finers and finers.	100
1106 Set axis on all machines surfacing lenses.	100
1107 Use prism shime and rings in surfacing lenses.	100
1108 Figure thickness of lenses, cutting back at proper time.	100
1109 Figure how thick to make prism jobs according to axis.	100
1110 Block all lenses.	100
1111 Line up all lenses.	100
1112 Cut proper curve into lenses.	100
1113 Test lenses to withstand maximum pressure.	100
1114 Check lenses by microscope for exactness.	100
1115 Trim lenses to final shape.	100
1116 Smooth lenses after trimming.	100
1117 Bevel lens edge for proper fit into frames.	100
1118 Make lenses shatter-free electronically.	100
1119 Make lenses shatter-free chemically.	100
1120 Put lenses into frames.	100
1121 Check microscopically for final exactness of glasses.	100

Subcluster: Patient Care Services Job Title: Optometric Assistant

Category: Physical Rehabilitation Responding: 3

Subcategory: Vision Rehabilitation

	Task	Percent Performing
316	Inventory and/or order departmental supplies.	100.00
321	Clean and perform routine preventive maintenance on departmental equipment.	100.00
1077	Inform patient what to expect during eye examinations or special tests.	66.67
1079	Measure the curvatures of the patient's cornea.	33.33
1083	Assist in detection of patient's visual problems or color blindness.	33.33
1084	Determining the power of patient's lenses in old and new prescriptions.	33.33
1085	Assist the patient in frame selection.	100.00
1086	Take patient's facial and frame measurements.	33.33
1088	Record the results of the preparatory tests of eye examinations.	33.33
1089	Record the patient's eye history.	33.33
1095	Assist in the optometric laboratory.	66.67
1096	Assist in the fitting of contact lens.	33.33
1098	Give the optician or optometrist chairside assistance.	66.67
1099	Assist with optometric office administration.	66.67
1114	Check lenses by microscope for exactness.	33.33
1121	Check microscopically for final exactness of glasses.	33.33

Subcluster: Patient Care Services Job Title: Urologic Physicians Assist.

Category: Ancillary Services Responding: 2

Subcategory:

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient's comfort or treatment.	100.00
29	Observe and record a patient's respiration.	50.00
33	Take and record patient's blood pressure (with variations).	50.00
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	50.00
45	Apply restraints to a patient in bed, chair or transporting device and record application.	100.00
48	Operate an addressograph for patient's records, charge slips or coding.	150.00
63	Utilize sterile techniques in the handling of dressings and equipment.	100.00
64	Perform irrigation of patient's catheter as prescribed.	50.00
66	Perform catheterizations on patient according to instructional policies.	50.00
86	Apply hand pressure or a pressure bandage for patient's bleeding.	50.00
234	Perform sterile scrub, gowing, and gloving to assist with surgery of patient.	100.00
235	Assist physician performing surgery on patient.	50.00
261	Prepare individual dosage of prescribed medications for the patient.	50.00
262	Give prescribed oral medication to the patient.	50.00
316	Inventory and/or order departmental supplies.	50.00
321	Clean and perform routine preventive maintenance on departmental equipment.	100.00
424	Use steam sterilizer or autoclave for departmental equipment.	50.00
566	Observe established departmental fire and safety standards and procedures.	50.00
790	Determine equipment repairs or replacement needed.	50.00
835	Label, transfer, and/or log specimens for identification.	50.00
840	Receive incoming supplies and equipment.	100.00
843	Obtain forms for treatment.	50.00
998	Prepare patients for radiological examinations.	50.00
1028	Maintain treatment and process records according to policies of department.	50.00
1051	Prepare patient for the application of plaster splints or casts.	50.00
1052	Assist in the application of plaster splints or casts.	50.00
1126	Sort instruments and utensils for re-sterilizing.	50.00
1131	Place articles in containers to go to washing.	50.00
1144	Package items to be sterilized.	50.00
1159	Assemble bladder irrigation set.	50.00
1164	Assemble catheterization tray.	50.00
1168	Assemble cystometrogram tray.	50.00
1191	Assemble vaginal examination tray.	50.00

Subcluster: Patient Care Services **Job Title:** Urologic Physicians Assist.

Category: Ancillary Services **Responding:** 2

Subcategory:

	Task	Percent Performing
1202	Fold linens to be used in sterilizing.	50.00
1206	Wrap linen packs for sterilization.	50.00
1207	Date and label linen packs to be sterilized.	50.00
1221	Obtain equipment for surgery.	100.00
1222	Connect electrical-surgical units, drills and suction used in the operating room.	50.00
1223	Adjust electrical-surgical units, lights, etc. for surgery.	100.00
1224	Assemble drills for surgery.	50.00
1225	Test equipment used in surgery.	50.00
1226	Lubricate equipment used in surgery.	50.00
1227	Request equipment for surgery.	50.00
1228	Obtain prep solutions for preparation of patient for surgery	50.00
1229	Prepare prep solutions for surgery.	100.00
1230	Soak optic devices in disinfectant for operative procedure.	50.00
1231	Hold organs or tissues during surgery.	50.00
1232	Focus lights during surgery.	50.00
1233	Provide emergency equipment during surgery.	50.00
1234	Check drainage of urinary catheter during surgery.	50.00
1235	Receive organ/tissue specimens during surgery.	50.00
1236	Receive additional linens during surgery.	50.00
1237	Change soiled linens during surgery.	50.00
1238	Rinse and dry instruments used in surgery.	100.00
1239	Sort and separate instruments used in surgery.	50.00
1240	Moisten sponges used in surgery.	50.00
1241	Assist anesthetist during surgery.	50.00
1242	Prepare packing to be utilized during or following surgery.	50.00
1243	Assist with sponge count during surgery.	50.00
1244	Thread needle with suture during surgery.	50.00
1245	Assist surgeon in removing gloves and gown following surgery.	100.00
1246	Request recovery bed for new surgical patient.	100.00
1247	Remove drape from patient following surgery.	50.00
1248	Remove restraints from patient following surgery.	50.00
1249	Check position of patient's drainage tube and urinary catheter following surgery.	50.00
1250	Connect new drainage tube and collection bag to urinary catheter following surgery.	100.00
1251	Prepare germacide solution to clean with following surgery.	50.00
1252	Soak contaminated instruments following surgery.	100.00
1253	Prepare instrument packs to be sterilized.	50.00
1254	Dispose of used and soiled linens following surgery.	50.00
1255	Replenish linen packs used in surgery.	50.00
1256	Disassemble drills suction apparatuses used in surgery.	50.00
1257	Disconnect electrical-surgical equipment used during surgery.	100.00
1258	Clean operating room following surgery.	100.00
1259	Remove equipment not needed from O.R. following surgery.	50.00
1260	Check sponge count following surgery.	50.00
1261	Complete and sign O.R. forms following surgery.	50.00

Subcluster: Patient Care Services **Job Title:** Urologic Physicians Assist.

Category: Ancillary Services **Responding:** 2

Subcategory:

	Task	Percent Performing
1262	Prepare specimen reports following surgery.	100.00
1263	Hand carry forms to pick-up stations following surgery.	50.00
1264	Obtain plaster for cast applications.	50.00
1265	Assist in removing cast from patient.	50.00
1266	Report shortages in operating room.	50.00
1267	Report unusual happenings in oeprating room.	50.00
1268	Perform sterilizing instruments or equipment by boiling when directed.	50.00
1269	Perform sterilizing instruemtns/equipment by chemical solution when directed.	50.00
1270	Report break in aseptic technique during surgery.	50.00
1275	Perform renal function studies of urologic patients.	50.00
1277	Perform stoma care for the urologic patient.	50.00
1320	Clean public rest rooms in hospital.	50.00
1328	Clean x-ray and cystoscopy.	50.00

Subcluster: Patient Care Services

Job Title: Operating Room Technician

Category: Ancillary Services

Responding: 13

Subcategory:

	Task	Percent Performing
1122	Receive contaminated supplies from patient area.	38.46
1123	Place contaminated items in isolation chamber.	30.77
1124	Autoclave contaminated articles before processing.	76.92
1125	Pick up or receive soiled instruments and supplies from nursing unit.	7.69
1126	Sort instruments and utensils for re-sterilizing.	76.92
1127	Examine articles for holes, cracks or other defects.	76.92
1128	Place articles in containers or racks for washers.	61.54
1129	Place articles in baskets or boxes to be sterilized.	76.92
1130	Place baskets or boxes on collection cart.	53.85
1131	Place articles in containers to go to washing.	46.15
1132	Receive new or clean linen.	30.77
1133	Prepare proper washing agents.	38.46
1134	Select proper rinse agents.	38.46
1135	Sort items (various needles, forceps, etc.).	61.54
1136	Load items to be re-used into automatic washers.	23.08
1137	Operate automatic washers to clean items to be re-used.	23.08
1138	Unload items to be re-used from automatic washers.	23.08
1139	Clean and maintain washing equipment for central service.	38.46
1140	Disassemble materials and equipment for Central Service.	46.15
1141	Dry items after washing and reusing for Central Service.	46.15
1142	Assemble equipment after cleaning for Central Service.	38.46
1143	Prepare and handle items for packaging and delivery for Central Service.	76.92
1144	Package items to be sterilized.	53.85
1145	Transfer items to autoclave truck.	46.15
1146	Check for leaks or malfunctions of machinery for Central Service.	15.39
1147	Test for sterilization with bacterial culture.	30.77
1148	Tag sterilized items.	30.77
1149	Prepare dressing sets.	15.38
1150	Mix normal saline solutions.	7.69
1151	Fill bottles with solutions to be sterilized.	15.38
1152	Label, cap and dating bottles to be sterilized.	15.38
1153	Test sealed bottles for leaks.	23.08
1154	Unload autoclaved materials from carts into sterile cupboards.	38.46
1155	Seal sterile items in air-tight plastic bags for long storage.	23.08
1157	Assemble arteriogram (angiogram) tray.	7.69
1158	Assemble joint aspirating test.	7.69
1160	Assemble bone marrow tray.	23.08
1161	Assemble bronchogram tray.	15.38
1163	Assemble cardiac arrest tray.	7.69
1164	Assemble catheterization tray.	7.69
1165	Assemble circumcision set.	38.46
1167	Assemble surgical cut-down tray.	38.46
1168	Assemble cystometrogram tray.	7.69
1169	Assemble douche set.	15.38
1170	Assemble dressing tray.	15.38
1171	Assemble emergency delivery set.	15.38
1173	Assemble eye dressing tray.	7.69
1175	Assemble gastric set for analysis or lavage.	7.69

Subcluster: Patient Care Services

Job Title: Operating Room Technician

Category: Ancillary Services

Responding: 13

Subcategory:

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	84.62
21	Position a patient (with variations) for patient's comfort or treatment.	92.31
29	Observe and record a patient's respiration.	30.77
33	Take and record patient's blood pressure (with variations).	30.77
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	92.3
45	Apply restraints to a patient in bed, chair or transporting device and record application.	84.62
48	Operate an addressograph for patient's records, charge slips or coding	76.92
57	Apply ace bandages on patient according to prescribed site and method.	30.77
63	Utilize sterile techniques in the handling of dressings and equipment.	84.62
64	Perform irrigation of patient's catheter as prescribed.	15.38
66	Perform catheterizations on patient according to instructional policies.	30.77
80	Instruct and assist a patient with crutch walking and other walking devices.	30.77
84	Apply a sling to a patient.	30.77
86	Apply hand pressure or a pressure bandage for patient's bleeding.	84.62
113	Empty and care for levine suction equipment used by patient.	7.69
149	Apply extremity braces, body braces, and artificial limbs to patient.	15.38
232	Obtain patient and/or family consents for treatment.	7.69
234	Perform sterile scrub, gowning, and gloving to assist with surgery of patient.	115.38
235	Assist physician performing surgery on patient.	92.31
261	Prepare individual dosage of prescribed medications for the patient.	46.15
316	Inventory and/or order departmental supplies.	76.92
321	Clean and perform routine preventive maintenance on departmental equipment.	69.23
366	Operate blood gas apparatus-Volumetric.	7.69
424	Use steam sterilizer or autoclave for departmental equipment.	92.31
425	Use gas sterilizer for departmental equipment.	7.69
566	Observeestablished departmental fire and safety standards and procedures.	84.62
710	Maintain appropriate storage conditions for psecialized materials.	53.85
713	Participate in interdepartmental coordination activities.	15.38
790	Determine equipment repairs or replacement needed.	84.62
835	Label, transfer, and/or log specimens for identification.	76.92
836	Maintain and review departmental stock levels.	23.08
838	Procure and store perishable items.	7.69
840	Receive incoming supplies and equipment.	92.31
843	Obtain forms for treatment.	53.85
998	Prepare patients for radiological examinations.	38.4
1001	Place x-rays in viewing apparatus.	46.15
1028	Maintain treatment and process records according to policies of department.	69.23
1051	Prepare patient for the application of plaster splints or casts.	76.92
1052	Assist in the application of plaster splints or casts.	84.62

Subcluster: Patient Care Services

Job Title: Operating Room Technician

Category: Ancillary Services

Responding: 13

Subcategory:

	Task	Percent Performing
1176	Assemble gynecology tray.	7.69
1177	Assemble irrigation set.	7.69
1178	Assemble liver/kidney biopsy tray.	15.38
1179	Assemble myelogram tray.	7.69
1180	Assemble nasal hemorrage tray.	15.38
1181	Assemble para-thoracentesis tray.	15.38
1182	Assemble peritoneal dialysis tray.	7.69
1183	Assemble proctoscopy or segmordoscopy set.	46.15
1185	Assemble lumbar puncture tray.	7.69
1187	Assemble suture tray.	15.38
1188	Assemble throat irrigation set.	7.69
1189	Assemble tonsil hemorrhage tray.	15.38
1190	Assemble tracheotomy tray.	46.15
1191	Assemble vaginal examination tray.	23.08
1193	Assemble water seal drainage set.	23.08
1194	Wash, dry, test, powder, and package gloves to be sterilized.	7.69
1195	Load and position gloves on autoclave cart.	7.69
1196	Fill and dispense glove orders.	15.38
1197	Record glove inventory.	15.38
1199	Wash, disinfect and centrifuge used thermometers.	7.69
1201	Repair linens to be sued in sterilizing.	30.77
1202	Fold linens to be used in sterilizing.	53.85
1203	Sort masks, O.R. caps to be used in surgery.	38.46
1204	Fold O.B. leggins, covers and baby blankets to be used in delivery room.	15.38
1205	Assemble linen packs to be sterilized.	46.15
1206	Wrap linen packs for sterilization.	61.54
1207	Date and label linen packs to be sterilized.	61.54
1208	Sterilize linen packs in autoclave.	23.08
1209	Send materials and equipment out of central service.	23.08
1210	Dispense items at the window and by cart system from central service.	7.69
1211	Check dispensable equipment fro repairs.	15.38
1212	Clean work areas, offices, cupboards and shelves of central service.	23.08
1215	Participate in in-service training program.	30.77
1217	Record replenishment tests for central service.	7.69
1218	Maintain records of central service tray set-ups.	7.69
1219	Use Kandx fill system in central service.	7.69
1220	Use check-sheet system in central service.	7.69
1221	Obtain equipment for surgery.	84.62
1222	Connect electrical-surgical units, drills and suction used in the operating room.	84.62
1223	Adjust electrical-surgical units, lights, etc. for surgery.	69.23
1224	Assemble drills for surgery.	84.62
1225	Test equipment used in surgery.	84.62
1226	Lubricate equipment used in surgery.	84.62
1227	Request equipment for surgery.	61.54
1228	Obtain prep solutions for preparation of patient for surgery.	76.92
1229	Prepare prep solutions for surgery.	61.54
1230	Soak optic devices in disinfectant for operative procedure.	61.54

Subcluster: Patient Care Services

Job Title: Operating Room Technician

Category: Ancillary Services

Responding: 13

Subcategory:

	Task	Percent Performing
1231	Hold organs or tissues during surgery.	76.92
1232	Focus lights during surgery.	69.23
1233	Provide emergency equipment during surgery.	76.92
1234	Check drainage of urinary catheter during surgery.	53.85
1235	Receive organ/tissue specimens during surgery.	76.92
1236	Receive additional linens during surgery.	84.62
1237	Change soiled linens during surgery.	92.31
1238	Rinse and dry instruments used in surgery.	84.62
1239	Sort and separate instruments in surgery.	84.62
1240	Moisten sponges used in surgery.	84.62
1241	Assist anethetist during surgery.	53.85
1242	Prepare packing to be utilized during or following surgery.	84.62
1243	Assist with sponge count during surgery.	84.62
1244	Thread needle with suture during surgery.	84.62
1245	Assist surgeon in removing gloves and gown following surgery.	76.92
1246	Request recovery bed for new surgical patient.	61.54
1247	Remove drape from patient following surgery.	84.62
1248	Remove restraints from patient following surgery.	76.92
1249	Check position of patient's drainage tube and urinary catheter following surgery.	46.15
1250	Connect new drainage tube and collection bag to urinary catheter following surgery.	30.77
1251	Prepare germacide solution to clean with following surgery.	76.92
1252	Soak contaminated instruments following surgery.	84.62
1253	Prepare instrument packs to be sterilized.	69.23
1254	Dispose of used and soiled linens following surgery.	69.23
1255	Replenish linen packs used in surgery.	76.92
1256	Disassemble drills suction apparatuses used in surgery.	84.62
1257	Disconnect electrical-surgical equipment used during surgery.	84.62
1258	Clean operating room following surgery.	76.92
1259	Remove equipment not needed from O.R. following surgery.	84.62
1260	Check sponge count following surgery.	76.92
1261	Complete and sign O.R. forms following surgery.	53.85
1262	Prepare specimen reports following surgery.	53.85
1263	Hand carry forms to pick-up stations following surgery.	53.85
1264	Obtain plaster for cast applications.	84.62
1265	Assist in removing cast from patient.	76.92
1266	Report shortages in operating room.	84.62
1267	Report unusual happenings in operating room.	84.62
1268	Perform sterilizing instruments or equipment by boiling when directed	15.38
1269	Perform sterilizing instruments/equipment by chemical solution when directed.	84.62
1270	Report break in aseptic technique during surgery.	84.62
1271	Set up isolation unit for contaminated surgical patient.	23.08
1272	Set up traction apparatus for surgical patient.	23.08
1273	Apply traction apparatus for surgical patient.	15.38
1279	Prepare dispensing records for the pharmacy.	7.69
1282	Return drugs not used to stock.	7.69
1301	Prepare medical solutions (when necessary) under aseptic conditions with proper sterile techniques (according to master formula).	7.69

Subcluster: Patient Care Services

Job Title: Operating Room Technician

Category: Ancillary Services

Responding: 13

Subcategory:

	Task	Percent Performing
1302	Sterilizing (when necessary) solutions under correct conditions of temperature pressure and time.	15.38
1304	Send sample of sterilized solution to laboratory for testing.	23.08
1307	Verify correct patient, dosage, time, method of medication given.	15.38
1308	Record medications administered to patients.	15.38
1310	Wash furniture throughout hospital.	7.69
1311	Wash fixtures throughout hospital.	7.69
1315	Mop floors throughout hospital (dry, wet and damp).	7.69
1325	Clean delivery and operating rooms.	30.77
1328	Clean x-ray and cystoscopy areas.	15.38
1333	Clean locker rooms in hospital.	7.69
1334	Clean supply rooms in hospital.	7.69
1335	Clean anesthesia induction area in hospital.	30.77
1337	Clean central service areas in hospital.	15.38
1345	Use special procedures for handling trash materials in hospital.	7.69
1356	Assist in preparation of supplies for sterilization.	15.38

Subcluster: Patient Care Services Job Title: Surgical Aide/Assistant

Category: Ancillary Services Responding: 4

Subcategory:

	Task	Percent Performing
4	Clean and care for disposable and non-disposable equipment utilized by patients (metal, rubber, etc.) according to material specifications e.g., pre-soaking, hand-washing, etc.	25.00
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	75.00
21	Position a patient (with variations) for patient's comfort or treatment.	75.00
29	Observe and record a patient's respiration.	25.00
33	Take and record patient's blood pressure (with variations).	25.00
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	25.00
45	Apply restraints to a patient in bed, chair or transporting device and record application.	50.00
48	Operate an addressograph for patient's records, charge slips or coding.	25.00
57	Apply ace bandages on patient according to prescribed site and method.	25.00
63	Utilize sterile techniques in the handling of dressings and equipment.	100.00
64	Perform irrigation of patient's catheter as prescribed.	25.00
66	Perform catheterizations on patient according to instructional policies.	25.00
84	Apply a sling to a patient.	25.00
86	Apply hand pressure or a pressure bandage for patient's bleeding.	25.00
149	Apply extremity braces, body braces, and artificial limbs to patient.	25.00
234	Perform sterile scrub, gowning and gloving to assist with surgery of patient.	25.00
235	Assist physician performing surgery on patient.	25.00
261	Prepare individual dosage of prescribed medications for the patient.	25.00
316	Inventory and/or order departmental supplies.	50.00
321	Clean and perform routine preventive maintenance on departmental equipment.	25.00
424	Use steam sterilizer or autoclave for departmental equipment.	75.00
566	Observe established departmental fire and safety Standards and procedures.	25.00
790	Determine equipment repairs or replacement needed.	75.00
835	Label, transfer, and/or log specimens for identification.	25.00
836	Maintain and review departmental stock levels.	50.00
838	Procure and store perishable items.	25.00
840	Receive incoming supplies and equipment.	100.00
843	Obtain forms for treatment.	25.00
1001	Place x-rays in viewing apparatus.	25.00
1028	Maintain treatment and process records according to policies of department.	50.00

Subcluster: Patient Care Services **Job Title:** Surgical Aide/Assistant

Category: Ancillary Services **Responding:** 4

Subcategory:

	Task	Percent Performing
1051	Prepare patient for the application of plaster splints or casts.	25.00
1052	Assist in the application of plaster splints or casts.	50.00
1123	Place contaminated items in isolation chamber.	25.00
1124	Autoclave contaminated articles before processing.	25.00
1125	Pick up or receive soiled instruments and supplies from nursing unit.	25.00
1126	Sort instruments and utensils for re-sterilizing.	25.00
1127	Examine articles for holds, cracks or other defects.	25.00
1128	Place articles in containers or racks for washers.	25.00
1129	Place articles in baskets or boxes to be sterilized.	50.00
1130	Place baskets or boxes on collection cart.	75.00
1131	Place articles in containers to go to washing.	25.00
1133	Prepare proper washing agents.	25.00
1134	Select proper rinse agents.	25.00
1135	Sort items (various needles, forceps, etc.)	50.00
1136	Load items to be re-used from automatic washers.	25.00
1137	Operate automatic washers to clean items to be re-used.	25.00
1142	Assemble equipment after cleaning for Central Service.	25.00
1143	Prepare and handle items for packaging and delivery for Central Service.	50.00
1144	Package items to be sterilized.	100.00
1145	Transfer items to autoclave truck.	50.00
1147	Test for sterilization with bacterial culture.	25.00
1148	Tag sterilized items.	25.00
1154	Unload autoclaved materials from carts into sterile cupboards.	25.00
1155	Seal sterile items in air-tight plastic bags for long storage.	25.00
1203	Sort masks, O.R. caps to be used in surgery.	25.00
1215	Participate in in-service training program.	25.00
1221	Obtain equipment for surgery.	100.00
1222	Connect electrical-surgical units, drills and suction used in the operating room.	25.00
1223	Adjust electrical-surgical units, lights, etc. for surgery.	25.00
1224	Assemble drills for surgery.	25.00
1225	Test equipment used in surgery.	25.00
1226	Lubricate equipment used in surgery.	25.00
1227	Request equipment for surgery.	25.00
1228	Obtain prep solutions for preparation of patient for surgery.	50.00
1229	Prepare prep solutions for surgery.	50.00
1231	Hold organs or tissues during surgery.	25.00
1232	Focus lights during surgery.	25.00
1233	Provide emergency equipment during surgery.	75.00
1234	Check drainage of urinary catheter during surgery.	25.00
1235	Receive organ/tissue specimens during surgery.	50.00
1236	Receive additional linens during surgery.	50.00
1237	Change soiled linens during surgery.	25.00
1238	Rinse and dry instruments used in surgery.	25.00

Subcluster: Patient Care Services Job Title: Surgical Aide/Assistant

Category: Ancillary Services Responding: 4

Subcategory:

	Task	Percent Performing
1239	Sort and separate instruments used in surgery.	50.00
1240	Moisten sponges used in surgery.	25.00
1241	Assist anethetist during surgery.	25.00
1242	Prepare packing to be utilized during or following surgery.	25.00
1243	Assist with sponge count during surgery.	25.00
1244	Thread needle with suture during surgery.	25.00
1245	Assist surgeon in removing gloves and gown following surgery.	25.00
1246	Request recovery bed for new surgical patient.	25.00
1247	Remove drape from patient following surgery.	25.00
1248	Remove restraints from patient following surgery.	50.00
1249	Check position of patient's drainage tube and urinary catheter following surgery.	25.00
1250	Connect new drainage tube and collection bag to urinary catheter following surgery.	25.00
1251	Prepare germacide solution to clean with following surgery.	50.00
1252	Soak contaminated instruments following surgery.	25.00
1253	Prepare instrument packs to be sterilized.	25.00
1254	Dispose of used and soiled linens following surgery.	75.00
1255	Replenish linen packs used in surgery.	50.00
1257	Disconnect electrical-surgical equipment used during surgery.	25.00
1258	Clean operating room following surgery.	75.00
1259	Remove equipment not needed from O.R. following surgery.	75.00
1260	Check sponge count following surgery.	25.00
1261	Complete and sign O.R. forms following surgery.	25.00
1263	Hand carry forms to pick-up stations following surgery.	25.00
1264	Obtain plaster for cast applications.	50.00
1265	Assist in removing cast from patient.	25.00
1266	Report shortages in operating room.	75.00
1267	Report unusual happenings in operating room.	50.00
1268	Perform sterilizing instruments or iquipment by boiling when directed.	25.00
1269	Perform sterilizing instruments/equipment by chemical solution when directed.	25.00
1270	Report break in aseptic technique during surgery.	25.00
1271	Set up isolation unit for contaminated surgical patient.	25.00
1272	Set up traction apparatus for surgical patient.	25.00
1278	Receive physician's orders for medications.	25.00
1281	Maintain records of medication transported to patient unit.	25.00
1282	Return drugs not used to stock.	25.00
1306	Check incoming drugs for damage and shortage.	25.00
1308	Record medications administered to patients.	25.00
1325	Clean delivery and operating rooms.	25.00
1335	Clean anesthesia induction area in hospital.	25.00

Subcluster: Patient Care Servcies Job Title: Central Service Aide/Assistant

Category: Ancillary Services Responding: 16

Subcategory:

	Task	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation. discharge, etc.	6.25
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	75.00
57	Apply ace babdages on patient according to prescribed site an method.	6.25
63	Utilize sterile techniques in the handling of dressings and equipment.	18.75
155	Care for patients with endocrine surgery.	6.25
158	Record the effects of a patient's vaginal douche.	6.25
189	Take fetal heart tones of the unborn fetus.	6.25
316	Inventory and/or order departmental supplies.	100.00
321	Clean and perform routine preventive maintenance on departmental equipment.	6.25
424	Use steam sterilizer or autoclave for departmental equipment.	93.75
425	Use gas sterilizer for departmental equipment.	37.50
566	Observe established departmental fire and safety standards and procedures.	37.50
709	Plan and assign employee work schedules.	25.00
710	Maintain appropriate storage conditions for specialized materials.	87.50
713	Participate in interdepartmental coordination activities.	43.75
717	Plan departmental work flow.	12.50
722	Determine personnel requirements and job descriptions.	12.50
723	Review and revise current methods and procedures.	25.00
726	Prepare a budget.	12.50
763	Resolve technical problems.	25.00
810	Administer written or performance tests.	6.25
820	Orient newly-assigned personnel.	37.50
836	Maintain and review departmental stock levels.	62.50
838	Procure and store perishable items.	6.25
840	Receive incoming supplies and equipment.	93.75
1028	Maintain treatment and process records according to policies of department.	6.25
1122	Receive contaminated supplies from patient area.	68.75
1123	Place contaminated items in isolation chamber.	37.50
1124	Autoclave contaminated articles before processing.	62.50
1125	Pick up or receive soiled instruments and supplies from nursing unit.	81.25
1126	Sort instruments and utensils for re-sterilizing.	81.25
1127	Examine articles for holes, cracks or other defects.	75.00
1128	Place articles in containers or racks for washers.	50.00
1129	Place articles in baskets or boxes to be sterilized.	50.00
1130	Place baskets or boxes on collection cart.	43.75
1131	Place articles in containers to go to washing.	31.25
[illegible]2	Receive new or clean linen.	43.75
[illegible]3	Prepare proper washing agents.	56.25
1134	Select proper rinse agents.	43.75

Subcluster: Patient Care Services Job Title: Central Service Aide/Assistant

Category: Ancillary Services Responding: 16

Subcategory:

	Task	Percent Performing
1135	Sort items (various needles, forceps, etc.).	81.25
1136	Load items to be re-used into automatic washers.	50.00
1137	Operate automatic washers to clean items to be re-used.	50.00
1138	Unload items to be re-used from automatic washers.	50.00
1139	Clean and maintain washing equipment for central service.	50.00
1140	Disassemble materials and equipment for Central Service.	43.75
1141	Dry items after washing and reusing for Central Service.	68.75
1142	Assemble equipment after cleaning for Central Service.	81.25
1143	Prepare and handle items for packaging and delivery for Central Service.	87.50
1144	Package items to be sterilized.	81.25
1145	Transfer items to autoclave truck.	75.00
1146	Check for leaks or malfunctions of machinery for Central Service.	56.25
1147	Test for sterilization with bacterial culture.	62.50
1148	Tag sterilized items.	68.75
1149	Prepare dressing sets.	62.50
1150	Mix normal saline solutions.	25.00
1151	Fill bottles with solutions to be sterilized.	75.00
1152	Label, cap and dating bottles to be sterilized.	75.00
1153	Test sealed bottles for leaks.	62.50
1154	Unload autoclaved materials from carts into sterile cupboards.	56.25
1155	Seal sterile items in air-tight plastic bags for long storage.	50.00
1156	Assemble aortagram tray.	18.75
1157	Assemble arteriogram (angiogram) tray.	43.75
1158	Assemble joint aspirating test.	6.25
1159	Assemble bladder irrigation set.	18.75
1160	Assemble bone marrow tray.	43.75
1161	Assemble bronchogram tray.	31.25
1162	Assemble Cantor tube tray.	25.00
1163	Assemble cardiac arrest tray.	31.25
1164	Assemble catheterization tray.	18.75
1165	Assemble circumcision set.	37.50
1166	Assemble colostomy irrigation set.	12.50
1167	Assemble surgical cut-down tray.	56.25
1168	Assemble cystometrogram tray.	6.25
1169	Assemble douche set.	18.75
1170	Assemble dressing tray.	43.75
1171	Assemble emergency delivery set.	43.75
1172	Assemble enema set.	12.50
1173	Assemble eye dressing tray.	43.75
1174	Assemble gastric feeding set.	18.75
1175	Assemble gastric set for analysis or lavage.	37.50
1176	Assemble gynecology tray.	18.75
1177	Assemble irrigation set.	18.75
1178	Assemble liver/kidney biopsy tray.	37.50
1179	Assemble myelogram tray.	31.25

Subcluster: Patient Care Services Job Title: Central Service Aide/Assistant

Category: Ancillary Services Responding: 16

Subcategory:

	Task	Percent Performing
1180	Assemble nasal hemorrage tray.	56.25
1181	Assemble para-thoracentesis tray.	56.25
1182	Assemble peritoneal dialysis tray.	18.75
1183	Assemble proctoscopy or segmordoscopy set.	18.75
1184	Assemble salpingogram tray.	18.75
1185	Assemble lumbar puncture tray.	43.75
1186	Assemble subdural tray.	12.50
1187	Assemble suture tray.	56.25
1189	Assemble tonsil hemorrhage tray.	25.00
1190	Assemble tracheotomy tray.	68.75
1191	Assemble vaginal examination tray.	56.25
1192	Assemble venous pressure tray.	25.00
1193	Assemble water seal drainage set.	25.00
1194	Wash, dry, test, powder, and package gloves to be sterilized.	12.50
1195	Load and position gloves on autoclave cart.	6.25
1196	Fill and dispense glove orders.	56.25
1197	Record glove inventory.	37.50
1198	Pick up used thermometers.	43.75
1199	Wash, disinfect and centrifuge used thermometers.	56.25
1200	Package sterilized thermometers.	37.50
1201	Repair linens to be used in sterilizing.	25.00
1202	Fold linens to be used in sterilizing.	62.50
1203	Sort masks, O.R. caps to be used in surgery.	31.25
1204	Fold O.B. leggins, covers and baby blankets to be used in delivery room.	25.00
1205	Assemble linen packs to be sterilized.	43.75
1206	Wrap linen packs for sterilization.	56.25
1207	Date and label linen packs to be sterilized.	62.50
1208	Sterilize linen packs in autoclave.	56.25
1209	Send materials and equipment out of central service.	87.50
1210	Dispense items at the window and by cart system from central service.	75.00
1211	Check work areas, offices, cupboards and shelves of central service.	68.75
1212	Clean work areas, offices, cupboards and shelves of central service.	100.00
1213	Talk with salesmen for central service.	18.75
1214	Observe work processes in central service.	37.50
1215	Participate in in-service training program.	50.00
1216	Assist with cost and control by keeping accurate records.	6.25
1217	Record replenishment tests for central service.	12.50
1218	Maintain records of central service tray set-ups.	50.00
1219	Use Kandx fill system in central service.	6.25
1220	Use check-sheet system in central service.	43.75
1221	Obtain equipment for surgery.	12.50
1225	Test equipment used in surgery.	6.25
1226	Lubricate equipment used in surgery.	6.25
1228	Obtain prep solutions for preparation of patient for surgery.	6.25

Subcluster: Patient Care Services Job Title: Central Service Aide/Assist.

Category: Ancillary Services Responding: 16

Subcategory:

	TASK	Percent Performing
1230	Soak optic devices in disinfectant for operative procedure.	6.25
1238	Rinse and dry instruments used in surgery.	18.75
1239	Sort and separate instruments used in surgery.	12.50
1253	Prepare instrument packs to be sterilized.	25.00
1255	Replenish linen packs used in surgery.	25.00
1256	Disassemble drills suction apparatuses used in surgery.	12.50
1264	Obtain plaster for cast applications.	6.25
1268	Perform sterilizing instruments or equipment by boiling when directed.	12.50
1269	Perform sterilizing instruments/equipment by chemical solution when directed.	12.50
1271	Set up isolation unit for contaminated surgical patient.	6.25
1272	Set up traction apparatus for surgical patient.	6.25
1273.	Apply traction apparatus for surgical patient.	6.25
1280	Transport medications to patient unit for administration (by different modes).	6.25
1282	Return drugs not used to stock.	6.25
1296	Analyzing the physician's order for pre-packaging.	6.25
1297	Check the stock level for pre-packaging orders.	12.50
1298	Determine type of equipment required for pre-packaging.	6.25
1299	Set up machine for making labels for pre-packaging.	6.25
1302	Sterilizing (when necessary) solutions under correct conditions of temperature pressure and time.	31.25
1304	Send sample of sterilized solution to laboratory for testing.	6.25
1315	Mop floors throughout hospital (dry, wet and damp).	6.25
1322	Clean cigarette receptacles in hospital.	6.25
1334	Clean supply rooms in hospital.	6.25
1335	Clean anesthesia induction area in hospital.	12.50
1345	Use special procedures for handling trash materials in hospital.	6.25
1356	Assist in preparation of supplies for sterilization.	12.50

Subcluster: Patient Care Services Job Title:: Circulation/Extra Corporeal Tech.

Category: Ancillary Services Responding:: 1

Subcategory:

	Task	Percent Performing
20	Move and transport patient to and from a given area utilizing proper method for patient's needs.	100
33	Take and record patient's blood pressure (with variations).	100
40	Apply footboards, overbed cradles and other supportive devices for patients comfort.	100
63	Utilize sterile techniques in the handling of dressings and equipment.	100
234	Perform sterile scrub, gowning, and gloving to assist with surgery of patient.	100
261	Prepare individual dosage of prescribed medications for the patient.	100
262	Give prescribed oral medication to the patient.	100
316	Inventory and/or order departmental supplies.	100
321	Clean and perform routine preventive maintenance on departmental equipment.	100
566	Observe established departmental fire and safety standards and procedures.	100
790	Determine equipment repairs or replacement needed.	100
836	Maintain and review departmental stock levels.	100
837	Prepare work orders or work requests.	100
838	Procure and store perishable items.	100
839	Purchase supplies.	100
840	Receive incoming supplies and equipment.	100
843	Obtain forms for treatment.	100
1028	Maintain treatment and process records according to policies of department.	100
1126	Sort instruments and utensils for re-sterilizing.	100
1127	Examine articles for holes, cracks or other defects.	100
1128	Place articles in containers or racks for washers.	100
1129	Place articles in baskets or boxes to be sterilized.	100
1130	Place baskets or boxes on collection cart.	100
1135	Sort items (various needles, forceps, etc.).	100
1136	Load items to be re-used from automatic washers.	100
1137	Operate automatic washers to clean items to be re-used.	100
1138	Unload items to be re-used from automatic washers.	100
1140	Disassemble materials and equipment for Central Service.	100
1144	Package items to be sterilized.	100
1155	Seal sterile items in air-tight plastic bags for long storage.	100
1221	Obtain equipment for surgery.	100
1222	Connect electrical-surgical units, drills and suction used in the operating room.	100
1225	Test equipment used in surgery.	100
1227	Request equipment for surgery.	100
1228	Rinse and dry instruments used in surgery.	100

Subcluster: Patient Care Services **Job Title:** Circulation/Extra Corporeal Tech.

Category: Ancillary Services **Responding:** 1

Subcategory:

	Task	Percent Performing
1253	Prepare instrument packs to be sterilized.	100
1257	Disconnect electrical-surgical equipment used during surgery.	100
1259	Remove equipment not needed from O.R. following surgery.	100
1261	Complete and sign O. R. forms following surgery.	100
1267	Report unusual happenings in operating room.	100
1270	Report break in aseptic technique during surgery.	100
1278	Receive physician's orders for medications.	100
1292	Record weights, control numbers and other pertinent information for bulk compounding of medications.	100
1293	Combine ingredients as directed on master formula for bulk compounding.	100
1307	Verify correct patient, dosage, time, method of medication given.	100
1308	Record medications administered to patients.	100
1360	Assemble parts of heart-lung machine.	100
1361	Monitor heart-lung machine while in operation and report any abnormality immediately.	100
1362	Clean and sterilize heart-lung machine equipment after each surgery.	100
1363	Obtain and record laboratory reports for heart surgery.	100

Subcluster: Patient Care Services Job Title: Hemodialysis Technician

Category: Ancillary Services Responding: 2

Subcategory:

	TASK	Percent Performing
16	Weigh and measure patient.	100.00
20	Move and transport patient to and froma given area utilizing proper method for patient's needs.	100.00
21	Position a patient (with variations) for patient's comfort or treatment.	50.00
29	Observe and record a patient's respiration.	100.00
33	Take and record patient's blood pressure (with variations).	100.00
34	Admit a patient to assigned unit.	50.00
36	Discharge a patient from assigned unit.	50.00
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	50.00
45	Apply restraints to a patient in bed, chair or transporting device and record application.	50.00
48	Operate an addressograph for patient's records, charge slips or coding.	50.00
63	Utilize sterile techniques in the handling of dressings and equipment.	50.00
86	Apply hand pressure or a pressure bandage for patient's bleeding.	50.00
[illegible]	Perform sterile scrub, gowning, and gloving to assist with surgery of patient.	50.00
235	Assist physician performing surgery on patient.	50.00
261	Prepare individual dosage of prescribed medications for the patient.	50.00
262	Give prescribed oral medication to the patient.	50.00
321	Clean and perform routine preventive maintenance on departmental equipment.	100.00
424	Use steam sterilizer or autoclave for departmental equipment.	100.00
505	Performing bleeding and coagulation times.	100.00
710	Maintain appropriate storage conditions for specialized materials.	50.00
786	Instruct patients in regard to administration of test procedure	100.00
790	Determine equipment repairs or replacement needed.	50.00
835	Label, transfer, and/or log specimens for identification.	50.00
836	Maintain and review departmental stock levels.	150.00
840	Receive incoming supplies and equipment.	50.00
1028	Maintain treatment and process records according to policies of department.	100.00
1122	Receive contaminated supplies from patient area.	50.00
1123	Place contaminated items in isolation chamber.	50.00
1125	Pick up or receive soiled instruments and supplies from nursing unit.	50.00
1126	Sort instruments and utensils for re-sterilizing.	50.00
1127	Examine articles for holes, cracks or other defects.	50.00
[illegible]	Place baskets or boxes on collection cart.	50.00
[illegible]	Place articles in containers to go to washing.	50.00
1132	Receive new or clean linen.	50.00

Subcluster: Patient Care Services Job Title: Hemodialysis Technician

Category: Ancillary Services Responding: 2

Subcategory:

	TASK	Percent Performing
1133	Prepare proper washing agents.	50.00
1134	Select proper rinse agents.	50.00
1135	Sort items (vatious needles, forceps, etc.).	50.00
1143	Prepare and handle items for packaging and delivery for Central Service.	50.00
1144	Package items to be sterilized.	50.00
1148	Tag sterilized items.	50.00
1167	Assemble surgical cut-down tray.	50.00
1197	Record glove inventory.	50.00
1198	Pick up used thermometers.	50.00
1221	Obtain equipment for surgery.	50.00
1222	Connect electrical-surgical units, drills and suction used in the operating room.	50.00
1223	Adjust electrical-surgical units, lights, etc. for surgery.	50.00
1224	Assemble drills for surgery.	50.00
1225	Test equipment used in surgery.	50.00
1226	Lubricate equipment used in surgery.	50.00
1227	Request equipment for surgery.	50.00
1228	Obtain prep solutions for preparation of patient for surgery.	50.00
1229	Prepare prep solutions for surgery.	50.00
1231	Hold organs or tissues during surgery.	50.00
1232	Focus lights during surgery.	50.00
1233	Provide emergency equipment during surgery.	50.00
1235	Receive organ/tissue specimens during surgery.	50.00
1236	Receive additional linens during surgery.	50.00
1237	Change soiled linens during surgery.	50.00
1238	Rinse and dry instruments used in surgery.	50.00
1239	Sort and separate instruments used in surgery.	50.00
1240	Moisten sponges used in surgery.	50.00
1242	Prepare packing to be utilized during or following surgery.	50.00
1243	Assist with sponge count during surgery.	50.00
1244	Thread needle with suture during surgery.	50.00
1245	Assist surgion in removing gloves and gown following surgery.	50.00
1246	Request recovery bed for new surgical patient.	50.00
1247	Remove drape from patient followins surgery.	50.00
1248	Remove restraints from patient following surgery.	50.00
1251	Prepare germacide solution to clean with following surgery.	50.00
1252	Soak contaminated instruments following surgery.	50.00
1253	Prepare instrument packs to be sterilized.	50.00
1254	Dispose of used and soiled linens following surgery.	50.00
1255	Replenish linen packs used in surgery.	50.00
1256	Disassemble drills suction apparatuses used in surgery.	50.00
1257	Disconnect electrical-surgical equipment used during surgery.	50.00
1258	Clean operating room following surgery.	50.00
1259	Remove equipment not needed from O.R. following surgery.	50.00
1260	Check sponge count following surgery.	50.00
1261	Complete and sign O.R. forms following surgery.	50.00

Subcluster: Patient Care Services Job Title: Hemodialysis Technician

Category: Ancillary Services Responding: 2

Subcategory:

	TASK	Percent Performing
1262	Prepare specimen reports following surgery.	50.00
1263	Hand carry forms to pick-up stations following surgery.	50.00
1266	Report shortages in operating room.	50.00
1267	Report unusual happenings in operating room.	50.00
1270	Report break in aseptic technique during surgery.	50.00
1276	Perform renal dialyses for the urologic patient.	50.00
1278	Receive physician's orders for medications.	50.00
1279	Prepare dispensing records for the pharmacy.	50.00
1280	Transport medications to patient unit for administration (by different modes).	50.00
1281	Maintain records of medication transported to patient unit.	50.00
1282	Return drugs not used to stock.	50.00
1306	Check incoming drugs for damage and shortage.	50.00
1307	Verify correct patient, dosage, time, method of medication given.	50.00
1308	Record medications administered to patients.	50.00
1349	Give fluid to patient via machine as directed by nurse in charge.	100.00
1350	Assist nurse during dialysis.	100.00
1351	Operate complex equipment used on dialysis patient.	100.00
1352	Assemble parts of machine predialysis.	100.00
1353	Monitor dialysis machine when in operation.	100.00
1354	Clean and sterilize equipment after each dialysis.	100.00
1355	Obtain and record laboratory reports of dialysis patients.	100.00
1356	Assist in preparation of supplies for sterilization.	100.00
1357	Assist in general cleaning of dialysis department.	100.00
1358	Assist in preparation of unit for next dialysis.	100.00
1359	Assist in general duties in renal unit.	50.00

Subcluster: Patient Care Services Job Title: Pharmacy Aide/Technician

Category: Ancillary Services Responding: 6

Subcategory:

	Task	Percent Performing
261	Prepare individual dosage of prescribed medications for the patient.	66.67
316	Inventory and/or order departmental supplies.	66.67
710	Maintain appropriate storage conditions for specialized materials.	16.67
838	Procure and store perishable items.	66.67
840	Receive incoming supplies and equipment.	83.33
1122	Receive contaminated supplies from patient area.	16.67
1126	Sort instruments and utensils for re-sterilizing.	16.67
1127	Examine articles for holes, cracks or other defects.	16.67
1131	Place articles in containers to go to washing.	16.67
1144	Package items to be sterilized.	16.67
1153	Test sealed bottles for leaks.	16.67
1173	Assemble eye dressing tray.	16.67
1278	Receive physician's orders for medications.	66.67
1279	Prepare dispensing records for the pharmacy.	50
1280	Transport medications to patient unit for administration (by different modes).	100
1281	Maintain records of medication transported to patient unit.	83.33
1282	Return drugs not used to stock.	100
1283	Package and label pre-compounded medications.	83.33
1284	Weigh and measure non-precompounded.	16.67
1285	Package and label non-precompounded medications.	50
1286	Employ necessary techniques (when needed) to non-pre-compounded medications.	33.33
1287	Clean equipment utilized in preparing medications for distribution to patient area.	66.67
1288	Prepare work sheet for bulk compounding of medications.	50
1289	Select necessary equipment in accordance with master formula for bulk compounding.	33.33
1290	Select ingredients for bulk compounding of medications.	33.33
1291	Weigh or measure ingredients for bulk compounding of medication.	16.67
1292	Record weights, control numbers and other pertinent information for bulk compounding of medications.	33.33
1293	Combine ingredients as directed on master formula for bulk compounding.	16.67
1294	Clean and store equipment from preparation of bulk compounding.	66.67
1295	Package bulk compounds according to master formula instructions.	33.33
1297	Check the stock level for pre-packaging orders.	66.67
1298	Determine type of equipment required for pre-packaging.	50
1299	Set up machine for making labels for pre-packaging.	50
1300	Select drugs for pre-packaging.	66.67
1301	Prepare medical solutions (when necessary) under aseptic conditions with proper sterile techniques (according to master formula).	16.67
1303	Inspect sterilized finished product (solutions) for clarity and vacuum.	16.67

Subcluster: Patient Care Services
Job Title: Pharmacy Aide/Tech.
Category: Ancillary Services
Responding: 6
Subcategory:

	TASK	Percent Performing
1305	Maintain purchase order suspense file for pharmacy.	33.33
1306	Check incoming drugs for damage and shortage.	83.33
1307	Verify correct patient, dosage, time, method of medication given.	16.67
1308	Record medications administered to patients.	16.67
1332	Clean pharmacy in hospital.	33.33

Subcluster: Patient Care Services Job Title: House Keeping Worker

Category: Ancillary Services Responding: 16

Subcategory:

	Task	Percent Performing
1	Clean a patient's unit according to needs; e.g. daily cleaning, isolation, discharge, etc.	62.50
4	Clean and care for disposable and non-disposable equipment utilized by patient (metal, rubber, etc.) according to material specifications e.g., pre-spaking, hand-washing, etc.	68.75
40	Apply footboards, overbed cradles and other supportive devices for patient's comfort.	18.75
212	Care for an infant with feeding problems.	6.25
316	Inventory and/or order departmental supplies.	62.50
424	Use steam sterilizer or autoclave for departmental equipment.	6.25
443	Use special procedures for pest control in hospital.	31.25
566	Observe established departmental fire and safety standards and procedures.	12.50
709	Plan and assign employee work schedules.	6.25
711	Assign specific work to individual employees.	37.50
713	Participate in interdepartmental coordination activities.	18.75
716	Develop manpower cost figures.	6.25
717	Plan departmental work flow.	12.50
722	Determine personnel requirements and job descriptions.	12.50
723	Review and revise current methods and procedures.	6.25
725	Develop or revise the organization of the section.	6.25
726	Prepare a budget.	12.50
739	Maintain work record for statistical purposes.	43.75
751	Supervise the maintenance and utilization of equipment.	43.75
760	Interview and evaluate job cnadidates.	43.75
763	Resolve personnel problems.	6.25
793	Evaluate individuals for promotion and upgrading.	12.50
810	Administer written or performance tests.	12.50
816	Give on-the-job instruction in medical laboratory activities.	6.25
820	Orient newly-assigned personnel.	37.50
836	Maintain and review departmental stock levels.	18.75
839	Purchase supplies.	6.25
840	Receive incoming supplies and equipment.	25.00
846	Attach electrodes to patient's skull.	25.00
1122	Receive contaminated supplies from patient area.	25.00
1123	Place contaminated items in isolation chamber.	12.50
1125	Pick up or receive soiled instruments and supplies from nursing unit.	12.50
1127	Examine articles for holes, cracks or other defects.	25.00
1128	Place articles in containers or racks for washers.	6.25
1129	Place articles in baskets or boxes to be sterilized.	6.25
1130	Place baskets or boxes on collection cart.	12.50
1131	Place articles in containers to go to washing.	18.75
1132	Receive new or clean linen.	37.50
1133	Prepare proper washing agents.	31.25
1134	Select proper rinse agents.	31.25
1135	Sort items (various needles, forceps, etc.).	12.50
1136	Load items to be re-used into automatic washers.	12.50
1137	Operate automatic washers to clean items to be re-used.	12.50

Subcluster: Patient Care Services / Job Title: Housekeeping Worker

Category: Ancillary Services / Responding: 16

Subcategory:

	Task	Percent Performing
1138	Unload items to be re-used from automatic washers.	12.50
1139	Clean and maintain washing equipment for central service.	6.25
1140	Disassemble materials and equipment for Central Service.	6.25
1141	Dry items after washing and reusing for Central Service.	12.50
1142	Assemble equipment after cleaning for Central Service.	6.25
1143	Prepare and handle items for packaging and delivery for Central Service.	12.50
1146	Check for leaks or malfunctions of machinery for Central Service.	6.25
1196	Fill and dispense glove orders.	6.25
1197	Record glove inventory.	6.25
1201	Repair linens to be used in sterilizing.	6.25
1202	Fold linens to be used in sterilizing.	6.25
1209	Send materials and equipment out of central service.	6.25
1210	Dispense items at the window and by cart system from central service.	6.25
1211	Check dispensable equipment for repairs.	12.50
1212	Clean work areas, offices, cupboards and shelves of central service.	18.75
1213	Talk with salesmen for central service.	12.50
1214	Observe work processes in central service.	12.50
1215	Participate in in-service training program.	18.75
1216	Assist with cost and control by keeping accurate records.	6.25
1258	Clean operating room following surgery.	6.25
1309	Perform dust/brushing of furniture, equipment, floors and walls throughout hospital.	62.50
1310	Wash furniture throughout hospital.	81.25
1311	Wash fixtures throughout hospital.	75.00
1312	Wash woodwork, walls and ceilings throughout hospital.	62.50
1313	Wash windows and venetian blinds throughout hospital.	75.00
1314	Vacuum floors, draperies, rugs, upholstery and screens throughout hospital.	75.00
1315	Mop floors throughout hospital (dry, wet and damp).	68.75
1316	Scrub floors throughout hospital (light, deep and hand).	62.50
1317	Operate floor scrubbing machine throughout hospital.	50.00
1318	Apply protective coatings on floors and needed surfaces throughout hospital.	50.00
1319	Shampoo and remove stains from carpeting (by physical, detergent, solvent and chemical action).	68.75
1320	Clean public rest rooms in hospital.	87.50
1321	Clean lounges and lobbies in hospital.	81.25
1322	Clean cigarette receptacles in hospital.	87.50
1323	Clean elevator, corridors and stairways in hospital.	75.00
1324	Clean nursery area in hospital.	43.75
1325	Clean delivery and operating rooms.	37.50
1326	Clean treatment rooms and nurses' stations.	75.00
1327	Clean recovery rooms and intensive care units.	50.00
1328	Clean x-ray and cystoscopy areas.	50.00
1329	Clean clinical laboratory area.	37.50
1330	Clean physical therapy areas.	62.50
1331	Clean EEG and EKG rooms.	43.75

Subcluster: Patient Care Services Job Title: Housekeeping Worker

Category: Ancillary Services Responding: 16

Subcategory:

	Task	Percent Performing
1332	Clean pharmacy in hospital.	37.50
1333	Clean locker rooms in hospital.	75.00
1334	Clean supply rooms in hospital.	68.75
1335	Clean anesthesia induction area in hospital.	37.50
1336	Clean dining areas in hospital.	56.25
1337	Clean central service areas in hospital.	56.25
1338	Care for and maintain brushes and sweepers.	68.75
1339	Care for and maintain cloths, mops, dust pans, rubber gloves, sponges and chamoises.	81.25
1340	Care for and maintain buckets, pails, wringers, wax applicators and squeegees.	75.00
1341	Care for and maintain power equipment (e.g. buffers and scrubbers).	56.25
1342	Care for and maintain pads for equipment (nylon, stripping, polishing, rubber, etc.).	56.25
1343	Care for and maintain foggers and sprayers.	31.25
1344	Care for and maintain wall washing machines.	31.25
1345	Use special procedures for handling trash materials in hospital.	31.25
1346	Supervise housekeeping staff in hospitals.	43.75
1347	Maintain records for budgeting, sick leave, personnel evaluation, etc.	31.25
1348	Establish and maintain standards of conduct for personnel for housekeeping department.	37.50

Subcluster: Patient Care Services Job Title: Dietetic Aide

Category: Nursing Services Responding: 15

Subcategory:

	Task	Percent Performing
9	Serve a tray of food to a patient.	33.33
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc.)	53.33
316	Inventory and order departmental supplies.	20.00
321	Clean and perform routine preventive maintenance on departmental equipment.	73.33
732	Establish and maintain sanitation standards.	80.00
836	Maintain and review departmental stock levels.	46.67
1216	Assist with cost and control by keeping accurate records.	6.67
1364	Identify and utilize food high in the basic nutrients, minerals, and vitamins.	33.33
1365	Wash utensils from food preparation, in proper way, using prewashing, scraping, detergent and hot water.	66.67
1366	Read symbols for weights and measures of food.	66.67
1367	Identify various sizes of cans of food according to numerical system.	26.67
1368	Follow prescribed procedures for ordering food and non-food items from storage.	13.33
1369	Interpret words and symbols used on patient's menus.	86.67
1370	Deliver and pick up patient's trays according to prescribed procedures.	53.33
1371	Attend periodic menu conference with production personnel.	20.00
1372	Tally menu cards for modified diets.	53.33
1373	Compute food portions for modified diets.	46.67
1374	Weigh and measure where indicated to meet dietetic requirement.	66.67
1375	Operate and clean a variety of equipment within the food service system.	73.33
1376	Identify, store, clean and use of economy non-food supplies.	33.33
1377	Follow established recipes in preparing foods.	26.67
1378	Check patient's food trays for correctness of food items in accordance with dietary restriction.	80.00
1382	Carry out the duties necessary for employee food service.	60.00

Subcluster: Patient Care Services Job Title: Dietary Technician

Category: Dietary Responding: 10

Subcategory:

	Task	Percent Performing
9	Serve a tray of food to a patient.	10
43	Assist with preparation or prepare hot and cold foods for a patient (e.g. beverages, canned soups, cereal, toast, etc.).	50
316	Inventory and/or order departmental supplies.	70
321	Clean and perform routine preventive maintenance of departmental equipment.	70
732	Establish and maintain samitation standards.	90
836	Maintain and review departmental stock levels.	70
1216	Assist with cost and control by keeping accurate records.	60
1282	Return drugs not used to stock.	10
1364	Identify and utilize food high in the basic nutrients, minerals, and vitamins.	90
1365	Wash utensils from food preparation, in proper way, using pre-washing, scraping, detergent and hot water.	60
1366	Read symbols for weights and measures of food.	90
1367	Identify various sizes of cans of food according to numerical system.	80
1368	Follow prescribed procedures for ordering food and non-food items from storage.	70
1369	Interpret words and symbols used on patient's menus.	90
1370	Deliver and pick up patient's trays according to prescribed procedures.	30
1371	Attend periodic menu conference with production personnel.	80
1372	Tally menu cards for modified diets.	70
1373	Compute food portions for modified diets.	80
1374	Weigh and measure where indicated to meet dietetic requirements.	80
1375	Operate and clean a variety of equipment within the food service system.	60
1376	Identify, store, clean and use of economy non-food supplies.	60
1377	Follow established recipes in preparing foods.	70
1378	Check patient's food trays for correctness of food items in accordance with dietary restriction.	90
1382	Carry out the duties necessary for employee food service.	70

Subcluster: Dental Services Job Title: Dental Assistant

Category: Direct Patient Contact Responding: 10

Subcategory:

TASK	Percent Performing
1 Supervixe subordinates in operating dental x-ray equipment.	30
2 Adjust voltate, amperage, and timer of x-ray machine.	60
3 Apply paralleling (long cone) procedures for peri-apical radio-graphic survey.	30
4 Apply bisecting angle (shore cone) procedures for peri-apical radio-graphic survey.	40
5 Evaluate dental radiographs for diagnostic quality.	20
6 Develop and fix exposed radio-graphic film.	10
7 Maintain unexposed radiographic film storage.	10
8 Mix solutions for developing and fixing radiographic film.	90
9 Apply extraoral radiographic procedures.	20
10 Apply bite-wing radiographic procedures.	40
11 Apply occlusal radiographic procedures.	30
12 Practice patient and operator safety measures for x-radiation.	80
14 Mount dental radiographs.	10
15 Label dental radiographs.	90
16 Clean x-ray processing equipment.	90
17 Position patient for radiographic examination.	70
18 Select film size appropriate for patient's mouth and indicated technique.	80
19 Select accessories for radiographic (x-ray) technique.	50
20 File dental radiographs.	10
21 Receive and place telephone calls.	70
22 Receive and dismiss patients and visitors.	90
23 Maintain accurate patient dental records.	60
24 Issue receipts.	60
25 Make ledger entries.	50
26 Verify invoices.	50
27 Write checks and maintain balance.	30
28 Maintain state and federal tax information.	10
29 Maintain petty cash accounts.	50
30 Maintain appointment control.	70
31 Maintain an active recall system.	50
32 Prepare correspondence.	30
33 Prepare bank deposits.	30
34 Reconcile bank statement.	20
35 Complete dental insurance forms.	20
36 Arrange financial agreements	40
37 File business and patient records.	60
38 Prepare statements.	30
39 Sort incoming mail.	40
40 Perform housekeeping duties.	70
41 Order supplies.	80
42 Maintain and rotate inventory.	60
43 Prepare tax forms.	10
44 Collect fees for dental services.	50
45 Assemble patient records for treatment.	60

Subcluster: Dental Services Job Title: Dental Assistant

Category: Direct Patient Contact Responding: 10

Subcategory:

	TASK	Percent Performing
46	Stabilize patient's mandible, during operation.	50
47	Seat and dismiss patient from chair.	90
48	Apply coagulants or administer hemostatics.	20
49	Apply water to tooth during cavity preparation.	40
50	Cut suture material after tying by the dentist.	50
51	Explain postoperative instructions to patient.	50
52	Deliver and receive instruments at chairside.	10
53	Heat or prepare gutta percha for temporary stopping.	20
54	Insert or remove cotton rolls.	70
55	Irrigate oral cavity for rinsing.	30
56	Make proper disposition and distribution of medical or dental records.	50
57	Aspirate during oral surgery.	70
58	Apply air to keep cavity preparation dry.	80
59	Evacuate oral cavity during restorative procedure.	50
60	Take impressions for study models.	30
61	Hold impression in mouth after dentist places impression tray.	50
62	Remove impressions from patient's mouth.	30
63	Apply topical anesthetics.	20
64	Identify various types of dental instruments.	10
65	Recognize various types of dental equipment.	10
66	Care for various pieces of dental equipment.	10
67	Prepare instruments for and operate autoclave.	10
68	Prepare instruments for and operate dry-heat sterilizer.	40
69	Retract oral tissues in surgical procedures.	70
70	Retract patient's cheek, lips, and tongue.	90
71	Prepare set-up for local anesthetic injection.	10
72	Assist with the administration of local anesthetics.	90
73	Assist with rubber dam application and removal.	50
74	Place rubber dam.	10
75	Remove rubber dam.	10
76	Assist with amalgam restorations.	10
77	Triturate amalgam-alloy.	80
78	Load carrier and place amalgam in cavity preparation.	60
82	Prepare setup for endodontics (root canal therapy).	60
83	Prepare setup for prophylaxis (cleanin).	80
84	Prepare setup for fluoride treatment.	70
85	Prepare setup for prosthetics.	70
86	Prepare setup for periodontal treatments.	90
87	Prepare tray setup for Orthodontic treatment .	30
88	Assist with First Aid procedures.	60
89	Clean operatories and equipment.	90
90	Prepare dental materials for placement.	80
91	Prepare non-carpule hypodermic for injection of medication.	30
92	Examine and sharpen instruments as required.	40
93	Cut and remove sutures postoperatively.	50

Subcluster: Dental Services Job Title: Dental Assistant

Category: Direct Patient Contact Responding: 10

Subcategory:

	TASK	Percent Performing
94	Apply hand mallet in surgical procedures.	20
96	Change engine belt on low speed engine.	30
97	Preserve and incubate bacterial cultures.	10
98	Receive from dentist and preserve biopsyspecimens.	10
99	Assist dentist in hospital oral surgical procedures.	30
100	Dispense medications when ordered by dentist.	40
101	Prepare hydrocolloid for impression.	30
102	Prepare rubber base material for impression.	80
103	Prepare compound for impression.	60
104	Prepare alginate for impression by dentist.	70
105	Fill alginate tray.	60
106	Prepare zinc phosphate cement for protective base.	80
107	Prepare silicate for restoration.	40
108	Prepare acrylic for restoration.	70
111	Remove medication (dry socket).	10
112	Place matrix for amalgam restorative.	20
114	Condense amalgam restoration.	10
115	Carve amalgam restoration.	20
116	Remove excess cement from crowns of the teeth.	40
117	Record oral conditions as directed by dentist.	90
118	Instruct patient in Oral Hygiene.	60
119	Hand Mallet Gold Foil.	10
120	Prepare and chemically disinfect instruments.	70
121	Assist dentist in hospital operative procedures.	30
122	Assist with gold foil restoration.	10
123	Maintain chain of antisepsis.	20
124	Greet patient and escort to dental hygiene operatory.	90
125	Position patient and operator.	80
126	Remove plaque and stain and polish teeth.	30
127	Clean interproximal surfaces of teeth with dental floss or tape	40
128	Apply disclosing solutions to the teeth to identify bacterial plaque.	20
129	Apply fluoride to teeth with isolated cotton rolls.	20
130	Apply fluoride to teeth using the tray technique.	10
131	Apply fluoride using ionizing devices.	10
132	Identify abnormalities in soft tissues of the mouth.	20
133	Perform dental charing.	90
134	Identify deviate swallowing patterns.	10
135	Perform periodontal charting.	30
136	Identify rxtra-oral habits affecting occlusion.	20
137	Locate and assess the amount of stains and deposits.	10
138	Evaluate dietary habits and instruct patient on proper nutrition.	10
139	Select appropriate home care technique for each patient.	10.
140	Give home care instruction.	40
142	Remove subgingival calculus.	10
143	Remove supragingival calculus.	10
144	Polish finished restorations.	10

Subcluster: Dental Services Job Title: Dental Assistant

Category: Direct Patient Contact Responding: 10

Subcategory:

	TASK	Percent Performing
145	Take and record patient's medical and dental history.	70
146	Recognize conditions indicated in history that require alteration in procedures.	60
147	Administer anesthetics (topical)	10
149	Apply topical medications.	20
150	Prepare surgical periodontal packs.	10
153	Remove sutures.	40
154	Remove and insert temporary fillings.	20
155	Remove overhanging margins of fillings.	10
157	Maintain chain of antisepsis.	30
158	Sharpen instruments.	40
159	Plan sequence of procedures for appointment or series of appointments.	50
160	Desensitize hypersensitive teeth.	10
161	Give oral habit therapy.	20
165	Clean and polish removable appliances.	70
166	Perform root planning procedures.	10
168	Supervise other dental auxiliaries in routine dental tasks.	20
169	Store and inventory precious metals.	40
170	Maintain dental laboratory equipment.	40
174	Fabricate face masks for before and after presentation of special cases.	10
177	Fabricate temporary removable partial dentures.	10
178	Pour casts of orthodontic deformities.	10
181	Pour, trim, and articulate casrs.	10
192	Grind in porcelain or acrylic facings and pontics.	10
193	Pickle and heat treat gold inlays, crowns, or pontics.	10
199	Set up artificial teeth on removable partial denture framework.	10
201	Survey and design study casts.	10
216	Grind in tube teeth or facings.	10
217	Make trial baseplates and occlusal rims for removable partial dentrues.	10
219	Remount removable partial denture prosthesis for occlusal adjustments.	10
221	Select teeth for removable partial dentures.	10
222	Assemble and repair complete dentures.	10
224	Reline dentrues by articulator method.	10
227	Replace tube teeth or facings.	10
229	Pour final impressions to produce master cast.	10
230	Care for preliminary or final impressions.	10
233	Design and form post dam.	10
234	Fabricate trial baseplates and occlusual rims for complete dentures.	20
237	Fabricate artificial teeth for characterized dentures.	10
242	Fabricate impression trays from preliminary impressions.	20
243	Fabricate individual surgical trays for immediate dentures.	20
245	Select artificial teeth for complete dentures.	10

Subcluster: Dental Servi s Job Title: Dental Assistant

Category: Direct Patient Contact Responding: 10

Subcategory:

	TASK	Percent Performing
246	Stabilize baseplates.	10
248	Complete simple denture repairs.	10
259	Supervise subordinates within the laboratory.	10
260	Give "on-the-job' instruction to subordinate personnel.	30

Subcluster: Dental Services Job Title: Oral Surgery Dental Assistant

Category: Direct Patient Contact Responding: 1

Subcategory:

	Task	Percent Performing
2	Adjustvoltage, amperage, and timer of x-ray machine.	100.00
6	Develop and fix exposed radiographic film.	100.00
7	Maintain unexposed radiographic film storage.	100.00
8	Mix solutions for developing and fixing radiographic film.	100.00
12	Practice patient and operator safety measures for x-radiation.	100.00
14	Mount dental radiographs.	100.00
15	Label dental radiographs.	100.00
16	Clean x-ray processing equipment.	100.00
17	Position patient for radiographic examination.	100.00
18	Select film size appropriate for patient's mouth and indicated technique.	100.00
20	File dental radiographs.	100.00
21	Receive and place telephone calls.	100.00
22	Receive and dismiss patients and visitors.	100.00
24	Issue receipts.	100.00
25	Make ledger entries.	100.00
30	Maintain appointment control.	100.00
31	Maintain an active recall system.	100.00
33	Prepare bank deposits.	100.00
37	File business and patient records.	100.00
39	Sort incoming mail.	100.00
40	Perform housekeeping duties.	100.00
41	Order supplies.	100.00
44	Collect fees for dental services.	100.00
45	Assemble patient records for treatment.	100.00
49	Apply water to tooth during cavity preparation.	100.00
50	Cut suture material after tying by the dentist.	100.00
52	Deliver and receive instruments at chairside.	100.00
53	Heat of prepare gutta percha for temporary stopping.	100.00
56	Make proper disposition and distribution of medical or dental records.	100.00
64	Identify various types of dental instruments.	100.00
65	Recognize various types of dental equipment.	100.00
66	Care for various pieces of dental equipment.	100.00
67	Prepare instruments for and oeprate sterilizer.	100.00
69	Retract oral tissues in surgical procedures.	100.00
70	Retract patient's cheek, lips, and tongue.	100.00
71	Prepare set-up for local anesthetic injection.	100.00
72	Assist eith the administration of local anesthetics.	100.00
76	Assist with amalgam restorations.	100.00
77	Triturate amalgam-alloy.	100.00
78	Load carrier and place amalgam in cavity preparation.	100.00
82	Prepare setup for endodontics (root canal therapy).	100.00
83	Prepare setup for prophylaxis (cleaning).	100.00
84	Prepare setup for fluoride treatment.	100.00
85	Prepare setup for prosthetics.	100.00
87	Prepare tray setup for Orthodontic treatments.	100.00

Subcluster: Dental Services **Job Title:** Oral Surgery Dental Assistant

Category: Direct Patient Contact **Responding:** 1

Subcategory:

	Task	Percent Performing
88	Assist with First Aid Procedures.	100.00
89	Clean operatories and equipment.	100.00
90	Prepare dental materials for placement.	100.00
96	Change engine belt on low speed engine.	100.00
102	Prepare rubber base material for impression.	100.00
103	Prepare compound for impression.	100.00
104	Prepare alginate for impression by dentist.	100.00
105	Fill alginate tray.	100.00
106	Prepare zinc phosphate cement for protective base.	100.00
108	Prepare acrylic for restoration.	100.00
117	Record oral conditions as directed by dentist.	100.00
120	Prepare and chemically disinfect instruments.	100.00
125	Position patient and operator.	100.00
133	Perform dental charting.	100.00
159	Plan sequence of procedures for appointment or series of appointments.	100.00
165	Clean and polish removable appliances.	100.00
169	Store and inventory precious metals.	100.00
170	Maintain dental laboratory equipment.	100.00
175	Fabricate mouth guards.	100.00
179	Fabricate orthodontic space maintainers or retainers.	100.00
181	Pour, trim, and articulate casts.	100.00
217	Make trial baseplates and occlusal rims for removable partial dentures.	100.00
220	Sandblast chrome castings.	100.00
229	Pour final impressions to produce master cast.	100.00
234	Fabricate trial baseplates and occlusual rims for complete dentures.	100.00
242	Fabricate impression trays from preliminary impressions.	100.00
248	Complete simple denture repairs.	100.00
251	Bead and box complete or partial denture impressions.	100.00

Subcluster: Dental Services Job Title: Orthodontic Dental Assistant

Category: Direct Patient Contact Responding: 2

Subcategory:

	Task	Percent Performing
1	Supervise subordinates in operating dental x-ray equipment.	50
6	Develop and fix exposed radiographic film.	100
7	Maintain unexposed radiographic film storage.	100
8	Mix solutions for developing and fixing radiographic film.	50
9	Apply extraoral radiographic procedures.	50
12	Practice patient and operator safety measures for x-radiation	50
13	Apply panoramic radiographic procedures.	50
14	Mount dental radiographs.	50
15	Label dental radiographs.	50
16	Clean x-ray processing equipment.	50
17	Position patient for radiographic examination.	100
20	File dental radiographs.	100
21	Receive and place telephone calls.	100
22	Receive and dismiss patients and visitors.	100
23	Maintain accurate patient dental records.	100
24	Issue receipts.	50
25	Make ledher entries.	50
26	Verify invoices.	100
27	Write checks and maintain balance.	50
28	Maintain state and federal tax information.	50
29	Maintain petty cash accounts.	50
30	Maintain appointment control.	100
31	Maintain an active recall system.	100
32	Prepare correspondence.	50
34	Reconcile bank statement.	50
35	Complete dental insurance forms.	50
36	Arrange financial agreements.	50
37	File business and patient records.	100
38	Prepare statements.	50
39	Sort incoming mail.	50
40	Perform housekeeping duties.	100
41	Order supplies.	100
42	Maintain and rotate inventory.	100
44	Collect fees for dental services.	50
45	Assemble patient records for treatment.	100
47	Seat and dismiss patient from chair.	100
51	Explain postoperative instructions to patient.	100
52	Deliver and receive instruments at chairside.	100
54	Insert or remove cotton rolls.	50
56	Make proper disposition and distribution of medical or dental records.	100
60	Take impressions for study models.	50
62	Remove impressions from patient's mouth.	50
64	Identify various types of dental instruments.	50
65	Recognize various types of dental equipment.	100
66	Care for various pieces of dental equipment.	100

Subcluster: Dental Services Job Title: Orthodontic Dental Assistant

Category: Direct Patient Contact Responding: 2

Subcategory.

	Task	Percent Performing
83	Prepare setup for prophylaxis (cleaning).	50
87	Prepare tray setup for Orthodontic treatments.	50
89	Clean operatories and equipment.	50
96	Change engine belt on low speed engine.	50
102	Prepare rubber base material for impression.	50
104	Prepare alginate for impression by dentist.	50
105	Fill alginate tray.	50
116	Remove excess cement from crowns of the teeth.	50
117	Record oral conditions as directed by dentist.	50
118	Instruct patient in Oral Hygiene.	100
120	Prepare and chemically disinfect instruments.	100
124	Greet patient and excort to dental hygiene operatory.	50
133	Perform dental charting.	50
134	Identify deviate swallowing patterns.	50
136	Identify extra-oral habits affecting occlusion.	50
140	Give home care instruction.	50
141	Use ultrasonic devices to remove calculus.	50
145	Take and record patient's medical and dental history.	50
146	Recognize conditions indicated in history that require alteration in procedures.	50
159	Plan sequence of procedures for appointment or series of appointments.	50
165	Clean and polish removable appliances.	50
168	Supervise other dental auxiliaries in routine dental tasks.	50
171	Fabricate temporary removable bite raisers.	50
178	Pour casts of orthodontic deformities.	100
179	Fabricate orthodontic space maintainers or retainers.	50
181	Pour, trim, and articulate casts.	50

Subcluster: Dental Services **Job Title:** Pedadontic Dental Assistant

Category: Direct Patient Contact **Responding:** 2

Subcategory:

	Task	Percent Performing
1	Supervise subordinates in operating dental x-ray equipment.	50.00
2	Adjust voltage, amperage, and timer of x-ray machine.	50.00
3	Apply paralleling (long cone) procedures for peri-apical radiographic survey.	50.00
4	Apply bisecting angle (shore cone) procedures for peri-apical radiographic survey.	100.00
5	Evaluate dental radiographs for diagnostic quality.	50.00
6	Develop and fix exposed radiographic film.	100.00
7	Maintain unexposed radiographic film storage.	100.00
8	Mix solutions for developing and fixing radiographic film.	100.00
10	Apply bite-wing radiographic procedures.	100.00
11	Apply occlusal radiographic procedures.	50.00
12	Practice patient and operator safety measures for x-radiation	100.00
14	Mount dental radiographs.	100.00
15	Label dental radiographs.	100.00
16	Clean x-ray processing equipment.	100.00
17	Position patient for radiographic examination.	100.00
18	Select film size appropriate for patient's mouth and indicated technique.	100.00
19	Select accessories for radiographic (x-ray) technique.	100.00
20	File dental radiographs.	100.00
21	Receive and place telephone calls.	100.00
22	Receive and dismiss patients and visitors.	100.00
23	Maintain accurate patient dental records.	100.00
24	Issue receipts.	100.00
25	Make ledger entries.	100.00
26	Verify invoices.	50.00
29	Maintain petty cash accounts.	50.00
30	Maintain appointment control.	100.00
31	Maintain an active recall system.	100.00
32	Prepare correspondence.	50.00
33	Prepare bank statement.	50.00
35	Complete dental insurance forms.	50.00
37	File business and patient records.	100.00
38	Prepare statements.	50.00
39	Sort incoming mail.	100.00
40	Perform housekeeping duties.	100.00
41	Order supplies.	100.00
42	Maintain and rotate inventory.	100.00
44	Collect fees for dental services.	100.00
45	Assemble patient records for treatment.	100.00
46	Stabilize patient's mandible during operation	50.00
47	Seat anf dismiss patient from chair.	100.00
48	Apply coagulants or administer hemostatics.	50.00
49	Apply water to tooth during cavity preparation.	50.00
50	Cutsuture material after tying by the dentist.	100.00
51	Explain postoperative instructions to patient.	100.00

Subcluster: Dental Services **Job Title:** Pedadontic Dental Assistant

Category: Direct Patient Contact **Responding:** 2

Subcategory:

	Task	Percent Performing
52	Deliver and receive instruments at chairside.	100.00
53	Heat or prepare gutta percha for temporary stopping.	50.00
54	Insert or remove cotton rolls.	100.00
55	Irrigate oral cavity for rinsing.	100.00
56	Make proper disposition and distribution of medical or dental records.	50.00
57	Aspirate during oral surgery.	50.00
58	Apply air to keep cavity preparation dry.	100.00
59	Evacuate oral cavity during restorative procedure.	50.00
60	Take impressions for study models.	50.00
61	Hold impression in mouth after dentist places impression tray.	100.00
62	Remove impressions from patient's mouth.	50.00
63	Apply topical anesthetics.	100.00
64	Identify various types of dental instruments.	100.00
65	Recognize various types of dental equipment.	100.00
66	Care for various pieces of dental equipment.	100.00
67	Prepare instruments for and operate autoclave.	100.00
70	Retract patient's cheek, lips and tongue.	100.00
71	Prepare set-up for local anesthetic injection.	100.00
72	Assist with the administration of local anesthetics.	100.00
73	Assist with rubber dam application and removal.	100.00
74	Place rubber dam.	100.00
75	Remove rubber dam.	100.00
76	Assist with amalgam restorations.	100.00
77	Triturate amalgam-alloy.	100.00
78	Load carrier and place amalgam in cavity preparation.	100.00
82	Prepare setup for endodontics (root canal therapy).	100.00
83	Prepare setup for prophylaxis (cleaning).	100.00
84	Prepare setup for fluoride treatment.	100.00
85	Prepare setup for prosthetics.	100.00
87	Prepare tray setup for Orthodontic treatments.	100.00
88	Assist with First Aid procedures.	100.00
89	Clean operatories and equipment.	100.00
90	Prepare dental materials for placement.	100.00
92	Examine and sharpen instruments as required.	50.00
96	Change engine belt on low speed engine.	50.00
99	Assist dentist in hospital oral surgical procedures.	50.00
102	Prepare rubber base material for impression.	100.00
103	Prepare compound for impression.	100.00
104	Prepare alginate for impression by dentist.	50.00
105	Fill alginate tray.	100.00
106	Prepare zinc phosphate cement for protective base.	100.00
108	Prepare acrylic for restoration.	50.00
110	Remove periodontal surgical pack.	100.00
112	Place matrix for amalgam restorative.	50.00
113	Place temporary cement.	50.00
114	Condense amalgam restoration.	50.00
115	Carve amalgam restoration.	

Subcluster: Dental Services **Job Title:** Pedadontic Dental Assistant

Category: Direct Patient Contact **Responding:** 2

Subcategory:

	Task	Percent Performing
116	Remove excess cement from crowns of the teeth.	50.00
117	Record oral conditions as directed by dentist.	100.00
118	Instruct patient in Oral Hygiene.	100.00
120	Prepare and chemically disinfect instruemtns.	100.00
121	Assist dentist in hospital operative procedures.	50.00
123	Maintain chain of antisepsis.	100.00
124	Greet patient and escort to dental hygiene operatory.	100.00
125	Position patient and operator.	100.00
126	Remove plaque and stain and polish teeth.	100.00
127	Clean interproximal surfaces of teeth with dental floss or tape.	100.00
128	Apply disclosing solutions to the teeth to identify bacterial plaque.	100.00
132	Identify abnormalities in soft tissues of the mouth.	100.00
133	Perform dental charting.	100.00
134	Identify deviate swallowing patterns.	50.00
136	Identify extra-oral habits affecting occlusion.	100.00
137	Locate and assess the amount of stains and deposits.	100.00
139	Select appropriate home care technique for each patient.	50.00
140	Give home care instruction.	50.00
143	Remove supragingival calculus.	50.00
144	Polish finished restorations.	50.00
145	Take and record patient's medical and dental history.	50.00
146	Recognize conditions indicated in history that require alteration in procedures.	100.00
147	Administer anesthetics (topical).	100.00
154	Remove and insert temporary fillings.	50.00
157	Maintain chain of antisepsis.	100.00
158	Sharpen instruments.	100.00
159	Plan sequence of procedures for appointment or series of appointments.	50.00
165	Clean and polish removable appliances.	100.00
168	Supervise other dental auxiliaries in routine dental tasks.	100.00
169	Store and inventory precious metals.	50.00
170	Maintain dental laboratory equipment.	100.00
178	Pour casts of orthodontic deformities.	50.00
181	Pour, trim, and articulate casts.	100.00
242	Fabricate impression trays from preliminary impressions.	50.00
260	Give "on-the-job" instruction to subordinate personnel.	50.00

Subcluster: Dental Services **Job Title:** Pedadontic Dental Assistant

Category: Direct Patient Contact **Responding:** 2

Subcategory:

	Task	Percent Performing
1	Supervise subordinates in operating dental x-ray equipment.	50.00
2	Adjust voltage, amperage, and timer of x-ray machine.	50.00
3	Apply paralleling (long cone) procedures for peri-apical radiographic survey.	50.00
4	Apply bisecting angle (shore cone) procedures for peri-apical radiographic survey.	100.00
5	Evaluate dental radiographs for diagnostic quality.	50.00
6	Develop and fix exposed radiographic film.	100.00
7	Maintain unexposed radiographic film storage.	100.00
8	Mix solutions for developing and fixing radiographic film.	100.00
10	Apply bite-wing radiographic procedures.	100.00
11	Apply occlusal radiographic procedures.	50.00
12	Practice patient and operator safety measures for x-radiation	100.00
14	Mount dental radiographs.	100.00
15	Label dental radiographs.	100.00
16	Clean x-ray processing equipment.	100.00
17	Position patient for radiographic examination.	100.00
18	Select film size appropriate for patient's mouth and indicated technique.	100.00
19	Select accessories for radiographic (x-ray) technique.	100.00
20	File dental radiographs.	100.00
21	Receive and place telephone calls.	100.00
22	Receive and dismiss patients and visitors.	100.00
23	Maintain accurate patient dental records.	100.00
24	Issue receipts.	100.00
25	Make ledger entries.	100.00
26	Verify invoices.	50.00
29	Maintain petty cash accounts.	50.00
30	Maintain appointment control.	100.00
31	Maintain an active recall system.	100.00
32	Prepare correspondence.	50.00
33	Prepare bank statement.	50.00
35	Complete dental insurance forms.	50.00
37	File business and patient records.	100.00
38	Prepare statements.	50.00
39	Sort incoming mail.	100.00
40	Perform housekeeping duties.	100.00
41	Order supplies.	100.00
42	Maintain and rotate inventory.	100.00
44	Collect fees for dental services.	100.00
45	Assemble patient records for treatment.	100.00
46	Stabilize patient's mandible during operation	50.00
47	Seat anf dismiss patient from chair.	100.00
48	Apply coagulants or administer hemostatics.	50.00
49	Apply water to tooth during cavity preparation.	50.00
50	Cutsuture material after tying by the dentist.	100.00
51	Explain postoperative instructions to patient.	100.00

Subcluster: Dental Services **Job Title:** Pedodontic Dental Assistant

Category: Direct Patient Contact **Responding:** 2

Subcategory:

	Task	Percent Performing
52	Deliver and receive instruments at chairside.	100.00
53	Heat or prepare gutta percha for temporary stopping.	50.00
54	Insert or remove cotton rolls.	100.00
55	Irrigate oral cavity for rinsing.	100.00
56	Make proper disposition and distribution of medical or dental records.	50.00
57	Aspirate during oral surgery.	50.00
58	Apply air to keep cavity preparation dry.	100.00
59	Evacuate oral cavity during restorative procedure.	50.00
60	Take impressions for study models.	50.00
61	Hold impression in mouth after dentist places impression tray.	100.00
62	Remove impressions from patient's mouth.	50.00
63	Apply topical anesthetics.	100.00
64	Identify various types of dental instruments.	100.00
65	Recognize various types of dental equipment.	100.00
66	Care for various pieces of dental equipment.	100.00
67	Prepare instruments for and operate autoclave.	100.00
70	Retract patient's cheek, lips and tongue.	100.00
71	Prepare set-up for local anesthetic injection.	100.00
72	Assist with the administration of local anesthetics.	100.00
73	Assist with rubber dam application and removal.	100.00
74	Place rubber dam.	100.00
75	Remove rubber dam.	100.00
76	Assist with amalgam restorations.	100.00
77	Triturate amalgam-alloy.	100.00
78	Load carrier and place amalgam in cavity preparation.	100.00
82	Prepare setup for endodontics (root canal therapy).	100.00
83	Prepare setup for prophylaxis (cleaning).	100.00
84	Prepare setup for fluoride treatment.	100.00
85	Prepare setup for prosthetics.	100.00
87	Prepare tray setup for Orthodontic treatments.	100.00
88	Assist with First Aid procedures.	100.00
89	Clean operatories and equipment.	100.00
90	Prepare dental materials for placement.	100.00
92	Examine and sharpen instruments as required.	100.00
96	Change engine belt on low speed engine.	50.00
99	Assist dentist in hospital oral surgical procedures.	50.00
102	Prepare rubber base material for impression.	50.00
103	Prepare compound for impression.	100.00
104	Prepare alginate for impression by dentist.	100.00
105	Fill alginate tray.	50.00
106	Prepare zinc phosphate cement for protective base.	100.00
108	Prepare acrylic for restoration.	100.00
110	Remove periodontal surgical pack.	50.00
112	Place matrix for amalgam restorative.	100.00
113	Place temporary cement.	50.00
114	Condense amalgam restoration.	50.00
115	Carve amalgam restoration.	50.00

Subcluster: Dental Services **Job Title:** Pedadontic Dental Assistant

Category: Direct Patient Contact **Responding:** 2

Subcategory:

	Task	Percent Performing
116	Remove excess cement from crowns of the teeth.	50.00
117	Record oral conditions as directed by dentist.	100.00
118	Instruct patient in Oral Hygiene.	100.00
120	Prepare and chemically disinfect instruemtns.	100.00
121	Assist dentist in hospital operative procedures.	50.00
123	Maintain chain of antisepsis.	100.00
124	Greet patient and escort to dental hygiene operatory.	100.00
125	Position patient and operator.	100.00
126	Remove plaque and stain and polish teeth.	100.00
127	Clean interproximal surfaces of teeth with dental floss or tape.	100.00
128	Apply disclosing solutions to the teeth to identify bacterial plaque.	100.00
132	Identify abnormalities in soft tissues of the mouth.	100.00
133	Perform dental charting.	100.00
134	Identify deviate swallowing patterns.	50.00
136	Identify extra-oral habits affecting occlusion.	100.00
137	Locate and assess the amount of stains and deposits.	100.00
139	Select appropriate home care technique for each patient.	50.00
140	Give home care instruction.	50.00
143	Remove supragingival calculus.	50.00
144	Polish finished restorations.	50.00
145	Take and record patient's medical and dental history.	50.00
146	Recognize conditions indicated in history that require alteration in procedures.	100.00
147	Administer anesthetics (topical).	100.00
154	Remove and insert temporary fillings.	50.00
157	Maintain chain of antisepsis.	100.00
158	Sharpen instruments.	100.00
159	Plan sequence of procedures for appointment or series of appointments.	50.00
165	Clean and polish removable appliances.	100.00
168	Supervise other dental auxiliaries in routine dental tasks.	100.00
169	Store and inventory precious metals.	50.00
170	Maintain dental laboratory equipment.	100.00
178	Pour casts of orthodontic deformities.	50.00
181	Pour, trim, and articulate casts.	100.00
242	Fabricate impression trays from preliminary impressions.	50.00
260	Give "on-the-job" instruction to subordinate personnel.	50.00

Subcluster: Dental Services Job Title:: Expanded Duties Dental Assistant

Category: Direct Patient Contact Responding: 3

Subcategory:

	Task	Percent Performing
1	Supervise subordinates in operating dental x-ray equipment.	33.33
2	Adjust voltage, amperage, and timer of x-ray machine.	33.33
3	Apply paralleling (long cone) procedures for peri-apical radiographic survey.	33.33
4	Apply bisecting angle (shore cone) procedures for peri-apical radiographic survey.	33.33
6	Develop and fix exposed radiographic film.	100.00
7	Maintain unexposed radiographic film storage.	100.00
8	Mix solutions for developing and fixing radiographic film.	100.00
9	Apply extraoral radiographic procedures.	33.33
10	Apply bite-wing radiographic procedures.	100.00
11	Apply occlusal radiographic procedures.	33.33
12	Practice patient and operator safety measures for x-radiation	100.00
13	Apply panoramic radiographic procedures.	33.33
14	Mount dental radiographs.	100.00
15	Label dental radiographs.	100.00
16	Clean x-ray processing equipment.	100.00
17	Position patient for radiographic examination.	100.00
18	Select film size appropriate for patient's mouth and indicated technique.	100.00
19	Select accessories for radiographic (x-ray) technique.	66.67
20	File dental radiographs.	100.00
21	Receive and place telephone calls.	100.00
22	Receive and dismiss patients and visitors.	100.00
23	Maintain accurate patient dental records.	66.67
24	Issue receipts.	100.00
25	Make ledger entries.	100.00
26	Verify invoices.	66.67
27	Write checks and maintain balance.	66.67
28	Maintain state and federal tax information.	33.33
29	Maintain petty cash accounts.	66.67
30	Maintain appointment control.	100.00
31	Maintain an active recall system.	100.00
32	Prepare correspondence.	66.67
33	Prepare bank deposits.	100.00
34	Reconcile bank statement.	66.67
35	Complete dental insurance forms.	100.00
36	Arrange financial agreements.	66.67
37	File business and patient records.	100.00
38	Prepare statements.	100.00
39	Sort incoming mail.	100.00
40	Perform housekeeping duties.	100.00
41	Order supplies.	100.00
42	Maintain and rotate inventory.	100.00
44	Collect fees for dental services.	100.00
45	Assemble patient records for treatment.	100.00
46	Stabilize patient's mandible during operation.	66.67

Subcluster:Dental Services Job Title: Expanded Duties Dental Assistant

Category: Direct Patient Contact Responding: 3

Subcategory:

	Task	Percent Performing
47	Seat and dismiss patient from chair.	100.00
48	Apply coagulants or administer hemostatics.	33.33
49	Apply water to tooth during cavity preparation.	100.00
50	Cut suture material after tying by the dentist.	100.00
51	Explain postoperative instructions to patient.	100.00
52	Deliver and receive instruments at chairside.	100.00
53	Heat or prepare gutta percha for temporary stopping.	33.33
54	Insert or remove cotton rolls.	100.00
55	Irrigate oral cavity for rinsing.	100.00
56	Make proper disposition and distribution of medical or dental records.	100.00
57	Aspirate during oral surgery.	100.00
58	Apply air to keep cavity preparation dry.	100.00
59	Evacuate oral cavity during restorative procedure.	100.00
60	Take impressions for study models.	100.00
61	Hold impression in mouth after dentist places impression tray.	100.00
62	Remove impressions from patient's mouth.	100.00
63	Apply topical anesthetics.	66.67
64	Identify various types of dental instruments.	100.00
65	Recognize various types of dental equipment.	100.00
66	Care for various pieces of dental equipment.	100.00
67	Prepare instruments for and operate autoclave.	100.00
68	Prepare instruments for and operate dry-heat sterilizer.	100.00
69	Retract oral tissues in surgical procedures.	100.00
70	Retract patient's cheek, lips and tongue.	100.00
71	Prepare set-up for local anesthetic injection.	100.00
72	Assist with the administration of local anesthetics.	100.00
73	Assist with rubber dam application and removal.	100.00
74	Place rubber dam.	100.00
75	Remove rubber dam.	100.00
76	Assist with amalgam restorations.	100.00
77	Triturate amalgam-alloy.	100.00
78	Load carrier and place amalgam in cavity preparation.	100.00
79	Prepare setup for gold foil restoration.	100.00
80	Anneal gold foil.	33.33
81	Place gold foil as directed by operator.	33.33
82	Prepare setup for endodontics (root canal therapy).	66.67
83	Prepare setup for prophylaxis (cleaning).	100.00
84	Prepare setup for fluoride treatment.	100.00
85	Prepare setup for prosthetics.	66.67
86	Prepare setup for periodontal treatments.	66.67
87	Prepare tray setup for Orthodontic treatments.	33.33
88	Assist with First Aid procedures.	33.33
89	Clean operatories and equipment.	66.67
90	Prepare dental materials for placement.	66.67
91	Prepare non-carpule hypodermic for injection of medications.	33.33
92	Examine and sharpen instruments as required.	100.00
93	Cut and remove sutures postoperatively.	100.00

Subcluster: Dental Services Job Title: Expanded Duties Dental Assistant

Category: Direct Patient Contact Responding: 3

Subcategory:

	TASK	Percent Performing
94	Apply hand mallet in surgical procedures.	33.33
95	Hand triturate amalgam.	66.67
96	Change engine belt on low speed engine.	66.67
100	Dispense medications when ordered by dentist.	66.67
101	Prepare hydrocolloid for impression.	66.67
102	Prepare rubber base material for impression.	100.00
103	Prepare compound for impression.	33.33
104	Prepare alginate for impression by dentist.	100.00
105	Fill alginate tray.	100.00
106	Prepare zinc phosphate cement for protective base.	100.00
107	Prepare silicate for restoration.	66.67
108	Prepare acrylic for restoration.	33.33
109	Place periodontal surgical pack.	33.33
110	Remove periodontal surgical pack.	33.33
111	Remove medication (dry socket).	33.33
112	Place matrix for amalgam restorative.	66.67
113	Place temporary cement.	100.00
114	Condense amalgam restoration.	100.00
115	Carve amalgam restoration.	33.33
116	Remove excess cement from crowns of the teeth.	100.00
117	Record oral conditions as directed by dentist.	100.00
118	Instruct patient in Oral Hygiene.	100.00
120	Prepare and chemically disinfect instruments.	100.00
121	Assist dentist in hospital operative procedures.	33.33
122	Assist with gold foil restoration.	66.67
124	Greet patient and escort to dental hygiene operatory.	100.00
125	Position patient and operator.	100.00
126	Remove plaque and stain and polish teeth.	100.00
127	Clean interproximal surfaces of teeth with dental floss or tape.	100.00
128	Apply disclosing solutions to the teeth to identify bacterial plaque.	100.00
129	Apply fluoride to teeth with isolated cotton rolls.	66.67
130	Apply fluoride to teeth using the tray technique.	33.33
131	Apply fluoride using ionizing devices.	33.33
132	Identify abnormalities in soft tissues of the mouth.	66.67
133	Perform dental charting.	100.00
135	Perform periodontal charting.	33.33
136	Identify extra-oral habits affecting occlusion.	33.33
137	Locate and assess the amount of stains and deposits.	66.67
138	Evaluate dietary habits and instruct patient on proper nutrition.	66.67
139	Select appropriate home care technique for each patient.	100.00
140	Give home care instruction.	100.00
142	Remove subgingival calculus.	66.67
143	Remove supragingival calculus.	66.67

Subcluster: Dental Services Job Title: Expanded Duties Dental Assistant

Category: Direct Patient Contact Responding:3

Subcategory:

	Task	Percent Performing
144	Polish finished restorations.	100.00
145	Take and record patient's medical and dental history.	100.00
146	Recognize conditions indicated in history that require alteration in procedures.	66.67
147	Administer anesthetics (topical).	33.33
149	Apply topical medications.	66.67
150	Prepare surgical periodontal packs.	33.33
152	Remove surgical periodontal packs.	33.33
153	Remove sutures.	100.00
154	Remove and insert temporary fillings.	100.00
158	Sharpen instruments.	100.00
159	Plan sequence of procedures for appointment or series of appointments.	66.67
160	Desensitize hypersensitive teeth.	66.67
161	Give oral habit therapy.	66.67
165	Clean and polish removable appliances.	100.00
168	Supervise other dental auxiliaries in routine dental tasks.	100.00
169	Store and inventory precious metals.	66.67
170	Maintain dental laboratory equipment.	66.67
180	Cast gold crown, inlay or pontic backing.	33.33
181	Pour, trim, and articulate casts.	66.67
188	Fabricate stone dies.	33.33
189	Finish and polish gold alloy inlays, crowns or fixed partial dentures.	33.33
193	Pickle and heat treat gold inlays, crowns, or pontics.	33.33
194	Polish or glaze porcelain facings, teeth or pontics.	33.33
196	Spru, invest, and burn out gold allow inlays, crown, or pontics.	33.33
197	Test occlusion and fit of inlays, crowns, or fixed partial bridges.	33.33
198	Wax-up and carve inlays, crowns or pontics for fixed partial bridges.	33.33
204	Trim and wax-dip refractory casts of removable partial dentures.	33.33
221	Select teeth for removable partial dentures.	33.33
229	Pour final impressions to produce master cast.	33.33
260	Give "on-the-job" instruction to subordinate personnel.	33.33

Subcluster: Dental Services Job Title: Dental Receptionist

Category: Direct Patient Contact Responding: 7

Subcategory:

	Task	Percent Performing
1	Supervise subordinates in operating dental x-ray equipment.	14.29
2	Adjust voltage, amperage, and timer of x-ray machine.	14.29
5	Evaluate dental radiographs for diagnostic quality.	14.29
6	Develop and fix exposed radiographic film.	42.86
7	Maintain unexposed radiographic film storage.	28.58
8	Mix solutions for developing and fixing radiographic film.	42.86
12	Practice patient and operator safety measures for x-radiation.	14.29
14	Mount dental radiographs.	57.14
15	Label dental radiographs.	42.86
16	Clean x-ray processing equipment.	42.86
20	File dental radiographs.	57.14
21	Receive and place telephone calls.	100.00
22	Receive and dismiss patients and visitors.	100.00
23	Maintain accurate patient dental records.	85.71
24	Issue receipts.	100.00
25	Make ledger entries.	100.00
26	Verify invoices.	100.00
27	Write checks and maintain balance.	71.43
28	Maintain state and federal tax information.	42.86
29	Maintain petty cash accounts.	100.00
30	Maintain appointment control.	100.00
31	Maintain an active recall system.	100.00
32	Prepare correspondence.	100.00
33	Prepare bank deposits.	85.71
34	Reconcile bank statement.	42.86
35	Complete dental insurance forms.	85.71
36	Arrange financial agreements.	85.71
37	File business and patient records.	100.00
38	Prepare statements.	85.71
39	Sort incoming mail.	100.00
40	Perform housekeeping duties.	85.71
41	Order supplies.	100.00
42	Maintain and rotate inventory.	42.86
43	Prepare tax forms.	28.58
44	Collect fees for dental services.	100.00
45	Assemble patient records for treatment.	85.71
47	Seat and dismiss patient from chair.	28.58
51	Explain postoperative instructions to patient.	14.29
52	Deliver and receive instruments at chairside.	28.58
54	Insert or remove cotton rolls.	14.29
56	Make proper disposition and distribution of medical or dental records.	14.29
57	Aspirate during oral surgery.	14.29
58	Apply air to keep cavity preparation dry.	14.29
59	Evacuate oral cavity during restorative procedure.	14.29
61	Hold impression in mouth after dentist places impression tray.	14.29

Subcluster: Dental Services **Job Title:** Dental Receptionist

Category: Direct Patient Contact **Responding:** 7

Subcategory:

	Task	Percent Performing
62	Remove impressions from patient's mouth.	14.29
64	Identify various types of dental instruments.	28.58
65	Recognize various types of dental equipment.	28.58
66	Care for various pieces of dental equipment.	28.58
67	Prepare instruments for and operate autoclave.	42.86
68	Prepare instruments for and operate dry-heat sterilizer.	14.29
69	Retract oral tissues in surgical procedures.	14.29
70	Retract patient's cheek, lips and tongue.	14.29
71	Prepare set-up for local anesthetic injection.	14.29
76	Assist with amalgam restorations.	14.29
78	Load carrier and place amalgam in cavity preparation.	14.29
82	Prepare setup for endodontics (root canal therapy).	14.29
83	Prepare setup for prophylaxis (cleaning).	28.58
84	Prepare setup for fluoride treatment.	28.58
85	Prepare setup for prosthetics.	28.58
86	Prepare setup for periodontal treatments.	28.58
88	Assist with First Aid procedures.	14.29
89	Clean operatories and equipment.	28.58
90	Prepare dental materials for placement.	14.29
91	Prepare non-carpule hypodermic for injection of medications.	14.29
102	Prepare rubber base material for impression.	14.29
105	Fill alginate tray.	14.29
108	Prepare acrylic for restoration.	14.29
120	Prepare and chemically disinfect instruments.	28.58
124	Greet patient and escort to dental hygiene operatory.	28.57
125	Position patient and operator.	14.29
145	Take and record patient's medical and dental history.	28.58
146	Recognize conditions indicated in history that require alteration in procedures.	14.29
159	Plan sequence of procedures for appointment or series of appointments.	14.29
168	Supervise other dental auxiliaries in routine dental tasks.	14.29
260	Give "on-the-job" instruction to subordinate personnel.	14.29

Subcluster: Dental Services Job Title: Dental Laboratory Technician

Category: Indirect Patient Contact Responding: 4

Subcategory:

	Task	Percent Performing
21	Receive and place telephone calls.	75.00
24	Issue receipts.	25.00
25	Make ledger entries.	25.00
26	Verify invoices.	25.00
27	Write checks and maintain balance.	25.00
28	Maintain state and federal tax information.	25.00
30	Maintain appointment control.	25.00
33	Prepare bank statement.	25.00
34	Reconcile bank statement.	25.00
38	Prepare statements.	25.00
39	Sort incoming mail.	50.00
40	Perform housekeeping duties.	75.00
41	Order supplies.	50.00
42	Maintain and rotate inventory.	50.00
43	Prepare tax forms.	25.00
44	Collect fees for dental services.	25.00
65	Recognize various types of dental equipment.	50.00
66	Care for various pieces of dental equipment.	50.00
96	Change engine belt on low speed engine.	50.00
141	Use ultrasonic devices to remove calculus.	25.00
144	Polish finished restorations.	50.00
158	Sharpen instruments.	25.00
165	Clean and polish removable appliances.	100.00
168	Supervise other dental auxiliaries in routine dental tasks.	25.00
169	Store and inventory precious metals.	75.00
170	Maintain dental laboratory equipment.	100.00
171	Fabricate temporary removable bite raisers.	75.00
172	Fabricate cleft palate obturators.	25.00
173	Fabricate removable expansion appliances.	50.00
174	Fabricate face masks for before and after presentation of special cases.	25.00
175	Fabricate mouth guards.	75.00
176	Fabricate splints for immobilization of fractures of maxilla and mandible.	25.00
177	Fabricate temporary removable partial dentures.	75.00
178	Pour casts of orthodontic deformities.	50.00
179	Fabricate orthodontic space maintainers or retainers.	50.00
180	Cast gold crown, inlay or pontic backing.	100.00
181	Pour, trim, and articulate casts.	100.00
182	Fabricate broken stress or precision attachment bridges.	100.00
183	Fabricate copings.	75.00
184	Fabricate acrylic resin jacket crowns and pontics.	75.00
186	Fabricate baked porcelain-to-gold restorations.	75.00
188	Fabricate stone dies.	75.00
189	Finish and polish gold alloy inlays, crowns or fixed partial dentures.	100.00
190	Fabricate ceramic porcelain jackets.	75.00

Subcluster: Dental Services Job Title: Dental Laboratory Technician

Category: Indirect Patient Contact Responding: 4

Subcategory:

	Task	Percent Performing
191	Flask, pack, cure and deflask partial dentures.	100.00
192	Grind in porcelain or acrylic facings and pontics.	100.00
193	Pickle and heat treat gold inlays, crowns, or pontics.	100.00
194	Polish or glaze porcelain facings, teeth or pontics.	100.00
195	Solder units of fixed partial dentures.	75.00
196	Sprue, invest, and burn out gold alloy inlays, crown, or pontics.	100.00
197	Test occlusion and fit of inlays, crowns, or fixed partial dentures.	100.00
198	Wax-up and carve inlays, crowns or pontics for fixed partial bridges.	100.00
199	Set up artificial teeth on removable partial denture framework.	100.00
200	Sprue and invest wax-up for casting and removable partial dentures.	50.00
201	Survey and design study casts.	75.00
202	Survey and design removable partial dentures.	75.00
203	Transfer design from master cast to refractory casts.	50.00
204	Trim and wax-dip refractory casts of removable partial dentures.	50.00
205	Wax-up, shape, and contour saddles for try-in and final processing.	75.00
206	Wax-up components of frameworks for removable partial dentures.	50.00
207	Adapt wrought gold clasps and bars.	75.00
208	Block out and relieve master casts.	75.00
209	Burn out wax prior to casting.	75.00
210	Cast metal framework for removable partial dentures.	50.00
211	Polish removable partial denture base.	50.00
212	Dehydrate refractory casts.	25.00
213	Duplicate master casts.	75.00
214	Estimate amounts of precious metals or chrome-cobalt alloys required for a casting.	75.00
215	Finish and polish metal partial denture.	75.00
216	Grind in tube teeth or facings.	75.00
217	Make trial baseplates and occlusal rims for removable partial dentures.	75.00
218	Pour refractory casts.	50.00
219	Remount removable partial denture prosthesis for occlusal adjustments.	75.00
220	Sandblast chrome castings.	50.00
221	Select teeth for removable partial dentures.	100.00
222	Assemble and repair complete dentures.	75.00
223	Duplicate complete dentures.	75.00
224	Reline dentures by articulator method.	50.00
225	Reline dentures by flask method.	75.00
226	Repair metal parts of removable partial dentures.	50.00
227	Replace tube teeth or facings.	75.00
228	Apply foil or tinfoil substitute to complete dentures.	75.00

Subcluster: Dental Services Job Title: Dental Laboratory Technician

Category: Indirect Patient Contact Responding:

Subcategory:

	Task	Percent Performing
229	Pour final impressions to produce master cast.	75.00
230	Care for preliminary or final impressions.	100.00
231	Characterize denture base material.	75.00
232	Design and position palatal reliefs.	75.00
233	Design and form post dam.	75.00
234	Fabricate trial baseplates and occlusual rims for complete dentures.	75.00
235	Flask, pack, cure, and deflask complete dentures.	75.00
236	Eliminate wax from denture molds.	75.00
237	Fabricate artificial teeth for characterized dentures.	75.00
238	Finish and polish complete dentures.	75.00
239	Critically evaluate for processing errors.	75.00
240	Critically evaluate completed case.	75.00
241	Fabricate cast metal bases for complete dentures.	75.00
242	Fabricate impression trays from preliminary impressions.	75.00
243	Fabricate individual surgical trays for immediate dentures.	75.00
244	Remount complete dentures for occlusal adjustments.	75.00
245	Select artificial teeth for complete dentures.	75.00
246	Stabilize baseplates.	75.00
247	Wax-up and contour complete denture base for try-in final processing.	75.00
248	Complete simple denture repairs.	75.00
249	Critically evaluate impressions and casts prior to fabrication of case.	100.00
250	Interpret the dental prescription.	75.00
251	Bead and box complete or partial denture impressions.	50.00
252	Ditch the die.	75.00
253	Arrange artificial teeth in centric relation for complete dentures.	50.00
254	Arrange artificial teeth in balanced occlusion for complete dentures.	50.00
255	Fabricate immediate complete or removable partial dentures.	75.00
256	Solder component parts of removable partial denture.	50.00
257	Complete complex denture repairs.	75.00
258	Characterize and apply stains to porcelain facings.	50.00
259	Supervise subordinates within the laboratory.	75.00
260	Give "on-the-job" instruction to subordinate personnel.	75.00

Subcluster: Medical & Clerical Serv. Job Title: Medical Transcriber

Category: Medical Records Responding: 13

Subcategory:

	Task	Percent Performing
8	Receive calls and answer questions from patients or potential patients.	69.23
14	Attend meetings and participate in community activities related to doctor's practice.	15.38
18	Pull and file patient's medical record.	15.38
33	Initiate a medical record file for a patient.	7.69
207	Select records for review according to established criteria.	7.69
208	Sort records by committee responsibility.	7.69
209	Prepare medical staff committee meeting minutes.	15.38
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	7.69
212	Schedule meetings.	7.69
213	Take or transcribe minutes of meetings.	23.08
214	Prepare agendas for meetings.	7.69
216	Transcribe letters regarding house staff or attending staff appointments.	15.38
218	Prepare reports.	7.69
220	Publicize meetings.	15.38
222	Maintain manually disease and operations indexes.	7.69
223	Maintain manually Physicians' index.	7.69
224	Maintain manually Surgeons' index.	7.69
225	Prepare daily census.	7.69
229	Prepare manually statistical reports for medical staff.	7.69
231	Prepare manually admission and discharge statistics from census sheet.	15.38
233	Prepare manually statistics concerning CCU, ICU from census sheet.	7.69
234	Prepare manually patient statistics for analysis.	7.69
235	Check record for deficiencies.	23.08
236	Prepare deficiency check-off list.	7.69
237	Abstract information from record onto data-processing source document.	15.38
238	Transcribe from shorthand notes.	61.54
239	Transcribe using magnetic tape selector typewriter.	38.46
240	Transcribe histories and physicals.	100.00
241	Transcribe consultation and discharge summaries.	92.31
242	Transcribe operative reports.	61.54
243	Transcribe medical correspondence.	61.54
244	Transcribe ancillary departmental reports, e.g. X-ray, Pathology, etc.	61.54
245	Maintain daily production record.	30.77
246	Perform filing, mailing, and charting functions.	69.23
247	Upon receipt of admission order, secure admission information.	15.38
250	If a readmission, secure old patient folder from Medical Records Dept.	15.38
251	Follow pre-admission policy.	7.69
254	Prepare admission packet.	7.69
256	Distribute admission information to appropriate department.	7.69
258	If readmission, request old chart from Medical Records.	15.38
259	Check current in-patient records for completion.	7.69
260	Record data on patient's charts, e.g. TPR, etc.	7.69
261	Add new sheets to charts as necessary.	15.38
262	Place laboratory slips in proper place on laboratory sheet.	7.69
263	Prepare admission charts.	7.69
264	Prepare chart to accompany patient upon transfer.	7.69
267	Insure that chart and allied materials are forwarded to Medical Records	7.69

Subcluster: Medical & Clerical Serv. Job Title: Medical Transcriber

Category: Medical Records Responding: 13

Subcategory:

	Task	Percent Performing
268	File using straight numerical system.	23.08
270	File using alphabetical system.	30.77
272	File items into individual patient record.	38.46
275	File index cards alphabetically.	23.08
280	File correspondence and reports.	38.46
281	File microfilmed rolls or individual cards.	7.69
283	Type general correspondence.	38.46
284	Handle and distribute mail and correspondence (both incoming and outgoing).	23.08
285	File correspondence and memoranda.	30.77
286	Type personnel actions for staff.	15.38
288	Prepare or type requests for vacation or pay for sick leave.	7.69
289	Order office supplies, equipment, and Medical Recrods Materials.	15.38
291	Type requisitions.	7.69
292	Maintain staff work schedules.	7.69
293	Provide security for Medical Records.	15.38
301	Photocopy.	15.38
307	Write in headings on appropriate forms.	7.69
309	Keep files in order.	30.77
312	Transcribe doctors' orders onto appropriate records.	23.08
313	Sign for packages and flowers.	7.69
316	Maintain call roster of doctors.	7.69
319	Obtain consent signatures.	7.69
321	Deliver mail.	15.38
322	Maintain supply of stationery and writing materials.	7.69
325	Receive and deliver telephone messages to unit personnel.	15.38
327	Page doctors and other hospital personnel.	23.08
328	Answer the intercom and relay messages to unit personnel.	7.69
330	Operate pneumatic tube.	15.38
332	Question physicians about patients.	7.69
336	Direct visitors to appropriate rooms.	7.69
337	Locate doctors or nurses as requested by visitors.	23.08
344	Give information to other departments.	7.69
345	Communicate with government agencies.	7.69
347	Distribute reports, manuals, and directives.	7.69
348	Run errands to other departments.	23.08
349	Greet and welcome new patient.	7.69
356	Record admission of new patient on appropriate unit records.	7.69
357	Requisition physician consultations at doctor's request.	7.69
359	Record patient transfer on appropriate unit records.	7.69
370	Note discharge on appropriate unit records.	15.38
371	Send patient's charts and forms to Medical Records Department upon discharge.	7.69
380	Record patient's death on appropriate records.	15.38
384	Contact billing office on behalf of patient.	7.69
390	Fill out accident reports.	7.69
391	Conduct safety inspection.	7.69
392	Inspect cleanliness and sanitation of the unit.	7.69
402	Maintain record of equipment loaned to or borrowed from other areas.	7.69

Subcluster: Medical & Clerical Serv Job Title: Medical Stenographer

Category: Medical Records Responding: 7

Subcategory:

	Task	Percent Performing
8	Receive calls and answer questions from patients or potential patients.	71.43
14	Attend meetings and participate in community activities related to doctor's practice.	57.14
18	Pull and file patient's medical record.	28.58
33	Initiate a medical record file for a patient.	14.29
207	Select records for review according to established criteria.	42.86
208	Sort records by committee responsibility.	28.58
209	Prepare medical staff committee meeting minutes.	42.86
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	42.86
211	Write hospital committee meeting minutes.	57.14
212	Schedule meetings.	42.86
213	Take or transcribe minutes of meetings.	71.43
214	Prepare agendas for meetings.	42.86
215	Maintain staff credentials files.	42.86
216	Transcribe letters regarding house staff or attending staff appointments.	42.86
217	Maintain residents' procedure files.	28.58
218	Prepare reports.	28.58
219	Disseminate information on policies established at meetings.	42.86
220	Publicize meetings.	28.58
221	Operate audiovisual equipment for meetings.	14.29
222	Maintain manually disease and operations indexex.	14.29
223	Maintain manually Physicians' index.	14.29
224	Maintain manually Surgeons' index.	14.29
225	Prepare daily census.	14.29
226	Prepare period census report.	14.29
227	Prepare manually statistical reports for administration.	28.58
228	Prepare manually statistical reports for other departments.	28.57
229	Prepare manually statistical reports for medical staff.	57.14
231	Prepare manually admission and discharge statistics from census sheet.	42.86
232	Prepare manually discharge statistics showing average length of stay by disease classification.	14.29
233	Prepare manually statistics concerning CCU, ICU from census sheets.	14.29
234	Prepare manually patient statistics for analysis.	14.29
235	Check record for deficiencies.	14.29
236	Prepare deficiency check-off list.	14.29
237	Abstract information from record onto data-processing source document.	14.29
238	Transcribe from shorthand notes.	71.43
239	Transcribe using magnetic tape selector typewriter.	28.58
240	Transcribe histories and physicals.	71.43
241	Transcribe consultation and discharge summaries.	71.43
242	Transcribe operative reports.	42.86

Subcluster: Medical & Clerical Serv. Job Title: Medical Stenographer

Category: Medical Records Responding: 7

Subcategory:

	Task	Percent Performing
243	Transcribe medical correspondence.	71.43
244	Transcribe ancillary departmental reports, e.g. x-ray, Pathology, etc.	42.86
245	Maintain daily production record.	28.58
246	Perform filing, mailing, and charting functions.	71.43
247	Upon receipt of admission order, secure admission information.	28.58
248	Verify insurance information.	14.29
250	If a readmission, secure old patient folder from Medical Records Department.	42.86
251	Follow pre-admission policy.	14.29
252	Determine room assignment.	28.58
253	Assign admission number to patient.	14.29
255	Sort admission information to be distributed to appropriate depts.	42.86
256	Distribute admission information to appropriate department.	42.86
257	Determine estimated length of stay, using the Patient and Disease index.	14.29
258	If readmission, request old chart from Medical Recirds.	42.86
259	Check current in-patient records for completion.	14.29
260	Record data on patient's charts, e.g. TPR, etc.	14.29
261	Add new sheets to charts as necessary.	14.29
262	Place laboratory slips in proper place on laboratory sheet.	14.29
263	Prepare admission charts.	14.29
264	Prepare chart to accompany patient upon transfer.	14.29
265	Notify Admission, Business Office, and Medical Records of pending discharges.	14.29
266	Arrange chart in approved sequence after discharge.	14.29
267	Insure that chart and allied materials are forwarded to Medical Records.	28.58
270	File using alphabetical system.	42.86
272	File items into individual patient record.	14.29
275	File index cards alphabetically.	28.58
280	File correspondence and reports.	14.29
283	Type general correspondence.	57.14
284	Handle and distribute mail and correspondence (both incoming and outgoing).	57.14
285	File correspondence and memoranda.	57.14
286	Type personnel actions for staff.	42.86
287	Handle and dispatch time cards to Payroll.	28.58
288	Prepare or type requests for vacation or pay for sick leave.	28.58
289	Order office supplies, equipment, and Medical Records Materials.	57.14
290	Maintain inventory lists for equipment and furniture accountability.	28.58
291	Type requisitions.	42.86
292	Maintain staff work schedules.	42.86
293	Provide security for Medical Records.	28.58
295	Route brochures to medical staff library chairman.	14.29
301	Photocopy.	42.86
303	Maintain list of new admissions, transfers and discharges.	42.86

Subcluster: Medical & Clerical Serv. Job Title: Medical Stenographer

Category: Medical Records Responding: 7

Subcategory:

	Task	Percent Performing
304	Maintain food tray service check list.	28.58
307	Write in headings on appropriate forms.	14.29
308	Stamp patient forms with imprinter.	14.29
309	Keep files in order.	42.86
312	Transcribe doctors' orders onto appropriate records.	28.58
313	Sign for packages and flowers.	14.29
314	Duplicate forms as needed (photocopy).	42.86
315	Report and record lost and found articles.	14.29
316	Maintain call roster of doctors.	57.14
317	Maintain log of long distance phone calls.	14.29
318	Maintain continuing file of information for annual reports.	14.29
319	Obtain consent signatures.	14.29
321	Deliver mail.	28.58
322	Maintain supply of stationery and writing materials.	28.58
325	Receive and deliver telephone messages to unit personnel.	42.86
326	Inform patients of calls received.	28.58
327	Page doctors and other hospital personnel.	57.14
328	Answer the intercom and relay messages to unit personnel.	28.58
335	Inform visitors of hospital rules.	14.29
336	Direct visitors to appripriate rooms.	28.58
344	Give information to other departments.	28.58
348	Run errands to other departments.	28.58
349	Greet and welcome new patients.	14.29
350	Notify appropriate unit personnel upon admission of new patient.	28.58
352	Make patient identification tags.	14.29
354	Receive and store patient's valuables.	14.29
356	Record admission of new patient on appropriate unit records.	28.58
357	Requisition physician consultations at doctor's request.	14.29
359	Record patient transfer on appropriate unit records.	14.29
360	Alert receiving unit to be sure a bed is ready for a transfer patient.	14.29
361	Receive transfer patient coming from another unit.	14.29
362	Receive notification of discharge order.	14.29
363	Notify appropriate departments of patient discharge.	14.29
366	Return patient's valuables upon discharge.	14.29
368	Collect and forward patients prescription drugs to Pharmacy.	14.29
370	Note discharge on appropriate unit records.	14.29
371	Send patient's charts and forms to Medical Records Department upon discharge.	14.29
372	Notify patient's family of discharge.	14.29
373	Locate and inform the patient's physician of patient's death.	14.29
378	Requisition a shroud pack.	14.29
380	Record patient's death on appropriate records.	14.29
388	Conduct regular fire and disaster drills.	14.29
389	Check availability of fire control equipment.	14.29
390	Fill out accident reports.	14.29

Subcluster: Medical Clerical Svcs. Job Title: Medical-Dental Secretary

Category: Medical Records Responding: 6

Subcategory:

	Task	Percent Performing
1	Confirmation of appointment.	50.00
2	Interview new patient to complete registration.	50.00
3	Interview patient for insurance.	50.00
4	Complete "multi-purpose" patient visit form.	16.67
5	Escort patient to examination room.	16.67
6	Screen visitors and salesmen requesting to see doctor.	50.00
7	Explain delay to waiting patients.	50.00
8	Receive calls and answer questions from patients or potential patients.	83.33
9	Explain doctor's fees to patients.	50.00
10	Answer letters from patients.	50.00
11	Maintain personal information card index on each patient.	16.67
12	Assist patient in planning hospital admission.	33.33
13	Make arrangements for hospital admission of patient.	33.33
14	Attend meetings and participate in community activities related to doctor's practice.	16.67
15	Open and sort mail.	66.67
16	Answer doctor's routine mail.	66.67
17	Place and answer telephone calls.	66.67
18	Pull and file patient's medical record.	50.00
19	Maintain a record of doctor's absence and how to reach him.	33.33
20	Prepare manually statistical reports for public and private agencies.	33.33
21	Receive and organize handling of medication samples.	16.67
22	Prepare and replenish supplies in physician's bag.	16.67
23	Operate one or more office business machines.	50.00
24	Operate telephone switchboard.	33.33
25	Make appointments for new patients.	50.00
26	Arrange for next appointment before patient leaves office.	50.00
27	Arrange another appointment for patient who cancels one.	50.00
28	Remind patient of his appointment prior to day scheduled.	16.67
29	Contact patients with later appointments to fill in for cancelations.	33.33
30	Cancel appointments for doctor or dentist when necessary and reschedule.	50.00
31	Review scheduled appointments with doctor or dentist.	16.67
32	Note in an appointment book scheduled times when doctor or dentist will be away.	50.00
33	Initiate a medical record file for a patient.	50.00
34	Follow up on house calls and hospital visits for information needed for office medical record.	33.33
35	Establish control system for location of medical record folders.	16.67
37	Order supplies and/or medications.	50.00
39	Arrange for maintenance and repair of equipment.	50.00
40	Maintain a fee schedule for services.	50.00
41	Prepare a budget for income and expenses.	33.33

Subcluster: Medical Clerical Svcs. Job Title: Medical-Dental Secretary

Category: Medical Records Responding: 6

Subcategory:

	Task	Percent Performing
42	Prepare a financial report of income and expenses.	16.67
43	Arrange meetings with doctor to resolve problems.	16.67
44	Provide proper housekeeping, temperature, and adequate supplies in the health facility.	16.67
46	Complete a patient ledger card for new patient.	33.33
47	Recieve and review copy of a multi-purpose patient visit slip after doctor or dentist sees patient.	16.67
48	Prepare charge slips for service to patient.	33.33
49	Extract billing information from doctor's and dentist's notes	16.67
50	Prepare and send information to an outside billing agency.	33.33
51	Total and reconcile entries made in a record of original entries.	16.67
55	Record entries for non-practice income and expense in a record of original entry.	16.67
56	Type an itemized or coded bill and mail to patient.	16.67
57	Complete indemnity insurance forms for patient to submit his claim.	50.00
58	Complete insurance forms for filing assigned insurance claims.	50.00
59	Complete Medicare payment request Form SSA-1490.	50.00
60	Complete Workmen's Compensation forms.	16.67
61	Complete MedicAid claims form.	50.00
62	Obtain and record patient billing information for hospital visits by physician.	50.00
63	Obtain and record billing information for house calls made.	33.33
64	Post an adjusting entry for difference between payment accepted and the physician's usual fee.	50.00
65	Collect payments at time of visit and make entry to an original record.	50.00
66	Accept, endorse, and record checks received for payment on account.	50.00
67	Reconcile cash count and receipts.	33.33
68	Prepare a bank deposit ticket.	33.33
69	Make bank deposit.	50.00
70	Reconcile bank accounts.	33.33
71	Establish and control petty cash fund.	33.33
72	Post payment received to patient ledger card.	33.33
73	Process unredeemed checks returned by bank.	33.33
74	Assist in formulation of collection policy and selection of a collection agency.	16.67
75	Make financial arrangements with patient.	33.33
77	Mail statements with collection notices or standard form collection letters.	16.67
78	Call patient or guarantor in regard to payment of bills.	16.67
79	Communicate with insurance companies on unpaid claims.	50.00

Subcluster: Medical Clerical Serv.. Job Title: Medical-Dental Secretary
Medical Records 6
Category: Responding:

Subcategory:

	Task	Percent Performing
82	Investigate mail returned because of bad addresses.	33.33
83	Age and analyze accounts for unusual problems and abnormal trends.	33.33
84	Complete forms to assign accounts to an outside collection agency.	33.33
85	Review and evaluate status reports of accounts with a collection agency.	33.33
86	Refer to doctor, with recommendations, offers to compromise settlement of account.	16.67
87	Maintain a disbursement record to fit doctor's practice.	16.67
88	Review invoices for validity and accuracy.	16.67
89	Prepare checks for doctor's signature.	33.33
90	Maintain a file of paid and unpaid invoices.	33.33
91	Approve invoices for payment.	33.33
92	Enter in a check register payments made to vendors.	33.33
93	Prepare and maintain employees' payroll records.	33.33
94	Review and approve employees' payroll time and salary.	33.33
96	Prepare forms to pay employees' and employers' taxes (income and FICA).	33.33
97	Record employees; and employers' taxes to a record of original entry.	16.67
98	Prepare employees' wage and withholding tax statement (Form W-2).	16.67
99	Instruct patient with regard to collection of specimen.	33.33
100	Select proper container to hold specimen and give to patient.	33.33
101	Receive specimen, record pertinent data on container, and provide proper disposition.	33.33
102	Collect fecal or urine specimens from patient.	16.67
105	Prepare specimens for shipment.	16.67
106	Assist with collection of specimens from patient.	16.67
107	Send specimen(s) to laboratory.	16.67
133	Assist in obtaining smears.	16.67
137	Check instruments or equipment for working condition prior to sterilization.	16.67
138	Determine and separate by method of sterilization.	16.67
139	Wrap instruments for sterilization.	16.67
140	Wrap towels and dressings for sterilization.	16.67
141	Clean sterilizing equipment.	16.67
142	Sterilize equipment, instruments, and material.	16.67
143	Use sterilization color indicators to test sterilizers.	16.67
144	Store sterilized material.	16.67
145	Handle and store sterilized material to prevent contamination.	16.67
146	Prepare and test EKG machine for proper and safe working condition.	16.67
147	Prepare, instruct and assist patient for EKG.	16.67
148	Assist physician during EKG test.	16.67
149	Monitor EKG graph for normal or erratic tracings.	16.67
150	Mount EKG graph on card.	16.67

Subcluster: Medical Clerical Serv. Job Title: Medical-Dental Secretary

Category: Medical Records Responding: 6

Subcategory:

	Task	Percent Performing
151	Clean and maintain EKG equipment after test.	16.67
152	Operate EkG machine.	16.67
156	File and index X-ray films of patients.	16.67
157	Prepare necessary equipment and supplies for doctor-dentist and patient.	16.67
158	Receive patient and explain nature of examination and what may be expected.	16.67
159	Instruct patient in regard to disrobing and examining position.	16.67
160	Drape patient.	16.67
161	Take and record patient's temperature by oral method.	16.67
162	Take and record patient's temperature by rectal method.	16.67
163	Take and record patient's height and weight.	16.67
164	Take and record patient's pulse rate.	16.67
166	Take and record patient's blood pressure.	16.67
167	Prepare an injection tray.	16.67
168	Prepare a tray for routine physical examination and/or special procedures.	16.67
169	Prepare a tray for dressing change.	16.67
173	Maintain adequate supplies in examination and treatment room.	16.67
174	Dispense medication ordered by doctor or dentist.	16.67
175	Give instructions to patient regarding medication.	16.67
179	Prepare patient for injection.	33.33
188	Seek help from qualified nurse or physician at once.	33.33
189	Describe the nature of patient's illness or injury.	33.33
190	Take immediate measures to stop bleeding.	16.67
191	Administer oxygen to patient.	33.33
192	Position patient in safe and comfortable position.	16.67
193	Apply proper bandage.	16.67
199	Explain gynecological procedures to patients.	33.33
209	Prepare medical staff committee meeting minutes.	33.33
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	16.67
211	Write hospital committee meeting minutes.	16.67
212	Schedule meetings.	16.67
213	Take or transcribe minutes of meetings.	16.67
214	Prepare agendas for meetings.	33.33
215	Maintain staff credentials files.	16.67
238	Transcribe from shorthand notes.	16.67
240	Transcribe histories and physicals.	16.67
241	Transcribe consultation and discharge summaries.	33.33
243	Transcribe medical correspondence.	33.33
283	Type general correspondence.	33.33
284	Handle and distribute mail and correspondence (both incoming and outgoing).	16.67
285	File correspondence and memoranda.	
287	Handle and dispatch time cards to Payroll.	

Subcluster: Medical Clerical Serv. **Job Title:** Medical-Dental Secretary

Category: Medical Records **Responding:** 6

Subcategory:

	Task	Percent Performing
288	Prepare or type requests for vacation or pay for sick leave.	16.67
289	Order office supplies, equipment, and Medical Records Materials.	16.67
291	Type requisitions.	16.67

Subcluster: Patient Care Services

Job Title: Medical Librarian Ass't

Category: Medical Records

Responding: 16

Subcategory:

	Task	Percent Performing
8	Receive calls and answer questions from patients or potential patients.	75.00
14	Attend meetings and participate in community activities related to doctor's practice.	18.75
18	Pull and file patient's medical record.	81.25
33	Initiate a medical record file for a patient.	12.50
207	Select records for review according to establish criteria.	6.25
208	Sort records by committee responsibility.	18.75
209	Prepare medical staff committee meeting minutes.	18.75
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	25.00
211	Write hospital committee meeting minutes.	12.50
212	Schedule meetings.	6.25
213	Take or transcribe minutes of meetings.	6.25
214	Prepare agendas for meetings.	6.25
215	Maintain staff credentials files.	6.25
218	Prepare reports.	18.75
219	Disseminate information on policies established at meetings.	6.25
221	Operate audiovisual equipment for meetings.	6.25
223	Maintain manually Physicians' index.	6.25
224	Maintain manually Surgeons' index.	6.25
225	Prepare daily census.	37.50
226	Prepare period census report.	25.00
227	Prepare manually statistical reports for administration.	18.75
228	Prepare manually statistical reports for other departments.	12.50
229	Prepare manually statistical reports for medical staff.	31.25
231	Prepare manually admission and discharge statistics from census sheet.	31.25
232	Prepare manually discharge statistics showing average length of stay by disease classification.	12.50
234	Prepare manually patient statistics for analysis.	6.25
235	Check record for deficiencies.	56.25
236	Prepare deficiency check-off list.	50.00
237	Abstract information from record on to data-processing source document.	6.25
238	Transcribe from shorthand notes.	6.25
239	Transcribe using magnetic tape selector typewriter.	6.25
240	Transcribe histories and physicals.	18.75
241	Transcribe consultation and discharge summaries.	18.75
242	Transcribe operative reports.	12.50
243	Transcribe medical correspondence.	18.75
245	Maintain daily production record.	12.50
246	Perform filing, mailing, and charting functions.	56.25
247	Upon receipt of admission order, secure admission information.	25.00
248	Verify insurance information.	6.25
250	If a readmission, secure old patient folder from Medical Records Department.	62.50
251	Follow pre-admission policy.	18.75
252	Determine room assignment.	6.25
253	Assign admission number to patient.	18.75

Subcluster: Patient Care Services Job Title: Medical Librarian Ass't

Category: Medical Records Responding: 16

Subcategory:

	Task	Percent Performing
254	Prepare admission packet.	12.50
256	Distribute admission information to appropriate department.	31.25
258	If readmission, requiest old chart from Medical Records.	18.75
259	Check current in-patient records for completion.	18.75
260	Record data on patient's charts, e.g. TPR, etc.	12.50
261	Add new sheets to charts as necessary.	25.00
262	Place laboratory slips in proper place on laboratory sheet.	37.50
263	Prepare admission charts.	25.00
264	Prepare chart to accompany patient upon transfer.	18.75
265	Notify Admitting, Business Office, and Medical Records of pending discharges.	12.50
266	Arrange chart in approved sequence after discharge.	56.25
267	Insure that chart and allied materials are forwarded to Medical Records.	18.75
268	File using straight numerical system.	37.50
269	File using terminal digit system.	37.50
270	File using alphabetical system.	37.50
271	File original record of individual patient in commercial facility.	12.50
272	File items into individual patient record.	68.75
273	Maintain activity record.	6.25
274	File index cards phonetically.	6.25
275	File index cards alphabetically.	56.25
280	File correspondence and reports.	43.75
281	File microfilmed rolls or individual cards.	12.50
283	Type general correspondence.	50.00
284	Handle and distribute mail and correspondence (both incoming and outgoing).	31.25
285	File correspondence and memoranda.	50.00
286	Type personnel actions for staff.	6.25
287	Handle and dispatch time cards to Payroll.	6.25
288	Prepare or tpe requests for vacation or pay for sick leave.	6.25
289	Order office supplies, equipment, and Medical Records materials.	31.25
290	Maintain inventory lists for equipment and furniture accountability.	12.50
291	Type requisitions.	18.75
292	Maintain staff work schedules.	12.50
293	Provide security for Medical Records.	31.25
296	Order texts and journals library committee desires.	6.25
299	Answer and request interlibrary loans.	6.25
300	Provide reference service.	6.25
301	Photocopy.	37.50
302	Maintain unit census record.	25.00
303	Maintain list of new admissions, transfers, and discharges.	31.25

Subcluster: Patient Care Services Job Title: Medical Librarian Ass't.

Category: Medical Records Responding: 16

Subcategory

	Task	Percent Performing
304	Maintain check-in and check-out sheet for location of patients.	6.25
305	Maintain food tray service check list.	6.25
306	Provide information to appropriate departments about "critical" patients	12.50
307	Write in headings on appropriate forms.	18.75
309	Keep files in order.	31.25
311	Prepare patient charge forms.	6.25
312	Transcribe doctors' orders onto appropriate records.	6.25
313	Sign for packages and flowers.	18.75
314	Duplicate forms as needed (photocopy).	18.75
315	Report and record lost and found articles.	6.25
316	Maintain call roster of doctors.	6.25
317	Maintain log of long distance phone calls.	6.25
319	Obtain consent signatures.	18.75
321	Deliver mail.	6.25
323	Clean up around nurses' station.	6.25
324	Maintian and file unit correspondence and directives.	12.50
325	Receive and deliver telephone messages to unit personnel.	31.25
326	Inform patients of calls received.	12.50
327	Page doctors and other hospital personnel.	18.75
328	Answer the intercom and relay messages to unit personnel.	18.75
332	Question physicians about patients.	6.25
333	Answer questions asked by unit personnel.	12.50
334	Relay information about activities.	18.75
335	Inform visitors of hospital rules.	18.75
336	Direct visitors to appropriate rooms.	31.25
337	Locate doctors or nurses as requested by visitors.	12.50
338	Requisition meals and nourishment from Dietary.	6.25
339	Requisition laboratory services.	12.50
340	Requisition services from Pharmacy.	6.25
341	Requisition the services of Housekeeping.	6.25
342	Requisition services from Laundry.	6.25
343	Request equipment from Central Supply.	12.50
344	Give information to other departments.	18.75
345	Communicate with government agencies.	12.50
346	Maintain unit reading materials.	12.50
347	Distribute reports, manuals, and directives.	6.25
348	Run errands to other departments.	25.00
349	Greet and welcome new patient.	25.00
350	Notify appropriate unit personnel upon admission of new patient.	18.75
351	Make bed assignment.	6.25
352	Make patient identification tags.	12.50
353	Inform patient of hospital procedures.	6.25
354	Receive and store patient's valuables.	12.50
355	Orient patient to his room and roommates.	6.25
356	Record admission of new patient on appropriate unit records.	37.50
357	Requisition physician consultations at doctor's request.	6.25
358	Collect and forward transfer patient's medical records to receiving unit.	12.50
359	Record patient transfer on appropriate unit records.	18.75

Subcluster: Patient Care Services Job Title: Medical Librarian Ass't.

Category: Medical Records Responding: 16

	Subcategory: Task	Percent Performing
360	Alert receiving unit to be sure a bed is ready for a transfer patient.	12.50
361	Receive transfer patient coming from another unit.	12.50
362	Receive notification of discharge order.	12.50
363	Notify appropriate departments of patient discharge.	12.50
364	Arrange transportation or escort service for patient.	12.50
365	Inform patient of discharge procedure and other pertinent information.	6.25
366	Return patient's valuables upon discharge.	6.25
367	Make record of unused medications upon discharge of patient.	6.25
368	Collect and forward patient's prescription drugs to Pharmacy.	6.25
369	Give patient his prescriptions and drugs upon discharge.	12.50
370	Note discharge on appropriate unit records.	18.75
371	Send patient's charts and forms to Medical Records Department upon discharge.	12.50
372	Notify patient's family of discharge.	6.25
373	Locate and inform the patient's physician of patient's death.	6.25
374	Inform patient's family of patient's death.	6.25
375	Notify appropriate departments, such as Admitting and Business, of patient's death.	12.50
376	Obtain autopsy and consent forms.	6.25
377	Obtain a death certificate.	12.50
379	Collect and identify patient's belongings upon patient's death.	6.25
380	Record patient's death on appropriate records.	18.75
381	Meet and escort funeral director.	6.25
382	Contact attorney, barber, insurance agent, religious personnel, etc. on behalf of patient, as requested.	6.25
383	Obtain television set, reading materials, cigarettes, and other comforts for patient.	6.25
384	Contact billing office on behalf of patient.	6.25
386	Go on daily rounds.	6.25
387	Control boisterious patient and/or visitors.	6.25
388	Conduct regular fire and disaster drills.	12.50
389	Check availability of fire control equipment.	6.25
390	Fill out accident reports.	12.50
391	Conduct safety inspection.	6.25
392	Inspect cleanliness and sanitation of the unit.	12.50
393	Investigate loss and damage claims.	6.25
394	Participate in emergency mobilization of unit personnel.	6.25
395	Specify the type of equipment and supplies needed on the unit.	12.50
396	Establish standard quantities of supplies.	6.25
397	Evaluate and approve requisitions for supplies and equipment.	6.25
398	Check receipt of new supplies and equipment.	6.25
399	Assign and list location of supplies and equipment.	6.25
400	Place supplies and equipment in assigned positions.	12.50
401	Maintain inventory of supplies and equipment.	6.25
402	Maintain record of equipment loaned to or borrowed from other areas.	6.25
403	Maintain linen supplies.	6.25
404	Maintain a doctor's drawer (for medical supplies).	6.25

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Clerk

Category: Medcial Records Responding: 9

Subcategory:

	TASK	Percent Performing
1	Confirmation of appointment.	11.11
2	Interview new patient to complete registration.	11.11
3	Interview patient for insurance.	11.11
4	Complete "multi-purpose" patient visit form.	11.11
5	Escort patient to examination room.	11.11
6	Screen visitors and salesmen requesting to see doctor.	11.11
7	Explain delay to waiting patients.	11.11
8	Receive calls and answer questions from patients or potential patients.	77.78
9	Explain doctor's fees to patients.	11.11
10	Answer letters from patients.	11.11
11	Maintain personal information card index on each patient.	11.11
12	Assist patient in planning hospital admission.	11.11
13	Make arrangements for hospital admission of patient.	11.11
14	Attend meetings and participate in community activities related to doctor's practice.	44.44
15	Open and sort mail.	11.11
16	Answer doctor's routine mail.	11.11
17	Place and answer telephone calls.	11.11
18	Pull and file patient's medical record.	66.67
19	Maintain a record of doctor's absence and how to reach him.	11.11
20	Prepare manually statistical reports for public and private agencies.	11.11
21	Receive and organize handling of medication samples.	11.11
23	Operate one or more office business machines.	11.11
26	Arrange for next appointment before patient leaves office.	11.11
27	Arrange another appointment for patient who cancels one.	11.11
30	Cancel appointments for doctor or dentist when necessary and reschedule.	11.11
31	Review scheduled appointments with doctor or dentist.	11.11
32	Note in an appointment book scheduled times when doctor or dentist will be away.	11.11
33	Initiate a medical record file for a patient.	11.11
34	Follow up on house calls and hospital visits for information needed for office medical record.	11.11
35	Establish control system for location of medical record folders.	11.11
37	Order supplies and/or medication.	11.11
38	Prepare statistical reports in regard to patient visits and procedures.	11.11
39	Arrange for maintenance and repair of equipment.	11.11
40	Maintain a fee schedule for services.	11.11
43	Arrange meetings with doctor to resolve problems.	11.11
44	Provide proper housekeeping, termperature, and adequate supplies in the health facility.	11.11
46	Complete a patient ledger card for new patient.	11.11
49	Extract billing information from doctor's and dentist's notes.	11.11

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Clerk

Category: Medical Records Responding: 9/

Subcategory:

	TASK	Percent Performing
74	Assist in formulation of collection policy and selection of a collection agency.	11.11
75	Make financial arrangements with patient.	11.11
77	Mail statements with collection notices or standard form collection letters.	11.11
78	Call patient or guarantor in regard to payment of bills.	11.11
81	Communicate with attorneys on unpaid accounts in litigation.	11.11
82	Investigate mail returned because of bad addresses.	11.11
84	Complete forms to assign accounts to an outside collection agency.	11.11
88	Review invoices for validity and accuracy.	11.11
89	Prepare checks for doctor's signature.	11.11
90	Maintain a file of paid and unpaid invoices.	11.11
93	Prepare and maintain employees' payroll records.	11.11
99	Instruct patient with regard to collection of specimen.	11.11
100	Select proper container to hold specimen and give to patient.	11.11
101	Receive specimen, record pertinent data on container, and provide proper disposition.	11.11
102	Collect fecal or urine specimens from patient.	11.11
105	Prepare specimens for shipment.	11.11
107	Send specimen(s) to laboratory.	11.11
110	Perform bio-chemical tests (e.g., glucose, protein, etc.) using paper strips or tablet.	11.11
135	Remove contaminated material and instruments from treatment room to work areas.	11.11
136	Prepare equipment, instruments and material for sterilization.	11.11
137	Check instruments or equipment for working condition prior to sterilization.	11.11
138	Determine and separate by method of sterilization.	11.11
139	Wrap instruments for sterilization.	11.11
141	Clean sterilizing equipment.	11.11
142	Sterilize equipment, instruments, and material.	11.11
145	Handle and store sterilized material to prevent contamination.	11.11
157	Prepare necessary equipment and supplies for doctor-dentist and patient.	11.11
158	Receive patient and explain nature of examination and what may be expected.	11.11
159	Instruct patient in regard to disrobing and examining position.	11.11
160	Drape patient.	11.11
161	Take and record patient's temperature by oral method.	11.11
163	Take and record patient's height and weight.	11.11
173	Maintain adequate supplies in examination and treatment room.	11.11
175	Give instructions to patient regarding medication.	11.11
176	Review and confirm doctor's orders to administer an injection.	11.11

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Clerk

Category: Medical Records Responding: 9

Subcategory:

	TASK	Percent Performing
177	Prepare medication and supplies for injections.	11.11
178	Check syringe to see that air bubbles have been ejected.	11.11
179	Prepare patient for injection.	11.11
180	Give patient's injection.	11.11
188	Seek help from qualified nurse or physician at once.	11.11
189	Describe the nature of patient's illness or injury.	11.11
196	Give tests for color blindness.	11.11
202	Prepare necessary ingredients for cast.	11.11
205	Prepare patient for minor surgery.	11.11
[redacted]	Select records for review according to established criteria.	77.78
208	Sort records by committee responsibility.	77.78
209	Prepare medical staff committee meeting minutes.	33.33
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	66.67
211	Write hospital committee meeting minutes.	33.33
212	Schedule meetings.	44.44
213	Take or transcribe minutes of meetings.	44.44
214	Prepare agendas for meetings.	33.33
215	Maintain staff credentials files.	22.22
218	Prepare reports.	55.56
219	Disseminate information on policies established at meetings.	33.33
220	Publicize meetings.	33.33
221	Operate audiovisual equipment for meetings.	22.22
222	Maintain manually disease and operations indexes.	22.22
223	Maintain manually Physicians' index.	11.11
224	Maintain manually Surgeons' index.	11.11
225	Prepare daily census.	44.44
226	Prepare period census report.	66.67
227	Prepare manually statistical reports for administration.	66.67
228	Prepare manually statistical reports for other departments.	44.44
229	Prepare manually statistical reports for medical staff.	77.78
231	Prepare manually admission and discharge statistics from census sheet.	66.67
232	Prepare manually discharge statistics showing average length of stay by disease classification.	33.33
233	Prepare manually statistics concerning CCU, ICU from census sheet.	22.22
234	Prepare manually patient statistics for analysis.	22.22
235	Check record for deficiencies.	77.78
236	Prepare deficiency check-off list.	55.56
237	Abstract information from record onto data-processing source document.	55.56
238	Transcribe from shorthand notes.	22.22
239	Transcribe using magnetic tape selector typewriter.	11.11
240	Transcribe histories and physicals.	11.11
241	Transcribe consultation and discharge summaries.	11.11
242	Transcribe operative reports.	11.11
243	Transcribe medical correspondence.	22.22

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Clerk

Category: Medical Records Responding: 9

Subcategory:

	TASK	Percent Performing
245	Maintain daily production record.	44.44
246	Perform filing, mailing, and charting functions.	66.67
247	Upon receipt of admission order, secure admission information.	22.22
248	Verify insurance information.	11.11
250	If a readmission, secure old patient folder from Medical Records Department.	55.56
251	Follow pre-admission policy.	11.11
253	Assign admission number to patient.	11.11
254	Prepare admission packet.	11.11
255	Sort admission information to be distributed to appropriate depts.	11.11
256	Distribute admission information to appropriate department.	11.11
259	Check current in-patient records for completion.	33.33
261	Add new sheets to charts as necessary.	22.22
262	Place laboratory slips in proper place on laboratory sheet.	22.22
263	Prepare admission charts.	11.11
264	Prepare chart to accompany patient upon transfer.	22.22
266	Arrange chart in approved sequence after discharge.	33.33
267	Insure that chart and allied materials are forwarded to Medical Records.	11.11
268	File using straight numerical system.	33.33
269	File using terminal digit system.	33.33
270	File using alphabetical system.	22.22
272	File items into individual patient record.	44.44
273	Maintain activity record.	11.11
275	File index cards alphabetically.	66.67
276	File index cards chronologically.	11.11
280	File correspondence and reprots.	55.56
281	File microfilmed rolls or individual cards.	22.22
283	Type general correspondence.	66.67
284	Handle and distribute mail and correspondence (both incoming and outgoing).	66.67
285	File correspondence and memoranda.	66.67
286	Type personnel actions for staff.	33.33
287	Handle and dispatch time cards to Payroll.	33.33
288	Prepare or type requests for vacation or pay for sick leave.	33.33
289	Order office supplies, equipment, and Medical Records Materials.	55.56
290	Maintain inventory lists for equipment and furniture accountability.	22.22
291	Type requisitions.	55.56
292	Maintain staff work schedules.	33.33
293	Provide security for Medical Records.	55.56
296	Handle Subscriptions for internal publications for Medical Records.	22.22
299	Answer and request interlibrary loans.	11.11
301	Photocopy.	22.22

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Clerk

Category: Medical Records Responding: 9

Subcategory:

	TASK	Percent Performing
302	Maintain unit census record.	11.11
303	Maintain list of new admissions, transfers and discharges.	11.11
306	Provide information to appropriate departments about "critical" patients.	11.11
307	Write in headings on appropriate forms.	33.33
309	Keep files in order.	22.22
312	Transcribe doctors' orders onto appropriate records.	11.11
313	Sign for packages and flowers.	22.22
314	Duplicate forms as needed (photocopy).	22.22
316	Maintain call roster of doctors.	22.22
318	Maintain continuing file of information for annual reports.	11.11
321	Deliver mail.	11.11
322	Maintain supply of stationery and writing materials.	11.11
325	Receive and deliver telephone messages to unit personnel.	11.11
326	Inform patients of calls received.	11.11
327	Page doctors and other hospital personnel.	11.11
328	Answer the intercom and relay messages to unit personnel.	11.11
336	Direct visitors to appropriate rooms.	11.11
344	Give information to other departments.	21.22
348	Run errands to other departments.	22.22
349	Greet and welcome new patient.	22.22
350	Notify appropriate unit personnel upon admission of new patient.	22.22
362	Receive notification of discharge order.	11.11
363	Notify appropriate departments of patient discharge.	11.11
364	Arrange transportation or escort service for patient.	11.11
373	Locate and inform the patient's physician of patient's death.	11.11
374	Inform patient's family of patient's death.	11.11
375	Notify appropriate departments, such as Admitting and Business, of patient's death.	11.11
376	Obtain autopsy and consent forms.	11.11
377	Obtain a death certificate.	11.11
380	Record patient's death on appropriate records.	22.22
384	Contact billing office on behalf of patient.	11.11
389	Check availability of fire control equipment.	11.11
390	Fill out accident reports.	22.22
392	Inspect cleanliness and sanitation of the unit.	11.11
395	Specify the type of equipment and supplies needed on the unit.	11.11
396	Establish standard quantities of supplies.	11.11
397	Evaluate and approve requisitions for supplies and equipment.	11.11
398	Check receipt of new supplies and equipment.	11.11
399	Assign and list location of supplies and equipment.	11.11
400	Place supplies and equipment in assigned positions.	22.22
401	Maintain inventory of supplies and equipment.	11.11
402	Maintain a doctor's drawer (for medical supplies).	22.22

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Technicism

Category: Medical Records Responding: 15

Subcategory:

	Task	Percent Performing
8	Receive calls and answer questions from patients or potential patients.	73.33
14	Attend meetings and participate in community activities related to doctor's practice.	26.67
18	Pull and file patient's medical record.	13.33
33	Initiate a medical record file for a patient.	6.67
207	Select records for review according to established criteria.	13.33
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	6.67
212	Schedule meetings.	13.33
213	Take or transcribe minutes of meetings.	6.67
218	Prepare reports.	6.67
219	Disseminate information on policies established at meetings.	6.67
226	Prepare period census report.	6.67
227	Prepare manually statistical reports for administration.	44.44
229	Prepare manually statistical reports for medical staff.	20.00
231	Prepare manually admission and discharge statistics from census sheet.	20.00
234	Prepare manually patient statistics for analysis.	6.67
235	Check record for deficiencies.	6.67
240	Transcribe histories and physicals.	6.67
241	Transcribe consultation and discharge summaries.	6.67
243	Transcribe medical correspondence.	13.33
245	Maintain daily production record.	20.00
246	Perform filing, mailing, and charting functions.	33.33
247	Upon receipt of admission order, secure admission information.	20.00
248	Verify insurance information.	73.33
249	Verify credit rating to determine deposit procedure.	20.00
250	If a readmission, secure old patient folder from Medical Records Department.	6.67
251	Follow pre-admission policy.	13.33
252	Determine room assignment.	6.67
253	Assign admission number to patient.	6.67
254	Prepare admission packet.	13.33
256	Distribute admission information to appropriate department.	13.33
258	If readmission, request old chart from Medical Records.	6.67
264	Prepare chart to accompany patient upon transfer.	6.67
266	Arrange chart in approved sequence after discharge.	6.67
267	Insure that chart and allied materials are forwarded to Medical Records.	6.67
268	File using straight numerical system.	6.67
269	File using terminal digit system.	6.67
270	File using alphabetical system.	40.00
271	File original record of individual patient in commercial facility.	13.33
272	File items into individual patient record.	20.00
275	File index cards alphabetically.	33.33
279	File index cards by marginal punch.	6.67
280	File correspondence and reprots.	40.00
283	Type general correspondence.	66.67
284	Handle and distribute mail and correspondence (both incoming and out-going).	66.67
285	File correspondence and memoranda.	60.00

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Technician

Category: Medical Records Responding: 15

Subcategory:

	Task	Percent Performing
287	Handle and dispatch time cards to Payroll.	13.33
289	Order office supplies, equipment, and Medical Records Materials.	46.67
290	Maintain inventory lists for equipment and furniture accountability.	6.67
291	Type requisitions.	20.00
292	Maintain staff work schedules.	6.67
295	Route brochures to medical staff library chairman.	13.33
301	Photocopy.	46.67
303	Maintain list of new admissions, transfers and discharges.	26.67
304	Maintain check-in and check-out sheet for location of patients.	6.67
307	Write in headings on appropriate forms.	13.33
309	Keep files in order.	13.33
311	Prepare patient charge forms.	20.00
312	Transcribe doctors' orders onto appropriate records.	6.67
313	Sign for packages and flowers.	13.33
314	Duplicate forms as needed (photocopy).	33.33
315	Report and record lost and found articles.	13.33
317	Maintain log of long distance phone calls.	6.67
319	Obtain consent signatures.	26.67
321	Deliver mail.	6.67
325	Receive and deliver telephone messages to unit personnel.	6.67
327	Page doctors and other hospital personnel.	6.67
330	Operate pneumatic tube.	6.67
331	Operate dumbwaiter and transveyor.	6.67
332	Question physicians about patients.	6.67
335	Inform visitors of hospital rules.	6.67
336	Direct visitors to appropriate rooms.	6.67
343	Request equipment from Central Supply.	13.33
344	Give information to other departments.	33.33
345	Communicate with government agencies.	40.00
347	Distribute reports, manuals, and directives.	6.67
348	Run errands to other departments.	33.33
349	Greet and welcome new patient.	6.67
350	Notify appropriate unit personnel upon admission of new patient.	6.67
351	Make bed assignment.	6.67
352	Make patient identification tags.	6.67
353	Inform patient of hospital procedures.	13.33
354	Receive and store patient's valuables.	13.33
356	Record admission of new patient on appropriate unit records.	13.33
365	Inform patient of discharge procedure and other pertinent information.	6.67
366	Return patient's valuables upon discharge.	6.67
370	Note discharge on appropriate unit records.	6.67
371	Send patient's charts and forms to Medical Records Department upon discharge.	6.67
380	Record patient's death on appropriate records.	6.67
382	Contact attorney, barber, insurance agent, religious personnel, etc. on behalf of patient, as requested.	13.33
384	Contact billing office on behalf of patient.	6.67
385	Distribute patient menus.	6.67
[illegible]3	Investigate loss and damage claims.	6.67

Subcluster: Medical & Clerical Serv. Job Title: Medical Records Technician

Category: Medical Records Responding: 15

Subcategory

	Task	Percent Performing
395	Specify the type of equipment and supplies needed on the unit.	13.33
396	Establish standard quantities of supplies.	6.67
398	Check receipt of new supplies and equipment.	6.67
400	Place supplies and equipment in assigned positions.	6.67
401	Maintain inventory of supplies and equipment.	6.67

Subcluster: Medical & Clerical Serv. Job Title: Insurance Clerk

Category: Clinical Responding:

Subcategory:

	Task	Percent Performing
8	Receive calls and answer questions from patients or potential patients.	25
10	Answer letters from patients.	25
11	Maintain personal information card index on each patient.	25
15	Open and sort mail.	25
17	Place and answer telephone calls.	75
18	Pull and file patient's medical record.	75
20	Prepare manually statistical reports for public and private agencies.	25
23	Operate one or more office business machines.	75
24	Operate telephone switchboard.	25
33	Initiate a medical record file for a patient.	25
35	Establish control system for location of medical record folders.	25
36	Maintain an office procedure manual.	25
37	Order supplies and/or medications.	50
38	Prepare statistical reports in regard to patient visits and procedures.	25
39	Arrange for maintenance and repair of equipment.	25
40	Maintain a fee schedule for services.	25
43	Arrange meetings with doctor to resolve problems.	25
49	Rxtract billing information from doctor's and dentist's notes.	25
50	Prepare and send information to an outside billing agency.	25
57	Complete indemnity insurance forms for patient to submit his claims.	25
60	Complete Workmens Compensation Forms.	25
194	Assist physician in performing visual acuity tests.	25
209	Prepare medical staff committee meeting minutes.	25
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	25
212	Schedule meetings.	25
213	Take or transcribe minutes of meetings.	25
214	Prepare agendas for meetings.	25
215	Maintain staff credentials files.	25
216	Transcribe letters regarding house staff or attending staff appointments.	25
218	Prepare reports.	25
219	Disseminate information on policies established at meetings.	25
220	Publicize meetings.	25
283	Type general correspondence.	25
284	Handle and distribute mail and correspondence (both incoming and outgoint).	25
285	File correspondence and memoranda.	25
286	Type personnel actions for staff.	25
287	Handle and dispatch time cards to Payroll.	25
289	Order office supplies, equipment, and Medical Records Materials.	25
290	Maintain inventory lists for equipment and furniture accountability.	25

Subcluster: Medical & Clerical Serv. Job Title: Insurance Clerk
Category: Clinical Responding: 4
Subcategory:

	TASK	Percent Performing
295	Route brochures to medical staff library chairman.	25
296	Order texts and journals library committee desires.	25
297	Send journals to be bound.	25
298	Maintain circulation record and follow up.	25
299	Answer and request interlibrary loans.	25
300	Provide reference service.	25
301	Photocopy.	25

Subcluster: Medical & Clerical Serv. Job Title: Ward-Unit Clerk

Category: Clinical Responding: 8

Subcategory:

	Task	Percent Performing
8	Receive calls and answer questions from patients or potential patients.	62.5
14	Attend meetings and participate in community activities related to doctor's practice.	37.5
18	Pull and file patient's medical record.	12.5
33	Initiate a medical record file for a patient.	50
208	Sort records by committee responsibility.	12.5
210	Follow up on committees' directions, e.g., route charts to physicians or committees.	12.5
212	Schedule meetings.	12.5
213	Take or transcribe minutes of meetings.	25
214	Prepare agendas for meetings.	25
215	Maintain staff credentials files.	25
216	Transcribe letters regarding house staff or attending staff appointments.	12.5
218	Prepare reports.	12.5
225	Prepare daily census.	25
226	Prepare period census report.	25
227	Prepare manually statistical reports for administration.	12.5
228	Prepare manually statistical reports for other departments.	12.5
229	Prepare manually statistical reports for medical staff.	12.5
231	Prepare manually admission and discharge statistics from census sheet.	25
234	Prepare manually patient statistics for analysis.	12.5
235	Check record for deficiencies.	25
236	Prepare deficiency check-off list.	25
237	Abstract information from record onto data-processing source document.	12.5
238	Transcribe from shorthand notes.	12.5
239	Transcribe using magnetic tape selector typewriter.	12.5
240	Transcribe histories and physicals.	12.5
241	Transcribe consultation and discharge summaries.	12.5
246	Perform filing, mailing, and charting functions.	37.5
247	Upon receipt of admission order, secure admission information.	12.5
250	If a readmission, secure old patient folder from Medical Records Department.	25
251	Follow pre-admission policy.	12.5
254	Prepare admission packet.	12.5
258	If readmission, request old chart from Medical Records.	37.5
259	Check current in-patient records for completion.	50
260	Record data on patient's charts, e.g. TPR, etc.	62.5
261	Add new sheets to charts as necessary.	75
262	Place laboratory slips in proper place on laboratory sheet.	75
263	Prepare admission charts.	75
264	Prepare chart to accompany patient upon transfer.	75
265	Notify Admission, Business Office, and Medical Records of pending discharges.	50

Subcluster: Medical & Clerical Serv. **Job Title:** Ward-Unit Clerk

Category: Clinical **Responding:** 8

Subcategory:

	Task	Percent Performing
266	Arrange chart in approved sequence after discharge.	50
267	Insure that chart and allied materials are forwarded to Medical Records.	50
270	File using alphabetical system.	12.5
272	File items into individual patient record.	37.5
275	File index cards alphabetically.	12.5
278	File index cards straight numerically.	12.5
280	File correspondence and reports.	37.5
281	File microfilmed rolls or individual cards.	12.5
283	Type general correspondence.	25
284	Handle and distribute mail and correspondence (both incoming and outgoing).	25
285	File correspondence and memoranda.	25
286	Type personnel actions for staff.	12.5
288	Prepare or type requests for vacation or pay for sick leave.	12.5
289	Order office supplies, equipment, and Medical Records Materials.	37.5
290	Maintain inventory lists for equipment and furniture.	50
291	Type requisitions.	12.5
292	Maintain staff work schedules.	12.5
293	Provide security for Medical Records.,	12.5
301	Photocopy.	37.5
302	Maintain unit census record.	62.5
303	Maintain list of new admissions, transfers and discharges.	75
304	Maintain check-in and check-out sheet for location of patients.	62.5
305	Maintain food tray service check list.	50
306	Provide information to appropriate departments about "critical" patients.	12.5
307	Write in headings on appropriate forms.	87.5
308	Stamp patient forms with imprinter.	75
309	Keep files in order.	62.5
310	Label trays, equipment cupboards.	50
311	Prepare patient charge forms.	62.5
312	Transcribe doctors' orders onto appropriate records.	50
313	Sign for packages and flowers.	37.5
314	Duplicate forms as needed (photocopy).	50
315	Report and record lost and found articles.	25
317	Maintain log of long distance phone calls.	12.5
319	Obtain consent signatures.	37.5
322	Maintain supply of stationery and writing materials.	37.5
323	Clean up around nurses' station.	50
324	Maintain and file unit correspondence and directives.	25
325	Receive and deliver telephone messages to unit personnel.	87.5
326	Inform patients of calls received.	50
327	Page doctors and other hospital personnel.	50
328	Answer the intercom and relay messages to unit personnel.	75
329	Announce the close of visiting hours.	62.5
331	Operate dumbwaiter and transveyor.	37.5
333	Answer questions asked by unit personnel.	50
	Relay information about activities.	25

Subcluster: Medical & Clerical Serv. **Job Title:** Ward-Unit Clerk

Category: Clinical **Responding:** 8

Subcategory:

	Task	Percent Performing
335	Inform visitors of hospital rules.	62.5
336	Direct visitors to appropriate rooms.	75
337	Locate doctors or nurses as requested by visitors.	50
338	Requisition meals and nourishment from Dietary.	50
339	Requisition laboratory services.	37.5
340	Requisition services from Pharmacy.	37.5
341	Requisition the services of Housekeeping.	50
342	Requisition services from Laundry.	50
343	Request equipment from Central Supply.	50
344	Give information to other departments.	50
345	Communicate with government agencies.	25
346	Maintain unit reading materials.	12.5
347	Distribute reports, manuals, and directives.	25
348	Run errands to other departments.	50
349	Greet and welcome new patient.	25
350	Notify appropriate unit personnel upon admission of new patient.	62.5
352	Make patient identification tags.	37.5
353	Inform patient of hospital procedures.	12.5
354	Receive and store patient's valuzbles.	25
355	Orient patient to his room and roommates.	12.5
356	Record admission of new patient on appropriate unit records.	50
357	Requisition physician consultations at doctor's request.	37.5
358	Collect and forward transfer patient's medical records to receiviving unit.	37.5
359	Record patient transfer on appropriate unit records.	25
360	Alert receiving unit to be sure a bed is ready for a transfer patient.	50
361	Receive transfer patient coming from another unit.	37.5
362	Receive notification of discharge order.	25
363	Notify appropriate departments of patient discharge.	62.5
364	Arrange transportation or escort service for patient.	37.5
365	Inform patient of discharge procedure and other pertinent information.	62.5
366	Return patient's valuables upon discharge.	12.5
367	Make record of unused medications upon discharge of patient.	12.5
369	Give patient his prescriptions and drugs upon discharge.	25
370	Note discharge on appropriate unit records.	50
371	Send patient's charts and forms to Medical Records Department upon discharge.	50
372	Notify patient's family of discharge.	37.5
373	Locate and inform the patient's physician of patient's death.	25
375	Notify appropriate departments, such as Admitting and Business, of patient's death.	50
376	Obtain autopsy and consent forms.	25
377	Obtain a death cerfificate.	25

Subcluster: Medical & Clerical Serv. **Job Title:** Ward-Unit Clerk

Category: Clinical **Responding:** 8

Subcategory:

	Task	Percent Performing
378	Requisition a shroud pack.	37.5
380	Record patient's death on appropriate records.	37.5
382	Contact attorney, barber, insurance agent, religious personnel, etc. on behalf of patient, as required.	37.5
383	Obtain television set, reading materials, cigarettes, and other comforts for patient.	37.5
384	Contact billing office on behalf of patient.	25
387	Control boisterious patient and/or visitors.	12.5
390	Fill out accident reports.	25
393	Investigate loss and damage claims.	12.5
395	Specify the type of equipment and supplies needed on the unit.	25
396	Establish standard quantities of supplies.	12.5
398	Check receipt of new supplies and equipment.	25
400	Place supplies and equipment in assigned positions.	25
401	Maintain inventory of supplies and equipment.	25

Subcluster: Medical & Clerical Serv. Job Title: Ward Secretary

Category: Clinical Responding: 6

Subcategory:

	TASK	Percent Performing
8	Receive calls and answer questions from patients or potential patients.	100.00
14	Attend meetings and participate in community activities related to doctor's practice.	33.34
18	Pull and file patient's medical record.	50.00
33	Initiate a medical record file for a patient.	66.67
208	Sort records by committee responsibility.	16.67
209	Prepare medical staff committee meeting minutes.	16.67
211	Write hospital committee meeting minutes.	16.67
213	Take or transcribe minutes of meetings.	16.67
214	Prepare agendas for meetings.	33.34
215	Maintain staff credentials files.	16.67
216	Transcribe letters regarding house staff or attending staff appointments.	16.67
217	Maintain residents' procedure files.	16.67
218	Prepare reprots.	50.00
225	Prepare daily census.	33.34
226	Prepare period census report.	33.34
227	Prepare manually statistical reports for administration.	33.34
228	Prepare manually statistical reports for other departments.	33.34
229	Prepare manually statistical reports for medical staff.	50.00
231	Prepare manually admission and discharge statistics from census sheet.	33.34
232	Prepare manually discharge statistics showing average length of stay by disease classification.	16.67
234	Prepare manually patient statistics for analysis.	33.34
235	Check record for dificiencies.	66.67
236	Prepare deficiency check-off list.	16.67
237	Abstract information from record onto data-processing source document.	16.67
238	Transcribe from shorthand notes.	16.67
239	Transcribe using magnetic tape selector typewriter.	16.67
241	Transcribe consultation and discharge summaries.	16.67
243	Transcribe medical correspondence.	16.67
246	Perform filing, mailing, and charting functions.	66.67
247	Upon receipt of admission order, secure admission information.	50.00
250	If a readmission, secure old patient folder from Medical Records Department.	66.67
252	Determine room assignment.	16.67
253	Assign admission number to patient.	33.34
254	Prepare admission packet.	33.34
255	Sort admission information to be distributed to appropriate depts.	50.00
256	Distribute admission information to appropriate department.	50.00
258	If readmission, request old chart from Medical Records.	66.67
259	Check current in-patient records for completion.	66.67
260	Record data on patient's charts, e.g. TPR, etc.	50.00

Subcluster: Medical & Clerical Serv. Job Title: Ward Secretary

Category: Clinical Responding: 6

Subcategory:

	TASK	Percent Performing
261	Add new sheets to charts as necessary.	66.67
262	Place laboratory slips in proper place on laboratory sheet.	66.67
263	Prepare admission charts.	66.67
264	Prepare chart to accompany patient upon transfer.	66.67
265	Notify Admission, Business Office, and Medical Records of pending discharge.	66.67
266	Arrange chart in approved sequence after discharge.	50.00
267	Insure that chart and allied materials are forwarded to Medical Records.	50.00
268	File using straight numerical system.	16.67
270	File using alphabetical system.	50.00
271	File original record of individual patient in commercial facility.	16.67
272	File items into individual patient record.	66.67
273	Maintain activity record.	16.67
275	File index cards alphabetically.	16.67
280	File correspondence and reports.	66.67
283	Type general correspondence.	33.34
284	Handle and distribute mail and correspondence (both incoming and outgoint).	33.34
285	File correspondence and memoranda.	33.34
286	Type personnel actions for staff.	33.34
287	Handle and dispatch time cards to Payroll.	66.67
288	Prepare or type requests for vacation or pay for sick leave.	16.67
289	Order office supplies, equipment, and Medical Records Materials.	50.00
291	Type requisitions.	16.67
301	Photocopy.	16.67
302	Maintain unit census record.	33.34
303	Maintain list of new admissions, transfers and discharges.	66.67
304	Maintian check-in and check-out sheet for location of patients.	50.00
305	Maintain food tray service check list.	50.00
306	Provide information to appropriate departments about "critical" patients.	33.34
307	Write in headings on appropriate forms.	33.34
308	Stamp patient forms with imprinter.	50.00
309	Keep files in order.	83.33
310	Label trays, equipment cupboards.	50.00
311	Prepare patient charge forms.	50.00
312	Transcribe doctors' orders onto appropriate records.	50.00
313	Sign for packages and flowers.	83.33
314	Duplicate forms as needed (photocopy).	83.33
315	Report and record lost and found articles.	66.67
316	Maintain call roster of doctors.	50.00
317	Maintain log of long distance phone calls.	33.33
318	Maintain continuing file of information for annual reports.	33.33
319	Obtain consent signatures.	50.00
321	Deliver mail.	33.33

Subcluster: Medical & Clerical Serv. Job Title: Ward Secretary

Category: Clinical Responding: 6

Subcategory:

	TASK	Percent Performing
322	Maintain supply of stationery and writing materials.	66.67
323	Clean up around nurses' station.	66.67
324	Maintain and file unit correspondence and directives.	16.67
325	Receive and deliver telephone messages to unit personnel.	100.00
326	Inform patients of calls received.	50.00
327	Page doctors and other hospital personnel.	66.67
328	Answer the intercom and relay messages to unit personnel.	66.67
329	Announce the close of visiting hours.	16.67
330	Operate pneumatic tube.	16.67
333	Answer questions asked by unit personnel.	50.00
334	Relay information about activities.	33.33
335	Inform visitors of hospital rules.	50.00
336	Direct visitors to appropriate rooms.	83.33
337	Locate doctors or nurses as requested by visitors.	33.33
338	Requisition meals and nourishment from Dietary.	66.67
339	Requisition laboratory services.	33.33
340	Requisition services from Pharmacy.	33.33
341	Requisition the services of Housekeeping.	50.00
342	Requisition services from Laundry.	33.33
343	Request equipment from Central Supply.	33.33
344	Give information to other departments.	50.00
345	Communicate with givernment agencies.	16.67
347	Distribute reports, manuals, and directives.	16.67
348	Run errnads to other departments.	83.33
349	Greet and welcome new patient.	83.33
350	Notify appropriate unit personnel upon admission of new pstient.	66.67
351	Make bed assignment.	16.67
352	Make patient identification tags.	50.00
353	Inform patient of hospital procedures.	50.00
354	Receive and store patient's valuables.	33.33
355	Orient patient to his room and roommates.	50.00
356	Record admission of new patient on appropriate unit records.	66.67
357	Requisition physician consultations at doctor's request.	50.00
358	Collect and forward transfer patient's medical records to receiving unit.	66.67
359	Record patient transfer on appropriate unit records.	66.67
360	Alert receiving unit to be sure a bed is ready for a transfer patient.	66.67
361	Receive transfer patient coming from another unit.	50.00
362	Receive notification of discharge order.	66.67
363	Notify appropriate departments of patient discharge.	83.33
364	Arrange transportation or escort service for patient.	83.33
365	Inform patient of discharge procedure and other pertinent information.	33.33
366	Return patient's valuables upon discharge.	33.33
367	Make record of unused medications upon discharge of patient.	33.33

Subcluster: Medical & Clerical Serv. Job Title: Ward Secretary

Category: Clinical Responding: 6

Subcategory:

	TASK	Percent Performing
368	Collect and forward patient's prescription drugs to Pharmacy.	50.00
369	Give patient his prescriptions and drugs upon discharge.	50.00
370	Note discharge on appropriate unit records.	83.33
371	Send patient's charts and forms to Medical Records Department upon discharge.	66.67
372	Notify patient's family of discharge.	50.00
373	Locate and inform the patient's physician of patient's death.	50.00
374	Inform patient's family of patient's death.	16.67
375	Notify appropriate departments, such as Admitting and Business of patient's death.	66.67
376	Obtain autopsy and consent forms.	33.33
377	Obtain a death certificate.	16.67
378	Requisition a shroud pack.	33.33
379	Collect and identify patient's belongings upon patient's death.	16.67
380	Record patient's death on appropriate records.	33.33
381	Meet and escort funeral director.	16.67
382	Contact attorney, barber, insurance agent, religious personnel, etc. on behalf of patient, as requested.	33.33
383	Obtain television set, reading materials, cigarettes, and other comforts for patient.	33.33
384	Contact billing office on behalf of patient.	33.33
385	Distribute patient menus.	16.67
390	Fill out accident reports.	50.00
392	Inspect cleanliness and samitation of the unit.	16.67
393	Investigate loss and damage claims.	16.67
395	Specify the type of equipment and supplies needed on the unit.	33.33
396	Establish standard quantities of supplies.	50.00
398	Check receipt of new supplies and equipment.	16.67
399	Assign and list location of supplies and equipment.	16.67
400	Place supplies and equipment in assigned positions.	50.00
401	Maintain inventory of supplies and equipment.	33.33
402	Maintain record of equipment loaned to or borrowed from other areas.	16.67
404	Maintain a doctor's drawer (for medical supplies).	33.33

Subcluster: Medical & Clerical Serv. Job Title: Medical Assistant

Category: Medical Records Responding: 11

Subcategory:

	Task	Percent Performing
1	Confirmation of appointment.	54.55
2	Interview new patient to complete registration.	45.45
3	Interview patient for insurance.	36.36
4	Complete "multi-purpose" patient visit form.	18.18
5	Escort patient to examination room.	54.55
6	Screen visitors and salesmen requesting to see doctor.	45.45
7	Explain delay to waiting patients.	54.55
8	Receive calls and answer questions from patients or potential patients.	72.73
9	Explain doctor's fees to patients.	45.45
10	Answer letters from patients.	36.36
11	Maintain personal information card index on each patient.	27.27
12	Assist patient in planning hospital admission.	36.36
13	Make arrangements for hospital admission of patient.	36.36
14	Attend meetings and participate in community activities related to doctor's practice.	27.27
15	Open and sort mail.	45.45
16	Answer doctor's routine mail.	45.45
17	Place and answer telephone calls.	54.55
18	Pull and file patient's medical record.	63.64
19	Maintain a record of doctor's absence and how to reach him.	45.45
20	Prepare manually statistical reports for pyblic and private agencies.	27.27
21	Receive and organize handling of medication samples.	36.36
22	Prepare and replenish supplies in physician's bag.	27.27
23	Operate one or more office business machines.	54.54
24	Operate telephone switchboard.	27.27
25	Make appointments for new patients.	36.36
26	Arrange for next appointment before patient leaves office.	54.55
27	Arrange another appointment for patient who cancels one.	27.27
28	Remind patient of his appointment prior to day scheduled.	18.18
29	Contact patients with later appointments to fill in for cancellations.	27.27
30	Cancel appointments for doctor or dentist when necessary and reschedule.	45.45
31	Review scheduled appointments with doctor or dentist.	27.27
32	Note in an appointment book scheduled times when doctor or dentist will be away.	36.36
33	Initiate a medical record file for a patient.	54.55
34	Follow up on house calls and hospital visits for information needed for office medical record.	36.36
35	Establish control system for location of medical record folders.	27.27
36	Maintain an office procedure manual.	27.27
37	Order supplies and/or medications.	45.45
38	Prepare statistical reports in regard to patient visits and procedures.	18.18
39	Arrange for maintenance and repair of equipment.	63.64
40	Maintain a fee schedule for services.	45.45
41	Prepare a budget for income and expenses.	9.10
42	Prepare a financial report of income and expenses.	9.10
43	Arrange meetings with doctor to resolve problems.	27.27
44	Provide proper housekeeping, temperature, and adequate supplies in the health facility.	45.45

Subcluster: Medical & Clerical Serv | Job Title: Medical Assistant

Category: Medical Records | Responding: 11

Subcategory:

	Task	Percent Performing
45	Arrange for external and internal custodian care of building.	9.10
46	Complete a patient ledger card for new patient.	27.27
47	Receive and review copy of a multipurpose patient visit slip after doctor or dentist sees patient.	18.18
48	Prepare charge slips for service to patient.	36.36
49	Extract billing information from doctor's and dentist's notes.	27.27
50	Prepare and send information to an outside billing agency.	18.18
51	Total and reconcile entries made in a record of original entries.	45.45
52	Record patient charges to an original entry book.	27.27
53	Post entries from original entry record to patient's ledger card.	36.36
54	Post totals from original entry record to combines or special journals.	27.27
55	Record entries for non-practice income and expense in a record of original entries.	9.10
56	Type an itemized or coded bill and mail to patient.	36.36
57	Complete indemnity insurance forms for patient to submit his claim.	27.27
58	Complete insurance forms for filing assigned insurance claims.	27.27
59	Complete Medicare payment request Form SSA-1490.	36.36
60	Complete Workmens Compensation Forms.	36.36
61	Complete MedicAid claims form (Medi-Cal in California).	18.18
62	Obtain and record patient billing information for hospital visits by physician.	36.36
63	Obtain and record billing information for house calls made.	36.36
64	Post an adjusting entry for difference between payment accepted and the physician's usual fee.	18.18
65	Collect payments at time of visit and make entry to an original record.	45.45
66	Accept, endorse, and record checks received for payment on account.	45.45
67	Reconcile cash count and receipts.	45.45
68	Prepare a bank deposit ticket.	36.36
69	Make bank deposit.	36.36
70	Reconcile bank accounts.	9.10
71	Establish and control petty cash fund.	45.45
72	Post payment received to patient ledger card.	36.36
73	Process unredeemed checks returned by bank.	27.27
74	Assist in formulation of collection policy and selection of a collection agency.	27.27
75	Make financial arrangements with patient.	27.27
76	Execute a promissory note for payment.	9.10
77	Mail statements with collection notices or standard form collection letters.	9.10
78	Call patient or guarantor in regard to payment of bills.	27.27
79	Communicate with insurance companies on unpaid claims.	27.27
80	Complete a creditor's claim form for deceased patients.	18.18
81	Communicate with attorneys on unpaid accounts in litigation.	18.18
82	Investigate mail returned because of bad addresses.	27.27
83	Age and analyze accounts for unusual problems and abnormal trends.	27.27
84	Complete forms to assign accounts to an outside collection agency.	18.18
85	Review and evaluate status reports of accounts with a collection agency.	9.10

Subcluster: Medical & Clerical Serv. Job Title: Medical Assistant

Category: Medical Records Responding: 11

Subcategory:

	Task	Percent Performing
86	Refer to doctor, with recommendations, offers to compromise settlement of account.	18.18
87	Maintain a disbursement recrod to fit doctor's practice.	9.10
88	Review invoices for validity and accuracy.	27.27
89	Prepare checks for doctor's signature.	27.27
90	Maintain a file of paid and unpaid invoices.	27.27
91	Approve invoices for payment.	27.27
92	Enter in a check register payments made to vendors.	27.27
93	Prepare and maintain employees' payroll records.	27.27
94	Review and approve employees' payroll time and salary.	18.18
95	Submit payroll information to an outside payroll service.	9.10
96	Prepare forms to pay employees' and employers' taxes (income & FICA).	9.10
97	Record employees; and employers' taxes to a record of original entry.	18.18
98	Prepare employees' wage and withholding tax statement (Form W-2).	9.10
99	Instruct patient with regard to collection of specimen.	45.45
100	Select proper container to hold specimen and give to patient.	36.36
101	Receive specimen, record pertinent data on container, and provide proper disposition.	45.45
102	Collect fecal or urine specimens from patient.	45.45
103	Collect eye, nose, and throat specimens from patient.	9.10
105	Prepare specimens for shipment.	27.27
106	Assist with collection of specimens from patient.	36.36
107	Send specimen(s) to laboratory.	36.36
108	Record color, gross appearance, and odor of urine specimen.	45.45
109	Centrifuge sample of the urine specimen.	36.36
110	Perform bio-chemical tests (e.g., glucose, protein, etc.) suing paper strips or tablet.	45.45
111	Perform bile tests (simple tablet method).	18.18
112	Perform urine specific gravity tests.	54.55
113	Examine urine specimens microscopically.	27.27
114	Obtain blood specimen from capillary (finger, etc.).	9.10
115	Obtain blood specimen from vein.	27.27
116	Prepare and stain blood smears.	18.18
117	Perform differential cell count (Diff).	18.18
119	Perform hemoglobin test and/or hematocrit reading.	27.27
120	Perform red blood cell count.	9.10
121	Perform erythrocyte sedimentation rate.	9.10
122	Perform white blood cell count.	9.10
123	Operate automatic cell counter.	9.10
124	Operate colorimeter.	18.18
125	Operate hemoglobinometer.	9.10
126	Operate microhematicri reader.	18.18
128	Prepare culture media.	9.10
129	Inoculate specimen in culture media.	18.18
130	Prepare wet mounts.	9.10
135	Remove contaminated material and instrjments from treatment room to work areas.	27.27
136	Prepare equipment, instruments and material for sterilization.	27.27
137	Check instruments or equipment for working condition prior to sterilization.	27.27

Subcluster: Medical & Clerical Serv. Job Title: Medical Assistant

Category: Medical Records Responding: 11

Subcategory:

	TASK	Percent Performing
138	Determine and separate by method of sterilization.	27.27
139	Wrap instruments for sterilization.	27.27
140	Wrap towels and dressings for sterilization.	27.27
141	Clean sterilizing equipment.	27.27
142	Sterilize equipment, instruments, and material.	27.27
143	Use sterilization color indicators to test sterilizers.	9.10
144	Store sterilized material.	27.27
145	Handle and store sterilized material to prevent contamination.	18.18
146	Prepare and test EKG machine for proper and safe working condition.	18.18
147	Prepare, instruct and assist patient for EKG.	18.18
148	Assist physician during EKG test.	9.10
150	Mount EKG graph on card.	9.10
151	Clean and maintain EKG equipment after test.	18.18
152	Operate EKG machine.	18.18
153	Prepare patient for radiographic position.	9.10
154	Take x-ray pictures.	9.10
155	Develop x-ray pictures.	9.10
156	File and index x-ray films of patients.	9.10
157	Prepare necessary equipment and supplies for doctor-dentist and patient.	27.27
158	Receive patient and explain nature of examination and what may be expected.	27.27
159	Instruct patient in regard to disrobing and examining position.	27.27
160	Drape patient.	27.27
161	Take and record patient's temperature by oral method.	36.36
162	Take and record patient's temperature by rectal method.	18.18
163	Take and record patient's height and weight.	45.45
164	Take and record patient's pulse rate.	45.45
165	Take and record patient's respiratory rate.	45.45
166	Take and record patient's blood pressure.	45.45
167	Prepare an injection tray.	36.36
168	Prepare a tray for routine physical examination and/or special procedures.	27.27
169	Prepare a tray for dressing change.	27.27
170	Prepare a catheterization tray.	9.10
172	Assist with minor surgery	18.18
173	Maintain adequate supplies in examination and treatment room.	27.27
174	Dispense medication ordered by doctor or dentist.	27.27
175	Give instructions to patient regarding medication.	27.27
176	Review and confirm doctor's orders to administer an injection.	36.36
177	Prepare medication and supplies for injections.	36.36
178	Check syringe to see that air bubbles have been ejected.	36.36
179	Prepare patient for injection.	27.27
180	Give patient's injection.	27.27
183	Administer hydrotherapy treatment.	9.10
184	Administer heat treatment.	9.10
185	Administer electrotherapy treatment.	9.10
187	Administer ultrasonic therapy machine.	9.10

Subcluster: Medical & Clerical Serv. Job Title: Medical Assistant

Category: Medical Records Responding: 11

Subcategory:

	Task	Percent Performing
188	Seek help from qualified nurse or physician at once.	36.36
189	Describe the nature of patient's illness or injury.	54.55
190	Take immediate measures to stop bleeding.	54.55
191	Administer oxygen to patient.	27.27
192	Position patient in safe and comfortable position.	36.36
193	Apply proper bandage.	36.36
194	Assist physician in performing visual acuity tests.	36.36
195	Assist physician in performing hearing acuity test.	27.27
196	Give tests for color blindness.	36.36
197	Assist physician in performing scratch test.	9.10
198	Assist physician in performing patch test.	27.27
199	Explain gynecological procedures to patients.	27.27
200	Assist physician in performing a cervical cauterization.	18.18
201	Give instructions to maternity patients.	18.18
202	Prepare necessary ingredients for cast.	18.18
203	Assist physician in application of cast.	18.18
204	Prepare operating room for minor surgery.	27.27
206	Prepare surgical trays and dressings for minor surgery.	36.36
207	Select records for review according to established criteria.	9.10
213	Take or transcribe minutes of meetings.	9.10
218	Prepare reports.	9.10
229	Prepare manually statistical reports for medical staff.	9.10
235	Check record for deficiencies.	9.10
236	Prepare deficiency check-off list.	9.10
237	Abstract information from record onto data-processing source document.	9.10
259	Check current in-patient records for completion.	9.10
270	File using alphabetical system.	9.10
272	File items into individual patient record.	9.10
286	Type personnel actions for staff.	9.10
287	Handle and dispatch time cards to Payroll.	9.10
289	Order office supplies, equipment, and Medical Records Materials.	9.10
291	Type requisitions.	9.10
313	Sign for packages and flowers.	9.10
314	Duplicate forms as needed (photocopy).	9.10
325	Receive and deliver telephone messages to unit personnel.	9.10
328	Answer the intercom and relay messages to unit personnel.	9.10
336	Direct visitors to appropriate rooms.	9.10
345	Communicate with government agencies.	9.10
348	Run errands to other departments.	9.10
349	Greet and welcome new patient.	9.10
350	Notify appropriate unit personnel upon admission of new patient.	9.10
380	Record patient's death on appropriate records.	9.10

Subcluster: Animal Care

Job Title: Veterinary Assistant

Category: Nursing Services

Responding: 9

Subcategory:

	Task	Percent Performing
1	Operate an autoclave.	77.78
2	Operate a boiling sterilizer.	22.22
3	Prepare chemicals needed for sterilization.	33.33
4	Wrap and pack gloves, surgical gowns, and drapes for sterilization in steam equipment.	77.78
5	Wrap and pack surgical clothes for gas sterilization.	11.11
6	Clean surgical and diagnostic equipment for specific surgical procedures.	100.00
7	Pack surgical and diagnostic equipment for specific surgical procedure.	100.00
8	Maintain inventory of chemicals needed for surgery.	22.22
9	Maintain inventory of surgical clothes needed for surgery.	22.22
10	Maintain inventory of supplies needed for surgery.	33.33
11	Receive and store expendable supplies.	77.78
12	Clean sterilization equipment.	77.78
13	Restrain any animal for examination.	100.00
14	Assist in placement of bandages.	88.89
15	Remove bandages.	55.56
16	Assemble supplies for surgery.	100.00
17	Assemble equipment for surgery.	88.89
18	Weigh animals prior to surgery.	100.00
19	Brush and clean animal for surgery.	66.67
22	Place leg protectors.	33.33
23	Tie tail prior to surgery.	33.33
24	Manipulate animal on to table.	100.00
25	Adjust ropes, straps, and halters on animal.	88.89
26	Place padding devices.	22.22
27	Position patient for surgery.	66.67
28	Prepare surgical site.	66.67
29	Clip, shave, and scrub animal.	66.67
30	Apply antiseptics to animal.	55.56
31	Position animal for surgery.	88.89
32	Place preliminary draping for surgery	11.11
33	Assist with anesthesia, local and general.	100.00
34	Monitor anesthesia and anesthetic recovery.	66.67
35	Help with I.V. therapy during surgery.	100.00
36	Monitor post-operative recovery.	77.78
37	Perform post-operative cleanup.	88.89
38	Return to storage equipment and supplies from surgery.	77.78
39	Clean and assemble surgical instruments for autoclaving.	100.00
40	Clean and assemble surgical packs for autoclaving.	88.89
41	Make minor repairs and adjustments on instruments and equipment.	22.22
46	Take temperatures.	77.78
48	Take respiration rate.	11.11
49	Obtain urine via catherterization for laboratory examination.	11.11
50	Obtain blood via venapuncture.	22.22

Subcluster: Animal Care | Job Title: Veterinary Assistant

Category: Nursing Services | Responding: 9

Subcategory:

	Task	Percent Performing
51	Obtain skin scrapings.	11.11
52	Obtain feces.	55.56
53	Administer prescribed drugs via usual routes (I.V, S.Q., I. M. topically, per os, etc.).	33.33
54	Recognize conditions that require the feeding of special rations.	44.44
55	Express the urinary bladder.	33.33
57	Treat and bandage wounds under the veterinarian's direction.	33.33
58	Clip, shave and scrub appropriate sites for specific surgical procedures.	55.56
59	Induce and maintain anesthesia.	44.44
60	Monitor pulse during anesthesia.	33.33
61	Monitor respiration during anesthesia.	66.67
62	Monitor reflexes during anesthesia.	55.56
63	Pass tracheal tubes.	33.33
64	Position patient "tie down" for specific surgical procedures.	55.56
65	Insert appropriate catheters in veins.	11.11
66	Insert appropriate catheters in urinary bladder.	11.11
67	Maintain the anesthetic machine and ancillary equipment clean and in good repair.	44.44
68	Maintain cleanliness of the surgical prep area.	77.78
69	Restock all expendable supplies, e.g., chemicals, anesthetics, soaps, sutures, sponges, needles, blades, etc.	77.78
70	Set up the appropriate surgical equipment for specific procedures.	77.78
71	Stock and inventory all drugs and supplies kept in the surgery.	11.11
72	Circulate in operating room to open packs and extra supplies and instruments during surgery.	66.67
73	Monitor patients reflexes during surgery.	44.44
74	Monitor patients pulse during surgery.	33.33
75	Monitor patients respiration during surgery.	55.56
76	Monitor patients heart action during surgery.	22.22
79	Catherize and administer fluids to surgical patients.	22.22
80	Scrub and gown and act as surgical nurse.	22.22
81	Handle materials and instruments during surgery.	33.33
82	Assist in writing (recording summaries of anesthetics and surgical procedures).	22.22
83	Keep surgical area clean.	77.78
84	Replace bandages.	11.11
85	Replace splints.	11.11
87	Administer physical therapy.	11.11
89	Administer enemas.	22.22
90	Treat skin problems with all types of dips and ointments.	33.33
91	Administer drugs as prescribed by veterinarian.	66.67
92	Observe and record eating habits.	77.78
93	Observe and record temperature.	66.67
95	Observe and record respiration.	11.11
96	Observe and record state of hydration.	22.22

Subcluster: Animal Care Job Title: Veterinary Assistant

Category: Nursing Services Responding: 9

Subcategory:

	Task	Percent Performing
97	Observe and record defecation.	66.67
98	Observe and record urination.	66.67
99	Observe and record the appearance of or changes in clinical signs.	77.78
100	Observe and record treatments.	55.56
101	Report emergency conditions such as (vomitions, hemorrhaging, dyspneas, convulsions, eviscerations, etc.).	100
102	Institute first aid procedures in emergency conditions.	55.56
103	Collect samples for clinical pathology (blood, urine, feces, skin scrapings, etc.).	55.56
104	Maintain equipment kept in wards.	55.56
105	Restock all medical supplies.	22.22
106	Observe critical and postoperative patients for prescribed periods of time.	66.67
107	Recognize emergency situations and institute appropriate procedures (alert veterinarian, get specific equipment and drugs available for use, etc.).	88.89
108	Greet clients.	100.00
109	Obtain weight.	100.00
110	Obtain TPR's.	11.11
111	Apply appropriate restraint to outpatient.	66.67
112	Obtain general history.	100.00
113	Make general physical examination.	11.11
114	Assist the veterinarian in the more detailed examination.	88.89
115	Prepare drugs.	55.56
116	Prepare vaccines for use.	44.44
117	Exudates from lesions.	11.11
118	Perform grooming procedures, clip toenails, etc.	77.78
119	Assist in foot care.	22.22
120	Assist in trimming.	55.56
121	Assist in making proper equipment available at examination and treatment areas.	100.00
122	Assist in moving animals from stalls for examination, treatment, and radiology.	66.67
123	Perform injections under supervision.	44.44
124	Obtain blood samples under supervision.	33.33
125	Help in preparing medications for administration and dispensing.	88.89
126	Exercise the animal when indicated.	88.89
127	Apply mouth speculum.	11.11
130	Prepare animal for rectal examinations.	11.11
131	Prepare reproductive examinations.	11.11
132	Prepare specific fluids, ointments and other medicaments.	44.44
135	Rotate old stock.	33.33
136	Order drugs and restock shelves (some general knowledge of drugs is necessary so that drugs can be arranged to their pharmacologic activity).	11.11

Subcluster: Animal Care Job Title: Veterinary Assistant

Category: Nursing Services Responding: 9

Subcategory:

	Task	Percent Performing
137	Proper label dating on drugs.	22.22
138	Keep record of expiration dates.	11.11
139	Discard old drugs in appropriate manner (with veterinarian's permission) and restock.	33.33
140	Operate a colorimeter (Spec 20) in the determination of hemoglobin, protein, blood glucose, BUN, etc.	44.44
141	Operate a pH meter.	22.22
142	Prepare standard solutions based on molar concentrations.	11.11
143	Prepare standard solutions based on normal concentrations.	11.11
144	Prepare standard solutions based on per cent concentrations.	11.11
145	Be able to detect trypsin in feces.	22.22
146	Be able to quantitate trypsin in feces.	11.11
147	Be able to detect and quantitate trypsin in lipase and amylase in serum ("dip-stick" type technique).	11.11
148	Preparation of blood urine, fecal, exudative and tissue samples for submission to laboratories that utilize complex chemical and/or microbiological techniques.	44.44
149	Know why, when and how to use anticoagulants. (EDTA, Oxalates, Heparin, etc.).	22.22
150	Determine PCV (Ht) via microhematocrit.	44.44
151	Determine PCV (Ht) via Wintrobe tube methods.	11.11
152	Be proficient in the use of the hemocytometer for total RBC.	22.22
153	Determine erythrocyte sedimentation rates.	11.11
154	Determine hemoglobin concentration with hemoglobinometer.	33.33
155	Determine hemoglobin concentration colormetrically.	11.11
156	Recognize abnormal RBC morphology (reticulocytes & nucleated).	33.33
157	Prepare (Wrights or Giemsa) slike for differential count.	44.44
158	Determine WBC count with hemocytometer.	44.44
159	Determination of bleeding time.	11.11
160	Determination of coagulation time.	11.11
163	Determine platelet counts with hemocytometer.	22.22
164	Determine RBC count with electronic counting methods.	11.11
165	Determine serum protein with a refractometer.	11.11
166	Determine icterus index in serum and plasma.	11.11
167	Determine gross examination of urine.	22.22
168	Determine specific gravity on pH of urine.	55.56
169	Detect protein (dip stick technique).	66.67
170	Detect gulcose (dip stick technique).	55.56
171	Detect ketones (dip stick technique).	55.56
172	Detect blood (dip stick techniques).	33.33
173	Detect bile pigments (dip stick techniques).	22.22
174	Determine microscopic detection of blood cells.	33.33
175	Determine microscopic detection of casts.	33.33
176	Determine microscopic detection of epithelial cells.	33.33
177	Determine microscopic detection of crystals.	33.33
178	Detect and determine quantity of parasites and/or their eggs in feces via flotation sedimentation procedures.	55.56

Subcluster: Animal Care Job Title: Veterinary Assistant

Category: Nursing Services Responding: 9

Subcategory:

	Task	Percent Performing
179	Identify mites in skin scrapings.	44.44
180	Identify lice in skin scrapings.	22.22
181	Identify ticks in skin scrapings.	44.44
182	Identify fleas in skin scrapings.	33.33
183	Detect blood--borne parasites, ex. protozoon, filarial, and larval forms.	22.22
184	Detect estrus via vaginal smear of bitch.	11.11
186	Perform semen count.	11.11
188	Prepare media, reagents & glassware for use in microbiology.	33.33
189	Streak plates with clinical material in a manner to obtain isolated colonies.	11.11
190	Make smears.	44.44
191	Prepare Gram stains.	11.11
192	Make subcultures into appropriate media.	11.11
193	Set up and read antibiotic susceptability tests according to Kirby-Bauer method.	11.11
194	Prepare tease preps or slide cultures of fungi submitted for identification.	11.11
195	Decontaminate lab equipment and glassware as needed (with chemicals, heat, etc.).	33.33
196	Perform euthanasia on small animals.	33.33
197	Assist veterinarian in euthanizing large animals.	77.78
200	Properly prepare tissue specimens for further examination by laboratories.	44.44
202	Know the regulations governing shipment of biological specimens through all regular shipping channels.	11.11
203	Prepare biological specimens for shipment.	44.44
204	Keep laboratory clean, restock disinfectants, etc.	55.56
205	Position patients for x-rays.	77.78
206	Determine exposure (technique) for x-ray.	55.56
207	Operate the x-ray machine.	77.78
208	Minimize radiation hazard to the patient by use of appropriate cones, filters, etc.	22.22
209	Employ safety procedures for the x-ray operators (gloves, aprons, etc.).	77.78
210	Load and process x-ray film.	77.78
211	Recognize technical failures.	33.33
212	Take appropriate measures to correct technical failures of x-ray machine.	22.22
213	Assist in sedation and/or restraint of animals.	100.00
214	File and retrieve x-ray film, recording data.	55.56
215	Maintain equipment, (clean cassettes, prepare solutions).	55.56
216	Order expendable supplies, e.g., films, chemicals, etc., stock dark room.	33.33
217	Keep interior of ambulatory clean and neat.	11.11
219	Assemble special equipment to be taken in vehicles.	22.22

Subcluster: Animal Care Job Title: Veterinary Assistant

Category: Nursing Services Responding: 9

Subcategory:

	Task	Percent Performing
221	Assist in assembling and preparation of medications and equipment to be used on the farm.	11.11
222	Gather and return equipment, supplies, medications, and discards at place of use and return to vehicle for later disposal or reuse.	22.22
223	Help in keeping records, making reports and preparation of health forms from ambulatory.	11.11
224	Make appointments.	88.89
225	Answer telephone.	100.00
226	Send out bills.	33.33
227	Utilize general bookkeeping procedures.	33.33
228	Keep cash records in order.	66.67
229	Prepare health care charts and health forms for the veterinarian's signature.	66.67
230	Function in the absence of the receptionist.	55.56
231	Receive telephone calls, be able to converse in a courteous and informative manner and obtain specific information, e.g., name, address, phone number, species, breed, referring veterinarian, complaint, etc.	100.00
232	Attend to client needs within the scope of the technician's duties.	88.89
233	Perform minimum maintenance duties about the office.	88.89
234	Pull case history cards and/or type cards for new patients.	100.00
235	File case history when no longer needed.	77.77
236	Make out charge slip for all services.	77.78
237	Take in money when paid.	100.00
238	Screen calls, i.e., determine what is an emergency and alert veterinarian.	88.89
239	Make arrangements for receiving emergency cases.	77.78
240	Record daily T.B.R.	22.22
241	Record daily treatments.	44.44
242	Record daily appetite.	44.44
243	Record daily defecation and urination.	22.22
244	Retrieve information from charts.	55.56
245	Enter symptoms, diagnosis and treatment on client card.	55.56
246	Place card in visible file when animal is kept in hospital for treatment.	88.89
247	Enter daily treatments on cards of animals in hospital.	33.33
248	Maintain logs for surgery, anesthetic, hematology, x-rays, etc.	44.44
249	Make out priority schedule of treatments for hospitalized patients.	33.33

Subcluster: Animal Care

Job Title: Cage-Care Attendant

Category: Nursing Services

Responding: 1

Subcategory:

	TASK	Percent Performing
1	Operate an autoclave.	100
2	Operate a boiling sterilizer.	100
6	Clean surgical & diagnostic equipment for specific surgical procedure.	100
11	Receive and store expendable supplies.	100
12	Clean sterilization equipment.	100
13	Restrain any animal for examination.	100
14	Assist in placement of bandages.	100
15	Remove bandages.	100
16	Assemble supplies for surgery.	100
17	Assemble equipment for surgery.	100
18	Weigh animals prior to surgery.	100
19	Brush and clean animal for surgery.	100
23	Tie tail prior to surgery.	100
24	Manipulate animal on to table.	100
25	Adjust ropes, straps, and halters on animal.	100
26	Place padding devices.	100
27	Position patient for surgery.	100
28	Prepare surgical site.	100
[illegible]	Clip, shave, and scrub animal.	100
[illegible]	Apply antiseptics to animal.	100
31	Position animal for surgery.	100
33	Assist with anesthesia, local and general.	100
35	Help with I.V. therapy during surgery.	100
36	Monitor post-operative recovery.	100
37	Perform post-operative cleanup.	100
38	Return to storage equipment and supplies from surgery.	100
41	Make minor repairs and adjustments on instruments and equipment.	100
46	Take temperatures.	100
48	Take respiration rate.	100
52	Obtain feces.	100
53	Administer prescribed drugs via usual routes (I.V., S.Q., I.M. topically, per os, etc.).	100
54	Recognize conditions that require the feeding of special rations.	100
55	Express the urinary bladder.	100
57	Treat and bandage wounds under the veterinarian's direction.	100
58	Clip, shave and scrub appropriate sites for specific surgical procedures.	100
64	Position patient "tie down" for specific surgical procedures.	100
70	Set up the appropriate surgical equipment for specific procedures.	100
72	Circulate in operating room to open packs and extra supplies and instruments during surgery.	100
80	Scrub and gown and act as surgical nurse.	100
89	Administer enemas.	100
[illegible]	Administer drugs as prescribed by veterinarian.	100
92	Observe and record eating habits.	

Subcluster: Animal Care Job Title: Cage-Care Attendant

Category: Nursing Services Responding: 1

Subcategory:

	TASK	Percent Performing
99	Observe and record the appearance of or changes in clinical signs.	100
101	Report emergency conditions such as (vomitions, hemorrhaging, dyspneas, convulsions, eviscerations, etc.).	100
102	Institute first aid procedures in emergency conditions.	100
104	Maintain equipment kept in wards.	100
106	Observe critical and post-operative patients for prescribed periods of time.	100
109	Obtain weight.	100
118	Perform grooming procedures, clip toenails, etc.	100
121	Assist in making proper equipment available at examination and treatment area.	100
122	Assist in moving animals from stalls for examination, treatment and radiology.	100
126	Exercise the animal when indicated.	100
205	Position patients for x-rays.	100
209	Employ safety procedures for the x-ray operators (gloves, aprons, etc.).	100
210	Load and process x-ray film.	100
213	Assist in sedation and/or restraint of animals.	100
215	Maintain equipment (clean cassettes, prepare solutions).	100
233	Perform minimum maintenance duties about the office.	100

APPENDIX D. 1

MEMBERSHIP GENERAL ADVISORY COMMITTEE AND LETTER

PROJECT HOPE

Advisory Committee

1. Beverly Hankenhoff, Chairman
   New Castle Community Schools
   801 Parkview Drive
   New Castle, IN 47362

2. Dr. Thomas Reckerd
   Chairman of Voc. - Tech. Education
   School of Technology
   Indiana State University
   Terre Haute, IN 47809

3. Dr. Mary Jenet Penrod
   Coordinator of Professional Dev.
   Indiana Division of Voc. Education
   Dept. of Public Instruction
   Blue Cross - Blue Shield Bldg.
   120 W. Market St., 16th Floor
   Indianapolis, IN 46204

4. Mrs. Jan Davidson
   Executive Director
   Indiana Health Careers, Inc.
   2905 N. Meridian St.
   Indianapolis, IN 46208

5. Mr. Robert Johnson
   Chief of Resident Training
   and Management Div.
   U. S. Army Institute of Adm.
   Ft. Benjamin Harrison, IN 46216

6. Dr. Jack Lukemeyer
   Indiana University Sch. of Med.
   1100 W. Michigan St.
   Indianapolis, IN 46202

7. Marjory H. Carr
   Director of Dental Assistance
   1121 W. Michigan St.
   Indianapolis, IN 46204

8. Richard Koch
   Indiana Voc. - Tech. Col.
   5221 Ivy Tech. Drive
   P. O. Box 1763
   Indianapolis, IN 46206

Ex-officio:

9. Mary Holstein
   Div. of Voc. Education
   120 W. Market St., 16th Floor
   Indianapolis, IN 46204

10. William West
    Voc. - Tech. Education
    Carmel High School
    520 E. Main Street
    Carmel, IN 46032

11. Shirley Smalley
    New Castle Community School
    801 Parkview Drive
    New Castle, IN 47362

12. 1LT James N. Richmann
    Instructional Tech. Div.
    U. S. Army Institute of Adm.
    Ft. Benjamin Harrison, IN
    46216

PROJECT HOPE

Health Occupations Program Education
Funded by
State Board of Vocational-Technical Education
State of Indiana

PROJECT DIRECTOR:
Beverly Hankenhoff
New Castle Community
School Corporation
801 Parkview Drive
New Castle, IN 47362

September 16, 1974

Dr. William West
Vocational-Technical Education
Carmel High School
520 East Main Street
Carmel, IN 46032

Dear Dr. West:

In July, the State Board of Vocational and Technical Education funded a project entitled "Project HOPE: A Plan for the Research, Development and Implementation of a Comprehensive Health Occupations Education Program". A copy of this project is enclosed. As you can see, the project is divided into three parts or components: Professional Development, Competency Based Teacher Training Program, and Performance Based Student Training Program. Each of these programs will be chaired by a working chairman and composed of interested experts in the field of health occupations.

The chairman of the Professional Development Committee is:

Mrs. Shirley Smalley
Teacher-Coordinator
New Castle Area Vocational School
801 Parkview Drive
New Castle, IN 47362

The chairman for the Performance Based Student Training Committee is:

Dr. Bill West
Vocational Director
Carmel High School
520 E. Main Street
Carmel, IN 46032

The chairman for the Competency Based Teacher Training Committee will be announced in the near future.

A very important part of this total project is an advisory committee to review plans and advise the committees and their chairmen. This HOPE Advisory Committee is important to the success of the project. As you are recognized as a leader in vocational education and have expertise and contacts with health occupations people, we are asking you to serve on this committee with me.

In addition to the copy of the project, you will find a post card enclosed with this letter which we are asking you to return. This committee will meet only four or five times during the course of the project so it should not be extremely time consuming.

Dr. Bill West (2) September 16, 1974

Please respond with an affirmative answer on the card and plan to attend the first meeting which will be September 27, at 1:30 at J. Everett Light Career Center in room A-312, Indianapolis. Your advise is needed to help determine priorities in-developing Indiana's health occupations education. Please bring the copy of the project with you.

Sincerely,

Beverly Hankenhoff (Mrs.)
Project Director

BH/bl

Enclosures (2)

APPENDIX D, 2

MINUTES OF GENERAL ADVISORY COMMITTEE MEETINGS

Project HOPE

Advisory Committee
J. Everett Light Career Center
September 27, 1974
1:30 p.m.

Agenda

1. Call to order - Chairman, Beverly Hankenhoff
2. Introductions
3. Explanation of Project HOPE
4. Committee Reports
   a. Professional Development Committee - Shirley Smalley
   b. Performance Based Student Training Committee - William West
   c. Competency Based Teacher Training Committee
5. Questions, comments, suggestions
6. Claim forms
7. Next meeting
   a. Place
   b. Date
   c. Time

BEST COPY AVAILABLE

PROJECT HOPE
Advisory Committee
September 27, 1974

Minutes

Present: Marjory H. Carr, Beverly Hankenhoff, Robert Johnson, Richard Koch, Thomas Reckerd, Mary Holstein, Mary Janet Penrod, James Richmann, Shirley Smalley

Absent: James Carter, Jan Davidson, William West

The first meeting of the Project HOPE Advisory Committee was called to order at 1:35 p.m. by Beverly Hankenhoff, Chairman.

Each member present introduced himself to the rest of the group and identified his area of work and background.

The concept of Project HOPE and the design and intent of the proposal was explained by Beverly Hankenhoff. There are three parts and three committees within the project and each committee has a working chairman who is responsible for the product for that section of the project. The concept of developing a communication link and a united or total health occupations concept for the State of Indiana was stressed.

Next committee reports were presented. Shirley Smalley, Chairman of the Professional Development Committee explained the work completed thus far by her committee including her survey and the plans for the five workshops in the five parts of the state. She provided all materials that had been designed and developed to date, and answered questions from committee members.

In the absence of William West, Chairman of the Performance Based Student Training Committee, Beverly Hankenhoff explained the work of his committee to date and the plans for October and the time line for the activities.

LLT James Richmann, Chairman of the Competency Based Teacher Training Committee was just selected and received approval for his involvement as of today. He did, however, explain his background to the committee and discuss his overall concept of the work of this committee.

The committee approved the plans for Project HOPE as developed to this time, and reminded the chairmen that there must be a close correlation, communication, and togetherness of the three committees to develop a good interrelated finished product. The advisory committee also recommended that the Indiana University Allied Health Program be checked. The advisory committee wishes to meet often during the year to keep informed and actively involved in the project.

The problem of selecting a project evaluator was discussed. The correct role of the evaluator was discussed and it was suggested that the evaluation should take the equivalent of 3 to 10 days intermittently spaced over the project year. Several people were suggested for this position and Richard Koch was asked to contact Byron Steger, Winona Hospital to consider the position of evaluator.

The committee will meet again on November 15 at 1:30 p.m, at J. Everett Light Career Center. At this meeting the summary information on Shirley Smalley's workshops, an up-dating on William West's work, and a first report from James Richmann will be the agenda.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff (Mrs.)
Chairman

BH/bl

Project HOPE

Advisory Committee
J. Everett Light Career Center
November 15, 1974
1:30 p.m.

Agenda

1. Call to order
2. Minutes of September 27 meeting
3. Committee Reports
   a. Professional Development Committee - Shirley Smalley
   b. Performance Based Student Training Committee - William West
   c. Competency Based Teacher Training Committee - James Richmann
4. Project evaluator
5. Questions, comments, suggestions
6. Other business
7. Next meeting
   a. Place
   b. Date
   c. Time

PROJECT HOPE

Advisory Committee
November 15, 1974

Minutes

Present: Marjory H. Carr, Beverly Hankenhoff, Mary Hume for Richard Koch, Robert Johnson, Jack Lukemeyer, Mary Holstein, James Richmann, Shirley Smalley

Absent: Jan Davidson, Thomas Reckerd, Mary Janet Penrod, William West

The second meeting of the Project HOPE Advisory Committee was called to order at 1:40 p.m. by Beverly Hankenhoff, Chairman.

Minutes of the September 27 meeting were approved.

Shirley Smalley, Chairman of the Professional Development Committee, went through the written report from her committee that had been forwarded to the Advisory Committee. Jack Lukemeyer explained the IU program and other programs and information available to people in the state. The committee accepted the report except for the findings and recommendations. After a lengthy discussion it was agreed that each member of the committee would review the findings and recommendations and be prepared at the next meeting to recommend changes and acceptance of the report.

With the absence of William West, and the lengthy discussion on the first committee report, Dr. West's report was held for the next meeting.

James Richmann then reported on the Competency Based Teacher Training Committee. He indicated the potential committee membership and that the first meeting would be on December 6. He explained the possible ways of determining the competencies and indicated that it was his intent to work with the research already in existence. He indicated that he has discovered some competencies that may be somewhat unique to health occupations but not completely. He plans to have the committee construct a theoretical model on tasks and organizations, then some categorization and task selection procedure. He stated that this is a long term project and would require more than one year to complete the entire process. The advisory committee agreed with his plan and asked him to keep them informed on his progress.

The person suggested for project evaluator was not able to accept the position and there is still no project evaluator. Committee members were asked to consider this problem and help with a solution by the next meeting.

The next Project HOPE Advisory Committee meeting is scheduled for December 13 at 1:30 p.m. in Room 312 at J. Everett Light Career Center.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff
Chairman

Project HOPE

Advisory Committee
J. Everett Light Career Center
December 13, 1974
1:30 p.m.

Agenda

1. Call to order

2. Minutes of November 15 meeting

3. Committee Reports

   a. Professional Development Committee - Shirley Smalley
      (1) Review findings
      (2) Review recommendations
   b. Performance Based Student Training - William West
      (1) Summary of plans
      (2) Progress to date
   c. Competency Based Teacher Training - James Richmann
      (1) Report on first meeting
      (2) Planned timetable

4. Project evaluator

5. Questions, comments, suggestions

6. Next meeting
   a. Place _____
   b. Date _____
   c. Time _____

Project HOPE

Advisory Committee
December 13, 1974

Minutes

Present: Beverly Hankenhoff, Becky Drury for Richard Koch, Jack Lukemeyer, Thomas Reckerd, Mary Jenet Penrod, Mary Holstein, Shirley Smalley, William West

Absent: Marjory H. Carr, Jan Davidson, Robert Johnson, James Richmann

The third meeting of the Project HOPE Advisory Committee was called to order at 1:38 p.m. by Beverly Hankenhoff, Chairman.

Minutes of the November 15-meeting were approved.

The agenda for the meeting was changed in order that Bill West, Chairman of the Performance Based Student Training activities could give his complete report to-date to the committee. He explained the meetings of the advisory and working committees, provided copies of the time schedule, and provided copies of the work completed thus far on the dimensions of the cluster matrix and an abstractions of the matrix. The committee asked several questions on the matrix and on the sub-committee chairmen for the clusters A through E. The committee also felt that people who were more knowledgeable about dental services and animal care should be used and consulted for their input on these sub-cluster areas. The committee agreed that the procedure seemed appropriate and that they would be interested in the next steps of his committee.

Shirley Smalley, Chairman of the Professional Development Committee presented a page of recommended changes to the professional development report. There was discussion on the recommendations and each member of the committee is to preview the entire report with recommended changes and forward suggestions and additional recommendations to Shirley by January 1. Shirley will then meet with her committee and report back to the advisory committee.

All committee members were invited to attend any of the meetings of the three component committees that they felt would be beneficial to them in making their recommendations and suggestions to the three chairmen.

The next meeting of the committee will be January 31, at 1:30 p.m. at J. Everett Light Career Center.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff (Mrs.)
Chairman

BH/bl

Project HOPE

Advisory Committee
J. Everett Light Career Center
January 31, 1975
1:30 p.m.

Agenda

1. Call to order
2. Minutes of December 13 meeting
3. Committee Reports
   a. Professional Development Committee - Shirley Smalley
   b. Performance Based Student Training Committee - William West
   c. Competency Based Teacher Training Committee - James Richmann
4. Project evaluator
5. Questions, comments, suggestions
6. Other business
7. Next meeting
   a. Place _____
   b. Date _____
   c. Time _____

Project HOPE

Advisory Committee
January 31, 1975

Minutes

Present: Beverly Hankenhoff, Mary Holstein, Mary Janet Penrod, Thomas Reckerd, James Richmann, Shirley Smalley

Absent: Marjory H. Carr, Jan Davidson, Robert Johnson, Richard Koch, Jack Lukemeyer, William West

The fourth meeting of the Project HOPE Advisory Committee was called to order at 1:40 p.m. at J. Everett Light Career Center by Beverly Hankenhoff, Chairman. The minutes of the December 13 meeting were accepted as presented.

Shirley Smalley, Chairman of the Professional Development Committee, presented the final draft of the committee based on previous reports and on the final recommendations of her advisory committee. The Professional Development Committee report was accepted as presented. (Reckerd/Richmann) She also gave a brief report on the next steps of her committee to complete its assignment for the project.

Bill West will provide a complete report on his activities and committee work to date at the next meeting of the Advisory Committee. His next Advisory Committee meeting will be February 28, 1:00p.m. at Carmel.

The committee was provided a complete list of all the Health Occupations training programs in Indiana funded with vocational education monies for school year 1974-75. This was presented to show how many areas are or may be actually involved with the project and its results and impact. There are 142 programs, 417 instructors and 5,218 students for the 1974-75 school year.

James Richmann, Chairman of the Competency Based Teacher Training Committee, reported on his first Advisory Committee meeting and on the time lines and activities with which his committee would be involved. His next meeting will be February 7 and the following advisory meeting will be February 28 at 1:30 p.m. at J. Everett Light Career Center.

The one major problem of the project is the inability to find an evaluator who will provide the input and expertise that is needed. The committee suggested contacting organizations such as the superintendents, education, health, Blue Cross-Blue Shield, etc.

One of the most important considerations with Professional Development Committee and the Competency Based Teacher Training Committee is to coordinate the concept with the teacher-training area.

The next meeting of the Project HOPE Advisory Committee will be March 21 at 1:30 p.m. at J. Everett Light Career Center.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff
Chairman

Project HOPE

Advisory Committee

J. Everett Light Career Center

March 21, 1975

1:30 p.m.

AGENDA

1. Call to order
2. Minutes of January 31 meeting
3. Committee Reports
   a. Competency Based Teacher Training Committee
      James Richmann
   b. Performance Based Student Training Committee
      William West
   c. Professional Development Committee
      Shirley Smalley
4. Project Evaluator - To be dropped
5. Proposed 1975-76 Project - 2nd year
6. Questions, comments, suggestions
7. Next meeting
   a. Place _____
   b. Date _____
   c. Time _____

Project HOPE

Advisory Committee

March 21, 1975

Minutes

Present: Marjory H. Carr, Beverly Hankenhoff, Mary Holstein, Robert Johnson, Jack Lukemeyer, Mary Jenet Penrod, Thomas Reckerd, James Richmann, Shirley Smalley, William West

Absent: Jan Davidson, Richard Koch

The March 21 meeting of the Project HOPE Advisory Committee was called to order at 1:40 p.m. in the J. Everett Light Career Center by the Chairman, Beverly Hankenhoff. The minutes of the January 31 meeting were approved as presented.

James Richmann reported on his committee's progress as follows: The task list has been completed and sent out for corrections. The Competency list is completed, edited and ready for the survey. It was decided to pick approximately 10 people to test the workability of the survey. There was also some discussion on how to computer run the survey. Key punch, data process, and the Air Force computer were some possibilities. The committee suggested 1LT Richmann contact the South East Region to investigate possible use of the Air Force computer, present a proposal to the committee on computer program and time, and look for resources to provide this service. It was reported Kentucky had satisfactorily been using the Air Force computer. 1LT Richmann's next meeting of the Competency Based Teacher Training committee will be May 2 at J. Everett Light Career Center.

Bill West reported that his committee would meet March 22 to compile and prepare the student tasks by job title survey to be sent to health practitioners for validation. There was some discussion on how much time would be spent on each sub-cluster. The Advisory Committee recommended the survey should be sent to the job incumbent not the supervisors for validation. The committee also suggested the questionnaire should define the function, job description, and education of each job title. The next meeting of the Performance Based Student Training committee will be May 26.

Shirley Smalley passed out a brief summary of the planned second phase of the Professional Development Committee. She also gave the committee a copy of her proposed time line and explained her workshops. Dr. Lukemeyer will send her a list of committee members of COPE who have been defined as the key Health Occupations person of his/her respective university. He felt that she would have difficulty setting up meetings with the university people during April and May due to university commitments. The Advisory Committee expressed concern that the Professional Development Committee might encounter some negative reaction from the university staff.

After committee discussion and input from the Project Director, a motion was made to drop the evaluator and transfer the money to another account. (Johnson/Lukemeyer)

A working copy of the second year proposal was presented to the committee by the Chairman. Mrs. Hankenhoff explained to the committee the overall intent of the second year proposal. The Advisory Committee expressed a concern in regard to the Performance Based Student Training Committee proposed product for the second year proposal. The committee recommended taking only one category and developing only one job title. The committee approved the overall second year proposal. The proposal has been sent to Ed Hornback, Research Coordinator who will recommend to the Indiana State Board of Vocational-Technical Education either funding, revision, or dropping the project and the decision should be known by the next meeting of the committee.

The next Advisory Committee meeting will be May 30 at 1:30 p.m. at the J. Everett Light Career Center. The meeting was adjourned.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff
Chairman

Project HOPE

Advisory Committee

J. Everett Light Career Center

May 30, 1975

1:30 p.m.

AGENDA

1. Call to order
2. Minutes of March 21 meeting
3. Committee Reports
   - A. Performance Based Student Training Committee
     William West
   - B. Professional Development Committee
     Shirley Smalley
   - C. Competency Based Teacher Training Committee
     James Richmann
4. Questions, comments, suggestions
5. Next meeting
   - a. Place _____
   - b. Date _____
   - c. Time _____

Project HOPE

Advisory Committee Meeting

May 30, 1975

Present: Marjori Carr, Beverly Hankenhoff, Bob Johnson, Jim Richman, Shirley Smalley and Bill West

Absent: Jan Davidson, Marv Holstein, Richard Koch, Jack Lukemeyer, Mary Janet Penrod, and Thomas Reckerd

Chairman, Beverly Hankenhoff, called the meeting to order at 1:45 p.m. The minutes of the previous meeting were read and approved by the committee.

Dr. Bill West reported on the progress of his Competency Based Student Training Committee. The committee developed a matrix for curriculum, compiled a questionnaire to study the tasks associated with each job title defined in the matrix, and have sent the questionnaires to the appropriate health occupations practitioners to verify the tasks listed per job title. A task inventory according to the matrix will be the end product. Dr. West gave the functions of next year's project and explained that a different Competency Based Student Training Advisory Committee must be formed.

Shirley Smalley reported on the finalized plans for the in-service workshops to be presented on June 13, 14 and June 19, 20, and 21. Indiana State University and Ball State will be granted college credit for the workshops. The Professional Development Committee has applied for C.E.U. in nursing but the results will not be confirmed until the Nursing Board meets on June 12, 1975.

Jim Richmann reported on the progress of the Competency Based Teacher Training Committee. The committee established a priority task list. A task analysis was prepared, a questionnaire developed, and the questionnaire sent to the appropriate health occupations educators in Indiana and in Ohio. The computerized questionnaire will yield the information necessary to determine the professional tasks needed by a health occupations educator. Jim suggested the project as a side product from Project HOPE establish a data procedure to use for information gathering for the state of Indiana.

Bob Johnson will provide information to the committee regarding the development of military testing for job task information and clinical evaluation.

Beverly Hankenhoff stated that the 7 copies of the final report must be submitted to the State Board of Vocational and Technical Education by July 30. Marjorie Carr suggested the updating of the list of institutions and programs receiving vocational money before next year.

The next meeting will be July 18, 1975 at 1:30 p.m. at J. Everett Light Career Center. The meeting was adjourned at 3:45 p.m.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff (Mrs.)
Chairman

BH/gc

Project HOPE

Competency Based Teacher Training Committee

June 16, 1975

Minutes

Present: Virginia Blakely, Beverly Hankenhoff, Mary Holstein, Ralph Mason, James Richmann.

Absent: David Albagh, Tali Conine, Barbara Csicsko, John H. Evler, Stephen Gabbard, Jack Huett Hall, Larry Heath, Dorothy Hepp, James Hixson, Richard Kelley, Delbert Lewis, Mary Ann Lewis, Phyllis Lowe, Lois Meier, Mary Jenet Penrod, Leona Peterson, Helbert L. Ross, Erna Simek.

The meeting was called to order by Chairman Richmann at 1:35 p.m. The minutes of the February 28 meeting were approved.

A summary of the activities to date was made by Chairman Richmann. He indicated that the questionnaires were too long and that the response was extremely slow. The committee recommended a follow-up letter to respondees as there was a problem with mail and many people did not receive their questionnaires before the return date. It was agreed that there would be a follow-up letter sent next week.

Recommendations were made for committee membership for the second year of the committee and Robert Kane from Purdue was recommended.

The next meeting will be called by the Chairman during the early fall as soon as additional work and information is available.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff (Mrs.)

BH/gc

Project HOPE

Advisory Committee Meeting

July 18, 1975

Minutes

Present: Beverly Hankenhoff, Mary Holstein, Robert Johnson, Thomas Reckerd.

Absent: Marjorie Carr, Jan Davidson, Richard Koch, Jack Lukemeyer, Mary Jenet Penrod, Jim Richmann, Shirley Smalley, Bill West.

The meeting was called to order at 1:45 p.m. by Chairman Beverly Hankenhoff. The minutes of the previous meeting were read and approved by the committee.

The final report was presented to the committee and discussed. The report was approved by the committee. (Johnson/Reckerd) Special comments of the committee members were:

(1) The amount of work during the first year and the products of the first year are monumental in relationship to the amount of money spent.
(2) The objectives and results of the first year of the project are most important.

The second year proposal was discussed and recommendations were made:

(1) The PBST Committee was reminded to use what is available and not duplicate efforts. The Nursing Skills material designed by Lucile Wood is good, however, it needs performance levels.
(2) The development of five job titles in one category by the PBST Committee seems to be an ambitious undertaking.
(3) The move to combine the PD and the CBTT Committee during the second year seems most appropriate.
(4) The second year work of the CBTT Committee should be most beneficial to all levels of health occupations educators and also other educators.
(5) At least two more people from health agencies should be added to the Advisory Committee.

The next meeting of the committee will be September 26 at 1:30 p.m. at J. Everett Light Career Center. The meeting was adjourned at 3:00 p.m.

Respectfully submitted,

Beverly Hankenhoff

Beverly Hankenhoff (Mrs.)
Chairman

BH/gc

Project # 40-74-D-5

ABSTRACT

Project HOPE: Research, Development and Implementation of a Comprehensive Health Occupations Education Program

Director: Beverly Hankenhoff, New Castle Area Vocational School, New Castle, IN

OBJECTIVES OF PROJECT:

1. to develop a relevant in-service program to meet professional development needs of current and future health occupations instroctors;
2. to develop a competency-based teacher training program for future health occupations teacher preparation;
3. to develop a performance based student training program for health occupations students.

PROCEDURES OF IMPLEMENTATION:

A General Advisory Committee previewed the structure of the project and made suggestions and recommendations and evaluated the project at each step. Three committees with working chairmen were selected and conducted the special activities as follows:

(1) Professional Development needs identified long and short range needs of current health education educators by conducting five regional workshops to assess the needs throughout the state. Based on the needs indicated by the workshops, three in-service workshops for health occupations educators were developed and presented with the cooperation of the four state universities.

(2) The Competency-Based Teacher Training area developed a list of competencies and sent over 850 questionnaires to health occupations educators. When the results are completed there will be a list of competencies needed by health occupations educators that will indicate task involvement, time spent, consequences of inadequate performance, and time required to train on-the-job.

(3) The Performance-Based Student Training area designed a survey of the 87 specific job titles identified by the American Medical Association. The survey was task inventories to verify tasks and to collect additional tasks performed by job incumbents who comprised the responding sample. Task inventories from several sources were compiled and the questionnaire surveys were constructed to be relatively small so responses might be more easily obtained. The respective respondees were selected from a wide cross section of the allied health field. The findings were then synthesized and developed as task inventories by job title and common tasks by subclusters, category, and subcategory.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION:

As one of the newest and fastest growing areas of vocational education, health occupations education (both secondary and post secondary) must develop an efficient, effective system for current educators, future educators, and health occupations students through Indiana and the nation. This system must be developed as soon as possible to avoid high costs, trial and error, and "rediscovering America." This project is designed and planned to help provide a model for developing this system.

ACCESSION NUMBER: VT102716

PUBLICATION DATE: JUL75

TITLE: AN EXEMPLARY CAREER EDUCATION PROGRAM IN THE GREAT FALLS PUBLIC SCHOOLS (K-14). INTERIM REPORT (JULY 1, 1974 - JUNE 30, 1975).

PERSONAL AUTHOR: JACKSON, FRANCES

DESCRIPTOR: *DEVELOPMENTAL PROGRAMS; *CAREER EDUCATION; *PROGRAM DESCRIPTIONS; ELEMENTARY SECONDARY EDUCATION; *PROGRAM EVALUATION; CURRICULUM DEVELOPMENT; WORK EXPERIENCE PROGRAMS; *STATISTICAL ANALYSIS; SELF CONCEPT; DECISION MAKING SKILLS; CAREER AWARENESS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 219P.

ABSTRACT: THE ACTIVITIES AND OUTCOMES OF THE GREAT FALLS, MONTANA, K-14 CAREER EDUCATION PROJECT ARE DESCRIBED IN THIS REPORT. FROM JULY 1974 TO JUNE 1975, THE MAJOR FOCUS WAS UPON SYSTEMATIC DELINEATION OF CRITICAL CURRICULUM COMPONENTS. MAJOR ACTIVITIES INCLUDED: EFFECTING CURRICULUM INFUSION, DISSEMINATING INSTRUCTIONAL AND COUNSELING MATERIALS, INCORPORATING DECISIONMAKING MATERIALS INTO CURRICULUMS, DEVELOPING PLACEMENT AND FOLLOWUP SERVICES, AND ASSESSING LOCAL NEEDS FOR VOCATIONAL AND WORK EXPERIENCE PROGRAMS. IT WAS FOUND THAT TREATMENT GROUPS SIGNIFICANTLY IMPROVED IN SELF-AWARENESS AT THE LEVELS OF GRADES THREE, SIX, AND NINE; IN AWARENESS OF WORK AT GRADE LEVELS THREE, SIX, NINE, AND TWELVE; AND IN DECISIONMAKING SKILL AT THE LEVELS OF GRADE NINE, TEN, ELEVEN, AND TWELVE. THE WORK EXPERIENCE AND COOPERATIVE WORK EXPERIENCE PROGRAMS AND THE COMMUNITY RESOURCE CENTER ACTIVITIES WERE EXPANDED CONSIDERABLY DURING THE YEAR. A SURVEY WAS ALSO CONDUCTED TO DETERMINE WHAT SUCCESS STUDENTS WHO LEFT SCHOOL PRIOR TO GRADUATION WERE EXPERIENCING IN OBTAINING WORK. THE INVENTORY AND USE OF COMMUNITY RESOURCES WAS GREATLY EXPANDED. THE EVALUATION DESIGN IS APPENDED TO THE MAIN BODY OF THE REPORT AND DESCRIBES THE STRUCTURE AND ORGANIZATION, PREDESIGN FORMATION, DESIGN SPECIFICATIONS, DESIGN SUMMARIES, DATA COLLECTION, AND REPORTING. (NJ)

CONTRACT NUMBER: OEG-8-74-0024

INSTITUTION NAME: GREAT FALLS PUBLIC SCHOOLS, MONT.

SPONSORING AGENCY NAME: BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.

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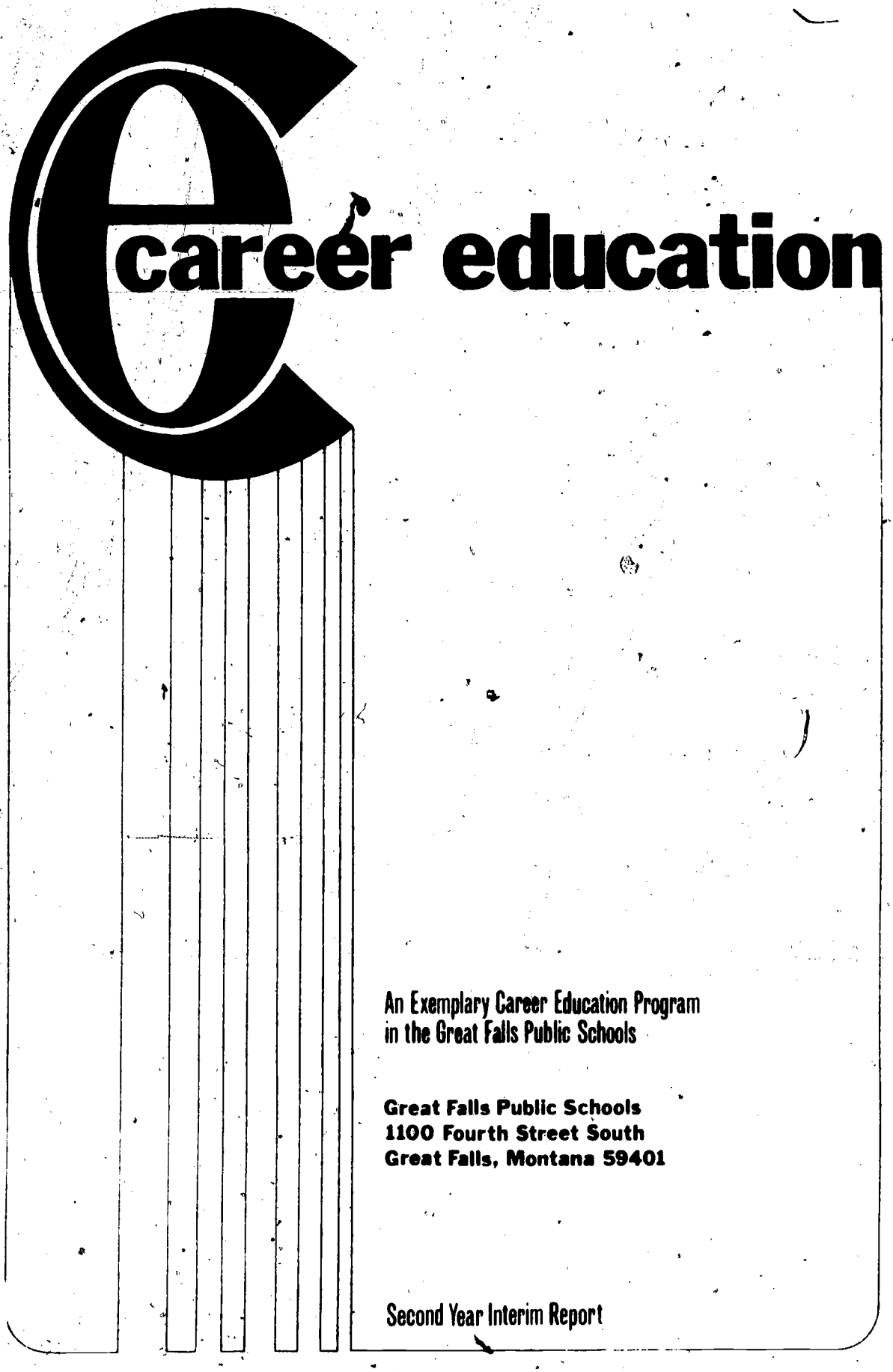

An Exemplary Career Education Program
in the Great Falls Public Schools

Great Falls Public Schools
1100 Fourth Street South
Great Falls, Montana 59401

Second Year Interim Report

102 716

Interim Report

Project No. F8002 VW
Grant No. OEG-8-74-0024

CAN No. 2081600

An Exemplary Career Education Program in the Great Falls Public Schools (K-14)

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Frances Jackson

Great Falls Public Schools
1100 Fourth Street South
Great Falls, Montana 59403

July 1975

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SUMMARY OF THE REPORT

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A. TIME PERIOD COVERED

July 1, 1974 through June 30, 1975

B. GOALS AND RESULTS

During the preceding year, the majority of project energies were focused upon systematic delineation of critical components for a career education curriculum. During this year, concurrent activities were conducted to both develop identified components and continue the identification/definition process. These latter activities focused upon the counseling function and components for curricular integration.

A change was also made in the outcome focus for the project. Where it had been upon four developmental areas - curriculum, counseling, placement, and management - it now shifted to prescribed student outcome areas. This change was precisely as planned during the first year of the project, when it was noted that student outcomes could not be achieved in the absence of operational career education components. Categories of outcomes employed during this year were (1) student, (2) placement, (3) management, and (4) career education support.

The typical problems encountered in treatment delineation within a public school setting were manifest throughout the program. Given these classical shortcomings, several significant findings were observed. Achievements of the project in each major outcome area are summarized below:

Student Outcomes: Treatments which had a significant effect in each outcome area addressed are listed below:

A. Self-Awareness

1. Grade three
2. Grade six
3. Grade nine

B. Awareness and Knowledge of Work

1. Grade three
2. Grade six
3. Grade nine
4. Grade twelve

B. Career Decision-Making Skill

1. Grade nine

2. Grade ten

3. Grade eleven

4. Grade twelve

Placement: Three project supported activities were expanded considerably. These are the work experience program; cooperative work experience program, and the Community Resource Center. The number of stations available and used for cooperative work and work experience was expanded significantly from the preceding year.

A survey was also conducted to determine what success students who left school prior to graduation were experiencing in obtaining work. This same survey also attempted to determine what school programs student perceived as most useful in obtaining "satisfying" work.

The inventory and use of community resources was greatly expanded through the coordinating activities of the Community Resource Center. Perhaps the most important outcome was the increased use of community resource in the lower grade levels.

This latter condition is a clear manifestation of the interaction between program components which had a confounding effect upon attempts to measure student outcomes.

Management: Management of a complex, multi-facted project is a difficult task. It requires a unique combination of close supervision and program flexability to capture and maximize benefits from unique project effects.

Major management concerns during this past year have focused upon financial accountability, developmental direction for the project, integration of operational components, and facilitation of program continuation.

Each of these tasks has been addressed and successfully incorporated into overall program operations. Especially noteworthy has been the continued development of esprit among the staff.

During this next year, the major management concern addressed will be institutionalization of fully developed program components.

Career Education Support: The project staff participated in a broad range of activities, each of which contributed to the overall effect of the project. Generally, these types of activities do not possess a terminal point; i.e., they will be continually revised, expanded, or adapted to changing conditions within the district. Also included are those types of activities designed to provide needed information for continued development.

Specific activities included:

A. Installation and testing of Career Information Centers;

B. Counselor involvement in career-related programs;

C. Staff development;

D. Model description;

E. Assessment of criterion instrumentation;

F. Assessment of treatment instrumentation;

G. Study of strategies to facilitate student internalization of career concepts; and

H. Study of student career patterns.

C. CONCLUSIONS

Generally, many significant gains were made in achievement of project goals. As expected, some aspects of the project made more progress than others.

Given the data bases which currently exist, it seems reasonably safe to predict that goals for the project specified at the outset will be fully realized by the end of third year operations.

****

BODY OF THE REPORT

****

A. DESCRIPTION OF THE PROJECT

1. Program Overview

History: In July 1973, the Great Falls Public Schools were awarded a grant under Part D of the Vocational Education Act to design and implement an exemplary program in career education. The intent of this program has been to integrate the combined efforts of local people, staff from the State University system, staff of the State Department of Education, and others which would culminate in a demonstration program available for observation and/or adaptation by school districts throughout the State of Montana.

One of the primary intents of the project has been to establish a career awareness curriculum in the elementary and secondary schools that provides all students with a broad range of options in the world of careers. The project has attempted to stimulate development of each student's aspirations and to provide them with the ability to make wise career decisions when they are ready.

The project was conceptualized as being comprehensive in nature and sweeping in scope. Because of the charge to develop an exemplary program, it has addressed a variety of issues and developmental activities during its two year history.

The Project Service Area: The City of Great Falls is located immediately east of the Rocky Mountains and generally in the central portion of the state on a north-south axis. The 1970 census showed the city to have a population of 60,091 residents and the county a population of 81,804. Located within the city are a diverse range of major industrial, transportation, and service companies. These include the Anaconda Company, Montana Deaconess Hospital, the Burlington Northern Railroad, Columbus Hospital, Mountain Bell Telephone Company, and the Great Falls Tribune. Great Falls is also a center of government activity with over 5,000 state and federal government employees working within the city.

There are 781 retail business establishments located within the city of Great Falls. These firms employed (in 1971) 3,383 persons, with a total retail sales (in 1971) of over 176 million dollars. There are 142 wholesale business activities in the city which employ nearly 1,400 persons. Wholesale sales (in 1971) exceeded 195 million dollars.

The Great Falls Public School system includes 21 elementary schools, 4 junior high schools and 2 senior high schools. In 1974-75, the elementary schools (K-6) had a total enrollment of 8,713 students, junior high schools (7-9) had an enrollment of 4,651 students, and

senior high schools (10-12) enrolled 4,248 students. Included within the public school system is a Vocational Technical School which enrolled 354 students during this academic year.

The Great Falls Public School system has an excellent support capability, as manifest in the number of specialists employed by the district. For emample, elementary schools specialists are employed in such diverse areas as library, art, instrumental and vocal music, physical education, and environmental education. General support for the district is manifest in capabilities such as school psychologists, physical education specialists, and family counselors.

Expected Outcomes. General classes of student outcomes expected as a result of project activities include:

1. Increased student awareness of the braod range of options in the world of careers,
2. A reduction in school drop outs,
3. An increase in vocational guidance services,
4. More realistic career choices by students,
5. Greater perceived relevance in the school curriculum,
6. An increase in educational and job placement, and
7. Total involvement by both teachers and administrators in career educaton.

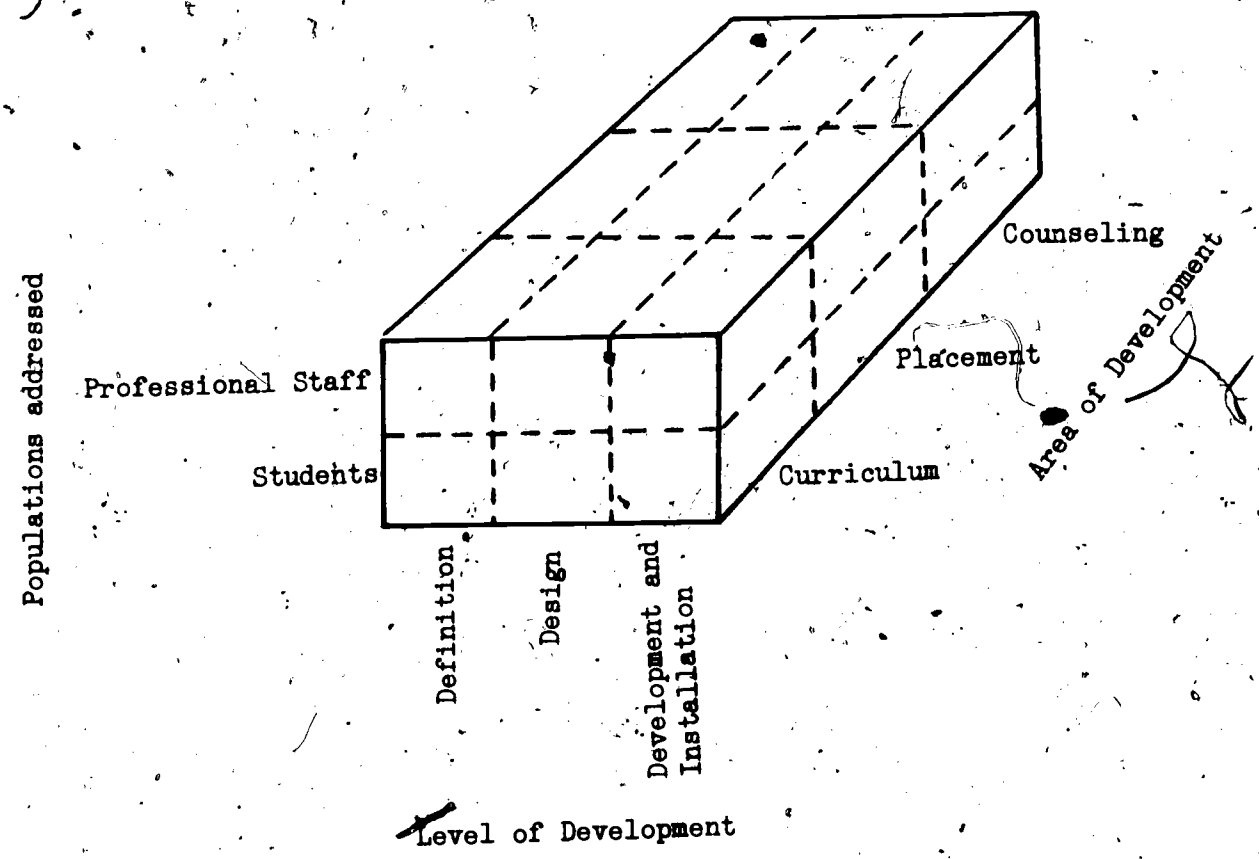
2. Structure and Organization

Historically, career education has not existed as a discrete, mutually exclusive, entity. Rather it represents a philosophy of education which should ultimately permeate the entire educational structure of a given institution. Obviously, this factor poses special problems for a "project" devoted to the development of such a philosophy within a school district. It requires the support of all echelons of administration, instructional and support staff if the desired goal is to obtain.

Because of the pervasive nature of career education, it was necessary during the first year to develop a conceptual structure which would enable the project staff to identify specific tasks and to subsequently prioritize those tasks for efficient management of the project.

FIGURE 1

Conceptual Structure of the Project



This model served to concomitantly organize and integrate the primary foci of career education and development of operational programs. The three major dimensions shown are levels of development, areas of development, and populations of concern.

Additionally, there has also existed an historical ambiguity in the definition of elements included within the broader concept of career education. For example, confusion has existed in the definition of such elements as self-awareness, familiarization, program activities, outcome areas, treatments, work values, etc. Consequently, project staff traced these elements through the literature and assigned specific definations to each of the major concept elements. These were subsequently ordered into the model shown in Figure 2. The elements, including a complete listing of treatments, are shown in outline form in Table 1.

TABLE 1

PROGRAM ELEMENTS

A. Outcome Areas

1. Self-Awareness
2. Basic Skills
3. Work Values
4. Work Knowledge
5. Career Decision-Making Skills
6. Work Habits
7. Work Seeking/Obtaining Skills
8. Placement
9. Continued Education

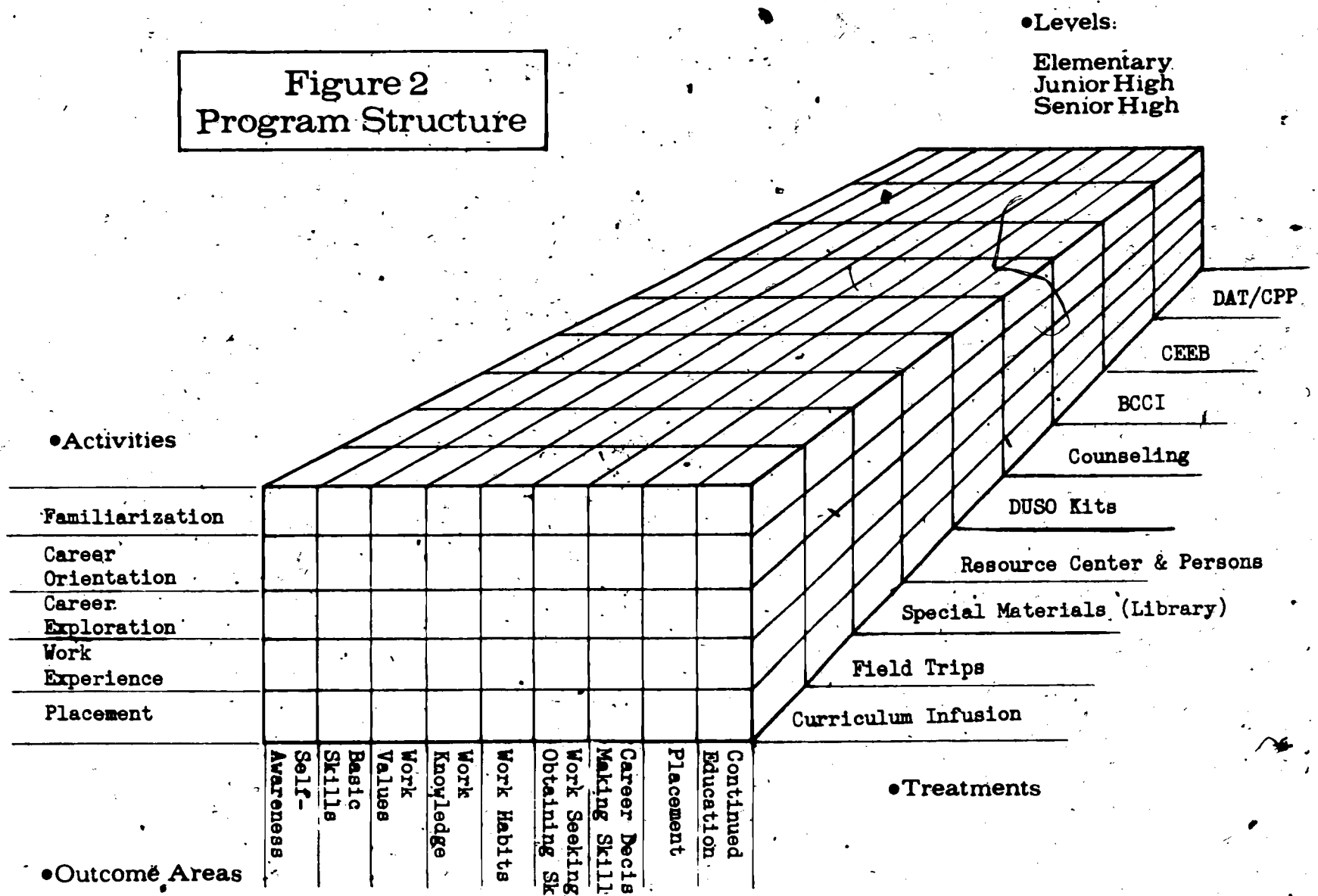
B. Activities

1. Familiarization
2. Career Orientation
3. Career Exploration
4. Work Experience
5. Placement

C. Treatment

1. Curriculum Infusion
2. Field Trips
3. Special Materials
4. Resource Centers
5. Counselor Activities
6. Career Information Centers
7. Placement and Follow-up
8. D.H.S.O.
9. Resource Persons
10. B.C.C.I.
11. Library Study
12. D.A.T./C.P.P.
13. C.E.Q.
14. ATS-6
15. World of Construction
16. C.E.E.B./Decision and Outcome
17. O.V.I.S. & C.I.C.
18. G.A.T.B. & I.C.L.
19. Career Math
20. Work Observation
21. Work Experience
22. Vocational Education Courses
23. Placement Procedures
24. Job Seeking Program
25. Military Cluster
26. Consumer Economics

Figure 2
Program Structure



3. Program Goals

The structure described in the preceeding section has proven useful throughout the history of the project to identify specific project objectives and tasks to be completed. These models have also proven useful to prioritize tasks for efficient management of the total effort.

Goals and objectives established during the first year have been largely retained. These are:

1. Placement: To develop a program which facilitates satisfactory placement of students in either employment, education, or training which permits the pursuit of a career choice or meets a real or perceived economic need.

2. Counseling: To develop and implement procedures that enable students to explore and understand their unique characteristics and how these characteristics relate to the defined life roles (citizenship, family, avocational, economic).

3. Management: To develop procedures for planning, organizing, coordinating, directing and controlling staff, project, district and community resources to insure the adoption of project goals within the district and to facilitate transportability of the model.

4. Curriculum: To facilitate integration of career education concepts into the curriculum such that each student may systematically develop those skills that enable him to function in the defined life roles, including, but not limited to, citizenship, family, economic, and avocational.

Major project activities during this past year have included:

1. Effecting curriculum infusion in specified grade levels and/or academic areas,

2. Dissemination of both instructional and counseling materials,

3. Incorporating decision-making materials into secondary curricula,

4. Providing for a demonstration of satellite technology in selected schools,

5. Initiating use of a community resource center in all schools,

6. Developing both placement and follow-up services,

7. Developing materials and strategies for improving student job-seeking skills, and

8. Assessing local needs for additional vocational and/or work experience programs.

Specific objectives for the project during this past year, and the relationship which existed between project objectives, project treatments, and outcome areas, are described more fully in the evaluation design which is included as Appendix A to this report.

B. PROJECT PROCEDURES

1. Curriculum Development

At the elementary level efforts were continued to determine those logical places within the existing curriculum for infusion of career education concepts. The emphasis was placed on the basal reading adoption and some refinement of units within the social science program. Evaluation of supplementary print and non-print materials was also continued throughout the year. The new kindergarten curriculum guide, with its emphasis on self-awareness, was piloted and subsequently revised for final publication.

At the secondary level interested teachers were encouraged and assisted by project staff to incorporate elements of career education into their instructional programs. Activities focused on self-awareness, decision-making, values clarification, and career exploration. Late in the year all secondary teachers were surveyed to determine the degree to which career education concepts are presently emphasized. This will form the basis for continued development during 1975-76. A limited number of students participated in the Region VIII Satellite Technology Demonostration. Although this will not be available in the near future, the evaluation data should be useful in developing program format, using similar media and materials.

Development of the Community Resource Center proved valuable at both elementary and secondary levels. Teacher evaluation was overwhelmingly positive.

2. Counseling

New approaches to test interpretation, and the utilization of special staff in the Career Information Center, were two efforts to improve career guidance services in the senior high school. A change in scheduling procedures also contributed to better use of counselor time.

3. Placement and Work Experience

Project staff worked with a Citizen Involvement Committee to plan a centralized placement service for young people. The major objective is to consolidate the efforts of the various agencies serving youth.

Cooperative work experience programs have been expanded with the addition of Agri-business to the vocational curriculum. Plans were developed with high school administrators for an extended day program which would facilitate work experiences outside the cooperative programs, but would include development of job seeking/job maintaining skills. This plan has been submitted to the Superintendent for consideration by the Board of Trustees.

4. Management Activities

Routine project supervision was extended to include developing and conducting graduate inservice classes, editing and publishing curriculum units developed by participating teachers, organizing a cataloging system for professional career education materials, and implementing an internal accounting system.

A great deal of time was spent structuring treatment groups to ensure project compliance with established evaluation guidelines.

C. EVALUATION OF THE PROJECT

1. Introduction

Rationale: From the outset, evaluation of the project has been conceptionalized as a long-term effort, with the first and second years of project operations being primarily information-based studies. During the third year, when the project will be seeking to establish generalizability of the developed model, the evaluation will be predicated largely upon conclusion-oriented studies. However, political realities require decision information of various types, at different levels, throughout a project's history. Therefore, some evaluation activities reported employed traditional design and analysis models, e.g., pre-post testing procedures on specified dimensions; establishment of base lines for purposes of assessing change; etc. This rationale is consistent with the conceptual structure of the project - Definition, Design, Development, and Installation.

Definition for Evaluation Employed: Evaluation, as employed for this project, is a continuous process involving the constant examination and reappraisal of activities and policies which facilitate making rational decisions between frequently conflicting alternatives. It includes identifying, or specifying, an information need; and collecting, analyzing, and reporting information which will aleviate that need. Ultimately, such evaluation information should lead to some action. If it does not, then the utility of the evaluation effort must be seriously questioned.

In this project, as in society generally, the majority of information needs are generated by persons in a decision-making capacity. Included, among others, are school staff, community agency representatives, state agencies' staff, and state legislators. Each of these groups of individuals makes decisions at different levels, and therefore, requires different types of information, in varying formats, and at varying times.

The concept of evaluation employed in this project is not a product, but rather a means of enhancing and operationalizing definitions for project intents, and simultaneously maximizing the benefits to derive from consumption of available resources. The intent has been to provide information required for planning and managing the project and for ultimately describing the strengths and deficiences of the project relative to desired outcomes.

Evaluation Guidelines: In an effort to systematically derive a useful definition for career education, the United States Office of Education commissioned Development Associates, Inc. to conduct a review of available literature, funded projects, related legislation and each of the different theories which appeared to contribute in some way to the concept of career education. The primary intent of

this effort was to specify what objectives should be associated with the concept. Development Associates used as their base theoretical constructs which emanated from the work of both industrial psychologists and educational theorists. Also considered were several recent attempts to operationally define career education, such as those manifest in experimental programs funded to implement career education in public school settings.

This effort resulted in a list of nine desired student outcomes. These are:

1. Students will demonstrate increased self-awareness;

2. Students will demonstrate increased competency in basic academic and vocational skills;

3. Students will demonstrate increased awareness of work values and possess a desire to engage in paid or unpaid work;

4. Students will demonstrate increased awareness of and knowledge about work;

5. Students will demonstrate increased competency in career decision-making skills;

6. Students will demonstrate good work habits;

7. Students will demonstrate work-seeking and work-getting skills;

8. Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their career plans; and

9. Students will be aware of means available for continued education once they have left the formal educational system.

A second product emergent from Development Associates' work was a set of evaluation guidelines. The model which they developed was presented as a part of the management process for any career education activity. It was conceptualized as beginning with the development of a plan to reach certain goals or obtain certain results. It was further predicated upon the belief that evaluative data was needed at both the local and national levels. Primary concern at the local level would be to provide those data which would facilitate attainment of objectives for a specified project. Data to be provided for use at the national level would focus upon those kinds of issues necessary in the formulation of policy for continued funding and further definition of the concept of career education.

The model proposed by Development Associates includes thirteen steps which are implemented throughout a continuing evaluation process. These steps are:

1. Prepare the program overview;
2. Complete the Outcome Question/Treatment Group Matrix;
3. Formulate evaluation questions;
4. Specify the design;
5. Specify data sources;
6. Select or develop instruments;
7. Prepare a sampling plan;
8. Prepare a data analysis plan;
9. Prepare a data collection plan;
10. Finalize the design and prepare a reporting plan;
11. Implement the data collection plan;
12. Analyze data; and
13. Report findings.

These thirteen steps were generally followed in the design and conduct of this evaluation to insure that data derived was of maximum usefulness at the national level. Steps 1 and 2 are equivalent to Phase I (pre-Design) of this evaluation; steps 3 through 10 are equivalent to Phase II (Design); steps 11 and 12 are equivalent to Phase III (Design Implementation); and step 13 is equivalent to Phase IV (Reporting).

Purpose: In a developmental program, such as the Great Falls Exemplary Program in Career Education, the primary purpose for an evaluation is to supply timely, credible, and manageable information that will support both project staff and the project sponsor in meeting four basic responsibilities. These are:

1. Establishment of meaningful and valid criteria for project outcomes;
2. Effective and prudent use of project resources to attain project goals;
3. Objective and useful dissemination of information to the educational community and other concerned publics, and
4. Accountability to the sponsoring agency.

The evaluation plan implemented, in addition to satisfying the basic responsibilities listed above, was also designed to:

1. Determine the extent to which the objectives of the project were accomplished,

2. Determine what factors either enabled or precluded the accomplishment of specified objectives; and

3. Promote the inclusion of successful components of the project into vocational education programs supported with funds other than those from the grant.

Procedures: Generally, evaluation of the project was accomplished in five phases. These are (1) Problem Definition, (2) Design, (3) Implementation, (4) Reporting, and (5) Management.

In an attempt to ensure that information needs of the project sponsor were adequately satisfied, evaluation guidelines established by the sponsor were systematically followed. As noted earlier, the numerous steps outlined in the Guidelines were divided into the five phases listed above. The complete evaluation design, which describes procedures employed, is included as Appendix A.

2. Data Generation

Introduction: The continued developmental nature of the project, juxtaposed with requirements of the National Guidelines, necessitated the use of several procedures and instruments for collecting data. Through a variety of instrumentation techniques, an attempt was made to describe alternative perceptions of significant project components and to concomitantly measure the effects of operational treatments.

Operationally, these data requirements necessitated the use of designs which would establish causal relationships and several other instruments which would provide project staff with information needed to structure future activities. Data generation techniques employed are discussed below in relation to each of the major types of instrumentation.

Tests: In developing the national evaluation guidelines for career education programs, Development Associates systematically reviewed a number of test instruments for which sufficient research data were available and where an attempt had been made to establish norms. These tests were organized in relation to student outcomes and were recommended for use by all projects.

In the majority of cases, recommended tests were employed as criteria for selected treatments. However, in some instances, the test also served as a treatment. For example, the Barclay Classroom Climate Inventory was employed by teachers as a specific treatment with the Self-Observation Scales test used as the criterion.

Recommended tests employed in this evaluation are listed in Table 2. A complete description of the test employment strategy is summarized in Table 3.

Questionnaires: Eleven questionnaires were employed in the conduct of this evaluation. Objectives addressed are summarized in Table 4. Specific project and/or student outcome areas addressed in these questionnaires may be determined by examining Table 3 of the Evaluation Design. On that table, outcome areas, project objectives, and evaluation objectives are cross-referenced.

Record Data: In a typical evaluation, a great deal of useful information is routinely generated during project operations. A summary of these types of data, called "Record Data", which contributed to this evaluation, is shown in Table 5.

A more complete description of data generation and related procedures employed for this evaluation may be seen in the evaluation design (Appendix A). Mush of the information included there has been purposely omitted from this report to simplify the report format.

TABLE 2

TESTS EMPLOYED

Test	Project Objective	Outcome Area	Grade Level
Self-Observation Scale	1	I	3-6
Career Education Questionnaire	2	IV	3
Career Awareness Inventory	2	IV	6
Career Maturity Inventory	2	IV	9
Career Development Inventory	2	IV	9
Assessment of Career Development	2	IV	12
Career Development Inventory	2	IV	9
Career Maturity Inventory	3	V	10
Career Development Inventory	3	V	12
Deferential Aptitude Test with Career Planning Program	1	I	9
Barclay Classroom Climate Inventory	1	NA	3-6
Ohio Vocational Interest Scale	2	NA	9
General Aptitude Test Battery/Interest Check List	3	NA	11-12

TABLE 3

TEST EMPLOYMENT STRATEGY

Eval Obj	Population			Design	Data Requirements	
	Grade	School	#		Treatment	Criterion
1	4	Franklin	30	pre-post	BCCI	SOS
	6	Franklin	30	pre-post	BCCI	SOS abilities
	9	North/Paris	30	pre-post	DAT/CPP	self-report abilities
	9	North/Paris	30	post only	None	self-report
2	3	Whittier Collins Lewis & Clark Morningside	132 total	pre-post & comparison	Teacher Training	CEQ
	6	Skyline Lincoln Meadowlark	75 total	pre-post	Field trips & resource persons	CAI
	10	GFHS Gr 10	40	pre-post	Use of CIC, OVIS & ATS-VI	CMI
	9	East Gr 9	30	pre-post	ATS-VI	CMI
	12	GFHS	16	pre-post & comparison	CIC use/nonuse	ACD
3	10	GFHS	50	pre-post	OVIS & CEEB/D&O	CMI
		GFHS	25	pre-post	OVIS only	CMI
	11-12	CMR	10	pre-post	GATB/ICL/CEEB	CDI
	12	CMR	30	pre only	CEEB/D&O	CDI

TABLE 3 (continued)

Eval Obj	Population			Design	Data Requirements	
	Grade	School	#		Treatment	Criterion
4	11-14	NA	15	post only	NA	Quest w/exp
5	10-12	NA	6	post only	NA	Quest report
6	NA	NA	NA	NA	NA	budget
7	10-14	NA	NA	NA	Established operational placement svc	number students placed

TABLE 4

QUESTIONNAIRES EMPLOYED FOR THE EVALUATION

Respondent	Evaluation Objective	Purpose/Focus
Coop Work Coordinators	5	Description of procedures employed to identify cooperative work stations
Student drop outs	4	Congruence between desired and actual placement in a job. Exit questionnaires
Director, Vo-Ed	5	Nature and amount of liasion with career education for: (a) course development, (b) program articulation, and (c) program development
CIC Director	8	Inventory of CIC materials, Procedures for student use of CIC
Gr 11 & 12 students	8	Personal perception of value of CIC in career decision-making
Counselors	8	Frequency of referral of students to CIC
Students who use CIC	8	Perceptions of CIC value in career decision-making
Part D Project Directors	13	Definition and description of transportability as employed by their projects
Montana Superintendents	13	Description of information needed to adopt Great Falls components developed under the auspices of this project
Teachers who have taken the CE course	15	Frequency of use of activities labeled as career education related
Teachers who have used selected tests	17	Ratings of selected tests for use in CE programs

TABLE 5

RECORD DATA WHICH CONTRIBUTED TO THE EVALUATION

Objective	Data Element Number	Description
1	1	Number of hours spent in use of (a) BCCI and (b) DUSO I & II
1	2	Number of hours devoted to interpretation of OVIS in (a) groups, and (b) individual sessions
1	3	Number of students in each group names in (2) above
1	4	Number of hours of joint planning for OVIS interpretation by teachers and counselors
1	5	Description of follow-up activities prescribed from OVIS interpretation by (a) teachers, and (b) counselors
1	6	Hours of classroom use of DUSO Kits
1	7	Number of students in classes where DUSO Kits were used
1	8	ITBS scores for 30 students each, in grades 4, 8, and 6, whose teachers have completed the Career Education course
1	9	ITBS scores for 30 students each, in grades 4, 8, and 6, whose teachers have not completed the Career Education course
2	10	Number of field trips taken, when, and to where
2	11	Name and occupation of each resource person used
2	12	Number of hours of CIC use for selected sample of students who use GFHS CIC and who also use counseling services
2	13	Class roster and total hours each student spent in use of ATS-6 demonstration broadcasts
3	14	Hours per student spent in use of CEEB materials and OVIS interpretation
3	15	Hours per student spent in use of OVIS scores for group counseling

3. Report of Data Related to Goal Attainment

Introduction: As noted earlier, this evaluation has attempted to satisfy a diverse range of information needs and requirements; from those required by the Evaluation Guidelines to those of the project for short and long range planning.

The most expedient reporting format appeared to be selected outcome areas described in the Evaluation Guidelines. However, a number of evaluation objectives were not directly related to these and have been reported as "Related Activities".

Self-Awareness: The evaluation design prescribed measurement of changes in student self-awareness in grades three, six, and nine. At each grade level, a pre-post design was employed, using a criterion judged appropriate for the treatments employed.

The treatment for grade three was use of the Barclay Classroom Climate Inventory and subsequent interpretation/use of that instrument by the classroom teacher. The criterion employed was student performance on the Self-Observation Scales.

Teachers spent an average of 11.75 hours using the B.C.C.I. Unfortunately, due to administrative problems, it was not possible to use the S.O.S. as a pre-post measure. Since only one measure is available, it will be established as a baseline for subsequent years of the project.

Student performance on both the primary and intermediate forms of the S.O.S. is reported in Tables 6 through 8, respectively.

At grade nine the treatment employed was use and interpretation of the Differential Aptitude Test/Career Planning Program. The criterion was a student self-report of abilities. In addition to the treatment group, a second group of students was selected as a comparison. No attempt was made to watch these groups due, primarily, to administrative problems inherent in such procedures.

Changes in student self-report of abilities for the treatment group are shown in Table 9. As shown, there were significant changes in student awareness of their Verbal Reasoning Abilities, Numerical Abilities, Arithmetic Reasoning, and Spatial Relations. The comparison group received no treatment.

As shown in Table 10, the treatment group demonstrated a significant increase in perception of ability while the comparison group did not.

Two additional tests were made to assess the adequacy of the criterion. As shown in Table 10, there is a significant correlation between treatment group pre-test scores and actual performance on the D.A.T. Additionally, variance was homogenous within the treatment group.

These data, while promising, also suggest that some other factor was operating within the treatment group; for the comparison group could have been expected to perform equally.

TABLE 6

Self Observation Scale: Baseline for Primary Level

	Self Acceptance	Social Maturity	School Affiliation	Self Security	Achievement Motivation
Number of Cases	27.00	27.00	27.00	27.00	0.0
Average Score	47.07	53.59	46.26	51.19	0.0
Standard Deviation	8.27	9.79	12.93	9.05	0.0
Average Percentile Score	40.93	55.85	45.00	54.59	0.0

TABLE 7

Loy School Baseline: Self-Observation Scales
Intermediate Level

	Self Acceptance	Self Security	Social Maturity	Social Confidence	School Affiliation	Teacher Affiliation	Peer Affiliation	Achievement Motiviation
Number of Cases	24.00	24.00	24.00	24.00	24.00	24.00	24.00	24.00
Average Score	48.96	46.58	52.38	54.58	48.71	48.25	49.54	49.71
Standard Deviation	10.11	10.83	9.46	7.86	10.42	9.68	9.61	5.30
Average Percentile Score	49.92	40.88	59.92	64.67	47.88	48.25	51.71	49.38

TABLE 8

Franklin School Baseline: Self-Observation Scales
Intermediate Level

	Self Acceptance	Self Security	Social Maturity	Social Confidence	School Affiliation	Teacher Affiliation	Peer Affiliation	Achievement Motivation
Number of Cases	137.00	137.00	137.00	137.00	137.00	137.00	137.00	137.00
Average Score	48.72	52.57	48.80	48.93	49.43	49.05	50.72	49.71
Standard Deviation	10.55	11.04	10.68	9.21	10.08	10.33	10.47	5.78
Average Percentile Score	49.36	59.14	50.32	47.91	49.14	51.73	55.05	48.91

TABLE 9

Change in Student Self-Awareness

Grade 9:

Treatment: Interpretation of DAT/CPP
Criterion: Self-report of abilities

Treatment group: Paris Gibson Junior High School
Comparison group: North Junior High School

Treatment Group: Pre-post test scores on the criterion

Scale	Exy	Nx	Ex	Ex	Ny	Ey	Eyl	DF	td
VR	254	18	70	294	18	63	231	17	1.8 *
NA	239	18	68	276	18	61	217	17	1.94 *
AR	190	17	65	269	17	49	155	16	2.88 **
CSA	204	18	57	221	18	62	226	17	-.79
MR	247	18	68	286	18	63	241	17	.86
SR	223	17	68	298	17	53	179	16	3.45 ***
AP	250	18	68	298	18	62	230	17	1.14
LU	245	18	70	288	18	61	225	17	2.03 *

* significant at .05 level; one tailed test
** significant at .01 level; one-tailed test
*** significant at .005 level; one-tailed test

Scale	$\bar{X}$,pre	$\bar{X}$,post	df	t
VR	3.88	3.5	17	1.8 *
NA	3.77	3.38	17	1.94 *
AR	3.8	2.89	16	2.88 **
CSA	3.16	3.44	17	.79
MR	2.78	2.50	17	.86
SR	4.00	3.12	16	3.45 ***
SP	3.77	3.44	17	1 14

* significant at .05 level; one-tailed test
** significant at .001 level; one-tailed test
*** significant at .005 level; one-tailed test

TABLE 10

Treatment and Comparison Group Change in Self-Awareness

Treatment: Interpretation of DAT/CPP
Criterion: Self-report of abilities

Group	$\bar{X}$, pre	$\bar{X}$, post	df	t
Paris Gibson	66.75	58.83	7	3.128 *
North	87.50	91.75	7	.79

*significant at the .01 level, one-tailed test

Correlation between pre-test and actual DAT scores

Paris Gibson = .859 ***
North = .399

*** significant at .005 level

F test for homogeniety of variance

Group	σ_x^2	σ_y^2	df_x	df_y	F
Paris Gibson	17.36	30.125	7	7	1.73
North	5.36	49.26	7	7	9.19*

*significant at .01 level

Differences between post-tests; treatment groups

Group	$\bar{X}$, post	df	t
Paris Gibson	57.7		
North	44.77	14	3.246*

*significant at .01 level

Data presented in Table 10 also show a significant difference on the post-test between the treatment and comparison groups. Given the other differences which existed, this was expected.

These data strongly suggest that use of the DAT/CPP was influential in changing students self-awareness on the constructs measured by the DAT. However, due to the lack of control manifest in typical classroom studies, it is impossible to establish a causal relationship.

Further study of the DAT/CPP as a strategy to change student levels of self-awareness is warranted by the data.

Awareness of, and Knowledge About, Work: Measures of this outcome area were taken in grades three, six, nine, and twelve. In each case a different treatment was employed and, consequently, across grade level comparisons should not be made.

The treatment at grade three was Curriculum Infusion, which was defined in this project as a teacher who had been trained in Career Education. Comparison groups were again employed, using teachers who had not been formally trained in Career Education. The criterion for both groups was the Career Education Questionnaire.

As shown in Table 11, a significant difference existed between pre- and post-test scores for the treatment group. Data presented also shows a significant difference between the treatment and comparison groups on the post-test.

These data support the conclusion that teacher training has a significant influence on development of student awaress of, and knowledge about, work at grade three.

The treatment at grade six consisted of an ad-hoc use of field trips and resource persons. Representative field trips included (1) Air Force Base, (2) printing plant, (3) banks, (4) geological sites, (5) auto repair shop, (6) State and Federal Government office, (7) City offices, and (8) retail sales stores. Total number of field trips taken by the three treatment groups was 38.

A variety of resource persons were used by treatment group teachers. They included numerous professions, trades, and government employees. A total of 26 resource persons visited and/or met with treatment group classes throughout the year.

The criterion employed at grade six was the Career Awareness Inventory. It was administered in a pre-post-test design. Data derived from this testing procedure are shown in Table 12. The difference between pre- and post-testing across the groups was significant.

This analysis was across treatment groups rather than pre-post for each group. Consequently, since a directional change was not hypothesized, a two-tailed test was felt to be more appropriate.

TABLE 11

Change in Awareness of, and Knowledge About, Work

Grade 3

Treatment: Curriculum Infusion (teachers trained in Career Education)
Criterion: C.E.Q.

Group	N	$\bar{X}$,pre	$\bar{X}$,post	df	t
Treatment	72	18.39	20.81	2	6.75*
Comparison	59	17.59	18.64	2	3.09
Treatment			20.81		
Comparison			18.64	4	4.43**

* significant at .05 level, one-tailed test
**significant at .02 level, two-tailed test

While the pre-post test results are significant, some caution should be exercised in drawing conclusions about a causal relationship between treatment and criterion. Additional studies are warranted to determine what variable, or combination of variables, would account for the difference obtained.

Several treatments and two criterion tests were used at grade nine. Treatment administered and the criterion employed for each are outlined below:

- Curriculum Infusion/C.M.I.
- ATS-VI Demonstration/C.M.I.
- ATS-VI Demonstration and Counselor Interpretation/C.M.I.
- Interpretation of O.V.I.S. results/C.M.I.
- Interpretation, by teacher and counselor, of both O.V.I.S. and C.E.E.B. Program/C.M.I.
- Use of Career Information Center/A.C.D.

Curriculum Infusion was again defined as teachers who had completed formal training in career education. As shown in Table 13, this treatment had no significant effect upon students in grade nine.

Results of the ATS-VI Demonstration are shown in Table 14. This treatment did have a significant effect upon ninth grade students. Complete pre-post-test data were not available for grade ten due to administrative problems.

The ATS-VI Demonstration, coupled with counselor interpretation, did have a significant effect upon grade ten students. These data are reported in Table 15.

Data presented in Table 16 suggest that use of O.V.I.S. test results only does not have a significant effect upon student performance. This is further reinforced by the low correlation between the self-appraisal scale on the Career Maturity Inventory and hours of counseling each student received.

Data presented in Table 17 describe the effects of teacher and counselor interpretation of the O.V.I.S. coupled with the C.E.E.B. Decisions and Outcomes Program. As shown, this intense effort had little effect upon student performance. The negative correlation between this strategy and student scores on the self-appraisal scale of the C.M.I. suggest the strategy may have been too intense - students learned too much about themselves and were possibly unable to cope with what was revealed.

Each of the treatment groups described above were compared with a general sample of students, again using the C.M.I. The results of this comparison are shown in Table 18. These data suggest three conclusions: (1) The C.M.I. is not sufficiently sensitive to detect changes in student awareness and knowledge about work, (2) Students at this grade level are unresponsive to treatments of the type employed, and (3) Studies to identify a better criterion are warranted.

TABLE 12

Change in Awareness of, and Knowledge About, Work

Grade 6

Treatment: Use of field trips, resource persons and teachers trained in Career Education
Criterion: C.A.I.

Group	N	$\bar{X}$,pre	$\bar{X}$,post	df	t
Meadowlark	24	102.88	109.13		
Skyline	19	94.26	103.40		
Lincoln	25	92.32	101.60	2	8.32*

*significant at .02 level

TABLE 13

Change in Awareness of, and Knowledge About, Work;

Curriculum Infusion

Grade 9, West Junior High School

Treatment: Curriculum Infusion
Criterion: C.M.I.

Competence Test

N,pre	N,post	$\bar{X}$, pre	$\bar{X}$,post	df	t
29	29	13.06	12.6	4	1.08

Attitude Scale

Pre-test		Post-test		Change	
Raw Score	% ile	Raw Score	% ile	Raw Score	% ile
35.5	52	34.5	46	-1.0	-6

TABLE 14

Change in Awareness of, and Knowledge About, Work;
ATS - VI Demonstration

Grade 9, East Junior High School
Grade 10, Great Falls High School

Treatment: ATS-VI Demonstration Program
Criterion: C.M.I.

Competence Test

Grade	N, pre	N, post	$\bar{X}$, pre	$\bar{X}$, post	df	t
9	31	25	12.1	13.0	4	3.11*
10	NA	21	NA	14.4	-	-

* significant beyond .025 level; one-tailed test

Attitude Scale

	Pre-test		Post-test		Gain	
Grade	Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
9	32.9	44	37.2	66	4.3	22
10	NA	NA	36.2	58	-	-

NA (not available)

TABLE 15

Change in Awareness of, and Knowledge About, Work;
ATS - VI Demonstration and Counsellor Intervention

Grade 10, Great Falls High School

Treatment: ATS - VI Demonstration Program and Counsellor intervention
Criterion: C.M.I.

Competence Test

N,pre	N,post	$\bar{X}$,pre	$\bar{X}$,post	df	t
20	19	14.02	13.46	4	2.85*

Attitude Scale

Pre-test		Post-test		Gain	
Raw Score	%ile	Raw Score	%ile	Raw Score	%ile
34.2	44	34.7	46	0.5	02

TABLE 16

Change in Awareness of, and Knowledge About Work as a Result of O.V.I.S. Interpretation Sessions

Grade 10, Great Falls High School

Treatment: Interpretation of O.V.I.S. results
Criterion: C.M.I.

Competence Test

N,pre	N,post	$\bar{X}$,pre	$\bar{X}$,post	df	t
20	22	14.16	14.14	4	.044

Attitude Scale

Pre-test		Post-test		Change	
Raw Score	% ile	Raw Score	% ile	Raw Score	% ile
35.8	56	35.4	51	-0.4	-5

Correlation (Pearson) between scores on the Self-Appraisal scale and hours of individual counseling is shown below:

N	$\bar{X}$ self-appraisal	$\bar{X}$ hours of councelling	t
20	13.5	1.55	.06

Additional correlations were not computed, i.e., remaining scales and counseling procedures, as there did not appear to be any significant differences in the data.

TABLE.17

Effects of C.E.E.B. and O.V.I.S. Use on Student Awareness and Knowledge of Work

Grade 10, Great Falls High School

Treatment: Interpretation, by teacher and counselor, of both the O.V.I.S. and C.E.E.B. Program
Criterion: C.M.I.

Competence Test

N,pre	N,post	$\bar{X}$,pre	$\bar{X}$,post	df	t
17	15	12.28	12.4	4	-0.34

Attitude Scale

Pre-test		Post-test		Change	
Raw Score	% ile	Raw Score	% ile	Raw Score	% ile
35.6	54	35.9	54	.3	-0-

Correlation (Pearson) between scores on the Self-Appraised scale and total hours of counseling (group; individual; O.V.I.S.; and C.E.E.B.) is shown below:

N	$\bar{X}$ self-appraisal	$\bar{X}$ hours of councelling	t
14	12.9	10.57	-0.11

TABLE 18

Comparison of Treatment Groups with a General Sample of Students

Criterion: C.M.I.
Comparison Group (grade 10): $N = 56$ $\bar{X} = 13.48$

Treatment	N	$\bar{X}$	ti
O.V.I.S. and C.E.E.B.	15	12.4	-0.95
Curriculum Infusion	29	13.06	-0.32
O.V.I.S. Interpretation	22	14.14	0.46
ATS - VI and Counselling	19	13.46	-0.02
ATS - VI	23	13.0	-0.40

At grade twelve, the treatment employed was use, by students, of a staffed Career Information Center. The criterion employed was the A.C.D. test. Results of this study are presented in Table 19. As shown, there is no significant difference between the pre-post-test. However, this treatment is very loosely defined and it is difficult to draw any conclusions from these data.

A seperate study of student use of the C.I.C. is reported in a later section of this report. This information was sought in an attempt to define more precisely what contributions a C.I.C. might make to a career education program.

The lack of significance in each of these treatments was, to say the least, perplexing. Consequently, maturity was established as the independent variable for a separate study with the A.C.D. as the criterion. Data from this study are presented in Table 20. As shown, students in grade eleven performed significantly better on this test. These data suggest that some combination of variables was, in fact, providing students with the desired knowledge. Further study of these factors should be completed.

Basic Skills: Only one study, at grades four and six, was conducted for this outcome area. Results of the study are reported in Table 21. The logic of expecting a change in student basic skills as a result of participating in career education activities is very weak. The lack of significant differences was expected.

The problem here appears to be not with the treatment or the criterion, but with the outcome area itself. It appears the major concern is one of student motivation, not basic skills. One could expect student performance on a test of basic skills to change if, over an extended period, he had been highly motivated to learn these skills.

It is suggested the project sponsors reconsider the logic of this outcome area.

Career Decision-Making Competency: Assessment in this area was limited to grades ten, eleven, and twelve. However, a variety of treatments were employed, including use of the C.E.E.B./Decisions and Outcomes Program, interpretation for students of their performance on the General Aptitude Test Battery, and the Interest Check List.

Data from the C.E.E.B./Decisions and Outcomes treatment are reported in Table 22. As shown, there were no significant differences within the various treatment groups on any of the major scales. This same condition (n.s.d.) obtained when treatment groups were compared to a non-treatment group. These data are presented in Table 23.

The lack of definite findings and several other factors suggested additional analysis and continued studies were appropriate. Consequently, baselines have been established for subsequent years. These are shown in Table 24. Shown in Table 25 are correlations obtained between student scores on the C.D.I. and G.P.A. As shown, only one

TABLE 19

Change in Awareness of, and Knowledge About, Work
(as a result of C.I.C. usage)

Grade 11: Great Falls High School

Treatment: Use of Career Information Center
Criterion: A.C.D. scales

Criterion	Group	N	$\bar{X}$	df	t
Knowledge of Characteristics	treatment	6	42.6		
	comparison	10	41.7	14	.41
Knowledge of Prep. Req.	treatment	6	12.3		
	comparison	10	13.6	14	1.35

TABLE 20

Change in Awareness of, and Knowledge About, Work as a Factor of Maturity

Grade: 8, 9 and 11

Treatment: Maturity (Grades 8 and 9 compared to 11)
Criterion: A.C.D. scales

Criterion	Group	N	$\bar{X}$	df	t
Knowledge of Characteristics	8-9	47	37.04	60	2.21*
	11	15	41.93		
Knowledge of Prep. Req.	8-9	48	10.73	62	3.42**
	11	16	13.12		

* significant at .04 level
** significant at .001 level

TABLE 21

Change in Basic Skills as a Result of Curriculum Infusion (Teacher Training)

Grade	Criterion	Group	N	$\bar{X}$	df	t
6	ITBS/Comp.	treatment	94	67.68		
		comparison	103	64.32	6	1.22
	ITBS/Comp.	treatment	94	68.35		
		comparison	103	64.475	6	1.29
4	ITBS/Comp.	treatment	61	40.95		
		comparison	103	43.22	4	1.91
	ITBS/WS	treatment	61	41.85		
		comparison	103	42.60	4	1.78

TABLE 22

Change Observed in Career Decision-Making Skill

Group: Grades 10-12; N=7

Treatment: C.E.E.B./D & O
Criterion: C.D.I.

Scale	$\bar{X}$,pre	$\bar{X}$,post	df	t
A	103.71	116.14	6	1.32
B	249.42	261.42	6	0.89
C	14.71	15.85	6	0.90
Total	367.85	389.57	6	0.95

TABLE 23

Treatment and Comparison Group Changes in
Career Decision-Making Skill

Treatment: C.E.E.B./D&O
Criterion: C.D.I.

Demography

Group	N	$\bar{X}$age	Sex M	Sex F
Treatment	26	17.56	18	8
Comparison	7	16.43	3	4

Group	N	Rng.	$\bar{X}$	df	t
Treatment	26	213	367.61		
Comparison	7	113	389.57	31	.81

TABLE 24

Baseline Data for Career Decision-Making Skill

Criterion: Career Development Inventory

Group One:

Sex	N	$\bar{X}$,total	σ	Sm	Rng.	$\bar{X}$,age
M	16	378.62	75.14	18.78	285	17.69
F	11	346.82	47.95	14.46	180	17.63

Group Two:

Sex	N	$\bar{X}$,total	σ	Sm	Rng.	$\bar{X}$,age
M	18	361.16	71.31	16.80	213	17.56
F	8	382.13	59.58	21.06	191	17.38

TABLE 25

Correlation Between Student Performance on the C.D.I. and G.P.A.

Group	N	$\bar{X}_{cdi}$	$\bar{X}_{gpa}$	r	m	b
Baseline I	25	368.96	1.784	.45*	.0036	.431
Baseline II	25	370.96	1.676	.31	.002	1.069
Baseline II M	17	365.71	1.6	.405	.002	.786
F	8	382.13	1.84	-.34	-.001	2.228

proved to be significant, which suggests the C.D.I. is a poor predictor of G.P.A. The question not answered is what relationship exists between G.P.A. and Career Decision-Making skills. The answer to this, obviously, must come from a long-term study of some type.

Related Activities: Data are reported in this section which describe a broad range of project activities, each of which is related to development of an exemplary model for career education. The order of presentation is congruent with the order of evaluation objectives (see Design, Appendix A).

1. Establish the degree of congruence between actual and desired student work placement: One of the continuing project concerns has been its effect upon students who leave school, and especially upon student satisfaction in work obtained. This concern is the essence of the requirement outlined in evaluation objective four.

   The broad range of possible contributing factors necessitated narrowing the scope of this objective, finally, to addressing only those students who left school prior to completion of a formal program.

   A questionnaire was designed for administration to these students. The focus of this instrument was:

   1. Reason for leaving school;
   2. Job or position sought;
   3. Job or position obtained,
   4. Current activities relative to their changing jobs;
   5. How their present position was obtained;
   6. Respondents' perceptions of necessary qualifications for a desired position;
   7. Respondents' perceptions of necessary qualifications for their present position;
   8. The most "satisfying" aspect of their present position; and
   9. The least "enjoyable" aspect of their present position.

   The problems in using this student population are obvious - they are scattered across the country and are very difficult to locate. However, ten students who had left school were located and completed the questionnaire.

Of these ten students, three were 16 years of age, four were 17, two were 18, and one was 19. The group included four girls and six boys. Four of the group completed grade nine and six had completed grade eleven.

A summary of their responses to the questionnaire follows:

1. Main reason for leaving school:
   a. Lack of interest
   b. Insufficient credits
   c. Could not "get along"
   d. Expelled
2. Begin to look for a job immediately:
   a. Yes = 60%
   b. No = 20%
   c. No response = 20%
3. Type of job sought:
   a. Anything = 50%
   b. No response = 50%
4. Job obtained (representative):
   a. Grocery clerk
   b. Restaurant (general work)
   c. Babysitting
   d. Cook
   e. Waitress
   f. Father's business
   g. Cocktail waitress (respondent is 18 years old)
5. Satisfied with present position:
   a. Yes = 20%
   b. No = 80%

6. Qualified for present position:

   a. Yes = 100%

7. Obtained present job through:

   a. Friends

   b. Newpaper ads

   c. Parents

   d. Personal application

8. Problems encountered in seeking work were:

   a. Lack of experience

   b. Insufficient assistance from employment agencies

   c. Lack of necessary "contacts", i.e., people who can assist them in finding employment.

While these data are sketchy, there are some important points made. Among them are:

1. Lack of interest and/or perceived relevance of school is cited as the major reason for leaving;

2. The group, as a whole, lacked any sort of career goals;

3. They are generally disatisfied with present employment; and

4. There exists a need for employment assistance to students who leave school early.

2. <u>Describe expansion of job preparation opportunities including vocational education and cooperative work experiences in grades eleven through fourteen</u>: There appears to have been a significant increase in the number of training stations employed during this year compared to last year. In 1973-74, coordinators reported an average inventory of 37 training sites. An average of 106.5 sites was reported during 1974-75. However, there may have been some misunderstanding among the coordinators as to what constituted a training site, as reflected in the range of numbers of sites. This statistic was 327. The median number of sites reported in 1974-75 was 57.5.

   A summary of the cooperative education program is shown in Table 26. These data also describe a large increase over 1973-74.

TABLE 26

Cooperative Education Program Summary

Program	School	Students	Work Station	Total Student	Total Station
Distributive Education	G.F.H.S	82	77		
	C.M.R.H.S.	62	76	144	153
Ind. Cooperative Education	G.F.H.S.	51	51		
	C.M.R.H.S.	62	54	96	105
Office Education	G.F.H.S.	62	55		
	C.M.R.H.S.	27	24	89	79
			Program Total	329	337

Several other comparisons with 1973-74 show some important trends. These include:

1. Nearly half (45%) of the coordinators report supervising 41 or more students. During 1973-74, the mean number of students supervised was 24;

2. Only one coordinator reported a formal student training program in 1973-74. Seven coordinators (78%) reported such programs in 1974-75;

3. Several important changes in criteria used to select students for the cooperative work program are shown in Figure 3. For example, completion of prerequisite courses, economic need, and teacher recommendation are not used as frequently. Generally, these could be considered an improved condition; and

4. Coordinators have assumed much more responsibility for final selection of students (60% to 89%).

Coordinators were asked to list what they perceived as the most significant constraints to operation of the cooperative work program. Their responses were:

1. Teaching load;

2. Business economics of the community;

3. Insufficient personal contacts (relates to number 1 above);

4. Poor career counseling for students;

5. Student classroom load;

6. Lack of equipment;

7. Lack of time to devote to coordination; and

8. Employer education.

An important factor relative to expansion of the cooperative work and vocational education programs is the number of teachers who completed the Career Education training program conducted by the project. During 1974-75, fourteen completed the program, with three of these from outside the Great Falls School District.

3. Report expenditures at each level of project emphasis: This information is presented in Table 27.

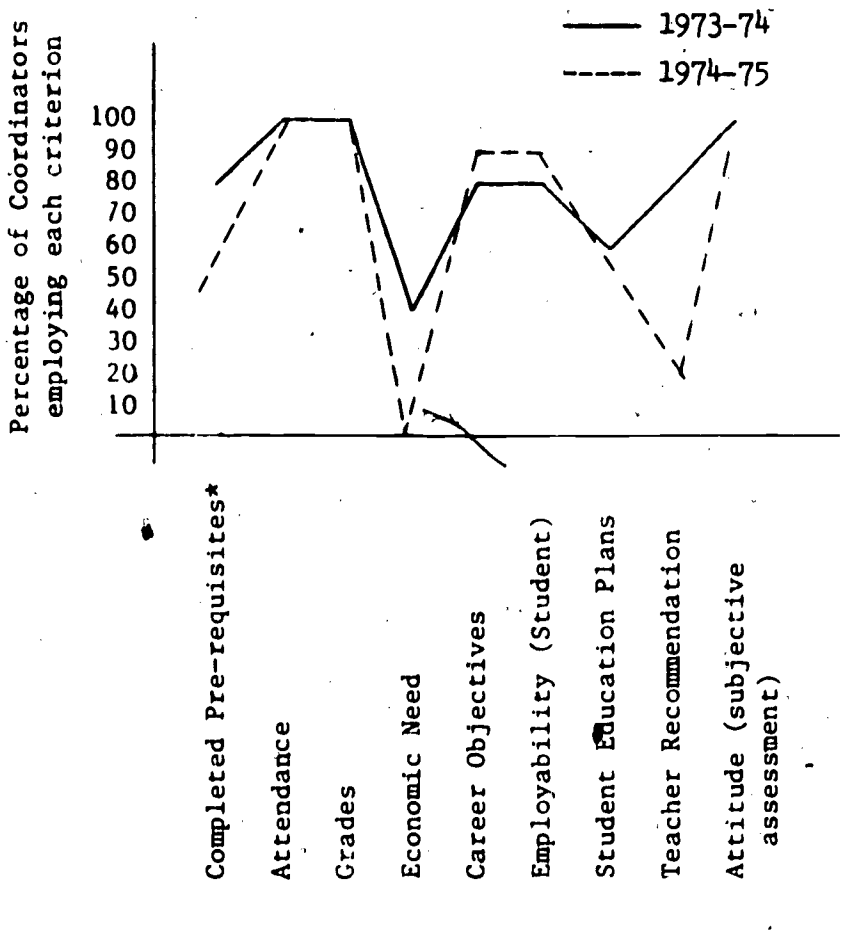
TABLE 27

BUDGET DISTRIBUTION
1974-1975

	K-6	7-12	7-9	10-12	K-12	TOTAL
Personnel						
Project Director					21,360.00	21,360.00
Elementary Consultant	13,816.00					13,816.00
Secondary Consultant			9,422.00	9,422.00		18,844.00
Work Experience Coordinator			4,145.00	12,434.00		16,579.00
Instruction Materials Consultant (part-time)					6,750.00	6,750,00
Secretary & Stenographer					4,500.00	4,500.00
Secretary - CIC				4,000.00		4,000.00
Sub-total	$13,816.00		$13,567.00	$25,856.00	$32,610.00	$85,849.00
Employee Benefits	1,913.00		1,913.00	3,586.00	4,543.00	11,955.00
Travel	1,248.00	1,928.00	2,491.00	1,568.00	825.00	8,060.00
Supplies and Materials	3,814.00		8,067.00	9,106.00	6,004.00	26,991.00
Communications					2,635.00	2,635.00
Services					9,200.00	9,200.00
Equipment		3,000.00			3,000.00	6,000.00
TOTALS	$20,791.00	$4,928.00	$26,038.00	$40,116.00	$58,817.00	$150,690.00

Figure 3

Criteria Employed by Work Coordinators to Select Students for the Cooperative Work Program



*Pre-requisites identified included:
Marketing
Beginning and advanced typing
Office machines

4. Development and use of Career Information Center: Several alternative formats have been employed in establishing C.I.C.'s, with the major difference being in staffing. The following information about the center was provided by the Project Director:

1. All librarians were directed to recategorize material and centrally locate career education materials. Purchase of new material was to be emphasized on all orders. There was more emphasis in the elementary libraries which, heretofore, had not purchased much of this type of material. While self-awareness is seen as an element of career education, it is most often "filed" as guidance material.

2. Two sources were used for basic book and audio-visual selection - Book List and Media and Methods. Selection of materials is generally based upon recommendations of teachers and/or project staff. It is standard procedure to order material on approval for preview.

3. Funding sources for materials come from four major areas:

   a. Regional Library Budget;

   b. Instructional Materials Center Budget;

   c. District Instructional Materials Order Form;

   d. Project Funds.

4. Regular library procedures are used for student use of C.I.C. All material is accessible, but not all types can be taken home because of insufficient equipment for checkout.

5. There exists some rivalry between librarians and counseling staff as to where materials should be housed. This has improved somewhat during the two years of the project. The supervisor feels the graduate classes have helped articulation among all levels. She particularly mentioned the library staff and English teachers working together on a skills unit based on the theme of career education.

Student perceptions of the usefulness of the Career Information Centers at Great Falls High School and

Charles M. Russell High School are described in Tables 28 and 29, respectively. The most important information is that students found the Centers useful in making career decision, which is what they are designed to accomplish.

5. Establishment and use of a Community Resource Center: Systematic development of a Community Resource Center was initiated in 1973-74. Procedures employed are reported in the 1973-74 annual report. This center has proven very effective and useful, as shown by data presented in Table 30 and by the increased number of work stations reported by coordinators.

6. Definition of Model Transportability: A number of persons, including other Exemplary Project directors and federal government representatives, were contacted in an attempt to establish a concensual definition for transportability. Unfortunately, response from persons contacted was very poor. Generally, transportability was defined as the ability to use materials and strategies developed in similar situations. Types of materials included were Teacher Resource Units, Learning packages, etc.

Many of the responses described a rather naive point of view regarding the problems historically associated with generalization of materials and strategies. This concept, and its use in career education, should be examined carefully.

7. Assess the effects of Staff Development Activities: As in most studies conducted in a public school environment, the necessary rigor to establish causal relationships is very difficult to achieve. In this case a decision was made to design the study around figuring of teacher use of strategies addressed in the project sponsored training program.

In conducting the study, an instrument was designed through which teachers were asked to estimate the frequency of use for specified strategies. Respondents closely approximated the desired sample plan. Sample characteristics are described below:

1. Completed Career Education course

   a. Yes = 46%

   b. No = 53%

Age			11	
Sex	M		M	F
Number			35	

Age			16		17	
Sex	M		M		M	
Grade 10						
Grade 11						
Grade 12						

Reason for using the C.I. [illegible] useful

Own choice 25
Counselor Referral
Teacher Referral
Other Referral

TABLE 29

Career Information Center Usage

Charles M. Russell High School

User Demography; n = 52

Grade	10		11		12	
Sex	M	F	M	F	M	F
Number	7	8	11	12	7	7

Age	15		16		17		18		19	
Sex	M	F	M	F	M	F	M	F	M	F
Grade 10	2	4	3	3	2	1				
Grade 11			4	3	7	9				
Grade 12						5	5	2	2	

Reasons for using the C.I.C.:

Own Choice	14
Counselor Referal	2
Teacher Referal	41
Other Referal	6

Usefulness of the C.I.C.:

In finding a job:
- Yes = 10
- No = 26
- Not expected = 16

In making career decision:
- Yes = 21
- No = 20
- Not expected = 9

TABLE 30

Use of Community Resource Center

School	No. of Teacher - Users	No.of Resource Persons Used
C.M.R. High School	6	7
G.F. High School	9	20
East Junior High	10	26
North Junior High	7	14
Paris Gibson J.H.	1	2
West Junior High	3	6
Chief Joseph	3	5
Collins	2	3
Franklin	5	8
Lewis & Clark	1	1
Lincoln	1	2
Longfellow	6	11
Lowell	3	5
Loy	6	14
McKinley	4	27
Meadowlark	2	4
Morningside	1	1
Mountain View	11	24
Riverview	7	14
Roosevelt	1	1

TABLE 30 (continued)

School	No. of Teacher Uses	No. of Resource Persons Used
Russell	2	6
Sacajawea	4	12
Skyline	9	24
Sunnyside	2	3
Valley View	4	7
Whittier	2	3
Sub-total	111	232
Deaf and Blind School	4	7
Parochial Schools		
Holy Family	1	3
Our Lady of Lourdes	1	1
St. Gerard	2	5
St. Joseph	3	7
TOTAL	122	255

2. Grade level taught:

   a. K = 6%

   b. 1-3 = 21%

   c. 4-6 = 32%

   d. 7-9 = 17%

   e. 10 = 16%

   f. 11 = 19%

   g. 12 = 13%

3. Sex:

   a. Male = 34%

   b. Female = 66%

4. Years of teaching:

   a. 1-3 = 6%

   b. 4-6 = 27%

   c. 7-9 = 29%

   d. 10 or more = 37%

Data obtained from the instrument are shown in Table 31. While the obtained Chi Square did not prove to be significant, there is an important difference in the figuring of use for career education strategies between those who have and have not completed a formal course in career education (211/155). This difference could be attributed to a variety of factors, ranging from simply knowing what the strategy names meant to real differences in teaching style. As in several other components of this evaluation, additional studies are necessary to establish a causal relationship.

4. Conclusions and Recommendations

Introduction: The need for a document such as the evaluation guidelines was clear. However, the guidelines produced were sorely inadequate as guidelines for evaluation in public school settings. Perhaps the most difficult problem was in attempting to achieve the degree of precision necessary in treatments to satisfy the intent of the guidelines. Unfortunately, the guideline document only recognized this problem - it offered no useful strategies for overcoming the problem.

TABLE 31

Comparison of Strategy Use by Those Who Have Completed A Career Education Course and Those Who Have Not

Strategy		1	2	3	4	5	6	7	8	9	10	11	12	Σ
Completed Course	yes	20	22	24	24	20	17	12	11	10	16	19	16	211
	no	14	22	22	19	13	9	4	3	2	10	20	17	155
	Σ	34	44	46	43	33	26	16	14	12	26	39	33	366

$X^2 = 12.66$ df = 11

C = .181

The credentials of the guideline authors are [illegible] however, the guidelines themselves reflect some naive [illegible] in public school settings. Had they been restricted a direct extension of Stenner's notions about information [illegible] they might have proven more useful.

The following description regarding the use of the O.V.I.S. by counselors and teachers was prepared by a project staff member. It is included as evidence of the type of attempts made to establish rigor in the treatments:

> Counselors met with classroom groups of students who had completed the O.V.I.S. The use of individual profile sheets and interpretation of results was explained on a group basis and individual scores were explained. Counselor scores were given to the Career Information Center supervisor, who prepared a folder for each student. These folders contained occupational information on those areas where the student showed most interest on the O.V.I.S. The classroom groups reported to the Career Information Center at a specified time. Students were given the folders that had been prepared and were given assistance in locating additional information. Students were encouraged to return on their own for additional investigation, and they were also encouraged to make appointments with their counselors to discuss educational plans related to their findings and they were also encouraged to talk to individuals working in the field of their interest.

Conclusions: Data presented in preceding sections support the following conclusions:

1. Self-awareness.

   a. Grade three and six: Comparisons were not made. However, there is some evidence that use of the P.C.C.I. does have an effect upon student self-awareness.

   b. Grade nine: Significant changes were observed on some scales of the D.A.T. when the D.A.T./C.P.P. was used as the treatment. The comparison proved to be sufficiently valid. Additional study of this use of the D.A.T./C.P.P. is warranted.

2. Awareness of, and knowledge about, work:

   a. Grade three: Teacher training has a significant influence.

   b. Grade six: Intensive use of field trips and resource persons has a significant effect.

c. Grade nine: Teacher training had no effect. The ATS-VI Demonstration, both singly and in combination with counselor interpretation, had a significant effect. Teacher and counselor use of the O.V.I.S. had no significant effect. Use of O.V.I.S. scores and the C.E.E.B./ Decisions and Outcomes program, in combination, had no significant effect.

d. Grade twelve: Student use of a Career Information Center did not affect their performance on the A.C.D. However, there is a great deal of evidence to suggest that a C.I.C. is a powerful treatment. More careful study of its effects are required.

3. Basic Skills:

As expected, no significant changes were observed. The logic which relates changes in basic skills to a very short term treatment is open to serious question.

4. Career Decision Competency:

No significant differences were found on the criteria employed. However, this was not unexpected, as the construct is extremely complex.

5. Placement:

The study included in this evaluation was difficult in that subjects were extremely difficult to locate. Additionally, it is likely that subjects used were the most difficult to assist, due to their expressed lack of career goals and interest in self-improvement. Among these subject, there was little satisfaction with their present jobs or congruence with desired jobs, however, the subjects were not clear on what jobs they desired, which would make any placement service ineffective.

6. Expansion of job preparation opportunities:

There has been a significant increase in this area.

7. Budget management:

Excellent records were maintained. Judgements about the distribution of funds are left to the project sponsor.

8. Career Information Centers:

   These have proven to be one of the more important project outcomes.

9. Community resources:

   This recourse has been carefully developed by the project and is receiving wide usage by teachers.

10. Staff development:

    The training program sponsored and conducted by the project has had a significant effect upon.

    a. Student outcomes;

    b. Use of community and other resources; and

    c. Use of career-related instructional strategies.

Generally, the project has effected a number of improvements in the educational programs of the Great Falls Public Schools. The staff represent a major force in effecting change within the district, which has resulted in several useful and important program changes. These changes are evident in student outcomes.

One factor which serves to have a distressing lack of influence is counselor intervention. A careful study of the entire district counseling program would be useful in an attempt to identify what constraints are interfering with counselor effectiveness.

Recommendations: The following recommendations are based upon data presented in this report and upon general observations of the project:

1. A careful study of tests to be used as criteria for project outcomes should be completed. Project staff currently have sufficient experience with a variety of tests to select those which should be studied.

2. Selected project components should be described with sufficient precision and detail such that they may be readily transported to other settings.

3. Alternative funding, including local district funds, should be sought.

4. The role and use of counselors should be studied in an effort to increase the degree of effect they have upon the career aspects of student education.

5. Some thought should be given to designating an individual who has both the time and responsibility to coordinate vocational education offerings at the secondary level. This responsibility should include articulation of vocational education programs.

D. PROJECT OUTCOMES

1. Introduction

A rather detailed discussion of the developmental procedures to be employed by the project was presented in the first annual report. The model proposed there included three "Levels of Development." While these levels were not expected to be congruent with years of project operation, there is naturally some correspondence, along with some overlapping, between the two.

The general rationale was, in a linear and systematic fashion, to define components for a "transportable" model, design the specific aspects of each component, and then focus upon implementation of those components within the district. In many cases, it is impossible to maintain the linearity of this model. Consequently, design, development, and installation were found to interact in many cases. However, the criterion was successful implementation of the component.

Program outcomes, in relation to these considerations, are discussed below.

2. Component Development

Community Resource Center: This activity is perceived as one of the strongest and most beneficial activities of the program. Through this activity, teachers have been able to systematically, and rather vigorously, employ a resource that would not have been available without the project's support. The center has enabled teachers to heighten student awareness of career opportunities while simultaneously obtaining support for the career education program from the community. In this respect, the project has attempted to follow recommendations made in the first year evaluation report, i.e., have a sound program design before soliciting heavy support from the community.

Career Information Center: These centers have progressed from an idea to operating centers in a very short period of time. At least one of these centers (Great Falls High School) is staffed on a full-time basis. The centers are currently operational. However, some work remains in training students, counselors, and teachers in how best to use these centers.

Curriculum Program: Initial steps were taken to implement the career education scope and sequence prepared during the first year of the project. This included continuing work in developing instructional units, coordination of work experience and in-school activities, and greater involvement of counselors in all areas and at several levels.

Several important additions in the secondary curriculum were made. These included courses in (1) Sales and Sale Promotion and Management

in the Distributive Education Program, and (2) a vocational education program in Agri-business. Plans are being made to investigate and possibly develop programs in Health Occupations and Home Economics. This latter program will focus upon wage-earning aspects of home economics as compared to traditional programs.

Staff Development: This project activity has proven to have significant benefit relative to expanding the concept of career education within the district. As staff become more fully aware of what can be done in career education, they begin to exercise more fully the services provided through the program. Evaluative data presented earlier in this report clearly show the relationship which exists between completion of a course in career education and frequency of use for career-related instructional strategies. In all likelihood, staff development activities of the project will have the greatest influence on achieving a multiplier for integration of career education concepts.

Counseling: Some progress has been made in effecting broader input from counselors into the career education program. However, there still exists a number of constraints within the district which must be addressed before the desired levels of counselor input will obtain.

There has been a significant increase in the extent to which counselors and teachers interact, jointly, with students. This strategy will most likely resolve many of the difficulties confronted.

Placement and Work Experience: The project staff is working with a Citizen Involvement Committee to develop a centralized placement service for young people. Since there are a number of agencies serving youth in Great Falls, the major objective is to consolidate placement efforts.

Cooperative work experience programs have been expanded, and plans have been developed for an extended day program which would permit work experience outside the cooperative programs. A job clinic was held at Great Falls High School for interested students to emphasize job seeking/job maintaining skills. Local business people assisted project staff.

3. Component Integration

As in all projects of this type, the level of district committment necessary to achieve wide spread integration of career education has been difficult to achieve. Career education must be considered in relation to all other district programs.

However, the following components appear to be fully integrated into on-going programs of the district:

Community Resource Centers

Career Information Center

Teacher Developed Instructional Units

Career-Related Media Support

Cooperative Work Program

Work Experience Program

Staff Development

4. Model Definition

During the first year a number of strategies were employed to identify the desired form of major student outcomes. During this past year, specific treatments were established and tested in an effort to identify those which would be most effective in achieving the desired type and amount of effect in each of the major outcome areas. It is expected that data derived from this year of project operation will serve to structure future project operations which will lead to full implementation of those strategies which have proven most effective.

Outcome areas addressed include (1) Self-Awareness, (2) Work Values, (3) Work Awareness, (4) Obtaining Work, (5) Career Decision-Making Competence, and (6) Placement.

E. RECOMMENDATIONS FOR FUTURE ACTION

If components of the project are to be fully institutionalized prior to termination of the project effort, they must be fully integrated at the time of project termination. Therefore, major project emphasis will be upon integration of those components which have proven to be most effective in effecting curricular change, curricular articulation, and in changing student behavior toward desired goals.

Additionally, the project has a responsibility to fully judge and fully describe the operational context for those components which are to be included among transportable components. Remaining energies will be directed toward continued definition and development of program components.

Components for which integration will be sought include (1) Career Information Centers, (2) Community Resource Center, (3) the various placement activities, (4) staff development, and (5) district media support.

These components will generally comprise those activities which ultimately become included in a transportable model. Therefore, description and judgement of these components will also be effected.

Continued developmental activities will focus upon:

1. Treatment delineation;
2. Articulation of vocational education and work programs;
3. Identification of alternative roles for counselors;
4. Identification of constraints to adoption of each counselor role identified;
5. Design of strategies to implement selected roles for counselors;
6. Development of a multiplier model to train the effects of staff development activities;
7. Operational definition of "life roles" using data bases established during years one and two of the project; and
8. Development of a public information program which will result in heightened awareness of the program among potential clientile.

****

APPENDIX A

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EVALUATION DESIGN

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Frank G. Nelson
Juneau, Alaska

EVALUATION DESIGN

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EVALUATION DESIGN

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CHAPTER I

STRUCTURE AND ORGANIZATION

Elements of Career Education: Historically, the concept of career education has been confounded by ambiguity in the assignment of elements to be included and the nature of those elements. For example, confusion has existed in the definition of such elements as self-awareness, familiarization, work values, career orientation, etc.

To expedite this design effort, these elements were traced through the literature and specific definitions assigned. These were subsequently ordered into the model shown in Figure 1. The elements, including a complete listing of treatments, are shown in outline form in Table 1.

TABLE I

PROGRAM ELEMENTS

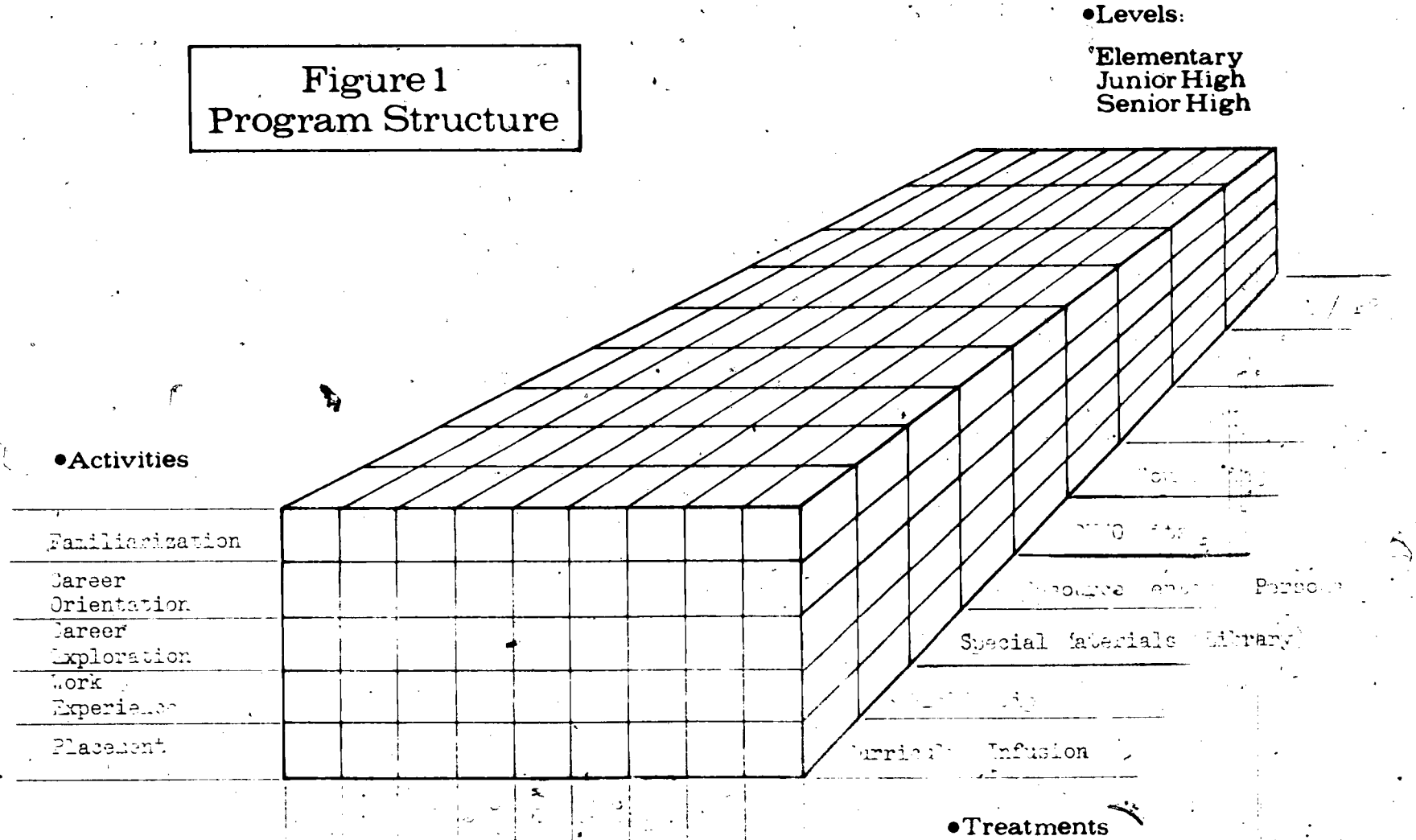
A. Outcome Areas
   1. Self-Awareness
   2. Basic Skills
   3. Work Values
   4. Work Knowledge
   5. Career Decision-Making Skills
   6. Work Habits
   7. Work Seeking/Obtaining Skills
   8. Placement
   9. Continued Education

B. Activities
   1. Familiarization
   2. Career Orientation
   3. Career Exploration
   4. Work Experience
   5. Placement

C. Treatments
   1. Curriculum Infusion
   2. Field Trips
   3. Special Materials

4. Resource Centers
5. Counselor Activities
6. Career Information Centers
7. Placement and Follow-Up
8. DUMB (Developing an Understanding [illegible])
9. Resource Persons
10. BCCI (Barclay Classroom Climate Inventory)
11. Library Skills Training (based on career interest)
12. DAT/CPP (Differential Aptitude Test/Career Planning Program)
13. CEQ (Career Education Questionnaire)
14. Satellite Technology Demonstration
15. World of Construction
16. Deciding/Decisions and Outcomes (CPEP)
17. OVIS and CIC (Ohio Vocational Interest Survey and Career Information Center)
18. GATB and IDL (General Aptitude Test Battery and Interest Checklist)
19. Career Math
20. Work Observation
21. Work Experience
22. Vocational Education Courses
23. Placement Procedure
24. Job Seeking Program
25. Military Cluster
26. Consumer Economics

Figure 1
Program Structure



Project Objectives:

1. PLACEMENT

Goal: Develop a program which facilitates satisfactory placement of students in either employment, education, or training which permits the pursuit of career choice or meets a real or perceived economic need.

Objectives:

1.1. To insure that each student has available to him those services which can be used to facilitate his finding satisfaction in employment upon leaving school.

1.2. To insure that each student has available to him those services and information which can be used to facilitate his making a decision concerning further education or training.

1.3. To provide a service to coordinate available job openings with various work programs and those students who desire part-time employment.

1.4. To identify and use resources of people, community facilities, and materials located within the community.

1.5. To design and implement a mechanism which coordinates utilization of community resources and maximizes their contribution to specified project needs.

2. COUNSELING

Goal: To develop and implement procedures that enable students to explore and understand their unique characteristics and how these characteristics relate to the defined life roles. (Citizenship, family, avocational, economic)

Objectives:

2.1. To insure that each student is able to acquire self-awareness of innate and acquired abilities, preferences, and potentials.

2.2. To insure that each student possesses the requisite skills to relate acquired self-awareness to making career decisions.

2.3. To insure that each student has available to him information about defined roles. (Citizenship, family, avocational, and economic)

2.4. To insure that each student has available to him the counseling services necessary to make curricular choices in school and educational and occupational choices when leaving school.

2.5. To design and implement a mechanism which enables students to up-date, or revise, decisions made relative to selection of cluster study activities.

3. MANAGEMENT

Goal: To develop procedures for planning, organizing, coordinating, directing, and controlling staff, project, district, and community resources to insure the adoption of project goals within the district and to facilitate transportability of the model.

Objectives:

3.1. To effect close, continued involvement of private and parochial schools in all aspects of project operations.

3.2. To ensure comprehensive and useful evaluation of the project by selection and employment of a project evaluation specialist.

3.3. To integrate relevant aspects of existing special programs into a Career Education curriculum.

3.4. To maximize cooperation and coordination between the project and the District Special Education Department.

3.5. To define, for purposes of this project, students whose Career Education needs may be classified as 'special'.

3.6. To design and implement project components which will satisfy idiosyncratic needs of students with unique learning abilities, physical handicaps, or emotional disorders.

3.7. To establish an Advisory Council which can assist the project in developing its use of community resources.

3.8. To define those roles for teachers, administrators, and specialists which will best satisfy the goals of Career Education.

3.9. To employ a strategy of on-site visitation by key staff for purposes of effecting diffusion and integration of key Career Education elements.

3.10. To design and conduct necessary studies for purposes of identifying staff needs related to knowledge of Career Education and integration of Career Education concepts into the curriculum.

3.11. To design and conduct those inservice and/or graduate college programs which will satisfy identified teacher needs in Career Education.

4. CURRICULUM

Goal: To facilitate integration of Career Education concepts into the curriculum such that each student may systematically develop those skills that enable him to function in the defined life roles, including but not limited to citizenship, family, economic, and avocational.

Objectives:

4.1. To develop in each student positive attitudes toward Career Education concepts including the following constructs:

Personal significance of productive work
Social significance of productive work
Family
Avocational
Citizenship
Economic

4.2. To insure that each student develops the knowledge base and experiential repertoire that would enable him to make a satisfactory career choice upon completion of grade twelve.

4.3. To insure that each student is aware of the broad range of career options open to him in the world of work.

4.4. To provide each student with the skills necessary to continually re-assess his career choice.

4.5. To insure that each student perceives his studies as relevant to his career interests.

4.6. To insure that each student is able to employ the career cluster concept as the unifying element of his school experience.

4.7. To insure that each student is able to participate in those school and/or community experiences which assist him in identifying and evaluating his own interests, abilities, and values.

4.8. To insure that each student has the opportunity for detailed "exploration" of at least three career clusters of his choice.

4.9. To insure that each student is provided with an opportunity for in-depth exploration of at least one career cluster.

4.10. Each student will be provided with the opportunity for "specialized" preparation in a selected career cluster.

Evaluation Objectives. Objectives which were used to structure design and implementation of this evaluation are listed below:

1. Measure the extent to which students who have participated in the project demonstrate a change in self-awareness in grade levels 3, 6, and 9.

2. Measure the extent to which students who have participated in the project demonstrate a change in awareness of and knowledge of work at grade levels 3, 6, 9, and 12.

3. Measure changes in career decision-making skills among project students at grade levels 9-12.

4. Measure the extent to which students who participated in the project and who left the project schools were placed in a paid occupation, in further education, or in unpaid work that was consistent with their then current career choice at all grade levels by school year.

5. Measure the extent to which the number and type of job preparation opportunities (including work experience and cooperative work experience) have been expanded for young people in grades 10-14.

6. Design a strategy to monitor project management including financial expenditures at each level of project emphasis (K-3; 4-6; 7-9; 10-12) for the current year.

7. Measure the extent to which students have available to them those services and information which can be used to facilitate their making decisions relative to further

education or training by examining student use of Career Information Centers and counselor input.

8. Describe procedures employed to identify and use resources of people, agencies, facilities, and materials located within the community.

9. Describe procedures employed to design and implement a mechanism for coordinating utilization of community resources which maximizes their contribution to specified project needs.

10. Describe procedures employed to insure that each student is able to acquire self-awareness of innate and acquired abilities, preferences, and potentials.

11. Describe procedures employed to insure that each student possesses the requisite skills to relate acquired self-awareness to making career decisions.

12. Provide data which will facilitate determination of those activities which have the potential for generalization to other settings and which subsequently may function as components of a transportable model.

13. Design a study to assess program effects upon the career patterns of students.

14. Design and conduct necessary studies to assess the effects of project staff development activities.

15. Assess the degree of change present in the following baselines established during 1974:

    Career Awareness Inventory
    Ohio Vocational Interest Survey
    Differential Aptitude Test/Career Planning Program

16. Conduct pilot studies to determine the usefulness of the following instruments:

    Career Awareness Inventory
    Assessment of Career Development
    Career Education Questionnaire
    Career Maturity Inventory
    Self-Observation Scales
    Orientation of Career Concepts
    Differential Aptitude Test/Career Planning Program
    Barclay Classroom Climate Inventory

17. Implement procedures necessary to satisfy the Guidelines for Evaluation of Career Education programs developed by Development Associates, Inc., dated August 15, 1974.

Program Element Relationships: The complex interaction between student outcome areas, project activity areas, and specific project objectives for both the project and the evaluation are shown in the matrix included as Figure 2. All entries identify the types of activities planned by the project for each major outcome area.

Specific project objectives for each outcome area are listed in Table 2. Associated evaluation objectives are shown in Table 3. Outcome areas not directly related to student performance are also included in Tables 2 and 3 to facilitate data generation requirements of the evaluation design.

TABLE 2

OUTCOME AREA/PROJECT OBJECTIVE RELATIONSHIPS

I.	Increased Self-Awareness	2.1, 2.2, 2.3 (D) 4.1 (C-D), 4.2 (A-D)
II.	Increased Basic Skills	4.2
III.	Awareness of Work Values	1.4; 1.5 2.3
IV.	Awareness of and Knowledge About Work	1.4, 1.5 2.3 4.3 (A,B,C), 4.5 (E)
V.	Career Decision-Making Skill	1.4 (C-D), 1.5 2.2, 2.4; 2.5 (E) 4.4; 4.5 (E), 4.3 (E), 4.2 (E) 4.1 (C)
VI.	Improved Work Habits	4.1 (C-D)
VII.	Obtaining Work Skills	1.1
VIII.	Placement	1.1, 1.2, 1.4 2.4
IX.	Continued Education	1.3 2.4

* Draft Guidelines for the Evaluation of Career Education Programs. Development Associates, Inc., Washington, D.C., August 15, 1974, pp. 6-8

FIGURE 2

STUDENT OUTCOME/PROJECT ACTIVITY RELATIONSHIPS

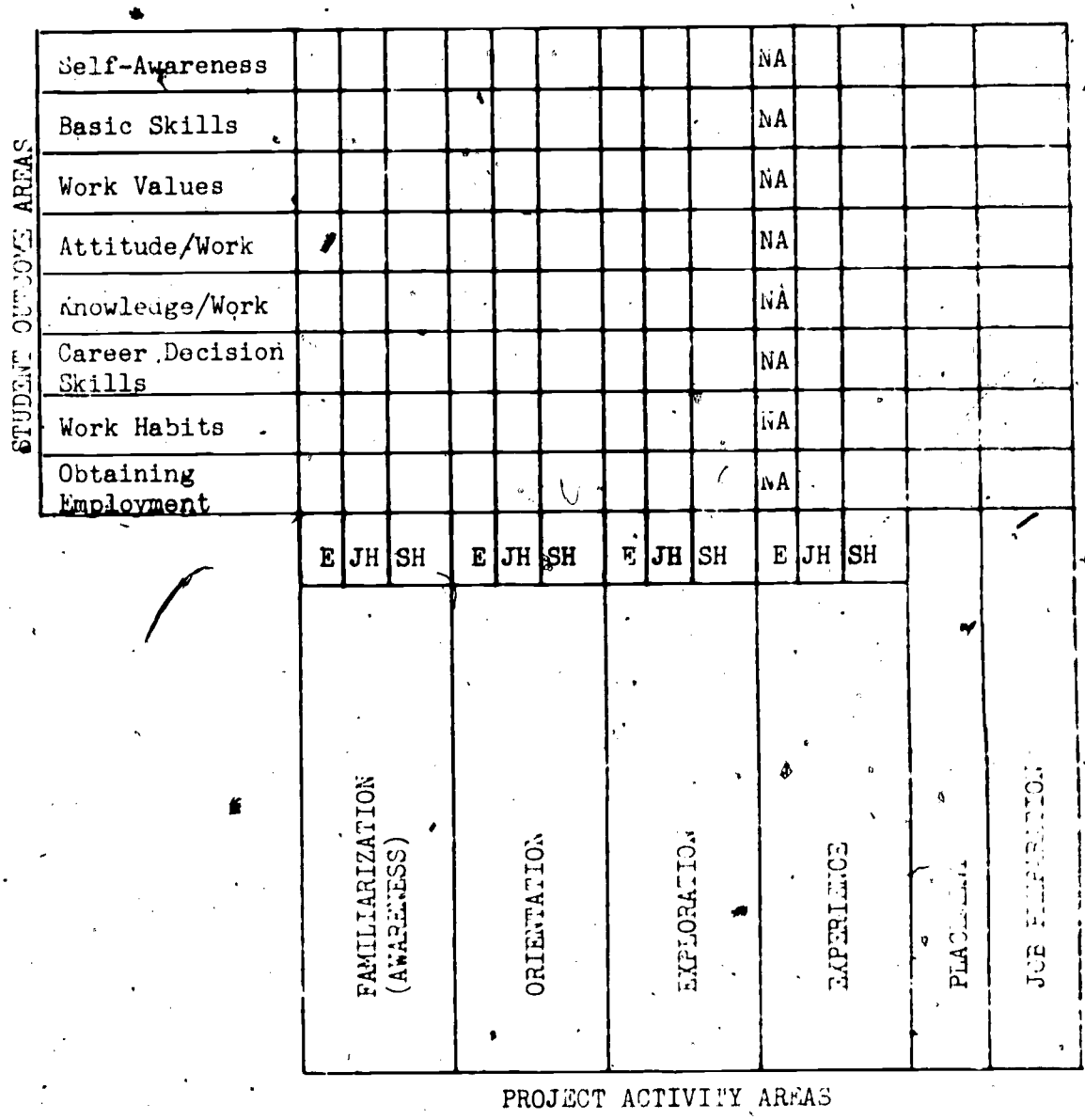


TABLE 3

OUTCOME AREA, PROJECT OBJECTIVE AND EVALUATION OBJECTIVE RELATIONSHIPS

OUTCOME AREA	PROJECT OBJECTIVE	EVALUATION OBJECTIVE
I. Self-Awareness	2.1, 2.2; 2.3 (D); 4.1 (C-D) 4.7 (A-B)	1. Gr. 3-6-9 10. Develop Self Awareness
II. Basic Skills	4.2	5. Gr. 10-11-12-13-14
III. Awareness of Work Values	1.4; 1.5, 2.3; 4.1 (B)	
IV. Awareness of/ Knowledge about Work	1.4, 1.5, 2.3; 4.1 (B)	2. Gr. 3-6-9-12
V. Career Decision Making Skills	1.4 (C-D), 1.5; 2.2, 2.4, 2.5 (F), 4.4, 4.6 (F), 4.8 (F) 4.9 (F), 4.10 (F)	3. Gr. 9-12 11. Use of Acquired Information
VI. Work Habits	4.1 (C-D-E)	
VII. Obtaining Work	1.1	
VIII. Placement	1.1; 1.2, 1.3, 2.4	4. Placement
IX. Continuing Education	1.3, 2.4	7. CIC & Counselor Role 13. Study Career Patterns
X. Project Management	3.1 - 3.11	6. Fiscal Responsibility 12. Model Generability 14. Staff Development
XI. School Use of Community	4.7, 4.8, 1.4; 1.5	8. Identify and Use Local Resources 9. Coordinate Use of Local Resources
XII. Unclassified	3.1 - 3.11 (Unspecified)	15. Baseline Changes 16. Instrument evaluation 17. Evaluation Guideline Congruence

CHAPTER II

PRE-DESIGN INFORMATION

The pre-design phase of this evaluation will focus primarily upon delimitation of project activities to be included and establishment of operational definitions for selected activities. To a large extent, completion of the pre-design phase is consistent with the published evaluation guidelines. Data and/or information obtained at this point in time will be used to complete the necessary forms and tables to implement the guidelines.

Information used in this phase is shown in Tables 4-9. These data will subsequently be used to complete the Outcome Question/Treatment Group matrix as required by the guidelines. The OQ/TG matrix is shown in Table 10.

TABLE 4

Treatments included in project activities:

- Career related materials purchased by the project
- Curricular infusion
- Use of Career Education curriculum guides
- Use of Career Education materials developed by Career Education class inservice
- Group counseling
- Test interpretation
  (a) Design of instruments
  (b) Counseling
- Career Information Center
  (a) Staffed
  (b) Not staffed
- Satellite Technology Demonstration (ATS-6)
- Resource persons in the classroom
- "World of Contruction"
- Team Teaching
- Portable Career Guidance Center
- Consumer economics class (9th grade)
- Career Exploration
- Career Day
- Career Corner - regular building library
- Career emphasis in Environmental Education field trips
- Career related fild trips
- C.E.E.B. "Deciding" and "Decisions and Outcomes"
- Increased vocatibnal courses
- Graphic and print material
- Military Cluster (Air National Guard)
- Job seeking/obtaining skill development
- Career Math

TABLE 5

TREATMENT SCHOOL/GRADE IDENTIFICATION

PROJECT SCHOOL	PARTICIPATED IN CE ACT.	PARTICIPATED IN EVAL TESTING	T.G.	C.G.	TESTING GR LEVEL	NO. OF CLASSES
Chief Joseph	X	X		X	6	1
Collins	X	X	X		3,6	2
Emerson	X					
Franklin	X	X	X		4,5,6	5
Lewis & Clark	X	X	X		3,6	4
Lincoln	X	X	X		5,6	3
Longfellow	X	X		X	5	2
Lowell	X	X	X		3,5,6	3
Loy	X	X	X		3,6	3
McKinley	X	X		X	5	
Meadow Lark	X	X	X		5,6	
Morningside	X	X	X		5	
Mountain View	X	X		X	5,6	
Riverview	X	X		X	3,5,6	
Roosevelt	X	X		X	6	
Russell	X	X		X	6	
Sacajawea	X	X		X	6	
Skyline	X	X	X		6	3
Sunnyside	X	X		X	5,6	2
Valley View	X	X		X	6	1
Whittier	X	X	X		4	2
Holy Family Parish	X					
Our Lady of Lourdes	X					
St. Gerards	X	X		X	5,6	
St. Joseph	X					
Sts. Peter & Paul	X	X		X	5,6	2
East JHS	X	X	X		9	7
North JHS	X	X	X	X	9	9
Paris Gibson JHS	X	X	X	X	8,9	4
West JHS	X	X	X		9	1
C.M. Russell HS	X	X	X	X	11,12	N/A
Great Falls HS	X	X	X	X	10,11,12	N/A

TABLE 6

ACTIVITY TREATMENT TABLE
(GUIDELINES IV A2B)

ACTIVITY AREA	TREATMENT
1. Familiarization	
1.1 Elementary	1.1.1 Curriculum Infusion
	1.1.2 Career Education Field Trips
	1.1.3 Specialists in the Classroom
	1.1.4 Special Career Education Materials
1.2 Junior High	1.2.1 None
1.3 Senior High	1.3.1 None
2. Career Orientation	
2.1 Elementary	2.1.1 Resource Persons
2.2 Junior High	2.2.1 Teacher-Developed Materials for Career Education class
	2.2.2 Consumer Economics Class
	2.2.3 Portable CIC
	2.2.4 Resource Persons
	2.2.5 Career Exploration (West JHS)
	2.2.6 Satellite Technology (ATS-6)
	2.2.7 DAT/CPP
2.3 Senior High	2.3.1 Teacher-Developed Career Education Materials
	2.3.2 OVIS Interpretation
	2.3.3 GATB/ICL/CEEB
	2.3.4 Career Math
	2.3.5 Satellite Technology (ATS-6)
	2.3.6 Career Information Center (GFHS)
3. Career Exploration	
3.1 Elementary	3.1.1 None
3.2 Junior High	3.2.1 Teacher-Developed Materials
	3.2.2 World of Construction
3.3 Senior High	3.3.1 IMC Distributed materials (purchase by project)
4. Work Experience	
4.1 Elementary	4.1.1 None
4.2 Junior High	4.2.1 None
4.3 Senior High	4.3.1 None

TABLE 6 (continued)

ACTIVITY AREA (continued)	TREATMENT (continued)
5. Placement	
5.1 Elementary	5.1.1 None
5.2 Junior High	5.2.1 None
5.3 Senior High	5.3.1 None
6. Job Preparation	
6.1 Elementary	6.1.1 None
6.2 Junior High	6.2.1 None
6.3 Senior High	6.3.1 None

TABLE 7A

ACTIVITY-TREATMENTS-PARTICIPANTS
(GUIDELINES IV C, ELEMENTARY)

* Outcome Areas:
- SA = Self-Awareness
- BS = Basic Skills
- WK = Work Knowledge
- WV = Work Values
- WH = Work Habits
- DM = Career Decision-Making Skills
- WS = Work Seeking
- OS = Obtaining Skills
- P = Placement
- CE = Continued Education

** Activity:
- F = Familiarization
- CO = Career Orientation
- CE = Career Exploration
- WE = Work Experience
- P = Placement
- J = Job Preparation

To be used with Tables 7A, 7B, 7C, 8 and 9

OUTCOME AREA*	ACTIVITY**	TREATMENTS	PARTICIPANTS
SA	F	Most Important Person	Longfellow (K) Meadow Lark (K)
SA	F	Curricular infusion	Sacajawea (K)
SA	F	Use of DUSO Kit (1)	Loy Gr. 3
SA	F	Use of DUSO Kit (2)	Lowell Gr. 3
WK	F/CO	Resource Persons	Meadow Lark Gr. 6
SA	F	Interpretation of B.C.C.I.	Franklin (1 class each Grs. 4, 5, 6)
WK	CO	Field Trips	Hayline Gr. 6
WK	CO	Career Corner/Library	[illegible]in Gr. 6
WK	CO	Curriculum infusion	Lewis & Clark Gr. 3 Morningside Gr. 3 Whittier Gr. 3
ALL	ALL	Special Materials	ALL

TABLE 7B

ACTIVITY-TREATMENT-PARTICIPANTS
(GUIDELINES IV C, JUNIOR HIGH)

OUTCOME AREA*	ACTIVITY**	TREATMENTS	PARTICIPANTS
SA	CO	DAT/CPP	North Grs. [illegible] Paris Grs. [illegible]
WK	CO	Satellite Technology Demonstration	East Gr. 9 (3[illegible] station) GFMS Frank Gr. 10
BS	CO	Portable Career Information Center	West Grs. [illegible]
SA	F/CO	Counselor-Teacher teams	Paris Jr. [illegible] GF[illegible] Jr.
WK	CE	"World of Construction"	East Jr. [illegible]
WK	CE	Career Exploration	West J[illegible] [illegible] students)
WK	F/CO	Resource Persons/ Classroom	Selected [illegible] Grs. 7, [illegible]

TABLE 7C

ACTIVITY-TREATMENT-PARTICIPANTS
(GUIDELINES IV C, SECONDARY)

OUTCOME AREA*	ACTIVITY**	TREATMENT	PARTICIPANTS
DM	CO	CEEB/Decisions & Outcomes	GFHS Gr. 10 Turcott Preuninger CMR Gr. 12 Bronson
BS	CO/CE	Career Education Library Unit	CMR All Gr. 10
SA	F	Interpretation of OVIS/CIC	GFHS Gr. 10 Turcott
DM	F/CO	GATB/ICL/Decisions & Outcomes	CMR Selected Grs.
WK WS/OS	CO/J	Resource Persons/ Classroom	Selected groups GFHS/CMR Grs. 10,11,12
BS	J	Career Math Program	GFHS Selected students
SA WK DM	CO	Satellite Technology Demonstration	GFHS Frank Gr. 10
WK CE	CO/CE	Established CIC Staffed Career Information Center	CMR Gr. 10,11,12 GFHS Grs. 10,11,12
WK	CE	Career Exploration	CMR Grs. 11,12 Maloney West Gr. 9 Selected West Gr. 9 Bushley
WK	F CO CE	Special Materials (Project purchased)	K-12 selected groups
WK	F CO CE	Special Materials (Teacher-Developed)	K-12 selected groups
WS/OS	P	Job-Seeking Program	GFHS Selected Grs. 11,12
WK	J/P	Voc-Ed Courses	Selected Gr. 10,11,12 H
WK	CL/J	Military Cluster	Selected Gr. 10,11,12 F

TABLE 8

PARTICIPANT-TREATMENT GROUP
(GUIDELINES IV-D)

OA*	ACT**	LEVEL	TREATMENTS	PARTICIPANTS	TREATMENT GROUPS
SA	F	EL	Most Important Person	Meadow Lark (K) Longfellow (K)	Meadow Lark (K) Longfellow (K)
SA	F	EL	Curriculum Infusion	Sacajawea (K)	Sacajawea (K)
SA	F	EL	DUSO Kit 1 DUSO Kit 2	Loy Gr. 3 Lowell Gr. 3	Loy Gr. 3 Lowell Gr. 3
WK	F/CO		Special Materials:		
		EL JH	a Project Purchase	K-6 students 7-9 students	Selected classes West Gr 9 Love Paris Gr 9 Henderson North Gr 9 Abbott
		SH		10-12 students	CMR/GFHS Selected students
		EL	b Teacher-Developed	K-6 classrooms	Meadow Lark Gr 5, 6
		JH SH		7-9 classrooms 10-12 classes	Paris Gr 9 Kennedy CMR Gr 11 Meske
WK	F/CO	EL	Resource Persons	All K-6	Meadow Lark Gr 6
WK	F/CO	JH	Resource Persons	All 7-9	Selected classes (CRC Records)
WK	CO/J	SH	Resource Persons	All 10-12	Selected classes (CRC Records)
WK	CE	JH	"World of Construction"	Gr 9 East	Mikolecky class (1)
SA	F/CO	JH	Team Teaching	Gr 9 Paris	Paris Gr 9 (2 groups 15 each)
DK	CO	SH	CEEB/Decisions & Outcomes	Gr 10 GFHS Gr 12 CMR	Turcott-Preuninger classes Bronson classes (2)
SA	F	SH	OVIS & CIC	Gr 10 GFHS	Turcott & Preuninger classes

TABLE 8 (continued)

OA*	ACT**	LEVEL	TREATMENTS	PARTICIPANTS	TREATMENT GROUPS
DS	F/CO	SH	GATB & ICL & CEEB	Gr 10-12 CMR	Special group, n=10
BS	J	SH	Career Math	Gr 10-12 GFHS	Special group
WK	CE	JH	Career Exploration	Gr 9 West	10 students
WK	CE	SH	Career Exploration	Grs 11,12 CMR	Maloney class
SA	F	EL	BCCI	Gr 4-6 Franklin	Franklin Gr 4,5,
			Field Trips:		
WK	CO	EL	a Career and Environmental Educ.	Gr 4,5,6 all	Meadow Lark Gr Skyline Gr
		JH	b Career Education	East JH students	Bushley class
		SH	c Social Ecology	GFHS Grs 10-12	Thomas class
			Studio Art	CMR Grs 11,12	Maloney class
			Library Study:		
WK	CO	EL	a Study Corner	Gr K-6 Lincoln	Gr 6 Lincoln
WK	CO/CE	SH	b CE Library Unit	Gr 10 CMR	Selected students
WK	CO/CE	SH	c Established CIC	Grs 11,12 CMR	Students who use Center
WK	CO/CE	SH	d Staffed CIC	Grs 10-12 GFHS	Students who use Center
SA	CO	JH	DAT/CPP	Grs 8,9 Paris, North	Paris Grs 8,9 North Grs 8,9
WK	F/CO	EL	Curriculum Infusion	Gr 3 teachers who completed CE course	Lewis/Clark 1 class Whittier 1 class Morningside 1 class (control groups at Lewis/Clark, Collins)
WK	CO	JH SH	Satellite Tech. Demonstration ATS-6	Gr 9 East Gr 10 GFHS	Church class Frank class
WS	P	SH	Job-Seeking Program	Gr 11,12 GFHS	Interested students
WK	J/P	SH	Voc Ed. courses	Grs 10-12 GFHS CMR	Students electing Agribusiness

TABLE 8 (continued)

OA*	ACT**	LEVEL	TREATMENTS	PARTICIPANTS	TREATMENT GROUPS
BS	CO	JH	Consumer Economics	Gr 9 all	East Gr 9
WK	CE/J	SH	Military Cluster	Gr 12 GFHS CMR	Selected students
WK	CE/JO	Jh	Portable CIC	Grs 7-9 West	Love Gr 9
			Public Information Program:		
NA		All	a Brochures	NA	NA
NA		All	b Posters	NA	NA
NA		All	c 'Other' graphics	NA	NA
NA		All	d Broadcast media	NA	NA

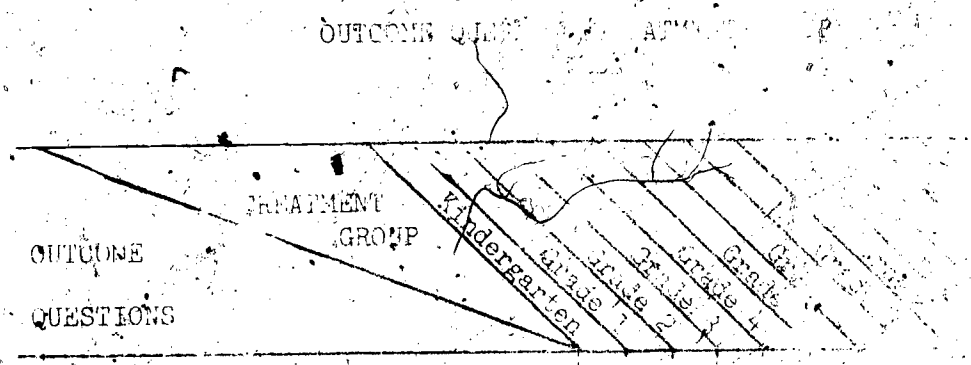
TABLE 9

TREATMENTS BY LEVEL

ACT**	TREATMENT DESCRIPTION	TREATMENT GROUP	LEVEL x OUTCOME AREA												
			K	1	2	3	4	5	6	7	8	9	10	11	12	OA
F	Most Important Person	Meadow Lark	X													
		Longfellow	X													
F	Curric Infusion CE Curric Guide	Sacajawea	X													
F	DUSO Kits	Loy			X											
		Lowell			X											
F/CO	Special Mat'ls	Proj purchase	X	X	X	X	X	X	X	X	X	X	X	X	X	WK
		Tchr devel	X	X	X	X	X	X	X	X	X	X	X	X	X	WK
F/CO/J	Resource person	Meadow Lark	X	X	X	X	X	X	X	X	X	X	X	X	X	WK
F	BCCI (counselor & tchr)	Franklin					X	X	X							
CO	Field trips	Skyline							X							
		Meadow Lark							X							
		East										X				WK
		CMR											X	X	X	WK
		GFHS											X	X	X	WK
CO/J	Library study	Lincoln														WK
		CMR											X			WK
		GFHS (staffed CIC)											X	X	X	WK
F/CO	Curric Infusion	CMR est CIC											X	X	X	WK
		Lewis & Clark				X										WK
		Whittier				X										WK
		Morningside				X										WK
CO	DAT/CPP	Paris									X	X				
		North									X	X				
F/CO	Team teaching	Paris										X				
CO	ATS-6	East										X				
		GFHS														WK
CE	World of Construction	East														WK
CO	CEEB/Decisions	GFHS											X		X	WK
		CMR											X		X	WK
F	OVIS & CIC	GFHS											X			WK
F/CO	GATB/ICL/CEEB	CMR											X	X		WK
CE	Career Exploration (no pay)	West									X					WK
CE	Career Exploration (no pay)	CMR												X	X	WK
J	Career Math	GFHS											X	X	X	WK
A	Job-seeking Program	GFHS												X	X	WK

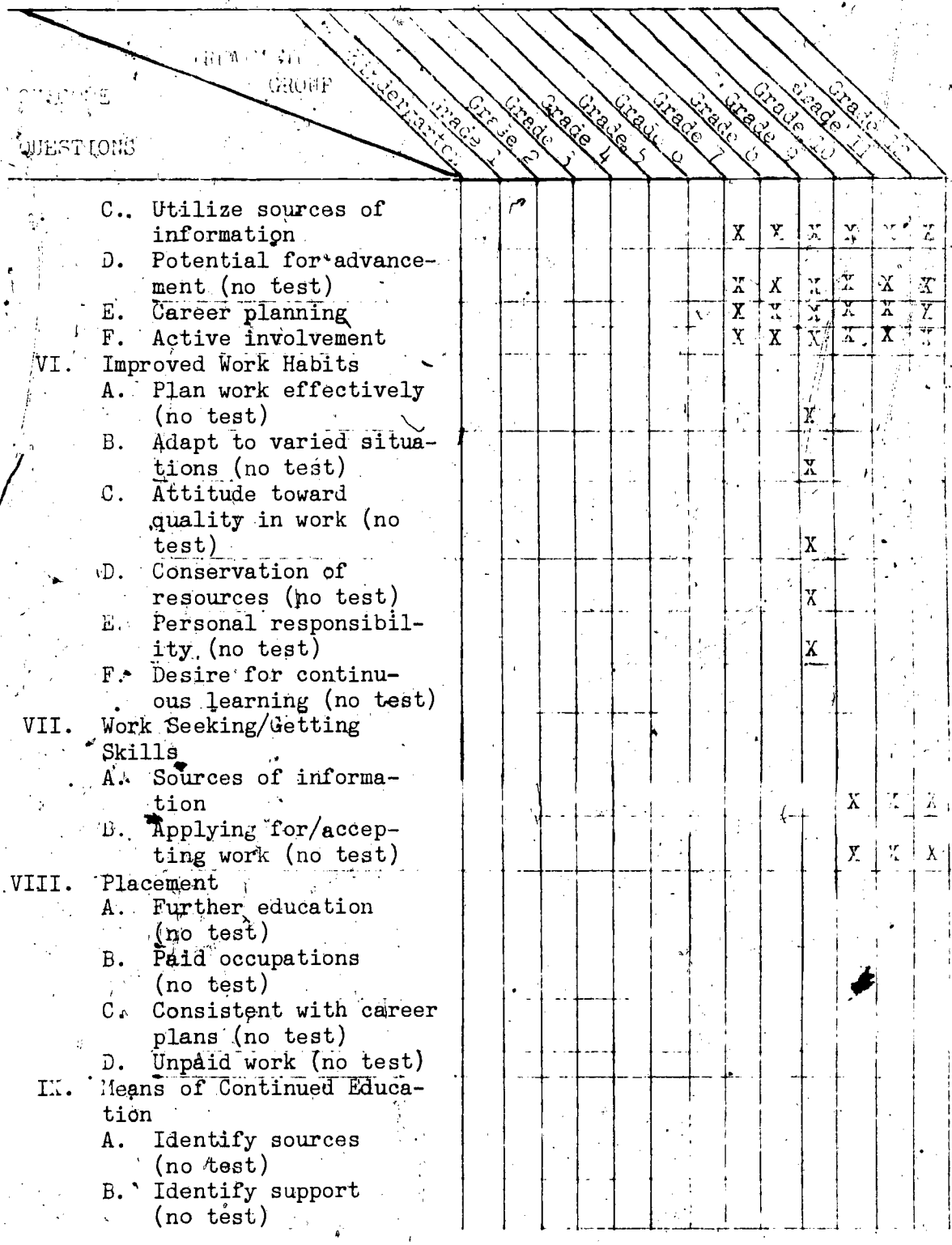
TABLE 9 (continued)

ACT**	TREATMENT DESCRIPTION	TREATMENT GROUP	LEVELS x OUTCOME AREA											
			K	1	2	3	4	5	6	7	8	9	10	11
CE/J	Military Cluster	GFHS CMR												X
J	Voc Ed courses	GFHS CMR											X X	X X
NA	Graphic prints & design mat'ls		X	X	X	X	X	X	X	X	X	X	X	X
CO	Consumer economics	East										X		
CE/CO	Portable CIC	West								X	X	X		



I.	Increased Self-Awareness											
	A. Describe abilities & limitations (no test)	X	X	X	X	X						
	B. Describe interests & values (no test)	X	X	X	X	X						
	C. Positive attitude toward self	X	X	X	X							
	D. Recognize forces influencing development											
II.	Increased Academic/Vocational Skills											
	A. Numerical skills (district test)											
	B. Communications skills (district test)											
	C. Information processing skills (no test)											
	D. Decision-making skills (no test)											
	E. Interpersonal skills (no test)											
III.	Awareness of Work Values											
	A. Basis of work values											
	B. Desire for paid/unpaid work											
IV.	Awareness/Knowledge of Work											
	A. Duties and requirements		X	X	X							
	B. Associated life styles	X	X	X	X	X	X	X				
	C. Entry requirements		X	X	X	X	X	X				
	D. Impact of social/technological change	X	X	X	X			X	X			
	E. Factors affecting success/satisfaction	X	X	X	X			X				
V.	Career Decision-Making Skills											
	A. Interests, abilities/future success											
	B. Interests, abilities/life styles											

TABLE 10 (continued)



C. Utilize sources of information
D. Potential for advancement (no test)
E. Career planning
F. Active involvement

VI. Improved Work Habits
A. Plan work effectively (no test)
B. Adapt to varied situations (no test)
C. Attitude toward quality in work (no test)
D. Conservation of resources (no test)
E. Personal responsibility (no test)
F. Desire for continuous learning (no test)

VII. Work Seeking/Getting Skills
A. Sources of information
B. Applying for/accepting work (no test)

VIII. Placement
A. Further education (no test)
B. Paid occupations (no test)
C. Consistent with career plans (no test)
D. Unpaid work (no test)

IX. Means of Continued Education
A. Identify sources (no test)
B. Identify support (no test)

CHAPTER III

DESIGN SPECIFICATIONS

Introduction. Two general strategies are employed in detailing requirements for measurement of each objective. For those objectives which require a controlled study or for which valid tests are available, a generalized research design procedure has been employed. These specifications include hypotheses to be tested, a design configuration, and careful delineation of treatment/control groups and associated test procedures.

Project objectives which did not require the same degree of precision in the data or which could not be assessed through use of treatment and control groups, were detailed on evaluation design worksheets. These are different from those used in the guidelines in that a complete evaluation program for the objective is described.

Objective Specifications: Specifications for each project objective addressed in the evaluation follow:

Objective 1: Measure the extent to which students who have participated in the project demonstrate a change in self-awareness in grade levels 3, 6, and 9.

Hypothesis: There will be a change in student self-awareness as a result of project participation.

Sample:	Proposed	Actual	
	Grade 3	Grade 4/Franklin	n=30
	Grade 6	Grade 6/Franklin	n=30
	Grade 9 (random) (treatment)	North/Paris Gibson	n=60
	Grade 9 (random) (treatment)	North/Paris Gibson	n=60

Design:

LEVEL	OBS	TREATMENT	NUMBER	MEASURE/CRITERION	ANALYSIS
3 (4)	pre post	BCCI & Interpretation	30	S.O.S.	t_R
6	pre post	BCCI & Interpretation	30	S.O.S.	t_R
9	pre post	DAT/CPP (I-A)	30	Self-report on abilities	t_R
9	post	None	30	Self-report on abilities	t_I

		O_1	T_I	O_2		
LEVEL	3	S.O.S.	BCCI	S.O.S.	t_R	TRACK
	6	S.O.S.	BCCI	S.O.S.	t_R	
	9	Self-report	DAT/CPP	Self-report	t_R	
		None	None	Self-report	t_I	

SELF-REPORT ON ABILITIES

(Changes in Self-Awareness
Pre-Post on DAT/CPP)

Great Falls Public Schools
Great Falls, Montana

How would you rate your own abilities or aptitudes in each of the following areas:

	High 1	4	Average 3	2	Low 1
Verbal Reasoning (VR)					
Numerical Ability (NA)					
Abstract Reasoning (AR)					
Clerical Speed and Accuracy					
Mechanical Reasoning (MR)					
Space Relations (SR)					
Spelling (SP)					
Language Usage (LU)					

Objective 2: Measure the extent to which students who have participated in the project demonstrated a change in awareness of and knowledge about work at grade levels 3, 6, 9, and 12.

Hypothesis: There will be a change in student awareness of and knowledge about work as a result of participation in project activities.

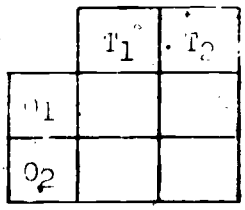
Sample:	Proposed	Actual	
	Grade 3	Grade 3, Whittier, Collins Lewis & Clark, Morningside	n t_1=79; n t_2=60
	Grade 6	Grade 6, Skyline, Meadowlark Lincoln	n=75
	Grade 9	Grade 10, GFHS	n=4
		Grade 9, East Jr. H.S.	n=30
	Grade 12	Grade 12, GFHS	n=16

Design:

LEVEL	OBS	TREATMENT	NUMBER	MEASURE/CRITERION	ANALYSIS
3	pre	Curriculum Infusion 3 teachers trained in C.E. 3 teachers not trained in C.E.	30 30	C.E.Q.	
	post			C.E.Q.	t_R
6	pre post	# field trips/Resource persons	75	CAI	t_R
9 (10)	pre post	CIC/DVIS (GFHS), STD (ATS-VI)	70	C.M.I.	
12	pre post	CIC use/non-use	16	A.C.D.	

Design Details:

Grade 3. H_0: There is no significant difference in student performance on a measure of self-awareness when their teachers have, or have not, taken a course in Career Education.



T_1 = Trained teachers

T_2 = Non-trained teachers

Analysis: ANOVA Measure: C.E.Q.

Data Required: Number of hours of Career Education related activities (year).

Grade 6: H_0. There has been no significant change in student awareness and knowledge of work due to field trip expenses and exposure to resource persons.

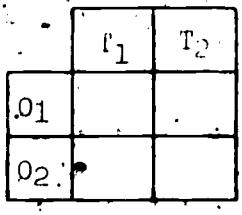
O_1 T O_2

1974 1975

Analysis: t_1 Measure: C.A.I.

Data Required: Description of number and type of field trips, description of number and occupations represented by resource persons.

Grade 9: H_0: There is no significant difference in student awareness, or knowledge, of work due to treatments employed by the project.



T_1 = CIC/Counselor/OVIS

T_2 = ATS-VI (EJHS)

Analysis: 2x3 ANOVA Measure: C.M.I.

Data Required: Number of hours of CIC: Counseling, OVIS (T_1).
Number of hours of ATS-6 (S.T.-Demo) (T_2).

Grade 12. H_1: Students who use the Career Information Center and interact with counselors will have a greater awareness of work than those who do neither of these.

GFHS	R	T_1	O_1
GFLS	R		O_1

T_1 = CIC and counseling

O_1 = A.C.D.

Analysis: t_1 Measure: A.C.D.

Data Required: Number of hours of CIC AND counseling (Those who do not have both are excluded.)

Objective 3: Measure changes in career decision-making skills among project students at grade levels 10-12.

Hypothesis. There will be a change in project students' career decision-making skills (ability).

Sample:

Grade 10 GFHS (1 class) n=75 appx.
3 groups
2 did OVIS & Deciding
1 only OVIS

Grade 11 CMRHS (1 counseling group) n=10

Grade 12 CMRHS (1 senior English class) n=30

LEVEL	OBS	TREATMENT	NUMBER	MEASURE/CRITERION	ANALYSIS
10	pre post	CEEB Decisions & Outcomes	75 appx	C.M.I.	t_D
11-12	pre post	GATB & I.C.L. & CEEB Decisions & Outcomes	10	C.D.I.	t_R
12	pre	CEEB Decisions & Outcomes (in English class)	30	C.D.I.	t_R

Grade 10: H_0. There will be no significant increase in student career decision-making skills as a result of using the CEEB Decisions program.

O_1 T O_2

Analysis: t_R Measure: C.M.I.

Data Required: Number of hours of use of CEEB materials

Grade 11: H_0: The CATB, I.C.L., and CEEB materials, in combination, will not significantly improve student career decision-making skills.

O_1 T O_2

Analysis: t_R Measure: C.D.I.

Data Required: Number of hours of use of instructional materials

Grade 12: H_0: The CEEB Decisions and Outcomes materials will not significantly improve student career decision-making skills as measured by the C.D.I.

(n=15) Treatment (CEEB/English) O_1

(n=15) Comparison (no CEEB/Eng.) O_1

Analysis: t_I Measure: C.D.I.

Objective 4:

Questionnaire Focus (Student Exit Questionnaire)

1. Reason for leaving school
2. Job/Position/Work sought
3. Job/Position/Work obtained
4. Present activities, i.e., change of position (agencies, contacts, etc.).
5. How present position was obtained
6. Design to be employed:

Placement Strategies Used	Desired Placement ⟷	Actual Placement
1. School	(Analysis = frequency of congruence)	
2. Government agency		
3. Private agency		
4. Personal initiative		
5. Personal (friends) contacts		
6. Other _____		

7. Perceptions of qualifications for desired position
8. Perceptions of qualifications for present position
9. Most "satisfying" aspect of present position
10. Least "enjoyable" aspect of present position

Administer to at least 15 students who have left school.

EVALUATION BASIS WORKSHEET

- Establish the degree of congruence which exists between students' career choice and positions obtained when/upon leaving school

				DATA ANALYSIS				
					Analysis			
1. Names of students who left during 73-74	records	listing	ASAP	Categories	--	final		
2. Current job of each student in #1.	students	questionnaire	ASAP	Categories	--	final		
3. Specified career choice of each student in #1.	students	questionnaire	ASAP	Categories	--	final		
4. Career Education plans of each student in #1.	students	questionnaire	ASAP	Categories/ CE Outcomes	--	final		
5. Description of each student found present job.	students	questionnaire	ASAP	Categories	--	final		
6. Description of conditions which led to decision to take present job.	students	questionnaire	ASAP	Categories	--	final		

A. Objective #5 - Describe degree of expansion of job preparation opportunities (vocational education, work experience, cooperative work) in grades 9-12.

1. Vocational Education courses - 74-75	Voc Ed Tchr	Record	6/1/75	list	--	final
2. Students enrolled in Work Exp. - 74-75	Proj. Staff	Record	6/1/75	list	Distr Sta. X Students	final
3. Number work exp. stations avail/used	Proj. Staff	Record	5/15/75	list	Distr Sta. # stu X use	
4. Changes in Coop/ Work stations	Proj. Staff	Record	5/15/74	list	Significance of differences	final
5. Description of procedure used to identify W/Exp stations	W/Exp Coord	Questionnaire	6/1/75	Descr.	--	final
6. Description of TOTAL W/Exp program for grades 9-10-11-12	Proj. Staff	Quest/Interview	6/1/75	Descr.	--	final
7. Project use of Community resources in establishment of W/Exp stations	Proj. Staff	Quest/Interview	6/1/75	Descr.	--	final

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE: #5 (continued)

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		DATA REPORTING		
Information	Source	Observation/ Measure	Schedule	Reduction	Analysis	When	To Whom	By Whom
8. Number of VocEd teachers who participated in C.E. staff development.	C.E. course instructor	Record	5/1/75	list	--	final		
9. VocEd & project staff liasion for:								
(a) Course Development	Directors	Questionnaire	5/15/75	Descr.	--	final		
(b) Program Articulation	Directors	Questionnaire	5/15/75	Descr.	--	final		
(c) Program Development	Directors	Questionnaire	5/15/75	Descr.	--	final		

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE: #6 - Monitor financial expenditures at each level of emphasis

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		DATA REPORTING		
Information	Source	Observation/ Measure	Schedule	Production	Analysis	When	To Whom	By Whom
See attached form. Modify as required to suit District budget procedures.								

PROJECT BUDGET REPORTS

EXPENDITURES	LEVEL OF EMPHASIS					TOTAL
	K-6	7-12	7-9	10-12	K-12	
Personnel						
Professional Salaries						
Clerical Salaries						
Employee Benefits						
Travel						
Supplies & Materials						
Communications						
Services						
Equipment						
TOTALS						

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE: #7 - Availability of Student Placement services

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		DATA REPORTING		
Information	Source	Observation/ Measure	Schedule	Reduction	Analysis	When	To Whom	By When
1 Description of Placement services. (a) Counselor (b) Project (c) Government (d) Local Commercial and (e) Non-Formal (students → students, etc.)	Proj staff	Questionnaire	6/1/75	Frequent distr.	--	final		
2. Effectiveness* of Placement services	Obj #4	NA	NA	NA	--	--	--	--
3. Reasons for non-grads leaving school	Drop-outs	See Obj #4	--	--	--	--	--	--

* Effectiveness + congruence between student s career intent and actual job/work obtained

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE: #8 - Examine students' use of Career Information Center to facilitate making Career decisions

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		DATA REPORTING		
Information	Source	Observation/ Measure	Schedule	Reduction	Analysis	When	To Whom	By Whom
1. Description of.								
(a) CIC content	CIC Dir.	Records	6/1/75	Categories	--	final		
(b) Procedure for student use of CIC	CIC Dir.	Questionnaire	6/1/75	Description	--	final		
(c) Frequency of counselor referral to CIC	Counselor	Questionnaire	6/1/75	Description	--	final		
(d) Students' perception of CIC value in career decision making	Grade 11-12 students	Questionnaire	6/1/75	Description	--	final		
(e) Qualifications of CIC staff (especially CE training)	Proj Staff	Questionnaire	6/1/75	Description	--	final		

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE: #8 (continued)

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		DATA REPORTING		
Information	Source	Observation/ Measure	Schedule	Reduction	Analysis	When	To Whom	By Whom
2. Frequency of student use of Career Information Center								
(a) Grade X Career Choice X Sex	Students who use CIC	Questionnaire	6/15/75	Frequency Distribution	--	final		
(b) Due to counselor referral	Students who use CIC	Questionnaire	6/15/75	Frequency Distribution	--	final		
(c) Free/indicated choice	Students who use CIC	Questionnaire	6/15/75	Frequency Distribution	--	final		
(d) "Other" referral	Students who use CIC	Questionnaire	6/15/75	Frequency Distribution	--	final		
3. Description of materials useage (frequency of use)	CIC Dir.	Records	6/1/75	Frequency Distribution	--	final		
4. Effects of CIC use on:								
(a) Finding a job	Students who use CIC	Questionnaire	6/15/75	Frequency yes no	Correlation with referral	final		
(b) Career decision	Students who use CIC	Questionnaire	6/15/75	Frequency yes no	and with useage	final		

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE. #9 - Describe procedures employed to identify and use resources from the community

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		DATA REPORTING	
Information	Source	Observation/ Measure	Schedule	Reduction	Analysis	To	When
1. Frequency of requests at Resource Coord. Center	Center	Records	5/15/75	List	Avail. X Requests	final	
2. List of community resources inventoried	Center	Records	5/15/75	List	--	final	
3. Description of procedures used to add resources	Proj Staff	Interest Questionnaire	6/1/75	Description	--	final	

Basic questions. 1. How are community resources located?
2. What is available?
3. How do people get them?
4. How often are they used?

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE: #10 - Description of procedure used to DESIGN & USE Community Resource Center

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		DATA REPORTING		
Information	Source	Observation/ Measure	Schedule	Reduction	Analysis	When	To Whom	By Whom
1. History/background of Community Resource Center	Proj Staff	Interest Questionnaire	6/1/75	NA	NA	final		
2. Types of resources inventoried	CRC Staff	Records	5/15/75	Categories	--	final		
3. Services provided by resource center to effective use of a community resource	CRC Staff	Questionnaire	5/15/75	List	--	final		
4. Description of project needs for community resources:								
(a) Teacher needs*	Proj Staff	Interest Questionnaire	6/1/75	List	--	final		
(b) Student needs	Proj Staff	Interest Questionnaire	6/1/75	List	--	final		

* This measurement procedure is employed to avoid heavy use of District-wide questionnaires - may wish to change to a teacher questionnaire.

(continued)

5. Description of inter-agency coord. in establishment and use of the CRC	Proj. staff	Interest Questionnaire	6/1/75	Description	--	final
6. Teacher perception of the usefulness of the CRC	Teachers who have used the CRC	Record data	6/1/75	Description	--	final

Objective 12: Description of strategies used to corr[illegible] students' self-awareness and career decision-making skills.

General Comments/Observations: In effect, this objective speaks to ALL of the KINDS of activities/strategies in which the project has been engaged. In that sense, it is too sweeping in its scope.

However, it could be reduced to a neat, clean study - through use of some data obtained in Objectives 1-4 and correlating this information with a criterion, i.e., the C.D.I. (on which some data will already be available). (The problem will be one of management making certain we keep samples and/or data identified with sufficient precision to "track" specific students through the design.)

In the most simple case, the objective simply calls for a description of use of CIC, counseling, vocational education courses, etc. However, these do not contribute much to specification of effects of the strategies.

Therefore, recommend the study described as follows:

Question to be answered: What combination of relational strategies makes the most significant contribution to high student scores on BOTH the C.D.I. and (a) the ACD/Unit 4/Items 37-38, and (b) self-reports of ability?

Criteria to be employed:

(a) Self-Awareness: ACD/Unit 4/Items 37-38 AND self-reports of ability

(b) Decision-Making. Career Development Inventory

Relational strategies to be included:

(a) CIC (Career Information Center)

(b) Counseling (hours and focus, i.e. OVIS, DAT)

(c) Number of vocational education courses completed

(d) Placement procedures

(1) Work experience (hours)

(2) Work observation (hours and type)

(e) CEEB Decisions and Outcomes (hours)

Subjects: Grade 11-12 students who participated in the strategies described (all students in all strategies).

Analysis:

(a) Regression analysis procedures to identify which combination of strategies yields best performance on criteria.

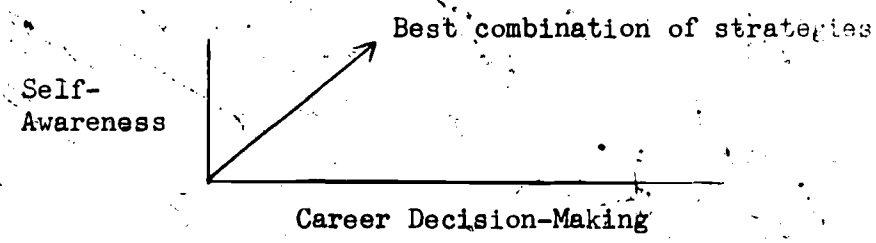
(b) Exercise statistical control for variance among subjects in:

(1) Age

(2) Hours in each strategy

(3) Work experience (salaries, number of years)

(4) Sex (?)



EVALUATION DESIGN WORKSHEET

Major Objective: #13 - Provide data which facilitates decisions relative to what elements of the model will generalize and serve as components of transportable model

Data Requirements	Source	Data Collection: Observation/ Measure	Schedule	Data Analysis: Reduction	Analysis	Data Reporting: When	To Whom
1. Definition of "model' transportability	J. Lacey	Questionnaire	5/1/75	List Elements	--		
2. List of components which SHOULD generalize transport	J. Lacey	Questionnaire	5/1/75	List	--		
3. List of transport criteria being used by other CE projects	Part "D" Proj Dir.	Questionnaire	6/1/75	List	--		
4. List of names & addresses for Part 'D' Project Directors	Jackson/ Lacey	Letter/ Questionnaire	5/1/75	List	--		
5. List of project components and activities	Proj Staff	Questionnaire	5/1/75	List	--		
6. Description of information needed to adapt GF components (what info about each component is required to make a decision?)	Supts from Montana	Questionnaire	6/1/75	List			

EVALUATION DESIGN WORKSHEET

EVALUATION OBJECTIVE #14 - Design for a drop-out study/Career Patterns study

INFORMATION REQUIRED		DATA COLLECTION		DATA ANALYSIS		REPORTING	
Information	Source	Observation/ Measure	Schedule	Reduction	Analysis	To Whom	By When
- No data are required. Objective calls only for a design, which will be a component of the final report.							

Objective 15: Design and conduct studies to assess effects of project staff development activities.

Criterion: Affirmative response to a list of CE instructional activities suggested in the staff development activities/ course.

Basic Question: Is there a significant difference in the frequency of Career Education instructional activities between those teachers who have taken the Career Education course and those who have not?

Strategy:

1. List instructional activities suggested in the CE course,
2. Stratified random sample of teachers who have/have not taken the CE course,
3. Develop and administer instrument to obtain yes/no response and frequency of use of named activities, and
4. Determine frequency with which project resources are used by teachers who have/have not completed the CE course.

Design:

R T O

R O

T = CE inservice course
O = Instrument

Could attempt to control for differences in samples - will require identification of what could be significant and measure to use.

Sampling Plan:

GRADE LEVEL	COURSE COMPLETION	
	YES	NO
K-3	10	10
4-6	10	10
7-9	8	8
10-12	7	7
Specialists	3	3
	38	38

Objective 16: Tests to use:

Assessment of Career Development
Career Education Questionnaire
Career Maturity Inventory
Self-Observation Scales
Orientation of Career Concepts
DAT/CPP
Barclay Classroom Climate Inventory
Career Awareness Inventory

A. Criteria for usefulness

1. Administration time

2. Cost

3. Scoring ease, speed, type of scores

4. Interpretation of data

5. Effects/use of data upon instructional program

6. Administration procedures

B. Ratings of each test on criteria listed by:

1. Teachers who used test.

2. Project Staff

C. Questionnaire/Rating scale to be completed by no more than 30 respondents. One person may rate more than one test.

We need a minimum of 30 ratings for each test, preferably mixed between teachers, counselors, etc.

CHAPTER IV

DESIGN SUMMARIES

Introduction: The Guidelines for Evaluation of Career Education Programs, prepared under contract by Development Associates, Inc., enumerate three questions that should be answered in any "treatment-outcome evaluation. These are:

1. How do the experiences (treatments) for treatment and comparison students differ?

2. How do the outcomes (products) for treatment and comparison students differ? and

3. How do treatments relate to student outcomes (in instances in which there are outcome differences between treatment and comparison students)?*

In the design strategy described by the Guidelines, these types of questions should serve as the basis for a decision structure of the project and the evaluation. Typically, at least one question of each type (Outcome/Treatment/Relational) would be formulated for each outcome area-treatment addressed by the project.

However in this case, it is felt more meaningful to unite these questions for treatment groups, rather than outcome areas. This design strategy will better delineate treatment groups for evaluation purposes (since several treatment groups will be included in the same outcome area).

Another consideration in preparing these summaries has been the value of objectives addressed by the project. Generally, these may be described as objectives related to: (1) student outcome, (2) other program activities, and (3) program management. Since the Design Summaries address only student outcomes, it is not necessary to develop these forms for the other types of objectives.

Design Summaries. A summary of the design employed, including a description of the treatment used and project objective addressed for each major treatment group follows.

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* Draft Guidelines for Evaluation of Career Education Programs. Development Associates, Inc., Washington, D.C.; August 15, 1974, p. 51

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Secondary students whose teachers have completed the Career Education course (additional analysis possible)

OBJECTIVE: 1

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
I, Self Awareness	Relational A) What relationship exists between measured student attitudes and hrs of. 1) OVIS and/or Kuder interpretation? 2) group counseling 3) individual counseling					Pearson correlation Same as above Same as above

Each student who participates in the evaluation will be assigned an identification number - to the extent we can track these students, these additional analyses will be possible.

The key will be teacher reporting of hours of interpretation, counseling, etc. We have only asked for TOTAL hours in an effort to reduce the recordkeeping requirements and obtrusiveness of the evaluation) - if we only get TOTAL hours, these analyses will probably be impossible.

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S). Grade 3 - Loy (Bimler), Lowell (Linnaberry) TREATMENT: DUSO I/II OBJECTIVE: 1

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
I. Self Awareness	Outcome (I-C) A) Do students display a positive attitude toward themselves?	Pre-post, gain	Gr 3 Loy & Lowell	S.O.S.	Random from among treatment groups (n=30)	A) t_R for differences between pre-post
	Treatment A) How many hrs were spent in using the DUSO kit?	Count of hrs of classroom use	Teacher records	Diary/log	All teachers who used the DUSO kit	Descriptive distribution of teachers x students x hrs of DUSO use
	B) How many students participated?	Count/tally	Teacher records	Diary/log		
	Relational A) What relationship exists between use of the DUSO kit and gain on the S.O.S. (increases in positiveness of student attitude toward themselves)?					Pearson correlation between hrs of DUSO Exposure and gain in S.O.S. scores

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Secondary students whose teachers have completed the Career Education course — TREATMENT: C.E. course — OBJECTIVE: 1

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
I. Self Awareness	Outcome (I-C) A)What changes in student attitude toward school and work can be observed?	Post only comparison between S&T who have/have not taken C.E. course	Secondary students	Sem-Diff	Random from treatment & comparison (n=30 1 ea gp)	t_I for differences in mean scores of each group
	Treatment A)Do teachers who have completed the C.E. course have a greater effect on students' attitudes than those who have not?	Post only comparison	Same as above	Same as above	Same as above	Same as above
	B)Has there been a change in student attitude throughout the district?	Baseline comparison with 1974 admin of the same measure	Same as above	Same as above	Same as above	t_I for mean differences in a) total score and b) subscale scores
	Relational A)What relationship exists between student attitude and teacher completion of the C.E. course?					r_P+bis between teacher variable and students attitude score

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grades 4 & 6 - Franklin, Loy, Lowell — TREATMENT: BCCI (Franklin); DUSO I & II (Loy & Lowell) — OBJECTIVE: 1

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
I. Self-Awareness	Outcome (I-A) Have students increased their ability to describe their own current abilities and limitations?	Pre-post for experimental groups	(BCCI) Gr 4 Franklin Gr 6 Franklin (DUSO) Gr 3 Loy Gr 4 Lowell	S.O.S. S.O.S. S.O.S. S.O.S.	Selected sample of 30 students from each of Gr 4 & 6 at Franklin; Gr 3 Loy & Lowell (Bimler/Linnaberry respectively)	t_{R_2} between pre-post for each level
	Treatment A) How many hours were spent in admin. of the BCCI?	Record of hrs for each student*	Teachers	Log/diary	Teachers of students in sample descr above	Freq. distr of hours by students
	B) How many hrs were devoted to interpretation & use of BCCI data?	Record of hrs for each student*	Teachers	Log/diary	Same as above	Same as above
	Relational A) What relationship exists between hrs of interpretation and/or use of BCCI data & student performance on S.O.S.					Correlation between post S.O.S. scores & hrs of BCCI data use (Pearson r)

* Assume this is the same for all students

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 10 - GFHS (Turcott & Preuninger) TREATMENT: OVIS & CIC OBJECTIVE: 1

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
I. Self Awareness	Outcome (I-B) A)Have students increase their ability to describe their own current interests and values	a)Post only comparison w/ random control	a)treatment group b)Gr 10 Students GFHS	C.M.I.	a)treatment. random n=30 b)control. random n=30	t_I between post test scores
	Treatment A)How many hours were devoted to interpretation of the OVIS in 1) groups, 2) ind. sessions?	Description/ listing	Teachers/ counselors	Records	All students in the treatment group(s)	Distr: hours by students (ind groups)
	B)How many students were in each group?	Tally	Teachers/ counselors	Records	Same as above	Distr: teachers x students
	C)How many teachers & counselor hours were devoted to joint planning for use of the OVIS?	Tally/discr.	Teachers/. counselors	Records	Same as above	Distr. teachers x students
	D)What types of "OVIS interpretation" follow-up activities were prescribed for individual students by: teachers counselors	Description Description	Teachers Counselors	Quest/Records Quest/Records	Same as above Same as above	Comparison (verbal) of teachers and counselors actions

EVALUATION DETAIL SUMMARY

TREATMENT GROUP(S): Grade 10 - OVIS Interpretation (continued) OBJECTIVE: 1

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
	Relational A)What is the relationship between student performance on the Kuder and hours spent in studying/ interpretating results of the OVIS?					Description of variance in Kuder scores effected by hours of interpretation

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 9 - North, Paris TREATMENT: DAT/CPP OBJECTIVE: 1

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
I. Self Awareness	Outcome (I-A) A)Have students increased their ability to describe their own current abilities & limitations?	Pre-post	Gr 9 students North & Paris	Self-report of abilities	Random sample of 30 from participating students at North, Paris	t_R difference between pre-post on self-report
		Post only	Same as above	Self-report	Random sample of 30 students	t_I post-test comp. & treatment groups
	Treatment A)How many GROUP sessions were conducted for interpretation of DAT/CPP?	No. of hrs	Counselor & teacher records	Log/diary (total hrs)	All teachers & counselors for the student sample	None required
	B)How many INDIVIDUAL sessions were conducted for interpretation of DAT/CPP?	No. of hrs	Counselor & teacher records	Class roster hrs for each student	Same as above	None required
	Relational A)What is the relationship between hrs of counseling/ interpretation and positive self-report of abilities?					A)Correlation (r) between hrs of interpretation/counseling and post self-report for treatment groups B)Correlation (r) hrs and ACD scores

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grades 4 and 6 - Students whose teachers have completed the C.E. course

TREATMENT: Use of strategies learned in the C.E. course

OBJECTIVE: 2

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
II. Basic Skills	Outcome (IIA-F) A)Have students increased their level of general academic skill?	Post only, treatment and comparison groups	Dist test files	ITBS	Random sample (n=30) for each of treatment and control A)Treatment = students whose teachers have completed C.E. course B)Control = students whose teachers have not completed C.E. course	t_I between total test scores for treatment and control groups
	Treatment A)What is the frequency of use of materials & strategies learned and/or developed in the C.E. course?	List/discr	Specified grade 4 & 6 teachers	Questionnaire for Obj #15	All teachers of students sampled above	Chi Square: Freq. of use of C.E. materials × Tchr compl of C.E. course

	Compl	Not compl
High		
Low		

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grades 4 - 6 (continued) OBJECTIVE: 2

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
	B)What is the frequency of use of methods which are described as related to C.E. Relational A)What relationship exists between freq of use of C.E. related methods and students performance on the ITBS?	List/Descr.	Specified grade 4 & 6 teachers	Questionnaire for Obj 15	Same as above	Correlation between each teacher variable freq of use of C.E. methodology and ITBS score

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 3 - Whittier, Collins, L & C, Morninside | TREATMENT: Curriculum Infusion, Teacher training | OBJECTIVE: 2

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
IV. Awareness of and knowledge about Work	Outcome (A-E) A)Has there been a change in student awareness of and knowledge about work?	Pre-post, treatment and comparison	Gr 3 students in treatment and comparison groups	C.E.Q.	Classes of. 1)three tchrs trained in C.E. 2)three tchrs not trained in C.E.	1)t_R between pre-post for treatment and comparison 2)t_I between pre-post differences for treatment and comparison groups
	Treatment A)To what extent do teachers who have completed the CE course use CE methods more than teachers who have not completed the course?	Tally: Freq. of use per year of CE methods	Teachers	Questionnaire for Obj #15	Teachers named as above	t_I on total freq. of use for each class of teacher
	Relational A)What relationship exists between freq. of use of CE methods and student awareness of and knowledge about work?					Correlation between freq. of use of CE methods and change in student scores on the CEQ for each teacher variable

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 10 - GF..S (Cullum) TREATMENT. OVIS Interpretation and ATS-6 Demonstration OBJECTIVE: 2

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
IV. Awareness of and knowledge about work	Outcome (A-B) A) Has there been a change in student awareness of and knowledge about work?	Pre-post	Gr 10 students at GF..S(Cullum)	C.M.I.	All students in specified class	Pre-post modified gain, t_R for pre-post means
	Treatment A) How many hours were spent interpretating the OVIS in. 1) groups? 2) individual sessions?	Tally	teacher (Cullum)	Class roster, hrs for each student	All students of this class	Listing for each format
	B) How many hours (total) were spent using the ATS-6 demonstration broadcasts & materials?	Tally	Teacher (Cullum)	hrs for each student	All students of this class	NA - need total hrs only
	Relational A) What is the relationship between the number of hrs devoted to interpretation of the OVIS and use of ATS-6 Program to Student performance on the C.M.I.?					Correlation (r) between A) OVIS & C.M.I. B) ATS-6 & C.M.I. C) OVIS/ATS-6 total hrs and C.M.I.

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 6 - Skyline, Meadow Lark, Lincoln — Use of field trips & Resource persons — OBJECTIVE: 2

PROGRAM AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
IV. Awareness of and knowledge about Work	Outcome (A-B) A) Has there been a change in student awareness of and knowledge about work?	Pre-post	Gr 6 students	C.A.I.	Random Specified classes; all students in selected class	Pre-post modified gain, t_R for mean differences, pre-post
	Treatment A) How many field trips were taken? To where?	List of trips taken & when	Teachers of sample classes	Records	All teachers of students sampled	Listing
	B) How many resource persons addressed the class? What occupations did they represent?	Name each person used and occupation	Teachers of sample classes	Records	Same as above	Categorize, no. of persons per category
	Relational A) What is the relationship between awareness of and knowledge about work as measured by the C.A.I., and the no. of field trips taken and resource ~~persons~~ employed?					Biserial correlation between treatment variables and gain in test scores

A-65

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EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 12 - GFHS TREATMENT: Counseling AND use of CIC OBJECTIVE: 2

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
IV. Awareness of and Knowledge about Work	Outcome (A-E) A) Has there been a change in student awareness of and knowledge about work?	Post only	A) Students who use the CIC AND see counselors B) Students who do neither of these	ACD ACD	n=6 n=10	t_I for mean scores on post test
	Treatment A) How many hours do students spend in the CIC who ALSO discuss career choices with counselors?	Tally	Records	Log of hrs for each students of use of CIC	n=6	Listing
	Relational A) What relationship exists between use of the CIC and counseling to performance on the ACD?					Correlation (r) between hrs of CIC use and performance on the ACD

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 10 - GFHS TREATMENT: OVIS & CEEB Deciding Materials OBJECTIVE: 3

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
V. Increased Career Decision-Making Skills	Outcome (A,B,F) A)Have students increased their ability to use information about themselves and the world of work in making career decision?	Pre-post	2 classes from GFHS who used both strategies	C.M.I.	Specified classes n=50 appx	t_R on pre-post test scores
	Treatment How many hrs were devoted to use of CEEB Deciding materials?	Tally, hrs per student	Teachers	Log/diary	Teachers of the sample described above	List hrs per student
	Relational A)What relationship exists between hrs spent in use of CEEB materials and increase in student career decision-making ability?					Correlation (r_p+bis) between hrs spent in use of CEEB materials and gain scores on C.M.I.

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 10 - GFHS TREATMENT: Interpretation of the OVIS OBJECTIVE: 3

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
V. Increased Career Decision Making Skills	Outcome (B) A)Have students increased their ability to relate their personal interests & values to types of work?	Pre-post	1 class from GFHS who used only the OVIS	C.M.I.	Specified group n=25 appx	t_R on pre-post test scores
	Treatment A)How many hrs were devoted to use of OVIS scores for group counseling?	Tally, hrs per student	Teachers	Log/diary	Teachers of the student sample described above	List, hrs per student
	Relational A)What relationship exists between hrs spent in use of OVIS information and student career decision-making skill?					Correlation (r_p+bis) between hrs spent in use of OVIS information and gain scores on the C.M.I.

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 11 - CMR (one counseling group) TREATMENT. Joint use of GATB, I.C.L. and CEEB OBJECTIVE: 3

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
V. Increased Career Decision-Making Skill	Outcome (A,B,F,) A)Have students increased their ability to use information about themselves and their environment in making career decisions?	Pre-post	One counseling group from CMR	C.D.I.	Specified group n=10 appx	t_R, pre-post scores on C.D.I.
	Treatment A)How many hrs were spent with each student in counseling, using the GATB, I.C.L. and CEEB materials in combination?	List - by student	Counselor	Records	Specified group n=10	Distribution, hrs per student
	Relational A)What relationship exists between combined use of the GATB, I.C.L. and CEEB materials in combination and student performance on the C.D.I.?					Correlation (r) between hrs & total test score (C.D.I.) for each student

EVALUATION DESIGN SUMMARY

TREATMENT GROUP(S): Grade 12 - CER/Specified English class (Bronson) TREATMENT: CEEB Decisions materials OBJECTIVE: 3

OUTCOME AREA	EVALUATION QUESTIONS	DESIGN	DATA SOURCE	INSTRUMENTS	SAMPLE	ANALYSIS
V. Increased Career Decision-Making Skill	Outcome (A,B,C,F) A)What increase in student career decision-making skill may be observed in the context of regular high school courses?	Pre-post	Students	C.D.I.	Bronson class	t_R - pre-post test scores
	Treatment A)How many class sessions were devoted to use of the CEEB materials?	Tally, hrs for each student	Bronson (teacher)	Class roster	Specified class	
	Relational A)What relationship exists between hrs spent on use of CEEB materials and student gain scores on the C.D.I.?					Correlation (r) between hrs spent on CEEB and total test scores (C.D.I.

CHAPTER V

DATA COLLECTION

Introduction: Three types of data will be employed for this evaluation. These are: (1) Standardized or validated tests, (2) Questionnaires, and (3) Record data. Tests employed will be those specifically recommended in the Guidelines for specified outcome areas.

Each data source is listed or described below. The schedule for data collection and subsequent analysis was shown earlier in the design specifications.

Standardized Tests: Recommended tests to be employed in this evaluation are listed below.

TABLE 11

TEST	PROJECT OBJECTIVE	OUTCOME AREA	GRADE LEVEL
S.O.S.	1	I	3-6
C.E.Q.	2	IV	3
C.A.I.	2	IV	6
C.M.I.	2	IV	9
A.C.D.	2	IV	9 & 12
C.D.I.	2	IV	9
C.M.I.	3	V	10
C.D.I.	3	V	12
DAT/CPP	1	I	9
BCCI	1	NA	3-6
OVIS	2	NA	9
GATB/ICL	3	NA	11-12

Questionnaires: Several questionnaires are necessary to obtain information required to satisfy the evaluation objectives. Questionnaires to be employed are listed in Table 12. A copy of each instrument is also included.

Administrative procedures to be employed, including respondents, date of administration, and proposed analysis, were described in the design specifications for each project objective.

Record Data. A great deal of useful evaluative information is typically generated in routine fashion by projects of this type. For this evaluation these data are labeled "Record Data". A complete listing of record data which will contribute to this evaluation is included as Table 13.

TABLE 12

QUESTIONNAIRES EMPLOYED FOR THE EVALUATION (1975)

DATA SOURCE	FOCUS (obj)	INFORMATION REQUIRED
Co-op Work Coordinators	5	Description of procedures employed to identify cooperative work stations
Student drop-outs	4	Congruence between desired and actual placement in a job. Exit Questionnaire
Director Voc-Educ.	5	Nature and amount of liasion with career education for: (a) course development, (b) program articulation, and (c) program development.
CIC Director	8	Inventory of CIC materials, procedures for student use of the CIC
Gr 11 and 12 students	8	Personal perceptions of the value of the CIC in career decision-making.
Counselors	8	Frequency of referral of students to the CIC
Students who use the CIC	8	Perceptions of CIC value in career decision-making
Part D Project Directors	13	Definition and description of transportability as employed by their projects
Montana Supts.	13	Description of information needed to adopt Great Falls components developed under the auspices of this project
Teachers who have taken the CE course	15	Frequency of use of activities labeled as career education related
Teachers who have used selected tests	17	Ratings of selected tests for use in CE programs

OBJECTIVE 4

Great Falls Public Schools
Career Education Program

Student Exit Questionnaire

Name._____Date._____

Age:_____Sex:_____Highest School Grade Completed._____

1. What was the main reason you left school prior to formal graduation?

_____

_____

2. Did you begin to look for a job immediately (within two weeks) after leaving school?

☐ No (If you aswered no, you should not answer any further questions.) Please return this questionnaire.)

☐ Yes

If yes, please answer the following.

(A) What type of job, position or work did you look for?

_____

(B) What job, position or work were you able to obtain?

_____

☐ None

(C) Are you satisfied with your present job?

☐ No

☐ Yes

If yes, please answer the following.

(1) How was your present position obtained? (Through which of the following?)

☐ School contacts

☐ Government Employment Agency

☐ Private Employment Agency

☐ Personal initiative contacts with employe

☐ Friends

(2) ☐ Other (specify) _____

(2) Do you feel you are well qualified for your present position?

☐ Yes

☐ No

If no, what additional skills do you need?

_____

_____

(3) What is the most satisfying aspect of your present position? (Such as the type of work, salary, independence, etc.)

_____

_____

(4) What is the least enjoyable aspect of your present position? (Such as the type of work, salary, working conditions, etc.)

_____

_____

(5) Is your present job the one you sought upon leaving school - in other words - is your present job the one you wanted?

☐ Yes

☐ No

☐ I wasn't looking for a particular job.

(D) If you are not satisfied with your present employment status, what are you looking for? (Type of job, different salary, etc.)

_____

_____

How well are you qualified for the position you seek?

☐ Very well

☐ Adequately

☐ Not qualified

☐ Don't know

If you are not qualified, are you trying to become qualified?

☐ No

☐ Yes

If yes, how?

_____

_____

* 3 (see attached page)

Thank you for your assistance. Please return this questionnaire.

Great Falls Public Schools
Career Education Program
1100 Fourth Street South
Great Falls, Montana 59403

* 3. What types of problems did you encounter in attempting to find a job? (Please explain each item checked.)

☐ Lack of jobs: _____

_____

☐ Lack of necessary assistance from employment agencies: _____

_____

☐ Lack of qualifications for the job I wanted _____

_____

☐ Lack of adequate placement services: _____

_____

☐ School ☐ State ☐ Private ☐ Other

☐ Lack of necessary "contacts", i.e., didn't know the "right people." _____

_____

OBJECTIVE 5

EXEMPLARY PROJECT IN CAREER EDUCATION

Great Falls Public Schools
Great Falls, Montana

1975

Evaluation Questionnaire

Work Coordinator

1. In which of the following areas do you teach and supervise cooperative work students?

- ☐ Distributive Education (DE)
- ☐ Office Education (OE)
- ☐ Industrial Cooperative Training (ICT)

2. How many students do you supervise in the cooperative work program?

- ☐ 10 - 15
- ☐ 16 - 20
- ☐ 21 - 25
- ☐ 26 - 30
- ☐ 31 - 35
- ☐ 36 - 40
- ☐ 41 - Over

3. What percentage of your students enrolled in the cooperative work program are also involved in club related activities?

- ☐ None
- ☐ 10 - 30%
- ☐ 31 - 50%
- ☐ 51 - 70%
- ☐ 71 - 90%
- ☐ 91 - 100%

4. Do you have a formal training plan you follow in coordinating student work?

- ☐ Yes
- ☐ No

If no, what alternative do you employ? _____

_____

If yes, what criteria did you employ in the design and subsequent use of the plan? _____

_____

_____

5. What percentage of the students enrolled in your cooperative work program are holding, or have held, jobs congruent with their professed career choice?

- ☐ None
- ☐ 10 - 30%
- ☐ 31 - 50%
- ☐ 51 - 70%
- ☐ 71 - 90%
- ☐ 91 - 100%

6. What criteria do you employ to select students for the cooperative work program? (Check all appropriate spaces.)

- ☐ Have completed pre-requisite courses. (Name pre-requisites: _____)
- ☐ Attendance (all-school)
- ☐ Attitude
- ☐ Grades
- ☐ Economic need
- ☐ Career objectives
- ☐ Employability
- ☐ Student educational plans
- ☐ Teacher recommendations
- ☐ Other (specify: _____)

7. Who has final responsibility for selection of students?

- ☐ Teacher-coordinator
- ☐ Administration (school)
- ☐ Counselor
- ☐ Employer
- ☐ Other (specify: _____)

8. What procedure(s) do you employ to recruit new training sites for the cooperative work program?

_____

_____

_____

9. Approximately how many training sites do you currently inventory, i.e., how many are available for student placement?

_____ (Number)

Comments: _____

_____

10. What procedure do you employ to maintain training sites (stations) in your inventory?

11. What do you perceive as the most significant constraint to efficient and effective operation of the cooperative work program?

Vera Hewitt, Director
Career Information Center
Great Falls High School
Great Falls Public Schools
Great Falls, Montana

Dear Mrs. Hewitt:

There appears to be sufficient evidence to suggest that operational Career Information Centers similar to yours have a significant effect upon students' abilities to make high quality career decisions. As one facet of the evaluation of the Exemplary Career Education Project, we would like to describe how your center operates.

There are two primary reasons for including this type of descriptive information. First, the Great Falls Project is charged with responsibility for developing a "transportable" model of career education. It appears that a staffed Career Information Center is one component which is both central to success of the model and transportable.

The second purpose relates to identification and assessment of the procedures which have had the most significant effect on student career decision-making ability. We are attempting to collect several types of information to satisfy this second purpose, one of the most important being a full and accurate description of how the center operates.

Because of the open-endedness of this information request, it is difficult to structure the request into a questionnaire format. This latter format would make a response easier for you but I am afraid it would overlook some important features of your operation.

However, there are areas of specific concern for the evaluation. Would you simply discuss or describe each of these for us? Wherever you feel it is necessary, feel free to add information or substitute some type of published information - such as an inventory of your holdings.

The areas of special concern for which we need descriptions are:

1. The content - or holdings - of your Career Information Center; the criteria used in selecting materials for inclusion; procedures used to identify materials, the level, or type, of budgeting required to acquire materials; what additional materials, or other resources, you would like to include, and how you have organized the materials for use, i.e., do you employ a standard library system such as Dewey, Library of Congress, or some other system.

2. Procedures established for student use of the Career Information Center, both in and out of school.

3. The relationship you presently have with other school staff, especially counselors, and what you perceive as strengths or deficiencies in these relationships. For example, it would seem that a high incidence of counselor referrals, discussions of materials acquisition, and discussions of course content would all be positive and beneficial types of relationships.

If you have any questions about this request for information, its purpose, or its intended use, please feel free to call Ms. Frances Jackson, Director, Career Education Program.

Finally, and most importantly, I would like to thank you personally for your assistance in this important effort. I would appreciate having the information requested as near June 1 as possible. Simply put it in some written format and deliver it to Ms. Jackson.

Thank you again.

Sincerely,

OBJECTIVE 8

Career Information Center
User Questionnaire

Please answer each of the following questions and then put the questionnaire in the box provided. Thank you for your assistance.

Grade in which presently enrolled: 8 9 10 11 12
(circle one)

Your age._____ Your sex (M/F):_____

Reason for using Career Information Center

- ☐ My own choice
- ☐ Referred by a counselor
- ☐ Referred by a teacher
- ☐ Referred by: (name)_____

Has the CIC proven useful to you in.

Finding a job?

- ☐ Yes (How?_____)
- ☐ No
- ☐ Did not expect it to be useful in this way.

Making a decision about a career?

- ☐ Yes (How?_____)
- ☐ No
- ☐ Did not expect it to be useful in this way.

OBJECTIVE 13

Part D Project Directors AND
Region VIII Coordinator

Dear _____:

The Great Falls, Montana, Exemplary Project in Career Education is completing the second year of operations. One of the requirements for the project which is being systematically addressed at this time is to:

> Promote the inclusion of the successful aspects of the program or project into vocational education programs supported with funds other than those provided under the grant.

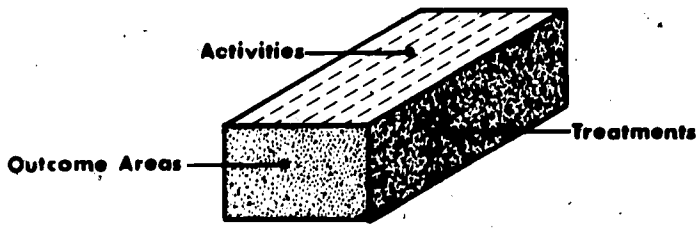
This requirement has been interpreted to mean the project must: (1) ensure that certain components of the project become diffused throughout the Great Falls Public Schools, and (2) that certain components be generalizable (transportable) to other settings.

My purpose in writing is to ask for your assistance in defining "transportability" and to seek descriptions of Career Education model components which you feel should be "transportable."

Generally, the problem confronted is centered in the perceived nature of Career Education. As you know, the concept has many meanings, ranging from a new focus for the total curriculum to specific courses in vocational education.

The numerous facets of Career Education have led to idiosyncratic definitions of components which should, or could, be labeled "Model Components." For example, outcome areas are defined as self-awareness, basic skills, etc; instructional strategies are defined as curriculum infusion, use of special materials, teacher training, etc.; and activities are defined as those related to familiarization, career orientation, etc. Finally, there are several "models" being developed under special grant programs, such as CE_2.

In the Great Falls project, these have been organized as follows:



The purpose of this model is not so much to define Career Education as it is to facilitate management of the project through establishment of necessary relationships.

Perhaps all this information has been unnecessary. However, it was felt important for you to understand our perceptions of the problem.

Would you, at your earliest convenience:

1. Describe how you have organized your project?

2. Define, in relation to your project, the concept of transportability? If you feel the concept does not apply, would you provide your rationale?

3. Describe which components of a Career Education model you feel should be transportable? and

4. Describe any strategies you have employed to ensure "transportability" of components in your project?

These questions have been purposely left open-ended because of the differences in projects we are contacting. A response could consume a great deal of time. However, it will not be necessary to describe your project in great detail. We need only sufficient information to capture the essence of strategies you have employed.

The original rationale for our project was to define the project context, develop model components and them implement procedures to insure institutionalization and generalizability of the model. The information you provide will be used in these latter two efforts.

If you have any questions about this request, I hope you will feel free to contact me. The information only you can provide is very important to us.

Thank you for any assistance you may be able to provide.

Sincerely,

OBJECTIVE 15

Great Falls Public Schools
Career Education Program

Strategy Use Questionnaire

Form I

1. Have you completed the Career Education in-service course offered by the Career Education project?

   ☐ Yes (when._____)

   ☐ No

   If no, have you completed any career education courses or workshops somewhere else?

   ☐ Yes

   ☐ No

2. What is the grade level of the majority of students you teach?

   ☐ K

   ☐ 1-3

   ☐ 4-6

   ☐ 7-9 (subjects:_____)

   ☐ 10 (subjects._____)

   ☐ 11 (subjects:_____)

   ☐ 12 (subjects:_____)

3. What is your sex?

   ☐ Female

   ☐ Male

4. How many years have you been teaching?

   ☐ 1-3 ☐ 7-9

   ☐ 4-6 ☐ 10 or more

Career Education Activities	Used (✓)		Frequency of use per year				
	No	Yes	1	2	3	4	5+
Career Field Trips							
Resource Persons							
Career Related Films/Filmstrips							
Career Related Books for Students							
Role Playing							
Simulation Games							
Interviewing Workers							
Developing Career Briefs							
Assembly Line Production							
"Hands-On" Activities (tools, equipment, etc.)							
Decision-Making Activities							
Values Clarification Activities							

OBJECTIVE 17

Great Falls Public Schools
Career Education Program

TEST RATING QUESTIONNAIRE

Your Name:_____ Date:_____

Present Position:_____ Years in Position:_____

Have you completed a Career Education course? yes no
(circle one)

Test Rated:_____

Form (if applicable):_____

Have you used this test? yes no
(circle one)

RATING CRITERIA	RATING (✓)			
	GOOD	AVERAGE	POOR	?
Administration time				
Cost (purchase price of test)				
Ease of scoring				
Speed of scoring				
Type of scores/data provided				
Interpretation of data (adequacy of norms, etc.)				
Administration procedure				
Use of data (for instruction/program design				
Other (specify): _____				

TABLE 13

RECORD DATA TO BE EMPLOYED

OBJECTIVE	DATA	SOURCE	FORMAT
1	Number of hours spent in use of (a) BCCI (b) DUSO I & II	Gr 4 & 6, 1 each at Franklin Gr 3, 1 each at Loy & Lowell	total hours total hours
1	Number of hours devoted to interpretation of OVIS in (a) group (b) individual sessions	Counselors Turcott, Buck, Preuninger	total hours, gp total hours for each individual
1	Number of students in (a) group (b) individual interpretation sessions	same as above	total students in each format
1	Number of hours of joint planning for OVIS interpretation by teacher and counselor	same as above	total hours for <u>each</u> teacher
1	Description of follow-up activities prescribed for OVIS interpretation by (a) teachers (b) counselors	same as above	description of types of activities prescribed above
1	Hours of classroom use of the DUSO kits	Bimler and Linnaberry	total hours
1	Number of students in classes where DUSO kit was used	same as above	total number of students
2	ITBS scores for 30 students each in grs 4 & 6 whose teacher had completed the CE course	District test files	mean total test score for each student in the sample

TABLE 13 (continued)

OBJECTIVE	DATA	SOURCE	FORMAT
2	ITBS scores for 30 students each in grs 4 & 6 whose teachers has not completed the CE course	District test files	Same as previous
2	Number of field trips taken, when, and to where	Gr 6 teachers at Skyline, Meadow Lark, and Lincoln	Listing
2	Name and occupation of each resource person used	same as above	Listing
2	Number of hours of CIC use for selected sample of students who use GFHS CIC and who also use counseling services	students, CIC log	listing of hours for each student
2	Hours spent in Cullum's class interpreting the OVIS (a) as a class (b) on an individual basis	teacher records	class lists, including names of students
2	Class roster and total hours each student spent in use of ATS-6 Demonstration (cost/ materials)		
3	Hours per student spent in use of CEEB material and OVIS information in specified classes at GFHS Gr 10	teacher records/ reports	class lists (and names of students)
3	Hours per student spent in use of OVIS scores for group counseling	teacher records	class lists (and names of students)

TABLE 13 (continued)

OBJECTIVE	DATA	SOURCE	FORMAT
4	Names of students who left school during 1974-75	High school or district offices	Listing with addresses
5.	List of vocational educational courses offered in 1973-74 & 1974-75	Vocational Education Coordinator	Listings
5.	List of students enrolled in cooperative work programs	Project staff	Listing
5	Number of work stations available and used, 1973-74, 1974-75	Project staff	Listing by year
5	Number of vocational education teachers who participated in Career Education inservice	Career Education course instructor	Listing
8	CIC inventory	CIC director	Listing
9	Frequency of requests for use of community resources	Center staff	Listing
9	Community resources inventoried	Center staff	Listing
10	Types of community resources inventoried, i.e. speaker, businessman, professional, field trip, etc.	Center staff	Listing by categories
10	Teacher perception of the usefulness of CRC	Center staff	Listing
1	Number of hours of counseling interpretation of DAT/CPP in (a) group format (b) individual format	Gr 9 teachers at North & Paris	Listing of hours by individual name of student

TABLE 13 (continued)

OBJECTIVE	DATA	SOURCE	FORMAT
3	Hours per student spent in counseling using the GATB, ICL and CEEB materials (Gr 11, CMR)	Counselor records	List of students' names & hours
3	Number of class sessions (hours) devoted by Bronson to use of the CEEB materials	Bronson records	List of hours per student

CHAPTER VI

REPORTING

Audiences: There appears to be two major audiences for this evaluation. (1) the project staff, and (2) the project sponsor. The project staff is oriented toward continued development of project components and institutionalization of fully developed components.

The project sponsor's concerns appear to focus upon the generalizability of the model employed in Great Falls and determination of which treatments have the most significant effect on students. The project sponsor has also indicated a need to have the data reported in a succinct and very direct manner.

Final Report: A final report will be published upon completion of the evaluation, generally following the outline shown below.

FINAL EVALUATION REPORT

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I.	Summary of Results	
II.	Evaluation Procedures	
	A. Purpose	
	B. Data Generation Procedures	
	C. Design Summary	
	1. Outcome Question/Treatment Group Matrix	
	2. Summary for Each Objective Addressed	
III.	Report of Evaluation Data	
IV.	Conclusions and Recommendations	

ACCESSION NUMBER: VT102718

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TITLE: AN EXEMPLARY PROGRAM FOR CAREER EDUCATION. INTERIM REPORT (JUNE 15, 1974 - JUNE 14, 1975). VOLUME I OF II.

PERSONAL AUTHOR: VANDERSYPEN, JOHN J., JR.

DESCRIPTOR: *CAREER EDUCATION; *PROGRAM DESCRIPTIONS; *DEVELOPMENTAL PROGRAMS; *ELEMENTARY SECONDARY EDUCATION; RURAL SCHOOL SYSTEMS; JOB PLACEMENT; GUIDANCE PROGRAMS; INSERVICE TEACHER EDUCATION; RECORDS (FORMS); INFORMATION DISSEMINATION; CURRICULUM DEVELOPMENT; VOCATIONAL FOLLOWUP

IDENTIFIER: NATCHITOCHES; LOUISIANA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 272P.; FOR AN EVALUATION OF THE PROGRAM, SEE RELATED DOCUMENT VT 102 719 IN THIS ISSUE.

ABSTRACT: THE SECOND YEAR OF A THREE-YEAR CAREER EDUCATION EXEMPLARY PROJECT IN THE RURAL PARISH OF NATCHITOCHES, LOUISIANA, IS DESCRIBED IN THIS REPORT. PROJECT COMPONENTS INCLUDED GUIDANCE AND COUNSELING/MANAGEMENT, CAREER ACHIEVEMENT SKILLS, ELEMENTARY CAREER AWARENESS, JUNIOR HIGH SCHOOL ORIENTATION/EXPLORATION, SENIOR HIGH SCHOOL/POST HIGH SCHOOL JOB PREPARATION, AND PLACEMENT. ACTIVITIES INCLUDED INSERVICE TRAINING, CURRICULUM DEVELOPMENT AND IMPLEMENTATION, "HANDS-ON" EXPERIENCES, PLACEMENT AND FOLLOWUP, INFORMATION DISSEMINATION, AND DEVELOPMENT OF INTRAPERSONAL, INTERPERSONAL, DECISIONMAKING, AND PROBLEM-SOLVING SKILLS. APPENDIXES (150 PAGES) CONTAIN CAREER EDUCATION NEWSLETTERS, DATA COLLECTION FORMS, RECORD OF DISSEMINATION ACTIVITIES, LISTS OF RESOURCE SPEAKERS AND FIELD TRIPS, MATERIALS RELATED TO PLACEMENT ACTIVITIES, COST ANALYSIS OF THE PLACEMENT PROGRAM, AND A REPORT OF THE FOLLOWUP STUDY. (NJ)

CONTRACT NUMBER: OEG-0-73-5308

INSTITUTION NAME: NATCHITOCHES PARISH SCHOOL BOARD, LA.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102718

I N T E R I M R E P O R T
Volume I of II

Project No. F6-002-VW
Grant No. OEG-0-73-5308

An Exemplary Program for Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

John J. Vandersypen, Jr.
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Box 16
Natchitoches, Louisiana 71457

September, 1975

VT 102 718

INTERIM REPORT

Project No. F6-002-VW
Grant or Contract No. OEG-0-73-5308

An Exemplary Program for Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

John J. Vandersypen, Jr.
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September, 1975

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INTERIM REPORT
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
1974-1975

I. SUMMARY OF THE REPORT

A. TIME PERIOD COVERED

The time period covered by the Exemplary Program for Career Education was from June 15, 1974, to June 14, 1975.

B. GOALS AND OBJECTIVES

The overall goal of this project is to facilitate each student's career achievement by relating his educational program to his needs for skills that will enable him to broaden his occupational aspirations and opportunities and to earn a living.

An underlying objective is to implement the state career education model in a rural parish, thereby demonstrating a workable program that can be implemented in other rural parishes in Louisiana. The project goals for each of the project components are:

COMPONENT A
GUIDANCE AND COUNSELING - MANAGEMENT COMPONENT

Product Goals

1. To provide teachers, counselors, administrators, and university personnel who train teachers, counselors, and administrators with information on career education concepts and principles.

2. To train each of these groups of educators in career achievement skills (e.g., interpersonal problem solving and program development skills).

3. To train each of these educators on how to train others (e.g., students) in career achievement skills.

COMPONENT B
CAREER ACHIEVEMENT SKILLS

Product Goals

1. To train students at the elementary school, junior high school, high school, and post high school levels in each of the career achievement skills.

2. To train these students to use their career achievement skills to develop their individual careers.

COMPONENT C
ELEMENTARY CAREER AWARENESS

Product Goals

1. To provide students with information about a variety of occupations and vocational options.

2. To help each student see a relationship between what he is learning in school and what he will need in the outside world of work.

3. To guide the students toward development of sound occupational aspirations.

Outcome Questions

1. Increased Self-Awareness

   Have students increased their abilities to describe their own abilities to describe current abilities and limitations?

2. Increased Awareness of Work Values

   Do students possess more positive attitudes toward paid and unpaid work?

3. Increased Awareness of and Knowledge About Work

   Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?

4. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?

5. Have students increased their knowledge of the important factors that affect work success and satisfaction?

6. Increased Career Decision Making Skills

   Have students increased their abilities to associate their own abilities and limitations with possible success in present or future paid and unpaid work?

7. Have students increased their abilities to relate their personal interests and values to types of paid and unpaid work and their associated life styles?

8. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

COMPONENT D
JUNIOR HIGH SCHOOL ORIENTATION/EXPLORATION

Product Goals

1. To provide students with exploratory experiences in the two major areas of industrial arts and services.

2. To help students see the relationship between their core academic subjects and the occupational areas they have chosen to explore.

3. To guide the students toward the development of sound career ladders.

Outcome Questions

1. Increased Self-Awareness

   Have students increased their abilities to describe their own abilities to describe current abilities and limitations?

2. Increased Awareness of Work Values

   Do students possess more positive attitudes toward paid and unpaid work?

3. Increased Awareness of and Knowledge About Work

   Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?

4. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?

5. Have students increased their knowledge of the important factors that affect work success and satisfaction?

6. Increased Career Decision Making Skills

   Have students increased their abilities to associate their own abilities and limitations with possible success in present or future paid and unpaid work?

7. Have students increased their abilities to relate their personal interests and values to types of paid and unpaid work and their associated life styles?

8. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

COMPONENT E
SENIOR HIGH/POST HIGH SCHOOL JOB PREPARATION

Product Goals

1. To provide high school students with a skill training program in an interest-based curriculum in the service area (e.g., in child care).

2. To provide post high school students with job training for jobs which are guaranteed.

3. To guide students in the development of and advancement up their career ladders.

Outcome Questions

1. Increased Desire to Engage in Paid and/or Unpaid Work

   Do students possess more positive attitudes toward paid and unpaid work?

2. Increased Awareness of and Knowledge About Work

   Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?

3. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?

4. Have students increased their knowledge of the important factors that affect work success and satisfaction?

5. Increased Career Decision Making Skills

   Have students increased their abilities to associate their own abilities and limitations with possible success in present or future paid and unpaid work?

6. Have students increased their abilities to relate their interests and values to types of paid and unpaid work and their associated life styles?

7. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

COMPONENT F
PLACEMENT

Product Goals

1. To place all exiting students in either a job or another educational training program.

2. To continually follow up the placement of students to determine appropriateness and effectiveness.

Outcome Questions

1. How many students have been placed or are engaged in further education and how does this compare with prior years?

2. How many students have been placed in a paid occupation and how does this compare with prior years?

3. Of those placed in (a) further education and (b) employment, how many consider the placement to be consistent with their career plans?

4. Of those not placed in further education or in a paid occupation, how many are engaged in (a) unpaid work consistent with their career plans, and (b) how does this compare with prior years?

C. PROCEDURES

During the project year of 1974-75, many activities and accomplishments were experienced by the Exemplary Program for Career Education staff. Early in the first quarter, the last phase of the elementary in-service training took place. From June 3rd through 21st, 25 elementary teachers and administrators attended an intensive in-service at Northwestern State University. From August 5th through 23rd, the first phase of the secondary in-service was held. Twenty additional pilot teachers from the areas of math and science participated.

Another accomplishment during the first quarter was the completion of a career needs assessment. The needs assessment was given to parents, teachers, students, businessmen, administrators, and career advisory committee members in the parish to rate the career goals. An average rating was computed for each item or goal. The results of this needs study were used to determine areas of emphasis and program planning.

On August 28, 1974, school began with 160 elementary and 20 secondary teachers intensively trained in career education techniques and initiating them in their classes. Project staff has assembled a large amount of resource booklets and information to aid teachers in the infusion of career education concepts. The reproduction of units greatly enhances the teaching of career oriented and value oriented lessons during the project year.

Almost immediately, project staff witnessed an increase in the number of classroom teachers seeking resources through the career education office. This increase indicated to the

project staff that the 1974-75 school year was even better than the first year of the project.

In conjunction with the state funding, the project staff has worked to produce a slide presentation of the career oriented activities being undertaken in Natchitoches Parish. This presentation was used to aid project staff in various dissemination activities to foster public awareness and involvement.

To develop better documentation of activities and events during the second project year, the project staff developed new forms and procedures which were used in project schools. A copy of these forms appears in Appendix A.

During the 1974-75 project year the interest-based curriculum materials were completed and disseminated to the project schools and teachers involved in their development. These curriculum materials correlate the subject matters of English, math, and science with that of the home economics house care services by incorporating the vocabulary, terminology, concepts, and skills of house care services into academic areas. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which includes a list of equipment, films, and other supplies.

The interest-based curricula in child care services were completed in the 1974-75 school year and will be disseminated to the schools during the 1975-76 school year. These materials correlated the subject matters of English, math, and science with that of child care services by incorporating the vocabulary, terminology, concepts and skills of child care services into academic areas. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which includes a list of equipment; films, and other supplies.

During the fall semester the project staff, in cooperation with the Northwestern State University Education Department, began the secondary in-service training sessions. The first in-service, which was held from August fifth through twenty-third, involved selected language arts and social studies teachers from the pilot subsite schools.

The second phase of the in-service began with the fall semester at Northwestern State University and involved math and science teachers. Each teacher received intensive training in career achievement skills and methods of teaching these skills, as well as in career unit development of materials to teach career oriented subject matter. During the 1975 spring semester at Northwestern State University additional teachers were exposed to the in-service training offered by the Exemplary Program. The spring in-service was the concluding one for the 1974-75 school year. A total of 60 teachers received in-service training from all three in-service sessions.

Also at this time, the project staff worked diligently to establish a parishwide career resource center. Meetings were held with the parish vocational supervisor, the supervisor of instruction, the superintendent, and the school board in the effort. The project staff was successful in initiating the career center. It became operational on January 20, 1975. Funds for the center have been granted from three areas: the state career education program, the parish, and the Exemplary Program. By the 1975-76 school year local plans call for building a new school board building which will house the center and establish satellite facilities in strategic locations around the parish. The idea was well-received by the administrative staff at the parish and state levels and should prove very beneficial working in coordination with the Career Resource Center Director. The project staff is attempting to accumulate needed materials, supplies, and equipment to aid pilot teachers in the career education effort.

The project staff has also worked closely with a newly developed course designed for the upper elementary grades called "American Industries." This course is designed to introduce students to the broad spectrum of the industry: industries today, the evolution of industry, organizing and enterprising, operating and enterprising, distributing the products and services, the future of industry, and the students' business ventures. The course has two major goals: to explore the industrial process, and to develop the ability to solve problems in these areas. On October third and fourth, 1975, 15 Natchitoches Parish teachers and administrators were trained to teach this five to nine week course.

The Exemplary Program staff was also involved in an organized display at the Natchitoches Parish Fair. Pilot schools, in cooperation with the project staff, were instrumental in developing a display booth depicting the activities of the Exemplary Career Education Program. This activity proved most effective in stimulating interest and enthusiasm among local citizens.

The project staff has also worked to inform the general public of the purposes and objectives of the Exemplary Program. Numerous newspaper articles in three newspapers, as well as radio spots, were used for this effort. (See Appendix B)

In a cooperative effort with the state in the funding, a new career oriented program was established during the 1974-75 school year. This funding was instrumental in the establishment of a much needed exploratory business program that involved over 125 students. In addition, the state career education funding was received for in-service training of teachers for a program of innovative independent investigation. This program for academically talented students of the parish is an innovative process through which a student of potentially exceptional ability is graded individually in planning indepen-

dent investigation centered around his particular needs and interests.

The Natchitoches Parish Career Education Exemplary Program staff has been successful in completing numerous activities during the 1974-75 school term. Some of these activities include mini courses, job placements, elementary career fair, developing a career resource center, parish newsletters, placement newsletters, spring in-service training, newspaper articles, field trips, resource persons, and staff presentations. This is not a total listing, but it does establish an overall view of the scope of work accomplished by the Exemplary Program staff.

Two mini course activities were developed for students by the secondary guidance coordinator and classroom teachers. These activities proved most successful in achieving student interest and involvement, although students had to attend the courses before school each morning. Sample mini course agendum are in Appendix F. A more detailed explanation will also appear in the secondary guidance coordinator's report.

Job placement has been an active area for the career education project during the project year. Job orders, referrals, and placements have been increasing. In addition to these activities, the placement officer has completed the 1973-74 follow-up study of Natchitoches Parish seniors and has completed a cost analysis of the job placement of income, income tax, etc. A copy of this cost analysis appears in Appendix C.

An additional accomplishment of the Exemplary Program has been the dissemination practices. Newspapers, radio, parish newsletters, and placement newsletters have proven both effective and beneficial. The parish newsletter has grown through the enthusiasm and interest of teachers to a point that the newsletters must now be printed every two weeks. (See Appendix D) It became apparent to the placement officer that a placement newsletter was also needed for local distribution. The placement newsletter is printed bimonthly with relevant information on college scholarships, vocational schools, and job openings. Sample copies of the newsletters appear in Appendix C.

D. EVALUATION

The evaluation of the Natchitoches Parish Exemplary Program for Career Education is an unremitting process. The project staff has attempted to assess the extent to which the objectives of the Exemplary Program for Career Education have been met, as well as possible reasons for not meeting these objectives. Much effort has been made by the project staff to insure the component intent was accomplished. The third party evaluation is the contracted responsibility of the Louisiana State Department of Education. A copy of the third party evaluation report can be obtained from Dr. Larry Roberts or Dr. Dean C.

Andrews, Educational Planning and Evaluation Services, P.O. Box 689, Magnolia, Arkansas 71753.

II. EXEMPLARY PROGRAM FOR CAREER EDUCATION PROBLEM AREA

In an age of accelerating change, the rate of growth of scientific and technological knowledge has increased at a tremendous mathematical proportion. In this setting education must operate by providing the student with experiences that he believes are relevant. The problem facing concerned educators is what is the best program which meets the relevancy that society is demanding of education. Dr. Sidney P. Marland, Commissioner of Education, supporting this, stated that: (Marland)

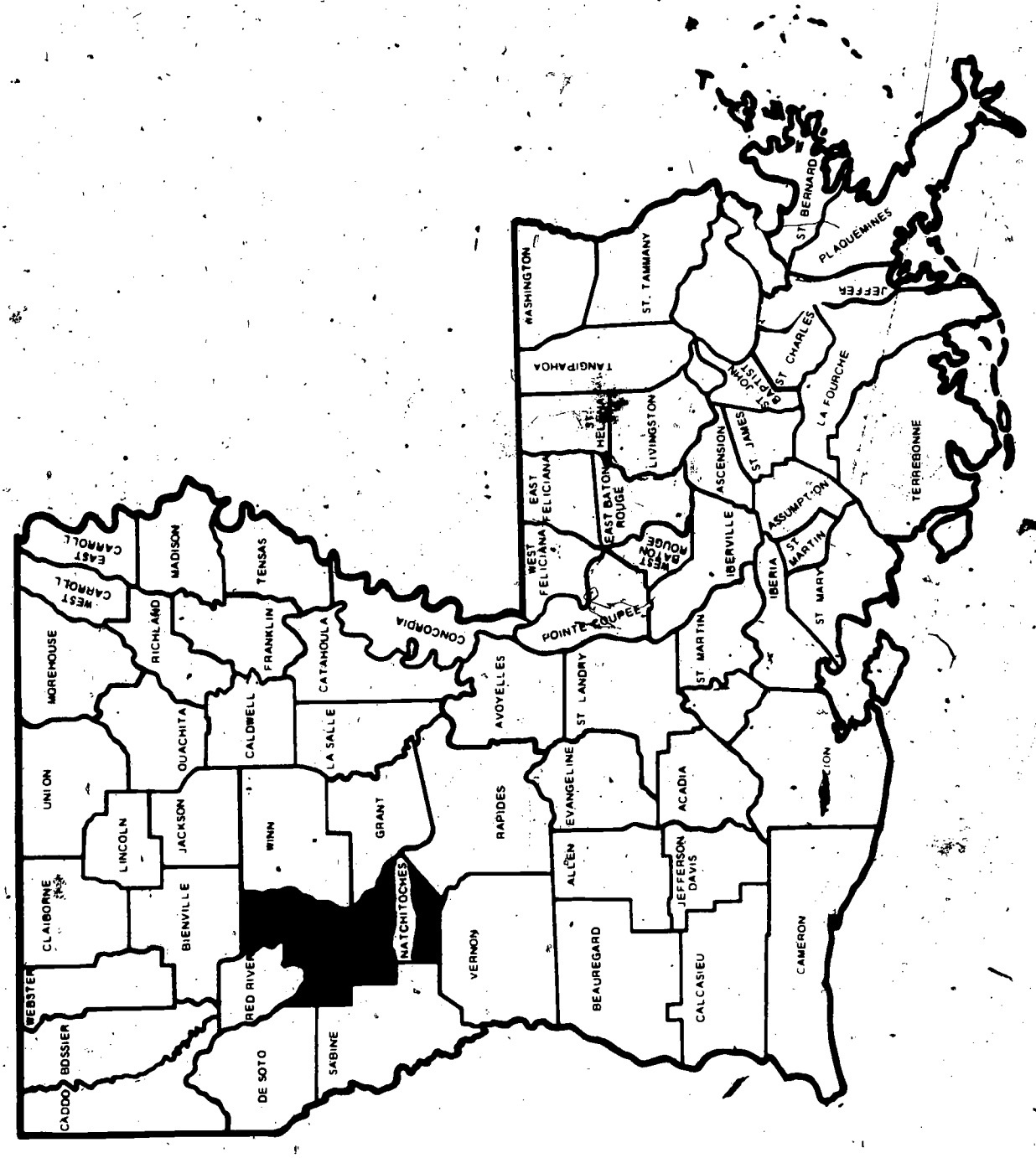
> "I think our choice is apparent. Certainly continued indecision and presentation of the status quo can only result in additional millions of young men and women leaving our high schools, with or without benefit of a diploma, unfitted for employment, unable or unwilling to go on to college, and carrying away little more than an enduring distaste for education in any form, unskilled and unschooled. Indeed, if we are to ponder thoughtfully the growing charge of "irrelevance" in our schools and colleges, let us look sharply at the abomination known as general education."

In the past, education has focused primarily on the college preparatory curriculum. This curriculum does not lend itself to many of today's needs and the needs of the future. Little, if any, attention was focused on skills which will help the student to make a livelihood for himself and his future family, no matter what level of education he leaves. A large number of our youth completes school and sees little evidence that school experiences aided them in making a smooth transition into the world of work.

In The Courage to Change, Grant Venn lends support to this contention as he recommends:

> "Assuming that the principle of accountability is a clearly established right of the American public, and that it will eventually find acceptance within the profession, then the more fundamental question concerns what goals the schools should be held accountable for achieving. In one sense, the schools have already accepted responsibility for their students, at least those going on to college, and interestingly enough, they have not resisted being judged by the percentage of any senior class which pursues further education. The real shame lies in their treatment of the rest--those who leave school permanently, before or after graduation. The Ford Foundation's Educational Facilities Laboratory reports that of every 100 high school graduates, 46 do not go on to further education. Only about nine of

STATE OF LOUISIANA



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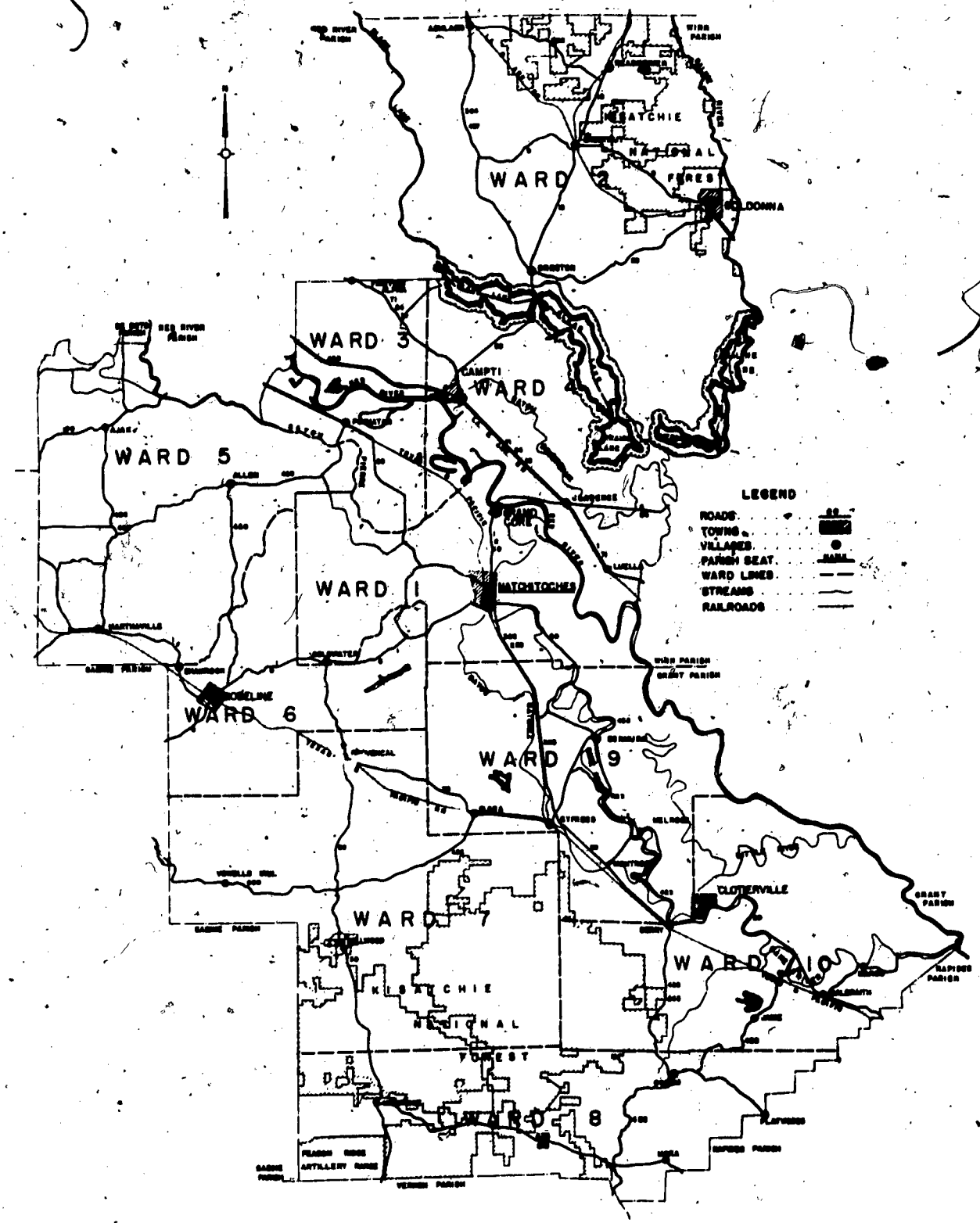
MAP 2
NATCHITOCHES PARISH



these are trained for a craft or white collar job; 37 are lost and forgotten. In 1970, approximately 18 percent of all young Americans and 30 percent of all black young Americans were unemployed, and about half of the unemployed youth was functionally illiterate. Moreover, about 50 percent of those students who do start college never finish.

At some point, therefore, almost every product of the public schools goes out to face the world of work, and most are in total bewilderment. They have little information about their own skills and abilities, and much less about the range and varieties of occupations open to them. Their understanding of the nature of work is superficial. The schools should be held accountable for their ability to prepare young people for the world of work." (1971, p. 40)

Natchitoches Parish has accepted this challenge to evaluate our educational system and revamp it to make a more meaningful learning environment. With the total support of the educators and community, Natchitoches Parish has implemented a comprehensive continuing through post high school education. The parish was designated as a rural model for career education for the national and state levels. Funding for this Exemplary Program was created as a result of the Vocational Education Amendments of 1968, Part D, Section 142.

Natchitoches Parish is a rural parish with a population of about 35,000 people. This total has been stable over the past ten years and is predicted to remain constant in the next ten years. The parish has a high percentage of families in the lower-middle income bracket and about 38 percent of all families receive income below the established poverty level. The average per-capita income of families in the parish is about $1,718.00. Unemployment in the parish has been consistently higher than it has been in other Louisiana parishes and, also, higher than the national average for rural parishes. The percent of youths unemployed during the last two years has averaged 12.1 percent.

The selected project site, representative of urban and rural areas, serves about 6,000 students or about two-thirds of the total parish student population. Six subsites were selected in Natchitoches Parish and at each of these are either two or three schools which make up a pilot kindergarten through grade twelve complex. Serving these sites are two trade schools, the Natchitoches Trade School and the Central Area Trade School; and one university, Northwestern State University.

A. GOALS AND OBJECTIVES

The overall purpose of the Exemplary Program is to establish a meaningful, comprehensive, well-developed career education program with a strong guidance and counseling component. This program was based on the priorities established in the Exemplary Guidelines of the 1968 amendment:

1. Programs designed to increase the self-awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work.

2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of opportunities open to them in the world of work.

3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

4. Programs at grade levels ten through fourteen designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

5. Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post secondary occupational program, or (c) a baccalaurate program.

COMPONENT A
GUIDANCE AND COUNSELING - MANAGEMENT COMPONENT

Product Goals

1. To provide teachers, counselors, administrators, and university personnel who train teachers, counselors, and administrators with information on career education concepts and principles.

2. To train each of these groups of educators in career achievement skills (e.g., interpersonal problem solving and program development skills).

3. To train each of these educators on how to train others (e.g., students) in career achievement skills.

Product Objectives

1. The school administration will increase the number and type of job preparation opportunities during the 1974-75 school year. It is expected that there will be ten percent greater number and types of job preparation programs than during the 1973-74 school year.

2. The school administration will demonstrate knowledge of the finances expended on the Career Education Program that come from Section 142 (C) of the Part D of Public Law 90-576 as indicated by an expenditure report. It is expected that the report will contain data on money expended by components.

3. The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that a gain at the .05 level will be achieved.

4. The teachers involved in the Career Education Program will respond positively to career education concepts as measured by a semantic differential. It is expected that a mean gain of .25 percent will be made on the post tests.

5. The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that a statistically significant gain at the .05 level will be achieved.

COMPONENT B
CAREER ACHIEVEMENT SKILLS

Product Goals

1. To train students at the elementary school, junior high school, high school, and post high school levels in each of the career achievement skills to develop their individual careers.

COMPONENT C
ELEMENTARY CAREER AWARENESS

Product Goals

1. To provide students with information about a variety of occupations and vocational options.

2. To help each student see a relationship between what he is learning in school and what he will need in the outside world of work.

3. To guide the students toward development of sound occupational aspirations.

Outcome Questions

1. Increased Self-Awareness

   Do students display more positive attitudes toward themselves?

Product Objective

The third and sixth grade students participating in the Career Education Program in the 1974-75 school year will demonstrate more positive attitudes toward themselves than did the third and sixth grade students in the 1973-74 school year as measured by the Coopersmith Self-Esteem Inventory. It is expected that a statistically significant difference (at the .05 level) will be achieved in favor of the 1974-75 students.

2. Increased Awareness of and Knowledge of Work

Have students increased their knowledge regarding the major duties and regarded abilities of different types of work, paid or unpaid?

Product Objective

The third and sixth grade students participating in the Career Education Program will demonstrate knowledge of the major duties and required abilities of different types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean scores will be at or above the 50th percentile of the norm group.

3. Have students increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work?

Product Objective

The third and sixth grade students participating in the Career Education Program will demonstrate knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the mean score will be at or above the 50th percentile when compared to the norm group.

COMPONENT D
JUNIOR HIGH SCHOOL ORIENTATION/EXPLORATION

Product Goals

1. To provide students with exploratory experiences in the two major areas of industrial arts and services.

2. To help students see the relationship between their core academic subjects and the occupational areas they have chosen to explore.

3. To guide the students toward the development of a sound career ladder.

Outcome Questions

1. Increased Self-Awareness

   Have students increased their abilities to describe their own abilities to describe current abilities and limitations?

   Product Objectives

   The eighth grade students participating in the Career Education Program will increase their recognition that social, economic, educational, and cultural forces influence their development as measured by the Career Development Inventory. It is expected that the mean score will be at or above the 50th percentile when compared to the norm group.

2. Increased Awareness of Work Values

   Do students possess more positive attitudes toward paid and unpaid work?

   Product Objective

   The eighth grade students participating in the Career Education Program will demonstrate positive attitudes toward work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.

3. Increased Awareness of and Knowledge About Work

   Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?

   Product Objective

   The eighth grade students participating in the Career Education Program will demonstrate their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.

4. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?

   Product Objective

   The eighth grade students participating in the Career Education Program will demonstrate their knowledge of entry requirements for major types of paid and unpaid work

as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

5. Have students increased their knowledge of the important factors that affect work success and satisfaction?

Product Objectives

The eighth grade students participating in the Career Education Program will demonstrate their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score of the 1973-74 students.

6. Increased Career Decision Making Skills

Have students increased their abilities to associate their own abilities and limitations with possible success in present or future paid and unpaid work?

Product Objective

The eighth grade students participating in the Career Education Program will demonstrate their abilities to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

7. Have students increased their abilities to relate their personal interests and values to types of paid and unpaid work and their associated life styles?

Product Objectives

The eighth grade students participating in the Career Education Program will demonstrate their abilities to relate personal interests and values to types of paid and unpaid work and their associated life styles and their knowledge of the steps to be taken and factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

Product Objective

The eighth grade students participating in the Career Education Program will demonstrate their knowledge of the steps to be taken and factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the score for the 1973-74 students.

COMPONENT E
SENIOR HIGH/POST HIGH SCHOOL JOB PREPARATION

Product Goals

1. To provide high school students with a skill training program in an interest-based curriculum in the service area (e.g., in child care).

2. To provide post high school students with job training for jobs which are guaranteed.

3. To guide students in the development of and advancement up their career ladders.

Outcome Questions

1. Increased Desire to Engage in Paid and/or Unpaid Work

   Do students possess more positive attitudes toward paid and unpaid work?

   Product Objective

   The twelfth grade students participating in the Career Education Program will demonstrate positive attitudes toward work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be greater (at the .05 level) than the mean score for the 1973-74 students.

2. Increased Awareness of and Knowledge of Work

   Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?

   Product Objective

   The twelfth grade students participating in the Career Education Program will demonstrate their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Career Maturity

Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

3. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?

Product Objectives

The twelfth grade students participating in the Career Education Program will demonstrate their knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

4. Have students increased their knowledge of the important factors that affect work success and satisfaction?

Product Objectives

The twelfth grade students participating in the Career Education Program will demonstrate their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the mean score of the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

5. Increased Career Decision Making Skills

Have students increased their abilities to associate their own abilities and limitations with possible success in present or future paid and unpaid work?

Product Objectives

The twelfth grade students participating in the Career Education Program will demonstrate their abilities to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

6. Have students increased their abilities to relate their interests and values to types of paid and unpaid work and their associated life styles?

Product Objectives

The twelfth grade students participating in the Career Education Program will demonstrate their abilities to

relate personal interests and values to types of paid and unpaid work and their associated life styles as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

7. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

Product Objectives

The twelfth grade students participating in the Career Education Program will demonstrate their abilities to relate personal interests and values to types of paid and unpaid work and their associated life styles as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

8. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

Product Objectives

The twelfth grade students participating in the Career Education Program will demonstrate their knowledge of the steps to be taken and the factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the mean score for the 1974-75 students will be significantly greater (at the .05 level) than the mean score for the 1973-74 students.

COMPONENT F
PLACEMENT

Product Goals

1. To place all exiting students in either a job or another educational training program.

2. To continually follow up the placement of students to determine appropriateness and effectiveness.

Outcome Questions

1. How many students have been placed or are engaged in further education and how does this compare with prior years?

Product Objective

A greater percent of exiting students will be placed in further education during the 1974-75 school year than was placed during the 1973-74 school year.

2. How many students have been placed in a paid occupation and how does this compare with prior years?

Product Objective

A greater percent of senior high school students will be placed in paid/unpaid occupations during the 1974-75 school year than was placed during the 1973-74 school year.

3. Of those placed in (a) further education and (b) employment, how many consider the placement to be consistent with their career plans?

Product Objective

A greater percent of those placed in further education and employment during the 1974-75 school year will consider the placement to be consistent with their career plans than those placed during 1973-74.

4. Of those not placed in further education or in a paid occupation, how many are engaged in (a) unpaid work consistent with their career plans, and how does this compare with prior years?

Product Objective

A greater percent of the 1974-75 twelfth grade students will be engaged in part-time or unpaid work they consider consistent with their career plans than the 1973-74 twelfth grade students.

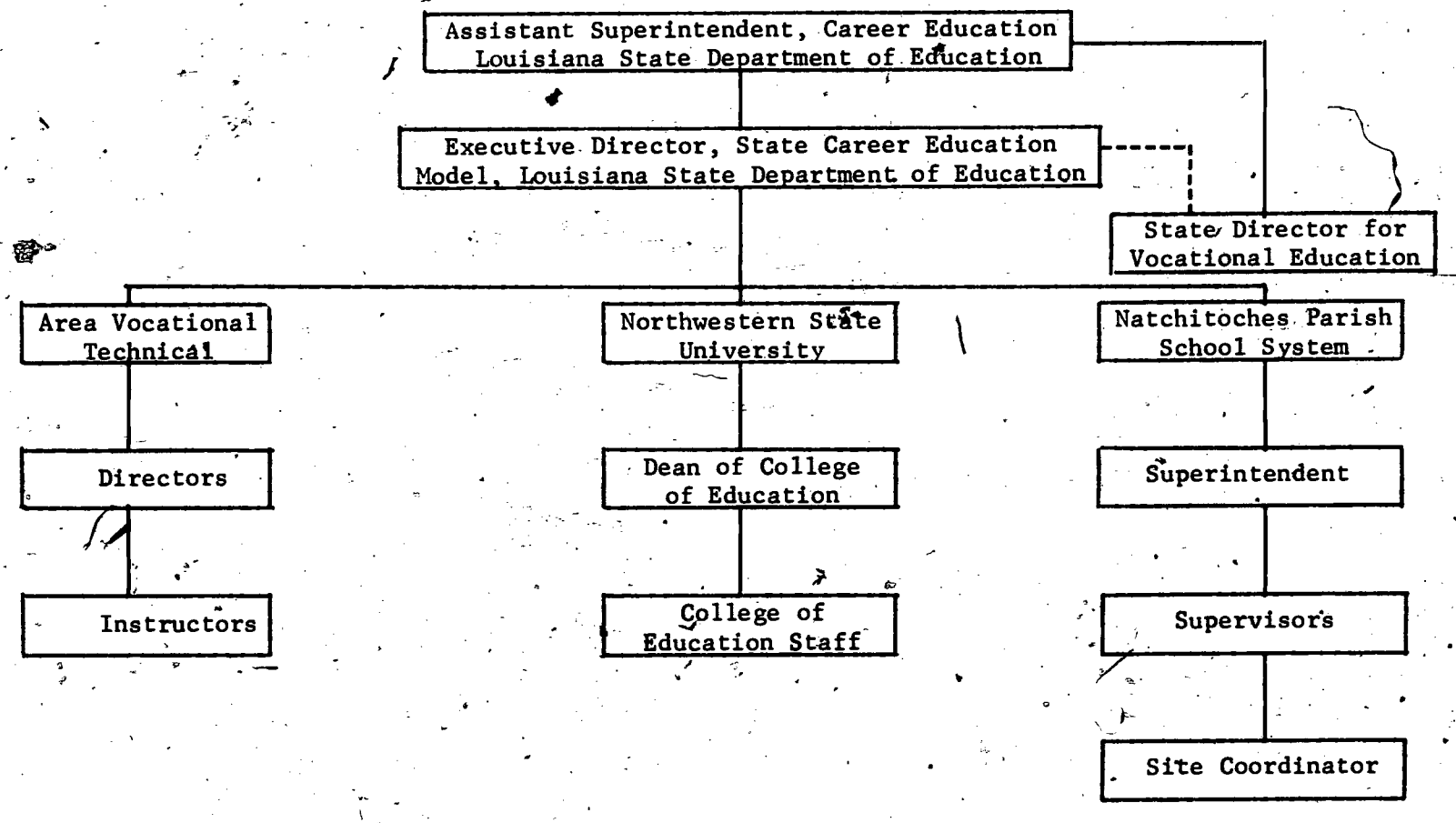
III. DESCRIPTION OF THE PROGRAM

The Exemplary Program for Career Education combines several features of previous research and development projects. The project also includes features of programs currently operating in Natchitoches Parish.

The administration of the project involves Louisiana State Department of Education personnel, Natchitoches Parish school system personnel, area vocational-technical schools personnel, Northwestern State University personnel, as well as the State Task Force for Career Education. The director of the Research Coordinating Unit of the Louisiana State Department of Education is responsible for the ongoing administration and direction of the project. At the project site the activities are coordinated by a site coordinator who works closely with the Natchitoches Parish school system, the area vocational-technical schools, the university, and community. A schematic arrangement of the administrative structure is shown in Table I.

TABLE I

ADMINISTRATIVE STRUCTURE OF THE
EXEMPLARY PROGRAM FOR CAREER EDUCATION



The selected project site, representative of urban and rural areas, serves about 6,000 students, or about two-thirds of the total parish student population. At each of these subsites there are one, two, or three schools which make up a pilot kindergarten through grade twelve complex. All students at the thirteen subsites were at least minimally involved in the program through direct student-counselor interaction or through indirect student-teacher interaction and about two-thirds of these students in pilot schools were intensively involved during the first year of the project (about 3,000 students). During the 1975-76 school year all students in the parish will be extensively involved in the program and each school will have trained personnel to maintain and continually improve the program. Also by the third year of the project, all students in kindergarten through grade twelve will be participating in career awareness, exploration, and preparation activities. Articulation between the high schools, vocational-technical schools, and the university will also be accomplished to insure all exiting students either: (a) a job, (b) a post secondary occupational program, or (c) a baccalaureate degree. Table II illustrates the project schools with the numbers of students from each school.

The project is composed of six separate components. These components are Guidance and Counseling, Career Achievement Skills, Elementary Career Awareness, Junior High Orientation/Exploration, Senior High/Post High Job Preparation, and Placement.

The second year of the tentative three year Exemplary Program for Career Education was initiated on June 16, 1974. The Site Coordinator and the Research and Placement Officer, both twelve month employees, were actively involved in preparing the interim report, planning for the coming year and placement and follow-up of 1973-74 graduating seniors.

On August 12, 1974, the elementary, secondary, and exploratory coordinators began their employment for the 1974-75 school year. Basic staff meetings were held to make plans for the 1974-75 subsite schools. These schools included Campti Elementary School, Campti High School, Natchitoches Central High School, Northwestern Junior High School, George Parks Elementary School, St. Matthew High School, Allen High School, East Natchitoches Junior High School, Fairview Alpha High School, Marthaville High School, North Natchitoches Elementary School, Northwestern Elementary Laboratory School, and M. R. Weaver Elementary School. The first six schools were the original pilot schools and were very aware of the efforts being made toward the career education concept.

With the addition of the new pilot schools, over 6,195 students and 343 teachers were directly involved with the Exemplary Program for Career Education. Of the 343 teachers, 104 elementary and 51 secondary had already attended intensive in-service training offered at Northwestern State University as part of the career education effort. These teachers received three hours graduate credit with a tuition and a stipend being offered as added incentive.

TABLE II
PILOT SCHOOLS WITH POPULATION DATA

NAME OF SCHOOL	GRADE SERVED	NO. OF STUDENTS	NO. OF TEACHERS	NO. OF COUNSELORS	NO. OF PARA-PROFESSIONALS	NO. ELEM. IN-SERVICE	NO. SECON. IN-SERVICE
1973-74 Pilot Schools							
Campti Elementary	K-6	300	16	0	8	11	0
Campti High School	7-12	273	20	½	3	0	2
NCHS	9-12	1344	75	2	8	0	10
Northwestern Jr. High	8	293	18	0	6	0	7
Parks, George Elementary	K-6	453	23	0	6	22	0
St. Matthew High School	K-12	449	29	½	7	9	3
TOTALS		3112	181	3	38	42	22
1974-75 Pilot Schools							
Allen High School	K-12	385	24	0	10	5	5
Campti Elementary	K-6	266	15	0	8	11	0
Campti High School	7-12	253	20	½	3	0	5
East Natch. Jr. High	7	246	14	0	4	0	4
Fairview Alpha High	K-12	350	33	0	7	9	1
Marthaville High	K-12	379	21	0	4	1	5
NCHS	9-12	1350	71	2	8	0	16
North Natchitoches Elem.	K-6	625	33	0	15	23	0
Northwestern Elem. Lab	K-8	421	19	0	0	4	0
Northwestern Jr. High	8	283	18	0	6	0	9
Parks, George Elem.	K-6	540	23	0	0	23	0
St. Matthew High School	K-12	452	29	½	7	9	6
M. R. Weaver Elementary	K-6	645	23	0	6	19	0
TOTALS		6195	343	3	78	104	51

In addition, the second year's plans called for an additional 60 secondary and 30 elementary teachers to receive in-service training as extension courses during the school year.

GUIDANCE AND COUNSELING COMPONENT A

A student needs career achievement skills that will equip him to deal effectively with all of his experiences. These skills consist of:

Intrapersonal Skills: Skills that will enable the student to explore his own personal world, to understand who he is and to act so as to develop his personal human resources, to increase self-awareness and self-expression

Interpersonal Skills: Skills that will enable the student to relate effectively, to live effectively with others, and to help others achieve career success

Problem Solving Skills: Skills that will enable the student to make decisions effectively, for himself and for those he helps

Program Development Skills: Skills that will enable the student to develop a sequence of steps to follow that will lead him or someone he is helping to a specific goal

In order to train these students in these skills, Northwestern State University personnel and Natchitoches Parish personnel (40 teachers and 13 administrators) attended an in-service training workshop. This core of trained personnel, during the fall of 1973, and spring and summer of 1974, then helped train other teachers, counselors and administrators. Outside consultants were called in for the original in-service from other Louisiana projects, as well as nationally known educators.

During the original in-service (August 6-25), over 40 teachers and administrators were trained during the fall and spring semesters. Another in-service training session was held from June 3-11, 1974, for another 20 elementary teachers. During the following fall semester, in-service training was also being held. On October 29, 30, and 31, and November 1, a parishwide awareness and orientation workshop was held to acquaint Natchitoches Parish personnel with the career education thrust. The second phase of the in-service was held on February 11, 13, and 14, 1974.

Early in the first quarter of the second year of the Natchitoches Parish Career Education Program the last phase of the elementary in-service training took place. From June 3 through 21, 25 elementary teachers and administrators attended an intensive training at Northwestern State University. From August 5 through 23, the first phase of the secondary in-service was held. Twenty

teachers from pilot schools in the areas of language arts and social studies participated. The first phase started with the fall semester at Northwestern State University. Twenty additional pilot teachers from the areas of math and science participated.

After completing these intensive in-servie training sessions at Northwestern State University, the teacher has been exposed not only to the decision making activities used in the classroom, but to the definition of career education, its purposes, the role of the academic teacher, the school's role, the community's role, occupational clusters, behavioral objectives, goals of career education, developmental stages, and others. Teachers are given pre and post tests to determine affective and cognitive results of the in-service training. A copy of the results with the instrumentation used can be found in the evaluation appendices.

CAREER ACHIEVEMENT SKILLS COMPONENT B
ELEMENTARY CAREER AWARENESS COMPONENT C

As a result of the intensive in-service training from August, 1973, to June, 1975, more than 104 elementary teachers and 51 secondary teachers began exposing those concepts of career education to the pilot school students.

At the elementary level a curriculum guide was developed locally during the initial in-service and distributed to all Natchitoches Parish teachers. Other curriculum materials from Cobb County, Georgia; Magnolia, Arkansas; Sand Springs, Oklahoma; and locally developed units were also used by project teachers.

After compiling records of field trips and resource speakers, it was noted that 62 resource speakers and 35 field trips were correlated with academic subjects to more than 4,000 students in the pilot schools.

Still broadening the concept of career education in the classroom, a monthly career activity sheet was mailed to each school. From the tally of the monthly activities it was noted that the teachers most frequently used bulletin boards (500), career experience stories (413), career filmstrips (392), role playing (278), library career corners (277), hands-on activities (266), posters (241), and career games (215).

It is believed the initiation of the Elementary Sixth Grade Fair brought new insights to the community about the Career Education Exemplary Program. Many lay people attended the fair and expressed the idea that "I didn't think career education included all of these activities at the elementary level." The director of the Chamber of Commerce, Mr. Sherman "Bo" Wilson, extended a helping hand to the program. The fair included approximately 500 people. The idea for the fair originated from the career education project in Sand Springs, Oklahoma, and the Career Digest.

At the junior high school level, project teachers in all areas of the curriculum were using materials developed locally, as well as materials developed from the same sources as those used by the elementary teachers. In addition to these units, exploratory programs in the Industrial Arts Curriculum Project and Home Economics Services were used. Treatments used to teach problem solving included presenting career concepts through songs, poetry, stories, role playing, discussions, audio-visual presentations, filmstrips, movies, bulletin boards, records, tapes, career briefs, resource speakers, field trips, hands-on activities, counseling, open-end stories, buying on a budget, writing essays on sharing and cooperation, and others.

JUNIOR HIGH SCHOOL COMPONENT D

This component provides meaningful career orientation and exploration experiences for project students. Prior to the initiation of the 1974-75 funding year, the entire Natchitoches Parish school system had only three exploratory programs in the Industrial Arts Curriculum Project, exposing 150 students. To further expand this service for the students, university in-service programs especially organized to prepare teachers to teach the IACP curriculum materials were held. During the 1973-74 school year all pilot schools having an eighth grade class had organized and developed exploratory programs in either IACP construction or manufacturing and Home Economics Services. As a result of these exploratory programs, over 550 students were exposed through hands-on manipulative experiences to the world of work.

When the 1974-75 school year began there was a marked increase in the number of schools being considered as pilot schools. Of the 13 pilot schools, eight schools had middle school grades. In every case exploratory programs were established which increased the number of students exposed from over 500 to over 900. In the 13 pilot schools during the 1974-75 school year, four programs in the World of Construction were developed, three programs in the World of Manufacturing, six programs in Home Economics Services, one Business Exploratory Program, and one Fine Arts and Humanities Program.

SENIOR AND POST HIGH SCHOOL JOB PREPARATION COMPONENT E

Various activities were initiated by the Secondary Guidance Coordinator in working with teachers to enrich the units of work being studied and to meet the objectives of the Career Education Program. These included field trips, resource persons, role playing, hands-on activities, group counseling and demonstration lessons in health and physical education, and English. Several mini courses were conducted. Demonstrations were presented in the schools by personnel from the hospital and the university.

Materials utilized by teachers included bulletin boards, films, filmstrips, cassette tapes, slides, pictures, career pamphlets, and units of work from other sources such as Monticello, Arkansas; Sand Springs, Oklahoma; and Cobb County, Georgia.

A career folder was given to each teacher in the pilot schools at the beginning of the school year. The staff had placed the following materials in the folder: forms for field trips, field trip evaluations, requests for resource persons, resource person evaluations, bus drivers' mileage reports, monthly reports of career activities, and career interview questions. Materials were also included on preparation prior to obtaining a resource speaker, purpose of a field trip, preparation prior to a field trip, possible lead questions during the field trip, suggested follow-up activities for a field trip, and "The Important You."

Film requisition forms for use at the Northwestern State University Media Center were made available to the schools.

A career unit was compiled by the Secondary Guidance Coordinator and distributed to the teachers. Contents of the unit included personality, career planning, individual research, personal data sheet guides, letter of application, the job interview, why people sometimes fail to get the job they seek, self-evaluation, definition of terms, sample class examination, preparation for a student career folder, topics for rap sessions, materials center information, and a bibliography.

An orientation day at the local trade and vocational schools was planned for all interested junior and senior students in the parish. Students also visited Northwestern State University and received instruction about the programs of study. The Business Department and the Biology Department seemed to generate the most interest among the students.

Graduate classes at the university received information about the Career Education Program through a presentation by the Secondary Guidance Coordinator and the Placement Officer.

The pilot schools include Allen High School, Campti High School, East Natchitoches Junior High School, Fairview Alpha High School, Marthaville High School, Natchitoches Central High School, Northwestern Junior High School, and St. Matthew High School. The secondary schools have a student population of 3,000 with 188 teachers.

A summary of the monthly reports of career activities carried out by the classroom teachers include role playing (180), career guidance kits (71), job interviewing (35), school visitations (33), hands-on activities (235), resource speakers (102), field trips (103), career articles in Newsletter (33), career guidance activities (211), interpersonal relationship (206), intrapersonal relationship (140), problem solving (288), career exploration (234), career newspaper articles (52), Dictionary of Occupational Titles and Occupational Outlook Handbook (20), and career bulletin boards (180).

Seventh grade students visited the high schools and received information about the curriculum. They were also given an oppor-

tunity to operate the various business machines, typewriters, and dictaphones. Short lessons were given in shorthand and business principles. High school students visited elementary schools and demonstrated skills learned in business, home economics, art, and science.

Junior and senior high students in the parish spent one-half of a day in the local trade schools observing work areas of their particular interests. These students had previously been oriented by the guidance counselor from the Natchitoches Trade School. These students were also taken to Northwestern State University for a contrasting view of the facilities and educational opportunities.

A mini course was planned for the Home Economics Department at Natchitoches Central High School. This course was held two weeks prior to the students being placed in various businesses in the community for on-the-job training.

Resource persons included beauticians, clothing representatives, and a person who spoke on attitudes and personality on the job. (See Appendix E)

Careers, hobbies, and contemporary issues were developed into mini courses for the students in one school. Areas offered were aviation, black history, contemporary scene, creative stitchery, decoupage, guitar, chess, international culture, interpretive dance, judo, leathercraft, macrame, pottery, photography, taxidermy, and woodworking. International students from Northwestern State University spoke to the student body about their native countries which included Taiwan, Nigeria, Thailand, Canada, Bolivia, and Ethiopia. Individuals in the contemporary scene included three lawyers, a minister, the President of the Chamber of Commerce, and the Chairman of the Bicentennial Committee. (See Appendix F)

Personnel from the Sociology Department at Northwestern State University gave several drug abuse demonstration-lecture sessions in the schools. Northwestern State University has served our program very effectively by providing personnel as resource persons, laboratories for the students to observe various experiments, career presentations and materials, and sites to visit.

"I'm interested in electricity; what materials can you get for me?" This question led to a very unique experience for one of the ninth grade students. Andrew Benjamin was given several pamphlets from the Career Education Office, referred to the library, and a letter was written by the Secondary Guidance Coordinator to the National Electrical Contractors' Association. One month later, Andrew not only received the materials on electricity, but a Mr. Charles Potter contacted the Secondary Guidance Coordinator and arrangements were made for Mr. Potter to take Andrew to Alexandria, Louisiana, for a full day tour of various construction sites. After the trip Andrew said he wished all the students could have this experience. A good rapport has developed among the Career Education staff and the immediate and surrounding communities. This is only one incident that substantiates this relationship.

The Secondary Guidance Coordinator assisted the classroom teachers in contacting resource persons; planning field trips; and providing films, filmstrips, books, and other printed materials. Demonstration lessons were given in English, health, and physical education.

Resource persons and field trips have served to enrich the program activities by bringing the community into the classroom and then visiting a site represented by the resource person. Appendix E presents the resource persons and field trips that were coordinated by the Elementary and Secondary Guidance Coordinators. Many more resource persons were contacted by the teachers themselves and do not appear on this list; also, field trips were made of which the coordinators have no record.

PLACEMENT COMPONENT F

The placement component has proven itself to be a very demanding and an ever-present core of varied responsibilities working toward student achievement and success. The concept of placing students in institutions of higher learning is fairly well-advanced; however, experience in placing students in employment and follow-up procedure in the high school is still largely undeveloped. In essence, placement is a functional system of assisting students at any level into an educational or job environment which is deemed to be most compatible with the students' abilities, interests, and ambitions.

It is the intent of this program that placement should be based on the following premises: (1) to facilitate each student's educational goals to include preparation for a career, (2) to promote cooperation and bridge the gap between public education, business and industry, trades, and various manpower agencies, and (3) to continuously follow up exiting students as to their job entry success and educational achievements.

A successful placement program must utilize and maintain accurate and up-to-date placement forms and record keeping methods and materials. One of the first functions of the placement office was to implement effective placement forms in order to successfully and accurately accomplish the task of maintaining communication between employing agencies and students. These forms are further explained and reproduced in Appendix C.

An effective and up-to-date filing and record collection was established to closely coordinate the placement function. Other articles of reference such as the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and various directories of American colleges and trade schools were adopted for use as valid and professional resources of referral data.

It was determined that regular school visitations on a monthly basis were needed to maintain a much closer contact with all parish students for the purpose of assessing students' needs and to afford one-to-one counseling relationships. A bimonthly placement newsletter was initiated to release quick, concise, and accurate information

regarding job placement news and events to all principals, faculty members, and students. These newsletters are reproduced in Appendix C.

Recognizing the fact that effective placement is the acid test of our educational concepts, the final results must be a combined effort in self-awareness and a readiness to embark upon individual career ideals. In this respect a placement program must address itself to the task of finding job openings for students desiring to go directly to work upon completion of their formal education. During 1974-75, the Natchitoches Parish unemployment rate remained at approximately 10.0 percent while the estimated unemployment rate of the age group 16-21 was listed as being 22.1 percent. These figures were listed as being far above the national average.

The placement office was very active in assisting students in receiving part-time, full-time, and summer jobs. Throughout the year, students were interviewed and evaluated for available job openings. A pamphlet was written and published to inform students on all aspects of looking for and finding a job. These pamphlets were made available not only to each parish senior, but also to all prospective job candidates desiring assistance in job placement. (See Appendix C)

Close working relationships were established with local supportive employment agencies and educational institutions. The Natchitoches Parish Employment Security Office served as a valuable resource for obtaining employment openings and information. Upon request; approval was granted for the placement office to receive a daily statewide printout job listing operated by the Louisiana Division of Employment Security.

Close coordination was maintained between the placement officer and the area vocational-technical schools. Representatives from these schools accompanied the placement officer on school visitations to inform students of various vocational-technical opportunities.

The Natchitoches Parish Police Jury Manpower Agency, operating under federal funds, was also a valuable asset in serving as a year-round resource to the placement officer for part-time and full-time job applicants. Thus, many students were employed in various part-time jobs throughout the school term under federal employment training programs (i.e., Comprehensive Employment Training Act).

A meeting of the Natchitoches Chamber of Commerce was attended to inform its members of the placement function and its goals and to extend an invitation to participate in any and all facets of career education.

The Natchitoches area military recruiting services provided assistance to both the placement office and to the school guidance programs for their assistance and support in student testing and data analysis. The Armed Services Vocational Aptitude Battery

(ASVAB) was administered at no cost to all Natchitoches Parish high school seniors for the purposes of career choice and counseling. Copies of individual test data and score interpretations were made available to both the counselors and to the students.

All Natchitoches Parish news media services were used extensively to inform and promote both public awareness and participation in career education and placement programs. Three fifteen minute "spotlight" radio programs were produced and aired locally to inform the public of placement programs and services. A series of public service announcements were also aired for the purpose of publicizing a placement summer job bank program. Various newspaper feature articles were utilized to highlight and focus upon different components of career education.

Two statewide placement meetings were attended by the placement officer. Representatives from job placement and industry were present to suggest ways and means of improving placement programs. Those meetings attended were held in New Orleans and New Iberia, Louisiana. Many new ideas and materials were exchanged for consideration and implementation into the areas of representation.

As a most significant part of any placement program, follow-up must be maintained in order to fulfill the link between schools and the community. A detailed follow-up study coupled with a job placement and cost analysis comparison were conducted, compiled, and analyzed for evaluation purposes. The purpose of these studies was to make education and the public aware of this research and its findings. Specific results and data of these studies are contained in the results and accomplishments section of this report.

STAFFING

Professional staffing for the Exemplary Program consists of a State Director, Dr. Gertrude Enloe; a local Site Coordinator, John Vandersypen; an Elementary Guidance Coordinator, Mrs. Winderlean Lewis; a Secondary Guidance Coordinator, Mrs. Eva Lee Martin; a Coordinating Exploration Instructor, Mrs. Julia McClain; and a Research and Placement Officer, Milton Lacefield. Only the on-site staff are paid through the Exemplary Program, of which only the Site Coordinator and the Placement Officer are 12 month employees. The guidance personnel are all 10 month employees that begin work two weeks before each school year and work two weeks after each school year.

All project staff members work closely with ongoing activities during the project year including activities coordinated with the state sponsored and organized program. Project staff, on numerous occasions, have utilized the expertise of visiting consultants and visitations to other career education projects to enrich the activities ongoing at the project site.

The Exemplary Program in Natchitoches Parish has five staff members and a part-time secretary. The professional staff consists

of a Site Coordinator, an Elementary Guidance Coordinator, a Secondary Guidance Coordinator, a Coordinating Exploratory Instructor, and a Research and Placement Officer. A partial list of duties and responsibilities of each are as follows.

SITE COORDINATOR - John Vandersypen

Duties:

1. Responsible to the Natchitoches Parish Schools superintendent
2. Responsible for coordination of the program with similar programs within the parish, as well as statewide
3. Work closely with the Natchitoches Parish school system, the area vocational-technical schools, Northwestern State University, and the community
4. Supervise project staff
5. Coordinate efforts of project personnel with those of other school personnel in the parish
6. Seek suggestions and support from the Career Advisory Committee and State Task Force
7. Responsible for coordination of the entire project site
8. Responsible for coordinating all project activities with the career education projects throughout the state
9. Work to assure the programs initiated by the Exemplary Program are supported after Part D funds are terminated
10. Secure community acceptance and involvement in the program
11. Responsible for preparation of progress reports and final reports
12. Responsible for coordinating the curriculum development team
13. Responsible for periodic reports to school board and superintendent
14. Attend all meetings and conferences relating to the Exemplary Program

ELEMENTARY GUIDANCE COORDINATOR - Winderlean Lewis

Duties:

1. To assist teachers in infusing or correlating the career education concept into their content or unit teaching

2. Assist teachers in planning field trips and, if necessary, make the contacts

3. Assist teachers in making the arrangements for resource speakers

4. Organize group counseling sessions

5. Participate in career education workshops and faculty meetings

6. Assist teachers in developing skills to promote positive classroom behavior

7. Coordinate efforts of teachers in further developing activities related to self-concept, interpersonal skills, intrapersonal skills, problem solving skills, work values, program skills, and group activities

8. Assist in the preparation of career education materials for classroom use

9. Assist with testing, if necessary

10. Individual counseling, if the need arises

11. Serve as a consultant to teachers in problem areas, such as social growth, etc.

12. Assist with project evaluations

PREVOCATIONAL INSTRUCTOR - Julia McClain

Duties:

1. Responsible for coordinating exploration in home services

2. Establish and maintain updated resource list

3. Develop an exploration outline for home services curriculum

4. Provide students with information relative to their career development

5. Act as a pre-vocational coordinator

6. Plan and coordinate meetings of pre-vocational instructors

7. Aid students in making transition between junior and senior high school

8. Assure correlation between junior and senior high school curriculums

9. Provide exploratory experiences for junior high school students

SECONDARY GUIDANCE COORDINATOR - Eva Lee Martin

Duties:

1. To assist teachers in infusing or correlating the career education concept into their content or unit teaching

2. Assist teachers in planning field trips and, if necessary, make the contacts

3. Assist teachers in making the arrangements for resource speakers

4. Organize group counseling sessions

5. Participate in career education workshops and faculty meetings

6. Assist teachers in developing skills to promote positive classroom behavior

7. Coordinate efforts of teachers in further developing activities relating to self-concept, interpersonal skills, intrapersonal skills, problem solving skills, work values, program skills, and group activities

8. Assist in the preparation of career education materials for classroom uses

9. Assist with testing, if necessary

10. Individual counseling, if the need arises

11. Serve as a consultant to teachers in problem areas, such as social growth, etc.

12. Assist with project evaluations

RESEARCH AND PLACEMENT OFFICER - Milton Lacefield

Duties:

1. Establish and maintain a placement center in an area easily accessible to the students

2. Maintain and utilize proper records and filing systems to insure maximum services and results for student needs

3. Coordinate placement activities with the high school students, teachers, counselors, and principals and incorporate assemblies and visitations to explain the purposes of the office

4. Publicize the placement office and work with the local Chamber of Commerce and civic organizations and utilize media such as local newspapers, radio, television, and school publications to announce placement activities

5. Contact area employers and acquaint them with the nature of the services offered and secure their cooperation in the use of the services provided

6. Identify current employment needs of area businesses and industries and provide information for counselors and students relative to various occupations, job opportunities, and educational services

7. Establish and maintain liaison with and make referrals to area vocational-technical schools, the local employment security office, and manpower agencies within the area

8. Secure a wide variety of college information for counseling purposes and work closely with area colleges to aid in placement services

IV. ACCOMPLISHMENTS

ELEMENTARY GUIDANCE COORDINATOR

The Elementary Guidance Coordinator was successful in coordinating an Elementary Sixth Grade Career Fair. In preparing for the fair she planned a meeting with the sixth grade teachers from the pilot schools. The meeting centered around the purposes of the fair, infusion of the fifteen job clusters, classroom oriented career activities, and a brief program. The sixth grade teachers were excited about the idea and worked hard to promote the growth of the activity.

Another accomplishment of the Elementary Guidance Coordinator was the development of an Elementary Career Education Pamphlet for teachers, administrators, and the community. The primary purpose of the pamphlet was to give the public and educators a general understanding of career education at the elementary level.

At the elementary level the Elementary Guidance Coordinator and the teachers put forth a great effort in developing the elementary awareness component of the Career Education Exemplary Program. The awareness component was developed through varied procedures employed and followed in order to attain the project objectives. Some of the instrumental procedures teachers used were films, filmstrips, demonstration teaching with the infusion process, career fairs, cassette tapes, unit teaching, bulletin boards, career experience stories, hands-on activities, etc.

The Elementary Guidance Coordinator compiled a proposed Developmental Scope and Sequence Activity Guide for grades kindergarten through six, an elementary level pamphlet for dissemination purposes, such as faculty meetings, parents' groups, community club meetings, etc. A more comprehensive approach was taken in preparing an article for publication in the Guidance Clinic entitled "The Elementary Counselor and Career Education."

School librarians developed a periodical reference list that consisted of career oriented news articles. Librarians also organized a career resource corner within their libraries. This was of great help to the teachers in getting the necessary information they needed to infuse the career concept into their lessons. Most of these activities or methods were correlated into each subject area.

SECONDARY GUIDANCE COORDINATOR

One of the most significant accomplishments of the Secondary Guidance Coordinator during the 1974-75 school year was the increased interest shown by teachers in using many types of activities to correlate career information with their daily lessons. In-service training and consultations with the Secondary Gudiance Coordinator have been motivating factors in this success.

Students in the junior high schools were oriented on course offerings in their respective high schools by making visits to the various departments. Arrangements were made for all interested high school students to visit Northwestern State University and the trade schools in Natchitoches. Several of the students made application on these visits to enter the trade schools. The students received contrasting views of the curriculum and facilities at Northwestern State University and the trade schools.

Several high schools utilized their students in presenting skills learned at the high school level to elementary school children. Areas presented were art, home economics, business, and science.

University personnel visited the schools and discussed career opportunities in their respective departments. A career unit designed to assist teachers in teaching personality development, career exploration, and the use of forms used in obtaining a job was distributed to the teachers.

Several departments of the city have requested the assistance of the Secondary Guidance Coordinator in setting up a program whereby their personnel could serve the schools in a more unified and systematic manner.

As a result of the interest generated in the pilot schools the Secondary Guidance Coordinator was requested by teachers and principals of several non-pilot schools to assist them in contacting resource persons, planning field trips, obtaining films, filmstrips, books, and other printed materials related to career education.

As a result of in-service training, teachers are moving toward planning most of their activities with only minimal help from the Secondary Guidance Coordinator. This has given the coordinator time to work more closely with those teachers who have not as yet been in-serviced. To quote one teacher, "This is the greatest thing that has ever happened in all my years of teaching. To have

someone plan field trips to correlate with my units of work, contact resource persons, and provide extra materials to assist me in my endeavors. I truly appreciate you."

The Secondary Guidance Coordinator served on the planning committee for the Regional Counselor Planning and Accountability Workshop held at Northwestern State University and has attended several workshops in counselor acountability held throughout the state. Other professional meetings have also been attended.

A Developmental Scope and Sequence Guide for grades seven through twelve was compiled by the Secondary Guidance Coordinator for use in the 1975-76 school year.

Graduate classes at Northwestern State University received an overview of the Career Education Program for Natchitoches Parish via presentations by the Secondary Guidance Coordinator and the Placement Officer.

RESEARCH AND PLACEMENT OFFICER

Because of the nature and scope of its efforts the single most important accomplishment of the placement component was to increase public awareness of the placement services. In working with students and prospective employers through job placement, each day brought the Placement Officer into a much closer contact with businessmen and citizens throughout the community. Through a greater public awareness of placement services, more doors have been opened for job placement of students. The placement office continued to become more functional and in a greater demand for its services to students, educators, and the community.

As a result of these increased community involvement activities, the placement officer was called upon to address various educational classes, programs, and community organizations. A public relations course being taught at Northwestern State University was addressed on the importance of public relations in a placement function. A graduate level course in business guidance and counseling being taught at the same institution was given an informal talk on involvements in career education. The November, 1974, monthly meeting of the Natchitoches Chamber of Commerce heard an address on the importance of job placement of high school students within the community.

The placement component has been augmented and strengthened to successfully accomplish its goals and objectives through a continuous process of evaluation and implementation. To help facilitate the placement efforts, a biweekly newsletter was established to create a greater interest in students seeking employment and to provide a systematic and documentative procedure of providing all students with current placement news. Reproduction of these newsletters are included in Appendix C.

Job candidate evaluation procedures and techniques were tested and adopted to maintain a criteria by which the best possible means

of service, both to the student and the employer, could best be obtained. As a direct result of these and other measures of placement services, a greater number of students seeking employment, employment information, or post high school educational training have been assisted.

A statistical analysis of job placement activity is given in the following table:

JOB PLACEMENT STATISTICS FOR INTERIM PERIOD

June 16, 1974 - June 15, 1975

	Applicants	Placements	%
Part-time employment -	279	34	12
Full-time employment -	74	32	43
Summer employment -	938	*758	80
TOTAL -	1,291	*824	64

* Represents a significant number of students employed under federal summer work programs.

Job placement statistics are further explained in the follow-up and cost analysis portion of this section.

As a reciprocal part of job placement, the placement officer has maintained a constant record of placement activities to include an in-depth follow-up study on the 1973-74 Natchitoches Parish senior class. The follow-up study was completed and the data compiled, analyzed, and released to school administrators and personnel for future evaluation. From many of the statistics from the study, it was indicated that the placement officer's services are very much in need in Natchitoches Parish. These statistics are as follows:

1. It was found that 92 of the 538 1973-74 seniors were unemployed and indicated they would like assistance from the placement office in obtaining employment. This figure represents 17% of the senior class.

2. It was found that many of the 1973-74 graduates who were presently enrolled in a college or vocational-technical school requested assistance from the placement office in locating employment after graduation.

Instrumental in data collection of the follow-up survey were the follow-up questionnaire forms which were mailed to the former students. The purpose of the questionnaire form was twofold: (1) to obtain vital information concerning the former students' present status, and (2) to analyze and determine statistically various categories and percentages of returns.

Taking into consideration various criteria involving the material it was necessary to construct the questionnaire as briefly and as concisely as possible. It was found that the self-addressed,

stamped, closed answer, postcard questionnaire form exhibited the greatest feasibility to insure the best margin of return. The cover letter was mailed as a form letter with the student's first name personally typed into the salutation. It was also determined by sample student averages that the amount of time required to complete the questionnaire was approximately two and one-half minutes.

The follow-up questionnaire forms were mailed out to 538 former students on November 15, 1975. It was determined that the total number of the 1973-74 senior class was 540; however, two of the former students' present status could not be determined. The class was comprised of 280 female students and 260 male students. As of this date, 128 questionnaire forms have been received. This represents a 24% return of the total number mailed out. A secondary mail-out questionnaire was considered inappropriate due to financial limitations.

The balance of the statistical information for this study was obtained as accurately as possible by various means of collection through telephone interviews with former students; personal interviews with teachers, counselors, and principals; and interviews with current high school students with "firsthand knowledge" of last year's seniors.

This study is statistically broken down into two main categories of analysis: (1) the total parish analysis and (2) the individual school analysis. Contained herein are one (1) statistical information report on parishwide results and the twelve (12) individual parish high school reports.

Each former student was ranked in only one of the categories, with the exception of the non-graduate representation of which student classification may be repeated. The seven categories are as follows on a parishwide basis:

1. College

It was found that 150 of the 538 members of the 1973-74 senior class studied are presently enrolled in a college or university, with none attending a two year institution. This figure represented 28% of the total senior class. Of these 150 students, 107 are presently enrolled at Northwestern State University, representing 71% of the total number attending a college or university.

Of these 150 students, 18 were attending four-year institutions within the state, other than Northwestern State University, representing 12%. Twenty-five were attending four-year institutions out of the state, representing 16%.

2. Vocational-Technical School

It was found that 42 of the 538 former students are presently enrolled in a vocational-technical school or

trade school. This figure represents 8% of the total senior class.

Of these 42 students, 39 are presently enrolled in a vocational-technical school in Natchitoches Parish, representing 92%. None (0) are enrolled in other vocational-technical schools within the state. Three are enrolled in schools out-of-state, representing 8%.

3. Business College

It was found that one (1) of the 538 former students is presently enrolled in a business college, representing .002 percent of the total class.

4. Military Service

It was found that 44 of the 538 members of the 1973-74 senior class are presently serving in the United States military service. This figure represents 8% of the total class.

5. Employed

It was found that 159 of the 538 students included in the study are presently employed on either a part-time or full-time basis. This figure represents 30% of the total senior class.

Of these 159 students, 94 are presently employed within the parish, representing 59% of the employed students. Twenty-two are employed in other areas of the state, representing 27% of the total employed students.

Also included in the employed category are nine of those former students who were listed as non-graduates.

6. Married (Housewife)

It was found that 50 of the 280 former female students are presently married and indicate being a housewife was their primary occupation. Also included in this category are three former students who are listed as non-graduates.

7. Unemployed

It was found that 92 of the 538 former students in the study are unemployed and in a non-educational or non-training classification and served no indication of transition. This figure represents 17% of the total senior class.

As an integral part of the follow-up study a job placement and cost analysis study was conducted upon the placement activity from January, 1974, through December, 1974. The purpose of the study was to make educators and the public aware of the financial benefits derived from an effective placement program. The significant findings are as follows:

1. During the period of January, 1974, through December, 1974, 112 Natchitoches Parish students were placed on jobs directly through the Career Education Placement Component. The average monthly salary of the placements retained in full-time employment was $320.00 per month. The total monthly federal withholding tax for one year was $63,651.84.

2. During the period of January, 1974, through December, 1974, 421 Natchitoches Parish students were indirectly placed in post high school training or employment. This statistic is based upon information and referrals made by the placement office into such areas as manpower summer programs, military service, and other work agencies with which the placement office worked in close contact to provide a bridge between employer and student. The average monthly salary of placements made on an indirect basis was $288.00. The average total monthly federal withholding tax for one month was $17,943.04. The average total yearly federal withholding tax was $215,316.24.

SITE COORDINATOR

One-hundred thirty-six dissemination activities involving three newspapers and two radio stations were used during the 1974-75 year. (See Appendix B) Additional accomplishments include:

1. Eleven Career Education Newsletters have been written by project staff and pilot teachers and distributed to over 750 individuals throughout the community.

2. Over 25 workshops or conferences were attended by the Exemplary Program staff. (See Appendix B)

3. Over 60 persons from the community have been contacted directly by the project staff to act as resource persons to project students.

4. Interest-based curriculum guides were completed in four major subject areas of English, math, science, and home economics house care and distributed to all project schools and teachers.

5. A style show was conducted by the home services pre-vocational students involving parents, teachers, and students.

6. The project staff has been successful in establishing the Natchitoches Parish Career Resource Center, combining funds from the Natchitoches Parish School Board, Louisiana State Career Education, and the Exemplary Program for Career Education.

In-service training sponsored by the Exemplary Program was held at Northwestern State University in the summer, fall, and spring semesters of 1974-75, in-servicing over 100 teachers, counselors, and administrators. One-hundred sixty-eight elementary and 70 secondary teachers and administrators have been intensively trained in career education skills at Northwestern State University during the first two years of the Exemplary Program. This constitutes over 52% of all Natchitoches Parish teachers and administrators.

V. EVALUATION OF THE PROGRAM

The evaluation of the Exemplary Program for Career Education has continued to be an omniactive and an unremitting process. The Research and Placement Officer was responsible for the research, development, administration, scoring, and interpretation of test results for evaluation and instructional purposes. With assistance from the project staff, administrators, counselors, and teachers, it was possible for the testing procedures and administration to be carried out as efficiently and as accurately as possible.

Under state approval, the third party evaluation team is directed by Dr. Larry Roberts and Dr. Dean Andrews of the Educational Planning and Evaluation Service in Magnolia, Arkansas. The evaluation plan for the Exemplary Program for Career Education in Natchitoches Parish was compiled and specific program descriptions and objectives were established to be evaluated. Student areas used in the evaluation will form an elementary component, a junior high component, and a senior high component. Fifteen percent of the grade populations were selected to be tested using the random sample. It was determined that four specific standardized tests were to be administered to the randomly selected student population in April, 1975. These tests were for the purpose of measuring students' career knowledge, career interests, and career decision making skills.

Using the random sample, students in grades three, six, eight, and twelve were tested by using either the Coopersmith Self-Esteem Inventory, the Career Education Questionnaire, the Career Development Inventory, or the Career Maturity Inventory.

The third party evaluation and data analysis is the contracted responsibility of the Louisiana State Department of Education. Volume II of this report contains the third party evaluation report.

VI. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

CONCLUSIONS

The primary concern of education is the growth and development of all children. It is our responsibility to see that our children are not projected into the working world unskilled or uninformed. Students should have an opportunity over a long period of time to develop a reservoir of information, attitudes, and experiences which will serve as a basis to assist them in making decisions concerning their goals in life. The following conclusions are based upon subjective analysis by the elementary and secondary guidance coordinators.

1. Business and industrial personnel in the community have responded in a positive manner by providing resource persons, sites to visit, and materials for teachers and students.

2. Through in-service training, teachers have become more aware of the need to integrate career education activities into their daily lesson plans.

3. Through the integration of career education into the regular classroom activities, students are aware of the relationship of school subjects to their career goals.

4. At the elementary level the career education questionnaire and the Coopersmith Self-Esteem Invenory indicated students had a positive self-concept and they were aware of the world of work.

5. From the observations in the classrooms of the displays and activities it is believed career education has become an integral part of the subject areas.

The placement component of career education in Natchitoches Parish has proven to be a very demanding and extremely difficult task. Special consideration must be given to small schools in rural areas and schools with large numbers of disadvantaged students with special problems and special needs. Numerous adversities in job placement have been encountered as a result of Natchitoches Parish being located in a non-industrialized area of the state. However, with a constant need being placed upon the placement function, it is by no means beyond the resources or the capability of of the school district if the results or accomplishments are in perspective of what the district wants. Research has proven the placement component to be very essential in meeting both student and educational needs and services in Natchitoches Parish. The following are specific conclusions and recommendations for the Exemplary Program for Career Education. The conclusions are all based upon data obtained from the follow-up study, in-service training, and attitude questionnaires, and observations made from student participation.

1. The success of career education can be measured only by the placement and continuous follow-up of students.

2. A higher percentage of follow-up questionnaire returns can be attained through an active involvement from all school personnel.

3. Students must be conditioned as to the purpose and values of a follow-up study in order to attain a greater percentage of questionnaire returns.

4. Those 1973-74 senior students who responded to the follow-up questionnaire indicated either a present or a future need for assistance from the placement office.

5. Statistics indicate a majority of students utilize placement facilities and services at some point during their secondary education.

6. Teachers of grades K-12 indicated more positive attitudes toward career education objectives upon completion of in-service training.

IMPLICATIONS

Through observation and comments of various people the following implications are made.

1. Students who have meaningful experiences which are related to career education goals are assisted in understanding the world of work and the outgrowth of the concept of a meaningful career.

2. Teachers see career education as a method of creating student interest, motivating students, and developing initiative and self-confidence in students.

3. Business personnel support career education as a method of creating greater student interest, motivating students, and developing initiative and self-confidence in students.

4. Business personnel support career education as a method of creating greater student interest and increasing the involvement of members of the community in the local school system.

5. In-service training has served to effectively implement career activities into the classroom studies.

6. Affording students an active role in placement planning provides an effective means of increasing placement success in assisting students in pursuing a more meaningful career.

7. Students show a greater interest in career planning or job selection through service provided by a functional placement facility.

8. Students achieve a greater degree of career awareness and maturity through a standardized testing program designed to measure career education objectives.

RECOMMENDATIONS

1. That the Natchitoches Parish School Board, administrative staff, and teachers continue to support the activities advocated by the career education staff (e.g., teaching correlated units infusing career related information, development of good self-concepts, interpersonal relationships, occupational awareness, and provide meaningful experiences related to the real world of work.)

2. That teachers employed by the Natchitoches Parish School Board continue to receive in-service training experiences utilizing incentives of tuition and stipend to encourage the incorporation of effective career education practices.

3. That the administrative staff investigate the possibility of employing more well-trained guidance personnel, especially in the rural areas, to help students make wise career decisions. This person or persons could possibly be itinerate professionals working in a number of schools.

4. That a comprehensive testing program be developed parishwide including instruments or sections of instruments to evaluate the effectiveness of the career development practices utilized by teachers and counselors.

5. That a comprehensive plan be made to include job preparation programs for the parish rural schools as well as increasing the job preparation programs offered to the urban high school students.

6. That the basic education (i.e., reading, writing, arithmetic) be strongly emphasized, but in doing so utilize the career motivation activities of career education to accomplish this.

7. That the scope and sequence developed during the 1974-75 school year be expanded and further developed to aid students in their developmental sequences.

8. That all high school students be allowed to participate in cooperative programs between high schools, colleges, and vocational schools as well as programs such as Distributive Education and Cooperative Office Education. Existing cooperative programs should be expanded and additional program be established to reach more students.

9. That teachers continue to work to upgrade themselves in their knowledge of as many areas of work as possible.

10. That teachers continue to be more independent in planning their career oriented activities in the daily lesson and utilize more resource persons from the community

11. That a reporting system be organized to inform the Natchitoches Parish School Board and other persons of the career education activities being carried on by the schools.

12. That students continue to receive career education experiences in daily activities rather than in one block during the school year.

13. That every teacher and every school administrator should be oriented on placement functions and activities at the beginning of each school year.

14. That high school teachers should include in their yearly lesson plans an informative sequence of instruction on job application and job interview techniques.

15. That every person involved in the school system should be made fully aware of the importance and the value of a continual follow-up program. Particular emphasis should be noted in the importance of student participation in replying to questionnaires.

16. That area businessmen and citizens be made more aware of placement services and afforded more opportunities to work with specific placement functions, planning and projects.

17. That a comprehensive longitudinal study be conducted to not only determine the effects of career education on students in school, but also to determine student career decisions by conducting detailed five-year follow-up of each student.

18. That more coordinated efforts be made to allow students with areas competencies in any skill to transfer these skills from high school, vocational-technical school, and/or college.

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APPENDIX A

DATA COLLECTION FORMS

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

PERIOD
From April to May
1975

My Mailing Address is:
Bobby Birdwell
General Delivery
Marthaville, Louisiana 71450

STATEMENT OF CAREER EDUCATION EXEMPLARY BUS TRAVEL ONLY!

DATE	TEACHER'S NAME	NO. OF STUDENTS	GRADE	BETWEEN WHAT POINTS	METER READING START	METER READING END	MILES
4-10	Y. Wright	25	11	Marthaville Natchitoches	2149	2199	50

TOTAL MILES TRAVELED _____
TOTAL AMOUNT DUE _____

Marthaville High Sch.
SCHOOL

SIGNATURE Bobby Birdwell
(Person Presenting Bill)

CAREER EDUCATION PART D
FUND

I hereby certify that the Career Education Bus Travel is true and accurate, and meets with the specifications of the claim.

Levi J. Dennison
Superintendent

Principal

APPROVED: John Henderson
Site Coordinator

Payment for field trips will be made ONLY if a field trip request form has been completed and signed by the principal and Career Education Coordinator.

MAIL THIS FORM TO THE ABOVE ADDRESS

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457
PH. 357-8973

STUDENT AND TEACHER
OBSERVATIONS ON A FIELD TRIP

Name of business or industry Northwestern State University Library

Type of business or industry College library

Address NSU Campus City Natchitoches Phone 357-4403

Type of product produced Literary Materials

Appearance of plant: exterior Excellent

interior Excellent

Employee's characteristics.

Education required	2-4 years college
Physical demands	Minimal
Male or Female	Both
Age range	Varied
Dress required	Casual
Attitude	Pleasant
Hours worked	Varied

Is there a need for: (X) Critical thinking, (X) initiative,
(X) Creativity, (X) Judgment.

What type of supervision: (X) close
(X) occasional
( ) seldom
( ) never

Is there possibility of advancement (X) yes ( ) no

Observations on a field trip may be given to the career education staff members or mail the appropriate copies to the above address.

Blue copy - Career Guidance Coordinator
Green copy - Principal
Pink copy - Teacher

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457
PH. 357-8973

FIELD TRIP REQUEST FORM

School Marthaville High School Date Requested April 10, 1975

Teacher Yvonne Wright Alternate Dates _____

Site to be visited NSU Library, both trade schools, Times office

Address College Ave., Lee & 3rd Sts. City Natchitoches

Contact Person Mrs. Eva Martin Phone No. 357-8973

Will you make the arrangements? Yes X No 2-3

Purpose of the visit To acquaint Marthaville juniors with above named facilities and to arouse job interest.

Departure time 8:30 Appointment time 9:15 Approx. Return time 2:30

Size of group 20-25 Age 16 No. of Chaperones _____

Type of Transportation (Bus or Walk) Bus

Bus Driver's Name Bobby Birdwell

Approved:

Principal Bobby Birdwell

Career Guidance Coordinator Eva L. Martin

Site Coordinator John Vandevoppen

Disapproved _____

Reason _____

Field trip request may be given to the career education staff members or mail the appropriate copies to the above address.

Blue - Career Guidance Coordinator
Green - Principal
Pink - Teacher

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457
PHONE 357-8973

FIELD TRIP EVALUATION FORM

Site Visited NSU Library, both trade schools, Times Office

Address _____ City Natchitoches

Contact Person Mrs. Eva Martin Phone No. 357-8973

Teacher's Name Yvonne Wright Grade 11

School Marthaville High School Room 102

Date of Visit April 10, 1975 Time 9:15 a.m. - 1:15 p.m.

	Yes	No
1. Did the trip serve its purpose?	X	
2. Was there sufficient time?	X	
3. Did the students see what they wanted to see?	X	
4. Were the students disappointed?		X
5. Were the guide services adequate?	X	
6. If you took the trip again, would you want to make changes? If yes, what changes? More time at each site for a more thorough inspection		

Strong Points: Courtesy and cooperation were admirable at all points.

Weak Points: Many students lack ambition and interest enough not to go along for the trip.

Comments: Field trips could help many young people make important decisions. Witnessing "on the job" action speaks louder than knowledge obtained by reading or listening.

The Field Trip Evaluation Form may be given to the Career Education staff members or appropriate copies may be mailed to the above address.

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457
PHONE: 357-8973

RESOURCE PERSON REQUEST FORM

School St. Matthew High School Teacher Marietta Lee

Type of resource person desired Insurance Agent

Name of person preferred Mr. Glenn Wofford

Will you make the arrangements? Yes X No _____

List topics that should be covered in the presentation or special instructions Discussion of insurance as a career; the various job opportunities available in insurance field, duties, education, etc.

Date (s) requested April 4 Time 11:00 to 12:05

Alternate Date (s) _____ Time _____ to _____

Date (s) Confirmed _____ Time _____ to _____

Room No. Dept. Grade Level 9 Age 14-15 Size of Group 22
Bus.

Approved:

Principal _____

Career Guidance Coordinator _____

Site Coordinator _____

Disapproved _____

Reason _____

Resource person request may be given to the career education staff members or mail the appropriate copies to the above address.

Blue - Career Guidance Coordinator
Green - Principal
Pink - Teacher

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457
PHONE: 357-8973

RESOURCE PERSON EVALUATION FORM

Name of resource person Glenn Wofford

Occupation Insurance Agent Phone No. _____

Address _____ City Natchitoches

Teachers' Name Marietta Lee Grade 9

School St. Matthew High School Room Business Department

Date of Presentation April 4, 1975 Time 11:10

	Excellent	A. Average	Average	B. Average
1. Did the speakers presentation arouse the students interest?			X	
2. Did the students ask questions that related to the presentation?		X		
3. Were the benefits and salary or wages of the occupation discussed?	X			
4. Were the physical and personal requirements discussed?	X			
5. Were the educational preparation and requirements discussed?		X		
6. Were students shown how academic subjects relate to the world of work?			X	
7. Would you recommend this presentation to other educators?		X		

Strong Points: _____

Weak Points: _____

Comments: The students seemed to enjoy this change in classroom activity. They were very receptive and interested.

Please complete and return this form to the Career Guidance Coordinator

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

FIELD TRIP AND RESOURCE PERSON SUMMARY SHEET
ELEMENTARY LEVEL

February, 1975

School	Date	Time	Resource Person	Field Trip	Who or Where	Purpose	Bus Driver	No. of Students
Weaver	2-4-75	8:15	X		Dr. Whittington	Discuss Math Careers		28
Parks	2-6-75	10:00	X		Dr. Burke	Teeth: Care Of		70
North	2-7-75	8:30		X	Water Treatment Plant	Aware of Job Oppor.	Sikes	52
Marthaville	2-11-75	8:30		X	Natch. Times KNOC	Job Oppor.		31
Parks	2-13-75	11:00		X	Post Office	Job Oppor.		67
Robeline	2-13-75	8:20		X	Natch. Park Courthouse	Acquaint with work	Wall	16
Fairview	2-18-75	9:00	X		Emmit Woods	Learn About Lumber		30
Allen	2-19-75	9:30		X	Poodle Parlor	Learn About Bird Sellers	Johnson	25
Allen	2-20-75	9:30		X	People's and City Banks	Aware of Jobs	Johnson	33
St.Matthew	2-20-75	9:30		X	Coca-Cola Plant Fire Dept.	Aware of Jobs	McGaskey	21
Lab School	2-21-75	9:30		X	Western Kraft	Industry	Rhodes	57

ORDER OF MOST FREQUENTLY USED CAREER ACTIVITIES
IN THE YEAR OF 1974 - 75

Monthly Report of Career Activities
(Grades K-6)

All Pilot Schools
School

K-6
Grade

Teachers	Role Playing	Career Bulletin Board	Library Career Corner	Resource Speakers	Hands-on Activities	Career Experience Stories	Field Trips	Posters (Career)	Interviewing Workers	Student Presentations to other classes	Filmstrips	Career Films or Tapes	Career Games	Movie Roller Box	Career Newsletter Articles	Career Newspaper Articles	Notes
		500				413				392							
	278																
			277														
					266												
								241									
												215					
											138						
						121											
				105													
															80		
								69									
														67			
									59								
													24				

09

Monthly Report of Career Activities
(Grades K-6)

All Pilot Schools
School

K-6
Grade

Teachers	Role Playing	Career Bulletin Boards	Library Career Corner	Resource Speakers	Hands-on Activities	Career Experience Stories	Field Trips	Posters (Career)	Interviewing Workers	Student Presentations to other classes	Filmstrips	Career Films or Tapes	Career Games	Movie Roller Box	Career Newsletter Articles	Career Newspaper Articles	Notes
September	28	34	10	0	15	30	2	22	1	1	23	6	18	0	5	8	
October	22	32	15	5	20	28	3	18	8	2	25	8	10	0	4	3	
November	26	47	15	5	24	34	27	18	4	8	36	8	18	1	6	5	
December	43	72	42	22	30	49	7	30	11	9	58	25	31	2	8	14	
January	57	79	53	17	47	63	19	36	12	8	65	25	25	3	9	14	
February	33	58	23	11	31	51	12	27	11	4	43	15	24	3	10	11	
March	69	77	50	18	40	66	17	35	11	14	66	23	40	9	14	13	
April	27	26	18	7	17	30	12	18	2	2	19	6	14	2	2	2	
May	70	75	51	20	42	62	22	37	9	11	57	22	35	4	9	10	
TOTAL	278	500	277	105	266	413	121	241	69	59	392	138	215	24	67	80	

APPENDIX B

DISSEMINATION ACTIVITIES

APPENDIX D
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
NATCHITOCHES PARISH

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Developmental Activity Guide Booklets Prepared	Pilot School Teachers (K-6)	Winderlean Lewis	4-01-74 to 7-01-74
Scope and Sequence Guide Booklets Compiled	Pilot School Teachers (K-6)	Teachers (K-6) Staff Members	4-01-74 to 7-01-74
American Personnel and Guidance Association Meeting	Counselors (Nationwide)	American Personnel & Guidance Association	7-08-74
Slide Presentation: Natchitoches Parish Career Education Program	Natchitoches Parish School Board	John Vandersypen Dr. Thomas Hennigan	5-01-74
Presentation: Counselors' Placement Meeting	Natchitoches Parish Counselors	Frank Lollar	5-24-74
Presentation: Career Education	Gorum Awards Night	John Vandersypen	5-24-74
Presentation: Career Education in the Elementary School	Campti Elementary	Winderlean Lewis	5-28-74
Demonstration: Infusing Career Education Into Subject Matter	Career Education Workshop	Pilot School Teachers (K-6)	6-03-74 to 6-05-74

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Discussion: Exemplary Curriculum Guidelines	Career Education Workshop	Winderlean Lewis	6-06-74
Discussion: Future Improvement Plans	Pilot School Teachers (K-6)	Dr. Lavelle Nutt Dr. Raymond McCoy	6-07-74
Presentation: Accomplishments of the Natchitoches Parish Exemplary Program	Natchitoches Parish School Board	John Vandersypen	6-20-74
Presentation: Career Education in Natchitoches Parish	Home Economics Career Education Workshop	John Vandersypen	6-25-74
Question and Answer Session	Louisiana State Department of Education	John Vandersypen	6-27-74 to 6-28-74
Presentation: Placement Program	Chamber of Commerce	John Vandersypen Frank Lollar	6-31-74
Home Economics Course Outline	Exploratory Classes	Teachers of the Classes	7-01-74
Presentation: Career Resource Center	Natchitoches Parish School Board	Helen Wheat John Vandersypen	7-18-74
Newspaper Article: "Teachers are Enrolled in Workshop"	Natchitoches Times	Editor	7-18-74
Presentation: Career Educatic. in Natchitoches Parish	Natchitoches Jaycees	John Vandersypen	7-23-74

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Newspaper Article: "Career Education Program Gets $107,025. Federal Grant	Natchitoches Times	Staff	7-28-74
Newspaper Article: "Program Sequence Explained"	Natchitoches Times	Ken Bridges (Jaycee Reporter)	8-01-74
Newspaper Article: "Minutes of Natchitoches Parish School Board"	Natchitoches Times	School Board Secretary	8-04-74
Newspaper Article: "Special Parish Programs Outlined in School Catalog"	Natchitoches Times	Staff	8-08-74
Career Education Folders Prepared	Pilot School Teachers	Staff	8-12-74

APPENDIX
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
NATCHITOCHES PARISH

Dissemination Activities	Presented To/For	By	Date
Placement Forms Developed	Parish students and area employers	Milton Lacefield	8-28-74
Discussion: Placement Function	Dr. Lum Ellis, Assistant to the President, Northwestern State University	Milton Lacefield	9-06-74
Presentation: Natchitoches Employment Security	Doris Stroud, Employment Security Manpower Officer	Milton Lacefield	9-09-74
Liason Relation	Mr. Huey Rachal, Counselor Natchitoches Area Trade School	Milton Lacefield	1-10-74
Fair Booth Display	Natchitoches Parish Fair	Career Education Staff	9-24-74
Presentation: Placement Function	Robeline High School Seniors	Milton Lacefield	9-26-74
Presentation: Placement Activities	Faculty Meeting, East Natchitoches Junior High School	Milton Lacefield	10-03-74
Billboard Advertisement for Advisory Council	Front Street, Natchitoches	Career Education Staff	Week of Oct. 10
Presentation: Placement Activities	Faculty Meeting, Northwestern Lab School	Milton Lacefield	10-08-74

Dissemination Activities	Presented To/For	By	Date
Newspaper Article: "Career Education Meeting Set Up"	Alexandria Daily Town Talk	Editor	10-10-74
Newspaper Article: "Exemplary Program is Only One in State"	Natchitoches Times	Lyn Rollins	10-13-74
Newspaper Article: "Teacher Training Important In Exemplary Program"	Natchitoches Times	Lyn Rollins	10-20-74
Presentation: Placement Activities	Marthaville and Provencal High School Seniors	Milton Lacefield	10-21-74
Radio Presentation: Placement Function	Natchitoches Area Public via KNOC/placement function and career education	Milton Lacefield	10-21-74
Presentation: Project Site	Mr. Bill Sands, Regional Director for Career Education	Milton Lacefield	10-22-74 to 10-23-74
Newspaper Article: "Students Using Guitars To Meet Musical Needs"	Natchitoches Times	Editor	10-24-74
Newspaper Article: "Points to Education's Goals Program"	Alexandria Daily Town Talk	Lyn Rollins	10-24-74
Newspaper Article: "13 Schools in Unique Natchitoches Program	Alexandria Daily Town Talk	Lyn Rollins	10-28-74

Dissemination Activities	Presented To/For	By	Date
Newspaper Article: "Career Education Totality Concept Explained"	Alexandria Daily Town Talk	Lyn Rollins	11-01-74
Article: "The Elementary Counselor and Career Education"	The Guidance Clinic	Winderlean Lewis	11-01-74
Newspaper Article: "Focuses on Exploratory Experience"	Natchitoches Times	Lyn Rollins	11-03-74
Newspaper Article: "Class Makes Special Masks"	Natchitoches Times	Connie Dobernig	11-03-74
Pamphlet: "Career Education in Natchitoche Parish - Elementary Level	Community	Winderlean Lewis	11-04-74
Newspaper Article: "Career Education Program: Intermediate Schools"	Alexandria Daily Town Talk	Lyn Rollins	11-07-74
Newspaper Article: "Job Entry Skills Emphasized"	Alexandria Daily Town Talk	Lyn Rollins	11-11-74
Newspaper Article: "Distributive Education Program"	Natchitoches Times	Editor	11-14-74
Newspaper Article: "Career Education"	Natchitoches Times	Editor	11-14-74

Dissemination Activities	Presented To/For	By	Date
Newspaper Article: "Gifted Program"	Natchitoches Times	Editor	11-21-74
Newspaper Article: "Career Education Begins at Elementary Level"	Natchitoches Times	Lyn Rollins	11-24-74
Newspaper Article: "Job Entry Skills"	Natchitoches Times	Lyn Rollins	11-28-74
Newspaper Article: "Career Education Gives Counseling, Job Offers"	Natchitoches Central High School Chieftain	Janet Shirley	11-74
Newspaper Article: Editorial Comment "Education Center Exciting Possibility"	Natchitoches Times	Editor	12-01-74
Newspaper Article: Letters to the Editor	Natchitoches Times	Henderson Howard, Jr. Bernadette LaCour Lee Arthur Johnson Mary Christopher	12-02-74
Newspaper Article: "Comprehensive Education Center Plans Studies"	Natchitoches Times	Editor	12-74
Newspaper Article: "Committee Votes to Continue Plans on Education Center"	Natchitoches Times	Editor	12-12-74
Newspaper Article: "NCHS Only High School to Offer Television"	Natchitoches Times	Lyn Rollins	12-15-74

AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
NATCHITOCHES PARISH

Dissemination Activities	Presented To/For	By	Date
Career Education Newsletter	Natchitoches Parish Schools and School Board	Career Education Staff and the Participants of the Community	12-74
Career Education Newsletter	Natchitoches Parish Schools and School Board	Career Education Staff and the Participants of the Community	1-75
Job Placement and Cost Analysis	Natchitoches Parish Superintendent and Administrative Staff	Milton Lacefield	1-75
Booklet: "Everthing You've Wanted to Know About Finding a Job"	Students in all Natchitoches Parish Schools	Milton Lacefield	1-75
Student Information-Job Placement Application	Students Applying for Jobs	Milton Lacefield	1-75
Community Relations	Mr. Eugene Spillman, Administrator Natchitoches Parish Hospital	Milton Lacefield	1-13-75

Dissemination Activities	Presented To/For	By	Date
Community Relations	Mr. Tom Jenkins, Manager Western Kraft Corporation Campti, Louisiana	Milton Lacefield	1-16-75
Newspaper Article: "35% of 1974 NCHS Grads in College"	Natchitoches Times	Lyn Rollins	1-26-75
Career Education Placement News	Natchitoches Parish Schools	Milton Lacefield	1-28-75
Elementary Career Education Fair	Teachers and Principals of Sixth Grade Students	Winderlean Lewis	1-30-75
Career Fair Planning Meeting	Teachers of Sixth Grade Students who are going to the Career Fair	Winderlean Lewis	1-30-75
Career Education Newsletter	Natchitoches Parish Schools and School Board	Career Education Staff and the Participants of the Community	2-75
Newspaper Article: "Letters to the Editor"	Natchitoches Times	Students of Natchitoches Parish Schools	2-02-75
Newspaper Article: "Unit in Math"	Natchitoches Times	Connie Dobernig	2-04-75
Mini Course Bulletin: "You and Your Job"	Home Economics "Wage Earner's Class"	Eva Lee Martin	2-5,7,11, 13 and 17
Presentation: "Placement Services"	Seniors at Natchitoches Central High School	Milton Lacefield	2-06-75

Dissemination Activities	Presented To/For	By	Date
Newspaper Article: "Placement Officer Gives Career Information"	Natchitoches Times	Lyn Rollins	12-12-75
Pamphlet: "Career Education in Natchitoches Parish"	Community	John Vandersypen	12-75
Employer Information Card	Employers	Milton Lacefield	12-75
Record of Student Placement	Students	Milton Lacefield	12-75
Job Placement Application	Job Applicants	Milton Lacefield	12-75
Job Order Form	Employers	Milton Lacefield	12-75
Student Information Form	Students	Milton Lacefield	12-75

Dissemination Activities	Presented To/For	By	Date
Radio Presentation: "Placement Function"	Natchitoches Area Public via KNOC Radio Station	Milton Lacefield	2-07-75
Career Education Placement News	Natchitoches Parish Schools	Milton Lacefield	2-10-75
Newspaper Article: "Vocational Education Gets Emphasis"	Natchitoches Times	Editor	2-15-75
Newspaper Article: "Follow-up Study Done on 1974 High School Grads"	Natchitoches Times	Lyn Rollins	2-20-75
Newspaper Article: "Functions of Vitamins"	Natchitoches Times	Editor	2-20-75
Newspaper Article: "Learns Typing"	Natchitoches Times	Gifted-Talented Program	2-20-75
Newspaper Article: "Assemble School Paper"	Natchitoches Times	Campti Elementary School	2-23-75
Career Education Placement News	Natchitoches Parish Schools	Milton Lacefield	2-24-75
Presentation: "Placement Services"	Seniors at Allen, Robeline and Marthaville High	Milton Lacefield	2-24-75
Newspaper Article: "Right-to-Read Tutoring"	Natchitoches Times	Editor	2-25-75
Newspaper Article: "National Dental Week"	Natchitoches Times	Editor	2-25-75

Dissemination Activities	Presented To/For	By	Date
Newspaper Article: "Notice"	Natchitoches Times	Natchitoches Parish School Board	2-25-75
Newspaper Article: "Career Education"	Natchitoches Times	Ceil Sullivan	2-25-75
Newspaper Article: "It's a Woman's World Too"	Natchitoches Times	Carl Carrigan	2-25-75
Career Information	Faculty Members at St. Matthew High School	Winderlean Lewis	2-27-75
Career Education Newsletter	Natchitoches Parish Schools and School Board	Career Education Staff and the Participants of the Community	3-75
Career Education Newsletter	Natchitoches Parish Schools and School Board	Career Education Staff and the Participants of the Community	3-75
Newspaper Article: "NCHS 'Moon Maid'"	Natchitoches Times	Editor	3-02-75
Newspaper Article: "Child Development NCHS Pilot Program	Natchitoches Times	Editor	3-03-75
Form Letter for Job Openings	Principals of all Natchitoches Parish High Schools	Milton Lacefield	3-03-75

Dissemination Activities	Presented To/For	By	Date
Form Letter and Placement Calendar Used in Visitations to Schools	Principals in Natchitoches Parish Schools	Milton Lacefield	3-03-75
Newspaper Article: "Hear City Secretary"	Natchitoches Times	Editor	3-06-75
Newspaper Article: "Dental Health Week"	Natchitoches Times	Katherine Otwell	3-06-75
Newspaper Article: "Investigation Project"	Natchitoches Times	Editor	3-06-75
Newspaper Article: "Tour Station"	Natchitoches Times	Editor	3-06-75
Placement Meeting Announcement	Milton Lacefield	Melvin Hamilton	3-07-75
Career Education Placement News	Natchitoches Parish Schools	Milton Lacefield	3-10-75
Presentation: "Placement Service"	Seniors at Ashland, Campti, Goldonna and Fairview Alpha	Milton Lacefield	3-11-75
Newspaper Article: "Class Hears Discussion"	Natchitoches Times	Lionel Dawson	3-13-75
Newspaper Article: "Visit at Parish Hospital"	Natchitoches Times	Quincy Ropp	3-13-75
Newspaper Article: "Sixth Grade Class Group"	Natchitoches Times	Lionel Dawson	3-13-75
Newspaper Article: "Aviation Enthusiast"	Natchitoches Times	Gerry Hardin	3-13-75

Dissemination Activities	Presented To/For	By	Date
Newspaper Article: "Tour Locker Plant"	Natchitoches Times	Editor	3-13-75
Presentation: "Careers in Field of English"	Eleventh Grade English Class at Fairview Alpha High School	Eva Lee Martin	3-13-75
Presentation: "Duties and Responsibilities of My Job"	Business Education Graduate Class at Northwestern State University--Mrs. Williams	Eva Lee Martin	3-18-75
Presentation: "Careers in Health Services and Physical Education"	Tenth and Twelfth Grades at Marthaville High School	Eva Lee Martin	3-18-75
Presentation: "Placement Service"	Seniors at Cloutierville, Gorum, St. Matthew, and Provencal High School	Milton Lacefield	3-18-75
Newspaper Article: "Program in Mathematics"	Natchitoches Times	Editor	3-27-75
Career Education Newsletter	Natchitoches Parish Schools and School Board	Career Education Staff and the Participants of the Community	4-75
Career Education Newsletter	Natchitoches Parish Schools and School Board	Career Education Staff and the Participants of the Community	4-75
Presentation: "Career Education"	Northwestern State University Graduate Counseling Class	Milton Lacefield	4-01-75

Dissemination Activities	Presented To/For	By	Date
Laison Relations	Mr. Daniel Grodenick, Manager Louisiana Department of Employment Security--Natch.	Milton Lacefield	4-04-75
Presentation: "Career Education"	Northwestern State University Journalism and Public Relations Class	Milton Lacefield	4-08-75
Newspaper Article: "Mini Courses Start Monday for Students"	Natchitoches Times	Eva Lee Martin	4-13-75
Newspaper Article: "Learning Small Engines"	Natchitoches Times	Betty Carnahan	4-13-75
Laison Relations	Mr. William Armond, Counselor Louisiana Department of Employment Security	Milton Lacefield	4-15-75
Elementary Career Fair	School Board Officials and the Community People	Winderlean Lewis	4-18-75
Faculty Meeting Presentation: "Re-orientation of teachers and staff on correct forms and procedures to use"	Allen High School	Winderlean Lewis	4-22-75
Newspaper Article: "Career Fair"	Natchitoches Times	Winderlean Lewis	4-17-75
Newspaper Article: "Gorum Second Grade Plans Class Trip"	Natchitoches Times	Norma Jean Goins	4-17-75
Newspaper Article: "Tour Bank"	Natchitoches Times	Rose Mary Ham	4-17-75

Dissemination Activities	Presented To/For	By	Date
Kindergarten Graduation (Infusion of Career Education)	Community and Career Education Staff	Gladys Wiley	5-09-75
Awarded Honor Certificates	Community, Student Body, and Teachers at Allen High School	Winderlean Lewis	5-19-75
Honors Day Program "Career Comments"	Community, Teachers, and Students at North Natchitoches Elementary	Winderlean Lewis	5-23-75
Promotion Day Sixth Graders Infusion of Career Education	Community, Students, and Faculty at Campti Elementary School	Winderlean Lewis	5-28-75

COMMUNITY INVOLVEMENT

. The success of a strong career development program depends heavily upon the involvement of the community. The community is abundant with resources which could aid educators in guiding students to their career choice. These are some of the activities that local business and industry can participate in to aid educators.

----Act as consultants to school projects

----Each local business adopt a particular school and get involved in a job placement program

----Arrangement of plant and office visits for students, teachers, and counselors

----Provide business and industry personnel to make classroom speeches

----Arrange part-time job opportunities for students during the school year

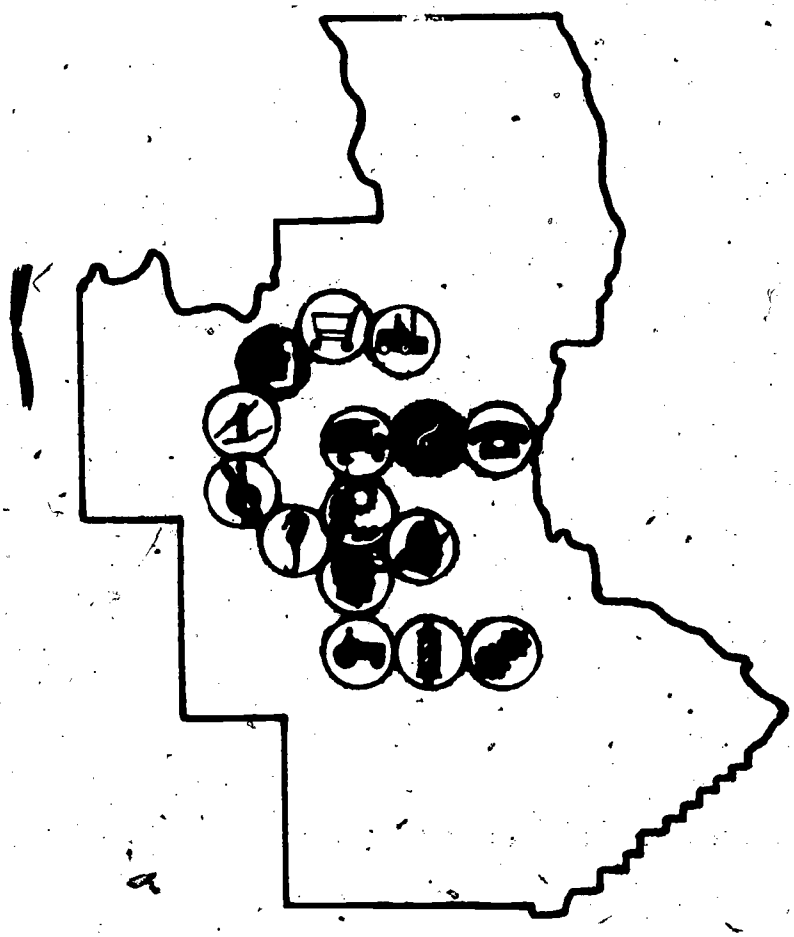
----Provide business and industry people as resource teachers

----Help organize career day activities at local high schools

* If you would like more information about the Natchitoches Parish Career Education Project, contact:

John Vandersypen
Exemplary Career Education Program
P.O. Box 16
Natchitoches, Louisiana 71457
(318) 357-8973

CAREER EDUCATION IN NATCHITOCHES PARISH



P.O. BOX 16
NATCHITOCHES LOUISIANA

CAREER EDUCATION

A COMPREHENSIVE EDUCATION
FOR ALL STUDENTS

Career education is not a fad or a shortlived revolution in education. It is a comprehensive program from the kindergarten through college and beyond. Career education does not seek to replace, but instead to become an integral part of all existing educational programs.

OVERALL GOAL

The overall goal of the Natchitoches Parish Career Education Program is to facilitate each student's career achievement by relating his educational program to his needs for skills that will enable him to broaden his occupational aspirations and opportunities and to earn a living.

An underlying objective is to implement the State Career Education Model in a rural parish, thereby demonstrating a workable program that can be implemented in other rural parishes in Louisiana, as well as similar counties in other states.

PROGRAM GOALS

GUIDANCE AND COUNSELING

----To provide teachers, counselors, administrators, and university personnel who train teachers, counselors, and administrators with information on career education concepts and principles.
----To train each of these groups of educators in career achievement skills (e.g. interpersonal skills).
----To train each of these groups of educators on how to train others (e.g. students) in career achievement skills.

CAREER ACHIEVEMENT SKILLS

----To train students at the elementary school, junior high school, high school and post-high school levels in each of the career achievement skills.
----To train these students to use their career achievement skills to develop their individual careers.

ELEMENTARY CAREER AWARENESS

----To provide students with information about a variety of occupations and vocational options.
----To help each student see a relationship between what he is learning in school and what he will need in the outside world of work.
----To guide the students toward development of sound occupational aspirations.

JUNIOR HIGH ORIENTATION/EXPLORATION

----To provide students with exploratory experiences in the two major areas of industrial arts and services.
----To help students see the relationship between their core academic subjects and the occupational areas they have chosen to explore.
----To guide the students toward the development of a sound career ladder.

SENIOR HIGH - POST-HIGH PREPARATION

----To provide high school students with a skill training program and an interest-based curriculum in the service area (e.g. in child care).
----To provide post-high school students with job training for jobs which are guaranteed.
----To guide students in the development of and advancement up their career ladders.

PLACEMENT

----To place all exiting students in either a job or another educational training program.
----To continually follow up the placement of students to determine appropriateness and effectiveness.

CAREER JOB CLUSTERS

(1) CONSTRUCTION

(2) MANUFACTURING

(3) TRANSPORTATION

(4) AGRI-BUSINESS

(5) MARINE SCIENCE

(6) ENVIRONMENTAL MANAGEMENT

(7) BUSINESS AND OFFICE

(8) MARKETING AND DISTRIBUTION

(9) COMMUNICATIONS AND MEDIA

(10) HOSPITALITY AND RECREATION

(11) PERSONAL SERVICE

(12) HEALTH

(13) CONSUMER AND HOMEMAKING

(14) FINE ARTS AND HUMANITIES

(15) PUBLIC SERVICE

If you would like additional information about the Natchitoches Parish Career Education Project, contact:

Winderlean Lewis

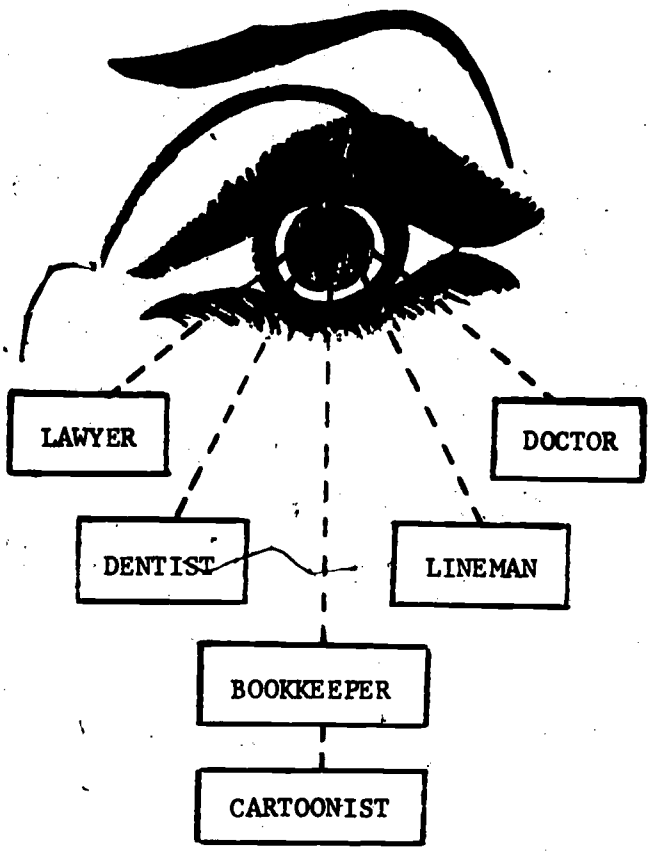
CAREER EDUCATION EXEMPLARY PROGRAM
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

Phone (318) 357-8973

CAREER EDUCATION IN NATCHITOCHES PARISH

(Elementary Level)

FOCUS ON CAREER EDUCATION



P.O. BOX 16
NATCHITOCHES LOUISIANA

CAREER EDUCATION AT THE ELEMENTARY LEVEL

Career education was advocated in 1971 by assistant Secretary for Education Sidney P. Marland, Jr. Since this advocation, career education has grown into a major movement in education.

Career education is a comprehensive program from the kindergarten through college and beyond. Career education is not a fad or a shortlived revolution in education. It does not seek to replace, but instead to become an integral part of all existing educational programs.

WHY IS CAREER EDUCATION EMPHASIZED AT THE ELEMENTARY LEVEL?

The rapid movement in career education can be attributed to the elementary level, since these are the formative years of developing the whole child in the learning process. Some viewers advocate that today's youth are less work oriented because of the lack of career awareness at the elementary level. Others believe that some people experience difficulties in getting along with co-workers on the job because positive attitudes have not been developed at an early age. At this level, a pupil may be motivated to think about himself as a prospective worker.

PURPOSE OF CAREER EDUCATION

The purpose of career education should be to develop:

----an awareness of self
----a positive attitude toward work
----the ability to get along with others
----a broader knowledge of the working world

METHODS OF INFUSING CAREER EDUCATION

Career education is not taught as a separate subject. But it is infused, interwoven or correlated with the basal contents of the text, unit or daily lessons. From these lessons, activities merge, such as role playing, writing creative stories, additional reading from the library, etc. It should be noted that career education does not take away from the basic content, instead it is a supplement or an enrichment to the teaching of the content.

WHY ARE ELEMENTARY PUPILS TAKING MORE FIELD TRIPS?

Well planned, organized field trips provide first-hand experience for each pupil. This is one means of bringing the working world into the classroom. Also, field trips assist pupils in understanding the academic subjects as they relate to the working world. Heretofore, field trips have focused on things rather than people at work.

COMMUNITY RESOURCE PEOPLE

In some cases, it is effective to ask parents, businesspeople and industry representatives from the working world to discuss their jobs with the class, rather than to take the pupils to the work site. Resource people can help students to understand the relationship of the academics to the working world.

CAREER JOB CLUSTERS

In Natchitoches Parish, the teachers are working with the fifteen (15) job clusters as described by the United States Office of Health, Education and Welfare.

AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
NATCHITOCHES PARISH

Workshops/ Conferences	Dates	Designed For	Agency or Consultants
Elementary In-Service: 3 hours Graduate or Undergraduate Credit	June 3-21, 1974	Elementary Teachers and Supervisors	Dr. William Dennis Dr. Dwayne Gilbert Others Northwestern State University
Visited Dr. Larry Roberts in Magnolia Arkansas	July 9, 1974	Project Staff	N/A
In-Service Planning	July 25, 1974	Project Staff Third Party Evaluator College Instructor	Northwestern State University
Secondary In-Service Training	August 5-23, 1974	Secondary Teachers and Supervisors Language Arts and Social Studies (7-12)	Dr. Raymond Gilbert Dr. Dan Carr Others Northwestern State University
Secondary In-Service Training	Fall Semester, 1974	Secondary Teachers and Administrators (Math and Science)	Dr. Raymond Gilbert (NSU) Dr. Dan Carr (NSU) Loretta Bonner (Russelville, Arkansas) Others

Workshops/ Conferences	Dates	Designed For	Agency or Consultants
Louisiana State Department Model Programs	9-20-74	Career Coordinators of Pilot Projects	Dr. Rene' Calais Dr. Leon Borne
Dallas, Texas	9-24-74	Project Directors and Coordinators	Mr. Bill Cummens
Faculty Meeting: North Natchitoches Elementary School	9-25-74	All Teachers and Administrators	Career Education Staff
American Industries In-Service	10-02-74 10-03-74	Industrial Arts Teachers and Seventh Grade Teachers	Mr. John Murphy
Faculty Meeting: East Natchitoches Junior High School	10-03-74	All Teachers and Administrators	Career Education Staff
Faculty Meeting: Northwestern Elementary School	10-08-74	All Teachers and Administrators	Career Education Staff
Faculty Meeting: M. R. Weaver Elementary School	10-09-74	All Teachers and Administrators	Career Education Staff
Louisiana State Department of Education	11-04-74	Career Coordinators	Dr. Rene' Calais
Natchitoches Parish School Board Central Office	11-05-74	Superintendents, Supervisors, and Coordinators	Career Education Staff
Louisiana Education Association Meeting	11-25-74	Counselors	Louisiana Education Association

Workshops/ Conferences	Dates	Designed For	Agency or Consultants
Statewide Job Placement Meeting--New Orleans	1-21-75	Secondary Counselors and Placement Personnel	Mrs. Alice Geoffry, Director Part D Placement Project Consultants from Industry and Business
DHEW Dallas Conference on Careeer Education Part D	1-27-30-75	Part D Director and Coordinators	DHEW Dallas Regional Office
Career Education Objectives Meeting--Minden, Louisiana	2-10-75	Career Education Personnel	District VII Career Educati Administrators and Represen tatives
Innovative In-Service Training	2-12-75	Career Education Staff and Local Administrators	Innovative Science, Inc.
Career Education Objectives Workshop--Shreveport, LA	2-27-75	Career Education Staff	State Department and Regional Members
District VII Career Education Evaluation	2-27-75	Career Education Administrators and Representatives	Rupert Madden, Chairman Other District VII Representatives
Statewide Job Placement Meeting--New Iberial	3-19-75	Secondary Counselors and Placement Personnel	Career Education Placement Personnel, Mr. Melvin Hamilton, Chairman Chester Badenaux, Alice Geoffrey

Workshops/ Conferences	Dates	Designed For	Agency or Consultants
Secondary In-Service Training	Spring Semester	Secondary Teachers and Counselors	Dr. Raymond Gilbert--NSU, Dr. Dan Carr--NSU, Loretta Bonner--Russelville, Arkansas
Louisiana Personnel and Guidance Association Conference	4-9-11-75	Counselors and Guidance Personnel in the State	L.P.G.A.
Fifteenth Annual Guidance Conference	4-22-75	Counselors and Administrators	Dr. Jim Clark Mrs. Sue Mihalik Texas Education Agency Andrew, Texas
Alternative School Program Conference	6-10-75	Local College and School Personnel	"Experience-Based Career Education--An Alternative Program" Dr. Harold Henderson, Dr. Jack Sanders, Mr. Steve Hyre, Mrs. Peggy Powers
Planning Committee Meeting for: "Regional Counselor Planning and Accountability Workshop"	6-11-75	Counselors and Guidance Personnel	Dr. Raymond McCoy, Dr. LaVelle Nutt
Regional Counselor Planning and Accountability Workshop	6-16-17-75	Counselors and Guidance Personnel	Dr. Leon Borne Mr. Charles Vosberg

APPENDIX C

PLACEMENT INFORMATION

STUDENT INFORMATION

NAME _____ DATE _____

SCHOOL _____ GRADE _____

MARITAL STATUS _____ SOCIAL SECURITY NO. _____

ADDRESS _____ PHONE _____

BIRTHDATE _____ AGE _____ SEX _____ RACE _____

PARENTS OR GUARDIAN _____ ADDRESS _____

WHAT ARE YOUR FUTURE EDUCATIONAL PLANS? TRADE SCHOOL ____ COLLEGE ____ OTHER _____

WHERE DO YOU PLAN TO GO TO SCHOOL? _____ MAJOR _____

WHAT ARE YOUR CAREER PLANS? _____

DO YOU PLAN TO GO DIRECTLY TO WORK AFTER HIGH SCHOOL? _____

HAVE YOU ALREADY ACCEPTED FULL-TIME EMPLOYMENT? _____

WHAT TYPE OF WORK? _____ WHERE? _____

Student Information Form - designed for keeping information and data on those students enrolled in the parish high schools for future research and exiting student placement.

JOB PLACEMENT APPLICATION

NAME_____ AGE_____ SEX_____ WEIGHT_____ HEIGHT_____

HEALTH: GOOD_____ FAIR_____ POOR_____ ARE YOU UNDER A DOCTOR'S CARE?_____

LIST ANY PHYSICAL HANDICAPS_____

TYPE OF JOB PREFERENCE: (*) FULL-TIME ( ) PART-TIME ( ) SUMMER

TYPE OF WORK PREFERRED: 1'st _____ 2'nd _____

LIST ANY SPECIAL SKILLS OR TRAINING BELOW. (typing, shorthand, welding, etc.)

_____

DO YOU HAVE TRANSPORTATION TO WORK? _____ DRIVER'S LICENSE NO. _____

FORMER EMPLOYER(S)	DATE	JOB TITLE OR DUTIES	SUPERVISOR(S)
1.			
2.			

TEACHER REFERENCES: 1. TEACHER NAME_____ SCHOOL_____
2. TEACHER NAME_____ SCHOOL_____

STUDENT COMMENTS_____

DO NO WRITE BELOW THIS LINE --

GPA_____ ATTENDANCE_____ ATTITUDE_____ APPEARANCE_____ INITIATIVE_____

COMMENTS_____

_____

Job Placement Application - Used to record a job applicant's personal employment aspirations and work-history with which to apply to specific employment criterion.

EMPLOYER INFORMATION CARD

DATE _____

1. NAME OF COMPANY OR BUSINESS _____ PHONE _____

2. ADDRESS _____

3. TYPE OF BUSINESS _____ NO. EMPLOYED _____

4. INTERVIEWER _____ TITLE _____

5. WOULD YOU BE INTERESTED IN THIS PLACEMENT SERVICE? YES____ NO____
   MAY I CONTACT YOU AND DISCUSS THIS PROGRAM? YES____ NO____
   DO YOU HIRE PART-TIME HELP? YES____ NO____
   DO YOU HIRE SUMMER HELP? YES____ NO____
   DO YOU PLAN TO HIRE IN THE NEAR FUTURE? YES____ NO____

6. JOB TITLE _____ NO. OF OPENINGS _____

7. JOB DUTIES OR REQUIREMENTS _____

8. AGE REQUIREMENTS _____ EDUCATIONAL REQUIREMENTS _____ UNION _____

9. HOURS _____ STARTING RATE _____ BENEFITS _____

10. COMMENTS: _____

_____

Employer Information Form - to collect significant information about a specific business or industry on record for prospective employment areas for student job placement and to acquaint business and industry with career education principals and goals. These forms are filed in an inactive and an active file based upon employer needs and receptability and/or placement potential.

JOB ORDER FORM

DATE _____

JOB TITLE _____ DOT CODE _____

COMPANY _____ PHONE _____

ADDRESS _____ CONTACT _____

FULL-TIME _____ PART-TIME _____ SUMMER _____

AGE REQUIREMENTS _____ PHYSICAL REQUIREMENTS _____

EDUCATIONAL REQUIREMENTS _____ UNION _____

HOURS _____ STARTING RATE _____

BENEFITS _____ NO. OF OPENINGS _____

JOB DESCRIPTION _____

_____

COMMENTS: _____

_____

Job Order Form - to obtain pertinent information from employers regarding job openings. Active and inactive files used here. Also on the basis of job turnover.

RECORD OF STUDENT PLACEMENT

DATE _____

STUDENT _____ SOCIAL SECURITY NO. _____

ADDRESS _____ PHONE _____

SCHOOL ATTENDED _____ GRADE _____

SEX: MALE _____ FEMALE _____ AGE _____ RACE _____ D.O.B. _____

EMPLOYER OR INSTITUTION ENTERED _____

ADDRESS _____

JOB OR TITLE _____

FULL-TIME _____ PART-TIME _____ SUMMER _____

SUPERVISOR _____ PHONE _____

RATE OF PAY _____ DATE PLACED _____

REMARKS: _____

_____

Record of Student Placement Form - used to record information of those students placed in part-time jobs, full-time jobs, summer jobs, military service, college and vocational schools.

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

March 3, 1975

Dear Principal:

I am again pleased to announce that the placement office has a listing for one (1) full-time job opening. The position is clerical in nature and the applicant must be a female who possesses good typing skills, a pleasant personality, and the ability to handle general office work well. This position has good benefits and the pay is $407.00 per month, less deductions.

If you know of a person whom you feel is qualified and is looking for employment, please call or have them call or come by the placement office for further information. The telephone number is 357-8973.

Sincerely,

Milton Lacefield
Placement Officer

ML/mm

JOB ORDER SHEET

DATE RECEIVED	COMPANY OR OFFICE	APPLICANT QUALIFICATIONS						JOB REQUIREMENTS	APPLICANTS	DATE PLACED
		No.	Sex	Age	Educ.	Code	Skills			

NATCHITOCHES PARISH SCHOOLS

CAREER EDUCATION
INTERVIEW REFERRAL

Ph. 357-8973

Date .....

Name of Student .....

School .....

Firm Referred to .....

Address .....

Phone .....

Job Opening .....

Person to Contact .....

Interview Referral Form - devised in duplicate form to inform both job applicant and placement officer of information concerning position for interviewing, date, time, place, etc. Information also included on suggested follow-up of interview results. Placement officer copy used as permanent record.

CANDIDATE EVALUATION

Date _____

School Address _____ Phone _____

Home Address _____ Phone _____

Date of Firth _____ Marital Status _____

Age _____ Sex _____ Education _____

Position Desired _____

Company or Business _____

	Excellent	Good	Average	Fair	Poor	COMMENTS
Appearance						
Personality						
Poise						
Self-Expression						
Acuteness						
Interest						
Knowledge of Field						

General Impression _____

_____

_____

_____

_____

Further Interest: Yes _____ No _____

Signed: _____

OFFICE OF
NATCHITOCHES PARISH SCHOOL BOARD
Natchitoches, LA. 71457

W. J. Bullock
Superintendent

Dear Sir:

The Career Education Program of the Natchitoches Parish School Board has established a job placement office to help our local businessmen and students.

We need your help in locating full-time, part-time, and summer jobs for our young men and women who are either still in school or have graduated. This office will cooperate in every way possible to assist you in obtaining well-screened and qualified applicants for your present and future job openings.

Of utmost importance is our policy of exercising every possible effort in selecting the best applicants for our referrals to help insure maximum satisfaction for both the employer and the employee. Since we have personal contact with the students, access to school records and prior recommendations, we feel our program could assist you in selecting the best applicant for your particular needs.

If you would like to participate in this employment service and receive the best possible referrals for your job openings, please fill out the attached form and return it to our office. For further information, please write or call: Career Education
P.O. Box 16
Natchitoches, Louisiana 71457
Phone 357-8973

Respectfully,

Milton Lacefield
Placement Officer

EMPLOYER INFORMATION FORM

DATE_____

1. NAME OF COMPANY OR BUSINESS_____PHONE_____
2. ADDRESS_____CITY_____STATE_____
3. TYPE OF BUSINESS_____NUMBER EMPLOYED_____
4. INTERVIEWER_____TITLE_____
5. DO YOU HIRE PART-TIME HELP? YES___ NO___
   DO YOU HIRE SUMMER HELP? YES___ NO___
   DO YOU PLAN TO HIRE IN THE NEAR FUTURE? YES___ NO___
   WOULD YOU LIKE TO HAVE ME CONTACT YOU ABOUT THIS PROGRAM? YES___ NO___
6. ANTICIPATED JOB OPENINGS_____DUTIES_____
   _____
7. AGE REQUIREMENTS_____EDUCATIONAL REQUIREMENTS_____UNION_____
8. HOURS_____STARTING RATE_____BENEFITS_____
9. COMMENTS_____
   _____

STUDENT INFORMATION - JOB PLACEMENT APPLICATION

Date _____

1. Name _____ School _____
   Last First M.I.

2. Date of Birth _____ Age _____ Sex _____ Race _____

3. Grade _____ Social Security Number _____

4. Address _____ Phone _____

5. Future Plans: College _____ Trade School _____ Military _____
   Work _____ Bus. School _____ Undecided _____

   A. Where do you plan to attend college? _____ Major _____
   B. Where do you plan to work? _____ City _____
   C. Where do you plan to attend trade school? _____
   D. What branch of the military do you plan to enter? _____

****

PLEASE COMPLETE THE FOLLOWING ITEMS IF YOU WOULD LIKE ASSISTANCE IN FINDING A JOB.

****

6. Type of job preference: ( ) Full-time ( ) Part-time ( ) Summer

7. Type of work preferred _____

8. Check any special skills or training below:

   Typing _____ (WPM) _____ Shorthand _____ Bookkeeping _____
   Welding _____ Mechanics _____ Carpentry _____ Other _____

9. List any previous work experience:

	Company or Employer(s)	Dates	Job Title or Duties	Supervisor
1				
2				
3				

10. Teacher References: Teacher Name _____ School _____
    Teacher Name _____ School _____

11. Do you have transportation to work? Yes _____ No _____

12. Work Availability Date: _____ Time Available _____

COMMENTS: _____

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457
CAREER INFORMATION REQUEST FORM

(1) Name_____ Age_____ Grade_____

(2) Home Address_____ Phone_____

(3) School_____ Address_____

(4) I need information concerning_____
(subject, career or school)

(5) School or College at which offered_____.

(6) City_____ State_____

(7) I would like to know about:

- ☐ Education or training required
- ☐ Age requirements
- ☐ Job opportunities
- ☐ Pay rates
- ☐ Physical Requirements
- ☐ Training Received
- ☐ Benefits
- ☐ Whom to Contact

(8) I need this information for:_____
(Purpose)

(9) I need this information by_____
(Date)

(10) I would like to receive this information by:

- ☐ Phone
- ☐ Mail
- ☐ I will pick it up

Career Information Request Form - used to request various information from resources not available in the placement office.

OFFICE OF
NATCHITOCHES PARISH SCHOOL BOARD
NATCHITOCHES, LA. 71457

W. J. BULLOCK
SUPERINTENDENT

I would like to take this opportunity to say hello and to ask you to please help us in our efforts to evaluate and improve our high school placement program by filling out the enclosed questionnaire card and returning it by mail as soon as possible.

By filling out the enclosed questionnaire card, you will be doing a great deal to help us improve our placement services so that you and students still in high school may benefit in the future.

All information supplied by you on this form will not be used for any purposes outside this office. It is strictly for our use and will remain confidential.

Just fill out the enclosed questionnaire card and fill in those items that apply to you. Since the questionnaire card is already stamped and addressed, just drop it in the nearest mailbox at your earliest convenience.

We are grateful for your assistance and offer our services to you at any time. Our office is located at Natchitoches Central High School, North Campus. Come in and see us or call 357-8973.

Cordially yours,

Milton Lacefield
Placement Officer

ML/mm

Encl.

P.S. Why don't you fill this out <u>now</u> and get it out of the way?

FOLLOW-UP QUESTIONNAIRE

(1) Are you a member of the military service? Yes_____ No_____ Rank_____
What branch?_____ Enlistment Term (yrs.)_____ Type work_____

(2) Are you a housewife? Yes_____ No_____.

(3) Are you attending college? Yes_____ No_____
Where?_____ Trade Studied_____

(4) Are you attending trade school? Yes_____ No_____
Where?_____ Trade Studied_____

(5) Do you plan to attend night school? Yes_____ No_____

(6) Other types of instruction?_____

(7) Are you employed? Yes_____ No_____ Type of Work_____
Full-Time_____ Part-Time_____ Temporary_____ Rate of Pay_____

(8) Company or Employer_____ Address_____

(9) How did you get your job? Yourself_____ Friends_____ Parents_____

(10) What high School subjects have been helpful to you in your job?_____
_____

(11) Future work plans?_____

(12) May this placement office help you? How?_____ Yes_____ No_____
Comments: _____
_____

Follow-up Questionnaire Card and Cover Letter Forms - used to collect data from post-high school students (preferrably over a three year period) on a job status or post-high school education basis. Information used to research and evaluate career education objectives, placement procedures, and student objectives.

PLACEMENT NEWS

Career Education

CAREER EDUCATION
P.O. BOX 16
NATCHITOCHES, LA 71457
Phone 357-8973

VOL. 1 NO. 1

Release Date:
January 28, 1975

PLACEMENT OFFICE BEGINS NEWSLETTER SERVICE

A placement newsletter service was initiated by the Career Education office to aid all Natchitoches Parish students in seeking employment and career information.

After several trial and error methods, it was found that a better system was needed to inform the Natchitoches Parish students of career information available and current job openings. Due to certain factors such as expenses involving telephone services and delays in messages received by everyone involved, it was difficult for each school and its students to receive equal service from the placement office.

Several job openings in the past few months have slipped away from the placement office due to necessary, but time consuming, methods of obtaining job applicants and referral information.

It is hoped that a newsletter will alleviate those problems encountered in obtaining parishwide qualified applicants to fill job openings.

Up-to-date job listings will be made available in this newsletter, including job information, qualifications and requirements, and availability dates. Either principals, counselors, or teachers are asked to contact the placement officer as soon as possible with the names of those persons whom they feel are qualified and would be well recommended for those particular positions available. It would be necessary for these persons to come by the placement office as soon as possible for an initial interview before being referred to the employer. The employer will make the final decision on the person or persons hired. In addition, information concerning those persons hired for job openings will be published in the following edition of the newsletter as a part of the employment follow-up service.

*Remember: Time is of the essence in getting your qualified applicants off the job.

CAREER INFORMATION

The Career Education office has on hand many books, pamphlets, and brochures with valuable information on careers, occupations, and college and trade school bulletins. These are available to all students and teachers upon request. Some literature is available on a check-out and check-in basis. If anyone wishes to donate such information, it would be welcomed.

FOLLOW-UP STUDY COMPLETED

A follow-up study of the 1973-74 senior class of Natchitoches Parish has been completed. Published reports will be made available soon to each school.

Principals, counselors, and teachers are asked to encourage their seniors this year to participate in the follow-up study next year by filling out and returning the questionnaire cards they will receive next fall. This is an important and worthwhile study to all involved.

EMPLOYMENT NEWS

Jobs available:

- Two (2) full-time positions for secretary-clerical typists in Natchitoches. Pay rate is $2.00 per hour, 32 hrs. per week. Must possess good typing skills and knowledge, neat appearance, pleasant personality, and willing to learn. No experience is necessary.

PLACEMENT NEWS

Career Education

CAREER EDUCATION
P.O. BOX 16
NATCHITOCHES, LA 71457
Phone 357-8973

VOL. 1 NO. 2

Release Date:
February 10, 1975

EMPLOYMENT INFORMATION GIVEN AT STATE MEETING

EMPHASIS PLACED ON SETTING OBJECTIVES EARLY

Recently, the placement officer had the opportunity of attending a job placement meeting in New Orleans for the purpose of gaining insight as to specific problems and trends that are facing the prospective employee today. Representatives of various industries and employment agencies, such as the Louisiana Division of Employment Security, AFL-CIO Labor Unions, IT&T-South Central Bell, and the military services, were present to give some very descriptive presentations of what people seeking employment, both now and in the future, could expect.

It appears to be the general concensus from all components represented that the primary concern of employers toward prospective employees today is the importance of setting career objectives early in their lives. This belief echoes the primary challenge of career education today--to enhance the opportunities of students setting career objectives early within their formal education.

The question was raised as to what major attributes were sought by employers in seeking employment in today's job market. The main concerns expressed were those of today's students becoming well-rounded persons with emphasis on educational background and not the diploma, due to the increased usage of standardized tests, etc., by different companies. It was stressed that it is not only important for students to excel in academic areas, but to also become involved in organizations and extra-curricular activities as much as possible to establish important intra-personal skills necessary to compete with those students who have them.

Those students who wish to enter college are by all means encouraged to do so for future promotional opportunity and advancement advantages; however, it was pointed out that with the vast numbers of people graduating from college today, many are becoming disenchanted by having to accept jobs or positions in which degrees are not required. The age-old concept of supply and demand dictates in this case the necessity of specialization in educational levels, such as highly technical degrees, post graduate work, or vocational-technical training.

A strong emphasis was also placed upon the importance of those persons seeking employment to possess specific work objectives and a genuine interest in the particular job or company. In today's highly competitive job market, employers are looking for only the best possible employees who will not only contribute to themselves, but also to the company.

It is imperative for students today to address themselves to the tasks of setting their goals early in life and lending themselves completely to compete in an ever-increasing competitive and technical world.

ASHLAND GRADUATE HIRED AS NURSES' AIDE

Dorothy Davis, a 1973-74 graduate of Ashland High School was recently hired at the Natchitoches Parish Hospital as a nurses' aide.

Our congratulations to Dorothy. We're sure she'll do a good job.

ROBELINE GRADUATE WORKING WITH CAREER EDUCATION

Wafa Dean Jenkins, a 1975 graduate of Robeline High School, was recently hired under the CETA Program as an office aide with the Career Education office which serves the Natchitoches Parish school system.

PLACEMENT NEWS

Career Education

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P.O. BOX 16
NATCHITOCHES, LA 71457
Phone 357-8973

VOL. 1 NO. 3

Release Date:
February 24, 1975

PLACEMENT OFFICE INITIATES NEW SERVICE

Beginning in March, in congruence with principal approval, the placement officer will begin visiting each of the parish high schools on a regular basis each month in accordance with students' class schedules. The purpose of these visitations will be to strengthen the communications and services available for students who would like to obtain information made available by the placement office. These services will include information concerning job applications, employment opportunities, college and trade school information, and up-to-date information concerning trends in job and labor markets.

The visitations will be scheduled at a designated time, day, and week of each month so students who wish to take advantage of this service will know when to plan their activities and conferences. The placement officer will be stationed at a designated location within each school for approximately one hour (longer if needed) per visit. Students needing information concerning those areas previously mentioned will be able to receive help in these areas to meet their individual needs on a confidential basis. Students may obtain the visitation schedule from their respective principals.

It is hoped that regular visitations of this nature will add an "extra bite" to the efforts of the placement office function in making its services available to each high school student in the parish.

MANPOWER PROGRAM OFFERS SUMMER JOBS

The placement officer will soon have a number of applications for summer Manpower job openings. Students who are interested in working this summer under this program are asked to apply as early as possible to avoid confusion at the beginning of summer. Students may conveniently apply early when the placement officer visits the schools. Applications will be considered according to financial need.

ST. MATTHEW GRADUATE WORKING IN RESOURCE CENTER

Miss Etheline Matoyer, a 1974 mid-term graduate of St. Matthew High School, was recently hired to work in the Career Resource Center under the CETA program. Miss Metoyer is also currently enrolled as a student at the Natchitoches Trade School in the Business Department. Her duties at the Resource Center consist of general correspondence and typing of media index cards generated in conjunction with a project involving the inventorying of all media in the Natchitoches schools.

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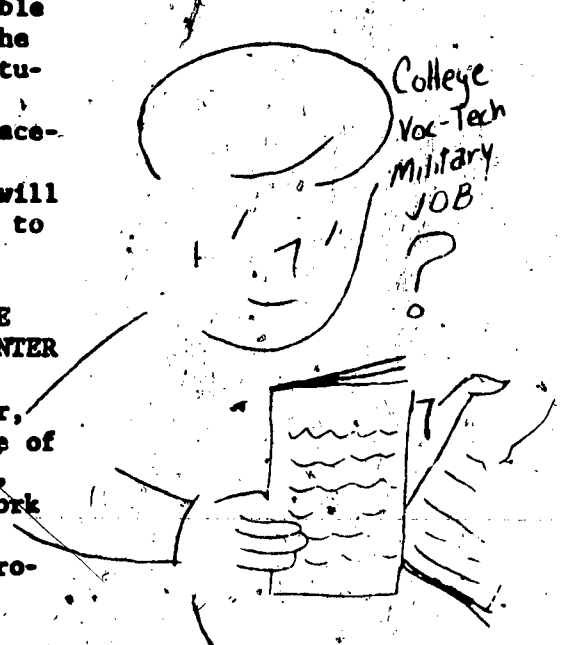
ATTENTION! ATTENTION!

If you know of a job opening or openings, please so inform the placement office. Your help in this area would be greatly appreciated.



PLACEMENT NEWS

Career Education

CAREER EDUCATION
P.O. BOX 16
NATCHITOCHES, LA 71457
Phone 357-8973

VOL. 1 NO. 4

Release Date:
March 10, 1975

SCHOOL VISITATIONS TO BEGIN

Beginning on March 10, the placement officer will begin visiting the parish high schools to meet with those students needing assistance in the areas of the placement function. These visitations are scheduled for approximately one hour per visit and will be available to any student concerning job applications, employment information, and college or trade school information. Mr. Huey Rachal, Guidance Counselor from Natchitoches Area Trade School, will also be present to talk with students concerning opportunities available through the trade school.

The visitation schedule is as follows:

Monday, March 10
Allen High - 10:30 a.m.

Tuesday, March 11
Ashland High - 9:00 a.m.
Goldonna High - 10:30 a.m.

Thursday, March 13
Campti High - 9:00 a.m.
Fairview Alpha - 10:30 a.m.

Monday, March 17
Marthaville High - 9:00 a.m.

Tuesday, March 18
St. Matthew High - 8:30 a.m.
Cloutierville - 10:00 a.m.
Gorum High - 11:30 a.m.

Thursday, March 20
Robeline High - 8:00 a.m.
Provencal High - 9:30 a.m.

CONSUMER FINANCE/JAYCEE SCHOLARSHIP AVAILABLE

The Natchitoches Jaycees and the Louisiana Consumer Finance Association have announced that applications are now being accepted for $3,000 in scholarships to graduating high school seniors. The contest is open to students who plan to major in Business Administration, Journalism, or Education.

The first place award will be in the amount of $2,000, payable at $500 per year. Second place will be $750, and will be paid at $375 per year. Third place will be a one-time $250 award.

Scholarship applications and rules of the contest may be obtained from John Vandersypen or Mickey Lacafield, P.O. Box 16, Natchitoches, La. 71457. Phone 357-8973.

The Louisiana Jaycees and the Louisiana Consumer Finance Association have provided over $30,000 in scholarship aid during the seven years the program has been conducted.

JOBLESS RATE CONTINUES TO RISE

The jobless rate in Natchitoches Parish rose to 10.2 percent in January according to Mr. Robert Middleton, manager of the local Office of Employment Security. There were 1,300 unemployed workers and a labor force of 11,350, which is 425 less than December.

Unemployment is expected to remain at the present level at least until this spring; however, it is expected to decline during the end of the second quarter of the year.

CETA PROGRAM ASSISTS PARISH GRADUATES

The CETA program, or Comprehensive Employment Training Act as it is formally known, is a federally funded program which was inacted to provide additional jobs and training programs to help stabiliza the unemployment burden.

Two Natchitoches Parish graduates recently hired under this program are Miss Carolyn Essex of Robeline High School and Miss Linda Roberts of Provencal High School. Both girls are working as clerical secretaries.

PLACEMENT NEWS

Career Education

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VOL. 1 NO. 5

Release Date:
May 6, 1975

PLACEMENT OFFICE OFFERS SUMMER SERVICES

The placement office will continue to be in operation and service will be made available throughout the summer months. The purpose is to aid students who need assistance in employment areas. Due to the fact that many students seeking summer and full-time employment do not find jobs immediately, the placement officer will continue to place students throughout the summer months as jobs are made available. Students who are in need of assistence are urged to come by or contact the placement office during the summer months. The phone number is 357-8973.

JOB OPENINGS

The placement office has been working as closely as possible with various recent business openings in Natchitoches. Many Natchitoches Parish students have been hired recently by McDonald's Family Restaurant located on Highway 1 South.

Openings are now being filled by the "Cotton Patch" restaurant located on Washington Street, and Farmer Brown's Fried Chicken located on Texas Street in Natchitoches. Students who are interested in working in these areas should apply in person at these restaurants.

Male students, 18 years or older, who are interested in a part-time clean-up job (cutting grass, etc.) are asked to contact the placement office at 357-8973. The rate of pay is $2.95 per hour and transportation must be afforded by the applicant. Work will be required during weekends.

MANPOWER SUMMER APPLICATIONS

Those Natchitoches Parish students who have applied for work with the summer Manpower Program this year should be reminded that contacts will be made some time around the first week in June. These applications will be evaluated and selected by the Employment Security Office in Natchitoches. The number of applicants to be hired has not been established as of yet; however, it is anticipated that several hundred students will be working by midsummer. Applicants will be selected according to economic need and job-age requirements.

A WORD ABOUT FOLLOW-UP

All Natchitoches Parish seniors are once again asked to please correspond with the follow-up program when questionnaires are sent out to them next fall.

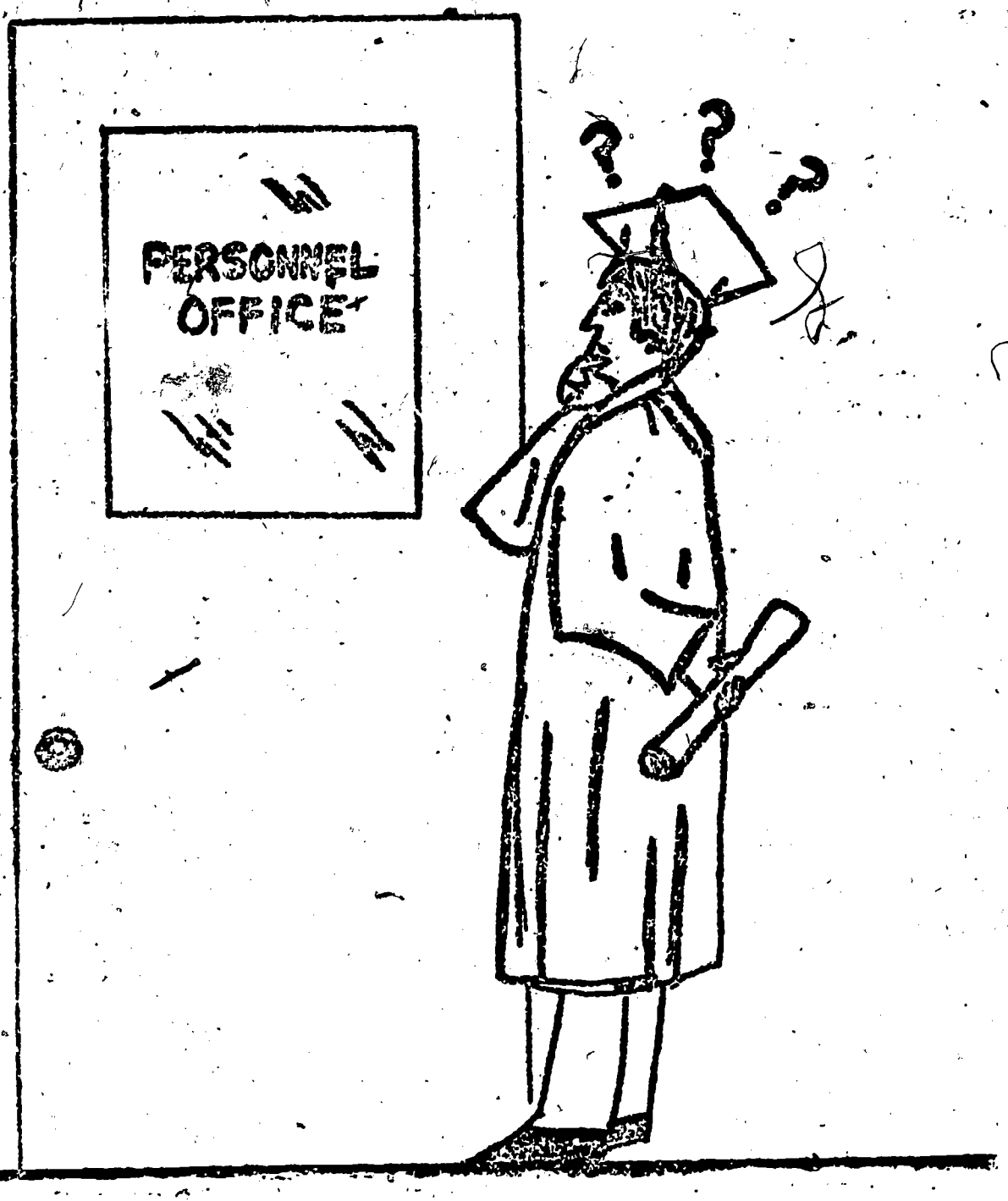
In the event of former students not living at a previously listed address, parents or guardians may fill out and return the questionnaire for them.

It must be said that the importance of follow-up is to provide a tool by which educators may evaluate themselves by student feedback and to continue placement assistance to former graduates. It should also be emphasized that all information regarding individual students is kept on a confidential basis.

CONGRATULATIONS SENIORS!

EVERYTHING YOU'VE WANTED TO KNOW

ABOUT FINDING A JOB



CAREER EDUCATION PLACEMENT OFFICE
NATCHITOCHES PARISH SCHOOL BOARD
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CAREER EDUCATION EXEMPLARY PROGRAM
PLACEMENT OFFICE
NATCHITOCHES PARISH SCHOOL BOARD
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Phone 357-8973

HOW TO APPROACH AN EMPLOYER

Be prepared when you go job hunting. Have the information readily at hand to answer any questions written or verbal that an employer might ask. Remember, BE PERSISTENT! After a few "no's" any job seeker may become discouraged. Should this happen to you, try to increase your contacts with employers. Working hard at finding a job makes you feel that you are an integral part of the "Working World" rather than part of the unemployed. Your job now is "seeking a job."

Here are some helpful tips from employers:

1. Apply for a specific job--don't be vague about the position for which you are applying. But, if there is no opening--you may want to indicate to the employer that you would be willing to start in another position.

2. Indicate that you are willing to learn. This approach will be more beneficial in placing you than the cut and dried--"I can do this and nothing else" approach.

3. If you are going to a large company, be sure you apply with the appropriate person for the job you are seeking. For example, one personnel department may hire only professional workers--another personnel department may work with skilled or unskilled personnel.

4. DO NOT GO IN GROUPS to apply for a job. GO ALONE!

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THE APPLICATION

Most employers have their own application form.* The amount and type of information requested may vary somewhat from employer to employer. Here are some hints that you might recall when filling out an application.

1. Carry your own pen or pencil. This gives the impression that you've come prepared.

2. Complete all information - do not skip anything. For example, if you do not have a phone in your home, put the number of a relative's or neighbor's phone and indicate to whom it belongs.

3. Complete the form as neatly as possible. A messy application is hard to read and does not give a good "first impression." A line drawn in an answer blank will indicate that you have no answer to questions which do not apply to you.

4. Almost all applications ask for a social security number. Make sure you know your number or have the information with you. If you don't have one, be sure you apply for your number at the local Social Security Office.

5. If you forget key information such as names, dates and addresses or you have trouble spelling them correctly, try carrying a summary sheet of this information with you when you go job hunting. (Complete application in reasonable time)

6. Be honest - don't lie or give false informstion. It may cost you your job when the truth is found out. (Polygraph test used by some firms)

A Word About References

Almost all potential employers will ask you for several references. Select the people you want to use carefully. Be sure to ask their permission so they will not be caught off guard when an employer calls about you. (Be sure to use references who will return request).

In addition to their proper name and title, you will need to list their business address and phone number.

It is best to use former employers; but until you have some work experience, your references might be limited to a principal, counselor, teacher or someone who knows you and knows the kind of person you are.

*The forms contain all the questions which he must have answers for before he can consider anyone for employment. Just as it takes time for you to complete the application, it takes time for him to read them. But, he does read them!

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DO'S AND DON'T'S FOR JOB SEEKERS

DO stress your qualifications for the job

DO recount experience you have had which would fit you for the job

DO talk and think, so far as possible, about the future rather than the past

DO indicate, where possible, your stability, attendance record and good safety experience

DO try to learn ahead of time about the company and its products

DO assume an air of confidence

DO approach the employer with respectful dignity

DO try to be optimistic in your attitude

DO maintain your poise and self-control

DO try to overcome nervousness or shortness of breath (it helps to take a deep breath)

DO hold yourself erect

DO apply for a specific job or jobs

DO answer questions honestly and with straightforwardness

DO stress the contribution you can make to the enterprise

DO have available a list of former employers, time and period of service

DO have a list of references

DO let as many people as possible know you are "job hunting"

DO be well-groomed and appropriately dressed

DO make plenty of applications

DON'T keep stressing your need for a job

DON'T discuss past experience which has no application to the job

DON'T display overconfidence

DON'T cringe or beg for consideration.

DON'T speak with muffled voice or indistinctly

DON'T be one of those who can do anything

DON'T hedge in answering questions

DON'T ask your questions about hours, pay, etc. early in the interview

DON'T hesitate to fill out application, give references, take physical examination or tests on request

DON'T hang around, prolonging interview, when it should be over

DON'T arrive late and breathless for the interview

DON'T be a "know-it-all" or person who can't take instructions

DON'T keep yourself from contacts who might help you find a job

DON'T feel that the world owes you a living

DON'T make claims if you cannot deliver on the job

DON'T display a feeling of inferiority

DON'T depend upon the telephone for your job

DON'T be untidy in appearance

CAN YOU ADD MORE?

CAREER EDUCATION EXEMPLARY PROGRAM
PLACEMENT OFFICE
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CAN YOU ADD MORE?

Questions Frequently Asked During the Employment Interview

1. What are your future vocational plans?
2. How do you spend your spare time?
3. In what type of position are you most interested?
4. Why do you think you might like to work for out company? (If possible, obtain information about company before the interview).
5. What qualifications do you have that make you feel that you will be successful in your field?
6. Why do you think you would like this particular type of job?
7. Are you looking for a permanent or temporary job?
8. Do you prefer working with others or by yourself?
9. Can you take instructions without feeling upset?
10. Can you get recommendations from previous employers?
11. Have you had any serious illness or injury?
12. Do you like to travel?
13. How about overtime work?
14. What have you done which shows initiative and willingness to work?

Write your answers

PLACE PHOTO HERE IF AVAILABLE

SAMPLE RESUME

Name
Permanent Mailing Address (Include Zip Code)
Permanent Telephone Number (Include Area Code)

Present Mailing Address (Include Zip Code)
Present Telephone Number (Include Area Code)

Personal: Marital Status — Date of Birth
Height — Religion (Optional)
Weight — Citizenship

Work or Professional Objectives:

Education: High School Graduate or Last Grade Level
Major Subject Area
Minor Subject Area

Degree (college)
Major
Minor
Special Emphasis

Extra Curricular Activities

Experience

(Include summer work and volunteer work. Males should include experience gained while in military service.)

Military Status

Personal Background

Interests

Availability (date on which you will be available to go to work)

References (Include both professional and character references. Obtain permission before submitting the name of a person as a reference. Include addresses and telephone numbers of references given.)

Date

NOTE: If you have any questions concerning a resume, come by or call the placement office. Phone 357-8973

SAMPLE

EMPLOYMENT QUIZ

CAN YOU ANSWER THESE QUESTIONS?

1. What is a good way to determine your qualifications for a job?
2. What are some sources of information regarding job opportunities?
3. Why should one be careful in answering classified or help wanted ads in newspapers and trade journals?
4. How important is contact with former employers in securing employment?
5. Why should one always try to make a favorable impression?
6. What is one of the best methods to obtain a job with a business that you would like to work for?
7. Why should one make many applications for jobs?
8. Who should you try to see first when visiting a business to see about getting a job?
9. Why is persistence necessary in applying for a job?
10. What is a personal inventory?
11. Why are personal inventories important?
12. Why should everything about you be included in a personal inventory?
13. What facts about you is an employer interested in?
14. What are some things that you should know about your home background?
15. How can extra-curricular activities be valuable to a job applicant?
16. Why should one be accurate with their education in giving exact names of courses and grades earned?
17. Why are employers interested in hiring people who are ambitious?
18. If personal references are required, what is your best source of references?
19. Why are application letters and forms a fact of job hunting?
20. Why do employers require filling out an application form when one has probably written a letter of application?
21. What information can an employer obtain from an application form that he might not otherwise obtain from a letter of application?
22. How important is your personal inventory in an interview?
23. Why should you try to find out as much as you can about the company before the interview?
24. What are several points one should follow to make a favorable impression?
25. Who should set the pace in an interview? Why?
26. Why should one not volunteer any information during an interview?
27. Why should one not be surprised at questions that seem personal or irrelevant?
28. How should one respond to questions that seem personal or irrelevant?
29. How important is English in a job interview?
30. What are some pitfalls in communication that might result in success or failure?
31. When should the subject of salary come up in an interview, if at all?
32. When should one mention a specific figure in figuring salary?
33. What would be the danger if a person listed a salary figure that was too low for the job?
34. Why should one be careful about what they say about their classmates, friends, and former employers?
35. Why doesn't the employer offer a job to the applicant during or immediately following the interview?
36. How should the interview end?

JOB PLACEMENT AND COST ANALYSIS

An Exemplary Program for
Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

John Vanderheyden
Site Coordinator

Prepared by

Milton J. Lacefield
Research and Placement Officer

The purpose of this report is to make educators and the public aware of the financial benefits derived from an effective placement program. To accomplish this task, a cost in comparison with benefits analysis in relation to actual job placements provides an excellent factual report to this effect.

As an integral part of our follow-up system, it has been found that such an analysis would prove to be an effective measurement of an investment of the taxpayers' money. In these times of rising unemployment and inflationary taxes, many students placed in jobs might well have ended up in a manner unconducive to the welfare of the community.

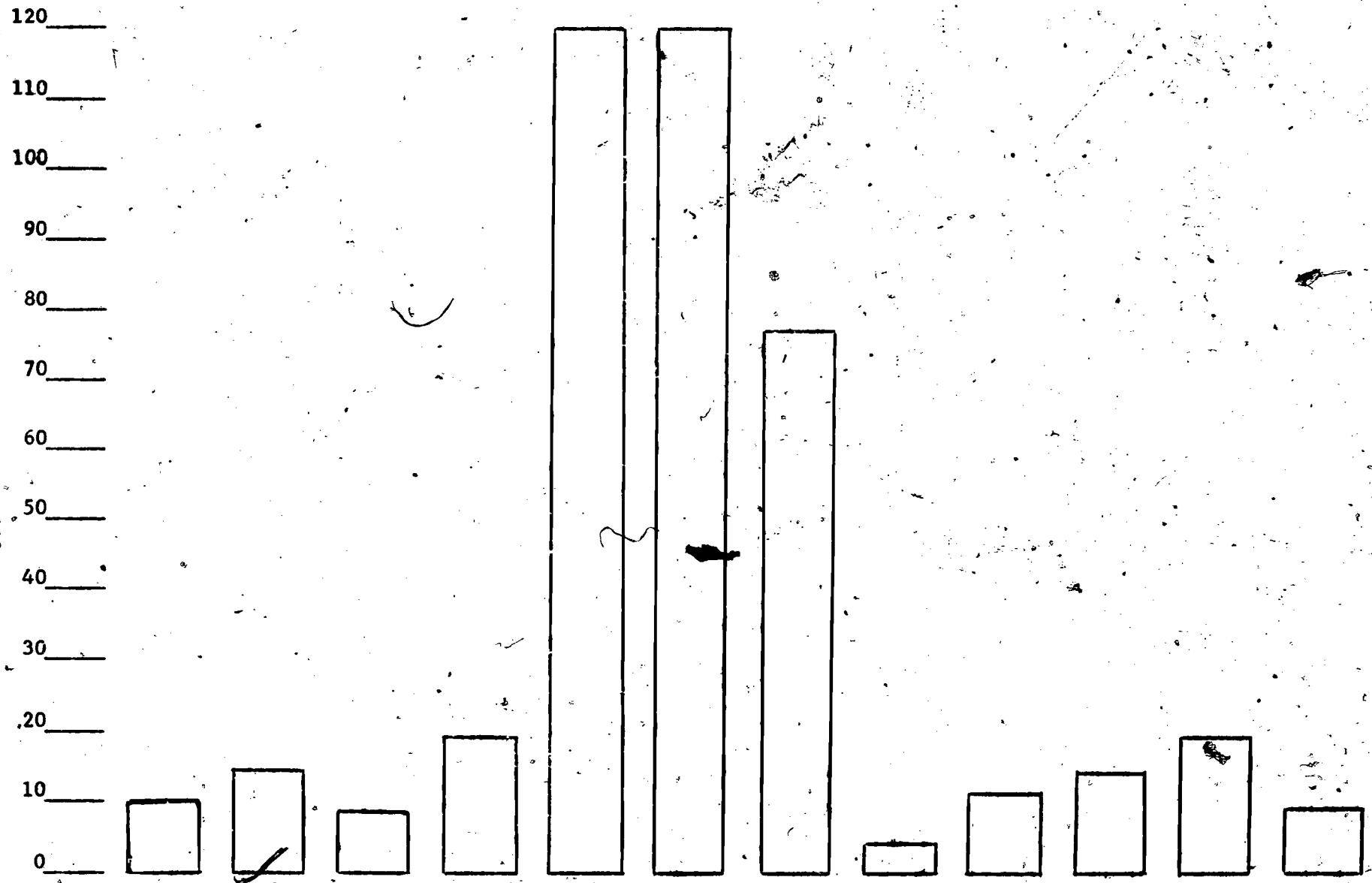
The Natchitoches Parish Career Education Placement Office has established such a means of providing services to facilitate and provide employment opportunities for our students needing assistance in these areas.

JOB PLACEMENTS DIRECTLY THROUGH CAREER EDUCATION PLACEMENT COMPONENT

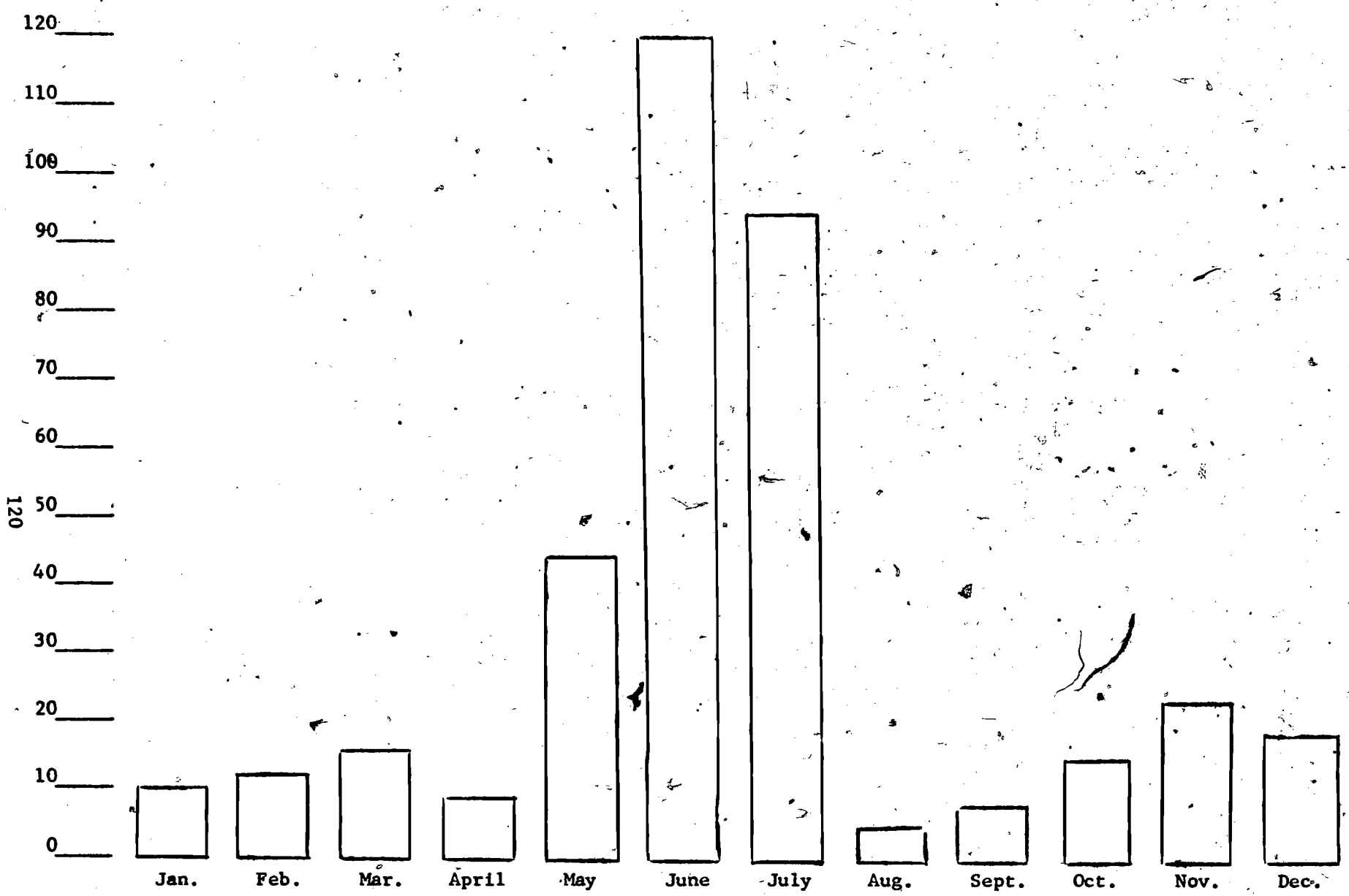
STATISTICAL INFORMATION	Based on 112 to date (Jan., 74 through Dec., 74)
Number of Placements	112
Average monthly salary of placements retained	$320.00
Average monthly income tax withheld with one (1) dependent	$ 28.80
Average monthly social security paid	$ 18.56
Total monthly Federal Withholding for each placement	$ 47.36
Total monthly Federal Withholding for one month for 112 retained placements	$5,304.32
Total Federal Withholding for one (1) year	$63,651.84

JOB PLACEMENTS INDIRECTLY THROUGH CAREER EDUCATION PLACEMENT COMPONENT

STATISTICAL INFORMATION	Based on 421 to date (Jan., 74 through Dec., 74)
Number of Placements	421
Average monthly salary of placements retained	$288.00
Average monthly income tax withheld with one (1) dependent	$ 25.92
Average monthly social security paid	$ 16.70
Total monthly Federal Withholding for each placement	$ 42.62
Total monthly Federal Withholding for one month for 421 retained placements	$17,943.02
Total Federal Withholding for one (1) year	$215,316.24

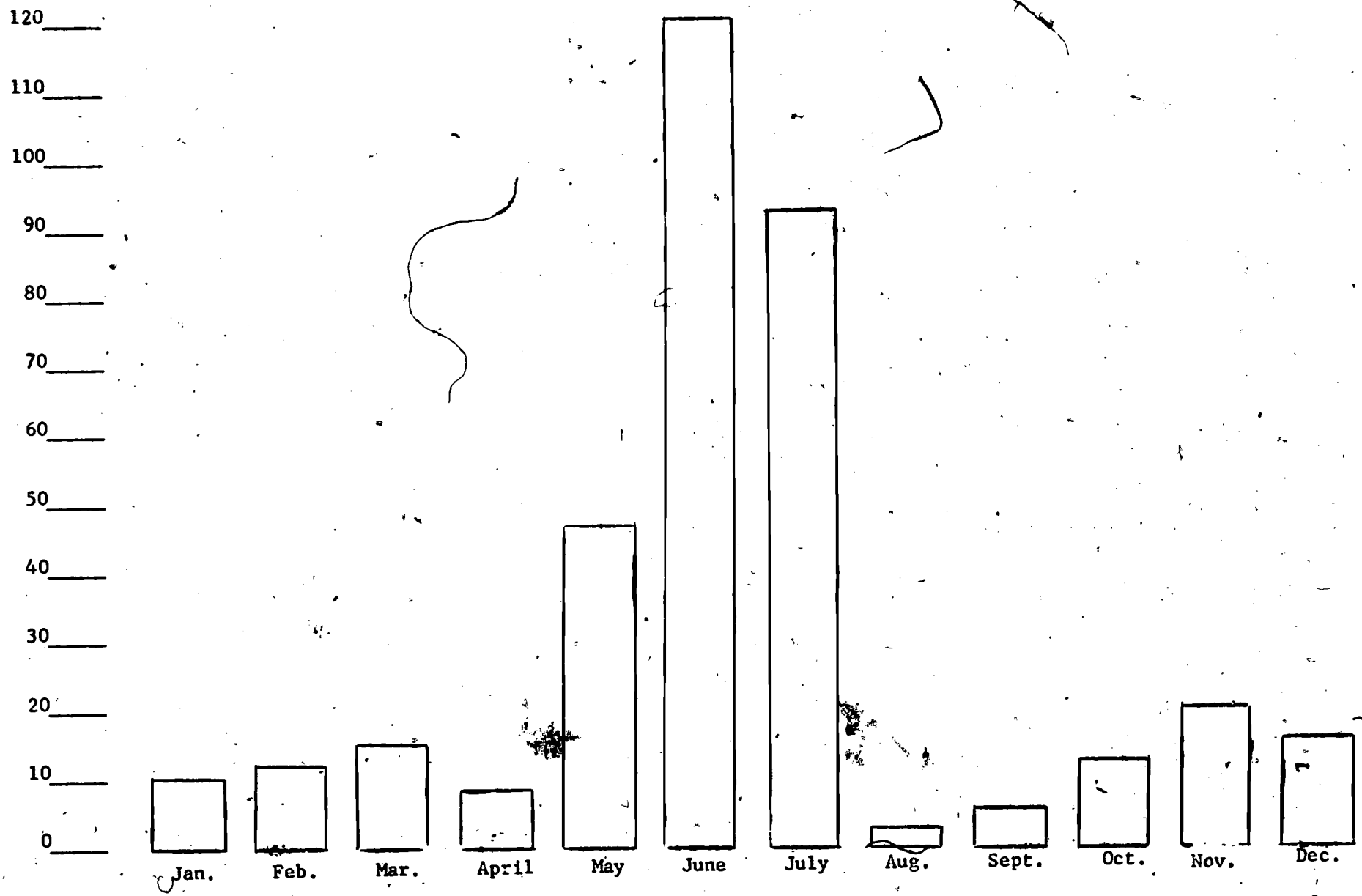


JOB APPLICANTS
January, 1974 - December, 1974

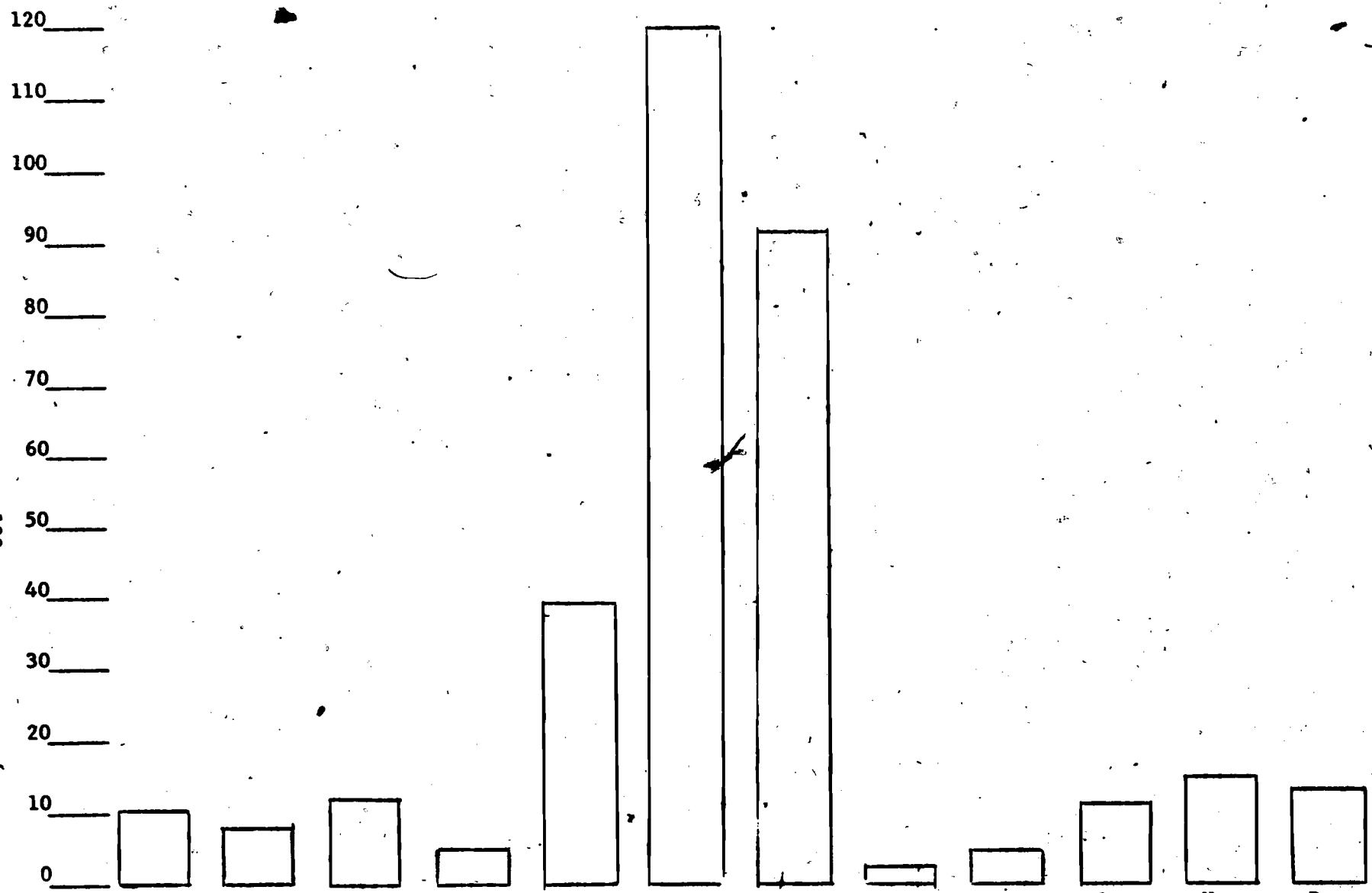


JOB ORDERS
January, 1974 - December, 1974

ERIC

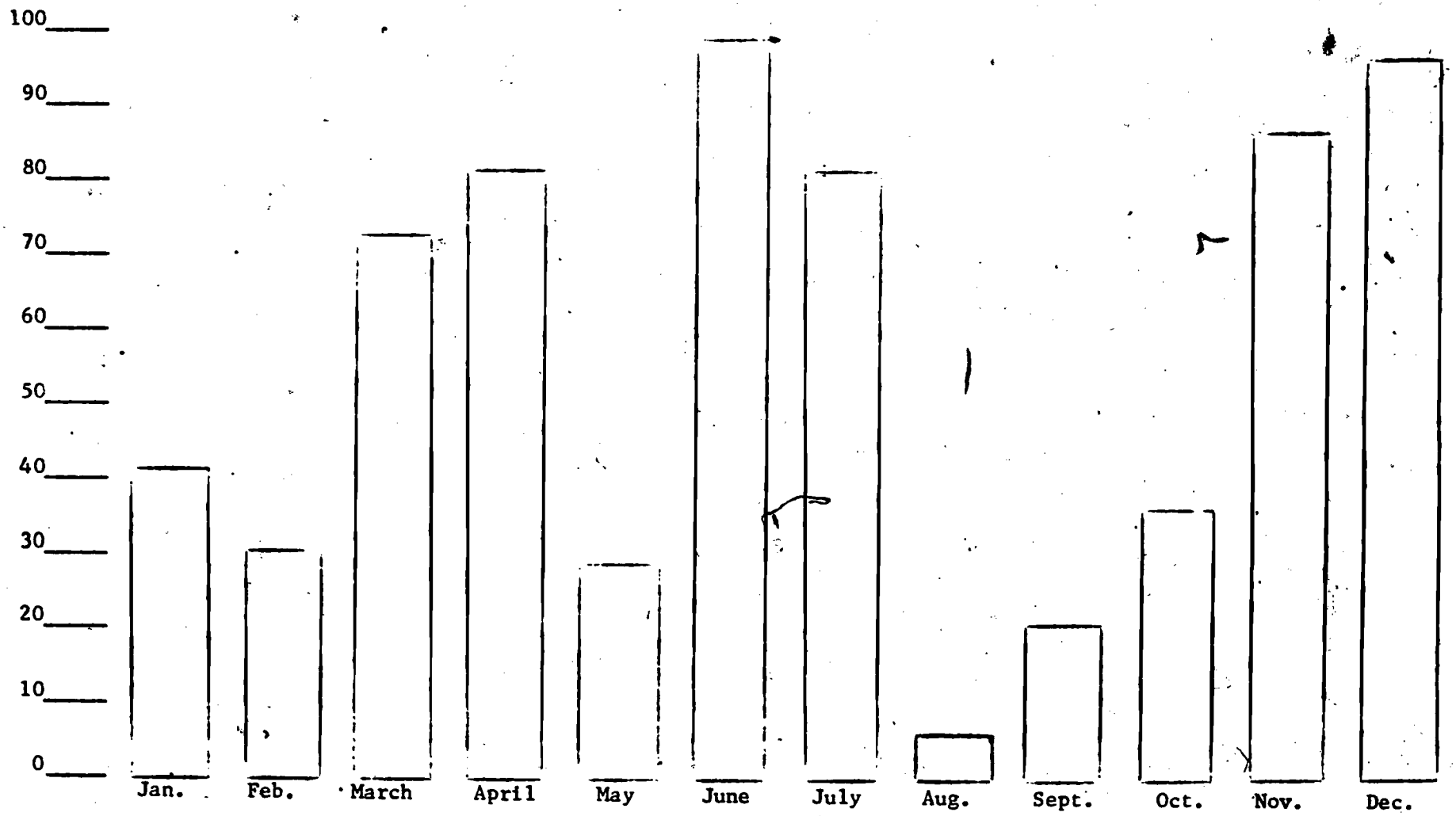


JOB INTERVIEWS
January, 1974 - December, 1974

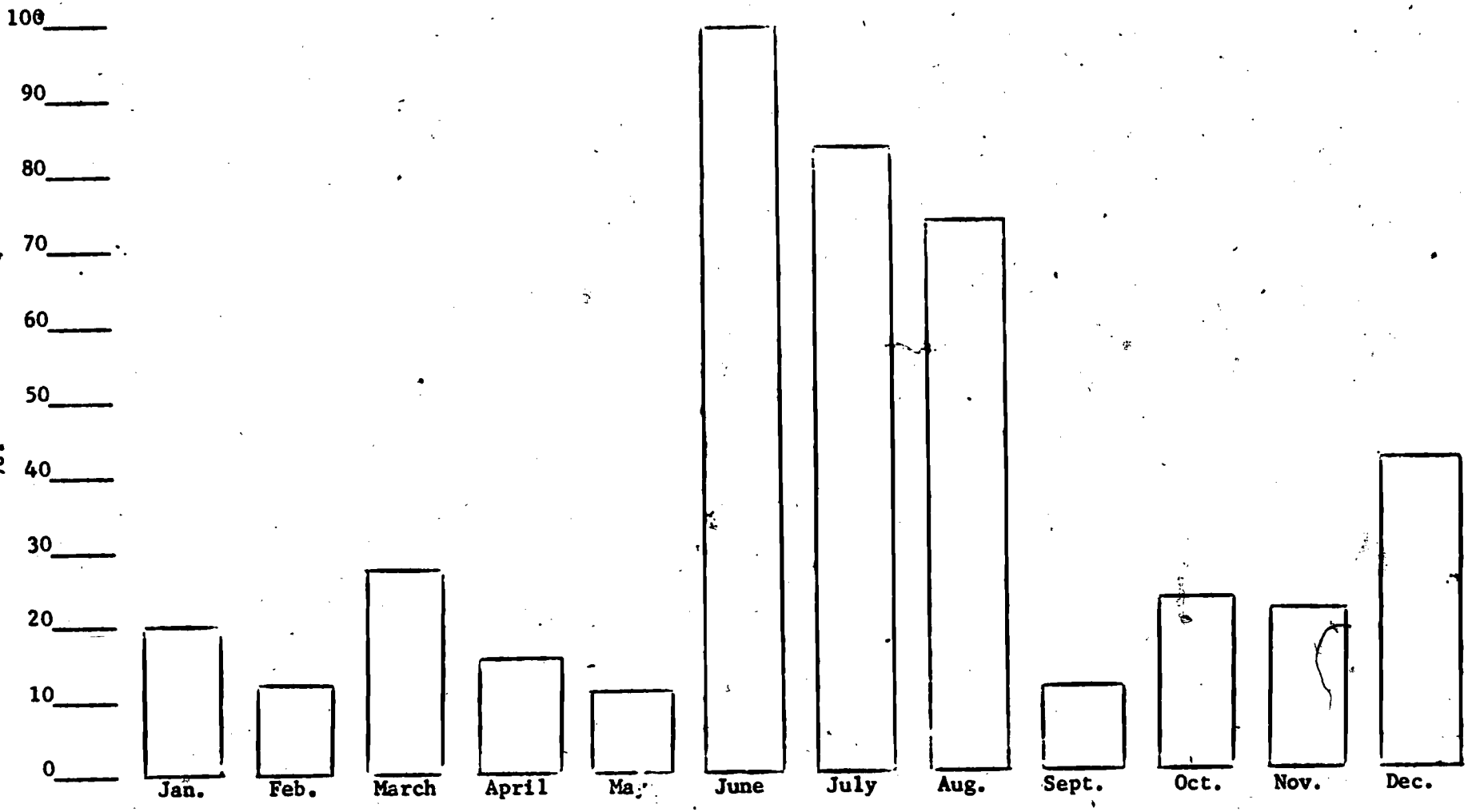


PLACEMENTS
January, 1974 - December, 1974

ERIC



PERCENTAGE OF PLACEMENTS TO APPLICANTS
January, 1974 - December, 1974



PERCENTAGE OF PLACEMENTS TO INTERVIEWS
January, 1974 - December, 1974

1973-74 FOLLOW-UP STUDY

Project No. V361047
Grant No. OEG-0-73-5308

An Exemplary Program for
Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Secondary Guidance Coordinator

Winderlean Lewis
Elementary Guidance Coordinator

January, 1975

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

I. What is follow-up?

The following report is a comprehensive and up-to-date report of the follow-up study of the 1973-74 senior class of the 12 Natchitoches Parish public high schools. All statistical information for this study was systematically obtained by precise and accurate means of collection through personal mail-out questionnaires, telephone interviews, personal interviews, and military and university records.

It is our belief that students are the end product of their educational training and they should not be forgotten or ingored after their formal secondary education has been terminated.

A follow-up study has not always seemed feasible to all administrators, staff members, or counselors; nevertheless, most of them have seen the value of studying the products of elementary and secondary schools. Every teacher, as well as counselors, can use a follow-up study to determine the effectiveness of instruction (or counseling) in influencing pupil behavior.

A. Purposes of follow-up

1. To maintain contacts with all school graduates and dropouts for a period of years for the purpose of rendering further aid and assistance.

2. To check individual achievements for the purpose of evaluating and improving the guidance program.

3. To furnish information as a basis for the evaluation, and possible revision or enlargement, of the educational program in the light of school leavers' experiences.

II. Conditioning of Students

To obtain maximum response and success in conducting the follow-up study, the following procedures were formulated and used. The follow-up system is designed to use practical methods of encouraging voluntary response from former students. This was achieved in the following ways:

1. Teachers, counselors and principals were informed of the follow-up study and asked to encourage students to respond whenever contacted after their graduation.

2. Students themselves were directly exposed to follow-up procedures and the nature of its importance through class meetings and assemblies.

3. Campus newspapers and posters were utilized to further advertise or promote follow-up participation.

4. Exit form was compiled and distributed to members of the 1973-74 senior class for the purpose of obtaining vocational or educational intentions for the following year.

III. Data Collection Methods

Instrumental in data collection of the follow-up survey were the follow-up questionnaire forms which were mailed to the former students. The purpose of the questionnaire form was twofold. (1) To obtain vital information concerning the former students' present status, and (2) to analyze and determine statistically various categories and percentages of returns.

Taking into consideration various criteria involving the material, it was necessary to construct the questionnaire as briefly and as concisely as possible. It was found that the self-addressed, stamped, closed answer, postcard questionnaire form exhibited the greatest feasibility to insure the best margin of return. The cover letter was mailed as a form letter; however, the student's first name was personally typed into the salutation. It was also determined by sample student averages that the amount of time required to complete the questionnaire was approximately two and one-half minutes.

The follow-up questionnaire forms were mailed out to 538 former students on November 15, 1974. It was determined that the total number of the 1973-74 senior class was 540; however, two of the former students' present status could not be determined. The class was comprised of 280 female students and 260 male students.

As of this date, 128 questionnaire forms have been received. This represents a 24% return of the total number mailed out. A secondary mail-out questionnaire was considered inappropriate due to financial limitations.

The balance of the statistical information for this study was obtained as accurately as possible by various means of collection through telephone interviews with former students; personal interviews with teachers, counselors, and principals; and interviews with current high school students with "firsthand knowledge" of last year's seniors.

IV. Final Analysis

This study is statistically broken down into two main categories of analysis: (1) the total parish analysis and (2) the individual school analysis. Contained herein are one (1) statistical information report on parishwide results and the twelve (12) individual parish high school reports.

Each former student was ranked in only one of the categories, with the exception of the non-graduate representation of which student classification may be repeated.

The seven categories are explained as follows on a parishwide basis:

1. College

It was found that 150 of the 538 members of the 1973-74 senior class studied are presently enrolled in a college or university, with none attending a two-year institution. This figure represented 28% of the total senior class. Of these 150 students, 107 are presently enrolled at Northwestern State University, representing 71% of the total number attending a college or university.

Of these 150 students, 18 were attending four-year institutions within the state, other than Northwestern State University, representing 12%. Twenty-five were attending four-year institutions out of the state, representing 16%.

2. Vocational-Technical School

It was found that 42 of the 538 former students are presently enrolled in a vocational-technical or trade school. This figure represents 8% of the total senior class.

Of these 42 students, 39 are presently enrolled in a vocational-technical school in Natchitoches Parish, representing 92%. None (0) are enrolled in other vocational-technical schools within the state. Three are enrolled in schools out-of-state, representing 8%.

3. Business College

It was found that one (1) out of 538 former students is presently enrolled in a business college, representing .1% of the total class.

4. Military Service

It was found that 44 of the 538 members of the 1973-74 senior class are presently serving in the United States military service. This figure represents 8% of the total class.

5. Employed

It was found that 159 of the 538 students included in the study are presently employed on either a part-time or a full-time basis. This figure represents 30% of the total senior class.

Of these 159 students, 94 are presently employed within the parish, representing 59% of the employed students. Twenty-two are employed in other areas of the state, representing 27% of the total employed students.

Also included in the employed category are nine of those former students who were listed as non-graduates.

6. Married (Housewife)

It was found that 50 of the 280 former female students are presently married and indicate being a housewife as their primary occupation. Also included in this category are three former students who are listed as non-graduates.

7. Unemployed

It was found that 92 of the 538 former students in the study are unemployed and in a non-educational or non-training classification and served no indication of transition. This figure represents 17% of the total senior class.

V. Future Implications

In following with the concepts of the functional follow-up theory, it is important that the follow-up study be carried out for more than one year. Simply stated, to give an accurate account over a longterm period of time, the study is usually done on these same students at yearly intervals for a period of five years following graduation. Through research, it has been found that the highest attrition rates in college students are in the freshman class, and that the average worker will have changed jobs several times within a period of the first few years of employment. As planned, the 1973-74 senior class will be included in a three-year follow-up study to more specifically note the continuous trends and changes taking place to give an even more accurate account concerning the career status of our former students.

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

	Number	Percentage	Female	Male
COLLEGE	150	28%	85	65
Northwestern State University	107	71%	62	45
Other (In-State)	18	12%	12	6
Other (Out-of-State)	25	16%	11	14
VOCATIONAL-TECHNICAL SCHOOL	42	8%	30	12
Parish	39	92%	28	11
Other (In-State)	1	.1%		1
Other (Out-of-State)	2	7.9%	2	
BUSINESS COLLEGE	1	.1%	1	
MILITARY SERVICE	44	8%	1	43
EMPLOYED	*159	30%	56	103
Parish	94	59%	34	60
Other (In-State)	22	14%	9	13
Other (Out-of-State)	43	27%	13	30
MARRIED (Housewife)	*50	9%	50	
UNEMPLOYED	92	17%	58	34
NON-GRADUATE	12	2%	5	7

*are included in above figures

TOTAL = 538

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

ALLEN HIGH SCHOOL

	Number	Percentage
COLLEGE	8	22%
Northwestern State University	1	
Other (In-State)	1	
Other (Out-of-State)	6	
VOCATIONAL-TECHNICAL SCHOOL	4	11%
Parish	2	
Other (In-State)	0	
Other (Out-of-State)	2	
BUSINESS COLLEGE	1	.27%
MILITARY SERVICE	1	.27%
EMPLOYED	*5	13%
Parish	0	
Other (In-State)	1	
Other (Out-of-State)	4	
MARRIED (Housewife)	4	11%
UNEMPLOYED	13	36%
NON-GRADUATE	1	.27%

*are included in above figures

TOTAL = 36

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

ASHLAND HIGH SCHOOL

	Number	Percentage
COLLEGE	5	29%
Northwestern State University	4	
Other (In-State)	1	
Other (Out-of-State)	0	
VOCATIONAL-TECHNICAL SCHOOL	2	12%
Parish	2	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	1	.58%
EMPLOYED	*5	29%
Parish	3	
Other (In-State)	2	
Other (Out-of-State)	0	
MARRIED (Housewife)	1	.58%
UNEMPLOYED	3	18%
• NON-GRADUATE	1	.58%

*are included in above figures

TOTAL = 17

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

CAMPTI HIGH SCHOOL

	Number	Percentage
COLLEGE	4	13%
Northwestern State University	3	
Other (In-State)	1	
Other (Out-of-State)	0	
VOCATIONAL-TECHNICAL SCHOOL	2	6%
Parish	2	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	3	9%
EMPLOYED	*13	41%
Parish	8	
Other (In-State)	2	
Other (Out-of-State)	3	
MARRIED	*8	25%
UNEMPLOYED	2	6%
NON-GRADUATE	4	12%

*are included in above figures

TOTAL = 32

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

CLOUTIERVILLE HIGH SCHOOL

	Number	Percentage
COLLEGE	4	13%
Northwestern State University	4	
Other (In-State)	0	
Other (Out-of-State)	0	
VOCATIONAL-TECHNICAL SCHOOL	3	9%
Parish	3	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	6	19%
EMPLOYED	11	34%
Parish	8	
Other (In-State)	0	
Other (Out-of-State)	3	
MARRIED (Housewife)	2	6%
UNEMPLOYED	6	19%
NON-GRADUATE *are included in above figures	0	

TOTAL = 32

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FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

FAIRVIEW ALPHA HIGH SCHOOL

	Number	Percentage
COLLEGE	7	32%
Northwestern State University	7	
Other (In-State)	0	
Other (Out-of-State)	0	
VOCATIONAL-TECHNICAL SCHOOL	2	9%
Parish	1	
Other (In-State)	0	
Other (Out-of-State)	1	
BUSINESS COLLEGE	0	
MILITARY SERVICE	0	
EMPLOYED	*7	32%
Parish	4	
Other (In-State)	3	
Other (Out-of-State)	0	
MARRIED (Housewife)	1	5%
UNEMPLOYED	5	23%
NON-GRADUATE	1	5%

*are included in above figures

TOTAL = 22

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

GOLDONNA HIGH SCHOOL

	Number	Percentage
COLLEGE	4	16%
Northwestern State University	3	
Other (In-State)	1	
Other (Out-of-State)	0	
VOCATIONAL-TECHNICAL SCHOOL	1	4%
Parish	1	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	4	16%
EMPLOYED	*7	28%
Parish	7	
Other (In-State)	0	
Other (Out-of-State)	0	
MARRIED (Housewife)	*4	16%
UNEMPLOYED	5	20%
NON-GRADUATE	2	8%

*are included in above figures

TOTAL = 25

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

GORUM HIGH SCHOOL

	Number	Percentage
COLLEGE	4	18%
Northwestern State University	4	
Other (In-State)	0	
Other (Out-of-State)	0	
VOCATIONAL-TECHNICAL SCHOOL	1	5%
Parish	1	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	0	
EMPLOYED	8	36%
Parish	3	
Other (In-State)	5	
Other (Out-of-State)	0	
MARRIED (Housewife)	*3	14%
UNEMPLOYED	6	27%
NON-GRADUATE	1	5%

*are included in above figures

TOTAL = 22

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

MARTHAVILLE HIGH SCHOOL

	Number	Percentage
COLLEGE	2	8%
Northwestern State University	1	
Other (In-State)	0	
Other (Out-of-State)	1	
VOCATIONAL-TECHNICAL SCHOOL	0	
Parish	0	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	1	4%
EMPLOYED	*12	50%
Parish	3	
Other (In-State)	8	
Other (Out-of-State)	1	
MARRIED (Housewife)	5	21%
UNEMPLOYED	1	4%
NON-GRADUATE	1	4%

*are included in above figures

TOTAL = 24

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

NATCHITOCHES CENTRAL HIGH SCHOOL

	Number	Percentage
COLLEGE	89	35%
Northwestern State University	68	
Other (In-State)	13	
Other (Out-of-State)	8	
VOCATIONAL-TECHNICAL SCHOOL	20	8%
Parish	20	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	24	9%
EMPLOYED	71	28%
Parish	45	
Other (In-State)	6	
Other (Out-of-State)	20	
MARRIED	18	7%
UNEMPLOYED	33	13%
NON-GRADUATE *are included in above figures	0	

TOTAL = 255

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

PROVENCAL HIGH SCHOOL

	Number	Percentage
COLLEGE	5	19%
Northwestern State University	5	
Other (In-State)	0	
Other (Out-of-State)	0	
VOCATIONAL-TECHNICAL SCHOOL	3	12%
Parish	3	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	0	
EMPLOYED	8	31%
Parish	5	
Other (In-State)	0	
Other (Out-of-State)	3	
MARRIED (Housewife)	*3	12%
UNEMPLOYED	7	27%
NON-GRADUATE	1	4%

*are included in above figures

TOTAL = 26

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

ROBELINE HIGH SCHOOL

	Number	Percentage
COLLEGE	5	29%
Northwestern State University	3	
Other (In-State)	0	
Other (Out-of-State)	2	
VOCATIONAL-TECHNICAL SCHOOL	1	6%
Parish	1	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	1	6%
EMPLOYED	6	35%
Parish	4	
Other (In-State)	1	
Other (Out-of-State)	1	
MARRIED (Housewife)	0	
UNEMPLOYED	4	24%
NON-GRADUATE *are included in above figures	0	

TOTAL = 17

FOLLOW-UP STUDY
1973-74 SENIOR CLASS
NATCHITOCHES PARISH

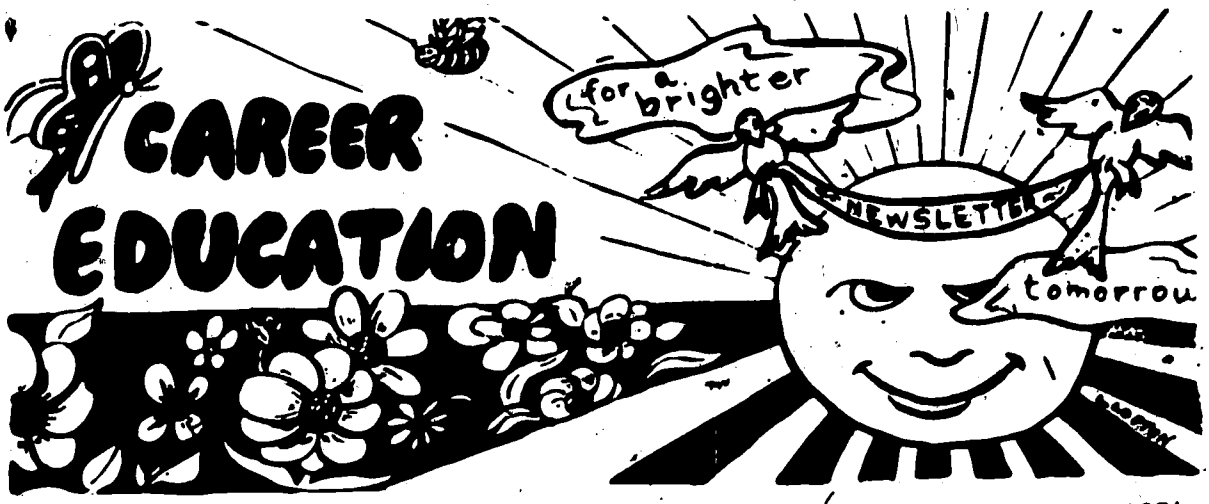
ST. MATTHEW HIGH SCHOOL

	Number	Percentage
COLLEGE	13	43%
Northwestern State University	4	
Other (In-State)	1	
Other (Out-of-State)	8	
VOCATIONAL-TECHNICAL SCHOOL	3	10%
Parish	3	
Other (In-State)	0	
Other (Out-of-State)	0	
BUSINESS COLLEGE	0	
MILITARY SERVICE	3	10%
EMPLOYED	6	20%
Parish	4	
Other (In-State)	0	
Other (Out-of-State)	2	
MARRIED (Housewife)	1	3%
UNEMPLOYED	4	13%
NON-GRADUATE *are included in above figures	0	

TOTAL = 30

APPENDIX D

CAREER EDUCATION NEWSLETTERS



Vol. 2 No. 2 Natchitoches Parish Schools November, 1974
W. J. Bullock, Superintendent

PLACEMENT OFFICE SERVES NATCHITOCHES PARISH STUDENTS

The placement office is off to a good start this year. Plans are currently being carried out to update resources and provide services which are available to students throughout the parish. The placement office is designed to afford the high school student the best assistance possible in making a successful transition to life after high school.

A follow-up questionnaire form will be sent out in the near future to those students who were seniors last year. This form will be used to determine the locations and activities of the 1973-74 seniors from Natchitoches Parish. The teachers are asked to please encourage their seniors this year to return the follow-up forms when they are made available to them next year. This is an informative and necessary procedure in the improvement of our career education program and your cooperation in this effort will be greatly appreciated.

The placement office encourages all students to continue their respective education, whether it be college, trade school, or the Armed Forces. For those students who do not choose to continue their formal education, services are provided for assistance in finding information on and obtaining various jobs.

Student applications are presently being taken for a part-time apprentice printer job opening. Applicants must meet the following qualifications:

(1) Must be a graduating senior eligible to work in the afternoon from one to five o'clock

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(2) Must have a genuine interest in the printing field and be willing to work on a full-time basis after graduation

For further information, contact this office. If you need assistance in locating a job or obtaining job information, or if you know of a job opening, please contact Mickey Lacefield, Placement Officer at Natchitoches Central High School, North Campus. Phone 357-8973.

FIRST GRADE CLASS DEVELOPS SELF-AWARENESS

To develop self-awareness, Glenda Moss' first grade class at Parks Elementary began a "ME" Book. From time to time they discussed various things and people who surround them and on assorted colored art paper drew pictures of "me," "my pet," "my teacher," "my toy," "my home," and "my bed." These were compiled into a booklet with a cover page labeled "My Me Book." Pictures of bunk beds, trailers, etc., added to the cleverness of the booklet.

A unit on "Friends at School" was also developed. After each friend and the terms and places pertaining to his job were discussed thoroughly, a tour of the places were made. Then pictures were drawn and a contest was held to select the picture which looked most like the person and portrayed what he does or uses in his job. The pictures were mounted on art paper and displayed on a bulletin board.

CAREER EDUCATION APPLIED THROUGH A FIELD TRIP

On October 16, 1974, Mrs. Otwell's second grade class took a field trip to Brookshire's Supermarket in Natchitoches, Louisiana. This field trip served as a supplementary activity in studying the unit "Food for Greenwood" taught by Miss Rhodes during the week of October 14-18. The purpose of this trip was to enable the children to discover how we get our food through the operation and cooperation of the various types of workers in the supermarket.

Through this trip, the students became familiar with the storage and packaging of meat, the preparation of foods and vegetables, the arrangement of packaged goods on the shelves, the refrigeration of certain foods, pricing of goods, and purchasing and bagging of groceries. It was emphasized that each of these processes was performed by workers with special jobs or occupations in the supermarket. The children observed the duties of the butcher, package boy, stacker, manager, assistant manager, boxer, out deliverer, cashier, etc., and became aware of these workers' occupational titles. The children were led to develop an understanding of how various people acquire their food. It was suggested that the children might one day choose an occupation that would help other people secure food as they observed in the supermarket.

SELF-DEVELOPMENT AT PARKS ELEMENTARY

Carol Hill's kindergarten class participated in a unit on self-concept. The students created "A Book About Me" which included a drawing of their hand, footprint, family, and a drawing of themselves. Also included was their height and weight.

A discussion was held on families. Each student told what their mother and father did and how many brothers and sisters they had. Then a filmstrip entitled "What Do Daddies Do?" was shown.

CAREER EDUCATION ACTIVITIES AT PARKS ELEMENTARY

Annie Leon's fifth grade class wrote stories about what each would like to be when he grows up. They also made a bulletin board on different jobs entitled "What's My Line?" and discussed each job shown and any other jobs connected or that stem from those on the bulletin board. Another interesting activity was a career game called "Career-O-Gram" in which the students had to find the names of various occupations.

WEAVER ELEMENTARY INVOLVES THE COMMUNITY

An enthusiastic demonstration was given by Robert Carroll, telephone man for South Central Bell, for the fourth grade students at Weaver Elementary. Mr. Carroll climbed a telephone pole for the students, showed them his equipment, and took telephones apart for them. The children enjoyed seeing the varied jobs of a telephone man.

FIFTH GRADE CLASS ACTIVE IN CAREER EDUCATION

Ceil Sullivan's fifth grade class at Parks Elementary has been very active in career education this year. Their many activities include a career education bulletin board listing the career clusters, career education notebooks, newspaper articles, writing autobiographies and a study of "All About Myself."

Another very interesting activity is the "student of the week." One student is chosen each week to be special to the entire class. At the end of the month, the four students of the week are pictured in the Natchitoches Times, along with a career education story. The student has his own bulletin board to display his picture, life story, school work, etc.

The class is also observing the construction of the new building which replaces the one destroyed by the tornado. They have observed cement pouring, foundation building, welding, carpentry, etc. This coincides with the construction cluster.

SECOND GRADE CLASS VISITS COMMUNITY HEALTH CENTER

The second grade class of Marthaville visited the Community Health Center. Miss Mary Korndoefer, the vista volunteer

nurse at the center, discussed the services offered, there and her job as a nurse and a vista volunteer.

SENIOR TRIP

Recently, some of the senior class members of St. Matthew High School were invited to Southern University's "Get Acquainted Day." Seniors from as far as Arkansas came. The seniors were only eligible to go if they had an A or B average. There were 13 seniors from St. Matthew that attended. They were Juanita Howard, Evelyn Walker, Mark Delphin, Alene Isaac, Alvania Preylo, James Wilson, Linda Smith, Elizabeth Braxton, Velma Alexander, Debra Williams, Vivian Howard, Brenda Ramos, and Carolyn Roque.

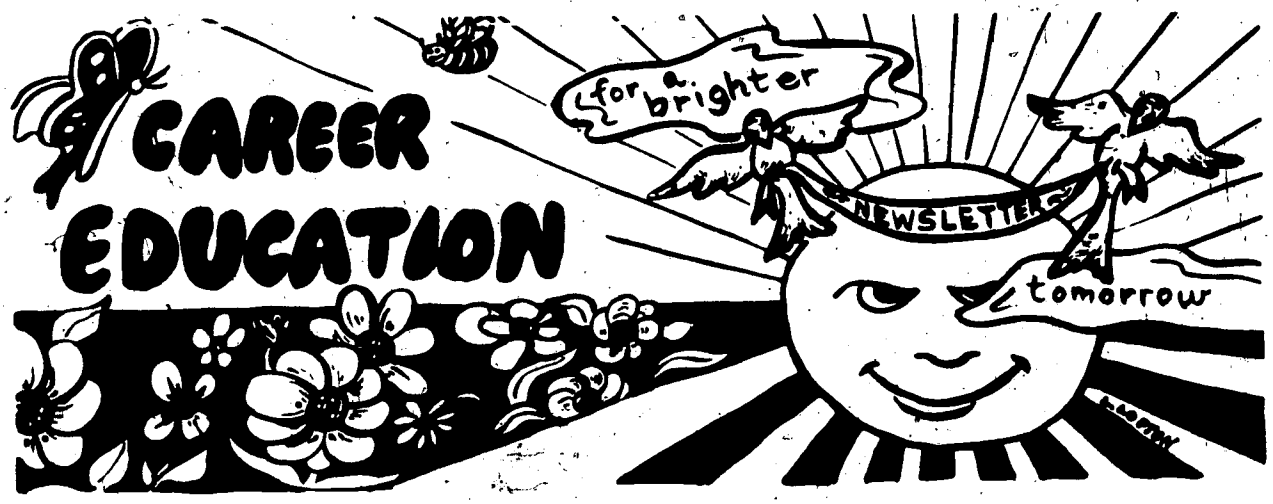
The activities that they had planned for us began with a meeting with President Jesse Stone. President Stone stated that they had prepared for 350, but had an enrollment of 520 students. After the meeting with the President, we went on a tour of the campus. The group-leaders were various seniors at the university. The luncheon took place in the freshman complex at 2:15. From that time until 6:30, there was dancing and game playing. As you may have heard, Southern stomped Prarie View with a score of 34-7.

St. Matthew's seniors plan to make other trips. They have talked about Grambling University, Texas Southern, LSU, Louisiana Tech, and Northwestern State University. Almost all of the students stated that they enjoyed themselves very much and some hope to return in the summer or fall of 1975.

ATTENTION TEACHERS:

In order for the Newsletter to serve you, your students, and the community, contributions must be submitted by you. Please send articles to the following address:

NATCH. PARISH SCHOOL BOARD
CAREER EDUCATION, PART D
P.O. BOX 16
NATCHITOCHES, LA 71457



Vol. 2 No. 3 Natchitoches Parish Schools December, 1974
W. J. Bullock, Superintendent

WHAT IS CAREER EDUCATION?

Career education is guiding pupils toward worthy goals, making them feel good about themselves, and solving problems. Career education is causing pupils to realize they are unique and have something to contribute to society. It is helping them to decide which career they should choose for a lifetime vocation.

How do we accomplish these goals? It isn't easy. Many people have never learned to "think" for themselves. They are content to settle down "into a rut" and allow others to do their thinking for them. One of the most difficult jobs of the teacher is to encourage her pupils to think for themselves and solve their own problems.

Mrs. Edna Nation's fifth grade class at Marthaville has various creative projects and activities used to help the child express himself. Projects are chosen, committees formed, and children find they <u>can</u> tackle a problem and solve it in a small group activity. They feel a sense of belonging to the group, a feeling they perhaps have never before experienced.

The feeling of worthiness as an individual is important and <u>basic</u> in career education. It cannot be over-stressed. This is one reason Mrs. Nation uses the "language experience" approach in creative writing. If she can get the child to write his ideas on paper to be published in the classroom for all to read, no matter how the words are spelled, the child is growing. He is expanding his thinking. He is expressing himself

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in his own language.

It is impossible to be creative and be criticized at the same time. The moment you begin criticism, the creative flow stops. For this reason, red marks are never used on a creative writing paper. English is another matter altogether. The child's best is good enough for all to read and the pupils enjoy reading each other's writings. The philosophy is, "Whatever I can write, I can also read, and others can read, also."

SCHOOL HELPERS ARE STUDIED AT MARTHAVILLE

The kindergarten class of Mrs. Easter M. Brown recently completed a unit on "Our School Helpers."

The class enjoyed sharing the types of work their mothers and fathers do at home and in the community.

The class discussed the duties of the school personnel, such as the principal, secretary, teachers, librarians, custodians, bus drivers and others.

They toured the school campus and visited the secretary, principal, librarian, and custodians. They were happy to briefly explain their types of work. The class drew pictures of some of the various activities.

As a culminating activity of this unit, Mrs. Brown made an appointment with Mr. Lauw, manager of the new locker plant, for a visit. Mr. Lauw took the class on a tour through most of the departments of the plant, explaining some of the equipment, and the many kinds of jobs that are done in preparing meats for our use.

The children enjoyed their new bus driver and assistant principal, Mr. Bobby Dean Birdwell, and the ride on the new Hawk's bus.

Upon returning, the class evaluated the field trip through a paper on "What I Saw and Liked Best About the Trip," including pictures that were taken for the yearbook.

WEAVER STUDENTS PARTICIPATE IN CAREER AWARENESS INTERVIEW

Members of the fifth and sixth grade classes at M. R. Weaver Elementary participated in a career awareness interview with Mrs. Melba Free, a commissioner; and Mrs. Faye Nethery, a Deputy at the voting precinct for districts 1, 6, and 10.

These public servants informed the students about the voting procedures necessary to be a good citizen. The students also observed them as they performed their duties at the precinct.

Those participating in the interview were Chris Blount, Jeffery Rachal, Benjie Gillis, Tony Thompson, Paul Johnson, Patrick Moses, Brenda Robinson, John Grayson, Jimmy Washington, Jim Bruning, Shane Berry, Bruce Bernard, and Richard Galloway from the fifth grade, and John Dobernig and LaRence Snowden from the sixth. Their leader was Mrs. Connie Dobernig.

KEEP UP THE GOOD WORK!

by Lisa Davis, Age 11
Marthaville Elementary

Careers start with the teaching in schools and the encouragement of interested teachers.

I couldn't have been as interested in writing if it were not for my fifth grade teacher. It seemed funny to me though, that when I was given creative writing assignments, anything I wanted to happen on a blank sheet of paper would happen!

I have a grand time creating different characters and wild adventures; sometimes I even surprise myself with what comes off those pages. I get involved with my "story" characters and whatever adventure I'm writing about, it's always as though it's all happening to me. You can just describe it as though I "dive" into that writing and make anything happen.

I make a sort of "pattern." I think up the beginning, a few things "in the middle," and then an ending. But as I "fill in the middle," my writing may branch to other ideas and make it even better.

I'm glad that a certain teacher found it interesting enough to encourage me in "writing." And without all my "encouraging pals" out there, I'd never make it!

Keep it up, you guys!

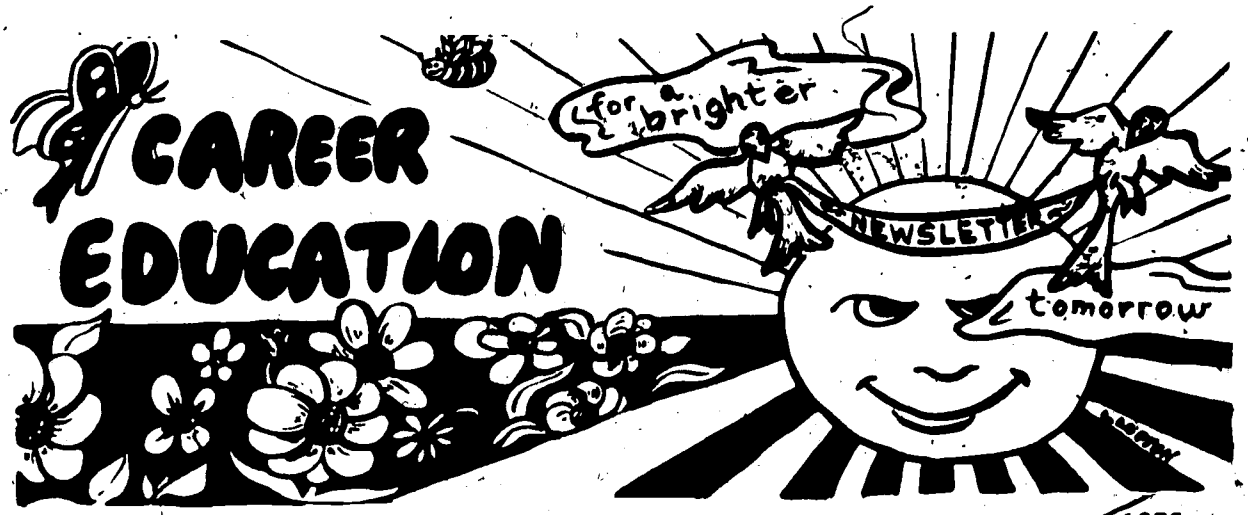
STUDENT GUIDANCE COMMITTEE

Orene Birdwell, third grade teacher at Marthaville High School, organized a Student Guidance Committee. It is composed of three boys and one girl. These boys and girls were chosen on the basis of their dependability. The primary purpose of the committee is to offer helpful suggestions to the teacher about problems that arise within their class. However, the teacher has the final decision on solutions to the problems. The classmates of the committee members have developed respect for them and their suggestions.

ATTENTION TEACHERS:

In order for the Newsletter to serve you, your students, and the community, contributions must be submitted by you. Please send articles to the following address:

NATCH. PARISH SCHOOL BRD.
CAREER EDUCATION, PART D
BOX 16
NATCHITOCHES, LA 71457



Vol. 2 No. 4 Natchitoches Parish Schools January, 1975
W. J. Bullock, Superintendent

CAREER EDUCATION AT ROBELINE HIGH SCHOOL

Mrs. Kathryn Webb's eighth grade girls started a career exploratory course at midterm this year. At present, they are learning about the many job opportunities available in the clothing field. While this unit is being studied, the students will learn to operate and care for the sewing machine while constructing simple garments and accessories for their homes. A trip to Natchitoches will be taken so that the students may purchase equipment, patterns, and material.

The other areas to be investigated will be child care and foods and nutrition. Since they have a kindergarten on their campus, the girls will be able to gain firsthand experience in caring for small children. They also have a wage earning course in food services which serves as a motivation because of their involvement in many varied activities.

CORRELATES SCIENCE UNIT WITH CAREER EDUCATION

In conjunction with their science unit on the solar system, Mrs. Liles third graders at Campti investigated careers connected with space exploration, involving the use of academic skills related to all third-year studies. Career awareness and the importance of basic skills in all careers were emphasized.

Stressing the career cluster, "Consumer and Homemaking," hands-on activities included studying the composition of a breakfast product used by American space explorers and its applicability to the average household: cost per serving, measurement of ser-

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ving nutrients and vitamins provided by a serving, companion to a natural product (bulk, cost, nutrients), etc. This particular activity was correlated with their social studies unit, "California," and the products which that state contributes to the general consumer.

CAREER EDUCATION AT CLOUTIERVILLE HIGH SCHOOL

Mr. Samuel Jackson's tenth and eleventh grade classes at Cloutierville High School considered a number of factors in implementing career education. Among the factors were: (1) Career education should not be taught as a separate class, but should be fused into the regular classroom planning. (2) A working definition of career education was required. (3) Classes involving career education concepts should be made as practical or relevant as academically possible. (4) The career education phase of the work was divided into three distinct parts: Part I - A career education display, Part II - Skits concerning jobs and job qualifications, and Part III - A job and career survey.

Part I of the unit consisted of a display on career education. It was arranged by the students. This display was in the form of posters and other supporting materials. The display was divided into Do's and Don't's when job hunting.

Part II consisted of the students concentrating on skits involving practical situations that arise when job hunting. The areas explored by the skit were: (1) A high school dropout applies for a job. (2) A young couple gets married when neither has an adequate educational background. (3) A young housewife becomes bored with being a housewife and seeks to have a career of her own; although she has no training. (4) A young girl who did not put forth any effort in high school, but is physically attractive, tries to use her physical attributes in job hunting, but is totally unsuccessful.

Part III consisted of the students concentrating their efforts on a localized job survey in which students investigated the availability of jobs in which they were interested.

STUDENTS TOUR UNIVERSITY AND PARISH SITES

On January 24, Mr. Charles Dyess' sixth grade class and Mr. Carroll Daniel's seventh grade class of Marthaville High School toured the Biology Building of Northwestern State University, guided by Dr. Arthur and his assistant. They viewed many exhibits of preserved animals, organs of animals and humans, and skeletons. The students also went into the radioactivity laboratory and saw equipment used in experiments. They were given information on the varied courses of study involved in the field of biological sciences.

After the tour of the Biology Building, they went to the Parish

Courthouse where they were given a guided tour of the jail by Deputy Birdwell and Sheriff James. They also visited the Clerk of Court's office, the Accessor's office, and observed a few minutes of a court hearing. Judge R. B. Williams explained what each part of the courtroom was used for and the general method of court proceedings. He also discussed his position as a judge. The students were eager to learn the duties of the parish officials.

A FAMILY JOB TREE

Mrs. Barbara McNeely's second grade class at Campti has been busy completing a "Family Job Tree." It was interesting to learn about the jobs from each family.

They also began a new unit, "The Supermarket." While learning about the supermarket, they made posters showing the four food groups. They also discussed the various jobs available in a supermarket.

CAMPTI BUSINESS DEPARTMENT VISITS LAW OFFICE

Campti High School business students and their instructor, Mrs. Barbara Bruning, visited the Brittain and Williams law offices on January 16. Mrs. Mary Mims, secretary, explained the operations of the offices as she guided the students through the building. The most impressive and most interesting feature of the field trip was the demonstration of the magnetic card selectric typewriter.

The class also visited the computer center of Northwestern State University.

On January 28, Dr. Tommy Johnson and Mrs. J. W. Johnson from Northwestern State University Business Department were resource speakers for Mrs. Barbara Bruning's business classes. They discussed bookkeeping and accounting career opportunities. As resource speakers, they also emphasized communication skills to Mrs. Roberta Smith's English classes.

SIXTH GRADE CLASS STUDYING BANKING

Mrs. Rosemary Ham's sixth grade class at Allen High School is studying a unit on banking. The class has organized and set up a bank in the classroom. They voted to name it the First Bank of Allen.

The class was divided into several groups. The students are learning to identify banking activities, workers and their responsibilities, practice writing checks correctly, and anticipate doing role play activities.

During art class, the students made paper money, posters, and signs for the bank.

HOME ECONOMICS CLASSES ACTIVE IN CAREER EDUCATION

Mrs. Viola M. Morgan's ninth through twelfth grade classes at Allen High School have been very active in career education this year. Their many activities included several career educa-

tion bulletin boards, listing job opportunities, career clusters, postal sheets, career education notebooks, newspaper articles, writing autobiographies, filmstrips and films of job opportunities.

The classes observed phases involved in the construction of homes in various communities, such as cement pouring, bricklaying, paneling, roofing, cabinet making, plumbing, heating system, electrical wiring, carpet and tile laying, drapery hanging, insulation, etc. All of this coincides with the construction cluster.

These classes have made several trips to furniture stores, fabric marts, ready-to-wear shops, hardware stores, lumber yards, brick marts, and Valley Electric Corporation. They hope to continue these trips to gain more firsthand experiences.

TITLE I CLASS STUDYING CAREERS

Mrs. P. D. Davidson's fourth, fifth, and sixth grade reading classes at Campti have been studying about the purple turtle. They have also been doing SRA activities.

They have been reading in groups and studying about careers of famous people, such as Helen Keller, Thomas Edison, Father Flanagan, and George Washington.

ATTENTION! ATTENTION!

The postal service in Natchitoches has suggested kindergarten, first, second, and third grade classes do not visit the post office. This is asked because most of the discussion focuses on mathematics. It is believed that most of the students would not thoroughly understand.

ATTENTION! ATTENTION!

The Career Education Exemplary Program will sponsor the first annual Career Fair on April 17, 1975, at Weaver Elementary School. The Career Fair is designed for sixth grade students who are participating in the Career Education Exemplary Program.

A portion of the program will focus on "Clusters on Parade," role-playing, brief talks, skits, etc. The activities will not exceed three (3) minutes. Groups of students will dress as workers from the clusters while acting out the specific occupational activity.

We look forward to a well-organized and educational program for our future junior high school students.

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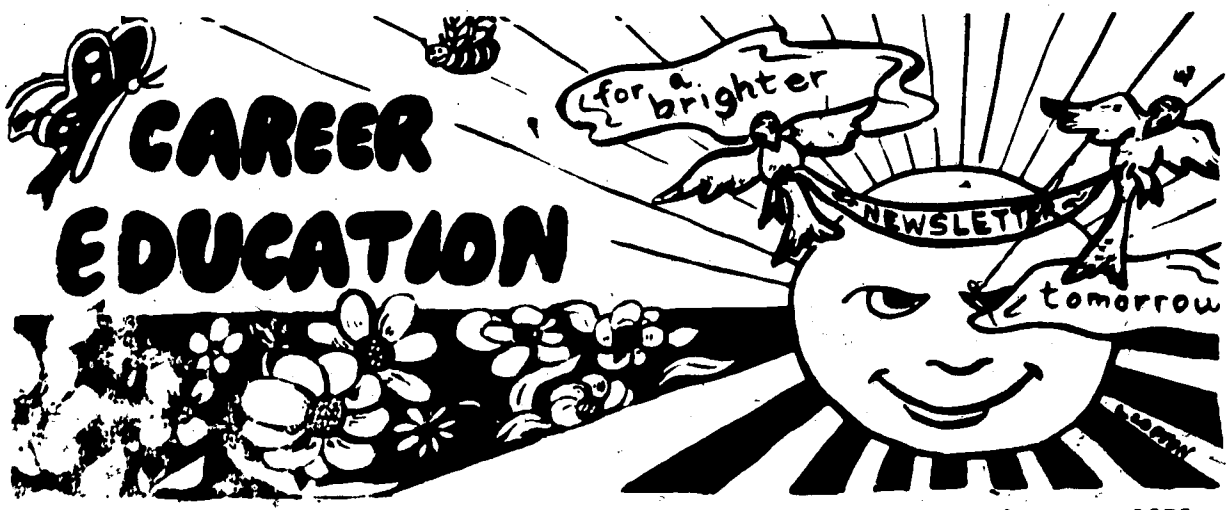
If you wish to contribute to the newsletter, please send articles to the following address:

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457



Vol. 1 No. 5 Natchitoches Parish Schools February, 1975
W. J. Bullock, Superintendent

GUEST SPEAKERS HIGHLIGHT CAREER STUDIES

The Civics class of Fairview Alpha are involved in a career study program of different workers in the following areas: unskilled, semi-skilled, skilled, clerical service workers self-employed and professional areas. These students went out and conducted interviews of persons holding jobs in these specific areas. They found out such things as salaries, educational and or training needed, demand for workers in the area and etc. These students reported their findings back to the class as a whole. Also, they brought back pictures and illustrations of workers in the various areas demonstrating their line of work.

To culminate the activities, the Civics class had as their guests, Mrs. Sylvia Brown, Mr. Brown, her husband and Mr. Lilley, principal of Fairview Alpha. Mr. and Mrs. Brown enlightened the students about their careers. The students had several questions to ask of the guests pertaining to preparation for jobs, the number of jobs held by them in their lifetime, salary range and others. Some advice that was left by Mr. and Mrs. Brown to the students in relation to any career they might pursue was: 1. Communication, the ability to express oneself. 2. Having the right attitude. 3. Showing responsibility. Mr. Brown stated that a journalism class is the prime wave of communication every student should try to take it.

Mrs. Ollie Moore's students enjoyed conducting the interviews and listening to the resource persons.

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Published monthly under the auspices of the Natchitoches Parish Career Education Advisory Committee Bob Reese, President
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CAREER EDUCATION RESOURCE CENTER

The Career Education Placement Office has obtained the services of Miss Ethline Metoyer as secretary for the Career Education Resource Center. She was a mid-term graduate from St. Matthew High School and is presently enrolled as a student at the Natchitoches Trade School in the Business Department. Her duties at the Resource Center consist of general correspondence typing and typing of media index cards generated in conjunction with a project involving the inventorying of all media in the Natchitoches schools.

The Career Education Resource Center has received a number of career education resource kits from SRA which are ready for use. Teachers wishing to employ this material may pick them up at the Resource Center, 319 Sibley Street, or if the school is one that is remote from Natchitoches arrangements may be made with one of the supervising teachers to deliver the materials. The Resource Center telephone number is 352-6002. The SRA materials received are:

Occupational Exploration Kits
Grades 8 - 12

Widening Occupational Roles
Grades 5 - 10

Dimensions in Reading: Man Power and Natural Resources
Grades 8 - 12

Research Lab Grades 4 - 8

Job Experience Kits
Grades 8 - 14

Keys--Career Exploration
Grades 5 - 12

The Keys--Career Exploration Kits are unique in that they are designed for use in conjunction with the Kuder Vocational Interest Inventory. Teachers planning to administer Kuder may wish to employ this material in the testing program.

Also, the Resource Center is in the process of assembling learning resource kits--Environmental Logic I, Environmental Logic II, The Working World, and The Consumer's World. These kits are being held in abeyance pending receipt of a number of kit components. The Resource Center hopes to have them ready for use shortly.

Kudos are in order for two of the local businessmen who have responded generously to requests for assistance from the Resource Center. Mr. Edward L. Broussard, Manager of the local Bell Telephone office provided forty telephone directories to be included as kit components for the Environmental Logic programs. And Mr. Sherman J. "Bo" Wilson, Manager of the Thomas Insurance Agency has purchased for donation to the Resource Center a Cassette/Filmstrip program which compares the working world of the U.S.A. with that of the USSR. The next time you meet either of these two men, please thank them for their assistance.

TALES OF THE WISE OLD OWL

Sister Agnes Zotz's first grade class at St. Matthew High School have completed the Tales of the Wise Old Owl filmstrips. These are excellent animated filmstrips which strongly motivate students to develop positive attitudes about self and others. These six filmstrips stress responsiblity and concern for others, the importance of putting first things first in regard to tasks at home or at school, good sportsmanship, the importance of keeping one's word, true neighborliness, and do unto others what you wish others to do to you.

FIRST GRADE CLASS STUDIES UNIT ON FARMING

Mrs. Prewitt's First Grade class at Campti has been very enthusiastic as they worked on a unit in Farming. One interesting activity was a game called "The Farmer Says" in which one student was the farmer while others participated as barnyard animals. The farmer told the animals what kind of sounds to make, such as "The farmer says moo," cows.

The class also observed the different activities involved with farming. A farmer worked for several days beside the school plowing his field. Several students live on a farm and explained to us the activities that are involved.

Last month's bulletin board was, "Do You Like to Grow Things?"

HOME ECONOMICS TEACHER TALKS ABOUT CAREER

Mrs. Grace Baptiste, Home Economics teacher has been teaching at Fairview Alpha for five years.

She graduated from Southern University in 1953, and began her teaching at Campti Creston. After 15 years there, she came to Fairview Alpha. Mrs. Baptiste is an active member of the Natchitoches Parish Education Association.

Six periods of Home Economics per day is her schedule. She enjoys her work very much. "I like working with beginners best," commented Mrs. Baptiste, "you can watch them grow. I enjoy the students here," she stated, "but I would like to see a little more initiative on their part."

SECOND GRADE CLASS OBSERVED DENTAL HEALTH WEEK

Jimmye Birdwell's second grade class at Marthaville has recently completed a unit on Dentists.

Activities included role playing, writing and illustrating books about dentists, filmstrips, demonstration of correct brushing and flossing procedures which the children practiced.

Career emphasis was placed on service to the community. Attitudes necessary for service orientated careers were also discussed.

TEACHER RECALLS CAREER

Mrs. Sybil Beth Alexander graduated from Fairview Alpha in 1952. She then attended Louisiana College at Pineville, majoring in Business. This is her fourteenth year of teaching at Fairview Alpha. She has taught business subjects every year except the first. There wasn't an opening in business, only the fifth grade, which she taught.

Her usual day consists of five classes. Her favorite class is bookkeeping, not necessarily that she likes the particular group of students, it's just that she likes that subject better.

"I enjoy the relationship with the students. It's interesting hearing their problems. Some are really something. Though I try to help them out," commented Mrs. Alexander, "sometimes I just make matters worse." Mrs. Alexander explained that she always gets a feeling of accomplishment when a student decides to go into the field of business. She feels that she had some influence on their decision.

"I have always been proud of Fairview Alpha School and what it has meant to this community," boasted Mrs. Alexander," and also of the student body that has made it."

FROM THE SITE COORDINATOR'S DESK

Many good reports have been coming in regarding career education activities in the parish. I have been fortunate in having seen some of you in action.

The Natchitoches Parish Career Education Project has received national attention in recent months through conferences and quarterly reports. I ask that you continue your efforts to do all that is possible for our Natchitoches Parish students.

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If you wish to contribute to the newsletter, please send articles to the following address:

CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

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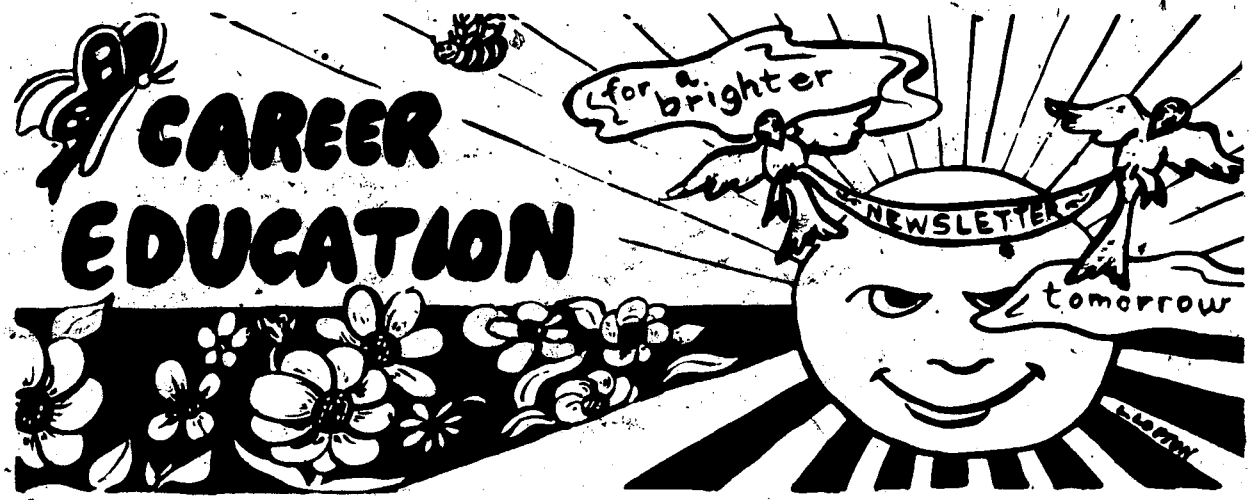
SPECIAL NOTE:

On January 29, 1975, the Title VII, School Attendance, School Food Services, School Supervisors, and Special Education personnel moved to 134 Highway I South in Natchitoches.

Phone numbers include:

Title VII	-	352-3321
	-	352-6549
Supervisors	-	352-5341
School Lunch	-	352-5171



Vol. 2 No. 6 Natchitoches Parish Schools March, 1975
W. J. Bullock, Superintendent

THIRD GRADERS SEE SHEARING OF SHEEP

Mrs. Pauline Eversull's third graders at Parks Elementary school saw the actual shearing of a sheep. Miss Wanda Baum, their student teacher, contacted Mr. Johnson from the Agricultural Extension Service to be a resource speaker for the class. In his presentation, he also demonstrated the shearing of the sheep to the students. As he sheared, he made a running commentary on the nature of sheep, their care, handling and wool processing. He mentioned one by-product that the class had not discussed, the lanolin in the wool and the cosmetic industry's use of it. The class was given a block of the newly shorn wool to take back to the classroom. Each child made an envelope in which he carried home a handful of the raw wool.

This activity was done in connection with their social studies unit on "Montana, the Treasure State." Their student teacher, Miss Wanda Baum, had led the class into an eager discussion of the wool industry from sheep to clothing, and an investigation of the jobs involved in the total processing.

WHAT'S HAPPENING AT FAIRVIEW ALPHA

Mrs. Ruby Helire's fourth grade class at Fairview Alpha has been studying, "The World of Work Among Mankind." The class has developed a broader concept of the wide range of jobs involved with or associated with transportation.

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Published monthly under the auspices of the Natchitoches Parish Career Education Advisory Committe Bob Reese, President
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The class had engaged in various activities such as reports, made booklets, saw filmstrips and interviewed their parents about jobs they have had in connection with forms of transportation.

The next topic for discussion is communication.

CAREER EDUCATION PROMOTED AT CAMPTI

Career education was promoted at Campti Elementary School when Dr. A. C. Wurster, Natchitoches veterinarian, loaned Mr. Leonard Cooper and X-ray viewer and some X-rays to show in his class.

The sixth grade health class related the X-rays pictures to their study of the skeletal systems of animals. The children saw pictures of fractured bones and bones into which steel pins had to be placed during orthopedic surgery.

To make the children aware of some of the careers in the medical field, the X-rays were shown and discussed in Mr. Cooper's fifth grade class, also. It was emphasized that X-rays are a vital tool to career people such as veterinarians, dentists, and X-ray technicians in making accurate medical diagnoses.

So that all the fourth graders could see the X-ray pictures at one time, Mr. Cooper and Mrs. Ruth Thomas combined their two classes. Some of the children went up to the X-ray viewer and pointed out the fractures they could see. They asked such questions as, "Who makes these X-rays?" "Who helps make these X-rays?" "How are they made?" "What makes these X-rays?"

An X-ray picture was passed around for them to examine. The children were very interested. This gave Mr. Cooper and Mrs. Thomas an opportunity to discuss careers with them.

THIRD GRADE CLASS STUDIES THE FOREST

Dell Morgan's third grade social studies class at Northwestern Elementary Laboratory School recently completed a unit about Tacoma, Washington. In studying this unit, the pupils became familiar with many careers associated with the forest.

Mr. Leonard Ernest form the United States Forest Service showed the pupils a film entitled Patterns of the Wild. He also told them many interesting thing about the work of a forester.

Another very interesting resource visitor was Mr. Ross Gwinn from Shady Glen Nursery. He brought a potted camelia and told the class how to plant and care for a shrub.

The unit was culminated by a bulletin board display of pictures drawn by the pupils.

SIXTH GRADE CLASS STUDIES CONSUMER AND HOMEMAKING CLUSTER

Section II of the sixth grade class at Campti Elementary School, taught by Mrs. Pearlie Franklin, has been learning about the Greek and Roman ways of life. As they studied what services are provided for the people of these governments, they were able to discover many services their own government provides.

This chapter of their social studies lends itself to the career job cluster, "Consumer and Homemaking." The students are now writing descriptions of various careers in this cluster. First, they had to define and discuss special vocabulary used with the cluster, such as consumer, nutrition, economics, pattern, fabric, fixtures, interior, etc.

Each student in the class has chosen a career from the cluster and will do a report on it. Careers studied thus far from the cluster are clothes designer, textile chemist, kitchen helper, custodian, repairman, routeman, handyman, home econnmist, dietician, pattern maker, interior decorator, designer maid, valet, upholsterer, and food technologist.

Ricky Stiles chose food buyer as his career. He invited Mrs. Winderlan, the lunchroom manager who is in charge of buying food, to talk to the class on what they should know in order to do a good job of buying food for large groups.

Mrs. Franklin's class plans to tour the lunchroom and to see the cooks prepare a balanced hot lunch for the studens of Campti Elementary School.

FOURTH GRADERS DEVELOP UNIT ON TRANSPORTATION

Mrs. Ruby Helire's fourth graders at Fairview Alpha are developing a unit on "Transportation" correlating it with social studies, science, and other areas. In keeping with the theme, a bulletin board display carries the title, depicting various jobs in connection with the same.

The class is enjoying making booklets, giving reports, drawing, watching television, and observing the different jobs connected with transportation.

They are looking forward to having at least one resource person to speak on the subject soon.

THIRD GRADE CLASS STUDIES OUTER SPACE

Mrs. Hennigan's third grade class at Campti Elementary has been studying careers associated with outer space. The students have discussed many different kinds of jobs necessary to send an astronaut into space and the role played by each person. They also wrote short stories

about a trip to Mars and discussed the duties of a writer and an illustrator.

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CONSUMER FINANCE/JAYCEE SCHOLARSHIP AVAILABLE

The Natchitoches Jaycees and the Louisiana Consumer Finance Association have announced that applications are now being accepted for $3,000 in scholarships to graduating high school seniors. The contest is open to students who plan to major in Business Administration, Journalism, or Education.

The first place award will be in the amount of $2,000 payable at $500 per year. Second place will be $750, and will be paid at $375 per year. Third place will be a one-time $250 award.

Scholarship application and rules of the contest may be obtained from John Vandersypen or Mickie Lacefield, P.O. Box 16, Natchitoches, Louisiana 71457. Phone 357-8973

The Louisiana Jaycees and the Louisiana Consumer Finance Association have provided over $30,000 in scholarship aid during the seven years the program has been conducted.

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SPEAKER FORM NATCHITOCHES TIMES
VISITS CAMPTI ENGLISH CLASS

Mrs. Evelyn Roe, assistant to the editor of the Natchitoches Times, spoke to the English III classes of Campti High School about the work of producing a paper.

Mrs. Roe urged the students interested in journalism to learn as much as they can about civics, history, typing, graphic arts, and English grammar and composition. She displayed articles and a lay-out page for the students to examine. The class will make a trip to the office later.

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If you wish to contribute to the newsletter, please send articles to the following address: JOHN VANDERSYPEN, SITE COORDINATOR
CAREER EDUCATION EXEMPLARY PROGRAM
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

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Natchitoches Parish Schools
Vol. 2 No. 7 W. J. Bullock, Superintendent March, 1975

NATCHITOCHES TRADE SCHOOL
By Lloyd Ponder, Director

The Natchitoches Trade School program consists of fourteen day-preparatory courses on a regular basis and various night classes taught on a demand basis. High school graduation is a desirable prerequisite for all classes. It is required in the practical nursing and business courses Basic knowledge of mathematics and the ability to read is essential in all shop courses.

Trade training leads to employment and the program at Natchitoches Trade School has been developed with this objective in mind. The purpose of this institution is to prepare people to get jobs, hold the jobs after they get them, and advance on the job as they gain experience. While a broad general education is helpful, it is not the purpose of this school to provide it.

The Natchitoches Trade School is operating at capacity at this time and high school graduates who plan to enter school in June or September of 1975 should contact the school and have their name placed on the waiting list.

Vocational education, as taught at Natchitoches Trade School, is one phase of career education, primarily post-secondary, that does not lead to a degree. Graduates earn a diploma which is presented when they complete a course.

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Published periodically under the auspices of the Natchitoches Parish Career Education Advisory Committee Bob Reese, President
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CAREER EDUCATION

By Clifford Blake, Jr., Manager
Blake's Drive Inn

If I were going into career education, I would try to select a course that interests me or I would enjoy doing. During the summer, I would try to locate a job which would further my training. This would enable me to find out what it's really like working for someone in the trade I have chosen. I would also learn what preparations I need to develop as an individual for advancements in that particular trade. Whether I mastered my trade or not, I would at least get a high school education.

Self-Experience:

As businessmen, no one looks for a school dropout. They look for a person that shows interest in his work, is honest, has ideas of making the business a success, is punctual, and able to master his work to the point where the employer will not have to watch and point out every detail on a day-to-day basis.

It is important to develop a mind for this stimulating and motivating curriculum. It is a challenge, as well as a privilege, for the establishment of career education.

Students, it's yours for the asking; take it and use it. You'll be glad you did!

AVIATOR TALKS TO FOURTH GRADE CLASS

Mr. Don Elkins, a local cropduster and aviation enthusiast, gave a most enlightening talk to Mrs. Genevieve Hardin's fourth grade classes as a part of career education at Weaver Elementary School. Using model airplanes and photographs to illustrate the different types of aircraft, Mr. Elkins kept the children's rapt attention as he spoke of the opportunities in the field of aviation. The highlight of the presentation was Mr. Elkins' maneuvering of a model of his own plane as one child worked the throttle and another the "stick."

CAREER EDUCATION APPLIED THROUGH A FIELD TRIP AT GORUM

On February 27, Mrs. Powe's and Mrs. Payton's seventh and eighth grade classes and the ninth grade girls toured the Natchitoches Trade School and the Central Area Trade School. They were very impressed by the various trades offered at the trade schools. The students were given information on the various courses of study offered by the two schools.

After the tour of the trade schools, they visited the Louisiana Room

of the Watson Library on Northwestern State University campus. Many exhibits and interesting facts of Louisiana were viewed.

This trip was planned in conjunction with the seventh grade social studies class and the eighth grade social studies unit on Louisiana in which various careers had been discussed. Career awareness and the importance of basic skills in all careers were emphasized.

ROBELINE STUDENTS STUDY AMERICAN INDUSTRY

Career Education prepares the individual for a meaningful, productive life, and productive it has been for Mrs. Olivier's seventh grade class at Robeline. The students recently completed a unit on American Industry. In this unit the students, after several weeks of study, formed their own company and elected a board of directors to manage the company. The students then proceeded to sell stock in their company. After individual and collective research, the students developed a product which they subsequently mass-produced, advertised, and sold. The demand for the small pennant that was produced exceeded the production.

After the materials had been paid for and upon liquidation of assets, the students were delighted to find that their stock had appreciated 230% in value. This experience was valuable to the students in that it showed them that American industry is a vital and dynamic force in our contemporary society.

In the rush to prepare students academically, we, as educators, sometimes fail to provide practical application of what we teach. This unit came alive for the students and the word "profit" had real meaning.

DENTAL HEALTH WEEK OBSERVED BY SECOND GRADE CLASS

In conjunction with Dental Health Week, Mrs. Katherine Otwell's second grade class was visited by Dr. W. A. Bradley, a Natchitoches dentist. Dr. Bradley began his talk by discussing the functions and diseases of teeth. He illustrated each point with the aid of charts as visual aids. This was followed by a model demonstration of the proper methods of brushing the teeth. Afterward, the children were given the opportunity to use the model and show what they had learned about proper tooth care.

Ms. Kiese, student teacher, was culminating a unit on dental health, so the children were able to contribute to the discussion as well as to ask questions of Dr. Bradley.

Dr. Bradley concluded his visit by giving the children several pamphlets on tooth care to reinforce the importance of good dental health.

NINTH GRADE CLASS FROM MARTHAVILLE TOURS NATCHITOCHES

The ninth grade math and general business classes of Marthaville High School recently toured Natchitoches as a part of their career education program. They were accompanied by Mrs. Cecil Nelson, Mrs. Vernice McFerren, and Mr. Bobby Birdwell.

The first stop on the tour was the Natchitoches Police Station. The students were guided through the Communications Department and enjoyed Sergeant Tommy Key's discussion of Indian relics and antique guns.

The next stop was the radio station where they learned about news communications from Mr. Norm Fletcher. Mike Sibley demonstrated the techniques of broadcasting and taping commercials.

After the radio station, the students toured the Natchitoches Times newspaper office The printing press was in action and was of special interest to the students.

Before returning to school, a visit was made to the Exchange Bank. The students received a firsthand look at all of the processes of banking from Mrs. Myrna Dunn and Mrs. Mary Jones.

ENGLISH III STUDENTS MAKE CAREER INTERVIEWS

The English III students in Mrs. Roberta Smith's class at Campti High School have been studying non-fiction as a form of literature. One of the articles that was read was an interview with Dr. George Washington Carver made by James Childers.

Each student, employing guides set in class discussion, interviewed someone in the community. John Sweeney interviewed David Telsee concerning career possibilities in butchering. Peggy LeBrun, John Grappe, Tim Burnett, Suzanne Gallien, and Kim Thomas interviewed teachers of various subject areas. Garry Rivers interviewed a bus driver; Nancy Pye, a minister; and Ronald Pardee, a construction worker. Charles Deans, Thomas Cotton, and James Cotton talked to former students of Campti High School. Two of these people are presently enrolled in state universities. They talked about grades, work possibilities, and differences in high school and college work.

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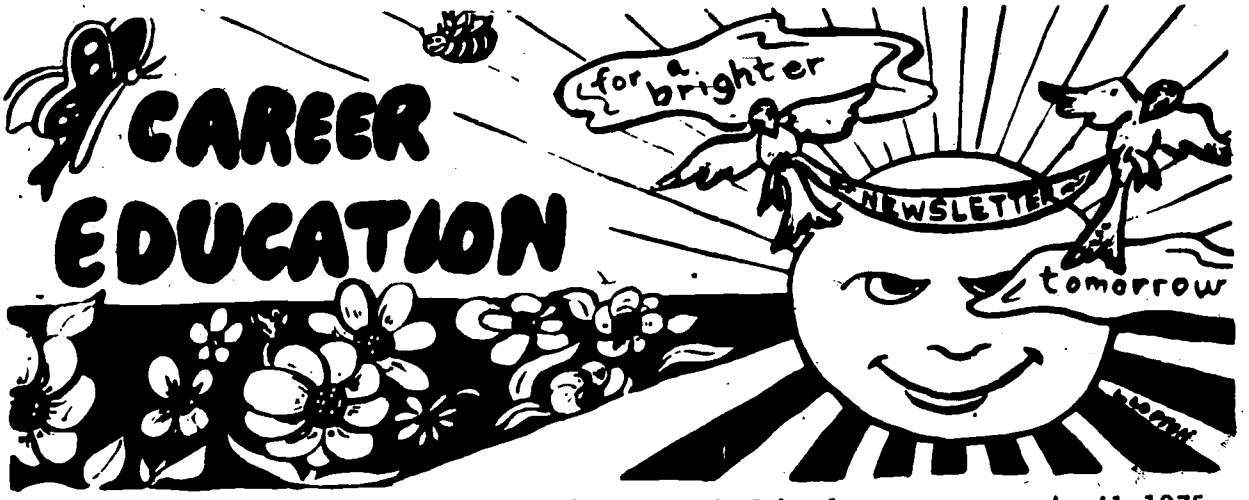

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W. J. Bullock, Superintendent

FIRST GRADE CLASS HOLDS ART CONTEST

In Glenda Moss' first grade at Parks Elementary, prints of works done by Van-Gogh and other famous artists were displayed with the caption "Will You Be a Van-Gogh?" An art contest was held for a week and a Northwestern State University art major judged the drawings and presented ribbons to Jimmy Johnson for first place, Regina Raymond for second place, and Melodi Brown for third place. She also spoke briefly to the class on the field of art and brought some of her own art work to share with the class. They enjoyed her very much.

LOOKING AT CAREERS THROUGH INDEPENDENT INVESTIGATION

Miss LaFern Douglas' fifth and sixth graders at North Natchitoches and Parks Elementary are working hard in the Independent Investigation Program for the gifted and talented. Many areas in the world of work have been studied by the students.

Elivo Cox made a tour of the emergency and operating rooms of the Natchitoches Parish Hospital accompanied by Mrs. Annie Britton. Elivo's desire is to become a nurse. Agatha Piere and Zannette Johnson are working in the area of interior design under the guidance of Mrs. Aurora Wester at the Central Area Trade School. Mrs. Betty Williams has given Mary County complete lessons on the parts and use of the type-

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writer. Mary is working independently to develop her skills. Oren Adams has visited the KNOC Radio Station and discussed with Rick Tarver several phases of radio announcing. Electronics is Junior Williams' area of research under the supervision of Mr. Willie Lloyd. Junior plans to construct a model to display upon completion of his research.

Other topics studied by the students were dramatics, sewing, gymnastics, crochet, and farming. These students have had the opportunity to work with skilled and trained resource people who are willing to share their knowledge. They have also had the experience of attending several programs at Northwestern State University.

CAREER EDUCATION RESOURCE CENTER

The Career Education Resource Center, located at 319 Sibley Street, Natchitoches, phone 352-6002, has assembled a variety of materials for use in conjunction with units of instruction involving career education concepts. Also, a variety of trade publications is available from which to obtain bulletin board ideas. Teachers are invited to visit the Career Education Resource Center which remains open until 5:00 p.m. or call for assistance in mediating instruction.

JUNIOR HIGH STUDENTS VISIT NSU BIOLOGY DEPARTMENT

Members of the East Natchitoches Junior High School science class recently visited the biology laboratory at Northwestern State University. The visit was in conjunction with their study of life science, as well as career opportunities in the field of biology. The students observed college classes performing experiments with the amounts of oxygen germinating seeds require. They also heard a lecture on hereditary blood types and observed college students determining blood types and RH factors. Mrs. Eva Lee Martin, Career Education Secondary Guidance Coordinator, and Mr. Samuel Perkins, science teacher, accompanied the students on the field trip.

The class extends their appreciation to Mr. Robert Daspit and Dr. William R. Stothart of the Northwestern State University Biology Department for this experience.

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M.R. WEAVER ELEMENTARY SPRING CARNIVAL

Spring Carnival, April 12....5 to 8 p.m.....Sponsored by Parents Club. Activities for all ages will be available. Everybody is welcome.

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A VISIT TO NORTHWESTERN UNIVERSITY

The sophomore class of Allen High School recently toured the Biology Building of Northwestern State University. The students were able to visit zoology, botany, entomology and comparative anatomy classes. Dr. Bumgardner, department head, was very helpful in guiding the tour.

The students also had the opportunity to visit Northwestern's multi-million dollar library, the Watson Memorial, which is quite outstanding.

Among those who made the visit were teacher Mrs. Jo Etta Beasley, students Andre Davenport, Charles Woodley, Dorothy Taylor, Larry Lindsey, Michael Brown, Sepora Prelow, Connie Gibson, Mary Joyce Ratliff, Linda Cook, Bettye Ratliff, Dale Odums, Carrie Burkes, Estella Banks, Carolyn Morris, Linda Casson, Bobbie Hall, Patricia Housley, Jennifer Smith, Debra Calhoun, Phyllis Calhoun, Malcolm Kellum, and Abraham Jackson.

The class wishes to thank various persons at Northwestern who made the trip an enjoyable one.

SPECIAL EDUCATION CLASS STUDIES COMMUNITY HELPERS

The special education class at Weaver Elementary School, taught by Miss Gwendolyn Wells, has been studying "Community Helpers." Bulletin board displays, pictures, field trips, films, and stories were used to enrich students' experiences with this study.

The class visited the Sheriff's Department and the Police Station. While conducting the tour, Sheriff James and Mr. Albert Winbarg explained the types of weapons used (tear gas and masks, hand cuffs, billy clubs, etc.), the alarm system used in the city; drugs (Mr. Winbarg burned artificial drugs to smell), and the keeping of records.

Other field trips were taken, including ones to the fire station, post office, and Dr. Ferguson's office. Each area consultant was very patient with the children and gave splendid explanations and demonstrations. The children loved and enjoyed each experience.

KINDERGARTEN STUDENTS STUDY BIRDS

Mrs. Brumm's kindergarten students at Allen High School have been studying birds this winter. They made bird feeders and are keeping an eye out for birds on bird walks over the area. They have also been discussing and acting out the roles of people who make their livings with help from the birds. Artists, photographers, scientists, taxodermists, poultry farmers, hunters, and grocers are a few. The children even thought of a job the teacher had missed, the truck driver!

As a culminating activity, the class visited Mr. Simpson and saw his numerous varieties of birds. The children were thrilled with the parakeets' tiny eggs and babies. They were surprised when a mother bird

fought the owner with all her might when disturbed from her eggs! Mr. Simpson explained how he got into the bird business and how he sells birds all over the world. He was an excellent resource speaker and the children enjoyed their visit.

FOURTH GRADE CLASS STUDIES HEALTH CAREERS

Mrs. Bernard's fourth grade class at Campti Elementary has been studying health careers. The class was divided into groups and studied their assigned career people by using a career dictionary and pamphlets from the library. Each group made its presentation and illustrated health career people on paper and put them on the wall for display. Some of those displayed were nurses, nurses' aides, dentists, veterinarians, ambulance drivers, pharmacists, and diet clerks. One student brought a nurse's kit from home. She shared it with the rest of the class, demonstrating and explaining the different tools a nurse uses.

A film entitled "The Hospital" concluded the study of health careers by giving more information about people the class had already studied and introducing new health careers for the students to learn about.

FOURTH GRADERS HAVE CAREER EDUCATION WEEK

A week of career education activities was experienced by Mrs. Melanie McCain's fourth graders at Weaver Elementary. Career games were played and filmstrips related to career education were shown. Research into selected careers was another activity.

At the end of the week the children reported on the different kinds of jobs they were interested in, such as mechanics, chemistry, electricity, kindergarten teaching, etc. The children told about the personal, as well as educational, qualifications for each.

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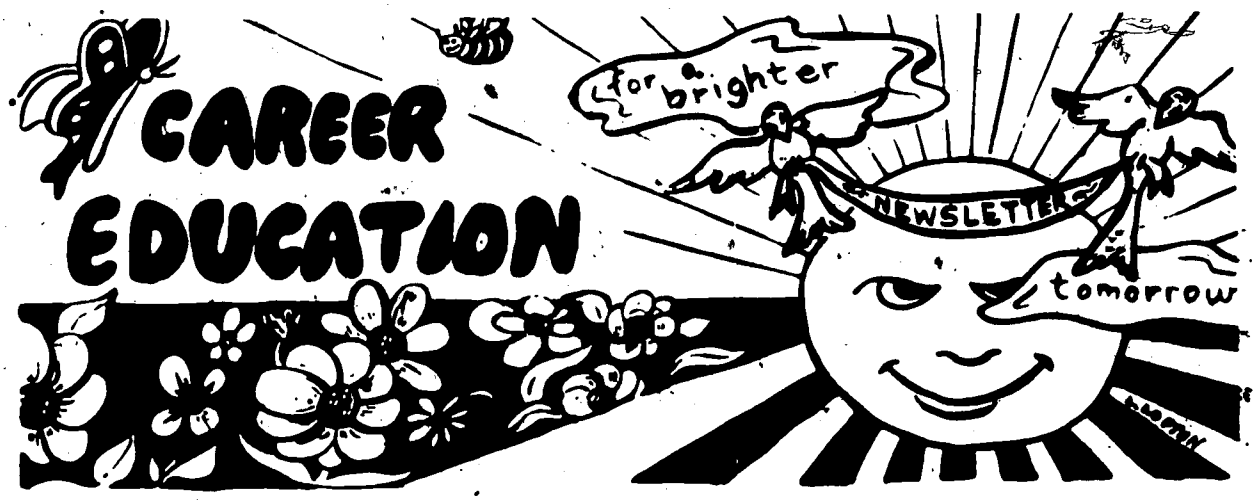

Natchitoches Parish Schools
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SIXTH GRADE CLASS STUDIES FORESTRY CAREERS

Mrs. Norma Slaton's sixth grade class of Fairview Alpha High School is studying about careers related directly or indirectly to the forest. Construction of houses is of special interest to the class. They are collecting wood samples and other materials used in house construction. Mr. Emmett Wood, a local draftsman-contractor, visited the class as a resource speaker.

The class also took field trips to First Federal Savings & Loan Association to learn about making loans for houses. They also visited Olivier's Woodworks to observe furniture making.

SECOND GRADE CLASS VISITS HOSPITAL

Mrs. Quincy Ropp's second grade class at Parks Elementary School recently took a field trip to the Natchitoches Parish Hospital. This field trip was a follow-up activity of a recent visit from Dr. Charles Cook, who talked on various things a doctor does when examining or taking care of patients. These served as supplementary activities in studying a unit on "Things We Want to Know" taught by Mrs. Frances Hargis. The purpose of the trip was to increase the students' understandings of the importance of the hospital and its workers.

Through this trip, the students became familiar with various hospital workers and their duties. They were able to observe the duties of the dietician and her co-workers, nurses, volunteer aides, and the secretarial help. Of special interest to the children was a

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tour of the emergency room and the various equipment used. They were also allowed to view the inside of an ambulance to learn more about the equipment therein.

ALLEN HIGH SCHOOL STUDENTS VISIT BANKS

Mrs. Rose Mary Ham's sixth grade class of Allen High School developed an awareness of banking as an occupational area as they toured People's Bank and City Bank of Natchitoches. The class learned that a bank safeguards money deposited by customers and puts it to work through lending and investing. The class observed the responsibilities and duties of the President, Vice-president, accountants, tellers, and bookkeepers of the banks.

Many of the students expressed a high interest in banking as a future career.

READING CLASSES STUDY SELF-AWARENESS

The reading classes of Rose Johnson, Audrey Roy, and Gloria Anderson of Ashland High School joined together for a career education study. The theme of the study was "Self-Awareness." Each child did a research project on his family. The students learned to answer questions that will have to be answered on application forms for various jobs. They answered questions about parents and grandparents. Each student made a poster with the title, "Me." On this poster was placed a silhouette of his head, foot, hand, ear, and eye, and a story about himself. A poem entitled "All About Me" was also written and placed on the poster. The students viewed filmstrips, made Career Booklets, and had guest speakers.

The town marshall and a parish deputy talked to the students about their duties, schedules, and the types of persons they had to be to hold the jobs. The students looked the police car over and had questions answered about it.

Another speaker was John Garlington, a professional football player for the Cleveland Browns. He told of the year-round training necessary to become a football player. He believes any athlete must have three qualities: (1) he must be aggressive, (2) he must have a sense of dedication, and (3) he must have a desire to play.

One of the main questions asked of each speaker was, "Are you happy in your work?"

SPECIAL EDUCATION CLASS STUDIES BODY CARE AND RELATED CAREERS

Mrs. Kidd, a student teacher under the supervision of Mrs. Gwinn, is teaching a special education class at Natchitoches Central High School in which students have been studying body care and career opportunities that are offered in this area. Mrs. Hankins, from the Health Clinic,

visited and showed a film on social diseases.

After studying the different careers a person could choose in the personal services area, each student chose the career of his choice and did research on it.

TRADE SCHOOL WORKS CLOSELY WITH CAREER EDUCATION

By C. L. Cross, Director

Central Area Trade School, in trying to work closely with all career models, addresses itself to the following five needs in the vocational aspects of the program:

(1) Every person who wants to work should be provided with skills to do so.
(2) It is well-known that a job provides social and economic status to an individual.
(3) No matter how far down the occupational ladder a person may be, he needs to believe that he has a chance to improve both his earnings and status.
(4) Every person needs and deserves a maximum number of employment opportunities.
(5) In order to make wise choices about occupational decisions, everyone needs sound, up-to-date knowledge concerning the world of work.

Since a central purpose of career education is to prepare youth and adults for productive and rewarding lives, we consider that all education is career education, or should be. All of our efforts as educators must be bent on preparing students either to become properly prepared and usefully employed immediately upon graduation, or to go on to further their formal education.

Vocational schools are classified as post-secondary institutions because:

(1) Their students are secondary school graduates with less than baccalaureate degrees and are 16 years of age or older.
(2) Their graduates are awarded certificates for satisfactory completion of a program.
(3) The major orientation of the program is focused upon occupations with a high degree of specialization.
(4) The schools prepare individuals for occupations first, then assist them in finding employment.

CASSETTE LIBRARIES AND RECORDING OF TEACHER PRESENTATIONS IMPROVE TEACHING

By Kermit D. Lloid, Coordinator
Career Education Resources Center

Locally produced cassette libraries improve teaching. Classes using resource persons are capable of developing cassette collections that have immeasurable value for future classes. Most resource persons are willing to have their presentation recorded during the class or field trip. Using school cassette recorders makes recording easy. It also gives students a chance to develop the material. Audiotape collections are invaluable supplementary media.

Recordings of teacher presentations improve teaching methods. The excessive use of "OK," "Alright," "Now," "Good," "and so forth," and "et cetera" detracts from otherwise good presentations. Record the presentation and honestly criticize the result during playback. This procedure helps you realize how your students hear you.

SIXTH GRADERS STUDY WEATHER

Mrs. Elwanda Murphy's sixth grade science classes at Weaver Elementary School have just completed a unit on weather. While studying careers in meteorology, students participated in a role-playing activity with each student having an opportunity to be the weather forecaster for a day. Each student made a weather booklet which consisted of reports, newspaper and magazine clippings, and drawings of weather instruments.

FIFTH GRADE STUDENTS STUDY JOBS OF EARLY COLONISTS

Mrs. Annie Leon's fifth grade class at Parks Elementary School correlated their career bulletin board and other activities with their social studies unit on "Setting the Stage for Americans." The bulletin board was entitled, "It Takes Great Workers to Build a Great Nation." It had a red, white and blue color scheme.

The class discussed and studies jobs the early colonists performed as compared to those performed today. They also studied about the organizations that were formed by the colonists to demand fair wages and treatment, as well as those of today.

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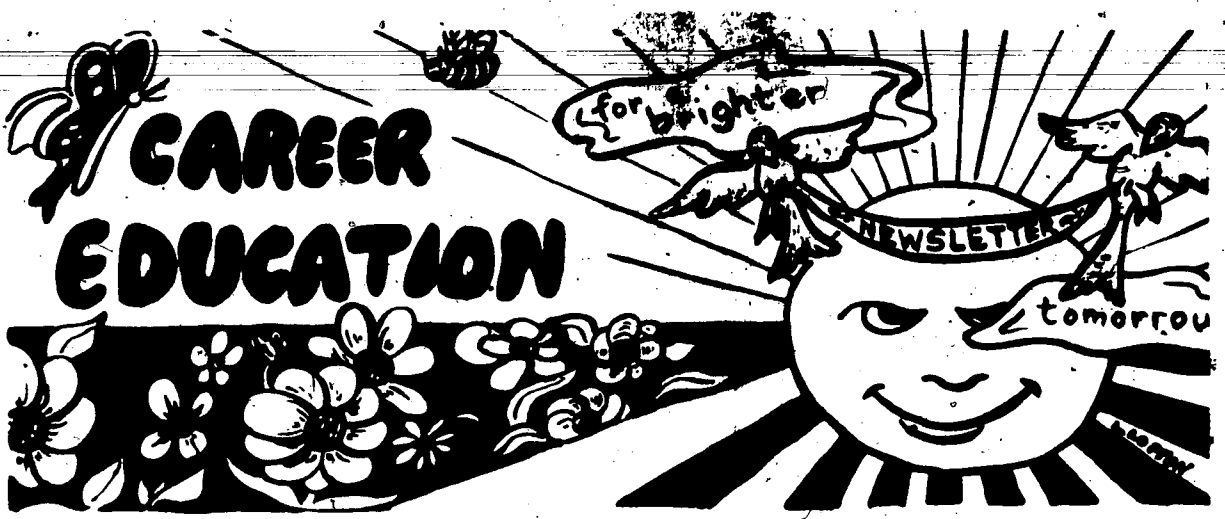

Natchitoches Parish Schools
Vol. 2 No. 10 W. J. Bullock, Superintendent May, 1975

SIXTH GRADE CLASS GOES TO CAREER FAIR

Mr. Charles Dyess' sixth grade class of Marthaville High School participated in the Career Fair at M. R. Weaver Elementary School on April 18th. The class provided entertainment by singing "Swinging On A Star." For the Clusters On Parade activity, they acted out a skit concerning careers in construction. The two characters were played by Nancy McGehee and Brian Hagan.

The class won second place for their group project entitled "Building a Dream House," which also centered around the theme of construction. Kent Carroll won first place for his individual project showing the construction of a trailer hitch. Lisa McFerren won third place for her individual project consisting of a model brick house and landscape setting.

The students enjoyed the Career Fair and learned much valuable information from their research for the projects.

MINI COURSE IN MUSIC STUDIED AT CLOUTIERVILLE HIGH

Mrs. Millie Gallien's general music classes at Cloutierville High School are participating in a mini course in Career Education. Various fields of music, from orchestra conductor, rock musicians, composers of different styles of music, and music education to contemporary dancers were studied.

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In addition to posters and reports, the Campti High School orchestra performed for the school. Last week, Miss Sandra Roquemore from the Northwestern State University Physical Education Department performed a contemporary dance, after which she demonstrated a beginning dance for the class using some of the high school students.

SPRING MUSIC PROGRAM CONCERNING CAREERS TO BE HELD IN MARTHAVILLE

The Marthaville Elementary School music classes will present a Spring Program on May 8, 1975, concerning careers. The theme will be "Que Sera Sera," or "What Will Be Will Be." The program will be presented by the kindergarten through grade seven classes. Each grade will represent a different career and act out different ideas concerning that career.

The kindergarten class will portray school bus drivers and will sing the song, "The Bus." The first grade class will portray nurses and doctors and will sing "Miss Polly Had a Dolly." The second grade class will portray farmers and will sing "Old Macdonald" and "I'm a Lonely Little Petunia." The third grade class is divided into two groups; the girls portray painters and the boys portray carpenters. Their song will be "I've Been Working On the Railroad" with words pertaining to painters and carpenters. The fourth grade class is going to portray circus people. They will sing a medley of songs about our flag. The sixth grade class will portray cowboys and ranchers and do a skit from the television show, "Bonanza." They will sing "Ride 'em Cowboy" and "Jingle Jangle Jingle." The seventh grade class will act as cajun fishermen and trappers. Their song will be "Louisiana Man." There will also be special numbers by individuals between the acts by the grades.

The program should be very enjoyable. Mrs. Lydia Kilgore, music teacher, invites everyone to attend.

ELEMENTARY SIXTH GRADE CAREER FAIR HELD

The Career Education Exemplary Program of the Natchitoches Parish Schools presented an annual Career Fair at Weaver Elementary School on Friday, April 18. The theme of the fair was "Career Awareness Infused in the Learning Process."

The fair depicted individual and group projects, exhibits, posters, displays, career clusters, etc. These activities grew out of the classroom learning experiences. The projects and exhibits were prepared by the sixth grade students with the assistance of their teachers.

Schools participating in the fair were Allen High School, Campti Elementary School, Fairview Alpha High School, Marthaville High School,

Northwestern Laboratory School, North Natchitoches Elementary School, Parks Elementary School, St. Matthew High School, and Weaver Elementary School.

Winners from the Career Fair were:

(Group Entries)

First Place: "Be Aware of Careers in Health"
Sixth Grade Class Project
Allen High School
Mrs. Rosemary Ham, Teacher

Second Place: "Building a Dream House"
Sixth Grade Class Project
Marthaville High School
Mr. Charles Dyess, Teacher

Third Place: "Western Kraft" (diorama)
Sixth Grade Class Project
Fairview Alpha High School
Mrs. Norma Slayton, Teacher

HEALTH

(Individual Entries)

First Place: Kent Carroll
"Construction of a Trailer Hitch"
Marthaville High School

Second Place: Sheila Johnson
"Who Am I"
Allen High School

Third Place: Jerry Smith
"Log Cabin"
Fairview Alpha High School

Valarie Wallace
"Jobs of the Future"
Allen High School

Lisa McFerren
"The Bricklayer's Happiness"
Marthaville High School

CONSTRUCTION

EIGHTH GRADE CLASS STUDIES TOPOGRAPHIC MAPS

Mrs. Mary Hargrove's earth science classes at Northwestern Junior High School have been investigating the use and construction of topographic maps. The students have explored the various careers in which this kind of map is used. Mr. Kenneth Dutile served as a resource speaker on the use of topographic maps by hunters and fishermen and for other recreational purposes. The students are in the process of constructing a topographic map of the Northwestern Junior High School campus.

PROJECTS COMPLETED BY AEROSPACE CLASS

Two projects have recently been completed by Mr. Litton Nugent's aerospace class of Cloutierville High School. One project was an advanced experimental study involving a specially designed balsa wood airplane kit. It was used for instruction in the fundamentals of aerodynamics, mathematics, and physics. The second project was the construction of model rockets. The rockets were soft-landed by means of parachutes.

FIFTH GRADE CLASS WRITES ABOUT SECRET AMBITIONS

Mrs. Annie Leon's fifth grade class at Parks Elementary School made an attractive bulletin board entitled "My Secret Ambition." Each child made a picture frame out of construction paper and drew self portraits and placed them on the outside cover of the frame. On the inside of the frame, each child wrote his secret ambition and gave a brief description of the occupation and reasons for choosing it. A picture was drawn on the inside front cover to show the kind of uniform or clothing the person wears in each kind of work.

FIRST GRADERS STUDY BIRDS

Mrs. Gerald Wenner recently visited Mrs. Gertrude Chelette's first grade class at M. R. Weaver Elementary School. Mrs. Wenner was invited to talk to the children about the hobby of bird watching and how this delightful hobby could lead to interesting careers. Among the careers mentioned were artist, teacher of ornithology, and careers in forestry.

Mrs. Wenner's visit was part of a unit on birds taught by Mrs. Charles Wommack, student teacher.

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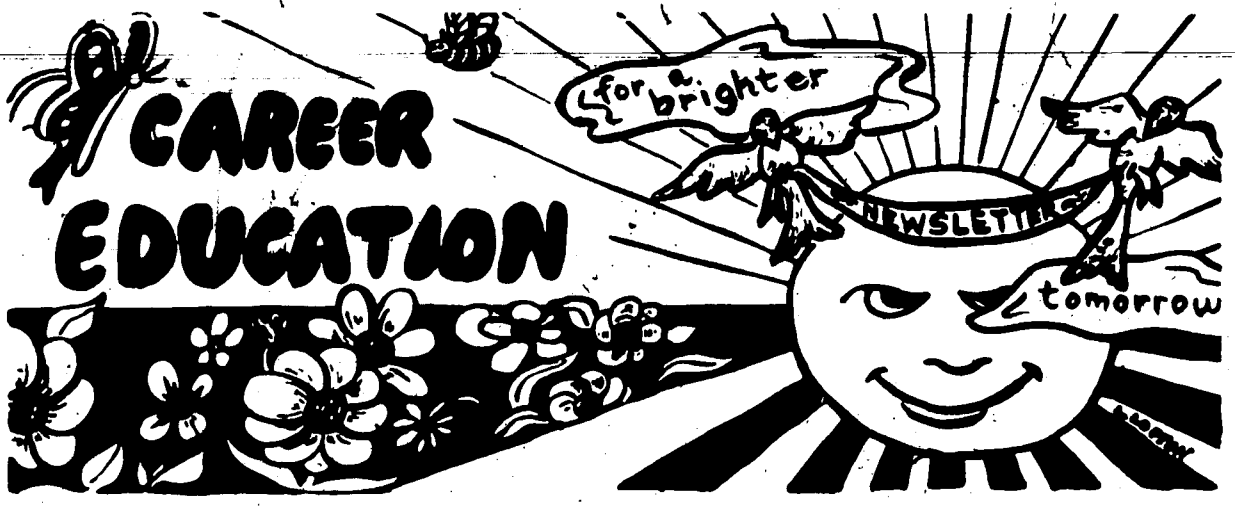

Natchitoches Parish Schools
Vol. 2 No. 11 W. J. Bullock, Superintendent May, 1975

FROM THE DESK OF THE SITE COORDINATOR

John Vandersypen

The 1974-75 school year is swiftly drawing to a close. I am certain that many students have benefited from the efforts of the Natchitoches Parish educators. I extend my utmost compliments to you for a job well done.

The career education efforts of our parish are not going unnoticed. Reports are mailed every three months with specific details explaining your efforts. On numerous occasions I have heard compliments from all over the state on how our teachers, guidance counselors, and school administrators are effectively using the career education concepts. I congratulate all Natchitoches Parish personnel for a concerted effort to develop a comprehensive education program.

FROM THE DESK OF THE ELEMENTARY GUIDANCE COORDINATOR

Winderlean Lewis

At the elementary level there are many concepts for developing career education. They include developing an awareness of self, a positive attitude toward work, the ability to get along with others, and a broader knowledge of the working world.

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To attain these and other broader concepts at the elementary level, classroom teachers have used the infusion method in their lessons. This method has been visible by the attractive displays of posters, bulletin boards, murals, and students' career oriented activities.

Another important contributing aspect of the program is the request for field trips and resource speakers. It is believed that these two components have become an integral part of the success of classroom activities. Field trips may be viewed as providing firsthand experience for each pupil. It is believed that this method has brought the working world into the classroom. Field trips have been organized to show the interrelationships of the academic subjects and the working world. In some cases, when field trips were not feasible, resource speakers from various sites were asked to speak to the classes. Parents, business people, and representatives from industry have been very cooperative in this area.

In general, career education is rapidly growing and new ideas are becoming a part of the total school curriculum due to the dedication of the central office staff, administrators, teachers, parents, and the community.

HATS OFF TO ALL TEACHERS AND ADMINISTRATORS. YOU HAVE DONE A GREAT JOB!

FROM THE DESK OF THE SECONDARY GUIDANCE COORDINATOR

Eva L. Martin

The concept of career education heavily infused in the school curriculum is producing happier teachers, more well-rounded students, and a general overall climate conducive to a good teaching-learning environment.

Students who are exposed to the career education concept are finding more relevance in their everyday school work and are experiencing a greater sense of satisfaction.

Since the program was initiated, the staff and school personnel have traveled through a period of "bumps" and feelings of "frustration." However, as time passed, we gained a good feeling rather than one of frustration. We are no longer just thinking; we are now "doing." There are many good things being done in our schools. The majority of our students are attending school for a purpose rather than because of the law or other pressures. Good, healthy self-images and an understanding of self are being developed. Students are learning about many different careers, instead of hearing about a few. Our youths are being given an opportunity to succeed in school rather than to drop out in defeat, and to look upon work with dignity and pride. Our schools and communities are working closer in reaching the goal of making each individual a good, happy, contributing citizen of our society. We can see these things happening here and elsewhere; yet we have JUST BEGUN! If each teacher,

administrator, and parent adds careful and comprehensive planning this summer to what we've already accomplished, next year should see many good things happening in our schools beyond any previous year.

Special thanks and appreciation go to our community for opening its doors to our schools in providing resource personnel and sites for field trips.

I have enjoyed working with the students, teachers, school administrators, and community leaders these past months and earnestly solicit any suggestions or ideas that would enhance the program.

FROM THE DESK OF THE PLACEMENT OFFICER

Milton Lacefield

The placement office will continue to be in operation and service will be made available throughout the summer months. The purpose is to aid students who need assistance in employment areas. Due to the fact that many students seeking summer and full-time employment do not find jobs immediately, the placement officer will continue to place students throughout the summer months as jobs are made available. Students who are in need of assistance are urged to come by or contact the placement office during the summer months. The phone number is 357-8973.

All Natchitoches Parish seniors are once again asked to please correspond with the follow-up program when questionnaires are sent out to them next fall. Teachers are also asked to help remind seniors of the follow-up project for next fall.

In the event of former students not living at a previously listed address, parents or guardians may fill out and return the questionnaire for them.

It must be said that the importance of follow-up is to provide a tool by which educators may evaluate themselves by student feedback and to continue placement assistance for former graduates. It should also be emphasized that all information regarding individual students is kept on a confidential basis.

FOOD SERVICE WAGE EARNING CLASS TOURS HOLIDAY INN

The Robeline High School food service wage earning class and their sponsor, Mrs. Kathryn Webb, recently made a tour of Holiday Inn. The class was shown the housekeeping department and taken through the food service department. The different aspects of the kitchen services were explained and job opportunities in food services were discussed.

After the tour, the class went through the buffet line for lunch. The students had earned money for this by preparing and selling food in their own restaurant and pastry shop for the teachers at Robeline High School.

METRIC SYSTEM STUDIED

Mrs. Gloria Anderson's elementary classes at Ashland High School have just completed a metric study unit. Each pupil in the third, fourth, and sixth grade classes made and worked in an activity book entitled "Fun With Metric Measurement." Some of the activities included making cardboard meter sticks, centimeter rules, liter boxes, weighing, measuring, using scales and gram weights, and taking body measurements. Each class member enjoyed collecting labels from various products to make "gram art," a type of collage.

The classes enjoyed and learned from a set of filmstrips entitled "Metric or English? That is the question." The world of work was brought in with each activity. The boys were especially interested in tool size, differences of tools for motorcycles, foreign cars, and American cars. The girls were interested in changing recipe measurements. All of the classes thought they would like to drive 90 kilometers per hour.

The pupils are looking forward to using metric measure and want to help others to learn.

CAMPTI ELEMENTARY VISITS AIRPORT AND MAINTENANCE DEPARTMENT

Recently, the Campti Elementary School kindergarten and first grade classes visited the Maintenance Department and the airport in Natchitoches. The first stop was the Maintenance Department where Mr. Clay showed the equipment used for cleaning the city. The children were especially interested in the street sweeper. One of the department workers showed how the sweeper worked and discussed why it performed its particular duties.

The airport was the next stop. Mr. Wolfe, one of the airport's pilot instructors, explained to the students the different parts of an airplane. While they were observing the air field, one airplane took off and another landed.

The students were very enthusiastic as they returned ready to tell others what they had learned from their career trip.

FIFTH GRADERS VISIT COTTON GIN

Mrs. Carol Allen's fifth graders at Natchez Elementary School have been studying about the various inventions that came into being during the late 1700's and early 1800's. As a culminating activity, after studying about the invention of the cotton gin by Eli Whitney, the class visited the cotton gin on Mill Street in Natchitoches.

The children were thrilled with the visit and enjoyed collecting the different kinds of cotton and cotton by-products for their keepings.

FIFTH GRADE CLASS ACTIVE IN CAREER EDUCATION

Mrs. Mildred Richardson's fifth grade class at Parks Elementary School has been very active in career education this year. The class has made full use of resource speakers and field trips.

Recently, Miss LaFern Douglas served as a "double" resource person for Mrs. Richardson's class. Miss Douglas informed the class about the Independent Investigation Program for academically gifted and talented students. She gave the class detailed information about her job as an Independent Investigation teacher. The students asked interesting and stimulating questions. Copies of project mapping and evaluation sheets were passed out among the students. An explanation was given of each sheet. Resource materials were given to the class for their use. These materials included "Research Information Booklets," "Creative Writing Activities," and a "Collection of Boundary Breakers." Miss Douglas showed the class a large scrapbook concerning several phases of the program.

As a double resource person, Miss Douglas also informed the class about her part-time job at the Natchitoches Parish Hospital as a ward clerk. The class was concerned as to how Miss Douglas worked at two different jobs, so she explained to them that her work at the hospital was only on Saturdays and Sundays.

The students were very appreciative of Miss Douglas' time and effort in presenting the information to them.

Another resource person for the class was Mrs. Nina Magers, the art instructor at Natchitoches Central High School. Mrs. Magers brought 16 students from her classes with her to help show Mrs. Richardson's class how to make rugs. The high school students showed the class how to thread the rug needles, how to use the rug yarn, etc. Each member of the class was allowed to sew an area on the rug. Mrs. Magers told the class about the stores at which they could purchase the materials they needed to make rugs of their own at inexpensive costs. The students were also taught to make many different objects with burlap.

The class thoroughly enjoyed the visit and plan to take Mrs. Magers up on her invitation to visit her classroom at Natchitoches Central High School.

Mrs. Richardson's class also took a trip to the Coca-Cola Bottling Plant in Natchitoches. The students were very interested in the process of coke making. They learned that one hundred thousand cokes are bottled and packed in cases per day, the dishwasher cleans over 320 bottles per minute, the big tube holds 40 pounds of liquid sugar, and that the syrup runs through the plastic tubes into the coke fillers.

The class wishes to thank Mr. Hollingsworth for guiding them on their tour and also for the refreshments--cokes of course!

SENIORS ATTEND CAREER DAY

The senior class of Fairview Alpha High School recently attended "Career Day" at Northwestern State University. The students were welcomed by Dr. Lum Ellis, Miss NSU, and Rodney Harrington, student body president. They talked briefly about campus life and introduced them to the different opportunities and advantages NSU has to offer.

The students then enjoyed some free time in which they could tour the campus or take advantage of the recreational facilities offered at Northwestern. The administration treated the seniors to a free meal at the Student Union Cafeteria and gave out free passes to the NSU vs. Louisiana College basketball game. During the meal, The Entertainers, a group of NSU students, performed for the seniors.

FIRST GRADE CLASS EATS ARITHMETIC

The saying goes that "you can't have your cake and eat it, too." However, there's not one that says "you can't have your arithmetic and eat it, too!" And that's exactly what Mrs. Dovie Rikard's first graders did when they studied about measurements used in cooking. The students became familiar with many of the different measuring utensils used in the cooking process. They used measuring spoons and cups to measure powdered milk and water for their very own "homemade" pudding.

SIXTH GRADE CLASS VISITS BUSINESSES

The sixth grade class at Fairview Alpha High School has been studying three different societies--Greek, Indian, and Chinese. The students were very involved in comparing the family lives, social classes, and religions of these different cultures.

The class also took a field trip to the First Federal Savings and Loan Company in Natchitoches. Mr. Martin showed the students around the entire building and took them into a fireproof vault. The students were interested in the fact that the vault had an air system in case someone got locked in.

While in Natchitoches, the class also visited a furniture maker's workshop. They were shown all of the various equipment used and many pieces of finished furniture.

DO YOU KNOW?

It has been determined by a detailed follow-up study conducted by Milton Lacefield, Research and Placement Officer for the Natchitoches Parish Career Education Program, that 28% of all 1973-74 Natchitoches Parish graduates attended college, 8% attended vocational-technical schools, 8% joined the military, 30% were employed, 9% were housewives, and 17% were unemployed.

CAREER RESOURCE CENTER PROVIDES MAINTENANCE AND REPAIR SERVICE

by

Kermit Lloid, Director

The Career Education Resource Center provides maintenance and repair services for non-Title I media equipment. A stock of most frequently used projection lamps is maintained with additional types added as the need arises. Cassette tape repairs may be obtained immediately and other equip ment repairs can usually be effected with only a short delay to obtain parts.

Teachers are urged to report equipment malfunctions immediately so repairs can be made with minimum loss of equipment use.

ARMY CAPTAIN VISITS NORTHWESTERN JUNIOR HIGH

Captain Larry Crocker of the United States Army recently visited Mrs. Mary Hargrove's earth science classes at Northwestern Junior High School to give a presentation on the use of topographic maps by the military services. He also presented a lesson on map reading by using topographic maps of Natchitoches Parish and the surrounding areas. To illustrate map reading on maps of larger areas, he used a topographic map of West Germany.

The students were very interested in the maps and their uses.

AEROSPACE CLASS GOES FOR AIRPLANE RIDE

The Cloutierville High School aerospace class recently visited England Air Force Base and the Natchitoches Airport. At England Air Force Base the students examined A-7 fighter planes and toured some of the support facilities necessary in base operation. The students also received instructions on how to fly an A-7 simulator, how weather is forecasted, and how an airplane is flown and maintained.

At the Natchitoches Airport, students were given an orientation fligh in a single engine airplane. The major purpose of the flight was to gain firsthand knowledge about how an airplane flies and what a pilot does when flying.

FROM THE SCHOOL BOARD OFFICE

The Natchitoches Parish School Board is interested in replacing old typewriters, etc., with new equipment as far as funds will allow. They would like to replace about ten percent per year. Your help, along with that of your business teacher, is needed in deciding which machines should be replaced.

H. L. Graham

SEVENTH GRADE CLASS GOES TO LONG LEAF VISTA

The seventh grade class at Allen High School recently visited Long Leaf Vista. Although it rained, the students were still able to hike and have fun. They saw examples of commensalism (bird nests and mosa on trees), scavengers (buzzards and crows), and lichen communities (fungi and algae).

Among those who went on the trip were teachers Mrs. Jo Etta Beasley and Coach Burley Johnson, and students Patricia Jackson, Sharon Banks, Bonnie Rainey, Sandra Gibson, Susie Edwards, Mineola Bonner, Jeanette Taylor, Robertha Green, Charmaine Jones, Linda Davenport, David Queen, Lonnie Bradford, George Emmitt, Galloway Davenport, Marvin Sweet, and Joseph Allen.

Everyone had a wonderful time and extends thanks to the Career Education Program.

THIRD GRADERS STUDY CAREERS AVAILABLE IN WASHINGTON D. C.

Mrs. Kay Hannigan's third grade class at Campti Elementary School has been rapping strongly about Washington D. C. and the many jobs that are available there. As an added activity, the class was able to obtain a resource speaker from Washington D. C. Her talk proved to be very helpful and very interesting to the class. The speaker's name was Mrs. Figurero and the class wishes to thank her for taking the time to share her knowledge with them.

KINDERGARTEN CLASS STUDIES POSTAL CAREERS

The kindergarten class at Campti Elementary School has been working very busily as they explored all different types of careers. Among the different careers studied were those connected with the post office. The class viewed a filmstrip on the post office and the workers involved in this area. After the film, the class discussed the different postal workers and their jobs.

****

HAVE A NICE VACATION
FROM THE ENTIRE CAREER EDUCATION STAFF

John Vandersypen - Site Coordinator
Winderlean Lewis - Elementary Guidance Coordinator
Eva Lee Martin - Secondary Guidance Coordinator
Milton Lacefield - Research & Placement Officer

****

APPENDIX E

1974 - 75 RESOURCE SPEAKERS

These areas could possibly be of assistance in your discussion; however, many can be deleted if they conflict with your talk.

1. Take something along to interest the children in your job. Example: If you're a floral designer, take along some real flowers (2 or 3 stems), floral tape, floral wire, snippers, a corsage pin, ribbons and other simple decorations.
   a. Limit the number of items (tools and materials to five or six.
   b. Place the display items on a table in easy view of all the students.

2. When you're introduced to the class, write on the chalkboard: "I am a _____."

3. Also write on the chalkboard: "Some of the tools I use in my work are..." (and list the names of the items you brought with you.)

4. Demonstrate how you use the tools and materials in your work. Example: If you're a carpenter, show the proper way to use a hammer, actually hammer a nail into a block of wood.

5. Stress the safe use of your tools and materials.

6. If possible, let one or two children try to perform the task you demonstrated. Example: If you're a grocery sacker, let a student sack some grocery items according to the rules you stressed in your demonstration.

7. At the conclusion of your demonstration, let the children come up to the display table and look at your tools and materials.

8. After viewing the tools and materials, the children should all be seated.

9. Ask the children if they have questions they want to ask about your job.
   a. Instruct them to ask their questions one at a time by raising their hands and waiting to be called upon.
   b. Repeat each child's question aloud before answering--- most young children have very soft voices and it's hard for everyone to hear their questions.
   c. Keep your answers simple but make sure they are complete. (Don't just answer the questions with a "yes" or "no.")
   d. If lags occur in the question and answer session, be prepared to fill in with other information about your job.

10. At the conclusion of your presentation, ask the children some review questions. Example: What am I called? What do I do in my work?

11. Special Points to Remember:
    a. Emphasize the facts relating to your specific job such as work hours, job duties, special training needed for your job, skills needed to do your job, etc.
    b. Be sure to use simple language.

Secondary Schools (7-12)

These areas could possibly be of assistance in your discussion; however, many can be deleted if they conflict with your talk.

I. Educational preparation and requirements:
   1. How much education is required to do the job?
   2. Did you go to college? Where?
   3. If college training is needed, what are the names of some schools that offer this training?
   4. If technical trade school training is needed, what are the names of some school offering this specialized training?

II. Relationships of today's lessons with tomorrow's jobs:
   1. How does what I'm studying now in this classroom make any difference?
   2. Does my behavior and attendance in school improve my chances of getting in this area?
   3. What can I begin doing now to improve my chances of entering this career?

III. Benefits:
   1. What are some of the fringe benefits of this job?
   2. What are some of the "special" rewards (satisfaction of helping others, assuming large responsibilities, etc.)?

IV. Financial:
   1. How much do you make?
   2. How much would a beginner in this field make?

V. Physical and personal requirements:
   1. What particular skills are necessary for this job?
   2. What are some of the personality requirements for this job?
   3. Are there any people (personality types, etc.) who should not try to enter this field?
   4. Are there any special physical requirements of this job?
   5. Are there both men and women involved in this occupation? If so, approximately what percentage represents each sex?

VI. "Are you promising a rose garden" questions:
   1. What are some of the hardships associated with this job?
   2. Are the treatments of this occupation in the media (if there is such exposure) realistic or misleading?
   3. What do you think about the opportunities in this field, say, ten years hence?
   4. How good are the opportunities right now?

VII. General and miscellaneous:
   1. Why did you go into this career?
   2. What are some other occupations closely related to one you are discussing?

1974 - 1975 RESOURCE SPEAKERS

1. Agriculture Teacher
2. Aide (Teacher's)
3. Artist/Art Teacher
4. Aviationist
5. Banker
6. Beautician
7. Bicentenial Speaker
8. Biologist
9. Black History Speaker
10. Business Careers
11. Business Communications
12. Civil Court
13. Clothing Representative
14. College Personnel
15. Conservationist
16. Cosmetologist
17. Counselor (Technical-Vocational School)
18. Dance Instructor
19. Doctor
20. Drug Abuse
21. Energy Crisis
22. Farmer
23. Fireman
24. Food Service Personnel
25. Geologist
26. Groomer (Dog)
27. Guitarist
28. Home Economist
29. Hospital Administrator
30. Industry Representative
31. Insurance Salesman
32. International Students
33. Job Opportunities
34. Jobs and Attitudes
35. Judo Instructor
36. Librarian
37. LA Forestry Representative
38. Lumber Company Personnel
39. Lunchroom Manager
40. Macramae Instructor
41. Manager of Furniture Store
42. Marriage and Divorce Laws
43. Mathematician
44. Minister
45. Newspaper Production Careers
46. News Reporter
47. Nurse (Practical)
48. Nurse (Registered)
49. Personality Instructor
50. Photographer

51. Police Officer
52. Postal Service
53. Pottery Instructor
54. Public Health Care Personnel
55. Sales Clerk
56. Secretary (School)
57. Sewing Demonstrator
58. Taxidermist
59. Trade School Personnel
60. Water Treatment Personnel
61. Welder
62. Wig Stylist

1974 - 1975 FIELD TRIPS

1. Alexandria City Park
2. American Cemetery
3. Barber Shop
4. Bayou Folk Museum
5. Beall's Dept. Store
6. Boise Southern Reforestation
7. Brookshires
8. Cabinet Shop
9. Capitol Building (Baton Rouge)
10. Central Area Trade School
11. Central Fire Station
12. City Bank & Trust Co.
13. City Park
14. Clementine Hunter's House
15. Clerk of Court
16. Coca Cola Bottling Co.
17. Convention Hall
18. Cotton Gin
19. Cotton Mill
20. Court Room Proceedings
21. Development and Research Center
22. Dixie Brick Plant
23. Doctor Larry Burke (Dentist)
24. England Air Force Base
25. Exhibit Museum
26. Fabrific Fabric Center
27. Farmer's Market
28. First Federal Bank
29. First Methodist Church
30. Flower Shop
31. Food Locker Plant
32. Fossil Site
33. Gibson's Dept. Store
34. Goodyear Center
35. Hodges Gardens
36. Holiday Inn
37. Honda Village
38. Kisatchie National Forest
39. KNOC Radio Station
40. Lambre Gin
41. Lawyer's Brittain & Williams
42. Lemee House
43. Long Leaf Vista
44. LA Dept. of Employment
45. McDonald's
46. Natchitoches Central High
47. Natchitoches Day Care Center
48. Natchitoches Municipal Airport
49. Natchitoches Parish Civil Defense
50. Natchitoches Parish Health Unit

Continuation of
Field Trips

51. Natchitoches Parish Hospital
52. Natchitoches Parish Jail
53. Natchitoches Parish Library
54. Natchitoches Parish Police
55. Natchitoches Parish Power Plant
56. Natch. Parish Street and Sanitation
57. Natch. Parish Sewer Treatment Plant
58. Natchitoches Times
59. Natchitoches Trade School
60. Natch. Water Purification Plant
61. Nichols Dry Goods
62. Norton Art Gallery
63. People's Bank & Trust Co.
64. Poodle Parlor
65. Prining Office
66. Proctor & Gamble Co.
67. Roque House
68. Satellite Kitchen
69. School Board Office
70. Sheriff's Department
71. Shipley Do-Nut Shop
72. Social Security Office
73. SPAR Plantation
74. Tax Assessors Office
75. Television Station
76. Texas Eastern IBM Corporation
77. Tour of homes in Natchitoches
78. Unites States Post office
79. Veterinary Clinic
80. Vocational Curriculum Lab
81. Weaver Elementary School
82. Western Kraft
83. Whitney Data Services
84. Williamette Industries
85. Woods Lodge
86. Wurster Veterinary Clinic

APPENDIX F

MINI COURSE BULLETINS

MINI COURSES

NATCHITOCHES CENTRAL

MINI COURSES

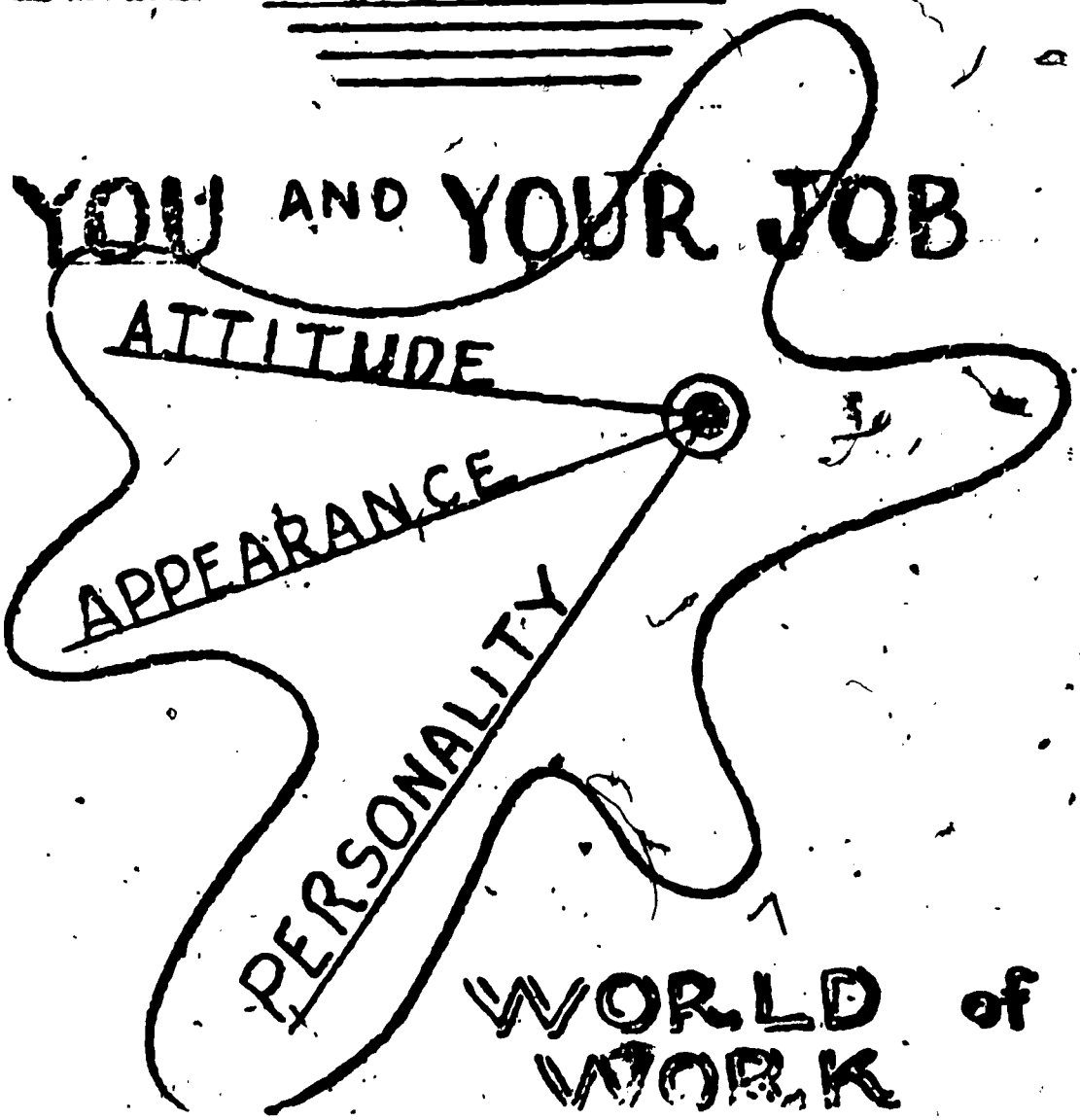
April 14-25, 1975
7:40-8:10 a.m.

Aviation	Mr. Curtis Wester
Black History	Mrs. Louella Porter
Contemporary Scene	Mr. Ben D. Johnson Dr. Margaret Wheat Mr. Henry C. Cohagan Mr. Edwin Dunahoe Mr. Donald Kelly Judge Peyton Cunningham Mrs. Pat Kelly Dr. James Carter
Creative Stitchery	Miss Mary Roberson Miss Barbara Atwood Miss Beverly Beach Miss Debbie Fuller Miss Kathy Lerchie Miss Joyce Lowrey Miss Donna McElroy Miss Pat Nolen Miss Martha Pierson Miss Jani Reams Miss Connie Robertson Miss Melissa Trammel
Decoupage	Mrs. Donna Buras
Guitar	Reverend Glenn Davis Mr. Mike Wilson

How to Differ and Disagree Successfully	Mrs. Claudia Triche
How to Play Chess	Mr. Malcolm Braudaway
International Culture	Kuo-pay Chin (Taiwan) Olusaji Olusegun Akinrinade (Nigeria) Suchon Daroonpun (Thailand) Stephen Fricker (Canada) Carlos Blanco (Bolivia) Boghossian Hampo (Ethiopia) Alejandra Maria Trojer (Argentina)
Interpretive Dance	Mrs. Sandra Roquemore Mrs. Gwen Reese
Judo	Mr. P. O. Weerapon Prasitsak
Leathercraft	Mr. Doug Mitchell
Macrame	Mr. Charlie Washington
Pottery	Mrs. Nina Magers
Photography	Mr. John Haag
Taxidermy	Mr. Milton Lacefield
Woodworking	Mr. Clarence Snowden

These courses were coordinated by Mrs. Eva L. Martin, Secondary Guidance Coordinator for the Career Education Exemplary Program of the Natchitoches Parish School Board, and Mrs. Martha C. Elzen, teacher at Natchitoches Central High School.

MIMI COURSE


YOU AND YOUR JOB
ATTITUDE
APPEARANCE
PERSONALITY
WORLD of WORK

NATCHITOCHES CENTRAL HIGH SCHOOL
HOME ECONOMICS DEPARTMENT

MINI COURSE
GUESTS

Wednesday, February 5, 1975

8:30 - 10:15 - Mrs. Sandy Moore
Merle Norman Studio
Hair Stylist

Friday, February 7

8:30 - 10:15 - Mrs. Marguerite Johniken
Merle Norman Studio
Facial - Manicure

Tuesday, February 11

8:30 - 9:15 - Mrs. Anna Marie Bush
Wig and Hair Styling
Broadmoor Wig & Beauty Shop

9:15 - 10:15 - Mr. Joe Lewis
Hair Stylist
Joe's House of Styles

Thursday, February 13

8:30 - 9:30 - Mrs. Webbie Keegan
Keegan's Women's Apparel

9:30 - 10:15 - Caplan's Men Shop
Representative

Monday, February 17

8:30 - 10:15 - Dr. C. B. (Lum) Ellis
Assistant to the President,
Northwestern State University
Personality and Attitude
on the Job

This "mini" course relates to the self-image of the individual and correlates with courses being taught in the Home Economics Department (Health and Home Nursing, Child Development, and Food Services). Teachers in the department are Mrs. Evelyn Gair, Mrs. Annie Reed, and Mrs. Patsy Johnson.

The mini course concept was initiated by Mrs. Eva L. Martin, Secondary Guidance Coordinator for the Career Education Exemplary Program.

ACCESSION NUMBER: VT102722

PUBLICATION DATE: 20OCT75

TITLE: A STUDY TO PROVIDE TIDEWATER AREA INDUSTRIAL ARTS TEACHERS WITH THE INFORMATION, EQUIPMENT, AND COORDINATING AGENCY NECESSARY FOR THE ESTABLISHMENT AND OPERATION OF SECONDARY SCHOOL INDUSTRIAL ARTS CLUBS. RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

PERSONAL AUTHOR: JOYNER, DAVID I.

DESCRIPTOR: *INDUSTRIAL ARTS; SECONDARY EDUCATION; *STUDENT ORGANIZATIONS; *YOUTH CLUBS; ORGANIZATIONAL DEVELOPMENT; PARLIAMENTARY PROCEDURES; TEACHER ROLE; *FACULTY ADVISORS; *INSERVICE TEACHER EDUCATION; COURSE CONTENT; GROUP GUIDANCE

IDENTIFIER: VIRGINIA; *AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION; AIASA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 67P.; PAGES 19 THROUGH 23 CONTAINING NEWSPAPER PHOTOGRAPHS OF INDUSTRIAL ARTS CLUBS HAVE BEEN DELETED AND ARE NOT INCLUDED IN THE PAGINATION.

ABSTRACT: THE PROJECT DESCRIBED IN THIS REPORT WAS CONDUCTED TO PROVIDE INFORMATION AND ACTIVITIES FOR INDUSTRIAL ARTS TEACHERS IN THE TIDEWATER AREA OF VIRGINIA IN ESTABLISHING AND OPERATING SECONDARY SCHOOL INDUSTRIAL ARTS STUDENT CLUBS. THE FIRST FORMAL DISTRICT CHAPTER IN THE STATE OF VIRGINIA OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION (AIASA) WAS ORGANIZED AT OLD DOMINION UNIVERSITY, NORFOLK, IN CONNECTION WITH MEETINGS OF SECONDARY SCHOOL TEACHERS AND STUDENTS. A FIVE-PAGE SYLLABUS FOR A GRADUATE LEVEL INSERVICE COURSE ON THE ORGANIZATION AND OPERATION OF VOCATIONAL EDUCATION YOUTH CLUBS TAUGHT AT THE UNIVERSITY IS INCLUDED IN THE REPORT. THIS COURSE, THE FIRST OF ITS TYPE IN THE STATE, WAS DESIGNED FOR THOSE WHO ARE OR MAY BECOME ADVISERS OF VOCATIONAL YOUTH CLUBS. ALTHOUGH ALL YOUTH CLUBS ARE COVERED, THE MODEL USED IS THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA. ATTACHED TO THE REPORT IS A 34-PAGE BOOKLET ENTITLED "WHAT'S HAPPENING IN AIASA," PRODUCED BY THE OLD DOMINION UNIVERSITY INDUSTRIAL ARTS DEPARTMENT TO CONSOLIDATE INFORMATION ON ORGANIZING AND OPERATING SUCH A CLUB; THE VIRGINIA CHAPTER CONSTITUTION AND BYLAWS; AND THE STATE ORGANIZATIONAL STRUCTURE. (MF)

INSTITUTION NAME: OLD DOMINION UNIV., NORFOLK, VA.

SPONSORING AGENCY NAME: VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

ERIC

102722

FINAL REPORT

RESEARCH AND DEVELOPMENT PROJECT

A study to provide Tidewater area Industrial Arts Teachers with the information, equipment, and co-ordinating agency necessary for the establishment and operation of Secondary School Industrial Arts Clubs.

Mr. David I. Joyner

Old Dominion University

Division of Vocational Education
Virginia State Board of Education
Richmond, Virginia 23216

October 20, 1975

INTRODUCTION

In 1974, the teacher education institutions in the State of Virginia which had approved programs designed to prepare industrial arts teachers accepted the responsibility for serving as headquarters for districts. (see organization chart on page 8-B of enclosed booklet entitled "What's Happening in AIASA") and assisting teachers with the organization and operation of secondary school industrial arts clubs. This action was initiated through the Virginia Council of Industrial Arts Teacher Education Service.

This mini-grant helped Old Dominion University to begin the task of fulfilling this commitment and to establish directions for additional work in this critical area of the Industrial Arts Curriculum.

STATEMENT OF THE PROBLEM

To provide Tidewater area teachers of Industrial Arts with the necessary information, equipment, and coordinating group for the establishment and operation of secondary school industrial arts student clubs.

ANALYSIS AND FINDINGS

The intent of the project was to inform Tidewater Industrial Arts teachers of the values of having an Industrial Arts club in their school and to supply them with the information necessary to implement. We feel that these goals have been reached, however, these kinds of activities are continuous responsibilities of Teacher Education, local supervisors, and State supervisors. It is our earnest hope that the ideas generated and the work accomplished through this mini-grant will be continued in this State.

Three mailings were accomplished during the year to approximately 200 teachers. The names and addresses were secured from local supervisors. Each mailing included information from the State and National AIASA organization in addition to notifying them of important meetings and collecting their ideas.

Thirty teachers and students attended an informational meeting in the Technology auditorium at Old Dominion University on December 12, 1974. Seventy-five teachers and students from secondary schools met in the Education building at Old Dominion University on February 28. During the latter meeting, the Tidewater District chapter of VIASA and AIASA was organized - the first formal district chapter in the State of Virginia.

and District officers were installed. The officers are: Jim Swan (Churchland High School, Portsmouth), President; John Harrison (Churchland High School, Portsmouth), Vice-president; Beth Mitchell (Churchland High School, Portsmouth), Secretary; Debbie Artis (John Kennedy High School, Suffolk), Treasurer; James Swallow (Independence Jr. High School, Virginia Beach), Historian; Randy Ryskamp (Churchland Jr. High School, Portsmouth), Parliamentarian; and Bobby Damico (Plaza Jr. High School, Virginia Beach), Sergeant at Arms. Mr. James Perkinson was installed as District Advisor and Mr. David I. Joyner as District Director.

This organization is in full operation at this point, having participated in a State VIMSA meeting in May 1975 and having held three district meetings since that time. The regular meetings are on alternate months and are held at a different school within the district each time. They have several projects going among which is a newsletter which is printed and mailed six times each year. Several clubs are involved in selling gift items as a fund raising project. The organization has had an excellent start and there is every reason to believe that it will continue to flourish.

As an incentive to newly formed clubs during the grant period, the Industrial Arts Professional Fraternity (Sigma Tau Epsilon) at Old Dominion University donated banners. These 3' x 5', full color banners were presented and officers installed by fraternity members during the [illegible]. Twelve banners were made for schools within the District and two [illegible] for banners [illegible] is outside the District were [illegible].

A [illegible] Happening in AIMSA was produced [illegible] University [illegible] Arts Department for the purpose [illegible] one [illegible] includes information [illegible]

and operate an AIASA club, the VIASA constitution and bylaws, and State organizational structure. This booklet is now being distributed by the State Industrial Arts Service to interested teachers.

In the Spring Semester of 1975, Old Dominion University taught a graduate level inservice workshop entitled "The Organization and Operation of Vocational Education Youth Clubs." The first of its type in the State, this course included twenty Industrial Arts teachers and was taught by the Assistant State Supervisor of Industrial Arts, Mr. Marshal O. Tetterton. The course is being taught again this semester and three sections are planned for the Spring 1975-76 semester. A syllabus for the course is attahced.

CONCLUSIONS AND RECOMMENDATIONS

Teachers, supervisors, and undergraduate students were found to be very interested and enthusiastic about club organizations in the Secondary schools. They are eager to obtain information and assistance in establishing AIASA clubs.

A good college club organization seems to be the most practical vehicle through which undergraduates can learn about club work, but this should be coupled with a course on the subject. Inservice course work in this area is effective and should be continued.

Teacher Education institutions can be effective in helping teachers to form AIASA clubs and serving as district headquarters. Teachers and supervisors seem to appreciate this kind of help.

It is strongly recommended that this work be continued in the Indi-

water area and that the other three districts be similarly operated. The result would unquestionably be a student club organization of such quality and quanity that it would make Industrial Arts activities far more meaningful to all students.

ABSTRACT

The purpose of this project was to provide information for and to acquaint teachers with the organization and operation of AIASA clubs in secondary schools in Tidewater, Virginia.

Meetings were held with teachers and supervisors which resulted in the first district VIASA and AIASA club organization in the State of Virginia. Officers were installed and the District chapter is now in full operation.

Information was distributed to district teachers and a new booklet "What's Happening in AIASA" was printed and is now available through the State Industrial Arts Service.

OLD DOMINION UNIVERSITY

I. A. 414 - ORGANIZATION AND OPERATION OF YOUTH CLUBS

(Fall Semester - 1975-76)

Ned K. Swartz, Ed. D.

Assistant Professor of Vocational Industrial Education

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Old Dominion University
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OR

155 Sir Oliver Road
Norfolk, VA 23505

COURSE DESCRIPTION:

This course has a two-fold purpose. It is designed (1) to provide information, ideas and suggestions for those who are or may become advisors of vocational youth organizations, and (2) to provide actual experiences in the types of activities in which students participate as members. The success of the class will depend, to a large extent, upon the interest, participation and enthusiasm exhibited by its enrollees. Although all youth clubs will be covered, the model used for emphasis will be the Vocational Industrial Clubs of America (VICA).

OBJECTIVES OF THE COURSE:

Upon completion of this course of study the student will have:

1. Developed a positive philosophy about the role of the youth organization as an integral part of instruction in vocational education.
2. Experienced actual activities relevant to those offered to secondary students as members of youth organizations.
3. Obtained an understanding of the advisor's role in successfully organizing and operating a vocational youth organization.
4. Described the organization, structure, purposes, programs and goals of the various vocational youth clubs.
5. Demonstrated special skills in the use of parliamentary procedure, organization techniques of youth clubs, club administration, competitive activities organization, leadership development and other competencies essential to youth club operation.

TEXTS:

No formal texts will be used for this course, however, reference will be made to the list of publications given below. Participants in the course may elect to purchase those which are applicable and relevant to their needs.

REFERENCES:

_____. Leadership Handbook. Falls Church, Va.: Vocational Industrial Clubs of America, 1974.

_____. VICA U. S. Skill Olympics Regulations. Falls Church, Va.: Vocational Industrial Clubs of America, 1972.

Jones, O. Garfield. Parliamentary Procedure at a Glance. New York: Hawthorn Books, Inc., 1971.

_____. Organizing for Involvement. Publication Number 74C3. Falls Church, Va.: Vocational Industrial Clubs of America, 1974.

_____. Using VICA in Class. Publication Number 74C1B. Falls Church, Va.: Vocational Industrial Clubs of America, 1973.

_____. Integrating VICA and Instruction. Publication Number 74C1A. Falls Church, Va.: Vocational Industrial Clubs of America, 1973.

_____. Achievement Program Guide. Falls Church, Va.: Vocational Industrial Clubs of America, 1974.

_____. Directions - A Guide for VICA Club Advisors. Publication Number 73C2. Falls Church, Va.: Vocational Industrial Clubs of America, 1973.

Harris, Thomas O. Organization and Administration of Vocational Club Activities - A Handbook for Advisors. Pittsburg, Kansas: Kansas State College, 1972.

COURSE REQUIREMENTS:

Each student is required to complete the following assignments during the semester:

1. Participate in all class activities. The class will be conducted with the optimum of teacher involvement in the actual abilities required for the operation of a successful youth organization program. The enrollees will themselves organize into clubs, elect officers, secure good public relations and conduct meetings with the proper parliamentary procedure. The extent to which each class member participates will have an effect upon his or her final grade. [Maximum of 100 points]

2. Engage, as a group, in the development of a teacher's handbook to be used by VICA or industrial arts club advisors in Virginia. The results of this assignment will be disseminated by the State Dept. of Educ. [50 points]

3. Maintain a satisfactory grade on 2 announced tests. [30 points each]

4. Attend 2 meetings of a local and/or district VICA group or other vocational youth club and submit a written report on the meeting. [20 points each]

5. Make a satisfactory grade on the final examination. [50 points]

6. If taking the course for graduate credit:

   a. Compile a list of references (articles, books, etc.) which may be used by teachers as aids for the improvement of club activities. [25 points]

   b. Critically review any 3 of the above articles. [25 points]

   OR

   c. Prepare a narrated slide series (at least 24 slides) of the philosophy, structure and purposes of any vocational youth group. [50 points]

7. Participate in a final evaluation on a one-to-one basis with your instructor to ascertain individual and group results of the class.

EVALUATION:

Based on the point value of each assignment, the following process will be used to determine the final grade assigned:

Undergraduate Credit	Graduate Credit
A = 270 - 300 points	A = 315 - 350 points
B = 240 - 269 points	B = 280 - 314 points
C = 210 - 239 points	C = 245 - 279 points
D = 180 - 209 points	D = 210 - 244 points
F = 0 - 179 points	F = 0 - 209 points

COURSE SCHEDULE: (Subject to change as needed)

Meeting	Date	Topic	Group Activity	Assignment Due	Grade
1	9/2	Registration and Orientation			
2	9/9	"Procedures for Forming New Clubs"	Formation of Clubs		
3	9/16	"Description of Existing Clubs"	Begin Advisor's Hdbk. Club Meetings		
	9/23	N O C L A S S			
4	9/30	"The Club Advisor"	Continue prev. activities	Test (In Class)	
5	10/7	"The Club Advisor"	Club Meetings Practice for Comp. Act.		
6	10/14	"The Club Advisor"	Continue prev. act.		
7	10/21	"The Advisory Council"			
8	10/28	"Club Management"	Club Meetings		
9	11/4	"Club Management"	District Rally		
10	11/11	"Personal Leadership Devel."	Club Meetings.		
11	11/18	"Personal Leadership Devel."	Club Meetings	Test (Take-Home)	
12	11/25	"Conducting Club Meetings"	Continue prev. act.	Report on meetings attended List of references (grad. students)	
13	12/2	"Competitive Activities"	Finish Adv. Hdbk. Prepare for Banquet	Advisor's Handbook	
14	?	Awards Banquet			
15	12/16	EXAMINATION & INDIVIDUAL CONFERENCES			

FIRST TIDEWATER DISTRICT INDUSTRIAL ARTS CLUB OFFICERS INSTALLED

Tidewater District Industrial Arts Club officers: (First row, from left:) Bobby Damico - Sergeant at Arms, Debbie Artis - Treasurer, Beth Mitchell - Secretary, Randy Ryskamp - Parliamentarian, (Second Row) Mr. David I. Joyner - Director, John Harrison - Vice President, James Swallow - Historian, Jim Swan - President, and Mr. James Perkinson - Advisor.

The first officers of the Tidewater District American Industrial Arts Student Association were installed during a ceremony at Old Dominion University on Friday, February 28. 75 students, teachers and parents watched as the new officers were elected and installed. The Industrial Arts teachers currently enrolled in an O.D.U. graduate class which is studying the organization and administration of secondary school industrial arts clubs conducted the election. The class instructor, Mr. Marshal O. Tetterton, who is also the Assistant State Supervisor of Industrial Arts Education, conducted the installation ceremony.

The newly installed officers are Jim Swan (Churchland High), President, John Harrison (Churchland High), Vice-President, Beth Mitchell (Churchland High), Secretary, Debbie Artis (John F. Kennedy High), Treasurer, James Swallow (Independence Junior High), Historian, Randy Ryskamp (Churchland Junior High), Parliamentarian, and Bobby Damico (Plaza Junior High), Sergeant at Arms. Mr. James Perkinson from Churchland High will serve as Advisor and Mr. David Joyner from O.D.U. as the District Chapter Director.

The District Chapter is being organized through a research grant from the State Division of Vocational Education with Mr. Joyner, Chairman of the Industrial Arts Department at O.D.U., serving as principal investigator. In addition to

organizing the District Chapter, school chapters will be given a 3 x 6 foot banner when they are chartered by the State and National Associations. The industrial arts professional fraternity at O.D.U., Sigma Tau Epsilon, is assisting with the project.

With the objective of acquainting our young people with the world of Industrial Technology, the student association can produce rich rewards for participants, Joyner says.

WHAT'S HAPPENING IN AIASA

THE VIRGINIA CHAPTER OF
THE AMERICAN INDUSTRIAL
ARTS STUDENT ASSOCIATION

Revised 1975

VIRGINIA CHAPTER OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION
is sponsored by the Virginia Industrial Arts Association

ACKNOWLEDGEMENTS

We acknowledge the following individuals for their assistance in preparing this manual:

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Norfolk, Virginia

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Edward Sheets
John C. Meyer Intermediate School
Rockingham County, Virginia

Thomas H. Hughes, Jr.
Supervisor, IA Education
State Department of Education
Richmond, Virginia

Marshall O. Tetterton
Assistant Supervisor
IA Education
State Department of Education
Richmond, Virginia

The 1974-75 Officers of the Virginia Chapter of AIASA.

Special appreciation is extended to Sigma Tau Epsilon, Gamma Chapter, Old Dominion University, Norfolk, Virginia, and to the Norfolk Branch of the A. B. Dick Company for publication and materials in this manual.

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FACTS ABOUT
VIRGINIA CHAPTER OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION
AND
THE AMERICAN INDUSTRIAL ARTS ASSOCIATION

MEMBERSHIP Membership in this Association is classified as active and honorary.

Active membership is opened to any student who has completed an Industrial course; who is a member in good standing in the local chapter of the school in which he is enrolled.

Honorary membership in the State Association may be bestowed upon school administrators, teachers, business or professional men or women, and others who have made outstanding contributions to the advancement of Industrial Arts as set forth in the purposes of this Association upon the recommendation of the State Director and the State Chairman and a majority affirmative vote of the Executive Council. Honorary membership in the local club may likewise be a recommendation of a local advisor (teacher of Industrial Arts) and the affirmative vote of a majority of the membership of the local chapter.

Membership expires on September 30.

DESCRIPTION The association is a statewide organization of affiliated local chapters and regional associations in Virginia's schools.

MEETINGS The annual meeting of the Association is held at such time and place as determined by the State Executive Council. All delegates to the annual meeting must be members in good standing with the State Association.

NATIONAL ASSOCIATION The Virginia Chapter of the American Industrial Arts Student Association is an affiliate of the American Industrial Arts Student Association which is sponsored by the American Industrial Arts Association.

DUES Annual dues in the Association shall be $1.50 per member, which includes 50¢ for the state membership dues and $1.00 for national dues. Local dues are determined by the local chapter.

WHY JOIN THE VIRGINIA CHAPTER OF AIASA

Potential members of the Virginia Chapter of AIASA often ask the question "Why should I join the Virginia Chapter of AIASA?" or "What can the Virginia Chapter of AIASA do for me?" Students, teachers, or committees working to form a chapter will want to remember the following points:

1. Brings together students with common interest so they can exchange ideas, discuss problems, and share common purposes.

2. It is your organization. It is the only organization working full-time to create good public relations and attitudes for you as industrial arts students.

3. Is the only state organization designed exclusively for Industrial Arts students.

4. Offers greater leadership development opportunities.

5. Offers prestige and recognition through a state organization.

6. Offers opportunities to excel through a state program of awards and contests.

7. Serves to broaden perspectives through a national newsletter, and a system of interstate and interchapter communications.

8. Offers co-curricular activities to make education more meaningful.

9. Membership offers automatic subscription to the national newsletters.

10. Members receive a membership card as evidence of their rights and privileges as a member.

HOW TO FORM A CHAPTER

Education, labor and management organizations recognize the important role that Industrial Arts chapter activities play in the development of Industrial Arts students. It is the responsibility of the Industrial Arts Teacher to make these activities available to his students in order that they develop to their fullest potential.

Starting a new chapter is not a difficult task if a plan is formulated in advance and the proper groundwork is done. Most important at the beginning is that the teacher, called chapter advisor, be familiar with the Virginia Chapter of the AIASA operation. Information can be obtained from the State Director of the Virginia Chapter of the AIASA.

Next, there must be interest among the students. The chapter advisor should stimulate an interest among several key students and encourage them to become familiar with chapter work and its operation. The interested students should form a committee to organize a chapter of Virginia Chapter of the American Industrial Arts Students Association and elect a chairman to serve until a chapter is underway and a president is elected. A meeting can now be planned and all potential members should be encouraged to attend. Be sure to give the meeting plenty of advance publicity - - announcements, bulletin board, etc.

At this first organizational meeting, the chairman should call the meeting to order, have those present introduce themselves, and proceed with the following steps:

1. Various students from the organizing committee give the following:

   a. A brief outline of the history of the Virginia Chapter of the American Industrial Arts Student Association.

   b. How it operates

   c. Purposes

   d. Why join the Virginia Chapter of the American Industrial Arts Student Association.

   e. Discussion of activities for the chapter in the school.

   f. Discussion of the recreation and fellowship of chapter work.

   g. Explanation of the relationship of the Virginia Chapter of the Industrial Arts Students Association to Industrial Arts Education, stressing that Virginia Chapter of the AIASA is a youth organization and that the teacher is an advisor only.

2. Discuss "Should We Organize?"

3. If the group decides to organize, the discussion of a local constitution is in order. If the committee has done any work on this, it is presented for discussion. AIASA provides a suggested local chapter constitution.

4. If the group understands the proposed chapter constitution, they may wish to vote on its ratification. If there are suggestions for change, the chairman may wish to refer them to a constitutional committee for alteration. Referral would require that the meeting be adjourned until later.

5. The chairman calls for election of officers and leads the discussion of their duties and responsibilities. When chosen, the president elect conducts the election of other officers named by the constitution.

6. The petition for charter is completed by the secretary and signed by the president and advisor. (This petition is obtained from the State Advisor's Office). The petition for charter, membership list and dues should be sent to the State Office and they will take care of arrangements for the National Membership.

7. Now that an organizational structure exists, the president should appoint certain committees so the chapter can begin to function.

8. An annual chapter plan with the following committees:

   a. a committee on a program for regular meetings. This committee can be permanent or temporary.

   b. a committee to assume the responsibility of carrying out each major activity as set up in the Annual Chapter Activity Plan. This committee will be permanent.

   c. Other committees on special activities. These will be temporary. They are usually appointed to carry out special activities that the Executive committee decides should be undertaken during the year. After such committees have made a satisfactory written report to the chapter and the reports are adopted, the committees can be dissolved.

9. Plans should be made to secure the necessary equipment and materials for conducting meetings and carrying out activities from the chapter advisor.

HOW TO ORGANIZE FOR A STUDENT CHAPTER

One Teacher's Schedule and Class Chapter	School Chapter	Regional Chapter	State Chapter
1[h] 20[a]	4[b]	4[e]	4
2 20[f]	4		
3 20[g]	4		
4 Planning			
5 20	4		
6 20	4		
100[c]	20[d]	20	20

INSTRUCTIONAL GUIDELINES AND CONTENT OPTIONS

a. All of these students could be paid members.

b. Delegates at the ratio of 5 class members = 1 delegate - the delegates must be state dues payers.

c. If there are more than one teacher per school, each would be a contributing member to a school chapter.

d. A school chapter could also have a unique function of becoming a planning council for all the school's class chapters

e. Must be a dues paying member to State

f. All of the class members do not have to be paying dues to State (only delegates) however it is encouraged that all chapter members be dues payers.

g. Each chapter may set its own dues structure

h. Each period chapter should meet at least once a week.

TRANSPARENCY FOR CO-CURRICULUM CHAPTER ADMINISTRATION

FOLLOW PERSONNEL CHART
FOLLOW PRODUCTION CHART

THE TEACHER - ADVISOR

PRESIDENT

EXECUTIVE COMMITTEE

VICE-PRESIDENT
SECRETARY-TREASURER
SARGEANT-AT-ARMS
REPORTER-HISTORIAN
PARLIAMENTARIAN

MEMBERSHIP OFFICES

STANDING COMMITTEE CHAIRMEN

UNION SAFETY CLEAN-UP FINISHING TOOL MATERIALS

STEWARD BENCH SWEEP

INDUSTRIAL ARTS SPRING FESTIVAL

The highlight of the year's activities is the Industrial Arts Spring festival held on or near the second week-end in May. It is at this Festival that the work of each chapter is exhibited and judged for awards and displayed for other students, teachers, parents, industrialists, and the general public to view.

Among the Festival activities are:

* Annual meeting of the association
* Live manipulative contests
* Seminars
* Commercial exhibits
* Project displays
* Awards and recognitions

For additional information, contact either the regional or state director.

Director's Responsibility

* To direct, promote, and give leadership to local chapter development.
* To direct and provide chapter development through inservice activities
* To coordinate regional chapter activities and competitive events by April 30 each year.
* To be a regular member of the State Chapter Executive Council
* To act as regional coordinator of all chapter activities

The state advisor and regional advisor is always the president's advisor.

INDUSTRIAL ARTS CLUB-ACTIVITY IDEAS

WORK PROGRAM

Programs: Always have meetings well-organized and have something to offer in the form of a program at each meeting. This program can be informational, inspirational, demonstrational, recreational, business or consist of a field trip. A combination of two or more of these may be used to provide a well-rounded program. The program chairman is one of the most important members of the local club.

Projects: Yearly projects should always be included in the year's work plans. The project chosen should meet some school, club- or community need, such as raising funds for the club, for community welfare, safety or some need in the school. Clubs should always set goals when planning project work. The local club should never be without a work project.

CLUB ACTIVITIES

All club activities come under one of four basic divisions: club, school, community, or state. Here is a list of suggested activities. Add yours to this list.

COMMUNITY SERVICE ACTIVITY EXAMPLES:

1. Sponsoring safety campaigns.
2. Sponsoring fire prevention activities.
3. Repairing Christmas toys in cooperation with local fire departments.
4. Helping with clean-up drives.
5. Marking house numbers on street curbs.
6. Marking and numbering hubcaps and recording numbers.
7. Sponsoring community fair exhibits.
8. Collecting used clothing for service organizations.
9. Sponsoring special citizens' week.
10. Refinishing city library furniture.
11. Collecting food for community charity.
12. Helping in door-to-door fund-raising drives.

SCHOOL SERVICE ACTIVITY EXAMPLES:

1. Making school bulletin boards
2. Keeping parking stripes painted
3. Sponsoring assemblies.

4. Building scenery for plays
5. Stenciling numbers on stadium or gym bleachers seats.
6. Building items for special school events.
7. Being responsible for noon recreational equipment.
8. Building campus benches
9. Sponsoring exhibits and banquets
10. Purchasing needed items for school.
11. Taking charge of bonfire construction for special school events.
12. Making minor repairs on football gear, such as putting rivets in helmets.

CLUB ACTIVITY EXAMPLES FOR PROMOTION OF CLUBS:

1. Writing newspaper articles
2. Writing reports for school paper.
3. Handling radio and television publicity.
4. Awarding Craftsman and Master Craftsman degrees
5. Preparing past club honor rolls
6. Using a "buddy" system to help slow students scholastically.
7. Preparing programs on good study habits
8. Presenting entertainment
9. Sponsoring competition between local clubs
10. Sponsoring socials
11. Handling project judging competition
12. Selecting a "Mr. Industrial Arts" through a series of tests.
13. Selecting a faculty member or members of the week.
14. Having cards printed with the club motto to be passed out at special times, such as when the club has helped someone.

EXAMPLES OF CLUB FUND RAISING ACTIVITIES:

1. Sponsoring different types of concessions such as:

   a. Stands at football, basketball, and track events
   b. Chili suppers, pancake suppers, cake or pie sales
   c. Selling pillows, programs, or mums at athletic events

2. Having light bulb or broom sales
3. Sponsoring game nights in the school's gym or cafeteria
4. Sponsoring movies
5. Holding magazine subscription drives
6. Making scrap metal drives (copper, aluminum, iron)
7. Printing a school directory
8. Sponsoring rummage sales
9. Marking curbs with house numbers in cooperation with cities
10. Sponsoring Halloween carnivals.
11. Holding an automobile rodeo with emphasis placed on skilled driving.
12. Sponsoring talent shows
13. Washing and waxing cars
14. Making plasterware from molds
15. Building and selling garbage can racks, portable book cases, telephone racks, etc,
16. Raising plants from seeds in hot beds or other plants from cuttings for spring sales.
17. Painting Christmas trees
18. Selling ball-point pens engraved with club names and motto.

ORGANIZATIONAL STRUCTURE OF VIRGINIA CHAPTER OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

STATE ADVISOR----------STATE EXECUTIVE COUNCIL-------STATE ADVISORY COMMITTEE

STATE OFFICERS
STATE DIRECTOR
STATE CHAIRMAN
(president's advisor)

REGIONAL DIRECTORS
REGIONAL ADVISORS
REGIONAL PRESIDENTS

PRESIDENT

VICE-PRESIDENT | SECRETARY | TREASURER | PARLIAMENTARIAN HISTORIAN REPORTER | SGT-AT-ARMS

REGIONAL CHAPTERS

REGIONAL ADVISORS

PRESIDENT

VICE-PRESIDENT | SECRETARY | TREASURER | PARLIAMENTARIAN HISTORIAN REPORTER | SGT-AT-ARMS

LOCAL CHAPTER

LOCAL ADVISOR

PRESIDENT

VICE-PRESIDENT | SECRETARY | TREASURER | PARLIAMENTARIAN HISTORIAN REPORTER | SGT-AT-ARMS

MEMBERS

PERSONNEL AND ORGANIZATIONAL STRUCTURE OF THE VIRGINIA CHAPTER OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION 1975-1976

REGIONAL DIRECTORS

STATE EXECUTIVE COUNCIL

ASSISTANT STATE SUPERVISOR

STATE DIRECTOR

PRESIDENT

PARLIAMENTARIAN

VICE-PRESIDENT

SECRETARY

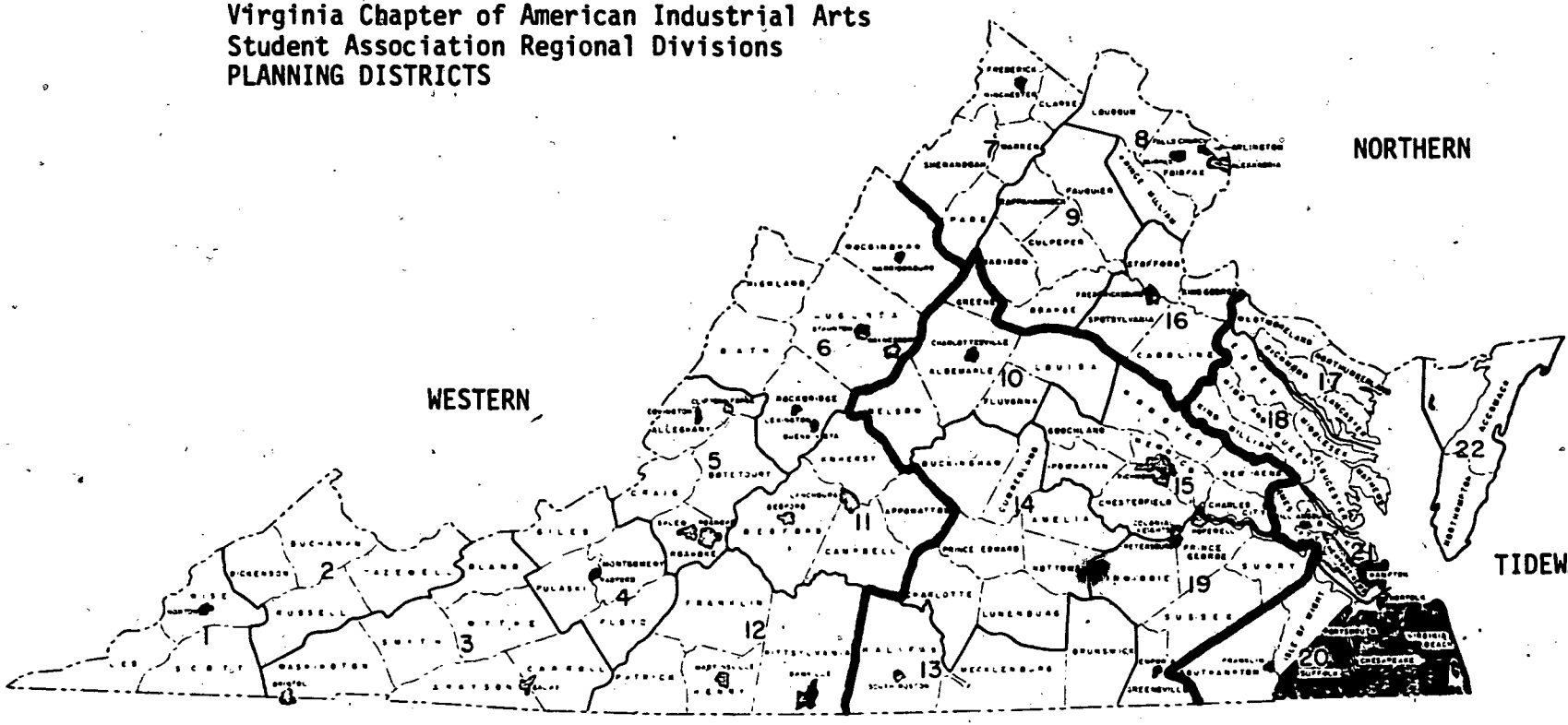
TREASURER

HISTORIAN REPORTER

SGT-AT-ARMS

Administrative Organization of the Virginia Chapter of Student Association Regional Divisions

Virginia Chapter of American Industrial Arts Student Association Regional Divisions PLANNING DISTRICTS



Regional Directors Offices

Northern Tidewater	Old Dominion University Norfolk State College
Central- Western-	Virginia State College VPI & SU

PLANNING CHAPTER ACTIVITIES

Chapter activities and projects may be classified in five major areas.

PROFESSIONAL
FINANCIAL
CIVIC
SERVICES
SOCIAL

In planning activities for the Chapter's Program of Youth Activity, every effort should be made to incorporate the state and national programs into the calendar. Wherever possible, other youth organizations such as FFA, FHA, HERO, FBLA, VICA, and DECA may be helpful in promoting activities and projects.

PROFESSIONAL

Professional activities are those which contribute to the professional improvement of the students. Chapters should plan for meetings at least once a month at which guest speakers, demonstrations, panel discussions films and similar presentations relating to Technology are featured. Field trips are frequently conducted in connection with topics studied in class such as Technology and Industry, other orientation and exploration courses and regular Industrial Arts Courses.

Possibly the most universally accepted professional activity is the annual banquet which brings together those closely associated with the Industrial Arts program. Participation of students, school officials, and business leaders in the banquet program demonstrates the community-wide nature of the cooperative plan of instruction.

Competitive Activities and the studies in the Industrial Arts Programs are also considered professional activities. Designed primarily to stimulate student interest in improving consumer career-related knowledge and skill, these activities emphasize the importance of learning through preparation and participation. Individual achievement can be recognized in a sequence of local, district, and state eliminations.

FINANCIAL

Financial activities involve raising funds to support the financial obligations of the chapter. These obligations often include expenses for items such as travel funds for delegates and committee members, field trips, professional and social meetings and communications. Individual chapters determine the number and types of financial activities in which they wish to participate. Many chapters assess nominal membership dues, but a major proportion of local revenues comes from financial activities and projects.

PLANING A PROGRAM OF WORK

A. A PROGRAM OF WORK SHOULD BE SET UP ANNUALLY, BY CHAPTER.

1. It is an outline of activities covering a definite period.
2. It included specific goals ways and means of reaching them.
3. It should be well planned and carefully worded
4. It should be based primarily on the needs of the members and the organization, with consideration given to the needs of the school and the community.
5. It should represent the combined thinking of a majority of the members.

B. STEPS FOR BUILDING A PROGRAM OF WORK FOR A NEW OR OLD PROGRAM.

1. Review as a total chapter the possible activities in which the chapter might participate.
2. Secure copies of programs of work of other chapters and review for ideas.
3. Decide on two or three activities that will definitely be included
4. Develop a "laundry list" of possible activities.
5. Appoint a program of work committee, if one is not already designed with sub-committees for each section of the program and turn over the preliminary materials as listed to this group. It should study suggestions already offered, and set up a tentative program of work including goals and ways and means.
6. Have the committees on program of work report back to the chapter.
7. Put the total program of work in writing.
8. Check the program of work with school authorities and others concerned.
9. Adopt the program when satisfactory, appoint permanent committes to be responsible for each major division, assigned duties to them and set to work for it.

C. STEPS FOR BUILDING A PROGRAM OF WORK FOR AN ESTABLISHED PROGRAM.

1. Review last year's program of work at chapter meetings. Try to find out why certain items were successful and others were not successful. Discuss also the present needs of the chapter, its membership and the needs of the community.
2. Select from last year's program and list the items which should be continued for the present year. Add suggestions on new items offered by members.
3. Secure copies of other chapter programs and get ideas on other suitable program items.
4. Steps 5 through 9 same as for new chapter (B above).

DEVELOPING THE LOCAL CHAPTER YOUTH CHAPTER

A beneficial well-rounded program of Youth Activities does not "just happen." It must be developed. Its development requires sound thinking and careful planning. What, when, where, who and how are important questions which must be considered well in advance. In order to get a broad view of the whole proposed program, it is necessary that the entire plan be put on paper.

Any program of Youth Activity developed and put into action by the local chapter should be built in keeping with the needs of its members and in harmony with available human and community resources. Too often, the local chapter overlooks or bypasses many fine and beneficial sources of aid always available right in its own community.

One way which has been found very effective for getting the program of Youth Activity down on paper where every member can see it is to begin by making a listing of the regular and proposed special meetings for the year. The number of regular meetings would, of course, be governed by the rules and regulations of the local chapter's by-laws. Special meetings would be determined by looking ahead to specific and seasonal school, community and business activities.

After the over-all schedule of meetings for the year has been agreed upon, at least as far as can be determined, then it becomes necessary to decide the "what", "when," "where," "who" and "how" of regular and special meetings falling within the various months. Here is where the actual "shaping-up" of the program of work begins. At this stage specific committee and individual assignments should be made and plans developed for following through on the assignments.

ESSENTIALS FOR A SUCCESSFUL CHAPTER

A. A challenging program of work
B. Capable officers and leaders
C. Interested members
D. Distributed responsibility shared by all members
E. Proper equipment and records
F. A knowledge of Va. Chapter of American Industrial Arts Student Association on the part of every member.

The program of work carried on at the local level is the most important phase of the entire chapter structure. Both the State and National organizations originated from the grass roots of isolated, individual, local chapters. It is at the local level that the greatest amount of member participation takes place.

The State and National organizations are dependent upon the local chapters. The total organizational chart should be viewed as a pyramid with local chapters providing the firm foundation.

C I V I C

Civic activities are conducted by Chapters to serve the school and the community. Projects range from campus improvement campaigns to participation in fairs, trade shows, and other community wide events. The activities are frequently conducted in cooperation with local business organizations, school organizations and civic groups.

S E R V I C E

Service activities emphasize the need for sharing with others. Frequently projects are designed to coincide with Thanksgiving and Christmas. Many of the projects are so conceived that they involve student participation as well as gifts and contributions.

S O C I A L

Social activities are a major requisite of the Chapter program. There is a tendency to de-emphasize social activities per se by enriching professional activities with social elements. For example, many social connotations are connected with the annual banquet or project exhibits although the primary purpose is professional in nature. Social activities also become an important finishing touch to professional meetings, particularly when community leaders are invited to participate in the chapter program.

S U G G E S T E D C H A P T E R A C T I V I T I E S

Films Sponsoring
Field Trips
TV Program
Fund Raising
Fair Exhibit
Fashion Show
Radio Program
Parents' Night
Guest Speakers
Competitive Activities
Assembly Program
Regular Meetings
Alumni Activities
Social Activities
Civic Appearances
Panel Discussions
Homecoming Parade
Chapter Newsletter
School Newspaper
Annual Project Exhibit
Safety Campaigns
Collections food
Repairing Christmas Toys
Election of Officers
Needy Family Project
Professional Meetings
Savings Club Program
Installation of Officers
Local Publicity Releases
Initiation of New Members
"Get-Out-the-Vote" Project
State Leadership Conference
Articles for "Scene"
The AIASA Newsletter
Executive Committee Meetings
"Student Day" at Local Store
National Leadership Conference
Selecting Outstanding Industrial Arts Students
Selecting Outstanding Faculty
Manufacturing products and sale
Making scap metal drives
Producing school materials
Sponsoring Flea Markets
Rent-a-kid
Good study habits program

Some areas have more opportunities for fund raising than others do and what will work well in one area may not be successful in another. Try to find a need in your community and then fill it

GUIDELINES FOR CHAPTER ACTIVITIES

The variety and number of chapter activities and projects depend, to a large extent on the ingenuity and vision of the members and the chapter advisor. In determining projects or activities, however, fundamental consideration should be given to the value that the project or activity will have for each individual student. The chapter program of activities should lend itself to the needs of the individual. Thus, he is afforded an opportunity to participate. As the program is extended to area, state and national levels, the opportunity for individual student participation becomes proportionately less. While many projects or activities will be of a group nature, every effort should be made, even in group activities, to allow for individual activities that are in keeping with the individual student's interests and abilities.

The Chapter activities or projects should provide an opportunity for:

The development of a spirit of cooperation
An understanding of competition
A recognition of social values
An ability to communicate
Individual recognition
Realization of the responsibilities of leadership and fellowship

C O O P E R A T I O N

Cooperation enables students to work with each other. Planning and programing chapter activities emphasizes the importance of individual contributions to successful group accomplishments. By learning to work well with one another in chapter activities, students develop a sense of human relations necessary for success in distributive careers.

C O M P E T I T I O N

Competition is a basic element of free enterprise. Students preparing for careers must learn to win and to lose. Chapter awards give students an opportunity to develop a competitive spirit. Competition encourages initiative and vision. The true essence of competition may not necessarily be in winning or losing, but it may be the motivating device that enables one to make a greater contribution to the society in which he lives.

SOCIAL VALUES

Social values should be apparent in the activities conducted by local chapters and should provide the students with an opportunity to know others engaged in Industrial Arts programs. The ability to meet with other people easily and freely is a basic requisite of personal communication which is fundamental to success.

COMMUNICATIONS

Communications must be effective in any organization. Opportunities to learn the importance of good communications exist in almost every activity. Planning local activities requires a closely knit system of conveying information and ideas to individuals and groups involved. Reporting activities in state and national publications gives students practice in disseminating ideas through a central exchange.

RECOGNITION

Recognition builds individual morale. Chapter activities provide abundant opportunities for recognition and student participation. The most obvious recognition is that given to student officers, committee chairmen and contest winners. Less evident contributions to individual and chapter growth are frequently recognized. For example, recognition for important tasks performed in the background, such as addressing envelopes for a chapter survey or creating table settings for a banquet can strengthen student appreciation for their part in the success of Industrial Arts activities.

LEADERSHIP

Leadership and fellowship are essential to the success of an industrial enterprise. Cooperatively, students must learn the principles of sound leadership and how to use them if they are to be fully prepared for future responsibilities to industry and society. They must learn that good leadership and good fellowship are closely interwoven. A leader in one function will be a follower in another.

The chapter program is patterned to provide students the opportunity to develop leadership qualities through participation in projects and activities. Elected officers are in a position to develop leadership ability but the chapter that stands out is the one that offers such advantages to the entire membership. Frequently chapters will elect officers for short terms, perhaps once each semester, in a deliberage attempt to develop leadership abilities in greater number of students. The chapter which serves its members best, however, is the one that emphasizes leadership through individual responsibilities and committee activities.

THE VIRGINIA CHAPTER OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION CONSTITUTION

ARTICLE I.
NAME

Section 1. This organization shall be known as the "Va. Chapter of the American Industrial Arts Student Association" and may be referred to as "Va. Chapter of the AIASA."

ARTICLE II.
PURPOSES

General — To widen and deepen the interest and knowledge of students in this technological age; to motivate regular school work; and to promote industrial Arts in the public schools of Virginia.

Specific:

1. To provide the student with opportunities for the development of leadership in social, civic, school, and community activities.
2. To develop through group action the ability of members to plan together, organize and carry out worthy activities and projects.
3. To explore industry and the American industrial civilization.
4. To promote high standards of craftsmanship, scholarship and safety.
5. To foster a deep respect for the dignity of work.
6. To provide good leisure time activities and hobbies.
7. To provide opportunities for wholesome recreation.
8. To encourage students in creative expression.
9. To develop consumer knowledge in students.
10. To instill desirable habits and attitudes toward the American way of life in students.

ARTICLE III
CREED AND MOTTO

Section 1. The motto of the Va. Chapter of the American Industrial Arts Student Association will be: "Learning to live in a Technical World."

Section 2. The creed of the Va. Chapter of American Industrial Arts Student Association will be:

I believe that industrial arts holds an important place in my life in the technical world. I know there is a necessity for the development of good attitudes concerning work, tools, materials experimentation and processes of industry.

Guided by my teachers, craftsmen from industry, and my own initiative, I will strive to do my best in making my school, community, state and nation a better place in which to live.

I will accept the responsibilities that are mine. I will accept the facts proven by others. I will explore on my own for a safe, more effective method of working and living.

I will strive to develop a cooperative attitude and will exercise tact and respect for my fellow man.

Through the work of my hands and mind, I will express my ideas to the best of my ability.

I will make it my goal to do better each day the task before me, and to be steadfast in my belief in God, my country, and my fellow man.

ARTICLE IV
EMBLEM AND COLORS

Section 1. The emblem of the Va. Chapter of the AIASA shall be a gear blank with light bolt, framing square, triangle and hammer located at the center. All shall be placed on a shield backing with Va. across the top as shown:

Section 2. The colors of the VA. Chapter of the AIASA shall be scarlet (red), white and navy blue.

Section 3. The Va. Chapter of the AIASA members shall officially wear navy blue Blazers Scarlet (red) tie, white shirt, white pants and white shoes.

ARTICLE V
ORGANIZATION

Section 1. The Va. Chapter of the American Industrial Arts Student Association is an organization of regional and local chartered associations. Each operates in accordance with a charter.

Section 2. Each regional association of the Va. Chapter of the AIASA will be responsible for all operational activities within that region.

Section 3. Each local association is directly responsible to his state association (via) the regional organization.

Section 4. The administration of the Va. Chapter of the AIASA interests will be vested in the VIAA executive secretary and Va. Chapter of AIASA executive council.

Section 5. A State Director will have the responsibility of carrying out the administrative functions of the Va. Chapter of the AIASA. He will receive his directions from the executive council. The VIAA executive secretary will maintain the chapter account and promptly pay bills.

Section 6. The State Director will act as chairman of the board of regional directors and will advise that board. He will also direct the responsibilities of the regional officers.

Section 7. The VIAA Executive Committee will represent the business and interest of the Va. Chapter of AIASA.

Section 8. The regional chapter directors will represent the Va. Chapter of the AIASA in research and financial interest.

Section 9. The Va. Chapter of the AIASA executive council will consist of all Va. Chapters of the AIASA officers plus regional directors and the VIAA executive secretary.

Section 10. Each individual member is directly responsible to his state chapter via the regional chapter.

ARTICLE VI
MEMBERSHIP

Section 1. Membership in the chapter will be open to all students enrolled in or having completed an industrial arts course.

Section 2. Membership in the Va. Chapter of the AIASA shall be through chartered regional chapters. A Chapter will consist of all local chapters and individual members located within a region. Each chapter will consist of individual members as described in the by laws.

Section 3. Alumni members may obtain membership after separation from school by paying annual dues, but cannot hold office or have the right to vote.

Section 4. Honorary members: Persons engaged in fields of education, business and industry, who have manifested a sustained interest in the welfare of industrial pursuits, may be elected to honorary membership and enjoy all rights and privileges of the chapter except office holding and voting.

ARTICLE VII
VOTING

Section 1. Chapters shall exercise their voting privileges through voting delegates.

Section 2. Each regional chapter is entitled to two (2) voting delegates for every 10 chartered chapters within their region for the purpose of transacting business of the state convention.

Section 3. Each chartered chapter is entitled to two (2) voting delegates for every 10 members for the purpose of transacting the business of the regional chapter.

ARTICLE VIII
MEETINGS

Section 1. A State leadership conference will be held each year with the time and place to be designated by the executive council.

Section 2. The annual business meeting of the Va. Chapter of AIASA shall be held on or near the second week-end in May or at such time as designated by the Executive Council.

Section 3. Parliamentary procedure for all meetings of the Chapter shall be governed by Robert's Rules of Order, Revised; the manual edited by O. Garfield Jones. Parliamentary Procedure at a Glance, by O. Garfield Jones, Hawthorne Books, Inc. is an excellent reference.

ARTICLE IX
STATE & REGIONAL OFFICERS

Section 1. Officers shall be elected by majority vote of delegates.

Section 2. The officers shall consist of: president, vice-president, secretary, treasurer, parliamentarian, sergent-at-arms, reporter/historian, and four (4) regional presidents.

Section 3. Elected individuals for state office will hold office until the close of the next annual meeting.

Section 4. Officers will be nominated by mail during the month of April each year.

ARTICLE X
EXECUTIVE BOARD

Section 1. The executive council shall be composed of the executive secretary of the VIAA one director from the four (4) regions, four (4) presidents, and not more than eight (8) top state officers.

Section 2. The State Director of the Va. Chapter of the AIASA is an automatic member and chairman of the executive council

Section 3. The VIAA executive committee shall cooperate with, and serve in an advisory capacity to the Va. Chapter of the AIASA executive council.

ARTICLE XI
QUORUM

Section 1. All registered voting delegates in attendance at the annual meeting shall constitute a quorum for the transaction of any business.

ARTICLE XII
AMENDMENTS

Section 1. This constitution may be amended by a two-thirds (2/3) vote of approval of an annual meeting quorum of members present.

Section 2. Notice of proposed amendments shall be presented to the chartered chapters at least thirty (30) days prior to annual business meeting.

The Virginia Chapter of the AIASA Regional Offices are:

Western - Virginia Polytechnic Institute and State University

Northern - Old Dominion University and Norfolk State College

Central - Virginia State College

Tidewater - Old Dominion University and Norfolk State College

BY-LAWS

ARTICLE I
MEMBERSHIP

Section 1. The State Chapter will recognize individual membership through a regional chapter and its Tocal chapters. This is if they meet all constitutional requirements of the State Chapter.

Section 2. Each local chapter must consist of a minimum of 5 individual members to be associated with the State Chapter.

Section 3. Membership eligibility will be governed by each chartered chapter. Individual membership shall be recognized as active, alumni, or honorary member.

Section 4. Active members in state or regional chapters of AIASA enrolled in or having completed any industrial arts course. An active member shall pay minimum dues and may be declared eligible to hold a state office, to participate in regional and state competitive events and projects, to serve as a state, or regional voting delegate or otherwise represent his chapter in Va. Chapter of AIASA affairs as may be approved by the state chapter constitution.

Section 5. Honorary members may be individuals who have made or are making contributions to the advancement of industrial arts, as may be approved by the executive committee and shall be exempt from annual dues.

Section 6. Alumni members are eligible for membership upon the payment of dues but cannot hold office or vote.

Section 7. Annual membership dues shall be fifty cents (50¢) per member and the membership year shall be October 1 to September 30 inclusive.

Section 8. All active members must participate at the local state and regional levels. No individual or chapter may join the AIASA by by-passing the state or regional association.

Section 9. The Va. Chapter of AIASA will recognize active membership through a chartered local and regional association. This is if they meet all constitutional requirements of the state chapter.

ARTICLE II
VOTING DELEGATES

Section 1. Each regional chapter is entitled to two (2) voting delegates for every 10 chartered chapters within their region for the purpose of transacting business of the state convention.

ARTICLE III
STATE & REGIONAL OFFICERS

Section 1. Only active members will be eligible for state office. To be eligible, a candidate must have a scholastic average of 2.5 or higher based upon the value of A being 4.00; must know parliamentary procedure; and must be holding or have held an elective chartered chapter or association office at either the class chapter or regional chapter and must have received the consent of his chapter advisor who would become the active State

Advisor of the Va. Chapter of the AIASA.

Section 2. All officers as previously described will be known collectively as the Va. Chapter of the AIASA execuitve council.

Section 3. Graduating seniors are not eligible to hold state office.

Section 4. No chapter may hold more than four (4) elected offices.

Section 5. No individual may succeed himself as an officer in the same office more than twice.

Section 6. The Va. Chapter of the AIASA executive council may fill by appointment any vacancy occuring in the state or regional officers for the unexpired therm, except the president's office, which will be filled by the vice-president.

ARTICLE IV
ELECTION OF OFFICERS

Section 1. State and regional officers shall be elected by a majority vote of the voting delegates present.

Section 2. Each chartered chapter is eligible to nominate one (1) candidate for each regional office.

Section 3. Each regional chapter is eligible to nominate one (1) candidate for each state office.

Section 4. In the event that one chapter has more than two (2) elected offices, a student from another chapter with the next highest votes will replace the remaining candidates of the first chapter in each office.

Section 5. It is the intent of this organization to involve as many different chapters in government as possible and all decisions made concerning officer election not previously covered in this constitution will follow this original intent.

ARTICLE V
DUTIES OF OFFICERS

Section 1. President: It shall be the duty of the president to preside at all meetings; to make necessary committee appointments including the designation of committee chairmen; to develop the executive committee a program of work for his term of office; to appoint a parliamentarian at each meeting; and to make himself available, as necessary, in promoting the general welfare of the chapter.

Section 2. Vice-President: It shall be the duty of the vice-president to serve in any capacity as directed by the president; to accept the responsibility of the president as occasion may demand; and to make himself available, as necessary, in promoting the general welfare of the chapter.

Section 3. Secretary: It shall be the duty of the secretary to serve in any capacity as directed by the president; to accumulate and keep up to date information on the history of the association; to record proceedings of all meetings; and to make himself available, as necessary, in promoting the general welfare of the chapter.

Copies of all records pertaining to Va. Chapter of AIASA re to be communicated with the board of directors, within (30) days following their presentation.

Section 4. Treasurer: It shall be the duty of the treasurer to serve in any capacity as directed by the president; to keep records and membership reports as necessary; and to make himself available, as necessary, in promoting the general welfare of Va. Chapter of the AIASA. All reports and records pertaining to Va. Chapter pf AIASA are to be filed with the state headquarters thirty (30) days after their presentation.

Section 5. Sergeant-At-Arms: It shall be the duty of the sergeant-at-arms to serve in any capacity as directed by the president; to assist in the preparation and control of the meeting place; in the event that a parliamentarian is not appointed by the president, to assist in conducting all meetings according to parliamentary procedure as set forth by Roberts Rules of Order , Revised; and to make himself available, as necessary, in promoting the general welfare of the Va. chapter of AIASA.

Section 6. Reporter: It shall be the duty of the reporter to serve in any capacity as directed by the president; to prepare articles for publication in the AIAA Monitor, AIASA Scene and other news media; to contact other association members concerning news items for publication; and to make himself available as necessary, in promoting the general welfare of the chapter.

Section 7. Regional Vice-President: It shall be the duty of each regional vice-president to serve in any capacity as directed by the president; to promote the growth and development of Va. Chapter of the AIASA in his region in accordance with the program of work operating during his term of office; to handle all business for the state in his region; and to make himself available, as necessary, in promoting the general welfare of the chapter.

ARTICLE VI
COMMITTEES

Section 1. The following committees shall be standing committees: Resolutions, Legislation, Special Curriculum, and Leadership Development, and Public Relations.

Section 2. Resolutions coming out of these committees will be directed to the State Director, executive council and all other chapters specifically interested.

Section 3. The Resolutions Committee will consist of one (1) member from each of the standing committees plus the president, vice-president and state director.

Section 4. The president is empowered to appoint other committees, with the advice of the state advisor as may be deemed advisable to conduct studies or carry out specific projects of the chapter.

Section 5. The duties of the standing committees and the responsibilities of state officers in relation to the other committees, are listed in the organizational chart of the Va. Chapter of the AIASA.

ARTICLE VII
FIANNCES

Section 1. All dues and other association funds will be used for the specific welfare and promotion of the Va. Chapter of the AIASA.

Section 2. Expenses incurred by executive council of the state chapter to the national and state leadership conference, and annual meeting of the state chapter will be reimbursed according to the funds available as approved by the State Director.

ARTICLE VIII
PARLIAMENTARY AUTHORITY

Section 1. Robert's Rules of Order, Revised shall be the parliamentary authority of the association, subject to special rules which have been or may be adopted. It will govern in any case that might arise which is not herein included.

Section 2. The officers shall be elected in the following order: President, Vice-President, Regional Presidents, Secretary, Treasurer, Sergeant-At-Arms, and Reporter.

ARTICLE IX
AMENDMENTS TO BY-LAWS

Section 1. These by-laws may be amended during the year or at the annual meeting. A two-thirds (2/3) vote of delegates present is required to accept an amendment.

Section 2. Notice of proposed amendments shall be presented to the chartered chapters at least thirty (30) days prior to the annual meeting of the chapter.

ARTICLE X
RECOGNITION OF ACHIEVEMENT

Section 1. Certificates, creeds, mottos, flags, treasurer's books, secretary's books, scrapbooks, gavels and blocks, blazers, jackets, banners, station markers and various jewelry items are available from our official supplier:

Balfour Supply Service, Inc.
11722 Parklawn Drive
Rockville, Maryland 20852

CODE OF ETHICS

We will conduct ourselves in such a manner as to be a credit to our organization, our school, and our community at all times by:

1. Respecting the rights of our fellow men.
2. Respecting the property of others.
3. Practicing courtesy at all times.
4. Being honest and sincere.
5. Being conscious of our personal appearance and dressing appropriately.
6. Taking pride in our organization and its work.
7. Controlling self behavious and language.
8. Respecting the other fellow's opinions and being tactful with any criticisms.
9. Demonstrating good sportsmanship and fair play in all competitive activities.
10. Sharing educational experiences with our fellow men.

MOTTO

"Learning to Live in a Technical World."

SYMBOLISM OF THE EMBLEM

The gear blank surrounding the emblem represents all facets of American Industry and its contribution to making America the great nation it is today.

The lightning bolt represents the rapid development of today's automated world and the space age changes needed to meet the challenge of tommorrow.

The framing square represent the degree of accuracy necessary to measure up to the demanding industrial society.

The Triangle points the way to the stars and a rapidly developing technological age. It is a symbol of strength in structure and represents the cooperative efforts necessary in achieving our goals.

The hammer represents the dignity of work and its necessity in achieving success in an industrial society.

Virginia represents your state chapter at the top of the shield.

COLORS

Scarlet (Red): represents the strength and determination of the industrial arts students and teachers to obtain their goals.

White: Represents the high standards, morals and religious beliefs we hold.

Navy Blue: Represents the sincerity of the industrial arts student and teachers in obtaining a greater knowledte of our technical world.

CREED

I believe that industrial arts holds an important place in my life in the technical world. I know there is a necessity for the development of good attitudes concerning work, tools materials, experimentation and processes of industry.

Guided by my teachers, craftsmen from industry, and my own initiative, I will strive to do my best in making my school, community, state and nation a better place in which to live.

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Through the work of my hands and mind, I will express my ideas to the best of my ability.

I will make it my goal to do better each day the task before me, and to be steadfast in my belief in God, my country, and my fellow man.

VIRGINIA CHAPTER OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

AFFILIATION FORM FOR VIRGINIA CHAPTER AND AIASA

YEAR 19__ 19__

Two copies of this annual membership form are provided for each chapter. Send one copy to the Regional or State Director.

Please retain one copy for your files. Enclose a check, bank draft, or money order (DO NOT SEND CASH), payable to Virginia Chapter of the American Industrial Arts Student Association in the total amount of fifty cents (.50) per member annual dues.

NOTE: You may wish to become affiliated with the American Industrial Arts Student Association (AIASA). If so, please include an additional $1.00 for each member who wishes to join the AIASA, and an official membership role.

Name of Chapter_____

Address_____

_____

(zip)

In what year was your chapter affiliated?_____

Where will the chapter hold its regular meetings?_____

What is your chapter meeting time?_____

How many members (annual dues paid) are in your chapter?_____

Amount enclosed for Virginia Chapter of the American Industrial Arts Student Association_____

Amount enclosed for AIASA_____

Chapter Advisor_____
printed signature

On the back of this sheet, list the members in good standing in your chapter and provide other information requested. Also, indicate after the name of the member the number of years membership in the local chapter including the first year.

VIRGINIA CHAPTER OF THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

AFFILIATION FORM FOR VIRGINIA CHAPTER AND AIASA

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Amount enclosed for AIASA_____

Chapter Advisor_____

printed signature

On the back of this sheet, list the members in good standing in your chapter and provide other information requested. Also, indicate after the name of the member the number of years membership in the local chapter including the first year.

Name of Member	Yrs. In Chapter	Chapter Officers	Yr. In School	Va, Chapter Dues	AIASA Dues
Example: John Smith	2	President	4	50¢	$1.00
		President			
		Vice-President			
		Secretary			
		Treasurer			
		Parliamentarian			
		Historian			
		Reporter			
		Sgt-at-Arms			
List Remaining Members Alphabetically					

Name of Member	Yrs. In Chapter	Chapter Officers	Yr. In School	Va. Chapter Dues	AIASA Dues
Example: John Smith	2	President	4	50¢	$1.00
		President			
		Vice-President			
		Secretary			
		Treasurer			
		Parliamentarian			
		Historian			
		Reporter			
		Sgt-at-Arms			
List Remaining Members Alphabetically					

ACCESSION NUMBER: VT102723

PUBLICATION DATE: 75

TITLE: CAREER DECISION MAKING IN THE CAREER EDUCATION PROCESS. MODELS FOR CAREER EDUCATION IN IOWA.

PERSONAL AUTHOR: HOPKINS, BRUCE E.

DESCRIPTOR: *VOCATIONAL DEVELOPMENT; *CAREER CHOICE; *DECISION MAKING; *SELF CONCEPT; CULTURAL CONTEXT; SOCIAL CHANGE; *EDUCATIONAL PHILOSOPHY; CAREER EDUCATION; DEVELOPMENTAL PROGRAMS

IDENTIFIER: IOWA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 21P.; RELATED DOCUMENT VT 102 724 IN THIS ISSUE.

ABSTRACT: PART OF AN EXEMPLARY PROJECT TO DEVELOP AND IMPLEMENT CAREER EDUCATION MODELS IN IOWA, THIS MONOGRAPH PRESENTS CONCEPTS DEVELOPED IN WORKSHOPS INVOLVING LOCAL SCHOOL STAFFS AND OUTSIDE RESOURCE PERSONS. THE TEXT OF THE DOCUMENT CONSISTS OF STATEMENTS ON THE HISTORICAL CONTEXT OF CAREER CHOICE, SOCIAL MYTHS, WORK AND NEED FULFILLMENT, SOCIAL WORK GROUPS, WORK ETHIC, AND INSTITUTIONAL ROLES IN CAREER DECISIONMAKING. THE PAPER CONCLUDES THAT ANY ATTEMPT TO BETTER PREPARE YOUNG PEOPLE TO MAKE CAREER DECISIONS MUST TAKE ACCOUNT OF NATIONAL ECONOMIC, SOCIAL, AND POLITICAL CHANGES. NAMES OF PROJECT STAFF, CONSULTANTS, AND ADVISORY COMMITTEE ARE INCLUDED IN THE FRONT OF THE TEXT. (MF)

INSTITUTION NAME: IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. DEPT. OF AGRICULTURAL EDUCATION.

SPONSORING AGENCY NAME: IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. DIV. OF CAREER EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102723

Models for Career Education in Iowa

CAREER DECISION MAKING IN THE CAREER EDUCATION PROCESS

Iowa a place to grow

Department of Public Instruction

Models for Career Education in Iowa

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Assistant Director
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CAREER DECISION MAKING IN THE CAREER EDUCATION PROCESS

CONDUCTED UNDER EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1975

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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PREFACE

Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 through the Iowa Department of Public Instruction. The purpose of the effort was to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff, under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek, and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A number of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.

Robert D. Benton

Robert D. Benton, Ed.D.
State Superintendent of
Public Instruction

PROJECT STAFF

Dr. Alan A. Kahler	Project Director
Dr. Donald J. Flynn	Associate Director
Mr. Clair E. Brooks	Coordinator
Mr. Bruce E. Hopkins	Coordinator
Carroll Community Schools	Model School
Clarke Community Schools	Model School
Davenport Community Schools	Model School
Humboldt Community Schools	Model School
Marshalltown Community Schools	Model School
Sheldon Community Schools	Model School
Shenandoah Community Schools	Model School
South Winneshiek Community Schools	Model School
Springville Community Schools	Model School

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CAREER DECISION MAKING IN THE CAREER EDUCATION PROCESS

Historical Context

In primitive societies the process of career choice presented few problems because tradition and role expectations clearly defined what was expected of the individual in light of his/her age, sex, and parental background. Moreover, as in the words of Emile Durkheim, the primitive society was characterized by "mechanical solidarity"--everyone did similar things. Conditions in a complex industrial society are quite changed. The complex society is characterized by "organic solidarity," in which social cohesiveness is predicted not on the similarities that exist between individuals, but on their differences.

"Organic solidarity" is a product of population growth and the industrial and subsequent technological revolutions. Specializations within job functions created a situation in which individual differences also signified a greater interdependence between members of society. These changes have taken place structurally but without the broad recognition of the need to reassess our thinking on factors which motivate individuals to make career decisions.

Warmed Over Myths

Social myths have great appeal because they are often based on conditions which are perceived as having been true at one time, and form the basis for many things which are felt to be good about the present state of affairs. Esther Milner in the Failure of Success: The Middle Class Crisis identifies two broadly held social myths, she labels them: the Fallacy and the Dream. Dr. Milner writes:

> Most of us subscribe so strongly to the Fallacy (that high occupational and consumer status will somehow transform us into happy "whole" beings) and the Dream (anyone can succeed if he only tries hard enough) that these two beliefs can be considered the middle class's "axioms of life." Yet these two beliefs, developed during and relatively appropriate to an earlier period of our history, no longer have a realistic base because of irrevocably changed social and economic conditions.

The 19th century concept of Social-Darwinism that material success indicated that one was a member of the elect and entitled to whatever personal wealth could be accummulated has not died an easy death. Conditions have changed in America; the ethic supporting the reasons why we work is undergoing discernable change. In this regard we find many in-

dividuals concerned with work and its relationship to one's identity supporting a definition of work similar to that proposed by C. Gilbert Wrenn in an essay, "Career Guidance For a New Age."

> I interpret (work) to mean any activity in which one engaged, whether for pay or not, and which one saw as contributing to a sense of personal significance or the enhancement of the welfare of others.

In an earlier publication in this series, "Career Education and the World of Work," work was defined in the broadest sense as "purposive activity undertaken by an individual for remuneration, enjoyment, personal enrichment or other vocational or avocational rewards."

These definitions recognized that more traditional definitions of work tend to rob many individuals of a sense of self-worth by eliminating, at least by inference, leisure time activities and non-competitive human welfare activities from the constructive status context of work.

Occupational Information Not Enough

A cursory examination of a publication in this series, "Career Development Model and Explanation," will reveal the interrelatedness of the two major concepts, the self-concept and the world-of-work concept. In the past, guidance counselors, teachers, and others concerned with aiding students in making career decisions placed a strong emphasis on the dissemination of occupational information. The counselor or teacher role was to aid students directly in gaining information or making pragmatic decisions based on factual information. As Carroll Miller observed in an essay, "Historical and Recent Perspectives on Work and Vocational Guidance":

> There was little room in this pattern of thinking for such ideas as meeting needs or values of the individual, or helping the individual achieve self realization through occupation by discovering an occupation congruent with his self concept.

Traditional modes of stressing the dissemination of career information and aiding in a scientifically calculated career decision making approach was not only impersonal, it ignored many of the economic, social, political, and moral implications that the career decision making process had for an individual. This approach reinforced pre-existing stereotypes about the relative status of different occupations. A more dynamic approach as defined by Carroll Miller would include:

> A reinterpretation of status as being within one's own group (Benort-Mullyn labelled this situs, 1944), a greater appreciation of the struggle of the total groups to rise by

> supporting each other, and a clearer understanding of the probability that a very large number of workers will build their working lives out of sequences of jobs which may or may not add up to neat forward progressions . . . .

The dangers of reinforcing an outmoded 19th century status orientation of occupations without concern for the relationship between the individual and his/her society is not only unproductive but politically and socially dangerous. Prior to Watergate Esther Milner wrote:

> In a society where entry into high status occupations has become one of the few avenues to higher social status remaining to the individual, and where high status has great personal meaning, such occupations are particularly appealing to persons with strong feelings of personal inadequacy; too often, a young man's motive for choosing to enter a professional occupation is this desire to acquire some basis for a feeling of self-worth. Such a person is more likely to be willing to discard at least minor moral scruples, if such discard is necessary to maintain this status, than is the person who has more dependable bases for feelings of self-respect.

Work and the Process of Need Fulfillment

Work as a mode of maintaining economic survival was at one time a meaningful concept. Survival has been assured to most Americans even though hunger and privation are still everyday realities for a small percentage of people. If one examines Maslow's hierarchy of human needs, it becomes obvious that one of the tasks confronting many Americans is concerned with finding psychologically meaningful experiences through work. As Aaron Levenstein wrote in "Work and Its Meaning in an Age of Affluence,"

> . . . this new secular society must find an ethos through which personal effort and human involvement can still be instrumental in satisfying psychological needs and providing mental . . . and spiritual health. For regardless of what automated production can do for man's physical well being--indeed because of what automation achieves for him in material affluence--man faces more keenly than ever the problem of purposeful effort.

Levenstein further elaborates:

> As individual material needs are met with increasing ease, social responsibility will have to become a more persuasive motivating factor . . . The new incentives will have to derive from man's realization that he stands in a new relationship to society.

[redacted]. Gilbert Wrenn perceives the need to place more stress on individuals and their human relations and less on technology. Wrenn notes that the present climate

> . . . calls for a new ethic, an ethic which controls the impact of technology upon the human qualities of love and of concern for one another's own capacity to care.

Carroll H. Miller sees economic survival as it relates to work being replaced by a higher level need which Maslow termed "self-actualization." Miller contends that

> . . . work is increasingly valued or devalued not in terms of a moral imperative to work, not alone as an unfortunate but necessary means for economic survival, but as a way of organizing life in some psychologically meaningful and need fulfilling way.

Work-Emergent Social Groups

Super has called for an "all class theory of vocation guidance, as contrasted with a middle class theory." A theory which will place adequate stress on "socioeconomic status and its nominal concomitants." One which will provide the necessary guidance from elementary school through later years of employment.

(a) Young Adult

The young worker may be as stereotyped and discriminated against as anyone in the job market. Carroll H. Miller noted that the commonly assumed correlation between levels of education and levels of employment is not valid.

Miller has also noted that in very simple, primitive societies cultural influences may impinge on developing individuals at rates closely approximating the biologically regulated processes which determine readiness for cultural experiences.

In the modern industrial nations individuals often experience what Miller calls discontinuity between aspects of their development. This discontinuity is still operative after the granting of full legal adult status at age eighteen as the society fails to provide meaningful entry level job roles for young people.

(b) Women and Minorities

The following table appears in Man and His Work: Conflict and Change by George Ritger:

TABLE I

Projected Occupational Distribution for 1970 for White Males, Nonwhite Males, and Females Between 35 and 44 Years of Age

	% of Females (35-44)	% of Nonwhite Males (35-44)	% of White Males (35-44)
Professional and managerial	8.0	8.5	25.0
Clerical and sales	19.0	8.0	13.0
Craftsman and operators	7.0	35.0	42.5
Private household workers	1.0	.4	
Other service workers	5.0	10.6	3.5
Laborers, except farm	0.1	15.0	3.5
Farmers and farm managers	0.2	1.5	2.5
Farm laborers		5.0	0.8
Not in the experienced labor force (including occupations not reported)	59.7	16.0	9.2
	100.0	100.0	100.0

Adapted from Daniel O. Price, "Occupational Changes Among Whites and Nonwhites with Projections for 1970, "Social Science Quarterly 49 (1968), 571.

Blacks and women have been actively discriminated against across all levels of the job spectrum. Job mobility which carries with it the notion of upward mobility cannot be so easily assumed. As blacks and women become more aggressive in their pursuit of jobs which have not traditionally been open to them, they can expect to encounter increased hostility and renewed alienation.

Work-Self A New Ethic

Carroll H. Miller is his essay, "Historical and Recent Perspectives on Work and Vocational Guidance," makes the statement:

> The extent to which the ideal of the use of the individual has been supplemented or perhaps displaced by the group is by no means clear, but it is evident that the ferment is underway.

The increased specialization of this post industrial age has served to isolate each segment of the larger society so that in the words of Esther Milner,

> . . . each specialized part of our society has become so isolated in its special function that it is no longer able to understand, respect, appreciate and accommodate to the other parts essential function.

Milner notes that as a result the "fragmentation and specialization" of work most individuals do not gain much "creative satisfaction" from their participation in the work process. Milner recognizes the "creative needs" of an individual as basic, so that the thwarting of these needs may have dangerous consequences.

> I have . . . stated my belief that the creative self-expressive needs of man, whether the individual is aware of their existence or not, are every bit as compelling in his life as are more basic biological needs. It follows that where a society does not provide, teach, and recognize as worthy, channels of expression diverse enough to allow for the wide range of positive human creative behavior (in which I include creativity in human relations) a tendency is fostered for man's creative needs to be displayed to bizarre, compulsive and anti-social avenues of expression.

It is Milner's contention that the dual forces of competitiveness in our society and "the intentional commercial stimulation of our material desires" constantly places before us the most perfect models. This results in many people in a "fear in doing anything at which we might fail."

Levenstein wrote in "Work and Its Meaning in an Age of Affluence,"

> In our American society, the only reason that can justify greater individual exertion is the need of society itself.

Many career educators have noted that individuals in our society can expect to change jobs several times in their career. The needs of society and the certainty of change would seem to be two factors in career decision making worthy of note. Milner states emphatically that:

> We must make our own emerging humanity the reference point of our economic and social life; we must use this growing understanding as the basis for evaluating and changing our economic, social, technological, political, legal forms and practices.

In the words of Levenstein,

> . . . this generation must come to look upon work as the link between themselves and the most important fact of reality, namely, the larger social groups--that is to say, the nation and indeed the world.

Institutional Roles in Aiding Career Decision Making

The Family

Many roles traditionally thought of as eminating from the family have in many instances been abrogated to other social institutions. As the proportion of families making their living through agriculture gradually changed, Blocher noted, "the primary pattern of family organization changed from an economic to a social model." Economic security and the accumulation of material wealth have become less important functions of the family.

The emerging model of the family has been labelled by many sociologists the "conjugal family." Marriage within this structure has been viewed as a "joint career." This structure results in a more democratic, shared family experience in which, in the words of Blocher, "roles and responsibilities within the marriage tend to be shared on a flexible and dynamic partnership basis." The conjugal family's contribution to the career development process in which its members are involved tends to be in the area of human relations skills. This family places its stress on the optimum development of individual family members.

Education

The role of education in fostering student involvement in a process which will aid the student in making wise career decisions and concomitantly contributing to the well being of society has been well stated by Aaron Levenstein in "Work and Its Meaning in an Age of Affluence."

> It would be imprudent to suggest that any one institution alone will resolve the crisis created by the progressive industrialization of society, but education is in a strategic position to help foster in the individual a sense of purpose in the work he does . . . The critical need is to convey to the worker or student as potential worker, that those who advance the growth of society by the task they perform at work are carrying out a significant social purpose, one that links them directly to the roots of contemporary society.

The developments within the career development process through which a child passes while in the formal institution of the school and in other informal coinciding experiences are well defined in other publications in this series. In this regard, "Career Development Model and Explanation" describes the model developed in the project, "Models for Career Education in Iowa," and the phases of development as used in that model. Other publications describe the implementation of the program in the various phases, the world of work and the self-concept in career education, and the philosophy undergirding this program.

Career patterns can be dissected, examined and studied as one examines careers. Recognizing that the variations that exist between career patterns are extreme, Ritger in Man and His Work: Conflict and Change illustrates these two career patterns as outlined by Miller and Form.

Males

1. Preparatory period (prior to the beginning of occupational life; important variables are family background and education).
2. Initial period (individual enters active work life in his first job, usually while he is still in school).
3. Trial period (between the individual's first full-time job and movement into a permanent position).
4. Stable period (some degree of occupational permanency).
5. Retirement.

The preceding five-step approach fits males in our society, while females go through an eight-stage career pattern.

Women

1. Preparatory.
2. Transitional (working and dating).
3. Marriage (generally entails withdrawal from the work force).
4. Marital adjustment.
5. Settled domesticity.
6. Period of divided interest (may re-enter work force).
7. Period of biological risk (husband may die) and preparation for leaving the work force.
8. Retirement and widowhood.

Obviously these two outlines are formalized and represent fairly stereotyped models of career patterns. Many alternatives have been defined especially by women in recent years. These models are very middle class and non-representative of the career patterns of economic and some ethnic minority families.

Another approach to examining patterns that emerge within the career process might be through the examination of developmental tasks. The most noted life stage model was developed by R. J. Havighurst in Human Development and Education. Havighurst defines a developmental task as:

> . . . a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later tasks.

A sociological approach to the examination of careers developed by Erving Goffman and discussed by Ritger in Man and His Work: Conflict and Change is called "symbolic interactionism." In "symbolic interactionism" we study roles as if the participants were actors. This allows for an examination of how the actor interacts with the social structure within which he/she resides, as well as how the actor responds to communication (including non-verbal as well as verbal) with other actors in response to any behavior.

A similar approach also described by Ritger is called "role theory." Ritger defines the use of "role theory":

> We can learn much about occupational life by systematically analyzing the positions, roles, role pressures, and role sets of any and every occupation.

Conclusions

Any attempt to better prepare young people to make the career decision with which they are confronted will have to be one which is respectful of the economic, social, and political changes which this nation has undergone and is undergoing. Aaron Levenstein notes:

> Man's alienation from himself, a reflection of his alienation from the society in which his self must exist is promoted today by the ideology of a business system that clings to the individualism of a pioneer community long since replaced by an integrated community.

The "Models for Career Education in Iowa" project has been seemingly obsessed with the individual's self-concept and the factors which influence its development. The process of career development is a sometimes tedious, sometimes painful, and always a complex one. In the words of Esther Milner:

> We've developed gadgets that have given us everything else we've ever consciously wanted or been induced to want: why not a gadget that can take the place of the tremendously difficult, deeply experienced, frequently painful and unconforming, life-long process of self-emergence, self-discovery, and self-development.

The publication, "The Self-Concept in Career Education," discusses in part the need to come to grips with our immediate situation. To find the meaning of our humanity in the present. This need is pointed up in a quote from Milner in statements such as: "How elusory is happiness which is built on 'when I make that killing,' 'when I get that promotion,'

'when I get my degree,' 'when my raise comes through,' then we and those dependent on us will really start to live, become whole people, be happy." Esther Milner suggests that even this "fantasy future" is a more healthy development than were, because of "fiercely competitive academic requirements" or other intense success demands, one experiences "powerlessness." We must attempt to aid children in the process of maximizing the control they have over their own lives. This will be a tremendously difficult task to achieve for those caught in the "culture of poverty."

The career decision making process is complex and does not lent itself to simple models and easily understood definitions. If, however, the agencies involved with the child as he/she matures make a conscious effort to identify and work through their roles in this process children will have a better grasp of who they are and hopefully where they stand in relationship to the greater society.

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ABSTRACT: BASED ON EXPERIENCES ENCOUNTERED BY TEACHERS AND ADMINISTRATORS IN THE IOWA EXEMPLARY PROJECT FOR CAREER EDUCATION MODELS, THIS PUBLICATION PRESENTS SOME CONCEPTS OF ADMINISTRATOR ROLES IN CURRICULUM PLANNING IN VIEW OF THE PROBLEMS POSED BY RAPID CHANGES IN SOCIETY. THE UNDERLYING PHILOSOPHY AND A DISCUSSION OF THE INTRODUCTION OF THE CAREER EDUCATION CONCEPT WITHIN THE EDUCATIONAL ENVIRONMENT AND THE RESULTING PROBLEMS ARE PRESENTED. THE PAPER THEN DISCUSSES THE SCHOOL-BASED CAREER EDUCATION MODEL AND THE VARIOUS ADMINISTRATIVE ROLES IN ITS IMPLEMENTATION THROUGHOUT THE SCHOOL CURRICULUM. ROLES ARE DEFINED FOR THE LOCAL BOARD OF EDUCATION, THE SCHOOL SUPERINTENDENT, THE CAREER EDUCATION COORDINATOR, THE BUILDING PRINCIPAL, AND THE ADVISORY COMMITTEE. INCLUDED IN THE DOCUMENT ARE NAMES OF PROJECT STAFF, CONSULTANTS, AND ADVISORY COMMITTEE. (MF)

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Models for Career Education in Iowa

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PREFACE

Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 through the Iowa Department of Public Instruction. The purpose of the effort was to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff, under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek, and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A number of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.

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Mr. James Wolter	Career Awareness and Exploration

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Dr. Donald Flynn
Associate Director

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Administrator Roles in Implementing Career Education Concepts in the School Curriculum

The primary purpose of public education in America is that of developing informed responsible individuals capable of making decisions and creating meaningful involvement with others in the context of a free society. This purpose has permeated our society since its inception and is today visible in thinking and discussion of issues confronting education in this country. One quickly notices that the central most figure in this process is the student. In order to assist each student in making decisions and creating meaningful involvement, the educational process committed itself to approaching and carrying out this task in terms of student interests, needs, and abilities.

To provide experiences in the educational setting that will create meaningful involvement with others on the part of each student in his context of a free society, the school has attempted to base curriculum activities on situations as they exist or as they are expected to develop in society. For a short time in our history this approach to curriculum planning was adequate. However, the rapidity of change in our society has made it impossible for programs in our public agencies or institutions to keep abreast of these changes.

These changes have created a dilemma for educators. The ever increasing swiftness with which changes have occurred in society has placed public education in the awkward position of being outdated and playing a continuously losing battle of catch-up. As a result, the school curriculum has attempted to reflect what exists in the world surrounding the school and fitting the student into his slot in that world. Little emphasis has been placed on determining individual student needs and structuring curriculum activities around these needs as they relate to the world surrounding the learner. Too often the statement is made by educators engaged in curriculum planning that what is being taught in the school is what is best for the student. This point of view is valid when and only when it reflects curriculum content selected to assist students in mastering those tasks confronting them in the context of the society in which they are functioning. Too often, however, educators made such a statement to endorse and protect activities that are currently being stressed in their curricula.

Rapid changes in our society and the evident inability of educators and our system of education to adapt to these changes has caused real concern on the part of the public sector of society. As a result, much discussion has developed over the problem of accountability in education. These discussions have resulted in the passing of legislation in several of the states forcing educators to indicate or prove that they are

achieving what they have professed to be accomplishing--developing in the student the ability to make decisions and create meaningful involvement with others in the context of a free society.

Why Career Education

Into this educational environment was introduced the idea of career education. It came without definition, yet was proposed as a new direction for education. Reactions to the new concept were similar to those reactions of educators to other new educational innovations. There were those who became excited with the idea and believed it would solve all the ills of public education in this country. Other educators indicated that the innovation wasn't new at all. They had been stressing concepts inherent in the innovation for years in their teaching programs. Still other educators looked upon the concept as a threat to what they were teaching and resisted its introduction into their instructional programs.

Uncertain as to what career education really was, yet anxious to move the concept into the mainstream of public education, educators, nationwide, began to experiment with the concept in the school curricula. As a result of these initial efforts, two rather definite interpretations of career education have emerged. Both can be traced directly to a speech given by the Commissioner of Education, Sydney Marland, entitled, "Career Education Now." He gave this talk before the National Association of Secondary School Principals in Houston, Texas, on January 23, 1971. In this speech Dr. Marland stated:

> "The first attitude that we should change, I suggest, is our own. We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grevious example of these intramural class distinctions is, of course, the false dichotomy between things academic and things vocational. As a first step, I suggest we dispose of the term vocational education, and adopt the term career education."

He continued:

> "How absured to suggest that general knowledge for its own sake is somehow superior to <u>useful</u> knowledge 'Pedants sne - at an education that is useful,' Alfred North Whitehead observed. 'But if education is not useful, what is it?' The answer, of course, is that it is nothing. All education is career education, or should be. And all our efforts as educators must be bent on preparing students either to become properly, usefully

employed immediately upon graduation from high school or to further formal education."

Such a statement is both enlightening and confusing and promotes two distinct thoughts concerning career education. The first and most obvious is that of renaming vocational education career education and thus making career education concerned with preparing people for occupational employment. The other more subtle thought concerning career education suggests that all that transpires in the school curriculum deals with and contributes to one's career and that the central most important part of the educational process is meeting the interests, needs and abilities of students.

As a result of educators' interpretations of Dr. Marland's statement and his lack of defining the innovation he was initiating, several exemplary efforts have placed strong emphasis on occupational education as the central thrust of career education. These efforts have narrowed the concept of "career" to that of occupation. Other exemplary educational efforts have accepted a much broader interpretation of the terms and have included all curriculum activities in the typical school as a part of career education. The "Models for Career Education in Iowa" project subscribes to the latter point of view. This project has defined "career" as follows:

> "The term career describes the course an individual pursues in realizing life ambitions and goals. This course is developmental in nature in that it changes as the individual matures, encounters new and unique problems, and develops strategies that will lead to appropriate solutions to these problems. It is a life-long process. It is affected by the society in which the individual functions; the abilities, interests, and aptitudes of the individual; the individual's home and community agencies and institutions; and the activities engaged in while pursuing personal goals."

In this project career education has been defined as:

> "Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence. Career education, when incorporated into the existing curriculum has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies."

The above definition of career education was interpreted in terms

of basic concepts and their implementation in the school structure. The model presented on the following page illuminates these concepts and how they relate to the existing school structure.

The model depicts the school's involvement in career development as beginning in kindergarten and continuing throughout formal education, with alternatives for re-cycling through a portion of the system to obtain further training in adult years.

Two basic concepts are inherent--the concept of self and the concept of the world of work. The self-concept focuses on the learner's understanding of himself or herself mentally, physically, socially, and emotionally. Basic to the world of work are perceptions of the learner as to the nature and purpose of human involvement in all manner of work; a world of work encompassing leisure and avocational pursuits as well as occupational aspects. The underlying principles of these two concepts remain consistent throughout the model, but function in differing ways during each phase of career development.

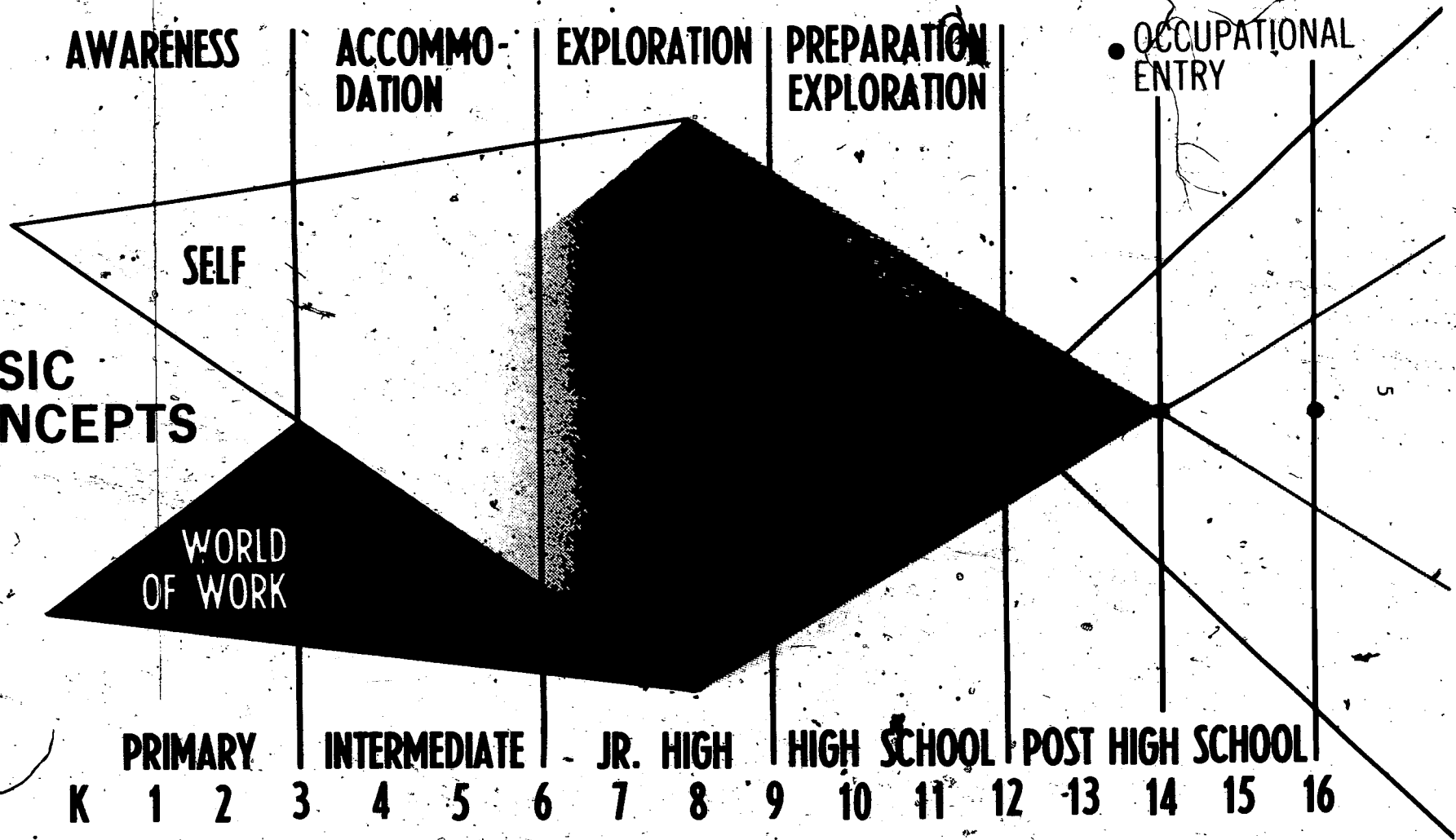
During the Awareness Phase, the self-concept places emphasis on the students becoming individually aware of themselves and others in a physical sense, of the nature of feelings held by them and by others, and of the interactions of people in society. For the world of work, emphasis is placed on developing understandings of and appreciations for the many aspects of work and the value of work as a function of man. During this phase, no attempt is made to relate the specific points stressed in the two concepts.

The Accommodation Phase has two purposes. Students continue to develop an awareness of self and the world of work. Additionally, they begin to relate personal perceptions of self to the world of work. This fusion of the concepts continues throughout the developmental process, resulting ultimately in a lifestyle (including its occupational pattern) uniquely suited to the interests, values, aspirations, and abilities of the individual.

In the Exploration Phase, the learner is afforded the opportunity for in-depth investigation of the various potentials found in the world of work. All of the occupational clusters are explored, with special attention given to people. The roles they play, the tasks and rewards that befall them and the lifestyle they enjoy are important considerations. Each student is provided with avenues for analysis of exploratory experiences and can then, through comparative techniques, identify personally with a multitude of opportunities. As a natural result of these experiences, the student begins a unique process of applying personal values and self-assessment to the emerging task of selecting occupational areas of greatest potential and satisfaction.

MODEL FOR CAREER DEVELOPMENT

CAREER DEVELOPMENT PHASES



Developed as part of Career Education Project, Iowa State University

The final phase of this school-based program has a two-fold purpose. A continuation of the previous phase occurs in the form of more extensive exploration into the occupational area(s) selected by the student. Characterizing this extended exploration is a spirit of purpose not normally found in the broad, fact-finding activities of the junior high level. The second feature of the Preparation-Exploration Phase is the process of actually defining, seeking out, and acquiring preparation for entry into the world of work. For some, this process may occur early in the senior high school experience. For others, it may not be definable until well into a university-level program or other postsecondary adult experience.

Tyler's model for curriculum development, described in his book entitled, Basic Principles of Curriculum and Instruction, was used to transfer these concepts from theory to practice in the classroom. This strategy and the subsequent role of career education in the local educational process is described on the following page.

THE ROLE OF CAREER EDUCATION IN EDUCATION

Rationale for the concept of career education in the instructional program of the school should be provided for in

THE SCHOOL'S PHILOSOPHY OF EDUCATION

Objectives based on the concept are included in all formal and informal learning experiences which, in total, make up the school's

CURRICULUM

Objectives relating the world of work and self concept to life and living are included in all subject matter areas/grade levels by

COURSE-OF-STUDY OBJECTIVES

Units of study leading to learning in the cognitive, affective, and psychomotor domains specify outcomes in terms of

UNIT OBJECTIVES

One or more unit objectives, or portions thereof, centering on learning to be introduced during a particular experience, are stated as

INSTRUCTIONAL OBJECTIVES

Student-oriented experiences which provide the environment, resources, direction, and positive reinforcement required to begin accomplishing the totality of objectives above are provided by

CLASSROOM TEACHING-LEARNING ACTIVITIES

Among the outcomes of instruction based, in part, on the world of work and self-concept are the formation and ongoing refinement of skills for life and living

COMMUNICATIVE SKILLS
COMPUTATIONAL SKILLS
SUPPORTIVE SKILLS
JOB SKILLS
SOCIAL SKILLS
PHYSICAL SKILLS
APPRECIATION SKILLS

Administrative Roles in Career Education

Because career education is a program that affects the total educational program in a school, it requires much attention and careful effort in planning and implementation throughout the school curriculum. To orient the total educational program to exposing students to self and world of work concept awareness, exploration, and preparation requires dynamic leadership on the part of local school leadership personnel. To achieve such a goal requires more administrative expertise and coordination than is required of other educational endeavors. Such planning and administrative requirements are necessary because of increased community involvement in the school and its programs, integration of career education concepts into the instructional programs of all educational disciplines in the curriculum, and the inservice requirements of staff members.

Career education, coupled with administrative requirements in other educational endeavors of the school, provides a new challenge to the administrative branches and personnel in the school. To be most effective in integrating career education into the school curriculum requires total commitment of administrative resources and personnel in the school. Such a commitment must come from the board of education, the superintendent and his administrative assistants, building principals, teachers, and other personnel in administrative positions in the school. Without such a commitment, any attempt to integrate career education into the school curriculum will surely fail.

In order for local school administrators to enhance effectively the process of integrating career education concepts into their total school curricula, they must understand fully their roles in the integration process. Once these roles are understood, administrators must move with discretion and confidence to establishing the guidelines for their implementation and assist with their administration. All too often, administrators pay lip service to such endeavors leaving the process of implementation to the teacher. To do so only betrays the confidence of the teachers in their leaders and the work they are attempting to accomplish.

Role of Local Board of Education

The chief function of the board of education in the local school is that of establishing policy and administrative directions for the school. These directives from the board of education provide the framework within which the superintendent and other school personnel are to function. Such policies should be of such a nature that they encourage staff members to become involved in innovative programs as well as strict directives that require complete compliance by these staff

members. To facilitate the process of integrating career education concepts into the curriculum, boards of education should do the following:

Study, determine how the school will become involved, and describe the philosophy of career education that school personnel will follow when implementing career education concepts in their curriculum. Teachers and lay persons should be involved in determining this philosophy. This philosophy should be put in writing and shared with all educational personnel in the school and members of the school district.

With a clearly stated philosophy as a matter of record in the school, the board should move immediately to establish specific policies and directives that will be followed in implementing the school philosophy on career education throughout the curriculum. These policies should be clearly stated and understood by all who will work with them.

To establish a philosophy on career education and subsequent guidelines for its implementation in the school instructional program are not enough to insure its being implemented throughout the school curriculum. The board of education should encourage staff members to become involved in the process. Such encouragement can be provided by demonstrating professional interest in their involvement and providing released time and adequate financial and material resources for planning and teaching career education concepts.

As the program is being initiated in the school, support should be given teachers and administrators as problems arise. Support should be demonstrated through providing assistance in solving these problems. This may mean that board members will need to become involved, on a limited scale, in working out these problems.

Throughout the process of implementing the concept in the school curriculum, the board should keep the community well informed on the progress the teachers are experiencing. Careful thought should be given to a means of informing the public. At all times, what is reported should be presented in a positive manner.

Board members should be represented on and participate in all advisory groups established to assist in implementing career education concepts in their school curriculum. In all cases, they should serve in an advisory and informative capacity.

Career education will be a new concept to some community members while it may be just another "fad" at school for other community members. Both groups may have negative reactions to the concept's being a part of the instructional program of the school. It is the responsibility of the board of education to promote the concept and ease these negative feelings. It must be remembered, the school is the property of the community and the board members represent the community in deciding what should be done in the school. It is their responsibility to exert leadership in promoting the concept in the community.

Board of education members should carefully monitor the process of integrating career education concepts in the curriculum of their school. When it is apparent that existing policies are inadequate or hindering the process, they should identify and institute alternative policies that will remove these obstacles to the progress of implementing the concept.

Finally, it is imperative that adequate financing be provided to support all activities required to implement the concept in the school curriculum.

Role of Superintendent

The chief administrative officer of the local school must be fully committed to an operational concept of career education, founded on the philosophy and policies of career education established by the board of education. In addition, he or she must be committed to a continuous process of curriculum revision and development that provides adequate opportunity for his or her staff to incorporate career education concepts in their instructional programs. He or she should:

Assisted by members of his or her instructional staff, develop an operational definition of career education. This definition should be shared and thoroughly discussed with all staff members. Special emphasis should be placed on developing an understanding of the concept on the part of building administrators and department heads within the school system.

Form internal steering and external advisory committees that will assist in directing the integration of career education in the total school curriculum.

Analyze the inservice needs of staff members relative to their work in career education. The superintendent should serve as spokesman for the teachers in presenting and

persuading the board to make provisions for meeting these needs.

Involve community members in advisory capacities to the administration and as resource people for the instructional staff. Involving these people should be done cautiously, but should be done.

Continuously study the needs of both staff members and students and provide ways of satisfying these needs.

Possess a strong desire to see efforts to integrate career education concepts in his school curriculum succeed.

Be sensitive to problems among and between his instructional and administrative staffs as they implement career education concepts in the instructional program of the school and move tactfully to solve these problems.

Designate a person in the school to serve as coordinator of career education activities.

Make provisions for and invite consultants on career education to the school system to assist staff members as they integrate career education concepts into their instructional programs and activities.

Encourage staff members to participate in workshops, seminars, short courses, etc., on career education. To do so may require providing incentives for staff that will excite them to become involved in such professional development opportunities.

Conduct needs assessments of the students, school, and community served by the school. Based on the information provided in these studies, priorities should be determined and these priorities built into all career education efforts.

Establish long- and short-range career education goals for the school system.

Role of Career Education Coordinator

One of the first steps taken by an administrator interested in integrating career education concepts into his or her school curriculum should be that of designating an individual to coordinate career education efforts and activities throughout the school system. This person may be a principal, classroom teacher, guidance counselor, or a person from the central administrative staff. Best coordination results,

however, will be attained if a person is employed full-time by the school administration to coordinate these activities. Whoever is assigned by the superintendent to this role in the school should have clearly delineated responsibilities and be structurally placed in the administration with authority to work with all staff members in the school. The coordination of career education activities should be the sole responsibility of this individual.

The person designated to serve as coordinator of career education activities should be dynamic, enthusiastic, tactful, effective in working with groups outside the public school, capable of making decisions that are acceptable to administrators and faculty, and be totally committed to the concept of career education and what it will do for the students in the school system.

The career education coordinator must identify human, material, and physical resources and determine how these may be most effectively utilized in program development.

He or she must coordinate community groups working for and in the school and the school working in and with these community groups. This person must break down any unnecessary barriers that inhibit the flow of information, resources, and people between the school system and the community.

In addition to the above responsibilities, the coordinator of career education should:

Possess a thorough understanding of the various subject matters comprising the school curriculum. Understanding of the various educational disciplines that make up the curriculum must include an understanding of the teaching-learning process within each discipline at all instructional levels as well as recognizing that teachers in the school have a better understanding of student needs than do other staff members in the school. To often, daily "lock-step" administrative procedures place the classroom teacher on the periphery of determining changes in the educational processes in the school and appropriate curriculum revisions that will better meet the needs of their students.

Possess the ability to communicate effectively with students, teachers, and administrators on career education matters. To do such, the coordinator should have had successful experiences both as a classroom teacher and school administrator and enjoy working with young people.

Express publicly a commitment to career education and share this commitment with all members of the school staff and

community as opportunities to do so arise.

Establish career education objectives stated in terms that will assure a means for determining their level of achievement as the program develops and matures in the school curriculum. Included should be broad program objectives and curriculum level objectives for the primary (K-3), intermediate (4-6), junior high (7-9), and secondary (10-12) grade levels. The career education coordinator should involve teachers, principals, counselors, students, parents, school administrative personnel, and members of the community in determining the above objectives. Once program and curriculum level objectives are defined, they should be fully discussed and explained to all educational personnel who will be involved as support, teaching, or administrative personnel for the program. Input from these school staff members may prompt revision, broadening, or amending of the objectives.

Determine strategies and the time frame to follow when integrating career education concepts into the total school curriculum.

Determine inservice needs of staff members and develop strategies for meeting these needs.

Develop and carry out procedures for evaluating career education activities in light of career education program and curriculum level objectives stated for the school.

Role of Building Principal

The success that a school system will experience in integrating career education into its curriculum will depend largely on the commitment and interest shown to the concept by the building principal. If the principal is enthusiastic about the concept, his or her teachers will also become excited with it. If the principal shows little or no interest and drags his or her feet in promoting the concept in the building, so will the teachers. Even though the principal is officially a part of the administrative team operating in the school, he or she is also a member of the instructional team. To be effective in this role, the principal must fully understand it and commit himself or herself to satisfying both groups within the school system.

In order to lead the instructional staff effectively in integrating career education concepts into their instructional programs, the principal must:

Understand curriculum development processes and develop strategies for integrating career education into the instructional

program in the building. To be effective in implementing these processes and strategies, the principal must have a thorough understanding of the current curriculum and course of study content as well as student and staff needs and possess the ability to lead his staff to new approaches to meeting these needs.

Be flexible in thinking, welcoming suggestions from his or her staff that will improve the operation and instructional program in the building. Often times principals feel that it is a sign of weakness on their part to involve others in the decision-making process in the building. Staff members can be very helpful to the principle in solving problems related to course offerings, scheduling, teacher assignments, etc. Such will be the case as the principal moves to integrate career education concepts into the program of study in his or her building.

Understand and be able to relate to students and teachers on their level and assist each in solving their problems as they work with career education concepts.

Schedule building activities in such a manner that teachers will have ample time to plan career education activities and prepare materials that they can use in teaching the concepts in their classrooms.

Promote and foster clear lines of communication between and among the administration, principal and teachers thus developing a sense of trustworthiness on the part of all persons involved with integrating career education concepts into their instructional programs in the building

Work closely with the career education coordinator in implementing career education activities in the building. Careful planning should transpire between the coordinator and principal to make certain that career education efforts and activities in each attendance center blend with the system-wide career education effort.

Assist in arranging for students and teachers to visit areas of educational interest outside the school that relate to career education classroom activities.

Demonstrate enthusiasm toward the career education concept and career education activities teachers are carrying out in their classrooms. Too often administrators will give verbal support to testing innovations in their buildings and leave the total responsibility for the development of the idea in

the hands of the teachers paying little heed to the innovation from that point on. If career education activities are to permeate the entire instructional program of his or her building, the principal must become actively involved in supervising, encouraging and even implementing the concept with his or her teachers.

Before the principal becomes involved in implementing career education activities in her or her building, the principal must thoroughly understand the concept and the procedures to be used to integrate the concept in the program of study in the building.

Role of Advisory Committee

With career education completely dependent on the interrelationships of the school with its community, there is a virtual consensus that every school should have an over-all advisory committee on career education. This committee should be appointed by the board of education based on the recommendations of the superintendent and career education coordinator and include employers, representative workers, and representatives of the school--both teachers and students. If they are available, the committee might also include representatives of placement services and other public educational and social institutions. At the time a board of education establishes an advisory committee, it should make certain that the goals and functions of the committee and the tenure of its members are both clearly defined.

The operation of an advisory committee is as important as its organization. Since those appointed to membership are likely to be active, busy people, committee meetings should be scheduled in the evening as infrequently as feasible and should follow a specific agenda provided to members in advance. As an advisory body, members should be informed that only when the group meets as a committee can it appropriately offer advice or recommend policy for consideration by the board of education. At the same time, the committee deserves regular reports on how the board acts or intends to act on its recommendations and, when its recommendations are not accepted, why.

Along with the advisory committee for the over-all career education program, additional advisory committees are often organized for disciplines within the school. It is possible to have too many advisory committees. Schools can avoid this problem by organizing an advisory committee only when a problem calling for special study arises. For such committees the board can choose people who are uniquely qualified to deal with the particular problem. Then, when the committee has completed its work, it can be honorably discharged.

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ABSTRACT: THIS REPORT DESCRIBES THE IMPLEMENTATION OF A CENTRALIZED JOB PLACEMENT SERVICE FOR GRADE 12 STUDENTS IN THE MOBILE COUNTY, ALABAMA, PUBLIC SCHOOLS. IDENTIFICATION OF EXISTING JOBS, DEVELOPMENT OF NEW JOBS, AND MATCHING STUDENT INTEREST TO JOB REQUIREMENTS WERE THE PRIMARY CONCERNS OF THE PLACEMENT COORDINATOR. COUNSELORS PREVIOUSLY ASSIGNED IN EACH OF THE SYSTEM'S 15 HIGH SCHOOLS WERE UTILIZED IN THE PLACEMENT PROJECT. THE REPORT INCLUDES THE PROCEDURES SET UP FOR IDENTIFYING POTENTIAL JOBS FOR EXITING STUDENTS, PRE-PLACEMENT PREPARATION, FOLLOWUP AND FEEDBACK, MAINTENANCE OF POSTSECONDARY LINKS, IDENTIFYING STUDENTS FOR PLACEMENT, AND PLACEMENT IN JOBS. ATTACHMENTS CONTAIN MATERIALS FOR PROFESSIONAL PERSONNEL, STUDENT PLACEMENT DATA CARD, EMPLOYER SURVEY FORM, PROJECT PUBLICITY AND CORRESPONDENCE, AND A CAREER INTEREST SURVEY FOR GRADES 9 AND 10 WITH TABULATED RESPONSES. A SURVEY OF SENIORS AS TO THEIR PLACEMENT PLANS INDICATED THAT THE MAJORITY (2,580) PLANNED FURTHER EDUCATION, RANGING FROM FOUR-YEAR COLLEGES TO VOCATIONAL SCHOOLS, AND THE NEXT LARGEST GROUP (920) PLANNED GOING TO WORK. PLACEMENT PROCESSES FOR GRADUATES WANTING EMPLOYMENT WERE CONTINUING AT THE TIME OF THIS REPORT, WITH 253 OUT OF 358 THUS FAR PLACED. THE PROJECT'S PRINCIPAL PROBLEM WAS LACK OF PERSONNEL WHOSE PRIME RESPONSIBILITY WAS IN PLACEMENT WORK. (MF)

INSTITUTION NAME: MOBILE COUNTY PUBLIC SCHOOLS, ALA.

SPONSORING AGENCY NAME: ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

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FINAL REPORT

Project Number RCU-D-75-5009

MOBILE COUNTY PUBLIC SCHOOLS
Placement Implementation Project

Conducted Under
Part D of Public Law 90-576

Henry H. Pope
Mobile County Public Schools
504 Government Street
Mobile, Alabama 36601

July 31, 1975

The project reported herein was conducted pursuant to a grant with the Alabama State Department of Education, Division of Vocational Education and Community Colleges. Contractors undertaking such projects under State Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

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ABSTRACT

An underlying assumption of this project has been to identify those students desiring job placement and matching their interests and capabilities to the requirements of the job, leading to a satisfying career in the world of work. With approximately 4,000 students graduating from high school in the system in 1975, most of whom were seeking part-time or full-time employment, identification of existing jobs and development of new jobs has been a primary concern of the placement coordinator.

A metropolitan school system, which has a large enrollment, requires that a number of persons be involved in the placement service. Specifically, this has involved the utilization of counselors previously assigned in each of the system's fifteen high schools to assist in the placement process.

The overall objective of this project has been to implement a comprehensive, centrally coordinated placement service in the Mobile County Public Schools. An attempt has been made to give insight and understanding into the many components needed to implement a job placement service.

I. INTRODUCTION

In order to understand the placement project, a brief description of the setting and background information related to the successes and constraints of the program is provided.

A. Setting of the Mobile County Public School System

Mobile County is located in southwestern Alabama along the coast of Mobile Bay and the Gulf of Mexico. It is an area with a diverse, rapidly growing economy. Included in the economy of the county are fishing industries, agriculture, forestry, paper manufacturing, ship building, the State Docks and booming oil production. There are several rural communities, each centered about a particular industry - Citronelle, oil, farming and forestry; Bayou La Batre, seafood industry; Theodore, Grand Bay and Semmes, agriculture and horticulture. The urban industrial area includes Mobile, Prichard, Chickasaw, Saraland and Satsuma, where the paper mills and the State Docks are located along the Mobile River. Also, along the river, north of Mobile, are chemical industries which employ many persons living in the county area.

The Mobile County Public School System is comprised of eighty-three schools with 2,769 teachers and 64,674 students. Of these teachers, 1,643 were white and 1,126 were black. There were 35,204 white and 29,470 black students. Of the eighty-three schools, there are sixteen high, sixteen middle and fifty-one elementary.

At the present time, implementation of placement activities has been accomplished in each of the high schools. Various placement implementation efforts have been accomplished through orientation and assistance to the vocational counselors.

This project was designed to serve all twelfth grade students in the Mobile County Public School System during the school year 1974-75.

The amount of state funds budgeted to the placement project this year was $15,500.00. No local funds were included in this project budget.

The initial state funding for the placement project for the year 1973-74 was $14,705.

II. OBJECTIVES

A. Scope

The placement service will be implemented in all of the school system's fifteen (15) high schools.

B. Staff Development

Pre-school orientation will be provided for 100% of the professional personnel who will be directly involved in the placement process.

C. Identification of Potential Jobs

A job locator system will be maintained which will identify part-time and full-time jobs available in the greater Mobile area for high school and/or exiting high school students.

D. Maintenance of Post-Secondary Linkages

Recently developed articulation linkages with area post-secondary institutions will be maintained and strengthened toward the end of providing a smooth flow of exiting high school students into post-secondary institutions.

E. Identification of Students for Job Placement

A formalized system for interviewing, screening and identifying students for job placement will be implemented in each of the fifteen (15) high schools.

F. Pre-placement Preparation

Pre-placement preparation will be provided for a minimum of 75% of students seeking job placement.

G. Follow-up and Feedback

A one-year and a three-year follow-up of all students placed will be conducted. Data derived from the follow-up will be made available to school system curriculum planners for use in curriculum revision.

H. Placement in Jobs

A minimum of 75% of the students possessing a marketable skill for which area job opportunities are available will be placed.

I. Placement in Post-Secondary Job Training Programs

A minimum of 75% of the students desiring post-secondary job training and possessing minimal qualifications for which area training opportunities are available will be placed.

J. Placement in Baccalaureate Programs

A minimum of 75% of the students desiring baccalaureate placement and possessing minimal qualifications for which regional opportunities are available will be placed.

III. PROJECT PERSONNEL

A. Jean C. Brannan, Placement Coordinator

B. Other persons contributing less than full-time to project activities:

One Assistant Superintendent, Curriculum and Instruction
Two Career Education Resource Specialists
One Counselor Supervisor
Fourteen Vocational Counselors
One Vocational Education Director
One Supervisor of D.E., J.C.T., and Community Coop.
Twenty-Two Regular School Counselors

C. Names of Schools and Grades Participating in Project Activities:

1.	Alba High School	12th grade
2.	Baker High School	12th grade
3.	Blount High School	12th grade
4.	Citronelle High School	12th grade
5.	Davidson High School	12th grade
6.	Faulkner Area Vocational School	12th grade
7.	Mobile County High School	12th grade
8.	Mary Montgomery High School	12th grade
9.	Murphy High School	12th grade
10.	B. C. Rain High School	12th grade
11.	Satsuma High School	12th grade
12.	Shaw High School	12th grade
13.	Theodore High School	12th grade
14.	Toulminville High School	12th grade
15.	Vigor High School	12th grade
16.	Williamson High School	12th grade

D. Number of Teachers and Students Participating:

Vocational instructors and coordinators - 27
Students - 4,000

IV. PROCEDURES

A. Identification of Potential Jobs

Procedures for identifying potential jobs for exiting students included:

1. In cooperation with the Mobile Area Chamber of Commerce, a comprehensive industrial occupational survey will be implemented in September, 1975. Objectives will include compiling job and job-training information in providing support for the placement program. Also included will be estimates of future manpower and training needs.

2. An occupational survey was conducted of area firms not included in the chamber of commerce survey.

3. Continuing personal contact has been maintained with representatives of the major area employers for continual job informational input.

4. Contact has been maintained with government agencies such as State Employment Service, CETA, NYC, NABS, etc. in taking advantage of employment opportunities available through their services.

5. Contact has been maintained with community civic organizations and professional associations in publicizing the placement service.

B. Pre-Placement Preparation

Procedures for pre-placement preparation have included:

1. Simulated job interviews.

2. Writing resumes.

3. Completion of a variety of application forms.

4. Discussions dealing with appropriate dress, poise, and personal appearance.

C. Follow-up and Feedback

Follow-up and feedback procedures have included:

1. Counselors in local schools will do a telephone follow-up in late August of all seniors regarding implementation of placement plans.

2. Vocational coordinator has collected placement data on students in coop programs.

3. Placement coordinator will compile follow-up data.

4. Follow-up data will be furnished to the Assistant Superintendent in charge of curriculum and instruction.

D. Maintenance of Post-Secondary Links

Maintenance of post-secondary linkages has included:

1. Contact has been maintained with persons from post-secondary institutions.

2. Arrangements have been made for high school students to tour area post-secondary institutions.

3. Career Education Resource Specialist has arranged for post-secondary personnel to serve as resource persons in local schools.

E. Identifying Students for Placement

Identification of students for placement has included:

1. Gathering all available data on students from cumulative records, placement cards and present and previous employers.

2. Administering necessary vocational aptitude tests and interest inventories.

3. Screening and identifying students for placement.

F. Placement in Jobs

Placement in jobs has included:

1. Screening procedures that identify individual student interests and abilities as a basis for referral to job interviews.

2. Whenever possible, more than one student has been sent to interview for each job opening. (Dependent on the number employer wished to interview)

3. Students or their counselors have reported back to placement coordinator the results of their interviews.

V. ACCOMPLISHMENTS

A. Orientation was provided for professional personnel involved in the placement process. (See attachments 1 and 2)

B. Personal data cards were developed and distributed to counselors to be used in identifying student placement needs for the approximately 4,000 senior students in the system's fifteen high schools. (See attachment 3)

C. Three hundred occupational survey forms were sent to area employers. (See attachment 4)

D. A news article concerning the placement service was printed in the Mobile Press Register. (See attachment 5)

E. Placement brochures have been designed, printed and disseminated. (See attachment 6)

F. Placement coordinator has worked throughout the year with the Chamber of Commerce Task Force Committee to design and implement a comprehensive occupational survey. (See attachments 7 and 8)

G. Two hundred letters explaining the placement program have been sent to area employers for the purpose of soliciting job openings. (See attachment 9)

H. A Career Interest Survey was administered to all ninth and tenth graders in the system (11,944). Data gathered can be used to plan for new vocational programs and also for individual counseling needs. (See attachments 10 and 11)

I. A survey was done of all seniors in vocational programs who desired full-time employment after graduation. Results obtained indicated a need for several hundred full-time jobs.

J. Part-time jobs, identified by placement coordinator, have been referred to BOE, ICT, and DE coordinators who then make the arrangements for filling job openings.

K. As a result of continued contact with the counselors at area vocational technical colleges, many individual students and class size groups have visited and toured post-secondary institutions in the area for the purpose of placement after graduation.

L. Approximately twenty-five students (previous graduates) have been placed in full-time employment during this year. Contact was made with vocational counselors and coordinators in the schools who identified former students to interview for these jobs.

M. Approximately thirty students have been placed in full-time employment through referrals of the placement coordinator since June 1, 1975.

N. On March 19, 1975, an in-service meeting was held involving all high school counselors in the system (35). The purpose of this meeting was to provide counselors with the assistance and materials needed to insure that "every exiting student will have been counseled according to his or her placement needs." (See attachment 12)

O. On May 6, 1975, an "Occupational Interview and Placement Day" was held. The purpose of this was to bring together at a central location, employers and exiting vocational students for interviews and placement in jobs or job training programs. Nine high schools participated, with approximately 325 students being interviewed. The number of students hired as a result of these interviews is not available. However, some students were hired and others were asked to submit applications for future employment. Each student had the experience of being interviewed by at least three employers and it was felt that this was a worthwhile experience. The coordination of this activity required much time and effort, however, it did involve a number of professional people in placement activities and many students benefitted from the interviews. (See attachment 13)

P. A total of 351 employers have been contacted by the placement coordinator in person or by telephone.

Q. A survey was conducted by counselors of all seniors in regard to their placement plans. Counseling activities were then planned according to student needs. Results of survey are as follows:

Total number of graduates:	3983
4 year college	1215
2 year college	381
Vocational Technical College	488
Business College	122
Nursing	77
Fashion School	14
Military	272
Cosmetology	11
Marriage	89
Other	154
Employment	920
Undecided	240

R. The Placement Coordinator has worked with vocational coordinators in an effort to place those students desiring full-time employment after graduation. (Twelve coordinators reported as of this date that 253 students out of an enrollment of 358 have been placed in full-time employment).

VI. PROBLEMS ENCOUNTERED

A. The most serious problem encountered has been the lack of personnel in each school whose prime responsibility is that of placement. Although counselors are willing to assist in the placement process, most of their time is committed to other responsibilities.

B. Due to the fact that job identification and job development are time consuming activities, and that Mobile's business and industry covers a large geographical area, additional personnel is needed for adequate coverage. It may be possible for vocational coordinators to assist in this during 1975-76.

C. There is a need for full-time secretarial help for the placement coordinator.

D. The student data cards developed for use during 1974-75 proved to be inadequate for placement purposes. Keysort cards will be developed for 1975-76 in order to provide more complete and easier access to student data for placement purposes.

VII. THE FUTURE

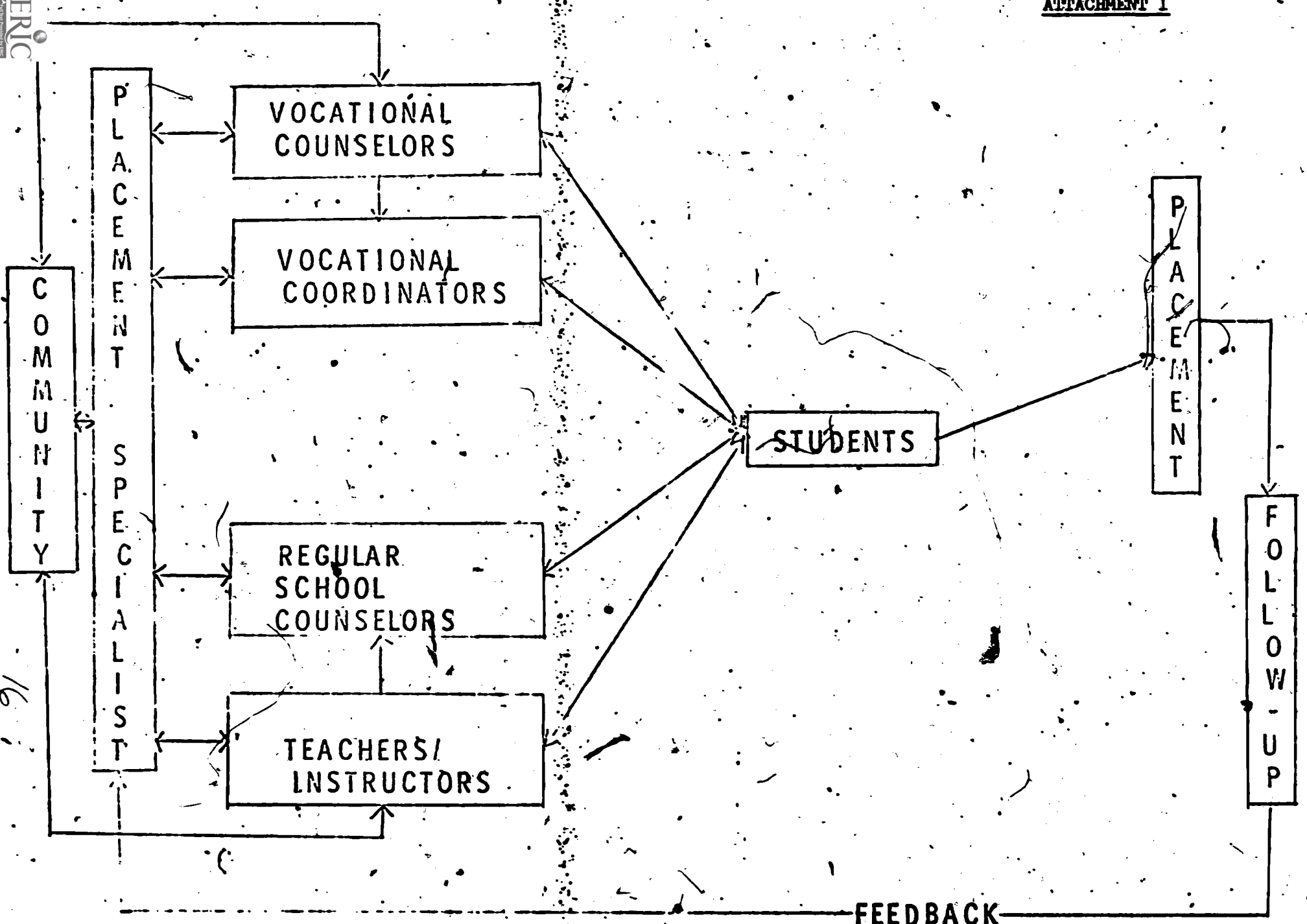
Specific areas which would be the next logical steps in continuing this project are as follows:

A. Computerization of placement data.

B. More involvement of counselors in placement activities.

C. More involvement of vocational coordinators in full-time placement for exiting students.

ATTACHMENT 1



ATTACHMENT 2

PLACEMENT SERVICE OBJECTIVES

1. Identification of potential jobs.
2. Maintenance of post-secondary linkages.
3. Identification of students for job placement.
4. Pre-placement preparation.
5. Placement in jobs.
6. Placement in post-secondary job training programs.
7. Placement in baccalaureate programs.
8. Follow-up.
9. Feed-back.

ATTACHMENT 3

MOBILE COUNTY PUBLIC SCHOOLS
Placement Service

NAME _____ SCHOOL _____
(last) (first) (MI)

ADDRESS _____ DATE OF BIRTH _____ AGE ___
(no.) (street)

_____ TELEPHONE NUMBER _____
(city) (state) (zip)

PARENTS' NAMES _____ ADDRESS (if different) _____

OCCUPATION (father) _____ (mother) _____

TYPE OF EMPLOYMENT DESIRED _____ PERMANENT _____ TEMPORARY _____

WHEN AVAILABLE _____ PART-TIME _____

(To be completed by Counselor)

DATE	BUSINESS FIRM	PERSON TO CONTACT	RESULTS

ATTACHMENT 4

MOBILE COUNTY PUBLIC SCHOOLS
COMMUNITY OCCUPATIONAL SURVEY

Company Name _____

Address Number _____ Street _____

City _____ State _____ Zip _____

May we contact you? _____ Telephone _____

Please list possible occupations for persons who are under the age of 21 and have less than a baccalaureate degree.

Occupations	Entry Requirements: Skills, Age, Diploma, Others.
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

21 and have less than a baccalaureate degree.

	Occupations	Entry Requirements: Skills, Age, Diploma, Others.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

JEAN C. BRANNAN
Placement Specialist

6/20/74
JCB:sse

ATTACHMENT 5

School system begins placement

While their children are in school, many parents are concerned about two things: an assurance of their child's safety and an assurance that when leaving school, the student will be able to use his education by furthering his schooling or in seeking a job that will enable him to lead a profitable life.

Educators in the Mobile County Public School System said this latter assurance has been of "major concern" to them. And as a result, a placement specialist has been employed to identify students and place them on jobs suited to their particular abilities.

Mrs. Jean Brannan, who has worked in the school system's career education program for the last two years, is the placement specialist. In this capacity she will work with the business community and counselors—both guidance and vocational—in all of the county's 15 high schools as students are identified for job placement.

School officials said the concept of a placement program grew out of a research and development program conducted in the school system last year as part of the career education program. Research by Mrs. Brannan centered around Murphy, Williamson, Rain and Toulminville high schools.

From this research, Mrs. Brannan said, it became "quite evident that there is a need among students for some assistance when they exit from the school system."

In the past, Mrs. Brannan said, there was really no one person identified to work with graduates or students who left school before graduation.

"They really had no one in the school setting for them to go to for help in finding a job. Vocational students could turn to their counselors and some non-vocational students in rare cases could turn to the vocational counselor or their guidance counselor."

Now, she added, "we feel we will be better able to not only identify students but to identify jobs best suited for them."

Dr. Hurd Pope, director of vocational education, said these efforts toward job placement for students will, in a sense, be "a form of accountability for 12 years of education."

Dr. Pope commented, "It is self-evident that placement is accountability in its most meaningful form in that it is the ultimate test of a school system's commitment to its students. The results of any school system's efforts are measured by what its students do after they leave."

Dr. Pope emphasized the school system has not established a program that is asking for charitable handouts from the business community.

"Our main objective," he said, "is to help place exiting students in jobs they are capable of handling and at the same time provide employers with well trained, qualified applicants."

School officials said the placement specialist not only will be concerned with placing graduates on fulltime jobs but also in finding part-time jobs for students who are not in cooperative programs in the high schools.

This program will be operational year-round. However, Mrs. Brannan said she expects most of the students to be placed during the summer months.

As an integral part of this placement, students will participate in a series of pre-placement activities. These will involve simulated interviews and activities designed to show a student how to dress, fill out an application and write a resume.

ATTACHMENT 6

Mobile County Public Schools

PLACEMENT SERVICES

HAROLD R. COLLINS
SUPERINTENDENT

THE PLACEMENT SERVICE IS . . .

A Mobile County Public School program designed to assist exiting students find employment.

THE PLACEMENT SERVICE WILL . . .

Work to place students in jobs which meet both their needs and those of employers.

Work with existing agencies and groups within the community in seeking to place students.

Work closely with counselors, vocational teachers and other school professional personnel.

PLACEMENT SERVICES WILL BE . . .

Available to all exiting students of the Mobile County Public Schools.

Available to business firms seeking employees.

A means of providing better communication between the business world and the schools.

THE PLACEMENT SPECIALIST IS . . .

Mrs. Jean C. Brannan. Mrs. Brannan's formal education consists of a Bachelor's Degree in elementary education and a Master's Degree in counseling and guidance. Her professional experience includes four years as an elementary teacher, one year as a career education resource specialist, and one year as a placement research and development specialist.

THE PLACEMENT SPECIALIST WILL . . .

Work with school counselors, vocational teachers, school administrators and central office staff to provide students with employment information.

Work with the community in identifying employment opportunities.

Work to place youth in jobs for which they are suited.

Work with local business and industry to provide employers with qualified young people who best suit their needs.

Work with community agencies in placing youth.

Work on follow-up studies of students placed in order to determine needs of students and employers.

THE PLACEMENT SPECIALIST IS . . .

Mrs. Jean C. Brannan. Mrs. Brannan's formal education consists of a Bachelor's Degree in elementary education and a Master's Degree in counseling and guidance. Her professional experience includes four years as an elementary teacher, one year as a career education resource specialist, and one year as a placement research and development specialist.

THE PLACEMENT SPECIALIST WILL . . .

Work with school counselors, vocational teachers, school administrators and central office staff to provide students with employment information.

Work with the community in identifying employment opportunities.

Work to place youth in jobs for which they are suited.

Work with local business and industry to provide employers with qualified young people who best suit their needs.

Work with community agencies in placing youth.

Work on follow-up studies of students placed in order to determine needs of students and employers.

THE PLACEMENT SERVICE OFFICE IS . .

Located at:

MOBILE COUNTY PUBLIC SCHOOLS
504 GOVERNMENT STREET
MOBILE, ALABAMA

TELEPHONE 438-6011

MR. EMPLOYER . . .
ARE YOU SEEKING HELP?

Please call: Mrs. Jean C. Brannan
438-6011 Extension 387

HIGH SCHOOLS INVOLVED . . .

Alba – Bayou La Batre, Al.
Baker
Blount
Citronelle – Citronelle, Al.
C L C
Davidson
Faulkner Voc. Tec. – Prichard, Al.
Mobile County High – Grand Bay, Al.
Montgomery – Semmes, Al.
Murphy
Rain
Satsuma – Satsuma, Al.
Shaw
Theodore – Theodore, Al.
Toulminville
Vigor – Prichard, Al.
Williamson

Young people leaving our schools today are facing a work world that staggers the mind in its complexity.

Jobs at which their fathers labored no longer exist. New vistas have opened and the decision as to which road to travel tends to create frustration and anxiety.

With the cooperation of industry and business, the schools can help youth in seeking and finding the all important first job. If we aid youth in finding meaningful and gainful employment, we will have gained contributors to our society rather than dependents upon it.

This effort must be made jointly by our youth, schools, and industry. With the sincere cooperation of all three, it will succeed.

BOARD OF SCHOOL COMMISSIONERS
MOBILE COUNTY PUBLIC SCHOOLS

Homer L. Sessions, President
Norman J. Berger, Vice–President
Robert R. Williams
Ruth Drago
Dan Alexander

The placement program is funded by the Division of Vocational Education under provisions of Part D, Public Law 90–576.

INTRODUCTION

Each year the Mobile Area Chamber of Commerce conducts a survey in the Mobile area to determine the most pressing needs for personnel in local industry. The major objective of the survey is to develop information to foster job training and student counseling in the educational community appropriate to employment opportunities in the area. The survey requests information on the size of the existing workforce, employment predictions for the next five years, and information on special training needs of industry. The responses are summarized in this report for distribution and use in the community, and additional detailed information is available on request.

This survey was developed by a joint task force of representatives from all levels of education and a variety of industries. The Chamber hopes that this service will be mutually beneficial to students, educators and industrialists alike. Suggestions for its improvement will be welcomed.

MEMORANDUM

The members of the task force, listed below, worked enthusiastically and dilligently, and I would like to acknowledge their contributions. The participating companies contributed their time and effort to the success of this project through the completion of the survey forms and their assistance is most gratefully acknowledged.

Members of the Task Force:

C. M. Bradley	BRACO Industries
Jean Brannan	Mobile County Board of School Commissioners
Lawson Clary	Mobile Area Chamber of Commerce
Gene Johnson	Scott Paper Company
James Norris	Ciba-Geigy Corporation
Jim Parnell	Shell Chemical Company
James Phillips	Scott Paper Company
Henry H. Pope	Mobile County Board of School Commissioners
William T. Wilson	Southwest Technical College

Respectfully submitted,

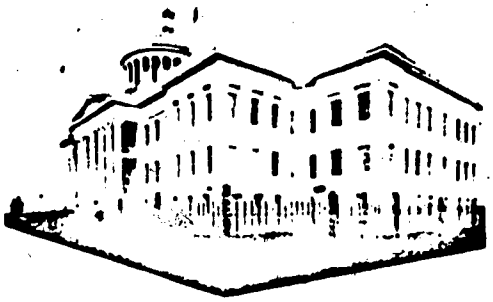
Harold V. Rodriguez

February 19, 1975

ATTACHMENT 9

SCHOOL BOARD COMMISSIONERS

Robert R. Williams, President
Dan C. Alexander, Jr., Vice-President
Norman J. Berger
Ruth F. Drago
Homer L. Sessions



SUPERINTENDENT
Harold R. Collins

DEPUTY SUPERINTENDENT
Richard L. LoDestro

BOARD OF SCHOOL COMMISSIONERS OF MOBILE COUNTY
Box 1327 MOBILE, ALABAMA 36601 Telephone 205/438-6011

Dear

I would like to take this opportunity to acquaint you with a new service which has been created through the auspices of the State Department of Vocational Education and Mobile County Public Schools.

The primary purpose of this service is to assist students who are not going to college find meaningful and worthwhile employment after graduation. Through our services, employers will be provided with employees who meet their needs and conversely we would be placing exiting students into jobs which would meet their needs and aspirations.

I will be glad to speak with you at your convenience regarding the program and how we might fit these worthwhile youth into meaningful employment.

The enclosed brochure goes into more detail concerning the program.

Sincerely yours,

Jean C. Brannan
Placement Specialist

JCB:tg

Enclosure

STUDENT CAREER INTEREST SURVEY

THIS SIDE FOR USE BY STUDENTS IN THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM

INSTRUCTIONS

1 USE A #2 PENCIL ONLY

2 PRINT THE 3 DIGIT INTEREST CODE AT THE TOP OF EACH REQUEST BLOCK

3 FILL IN LEADING ZEROS IF A NUMBER IS LESS THAN 3 DIGITS

4 PLEASE MAKE CLEAN ERASURES

5 FILL IN THE ▭ ENTIRELY THE SAMPLE BELOW SHOWS HOW TO CORRECTLY DO THIS

CAREER INTEREST CODES

SAMPLE	1st	2nd	3rd
101			

STUDENT PERSONNEL DATA

NAME

STREET

CITY

STATE

ZIP

STUDENT NUMBER

SECTION

BIRTHDATE

GRADE

TEL

RACE

SEX

BOARD OF SCHOOL COMMISSIONERS
OF MOBILE COUNTY
504 GOVERNMENT STREET
MOBILE, AL. 36602

FORM 779 32 1

ATTACHMENT 10

1. Use a No. 2 Pencil Only
2. Fill in Name, Address & Telephone Number, & Zip Code.
   A. Also Black out corresponding letter or digit below written letters or numbers
   Fill in the ▬ Entirely. Sample below shows how to correctly do this.

SAMPLE

/	0	/
0	▬	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

   B. Make Clean Erasures.
3. Print the 3 digit interest code at the top of each, Request Block. Fill in 1st, 2nd, and 3rd Career Interest Code.
4. School number will be assigned.
5. If you have but one choice, it should be indicated as your first choice.

BUSINESS & OFFICE OCCUP.

100 Accountant
101 Bookkeeper
102 Clerk Typist
103 Computer Opr.
104 Management
105 Office Clerk
106 Office Machine Opr.
107 Stenographer
108 Business Machine Repair
109 Secretary
110 File Clerk

AGRI–BUSINESS & NATURAL RESOURCES

126 Agriculture
127 Fisheries
128 Florist
129 Forestry
130 Land & Water Management
131 Horticulture

COMMUNICATIONS & MEDIA

151 Advertising
152 Computer Science–Key Punch
153 Data Processing
154 Electronics
155 Graphic Arts
156 Journalism
157 Newspaper Occupations
158 Photography
159 Printing
160 Radio / Broadcasting
161 Telephone
162 Television

CONSTRUCTION

176 Air Conditioning / Refrigeration & Heating
177 Architecture
178 Carpentry / Woodworking, Cabinet Making
179 Contracting
180 Electricity
181 Landscaping
182 Masonry
183 Plumbing
184 Painting – Plasterer
185 Operating Engineer
186 Mechanical Engineer
187 Structural Engineer
188 Sheet Metal
189 Elec. Engineer
190 Civil Engineer
191 Welding – Burning – Cutting

CONSUMER & HOME MAKING ED.

201 Child Care
202 Clothing & Textiles Industry
203 Dietician
204 Fashion Design
205 Food–Service Industry
206 Food Testing & Product Devel.
207 Household Furnishings
208 Interior Decorating
209 Laundering & Dry Cleaning
210 Commercial Cooking & Baking
211 Commercial Sewing, Upholstery
212 Commercial Tailoring
[illegible] Butcher – Meat Cutting

ENVIRONMENT

226 Anti–Air Pollution
227 Conservation
228 Ecology
229 Environmental Research
230 Meteorology / Weather
231 Space Exploration
232 Urban Planning

FINE ARTS & HUMANITIES

251 Art
252 Creative Writing
253 Drama / Theatre
254 Film Making
255 History
256 Languages
257 Music

HEALTH OCCUPATIONS

276 Biologic Science & Tech.
277 Dental Science & Service
278 First Aid & Rescue Service
279 Hospital Service, Lab Asst.
280 Medical Science & Services
281 Mental Health Services
282 Nursing
283 Optometry
284 Pharmaceutical Science
285 Public Health Service
286 Physician
287 Dental Assistant
289 Doctor's Asst.
290 Dentist

MANUFACTURING

301 Drafting & Design Technology
302 Industrial Engineering
303 Machinist
304 Tool & Die Maker
305 Manufacturing – Design
306 Manufacturing – Material
307 Manufacturing – Operation
308 Instrumentation

MARINE SCIENCE OCCUPATIONS

326 Commercial Fishing
327 Deep Water Diving / Scuba
328 Marine Biology
329 Oceanography
330 Seamanship
331 Underwater Construction
332 Net Making & Repair
333 Shipbuilding & Repair

MARKETING & DISTRIBUTION OCCUPATIONS

351 Accounting
352 Banking & Finance
353 Consumer Credit
354 Insurance
355 Public Relations
356 Purchasing
357 Real Estate
358 Retailing
359 Sales & Service
360 Warehousing
361 World Trade, Import–Export

PERSONAL SERVICES

376 Barboring
377 Beautician
378 Cosmetology
379 Household Pet Services
380 Mortuary Science
381 Veterinary Medicine

PUBLIC SERVICES

401 Civil Defense
402 Fire Fighting Service
403 Government
404 Law Enforcement
405 Legal Services
406 Armed Services
407 Parks & Recreation
408 Postal Services
409 Religion / Clergy
410 Social Services & Welfare
411 Teaching & Education
412 Public Housing

RECREATION & EDUCATION

426 Commercial Recreation
427 Field Sports / Hunting
428 Hikeing & Camping
429 Hotel / Motel Management
430 Mountain Climbing
431 Physical Fitness
432 Recreation Programs
433 Rowing & Canoeing
434 Sailing
435 Sports & Athletics
436 Tours

TRANSPORTATION

451 Airline Hostess
452 Air Transportation
453 Auto Mechanics
454 Aviation
455 Highway Transportation
456 Truck Driver
457 Aircraft Mechanic
458 Maritime Pilot / Engineer
459 Automotive Body & Fender
460 Diesel Engine Mechanic

INDEPENDENT BUSINESS

476 Elec. Appl. Serviceman
477 Small Appl. Repair
478 Small Engine Repair
479 Watch & Jewelry Repair

CAREER INTEREST CATEGORY ANALYSIS
NINTH AND TENTH GRADERS
MOBILE PUBLIC SCHOOLS

Preference Analysis

	1st Choice	2nd Choice	3rd Choice	Total
Accountant	109	65	55	229
Bookkeeper	180	118	100	398
Clerk Typist	92	98	90	280
Computer Operator	115	68	60	243
Management	102	37	51	190
Office Clerk	48	49	55	152
Office Machine Operator	21	19	14	54
Stenographer	25	29	29	83
Business Machine Repair	35	12	9	56
Secretary	821	310	291	1422
File Clerk	59	62	81	202
Agriculture	38	26	20	84
Fisheries	35	14	21	70
Florist	39	60	62	161
Forestry	92	73	77	242
Land and Water Management	26	17	21	64
Horticulture	27	16	15	58
Advertising	29	33	22	84
Computer-Key Punch	49	52	61	162
Data Processing	27	30	26	83
Electronics	133	86	66	285
Graphic Arts	22	9	13	44
Journalism	54	43	51	148
Newspaper Occupation	21	24	23	68
Photography	89	119	120	328
Printing	13	8	10	31
Radio Broadcasting	118	117	101	336
Telephone	58	54	61	173
Television	29	22	28	79
Air Cond./Refrig./Heating	80	44	37	161
Architecture	129	68	42	239
Carpentry/Wood Working	157	104	78	339

	1st Choice	2nd Choice	3rd Choice	Total
Contracting	31	27	28	86
Electricity	83	67	54	204
Landscaping	14	39	32	85
Masonry	65	45	34	144
Plumbing	27	40	37	104
Painting/Plasterer	20	29	16	65
Operating Engineer	28	28	14	70
Mech. Engineer	97	81	53	231
Structural Engineer	15	15	20	50
Sheet Metal	15	29	28	72
Electrical Engineer	51	65	46	162
Civil Engineer	34	18	16	68
Welding, Burning, Cutting	219	172	147	538
Child Care	440	326	251	1017
Clothing and Textiles	23	33	12	68
Dietician	7	10	19	36
Fashion Design	167	191	142	500
Food Service Ind.	30	33	21	84
Food Test. and Product Dev.	5	3	9	17
Household Furnishings	9	7	14	30
Interior Decorating	88	133	120	341
Laundering and Dry Cleaning	6	7	12	25
Commercial Cooking and Baking	42	43	42	127
Commercial Sewing and Uphols.	61	37	42	140
Commercial Tailoring	2	14	7	23
Butcher/Meat Cutting	15	27	15	57
Anti-Air Pollution	6	5	4	15
Conservation	12	32	26	70
Ecology	19	25	31	75
Environmental Research	13	21	18	52
Meteorology/Weather	7	9	4	20
Space Exploration	27	37	40	104
Urban Planning	2	6	2	10
Art	204	255	166	625
Creative Writing	24	52	45	121

	1st Choice	2nd Choice	3rd. Choice	Total
Drama/Theatre	63	66	72	201
Film Making	21	74	49	144
History	15	28	18	61
Languages	7	18	12	37
Music	228	280	187	695
Biologic Sci. & Tech.	41	41	28	110
Dental Sci. & Service	8	9	5	22
First Aid & Rescue Service	19	41	46	106
Hospital Lab Ass't.	64	83	68	215
Medical Sci. & Services	38	25	12	75
Mental Health Services	57	57	38	152
Nursing	396	318	174	888
Optometry	7	14	3	24
Pharmaceutical Science	29	23	17	69
Public Health Service	5	14	21	40
Physician	140	77	41	258
Dental Assistant	54	85	64	203
Doctor's Assistant	64	148	137	349
Dentist	27	30	34	91
Drafting and Design Tech.	85	68	46	199
Industrial Design	7	27	16	50
Machinist	28	24	18	70
Tool and Die Maker	2	23	9	34
Manufacturing-Design	4	17	12	33
Manufacturing-Material	5	4	4	13
Manufacturing Operation	5	7	5	17
Instrumentation	0	6	3	9
Commercial Fishing	27	43	44	114
Deep Water Diving/Scuba	91	147	111	349
Marine Biology	60	83	61	204
Oceanography	60	85	73	218
Seamanship	30	50	48	128
Underwater Construction	10	16	27	53
Net Making and Repair	0	9	7	16
Shipbuilding and Repair	13	69	43	125
Accounting	15	33	35	83
Banking and Finance	33	42	46	121

	1st Choice	2nd Choice	3rd Choice	Total
Consumer Credit	0	5	4	9
Insurance	6	15	21	42
Public Relations	8	14	26	48
Purchasing	2	5	3	10
Real Estate	15	30	27	72
Retailing	3	6	9	18
Sales and Service	18	45	31	94
Warehousing	14	26	16	56
World Trade Imp./Exp.	6	24	11	41
Barbering	13	9	19	41
Beautician	54	86	135	275
Cosmetology	31	55	82	168
Pet Services	6	19	20	45
Mortuary Science	7	5	6	18
Veterinary Medicine	90	69	61	220
Civil Defense	8	18	25	51
Fire Fighting	19	36	46	101
Government	20	24	28	72
Law Enforcement	82	102	89	273
Legal Services	81	57	33	171
Armed Services	210	119	118	447
Parks and Recreation	21	36	42	99
Postal Services	12	19	29	60
Religion/Clergy	30	17	21	68
Social Service/Welfare	41	60	53	154
Teaching and Education	137	119	159	415
Public Housing	2	6	13	21
Community Recreation	4	13	39	56
Field Sports/Hunting	62	111	150	323
Hiking and Camping	13	41	93	147
Hotel,Motel,Mgmt.	19	26	59	104
Mountain Climbing	6	14	30	50
Physical Fitness	42	70	94	206
Recreation Programs	13	30	47	90
Rowing and Canoeing	3	7	9	19
Sailing	4	19	51	74
Sports and Athletics	415	242	334	991

	1st Choice	2nd Choice	3rd Choice	Total
Tours	7	35	60	102
Airline Hostess	229	262	388	879
Air Transportation	29	42	53	124
Auto Mechanics	201	190	216	607
Aviation	45	54	63	162
Highway Transportation	10	18	15	43
Truck Driver	258	268	349	875
Aircraft Mechanic	19	41	59	119
Maritime Pilot/Engineer	11	14	32	57
Automotive Body and Fender	22	72	66	160
Diesel Engine Mechanic	24	44	91	159
Elec. Appliance Serviceman	7	8	19	34
Small Engine Repair	7	4	12	23
Watch and Jewelry Repair	6	10	31	47

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

PLACEMENT GUIDANCE AND COUNSELING
SENIORS

Purpose: Every exiting student will have been counseled according to his or her placement needs.

Needs

I. Those who desire post-secondary education or training (2-yr, cosmetology, 4-yr, technical, business, etc.)

(a) Have group counseling sessions to deal with questions concerning financial aid, scholarships, examinations, etc.

(b) Arrange for groups of students to visit local college campuses. (I will assist in arranging these, if needed.)

(c) Schedule representatives from colleges to visit your school.

(d) Arrange for military recruiters. (I will arrange.)

II. Those who desire employment (temporary, full-time, part-time)

(a) Self-assessment

1. Use "What is a Resume"
2. Interest inventory (if needed)
3. Career Interest Survey

(b) Job Availability and Knowledge of Job Market

1. Want ads - hunting jobs
2. Yellow pages - job hunting
3. Counselor information

(c) Approaching Employer

1. The interview
2. Your application
3. Personal grooming

(d) Holding Job

1. "You're Hired"
2. Paycheck Puzzle

GM:fj
3-19-75

MOBILE COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CAREER EDUCATION

Occupational Interview and Placement Day

I. Purpose:

To bring together, at a central location, employers and exiting vocational students for interviews and placement in jobs or job training programs.

II. Objectives:

1. Involve vocational students in all of the school systems' fifteen (15) high schools. (9 participated)
2. Involve vocational counselors and other vocational personnel as needed in identifying, screening and preparing students for interviews.
3. Enlist personnel representatives from employers in the area to interview and hire exiting students.
4. To inform the public of efforts made in behalf of students who desire full-time employment after graduation.

III. Procedures:

A. Vocational Student Involvement

1. Seniors in vocational programs who desire assistance in obtaining a job will complete a job application.
2. Participating students will attend pre-placement seminars prior to interview date.

B. Vocational Counselors and/or Vocational Personnel

1. Collect information on exiting students who desire full-time job placement.
2. Prepare applicants to seek employment - where to look for job openings, how to approach employers, employment procedures i.e., application, interview, employment test, proper grooming and dress. (Materials and necessary forms will be supplied by placement specialist.)
3. Assist in individual vocational counseling of students and follow-up of interviews.

C. Assistant Superintendent in Charge of Curriculum and Instruction will invite area employers to send personnel to interview students for possible employment. (This will include all employers previously contacted by the Placement Specialist) and others as indicated. This might also include representatives from post-secondary vocational institutions and the Military.

D. Public Information

1. Newspaper feature to include names of participating businesses, industries, and/or other agencies.

2. Other

V. Needs

A. Draft letter and get letter out to employers inviting them to participate. (Would like to have at least 50 participants.)

B. Decide on centralized location and the date. (I suggest Murphy or Davidson in early May.)

C. "Nail down" number of students to be involved. (Vocational counselors will do this.)

D. Prepare materials for pre-placement seminars.

E. Decide on mode of transportation for getting students to centralized location.

F. Permission to proceed.

JCB:tg
1-30-75

ACCESSION NUMBER: VT102726

TITLE: THE CORRECTORS: RESEARCH AND REFORM. A REPORT ON VOCATIONAL-EDUCATION AND OTHER SERVICES AS REHABILITATIONAL TECHNIQUES APPLIED WITH YOUNG OFFENDERS.

PERSONAL AUTHOR: LOBENTHAL, JOSEPH S., JR.

DESCRIPTOR: *RESEARCH PROJECTS; *CORRECTIONAL REHABILITATION; *CORRECTIONAL EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; *REHABILITATION PROGRAMS; VOCATIONAL EDUCATION; PRISONERS; ADOLESCENTS; MALES; COMMUNITY AGENCIES (PUBLIC); CITY GOVERNMENT; HUMAN SERVICES; CORRECTIVE INSTITUTIONS

IDENTIFIER: *RIKERS ISLAND PRISON; NEW YORK CITY

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ABSTRACT: IN JULY OF 1965, THE STATEN ISLAND MENTAL HEALTH SOCIETY WAS AWARDED A CONTRACT BY THE DIVISION OF ADULT AND VOCATIONAL EDUCATION OF THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE FOR A RESEARCH PROJECT CONCERNED WITH THE SOCIAL REHABILITATION OF MALE ADOLESCENTS AT RIKERS ISLAND PRISON IN NEW YORK CITY. TWO THOUSAND PRISONERS, ARRIVING OVER A TWO-YEAR PERIOD, WOULD FIRST BE SCREENED AND THEN TRAINED FOR 20 WEEKS IN ONE OF THREE TRAINING CATEGORIES TO WHICH THEY WOULD BE RANDOMLY ASSIGNED. SPECIAL JOB PLACEMENT AND SOCIAL SERVICES WOULD BE PROVIDED IN A COMMUNITY FOLLOWUP PROGRAM. BECAUSE OF WITHDRAWAL OF FEDERAL SUPPORT, THE PROJECT WAS OPERATIONAL ONE YEAR AND WAS NEVER COMPLETED. DETAILED IN THE REPORT IS THE PROJECT DIRECTOR'S DESCRIPTION OF THE RESEARCH DESIGN AND PROJECT ACTIVITIES, WITH EMPHASIS ON THE RELATIONSHIPS CREATED WITH VARIOUS PUBLIC AGENCIES AND WITHIN THE COMMUNITY IN ORDER FOR THE RESEARCH TO BE CONDUCTED. FOLLOWING THE INTRODUCTION, CHAPTER HEADINGS ARE: PROPOSAL; NEW YORK CITY DEPARTMENT OF CORRECTION; NEW YORK CITY BOARD OF EDUCATION; NEW YORK CITY PAROLE COMMISSION; NEW YORK STATE EMPLOYMENT SERVICE; COMMUNITY; PROJECT ENTITY; AND TABLE OF SIGNIFICANT EVENTS, PER CYCLE, WITHOUT OPERATIONAL VARIATIONS. APPENDIXES CONTAIN TRANSCRIPTS OF THREE CONFERENCES HELD AT THE END OF THE PROJECT. (AUTHOR/RG)

102726

THE CORRECTORS: RESEARCH AND REFORM

A report on Vocational-Education and other services as rehabilitational techniques applied with young offenders

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*This manuscript is not a report of grantee Staten Island Mental Health Society, Incorporated

INTRODUCTION

In July, 1965, contract number OE-5-85-015 was awarded to the Staten Island Mental Health Society, Inc. by the Division of Adult and Vocational Education of the U.S. Department of Health, Education and Welfare. The contract called for administration and evaluation of separate programs combining compensatory and vocational training given to male adolescents at Rikers Island prison in New York City. It also provided for special job-placement and social services to be given to approximately one-half of these young convicts after their release from jail.

According to the funded proposal, 2000 prisoners, arriving over a two-year period, would first be screened, then trained for 20 weeks in one of three training categories to which they would be randomly assigned. Follow-up in the community was to to continue for one year after the last trainee was discharged from prison.

Implementing the proposal required intensive co-operative efforts of four public agencies and the mental health society --all with about as much in common as the proverbial Men in a Tub. The project combined work of ~~It involved~~ three City agencies (Correction, Parole, and the Board of Education), one State agency (the Employment Service of the State Labor Department), and the Staten Island Mental Health group. In addition, one training program was funded by the federal Department of Labor, while the evaluation funds originated with Health, Education, & Welfare, which also partially supported the second training program.

In late summer of 1965, this joining of forces began. By September, a Project Director had been hired. Vocational training began in mid-October. Project staffing was substantially completed at year's end. In March, 1966, the first "cycle" (of boys who had completed training) began to be released on parole. Two months later, the federal government withdrew its support and cancelled the project. By September, 1966, all project activities had ceased.

The government's decision was not stated to be forced by the war in Viet Nam or any similar, extrinsic factor. To be sure, adolescent prisoners were one "disadvantaged" group without a Washington lobby. If some belt-tightening had been ordered, this project could have been expected to be among the first to go.

The decision was, however, presented on solely professional grounds. Replying to the Chairman of the New York City Parole Commission, who had questioned the sense of cancelling the project when it had just begun to function, the U.S. Commissioner of Education wrote:

> On June 16, 1966, staff members of the Bureau of Research, U.S. Office of Education, made a site visit to review progress to date and to determine the future disposition of the project in question. .../T/his project was originally funded as a research and development activity which promised significant research results.../It/ is, as you stated, a highly desirable social rehabilitational effort.../However,/ a lack of suitable research hypotheses and the fact that a number of uncontrolled variables have been inadvertently introduced into the treatment process will make it impossible to draw meaningful research results from this activity. There is also little promise of any major developments which are significant for vocational education.[1]

---

[1] Letter from Harold Howe II to John J. Quinn, dated Aug.11,1966.

The Commissioner knew that the research design which had been funded did not allow for even the possibility of any pertinent data to be yielded by the end of the first year. Any youths having received vocational training by that time could not have been in the community long enough for follow-up to determine whether or not training was to make any difference in their lives. In deciding not to invest in the project's second year, he nullified the approximately one-half million dollars of federal and local funds which the first year's operation cost. He was saying, in effect, that whatever results might be produced at the later time when they were supposed to be produced, enough information about the project was already on hand to wholly write off these results in advance.

A half-million dollars down the drain is a trifling sum of taxpayers' money by today's standards. However, the implications of the Commissioner's reasoning transcend this one project and are truly profound in areas which affect every American citizen.

First comes the issue of how it is decided which fundamental social problems will be attacked according to a politician's whim or a bureaucrat's intuition, and which we will attempt to solve after rational exploration, research, and experimentation. The double standard is nowhere more clearly evident than in the Commissioner's letter, itself. This states, in essence, that it was so obvious that the scientific methodology had become muddled and confused that it was not even necessary to await the results of the experiment before

concluding that ~~this~~ the research was useless as a means to learn whether vocational training was good, bad, or indifferent for the particular population. ¶ Thus spoke the Commissioner as social scientist. However, as an administrator in a welfare state, aware of the tremendous social problem represented by disadvantaged youths who won't, can't or don't want to work, he characterized the project as "a highly desirable social rehabilitational effort". Elsewhere, in the same letter, ~~he~~ Commissioner Hawe sets forth the name and address of another federal agency "authorized to fund projects similar in nature" and suggested contacting ~~that agency~~ it for continued financial support ~~for~~ of the project.

At the same time that the research was being phased out, the newspapers announced that still a third federal agency had given a large grant to New York State departments to do exactly the same thing in the State that the project had been doing in New York City--minus the components of evaluation and research.[2]

The implication is that merely giving up on trying to learn whether there is any value in what is happening is no reason not to go about ~~our~~ these "highly desirable" activities with redoubled vigor.

---

[2]Project "DEVELOP" sponsored by the U.S. Labor Department

The next issue concerns the accountability of ~~our~~ public agencies in areas of "professionalism" which the average legislator and newspaperman must take on faith. For example, if the proposal lacked "suitable research hypotheses," is it naive to ask why a half-million dollars was ~~invested in~~ poured into it in the first place, or why it was allowed to run for a year ~~and then~~ before being dropped for ~~the very same~~ That reason? How much of our money is given away for similar lost causes because those who make the decisions have to meet deadlines or obligations in handing out funds, and can hide behind a cloak of "professional judgment" in doing so?

Looking at the question from the other end, if funding the project initially was not a mistake, how many legitimate endeavors are lopped off, before being given a chance to prove themselves, for real reasons which never reach the public but which appointed professionals are authorized to explain away with jargon and generalizations?

Has the marriage of politics and professionalism in The Great Society at last reached an era of pork-barrel project-ism?

It may be helpful to place these questions in the context of the particular project. ~~While it was on going,~~ detailed monthly reports describing ~~the~~ progress of the research were required to be submitted to the contract officer in Washington. Mid-way through the first year, that officer, RICHARD OTTE, a research psychologist, visited the project, observed its activities, and received a detailed explanation of the operation. He spent

one day at the prison and one day in conference with all project staff. From time to time, as necessary, Washington also received information on particular matters which, it was decided, should not await the monthly reports. Senior staff made two trips to Washington during the year to confer with the project officer. Despite this close communication, and despite the government's legal right to have cancelled the project at any time it appeared that the research was not going as it should, there was not a single word about unsatisfactory performance until the project was suddenly terminated in June.

The "staff members of the Bureau of Research" who made the site visit in that month consisted of the project officer, his boss, and one outside consultant. The "site" visit consisted of a conference-room discussion--the project officer having previously advised that it was not considered necessary for the group to observe the prison, vocational training classes, or follow-up activities. The "review of progress to date" was accomplished between 10:00 A.M. and 3:00 P.M., with time out for lunch. After the meeting, there was little doubt in the minds of most senior project staff who had been present that this visit was "dressing on the cake" and that there had been no serious interest among the group to learn what was actually going on in the project. It appeared, instead, that for

reasons unknown, the real purpose of the visit was to rationalize a pre-determined decision.

Probably the most important issue was raised by the Commissioner's statement that "a number of uncontrolled variables have been inadvertently introduced into the treatment process [which] will make it impossible to draw meaningful research results from this activity." The reader will need no further proof than the following chapters to realize that the project did not spring, fully formed, from the pages of the proposal. If this book achieves no greater objectivity than an autobiography, the writer has at least sought to err on the side of the harshly honest.

Some earthy soul once described the problem of methodology in social sciences as "getting the beast to stand still long enough to take a look at him." An eternal argument still rages among practitioners about whether this can ever be done in large field-research studies. The problem is compounded when many groups must get together in order for the research to be accomplished.

It is not, however, a responsible solution of this problem for the only agencies which can afford to sponsor such important research to retreat from the challenge of projects which are not laboratory pure. Those which are happen, usually, to be projects which cannot help us find answers to significant social problems. Administrators who simply shrug off as non-researchable those issues which are significant but do not neatly conform to traditional methodology are also shrugging off their chance to make the kind of contribution society sorely needs from social science. Where agencies exist on public moneys, it should be their responsibility to seek a realistic

set of standards for field research, taking into account constant effects, such as are illustrated in this book, which otherwise contaminate experimental results.

That several institutional participants are connected with a research program is usually tantamount to saying uncontrolled variables exist in the research. It may be understandable that most final project reports omit calling these to a funding or sponsoring agency's attention. It is, however, unpardonable for these funders to "turn the other way" except when it is expedient, for political or other essentially irrelevant reasons, to raise the hue and cry of bad research. By so doing, these funders irresponsibly create the false impression that, aside from an occassional stray, major research in the "social" fields is not rife with uncontrolled variables. Selectively ignoring this condition and their responsibility to participate in finding a solution for it lends credence to the myth of the validity of findings of major social research.

The public lacks the time and expertise to look behind project final reports. But it has a right to ask whether the funding sponsors presently elect between meaningless, but methodologically sound, "pigeon-hole" projects and those which intuitively appear important but which there is actually no present way to evaluate. It may then demand something better under the name of research.

One purpose of this book is to disclose what the researchers thought was done. Hopefully, this will enable others to review the data finally collected and offer informed alternate interpretations of the findings. The ways in which researchers think that what they thought they were doing affected the data provide a good

starting-point for other professionals wishing to review the total experiment. What reasons the researchers thought they had for doing what they think they did subjects their own judgments and perceptions to scrutiny. If they are persuasive, these judgments and perceptions can make generic contributions to future research on the same topic, in the same locale, or within similar administrative settings.

However, there are also other reasons for the arrangement of detail in the following pages.

It is believed that comparable history of a research endeavor is absent from many research-project reports. These usually concentrate on their completed outcomes. It may be the silver lining of the federal government's abandonment of this project that emphasis has to be given to the means, processes and conditions of the experiment. The present case material will be helpful to funders, research administrators, and scholars to the extent that it properly identifies issues as general, and perhaps inherent, rather than those which were purely local.

Secondly, the "Research-Administrator" position may be an emerging new profession, which will probably continue its emergence as long as large multi-agency social experiments receive financial support. Neither mere administrator nor functioning as a professional among any of the separate disciplines participating in the project, neither wholly research- nor wholly service-oriented,

this figure, ideally, moderates the demands of good administration, operational professional standards, scientific methodology, and inter-disciplinary human-services standards. At the same time, the political values which enabled the project to become funded in the first place (especially if the funding source is a governmental unit) have to be satisfied. It may well be concluded that all these demands cannot be met at once, either because they are inherently self-cancelling or because their functional criteria are simply not susceptible of compromise. For example, satisfactory research methodology may be incompatible with the demands of politics or the regulation of service bureaucracies, no matter how skillful the ultimate compromise in in terms of personal feelings. It is at least clear from the experiences described in this report that important social experimentation in a democracy is a complicated matter requiring detailed advance planning, but that ad hoc adjustments are probably also constantly to be expected. Therefore, another purpose of the following pages is to offer assistance to those whose future experiences will better define the prerogatives and obligations of the new Research-Administrator role--notwithstanding that the fate of this project, which the writer directed, may be considered to detract somewhat from his authority in the matter.

This book is also used to develop and illustrate a theory of corrective bureaucracies: that "the correctors"--individuals and agencies, including research units--as enforcers

of an ill-defined morality, tend to impress clients under their authority into the service of their own preservation and perpetuation, and that their activities tend to creatednew standards for the "disadvantaged" which are essentially irrelevant to the corrective mission for which these agencies exist.

In addition, a number of research effects are identified and advanced as probable general phenomena. They are illustrated in the context of specific project activities.

Each chapter ~~in Part Two~~ is intentionally written with a different analytical emphasis, more or less arbitrarily selected. Primarily, the chapter dealing with the Department of Correction is superficially descriptive; that dealing with the Board of Education emphasized the derivation and justification of theory and activities through accidental inter-agency contacts, personality variations, and sociological conflicts; that dealing with Parole is intended to illustrate the balance of values which evolved because of limitations of options imposed by conflicting social values; that dealing with the State Employment Service relates the quality of professional functioning to an agency's internal and administrative problems; the chapters dealing with the community and the project both illustrate the probability of bias created by the project design, and by staff and research implementors themselves.

Perhaps a number of other settings, notably the legal, enforcement, and judicial structures in New York, should also

have been included because they determined the subject population as well as affected the results of the experiment. These are omitted only because they seemed somewhat more remote from project activities than those settings which are described.

It is believed that each of the above-mentioned points of view might have been equally documented with respect to any of the other settings which are or could have been described. The influences identified in each were probably operative in all. Therefore, with respect to research of this type, the fundamental question posed is: how can findings be weighted or corrected to yield useful data independent of accidental, non-constant situational biases? Social research is useless if it cannot be learned whether administrative factors--including the project's own operational characteristics--or the experimental treatments which were applied, produced the results obtained.

One aspect of the project is conspicuously absent from the following chapters. There is no specific discussion about the boys, those human beings who constituted our "experimental population." They are, of course, elaborately characterized in the proposal. The only defense which the writer wishes to make for the omission at this point is that most who have worked in the correctional field share intense feelings with and for these symbols of our personal and societal failures. It may be super-

fluous to attempt to insert these in a report such as this. However, perhaps more than any other factor, it is these feelings which make the writer indignant at the manner in which "research" of this sort is allowed to be casually picked up and irresponsibly dropped again. It is some consolation that they were probably far less really affected by shufflings of the research than the Correctors wanted to believe.

PART ONE: THE BLUEPRINT

Chapter 1. The Proposal

Chapter I. THE PROPOSAL

A. What a "Proposal" Signifies:

In research jargon, the job of carrying out an experiment is called "operationalizing the variables." What is contracted to be accomplished and "operationalized" is set forth in a proposal, which was the basis for the funding.

This document is, in fact, a research blueprint, stating the problem to which the experiment is addressed, the underlying hypotheses, and the methods which will be used by project staff. It is the final arbiter of whether or not the contracting organization is fulfilling the commitment for which money was given.

As changes are required to be made, amendments to the proposal are agreed upon ~~(See Appendix 1)~~.

B. The Funded Proposal:

EXPERIMENTAL, DEVELOPMENT, PILOT PROGRAM

Submitted to the United States Commissioner of Education under the Provisions of Section 4 (c) of the Vocational Education Act of 1963

THE SOCIAL RESTORATION OF YOUNG OFFENDERS

THROUGH VOCATIONAL EDUCATION

1. Problem: There is a persistent cycle of separation for youth from the community. In school, taking general and vocational curricula which are separated from wider community activities, the youth voluntarily withdraw from the educational system, i.e., drop-

out of school, which further alienates them from the community and reinforces their distinctiveness as a problem population. Moreover, an increasing number of these youngsters are becoming involved in serious brushes with the law, impairing their vocational chances, stigmatizing their inter-personal relations, and effectively cutting off any future as they and the community at large see it.

This cycle serves to maintain a steady population in correctional institutions, and appears to be increasing rather than leveling off or decreasing. By implementing a program to explore the most effective vocational and academic inroads which can be made to end, or more exactly, to short circuit this vicious cycle, we will arrive at a valuable solution to this ever-growing problem.

Members of this disadvantaged group are particularly unprepared to meet the expectations of the world of work. Even though the opportunity structure may be open to them, they tend to see closed doors. Their concepts of themselves and their capabilities are inadequate, and, coupled with the feeling of being unwanted and unneeded by the working world, they develop feelings of frustration, anger, hostility.

This process is especially wasteful when it takes place among young adults, who have many productive years of life before them. Large numbers of these young adults are admitted each year to the prison systems of our nation. Here is a prime opportunity to work constructively to change such negative feelings and self-concepts

through provision of marketable vocational skills and the supportive services which facilitate transition into the world of work. Such a program has implicatinns for all voational educational programs since it can reach a segment of the population usually not accessible. The prison is not dependent upon the boys' volunteering for counseling and training. Unfortunately, however, the usual training in our prisons has been very poor. It has been geared to production requirements for the prison, resulting in narrow, over-specialized training. Such training is often not related to possible employment opportunities available in the outside world.

Vocational education programs, which are geared to the needs and expectations of this population. [sic] The basic problem producing attitudes which they have developed, e.g., the "what's-in-it-for me" approach, must be transformed into constructive attitudes toward work and community living. The program should be geared to meet their psychological needs as well as providing satisfactory economic rewards.

The ability to manage one's self, especially in the working world, seems essentially related to engaging in criminal behavior. Training in self-management, therefore, must be included in the vocational education of youthful offenders but also the placement of the trainees in jobs and the furnishing of psychological support during the transition and for the first weeks in those jobs.

General Objectives:

To determine the most effective program of vocational education for implementing a restoration program for young offenders involving vocational and academic education, guidance, and services in the community designed to integrate the trainee into the world of work.

To explore personal andsituational factors crucial to vocational achievement and recidivisim.

Specific Aims:

1. To compare two basic programs of vocational education through an experimental study involving the random assignment of youthful offenders to each program. The thrust of this experimental comparison is to compare the overall effectiveness of a program which depends on screening individuals into occupational area training as compared with a program which rotates youths through various training experiences to allow them to crystalize their own interests and orientation to work. Insofar as possible, similar kinds of facilities, faculty and occupations are involved in each program. Each of the occupational areas has been certified as being a demand area in New York State. Even if there were differences in the marketability of voational skills of the two programs, the net effect of the program in toto could be evaluated though it would not be clear as to which component produced the effect. But most importantly the overall effect of vocational education as compared with no vocational education. [sic] The vocational education programs to be compared are:

(a) Work sampling education Program: The aim of this program is to establish basic work habits and attitudes toward work through providing a limited educational experience (4 weeks) in each of the 5 job areas selected from the group below. Specific operations from each vocational area are taught to develop knowledge of what the occupations are like but more importantly to develop values and attitudes of co-operation in working with a group, the ability to work alone and consumer-oriented attitudes. In addition the program calls for remedial education in reading and arithmetic, so that the total educational day will be six hours.

Educational Areas:

Auto Mechanics
Baking
Barbering
Electrial Installation
Food Trades
Plumbing & Heating
Printing
Men's tailoring
Woodworking
Body & Fender work

(b) Occupational Area Training: This program aims to prepare young men for a specific occupational area and through this develop attitudes and habits necessary for industrial and community habits. It

is based on a program of screening men into appropriate training areas both through testing and counseling. The youths will be provided with a 20-week experience in this single area.

Training in language and mathematics will also be included for two hours a day. One hour of the trainee's day is devoted to job orientation and evaluation of trainee progress in group guidance sessions.

The occupational areas in this program are:

Buiding services

Commercial occupations

Distributive Occupations

Machine sho

Metal fabrication

Printing

(c) A control group which does not receive any vocational education.

2. To identify potential for successful vocational placement among a particularly disadvantaged segment of the nation's youth.

Through the development and use of screening instruments geared for this segment of the population, it will be possible to identify vocational, personality and social background factors in

the untrained (control) group, which lead to success in work and community. A comparison of the success in the community, work and recidivism of individuals of differing backgrounds without training can then be made to determine the influence of such background factors.

3. To evaluate interventive strategies designed to achieve job placement.

Two primary forms of job placement are currently in use with disadvantaged youth. In the first job placement is effected through organized and official channels. The second form of job placement occurs through informal channels through which motivated community leaders personally involve themselves in seeking placements.

The present study will compare thenumber and types of jobs developed through these approaches. More importantly, the success of the trainee on the job (length of employment and slary) will be used as criteria for evaluating placement success.

4. To explore the personal and social factors and services required to facilitate the successful integration of young offenders into the world of work and the community.

Most sophisticated vocational education programs currently include elements of education in grooming and appropriate social behavior relevant to job success. However, experience with a

smaller similar vocational education program (Restoration of Youth Through Training (OMAT) as well as research from other programs such as JOIN indicate that even after job placement a large proportion (60% - 80%) of youths fail in making a successful adjustment. Most lose their jobs during the first weeks of work. The evidence suggest that professionally guided help in the area of establishing appropriate motivation prior to placement and most crucial individualized supprotive services during the first weeks on the job, could substantially reduce vocational drop out.

Pattern of Aftercare Services:

Intensive Service: (1st month)

1) Job development activities, locating prospective employers and preparing trainees

2) Daily contact during the first week to help with handling feelings about release, job interviews, and work experiences, problems of living and family contacts.

3) Introduction to group therapy for individuals needing such help.

Maintenance Services: (2nd month)

Weekly contact with each youth to review job and personal problems, to serve as a source of referral and to help integrate various community agency services which the individual may receive.

Contact Services: (3rd and 4th months)

Weekly telephone contact to maintain liaison with the individual and provide continuity of interest.

This issue will be experimentally evaluated through comparing groups that receive and do not receive individualized supportive services in addition to the various forms of vocational education.

Dependent Variables

The dependent variables which this proposed study will seek to effect in a socially valued direction are as follows:

1. The Self-Concept: It is conceptualized that yound offenders, by virtue of social stigma, repeated unfortunate contact with authority, alienation from community involvement and a sense of any sustained success in the world-at-large feel unworthy and are self depracating. We contend that the intervention of vocational education and guidance, coupled with placement and supportive services, will significantly improve the self-concept of the experimental subjects.

2. Perception of Social Role Opportunities: It is conceptualized that due to the inexperience in the world of work and poor job history, along with the community's reaction to school drop-outs, the young offender's perception of social role opportunities has been narrowed and cognitively distorted. That, further, his conception of the idea of work is unadaptable and

unrealistic in the face of today's conditions.[sic] We contend that through the medium of vocational education and guidance, the "blinder" effect around "work" due to the deprived background of this segment of the population can be removed and their knowledge, sense of reality and sense of personal awareness about their position in the job market can be enhanced.

3. Recidivism: The experience with this population indicates a fairly high rate of return to criminal habits and eventual return to prison. We contend that a program of intensive vocational education, guidance, placement and supportive services following release will insulate youth against further contact with authority and significantly lower the rate of recidivism.

Recidivism Rate Measure

a. was trainee returned to job?

b. if convicted of an offense, was this offense, more or less serious than offense on prior criminal record? (Used Seriousness Score developed by Thorstein Sellin and Marvin E. Wolfgang)

4. Job Success: It is known that the young offender's history of work is poor. That is, he has a history of short periods of work in menial and unskilled jobs, extended periods of unemployment, low pay, and unhappy work experience. We contend that through the program, the youngster will become better able to cope with unemployment, he will get a job sooner, hold it longer, at better pay, be upwardly mobile, and will exhibit satisfaction in it,

along with being seen as a satisfactory worker by his employer.

Job Success Measures:

a. duration of job

b. starting salary

c. salary increases

d. employee's satisfaction with job

e. employer's satisfaction with employee

f. if change jobs, or position changes, mobility to be measured by use of Dictionary of Occupational Titles.

5. Learning Ability/Capacity: Conceptualized as manifest skill in learning new tasks on a series of multidimensional test. This area is deeply affected by sub-normal living conditions, intellectually deprived homes and alienation from school and school authority. We contend that this program will enhance learning capacity significantly and evince increased drive toward more knowledge and intellectual activity.

In essence, the broad goal of reducing recidivism can be achieved by allowing the discharged offender an opportunity to attain job security and job satisfaction. Vocational education and guidance can increase the probability of attaining job security and satisfaction. Through a mass vocational education approach administered to incarcerated youth, we can make a significant step forward toward the social restoration of the young offender. To do

this, vocational education procedures and techniques and a knowledge of where the greatest employer needs exist are required in order to enhance employability and a knowledge of which areas jobs are most needed. The most effectively determine what procedures and techniques are best suited to accomplish this end, a factorial design will be utilized. Two thousand subjects will be screened and matched on crucial variables over a nineteen month period, half of which (1,000) then will randomly be assigned to an experimental group and the other half to a central group. The selectees will not enter the program until they have approximately three months left to serve in the institution so that release will follow as soon after the completion of the institutional phase of the training as possible.

Release from the institution will follow retesting and one-half of each of the experimental and control subjects will enter a placement phase. During this phase, the placement staff will, in addition to further guidance and placement for subjects, stimulate the job market in those areas where personnel are in demand and develop jobs for our subjects. They will make an equal effort to place into jobs subjects who have received vocational training as well as placing control subjects. In this way, we may test placement as a third independent variable.

Furthermore, supportive services will be made available as need

dictates to one-half each of those placed through the placement phase and those who were excluded from that phase of the program. Supportive services will include psychological counseling, family counseling, referrals to agencies offering additional training or counseling, and other services required. In this manner, we can make a determination of the effectiveness of supportive services as an independent variable. And again, during this follow-up phase, the 2000 subjects will be retested for any additional changes in self-concept ability and perception of social role opportunities, along with job success and their recidivism.

This design yields a 3x2x2 design, or 36 cells of approximately 25 individuals each.

See Table : p. 13a

Procedures:

(a) General Design: The general design of this program is the classic experimental design involving before and after measures of an experimental and control group. We propose specifically to include approximately 1000 young offenders in the experimental group and an equal number matched on a number of significant variables in the control group. Although youth involved in the experimental group will be recruited into vocational education programs of varying duration, we expect that approximately 100-180 experimental group subjects and 160-180 control group subjects will be released

Research Design

Occupational Area Training Evaluation

	Screening Test	Education	Training	Placement Services	Supportive Services
Experimental N = 500 Area Training	All			Full Service N = 174	Support. S. N=87 None N=87
				Citizen [illegible]	Support. S. N=87 None N=87
				[illegible]	Support. S. N=87 None N=87
					Support. S. N=87 None N=87
					Support. S. N=87 None N=87
Control N = 500	All	None			Support S. N=87 None N=87

Work Sample Battery

	Screening Test	Education	Training	Placement Services	Supportive Services
Experimental N = 500 Work Sample	All				Support S. N=87 None N=87
					Support S. N=87 None N=87
					Support S. N=87 None N=87
					Support. S. N=87 None N=87
					Support S. N=87 None N=87
Control N = 500	All	None			Support S. N=87 None N=87

-Table 13 a-

from Department of Correction facilities at intervals of approximately 120-150 days. By the end of 18 months, approximately 1000 experimental group subjects and 1000 control group subjects will have been released. After release, follow-up research activities will be initiated until the end of the first 24 months of program. The American Foundation in co-operation with the Department of Correction will assume responsibility for the follow-up research of trainees after the 24 months' period of the project. This follow-up phase will provide additional evaluative research for all subjects, and especially for those subjects who will have been trained and released towards the end of the initial 18 month portion of the program. The purpose of the control group is to enable the researchers to make two types of determination: (a) How successful an adjustment do the experimental trainees make as compared with the control group subjects who will receive only conventional correctional services; and (b) What specific aspects of the experimental program contribute to success and failure in the experimental group as compared with the control group, i.e.,

1) Type of vocational education
2) Type of placement service
3) Availability of the aftercare services

Sample: 1000 youth, 16 to 21, will be selected for this program. After initial screening which will determine if the youth selected will be eligible for release within the 18 month period

of the project, a randomizing procedure will assign some to the experimental and others to the control group. Emphasis in the preliminary screening will be given to young men who have not completed a high school education and whose work histories have been characterized by chronic unemployment and job experience in unskilled categories.

Evaluation: Because of the magnitude of theproject, it will be possible to introduce a range of technical instruments for the purposes of gathering and analyzing data. Since we intend to develop a number of experimental sub-groups within the overall experimental design, it appears very desirable to engage technical consultants at the inception of the program to help develop a protocol for introducing technical devices for data collection and statistical analysis. In addition to the usual measuring approaches, it seems feasible to apply such services as multidimensional dealing along the lines developed by Torgensen and Kruksal.

Time Schedule: The following tables describe, in chronological order, the steps for each aspect of the program and the expected duration for each.

Flow Chart of Activity - General

ASE	TIME (in months) From Starting Time	ACTIVITY
0 Lead-In	1-2	Develop instruments, expand design, recruit staff, curriculum development.
0 Preliminary creening.	3 [illegible]	Reception. N.Y.C Reception & Classification Center; Selection - all male inmates under 20 years of age, sentenced to serve over 60 days are elegible for release at termination of training cycle; assignment to experimental and control groups initiation of data collection testing & interviews Diagnostic workups
1 Vocational aining		Continued [illegible] in Reception & Classification Center assignment to Basic and Vocational training classes; determination of guidance placement needs; data accumulation re; teacher evaluation observation, tests
0 On the Job aining	5 8	Transfer to N.Y. Correctional Institution for Men; Assignment to On the Job training and supplementary vocational training in industries [illegible] vision and to supportive treatment services [illegible] cumulation re; [illegible] evaluation observation, [illegible]
0 Guidance and paration Process		[illegible] Reception & Classification Center [illegible] ance and Separation [illegible], pre-release [illegible] job placement interviews, [illegible] of action re. post-release [illegible] mentation of guidance program data [illegible] le tion re. effectiveness of initial program, employability; release needs
0 Job Placement Follow Up	9 13	Transfer to Vocational Restoration Research Center Field Operations job placement and follow up research and supportive services. Data collection and evaluation as per design
0 Final aluation	19-24	Analysis, Evaluation and Final Report.

Flow Chart of [illegible] - TRAINEE CYCLES - B

(160-180 trainees per cycle, assigned to 8 training groups 20 22 trainees per group)

(Lead in time omitted) . Figures in cells refer to months from starting date:-

PHASE	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
2.0 Training Screening	Continuous Screening, Testing, Assignment to Groups					
2.1 Vocational Training	[illegible]	6-7.5	7 6-9	10 11.5	1	14-15 5
3.0 On-the Job Training	6-8	7/6-9.5	10 12	1 13 5	16	15.6-17 6
4.0 Guidance & Separation Proce[illegible]	[illegible]	[illegible]	13 1	[illegible]	[illegible]	18 18
5.0 Job Placement & Follow up	2	22	6	22		19-22
6.0 Final Evaluation	Continuous [illegible]			[illegible] Final Evaluation		

Flow Chart of Activity

Typical Daily Schedule

Phase	Time In Mos.	Time Period	Activity
.0	0.5	8:30 AM - 3:30 PM	Testing, Interviewing
.1	1.5	8:30 AM - 3:30 PM 6:30 PM - 8:15 PM Between 8:30 AM & 8:15 PM	Vocation Training Academic Care Instruction (2 Sessions per week 1-3/4 hrs per session) Guidance by special time Arrangements.
.0	2.0	8:30 AM - 3:30 PM 6:30 PM - 9:00 PM 6:30 PM - 9:00 PM	On the-Job Training Guidance Program Supplementary vocational & Academic instruction.
0	0.5	8:30 AM - 3:30 PM 6:30 PM - 8:15 PM	Testing, Interviewing, Guidance & Separation Process Supplementary Instruction
0	Varies for each trainee cycle from 3.12 5 months	9:00 AM - 5:00 PM 9:00 AM - 5:00 PM 5:00 PM - 9:00 PM	Contacts with employers and other Contacts with trainees by special arrangement Periodic individual and group meetings with trainees and family

-Table: p.18-

Instrumentation

Screening instruments will be developed during the preliminary two-month phase (tooling-up phase). Recommendations from consultants in the field of vocational education and guidance, psychologist [sic] and educators will be meshed to develop measures which will elicit the information needed for assignment to individual types and for evaluating success in terms of increasing capacities to learn, and manifest skills.

Basic Screening Instruments:

1) General Aptitude Test Battery (USES)

   Vocational aptitudes and motivation Battery

2) Group I.Q. test

3) Minnesota Multiphasic Inventory (MMPI)

   Psychological and Personality evaluations.

4) Face Sheet

   a) Demographic data

   b) Work history

5) History of Offenses

Changes in self-concept will be measured using new instruments developed for this purpose and tested extensively on deprived populations, e.g., Tennessee Self-Concept Scale, and with projective techniques administered before and after training and release.

Job success will be measured by determining differences between experimental and control subjects in the following areas:

1. Length of time spent since release until employment
2. Duration of job
3. One of jobs per unit of time, e.g., six months
4. Employer ratings
5. Salary increases
6. Entrance salary
7. Mobility in job titles per Dictionary of Occupational Titles
8. Self-ratings of job success

Recidivism will be compared between experimental and control groups, as well as within groups by following-up each subject to determine if he returns to prison and for what reason.

Perception of Social-Role opportunities will be measured before and after training and after release by focussed interview technique to determine cognitive inputs concerning the world of work, reality of perception field in this area and sense of one's position in job space.

How the proposal differs from present programs

Current correctional programs in vocational education may be characterized by four dominant features:

(1) vocational programs in correctional institutions are geared to production requirements for the institutions as opposed to preparation for a vocation and provide very narrow, over-specialized training designed to integrate inmates into distinctive institutional jobs;

(2) inmates, in general, do not receive basic vocational training related to current employment opportunities upon release; only 5% of inmates given vocational training in prisons obtain jobs upon release in occupations for which they were trained.

(3) Little effort is made in prison programs to co-ordinate and/or integrate basic education, vocational training, vocational guidance and job placement activities; the proposed program seeks to demonstrate that a considerable reduction in criminal recidivism and restoration of offenders to useful and productive community roles can be achieved through the type of co-ordinated, integrated project proposed, as compared with the single element.

1. Potential Contribution to Vocational Education:

Two types of contribution to vocational education are expected: (1) related to the social restoration of young offenders and (2) related to the increasing numbers of disadvantaged youth who are especially vulnerable to deviant and often criminal and delinquent behavior. In respect to our concern with the social restoration of young offenders, this program will determine how to effectively provide vocational education to disadvantaged youth in order to obtain the most meaningful post-institutional employment and the relationship between vocational education, knowledge which transcends a specific population (confined youth) a considerable amount of information will emerge concerning two types of curriculum, institutional methods,

tests and tests procedures and the interpenetration of job demands with vocational education demands.

2. Previous work done

Vocational education programs in correctional institutions:

Vocational education has long been a part of correctional institutions. These programs have not included the essential element of follow through into the community as has been the case with the Restoration of Youth through Training project and the Social and Surgical Rehabilitation project for Adult Offenders, both initiated by the Division of Research and Planning of the N.Y.C. Department of Correction and the Staten Island Mental Health Society. There have been no systematic, research-oriented programs concerned with vocational education as an important dimension in the social restoration of offenders which lend themselves to generalizations about non-prison populations. These programs represent the first efforts, implemented under controlled, experimental research conditions, to determine, in the former, the relationship between a specific pattern of vocational training and subsequent adjustment; and, in the latter, the interrelationship between facial and somatic disfigurements, vocational guidance and subsequent adjustment for a specific category of adult offender. The proposed program will benefit from well tried methods and will concern itself with a much larger population of confined young offenders than in the prior studies; the effects

of broadening the population will produce information generalizable to a much larger population in, as well as outside of institutions of confinement. It is probable that the results of this project will guide municipal policy in effecting more substantial investments in manpower and material resources concerned with vocational education.

6. Facilities

The New York City Department of Corrections and the Board of Education are jointly making available classroom facilities and new shop equipment for all of the occupational areas discussed. In addition they will provide at least twenty-five qualified educational staff for both vocational programs.

The Staten Island Mental Health Society has a professional staff of 75 clinicians and educators and researchers who will be used to develop and supplement guidance and other mental health services.

Because of professional affiliations with the Downstate Medical School of the State University of New York and Princeton University, computer facilities including 7094 (IBM) are available for data analysis purposes.

Classrooms and Shops (Board of Education and Department of Corrections

Equipment

Clinic and Hospital

Computer

Key Personnel:

A. Principal Investigator: a. Clyde Sullivan, Ph.D. Director of Research, American Foundation-Studies in Correction, and Project Director of International Survey of Correction - Ford Foundation

B. Co-principal Investigator: b. Wallace Mandell, Ph.D., Director of Research, Staten Island Mental Health Society, Inc., Principal Investigator, Restoration of Youth through Training for Youthful Offenders; also initiated plan and curriculum for Center for Correctional Training of Manhattan Community College of the City of New York, as well as an Army Study (social factors in the study of deviance).

C. Citizens Advisory Committee

Samuel Kovenetsky, President, Local 1-S Macy's

Michael Sackman, Secretary-Treasurer, Local 1115 Dining Room, Restaurant & Luncheonette Employees Union

George Baldanzi, International President, United Textile Workers of America

Frank Brown, Vice President, District 65, Retail, Wholesale, Department Store Union, A.F.L.-C.I.O.

Sol Friedman, Secretary-Manager, Sewing Machine Mechanics Union, Local 150

Joseph Knowe, Secretary Treasurer, Production, Merchandising and Distribution Employees Union, Local 210, I.B.of T.

Nicholas Abendola, Amalgamated Meat Cutters (Local 342) and Retail Food Store Employees Union

Milo J. Marsh, American Management Association

John R. Boag, American Standard, Inc.

Alan Golden, Golden Manufacturing Corp.

Norman J. Rubin, Western Electric

William Turner, Turner Insurance Company

Sam Phifer, J.C. Penney Co.

Robert Cooper, Advertisers Club

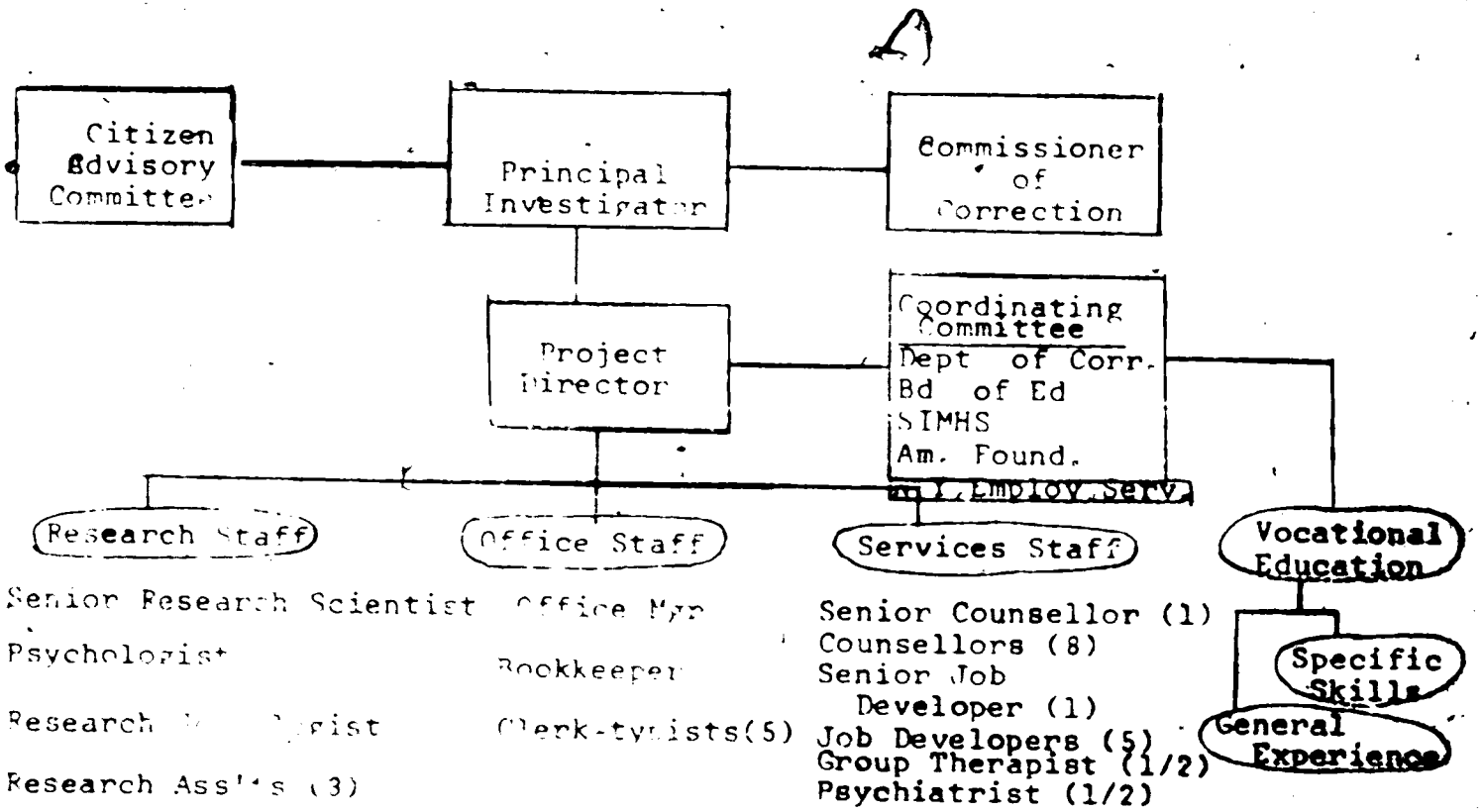
James Fyxx, Saturday Review of Literature

Peter Wydan, McCalls

Robert Stein, Redbook, Inc.

Administration

The Table of Organization shown below describes the various project units, how they will mesh into existing structures and lines of authority. The Flow Chart of Activity describes the movement of activity within education, special services and research staff.


Citizen Advisory Committee
Principal Investigator
Commissioner of Correction
Project Director
Coordinating Committee
Dept of Corr.
Bd of Ed
SIMHS
Am. Found.
Emp. Serv.
Research Staff
Office Staff
Services Staff
Vocational Education
Specific Skills
General Experience
Senior Research Scientist
Psychologist
Research
Research Ass'ts (3)
Office Mgr
Bookkeeper
Clerk-typists(5)
Senior Counsellor (1)
Counsellors (8)
Senior Job Developer (1)
Job Developers (5)
Group Therapist (1/2)
Psychiatrist (1/2)

-Table: p. 26-

Citizens Advisory Committee

- Committee on Self-Management & Aftercare
- Committee on Job training & placement
- Committee on Community Information & Involvement
- Committee on Public Resource Aid (HEW)

GENERAL FUNCTIONS

To provide advice, guidance, council and assistance in developing new ideas and avenues of exploration relative to the goals of the long range programs.

To act as sources of interest and motivation in radiating and generating action at various social levels within the community.

To provide leads and contacts by means of which opportunities for employment, training, upgrading of skills, education housing, health care can be opened up and expanded for this population.

To provide ideas, leads, contacts within the sphere of each committee's social and vocational position for follow-up and action the Project Staff.

To share and communicate those problems which represent blocks and obstacles not perceived or known to Project Staff and to suggest approaches for staff action.

-Table: p. 27-

PART TWO: THE SETTINGS

II. New York City Correction Department

III. New York City Board of Education

IV. New York City Parole Commission

V. NEw York State Employment Service

VI. The Community

VII. The Project Entity

II. NEW YORK CITY DEPARTMENT OF CORRECTION:

A. GENERAL:

The project activities within the jurisdiction of the New York City Department of Correction took place on the Rikers Island Correctional Institution for Men, located in the Bronx, New York City. The central office of the New York City Department of Correction is in downtown Manhattan. Within the correctional network at these two locations, there were, essentially, six separate components with which the project was required to deal in order to be operational. These were:

1. The central office executive administration: the Commissioner of Correction and her Educational Advisor; the Director of Personnel; the Fiscal Officer, The Administrator.
2. The central office custodial administration: the Director of Operations and the Deputy Director of Operations.
3. The central office program and rehabilitation administration: the Director of Rehabilitation; the Director of Psychiatry (assigned to and with offices at the Department of Correction, but employed by the New York City Community Mental Health Board). The Director of Rehabilitation was designated by the Commissioner

of Correction as her official representative and liaison in all matters affecting the program, but his authority was not increased accordingly and his unit remained responsible for only social welfare, recreation and program staff, with whom the project had minimum contact.

4. The Reception and Classification Center Warden, with custodial and administrative jurisdiction over his institution.

5. The Reception and Classification Center Program Director, in charge of the social service staff at the Reception and Classification Center, professionally under the Director of Rehabilitation but administratively responsible to the Warden.

6. The Adolescent Division Warden, with custodial and administrative jurisdiction over the Adolescent Division, which housed living and training quarters for the experimental subjects.

B. RECEPTION AND CLASSIFICATION CENTER:

~~Our~~ Subjects' careers on Rikers Island essentially followed the ~~following~~ same sequence. After sentence in the courts, all inmates arrive at the Reception and Classification Center. They are housed there for about ten days, a varying period depending on the weekday of arrival, staff available for required

processing, the number of arrivals, and similar factors. They are housed in cells and segregated along behavioral-control patterns; i.e., homosexuals, aggressives, etc. Classification consists of automatic referral of all Adolescents (under 21) to the Adolescent Division except for those who must be hospitalized.

Normally, psychologists (assigned to the Department of Correction but professionally under the control of the New York City Community Mental Health Board's Director of Correctional Psychiatry) administered Revised Beta Intelligence Examinations at the Reception and Classification Center. Department of Correction social service personnel, under the Program Director at the Reception and Classification Center and the Director of Rehabilitation at the Department's central office, "normally" also administer orientation interviews and pre-release interviews when an inmate is transferred back to the institution prior to discharge.

Thus, the project originally anticipated relying on the data of record collected by social service personnel of the Department of Correction for its gross demographic screening, and on intelligence screening from test data of record administered by psychologists, all in the Reception and Classification Center.

However, it was discovered[1] that intelligence examinations were only sporadically administered and not regularly scored, because of a shortage of personnel, transfer and reassignment of available personnel, and because the Department of Correction had little real use for these scores in its classification and assignment scheme, This was especially true in the case of adolescents, whose classification and assignment to the Adolescent Division was automatic and whose stay at the Reception and Classification Center was too brief and fully scheduled to permit interim assignment.

Similarly, because of a shortage of social service personnel and the transfer of many of these to the Adult Division of Rikers Island, the demographic data which it was anticipated would be obtained in individual orientation interviews was also not regularly available to the project. The social welfare personnel remaining at the Reception and Classification Center were overworked. They concentrated their efforts on emergency social service and on the early identification of potential control problems for the custodial staff. Therefore, The project was we were also unable to use the initial orientation interview as a setting other for a structured psychological interview

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[1] On September 27, 1965, a survey was made of Department of Correction files of adolescents who had completed processing at the Reception and Classification Center. The findings of 65 folders which were examined in detail were as follows: 26 subjects had received no intelligence test; 34 had been tested but the results were unscored; 5 had been tested and the results were scored. Another 137 folders were examined in less detail and it was estimated that 11 subjects had been tested and the results were scored; 60 were tested but the results were not scored; 66 had not been tested. Subsequent to this date, the psychological staff was further reduced as indicated in footnote "3" below.

(and had to reconsider the value of such an interview if it were administered by our limited project staff) or for gathering demographic data.[2]

The autonomy of the Warden within each institution on Rikers Island was significant in our determination that the Reception and Classification Center was not the most feasible setting for ~~our~~ psychological testing programs. The administrative problems facing this particular Warden, the shortage of social service, and absence of psychological personnel assigned to his institution,[3] the short and heavily-scheduled stay of subjects there, and the large number of security regulations in effect in the institution which could not be relaxed (but which were not in effect in ~~the~~ Adolescent Division) caused the foci of testing to be shifted to the Adolescent Division. Nevertheless, the central office executive administration wanted the Reception and Classification Center to be the seat of all classification programs on Rikers Island, and project direction agreed to administer the Beta portion of the "A" battery to all incoming arrivals at the Reception and Classification Center. However, for the same reasons which made it unfeasible to administer the entire "A" battery at that institution,

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[2] See the accompanying Chapter on "Clinical and Psychometric Aspects" and on "Demographic and Training Evaluation Instrument."

[3] At the inception of the program the Department issued a Memorandum withdrawing all "mental health" personnel (psychiatrists and psychologists) from the Reception and Classification Center. Interdepartmental Memorandum from the Director of Operations, dated November 1, 1965. Additionally, at this time most of the social welfare staff was also transferred to service of adults only, from the Reception and Classification Center.

large numbers of adolescents were not able to appear for the Beta there and did not receive that measure until they had left the Center and had been transferred to the Adolescent Division.

After initial processing had been completed at the Reception and Classification Center, all adolescent inmates, except special cases requiring hospitalization, continuous psychiatric observation, etc., ~~are~~ were "classified" at the Reception and Classification Center by automatic assignment to the Adolescent Division.

Between one and two weeks prior to his release from prison, after having been in the Adolescent Division for the greatest part of his imprisonment, the inmate is returned to the Reception and Classification Center. He must first complete certain check-out procedures in the Adolescent Division before being transferred from there back to the Reception and Classification Center for this final pre-release stage. On transfer, he is prepared for release by executing receipts and other documents and by completing final administrative procedures of the Department. In the case of adolescent inmates, sentenced to indefinite terms, duration of this pre-release period at the Reception and Classification Center depends, in part, on the varying amount of advance notification of the exact data of release provided to the Adolescent Division by the Parole Commission. In addition to Correction processing at the Reception and Classification Center, the

adolescent inmate is first seen ~~there~~ at this point by the "institutional parole officer" assigned there on a rotating basis, to interview all prospective parolees concerning their resources and plans after release. As subsequently explained in the "Parole" and "After-care" ~~sections of this report~~ chapters, the procedure for this interview was altered by experimental design in the case of subjects designated to receive "intensive" after-care.

C. ADOLESCENT DIVISION:

1. Programs and Research:

The Adolescent Division (also called the "Adolescent Institution") of Rikers Island is the centerof a number of activities, generally defined as "rehabilitational," which are differentially available to the adolescent during most of his incarceration. The educational facilities of P.S. 189 and of the MDT program are located in this institution. In addition to the Correction Department rehabilitation activities which operate here, a number of other programs which are professionally under the aeges of outside institutions and agencies operate in the Adolescent Division, either periodically or on a more-or-less continuing basis.

Among programs in operation, other than the two school programs, were:[4]

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[4] A description of these programs in mimeograph form is issued by the Warden of the Adolescent Division of Rikers Island. The latest printing, dated November 1966, describes activities in that institution as of the year of operation of the experiment. All of the following quotations are from this publication.

a. A pastoral guidance program conducted by clergymen, consisting of religious services and, from time to time, individual and group pastoral counseling.

b. The New York University Graduate School of Social Work field work placement program. This placement is financed by the National Institute of Mental Health and supervised by a faculty member of the New York University School of Social Work. Students see selected inmates, on a one-to-one basis, in counseling sessions oriented toward practical aspects of adjustment such as home contacts, financial problems, etc. During the year of operation of the experiment, six students were conducting these sessions for one day weekly over the regular University semesters.

c. A Correction Officer "guided group interaction" program, officially defined as a "subtly manipulated 'bull session'." According to the same interpretation of the Department of Correction, in this activity "the main therapeutic value is tension-release mechanism."

d. Undergraduate counseling program. Psychology and sociology undergraduates from the City College of New York, Queens College, and Columbia University serve an "internship" at the Adolescent Division in the discipline of group counseling. These also are

defined as a form of "guided interaction" sessions, supervised by institutional program or senior custodial staff.

e. Alcoholics Anonymous guidance meetings for rehabilitation of selected alcoholics, with referral to outside groups after discharge, and, in some cases, family guidance offered to the family of the inmate.

f. Departmental social service, vocational counseling, recreational, and psychiatric interviews and/or treatment on an as-needed as-available basis.

g. Seminarians' supplementary religious program, consisting of "a guided interaction group setting" conducted by seminarians from St. Joseph's Seminary.

The obvious implications of this highly fluid program situation for the experimental program related to identification and control of significant variables which might impede evaluation of effects of the vocational training programs.

It was neither possible nor, necessarily, desirable for the experiment to urge diversion of these programs and services to non-experimental subjects. Unfortunately, ~~we could~~ from a research point of view, the project could not exert professional control over each of them or over their coordinated administration in order to insure a probable consistent effect and the lack of conflicting or self-cancelling results. Nor ~~did we have the~~ was there staff to thoroughly explore their actual program content in order to estimate their separate and combined ~~probable~~ likely effects on experimental

subjects. Another difficulty was imposed by the fact that, for various reasons internal to the administration of the sponsoring agencies and participating personnel, not all of these programs were on-going at the same time. Under these circumstances, we were faced with the intermittent application of intervening "rehabilitational" activities of unknown significance in the lives of subjects.

One position, held by senior staff members who were most familiar with the correctional program over past years and who could subjectively evaluate the current crop of activities in terms of their own previous experience, was that ~~it was unlikely that~~ these programs would not have any significant impact on the lives of experimental subjects.

Another position was that the experimental program was, by design, superimposed upon an on-going correctional system which included program activities and, if the experiment continued for the full period stated in the proposal (two years of vocational activities on Rikers Island), enough subjects would be processed through training for it to be validly reasoned that the existence of these services did not create any systematic bias among the experimental sample.

There were, however, two considerations which suggested that this latter position may not have been correct.

First, existing services were offered intermittently and were in part dependent upon a fluid departmental policy concerning assignment of mental health and program personnel,

cooperation with other institutions, etc. This indicated that these services might not merely be available to some subjects in each cycle and not others; it was likely that some cycles would be in the institution when certain or all programs were not offered, while others would be in the institution when several were offered. For example, some programs obviously coincided with the academic school year of a sponsoring institution. Another example of differential and periodic availability was a potentially significant program, called "Inmates Anonymous," which was not offered or available during the beginning of the program but which began to operate in the Spring of 1966. It was estimated that "Inmates Anonymous" could become a central program influence in the Adolescent Division during the latter training cycles of the experiment or else that it could disappear entirely before the end of the experiment.

Second, it was noted that there was a significant difference in the programs of and professional positions adopted by the two training leaders involved with the experiment. These bore on the issue of potential influences secondary to that of the vocational training programs. At several early meetings, in the Fall of 1965, it became apparent that the Principal of P.S. 189 believed his training entity could be enriched by program services of the kinds listed above. He was favorable to integration of these programs within his school, to the extent feasible, if project staff believed

this would not interfere with the experimental design. He was particularly interested because no comparable counseling services were provided by the Board of Education as part of his regular, on-going school program. Furthermore, over the years of its operation, his institution had built up a pattern of cooperative interaction with both the "permanent" and the itinerant program services offered at the Adolescent Division.

On the other hand, the Counselor-in-Charge of the MDT program took a more insular view of these services, partly to protect functioning of the counseling aspect of his program which he believed to be the "cement" of the MDT training structure. An example of this attitude, applied directly to the experiment, arose in initial discussions concerning operationalizing the group psychotherapy variable proposed in the research design. It was the opinion of all concerned project staff that conducting these sessions on Rikers Island would be desirable for compelling clinical and administrative reasons. This plan could not be implemented, however, primarily because of the refusal of the MDT Counselor-in-Charge to permit any other counseling, psychotherapy, or comparable influence upon his students during the period in which they were training in his program. Another example of this ~~reasoning~~ attitude may be cited in connection with the New York University Graduate Social Work field placement program. The students in this program ~~began their~~ initiated contact with selected inmates upon arrival of these inmates at the Adolescent Division. Since the New

York University supervisor was concerned with continuity of service, his students selected for counseling those inmates who were going to be available within the Adolescent Division for a period of approximately 20 to 30 weeks. Additionally, he was concerned with selecting inmates who were likely to be amenable to establishing a relationship with the social worker trainees. Because of the limited numbers of arrivals in the Adolescent Division who met these criteria, it was inevitable that he would select inmates who had been also selected for the experiment, approximately 3 out of every 4 of whom would later be assigned to MDT. Soon after the first MDT cycle began operating, the project staff were approached by the Professor in charge of the graduate trainees of the New York University program. He was concerned because his students were required by the Counselor-in-Charge to drop their contacts with those of their caseload who had been assigned to MDT training. This was considered clinically detrimental to the inmate, who would be required to abruptly terminate his new relationship with the social worker, without explanation. This was also viewed as an extremely poor training experience for the social work students. Since experimental selection procedures did not permit identification, at the point of their arrival in the Adolescent Division (when the caseload for New York University students was selected), of all inmates who would be assigned to MDT, it seemed inevitable that this conflict would be recurrent. Compared to this situation, those of the New York

University caseload who were subsequently assigned to either the P.S. 189 regular, control or the P.S. 189 experimental training program continued their contacts with the social-worker trainees after commencement of training. Therefore, it was reasoned by experiment staff that, even if the institutional program services were not intermittently available but were regularly applied, there might be a bias associated with professional adamancy of the MDT Counselor-in-Charge compared to the flexibility of the Principal of P.S. 189.

A related complication stemmed from the fact that the exact time of commencement of training and of release varied for each trainee. Training commenced between one-to-ten weeks after arrival at the Adolescent Division, and release occured between approximately one-to-four months after completion of training. Whatever the distribution of program services during the training period, experimental subjects were differentially exposed because of the differing lengths of their pre- and post-training terms in the Adolescent Division.

Additionally, the experimental design called for superimposing two special training programs upon the "normal" prison routine. It seems unlikely that the pattern of "normal" services was ~~not appreciably disturbed thereby~~ somewhat distributed differently because of the imposition of these two special programs. In some cases, as has already been indicated (see footnote 3 supra), the consequence was reallocation of "normal" Correctional Department resources away from the Adolescent to the

otherwise sparsely served Adult group on Rikers Island. In the Adolescent Division, program services, regardless of their characteristic intermittency and changing concentrations, seemed to be more available to the non-experimental and the control populations than they would have been if no experimental training had been extant within the Division. Experimental training, per se, was considered one of the institution's special services; humanitarianism suggested that the remaining program resources be allocated, among inmates not selected to receive special training opportunities, in greater concentration than if the whole adolescent population had to be served by those program resources without the experimental contribution.

The issue of uncontrolled, diverse programatic influences as variables possibly influencing the outcome of the study was resolved in light of the several issues presented above.

It was believed that the impact of these programs, even if not random, would probably not be determinative of behavior which the experiment would measure. It was also subjectively concluded that the most significant of these programs was the graduate social worker field-placement program.

The original proposal commited the experiment to establish in the training institutions "insofar as possible, similar kinds of facilities, faculty, and occupations...."

The original proposal also contemplated, in the MDT program, a counseling staff to provide "job orientation and evaluation of training progress in group guidance sessions." It had, therefore, been reasoned that the P.S. 189 and MDT programs would be moved toward equalization, except for approach to vocational training, by the addition to the former of a regular Board of Education Educational and Guidance Counselor, provided in the proposal. However, observations by staff led to the conclusion that the function of this Educational and Guidance Counselor, as traditionally carried out in accordance with professional training and expectations of the Board of Education, were not comparable to the counseling component of MDT. While the Guidance Counselor's orientation was heavily ~~involved~~ concerned with vocational and education guidance, counseling sessions at MDT seemed to be psychotherapeutic in ideology and effect. It has already been noted that the Professor in charge of the N.Y.U. Graduate Social Worker Training Program was concerned over the fact that his students' contacts with inmates ceased immediately upon assignment of the inmates to the MDT program. It was also called to the attention of the directoral staff of the experiment that, regardless of function, the P.S. 189 school would be unable to actually hire an Educational and Guidance Counselor until February, 1966, because of difficulties in finding an appropriate person trained in this field who would be willing to work under a Government contract when there was such demand for his

specialty under the regular, and more secure, Board of Education terms.

In view of these factors and ~~our~~ the initial observation that the graduate social worker program, as it was being applied, might significantly bias ~~our~~ the experimental sample, a decision was reached by the research staff of the experiment in accordance with which the social worker training program would become, in essence, an arm of the experimental portion of P.S. 189. Trainees would commence their contact with experimental eligibles who were designated for that program. We thereby eliminated the situation in which MDT trainees' contacts with these social workers were prematurely and abruptly terminated. We also thereby introduced a counseling component which made the experimental P.S. 189 program somewhat more comparable to the MDT program. It was felt that this solution served to control the most significant of the Adolescent Division program variables which were without the scope of the experiment, tended to reduce the negative Hawthorne effect noted above, and also tended to support a conclusion that differences in vocational training per se could be associated with whatever behavioral differences were noted at the end of the study.

This decision was an accomodation to a practical situation discovered in the course of implementation of the experimental design. It was, also, a significant research decision. The project officer was, accordingly, immediately notified of it.

2. Sequential Career Within the Adolescent Division; Processes and Research Implications:

For reasons explained below,[5] inmates arrived in the Adolescent Division on a continuous basis but had to wait up to ten weeks before being assigned to a training program. During this waiting period, they were, with the exceptions noted, processed according to usual Adolescent Division sequence.

Upon arrival from the Reception and Classification Center, all inmates received a one-week orientation period. This included a general lecture about the institution and its rules and regulations, from the Captain in charge of program. Other initiation and orientation procedures during this week included interviews with the social service staff of the Department assigned to this Division, explanations about special programs of the Division, medical examinations, cell-block housing assignments, and similar matters.

At the end of the first week, each inmate received his assignment upon appearance before the Classification Board. This Board consisted of a representative of social service, a representative of P.S. 189, an Alcoholics Anonymous representative (with the limited function of ascertaining a need for any alcoholic rehabilitation and related family-service

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[5] See Chapter ~~VIII~~ IX on "Selection of Population"

programs), the Captain in charge of program representing the custodial force, who acted as Chairman of the Classification Board.

Assignments from the Board are made to P.S. 189, institutional clerical work, maintenance work, band, park department, sanitation work, landscape work, mess hall, "clothes box," and the MDT program.

Two research issues presented themselves, in the design implementation stage, related to these orientation and assignment procedures. First, inconsistent orientations which were discovered with the first cycle suggested that these orientation lectures might inadvertently be creating an unaccountable bias by establishing attitudes among inmates eligible for the experiment, or among other inmates with whom they would be inter-acting. Second, institutional assignments to P.S. 189, of an interim nature before the start of the twenty-week training cycle (which might last for at least ten weeks and which lasted, for the first training cycle, for a much longer period of time for those inmates who had arrived on Rikers Island as early as April, 1965), and pre-release assignments after completion of the twenty-week training cycle, might be significant factors in determining subsequent behavior.

First, random positive or negative changes in receptivity to learning might be traced solely to the fact that an inmate believed he had been selected for a program of special training rather than to the vocational curricula sought to be compared in the experiment. Direct or implied promises of special

job opportunities or of other special treatment, both in and after prison, could result either from lack of understanding of the project by associated staff administering orientations, or from their unconscious desire to elicit cooperation from the inmate population during the particular period of their association. It was also believed by staff that numbers of subjects would be knowledgeable about such experimental terminology as "control group," and that any sense of being manipulated, deprived, or of ~~being given~~ receiving false promises would not evoke "normal" responses to the various proposed experimental treatments. Finally, we were concerned with distinguishing between motivation associated with the experimental vocational training and that which could be evoked by any program, regardless of its substance, which merely changed the attitude of correctional and allied staff. Therefore, it was decided that some control over the at-least four separate orientations which the experimental subject received was in order to insure consistent and factual exposure to the program.

It is believed that the effect caused by insertion of an experimental project of this complexity into an on-going routing could not be wholly eliminated. Even if efforts to delimit the contents of the orientation lectures were successful, the prison "grapevine" would undoubtedly convey much information and misinformation to ~~the~~ subjects. The project ~~We~~ did not have facilities to evaluate the impact of this communications system. Further contamination of the information thus conveyed,

caused by experimental subjects who were returned to prison and became in contact with future experimental subjects, was also expected ~~contemplated~~, but no recidivist was back in prison early enough to communicate with any of our future subjects.

At regular meetings between the Director and persons involved in each particular oeientation, the experiment was concisely interpreted in order to avoid misunderstandings and overstatements. We attempted to cause these orientations to be very literal but not to impinge on the descriptive prerogatives of staff involved in later stages of treatment. Thus, at the first orientation, the Program Director at the Reception and Classification Center agreed not to mention, in any detail, the training programs which would be available after transfer to the Adolescent Division since he had no way of knowing who would ultimately be assigned to which, if any, experimental category. This reduced the possibility of inmates entering the Adolescent Division with misconceptions of the program which actually interfered with its administration. Similarly, the Adolescent Division Classification Board ~~orientation sessions~~ merely made assignment to the MDT program and the P.S. 189 School, referring neither to aftercare nor to "control" or "experimental" categories.

It was, nonetheless, not possible directly to supervise all of these orientations. Delimiting their content was accomplished at meetings such as those which have been mentioned, with the Principal of P.S. 189, the MDT Counselor-in-Charge

and the Program Directors of the Reception and Classification Center and the Adolescent Division, and with the Wardens involved.

Within each school, however, there were obviously uncontrolled and differential orientations toward future prospects for the trainees. This was so, in part, because the MDT program led directly to subsidized "mainland" training programs which were available to graduates of the Rikers program. Our evaluation conference with MDT staff and Parole Officers indicated that great emphasis was placed on this future training by the MDT institution training staff. The Counselor-in-Charge stated that "these youngsters know that they are going to go on, if they want, to a further kind of advanced training in which they specialize in a specific operation. And they know that the payoff is going to be, if they absorb this kind of training, a shot at a kind of job, and a kind of useful life, which they have never had before." On the other hand, there was no continuation program available for P.S. 189 trainees after release unless they wanted then to begin an MDT course comparable to that which the MDT trainee received on Rikers Island. But the availability of immediate placement services for those in P.S. 189 who were designated to receive "intensive" aftercare was in constant evidence during the training program, inasmuch as on-site review of the training there, by union and management officials, was part of the operationalized experimental design.

The project aim was to specify that the training, rather than motivational factors in part related to the training but in part related to after-care opportunities, caused such behavioral changes as experimental measurements might identify. These sample considerations suggest that, despite efforts at control of orientation, it was difficult to separate the impace of actual and prospective aftercare services from orientation to the vocational training programs and approaches being compared. In our final evaluation conference with Parole Officers, it was noted by these officers that at least in one case a "model" trainee, who performed well in all training phases both on and off Rikers Island, regarded the inability of the parole staff to obtain a "good" job for him after training as a broken promise which justified negative, self-destructive and anti-social behavior on his part. It is also significant that feed-back of this attitude into program was noticed by these officers, who were called upon by other subjects to justify the program and its merits in view of these disappointments experienced by the "model" trainee.

The second issue was whether or not regular assignments to school in the Adolescent Division created a bias among subjects of the experiment. These arrangements would be made on an interim basis to subjects selected for the program but unable to enter (their designated training) until the start of the next training cycle, and to subjects, having completed a training cycle, who had a period

of time remaining in the institution before release.

P.S. 189 was an on-going institution having to maintain its student rolls at approximately 200. One-half of these were subjects of the experiment, approximately equally divided between controls and those in the five experimental shops. The administrative necessity for filling the remaining vacancies gave rise to the research issue of whether or not to permit assignment of experimental subjects, who were either awaiting the convening of a training cycle or awaiting their release, to these P.S. 189 vacancies. The arguments in favor of such assignments were: first, that the program design called for the experiment to exist within the framework of usual prison services, of which P.S. 189 was a central component; second, that these subjects were the ones who would normally be receiving education and training during the full length of their imprisonment in the Adolescent Division, and failure to permit them to be assigned on an interim or pre-release basis would result in the experiment causing them to receive less training than they actually would have received without the experiment; third, that failure to permit such interim assignment would result in one-half of the school receiving trainees whom it would ordinarily ~~not accept but would regard as being~~ ineducatable, who would be trained side-by-side with control and experimental subjects ~~being~~ trained in that institution, thereby biasing the study because no comparable influence was extant in the MDT group,

which received only experimental subjects as trainees; fourth, that differential interim and pre-release school assignment would create no greater bias than differential interim assignments to the various other institutional work programs listed above; fifth, that excluding experimental subjects, there would probably be insufficient numbers of ~~candidates for~~ trainees on the P.S. 189 program, and the project would thereby precipitate a major institutional crisis.

The arguments against such interim and pre-release assignments were: first, that there was a qualitative difference between differential training experiences and differential ~~prison~~ work experiences; second, as to interim assignments (occurring before the commencement of training,) since it was impossible to specifically identify the training program into which an inmate would be randomized by the time the assignment had to be made, some students would first be in P.S. 189 regular training and subsequently enter the experiment in MDT with a confounded or unaccountable training bias; third, that the design requirements of twenty weeks in one of three training programs being compared would be violated by extension of this period differentially; fourth, as to pre-release assignment, that the P.S. 189 experimental-school trainee who would be reassigned to the regular program of that school would be subject to a different reaction than that of other trainees who would be assigned to such programs because of his segregation from, but close awareness of, the special program he had just completed.

It is to be recalled that P.S. 189 was the only educational institution in the Adolescent Division capable of absorbing trainees for whatever period of time they had remaining in the Adolescent Division. The MDT program, by law, taught only in twenty-week cycles, and did not accept trainees in the middle of program. Since its inception, P.S. 189 had taken the position that, in a prison, training services had to be adaptable to varying levels of achievement as well as to varying periods of instruction and incarceration.[6] To make the experimental portion of P.S. 189 comparable with MDT, a twenty-weeks' schedule there was being compared with both the MDT and the regular prison training program.

This issue was resolved, after consideration of the foregoing administrative and experimental considerations, by the project's research staff. It was decided that interim and pre-release assignments to the school would be permitted. The Principal of P.S. 189 conferred with the Counselor-in-Charge of MDT to insure that experimental subjects receiving interim placement in P.S. 189 who might subsequently be assigned to the MDT program would receive appropriate orientation to this phase of their training. Only those experimental subjects who would ordinarily have been acceptable to P.S. 189 on the basis of the judgment of its representative on the Classification Board would be assigned to the school during the interim or pre-release periods. The training afforded

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[6] Cf. Kreuter, M., "A Public School In a Correctional Institution," Federal Prob., (Vol. XXIX, No. 3) p. 50, Sept. 1965

these subjects during these two periods would be the regular prison education program and not the experimental program or any continuation of it.

D. FIELD RESEARCH AND BUREAUCRACY:

A number of implementational matters concerning administration within the Department of Correction related to the issue of consistent operation of the research program. These matters had to do with the nature of the Correctional bureaucracy, with its inherently competing interests of program, custody, and research, and with the Department's established pattern of relationships with other agencies involved with the project. It should be emphasized that individuals on the higher echelons of the correctional system were remarkably willing to accommodate their on-going routines to the needs of the experiment despite numbers of previous unsatisfactory experiences with special programs and research. Difficulties which the experimental staff encountered in operationalizing the program were primarily caused by honest and realistic perceptions of their tasks by these officials, as detailed below.

The research program was able to become operative in time to meet the initial need for trainees in October, 1965 and to select subjects for all subsequent cycles. However, over the year's operation, establishment of suitable environmental and direct-training conditions was a process rather than an achieved fact.

Conditions of the experiment were differentially achieved at specific times during the year. Some of these conditions approached the ideal posited in the proposal more closely during later training cycles than during initial cycles. Conversely, some initial arrangements were less rigorously adhered to after the program had been operational for several months, because of such factors as diminishing enthusiasm of key implementing figures as the excitement of a novel program subsided or as their responsibilities became more complex, uncertainty about the future of the project caused by indecision of the sponsoring agency concerning continuation of funding when participating agencies were required to make their arrangements for the near future, the onset of vacation periods for personnel working on a "school" year and for others who had been intimately associated with the project's beginnings, and other similar factors. ~~We have not attempted~~ No attempt was made to calculate the influence of experimental conditions which ~~were~~ affected by entropy and progressive disorganizational influences.

The project staff recognized the discrepancy between operative conditions of the experiment when initial procedures were being established and between operative conditions when, it was supposed, these procedures would be more smoothly functioning. The facts were called to the attention of the ~~project officer~~ funding agency, and a negotiated revision of ~~our~~ the research contract was accepted which specifically called for treating

the first cycle as a pilot group both in training and after release. This arrangement sensibly added an operational lead-in to the planning lead-in stage. However, the result of termination of the experiment after one year was that most completed measurements of pre- and post-treatment factors took place on subjects who were in program during its operational lead-in. Significant final measurements on most subjects in later cycles, who received experimental treatment under major conditions approaching the proposal ideal, were unable to be obtained because the time these inmates were in the community was so brief and the independent variables of the study primarily concerned community adjustments.

Examples of differential achievement of conditions of the research which are related to factors of bureaucracy, inherently competing interests, and interdepartmental relationships are given below in connection with the provision of training equipment and supplies. While comparable situations existed in every other area in which the project functioned, and equally affected research conditions, it is not considered necessary to recount each of these situations. The point sought to be made is that the factor of differential variation in achievement of the conditions of research probably affected our results. The impact of such variations obviously cannot be assumed to be equally distributed among the experimental sample merely because a project deals with large numbers of subjects, since the bias may conceivably be cumulative. Only

an intensive study of selected subjects would be likely to yield data concerning the effect of differential achievement of experimental conditions.

The proposal called for experimental vocational training "related to possible employment opportunities available in the outside world." This kind of program was hypothetically compared with "usual" prison vocational training, "geared to production requirements for the prison." Intense involvement of unions, management, and the public in the experimental portion of P.S. 189 was proposed to insure methods, equipment and curricula responsive to active current needs. The aim of this involvement was to initiate a dialogue between suppliers (educators and prison administrators) and consumers (union, management, and "the public") of services of the vocationally trained ex-inmate. It was reasoned that the most responsive prison training and educational system would be able to best equip and motivate experimental subjects to enter productive, self-satisfying and law-abiding careers.

The manifest aims of the Department of Correction and of key staff within the Department consisted with these goals. However, as an institution with a long history of custodial preoccupation, as an agency mandated by law to concern itself with security, and as a city administrative unit conscious of matters of accountability and legal liability, a number of competing interests manifested themselves, in the implementational stages of the research, which interfered with the timely development and the necessary

flexibility of such a training instution as had been envisioned.

For example, equipment and supplies had to be ordered. In many cases, the equipment required installation. Before being installed or used on municipal property, guarantees of equipment safety, in accordance with standards prevailing in all City agencies, had to be obtained. In some cases, inspection by City representatives was required prior to installation, but inspectors could not be found who were able to go to Rikers Island without long delays.

Except for expendable items, questions of transfer of title and of legal liability arose and had to be resolved on a multi-agency basis, since equipment was used by New York City Board of Education personnel in a Correction premises and the Board had its own acquisitional standards and regulations.

In the case of expendable items requiring regular, ongoing deliveries, considerable difficulty was often encountered in obtaining advance notice in order to arrange clearance for delivering personnel and vehicles.

Arrangements for purchase and delivery of some items of expendable training equipment which were regularly supplied to other activities on Rikers Island by the Department's Fiscal and Purchase Division required separate agreements to be made concerning ordering, delivery, storage, requisitioning for use, and billing. Where purchases were made directly

on order of or by instructors, some financial safeguards had to be devised by the project although it had no staff qualified for this task. In some cases, the Operations Division directed the Transportation Section of the Department to deliver by official Correction vehicles. In cases of donations, this required ~~our~~ project coordination of pick-up schedules. Since the Transportation Section was necessarily concerned primarily with operational requirements of the Department, it was usually impossible to assure the donor of a particular time of pick-up. Yet, such assurance was required when equipment was being taken not from a staffed shop, but from an on-site job location and had to be removed within a certain time. The more successful staff became in involving the community, particularly employers and unions, with the project, the more strained became problems of delivery and pick-up of donated equipment. In many cases, negative experiences with donations countered the community involvement which had been cultivated.

Once delivered to the school, useful equipment of significant training value had to be installed, in some cases, in conjunction with substantial plant changes requiring scheduling of the appropriate Departmental staff and outside contractors. Meetings with and inspections by the central office Engineering Division of the Department of Correction and the custodial figures in charge of ~~the~~ institutional construction were required. There was no budget either for

such installation or for the ancillary equipment often required to operate donated equipment. The Department of Correction contributed approximately $20,000 for this purpose. Because of their cooperation, waiting time for planning, scheduling, and installation was always much shorter than was expected. In the interim, however, other training devices sometimes became inaccessible or inoperative because of construction and security measures.

In other respects, also, realistic bureaucratic considerations took precedence over optimal training conditions. For example, the Auto Body Repair Shop could conduct only limited training without a series of different cars, each presenting different technical problems, in the shop. The training need for "live" work was reviewed in light of considerations of contraband, security, legal restrictions on the use of prison labor, possible public reaction to benefits accruing to institutional personnel, competition to commercial body-repair establishments, and city-vehicle use schedules. For most of the year the shop was conducted with the same two burned and inoperative automobiles being repetitively smashed and repaired. Finally, during the summer of 1966, permission was received for this shop to be conducted, in part, at the Rikers Island Garage, on "live" vehicles customarily maintained there.

The foregoing is a highly selected statement of the accommodations, agreements, and understandings which had to

be reached, in one typical area of the research operation, between the Correction bureaucracy and the project in order to resolve implementational problems associated with achieving certain minimal conditions of training. With ~~an immense amount of~~ good will and ~~keen~~ understanding on the part of Department of Correction personnel, these were, in the main, all resolved by the time the project was terminated. With the same spirit of willingness, the staff of the experimental program at P.S. 189 taught under gradually improving conditions. However, these illustrations are intended to suggest that ~~the~~ subjects who were exposed to 20 weeks of training at different times during the year's operation had substantially different training experiences regardless of the fact that such experiences were under the auspices of the "same" training program. Similarly, it seems probable that the process of creating experimental conditions in other areas of the design -- orientation, housing, testing, after-care and parole, and perhaps, other areas which the Project was ~~were~~ unable to identify -- also presented environmental variations which may have been influential ~~in our~~ final results.

III. NEW YORK CITY BOARD OF EDUCATION:

A. GENERAL:

Of all the municipal agencies with which the Project was involved, only the Board of Education was created by separate State law. An operational implication of this fact was that the Board could operate with greater independence of general City regulations than those other agencies. For example, the Project's sub-contract with the Board was effected after a few weeks' discussion with the principal of P.S. 189, and after approval by the Board of Education of an authorizing Resolution which had been placed on its agenda. By contrast, ~~our~~ sub-contract with the Parole Commission required months of negotiations between the Chairman of the Commission and the Project Director, followed by approvals by the full Parole Commission, the City Personnel Department, the City Corporation Counsel, the City Budget Department, and the Depyty Mayor, before it could then be returned for signature by the parties.

Internal implementation of all of its ~~project~~ sub-contract commitments by the Board was, however, a slow, difficult, and complicated process. This process provided an example of administrative factors which may have had an effect upon the quality of operation of the experiment. In December 1965, the project was ~~apprised~~ that no instructors in the experimental P.S. 189 program had received any pay for services rendered since July, 1965. The appropriate mechanism

to pay these instructors had not been created within the Board. At the beginning of 1966, after considerable negotiation, many conferences, and several written communications to the project, to the Board, and to the United Federation of Teachers, a strike of P.S. 189 instructors was called. This was twice postponed by the unpaid teachers, first at the request of the school Principal and, then, at the request of the project Director, solely in consideration of disruption of the project which would be caused by cessation of teaching activities within the experimental program. Staff was finally paid in mid-January, 1966. Although the chaos of a work stoppage within the prison was avoided, the morale of staff could hardly not have been affected during the months when they were receiving unfulfilled assurances concerning their pay. The patience of these instructors and their commitment to the experiment is borne out by the fact that the strike was not finally called until mid-January, when they could perceive no real alternative to it. The project did not attempt to evaluate whatever influence upon training content and efficiency this occurence might have had. However, since it was hypothesized in the proposal that prison-training content and efficiency bear a direct relationship to subjects' behavioral patterns after their release into the community, this episode may also have influenced the findings of the study.

A second feature of the Board of Education which affected

our procedures was the fact that the Board had many divisions and City-wide educational commitments compared to the wholly correctional concerns of the Parole Commission and the Correction Department. An operational implication of this fact was that the project directorship began its negotiations for implementation of the project in P.S. 189 with the Board's official Director of the Bureau for the Education of Socially Maladjusted Children.

This Bureau (which was renamed the Bureau of Special Services in February, 1966) was in existence for 18 years prior to inception of the experiment. It operated 27 schools and 14 annexes, training a pupil population in excess of 5,000. There were 515 regular teaching staff and additional specialized staff of reading specialists, guidance counselors, and clinical teams within the Bureau. The security of operation within a long-established Board of Education Division, and in a school which had a history of 7 years' prior operation, is deemed to be a significant descriptive characteristic of the P.S. 189 portion of the educational component of the project. One analysis of the effect of this characteristic is presented in the accompanying conference evaluation.

Special schools of the Bureau are located in a variety of settings, including psychiatric hospitals, treatment centers, residential institutions operated by religious groups and hospitals, etc. Only one of its schools, P.S. 189, exists within a prison. It is clear that the Board's

"special" program and the population which it served varied a great deal from setting to setting. Since there ~~are~~ such differences -- not only in student population and programs but in facilities available within each school -- despite the fact that the student population ~~is~~ generically denominated a "problem" one and the program ~~is~~ called "special," the principal of each school had a considerable amount of freedom concerning his program. Traditionally, in P.S. 189, the principal had been allowed by the Bureau Director to make necessary program accommodations with the penal system ~~in~~ which his school ~~is located~~. The pattern of assumption of local responsibility in program adjustment is considered a major structural feature of the P.S. 189 training program and should be considered in an analysis of the findings of this study.

To implement the research in M.D.T., ~~we~~ began negotiations with the Board's Director of the New York City M.D.T. Programs. The Director of the Manpower Development Training Program within the Board of Education had responsibility for administration of all of these programs insofar as they concern the Board of Education. Although existing within the Board of Education, its Director described the M.D.T. program as "virtually a school system within a school system."[7] M.D.T. facilities ~~are~~ located throughout the City in vocational high schools, leased facilities, adult training centers,

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[7] Kressel, Herman A., "Manpower Development Training Program," The Manpower Matrix, vol. I, No. I, Dec. 1965, (no pagination).

and other settings. There ~~are~~ were four separate kinds of M.D.T. programs and, within each of these, a wide variety of courses and training programs ~~are~~ were offered. The Board of Education had instructional responsibility in M.D.T. programs, ~~and~~ while the New York State Employment Service of the New York State Labor Department had responsibility for admissions, enrollment, and placement. Therefore, the Board's M.D.T. Director was responsible for co-ordinating the instructional phase of M.D.T. with the reciprocal responsibilities of the Employment Service listed above. The Rikers Island M.D.T. program was physically isolated from the other M.D.T. programs throughout the City and from the field staff of the State Employment Service which had testing, enrollment and placement responsibility for the trainees. The result was that the Director constantly had to face operational disturbances of the relatively new patterns of relationships which the Board of Education had established with the Employment Service in connection with its M.D.T. installations accessibly located in the City.

In contrast to the Special Services Bureau and P.S. 189 in particular, the entire M.D.T. program was massive and recent. The Rikers M.D.T. installation commenced operation at the same time that the experiment began. A subjective analysis of the implications of these features is presented in the annexed conference evaluation; it seems certain, in any case, that they had a most significant effect upon the nature of M.D.T. trainees' experience within that program.

These two Directorships of the Board of Education's M.D.T. and Special Services program were approximate administrative counterparts to Warden-level positions. By contrast, initial arrangements for the project in the Parole Commission and the Department of Correction were made with the Chairman of the Commission and Commissioner of the Department, respectively. Since the project had no substantial contact with their Board of Education counterpart, the Board President, but dealt in the first instance with officials who were immediately above those directly responsible for actual training programs, implementing the educational portions of the project was facilitated by ~~our~~ being able to deal early with Board officials who had a realistic understanding of what was happening and what could be accomplished.

In another sense, however, the educational phase lacked the kind of mandated commitment to the research which would have been present if the titular head of the Board had ~~been~~ become publicly involved and identified with the project. Considering the personal and professional stresses which were caused by difficulties inherent in co-ordinating institutions and bureaucracies with little history of the kind of cooperation requiring on-going scheduling and continuous multi-agency services, the project's experiences with the Board were ~~extremely~~ positive ones. Even the willingness of the Board to participate in the kind of evaluation which it believed the project implied was remarkable in view of the wrenching

of administrative patterns required to implement and sustain the communications necessary for operation of the project. ~~It is not to detract from~~ this willingness to invest time, personnel, and emotional energy in the evaluation, ~~that it is pointed out that~~ in moments of tension associated with scheduling, co-ordination, and adjustments in the initial training cycles, the exasperation experienced by one of the Directors led him several times to "threaten" to disassociate his agency from the project altogether. The research issue sought to be underscored is that the project was ~~somewhat~~ dependent, in the educational phase, upon its ability to establish personal rapport with the two Directors and the two training principals. To what extent the project staff's differential effectiveness in sustaining these ~~necessary~~ relationships influenced the research findings is something which the project was unable to evaluate during its year of operation.

B. P.S. 189 (P.S. 616):

1. General:

P.S. 189 on Rikers Island ~~is~~ a single institution functioning within the administrative complex of the Adolescent Division. It ~~is~~ physically a part of the Adolescent Division, but located at one end of the center of custodial activities. Its Principal ~~is~~ professionally responsible to the Director of the Board's Bureau for the Education for Socially Maladjusted Children. However, that Director also had supervisory administrative responsibilities for all of the Board's schools for "problem" children located throughout the City.

P.S. 189 fell within the Board's category of a "special" rather than a vocational school. The resources of the separate Vocational Schools Bureau of the Board of Education were not available to it. ~~It appeared that~~ There was little communication between the Bureau for Maladjusted Children and the Vocational Schools Bureau. The project emphasized a pre-existing trend within P.S. 189 toward vocational-training orientation. However, during the project's operation this development continued independent of the Vocational Schools Bureau. The program of that Bureau was not specifically devised for the so-called problem children with whom the Bureau for the Education of Maladjusted Children dealt. Nevertheless, during the year, the Principal of P.S. 189 attempted, without success, to elicit involvement of the Vocational Bureau because, as he wrote, "it is obvious that our program is essentially one in vocational education and rehabilitation."[8]

A number of attributes of P.S. 189 which are considered relevant to the experimental design and findings are separately discussed in the ~~accompanying~~ evaluation of the P.S. 189 conference. These include: its having been established within the Department of Correction before the inception of this project; its having developed patterns of interaction within the correctional system by the time the experiment began; its staffing with instructors licensed by and professionally affiliated with and committed to the Board of Education.

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[8] Letter of February 14, 1966, to Director, Special Services Bureau.

In addition to these factors, it is significant to the experimental design and findings that P.S. 189 was, historically, a single school. Even after the onset of the experiment, it continued to function as a single school despite the fragmentation associated with installation of the project's "experimental" training program, and despite the fact that one-half of its total enrollment consisted of trainees who were not subjects of the experiment.

Students in the school were one of three types: subjects of the experiment who were trainees in the "experimental" program installed in P.S. 189; subjects of the experiment who were receiving the "regular" prison training and who were designated as the control education group; non-experimental subjects who were receiving the same "regular" prison education. The last-mentioned group constituted approximately one-half of the school population. In addition, within the regular school were experimental subjects receiving regular training either as an interim or as a pre-release institutional assignment.

During the project's operational year the Principal of the school continued to retain administrative and professional responsibility for the entire school. Nevertheless, a number of functions were delegated to the Assistant Principal because of the Principal's involvement with the experiment. Certain other staff, as indicated below, were involved only in the experimental school; these were those whose services,

in part, differentiated experimental from regular education. Other staff taught both regular and experimental trainees, but at different times. Still others were concerned wholly with the regular program.

A number of issues pertinent to research are indicated by the situation described above. Although ~~we were~~ the project was comparing three separate systems of training and education, the fact that two of these were physically and administratively inseparable or closely associated while the third was independent and physically isolated from the other two may well have produced different training and behavioral results than would have appeared either if all three programs were wholly independent of each other or if another two of the three were in this kind of constellation. For example, the cohesiveness of staff under the same roof may have either upgraded morale or teaching techniques in one of the two P.S. 189 programs or occluded the separate effectiveness of each. A question is also raised whether or not inherent competitiveness between the two P.S. 189 programs did not develop from this association, with a different result than that caused by the assumed competitiveness between ~~the~~ M.D.T. and P.S. 189 staffs.[9]

Another question which suggests itself was whether or not the two P.S. 189 programs developed "have" and "have-not" attitudes which influenced teacher morale and trainee attitudes.

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[9] See ~~the appended transcripts and observations of the two education staff evaluation conferences.~~ Appendices 3, 4, and 5

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The fundamental question for research is whether or not the so-called "normal" training which was used as a control was, in fact, substantially the same as training which would have taken place in the institution without imposition of the experimental program on the same academic and administrative entity. The converse research issue is whether or not the experimental program which was ~~being~~ evaluated was, in fact, substantially the same as one which would have developed under a more independent professional and administrative structure, given its constant internal components.

2. Experimental Program: Implementational Procedures and Description:

a) Staff:

Subjective observations of staff ideology are noted in the accompanying observations on the P.S. 189 conference, which was ~~conducted~~ held after the program had been operative for one school year. The accompanying conference transcript also provides this staff's own perceptions about itself and its program.

A factor which seems relevant to evaluation of the training is that the experimental program experienced considerable difficulty in becoming fully staffed. It was not, for example, until February, 1966, that the Educational and Guidance Counselor position was filled. This position, as has been indicated above, was, in part, programmed to provide some parity with the counseling aspects of the M.D.T. program. Notwithstanding the fact there ~~is~~ was a substantive difference

between the counselor's role and function as developed in M.D.T. and in P.S. 189, this counselor's contribution to P.S. 189 was not available until half of the P.S. 189 experimental trainees had completed training.

Similarly, vacancies also existed in the academic and remedial areas of P.S. 189 experimental program during its first 20 weeks of training.

The control program in P.S. 189, by its nature, was not subject to these personnel vicissitudes, since it was staffed by the regular assigned teachers with permanent Board contracts.

One research issue concerning personnel is, therefore, whether training programs which are subject to varying degrees of completed staffing can be evaluated in terms of intrinsic vocational content rather than in terms of their relative levels of functioning and in terms of factors associated with operational efficiency. If the project's training phase had been permitted to function over the period contemplated in the proposal, this issue might not have been statistically so significant, since the trainees affected by staffing discrepancies were mainly those in the operational lead-in group.

The P.S. 189 experimental program's full staff consisted of the following personnel:

1. Full-Time Personnel:

Three remedial mathematics and reading instructors;

one Educational and Vocational Guidance Counselor; in addition to ~~the foregoing~~ These personnel provided by the project-budget, ~~a~~ one remedial instructor was assigned from the regular school staff full time to the experimental program.

2. After-School[10] Per Session Personnel:

Five vocational shop instructors; two high-school equivalency and related technical materials instructors; one vocational related technical materials instructor; two administrative personnel.

The vocational shop instructors ~~who were~~ assigned part-time after school on a per-session basis were the P.S. 189 school staff who were also employed, during the regular school day, in the experimental program. The high school equivalency instructors were, similarly, those of the regular school staff ~~who were~~ utilized for tutoring in the academic phase of the experimental program. The vocational related technical materials instructor was also used for curriculum advice throughout the program.[11] The two administrative personnel were regular school employees, the Administrative Assistant and the Assistant Principal of the school, who were

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[10] The designation "after school" refers to the extended time (1½ hrs.) at the P.S. 189 experimental program which lengthened the "regular" school day there to the same 6½ hrs. ~~as the~~ school day in the M.D.T. program. For reasons of union terminology the phrase "extended day" could not be used, although "after-school" time did not imply discontinuity of program.

[11] See subsection "d)," infra.

employed to facilitate administrative aspects of the experimental program only during cycle re-organization periods. During the ~~normal~~ regular school day they were employed in their normal functions within the regular school program.

b) Programming:

The first decision to be reached was that of which of the shops conducted in the school and specified in the proposal were to be adapted for the experimental-educational phase of the P.S. 189 program. This decision was made by the Principal of the school in consultation with the project directorship. Because the selection of shops was dependent upon evaluation of contacts established during the summer, selection was made immediately prior to commencement of actual training, at the beginning of the school year in September, 1965. ~~The~~ Considerations involved in this selection were:

1. Feasibility of operation of the shops and implementation of the curriculum on a sustained, full-day, five-weeks basis;

2. Availability of a regular instructor deemed professionally appropriate for a special training program aimed at rehabilitation through community preparation.

3. Selection of areas in which preliminary exploration indicated that employer and union response and interest in the program might be expected to provide both constructive feedback to training curricula and rapid employment for released trainees;

4. Identification of vocational areas for which licensure or other admission-to-practice requirements of the community would not necessarily preclude trainees from practice and advancement in that vocational area;

5. Ability to equip and operate the shops within budgetary limitations of the project.

Those selected for the P.S. 189 program were: Auto-body and fender; Automotive service and repair; Italian and French baking; Barbering; Tailoring.

The next step was to program the experimental trainees in a way which did not preclude operation of the balance of the school. It is to be recalled that when the program was fully operational, there were approximately sixty experimental trainees, and 140 other trainees of whom 40 were project subjects receiving "regular" education as ~~an~~ the educational-control group. Whereas the experimentals were retained for twenty weeks, rotating among four of the five shops with a five-week experience in each shop, trainees receiving regular education could have no such sustained program because of their varying periods of imprisonment in the institution (except for ~~the~~ control subjects receiving the regular prison education, who continued that experience for twenty weeks).

Another programming factor was the extension of the normal school day of P.S. 189, ordinarily terminating at 1:50 P.M., for an extra hour and one-half. This was to equate the length of training and instruction in the P.S.189 experimental program with that of the M.D.T. program. Only those

instructors who were receiving extra pay on a per-session basis would be available for the afternoon sessions, whereas the extra instructors who were hired on a "full-time" basis for the experimental program served only during the normal P.S. 189 school day and left the Island at the same time that the full-time Board of Education personnel associated with the regular program left work. The extended day for per-session workers ran from 2 P.M. to 3:30 P.M.

It was decided by the principal of P.S. 189 that two all-day experimental shops, the Auto-body and fender and the Auto-repair shops, were best operated with one group of trainees for the entire day, because of the nature of the work involved. Therefore, these shops were available only to trainees in the P.S. 189 experimental training program and not those in the regular program. They were conducted between 9:00 A.M. and 3:30 P.M. A teacher of related technical information was assigned to trainees in these two shops between 9:00 A.M. and 11: A.M. in a team-teaching arrangement. This instructor spent three mornings a week in one shop and two mornings a week in the other, on a rotating basis. He was also responsible, between these hours, for basic education and guidance.

The three other experimental-shop groups received remedial instruction in reading and mathematics from noon to 2 P.M. This instruction was administered by the three project-supplied remedial teachers, in small groups, on a rotational

basis, with consideration given to levels of achievement and needs of particular pupils. Baking shop trainees did not receive this remedial instruction because that shop was located in a separate area at some distance from the main school building. The experimental-Baking trainees received remedial and academic instruction during the afternoons in the after-school period, in groups of 3 and 4 students who were rotationally withdrawn from the vocational instruction for this experience.

The Baking, Barbering, and Tailoring classes received basic education, guidance, and related technical information instruction between 9:00 A.M. and 11 A.M. from the two project remedial instructors and the additional instructor who was assigned from the regular school staff.

Between noon and 2 P.M., trainees in the experimental Tailoring and Barbering classes received remedial instruction in mathematics and reading from the two project remedial instructors.

In the afternoons, a High-School Equivalency class was selected from the students in the entire experimental complex for special instruction for the New York State Regents Examination in High-School Equivalency.

Experimental students in the Auto-Body and Fender and the Auto Repair shops were given remedial reading and mathematics instruction in the afternoons, to provide remedial education comparable to that offered trainees in the Tailoring

and Barbering shops. Similarly, the Baking class, during the afternoon, received academic and remedial instruction between 9 and 11 A.M. from the full-time regular school instructor who had been assigned to the experimental program.

A graphic representation of this program in the experimental complex in P.S. 189 follows:

EXPERIMENTAL COMPLEX - 60 pupils

TIME	Two All-Day Shops	Two Split-Day Shops	One "Special" Split-Day Shop
9:00 A.M.	Auto Body, and Auto Service and Repair shops, with one vocational instructor for each Shop-work-related technical guidance and basic education in team setting, with 1 basic education instructor	Academic period with two remedial teachers Barbering and Tailoring with 1 vocational instructor for each shop-work-related technical, guidance, and basic education	Baking; one vocational instructor academic period with one remedial teacher shop-work-related technical guidance and basic education
11:00 A.M.			
12:00 P.M.	L U N C H		
	Shop work and small-group remedial instruction with 1 academic teacher	Shop work and small-group remedial instruction with 2 remedial instructors	shop work only
	CURRICULUM CONSULTANT;5 afternoons;12:00 P.M. to 2:00 P.M.;rotational		
1:50 P.M.	SCHOOL "BREAK" ; end "regular school day";		
2:00 P.M.	Begin "after-school" day; per-session staff only		
	Shop work and academic and remedial work; 1 teacher	Shop work only; 1 vocational instructor	Shop work and Academic and remedial education; 1 teacher
	1 high-school equivalency class culled from 5 shops;with 1 academic teacher		
3:30 P.M.			

c) Guidance Counselor:

The functions of the Guidance Counselor had to be spelled out and were finally allocated after a number of meetings between members of the project Aftercare staff, the Principal of P.S. 189, and the counselor himself. It was deemed necessary to specify what role this counselor would play in the school and to which trainees his services were applied because, at the time of his arrival, it was apparent that his professional orientation was toward direct vocational counseling and was not comparable to that of counselors in the M.D.T. Program (who appeared to be considerably more "treatment" oriented), and also because there were five counselors in the M.D.T. Program and one in the P.S. 189 program. In addition, a function of the Guidance Counselor in the Board of Education was to provide specific job contacts; without close communication with the project-job-development staff and Parole Officers comprising the Special Parole Unit, it was anticipated that there would be a conflict between this function and identical or overlapping functions of these two other units servicing project subjects designated to receive intensive after-care. The results of these function-designation conferences were as follows:

1. Only experimental-education trainees would have equal access to the guidance counselor.

2. He would conduct group-guidance sessions, which were regarded as primarily informational lectures concerning self-management and behavior in the outside community. There

would be an effort to provide examination of surface attitudes in these sessions.

3. The counselor would conduct individual counseling sessions as frequently as he was able with individuals whom he identified as requiring and being receptive to this service.

4. The counselor would provide specific vocational counseling for all experimental trainees.

5. The counselor would be responsible for completing the training-evaluation instrument, in consultation with instructors in those shops and classes each experimental-education trainee ~~had been~~ enrolled.

6. The counselor would recommend job areas, when he was able, but specific job contacts and referrals would be made by him only for individual trainees not designated to receive intensive aftercare.

d) Program Selection:

The project achievement-test results in reading and mathematics were forwarded to the school for both control and experimental subjects alike. They were used as gross screening devices for the separation of pupils into upper and lower achievement levels. Additional reading and achievement tests were also given, within the school by its own staff, for stratification into ability groupings. An educational decision was then made concerning whether a trainee required remedial education or would be eligible for the High-School Equivalency Program.

As to shop selection within the experimental complex, the specific four vocational experiences which each trainee received of the five available were determined in part by administrative decision based upon a trainee's particular cycle-commencement date, and in part ~~on~~ by his expressed preference or indicated aptitude. Efforts to honor the latter were sometimes counterbalanced by the design requirements of approximately equal class sizes of 12 trainees for each vocational shop, comparable to ~~the~~ class sizes in the M.D.T. program.

e) Curricula:

The Principal of P.S. 189 was unable to involve the Board of Education's Curriculum Development Bureau in curriculum development. ~~for the project. Curriculum development~~, therefore, fell, by default, to the actual shop instructors and others on the teaching level who had little, and informal, previous experience with ~~this~~ task.

The experimental training in P.S. 189 was, by proposal design, to be responsive to changes suggested by those in the actual vocational fields in which training was being offered. These union and management personnel made frequent insepction visits to the school, and it was the feeling of the Principal that formalized, session-by-session curricula should be developed after the first year's operation. At that time, it was supposed, installation of equipment would be substantially completed, and the trend of union and management suggestions could be discerned and evaluated by

instructors in terms of classroom and post-release experiences.

The first year of training was conducted on the basis of new curricula outlines devised during the summer of 1965,[12] before the project entered into its actual training phase. These outlines were developed for all ten courses from which the proposal indicated that the ~~actual~~ shops which would be implemented were to be selected. Instruction during the first year was based on the instructors' previous experiences and on these outlines, as modified by the aforesaid visits and inspections, and as permitted by progress in installation of equipment. Since the project terminated immediately after the first training year, there was not an opportunity to collect, organize, and evaluate the curricula experiences, as had been planned, utilizing the time between school years to develop detailed syllabi which would form the basis of the second year's training, as the proposal had contemplated.

The proposal budget did not specifically authorize moneys for curriculum development to be expended ~~in the~~ sub-contract with the Board. Budget items in the sub-contract covered only instructional time and necessary administration expenses (such as re-scheduling of trainees between cycles). Therefore, to meet a need identified by the Principal, one instructor served as a curriculum consultant for 5 afternoons a week, between noon and 2 P.M., observing experimental shops

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[12] The curricula outlines are included herewith as Appendix ____.

and classes on a rotating basis and conferring with instructors separately on particular curriculum problems which arose from day-to-day. This was the academic instructor assigned to the project from the regular school staff. His primary function was to devise new shop-related educational materials of a remedial nature. It was concluded by the Principal and his staff that those materials which had already been assembled by the shop instructors themselves were ultimately more useful than others by the consultant which were suggested.

f) Educational Theory:

Underlying the experimental educational program were several ideas concerning training and education for this population ~~which are treated more extensively in the "Discussion" sections of this report~~. It was theorized that the average youthful inmate ~~would not be~~ was unable to identify his vocational interests, ~~nor would~~ and that the available instruments will not be likely to reflect his vocational aptitudes with sufficient accuracy to justify a training program built around these perceived interests and aptitudes. Rather, it was believed, his previous vocational experiences and various conditions associated with imprisonment indicated a need for him to have first-hand contact with as many separate and diverse vocational experiences as could be programmed to offer a sense of immediate gratification and the achievement of so-called entry-level skills. It was believed that a number of success experiences, related to work realistically approximating areas in which a youth might be likely to seek and find employment upon release, would aid in the creation of attitudes which were, themselves, necessary for acceptance of the values of

the larger society and for advancement in any vocational area.

3. Regular School Program (Control Education) at P.S. 189:

a) General Content:

Control education was defined as whatever educational program was normally conducted on Rikers Island. This program was not intentionally or directly manipulated by the project. Listed below are those of its major characteristics which differed from characteristics of the experimental program.

1. The control program offered vocational training and related remedial education to some students, and academic education and High-School Equivalency courses to others, but not both to all trainees.
2. The program had no institutional connection with any public or private job-placement or aftercare groups within the community.
3. Curricula of vocational shops was not regularly modified in accordance with visits from union and management representatives.
4. The "regular" school day was between 8:00 A.M. to 11:00 A.M. and 12:00 P.M. to 1:50 P.M. and did not extend to 3:30 P.M. as in the experimental and M.D.T. programs.
5. There was no systematic counseling component within or related to the school, except such counseling as was provided by normal interaction

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between interested instructors and receptive students, or, from time-to0time, by other Adolescent Division programs requiring counseling subjects.

6. Because of the varying and indeterminate length of stays in the Adolescent Division, either courses were not programmed for specific lengths of time or it was accidental that particular students remained for whatever full-curriculum course length had been programmed for particular shops.

7. There was no supply of new or donated vocational equipment and materiel to vocational shops other than through normal Board of Education procurement channels, thus limiting the possibilities of flexible modification and up-dating of curricula and methods.

8. An "open-register" policy was in effect in accordance with which students were admitted into and transferred out of the school on a weekly basis, compared with ~~the~~ cyclical admissions policy in both M.D.T. and the P.S. 189 experimental programs whereby trainees were admitted every 20 weeks and retained through a fully-programmed 20-weeks experience.

9. The school site was not a focal point for pre-release vocational planning.

The total program of the regular portion of P.S. 189 consisted of: five-all-day vocational shops; two high-school equivalency classes; two half-day classes per week devoted, rotationally, to orientation of new trainees in the school and to basic and remedial education; and three programs of vocational shops alternating with academic classes. The three shops in the last-mentioned groups were in the same occupational areas as three of the five P.S. 189 experimental program shops, to wit, Baking, Barbering, and Tailoring.

Following is a graphic presentation of the total program activities in the "regular" school portion of P.S. 189:

REGULAR SCHOOL - 140 pupils

TIME	3 split-day shops and academic instruction	5 all-day shops	2 high-school equivalency all-day courses	2 ½-day orientation courses and basic ed.
9:00 A.M.	tailoring, baking, and barbering (3 vocational instructors)	printing, plumbing, electrical, wood-working, and food trades (5 vocational instructors)	2 academic instructors	orientation of new boys to school alternating with basic education.
11:00 A.M.		L U N C H		
12:00 P.M.	Alternating with academic groups (3 academic teachers)	same as above	same as above	
1:50 P.M.				

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b) Program:

An inmate in P.S. 189 received one of the three following school assignments, which constituted the "regular" program in that institution as it functioned during the year, and substantially as in previous years:

1) "All-day" (8:00 A.M. to 11:00 A.M.; 12:00 P.M. to 1:50 P.M.) instruction in one of the following five shops: Plumbing, Printing, Food Trades, Electrical Installation, Woodworking; or

2) Academic (High School Equivalency) instruction all day; or

3) Morning or afternoon remedial education (in mathematics and reading) rotated with vocational instruction in one of the following three shops: Baking, Barbering, and Tailoring.

Once placed in one of the three sub-groups listed above, a trainee ordinarily remained in that group throughout his school assignment. In a few instances, which did not affect control subjects of the experiment, inter-group transfers were made. A student might, however, be transferred out of the school and receive a different assignment within the Adolescent Division if his school assignment were discovered to be inappropriate or if he were determined to have exhausted whatever benefits he had been thought to have been able to derive from school. Those ~~experimental~~ project subjects who were in this category were placed in a separate statistical sub-group to have been

followed in the community if the study had continued.[13]

It is to be noted that three vocational areas were the same in the regular and in the experimental programs. These were: Baking, Barbering, and Tailoring. The differences which have already been noted with respect to these are: (1) the longer experimental-program day; (2) the rotational experience for experimental trainees among four shops, as opposed to a single shop experience for regular-program trainees receiving one of the dual-purpose shops; (3) reduction of class size in the experimental program. In addition, two other factors appear relevant. First, the experimental trainees received instruction in classes only with other experimental trainees, whereas regular school was composed of control subjects of the experiment as well as other students in the school. Second, the sustained five-week program to which experimental trainees were exposed resulted in curricula modifications which could not be applied to regular trainees in some shops because of the shorter period of daily training or the indeterminate length of the shop experience for each trainee. In Barbering, curriculum was identical for regular and experimental trainees. In Baking and Tailoring, curricula modifications were applicable only for experimental trainees. The experimental Bakers received instruction in bread, pastry, and French and Italian bread baking; because of community

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[13]Section B3, Chapter VIII IX.

placement contacts, the French and Italian baking - which were new operations - were deemed the most useful, but these were not taught to regular trainees. Similarly, the straight-seam speed skills, which were most useful for the Tailors' placement, could not be employed with the regular trainees as with the experimental; the older, pocket-making operation was continued with the former group.

All classes were of the same register size as classes in the experimental and M.D.T. programs, with one instructor to about 12 students. However, the regular school ratio was not changed, as it was in the P.S. 189 experimental program, by daily rotational withdrawal of students from the vocational shops for remedial tutoring in small groups of 3 or 4 trainees.

c) Miscellaneous Project Procedures:

The project's trainee-evaluation instrument for control subjects in the regular school program was completed by the vocational and academic instructors and by the school administrative assistant.

The same use of arithmetic and reading achievement-test scores provided by the project was made by the experimental and regular school programs, as devices for gross screening into upper and lower achievement levels, and for further testing to identify subjects for either High-School Equivalency or graded remedial education.

d) Research and The Concept of "Regular" Education:

The proposal characterized the usual prison

educational system as primarily "geared to the production requirements of the prison." In the proposal, the educational control group was stated to be a no-education group, receiving normal prison services. At the beginning of operation of the project, however, it became clear that ~~our~~ contemplated control no-education group, i.e., those inmates matched with subjects whom the project assigned either to M.D.T. or experimental P.S. 189, would, if given "normal prison services," in fact be assigned to the non-experimental portion of P.S. 189. At this point, two alternatives ~~faced the project~~.

~~We~~ could have sought to keep the control subjects out of school, causing them to receive other prison assignments. If this had been successful, ~~we would have preserved~~ the "no-education" concept, but ~~violated~~ the "normal prison services" concept. In addition to preventing any further evaluation of the "regular" school component because the school would then be required to fill its rolls with those whom the educators would normally have deemed to be ineducable, such a decision was viewed as threatening to the projects' ability to make comparative evaluation of the experimental school with the M.D.T. program since there would be a definite and differential contamination of trainees in the experimental school by the non-matched, "ineducable" population attending the regular portion of P.S. 189. Furthermore, that alternative would deprive the project of valuable comparisons which might be obtained from the matched control group, because the difference between education and no-education was

assumed to be qualitatively highly significant. Finally, even if the matched control group were to receive "normal prison services" consisting of assignment to the regular P.S. 189 program, the rolls of that institution would require supplementing from the unmatched adolescent inmates, and this would provide an opportunity to extend the research with additional follow-up data comparing the behavior of this group with the matched control as well as with the experimental P.S. 189 and M.D.T. trainees. (Additional considerations were both the "humaneness" and the administrative feasibility of depriving these subjects of education, and the prospect of "feedback" to and from these subjects which might well introduce attitudinal reactions in the M.D.T. and P.S. 189 experimental trainees which could conceivably have obscured the vocational-content effects of these programs.)

It was, therefore, decided to waive the "no-education" concept in favor of "normal prison services," and to substitute "regular prison education" for "no-education." The project officer was forthwith notified of the fact that there were insufficient matched subjects for the control group to receive no-education and of the control being those matched inmates who received regular education. This alternative did not entirely rule out a comparison with matched subjects receiving no education, since it was also proposed and accepted at this time that the project would be able to review the recent records of the Department of Correction to establish

base-expectancy tables on matched subjects who had been at Rikers Island and who had not received regular schooling there. (It is to be recalled that, prior to the experiment, there had also been no M.D.T. on Rikers Island and, therefore, until 1965, training opportunities for inmates similar to subjects of the experiment were 50% less, since P.S. 189 and M.D.T. each had a training capacity of approximately 200.)

It then became necessary to more thoroughly investigate the content and theoretical basis of the "regular" educational program in P.S. 189, in which control subjects would be placed for 20 weeks. Although the proposal characterization was not entirely incorrect, the regular P.S. 189 program was in most respects superior to other prison schools. The new principal, who arrived at the school at the same time as the project received funding, advised that he had independently determined to bring to his institution many of the same features which were to characterize the experimental portion of his program, such as: community placement involvement, further parole-school involvement, curricula modifications, and closed registers to achieve cohesive training groups. Some of these features were accomplished directly with the experimental program but could not be as rapidly implemented in the regular school because of lack of the flexibility achieved by funding from the project. Others, such as closed registers, were delayed in the regular school because the project's design in the experimental and M.D.T. programs

pre-empted some of the organizational alternatives otherwise open to the regular school. However, community involvement for placement and curricula modification proceeded during the school year in the regular school as part of what the Principal stated had been his prior intention.

Two major research issues are presented, concerning the control education group, by the facts. As the regular school moved farther from the stereotypical "normal" prison school program which had been posited in the proposal and closer to the experimental education which had been effected, the instances of training differences which were hypothesized to influence subjects' behavior could be expected to diminish. As a corollary to this, the experimental import of educational control subjects was less toward the end of the study than at the beginning, and, in this respect, the Hawthorne effect of the project may be deemed to have increased as time went on. In any event, "control" or "regular" did not imply the same kind of education in October 1965 and May 1966; moreover, even without these modulations, it has been indicated that, routinely, regular education was discovered to be actually one of three separate kinds of programs within the school.

C. M.D.T. PROGRAM:

1) General Content:

This program is described in numerous national and state-wide publications and is as generally prescribed by

the federal Manpower Development Training Act of 1962, as amended by the Manpower Act of 1965.

The proposal did not envision contributions to or augmentation of the Rikers M.D.T. program with either staff or educational materials.

The four separate kinds of M.D.T. programs ~~which were~~ operated in New York City during the project's existence ~~are~~: (1) institutional training; (2) institutional training combined with clinical experience (for health careers); (3) on-the-job training; and (4) "Umbrella" (Multi-Occupational Manpower) programs.

The Rikers Island program was of the last-mentioned type. The Umbrella program consists of two separate phases.

The first phase, or broad-areas training, comprised twenty-weeks of training in one broad vocational area selected from 14 such broad areas in which training was available throughout the city. ~~The first phase~~ was designed for trainees deficient in fundamental skills (i.e., who ~~may~~ might be illiterate but, in any case, who ~~do~~ did not have a literacy level in excess of the eighth grade)[14] and who required occupational preparation. One purpose of the first phase ~~is~~ was to develop some vocational direction in trainees.

The second phase of the Umbrella program was designed

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[14] This requirement was interpreted by State Employment and the Board of Education as permitting trainees whose reading was below 9th-grade level to enter the experiment.

for those not deemed ready for immediate employment in a specific occupation after completion of their first phase (20 weeks) of training, and who demonstrated vocational and linguistic ability sufficient to absorb further training. The second phase consists of specific skills training for one selected occupation within the broad-area vocational category in which the first phase of training was undertaken. The specific occupations, within the broad-area category, in which training is offered are those certified by the New York State Employment Service as fields in which labor demand exists.

Only the first phase of the Umbrella project was established on Rikers Island. Therefore, the project was primarily concerned with the broad-areas training center in operation there. Before examining this program as it existed on Rikers, it is necessary to review the way in which the Umbrella project operated, at least ideally, in New York City settings other than the prison. From this it will be seen that the basic M.D.T. Umbrella design required important modifications for its operation within a closed-institution system.

The Umbrella project, as its Board of Education Co-ordinator has written, was designed "to assist chronically unemployed and unemployable youths and adults to attain realistic vocational goals and the basic educational and vocational skills necessary to achieve these goals."[15]

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[15] Slotkin, H., "Under the 'Umbrella Project'" The Manpower Matrix, vol. 1, no. 1, June 1965. (No Pagination).

The New York State Employment Service has various centers located throughout the City in areas characterized by poverty, under-employment, and large numbers of low-skill workers. These centers are ideally located to funnel trainees into the Umbrella, or Multi-Occupational Manpower, Program. Therefore, trainees from the community are referred to the program by the New York State Employment Service.

Prior to training, all are required to have been vocationally counseled, tested, and registered in one of the broad areas. The function of State Employment Service counseling is to insure the trainee's interest, aptitude, and initial eligibility for the broad area. The testing function is to insure his aptitude and basic abilities, as well as to ascertain that he is not ruled out by virtue of having too high a literacy level. The registration function is to actually place a trainee in a particular broad-area occupational course, for record purposes, and to aid either in later job placement or enrollment in the second-stage "specifics" training program.

The twenty-weeks broad-areas training consists of three hours of a six-hour day devoted to vocational training in the broad area in which the trainee has enrolled; two hours of basic education in reading, writing, arithmetic, and speech skills related to the particular vocational area; and one hour in a group-guidance session. According to the Umbrella Program Co-ordinator, the guidance component's

"central concern is with vocational development," concentrating "on the development in each trainee of vocational direction."[16] (M.D.T. social, medical, and psychological services, which ~~vary~~ varied from setting-to-setting, ~~are~~ were described as "evaluative rather than treatment-oriented."[17]) Treatment, when necessary, ~~is~~ was initiated on a referral basis, if the required service ~~is~~ was available from other agencies in the community.

The M.D.T. program did not have a high-school equivalency or so-called "academic" component for those trainees apparently qualified to prepare for the High-School Equivalency examination.

2) Significant Rikers Variations:

Because the M.D.T. program on Rikers Island was in a closed institution, some of the salient "Umbrella" features had to be modified or discarded. The Co-ordinator had written that "the ticket of admission to the Program is the expressed wish to enter and a literacy level of eighth-grade or less."[18]

a) Motivation Requirement:

The first of these basic features, a desire to enter the program, could not be adhered to at Rikers Island.

The same motivational difficulties which arose in

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[16] Idem.
[17] Idem.
[18] Idem.

connection with psychological testing[19] were reflected in attitudes of trainees designated to enter the M.D.T. and the P.S. 189 programs. In former years, P.S. 189 had been able to take only trainees who indicated a willingness to attend school. However, installation of M.D.T. on Rikers Island and the requirement that all subjects be matched for sufficient time in the institution to complete a sustained twenty-weeks program made it impossible to continue training only those not initially resistant to a training program. It was, therefore, necessary for all subjects to be advised that their assignment to a training program was an institutional designation over which they had no choice. The ensuing problem of creating and sustaining motivation was then left in the hands of the educators themselves. Under these circumstances, "the expressed wish to enter" had little relevancy to the Rikers program.

2) Suitability for Program:

Within M.D.T. there was always ~~present~~ pressure to maintain as high an enrollment as possible. Since the number of "slots," or training positions available for the Rikers program, had to be requested by the Board of Education, in advance of a training cycle, from the New York State Employment Service (which had overall allocational responsibility), it would have been embarrassing to have received slots at the expense of other M.D.T. installations and then be unable

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[19] Cf., Chapter IX

to fill them. In addition, the requested number of slots always hovered near the minimum number of trainees required for continuation of the shops which had been installed on Rikers. Therefore, a high attrition of trainees for whom replacements were unavailable could not be tolerated. There was similar pressure in the P.S. 189 program to maintain its enrollment because of the State-City financial-aid formula. Finally, there was also pressure on the project itself to fill all training vacancies, because of the original proposal commitment to train a larger number of subjects than was ultimately discovered to be available (given the conditions of entry into the study which had been imposed to insure a minimally-matched sample). The project was frequently advised by the funding agency that it was training insufficient numbers of subjects. Therefore, with pressure on the educational and the experimental project components, operation of exclusionary psychological, motivational, and aptitude factors was, in reality, held to a minimum.

c) Screening into Appropriate Broad Area:

The pre-entry counseling component of the normal Umbrella project was also effectively eliminated because the universe of potential M.D.T. trainees was drastically limited, and the number of trainees actually assigned constituted the minimal number required for maintenance of the established shops and counseling groups.

It is to be recalled that the proposal design described

M.D.T. as "a program which depends on screening individuals into occupational areas training," and as "a program of screening men into appropriate training areas both through testing and counseling."

With only enough trainees to fill each shop to the minimum required number, screening and counseling into the most appropriate of the available broad-areas had to be a matter of administrative necessity rather than occupational aptitudes and interest. For example, of about 85-90 trainees assigned for each training cycle, distribution of trainees was required to be approximately one-third into each of the three broad area shops which were available in that cycle. It is doubtful that professional vocational counselors, presented with 90 boys, would objectively conclude that 30 would be best advised to enter these particular three broad-areas if any numerical distribution were possible or if the choice were from among the 14 broad areas then operated by the Umbrella project throughout the City.

d) Nature of Screening Counseling:

Pre-training counseling in community-situated Umbrella programs was done by professional State Employment Service counselors who were familiar with techniques of determining vocational preference and aptitudes and who had available to them results of aptitude, interest, and achievement tests which had been administered by State Employment testers. For the Rikers program, however, the task of

selection of the appropriate broad-area was left to the institutional M.D.T. staff itself.

As explained in two ~~sections of this Report~~, dealing with State Employment and with Psychometrics, it was determined by project psychologists that the instruments routinely used by State Employment (GATB, Kuder, IPAT, Iowa Reading), were not appropriate for this population. Since State Employment was unable to counsel or to test the M.D.T. group on Rikers Island, scores of the project tests and interpretation guides for these scores were forwarded to the M.D.T. Counselor-in-charge prior to the occupational-areas selection, by his staff, for each trainee. The project was advised by the Counselor-in-charge that these scores were not very useful in initial placement decisions. It is to be recalled that the primary purpose of these tests for the research was to serve as "before" and "after" indices of change attributable to training, not as placement devices. It is also believed that, in the hands of appropriate professionals rather than of personnel whose main jobs were other than counseling into broad areas, these scores might have been useful if, also, the afore-mentioned administrative considerations had not imposed the actual broad-areas assignment requirements.

Although it was equally difficult in P.S. 189 to honor preferences and aptitudes expressed by individual trainees, the experimental program there automatically rotated all trainees through four of five possible separate occupational experiences.

e) Guidance and Counseling by Staff:

It is the opinion of the project that, as stated by the Counselor-in-charge of the Rikers program, M.D.T. staff guidance and counseling (which was a programmed component of the first phase of the Umbrella project) was the "cement" of the program. It is hypothesized in the accompanying conference evaluation that, in fact, the counseling component was treatment-oriented, and, in any case, much more extensive and intensive than the vocational counseling described by the Co-ordinator, as quoted above. Reasons for development and use of counseling in this fashion and for its having assumed the particular significance it seems to have had in the Rikers program are advanced in the conference evaluation. Regardless of the accuracy of these, if the Co-ordinator correctly described the kind of vocational counseling generally conducted in Umbrella programs, then this aspect of the program on Rikers Island was significantly different from the component as prescribed in the Umbrella design. Indeed, because of the residential and other characteristics of the prison, and given the number of staff hours required for counseling in the M.D.T. program, it would have been difficult to confine such counseling to the purely vocational orientation described by the Co-ordinator.

f) Research Implications:

The research issue posed by all of the fundamental

variations described above is whether or not the project was actually testing the effectiveness of the M.D.T. Umbrella design within a prison, since it was not feasible, in this particular setting, to operationalize many of its definitive features. ~~If we were not~~, since the modifications which characterized this educational system were mainly ad hoc adjustments to local conditions, the ~~issue~~ question arises whether those educational and training features which were definitive of the program were so inextricably linked to such local conditions as to make either accurate description or replication impossible.

3) Staff:

The staff of the M.D.T. program in the vocational shop areas consisted of individuals who had been recruited from direct shop and vocational work, (which was the general procedure for recruitment of M.D.T. instructional personnel), rather than through the Board's regular teacher procurement programs. Regular Board of Education licensure ~~is~~ was not required for M.D.T. instructors; ~~who are~~ (they were) recruited among shop practitioners and ~~must~~ then received certification by the Board's (Examiners) Board of Examiners. The considerable differences between staff meeting formal educational and experimental requirements and those brought directly into a classroom setting from "the field" are noted in the accompanying conference evaluations, and, as suggested therein, are believed to have been significantly reflected in the kinds of concerns

of each program as well as the kinds of training experiences which resulted from each.

In comparison to the P.S. 189 experimental program, there were no staffing vacancies in M.D.T. during the course of the experiment. The full professional staff consisted of six vocational shop (broad-areas) instructors, four guidance counselors, and five basic education teachers, in addition to the Counselor-in-charge.

There was, in the M.D.T. program, however, a large staff turnover. Of 10 staff members hired on October 18, 1965, two terminated after one month on the job, one after two months, and all but one of remaining staff terminated in May of 1966 when the program failed to obtain refunding ~~at that time~~ for three of six ~~of its~~ shops. There ~~are~~ a number of possible reasons for this turnover. As has already been noted, this program was funded from 20 weeks-to-20-weeks. Therefore, it was unable to extend ~~contract~~ commitments ~~for periods in excess of~~ 20 weeks. In addition, there was some unemployment during interim periods between cycles, for which staff was not paid, and uncertainty concerning the exact date of re-commencement of training. It seems reasonable to suggest that the particular personnel conditions in each of the educational systems involved with the project were pertinent to the training and educational in-put of these systems and required analysis to determine their effect upon program and on the project findings.

4) Shops and Curricula:

The six shops established in the M.D.T. program ~~are~~ were those specified in the proposal, ~~to wit:~~ Building Services; Commercial Occupations; Distributive Occupations; Machine Shops; Metal Fabrication; and Printing.

Prior to commencement of instruction, the vocational training program, for each broad area, was detailed in curricula and syllabi which specified: (1) major instructional units, (2) clock hours, (3) specific job skills to be developed, (4) instructional materials, (5) teaching aids, (6) new equipment, and (7) techniques for evaluation of progress and achievement. In addition detailed individual outlines were prepared for the basic education instruction ~~to~~ accompany each of the broad areas of training. ~~Both~~ the vocational and basic education curricula, although not intended to be rigidly binding on the instructor, were extremely detailed. These documents[20] reveal their far greater specificity than the curricula outlines developed for the P.S. 189 programs. It was the observation of project staff that the nature of the correctional population on Rikers Island and of instructional conditions specific to prison training did not allow these syllabi to be more than generally adhered to, and that constructive modifications based on the year's actual experience might have evolved through

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[20] Annexed hereto as Appendix _____.

use of the curricula development budget which was submitted with the project's second-year's ~~operation~~ request.

5) Educational Theory:

As set forth in its enabling legislation, the general purpose of M.D.T. is "to develop and apply the information and methods needed to deal with the ~~problems~~ of unemployment resulting from automation and technological changes and other types of persistent unemployment."[21] Objectives of the Umbrella phase-one program ~~are~~ described in an official State Employment Service recruitment notice as "to provide introduction to Broad Fields of Work /sic/ and remedial training in reading, writing, basic arithmetic, spelling and other language skills /sic/".[22] The particular mission of the Rikers program has been spelled out by its Counselor-in-Charge: "In addition to the normal M.D.T. objectives, Riker's Manpower Program is concerned with effecting a fundamental change in life patterns of the 95 inmates entrusted to our care. We are hoping through the dedicated application of the three component parts of the Manpower Development Training Program, skill training, basic education, and counseling, to cut down on the rate of recidivism, reshape the inmate's self-image in a more positive direction, and make him a tax paying instead of a tax absorbing citizen."[23]

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[21] P.L. 87-415, Title I, Sec. 101.

[22] MDTA Bulletin, No. 26, May 2, 1966, p.1

[23] As quoted in The Manpower Matrix, vol. 1, no. 1 (no pagination).

Despite numbers of such pronouncements of purpose, the project did not encounter any official statement of educational or other theory through which it was hypothesized that the program, as established and operationalized on a national, state, city-wide, or prison level, was designed to accomplish these stated objectives.

In particular, the Rikers ~~adaptation~~ of the Umbrella concept seemed primarily to consist of necessary adaptive improvisations rather than of changes planned in advance as a result of professional theorizing about training, education, and the nature and "needs" of the adolescent inmate. This suggests that, if there were any theoretical underpinnings in the community-based Umbrella program, these same premises were intended to be applicable in a prison-based version of the program, with this population. However, the above quotation from the Counselor-in-charge of the Rikers program indicates an objective "in addition to the normal M.D.T. objectives," i.e., "effecting a fundamental change in life patterns." If this were, indeed, an official added goal of the program, this "theory-gap" appears to be the more significant because, as was noted by the Counselor-in-charge, such additional goal was to be reached without program additions but through the usual "three component parts" of M.D.T. and because in fact, as has been indicated in the foregoing descriptive sections, the Rikers program had fewer, not more, alternatives and resources than community-based Umbrella programs.

III NEW YORK CITY PAROLE COMMISSION

A. EXPERIMENTAL REQUIREMENT:

Involvement of the New York City Parole Commission in the project was not mentioned in the proposal. Nevertheless, it would not have been possible to operationalize the proposal without the Parole Commission. The several reasons for this ~~will be~~ discussed separately.

1. The compelling consideration was that the adolescent population on Rikers Island overwhelmingly consisted of youths who were serving indeterminate sentences. This is a sentence under which they may serve up to three years in prison; the amount of time to be served and the exact date of release are determined solely by the Parole Commission. The difference between three years and the time actually served in prison is the period the released inmate is required to be "on parole." Although the prison census varied from day to day, the project estimated that 12 out of every 15 adolescents arriving on Rikers Island were indeterminate-sentence cases.

It would have been impossible to obtain enough subjects for the experiment if indeterminate-sentence cases, i.e., future parolees were eliminated from the study and only definite-sentence cases were included. On the other hand, there would be a larger universe from which to select subjects if definite-sentence cases

were also considered eligible. Although the wide range of sentencing practices in New York City was recognized, it was nevertheless deemed probable that our initial N would be more homogeneous as well as more representative of the prison population if it included only indeterminate-sentence cases. New York State law required that the sentencing Court impose a fixed and determinate sentence if it concluded there was no substantial possibility for "reformation" of the defendant. The indeterminate sentence, therefore, represented initial, although subjective, judgments of "reformable" cases. While these opinions came from many different sentencing judges, with a wide range of opinions and philosophies affecting their definition of "reformable," it was also true that the small population of definite-sentence adolescent cases on Rikers Island was composed of inmates in a wide variety of legal categories.[24] It was

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[24] In addition to definite ("straight") sentence cases, this population which was deemed inelligible for the study, included: (1) inmates serving "Balance of Time," i.e., parolees who, having violated parole, were serving the portion of the 3-year maximum which remained after time served before parole and time in the community on parole before their return to prison had been deducted; (2) inmates with outstanding arrest or violation warrants which would be executed upon immediately after their "release" on parole

considered probable that this definite-sentence group was more heterogeneous, in terms of personality, previous legal involvement, demographic, and other background factors, than the indeterminate-sentence group. Therefore, except for a small number of definite-sentence cases,[25] only future parolees were accepted into the study.

2. The Counselor-in-charge of M.D.T., and the Principal of P.S. 189 agreed that subjects should be released from prison not later than between one and two months after completion of training if the effects of training were not to be obscured or altogether lost because of factors associated with continued imprisonment without training. An additional reason for requiring controlled release for subjects who received M.D.T. training was that the mainland "specific" phase of M.D.T. was designed for those with basic vocational skills at the phase-one-completion level.

From the research point of view, the design contemplated evaluations of subjects' vocational experiences

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[25] It was proposed to the funding agency in January, 1966 that the training population also include definite-sentence cases who met the other gross-entry requirements of the study. The project anticipated problems of release-dates, of the availability of these subjects for differential aftercare which was part of the experimental design, and for testing and data gathering in the community. However, as a group which might be followed to test the hypothesis that legal-category differences would indicate correspondingly different receptivity to training, it was decided to accept such cases into program. Most of them were found to be ineligible for other reasons, and the four such inmates admitted were a group of no statistical significance. No more ~~individuals~~s could be added because of termination of the project.

by measurement of their performance in the community after release from prison. However, this methodology would have been rendered wholly invalid if subjects were exposed, after training, to qualitatively and quantitatively uncontrolled intervening prison experiences of a duration which the professional educators indicated would significantly distort the effects of their program. There was no population, other than future parolees, whose release dates might be reasonably conformed with training-completion dates. (It is to be recalled that all subjects experienced differences of up to 10 weeks in the length of their pre-training imprisonment, and this period was even longer for subjects in the first training cycle.[26] It had been suggested by the educators that if release from prison occurred within an educationally satisfactory period of time after completion of vocational training, the fact that subjects had experienced such different lengths of pre-training imprisonment, within the 10-weeks range, would not invalidate correlation of community behavior and vocational training. It was also believed that if a reasonable waiting period prior to training were capable of obscuring the effects of the subsequent training experience, then it might be concluded that such training was not adaptable to normal prison conditions.)

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[26] See Chapter VIII Section C.

3. It was reasoned that the records and surveillance data of the Parole Commission were a necessary source for measuring subjects' community adjustment. The project had no staff suitable for gathering similar data independently in the community and had no legal power to require inmates to report their adjustment or status after release. Parole records were, legally, confidential, and ~~we~~ the project would have no standing to gain access to them if the Parole Commission were not involved in the ~~project~~ the project. In addition, these files were difficult for "outsiders" to peruse.[27] Even with access to the files, obtaining and evaluating the required data independent of the Commission would be likely to introduce the variable of differences attributable to collection and analysis procedures, thus compounding the inherent problem of differences caused by variation in perceptions and record-keeping by individual parole officers.

4. It was believed that the indefinite-type sentence and the future parole experience were programatically more typical for adolescent inmates in urban penal settings than straight sentences followed by unconditional release without some kind of subsequent surveillance mechanism.

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[27] See, for example, Chapter X, Subsection B (2) b, infra, describing our pre-test experience with an instrument whose information was collected by project staff from parole files.

5. It was believed that accounts of parole offices having contact with subjects in the community could provide enriched data concerning recidivism. Correction Department records could be collected, but, without supplementation by parole records, these would be merely official statements of final court dispositions; they would be unlikely to provide the project with data other than the bald fact of and official reason for reinstitutionalization, whereas knowledgeable staff indicated that these data alone would not necessarily present an adequate picture of continued criminal involvement.

6. The proposal called for establishment by the project of a service unit to provide counseling, job development, therapy, and referral services, on an "as-needed" basis. Since parole officers were performing many of these functions at the time of the project's funding, there was a likelihood of duplicated or conflicting involvement with subjects unless parole activities were co-ordinated with those of the service and of the project. The possible result would be to obscure ~~indications~~ official of the ~~results of~~ vocational training. Notwithstanding that the service aspect was directly spelled out in ~~our~~ the proposal, it was not considered the project's mission to replace existing community services. The requirement of services "as needed" for "intensive-aftercare" cells necessarily implied supplementation, which required an

intimate knowledge of the actual quality of on-going services ~~which were being~~ supplied by parole as the only community agency consistently serving the entire experimental population. In addition, with introduction of the M.D.T. program on Rikers Island there arose another reason for such coordination: the mainland, second-phase of the M.D.T. program involved ancillary community services such as counseling, job placement, and guidance and referral, hitherto not available to the ex-inmate population. The research design contemplated one-half the total N. i.e., after-care-control subjects, receiving no special services, or, in other words, normal community services and one-half receiving "intensive" aftercare from the project service staff. There was discovered to be a constant upgrading of "normal" community service as a result of increased program involvement of federal and state agencies and of programs such as M.D.T. It was reasoned that unless the project could integrate within its design certain of the community services thus provided, the so-called "intensive" aftercare subjects receiving project services might become, in fact, a group receiving attenuated services where fully staffed social agency and service project resources set the tone and level of "normal" community facilities at a particular time, in a particular region of the city, or with certain types of services. Recalling that the Parole Commission

had legal responsibility for all youths in ~~our~~ experiment, that group was seen as the only instrumentality through which the research design could be preserved by either coordinating or keeping track of referrals to such temporarily enriched services within the community.

7. The proposal envisioned testing, psychological and clinical services and other matters involving the subjects' reporting, in the community, at specified times and places. Since one probable outcome of the project could be expected to be a high level of employment among at least certain groups of subjects, it would be unlikely that the small project staff would be able to conduct community group testing, on-going vocational and guidance counseling, and interviewing unless these could be combined with, instead of being additional to, the official reporting requirements of the Parole Commission.

8. It was recognized that the complex interaction between subject and parole officer, with the latter possibly being perceived as a representative of authoritarian and paternalistic officialdom, was a constant in the community experience which all subjects would have. There existed the possibility that clinical judgment would suggest that aspects of this important relationship should be modified for "intensive" subjects. In other words, the duality of the perceived parole relationship

consisted of service, counseling, friendship and concern on the one hand, and, on the other, supervision, surveillance, punitive restriction, reporting requirements, and the power of returning a subject to prison. In addition to being a community agency with which the project would be required to interact in order to become and remain operational, parole was, therefore, also a community experience for subjects of the experiment which the "service-as-needed" concept might indicate should be altered. This was emphasized by recognition by parole officers themselves that their large existing caseload and duties which they regarded as mandatory left little time or opportunity for them to function in the kinds of relationships which they thought, and which the professional tenets of their field indicated, would be most effective with parolees.

B. CHARACTERISTIC FEATURES OF PAROLE OPERATION AND ORGANIZATION:

The New York City Parole Commission is generally organized in a manner substantially similar to the State and most other parole organizations throughout the country. Its operational characteristics are briefly described below as they affected the project's operation.

The Parole Commission, itself, consists of three appointed members, of whom one is Chairman. Ex-officio members of the Commission are the Commissioners of Correction and Police,

and any judge involved in a case -- to the extent of the Commission's deliberations regarding that case. There is ordinarily, little ex-officio judicial participation in the proceedings of the Commission.

The "normal" caseload for parole officers with adolescent cases ranged between 50 and 100. During the project's operation, one officer was known to have a caseload of 127 adolescent cases. This "normal" figure is ~~generally~~ in excess of that prescribed by professional parole associations and social case-work organizations; it ~~is~~ based on practical, administrative rather than theoretical considerations.

The adolescent unit of the Parole Commission, known as the "Concentrated Surveillance and Supervision" (CSAS) unit was organized to keep caseloads for officers handling adolescent cases at a low reasonable figure. Over the years, however, actual caseloads ~~have~~ risen to the above-mentioned range.

Although all action of an official nature ~~must~~ be taken by one or more of the three Commissioners, it ~~is~~ obviously impossible for any Commissioner to maintain familiarity, much less continuing contact, with all of the cases to which he has been assigned. It is to be considered that the parole responsibility extends to adults as well as the aforementioned adolescent caseload. In addition, a Commissioner may be called upon, in the absence of the Commissioner assigned to a particular case, to make a decision or to take action which

is immediately required, in a case about which he has had no previous knowledge.

Under these circumstances, the Parole Commission ordinarily operated on a "referral-up" basis. That is, any action desired by a particular officer ~~is~~ approved by the supervisor of the CSAS unit. (During the project's operation, the supervisor first held the title of Senior Supervising Parole Officer and was later promoted to a newly created position entitled Deputy Chief Parole Officer.) Upon the supervisor's approving the action recommended by the officer, either the supervisor or the officer himself calls the case to the attention of the assigned Commissioner or, if he ~~is~~ not available, to the attention of another Commissioner. As will be seen below, in some cases the Executive Secretary of the Parole Commission acts in lieu of a Commissioner. It was our observation that these consultations were essentially pro forma and that the Commissioner ordinarily deferred to the intimate knowledge of the case possessed by the parole or supervising officer.

The main function of the Commission appeared to be making the initial determination of the amount of time an inmate would remain in the prison before being released on parole. This determination was made as soon as possible after incarceration. To make its determination, the Commission reviewed the pre-sentence report of the Probation Department -- which had been forwarded, first, to the sentencing judge and,

subsequently, to the Parole Commission. As has been mentioned, it is legally possible for an inmate who has received the indeterminate sentence to remain in jail for three years, but this practice is never followed because it would deprive the Parole Commission of any jurisdiction over a case after release.

Essentially, the initial determination of time of release is made on the basis of review of this document and evaluation of the offense which was committed. Addition, nominal considerations appeared to be the nature of rehabilitative programs within the prison, and the plans and resources available for the particular inmate. Uniformly, few "satisfactory" plans and resources exist; and Rikers Island rehabilitation programs are not perceived as of sufficient value to justify retention in prison. The Commission Chairman was quoted in the June 10, 1966 Daily News as saying, "Let's face it, nobody gets rehabilitated in prison. It's got to be done on the outside..."

It should be noted that current or projected caseload of the parole officer to whom an inmate would be assigned after release was never acknowledged, by any officer or Commissioner with whom the parole system was discussed, to be a factor in setting release dates.

At the inception of the project, the average time of incarceration on Rikers Island was stated to be eight months for adolescent indeterminate cases, in addition to whatever

detention time the inmate had previously served. After being assigned to a case, the Commissioner interviews his inmate at Rikers Island and may also receive an interview report from a parole officer who had seen the inmate, either in detention or at Rikers. The Commissioner then makes a recommendation for a release date. Upon being presented to and approved at a meeting of the three Commissioners, this date becomes the official "tentative release date."

A letter is then sent to the Warden of the Adolescent Division and to the inmate, setting forth the earliest date upon which the inmate will be considered for parole. The Commissioner's recommendation is not, however, the actual "earliest" date upon which the inmate is considered for parole. An inmate "earns" ten days each month for good behavior in the institution. He is advised of this in the parole letter. Loss of "good time" is one of the punishments which may be meted out by the Department of Correction for an institutional offense or infraction. The number of days "lost" is a determination made by the institutional Disciplinary Board rather than by the Parole Commission. The Parole Commission is notified of each loss of time. In addition, an institutional infraction known as a "Class E" infraction, which is a serious offense such as attempted escape or violent assault, means automatic loss of all "good time" and an automatic referral back to the Parole Commission for "reconsideration" of the tentative release date. In such

event, reconsideration usually results in setting back the original tentative release date and, consequently, a longer period of incarceration. It is always possible, for any reason, for the Parole Commission to reconsider an initial tentative release date. This action takes place, in practice, only in the case of a "Class E" infraction.

Approximately one and one-half months before the effective tentative release date, the Parole Commission reviews each case in light of the report of an interview between the inmate and the "institutional parole officer." The latter is a rotating position held by an officer whose job it is to determine what each inmate's post-release "program" will be, in light of his resources and plans.

As has been mentioned, in reality, for most adolescents leaving Rikers Island, there are no plans and no resources other than those which each parole officer is capable of marshalling through personal contacts. Release, therefore, is not generally held up pending reasonable assurance of a stable residence or any sort of employment. A release date approximating the last adjusted tentative release date is generally approved by the Parole Commission.

Upon release from prison, the parolee is bussed to the Parole Commission's headquarters in Manhattan and there advised of the rules, regulations, and conduct which must be observed during the period of parole. He also meets his parole officer, assigned on the basis of the county of residence of the inmate.

C. OPTIONS AND THE PAROLE JUDICIAL FUNCTION:

1. Procedures:

In any discussion of the major independent variable of recidivism, it is necessary to understand the processes and procedures employed by the Parole Commission in determining whether or not a parolee ~~is~~ was declared in violation of his parole or whether or not he ~~is~~ was returned to prison.

As his first act after release, the parolee promises, in writing, to conform to certain "conditions of parole," i.e., certain rules of conduct. He agreed to the following:

a. "I will make a reasonable attempt to earn my own living, to respect the rights of others, to support my dependents, if any, and satisfy any just claims upon my time or income.

b. "I will make no effort to conceal my activities, whether by failure to report them or by falsely reporting them or by hampering any investigation of them by the Parole Commission, and I will not marry without first obtaining the permission of my parole officer.

c. "I will report to my parole officer at the time and place specified on my report card. If I fail to report in person as directed, I will, without delay, write to my parole officer, 100 Centre Street, New York City, explaining why I failed to appear and will then report the next day at Room 1603.

d. "I will not use or engage in the sale of narcotics in any form and must abstain from any over-indulgence in intoxicating liquors.

e. "At all times, I will keep my parole officer informed of the address at which I live and any other information which will help him in finding me at any time. I will notify him before removing to a new address, and I will reply promptly to any communication from my parole officer or other officials of the Parole Commission.

f. "I will not leave the city without first obtaining the consent of my parole officer. Should I wish to accept employment out of town, I will produce written proof that I have been offered a job before I may expect to get the officer's consent to leave.

g. "At all times, I will fully explain how I meet my expenses. If my income includes gifts from friends, odd jobs, repayment of debts or similar irregular income, I will keep a record of it, including the names and addresses of the persons concerned, and be ready to report it to my parole officer.

h. "I agree to continue to receive medical treatment for any social disease and to attend a mental hygiene clinic if so directed by my parole officer.

If I should contract any communicable disease, I will report this to the parole officer, will secure medical treatment, and will make every effort to prevent the spread of the infection.

i. "I will keep reasonable hours, but this does not prevent me from working nights or from engaging in any approved occupation. I am not required to tell anybody I am on parole, but I must avoid going anywhere late at night without a good reason.

j. "I will avoid undesirable friends or acquaintances, and especially anyone having a criminal record. I am aware that my visiting or writing to anyone in prison, no matter what the excuse, will be considered a violation of my parole.

k. "I will show to my parole officer my Social Security card, food handler's certificate, union card, public relief card, etc., if I secure any. Under no circumstances will I apply for a hunting license or a chauffeur's or operator's license without first obtaining permission of my parole officer. If I receive such consent and secure a license, I will show it to my parole officer.

l. "If I am arrested in another state during my parole period I hereby agree to waive extradition and not resist being returned by the Parole Commission to the City of New York."

A parole-violation warrant issued on the basis of violation of one or more conditions of parole is called a "technical violation." To recommit a parolee for a technical violation, no return to court is involved. The particular parole officer must discuss his decision with the parole supervisor. If the supervisor concurs in the decision, a parole violation warrant issues upon the signature of a Commissioner. When the Commissioner signs the warrant, either the police or the parole officer apprehends the parolee and takes him to the nearest Department of Correction facility, where the warrant is "lodged," and from whence he is transferred directly to Rikers Island without further procedure.

If an officer believes that a new crime has or may have been committed by a parolee, he may apprehend the youth on a technical-violation warrant and surrender him to the police detective bureau instead of to the Department of Correction. The parolee may then be detained on the basis of the violation warrant, pending the police investigation and their decision to cause an arrest to be made.

Parole officers are instructed that, as peace officers with custodial jurisdiction, they also have a legal right to apprehend and detain any parolee, without either a parole violation or arrest warrant having been issued. An officer may have recourse to such informal detention in the process of making a decision or conducting his own investigation about whether or not to issue a technical-violation warrant.

Considering the usual life alternatives of most adolescent parolees, as known by all parole officers, it is rare that a parolee is not in actual violation of at least one of the conditions of his parole. Some conditions are necessarily violated by observation of others: as when the parolee is directed to report to his officer, or to enter a counseling group, on parole premises, he necessarily meets former prisonmates and others who are "undesirable friends or acquaintances and especially anyone having a criminal record." Similarly, other conditions of parole are simply not strictly enforced. For example, it was observed that parole officers had considerable difficulty in obtaining compliance with their requirements that parolees regularly report at certain times and on specified dates. In addition to being a violation per se, it was assumed that reasons for this dereliction included the reluctance of parolees to enter into conferences in which they would be inclined to conceal proscribed activities; engaging in such activities and failing to fully disclose them are two additional violations.

A parole violation warrant issued on the basis of violation of one of the conditions of parole marks an officer's deviation-tolerance level. Such a warrant represents a decision by the parole officer that a particular parolee should be returned to prison, not his earliest finding of the fact that the parolee has violated parole. The crucial factor is the discretion of the parole officer, and the concurrence

of his supervisor, in exercising their quasi-judicial option to return a parolee to prison.

The accompanying parole officer conference transcript demonstrates that the decision essentially revolves around the officer's perception of the general "adjustment-level" of the parolee. The particular officer's personality, prejudices, morality, tolerance-level, and other factors, thus, are highly significant in arriving at this decision. For example, in the conference it was revealed that a violation might issue if the officer believed that the parolee had to be removed "for his own good," that is, when the officer felt a youth had reached the point where he was likely to commit a new offense and, thus, be in more serious trouble than if he were returned as a technical violator.

A degree of conformity and consistency was imposed on this process by the role assumed by, and the strength of personality of the supervisory parole officer. It will be recalled that one supervisor was in charge of the entire unit of officers supervising adolescent parolees. As peace officers, members of the parole staff at all times appeared conscious of their para-military status and reacted to their supervisor accordingly; his philosophy was, in the main, that overtly adopted by the officers of the unit,[28] and his approval

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[28] Perusal of the attached conference transcript indicates that, of the three sets of "professionals" associated with the project, only the parole officers referred to each other as "Mr." The organizational role of the supervisor as leader who designated those who were to speak was also evident at this conference.

of all technical violations was required before a warrant was submitted for a Commissioner's signature. This supervisor was, however, heavily preoccupied with administrative duties. Even without these duties, the supervisor may be envisioned as a quasi-Commissioner, having certain decision-making prerogatives in connection only with adolescent parolees. Considering the ratio of adult to adolescent parolees, and considering the fact that there were three Commissioners and only one CSAS (adolescent unit) supervisor, his "caseload" was far heavier than that of any single Commissioner.

The situation thus presented seemed to be one of freedom for parole officers to issue warrants of technical violation in accordance with their individual perceptions and preferences, provided that these perceptions and preferences were consistent with those of the supervising officer or that the parole officer was able to properly interpret to the supervisor, his reasons for recommending the violation.

When an arrest warrant is issued on the basis of independent police or court action, an automatic parole violation warrant is issued. The violation warrant may be held in the parole office until actual arrest of the parolee by the police but it is "lodged," i.e., sent to court as soon as the new arrest has been effected. Such a violation warrant is based on the fact of the parolee's being sought by police in connection with their suspicion of his having committed a new crime. The effect of any parole violation warrant is to

prevent the parolee from having bail set on the new charge, or, if bail has been set, to prevent its operation by causing the parolee to be retained in a detention status because of the warrant, notwithstanding the bail.

If a parolee is charged with a new offense, action on the automatic violation warrant which the parole officer has lodged is deferred pending whatever disposition of the new charge will be made.

In the event that the new charge is dismissed before trial or the parolee is acquitted after trial, the parole warrant remains in force. The parolee is then brought to the Parole Commission office by the parole officer, who conducts his own investigation of the facts in the case -- through conferences with the parolee, the arresting officer and any other concerned individuals.

The parole officer, at this time, has the option of quashing the warrant or reincarcerating the parolee on the basis of it.

In order to quash the warrant, the parole officer is required to obtain his supervisor's approval and that of either the Commissioner to whom the case was assigned or of any other Commissioner. If no Commissioner is available to quash the warrant, the Parole Commission Executive Secretary is able to vacate and quash the warrant. If neither a Commissioner nor the Executive Secretary is available, the parole officer places the parolee in a Department of Correction

detention institution until one of the qualified persons is available to vacate and quash the warrant. During the detention period, the warrant is lodged with the correctional institution as the basis for detaining the parolee, but a "hold" is placed on the warrant, indicating that it has neither been executed nor vacated but that a decision thereon is pending. The "hold" advises the Correction Department that the parolee is not to be returned to Rikers Island but is to be kept in the detention institution.

In order to return the case to Rikers Island, only the supervisor's approval is necessary because the warrant is already outstanding.

If the parolee is returned to Rikers Island after the new charge has been dismissed or after an acquittal after trial, the remand is on the basis of the existing warrant, which had issued on the basis of suspicion of the new crime.

If there has been a conviction on the new charge the sentencing judge usually does not consult with the Commissioner or officer in deciding sentence.

The new sentence may be of either the definite or indeterminate type.

If the new sentence is indeterminate, then the balance of the old parole term is permanently suspended except to the extent that the old sentence-balance may be a factor considered in the new determination of the Parole Commission concerning the period of time which will be served before the inmate is readmitted to parole.

If the new sentence is a definite sentence, after that sentence has been fully served, the parolee is automatically returned, on the outstanding parole violation warrant, to serve the additional time remaining on his old indeterminite sentence. He is then subject to a new Parole Commission determination concerning the amount of such time as is left which he will serve. The phrase "Balance of Time" means that the Commission has decided that the returned inmate shall serve the full period remaining under his first parole sentence and not be readmitted to parole.

2. Research Implications:

a) Varieties of Parole Experience:

It is apparent from the foregoing that the parole system functions in many respects as a quasi-judicial body. The parole officer, supervisor, Executive Secretary, Commissioners singly and the Commission as a body, or various accidental combinations of these, determine the consequences of a parolee's conduct.

~~It is recognized that~~ The position might be taken that the effects of these variations were, or would have been, randomly distributed among the 13 experimental cells of the project. It also seems possible to ~~argue~~, that the "judicial" functions of parole officials no more impugn the validity of data based on their judicial conclusions than the great variety of judgmental factors affecting decisions of sentencing judges prevents researchers from identifying sentenced

persons as distinguishable experimental populations.

Our conclusion is, however, that in no other judiciary are there so few checks on personal, autonomic, judgments as in the parole judiciary. Similarly, the system of parole "appellate review," i.e., the necessity for "referring-up" for decisional approvals, seems to be one, within this particular administrative framework, which does not, in practice, encourage independent judgments but is more a kind of ratification and responsibility-sharing.

In order to devise any meaningful definition of recidivism as measured by parole adjustment, it was therefore considered necessary to take into account individual differences between parole officers, and to seek any identifiable influences of the parole institution on findings concerning experimental subjects' adjustment in the community. The project had intended to correlate a number of personality and demographic variables concerning selected non-violators and violators with parallel factors for their parole officers.

It was also anticipated that the project would be enabled to examine intensively a number of randomly-selected cases from each experimental cell in order to analyse the nature of their experiences in the community and with parole. The purpose of such analysis would be to enable the project to establish a correction-factor which would be used to refine, or at least interpret, the gross parole-violation formula which is normally used to define recidivism.

The project was terminated when inmates had been released into the community for a very short time and when final parole disposition on most of those few subjects who had had time to be returned to court or prison was not yet available. Therefore, it was impossible to develop either of these plans. Since "recidivism" was posited in the proposal as one index of the effectiveness of vocational training, some further analysis of the meaning of basic "return-to-prison" data seems to be indicated on a more sophisticated level than the project was able to present.

b) The Significance of Successful Parole Performance:

The wide range of situational variations, noted in the previous section, which lay behind technical parole violations, suggested that automatic correlations between technical parole violations and subjects' adjustment or non-adjustment in the community could not be justified. It was believed, however, that the converse approach might be valid; a "successful" parole experience, i.e., one completed without the parolee having been returned to prison as a parole violator, might indicate the particular kind of adjustment within the community which the proposal had stated was the goal of rehabilitative vocational education.

Before this conclusion could be reached, it was necessary to learn whether successful completion of parole had any significant meaning common to all, or most, cases, other than being merely the lucky avoidance of the combination

of discretional decisions which resulted in a parolee's being declared in violation. If there were a significant constant factor in the parole experience which was relevant to adjustment in the community, it could be assumed that successful completion of parole was an indication that the parolee had conformed to or complied with this factor.

The significant constant in the parole system which was sought to be identified was the operational ideology of the parole system.

The phrase "operational ideology" is used to describe the classes of things about which an organization actually and functionally, but not necessarily professedly, cares. If the hypothesis were correct and the operational ideology of parole were properly identified, a framework informing and allowing consistent interpretation of the apparently arbitrary nature of parole functioning would be provided. The project would then be enabled to decide whether or not success on parole would be deemed a significant indication of adjustment in the community. Without this, we might conclude that vocational education had or had not contributed to a reduction of parole violations without knowing whether or not the underlying nature of subjects' adjustment in the community was in any way related to such fact.

The statute governing parole[29] was singularly void of

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[29] Article 7-A, Correction Law, N.Y. State.

any statement of ideology. Moreover, a document which had been developed by and which was regularly used in parole administration was considered to be more meaningful than the statute, which had been presented to the administration by an outside force for operationalization by the organization; the latter would yield a professed but not necessarily an operational ideology.

It was hypothesized that the operational ideology of parole could be derived from an analysis of its "general rules and conditions of parole," set forth above. It was considered especially significant that these conditions were known to be sufficiently unrealistic for parole officers not to require parolees to adhere to them, yet they were in printed form and required the ritual of signature by every parolee. This indicated that their main usefulness for the project if not, indeed, also their main purpose in the administration of parole, was to reflect the operational ideology in concrete terms.

The "general rules and conditions of parole" are preceded by an introductory paragraph:

"I,_____, No._____, having been paroled this day, promise that I will comply with all the conditions of parole described below and any other conditions imposed by the Parole Commission. I realize that a violation of any of these conditions may result in my return to the institution for the balance of my commitment."

They are followed by a final paragraph:

"I have carefully read the above instructions, agree to them fully, and have received oral instructions from the parole officer explaining them and what is expected of me while on parole."

Date..... Signed.....

In Presence of.....
Parole Officer"

As must be readily apparent to the ~~three~~ lawyers who constitute the Parole Commission, the document would be totally void by normal legal standards because of its failure to conform to the most fundamental requirements of public policy, such as that there be no duress acting on a party to an agreement, or that a minor cannot enter into an agreement, or that it includes an agreement to agree to comply with "any other conditions imposed by the Parole Commission" of an unspecified nature. However, since there are no legal restrictions whatsoever on the discretionary right of the Parole Commission to return a parolee to prison, the agreement need not ~~be~~ a binding or valid one and, in fact, there is no legal reason for this document to exist at all.

It is believed that the otherwise meaningless trappings of legalism which characterizes this document, such as its printed official form, its requirements of signature, dating, and witnessing, and its quasi-legal format, serve the purpose of impressing upon the parolee the force of the authority

with which the parole officer acts. Therefore, it facilitates the officer's extremely difficult job of surveillance, i.e., of getting the parolee to meet his obligation to report and to make some disclosure of his conduct to the officer.

A second effect of the document is to "tip off" the parolee, in advance, about limits of conduct which are to be discussed in these reporting interviews. In a sense, the "rules and conditions of parole" are an answer sheet for the parolee who wishes to remain out of jail, because the amount of checking through field investigation which can be done by a parole officer carrying a normal caseload is extremely limited.

Moving to a more specific examination of the "rules and conditions," it is seen that they constitute a waiver, in advance, of at least the following Constitutional rights: self-incrimination, assembly, speech, and due process. In addition, the parolee abrogates in advance at least the following civil liberties: travel, civil contracts, marriage, employment, and the freedom to refrain from receiving medical or psychological treatment. No specific legal authority for this is known to exist. However, regardless of their direct enforcibility as opposed to their indirect enforcibility stemming from the absolute right of the Commission to return a parolee to prison for any reason, the significant aspect of these waivers appears to be that the legal restriction on parolees is, in fact, greater than that imposed upon

inmates, while the physical restriction is, of course, less.

The effect of these legal restrictions was to facilitate administration of parole. In fact, of a total of twelve "conditions," eight are designed specifically and exclusively to facilitate the parole officer's job. This is done in conditions b, c, e, f, g, h, k, and l, as quoted above, by requiring: full disclosure of all activities, income, associations, employment, and residence; by requiring regular reporting or explanation of any failure to report; and by permitting no possibly superseding relationships to be formed with any other agency or civil bureaucracy or person without approval of the officer. It is suggested by this analysis that the dominant purpose of the compact into which the parolee enters is to make the "surveillance" job of the officer possible by making the parolee conscious of the fact that failure to cooperate may result in his return to prison. In other words, as the dominant condition of his parole, the parolee is required to serve the perpetuation of the parole system.

If large numbers of parolees were returned to prison for failure to observe the tolerable minimum reporting and disclosure levels, the "reformative" effect of parole would become openly questionable because of the resulting high "recidivism" rate. This would call into question the present structure of the whole parole system. On the other hand, if large numbers of parolees who did not observe the tolerable

minimum reporting and disclosure levels were permitted to remain at large, the present pattern of duties of parole officers would be seriously disrupted, and the risks of public accountability for their charges, of Commissioners and officers alike, would be greatly enhanced. Therefore, it is to the mutual benefit of the parole bureaucracy, which functions toward institutional survival and perpetuation, and of the parolee seeking to preserve his freedom, to strike a mutually acceptable balance in their relationship. This balance, in turn, is dependent upon a sufficient number of parolees being made to conform to an acceptable minimum level of responsibility toward the parole officer before the officer has to choose between the alternative of returning the parolee to prison or of permitting him to remain at liberty in disregard of reporting and disclosure requirements. The only time before this alternative is faced is immediately after release from prison and immediately before the parolee is released into the community; this is when the "conditions" are signed by the parolee.

The technique which is adopted to ensure this minimum conformity is that of causing the parolee to agree to more than can be reasonably expected of him, and of "settling" for what can be tolerated by the Commission. For example, it has already been indicated that this curtailment of legal rights of the parolee is greater than for inmates in prison; whether it is possible for low-resource citizens such as the

majority of parolees to remain functional in the society at large under the burden of this requirement of complete and voluntary disclosure appears questionable. It has also already been mentioned that some conditions, in reality, are mutually inconsistent, and that others are impractical and honored primarily in the breach. Similarly, analysis of the remaining conditions, i.e., of the only four which do not exclusively pertain to administrative requirements for survival of the parole bureaucracy (conditions a, d, i, and j), reveals that in general, they embody the Protestant Ethic and mandate virtues which are bound to be violated not only by parolees but by most "law-abiding" citizens not on parole. In any case, these conditions prescribe a type of behavior which requires "interpretation" by the parole officer, as, for example, to determine what is "respecting the rights of others," or what constitutes "over-indulgence in intoxicating liquor," or what is "a good reason" for going somewhere late," or which friend is "undesirable." The officer's power over the parolee is enhanced by his acquiring this reserve of future crucial decision-making.[30]

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[30] It was independently hypothesized in a staff paper written and circulated by the project sociologist that, during the period of parole, "whatever the legal powers granted to the parole officer, the degree of actual control of a given parolee may be determined mainly by the outcome of the interpersonal processes of bargaining and negotiation that probably go on fairly continuously between the officer and his wards." These observations may be interpreted consistently with the conclusion that the functioning of parole taxes the officer's inventiveness because of his lack of acceptable alternatives to returning the parolee to prison or permitting him to function in the community in disregard of parole authority. They are also consistent with the officers' conference remarks presented in the following subsection of this Report.

It is clear from a reading of the "conditions of parole" document that conformity to the conditions, even if realistically possible, is not a requisite for remaining at liberty. Condition "j" contains the advice that writing to anyone in prison "no matter what the excuse, will be considered a violation of my parole." Yet, as has been seen, the preamble to all of the conditions refers to a "violation of any of these conditions" possibly resulting in return to prison. It seems possible that what is being communicated is that considerable disregard of the rules and conditions is an acceptable pattern, that violation is more dependent on observing certain "conditions" than others, and that what is most damaging is the failure to maintain the appearance of significant contact with the parole bureaucracy. Thus, it is necessary, after presentation of the "conditions" in such detail, to end with the statement that the parolee has read the instructions, agrees to follow them, and has "received oral instructions from the parole officer explaining them and what is expected of me while on parole."

It is suggested that successful parole indicates primarily that the parolee has acknowledged and supported the parole bureaucracy to the extent required for the system to refrain from exercising its most severe option. If this is true, successful parole is related to community adjustment if three premises are assumed. They are: first, that the community to which adjustment is made is characterized by one or more

bureaucracies with which the individual must treat; second, that each bureaucracy has a set of rules which must be properly identified and then interpreted in terms of the amount of actual participation, acknowledgment, or other negotiation with that bureaucracy which is required in order for the individual to remain at large, i.e., to function acceptably; third, that parole experience is an adequate model for the kind of interaction with bureaucracy which is experienced by the individual in his community. It should be noted that the "adjustment" here referred to implies living "within the law" in the sense of remaining out of a sentence institution, but does not also necessarily imply steady, lawful employment or acceptance of the values or attitudes either of any particular class or of a particular psychological framework.

Although successful completion of parole was considered to be a useful concept in the definition of adjustment, as qualified by the foregoing analysis, the project was terminated before any subjects reached the end of their parole period, and, therefore, no data was available to be presented.

(c) The "Hawthorne Effect" and "Intensive" Parole:

All references in this section are to remarks made in the conference of parole officers conducted upon termination of the project. The transcript of that conference is attached, as a resource document, to this Report.

The Senior Supervising Parole Officer has observed of

parolees that "we think a man has failed when he either becomes a technical violator or an arrest violator. More so, I would say, a technical violator because here, he is on the street, he disappears, he stops reporting, he breaks off relationship with his parole officer. When he gets arrested, maybe for many reasons -- it may be a circumstantial situation where later on he is reinstated for parole -- but when he just absconds and refuses to cooperate, then, of course, I think his failure there is a little bit more significant than a man who is arrested."

The net effect of the enriched parole services caused by the project was to increase the possibilities for involvement and interaction between parole officer and parolee. With his reduced caseload, the officer was able to learn more details about the life situation and community transactions of each of his charges. With an "intensive aftercare" program centering aroundhis parole officer as a referring and directing figure, the parolee's opportunities to refuse to participate in what was being offered were increased. At the same time, counseling, job development, job-placement services, and reduced caseloads were ingredients which the officers themselves were convinced could make parole "successful." In the words of one officer, "This program had the earmark of being the thing...."

It appeared that the project might cause changes in violation figures for one or more of the following reasons:

1. The parole officer would discover activities of the parolee about which he would otherwise, with a larger caseload, be in ignorance or only suspect were being carried on. This could conceivably increase the number of arrest violations or technical violations.

SUPERVISOR: "We feel the same way with these youngsters; that unless we have a base to operate from in the field, somebody to feed us information, somebody we can go and talk to about this boy, that we are going to lose out. Now, the man with 100 cases, he's lucky if he gets to that home...once every three months."

2. Selection of more experienced officers for the "social" unit of parole officers servicing parolees designated to receive "intensive" aftercare would suggest a greater number of violations than in the group of parolees assigned to less experienced officers.

PROJECT DIRECTOR: "Would you say that a more experienced officer is more adept at picking up hidden delinquency than a less experienced officer?

PAROLE SUPERVISOR: "Oh, naturally, naturally. This is why in this particular program we chose experienced men and put them in....He may have more violations than a less experienced parole officer, but that is not significant for this reason: the less experienced

parole officer may not be adept in picking up these things."

3. Because of their personal commitment to the idea that parole could be proven to have "worked" as a corrective technique if given a chance to operate under the conditions and with the resources supplied by the project, officers in the "special" group would be constrained to "go easy" on their parolees and would record fewer violations.

PROJECT DIRECTOR: "...When would you decide to 'violate' somebody, and how do you get to that decision. There must be some feeling that you have -- at a certain point that somebody is 'over a line.'"

PAROLE OFFICER: "I could say that while this program was on, or is still on, we're stretching the point....I think we have overlooked minor details."

* * *

PROJECT DIRECTOR: "Would you ever over-rule an officer's 'violation?'

PAROLE SUPERVISOR: "Sure, sure. Quite often. We bent over backwards and, as I think they all said around the table a few minutes ago, that in these intensive cases they knew every facet of the case.

PAROLE OFFICER: "....When I came in to this program I had the time to do the type of thing that I knew should have been done."

4. The fact that vocational-placement services of the project were available, by referral of the parole officer, at the same time and place designated for regular parole-reporting interviews caused parolees in the group to whom these services were available to meet their reporting obligations more faithfully than they would otherwise have done, with the result that there was a reduction in the number in this group who would otherwise have been expected to be declared in violation of parole primarily because of their failure to report.

PAROLE SUPERVISOR: "....These rules and regulations that are set forth are not hard and fast. They are flexible. As long as the officer maintains some type of contact with the subject who is on parole, we will not come up and declare him delinquent unless there are some overt acts of delinquent behavior...

* * *

PAROLE OFFICER: "Some of these boys were really to see how this thing worked; I mean, right here from the parole officer, 'I want a job. I can go over here. Here is the job developer; he's on the telephone making a contact.' That was the greatest weapon that we had in this program. The greatest weapon.

* * *

PAROLE SUPERVISOR: "So you see, there is no definite line here...We are depending on the boy. We will go

to all lengths as long as he makes his reports and comes in....Now, here is the point. If, when, he disappears completely and breaks off with parole, now, at that point, then, he really becomes an absconder and we have to take some action.

PROJECT DIRECTOR: "Well, suppose he periodically reports to you but doesn't come in when he should all the time?

PAROLE SUPERVISOR: "Then we go out and find him. That is our job. We go out to the home....

PROJECT DIRECTOR: "Could there be some times when the only time you see a kid is when you go out to his home because he won't come in?

PAROLE SUPERVISOR: "No, we can't permit that. He must come in. He may not come as regularly as he should, but he has got to come in."

Although the project was able to identify these possible masking effects, support of the project was withdrawn by the government before staff was able to consider a method to determine whether or not some or all of these factors were actually operating, and to determine whether or not it was possible to measure or control their net effect upon parole-violation figures.

D. PROJECT PROCEDURES WITH PAROLE:

1. Co-ordination of Release Dates:

There was no way in which the Parole Commission could legally give blanket agreement to release subjects of the experiment merely because a certain date was optimal in terms of the vocational training which had been received on Rikers Island. This was especially true since one group of trainees was receiving the same kind of education and training which had always been given on Rikers, and the Commission understood that the experimental design required that all three training groups receive equal consideration in terms of release dates.

The procedures by which a tentative release and the actual final release date were set have been described in an earlier subsection of this Report. As in most parole systems, the pattern had been established of considering primarily the nature of offense in determining the earliest possible time of release, and of then making actual release dependent upon institutional behavior and, to a lesser extent, upon the resources and post-release plans of each individual inmate.

The Parole Commission was, however, willing to consider the vocational training received on Rikers Island in conjunction with the enriched post-release services which were to be made available to one-half the experimental population, and the "Phase-2" mainland training available to others of the experimental population (i.e., to M.D.T. trainees on Rikers

who were not designated for "intensive" aftercare but who were recommended for the mainland "specifics" training program), all as significant potential rehabilitative factors. Therefore, although continuing its consideration of each case "on its own merits," tentative release dates for most subjects were agreed to be set by the Commission for around the time that training would be completed.

For various reasons associated administratively with the release process, both within the institution and in connection with parole procedures, setting these tentative dates in accordance with anticipated training-completion dates could not mean that all subjects who completed training were released at the same time. In essence, the Parole Commission's efforts resulted in most releases, except as qualified below, being effected between two and 12 weeks after completion of training.

There were two significant factors which varied this procedure as established with the project:

(a) It is to be recalled that tentative release dates were set shortly after the inmate arrived on Rikers Island. Usually the Commission advised him of this date within one month from his arrival on the Island. The purpose of this early notification was, apparently, to encourage his adjustment within the institution by having the factor of possible loss of "good time" for institutional misbehavior envisioned by the inmate as soon as possible in concrete terms associated with specific dates.

When training began for the first group of subjects, in October, 1965, tentative release dates had already been set for all of these inmates. Since many had been on the Island since Spring of 1965, about one-half of this first group was to be released prior to completion of the first training cycle. It was not possible to delay their release merely because the training program was underway, except in the few cases where delay of a few days would cause the subject to complete his training (since such delays of a few days were not uncommon). Therefore, approximately this number did not receive the full amount of training.

Some of the balance of this first group accidentally had release dates coinciding with termination of training. The Parole Commission "reconsidered" the release dates of the remaining subjects, who had been tentatively scheduled to leave the institution considerably after termination of training. However, it was of the opinion that taking steps which would cause a general belief throughout the institution that selection for the project would result in shortening of the expected institutional stay would be a bad precedent. The project staff also believed that this would introduce an attitudinal contamination which would be difficult to control or evaluate, although the staff also had to consider the opinions of educators to the effect that prolonged post-training imprisonment would be likely to dilute or negate the effects of training. In any case, automatic advancement

of release dates was not satisfactory to the Parole Commission -- to whom such a prospect may have appeared as an abrogation of its right and duty to base release on a number of factors, and as abandonment of the"parole concept" in favor of a return to a "straight" sentence with the length of such sentence essentially being determined by those outside of the judicial system. Therefore, some of the subjects affected did have release dates advanced after "reconsideration," while others remained until the time which had been fixed in their initial tentative release dates.

It is to be recalled that this group, which constituted the operational lead-in group, became significantly statistically upon the pre-mature termination of the project, after which it consisted of most of the subjects who had been released from the institution for more than one month before the project follow-up had to be terminated.

(b) At a meeting with the Parole Commission in January, 1966, the issue of release dates was discussed because of the high attrition from training which had been noted. This attrition, of course, reflected subjects who had been placed in the first cycle after the project discovered that the first cycle would be unable to commence if training were limited to those with already-set tentative release dates coinciding with training completion. At this time, the second M.D.T. training cycle, also, had already begun, requiring the assignment of all grossly eligible inmates who

had arrived on Rikers Island since September, 1965 -- most of whose tentative release dates had also been set without regard to the date of termination of training. However, with this group all tentative release dates which had been set were for later than the date of termination of training.

One purpose of the meeting was to ascertain whether, in the future, the project's continuing its policy of forwarding to the Commission names of all inmates selected as subjects of the experiment could be made to result in the setting of appropriate tentative release dates. At that time it was concluded that as soon as the Parole Supervisor received names from the project he would "earmark" those cases as project subjects, noting the approximate training completion dates when the Commission met to assign tentative release dates. Since the Commission required such cases to be "earmarked" as soon after institutionalization as possible in order that no subject be assigned a release date without the Commission's being aware of his status, it was usually impossible to assign a tentative release date which was wholly appropriate. The reason for this was that, as described in a ~~following section of this Report,~~ Chapter IX when such subjects were identified as eligible for the project it was not possible to then specify the training program to which they would be assigned or, therefore, their training commencement or completion dates. Another factor was the Commission's position,

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~~31~~ See ~~Chapter~~ VIII

in setting tentative release dates, that it was bound to continue considering those elements traditionally associated with sentence procedures, such as the subject's past record, current offense, age, and his "attitude" as reflected in reports of the Probation Department and of the Commissioner and/or institutional parole officer who had seen him since imprisonment.

The Commission pointed out, however, that for those subjects scheduled for prolonged institutionalization it would be receptive to later requests from the educators for reconsideration of release dates based upon their observations of subjects' prospects for "rehabilitation" as a result of classroom experiences in training.

The second purpose of the meeting was to adjust release dates of those subjects presently in training, for whom training-completion dates were already known. The Commission indicated that it wanted this matter handled on a case-by-case basis, with recommendations of the educators for reconsideration of release dates to be forwarded to it, as above, based on classroom observations by teachers and on their estimates of the likelihood of future satisfactory adjustment. In this way it believed that reconsideration could be justified because those most closely associated with the most recent behavior of the inmate had recommended it.

It is the opinion of project staff that these decisions led to a significant variation in one aspect of the vocational

training experiences of subjects assigned in the experiment. The variation was discovered accidentally several months after this meeting, but its ~~full~~ significance did not become fully known until all training had ~~been~~ terminated. Therefore, it could not be rectified for subjects whom the project had proposed to pass through the vocational training stage of treatment because of the decision to cease funding the project.

This variation was as follows: The Counselor-in-Charge of the M.D.T. program proceeded to adopt a policy of requesting, on a highly selective basis, that the Parole Commission reconsider cases not merely because of the fact that release dates had already been set which would cause a subject to be retained in the prison for unacceptably long periods after training had been completed. He developed the concept of "early" release as a control device in the M.D.T. school. This became apparent from remarks which were made at the M.D.T. evaluation conference in the context of disciplinary alternatives:

> COUNSELOR-IN-CHARGE: "...Now, that's the most extreme. From there on down -- was discussion with the youngster of the kind of recommendation that we would make with parole, and that if he was not able to control himself within this kind of protective setting we could not, in good conscience, recommend to parole that he be considered

for early release. This was another consequence if he violated the limits. Another one might have been put on the sanitation squad."

Interpreting to trainees its requests for reconsideration of tentative release dates as recommendations for "early" release, use of "early" release by the M.D.T. staff as a reward for good behavior and, perhaps, inferentially, threatening to dalay release for recalcitrant trainees all probably substantially affected motivation for M.D.T. subjects. It seems almost certain, also, that this practice would have become known to all other subjects of the experiment because of their close contact with M.D.T. trainees during the non-school day and because of the general efficacy of the prison "grapevine" system. Therefore, a significant bias affecting motivation of the entire experimental population was probably introduced.

It is noteworthy that the "bad precedent" which the Parole Commissioners had tried to avoid through eliciting recommendations of educators instead of automatically re-setting tentative release dates themselves was, therefore, actually created by the Commission's own alternative, except that if the Commission itself had re-set all subjects' release dates equal consideration would have been received by trainees in both M.D.T. and P.S. 189.

In late April, 1966, when the project discovered that on-going requests for "early" release of M.D.T. trainees were being made as a result of the January meeting, it also learned that the Principal of P.S. 189 had not been submitting similar requests for either the experimental or the control subjects then in training or who had previously completed training at P.S. 189 and that these subjects were going to be released in accordance with dates which had been set without regard to training or to the experiment. The reason for this was that an administrative accident had prevented his attending the January meeting, and the Director of the Bureau of Special Services, who was present at the meeting, had apparently not informed him of the device suggested by the Commission to justify re-setting release dates for subjects then in training.

It is, therefore, also assumed that subjects who were released into the community (including those in the first cycle who were released before completion of their training) while the project was operational were probably neither a randomly distributed nor a matched group. The reason for this is that P.S. 189 did not first exercise its recommendation option until late April, 1966, which means that those trainees whom it recommended for release could not have actually been released, under Commission procedures, until about June, 1966. On the other hand, M.D.T. had not only been exercising its recommendation option since January but,

apparently, had exercised it selectively in favor of "better" students. It is not suggested that this M.D.T. judgment bore any necessary relationship to one or another of the independent variables of the study. Although a hypothesis is suggested below to account for M.D.T. judgment, the effect of the bias, if any, was unknown and, as will be indicated could not be investigated because of the funding agency's unanticipated termination of the project. However, even if these M.D.T. recommendations did not result in selectivity having any significance for the variables of the study, the fact that P.S. 189 did not exercise its recommendation option necessarily associated the factor of longer-imprisonment with proportionately more P.S. 189 than M.D.T. parolees.

A plan to analyze data separately for those subjects who had been favored by "early" release was contemplated in order to determine whether or not this recommendation, in cases in which it had actually been honored, had any effect upon subjects' behavior in the community. The Parole Commission's policy of "earmarking" project subjects for initial tentative release dates coinciding with termination of their training (without special recommendations from the educators) would first affect subjects whose training would be completed during the summer of 1966. Those released prior to that time, i.e., subjects released under the educator's-recommendation system, were to be compared, by experimental cell, with those released thereafter, i.e., with subjects under the

"earmarking" system who would not have had to have their release dates changed, in order to identify the significance both of the "early"-release approach and of differentially prolonged imprisonment, if possible. It was recognized that those released under the later system might have, nonetheless, been contaminated by knowledge that the Parole Commission had adopted an automatic releasing schedule; in that case the "bad precedent" effect would not have been teased out in any such comparison. However, when follow-up terminated because of the government's withdrawal of support for the project, the opportunity to make this comparison no longer existed, since the only subjects who had been released while placement and follow-up were still being conducted were those on whom the influences described above had operated.

In addition to describing circumstances which are deemed helpful in characterizing the released population up to the time of the project's termination, the foregoing is considered an illustration of how incompatible institutional interests functioned in this and many other areas of the project.

The Parole Commission sensed that its control of release dates had made parole a vital component of the project. The "special" parole unit (described in the following sub-section) ~~of this report) would create~~ an opportunity for it to establish the validity of parole treatment. If the Commission essentially abdicated its quasi-sentencing function by agreeing to the

blanket timely release of all subjects within one month from completion of their training, it would lose control over a factor which was crucial for the experiment's continued operation. If the rate of "recidivism" -- however defined -- were thereafter reduced, this might indicate that sentence policy should be based on the nature of prison programs, which could be judicially determined without the intervening judgment of a Parole Commissioner.[32] In order to preserve the appearance of necessity for its quasi-sentencing prerogative, the Parole Commission continued its "individualized" review of each case before recommending release. In this way, also, it could insure some selectivity about the nature of the caseload released to the "special" unit whose results might demonstrate the wisdom of lower caseloads, i.e., the need for more parole officers, and other additional resources for parole comparable to those supplied to that unit by the project. By maintaining release control, the Commission continued

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[32] It has already been seen that, in fact, the Commission's decision about a tentative release date is based solely on information which is also available to the sentencing judge at the time of sentence. This judge might as reasonably impose a definite sentence for the particular period which seems indicated, to be followed up, if desirable, by parole for another definite period. The real difference between these two methods is that under the present system the same agency which assumes responsibility for release at a particular time is also "accountable" for the parolee's behavior after imprisonment and might, therefore, consider a number of factors in making the release decision, which would otherwise be considered irrelevant to that decision.

its major contribution to the experiment; as the recipient of services such as job-development, placement and additional officers, the "special" parole unit was primarily the experiment's contribution to parole. Therefore, the Commission insured a reciprocal project-parole balance and avoided dependence on the project to the extent that it might become vulnerable to any later project demands that the nature of parole services be changed as the project, through its interaction with the "special" unit, learned more about parole operation.

The net result of the Parole Commission's interest to retain the form and framework of its release prerogative while also making a firm but unspoken commitment to the experimental release requirement was its recommendation of the system of educator recommendations for the Commission's reconsideration of tentative release dates, the system whose semi-operation has been described above.

It was natural that the interpretation developed by M.D.T. of its new release-recommendation function would consist with its own felt priorities. It is hypothesized in the accompanying observations of the M.D.T. staff conference that a major perceived need of M.D.T. was to devise separate, non-physical means of control over its trainees in order to develop an M.D.T. organizational integrity in the midst of the more powerful correctional bureaucracy. The Commission's implied directive to identify "appropriate" cases for release gave

the M.D.T. staff an opportunity to apply its own standards and judgment in selecting such subjects. One mark of success in M.D.T. was to place as many trainees as possible in the continuation, phase-2 "specifics" training which was offered on the mainland, after release. Indeed, the project observations coincided with those of the Parole Supervisor who remarked, during the parole-officer's conference:

> "Now, in order to justify the existence of the M.D.T. program at Rikers to the powers that be in the State Department of Labor here in New York State, I understand from good authority over at Rikers in the M.D.T. program that they have to show a sizable number of placements -- M.D.T. placements -- after they leave school."

It therefore seems likely that recommendation for "early" release was offered as an incentive to those M.D.T. trainees who conformed to the disciplinary and training requirements of M.D.T. and who would agree to enroll in further M.D.T. training on the mainland. The ideal professional standard of parole that a realistic post-release program be available for parolees could be superficially satisfied, to a degree not possible prior to the advent of M.D.T., if such post-release training were considered to be that program. (Discussing the

fact that post-release training was inappropriate for so many of the subjects who received it, an officer explained one of the reasons why it was, nonetheless, desirable from a parole point-of-view:

> "So we figure he is in school four hours or five hours or whatever, it is that less amount of exposure to be out in the street and maybe get himself arrested or get into trouble."

The survival interest of M.D.T. thus may have overridden, within that program, its own educational interest and the interests of both parole and the experiment. The interest of the experiment was to give every subject an equal opportunity to function, and be followed, in the community, to equalize the length of imprisonment as much as possible, and to obtain release within the post-training period which had been professionally declared optimal for retention of training benefits. The interest of parole was in guarding its apparent decision-making function. The method adopted by parole to maintain its independence within the experiment was, therefore, apparently responsible for the ultimate loss to M.D.T. educators of the reality of that function.

2 "Special" Parole Unit:

This unit was organized to test whether vocational-training effects, community and parole experience, or the

combination of these, were the significant determinants of the independent variables of the study. It will be recalled that subjects who received one of three kinds of education were divided into two equal groups, one receiving normal parole treatment and the other being assigned to the "special" parole unit after release.

Subjects in the latter group were referred to as receiving "intensive" aftercare, mainly because of additional project resources to which they had access, upon referral by the parole officers comprising the unit. Since the project was concerned with devices which could profitably utilize the vocational training received during imprisonment, the "special" unit as well as the project resources to which it had referral access were all vocationally oriented.

The nature of project and community services which were made available, through this "special" unit, to subjects receiving intensive aftercare are discussed in ~~Section 6 of this report,~~ dealing with Aftercare, That ~~section~~ also describes the procedures which were implemented by the project to establish patterns of interaction between subject, officer, community elements, and project service staff. The characteristics of the "special" unit and the initial reasoning of the project which justified the components and operation of the "special" unit are described in this ~~sub-section~~. Where necessary, differences between regular and intensive aftercare, as pertinent to parole, are also described.

A main characteristic of the unit was the reduced caseload for parole officers, on the theory that this would permit intensive attention to be given to subjects assigned to intensive aftercare cells. In consultation with the Parole Commission, it was concluded that the maximum reasonable caseload should be fifty per officer.

It was also assumed that certain parole officers were more suitable for intensive work with adolescents than others. The Senior Supervising Parole officer assigned to the unit those officers selected in accordance with his knowledge of criteria which had been established in the parole field and with his knowledge of staff available in the C.S.A.S. unit. ~~Although~~ the project retained the right to recommend that specific officers in the unit be transferred. As with the educational staff, however, the expertise of professionals in the field was deferred to in all matters of assignment and selection. As appears directly from the conference transcript, the Parole Supervisor made his selection with the purpose in mind of weighting the "special" unit with the most experienced officers in his C.S.A.S. unit. It is equally, but less directly clear from his remarks at the conference that the Supervisor sought men not only with a history of parole employment but also those with non-parole, social-agency casework experience. From the project's knowledge of other officers in the C.S.A.S. unit who might have been assigned to the "special" unit, it appeared that the social-agency criteria was dominent.

Since the proposal had specified a project service staff consisting of clinical psychologists, social workers, vocational counselors and job-developers, and community workers and community volunteers, all of whom would have to function primarily in connection with parole, it became operationally necessary to spell out the ways in which these various services would interact and be co-ordinated with parole. The relationship between project services and parole was so involved that the project leadership believed, in this case, it could not entirely adhere to its policy, which had been possible with correction and education, of leaving all professional decisions to the professionals of the agency in whose domain operations were effected.

The general reason for this was that the project had a contract committment to the government to supply ~~its project~~ services in a manner which satisfied the professional standards of the participating disciplines. There were several specific considerations which suggested that this area of project operation would require a departure from the patterns which had been established with correction and education.

The project role of the Correction Department may be defined, in one sense, as a passive one permitting arrangement of schedules, insuring the presence of inmates, causing equipment to be installed, etc. The project role of the Board of Education may be defined, in one sense, as a co-operative one, in which training and instructional functions were within the

sole province of educators. The project primarily permitted implementation, by making available resources, facilities, and opportunities. Although, in varying degrees, these had been previously absent from correctional settings, they were at least already respectable in educational theory.

The project service staff, furthermore, did not include any professional educators. Since "correction," per se, is not a separate but a conglomerate discipline, the project service staff also did not include personnel professionally in the "correction" field.

The project role of parole, however, was neither passive nor co-operative, but was one of direct engagement. Within the "special" unit a series of new relationships with professions and facilities had to be developed. It was believed, from conversations with various parole officials and from the previous experience of some project staff, that the history of the Parole Commission and its line personnel was characterized by professional isolation, due to a number of factors, including: it's inadequate budget, the nature of its clients, and the essential ambiguity of its social mission. For this reason, these relationships with project service staff would be of a kind with which parole had little prior history or experience. The resources of the Parole Commission did not include experts in the various disciplines and professions represented on the project services staff; in any case, the project was in contact only with the

Supervisor and officers on the line level, and with Commissioners and the Supervisor on the planning level. Therefore, it was concluded that the working relationships with the "special" unit would have to evolve in accordance with standards derived from "outside" (i.e., project-supplied) sources of our service professionals, to the extent that these standards could be accommodated to the functional requirements of the parole system.

On the other hand, the project's service mission was not interpreted as one which was to supplant the existing role of parole or any other public or community agency. Yet, as has been mentioned, the existing parole function neither encompassed nor had previous experience with many of the services the project was committed to include in the "intensive" aftercare concept. These two lines of reasoning were resolved in the conclusion that parole would have to assimilate project services into its system, at its own rate, in accordance with its own patterns to be developed, but under external pressure from standards of the project services and disciplines to which it was adapting.

It should not be understood that the project simply took the attitude that it would "instruct" parole. This would have been destructive if only because of the authority of the Parole Commission, with vested legal power over subjects of the experiment and with its status as an established unit of municipal administration, relative to the project's skeletal

staff and temporary and uninstitutionalized nature.

Moreover, the project was aware of the experiential criteria which the Parole Supervisor had applied in selecting officers for the "special" unit who were, in general, professionally quite sophisticated. These individuals were recognized to have a considerable contribution to make as a result of their variety of relevant backgrounds as well as of their extensive parole experience. Conversely, the kinds of experiences which the proposal required or implied should be added to the usual community experience of parolees, for subjects receiving intensive aftercare, were from disciplines which, although having professional standards of their own, were not "ready-made" for the parole setting. Therefore, it was recognized that one result of the interaction between parole and project service personnel would be, hopefully, a new set of techniques and standards by which traditional services could be meaningfully presented to the unique subject population, within the framework of a parole system. It was also recognized that while such traditional areas as psychiatry (consultation), psychology, and social work were represented on or available to project staff, important services were also being rendered by job-developers, counselors, vocational counselors, community liaison personnel (such as a "Volunteer recruiter Coordinator" and a "union liaison") and by numerous non- or semi-professional community volunteers. These were either emerging disciplines with few well-defined theoretical

precepts, or groups functioning in various "helper" capacities. Far from contributing any professional orientation of their own, they were looking to parole and to the other project disciplines for standards and techniques which would inform their functioning. Since the project was staffed in key positions by individuals with a traditional psycho-therapeutic orientation, but was operating with a population and in a field where the application of traditional psychotherapeutic tenets had not been ~~overly~~ previously successful, it was the plan, if not the accomplishment of the project to maintain a professionally eclectic orientation and to encourage parity of whatever theoretical contribution parole might demonstrate with the psychological and social case-work ~~frameworks~~ theories which could be expected to be ~~operative~~ contributed from the project.

Essentially, then, the project, in anticipating the interaction of the "special" parole unit with ~~the~~ the service staff ~~of the project~~, sought to be aware of a number of considerations:

(a) to prevent domination of a traditionally psychotherapeutic orientation;

(b) to permit a separate theoretical orientation to emerge from parole, if any were implicit in the parole system;

(c) to permit traditional project disciplines, such as clinical psychology and social case-work, to reflect their professional standards in the ways in which they would be utilized in the parole setting;

(d) to permit the "new," or sub-professional project services and disciplines to develop independent standards, techniques, and goals appropriate for the population and setting; and

(e) while not simultaneously taking over the function of parole as an existing community service, to prevent the fulfillment of urgent service and operational needs of parole from causing the "special" unit to be molded solely in the image of the existing parole model; to help the "special" unit develop independent standards and patterns and to withstand pressures of attraction to the heavily systematized parole traditions already established.[33]

As an awareness of these aims was gained while and after the "special" unit was being operationalized, numbers of conferences were held within the project in order to clarify the relationship between service staff and the "special" unit in terms of their functioning with subjects of the experiment.

In terms of the stated project goals, it was posited that an ideal system would be one in which the relaxation of

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[33]It is noted that there exists a parallel with the situation which obtained in the Board of Education, and which has already been discussed in this Report in that context. The "special" unit functioned under the same supervisor and within the same administrative complex (CSAS) as the regular parole unit which dealt with adolescent parolees, including both control subjects of the experiment and those not designated as subjects. Roughly the same research issues are posed in both the educational and the parole situations, including: the validity of characterizing the control population as recipients of "normal" services, cross-group influences, contamination, competition, motivation, commingling, overlapping personnel, etc.

societal controls, i.e., from imprisonment, to release on parole, to release from parole, would be accompanied by the parolee's progressive assumption of individual responsibility, through the legal agency of parole. The "self-management" concept to which the proposal referred was viewed as the factor which made this custodial transition meaningful rather than automatic. Parole was seen as having been faced with the impossible task of effecting the self-management transition. It was charged with releasing into the community a "responsible" individual, i.e., at least one with ability to function within the law, to an average level, and with reasonable acceptance either of the general societal values of work and self-support or of non-violent means of protecting these values. There seemed to be insufficient active participation by the community in this process; instead, property-owners, whose means of facilitating the transition were the greatest and whose interests in the end results were the most vital, appeared to expect the parole agency to deliver the "finished product" rather than to act as a "middle-man" between parolee and the community. In practice, parole officers managed their caseload primarily with the aid only of those segments of the community which "specialized" in this particular population. For example, it was discovered that they habitually made referrals, for youths desperately in need of housing, to one small YMCA which happened to be staffed by persons familiar and sympathetic with typical problems of the parolee.

Similarly, with unemployment a major problem for these youths, officers had repeated recourse to the few "tried and true" employers whom they had been able to cultivate. There appeared to be lacking some machinery by which the community would be made to extend itself as a partner in the process of absorbing these youths into the alien "larger society." Only the small sector which, accidentally or professionally and "by definition," was concerned with the immediate problems which these youths posed and faced, appeared to be involved in the transition, and, it appeared, this quantity of participation was not enough. In essence, the Parole Commission was seen as an agency which was itself in need of a kind of community parole system capable of giving officers access, for their charges, to the community at large.

Planning within this framework, the project service staff then attempted to consult with members of the "special" parole unit as access-givers, as service personnel who could increase the effectiveness of parole, as the legal designates of society, in the progressive achievement of this kind of responsibility by parolee-subjects in the clinical and vocational areas of staff functioning. By not substituting for parole but by developing community awareness through opening jobs, finding social agency placements, providing vocational and personal counseling, identifying a need for specialized facilities, providing interested personal community contacts, etc., all upon the parole officer's referral of the youth to

project resources, it was believed that the project service staff could demonstrate the feasibility of a process of awakening involvement of the community under the existing parole structure.

A protocol was devised by the project Director, Senior Counselor, and the Supervising Parole Officer, which set forth the prospective activities of officers in the "special" unit and the approximate amount of time they would spend in each activity. This was then forwarded to and approved by the government's Project Officer. It is a guide to the functions which were envisioned for this unit.

The guideline in this protocol, dated February, 1966, provided as follows:

	Time	Activity
(a)	45%	Counseling
(b)	25%	Field Visits
(c)	3%	In-Service Training
(d)	2%	Volunteers Training
(e)	15%	Parole Office Administration and Recording
(f)	10%	Travel

Items "(a)," "(b)", and "(d)" described meetings with the parolee, his family, and with collateral contacts -- including both community figures, such as employers, teachers, referred-agency personnel, and others important in the youth's life, as well as with project staff job developers, counselors, psychologists, and citizen volunteers.

'In addition to broadening the parole officer's areas of coverage, this schedule provided for what was considered an

important new role: the officer's initially contacting the youth while on Rikers Island. Previously, as has been mentioned, the officer first met his parolee after release at the Parole Commission central offices in Manhattan, when the "conditions of parole" ceremonial occurred. The inmate's only parole contacts at Rikers Island, prior to this change, were not with the officer to whom he would later be assigned but with the institutional parole officer permanently stationed on Rikers Island, who submitted an initial and a pre-release report to the Commission, and with the Parole Commissioner who saw him at the Reception and Classification Center. Each Commissioner acquired his "caseload" on rotational visits to Rikers by conducting an interview with the newly arrived indefinite sentence cases scheduled for interviews that day. Since the Commissioners' caseloads were astronomical,[34] it

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[34] According to the Parole Commission's annual Report, in 1964, the year before the project commenced, 4,777 persons were under parole supervision. Of the two Commissioners in office during that year, the total caseload of one was 2,100 and of the other was 1,420. Although it is not clear under whose supervision the remaining 1,257 cases were placed, and although these these figures include persons being released from parole from the beginning of the year as well as those sentenced up to the end of the year, the average daily caseload was certainly too high to permit any considered understanding of individual parolees' situations, if a constant rate both of discharge and of new sentences is assumed and if the total parole population is steadily increasing, as appears from the Report. In addition, one of the two Commissioners whose caseload was cited was incapacitated for 4 months of the year, and it is speculated that his review of backlog cases was necessarily superficial. It is to be recalled that a Commissioner's caseload includes all indefinite sentences, whereas, that of officers (except the institutional officer and staff assigned to pre-release field (investigations) normally does not include cases in prison.

was considered that the officer's role, not that of the Commissioner, would most readily become central in the youth's self-management transition, if and when such a transition took place. Therefore, the innovation of accelerating the officer's caseload assignment to permit him to function as a real bridge between prison and community appeared to be a significant one.

It was planned that the officer would interview the inmate, teachers, and correction officers, that he would become involved in the pre-release field investigation of the home, family, and employment situations and in similar crucial areas in the proposed self-management transition. It was recognized that, even with reduced caseloads, these functions would increase the net time and energy demands on officers in the "special" unit unless they were able to adopt a new, co-ordinating role. For the parole concept to become viable amidst heavy service and community involvement, it was believed that officers would be required to abandon their previous role, which had been necessary but unsuccessful, as multi-professional field specialists. It was believed that the new parole function should be one of co-ordinating resources which the project either developed or offered directly; that the officer should become a central referral figure offering the continuity of concern which had previously not existed; that the officer should, with consultation where necessary, identify, jointly with his parolee, those areas in which assistance from the community was required, and should

be informed by specialists in the indicated areas about the availability of such services, but that he should not seek to safeguard his relationship with the parolee through attempting to directly and personally supply these resources.

This central change in parole functioning might have been accomplished if the project had been permitted to operate for the full term stated in the proposal. The first year's operation witnessed the beginnings of fundamental changes in the parole concept. Because of difficulties inherent in initiating such changes, the project would certainly not have attempted to involve parole on this level in its design if it believed that the funding agency would dismantle the project in July, 1966. It is to be recalled that only in June did subjects who had had the benefit of an operating "special" unit during their incarceration begin to be released into the community. The negative aspects of attempting to catalyze such changes were substantial. It may be doubted that what amounted, in retrospect, to a brief but intensive experience which disturbed established routine left the officers who had participated in the experiment with more than an enhanced distrust and skepticism about the possibilities of effecting reasonable institutional change.[35]

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[35] Toward the end of the conference the Supervisor observed: "So all of a sudden the program folds and the persons who are left to face these boys when they come out is the parole officer, which puts him in a very, very untenable situation and a predicament...."

As has been indicated, requirements of the City for approval of the implementing contract with the Commission, combined with a change in mayorality administration in New York, and with the funding agency's requirement that all subcontracts entered into with the project receive prior approval of the government, delayed signature of that document until late February, 1966. The relevant portion of the contract gave the Commission funds for hiring four new officers in exchange for the Commission's transferring eight current officers and one Supervisor into the "special" unit.

An administrative decision which had important research implications arose concerning how to initially operationalize the "special" unit. Project subjects from the first training cycle were expected to be released beginning in March, 1966. Those who had been released prior to completion of 20 weeks of training were to be followed as a separate statistical subgroup, as were any subjects who completed training but who either were not assigned to or did not receive the experimentally-designated aftercare services.[36] In order to minimize the size of this latter group and to provide intensive aftercare for those to whom it was supposed to be given, the "special" parole unit had to become operative prior to these anticipated first-cycle releases since intensive aftercare included prerelease institutional contacts and joint planning by "special"-unit officers and project service staff.

Therefore, the Parole Commission was faced with the

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[36] See Chapter VIII subsection B 3.

problem of how to begin the "special" unit before its contract with the project enabled it to proceed. It is to be recalled that the four replacement officers to whom existing caseloads of officers in the "special" unit were to be redistributed could not be sought until authorization to hire them was obtained, i.e., until the contract was signed. Actual caseload transfer, however, could not take place upon signing of the contract but only when persons acceptable to the Commission as parole officers had been located who were willing to accept employment with no guarantee of continuation after the first proposal year (which ended some two months after they would begin work) and until these persons had completed City hiring procedures and had received some indoctrination in parole procedures.

As of January, 1966, the caseloads of all CSAS officers, including those who would be designated for the "special" unit, were at low-normal parole level, averaging 55 cases per officer. The Commission identified two officers for the "special" unit, and transferred their caseloads to all of the other officers except those whom it had designated for later participation in the unit. At that time, and through April, 1966, there was a total of 826 cases in the CSAS unit. Since, in forming the "special" unit, the Commission adhered to its policy of assigning caseloads by officers who each covered a particular area of the City, the first two who were relieved of existing caseloads were selected on the basis of area

coverage for most of the subjects who were going to be released at the end of the training cycle, in March; and a third officer was shortly relieved of his existing caseload in preparation for participation in the "special" unit. Thus, on February 1, 1966, there were two officers assigned to that unit and a third being readied. Because of the geographical factor, and because the Commission and the Supervising Officer were heavily engaged in planning conferences with the project and associated agencies, it was not possible to assign specific cases to each officer at this stage. Instead, in order to operationalize the concept of pre-release involvement of officers, those designated at this early stage for the "special" unit became involved in pre-release planning for all subjects designated to receive intensive aftercare, conducting interviews, field investigations, and co-operating with the appropriate teaching staff -- regardless of the fact that each officer was then not officially assigned to the particular parolee with and for whom he was working.

When this initial assignment into the "special" unit was made, the average caseload of remaining CSAS officers rose to 70. Replacements hired under the contract actually affected the caseloads of these officers around April 1, 1966. Therefore, in addition to experiencing an increase due to the initial assignment of officers into the "special" unit, the caseloads of these officers were raised as all subjects of the experiment who were to receive regular aftercare were

released, after the first cycle training ended, into their custody. To the extent that this caseload "stacking" was significant, it is seen, therefore, that the regular-"special" comparison which the project was going to make was prejudiced against the regulars by the project itself having created conditions which were abnormal for parole, in the 1st cycle.

This bias is associated with the first cycle, i.e., with subjects whom the contract provided were to be "a pilot group, to test procedures and measures /because/ this project involves several agencies in the City in a new network of relationships and responsibilities."[37] Announcement of termination of the project was made in June. Subjects who could have first received the fully operationalized in-prison phase of "special" parole were those in the second cycle of training. However, since the project was then beginning to close its operation, they were unable to receive the post-prison phase of "special" parole. Therefore, neither of the released groups had experience with "special" parole as it had been envisioned as a component of the intensive aftercare described in the proposal. The following conclusions, pertinent to the findings of the study, are adduced from these facts:

a) The subjects in the first and second cycles should not be statistically joined to produce a population yielding data from which any evaluation of "special" parole can emerge because each cycle received a different half of that treatment.

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[37] Appendix B, Amendment 1, Contract No. OE-5-85-015

b). The data from each of these cycles should not be separately analyzed in order to make any statement, based on subjects' community behavior, comparing the effects of the in-prison with the post-prison components of "special" parole because of the significantly different periods of time in which subjects in each group were on parole in the community.[38]

The maximum caseload size of 50 for officers in the "special" unit was originally intended to include up to 35 subjects who either were recently released from prison or who displayed some particular need for continuing supervision and intensive assistance. The balance of the caseloads was to consist of those approaching the end of their parole, whose reporting primarily satisfied the minimum legal surveillance requirement and also served the data-gathering needs of the experiment. The process of transferring existing caseloads to regular or replacement officers, described above, did not permit creation of the full unit of 8 officers and one supervisor instantaneously. Each of the two officers initially selected for the unit had to have assigned to his caseload whichever intensive-aftercare subjects then being released were in the geographical area of the city covered by that

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[38]Indeed, it was the opinion of the most experienced parole source associated with the project that no meaningful statement could be made concerning any subject's adjustment unless an 8 or 12 months period of follow-up (for non-violators) was considered:
PAROLE SUPERVISOR: "Certainly no proper evaluation can be given for the men in the street...by letting a man stay on the street 6 to 8 weeks....He should be out at least 8 months before you begin to make some type of honest evaluation as to whether or not the program is beneficial.***Particularly we would really like to do it after 12 months."

officer. The unit was to be built to its full officer complement as designated officers were relieved of all their existing caseload. Under this procedure, the desired caseload structure would be achieved after initial months of operation of the unit. The earliest cycle which could receive the posited caseload structure within the 50-per-officer limit was the cycle which was being released from prison while the project was phasing out and, therefore, parole did not make efforts to conform to the 35:15 formula since, at the time, it was primarily concerned with finding some way to adjust to the impending total rearrangement of its caseload problems after all federal funds were withdrawn.

The Aftercare section of this Report sets forth in detail the ways in which both staff and volunteer service personnel functioned with parole. It is believed that the project did not exist long enough to permit the full development and institutionalization of new patterns by which officers utilized these services as had been planned on behalf of paroleesubjects. Factors causing this included: the newness and radical nature of the relationships proposed; pre-occupation, during the early months, with the basic organizational and procedural requirements of establishing the unit; the residual perception by some officers of certain proposed new relationships as threats to existing patterns which had proven sufficient, in the past, for sustaining a measure of parole authority; the project's conscious decision that new patterns could

be effective only if they were first seen by parole line personnel themselves as being necessary and desirable; the underlying reluctance of parole officers to immediately adopt new roles, which had far-reaching and permanent implications concerning their established methods, when the project's own continued existence was so questionable; and the lack of time to permit sufficient operational experience for both officers and the service staff to identify clear paths to the desired objectives.

In mid-May, 1966, the differential achievement of various components of the intensive-aftercare concept, as these concerned interaction of the project with the parole system, was discussed with the co-principal investigators. A memorandum, prepared in consultation with all concerned line staff, was presented which detailed and tentatively evaluated each of the component areas in which this interaction occurred. The essential issue was stated to be whether the validity of the project research was vitally compromised by the fact of past and present partial implementation, and of the anticipated changing levels of future implementation, of parole features of the project. It was decided that the project should continue its evolutionary course with parole and that the funding agency should be presented with the fact of differential achievement of the conditions of research in all areas of project operation, since this decision essentially concerned the reasonable expectations of that agency.

The research issues posed by operational and administrative factors which have been briefly described specifically with respect to parole are fundamentally the same as those discussed in earlier sections of the Report. Therefore, they are not repeated here. What is noted is that similarity of issues in the contexts of correction, education, and parole suggests a number of questions:

a) Are these issues implicit in the situation in which research activities were conducted by an external project functioning closely with large service bureaucracies?

b) Does the similarity of issues merely reflect the constant perceptions of the reporting project as a composite of personalities?

c) Are situations which give rise to similar issues actually repetitively created because of the constant effects of project personalities and staff dealing with each of the implementing agencies involved with the project's operation?

d) Did the project's having to accomplish certain activities for its own functioning and survival impair its critical potential in the course of effecting operational compromises?

e) To what extent was the accidental disparity between the degrees of institutional strengths of the co-operating bureaucracies, including the project, responsible for the recurrence of these research issues?

f) To the extent that common research issues arising

from multiple inter-agency transactions were most easily visible in the project-parole area, with the counterpart and parallel issues in the areas of correction and education present upon closer analysis, was the parole system inherently susceptible, because of its structure or mission, to confounding variables or was this only an apparent vulnerability caused by project staffing of service personnel primarily in the areas of interaction with parole?

3. Collection of Data:

Project procedures with the parole agency, as has been indicated, concerned Commissioners and officers. It was also necessary to receive data from the parole central-office files. To control the project operations, this information had to be received on a regular basis. Moreover, for the Parole Commission to gear its operations compatibly with the project's, a reciprocal flow of information had to be received in the central parole offices, on a regular basis, not only from the project but also from the prison and the educational systems. To meet project needs, a clerk from project staff was permanently assigned to the central offices of parole. The project indicated the kinds of information which was required on a scheduled basis, and the Parole Supervisor instructed her in the use of parole files and administrative operation of the parole system. She also received the incoming information pertinent to the project's operation, and

caused this information to be processed internally within the organization so that it would effect the results required by the project. It took until May 1, 1966, to have these clerical and administrative procedures operating smoothly. By the end of the first week in May, the project had obtained the required data on the relatively few subjects who were released at that time, and thereafter the project received its regular reports from parole offices. Prior to May, the main concern of the project had been to cause the information in-going to parole from the project and the other agencies to result in proper assignment, release considerations, and similar results which have been described above.

The following information was regularly thereafter received from the parole offices:

a. Two months advance notice of the release month of all subjects, based on tentative release dates.

b. Two weeks advance notice of the actual release date of all subjects, based on final determination of the Commission.

c. Dates of termination of parole jurisdiction for all subjects.

d. Within one week of each occurrence, the date and all factual information concerning any changes of parole officer, whether temporary or permanent.

e. For each occurrence which the project might subsequently classify as recidivistic, the following information,

where applicable, was forwarded to the project not regularly but after final parole or court disposition, whichever occurred later, had been made:

i) date of warrant issuance, if any;

ii) date of re-arrest, if any;

iii) inclusive dates of detention;

iv) original stated charge;

v) whether warrant, if any, had issued because of the original stated charge or, if not, for what technical violation;

vi) conviction date, if any, and final charge;

vii) date of new release on parole if new sentence imposed and suspended;

viii) date of reincarceration if new sentence imposed and suspended; but subject was remanded on the outstanding violation.

ix) date of reincarceration on new sentence not suspended;

x) whether new sentence was definite or indefinite;

xi) date of reincarceration if new charge dismissed or subject acquitted after trial but remanded on the outstanding violation;

xii) date of removal of violation and date of release from detention if new charge dismissed, or after acquittal, and there was no remand on the outstanding violation.

The project forwarded or caused to be forwarded to parole the names of all potential subjects after they had been grossly screened into the program and identified as "grossly eligible," an assigned list after psychological testing and randomization had been completed and subjects were designated for one of the three training cells, a statement of aftercare designation by experimental cell, a statement of final subjects after initial educational-admission decisions, and a statement of all subjects removed from training, for any reason, prior to completion thereof.

In addition to these, parole received the training evaluation instruments described in Chapter X of this report. A copy of this was forwarded directly to parole and to the project by the educators.

For each subject, a further amount of service, clinical, personal, and vocational data was collected by project Aftercare staff and by the parole officer assigned to the case. A separate contact sheet detailing the contents of project service staff's interviews with each parolee was maintained in the project's case file, and comparable historical data was recorded in the officer's parole file. Although there was a reciprocal and informal exchange of this information between staff and officers, at the time of the project's closing no formal method for analyzing these records had been devised; up to that time the project's attention had begun to be directed to standardizing the contents of its contact sheets

and of introducing uniform recording techniques on these forms. No such standardization had been undertaken by parole, and a further aim of the project was to have been to analyze these files for possible coding. These files operationally functioned for placement and referral services specified in the proposal, as did project contact sheets.

V NEW YORK STATE EMPLOYMENT SERVICE:

This agency was in charge of counseling and screening trainees into mainland M.D.T. programs both of the "phase-1" ~~Umbrella type~~ and of the "phase-2" specifics training. ~~With respect to these programs,~~ It was also in charge of the actual enrollment paper-work, ~~associated with~~ "counseling" trainees into the appropriate training program, ~~It was also responsible for~~ administering the aptitude and achievement screening devices ~~which~~ were part of the mainland intake process.

The second primary area of State Employment involvement with ~~the~~ M.D.T. ~~program~~ was the certification that the ~~areas~~ in which training was offered were those in which it was realistically possible to place trained persons.

Thirdly, this agency possessed extensive placement facilities throughout the City, ~~which~~ were to be ~~instrumental in~~ both recruiting trainees and, after training, ~~in~~ finding them jobs.

Association with the State Employment Service was based on several considerations arising from these functions. Since it was the aim of the project not to disturb but to evaluate the effects of the existing M.D.T. program as applied in the prison, continued involvement of State Employment was assumed. However, the M.D.T. program began on Rikers Island at the same time that the project commenced operation, and there had been no working experience between Correction, State Employment, and Board-of-Education M.D.T. instructional personnel in

co-ordinating the Rikers program. For the "normal," i.e., mainland procedures to be installed on Rikers Island, with or without adaptations and modifications, required participation at the planning stage by project personnel because the project's experimental design required its determination of which inmates were to become subjects and which subjects were to be designated for particular training programs.

The first fact which was discovered by the project was that it was impossible for State Employment to conduct what the project then understood was State Employment's "normal" testing program at Rikers. Although that agency did administer the GATB to the first cycle of trainees, its results were stated to be for "research" purposes which would be made available to the project but not to the educators for screening or placement purposes. It was also stated by the Employment Service that in the future it would not be able to administer this or any other screening instrument on Rikers but that it would train project testers in the administration of this instrument. By the time the project had been able to hire a testing staff, in December-January, 1966-7, a large backlog of demographically-eligible subjects awaited testing who were immediately to begin training, and State Employment's test-administration training-program schedule neither began in sufficient time nor had sufficient openings to meet this need. Simultaneously, our psychologists conferred with State Employment and concluded that the instruments, including

the GATB, which were used by State Employment were not appropriate for the subject population and that they were presently being replaced even by State Employment in its mainland testing and screening procedures. Since they were not normally being used at that point by State Employment, consultation with the educators was commenced which indicated, also, no need for these scores but for quite different material. At the same time, the project also reviewed its own needs for measures of achievement and personality which would describe the sample and reflect changes which could reasonably be ascribed to training or aftercare treatment.[38] The result was that State Employment did not fill a screening-testing function with the M.D.T. population, and that tests which the project required for its own needs were other than the State Employment instruments and were also utilized both by the M.D.T. and the P.S. 189 staffs.

The second area of State Employment involvement was in vocational counseling. This function was a dual one: to screen trainees for and to enroll them into particular M.D.T. broad-areas courses within the Rikers Umbrella phase-1 program. The counselor-enroller staff, as the project was advised by State Employment, was a highly specialized group of individuals. It was explained that this staff would be unable to perform its function on Rikers Island unless large numbers of selected trainees were available, because of the limited number on the staff, its heavy schedule, and

[38] Section IV, sub-section III C.1.b., and sub-section II of this Section, dealing with M.D.T. and the Board of Education, detail these considerations.

difficulties in making arrangements to go to Rikers and to locate individual inmates there for interviews. The project, therefore, made arrangement for the State Employment field staff of seven counselor-enrollers to meet the entire assembled M.D.T. group which had been selected for the first cycle of training, and to screen into and enroll them in the Rikers M.D.T. program consisting of three broad areas for that cycle. The trainees were "counseled," in a single day, into three equal groups entering the three available M.D.T. broad areas. Approximately one hundred trainees were affected by this process. Thereafter, no further State Employment involvement took place on this level, and, as has already been mentioned, these functions were taken over by the Rikers Island teaching and counseling staff.

The third area of State Employment involvement in the project consisted of enrollment of trainees into the community M.D.T. program. It will be recalled that, in the community, both phase-1 and phase 2 were among the M.D.T. offerings. The community Youth Opportunity Centers of the State Employment Service knew of openings, called "slots" which were available in those programs. Although, obviously, their recruitment function was not particularly applicable, it was decided to continue using them as the agency of State Employment which would make available the M.D.T. mainland opportunities to project subjects. Accordingly, meetings were held with the project, M.D.T., Board of Education personnel, and State

Employment personnel concerned with the operation of the mainland training centers, which resulted in procedures being established to facilitate the entry into phase-2 Umbrella programs for those trainees who had been assigned to the Rikers M.D.T. program and had been recommended for the continuation "specifics" training of that phase. In addition, it was decided that consideration would be given for other subjects to enter the mainland phase-1 of the Umbrella program if they desired. Parole became involved as the pivotal agency in this transfer. It was decided that, upon the recommendation of the M.D.T. Counselor-in-charge, simultaneously forwarded both to Parole and to the Board of Education Co-ordinator or the Umbrella project, the officer involved would contact the Youth Opportunity Center if he and the subject concurred in this recommendation, in order to cause the youth to be enrolled. The Co-ordinator would contact his counterpart in State Employment in order to obtain reservation of the required number of "slots" for particular subjects. These meetings did not specify the way in which entry into M.D.T. programs would be facilitated for subjects who received P.S. 189 training. No subject either in P.S. 189 experimental or P.S. 189 control category is known to have entered the M.D.T. mainland program. As has already been indicated, the P.S. 189 program was primarily designed for direct job placement, and the available M.D.T. program for P.S. 189 experimental or control subjects would have been in the same mainland

program as M.D.T. trainees on Rikers Island. Two factors affecting the research findings and associated with this coordination will be noted.

First, as was mentioned in the Parole conference, the effect of pressures on M.D.T. to measure success in terms of the number of its placements in mainland training was to cause parole officers to concur, more or less automatically, in these recommendations for post-release training -- often against their better judgment.[39] This was seen by the project as vitiating the effects of individualized and personal planning which had been the role posited for officers in the "special" unit. It also obscured in-prison differentiation between "special" and normal parole and tended to substitute, instead, parole differentiation between subjects who had received training in M.D.T. and all other subjects. The reciprocal effect was that differences between P.S. 189 control and P.S. 189 experimental trainees tended to be obscured because parole became so conscious of the post-release M.D.T. placement

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[39] PAROLE SUPERVISOR: "Now, of course, I think this is absolutely ridiculous. In the first place, you can force the horse to water but you can't make him drink. You cannot force education on people; you can't do it. You may do it in the institution....And if we should ever enter this type of program again, I would think, and highly recommend, that greater emphasis would be put...to place these fellows in bona fide jobs after they come out of the institution. And in the last month's training in the institution, that they have a free choice---

PROJECT DIRECTOR: "Do they [Rikers M.D.T. trainees] have a free choice now [between whether to continue training or receive direct job placement]?

PAROLE SUPERVISOR: "No. They have a recommendation that's made by the school itself, and we recommend this boy for further training."

program. This was particularly true in the first cycle when officers in the "special" unit -- which was not yet sufficiently staffed to permit assignment of caseloads while subjects were still in prison -- tended to treat similarly all subjects of the experiment who were in the same training program, regardless of their aftercare cellular designations. For example, they delivered lectures to all assembled trainees in a particular school, and became similarly involved in like group activities to the extent that they were not yet assigned individual caseloads.

Secondly, because of what was, in essence, a "double-barrelled" recommendation, coming from both the Parole Commission and the Board of Education, the Youth Opportunity Center's enrollment of a subject into mainland training was, apparently, followed by a concerted effort of the training staff to keep the youth in school notwithstanding either serious behavioral disruptions which he may have caused or his lack of satisfactory progress in the school.[40]

Therefore, the fact that several interested agencies had co-ordinated their efforts, to a certain extent, to temporarily alter an existing level of community services, by changing

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[40] PAROLE OFFICER: "...he was to the point where the average school would kick him out a long time ago.
PAROLE SUPERVISOR: "We found this out, Joe, that the schools did bend over backwards, and they would call us continually trying to keep--I think...all these officers have been up to the school."

the tolerance-level for certain subjects who were distributed over one-half of the experimental cells, may have affected the findings of the study. It is believed that this certainly created two significant sub-groups in each of the M.D.T. experimental cells. If the project had continued for sufficient time to have results, it would have been necessary to do a mainland-training versus no-mainland-training analysis of the data in terms of each of the major dependent variables of the study. It seems probable that this aspect of the project created a "deferred-recidivism" effect, based on one of the following hypotheses: (a) that post-release schooling reduced the opportunities for commission of acts which would normally result in a higher figure for recidivism; (b) that the parole officers' belief that this was true reduced actual "violations" reported during the schooling period; (c) that the officers' tremendous expenditure of energy in keeping a subject in school resulted in a corresponding reluctance to "violate" those youths who actually did remain.

Whatever the dedication of phase-2 instructional personnel, the processes of actual enrollment into training appear to have been characterized by paper-work and waiting periods after a subject's release, notwithstanding the coordinating efforts which had reduced these, for subjects, apparently below the level encountered by members of the general public who attempted to receive this training. To

cite only one complicating factor, placements from Rikers, ideally, were required to be only in training centers located in the subject's home borough so that his parole officer, assigned to that borough, would be able to maintain contact with the training staff.

It was the opinion of both educators and parole officers that even the foreshortened enrollment requirements and relatively brief delays (of one to four weeks after release) for subjects caused the prospect of entering mainland training to be unrealistic for the typical youth just released from prison. Yet, the necessity and procedures for "smooth co-ordination," i.e., immediate job or training placement, had occupied many hours of implementational meetings which involved all participating agencies.

The fourth area of State Employment Service involvement with the project was that of vocational placement. Normally, this organization's placement facilities were open to all. However, for the project's traditionally difficult-to-place subjects, the vocational guidance and job-placement services of the Youth Opportunity Centers were to be particularly responsive.

Liaison with the Youth Opportunity Centers was established by parole officers and project job-developers who were attempting, according to the research design, to enlarge normal placement channels as well as to develop new employment opportunities

for subjects receiving intensive aftercare. Their main concern was that subjects requiring jobs be placed promptly.

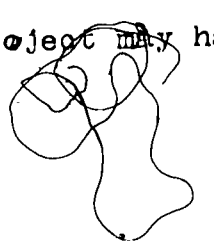
For those subjects who had received M.D.T. training on Rikers, including those who had also received some or all of the phase-2 mainland "specifics" program (whether or not they were experimentally designated to receive intensive aftercare), State Employment's official placement-commitment was even greater. It is to be recalled that the Employment Service had been required to certify that M.D.T. course offerings were supposedly in high-labor-demand areas. The rationale for Manpower programs being housed nationally under State Employment Services was not only that that group could readily assemble current data to make these determinations of labor demand; it was, also, that its specialized local placement facilities made the Employment Service the logical agency for determining whom to train and to provide trainees with entry into their new job markets.

Project service staff, the P.S. 189 Principal and Guidance Counselor and parole officers dealing with State Employment in the direct job-placement area unanimously reported frustrating experiences in securing direct placements for their trainees through State Employment facilities.

Therefore, in terms at least of those needs of subjects which were perceived by educators, parole officers, and project staff, there was a serious service gap evident in State Emplyment activities, characterized by delays in enrollment

and inadequate direct-job placement. It is not suggested that it was the agency's obligation or agreement to meet all such needs of referred subjects, or even that it was possible for that single agency to appropriately place all youths needing jobs. In fact, a major hypothesis in the proposal had been that the existing designated institutions, such as the State Employment Service, were inherently inadequate because they lacked the necessary support and power of the private community. However, the following paragraphs are intended to demonstrate that merely because the Employment Service appeared to be inadequate, according to untested criteria of other groups concerning the "needs" of the population, there may well have been causes which were temporal, accidental, or, indeed, associated with the project itself, other than the hypothesized cause; or that the stated "needs" for services may have been unrealistic for the population but, instead, were those which best justified prior activities of agencies which had dealt with subjects.

Officials of State Employment appeared sensitive to the possibility that their organization's failure to satisfactorily place the trained ex-inmate might reflect on its course selections, its placement staff and organization, and its wisdom in initially agreeing to an expensive installation in a prison. Because of the remoteness and inaccessibility of Rikers Island, the project may have been perceived by State Employment staff



as having the effect of making fulfillment of its legally required pre-training obligations impossible but making it seem accountable, in the last analysis, for the training and placement failures which it believed would be inevitable. That the agency finally had to abdicate, or delegate, without supervision or control, its screening, testing, counseling, and enrollment functions and to assume an accommodation role with respect to selection of phase-2 trainees from Rikers, only exacerbated the existing tension and ambivalence which characterized its internal problems and previous contacts with the involved agencies. This, in turn, certainly had an important effect on the vigor and seriousness with which State Employment undertook its job-placement responsibilities.

Some background understanding of these problems is considered necessary to explain the inability or unwillingness of this agency to adapt itself better to the project design or to execute procedures which had been prepared, in elaborate detail, with representatives of the Parole Commission and the Board of Education.

Historically, relationships between units of the City government and State agencies operating within the City were not cordial; State Employment operated within the City, and the other agencies connected with the project were divisions of the municipal government.

Secondly, a leading professional administrator on the State Employment staff, whose crucial task was to supervise

the operation of all Youth Opportunity Centers, had come to his position after a very brief tenure with the City Correction Department. It is believed that his experience there definitely affected his basic feelings about realistic possibilities, within the existing correctional structure, for cooperative interaction of agencies and for training and placement of this population.

Thirdly, the Employment Service had recently applied for, and been denied, funding of its own separate, but almost identical, proposal for experimental training and placement of this same population.

Fourthly, at the project's inception the Employment Service was heavily involved with other "disadvantaged" populations and had developed its own institutionalized attitude, based on these recent experiences, concerning the limited progress which could realistically be expected in the vocational rehabilitation of such groups who did not have the added handicaps of prison records. For example, at initial organizational meetings with the project, personal opinions of several key State Employment officials were expressed to the effect that the training being undertaken, although humane, did not represent the wisest allocation of financial and human resources because equally needy but more-easily placed groups, outside of the prison, were being deprived of training opportunities as a result of the Rikers program. Therefore, in essence, the agency was not sufficiently

convinced of the proposed methods of solution to radically re-allocate its own limited resources and priorities.

Finally, for several years previous, State Employment had been the City's largest employer of job developers, vocational counselors, vocational testers, and similar occupations. Systems of job development, counseling, referral, and placement had been developed within the agency, which had been almost alone in having this professionally-mandated concern for masses of the difficult-to-employ; welfare agencies seldom had sufficient funds for specialized staff or for careful development of methods, and private employment agencies did not compete for these clients. Civil Service ratings in the field were not high, partly because of the lack of any serious demand for the services of vocational specialists. With the recent occurrence of numbers of youth-work-training programs throughout the City, State Employment experienced a sudden, high attrition and rapid "turn-over" rate among its more experienced job developers, testers, counselors, etc. Many erstwhile employees were now on staffs of new projects, earning considerably more for work which was substantially identical to what they had been doing for the Employment Service, and utilizing the experience, systems, and, in some cases, highly guarded "contact lists" that had been developed by or at the Service. Some of these individuals were hired primarily because of their familiarity with State Employment systems, tests, and procedures. Some suddenly found themselves dealing

with their former supervisors or desk-mates, but in an elevated status. One example may be cited, concerning the aforementioned senior official of State Employment who had previously worked in the Department of Correction. After some weeks of contact with one of his former subordinates, then presently on the project staff and assigned to co-ordinate job-placement arrangements for intensive-after-care subjects, he officially requested that the project instruct this employee to discontinue further direct contact both with him and with the Youth Opportunity Centers staff. He requested that, thereafter, dealings be had only through his chain-of-command or with him via the Project Director. A few weeks after this communication, he himself resigned from the Employment Service, after seven years, in favor of a similar position with a private management-consultant firm.

It seems natural that some ambivalence would develop among line and supervisory staff remaining with the Employment Service, because of reduction of experienced personnel associated with an increase in required participation in activities such as the project. Career staff of the Employment Service who regarded their new employees as being in training for future project jobs had an understandable reluctance about perfecting the usefulness of these individuals by directing their wholehearted involvement in and co-operation with existing projects.

The very bureaucratization which attested to the

inveteracy of State Employment in the field also made it difficult for that organization to develop, or even to recognize the need for, flexible new approaches. Consequently, while indispensible, it was always being used and sometimes plagiarized, but was usually "scooped" in terms of staff, public relations, funded grants, professional recognition, and other rewards and satisfactions which might have been utilized to renew effectiveness of the organization.

The foregoing subjective observations are relevant also as a framework for interpreting one important research effect of the project's operation within the State Employment setting. This is the over-service negative effect, which was first tentatively identified by parole officers in their conference.

Briefly defined, the over-service negative effect is one which is the opposite of that which it was hypothesized that the experimental treatment would produce, caused by differential over-servicing of one or more experimental treatments. In the limited context of the parole officers' conference, it was noted that one of the practical effects of advanced specifics training at the State-Employment level was to reduce the employability of subjects:

> PAROLE OFFICER: This is a boy who was trained in the commercial occupations category in the M.D.T. on Rikers Island. He came home and was placed in the specific program of bookkeeping machine operator. He stuck through the entire program - very highly motivated - he has aims of going on to college and completing his education. As a

matter of fact, he began to double up his specific training with high school courses at Rhodes in order to get his high school diploma to go along with the other things. However, when he got to the point of the training where they thought he could be placed, he had done so well; all of his evaluations during the M.D.T. training in specifics were excellent; and the teacher began to try to place him; and all of that was met with failure. For about a month, working at it every day, they were sending him out on referrals, and he couldn't get placed. We took it up here and /a project job-developer/ took it over and he was sure that with this boy's potential he could be placed easily through his resources - with the unions and whatnot. And even he didn't meet with any success. Finally, the boy - about two weeks ago, I think it was Monday of last week, got a job in a firm as a mail clerk. His duties consist specifically of running errands, messages for the firm, and not even clerical work - it's mainly the most menial task that could come up there in an office-type situation. The boy became very disillustioned. We talked with the teachers and the firector of the school about the situation and NYSES just had nothing to offer him. They had come up with nothing that could be reasonably connected with the training he had.

PROJECT DIRECTOR: Why couldn't he get a job?

PAROLE OFFICER: Nobody is saying - nobody seemed to know. In some cases, the jobs that were offered had no connection whatsoever with the training and these were jobs that he could have just gone into any NYSES office and said, "I need a job," and they would have offered him these kinds of things without the training altogether. Even now, he can see no relation in what he is doing and what he has been working so hard to do. Now, this not only has an effect on him. I was at the school in August upon the complaint of the teacher in charge about some of the boys who were not responding as they should to the training program there, and we had a group discussion with these boys and I was very

surprised that all of them brought up /"X"/ as an example of the dead-end to which the program was going. And they all mentioned the fact that "Now, all of these promises that were made to us about uplifting our positions in society and making us fit to get a better job and enhancing our economic potential etc. was just a lot of hogwash." They say, "Take /"X"/ for example," everyone of them, "here's a boy who has done more than any of us here, he really put out and gone the limit."

* * *

PAROLE SUPERVISOR: But see the motive, the reason, Joe, you have to understand, behind their thinking is what Claude has given you now as to the classic example of the real, of the good, student who has done well all along ....and the reaction, their reaction in school is primarily or partially brought about by the fact to using /"X"/ as a classic example and saying, "Well, what are you doing for him?"....

PAROLE OFFICER: The whole comment was, "Now here's /"X"/ who has just put out extremely well. He has done everything you people have wanted him to do." And, at this time it had been about his second week of job searching and they said, "And here's a guy who can't even get a job."

* * *

PAROLE OFFICER: ...what I seemed to recognize is this, that the boys themselves have made up their minds now that here is simply another illustration of having been fed a lot of dreamstuff which has run the usual course of bogging down to nothing and just leaving them at a dead end. They were no better off now than they were before they ever started.

* * *

PAROLE SUPERVISOR: ...And, this program came along, and with all of the 'beefing-up' in the institution by counselors, that this was going to be different....But here, again, ...you find that when one of them graduates

from the school, that is about ten months of intensive training, he gets a job or is offered a job which is no better than the job he would have been offerred had he never gone to school....Now, for example, when a youngster finishes any M.D.T. school he is referred there by what is known as a YOC center (Youth Opportunity Center) a section of the NYSES. It is the school's responsibility to refer him back from whence he came, back to a YOC center. It is the YOC's responsibility to place him. Now the thing that is extremely off is the fact that these titles under M.D.T. are supposed to be marketable skills and, if that is so, we raise the question as to, if they are marketable skills and we are not having any pouring out on the labor market of hundreds of boys finishing this particular training,...how come this boy is not placed? And, we feel that there is an administrative break-down here.

* * *

PAROLE OFFICER: When he came out, he was anxious to get started into a job; say he had been taught a little of welding or a bit of shoe repairing. He was anxious to continue in this, he felt that this is what I wanted. Because, most of them don't go for the classroom type of training anyway. But, this is something he could do and see results almost instantly. What we have had to do was to send him to a Youth Opportunity Center and they would more or less feed him into some sort of job. There was where the breakdown was. We would send a boy over there and then we would get a telephone call back a day or two later, why did you send him over here, we didn't have an appointment or something. Two weeks, three weeks, a month would pass, this boy would go back and forth from the Youth Opportunity Center to the Parole Commission Office. We were giving him a hard time because we feel he is giving us a hard time by lying and we find that he is not lying. It's the YOC people who were giving him a run around. Then, we finally get the person who is responsible for this, and they give you a story that they really don't care.

What seems to have been said at the conference is that, in two areas of experimental treatment, i.e., persuasion-motivation and training, progress was over-achieved compared with progress in a third area of experimental treatment, job placement. The prior experimental treatments, (training and motivation) caused the relative under-achievement in job development: jobs were available which, apparently, would have been welcomed, or at least satisfactory, if the achieved level of motivation or training had not ~~taken place~~ been reached. The achieved level of motivation and training also caused an unexpected negative reaction to the "realistic" job market with which subjects were confronted. This apparently created a substantial change in the effects of the attained motivation: "belief" was changed to cynicism. And if there were any validity to what was both a basic tenet of educators and a stated hypothesis of the proposal, that training results were dependent upon vocational and personal motivation, it may be assumed that the original training achievement also became contaminated.

This primary over-service negative effect, according to observations of the parole officers to whom it was closest, further complicated the research on a secondary level by differentially drifting to subjects who had not personally experienced it but who, nonetheless, were believed to have reacted similarly.

The research design required parallel levels of achievement of experimental treatments in order to justify the

kinds of evaluations it proposed to make, because each of the original experimental cells had to have subjects with a comparable degree of purity with respect to treatment effects presumed to have been operative. Since the primary and secondary over-service negative effects were differential responses to previously administered but continuously operative experimental treatments, an issue highly pertinent to the project's statistical presentations was posed: Was it meaningful to retain subjects in designated experimental cells which indicated that they had received particular treatments in the past, or should it be indicated that treatments had been differentially modified by the over-service negative at those times in subjects' careers when the data was posted? This question could not be answered because there was not time to quantify the effect, to determine whether it was permanent or temporary, to learn which subjects were primarily and which were secondarily affected by it, to review how they were distributed among the experimental cells, or to ascertain whether the effect was associated with any constant behavioral or psychological reaction.

Although the officers' discussion had specifically concerned functioning of the State Employment Service, there seems no reason to doubt that a similar analysis of any other area in which the project was involved would uncover the identical over-service negative effect. It is at least conceivable that this effect may have been the main social result of the project, transversing all experimental-treatment cells.

VI THE COMMUNITY

A. NATURE OF PROJECT INVOLVEMENT:

The proposal committed the project to two areas of lay community involvement. These were: A Citizens' Advisory Committee, and "citizens" participating in the job-placement process. By implication, the proposal also required involvement of all specialized public or private agencies whose services could be mobilized for youths receiving intensive aftercare, both because these services were conceived of, directly or indirectly, as citizen participation in job-placement and also because the "services-as-needed" concept of intensive aftercare obviously could not, and was not intended to be operationalized by project service staff alone.

B. SCOPE OF THE "COMMUNITY":

Describing the community as one of the spheres in which project activity was conducted is presumptuous in the sense that, clearly, citizens whom the project would reach would be only a limited and select segment of the greater City population and community resources.

There were geographic and economic periphery, common to all segments of the community sought to be involved, but these could not be specifically identified in advance. The geographic limitations were: those areas from which volunteers would travel to project field offices or to which subjects could, or would be allowed by parole officers, to

travel for jobs and other services. The economic limitations were: those groups or individuals who had and could afford to offer services which were useful to subjects.

The third definitive dimension of "the community" was an attitudinal one. The limits of the community which could have become involved with project activities were whatever particular existing or potential motivation, of individuals and upon organizational policies, would result in the participation of a community element.

C. THE UNIVERSE:

As indicated, the geographic, economic, and attitudinal factors defining the community with which the project could potentially become involved were delimiting factors which were post-hoc. For example, a citizen living in Nassau County might have offered to employ a subject, at his place of business in Suffolk County. If it were feasible, permissible, and appropriate for the youth to accept such employment, an analysis of that particular response, and of a statistically significant number of other, comparable responses might yield data indicating that elements of the community at X distance from the project, or recruitment-source, or youth's-residence, motivated predominently by Y attitude and/or reached through a predominently Y-attitudinal appeal (i.e., service, humanity, profit, etc.) and associated with a Z economic-level business enterprise and/or coming from a Z socio-economic class, should be included in the

community universe with which a project of this kind should anticipate becoming involved. The particular XYZ combination of factors would then have to be used to determine a specific component of the potentially involvable community. Numbers of such responses and combinations would have to be developed to define economic, geographic, and attitudinal ranges, and, ultimately, an operating concept of "the community" universe.

Only thereafter would it be possible to measure the effectiveness of specific levels of community involvement obtained or required or of efforts made to obtain such involvement.

Since the project was funded without authority or resources to determine these factors, no such measurements were undertaken; therefore, it is believed that the project's experiences in the community cannot necessarily be equated with scientific statements about the community. It is possible to describe steps which were taken and results which were obtained, but not to reason that identical steps taken either in other places or at another time would yield similar results, because the "community" activities of the project were actually undertaken in an undefined universe.

D. PROJECT-LOCATED DETERMINANTS:

Aside from the fact that the project was unable to define the community other than adjectively, it is obvious that any qualitative or quantitative statement about the degree of participation of the community in the project's

activities is meaningful only if presented relative to the opportunities which were perceived by components of the community for becoming involved with the project.

For example, on the basis of the project's experience, it might be stated that few working-class Negro men participated in the project's volunteer service activities concerned with adolescent parolees. A large number of intriguing explanations for this phenomenon -- in terms of geographical, economic, or attitudinal factors -- may be adduced, such as: that the values of the Negro working-class do not include volunteer service activities; that the prospect of ethnic identification with Negro youths who were in the sample disbarred them from volunteering; that factors in the typical Negro working-class family constellation mitigate against the man's role as volunteer; that few male volunteers emerge from the socio-economic groups in which many Negro families are presumed or known to be located; etc.

Yet the initial premise concerning the community, i.e., that few Negro working-class males participated in the project's volunteer activities may be a specific and restricted one. The observed fact (of few such volunteers) may have been caused solely by project-located determinants, unrelated to subjects, to Negro working-class males, or to "the community." If the cause of this observed fact were simply the limitation of effects of the particular recruitment devices which the project, for a variety of reasons,

was able to conceive of and to deploy, then the observed fact may be general only in experimental situations which precisely replicate each of the project's inputs leading to the particular recruitment devices resorted to.

If the effects of particular community-recruitment devices were mainly project-caused, the net results of such recruitment devices tells us nothing about the responsiveness of the community, as, for example, about working-class men, except solely in the context of one particular project, operating amidst particular circumstances, at a particular time. In such case the validity of any statistical substantiation, by project-derived data, of more general hypotheses about the community may be questioned. These hypotheses must rely largely on their own intrinsic appeal, their consistency with other known facts, or their internal logic. Thus, the non-service, research contribution of the project in the community realm may, perhaps, have been primarily the conceptualization of propositions unrelated to the data, and only secondarily related to the experiences which were had.

It is, therefore, of considerable importance to discover whether recruitment efforts were based upon project-located determinants or whether the project's experiences bear a logical, generalizable connection with factors inherently associated with the community. For the purpose of the following discussion, it will be assumed that the problem

of the undefined universe did not exist.

Project-associated determinants progressively reduced the alternatives available for involving particular levels of the community in project activities. At the earliest point where "the community" actually became aware of the project, many significant options appear to have already been exercised.

A major project-located determinant was the absence of any budget for community recruitment activities. Alternatives were thereby immediately limited to: (a) utilizing free recruitment devices; (b) obtaining moneys from sources other than the funding agency so that the project could create its own professionally-determined approaches to the community; or (c) doing both of these. The significant alternative which was precluded was, of course, that of the project's being able directly to create its own professionally-determined approaches. Practically, the project had to choose between the intermediary step of fund-raising and limiting itself to the available free forums if it were not going to fund-raise. It also had to choose between accepting the particular limitations of the formats and approaches of free media and investing professional energy into circumventing or changing these limitations.

The above-listed three alternatives were, theoretically, available after operation of the first project-located determinant (of no specific community budget). However, the

extent to which even these were able to be effectively exploited and the particular manner in which option-selective operational decisions were unwittingly made were related to a further project-located determinant: administrative allocation of a specific amount of project resources -- personnel, time, and energy -- for development of community participation. It was decided, in light of the project's perceived total mission and its total human budget, that a particular quantity of human "development capital" could be released for discovery and utilization of free exposure which could, in turn, be expected to generate substantive community participation of the kind described in the proposal. The particular allocation was of a single staff person, designated to co-ordinate all community affairs "in consultation with", the general project leadership. This project-located determinant further pre-limited results of the community activities by causing many of the project's community endeavors to be functions of a single staff member's own limitations, strengths, and perceptions as well as of external influences defining that staff member's role and spheres of operation. Day-to-day recruitment decisions necessarily developed into policy that determined the components of the community with which the project could have effective contact.

This one-third-time worker had been engaged in community activities for the project since prior to its funding. When the grant was received, she was placed first

on a "Research Assistant" line, and then, on a job-developer and counselor line, was officially designated the "Volunteers Recruiter." She made all community recruitment contacts and conducted several different kinds of orientations for volunteers -- to the participant agencies, to the several social problems represented by subjects, and to the project's experimental design. The Volunteers Recruiter also served as liaison with project Unit Heads in determining their needs for volunteers, in isolating and helping to solve problems which arose on both the "professional" and the "lay" sides of this partnership, and in helping to formulate programs of volunteer training designed to cause a self-selection process to take place before citizens actually began working with the project. Additionally, this staff member was responsible for co-ordinating activities of the Citizens Advisory Committee, a separate body described in the proposal.

It soon became clear that the title "Volunteers Recruiter" was a misnomer; the position was re-designated "Volunteers Co-ordinator." At the same time, a request was submitted for a full-time assistant to relieve the Co-ordinator of the burden of certain administrative duties. It also became apparent that a full-time professional in the field of community organization was required to assume some responsibilities of this unit of the project, particularly in connection with the important, but largely neglected, Citizens Advisory Committee. These two new positions were

requested in November, 1965, and authorized by the government in March, 1966. The "Assistant" position could be filled when authorized, but it was not possible ever to fill the position of Community Organizer. A number of specialists, with experience not directly pertinent to the project's aims, were interviewed between November and March, but the most promising had found other jobs by the time the position was authorized. By March, the project could not offer employment continuing beyond the next two months because of the expiration of the contract year in May. One person who appeared acceptable to the project was found who said he was willing to work under such tenure; however, he mysteriously resigned after one day on the job, perhaps because of another offer. Therefore, "the community" continued to be mainly treated with by one person, working one-third time, with a full-time assistant for less than half of the project's existence. It seems likely that with a different resolution of the accidental staffing situation, the complexion of the project's relationship with "the community" would have correspondingly varied.

Several influences associated with the particular situational arrangement which evolved seem relevant to the selection of community-component participants in the project's activities. Those among these which appear significant included: initial perceptions and prior experience of the Volunteers Co-ordinator concerning the existing opportunities

which should be exploited to generate community participation; the Co-ordinator's personal, social, and professional "contacts" to whom approaches could be made initially; preferences subtly determined by that staff member's relative degree of comfort and effectiveness in working with various social classes or in comprehending the nature of appropriate appeals to them; the project timetable, which required active volunteers to be working before the first subjects were ~~released~~ IN THE COMMUNITY but which precluded utilization of certain kinds of volunteer services until after administrative arrangements with other agencies had been satisfactorily made and until sufficient numbers of appropriate subjects had been released.

The decision was reached not to solicit funds directly, but to seek free recruitment devices. However, included ~~in~~ the category of "recruitment devices" was donation of particular goods and services which would have been purchased and expended in a financed recruitment campaign. For example, by the time it was discontinued, the project had begun to succeed in two areas which represented the latter-type of approach. First, the volunteer services of a professional copywriter and free typographical and reproduction services of a printer had been obtained, and the Aftercare staff was then currently engaged in preparation of the project's own job-development brochure. It was only at this time that the project had its first possibility of utilizing a piece of literature both containing its own statement of

goals and aims and also meeting the physical and aesthetic standards of professional production. Second, the Community Unit had planned or developed a number of programs to use several selected volunteers for work in recruitment as an augmentation of the project's own staff. However, for various reasons, this approach did not receive initial priority.

Instead, efforts were first concentrated on securing free publicity, with staff requesting and hoping that presentations would be effective in or oriented toward volunteer recruitment and securing jobs.

It has been indicated that the perceptions, personal preferences, and innovative qualities of one staff person mainly determined the direction of recruitment efforts, in response to various project-located pressures. The result was that recruitment became centered primarily in the traditional communications media. The major exceptions were two experimental "mass mailings" to selected audiences, which led the Volunteers Co-ordinator to develop a number of variations of this technique scheduled to be implemented during the project's second year. In addition, mailings to service organizations had been responsible for some of the invitations which culminated in speeches listed in the following section describing recruitment procedures. However, overall reliance on radio, television, newspapers, and group presentations limited the project's target community to

certain pre-selected, and largely middle-class, audiences. Toward the end of the project, a professional public-relations executive reviewed the accomplishments of the Volunteers Coordinator over the short history of the project and commented that the record was "phenomenal, almost unbelievable!" This underscores the point that the personal qualities -- such as high ingenuity, persuasiveness, and great industry -- of this staff member were associated both with the accomplishments and the limitations of this phase of project activity; that it is probably impossible to separate the generic from the personal in this area of project activity, given all the situational inputs.

Reliance on the indicated media, for whatever reasons, also introduced another "external" determinant: the requirements of the forums and media themselves, which intervened between project-intention and final product. The recruitment presentations were mainly dependent upon the perceptions of a separate field of professionals -- writers, producers, authors, editors, etc. -- who were outside of the project. ~~They~~ These individuals were also subject to a number of uncontrolled and unknown interests, such as format conventions, internal publication policy, pre-existing personal, social, and political biases, the requirements of "features" and "news," and audience requirements and expectations. These essentially irrelevant interests were either competing or consistent with project interests, depending upon how the latter were

interpreted by the project liaison and perceived by the media representative. No matter what the staff's purposes and intentions, these independent interests affected the actual impact of the exposure.

One example of this was encountered in an article which appeared in Newsday on January 31, 1966. The Volunteers Recruiter had attempted to cause this feature to be presented in a way likely to recruit more job-developer volunteers. The reporter was invited to accompanying the Volunteer Recruiter on a tour of the Rikers activities which was ~~being~~ being conducted as part of the project's regular orientation of new and potential volunteers. Although she heard explanations of their respective programs from instructors in both training programs, the reporter's article, which was factually garbled in a number of other respects, wholly omitted mention of M.D.T. and even suggested that all training was being financed by the funding agency within the federal Health, Education and Welfare Department. Furthermore, when the article appeared, accompanied by two photographs taken in the M.D.T. facility, a caption writer had described the touring ladies, who were depicted observing a class in metal fabrication, as "The Real Workers." This obviously eye-catching technique was, perhaps, effective journalism, but resulted in a serious impairment of the volunteer program in its relationship with the M.D.T. senior staff, notwithstanding the incident's remoteness from the

project's knowledge and control.

A second incident occurred in June, 1966, when the New York Post ran a feature series entitled "The Second Offender." In his second ~~article~~ installment, published June 1, the ~~author~~ journalist purports to explain to the reader "Why 'Rehabilitation' Hasn't Worked." This ~~installment~~ article focussed on the project's volunteers in one-to-one relationships with subjects. As explained in the Chapter on Aftercare, a major impediment to the volunteer role-model program was the fear of parole officers that their hard-formed relationships with parolees would be subject to manipulation by the youths "playing them off" against citizen volunteers. In addition, parole officers appeared to believe that the one-to-one volunteer program was designed to foster intensive counseling by untrained laymen, thereby endangering both the volunteer and the youth as well as creating for parole a situation which would be difficult and embarrassing at the least and which might involve, moreover, considerable legal liability. For some months the project had been attempting to allay these fears by seeking to create an understanding by parole officers that this program did not involve therapeutic counseling of any sort and that the citizens were not competitive with parole but were intended to be adjunctive and supplementary, undertaking such activities as going shopping, taking a youth to a baseball game, helping him with jobs, etc. Above all, the project sought to include parole officers with the citizen, so as to insure against

any manipulation or trespass upon the agency's legal prerogatives. Unfortunately, however, the author of this article interviewed unknown volunteers in preparing his material, and, as was the usual practice, failed to confirm final copy with any senior project staff. The article appeared describing the project's mission, inter alia, as to provide "intensive counseling by trained volunteers -- 'big brothers' -- who are able to give more time to the boys and their families and get closer to them than parole officers could ever hope to get." While this brief article was fraught with other inaccuracies, based on other sources of information, sufficient to alienate every co-operating agency associated with the project, the reaction of the parole agency, from the Chairman of the Commission to officers working on a line level, indicated that efforts to assure them about the intention and purpose of this proposed activity had been severely, if not permanently, set back.

In consequence of the pre-selection of media associated with speech presentations and news or feature articles, all of which were of a non-continuous "one-time" nature, the project was unable to analyze the effects of particular appeals upon the non-responsive known audiences whom it was reaching and, therefore, was limited to intuitive rather than scientific revisions of the content of these presentations -- to the extent that such revisions could be implemented at all. For the same reason, the project was

limited in the range of new appeals which it could develop with the intention of reaching specific groups within the audience-spectra of these forums -- whether or not it might have been able to cause these appeals to be produced.

In summary, "the community" cannot be viewed as a bureaucracy in the sense of the previously-discussed agencies which were other settings of the experiment. The segments of it with which the project dealt became a loose, "part-time" bureaucracy, in a limited sense, only after they had already been selected, and only while they were assembled. Many determinants of the selection process were not controlled or deliberate but were project-located, personal, accidental, or situational. Viewed as a total sphere of activity, these endeavors, therefore, can not be regarded as a scientific model for community organization. The primary purpose of community involvement for the project was to afford selected subjects the hypothesized services of one dimension of opportunity and interest which, supposedly, had hitherto been denied to them. This was to be accomplished by enhancement of the leverage of project and agencies staff within the community. In terms of specific methods employed and of specific results obtained, the research design did not call for, permit, or justify scientific analysis of the observed results. In fact, as has been pointed out, numbers of factors associated with the project design in other areas, such as the project timetable, were in certain respects inherently

inconsistent with "optimal" results in the community area.

E. PROCEDURES

1. Recruitment:

a) "Volunteers":

It was decided that the most effective use of available staff would be made through development of those recruitment forums calculated, directly or indirectly, to reach large audiences. For a variety of reasons, previously-stated, most of the forums reached were mass-communications media, although the universe of other existing possibilities was, obviously, much larger and the number of effective forums which might have been created was almost unlimited. As discussed in a following sub-section dealing with "Competing Interests," several of the presentations listed below were formulated with emphasis on other aspects of the problem of adolescent inmates than the need for volunteers to become associated with the project or the need for jobs to be provided. The formal recruitment endeavors are summarized as follows:

1965-1966

Sept.	SPEECHES	RADIO AND T.V.	NEWSPAPERS AND MAGAZINES	OTHER
Oct.	(a) American Assn. of Retired Persons (b) Jew School work-study course (c) N.Y.U. career-planning for women course	N.B.C. 1/2-hour feature; part 1 (TV)	R.W.D.S. Union Record; feature	
Nov.	N.Y.U.(Plainview, L.I.) extension	N.B.C. 1/2-hour feature; part 2 (TV)		
Dec.	N.Y.U.(Garden City L.I.) extension		El Diario-La-Prensa; editorial	
Jan.	North Shore Adult Ed. Assn. (Port Washington, L.I.) career guidance for women		(a) Times; news mention (b) Newsday; feature	Random mailing of project appeals to 25 MD, dentists, & lawyers listed in East Harlem "yellow pages"
Feb.	same		(a) Tribune; feature (b) El Diario-La-Prensa; feature	
March	Barnard College; "7 College Vocational Workshop"		(a) Amsterdam News; feature (b) same; news	same; to 100 Harlem "professionals"

	SPEECHES	RADIO AND T.V.	NEWSPAPERS AND MAGAZINES	OTHER
April	(a)Shriners; John Brown Lodge (b)New School lunch conference (c)Lions; West Side Club (d)Grand Jurors Assn.-Rikers I. program (e)Amalgamated Meat Cutters Union; to retired members	(a) 6 radio stations played 60-second "public-service spots" (direct appeals); total 16 broadcasts (b) WOR 2-hour panel discussion		
May	Jewish Center (Woodmere, L.I.)	(a) WOR(radio) 45-min. interview (b) WEVD(radio) 1/2 hour discussion	CUE Magazine announcement & appeal	
June			(a) NEWS; feature (b) POST; mention in feature	

b). Citizens Advisory Committee:

As reported by the Volunteers Co-ordinator, this Committee was not recruited by the project but was formed during the Winter of 1964-1965. It was, however, wittingly "inherited" by the project inasmuch as the original 16 members were listed in the submitted proposal, each with his organizational affiliation.

By Fall of 1965, when the project had begun to operate, seven members had specifically requested to be removed from the Committee; another indicated his lack of interest in remaining as a member; two others had never attended a Committee function. Of the remaining six, the Chairman experienced a recurrence of his heart ailment and asked to be removed in the event the Committee were ever to become active.

The project was, therefore, not faced with the issue of how actually to recruit. It was concerned with how to replace members of an at-least-nominally existing Committee, and with whether or not to enlarge this Committee. As previously stated, the Committee received deferred priority in the project timetable. Other than that the immediate operational requirements of the project had to take precedence, a primary reason for this was the observed disasterously-demoralizing effects which long inactivity -- between its inception and its first post-funding plenary meeting, in November, 1965 -- had had on the membership. It was reasoned that to enlarge the Committee, or even to seek replacements

for members who had or wanted to resign, would be to invite a repetition of the original pattern of disillusionment and resignations so long as adequate project staff was unable to be assigned to work with the Committee in an organized fashion. The request to the funding agency for authorization of the Community Organizer position had specified that a professionally trained person was required to work with the Committee in order to permit all decisions concerning membership and recruitment to be made on a theoretically-reasoned basis.

At staff conferences, attention was devoted to such issues as how to best use this type of committee, what level of the community should be represented on it, etc., in terms of the stated project goals. However, these discussions were academic and primarily useful only as staff training while available project staff had to devote their energies to other activities. The conclusion was reached that it would be a misuse, and perhaps destructive, of the interests of influential citizens who had or might become involved with the Committee to attempt to reshape or mobilize it before the project was in a position to insure continuous and productive interaction with the Committee.

c) Others:

In addition to citizens recruited through the above-listed formal channels, there existed another category of "volunteers." One staff job-developer had been designated as "Union Liaison," in recognition of his specific project

assignment. His task was to develop jobs through union "contacts." These contacts differed from citizen volunteers recruited as described above in that their current jobs were directly pertinent to employment situations encountered by subjects. They were middle-echelon union leaders and, additionally, employers owning small shops, whereas the persons who responded to the formal recruitment devices were primarily from a variety of white-collar jobs, and were intended to be used to extend the reach of the project's professional job-development staff (and to help in one-to-one services of project aftercare). Those individuals contacted by the project Union Liaison were, in fact, the kinds of people to whom these approaches by volunteers were being made. Although they did not spend their extra, personal, non-working hours in the service of the project, some contacts developed by the Union Liaison were citizen volunteers in the sense that they contributed time and professional knowledge, during their working days, by periodically visiting the Rikers Island training centers, by offering consultation and advice to the educators there concerning operations on specific equipment which would be required for placement of youths in their fields, and by opening direct employment opportunities within their unions and organizations. In essence, this group of citizens became the project's "rump" Citizens Advisory Council.

d) Competing Interests:

In determining the effects of formal recruitment

procedures designed to reach "the community," it seems pertinent, if obvious, to indicate that this report does not attempt an Aristotelian-style analysis of each presentation. Notwithstanding that the findings of a structural analysis of each would be valuable and could almost certainly be assumed to bear a valid relationship to the responses obtained, it is also possible to state a few general influences which are known to have affected the content of these presentations.

The first of these had to do with an extrinsic professional interest of the grant-recipient, The Staten Island Mental Health Society, Inc., and of the co-principal investigators outside of their part-time connections with the project.[39] This interest was in the development of a "field laboratory" for research on "social deviants." During the operation of the project, its field offices were shared with another project, entitled "Surgical and Social Restoration," sponsored by another Federal funding agency but having in common with this project an experimental concern with convicts. A third project, similarly dealing with offenders who had received one type of vocational education, entitled "Restoration of Youth Through Training," sponsored by a third federal agency, also occupied these quarters during most of the operation of the reported project. It was, similarly,

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[39] The proposal required a 10% time-commitment from one and 20% from the other.

under direction of the same co-principal investigators. These total premises were identified as "The Social Restoration Research Center." Project staff attended meetings, and discussions which were convened by the co-principal investigators, concerning the concept, mission, and function of The Social Restoration Research Center of which they were supposed to be a part. Cross-project, functional organization of staff was discussed and, to a certain extent, implemented. However, except for support from the Staten Island organization required to supplement the federal budgets in order to keep each project in operation (such as desks, chairs, cabinets, etc.), The Social Restoration Research Center had no separate and continuing source of support and existed, financially, only by virtue of the separate project funding.

The result of this arrangement, in terms of recruiting, was that one interest of the co-principal investigators was to develop, in lieu of or as a prelude to broad-based community financial support, community interest in and awareness of The Social Restoration Research Center -- as opposed to its temporal project components. For this reason, many of the project's recruitment efforts and devices either did not mention or did not emphasize the project, but emphasized opportunities for community participation in the activities of The Social Restoration Research Center. Thus, for example, in the two-part hour T.V. presentation listed

above, there was no mention of the project but only of the concern of The Social Restoration Research Center for problems such as that represented by ~~the~~ returning youthful ex-inmates. The Citizens Advisory Committee, also, was regarded, ~~in part~~ primarily, as a body for The Social Restoration Research Center. Similarly, the 45-minute WOR radio interview listed above ~~was~~ consisted of a theoretical and general discussion primarily concerned with the topic of crime and delinquency ~~but~~ and not directly dealing with the project. ~~Discussants~~ Participating were one of the project's co-principal investigators and another professional person not in any way associated with the experiment; the co-principal investigator was identified only as the Director of The Social Restoration Research Center. Similarly, the WEVD panel discussion listed above was divided into two halves; the first part of the program concerned this project, and the second ~~dealt with~~ depicted the Surgical project. The broadcast's unifying theme was the kind of activities "sponsored" by the Social Restoration Research Center, as illustrated by these two projects. In this context, it may be significant that, while left to her own inventiveness because of the level of professionalism ascribed to her senior position, the Volunteers Co-ordinator received repeated "cues" from the project's co-principal investigators concerning their interpretation of the proposal's requirements for her tasks. For example, the only supervisory guidance received was their repeated opinions that an important aspect of her position was to inform "the community" about the activities and

general concern of the Social Restoration Research Center ~~about~~ for the problems and plight of all released inmates; her goal was stated to be to cause a similar general impact to be made on the attitudes of all members of the community exposed to the project's recruitment presentations.

The same influence was operative after citizens appeared at the project's offices -- regardless of what they expected as a result of whatever recruitment device had elicited their interest. Volunteers received an orientation to the activities being conducted at the Center, followed by an orientation to each functioning project. Usually they received an opportunity to work with any of these projects; in certain cases they were directed, or later transferred to, particular projects with special needs or because of the lack of readiness of the reported project to absorb special-interest volunteers at the time. It was sometimes possible to regard a specific task for one of the other projects as a kind of in-service training for a future task on this project; in other cases, interim assignment was considered a holding operation to retain interest while units of the project became prepared to integrate the proposed activities of these volunteers; in still other cases, where the volunteer remained with another project, it was reasoned that some effect upon the "climate" of "the community" was being had while the citizen was involved in working for this kind of population.

There is no certainty that
This situation ~~may not have~~ caused a different kind of response than would have been forthcoming if The Social Restoration Research Center either had not existed, or if it ~~were~~ had been beyond dependence upon a certain amount of community "exposure." It is, however, conceivable that community response to the project was qualitatively and numerically different than it would have been if project activities alone had been the basis for recruitment.

The second of these general influences, known to have affected both the nature of the project's efforts to involve the community and the level of co-operative interaction between project staff and participating agencies, had to do with cross-effects caused by project publicity. In general, the public agencies with which the project was involved -- including the grant recipient -- were extremely sensitive to their need to control their own publicity. The municipal agencies were also fearful about receiving no publicity about their parts in the project, or of being depicted as of secondary importance to the other co-operating agencies. Some city officials were skeptical that the project was not merely receiving funded public relations, and that the involvement of the community through recruitment of jobs and volunteers was a legitimate research endeavor of the project. Their skepticism was enhanced by the project's gravitation toward mass-communications as opposed to less spectacular media. Each agency was, similarly, suspicious of any of the

other agencies attempts, however well-intentioned, at describing the contribution of any other of them -- lest the description be inaccurate, inadequate, or susceptible of misinterpretation which could cause other difficulties, either within their departments or with the public.

A number of "rules" were informally devised to deal with this situation. Any project or agency staff who had an advance appointment with any news media representative was to notify all other agencies of the appointment in order to permit each agency to have a representative present. As a safeguard, each agency also prepared a written statement of its own activities associated with the experiment, to be distributed by staff of other agencies or of the project who might be discussing the experiment alone with a media representative. However, in anticipation of the small impact of a prepared written statement, it was further agreed, somewhat inconsistently, that the project or agency member meeting with the communications representative would elaborate on and interpret the contributions being made by agencies absent from any such meeting. Finally, it was agreed that project or agency staff discussing the experiment with any publicity representative would encourage that representative also to speak directly with officials of the other agencies, or, in the case of a radio broadcast, to extend an invitation to those officials to be heard.

It was a foregone conclusion that these rules would be

self-defeating and, in view of the underlying suspicions, likely to further complicate the existing relationships between agencies. For example, copy was never submitted for approval in advance of release. Therefore, when an agency seemed to be slighted or its function appeared to have been misstated as a result of editing, reportorial inaccuracies, or a writer's effort to develop his own novel point-of-view, the component which had been interviewed for the presentation was usually accused of failing to understand the misrepresented agency or of intentionally seeking to denigrate its important contribution. Since only the project had an active community publicist, it was frequently blamed for seeking to "glamorize" itself or to aggrandize individuals at the expense of agencies which had been dealing with offenders, unsung, for many years past. The concern that these repercussions might in some way interfere with the fundamental operations of the project placed the Volunteers Co-ordinator between Scylla and Charybdis: any statement about the complicated roles of the other agencies could easily be misinterpreted in the process of being simplified for publication, while the absence of a statement would be certain to antagonize the omitted agencies. It was unrealistic to expect a straightforward explicatory presentation of the experiment, with equal emphasis given to all contributing agencies, because of the inherent difficulty of doing this in a single, condensed publication and because, as has

been indicated, media were constantly seeking a "new slant" -- such as the project's involvement with community volunteers. Therefore, ~~it is noted that~~ the project's possibilities for acting freely and imaginatively, with the sole criterion of most effectively obtaining volunteers and creating jobs, were limited by inherently competing interests arising from agencies requiring publicity and a positive image of themselves as innovators. Although these interests were extrinsic to the requirements of research, the sensibilities of officials in these agencies could not, for other reasons -- some relating to co-operation required to implement the experiment -- be overlooked.

It was, however, precisely when the rules of co-operative publicity set forth above did function properly and when each agency did, in fact, receive an opportunity to describe its own functioning and interpretations, that the tenuous pattern of inter-agency relationships necessary for the project's operation was placed in jeopardy.

One example has already been cited, in another context.[40] When the Chairman of the Parole Commission was quoted in the Daily News as having stated "Let's face it, nobody gets rehabilitated in prison. It's got to be done on the outside..." he was enunciating a fundamental tenet of the Parole system as it had come to be formulated in the City. Nevertheless,

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[40] See p. 35, supra.

this sentiment was not regarded kindly by persons within the Board of Education and the Department of Correction, who believed that they were operating training and rehabilitational programs on Rikers Island.

Another illustration of the operation of these rules relates to a two-hour evening radio program which was intended to dramatize the difficulties of trained ex-inmates seeking employment. Participants on the panel were to include one of the project's co-principal investigators, the project director, an anonymous experimental subject, a citizen volunteer who had employed the subject after his release from Rikers Island, and one additional guest. The broadcasting station's only limitation was on the number of panelists who were to be present; the project was invited to select the additional guest whose potential contribution seemed to be the most pertinent. In the recent past the project had invited both principal educators from Rikers Island to participate in a radio panel discussion arranged by the project, and it was now decided to ask the Warden of the Adolescent Division to share this forum. Shortly after the Warden accepted and arrangements for his appearance had been confirmed with the radio station, a telephone call was received from a senior official of the M.D.T. program. He emphasized that he should appear on the broadcast. He was willing to appear with the Warden if the project could get rid of one of the other guests. His reasoning had two main

lines: first, that the M.D.T. training contribution was more logically connected with this kind of presentation than the Department of Correction's rehabilitational and penological programs; and, secondly, that his organization had recently acknowledged the project in a written piece dealing with the Rikers M.D.T. operation and which had appeared in a publicly-circulated bulletin. Although a decision was made not to change the plans which had been made, this situation illustrates a number of factors related to recruitment through mass-communications media. First, the project's initial decision to invite the Warden, although professionally defensible, was in part influenced by the fact that educators had most recently appeared on a radio broadcast arranged by the project. Consideration was given to a Parole or a Correction representative. This and the M.D.T. official's mentioning his having given credit to the project in his own recent publication indicate that a "taking-turns" and "tit-for-tat" mentality may have pervaded many other decisions involving the community, perhaps permitting operational necessity to override professionally relevant considerations. Secondly, the situation illustrates the significance of limitations imposed by the forum itself upon professional decisions; in this case the radio station's, concerning the number of guests who could be present, and its need for "continuity" which dictated a veto on one proposed solution of rotating several guests during the course of the program.

Thirdly, it is possible that decisions such as that related actually exacerbated the existing relationships between agencies participating in the experiment or had a deferred unknown effect upon subsequent project-agencies interaction in other areas of the experiment.

2. Utilization:

a) Volunteers:

The orientation of volunteers who responded to recruitment appeals has already, briefly, been discussed. A general tour of the Rikers Island training facilities was conducted by the Volunteers Co-ordinator. This was followed or preceded by a two-hour lecture and discussion session at the project's field offices, with presentations by all senior staff. Further orientation was accomplished by means of training programs which were geared to the particular volunteer tasks that had been selected.

For example, a major category for which volunteer help had been solicited was job-development. Since there was a paid project job-development staff, several methods of training volunteers, as well as of using them in this function, were developed as the issues inherent in integrating volunteers within a field of low professional standing came into focus.

At the project's beginning, "training" consisted of pairing volunteers with staff, on the assumption that this proximate association would be mutually beneficial. It was

observed, however, that staff felt threatened by suggestions which were made by volunteers in the "evaluation session" following each field trip. These evaluations had been intended to perfect the techniques of both staff and volunteers, who had to respond to questions concerning the use of narcotics, the confidentiality of the legal "record" of boys whom the project would send, the nature of project involvement in parole supervision, etc. Staff often felt that volunteers were being critical of them personally. Suggestions were made which obviously spotlighted the class distinction between volunteer women, who had the time and money to spend at this pastime and who were socially at ease with employers, and staff who had to work at this highly unstructured job and constantly felt a need to demonstrate that it required a "professionalism" which the volunteers had not brought to it.

In addition, volunteers were sometimes unable to be depended upon to keep appointments. Staff members felt that, by waiting, their obligation to develop jobs came into conflict with the project mission to effect changes in certain attitudes of the community, i.e., to motivate volunteers. Staff also sometimes missed appointments or evaluation sessions, with volunteers because they felt that it was necessary to remain in the field when unexpected delays or contacts were encountered.

Therefore, after trying both rotational and "permanent" pairing of volunteers with staff job-developers, and after

discovering defects inherent in each procedure, a third training method was undertaken. This involved one job-developer being assigned to prepare and deliver a job-development training course, in consultation with the Aftercare Unit Head, the Volunteers Co-ordinator and such other staff specialists as seemed indicated. The course was conducted once each week for six weeks. Thereafter, paired teams of volunteers were assigned, by another job-developer, to special areas of the City or to special types of employers. Their experiences were, at first, reviewed at the same kind of evaluation sessions as had previously been held -- except that the job developers were there in less directly competitive roles with the volunteers.

A number of difficulties manifested themselves in this arrangement, since both the instructional and the assignment roles of the staff job-developers remained subject to criticism in light of the volunteers' experiences in field situations. In addition, a natural competitiveness developed, based on the "results" obtained by staff and volunteers. This obscured the role of staff as distinct professionals, and encouraged hoarding of job-leads which had not yet been exploited, ~~etc.~~

For these reasons, the evaluation sessions were, finally, conducted only by the Aftercare Unit Head, who communicated directly with his line staff, the job-developers, and with the Volunteers Co-ordinator. In this way the professional staff's concern with the calibre of volunteers

recruited, and the volunteers' concern with the techniques and effectiveness of the professional staff, could each be confined to discussions with the Project Director and the two senior staff most directly concerned. All related decisions concerning staff and volunteers could be conveyed by the Unit Heads with whom staff and volunteer relationships were directly established and, therefore, the most secure.

It is, thus, illustrated that the insertion of volunteers into even a fairly stable aspect of the project's activities posed, and probably created, several administrative problems which influenced the nature of volunteers' involvement and the quality of their contribution. In addition, it is likely that the ways in which the project sought to solve these problems also influenced the staff's involvement and the quality of its participation. Moreover, it may be assumed that the experiences of volunteers in actually working on the project had some influence on the further efforts of the Volunteers Co-ordinator to recruit other volunteers and introduced an element of feedback to later volunteers coming onto the project who received an informal orientation from those who had been present during the re-organizations described. The administrative problem was, simply, how best to integrate into an activities unit having its own operational patterns and difficulties those citizens who had been recruited by, and who had developed an initial loyalty to and pattern of interaction with, another senior staff member whose very

project tasks required the continuation of some of these original relationships. The research issue is that the various solutions which were tried complicated the problems of measurement of project results concerning both the internalized (working volunteers) and external (employers) aspects of community involvement as well as the level of professional staff functioning.

At the project's end, another device for training was being planned. Although never implemented, this consisted of identifying volunteers who had been most successful in the first year's job-development enterprise, and of having them create a job-development volunteers training course, for future volunteers, based on their own perceptions of the training needs of such citizens.

The second major category of volunteer service was as "role models","friends," or "volunteer counselors" to subjects. (As indicated in the subsequent chapter on Aftercare, the nomenclature -- which was not finally resolved -- was a decisive factor in the degree of success which this aspect of the program was able to achieve.) The stated aims of the proposal to which these one-to-one volunteer0subject relationships pertained were: increasing employability, reducing "alienation," and developing self-management skills.

For ~~these~~ citizens interested in this function, a superficial review of their backgrounds was first made by the project's Aftercare Unit Head, a senior psychiatric social-

worker, sometimes in consultation with the Volunteers Co-ordinator. In lieu of a more formal screening procedure, a personal interview was conducted, if required, either before the specific training course began or while it was in progress. At that time the volunteer's motives and suitability for this kind of work were discussed usually with the Volunteers Co-ordinator and the Aftercare Unit Head.

A six-session training course was held one evening each week for six weeks, designed and co-ordinated by the Aftercare Unit Head. This was conducted co-operatively by various senior staff; it was also intended to involve selected released subjects as well as parole officers in the training presentations, but their participation was unable to be obtained except in the last course which was given. The purposes of these training discussions were: (1) to familiarize volunteers with the nature and extent of parole supervision and project contacts with the subjects to whom they would be assigned, and with the relevance of these to the relationships proposed to be established with subjects; (2) to anticipate problems which might arise as a result of establishment of these "non-professional" relationships under conditions of limited supervision; and (3) to review some common attitudinal reactions, both of subjects and volunteers, which might be encountered in typical situations.

Upon completion of the course, those citizens who retained an interest in this volunteer activity were assigned

subjects selected by the Aftercare Unit Head, wherever possible in consultation with the assigned parole officer, on a "service-as-needed" basis. It was planned that contacts would be had approximately once each week, and that periodic review of these contacts with the Aftercare Unit Head and the cognizant parole officer would be held as indicated, but not less than once each month. In addition, written "contact reports" were to be completed by each volunteer after the subject had been seen. The project was terminated as the first assignments were being made; no more than four volunteers had been assigned a youth, and none had met "his" boy more than five times. These follow-up procedures are not reported, since there was not time for the project to have had any substantial experience with this phase of the activity.

There were also a number of other services which, it became clear, volunteers could perform consistent with the stated project goals. These possibilities had been recognized in September, but were first able to be implemented in the Spring of 1966, when recruitment results had begun to be evidenced by a varied pool of available volunteers. By that time, a wide range of interest and competence among individual volunteers was discovered outside of the two areas of job-development and "friend" counseling. Some of these functions, such as Research Assistance, were able to be performed, with little training beyond the general orientation

which has been described, as soon as a project need was demonstrated and upon the appearance of suitable volunteers. Other functions, such as Remedial Instruction, were not performed because the large amount of co-ordinated scheduling -- between volunteers, parole officers, project Aftercare staff, Correction staff, and subjects -- had not been completed by the time the project was closed down. It was recognized, however, that it would be all but impossible to increase existing staff responsibilities in order to accomplish these arrangements. Several alternatives were being considered, including: use of experienced volunteers for planning and co-ordination of those new volunteer services which were identified as appropriate by staff research personnel, suspension of all new-volunteer recruitment activities pending satisfactory organization of all systems necessary for a full range of volunteer services, and consolidation of all volunteer activities into the two basic categories of job-development and "friend" services.

b) Citizens Advisory Committee:

After two inspirational and organizational meetings prior to funding of the project, the Citizens Advisory Committee was divided into three sub-committees. These were: Education, Community Relations, Training and Placement. The functional organization which this Committee actually achieved, therefore, closely paralleled that set forth in the proposal, which called for four sub-committees: Self-management and

Aftercare, Job Training and Placement, Community Information and Involvement, and Public Resource Aid. Each sub-committee convened once before the project became funded, the last such meeting being in late April, 1965.

The proposal, as funded, committed the project to engage the Citizens Advisory Committee in a number of broad and far-reaching activities. As listed in the proposal, these "general functions" were:

1. "To provide advice, guidance, council and assistance in developing new ideas and avenues of exploration relative to the goals of the long range programs.

2. "To act as sources of interest and motivation in radiating and generating action at various social levels within the community.

3. "To provide leads and contacts by means of which opportunities for employment, training, upgrading of skills, education, housing, health care can be opened up and expanded for this population.

4. "To provide ideas, leads, contacts within the sphere of each committee's social and vocational position for follow-up and action /by/ the Project Staff.

5. "To share and communicate those problems which represent blocks and obstacles not perceived or known to Project Staff and to suggest approaches for staff action."

In a certain sense, these general functions were dichotomously opposed to the specific research aims elsewhere

stated in the proposal. In another sense, these functions were programmatic in nature, and only peripheral to the specific research aims. The listed functions were those appropriate for a policy-planning Board of Directors of a community agency, such as the incipient Social Restoration Research Center, concerned with a constant upgrading of services, expansion of activities and discovery and utilization of new ideas -- no matter what the area of involvement so long as the aim was agreed upon as beneficial to the agency's overall purposes ("long-range programs") and target populations. These general functions also pre-supposed a professional staff to carry out the directives of the Committee.

Although formation of the Citizens Advisory Committee pre-dated the writer's association with the project, it is suspected that these, or some similar general aims, may have been considered necessary to enroll members on such a Committee when it originated. Therefore, aside from the staffing deficiency previously noted, one reason for the conspicuous dormancy of the Committee may have been disillusionment with its discovery that the more urgent preoccupation of staff had to be with implementation of prescribed and limited routines of research.

The potentially inconsistent nature of these general and the research specific aims is reflected in the language in which each of the Committee's "general functions" is phrased. It is clearly stated that the Committee will "develop new

ideas and avenues of exploration," will "upgrade" and "expand" facilities, health care, etc., and will provide new ideas "for follow-up and action by Project Staff." Yet, if either the Committee or the staff had been able to fulfill these responsibilities, there would have been absolutely no basis for an experimental comparison of results. Each few subjects would have received an entirely different treatment experience, beginning with training and continuing through community receptivity. To take just one example, most of this population was desperately in need of housing after their release. If a Committee had been able to devise a successful "half-way home," with its traditional compliment of social-agency staff, the influence of such a program could be presumed to be highly significant in terms of the variables of the study. Regardless of any similarity in their vocational training, subjects having gone through the experiment before such an "upgrading" had taken place could hardly be expected to be comparable to those who had had the half-way home as part of their community experience. The specific aims of the research required a constancy of treatment in order to preserve the comparability of subjects entering into the same experimental cells over widely-spaced intervals of time.

One specific example of the peripheral relationship which these stated general functions bore to the research was the strong personal and professional interest of the Committee's Chairman in enlisting project support for

"released-time" legislation then pending in Albany. This cause was clearly within the purview of the listed functions but was wholly unrelatedto the research activities which were actually supposed to be occupying staff. The chairman was disappointed at being unable to engage project staff in the necessary work to influence adoption of this legislation, because he reasonably believed the project subscribed to the idea of such legislation and should have been committed to work for its adoption.

In the community-and public-relations areas there was both the least inherent conflict and the greatest overlapping of interest between research and the listed general functions ofthe Committee. These areas happened also to be the areas of greatest involvement of the only staff member who maintained any contact with members of the Committee. Therefore, recruitment by public relations devices was, naturally, the area in which the most constructive interaction occurred between project and Committee. Two members of the Committee appeared on the television show. Several were interviewed by reporters for articles about the project. Two provided testimonials for the job-development and recruitment brochure mentioned previously. Three offered excellent professional advice on community relations. One wrote two editorials which appeared in The Saturday Review of Literature about inmates returning to society. Two assisted in recruitment among members of their unions. The Community-Relations

subcommittee was the only one which held a meeting during the project's operation.

In addition to these activities involving particular members of the Committee, one full meeting was held in November, 1965, at which six members were present; one Committee member volunteered as a "friend" counselor and attended several of the appropriate training sessions; two members helped in obtaining specific placements when called upon by the project's Union Liaison.

In summary, between project and Committee there existed, potentially, a microcosmic parallel to the relationships that obtained between the project and each of the independent agencies which have been earlier described: the fundamental interests of each precluded or compromised those of the other. The essential difference was that the Committee functioned only at the call of the project. It was not an existing bureaucracy which had to, and which had the power to, pursue its interests independently. The incompatible interests of the agencies posed obstacles with which the project was required to deal in order for the research activities to occur. It was possible for the Committee, on the other hand, to function -- as it did -- only to the extent that its interests were compatible with those of the research, and otherwise not to function at all. If this analysis is correct, an entirely different situation would have developed if the staff member required to work primarily

with these citizens had been able to be hired. It seems likely that, at that time, either a new understanding or formulation of the Committee's general functions would have been reached, or else this competition of interests would have to be resolved by mutual accommodations ultimately determined by the relative institutional power and urgency of needs of each group -- as it was with the agencies. Either may have required or resulted in the total reconstitution of the Committee.

VII. THE PROJECT ENTITY

The previous chapters set forth the programmatic relationships which were created with agencies and within the community in order for the research to be conduced. The following chapters, in Part ~~Two~~ Three, discuss the actual process of data collection adopted by the project as a result of the relationships thus established. The "project entity" was a span between the sowing and the harvesting of data. The purpose of this chapter is to describe those features of the project, as a separate entity, which are considered relevant to the nature of the relationships which were established and to the kinds and quality of data which was, or would probably have been, collected. It has been posited that certain features of the settings heretofore described bore a causal relationship to what was perceived to be the requirements of the research as well as to what could be accomplished regardless of what it was concluded was required to be accomplished. The features of the project ~~are considered to be~~ were no less relevant to these determinations.

As with the agencies previously described, it is also believed that the particular alignment of features, personalities, and circumstances may have been unique, temporal, or situational. However, the issues determined by these transient factors ~~are considered to be~~ were inherent ones. For example, that fact that the State Employment Service was experiencing considerable internal staffing and personnel pressures

which resulted in a particular level of job-placement achievement and which characterized its relationship with several ~~of the~~ agencies cooperating in the research may or may not have been a correct diagnosis ~~by the writer~~. However, it is probable that an issue thus identified is inherently characteristic of multi-agency field projects ~~such as the instant~~, viz, that real exists a relationship between the level of research and the level of morale and efficiency of individual staff members as well as ~~within~~ of whole agencies participating in the research. This issue affects two fundamental considerations which underlie all data produced: (1) how constant have been the treatment inputs applied to subjects; and (2) how reliable are data representing observed reactions of subjects?

In the instance of the project entity, itself, ~~such~~ these features and characteristics relate to every part of an experiment. Therefore, if research conclusions are to have any validity, it must be known which, if any, features and characteristics of the project entity affected and determined the conclusions, and whether or not such conclusions validly obtain only if certain characteristics of the project activity are identically replicated.

In this chapter an effort is made to state a number of issues associated with project entities and which are believed to ~~have affected the~~ affect research. In addition, particular situational factors which affected the resolution of several of ~~these~~ equivalent issues, in the setting of this particular project, are listed.

A basic feature of the project was the organizational model imposed by the proposal. Almost all youth-work research and demonstration projects ~~in the writer's experience~~ are of one or another of two kinds. They may be the "in-house" type, where the research arm or division of a service agency attempts to perform evaluative research ~~which utilizes~~ the activities of the main agency; or, they may be of a kind which involves an independent activities unit and an independent research organization, such as a nearby university. In either ~~case~~ type, the research component may participate in joint operational planning ~~necessary~~ to create a viable research design, but this is not ~~inevitable~~ necessarily the case.[43] In neither ~~case~~ type, however, is the research ~~unit~~ staff commingled with the service unit, nor are service personnel considered part of the research organization.

The instant proposal was of neither of these kinds. The grant recipient, the Staten Island Mental Health Society, had an administrative subdivision, within its main plant, called the Wakoff Research Center. The Society's Director of Research was ~~the~~ Director of the Wakoff Center and was also the 10% co-principal investigator for the project. The

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[43] For example, at about the time this project was being cancelled, the funding agency called upon a university to undertake research and evaluation with respect to a nearly identical project at the Reformatory at Lorton, Virginia, which had been running for one year without any research or evaluation.

20% co-principal investigator became, also, Director of The Social Restoration Research Center after the project was funded and the field offices of the several previously-mentioned projects became labeled and organized as such. The Social Restoration Research Center was, ~~therefore,~~ the second arm of Staten Island's research activities. ~~However~~, while therefore, the project was under the professional and administrative supervision of a "research" unit, i.e., The Social Restoration Research Center and the Child Research Center, ~~organization~~, its personnel lines were heavily weighted toward clinical and service staff. Moreover, its stated research commitment to obtain and use large numbers of service volunteers, and its proposed use of the Citizens Committee further reduced the research staff's minority.

Under these circumstances, the model of the project's organization was of the "in-house" type in reverse; that is, the "house" was a research rather than a service agency. ~~However,~~ the activities ~~which were~~ required to be performed were both service and research, while staffing was predominantly service within ~~this~~ a research setting. Consequently, the final product was a project ~~staffed as an "in-house" research agency placed in a setting similar to that of the independent evaluation model.~~ organized as follows: Staten Island was an independent evaluator, but within its research house the project activities were essentially performed by service personnel.

A further variation was present in the relationship of the project service staff and activities to the service staff and activities of the independent agencies. They both shared a sense of being "evaluated." That feeling has already been mentioned with respect to staff of the other agencies. Within

the project, the job-development staff appeared so sensitive to this factor that it became necessary, for example, to abandon several systems, which they had devised, for tallying employer contacts. It was concluded that the reliability of these scores may have been compromised because staff was not honestly maintaining them. ~~In some areas,~~ in the minds of their awareness of the research, as they comprehended it, caused job-developers and others to trade on their personal relationships with parole officers in order to forestall returning ~~subjects~~ parolees to prison. It is ~~to be~~ recalled that, according to the ~~research~~ design, ~~the project~~ staff job-developers served also as vocational and guidance counselors and as the project's Aftercare service ~~staff~~ unit. Parole officers with whom they dealt constituted the "special" parole unit. The sum of the direct and referred services of these two groups constituted intensive aftercare. Because of their physical and administrative proximity to the research, both the project staff and the "special" parole unit were constantly aware that the proposal had hypothesized that subjects receiving intensive aftercare (who were the only subjects with whom they were directly concerned) would more successfully adjust to the community than those receiving "normal" services after release. Since the failure of this prediction could be interpreted as proof of the inability of particular individual staff members to establish the personal relationships which had been hypothesized to result in this reduction of recidivism, there was considerable

pressure created by the research design itself for these two staffs to keep their caseloads out of jail.

A related factor was the increasing disillusionment of parole officers with the administrative complications and sparse results secured by the job-development corps of the State Employment Service. The proposal had stated that the "formal" (i.e., State Employment Service) placement devices were inherently inadequate for this population, but that a staff of personally involved, motivated, and socially mobile job developers (i.e., project placement and counseling staff) would be suitable. The apparent vindication of this hypothesis, demonstrated by preference of parole for project rather than for State Employment job-development sources, thus increased the latent and actual competitiveness between two service staffs with assumedly identical goals. Although it is not known whether this competition was perceived by State Employment staff, it is certain that it was a factor affecting the relationships established by project staff with that agency and, almost certainly, by the "special" parole unit, if not the entire parole staff in their dealings with the Employment Service. If this factor were operative, it is seen that the project hypotheses, or, more properly, the energy and activities resulting from ~~the identity of certain~~ overlapping service and research personnel and expended to fulfill the hypotheses, may have contributed to the final outcomes of the experiment. Certainly, with the illustration which has been

provided, at least one likely result was the impedance of inter-agency co-operation.

It is seen from both of the foregoing illustrations that several possible alignments of staffs' interests probably stemmed both from the research hypotheses and from the organizational model suggested or required by the research design. Certain interests of the various staffs were coincidental, others were competitive or conflicting, and still others had characteristics of both conflict and concurrence.

A common problem of the "in-house" organizational model is the requirement that research staff evaluate results of program staff under the same administrative roof. In this project, not only did this requirement affect both research and service staff, which were -- as is not so common -- literally as well as administratively under the same roof and in the same close quarters, ~~but~~, As has been seen, the design also imposed the duality of service, clinical, and research tasks upon the same staff members -- sometimes even to the point of requiring self-evaluation of their own service and clinical activities.

A number of additional factors are well documented in the recent literature[41] as being common to most youth-work research

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[41] E.g., Herman, M. and Sadofsky, S., Youth-Work Programs--Problems of Planning and Operation, Center for the Study of Unemployed Youth, N.Y.U. (1966). This work strongly depicts the generality of such factors.

projects. It is believed that these were operative in the setting of this project, and that a system was not devised to measure their influence upon the data. While the predominant affects of the previously-cited factors were staff-wide, those mentioned below are predominantly associated with the project's research staff. They concern organization, pre-planning, and research management, as permitted and limited by the particular proposal. Since the design called for inter-disciplinary staffing, the degree of success which the project achieved in intergrating the disparate research specialties within one staff, in establishing meaningful inter-disciplinary communications, and in creating an environment in which this communication could be efficiently directed toward achievement of stated project goals, are all pertinent to interpretation of the experiment's results. For example, as the project became more completely staffed and more fully established in its fundamental operational aspects, the level of attention paid to research questions became more sophisticated. Instruments which had been accepted by a skeletal staff, faced with the need to collect data which would later be unavailable, gradually appeared inadequate. Definitions which had seemed clear in the proposal later appeared superficial and simple-minded, or were revealed to consist of component parts which could not be assembled under present conditions or with available staff. Procedures and decisions which had been eminently sensible at the time they were

implemented suddenly revealed flaws and defects which detracted from the validity of the data which they were designed to yield. Essentially, these are the problems of agencies, transplanted into a setting which, unlike agencies, required achievement of form before its operation commenced. In all of these discoveries, the project faced the question of whether to continue, for the sake of consistency and contract commitments, or to change course, for the sake of what was, at the time, the best professional consensus available. The issue underlying this situation is that the level of professional consensus, at any given time in the project's life, was a function of the level or organization, staffing, administration, and stage of operation which had then been achieved. It is reasonable to assume that, with a different constellation of these same factors, different alternatives would have appeared and different decisions would have been made. Yet it appears certain that the perception of alternatives and the decisions actually taken were definitive of the nature and level of the research which was being conducted.

VIII SEQUENCE OF SIGNIFICANT PROCEDURES AND EVENTS PER CYCLE, WITHOUT VARIATIONS

A. Functions' Sequence and Location:

Step	Function	Location	Time
1	Admitted	To Reception and Classification Center	Day 1
2	Orientation 1	Reception and Classification Center	Week 1
3	Beta of Test "A"	Reception and Classification Center	Week 1
4	Transfer	To Adolescent Division	Week 2
5	Orientation 2	Adolescent Division	Week 2
6	Gross Demographic Screening	Adolescent Division	Week 2
7	Test "A" balance	Adolescent Division	Week 3
8	Final Selection Into Experiment	Adolescent Division	Week 3
9	)Classification)for Training)	Adolescent Division	Week 3
10	)Interim Work)Assignment)	Adolescent Division	Week 3 until Time "T"
11	)Orientation 3	Adolescent Division	Week 3
12	Assignment to Housing	Adolescent Div. to "quads" from cells blocks	Time "T" (btwn.wk.3-10
13	Commencement of Training	Adolescent Division (1) P.S. 189 (2) MDT Area	Time "T"
14	Orientation 4	Adolescent Division (1) P.S. 189 (2) MDT Area	Time "T" to "T" + one week
15	Institutional Removals from Training	(1) MDT Area (2) P.S. 189 Exp. (3) P.S. 189 Control (4) Adolescent Division	Between "T" and "T" + 20 Weeks

Step	Function	Location	Time
16	"Special" After-care First Personal Contact	(1) MDT (2) P.S. 189 Exp. (3) P.S. 189 Control	Between "T" + 14 wks and "T" + 20 weeks
17	Termination of Training	(1) MDT Area (2) P.S. 189 Exp. (3) P.S. 189 Control (4) Adolescent Division	"T" + 20 weeks
18	Training Evaluation Data Collection	(1) MDT Area (2) P.S. 189	"T" + 20 weeks
19	Tests "B" and "C"	Adolescent Division	"T" + 21 to 22 weeks
20	Housing Re-assignment	Adolescent Div."Quads" to Cell block	"T" + 20 weeks
21	Institutional Assignment	Adolescent Division	"T" + 20 to 22 weeks
22	Pre-release transfer	From Adolescent Division to Reception and Classification Center	Time "R" less 10 days
23	Institutional Parole-Officer Contact	Reception and Classification Center	Time "R" less 1 week
24	Release from Rikers	Ferry Landing, Bronx	Time "R" (Btwn."T" + 24 wks and "T" + 30 wks)
25	First Parole Report	Parole H.Q. Manhattan	Time "R"
26	Aftercare Services: Job Counseling Placement Resources Referral		Btwn. "R" + 1 wk. and "R" + 3 wks.
27	Demographic Data Collection	Parole offices; Parole H.Q.	Btwn. "R" + 1 wk. and "R" + 3 wks.

Step	Function	Location	Time
BELOW THIS LINE ACTIVITIES NOT SYSTEMATICALLY OPERATIONALIZED BECAUSE OF FUNDING TERMINATION			
28	Continuous subjects Follow-up	Project offices; Parole H.Q.	From "R" + 1 to 3 wks.
29	Employer Follow-ups	Field	"R" + 3 mos. and "R" + 6 mos.
30	Group Psychotherapy	Project offices	"R" + 1 mo. to "R" + 3 mos.
31	"D" Test Battery	Project offices	"R" + 3 mos. to "R" + 4 mos.

B. Treatment Allocation:

Step	For Whom	By Whom
1	All Adolescent Arrivals	Correction
2	All Adolescent Arrivals	Correction; Custody and Program Personnel
3	All Adolescent Arrivals	Project
4	All Adolescent Arrivals	Correction
5	All Adolescent Arrivals	Correction
6	All Adolescent Arrivals	Project
7	All Eligibles After Demographic Screening	Project
8	All Eligibles After Test "A" (Exp. Subj.)	Project
9	All Eligibles After Test "A" (Exp. Subj.)	Correction; Classification Board
10	All Eligibles After Test "A" (Exp. Subj.)	Correction; Classification Board
11	All Eligibles After Test "A" (Exp. Subj.)	Correction; Classification Board
12	All Eligibles After Test "A" (Exp. Subj.)	Correction
13	All Eligibles After Test "A" (Exp. Subj.)	(1) Bd. of Ed. Staff (2) MDT Staff
14	All Eligibles After Test "A" (Exp. Subj.)	(1) Bd. of Ed. Staff (MDT Staff)
15	Cell Category 13	(1) MDT Counselor-in-Charge (2) P.S. 189 Principal (3) Adolescent Division Warden
16	All exp. subjects in original Exp. Cell Categories 1, 2, 5, 6, 9, 10	Parole "special" officer; and Project

Step	For Whom	By Whom
17	All Exp. subjects less Cell 13	
18	All Exp. subjects	(1) MDT Counselors (2) P.S. 189 Ed. and Guidance Counselor (3) P.S. 189 Asst. Principal
19	All Exp. subjects	Correction
20	All Exp. subjects	Project
21	All Exp. subjects not being released immediately after training completion	Correction; Classification Board
22	All Exp. subjects	Correction
23	All Exp. subjects	Correction
24	All Exp. subjects	Correction
25	All Exp. subjects	Parole
26	All Exp. subjects in original exp. cell categories 1, 2, 5, 6, 9, 10	"Special" Parole Officers; Project; Community agencies; Volunteers (community)
27	All Exp. subjects	Project
BELOW THIS LINE ACTIVITIES NOT SYSTEMATICALLY OPERATIONALIZED BECAUSE OF FUNDING TERMINATION		
28	All Exp. subjects	Parole; Project
29	All Exp. subjects	Project
30	All Exp. subjects in original exp. cell categories 1, 3, 5, 7, 9, 11	Project
31	All Exp. subjects	Project

APPENDIX THREE

Observations on Educators' Conferences---------- 284 - 42

CONTEMPORANEOUS OBSERVATIONS ON CONFERENCES OF EDUCATORS BY PROJECT DIRECTOR AS NON-PARTICIPANT OBSERVER

I. BACKGROUND

To assist in evaluation of the following contemporaneous observations of each conference, a few pertinent facts are presented as background.

a) These perceptions are those of only one person. However, in the case of the P.S.189 conference, the comments were shown to the Principal of the school, who indicated he would share these evaluations and interpretations. As reactions of the Project Director, who was fully familiar with the educational phases of the project, it is likely that these comments differ from those which might be made by an observer not fully familiar with the project's operation and relationship to the school programs. However, it is also noted that separate comments were prepared by the sociologist on the project staff, who attended both conferences, as a non-participant observer. His and the following comments were not exchanged or reviewed and there was no cross-discussion of reactions until both he and the project director had completed their initial drafts. The reactions and conclusions of the two individuals were substantially the same although the project sociologist had not been involved with either of the educational staffs and had not observed the workings of either school in detail because he had not been on project staff for

very long.

b) Selection of conference participants obviously had a great deal to do with the net effect of the comments made at the conferences. Selection was left to the Principal of P.S. 189 and to the Counselor-in-charge of the M.D.T. program, with the project staff suggesting only that the number of educational participants be 8 or fewer and requesting that those selected be "representative." There exists at least the possibility that selection of participants distorted the presentation of actual operational events which were described.

c) It may be reasoned that conferences of this kind cannot depict operation of a program and that their main value is to reflect a program's belief about what it was doing.

II. M.D.T. CONFERENCE HELD JULY 27, 1966

A. Staff Make-Up:

Throughout the conference, M.D.T. particpants attributed their "success" to the uniqueness of the particular staff. Time and again they were unable to proceed beyond this point in describing causes of the results which they thought they had obtained:

> GUIDANCE COUNSELOR: This flexibility is important to your meeting the needs of the kids rather than the needs of your curriculum. But as an outsider, again, coming in, I know what the key is, you see. The key is the staff.
>
> PROJECT CO-PRINCIPAL INVESTIGATOR: If you will tell me that the only solution for these kids is only to give them beautiful staffs and that we have learned

nothing more than to give the kids a good staff, I'm afraid I'm stumped....I'm asking in addition to that, what in addition?

GUIDANCE COUNSELOR: There is no addition.

BASIC EDUCATION TEACHER: You have the response there. I am convinced that you could not go past whatever we've done without the kind of staff which you have to have.

The participants went to lengths to describe themselves as unique individuals:

COUNSELOR-IN-CHARGE: All right. Let's talk about the kind of people that we had in this program. What, what kind of--what are the characteristics--

GUIDANCE COUNSELOR: They're all crazy.

COUNSELOR-IN-CHARGE: What does that mean, "crazy"? Yeah, that's right, we are. We're as whacked up as they come. But what does that mean?

GUIDANCE COUNSELOR: I think it means we are flexible....

BASIC EDUCATION TEACHER: More than that, we've all had our own problems....You have fought it many ways and you have now faced up to the fact that you stay alive.

COUNSELOR-IN-CHARGE: It's a kind of a, one of the common denominators, that it's a kind of dissatisfaction with the status quo,

FEMALE GUIDANCE COUNSELOR: Yeah, it's a maverick quality, a very marked, individualistic--

Staff seemed to believe they had developed methodological innovations--which they were unable to identify when queried--because of their particular personality adjustments and their own "maverick" qualities. They repeatedly repudiated or denigrated anything connected with the Board of Education:

BASIC EDUCATION TEACHER: The other part that I, that I'm glad that we didn't work...the Board of Education. I don't think the program would have been as good.

* * *

COUNSELOR-IN-CHARGE: ...the kind of course he gives in

20 weeks would probably take two-to-three years in a [Board of Education] vocational high school and would be heavily loaded with theoretical approach and very, very limited in terms of actual--

* * *

BASIC EDUCATION TEACHER:...In the [Board of Education P.S.189] school he wouldn't be allowed to touch the equipment for the next four weeks.

* * *

COUNSELOR-IN-CHARGE: You know what it takes in terms of an enrolled typing course in high school for a kid to reach 35 words a minute? Maybe two years, maybe never....within 20 weeks [in his M.D.T. school], this just doesn't happen in the [Board of Education] school.

* * *

BASIC EDUCATION TEACHER: You know, the Board of Ed has been around for a long time, and, as much as I rebel against them....

The following aspects of staff make-up, in particular as affecting their own perceptions of their teaching functions and of the problems which they faced, seemed to me to have significance:

1) Their personalities, "maverick," "kooky," "dissatisfied with the status quo," "crazy," dictated the very problems which would arise as well as the solutions which this staff would devise and, even, could envision. Most fundamentally, in being and in perceiving themselves as being "anti-establishment," the M.D.T. staff had to develop means of disciplinary control of the trainees independent of correctional, custodial, punitive measures, i.e., independent of the Department of Correction. Not only because of their own personalities and self-image, but because of the newness within the prison system, as contrasted with the established Board of Education bureaucracy and the es-

tablished Board of Education school on Rikers Island, their failure to develop independent control would mean their becoming dependent on, and, practically, at the mercy of, custodial personnel and enmeshed in the custodial system. They would, therefore, lose their professional identity. This situation is seen in a number of their remarks:

> BASIC EDUCATION TEACHER: I said, one time, "You had to have control," and then everyone climbed over me and said I was wrong, and about 8 weeks later they said "You were right; you should have control."
>
> * * *
>
> At first it felt like it was a challenge when we started out. We were a little nervous at first. But I found out that when we came into the school and we separated the officers from the school like we have done, they didn't come into the classroom. When the students came into the classroom....they had no fear of an officer walking outside of their room....
>
> * * *
>
> COUNSELOR-IN-CHARGE: And it seems to me that if a teacher can handle disciplinary problems by himself without running to somebody else, this must, of necessity, I think, increase his prestige within the eyes of the group, particularly this kind of population.

The need for independence of their program within the prison system, and the process by which this need dictated a way of perceiving and resolving problems, was dramatically illustrated by one instructor:[1]

> BASIC EDUCATION TEACHER: I had a problem with two kids in a class that I had to take over, and it was at the end of the day and I douldn't handle it then. I told them I would see them in the morning. It seems that they spoke in front of this to an officer; the officer pulled them out of line that morning, and when I went to look for them they weren't there. I went

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[1] This quotation is also to be read on page , infra.

immediately into his /Counselor-in-charge's/ office and I said "The two kids have been pulled out; you must go get them right away." He didn't question why, even. This was not their province to handle it. This officer was a new officer for the day, and he was going to handle it. But it wasn't his province. This went all though the cycle; they all heard about this. He went right in--no, he went to the officer who does know how we operate. He said, "Would you please get those kids out of here? It's not his province to handle it." We didn't want to attack Correction, but we were making clear what their limits are.

The striking difference between the way such situations were handled in M.D.T. and in P.S.189 is illustrated by contrasting quotations from each conference. A P.S.189 instructor casually indicated that "I had one such case, where he refused to work, and I wrote him up /as a regular institutional infraction/." On the other hand, reliance upon the correctional disciplinary system was seen by M.D.T. staff as a most serious step:

COUNSELOR-IN-CHARGE:...they have to be informed of the consequences that they would have to pay if they violated these limits. Now, the consequences varied. The most extreme consequence is writing a kid up on an infraction. This was the most extreme, and we did have to employ this in three of four cases in a very short period of time. At that point in our development where we had gone overboard in terms of permissiveness that we were pulling back and we had to set up a kind of very punitive set-up with three or four kids, to act as examples for the rest. Now, that's the most extreme.

It is hypothesized that the need to develop self-contained means of control over the trainees became the major goal of the M.D.T. program, in practice superseding training or vocational counseling aims and justifying the so-called therapeutic efforts of the staff.

2) The same forces, i.e., the "group personality" of the staff, which made it difficult for them to work

within existing institutional facilities on a parity with other components, and the social pressures created by M.D.T. being a new and small unit within an established and large institution directed the creation of a "total society" within the M.D.T. program. M.D.T. became not a vocational training program within a prison but, in some respects a "released-time" training program within the confines of the institution. In other respects it shared some characteristics of a non-residential treatment facility. These features are illustrated by the following remark:

> GUIDANCE COUNSELOR: ...One of the kids today in a counseling session made the comment that once he gets into that place /the M.D.T. quarters within the Adolescent Division on Rikers Island/, beyond the bars /separating the M.D.T. portion of the prison from a long connecting corridor/, you know, when they march him in, he doesn't feel he is in prison any more; he feels he is in school.

It was, apparently, important for the staff of M.D.T. to create an atmosphere which was different from the prison's in order for them, personally, to survive within the prison institution because of their own alienation from it. Thus, the Counselor-in-charge says:

> I am talking about the kind of toll and the kind of price we have paid, as individuals, working within a prison.
>
> BASIC EDUCATION TEACHER: I hate it. It's taken a toll on me. I hate the place...I hate the place....

The female counselor also points out that, even during "off" hours the staff is a unit within the prison, but not a part of it:

> You know when I feel it the most? When we have to walk down the hall and see the men lined up, or see them being frisked, or when we have to <u>constantly</u>

eat together. I'm saying that,as a human being, the personal toll that it takes, the things that I have to sacrifice are: I never have an opportunity to get away, you know...there is no place to go. In the winter time we always have to eat together.

It should be noted that, although there are no commercial alternatives to the prison dining-room, the isolation of which this staff member spoke, requiring the M.D.T. staff to be together during meal and "break" times, was self-imposed, since it was shared, during the common dining hours, by correction officers, rehabilitational staff, and instructors from P.S.189. This M.D.T. counselor goes on to point out that the M.D.T. staff has achieved a further isolation from the prison atmosphere, within the M.D.T. quarters:

> When I'm with the kids I'm not so aware of the prison setting because of the officers, the whole Correction Department, is playing a very minor role now, an important one but, I mean, they've faded into the background. They are not so prominent anymore.

3) Since the staff was heavily oriented toward counseling, and because of the urge to create a "total society," the prison M.D.T. program seems to have become, in essence, a treatment facility--minus the usual clinical aspects of treatment. Although the proportion of "counseling" to training and education is one-to-five, the actual emphasis seems almost to have reversed this ratio as a result of what was, in effect, treating classes as extensions of the counseling process.

Thus, the shop instructor sees it as his job to discover what makes a boy"tick" and to take his training cues

from the counselor. In addition, he judges the success of his encounter with the boy in terms of subsequent counseling"performance" by the boy:

> SHOP INSTRUCTOR: Some that happened lately is that I had a boy in the class about 10 weeks. I couldn't communicate with him. He wouldsit in front of me and every time I would give him something to do he would put his head down. Now my job was, right then and there, to find out what made this boy tick, and that meant that during times of the day I had to make it my business to be there a little while, while he was working, in order to see what he was doing and ask him questions....And I checked with the counselor ....and now we can't shut him up. He goes to the counselor now; he takes over the counseling sessinn.

With a staff composed of counselors and led by a counselor, it is obvious that the end product will not be teaching but counseling. Thus, the shop instructor almost apologetically prefaces a description of a conversation he had with one of his trainees with the remark "and I did something which I am not trained for, I'm not a counselor...."

A disciplinary problem, i.e., one who requires special counseling-control treatment, is viewed by the staff as one who violates either the M.D.T. schedule (by failing to be where he is supposed to be at the proper time) or the MD.T. institutional routine (by failing to do the training task assigned to him or to participate in--or at least not disrupt--normal daily counseling sessions, which everyone is required to attend). In other words, the great emphasis is toward institutional conformity. The fact that psycho-manipulative counseling emerged as the primary technique to enforce discipline and conformity seems very natural in view of the alternatives which this particular group was able to

perceive and in view of their professional backgrounds. That the non-counselors in the group were soon able to pick up on this technique and clearly understood that the conformity which was sought was to the M.D.T. schedule is illustrated by the following exchange:

> SHOP INSTRUCTOR: ...that they are going to conform now to the rest of the class, maybe under protest, but they conform.
>
> BASIC EDUCATION TEACHER: Or not give you trouble.

4) The need to construct a whole society rather than to interconnect with existing components of the prison service groups resulted in establishment of a level of disciplinary control beyond the psychomanipulative counseling level: a separate M.D.T. judicial system. This, too, was radically transformed from the usual quasi-judicial administrative structure, apparently because of the pervasive counseling mentality. As a court of last resort, after the "lower-court" of teacher-inmate settlement of disputes by inter-personal counseling is exhausted, a teacher or counselor brings a particular disciplinary situation to the attention of the Counselor-in-charge. This corresponds to the complaint, charge, or presentment. The charge is made in private. The Counselor-in-charge may dismiss, by telling the complainant to go back and "try again."

> SHOP INSTRUCTOR: Now, we ran into a clash. He was rebelling against me, and I was going to take him to the Counselor-in-charge, but I spoke to the Counselor-in-charge first about it and he said, "what do you want me to do with this kid?" And I looked at the way he said "What do you want me to do with this kid?" and I

> said to myself, "Well, maybe I haven't been fair to the kid. Maybe I am using my own personal problems. Let me go back and see if I can do something on my own before I bring him in, because when I bring him to him, it's justabout he'll say, 'Now, Bill, if you can't do nothing, something must be wrong.'"

As an alternative to dismissal of the charges, the boy appears personally before the Counselor-in-charge. The latter's options correspond to probation (returning the youth to program with provisions for reconsideration if the complaining teacher finds there has been no behavioral "improvement); imprisonment (referring the youth to the institutional disciplinary board bywriting an infraction); imprisonment and banishment (writing an institutional infraction and also removing the boy from the M.D.T. program).

There are at least two significant differences between this and the normal judicial process. These are: (1) total acceptance of the complaint on face value and the absence of any real fact-finding determination; (2) the lack of any causal relationship between the alleged offense and the severity of punishment. These two differences reflect, respectively: (1) the view that a disciplinary problem is, in fact, anything which disturbs staff, program, or routine and, therefore, the actual facts of an occurrence are irrelevant inasmuch as the disturbance is evidenced by the fact of the complaint; and (2) punitive severity is based on the disciplinarian's perception of the offender's personality rather than on the nature or degree of his disruptive action.

B. Methods, Techniques, and Underlying Theories:

This observer completely discounted the M.D.T. claims to the effect that what this program is doing has not been done anywhere else before. The group is clearly not knowledgeable about other educational or training programs with delinquent or convicted adolescents. Moreover, it does not seem likely that the group has, in fact, a real understanding of what it actually is doing. A number of examples of well-documented and theoretically-grounded programs, from California to New York, came to my mind which were similar in important ways to the M.D.T. "approach." Finally, it seems reasonable to assume that their claim to "uniqueness" as merely a reaction which developed to the year's cumulative pressure to justify themselves and their program, both within and without the prison system, compounded by the conference being conducted in the presence of those whom they must have regarded as evaluators of their activities.

Nevertheless, the Rikers M.D.T. program may be unique in the number of incredible handicaps which must have created these pressures, and probably resultant anxieties, for staff. Some of these were:

1) This was a totally new program on Rikers, designed outside the prison, by other than penologists, for operation in the community rather than within a prison; it had no indigenous points of origin within the Correction Department.

2) The program was imposed on the prison by an out-of touch and out-going Commissioner and by central office staff

of the research and municipal agencies without planned participation by any custodial personnel on Rikers and prior to any of the current staff having been assembled or hired.

3) The program was further isolated from the prison system at the outset because the particular staff which was able to be assembled consisted of persons wholly without previous experience in correctional education.

4) The program was housed in an area of the prison physically isolated from and at the periphery of the Adolescent Division.

5) The program was funded from 20-week-cycle to 20-week cycle, with no guarantee of continuing employment for any staff and, in some instances, with unpaid lay-over periods between cycles.

6) It appeared that the program was in obvious competition with the P.S. 189 training program, which had already been established for a number of years within the prison system. Similarly, the administrative division within the Board of Education of which P.S. 189 was a part had been in existence for a long period of time, while the M.D.T. division of the Board of Education, under which the Rikers M.D.T. program operated, existed solely since, and by virtue of the enactment of recent federal legislation--whose renewal depended, in part, upon the results which it could demonstrate to legislators.

7) There were not enough trainees available to permit

any real intake screening or selection, and the political situation made it undesirable for the M.D.T. staff to reduce the number of training "slots",which had been allocated by the State Employment Service to it, in order to permit such selection, or to leave some of the"slots"which it had received unfilled.

8) Staff had all been made aware of the fact that the experiment involved evaluation of its program, during the first year of operation, comparative to the P.S. 189 program.

9) Adolescent parolees were, traditionally, extremely difficult to place. Under the M.D.T. program, primary placement responsibility for the M.D.T. trainees after their release from Rikers Island fell to the N.Y.State Employment Service. The Employment Service also had the initial responsibility for recommending continuation or discontinuation of the Rikers M.D.T. program. So long as it continued to operate, however, any poor "placement record" would reflect badly on the Employment Service which, therefore, was under some pressure to attribute this placement failure either to inadequate prior training by the Rikers M.D.T. staff or to the innate ineducatability of the population. It could express and relieve these pressures by recommending the discontinuance of the program. If such an institutional inclination existed, it was supported by the fiercely competitive personal relationships which existed between crucial State Employment and M.D.T. counterparts. The situation culminated in

the non-refunding of one of the M.D.T. cycles, consisting of three shops and associated counseling and remedial programs, constituting half of the entire Rikers M.D.T. program, in the Spring of 1966. At that time, the other half of the program, consisting of another three shops, continued in operation although it remained a matter of speculation whether or not even these three shops would be re-funded upon completion of the current training cycle. While the actual cancellation took place at the end of the year, throughout the year the M.D.T. organization both on Rikers Island and, more particularly, within the Board of Education's central office in Brooklyn, indirectly slanted its public relations campaign toward the New York City and Albany offices of the State Employment Service, since therein lay the final decisional power for M.D.T. funding. This campaign included news releases and expressions in mass-communications media by highly placed officials and private citizens from the Mayor and the Commissioner of Correction to various union officials. The effect of this considerable public exposure, on both trainees and staff, at a time when the M.D.T. Rikers program was hardly operative and only in its evolving stages is not easily measureable. One suspects that it mayhave forced the M.D.T. staff into positive statements and postures which they knew did not conform to the facts about their program. This, in turn, may have had a negative effect on both teachers and trainees in morale and motivation, and may have been an anxiety-heightening influence on the program in general. As

an example of this, which was not cited in the conference, the "graduation"ceremonies conducted on Rikers Island might be mentioned. The Mayor, the Commissioner of Correction, the Director of the Board's M.D.T. program, and several other prominent persons associated with the correctional field were present. The "graduates" of an M.D.T. cycle were, apparently, in the audience. Everyone spoke as if this ceremony were immediately previous to the trainees' release and their continuation of mainland training. In fact, most of the boys who had completed the cycle had been returned from the "quads" to the "cell blocks" and were out of any training program, awaiting their various release dates. The particular trainees in the audience were those currently in training from a present cycle. In addition, of those boys from the "graduating" cycle who had actually already been released from prison, many had either not been recommended for or admitted into the mainland training courses. The speakers were not all aware of this deception, but some were. Nevertheless, this kind of ceremony was seen as being helpful in publicizing M.D.T. and as a force to insure its continuation on Rikers Island.

1. Counseling Methods and Techniques:

As mentioned above, it appearedto this observer that the functional purpose of counseling in the M.D.T. program was to develop a disciplinary technique which would minimize pgrogram disruption and avoid the necessity of surrendering disciplinary prerogatives to custodial.authorities. The

M.D.T. staff, itself, was notably a-conceptual, and attempts to elicit explanations for what was actually perceived to be happening, dynamically, in counseling were met with further comments about the uniqueness of staff and its personal ability to understand these youngsters--

> PROJECT CO-PRINCIPAL INVESTIGATOR: Now, why do you think he heard you?
>
> SHOP INSTRUCTOR: The emotional--I'm trying to pinpoint--he was in a spot, he could not get out of that chair.
>
> COUNSELOR-IN-CHARGE: I think it was because you were you. And because you were able to establish the kind of relationship with him that would permit him to hear you, if he heard you.

--or with detailed recitations of how particular cases were handled, which, nevertheless, did not give any clear picture of what actually constituted this counseling technique and how it really worked. Despite this a-conceptual or anti-conceptual attitude, in this observer's opinion it it was possible to piece together a description of what the M.D.T. staff refers to as counseling and of how the technique is operative in serving M.D.T. staff needs.

The first requisite was for staff all to agree on a "united front"[2] vis-a-vis the trainees. There could be

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[2]See the related observation concerning M.D.T. as a "closed society" in comparison with the "open society" of P.S. 189, in the following section concerning the P.S. 189 conference.

no dissenting staff theorist, no weak link in the staff image presented to the inmates; individualism could not be countered within that setting:

> COUNSELOR-IN-CHARGE: I saw the difficulty from the beginning a little differently. I saw the difficulty of our not saying the same thing. Lack of consistency on the part of the staff.

Thus, the teachers, as part of the whole staff, also had to be indoctrinated with the counseling-relationship approach to disciplinary control for proper functioning of the system.

> BASIC EDUCATION TEACHER: This is where we had some troubles, because we did not always agree. We have just reached the point now where our teachers are beginning to understand the techniques of doing this work, and what kind of words to use. The whole language format that you use when you approach a kid with: "Do you understand what you are doint?" etc.
>
> FEMALE GUIDANCE COUNSELOR: Very important.

Having foreclosed the adolescent inmate from the probability of meeting alternative kinds of reactions, leaving him, effectively, no place to turn, the next step in the counseling technique is to disarm him, or throw him off balance by staff's abandonment of traditional student-teacher and inmate-staff roles. Clearly, the purpose of this was to evoke in the trainee fewer stylized and patterned reactions to authority figures. Perhaps for the traditional roles they substituted certain familial ones. The Counselor-in-charge was the punitive father; the female guidance counselor was the mother-sister ("I missed you; I care for you." She baked cakes for the boys.); the shop instructor was the kindly "Uncle Bill". The control purpose of this stage was spelled out by one

of the participants:

> BASIC EDUCATION TEACHER:...the whole language technique that you use when you approach the kid is very important in terms of disarming him and not letting him use the weapons he wants to use, an acting-out type effect.

Now comes the most crucial part of the counseling-control technique, i.e., formation of the "relationship." Having first plugged the loopholes, and, secondly, disarmed the boys, real contact is now made:

> FEMALE GUIDANCE COUNSELOR: And the relationship--
>
> SEVERAL: That's the whole key.

The "relationship" sought to be established seems to be characterized by invocation of both love and fear. Here individual staff styles and personalities are given some freedom to operate. Thus, the female guidance counselor personalizes herself in opposition to the boys' expectations of her. For example, she permits discussion of her sex life:

> FEMALE GUIDANCE COUNSELOR: Or how many others, you know, when kids said to me they couldn't understand why I wasn't hopping in bed having intercourse last night, you know, without responding in a punitive kind of way: "You don't speak to me like that."
>
> GUIDANCE COUNSELOR: You see, once you get over that barrier--

The shop instructor gets the boys to identify with him because he is Negro and comes from the same area as many of them:

> SHOP INSTRUCTOR: Being what I am, and I say talking their language, really, communicating with them and telling them what they want to hear...

The basic education teacher, whose language and intonation throughout the conference was often characterized by anger, and the guidance counselor both, perhaps, utilized a style of provoking anger, and then accomplishing the desired imbalance by not responding, on the surface, in kind:

> GUIDANCE COUNSELOR: How many teachers, counselors, administrators, or something would take a kid looking at them and saying, "You mother-fucking white blue-eyed devil," and not blow his top and react, really--
>
> BASIC EDUCATION TEACHER: And not answer him phoney.
>
> GUIDANCE COUNSELOR: Right.
>
> BASIC EDUCATION TEACHER: Because we did have that.

It seemed to this observer that the essence of the relationship established was the extraction of personal revelations from the boys, revelations of an important emotional or personal area. The first wedge was inserted by getting an unguarded response from the boy by giving an unorthodox and unexpected response to his behavior. The pseudo-personal, or friend-like, relationship thus begun almost irresistably requires a reciprocal commitment from the boy in the form of a personal relation or revelation, especially when the youth is directly questioned by staff.

After the relation or revelation, staff had two viable control possibilities for the non-conformist trainee. Each of these options involved capitalizing on the "relationship" which had been established.

The first involved love. If the recalcitrant trainee made sufficient personal investment in the staff member, it

was possible to persuade him that his behavior "hurt" the staff member requiring to exert control:

BASIC EDUCATION TEACHER:...I would say there is a formula: where she gives pain---

FEMALE GUIDANCE COUNSELOR: He's asking us, practically, what have we done. And I'm saying, one, I cause him disomfort, he causes me pain, and he is made to realize what he is doing to me, to others--

BASIC EDUCATION TEACHER:...and she comes back the next day and tries the same thing over again the next day....

* * *

COUNSELOR-IN-CHARGE: If the kid is acting out, we let him know it. We will tell him about our feelings. We tell him about the fact that he is causing us a great deal of misery.

This process is facilitated by use of private discussions:

COUNSELOR-IN-CHARGE: ...We felt that it was important for a teacher to be able to take a kid out into to the hall and talk to him privately....

* * *

FEMALE GUIDANCE COUNSELOR: And by "supportive" I mean when a youngster does act out he is given an opportunity to be seen by the counselor individually.

BASIC EDUCATION TEACHER: And, also, the discipline which is taken is not punitive, at first.

* * *

FEMALE GUIDANCE COUNSELOR: The message that goes accross is that "I really like you, even though you continue to act this way. But look at what you are doing."

The second disciplinary option may be described by a word which was repeatedly employed by the participants, and especially by the Counselor-in-charge: "confrontation". The confrontation is punitive, and dependent upon exploitation of

the relationships earlier established and of the personal revelations involved in these relationships. The Counselor-in-charge explained the purpose and relevance of the "relationship" to the confrontation process:

> But you can't tell him this /that he is a"loser" etc./ until there is a relationship there, and until the kid will hear you.

The Counselor-in-charge described a "confrontation" as demonstrating to the offender a connection between his infraction and the punitive consequences thereof. However, the examples which were given show quite clearly that the opposite is true, i.e., that a "confrontation" does not seem to relate the element of infraction and that of punishment. Instead, it appeared to involve punishment for personality, the fullest and most painful pseudo-therapeutic interpretation of a few, selected, crucial points in the offender's personality:

> COUNSELOR-IN-CHARGE:...the very, very heavy approach, in which you confront the kid with exactly what in the hell he is, with what he is doing, with the consequences of this, with the fact that he is going through a revolving door from one jail after another because that is why he got into prison in the first place. You keep showing him and you tell him: "You're a loser, a God-damned lousy loser and you are going to be a loser all your life!"

This revelation, to an adolescent with limited intellectual and emotional development, who had been enticed into a relationship, seemed most certainly guaranteed to be more effective than the physical brutality which would probably have met his experience or expectations of a prison.

The difference between actual content and staff percep-

ception of the confrontation is drmatically illustrated by comparison of the previous quotation with an earlier remark of the Counselor-in-charge in which he euphemistically characterized what took place:

> And then, when the kid gets referred to me, we go through a kind of counseling process.

2. Theory and Theoretical Framework:

The stated goal of the M.D.T. staff, as repeatedly expressed, was to cause trainees to "control impulses" and adjust to "authority figures." Apparently, the theory was that by causing that kind of conformity within the institutional confines, a pattern of behavior would develop which could be transferred to other situations outside of the prison. Although this appeared to be utter nonsense, to this observer, in view of the particular staff training and make-up, the shocking aspect of the program appeared to be that, with such professed aims, there was no professional psychological or psychiatric supervision of the psychomanipulative techniques employed on the trainees. As noted above, staff was very much centered around itself; both expressly and demonstrably, during the conference they repeatedly revealed a closeness and unanimity of thought and reaction which made it appear to this observer that almost no independent judgment could come from this group, which was heavily moulded in the Counselor-in-charge's own image. There were few limits to the kind of psychomani-

pulation which could be practiced except as imposed by staff's limited inventiveness and their own perception of what was necessary the goals which they envisioned. There appeared to be neither professional nor administrative supervision or accountability in the program. This feature undoubtedly contributed to the "sink-or-swim" attitude which was, in part, responsible for the "total society" characteristic of the M.D.T. program. The Counselor-in-charge reported directly to the Co-ordinator, responsible for all Umbrella programs throughout the City, and to the Director of all M.D.T. programs throughout the City--both of whose offices were far removed from the prison, at the Board of Education's central offices in Brooklyn. As noted by the conference participants, there was, also, no mandatory curricula to be covered or supervision of the teaching or training processes except by the Counselor-in-charge.

Staff concerns seemed mainly directed toward survival of the program through continued funding, and internal survival of staff and program within the prison complex.

Therefore, it was the primary impression of this observer that the M.D.T. program, as it operated on Rikers Island during the year, was of questionable value, theoretically without foundation, unsupervised and uncontrolled, administered and reported upon by the same staff, and, perhaps, potentially destructive to trainees whom it manipulated. At best, it appeared to be another prison "holding device."

The shop instructor described his trainees' "greatest achievement." This was getting the school bells working despite the students' ignorance of the electrical theory which underlay the repair work. It may be fitting to close these observations by quoting the reaction of the Counselor-in-charge to this "achievement":

> You know, I'm not sure of the value of this. But I know it works.

III SUMMARY OF M.D.T. OBSERVATIONS:

A. The salient features of the M.D.T. program on Rikers Island were:

1. Lack of institutionalization of this new program;

2. Lack of training, educational, or clinical supervision of either program or staff, and the reciprocal autonomy and autocracy of the Counselor-in-charge;

3. The "isolated" personalities of staff;

4. The high program anxiety-level;

5. The counseling background and mentality of the Counselor-in-charge and his key staff.

B. The above-listed factors determined both what appeared as problems to the staff and what solutions they were able to perceive could be effected.

C. The program was preoccupied with its own and staff survival within the prison setting.

D. As a result of this preoccupation, an almost exclusive goal of the program was the achievement and maintaining of local disciplinary control in inmate-trainees through other than physical means.

E. A version of "counseling" was the technique landed on to achieve disciplinary control of the inmate-trainees.

F. The counseling which was practiced was neither devised in recognition of the inmate population's clinical needs nor applied to the service of these needs, except accidentally. Efforts to control by counseling superseded training, educational, or clinical goals.

G. As a result of a kind of "defensive imperialism," that is, the hoarding of their prerogatives to control the inmate-trainees, M.D.T. became a society-within-a-prison, a "total treatment" society as much as possible alienated from and, in many respects antagonistic toward the total prison program and its goals.

H. The dynamics of M.D.T. "counseling control" are described in three stages: (1) the groundwork; (2) the enticement; and (3) the exploitation, or payoff. Groundwork consists of creating a united staff front, and abandonment of expected staff roles. Enticement consisted of creation of relationships, that is, persuading the inmate-trainee, in accordance with each staff member's personal style, to make a personal commitment or revelation. The payoff, or exploitation, consisted of exploiting the relationships through "confrontations" of two sorts: (1) "love" control was the pointing out that disciplinary breaches had the consequence of "hurting" a staff member, or "making him miserable;" (2) "fear" control was the hurting of the inmate-trainee by angry disclosure, to him, of his most vulnerable personality characteristics.

IV P.S. 189 CONFERENCE HELD AUGUST 2nd, 1966

A. Repeatedly, as in the M.D.T. conference, but, more

particularly in this conference, the role of the project was seen as that of a "city co-ordinator." It was as if project staff were viewed as intermediary and liaison between parole, correction, education and, indeed, also as intra-agency expediters within the Board of Education among higher echelon officials whom the instructors regarded as important for their optimal functioning.

Thus, for example, in the Principal's first long speech he complains about the lack of pre-planning, and the need for closer liaison for supplies and other implementational matters, including program material. These had all been on-going functions of the Board of Education before the experiment, and continued to be so during the project's operation. Communication between educators and representatives of industry and unions were to be established by the project but, once established, were to be continued without interference. Professionals in education and those most immediately able to identify the needs of the "outside" work world were seen, in the design, as the individuals most appropriately informed on instructional problems. The project was intended to be primarily a stimulus for this long-absent communication.

Similarly, in allocation of functions for new staff in P.S. 189, who had been made available through the project by federal funds, a fundamental aspect of the research was that prerogatives of educational professionals would not be weakened by project interference; the project would only indicate which trainees could receive the services of these

additional personnel.

Conversely, in the same speech by the Principal, he assessed one of the benefits of the experiment to be "for the first time that I know of, we have established communication with parole which we intend to keep going" and "we have gotten into some very useful contact with unions and business people which we intend to pursue," and "we have invited the State Employment to join, for instance, on the administrative level, to visit the school and see the program. We intend to follow this up...." (Emphasis added) Their own very active part in these proccesses, and the project's limitations as a catylist, were recognized clearly, but opening a wide range of communications also dislodged long existing systemic frustrations which were viewed as having been caused by the project or, at least, having been its responsibility, as catylist, to resolve.

B. To continue on the level of general observation, the reaction of this writer was that M.D.T. could be characterized as a "closed society" and P.S. 189 as an "open society." This was reflected in a number of aspects of the two schools which can be compared.

Union and management visitors were regularly brought into the P.S.189 area and were in close contact with instructors of the various shops there. The result was that curricula were able to be modified and, also, that instructors were constantly--as during the conference--apologetic about the contents of their courses. In fact,

throughout their conference the P.S. 189 staff seemed to feel the need to explain why they had not "gotten off the ground" before the experiment was closed down. They apparently felt that this was the case because, for reasons of supply shortage, staffing, and similar implementational matters, they had not instructed as efficiently as they assumed was called for in the proposal. In addition, it was this staff which suggested that the overlapping courses taught both in M.D.T. and P.S. 189 should be coordinated as to staff and curricula.

The M.D.T. program did not rely on union and management contacts for the majority of its job placements, since most of its trainees continued, or were recommended to continue, training after discharge from prison. They were then in the hands of State Employment placement personnel. Therefore, there was little need for prison instructors of the M.D.T. program to establish rapport with, or to make curricula modifications as the result of, visiting union and management personnel; these visits were mainly informational and, in general, less numerous and more superficial than the P.S. 189 tours. It was possible for M.D.T. staff to feel that any placement failures of their trainees could be caused by ~~the~~ inefficiency of the New York State Employment Service job development unit rather than ~~to~~ by inadequacies in the training or counseling which the boys received in prison. M.D.T. "success" ~~could be~~ was measured in terms of placing trainees in further training after release rather than on jobs, whereas P.S. 189, without the post-release

training resource, recognized that its failure to place a trainee would be reflected forthwith upon release, with the increased chance of recidivism among its population. For this reason, the community labor and management contacts were vital to staff interests. M.D.T. looked to another bureaurocacy (State Employment Service) for its "success" measurement and could also ascribe subsequent "failures" to that organization, but P.S. 189 depended upon establishing rapport with components of the volunteer community.

Since failure to place trainees who had been recommended by M.D.T. for further training would not be evidenced until several months after each trainee's release from prison, it was possible for M.D.T. to describe its training and counseling achievements very positively and in optimal terms; there was no way in which such description could be gainsayed. Indeed, as has been indicated, M.D.T. staff was under pressure to depict its activities positively to insure its very survival. Subsequent placement failure could be attributed not to inadequacies in prison training and counseling but to intervening handling of the trainee in the community--especially by State Employment. There was some indication, from the M.D.T. conference, that this reasoning did, in fact, take place:

> FEMALE GUIDANCE COUNSELOR (M.D.T.): All right. Can I say that, while I have great faith in what we are doing, and I think that what we have done is important, but I have tremendous question as to what happens to these kids when they leave this kind of setting.

For its part, P.S. 189 could anticipate any negative research implication or conclusion suggesting that its training program was inadequate by emphasizing that it had never attained the proposed degree of organization which was to have been measured. In view of the complexity of this proposed program, which contemplated dealings with management, labor, correction, parole, project service staff, and community placement and welfare agencies, it appeared natural for these conference participants to associate failure of their instructional aims with implementational matters. Such matters had involved them, during the year, with a host of new community groups. Whereas M.D.T.'s relative isolation from the community or, at least, independence from such groups, created a tendency for it to have to overstate its accomplishments, P.S. 189's planned enmeshment with the community gave it a safe opportunity to understate its instructional accomplishments without appearing directly responsible for the situation. Thus, "bad"results, as it understood the activities of the experiment's evaluation, could be explained away in advance. It is seen that anticipation of the research intention to associate job adjustment with the quality, effectiveness, and appropriateness of the training received in prison affected both of these attitudes.

For the reasons stated, the writer concluded that P.S. 189 was the more outward-directed of the two groups, concerned with relating to the prison program, with possible associations between the two training programs, and with the agencies and other community components which would deal with trainees directly after release.

C. As another general observation, the P.S. 189 staff was primarily concerned, during the conference, with instructional issues as these are traditionally seen by the teaching profession. Thus, the bulk of the conference was devoted to educational and training issues. When the focus was sought to be shifted by the project co-principal investigator, the following exchange occurred:

CO-PRINCIPAL INVESTIGATOR: What kind of disciplinary problems did you experience in the class?

ASSISTANT PRINCIPAL: What do you mean by "disciplinary problems"?

This should be compared with the M.D.T. conference, in which discussion was wholly on disciplinary and control concerns, and on the counseling devices utilized to establish relationships. In that conference, when the focus of discussion was finally shifted to educational and training techniques, the discussion became exceedingly generalized and, in effect, boiled down to statements that the teaching methods and techniques used were the same as those of the Board of Education, which were not specified.

By the same token, most disciplinary problems were handled, within P.S. 189, either by reference to the correctional disciplinary system ("I had one such case where he refused to do any work and I wrote him up.") or within the classroom by the instructor involved. Interaction with the Principal, the Educational and Guidance Counselor, and other instructors in the school as part of a united disciplinary "front" was obviously not part of the P.S. 189 scheme except in unusual cases.

It appeared that these differences were in part accountable for by the on-going and established nature of P.S.189 and the M.D.T. staff's perception of a need to establish their program as an independent and institutionalized one.[3]

D. A striking point of difference between the two conferences was on the verbal level. Vernacular and idiomatic speech was prevelant during the M.D.T. conference, much in the form of quotations from inmates. This observer interpreted this as an implicit staff intention to demonstrate the closeness and rapport between staff and trainees, and also to suggest a substantive uniqueness in the M.D.T. approach which could be equated with this departure from the traditional professional verbal level associated with educators. By contrast, P.S. 189 staff spoke in terms of professional educational issues and utilized traditional educational concepts and language. This was taken as some indication of their lesser urgency to demonstrate the distinctness of their contributions and approach, perhaps because of their greater program security. In any case, the linguistic aspect of the M.D.T. conference was consistent with M.D.T. staff's professed rejection of the Board of Education.

E. Real issues of prison education were discussed in this.

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[3] See the quotation beginning on p. 5, supra.

conference. Among those which were covered were:

1) The period during which a shop "cycle" should last: In some areas, the 5-weeks' term was sufficient, while in others it was considered inadequate. The design of the experiment did not provide for flexibility in length of instruction, while requiring flexibility in course content.

2) The choice of shops: This issue was related to the 5-weeks' rotational issue discussed above. As provided in the design, the choice of shops was neither the trainee's nor the teacher's. A number of variations on the automatic-rotation idea were suggested, including an initial 5-weeks training experience followed by consultation and evaluation before deciding whether the trainee should be rotated to another vocational area or retained for more intensive technical work in the first.

3) Initial preparation: Both in terms of technical and basic-educational readiness, heterogeneous grouping meant that, in many cases, "you have to spend three or four weeks in getting started." The significance of this in a five-weeks course does not require elaboration.

4) Motivation: This issue obviously spans not only all the others raised in the conference but is central to every correctional and educational endeavor. It was noted that the experiment prevented selection of students whereas, in the past, the school had been able to accept only relatively motivated trainees. The degree to which commingling of trainees who would have been selected by the school and those who would have been rejected as a result of normal selection procedures was related to other aspects of the so-called "experimental" educational and training complex at P.S. 189 was not measurable as the project was operationalized.

5) Curriculum: The need for adaptable curricula, which could produce meaningful teaching at various levels within a single shop, was discussed. Staff felt it had become ready to actually draft full curricula after the first year of operation, by which time the project had closed. (This should be contrasted with the M.D.T. instructor who said that, during the initial year of both the experiment and of the M.D.T. Rikers program, he had been spending much time "revising or developing" curricula.)

6) Pre-release training: Staff felt it would be valuable to have been able to offer a "refesher" course in one shop area prior to each inmate's release from the institution and after completion of the general school course. Apparently, the area in which an inmate was last trained, if that training was not terminated "too long" before release, was one in which the staff believed the inmate would demonstrate greatest familiarity. (The definition of "too long" clearly varied from subject-to-subject and inmate-to-inmate.) As provided in the design, it was only accident if the inmate had most recently completed the course in which he had a real interest and ability.

7) "Live" work: This is a perennial issue in prison education. The absence of live work in the auto shops and the inability to introduce this even on an experimental basis until the end of the experiment was viewed by instructors as severely limiting the value of training in the areas affected. The alternative which had been under discussion was to discontinue training in those areas in which it was the instructor's judgment that such training was necessary for realistic occupational preparation. In both auto shops, the custodial concern related to the possibility of introducing contraband into, or smuggling contraband out of the prison. The administrative and legal concerns related to benefits derived from monetary, service, or material fruits of prison labor. The educational concerns related to identification of shop courses feasible within a prison setting regardless of "outside" demand for trained workers in these fields. It was noted that all of the M.D.T. shop areas could be considered to be "live" training.

F. The general P.S. 189-staff feeling was that there was not enough time provided to have implemented their aspect of the training program fully and properly. Specifically, they identified a lack of prior consultation in creating the research design, shortages and lack of supplies until the program had reached the end of its first and final year, incomplete staffing prior to February, 1966, and lack of orientation for the newly arrived staff until the last training cycle, which began in May, 1966. To a lesser extent, these complaints were also registered during the M.D.T. conference. Actually, the turn-over of M.D.T. staff was far greater than that of P.S.189, but the M.D.T. conference

participants did not--and, as has been suggested, could not--concede that they were not teaching or functioning properly and fully at such late dates.

The issues which are raised, aside from the adequacy of a lead-in period for experimental programs involving complex designs or implementational problems, are two. First, should there be a lead-in period of operation as well as of planning before a final design is approved? Second, should the final experimental design involve prior consultation with practitioners who will, by identifying the possible, presumably arrive at a program which can function at a consistent and even level throughout the full term of experimental treatment?

In this respect, the obvious implication of comments from both conferences was that trainees did not receive the same experimental treatment throughout the first year's training cycles--in either school. The service benefits of making a commitment to an idealized training program appear to have been creation of stresses which forced concentration and focus upon real issues in prison education by requiring explanation of discrepancies between commitment to and accomplishment of goals.

G. The fact that P.S. 189 had been "institutionalized" within the correctional system for seven years, as contrasted with the M.D.T. program, which was new at the outset of the experiment, seemed to have a number of implications which are profound for the research. The P.S. 189 staff could agree that their disciplinary problems in the prison institution were "relatively

minor in relation to what usually goes on in a regular high school or junior high" because "if this [the P.S. 189 school program] had not been built up over six years it would not have been this way." Whereas the staff of P.S. 189 consisted of regular Board of Education teachers with a great seniority in teaching experience in the public schools, the M.D.T. staff had virtually no experience in prior public-school instruction. In contrast to the above-cited recognition, by P.S. 189 staff, of the commonality of problems presented by the student body on Rikers and in other public schools, with differences relating to the mechanisms which had been developed within the particular school for handling these problems, the M.D.T. perceptions of inmate-trainees emphasized the supposed uniqueness of the training population. This difference in original perception appeared th the writer to be responsible for a number of fundamental differences between the ways in which each educational program had developed by the conference time at year's end. The fundamental antagonism toward "the status quo" which M.D.T. staff recognized in itself was projected onto its view of the training population. Whether correct or incorrect, each group emphasized those features of the "student body" which best fit its own image of itself. The Counselor-in-charge of the M.D.T. program described the population as follows:

> ...we are dealing with a population that has rejected school in the formal kind of sense

> you are driving at. They have rejected it; not only have they rejected it but they have, in turn, been rejected by it. Many of these kids have been pushed out, shoved out, etc. from a school system. So that, I think, when you get these kids in, you have to build up, very slowly, their tolerance to learning within an institutional setting.

It need not be belabored that, with few deletions, this description would fit the M.D.T. staff's image of itself, just as the more controlled, traditional, and secure P.S. 189 staff perceived the population and the pedagogical challenge consistently with its own image as presented during conference.

The professional issues enumerated above appear obviously to be those which should have been discovered and resolved after a number of years of on-going P.S. 189 operation. It is speculated that, in the process of becoming institutionalized within the prison system, necessary compromises were made which involved operating the school with an uneasy suspension of these issues. In other words, whereas, in the first year of operation of the M.D.T. program, that staff had to devise its own solutions to the problems which it saw, within the framework which it perceived, and with the resources of staff personalities which had been assembled, the six years of prior operation of P.S. 189 had raised a host of unanswered questions and a need for consultation with a staff associated neither with the prison nor with the Board of Education. The experiment seems to have disturbed the balance which was struck, and the project staff were perceived as opening an opportunity for a hearing and airing of the professional issues which had been held in abeyance as the price of stability and survival.

H. Reaction of both staffs was similar in providing examples of techniques used to overcome motivational obstacles among the trainees. Both groups employed models and examples. For example, in the M.D.T. program, one instructor discovered that he could employ the technique of identifying himself with the trainees and the trainees with him by pointing out that he had come from the same geographical area in the City and was of the same race as many of them. Thus, the model was actually inserted into the teaching situation. In the P.S. 189 program this technique was not as personalized and appeared as story-telling concerning models. Thus, one teacher told the story of the boxer, Archie Moore, who "had to grow up." Another described a revolutionary war captain who changed from coward to hero. All three examples have in common the moral of the second-chance to enter a society which, it is hoped or assumed, the trainee wishes to enter.

In the M.D.T. program, one instructor said that he called some problem boys "kiddie." In P.S. 189 an instructor said that he told problem trainees that what they had done was "childish." The significant difference between these two forms of verbalization appears to be in the role which the instructor assumed. The P.S. 189 instructor who called the trainees "childish" maintained his own role, on a different level than the boys'. The M.D.T. instructor having called boys "kiddie" actually entered a relationship on a level

with the boys, calling him a name and abandoning a lecturing relationship. Even when a relationship was personalized in P.S. 189, the separation between boy and instructor was maintained. Thus, an instructor wanting to present himself as one who has what the boys want and can have if only they will behave, conform, and do what expected, told his class what kind of automobile he owned, that he owned his home, and "if you get off your butt you can have it, too." Another said, "Follow the man who is a little better off than you are, not on your level."

I. An important difference between the two programs seemed to be the "inheritance" of attitudes and traditions which developed from the institutionalization of the school. This feature seemed to have affected even those staff members who were new to the program. Thus, the Principal, who had been present only one year, said "They were respectful with us when we had them as teachers, they attempted to learn, there was a warm feeling there, and yet here this kid winds up in prison." It is to be noted that, to the project's knowledge, at the time the Principal made this remark he had not been faced with any trainee having returned to the prison after having been released during the year. The new academic instructor observed "I knew some kid that I see now going through the halls at Rikers Island. I saw them at Creedmore State Hospital [a mental institution] and I saw them at elementary school, amdid Aaron, and I could have predicted." The new guidance counselor remarked "One of the things that

hits me is the facial expression, no animation, it is like death. There is no movement. It is like a quietness that is so unusual, so untypical of what a normal individual would want to do. You know they are in a prison. They are not happy."

Therefore, in a way, the staff which had been in a prison for the longest time seemed to be the more sensitized to the atmosphere and aspects of prison life which would, probably, most strike one coming in from "the outside." That staff, especially the newest members, was able to make a realistic assessment of the conditions and climate of prison education. On the other hand, the individuals comprising the staff with no traditions and institutionalized patterns--all of whom having been, of course, new arrivals--were concerned primarily with their own survival and organization within the prison rather than with real training issues. The latter group, while primarily conscious of its own feelings, nonetheless had to report an idealized version of its own accomplishments.

V. SUMMARY OF P.S. ~~xxx~~ 189 OBSERVATIONS

A. The conference revealed a need, felt by educators, for communication among and between city agencies concerned with education and retraining of the population.

B. The P.S. 189 staff was an outward-groping organization, more secure than M.D.T. in its own permanency.

C. P.S. 189 was primarily concerned with educational issues

phrased in conventional professional language.

D. Disciplinary control of the inmate-trainees was not a significant problem in the P.S. 189 setting, which had, in many respects, become integrated into the overall prison setting.

E. The price of such integration was a tacit understanding on the part of educational staff that the correctional problems which existed had to be accommodated by suspension of certain educational issues. This suspension was disturbed by the advent of the project.

F. Entrenchment of P.S. 189 within the prison system over the seven years preceding the conference had given rise to educational traditions which were passed on to and adopted by new staff. These made the staff both more traditional and "conservative," less susceptible than M.D.T. to the imprint, influence, or innovations of either a single administrator or a single experimental program, and, at the same time, more sensitive to fundamental issues of training the population.

From: Joseph S. Lobenthal, Jr. September 9th, 1966

Subject: Observations of P.S. 189 Conference held August 2, 1966.

I. Repeatedly, as in the MDT Conference, but more particularly in this conference of regular Board of Education personnel, the role of SERVE was seen as that of City Coordinator. It was as if we were viewed as the intermediary liason between parole, correction, and indeed, even with higher echelons within the Board of Education for these instructors.

Thus, for example, in Andreacchi's first long speech, he complains about the lack of pre-planning, and the need for closer liason for supplies and other matters of implementation, including program material. These were all Board of Education functions in the experiment and had been on-going functions of the Board of Education before the SERVE experiment took place. Communication between educators and the needs of the outside work-world were to be established by the educators and representatives of industry and unions without SERVE interference but with experimental staff as expediters. Educational professionals and those directly concerned were agreed to be the most appropriate for solution of instructional problems; SERVE being primarily a stimulus for this long-absent communication.

Similarly, in the allocation of functions for new personnel in P.S. 189, who had been made available through SERVE by federal funds, a fundamental aspect of the research design was that prerogatives of education professionals would not be weakened and SERVE would merely indicate, for the research, which trainees would be the beneficiaries of the services of these additional personnel.

Conversely, in the same speech by Andreacchi, he assesses one of the benefits of the experiment to be "for the first time that I know of, we have established communication with Parole which we intend to keep going" and "we have gotten into some very useful contact with unions and business people which we intend to pursue" and "we have invited State Employment to join, for instance, on the administrative level; to visit the school and see the program. We intend to follow this up...."

II. To continue on the level of general observations, the clear reaction which I had was that MDT could be characterized as a "closed society," and P.S. 189 as an "open society." This is reflected in a number of aspects of functioning of the two schools, which can be compared. For example, union and management visitors were regularly brought into the 189 area and were in close contact with instructors of the various shops, with the result that curriculum was able to be modified and, also, that instructors were constantly--as they were during the conference--on the defensive and apologetic about the contents of their curricula. In fact, throughout the conference, the 189 staff seemed generally to be apologizing for "not having gotten off the ground" before the experiment was closed, and for not having been able, in all respects, for reasons of supply shortages staffing and similar implementational problems, to instruct as efficiently as they perceived would have been possible under more leisurely conditions. In addition, it was the 189 staff which suggested that courses with overlapping and similar training content should be coordinated between MDT and 189. In other words, it seemed that the 189 orientation was more outward-directed. This may have to do with its greater need to rely on the community for placement compared to the MDT program, which has a continuing "mainland" program including both placement and training. The MDT mainland program, to be effective, required

solution of the problem of some animosity or competition between New York State Employment and New York City Board of Education personnel, but did not largely depend on union and management contacts required to be made by the school personnel. The MDT staff might generally feel that any placement failure may be attributed to the inefficiency of the NYSES placement staff, rather than to inadequacies in the training or counseling experiences of the boys or to difficulties inherent in placing this population. MDT "success" may, in one sense, be measured in terms of placing boys into further mainland training programs after institutional release. On the other hand, 189 is more immediately concerned with placement after release from the institution, in that any failure to place a boy is not deferred because of intervening mainland training, but is reflected forthwith upon release and may increase the chance of recidivism of its population, with resulting unfavorable comparison reflecting upon the whole P.S. 189 system.

III. As another general observation, the 189 staff was wholly concerned with instructional issues as these are more traditionally seen in the teaching profession. Thus, the bulk of the conference was devoted to educational and training issues; when the focus was sought to be shifted by Dr. Mandell, the following exchange took place:

MANDELL: What kind of disciplinary problems did you experience in the class?
AARON PEARLMAN: What do you mean by discipline problems?

This should be compared with the MDT conference in which the discussion was wholly on disciplinary and control concerns and counselling devices employed to establish relationship. Several times in that conference Dr. Mandell attempted to shift the focus of discussion to educational and training techniques. He was regularly met with examples of control techniques or by exceedingly generalized statements to the effect that the teaching methods and techniques used were the same as those of the Board of Education.

By the same token, most disciplinary concerns were handled, within the 189 program, either by reference of extreme cases to the correctional disciplinary system ("I had one such case where he refused to do any work and I wrote him up.") or with traditional Board of Education techniques within the classroom. Probably these differences are accountable for by considering the ongoing and established nature of the 189 school as compared with the need to establish themselves and their independence as perceived by the MDT staff:

MDT Instructor Davis: "I had a problem with two kids in a class that I had to take over, and it was at the end of a day and I couldn't handle it then. I told them I would see them in the morning. It seems that they spoke in front of this to an officer; the officer pulled them out of line that morning, and when I went to look for them they weren't there. I went immediately into his (counselor-in-charge) office, and I said 'The two kids have been pulled out; you must go get them right away.' He didn't question why, even. This was not their province to handle it. This officer was a new officer for the day and he was going to handle it. But it wasn't his province. This went all through the cycle; they all heard about this. He went right in--no--he went to the officer who does know how we operate. He said, 'Would you please get those kids out of here? It's not his province to handle it.' We didn't want to attack Correction but we were making clear what their limits are."

IV. Another striking point of difference between the two conferences was on the verbal level. Profanity, prison vernacular, and idomatic speech was prevalent in the MDT conference. Much of this was presented in the form of quotations from inmates, which this observer took to indicate implicitly, a staff intention (a) to show the "outside world" (as it might be represented by SERVE) the intimacy and efficiency with which the MDT staff could identify the "real" concerns of its trainees, (b) to dramatize the role difference between MDT instructors and traditional educators, and (c) perhaps by shocking SERVE personnel or transcript readers, to imply a substantive uniqueness in the MDT "approach." By contrast, P. S. 189 staff spoke in terms of professional educational issues and utilized traditional educational concepts and language, indicating their lesser urgency to demonstrate the distinctness of their contribution and approach, perhaps because of the greater security of their program.

V. Real issues of education in a prison were discussed in this conference. For example, those which were covered included:

1. The period during which a shop "cycle" should last. In some areas the five-weeks term was sufficient, in others it was not considered adequate. The experimental design provided for no flexibility in this matter.

2. The choice of shops was not the boy's or the teacher's. This is related to the five-weeks rotational issue mentioned above. A number of alternative solutions were suggested, including the idea that rotation to other shops might be the teacher's prerogative after consultation with the boy and evaluation of his progress and aptitude in an initial five-week shop.

3. Initial preparation: it was observed that the levels of readiness for a school varied greatly and that in many cases "you have to spend three or four weeks in getting started."

4. Motivation: The experiment prevented a selection of students whereas, in the past, the school had been able to accept relatively motivated trainees.

5. Curriculum: the need for adaptable curricula which could produce meaningful teaching at various levels within a single shop was discussed. The actual drafting of full curricula was a task which the staff felt it had only become ready to address itself to after the end of the first year's experience. (This might be contrasted to the MDT instructor who said that during the initial year, he was spending much time "revising or developing" curricula).

6. Pre-Release Training: The staff felt it would be desirable to have a "refresher" course in a single shop area prior to release from the institution, after completion of the general school program.

7. Live Work: This is one of the perennial issues in prison education. The absence of live work in the auto shop and the inability to negotiate for live work until the very end of the first year of the experiment was viewed as having severely limited the value of training in the areas concerned. The alternative was to abandon those shops requiring "live work." This is related to the issue of disposable products in a prison training program. The custodial concern is, in both cases, two-fold; (a) the possibility of contraband being brought into, or being smuggled out of prison; (b) the question of who receives

monetary, service, or goods benefits from prison labor. Educationally, it involves decisions concerning shop areas which are feasible in a prison setting regardless of outside demand for training in these areas.

VI. The P.S. 189 general staff feeling was that there was not enough time to implement their aspect of the training program fully. Thus, they complained about the lack of prior consultation in setting up the design, lack of supplies until the program had been on-going or nearly completed, lack of staffing until February, 1966, and of orientation of the newly arrived staff until the last cycle, beginning in May, 1966. To a certain extent, except for the staffing issue, these complaints were also registered in the MDT conference although the MDT staff was considerably more reluctant to state that they were not teaching or functioning properly until these late dates. The issues which are raised, aside from the adequacy of a lead-in period for experimental programs within institutions of this sort, are two: (a) should there be a lead-in period of operation, as well as planning, before a final design is arrived at; and (b) should a final experimental design involve consultation with practicners who will, by understanding the possible, come up with a program which can function at a consistent and even level of efficiency throughout the full period of the experiment.

The obvious implication of comments from both conferences is that trainees did not receive the same educational treatment throughout the course of the first-year's training, in either school. The service benefits of making a commitment to an idealized training program is that the resultant strain seems to have forced concentration and focus upon real issues in prison education by requiring explanations of discrepancies between commitment to and accomplishment of goals.

VII. The fact that the 189 program had been "institutionalized" within the correctional system for seven years, as contrasted with the MDT program which was new at the outset of the experiment, has a number of implications. The 189 staff could agree that their disciplinary problems in the prison institution were "relatively minor in relation to what usually goes on in a regular high school or junior high" because "if this had not been built up over six years it would not have been this way." The professional issues listed above seemed obviously to be those which should have been discovered and resolved after a number of years of on-going operation. Possibly, in the process of institutionalization of the 189 school within the prison, necessary compromises were made which involved operating a school with an uneasy suspension of resolution of these issues. In other words, whereas in the first year of operation the MDT program had to devise its own solutions to the problems which it saw, within the framework which it perceived existed, six years of prior operation of the 189 program had raised a host of unanswered questions and need for consultation. The experiment seems to have disturbed this balance and the professionals on the experimental staff were perceived as an opportunity for a hearing and airing of these issues and a catalyst for their consideration both within the 189 educational staff and, to some extent, by the concerned agencies as noted above--even though, as also noted above, the SERVE staff was sometimes blamed for decision-making, or the lack thereof, which was within the normal cognizance of extent municipal administrative agencies.

VIII. The reaction of both staffs was similar, except quantitatively different in providing examples of techniques used to overcome motivational problems [illegible] the students. Both staffs used models and examples. For example, in [illegible]DT program, one instructor found that he could employ the technique of identifying himself with the trainees and the trainees with him, by pointing

OUT THAT HE HAD COME FROM THE SAME geographical area and was of the same race as many of them. Thus, the model is actually inserted into the teaching situation.

In the 189 program, an example of this technique, not personalized in the body of the teacher, was story-telling concerning models. Thus one teacher told the story of the fighter Archie Moore who had to grow up. Another described a revolutionary war captain who changed from coward to hero.

In the MDT program one instructor said that he called some problem boys "kiddie." In 189 an instructor said that he tells problem trainees that what they have done is "childish."

Again, a basic difference lies in the role that the instructor assumes. Whereas, the 189 instructor who tells a trainee that he has been childish is maintaining his own role on a different level than the boy's, the MDT instructor who calls a boy "kiddie" is actually entering into a role on a level with the boy by calling him a name instead of maintaining a lecturing relationship. Even the personalized model in 189 involves maintaining a separation between boy and instructor. Thus, a teacher wants to present himself as one who has what the boys want and can have if they will behave, conform, do what is expected of them. As an example, one instructor tells the boys in his class what kind of car he has, that he owns his own home, and "if you get off your butt you can have it, too." Another says "follow the man who is a little better than you are, not on your level."

IX An important difference between the two programs seems to be that the 189 staff, although not all have been with the program since its inception, "inherit" the attitudes which develop from institutionalization. Thus, the principal, who has been with the program only one year, says "They were respectful with us when we had them as teachers, they attempted to learn, there was a warm feeling there, and yet here this kid winds up in prison. I am not saying it is a reflection of anything. I am just saying it is a kind of feeling." The new academic teacher says "I knew some kid that I see now going through the halls at Rikers Island. I saw them at Creedmor State Hospital and I saw them at elementary school, as did Aaron; and I could have predicted." The new guidance counselor says, "one of the things that hits me is the facial expression, no animation, it is like death. There is no movement. It is like a quietness that is so unusual, so untypical of what a normal individual would want to do. You know they are in a prison. They are not happy."

Therefore, in a way, the staff which has been in a prison for the longest period of time seems to be the more sensitized to the atmosphere and aspects of prison life which would, probably, most strike one coming in from the outside, and is able to make a realistic assessment of the conditions, the motivations, the attitudes, the environment, and the climate of prison education. On the other hand, the newer staff is concerned primarily with its own survival and organization within the prison, and is filled with spoken perceptions of the situation which must be maintained to preserve an illusion of its own functioning. However, it is not yet ready to consider real training issues but must report an idealized version of its own accomplishments rather than to focus on what actually can be or has been done in training in this setting.

MEMORANDUM

From: Joseph S. Lobenthal, Jr. September 23rd, 1966

Subject: Observations on Evaluation Conference of MDT Program Conducted by MDT Personnel at SERVE on July 27th, 1966

I. STAFF MAKE-UP

Throughout the conference, the MDT participants attributed their "success" to the uniqueness of the particular staff. Time and again, they were unable to proceed beyond this point in describing causes of the results which they obtained:

PETRILLO (Guidance Counsellor): This flexibility is important to your meeting the needs of the kids rather than meeting the needs of your curriculum. But as an outsider, again, coming in, I know what the key is, you see. The key is the staff.

MANDELL: If you will tell me that the only solution for these Kids is only to give beautiful staffs and that we have learned nothing more than to give the kids a good staff, I'm afraid I'm stumped....I'm asking in addition to that, what in addition?

PETRILLO: There is no addition.

DAVIS (Remedial Reading Specialist and Basic Education Teacher): You have the response there. I am convinced that you could not go past whatever we've done without the kind of staff which you have to have.

The participants went to lengths to describe themselves as unique individuals:

JAFFEE (Counsellor in Charge): Alright, let's talk about the kind of people that we had in the program. What, what kind of, what are the characteristics--

PETRILLO: They're all crazy.

JAFFEE: What does that mean "crazy?" Yeah, that's right, we are. We're as whacked up as they come. But what does that mean?

PETRILLO: I think it means we are flexible...

DAVIS: More than that, we've all had our own problems....you have fought it many ways and you have now faced up to the fact that you stay alive.

JAFFEE: It's a kind of a, one of the common denominators, that it's a kind of dissatisfaction withthe status quo.

SHEEHAN (Counselor): Yeah, it's a maverick quality, a very marked individualistic--

Staff seemed to believe they had developed methodological innovations--which they were unable to identify--because of their particular personality adjustments and their own "maverick" qualities. They repeatedly repudiated or denigrated anything connected with the Board of Education:

DAVIS: The other part that I, that I'm glad that we didn't work work...the Board of Education. I don't think the program would have been as good.

* * *

JAFFEE: ...the kind of course he gives in twenty weeks would probably take two to three years in a vocational high school and would be heavily loaded with theoretical approach and very, very limited in terms of actual--

* * *

DAVIS: ...in the school (the Board of Education facility on Rikers Island) he wouldn't be allowed to touch the equipment for the next four weeks.

* * *

JAFFEE: You know what it takes in terms of an enrolled typing course in high school for a kid to reach 35 words a minute? Maybe two years, maybe never....within twenty weeks, this just doesn't happen in the school. (Board of Education system)

* * *

DAVIS: You know, the Board of Ed has been around for a long time, and as much as I rebel against them....

The following aspects of staff make-up, in particular as affecting their own perceptions of their teaching functions and of the problems which they faced, seemed to me to have significance:

1. Their personalities, "maverick," "kooky," "dissatisfied with the status quo," "crazy," dictated the very problems which would arise as well as the solutions which this staff would devise and could envision. Most fundamentally, in being, and in perceiving themselves as being, "anti-establishment," the MDT staff had to develop means of disciplinary control of the trainees independent of correctional custodial punitive measures i.e., independent of the Department of Correction. Not only because of their personalities and self-image, but because of their newness within the prison system as contrasted with the "established" P.S. 189 school, their failure to develop independent control would mean their becoming dependent on, and, practically, at the mercy of, custodial personnel. They would, therefore, lose their professional identity. This situation is seen in a number of their remarks:

DAVIS: I said one time, "You had to have control," and then everybody climbed over me and said I was wrong, and about eight weeks later they said "you were right. You should have control".

* * *

At first it felt like it was a challenge when we started out. We were a little nervous at first. But I found out that when we came into the school and we separated the officers from the school like we have done, they didn't come into the classroom. When the students came into the classroom....they had no fear of an officer walking outside of their room....

* * *

JAFFEE: And it seems to me that if a teacher can handle disciplinary problems by himself without running to somebody else, this must, of necessity, I think, increase his prestige within the eyes of the group, particularly this kind of population.

The need for independence of their program within the prison system, and the process by which this need dictated a way of perceiving and resolving problems, was dramatically illustrated by an anecdote related by one instructor:

DAVIS: I had a problem with two kids in a class that I had to take over, and it was at the end of the day and I couldn't handle it then. I told them I would see them in the morning. It seems that they spoke in front of this to an officer; the officer pulled them out of line that morning, and when I went to look for them they weren't there. I went immediately into his (counselor-in-charge's) office, and I said, "The two kids have been pulled out; you must go get them right away." He didn't question why, even. This was not their province to handle it.

This officer was a new officer for the day and he was going to handle it. But it wasn't his province. This went all through the cycle; they all heard about this. He went right in--no--he went to the officer who does know how we operate. He said, "would you please get those kids out of here? It's not his province to handle it." We didn't want to attack Correction, but we were making clear what their limits are.

The striking difference between the way such situations were handled in MDT and in P.S. 189 is illustrated by contrasting quotations from each conference. A 189 instructor casually indicated that "I had one such case where he refused to do any work and I wrote him up." On the other hand, reliance upon the correctional punitive system was seen by the MDT staff as a most serious step:

JAFFEE: ...they have to be informed of the consequences that they would have to pay if they violated these limits. Now the consequences were varied. The most extreme consequence is writing a kid up on an infraction. This was the most extreme, and we did have to employ this in three of four cases in a very short period of time. At that point in our development where we had gone overboard in terms of permissiveness that we were pulling back and we had to set up a kind of very punitive set-up with three or four kids to act as examples for the rest. Now that's the most extreme.

<u>It is hypothesized that the need to develop self-contained means of control of the trainees became the total goal of the MDT program, in practice superseding training aims and justifying the so-called therapeutic efforts of the staff.</u>

2. The same forces, ie, the "group personality" of the staff--which made it difficult for them to work within existing institutional facilities on a parity with other components--and the social pressures created by MDT being a new and small unit within a large and established institution, directed the creation of a "total society" within the MDT program. MDT became not a vocational training program within a prison but similar to a "non-residential" treatment facility, also bearing some similarities to a released-time training program within the confines of the institution. This is illustrated by the following remark:

PETRILLO: ...One of the kids today in a counseling session made the comment that, once he gets into that place, beyond the bars, you know, when they march him in, he doesn't feel he is in prison any more; he feels he is in school.

It was, apparently, important for the staff of MDT to create an atmosphere which was different from the prison in order for them, as individual staff members, personally, to survive within the prison institution because of

their own alienation from it. Thus, the Counselor-in-Charge says:

> I am talking about the kind of toll and the kind of price that we have paid as individuals working within a prison.
>
> DAVIS: I hate it. It's taken a toll on me. I hate the place... I hate the place....

The female counselor also points out that even during "off-hours" the staff is a unit within the prison and not a part of it:

> You know when I feel it the most--when we have to walk down the hall and see the men lined up or see them being frisked, or when we have to constantly eat together. "I'm saying that as a human being the personal toll that it takes, the things that I have to sacrifice are, I never have an opportunity to get away, you know... there is no place to go. In the winter time we always have to eat together."

She points out, however, that they have achieved a removal from the prison even while in the prison, that removal being actually within the MDT area:

> When I'm in with the kids, I'm not so aware of the prison setting because of the officers, the whole Correction Department, is playing a very minor role now, an important one, but I mean they've faded into the background. They are not so prominent anymore.

3. Since the staff was heavily oriented toward counseling, and because of the urge to create a "total society" the prison MDT program seems to have become, in essence, a treatment facility. Although the proportion of counseling to education is one-to-five, the actual emphasis seems reversed; classes are extensions of counseling.

Thus, the shop teacher sees it as his job to discover what makes a boy "tick" and to take his training cues from the counselor. In addition, he judges the success of his encounter in terms or counseling "performance" by the boy:

> GILBERT: Something that happened lately is that I had a boy in the class about ten weeks. I couldn't communicate with him. He would sit in front of me and every time I would give him something to do he would put his head down. Now my job was right then and there to find out what made this boy tick, and that meant that during times of the day I had to make it my business to be there a little while, while he was working, in order to see what he was doing and ask him questions....And I checked with the counselor....and now we can't shut him up. He goes to the counselor now, he takes over the counseling session.

With a staff composed of counselors and led by a counselor, it is obvious that the end product will not be teaching but counseling. Thus, the shop instructor almost apologetically prefaces a description of a conversation he had with one of his trainees with the remark "and I did something which I am not trained for, I'm not a counselor..."

A disciplinary problem, i.e. one who requires special counseling control consideration, is viewed by the staff as one who violates either the MDT schedule (by failing to be where he is supposed to be at the proper time) or the MDT institutional routine (by failing to do the training task assigned him or to participate in--or at least not to disrupt--normal daily counseling sessions which everyone is required to attend). In other words, the great emphasis is toward institutional conformity. The fact that psychomanipulative counseling emerged as the primary technique to enforce discipline and conformity seems very natural in view of the alternatives which this particular group of people were able to perceive and in view of their professional backgrounds. That the non-counselors in the group were soon able to pick up on this technique and clearly understand that the conformity which was sought to be elicited was to the MDT schedule is illustrated by the following exchange:

GILBERT: ...that they are going to conform now to the rest of the class, maybe under protest, but they conform.

DAVIS: Or not give you trouble.

4. The need to construct a whole society rather than to interconnect with existing components of the prison society resulted in establishment of a level of disciplinary control beyond the psychomanipulative counseling level, a separate MDT judicial system. This, too, was radically transformed to an unusual kind of institution because of the pervasive counseling mentality. As a court of last resort, after the "lower court" system of teacher-inmate settlement of disputes by inter-personal counseling confrontation has been exhausted, a teacher or counselor brings a particular disciplinary situation to the attenion of the counselor-in-charge--corresponding to the complaint, charge, or presentment. The charge is made in private. The counselor-in-charge may dismiss, by telling the complainant to go back and "try again."

GILBERT: Now, we ran into a clash. He was rebelling against me and I was going to take him to Mr. Jaffee, but I spoke to Mr. Jaffee first about it and Mr. Jaffee said, "what do you want me to do with this kid?" And I looked at the way he said "what do you want me to do with this kid?" and I said to myself, well, maybe I haven't been fair to the kid. Maybe I am using my own personal problems. Let me go back and see if I can do something on my own before I bring him in, because when I bring him to him, it's just about he'll say, "now, Bill, if you can't do nothing, something must be wrong."

As an alternative to dismissal, the boy appears personally before the counselor-in-charge. The latter's options correspond to: "probation" (return to program with provisions for reconsideration if the complaining teacher finds there has been no behavioral "improvement"); "imprisonment" (referral to the institutional disciplinary board by writing an"infraction"); "imprisonment"and "banishment"(writing an institutional infraction and removing the boy from the MDT program).
There are at least two significant differences between this and the normal judicial process. They are: (1) total acceptance of the complaint and the absence of any real fact-finding determination; (2) the lack of a causal relationship between the alleged offense and the severity of punishment. These two differences reflect, respectively, (1) the view that a disciplinary problem is, in fact, anything which disturbs staff, program, or routine and, therefore, the actual facts of an occurrence as they pertain to the accused's "rights" are irrelevant; and (2) punitive severity is based on the disciplinarian's perception of the "offender's" personality rather than on the nature or degree of his disruptive action.

II. METHODS, TECHNIQUES, AND UNDERLYING THEORIES

This observer completely discounted the MDT claims to the effect that what this program is doing has not been done anywhere else before. The group is clearly not knowledgeable about other educational or training programs with delinquent or convicted adolescents. Moreover, it does not seem likely that the group has a real understanding of what, in fact, it is doing. A number of examples of well-documented and theoretically-grounded programs from California to New York came to my mind which were similar to the MDT counseling approach.

Nevertheless, the Rikers Island MDT program is unique in the number of incredible handicaps which must have created great pressure and anxiety for this staff. Some of these are:

1. This was a totally new program on Rikers, designed outside of Rikers by other than penologists, for operation not in a prison, and had no indigenous points of origin within the Correction Department.

2. The program was imposed on the prison by an out-of-touch and outgoing commissioner and by central office staff without planned participation by any custodial personnel and prior to any MDT staff being in existence.

3. The program was further isolated from the prison system at the outset because the particular staff which was able to be assembled consisted of persons previously wholly inexperienced in correctional education.

4. The program was housed in an area physically isolated and at the periphery of the adolescent division.

5. The program was funded from twenty-week cycle to twenty-week cycle, with no guarantee of continuing employment for any staff.

6. The program was in obvious competition with the P.S. 189 training program which had already been established within the school.

7. There were not enough trainees available to permit any real intake screening or selection, and the political situation made it undesirable for the MDT staff to reduce the number of training "slots" which had been allocated to it in order to permit such selection, or to leave unfilled the "slots" which it had received.

8. Staff had all been made aware of the fact that the SERVE experiment involved evaluation of it's program during the first year of operation.

9. Adolescent parolees have been, traditionally, extremely difficult to place. Under the MDT program, primary placement responsibility for the MDT trainees after their release from Rikers Island fell to the New York State Employment Service. The New York State Employment Service also had the initial responsibility for recommending the continuation or discontinuation of the MDT program on Rikers Island. So long as the program continued to operate, any poor "placement record" would reflect badly on the New York State Employment Service, which, therefore, was under some pressure to attribute it's placement failure to inadequate prior training by the MDT program on Rikers Island, which it could express in the form of recommending the discontinuance of the MDT program. This inclination was supported by the fact that the personal relationships between crucial State Employment officials and MDT counterparts were not particularly good. In fact, they were fiercely competitive . To counteract this, the MDT organization both on Rikers Island and, more particularly, at the Board of Education central office in Brooklyn launched a public relations campaign indirectly slanted toward the State Labor and Employment Department, both in New York City and Albany--which had the final decision concerning MDT funding. The campaign included newspaper releases and public media expressions by highly placed officials and private citizens, from the Mayor and the Correction Commissioner to various union officials and private citizens who were "volunteers" in the aftercare area of the SERVE experiment. The effect of this tremendous exposure on both the trainees and the staff, at a time when the program was hardly operative and in its evolving stages is not easily measureable. But one suspects that it forced the staff into positive statements and postures which they knew did not correspond to the facts of the MDT program, and which, therefore, had a negative effect on both teacher and trainee morale and motivation and had an anxiety-heightening influence on the program in general. As one example of this, which was not cited in the conference, I think of "graduation ceremonies" at which the Mayor, the counselor-in-charge, the Commissioner of Correction,

and several other prominent people associated with the correctional field were present. The "graduates" of an MDT cycle were, apparently, in the audience. Everyone spoke as if this ceremony were immediately previous to the trainees' release and their continuation mainland training. In fact, most of the boys who had completed the cycle had been returned to the cell blocks and were out of any training program, awaiting various release dates. The particular trainees in the audience were mainly from a present "cycle". In addition, a number of boys who had completed this "graduating" cycle had already been released. Many of them had either not been recommended for or admitted into mainland training. The speakers were not all aware of this deception, but some were. Nevertheless, this kind of ceremony was seen as being helpful in publicizing MDT and as a force to insure its continuation.

1. Counseling Methods and Techniques:

As mentioned above, it appeared to this observer that the functional purpose of counseling in the MDT program was to develop a disciplinary technique which would minimize program disruption and avoid the necessity for surrendering disciplinary prerogatives to custodial authorities.

The MDT staff was notably a-conceptual, and attempts to elicit explanations for what was actually happening, dynamically, in counseling were met either with further comments about the uniqueness of the staff and its personal ability to understand these youngsters

MANDELL: Now, why do you think he heard you?

GILBERT: The emotional--I'm trying to pinpoint--he was in a spot, he could not get out of that chair.

JAFFEE: I think it was because you were you. And because you were able to establish the kind of relationship with him that would permit him to hear you, if he heard you.

or with detailed recitations of how particular cases were handled, which, nevertheless, did not give a clear image of what, actually, consituted this counseling technique, and how it really worked. Despite this a-conceptual, or anti-conceptual attitude, I believe it was possible to piece together a description of what the MDT staff refers to as counseling and how this technique is operational in serving the MDT staff needs.

The first requisite was for staff all to agree on a "united front"[1] vis-a-vis the trainee. There could be no dissenting staff theorist, no weak link in the staff image presented to the trainees: individualism could not be countenanced in that setting:

---

[1] -ee my related observation concerning MDT as a "closed society" in comparison with the "open society" of P.S. 189, in the accompanying observations on the 189 conference.

JAFFEE: I saw the difficulty from the beginning a little differently. I saw the difficulty of our not saying the same thing. Lack of consistency on the part of the staff.

Thus, the teachers, as part of the whole staff, also had to be indoctrinated with the counseling-relationship approach to disciplinary control for proper functioning of the system:

DAVIS: This is where we had some troubles, because we did not always agree. We have just reached the point now where our teachers are beginning to understand the techniques of doing this work, and what kind of words to use. The whole language format that you use when you approach a kid with: "do you understand what you are doing, etc."

SHEEHAN: very important.

Having foreclosed the adolescent inmate from the likelihood of alternative kinds of reactions, leaving him, effectively, no place to turn, the next step in the counseling technique is to disarm him, or throw him off balance by the staff's abandonment of traditional student-teacher and inmate-staff roles. Clearly the purpose of this was to evoke in the trainee fewer stylized and patterned reactions to authority figures. Perhaps for the traditional roles they substituted certain familial ones. Jaffee was the punitive father; Sheehan was the mother-sister ("I missed you; I care for you." She baked cakes for the boys. ; Gilbert was the kindly "Uncle Bill.". The control purpose of this stage was clearly spelled out by one participant:

DAVIS: ...the whole language technique that you use when you approach the kid is very important in terms of disarming him and not letting him use the weapons he wants to use, an acting-out type effect.

Now comes the most crucial part of the counseling-control technique; the formation of the "relationship." Having first plugged the loopholes, and, second, disarmed the boys, real contact is now made:

SHEEHAN: And the relationship--

ALL: That's the whole key.

The "relationship" which is sought to be established seems to be characterized by invocation of both fear and love. Here the individual staff styles and personalities are given some freedom to operate. Thus, the female counselor "personalizes" herself in opposition to the boys' probable expectations of her; for example, she permits discussion of her sex life. Gilbert gets the boys to identify with him because he is Negro and comes from the same area as many of them:

GILBERT: Being what I am, and I say talking their language really, communicating with them and telling them what they want to hear....

Davis, whose language during the conference was filled with angry images, and Petrillo, both, perhaps, picked up a style of provoking anger and accomplishing the desired inbalance by not responding in kind:

PETRILLO: How many teachers, counselors, administrators, or something would take a kid looking at them and saying "You mother-fucking white blue-eyed devil," and not blow his top and react, really--

DAVIS: And not answer him phony.

PETRILLO: Right.

DAVIS: Because we did have that.

SHEEHAN: Or how many others, you know, when kids said to me they couldn't understand why I wasn't hopping in bed having intercourse last night, you know, without responding in a punitive kind of way, "you don't speak to me like that."

PETRILLO: You see, once you get over that barrier--

It seems to me that the essence of the relationship established is the extraction of personal revelations from the boys, revelations of an important emotional or personal area from his life. The first wedge is inserted by getting an unguarded response from the boy by giving to the boy an unorthodox and unexpected response to his behavior. The pseudo-personal or friend-like relationship which is thus begun almost irresitably requires a reciprocal concession from the boy in the form of a personal revelation, especially when he is directly questioned by staff.

At this point, the staff has created two viable control possibilities for the non-conformist trainee. It has given itself options. Both of these options involve capitalizing on the"relationship" which they have worked so hard to establish.

The first of these involves love. If the recalcitrant trainee has made sufficient personal investment in the staff member, it is possible, after a time, to persuade him that his behavior is "hurting"the staff member:

DAVIS: ...I would say there is a formula; where she gives pain--

SHEEHAN: He's asking us, practically, what have we done. And I'm saying: one, I cause him discomfort; he causes me pain; and he is made to realize what he is doing to me, to others--

DAVIS: ...and she comes back the next day and tries the same thing over again the next day...

* * *

JAFFEE: If the kid is acting out, we let him know it. We will tell him about our feelings. We tell him about the fact that he is causing us a great deal of misery.

This process is facilitated by the use of private discussions:

JAFFEE: ....We felt that it was important for a teacher to be able to take a kid out into the hall to talk to him privately....

* * *

SHEEHAN: And by supportive I mean when a youngster does act out he is given an opportunity to be seen by the counselor individually.

DAVIS: And also, the discipline which is taken is not punitive at first.

* *

SHEEHAN: The message that goes across is that "I really like you, even though continue to act this way; but look at what you are doing."

The second disciplinary option may be described by a word which was repeatedly used by the participants in general, but particularly by the counselor-in-charge: "confrontation." The confrontation is punitive, and dependent on exploitation of the relationships which had earlier been established and of the personal revelations which were involved in these relationships. The counselor-in-charge explained the purpose and relevance of the"relationship" to the confrontation process:

"But you can't tell him this (that he is a loser, etc.) until there is a relationship there, and until the kid will hear you."

The counselor-in-charge described a confrontation as demonstrating to the offender a connection between his infraction and the punitive consequences thereof. However, the examples which were given show quite clearly that the opposite is true. A "confrontation" does not seem related to the two elements of infraction and punishment. It involves the fullest and most painful pseudo-therapeutic interpretation of a few, selected, crucial points in the offender's personality. Confrontation seems to imply punishment for personality.

JAFFEE: ...the very, very heavy approach in which you confront the kid with exactly what in the hell he is, with what he is doing, with the consequences of this, with the fact, that he is going to go through a revolving door from one jail after another because that is why he got into prison in the first place. You keep showing him and you tell him "You're a loser, a God-damned lousy loser and you are going to be a loser all of your life."

This horrendous revelation, to an adolescent with limited intellectual and emotional development, who has been enticed into a relationship, is most certainly guaranteed to be more effective than the physical brutality which probably would meet his experience and expectations of a prison.

The difference between actual content and staff perception of the confrontation is dramatically illustrated by comparing the previous quotation of the counselor-in-charge with his earlier remark in which he euphemistically characterized what happens:

JAFFEE: And then, when the kid gets referred to me, we go through a kind of counseling process.

2. Theory and Theoretical Framework:

The stated goal of the MDT staff, as repeatedly expressed, is to cause the trainees to "control impulses" and to adjust to "authority figures." Apparently, the theory is that by causing that kind of conformity within the institutional confines, a behavioral pattern will develop which can be transferred beyond the prison. Although this seems to me to be utter nonsense in this kind of setting and with this particular staff in view of it's training and make-up, the shocking aspect of the program is that, with such professed aims, there is no professional psychological or psychiatric clinical supervision of the manipulative techniques used. As noted above, the staff is very much centered around itself. Both expressly and demonstrably, in the conference, they repeatedly revealed a closeness and unaminity of thought and reaction which made it appear to this observer that almost no independent judgment could come from this group, which was heavily moulded in Jaffee's image. There are no limits to the kind of psycho-manipulation which they may practice, except as they themselves may perceive as necessary to achieve the goals which they want to accomplish. There is neither professional nor administrative field supervision or accountability in this program, with the counselor-in-charge reporting directly to the administrator responsible for the entire MDT program throughout the city. There is, as was noted in the conference, no curriculum which it is mandatory to cover or supervision of the teaching or training process. Staff concerns are mainly directed toward survival of the program in the funding and continuation area and the internal survival of staff and program within the prison complex. Therefore, it is the primary impression of this observer that the MDT program on Rikers Island, as it operated during the past year, is of questionable value and, perhaps, potentially destructive to the trainees whom it manipulates. At best, it is to be another prison "holding device."

The shop teacher described his trainees' "greatest achievement," getting the school bells working despite their ignorance of the electrical theory. It may be fitting to close these observations by quoting the reaction of the counselor-in-charge to this "achievement:"

> "You know, I'm not sure of the value of this. But I know it works."

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ABSTRACT: AT THE REQUEST OF THE GOVERNMENT OF IRAN, A TECHNICAL EXPERT OF THE INTERNATIONAL LABOUR ORGANISATION ESTABLISHED A PROJECT FOR A COMPREHENSIVE NATIONAL OCCUPATIONAL RESEARCH AND INFORMATION SYSTEM, DEVELOPED SYSTEMS METHODOLOGY AND FORMS, TRAINED A NUCLEUS OF JOB ANALYSTS, AND PREPARED PLANS FOR A TRIAL RUN OF A VOCATIONAL TRAINING PROGRAM. THREE PROJECT WORK PLANS WERE RECOMMENDED: (1) A LONG-TERM PLAN FOR ORGANIZATION OF THE COMPREHENSIVE NATIONAL OCCUPATIONAL RESEARCH AND INFORMATION PROGRAM, (2) A MEDIUM-TERM PLAN FOR DEVELOPMENT OF A MULTIPURPOSE STANDARD NATIONAL OCCUPATIONAL CLASSIFICATION SYSTEM, AND (3) A SHORT-TERM PLAN FOR ORGANIZATION OF AN OCCUPATIONAL ANALYSIS PROJECT IN SUPPORT OF MANPOWER PROJECTS, ESPECIALLY VOCATIONAL TRAINING. THE 11-PAGE REPORT DESCRIBES AND EVALUATES THE PROCEDURES USED TO IMPLEMENT THE WORK PLANS. THE PLAN FOR THE IRANIAN CLASSIFICATION AND DICTIONARY OF OCCUPATIONS (THE TITLE USED FOR AN OCCUPATIONAL CLASSIFICATION SYSTEM OR JOB GLOSSARY) IS OUTLINED IN APPENDIX I. THE 51-PAGE APPENDIX II CONTAINS THE AGENDA, LIST OF PARTICIPANTS, AND NINE LECTURE PAPERS OF THE OCCUPATIONAL ANALYSIS CLASSIFICATION TRAINING COURSE HELD IN TEHERAN, DECEMBER 2-10, 1974. THE LECTURE PAPERS INCLUDE MATERIAL ON THE NEED FOR AND USES OF OCCUPATIONAL CLASSIFICATION, FOCUSING ON METHODS OF JOB ANALYSIS. AN OCCUPATIONAL COMPOSITION PATTERN QUESTIONNAIRE, APPENDIX III, COMPLETES THE DOCUMENT. (AUTHOR/MF)

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NATIONAL JOBS GLOSSARY COMPILATION

UNITED NATIONS DEVELOPMENT PROGRAMME

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IRAN

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INTRODUCTION

1. To meet the request of the Government of Iran for technical assistance in the compilation of a national jobs glossary, the Director-General of the ILO detached Mr. Alfred G. Klein, ILO official, to this task under the United Nations Development Programme with ILO as executing agency. This project is a continuation of IRA/70/018, EMPLOYMENT SERVICE ORGANISATION (see paragraph J. National Dictionary of Occupations, PART I. SUMMARY OF FINDINGS AND RECOMMENDATIONS, IRA/70/018, Technical Report 1, Geneva 1974).

2. The expert's terms of reference were as follows:

(a) to assist in the preparation of an operational project for the compilation of a national jobs glossary, including assistance in the determination of the methodology and the preparation of forms required for job data collection; and

(b) to assist in the working out of an appropriate project for the coding of jobs.

3. Throughout his assignment (14 October - 23 December 1974) the expert enjoyed the support of H.E. Mr. H. Farzaneh, Under-Secretary Manpower, Ministry of Labour and Social Affairs, and the excellent working relationships with Mr. M.A. Ansarian, Director-General for Employment, and with the Committee of Experts, in particular engineer Ansari. The expert was assisted by his counterpart Mr. Farzamfar, Chief of the Jobs Glossary Compilation Division, Directorate-General of Employment.

4. Although the project will continue, it has been agreed that this report should be submitted to the Government at this stage in order to guide officials in the Directorate-General of Employment and members of the Committee of Experts in their activities during the expert's absence from Iran (the expert is to return for a follow-up mission in May 1975).

5. This technical report is presented in two parts followed by three appendices:

Part I gives a summary of findings and recommendations.

Part II reports on main activities.

PART I. SUMMARY OF FINDINGS AND RECOMMENDATIONS

A. Scope of the project

Although the project is identified as "national jobs glossary compilation", the terms of reference for the expert describe the development of a "national occupational classification system". These are two different products which can be elaborated within the wider framework of a national "occupational research and information programme", i.e. the latter is a prerequisite for the development of manpower information tools, such as a job glossary, occupational classification, etc.

The accelerated industrial development in Iran, especially the various manpower programmes in vocational training, vocational guidance, mobility of labour, and employment placement, which have been launched by the Government in order to overcome the social and labour problems arising from the accelerated development under the revised five year plan, demand detailed and accurate information concerning both manpower supply and demand by occupational specialisations, and skill availability. The forthcoming population census demands a multipurpose standard occupational classification system for coding census returns by occupations. It is evident that the national jobs glossary will not satisfy such needs.

Recommendation. The plans for the compilation of a national jobs glossary should be abandoned. Three work plans should be established, i.e.:

(i) the organisation of a comprehensive "national occupational research and information programme" as a long-term plan;

(ii) the development of a multipurpose "standard national occupational classification system" as a medium-term plan; and

(iii) the organisation of an "occupational analysis project" in support of manpower projects, especially vocational training, launched as crash programme under the revised fifth plan, as a short-term plan.

B. Organisation

Occupational information questions are dealt with in the "Committee of Experts". This Committee was established as an advisory body to the Under-Secretary, Manpower, and is composed of high level persons, including the Director-General of Employment. The Committee's activities are concerned with policy and programme planning and study and research projects are subcontracted. As a result of the work of the employment service expert (IRA/70/018, Technical Report 1) a "Jobs Glossary Compilation Division" has been established in the Directorate-General of Employment. This Division is not yet engaged in an operational programme. Also approximately 50 regional and local employment offices have been created, but have not yet been assigned occupational analysis and information functions.

It appears that the members of the Experts' Committee have been well chosen with regard to their competence and expertise in the fields of their specialisations, as well as in the light of potential users of occupational information. Unfortunately, expertise in the fields of vocational guidance and labour mobility is not yet represented in the Committee.

Recommendation. Although the organisational pattern with regard to the policy and programme level (Experts Committee) and the programme management level (Directorate-General) is sound, it should be reviewed at the time when the first tangible results and experience of the medium-term plan are available. It is imperative, however, that an operational level be created, i.e. to assign the job and occupational analysis function to regional and local employment offices. The title of the "Jobs Glossary Compilation Division" in the Directorate-General of Employment should be changed into "Occupational Research and Information Division".

Additional members should be appointed to the Experts' Committee to cover the fields of vocational guidance and mobility of labour.

a. Staffing and training

The Occupational Research and Information Division is presently allocated three professional staff, i.e. one chief and two officials. No general service and secretarial staff is allocated as yet. The professional staff resources appear to be sufficient for the short-term plan, but will be insufficient for coping with the longer term plans. It does not seem feasible either to operate the Division without clerical and secretarial staff. No staff resources are provided for occupational analysis work in the employment offices.

Except for one professional staff member in the Division who has previous experience in job analysis for salary and wage purposes, the present staff (including the chief) have had no previous experience or training in the work they are supposed to supervise or perform. They were given on-the-job and classroom training (by the expert) in the basic principles of job and occupational analysis, which is not sufficient for the efficient operation of the Division. A nucleus of officials (15) selected from the Labour Market Survey Division, the training group, three employment offices in Teheran, the Graduates' Education Department, and the Labour Insurance Department were given classroom training in occupational analysis and classification. Because of administrative restrictions and shortness of time, the expert could not give training courses for officials in regional and local employment offices. Yet, thorough theoretical and practical training is a matter of priority and urgency.

Recommendations

1. With regard to staffing, the following actions should be taken urgently:

(i) Assign one clerk (fluent in the English language) and two clerk-typists (working knowledge of English language) to the Division.

(ii) Select one professional official in each of the Teheran employment offices, and in each regional office, to handle occupational information activities on a full-time basis; and one official in each local employment office (field) to handle occupational information on a part-time basis.

2. With regard to training, the following actions should be taken:

(i) The translation of the lecture papers and forms from English into Farsi should be completed (six of the nine papers were translated when the expert left). These papers cover operations at the field level. The expert is preparing and submitting papers for operations at the management level and for co-ordinating activities between management and field operations. These papers should be translated immediately upon receipt.

(ii) The nucleus of occupational analysts, who were given theoretical training, should be given intensive technical training, i.e. familiarisation with technical terminology, production processes, working conditions, etc. within the framework of the short-term plan. Logically such training should be supervised by engineers trained. Prior to sending analysts into employing establishments to undertake job audits, they should undergo a test; only qualified analysts who passed this test should be assigned field work.

(iii) Staff in the Division should be trained for their work in accordance with the training papers prepared by the expert.

(iv) Training courses in job and occupational analysis should be conducted in field employment offices.

(v) A fellowship should be granted to the Chief of Division.

b. Reference and guidance material

The methods and procedures for job and occupational analysis processes include working tools for analysts in the form of typical duty statements and glossaries of technical terms for jobs and occupations. Such tools will be developed on the basis of the International Standard Classification Occupations (ISCO). Major Group 7 of the 1958 ISCO edition was translated into Farsi; however, because the

Farsi language is not designed to accommodate technical terminology, the translation proved to be inadequate. The language problem also touches on the fundamentals of other manpower programmes and must be overcome by developing a standard technical terminology in Farsi. This should be done, commensurate with developing reference and guidance material for the short-term plan, by a group of linguistic and technical specialists who will be entrusted with translating Major Groups 7, 8 and 9 of the 1968 ISCO edition.

Recommendations

1. Major Groups 7, 8 and 9 of the 1968 ISCO edition should be translated to start immediately. The work should be scheduled so as to cover the 40-50 occupations which have been selected for study and development of vocational training modules under the crash programme (all of the selected occupations fall within the three ISCO major groups).

2. On the basis of the translated ISCO definitions, the Division should prepare duty statements and glossaries of technical terms to serve as work tools for the analysts. These tools should be verified for consistency and technical accuracy by the group of linguistic and technical specialists prior to being duplicated and used by analysts.

E. Records and communications

The administration of a national occupational information programme demands an effective record and communication system. The present records system is inadequate; communications with potential users of occupational information and with employment offices are haphazard.

Recommendations

1. As a minimum two sets of files and records should be established, i.e. administrative (correspondence, etc.) and technical files and records. The latter are to control the various job analysis schedules, and occupational analysis and classification processes, as well as the collection and dissemination of information to other users.

2. An effective communications system with users' organisations and with employment offices, including both main contact points and regular and special contacts, should be established.

F. Documentation and reference library

The management of a national occupational research and information programme requires the use of information and reference documents. Officials in the Division must keep abreast of current manpower and employment situations, as well as of development plans, so as to make the programme more meaningful and responsive to the actual needs of users, and to be prepared for assisting in the conception, inception and processing stages of new development plans. This is particularly true for Iran; many employing establishments operate under most modern concepts of management, advanced technology, and use most advanced equipment and machines, whereas the majority of establishments still operate under traditional concepts and with classical production processes. Such striking differences influence the supply/demand relationship of the national labour market because jobs and occupations, which are thought to be alike on the surface, are different in their structure (scope and content) which inevitably affects worker performance and employers' hiring requirements. Unless the Division has full access to documents in the form of plans and reports on employment planning and promotion, manpower planning and organisation and on employment service programmes and projects it cannot fulfil its functions properly.

The occupational information programme for Iran may well benefit from the experience of other countries in this field. Furthermore, in view of the extensive programme for employment of foreign technicians and skilled workers under the revised fifth plan, current information about the structure of jobs and occupations, worker performance and employers' hiring requirements in the country of recruitment

must be available in order to avoid severe problems in the assimilation and/or integration processes, especially in determining training needs and in placement actions. Such information can best be obtained by procuring occupational information material from countries of labour supply.

While a certain number of national development and operational project documents are available in the Division, or the staff has access to such in the Directorate-General of Employment, all possible sources for additional information (including such of ephemeral value) should be tapped. An occupational information reference library does not exist.

Recommendation. A comprehensive documentation and reference library service should be established in the Division or, if this is not feasible, staff should have easy and priority access to such in a central library.

G. Activities until expert's return to Iran

In order to overcome the social and labour problems arising from accelerated development under the revised fifth plan, the Government decided to initiate a crash programme of vocational training and to organise national programmes in labour mobility, employment of women, employment of foreign skilled workers and technicians, and vocational guidance. The provision of occupational information is a prerequisite for the crash programme; it has acquired particular importance for vocational training in view of the introduction of the MES system, which includes "inputs" for occupational expertise and vocational guidance.

Within the wider framework of the medium-term plan, i.e. the development of a multipurpose "standard national occupational classification system", two projects are required immediately:

(i) the establishment of a tentative occupational classification structure; and

(ii) the initiation of an occupational analysis project which would need to concentrate in the first instance on jobs and occupations selected for priority treatment under the crash programme of vocational training.

It has been agreed that during the expert's absence he will be available for advice and assistance by correspondence.

Recommendations

1. For the establishment of the classification structure, the following is recommended:

(i) adopt the ISCO structure at major and minor group levels;

(ii) establish tentative unit group levels on the basis of a survey to be conducted (by the questionnaire method) in employing establishments of more than 300 employees to ascertain the occupational composition pattern in each, number of workers employed in each job (divided by male and female, which is important for the employment of women programme), and estimated needs until the end of the fifth plan;

(iii) classify the survey results on the basis of the ISCO code structure (tentatively) as guide for the occupational analysis project.

2. For the initiation of the occupational analysis project, the following is recommended:

(i) establish the priority list of jobs and occupations to be studied;

(ii) select employing establishments in which jobs and occupations will be studied, and inform management about study;

(iii) develop duty statements and glossary of technical terms on the basis of ISCO definitions and other information available in vocational training centres, etc.

(iv) determine kind and amount of information required for:

- national occupational classification (definitions);
- vocational training modules, in particular occupational expertise and vocational training inputs; and
- if possible, and feasible, for other manpower programmes;

(v) select pertinent procedures and forms previously developed by the expert, if necessary modify such to meet crash programme requirements, and instruct analysts how to use them;

(vi) review first tangible results of analysis processes in the light of usability for vocational training modules, and for occupational information needs of other manpower projects; change procedures and forms if necessary.

H. Man-months requirements for IRA/70/018 - Employment service organisation

The project document provides two expert man-months for 1974 and one month for 1975. The expert was detached to the project from 10 October 1974 until 23 December 1974, e.g. only 15 man-days are available for the follow-up visit in 1975.

The change in scope of the project from a restrictive job glossary compilation approach to the development of a multipurpose standard national occupational classification system demands the provision of additional man-months.

The particular importance of accurate occupational information for the crash-programme has been recognised in the report of the IRAN-ILO Task Force, which recommends that four additional man-months be provided.

In view of the forthcoming population census in Iran, and of the accelerated employment planning and promotion programme, the development of a multipurpose occupational classification system has become an urgent requirement. Therefore, additional expert services need to be provided.

Recommendations

1. In order to assist the Government in the development of a MES system, in particular elaborating information for the occupational expertise input into the system, the project document IRA/70/018 - Employment service organisation, needs to be revised to permit the addition of four man-months ($10,000).

2. A new occupational information project should be initiated as soon as possible in order to assist the Government of Iran:

(i) in the development of a multipurpose standard national occupational classification system; and

(ii) ~~in planning a comprehensive national occupational research and information~~ programme on a continuing basis.

Twelve man-months ($30,000) for expert-services should be made available.

A. Results achieved

1. Planning project execution

(a) Purpose and scope of project

(1) Already during his briefing in Geneva the expert came to the conclusion that the purposes for which a national jobs glossary was to be developed were not clearly identified. These conclusions were confirmed when he studied the national requirements for occupational information for both manpower and statistical programmes and discussed their projects with government officials and other ILO experts. Furthermore, the studies and discussions revealed that the scope was far too narrow, because a job glossary would not satisfy the multiple and accurate needs for information of the various national programmes.

(2) One of the basic functions of the newly created Employment Service Organisation is the continuing analysis and reporting on the national employment market. The various projects in vocational training, vocational guidance, labour mobility, etc., which are either in the operational or planning and implementation stages in order to improve the organisation of the employment market, and the increasing activities in employment placement in the approximately 50 employment offices demand detailed and accurate information concerning both manpower supply and demand by occupational specialisations, the structure of jobs and occupations, worker performance requirements, and employers' hiring requirements. National programmes in employment planning and promotion, manpower assessment, planning and organisation, and also the forthcoming population census demand realistic statistical elements for determining larger groupings in the national occupational composition pattern, and for coding census returns by occupation. In order to meet such needs a comprehensive national occupational research and information programme is urgently required; a start could be made with developing a "multi-purpose standard national occupational classification system".

(3) When presenting his plan of work to the Director-General of Employment, and to the Committee of Experts one week after his arrival in Teheran, the expert proposed the wider scope of the project and the reasons for such (see Appendix I, Iranian classification and dictionary of occupations (ICDO), tentative plan of work for ICDO, and the covering note to the Director-General).

(4) After discussion in the Committee of Experts the plan was adopted in principle and was approved by the Under-Secretary, Manpower, Ministry of Labour.

(5) The plan was also approved by ILO headquarters.

(b) Organisation and staffing

(1) Occupational analysis, classification and information is at the heart of all manpower programmes. Therefore, it must be organised so as to be meaningful and responsive to the multiple needs of potential users. While such a programme is logically placed in the employment service organisation, because of its close contacts with the primary source of information, i.e. the employment market, the scope of a national occupational research and information programme is much wider than the scope of a national employment service programme. The genuine interests of the potential users, such as the Plan and Budget Organisation, the Central Bureau of Census and Statistics, Vocational Training Budget, Institute for Labour Studies, Labour Administration, etc., which are outside the Employment Service Organisation, must be safeguarded in that the types and amounts of occupational information they require for their own programmes must be taken into account when organising and operating the occupational information programme of the Employment Service Organisation. This is normally ensured by the establishment of a committee in which high level officials of users' organisations are represented, and which is an advisory body on policy and major programme matters to the official who is responsible for manpower and employment questions in the Ministry of Labour.

(2) A Committee of Experts for the preparation of a jobs glossary was established prior to the expert's arrival, and the latter was assigned to assist the Committee in its work. Seven meetings took place during the expert's stay in

Iran and it soon became apparent that the composition of the Committee (high level officials from users' organisations, including the Director-General of Employment who is responsible for organising and managing the national occupational research and information programme) is sound. However, the growing importance of vocational guidance and mobility of labour in Iran, which are primary users of occupational information, makes it necessary that expertise in these fields be represented in the Committee as well.

(3) At the expert's arrival, the functions of the Committee were related to undertaking various studies for the preparation of the jobs glossary. In the expert's opinion, however, the high level expertise prevalent in the Committee should be used for much higher level functions than undertaking studies of a limited nature. It is too soon yet to establish the exact terms of reference for the Committee, but if it is to serve on a continuing basis its functions should centre around advising the Ministry on major policy and programme matters, steering and controlling the national manpower information programme, and assisting the Directorate-General of Employment in determining priorities for occupational analysis, classification, and information projects.

(4) In one of the last meetings it was decided that the Committee should give priority to matters related to the crash programme, in particular, occupational information for vocational training to assist in the development of modules under the MES system; it will also assist in planning and organising the development of a multipurpose standard national occupational classification system, especially the establishment of a classification structure. Consequently, it has been decided to create an ad hoc subcommittee composed of linguists and technicians which is to translate ISJO 1968 and to develop technical terminology in Farsi.

(5) The Directorate-General of Employment is responsible for the management of the national occupational research and classification programme, particularly the Occupational Research and Information Division, who will be responsible for its operations. The Division will have to execute the programmes and projects decided by the Under-Secretary, Manpower and the Director-General of Employment; it will have to co-ordinate the operation with those of users' organisations; it will plan and technically supervise the job and occupational analysis activities of staff in regional and local employment offices; it will review analysis results and prepare the essential information in a form as required by the users' organisations; it will co-ordinate its work, in particular the final agreement of the Committee of Experts on material ready for issue, etc. In essence, it will be the focal point and turn-table for occupational information.

(6) At the expert's arrival, the Division was staffed with three professional officials. For the initial programme these staff resources appear sufficient. For a fully operating national programme, however, more staff resources at the professional level must be allocated.

(7) So far no clerical and secretarial staff have been allocated to the Division. Without such assistance the professional officials cannot work and, in fact, the Division cannot function. The magnitude of the research and operational programmes demands the establishment and maintenance of various administrative, technical and communications files and records; typing work is essential. Therefore, the allocation of clerical and secretarial staff is a matter of urgency.

(8) No personnel was available for studying jobs and occupations in employing establishments, neither in Teheran nor in regional and/or local employment offices. Yet, without factual information about the structure of jobs as they are actually performed, the worker performance and employers' hiring requirements, any occupational research and information system is doomed to fail. Staff resources must be provided for regional offices to handle occupational analysis and information matters on a full-time basis and for local offices on a part-time basis.

2. Staff training

(a) Headquarters staff

(1) Except for one official who had previously worked as position classifier for salary and wage purposes, the three staff members in the Division had had no previous training nor experience in the field of work they were to supervise or perform.

(2) The Chief of Division was given over-the-desk training and accompanied the expert during a study tour in the field, but due to shortness of time the training was inadequate. During the absence of the expert the Chief of Division should study and absorb the training material on headquarters activities which the expert is preparing, at least the limited scope in relation with the crash programme. At a later stage a six months fellowship appears to be necessary to study occupational information programmes in countries operating with a full system, but different sizes of programmes. The three officials in the Division were given classroom training in the basic principles of occupational analysis. This is still inadquate because they will be involved in the management of the national programme and, therefore, must possess comprehensive knowledge, skills and abilities in occupational classification and the processing of occupational information data in readiness for users' organisations.

(3) In order to prepare officials who will serve as main contact points in users' organisations, six persons were selected to participate in a training course, i.e. two from the Labour Clearance Department, one from the Graduates' Education Department, one from the Training Group and two from the Labour Market Survey Division of the Directorate-General. The expert found their participation important because they must understand the system in order to identify the needs for occupational information in their organisations, the basic principles, methods and techniques of how such can be obtained, etc., so that they can effectively participate in the common undertaking.

(b) Field staff

(1) As a start the expert conducted a training course in which seven officials from employment offices in Teheran participated, together with the eight headquarters officials; the Chief of Division served as translator of the lecture papers and as interpreter during lectures (see Appendix II, Occupational analysis and classification course - still in first draft; needs completion to cover procedures for headquarters activities; and edit). The primary purpose of the course was to familiarise officials with the wider framework of a national manpower information programme, the characteristics, development and uses of a multipurpose standard national occupational classification system (and other occupational information publications and tools), and to train them in the methods, techniques, and procedures of job and occupational analysis. Seven of the nine lecture papers had been translated from English into Farsi to be used in the course and to serve for reference and working tools after the course; the rest were in process of translation.

(2) It follows that only a nucleus of seven field staff was trained in the theoretical aspects; training in the technical aspects, in particular, observation and understanding of production processes, knowledge of equipment, machines and tools, identification and assessment of working conditions, physical and mental demands, etc. must still be given in the form of practical training. Prior to the expert's departure, it was agreed that such technical training be given during the crash programme for vocational training; the Under-Secretary, Manpower decided that the organisation and supervision of such training be entrusted to engineer Ansari (who is not only a member of the Committee of Experts, but also the focal point for the development of vocational training modules under the crash programme).

(3) Because of administrative restrictions and shortness of time, training courses for officials in regional and local employment offices could not be undertaken. It was agreed that such courses will be conducted as a matter of priority and urgency.

3. / Methods, procedures and forms

Within the framework of his terms of reference the expert is to assist in the determination of the methodology and preparation of forms required for job data collection. While this was, perhaps, adequate for the compilation of a jobs glossary, it is too restrictive for the development of a national occupational classification system, e.g. the collection of data is only one aspect (although one of the most important) for occupational classification. However, taking account of the occupational information programme which is to satisfy needs of users' organisations, the types and amounts of data to be collected do not only centre around the what, how and why of work performed in occupations, but demands additional information such as numerical significance of occupations within the national occupational

composition pattern, the employing establishments where specific types of occupations are prevalent and for manpower projects, detailed knowledge about worker performance and employers' hiring requirements, working conditions, physical and mental demands, etc. These new requirements inevitably affect the methods, procedures and forms required for data collection and, in addition, require the development of additional methods, procedures and forms designed for the processing of collected data, so as to be of utmost value for users' organisations. Although the initial activities in occupational data collection are geared to the crash programme in vocational training, the expert had to keep in mind the wider scope of the national programme for which such data are most important and, therefore, should be registered and conserved for other uses at a later stage of development.

In determining the data collection processes, the expert also had to take into account the large contrasts in industrial development which is typical for Iran, i.e. very advanced technology and most modern equipment and machinery in many establishments and, on the other hand, the traditional production processes and classical equipment utilised in the majority of establishments. Logically, one should aim at data collection and processing designed for advanced practices, but a considerable proportion of 560,000 skilled jobs and 41,000 technician jobs, which are to be created and for which persons have to be trained, is required for meeting labour demands in less advanced employing establishments.

(a) Methods and procedures

(1) The methods and procedures to be applied in the data collection are depending upon the over-all classification system which is to be developed, in particular the classification structure (occupational codes and titles). This does not yet exist; in planning and organising the analysis process, however, at least a tentative structure needs to be established which can be done on the basis of a hypothetical national occupational composition pattern (hypothetical because the many occupations existing in the country and their distribution among the branches of economy are not known in Iran). Therefore, the policy decision was taken (upon the expert's recommendation) to use the ISCO as a basis. Since ISCO reflects the international situation and, therefore, is not per se designed for Iranian purposes, some further information needs to be obtained which allows the adaptation of the international structure to Iranian requirements. It was agreed prior to the expert's departure that a pilot study be undertaken in the form of a simple questionnaire being sent to employing establishments. The scope of the study would include all employing establishments with a workforce of more than 500 employees in all branches of economic activity. The information to be obtained would be:

(i) a list of titles for each job in the establishment;

(ii) the number of persons in jobs by male and female; and

(iii) the estimated number of jobs and employees required until the end of the fifth plan.

If an establishment has a system of job descriptions, it will be asked to attach copies of such. Such information will not only reveal the type of classification structure required (by cross-comparison with the ISCO structure), but will also give valuable information about labour supply and demand by male and female persons which, if the figures are extrapolated, can well serve for manpower assessment and planning purposes. The job descriptions, if attached to the questionnaire, will give evidence about the level of technical advancement of the establishment concerned.

(2) The expert determined, which was agreed upon by everybody concerned, that the job analysis and occupational analysis method (within such the job audit technique) should be applied. Analysts will be furnished with duty statements and glossaries of technical terms which will serve as guides during the job audits. Such tools will be prepared on the basis of corresponding ISCO definitions for individual occupations. In order to assess information required for users' organisations, analysts will be furnished with "check-off" sheets which they will complete during the audit and which cover:

(i) the verification of the duty statements;

(ii) experience, training and education requirements;

(iii) physical demands, i.e. physical activities, environmental conditions, etc.; and

(iv) any other observations.

The results of individual audits will be transferred on summary sheets which will then serve as a basis for preparing the particular types of information required for the various purposes. The details of methods and procedures are explained in Lecture-Papers Nos. 7 to 9 of the occupational analysis and classification course. More detailed procedures on the processing of collected data, in particular preparation for individual users' needs, will be developed by the expert and submitted to the Directorate-General.

(3) While these methods and procedures proved to be useful in many other countries, they should be tried out to ensure that they will be useful in Iran. The occupational analysis project for the vocational training crash programme is an ideal opportunity for a trial run, evaluation of results, and modification if such are found necessary. It will also provide a unique opportunity to apply the job analysis and occupational analysis methods and techniques, on the basis of ISCO, for the development of modules under the MES system in that the elements in the hierarchy of work within the structure of jobs and occupations (in particular "duties" and "major duties") can be converted into equivalent or similar elements in the organisation of work under the modules system (in particular "tasks" and "functions"). The information obtained on education, training and experience requirements and on physical demands will be helpful for preparing the vocational guidance input into the modular system, whereas the information obtained during the pilot study for the classification structure can well serve for planning and organising a more comprehensive vocational guidance programme and, in addition, for an operational pilot project in vocational guidance activities for the vocational training crash programme.

(b) Forms

The following forms have been developed by the expert and their utilisation is explained in the relevant chapters of the training course papers (they have been approved by the Committee of Experts):

(1) Occupational composition pattern questionnaire - see Appendix III of this report.

(2) Staffing schedule and job analysis planning report - see Appendix II (Lecture Paper No. 8, Appendix 8/I, training course).

(3) Plant information work sheet - see Appendix II (Lecture Paper No. 8, Appendix 8/II, training course).

(4) Duty statements and glossary of terms, an example - see Appendix II (Lecture Paper No. 9, Appendix 9/I, training course).

(5) Analysis of physical demands - see Appendix II (Lecture Paper No. 9, Appendix 9/II, training course).

(6) Summary sheet - see Appendix II (Lecture Paper No. 9, Appendix 9/III, training course).

(7) Modified job analysis schedule - See Appendix II (Lecture Paper No. 9, Appendix 9/IV, training course).

B. Support activities

In order to accomplish satisfactorily the short-term project on occupational analysis under the crash programme for vocational training, and to prepare the ground work for a more comprehensive programme a number of activities have to be started immediately.

1. Records and files

The development and control of the system requires the establishment and maintenance of a variety of files and records. As a minimum the following should be considered:

(a) Technical files

(1) A technical information file should be established for each occupation under study. The file consists of individual folders which should contain all general information related to the occupation. The folders should be identified by the occupational code and title for the occupation; they should be arranged in numerical order of codes.

(2) Users' subfiles should be established for each technical information folder; each folder should contain the specialised information for users. The folders should be identified by the same occupational code and title as the technical information folder, but should be assigned a suffix or prefix, e.g. VG for vocational guidance, VT for vocational training, etc. It may be helpful to use different colours (standardised for each user, i.e. red for VG, blue for VT, etc.).

(3) A progress control and information file should be established which is to reflect up-to-date information about the development progress. This file will consist of index cards for each occupation (divider cards for occupational groupings determined under the tentative classification structure). The establishment and maintenance of this file is explained in detail in Lecture Paper No. 7, paragraph I, training course.

(4) An employers' information file should be established. This file will consist of individual folders for employing establishments and should contain all information obtained about such. The following completed forms should be placed into individual folders:

(i) occupational composition pattern questionnaire;

(ii) staffing schedule and job analysis planning report;

(iii) plant information work sheet.

Any other information available or collected about an individual employing establishment, such as organigrammes, staff lists, staff rules, publications about items produced or services rendered, etc. should also be placed into the folder. The folders should be identified by the industrial code given to the establishment under the national standard classification of industries (SIC on the forms to be placed into the folder).

(5) A policy and procedures file should be established which reflects policies, plans and major procedures for the national programme, as well as such for users' organisations (if made available to the Division).

(b) Reports and forms control files

(1) A reports file should be established (if necessary, subfiles) in which instructions for, and copies of, reports both regular and special, should be placed. These include reports which have to be prepared by the Division, as well as those which the Division receives from field activities.

(2) A forms control file should be established which includes a copy of each of the standard forms used in the Division's operation.

(c) Administrative files

These are optional and should be established for the administrative control of the Division's operations. They should cover such matters as personnel actions, budget and finance, equipment and supplies, office space, etc.

(d) Correspondence files

The establishment and maintenance of these files are self-explanatory and should follow the standard system and procedures of the Directorate-General.

(e) Standard form letters

As much as possible standard letter forms should be used for transmittal, request, and information action by correspondence.

2. Communications

A speedy, accurate and efficient communications system not only facilitates the operations of a system, but also bears on the effectiveness of the over-all programme. It is important to establish a communications plan which stipulates:

- who gives information;
- what information is to be given;
- when is the information to be given;
- in which form is the information to be given;
- by which means is the information to be given; and
- to whom is the information to be given.

As the scope of the programme grows, the need for exchange of information becomes more intricate and complex, especially when increasing activities in the field involve the exchange of information over very large distances. On the other hand, economic considerations demand that a telephone call (long-distance) should not be made when a letter will suffice; however, it should be made (local call) when it saves an official making a trip. For operational effectiveness it seems advisable to establish main contact points (officials) in users' organisations who are familiar with the occupational research and information system, who know what type of information, in which form, and when, are required in their own organisation, how many copies, etc.

C. Summary of conclusions

The objectives of the expert's assignment have been accomplished, i.e.:

(1) Plans for a comprehensive national occupational research and information system have been established.

(2) Systems, methodology, procedures and forms have been developed.

(3) A nucleus of analysts has been trained.

(4) Plans for a trial run of the machinery, methods, procedures and forms under the crash programme for vocational training have been developed.

(5) First tangible results are expected to be available upon the expert's return to Iran in May/June 1975.

IRANIAN CLASSIFICATION AND DICTIONARY OF OCCUPATIONS (ICDO)

A. General

1. For the purpose of this paper the title "Iranian classification and dictionary of occupations" (henceforth called ICDO in this paper) has been chosen. From the descriptions of both the project and the expert it is apparent that the objective of project IRA/70/018 is the establishment of a system of coded occupational definitions. Such a system is known as an "occupational classification system" which has been developed on an international level (ISCO), on regional levels (COTA - for the Americas, as an example) and for many countries on a national level. Depending upon the method of publication following the primary uses made of an occupational classification, a "dictionary of occupational titles" (also known under the title of "occupational (or job) glossary" represents the descriptive part of an occupational classification system.

2. It follows that the primary objective of the expert's assignment is to advise the Ministry of Labour and to guide and train officials in the Directorate-General of Employment in the basic principles, methods and techniques of occupational research and classification. The long-term objective will be the establishment of a multipurpose standard occupational classification system for Iran.

3. Experience has shown that the development of a multipurpose standard occupational classification system which will completely satisfy all of the requirements of every possible user is not feasible. However, a national system should be so designed as to meet the various needs of statisticians, census takers, analysts and counsellors - who usually work with the broader groupings - and placement officers, career counsellors and vocational guidance counsellors, vocational training instructors, manpower planners, and employers, who require the more precise and specific occupational titles together with the associated qualifying factors.

4. The basic principle used in developing an occupational classification system is that categories of all levels should be based on the concept of "kind of work performed" in the occupation concerned. The "kind of work performed" is determined by the duties and responsibilities as indicated by occupational (job) analyses and other investigations.

5. Other basic criteria such as "training time required" or "working conditions and/or environment" may be used as a basis for supplementary regroupings of the occupations to meet particular requirements. Such criteria are related more closely to the worker than to the occupation and are thus more subjective in character. For this reason they are not acceptable as basic criteria to <u>all</u> users of a multipurpose classification structure, although they are important in particular applications dealing with individuals, e.g. vocational training, vocational guidance, labour clearance, selection of immigrants, etc.

6. Work is performed in a hierarchy; at the base are the tasks, duties and jobs performed by a single worker, the higher levels of the hierarchy of work reflect what groups of workers do. Thus, the lowest level in the hierarchy which can be classified with a certain amount of accuracy is the "occupation" in contrast to salary administration where the lowest level is the "job" which is classified. However, in the development of a national classification system the job is taken into account in that jobs as identified in public and private organisations are grouped into occupations so as to define a "national occupation". These occupations are subsequently grouped into "occupational families" (unit groups), "occupational groups" (minor groups) and "occupational sectors" (major groups) on the basis of their work relationship in order to arrive at a "classification structure", i.e. occupational codes and occupational titles.

B. Assumptions

7. The development and implementation of a common classification system and a dictionary of occupations is a more formidable task than might appear on the surface. Unfortunately, it is not feasible to develop a sound job glossary (or occupational dictionary), which is to satisfy the requirements of a national information system on occupational life, without the development of a classification system. On the

other hand, the development of national occupational definitions is the most complex and time-consuming task in the development of a classification system. Therefore, it would be a waste of time and effort if the classification structure were not established at the same time, especially since it is the structure which facilitates an organised research, definition writing, and classification programme.

8. It is, therefore, assumed that Iran, which faces a rapid increase in industrial development and which requires modern means of employment market information will choose to have a multipurpose standard classification system. Such a system is at the heart of all statistical (labour, in particular) and manpower programmes. The provision of more and better statistics on the occupational composition of the economically active population, of those currently seeking work (including new entrants to the labour force) and of available job opportunities is basic to the development of effective manpower programmes by both private and public authorities.

C. Objectives

9. If the assumptions are correct, the new ICDO is to provide a multipurpose instrument for use in manpower research, for statistical survey purposes, census taking, and for operational activities, such as selective immigration, mobility of workers within the country, vocational rehabilitation, etc. ICDO is to facilitate analyses in various manpower fields, e.g. job and employment market analysis; it is to be useful in vocational guidance and career counselling, placement services and it is to provide essential data for the planning of educational and training programmes. Some of these national manpower programmes are in operation, others are in the pilot study stage yet, regardless of what stage of operation or development such programmes are they can only benefit from a sound multipurpose occupational classification.

10. It must be, however, clearly understood that such an instrument can only be finally established in the course of several years and can be maintained only by means of a sound occupational research and classification programme. This should not prevent the launching of such a programme immediately, because it is one of the fortunate aspects of occupational classification work that the classification structure and the progressing completion of occupational definitions can be used right from the early beginnings of the development stage.

D. Plan of work

11. The plan of work for the development of ICDO is presently conditioned by the following factors:

(a) the need for occupational information in the various statistical and manpower programmes and the detail of such;

(b) the staff resources available in the Division of Job Glossary Compilation;

(c) the skills, knowledge and abilities of the staff with regard to occupational analysis and classification;

(d) the availability of staff in the employment offices to participate actively in the programme;

(e) the period(s) during which the ILO expert will be available;

(f) the degree of information the expert possesses with regard to the employment market, the major industrial, commercial, agricultural and service establishments, and the public services and, consequently, the prevailing occupational composition patterns;

(g) the present situation with regard to the work in occupational classification in the employment service; and

(h) the readiness of employers' organisations and individual employers to support and participate in the fact-finding, implementation and maintenance stages of the programme.

12. An appraisal of the present situation reveals the following:

(a) There is apparent need for detailed and accurate information not only in the field of employment placement, but also for operating programmes and pilot projects in the field of vocational training, vocational guidance, labour clearance, etc. Consequently, the fact-finding stage should not only be restricted to obtain information about the duties and responsibilities attaching to jobs and occupations, but also to assess such information as working conditions and environments, tools and machines used, qualification requirements in terms of education, training and experience required, and career ladders.

(b) The staff resources in the Division appear sufficient for the development stage, provided they are available on a full-time basis. In this connection one should consider changing the title of the Division from Job Glossary Compilation to "Occupational Research and Classification Division".

(c) Staff members have to be trained fully in the principles, methods and techniques in job analysis and in definition writing. The Chief of the Division must be trained also in planning, organising, and supervising an occupational research and classification programme and in co-ordinating such with users in the Directorate-General of Employment and elsewhere. Consequently, a six-day training course must be held with the widest participation. The Chief will receive over-the-desk and on-the-job training.

(d) An occupational classification programme depends largely on continuous observation of the occupational life. The staff in employment offices, especially placement interviewers, are in the best position to do so. They also must have a knowledge of classification, since they have to classify employers' orders and applications for employment. Therefore, they should actively participate in the programme; they should participate in the training course.

(e) The expert is available until 8 December 1974 only; in principle, he is to return some time next year for another month. Therefore, all efforts should be made to benefit from his services, the quality and quantity of which depends largely on the support he receives.

(f) The expert has only very general knowledge about the present situation, which is primarily based on a limited source of information material. However, he needs more detailed and current information in order to determine the priorities in the fact-finding and definition writing processes, and the sound development of the classification structure. Such information can only be obtained by visits to employment offices and major industrial and commercial establishments.

(g) So far, it appears that a translation of the 1958 edition of ISCO has been used in placement activities, and to a certain degree in other employment service programmes. While ISCO will logically serve as the basis for the present project, and the translated version will greatly facilitate the development work, the work must start from zero. It follows that new instruction and guidance material must be developed, forms and questionnaires be designed and the necessary working procedures be established.

(h) It is imperative that the purposes of the project and programme be explained to the Iranian Employers' Organisation and to individual employers in order to obtain their support and willingness to co-operate. Without their support the success of the development, in particular the fact-finding exercise, will be severely hampered if not curtailed.

13. It seems necessary to establish three work plans, i.e.:

(a) Work Plan No. 1. For the time the expert is available until 8 December 1974 (see tentative plan attached).

(b) Work Plan No. 2. For the time the expert is not present and the Division has to continue work on its own (will be presented at or about the end of the expert's initial assignment).

(c) Work Plan No. 3. For the time of the expert's follow-up assignment in 1975 and for long-term purposes (will be presented upon the expert's visit in 1975).

14. It should be understood that these plans are tentative. They seem to be ambiguous, but one should try for the best in order to achieve the possible. The plans are presented in knowledge that hardly any programme runs to plan, but they are based on experience in other countries where they have proved successful.

20 October 1974

Alfred G. Klein,
ILO Expert

TENTATIVE PLAN OF WORK FOR ICDO.

Work Plan No. I: Period from 21 October 1974 to 8 December 1974 (expert's initial assignment)

	Description of Work Phase	To Start	To Finish	Responsible	Assisted by	Remarks
1.	Discussion and agreement of plan of work.	21.10.74	Same day	Committee of Experts	Division expert	
2.	Drafting guidance and instruction material and forms	22.10.74	26.10.74	Expert	Division users	
3.	Verification of forms	27.10.74	28.10.74	Users	Expert	
4.	Discussion of and agreement on guidance material and forms	28.10.74	Same day	Committee of Experts	Division expert	
5.	Reproduction (in Farsi and English) of guidance material and forms	29.10.74	15.11.74	Division		
6.	Letters to employers' organisation	29.10.74	31.10.74	Directorate	Division	
7.	Study visits of ILO expert	29.10.74	6.11.74	Expert		
8.	Development of tentative classification structure	7.11.74	Continuous	Expert	Division	
9.	Preparation for training course, selection of participants, etc.	7.11.74	15.11.74	Directorate	Division expert	
10.	Training course	16.11.74	21.11.74	Expert	Division	
11.	Letters to selected industrial establishments	17.11.74	21.11.74	Directorate	Division	
12.	Trial run on occupational analysis	22.11.74	Continuous	Expert	Employment Offices Division	
13.	Trial run on definition writing and classification of occupations	3.12.74	Continuous	Division	Expert	
14.	Discussion of results of first work plan and submission of second work plan	8.12.74	Same day	Committee	Division	

20.10.74

Alfred G. Klein,
ILO Expert

APPENDIX I(b)

Teheran, 21.10.74

Mr. Ansarian,
Director-General of Employment,
Ministry of Labour.

Dear Sir,

Submitted herewith is a paper concerning UNDP project IRA/70/018 on which I have the pleasure to serve you as expert.

The paper represents my appreciation of the present situation and my ideas of how my assignment could best be achieved in order to meet your requirements. It is presented in five parts, i.e.:

A. General - to discuss in very general terms the scope and content of the project, and to convey basic ideas about the characteristics of a sound occupational research and classification system;

B. Assumptions - to explain why I am convinced that Iran needs a comprehensive occupational research and classification system;

C. Objectives - to explain what the comprehensive system should serve for;

D. Plan of work - to identify the conditions under which the development of the system would have to operate, and to propose the successive stages (with short indications of what would be involved) of the first and successive work plans; and (as Annex)

Tentative plan of work for ICDO - Work Plan No. I. Period from 21 October to 8 December 1974 (expert's initial assignment): to describe the 14 basic steps in the initial development stage by "description of work", when each step is scheduled to start and to finish, who has primary responsibility for the pertinent step, and who is to assist in the completion of each.

Please permit me to emphasise that it is rather difficult, even for an expert, to appraise in the relative short time of five days (I arrived on 14 October 1974) such a complex programme as a national employment service and manpower organisation, especially for a country as Iran which is in rapid progression of industrial development. I informed myself as conscientiously as possible prior to my arrival by discussions with relevant ILO officials at headquarters, with experts and officials who recently returned from Iran, and by studying relevant documents and reports, such as the Hirsch Report (employment and income policies for Iran, ILO 1973) and one of the mission papers prepared by Messrs. de Givry and Seaville (No. IX, labour legislation, practice and policy); and the draft report on employment service organisation in Iran prepared by the ILO expert Mr. Fischer. Upon my arrival in Iran I discussed with my fellow experts in the various fields their work plans and how they intended to achieve the objectives of their assignments.

The results of these discussions lead me to believe that Iran requires and consequently should aim at a comprehensive occupational research and classification programme for which the development of a standard national occupational classification system would be the first step. I am convinced that now is the time to start this programme keeping in mind that this is well within the framework of the project description.

We cannot expect that all the objectives will be achieved overnight; yet, in the light of pilot studies and operational programmes undertaken presently in the Ministry of Labour and for which basic occupational data are a prerequisite, a promising start should be made now.

For your kind consideration and approval, please.

Yours sincerely,

(signed) Alfred G. Klein

ILO Expert

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

TEHERAN, 2-10 DECEMBER 1974

NOTE: This is the first draft which served as guide to the lecturer.

The information herein covers general information about the wider framework of a national occupational research and information programme, more specific information about the development of a national occupational classification system, and detailed information about job and occupational analysis in field activities.

Further lecture papers covering headquarters activities are in preparation and will be added to this paper.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Teheran, 2-10 December 1974

AGENDA

Monday, 2.12.74	Opening address by the Director-General of Employment, Mr. M.A. Ansarian. The place of a national occupational research and classification system in a national manpower information programme.
Tuesday, 3.12.74	The fundamentals of occupational analysis. Steps in occupational analysis. Occupational analysis; heart of most manpower activities.
Wednesday, 4.12.74	Principal products of occupational analysis and classification. Uses of a standard national occupational classification system. Characteristics of an occupational classification system.
Saturday, 7.12.74	The development of a standard national occupational classification system. Methods of job analysis. Steps in job analysis.
Sunday, 8.12.74	Summary of procedures for job analysis. Details of procedures for job analysis.
Monday, 9.12.74	Resumé and general discussion of training course. Practical exercises in the analysis procedures and uses of forms.
Tuesday, 10.12.74	Discussion of results of exercises and corrections. Closing the training course.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Teheran, 2-10 December 1974

List of Participants

1.	Mr. FARZAMFAR*	Chief, Occupational Research and Information Division
2.	Mr. SAHBA	Occupational Research and Information Division
3.	Miss PAKRAVAN	Occupational Research and Information Division
4.	Miss ASSEFI	Labour Market Survey Division
5.	Mr. SHAHNASARIAN	Labour Market Survey Division
6.	Mr. SHAHCHERAGHI	Training Group
7.	Mr. EGHTEDARI	Graduates' Education Department
8.	Mr. KAMRANNEJAD	Labour Clearance Department
9.	Mr. HASSANLOO	Labour Clearance Department
10.	Mr. AKHAVAN	Employment Office No. 1, Teheran
11.	Mr. ARABTEH	Employment Office No. 1, Teheran
12.	Mr. OROOJPOOR	Employment Office No. 2, Teheran
13.	Mr. DJALALI	Employment Office No. 2, Teheran
14.	Mr. HARIRIAN	Employment Office No. 4, Teheran
15.	Mr. MAFI	Employment Office No. 4, Teheran
16.	Mrs. RAMADANI	Employment Service Department

* Served as translator of lecture papers and as interpreter.

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   (c) Education

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OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 1

THE PLACE OF A NATIONAL OCCUPATIONAL RESEARCH AND CLASSIFICATION SYSTEM IN A NATIONAL MANPOWER INFORMATION PROGRAMME

A "national manpower information programme" is normally organised and administered by a "national economic development body" which may itself undertake the assessment of national resources, including human resources. Occupational research is a fundamental part of a national manpower information programme.

In addition to this, the principal places in which manpower information functions can be located are:

- the central office of census and statistics;
- the research and statistics division of the labour administration; and
- the public employment service.

1. The economic development body is essentially a user of manpower information, but under certain circumstances may include an administrative group which undertakes to provide the required manpower information.

2. The central office of census and statistics customarily provides a central point for the co-ordination of statistical data of all types, including population, demographic and labour force data. It is responsible for the conduct of the decennial censuses of population and other relevant censuses, e.g. agriculture, commerce and manufacturing, affording benchmarks for research purposes. It may also conduct sample surveys of the labour force between census periods. It provides the basis for the establishment and maintenance of statistical standards.

3. The research and statistics division of the labour administration frequently maintains statistical series on such subjects as wages, hours of work, employment, occupational diseases, etc., conducting inquiries (predominantly by mail) among selected employing establishments.

4. The public employment service may as one of its basic functions the continuing analysis of the employment market.

(a) Most of the data required for manpower information programmes are readily available from the operations of a fully organised employment service, and a large part of this information can only be obtained as a result of the kind of close contact with employers and workers, which is an intrinsic part of the regular operations of the employment service.

(b) Throughout its network of local field offices, officials in employment offices (services) not only interview job applicants, but maintain also a continuing programme of field visits to employers for the purpose, inter alia, of gathering information about variations in levels of employment, and occupational requirements in selected employing establishments.

(c) The employment service by the nature of its placement activities has access to information, non-statistical in nature, about factors influencing the "supply-demand" relationship, e.g. problems in recruitment, problems in locating suitable job openings, and factors which hinder the achievement of "balance in supply-demand" relationship when apparently qualified workers are available for existing job openings.

(d) The "occupational analysis and research programme" of the employment service is the primary source of occupational information required for the development of the national standard classification system without which a national manpower information programme cannot operate.

5. National instruments for classifying the economically active population. A national manpower information programme requires, in addition to occupations affiliations, a number of other data which serve as bases for manpower planning and organisation projects. Consequently, many countries develop and maintain other types of classification systems which, by means of cross-classification methods, allow the elaboration of information predominantly required for manpower analysis and planning (forecasting).

Thus the following types of standard national classification systems are normally developed and maintained:

(a) Standard national classification of occupations

This type of publication provides definitions of occupations and successive larger groupings of occupations classified according to a system which indicates the relationship among the occupations based on worker performance requirements.

International instrument. The international standard classification of occupations, International Labour Office.

(b) Standard national classification of industries

This type of publication provides definitions of industrial, commercial, agricultural and service establishments classified according to a system which indicates the kinds of goods produced or services rendered.

International instrument. International standard industrial classification of all economic activities, United Nations.

(c) Standard national classification of education

This type of publication provides definitions of levels of education in relationships to careers in occupations, classified according to a system which indicates the basic and successive higher educational levels required for entrance and advancement in occupational specialisations.

International instrument. Standard international classification of education, United Nations Educational, Scientific and Cultural Organisation.

(d) Standard national classification of educational institutions

This type of publication provides definitions of educational institutions in the country, the levels up to which persons can be educated, and the capacity, etc.

International instrument. None.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 2

OCCUPATIONAL ANALYSIS

Occupational analysis is the systematic examination of jobs and occupations in order to:

- identify the scope, purpose and nature of work performed; and
- determine the skills, knowledge and abilities which enable the workers to discharge their responsibilities for the accomplishment of the duties and tasks of which the jobs are composed.

A. Fundamentals of occupational analysis

1. The hierarchy of work

WORK is the application of energy in the form of physical and mental effort for the production of goods and the performance of services.

The ORGANISATION OF WORK consists of a hierarchy of work units. At the base are the elements in the work which a single worker performs; at its upper limit is the work accomplished by groups of individuals (see Appendix 2/I, Terms and definitions in the hierarchy of work and Appendix 2/II, Examples of terms used in the hierarchy of work in occupational classification).

2. The basic structure of occupations

Occupational analysis is greatly facilitated by the fact that there is a basic structure which is common to all occupations, i.e.:

- work is performed by some method;
- work is performed according to a standard;
- there may be a significant quantitative or qualitative aspect to the performance of work;
- work may vary in importance.

3. Occupational variables

Occupations are subject to possible variations at any point in their common structure, i.e.:

- goods and services produced;
- number and scope of duties performed;
- purpose of each duty;
- methods used;
- standards followed;
- qualitative or quantitative aspects of performance.

4. Occupational relationships

In addition to the possible variations at any point in the basic structure, there is another significant characteristic of occupations.

Two or more occupations may be identical at any point in their structure. Consequently, there is a relationship among occupations based upon the extent to which the occupations are the same at one or more points, which stem from:

- the production of the same goods or services;
- the performance of the same duties;
- the same objective of individual duties;
- the use of the same methods, equipment and materials;
- the same standards;
- the same qualitative or quantitative aspects of performance.

It is this fact of occupational relationship which leads to a worker qualified to perform one occupation satisfactorily having the ability to perform the work in related occupations satisfactorily.

Lecture Paper No. 2 - Appendix 2/I

TERMS AND DEFINITIONS USED IN THE HIERARCHY OF WORK

The principal technical terms used in describing an occupational classification system are defined in its relationships to the hierarchy of work. Although these terms are not unusual in themselves, they are given here because of their limited and sometimes arbitrary meaning when used in connection with the technical work of developing an occupational classification system.

The organization of work consists of a hierarchy of work units (or elements). At the lowest level is the element in the work which a "single worker performs"; at its upper level is the "work accomplished by groups of workers".

A. Single worker

TASK - A simple, self-contained job-related task.

DUTY - A series of related tasks, performed by one person, usually in a logical sequence, to obtain a desired result. May be designated as major or minor.

MAJOR DUTY - A duty which forms a significant component of a position and which meets all of the following criteria (if these are not met, this work element is considered a "minor duty", or "other duty", and may be considered in developing the "occupation" as a "may item", e.g. "may perform ....."):

1. The duty must constitute a placement or training requirement.
2. The duty must offer a reasonable sequence of recurrence.
3. The performance of the duty must occupy a reasonable amount of the person's working time (usually not less than 10 per cent).

POSITION - All the duties (including "minor duties") and responsibilities assigned to a single worker which can be performed during the normal tour of duty cycle of work, i.e. one day, a week, a month, etc.).

B. Groups of workers

JOB - A group of positions which are completely identical with regard to

1. Work performed in terms of:
   a) "Work activities performed" by a person (supervisor, foreman, etc.); and
   b) "Administrative controls" (written instructions, work orders, guides, construction plans, etc.).
2. Other factors (completely identical in number and scope of each).
3. Minimum "qualification requirements" imposed by the work in terms of skill, knowledge and ability (in contrast to workers' qualifications identified as "education, training and experience").

Note: A "job" may be unique to a given industry (i.e. carpet weaver machine) or common to a number of industries (i.e. clerk-typist). Therefore, this work element is subject to job analysis in employing establishments as a basis for occupational analysis.

OCCUPATION - A group of jobs having common or closely related duties and responsibilities, the performance of which requires similar skills, knowledge and abilities.

ATTENTION: An occupation is the smallest segment of work to which an individual title and code are assigned, and for which a definition is prepared. Therefore, it is the basic unit of classification!

UNIT GROUP - A group of occupations related to each other because of the similarity of the performance qualifications required of the workers. The qualification requirements for occupations within the group are more closely related to each other (i.e. pumpman, petroleum refining to blender, petroleum refining) than to qualification requirements of occupations within other unit groups (i.e. pumpman, petroleum refining to building painter). This work segment is also known as an occupational family.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 2 - Appendix 2/II

EXAMPLES FOR TERMS USED IN THE HIERARCHY OF WORK IN OCCUPATIONAL CLASSIFICATION

Selected Example: 1958 ISCO 7-92.20 Plasterer (Ornamental)

4 TASKS

Reaches for and grasps hammer and nail.

Reaches for, grasps and holds wooden strip against surface.

Lifts hammer and nail to desired position.

Hits hammer on head of nail until it is driven through the wood into the surface.

(Major)* DUTY I

WHAT Fastens wooden strips to surface.

HOW By driving nails through strips into surface.

WHY To serve as guide for template.

4 TASKS

Reaches for and grasps trowel.

Dips trowel into plaster.

Lifts trowel with plaster to desired position.

Throws plaster against surface.

(Major) DUTY II

WHAT Applies plaster coat to surface.

HOW By throwing plaster with trowel against surface.

WHY To serve as basis for casting.

5 TASKS

Reaches for and grasps template.

Lifts template to desired position.

Presses template into plaster.

Moves template along guide.

Strikes off excessive plaster.

(Major) DUTY III

WHAT Pushes template over plaster.

HOW By pressing template into soft plaster and moving it along guide and striking off excess plaster.

WHY To obtain desired shape and smoothness

JOB** (Positions)

ORNAMENTAL PLASTERER (Casting)

Workers in this job cast ornamental plaster cornices:

Fasten wooden strips to surfaces.
Apply plaster coat to surface.
Push template over surface.
Strike off excessive plaster.
Smooth and shape plaster.

JOB

ORNAMENTAL PLASTERER (Moulding)

JOB

ORNAMENTAL PLASTER-STICKER

OCCUPATION: 7-92.20 PLASTERER (Ornamental)

Workers in this occupation mould and install ornamental plaster panels and trim, and cast ornamental plaster cornices:

Mould and install plaster panels by mixing plaster, shaping it with template, sawing hardened and shaped plaster to length, erecting temporary support to hold mould in place, applying coat of plaster to surface and pressing mould into position.

Cast plaster cornices by nailing wooden strip to surface as template guide for cornice, applying plaster coat to surface, pushing template over plaster to shape and smooth it.

May specialise in affixing decorative, pre-cast plaster mouldings and panels to walls and ceilings.

LEGEND: * A major duty is a duty which meets the three prescribed criteria; if these are not met the duty may not be taken into consideration for constructing a position or job.

** A job is a group of "identical" positions.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper 2

TRAINING AID

TECHNICAL TERMINOLOGY

Students may ask specific questions about technical terms which they believe fall within the framework of the hierarchy of work. Frequently, terms such as "programme", "project", etc. are mentioned. One term which, because of its bias to something being done, i.e. work, is the "function".

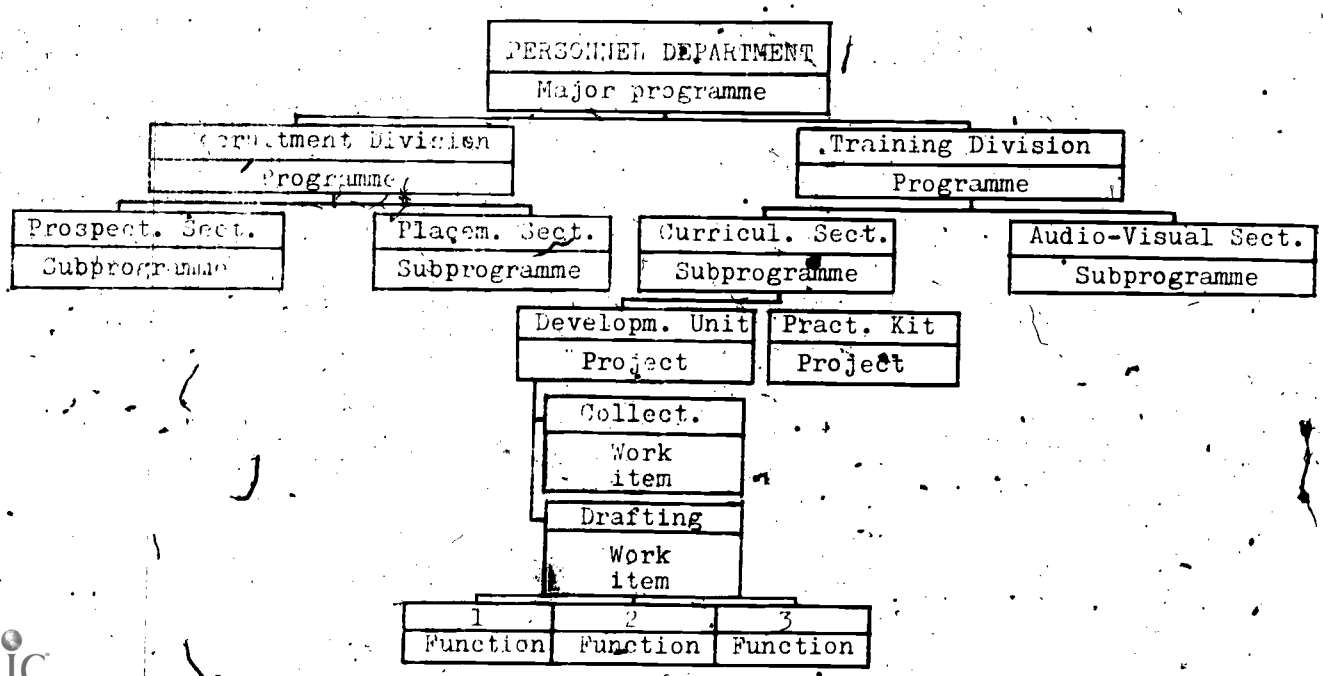
One must make it clear that work is not only performed in a "hierarchy" by individuals and/or groups of workers, but that in the interest of the desired results of the latter must be "organised", i.e. what individuals should do and what groups of workers should do. Unfortunately, certain terms have a multiple meaning, e.g. the original exact meaning has been watered down by common usage. Thus, the exact meaning of the term in the hierarchy of work "occupation" is erroneously used in place of "job", e.g. one says "it is his occupation" meaning "his job", and vice versa. The same is true for the term in the hierarchy of organisation of work "function", e.g. one says "it is one of his functions" meaning "his duties"; or "it is the function of the department (office, etc.)" meaning "its programme". In common usage, both applications are correct, because a department must "function" in order to produce something and this functioning must be guided by the "programme" laid out for the department. However, in the interest of common understanding either such vague (because multiple meanings) terms must be identified exactly in their relationship to the purpose for which they are used, i.e. hierarchy of organisation, or as a qualifying statement with regard to a single element of such.

The following table should serve as an illustration:

Hierarchy of responsibilities*	Hierarchy of organisation
Major programme	Department
Programme	Division
Subprogramme	Section
Project	Unit
Work item	Subunit
Function	Post

* often referred to as functions.

Organisational and functional chart



OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 3

OCCUPATIONAL ANALYSIS (continued)

B. Steps in occupational analysis

In order to obtain all the facts about occupations three major steps must be followed, i.e.:

- identifying the facts about the basic structure of the occupation;
- considering the working conditions;
- determining, on the basis of the foregoing information, the qualifications required of the worker.

1. Facts about the structure of occupations

The "pertinent" facts about the work performed in an occupation are identified by the following facts about the structure of the occupations:

- scope of the occupation;
- component parts of the occupation;
- relationship of component parts;
- relative importance of individual duties (percentage of working time devoted to the performance of each duty; chance and consequences of errors, etc.);
- content of each duty (what is being done, how it is being done, and why it is done).

2. Facts about the working conditions

Conditions which expose the worker to unusual discomfort, or injury, or make unusual mental or physical demands on him:

- working area and location (inside, outside, teamwork, proximity, isolation, etc.);
- atmospheric conditions (extreme cold or extreme heat with or without temperature changes; wet and/or humid, etc.);
- working conditions (noise, vibration, fumes, odours, dusts, gases, poor ventilation, etc.);
- working hazards (mechanical, electrical, burns, explosives, radiant energy, etc.).

3. Determining the qualifications required by the worker

The foregoing steps in occupational analysis form the basis for conclusions regarding the qualifications required of the worker to perform the occupations satisfactorily.

(a) Performance qualifications

The requirements imposed upon the worker by the nature of the relation of his occupation in the organizational structure, by the work performed, and the working conditions are of three types, i.e.:

- skill - (Proficiency in performing specific physical and mental activities; it may be gained or increased through experience.)

- knowledge - (A body of organised information relating to the performance of work, including such topics as principles, methods, techniques and the characteristics of materials and equipment. It is gained through education, training and experience.)

- ability - (Innate physical and mental capacity, such as reasoning, memory, co-ordination of bodily movements, vision, hearing attention, physical stamina and endurance. It may be revealed through training and experience.

(b) Evidence of qualifications

The scope, content and duration of workers' education, training and experience provide practical evidence of "what he knows" and "what he can do".

(c) Hiring requirements

Occupational analysis is concerned with determining the worker characteristics or qualifications which are inherent in the satisfactory performance of the occupations, i.e.:

- the skills, knowledge and abilities imposed by the work in the occupation, rather than
- the education, training and experience a worker may happen to possess or lack.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 4

OCCUPATIONAL ANALYSIS IS AT THE HEART OF MOST MANPOWER ACTIVITIES

All manpower activities call for a "standard" means of expressing information about the scope and content of occupations and the qualifications of workers. These activities include:

- Vocational guidance (Programme for the guidance of young persons as new entrants into the workforce, counselling of students in universities, and counselling of those who are already in an occupation.)
- Vocational training (The development of vocational training courses that meet the needs for specific occupational skills.)
- Vocational rehabilitation (The development of physical and mental rehabilitation schemes and training courses in order to prepare physically and mentally handicapped persons for specific types of work.)
- Employment placement (The matching of job requirements with workers' qualifications and the clearance and transferral of workers.)

A. Use of occupational analysis in vocational guidance

Principal information required for vocational guidance or counselling are:

(1) Description of the work involved in a specific occupation and working conditions.

(2) Description of economic activities in which the occupation is commonly found.

(3) The worker performance requirements in the customary employer hiring requirements.

(4) The basis for preparation for the occupation, e.g. education, training and licensing requirements.

(5) The occupational outlook, i.e.:

- Economic characteristics (industrial areas, job stability, male or female workers, etc.);
- Job prospects (job opportunities, present and future demand, etc.);
- Salaries, wages and hours of work (entry rates, average weekly, monthly and annual earnings, hours of work, etc.);
- Entrance and advancement on jobs (methods of entry, lines of promotion, etc.).

B. Use of occupational analysis in vocational training

Principal information required for the development of vocational training courses are:

(1) Scope of the work, i.e. the total activities requiring the full-time services of one person (cycle of operations).

(2) Each duty and pertinent work elements involving qualifications on the part of the person.

(3) Percentage of working time devoted to the performance and the critical nature of each duty (chances of error, consequences of failure, etc.).

(4) What the worker does (goods produced or services rendered in terms of kind, form, amount, quality, extent of completion, frequency and/or duration).

(5) How the worker does it (methods, techniques and procedures followed, equipment, tools, materials and supplies used, the standards of speed, accuracy, quality, etc.).

(6) Why the worker does it (the purpose for which the person performs the work, e.g. the relationship of particular component parts of the work to other parts, to the total work activity, and to other workers).

. Use of occupational analysis in vocational rehabilitation

The principal information required for preparing physically or mentally handicapped persons for work, in particular selecting specific occupations for specific types of handicaps, are:

(1) The proficiency required in performing specific physical and mental activities (skill) which may be gained or increased through experience.

(2) The innate physical and mental capacity required for performing the work in the occupation (ability), such as reasoning, memory, strength, weight, hand, arm, foot and/or leg controls, handling, fingering, feeling co-ordination of bodily movements, vision, hearing attention, talking, physical stamina and endurance, etc.

. Use of occupational analysis in employment placement

In placing a worker the "qualifications of the worker" are considered in light of the "performance requirements of the occupation (job)".

The placement interviewer (or the person responsible for bringing occupation and worker together) finds an occupational description of great assistance in formulating interviewing questions (oral trade questions), because they reveal the duties and responsibilities to be performed on the occupation, including occupational variables. They also cause the applicant to indicate "what he has done", "how he has done it" or "what he has learned to do", in other words his occupational qualifications.

Employment placement staff engaged in reviewing and classifying "employers' orders" seek guidance in occupational descriptions. Incomplete and/or apparent inaccurate orders must be clarified with the employer through occupational analysis processes.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 5

PRINCIPAL PRODUCTS OF OCCUPATIONAL ANALYSIS AND CLASSIFICATION

A. Standard national occupational classification system

A multipurpose standard national occupational classification system is the core around which centre all other kinds of occupational reference products. Therefore, the development and maintenance of this system is a prerequisite for development of reference materials specially designed for particular purposes of statistical and non-statistical nature.

This type of publication provides definitions of occupations and successive groupings of occupations, classified according to a system which indicates the relationship among the occupations based upon worker performance requirements.

B. Occupational guide

This publication is specially designed for vocational training and vocational guidance purposes. It is usually divided into two parts, i.e.:

- Job description (or specification) - provides in great detail information about economically important occupations in terms of job summary, work performed, training, occupational tests (oral trade questions, general aptitude test battery), related occupations (civilian and military), physical activities, working conditions, hazards and glossary of terms;
- Labour market information - provides more ephemeral information, and consists of a leaflet to be included in the "job description", in terms of economic characteristics of the occupation, job prospects, wages, hours, hiring practices, provision for tools and equipment, and conditions for entrance and advancement on job.

C. Occupational composition patterns

This type of publication usually consists of a series of issues providing for individual industries a list of the occupations found in the industry (predominantly for larger industrial establishments) and the percentage of workers normally employed on each occupation. It is limited to the industries which employ relatively large numbers of workers in the individual establishments.

Its principal use is in connection with large-scale planning of staffing requirements, such as on development projects.

D. Vocational guidance leaflet

This type of publication provides in very general terms information about occupations in order to raise the interest of school-leavers and to advise young persons about vocational guidance services available where they can seek further more detailed information and guidance on occupational choices.

E. Occupational (or job) glossary

This type of publication represents usually a rearrangement (from structural to a list type presentation) of occupational definitions as they appear in the standard national occupational classification system.

Lecture Paper No. 6

[illegible] NATIONAL OCCUPATIONAL CLASSIFICATION SYSTEM

[illegible] examination of the principal types of occupational information publications shows that the national occupational classification system is essential to the preparation of the data given. It is the basic reference, the development of which needs to precede the development of other kinds of occupational references.

1. Uses of a standard national occupational classification system

(1) It can be used to classify both work performed (occupations) and qualifications of workers (individuals).

The basic unit of classification is small enough to meet the needs of users of the classified data, requiring the greatest amount of detail.

The basic units of classification are grouped according to related worker performance requirements and qualifications, irrespective of status or industrial affiliations.

(4) These give larger groupings tend to be of socio-economic significance.

It covers occupations in all of the industries of the country and also reflects variations in the content of work specialisations.

It is multipurpose, i.e. it lends itself to classification of the occupational data needed for employment market analysis, regardless of the sources from which the data are supplied, e.g. employment service operations, population census, vocational training institutions, employers' reports, etc.

It makes possible the international comparison of occupational data.

[illegible] structure of an occupational classification system

An occupational classification system is composed of three inseparable parts:

- [illegible] definitions,
- [illegible] titles,
- [illegible] codes.

[illegible] definitions

An definition of an occupation is a short description which tells "what" [illegible] is done in the occupation, "how" and "why" it is done and something of what is involved.

It is developed from information on a number of similar occupations in different geographical areas of the country, and jobs in industries and establishments, which is compiled and recorded in such a way as to take account of the major duties which these occupations and jobs have in common.

The occupational definition is the heart of the national occupational classification system.

[illegible] codes

An examination of what is involved in the performance of the occupations existing in a country reveals the fact that some occupations call for similar qualifications on the part of the workers. Such occupations are grouped together and it is the grouping on the basis of "similarity of performance requirements" that forms the "classification structure".

The whole structure of a classification system is reflected by means of the individual codes assigned to the occupations.

Code numbers, however, are merely a convenient means of locating occupations which are related on the basis of similarity of worker qualifications. They are also an administrative means of identifying occupations in statistics, etc.

3. Occupational titles

The title of an occupation gives the name by which a given set of duties is commonly known in the country.

Titles are useful for reference purposes, but they cannot take the place of definitions, since occupational titles are scarcely more indicative of the content of an occupation than is its code.

4. Basis for grouping occupations and factors to be considered

There is no rigidly prescribed pattern of factors applicable in grouping occupations, although "work performance requirements" is the primary factor. However, other factors must be taken also into consideration so as to provide flexibility and to make the classification system more useful and responsive to the needs of the country and the multiple users. The following factors have been proved useful:

(a) similarity of work performed (for occupational families);

(b) training, experience and education (as in professional, technical and related workers, etc.);

(c) work surrounding and working conditions (as in mining, agriculture, forestry, etc.); and

(d) tools and equipment used, material worked on (as in furnaceman, machine operators, metal workers, woodworkers, etc.).

5. Role of "level of skill" in occupational classification systems

To a certain extent indications as to level of skill are given in an occupational classification system, i.e. it is obvious that a medical doctor is higher skilled than a medical technician, a machine feeder is less skilled than a machine-setter operator, etc. However, except for such very general distinctions a more exact identification is not possible, e.g. unskilled, semi-skilled and skilled. Attempts to identify skill levels in a national occupational classification system (such as the US dictionary of occupational titles) have failed, because:

(a) skill levels for similar or identical occupations are most likely found to be different among different regions and areas, in particular highly industrialised localities versus less developed areas, etc.;

(b) rapid advancement in technology, automation, etc. automatically affect the basic qualification requirements, e.g. work, the performance of which traditionally demanded a fully skilled person (completed apprenticeship) can now be performed by semi-skilled (sometimes even unskilled) persons. While it is already difficult to establish skill levels exactly for jobs and occupations, it is not feasible to maintain a system which attempts to take account of such;

(c) individual workers, and workers' organisations, are tempted to use the occupational classification as a tool and basis for salary and wage negotiations. This would not only constitute a flagrant misuse of the system, but would be most dangerous in that an occupational classification system is definitely not designed for such purposes.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 7

THE DEVELOPMENT OF A STANDARD NATIONAL OCCUPATIONAL CLASSIFICATION SYSTEM

A. Major elements of a classification system

A national occupational classification is composed of two main elements, i.e.:

(1) The classification structure, which in turn is composed of two parts:

(a) occupational codes; and

(b) occupational titles.

(2) The occupational definitions (which are the heart of the classification system), and successive larger groupings of occupations.

B. The occupational classification structure

Normally, the classification structure is formed by "grouping national occupations together" which call for "similar qualifications on the part of the workers" and which are "similar with regard to performance requirements". Consequently, the structure can only be formed after all national occupations have been exactly defined and classified, i.e. grouped together into occupational families and larger groupings, and a uniform coding scheme has been applied. However, in planning and organising the analysis and classification of individual occupations an administrative guide is required in the form of a temporary structure based on a hypothetical occupational composition pattern (hypothetical, because the many occupations existing in the country are not yet known). This poses many problems in that the hypothetical structure will necessarily have to be changed whenever new occupations are found to exist, or occupations which are thought to exist have disappeared. Consequently, many countries use the international code structure as a basis for their analysis and classification programme.

C. The occupational definitions

Normally, occupational definitions are developed from information (obtained through job and occupational analysis) on a number of similar occupations in different geographical areas of the country, and jobs in industrial, commercial and agricultural establishments (all economic activities). Such information is compiled and recorded in such a way as to take account of the major duties which these jobs have in common. This is a very long and tedious process. Consequently, many countries - in particular those who are faced with the problem of developing rapidly and economically a standard national occupational classification system - use the occupational definitions as given in the international standard classification of occupations (ISCO) as a guide.

D. ISCO as a guide for the development of a standard national occupational classification system (SNOCS)

The following procedure suggests itself for developing SNOCS on the basis of ISCO:

1. Policy decisions

The work begins with two policy decisions, i.e.:

(a) the adoption of the general plan for the SNOCS's structure; and

(b) the adoption of the ISCO major and minor groups as the pattern used in SNOCS for the grouping of occupations at this level.

2. Technical work

Following these policy decisions, the technical work consists of two major steps, i.e.:

(a) fitting national occupations into the national occupational classification structure; and

(b) grouping national occupations into unit groups (occupational families).

3. Occupational classification file

Throughout the steps involved in the technical work the development progress is controlled by the maintenance of an occupational classification file.

4. Establishment of the SNOC code structure

The general plan for the national occupational code structure is established by the decision to:

(1) Adopt the same scheme for coding occupations and groups of occupations making up SNOC as has been used in ISCO.

(2) Adopt the same 5-digit code whenever the definition of a national occupation shows it to be equivalent to the definition of the international occupational title and the same worker qualification requirements are implied.

(3) Omit from SNOC the 5-digit codes of occupations defined in ISCO, but representing occupations which do not exist nationally (not all 5-digit codes used in ISCO will appear in SNOC); these numbers merely remain blank in the national system.

(4) Add 5-digit codes to SNOC to cover national occupations which have not been identified individually in ISCO (although such 5-digit codes do not appear in ISCO, they will follow the ISCO coding scheme).

5. Establishment of major and minor groups

The final major (1-digit) and minor (2-digit) groups are established by the decision to adopt the ISCO major and minor groups in the pattern for the grouping of occupations in the ISCO structure (two levels).

It is an arbitrary decision by which the ISCO definitions and codes of the major and minor groups (2 levels) of the ISCO definitions. However, if found necessary, these two levels, i.e. the major groups, may be so arranged as to follow a pattern that best corresponds to the needs of the country. Normally, this has not been necessary, because these levels are predominantly used for statistical and general information or manpower planning and organisation purposes. They also represent the levels which allow international comparison of census returns of occupations.

6. Identification, definition and coding of SNOC occupations

Individual national occupations (after such have been developed by job analysis and definition writing procedures) are identified by national title (including alternate or regional titles where necessary). Definitions are assigned a 5-digit national code.

This is the crux of the technical work involved in the development of SNOC.

H. Establishment of SNOCS unit groups

SNOCS unit groups are established by the application of the following processes:

(1) [illegible] unit groups are adopted to serve provisionally as SNOCS unit groups, pending the identification and definition of national occupations.

(2) SNOCS unit groups are put into final form by grouping SNOCS occupations according to work performed and similarity of performance qualification requirements. In establishing SNOCS unit groups comparability with the international classification structure is observed as far as practicable.

(3) [illegible] identified SNOCS unit groups, definitions are prepared and [illegible] codes are assigned. In cases in which the final SNOCS unit group is not identical in scope with the [illegible] code, the corresponding corrections are made in the first three digits of the provisional SNOCS occupational [illegible]-digit) codes.

I. Establishment of SNOCS occupational classification file

The method for controlling the work described in the foregoing steps is based on the establishment and maintenance of a national occupational classification card file.

A card is prepared for each national occupation and each group of occupations. It is prepared as soon as decision is reached regarding the scope, content and code to be assigned to the occupation, or group of occupations, in question. At the outset a card is prepared for each [illegible] major and minor group. Cards are prepared for national unit groups within a minor group only after cards have been prepared for a majority of the occupations falling within the minor group.

The cards are filed in numerical order of the tentative codes and the file grows with the development of the national occupational classification system. Each card bears the following information:

(1) [illegible] of the occupational category in question, i.e. [illegible] unit group, minor group, or major group.

(2) [illegible] of titles of occupations, alternate titles (if any) by which the occupation may also be known commonly or may be known in certain [illegible] of the country.

[illegible] of the work performed, following the pattern used in the [illegible] of definitions of occupations and of unit groups in [illegible].

(4) [illegible] occupational classification code assigned.

(5) [illegible] titles and [illegible] one SNOCS code may encompass one or more [illegible] codes.

(6) [illegible] of record for each occupation or unit group: the source(s) of occupational information upon which the definition and the selection of the [illegible] code have been based; [illegible] into the national occupational information [illegible] maintained.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 8

JOB ANALYSIS

The correct analysis and classification of occupations demand that their component parts, i.e. jobs, must be analysed before the scope and content of a national standard occupation can be determined. In essence, job analysis is a process by which all facts about individual jobs making up an occupation are gathered.

A. Methods of job analysis

There are three basic methods which are applied in particular circumstances in analysing jobs, i.e.:

1. Observation method

In application of this method the analyst observes the worker in the execution of his duties at the workplace in order to ascertain "what" he does, and "how" he does it. This is one of the most effective methods, in particular at those workplaces where the working conditions (noise, hazards, radiation, etc.) do not allow the analyst to get in direct contact with the worker.

2. Questionnaire method

In application of this method the analyst discusses the duties and responsibilities pertaining to a job with the worker in order to:

(a) supplement what he has learned during observing the worker in executing his duties, in particular "what" and "how" he does it (if not otherwise applicable);

(b) to clarify matters which have not been clear from the observation method, and to ascertain what is expected of the worker prior to arriving at the workplace, and what is expected afterwards; and

(c) to ascertain the duties and responsibilities which are performed during longer periods of time, in certain cases during daily, weekly and monthly cycles of work. For example, the worker may only do one part of the [illegible] the analyst must look to see either [illegible] and/or examples of completed [illegible].

3. [illegible]

[illegible] questionnaires are developed and mailed to supervisors or individual workers. Such questionnaires usually contain specific and detailed instructions on how they will be completed. Because of the least accurate ones and is usually not used in cases where replacement of an analyst would be impractical, abroad, etc.) or when only general information is required.

4. Combination

This is the most efficient method, because it is the combination of the "observation" and the "questionnaire" method. It is the most commonly known method applied in practice.

B. Steps in job analysis

In describing the following steps it is assumed that the necessary negotiations between the governmental and industrial, etc. organisations have been completed and agreement has been reached that analysts can visit employing establishments. Essentially, the steps include the actions to be taken by the analysts only:

1. Preparation for job audits

It is of utmost importance that the analyst familiarises himself with the employing establishment which he is to visit. If the analyst is a former (or at the same time) an employment officer who had previous occasions to visit establishments in the area of his activities, he will have knowledge of most of the required information. However, in order to formalise and record the information for later use, also for other research and study projects, as well as operations (such as employment placement) more than ephemeral information must be recorded on forms. The information needed by the analyst for preparing himself for the job audits are:

(a) General information - which includes information about the name and address of the establishment, the product manufactured or service rendered, the total number of employees and (if available), the standard industrial code. In addition to these identification data, information about the occupational (job) composition pattern is required, i.e. the types of jobs in the establishment (from the director down to the floor-sweeper), each job identified by the title by which it is commonly known in the establishment and the number of workers employed in each, etc. (See Appendix 8/I, Staffing schedule and job analysis planning report.)

(b) Specific information - which is, in essence, a worksheet to guide the analyst in his main contacts with key staff in the establishment and to provide him with important inside information. (See Appendix 8/II, Plant information worksheet.)

(c) Technical information - the analyst must familiarise himself with the potential scope and content of the jobs which he is going to survey in terms of what, how and why, and with the machines, equipment and tools used, and with the material worked on. Sources of information about the work involved will be found in the "employers' orders" received in employment offices, in "trade standards" published by vocational training authorities, etc. However, for the immediate purposes the "guidance material" prepared by the occupational research and classification division will be most helpful. (See Appendix 8/III, Duty statements and glossary of terms.)

2. Paving the way

The success or failure of a job audit exercise largely depends on:

- the timing of appointments;
- the personality of the analyst;
- the understanding of the purposes of the exercise on the part of key staff and, consequently, their confidence and willingness to co-operate fully;
- the understanding and co-operation of supervisors and foremen; and
- the attitudes of workers and the flexibility of the analyst to adapt himself to such.

The methods and techniques to be applied by the analyst are different with regard to the first contact with the employing establishment and normal day-to-day contacts once the initial exercise has become routine and/or the system has been accepted by the employing establishment as an integral part of the normal employment office - employers' relationship.

(a) Paving the way for launching the exercise

Although the management of the selected employing establishment will have been informed officially by the relevant employers' organisation, or other competent institution, the analyst should not expect to be welcomed with open arms. There is a natural resistance which stems from fear of somebody snooping around in the establishment, wasting key staff's and workers' time, discovering negative work situations in the form of badly organised work processes, disharmony among staff, etc. The analyst should expect this attitude from division directors, supervisors and foremen who may feel that their authority and competences can be undermined by an outsider, although the analyst will be the representative of the government. The analyst should not forget that it is his responsibility to plan, organise, supervise, direct and co-ordinate the various production and work processes and it is his (the analyst's) job to primarily help management and key staff in their work by gathering and processing occupational information which is to serve finally for

supplying them with more competent and better qualified workers. Many supervisors may not like an outsider getting in direct contact with workers under his supervision; yet, this direct contact in the form of individual job audits is a prerequisite for sound job analysis and occupational classification.

Another source of problem may be workers' representatives who may feel that an occupational analysis exercise could be a management device for cutting down on workers' acquired rights, impeding upon their working conditions, etc. and, therefore, may advise their constituents to have a negative attitude.

In order to overcome such negative attitudes, which definitely will hamper -- if not curtail - the analysis exercise, the following actions must be taken:

(1) Orientation meeting - A meeting with management officials, division directors, and other key staff will be arranged for briefly explaining the purpose of the job analysis exercise (national occupational research and classification programme, standard national occupational classification system, use of occupational information for employment placement, vocational training, vocational guidance, etc.) with special emphasis on the benefits employers will draw from the exercise. The meeting should not be too long and time must be provided for discussions, answering questions, etc. Normally, the results of such meetings are twofold:

- top and middle management levels in an establishment will better understand the subject matter involved, the benefits they will have in the long run, especially if they co-operate fully and should have gained confidence not only in the exercise, but also in the occupational analyst;
- the analyst, by giving explanations, etc. in the meeting, has the unique opportunity to have the leading staff of the employing establishment together and convince such persons on his own person, and to identify in the discussion period the stronger and weaker personalities and to allay any doubts which still may exist.

(2) Briefing supervisors and foremen - This should be done by the division directors who, if necessary, will be assisted by the analyst in particular in answering questions. The information should only touch on the wider aspects of job analysis and occupational classification, but should emphasise the specific use of job information for improving the qualifications of workers to be supplied, more correct matching processes of job requirements and qualifications of job applicants, etc. It is advisable to distribute handouts explaining briefly the main points (to be used as a guide by supervisors and foremen in explaining the exercise to workers under their supervision).

Note: It is most important that workers' representatives should participate in these meetings unless it is desired to hold separate meetings with workers' representatives.

(3) Explaining the exercise to workers - This is best done by the supervisors and foremen, because they are closest to the workers they supervise. In explaining the exercise to the workers the pragmatic approach to fact-finding and analysis of work in the occupation must be emphasised and every attempt should be made for convincing workers that the study is not concerned with their qualification, hours of work, wages, etc. and, therefore, will not be discussed during job audits. Also workers should be informed that not all will be interviewed, but that does not mean that those who will not be interviewed are neglected, etc.

(4) Establishing main work contacts - Because of the day-to-day contacts with the local employment office for recruitment and other purposes, the personnel office in an employing establishment should be the main work contact point for occupational analysis. However, if there are specialised units (or officials specialising in) for "job classification and salary administration" (which must have sets of up-to-date job descriptions, etc.), "training and career planning" (which are most likely working with training schedules, etc.) they are most valuable work contacts for the analyst; the payroll unit could furnish valuable information on the internal occupational composition pattern (types of jobs and how many workers employed in each, etc.). Because the analyst must know about changes in production schedules, production methods

(automation, etc.) and basic materials worked on in that such changes may affect the individual occupations (jobs) with regard to duties and responsibilities, worker performance requirements and qualifications, he should establish work contacts with production planning and scheduling units, production control units, management service units, etc., which have advance or up-to-date information on such matters.

(b) Paving the way for job audits

Once the orientation drive has been completed and the exercise is fully accepted only then can the analyst undertake individual job audits, i.e. get in direct contact with individual workers through their supervisor or foreman, as day-to-day operation. However, each audit must be carefully prepared and the analyst has to observe certain rules if the audit is to be successful. There are two golden rules:

(i) never undertake an audit at an inopportune time, i.e. when the supervisor or foreman are engaged in important and pressing work and, therefore, cannot give the attention to the analyst which he needs (never press for an appointment, even when it seems a supervisor prefers to postpone an audit for invalid reasons); and

(ii) when a worker is not prepared for the audit, because his office or floorshop is under hard pressure to meet a deadline, etc. Even when a definite appointment has been scheduled in advance, but the analyst feels when arriving in the plant that an unforeseen change in schedule of work has happened and supervisors seem to be nervous, the analyst should suggest another appointment; otherwise he may find that he is wasting his time since the results will be unsound.

The following basic rules should be strictly observed by the analyst, even after he may have become on friendly terms with plant supervisors and workers:

(1) Appointments - Normally, appointments should be made with the direct supervisor or foreman over the job to be audited. Appointments should be made at least two or three days in advance; confirmation should be sought in the morning of the day on which the appointment was scheduled in order to make sure that the analyst is expected and matters have been arranged in the establishment for the audit.

(2) Timing of appointments - Avoid making, or pressing for, appointments at the first day or the last day of a work week (supervisors are normally occupied in planning or finalising work schedules), too late in the afternoon (there may be not enough time to complete the audit, taking account of the necessary verification process), or at times of high workload pressures, etc.

(3) Provide and obtain basic information - When making an appointment give specific information about which jobs are intended to be audited and at which approximative times (morning or afternoon). Account must be taken of the fact that a thorough audit of an average job requires between one and one-and-a-half hours; thus hardly more than three jobs can be audited a day. Emphasise that only fully qualified workers should be selected for the interview, i.e. not trainees or workers who have not yet completed the full schedule of work, or who are still under on-the-job training.

If possible, obtain the name(s) of the worker(s) whose jobs will be audited in advance (if not at the time of the appointment, then prior to the audit), so that the analyst can memorise the name(s). Also obtain the name and status of the person who is to verify the information obtained during the audit for correctness and completeness (if other than the direct supervisor).

3. Conducting the job audit

The main objective of the job audit is to collect all information about a job (or a number of identical jobs). The audit is completed when all persons involved,

i.e. the analyst, the worker(s) and the supervisor are in agreement that the collected information is complete, accurate and up to date. The results of the audit are sound when the analyst, upon return to his office and analysing the information, does not find it necessary to return to the job for further information, because he has missed important facts during the initial audit (this must be avoided by all means, because it undermines the position of the analyst in that it creates doubts about his competence).

In order to achieve these main objectives, the analyst must know the basic factors which can influence the job audit, and he must be able to judge a given situation in order to apply such factors, or to avoid the unfavourable ones successfully. There are three basic factors, i.e. (i) the participating persons; (ii) the audit methods; and (iii) the audit techniques.

(a) Participating persons - Normally, there are three types of persons involved in a job audit with differing degrees of participation, but also frequently they have different (sometimes wrong) opinions about their role in the audit, i.e.:

(1) The occupational analyst - He is to play the leading role in the job audit; yet he should never act as being the expert, but through the audit must use friendly persuasion in order to gain confidence and co-operation. He must be patient and understanding, yet firm and insistent. He should never express doubts, even when he is convinced that he is told false information, but should conduct the interview so that such information comes to light by facts and that the wrong informer sees himself the need to correct the information. He should not be impatient when he has to wait for some time, even for an appointment that was fixed. He should be a good listener and show understanding. He should not object to waring protection gear (steel helmet in mines, on construction sites; overcoats, rubber boots, etc.), although they might be too large in size, etc. He should not express any opinion about working conditions, internal personnel problems, disputes between workers, or workers and supervisors, too low or high remuneration, etc. He should not ask leading questions which can be simply answered with yes or no.

(2) The supervisor or foreman - Under modern concepts of "management" (i.e. the most economical use of man, money and material) supervisors and foremen are representatives of management, although at the lowest level. Yet they play a very important part in that it is finally, through them that plans and operations are carried out. The analyst must, therefore, make all attempts for establishing a good work relationship with them, because their understanding and co-operation are prerequisites for the success of the analyst's work.

This is not always easy because of their attitudes and personalities, i.e. there is the "bossing" type who believes in strict control, pushes his workers to the maximum and has hardly any consideration for harmony among his group; likewise, he usually will not tolerate any weaknesses (even natural ones) of a worker, and will look upon demonstrated efficiencies as a dangerous ambition on the part of a worker. His workers are afraid of him and, consequently, will be afraid of speaking freely when interviewed by the analyst. On the other hand, this type of supervisor will be difficult in the verification process of audit results in that he is inclined to show that he is "the boss" by disagreeing with what workers have said.

There is the "chummy" type who is friendly with everybody in his group; everybody likes him but hardly anybody respects him. Because of this friendly work-relationship this type of supervisor cannot exercise authority when it is absolutely necessary, particularly in disciplining workers. His workers will usually act high-handed when interviewed by the analyst and will imply that they work with hardly any supervision. On the other hand, this type of supervisor will usually agree with everything that workers have said during the interview.

There is the "timid" type who is neither friendly nor bossy with his workers. Frequently, his attitude is conditioned by his

poor technical qualification, or by lack of leadership. He is satisfied when things run well, but gets nervous when things go wrong. He usually accepts that one of his group (there is usually a leader type worker) runs things for him as "primus inter pares". He will always try to blame others for mistakes being made and, therefore, his work relationships with his subordinates will be unbalanced, which normally is reflected in unbalanced work assignments. Consequently, the analyst will face problems when interviewing workers in that he will be confronted with overlappings in duties and responsibilities, or gaps, etc. On the other hand, this type of supervisor will try to use the analyst for putting things in order for him by revising audit results so as he himself wishes things should run, or will always pretend that his unit is in the process of reorganisation.

Finally, there is the genuine "leader" type supervisor who is well liked and respected by his workers with whom, and with his workers, the analyst will hardly have any problems in the audit exercises.

This is not an exhaustive listing of types of supervisors, but the analyst will soon notice that they have one thing in common, i.e. they usually complain (or imply) that the planning and higher level officials have hardly any understanding of their problems, that schedules are too tight, that they are always asked to do the impossible immediately, that they get the worst machines and equipment and unqualified workers.

There is no clear-cut pattern which could help the analyst to face and correct such problems. He has to live with them and try to make the best out of them. Therefore, he must attempt to identify as soon as possible the type of supervisor he is confronted with and adjust his own attitude consequently, otherwise his problems will become worse.

(3) The employee - In the process of obtaining all the facts about an occupation the analyst must consider the worker in a job (the component part of an occupation) as the main source of information, particularly with regard to "what" work is performed and "how" work is performed. Frequently, workers are not capable of telling "why" work is performed. The analyst should never forget that the worker he interviews is "only a source of information" and, consequently, the analyst should not be influenced by the worker himself, e.g. his demonstrated efficiency, punctuality, quality and quantity of output, or his personal attributes, such as neatness, physical appearance (beautiful girls, etc.), the way he expresses himself, etc. The same is true for his level of education, training and experience which may be higher or lower than the level of his work and, therefore, might mislead the analyst.

The analyst must understand that nearly all workers take their job as a means of earning money (only few rate job satisfaction higher than remuneration) and, consequently, any process involving analysis of work where he is asked to explain what he is doing and how he is doing it automatically leads him to believe that his qualifications and work performance are checked. Although his supervisor has briefed him on the purpose of the analyst's visit, he may have a natural suspicion and may either have hopes that he will get a raise in salary or a promotion, or fears that he will be fired or get a salary reduction.

As with supervisors, the analyst must attempt to gain the confidence of the workers he interviews, which may even be more difficult because of their attitudes and personalities, some of which are described here.

There is the qualified worker who is sure of himself, likes his job and is proud of his qualifications and his work accomplishments. He normally can explain his work well, can answer questions and knows what has happened to the work item prior to arriving at his workplace and what will happen with it afterwards. He is the ideal source of information.

There is the "impressive" type who will try to convince the analyst that everything in his work is most important and that he is most responsible, but that his supervisor does not realise so or does not want to give him credit for it. He will talk a lot and is most likely inclined to judge his fellow-workers negatively, confidentially by all means. He also is ready to advance suggestions for improvements in work methods, etc., although his supervisor may have turned those down previously.

There is the "nervous" type who, also very efficient and qualified in his work, becomes so nervous by the analyst's presence, that he confuses things, finds it difficult to explain the logical steps of his work and, in trying to improve things, makes matters worse.

There is the "try me" type who thinks that by not saying too much he cannot make mistakes. Normally, he expects the analyst to ask all the questions to make a fool of himself so that he can correct the analyst.

There is the "complaining" type who talks about everything else but not his job; after several minutes the analyst knows his family problems, the inadequacy of his salary, the unfairness of his supervisor, the meanness of his fellow-workers, etc. Usually, he will tell the analyst that his job is only for a transitional period and he has already a much better job lined up somewhere else.

There is the "you know" type who right away tells the analyst "I know you have to do your job and you know I have to do my job, let us not make life hard for each other!" How about a little joke?

Regardless which type of worker the analyst is to meet, he must adjust himself and his attitude to the interview situation. He must be prepared for some workers (mainly female) getting emotionally involved (they may even start crying, the odd one may complain to the supervisor about the behaviour of the analyst, etc.). He should know that he will be under constant observation by the workers when he enters the establishment or workshop, particularly during the first interview contacts, and that they will discuss his person after he has left. Workers may boast about what they told him, or may even invent statements which the analyst never made.

A good analyst will soon learn that this atmosphere is the normal bread and butter of his fact-finding work. Yet he must always be calm, polite and sure of himself and should not get annoyed or frustrated, although on a bad day he may feel like blowing up. Yet he never should lose control of himself or get emotionally involved (this is why personality has priority over technical qualification as attributes required for an analyst; the latter he can improve by experience); nor should he express himself negatively - but by all means - he should never take sides on controversial issues between workers, or between workers and their supervisor!

(b) The audit methods

If possible, the analyst should determine prior to the audit which methods of job analysis (previously discussed in this paper, see A. Methods of job analysis, page 4) would be most convenient. If this is not possible, he must determine this at the arrival at the work site. If necessary, he should recommend the change in the interest of the soundness of information to be obtained.

(c) The audit interview techniques

The most common interview technique for conducting audits is the "individual" audit; this is the most effective one. However, under certain circumstances the analyst may choose the "group interview" technique.

Regardless which technique the analyst finally chooses, he must discuss the job to be audited with the supervisor over the job prior to interviewing the worker(s) and verify the results of the interview(s) with the supervisor.

(1) Individual interview - This technique involves a direct dialogue between the worker and the analyst. The supervisor (or any other person) should not be present during the interview.

The analyst must observe the following steps:

(i) Introduction - Make sure to be introduced to the worker by his supervisor, or any other person known to him (fellow-worker). Thus the embarrassing situation will be (and must be) avoided that the analyst tries to find his way through offices and workshops in looking for a person he does not know yet, sometimes being obliged to ask persons, perhaps having to stand around waiting for the interviewee who might be temporarily absent.

(ii) Interviewing atmosphere - Although it is most effective to interview the worker at his workplace, it is equally important that he can speak without restraint, i.e. knowing that somebody may overhear the discussion may hamper him in speaking freely. Thus the analyst may find it necessary to observe the work at the place of work and discuss the work somewhere else where the confidential nature of the [illegible] is assured.

(iii) Put the worker at ease - This is a very important step in the interview which permits the analyst to "size up" the interviewee and, at the same time, to create a confidential atmosphere. [illegible] may [illegible] on the part of the worker, etc. Therefore, the analyst must observe the basic rules for starting the interview, i.e.:

- make sitting arrangements that you face the worker directly; if possible avoid having work bench, desk, etc. between yourself and the worker;
- make sure the worker knows your name and where you come from;
- address the worker with his name as often as possible;
- explain in your own words (the supervisor may have only told the worker that you want to see him) the purpose of this interview, emphasizing that it is not he, himself, who is subject to evaluation, classification, salary, etc.;
- inform the worker that you have discussed the job with his supervisor previously in order to have a general idea, which you will check during the interview and that you will verify the information obtained through the worker with his supervisor;
- explain what papers you have with you which will facilitate the interview and excuse yourself for having to take notes (you must take notes openly!);
- if you feel the worker is still very nervous, talk about something else, how he likes his work, how he comes to work and about transport problems, whether the food in the [illegible] is good, etc.).

(iv) [illegible] - [illegible] pattern for conducting an interview, stating the [illegible] will have duty statements and [illegible] of [illegible] which is [illegible]:

i. [illegible] worker to give you a brief description of his work;

ii. [illegible] the [illegible] work processes (and examples [illegible] previously); this gives you the opportunity to observe the work and complete your check [illegible];

iii. [illegible] further points of the work until you have the complete picture;

iv. make sure to cover the complete cycle of work.

During the interview act kind and understanding; do not express any doubt; let the worker feel that he is the expert and that you are grateful for his explanations; never argue but let facts speak for themselves; guide the worker but do not ask leading questions (which can be answered flatly with "yes" or "no" - you want to know what the worker thinks and not a confirmation by the worker of what you think).

(v) Closing the interview - Do not drag the interview to a point where the worker becomes bored. Before closing the interview, however, make sure that he and you have completely understood each other. This is achieved by making a final resumé, i.e. brief recapitulation of the main points (in particular those where misunderstandings may have been during the interview). Tell the worker again that you will discuss the information with his supervisor (who in turn might wish to discuss it with him). Tell him that he is free to inform you of anything which might have been overlooked and THANK him for his patience and co-operation.

(2) Group interview - This technique may be applied when a large number of completely identical jobs have to be audited. It involves the discussion of the work between the analyst and one (or a representative sample - not more than three) worker who has been chosen among the workers involved to speak on their behalf and to demonstrate the work processes. In principle, the same techniques as in the "individual" interview techniques are applied. However, the analyst should choose a random sample of workers among the relevant group for making "spotchecks" on observations of work processes and for verifying information obtained from the chosen representative. In cases of serious discrepancies the analyst should widen the sample or repeat the audit by applying the "individual interview" technique for each job involved.

Normally, this technique saves time and effort while being nearly as effective as the "individual" technique. However, there is a certain danger that the "spotcheck" verification process reveals serious discrepancies which run contrary to the time-saving aspect, i.e. since in job analysis accuracy comes before speed, it may happen that the "group interview" technique proves inadequate and, consequently, much time has been lost, since the exercise has to be repeated by applying the individual interview technique.

(d) Verifying job audit results

This step should be taken immediately after the audit. It consists of discussing with the supervisor over the job the audit results. Frequently, there are problems in that the supervisor does not agree with what the worker has said. The analyst should apply sound judgment in deciding whether discrepancies are minor or not; he should only bring major discrepancies to the attention of the supervisor for clarification.

It does not make any difference for the analyst whether the official or the supervisor is right; nobody is credited for being correct in the sense that the worker could get a promotion, better working conditions, etc. or the supervisor feels that some of the duties the worker claims to perform are his own responsibilities. Thus the analyst should never make an issue of this - he should never take sides; he definitely should refuse to be present when the supervisor calls the worker to discuss differences of opinions. He should use his own judgment of the validity of the information obtained when processing the audit results, i.e. writing the definition.

The analyst must always bear in mind that both the supervisor and the workers are "sources of information" only - nothing more. Yet he needs their co-operation, especially that of the supervisor for further job audits and, therefore, if the analyst creates controversial issues, or even takes sides on such, this may destroy the confidence of both, e.g. they will not co-operate in future exercises.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 8 - APPENDIX 8/I

STAFFING SCHEDULE AND JOB ANALYSIS PLANNING REPORT

STAFFING SCHEDULE AND JOB ANALYSIS PLANNING REPORT

Page No. ..... of ..... pages

ESTABLISHMENT (Name and Address) .....

PRODUCT MANUFACTURED OR SERVICE RENDERED ..... TOTAL NUMBER OF EMPLOYEES ..... Male Female

SIC ..... DEPARTMENT/DIVISION SECTION/SHOP ..... NUMBER OF EMPLOYEES ....

Ser. No.	Plant Title	Number of Employ.	Plant Description YES NO	ISCO Title	ISCO Code	Date of Audit	Remarks

SOURCE OF INFORMATION ..... Date: ..... ANALYST: .....

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GUIDE FOR COMPLETION OF THE STAFFING SCHEDULE AND JOB ANALYSIS PLANNING REPORT

A. General

All items on the form must be completed. Data entered must be legible. The form is an information and work sheet for the analyst. The information should be treated as confidential and is only for internal use; it should, however, also be used to bring up-to-date the employer's register and files in the employment offices.

For smaller employing establishments one page may be sufficient for accommodating all types of jobs. For large employing establishments individual sheets (pages) should be preferably used for organisational units within the establishment, i.e. departments, divisions, sections, shops, etc. in order to accommodate all jobs.

B. Nature of information

1. Establishment - give complete name and address.

2. Product manufactured or service rendered - try to provide specific information, i.e. avoid using general terms such as "construction" when the establishment specialises in "building construction", "road constructions", etc.

3. Total number of employees - normally the number of employees carried on the payroll of the establishment.

4. SIC - the code number of the "standard industrial classification" which is allocated to the type of establishment.

5. Department/division/section/shop - identify by name of unit for which a separate sheet (page) is used.

6. Number of employees - number of employees working in the organisational unit for which a separate sheet has been established; if possible, identify this number by male and female workers.

7. Occ. No. - the list number, starting with one (1, 2, 3, etc.); if possible, list occupations (jobs) by level of hierarchy from highest to lowest, i.e. division chief as first (No. 1) ... cleaner as the last.

8. Plant title - the title under which the listed job is commonly known in the establishment, or listed in the payroll, etc. If titles, such as "supervisor", "foreman", etc. are used, identify by specialisation, such as "supervisor (electrical shop)", "foreman, carpenter", etc.

9. Number of employ. - number of employees working in each of the jobs listed.

10. Plant description - identify whether the establishment maintains a description for the listed job (YES) or not (NO). If there are descriptions, and those are identified by a description number, list this number instead of writing YES in the column.

11. ISCO title and code - the analyst shall assign a preliminary ISCO title and code for the occupation (5-digit) which covers the type of job listed. This is predominantly for planning purposes, i.e. the type of duty statements and glossary of terms which will be used for the analysis process. As an example: the plant title is "house painter"; the corresponding ISCO title and code would be "painter (buildings), 7-81.30".

12. Date of audit - this is for planning and control purposes; the analyst indicates the tentative audit schedule (in pencil) and marks the date when the audit is finally scheduled and completed (in ink).

13. Remarks - use left at the discretion of the analyst.

14. Source of information - identify the unit, or name of official, in the establishment which provided the information.

15. Date and analyst - identify (and sign) the name of the analyst who was responsible for the establishment of the staffing schedule and job analysis planning report and give the date upon which it was completed.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 8 - Appendix 8/II

PLANT INFORMATION WORKSHEET

1. NAME OF ESTABLISHMENT .....
   1. Address .....
      2. Telephone number(s) .....
      3. How to reach (by car, train, etc.) .....4. Travel time .....
      5. Security restrictions (special pass, etc.) .....
      6. Working hours ..... 7. Work week .....
2. TYPE OF ESTABLISHMENT
   1. Industrial ☐ Commercial ☐ Agricultural ☐ Other .....
3. OWNERSHIP OF ESTABLISHMENT
   1. Private ☐ Government ☐ Foreign ☐ Other .....
4. GOODS PRODUCED OR SERVICES RENDERED (collect public information material)
   1. Main products manufactured .....
   2. Main goods produced .....
   3. Main services rendered .....
5. ORGANIZATION, OPERATIONS, NAMES OF KEY STAFF (collect plant manuals, telephone directories, organizational charts, etc.)
   1. Personnel
      1. Director or chief ..... Tel. No. .....
      2. Recruitment ..... Tel. No. .....
      3. Relations ..... Tel. No. .....
      4. Classification and salary administration .....
         ..... Tel. No. .....
      5. Training and career planning ..... Tel. No. .....
   2. Budget and finance
      1. Director or chief ..... Tel. No. .....
      2. Payroll ..... Tel. No. .....
   3. Management services
      1. Organization and methods ..... Tel. No. .....
      2. Reports and forms control ..... Tel. No. .....
   4. Technical and/or vocational training .....
      ..... Tel. No. .....
   5. Production planning and control .....
      ..... Tel. No. .....
6. SPECIAL CHANGES WHICH MAY AFFECT OCCUPATIONS
   1. Production (new products, etc.) .....
   2. Production methods (automation, etc.) .....
   3. Organization (reorganizations, etc.) .....
   4. Other .....

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 8 - Appendix 8/III

DUTY STATEMENTS AND GLOSSARY OF TERMS

OCCUPATION: Painter (building), ISCO code 7-81.20

A. DUTY STATEMENTS

— Applies coats of paint, varnish, shellac and similar material to protect or decorate exterior and interior surfaces, trimmings and fixtures of buildings.

1. Paints exterior surfaces of buildings.

2. Paints interior surfaces of buildings.

3. Paints trimmings and fixtures of buildings.

4. Paints furniture belonging to the house.

5. Finishes and decorates with stippled, wood grain, marble or brick and tile effects or by gilding, silvering or painting over stencils.

6. Uses paint, varnish, shellac and similar material.

7. Mixes paint and varnish colours by stirring together proper proportions of pigment, oil and thinning and drying substances.

8. Erects scaffolding or portable ladders.

9. Cleans surfaces with brush, cloth or abrasive material.

10. Prepares cracks and nail holes with putty, plastic wood or other filler.

11. Removes old paint with scraper, wire brush, blow lamp or liquid paint remover.

12. Prepares surfaces by applying primer to bare surfaces.

13. Applies one or more coats of paint to surfaces.

14. Hangs wallpaper and lines walls of buildings with wallpaper.

Attention: [illegible] to the existence or absence of work described in [illegible] "Staining and matching paint to colours".

1. [illegible]

2. [illegible] - [illegible] colour and also supplies durability. It consists [illegible] powder which has the colour of the material, organic [illegible] substance from which it is ground.

3. [illegible] - The binder is an oil, such as linseed, soyabean, perilla, or tung oil, which holds pigment in place, keeps it evenly distributed, and forms protective skin when dry.

4. THINNER - Turpentine, mineral spirits, or naphta, which is added to the pigment, binder, and drier to give paint proper consistency and promote ease of application.

4. DRIER - Is an oily, fast-drying liquid, such as japan, which is added to accelerate drying process.

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 9

[illegible] JOB ANALYSIS

A. SUMMARY OF PROCEDURES

1. A national occupational definition may be derived from an international occupational definition by means of the following steps:

(a) The I[illegible] definition is broken up into a series of statements concerning the work [illegible]ved. These statements are numbered for purposes of comparison (see [illegible]x/III, Duty statements and glossary of terms).

(b) [illegible] forms provided for this purpose, each of these numbered statements is compared with the actual work performed in jobs in a number of representative establishments throughout the country. This is done to see whether the statements accurately reflect actual practice and, if not, the way in which it differs (see Appendix 9/I, Verification of statements regarding the work performed on the occupation of:).

(c) During the verification process other information, important for other manpower programmes, such as vocational training, vocational guidance, vocational rehabilitation, and employment placement are obtained with regard to:

(i) education, training and experience;

(ii) [illegible]achines, tools, equipment and work aids used; and

(iii) definition of terms.

Space for reporting [illegible] information is provided on the forms given in Appendix 9/I.

Particular attention should be given to physical requirements for the satisfactory performance of the work. A "tick-off" sheet is provided for recording such information (see Appendix 9/II, Analysis of physical demands).

(d) Reports on verifications of duty statements (step (b) above) are examined to determine the way the work is performed in the majority of the representative establishments in the country. Note is taken of any significant variations from [illegible] establishment to establishment or from part of the country to another.

(e) The text of the occupational definition is drafted by incorporating composite statements of work performed and giving mention of any significant variations (see Appendix 9/III, Summary sheet).

(f) Information on qualification requirements (education, training and experience) and physical requirements will not be consolidated. They will be made available to the competent services in their original form to serve for their own [illegible] recruitment procedures.

2. The foregoing steps fall into two categories of work: one is a headquarters type of operation and the other is a type which can only be carried out by field work:

(a) Step (a), the preparation of the numbered statements, is a responsibility which must be undertaken centrally by a single authority, the central Occupational Research and Classification Division, which will seek the advice and assistance of technical specialists in the elaboration of glossary of terms.

(b) Steps (b) and (c), the comparison of the numbered statements with actual practice must be carried out in the field, as well as assessing and checking off qualification and physical requirements. This may be undertaken simultaneously by a number of field workers.

(c) Steps (d) and (e), the compilation of the comparison results, and the drafting of a national occupational definition, are the responsibility of the central authority.

B. DETAILS OF [illegible]

For purposes of this training course only the procedures for the work carried out by the field staff (analysts) is treated here in detail. Procedures for headquarters activities will be treated in another paper. However, analysts should know the principles and general aspects of headquarters activities as related to their own work, i.e. how their working tools are developed (in particular the preparation of draft statements), and how the information they obtained is processed at headquarters. Consequently, general information about headquarters activities are provided here.

1. Preparation of draft statements

Draft statements about an occupation do not themselves represent a definition of that occupation. Rather they are a listing of the principal facts about the work generally performed on the occupation, arranged and numbered in such a way that the accuracy of each statement may be easily verified. A statement may represent a major duty of the occupation or it may be an indication of variations in the scope or method of a duty. One statement alone is not sufficient to cover the kind of major duty which may be performed by alternate methods or for different purposes. Therefore, a separate statement is required to cover each of the possible methods or purposes. A statement is included only if it has significant bearings on the qualifications required of the worker to perform the job satisfactorily.

a. Occupational title used in a draft statement

The series of statements prepared for each occupation should have a provisional title. The corresponding title from ISCO may be used if a more appropriate national title is not known. The practice is to put the title of an occupation in the singular (although an occupation covers the work performed by a number of workers), whereas the plural is used for larger groupings in the classification structure.

b. Completion of the form verification of statements regarding the work performed on the occupation of

(a) The form given in Appendix V/1 is used for the verification of the numbered statements describing the work performed in an individual job.

(b) One form is prepared for each employing establishment and each job which is audited under the comparison method.

(c) Completion of identifying data - The following are instructions for entering the "general identifying information" at the top of the form:

(i) Date: enter the date when the component job of the occupation is studied in the establishment.

(ii) Occupation: enter the title given in the draft statement.

(iii) ISCO code: enter the code given in the draft statement.

(iv) SIC: enter the industrial code, if known.

(v) Establishment: enter the official name of the establishment in which the job is studied.

(vi) Plant title: enter the name (title) under which the job is commonly known in the establishment.

(vii) Alternate title(s): enter other titles (including vernacular titles) by which the job may also be known in the establishment.

(viii) Analyst: Enter the name of the analyst and his signature.

(ix) Reviewer: Enter name of the employee (supervisor) in the establishment who verified the information obtained by the analyst.

Note: Except for the name and signature of the "reviewer", the analyst should complete the identifying data prior to his visit to the establishment. If not known beforehand, the plant title and the alternate titles should be filled in during the preparatory discussions with the supervisor over the job to be audited.

4. Verification of duty statements

In the process of verification each statement implies the question "Is this a correct statement of the work as it is actually performed?" Consequently, a statement needs to be constructed in such a way that as often as possible a straightforward reply of "yes" or "no" may be given to the implied question.

Verification would be exceedingly simple if all statements brought forward "yes" replies. However, in cases of negative reply ("no") it is important to go further and determine "why it is not a correct statement", i.e. in what way it differs from the actual situation.

Experience has shown that the difference is usually due to one of five situations, i.e.:

- the work is not performed at all;
- the work is performed by some workers only, or by all workers occasionally;
- the work is performed by different methods;
- the work is performed as part of another job;
- the work is performed as a completely separate job.

(a) Part A of the form - The numbered columns of the form (1, 2, 3, etc.) correspond to the numbered statements.

In comparing the individual numbered statements with work as it is actually performed in the establishment, six possibilities are indicated.

An "X" must be entered in each column on the appropriate line. Since the six possibilities are mutually exclusive, only one "X" can appear in each column.

Entries may be made as follows:

(i) "- is performed as described" - is marked with an "X" when the comparison shows that the work is identical with the statement, or the variation is so slight as to have no influence on the qualifications required of workers to perform the major duty (duty) satisfactorily.

(ii) "- is not performed" - is marked with an "X" when the work is not at all performed in the establishment.

(iii) "- may be performed" - is marked with an "X" when the work is performed by some but not all workers employed in identical jobs in the establishment, or is only performed occasionally.

(iv) "- is performed differently (a)" - is marked with an "X" when the method of performing this major duty, or when the equipment or material used, vary sufficiently to influence the qualifications required of workers to perform the major duty.

Enter under footnote (a) "Description of in what respect it is performed differently": only those variations having significant bearing on the qualifications required of the worker.

(v) "- is part of another occupation" - is marked with an "X" when the worker is not performing this duty in his particular job, but when the work is performed, among other duties, in another job.

Enter under footnote (b) "occupational title" the name under which the other job is known in the establishment.

(vi) "- is a separate occupation" - is marked with an "X" when the work is not performed in this particular job because the activity is so specialised in the establishment that it constitutes a separate occupation (job).

Enter under footnote (c) the title of the separate job.[1]

(b) Part B of the form; additional variations - Enter a description of any additional pertinent aspects of the work performed as a part of the jobs (occupation) within the establishment, which are not otherwise covered in Part A of the form.

5. Assessment of qualification requirements

There are several sources which can be tapped by the analyst in order to obtain information about which education, training and experience are required for the successful performance of the work. These sources are:

(a) The recruitment section of the personnel office - This unit is predominantly engaged in prospection, selection and placement of workers and, consequently, have to inform employment offices not only about the vacant jobs and their scope and content, but also about the qualifications which potential candidates for filling these vacancies must possess.

(b) The supervisor(s) over the job(s) - He usually is the best source of information, because he knows best which qualifications are demanded by the work, since he is closest related to the job and the worker. Usually, he gives the information about qualification requirements for vacant jobs under his supervision to the personnel office.

(c) The worker - The analyst should be careful to ask the worker about the qualification requirements, because the reply may be misleading. The qualifications possessed by the worker may be higher or lower than the difficulty of the job actually demands (perhaps he was the best choice for filling the job, because an ideal choice could not be made at the time of filling the post). Furthermore, such a question may lead the worker to the conclusion that his qualifications and work performance are subject to audit, which should - by all means - be avoided.

6. Recording qualification requirements

The reverse side of Appendix 9/I provides space for recording such information, i.e.:

(a) Experience - None: enter an "X" if no experience is required.
Acceptable: indicate what type of experience is normally required.

(b) Training - Two types of training requirements are to be recorded:

(i) Minimum training time for "on-the-job" training, i.e. for an "experienced" worker (who has already worked on identical jobs but must still adapt himself to the machines, tools, products, etc. in the establishment), and for an "inexperienced" worker (who may not have worked on identical jobs and needs more than just "on-the-job" training).

(ii) Apprenticeship in terms of "formal" training under prescribed apprenticeship schemes for the occupation or "informal" training in form of accelerated, adult, part-time, etc. training courses. Under "length of time required" indicate the training time for either "formal" or "informal" apprenticeship training, or for both - whichever is suitable.

---

[1] The analyst should try to obtain a job description (if this exists in the establishment). If no description exists, the analyst must audit the separate and prepare a new description (see Appendix 9/IV, Modified job analysis schedule).

(c) Education - Indicate only the highest level of education which a new entrant in the job must possess, i.e. none, primary school, secondary school, business school, university. List also diplomas and degrees, if such are required.

7. Machine, tools, equipment, work aids

List specific types and, if possible, makes and models which the worker operates and uses (while this is not very important - the makes and models - for occupational analysis, it is of importance for placement activities), e.g. not "saw" when a "circular saw" is used, etc.

8. Definition of terms

List here definitions for terms which are not in the list provided under glossary of terms in the duty statements.

9. General comments

The analyst may wish to use this space for recording information such as: changes which may occur in the scope and content of the job due to changes in work processes, automation, material worked on, etc.; increase in number of these jobs due to increased production, etc.; shortage of labour supply (i.e. difficulty in getting workers to fill vacancies, etc.).

10. Assessing and recording physical demands

The primary source for obtaining the information on physical demands is the worker, i.e. the analyst observes the worker executing his duties and determines the "physical activities" involved and the "environmental conditions of work". The form provided as Appendix 9/11, Analysis of physical demands will be used for recording the results of this observation process. It is predominantly a "tick-off sheet" which lists nearly all possible situations and conditions. The analyst must choose between several alternatives for each physical activity or environmental condition, i.e. whether it is present or not present; if present, the analyst has three choices - occasionally (identified by letter O), frequently (identified by letter F) and currently (identified by letter C).

The most difficult aspect in assessing and recording physical demands is the judgment the analyst must apply in determining what is "occasionally" and "frequently" - there is not a fixed yardstick or rule except unless occasionally he should consider only if the situation prevails very rarely. Another difficulty is that the analyst may not be able to observe the execution of the full cycle of work at the time of the job audit. Thus he must ask the worker about physical demands in addition to his duties and responsibilities.

The various physical activities and environmental conditions are straightforward and self-explanatory. However, the analyst should study the form carefully and clarify any questions he may have about the concepts of the terms.

The form also provides for the listing of protective clothing or personal devices. Here the analyst should list the protective clothing which the worker has to wear (either for certain work phases, such as occasional welding or soldering work where he has to wear goggles or welding helmet, or continuously, such as protective helmets in construction, protective gloves in sheet metal working, etc.). It may be that some workers have to furnish certain working objects, or have devised certain objects which are to facilitate their work or give protection; although this may be the case very rarely, the analyst should list those.

11. Verification and review of audit results

Unless the analyst's findings and recordings have been reviewed and verified by a competent person in the plant (preferably the supervisor), the job audit is not complete. It is absolutely necessary that the findings in particular apparent problems encountered must be discussed and agreement be reached. The relevant forms must be signed by the reviewer.

12. Consolidating job audit findings

The results of the job audits as recorded on a number of verification sheets (Appendix 9/I) must be consolidated in order to arrive at a composite statement of facts. The example given as Appendix 9/III, Summary Sheet is to serve for this purpose. It provides for recording the audit results of three establishments only; in practice, it may be necessary to design a summary sheet with a larger number of divisions for individual establishments and also indicate the region of the country.

Technically speaking, this process of consolidating individual job audits results, i.e. products of "job analysis", is the first step towards "occupational analysis", because the information recorded on summary sheets are the basis for analysing the scope and content of work performed in a number of jobs (in several establishments and regions of the country) which are components of the occupation under study. The results of this analysis process lead to determining the scope and content of, and work variations involved in, the standard national occupation.

VERIFICATION OF STATEMENTS REGARDING THE WORK PERFORMED ON THE OCCUPATION OF: .....

SIC: ..... ISIC CODE: ..... DATE: .....

ESTABLISHMENT: ..... ADDRESS: .....

PLANT TITLE: ..... ALTERNATE TITLE(S) .....

ANALYST: ..... REVIEWER: .....

A. VERIFICATION OF STATEMENTS

In the establishment the work:

- is performed as described; .....
- is not performed; .....
- may be performed; .....
- is performed differently (a); .....
- is part of another occupation (b); ..
- is a separate occupation (c); .....

STATEMENTS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

(a) Description of in what respect it is performed differently: .....

.....

.....

(b) Occupational title: ..... (c) Occupational title: .....

B. ADDITIONAL VARIATIONS: Description of any other significant differences in work performed and not included in A above.

EXPERIENCE: NONE ..... ACCEPTABLE .....

.....

TRAINING: MINIMUM TRAINING TIME - (a) Inexperienced .....

(b) Experienced .....

APPRENTICESHIP: Formal ..... Informal .....

Length of time required .....

EDUCATION: .....

.....

MACHINES, TOOLS, EQUIPMENT, WORK AIDS:

DEFINITION OF TERMS:

GENERAL COMMENTS:

OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 9 - Appendix 9/II

ANALYSIS OF PHYSICAL DEMANDS

JOB TITLE ..... CODE .....

ESTABLISHMENT .....

PHYSICAL ACTIVITIES

COMMENTS

1. STRENGTH

a. Standing .. Walking .. Sitting ..

b. LIGHT

	Not Present	EXTENT		
Lifting				
Carrying				
Pushing				
Pulling				

c. Controls: Hand-arm .... Foot-leg ....

right .... right ....
left .... left ....
both .... both ....
either .... either ....

	Not Present	FREQUENCY		
3. STOOPING				
KNEELING				
CROUCHING				
CRAWLING				
4. REACHING				
HANDLING				
FINGERING				
FEELING				
5. TALKING				
Ordinary				
Other				
HEARING				
Ordinary conversation				
Other sounds				
6. SEEING				
Acuity, Near				
Acuity, Far				
Depth Percept.				
Accommodation				
Colour Vision				
Field of Vision				

Analyst ..... Date .....

Reviewer ..... Date .....

ENVIRONMENTAL CONDITIONS	COMMENTS

WORK LOCATION

Inside ..... %
Outside ..... %

Teamwork ..... %
Proximity ..... %
Isolation ..... %

	Not Present	PRESENT		
		O	F	C
2. EXTREME COLD WITH OR WITHOUT TEMPERATURE CHANGES				
3. EXTREME HEAT WITH OR WITHOUT TEMPERATURE CHANGES				
4. WET AND/OR HUMID				
5. NOISE				
VIBRATION				
6. HAZARD:				
Mechanical				
Electrical				
Burns				
Explosives				
Radiant Energy				
Other				
7. ATMOSPHERIC CONDITIONS				
Fumes				
Odours				
Dusts				
Mists				
Gases				
Poor Ventilation				
Others				

PROTECTIVE CLOTHING OR PERSONAL DEVICES

SUMMARY SHEET

DATE .....

OCCUPATION STUDIED: ..... ISCO CODE: .....

STANDARD NATIONAL OCCUPATIONAL TITLE: ..... NATIONAL CODE: .....

A. OCCUPATIONAL TITLES

MAIN TITLE .....
ALTERNATE ENGLISH TITLE(S) .....
ALTERNATE VERNACULAR TITLE(S) .....

B. VARIABLES

- NONE .....
- NOT PERFORMED .....
- MAY BE PERFORMED .....
- DIFFERENTLY PERFORMED .....
- PART OF ANOTHER OCCUPATION .....
- SEPARATE OCCUPATION .....

C. ADDITIONAL VARIATIONS

ESTABLISHMENT 1	ESTABLISHMENT 2	ESTABLISHMENT 3

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OCCUPATIONAL ANALYSIS AND CLASSIFICATION TRAINING COURSE

Lecture Paper No. 9 - Appendix 9/IV

MODIFIED JOB ANALYSIS SCHEDULE

JOB TITLE: ..... CODE: .....

ALTERNATE TITLE(S) ..... SIC: .....

ESTABLISHMENT: .....

ANALYST: ..... DATE: .....

WORK PERFORMED:

EXPERIENCE: NONE ..... ACCEPTABLE .....

.....

TRAINING: MINIMUM TRAINING TIME - (a) Inexperienced .....

(b) Experienced .....

APPRENTICESHIP: Formal ..... Informal .....

Length of time required .....

EDUCATION: .....

.....

MACHINES, TOOLS, EQUIPMENT, WORK AIDS:

DEFINITION OF TERMS:

GENERAL COMMENTS:

ESTABLISHMENT (Name and address) ..... Telephone No. .....

Main products manufactured or type of service rendered .....

Male Female Total

Department/Division/Section/Shop ..... Number of employees .....

TITLES OF JOBS*	Job Descrip.		Workers Employed		Estimate of Workers Demands**			REMARKS
	YES	NO	MALE	FEMALE	in 1975	in 1976	in 1977	

LEGEND: * Present jobs; use separate sheet for new jobs which will be established later.

** Indicate only the estimated number of "additional" workers.

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ABSTRACT: A TWO-STEP PRESENTATION IS FOLLOWED IN THIS REPORT: (1) FACTUAL SUMMARIES OF STATE LEGISLATION ACTIVITIES AFFECTING COMMUNITY AND JUNIOR COLLEGES AND DIGESTS OF THE LEGISLATION, AND (2) STATEMENTS RELATING THE FACTUAL DATA TO THE STATUS AND FUTURE DIRECTIONS OF THE COLLEGES. DATA ON ACTIONS OF THE VARIOUS STATE LEGISLATURES IN 1973-1975 SESSIONS WERE COLLECTED FROM 45 STATE DIRECTORS OF COMMUNITY AND JUNIOR COLLEGES AND ARE SUMMARIZED IN TABULAR AND NARRATIVE FORM. LEGISLATIVE ACTIVITY RELATED TO POSTSECONDARY EDUCATION IS GIVEN FOR THE STATES BOTH INDIVIDUALLY AND COLLECTIVELY, WITH AN ANALYSIS OF THE REPORTED ACTIVITY IN 19 AREAS GROUPED UNDER SIX MAIN HEADINGS: FINANCE, STATE LEVEL CONCERNS, INSTITUTIONAL CONCERNS, PERSONNEL, STUDENTS, AND ACADEMIC CONCERNS. OTHER AREAS OF DATA ANALYSIS REFLECT THE OPINIONS OF THE STATE DIRECTORS WHO REPLIED TO REQUESTS FOR THEIR CLASSIFICATION OF SIGNIFICANT ACTIONS (31 REPLIES), LEGAL BASES FOR THE COLLEGES (21 REPLIES), AND THE IMPLEMENTATION OF ADVISORY COUNCILS (19 REPLIES, 3 COUNCILS ESTABLISHED). APPENDED ARE DIGESTS OF STATE LEGISLATION, BOTH ENACTED AND PROPOSED, RELATING TO HIGHER EDUCATION FROM JANUARY 1, 1973 TO SEPTEMBER 1, 1975 (48 PAGES); SUBJECT INDEX OF THE LEGISLATION; AND A COPY OF THE LETTER USED AS THE SURVEY INSTRUMENT. (MF)

INSTITUTION NAME: PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. CENTER FOR THE STUDY OF HIGHER EDUCATION.

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ERIC

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FINAL DRAFT (Edition #2) OF
FINAL REPORT

STATE LEGISLATION RELATING TO COMMUNITY AND JUNIOR COLLEGES, 1973-75

Prepared for
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Center for the Study of Higher Education
The Pennsylvania State University

Special Note

After review by members of the National Council of State Directors of Community/Junior Colleges at the November 5-7, 1975 meeting, this manuscript will be amended to reflect the results of that review and will then be published. All members of the Council will get copies at no charge; also a limited broader publication is planned.

VT 102 729

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S. V. Martorana
W. Gary McGuire

Prefatory Note and Acknowledgments

The co-authors of this report wish to emphasize that, while many agencies and individuals participated in its production, the decisions reflected as to mode of analysis and interpretations made of state legislative activity concerning community college education are theirs. In essence, a two-step presentation is followed: the first is a factual, straightforward reporting of what was found which is accomplished in the summary tables and the digests of the laws, and the second is a relating of this body of factual data to the general status and future directions of community and junior colleges which is done in several places in the first section, and makes up most of the last section of the text of the report. In this last section, Mr. Don Hambrick's work on a paper using the project file as a base, provided some of the final text.

The co-authors wish also to thank the many persons and agencies who helped to complete it. There are too many to name specifically, even in a listing; yet the essential character of that wide base of assistance must be recognized and our appreciation recorded. Chief among the many involved were the members of the National Council of State Directors of Community/Junior Colleges whose active interest and some fiscal support sparked the project initially and assured its completion. We are grateful to them and to their staff members whose attention to our recurrent requests for details on legislative action in their states, we know, added to their workloads. We appreciate also the steady encouragement and support given to the project by the Center for the Study of Higher Education, The

Pennsylvania State University. Both the general assistance provided and that of the secretarial, editorial, and research assistant staff, specifically, were critical to the production of this report.

INTRODUCTION

On several occasions in recent years, the National Council of State Directors of Community and Junior Colleges expressed growing interest in seeing a reactivation of a regular, periodic review and analysis of state legislation bearing on these institutions. Not since 1965, when the last of the series of annual reports on state legislation relating to higher education by Martorana and others appeared, has such a compilation and analytical commentary been available to community and junior college leaders in the several states. Formal actions concerning the Council's interest appeared in recommendations of its Committees on Research and Legislation in 1974 and at the 1975 annual meeting in Seattle. Upon recommendations of the Executive Committee at its March meeting in Columbus, the Council formally endorsed a plan to cooperate in and to help support an annual review and report on state legislation in which the Center for the Study of Higher Education, The Pennsylvania State University, was to serve as a research and development partner to the Council.

Work on this report started by circulating to all state directors on the 1974-75 mailing list a letter requesting information on actions of the state legislatures in legislative sessions from 1973 to the current session and several other related questions. A copy of this letter, dated March 31, 1975 is attached as Appendix C. A follow-up letter was mailed May 14, 1975 to those not replying earlier.

This report summarizes some of the information state directors provided by personal reply and by sending certain documents and information related

to legislation and policy affecting community and junior colleges in their states. The report is based upon the responses of forty-five state directors received as of October 10, including twenty-four complete responses and ten partial ones. Table 1 indicates the name of each state responding and the kind of information received from each one. This report is based upon this information with the exception of Attorney General rulings and court decisions. A separate report of the Attorney General rulings and court decisions will follow later.

Table 1

Sources of Information on

Legislative Actions

	Legislation	Master Plans	Court Decisions	Attorney General Rulings	Respondents Opinion
1. Alabama(1)	X				
2. Arizona(3)	X				X
3. Arkansas(4)	X				X
4. California(5)	X				X
5. Colorado(6)	X	X	X	X	X
6. Connecticut(7)	X	X		X	X
7. Delaware(8)		X			X
8. Florida(9)	X	X	X	X	X
9. Georgia(10)					X
10. Hawaii(11)	X		X		X
11. Illinois(12)	X	X			X
12. Indiana(14)					
13. Iowa(15)	X				
14. Kansas(16)	X	X		X	X
15. Kentucky(17)	X				X
16. Maine(19)					X
17. Maryland(20)	X	X		X	X
18. Massachusetts(21)			X		X
19. Michigan(22)	X				

	Legislation	Master Plans	Court Decisions	Attorney General Rulings	Respondents Opinion
20. Mississippi(24)	X		X	X	X
21. Missouri(25)	X	X			X
22. Nebraska(21)		X			X
23. Nevada(28)	X	X		X	X
24. New Jersey(30)	X	X	X		X
25. New Mexico(31)			X		X
26. New York(32)	X	X	X	X	X
27. North Carolina(33)	X	X	X	X	X
28. North Dakota(34)	X				X
29. Ohio(35)	X	X			X
30. Oklahoma(36)	X		X		X
31. Oregon(37)		X			X
32. Pennsylvania(38)	X	X			X
33. Rhode Island(39)		X			
34. South Carolina(40)	X				
35. South Dakota(41)					
36. Tennessee(42)	X	X			X
37. Texas(43)	X	X	X	X	X
38. Utah(44)	X		X		X
39. Virginia(46)	X				X
40. Washington(47)	X	X	X	X	X
41. West Virginia(48)					X
42. Wisconsin(49)	X	X		X	X
43. Wyoming(50)	X	X		X	X
44. Canal Zone(54)					X
45. Puerto Rico(52)	X		X		X

Following this introductory section, the report is divided into five additional sections and three appendices:

Section II — Summary of State Legislation Related to Postsecondary Education.

Section III — Significant Legal Action Affecting Community and Junior Colleges.

Section IV — Strengths and Weaknesses of the Legal Basis of Community and Junior Colleges.

Section V — Implementations of Community College Advisory Councils to "1202" Postsecondary Education Planning Commissions.

Section VI — Summary and Conclusions.

Appendix A - Digests of State Legislation Relating to Postsecondary Education.

Appendix B - Index to Legislation.

Appendix C - Survey Instrument.

II

Summary of State Legislation Related to Postsecondary Education

General Observations About 1973-1975 Postsecondary Education Legislation

Table 2 presents a general view of legislative activity related to postsecondary education for the states as a group and as individual states. The data from this table summarizes only the actual bills received from respondents. They do not, for example, include data concerning respondents reports of significant legislative action. These are included in another section of this report.

The scope of legislative activity of state legislatures is presented by major areas divided into subject categories. This method of reporting these data is essentially the same as that used in a series of state legislation surveys published annually by the U. S. Office of Education from 1957 through 1964[1]. In this report several additional categories have been added, some have been subdivided and all of the categories have been divided by type of postsecondary education institution affected by the legislation.

This report has some limitations. Table 2 summarizes only legislative actions reported and received prior to October 10. Also, legislation was received for only some of the legislative sessions held between 1973 and 1975, the period covered by this report. Therefore, the figures in Table 2 do not represent total legislative action occurring during the past biennium. Finally, the table and the data it summarizes should be understood as an

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[1] Martorana, S.V. and others. Survey of State Legislation Relating to Higher Education. United State Office of Education, 1957 through 1964, OE-5008-57 through OE-5008-64.

TABLE 2

Number of Legislative Proposals[1/] Since 1973 in 18 States
by Major Topics of Concern and Type of Institution Affected

Institutional Classification[2/]	Finance			State Level Concerns					Institutional Concerns			Personnel			Students			Academic Concerns			Total Categories
	Appropriations for Operation	Capital Funds	Financial Procedures	State Level Administration	Statewide Coordination	Surveys	State Aid	Basic Legislation	Institutional Administration	Trustees	Institutional Changes	Personnel Benefits	Personnel Rights	Collective Bargaining	Rights and Responsibilities	Student Aid	Tuition	Curriculum	Accreditation Certification		
	C D	C D	C D	C D	C D	C	B D	D	C D	D	C D	C D	C D	C D	C	A B	C D	C	C D	B	
Alabama	1										1										2
Arizona	1	1	1		2				1			1	1	1		1	2				12
Arkansas	2		1 2					1			1 1										8
California		1	2	2	2				7						1	1	2				18
Colorado	1 1	2 3	3 1	2	2 1		1		2	1		1	1				1	3	1		28
Connecticut	2	3	2 1	4	7 1	2		1	9		1	2		1	2	1 1	5		3		48
Florida			4	3	1				3			2 1		1			3				18
Hawaii	1		2		1	1			1		1			1		1	1	3			13
Illinois	1	1	2								1 1					1	1				7
Iowa	4	1	1 7	1 3	3 2				5	5	2		2			2	1	1	2		43
Kansas			2		1				1 1	1		1	1	1			1		1		11
Michigan	2	1	2 1	2	2		1		1			1		1	2	2	2	1			19
Mississippi			1						2		1					1	1				8
Missouri	3		4	1	1		2		1	1		1 1		1 1			1				18
Nevada	2		1			1						2	1				2		1	1	9
New Jersey			1																		1
New York	1	1		1						1				1			1				6
North Carolina	1		1	1																	3
North Dakota	1	1	1			1	1		2												7
Oklahoma			2	9	2	1				1	1 3	1		3			1				24
Pennsylvania	1	3	3				4		1	2											14
South Carolina	1	1							1		2						1 1				7
Tennessee	2	1	1		1				2		3				2	1	1 1	1			15
Texas	3				1 2			2			2 1							2			15
Utah	1																				2
Virginia	1			1	1				1				1	1							4
Washington	1	1										1									4
Wisconsin	1		5	1	2												1		1		10
Wyoming	1		4						1		1	2					1				9
Puerto Rico	2		1	2																	6
TOTALS Legislation	6 32	9 12	16 43	24 9	18 17	6	1 8	5	18 24	12	8 15	13 4	4 2	8 5	7	1 1 1	19 10	1 1	8 1	2	389
States	3 22	6 8	11 17	9 5	8 11	5	1 4	4	7 11	7	6 10	9 4	3 1	6 5	4	9 1	11 9	6	5 1	2	

1/ Includes proposed and enacted legislation but does not include bills which have failed.

2/ Institutional classification code: All PSE, A; Private PSE only, B; all Public PSE, C; Community/Junior Colleges Only, D

indication of trends in legislative activity, not total legislative activity. Secondly, the data reflects general legislative activity and does not distinguish between proposed, enacted, and failing legislation.

Among the several states and territories, New Jersey reported the lowest extreme of legislative activity having reported action in only one area. At the other extreme is Connecticut, where forty-eight pieces of legislation are included in thirteen of the nineteen areas in the table. Table I also shows the extent of legislative activity by major area. The area receiving the greatest attention was Financial Procedures for which a total of fifty-nine pieces of legislation were reported to have been considered. The areas receiving the least attention were institutional aid to private colleges, financial aid to students enrolled in private colleges and accreditation of community college programs.

The remainder of this section of this report will consist of an analysis of reported legislative activity in each of the nineteen areas summarized in Table 2.

Finance

This first category of legislative activity to be reviewed includes a total of 118 pieces of legislation received from 28 jurisdictions. The category includes three subdivisions: 1) appropriations for operating expenses, 2) capital funds and 3) financial procedures.

Appropriation for Operations

As has been true in past years, the general trend of appropriations for community/junior colleges continues to be upward in absolute amounts. Data over a three year period have been accumulated for nine states. Of the nine states listed in Table 3, increases in absolute amounts provided for current

operations are shown in all but Missouri and Connecticut.

Table 3

General Appropriations for Community/Junior Colleges for Current Operations and FTE Enrollment for Nine States, with Percentage Change: 1973-74, 1974-75, and 1975-76

	1973 - 1974		1974 - 1975			1975 - 1976			
State	Appropriation	FTE	Appropriation	% Change	FTE	% Change	Appropriation	% Change	FTE	% Change
AZ	19,751,715	34,915	25,098,415	(32)	44,808	(29)	29,787,610	(6.7)	18,134	(7)
AR	2,957,486	2,601	4,835,801	(66)	3,945	(50)	7,190,603	(50)	5,457	(39)
CT	17,583,000	15,720	21,085,000	(20)	18,306	(17)	20,406,687	(-3)	18,076	(-1)
MS	13,800,000	25,040	15,502,000	(13)	26,700	(7)	20,235,400	(30)	29,400	(9)
TN	13,059,000	10,261	14,832,500	(14)	12,252	(20)	15,793,000	(7)	16,400	(34)
MO	15,396,000	30,879	15,085,200	(-2)	30,334	(-2)	18,565,729	(23)	Not available	
NV	3,207,983	3,064	4,371,437	(36)	4,614	(51)	5,456,681	(25)	5,191	(13)
TX	94,712,526	108,266	104,010,064	(9)	120,265	(11)	144,043,178	(39)	Not available	
WI	33,939,600	44,418	40,827,900	(13)	50,100	(20)	30,308,900	(26)	54,900	(10)

An examination of percentages of increases of 1975-76 appropriations over those provided in 1974-75 shows a less definite upward trend. Appropriations in five states show a decreasing rate of increase. The average percentage increase for 1974-75 was 22.3 percent, while for 1975-76 it decreased to 20.0 percent.

As has also been true for several years, FTE enrollments in community/junior colleges have increased in absolute figures. As shown below, enrollments have increased in five of the seven states for which complete enrollment figures are available for each of the years 1974-75 and 1975-76.

Missouri and Connecticut are the only two states which reported FTE enrollment decreases.

However, when percentage increases in enrollment are examined, an opposite trend is discovered. In five of the seven states, the percentage increase in enrollment in 1975-76 is less than in the previous year. The average percentage increase in enrollment for 1974-75 was 22.5 but in 1975-76 the average percentage increase fell 6.6 percentage points to 15.9 percent.

When comparing percentage increases in appropriations with those in enrollments, we find that for 1974-75 only four out of nine states had higher percentage increases in appropriations than for enrollments. In 1975-76 four out of seven states witnessed the same occurrance.

Capital Funds

Capital funds are most often derived from two sources: (1) income from the sale of bonds and (2) state appropriations. A total of twenty pieces of legislation were reported providing for funds for new construction and capital improvements to institutions of postsecondary education.

The legislation reported does not differ considerably in content from one state to another. Most of the bond issue legislation includes the total value of the bonds to be issued, a general statement of the types of projects to be funded from the income derived and some reference to who must authorize the construction of the projects. Likewise, the capital funds appropriation legislation does not vary considerably from one state to another except in the amount of the appropriation. One exception is the North Dakota legislation authorizing the issuance of revenue bonds to finance capital expenses (24-2). The noteworthy item in this legislation is that it allows a single bond issue for more than one capital expense project with bonds being payable from combined income of all the buildings financed through the bond issue.

Also the bill authorizes that the revenue used to pay off bonds could come from buildings or tuition. While undocumented, a conclusion seems evident that this practice is an unusual one and not found in many other states.

Financial Procedures

Legislation in the area of financial procedures counts for 15 percent of the legislation considered in the last biennium for the states reporting. Legislative action in this area was particularly heavy but spread pretty evenly among the states with activities in any one state ranging from seven to zero.

The legislation affecting financial procedures may be classified into four groups:

1) Legislation resulting in greater financial flexibility
2) Legislation resulting in more available funds
3) Legislation resulting in a decrease in available funds
4) Legislation controlling expenditure of funds

Several pieces of reported legislation resulting in greater financial flexibility affected community/junior colleges only. They included laws such as those passed in Kansas (16-7) and Illinois (13-3) allowing minimum bond issues on tax levies without a public referendum. They also included legislation which would provide for efficiency of resource utilization thus aiding spending flexibility by freeing funds. Included here are bills proposed in Iowa and Arizona authorizing joint purchasing and joint construction by community college districts.

Another liberalizing bill resulting in greater fiscal flexibility is a bill recently passed in Connecticut (7-3) amending previous legislation by allowing all public institutions to transfer a maximum of $1000 between

specific appropriations without prior approval of the financial advisory committee. Previously, prior approval was necessary.

Other pieces of legislation were received which will result in an increase in funds available for postsecondary education. Two of these are attempts to indirectly bring this about. A proposed bill in Mississippi (24-9) increases the maximum bond interest rate from 6 percent to 7 percent until March 31, 1976. The other is a Michigan law which became effective in October of 1974 which allows corporate tax credits for contributions to organizations operated exclusively for the benefit of institutions of higher education. Previously only libraries and higher education institutions were allowable sources of tax credit.

Another bill of interest is one passed last year in North Dakota (34-3) which allows all credits earned in any community college course to be included in computation of FTE students upon which state aid is based. Previously, the state aid formula discouraged other than full-time day instruction.

The third category for legislation affecting financial procedures is for legislation resulting in a decrease in available funds. Three of these pieces of legislation were passed recently in Wisconsin. One of these (49-9) reduces the multiplier used in determining state aid to community colleges from 55 percent to 35 percent. It was reported from Wisconsin that this is the first time the level of state support has been reduced despite the fact that enrollments are increasing at an annual rate of approximately 9 percent. Another Wisconsin piece of legislation (49-3) has mandated that vocational, technical and adult education districts must pay costs associated with certification of educational personnel and that certification expenses shall not be included

in the district aidable costs. The third Wisconsin bill (49-8) repeals the allowance of each district to include 11 percent of instructional costs as administrative costs in computation of operational costs. The fact that this limiting legislation has occurred in Wisconsin despite the national and state leadership shown by the Wisconsin Board of Vocational, Technical and Adult Education is similar to legislative concern across the nation for reducing expenditures for higher education in the face of a faltering economy.

The fourth category for legislation affecting financial procedures includes legislation resulting in greater state control over expenditure of appropriated funds. Three of the pieces of legislation in this category were received from Arkansas and represent significant changes in state post-secondary education policy.

The effect of these pieces of legislation has been to define state supported institutions of postsecondary education as "state agencies" and to greatly reduce institutional autonomy even to the point of reducing institutional control over local income. One of these pieces of legislation (4-2) provides for state control of all cash funds for postsecondary educational institutions excluding only gifts or endowments not used for operating expenses. The effect of this law as reported from Arkansas is to place tuition, fees, and other local income under state control. As an example of the effect of this law, Act 508 (4-5) appropriates for salaries and operating expenses cash funds resulting from local revenue such as tuition. Another Arkansas law (4-4) exempts funds derived from local taxes from this appropriation requirement. However, this could be seen as a token concession since, by law, local tax funds cannot be spent without state approval. Thus, while an appropriation is not required for expenditure of

local tax funds, pre-audit is.

State-Level Concerns

The legislation included in this category all relates to legislative activity affecting the nature of the state's direct involvement in post-secondary education. Included are 88 pieces of legislation from 24 jurisdictions.

State Level Administration

Legislative action related to state-level administration of colleges and universities are numerous and worth separate tabulation and comment. Thirteen jurisdictions reported thirty-three pieces of legislation related to state-level administration. Twenty-four of these affected all public postsecondary education and ten affected community colleges exclusively. The thirty-four bills may be divided into three subcategories: 1) facilities, 2) employment regulation and 3) governance.

Legislation affecting state-level administration related to facilities was proposed in Connecticut (7-6); Florida (9-13); Michigan (22-30, 22-31); and Oklahoma (36-19, 20-21) as well as others. Of particular interest may be the Connecticut legislation transferring leasing authority from boards of trustees to commissioners of public works. Also of note are two Michigan laws aimed to increasing building accessibility by handicapped persons by disallowing exemption from requirements that all new construction be barrier-free in design.

One example of a law falling under the employment subcategory, is a Connecticut law (7-41) requiring the development of affirmative action plans by all state agencies. The third category of state-level administration includes legislation related to governance powers of state-level boards.

Four pieces of legislation are of particular interest here. A Washington law updated the 1969 legislation which established the Coordinating Board for Community College Education. A Missouri law (25-1) transferred responsibility for state-level administration and supervision. In Puerto Rico two actions are of interest. One project not converted into law would have created a new board for technical and highly skilled occupations, evaluation and stripped the Department of Education and the University of Puerto Rico of all facilities and jurisdiction on this type of education. Instead, a law was passed on August 9, 1974 which reorganized the State Board for Vocational and Technical Education increasing the members of the Board, including the President of the University as a member and giving the Board complete authority on technical education, except that the University programs are left untouched.

Statewide Coordination

Fifteen states reported a total of thirty-five pieces of legislation affecting statewide coordination of postsecondary education. Eighteen of these related to all public postsecondary education institutions and the same amount to community colleges specifically. Within the thirty-five pieces of legislation are included two groups of legislation of particular interest. One of these groups covers the effective use of postsecondary educational resources and the other relates to the establishment of coordinating bodies.

During the early decades of the present century, concern for the coordination of postsecondary education became an interest of the states. Through the 1960s, coordination was synonomous with controlled growth of resources. Institutional growth had to be contained within the limits of

(1) the budget; (2) rationality; (3) standards of quality. During the current decade, however, coordination interest has shifted somewhat to concern for continued expansion of postsecondary education opportunities but without expanding resources at an equal rate. Thus, state legislative and administrative bodies are searching for means to the effective and efficient use of existing resources. That this is indeed the case is evidenced by twelve legislative actions reported which are aimed at achieving this objective. Of particular interest is legislation promoting regionalization.

Regionalization can be defined as a pattern of postsecondary educational institutions joined by official state action or given official state recognition in a planned effort to solve certain institutional and regional educational needs.* Of particular interest among the regionalization legislation are California (5-19) and Florida (9-4) bills proposing the establishment of regional coordinating councils. In Florida, these councils would coordinate all postsecondary education in a single community college district. In California, the councils would review and recommend to boards occupational and adult education courses. In addition, an Oklahoma law provides for the expansion of postsecondary education opportunities in one area of the state through the use of existing resources of the State University and a minimal initial grant of $100,000. Also included in this section is the legislation establishing the Colorado Auraria Higher Education Center and the Connecticut Higher Education Centers.

Also of interest is legislation related directly to responsibilities

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*Martorana, S. V. McGuire, W. G. Regionalization in Postsecondary Education: A Preliminary Report of a Continuing Study. Forthcoming.

of state level coordinating boards. One noteworthy example is the Wisconsin law (49-4) amending previous legislation by allowing the State Board of Vocational, Technical, and Adult Education to withhold in whole or in part, payment of state and federal aid to any district board which fails to report data within a final deadline, and in required format. Also included here is legislation providing for Vocational-Technical Advisory Councils in Hawaii and Texas.

Surveys and Studies

The report received from the states indicated that there were six pieces of legislation passed calling for studies and surveys of either 1) postsecondary education or 2) aspects of state government administration related indirectly to postsecondary education. Six of the actions reported for this survey fall into the former category and one falls into the latter category. The first five include three resolutions: one (11-6) in Hawaii calling for a comprehensive study of vocational education in the state; the second resolution (34-6) was reported by North Dakota which directed the legislative council and the Board of Higher Education to perform a comprehensive study of postsecondary education including the feasibility and desirability of the merger of junior colleges into the state system. The third resolution (20-9) directs the Nevada legislative commission to study budget formulas and budget formats used for the University of Nevada System and to report results of the study and make recommendations.

Besides these resolutions are the following laws. An Oklahoma law authorizes the Regents for Higher Education to study employee benefits programs leading to policy direction for the establishment and maintenance of uniform and equitable benefits to comparable personnel of all institutions in the system. A Connecticut law provides for the development of a state

master plan for postsecondary education. One piece of legislation which relates only indirectly to postsecondary education is a Connecticut law requiring a state inventory of facilities and their use.

State Aid to Community Colleges

Eight states reported legislation related to state aid for community colleges. Two of these were bills submitted by Missouri which are proposals to change the state aid formula for community colleges. Without discussing the details of the two bills, suffice it to say that one (25-8) would cost the state approximately $15,000,000 less than the other (25-18). A North Dakota bill (34-4) amends previous legislation which stated that to be eligible for state aid, community colleges had to be annually inspected by the Board of Higher Education and Board of Vocational Education by adding provision that community college budget proposals must be submitted to State Board of Public School Education review.

Basic Legislation

Since the community college movement has been viable for many years, it is noteworthy that some states are even now considering legislation establishing a legal basis for community colleges. This is so, however, because in some states even though community colleges or similar institutions are in existence they are there as the result of administrative or some other actions other than legislative and often have a weak or ambiguous legal basis. Three of the five laws reported in this section are meant to remedy this kind of situation. A Texas resolution (43-11) proposes a constitutional amendment providing for junior college districts, district taxing and bonding authority. If the amendment is accepted by the people, it will mean the end of a community college legal basis held together by a tenuous web of attorney general rulings, court decisions, and administrative

regulations. Another Texas bill (43-5) and a Connecticut law (7-29) provide a detailed statement of the community college mission for these states.

A bill enacted in Arkansas in 1973, authorizes the establishment of community college districts and provides for their financing. The law is the basic legislation for community colleges in Arkansas and is complete even to the requirement that the State Community College Board certify "comprehensiveness" of community college programs.

Institutional Concerns

This category includes 77 pieces of legislation received from 23 jurisdictions having a direct impact on postsecondary education institutions. Included in this category is legislation affecting: institutional administration, trustees, and institutional changes such as the addition of new campuses, or name changes.

Institutional Administration

Seventeen states were reported to have experienced legislative action affecting the administration of postsecondary education at the institutional level. Following a typology for this legislation established by Martorana, in his U.S.O.E. sponsored survey of state legislation, the legislation in this area is to be classified as "protective," "supporting," "permissive" or "mandatory." The forty-two pieces of legislation enacted during the past biennium which were classifjed as being related to institutional administration fall into these categories in the following distribution:

	Protective	Permissive	Supporting	Mandatory
Number of States	2	7	1	5
Number of Acts	10	23	1	8

This tabulation highlights an interesting concentration of legislative attention to permissive and mandatory types of legislation relating to institutional administration. Apparently, this dichotomy results from the perceived role of state legislators to guide some development in higher education through permissive legislation and the legal basis of public higher education mandating compliance to certain state administrative procedures.

Under protective legislation are listed ten state laws. One passed in Tennessee provides for the purchase of liability insurance by institutions of higher education to cover claims of employees and citizens. This bill clearly is aimed at protecting institutions. However, this is not the first time Tennessee institutions received such protection. Previously liability claims against them were paid out of state funds after being evaluated by a State Board of Claims. Also, a Connecticut law provides for the establishment of traffic regulations and imposition of fines by community college boards of trustees.

Only one piece of legislation was enacted which could be classified clearly as supportive. The Hawaii House of Representatives passed a resolution recognizing the weak stature of community colleges within the University of Hawaii System created by placing governance of each community college in the hands of a provost and the failure of the University to accord the vice president for community colleges the same level of responsibility and stature as the vice president for Academic Affairs and Business Affairs. The resolution resolves that the Vice President for Community Colleges should be given equal stature with other vice presidents.

Permissive legislation accounts for twenty-three legislative actions. Included in this category are such laws as the Wyoming Joint Powers Act

(50-5) which provides counties the authority to engage in all functions that cities are authorized to perform when a city and county are operating under a joint powers agreement. Included in the joint planning, creation and financing of public educational facilities. The Connecticut legislature passed five pieces of legislation in the last biennium which are permissive in nature. One (7-37) authorizes the expenditure of funds from general appropriations to support child care centers utilized in institutional programs. Another (7-1) extends permission for campus beer sales to all higher education institutions. A fourth example of permissive legislation and one aimed at assisting institutions as well, is the Mississippi law (24-3) authorizing the State Highway Commission to construct and repair driveways and streets at public junior colleges.

Six states were reported to have introduced eight bills of a mandatory nature. Included in this category is the Florida Administrative Procedure Act (9-2) requiring all state agencies to formalize procedures for administering the agency. Four other examples are the legislative action taken by Connecticut (7-32), Kansas (16-6), Iowa (15-2), and Mississippi (24-1) all of which require open public meetings. The Iowa bill relates specifically to mandated budget hearings of area schools. The other three are "Sunshine" laws requiring open meetings of all public agencies.

Trustees

Seven states reported twelve bills relating to community college trustees. It is interesting that all of the legislation reported in this section affects community college trustees only. This may be the result of the "public" nature of these trustees as opposed to trustees of four-year colleges and universities. Since community college trustees are elected by the public, the state as a protector of public interest plays

a supervisory role over the election. This is especially true when election districts do not fall within a single municiple jurisdiction or when the community colleges are state institutions.

Among the seven states in which legislation affecting community college boards of trustees was dealt with, are Oklahoma (36-5), Kansas (16-8), Illinois (13-7), Iowa (15-3), and Mississippi (25-7). The legislators in the first three of these considered legislation concerning provisions for electing trustees in general and the latter two dealt with the election of trustees from subdistricts.

Institutional Changes

Twelve reporting states considered twenty-three pieces of legislation related to postsecondary education institutional changes. Three of these were laws establishing new community colleges. One Oklahoma law (36-6) authorizes the establishment of five new community colleges and another (36-7) provides for the establishment of Tulsa Community College. In Mississippi, Copiah-Lincoln Junior College District was created by law (24-2).

Two other pieces of legislation led to institutional growth other than the establishment of new colleges. An Arkansas law authorizes public post-secondary education institutions to offer extensive programs and a Puerto Rico law (52-2) converts a two-year regional college to a four-year institution.

Also, a Hawaii resolution (11-3) has the potential of leading to institutional expansion. It calls for the University of Hawaii to request Naval surplus land for possible future expansion of Leeward Community College.

Legislative concern for college expansion has declined considerably

since the last State Legislation report by Martorana, when 46 pieces of expansionary legislation were reported for the 1963-1964 biennium. Included in the institutional growth category is institutional name changing which suggests institutional expansion, and, while not included in the tabulation of new institutions is still noteworthy. Legislation in four states resulted in name changes, all of which signify some type of growth. In Oklahoma, all of the state colleges have been redesignated as a state college. The evolutionary pattern of change in state colleges which began during the last decade is continuing, however, the rate of change may be reduced. Two pieces of name change legislation in Tennessee are of particular interest. Both pieces deal with the same institution (Chattanooga State Technical Community College) and include references not only to a name change but a function change as well. In early 1973, one bill (42-2) changed the name of Chattanooga State Technical Institute to Chattanooga State Community College. The bill moved responsibility for the institution from the State Board of Education to the State Board of Regents and changed the function of the institution from purely technical education to comprehensive community college education. The bill also stated that the intention of the legislature is that there be a coordinated program of postsecondary education in the Chattanooga region averting unnecessary duplication but did not specify a mechanism for achieving this. Later (42-5) in the year, the name of Chattanooga State Community College was changed to Chattanooga State Technical Community College. However, no mention of any additional redirection in the mission of the college was made so it can be assumed that it remained as changed earlier in the year although the new name does seem to reemphasize the technical programs which the college offers.

Another piece of name change legislation is proposed in Texas (43-2) which denotes expansion of function. The bill would authorize junior college districts to change names by substituting the word "community" in lieu of the word "junior." This authorization no doubt is meant to emphasize the position taken by the coordinating board of the Texas State College and University System that while the community colleges are funded almost wholly at the state level, they are still meant to be "local" rather than "cosmopolitan" institutions.

Besides this legislation related to growth and expansion in post-secondary education, attention should be called to five pieces of legislation included in the curriculum subsection of this report related to the establishment of college and university research centers. This legislation was included in the curriculum section because of the obvious emphasis placed on curriculum in the legislation. However, it does denote growth as well.

Finally, in this section, attention needs to be paid to the four pieces of legislation introduced in as many states restricting growth in postsecondary education. An Illinois law (12-2) amended previous legislation by adding a 20 percent increase in headcount enrollment to existing prerequisites for a new campus to qualify for a $100,000 initial grant. A Texas proposal (43-9) would require junior college districts to receive prior approval of the coordinating board to establish branch campuses, centers, extension facilities and to offer courses outside the boundaries of their districts. In Arkansas, legislation was enacted limiting establishment of new community colleges to eight, thereby repealing previously granted authority to create an unlimited number of community colleges. An Iowa proposal (15 - 4) would prohibit an area school operating as a vocational/technical school from expanding its curriculum to qualify as an area community

college. It also prohibits the formation of any additional area schools which would offer college parallel courses. Finally, a Connecticut law (7-24) requires the Commission for Higher Education to provide justification based on current studies of population density, faculty utilization, program inventory, availability of comparable programs in the region and such other criteria of need as may be appropriate to the General Assembly before any new higher education institutions are established.

Personnel

Unlike the situation which existed a decade ago when Martorana, and others, concluded a series of reviews of state legislation affecting higher education, colleges and universities are no longer faced with a serious shortage of qualified personnel to staff their programs of instruction, research, and public service. Thus, it is not surprising that legislative actions dealing with personnel no longer make up the largest category of topical areas as they did ten years ago. In a period of undersupply, greater interest was shown in ways to increase the manpower pool need in higher education. However, in the current period of oversupply and declining resources, attention seems to be focused on job security as well as more traditional interests largely unaffected by supply and demand such as retirement benefits. Such was the case during the last biennium when personnel issues accounted for thirty-six pieces of legislation, less than (all but one of the) other categories in Table 2.

Collective Bargaining

One function of collective bargaining is that it enhances employment security and formalizes employment procedures which is an important

consideration in a time of instability in postsecondary education. Last year sixteen states considered legislation which would legalize collective bargaining for professional staff in postsecondary educational institutions.* Three of these are reported here. In response to our survey, Connecticut, Arizona, and Missouri reported legislation aimed at legalizing collective bargaining for faculty. The Connecticut legislation (7-42) became effective October 1, 1975. It was last reported that the Arizona and Missouri bills were under consideration. The Arizona and Missouri bills are typical collective bargaining bills. One of the two Missouri bills (25-10) passed the House Committee and was awaiting House vote as of last report from Missouri.

Three other bills relating to collective bargaining have become law in Michigan (22-1), Washington (47-2), and Florida (9-6). All of the bills deal with issues involving the definition of the bargaining unit. The Michigan and Florida laws provide for the right of employees to refrain from joining a union. The Florida law provides support for individuals denied employment on this basis and the Michigan law requires such individuals to pay a service fee if they benefit from labor negotiations even if they are not union members. The Washington law broadens the definition of "administration" to include anyone employed 50 percent of the time with authority to hire, dismiss, or discipline any employee. Previously only chief administrative officers were identified as members of administration.

Personnel Rights

Faculty right to due process resulting in greater employment security were the subjects of two pieces of legislation enacted in Nevada and Kansas

*Seman, Philip, "Laws on Faculty Bargaining," The Chronicle of Higher Education. Vol. 10, No. 6, p. 1.

during the first 1975 legislative session. The Kansas law (6-3) extends statutory due process procedures upon termination or non-renewal of contracts to community college faculty. The Nevada law (28-3) provides for an annual evaluation of full-time faculty and for a two-year probationary period after which dismissal shall be for just cause only. Dismissal action must be in writing and included in the employee's file along with any written reaction to the dismissal. The law, in effect, grants tenure to community college faculty and usurps the constitutional authority of the Nevada Board of Regents over hiring, dismissal, and retention of University of Nevada employees.

Employee Benefits

Seventeen pieces of legislation were reported in this category. Nine of these deal with retirement plans and in all cases either provide for increases in benefits or extension of retirement plans to include additional groups of employees. Three more of these legislative actions related to salaries of community college personnel. Two of these are Iowa bills dealing with determination of area school superintendent salaries and one is an Arizona law (3-3) exempting community college employees from legislative determination of salaries.

Five additional pieces of legislation in this category deal with unemployment compensation (9-19, 22-9) group insurance (28-8), liability protection (7-17) and workmen's compensation (25-4).

Students

Eighteen states dealt with forty-eight pieces of legislation affecting postsecondary education students in, 1) all types of postsecondary education institutions, 2) private institutions only and 3) all

types of public institutions. Forty-one of these bills are in the category of student aid, and seven deal with students in general. Table 4 summarizes the bills received.

Traditional practice in colleges and university places responsibility for management of policies affecting students and student affairs on the administrative officials and faculties of the institutions. However, in recent years increasing amounts of state legislative action have been taken directly affecting students and institutional policies and relating to student affairs. Much of this new legislation has resulted from a federal position of supporting student aid as a means of promoting equal educational opportunity and increased access to postsecondary education.

TABLE 4

Frequency of State Legislative Proposals on Students

	Topic						
	Veterans	Dis-advantaged	Senior Citizens	Scholarships	Part-time Students	Tuition	Rights and Responsibilities
No. of Bills	8	5	4	12	2	8	7

Veterans Benefits

Six of the responding states passed 8 pieces of legislation providing for tuition waivers for veterans, their dependents and dependents of POWs and MIAs. Connecticut, Florida, Michigan, and Oklahoma all provided for the waiver of all tuition and fees for dependents of POW and MIAs and those killed in action. Connecticut also waived full tuition for veterans of Viet Nam. Colorado provided for 1/2 tuition waiver for these veterans and Mississippi authorized payment of tuition to postsecondary institutions for members of Mississippi's National Guard.

Disadvantaged Students

Two states implemented five pieces of legislation during the last biennium related to educational opportunities for disadvantaged students. Examples of these laws include the Connecticut law which changed its work study program for needy students by deleting the mandate that 5 percent of student financial assistance funds appropriated in any one year shall be for this purpose. That same state provided for the waiver of tuition by governing boards for students who demonstrate substantial financial need. The Texas state legislature passed a bill in 1973 which provided for increases in educational opportunities for disadvantaged students and establishes criteria for these programs.

Senior Citizen Students

Four states passed legislation of direct benefit to senior citizens. Two bills passed in Tennessee and one in Connecticut allow persons 60 years or older to audit or enroll on a space available basis free of tuition. Similar bills in Arkansas and Iowa do not require such limitations. However, the Iowa legislation does limit free enrollment of senior citizens to community colleges and provides for reimbursement of $20/s.h. to a maximum for the entire state of $2 million in the 1975-77 biennium.

Scholarships

Three bills were passed which resulted in increased scholarship funds available in Michigan, Hawaii, and Arizona. The Michigan and Hawaii bills amended previously enacted state scholarship programs by increasing individual scholarship amounts in Michigan and the number of available scholarships in Hawaii.

Financial Aid for Part-time Students

A fact of special significance to community colleges is that in recent

years, the number of part-time students has come to exceed the number of full-time students enrolled in postsecondary education. The Committee on the Financing of Higher Education for Adult Students reports that since 1969 more students have participated in postsecondary education on a part-time basis than on a full-time basis and that in 1972, for the first time, approximately one-half of the students enrolled in postsecondary education did so on a part-time basis.

One of the Committee's major recommendations was that equity in financing postsecondary education was surely needed but would not be achieved until part-time students shared eligibility with full-time students for publicly funded student aid programs. Two states have taken action in this direction as reported in Table 2. These states are Illinois and Iowa. Both states have opened up their major state student aid programs to part-time students. The Iowa legislation provides that students enrolled for a minimum of six semester hours are eligible for a tuition grant of one-half the amount a part-time student is eligible for. The Illinois program makes part-time students eligible for Illinois State Scholarships.

Rights and Responsibilities of Students

There were seven bills reported in this category. Two of them, one in Connecticut and one in Michigan provide for the election of student representatives to governing boards. The Michigan law declares that no conflict of interest shall arise for students assuming governing board membership.

A new Michigan law deserves special note for the attention it pays to a long avoided problem: the stigma of being an exconvict. The bill, whose purposes is to encourage and contribute to the rehabilitation of

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Financing Part-time Students, American Council on Education, Washington, D. C., 1974.

former offenders and to assist them in the assumption of the responsibilities of citizenship, prohibits the denial of a license solely on the basis of prior conviction. The bill also requires applicants, found to be unqualified for a license because of a lack of good moral character, to be furnished with a statement to this effect which contains a complete record of the evidence upon which the determination was based.

A Missouri bill provides for the issuance of high school equivalency certificates in that state. A law passed in Tennessee removed all discriminatory qualifications for admission to the state university and community colleges. Another bill, in the same state, removed a discrimination against part-time students by providing that all extracurricular functions and facilities shall be available to part-time students enrolled for at least six semester hours of credit.

Finally, two Connecticut bills are notable. One provides for the use of all libraries in the state system by any student enrolled in the system. The other prohibits the discrimination against students because their religious beliefs keep them absent from school. Such students must be provided an opportunity to make up missed work at no extra charge.

Tuition and Fees

Ten different proposals were reported which affected either the amounts of tuition to be collected by public institutions from certain students or procedures followed in collecting fees. Bills passed in Connecticut, Kansas, Wisconsin, Hawaii, and Texas affected tuition for specific types of students. Affected were foreign students in Texas whose tuition was increased from $14 to $40/s.h.; the rate paid by other nonresident students; nonresident students in Hawaii whose tuition is reduced from 4 times to 2 times the resident tuition fee; students

enrolled in vocational-technical and adult education districts in Wisconsin who now pay a uniform statewide tuition fee; Kansas students enrolled in community colleges outside this district who no longer need approval from their sending district; and Connecticut extension students who no longer have to pay both extension fees and tuition.

Academic Concerns

This category is the smallest of the major categories included in this report. Included in it are 22 pieces of legislation received from ten states. However, while small in size it includes some of the most important legislation enacted during the past biennium. This is so because academic concerns in postsecondary education have traditionally been the sole responsibility of the institutions themselves. However, in recent years we have seen the encroachment of the state into this area.

Curriculum

The curriculum or the program of studies offered by colleges and universities has been jealously guarded by the academic community. However, in the past decade an erosion of academic autonomy has been the result of such occurrances as the increasing role of higher education in public service; increase in public funding of higher education; and rising awareness by public officials of the educational needs of their constituents. These issues and others might be behind the nineteen reported legislative actions affecting curriculum in postsecondary education. All eleven of the reported actions have become law in five states.

Ten years ago, it was reported by Martorana, that one-fifth of the enactments affecting curriculum were restrictive proscriptive in nature.

The present study reports that 43 percent of the laws in this category may be so labeled. One of these is Tennessee law (42-13) requiring all students to complete a minimum number of credits in either Tennessee or American history. A Hawaii resolution (11-7) recognizes the need for environmental education and resolves that it should become an essential thrust of curricula in the University and the community colleges. Recognizing the increasing pressure being put on diploma and associate degree nursing program graduates to continue their education at the baccalaureate level, the Texas legislature has passed a law requiring publicly supported nursing programs to grant credits for actual educational and clinical nursing experiences.

Several of the laws reported here may be described as "enabling legislation," permitting the expansion of institutional offerings. Four of these relate to the establishment of educational programs and research centers in four specific fields. The Colorado legislature created an Energy Research Institute and appropriated $910,000 in state funds and $1,950,000 federal funds to support it. The Oklahoma legislature passed two bills. One of these (36-17) provides for Economic Education Centers to be established in state colleges and universities to assist common schools with curriculum planning, inservice training and institutional development in the area of economics education. The other (36-2) designates the University of Oklahoma's Southwest Center for Law Enforcement as the official training center for Oklahoma policemen.

A Hawaii resolution (11-1) calls for the expansion of the Honolulu Community College Senior Citizens' Center to include a greater role in providing programs, training, and research. Another of the pieces of enabling legislation enacted in Hawaii (11-8) authorizes the Department

of Labor and Industrial Relations to enter into contracts for manpower development and training programs with the University of Hawaii.

Accreditation and Certification

Accreditation has historically been the concern of private agencies charged with giving "recognition to educational institutions whose performance and integrity entitle them to the confidence of the educational community and the public."* However, state agencies continue to become more involved in the accreditation process, through licensing, inspecting, and approving processes. States view their involvement as required by their roles as protectors of the public interest. In recent years, this rationale has been supported by a consumer movement and by increased public financial support for education, particularly postsecondary education.

Eleven states reported legislation dealing with accreditation and certification in postsecondary education. Four of these provide for the regulation and approval of education programs. Kansas enacted a law providing for the accreditation of nursing programs. Hawaii passed a resolution requesting the State Nursing Board to reduce required faculty student ratios in the state's nursing programs. Iowa and Nevada experienced legislative action affecting state regulation of proprietary schools. An Iowa bill (15-5) would exempt such schools accredited by a recognized accreditation agency from required state approval. The Nevada law (28-7) is proscriptive providing for the state regulation of private educational institutions for the protection of the public. The Nevada law is quite

*Accredited Institutions of Higher Education, 1971-1972, as quoted in Orlans, Harold, Private Accreditation and Public Eligibility, Lexington Books: Lexington, Mass., 1975.

comprehensive, covering several concerns which are typical of private accreditating agencies also such as academic quality and fiscal responsibility.

Two bills affect faculty who are teaching in community colleges. One, a Kansas law (16-10) deletes certification requirements for community college faculty as a condition of employment. However, an Attorney General's opinion has held that instructors teaching courses supported by vocational funds must still be certified. Quite interesting is a Wisconsin law (49-11) allowing the Vocational, Technical and Adult Education to withhold or suspend state aid from programs whose faculty do not meet minimum standards.

Finally, four bills in this category provide for the licensing and certification of Veterinary Technicians (25-3), Real Estate Brokers (28-4), Teachers (15-8), and Automobile Mechanics (22-35).

III

SIGNIFICANT LEGAL ACTION AFFECTING COMMUNITY AND JUNIOR COLLEGES

Of the forty state directors responding to this survey, thirty-one replied to a request for information regarding the most significant legal action affecting community and junior colleges in the states during the past five years. This information reflects the opinion of state directors of community and junior colleges who, by the nature of their position are able to view action of legislatures, the courts, and attorney generals from a perspective which allows them to see clearly the interrelationship of these actions and the relative merits and significance of each. For this reason, the opinions of these state directors are important to anyone interested in the present and future development of state level policy affecting community and junior colleges.

The thirty-one state directors who responded to this question, reported a total of seventy-three significant legal actions which have been classified for this report into nine categories (Table 4). These nine categories are: 1. Finance; 2. Personnel; 3. Governance; 4. Institutional Growth; 5. Coordination; 6. Legislative Support; 7. Integration of Community Colleges with Four-Year Institutions; 8 Miscellaneous; 9. No Significant Action. A summary of the significant legal actions in each of these categories follows:

1. Finance

Florida	Illinois	Wyoming	Massachusetts
North Carolina	Georgia	North Dakota	Pennsylvania
Oklahoma	New York	Washington	
Maryland	New Jersey	Nebraska	
Texas	Mississippi	California	

Table 4

Significant Legal Actions Affecting
Community and Junior Colleges in 31 States

States	1 a	1 b	1 c	1 d	2 a	2 b	2 c	3	4	5	6 a	6 b	7	8	9	Total Action Reported
AZ															1	
AR										1						
CA			1			1	1			3				3		9
DE													1			
FL	1				1									1		3
GA		1														
HI																
IL			1											1		3
KS																
KY										1						
MD				1												
MA			1													
MO																
MS								1								
NB				1												
NV									2							7
NJ		1		1	1	7	1	3								10
NY																
NC		2														2
ND		1														
OK		1														
PA		1														
RI														1		
TE									5							15
UT										1						
WA			1													
WV								1								1
WI												2				2
WY	1	1														2
CZ														1		1
PR								4	7				2			13
Actions	2	8	4	4	2	5	3	10	14	4	2	2	3	5	4	72
States	2	7	4	4	2	5	3	6	6	4	2	2	3	5	4	

1 - Finance, 1.a. cost-based funding, 1.b. consistent financial support; 1.c. government control of expenditures, 1.d., constitutionality of financing method
2 - Personnel, 2.a., collective bargaining; 2.b. evaluation of faculty; 2.c. part-time faculty rights
3 - Governance
4 - Institutional Growth
5 - Coordination
6 - Legislative Support; 6.a. basic legislation; 6.b. other legislative action
7 - Alignment with Four-Year Colleges
8 - Miscellaneous
9 - No Significant Action

These seventeen states report eighteen different significant legal actions affecting community and junior colleges in the area of finance. For purposes of clarity, these are further subdivided into the following four groups: a. cost-based funding; b. consistent financial support; c. control of expenditures; d. constitutionality of financing method.

1. a. Cost-Based Funding

Referred to variously as differential funding, variable cost funding or simply, cost-based funding, this issue is seen as a significant one in Florida, New Jersey, Texas, Wyoming. In Florida, the state legislature has already adopted a cost-based funding formula. In New Jersey, a propsoal to provide variable levels of support according to the approximate cost of programs was introduced during the 1974 legislative session by the Governor and has recently been reported out of committee which, according to the State's Office of Community Colleges, gives it virtual assurance of passage. The respondent reports that the bill is currently being delayed by the state's fiscal difficulties and its final form will probably reflect the availability of state-wide program cost data. Texas shifted from undifferentiated (and fall-enrolled) FTE funding to program area (and year-round) contract funding with passage of the appropriations act for the 1974-1974 biennium. In Wyoming, an FTE funding formula has been repealed in favor of fund allocation on the basis of program cost and need.

1. b. Consistent Financial Support

Steady and, at times, dramatic, increases in operating and capital funds have been approved by state legislative bodies in Georgia, Illinois, Oklahoma, Mississippi, North Carolina, Wyoming, North Dakota, and Pennsylvania. In North Carolina, consistent financial support from the general assembly

has enabled the maintenance of the "open door." Also North Carolina county Boards of Commissioners are now able to levy up to a 150 mill tax increase without public vote. In Oklahoma, all community colleges are now fully state funded whereas previously several were not. State appropriations to community colleges in Wyoming have increased 72 percent and 51 percent in 1973 and 1975 respectively. The 1971-73 appropriation in Wyoming was 6.7 million and the 1975-1977 appropriation was $16.3 million. State fiscal support for community colleges in North Dakota has been bolstered by a change in the basis for funding from actual full-time student enrollment to FTE enabling aid to be received for summer term and part-time students. It was reported from Pennsylvania that the community college reimbursement formula was changed significantly. The maximum state aid was increased from one-third of $200 per FTE to one-third of $1500 per FTE and a $150 stipend was added for students enrolled in non-transfer courses.

1. c. Government Control of Expenditures

State or county control over expenditures of public funds by community colleges has increased recently in New York, Maryland, Washington, California, and Massachusetts. Community colleges in New York have experienced an end to open-ended support of community college expenditures. The adoption in 1969 of the so-called Ingler Formula, for all its imperfections, signalled an end to New York's assumption that local boards of trustees and local sponsors would be able to exercise sufficient discipline in tempering the escalation of community college costs. In Maryland, the 1973 General Assembly authorized county governments to review and control community college budgets which previously were free of control by taxing authorities. The General Assembly also authorized

counties to set the level of local support which had previously been obligated at 28 percent. This action is likely to result in changes in state contributions and tuition. A Washington State Supreme Court decision in the "Greenwood" case confirmed the statutory authority of the State Board for Community College Education to limit the expenditure of both state and local revenue by community college boards of trustees. In that state, community colleges are viewed as state agencies with funds appropriated to the State Board which distributes the funds to the colleges. In California, local community college budget autonomy seems endangered as a result of a limit placed on state aid to community college adult education programs. The limit is only for one year but a Los Angeles Times article of August 20, 1974 reports an administration official saying it may lead to reform of the entire method of financing community colleges in order to get a hold on adult education programs. This, the article reports, would probably evolve into a line item budget, giving the Governor and Legislature more control over community college programs. A Senate Bill passed in 1974 had shifted significant financial support of the colleges from local districts to the state, but college budgets are still largely locally controlled.

Without a doubt, the most significant occurrance in Massachusetts has been the budget restriction. As of the first week in October, the Board of Regional Community Colleges was still operating without a budget on 90 percent of last year's expenditures. According to a respondent from Massachusetts, "the problem came about as a result of the state's large deficit. Although strong support for community colleges is still apparent in the legislature, all state agencies are being asked to reduce spending. Very late in August, we were notified that we would have to live

with less money for the full fiscal year than was appropriated last year, notwithstanding the fact that we have enrolled almost 3,000 more students this fall. . . the inclusion of a moratorium on merit increases in last year's budget is a direct threat to the Board's fiscal autonomy. . . ."

1. d. Constitutionality of Financing Method

The constitutionality of the financing method used by community colleges has been successfully challenged in Nebraska and is threatened in New Jersey. Because Nebraska's state constitution prohibits the use of local property tax and sales/income tax for state use, the State Supreme Court found the funding formula for Nebraska's Statewide System, which depended upon these sources of funds unconstitutional. The State legislature, subsequently, decided to retain this local property tax basis of funding the technical community colleges which meant that the State Board for Technical Community Colleges and the statewide system had to be abolished. In New Jersey, the Botter decision, in a case involving public schools, held as unconstitutional, the method of financing public schools by property taxes. While this decision has not been construed to apply to community colleges, it may represent a threat in future years.

2. Personnel

California	Hawaii
Florida	New Jersey

These four states reported nine significant legal actions affecting community and junior colleges in the area of personnel. Five of these actions were reported by New Jersey with the other three states reporting one each. These actions can be grouped into: a. collective bargaining legislation; b. evaluation of faculty; and c. rights of part-time faculty members.

2. a. Collective Bargaining

Hawaii, Florida and New Jersey have all adopted collective bargaining acts affetting community college faculty and California is considering one. The respondents from Hawaii and Florida report that the collective bargaining acts within their states have resulted in major changes in administrative procedures. In New Jersey, Senate Bill 1087 expanding the scope of collective bargaining was passed. However, because of conflict with several other laws, the effect is not clear. Taken by itself, SB-1087 would make everything negotiable except certain pension provisions which are specifically exempted.

2. b. Evaluation of Faculty

California and New Jersey have both experienced significant legal actions related to the evaluation of part-time faculty. In California legislation providing for the evaluation of instructors is seen as an answer to anti-tenure sentiment. The New Jersey respondent reports that an Assembly Bill (AB-328) passed in 1973 provided for the evaluation and development of staff, multi-year contracts for administrators, and modifying tenure provisions principally by extending the probationary period from three to five years and defining eligibility for tenure. Several court decisions have reaffirmed the right of boards to exercise judgment in evaluating faculty and staff. Also, a Board of Higher Education policy regarding the establishment of reasonable ratios of tenured to non-tenured faculty was challenged and upheld by the New Jersey Supreme Court.

2. c. Part-Time Faculty Rights

New Jersey has experienced four court cases regarding rights of part-time community college faculty. Three of these cases concerned the applica-

bility of part-time service toward the probationary period and were referred to the chancellor for hearing. According to the respondent, the ruling in two of the cases and soon probably the third as well, was that part-time service did not apply. These cases are likely to go back to the courts now. The fourth case involved a New Jersey Supreme Court decision pertaining to public schools, but affecting community colleges as well, ruled that boards must provide reasons for non-renewal of contracts even for probationary employees. The California Legislature also recognizes the rights of part-time faculty and has a bill pending which provides for these rights.

3. Governance

Missouri, Mississippi, West Virginia, New Jersey, Puerto Rico

Governance of community/junior colleges has been a consistently recurring legal issue. Most often conflict has arisen over whether or not these institutions were to be local in their emphasis or whether they were to be recognized as state institutions. Four states (Missouri, Mississippi, West Virginia, and New York) have taken positive steps toward resolving this issue. A third state (New Jersey) and a territory (Puerto Rico) are still entrenched in the conflict. Since all of the actions to be reported center around a single issue, this section will not be sub-classified. The actions will be reported and analyzed below by state.

Missouri

In the judgment of the respondent from the Missouri Department of Higher Education, the most significant recent legal action in Missouri has been the enactment and implementation of governmental reorganization which places the public community/junior colleges under the newly created Coordinating Board for Higher Education. Previously, statewide supervision

and coordination of public community/junior colleges had been the divided responsibility of the State Board of Education and the Missouri Commission on Higher Education. In The Second Plan for the Coordination of Higher Education in Missouri for the Seventies, published by the Commission in 1972, it recommended centralization of public community/junior colleges under one office. The Commission believed that the division of responsibility then in effect resulted in inadequate communication between the two responsible bodies, low visibility of community/junior colleges and their inadequate financing. While the Commission felt that public junior colleges should be brought under its purview, the purpose and hopefully the results of placing them under the newly formed Coordinating Board for Higher Education results from similar intentions.

Mississippi

The Mississippi Junior College Commission is a fifty year old co-ordinating body. Recently the United States Department of Justice attempted to order the Junior College Commission to require certain actions of junior colleges in the state. However, the Commission refused to carry out the order of the Justice Department on the basis that it was a co-ordinating body only with no governing authority or power. The Commission maintained that the junior colleges were fully antonomous institutions each with its own board of trustees which would have to be dealt with separately. This opinion was upheld by a state attorney general ruling reaffirming the local board of trustees as the governing body of junior colleges. The case is now before the federal courts. Significant activities in Mississippi related to this case have been the continuance of the principle and practice of local control of junior colleges in the face of infringement and duplication attempts by the University of

Mississippi. In recent years the state legislature has refused to consider several bills which would have centralized governance of junior colleges by placing them under control of the University of Mississippi or by forming a statewide community college governing board. These bills had been introduced in the name of increased efficiency and effectiveness. While the bills were unsuccessful, it is reported that there is still some evidence of state authority being exerted upon local junior colleges anyway through agency regulations attached to state monies such as those regulations fostered by the State Commission on Budget and Accounting and the State Building Commission.

West Virginia

The most significant legislative action occurring in West Virginia in recent years was the 1969 enabling legislation that created the West Virginia Board of Regents and which specified that all state colleges and universities would be governed exclusively by the Board. According to the respondent, the Board has made much progress in developing the community college movement in West Virginia. Three branch institutions have been converted into individual community colleges and four four-year colleges and one university have been authorized by the Board to establish community college components.

New York

The most significant recent action in New York has been the separation of the New York City Board of Higher Education sponsored community colleges from the SUNY system.

New Jersey

While the actions in West Virginia and Missouri which centralized governance of community/junior colleges at the state level will most

likely not end conflict between local and state interests, they may reduce the kind of confusion over the local or state nature of community colleges which has occurred in New Jersey. In recent years, two court cases and a Board of Higher Education ruling (which has the force of law) have occurred in New Jersey relating to the governance of community/junior colleges and thought to be significant by the respondent from that state.

One of the two court cases occurring in New Jersey is clearly a personnel issue, but it is significant as an example of intrusion into local governance by a court of the state. The case involved six trustees and the president of a New Jersey community college who were held personally responsible in the amount of $10,000 each for their actions (violation of U.S. first amendment rights) in denying a contract to a faculty member who had published an article criticizing the board of the college.

The second New Jersey court case to be reported under the "Governance" classification involves an appellate court decision that, despite the language of the community college law suggesting that community colleges are county colleges, they are not "institutions of the county" and did not address whether they were institutions of the state.

According to the respondent from New Jersey, a continuing question remains concerning the authority of superior bodies (legislature, board of higher education) to restrict community college fiscal autonomy, particularly in the area of salaries. It was reported that an earlier Board of Higher Education "regulation" establishing maximum salary levels has been replaced by a virtually identically worded "standard" because the former was deemed in conflict with collective bargaining and was unenforceable.

Puerto Rico

According to the respondent from Puerto Rico, postsecondary education in the territory suffers from the lack of a clear, well-defined policy. It would appear that the Puerto Rico legislature supports the centralization of control over its community/junior colleges (regional colleges) and vocational education. Toward this end it has created the Administration of Regional colleges which has led to expanding the Regional College System to six institutions and an increase in their occupational offerings to twenty-five programs. However, a locally sponsored and autonomous community college has also been established to be operated by the San Juan Municipal Government. The Regional Colleges are authorized to grant associate degrees. A law was enacted authorizing the Secretary of Education to grant associate degrees also to graduates of technical institutes of the Department of Education. Furthermore, a 1202 Commission has been created to administer Titles I, VI, VII and X of the Higher Education Act. In addition, two of the six Regional Colleges have been converted to four-year institutions and the Commonwealth Board for Vocational and Technical Education has been given added authority over technical education. Thus, while the intent to centralize postsecondary education planning and administration is evident, various legislative actions have occurred which have weakened centralized authority in the Commonwealth.

4. Institutional Growth

Nevada Puerto Rico Tennessee

Respondents in Nevada, Puerto Rico, and Tennessee have labeled the formation of new colleges as significant legal action. Nevada established two new community colleges in 1971--Clark County Community College and

Western Nevada Community College. Puerto Rico, as mentioned in the section above, has established six Regional Colleges and one municipal community college. In Tennessee, it is reported that four community colleges were established and a state technical institute was converted to a technical community college.

5. Coordination

California Kentucky Illinois

Coordination of postsecondary education aimed at reducing duplication of resources and increasing efficiency of delivery to the public is usually a concern of State Directors of Community/Junior Colleges. However, only three respondents; California, Kentucky, and Illinois selected legal activity aimed at enhancing coordination as a significant occurrence in the past five years. The basic philosophy of coordination is closely aligned with that of governance which may have resulted in some activities being reported under Governance which could just as well have been mentioned here. Nonetheless, the lack of significance given to activity related to the reduction of duplication and efficient utilization of resources is noteworthy.

California reported the establishment of Regional Occupational Programs (ROPs) and Regional Occupational Centers (ROCs) in Vocational Education, the establishment, in 1974, of the California Postsecondary Education Commission, and proposed legislation to establish Regional Education Councils as significant action occurring in the past five years.

Perhaps the most interesting significant legislative action is that introduced by Senator Montoya and related to the establishment of regional educational councils. The Bill as it passed out of the education committee, provides for the creation of regional education councils, composed of rep-

resentatives of local educational agencies, to review and make recommendations of vocational education courses, adult education courses, and community service classes and to prevent unnecessary duplication of such courses within a region. Regional coordination of education programs as a national concern has been documented in a forthcoming national study of regionalism in post-secondary education by Martorana and McGuire.* The Montoya bill stands out from those reviewed in the study, however, because it includes in the text of the bill definitions of unnecessary duplication of courses and services. Other bills with similar purposes merely state that unnecessary duplication will be reduced and provide for mechanism to promote such reduction, but do not define unnecessary duplication as does the Montoya bill. In section 46154 (a) & (b) of the bill, unnecessary duplication of courses is defined as having occurred.

> "When two local education agencies or programs offer the same vocational or adult course to the same type of student population using similar operational characteristics as to prerequisites, time, or transportation in the same geographical region."

Unnecessary duplication of services is defined by the bill as having occurred.

> "When a local educational agency or program is opened to adults for the first time and draws students from existing approved adult education programs, without mutual agreement."

As in other states, the current fiscal crisis occurring in California resulting in such actions as restricting growth through a percentage limitation

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*Martorana, S. V. and McGuire, W. Gary, op. cit.

on state support funds (see previous subsection on Finance) has made bills such as this one popular among legislators.

In Kentucky the most significant legislation affecting community colleges is judged to be Senate Bill 54 as passed by the 1972 General Assembly. This bill broadened the powers of the Council on Public Higher Education by providing for the following:

(1) Increases lay (voting) membership of the Council from nine to ten.

(2) Adds the Superintendent of Public Instruction to the Council as a voting member.

(3) Requires as of July 1, 1972, the appointment of new lay membership of the Council by the Governor without precluding the reappointment of present members.

(4) Renames Kentucky State College as Kentucky State University.

(5) Requires Council approval of all instructional capital construction projects in excess of $100,000.

(6) Requires Council approval of all graduate degree programs and professional school programs.

(7) Removes Council staff from state classification system.

(8) Directs the Council to prescribe manner in which budget requests of the institutions will be prepared.

(9) Provides an appropriation of $227,500 for 1972-73 fiscal year and $258,600 for 1973-74 fiscal year.

In Illinois a significant piece of legislative action this year provided for cooperative endeavors between public shcools and community colleges for vocational-technical programs regarding facilites and various technical provisions.

6. Legislative Support

Arkansas	Utah	Texas
Illinois	Wisconsin	

Legislative support in the form of 1.1. strong basic legislation or 2.1 other legislative action strengthening the legal basis of community/

junior colleges is understandably significant to State Directors of Community and Junior Colleges.

6. a. Basic Legislation

The most significant legal action occurring in Arkansas in recent years has been Act 103 of 1973 which authorizes the establishment of community colleges as provided in Amendment 52 of Arkansas State Constitution, adopted by the electorate in 1964. The Act provides for a method of establishing community college districts, for the selection of governing boards and the levy of taxes. The Act establishes a strong basis for community colleges with both state and local efforts.

The Utah System of Higher Education, including three public community colleges and two technical colleges, is governed by a single board, the State Board of Regents. Certain powers, however, are delegated by the Regents to local institutional councils. The basic nature of this system was supported by the legislature in 1969 with the passage of the Utah Higher Education Act, followed by a 1973 Utah Supreme Court decision upholding the constitutionality of the Act.

6. b. Strenghtened Legal Base

In Illinois, two legislative actions occurred since 1973 which have resulted in a stronger legal position for public community/junior colleges in the state. The first of these was the establishment of independent community college districts throughout the state. The second was the transfer of statutory language from Common School Act to the Community College Act.

The respondent from Wisconsin reports that the most significant legislative decisions in recent years were those which provided for placing every citizen in the state into a vocational, technical and adult education district

as opposed to a city school concept, and legislation allowing the State Board of Vocational, Technical and Adult Education to merge districts.

In Texas, Senate Bill 358 of 1973 gave statutory recognition for the first time, to the purposes of public community colleges.

7. Integration with Four-Year Colleges

Delaware Puerto Rico

One state and one territory noted that significant action had occurred which resulted in a closer integration of community colleges with four-year institutions.

Community colleges in Delaware have experienced general legislative approval to become recognized as lower divisions of higher education with all credits accepted at four-year colleges.

In Puerto Rico, Regional Colleges, which are similar to community colleges, are gradually being converted into four-year institutions. Two of six regional colleges have already been converted and the respondent from Puerto Rico reports two more may be converted soon.

8. Miscellaneous

Florida Illinois California Texas

This category includes legislative activity which is significant but idiosyncratic. That is, they are unrelated to any other actions reported in the above seven categories.

In California, three of the nine important actions occurring in the last five years are included here. First is the exemption of off-campus educational sites from earthquake safety standards legislation. It was reported that the California Community and Junior College Association actively supported this exemption. The affect of the legislation is that buildings or structures on a campus or district headquarters site not

meeting earthquake standards criteria had to be torn down or replaced by July 1, 1975 but that off-campus sites or buildings not owned by the district were exempt from the legislation. Secondly, recent legislation providing financial aid to veterans, disadvantaged and other special groups increased enrollments by "paying students to go to school." This has resulted in expanded programs and income for colleges. The respondent warns, however, that the reverse impact will be felt when their legislation is discontinued. Thirdly, California has experienced new accreditation regulations.

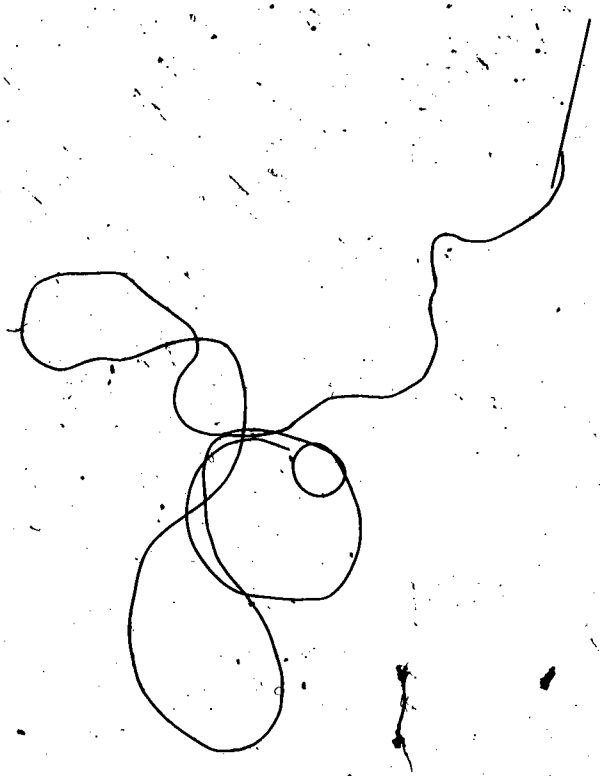
In Illinois, legislation changing the official designation from Junior College to Community College was a significant change in that state. In Florida, one of three significant actions occurring there was the enactment of the Administrative Procedures Act governing the adoption of rules by all public agencies including community and junior colleges.

Texas reported two additional significant actions. Growth of public junior colleges in Texas received a boost in 1971 with the passage of authorizing legislation for the establishment of out-of-district branch campuses, centers, and extension facilities. The respondent from Texas also noted as significant, the passage in 1975 of enabling legislation permitting the coordinating Board of the Texas College and University System to assume on a contractual basis the leadership role and administrative responsibility of the State Board of Vocational Education for state-level administration of technical-vocational education programs in public community colleges, public technical institutes and other eligible public postsecondary institutions.

9. No Significant Action

Kansas
Arizona
Canal Zone
Rhode Island

All of the respondents in these four states reported that no legislative or related activity significantly affecting community and junior colleges had occurred in their states during the time span indicated.



Section IV

STRENGTHS AND WEAKNESSES OF THE LEGAL BASIS OF COMMUNITY AND JUNIOR COLLEGES

The basic request for information from the state directors asked each to identify the feature believed to be the strongest and that thought to be the weakest element in the state's legal basis for community and junior colleges.

Of the 43 state directors responding to the survey, 21 replied to the question of what, in their judgment, was the strongest feature of the legal basis for community and junior colleges in their states. These 21 responses can be put into 5 separate categories: 1) constitutional or statutory authority of state boards; 2) autonomy of local boards; 3) strong identification of local government with community colleges; 4) comprehensive nature of the community colleges; 5) balance of statutory authority between local community college districts and state community college boards. Elaboration of these generalizations follows:

1. Constitutional or statutory authority of state boards

Georgia	Puerto Rico	Wisconsin	Kansas	Oklahoma	Texas
Nevada	Virginia	Wyoming	Illinois	Tennessee	W. Virginia

The community colleges of Georgia and Nevada are governed by constitutionally authorized state boards. The community colleges are part of the university system in Georgia where they are governed by a constitutional board, and in Utah and West Virginia where state boards have statutory authority. In Nevada, the Board of Regents which governs community colleges has constitutional authority as a result of 1974 legislation, all community colleges in Oklahoma, with one exception, are

full fledged members of the Oklahoma State University System. The state directors in Illinois, Kansas, Puerto Rico, Tennessee, Texas, Virginia, Wisconsin, and Wyoming all believe that the statutory authority and legislative support provided their state boards and their community colleges is a strong legal base for their community colleges.

2. Autonomy of Local Boards

Florida Maryland Mississippi Pennsylvania
Delaware Missouri Ohio

The state directors in Florida, Delaware, Maryland, Mississippi, Missouri, Ohio, and Pennsylvania believe the strongest feature of the legal basis for community colleges to be the large degree of authority granted to local community college boards, resulting in colleges responsive to local interests.

3. Strong Identification of Local Government with Community Colleges

New Jersey New York

In the opinion of the respondents, this strong local government unit identity is derived from coterminous county and community college districts in New Jersey and county sponsorship of community colleges in New York.

4. Comprehensive Nature of Community Colleges

Arkansas

In Arkansas, the strongest feature of the legal basis for community colleges is the concept of the community colleges as totally comprehensive institutions; the state's basic community college legislation passed in 1973 provides for comprehensive community colleges.

5. Statutory Balance of Local and State Authority

Washington Arizona

The strongest feature of the legal basis for community colleges in Washington is reported to be the balance of authority between local districts and the state board as provided for by the basic community college legislation of 1967 which delineates the functions of both. In Arizona, authority for community colleges is divided between a separate state community college board appointed by the Governor and local boards elected by the people of each college district.

Of the 37 state directors who have responded to the initial survey, 14 indicated what, in their judgment, was the weakest feature of the legal basis for community and junior colleges in their states. Their judgments can be grouped into seven different categories including: 1) Political nature of trustee appointments; 2) Lack of local financing; 3) Erosion of local autonomy; 4) Failure of state regulations to reflect unique nature of community colleges; 5) State legislation; 6) Lack of state control over student fees; 7) Unclear constitutional basis.

1. Political Nature of Trustee Selection

Florida Delaware New Jersey

The state directors in Florida and New Jersey believe that selection of local trustees on the basis of political criteria such as "representativeness" rather than on the basis of expertise and interest constitutes a danger of making these boards ineffective especially in light of new demands being placed on the boards by new legislation such as Florida's collective bargaining laws and its Administrative Procedures Act. The state director of Delaware believes ineffective boards are a potential weakening factor but points out that this has not occurred yet in his state.

2. Financing:

Utah Pennsylvania
Arkansas Wyoming

The state directors of Arkansas, Wyoming, and Utah report that community colleges in their states are wholly state funded. They believe this dependence on state funds could result in a system of "state" institutions rather than ones responsive to local needs.

It was reported from Pennsylvania that the weakest feature of community colleges there is the reimbursement formula which does not consider local wealth. Some forty percent of Pennsylvania's population have no community college and a majority of this population resides in areas not having sufficient local wealth to contribute its one-third of operating funds and one-half of capital and not exceed a statutory limit of 5 mills of market value. Many of these population centers are searching for ways to provide community college types of services including the use of existing resources like senior colleges. These activities, it was reported, seem to indicate present need and future potential.

3. Erosion of Local Autonomy:

Kansas Maryland Washington West Virginia

The state directors in these states report a concern over the erosion of local institutional autonomy as a result of legislative action. The causal factor, according to reports from Kansas, Maryland and Washington appears to be the mandated functions assigned by the statutes to the state boards which force them to assume extended power even when these extensions are not sought. The consequent confusion of power and reporting requirements of a "red tape" nature associated with state boards and the "myriad of" other state agencies with review responsibilities for community

college programs represent the described concern for local autonomy. In West Virginia, the erosion is resulting from increased legislative control. Most recently, it was mandated that no new institutions would be formed without legislative authorization.

4. Failure of State or Municipal Regulations to Reflect Uniqueness of Community Colleges:

Nevada North Dakota

The respondent from Nevada reports that occasionally community colleges come under the same policies as universities which make their administration difficult. In North Dakota, community colleges are governed by local school boards which also govern grades 1-12.

5. State Legislation:

Missouri Puerto Rico Mississippi

The Missouri respondent believes there is a lack of commitment in the community college law to a statewide system. In Puerto Rico, while legislation authorizes a system of regional colleges the respondent believes that the responsibility and philosophy of these colleges is not clearly defined by the law. In Mississippi, two special junior college districts have been created which are not covered by junior college codes. In Illinois, the weakest feature of the legal basis for community and junior colleges is caused by strong rather than weak legislative commitment. The problem in Illinois is that its community college code is too detailed, requiring frequent amendments to keep up to date with changing conditions. A less definitive statute would provide more flexibility.

6. Lack of State Control Over Student Fees:

Ohio

In Ohio, there is no limitation on student fees or the portion of student fees spent to support faculty salaries. With the coming of col-

lective bargaining and salary increases which usually result, it is reported that some of Ohio's community colleges will be forced to raise faculty salaries at the expense of raising student fees. All community colleges receive state funding on the same basis regardless of whether or not they have a local tax. Community college student fees have always been lower in districts partially supported by local tax revenue.

7. Unclear Constitutional Basis:

Texas

The weakest feature in the legal basis of junior colleges in Texas is the lack of any clear constitutional basis for the existence of junior colleges, their districts, and/or their taxing and bond-issuing authority and in the absence thereof, the rather tenuous web of attorney general rulings, legislative enactments, and court decisions on which "the entire public junior college enterprise somehow manages to rest--quite paradoxically and often times inconsistently, as an integral part of the public school system." However, this situation may have been alleviated by a constitutional amendment put before the electorate on November 4, 1975 which proposed to provide specifically for "community junior college districts" and for their taxing and bond-issuing authority.*

*Will later add a footnote here indicating the results of the election.

Section V

IMPLEMENTATION OF COMMUNITY COLLEGE ADVISORY COUNCILS TO "1202" POSTSECONDARY EDUCATION PLANNING COMMISSIONS

Of the 37 State Directors responding to the survey, 19 responded to the question about the establishment of officially recognized community college advisory councils to state "1202" postsecondary education coordinating commissions. These councils are mandated by Title X of the Higher Education Amendments of 1972. Of the 19, 16 reported no advisory council had been established. Alabama, Michigan, and Washington report the establishment of community college advisory councils. The following are summaries of information received related to the advisory councils in these three states.

ALABAMA

Alabama's "1202" Commission has established a Community and Junior College Advisory Council. The Council consists of representatives from junior and senior colleges, the Commission on Higher Education and State Department Personnel. The Council has sponsored a bill written for the State Assistance Program. It is now gathering information to make recommendations for statewide planning.

MICHIGAN

The Michigan State Board of Education has been designated that state's "1202" Commission. Serving in an advisory capacity to that board is the State Board for Public Community and Junior Colleges. Authorized by the 1963 constitution, its legislative mandate is to "advise the State Board

of Education concerning general supervision and planning for public community and junior colleges, including requests for annual appropriations for their support." The membership on the board consists of eight members appointed to overlapping terms by the State Board of Education.

WASHINGTON STATE

The State Board for Community College Education has established an Advisory Council on Community College Planning to support the Council's long-range planning program and the Council on Higher Education, as the "1202 Commission"; the latter has recognized the Advisory Council as the body that satisfies the Title X (A) (1) requirement. As a planning group, the Advisory Council is expected to recommend to the State Board those system-wide priorities that should be addressed by the community college state and district-level planning, policy and budget processes. The Advisory Council is presently addressing the following eight issues: Quality, Open Door, Comprehensiveness, Innovation, Community Service, Management, Involvement, Staff Commitment. The Advisory Council's membership is composed of the State Director and two State Board members; two representatives each of community college presidents, trustees, faculty and students; a representative from each of three state planning groups; a representative from private and four-year segments of postsecondary education; a representative of labor, business, agriculture and the general public for a total of twenty members.

SPECIAL NOTE

It should also be noted that three other states: Kansas, Virginia, and Oklahoma reported some approaches toward advisory council activities similar to those of Alabama, Washington, and Michigan but not officially

recognized as Advisory Councils to "1202" Commissions. For instance, the presidents of all fourteen community colleges in Oklahoma meet frequently with the Chancellor and staff of the State Regents ("1202" Commission) to review areas of common interest and concern. In Kansas, a community junior college Advisory Council is in operation. The Council's membership consists of eleven appointed members representing all segments of postsecondary education, secondary education, labor, business, industry, agriculture and the professions.

Two other states: West Virginia and Wyoming, indicated that greater interest had been shown recently in advisory council kinds of planning activities and that tentative plans for such councils were underway.

SUMMARY AND CONCLUSION*

Not since Martorana's 1966 work, State Legislation Relating to Higher Education, has a similar study been conducted.[1] The research reported herein, while falling far short of the Martorana and Brandt work in thoroughness and data reliability, does represent a reinitiation of what should be an ongoing study of the nature and impact of state legislation relating to postsecondary education and more explicitly community colleges.

What Might Be Expected?

Despite the fact that no recent thorough studies have been conducted which shed light on legislative actions, several pieces do present some indication of legislations' concerns about postsecondary education. These pieces will be discussed here briefly to provide perspective for the concluding statements which follow. To a great extent, the writings that will be discussed embody the rhetoric of public policy toward postsecondary education; that is, they are based on opinions or are, in themselves, essays. Still, they provide a helpful transition from the Martorana research to the present.

Eulau and Quinley's 1969 book perhaps comes closest to measuring state legislator concerns about postsecondary education.[2] Their indepth interviews of state officials resulted in the following findings of salience to the present discussion. In general, the state legislators

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*This concluding section was written by Donald C. Hambrick, Director of External Affiars, College of Business Administration, The Pennsylvania State University, as part of an independent study project performed under the direction of Dr. S. V. Martorana.

[1] S. V. Martorana, op. cit.

[2] Heinz Eulau and Harold Quinley, State Officials and Higher Education, 1969.

surveyed felt . . .

. . . that legislative control should be limited to budgetary matters.

. . . that money is a major problem.

. . . that private education faces dire problems.

. . . that academics are underworked and overpaid and that research is a luxury.

. . . that serious financial and political problems will beset higher education in the not distant future.

The question of coordination vs. competition has been answered on both sides. Millett, reflecting on his eight years as the first chancellor of The Ohio Board of Regents, argues that since the best interests of a particular state school may or may not coincide with the best interests of the state government, coordination is critical and will grow.[3] Newman, in a 1973 article, expresses the opposite stance, saying, ". . . most of higher education needs little or no coordination at all."[4] The goal of diversity, best achieved via competition, is paramount for Newman. To which position do state legislatures subscribe?

Ashworth discusses the federal impact both on state actions and institutional autonomy.[5] His observation is that much of state legislation is reactive in the face of federal actions toward postsecondary education.

These few writings form an interesting backdrop for several conclusions which can be drawn from this report. The conclusions will be stated as answers to the following research questions which guided the collection of data for this report.

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[3] John D. Millett, Politics and Higher Education, 1974.

[4] Frank Newman, "Autonomy, Authority, and Accountability," Liberal Education, March 1973, pp. 13-27.

[5] Kenneth H. Ashworth, Scholars and Statesmen, 1972.

1) What are the topical areas of concern?

2) How are legislatures answering the question of coordination vs. competition?

3) Are efficiency and management accountability prime legislative topics?

4) Is legislation directed at the support of private postsecondary education?

5) Are legislatures attempting to set academic policy?

6) Are the state actions affecting postsecondary education directed at postsecondary education, or is postsecondary education an "innocent bystander" in broad "state agency" actions?

7) Are the state actions reactions to federal actions?

8) Are the actions significant policy actions, or minor administrative actions?

1. What are the topics of concern?

A preliminary view of the main areas of interest to state legislators is given by the data in Table 2. The 30 states reporting legislative activity are included, and the proposals advanced are shown as well as those enacted. Defeated measures are not included. Some highlights from Tabel 2 are:

- Except for funding actions, bills involving the state's administration of postsecondary education are most common. Such bills include altering of legal bases of institutions, provisions for inspections, bi-state agreements, and so on.
- Statewide coordination is quite evident in the legislative activity with 35 bills.
- Personnel benefits are a frequently-observed topic.
- Provisions dealing with administrative procedures are quite common: such actions would involve purchasing, mechanisms for funds transfers, buildings standards, and the like.

2. How are legislatures answering the question of coordination vs. competition?

The number of actions directed at statewide coordination give some indication of legislatures' interest in the effort as a means to rationalization and efficiency. However, a number of the measures, while dealing with coordinating mechanisms, do not, in themselves, result in heightened coordination activity. Clearly, the impact of the 1965 and 1972 Federal Higher Education Acts are felt in this category.

Futher, a number of state actions can be identified which heighten competition. These include mechanisms for aid through students, strengthened legal bases of community colleges, provisions for program expansions at some schools, and so on. The net effect is that legislatures, while committed to statewide coordination, are striving to maintain a competitive element in the postsecondary education arena.

3. Are efficiency or management accountability a prime legislative topic?

Given Eulau and Quinley's findings of legislative concern for efficiency and slack faculty workloads, we would expect to find substantial evidence of efficiency measures. Such is not really the case. Not a single measure establishes an incentive system for efficiency. Very few of the legislative actions are directed at heightened efficiency. Only one is directed at management accountability--a Florida law providing for no conflict of interest among higher education administrations.

Of course, many of the states' actions, especially via statewide coordination, are in the general direction of improved efficiency but do not, in themselves, promote efficiency. The over-riding observation is that legislatures are not preoccupied with efficiency and management accountability in postsecondary education.

4. Is legislation directed at the support of private higher education?

Only 12 actions qualify as being directly supportive of private education. These include aid-through-students actions in Arizona, Connecticut, Hawaii, Illinois, Michigan, Mississippi and Texas and an act providing funds-per-degree-granted to private schools in Michigan. This sparse evidence of support or concern for private schools indicates that five years after Eulau and Quinley, legislatures have not moved from concern at a strictly rhetorical level.

5. Are legislatures attempting to set academic policy?

The answer to this is a strong "no." Only 11 actions can be considered attempts to deal at an academic policy level. Three exemplary actions are:

- A Hawaii resolution that environmental education should become an essential thrust of curricula in the University of Hawaii and community colleges (H.R. 432 of 1974).
- An Oklahoma act establishing Economic Education Centers in post-secondary education institutions (Part III, Section 215).
- A Tennessee law requiring that no baccalaureate be granted from a state school unless the student earns 6 credits in American History (H.B. 1877 of 1974).

6. Are the state actions affecting postsecondary education directed at postsecondary education?

Of the total actions reported as affecting postsecondary education, approximately 20 percent were not directed at postsecondary education, but rather were broad "state agency" actions. These include collective bargaining actions, personnel benefit actions, building construction provisions, etc. The significant level of non-postsecondary education

actions impacting the sector should give postsecondary education advocates cause for concern, or at least prompt an on-going vigilance to the impact of all legislative action.

7. Are the state actions reactions to federal laws?

This is a more difficult question to answer, since the motive for a law is rarely included in its wording. It is certain that a number of appropriations bills are reactive to federal law--either in direction or quantity of appropriation. In addition to such appropriations bills, 10 state actions could be identified as clearly responsive to federal initiatives.

- 3 actions involved bringing coordinating boards into line with "1202 Commission" requirements of the Federal Higher Education Act of 1972.
- 3 actions involved provisions for administering federal aid to students.
- 2 actions involved provisions for administering federal aid to institutions.
- 1 Colorado action involved establishment of an Energy Research Center in response to availability of federal funds for such activity (Chapter 95).
- 1 Iowa action provides for administration of federal funds for vocational education youth organizations (House File 478).

8. Are the actions significant policy actions, or minor administrative actions?

The criteria for answering this question are elusive and certainly subjective. The researchers pose the following criterion for labeling a legislative action as a "policy" action:

Does the action have the potential to significantly affect the nature

and availability of postsecondary education in the state?

This criterion does lack precision, and, coupled with possible judgmental classification errors, lacks scientific reliability. However, it is felt that even this crude classification scheme sheds some light on the significance of state legislative actions impacting postsecondary education.

Based on the classification system described, 56 percent of all reported actions (including all appropriations actions) can be considered policy actions. Forty-four percent are administrative actions.

Perhaps the best way to highlight this dichotomy is to provide examples of actions in each category:

Policy-type actions

- An Arkansas law limiting establishment of community college districts to eight (Act 21 of 1975).
- A Florida bill authorizing the establishment of area councils for community educational services representing all postsecondary education in community college districts (S.B. 1003).
- A Florida law providing for right of employees to refrain from joining a union (H.B. 2028).
- A Missouri bill changing the state aid-to-institutions formula (S.B.'s 102 & 281 of 1975).

Administrative actions

- A Missouri bill allowing non-teacher employees of public junior colleges to be a part of the non-teacher school retirement system.
- A North Dakota law requiring community colleges to be inspected by the Board of Higher Education annually in order to qualify for state aid (S.B. 2023 of 1975).

- An Oklahoma law providing that the Board of Regents shall be housed rent free by the State Board of Public Affairs until permanent quarters are provided.

Summary

The results of this preliminary study of state legislative actions toward postsecondary education point to the following conclusions:

- Statewide coordination, state administration of postsecondary education, and institutional administration are the most common actions.
- Legislatures are selectively working in both directions on the coordination vs. competition continuum.
- Efficiency and management accountability are not primary foci of many legislative actions.
- Little legislative action is directed explicitly at the support of private schools.
- Legislatures are not attempting to set academic policy.
- Many of the actions affecting postsecondary education are not directed specifically at postsecondary education.
- A moderate number of actions can be considered reactions to federal actions toward postsecondary education.
- Approximately 56 percent of the actions can be considered "policy" actions; about 44 percent are lesser "administrative actions."

APPENDIX A

DIGESTS OF STATE LEGISLATION RELATING TO HIGHER EDUCATION

January 1, 1973 to September 1, 1975

Arrangement

The items of legislation for each state include both those enacted and those proposed. Within each group the order of items is numerical. Chapter or act numbers are by Senate Bill and House Bill numbers depending on the information provided by the respondents.

ALABAMA (1)

Legislation Enacted-1974

1-1 New Institutions Establishes Chattockoochie Valley Community College.

1-2 Appropriation FY 1974 $16,852,581
FY 1975 $18,969,252

ARIZONA (3)

Proposed and Enacted Legislation-1975

3-1 Executive Director of Community College Board (S.B. 1068) Amends previous legislation by providing that the title of Executive Secretary for Community College Board be changed to Executive Director.

3-2 District Elections (S.B. 1069) Amends provision that the District Boards shall designate not less than two polling places when bond elections are held for capital outlay purposes.

3-3 Legislative Determination of Salary (S.B. 1073) Amends previous legislation to include community college employees with university employees as being exempt from legislative determination of compensation.

3-4 District Mergers (S.B. 1074) Provides procedures and organizational requirements to establish joint community college districts by merging contiguous counties or sections of contiguous counties with an existing district.

3-5 Collective Bargaining (S.B. 1158) Amends previous public employee collective bargaining law to include professional school employees including community college faculty. Provides for rights of employees and their organizations; selection of representative and ability to present informal individual complaints outside of collective bargaining process; procedures for requesting recognition of collective bargaining unit; procedures for

dealing with impasse, use of mediation; fact finder, recommendation and costs; outlines several unlawful acts of employer and employee.

3-6 Capital Appropriation (S.B. 1267) Appropriates $500,000 to State Board for Community Colleges for capital outlay costs at Aravaipa Campus of Pinal Community College district.

3-7 Student Aid (S.B. 1350) Appropriates $175,000 to State Board for Community Colleges and $175,000 to Regents for matching federal monies available for needy students under the Federal State Student Incentive Grant Program.

3-8 Bidding Regulation (H.B. 2144) Amends previous legislation by deleting limitation on purchase of equipment and supplies without bid so that such equipment purchases may be purchased by central purchasing authority. Includes community colleges.

3-9 Extension of Retirement Date (H.B. 2151) Authorizes Personnel Board to adopt rules to be followed for continuation of employment beyond normal retirement date of certain state employees.

3-10 Student Aid (S.B. 1282) Establishes Arizona Student lending authority to administer Federal Student loan program; procedures for disbursing funds to qualified students; duties of the fiscal agent of the authority; reimbursement to financial aid offices of funds expended in carrying out provisions of this act; authorizes issuance of volume bonds to cover any needed loans not covered by student loan fund.

3-11 Appropriation (H.B. 2325) Provides $2,650,000 appropriation ($2,100,000 for operating expenses; $550,000 for capital outlay) to State Board of Directors for Community Colleges for disbursement to community colleges.

ARKANSAS (4)

Enacted Legislation-1975

4-1 Basic Legislation (Act 103) Authorizes establishment of community college districts as needed and provides for their financing. Buildings to be locally financed, operations to be state financed. Establishes State Community College Board to coordinate community college activities with other educational institutions in state; to establish procedures for establishing community colleges; to review appropriation requests; to certify "comprehensiveness" of community college programs. Also outlines duties of local boards.

4-2 Public Higher Education Institutions as State Agencies (Act 5 of 1975) Defines a "State Agency" and includes state supported institutions of higher education in definition. Provides for state control of all cash funds for these agencies, excluding gifts or endowments not used for operating expenses. Allows higher education institutions to determine how cash balances will be invested.

4-3 Limits on Expansion (Act 21) Limits establishment of community college districts to eight thereby repealing previously granted authority of State Community College Board to create an unlimited number of community colleges as needed under Act 103 of 1973.

4-4 Funds Exempt from Requirement for Appropriation (Act 265) Exempts monies received from any millage levied by a community college district from appropriation requiremement as required by Act 5 of 1975.

4-5 Cash Funds Expenditures (Act 508) Appropriates for salaries and operating expenses from cash funds resulting from local revenue (example--tuition) as required by Act 5 of 1975 for Garland County Community College for Biennial period ending June 30, 1975.

4-6 Tuition Waiver for Senior Citizens (Act 678) Waiver tuition and fees for anyone over 60 years of age at all state supported institutions of postsecondary education.

4-7 Off-Campus and Extension Courses (Act 717) Authorizes existing state supported institution of postsecondary education to offer extension courses in communities in areas served by the institution in an effort to improve and expand higher educational opportunities.

4-8 Salary Appropriation with Attached Controls (Act 770) Appropriates funds for salaries of Westmark Community College Personnel. Salary limits are imposed in a 10% limit on annual raise. Requires Westmark's personnel classification system to incorporate state's uniform classification and compensation Act.

4-9 Appropriation Bill for One Community College (Act 772) Appropriates the following funds for biennial ending June 30, 1977:

1975-76	1976-77
$931,158	$1,042,558

CALIFORNIA (5)

First Regular Session

December 1--September 15, 1975

5-1 Field Act (S.B. 276) As amended exempts all "offsite," leased or rented buildings from Field Act while not specifying that Board members are personally liable for damages. Does not affect the validity of any action taken prior to the effective date of this bill.

5-2 Flexible Calendar, Varying Census Dates (A.B. 2232) Would provide for a minimum instructional year of 160 days, but would retain a minimum academic year for instructors of 175 days. As amended, a 175-day academic year will be the base for state apportionment. The difference between 175 days

and 160 days could include but not be limited to, course instruction and examination, student personnel services, learning resource services, and staff development. Would eliminate current census week regulations and provide: (a) For full-session-length courses (semester or quarter) a census of students on the day nearest one-fifth of the way through the term, and (b) For courses for longer or shorter periods than measured by a census of students enrolled the meeting date nearest one-fifth the way through the course.

5-3 Non-Resident Tuition Exemptions (S.B. 82) As amended would terminate the exception allowing any district which during the 1962-63 school year had more than 15% of its students as residents of another state from charging non-resident tuition, and would establish an exception allowing any district bordering on another state, and having less than 500 a.d.a. to not charge non-resident tuition. Written for Palo Verde Community College District. Also makes technical changes for quarter-system colleges.

5-4 Nondistrict Territory (S.B. 112) Would allow the territory under jurisdiction of the County Superintendent of Schools of Modoc County that extends into Siskiyou County, and the territory under the jurisdiction of the County Superintendent of Schools of Sierra County that extends into Plumas County to be exempted from being in a Community College district when such residents account for less than 250 a.d.a. in a Community College the prior fiscal year.

5-5 Lease Purchase Agreements (S.B. 267) Under existing law, a district is liable for any payments under a lease or lease-purchase agreement, even if a portion of the district is later transferred from the district. This bill would require that the acquiring district assume and pay (to the original district) a proportionate share of the remaining payments due under the lease or lease-purchase agreement. Opposition is based on established procedures for handling outstanding bonded indebtedness. An urgency bill.

5-8 Per Diem for CPEC Members (A.B. 76) Would require a $50 per day stipend to be paid each member of the California Postsecondary Education Commission for each day he or she attends any valid meetings of any committee or sub-committee of which he or she is a member.

5-9 Annual Board Organizational Meetings (A.B. 166) Would permit annual organizational meetings of Community College governing boards to be held in a 15-day period that commences with the date upon which governing board member elected in a year in which a regular election for governing board members is conducted takes office. In years in which no regular election for governing board members is conducted, this bill would require the organizational meeting to be held during the same 15-day period on the calendar. An urgency bill.

5-10 Enrollment of Handicapped Students (A.B. 174) Would make enrollment for the developmental centers for the handicapped a first-come, first-serve proposition, disregarding whether the pupil is living with a parent/guardian.

5-11 Grants for Nursing Students (A.B. 209) Would require the State Scholarship and Loan Commission to recognize for the occupational education and training grant program, applicants enrolled in three-year hospital-based programs (approved by the Board of Registered Nursing) that train R.N.'s. It would also permit these enrollees to receive grants for maximum of three years.

5-12 EDP Services (A.B. 1481) Would allow Ventura Community College District to renegotiate its current data processing service contract (to accommodate an additional campus) without submitting a new contract to public bid.

5-13 Non-Resident Tuition (A.B. 2058) As amended would change the procedure for determining non-resident tuition to allow districts to set non-resident tuition according to its own average cost per student or the statewide average cost per student. The net result would be a leveling of non-resident tuition and would specifically benefit districts with a high average cost per student at no state costs.

5-14 Starting Work on Construction Project Prior to State Funding (S.B. 616) Would allow Community College districts with projects approved by Chancellor and Department of Finance to proceed with construction and be considered for retroactive reimbursement from the state if and when funds become available.

5-15 Deficit in Construction Act (A.B. 1406)(No information provided)

5-16 Student Health Fees (A.B. 1571) (No information provided)

5-17 State Level Administration (A.B. 1031) Re-constitutes State Scholarships and Loan Commission as a new Student Aid Commission and simplifying all state student aid.

5-18 Construction Bonds (S.B. 156) As amended would establish the Community College Construction Program Act of 1976 and would provide $100 million to meet the needs of Community Colleges for building construction, equipment, and site acquisition, for a four-year period commencing with fiscal year 1975-76. The $100 million was intended as a stop-gap amount until the Board of Governors took formal action on the proposal. The bill will likely be amended to reflect an amount approximating the $270 million that the Board recommends.

5-19 Regionalization (A.B. 1821) Amends previous legislation by combining Adult Continuing Education Coordinating Councils with area Vocational Education Committees to form Regional Education Councils no smaller than a community college district to review and recommend to local boards approval of occupational and adult education courses and programs and to prepare plans for short term improvement of Vocational and Continuing Education programs.

COLORADO (6)

Legislation Enacted-1974

6-1 Area Vocational/Technical Schools (Chapter 92) Adds AVT schools to junior college districts exempted from a January 1-December 31 fiscal year requirement.

6-2 Investment Powers of Boards (Chapter 94) Repeals 124-2-30 Colorado Revised Statutes of 1963 concerning investment powers of the regents of the University of Colorado. (No more information available)

6-3 Energy Research (Chapter 95) Amends previous legislation by creating School of Mines Energy Research Institute. Outlines duties of institute, establishes advisory council on energy and energy related minerals research. Appropriates 2,860,000 to the institute of which 910,000 is state and 1,950,000 is federal.

6-4 Veterans Tuition Waiver (Chapter 96) Amends previous legislation by adding new section. Provides for waiver of 1/2 tuition for Viet Nam era veterans (8/5/64-8/5/73) who were residents at time of enlistment excluding service academy duty or reserve duty. Benefits extend for period of eight years from conclusion of enlistment period or by 8/5/81.

6-5 Area Vocational/Technical Schools (Chapter 97) Includes Aurora Tech Center in definition of area vocational schools and appropriates $189,000 to the school.

6-6 Auraria Higher Education Center (Chapter 98) Amends previous legislation by adding new section providing for the establishment of Auraria Higher Education Center. Provides land, facilities, funding; establishes new governing board and duties, powers of board; provides tax exemption status and prohibits certain debts.

6-7 State Regents Basic Legislation (S.B. 568) Abolishing State Education Commission and places its function under the State Board of Regents; prescribes authority, function, powers and duties of the Board under federal higher education Act of 1965.

First Regular Session

Enacted Legislation-1975

6-13 Personnel Benefits (H.B. 1227) Distinguishes student teachers from other noncertified employees of a school district with respect to workmen's compensation and other benefits.

6-16 Personnel Rights (H.B. 1234) Provides basic requirements for notice and hearing in cases of dismissal and nonrenewal of contract or reduction in force for full-time faculty members at state institutions of higher education (excluding CU, CSU, CSM and UNC).

6-14 Trustees (H.B. 1232) Provides for student members as advisors (non-voting) on the governing boards of state colleges and universities and appropriates to the Commission on Higher Education, for the implementation of this act, to be allocated as follows: $1,875 to the Board of Trustees, State Colleges and $1,875 to the SBCCOE.

6-9 Statewide Coordination (H.B. 1020) Adds a member from the University of Northern Colorado to the advisory committee of CCHE.

6-21 Coordination (H.B. 1381) Changes the name of Southern Colorado State College to the University of Southern Colorado, and states educational objectives for the institution to include programs offered in a technical community college. Such programs are to include postsecondary programs for credit, awarding the appropriate associate degree in the vocational, technical or occupational area, and performing the functions of an area

vocational school in conformance with standards of the state board for community colleges and occupational education. Authorizes tuition adjustments for said technical programs.
It is the specific intent of the general assembly that no additional appropriation is necessary to carry out the purpose of this act.

6-18 Curriculum (H.B. 1295) Establishes a program of bilingual-bicultural education which provides for the identification and education of students with linguistically different skills or culturally different environments. Appropriates $2,350,000 for the implementation of this act (excluding section 22-24-119). The amount of $200,000 is appropriated for the implementation of section 22-24-119.

6-20 Curriculum (H.B. 1346) Provides for the integration of career education concepts in the schools of the state; establishes a state advisory council on career education and an executive committee and advisory council to be the advising bodies to the state board of education; authorizes the state board of education as the administrative agency for career education; provides for the establishment of a statewide career education resource team and a state resource center; makes an appropriation for fiscal year 1975-76 of $200,000, contingent upon a match of $200,000 of local funds, for implementation of this act.

6-23 Certification of Teachers (S.B. 43) Requires the State Board of Education to adopt standards for institutions of higher education and to prescribe standards for qualifications for the issuance of teacher certificates. Enacts the "Teacher Certification Act of 1975" which provides for the continuing evaluation and revision of standards for the certification of teachers and encourages the professional development of teachers.

6-26 Accreditation (S.B. 384) Repeals and reenacts the law governing private vocational schools (formerly "proprietary schools"); provides for the regulation of such schools by the SBCCOE. Provides for powers and duties of said board with respect to private vocational schools. Establishes minimum standards for said schools. Provides a procedure for the processing of complaints against private vocational schools.

6-8 Financial Procedures (H.B. ~~1014~~) Requires executive director of the department of administration to acquire information on the collection by state agencies of debts due the state and then to make rules and regulations for the guidance of all agencies in carrying out collection procedures.

6-10 Financial Procedures (H.B. 1029) Requires controller to assist state agencies in the collection of debts due the state, pursuant to rules and regulations of the executive director of the department of administration, and, when such debts have reached a certain stage of delinquency as specified in those rules and regulations, the controller is to take over the collection effort on behalf of the state.

6-27 Financial Procedures (S.B. 281) Provides that gifts and bequests to State institutions of higher education are not to reduce appropriations for such institutions, nor do they find the state to continue to fund programs at the level attained as a result of such gifts and bequests.

6-28 Appropriation (S.B. 458) $4,063,813 is appropriated to the Department of Higher Education for supplemental appropriations.

6-22 State Aid (H.B. 174) Raises the grant available to each junior college district from state funds for each full-time resident student enrolled in postsecondary courses for credit from $575 to $700; authorizes an additional amount of $475 for each FTE Colorado.

6-15 State Level Administration (H.B. 1233) Revises law providing for organization, governance and operation of local district junior colleges to make the State Board of Community College Occupational Education rather than the State Board of Education the state approving agency; except that, when the local district junior college petitions to enter the state community college system, the amendment gives the Colorado Commission on Higher Education authority to approve or disapprove the State Boards' recommendation to approve such entry.

6-19 State Level Administration (H.B. 1334) Authorizes the SBCCOE to sell or lease certain properties owned by Trinidad State Junior College.

6-12 Capital Funds (H.B. 1211) Appropriates the sum of $656,178 for initial construction of El Paso Community College to be allocated as follows: Site Work ($376,878) and Utilities ($279,300).

6-11 Capital Funds (H.B. 1186) Appropriates $971,200 to the SBCCOE, $929,200 is to be used for a value engineering contingency for construction of North Campus of Community College of Denver to accommodate 3,517 FTE students and $42,000 of which is allocated for project cost management.

6-17 Capital Funds (H.B. 1294) Authorized the financing and construction of student center facilities and provides that special student fees or net income from student center facilities, or both, can be pledged as security in obtaining financing for the construction of said student center facilities at the Auraria Higher Education Center.

6-24 Capital Funds (S.B. 162) The amount of the appropriation is $3,950,770 shall be for the amount of the construction of the Auraria campus and $140,000 shall be used for moveable equipment.

6-25 Capital Funds (S.B. 269) Appropriates $44,720 to the Department of Higher Education, $12,010 of which is allocated to the Colorado School of Mines for completion of the neutron activation facility, and $25,710 to the Community College of Denver, Red Rocks campus for phase 1B architectural fees.

CONNECTICUT (7)

Enacted Legislation-1973

7-1 Campus Beer Sales (Act 73-19) Amends previous legislation concerning consumption of alcoholic beverages at university by extending right to sell beer to all institutions offering higher education programs. Previous law covered only University of Connecticut in Mansfield. (H.B. 8127)

7-2 Alumni Trustees (Act 73-43) Deletes previous restrictions on number of years students had to be alumni to vote for or hold office as alumni trustee. (S.B. 1797)

7-3 Transfer of Funds (Act 73-56) Amends previous legislation by allowing institutions to transfer maximum $1,000 between specific appropriation without prior approval of the finance advisory committee. Previously prior approval was necessary. (S.B. 1800)

7-4 Inventory of Facilities (Act 73-149) Amends previous legislation relating to building construction undertaken by the State, requiring agencies and institution to report information necessary for public works commissioner to maintain inventory of state owned or leased property including space utilization data. (S.B. 1722)

7-5 College Traffic Regulation (Act 73-151) Allows boards of trustees of postsecondary education institutions to appoint traffic committees to establish traffic regulations and impose fines. Establishes appeals procedures and requires fines collected to be deposited in scholarship amounts. (S.B. 1815)

7-6 Leasing Authority (Act 73-214) Amends previous legislation by replacing leasing authority of boards of trustees with that of commissioner of public works. (H.B. 8146)

7-7 Jurisdiction of Boards of Trustees (Act 73-262) Amends previous legislation relating to jurisdiction of boards of trustees over terms of employment for professional staff by extending jurisdiction to sick leave and vacation. (S.B. 1814)

7-8 Commission for Higher Education (Act 73-281) Amends legislation providing for commission on aid to higher education by abolishing the commission and transferring its function to commission for higher education. (S.B. 1990)

7-9 Student Financial Aid (Act 73-311) Amends previous legislation which authorized public postsecondary education institution to develop work study programs as means of aiding needy students by deleting previous mandate that 5% of student financial assistance funds appropriated in any one year shall be used for this purpose. (H.B. 9118)

7-10 Proprietary Schools (Act 73-408) Amends legislation relating to operation of higher education institutions by deleting the requirement that all approved schools be operated on a nonprofit basis. (S.B. 1856)

7-11 Postsecondary Education Commission (Act 73-427) Designates Commission for Higher Education as postsecondary education commission. (H.B. 9068)

7-12 Master Plan (Act 73-440) Amends bill authorizing master plan study by extending deadline for study from January 1, 1974 to February 1, 1974. (S.B. 2270)

7-13 Auxiliary Services Fund (Act 73-443) Amends legislation authorizing community colleges to maintain auxiliary services fund by allowing community college boards, with approval of state's finance advisory commission, to borrow money from general fund of state in order to establish or maintain auxiliary services. (S.B. 1709)

7-14 Student Classification for Tuition Purposes (Act 73-474) Establishes uniform regulation for the classification of student residence status for tuition purposes to be followed by all public postsecondary education institutions. (S.B. 1708)

7-15 Tuition Waiver (Act 73-542) Amends law establishing tuition in state institutions by providing for tuition waiver for dependents of Vietnam POW's and MIA's and half tuition waiver for dependents of Vietnam era veterans. (Sub S.B. 1707)

7-16 Contracts with Independent Colleges (Act 73-551) Amends legislation relating to contracts for additional student space in independent colleges by adding provision that number of full-time and full-time equivalent student spaces needed will be determined by Commission on Higher Education. (Sub H.B. 8371)

7-17 Liability Protection (Act 73-651) Amends previous legislation concerning protection of education personnel and board members from damage suits by including suits arising from alleged infringement on civil rights, and by adding provision for payment of defendents legal expenses incurred in damage suits covered by this Act. (H.B. 8851)

7-18 (Act 73-10) A new law providing for the use of all librarians in state system by any student in the system. (H.B. 8299)

Enacted Legislation-1974

7-19 For Fiscal Period Ending 6/30/75 (Special Act #31)

Services	$15,618,000
Other	4,567,000
EOG	12,400
Tuition Refunds	155,300
Student Loans	46,900
WSP	122,700
Nursing Student Loans	6,700
	$21,085,000

(H.B. 5709-1974)

7-20 Bond Issue Authorization (Special Act 1974-90) $20,000,000 for capital improvements and acquisitions to Board of Trustees of Regional Community Colleges.

7-21 Bond Authorization (Special Act #74-101) Provides $3,000,000 for the acquisition and improvement of sites, classrooms, administration and related facilities for community colleges, as recommended by the Governor.

7-22 Higher Education Centers (Act 74-115) An amendment to an act providing for the establishment of higher education centers deleting a provision allowing the State Commission on Higher Education to transfer appropriated funds to boards of higher education centers.

7-24 Justification Required for New Institutions (Act 74-173) An act requiring the Commission for Higher Education to provide justification based on current studies of population density, facility utilization, program inventory, availability of comparable programs in the region and such other criteria of need as may be appropriate, to the General Assembly before any new higher education institution is established.

7-25 Waiver of Tuition for Veterans (Act 74-266) An amendment to previous legislation regarding tuition waiver by including full tuition waiver for Vietnam era veterans. Previously half of tuition had been waivered for Vietnam era veterans. (Sub H.B. 5055)

Enacted Legislation-1975

7-23 Extension Student Fees (Act 74-120) Amends previous legislation relating to payment of tuition by exempting from the payment of tuition students enrolled in and paying extension fees in an extension program, or summer session. (Sub S.B. 428)

7-26 Waiver of Tuition for Elderly (Act 74-282) Amends previous tuition waiver legislation by including persons 62 or older enrolled in degree programs or registering for courses on space-available basis. (Sub H.B. 5147)

7-27 Appropriation Act (Special Act #75-41) Provides $20,406,687 for regional community colleges, a reduction of $1,239,313 in the amount originally recommended by the Governor. Also provides funds for waiver or remission of tuition for up to 1% of the number of full-time students. Funds for annual salary increments for classified and unclassified employees, which were omitted from this appropriations act, were subsequently provided in other legislation. The increments, however, will become effective three months later than they normally would have.

7-29 Community College Mission (Public Act #75-100) An act concerning the responsibilities of regional community colleges. Provides a revised and more detailed statement of the mission of the community colleges including a special subsection for the definition of community services.

7-30 State Higher Education System Policies (Public Act #75-191) An act concerning policies of the state system of higher education. Provides that within the limits of authorized expenditures, the policies of the state system of higher education shall be consistent with the following goals: (1) to ensure that no qualified person be denied the opportunity for higher education on the basis of age, sex, ethnic background or social, physical or economic condition, (2) to protect academic freedom, (3) to provide opportunities for education and training related to the economic, cultural and educational development of the state, (4) to assure the fullest possible use of available resources in public and private institutions of higher education, (5) to maintain standards of quality ensuring a position of national leadership for state institutions of higher education, (6) to apply the resources of higher education to the problems of society and (7) to foster flexibility in the policies and institutions of higher education to enable the system to respond to changes in the economy, society, technology and student interests.

7-31 Student Representation on Boards (Public Act #75-262) An act concerning student representation on the boards of trustees of the state's public institutions of higher education. Provides for election of two students for two-year terms to each governing board in higher education.

7-32 Freedom of Information (Public Act #75-342) An act concerning freedom of information. Provides for increased public access to meetings and records of public agencies and restricts items which can be discussed in executive sessions.

7-33 Public Works Bid Procedures (Public Act #75-365) Provides for an increase in said limit from $25,000 to $50,000 providing the proposed alteration of addition is approved by the Public Works Commissioner.

7-34 Student Absence Due to Religious Beliefs (Public Act #75-367) Provides that no student in the state system of higher education may be discriminated against because the tenents of his religion may prohibit secular activity on a particular day or days or time of day to attend classes or to participate in any examination, study or work requirements. Such students must be provided with an equivalent opportunity to make up any such requirements without being assessed any special fees. Other provisions of the act requiring meditation periods for students and teachers pertain only to elementary and secondary schools.

7-35 Master Plan for Vocational and Career Education (Public Act #75-422) Provides for the development of such a plan by the State Board of Education with the advice of a number of interested groups including the regional community colleges.

7-36 Leasing of Real Estate (Public Act #75-425) Provides, in part, (1) that the Public Works Commissioner shall be the sole authority to represent the state in its dealings with third parties for the acquisition, construction or leasing of real estate for all state agencies; (2) that all agencies communicate their requests relating to acquisition, construction or leasing of real estate to the Public Works Commissioner for consideration; (3) that the Commissioner will make a final determination whether he approves of the request and, if approved, the method and plan by which it shall be accomplished; (4) that the Commissioner's decision shall be subject to review and approval of a new State Properties Review Board, and (5) that agencies may appeal decisions of the Commissioner and/or the Review Board to the Governor.

7-37 Child Care Centers (Public Act #75-444) An act concerning child care services at the constituent units of the state system of higher education. Provides authorization for governing boards to expend funds from general fund appropriations to support child care centers utilized in the instructional program of the colleges.

7-38 Tuition Waiver for Needy Students (Public Act #75-484) An act concerning waiver of tuition for students in the state system of higher education. Provides that governing boards may waive or remit each semester the tuition of students who demonstrate substantial financial need, provided the number of waivers or remissions does not exceed one percent of the number of full-time students.

7-39 Alumni Representation on Board of Trustees (Public Act #75-504) Provides for appointment by the Governor of two additional members to all governing boards. The additional members to be appointed must be alumni of institutions under the jurisdiction of the boards, except in the case of the University which already has provision for alumni trustees.

7-40 Administrative Procedures Act Exemption. (Public Act #75-529) Provides that the constituent units of higher education shall be exempt from the provisions of the Administrative Procedure Act provided that (1) the governing boards promulgate written statements of policy pertaining to personnel and student discipline after providing a reasonable opportunity for interested persons to present their views, and (2) in cases of dismissal of tenured employees, or non-tenured employees prior to the end of their appointment, and dismissal or suspension of a student for disciplinary reasons, the boards must adopt procedures which provide for giving a statement of reasons for the proposed action, a hearing upon request of the party affected, and a written decision following the hearing.

7-41 Affirmative Action (Public Act #75-536) Requires the development of affirmative action plans by all state agencies, and the submission of such plans twice annually to the Commission on Human Rights and Opportunities for review and approval.

7-42 Collective Bargaining (Public Act #75-566) Provides for collective bargaining of state employees, effective October 1, 1975.

7-43 Veteran's Scholarships (Public Act #75-574) Provides for establishment of a scholarship fund for Vietnam Era Veterans attending private colleges in Connecticut, and appropriates $10,000 to the fund for 1975-76.

7-44 Capital Fund Expenditures (Public Act #75-582) An act concerning certain higher education funds. Provides, as amended, that repairs, alterations or additions to auxiliary service and educational extension facilities which cost less than $50,000 require the approval of the Public Works Commissioner, in conformity with the provisions of Public Act #75-365 cited earlier.

7-45 Alternate Retirement Program (Public Act #75-636) Provides that the Commission for Higher Education may develop such an alternate retirement program (e.g., T.I.A.A.) for higher education personnel in lieu of membership in the State Retirement System. Such an alternate program would provide for immediate vesting of retirement rights in contrast to the State Retirement System which provides for vesting after ten years. Only new employees would be entitled to exercise the option to join the alternate program.

FLORIDA (9)

Proposed Legislation-1975

9-1 Travel Expenses (S.B. 255) Computation of state employee travel time, rates of per diem and subsistence. Requires use of a new travel authorization form.

9-2 Administrative Procedures Act (S.B. 892) Requires all state agencies to formalize procedures for administering the agency, for implementing new regulations; the Department of State shall supervise all state agency administrative rules and procedures; employees affected by newly enacted regulations have right to hearing; sets forth procedures for such hearings.

9-3 Retirement Fund Annuities (S.B. 941) Allows employer to deduct wages to be used to purchase annuities as selected by the employee.

9-4 Coordination of Community Education (S.B. 1003) Authorizes the establishment of area councils for community educational services representing all postsecondary education in community college districts to coordinate all off campus educational activities.

9-5 Employee Mileage Allowance (H.B. 3084) Amends previous legislation to raise mileage allowance from ten cents to 14 cents per mile.

9-6 Collective Bargaining (H.B. 2028) Amends comprehensive public collective bargaining legislation to provide for right of employee, to refrain from joining a union and provides civil remedy and injunctive relief to any person denied employment or discriminated against on account of membership or nonmembership in union.

9-7 Educational Benefits for Dependents of POW's and MIA's (H.B. 2235) Amends previous legislation relating to veterans scholastic benefits to provide for payment of tuition and registration fees and supplies for children of POW's, MIA's, deceased or disabled veterans.

9-8 Tax Revenue for Capital Outlay (HJR 2289 and 2984) A resolution amending previous legislation approved by the voters November 1974, providing that revenue derived from gross receipts taxes shall be used for capital outlay projects for the state system of public education.

9-9 Horse Racing Proceeds as Funding Sources (H.B. 2848) Amends previous legislation relating to charity racing days to add a third charity day for horse tracks in Hillsborough County, the proceeds of which shall go to the Pasco-Hernando Community College.

9-10 Payment of Fees by Veterans (H.B. 2621) Amends previous legislation to include community colleges among those state institutions where veterans and their dependents under the federal educational assistance act shall have an extra 60 days for payment of registration fees beyond any deadline established by the institution.

9-11 Credit Card Use for Fee Payment (H.B. 2892) Amends previous legislation to allow use of credit cards to pay for goods and services and tuition and fees. Also authorizes state universities to collect student activity fees which shall be allocated to recognized student organizations by the student government.

9-12 Horse Racing Proceeds as Funding Sources (H.B. 2931) An act authorizing Florida Downs and Turf Club to conduct an additional charity day. The proceeds of which shall be split 50/50 between Hillsborough Community College and the St. Petersburg Junior College Alumni Association for use in granting scholarships.

9-13 Building Codes (H.B. 3231) An act related to building construction in the state providing for minimum standard building codes, creating a board of building codes consisting of 13 members including a member from fire protection, engineering and technology.

9-14 Capital Outlay Appropriation (H.B. 3372) Allocates $31,648,700 for specified fixed capital outlay projects to community colleges.

9-15 Conflict of Interest (H.B. 3418) Provides that conflict of interest is not allowed and that potential conflict of interest must be declared within certain time periods. Includes members of board of regents, chancellor of university system, presidents and members of boards of trustees of community colleges.

9-16 Horse Racing Proceeds as Funding Sources (H.B. 3531) Allows an additional charity day at any race track in Marion County and Lurie County with proceeds to go to support scholarships at Central Florida Community College and Indian River Community College.

9-17 Transportation of Community College Students (H.B. 3757) Repeals previous legislation regarding transportation of community college students provides for method of determining transportation density index and use of index in determining amount to be included in operations budget allocation for transportation. Also establishes new procedures for determining state financial support and annual apportionment of state funds to each community college.

9-18 Retirement Program (H.B. 3909) Allows members of any existing retirement system to join newly formed non-contributory system.

9-19 Unemployment Compensation (H.B. 4122) Amends previous legislation increasing unemployment compensation from $64 to $74 per week.

HAWAII (11)

Enacted Legislation-1974

11-1 Senior Citizen Centers (S.J.R. 8) Recognizes exemplary role of the demonstration multi-purpose senior citizen center administered by Honolulu Community College and resolves that the center should expand its role in the spectrum of programs and services and strongly consider a greater role in providing programs, training and research.

11-2 Nursing Program Controls (S.R. 216) A resolution recognizing the need for Licensed Practical Nurses and the shortage of nursing institutions at Kapiolani Community College requests the Board of Nursing to refrain from reducing nursing programs required faculty-student ratio from 15-1 to 12-1 until additional nursing instructors can be hired.

11-3 Land Acquisition (S.R. 311) Resolution recognizing upcoming availability of Naval Surplus land adjacent to Leeward Community College and suitable for expansion and the fact that University has yet to submit necessary request for the land, requests they do so as soon as possible so that the land acquisition will occur in sequence with the plans of Leeward Community College to expand its facilities.

11-4 Land Acquisition (H.R. 404) Requests D.O.T. to make a section of land adjacent to a freeway available to Associated Students of Leeward Community College for use as site of low income student housing.

11-5 Support of Community College Administration (H.R. 26) A resolution recognizing the weak stature of community college within University of Hawaii System created by placing governance of each community college in hands of a provost, and the failure of University to accord Vice President for Community Colleges same level of responsibility and stature as Vice President for Academic Affairs and Business Affairs, resolves that Vice President for Community College should be given equal stature with other Vice Presidents.

11-6 Statewide Study of Vocational Education (H.R. 275) Recognizes importance of vocational education in terms of role and large amount of funds expended. Resolves that the Legislative Reference Bureau shall conduct a study of vocational education in the state related to:

(1) fulfillment of responsibilities of University of Hawaii Board of Regents as State Board of Vocational Education
(2) use of federal funds for vocational education
(3) place and administrative relationships of Office of State Director of Vocational Education to hierarchy of University of Hawaii and Department of Education
(4) implementation of state master plan for vocational education

11-7 Environmental Education (H.R. 432) Recognizes the need for environmental education and resolves that environmental education should become an essential thrust of curricula in University of Hawaii and Community Colleges.

Enacted Legislation-1975

11-8 Manpower Development and Training Contracts (Act 126) Authorizes Department of Labor and Industrial Relations to enter into contracts for manpower development and training with the Department of Education, the University of Hawaii system or other public agencies.

11-9 Financial Aid (Act 161) Increases the number of regents, tuition, waivers and scholarships from 400 to 600 available to students in the University of Hawaii system.

11-10 Non-Resident Tuition (Act 185) Decreases maximum non-resident tuition from four times to two times the tuition fee for resident students.

11-11 Revolving Fund Accounts and Senior Citizen Tuition Waiver (Act 189)

(1) Establishes series of revolving fund accounts to receive and expend revenue derived from certain operations. The funds are Research and Training, Student health center, diplomas and transcripts, Vocational and technical training projects, annual research foundation.
(2) Provides for free tuition for senior citizens over 60.

11-12 Vocational Education Advisory Council (Act 192) Amendment related to Vocational Education Advisory Council which advises Board of Regents. Provides that one of the ex-officio members formerly Vice President for Community Colleges shall be replaced by President of University of Hawaii.

11-13 Appropriation (Act 195) This appropriation Act for the 1975-1977 Biennium includes operating and capital expenditures for the University and Community College System. One section of the Act (p. 179) is interesting. It limits spending for the East Honolulu Community College by limiting student growth to 1,500 until a definitive five year master plan is completed.

ILLINOIS (13)

Legislation Enacted-1974

13-1 Capital Development (S.B. 17) Amends State Finance Act by adding the capital development board contributory fund and defines its purpose.

13-2 Prerequisites for Establishment of Community Colleges (S.B. 1974) Amends previous legislation by adding a 20% increase in head count enrollment to existing requirements for a new campus to qualify for the $100,000 initial grant; an amendment also made territory within 20 miles of an existing community college district boundary "contiguous" for purposes of annexation.

13-3 Bond Issue Without Referendum (S.B. 1402) Permits community college districts in cities having a population of 500,000 or more to issue bonds up to $20 million with approval of the city council and without referendum.

13-4 Deficiency Appropriation (S.B. 1567) Deficiency appropriation for community colleges for fiscal year 1974 of $1.54 million to cover excess of claims over funds available for flat grants and supplemental vocational technical grants.

13-5 Financial Aid for Part-Time Students (H.B. 2287) Makes some changes in Illinois State Scholarships including making part-time students eligible.

13-6 Capital Appropriation (H.B. 2717) Appropriates $705,000 to Carl Sandburg Junior College for a capital project.

13-7 District Boundaries (H.B. 2868) Provides for equalization by Department of Local Government Affairs on a township rather than a county basis in Cook County.

First Regular Session

Legislation Enacted-1975

13-8 Name Change (H.B. 1126) Change designation of junior colleges to community colleges (101-2).

13-9 State Level Administration (S.B. 751) Change Office of Superintendent of Public Instruction to State Superintendent of Education on Illinois Community College Board (102-1).

13-10 Liability Insurance (S.B. 751) Provides liability insurance and indemnity for Illinois Community College Board.

13-11 Aid to Veterans (H.B. 858) Moves responsibility for Veterans Scholarships from Illinois State Scholarship Commission to Illinois Veterans Commission. (102-16.1)

13-12 Trustees (H.B. 495) Provides permission for 18 year olds to serve on Community College Boards. (103-7)

13-13 Trustees (S.B. 182) Clarifies the Ethics Act for local community college Trustees. (103-7.10)

13-14 Trustees (H.B. 1885) Applies voter challenge and absentee voter provisions to community college trustee elections. (103-7.13)

13-15 Financial Procedures (H.B. 458) Requires community colleges to publish an annual financial statement. (103-22.2)

13-16 Financial Procedures (H.B. 922) Authorizes community colleges to withold teachers dues to union. (103-26)

13-17 Cooperation (S.B. 167) Provides for cooperative programs in vocational education between community colleges and public schools. (103-40.1)

13-18 Institutional Administration (H.B. 1445) Establishes requirements for community college campus security departments. (103-42.1)

13-19 Institutional Administration (S.B. 169) Provides for the regulation of traffic on community college campuses. (103-42.2)

13-20 Financial Procedures (S.B. 176) Extends provisions for charge-backs through 1975. (106-1)

13-21 Community College Districts (H.B. 1420) Provides for voluntary annexation of territory to a community college district and permits four methods. (106-6.1)

13-22 Finance Procedures (S.B. 17) Adds the capital development board contributory fund.

13-23 Trustees (S.B. 168) Clarifies requirement to file for candidates and incumbents for office of community college trustees.

13-24 Deficiency Appropriations (S.B. 472) No amount provided.

13-25 Statewide Coordination (H.B. 667) Creates new powers, duties, etc. for Illinois Board of Higher Education. (No additional information provided.)

13-26 Coordination (H.B. 2152) Changes adult education advisory committee to conform to federal guidelines.

13-27 Institutional Growth (H.B. 2160) Authorizes State Department of Mental Health to convey property to Black Hawk Community College.

13-28 Curriculum (H.B. 2296) Establishes bilingual adult vocational/technical education programs.

13-29 Appropriation (H.B. 3064) Appropriates funds for Veteran Scholarships to Illinois State Scholarship Commission.

13-30 Capital Funds (S.B. 854) Appropriates total of $10,982,000 to capital development board some of which will support community college projects.

13-31 Appropriation (S.B. 633) Appropriates $21,443,200 to Illinois Board of Higher Education for fiscal year 1976 for operation.

13-32 Appropriation (S.B. 634) Appropriates $9,919,294 to Illinois Board of Higher Education for distribution of grants.

13-33 State Level Administration (S.B. 704) Requires principal offices of Illinois State Scholarship Commission to be located in State Capitol.

13-34 State Level Administration (S.B. 1083) Amends Institution Act to delete references to diplomas.

IOWA (15)

Proposed Legislation-1975

15-1 Area Research Centers (H.F. 5) Allows Area Schools as well as Public and private colleges and universities to serve as area research centers for the state historical board.

15-2 Budget Hearing (H.F. 96) A local public hearing must be held before the budget of any area school may be sent to the Department of Public Instruction.

15-3 Population of Subdistricts (H.F. 115) That school board subdistricts from which board members are elected must be equal in population.

15-4 Limit Expansion (H.F. 180) Prohibits an area school operating as a vocational/technical school from expanding its curriculum to qualify as an area community college. It also prohibits the formation of any additional area schools which would offer college parallel courses.

15-5 Accreditation (H.F. 234) Exempts trade or vocational schools accredited by an acknowledged accrediting agency from previously enacted provisions, which required state accreditation.

15-6 Senior Citizen Tuition Aid (H.F. 236) Provides reimbursement of $20/sh and $15/qh for enrollment by senior citizens in courses offered by area schools to a maximum of $2,000,000 in 1975-1977 biennium.

15-7 Salaries, (S.F. 251) Amends previous legislation to allow salaries of area school superintendents to be established up to the annual salary of the state superintendent of public instruction.

15-8 Teacher Certification (H.F. 269) Replaces state board of educational examiners with the professional standards board which is empowered to approve all teacher education programs, issue certificates, revoke certificates, establish continuing education requirements, adopt rules for carrying out provisions, and conduct studies to improve standards.

15-9 Part-time Student Aid (H.F. 331) Extends to part-time students the tuition grant program. Provides one half the amount for a full-time student to part-time students enrolled for a minimum of six semester hours and for not more than 16 semesters of undergraduate study.

15-10 Tuition Grants (H.F. 349) This bill raises the maximum tuition grant allowable from $1,000 to $1,500 and appropriates $14.8 million for such purpose each year of 1975-1977 biennium.

15-11 Goals of Postsecondary Education (S.F. 389) Adopts a goal statement for Iowa postsecondary education including expansion of opportunity, diversity, quality, institutional autonomy, effective operation, coordination and cooperation; establishes Iowa postsecondary education commission.

15-12 Salaries (H.F. 524 and S.F. 362) Raise maximum salary of area school superintendents from $27,500 to $30,000.

15-13 Extension of Time Period of Bond Authorizations (S.F. 370) Extends the period for which voters in a merged area school district may authorize tax to finance buildings and sites from five years to ten years.

15-14 Time Extension on Capital Construction Loans (H.F. 401) This bill allows area schools which have received Federal interest grant funds to extend the maturation date of any loans for which federal funds were granted to the period of time stated in the grant even though the tax levy which is the basis for the loan can only be authorized for a five-year period.

15-15 Co-Financing Construction (H.F. 438) This bill would authorize merged areas to finance student centers, dorms, parking facilities by means of revenue bonds or notes.

15-16 Support of Vocational Education Youth Organizations (H.F. 478) Establish fund in state treasurers office for deposit of $50,000 annually of Federal vocational education funds for the purpose of supporting vocational education youth organizations as provided for in Iowa's federally approved vocational education plan.

KANSAS (16)

Proposed Legislation-1975

16-1 Out-of-District Students and Fees (S.B. 292) Amends community college law by providing that students attending a community college outside their district no long need approval of the chief administrative officer of the receiving district in order for that district to recieve out-of-district tuition, or state aid; changes maximum increase in out-of-district from 5% to 10%; ceiling on out-of-district tuition changed from $1,150 to $1,250. Credit hour state aid increased from $14 to $15.50; courses to be used for budget authority and to be reported annually by 9/15 may include summer offerings and any approved course started by December 1. New fiscal year budget may not surpass 110% of previous year budget (increased from 107%) allows state tax appeals board to authorize a college to increase its legally adopted budget because of programs required by state or federal law; previously enacted tax levy limitations are not to apply to vocational education funds of any community college.

16-2 Student Fees (S.B. 302) Permits all student fees collected to be deposited in the vocational education fund rather than in general fund.

16-3 Faculty Due Process (S.B. 460) Amends previous legislation by extending statutory due process procedures upon termination or non-renewal of contract to community college faculty in the same manner as K-12 instructors.

16-5 Nursing School Accreditation (S.B. 587) An act modifying administrative regulations previously adopted by state board of nursing pertaining to accreditation and approval of nursing schools; administration and organization of nursing schools; nursing school faculty qualification including the requirement of a baccalaureate degree by 71.178; curriculum clinical resources and evaluation.

16-6 Open Public Meetings (H.B. 2101) Amends open public meeting law by providing:

(1) that it be against public policy to adjourn a public meeting to another time or place in order to subvert the policy of open public meetings
(2) that notice be given of date, time and place of public meetings to anyone requesting it
(3) agenda of public meetings be made available upon request
(4) cameras and recording devices be allowed at public meetings subject to rules designed to ensure orderly conduct of meetings

16-7 Tax Levy Without Referendum (H.B. 2103) An act authorizing any community college district with assessed valuation between 60 and 65 million to make an annual tax levy of not exceeding 1 million without public vote providing that intention to levy such tax is published for three weeks prior to proposed levy and the levy does not meet with opposition of more than 2% of voters in the form of petition.

16-8 Trustee Candidates (H.B. 2104) Amends previous legislation extending time for filing a petition of intent to be a candidate for community college trustee from seven to nine weeks prior to election.

16-9 Destruction of Documents (H.B. 2186) Amends previous legislation allowing community colleges to destroy certain documents after five years. Reduced from 15 years for audit reports and 20 years for bookkeeping records.

16-10 Qualifications of Employment for Faculty (H.B. 2529) Amends previous legislation by deleting certification requirements for community college faculty and administrators and prohibits adopting any other requirements which would be construed as being condition for qualification for employment.

MICHIGAN (22)

Enacted Legislation-1973

22-1 Public Employee Unions (Public Act 25) Amends compiled law sections 423.204, 423.207 and 423.210 (Sections 1, 7 and 10 of Act No. 336 of the Public Acts of 1947, as amended--the Public Employee Relations Act) to permit the union agency shop in the public employee sector. Provides that no person is compelled to join a labor union, but all who receive benefits from labor negotiations shall pay a service fee in proportion to the

benefits received from the negotiations--effective June 14, 1973 (enrolled Senate Bill No. 433).

22-2 Higher Education Scholarships, Increased Stipend (Public Act 27) Amends compiled law section 390.976 (Section 6 of Act No. 208 of the public acts of 1964--the State Scholarship Act) to increase the maximum scholarship stipend from $800 to $1,200 per year to a student enrolled in a higher education program--effective July 1, 1973 (enrolled Senate Bill No. 123).

22-3 Higher Education Facilities Authority--Refinancing Indebtedness for Facilities (Public Act 50) Adds compiled law section 390.925a and amends Sections 390.924 and 390.925 (Sections 5a, 4 and 5 of Act No. 295 of the Public Acts of 1969, as amended--the Higher Education Facilities Authority Act).
Authorizes the Michigan Higher Education Facilities Authority to refinance existing indebtedness incurred by independent colleges and universities for acquisition or alteration of physical facilities. This authorization is expected to bring about lower interest rates--effective July 11, 1973 (enrolled House Bill No. 4813).

22-4 Wayne County Community College, Tax Levy (Public Act 77) Repeals compiled law section 389.82 (Section 82 of Act No. 331 of the Public Acts of 1966, as amended--the Community College Act).
Repeal of Section 82 permits Wayne County Community College to levy taxes both for the operational expenses of the college and the retirement of capital investment expenditures as other community colleges are authorized to do--effective July 31, 1973 (enrolled House Bill No. 4787).

Enacted Legislation-1974

22-5 Higher Education Assistance Authority, Rulemaking (Public Act 19) Adds compiled law section 390.961 and amends Sections 390.955 and 390.957 (Sections 11, 5 and 7 of Act No. 77 of the Public Acts of 1960, as amended--the Michigan Higher Education Assistance Authority Act).
Authorizes the Michigan Higher Education Assistance Authority to promulgate rules to implement the provisions of the Act. Previously promulgated rules were subject to the approval of the State Administrative Board.
Authorizes the Authority to enter into contracts with eligible lending institutions or with public or private postsecondary educational institutions to provide for the administration of any loan, or guarantee of a loan.
Section 11 is added to ratify and confirm all guarantees of student loans made prior to the effective date of this Act--effective 2/15/74 (enrolled H.B. 4955)

22-6 Community College Districts Composed of Single School Districts (Public Act 40) Adds compiled law section 389.46 and amends Sections 389.31, 389.32, 389.34, 389.35 and 389.37 (Sections 46, 31, 32, 34, 35 and 37 of Act No. 331 of the Public Acts of 1966--the Community College Act of 1966) to permit a single school district to form an independent community college district subject to approval of the State Board of Education and a majority of the electors of the school district.
Sets forth provisions for a separate governing board of trustees for the community college--effective March 13, 1974 (enrolled Senate Bill No. 744).

22-7 Higher Education Tuition Benefits, Children of Members of the Armed Forces (Public Act 44) Amends compiled law section 35.111 (Section 1 of Act No. 245 of the Public Acts of 1935, as amended--the Act to provide educational opportunities for the children of certain members of the armed forces of the United States).
Extends higher education benefits, including free matriculation, tuition and other fees, to children of armed forces personnel missing in action--effective March 19, 1974 (enrolled Senate Bill No. 1018).

22-8 Allotment for Degrees Awarded by Nonpublic Institutions of Higher Education (Public Act 75) A new Public Act (Compiled Law Sections 390.1021 to 390.1027).
Provides that the State Board of Education shall annually, upon application therefor, reimburse each approved nonpublic institution of higher education located within Michigan for earned degrees conferred upon Michigan residents during the prior fiscal year. Reimbursement shall be according to the following schedule:

$200 for each earned associate degree.
$400 for each earned bachelor's or master's degree.

NOTE: The payment for a bachelor's degree shall be $200 if a prior payment of $200 was made for an associate degree earned by the same student.

Defines "Michigan resident" as a person who was a resident of Michigan at the time of graduation from high school.
Prohibits reimbursement for earned degrees in theology or divinity.
Provides that an institution shall not receive a payment greater than 15% of its educational and general expenditures--effective April 4, 1974 (enrolled House Bill No. 4443).

22-9 Michigan Employment Security Act--Application to School Districts and State Supported Institutions of Higher Education (Public Act 104) Amends, and adds, several sections of the "Michigan Employment Security Act"--Act No. 1 of the Public Acts of the Extra Session of 1936, as amended (Compiled Law Sections 421.1 to 421.65).
Gives school districts the option to participate in unemployment benefits for public employees on a reimbursable basis rather than prepaid contribution.
Benefits are equal to 55% of the individual's average weekly wage not to exceed a rate schedule set forth in the Act.
Benefits on services for a school district, community college, or school operated by the State shall not be paid to an individual for any week of unemployment which begins during vacation periods or holiday recesses occurring during the academic year, during the period between two successive academic years, during a similar period between two regular terms, whether or not successive, or during a period of paid sabbatical leave, if the individual normally would not perform services during that period. Benefits for terminated employees shall not begin until the first week in which the individual would normally return to work. Benefits would occur for employees who are terminated at least seven days prior to any of the above.
A week shall not be a credit week unless the individual worked at least 12 hours within the same school district. An individual would need 14 credit weeks to be eligible for unemployment. These need not be consecutive weeks.
Employees who receive at least 50% of their compensation fr[illegible] ral funds are exempted until December 31, 1976. Such employees [illegible] be eligible after that date.

Provisions of this Act for school districts become effective January 1, 1975--effective May 16, 1974 (enrolled Senate Bill No. 741)

22-10 State Construction Code--Barrier-Free Design (Public Act 180) Amends Compiled Law Sections 125.1502, 125.1508 and 125.1516 (Sections 2, 8 and 16 of Act No. 230 of the Public Acts of 1972--the State Construction Code Act of 1972) to provide that a city, village or township may not exempt itself from the Act where barrier free design of buildings is required.
Defines "barrier free design" as design complying with legal requirements for architectural designs which eliminate the type of barriers and hindrances that deter physically limited persons from having access to and free mobility in and around a building or structure.
Defines "physically limited" as a temporary or permanent impairment or condition which causes a person to use a wheelchair; causes a person to walk with difficulty or insecurity; affects the sight or hearing to the extent that a person is insecure or exposed to danger or causes faulty coordination or reduces mobility, flexibility, coordination, or perceptiveness; and means persons who are limited in ambulation--effective June 27, 1974 (enrolled House Bill No. 6112).

22-11 Building Accessibility by Handicapped and Other Mobility Limited Persons (Public Act 190) Amends Compiled Law Sections 125.1351 to 125.1356 (Sections 1 to 6 of Act No. 1 of the Public Acts of 1966--an Act to provide for the accessibility and the utilization by the physically handicapped of certain public buildings.
Clarifies the law by defining "public facilities," "barrier free design," "physically limited" and "improved area"--effective July 2, 1974 (enrolled House Bill No. 5214).

22-12 Student Loan Marketing Association--Michigan Banks (Public Act 199) Amends Compiled Law Section 487.451 (Section 151 of Act No. 319 of the Public Acts of 1969--the Banking Code of 1969) to grant Michigan banks the power to hold and dispose of stock of the Student Loan Marketing Association--effective July 9, 1974 (enrolled House Bill No. 5966).

22-13 Student Members of Governing Boards of Public Institutions of Higher Learning (Public Act 317) Adds Compiled Law Section 15.304a (Section 304a of Act No. 318 of the Public Acts of 1968--an Act to implement provisions of Section 10, Article 4 of the Michigan Constitution related to substantial conflicts of interest).
Declares that there shall not be deemed to be a conflict of interest with respect to a contract arising out of the status of being a student at a baccalaureate degree-granting institution of higher education where the student is elected or appointed to the governing board--effective December 15, 1974 (enrolled House Bill No. 6194).

22-14 Income Tax Credit to Nonprofit Corporation, Fund, Foundation, Trust or Association Operated for Benefit of Higher Education Institution (Public Act 290) Amends Compiled Law Section 206.260 (Section 260 of Act No. 281 of the Public Acts of 1967, as amended--the Income Tax Act) to allow, for the years 1974 to 1980 only, tax credits to nonprofit corporations, funds, foundations, trusts, or organizations which are organized and operated exclusively for the benefit of an institution of higher learning. (Prior to enactment of Public Act 290, tax deductions were limited to taxpayers making charitable contributions to public libraries, to institutions of higher education in Michigan, or the Michigan Colleges Foundation.)

Provides that tax credit be permitted only where the donee corporation, fund, foundation, trust, or association is controlled or approved and reviewed by the governing board of the benefiting institution. Provides, further, that the donees provide copies of their annual independently audited financial statement to the State Auditor General and the Chairmen of the House and Senate Appropriations Committees--effective October 15, 1974 (enrolled Senate Bill No. 79).

22-15 Auto Mechanics, Training and Certification (Public Act 300) A new Public Act (Compiled Law Sections 257.1301 to 257.1340) cited as the "Motor Vehicle Services and Repair Act," to be administered by the Department of State.
Regulates the practice of servicing and repairing motor vehicles, provides for training and certification of mechanics, and provides for the registration of motor vehicle repair facilities.
Requires that as of December 31, 1977 all motor vehicle repair facilities have at least one "specialty or master mechanic" in its employ certified in each category of repair.
Requires also that by January 1, 1978 any major service or repairs performed by a noncertified mechanic shall be inspected and approved by one who is certified in the pertinent specialty.
Allows persons unable to obtain a certificate as a "specialty or master mechanic" to make application for a "mechanic trainee" permit, and further allows persons qualifying as "mechanic trainees" to retain that status for a period of up to two years if they work under the direct supervision of a specialty or master mechanic.
Mandates that the Secretary of State, or his designee, establish and operate mechanic trainee training programs designed to provide the training necessary to become certified under this Act. Allows the Secretary of State to appoint schools, academies or other similar establishments to engage in mechanic trainee training if the establishments meet the criteria established by the Secretary of State, after consultation with the Department of Education and the U.S. Department of Labor, Bureau of Apprenticeship and Training. Permits, also, the designation of these establishments for engaging in a continuing education and training program for "specialty" and "master mechanics."
Requires an applicant to pass an examination designed to test competency to correctly diagnose and repair motor vehicles in the specific category for which the application is made. The examination may be written or oral, or practical. Mandates that the Secretary of State review examinations given by private and public agencies, including the Department of Education.
Spells out the responsibilities of the Secretary of State for administering the Act, the responsibilities of repair facilities for conforming to the Act, and the penalties for nonconformance--signed into Law on October 18, 1974 (enrolled House Bill No. 5047).

22-16 Appropriation for Operation of Community and Junior Colleges (Public Act 228) Appropriates $74,226,167 for the operation of community and junior colleges. Appropriations made to the various colleges were calculated on estimated fiscal year equated student enrollments written in the Act. Payments shall be based upon computations written in the Act.
In 1975-76, it is the intent of the Legislature to fund community and junior colleges on the basis of standards which are defined as the

actual number of scheduled clock hours of instruction for all students taking credit courses during the calendar year 1975 divided by 500. The Auditor General shall use the taxonomy of occupational community college courses developed by the Michigan Department of Education to verify student credit hour production and contact hour production according to the academic categories established for purposes of state aid reimbursement. The taxonomy shall be revised and updated by the State Department at periodic intervals during the calendar year. All revisions for the calendar year ending December 31, 1974, shall be supplied to the Department on or before November 1, 1974. Course revisions submitted after November 1, 1974, for the calendar year ending December 31, 1974, shall be categorized for state reimbursement at the liberal arts and business level.

A community or junior college shall not include in its enrollment count the student credit hour enrollments of those persons enrolled concurrently in college credit courses and in secondary programs as a part of a cooperative program between a college district and a secondary or intermediate school district. Further, student credit hours of those students enrolled in noncredit courses or apprenticeship training programs operated as a part of the Department of Education's itinerant instructors program, or credit hours of those students enrolled in manpower development training programs when reimbursement through federal programs is not based on tuition, shall not be included in the enrollment count for payment.

Not later than April 15, 1975, each college shall certify to the Legislature the schedule of tuition and student fees applicable to Michigan resident students for the fiscal year 1975-76.

Colleges offering instruction inmates of a state correctional institution shall be allocated $310 for each calendar year equated student in the program for the purpose of deferring the cost of books and equipment, job placement, counseling services and other support costs.

Provides that the Department of Education shall pay each community college and K-12 school district participating in the apprenticeship training program an amount equal to $75 for each full year apprentice student. Each participating community or school district may charge each full year apprentice an annual fee not to exceed $60 for the purchase of supplies and materials. The total allocation of funds for the program to the Department of Education shall equal $305 per full year apprentice student not to exceed 1,000 students.

Sets forth the distribution formula for the $4,576,000 appropriation for state aid to local public libraries.

Provides that the appropriation of $1,000,000 for grants for paperback libraries shall be used for grants to school districts for the acquisition of high interest paperback libraries housed in reading rooms, reading centers in school libraries, or classroom collections to stimulate and sustain student interest in reading and to encourage children to use and expand reading skills. Paperback libraries shall be considered a service under the "Auxiliary Services Act." Sets forth the formula for distributing the funds and the responsibilities of the receiving school districts.

Sets forth the intent of the Legislature that state funds from "the State School Aid Act" be utilized in addition to any other state or federal funds in order that state reimbursement shall not be prorated for special education for severely mentally impaired students who are placed at the direction of a state agency in community residence within an intermediate school district other than that in which his parents or legal guardians reside--effective for the fiscal year ending June 30, 1975 (enrolled Senate Bill No. 1133).

22-17 Appropriation for Preliminary Planning and Construction of Community and Junior College Building Projects (Public Act 231) Appropriates $97,000 for preliminary planning of proposed community college building projects at the following community colleges: Gogebic, Kirtland, Montcalm, Schoolcraft and Wayne County.
Appropriates $5,365,700 for construction of building projects at the following community colleges: Bay de Noc, Charles Stewart Mott, Jackson, Lake Michigan, Lansing, Mid-Michigan, Oakland, St. Clair, Washtenaw and Wayne County.
Provides that state support is directed toward the remodeling or construction of community college buildings. Site acquisitions and initial main utility installation to operate facilities shall be the responsibility of the local district. Funding shall be comprised of local and state shares and the state share shall include 50% of any federal funds awarded for projects--effective for the fiscal year ending June 30, 1975 (enrolled Senate Bill No. 1136).

22-18 "Good Moral Character"--Requirment for Occupational or Professional License (Public Act 381) A new Public Act (Michigan Compiled Law Sections 338.41 to 338.47) to encourage and contribute to the rehabilitation of former offenders, to assist them in the assumption of the responsibilities of citizenship, and to prescribe the use of the term "good moral character" or similar terms as requirements for an occupational license.
Defines "good moral character" as the ability of a license applicant to serve the public in the licensed area in a fair, honest, and open manner.
Prohibits the denial of a license solely on the basis of prior misdemeanors or felony convictions, unless such conviction relates adversely to the applicant's ability to serve the public in the licensed area. If such basis is used to deny a license, permit, registration or certificate, notification must be given to the license applicant who shall be permitted to rebut the evidence by showing that he or she is rehabilitated or that the former offense was not related to the occupation or profession for which licensing is sought.
Disallows the use of criminal records in connection with an application for a permit, registration, license, or certificate if:
(1) records of arrest are not followed by a valid conviction,
(2) convictions have been annulled or expunged,
(3) misdemeanor convictions did not involve moral turpitude, or
(4) conviction was for a misdemeanor for which a jail sentence cannot be imposed.
Requires that applicants found to be unqualified for a license because of a lack of good moral character, or similar criteria, be furnished with a statement to this effect which contains a complete record of the evidence upon which the determination was based.
Requires, also, that an applicant be entitled to a rehearing on the issue if relevant evidence, not previously considered, is available.
Allows license applicants to bring action in circuit court for review of the record, if unsatisfied by his administrative appeal to the licensing agency.
Continues the authority of a licensing agency to discipline licensees under its jurisdiction for prohibited acts of professional misconduct or dishonesty--effective April 1, 1975 (enrolled House Bill No. 5905).

MISSISSIPPI (24)

Enacted Legislation-1975

24-1 Open Public Meetings (S.B. 2368) Required open meetings of public bodies; established procedure for declaring executive session; directs that times and places and procedures by which meetings are to be held be spread upon minutes of public body; effective January 1, 1976.

24-2 Establishment of New Community College District (S.B. 2375) Created Copiah-Lincoln Junior College District, providing for increase of Board membership from two to six from Adams County; Board, with consent of Junior College Commission, authorized to change the name of the district; provided for two campuses, Wesson and Natchez; amends Section 37-29-31, Mississippi Code of 1972, to delete Co-Lin District; in effect from passage.

24-4 Appropriation for Division of Junior Colleges (S.B. 2928) Division of Junior Colleges, for defraying administrative expenses for fiscal year 1976, $79,373. This is to maintain current positions (4) and services and is an increase of $5,737 (7.8%) over fiscal year 1975.

24-3 Campus Roadway Construction (S.B. 2732) Amended Section 65-1-37, authorizing State Highway Commission to construct and repair driveways and streets at public junior colleges; in effect from passage.

24-5 Appropriation (S.B. 2980) Junior College support, to aid the sixteen public junior colleges' educational programs in the amount of $20,235,000 as follows:

	FY 1976	Increase Over 1975	
A. Academic	$17,560,400	$3,283,400	(23%)
B. Vocational	2,000,000	1,000,000	(100%)
C. Evening and Part Time	675,000	450,000	(200%)
	$20,235,400	$4,733,400	(30.5%)

The State Board of Education was directed to designate a uniform procedure of accounting and reporting to include all revenues and expenditures regardless of source. Further, the legislative intent was to increase the average salary for full-time equivalent instructors to $11,514. (This average salary was projected as being possible with an appropriation of $21,547,000 as requested; note the actual appropriation was $1,312,000 less than requested.)
There was no capital outlay or facility appropriation for junior colleges.

24-6 Student Financial Aid (H.B. 552) Authorized payment of tuition to postsecondary education institutions for certain members of Mississippi National Guard; administered by Adjutant General; in effect July 1, 1975.

24-7 Bidding Procedures (H.B. 664) Amended Sections 31-7-39, 41, 43 to allow acceptance of alternate bids; to exempt certain supplies from adding requirements; to define emergency purchases; in effect from passage.

24-8 Board Meetings and Mileage Reimbursement (H.B. 679) Amended Section 37-29-65, to authorize increase in number of Junior College Board meetings from 12 to 15 per year; also authorized increase in mileage reimbursement from 10 cents to 12 cents per mile; in effect from passage.

24-9 Bond Interest Rate (H.B. 817) Amended Section 37-29-103, to increase maximum allowable interest rate from 6% to 7% until March 31, 1976; in effect from passage.

24-10 Student Financial Aid (H.B. 1001) Established a program of postsecondary education financial assistance for students in the form of loans; provided for three member Board (Junior College Commission to appoint one member); administered by staff of Board of Institution of Higher Learning; in effect from passage.

MISSOURI (25)

Enacted Legislation-1974

25-1 Transfer of State-Level Community College Administration (S.B. 1) Transfers responsibility for state-level administration and supervision of public junior colleges from the Department of Education to the newly created Department of Higher Education.

25-2 Tax Exemptions (S.B 333) Exempts household goods, clothing and articles of personal adornment from taxation. School districts including public junior college districts, to be reimbursed from General Revenue for monies lost.

25-3 Licensing Veterinary Technicians (H.B. 76) Amends previous law establishing and listing responsibilities of Missouri State Veterinary Medical Board to include licensing of Veterinary technicians. Veterinary technicians must be trained in either an 18 month residence course of study at an accredited school of animal science technology or through five years of on-the-job training.

25-4 Workmen's Compensation Required (H.B. 417) Mandates that the state and all political subdivisions provide workmen's compensation for all employees.

25-5 Employment of Community College Police Officers (H.B. 917) Authorizes trustees of any junior college district to appoint and employ college police officers. Training course consisting of a minimum of 320 hours for college police officers required.

25-6 Community College Appropriation (H.B. 1007) Appropriates $15,085,200 from General Revenue for distribution to 12 eligible public junior college districts for operations.

Proposed Legislation-1975

25-7 Distri[illegible] Subdivisions (S.B. 49) Provides for subdividing all single metro[illegible]litian school districts into six subdistricts. Provides procedures [illegible] electing new school board members after redistricting has taken place so representation will remain equitable and each newly formed subdistrict will be represented.

25-8 State Aid Formula Changed (S.B. 102) Change aid formula from 50% of district operating costs on $400/24 semester hours completed (whichever is less) to $20/credit hour in 1976 and $24/credit hour in 1977 and then to 50% of state average operating costs. One credit hour in vocational/technical programs is to equal 1.2 credit hours.

25-9 Assessed Valuations (S.B. 190) Affects those junior college districts whose total assessed valuation is between 100 million and 500 million and less than one hundred million by increasing those total assessed valuation to between 250 million and 500 million and less than 250 million respectively.

25-10 Collective Bargaining (S.B. 222) Provides for determination of collective bargaining unit--allows Principals to join teacher unit or form own unit--allows negotiation in good faith over salaries, benefits, non-instructional duties, working conditions, rules and regulations--provides for third party mediation in event of deadlock--does not allow strikes.

25-11 State Financing of Junior Colleges (H.B. 243) Extends state financing of junior college degrees for another ten years to 1985.

25-12 Collective Bargaining (H.B. 343) Provides for collective bargaining of all public employees except Deputy Sheriffs, Highway Patrol, National Guard. Details necessary procedures to be followed by both parties. Establishes Labor and Industrial Relation Commission to oversee collective bargaining activities authorized by this act. Outlines duties and responsibilities of commission.

25-13 Non-Teaching Employee Retirement Program (H.B. 352) Amends previous laws relating to certain non-teacher school employee retirement systems to permit non-teacher employees of public junior college districts to be a part of the non-teacher school retirement system.

25-14 High School Equivalency Certificates (H.B. 357) Provides for the issuance by the state board of education of high school equivalency certificates to state residents and servicemen located in the state who do not have high school diploma but who successfully complete an examination which tests applicant's knowledge of high school subjects.

25-15 Community School Programs (H.B. 358) Authorizes the Department of Elementary and Secondary Education to receive and distribute federal funds appropriated for the establishment, administration, and operation of community school programs.

25-16 State Aid Formula (H.B. 526) Change state aid formula from 50% of district operating costs on $400 per 24 semester hours (whichever is less) to 50% of state average operating costs for total semester hours completed to fourth week of term.

25-17 Constitutional Amendment to Change School Tax Levy (H.J.R. 8 and 20) To ask voters to approve a constitutional amendment relating to school tax levy so that taxation rate increases need only majority vote rather than 2/3 vote of taxpayers for approval.

NEVADA (28)

Enacted Legislation-1975

28-1 Supplemental Appropriations (S.B. 188) Appropriates an additional and supplemental amount of $200,000 to Western Nevada Community College to purchase library books.

28-2 Retirement Fund (S.B. 336) Amends previous legislation. Creates special police and fire retirement funds, increases contribution rates from 7.5% to 8%, permits employers to pay employees contribution, restricts employee rights to withdraw contributions, abolishes some benefits, increases beneficiary benefits.

28-3 Faculty Evaluation and Probation (S.B. 494) Amends previous legislation by adding provision for an annual evaluation of full-time employees by peers or administrators. Evaluation will include recommendation for improvement, dismissal action must be in writing and any reaction to it in writing in employee's file. Following a two year probationary period dismissal shall be for just cause only.

28-4 Real Estate Broker Certification (S.B. 514) Amends previous legislation of Real Estate Brokers and Salesmen. Among other provisions upgrading real estate brokers, adds the study of real estate law to subjects required of license applicants which subjects may be studied at any approved postsecondary education institution.

28-5 Salary Limitations (S.B. 606) Amends previous legislation affecting salary limitations by adding new section limiting all public salaries in the state to 95% of the salary of the Governor.

28-6 Appropriation (A.B. 803) Appropriates $6,687,260 to community colleges.

28-7 Proprietary School Regulations (A.B. 24) Regulates private educational institutions for the protection of the public by establishing minimum standards of educational quality, ethical business practices, health and safety, fiscal responsibility, protects against deceptive or fradulent institutions and practices. Creates a commission of post-secondary education institutional authorization, licensing procedures, regulating degrees, providing for civil remedies, providing for penalties, making an appropriation for 1975-77 biennium for the commission.

28-8 Employee Insurance (A.B. 227) Amends previous legislation relating to state employee group insurance premiums increasing amount employer may pay from $21.49 in fiscal year 1973-74 to $30 in fiscal year 1975-76 or from $23.64 in fiscal year 1974-75 to $32 for each fiscal year thereafter.

28-9 Budget Formula and Format Study (A.C.R. 9) Directs the legislative commission to study the budget formulas and budget format used for the University of Nevada System and to report results of study and make recommendations.

NEW JERSEY (30)

Enacted Legislation-1974

30-1 Salary of Employment Commission Members (S.B. 1087) Amends New Jersey Employer Relations Act by providing that compensation for Employment Commission members shall be computed for each six hour day and disallowing payment to any commissioner if he is involved in deliberations affecting his own employer or employee group. (Chapter 133 of 1974)

NEW YORK (32)

First Regular Session-1975

32-1 Capital Funds Establishes a variable capital chargeback rate for community colleges.

32-2 Appropriation (S.B. 1934) For SUNY Community Colleges fiscal year 1975-76 operations $136,900,000. State aid for any one institution may not exceed statutory limit unless aid for students in vocational programs would cause the statutory limitations to be exceeded.

32-5 Collective Bargaining Eliminates the legislative hearings as the mechanism for resolving impasses in the collective bargaining process.

32-4 Trustees Provides for the addition of a non-voting student member to community college boards of trustees.

32-3 State Level Administration (S.B. 2333) Provides for severance of the New York City Board of Higher Education sponsored community colleges from the programmatic and legal responsibility of SUNY.

NORTH CAROLINA (33)

Enacted Legislation-1973

33-1 Multi-County Community College Districts (Chapter 115-A, Section 2) Article 1 sets forth the general provisions for State Administration of Community Colleges and Section 115A-2 lists the definition pertinent to the Community College Act. A 1973 amendment added the following definition: (4) the term "regional 'institution' means an institution which serves

four more counties which have been assigned as of July 1, 1973 to the institution by the Department of Community Colleges for purposes of conducting adult education classes."

33-2 Limitation on Capital Improvement Appropriations (Chapter 115-A, Section 18) A 1973 amendment deletes a $500,000 maximum limit on funds which would be granted by State Board of Education to any single community college for capital improvements.

Enacted Legislation-1974

33-4 Appropriation (S.B. 977) To make appropriations for current operations of all state departments, institutions, and agencies. Appropriates $108,934,818 to Department of Community Colleges divided as follows:

Department of Community Colleges	$96,468,246	-- not to be used to support adult education extension courses
Department of Equipment	12,228,188	-- permanent funds
Vocational Textile School	238,384	

33-3 Capital Improvement Appropriations (S.B. 976) The capital improvement appropriation act of 1974 for all agencies of the state. Appropriates $10,665,000 for Community Colleges and Technical Institutes of which $10 million are state funds and $665 thousand are federal funds.

NORTH DAKOTA (34)

Proposed and Enacted Legislation-1975

34-1 Appropriation (S.B. 2005) July 1, 1975 to June 30, 1977 appropriations Bill $2,768,150 state aid to Junior Colleges enacted April 8, 1975.

34-2 Revenue Bonds (S.B. 2020) Amends previous legislation relating to issuance of revenue bonds by institutions under the control of Board of Higher Education, Junior Colleges and off-campus educational centers. Authorizes bond issues for capital expense, sets forth terms of sale of bonds. Allows a single bond issue for more than one capital expense project with bonds being payable from combined income of the buildings. Also authorizes junior colleges boards to issue capital bonds not to exceed $2.5 million payable from revenue of buildings or tuition.

34-3 State Aid Formula (S.B. 2022) Amends previous legislation relating to state aid for Junior College by allowing all credits earned in any course, (day, night, summer, etc.) to be included in computation of full-time equivalent student upon which state aid is based.

34-4 State Aid Standards (S.B. 2023) Amends previous legislation relating to standards for state aid. Previous legislation stated that to be eligible for state aid community college had to be annually inspected by B.H.E. and B. of Vocational Education. This bill adds the provision that school districts maintaining community college shall submit annual budget proposals to state board of public school education for review.

34-5 Enrollment Certification (S.B. 2024) Amends previous legislation relating to method of payment of state aid and verification of students attending by moving responsibility for certifying enrollment from Board of Higher Education to State Board for Public School Education.

34-6 Statewide Study of Postsecondary Education (H.C.R. 3073) A resolution directing the legislative council, with the assistance of the North Dakota Board of Higher Education to study the powers and duties of the Board of Higher Education, the development of each institution of Higher Education in the state, unnecessary resource duplication. The study will include feasibility and desirability of the merger of junior colleges into the state system and consolidation of all postsecondary education into the state system. It will also include study to determine best method of financing additional capital projects.

OKLAHOMA (36)

Enacted Legislation-1974

36-1 University Hospitals (Part I, Section 306 through 306.4) University of Oklahoma Medical Center consisting of University Hospital and Children's Hospital is discontinued as the hospitals are removed from control of the University of Oklahoma Regents and transferred to other agencies. Oklahoma City Health Sciences Center is formed. Planning committee for new center informed consisting of nine members representing various public agencies including the State Regents for Higher Education and the University of Oklahoma Regents.

36-2 Law Enforcement Training Center (Part I, Section 311) Designates University of Oklahoma's Southwest Center for Law Enforcement Education as the official training center for all Oklahoma policemen. Provides for reimbursement for expenses incurred in conjunction with training reviewed under these provisions. Creates a Council on Law Enforcement and Training consisting of representatives of various police associations and the Director of the Center. The Council is authorized to: promulgate minimum courses of study, standards for faculty; authorize research and courses in Law Enforcement Education; establish policies regulating numbers of officers granted financial aid from the Center. Requires all police given permanent appointments to undergo M.M.P.I. and complete basic police course at center. Allows these requirements to be fulfilled by other law enforcement agencies approved by the council.

36-3 Regents Facilities (Part I, Section 509). Amends previous legislation provides that Board of Regents of Oklahoma State Colleges shall be housed rent free by the State Board of Public Affairs until permanent quarters are provided.

36-4 Facilities Sharing (Part I, Section 1001) Amends previous legislation. Authorizes other state agencies to enter into cooperative agreements with Regents of colleges and universities of primary benefit to the colleges to use facilities and service financed by bonds issued by the college or university as authorized by this section of legislation. Also, provides that it is the intent of the legislative that no additional bond issues shall be used for capital construction or improvement with exception of repairs to power plant of Oklahoma Health Sciences Center.

36-5 Boards of Trustees Vacancies (Part I, Section 1404) Amends previous legislation by providing a procedure for filling vacancies occurring on any community junior college Board of Trustees and providing that if the Board does not fill a vacancy within 70 days then the county is mandated to hold an election to fill the vacancy.

36-6 Name Change. (Part I, Section 1417, 1418, 1419, 1420) Amends previous legislation by providing that name of Althus Junior College be changed to Western Oklahoma State College; restricts memberships on its Board of Regents from any one county to four and stipulates that its legal status is not affected by the name change.

36-7 Establishment of Tulsa Community College (Part I, Section 1421) Provides for the establishment of Tulsa Community College Area School District and Board of Regents; stipulates authority of Board over operating and capital funds; imposes two million limit annually for operating funds, 2% indebtness limit of net valuation of taxable property for capital construction.

36-8 Travel Allowance (Higher Education Code, Part III, Section 29, 33, 34) Amends previous legislation. Provides an increase from 9 cents to 12 cents per mile reimbursement for authorized use of private car; overnight lodging expense raised from $6 to $9 (in state) and $8 to $22 (out of state) and repeals complicated procedure for computing reimbursement.

36-9 Retirement Benefits (Part III, Section 92, 94, 95) Amends previous legislation. Raises maximum salary on which member of Teacher's Retirement System may have retirement benefits calculated from $7,800 to $8,900 and allows member whose salary exceeds $7,800 to elect $7,800 as base rather than new figure of $8,900.
Provides procedure for new entry into public supported educational system (example--kindergarten teacher) to join retirement system by making up back contributions. Removes a limit of 50% placed on the percentage of Retirement System funds which could be invested in corporatebonds but stipulates that any bonds purchased shall be within the highest three classifications established by a state comptroller recognized rating service.

36-10 Optometry Program (Part III, Section 199) Establishes Oklahoma Optometry Education Assistance Contract Program for purpose of providing opportunities for students to study optometry outside the state by authorizing Regents for Higher Education to negotiate contracts for education of these students.

36-11 Veterans Benefits (Part III, Section 200) Provides free tuition for former POW's and MIA's and for dependents of present POW's and MIA's even if their fathers return after dependents begin college under this program.

36-12 Special Agency Account Board (Part III, Section 201) Provides for Special Agency Account Board to control establishment of Special Accounts to handle special funds of state agency such as student loan funds and revenues produced by activities ancillary to the operation of a state agency.

36-13 Regents Facilities (Part I, Article II, Section 205) Amends previous legislation. Provides for rent free quarters for State Regents for Higher Education at the Bureau of Public Affairs until permanent quarters are furnished.

36-14 Name Change (Part III, Section 202 through 211) Provides that all Oklahoma State colleges will have names changed to State universities and declares that legal status of these institutions is not affected by these name changes.

36-15 Regionalization (Part III, Section 212) Provides that Ardmore Region of Oklahoma is to have its postsecondary educational needs met by existing resources of the State University and provides an appropriation of $100,000 for the first year's operation ending June 30, 1975 of this program.

36-16 Study of Employee Benefits (Part III, Section 213, 214) Authorizes Regents for Higher Education to make study of employee benefits program. Provides that the State Regents for Higher Education shall provide policy direction for the establishment and maintenance of uniform and equitable benefits to comparable personnel of all institutions of the system, and also authorizes same Regents to study employee salaries and to set workload and salary standards.

36-17 Economic Education Act (Part III, Section 215) Authorizes State Department of Education to administer the Economic Education Act support for which shall be provided by state colleges and universities by establishing Economic Education Centers to assist common schools with curriculum planning in-service training and development of instructional materials. Department of Education is to consult with Oklahoma Council on Economic Education.

36-18 State Publication (Part III, Section 217 through 220) Provides that all state publications published at a cost of $100 or more shall be limited in distribution and shall have printed in them: the name of the issuing agency, authorization for publication, cost of publication, number of copies and name of printing firm.
Exempts public relations publication of Department of Tourism.

36-19 Non-Collusion Statement in Bids (Part III, Section 221, 222, 223) Provides that all competitive bids submitted to the state shall have affidavit of non-collusion attached; contracts awarded and invoices submitted shall have affidavit of non-kickback attached.
Exclusion: Monthly Public Utility billings.

36-20 Competitive Bidding (Part III, Section 225 through 258) Public Competitive Bidding Act of 1974. Provides that all public construction contracts exceeding $2,500 shall be awarded to lowest bidder establisher procedures for publicizing proposals to amend contracts; information to be contained in bid notices, bid documents to be made available to prospective bidders; etc. covering every conceivable aspect of bidding and awarding contracts and completion of contracted projects.

36-21 Purchase of Surety Contracts (Part III, Section 259 through 263) Authorizes State Board of Public Affairs to purchase surety contracts to cover elective and appointed state officers and employees as classified by chief officer of agency or institution.

36-22 Establishment of New Community Colleges (Part I, Section 1422) Authorizes the Oklahoma State Regents for Higher Education to establish five new community colleges to become integral parts of the Oklahoma State System of Higher Education; provides for the establishment of a seperate Board of Regents for each of the colleges stipulating that the Boards' powers and duties shall be the same as those of Tulsa Junior College Board; also provides that any existing Junior College now receiving state funds shall have until July 1, 1977 to elect becoming a member of the State System.

OREGON (37)

Enacted Legislation-1975

37-1 Appropriation Act (S.B. 5516) Increases state aid reimbursement rate to community colleges for operating expenditures. Appropriates $69,177,430 from General Fund to Department of Education for distribution as designated to community colleges for biennium. Increases state aid reimbursement rate to community colleges for construction projects. Appropriates $6 million from General Fund to Department of Education for state's share of community college construction projects as designated. Authorizes State Board of Higher Education to sell bonds in an amount equal to $6 million for reimbursement of community college construction projects. Limits expenditures for capital construction of certain projects to $5,025,232. Establishes, as state policy, obligation to assume 65 percent of approved community college construction costs. Prohibits use of funds for housing or spectator facilities for athletics. Requires State Board of Education to submit projected facility needs for each community college district each biennium. Makes related changes. Appropriates $4,016,785 out of General Fund for community college projects during biennium beginning July 1, 1973.

PENNSYLVANIA (38)

Proposed Legislation-1974

38-1 Capital Funds (S.B. 596) Provides $3,500,000 for fiscal year 1973-1974.

38-2 Appropriation (S.B. 957) (Appropriation amount not provided.)

38-3 Financial Procedures (S.B. 977) Requires community college to furnish certain information to legislative appropriation committee.

38-4 Local Administration (S.B. 1118) Provides for campus police force.

38-5 Trustees (S.B. 1142) Provides for number of Trustees.

38-6 Financial Procedures (S.B. 1672) Provides for capital budget and payment of capital expenses.

38-7 Financial Procedures (S.B. 1668) Provides for operating budget and payment of operating expenses.

38-8 Capital Funds (S.B. 1692) For community college and technical institutes--$356,000.

38-9 State Aid (S.B. 1724) Provides for payments by state for new community college.

38-10 State Aid (H.B. 2356) Changes state aid from one third of $1,200 per full-time equivalent to one third of $1,500 per full-time equivalent.

38-11 State Aid (S.B. 1744) Provides for payments by state and school districts for out-of-district students.

38-12 Trustees (H.B. 52) Requires open meetings of community college Trustees.

Proposed Legislation-1975

38-13 Capital Funds (H.B. 202) Provides that state will pay 90% of capital costs after passage of act.

38-14 State Aid (H.B. 203) Provides for payments based on one third share of operating costs up to $1,200, and payments of all costs above $1,200, with no differential for vocational or terminal programs.

38-15 Tuition (H.B. 696) Chargeback--limits tuition paid by out-of-district students to resident tuition and requires county of residence to pay additional costs.

SOUTH CAROLINA (40)

Enacted Legislation-1974

40-1 Medical School Authorizes new medical school and appropriates $391,000 for first years operation. Building made available by Veterans Administration which also provided $19.8 million for first seven years operation as provided for in federal legislation.

40-2 Institutional Administration Removes limitation on number of males authorized to attend Winthrop College making it permanently co-educational.

40-3 Medical Scholarships Provides up to $6,200/year for four years for medical students agreeing to practice in rural areas.

40-4 In-State Tuition Reduces residency requirement from 12 months for all to less than 12 months for persons employed and their dependents.

40-5 Appropriation, 1974-75 State Supported Colleges and Universities: $135 million, an increase of 20.5 million. State Board for Technical and Comprehensive Education, $25.9 million.

40-6 Capital Funds $11.3 million for construction at Lander College and at University of South Carolina.

Proposed Legislation-1975

40.7 Community Education Provides for the establishment of a statewide community education program.

TENNESSEE (42)

Enacted Legislation-1973

42-1 Appropriation $11,645,000 total community college appropriation. Also provides for $200,000 Enrollment Fluctuation Reserve and $100,000 special appropriation for Higher Education Commission to plan and develop a community college program in Chattanooga.

42-2 Name and Function Change (S.B. 361) Change Chattanooga State Technical Institute (C.S.T.I.) to Chattanooga State Community College; change administration of C.S.T.I. from state board of education to board of regents. Change function of C.S.T.I. from purely technical education to functions of comprehensive community college. The Bill also states the intention of the General Assembly is that there be a coordinated program of postsecondary education in the Chattanooga region avoiding unnecessary duplication but does not specify mechanism for this.

42-3 Purchase of Liability Insurance (S.B. 570) Allows any state agency including institutions of higher education to purchase liability insurance to cover claims of employees and citizens subject to approval by Attorney General and Commissioner of Finance.

42-4 Land Sales (S.B. 580) Authorizes all colleges and universities with exception of University of Tennessee System to sell any land acquired by any means provided the land is unsuitable for use or not needed by the institution, approved by state building commission and appraised by two appraisers. The receipts from the land sales are to be deposited in the institution's capital outlay fund.

42-5 Name Change Change name of Chattanooga State Community College to Chattanooga State Technical Community College.

42-6 Extracurricular Function and Facilities for Part-Time Students (S.B. 1058) All extracurricular functions and facilities shall be available to students enrolled for at least six credits upon payment of regular activity fee as required of full-time students and will be issued identification if such is required for admission to such functions and facilities.

Enacted Legislation-1974

42-7 Appropriation Total of $15,090,000 appropriated to community colleges. Specifys that Commissioner for Finance and Administration shall specify procedures and content of work programs and operating budgets to be submitted to Commission on Higher Education for comment before being forwarded to Department of Finance and Administration. Also reserve of $200,000 Enrollment Fluctuation to cover added costs incurred by enrollment increases beyond those projected for approved operating funds. Also provides for withholding of funds in case of enrollment decreases.

42-8 Bond Authorization (S.B. 424) Issue $20 million in interest-bearing bonds for financing acquisition, erection, construction and equipment to sites and buildings including existing structures. Total to be divided: $14 million to University of Tennessee, $6 million to Regents institution.

42-9 Free Tuition for Senior Citizens (S.B. 1445) Persons 60 years of age or older and residents of State may audit courses at state supported colleges and universities free of tuition on a space available basis excluding medical schools.

42-10 Removal of Discriminatory Admission Qualifications (S.B. 1645) Removes all specific references to qualification for admission to institutions of the state university and community college system based on age, race and educational attainments.

42-11 Residency Requirements (S.B. 1646) Authorizes State Board of Education for state's technical institute and Board of Regents for state technical community colleges to establish residency regions for purpose of determining whether or not out-of-state tuition shall be charged.

42-12 Directional Signs (H.B. 1853) Allows Department of Transportation to put up directional signs on Interstate highways for all postsecondary education institutions located within ten miles of the highway. One sign per institution.

42-13 American History Requirement (H.B. 1877) No student shall be granted a baccalaureate degree from state supported institution of higher learning or community colleges unless six semester hours of credit are earned in American history. Allows for substitution at student's option of three semester hours of Tennessee history for three semester hours of American history.

42-14 Participation in S.R.E.B. Common Market (H.B. 1583) Authorizes Higher Education Commission to enter into an agreement of state participation in S.R.E.B.'s Academic Common Market, to waive non-resident tuition fees for residents of other states enrolled in S.R.E.B. programs and to establish other administrative procedures such as annual lists of S.R.E.B. programs available to Tennessee residents.

42-15 Name Authorization (H.J.R. 381) To name the community college to be established in the 20th State Senatorial District the "Jerry Ague Community College" in honor of late State Senator Jerry Ague.

TEXAS (43)

Enacted Legislation-1973

43-1 Appropriation. Texas public junior colleges--state aid appropriates specific amounts for each college plus a contingency amount for a grant total of: 1974--$35,260,645 1975--$38,339,264

43-2 Name Change (S.B. 218) Authorizes junior college districts to change names by substituting the word "community" in lieu of the word "junior."

43-4 Disadvantaged Students (S.B. 356) Provides for increases in educational opportunities for disadvantaged students; establishes criteria for these programs.

43-5 Purposes of Community Colleges (S.B. 358) Sets forth purposes of public community colleges to be to provide:

(1) Technical program
(2) Vocational programs
(3) Arts and Science transfer programs
(4) Continuing adult education programs
(5) Compensatory education
(6) Counseling and guidance

Enacted Legislation-1975

43-6 Appropriation Texas Public Junior Colleges--State Aid appropriates specific amounts to each college plus a contingency appropriation for a grand total of:

1976	1977	
$82,092,438	$97,591,450	for General Academic Programs
61,949,741	72,173,234	for Vocational/Technical Education Programs

43-7 Reciprocal Tuition (S.B. 360) Authorizes reciprocal tuition agreements for certain students who are residents of states adjacent to Texas counties in which there are public junior colleges. Reciprocal tuition agreements are authorized for such students who register at Texas public junior colleges located in a county adjacent to the student's state of residence or who register at an upper-level institution located within the junior college district from which such nonresident has graduated or completed 45 semester credit hours.

43-8 Adult Education (S.B. 366) Amends previous legislation relating to the management and development of a comprehensive statewide adult education program by providing for the inclusion of community education programs among those for which mechanisms and guidelines for their coordination with other agencies are to be developed. Also provides for the establishment of pilot programs to demonstrate the effectiveness of the community education concept using not more than 5% of funds allocated for adult education.

43-9 Required Approval for Expansion (H.B. 2061) Requires junior college districts to receive prior and continuing approval of the coordinating Board to establish branch campuses centers, extension facilities and to offer courses and programs outside the geographic boundaries of their districts.

43-10 Advisory Council for Vocational-Technical Education (S.B. 267) Amends Technical-Vocational Act to comply with new federal statutes. Increases membership of the Advisory Council for Technical-Vocational Education from 21 to 24. The three new members shall include a present or recent vocational education student, a representative of Texas proprietary vocational-technical schools and a representative of the State Employment

Service with special qualifications in career development and job placement.

43-11 Legal Basis (S.J.R. 11) Proposes eight amendments to the Texas Constitution, which shall be presented to the people for vote at an election set for November 4, 1975. The amendments include three related to junior college:

(1) Providing for junior college districts
(2) Providing for junior college district taxing authority
(3) Providing for junior college district bond issuing authority

43-12 Supplemental Appropriation (H.B. 216) Appropriates fiscal 1975 supplemental contingency funds of $12 million to the Texas Education Agency and $6 million to the Coordinating Board for allocation to public junior colleges for vocational-technical and academic programs, respectively. (Effective February 25, 1975)

43-13 Student Grants (H.B. 688) Authorizes two new state student grant programs to be administered by the Coordinating Board--the Texas Assistance Grants Program and the Texas Public Educational Grants Program. Funds for the Texas Assistance Grants must be appropriated by the Legislature and none were appropriated for the 1975-77 biennium. Under program provisions, needy students enrolled in approved postsecondary public and private institutions could qualify for grants up to a maximum of $1,000 during any one fiscal year.
Provisions of the Texas Public Education Grants Program authorize institutions to set aside 25 cents from each hourly tuition charge and six percent of hourly tuition charges for vocational-technical programs at public community junior colleges. Funds so set aside may be used by each institution for student grants or may be transferred to the Coordinating Board for matching federal or other grant funds for awarding grants to students at the institution. Requires Coordinating Board review of institutional guidelines for awarding student grants. Repeals certain tuition and fee exemption programs: Subsec. (m), Sec. 54.051 (25 cent fund); Subchapt. C, Chapter 54 (Tuition Scholarships and Nursing Tuition Scholarships at Texas Woman's University, UT System School of Nursing, Prairie View A&M.

43-14 Coordination of Postsecondary Education (S.B. 706) Provides for the coordination of postsecondary education and delegates certain duties to the Coordinating Board.

(1) Directs the Board to make recommendations to Legislature in regard to enrollment maximums at each institution of higher education and for any department, school, degree or certificate program.
(2) Authorizes the Coordinating Board and the State Board of Vocational Education to contract with each other so that the Coordinating Board may assume leadership role for state level administration of technical-vocational programs in postsecondary institutions.
(3) Prohibits expansion of subject matter courses in Board approved departments, schools, degree and certificate programs without specific Board approval.
(4) Requires Board approval of all off-campus credit courses offered by any public college or university.
(5) Authorizes the Board to establish regulation for coordination of credit and noncredit activities of adult and continuing education by public colleges and universities.

(6) Requires Board approval of all major new construction and repair and rehabilitation at institutions of higher education regardless of funding source (projects funded from local ad valorem taxes of junior colleges are exempt) or proposed use, unless projects have specific prior approval of the Legislature.
(7) Directs the Board to ascertain that standards and specifications for new construction, repair and rehabilitation of buildings and facilities are in accordance with statutory standards for handicapped.

43-15 Tuition Increase (H.B. 785) Increases tuition for foreign students from $14 to $40 per semester credit hour, the rate paid by other nonresident students. Foreign students enrolled prior to the law's enactment are exempt from the increase. Foreign students holding competitive scholarships of at least $200 for an academic year or summer are entitled to pay resident tuition fees. The Coordinating Board is directed to adopt rules and policies whereby governing boards may set lower tuition fees for certain foreign students--those in financial need and those from countries charging reciprocal tuition rates, in accordance with minimum fees established in the statute.

43-16 Credit for Clinical Experience in Nursing (H.B. 1841) Requires governing boards of state-supported institutions of higher education offering nursing education programs to plan and incorporate standards and sequential procedures to recognize and grant credit for actual educational and clinical nursing experiences which are equivalent to regular course content. Institutions may require students to pass examinations demonstrating competence based on such experiences.

UTAH (44)

Enacted Legislation-1974

44-1 Name Change (S.B. 39) Changes name of State Board of Higher Education to State Board of Regents.

44-2 Appropriation Act (H.B. 373) Directs Board of Regents to study, formulate and adopt an equitable statewide policy governing tuition and fees; no tuition increases are to be made until study in completed and then only a maximum increase of $8 per quarter is allowed for fiscal year 1975-76. Provides specific amount to help build salary equity of salaried employees.
Appropriates Funds to each institution in the statewide system totaling $13,917,300.

VIRGINIA (46)

Enacted Legislation-1974

46-1 Coordination (S.B. 121) Strengthens State Council of Higher Education by providing for additional duties including:
(1) Development of Master Plan
(2) Power to approve/disapprove changes in statement of mission of public postsecondary education institutions

(3) Recommend changes in degree granting level of public post-secondary education institutions
(4) Approve/disapprove enrollment projections
(5) Discontinuance of non-productive curricula
(6) Develop statewide M.I.S.

46-2 Freedom of Information Act (No additional information provided)

Enacted Legislation-1975

46-3 Appropriation (Chapter 681)

1975 -- $47,532,135
1976 -- $58,718,345

WASHINGTON (47)

Enacted Legislation-1973

47-1 Community College Board (Chapter 62) Updates initial legislation creating the board by changing certain terminology.

47-2 Collective Bargaining (S.B. 2153) Amends Community College Professional Negotiations Act to include a broadened definition of administration any person employed 50% of time with authority to hire, dismiss or discipline any employee.

47-3 Retirement Benefits (S.B. 2119) Includes community college faculty in state retirement plan and changes basis for determining retirement income from 50% average annual salary for last ten years of employement to 50% of average of highest two consecutive years. Also provides $1,611,650 for carrying out these provisions.

Enacted Legislation-1974

47-4 Bond Authorization (S.B. 3355) Authorizes issuance of general bonds for purpose of refunding outstanding tuition fee bonds held by individual colleges. Provides that the portion of general tuition fees not required or in excess of amounts necessary to pay any of the tuition fee bonds be deposited in community college capital projects amount.

47-5 Appropriation

State Board for Community Colleges	$ 2,042,714
Bond Sale Expenses	44,800
For Distribution to Community Colleges with Provisions for:	135,400,216
Development of MIS System	150,000
Disadvantaged Students	900,000

Olmpia Vocational/Technical Institute shall not become Comprehensive Community Involvement Programs shall be Continued	
For Expenses Related to Students Enrolled to complete High School Diploma for whom fees were waived	$1,430,130
For Veterans Programs	200,000
For 2% Faculty Salary Increase	2,173,112
For Salary Increases to Part-time Faculty	3,456,000

WISCONSIN (49)

Enacted Legislation-1975

49-1 Appropriation: Vocational, Technical, Adult Education

1973-74	1974-75
$33,939,600	$40,827,500

49-2 Vocational-Adult Education (Section 283.38.01 (10)) Amends definition of "vocational-adult program" to include approval by State Director of Vocational, Technical and Adult Education under procedures established by the VTAE Board.

49-3 Certification Expenses (Section 284.38.04 (4) (a)) An amendment providing for the VTAE board to charge districts for full costs associated with certification of educational personnel. Such certification expenses shall not be included in the district aidable cost.

49-4 Uniform Reporting Systems (Section 284.38.04 (11)) Amends previous legislation by allowing the VTAE board to withhold or suspend in whole or in part, payment of state and federal aid to any district board which fails to report data within time deadlines and in required format. Moves up reporting dealine from October 1 to July 1.

49-5 Tax Levy (Section 286.38.16 (17)) Changes date after which district boards may levy taxes from "last working day in October" to "October 31, or within 10 days after receipt of equalized valuations from the Department of Revenue, whichever is later." Sets maximum levy at 1.5 mills.

49-6 Program Fees (Section 288.38.24 (1)) Establishes uniform tuition fees for students served by VTAE districts. Liberal Arts-transfer and vocational-adult program fees are to be based on 25% of statewide average operating costs. Postsecondary (vocational-technical) program fees shall average not less than 7% of estimated operational costs per full-time equivalent. Allows different fees for different courses provided fees charged are uniform between districts. Fees for programs for inmates shall be not more than 7% of actual operating costs incurred by the district.

49-7 Definition (Section 290.38.28 (1m)) "District aidable cost" anticipated fiscal year costs of operating all programs exclusive of auxiliary services, self-supported activities and expenditures funded by federal revenues.

"Equalization Index"

$$\frac{\text{Current Statewide Valuation}}{\text{District Total Expected FTE Student Count}} \div \frac{\text{Current District Valuation}}{\text{District Total Expected FTE Student Loan}}$$

49-8 Operational Costs (Section 292.38.28) Repeals allowance of each district to include 11% of instructional costs as administrative costs in computation of operational costs.

49-9 State Aid (Section 293.38.28 (2) (b)) Reduces multiplier used in determining state aid from 55% to 35%.

49-10 Driver Training (Section 294.38.28 (2) (c)) Increases from 25 to 40 cents per student period of 50 minutes the amount paid by board for approved driver training programs.

49-11 (Section 294.38.38 (2) (d)) Allows VTAE board to withhold or suspend state aid from programs whose faculty do not meet minimum standards. Requires board to discontinue aid to programs no longer necessary to meet needs within the states.

49-12 Sharing of State Agency Resources (Chapter 38, Section 20.901) An act promoting interchange of information and services among state agencies and in particular the Board of Regents of University of Wisconsin and board of Vocational, Technical and Adult Education shall establish procedures for joint use of facilities, joint staffing of programs, and other resource sharing arrangements.

WYOMING (50)

Enacted Legislation-1975

50-1 State Employees Retirement Bill (H.B. 191) Amends previous legislation by providing for the following major changes:

- --The ceiling was increased from $10,000 to $12,600 effective January, 1975
- --A 20% increase in retirement benefits was approved for all retirees or those that will retire under the present system, effective July 1, 1975
- --A new formula will be implemented, effective July 1, 1975, which is based on an employees highest average salary for three years x 2% x years of service
- --Employee and employer contributions will be increased to 5.5%, effective January 1, 1977

50-2 Authorizing Community College Districts Emergency Expenditures in Excess of Established Budget (Amendment to Municipal Budget Act) (H.B. 345) Community College districts are authorized to exceed established budget levels for emergency purposes with the approval of the Community College Commission and concurrance of the Governor.

50-3 Appropriations Bill (H.B. 507) A total of $16,204,548 was appropriated for the community colleges. A total of $146,798 was appropriated for the operation of the Community College Commission.
The Appropriations Bill was amended in the Senate and provides that the State of Wyoming shall contribute an amount necessary to pay $25 per month for each employee and official enrolled in the state insurance plans. Any state agency, department or institution, which includes community colleges, shall pay to the board the sum of $25 per month for each eligible employee or official electing to become covered by the health insurance, life insurance or other insurance plan as the contribution of the State of Wyoming to the health insurance, life insurance or other state sponsored insurance plan during the period the employee or official is enrolled in the plan. If the premium for coverage of the employee or official above is less than $25, the balance shall be applied to the premium for coverage of dependents if so elected. There was no specific appropriation to any state agency or institution for the payment of the increased insurance benefits. It was assumed that each agency's budget for benefits was adequate to meet the increased costs. If adjustments are necessary, they may be made in January, 1976.

50-4 Unsold Bonds of Community College Districts (S.F. 3) Repealed the requirement for community college districts to issue bonds within two years.

50-5 Joint Powers Act (S.F. 14) This act was amended to include community college districts; specifically, without limiting but subject to the provisions of this section, two or more agencies may jointly plan, create, finance and operate: a) water, sewerage or solid waste facilities; b) recreational facilities; c) police protection agency facilities; d) fire protection agency facilities; e) transportation systems facilities; and f) public school facilities.

50-6 Retirement Benefits (H.B. 191) For purposes of computing retirement benefits changes definition of "salary" from "total cash remuneration not exceeding $9,100" to "Gross Salary not exceeding $10,000." Increases retirement allowances by 20%.

50-7 Expenditures in Excess of Budget (H.B. 345) Amends municiple budget act providing community colleges are not deemed to have spent funds in excess of the budget if expenditures are within income.

PUERTO RICO (52)

Enacted Legislation-1973

52-1 Conversion of Regional College (Joint Resolution 359) R.C. del S. 359 (Joint Resolution), April 11, 1973. To convert the Humacao Regional College into a four-year college and appropriate $1,500,000 for such purpose. The memorandum submitted to the Legislature by Dr. Sulsona is also included.

52-2 Appropriation for Establishment of a College (Resolution 2) Resolución Núm. 2 - Carolina Municipal Assembly. To appropriate $300,000 to match an equal amount appropriated by the Legislature for the establishment of the Carolina Regional College.

Enacted Legislation-1974

52-3 Use of Operating Funds for Construction (R.C. del S. 1723) R.C. del S. 1723, March 18, 1974. Amends R.C. del S. 359 to permit the use for construction of the funds appropriated for the Humacao Regional College and ordering the Council on Higher Education to include in the regular budget the needed funds for its yearly operational expenses.

52-4 Board of Technical Education (P. del S. 948) P. del S. 948, April 4, 1974. This project was not converted into law. It created a new board for technical and highly skilled occupations education and stripped the Department of Education and the University of Puerto Rico of all facilities and jurisdiction on this type of education.

52-5 State Board for Vocational and Technical Education (Law 24 of 1974) Law 24, enacted on August 9, 1974. It reorganizes the State Board for Vocational and Technical Education increasing the members of the Board, including the President of the University as a member and giving the Board complete authority on technical education, except that the University programs are left untouched.

Enacted Legislation-1975

52-6 Appropriation

For Regional Colleges:

Administration	$15,813,422	---	See Pages 6, 7 and 8 of bill for detail
Academic Programs	$14,727,939		

APPENDIX B

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APPENDIX C

SURVEY INSTRUMENT

THE PENNSYLVANIA STATE UNIVERSITY
CENTER FOR THE STUDY OF HIGHER EDUCATION
101 RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 31, 1975

Area Code 814
865-6346

Dear

In order to prepare and present back to members of the National Council of State Directors a report they have agreed to cooperate in developing, I need your cooperation. The report requested is a synthesis and commentary on state legislation which bears significantly on community and junior college opeations and programs.

The cooperation needed to do this task involves initially these three rather simple actions at your end:

(1) Send me a packet of documentary material that describes state legislative interest and action in your state touching on community and junior colleges directly or indirectly; include in the packet, please:

a) copies of laws enacted during the 1974-75 biennium
b) copies of the sections of the appropriations acts relating to community and junior colleges enacted during the 1974-75 biennium
c) copies of any state "master plans," commission reports, or documents of like nature that have an official or quasi-official status to provide guidelines for operation or policy direction to postsecondary education in your state
d) copies of court decisions bearing on community and junior college matters in the last five years
e) copies of attorney-general rulings on legal issues made in the last five years and bearing on community and junior colleges

(2) In your own words in a letter of reply to this one, indicate what in your judgment is:

a) the most significant actions, if any, taken by the legislature, courts, and attorney general about community and junior colleges in the last five years

b) the strongest feature of the legal basis for community and junior colleges in your state
c) the weakest feature in this legal basis

And, finally, (3) tell me, has the "1202 Commission" in your state implemented Title X, Part A--Establishment and Expansion of Community Colleges, Subpart 1--Statewide Plans, of the Federal Higher Education Amendments of 1972 which calls for statewide planning and establishment of "an advisory council in community colleges?" If yes, please elaborate as to (1) what the planning implementation has been and (2) the membership (positions represented, not names of people) and scope of functions expected of the "advisory council."

Many thanks, and hopefully, see you in Seattle.

Very cordially yours,

S.V. Martorana
Professor of Higher Education
and Research Associate

SVM/cas

ACCESSION NUMBER: VT102730

PUBLICATION DATE: NOV75

TITLE: SELF-STUDY MANUAL FOR STATE GOVERNING AND COORDINATING BOARDS FOR COMMUNITY/JUNIOR COLLEGES.

PERSONAL AUTHOR: OWEN, HAROLD JAMES, JR.

DESCRIPTOR: *SELF EVALUATION; *GOVERNING BOARDS; STATE AGENCIES; *COMMUNITY COLLEGES; JUNIOR COLLEGES; COORDINATION; *COLLEGE ADMINISTRATION; *EDUCATIONAL ASSESSMENT; BOARD ADMINISTRATOR RELATIONSHIP; POST SECONDARY EDUCATION; PILOT PROJECTS; ACTION RESEARCH; MANUALS

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ABSTRACT: BECAUSE OF THE RAPID DEVELOPMENT IN THE PAST DECADE OF STATE-LEVEL AGENCIES TO COORDINATE OR GOVERN COMMUNITY-JUNIOR COLLEGES, THE NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY/JUNIOR COLLEGES RECOGNIZED THE NEED FOR A VEHICLE TO ENABLE STATE BOARDS AND THEIR STAFFS TO CONDUCT AN ASSESSMENT OR SELF-STUDY OF THEIR ACTIVITIES. THIS PAPER CONTAINS SUGGESTIONS WHICH COULD PROVIDE SUCH A VEHICLE. THE SELF-STUDY PROCEDURES ARE DESCRIBED FOR NINE AREAS: PLACEMENT IN TOTAL FRAMEWORK OF THE STATE-POSTSECONDARY EDUCATION SYSTEM; GOALS, SCOPE, AND LEGAL RESPONSIBILITIES; DEGREE TO WHICH GOALS AND SCOPE OF RESPONSIBILITIES ARE BEING MET; RELATIONS WITH OTHER AGENCIES; BOARD-INSTITUTIONAL RELATIONS; RECOMMENDATIONS AND FOLLOWUP; PROFILE SHEET; VISITING COMMITTEE; AND POSTVISIT ACTIVITIES. SUGGESTED GUIDELINES FOR THE SELF-STUDY ARE GIVEN UNDER SEVEN HEADINGS: GOALS, SCOPE, AND LEGAL RESPONSIBILITIES; ORGANIZATION AND ADMINISTRATION; PLANNING AND RESEARCH; FINANCE; EXTERNAL INFLUENCES AND RELATIONS--STATE AND NATIONAL; RELATIONS WITH CONSTITUENT INSTITUTIONS WITHIN THE SYSTEM; AND MANAGEMENT INFORMATION SYSTEMS. A NINE-PAGE SELECTED RECENT BIBLIOGRAPHY ON STATE GOVERNING AND COORDINATING BOARDS FOR COMMUNITY-JUNIOR COLLEGES IS ALSO PROVIDED. APPENDED ARE TWO LETTERS SENT TO COUNCIL MEMBERS AND AN OUTLINE OF THE SELF-STUDY PILOT PROJECT LISTING TASKS AND PROPOSED COMPLETION DATES. (AUTHOR/MF)

SPONSORING AGENCY NAME: NATIONAL COUNCIL OF STATE DIRECTORS OF COMMUNITY-JUNIOR COLLEGES, CHARLESTON, S.C.

102730

Self-Study Manual for State Governing and Coordinating Boards for Community/Junior Colleges

National Council of State Directors
of Community/Junior Colleges

Prepared by
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Vice President for Campus Operations
Florida Junior College at Jacksonville
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Jacksonville, Florida 32202

November, 1975

VT 102 730

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I. INTRODUCTION

In the past decade there has been a rapid development of state-level agencies to coordinate or govern community and junior colleges. The Wattenbarger and Sakaguchi study found that (as of 1971) 43 states reported having a state agency responsible for coordination, supervision, or control of community colleges. Of these 43, seventeen indicated the existence of a state-level centrally administered community college system.

An additional study by Berdahl in 1975 revealed the dramatic movement toward coordinating and governing boards over the last three decades.

Number of States Classified by Type of Statewide Structure for Coordination in Higher Education 1940-1974

Type of Coordinating Structure	1940	1950	1960	1965	1970	1974
No board.....	33	28	17	7	2	2
Voluntary association.....	0	3	6	3	2	1
Advisory coordinating agency.....	1	1	5	11	13	11
Regulatory coordinating agency.....	1	2	6	12	14	17
Consolidated governing board.....	13	14	16	17	19	19
Total	48	48	50	50	50	50

Source: Robert O. Berdahl, "Problems in Evaluating Statewide Boards," in Evaluating Statewide Boards: New Directions for Institutional Research, San Francisco: Jossey-Bass, no. 5, 1975, p.3.

In 1972, in an effort to solve problems which arose due to the rather rapid growth of state-level agencies for community colleges, Florida State University and the University of Florida established a Center for State and Regional Leadership. The Center is supported by a grant from the Kellogg Foundation. In-service educational opportunities, inter-agency coordination and a provision for evaluation of programs and goals were among the activities designed for state-level offices and staffs by the Center. Several notable studies included in the bibliography have been completed under Center auspices.

Because of this increased emphasis on state-level coordination and governance of community/junior colleges in the last few years, the need arose for the creation of the National Council of State Directors of Community/Junior Colleges. This Council was formally organized in 1966. Since then the Council has become well recognized by professional educators, the AACJC, the United States Office of Education and Congressional leaders, as one of the most effective spokesmen on the American scene for the community/junior college.

II. REASONS BEHIND THE SELF-STUDY MANUAL DEVELOPMENT

The National Council of State Directors of Community/Junior Colleges has recognized the need for a vehicle to enable state boards and their staffs to conduct an assessment or self-study of their activities. This self-study manual contains suggestions which could provide such a vehicle for those boards and their staffs which desire such an assessment.

The overview of assessment procedures to be followed is hopefully self-explanatory. The self-study manual has been developed following an analysis of the literature on state governing and coordinating boards for community/junior colleges. Many suggestions were offered by practitioners in the field. These helped tremendously in improving the final product. (See Appendix A and B.) This manual attempts to cover the leading areas of board activity in such a way that, regardless of the type of board operation existing, each board will be able to see value in the generalized functions that are outlined. Each board which thoughtfully completes the self-study manual could better assess its role in its state's community/junior college system. Areas in which the board and its staff desire changes or improvements could be identified for future action. The approach to be followed by each board in completing the manual is an open-ended and flexible one. The bibliography should provide assistance to those boards who, after completing the self-study manual, desire an in-depth review of particular phases of their operations.

The following is a brief outline of the suggested assessment procedures to be followed by state governing or coordinating boards that desire to participate in a self-study. The National Council of State Directors of Community/Junior Colleges will serve as a clearing-house for self-studies undertaken.

III. OVERVIEW OF ASSESSMENT PROCEDURES

The nine areas outlined in this overview section comprise the total self-study procedure for those states who volunteer to participate in the self-study pilot project. The time schedule is outline in Appendix C.

1. Placement in Total Framework of the State Post-secondary Education System:
   Each state governing or coordinating board responsible for junior and community colleges--along with its staff--should carefully chart and outline its location and relationships to the other components of the state's post-secondary educational system. The legal mission of the board within this framework should be described. The differences encountered in operating community/junior colleges under a state board as compared with a university system or state education department should be discussed.

2. Goals, Scope and Legal Responsibilities:
   Each board and its staff should articulate their purposes and objectives. This would

include a review of applicable state laws and appropriate rules and regulations which effect the board and its staff. It should also include a review of rules and regulations which they themselves promulgate which involve individual institutions. If a state plan exists it should be related to purposes and objectives identified.

3. Degree to Which Goals and Scope of Responsibilities Are Being Met:
After stating the purposes and objectives of the coordinating or governing board, the board and staff should determine whether the human, organizational, space and financial resources are presently adequate to accomplish the objectives and goals identified. One way to assist in accomplishing this would be for the board and its staff to complete this self-study manual which begins with scope and goals.

4. Relations with other Agencies:
Each state board or system responsible for community/junior colleges should review its relations with other agencies with which it interacts - both public and private.

5. Board-Institutional Relations:
Following completion of the self-assessment, an evaluation of avenues that currently exist for communication and appropriate participation by institutional representatives should be undertaken. This would insure that institutional concerns and goals are adequately reflected in state policies. This section is suggested as a response to several concerns in this area which have been found in the literature and encountered through personal experience.

6. Recommendations and Follow-up:
Recommendations for improvement, along with short and long-range plans for implementation, should be developed.

7. Profile Sheet:
The board staff should develop a statistical profile sheet of basic data and information which they feel would be helpful to the visiting committee.

8. Visiting Committee:
Following the completion of the assessment (including recommendations and follow-up), a visiting committee could be invited to visit the office of the board and its staff, to review the overall work product of the self-assessment. The committee could be composed of institutional, state board, and public representatives from other states. The suggestions and recommendations made by the committee following their evaluation of the self-study could be quite beneficial to the board and its staff in their attempts to meet more fully and completely the purposes and objectives for their operation.

9. Post-visit Activities:
Following a careful review of the suggestions and recommendations contained in the visiting committee report, the state board and staff should attempt to implement as many as are deemed appropriate and financially practicable.

There are varied organizational patterns by which the community/junior colleges of America are governed. It is not the purpose of this self-study manual to establish the "proper" pattern or approach for such an organization. If a state governing or coordinating agency does effectively and efficiently what it is expected to do according to statute, regulations, and the expectations of its constituency, then it is operating well. This next section is a suggested guide to be followed and may be added to when needed or subtracted from when not applicable.

IV. SELF-STUDY

A. Goals, Scope and Legal Responsibilities:

1. State the overall role of the governing or coordinating board in the post-secondary education plan of the State.

2. Briefly describe in a few papragraphs the major purposes and objectives that the board and its staff have been established to accomplish?. Cite the authority for these.

3. Explain briefly the historical development of the board and its staff.

4. Are the purposes and objectives stated and approved by the board in a master plan or role and scope statement? If so, provide the most recent statement.

5. Does the state plan for community/junior colleges--if one exists--provide for the establishment of institutional as well as system-wide purposes and objectives? Does the state board provide leadership in this regard? How?

6. Is there an orderly plan in operation which would bring community college services within the economic and geographic reach of virtually all residents within the state? At what point in its development is the state now located in its efforts to reach this goal if it is one of their objectives?

7. Have upper level baccalaureate degree granting institutions been established in the state where needed, or have community/junior colleges been permitted by state board action or inaction to become senior institutions thus changing their purposes and objectives of service? What effect has this had upon the other community colleges in the state and the communities they serve?

8. To what extent is the state board or its staff equipped to promote, expedite and support the purposes and objectives of the institutions within the system?

9. Aside from statutes or policies contained in a state plan; what expectations do the legislature, other public agencies and member institutions have for the state board and staff?

10. Describe any additional substantive questions or issues regarding Goals, Scope and Legal Responsibilities.

B. Organization and Administration:

1. Does the board have responsibility for coordinating or governing community colleges only, or does it have responsibilities for other types of institutions? If the latter, how well is it organized to meet the specific needs of community/junior colleges?

2. Outline and describe the size, method of selection, term of office, committee structure, and overall functions assigned to the governing or coordinating board. Are there by-laws by which the board operates? If so, provide a copy.

3. Describe and chart the present overall administrative structure--both by function and position--of the staff of the board.

4. Is it normal practice for each professional member of the board staff to have a job description which outlines the duties and responsibilities of his office? Are there provisions for these documents to be revised on a regular basis?

5. Identify the major actions taken by the board in the past year. Provide the minutes of the board for the past several years.

6. What procedures does the state board set for evaluation of its staff? Are the salary and benefits for staff members commensurate with the level of duty and performance expected? How do they relate to the salaries in similar areas at the institutions served by the board?

7. Develop an additional set of charts which indicate future or projected organizational patterns of utilization of the staff of the governing or coordinating board.

8. Is there any agency which has the authority to reverse, review or alter actions of the governing board? Is so, explain.

9. Does the board or its staff utilize any regularly constituted advisory boards to assist in any of its areas of operation over which it exercises supervision?

10. To what extent are professional development opportunities available for state board staff on a planned and organized basis? How many staff members have taken advantage of the opportunities afforded by the Florida State University-University of Florida Center for State and Regional Leadership?

11. How well is the state board and its staff organized and equipped to administer

state policies and regulations? What happens or would happen if a state board would have to say "no" to an individual institution in an area of substantive concern?

12. What role does the governing/coordinating board and its staff have with regard to the "1202 post-secondary education commission" in the state? Are they one and the same or must they work under the umbrella of the "1202 commission?"

13. Describe any additional substantive questions or issues regarding Organization and Administration.

C. Planning and Research:

1. Is there a State Board of Education, Board of Regents or Council of Higher Education in the state whose duty it is to plan and develop a comprehensive state post-secondary education system? If so, how does the board governing or coordinating community colleges relate?

2. What procedures does the board or its staff follow in requesting institutions to appraise and evaluate the programs and services involved in their total operation? What does the board do with the report of any results so obtained?

3. Does state planning exist which includes both public and private institutions, or are only public institutions coordinated at the state level? Are they included in the overall state masfer plan? Provide the most recent copy.

4. Has the state governing or coordinating board taken any steps to involve proprietary schools in the planning or administration of the state system of post-secondary education?

5. What role does the state governing or coordinating board take in the development of criteria for the planning, establishment and location of new community colleges within the state?

6. In what ways does the state board promote and assist individual institutions in their desire to conduct institutional research?

7. Describe any additional substantive questions or issues regarding Planning and Research.

D. Finance:

1. Does a state-level "program fund," "minimum foundation program" or "formula funding support program" exist for community/junior colleges in the state? To what extent is the formula being followed in these years of "tight budgets?" To what extent are operating funds for institutions provided by state, local or student sources?

2. Has the state governing or coordinating board developed and promulgated a plan or a manual outlining accounting and reporting formats and schedules for community/junior colleges?

3. Does a plan for projecting future capital outlay needs in relation to enrollment and program needs exist? Is there a constitutional or legislative mechanism which exists which will permit full or partial funding of those capital outlay needs identified?

4. What role does the governing or coordinating board or its staff play in the approval of individual institutional budgets? Are sufficient criteria established in order for the budget allocation and review process to proceed in a smooth and business-like manner?

5. To what extent does the state board or its staff prepare, present and defend a consolidated community/junior college budget before the state legislature or executive budget board?

6. Describe any additional substantive questions or issues regarding Finance.

E. External Influences and Relations - State and National

1. What other state agencies in the areas of personnel, finance, purchasing, and facilities, for example, must the governing or coordinating board and its staff deal with on a regular basis? What effects do these other agencies have on the overall services that can be provided to institutions?

2. Describe the present relations between the governing or coordinating board for community colleges and the board or authority within the state responsible for both vocational-technical and adult-continuing education. What steps have been taken to bring closer coordination and cooperation in these areas?

3. To what extent does the governing or coordinating board and its staff serve as spokesman for the individual community college's goals and purposes before the state legislature and executive branch budget authorities? How is the overall legislative program for community colleges developed?

4. In what ways and to what groups does the state governing or coordinating board and its staff clarify the established functions and roles for community/junior colleges which do exist or will exist in the state?

5. What role is currently being undertaken by the state governing or coordinating board in working with the various certifying and licensing agencies, in order to articulate better with various community college program outputs?

6. In what way does the state board monitor and handle relations with federal programs and other areas of outside resource development?

7. To what extent has the governing or coordinating board made use of materials developed or available from ECS (Education Commission of the States), SREB (Southern Regional Education Board), CORA (Council on Post-Secondary

Accreditation), WICHE (Western Interstate Compact for Higher Education), NEBHE (New England Board of Higher Education), ERIC (Educational Resources Information Center), NACUBO (National Association of College and University Business Officers) or the appropriate commission within its regional accreditation association dealing with community colleges?

8. What relations and influences impinge on the governing or coordinating board from such sources as the federal government, AACJC, ACCT, and regional or programatic accreditation bodies?

9. How does the state board or its staff develop understanding, appreciation, and cooperation with both the elementary and secondary areas as well as the university contingent within the state?

10. To what extent does the state board or its staff interpret and serve as the spokesman for the community college movement in the state?

11. Describe any additional substantive questions or issues regarding External Influences and Relations.

F. Relations with Constituent Institutions within the System:

1. Program Review and Approval

a. What role does the state governing or coordinating board for community colleges play in program approval, program continuance or program removal within the state's community colleges? Is there an up-to-date inventory of all programs offered at each institution?

b. Is there any plan at the state level to develop some comparable system of course numbering and course descriptions for both credit and non-credit courses in the state's community colleges? If one exists what is the purpose of the plan and what criteria are used to evaluate and make decisions on courses?

c. What role does the state governing or coordinating board play in developing ways to assess the manpower needs of the state in order to plan better the present and future curriculum needs for the state's community/junior colleges?

d. In what ways does the state governing or coordinating board insure that there will be no duplication but rather adequate placement and implementation of vocational-technical programs within community colleges, area vocational-technical schools, and technical institutes? Is appropriate program evaluation also conducted?

e. Describe any additional substantive questions or issues regarding Program Review and Approval.

2. Student Affairs

a. Have accurate procedures been implemented and followed whereby the state governing or coordinating board receives continually updated reports on student enrollment data including enrollment projections?

b. Do state rules or regulations establish policies that govern admission to the community/junior colleges of the state, or is each institution able to establish its own criteria?

c. Is there a well thought out and documented plan that exists which assists community college graduates to transfer to senior colleges and universities within the state?

d. Has the state governing or coordinating board developed a plan which provides for equal access and equal opportunity for all citizens of the state regardless of race, color or national origin to take advantage of the programs which the state community/junior colleges offer?

e. What role does the governing/coordinating board and its staff have in establishing and monitoring a system of scholarships, student financial aid, loans and work-study programs in the state's community colleges?

f. Has the state board or its staff developed state procedures to handle the implementation of the Family Educational Rights and Privacy Act of 1974 commonly called the "Buckley Amendment?"

g. Does a job placement and student follow-up mechanism exist within the community/junior colleges of the state in order to show accountability to the state for job-related career and occupational program graduates? Explain.

h. Describe any additional substantive questions or issues regarding Student Affairs.

3. Rules and Regulations:

a. What role does the state board or other agency of state government play in requiring that review, publication or public hearings be held by an institution prior to its making any changes in its administrative rules or procedures?

b. Does an organized system of community/junior colleges exist in the state or is there simply a group of vocational-technical institutes and community colleges within the state called community/junior colleges or technical institutes? Do adequate state regulations exist for the entire system?

c. What mechanisms or procedures exist to balance state coordination and local

autonomy? What levels of input from the faculty, staff and citizen groups exists to insure that the community college will be sufficiently grounded in its community? How well is this done in the areas of developing rules and regulations, budgets, legislation and finance matters for individual institutions?

d. What provision is made by state rules or regulations for institutional personnel policies to include tenure, rank, selection, evaluation and retention procedures?

e. What regulations exist to govern collective bargaining relations within institutions? Are these regulations well understood?

f. Describe any additional substantive questions or issues regarding Rules and Regulations.

G. Management Information Systems:

1. Does the state governing or coordinating board utilize any financial, facilities student or program planning techniques such as a program budgeting system or a management information system? If not, what is the nature of the data gathering function? What uses are made of the information so derived?

2. Is the state governing or coordinating board staff the single state agency for the collection and analysis of data relating to community/junior colleges? If not, what role does the agency play in the coordination of data collected from and about community colleges? What role should it play?

3. To what extent do individual institutions have input into the state-wide data gathering system? To what extent is state-wide data compatible with data needed for decision-making at the institutional level?

4. Has the state board taken steps to systematize data collection? Explain.

5. What provisions are made for the overall evaluation of information and data-gathering systems which are utilized?

6. Describe any additional substantive questions or issues regarding Management Information Systems.

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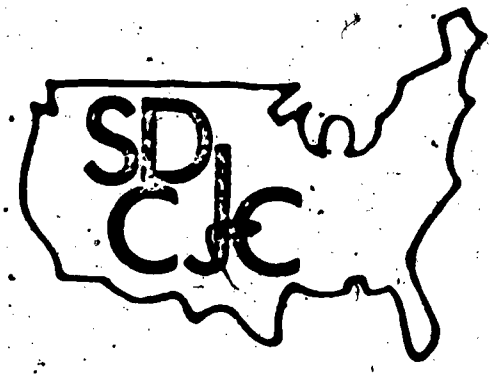

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MEMORANDUM

TO: Members, National Council of State Directors of Community/Junior Colleges

FROM: F. Dean Lillie, Chairman

SUBJECT: Pilot Project on the Assessment of the State Board and Staff Responsible for Community/Junior Colleges

DATE: July 23, 1975

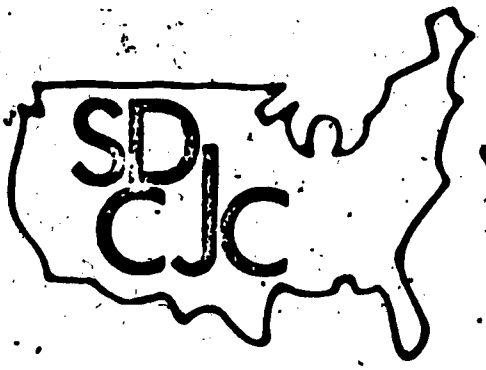
The National Council at its Summer Workshop in Estes Park, Colorado, voted to enter into a two-year pilot project on the assessment of the state board and staff responsible for community/junior colleges in each state. The project is designed to be a voluntary one on the part of each state. You will be invited to express your interest in participating as a pilot state later on this summer in separate correspondence. Attached for your consideration is the proposed timetable for the pilot project.

The purpose of this memorandum is to invite you to make suggestions to improve the proposed self-study project. If you were at the workshop, copies were distributed to you there. Those of you who did not attend will find the proposal attached. Please communicate your suggestions directly to the project director, Dr. H. J. Owen, whose name and address appear on the front cover of the proposal. The deadline for input is September 1, 1975. Following this date, a revised self-study proposal will be prepared by Dr. Owen for consideration by the Council at the November, 1975 meeting in Charleston, South Carolina.

Thank you for your continued consideration of this project. We will contact you further in several weeks for an expression of interest on your behalf in being a pilot state for this study.

sp

cc: Dr. H. J. Owen



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MEMORANDUM

TO: Members, National Council of State Directors of Community/Junior Colleges

FROM: F. Dean Lillie, Chairman

SUBJECT: Pilot Project on the Assessment of the State Board and Staff Responsible for Community/Junior Colleges

DATE: August 15, 1975

The purpose of this memorandum is to invite you and your state board and staff to participate as a pilot state in the self-study project which was endorsed by the National Council last month at the summer workshop. You will remember that by letter of July 23, 1975, you were invited to give additional input to the proposal with a deadline date for input of September 1, 1975.

In order to give adequate time for states to consider this request for participation, a deadline for response has been set for October 15, 1975. This should give adequate time to assess the feeling and desires of each individual state.

If you have any questions concerning this project, please feel free to contact me. We look forward to announcing the names of the states who will participate at the November, 1975 meeting in Charleston, South Carolina. We hope your state will be included.

Thank you for your consideration of this invitation. We look forward to your reply.

sp

cc: Dr. H. J. Owen

Outline of Self-Study Pilot Project for Assessment of State Board and Staff Responsible for Community/Junior Colleges

TASK		DATES TO BE ACCOMPLISHED
1.	Endorsement of Self-Study Project by National Council	July 7, 1975
2.	Request for input from State Directors mailed out by chairman	July 23, 1975
3.	Invitation mailed to states to participate in pilot project by chairman	August 15, 1975
4.	Establishment of areas of responsibility of both the National Council and the State Boards which decide to enter the project as pilot states	Sept. 1, 1975
5.	Deadline for input from State Directors on Self-Study Project	Sept. 1, 1975
6.	Deadline for response from State Directors on invitation to participate	Oct. 15, 1975
7.	Approval of Revised Self-Study Manual by National Council	Nov. 6, 1975
8.	Announcement of Participant States in Pilot Project	Nov. 6, 1975
9.	Pilot States Begin Self-Study	Nov. 6, 1975
10.	Self-Study Ends	August, 1976
11.	Visiting Teams Selected	June/August, '76
12.	Completed Self-Study and Related Materials Distributed to Team Members	Sept./Nov., '76
13.	Team Visits to Pilot States	Jan./March, '77
14.	Visiting Team Reports	March/May, '77
15.	Post-Visit Analysis Conducted by Pilot States	May-June, 1977
16.	National Council Committee Prepares Final Report and Recommendations on Self-Study Project with Recommendations on a revised Self-Study Format	June, 1977
17.	National Council Committee makes Final Report on Project to National Council Workshop	July, 1977

ACCESSION NUMBER: VT102732

PUBLICATION DATE: 08JUL75

TITLE: SCHOOL BASED JOB PLACEMENT SERVICE MODEL. YEAR END REPORT 1974-75.

PERSONAL AUTHOR: ROVANSEK, RON; THOMAS, DON

DESCRIPTOR: *JOB PLACEMENT; SENIOR HIGH SCHOOLS; FOLLOWUP STUDIES; FORMATIVE EVALUATION; EMPLOYMENT PROGRAMS; JOB APPLICATION; *EMPLOYMENT SERVICES; *HIGH SCHOOL GRADUATES; *AREA VOCATIONAL SCHOOLS; GRADUATE SURVEYS; PROGRAM DESCRIPTIONS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 29P.

ABSTRACT: THIS REPORT DESCRIBES THE SECOND YEAR OPERATION OF THE GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL'S JOB PLACEMENT SERVICE. BESIDES THE PLACEMENT FUNCTION, OBJECTIVES FOCUSED ON STUDENT FOLLOWUP AND FEEDBACK FROM EMPLOYERS WITH MONTHLY REPORTS REFLECTING HOW OBJECTIVES WERE ACCOMPLISHED. A PREGRADUATION SURVEY DETERMINED STUDENTS' PLANS. A SECOND SURVEY OF THE SCHOOL'S 1974 GRADUATES SHOWS NUMBERS AND PERCENTAGES OF STUDENTS EMPLOYED AND UNEMPLOYED, THOSE EMPLOYED IN FIELDS RELATED TO THEIR SCHOOL TRAINING AND THOSE IN OTHER FIELDS, AND THOSE PRESENTLY IN OTHER SCHOOLS OR THE MILITARY. MATERIALS DEVELOPED FOR USE WITH THE PROJECT INCLUDE THE "HOW TO GET A JOB KIT," COMPOSED OF A MESSAGE TO SENIORS; SOURCES OF JOB LEADS; INSTRUCTIONS ON LETTERS OF APPLICATION, THE JOB RESUME AND SAMPLE, FILLING OUT AN APPLICATION; A SAMPLE APPLICATION; AND A LIST OF 50 NEGATIVE FACTORS THAT USUALLY LEAD TO APPLICANT REJECTION. STUDENT PREGRADUATION AND FOLLOWUP SURVEYS, A LETTER AND INFORMATION ON THE SCHOOL TO PROSPECTIVE EMPLOYERS, AND RATING SHEETS FOR USE BY EMPLOYERS OF GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL GRADUATES ARE ALSO APPENDED. (KH)

INSTITUTION NAME: GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL, PA.

SPONSORING AGENCY NAME: PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.

102 732

YEAR END REPORT
1974-75

School Based Job Placement Service Model

Greater Johnstown Area
Vocational-Technical School

(Project No: 20-5003)

Submitted By

Ron Rovansek
Placement Specialist

Don Thomas
Director, Curriculum Research & Development

GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL
445 Schoolhouse Road
Johnstown, PA 15904

July 8, 1975

Pennsylvania Department of Education
Bureau of Vocational Education
Research Coordinating Unit

CE 102 732

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PREFACE

This report reflects the results of our second year of operation.

Material covered in this report will not duplicate previous reports submitted to the Research Coordinating Unit.

INTRODUCTORY SECTION

A. Dr. Meehan's Evaluation

A formal attempt to evaluate the Job Placement Project was completed by Dr. Meehan.

The objectives of his search were to determine:

1. Effectiveness of project in terms of placing students in jobs commensurate with their abilities and interests.
2. Effectiveness of projects in terms of placing students in jobs related to their training.
3. Effectiveness of follow-up services when compared to data from other schools.
4. Effectiveness of pre-employment preparation.
5. Effectiveness of project relationship to Bureau of Employment Security and industry.
6. Attitude of staff, students, industry, etc. toward project.

The findings of his research are not known by us as of this date.

B. Local Evaluation

In attempting to find out how the three basic objectives of placement, follow-up, and feedback were accomplished, monthly reports were submitted.

These reports centered around the following questions:

1. The number and method of contacting 1974 graduates.
2. The number of 1974 graduates employed in their field of study.
3. The number of actual placements by the placement specialist.
4. Employer feedback.

C. Problems

The main problem we must deal with in the 1975-76 term is to accomplish placement activities through reassignment since the placement specialist slot was eliminated.

Our intent is to make reassignments in responsibilities for individuals in the following positions: guidance counselors, career resource specialist and co-op instructors.

The placement clerk will work directly with these individuals and coordinate the flow of information.

FINDINGS AND ANALYSIS

A. Results of Follow-Up Study

(Please see following page)

Summary

of

SECONDARY PLACEMENT CHART

446 Graduates:

% Responding to survey	99%
% Who were looking for work	67%
% Employed	64%
% Unemployed	3%
% Not looking for jobs	2%
% In military	12%
% In school	19%
* % of employed who are employed in field of study	58%
* % of total employed in field of study	37%

* Those who are working at entry level jobs such as in the steel mills or coal mines are not considered to be employed in their field of study. In previous years these kinds of people were included as being employed in their field. Although these people are presently working at entry level laboring jobs, many of them will eventually be working in the area of training as they gain seniority and are able to bid on jobs in their field.

Ronald H. Rovansek
Job Placement Office

SECONDARY PLACEMENT

1974 Graduates

June 1975

AREAS	UNABLE TO CONTACT	EMPLOYED	EMPLOYED IN FIELD OF STUDY	UNEMPLOYED	NOT LOOKING	MILITARY	SCHOOL	TOTAL	
BUSINESS AND OFFICE CAREERS:									
Business Office Practice									
Legal Secretary		5	4		2		2	9	
Data Processing; Business Computer Programming	1	14	7	1	1	2	5	24	
Distributive Education	2	24	21	2		1	2	31	
SUB TOTALS	3	43	32	3	3	3	9	64	
TECHNICAL:									
Agricultural Technology		5	3				3	8	
Chemical Technology		3		1		2	6	12	
Civil Technology		2	1			1		3	
Drafting and Machine Design		9	2			1	4	14	
Electronics Technology		18	4			2	12	32	
Health Related Technology		1					9	10	
Medical Laboratory Assistant		1				3	8	12	
Metallurgy		4	2				2	6	
Structural and Architectural Design		10	4	1		3	8	22	
SUB TOTALS	0	53	16	2	0	12	52	119	

AREAS (Continued)	UNABLE TO CONTACT	EMPLOYED	ENROLLED IN FURTHER STUDY	UNEMPLOYED	NOT LOOKING	MILITARY	SCHOOL	TOTAL	
SKILLED CRAFT:									
Auto Body		8	5			2		10	
Auto Mechanics		12	9			6	1	19	
Building Maintenance Mechanics		8	4	1		1		10	
Carpentry & Millwork		9	8			2		11	
Commercial Art		10	4		1	2	1	14	
Cosmetology		11	8		2			13	
Electrician		15	8	1		2	2	20	
Floriculture & Horticulture		10	4				3	13	
Food Service & Preparation	1	14	10				3	18	
Graphic Arts (Printing)		6	4			1	1	8	
Health Assistant	1	10	5	1	2		8	22	
Heating, Ventilating, & Air Conditioning		8	4		1	3		12	
Heavy Machinery Mechanic (Mining)		9	8			1		10	
Metal Fabrication		8	5			4		12	
Service Station Mechanic		8	6					8	
Machine Shop & Tool & Die Maker		23	17	2		7	2	34	
Textiles		6	0	2	1			9	
Trowel Trades		6	5		1	2	1	10	
Welding		9	6		1	1		10	
SUB TOTALS	5	190	120	7	8	34	22	263	
GRAND TOTALS	5	283	178	12	11	49	83	346	

B. Monthly Reports (From December to June)

1. (322) 1974 Graduates or 1975 seniors contacted
2. Number of graduates employed in their field reflected in previous report
3. (58) actually placed by placement specialist
4. Employer interview sheets indicate that (224) employer contacts were made

Almost all employer interview sheets indicated that they were well satisfied with our students.

Very little feedback was gathered which resulted in curriculum revisions.

Additional information on reports indicated that a great deal of time was spent in the following activities:

1. Preparing instructional materials on job hunting techniques.
2. Designing forms.
3. Compiling follow-up statistics.
4. Conducting pre-graduation surveys.
5. Special emphasis on attempts to develop job openings for graduates of our technical programs.
6. Registering students with Bureau of Employment Security.
7. Working with instructors in the completion of evaluation forms for seniors.

C. Functions of Placement Officer

The primary goal of the placement program is to place graduates into jobs related to their training. The other major functions are helping students to develop adequate job-hunting skills, conducting follow-up studies, and gathering feedback information.

Some of the activities necessary to complete these functions are:

--Contacting local employers to inform them of our functions, explain the various programs available in the schools, and develop job-openings for graduates.

--Surveying seniors to determine how many will be seeking employment upon graduation.

--Gathering evaluations from shop and lab instructors as to the employability of their students.

--Surveying business and industry outside of our immediate area to determine where additional job-openings exist.

--Conducting follow-up studies during the first and fifth years following graduation to determine what former students are doing.

--Instructing seniors in job-hunting techniques including resume preparation, interviewing, writing letter of application, etc.

--Screening graduates to determine who is better suited for which job.

--Gathering feedback reports for input and possible modification of the curriculum.

--Career counseling and planning sessions with students to determine what their career goals are.

--Placing students into jobs which will help them to meet their career objectives.

--Developing an employer file of adequate size to insure sufficient opportunities for employment in the field for which each student trained.

--Continual revision and improvement of instructional material, literature, and forms.

D. Activities to Accomplish Objectives

(Please see following page)

JOB PLACEMENT PROJECTS
Objectives and Concerns

OBJECTIVE #1 - JOB PLACEMENT

Activities to accomplish objective;

1. Preparation of a job-hunting or employment packet. This will contain information on job-hunting techniques such as filling out applications, going for interviews, resume' preparation, writing letters of application, etc. This packet will be of a permanent nature, so that in years to come it can be used for reference when looking for subsequent jobs. The employment packet will be distributed to seniors during the late Fall of their senior year. Classroom discussion and instruction with groups of about 10 students will enable them to become familiar with the packet and the functions of the placement office.

2. Although job-hunting and job development activities will take place year-round, heavy emphasis will be given during the months of December, January, and February. At this time, we will be actively selling the employability of Vo-Tech graduates to prospective employers. It is hoped that this activity will result in a significant increase in the number of jobs available for June graduates.

3. In February, March, and April of the school year, we will again meet with seniors in small groups. At this time, They will fill out pre-graduation survey forms. This survey will tell us how many seniors will actually be looking for jobs upon graduation. They will also fill out a personal data sheet which gives us the information we need to help them find jobs. At the same time, we will have rating sheets, for each senior completed by the shop instructors. This will give us an evaluation of each student, the skills they've acquired, and the instructors opinion as to their employability. At this time all seniors seeking employment will be registered with the Bureau of Employment Security.

4. More actual job placement activity will occur in April, May, and June than at any other time of the year. Job placement involves finding jobs, selecting the right person for the job, preparing the students to go for interviews, referring the students, and then following up with the employer to find out if anyone was hired. If nobody was hired, attempts will be made to find out why not. The job placement process is also quite active in August, September, and October. Because some students don't want jobs immediately after graduation, and because of the number of graduates we have, all can't be placed immediately upon graduation. Job placement activity will normally be a year-round on-going process and will always receive the focus of our attention.

5. A normal and necessary function of placement will be career planning and counseling. Many students and recent graduates come to us looking for jobs without firm long-term goals and without knowing what kind of job they want. Before we can help them find a job, it will be necessary for us to help them crystallize their goals, plans, interests, and aptitudes. We would be doing the employer, and the students and graduates, a disservice if we fill jobs with people who have neither real interest in the job, nor a commitment to do a good job. This function, as with actual job placement, will take place year-round.

1. Too many calls from potential employers for help come into the school and never reach the Job Placement Office. They are handled by the instructors, the Co-op Coordinators, the adult and post-secondary people, the Career Resource Center, the administration, or other individuals within the school. It's felt that all calls or contacts concerning possible jobs should be passed on to the placement office. As a school, we owe to our recent graduates, both secondary and post-secondary, the opportunity for potential employment. When we decide we can't fill the employers needs with recent graduates, we can discuss the possibility of considering a student on Co-op, a student part-time, an adult student, etc. It's not right to have recent graduates unemployed while we're filling jobs with Co-op students and students part-time who are still in school. No problems will arise if instructors or other individuals want to continue to work with their friends in business and industry and fill their needs by referring recent graduates. What is necessary is that the job placement office be informed as to what transpires. A form to notify the placement office of job openings will serve to alleviate this situation.

2. In the past, it's been easier to find jobs than it's been to find the right graduate for the job. This was a problem, because we got started late in the 73-74 school year and some students were unaware of the services of the placement office. This will no longer be a problem, as the student body is made aware of what we're trying to do for them.

3. As more graduates begin to use our services, more time will have to be devoted to job development. With the number of graduates we have, some people have suggested that the job placement component of the project will consume so much time that the other phases won't receive sufficient attention.

4. At some time in the future, it may be advisable to centralize post-graduate, post-secondary, adult, and part-time placement.

5. As placement services are offered to more and more people, and additional employees use our services, a more sophisticated method of information storage and retrieval will be necessary. Such a system will also be necessary for follow-up studies.

6. A system will have to be developed to have seniors go for interviews while they are still in school. More placement activity will take place at the end of the school year than at any other time. As employers become aware of their needs in the Spring, we should be able to refer students for the job. It's hoped that if the employers needs are immediate, and if he wants to hire a student, we will be able to have the student released on an informal Co-op arrangement to insure that he gets the job. If a student is within a few weeks of graduation, and if he has trained for three years for a career, it seems a shame to jeopardize his chances for employment by a matter of a few days. This situation would be particularly true in the construction trades where they begin to gear up in the Spring for their busy season. Hopefully, we will eventually have employers become used to looking for employees at graduation time.

7. Some people, particularly those from the State Department of Education, believe that placement services should be offered on a year-round basis.

8. The working relationship with the Bureau of Employment Security will probably develop to the point where they will be a valuable resource agency rather than hand-in-hand, 50-50 type of relationship envisioned in the project model.

9. More people in the community should be made aware of the existence of a placement service by use of newspaper articles, service clubs, industrial development groups, etc.

OBJECTIVE #2 - FOLLOW-UP

1. The follow-up survey has been redesigned. It's felt that it will be adequate to give us the information we need.

2. The pre-graduation surveys which are filled out by seniors in the Spring are really part of the follow-up. Many students will know where they'll be after graduation. If they're going to school, the service, already have a job, we can at that time put this information on their permanent records.

3. Follow-up will also be a continuous process because as we work and place graduates, this information will be entered on their permanent records. As individuals call in or come back to visit, we will continuously record any information received.

4. A five year follow-up study will also be conducted. This will give enough time for our graduates to complete four-year college curricula and to complete military duty. We will thus be able to get a long-term picture of how many Vo-Tech graduates continue in the field which they learned while here.

CONCERNS

1. We think the follow-up survey should not be sent out until immediately after January 1. Before that time too many graduates are still actively seeking full-time employment, and many people have temporary Christmas jobs. For these reasons, we won't get a true picture of what's happening to our graduates if the survey is sent out too early.

2. It may be advisable to eventually do the follow-up survey by telephone. If we can get sufficient help to do it, we will get much faster results. We will also have more current information about who needs help and who's available to go to work. When a survey is done by mail, it will normally be at least two months before complete workable results are obtained.

OBJECTIVE #3 - FEED BACK

Activities to Accomplish Objective:

1. In the course of finding jobs, information will be obtained from employers about previous Vo-Tech graduates whom they have hired. We will determine how well the employers liked students were trained, and if there are additional skills which they would like taught. We will also attempt to determine from former students their opinions of their training. We'll want to know if they spend a lot of time learning skills which they don't

use, or if they didn't learn skills which they need. The information about the curriculum in the various shops will be passed on to the appropriate people. If unfavorable patterns develop, modifications can be made in the various shops.

2. If while we're out hunting jobs, we find that the local labor market needs skills which are not available, we'll bring this information back to the school. It may be possible to teach these skills as part of an existing shop, or if the demand is great enough, expansion of the school curriculum may be a possibility.

CONCERNS

1. No problems are foreseen if we can find adequate time for obtaining feed back.

CONCLUSIONS AND RECOMMENDATIONS

Placement activities are a logical and necessary element in the process of enabling young people, even with training, to move into the world of work efficiently. While this seems desirable for all secondary student it would seem essential to provide placement service for at least those students who have acquired specific vocational skills. In the broader definition of placement (preparation for the world of work, rather than entering a specific job) all students need assistance. In a program such as ours, placement services should be made available to adult and post-secondary as well as secondary students.

The individual student should, ideally, participate in a coordinated career awareness and development program from the beginning of his school career. Without this, and possibly even with it, a great many students will have inaccurate views of the world of work. In most instances programs begin in the Junior High School and related to entry into Vo-Tech would be the more common denominator. The selection of training programs related to valid interests certainly will enhance the successful placement of students.

Having a placement person specifically charged with employer contacts has increased the active relationship with the local business and industrial community. The local Bureau of Employment Security contact person has served as a valuable resource but has placed comparatively few students. Placement of a BES staff person in the high school might still be a worthwhile procedure.

Objective evaluation of the Placement Project is difficult. An evaluation was made by Dr. Meehan but we have not seen the results. Our statistics would seem to indicate better utilization of student training in relationship to employment. However, due to the newness of the project, we feel that a nosecount of placements is not indicative of the potential of this kind of activity.

RECOMMENDATIONS:

1. Schools should provide career development activities for all students.
2. Schools should provide job placement service for appropriate students.
3. The BES should become more involved in actual rather than verbal cooperation.
4. Follow-up studies should be used to identify student with needs and suggest curriculum revisions or changes.
5. Students need systematic preparation for employment.
6. Employment opportunities exist which must be uncovered.
7. Placement personnel need an orientation (understanding) of the school setting (student and characteristics) as well as a knowledge of the business and industrial community.
8. The Placement and Co-Op become more integrated so that each person understand his role in the total effort to place students.
9. Employer seminars and advisory committee meetings as a vehicle to better acquaint business and industrial personel to the opportunities, objectives, and services available.

SUPPLEMENTARY MATERIALS

GREATER JOHNSTOWN AREA VOCATIONAL TECHNICAL SCHOOL

JOHN CHOBANY
Chief School Administrator
ROBERT H. KIFER
Associate Vice Director

445 SCHOOLHOUSE ROAD
JOHNSTOWN, PENNSYLVANIA 15904
TELEPHONE 814-266-6073

WHERE ARE YOU?

Hi!

Your graduating class is the first to be served by the Job Placement Office in cooperation with the State Bureau of Employment Security. Our main objective is to help Vo-Tech graduates find jobs. We have helped some of you and are continuing to try to help others. If you need help in planning your future or in finding a job, call or come in to see Mr. Johnson or myself. We can be of service to you if you let us know what kind of help you need.

You can also be of help to us. We mentioned last Spring that you would receive a follow-up survey questionaire. The information we receive will be used to assist us in helping you, to evaluate our programs, and to help us plan future services. Please complete the attached questionaire and return it as soon as possible in the enclosed envelope. No postage will be necessary.

Good luck and keep in touch with us.

Ronald M. Rovansek
Job Placement Office
Greater Johnstown Area
445 Schoolhouse Road
Johnstown, PA 15904
Telephone: (814) 266-6073, Sta. 53

P.S. Parents: If your son or daughter is not presently at home, please complete the questionaire for them, or forward it to them to to be completed.
Thank you!

JOHNSTOWN VO-TECH CLASS of 74 FOLLOW-UP

CONFIDENTIAL — Please Print — Date: _____

Name _____ Phone: _____

Present Address _____

Married Name (if applicable) _____

Vo-Tech Training Area _____

I. Please check the box that tells what you are now doing.

- ☐ Employed Full-Time: Employer _____ Job Title _____
- ☐ Employed Part-Time: Employer _____ Job Title _____
- ☐ Unemployed, Looking for job—what kind _____
- ☐ Unemployed, not looking for work (Travel, vacation, undecided about future, etc.)
- ☐ Remaining at home. Not seeking outside employment.
- ☐ Military Service, Branch _____ Job or Training _____
- ☐ Schooling or additional training, Name of School _____
  Major _____ Length of Program _____
- ☐ Other, Specify _____

II. If you are presently employed, how closely is your job related to your Vo-Tech Training?

- ☐ Same occupation that I studied in my shop
- ☐ Highly related to my shop training
- ☐ Slightly related to my shop training
- ☐ Not at all related to my shop training

III. If you are presently receiving additional schooling or training, how is it related to your Vo-Tech Shop Training?

- ☐ Same field as I studied at Vo-Tech
- ☐ Highly related to my shop training
- ☐ Slightly related to my Vo-Tech shop training
- ☐ Not at all related to my shop training

IV. If you are working or have been working, check how you got your job.

- ☐ School Placement Office or CRC
- ☐ School Co-op Program
- ☐ Shop Instructor
- ☐ Other School Personnel
- ☐ State Employment Agency (B.E.S.)
- ☐ Private Employment Agency
- ☐ Parent or Relative
- ☐ Family Friend or Personal Friend
- ☐ On my own, without anyone's help

If you need help in finding your first job or a job which is more closely related to your long-term career objectiv , call or [illegible] Mr. Bovaneck in the Placement Office. If you are undecided about your long-[illegible] and need Career Counseling, call or stop in Mr. Johnson in [illegible].

[illegible]

[illegible] as to your plans after graduation. Below you may [illegible] what you will be doing after graduation.

This questionnaire is designed to:

(a) Provide a record of your career plans.

(b) Indicate those students who could use additional assistance from the Placement Office, the Career Resource Center, or State Employment Service.

Name _____
Last First Middle

Age _____ Birthdate _____ Soc. Sec. No. _____

Driver's License _____ Yes _____ No Car _____ Yes _____ No

Shop _____

Indicate the category which you feel best describes your plans and situation at this time. PLEASE FILL!!

_____ 1. Will enter college or training school
A. Type of training _____
B. Name of School _____
C. Length of program _____

_____ 2. Will enter Armed Services
A. Branch of Service _____
B. Describe specialty selected _____
C. Department date _____

_____ 3. Will have definite job to enter
A. Name of job _____
B. Name of company _____
C. Hourly rate _____
D. Co-Op job: Yes _____ No _____

_____ 4. Will look for work
(Describe job) _____

_____ 5. I do not intend to seek employment for the following reasons:

_____

_____ 6. Other (Moving, Traveling, etc.) _____

Yes No

[ ] [ ] Do you wish the school placement service and also the Pennsylvania State Employment Service to assist you in looking for work.

MR. EMPLOYER...

If you are seeking help in finding people who have been well trained for entry level position, please contact us:

Greater Johnstown Area Vocational Technical School

445 School house Road
Johnstown, Pennsylvania 15905
Phone 814-266-6073
Extension 53

RONALD M. ROVANSEK – CAREER PLACEMENT SPECIALIST

Courses Offered

Skilled Craft

- Auto Body
- Auto Mechanics
- Building Maintenance Mechanics
- Carpentry and Mill Work
- Commerical Art
- Cosmotology
- Electrician
- Floriculture and Hortioulture
- Food Service and Preparation
- Graphic Arts (Printing)
- Health Assistant
- Heating, Ventilating, and Air Conditioning
- Machinist
- Metal Fabrication
- Service Station Mechanic
- Textile Fabrication
- Tool and Die
- Trowel Trades
- Welding

Technical

- Agricultural Technology (Natural Resources and Agri-Business)
- Chemical Technology
- Civil Technology
- Drafting and Machine Design
- Electronics Technology
- Health Related Technology
- Medical Laboratory Technician Assistant
- Metallurgical Technology
- Scientific Data Processing
- Structural and Architectural Design

Business and Office Careers

- Business Office Practice
- Medical Secretary
- Legal Secretary
- Computer Programming
- Distributive Education

JOB PLACEMENT SERVICE

Greater Johnstown Area
Vocational-Technical School

445 Schoolhouse Road
Johnstown, Pennsylvania 15904

Phone 814-266-6073

SERVING BUSINESS AND INDUSTRY

THE PLACEMENT SERVICE IS

–A vital part of vocational education.
–An effort by the school to work with local business and industry to place graduates in full–time jobs.
–One of three such services in the state.
–Part of a pilot project developed by the Pennsylvania Department of Education.
–A cooperative effort between the school and the Bureau of Employment Security.

PLACEMENT SERVICES WILL

–Serve the labor needs of the economy of the Greater Johnstown area.
–Work to place our graduates in positions which meet both their needs and the needs of employers.
–Through consultations with instructors refer the most highly qualified individuals to employers.
–Place graduates in positions which are compatible with their area of vocational training and their career objectives.
–Work with existing community agencies as well as with civic and professional organizations.
–Determine what types of entry level skills are needed by local employers.
–Promote the employability of Vo–Tech graduates to all segments of the community.
–Work closely with counselors, instructors and other school personnel.
–Determine what happens to Vo–Tech students after graduation.
–Work with former students and their instructors to determine if adjustments should be made in the curriculum at Vo–Tech.
–Serve the Greater Johnstown area in its effort to attract new industry by providing manpower well trained for entry level positions.

THE PLACEMENT SERVICE WILL BE

–Available to all seniors and graduates of the Greater Johnstown Area Vo–Tech School.
–Available to business and industry seeking employees.
–A means of providing closer communications between the business world and the school.

THE PLACEMENT SPECIALIST IS

–An individual who has had extensive experience in business and industry as well as being a certified school counselor.

Personnel Manager
AEC Chemical Company
Pittsburgh, PA

Dear Sir:

The Greater Johnstown Area Vocational-Technical School is actively involved in both training young people for entry level jobs and in helping our graduates begin their careers by providing placement services for them.

We are one of the largest area vocational-technical schools in Pennsylvania. Our curriculum includes several programs in the surveying, design, and drafting areas; one of which is the Drafting and Machine Design. We are attempting to determine where there are realistic opportunities for employment for high school graduates of this program. We are asking specifically if you would hire these young people into entry level positions. We don't necessarily have to know openings now, but rather if you have hired people with this level of training in the past or if at some future date there might be employment for them. We hope to encourage our students by developing a list of potential employers.

Our Drafting and Machine Design (Mechanical Drafting) program is designed to enable students to develop entry level skills in the following areas:

Drafting construction (geometic construction); theory of shape description; sketching (freehand); reading and interpreting working drawings; auxiliary views and resolutions; sections and other conventions; size, location and tolerencing; most types of fastness in wide use today including threaded permanent, and quick release; pictional drawing including, isometric, oblique, and one and two point perspectives; foundations in technical illustration; welding drawings; cams, linkages, and gears; surface developments and intersections and functional drawings. A portion of the program devoted to familiarizing the students with the various practices in related areas such as Machine Shop, Welding and Metal Fabrication. Instruction is given as to the types of machines and materials used in these areas. Ours is a full-time school and in addition to their drafting and machine design training the students take regular academic subjects including social studies, various English courses, languages, algebra, geometry, trigonometry, advanced mathematics, chemistry, physics, biology, and advanced sciences.

If you feel that your company offers opportunities for our drafting and machine design graduates, please indicate as such on the enclosed postcard. An early response would be most appreciated. If we can ever be of service to you, please let us know.

Thank you for your time and consideration.

Sincerely,

Ronald M. Rovanek
Job Placement Specialist

RMR:dkk

GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL
PERSONAL DATA SHEET

Date _____

I. Name _____ (Last) (First) (Middle)

Home Address: Street _____

City _____ State _____ Zip Code _____

Telephone Number (/) _____ Social Security Number _____

Age ____ Height _____ Weight _____ Sex ____ Male ____ Female

Race _____ Date of Birth _____ Driver's License? ____ Yes ____ No

Marital Status _____ Handicaps _____

II. Shop Area _____ Years in Each Shop _____

Are you looking for full-time employment after graduation? _____ Yes _____ No

If yes, Employment Choices (Order of Preference) First _____

Second _____

Third _____

Long term Career Objectives _____

Educational Goals _____

III. Work Experience:

	Employer	Job Title	Dates	Rate of Pay
(1)			From: To:	
(2)			From: To:	

Have you registered with the State Employment Service (BES)? ____ Yes ____ No

IV. Extracurricular Activities _____

Offices held _____

Hobbies _____

Special Skills (Typing, Shorthand, etc.) _____

Machines you can operate _____

Days of school absent so far this year _____ Home School _____

****

Reference:

GREATER JOHNSTOWN AREA VOCATIONAL-TECHNICAL SCHOOL

RATING SHEET

NAME: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

WORK HABITS

_____ 5 Finishes work--finds other jobs to do
_____ 4 Completes activities ahead of schedule
_____ 3 Completes work in prescribed time
_____ 2 Slow, holds up others
_____ 1 Inefficient/disorganized/unconcerned

APPEARANCE

_____ 5 Pleasing, presents excellent impression
_____ 4 Neat, presents good impression
_____ 3 Satisfactory
_____ 2 Something of a handicap
_____ 1 Unattractive, definite handicap

APTITUDES

_____ 5 Quick to respond and comprehend
_____ 4 Seldom needs additional explanation
_____ 3 Average
_____ 2 Usually needs additional explanation
_____ 1 Slow to respond and comprehend

[illegible]

_____ 5 Outstanding
_____ 4 Good
_____ 3 Average
_____ 2 Limited
_____ 1 Restricted

[illegible]

_____ 5 Calm, relaxed, purposeful
_____ 4 Composed, exercises self-control
_____ 3 Ordinary problems and concerns
_____ 2 Restless/Uneasy
_____ 1 [illegible]

SKILLS ACQUIRED

_____ 5 Independently acquired additional skill
_____ 4 Learns new skills readily
_____ 3 Has attained basic skills
_____ 2 Marginal skills
_____ 1 Deficient in basic skills

SELF-CONFIDENCE

_____ 5 Good ego strength--self confidence
_____ 4 Generally self-assured
_____ 3 Satisfactory--average
_____ 2 Too inclined to distrust self
_____ 1 Painful uncertainty/vacillation

LEADERSHIP

_____ 5 Convincing leader--makes decisions
_____ 4 Exerts influence on others
_____ 3 Presents ideas in orderly manner
_____ 2 Prefers to let others lead
_____ 1 Fails to sell self or ideas

SOCIAL RELATIONS

_____ 5 Diplomatic, considerate, social mixer
_____ 4 Tactful, makes friends easily
_____ 3 Has established group of friends
_____ 2 Stands back or socially inept
_____ 1 Quiet/distant or rude/outspoken

RESPONSIBILITY

_____ 5 Strongly motivated/responsible
_____ 4 Interested/steady worker
_____ 3 Satisfactory
_____ 2 Vacillates
_____ 1 Disinterested/irresponsible

_____ 5 Recommend with enthusiasm
_____ 4 Recommend
_____ 3 Employable training area
_____ 2 Employable at entry level
_____ 1 Employable only with close supervision

JOB RELATED SKILLS:

Basic Competencies:

Special Strengths:

Noticeable Deficiencies:

_____ Instructor

_____ Counselor

Johnstown Vo-Tech Placement Office

Notification of Job Opening

DATE _____

EMPLOYER'S NAME _____

PERSONS TO CONTACT _____

EMPLOYER'S ADDRESS _____

TELEPHONE NUMBER _____

DESCRIPTION OF JOB _____

_____

_____

PART-TIME ☐ FULL TIME ☐ CO-OP ☐ DIDN'T SPECIFY

ADDITIONAL INFORMATION MAY BE GIVEN ON OTHER SIDE.

ADDITONAL INFORMATION:

REFERRALS:

DATE:

ERIC Full Text Provided by ERIC

FIRM NAME:

Date of Initial Preparation

Address

Telephone Number

Type of Business

Instructional Areas Served:

Person (s) to contact:

Title:

Additional Information:

REFERRALS:	NAME	SHOP	DATE	EMPLOYMENT STATUS

JOHNSTOWN VO-TECH EMPLOYER RECORD CARD

REFERRALS:

NAME	SHOP	DATE	EMPLOYMENT STATUS

Additional Information:

TO THE SENIOR

This "HOW TO GET A JOB KIT" is being provided to help you find employment. We hope that the information contained in this folder will be helpful in finding your first job or in the future when you are changing jobs. This information will be useful when you contact employers through letters and interveiws, prepare resumes, or fill out application blanks. Remember, the employer knows you only by what you present him and by how you do it. Make yourself look as good as you can but–Be Honest. Be yourself. Don't Exaggerate.

You have to sell yourself and convince the employer that you are the best man or women for the job.

Keep this folder for future use. You'll be surprised how helpful it will be. Use it to store help wanted ads, copies of resumes and letters, and any other information that might be helpful when you're looking for a job.

Remember the Job Placement Service and Career Resourse Center are here to help you, both while you're in school and after you graduate. Good Luck!

Ronald Rovansek
Job Placement Office

SOURCES OF JOB LEADS

- First of all, if you know of a job opening in your field which you would like,or if you know of a company for which you would like to work, submit an application.

- Check with the Job Placement Office at Vo-Tech. Many employers call us when they want to hire.

- Check with your shop teacher to find out if he knows of any openings.

- Check with relatives, friends, and neighbors to see if they know anybody who can help you.

- Check the yellow pages in the phone book for the types of industries and the names of companies which might have the kind of job you want or need the kinds of skills you have to offer.

- Go to the private personnel agencies in the area. They're listed under "Employment Agencies" in the yellow pages. Remember, however that unlike the school placement office, they're primary reason for helping you is to make money. They charge a fee for their services. Some companies who hire through personnel agencies will pay the fee if they hire you, but normally you will have to pay it. Be sure that you completely understand their fee system before you sign any document or accept any job with a company to which they refer you. Once you formally accept such a job you are committed to paying the fee whether or not you ever go to work for the company.

- Check the "Want Ads" in the newspaper and trade journals.

- Go to the Pennsylvania Bureau of Employment Security on Lincoln Street in Johnstown. Many employers hire all their people through the State Employment Office.

THE LETTER OF APPLICATION

A cover letter should always be enclosed when a resume is mailed. Some facts that you should keep in mind are:

1. The letter should be addressed to a specific person(name, title, address).
2. It should be kept short and attract the reader's interest.
3. Since the letter serves to introduce the resume, it is important to refer to it.
4. The letter should be written in simple, direct language, be grammatically correct, and neatly typed.
5. The letter should take the initiative to suggest an interview.
6. Use standard-sized 8½" X 11" white typing paper.
7. Sign the letter in ink.
8. If you have difficulty preparing the letter consult the school placement office, an instructor in the English Department, or a textbook which covers business letter writing.

THE JOB RESUME AND SAMPLE

A resume is a summary of what an individual has to offer an employer. You should attempt to organize and present your qualifications in such manner that the employer will be able to tell at a glance what you can do for him. A resume will serve as an introduction, save time by eliminating purposeless interveiws, help the applicant organize his thoughts about his qualifications, and focus the employer's attention on these qualifications. The resume should be breif (one or two pages), but sufficent to include:

(1) Personal Data:

Name, Address, Telephone Number, Health, Marital Status, etc.

(2) Education:

- High School, Shop or Major, Length of time in program Grade Average, Skills learned, etc.

- Related Subjects

- Special Interests or Skills - such as Typing, Shorthand, Key Punching, Slide Rule, Micrometer, etc.

- Extracurricular Activities

(3) Work History:

Include full-time and part time jobs, as well as co-op jobs. Start by listing your most recent job and working backwards. Include dates, names of employers, job titles, and duties

(4) Interests or Hobbies:

(5) References:

List the names, addresses, and telephone numbers of three people who are willing to vouch for your character and/or abilities. Be sure to get prior approval of the people whom you use for references.

A cover letter should always be included when the resume is mailed. Together they will help greatly in getting the interview you desire.

FILLING OUT THE APPLICATION BLANK

KNOW YOUR WORK RECORD

Be able to give a continous record of any jobs you have had, including vacation, part-time and co-op jobs.

- —Know the names of previous employers and their kinds of businesses.
- — Know the exact dates of employment.
- — Know the exact nature of the work you did.
- — Know the names of persons able to give information about your performance.
- — Know the reasons for giving up or losing your previous jobs.
- — Look for any reasonable relationship between your past training or experience and potential jobs. Do not dismiss similarities because they are not a perfect fit.
- — Get permission of three people to use their names as references. Use names of school personnel, neighbors, former employers, etc.

KNOW YOUR SCHOOL RECORD

—Know the schools you attended and dates of attendance.

—Be able to answer questions regarding your favorite subjects and why you liked them.

—Know the subjects and courses in which you got the best grades.

—In what school or college extracurricular activities did you participate?

SAMPLE APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

NAME

Personal Information

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____

Present Address _____

Permanent Address _____

Phone No. _____ Own Home _____ Rent _____

Date of Birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

No. Of Children ___ Dependents Other Than Wife/Children _____ Citizen Of U. S. ___

If related to anyone in our employ state name and department _____ Referred by _____

Employment Desired

Position _____ Date You Can Start _____

Are you now employed? _____ If so, may we inquire of your present employer? _____

Did you ever previously submit an application to us? _____ When? _____

Education	Name/Location of School	Years Attended	Subjects Studied	Date Graduated
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

U. S. Military/ Naval Service _____ Rank _____ Present Membership in Nat'l. Guard or Reserves _____

Activies Other Than Religious (Civic, Athletic, Fraternal, Ect.) _____

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Last One First)

Date Month & Year	Name And Address Of Employer	Salary	Position	Reason for Leaving
From To				
From To				
From To				
From To				

References: Give below the names of three persons not related to you, whom you have known for at least one year.

	Name	Address	Business	Years Acquainted
1.				
2.				
3.				

PHYSICAL RECORD:

List any physical handicaps _____

Were you ever injured? _____ Give Details _____

Have you any defects in hearing? _____ In vision? _____ In speech? _____

In case of Emergency, Notify _____

Name Address Phone No.

I authorize investigation of all statements contained in the application. I understand that misrepresentation or omission of facts called for is cause for dismissal.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE.

Neatness _____ Character _____

Personality _____ Ability _____

Hired _____ For Dept. _____ Position _____ Will Report _____ Salary _____

Approved: 1. _____ 2. _____ 3. _____

Employment Manager Dept. Head General Manager

Negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant (as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University).

1. Poor personal appearance.
2. Overbearing - overaggressive - conceited - "superiority complex" - "Know it all."
3. Inability to express himself clearly -- poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness, ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in the record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike of school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacation - lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

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PUBLICATION DATE: JUL75

TITLE: PERSONALITY CHARACTERISTICS AND BACKGROUND INFORMATION WHICH DIFFERENTIATE FRESHMEN COLLEGE STUDENTS AS PERSISTERS OR DROPOUTS.

PERSONAL AUTHOR: LYMAN, MERLENE HOPE

DESCRIPTOR: *COLLEGE FRESHMEN; *PERSONALITY ASSESSMENT; *DROPOUT CHARACTERISTICS; *DROPOUT IDENTIFICATION; *STUDENT CHARACTERISTICS; BACKGROUND; PERSISTENCE; HIGHER EDUCATION; HYPOTHESIS TESTING; STATISTICAL ANALYSIS; DOCTORAL THESES

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

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ABSTRACT: THIS STUDY WAS CONCERNED WITH THE PERSONALITY CHARACTERISTICS AND BACKGROUND INFORMATION THAT WOULD DISTINGUISH FRESHMEN COLLEGE STUDENTS AS PERSISTERS OR DROPOUTS. THE OMNIBUS PERSONALITY INVENTORY AND SELECTED BACKGROUND INFORMATION WERE USED TO DIFFERENTIATE THE POTENTIAL DROPOUT FROM THE PERSISTER. DATA WERE FROM A FRESHMEN STUDENT QUESTIONNAIRE, OFFICIAL ENROLLMENT CARD, REGISTRAR'S RECORDS, AND THE OMNIBUS PERSONALITY INVENTORY. THE SAMPLE WAS MADE UP OF 277 FRESHMEN IN THE FALL 1974 SEMESTER AT PANHANDLE STATE UNIVERSITY. FINDINGS INDICATE THAT THE PERSONALITY INVENTORY COULD BE USED TO ESTABLISH SIGNIFICANT PERSONALITY CHARACTERISTICS. ELEVEN OF THE BACKGROUND CHARACTERISTICS WERE FOUND SIGNIFICANT WITH THE PERSONALITY SCALES. THE 32 DROPOUTS TENDED TO BE MORE IMPULSIVE THAN THE PERSISTERS AND MORE OFTEN HAD FATHERS WITH LESS THAN A HIGH SCHOOL EDUCATION AND MORE OFTEN HAD NOT DECLARED A MAJOR FIELD OF STUDY. ON THE BASIS OF THE FINDINGS, VARIOUS CONCLUSIONS AND IMPLICATIONS RELATING TO ADMINISTRATION, COUNSELING, AND RECRUITING PROCEDURES ARE STATED. THE FRESHMEN STUDENT QUESTIONNAIRE AND THE OFFICIAL ENROLLMENT CARD FORMS ARE APPENDED. (AUTHOR/MF)

102 15

PERSONALITY CHARACTERISTICS AND BACKGROUND INFORMATION WHICH DIFFERENTIATE FRESHMEN COLLEGE STUDENTS AS PERSISTERS OR DROPOUTS

By

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1961

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for the Degree of
DOCTOR OF EDUCATION
July, 1975

Name: Merlene Hope Lyman Date of Degree: July, 1975

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: PERSONALITY CHARACTERISTICS AND BACKGROUND INFORMATION WHICH DIFFERENTIATE FRESHMEN COLLEGE STUDENTS AS PERSISTERS OR DROPOUTS

Pages in Study: 138 Candidate for Degree of Doctor of Education

Major Field: Home Economics Education

Scope and Method of Study: The primary purpose of this study was to establish criteria applicable in distinguishing the potential college dropout or persister. The sample was made up of 277 students enrolled in Freshmen Orientation class at Panhandle State University during the Fall, 1974 semester. The data were collected by administration of the Omnibus Personality Inventory (OPI) and the Freshmen Student Questionnaire. The background information in the questionnaire included (a) sex, (b) marital status, (c) employment status, (d) size of community where reared the most years, (e) number of schools attended, (f) plans for completing a two-year degree or a four-year degree, (g) plans for transferring, (h) language spoken in the home, (i) income of the family, (j) educational level of the father, (k) educational level of the mother, (l) major field of study, (m) religious preference, and (n) composite ACT score. The chi-square test was used to describe the persisters and dropouts. The hypotheses were examined by multivariate analysis of variance.

Findings and Conclusions: Regarding hypotheses, the 32 dropouts were found to be more impulsive than the persisters according to the OPI scales. In background information the dropouts more often had fathers with less than a high school education and more often had not declared a major field of study. Significant differences were found for all the freshmen students with 9 of the 14 OPI scales regarding 11 of the 14 background characteristics. When only women students were considered, significant differences were found with 6 of the 14 OPI scales regarding 7 of the 14 background characteristics. The Coefficient of Multiple Determination tells the proportion of variance in OPI scales that were associated with the background characteristics. In the case of all the freshmen students, the variance on the OPI scale scores associated with the background characteristics ranged from 28 percent to 41 percent. When only the women were considered, from 54 percent to 71 percent of the variance associated with the background characteristics was associated with the OPI scale scores. Considering the men and women together and only the women, the women had larger proportions of variance on the OPI scale scores associated with the background characteristics.

ADVISER'S APPROVAL _____

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CHAPTER I

INTRODUCTION

Oklahoma Panhandle State University is a four-year college. The enrollment was approximately 1,400 in the Spring term of the 1969-70 academic year, and currently the total enrollment is about 1,000. However, the number of Home Economics majors has increased during the past five academic years. The number of majors in 1969 was 19 and currently home economics has about 40 majors. The concern is to maintain the enrollment in home economics at its present level or increase it.

Researchers have been trying to discern why so many students have dropped out of college. No one has been able to predict who will drop out nor the precise cause of the withdrawal. Greene (1966) wrote in Preventing Student Dropouts that dropouts are caused by a multiplicity of factors and that no one single factor can account for all dropouts. He thinks that because of the different combinations which are possible for any individual dropout, we need to know about all the factors related to dropping out of school. To effectively predict the potential dropout, each school system must develop an instrument built on known characteristics of dropouts from its system. According to this source, factors that could be considered when developing such an instrument are age, failure, attendance, home conditions, reading ability, intelligence, friends, disinterest in school, dissatisfaction with school, and participation in school activities.

According to Panos and Astin (1968), some reasons that women left college were marriage, dissatisfaction with college, change in career interests, finances, and reconsideration of interests and goals. This particular study indicated that personal factors such as emotional problems, marriage, and financial problems had a greater influence upon student attrition than the academic environment.

An area of general concern that should be organized to facilitate the growth and development of students is testing. Schools should secure valid data about each student, and the use of tests is suggested by Schreiber (1964), who says:

> There are two major reasons why counselors and teachers should be concerned with studying students: (a) to develop an understanding of students in order to provide them with needed help; (b) to help each student to understand himself, to grow in ability to solve his own problems effectively, and to achieve educational goals commensurate with his abilities.
>
> The counseling program in schools utilizes test data to serve the above purposes. Counselors utilize test results directly in (a) counseling with students for decision making, (b) assisting students in selecting a vocation, and (c) helping students choose a school for further education (p. 127).

There is little valid information as to the methods of recruiting, the retention of students, and the personality characteristics of students at Panhandle State University. Present advisement involves either a personal contact with the teacher in a student's chosen major field or advisement by one of the two men employed in public relations. Many times if the enrollment takes place during the summer, students, during the first semester, may be placed in all classes outside the major field of study and have no contact with teachers in the major they selected. After considering the information available about the students and lack of research on personality and background characteristics of

students enrolled as freshmen, it seemed that a study concerning the persisters and dropouts could be helpful and was needed.

Statement of the Problem

What personality characteristics and background information distinguish freshmen college students as persisters or dropouts? The focus of this study was to establish criteria useful in differentiating the potential dropout or in predicting a student's persistence.

Hypotheses

1. There will be no significant differences between persisters and dropouts as measured by scores on the Omnibus Personality Inventory with respect to each of the background characteristics listed below.
   a. sex
   b. marital status
   c. employment status (hours employed)
   d. size of community where reared the most years
   e. number of schools attended
   f. plans for completing a two year degree or a four-year degree
   g. plans for transferring
   h. language spoken in the home
   i. income of the family
   j. education level of the father
   k. education level of the mother
   l. major field of study

m. religious preference

n. composite ACT score

2. There will be no significant differences between persisters and dropouts who are freshmen women home economics students and other freshmen women students as measured by the scores on the Omnibus Personality Inventory with respect to each of the background characteristics listed below.

a. marital status

b. employment status (hours employed)

c. size of community where reared the most years

d. number of schools attended

e. plans for completing a two-year degree or a four-year degree

f. plans for transferring

g. language spoken in the home

h. income of the family

i. education level of the father

j. education level of the mother

k. major field of study

l. religious preference

m. composite ACT score

The statistical probability level acceptable for significance in this study was established as .05 or better.

Definition of Terms

Student attrition--a statistical reference to students who voluntarily withdrew, dropped out, or were academically dismissed from the institution (Dismuke, 1973).

Dropout--a student who was originally enrolled, who terminated the enrollment and was not enrolled at the beginning of the spring semester, 1975. A defaulter is a student who withdraws within the semester and will be a part of the dropouts for this study (Coffelt and Hobbs, 1964; Rose, 1965).

Persisters--those students who completed courses and enrolled for another semester. A transfer is a student who terminated the enrollment at one institution and in a subsequent semester enrolled at some other institution. For this study, transfers will be considered as persisters (Coffelt and Hobbs, 1964; Rose, 1965).

Background information--information obtained from each student about that person's past experience and about his or her family.

Definitions of Scales of the Omnibus Personality Inventory

A detailed definition of the OPI scales is discussed in the review of literature. A simplified version of these scales follows.

1. Thinking Introversion--liking for reflective thought, ideas and abstractions, and academic activities.
2. Theoretical Orientation--preference for dealing with theoretical matters and problems and for using scientific methods.

3. Esthetic<u>ism</u>--interest in, and sensitivity of response to, painting, sculpture, music, literature, and drama.
4. Complexity--tolerance or liking for flexibility in viewing and organizing phenomena with emphasis on the novel and experimental, as contrasted with a rigid or simplistic view.
5. Autonomy--drive for personal independence, intellectual and political liberalism, and tolerance; freedom from judgmental or authoritarian thinking.
6. Religious Orientation--extent of involvement, commitment and belief in conventional religious doctrines and practices.
7. Social Extroversion--interest in seeking and enjoying social activities as contrasted with a tendency to withdraw from social contacts and responsibilities.
8. Impulse Expression--readiness to express impulses (including feelings of sensuality, rebellion, and aggression), and to seek gratification either in thought or in overt action.
9. Personal Integration--attitudes and behaviors that characterize the socially adjusted or integrated person as contrasted with the socially alienated or disturbed person.
10. Anxiety Level--freedom from symptoms of anxiety related to social maladjustment and poor self-concept.
11. Altruism--affiliation, trusting, and ethical concern for the feelings and welfare of others as opposed to a distant, impersonal view.
12. Practical Outlook--interest in the practical and utilitarian applications of ideas and things; tendency to set a high value upon material possessions and concrete accomplishments.

13. Masculinity-Femininity--Interests and attitudes common to members of one's sex.

14. Response Bias--an indicator of test-taking attitudes, reflecting the tendency to try to make a good or a bad impression.

Limitations of the Study

The initial limitation of the study was the selection of the sample. The Freshmen Orientation Class at Panhandle State University was the sample and no evidence is available that this was an average group.

Another limitation of this study was related to geography. Most of the participants were products of the area close to the college location. It was recognized that such variables as an agriculturally dominated economy, relatively low population concentration, and limited industrial output place definite limitations on making generalizations to other states or community populations.

Basic Assumptions

1. Adviser's information about students included background information helpful in advising the student.
2. Advisers should be receptive to additional information about the students they advise.
3. The instruments used in the study should provide valid data on the differentiation of students' attrition.

Procedures

Although a detailed account of the procedures for this study are discussed in Chapter III, a simplified version of the steps taken to accomplish the study follows:

1. Information gained from the review of literature was used in the development of the questionnaire items about background information of first-time freshmen college students. A questionnaire was developed, tested, and administered to determine the background information.
2. The researcher consulted with Panhandle State University administration to seek approval to select the study population, consisting of 280 first-time freshmen college students. The students were enrolled in a Freshmen Orientation ~~clubs~~ at Panhandle State University.
3. The Freshmen Student Questionnaire and the Omnibus Personality Inventory were administered to the selected students during the second week of the Fall Semester of 1974. The Omnibus Personality Inventory was machine scored.
4. Information as to those who persisted and those who dropped out was obtained from records at the college during the Fall, 1974 semester and at the beginning of the Spring, 1975 semester. Marital status, major field of study, religious preference, and composite ACT score were taken from the Official Enrollment Card.
5. Individual follow-up of those students not enrolling for the Spring, 1975 semester was necessary to determine whether they were persisters or dropouts. Transfers at the beginning of

the Spring, 1975 semester are termed persisters in this study. Persisters were the students requesting a transcript to be sent to another institution and indicating to the registrar's office plans to transfer. Each person not enrolling and not indicating plans to the registrar's office was called to determine whether to classify that student as a dropout or persister. The home phone number of the students was taken from the enrollment card. A call was made identifying the researcher. The question was, "Is (student's name) enrolled in an institution of higher education?" An answer of yes or no and usually the identification of where the student was enrolled were given. The person answering the phone was told "Thank you," and the conversation ended.

6. Data was tabulated and analyzed, using the multivariate analysis of variance to determine the significance of differences in the scores on the Omnibus Personality Inventory and the background information from the Freshmen Student Questionnaire between dropouts and persisters. The chi-square tests were used to summarize the differences in distribution found between at least two groups to determine whether there is a difference in the number of people responding in certain ways.

7. Based on the findings of the study, suggestions and recommendations were made which could be used for the advising and counseling of freshmen college students.

Summary

The statement of the problem, hypotheses, and other relevant information have been included in this chapter. Chapter II contains a review of related literature, concerning background information of college students, dropouts, persisters, and personality characteristics. Chapter III describes the procedures of the study and includes the population, development of the instrument, selection of the test, and analysis of the data. The findings of the study are presented in Chapter IV. Chapter V contains the summary, conclusions, and implications of the study.

CHAPTER II

REVIEW OF THE LITERATURE.

The American Home Economics Association printed Proposed Accreditation Documents for Undergraduate Programs in Home Economics (1970), which stated:

> Entering students ultimately become the potential for continuation of the field. Therefore it is important that attention be given to their capabilities and professional motivation.
>
> It is recognized that no single criterion for the admission of students can predict success or failure infallibly. However, it is generally accepted that defined or established national norms of standardized tests are of value in predicting academic achievement. Extra-curricular activities as well as characteristics noted by faculty and counselors are considerations helpful in predicting success or failure (p. 17).

There are many studies written about dropouts, attrition, and student characteristics. In this chapter literature will be presented concerning background information of dropouts and persisters, personality characteristics, and uses of the Omnibus Personality Inventory. College faculties have an ethical concern for students as they try to understand the characteristics of the students attending the institutions. The following literature was selected because it relates directly to the problem of the study, which is to establish the personality characteristics and background information useful in identifying the potential dropout or predicting a student's persistence in college.

Background Information of College Students

Background information is the collection of information on the student's family, past environment, and future plans, collected with hopes that the researcher can individualize programs and develop a better understanding of the student. One might be inclined to think that colleges have always tried to understand the students; however, as the following research will indicate, this has not always been the case.

In regard to student characteristics, The Chronicle of Higher Education (1974) summarized the 1974 college freshmen in a fact file. Almost four percent did not plan to receive a degree from a college, but six percent planned to obtain an associate degree and almost 31 percent planned a BA or BS degree. In a study by Coffelt and Hobbs (1964), in 1962 about 68 percent of the first time freshmen indicated a field of study leading to a BS or BA degree. One might conclude that some freshmen are enrolling in college for training without the intention of obtaining a degree or persisting.

The Chronicle of Higher Education (1974) indicated that the college freshmen have fathers with higher education levels than that of the mothers, even though more of the fathers indicated the category of "grammar school or less." Coffelt and Hobbs (1964) stated that the student who came from a family in which one or both parents were college graduates had a three in four chance of completing the freshmen year. These 1962 Oklahoma students dropped out of college at a 38 percent rate if neither parent had a college degree, a percentage which is about 10 percent higher than the rate of the student with at least one parent as a college graduate. In a study of 1,876 students enrolled in

California junior colleges in 1970 and 1971, Cohen and Brawer (1970) found that more mothers of dropouts did not complete high school. The mothers of dropouts tended to have less education than the mothers of the persisting students. Bolerjack (1964) found in a 1964 study that the educational level of mothers of college persisters was higher than the level of mothers of college dropouts. The higher the educational level of the student's parents, the more likely the student is to persist in college.

Bourgeois (1966) conducted a study of 211 students at the University of Southwestern Louisiana enrolled in Home Economics. The chi-square test was used to reveal that size of home town, religion, occupation of father, and language spoken in the home were all significant and could be assumed to relate to persistence of students in home economics. These students that found a group with similar background and environmental characteristics large enough for them to identify with were more likely to remain in college.

In this study, marriage was the most frequently listed reason for withdrawing from college. The Chronicle of Higher Education (1974) listed 13 percent of the 1974 college freshmen indicating a religious preference to be Baptist, while 10 percent indicated Methodist, 34 percent Roman Catholic, and 10 percent no response. Two percent of the college bound freshmen were married, and three percent were presently engaged, according to the fact index of The Chronicle of Higher Education (1974).

It is often believed that the undecided majors are the most probable dropouts. The Chronicle of Higher Education (1974) indicated that 15 percent of the 1974 freshmen stated they would probably change major

fields of study while 5 percent were undecided as to major field of study in college. Twelve percent planned to transfer to another college and two percent planned to drop out temporarily according to the fact file. At Oklahoma State University (1974) a 1973 survey found 64 percent of the dropouts had declared a major and 36 percent had not declared a major. Enrolling in college without definite plans for a major may lead to leaving college more often than enrollment with definite plans.

A survey reported in College-Bound Seniors, 1973-74 (1974) revealed that one-fourth of the freshmen were undecided about the degree they planned to complete and one-tenth were undecided as to a major field of study. About one-third of all 1974 high school graduates and two-thirds of those going directly to college took the SAT tests, results of which are included in this pamphlet. The parental incomes fell into three roughly equal groups: below $12,000; between $12,000 and $18,000; and $18,000 and more. The Coffelt and Hobbs (1964) study in 1962 found that the greater the parental income, the greater the persistence of college freshmen from those families. The dropout rate was 38 percent for students from families with income below $5,000 with the rate of 32 percent from students in the family income bracket of more than $10,000 annually.

Only 3 in 10 freshmen attending Oklahoma junior colleges in the fall of 1962 were women. Men outnumbered women two-to-one in higher education in Oklahoma in 1962 according to Coffelt and Hobbs (1964). The 1973-74 freshmen were the first group that included as many women as men, making up the College-Bound Seniors, 1973-74 (1974).

From one's reviewing the research concerning student characteristics, it is obvious that it is possible to describe the college students.

It appears, however, that the quality of this research regarding background information as applied to individual colleges is neglected.

Foley and Foley (1969) in The Campus Scene described the average college student. There were almost 7,000,000 full-time college students in the United States. The students represented a cross section of life and background in America. The parents of most of today's students had at least a high school education. Most parents believed a college education has become part of the necessary equipment for the attainment of material success. Girls were preparing for careers in business or companionship with their educated husbands. Many students commuted to the campus to save money or because they were married and lived close to the campus. These commuting students made up at least 40 percent of the college population. The income of most students' families was reported to be $12,000 per year. The college degree was an economic necessity, but no longer is it the badge of the social or educated elite.

According to Von Hoffman (1966), college attendance was a universal experience in America. The word college was used to describe many institutions, and yet none offer the same kind or quality in education. The university experience is no longer available only to upper-class children, but is now open for a society of busy workers doing the important tasks needing to be done.

From these comments one many conclude that the characteristics of the students enrolled in colleges today have changed from those of the students a few years ago; today's students coming from different social, cultural, and economic environments. Students are enrolling in college without the intention of completing the requirements for a

degree. More students are undecided as to the major field of study when they enroll in college.

Bolerjack (1964) found that family background had little influence on college persistency while Bourgeois (1966) found that size of home town, religion, occupation of father, and language spoken in the home were all related to persistence of students.

All of the background characteristics listed in the previously mentioned literature, namely religion, marital status, size of home town, income level, educational level of the father and educational level of the mother, were used in this research. An attempt to see if these characteristics are significantly related to persistence and dropping out was made.

Dropouts

One of the most comprehensive studies of college dropouts was conducted by the Department of Health, Education and Welfare under the supervision of Iffert (1957). The purpose was to determine the reasons why 13,700 students entered 149 institutions in the fall of 1950 as freshmen and the reasons for their dropping out within the four succeeding years. The major reasons for dropping out of college, given by these students, were primarily related to finding a temporary job, determining job goals, and training for a career. The desire to specialize in a particular field was ranked second by the university students but first by the students from technological institutions, junior colleges, liberal arts colleges, and teacher colleges. Females attached more importance to intellectual goals than to occupational preparation; the latter was more important to the males.

Iffert (1957) found that 39 percent graduated within the normal four-year period from the institution of first enrollment with the total attrition rates averaging 50 percent. First year students at public institutions had an attrition rate of 67 percent and private institutions' attrition rate was 52 percent. Women students listed marriage for the major reason for discontinuance. Employment was rated second in importance and personal financial difficulties ranked third in importance by these women students.

In this study by Iffert (1957) nearly 40 percent of the transfers occurred during, or at the end of, the first year, and more than 83 percent of the total occurred by the end of the second year. General dissatisfaction was ranked first in importance as the reason for transfer.

Iffert (1957) concluded that no more than 60 percent of all students who enter degree granting institutions receive degrees. Of the students in the upper half of their classes from secondary schools in the United States, about one-half go to college on a full-time basis and about three-fourths of them eventually receive a baccalaureate degree.

It should be emphasized that there are ways of encouraging students to remain in college. There have been means by which colleges were able to influence students to persist.

Rose (1965) identified prospective dropouts and divided them into control and experimental groups in a study conducted in Kentucky. One group was required to have six individual counseling interviews with the counseling staff over a 12-week period. This research indicated counseling can be a significant deterrent to dropping out of college.

Huber (1971) states that if educators are sincere in their commitment to serve the needs of individual students, in order for that student to obtain the highest level of need fulfillment and self-actualization, they must reassess and redirect the efforts of education. Colleges have oversold particular programs that were suitable for only a portion of the students considering the nature of interests, attitudes, and desires of a group.

Summerskill (1962) states that the reasons that students drop out are largely from failure to cope with psychological, sociological, or economic demands. He selected, as some reasons for discontinuing college, the following factors associated with dropouts: age at matriculation, sex, socio-economic factors, hometown location and size and financial difficulty.

Colleges graduate about 40 percent of those that begin in a four-year period. Approximately 20 percent more graduate at a later date. Non-academic reasons are cited for the cause of more than 40 percent of dropouts. The student uses academic failure as a device for leaving school when the problems seem insolvable within college walls, according to Summerskill (1962).

Kauffman (1966) describes the dropout as a person with an idea about college life that appears so blatantly obvious that he cannot put up with college anymore; therefore, he drops out. The students felt uncomfortable and thought they were wasting time in a world of fantasy that was shadowed by trivia and semantic gymnastics. The student drops out of college to find the real world on the outside rather than compete in an environment of tensions in college life.

Attrition in home economics was studied by Bourgeois (1966) to find the number of students that withdraw from home economics. The sample was 211 students, 113 graduates and 98 non-graduates, who enrolled in the School of Home Economics at the University of Southwestern Louisiana during a ten-year period. Over this period withdrawals ranged from 42 to 75 percent with an average attrition rate of 60 percent. The attrition rate for freshmen was 45 percent; sophomores, 37 percent; juniors, 13 percent; and seniors, 5 percent. The study revealed that factors such as size of home town, religion, occupation of father, language spoken in the home and scores on the Purdue English Placement Test were all significant and assumed to be related to persistence of students in home economics. Reasons for transferring from home economics included interest and ability in another field, lack of interest, desire to attend a different college, dissatisfaction with faculty, lack of challenge in home economics course, and lack of counseling. Marriage was the most frequently cited reason for withdrawal from college.

Oklahoma State University recognized a need for better understanding of its students. In 1974 the Student Services Office for Oklahoma State University completed a statistical survey concerning the dropouts for the Spring Semester, 1973-74. The purpose of the study was to investigate ways of improving the services by the Student Services Office to entering freshmen. The reason Aery (1974) gave for the project was to help the advisers to understand the potential dropout. She stated the philosophy that the university has a responsibility to meet the diverse needs of students in an efficient and economical fashion.

The average attrition rate for all colleges at Oklahoma State University was 11 percent with home economics students having a 10 percent attrition rate. The total enrollment for the Fall Semester, 1973 was 4,064 in the freshmen class with six percent withdrawing within the semester and nine percent that did not return for the spring semester. Twenty-six percent of those not returning had a 3.0 or better grade point average. Sixty-four percent of the dropouts had a declared major and 36 percent had not declared a major.

The Oklahoma State University study also indicated that the reason ranked highest for withdrawal by these freshmen in home economics was personal with financial, health, and registrar tied for second place. The attrition rate of the total university for men was 15 percent and for women was 13 percent. In home economics 19 percent of those withdrawing were men and 14 percent were women. The Greek living groups had the lowest attrition rate as shown in Table I.

TABLE I

UNDERGRADUATE RETENTION BY LIVING GROUP

	Attrition	
Living Group	Number	Percent
Greek	56	3.22
Off-Campus	1076	13.35
Residence Halls	601	11.00
Totals	1733	27.57

Oklahoma State University is currently developing programs for students, such as the Alpha program, People program, etc. These types of programs are social activities with emphasis on academic performance that help orient the student into the college environment. Students who participate in such programs are less likely to become dropouts. The participants of the Alpha 73 program had a total attrition rate of only about nine percent as compared to eleven percent for all colleges. Of these 1,138 students, 81 were home economics majors. Only seven percent of the Alpha 73 participants enrolled in home economics withdrew with eight percent completing the fall semester and not returning and three percent dropping out during the fall semester.

In the October 23, 1974 The Daily O'Collegian (1974), the registrar's office records indicated that a larger than usual number of students had withdrawn from Oklahoma State University during the Fall, 1974 semester. The time of year that most students withdraw is early in the first semester.

The problem of dropouts has been of continuing concern to educators for many years. Why approximately half of the students drop out before they complete the degree has been the subject of many studies, but the answers are not adequate nor are they conclusive.

Persisters

Persisters are defined by Cohen and Brawer (1970) as students who completed their first semester and either re-enrolled in the college or transferred to another college. A 1970 study of California community colleges--urban, suburban and rural--with a sample of 1,875 students found significant personality, ability and/or demographic differences

among individuals who persist in college. Persisters were more committed to the college environment. Persisters did not spend so much time in outside employment as dropouts. Persisters did not attend so many schools prior to the tenth grade as did dropouts. Mothers of persisters were more likely to have completed high school, this fact thus pointing to the influence of family on school persistence. Those that scored low on the Complexity Scale of the OPI were more likely to persist. This researcher indicated that the Complexity Scale reflects a general disregard for tradition rather than an ability to tolerate ambiguity.

A study of home economics students by Bolerjack (1964) found that dropouts and persisters came to college with similar abilities, values, and backgrounds. Persisters tended to have higher entrance scores and freshmen mean grade point averages than did the dropouts. Family background had little influence on college persistency. Educational level of the mother of college persisters tended to be higher than the level of mothers of the college dropouts. Students of both groups ranked preparing for an occupation, satisfying intellectual curiosity, developing socially, and using their own ideas as the values which were most important to them.

A need to increase the retention rate of home economics students was identified by Dismuke (1973) at Oklahoma State University. She conducted a study to identify certain methods and techniques useful in a program designed to increase the retention rate of home economics students by providing student-to-student assistance. A developmental program was conducted for a ten-week period during the 1973 Spring Semester at Oklahoma State University. The participants indicated a

willingness to participate, and biographical information was collected. The students were similar in the educational levels and occupational status of their parents, size of home communities, and size of high school graduating class.

The Oklahoma State University students who participated in the program believed in its value to entering freshmen or to students who transfer to the university from other institutions. The upperclassmen assisted freshmen and sophomore students in making adjustments to the college environment by providing information the students needed. Resource materials were developed for use regarding home economics and the university programs, careers in home economics, study techniques, campus activities, and university services. Dismuke (1973) found that:

> The greatest value of the developmental program was that it did provide for the majority of the participants a friendship with an upperclassmen who could assist them with small problems and answer questions which they might have concerning vocational decisions, personal matters, or university policies. Upperclassmen indicated the value of the assistants as being able to express verbally their professional goals and to become more committed to their vocational objectives (p. 70).

Goren (1970) recognized that the institutional pattern existing in many colleges is one factor that influences the transfer and dropout. Additional responsibility for their academic and social behavior is being assumed by the students. Transferring is a phenomenon increasing each year just as is a high dropout rate increasing each year. The reasons for transfer and non-persistence in American colleges are lack of motivation, poor work habits, and inadequate faculty support for the immature student. The attrition of college students is not simply due to that student's not being able to produce academically, according to Goren.

The studies by Coffelt and Hobbs (1964), compared with The Chronicle of Higher Education (1974) and College-Bound Seniors, 1973-74 (1974), indicated that students in 1962 were more interested in acquiring a degree than 1974 students. Cohen and Brawer (1970), Coffelt and Hobbs (1964), and Bolerjack (1964), all found that the educational level of the mother had a significant effect on persistence of the students. Bourgeois (1966) and The Chronicle of Higher Education (1974) listed religion and marital status as significant factors related to attrition. The size of the home town, the occupation of the father, and the language spoken in the home were all found to be significant by Bourgeois. Oklahoma State University Student Services (1974) and The Chronicle of Higher Education (1974) state that an undeclared major is not a significant reason for dropping out of college. Coffelt and Hobbs (1964) found a lower parental income in 1962 than found by College Bound Seniors, 1973-74 (1974). In regard to the average family income, both studies indicate that the greater the income, the more likely the student is to persist in college. More women are attending college a fact stated by both Foley and Foley (1969) and College-Bound Seniors, 1973-74 (1974) compared with the 1962 survey.

Career plans and marriage, as well as financial problems, as the major reasons for dropping out were found by all studies conducted about college attrition. Rose (1965) found that the attrition rate could be lowered by use of counseling interviews. Dismuke (1973) used the student-to-student approach to reduce the dropout rate. These studies indicate that persisters have more motivation and better study and work patterns than those students that drop out. The family patterns are also more stable.

Personality Characteristics

Personality was defined by Super (1949) as those characteristics that make up a group of traits, more or less integrated into a functioning unit. He felt that schools should guide students in vocational development. Society should bring the resources of the family and encourage self-appraisal of the student. If individual growth and development is utilized, continuity of contact with the students by school personnel will cause the reality of adequate planning. Educational programs which include development of adequate self-concepts in students, orientations of students for work, and understanding by students of self-concepts of vocational and occupational terms should be developed in schools and colleges. A series of interviews, spaced, and lasting about an hour, are the best guidance for development, both personal and vocational.

Guidance and counseling are ways to influence the students for a more meaningful life. Holland (1974), in an article "Vocational Guidance for Everyone," writes about counseling vocational students. He describes the assistance available at all kinds of institutions, including colleges and universities. Because counseling and teaching attract friendly people, they understand the needs of their clients and students. Holland further states:

> Some experience and recent experiments strongly imply that most people want help, not love. In no case has an impersonal information or guidance system received lower average ratings than local counselors. To the contrary, most tests reveal that groups, mass testing and impersonal contacts are more highly rated as well as infinitely cheaper, have better attendance records, and are generally more dependable (p. 10).

Impersonal approaches are rated higher than local counselors. The compiling of information to better understand the student and to facilitate student growth should be helpful both to the college and to the student.

The timing for personality development of different kinds of characteristics may vary for different groups of students. Plant (1965) conducted a longitudinal study to determine whether or not there are changes in personality characteristics associated with college education. Three psychometric scales were used to study the college students or intended-to-be college students. The scales combined into 100 items representing 30 from the Total Ethonocentrism Scale, 30 from the Gough revision of the California F Scale, and 40 items from the Rokeach Dogmatism Scale. The research by Plant (1965) indicated that authoritarianism and dogmatism apparently are affected by college attendance even though some tendencies toward flexibility in these areas are shown by those that do not attend college. The following observation was made:

> ...of the 1958 and 1960 to 1962 comparisons concerned the direction of the differences in the scale means. Fifty-nine of the 60 possible comparisons are in the direction of decrease in mean scores, and this was irrespective of educational attainment during the four-year period. This was interpreted to mean that, with college [illegible] youth who are intellectually able, it may be that personality characteristics in addition to intelligence develop over a longer period of time than had been hypothesized. The collegiate experience seems to facilitate this development (p. 285).

An implication of this study is that college students do mature more quickly than non-students in some ways, but they are not monopolizing this development.

Concerning personality, Sanford (1962) recognized the developmental status of the entering freshmen in college. As the student faced new

challenges offered by the education, the system of attitudes, values, conceptions and adaptive devices gave way. When confronted with challenges, the freshmen developed in a way that required new kinds of adaptive responses. These happenings result in the enlargement and further differentiation of the systems of the personality when the student is freed from the necessity of maintaining unconscious defensive devices. Unconscious motives and mechanisms, and a repertory of coping devices are available for each person, hopefully in adequate supply to meet the challenges of life. Each person can develop further when the conditions that necessitate development are present. The characteristics that the freshmen student has in common with other people may be just as important as those that make him different, when it came to planning the student's education.

Chickering (1971) wrote about numerous studies indicating changes which occur in attitudes, interests, values, future plans and aspirations, openness to impulses and emotions, personal integration, and intellectual ability of college students. College did make a difference even though changes were shared by others that did not attend college. A developmental period of young adulthood during which certain kinds of changes occur or strong potential for such change exists does seem to be experienced. Patterns that are established at this time of early adulthood tend to persist long into adulthood.

Chickering (1971) developed seven vectors of student development which were achieving competence, managing emotions, becoming autonomous, establishing identity, freeing inter-personal relationships, clarifying purposes and developing integrity. Colleges should take action to foster development along these dimensions.

Brawer (1973) defines functional potential as the degree to which a person incorporates various characteristics, offering a picture of the functioning individual in terms of the personal dynamics basic to the life style and behavior of the subject. She identified eleven major categories of the personality pattern, representing some of the most basic characteristics of the person, namely functional potential as it relates to values, dependent variables such as school withdrawal, persistence or transfer, demographic variables representing absolute and easily quantifiable dimensions, the environment, group cohesion, multiphasic characteristics, orientations, school directedness, significant others of family, peer, faculty, etc., and unconscious dynamics. These complex structures identify a person as an individual.

> Colleges as social institutions must both tolerate and understand individual differences, for heterogeneity stimulates interests and talent and sometimes serendipitous events, and homogeneity breeds dullness and inflexibility (p. 16).

Lehmann (1965) also indicated that personality traits may bear a relationship to the college students that persist. He suggests that persistence in college will depend on intellectual ability. It will also be affected by attitudes, values, motivation and interest. He suggests that personality characteristics may bear a relationship with choice of major, change of major, scholastic performance and persistence in college. There is still a need to learn about the learning process and about the behavior of human beings. Assistance in explanations will be useful if more reliable instruments and more sophisticated research designs are developed.

Cross (1971) writes that the home and school experiences of the college students have a profound effect upon the attitudes and values

they hold. The students enrolled in colleges in the 1970's have had experiences different from those of the traditional students of the past. She compared and found that some had persisted in school despite test scores and predictions of poor performance because they had modified behavior patterns and adapted to the demands of the schools. New students have a different orientation to school learning tasks than the traditional students.

Jacob (1957) stated that a student's response to education is closely related to his or her personality. He stated further:

> A course or curriculum, a teacher, or even a college as a whole, will affect students differently, depending on what type of persons they are. The educational impact is twisted and re-directed by its collision with a particular student's personality. The personality acts as a filter, allowing only certain elements from the educational process to get through to the student and influence him (p. 118).

Individual differences should be carefully assessed and new methods should be developed for fulfilling individual potential. Researchers have been able to identify different personality characteristics for persisters and dropouts. Colleges should accept the responsibility for the education of all citizens rather than for only those that are traditionally oriented. There is a great need to learn more about the effects of personality characteristics on individual college students.

Omnibus Personality Inventory

The OPI was developed to assess the attitudes, values, and interests of college students in the areas of normal ego-functioning and intellectual activity. It has been used by large numbers of colleges and universities to assess the college students and to predict the student performance.

The following are definitions of the fourteen scales of the OPI. The measured characteristic is generally defined in terms of a description of high scores; the logical opposite of this description would, in most cases, characterize low scorers. Heist and Yonge (1968) gave the following descriptions.

1. Thinking Introversion (TI)-43 items: Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas found in a variety of areas, such as literature, art, and philosophy. Their thinking is less dominated by immediate conditions and situations, or by commonly accepted ideas, than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application or to entirely reject or avoid dealing with ideas and abstractions.

2. Theoretical Orientation (TO)-33 items: This scale measures an interest in, or orientation to, a more restricted range of ideas than is true of TI. High scorers indicate a preference for dealing with theoretical concerns and problems as well as for using the scientific method in thinking; many are also exhibiting an interest in science and in scientific activities. High scorers are generally logical, analytical, and critical in their approach to problems and situations.

3. Estheticism (Es)-24 items: High scorers endorse statements indicating diverse interests in artistic matters and activities and a high level of sensitivity and response to esthetic

stimulation. The content of the statements in this scale extends beyond painting, sculpture, and music, and includes interests in literature and dramatics.

4. Complexity (Co)-32 items: This measure reflects an experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are fond of novel situations and ideas. Most persons high on this dimension prefer to deal with complexity, as opposed to simplicity, and very high scorers are disposed to seek out and to enjoy diversity and ambiguity.

5. Autonomy (Au)-43 items: The characteristic measured by this scale is composed of liberal, non-authoritarian thinking and a need for independence. High scorers show a tendency to be independent of authority as traditionally imposed through social institutions. They oppose infringements on the rights of individuals and are tolerant of viewpoints other than their own; they tend to be realistic, intellectually and politically liberal, and much less judgmental than low scorers.

6. Religious Orientation (RO)-26 items: High scorers are skeptical of conventional religious beliefs and practices and tend to reject most of them, especially those that are orthodox or fundamentalistic in nature. Persons scoring around the mean are manifesting a moderate view of religious beliefs and practices; low scorers are manifesting a strong commitment to Judaic-Christian beliefs and tend to be conservative in general and frequently rejecting of other viewpoints.

7. Social Extroversion (SE)-40 items: This measure reflects a preferred style of relating to people in a social context. High scorers display a strong interest in being with people, and they seek social activities and gain satisfaction from them. The social introvert tends to withdraw from social contacts and responsibilities.

8. Impulse Expression (IE)-59 items: This scale assesses a general readiness to express impulses and to seek gratification either in conscious thought or in overt action. High scorers have an active imagination, value sensual reactions and feelings; very high scorers have frequent feelings of rebellion and aggression.

9. Personal Integration (PI)-55 items: The high scorer admits to few attitudes and behaviors that characterize socially alienated or emotionally disturbed persons. Low scorers often intentionally avoid others and experience feelings of hostility and aggression along with feelings of isolation, loneliness, and rejection.

10. Anxiety Level (AL)-20 items: High scorers deny that they have feelings or symptoms of anxiety, and do not admit to being nervous or worried. Low scorers describe themselves as tense and high-strung. They may experience some difficulty in adjusting to their social environment and they tend to have a poor opinion of themselves.

11. Altruism (Am)-36 items: The high scorer is an affiliative person and trusting and ethical in his relations with others. He has a strong concern for the feelings and welfare of people

he meets. Low scorers tend not to consider the feelings and welfare of others and often view people from an impersonal, distant perspective.

12. Practical Outlook (PO)-30 items: The high scorer on this measure is interested in practical, applied activities and tends to value material possessions and concrete accomplishments. The criterion most often used to evaluate ideas and things is one of immediate utility. Authoritarianism, conservatism, and non-intellectual interests are very frequent personality components of persons scoring above the average.

13. Masculinity-Femininity (MF)-56 items: This scale assesses some of the difference in attitudes and interests between college men and women. High scorers (masculine) deny interests in esthetic matters, and they admit to few adjustment problems, feelings of anxiety, or personal inadequacies. They also tend to be somewhat less socially inclined than low scorers and more interested in scientific matters. Low scorers, besides having stronger esthetic and social inclinations, also admit to greater sensitivity and emotionality.

14. Response Bias (RB)-28 items: This measure, composed chiefly of items seemingly unrelated to concept, represents an approach to assessing the student's test-taking attitude. High scorers are responding in a manner similar to a group of students who were explicitly asked to make a good impression by their responses to these items. Low scorers, on the contrary, may be trying to make a bad impression, or are indicating a low state of well-being or feelings of depression.

The following studies used the Omnibus Personality Inventory in order to better understand the students in those studies. This instrument was developed for research on student growth and development.

McConnell and Heist (1962) state that the college student will appear more introverted on the OPI than persons of the same age that do not attend college. The college students' scores show they are more socially mature, more responsible, less authoritarian and more tolerant, less impulsive and more motivated than high school students. College students are more mature and have developed an interest in academic and intellectual activities.

Rose and Elton (1966) used the Omnibus Personality Inventory and found that dropouts were clearly distinct in personality traits from other groups. They discovered that dropouts were the most maladjusted; had less interest in literature, art, and philosophy; were illogical, irrational, uncritical, and disliked reflective and abstract thought. They suggest that in order for counselors to serve effectively, a delineation of personality characteristics could be made in separating defaulters from dropouts and trahsfers. Defaulters were the withdrawing-within-semester freshmen students.

Hannah (1969) studied the personality differentials of dropouts and persisters in small colleges. He found differences on several scales of the OPI. He concluded the following:

1. Individuals of both sexes who think at a less simplistic level; who exhibit great tolerance of ambiguity and experimentation; who tend to express impulses in terms of overt action; who are more hostile, aggressive and anxious; and who tend to create poorer personal impressions will more likely than not be found among dropouts.

2. Female students who are more independent, who tend to express hostility and aggression, and who are more apt to withdraw from social contact and responsibility are more likely to be found among those who drop out of colleges during their first two years.

3. Persisting students, both male and female, are likely to have significantly higher scores as measured by standardized aptitude tests than do leavers.

4. Individuals who have less tolerance for diverse thinking, who are more conforming, who have a greater tendency to accept authority, who are less apt to express hostility and aggression, whose anxiety levels are lower, and who are more cautious are more likely to remain in college during the first two years (pp. 19-20).

Cross (1971) reported a study of the intellectual values of college students by Heist and Yonge. They found significant differences between the sexes on four of the OPI scales. The women scored higher on fondness for working with ideas and abstractions in a variety of literature, art, and philosophy and on esthetic appreciations. Men in this study scored higher on interest in theoretical problems and the use of scientific methods in thinking. Both sexes scored similarly in flexibility and tolerance for ambiguities and uncertainties.

Cohen and Brawer (1970) administered the OPI, the Adaptive-Flexibility Inventory and a biographical questionnaire to 259 junior college students. The purpose was to identify personality, ability, or demographic characteristics that differentiate college dropouts from persisters. The OPI was given during the first semester and after the second semester was completed. They found the mean for the Thinking Introversion scale was significantly higher for the first-semester dropout than for the second semester dropout. The second semester dropout's mean was significantly higher on the Estheticism scale. The mean for

second-semester dropouts was higher on the Interest Orientation scale than that for the first-semester dropout.

Personality measures point toward identifying the student that persists or drops. The early dropout may be more inclined toward artistic interests than those who persisted to the end of the first year, according to Brawer. Hannah found them uncreative and Rose and Elton identified a low interest in artistic matters.

Brawer (1973) reported on a study referred to as the 3-D study of 1,876 students divided into three groups in relation to the OPI profiles. The groups were divided according to life style and behavior patterns. She found a significant relationship existed between the OPI profiles and the groups on all but one of the 14 OPI scales. She concluded that the approach of analysis of an individual in terms of the life style and behavior patterns was a valid way of measuring ego processes. Community colleges should find nontraditional ways of dealing with their students in order to enhance development. The scores of these 3-D students fell below the OPI norm on all but the Impulse Expression and Practical Outlook scales. She evaluated this as meaning that a need existed for substantial changes in school programs. The 3-D study was the abbreviation for "The Project for the Design, Development, and Dissemination of Research Models for Junior Colleges."

Chickering (1971) directed a program to investigate student development in 1965. Thirteen small colleges participated by giving the freshmen students the OPI and other instruments during the first week of school. He concluded that a major influence on student development is the clarity of institutional objectives and internal consistency with which they are implemented and operate. Most colleges have developed

their own purposes and goals which allow students to choose one that suits their needs.

Heist and Yonge (1962) constructed the QPI to: "assess selected attitudes, values, and interests, chiefly relevant in the areas of normal ego-functioning and intellectual activity" (p. 1). It is possible to identify significant personality characteristics by using the OPI as the educational performance criteria. Academic achievement has been used in the past to identify those who will succeed at different levels in educational institutions.

Summary of Review of the Literature

Most of the studies dealing with attrition emphasize the numbers of students that drop out or persist. The emphasis of these studies tended to be on the loss of students rather than on student development.

Ford and Urban (1966) stated that any university that chooses to do so can make a major reduction in the proportion of its students who drop out, unless that proportion is already quite small. Coffelt and Hobbs (1964), Cohen and Brawer (1970), Summerskill (1962), Kauffman (1966), Bouregois (1966), and Bolerjack (1964) all conducted studies that delved into the types of students that drop out and persist in educational institutions. Bolerjack (1964) found that the family influences were less significant than did the other studies, a finding which showed that the students in those samples rank highly in preparing for an occupation, satisfying intellectual curiosity, developing socially, and using their own values.

These research findings have led to the conclusion that colleges do not do as much for the student as they should to foster the individual

development. The Student Services Department at Oklahoma State University (1974) was striving toward student development as suggested by Goren (1962).

The OPI has been used to assess the student body of colleges and universities and to predict student performance. Rose (1965) was able to identify the dropouts. She found that counseling was a deterrent to the dropout. The OPI was used to develop profiles for the student by McConnell and Heist (1962) in a study that showed college students as more introverted than persons who did not attend college. Rose and Elton (1966) found that dropouts were the most maladjusted, lacked interest in the humanities, were illogical, and disliked reflective and abstract thought. The research by Hannah (1971) showed the scales Complexity, Impulse Expression, Personal Integration, Anxiety Level, Altruism, and Response Bias were significant measures of personality traits of the college dropout. Women scored higher on Thinking Introversion and Estheticism while men scored higher on Theoretical Orientation and Complexity as reported by Cross (1971). Cohen and Brawer (1970) found Thinking Introversion, Estheticism and Intellectual Orientation as significant measures of those that drop out. It is possible to identify statistically significant characteristics of dropouts and persisters using the OPI.

There appears to be a general consensus that the college students are influenced by the environment; then they set goals and values on the educational situation. Most studies are striving for a better way of understanding the diverse ways in which students function. Each individual institution should develop a method of appropriate programs for aiding the individual students in their development.

CHAPTER III

METHODOLOGY

The purpose of this study is to establish the personality factors and background characteristics unique to college students that dropout and persist. The investigation was conducted in the following manner: (1) the population was defined; (2) the Omnibus Personality Inventory was selected; (3) the Freshmen Student Questionnaire which included background characteristics was developed; (4) the method of analyzing the data was described; (5) the Omnibus Personality Inventory and the Freshmen Student Questionnaire were administered to the population; and (6) the data was analyzed and recommendations written. This chapter will explain the procedure followed in each phase of the study.

Selection of the Population

All students in this study were selected from the Oklahoma Panhandle State University, Goodwell. It is only one of several state-supported colleges in Oklahoma offering home economics. The availability of the students at Panhandle State University was a prime consideration in selecting the population.

The 280 subjects were selected in the following manner. Since all freshmen students were enrolled in a Freshmen Orientation class, it was determined that those freshmen students could be the population for this research project. The college President, the Dean of Instruction, and

ERIC

the instructor of the Freshmen Orientation class were all contacted for permission to give the Omnibus Personality Inventory and the Freshmen Student Questionnaire during the second class period of the Fall, 1974 semester. Permission was granted.

Selection of Omnibus Personality Inventory

An ERIC search of literature was made for studies related to college students. Key words searched were college students, transfers, dropouts, and dropout attitudes. Literature from this search was reviewed and a list was made of tests being used in studies to predict success in college.

The test used the greatest number of times was the Omnibus Personality Inventory, subsequently referred to as the OPI. A copy of the manual and a sample test were acquired from the Bureau of Tests and Measurements at Oklahoma State University. Two professionals at Oklahoma State University and two from Panhandle State University were contacted as to their opinion of the OPI. For the purpose of identifying normal personality characteristics, all had favorable impressions of both the instrument and the company producing it.

A study of the Omnibus Personality Inventory Manual, Form F, (1968), was made in regard to use, validity and reliability. The costs of the test booklets, score sheets, scoring and other services of the company were reviewed. The researcher received a scholarship that would aid in the costs of machine scoring. The plan for the research project was presented to the researcher's advisory committee and the use of the OPI was approved.

Description of OPI

The OPI (Form F) is a multiscale personality inventory that was developed to assess personality characteristics of normal college students. This true-false answer inventory was found by Heist (1968) to be valuable in evaluating entering college students. Scores are obtained on 14 scales from 385 items in the OPI.

The fourteen OPI scales developed for assessing the attitudes, values, and interests of college students are the following: thinking introversion, theoretical orientation, estheticism, complexity, autonomy, religious orientation, social extroversion, impulse expression, personal integration, anxiety level, altruism, practical outlook, masculinity-femininity, and response bias. For a detailed description, see Chapter II.

The validity of the OPI has been tested by many pieces of research. In a review by Coan (1972) in the Seventh Mental Measurements Yearbook, the realm of intellectual orientation was cited as a strength and the disadvantage cited was the lack of an optimal measure of all the variables that it purports to tap. The review by Paul McReynolds (1972) indicated that the strong points of the OPI are greater than the weak points. The problem of adaptation of young people to the college environment was the purpose stated for research.

According to McReynolds, the 14 scales fall into six groups: (1) primary intellectual scales; (2) social-emotional adjustment; (3) authoritarian-nonauthoritarian orientation; (4) altruism; (5) practical outlook; and (6) masculinity-femininity. The Intellectual Disposition Category or a fifteenth score can be obtained by a combination of Thinking Introversion (TI), Theoretical Observation (TO), Estheticism

(Es), Complexity (Co), Autonomy (Au), and Religious Orientation (RO). The instrument was found to be valid by the reporting of a large number of correlations with other inventories in the manual. Some of the inventories reported were California Psychological Inventory, Strong Interest Blank, Edwards Personal Preference Schedule, and Minnesota Multiphasic Personality Inventory (1972).

The instrument appears to have adequate reliability. The range of the split-half estimates of internal consistency range from 173 to .91. The K-R 20 method of estimating the internal consistency was also used. The assumption is that all items in the test have approximately the same degree of difficulty. The formula is:

$$r_{tt} = \left(\frac{n}{n-1}\right)\left(\frac{\sigma_t^2 - npq}{\sigma_t^2}\right)$$

The figures ranged from .67 to .89 obtained from the total standardization sample.

When selecting a commercial test, the researcher should select one that has norms established which are similar to the norms of the students to be used in the research project. The Omnibus Personality Inventory Manual, Form F (1968) gave the test-retest values and Intellectual Disposition Category classification obtained from small size samples. The norms were given as a standard score and were taken from 7,383 students at 37 institutions located in 14 different states in 1967. In looking at current enrollments the researcher found that 13 of these schools currently have an enrollment of less than 1,000. Therefore, the norms have been established in institutions similar in size to the one used in this study.

Development of the Freshmen Student Questionnaire

The next phase of this study was to list the background characteristics identified in previous studies. Those characteristics that had been found to be significant predictors in other research projects were included in this questionnaire.

This list of background characteristics was presented to a class of graduate students, some of whom had had previous college teaching experience. They were asked for their opinions as to relevance, need, wording of the questions, order of items, and additions or deletions. The questionnaire was revised and presented to the researcher's advisory committee. The committee suggested adding the categories of "credit beyond the Master's degree" under the educational level of father and mother and "do not know" under the estimate of the parents' income. These items were added.

The questionnaire was refined through a pilot study in which 18 freshmen students completed the form. These were students at Panhandle State University in the spring of 1974. They made suggestions to improve the questionnaire so it would be more effective to those that would answer it. The question "Do you plan to obtain a degree at Panhandle State?" with a yes or no answer was followed by an open ended question, "What degree do you plan to obtain at Panhandle State?" It was changed to a space for a check mark as they tended to write in the major field of study. The question, "What is the language that is spoken in your home?" was changed to a check that included "English, Spanish, German, and Other (Please list.)" A statistician was consulted as to the format of the questionnaire. He made suggestions for

form to facilitate card punching. The questionnaire was reviewed and revised by the researcher's advisory committee and approved for printing. (See Appendix A.)

Some information did not need to be obtained by use of the questionnaire, because it was already available in enrollment information available at the college. These items were ACT Composite score, college major, and church preference. (See Appendix B.)

Collection of the Data

The student's name was recorded on the answer sheet for the OPI. It was believed that the students might be more honest in their answers if a name was not asked on the Freshmen Student Questionnaire. The answer sheets and questionnaires were coded within the range of 1 to 300 and this number became the student's identification number for the study. Names were transferred from the OPI answer sheet to the questionnaire.

Data were collected from 280 freshmen students enrolled in the Freshmen Orientation class at Panhandle State University on September 4, 1974. The students were each given a copy of the Freshmen Student Questionnaire, OPI Question Booklet, and OPI Answer Sheet. Five monitors assisted the researcher in distribution of supplies and in collecting the questionnaire, answer sheet and booklet when the students had finished. The information was obtained in one sitting, in one large auditorium. The estimated time of testing was one hour, but actual time spent ranged from one hour and 15 minutes to two hours.

Testing instructions outlined in the manual for the OPI were followed closely by the researcher. Questions asked were in regard to the name grid on the OPI Answer Sheet.

The ACT Composite Scores were obtained from the Director of Counseling and the college major and church preference were transferred from the enrollment cards in the Office of the Dean of Instruction. These scores were recorded on the top margin of the Freshmen Student Questionnaire. The identification of whether the student persists or drops out was recorded on the bottom margin of the questionnaire. Cards were punched from the Freshmen Student Questionnaire and sorted with the cards obtained from the Psychological Corporation, giving the results of the OPI on each student. Students who desired a personal interpretation of the OPI were provided this service by the counseling staff at Panhandle State University.

Analysis of the Data

The multivariate analysis of variance technique was used to test the hypotheses. The chi-square test was also used to analyze the data when it further clarified the statistical findings.

According to Kirk (1968) when it is necessary to evaluate two or more dependent variables simultaneously, a multivariate analysis of variance design can be used. Kerlinger (1964) states many writers argue that of all methods of analysis, multivariate methods are the most powerful and appropriate for behavioral, scientific, and educational research. Bock (1966) writes that multivariate analysis of variance is appropriate to scientific problems of detecting and

characterizing differences among experimental groups on many variables simultaneously.

Some advantages of the multivariate, according to Kerlinger (1964), rest on the idea that behavioral problems cannot be solved with a bivariate approach when the problems are almost all multivariate in nature. Design and analytic tools are required, such as calculators and computers that are capable of handling the complex problems caused by the multiplicity of independent and dependent variables resulting from the complex psychological and sociological phenomena of education. The use of the computer to perform the heavy computations that are required appears necessary with the use of the multivariate analysis of variance.

The chi-square formula below was used.

$$X^2 = \sum_{i=1}^{k} \frac{(o_i - e_i)^2}{E_i}$$

where

o_i = observed number of cases categorized in its category

E_i = expected number of cases in its category

$\sum_{i=1}^{k}$ = directs one to sum over all (k) categories

In general, for the cases, when E_i's are specified, df = k-1, where K stands for the number of categories in the classification (df refers to degrees of freedom which by its size reflects the number of observations that are free to vary after certain restrictions have been placed on the data).

This chapter has described the methodology and design of this study. The sample consisted of the students enrolled in the Freshmen

Orientation class at Panhandle State University during the Fall, 1974 semester. The selection of the Omnibus Personality Inventory was made and the Freshmen Student Questionnaire was developed. The OPI and the Freshmen Student Questionnaire were administered in one sitting during a class period. They required approximately an hour and a half of time. The statistical treatment of the hypothesis statements was the multivariate analysis of variance. The chi-square test was used to describe the persisters and dropouts. Chapter IV will give a detailed description of the analysis of data and Chapter V will give the summary, findings, and conclusions.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The findings for this research are described in this chapter in view of the problem of this study, which was to distinguish freshmen college students as persisters or dropouts by use of personality characteristics and background information.

These findings resulted from the investigation of the sample and the testing by multivariate analysis of variance to establish the level of significance and the chi-square test to determine whether the variables are related or independent.

Description of the Sample

The sample for this study was made up of the students enrolled in the Freshmen Orientation class during the Fall semester, 1974 at Oklahoma Panhandle State University. There were 280 responses obtained or 100 percent of the course enrollment. Three of the responses were excluded from the study because the Freshmen Student Questionnaires were either lost during punching or values were missing for one or more variables needed by the procedure in computing. Two of those deleted were from men and one was from a woman student.

The final sample for this study, used for hypothesis one, was made up of 277 freshmen students from all divisions of the university who were enrolled in the Freshmen Orientation class. The final sample for hypothesis two was made up of 106 women enrolled in the Freshmen Orientation class. By using the class, it was possible for the researcher to reach a greater number of the freshmen students.

Determination of Persisters and Dropouts

This study was comprised of 248 persisters. At the time of enrollment, 234 students enrolled for the 1975 Spring Semester. Fourteen students who had been enrolled during the Fall, 1974 Semester transferred to other colleges or universities at the end of the semester. Of the 14, nine of these students had left information in the registrar's office, while five were called on the telephone to verify their transferring. Three persisters were eliminated from the final sample.

Thirty-two dropouts were identified for this study. During the Fall, 1974 Semester, three dropped out during the semester. The registrar's office had records that indicated 21 students had dropped out at the end of the Fall, 1974 Semester. Eight telephone calls were made to students to confirm their dropping out.

Differences Among OPI Scores and Background Characteristics

In order to reveal diversity among groups, the two null hypotheses, each with subhypotheses, were used for testing. When the analysis of variance yielded an "F" value which was statistically significant at

the .05 level, the null hypothesis was rejected and the differences were said to be due to the differences in the sample.

Description of Persisters and Dropouts

The chi-square test was used to analyze the persisters and dropouts separately by each of the background characteristics. The chi-square tables compare the frequencies of the persisters and dropouts by the background characteristics to the expected frequencies for each category. The N may vary because of blank and no response coding.

Sex (Table II). It appeared that the number of dropouts who were female was close to the same percentage as the number of dropouts who were male. Therefore the chi-square value was not significant in this test.

TABLE II

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO SEX

	Persisters		Dropouts		Total	
Sex	No.	%	No.	%	No.	%
No Response	2	1	0	-	2	0
Female	94	38	14	44	108	39
Male	151	61	18	56	169	61
TOTAL	247	100	32	100	279	100

$X^2 = .61$ d.f. = 2 $p > x^2 = .72$

Marital Status (Table III). Shown in this table, the largest percentage of dropouts in relation to persisters was in the single group, except where the numbers were so small as in the divorced and engaged categories. The chi-square test was not significant in this characteristic.

TABLE III

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO MARITAL STATUS

	Persisters		Dropouts		Total	
Marital Status	No.	%	No.	%	No.	%
Single	226	92	25	78	251	90
Engaged	3	1	2	6	5	2
Married and Living With Spouse	16	6	4	13	20	7
Divorced	1	1	1	3	2	1
TOTAL	246	100	32	100	278	100

$x^2 = 9.06$ d.f. = 4 $P > x^2 = .06$

Hours Employed (Table IV). The data in Table IV disclosed the results of statistically comparing the persisters and dropouts in the "hours employed" groups. No significant difference was found. Most

of the dropouts were in the "no response" group. Six percent of the persisters compared with 16 percent of the dropouts indicated 16 to 20 hours employed.

TABLE IV

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO HOURS EMPLOYED

Number of Hours Employed	Persisters		Dropouts		Total	
	No.	%	No.	%	No.	%
No Response	174	71	22	69	196.	70
Uncertain	9	4	0	-	9	3
1- 5	1	0	0	-	1	1
6-10	13	5	1	3	14	5
11-15	9	4	1	3	10	4
16-20	15	6	5	16	20	7
21-25	4	2	0	-	4	1
26-30	7	2	0	-	7	3
31-35	6	2	0	-	6	2
36 or more	9	4	3	9	12	4
TOTAL	247	100	32	100	279	100

χ^2 = 10.33 d.f. = 10 $p > \chi^2$ = .41

Size of Community (Table V). Table V disclosed that about 40 percent of the students in this sample were from towns and 47 percent were from rural areas. However, all but one of the dropouts were from towns and rural areas. The chi-square value was not significant in this test.

TABLE V

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO SIZE OF COMMUNITY WHERE REARED THE GREATEST NUMBER OF YEARS

	Persisters		Dropouts		Total	
Size of Community	No.	%	No.	%	No.	%
No Response	4	2	0	-	4	1
Rural Area (Open Country, Farm)	99	40	13	41	112	40
Town (Under 20,000 Population)	111	45	18	56	129	47
City (20,000 to 100,000)	25	10	0	-	25	9
Large City (More than 100,000)	8	3	1	3	9	3
TOTAL	247	100	32	100	279	100
$x^2 = 4.52$	d.f. = 5				$p > x^2 = .48$	

Number of Schools Attended (Table VI). The findings presented in Table VI revealed that most of the dropouts had attended three or fewer schools. This might indicate that those who had moved more often adjust to the college scene with greater ease.

TABLE VI

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO THE NUMBER OF SCHOOLS ATTENDED

Number of Schools Attended	Persisters		Dropouts		Total	
	No.	%	No.	%	No.	%
1	80	32	11	34	91	32
2	52	21	5	17	57	20
3	39	16	11	34	50	18
4	17	7	1	3	18	6
5	15	6	2	6	17	6
6	10	4	1	3	11	4
7	6	2	0	-	6	2
8	1	1	0	-	1	1
9	10	4	0	-	10	4
10	3	1	0	-	3	1
11	2	1	0	-	2	1
12	9	4	1	3	10	4
13 or more	3	1	0	-	3	1
TOTAL	247	100	32	100	279	100

$x^2 = 9.85$ d.f. = 12 $p > x^2 = .63$

Plans for Completing a Degree (Tables VII and VIII). Table VII presented an interesting finding from the students' responses to the question, "Do you plan to complete a degree at Panhandle State University?" A larger proportion of dropouts than persisters indicated that they did not plan to complete a degree program. However, 16 students who had indicated earlier in September that they planned to obtain a degree at PSU, dropped out at the end of the Fall, 1974 Semester.

TABLE VII

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO PLANS TO COMPLETE A DEGREE AT PSU

Plans to Complete Degree	Persisters		Dropouts		Total	
	No.	%	No.	%	No.	%
No Response	9	4	1	3	10	3
Yes	159	64	16	50	175	63
No	79	32	15	47	94	34
TOTAL	247	100	32	100	279	100
$x^2 = 3.07$	d.f. = 3				$p > x^2 = .38$	

In Table VIII it appeared that most of the dropouts came from the group that made no response to the question of "If yes, check degree planned; Bachelor of Science, Bachelor of Arts, Associate Degree, or Two-Year Certificate." However, almost half of those students who dropped out indicated a type of degree they were planning to pursue.

Plans for Transferring (Table IX). Table IX disclosed that most of the students did not plan to transfer. Most of the dropouts did not plan to transfer to another college or university. However, of the persisters, 14 actually did transfer from PSU to another institution. The chi-square value was not significant in this test.

TABLE VIII

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO TYPE OF DEGREE PLANNED

	Persisters		Dropouts		Total	
Type of Degree	No.	%	No.	%	No.	%
No Response	103	42	18	56	121	43
Bachelor of Science	71	29	6	19	77	28
Bachelor of Arts	33	13	3	10	36	13
Associate Degree	9	4	1	3	10	4
Certificate	31	12	4	12	35	12
TOTAL	247	100	32	100	279	100

$x^2 = 3.20$ d.f. = 5 $p > x^2 = .67$

TABLE IX

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO PLANS FOR TRANSFERRING

	Persisters		Dropouts		Total	
Plans to Transfer	No.	%	No.	%	No.	%
No Response	17	7	2	6	19	7
Yes	81	33	8	25	89	32
No	149	60	22	69	171	61
TOTAL	247	100	32	100	279	100

$x^2 = 1.13$ d.f. = 3 $p > x^2 = .77$

Language Spoken in the Home (Table X). All the dropouts were from English speaking homes. The persisters included three who were from families speaking a foreign dialect. Three of the students did not respond to "Check the language that is spoken in your home."

TABLE X

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO LANGUAGE SPOKEN IN THE HOME

Language Spoken in the Home	Persisters		Dropouts		Total	
	No.	%	No.	%	No.	%
No Response	3	1	0	-	3	1
English	241	98	32	100	273	98
Foreign Dialect	3	1	0	-	3	1
TOTAL	247	100	32	100	279	100

$x^2 = .79$ d.f. = 3 $p > x^2 = .85$

Family Income (Table XI). Table XI shows that 38 percent of the dropouts did not know what the family income was. The group having a family income between $10,000 and $14,999 composed 23 percent of the dropouts and persisters. The chi-square value was not significant in this test.

TABLE XI

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO FAMILY INCOME

	Persisters		Dropouts		Total	
Income	No.	%	No.	%	No.	%
No Response	5	2	0	-	5	2
Under $3,000	6	3	2	6	8	3
$3,000 to $4,999	10	4	2	6	12	4
$5,000 to $6,999	13	5	2	6	15	5
$7,000 to $9,999	35	14	4	13	39	14
$10,000 to $14,999	55	22	8	25	63	23
$15,000 and over	25	10	2	6	27	10
Do Not Know	98	40	12	38	110	39
TOTAL	247	100	32	100	279	100

$x^2 = 3.08$ d.f. = 8 $p > x^2 = .93$

Educational Level of the Father (Table XII). There was a significant difference of observed responses from expected responses for dropouts and persisters. This difference was due to the large disparity between observed and expected responses associated with the educational level of the fathers in the "less than completed high school" category. The chi-square test was significant at the .02 level.

TABLE XII

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO THE EDUCATIONAL LEVEL OF THE FATHER

Educational Level of Father	Persisters No.	Persisters %	Dropouts No.	Dropouts %	Total No.	Total %
"Less than completed high school" Responses						
Observed Response	41.00	16	12.00	37	53.00	19
Expected Response	46.00		6.08		52.08	
x^2	.75		5.77		6.52	
"Less than college graduate but completed high school" Responses						
Observed Response	150.00	61	14.00	44	164.00	59
Expected Response	145.19		18.81		164.00	
x^2	.16		1.23		1.39	
"College Graduate and Above" Response						
Observed Response	56.00	23	6.00	19	62.00	22
Expected Response	54.89		7.11		62.00	
x^2	.02		.17		.19	
TOTAL	247	100	32	100	279	100

$x^2 = 8.10$ d.f. = 2 $P > x^2 = .02$

Educational Level of the Mother (Table XIII). According to Table XIII, 53 percent of the dropouts came from families where the mother had graduated from high school but had not completed college. Sixty-seven percent of the persisters were in the same category. The chi-square value was not significant in this test.

TABLE XIII

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO THE EDUCATIONAL LEVEL OF THE MOTHER

Educational Level of Mother	Persisters		Dropouts		Total	
	No.	%	No.	%	No.	%
Less than Completed High School	37	15	8	25	45	16
Graduated from high school but not including college graduates	165	67	17	53	182	65
College Graduate and above	45	18	7	22	52	19
TOTAL	247	100	32	100	279	100

$x^2 = 2.78$ d.f. = 2 $p > x^2 = .25$

Major Field of Study (Table XIV). The total chi-square value for the persisters and dropouts by major field of study in college divisions was 12.69 with a level of significance at the .02 level. According to Table XIV, it appears that most of the significant difference was found in the undeclared dropouts cell where 14 dropouts were recorded.

TABLE XIV

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO THE MAJOR FIELD OF STUDY

Division	Persisters No.	Persisters %	Dropouts No.	Dropouts %	Total No.	Total %
Agriculture						
Observed Response	46.00	19	5.00	16	51.00	18
Expected Response	45.25		5.85		51.10	
x^2	.02		.12		.14	
Science and Mathematics						
Observed Response	43.00	17	3.00	9	46.00	16
Expected Response	40.72		5.28		46.00	
x^2	.13		.98		1.11	
Business and Applied Arts						
Observed Response	55.00	22	5.00	16	60.00	22
Expected Response	53.12		6.88		60.00	
x^2	.07		.51		.58	
Education						
Observed Response	35.00	14	1.00	3	36.00	13
Expected Response	31.87		4.13		36.00	
x^2	.31		2.37		2.68	
Liberal Arts						
Observed Response	20.00	8	4.00	12	24.00	9
Expected Response	21.15		2.75		23.90	
x^2	.07		.57		.64	
Undeclared						
Observed Response	48.00	20	14.00	44	62.00	22
Expected Response	54.89		7.11		62.00	
x^2	.86		6.68		7.54	
TOTAL	247.00	100	32.00	100	279.00	100
x^2	1.46		11.23		12.69	

$x^2 = 12.69$ d.f. = 5 $p > x^2 = .02$

Religious Preference (Table XV). Table XV indicated the largest number of persisters and dropouts are both in the Baptist and Methodist groups. The dropouts are scattered through almost all the categories. The chi-square value was not significant in this test.

TABLE XV

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO RELIGIOUS PREFERENCE

Religious Preference	Persisters		Dropouts		Total	
	No.	%	No.	%	No.	%
No Response	20	8	3	9	23	8
Catholic	19	8	2	6	21	8
Baptist	76	31	7	22	83	30
Methodist	65	26	9	29	74	27
Church of Christ	19	8	3	9	22	8
Apostolic Faith	5	2	1	3	6	2
Lutheran	11	5	1	3	12	4
Presbyterian	3	1	0	-	3	1
Christian	16	6	2	6	18	6
Other Christian	13	5	4	13	17	6
TOTAL	247	100	32	100	279	100

$x^2 = 4.49$ d.f. = 10 $p > x^2 = .92$

ACT Composite Score (Table XVI). The results of the composite ACT scores as presented in Table XVI are questionable because 31 responses were punched incorrectly as a result of confusing coding. The year of

TABLE XVI

CHI-SQUARE VALUES OF ATTRITION IN RELATION TO THE COMPOSITE ACT SCORE

Score	Persisters		Dropouts		Total	
	No.	%	No.	%	No.	%
No Score Available	31	12	9	29	40	15
2	1	1	0	-	1	0
6	1	1	0	-	1	0
7	1	1	0	-	1	0
8	1	1	0	-	1	0
9	2	1	0	-	2	2
10	5	2	1	3	6	2
11	7	3	2	6	9	3
12	12	4	3	10	15	5
13	10	4	1	3	11	4
14	15	6	1	3	16	6
15	11	4	0	-	11	4
16	11	4	2	6	13	5
17	12	5	1	3	13	5
18	9	3	1	3	10	3
19	26	10	3	10	29	10
20	10	4	2	6	12	4
21	9	3	1	3	10	3
22	7	3	1	3	8	3
23	5	2	1	3	6	2
24	10	4	0	-	10	3
25	6	2	0	-	6	2
26	2	1	0	-	2	2
27	5	2	0	-	5	2
28	5	2	0	-	5	2
29	2	1	0	-	2	2
30	1	1	0	-	1	0
31	1	1	1	3	2	2
91	29	12	2	6	31	11
TOTAL	247	100	32	100	279	100

$x^2 = 18.91$ d.f. = 29 $p > x^2 = .92$

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1974-75 was also the first year that students were admitted without having ACT scores. The single category having the largest number of both persisters and dropouts was "no score available." The chi-square value was not significant in this test.

Summary of Persisters and Dropouts

Through use of the tables compiled for the chi-square tests, significance was found for the students whose fathers had less than a high school education. The fact that dropouts had not declared a major field of study when enrolling in college was also a significant factor.

One might generalize from the chi-square tables of background characteristics that were not significant and describe the students in the study as tending more often to be single, not employed, and reared the greatest number of years in a rural area or town. These dropouts had attended less than three schools, were from English speaking homes, and did not know the amount of the family income. Their religious preference was Baptist or Methodist, and their mothers had graduated from high school but not from college. The students did not plan to transfer to another college or university.

Analysis of Variance Results

Research Hypothesis One

The first hypothesis stated that there will be no significant difference between persisters and dropouts as measured by scores on the OPI with respect to each of the 14 background characteristics. The "F" tests obtained for comparisons of the dropouts and persisters were

summarized by OPI scales. Only those scales having significant background characteristics were listed in the following material. The mean values follow for further interpretation of the analysis of variance.

Thinking Introversion (Tables XVII, XVIII, and XIX). According to Table XVII, significant differences were found on two of the background characteristics in relation to the TI scale: number of schools attended at the .03 level of significance and the major field of study at the .02 level of significance.

TABLE XVII

SIGNIFICANT DIFFERENCES OF THINKING INTROVERSION SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	62.56	1.18	.28
Sex	1	41.08	.78	.38
Marital Status	3	36.85	.23	.87
Hours Employed	2	58.51	.55	.58
[illegible]	4	252.99	1.19	.31
School Attended	1	240.17	4.54	.03*
Plans for Completing Degree	2	113.65	1.07	.34
Type of Degree	4	467.19	2.21	.07
Plans for Transferring	2	120.15	1.13	.32
Language Spoken in the Home	2	57.60	.54	.59
Family Income	7	181.21	.49	.84
Educational Level of Father	2	101.64	.96	.61
Educational Level of Mother	2	262.96	2.48	.08
Major Field of Study	1	296.67	5.60	.02*
Religious Preference	9	633.96	1.33	.22
ACT Score	26	1268.26	.92	.58

*Significant at the .05 level

Students from the groups that had attended fewer schools (Table XVIII) usually scored lower on the TI scale than did those who had attended a greater number of schools. These students with high scores expressed interests in a broad range of ideas in several areas. The low scoring students were more dominated by immediate conditions and situations.

TABLE XVIII

MEAN OF TI SCALE IN RELATION TO NUMBER OF SCHOOLS ATTENDED

Number of Schools Attended	N	Mean	SD
1	90	39.04	7.20
2	56	38.48	7.65
3	50	41.48	7.11
4	18	42.61	7.92
5	17	40.47	8.80
6	11	45.73	8.71
7	6	42.50	8.48
8	1	38.00	-
9	10	46.00	10.37
10	3	42.67	.58
11	2	47.50	.71
12	10	42.50	7.01
13	3	48.00	5.00

The students who had indicated a major other than home economics scored higher on the TI scale than did those indicating a major in home economics (Table XIX). Usually the non-home economics majors had a desire to learn, were academically inclined, and enjoyed a varied

learning structure. The home economics majors tended to have lower standards for course work and to spend their leisure time outside the academic environment.

TABLE XIX

MEAN OF TI SCALE IN RELATION TO MAJOR FIELD OF STUDY

Major	N	Mean	SD
Non-Home Economics	268	40.81	7.76
Home Economics	9	34.44	5.61

Theoretical Observation (Tables XX, XXI, XXII, and XXIII). On the TO scale, significant differences were found on three of the background characteristics, namely, number of schools attended at the .02 level of significance, plans for transferring at the .02 level of significance, and the educational level of the mother at the .05 level of significance (Table XX).

TABLE XX

SIGNIFICANT DIFFERENCES OF THEORETICAL OBSERVATION IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. >F
Persist	1	42.06	.68	.41
Sex	1	113.56	1.85	.18
Marital Status	3	110.00	.60	.62
Hours Employed	2	14.79	.12	.89
Community Size	4	181.89	.74	.57
Schools Attended	1	320.86	5.22	.02*
Plans for Completing Degree	2	13.78	.11	.89
Type of Degree	4	318.14	1.29	.27
Plans for Transferring	2	478.58	3.89	.02*
Language Spoken in the Home	2	87.96	.72	.51
Family Income	7	374.95	.87	.53
Educational Level of Father	2	57.87	.47	.63
Educational Level of Mother	2	413.34	3.36	.04*
Major Field of Study	1	226.74	3.69	.06
Religious Preference	9	458.64	.83	.59
ACT Score	26	1938.20	1.21	.23

*Significant at the .05 level

The students indicating they had attended fewer schools (Table XXI) scored significantly lower on the TO scale than did those who had attended a greater number of schools. Those high scoring students were inclined to prefer thought provoking ideas about scientific or mathematical items. They also tended to enjoy research, while those scoring lower preferred to have everything explained to them. Generally they did not like science, mathematics or research.

TABLE XXI

MEAN OF TO SCALE IN RELATION TO NUMBER OF SCHOOLS ATTENDED

Number of Schools Attended	N	Mean	SD
1	90	40.81	8.52
2	56	40.36	7.68
3	50	41.72	7.54
4	18	43.22	8.40
5	17	43.35	8.39
6	11	43.73	10.20
7	6	44.50	7.34
8	1	37.00	-
9	10	48.60	8.72
10	3	37.00	-
11	2	51.50	9.19
12	10	45.70	5.66
13 or more	3	50.00	5.20
TOTAL	277		

Those students planning to transfer (Table XXII) scored significantly higher on the TO scale than those not planning to transfer. These transfer students were usually logical, analytical, and critical in the way they approached problems. Those students not transferring usually preferred to have theory explained to them rather than trying to understand the problem on their own.

TABLE XXII

MEAN OF TO SCALE IN RELATION TO PLANS FOR TRANSFERRING

Plans for Transferring	N	Mean	SD
No Response	17	44.35	6.78
Yes	88	43.58	8.60
No	170	40.98	8.10
TOTAL	247		

The mean scores on the TO scale were significantly higher for the students whose mothers had less than a high school education (Table XXIII). These students with high scores usually preferred thought provoking ideas about scientific or mathematical items. They also enjoyed research while the low scorers are inclined not to like science, mathematics, or research and prefer to have theory explained to them.

Estheticism (Tables XXIV, XXV, XXVI, XXVII, XXVIII, and XXIX). Five of the background characteristics were found to have significant differences in relation to the Estheticism Scale scores. There were differences of scores for men and women at the .0001 level, sizes of communities where reared the greatest number of years at the .03 level, major field of study chosen at the .02 level, and the religious preference at the .01 level.

TABLE XXIII

MEAN OF TO SCALE IN RELATION TO EDUCATIONAL LEVEL OF THE MOTHER

Educational Level	N	Mean	SD
Less Than Completed High School	45	43.82	8.46
Less Than College Graduate But Completed High School	180	41.69	8.32
College Graduate and Above	52	41.44	7.79
TOTAL	277		

TABLE XXIV

SIGNIFICANT DIFFERENCES IN ESTHETICISM SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	2.17	.04	.84
Sex	1	1206.34	22.78	.0001*
Marital Status	3	102.68	.65	.59
Hours Employed	2	109.93	1.04	.36
[illegible]	4	600.38	2.83	.03*
Schools Attended	1	330.84	6.25	.01*
Plans for Completing Degree	2	66.83	.63	.54
Type of Degree	4	406.09	1.92	.11
Plans for Transferring	2	150.39	1.42	.24
Language Spoken in the Home	2	68.39	.65	.53
Family Income	7	525.06	1.42	.20
Educational Level of Father	2	102.15	.96	.62
Educational Level of Mother	2	56.21	.53	.59
Major Field of Study	1	273.75	5.17	.02*
Religious Preference	9	1156.66	2.43	.01*
ACT Score	26	1480.41	1.08	.37

*Significant at the .05 level

The female students (Table XXV) scored higher on the ES scale than did the male students. The female students were inclined toward interest in the humanities. They responded to aesthetic stimulation while the male students were usually not as interested in artistic or literary achievement.

TABLE XXV

MEAN OF ES SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	42.47	7.50
Female	108	45.31	8.25
TOTAL	277		

The students from larger cities (Table XXVI) scored higher than those from the rural areas. These students from large cities tended to have diverse interests in artistic matters as well as interests in literature and dramatics.

TABLE XXVI

MEAN OF ES SCALE IN RELATION TO SIZE OF COMMUNITY

Size of Community	N	Mean	SD
No Response	2	39.00	1.41
Rural Area (Open Country, Farm)	112	42.07	7.83
Town (Under 20,000 Population)	127	44.50	7.57
City (20,000 to 100,000)	25	43.52	8.59
Large City (More Than 100,000)	9	51.67	5.94
TOTAL	275		

The students scoring high on the Es scale, when the number of schools attended was considered, were those who had attended 4, 5, 6, 7, 9, and 13 or more (Table XXVII). These students are inclined toward interest in the humanities. They customarily responded to cultural stimulation. The students attending 1, 2, 3, 8, 10, 11, or 12 schools were generally not as interested in artistic or literary achievements.

TABLE XXVII

MEAN OF ES SCALE IN RELATION TO NUMBER OF SCHOOLS ATTENDED

Number of Schools Attended	N	Mean	SD
1	90	41.42	8.52
2	56	42.84	8.63
3	50	43.90	8.07
4	18	46.50	9.50
5	17	46.71	6.88
6	11	49.64	9.22
7	6	46.17	4.92
8	1	44.00	-
9	10	45.90	9.26
10	3	44.67	4.62
11	2	41.00	4.24
12	10	43.70	7.75
13 or more	3	46.33	7.77
TOTAL	277		

The non-home economics majors (Table XXVIII) scored higher than the home economics majors on the Es scale. The non-home economics students indicated that they usually enjoyed listening to poetry, looking at paintings, and reading about artistic and literary achievements. The home economics students tended not to be as interested in artistic and literary achievements.

Students indicating a religious preference (Table XXIX) for Presbyterian, Lutheran, or Catholic scored higher than those with other religious preferences or no responses. The Presbyterian, Lutheran, and Catholic students tended to indicate an interest toward artistic matters as well as in literature and dramatics.

TABLE XXVIII

MEAN OF ES SCALE IN RELATION TO MAJOR FIELD OF STUDY

Major	N	Mean	SD
Non-Home Economics	268	43.65	7.91
Home Economics	9	41.56	8.06
TOTAL	277		

TABLE XXIX

MEAN OF ES SCALE IN RELATION TO RELIGIOUS PREFERENCE

Religious Preference	N	Mean	SD
No Response	21	46.24	11.07
Catholic	21	47.81	7.10
Baptist	83	42.30	7.45
Methodist	73	42.38	7.58
Church of Christ	21	45.62	6.55
Apostolic Faith	6	44.67	4.50
Lutheran	12	47.17	8.00
Presbyterian	3	49.33	2.31
Christian	18	39.94	6.22
Other Christian	17	44.47	8.75
TOTAL	275		

Complexity (Tables XXX and XXXI). The male and female students scored significantly different on the Complexity scale. The level of significance was .04.

TABEL XXX

SIGNIFICANT DIFFERENCES IN COMPLEXITY SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	60.17	1.17	.28
Sex	1	210.44	4.10	.04*
Marital Status	3	166.60	1.08	.36
Hours Employed	2	239.22	2.33	.10
Community Size	4	142.65	.69	.60
Schools Attended	1	59.83	1.17	.28
Plans for Completing Degree	2	29.53	.29	.75
Type of Degree	4	365.73	1.78	.13
Plans for Transferring	2	79.50	.77	.53
Language Spoken in the Home	2	229.11	2.23	.11
Family Income	7	150.94	.42	.89
Educational Level of Father	2	9.27	.09	.91
Educational Level of Mother	2	23.84	.23	.80
Major Field of Study	1	7.33	.14	.71
Religious Preference	9	545.58	1.18	.31
ACT Score	26	1007.87	.76	.80

*Significant at the .05 level

The mean score for the male students (Table XXXI) was higher, a fact indicating that they liked to take chances without being sure of the outcome. They believed that most questions had more than one correct answer. The women in this study tended not to like to be uncertain and

unpredictable. Generally, the women students found straight forward reasoning more appealing than searching for analogies and metaphors.

TABLE XXXI

MEAN OF CO SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	48.00	6.99
Female	108	46.32	7.59
TOTAL	277		

Religious Orientation (Tables XXXII, XXXIII, and XXIV). The male and female students scored significantly different on the RO Scale (Table XXXII). The level of significance was .005. The religious preference was also significantly different at the .0001 level.

The male students (Table XXXIII) scored higher than the female students. The male students were inclined to deny that one must not associate with those who do not claim to believe in God. These students did not usually question a person who lacks religious feelings. The female students tended to prefer being with people who were religious.

TABLE XXXII

SIGNIFICANT DIFFERENCES IN RELIGIOUS ORIENTATION SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	24.68	.60	.44
Sex	1	328.33	7.98	.005*
Marital Status	3	131.99	1.07	.36
Hours Employed	2	114.39	1.39	.25
Community Size	4	79.26	.48	.75
Schools Attended	1	21.43	.52	.47
Plans for Completing Degree	2	5.46	.07	.94
Type of Degree	4	47.31	.29	.89
Plans for Transferring	2	5.42	.07	.94
Language Spoken in the Home	2	23.56	.29	.76
Family Income	7	558.72	1.94	.06
Educational Level of Father	2	52.17	.63	.54
Educational Level of Mother	2	148.44	1.80	.17
Major Field of Study	1	60.46	1.47	.23
Religious Preference	9	1619.40	4.37	.0001*
ACT Score	26	994.04	.93	.57

*Significant at the .05 level

TABLE XXXIII

MEAN OF RO SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	47.11	7.22
Female	108	45.31	6.19
TOTAL	277		

Those students who listed no religious preference and those who listed Presbyterian scored significantly higher on the RO scale than did the other students (Table XXXIV). These students tended not to believe that everyone should have complete faith in a supernatural power whose decisions they should obey without question. Church of Christ, Lutheran, and Baptist tended to believe their church or denomination has the only true approach to God. Usually they believed there was something wrong with a person who lacked religious feeling.

TABLE XXXIV

MEAN OF RO SCALE IN RELATION TO RELIGIOUS PREFERENCE

Religious Preference	N	Mean	SD
No Response	21	51.43	5.02
Catholic	21	47.19	6.38
Baptist	83	43.75	6.32
Methodist	73	48.78	7.05
Church of Christ	21	43.71	5.06
Apostolic Faith	6	45.83	10.83
Lutheran	12	43.08	5.79
[illegible]	3	50.33	5.09
Christian	18	47.67	6.46
Other Christian	17	46.82	6.22

Social Extroversion (Tables XXXV, XXXVI, XXXVII, and XXXVIII). Three of the background characteristics were found to have significant differences in relation to the SE Scale scores. These included the differences of scores for men and women at the .001 level of significance,

the size of community where reared the greatest number of years at the .008 level of significance, and the type of degree at the .04 level of significance.

TABLE XXXV

SIGNIFICANT DIFFERENCES OF SOCIAL EXTROVERSION SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	7.00	.10	.76
Sex	1	770.39	10.65	.001*
Marital Status	3	138.06	.64	.60
Hours Employed	2	63.02	.44	.65
Community Size	4	1512.00	5.23	.0008*
Schools Attended	1	25.73	.36	.55
Plans for Completing Degree	2	4.77	.03	.97
Type of Degree	4	757.20	2.62	.04*
Plans for Transferring	2	137.00	.95	.61
Language Spoken in the Home	2	211.19	1.46	.23
Family Income	7	689.31	1.36	.22
Educational Level of Father	2	255.65	1.77	.17
Educational Level of Mother	2	88.10	.61	.55
Major Field of Study	1	71.17	.98	.32
Religious Preference	9	782.86	1.20	.29
ACT Score	26	2178.84	1.16	.28

*Significant at the .05 level

The female students (Table XXXVI) scored higher than did the male students on the SE scale. The female students preferred being with people while the male students tended to withdraw from social contacts and responsibilities.

TABLE XXXVI

MEAN OF SE SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	46.95	8.73
Female	108	50.69	9.61
TOTAL	277		

Those students who were reared the greatest number of years in either a town or city (Table XXXVII) scored higher than the students who lived in rural areas or large cities. Those students reared in a town or city customarily liked to be with people and enjoyed relating to people in a social context.

The scores were higher for degree plans (Table XXXVIII) chosen by students as Bachelor of Arts and Associate Degrees. The Bachelor of Arts degree is granted in English, History, Social Studies, and Speech. The Associate Degree is awarded in Auto Mechanics and Technology, Business Clerical Programs, Farm and Ranch Management, and Fashion Merchandising. Those people choosing the Bachelor of Arts and Associate Degrees preferred to attend social functions and enjoyed being with people. Those students who indicated the Bachelor of Science, Certificate, or who did not respond tended to be more socially introverted.

TABLE XXXVII

MEAN OF SE SCALE IN RELATION TO COMMUNITY SIZE

Size of Community	N	Mean	SD
No Response	2	46.00	1.41
Rural Area (Open Country, Farm)	112	46.15	8.96
Town (Under 20,000 Population)	127	50.59	9.16
City (20,000 to 100,000)	25	51.28	8.58
Large City (More Than 100,000	9	40.00	12.86
TOTAL	275		

TABLE XXXVIII

MEAN OF SE SCALE IN RELATION TO TYPE OF DEGREE PLANNED

Type of Degree	N	Mean	SD
No Response	117	47.56	9.71
Bachelor of Science	76	48.04	9.43
Bachelor of Arts	36	51.78	8.05
Associate Degree	10	51.10	9.41
Certificate	35	48.17	8.00
TOTAL	274		

Impulse Expression (Tables XXXIX, XL, and XLI). Two of the background characteristics were found to have significant differences in relation to the Impulse Expression Scale. The dropouts had significantly higher, .002 level, scores than did the persisters. The males had significantly higher scores than did the females, .0001 level, for the IE Scale.

TABLE XXXIX

SIGNIFICANT DIFFERENCES OF IMPULSE EXPRESSION SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristics	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	503.00	5.64	.02*
Sex	1	2151.14	24.12	.0001*
Marital Status	3	681.53	2.55	.06
Hours Employed	2	130.74	.73	.51
Community Size	4	388.66	1.09	.36
Schools Attended	1	12.33	.14	.71
Plans for Completing Degree	2	75.40	.42	.66
Type of Degree	4	567.39	1.59	.18
Plans for Transferring	2	500.16	2.80	.06
Language Spoken in the Home	2	78.79	.44	.65
Family Income	7	428.37	.69	.69
[illegible]	2	.68	.01	.99
Educational Level of Mother	2	136.49	.76	.53
Major Field of Study	1	6.20	.07	.79
Religious Preference	9	598.04	.75	.67
ACT Score	26	2756.53	1.19	.25

*Significant at the .05 level

The scores of the dropout students (Table XL) were higher than those of the persisters. The dropouts usually expressed impulses readily and may have feelings of rebellion and aggression. The persisters tended to get along well with teachers, without misbehaving or disobeying regulations.

TABLE XL

MEAN OF IE SCALE IN RELATION TO PERSISTING

Students	N	Mean	SD
Persisters	245	52.33	10.21
Dropouts	32	56.47	11.22
TOTAL	277		

The male students scored higher on the IE Scale than did the female students (Table XLI). The male students often act on the spur of the moment without stopping to think. Their friends may think that some of the ideas they have are impractical and a bit wild. The women students tended not to express impulses as readily as did the male students.

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TABLE XLI

MEAN OF IE SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	55.67	9.73
Female	108	48.34	9.86
TOTAL	277		

Altruism (Tables XLII, XLIII, XLIV, and XLV). Three of the background characteristics were found to have significant differences in relation to the AM Scale (Table XLII). There were the differences of scores for men and women at the .0001 level, marital status at the .004 level, and ACT scores at the .006 level.

The female students scored higher (Table XLIII) on the AM Scale than did the male students. The female students were usually trusting and ethical in their relations with others. The male students tended not to consider the feelings of others and often viewed people from an impersonal perspective.

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TABLE XLII

SIGNIFICANT DIFFERENCE OF ALTRUISM SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	.03	.01	.98
Sex	1	2072.23	29.07	.0001*
Marital Status	3	619.18	2.89	.04*
Hours Employed	2	115.55	.81	.55
Community Size	4	250.80	.88	.52
Schools Attended	1	38.32	.54	.46
Plans for Completing Degree	2	39.81	.28	.76
Type of Degree	4	816.85	1.11	.35
Plans for Transferring	2	145.92	1.02	.36
Language Spoken in the Home	2	199.97	1.40	.25
Family Income	7	679.47	1.36	.22
Educational Level of Father	2	100.00	.70	.50
Educational Level of Mother	2	255.47	1.79	.17
Major Field of Study	1	2.14	.03	.86
Religious Preference	9	1091.80	1.70	.09
ACT Score	26	3587.76	1.94	.006*

*Significant at the .05 level

TABLE XLIII

MEAN OF AM SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	43.14	8.68
Female	108	50.70	9.62
TOTAL	277		

The married students and the single scored significantly higher than the engaged and divorced students. The single and married students were more concerned for the welfare of other people while the engaged and divorced students tended to be aloof or reserved.

TABLE XLIV

MEAN OF AM SCALE IN RELATION TO MARITAL STATUS

Marital Status	N	Mean	SD
Single	249	46.10	9.85
Engaged	5	40.20	6.22
Married and Living With Spouse	20	48.45	9.49
Divorced	2	39.00	1.41
TOTAL	276		

Generally the students with high scores on the ACT (Table XLV) had higher scores on the AM scale. These high scorers had strong feelings for the welfare of other people and also take people seriously. The low scorers usually preferred to use leisure time to develop a favorite skill rather than for working with people.

TABLE XLV

MEAN OF AM SCALE IN RELATION TO ACT SCORE

ACT Score	N	Mean	SD
No Score	39	45.08	9.46
2	1	41.00	-
6	1	40.00	-
7	1	40.00	-
8	1	54.00	-
9	2	42.50	.71
10	6	41.83	8.06
11	9	47.89	11.27
12	15	38.40	6.62
13	11	42.82	5.02
14	16	44.50	5.62
15	11	45.73	7.98
16	13	45.69	10.09
17	13	47.00	9.30
18	10	44.80	11.82
19	29	48.24	8.56
20	12	50.33	11.59
21	10	46.70	10.00
22	8	52.38	11.61
23	6	49.67	12.44
24	10	51.50	12.54
25	5	53.60	8.59
26	1	61.00	-
27	5	43.80	19.27
28	5	55.60	6.80
29	2	52.00	2.83
30	1	50.00	-
31	2	58.50	9.19
91 (punching error)	31	47.94	8.29
TOTAL	277		

Practical Outlook (Tables XLVI and XLVII). A significant difference was found for the number of schools attended in relation to the PO Scale score at the .04 level of significance.

TABLE XLVI

SIGNIFICANT DIFFERENCE OF PRACTICAL OUTLOOK SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	2.13	.04	.83
Sex	1	124.93	2.64	.11
Marital Status	3	81.94	.58	.63
Hours Employed	2	74.92	.79	.54
Community Size	4	196.09	1.04	.39
Schools Attended	1	193.66	4.09	.04*
Plans for Completing Degree	2	111.85	1.18	.31
Type of Degree	4	398.17	2.10	.08
Plans for Transferring	2	64.50	.68	.51
Language Spoken in the Home	2	184.42	1.95	.14
Family Income	7	186.17	.56	.79
Educational Level of Father	2	4.71	.05	.95
Educational Level of Mother	2	112.81	1.19	.31
Major Field of Study	1	20.52	.43	.51
Religious Preference	9	236.82	.56	.83
ACT Score	26	1319.93	1.07	.38

*Significant at the .05 level

The scores on the PO Scale (Table XLVI) were high when one considered those who had attended 1, 2, 4, 5, 6, 8, or 11 schools. These students preferred practical application on tests, certainty, and being able to predict the outcome. They believe in established order. The students who had attended 3, 9, 10, 12, or 13 or more schools

usually found a greater appeal in ideas rather than in facts. These students tended not to believe that one should be a booster for one's home town or that most questions have only one correct answer.

TABLE XLVII

MEAN OF PO SCALE IN RELATION TO NUMBER OF SCHOOLS ATTENDED

Number of Schools Attended	N	Mean	SD
1	90	57.78	6.53
2	56	57.54	7.32
3	50	54.76	7.73
4	18	57.28	6.52
5	17	57.41	6.43
6	11	57.36	7.45
7	6	51.83	8.23
8	1	61.00	-
9	10	54.80	8.08
10	3	56.00	3.46
11	2	57.00	5.66
12	10	54.80	7.16
13 or more	3	54.33	5.13
TOTAL	277		

Masculinity-Femininity (Tables LXVIII and LXIX). A significant difference was found for the males and females in relation to the Masculinity-Femininity Scale score at the .001 level.

TABLE XLVIII

SIGNIFICANT DIFFERENCE OF MASCULINITY-FEMININITY SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	1.11	.03	.87
Sex	1	3808.60	89.43	.0001*
Marital Status	3	22.25	.17	.91
Hours Employed	2	5.86	.07	.93
Community Size	4	292.22	1.72	.15
Schools Attended	1	13.04	.31	.58
Plans for Completing Degree	2	2.21	.03	.98
Type of Degree	4	28.69	.17	.95
Plans for Transferring	2	10.43	.12	.88
Language Spoken in the Home	2	78.24	.92	.60
Family Income	7	343.24	1.15	.33
Educational Level of Father	2	19.90	.23	.79
Educational Level of Mother	2	37.67	.44	.65
Major Field of Study	1	.16	.01	.95
Religious Preference	9	687.70	1.79	.07
ACT Score	26	1536.39	1.39	.11

*Significant at the .05 level

The males (Table XLIX) had mean scores that were higher than the females on the MF Scale. The data indicated that the males were more masculine and enjoyed the subjects of chemistry, physics, and mathematics. The females tended to be more feminine and liked dramatics, literature, and poetry.

Response Bias (Tables L, LI, and LII). Significant differences were found for the dissimilarities of the males and females associated with plans for completing a degree at PSU, in relation to the RB Scale. The males versus females were significant at the .04 level and plans for completing a degree was significant at the .04 level.

TABLE XLIX

MEAN OF MF SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	55.28	6.63
Female	108	45.97	6.74
TOTAL	277		

TABLE L

SIGNIFICANT DIFFERENCE OF RESPONSE BIAS SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	269.42	3.01	.08
Sex	1	398.47	4.45	.04*
Marital Status	3	486.54	1.81	.14
Hours Employed	2	22.26	.12	.88
Community Size	4	275.43	.77	.55
Schools Attended	1	17.45	.20	.66
Plans for Completing Degree	2	596.40	3.33	.04*
Type of Degree	4	577.51	1.61	.17
Plans for Transferring	2	349.07	1.95	.14
Language Spoken in the Home	2	316.93	1.77	.17
Family Income	7	618.84	.99	.56
Educational Level of Father	2	71.20	.40	.68
Educational Level of Mother	2	287.61	1.61	.20
Major Field of Study	1	14.17	.16	.69
Religious Preference	9	634.13	.79	.63
ACT Score	26	3146.91	1.35	.13

*Significant at the .05 level

The females scored higher on the RB Scale than did the males. The females tended to enjoy thinking about problems which challenged the experts and to find the idea of doing research appealing. The males often found themselves listening without hearing. The males sometimes felt that difficulties were so large they could not overcome them.

TABLE LI

MEAN OF RB SCALE IN RELATION TO SEX

Sex	N	Mean	SD
Male	169	45.46	10.09
Female	108	46.68	9.64
TOTAL	277		

The students who did not plan to obtain a degree at PSU (Table LII) scored higher than those who planned to obtain a degree at PSU. However, the highest scores were from those students that did not respond to this question. Those with higher scores usually enjoyed finding problems to stump the experts. Those who planned to obtain a degree may feel that civil disobedience is sometimes justified. They sometimes found it hard to concentrate on a problem for more than an hour or two at one time.

TABLE LII

MEAN OF RB SCALE IN RELATION TO PLANS FOR COMPLETING A DEGREE

Plans for Completing a Degree	N	Mean	SD
No Response	8	50.50	14.61
Yes	174	45.14	8.91
No	93	46.96	11.20
TOTAL	275		

Summary of Research Hypothesis One

Fourteen scales on the OPI were analyzed in relation to the 14 background characteristics. Eleven of the 14 background characteristics were found significant at the .05 level or better. On the basis of the results obtained by this study, persisters differ significantly from dropouts on the Religious Education Scale when adjusted for (a) sex, (b) marital status, (c) employment status (hours employed), (d) size of community where reared the most years, (e) the number of schools attended, (f) plans for completing a two-year or a four-year degree, (g) plans for transferring, (h) language spoken in the home, (i) income of the family, (j) educational level of the father, (k) educational level of the mother, (l) major field of study, (m) religious preference, and (n) composite ACT score.

Research Hypothesis Two

The second hypothesis stated there will be no significant difference between persisters and dropouts who were freshmen women home economics students and other freshmen women students as measured by the scores on the OPI with respect to the 13 background characteristics. Only those scales on the OPI having significant background characteristics by using the "F" test are reported in this study. The background characteristics that had categories without frequencies are not listed in the tables. The mean values for the background characteristics which were significant are reported for interpretation of the analysis of variance.

Estheticism (Tables LIII, LIV, LV, and LVI). Significant differences on three of the background characteristics for women in relation to the Es Scale were noted: size of community where reared the greatest number of years, at the .03 level; number of schools attended at the .006 level; and plans for completing a degree at the .01 level.

The women from larger cities (Table LIV) scored higher than those from cities and rural areas. The respondents usually had an interest in art, literature, and dramatics.

The women who scored highest on the Es Scale when considering the number of schools attended were those who had attended 2, 4, 5, 6, or 7 schools (Table LV). These students usually enjoyed listening to poetry, looking at paintings, and reading about artistic and literary achievements. The students who attended 1, 2, or 12 schools generally were not so interested in artistic and literary achievements as others.

TABLE LIII

SIGNIFICANT DIFFERENCE FOR WOMEN ON ESTHETICISM SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	14.53	.22	.64
Marital Status	2	18.48	.14	.87
Hours Employed	2	170.02	1.27	.29
Community Size	3	631.09	3.13	.03*
Schools Attended	1	542.95	8.09	.006*
Plans for Completing Degree	2	662.74	4.93	.01*
Type of Degree	4	265.66	.99	.58
Plans for Transferring	2	303.65	2.26	.11
Family Income	7	504.67	1.07	.40
Educational Level of Father	2	38.48	.29	.76
Educational Level of Mother	2	22.69	.17	.85
Major Field of Study	1	225.13	3.35	.07
Religious Preference	9	671.20	1.11	.37
ACT Score	23	1631.10	1.06	.43

*Significant at the .05 level

TABLE LIV

MEAN FOR WOMEN ON ES SCALE IN RELATION TO COMMUNITY SIZE

Size of Community	N	Mean	SD
Rural Area (Open Country; Farm)	48	44.44	8.34
Town (Under 20,000 Population)	47	46.53	7.84
City (20,000 to 100,000)	11	42.91	9.72
Large City (More Than 100,000)	2	50.50	3.54
TOTAL	108		

TABLE LV

MEAN FOR WOMEN ON ES SCALE IN RELATION TO NUMBER OF SCHOOLS ATTENDED

Number of Schools Attended	N	Mean	SD
1	38	42.08	7.03
2	29	47.41	7.79
3	16	45.81	8.12
4	8	48.38	10.78
5	7	47.00	6.86
6	6	47.83	10.76
7	2	47.00	1.41
12	2	44.50	20.51
TOTAL	108		

The women who gave no response to their plans for completing a degree scored higher than those women who answered yes or no to the question of "Do you plan to complete a degree at PSU?" Those women who gave no response were more inclined toward interest in the humanities. Those students who answered yes or no were not so interested in artistic or literary achievements as others.

Autonomy (Tables LVII and LVIII). The characteristics found to be significant for the women on the AU Scale were the number of schools attended. The level of significance was at the .03 level.

TABLE XVI

MEAN FOR WOMEN ON ES SCALE IN RELATION TO PLANS FOR COMPLETING A DEGREE

Plans for Completing a Degree	N	Mean	SD
No Response	2	48.50	14.85
Yes	67	45.21	7.88
No	39	45.31	8.79
TOTAL	108		

TABLE LVII

SIGNIFICANT DIFFERENCE FOR WOMEN ON AUTONOMY SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	.60	.01	.92
Marital Status	2	78.04	.68	.52
Hours Employed	2	38.31	.33	.72
Community Size	6	293.32	1.70	.18
Schools Attended	1	294.36	5.13	.03*
Plans for Completing Degree	2	149.71	1.30	.28
Type of Degree	4	110.26	.48	.75
Plans for Transferring	2	116.83	1.02	.37
Family Income	7	181.56	.45	[illegible]
Educational Level of Father	2	53.76	.47	.63
Educational Level of Mother	2	122.54	1.07	.35
Major Field of Study	1	6.61	.12	.74
Religious Preference	9	466.18	.90	.53
ACT Score	23	1260.29	.96	.53

*Significant at the .03 level

The women who had attended 3, 6, or 12 schools scored higher than those attending 1, 2, 4, 5, or 7 schools. Those women who scored high tended to be independent of authority as traditionally imposed through social institutions. Those scoring lower usually felt that parents prove to know best and do not tolerate viewpoints other than their own.

TABLE LVIII

MEAN FOR WOMEN ON AU SCALE IN RELATION TO NUMBER OF SCHOOLS ATTENDED

Number of Schools Attended	N	Mean	SD
1	38	42.58	7.10
2	29	41.10	7.70
3	16	46.44	8.94
4	8	43.13	8.97
5	7	39.29	4.75
6	6	45.67	6.47
7	2	41.00	1.41
12	2	44.50	3.54
TOTAL	108		

Religious Orientation (Tables LIX, LX, and LXI). The women scored significantly different on the RO scale in relation to their marital status and plans for transferring. The level of significance for the marital status was at the .003 level and plans for transferring was significant at the .03 level.

TABLE LIX

SIGNIFICANT DIFFERENCE FOR WOMEN ON RELIGIOUS ORIENTATION SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	4.15	.16	.69
Marital Status	2	364.92	7.02	.003*
Hours Employed	2	60.69	1.17	.32
Community Size	3	146.27	1.88	.15
Schools Attended	1	71.66	2.76	.10
Plans for Completing Degree	2	109.19	2.10	.13
Type of Degree	4	216.45	2.08	.10
Plans for Transferring	2	187.82	3.61	.03*
Family Income	7	183.42	1.01	.44
Educational Level of Father	2	49.51	.95	.60
Educational Level of Mother	2	49.91	.96	.61
Major Field of Study	1	66.79	2.57	.12
Religious Preference	9	362.24	1.55	.16
ACT Score	23	910.30	1.52	.11

*Significant at the .05 level

The women who were engaged (Table LX) scored significantly higher while the women in the single category scored lowest on the RO scale. The students who were engaged usually denied that one must not associate with those who do not claim to believe in God. The women students who indicated they were single usually preferred being with people who were religious.

TABLE LX

MEAN FOR WOMEN ON RO SCALE IN RELATION TO MARITAL STATUS

Marital Status	N	Mean	SD
Single	98	44.93	5.79
Engaged	1	65.00	-
Married and Living With Spouse	9	47.22	7.16
TOTAL	108		

The women who indicated they were planning not to transfer scored higher on the RO scale than did those who gave no response when asked if they were planning to transfer. Those women not planning to transfer tended to believe that everyone should not have complete faith in a supernatural power. Those who listed no response tended to believe there was something wrong with a person who lacks religious feelings.

Social Extroversion. (Tables LXII, LXIII, LXIV, LXV, and LXVI). Five of the background characteristics were found to have significance for women in relation to the SE Scale. These included the size of the community where reared the greatest number of years, .009 level of significance; type of degree planned, .04 level of significance; plans for transferring at the .04 level of significance; and religious preference at the .05 level of significance.

TABLE LXI

MEAN OF RO SCALE IN RELATION TO PLANS FOR TRANSFERRING

Plans for Transferring	N	Mean	SD
No Response	5	41.80	.96
Yes	30	44.17	.15
No	73	46.01	.59
TOTAL	108		

TABLE LXII

SIGNIFICANT DIFFERENCT FOR WOMEN ON SOCIAL EXTROVERSION SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	18.92	.26	.61
Marital Status	2	179.88	1.25	.30
Hours Employed	2	147.43	1.02	.37
Community Size	3	935.37	4.33	.009*
Schools Attended	1	27.09	.38	.54
Plans for Completing Degree	2	200.88	1.39	.26
Type of Degree	4	764.67	2.65	.04*
Plans for Transferring	2	494.26	3.43	.04*
Family Income	7	552.58	1.10	.38
Educational Level of Father	2	270.25	1.87	.16
Educational Level of Mother	2	60.58	.42	.67
Major Field of Study	1	9.63	.13	.72
Religious Preference	9	1378.13	2.12	.05*
ACT Score	23	1614.30	.97	.51

*Significant at the .05 level

The mean scores in Table LXIII indicated that the women who were reared in cities and towns were significantly higher than those who were reared in rural areas or large cities. Those students reared in cities and town usually preferred being with people while those from rural areas and large cities tended to withdraw from social contacts and responsibilities.

TABLE LXIII

MEAN FOR WOMEN ON SE SCALE IN RELATION TO COMMUNITY SIZE

Size of Community	N	Mean	SD
Rural Area (Open Country, Farm)	48	48.81	8.76
Town (Under 20,000 Population)	47	52.06	9.42
City (20,000 to 100,000)	11	55.27	9.00
Large City (More than 100,000)	2	38.00	24.04
TOTAL	108		

The mean scores were higher in Table LXIV for those students choosing a type of degree either BS, BA, or Associate than for those choosing a certificate or indicating no response. Those students who indicated

pursuing a degree usually preferred being with people and enjoyed relating to people in a social context. Those women who indicated no response or certificate usually choose to withdraw from social situations.

TABLE LXIV

MEAN FOR WOMEN OF SE SCALE IN RELATION TO TYPE OF DEGREE PLANNED

Type of Degree	N	Mean	SD
No Response	48	48.98	10.10
Bachelor of Science	21	51.29	11.23
Bachelor of Arts	16	55.50	6.41
Associate Degree	2	52.50	3.54
Certificate	20	50.10	8.61
TOTAL	107		

The women who answered no to the questions of plans for transferring scored highest on the SE Scale (Table LXV). Those women who did not plan to transfer usually enjoyed attending social functions and being with people, according to Heist and Yonge's interpretation.

TABLE LXV

MEAN OF SE SCALE IN RELATION TO PLANS FOR TRANSFERRING

Plans for Transferring	N	Mean	SD
No Response	5	46.60	8.20
Yes	30	49.67	9.67
No	73	51.38	9.68
TOTAL	108		

The women who indicated a religious preference for Apostolic Faith were highest in Social Extroversion while the Presbyterians received the lowest score (Table LXVI). Other high scorers indicated a preference for Catholic, Baptist, Lutheran, Christian, and Other Christian. Those were the persons who enjoyed being with people and attending social functions. They appeared to gain satisfaction from social activities.

Practical Outlook (Tables LXVII, LXVIII, LXIX, and LXX). A significant difference was found for three of the background characteristics with women in relation to the PO Scale. Plans for completing a degree was significant at the .04 level, type of degree was significant at the .009 level, and religious preference at the .03 level.

TABLE LXVI

MEAN FOR WOMEN ON SE SCALE IN RELATION TO RELIGIOUS PREFERENCE

Religious Preference	N	Mean	SD
No Response	5	43.20	12.87
Catholic	7	53.29	11.06
Baptist	26	53.23	9.02
Methodist	36	49.39	8.29
Church of Christ	7	46.43	7.63
Apostolic Faith	4	58.75	8.30
Lutheran	8	50.50	6.76
Presbyterian	1	21.00	-
Christian	7	53.71	8.22
Other Christian	7	51.71	12.05
TOTAL	108		

The women who answered "yes, they planned to obtain a degree at PSU" (Table LXVIII) scored highest. The lowest scores were from the students who gave no response to the question. Those women planning to complete a degree at PSU usually preferred practical applications on tests. They preferred certainty and an established order in what they were doing.

PSU women who indicated a plan to obtain a Bachelor of Science Degree, Associate Degree or Certificate scored higher on the PO Scale (Table LXIX) than others. Those women were inclined to believe that the best theory is the one that has the best practical application.

TABLE LXVII

SIGNIFICANT DIFFERENCE FOR WOMEN ON PRACTICAL OUTLOOK SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	141.49	2.84	.10
Marital Status	2	65.86	.66	.53
Hours Employed	2	70.04	.70	.50
Community Size	3	127.90	.86	.53
Schools Attended	1	191.97	3.86	.06
Plans for Completing Degree	2	340.82	3.42	.04*
Type of Degree	4	754.41	3.79	.009*
Plans for Transferring	2	14.17	.14	.87
Family Income	7	275.23	.79	.60
Educational Level of Father	2	85.87	.86	.57
Educational Level of Mother	2	30.94	.31	.74
Major Field of Study	1	.60	.01	.91
Religious Preference	9	1058.60	2.36	.03*
ACT Score	23	1562.18	1.36	.18

*Significant at the .05 level

TABLE LXVIII

MEAN FOR WOMEN ON PO SCALE IN RELATION TO PLANS FOR COMPLETING A DEGREE

Plans for Completing a Degree	N	Mean	SD
No Response	2	47.50	23.33
Yes	67	56.18	6.61
No	39	54.28	8.44
TOTAL	108		

Freshmen women who indicated no response or a BA degree usually found greater appeal in ideas than in the facts and liked to discuss philosophical problems.

TABLE LXIX

MEAN FOR WOMEN ON PO SCALE IN RELATION TO TYPE OF DEGREE PLANNED

Type of Degree	N	Mean	SD
No Response	48	52.60	9.01
Bachelor of Science	21	57.43	6.60
Bachelor of Arts	16	55.56	4.97
Associate Degree	2	58.00	8.49
Certificate	20	58.85	4.90
TOTAL	107		

The women who responded to the religious preference with Church of Christ, Lutheran, Baptist, and Apostolic Faith were the groups that scored highest on the PO scale. These women were usually interested in practical, applied activities and tended to value material possessions. Those who gave no response scored lowest and generally preferred a man of ideas to the practical man.

TABLE LXX

MEAN FOR WOMEN ON PO SCALE IN RELATION TO RELIGIOUS PREFERENCE

Religious Preference	N	Mean	SD
No Response	5	47.80	8.87
Catholic	7	54.57	5.06
Baptist	26	56.31	9.54
Methodist	36	54.97	7.43
Church of Christ	7	59.43	4.35
Apostolic Faith	4	55.00	8.04
Lutheran	8	57.38	5.53
Presbyterian	1	50.00	-
Christian	7	54.57	5.62
Other Christian	7	55.00	8.81
TOTAL	108		

Masculinity-Femininity (Tables LXXI, LXXII, and LXXIII). The size of community where reared the greatest number of years was found to be significant at the .01 level and the religious preference was found to be significant at the .02 level when considering the MF Scale for women.

The women from the large cities scored highest in Table LXXII on the MF Scale indicating a tendency toward masculinity. They were inclined to prefer chemistry, physics, and mathematics. Those women from the towns usually were more feminine and liked dramatics and literature.

TABLE LXXI

SIGNIFICANT DIFFERENCES FOR WOMEN ON MASCULINITY-FEMININITY SCALE IN RELATION TO BACKGROUND CHARACTERISTICS

Characteristic	DF	Partial Sum of Squares	F Value	Prob. > F
Persist	1	50.07	1.38	.25
Marital Status	2	27.38	.38	.69
Hours Employed	2	43.61	.60	.56
Community Size	3	445.05	4.08	.01*
Schools Attended	1	84.53	2.33	.13
Plans for Completing Degree	2	70.49	.97	.61
Type of Degree	4	298.58	2.05	.10
Plans for Transferring	2	19.60	.27	.77
Family Income	7	257.04	1.01	.44
Educational Level of Father	2	36.71	.51	.61
Educational Level of Mother	2	59.79	.82	.55
Major Field of Study	1	.76	.02	.89
Religious Preference	9	838.49	2.56	.02*
ACT Score	23	1125.69	1.35	.19

*Significant at the .05 level

TABLE LXXII

MEAN FOR WOMEN ON MF SCALE IN RELATION TO COMMUNITY SIZE

Size of Community	N	Mean	SD
Rural Area (Open Country, Farm)	48	47.88	6.72
Town (Under 20,000 Population)	47	43.38	6.08
City (20,000 to 100,000)	11	47.73	6.59
Large City (More than 100,000)	2	51.50	4.95
TOTAL	108		

The women indicating Presbyterian scored highest on the MF Scale while those indicating Catholic scored lowest. The Presbyterians usually did not get excited easily, were more calm, and did not enjoy social activities. The Catholic women tended to find courses in literature and poetry satisfying, and they usually enjoyed looking at paintings, sculpture, and architecture.

TABLE LXXIII

MEAN FOR WOMEN OF MF SCALE IN RELATION TO RELIGIOUS PREFERENCE

Religious Preference	N	Mean	SD
No Response	5	42.60	7.77
Catholic	7	40.71	4.72
Baptist	26	48.27	7.68
Methodist	36	46.67	6.46
Church of Christ	7	47.29	6.87
Apostolic Faith	4	46.75	4.27
Lutheran	8	41.88	4.55
Presbyterian	1	55.00	-
Christian	7	45.86	3.39
Other Christian	7	43.29	7.25
TOTAL	108		

Summary of Research Hypothesis Two

Four samples on the OPI were tested by the analysis of variance in relation to the 15 measures of the 14 background characteristics.

Six of the scales had significant background characteristics. Seven of the 15 background characteristics were significant at the .05 level or better. There was a total of 16 background characteristics that were significant when analyzed with the OPI scales. On the basis of the results obtained by this study, persisters do not differ significantly from dropouts on OPI scales when adjusted for (a) marital status, (b) employment status (hours employed), (c) size of community where reared the most years, (d) number of schools attended, (e) plans for completing a two-year degree or a four-year degree, (f) plans for transferring, (h) income of the family, (j) educational level of the mother, (k) educational level of the father, (l) religious preference, and (m) composite ACT score. Since all the women were English speaking, variable (g) language spoken in the home, was not considered for this hypothesis.

Coefficient of Multiple Determination

Guilford and Fruchter (1973) stated the coefficient of multiple correlation indicates the strength of relationship between one variable and two or more others combined with optimal weights. The coefficient of multiple determination, often referred to as R Square, tells the proportion of variance in OPI scales that was dependent upon the background characteristics (Table LXXIV). In the case of all the freshmen students, the variance on the OPI scale scores associated with the background characteristics ranged from 28 percent to 51 percent. When only the women were considered from 54 percent to 71 percent of the variance associated with the background characteristics was accounted for by the OPI scale scores.

The amount of explained variance was greater for all scales of the OPI with women freshmen students. It might be assumed that with this

TABLE LXXIV

COEFFICIENT OF MULTIPLE DETERMINATION WITH OPI SCALE SCORES FOR ALL FRESHMEN STUDENTS AND FRESHMEN WOMEN STUDENTS

OPI Scale	Students	
	All Freshmen	Women Only
Thinking Introversion	.34	.55
Theoretical Observation	.33	.54
Estheticism	.37	.58
Complexity	.28	.56
Autonomy	.30	.57
Religious Orientation	.35	.71
Social Extroversion	.37	.67
Impulse Expression	.39	.60
Personal Integration	.29	.68
Anxiety Level	.28	.54
Altruism	.44	.60
Practical Outlook	.30	.64
Masculinity-Femininity	.51	.66
Response Bias	.33	.60

group of freshmen students, the OPI and the selected background characteristics measured the women freshmen students better than the men and women.

Summary

All first-time freshmen students are required to enroll in Freshmen Orientation class at Panhandle State University. The 280 students enrolled for the Fall semester, 1974 made up the sample for this study.

In order to describe the persisters and dropouts, a chi-square test was completed for each measure of the background characteristics. The two background characteristics found significant were the educational level of the father and the major field of study.

The analysis of variance was used to test hypotheses one and two. In regard to hypothesis one, there was a significant difference in the score on the OPI Scale Impulse Expression of the persisters and dropouts when adjusted for the background characteristics. In regard to hypothesis two, the women persisters did not differ from women dropouts when adjusted for the background characteristics.

The differences found significant (Table LXXV) for all the students showed the Estheticism Scale was significant with the greatest number of background characteristics and the number of schools attended was significant with the greatest number of OPI scales.

For the freshmen women students (Table LXXVI) the Social Extroversion Scale had the greatest number of background characteristics that were significant when analyzed. The size of the community where reared the greatest number of years and religious preference, each were significant with three of the OPI scales.

TABLE LXXV

OPI SCALES HAVING STATISTICAL SIGNIFICANCE WITH BACKGROUND CHARACTERISTICS FOR ALL FRESHMEN STUDENTS

Background Characteristic	OPI Scales														
	TI	TO	Es	Co	Au	RO	SE	IE	PI	AL	Am	PO	MF	RB	Total
Persist								X			X				1
Marital Status															1
Hours Employed															-
Community Size			X				X								2
Schools Attended	X	X	X									X			4
Plans for Completing Degree														X	1
Type of Degree							X								1
Plans for Transferring		X													1
Language Spoken in the Home															-
Family Income															-
Educational Level of Father															-
Educational Level of Mother		X													1
Major Field of Study	X		X												2
Religious Preference			X			X									2
ACT Score											X				1
TOTAL	2	3	4	-	-	1	2	1	-	-	2	1	-	1	17

TABLE LXXVI

OPI SCALES HAVING STATISTICAL SIGNIFICANCE WITH BACKGROUND CHARACTERISTICS FOR FRESHMEN WOMEN STUDENTS

Background Characteristic	OPI Scales														Total
	TI	TO	Es	Co	Au	RO	SE	IE	PI	AL	Am	PO	MF	RB	
Persist															-
Marital Status						X									1
Hours Employed															-
Community Size			X				X						X		3
Schools Attended			X		X										2
Plans for Completing Degree			X									X			2
Type of Degree							X					X			2
Plans for Transferring						X	X								2
Language Spoken in the Home															-
Family Income															-
Educational Level of Father															-
Educational Level of Mother															-
Major Field of Study															-
Religious Preference							X					X	X		3
ACT Score															-
TOTAL	-	-	3	-	1	2	4	-	-	-	-	3	2	-	15

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter will be concerned with five areas: (1) a review of the study, (2) limitations, (3) findings, (4) conclusions, and (5) implications.

Review of the Study

The Problem of the Study

This study was concerned with the personality characteristics and background information that would distinguish freshmen college students as persisters or dropouts. The Omnibus Personality Inventory and selected background information were used to differentiate the potential dropout from a student that would persist.

The Purpose of the Study

The primary purpose of the study was to establish criteria from the first-time freshmen students in order to determine the background information and personality characteristics that distinguish the potential dropout or persister. This data could be helpful in assisting the counselors, advisers, and the students to better meet the needs of those enrolling in college. If the needs of the students are met, this could help in obtaining the ultimate educational goal of reducing the attrition rate.

The Procedures of the Study

Data for this study were derived from a Freshmen Student Questionnaire, official enrollment card, records in the registrar's office, and the Omnibus Personality Inventory, completed by the students enrolled in the Freshmen Orientation class. The questionnaire measured nine of the background characteristics. Information from the enrollment card and records in the registrar's office were used to measure five of the background characteristics. The OPI was administered according to company instructions. It was mailed to The Psychological Corporation for scoring and punching of cards.

The OPI was designed to measure the differences among college students with regard to their attitudes, opinions, and feelings on a variety of subjects. The instrument contains 385 items for the following 14 scales: Thinking Introversion, Theoretical Observation, Estheticism, Complexity, Autonomy, Religious Orientation, Social Extroversion, Impulse Expression, Personal Integration, Anxiety Level, Altruism, Practical Outlook, Masculinity-Femininity, and Response Bias.

The chi-square test was used to aid in classification of the data. The multivariate analysis of variance was used to test the two hypotheses.

Limitations

Caution should be used in generalizing the findings of this study since the sample was made up of the students of Panhandle State University and no evidence is available that this was an average group.

Also, the participants attending this college were limited by the area they represent geographically.

Findings

This study was concerned with determining the background information and personality characteristics that distinguish the persisters and dropouts among college freshmen students. Two research hypotheses were developed to guide the conduct of the study. On the basis of the research findings of this study, the summary of the research hypotheses is as given below.

Hypothesis One

1. There will be no significant differences between persisters and dropouts as measured by scores on the Omnibus Personality Inventory with respect to each of the background characteristics listed below.
   a. sex
   b. marital status
   c. employment status (hours employed)
   d. size of community where reared the most years
   e. number of schools attend
   f. plans for completing a two-year degree or a four-year degree
   g. plans for transferring
   h. language spoken in the home
   i. income of the family
   j. education level of the father
   k. education level of the mother
   l. major field of study
   m. religious preference
   n. composite ACT score

On the basis of the results obtained by this study, persisters differ significantly from dropouts on OPI Scale IE when adjusted for (a) sex, (b) marital status, (c) employment status (hours employed), (d) size of community where reared the most years, (e) number of schools attended, (f) plans for completing a two-year degree or a four-year degree, (g) plans for transferring, (h) language spoken in the home, (i) income of the family, (j) educational level of the father, (k) educational level of the mother, (l) major field of study, (m) religious preference, and (n) composite ACT score.

Hypothesis Two

2. There will be no significant differences between persisters and dropouts who are freshmen women home economics students and other freshmen women students as measured by the scores on the Omnibus Personality Inventory with respect to each of the background characteristics listed below.

   a. marital status
   b. employment status (hours employed)
   c. size of community where reared the most years
   d. number of schools attended
   e. plans for completing a two-year degree or a four-year degree
   f. plans for transferring
   g. language spoken in the home
   h. income of the family
   i. educational level of the father
   j. educational level of the mother
   k. major field of study

l. religious preference

m. composite ACT score

On the basis of the results obtained by this study, persisters do not differ significantly from dropouts on the OPI scales when adjusted for (a) marital status, (b) employment status (hours employed), (c) size of community where reared the most years, (d) number of schools attended, (e) plans for completing a two-year degree or a four-year degree, (f) plans for transferring, (h) income of the family, (i) educational level of the father, (j) educational level of the mother, (k) major field of study, (l) religious preference, and (m) composite ACT score.

Conclusions

Inspection and interpretation of the study findings aided the formulation of certain conclusions by the investigator as detailed below.

Conclusion 1 - Persistence

Impulse Expression. On the basis of this study, dropouts were more impulsive than persisters. This finding was in agreement with Hannah (1971).

Conclusion 2 - Marital Status

Altruism. On the evidence of this study, both the married and single students were more generous and exhibited selflessness. Religious Orientation. The single women students were generally more religious than married or engaged women. These findings were found to agree with Hannah (1971) in reference to the Altruism scale that students who did not drop out were more altruistic. Bourgeois (1966) found that single

women students were more religious. She disclosed that 85 percent of the students were single.

Conclusion 3 - Size of Home Town

Estheticism. The sample of this study showed that the students from large cities (more than 100,000) have more interest in art, literature, and dramatics. Social Extroversion. Freshmen students from cities (20,000 to 100,000) and towns (under 20,000) enjoyed social contacts, social responsibilities, and relating to people. Masculinity-Femininity. The women from large cities (100,000 or more) were inclined to be more masculine. Bourgeois (1966) and Brawer (1973) found the size of the home town significant for persisters and dropouts. Brawer found students who persist were the freshmen that were heterogenious and individual differences were tolerated. Bourgeois found that home economics students who came from small towns (less than 5,000 population) were more likely to graduate than those from larger cities.

Conclusion 4 - Number of Schools Attended

Estheticism. In general, this study showed that the women students who had attended a number of schools (12) or a few schools (1) were not so interested in artistic matters as those who had changed schools several times. Thinking Introversion. The women who had attended a few schools expressed interests in a broad range of ideas in several areas. Theoretical Observation. They tended not to like science, mathematics, or research. Practical Outlook. Practical applications were usually preferred by those students. Autonomy. The

freshmen students who had attended five schools were less independent than the other students in the sample.

Cohen and Brawer (1970) found that persisters did not attend so many schools prior to the tenth grade as did dropouts. Hannah (1971) reported findings that differed from those obtained in this study. He found none of the scales were significant with the number of schools attended.

Conclusion 5 - Plans for Completing a Degree and Type of Degree

Practical Outlook. On the basis of this study, the women planning to complete a degree at PSU preferred practical applications. Theoretical Observation. Those planning a Bachelor of Science, Associate Degree, or certificate preferred practical, applied activities. Social Extroversion. The women planning to obtain a Bachelor of Arts degree were more inclined toward being a social extrovert. Response Bias. Men and women indicating a plan for a Bachelor of Arts or Associate Degree enjoyed being with people and usually found it hard to concentrate on a problem for more than an hour or two. Jacob (1957) found that students who persist were more social extroverts. Boerjack (1968) found that women wanted practical answers and applications to problems.

Conclusion 6 - Plans to Transfer

Theoretical Observation. Based on the evidence of this study, the students planning to transfer may be logical, analytical, and critical in the way they approach problems. Religious Orientation. The women not planning to transfer usually believed that each person is entitled

to his own belief in God. Social Extroversion. The women not planning to transfer also were more socially extroverted.

According to the study by Coffelt and Hobbs (1964) some freshmen are enrolling in colleges for training without the intention of obtaining a degree or persisting. Bourgeois (1966) and Aery (1974) studied the reasons for withdrawal from college. Financial, health, and registrar were reasons given by OSU students for withdrawl.

Conclusion 7 - Educational Level of the Mother

Theoretical Observation. The sample for this study showed that the students whose mothers had less than a high school education preferred thought-provoking ideas about scientific or mathematical ideas. Bolerjack (1964) found that the educational level of the mother of college persisters tended to be higher than the level of mothers of college dropouts.

Conclusion 8 - Major Field of Study

Thinking Introversion. On the basis of this study, home economics majors may have lower standards for course work than other students. Esthetic Value. They tend not to be as interested in artistic or literary achievements as other students. Cross (1971) found that the women scored higher on fondness for working with ideas and abstractions in a variety of literature, art, and philosophy and on esthetic application, when compared with men. To the writers knowledge a study comparing women had not been conducted.

Conclusion 9 - Religious Preference

Religious Orientation. On the evidence of this study, Church of Christ, Lutheran, and Baptist indicated a tendency toward a belief that theirs were the only true approaches to God. Estheticism. The Presbyterian, Lutheran, and Catholic students were more inclined to have interest in humanities, literature, and dramatics. Social Extroversion. Apostolic Faith, Catholic, Baptist, Lutheran, Christian, and other Christian were more social extroverts than the other religious groups. Practical Outlook. The women who indicated Church of Christ, Lutheran, Baptist, and Apostolic Faith generally were interested in practical, applied activities. Masculinity-Femininity. The Presbyterians were the group inclined toward the masculine characteristics while the Catholic women were the most feminine. Bourgeois (1966) and Jacob (1957) found that factors such as religion were assumed to be related to persistence. Bourgeious found that home economics students who were Catholic were more persistent than non-Catholic students.

Conclusion 10 - Composite ACT Score.

Practical Outlook. The evidence of this study showed that the freshmen students with higher scores on the ACT had stronger feelings for working with people and generally were concerned for the welfare of other people than did others. Lehmann (1965) indicated that persistence in college should depend mostly on the intellectual ability of the student.

Conclusion 11 - Male and Female

Estheticism, Religious Orientation, Social Extroversion, Impulse Expression, Altruism, Masculinity-Femininity, and Response Bias. On the basis of this research, the women freshmen students could be described as more inclined toward artistic, humanities, and literary achievements, liked certainty, preferred people who were religious, enjoyed being with people, were not so impulsive as males, were trusting and ethical in dealing with others, enjoyed thinking about challenging problems and were feminine. These findings agree with the description found in the study by Cross (1971).

Implications

On the basis of the data obtained by this study, certain implications which may have relevance for teachers, administrators, and advisers, and further study were developed. Attention is called to the following.

1. Longitudinal studies are needed to compare students' personality characteristics and background information with those of students not attending college to determine differences between those persons attending college and those not attending post-secondary institutions.
2. Research related to personality characteristics and background information in relation to persisters and dropouts should be continued to establish more valid bases for counseling and advising potential college students.
3. Properly coordinated, area or statewide studies of the student personality characteristics and background information of

persisters and dropouts would provide another dimension for planning. To the writer's knowledge, no other institutions in Oklahoma have carried out a study of this nature.

4. Research related to the home economics students in an area, region, or state should be coordinated to further establish personality characteristics and background information related to attrition rate in the subject matter area.
5. Regarding the value of this study to the institution at which it was made--by examining these measurements of personality characteristics and background information and by noting those areas of significance, both faculty and administration can gain a better understanding of the freshmen student. In-service training could be used to assist the advisers in gaining insight of the freshment student. The information obtained about students during enrollment should be revised to include the significant background characteristics. This kind of information should enhance the setting of goals for counseling and recruiting of students.

Summary

The major purpose of this study was to determine if possible a method of use for the personality test and background information to distinguish freshmen college students as persisters or dropouts. The findings of this study revealed that the Omnibus Personality Inventory could be used to establish the significant personality characteristics. Eleven of the different background characteristics were found significant with the OPI scales.

The chi-square test revealed as significantly different the dropouts whose fathers had less than a high school education and those who had not declared a major field of study. The Impulse Expression Scale was found statistically significant. Dropouts tended to be more impulsive than persisters.

On the basis of the statistical findings of the study, various conclusions and implications which related to the administration and faculty were stated. Counseling, advising, and recruiting procedures and methods should be revised to reflect the recognized need for a better understanding of students. Also, suggestions for further research were given.

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APPENDIX A

FRESHMEN STUDENT QUESTIONNAIRE

Freshmen Student Questionnaire

Please supply the following information by placing a check in the appropriate blank that best represents your answer.

1. Indicate your present marital status:
   - Single _____
   - Engaged _____
   - Married and living with spouse _____
   - Married but separated _____
   - Divorced _____
   - Widowed _____

2. Employed: Yes_____ No_____ If yes, number of hours per week?_____

3. In what size community were you reared the greatest number of years?
   - Rural area (open country, farm) _____
   - Town (under 20,000 population) _____
   - City (20,000 to 100,000) _____
   - Large city (more than 100,000) _____

4. Check the number of schools you attended from kindergarten through tenth grade.
   1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___ 13 or more___

5. Do you plan to complete a degree at Panhandle State University? Yes_____ No_____
   If yes, check degree planned.
   - Bachelor of Science _____
   - Bachelor of Arts _____
   - Associate Degree _____
   - Two-year certificate _____

6. Do you plan to transfer to another college sometime in the future because your major field of interest is not offered at Panhandle State University? Yes_____ No_____

7. Check the language(s) that is spoken in your home.
   - English_____
   - Spanish_____
   - German_____
   - Other (please list)_____

8. Which of the following amounts represent the best estimate of the total annual income of your parents?
   - Under $3,000 _____
   - $3,000 to $4,999 _____
   - $5,000 to $6,999 _____
   - $7,000 to $9,999 _____
   - $10,000 to $14,999 _____
   - $15,000 and over _____
   - Do not know _____

9. What is the highest level of education your father and mother have attained? Check both father and mother

	FATHER	MOTHER
Eighth grade or less		
Attended high school, but did not graduate		
High school graduate		
Attended one year of college		
Attended two years of college		
Completed two year course at college or Junior College Graduate		
Attended three years of college		
College graduate		
Attended other school (nursing, business, etc.)		
Completed other school (nursing, business, etc.)		
Credit toward Master's degree		
Has Master's degree		
Credit toward Doctor's degree		
Has Doctor's degree		

APPENDIX B

OFFICIAL ENROLLMENT CARD

PLEASE PRINT ENTIRE CARD (After trial study card has been approved.)

Panhandle State College Official Enrollment Card

Name Mr. / Mrs. / Miss _____ (LAST) _____ (FIRST) _____ (MIDDLE) Date _____

Major _____ Minor _____ Fresh.___ Soph.___ Jr.___ Sr.___

Goodwell Street or Dormitory, or Commuting Address _____ Special _____

Phone _____

DEPARTMENT	NUMBER	SECTION No.	CREDIT HOURS	HOURS	M	T	W	TH	F	*BLDG.	ROOM # No.	INSTRUCTOR

Total Hours Credit _____ Adviser _____

Are you a legal resident of Oklahoma? Yes ( ) No ( )

Name Mr. / Mrs. / Miss _____ (LAST) _____ (FIRST) _____ (MIDDLE) Date _____ Single ( ) Married ( )

Permanent address City _____ County _____ State _____

From what High School did you graduate? _____ Date _____

Date of birth _____ Place of birth _____

Is this your first enrollment in any college? Yes ( ) No ( )

Have you attended PSC before? Yes ( ) No ( ) If so, when? _____

College last attended before coming to Panhandle State _____

Do you plan to graduate this semester? Yes ( ) No ( ) Are you a Veteran? Yes ( ) No ( )

Race: American Indian ( ) White ( ) Oriental ( ) Negro ( ) Spanish ( ) Other ( )

Name of Local Newspaper _____ Town _____

Name of Local Radio Station _____ Town _____

Viewing TV Station _____ Town _____

List all high school honors, clubs, organizations, or teams of which you were a member _____

List all college honors, clubs, organizations, or teams of which you were or are a member. _____

_____ Are you a member? Yes ( ) No ( )

Father's name _____ Occupation _____

Guardian or spouse _____

Address of parent or guardian _____ Home phone No. _____

I certify that the above statements are true and correct to the best of my knowledge.

Social Security No. _____ Signature _____

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VITA

Merlene Hope Lyman

Candidate for the Degree of

Doctor of Education

Thesis: PERSONALITY CHARACTERISTICS AND BACKGROUND INFORMATION WHICH DIFFERENTIATE FRESHMEN COLLEGE STUDENTS AS PERSISTERS OR DROPOUTS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Barnsdall, Oklahoma, May 18, 1939, the daughter of Charles Merle and Myrtle L. Hope.

Education: Attended grade school in Barnsdall, Oklahoma; graduated from Barnsdall High School in 1957; received the Bachelor of Science degree in Home Economics from Oklahoma State University, with a major in Housing and Interior Design, May, 1961; received the Master of Science degree, with a major in Housing and Interior Design, July, 1966; completed requirements for a Doctor of Education degree, with a major in Home Economics Education, July, 1975.

Professional Experience: Worked as Home Economics Agent for Edwards County, Kinsley, Kansas, representing the Kansas Cooperative Extension Service, 1961-62; served as Extension Home Economist--4-H program for Texas County, Guymon, Oklahoma, representing the Oklahoma Cooperative Extension Service, 1966-67; Home Economics Instructor for Panhandle State University, Goodwell, Oklahoma, 1967-70; Assistant Professor of Home Economics at Panhandle State University, Goodwell, Oklahoma, 1971-75; Head of Home Economics, Panhandle State University, Goodwell, Oklahoma, 1972 to present; Associate Professor of Home Economics at Panhandle State University, Goodwell, Oklahoma, 1975.

Professional Organizations: American Home Economics Association, Oklahoma Home Economics Association, Association of College Professors of Clothing and Textiles, Omicron Nu, Phi Upsilon Omicron, American Association of University Women, and Delta Kappa Gamma.

ACCESSION NUMBER: VT102741

PUBLICATION DATE: JUN75

TITLE: CAREER EDUCATION FOR THE HANDICAPPED. FINAL REPORT.

DESCRIPTOR: *TEACHER WORKSHOPS; *HANDICAPPED STUDENTS; *VOCATIONAL EDUCATION TEACHERS; *INSERVICE TEACHER EDUCATION; *VOCATIONAL EDUCATION; PROGRAM DESCRIPTIONS; SECONDARY EDUCATION; TEACHER IMPROVEMENT; EDUCATIONAL NEEDS; TEACHER ATTITUDES

IDENTIFIER: PENNSYLVANIA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 40P.

ABSTRACT: A TEACHER WORKSHOP WAS CONDUCTED AT LEHIGH UNIVERSITY IN THE SPRING OF 1975 FOR VOCATIONAL EDUCATION TEACHERS IN PENNSYLVANIA. THE PURPOSE OF THE WORKSHOP WAS TO PROVIDE TEACHERS WITH EXPERIENCES THAT WOULD AID THEM IN IMPROVING THE QUALITY OF INSTRUCTION FOR HANDICAPPED ADOLESCENTS. THE WORKSHOP WAS ORGANIZED TO SENSITIZE THE PARTICIPANTS TO THE CHARACTERISTICS OF HANDICAPPED ADOLESCENTS, TO SUGGEST TECHNIQUES FOR MODIFYING EXISTING PROGRAMS TO MEET THE NEEDS OF HANDICAPPED STUDENTS, AND TO ACQUAINT PARTICIPANTS WITH PERTINENT LEGISLATION AND WITH PROCEDURES TO BE USED IN SELECTING PROGRAMS. A COMPARISON OF RESPONSES ON A PRE-WORKSHOP NEEDS AND EXPECTATIONS FORM WITH RESPONSES ON THE POST-WORKSHOP QUESTIONNAIRE PROVIDED AN EVALUATION OF THE PROGRAM FROM THE PARTICIPANTS' VIEWPOINTS. RESPONSES ON THE POST-WORKSHOP FORM CONFIRMED A POSITIVE ATTITUDE CHANGE TOWARDS THE HANDICAPPED AND A GREATER FEELING OF CONFIDENCE IN PROVIDING VOCATIONAL AND CAREER EDUCATION TO THIS GROUP. APPENDIXES INCLUDE THE PROGRAM SCHEDULE, COURSE REQUIREMENTS, QUESTIONNAIRE FORMS, PARTICIPANT DATA SHEET, AND AN EXTENSIVE LIST OF REFERENCES. (NJ)

INSTITUTION NAME: LEHIGH UNIV., BETHLEHEM, PA. DIV. OF CAREER EDUCATION.

SPONSORING AGENCY NAME: PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 74

FINAL REPORT

CAREER EDUCATION FOR THE HANDICAPPED

(Project No. 19-4809)

Project Director

Norman H. Sam, Director

Summer Session

Program Director

Seymour Solop

Division of Career Education

School of Education

Lehigh University

Bethlehem, Pennsylvania

June, 1975

PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
RESEARCH COORDINATING UNIT

ED 102 741

CONTROL CODE				SCHOOL I.D.						STARTING DATE				PAYMENT		
1	7	8 1 0 1 9	4 2 1 3 1 1 1 6 3	4	4	2 1 0 4	8 5 1 9 0	4	1	2 1 0	0 5	0 1 1	7 5	4 9 0 1 2 1 8	1	1	1
	PROS.	PROJECT	DETAIL	FY	TYPE	I.UL	CTY.	UNIT.	CLASS	FUND	%	MON	DAY	YR	COST CENTER	TOTAL	BACK	LEFT

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

REIMBURSEMENT REQUEST

EXPENDITURE BY LOCATION

☐ SMSA ☐ CENTRAL CITY
☐ NON SMSA ☐ ECONOMIC DEPRESSED
☐ OTHER

DEBE-135 (7/73)

INSTRUCTIONS: Submit original and four copies. Submit a separate request for each project with supporting documentation. See "Guidelines for Vocational Education Program" for detailed information. See check list on reverse side before completing form.

NAME AND ADDRESS OF AGENCY RESPONSIBLE FOR PROJECT

Summer Session
Lehigh University
Bethlehem, PA 18015

COUNTY

Northampton

NAME AND ADDRESS OF AGENCY TO WHOM CHECK SHOULD BE MADE PAYABLE

Summer Session
Lehigh University
Bethlehem, PA 18015

PERIOD COVERED BY REQUEST

May 1-June 30, 1975

CATEGORY	TOTAL AMOUNT EXPENDED	AMOUNT EXPENDED			PDE USE ONLY
		LOCAL	STATE	FEDERAL	AMOUNT APPROVED
1. INSTRUCTIONAL SALARIES					
2. INSTRUCTIONAL EQUIPMENT					
3. OTHER INSTRUCTIONAL COSTS					
4. GUIDANCE & COUNSELING					
5. ADMINISTRATION, SUPERVISION & EVALUATION					
6. RESEARCH AND DEMONSTRATION	$4,785.76			$4,785.76	
7. CURRICULUM DEVELOPMENT					
TOTALS					

NAME OF INDIVIDUAL TO CONTACT REGARDING DOCUMENTATION FOR THIS PROJECT

Norman H. Sam

DATE

9/19/75

AREA CODE AND PHONE NUMBER

(215) 691-7000, ext. 409

NAME AND TITLE OF OFFICIAL RESPONSIBLE FOR ABOVE FUN

Norman H. Sam, Director; Summer Session

SIGNATURE AND DATE

Norman H. Sam 9/19/75

COMPLETE THIS SECTION FOR WORK STUDY PROGRAM ONLY

NUMBER OF STUDENTS	HOURS EMPLOYED	WAGES

*Compute on basis of 80 per cent state-federal share, 20 per cent local.

FOR PDE REVIEW AND APPROVAL

SIGNATURE, REGIONAL CHIEF, VOCATIONAL EDUCATION FIELD SERVICES — DATE

SIGNATURE, STATE DIRECTOR, VOCATIONAL EDUCATION — DATE

FINANCIAL REPORT

	BUDGETED	SPENT	BALANCE
Salaries and Wages			
Workshop Leader and Assistant	$ 1,500.00		
Norman H. Sam, Project Director and Consultant (9 days @ $100 per day)		$ 900.00	
Seymour Solop Workshop Assistant and Instructor		$ 1,000.00	$ -400.00
Secretary			
Mary Beth Pastre (34 x $2.50 = $85)			
Susan M. Wisser (48 x $3.18 = $152.64)			
Susan M. Wisser (17.5 x $3.18-overtime=$55.65)		$ 293.29	$ -43.29
Benefits			
14.85% of salaries and wages	$ 260.00	$ 325.70	$ -65.70
SUB TOTAL	$ 2,010.00	$ 2,518.99	$ -508.99
Other Direct Costs			
Honoraria (10 days @ $100/day)	$ 1,000.00	$ .00	$ 1,000.00
Travel (1,500 mi. @ $.13/mile)	$ 195.00		
S. Solop $45.75			
N. H. Sam $51.85			
Planning Meeting $ 2.80		$ 100.40	$ 94.60
Office Supplies and Communication	$ 1,100.00		
General Supplies 200.00		$ 179.74	$ 20.26
Telephone 100.00		$ 83.42	$ 16.58
Mailing 100.00		$ 100.00	$ .00
Photo Copying 200.00		$ 126.56	$ 73.44
Printing 500.00		$ 179.60	$ 320.40
1,100.00			
Instructional Supplies	$ 1,000.00	$ 1,176.58	$ -176.58

	BUDGETED	SPENT	BALANCE
Miscellaneous	$ 300.00	$ .00	$ 300.00
SUB TOTAL	$ 3,595.00	$ 1,946.30	$ 1,648.70
TOTAL DIRECT COSTS	$ 5,605.00	$ 4,465.29	$ 1,139.71
INDIRECT COSTS (8%)	$ 448.40	$ 320.47	$ 127.93
TOTAL	$ 6,053.40	$ 4,785.76	$ 1,267.64

Check received from Pennsylvania Department of Education	$ 4,842.72
Total Costs Incurred by Lehigh University	$ 4,785.76
AMOUNT TO BE RETURNED TO DEPARTMENT OF EDUCATION	$ 58.94

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SECTION I

PURPOSE, STRUCTURE, & CONTENT OF WORKSHOP

INTRODUCTION

Many educators become successful within the classroom as they handle the areas and groups for which they were trained. Unfortunately, mental stereotypes arise when differing new groups are assigned to their familiar and comfortable world -- groups for whom they have not been prepared, groups whose needs are markedly different from those now being taught. What should a teacher do? Should he admit ignorance and ask for help, or should he refuse and quote hackneyed prejudicial phrases that denigrate those who deserve his help?

Today, education is acknowledging that all children have a right to education. After an initial victory in Pennsylvania, court cases are being filed in other states to include all children in public supported educational programs, regardless of level of functioning. In time, this will lead to a nationwide policy of total inclusion of all school-age persons into public education programs.

WORKSHOP RATIONALE

In the early part of 1971, the Pennsylvania Association for Retarded Children initiated Civil Action No. 71-42 in the United States District Court for the Eastern District of Pennsylvania against the Commonwealth of Pennsylvania. The court concluded that all handicapped persons are capable of benefiting from a program of education and training. Therefore, the concerned parties entered into a consent agreement which became an order and injunction from the court.

Thus, the Commonwealth was obligated to place each handicapped child into a program appropriate to his capacity, with the presumption that placement in a regular public school is preferable to a special public school class, and placement in a special public school class is preferable to a homebound or any other non-school type of program.

As a result of this court mandate, local school districts have been enjoined to provide appropriate educational programs for the handicapped who previously have been excluded from schools. Included within this group are secondary level pupils, ages 16 to 21, who can benefit from vocational education programs which are designed for their particular level of functioning.

In the period of time since the Consent Agreement became effective, the number of handicapped youth arriving in the Secondary Schools has grown. Demands for vocational programs for the handicapped within the Area Vo-Tech Schools are emanating from parents and sending schools. The Vocational-Technical Schools are striving to meet these demands, but have encountered a serious drawback to program expansion -- teachers qualified to work with handicapped adolescents within a vocational setting.

All Area Vocational-Technical Schools are facing this program expansion because of the increased demand by sending schools for more places for handicapped adolescents in the vo-tech shops and laboratories.

Due to a lack of knowledge and experience in dealing with handicapped adolescents, questions arose which would have to be answered if an effective vocational program for the handicapped is to be provided. Some of these questions were:

1. What is the handicapped adolescent like?
2. What kinds of skills can they learn?
3. What are the differences between the various handicaps which may affect an adolescent?
4. Will standards have to be lowered and curriculum "watered down"?
5. What techniques are effective with the handicapped?
6. How will a lack of academic skills affect the pupils' work in vocational settings?

As the need for persons equipped to furnish vocational education to the handicapped became more apparent, the Division of Career Education, Lehigh University, decided to provide a workshop for vocational education teachers. Through such an experience vocational education teachers hopefully would be able to provide more effective instruction for the handicapped adolescents and youth previously excluded from school.

The workshop, entitled "Career Education for the Handicapped," was to function as part of the Pre-Summer Session. It covered eleven (11) nights for three (3) hours and forty (40) minutes per night. Lehigh University provided the basic staff and facilities while funding was to be provided through the Research Coordinating Unit, Bureau of Vocational Education, Pennsylvania Department of Education.

As originally conceived, the program would include presentations by consultants, discussions with the consultants, and presentations by vocational teachers who have been successful working with handicapped adolescents in a vocational setting. However, because of the design in funding of the workshop, the bulk of the program was handled on an "in-house" basis. Mr. Seymour Solop, the program director, now assumed the major instructional role (see Appendix A).

ORGANIZATION OF THE WORKSHOP

Objectives:

The workshop was organized so as to achieve four primary objectives:

1. To acquaint participants with pertinent legislation dealing with career education for the handicapped.
2. To sensitize participants to the characteristics of handicapped adolescents.

3. To acquaint patticipants with procedures and techniques used in selected quality vocational education programs for handicapped adolescents and youth.

4. To suggest techniques for modifying general instructional programs to meet the needs of handicapped adolescents and youth.

Implementation:

To accomplish these four objectives, the following criteria were established to govern the organization of the workshop activities:

1. Programs should flow from the theoretical to the practical.

2. Participants should have the opportunity for immediate response and evaluation. This provided a basis for a formative evaluation process.

3. Participants' responses should affect the direction of group discussions. (Formative evaluation)

4. Initially, participants should have an opportunity to express their needs and expectations relative to the workshop, and later to state at the conclusion of the workshop, whether or not these needs and expectations had been met.

5. Participants' daily responses and expressions of need will be used to influence later sessions.

6. Each participant will complete the workshop by preparing a plan of commitment applicable to their particular area.

Personnel:

Project Director

Dr. Norman H. Sam, Director of Summer Session

Responsibility: Design, development and direction of the project, also, account executive.

Workshop Program Leader

Mr. Seymour Solop

Responsibility: The workshop leader bridged the gap between the theoretical and the practical through his experiences derived from administering secondary vocational programs for handicapped adolescents and youth.

Other Staff

Dr. Robert L. Leight

Responsibility: Planning and consultant

Secretarial

Susan M. Wisser

Responsibility: secretarial and clerical

Participants

There were nine (9) female participants and three (3) male participants representing Berks, Lehigh, Montgomery, Monroe, and Northampton Counties.

Workshop Program

The formal instructional program began May 27, 1975 and concluded June 12, 1975, a period of 11 days with each session running from 6:20 to 10:00 p.m. More informal development and evaluation continued on through June. During this time, the following topics were covered:

1. Career Education - Implications for the Handicapped
2. Identifying the Handicapped
3. The Right to Education - Consent Agreement - Implications for Vocational Education for the Handicapped
4. The Handicapped and School
5. Changing Curriculum Programs
6. Resource Personnel and Agencies
7. Evaluating the Handicapped for Vocational Education
8. Job Placement
9. Administrative Organizations - Representative successful programs for the Handicapped
10. The Vocational Education Act Amendment of 1968 - Implication for the Handicapped
11. Combating Attitudes

WORKSHOP EVALUATION

To provide evaluation and direction, each participant was requested to complete three types of forms during the program. One was filled out at the first meeting of the group (see Appendix B). Here they listed (1) their needs in working with handicapped pupils; (2) their expectation from the workshop; and (3) questions which they hoped the workshop would answer. Another questionnaire was distributed at the last meeting (see Appendix C). At this time, each participant was asked:

1. Did the workshop help meet your needs as they relate to the handicapped?
2. Did this workshop meet your expectation?
3. Were your questions answered?
4. Give your recommendations and suggestions for improving the workshop.

The third form was a reaction to the daily program (see Appendix D). At the end of the evening, each student was asked to complete this form anonymously. On this form they were asked to list:

1. What had been learned from that evening's program which would be of help in working with the handicapped?
2. What questions on that evening's program remained unanswered?
3. Additional comments and/or suggestions.

Item 1 was designed to fulfill three purposes: first, to help each student focus on points made which were applicable to classroom situations; second, to help each participant crystallize his thinking in terms of practical approaches; and third, to provide participants with concrete material for their final paper.

Item 2 was included to provide immediate feedback and direction to the instructor. After a reveiw of the unanswered questions, the instructor was

able to focus the next evening's group discussion on points which remained unclear to the participants.

A comparison of responses on the pre-workshop needs and expectations form with responses on the post-workshop questionnaire provided an evaluation of the program from the participants' viewpoints. A majority of the participants had not taught the handicapped, and therefore they arrived at the workshop with great trepidation. Initially, an obvious lack of knowledge concerning the handicapped, their characteristics, abilities, skills, and potential in society was exhibited in such questions as:

"What should I expect to achieve in dealing with these students?"
"What attitudes should I maintain when I encounter them?"
"What is the length of time necessary to achieve results?"
"What can we do to better prepare our students for involvement in vo-tech programs or work experiences?"
"What are the major causes for the handicapped?"
"Are there common rules for handling the handicapped?"
"What is mainstreaming and its effect on the handicapped?"
"How does one deal with their inability to read?"
"How is a child classified as handicapped?"
"How to deal with the public attitude towards handicapped working in the community?"
"What skills should I teach the handicapped for vocational education?"
"How important are academics for handicapped?"
"How can you get handicapped students to realistically choose a career?"
"Do I have the psychological make-up, patience, etc., to enter this field?"

The participants came to the workshop seeking practical help and information. They expected specific information which would guide them in curriculum planning, in classroom techniques, and in other "cure-alls" for handling a sub-normal group of individuals.

Responses on the post-workshop form clearly confirmed a positive attitudinal change towards the handicapped. The beginning fear was no longer apparent. The participants' experiences seemed to have sensitized them to the needs and characteristics of this "different" group. Now there was such comments as:

"This course more than met my expectations. The teacher gave me a good insight into every phase of education for the handicapped."

"I have been able to implement some of the material covered and have noticed a difference in my students."

"My questions were answered forthrightly and honestly."

"This course turned out different than I expected. What an education! I learned a great deal about what the handicapped student and his place in society and the world of work."

"The course provided insight into many of the areas of interest to me."

"You covered each area in detail and did an excellent job of covering the in-class questions."

"I gained a number of practical ideas that I can use in the classroom. I have also gained a great deal of understanding of the handicapped child's capabilities."

"It was one of the best courses I have taken as far as being able to use the material in working with my students."

"I wanted to understand the handicapped - now I do."

"Yes, the course did meet my needs. I now have direction and sources I can turn to for further expansion of my program."

"I feel now I can begin a program that will have Career Education as part of my academic classroom."

"So far it has met all the needs I have knowledge of. My expectations were surpassed. I came in for a view of special education and came out turned on to the whole educational system again."

"I feel now I can go back to the classroom with a better attitude toward handicapped students."

"Yes, I have solid ideas which I plan to implement in my classroom concerning Career Education for the Handicapped."

The participants, as a group, voiced a feeling of confidence towards future inclusion of handicapped adolescents in a career education program. They stated their workshop exposures had given them background information upon which they could draw when faced with the needs of handicapped adolescents and youth in their career education or vocational education program.

While the nature of suggestions and feelings towards the workshop varied widely, a common thread was interwoven among all returns. Participants expressed a greater feeling of confidence, less anxiety, and an evolving enthusiasm to provide career education and vocational education to this group, an enthusiasm which previously had been restricted or excluded by misconceptions and stereotyped images.

RECOMMENDATIONS

Upon review of the entire workshop from its planning stages through organization to workshop activities, the following recommendations are made to strengthen any future program of this type:

1. Participants should be provided a working relationship with handicapped students in a "hands on" experience.
2. The workshop should be held during a period of time when the participants could visit successful programs for the handicapped.
3. Employers of the handicapped should be brought in to speak to the participants and present their experience and view points on the total educational and habilitative process.
4. State funding should provide ample "lead time" prior to the beginning of the workshop. Whis would provide an opportunity to bring in competent consultants with experience in the field.

SECTION II

APPENDICES

Appendix A

PROGRAM SCHEDULE

CAREER EDUCATION FOR THE HANDICAPPED

Program Director - Seymour Solop
Pre-Session, 1975

TEXT: Kolstoe & Frey - A High School Work-Study Program for Mentally Subnormal Students.

May 27	Career Education - Implications for the Handicapped
May 28	Identifying the Handicapped
May 29	Right to Education
June 2	The Handicapped and School
June 3	Changing Curriculum Programs
June 4	Resource Personnel
June 5	Evaluating the Handicapped
June 9	Job Placement
June 10	Administrative Organizations
June 11	Vocational Education Amendments of 1968 & Proposal Writing
June 12	Combating Attitudes Final Reports Due Evaluation

COURSE REQUIREMENTS

1. Three (3) 2 page critiques on articles dealing with career education and/or vocational education for the handicapped.

2. Final Report written last night of class:

   a. How can you realistically restructure your program (academic or vocational) to make it most effective for the handicapped student in terms of:

      1) Curriculum
      2) Evaluation
      3) Teacher Counseling
      4) Facilities
      5) Placement

b. What assistance (resources, etc.) from the following do you feel you would need to help you modify your program (academic or vocational) to meet more successfully the needs of handicapped students:

1) School Director or Principal
2) Your immediate Supervisor (s)
3) Your school Counselor
4) Other teachers
5) Other school personnel
6) Students
7) University
8) Others

c. What major attudinal changes have you experienced towards the handicapped as a result of this course?

CAREER EDUCATION FOR THE HANDICAPPED

Name _____

1, What are your needs in working with handicapped students in a career program or a vocational program?

2. What are your expectations from Education 319?

3. List questions you have which you hope can be answered by Education 319.

4. Have you worked with handicapped students in a career program or a vocational setting? Explain.

CAREER EDUCATION FOR THE HANDICAPPED

Name _____

1. Did this course help meet your needs as they relate to career education or vocational education for the handicapped? Explain.

2. Did this course meet your expectations? Explain.

3. Were your questions answered as you hoped they would be during this course? Explain.

4. Give your recommendations and suggestions for improving this course.

CAREER EDUCATION FOR THE HANDICAPPED

Daily Reaction Sheet

Date _____

1. List what you have learned from today's program which will help you in working with handicapped students in a career education or vocational program.

2. What unanswered questions do you have, based on today's program?

3. Additional comments and/or suggestions. (Use reverse side if necessary).

Suggested References

for

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DATA ON SCHOOLS OF PARTICIPANTS

(NOTE: Distribute into each of the following items (15, 16, 17, 18, 19a, 19b, 19c, 19d, and 19e) only the number of participants who have been classified in item 14c, by the category in each item which best describes the nature of their schools. Exclude participants classified in item 14b.)

15. SCHOOL OR SYSTEM, BY CONTROL

a. Public	11
b. Nonpublic	1

16. GRADE LEVELS WITH WHICH THE PARTICIPANTS' ASSIGNMENTS USUALLY RELATE

a. Preschool		d. Jr. High (7-9)	5	g. Elem. & Sec.	
b. K - Gr 3	1	e. Sr. High (10-12)	2	h. Post-Sec. Vocational	
c. Elem (K-6)	1	f. Secondary (7-12)	3	i. Adult Education	

17. AREA OF SERVICE OF SCHOOL OR SYSTEM WHERE EMPLOYED *(predominant characteristic)*

a. Rural or small town - general population	4	d. Urban - poverty area	
b. Rural or small town - poverty area	1	e. Suburban	4
c. Urban - general population	3		

18. STUDENT BODY OF SCHOOL *(or schools)* **IN TERMS OF THE PERCENT WHO COME FROM FAMILIES AT OR BELOW THE POVERTY LINE**

a. 0%		d. 20-29%	2	g. 50-59%	1	j. 80-89%	
b. 1-9%	3	e. 30-39%	2	h. 60-69%	1	k. 90-100%	
c. 10-19%	1	f. 40-49%	2	i. 70-79%			

19. STUDENT BODY OF SCHOOL *(or schools)* **IN TERMS OF THE PERCENT WHO COME FROM SPECIFIED MINORITY RACIAL OR ETHNIC BACKGROUNDS**

	A. NEGRO OR BLACK	B. PUERTO RICAN	C. MEXICAN-AMERICAN	D. AMERICAN INDIAN	E. ORIENTAL
a. 0%	6	6	12	12	11
b. 1 - 9%	5	6			1
c. 10-19%	1				
d. 20-29%					
e. 30-39%					
f. 40-49%					
g. 50-59%					
h. 60-69%					
i. 70-79%					
j. 80-89%					
k. 90-100%					

AREA OF SPECIALIZATION *(If employed in an institution of higher education)*

20. PARTICIPANTS EMPLOYED IN INSTITUTIONS OF HIGHER EDUCATION - THOSE PARTICIPANTS DISTRIBUTED IN THE FIRST CATEGORY OF ITEM 14b. AS "TEACHER TRAINERS" - BY AREA OF SPECIALIZATION

a. ARTS OR SCIENCES	b. EDUCATION	c. OTHER
	12	

TYPE OF POSITION FOR WHICH PARTICIPANTS ARE PREPARING

21. ALL PARTICIPANTS BY WHETHER THIS PROJECT IS PREPARING THEM TO ENGAGE IN A DIFFERENT TYPE OF POSITION

a. Preparing for same type of position as at present *(as reported in item 14)*	12
b. Preparing for a different type of position *(include teachers who are preparing to teach a different subject)*	

c. Participants in category b. above by type of position being prepared for

1. Teacher *(of a different subject)*		6. Educational aide or paraprofessional	
2. Administrator		7. School volunteer	
3. Supervisor		8. Other educational position *(in a school)*	
4. Pupil personnel specialist		9. Teacher trainer *(in an institution of higher education)*	
5. Instructional media specialist *(including librarian)*			

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0752
APPROVAL EXPIRES: 10/31/73

PARTICIPANT DATA SUMMARY

(Parts C, D, and F, Education Professions Development Act
Title V, P.L. 89-329, as amended)

1. OE PROJECT NUMBER: 19-4809

3. NAME OF SPONSORING INSTITUTION OR AGENCY: Lehigh University
Submitted by: Telephone: (215) 691-7000

2. STATE: Pennsylvania

4a. NUMBER OF PARTICIPANTS TO BE TRAINED IN THE PROJECT: 12

b. NUMBER OF PARTICIPANTS COVERED BY THIS SUMMARY REPORT: 12

DATA ON PARTICIPANTS

5. SEX

a. Male	3
b. Female	9

6. AGE

a. under 25	4	d. 35-39	1
b. 25-29	2	e. 40-44	1
c. 30-34	2	f. 45-49	
g. 50-54	1	h. 55-59	
i. 60 and over			

7. PARTICIPANTS BY WHETHER OR NOT THEY ARE VIETNAM ERA VETERANS

a. Vietnam era veterans	1
b. Not Vietnam era veterans	11

8. RACIAL OR ETHNIC BACKGROUND

a. Negro or black		d. American Indian	
b. Puerto Rican		e. Oriental	
c. Mexican-American		f. Other than the above	12

9. PARTICIPANTS BY WHETHER THEIR INCOMES ARE, OR WERE BEFORE THEY ENROLLED IN THIS PROJECT, BELOW THE POVERTY LINE

a. Below poverty line	
b. Not below poverty line	12

10. GEOGRAPHIC DISTRIBUTION OF PARTICIPANTS (by State of employment prior to this project)

a. Ala.		k. Ga.		u. Md.		ae. N. J.		am. S. C.		ay. Wyo.	
b. Alaska		l. Hawaii		v. Mass.		af. N. M.		ap. S. D.		az. Canal Zone	
c. Ariz.		m. Idaho		w. Mich.		ag. N. Y.		aq. Tenn.		ba. Guam	
d. Ark.		n. Illinois		x. Minn.		ah. N. C.		ar. Texas		bb. Puerto Rico	
e. Cal.		o. Indiana		y. Miss.		ai. N. D.		as. Utah		bc. Virgin Is.	
f. Colo.		p. Iowa		z. Mo.		aj. Ohio		at. Vt.		bd. Pacific Trust Territories	
g. Conn.		q. Kansas		aa. Mont.		ak. Okla.		au. Va.			
h. Del.		r. Ky.		ab. Nebr.		al. Oreg.		av. Wash.		be. Overseas Dep. Schools	
i. D. C.		s. La.		ac. Nevada		am. Pa.	12	aw. W. Va.			
j. Fla.		t. Maine		ad. N. H.		an. R. I.		ax. Wisc.		bf. Foreign	

11. HIGHEST DEGREE EARNED

a. NONE	b. H. S. DIPLOMA	c. BACHELOR'S	d. MASTER'S	e. ED. D.	f. PH. D.
	1	8	3		

12. OCCUPATIONAL BACKGROUND

a. Currently employed (or within the past 5 years employed) in the field of education	12	d. Never previously employed in the field of education by whether they were	
b. Previously employed in the field of education, but not within the past 5 years		1. Employed in other professions requiring an academic degree	
c. Never previously employed in the field of education		2. Holding an academic degree but not working	
		3. Not holding an academic degree	

13. TOTAL YEARS OF TEACHING OR OTHER EMPLOYMENT IN THE FIELD OF EDUCATION

a. NONE	b. 1-4 YEARS	c. 5-9 YEARS	d. 10-14 YEARS	e. 15-19 YEARS	f. 20 OR MORE
	8	2	1		1

14. PRIMARY POSITION OR EMPLOYMENT STATUS AT PRESENT, OR IMMEDIATELY PRIOR TO PROJECT

a. IN A PRESCHOOL, ELEMENTARY OR SECONDARY SCHOOL OR SCHOOLS, OR LOCAL EDUCATION AGENCY

1. Teacher	12	5. Instructional media (incl. librarians)	
2. Administrator		6. Education aide or paraprofessional	
3. Supervisor		7. School volunteer	
4. Pupil personnel specialist		8. Other education position	

b. OTHERWISE EMPLOYED

1. Teacher trainer (in institution of higher education)	
2. In State educ. agency	
3. Non-education position	
4. Student	

OE FORM 7214, 6/73 REPLACES OE FORM 7214, 6/69, WHICH IS OBSOLETE.

R E S U M E

LEIGHT, ROBERT L.
Associate Professor of Education
Director, Secondary Division
School of Education-Lehigh
Appointed: September 1, 1969

Earned Degrees:

B. S. in Ed.	Kutztown State 1959 (Social Studies)
M. A.	Lehigh 1961 (History)
M. Ed.	Lehigh 1964 (Ed. Curriculum and Instruction)
Ed. D.	Lehigh 1966 (Foundations of Education)

Educational Experience:

Teacher, Palisades High School - 1959
Teacher, Pennridge Junior High School - 1959-63
Graduate Assistant, Instructor, Lehigh University 1963-66
Associate Professor, Chairman, Department of Education, Ursinus College - 1966-69
Associate Professor, Director, Division of Secondary Education, Lehigh University, 1969-Present.

Current Professional and Academic Association Memberships:

Fellow: Philosophy of Education Society.
Charter Member: American Educational Studies Association
Life Member: Phi Delta Kappa (Charter President-Lehigh University Chapter)
Institutional Representative, AACTE
Member: Board of Directors, Middle Atlantic State Philosophy of Education Society

Publications

Monograph: Education and the Philosophies of Process: Lectures and Commentaries on the Philosophy of Education, Bethlehem: Lehigh University, 1969

Curriculum Guide; Social Studies Today: Guidelines for Curriculum Improvement (with John H. Billman, Elizabeth Haller, and James G. Kehew) Harrisburg: Pennsylvania Department of Education, 1970

Books: Editor, Philosophers Speak on Accountability in Education. Danville, Ill. The Interstate Printers and Publishers, Inc., 1973.

Editor, Philosophers Speak on Alienation in Education. Danville, Ill. The Interstate Printers and Publishers, Inc., 1974.

DR. NORMAN H. SAM
Professor of Education
Director of Summer Session
Lehigh University

Dr. Norman H. Sam joined the Lehigh University faculty as assistant professor of education in September, 1962. He was named to the additional post of Director of Summer Sessions in 1963, and promoted to associate professor in 1964. In 1966, he was named Director of the Division of Elementary Education. He was promoted to professor in 1970 and assumed the leadership role for the newly formed Council for Research in Teaching and Learning.

At present, he is Director of Summer Sessions, a University-wide administrative role.

A native of Bridgeville, Pa., he received his B.S. degree from the University of Pittsburgh in 1951, and was awarded the Ed.M. and Ed.D. degrees by the same university in 1955 and 1962.

A specialist in educational simulation for education administration, elementary education and Career Education, Dr. Sam has also completed studies in "A Structural Analysis of the Written Composition of Intermediate Grade Children," conducted under a U.S. Office of Education research grant.

A proposal, which he submitted for the training of educational researchers, was granted under Title IV of the Elementary-Secondary Education Act (ESEA) in May, 1966. He has since been involved in the development of five U.S. Office of Education projects aimed at the improvement of instruction in the public schools.

He was elected president of Simulation System, a special group affiliated with the American Educational Research Association in 1969 and 1970. During this period he provided national leadership in the areas of educational simulation development and the inplementation of simulation in education.

Dr. Sam has been a leader in the utilization of educational simulation since 1962. During the intervening period he has been involved in over 40 workshops using simulated materials.

He is a member of various educational and professional societies, and of Phi Delta Kappa, a national education fraternity for men.

Dr. Sam is listed in "Who's Who in American Education," "Presidents and Deans of American Colleges and Universities," and "Who's Who in the East."

Prior to joining the Lehigh faculty, he taught in the Bethel Park and Canon McMillan School Districts and was an administrator in the Hampton Township School. He had also been employed at the University of Pittsburgh.

Lehigh PIO
September, 1974

PROFESSIONAL RESUME

Name:	Seymour Solop
Residence:	1638 Dublin Road, Dresher, PA 19025 (MI6-8347)
Marital Status:	Married, 2 children
Date of Birth:	September 18, 1928
Education:	BS in Ed., Secondary Math - 1949 M.Ed., Counseling & Guidance - 1955 60 graduate credits above M.Ed., Educational Administration Temple University Institute for Advanced Administrative Development - 1/70-6/70 School District of Philadelphia Executive Seminar in Educational Management - 5/74 Wharton School, University of Pennsylvania Doctoral Student, Division of Career Education, School of Education, Lehigh University
Certification:	Comprehensive Principal's, PA Permanent 11/67 Guidance Counselor, PA 1955 To Teach Guidance, PA - 1955 To Teach Mathematics & Social Studies, PA - Permanent 1954
Experience: (In School District)	Principal - 9/69 to present Carroll Occupational School - A vocational and job placement program for Educable Retarded Male Adolescents. Principal - 9/68-6/69 Hawthorne Elementary School Auxiliary Principal - 2/68 - 6/69 Office of Field Operations Vice Principal - 10/62 - 2/68 Bartlett Junior High School Teacher of Mathematics - 9/52 - 10/62 Audenreid Junior High School Teacher of Mathematics - 9/49 - 6/52 Vaux Junior High School
Experience: (outside of School District)	Adjunct Instructor, Division of Career Education, Lehigh University - 6/75 Organized and taught course "Career Education for the Handicapped" Graduate Assistant, Division of Career Education, Lehigh University - 1/75 - 8/75 Program Coordinator, "Early Recruitment Program"

Adjunct Instructor, Division of Vocational Education, Temple University - 1/73 - 5/74
Organized and taught a course entitled "Vocational Education for the Mentally Retarded"

Director, Workshop for Directors, Supervisors and Counselors in Vocational Education, "Vocational Education for the Mentally Retarded," Division of Vocational Education, Temple University, June 1973

Director, Workshop for Vocational Teachers, "Vocational Education for the Mentally Retarded," Division of Vocational Education, Temple University - June 1973

Co-Director, Workshop for Vocational Teachers, "Vocational Education for the Mentally Retarded," Division of Vocational Education, Temple University - July 1972

Service:
(outside the School District)

Participant:	Workshop "Career Education: Concept, Program Development, Implementation and Evaluation" Lehigh University - 7/7/75 - 7/28/75
Participant:	Workshop "Vocational Evaluation for Mentally Retarded Students," Division of Special Education, Pennsylvania Department of Education - 6/75
Participant:	Workshop "Getting Comprehensive K-12 Career Education Moving," Lancaster-Lebanon Intermediate Unit 13 - 2/75
Presentor:	National Council Teachers of Mathematics, Potomac Regional Conference - March 1975
Participant:	The Governor's Conference on Solutions to Current Issues in Vocational Education, Pa. State Advisory Council on Vocational Education, October 1973
Presentor:	National Convention, Council for Exceptional Children - April 1973
Presentor:	National Convention, American Vocational Associatio December 1972
Presentor:	Conference on The Rights of the Retarded, University of Delaware, October 1972
Consultant:	ESEA, TITLE III, Special Education Mathematics Project, Division of Curriculum, PA Department of Education, November 1973 to June 1974
Member:	Visiting Committee, Middle States Association of Secondary Schools - 1969, 1967, 1966

Service:
(within the School District)

Chairman:	Mathematics in Special Education Curriculum Committee, 9/73 to 1/75
Member:	Elementary Mathematics Committee, 9/71 to present
Member:	District 5 Mathematics Committee, 9/73 to present
Member:	Joint Committee on Procedures Manual, 9/73 - 6/74
Member:	Joint Implementation Committee on Furniture & Equipment Standards Committee, 9/71 to 6/72
Member:	District 5 Planning Council, 9/70 to 6/72
Writer:	District 5 Task Force on Reorganization, 1970
Leader:	New Teacher Orientation Program, 1966 & 1967
Writer:	Junior High School Mathematics Curriculum Committee, 1966

Publications:

Workshop Proceedings, "Vocational Education for the Mentally Retarded," Division of Vocational Education, Temple University, Summer, 1972.

"The Administrator," The Bulletin, National Association of Secondary School Principals, Vol. 45, No. 267, October, 1961.

"Your Voice to the Public," The Newsletter, Philadelphia Teachers Association, May, 1956.

"Help for the Substitute," The Newsletter, Philadelphia Teachers Association, November, 1955.

ACCESSION NUMBER: VT102743

PUBLICATION DATE: 21AUG75

TITLE: PROJECT IMPROVE: INTERVENTION MECHANISM WITH PARAPROFESSIONALS TO REORIENT VOCATIONAL EFFORTS. FINAL REPORT.

PERSONAL AUTHOR: PEPPERMAN, CARL W.; AND OTHERS

DESCRIPTOR: *CAREER AWARENESS; *COUNSELING PROGRAMS; *DISADVANTAGED YOUTH; ECONOMICALLY DISADVANTAGED; *HELPING RELATIONSHIP; INTERVENTION; *ROLE MODELS; STUDENT ATTITUDES; FAMILY SCHOOL RELATIONSHIP; ELEMENTARY SECONDARY EDUCATION; SELF CONCEPT; PROGRAM DESCRIPTION

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ABSTRACT: FIFTEEN FAMILIES ON WELFARE WERE SELECTED FOR PARTICIPATION IN THIS PILOT PROJECT DESIGNED TO TEST THE EFFECTIVENESS OF PERSONAL INTERVENTION IN IMPROVING ATTITUDES OF THE DISADVANTAGED TOWARD CAREER OPPORTUNITIES AND THE WORLD OF WORK. STUDENTS FROM THESE FAMILIES WERE ASSIGNED TO EITHER A PARAPROFESSIONAL COUNSELING (PPC) OR ROLE MODEL VOLUNTEER (RMV) GROUP. DURING THE SCHOOL YEAR, VARIOUS METHODS OF IMPLEMENTING CAREER EDUCATION WERE USED WITH EACH GROUP. FOR THE COUNSELORS, THESE INCLUDED FREQUENT SCHOOL AND HOME VISITS, AND THE USE OF GAMES, MEDIA, DISCUSSIONS, AND OTHER ACTIVITIES. THE RMV STUDENTS VISITED THEIR ROLE MODEL AT HIS (OR HER) PLACE OF EMPLOYMENT. FINDINGS OF THE STUDY SHOW THAT ONLY TWO OF THE NINE OBJECTIVES WERE MET: OLDER STUDENTS PARTICIPATING IN THE PROGRAM DID DEMONSTRATE AN INCREASED MOTIVATION TOWARD CAREER EDUCATION AND TOWARD WORK BY REQUESTING VOCATIONAL OR CAREER DEVELOPMENT TRAINING, AND THERE WAS AN INCREASE IN COORDINATION AND USE OF SCHOOL, COMMUNITY, AND GOVERNMENT RESOURCES. AS A PILOT PROJECT, THIS STUDY HAS IDENTIFIED AREAS FOR FUTURE INVESTIGATION. THE REPORT CONTAINS THE BACKGROUND AND DEVELOPMENT OF THE STUDY, FINDINGS AND ANALYSIS, CONCLUSIONS AND RECOMMENDATIONS, SUGGESTIONS, STAFF OBSERVATIONS, AND STATISTICS. APPENDED ARE AN 18-PAGE MANUAL ON COUNSELING TECHNIQUES AND THE PROJECT CORRESPONDENCE. (RG)

INSTITUTION NAME: CENTRAL SUSQUEHANNA INTERMEDIATE UNIT, LEWISBURG, PA.

SPONSORING AGENCY NAME: PENNSYLVANIA RESEARCH COORDINATING UNIT FOR

FINAL REPORT

PROJECT IMPROVE

(Intervention Mechanism with Paraprofessionals to Reorient Vocational Efforts)

(Project No. 19-3009)

Dr. Carl W. Pepperman
Dr. John E. Lutz
Mr. Glenn D. Simington

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
Box 213
Lewisburg, Pennsylvania, 17837

August 21, 1975

PENNSYLVANIA DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
RESEARCH COORDINATING UNIT

102 743

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Appendix A

Appendix B

Preface

Project IMPROVE was conducted in Northumberland County throughout the 73-74 school year and during the months of June and July 1974. Students who were used in this research program were selected from the welfare lists of the Northumberland County Department of Public Assistance. After being screened by members of the project staff and the DPA, the students were randomly assigned into either a Paraprofessional Counseling (PPC) or Role Model Volunteer (RMV) group. These two groups of students were pre and post tested using the revised edition of the Crites Vocational Maturity Inventory. During the school year various methods of implementing career education were used with each group.

Acknowledgements

Appreciation is extended to the staff of the Northumberland County Department of Public Assistance for all of their help during the project year, to the regional people who served as Role Model Volunteers, to the local concerns who hosted field trips, to the local school personnel who arranged for individual client visits and to the Research Coordinating Unit of the Bureau of Vocational/Technical Education for all their help and encouragement during both the implementation and administration of the project.

Introduction

Purposes: The purposes of this project were to plan, develop, implement, and evaluate a career guidance model for the identification, career education, vocational guidance, and placement of youths and their families handicapped by academic and socio-economic factors.

Expected Outcomes: Projected results from successful development and application of the model include: increased motivation of youths for career education and vocational guidance, increased motivation of the family unit for gainful employment, increased communication between home and school, improved attitudes of youths and their families toward the world of work, increased knowledge by youths and their families of occupational information related to job duties and tasks, and a decrease in the number of families served by the Department of Public Assistance (DPA).

Activities: Fifteen families were selected according to criteria developed and agreed upon cooperatively by the DPA and the Central Susquehanna Intermediate Unit. Random assignment was made to one of three groups: a group served by paraprofessional counselors (PPC), a group served by role model volunteers (RMV) and a group designated for control. PPC, RMV, and cooperating school personnel were trained and the PPC and RMV's assigned to client families. Client contact and parent involvement were supplemented with monthly consultations and coordination with DPA, CSIU, and cooperating school personnel. Pre and post testing was carried out at appropriate times.

Objectives:

1. Students participating in this program will demonstrate an increased motivation toward career education and toward work, as determined by an increase in the number of requests for further vocational or career development training.

2. Motivation for gainful employment within the family unit will increase, as determined by an increased number of inquiries into job opportunities by the head of the household or by a decrease in the number of project families served by the Department of Public Assistance.

3. The heads of the household or the parents in participating families will demonstrate an increased motivation for further education and/or training, as determined by the number of these adults participating in the General Educational Development (high school equivalency) test program, local school extension programs, or job training opportunities.

4. Participating youths and their families will demonstrate an improved career maturity, as measured by the Career Maturity Inventory Attitude Scale.

5. Participating youths and their families will demonstrate a more positive self-appraisal (or self-concept), as measured by the Career Maturity Inventory Competency Test, Part 1: Knowing Yourself.

6. Participating youths and their families will demonstrate an increased knowledge of occupational information related to job duties and tasks, as measured by the Career Maturity Inventory Competency Test, Part 2: Knowing About Jobs.

7. Coordination and use of existing school, community, and government resources for the education, training, and placement of participating youths and their families will be increased, as determined by use of the personnel and facilities of agencies such as the Department of Public Assistance, the Interagency Council, the Department of Child Welfare, the Bureau of Employment Security, the Susquehanna Personnel Managers Association, Chambers of Commerce, local businesses and industries, and local schools.

8. Communication between home and school for participating youths and their families will improve and increase, as determined by the number of interactions initiated by home or school regarding educational or training programs or related activities.

9. School personnel will demonstrate greater interest and concern for the evolving career development of academically and socio-economically handicapped students and their families, as determined by a continuation or modification of the

use of the paraprofessional counselor or role-model volunteer, or appropriate curricular adaptations or revisions for a more realistic educational experience for these students and a more realistic home/school experience for their families.

Narrative

The initial work on Project IMPROVE began with the selection of families who would meet the criteria for inclusion in the project as determined by project staff. The criteria are: 1) both parents living at home, 2) same number of children at home, 3) father's age 25 to 40, 4) equivalent GATB scores, 5) free from disabling physical handicapped and, 6) at least two in school from grades five to twelve. Through prior arrangements with the Northumberland County Department of Public Assistance we were given permission to go through their files to find families who would fit these criteria. Joe Myers, who began working with Project IMPROVE at the beginning of the program, had been employed as an MH/MR student intern at the Northumberland County DPA and therefore had previous experience in using information from the files. After selection of these 15 families and discussion with the DPA staff, the families were randomly assigned into one of our three catagories: Paraprofessional Counseling (PPC), Role Model Volunteer (RMV), or Control. Each of these three areas were treated differently: The PPC students were visited approximately once a week in their individual school, the RMV students visited at least once with their RMV at his or her place of employment, and the Control students did not receive any treatment from the project staff.

The next step in the organization of the project involved having one of the IMPROVE staff members visit the schools where these students were assigned to receive permission to work with them during the school year. After discussing the project with the administration, and explaining the processes involved in visiting the students there was no hesitation on the part of the schools to allow our staff members to come in. The only idea that was expressed several times, however, was that we take advantage of students' study halls where that was applicable rather than take them from classes.

After these initial organizational tasks were accomplished, the next important step was the selection of persons to serve as the paraprofessional counselors. The people chosen to work in this capacity were all college students or recent college graduates since we felt that they could relate much better to students in this age range. Three of the persons chosen to work as PPC's for the project were employed through the CSIU as MH/MR student interns from the Columbia-Montour-Snyder-Union office. These interns work full time during ten weeks in the summer and up to ten hours/week during the school semester. Because of being able to work with students on an individual basis sharing career information the interns received an experience which was very useful for them personally. Client contacts were established with the PPC's according to the time the PPC had available, student scheduling, conference space possibilities, interest and enthusiasm, and the distance they were able to travel, since the majority of the students chosen from Northumberland County, were in the Shamokin/Mount Carmel area and the interns were from Bucknell University in Lewisburg and Susquehanna University in Selinsgrove.

Before beginning the contacts with the clients the paraprofessional counselors received training in several minimum level counseling methods including listening skills and reinforcement techniques. (Copies of these materials that were shared with the PPC's are included in Appendix A.)

When the assignments were completed, the PPC's visited the school themselves and arranged to meet with the teachers of their clients. At this time, they discussed the best mutual time to meet with the students at their school during the day.

On their first visit with their clients, the PPC's administered the revised edition of the Crites Vocational Maturity Inventory, as a pretest. The age of the clients and their academic ability determined the manner in which the pretest was administered. Several of the younger students could not read the material which was written on a 7th grade level; therefore the PPC would read the question to them and allow the student to indicate his correct choice.

After becoming generally acquainted with their clients they discussed when they would be back the next time and set up a tenative schedule for the year. The PPC's tried to arrange these times so that they visited the students approximately once a week. This, of course, was changed depending on the school schedule, the PPC's schedule, and the absenteeism of the students.

The next phase of the project to be developed was the Role Model Volunteer portion. Students involved in the RMV portion were all visited by the same project staff member and were all pretested by that person. These students were questioned as to their areas of career interest and contacts with Role Models were arranged with this in mind. The visits with these students were not conducted on a weekly basis as were the PPC's The RMV's received an initial orientation to the program and encouragement to bring questions regarding their client contacts to periodic meetings with the staff member. No formal training in counseling methods was given to these volunteers.

One main difference was the fact that the PPC's visited the students in their school situation, while the RMV students visited their Role Model at his/her place of employment. Also the majority of the students stayed with the same PPC during the school year, while the RMV students were allowed to change models if their area of interest changed or if the contact did not produce beneficial results. Another difference was due to the fact that the PPC's did meet with their students on a weekly basis while perhaps the RMV and his student only met once.

The actual RMV's were contacted for their participation after they were recommended by either the DPA Office Manager, or one of the local guidance counselors. Most of these persons visited only once with the students unless it was mutually agreed that another visit would be beneficial. During these visits, the project staff member would go along for "moral support", but would not participate in any of the actual discussions. The majority of the students were prepared with questions that they wanted answered. The RMV's themselves usually furnished information about their

background to which a student of that particular age level could relate. These persons were not afraid to tell the students about the less glamorous aspects of the job, as well as the glamorous ones. They also shared some of the problems which they had incurred when they were at that student's age.

Both the PPC and RMV students were allowed to request information from the CSIU Career Education Services. In some of the sessions, these requested briefs were read and discussed by the counselor and the student, while in other sessions it was given to the student to read at home or with his family. The majority of students requested additional career education briefs after their initial orientation to the information.

Many of PPC's used other means of getting students to express and explore an interest in careers. Some of these were through games and media, some through additional printed information and some through discussion. Complete examples of some of the ideas that were incorporated are included in the individual case studies.

Monthly meetings were conducted with members of the CSIU staff, the PPC's and the project staff in attendance. The first meeting of this type was an orientation session for those who would be working as PPC's. They were given some basic background on counseling, ideas on what was hoped to be accomplished by the project, and information concerning their role. At the remainder of the sharing sessions, all were given an opportunity to share information or ideas that had worked with their groups, or to ask questions on any area where they might have been having trouble. These sessions, which were held approximately every month, were very helpful for all the staff involved. The IMPROVE staff received new ideas that they could try and the PPS staff was kept up-to-date on project happenings.

Individual case studies on the clients were submitted to the PPS office approximately three times during the project year. In this way we could relate vital information to interested parties concerning the efficient running of the program. Project staff also submitted a monthly progress report for the benefit of

the PPS staff. These were in turn included in the PPS progress report to our Executive Director.

One of the monthly sharing sessions was held at the DPA Office in Shamokin; at this meeting the PPC's and RMV's discussed what they had been doing with their individual clients and the DPA caseworkers shared what information they could concerning the students' home situations.

Both sides seemed to benefit from this mutual sharing: the project staff in knowing some of the reasons why several of the students were responding in the manner that they did, and the caseworkers in knowing "firsthand" what the project was about. The caseworkers also expressed further interest in helping the PPC's, and invited them to stop at the office whenever they needed information on any of their clients.

Along with career information, the students were also exposed to vocational guidance, self-esteem activities, and values clarification. The majority of these activities were very well received by the students in the program. Home visits were conducted with each of the PPC students during the summer. At these times the PPC worked with the student and his family as a group, either on activities related to career, self, or group togetherness rather than trying to relate to school oriented materials when the students were not in school. The families were very interested in these home visits and again a mutual sharing of information was beneficial to both the PPC and the parents.

The students were very interested in these home visits and looked forward to the attention they received during the time the PPC was there. Several field trips were conducted during the summer home visits and the students appreciated the experiences they received. The people at these sites who shared information with the students related very well on the students' level.

It was difficult to conduct summer home visits with the students in the RMV portion of the project since many of them were working with the NYC Program in the

area. Also several of these students had expressed an interest in not continuing the Role Model visits during the summer.

The majority of the PPC clients were post-tested at their own home during one of the visits. The RMV students were post-tested at their own school. One factor which might make a difference in test results is the fact that the one PPC who post-tested had not worked with all of the students during the school year.

As in the pretest individual student differences were taken into account in administrating the pretest.

Findings and Analysis

Each of the stated objectives was assessed for the level of accomplishment according to the data specified by the objective statement.

Motivation toward career education as determined by student request for further training was the dependent variable specified by Objective 1. Case histories prepared by the PPC's and RMV's indicated that this was accomplished - that participating youngsters were interested in and had requested specific vocational or career development training. This was especially true of the older participants (14 to 16 year olds) and not as appropriate for the younger ones (10 to 12 year olds), and was especially true of participants in the PPC group with whom this kind of activity was encouraged.

Objective 2 specified motivation toward gainful employment as the dependent variable as determined by inquiries for jobs by the heads of households and a decrease in the number of families served by the Department of Public Assistance. According to the data collected, this objective was not met. Perhaps the project was too short and did not address itself directly enough to the parents for any effect to be generated.

Objective 3 included motivation toward education and training as a dependent variable. This variable was to be assessed by determining the number of adults participating in the high school diploma equivalency program, local school adult education programs, and job training programs. The achievement of this objective, too, was unsuccessful since none of the adults in the ten families serviced by the project registered for these activities during the duration of the project.

Career maturity, as defined by the Attitude Scale of the Career Maturity Inventory, was the dependent variable specified in the fourth objective. Table 1 summarizes the participant scores on both a pre-test and a post-test administration of this instrument.

Table 1 - Summary Statistics of PPC and RMV Participants on the Career Maturity Inventory Attitude Scale

	Pre-test	Post-Test	Comparison
PPC Group	$\bar{x}$ = 27.09	$\bar{x}$ = 28.90	t = 1.68
n = 11	s.d. = 8.23	s.d. = 7.32	n.s.
RMV Group	$\bar{x}$ = 28.30	$\bar{x}$ = 32.00	t = 1.88
n = 10	s.d. = 8.15	s.d. = 6.11	n.s.
Comparison	t = 0.33	t = 1.04	
	n.s.	n.s.	

Analysis of this data revealed no significant differences between client groups or between pre and post-tests. The construct of career maturity was not developed in the participants as a result of the project and as defined and measured by the CMI Attitude Scale. Attitudes are, perhaps, the most difficult domain in which to effect change because considerable involvement and time are required for changing existing feelings, emotions, beliefs, and values. More time with the participants through a more extensive involvement with them or through a longer project period, or a different operational definition for career maturity measured with different instrumentation might illustrate the changes perceived by both the PPC and RMV staff.

The fifth objective specified a positive self-appraisal as the dependent variable and identified the CMI Competence Test on Knowing Yourself as the instrumentation for measuring this variable. Staff decisions were made, however, which precluded the collection of this data; therefore, the attainment of this objective remains unknown.

The sixth objective specified the dependent variable as knowledge of occupational information as defined by the CMI Competence Test on Knowing About Jobs. Table 2 summarizes the participant scores on both a pre-test and a post-test administration of this instrument.

Table 2 - Summary Statistics of PPC and RMV Participants on the Career Maturity Inventory Knowing About Jobs

	Pre-tests	Post-Tests	Comparison
PPC Group n = 11	$\bar{x}$ = 10.45 s.d. = 2.94	$\bar{x}$ = 9.09 s.d. - 4.18	t = -0.91 n.s.
RMV Group n = 10	$\bar{x}$ = 9.70 s.d. = 2.90	$\bar{x}$ - 9.10 s.d. = 5.13	t = -0.56 n.s.
Comparison	t = 0.58 n.s.	t = 0.00 n.s.	

Analysis of this data revealed no significant differences between client groups or between pre and post-tests. Knowledge of occupational information as defined and measured by the CMI Knowing About Jobs Test was not appreciably affected by project activities.

The use of personnel and facilities of related agencies was the dependent variable described in objective seven. Both groups required the cooperation and coordination of resources from different agencies. The PPC group used fewer resources than the RMV group, but the PPC group became more deeply involved with their resources. Cooperating agencies included the Department of Public Assistance, Bureau of Employment Security, and several local businesses and industries as described in the accompanying case histories.

Objective 8 listed interaction between home and school as the dependent variable as identified by home or school initiated interactions. There was no evidence that this objective had been obtained in either group as a result of the project.

Objective 9 identified school interest and concern for the target students of the project and their families as the dependent variable. Attainment of this objective was to be demonstrated by the continuation of the PPC or RMV roles or by

curriculum adaptations to more realistically meet the needs of the target students. None of the participating school districts has continued the PPC or RMV concept, and none has made any specific curriculum revision to more adequately meet the special needs of these youngsters.

This summary of the findings of the project as defined by its objectives has shown that objectives 1 and 7 were achieved; the remainder were not. Admittedly, the project was ambitious, but as a pilot project, it should have been in order to identify areas for future investigations. Certain behaviors apparently prerequisite to those specified in these objectives were identified by the PPC's. Future work with academically and socio-economically handicapped youngsters should investigate such variables as listening skills, awareness, long-term changes in school adjustment, social interaction, attitudes toward public assistance, self-identification, and verbal fluency.

Certain limitations were also recognized. This pilot project could only afford to deal with a small sample from the defined target group - larger groups and more extensive involvement would be helpful for future investigations. Also, data from control groups for comparison to the PPC and RMV groups were impossible to obtain in this situation. Perhaps the collection of data for a period of time before participation in the project could be used to chart a baseline of development to which any positive or negative aspects could be compared. The collection of data from families and individuals in the target population with no benefits offered in exchange for that data was an unworkable situation.

Some interest in the program was generated by the schools who were very liberal in excusing participating youngsters from their regular schedules for individual counseling with PPC and RMV staff. Teachers, too, expressed interest in the expansion of the project to include other students in their classes. Contacts between project staff and DPA caseworkers and social workers were encouraged by DPA officials who maintained a high interest and involvement in project activities. Finally, interest was also expressed for continuation of the project by MH/MR officials in Northumberland County.

ERIC

Conclusions and Recommendations

Conclusions:

1. The older students who were involved in the PPC portion of Project IMPROVE showed a greater interest in career education as evidenced by their request for specific career education materials from the CSIU Career Education Services.

2. The project did not address itself specifically toward changing the parents motivation toward gainful employment.

3. Parents involved in the project did not take advantage of additional services offered in their local area regarding the general educational development test (high school equivalency), Adult education program, and job training programs.

4. There was no evidence of interaction between home and school as a result of this project.

5. None of the participating school districts continued the Paraprofessional Counselor or Role Model Volunteer portion of Project IMPROVE.

Recommendations:

1. Additional career education information and activities should be shared with the younger participants so that they become more aware of the opportunities available to them.

2. If the project would hope to change the motivation of parents more specific work should be done directly with them. This could possibly be accomplished by having a one-to-one counseling session with each parent of the participants. These counseling sessions should be on-going throughout the length of the project.

3. Information concerning adult education and training programs in the local area should be shared with the parents of the participants so that they are more aware of the opportunities available. This could be done either in a group meeting or in individual counseling sessions.

4. Activities could be established in the project so that interaction between the home and the school would be increased. Perhaps one staff member could be used to initiate the contacts and even go along with the parent to the school if this would be necessary.

5. The project staff should be available to serve as a resource person for those districts who would want to continue the PPC and RMV portion of the project. The staff could share ideas with the district and also give them information concerning community persons they used. In addition possibly student interns could be made available for those who wanted to continue the PPC phase.

Suggested Ideas

R.M.V. Segment - Project IMPROVE

The following are possible means to an end or the extension of the role model volunteer procedure in the sharing of career information to aid students in conceiving sound career decisions:

1. Assuming that society is responsible for introducing students to that which they know best a method is needed to meet that responsibility. The proposal is:
   a. To gain maximum coverage of society a simple advertisement in the paper asking people who are interested in sharing some of their time discussing what they do call this number.
2. In conjunction with other career education programs utilize video tape recordings of job site visitations and interviews.
   a. Permit students to view tapes of their choice prior to R.M.V. scheduling and sessions.
   b. Permit students to do taping of their own interviews and job site visitations for future playback.
3. Establishment of video tape job site visitations and worker interviews to be kept in a video tape library.
   a. To be utilized by school guidance departments or any other agency.
   b. Utilization by future students as a resource for their guidance.

Project IMPROVE

R.M.V. Segment

Overview:

The Role Model Volunteer portion of Project IMPROVE focused its attention upon serving student career interests from an unusual, but unique approach. Although the formal procedure for students to survey career interests is an institutionalized entity, it appears to possess inherent limitations. Any school's guidance office, services can only extend as far as its resourses allow. For example, a student may be interested in surveying the secretarial world of work. Of course, the student may utilize the guidance department and secure valuable information pertaining to that field. However, a vital segement of information is lacking to complete the student survey; ON THE JOB INFORMATION.

This type of career information including job site observation, employee feedback, and job site working conditions cannot be extracted from books, slides, or even motion pictures and possess realism for the student. The feedback and interaction realized from student career site visitations yields not only experience for the student, but also a realistic appraisal of their personal career interests.

The R.M.V. portion of Project IMPROVE extended the resources of the guidance departments for a brief period of time by escorting a group of students in an individualized manner into the actual world of work. Commencing with the students manifest interests they were free to build upon those interests toward career aspirations for future job site investigation. The most valuable ingredient to this foundation is the recognition that what a student does or is interested in, is attributable to environmental influences. The primary environmental influence in the students' lives in this program is the ROLE Model Volunteer. To the students, the survey and investigation of career interests has become relevant through the R.M.V. and hopefully the resources vaults of guidance offices have been revivified with a vital ingredient.

The success of this program or any of its spin-offs rests withthe competency and sincerity of the R.M.V.S. For this reason it becomes necessary not to forget that these role models were VOLUNTEERS. A relevant role model must commonly want to share his or her experiences in their ascent to their respective career. A student can sense the interest and concern an adult displays for him by the degree of interaction and feedback realized from the R.M.V. sessions. An essential awareness by the R.M.V. for perceiving student interest in his work yields invaluable knowledge for the students future career appraisals. It would appear that students learn to develop good career decisions by getting to know people [role models] who are doing various kinds of work. There is evident responsibility by society to introduce students to the portion of society they know best.

The R.M.V.S of Project IMPROVE during the past year assumed some of that responsibility. Although it consumed some of their time and energy they enlightened a few students to the scary and really unknown world of work. Most importantly though, these few adults and students took time to share information and come away with good personal feelings about what they had done.

In essence, a prevailing theme of the R.M.V. segement of Project IMPROVE was to bring people of different ages into each others' lives. The sharing of career information by adults established solid foundations upon which the students could base future career decisions. In return, the students were appreciative of the adult interest in their future. Together, these people came away with good feelings, believing each had benefited.

PARAPROFESSIONALS OBSERVATIONS ON PROJECT IMPROVE

Project IMPROVE was a difficult project to work on. The family I had to work with are all under-achievers in school which made some of the material rather difficult for them to grasp; for example, some career pamphlets explaining the duties of various jobs were too high for them. Anything that was a more active type of exercise was more enjoyable to them thus, I feel was more valuable.

I would suggest more of this type of activity should be incorporated by each counselor. If all the career information could be presented in a manner which holds their attention in a more active manner I think they would get more out of it. Of course, this might not be the case with brighter children.

I found seeing the kids in the school setting they often looked upon me as more of a teacher than a counselor. This program is going to be carried on this summer with visits to the home, so this attitude might not be present then.

The program itself is extremely necessary for these children. I was amazed at how little these children knew about the types of careers that might be available to them or those that even exist. This type of program would probably be beneficial to all school-age schildren but especially for these whose families are often unemployed. I hope that it continues into next year, however, I feel new children should be introduced into the program and given the materials these children had, rather than continuing on with these children again. Many other children could benefit from Project IMPROVE.

PROJECT IMPROVE OBSERVATIONS:

In working with the kids that I had on Project IMPROVE, I have observed some changes in their attitudes. Perhaps the best way to cite these changes is to take each kid individually.

First of all, I will take the case of John . When I first started to see John he was friendly but I think he was a little skeptical. As time went on, John and I became rather close and he started to open up a lot more. I must add here that most of the time John and I spoke about different problems he was having; however, some of these problems involved career decisions. One significant change I feel must be noted is John's absentee rate. As time went on he began to miss school a lot more than he had in the beginning of the year. This could have been due to the fact that he was getting into a lot of trouble with the law and was receiving a lot of pressure about it. Many of the times I went to see him he was absent. This could mean one of two things in my opinion. Either he didn't want to talk about his troubles with the law to me or he was afraid that he had let me down. Overall though, I would have to say that John and I had a good personal and working relationship.

In the case of Dawn , I really did not observe any significant changes in Dawn's attitude. She was always friendly and cooperative from the first time I met with her until the last. Even when Dawn brought along her friends things didn't get out of hand and we had a good working relationship.

In the case of Norma and Nancy one big change was observed. For a long time I wondered if the girls were getting anything out of what we were doing. However, toward the end of our meetings the girls seemed to enjoy our sessions more and began to show more of an interest in what we were doing. Part of the reason for this change may be that on one occasion we had a heart to heart talk on how the sessions were going. But for whatever reasons there might be, the sessions did improve significantly.

Next I will discuss Richard , John's younger brother. The one thing I observed about Rich is that he started to open up to me almost immediately. I think the reason for this may be that Rich really needed someone that he could talk to since he didn't have that chance at home. I must add that of all the kids that I met with, Rich and his brother John, were two very special people that I became very close to.

In the case of Cheryl , the only significant change I noticed was that as time went on, Cheryl became less interested in what we were doing. I believe that this was partly my fault because I allowed her to bring too many friends with her to our sessions. As it turned out, her friends became more interested than Cheryl did herself.

This information in most cases merely reflects the opinions of other people.

Some of the forms of intervention that the PPC might take would be as follows: If a child is doing poorly in school try to find out why; is the child going to school regularly? If he is, why isn't he understanding the material; can the child be tutored by the PPC or someone else who might be able to help him? The PPC might also encourage the child to participate in extracurricular activities. Chances are much greater that a child will stay interested in school if he is involved. The PPC might draw upon his knowledge of community resources to help the child find work on a part-time basis after school in something that interests him. Exploring the child's interests in possible future careers and then introducing the child to these careers is helpful. In the case of the child whose school attendance is poor the PPC might try to find out why; is the problem at home?; is it in the school?; is it in the child's lack of interest? If a child isn't interested in school, what would stimulate his interest? These are all issues which the PPC must be ready to deal with. In order to be successful in this role the PPC should, in my opinion, be available to the child at virtually all times. The PPC must demonstrate an active interest in the child without coming on too strong. Frequent contacts should be planned for, at least one contact per week is necessary especially in cases where a child is very eager to quit school. These children need the most intensive counseling, in my opinion.

RMV

After having read the general description of the RMV's function in the project I find it difficult to make suggestions about the kinds of things he might do. He can help the child to cultivate his interest in a certain field and expose the child to many of the formal and informal social structures associated with that field. For example, show the child the actual dynamics of the job he is interested in. Demonstrate the good and bad features of the job to the child. Suggest courses

of study which might be helpful to the child. Show the child the life style and recreational activities which might be peculiar to people in the particular work role being dealt with. Take an active interest in the child and make the child feel worthwhile. The RMV's should also be easily available to the kids they are working with.

R.M.V. Statistics

Number of Families:	05
Number of Student Participants:	11
Shamokin Area:	08
Warrior Run Area:	03
Number of Program Dropouts:	01
Reason: Withdrew School, Working	
Number of R.M.V.'s:	19
Number of R.M.V./Student Sessions:	96
Number of Home Visitations:	13
Number of Hours Consumed by Home Visits:	14

R.M.V.S

Resource Person: Dr. Carl Pepperman, Director, Pupil Personnel Services
Central Susquehanna Intermediate Unit #16

Resource Person: Miss Esther Stuck, Resource Person, Milton Bureau of Employment Security Office

Resource Person: Mr. Harold Thomas, Director of Guidance, Shamokin Senior High School

Resource Person: Mr. John Glennon, Guidance Counselor, Shamokin Junior High East

Resource Person: Mr. James Jones, Supervisor, Department of Public Assistance, Shamokin

R.M.V.S

Mr. Ned Sodrick
Stevens Elementary School
Shamokin, Pennsylvania

Mrs. Debbie Talarovich
Lincoln Elementary School
Shamokin, Pennsylvania

Mr. Gary Kappan
Gary's Garage
1043 Center Street
Shamokin, Pennsylvania (Tharptown)

Mr. Kenneth Lebo
Electrical Technician
Northumberland County AVTS
Shamokin, Pennsylvania

Mrs. Linda Latshaw
Elementary Guidance Office
Old Post Office Building
Sunbury Street
Shamokin, Pennsylvania

Miss Reba Hirsch
Public Relations & Advertising Specialist
223 W. Commerce Street
Shamokin, Pennsylvania

Mr. Pete Malafi
Northumberland County AVTS
Computer Programming
Shamokin, Pennsylvania

Mr. Russell Guthrie
Bloomsburg State College
Computer Science
Bloomsburg, Pennsylvania

Mr. Frank Dombroskie
Dept. of Public Assistance
Shamokin, Pennsylvania

Mr. Chester Reinoehl
Northumberland County AVTS
Shamokin, Pennsylvania

Mr. Thomas Shervinskie
N. Market Street
Elysburg, Pennsylvania (Knoebel's Groves)

Mr. Bruce Rogers
Patrolman - Shamokin City Police
147 S. Seventh Street
Shamokin, Pennsylvania

Mr. David McDowell
Buchart & Horn Engineering
400 Market Street
Lewisburg, Pennsylvania

Mr. Roger Hepner
Mid Penn Engineering
Rt. 11 & 15
Lewisburg, Pennsylvania

Mrs. B. Lorore Bobb
School Nurse, Warrior Run Senior High School
R.D.#2
Watsontown, Pennsylvania

R.M.V.: Reserves

Mrs. Gayann Cotner
Secretary, Bureau of Employment
Security, Milton, Pa.
45 Locust Street
Milton, Pennsylvania

Mr. Robert Fidler
House Painter
926 E. Sunbury Street
Shamokin, Pennsylvania

Mr. Marvin Harden
Paramedic - Vastine Foundation
109 N. Oak Street
Shamokin, Pennsylvania

Miss Roberta King, R.N.
Lewisburg Evangelical Hospital
1039 N. Elm Street
Watsontown, Pennsylvania

Appendix A

Counseling Technigues

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CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
P. O. BOX 213 — LEWISBURG, PENNA. 17837
717-524-4431

September 25, 1973

Project IMPROVE

MEMORANDUM:

TO: PPC's

SUBJECT: Effective Counseling Techniques

One assumption commonly made in counseling methodology states that the degree of facilitation in a helping relationship is often a function of the type of response pattern frequently used by the counselor. Myrick (1971) notes that certain categories of verbal responses can be rated from low to high facilitative on a response continuum. Because some responses tend to elicit favorable perceptions of the facilitator, they can be considered more facilitative in a helping relationship than those that create a less favorable image. (See attachment for Continuum of Facilitative Responses,)

A facilitator's response characterized by empathy or reflection would be, in most cases, perceived as more understanding or "more knowing" than other responses listed on the continuum. Thus, it tends to be of greatest facilitation in the helping relationship. At the lower end of the continuum are those responses characterized by advice or judgmental evaluations which tend to be perceived as least understanding, and in most cases least facilitative in the helping relationship.

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DEVELOPING SKILLS IN LISTENING

"Statements"

I. Man - Age 35

"I'm determined to get ahead. I am not afraid of hard work. I am not afraid to take a few hard knocks...if I can see my goal out there in front. And I'm not averse to climbing over a few people...who get in my way... because this means a lot to me. I can't be satisfied with just a mediocre job. No, I want to be somebody."

II. Woman - Age 35

"I've lived in this town for ten years now--and in the same apartment for seven years--but I don't know anybody. At the office I just can't seem to make friends. I just freeze up--I try to be nice to the other workers, but I feel stiff and uncomfortable inside. And then I tell myself that I don't care. People aren't dependable. Everyone is out for himself. I don't want any friends--and sometimes I think I really mean that."

II. Man - Age 35

"I expect that if I took this job,--with the understanding that I'd be given the opportunity to prove my value to the firm--and had a chance for promotions--yes, I believe that's the soundest way to go about it. It's not as spectacular as I would like to have it. No, I don't really want a spectacular job any more--just a good solid job with a future. Yes, I'll take this job and discuss my plans with the boss quite frankly and honestly. Then my wife and I can get some feeling of permanence and we can buy a home and really think about the future here in this city. The kids need an anchor, too. They haven't had that--but from now on we are all going to have our feet down on solid earth."

IV. Man - Age 27

"I've come to the conclusion that if I'm not happy in this work I'm doing, that I'll get another job. And that's what it adds up to. I've hung on because I spent four years in college getting ready to do it. Now I think I'd be a lot happier if I chucked the whole thing and entered this other field--even if it does mean starting at the bottom and working my way up."

V. Man - Age 35

"I know I could make a success of that business. All a person needs is a little over-all vision, some common sense, and the courage to try it. I've got that. So if I could just get ahold of the cash, I'd sure take the plunge."

VI. Man - Age 46

"Well, this new man came into the company. He's a bit shot--has all the answers. Thinks he's going places. But, by God, he doesn't know George P. Quinrenque! I'll get ahead of him if I have a stroke trying!"

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DEVELOPING SKILLS IN LISTENING
"Responses"

Statement 1

1. You see yourself as a deeply ambitious person, is that it?
2. You feel that you just have to be out on top no matter what you may do to others?
3. What do you suppose is behind this strong determination of yours to get ahead?
4. Would you be interested in taking some test to determine in what you might expect to be most successful? It might be of real help to you, although it is possible with your drive that you could be successful in a number of fields.
5. Strong ambition can be a real asset to any man. Are you really sure, though, that you mean it when you say you're not averse to climbing over these who get in your way? Couldn't that turn out to do you more harm than good?

Statement 2

1. Well, I'll tell you what I can do. I can arrange for you to join a small social group at the "Y". I sent quite a few people there who have difficulty in making friends. Most want to start out by taking ceramics, leather tooling, or some handicraft. This gives them something to do as a basis and permits them to make friends slowly and at their own pace. How does that sound to you?
2. Possibly if you could tell me a little more about how you go about trying to make friends we could get a clearer idea of what is involved.
3. It's gone on so long it almost has you convinced--is that what you mean?
4. Maybe your not wanting friends is just to protect you from something else.
5. That's a pretty unhappy situation, to be without friends, and one that I would really work on. There are a number of things that you might do to learn how to make friends and the sooner you start, the better.

Statement 3

1. That's fine. The long way around can be the short way home; I think you've really got your feet on the ground now for sure. The kind of thinking you're doing is certainly the most constructive.
2. That sounds good to me. And if you run across any difficulty in thinking through how you're going to present your problem to the boss, or if you want any help in planning how to make yourself more promotable--just remember that I'm always here to help you.

3. I'm wondering if you've investigated the promotional policy of the company to see if the path you want to follow is the one most likely to lead to promotion.

4. Of course! The spectacular may be appealing but the more mature ways pay off.

5. It may not be spectacular but I gather the soundness of it is what really appeals to you.

Statement 4

1. You feel that you'd be a lot happier if you could just escape your work and start out in a field where you are more adequate, is that it?

2. Whether this is the field in which you'll end up no one can say, but it seems to me quite sound that you are counting more on yourself.

3. Have you thought of the possibility of working out in a combination line? It seems a shame to just toss out all you've lined up so far.

4. You've decided that you'd do better to change.

5. How much study have you given this new field?

Statement 5

1. If you'd think it wise, I could give you the name of an investment counselor who'd be glad to go over the proposition with you and possibly give you some good leads on how to seek financial support.

2. That's fine! One must feel sure of himself if he expects to make a go of something. To go on into something hesitantly can really make it get all mixed up. You're on the right track and I wish you success.

3. If you could get the cash to start, you feel sure you could make a go of it?

4. You feel sure you could be successful because you now see what is involved in making the thing go. When you see things clearly assurance follows.

5. Have you figured out what the risks are yet?

Statement 6

1. You feel that you must be out in front. That it is really important to you to be the better man.

2. It's a fine thing to try to get ahead but do you think that by starting out with such an attitude toward him you're going at it right?

3. And that will probably take a lot of careful planning and thinking. You'll want to go carefully.

4. He really makes you want to beat him out.

5. Let's wait a minute there. Why is it so important to you to want to get ahead of this man?

CONTINUUM OF FACILITATIVE RESPONSES

FACILITATIVE LEVEL	TYPE OF RESPONSE
6 (high probability)	Empathic or reflective
5	Summary or clarification
4	Probing or questioning
3	Support or reassurance
2	Interpretation or analysis
1 (lowest probability)	Advice or evaluation

Sample interview protocol:

Imagine that you are the counselor and the client has just said:

Client: I wish I weren't in school. Sometimes it's okay, but most of the time I can't stand the pressure of having to study. Things would be great if I could get away from here, but if I dropped out of school, my parents would be hurt and disappointed.

Choose from the following, the most facilitative response you could make to the client:

(a) You are probably having a hard time studying because, as a child, you developed poor study habits, which have carried over to your high school years.

(b) Can you tell me more about this obligation to your parents?

(c) I know that high school isn't easy, but you're an intelligent person. Don't worry, things will work out okay.

(d) You're pretty unhappy now, and feel things would be better for you if you didn't feel so obligated to your parents.

(e) What you should do is, stay in school, and work as hard as you can to improve your study habits.

(f) If I understand you, you're saying that you've got a decision to make between staying in college, or quitting and disappointing your parents.

STAGES IN COUNSELING

I. THE BEGINNING

Client's Needs	Counselor's Tasks
To begin to surmount initial fears and doubts related to seeking help.	To establish rapport through warm, accepting, uncritical, understanding attitudes.
Important but unverbalized attitudes may be:	Important but unverbalized attitudes may be:
I wonder if this process will really help? I am not certain I want to talk about my difficulties. What will counselor think of me? Will he think I am bad? Will he think I am losing my mind? Will he really be able to understand me? How does counseling work?	I know it is difficult to ask for help: you feel inadequate because you can't handle your problem. I know you have fears about entering into this counseling process. You wonder how I will react and what I will think.
	My chief concern at this point is to help you overcome these fears. I am trying to understand you and your problems. I will never treat you as a lesser person, nor make judgment concerning your behavior. I will only try to understand and help you.

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II. INCREASE OF MUTUAL UNDERSTANDING

Client's Needs

To continue the reduction of fears and doubts related to seeking help and to accept the structure of the counseling process.

To provide counselor with clearer details of the difficulties and to clarify thoughts and feelings related to the problems.

Important but unverbalized attitudes may be:

You seem to be interested in what I tell you, but sometimes I wonder if you are really sincere in your interest. I wish I could be certain. Can I really trust you? I am beginning to tell you things I never thought I would reveal to anyone, but I am not sure I want to go on with counseling. Some things—the really important matters—are so painful that I sometimes think I should never have begun talking about them. Yet I feel I ought to discuss everything related to my problem. If only I could be certain this painful process will help. But what if I go through all this and get nowhere?

Counselor's Tasks

To establish a practical structure in which counseling may proceed and to aid client in becoming more secure in the counseling situation through increasing rapport and through adequate meeting of test situation, questions, and comments.

Important but unverbalized attitudes may be:

I understand your feelings of doubt concerning me, my sincerity, and my ability to understand you. You need not feel badly about having such feelings. I want you to know that I am here to be of assistance to you. I cannot supply you with direct and exact solutions to your problems, but I am raising questions and making comments as you talk so that together we examine your thoughts and feelings about your troubles.

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III. EMERGENCE OF BASIC PROBLEMS

Client's Needs

To gain an increasing feeling of security in the counseling relationship so that the more basic problems may be discussed and clarified.

Important but unverbalized attitudes may be:

I know that I have not been able to talk about some of the things that are bothering me. I was afraid to do so— afraid of what you would think and afraid of what I would see about myself. But you have understood me even when I have not been able to respect myself. Sometimes I find myself thinking that you seem so calm and assured I wish I could be like you. I wonder what you really think of me and the trouble I am in. You make me angry at times, especially when you press me for details or amplification of something I mention. But then I begin to see that I am a passing lightly over something thatis very important to me, and I know you must have understood that I was really avoiding dealing with these matters. I wonder if you know how angry I was. Sometimes I think you are stupid, and I tell myself I'll never go back for another appointment, but I always go.

Counselor's Tasks

To provied in the counseling hours an atmosphere of acceptance which promotes client's feelings of security and self-acceptance.

Important but unverbalized attitudes may be:

I know that you are still fearful concerning me, but you need not feel badly that you have these fears and doubts. I accept them because they are part of you and I accept you as a worthwhile person. I belive in you and I want to help you. You have mixed feelings about counseling. You want to solve your problems, but it is a painful task, and you wish the pain could be avoided. Sometimes you are angry with me because, as you face the problems, you also experience unpleasant feelings. Yet this is all necessary if you are to find ways of dealings adequately with your difficulties. If you are angry with me, you will find that I remain calm and accept your anger just as I accept your other feelings you may have. The important matter is that together we continue working on your problems so that you may eventually be able to cope with them satisfactorily.

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IV. STRUGGLE WITH BASIC PROBLEMS

Client's Needs

To attain a level of self-acceptance and self-esteem enabling client to face basic problems with a view toward their solutions.

Important but unverbalized attitudes may be:

I know now that, to a very great degree, solutions to my problems depend upon me. You have helped me to recognize this by not offering me ready-made solutions or prescriptions. Somehow, you have helped me to believe in myself and to see that I have some strengths I had not recognized. You never helped me when I could help myself. This angered me at times, but I am really glad you have kept to that policy. Still, there are times when I ask you for advice and I want to depend upon you. So I really have mixed feelings. I want to be able to arrive at the best possible decisions, but I cannot trust my own thinking, and I want you to approve whatever I do. At times I respect and admire you. You seem to know me better than I know myself, but that angers me, too. What do you know about me that I do not know? As this counseling process has gone on over the past week. I have talked about many things, but now I find myself thinking of how I have contributed to the difficulties, what my attitudes and feelings have been, and how I have hurt myself and those I love. I have gone this far; I must go ahead and tell you all that has bothered me. You have helped me to face other problems; I believe you will help me face and deal with these difficulties, also. Yet, I am reluctant; you will have to help me talk. I tell you what I have never told anyone before. I feel ashamed, hurt, angry. Can you really understand? Since I have told you these things I feel relieved, yet I wish you did not know such things about me.

Counselor's Tasks

To maintain rapport through a consistent attitude of interest, understanding, respect, and belief in the client's ability to come to grips with basic problems and to eventually reach adequate solutions.

Important but unverbalized attitudes may be:

You would like to be able to depend upon me and have me tell you what to do. Yet you long to be able to depend upon your own judgment and your own strength. I will help you to come to grips with your problems. I believe in your ability to find adequate solutions. Your task is not easy, but you may be stronger than you think. You like me, but you sometimes dislike me too. I understand how you feel. You have moments in which you would like to stop coming here. Yet, you want to continue until you are sure you can cope with your problems. I know that it is painful to recognize that you have made many problems for yourself. But I also know that such recognition can help you to solve the problems.

you
The things/are revealing are very difficult to relate, but you feel that you must talk about them. I accept these revelations as I accept all else you say. Together we can recognize how much they mean to you and how you feel about them.

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V. ARRIVAL AT AND TRIAL OF TENTATIVE SOLUTIONS

Client's Needs

To move toward solutions to difficulties with sufficient flexibility to accept and learn from some defeats, and to try out tentative solutions and plans.

Important but unverbalized attitudes may be:

Now that we have discussed those things I most disliked talking about, I feel I can fact almost anything. It seems strange to me now that I placed so much importance upon a few matters. They seem much less important now. Yet, I must deal with them. You listen as I tell you how I have thought of coping with these matters and you help me to clarify my thinking. I still wish you would tell me whether my plans are right, but I know you will not. Even after I begun to put some of these decisions into practice, you do not tell me I have done the right thing, but you do help me to evaluate my own thinking and feeling about it.

Counselor's Tasks

To maintain attitudes consistent with the counseling structure previously established so that the client may remain secure as he begins to put tentative solutions into practice.

Important but unverbalized attitudes may be:

You feel better about the counseling situation now that you feel that you can talk about anything you think about. You also resent my knowing some things about you. I know that you have mixed feelings, but we can continue to work together as we have done except that now you need not feel guilty about withholding some topics from our discussions. As you begin now to see some possible solutions You feel stronger as a person. I believe in your strength too. These are your decisions. I will help you to examine your thoughts and feelings about the possible solutions, but you will be stronger for having made the decisions. As you try out the possible solutions you want me to approve your actions. Yet the important matter is still that you arrive at solutions that you, yourself, can approve and find satisfying.

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VI. TERMINATION

Client's Needs

To arive at the decision to terminate and to carry out the decision despite doubts and fears as to client's ability to go on his own strength.

Important but unverbalized attitudes may be:

I know that I have made many gains while in counseling, but I am not all certain that I can get along well on my own. Still, I am doing quite well. I feel much better about my situation. The problems are not all solved, but I have considerable confidence in my ability to cope with them. Sometimes I feel that you almost want me to stop coming here. You seem to believe that I can get along without help now. I am glad you believe this, but at times I am angry with you because I feel you may abandon me. Yet, you surely would let me return if I need your help again sometime. Perhaps I ought to try to get along without help anyway. I don't really want to have to depend upon someone else all my life.

Counselor's Tasks

To share in client's decision to terminate counseling and to recognize client's feelings about the decision.

Important but unverbalized attitudes may be:

You want to be able to get along on your own strength, but you have some doubts and fears concerning your ability to do so. You will dislike discontinuing counseling in some ways, but you will go out on your own because you know that you are much more able to cope with your situation now. It is good to feel that you are strong and that you no longer need help.

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PRINCIPLES IN ESTABLISHING CASEWORK RELATIONSHIP

1. Begin where the client is. This principle should be followed not only in the initial intake interview but in each successive contact with your client. This means relating to his concerns first not yours.

2. Obtain the client's own story of the problem and how it developed. Questions should be related to what he is saying and how he is saying it. Questions that need to be asked pertaining to eligibility should be made meaningful to the client in terms of the necessity. His participation in establishing eligibility should be maximized at each opportunity. Questions should be phrased in a way to encourage the client to enlarge on the problem.

3. Relate to the feeling of the client and help him to express it as directly as possible. This includes his hostility about agency requirements, how he feels the world has treated him, and so on. Accept the client's feeling as valid. This does not mean that you accept as reality the situation as he describes it or that you necessarily approve of his behavior, it simply means that you can understand how he has come to feel that way.

4. Really listen to what he has to say. This, in itself, is curative in a measure, conveys your real interest and concern for him. Think of "paying attention" with all of the energy you have available. It will cost you something, but the payoff will be in his sensing your real efforts to assist him. Avoid questions that put the words in his mouth. Develop your own individual style of communicating more, "How did it happen, then, and what happened next?" We can often best understand how clients are feeling by getting the details and as the feeling becomes clear we can then respond to it. Do avoid, saying, however, "I understand how you feel." This is felt by the client as, in a sense, a falsehood since none of us can truly understand entirely how another person feels, even if we have had very similar experiences. A client can relate to our agreeing with the feeling he has already expressed, for example, "It sounds like it was a hard time for you".

5. Give to your clients every possible realistic support including financial assistance, the utilization of other resources, and your emotional support. This will not increase their dependency, it will lessen their need for it. The client must participate in the helping process and make possible solutions his own before he can act. This means spending sufficient time, often many interviews, helping him to see the pros and cons of any course of action. Your understanding the client or the consequences of the act does not help him. What helps him in his understanding is [illegible]. Avoid increasing your client's guilt, most clients, even though it may not appear so in terms of their behavior, have more guilt than they can cope with.

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This means avoidance of conveying the attitude that "they should or they should not do something". If they are violating society's laws or mores, your job is to help them view more realistically the consequences of this, rather to represent social authority directly. For example, if a client is not sending his children to school, avoid saying he should send them. Instead, ask him what the school has said or what he thinks the results of this will be for himself and the children. Your clients will be able to give more to their children only if they feel you are giving to them. Deprived people need to have something "poured in" before they have anything pour out. Parents want to be good parents in the main. If they are not, something is standing in the way. Most likely having never experienced good parenting themselves, they do not know how and cannot without help. Your client cannot be worked with/a vacuum . You will need to work with and relate in the same kind of way to those in significant relationship to them: wife or husband, mother - father, etc. Finally, the four essential components of a relationship which will be growth producing for them are (1) acceptance, (2) support, (3) stimulation, and (4) expectation. The more disordered they are the more acceptance and support you will need to build in before you can stimulate through referral for work, rehabilitation, etc. and expect them to be able to follow through. They will need help all along the way and the feeling you are with them.

6. Things to look for in an interview:

Guides for interview

a. Use all your powers of observation: all your senses, including your intuition.
b. Observe the way or ways the client relates to you. This will be characteristic of his way of relating to other people.
c. Look for points of stress and conflict.
d. Look for shifts in content, association of ideas, recurrent references, inconsistencies and gaps, and concealed meanings.
e. As you know more about your client, look for patterns of response. These will be predictors of future responses: e.g. has he consistently given up under pressure; has he developed physical symptoms when overburdened; does he consistently project his problems on to others, and so.
f. Try continually to understand what lies beneath the surface of the facts, even though you may not use this understanding directly.

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OUTLINE OF IMPORTANT CONCEPTS AND PRINCIPLES IN CASEWORK PRACTICE

A. Basic Concepts in Practice Based on Religious and Democratic Values in our Society.

1. The inherent worth and dignity of each individual.

2. The individual's right and potential for growth and, as a result, society's responsibility for providing opportunities for each to maximize his potentialities.

3. The individual's right to pursue his own destiny as long as it does not interfer with the rights of others.

4. The interdependence of society and the individual. Social forces, which include the prevailing values held by particular cultures and sub-cultures, reward certain ways of behaving and punish or discourage other behaviors. These in turn are learned within the family unit with variations within the norm. Said another way, the family is the bearer of the culture. All values in turn influence the ways in which a society provides for the welfare of its members. (For example, economic planning, health facilities, education, etc.)

B. A Frame of Reference for Case Study

1. All behavior is functional. It serves the purpose of sustaining the individual's equilibrium physiologically, emotionally and socially. It is therefore purposive regardless of how disfunctional or bizarre it may appear superficially.

2. To understand the total individual we must take into account how these systems are working together; the systems of (a) personality, (b) body, and (c) social system. These are seen in endeavoring to understand how the person is functioning in the various role performances of wife, mother, homemaker, and possibly wage earner for the woman, and as husband, father, wage earner for the man. These are not all of the roles carried by a person. Others would be friend, co-worker, citizen, etc. To understand the roles it is necessary to look at the individual's own performance and expectation, and in addition how others close to him view his performance in terms of their expectations and society's expectations in general - what the employer expects, the community, and so on. In addition, social system includes the culture operating dynamically in the client's life and events which are remote and complex and not humanly controlled, for example, flood, earthquake, etc.

3. Each case can then be approached in a systematic way to assess what is wrong and what can be done about it.

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a. What is the problem as the client see it? How he sees it will determine what he will consider will help to solve it.

b. What systems are involved, that is, physical, emotional, social? (He may be more or less involved in the creation of the problem. For example, he cannot be held responsible for unemployment resulting from work layoffs.)

c. You will need to know not only what systems are involved, but as much of the why's possible and how the individual if affected.

d. In what ways do the history of the problem itself and related life experiences affect the individual's capacity to deal with the problem?

e. What does the way a client relates to you tell you about how he relates to stress generally and how can you help him to deal with it? Everyone responds to stress in a way which is characteristic for him and each of us is limited in the number of responses available to us. Our ability to deal with stress realistically depends on how much help we have had with this in our early lives. Your clients, in the main, have had little help from parents in this, and in addition have lacked the usual social supports outside of the family to compensate in any way for this lack.

f. What does a study of all of the factors listed above tell you about the individual's stability of functioning and degree of pathology?

g. In what ways are important people in the client's life situation contributing to the problem? In what ways are they currently or potentially able to provide support to him?

h. Finally, a bringing together of the above into some kind of a case analysis should help you decide what will assist your client in terms of (1) using consultation and collaboration; (2) evaluating the kind and amount of improvement one may expect; (3) what methods you will use in helping your client; and (4) how the influence of your setting will affect this.

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Principles in Skillful Interviewing

I. Preparation for Interview.

1. Understand why interview is held.
2. Be prepared to be viewed by the client and to answer any questions he may ask.
3. Gather all possible clues and try to see what might be used toward successful approach to client.
4. If time is limited formulate tentative objectives for interview.
5. Keep in mind the unique problems of each case and relate them to the total social situation of client in so far as possible under the circumstances.
6. Size up client from whatever clues you have but keep mind flexible during interview.
7. Provide privacy, comfort and agreeable surroundings.
8. Make appointment whenever possible, showing respect for client's time.
9. Be neatly and suitably dressed.
10. Introduce yourself to client, explain function of agency and state purpose of visit.
11. Extend cordial greetings.
12. Observe conventionalities of clients home and social group.

II. The Interview Proper.

13. Show interest in everything the client wishes to tell you, "Make interview his moment".
14. Be at ease with client thus helping them to be at ease with you.
15. Adopt leisurely pace so client has feeling you consider his situation serious.
16. Allow sufficient time to learn the facts that enable you to understand the problem involved.
17. View all problems confronting the client from his point of view.
18. Make allowance for your pre-conceived notions about his problems, for your biases and prejudices.
19. Meet client on his own terms.
20. Gain, keep and deserve the client's confidence.
21. Identify yourself with client through similar experiences, point of view, mutual likes or dislikes.
22. Gain sympathetic insight into problems confronting the client.
23. Assign social status to the client, remembering that status is one of his most priceless possessions.
24. Ask only questions which you would not resent answering about yourself under similar circumstances.
25. Ask questions which are easily understood.
26. Ask questions which do not imply their answer.
27. Take care not to sound insinuating or impertinent.
28. In asking questions be frank and straight forward rather than cunning.
29. Avoid getting around the client or extracting information against his will or knowledge.
30. Allow the client to tell his story in his own way and to take his time in telling it.

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31. Allow client to think for himself and give him time to think his situation through.
32. Make your mind/meet, that is, be sure you understand what client says, what he wants and what his culture complexes are and he yours.
33. Listen with interest.
34. Follow up every important clue for interest to the client.
35. Seek to understand source, cultural setting and development of client's behavioral patterns.
36. Meet objections in a way which is satisfying to the client.
37. Avoid ordering or forbiding techniques.
38. Allow for face saving.
39. Lessen tension by assigning status, by soliciting help, by complementing good performance, etc.

III. Controlling the Interview

40. Check the story in your own mind to see if there are any inconsistencies.
41. Deal with inconsistencies as misunderstandings.
42. Remember the saying that the truth is told to friends and lies to enemies.
43. Eliminate opportunities which client might seize upon to deceive you.
44. If you sense that a client is going to falsify start out by stating the facts of the case as far as they are known to you.

IV. Closing the Interview

45. Close interview before you have worn out your welcome.
46. Close interview when client is at ease emotionally.
47. Close interview when client has caught desire to manage own affairs.
48. If more interviews are necessary close when you still have something importan to talk about.
49. At close ask if there is anything else client wants to talk about, i.e. "What else would you care to tell me?" "What didn't we touch on?"

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Appendix B

Project Correspondence

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CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
P. O. BOX 213 — LEWISBURG, PENNA. 17837
717-524-4431

September 17, 1973

MEMORANDUM:

TO: All PPC's on Project IMPROVE

FROM: Carl Pepperman, Project Coordinator CP

SUBJECT: Training Sessions for Para-Professional Counselors

Training sessions for all PPC's assigned to Project IMPROVE will begin on Tuesday, September 25 from 2:00 - 4:00 p.m. at the CSIU office in Lewisburg.

The first session will be devoted to a general project orientation and specific coverage of project objectives and activities.

Additional specific training in interviewing techniques, career education approaches, and family counseling strategies will be covered in later sessions.

Please notify me before Friday 3:00 P.M. if you cannot attend this session.

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

P. O. BOX 213 — LEWISBURG, PENNA. 17837

717-524-4431

October 15, 1973

7

MEMORANDUM:

TO: All PPC's on Project IMPROVE

FROM: Carl Pepperman, Project Coordinator CP

SUBJECT: Second Training Session for Para-Professional Counselors

The second training session for all PPC's assigned to Project IMPROVE will be held on Tuesday, October 23 from 1:30 to 4:00 p.m. at the CSIU office in Lewisburg.

In addition to continuing our discussion relative to building relationships with clients we expect to cover some material relative to Career Education and the clients you are working with.

Please notify me before Friday 3:00 p.m. if you cannot attend this session.

CWP:kag

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
P. O. BOX 213 — LEWISBURG, PENNA. 17837
717-524-4431

November 26, 1973

MEMORANDUM:

TO: All PPC's on Project IMPROVE

FROM: Carl Pepperman, Project Coordinator

SUBJECT: Third Training Session for Para-Professional Counselors

The third training session for all PPC's assigned to Project IMPROVE will be held on Tuesday, December 4 from 1:30 to 4:00 p.m. at the CSIU office in Lewisburg.

Please be prepared to summarize your work to date with each client; point out any particular problems you may be encountering and cite any progress you have noticed. I will provide some further direction with respect to establishing a closer relationship with the client's family.

Please notify me before Friday 3:00 p.m. if you cannot attend this session.

CWP:kag

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
P. O. BOX 213 — LEWISBURG, PENNA. 17837
717-524-4431

December 5, 1973

MEMORANDUM:

TO: PPC Staff

FROM: Carl Pepperman

SUBJECT: Pre-test Results

In response to some of your inquiries, I am enclosing the pre-test scores of your clients on the Crites survey - one score on attitude and one score on maturity.

The scores are reported in relation to the appropriate grade level norm (68% of the students constitute the average group in the norm population for our CSIU region).

I would suggest that you postpone any report to the students themselves until we have had a chance to discuss this.

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
Pupil Personnel Services
Box 213
Lewisburg, Penna. 17837
717-524-4431

December 15, 1973

Dear Parent:

Several months ago, your caseworker discussed a new program with you which will provide your children with some interesting activities in the area of Career Education. Since some of the activities might involve visiting businesses, factories, hospitals, or other agencies, we are requesting one all-inclusive parental permission to cover all of these visits during the year. However, if you do not approve of any of these activities, you may certainly request that your child not participate.

If you have any questions about this program, please contact your caseworker or, if you wish, call me at 524-4431.

Sincerely yours,

Carl Pepperman

Carl Pepperman, Director
Pupil Personnel Services

I, _____, give permission for my son/daughter, _____, to participate in any community visit approved by the Central Susquehanna Intermediate Unit Pupil Personnel Services staff during the 1973-74 school term. I also exempt the school district, intermediate unit personnel, or my child's teacher from any liability for any accident or injury that might occur in the field trip experience.

_____
Parent's Signature

_____
Date

_____
Teacher's Signature

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

P. O. BOX 213 — LEWISBURG, PENNA. 17837

717-524-4431

January 10, 1974

MEMORANDUM:

TO: Project IMPROVE staff

FROM: Carl Pepperman CP

SUBJECT: February staff meeting

The next staff meeting will be held on Thursday, February 7, at 2:00 P.M. in Shamokin at the Northumberland County Board of Assistance office, 401 West Chestnut Street. Mr. James Jones, Director of Social Services, will be our host.

Our discussion will again focus upon client reports given by the Para-professional counselors. PPC's should be prepared to review his progress with each client. Mr. Jones and his staff may wish to add to our understanding of the client's family and home situation.

Also, each PPC should be prepared to submit a summary of all client contacts (itemized by contact, if possible). These summaries will be placed in the Project IMPROVE files at the CSIU central office. Confidentiality of these interview summaries will be maintained.

If you have any questions about these client contact summaries, please call me.

Also, if you need a ride to the February 7 meeting, call me and perhaps we can arrange for someone to pick you up.

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

P. O. BOX 213 — LEWISBURG, PENNA. 17837

717-524-4431

April 1, 1974

MEMORANDUM:

TO: Project IMPROVE Staff

FROM: Carl Pepperman

SUBJECT: April Staff Meeting

The next staff meeting will be held on Monday, April 8, 1974 at 3:00 P.M. in the Pupil Personnel Services office at the Central Susquehanna Intermediate Unit office in Lewisburg.

Our discussion will again focus upon client reports given by the Para-professional Counselors and the people working with the Role Model Volunteers.

Each PPC should be prepared to bring us up-to-date on client contacts that have occurred since the last meeting. Bring along any questions that you might have on your role or your client.

Please let me know by Friday, April 5 at 3:00 if you cannot attend this meeting.

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
P. O. BOX 213 — LEWISBURG, PENNA. 17837
717-524-4431

MEMORANDUM:

TO: All Paraprofessional Counselors in Project IMPROVE

FROM: Carl Pepperman, Director

SUBJECT: Final Meeting

DATE: May 2, 1974

The final meeting for the PPC's in Project IMPROVE will be held on Tuesday, May 21 at 2:00 P.M. in the PPS office. Please plan to both hand in your final student reports at that time and also return all materials borrowed from the CSIU.

Anyone not able to meet at that time should call the office and arrange a time when he/she could come in to give us the final reports.

Please inform all your students that follow-up meetings will be made during the summer.

Please confirm your attendance at this meeting by May 14th.

ACCESSION NUMBER: VT102751

PUBLICATION DATE: 30JUN75

TITLE: A PROGRAM TO DEVELOP A LASER. FINAL REPORT.

PERSONAL AUTHOR: SORTWELL, GEORGE

DESCRIPTOR: *DEVELOPMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; *ELECTRONICS; *LASERS; *TRADE AND INDUSTRIAL EDUCATION; SECONDARY EDUCATION; FEASIBILITY STUDIES

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 11P.

ABSTRACT: THIS THREE-PAGE REPORT DESCRIBES A PROJECT TO DETERMINE THE FEASIBILITY OF DESIGNING, DEVELOPING, AND BUILDING A LASER AS A PROJECT IN A SECONDARY ELECTRONICS CLASS. IT WAS CONDUCTED OVER A TWO-YEAR PERIOD, FROM 1973-1975, AND INVOLVED 80 JUNIOR AND SENIOR HIGH SCHOOL STUDENTS ENROLLED IN THE ELECTRONICS CLASS AT THE SOUTHEASTERN INDIANA VOCATIONAL SCHOOL. TO COMPLETE THE PROJECT, STUDENTS INVESTIGATED RESEARCH MATERIAL, DEVELOPED SCHEMATICS, AND CONSTRUCTED THE LASER. THROUGH THE PROJECT IT WAS DETERMINED THAT THE CONSTRUCTION OF A LASER IS A VALUABLE PRACTICAL EXERCISE FOR SECONDARY STUDENTS. THE FINANCIAL STATEMENT IS INCLUDED ALONG WITH A LIST OF REFERENCES AND MATERIALS USED. (AUTHOR/NJ)

INSTITUTION NAME: SOUTHEASTERN INDIANA VOCATIONAL SCHOOL, VERSAILLES.

SPONSORING AGENCY NAME: INDIANA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION, INDIANAPOLIS.; INDIANA STATE DEPT. OF PUBLIC INSTRUCTION, INDIANAPOLIS. DIV. OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102751

FINAL REPORT

A PROGRAM TO DEVELOP A LASER

George Sortwell CET

Instructor of Electronics

Project No. 51-73-C

SOUTHEASTERN INDIANA VOCATIONAL SCHOOL

VERSAILLES, INDIANA

June 30, 1975

State Board of
Vocational and Technical Education
Department of Public Instruction
Division of Vocational Education
State of Indiana

VT 102 751

INFORMATION SHEET

A. Kind of Project: (check one)

1	Experimental	4	Demonstration
2 X	Developmental	5	Evaluative
3	Pilot	6	Exemplary

B. Population

TYPE		Numbers
A	Disadvantaged	A
B	Handicapped	B
C	Migrant	C
D	Minority	D
E	Comination of the above	E
F	Other Regular	F 80

GROUP

1	Pre-school	1
2	Elementary	2
3.	Junior High School	3
4	Middle School	4
5	Senior High School	5
6	Post Secondary	6 80
7	Adult	7
8	University	8
9	Employer	9
10	Employee	10
11	Citizens	11
12	Parents	12
13	Combination of the above	13

LOCALITY (check the one which encompasses the locality involved)

a	National	a
b	State	b
c	Region	c
d	District	d
e	County	e
f	Area	f
g	Community	g
h	School Corporation (LEA)	h X

III. ABSTRACT

The problem to be investigated was to determine the feasibility of designing, developing and building a laser as a project in a secondary electronics class. The project was conducted over a two-year period (1973-74, 1974-75) and involved eighty junior and senior high school students enrolled in the electronics class at the Southeastern Indiana Vocational School. Students attended from participating high schools.

Objectives for the project included:

1. To determine the feasibility of building a laser in a secondary electronics class.
2. To assess the value of such a project to the electronics curriculum.
3. To provide students an opportunity to participate in a project not normally available to secondary students.
4. To develop methods and techniques of completing projects of this nature that can be shared with other schools.

To complete the project the students investigated research material, developed schematics and constructed the laser under the supervision of the instructor. Senior students, as the advanced students, were given the leadership responsibilities for the project.

Through the project it was determined that the construction of a laser is a valuable practical exercise for secondary students. The project stimulated and motivated the students. Upon completion, the laser can be utilized by future students in a variety of applications related to laser technology.

IV. STATEMENT OF PROBLEM

Refer to III. ABSTRACT

V. PRIORITY AREA

The primary purpose of; therefore, the main priority for the project was to introduce laser technology into the electronics curriculum at the Southeastern Indiana Vocational School. As a secondary priority, it was expected that the project would indicate the practicability of other schools introducing laser technology into the curriculum.

VI. STRATEGIES

As described in III. ABSTRACT

VII. ANALYSIS

Under the supervision of the instructor, the students constructed a laser over a two-year period. To facilitate the project, research materials were secured from the groups or organizations listed under X. A. References.

VIII. FINDINGS

During the course of the project, the findings were as follows:

1. The construction of a helium laser is a practical learning experience and is within the capabilities of a class of secondary electronics students.

2. The construction of a laser of this type makes possible the teaching of the principles of laser technology with minimum risk to the safety of the students or to property.

3. Once completed, the possession of a laser makes possible the instruction of subsequent groups of students the principles of laser technology.

4. Having completed the project, the information gained is available to other interested parties. Others who may be interested in similar projects may be able to complete their projects more efficiently as a result of the experience gained in this project.

IX. EVALUATION

The following criteria were used to evaluate the project:

1. The extent to which the project was completed in accordance with the design and construction standards established at the outset.

2. The extent to which students were given an opportunity to gain experience they would not have received in other manner.

3. The degree to which the students were motivated by the project.

4. The degree to which the laser is utilized in the instructional program after the project is completed.

5. The extent to which the information learned can be utilized by other institutions or by subsequent groups at this institution.

X. CONCLUSIONS AND RECOMMENDATIONS

The overall assessment of the project is favorable. The primary objectives were met and the evaluation determined that it was a good learning experience for the participants and will benefit future groups of students. The one difficulty encountered related to the length of time that was required to complete the project. The delay in the completion of the project resulted from the necessity of completing the laser in conjunction with other curricular requirements. It would be recommended that an effort be made to complete future projects in a shorter time.

FINANCIAL STATEMENT FOR FINAL REPORT ENDING June 30, 1975
(Date)

Project No.

ITEMS	Project Budget FY 19--		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State / Federal	Agency	State / Federal
A. DIRECT EXPENDITURES						
1. Personnel						
2. Contractual services						
3. Employee benefits						
4. Travel						
5. Supplies and materials	$142.50	$470.00				
6. Communciations (include phone calls, printing)						
7. Properties (rentals or purchase of equipment)						
8. Facilities						
9. Product production and dissemination						
10. Project Evaluation						
B. INDIRECT EXPENDITURES						
C. TOTAL EXPENDITURES	$142.50	$470.00				

Project Monitor _____

Director: _____

LEA: _____

XII. SUPPLEMENTAL AND APPENDIX MATERIAL.

A. References

1. University of Tennessee (Oak Ridge National Laboratory) Oak Ridge, Tennessee
2. Korad Corporation, 2520 Colorado Avenue, Santa Monica, California
3. Allied Electronics, 2400 W. Washington Boulevard, Chicago, Illinois
4. Aedgerton, Germeshausen & Grier, Inc., Boston, Massachusetts
5. Harshaw Chemical Company, 1945 E. 97th Street, Cleveland, Ohio
6. Scope Plastics Illinois, Inc,, Saxonburg, Pennsylvania

B. Bibliography

None

C. Glossary

None

D. Materials

1. Flashtube FX-38 C-3
2. Ruby Rod 2" x 1/4"
3. Trigger Transformer TR-60
4. Toggle Switches - 2
5. Push Button Switch
6. 2 x 2A Electron Tube
7. 1000 ohm Resistor @ 2W - 2
8. 470,000 ohm Resistor @ 2W - 3
9. 47,000 ohm Resistor @ 2W - 3
10. 20 Mfd. Electrolytic Capacitor @ 600V - 6
11. 1 Mfd. Electrolytic Capacitor @ 600V

12. 10" of 1/4" Copper Tubing

13. Plexiglass - 2 sheets 2' x 4'

14. Printing, Photography, and Materials

ACCESSION NUMBER: VT102752

PUBLICATION DATE: OCT75

TITLE: A MODULAR DESIGN APPROACH TO CURRICULUM FOR CAREER AND VOCATIONAL EDUCATION IN AGRICULTURE. FINAL REPORT.

DESCRIPTOR: *CURRICULUM DESIGN; *PERFORMANCE BASED EDUCATION; *BEHAVIORAL OBJECTIVES; *VOCATIONAL AGRICULTURE; VOCATIONAL EDUCATION; *STUDENT CENTERED CURRICULUM; COURSE ORGANIZATION; SCHEDULE MODULES

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 23P.

ABSTRACT: THE ADVANTAGES OF A MODULAR DESIGN CURRICULUM PROGRAM IN VOCATIONAL AGRICULTURE ARE DISCUSSED IN THIS PAPER. A MODULE IS DEFINED AS A UNIT OF CURRICULUM BASED ON AN INTENDED LEARNING OUTCOME AND CONSISTING OF UNIT CONCEPT, PERFORMANCE OBJECTIVES, LEARNING ACTIVITIES, EVALUATION, AND RESOURCE MATERIALS. THESE COMPONENTS ARE DESCRIBED AND THE COMMON CHARACTERISTICS OF LEARNING MODULES ARE DISCUSSED. AS CONCEIVED IN THIS PAPER, A MODULE DESIGN PROGRAM IS STUDENT-ORIENTED, FLEXIBLE, ADAPTS EASILY TO INDIVIDUALIZATION, PROVIDES OPPORTUNITY FOR ENRICHMENT, AND ALLOWS FOR BETTER ARTICULATION WITH ENTRY-LEVEL JOB REQUIREMENTS AND HIGHER EDUCATION. RECOMMENDATIONS FOR FACILITATING INITIATION OF A MODULAR DESIGN PROGRAM ARE OFFERED WITH SUGGESTIONS FOR ACTIVITIES INVOLVING THE MAJOR GROUPS WITHIN THE SCHOOL SYSTEM. (NJ)

INSTITUTION NAME: WASHINGTON COUNTY SCHOOLS, ABINGDON, VA. DIV. OF VOCATIONAL, CAREER, AND CONTINUING EDUCATION.

SPONSORING AGENCY NAME: VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102752

FINAL REPORT

A MODULAR DESIGN APPROACH TO CURRICULUM FOR CAREER AND VOCATIONAL EDUCATION IN AGRICULTURE

Conducted Under
Part C of Public Law 90-576

Dr. R. H. Ely, Project Director
Director of Vocational, Career, & Continuing Education
Washington County Schools
Abingdon, Virginia 24210

Division of Vocational Education
Virginia State Board of Education
Richmond, Virginia 23216

October, 1975

102 752

Acknowledgements

Sincere appreciation is extended to the teachers of agriculture in Washington County for their critique and helpful input as this project developed. Professor William E. Drake, Chairman, Agricultural and Occupational Education at Cornell University, Ithaca, New York, deserves special plaudits for his efficient and effective service in a consulting role. Mr. Jim Copenhaver, Appalachian Area Supervisor for Agricultural Education, also extended many excellent suggestions. To all these gentlemen, the project director extends his appreciation for a job well done.

This project was funded by the Vocational Division, State Department of Education. Appreciation is hereby extended to Mr. L. M. Jewell, Coordinator, Vocational Education Research and Statistical Information, for his support.

Introduction

From its very beginning in the public schools in the early 1900's, vocational education in agriculture has been a most successful venture. The importance and success of agricultural education in public schools gained early recognition worthy of special funding. State funds and Federal funds being used for land-grant colleges were combined to provide teachers and schools where farmers could receive agricultural education. In 1917 the Federal Government joined the States in funding agricultural education by passage of the Smith-Hughes Act. The single purpose of this Act was to prepare present and prospective farmers for proficiency in farming. This central purpose remained unchanged until the mid-1940's when teachers of agriculture in some states took it upon themselves to provide their students with training in agricultural areas other than farming. Schools began to broaden their agricultural curricula to include such off-farm occupational areas as ornamental horticulture, agricultural mechanics, and conservation and forestry. The Vocational Education Act passed by Congress in 1963 formally recognized these areas of off-farm agricultural occupations.

One of the strengths of vocational education in agriculture has been its ability to move in new directions, thereby meeting the everchanging demands. These new directions seldom mean full 180-degree turns. More often they take the form of modifications, alterations, and innovations. New directions have ranged from modest turns of a few degrees for installing a new instructional

strategy to the major directional changes initiated by the Vocational Education Acts of 1963 and the 1968 Amendments. Vocational educators, and especially agricultural educators, have demonstrated the ability to restructure and redesign programs to meet the needs of a dynamic and changing industry. This is not an easy task in a technological society where knowledge is doubling every fifteen years. The task may well be more difficult in education where the pace of innovation diffusion is often slow. There is abundant research evidence suggesting that it has taken as long as fifty years to diffuse an innovation throughout the educational system.

Our educational system has typically created a classroom of a single mold expecting every student to fit into this mold. The instructional setting has been teacher centered rather than student centered, and subject matter oriented rather than student goal oriented. Even though the time lag between new methods or approaches and their adoption has been speeded somewhat, the lag remains a symptom of inability to cope with change. As the rate of that change increases there is an ever-increasing demand to apply new strategies to curriculum development and instruction.

These demands take many forms. A new era of relevance and accountability cries out for criterion referenced instruction, performance objectives, and competency based teacher education. The need to expand and enrich services with the application of limited resources has pointed a new direction toward cost effectiveness studies, differentiated staffing, and management by objectives. The need to serve learners with a broad spectrum of disadvantagement has intensified

concerns for individualized instruction, innovative learning systems, modules and audio-video tutorial experimentation. To correct the failures of general education a national effort has been launched for the infusion of career education into the educational systems -- K through 12 and beyond.

Problem

Vocational curricular patterns should be designed to flow from orientation to exploration to skill development. Such is not the case in some vocational programs as the curricular pattern reflects a heavy reliance on teacher interest and past practice. Oftimes there is overlap or redundancy; seldom does one find a fully integrated curricular pattern from the lowest levels of each vocational program through skill development.

In agricultural education a particular problem in curriculum development exists as emerging specializations within the field of agriculture are implemented. Exploratory programs featuring "team teaching" between teachers in two or three specializations demands a more highly coordinated curriculum. The curricular pattern should accommodate team sharing of facilities; it should provide an opportunity for a student to individualize an instructional package to meet his or her objectives; and it must incorporate enough instructional guidance to be pragmatic for a contemporary agriculture instructor who has a minimum of planning time. The modular approach to curriculum design offers possibilities in achieving these objectives.

Analysis and Findings

Webster defines a module as a unit or standard of measure. More broadly used the term modular implies a commensurate dimension, the capability of arrangement with exact fit in more than one sequence or direction. Modular is characterized by the use of structurally independent interchangeable assemblies. For the purpose of this publication a module is defined as "a unit of curriculum based on intended learning outcomes". For curriculum and instruction development purposes modules will be recognized as having both sequential and pre-requisite aspects.

The literature regarding instructional module design and developments includes a number of models or formats. The elements or components of the various formats, although variable to some extent, carry many common characteristics. The following elements and format are most frequently used. (1)

1. Topic Statement - Subject matter to be taught
2. Rationale - Reason for learning material (value to student)
3. Concept Statement and Pre-requisites
4. Concept
5. Behavioral Objective
6. Pre-test
7. Suggested teacher techniques

(1) Dickson and Saxe. "Partners for Educational Reform and Renewal" McCoutchan Publishing Corporation, 2526 Grove Street, Berkley, California 94704

8. Suggested student activities
9. Multimedia Resources
10. Post-test and Evaluation
11. Remediation Plans
12. General Reassessment Potential

Although this list includes a format consisting of twelve elements, in general practice, modules are most commonly organized under the following components:

1. Title
2. Unit Concept and/or Description

   The unit concept is a rationale statement regarding the area covered by the instructional unit. The description is a brief paragraph which gives the reader a thumbnail description of the knowledge, skills and altitudes that a student will gain if this module is part of his occupational program goals.

3. Major Units or Divisions of Content

   This element of a module presents in outline form the content of the module and the order in which it will be covered. This element may be divided into sub-units which are the major subdivisions of a modules content.

4. Student (Learner) Performance Objectives:

Each module will normally contain performance objectives. These are statements of what a student will be able to do upon completion of the module (after instruction) which the student was not able to do prior to completing the module. The objectives may state where the student will be doing the activity (field, laboratory, or classroom), the conditions under which the student will operate (for example "given a set of pruning tools sharpen, adjust and sterilize the tools) and the level of performance the student is expected to achieve (for example, how long will it take him to dig and burlap an 18 inch high shrub.)

All other components or elements of a modular unit are developed from the performance objectives. The objectives are stated in student terms at a terminal performance level. The terminal performances have been defined from an analysis of competencies necessary for successful performance in entry level occupations.

The performance objectives of the modules may serve as an aid to curriculum specialists and teachers in defining the competencies which can and should be acquired by students.

Most modules will include a statement of how well the competency should be performed (level of performance) and the conditions under which it should be performed. However, the competent vocational teacher is in the best position to establish "how well" and "under what conditions". The intent in module design is to direct attention to those conditions which may significantly affect achieving the performance and also to identify standards which may be especially important to success in the industry.

5. Content

In a modular design system the modules taught are those that are needed by the greatest number of students. An adequate content section for each module will reinforce the teachers knowledge and competency in the area of instruction. This is important to assisting the teacher in preparing to teach those modules which are based on the students needs.

Some modules will describe content by listing instructional area titles rather than displaying a content outline. However, most modules will include a description of content in some form. The performance objectives are descriptions of intended learning outcomes which require the acquisition of certain knowledge and skills. The content element of modules will reflect that material or subject matter which is relevant to the module objectives.

6. Teaching Methods

The specific prescription for teaching a module is usually left to the teacher. However, some modules will carry an element which suggests teaching methods and techniques. This component of a module will provide the teacher with some suggested techniques of teaching for the material found under the content area. Various audiovisual aids, field trips, and group instruction ideas which will help lend variety are listed.

7. Student Learning Activities

This element of the module provides suggested ways in which students may be actively involved in learning activities that will help them achieve the stated objectives. In most modules this element is based on the assumption that learning is a self active process and the emphasis is on "doing". Most modules will reflect this "doing" principle and the student activity section lists a variety of activities which are based on the performance objectives. They are suggested as approaches that may be used rather than intended to be the complete list of activities which would provide the most effective learning. The suggested activities for each objective may or may not cover the entire objective. Therefore, development of other activities for the local program will be necessary in developing a comprehensive program.

8. Evaluations of Student's Performances

The student evaluation element will be based upon clearly stated performance objectives. The objectives will be explicitly stated as to what terminal performance is expected on the part of the learner, and, to some extent, how well and under what conditions. The evaluation uses the stated objectives as a reference point to determine "Can the student achieve the desired performance level?"

A number of ways of determining when a student has reached the desired level of achievement (performance objectives) may be noted in this element of a module. Evaluatives methods may range from written tests to "hands-on" skill testing. The emphasis in modular evaluation will be a continuous assessment throughout the module rather than a single test given at the end. When the learner reaches the level of skill development stated as an objective, evaluation is carried out and activity toward the next objective can begin. When the agreed upon objectives have been accomplished, the learner has completed the module. Reinforcement can be achieved through further class work and actual work experience. The type of evaluation process is determined in part by the nature of the objective. However, in determining the method of evaluation, the local situation would be considered with such variables as educational resources, school policies, and particular needs of students.

9. Resource Materials

This module component lists materials found to be helpful for teaching the module. The resources may include books, bulletins, periodicals, audiovisuals and equipment. In some situations there may be a choice of references because two equally good sources are available. In this situation, the teacher can select that reference

which is best fitted to his particular approach. There are other modules that list a number of references because no single reference covers the objectives of the module. References suggested for our module may be relevant and suggested for several modules. The list of suggested resource materials is never considered final and complete. Most teachers using a module will seek to use additional references which they have identified.

Resource materials will aid the teacher in preparing to teach the module. They are especially helpful in identifying supplemental in-depth information regarding the content covered by the module. Although modules vary in their format and design, there are several characteristics that are common to most modules. The following are those module characteristics usually found. (2)

1. Student Oriented

Modules are usually designed around the knowledges, skills and attitudes a student needs for entry level employment. These needs are reflected in the performance objectives which are presented to the student. These objectives tell the student what skills are to be achieved, and how performance will be evaluated. The major emphasis is placed on skill and attitude development.

2. Immediate Goal Attainment

In looking at a module the learner knows what he or she is about to learn and under what conditions the learning and terminal performance will take place.

(2) Information regarding module components, characteristics and installation into a curriculum is taken in part from "Modular Design Approach for Agricultural Education" Bureau of Secondary Curriculum Development, New York State Education Department, Albany, New York 1974.

Under these learning conditions the student is able to attain an immediate goal. As soon as the learner demonstrates the level of performance stated in the objective he or she can be given credit for this aspect of the total module. The learner is then able to move on to the next objective.

3. Free Standing

Most modules are designed as units that may be taught individually with a minimum of prerequisites. Some modules, of course, suggest that a student take several different modules in a planned sequence. However, whenever possible modules are designed to be individually "free standing". A basic core of modules may be offered to provide introductory content at the beginning of a program in order to place subsequent specialized modules in sequence.

4. Body of Related Content

Since each module will usually contain all major components of an instructional unit (objectives sub-units, content methods, learner activities, evaluation and resource materials) it is readily usable by teachers. The total module content, ordered in this way, aids the teacher who may not have a strong background in a particular instructional area. However, the scheduling of modules requires that the teacher be well enough informed to teach whichever modules are needed to fulfill student needs.

5. Continuous Revision

The structure of modules is such that a teacher using them can modify and change them continually. The use of modules assumes that each modular

unit will be maintained in its useable form and contains current material. This requires that the teacher user be alert to continuously update and revise certain modules.

Recommendations

The initiation of a modular designed program requires the involvement of the major component groups effecting the school system. The following suggested sequence of initiation activities is taken largely from the modular designed approach developed for occupational education in agriculture in New York.(3)

1. Plan and conduct an orientation meeting to (1) examine the modular approach and (2) decide whether or not to initiate the program.

   A. Personnel to include:

      (1) All teachers of agriculture. All teachers should be included since they will conduct the modular programs. Complete teacher participation, cooperation and expertise are essential from the beginning.

      (2) Other teachers who might become involved.

      The intent of modular design makes the inclusion and cooperation of teachers in other program areas very beneficial. They may participate in the instruction for certain modules or their students may wish to complete selected modules.

(3) Modular Design Approach for Agricultural Education, Bureau of Secondary Curriculum Development, New York State Education Department Albany, New York, 1974

(3) Guidance Personnel

Since the modular program is student centered guidance is an extremely important aspect of its operation. Guidance personnel will be involved in initial school and student contracts, in program setup and presentation, in program scheduling and in reporting student progress.

(4) Administration

The chief school officers and other administrative personnel responsible for administering secondary programs must be included in planning a modular program. Initial program implementation may require immediate administrative decisions, which would be based on an understanding of the sequential events in program development.

(5) Members of the Agricultural Advisory Committee

The advisory committee can play a definite part in a modular system. In addition to the activities usually performed by the advisory group, the modular system could use their assistance in: (1) Identifying occupations for which the agricultural modules would prepare students. (2) Identify work experience stations and (3) Assist the teacher in selecting appropriate modules of instruction for occupational titles identified.

(6) Student Representatives

A modular program is student oriented. Therefore, students should be involved in its initiation. They can express a student point of view important to the program planners and are logical reporters of the program to fellow students.

(7). Parents

The parents of students to be affected by the modular should be kept informed. Parental involvement will enhance support for the program within the school community. If modules are to include work experience programs it is especially important for parents to understand the such aspects as coordinator supervisor transportation, etc.

E. The orientation meeting agenda should include:

(1) Purpose of the session

- Explain modular system
- Set up a process for initiation, conduct and evaluation of the system

(2) Discussion of modular design

- Concept
- Examples
- Application

(3). Outline what the group is attempting to accomplish

- Review and adopt the modular system
- Establish objectives

- Determine specific activities
- Establish a time line
- Establish roles and responsibilities for school staff members

C. Resource Materials

- Module examples
- Evaluation procedures
- Work experience materials

2. Hold a meeting of the Agricultural Advisory Committee

The teachers of agriculture should meet with the total advisory committee and review the modular system. It is especially important that advisory board members understand their responsibilities with the program. This meeting should explain such committee responsibilities as: (a) Identification of occupations/jobs in the service area of the school system. (b) Assign modules to occupations/jobs titles and list the modules in decending order of importance. (c) Identify possible work experience stations and employers.

3. Compile information regarding jobs and required modules.

4. Conduct a student orientation meeting.

Depending upon the numbers and locations of prospective students, more than one meeting may be necessary. Suggested objectives for this first student orientation meeting are:

a. Define and illustrate agricultural education as it will be offered in the school system.

b. Review the modular design approach.

c. Describe several examples of occupational job titles and modules that would be available.

d. Respond to student questions.

e. Record names of students who wish to enroll.

The use of the modular approach in a school will range from the adoption of a few selected modules to enrich or broaden a curriculum to the complete installation of a modularized curriculum. Any decision regarding the installation and use of modular instruction will involve the consideration of factors such as local program objectives, learner needs and characterisites, available facilities and ability of the teachers involved.

Primary Characteristics of the Modular Design Program

1. Subject Matter Choice

In a modular system each student is provided an opportunity to select his or her occupational goal. The student is not required to take a full program in one specialized area of agriculture such as Agricultural Production or Ornamental Horticulture. The individual students goal may involve a combination of several agricultural areas. The student is programed into each specialized area when the needed modules are being taught. The result is that a curricular prescription allows the modules to be taken which are appropriate for the specific goal of an individual student. In the event that a students occupational goal changes, there is flexibility for changing the individuals program format to accomplish this flexibility, it is essential to rearrange schedules within the specialized agricultural programs. It may be impossible for every student to

experience every module needed but they will be able to obtain a larger percentage of modules relevant to their specific occupational goal.

2. Open Door

Any student with an occupational goal requiring modules of agricultural content is considered eligible to participate in a module system. For example, a college preparatory student interested in civil engineering might benefit from taking several modules in surveying which are offered in the specialized area of Conservation and Forestry.

3. Seasonability

The field of agriculture is unique in its relation to the outdoor environment. It is essential to offer specific modules of instruction at a seasonal time appropriate for instruction in those modules. This seasonality factor is especially important if instruction is to provide "hands-on" activity and "real life" experiences. This essential characteristic may result in a need to offer certain modules of instruction during times other than the regular school year.

4. Free Flow

When a student has identified an occupational goal and determined the modules essential to the goal, he or she needs to be able to move to the curricular area where these modules are available. For example, a student with major emphasis in the area of ornamental horticulture might complete a few selected modules in the areas of Agricultural Production, Agricultural Machinery Service or Conservation and Forestry.

The increased forms on occupational goals and prescribed curricular experience will require emphasis on awareness and exploratory experiences. Offering Orientation and Exploration programs in grade 7 through 10 becomes especially important with the modular system.

5. Post-secondary and continuing education

The modular design systems is intended for all levels of career education. However, most available modules are prepared for occupational skill development or the career preparation stage. The structure of modules, the instructional time frame, and level of activity make them appropriate for use at the post-secondary and continuing education levels.

6. Individualization

The modular system adapts readily to individualized instruction. The modules provide a variety of segments that can be placed in arrangement to meet specific needs of students. They provide a degree of variability in the amount of preparation. In some occupations 10 or 12 modules may be sufficient preparation for entry employment while in other occupations 24 or more modules may be needed. Individualization may also take place during cooperative work experiences which are an integral part of a modular program.

7. Enrichment

Instructional modules represent a unit form of curricular content that provides enrichment possibilities. A student may move into the agricultural department of the school system to take a very limited number of modules for the purpose of enriching their total curriculum. In this way

selected modules may be contributing to the vocational and/or the avocational experience of the student.

8. Recycling and No Reject

Evaluation in the modular system is based on the ability of the learner to attain a level of competence established by each objective. When one objective is accomplished the learner can move on to another. If the performance level is not reached he may go back and work further toward attainment. The student need not be penalized for inability to meet complete objectives within a specified time and may repeat specific objectives rather than entire modules.

A learner may encounter performance objectives which he or she is unable to meet. In this event the teacher and the student can cooperatively determine which objectives are too realistic for the individual student.

9. Articulation With Entry Level Job Requirement and High Education

The modular curriculum system is basically designed to provide preparation for entry level job placement upon graduation from high school. The modular units with their specific objectives provide a competency profile of the students level of preparation and skill qualification for entry employment. The modular approach also provides some advantage to the student who chooses to continue formal education beyond high school. A record of specific objectives for modules completed will prevent students from having to repeat course content at the post-high school technical level. The specificity may make advanced placement a reality in post high school technical courses.

Appendix Materials

1. Module Directory for Agricultural Education, The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, New York, 1974

NOTE: The following materials were developed by the Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, pursuant to a contract with the Ohio Career Education and Curriculum Management Laboratory in Agricultural Education, The Ohio State University, Columbus, Ohio, in cooperation with the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational and Technical Education, United States Office of Education.

2. Career Awareness in Agribusiness, Renewable Natural Resources, and Environmental Protection: A Curriculum Guide for Grades K - 6

3. Career Exploration in Agribusiness, Renewable Natural Resources and Environmental Protection: A Curriculum Guide for grades 7 - 9

4. Career Preparation in Agricultural Production: A Curriculum Guide for High School Vocational Agriculture.

5. Career Preparation in Agricultural Supplies and Services: A Curriculum Guide for High School Vocational Agriculture

6. Career Preparation in Agricultural Equipment and Mechanics: A Curriculum Guide for High School Vocational Agriculture

7. Career Preparation in Agricultural Products (Food Processing): A Curriculum Guide for High School Vocational Agriculture

8. Career Preparation in Agricultural Resources: A Curriculum Guide for High School Vocational Agriculture

9. Career Preparation in Forestry: A Curriculum Guide for High School Vocational Agriculture

10. Career Preparation in Environmental Protection: A Curriculum Guide for High School Vocational Agriculture

11. Career Preparation in Ornamental Horticulture: A Curriculum Guide for High School Vocational Agriculture

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ABSTRACT: THIS PROJECT WAS DESIGNED TO: (1) DEVELOP A COMPREHENSIVE CAREER EDUCATION CURRICULUM FOR GRADES K-9, (2) DEVELOP THE MATERIALS NECESSARY TO SUPPORT THAT CURRICULUM, (3) DEVELOP AN INSTRUCTIONAL SYSTEMS MODEL FOR THE USE OF SCHOOL DISTRICTS IN CREATING LOCAL PROGRAMS, AND (4) DEVELOP, INSTALL, OPERATE, AND FIELD TEST THE CURRICULUM, MATERIALS, AND THE IMPLEMENTATION SYSTEM. THIS FINAL REPORT, A SUMMARY OF THE EXECUTION OF THE PROJECT, DESCRIBES THE INITIAL PLANNING AND DESIGN OF THE SYSTEM, DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND TEACHER GUIDES, FIELD TESTING AND EVALUATION, AND THE PREPARATION OF EVALUATION REPORTS AND FINAL PRODUCTS. THESE PRODUCTS ARE AVAILABLE TO THE PUBLIC, AND CONSIST OF THE FOLLOWING: (1) A REPORT OF AN ADVISORY PANEL DISCUSSING CAREER EDUCATION, (2) THE CURRICULUM, (3) PROCEDURES FOR DESIGNING, IMPLEMENTING AND MANAGING LOCAL CAREER EDUCATION PROGRAMS, (4) SETS OF ANNOTATED BIBLIOGRAPHIES, (5) SAMPLE INSTRUCTIONAL UNITS, AND (6) TEACHER GUIDES. THE PROJECT HAS BEEN SUCCESSFUL IN HAVING ITS PRODUCTS ADOPTED FOR USE NATIONALLY AS WELL AS IN THE LOCAL NORTHERN CALIFORNIA SCHOOL DISTRICTS WHERE THEY WERE TESTED. APPENDIXES CONTAIN NAMES OF PERSONS INVOLVED WITH THE PLANNING, FIELD TESTING, AND REVIEW OF THE PROJECT, THE OCCUPATIONAL CLUSTERS, CURRICULUM TOPIC CHART, SAMPLE NEWSLETTERS, RATING RESULTS OF THE MODULES, AND RESULTS OF PERFORMANCE ON MODULE TESTS. (RG)

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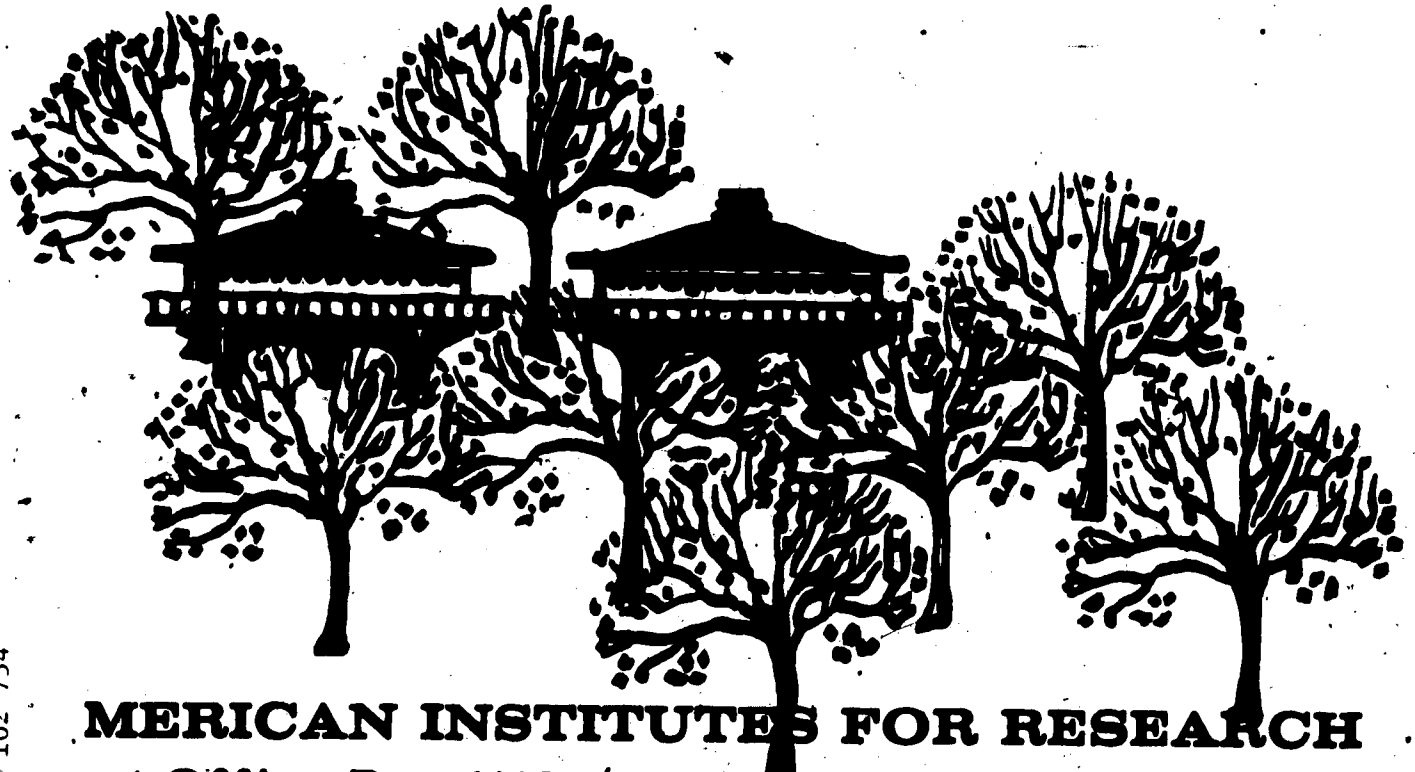

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James A. Dunn

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CHAPTER I

INTRODUCTION AND OBJECTIVES OF THE PROJECT

The practical application of human knowledge has always been a prime objective of American education. There are large segments of American youth, however, for whom education seems to have little to offer. The magnitude of the educational problem facing America today is suggested in statistics such as the following:

- In 1969, 40% of the American labor force had less than a high school education.
- In 1973 there were 900,000 public school dropouts.
- In addition, in 1973, there were 850,000 college dropouts.
- In 1971 the rate of unemployment of young men between the ages of 20 and 24 was three times greater than that of men over 25. And,
- In 1971 the rate of unemployment of minority youth was 34% higher than that of nonminority youth.

Clearly, public education is not currently serving the needs of large segments of American youth.

In 1890 less than 4% of our youth between the ages of 14 and 17 were in high school; and of those 4%, only 1 in 7 were in college preparatory programs. At that time the prestigious Committee of Ten of the National Education Association argued strongly that the purpose of secondary education in the United States ought to be preparation for life and not simply preparation for college. Indeed, the possession of a high school diploma was not required for college entrance. In fact, a greater number of students were enrolled in college at that time than were enrolled in high school.

In 1917, John Dewey, in discussing various roles of public education, argued that "a separation of vocational training from academic training" was a contradiction of a democratic education.

In 1917, over half a century after the Morrill Act, the Smith-Hughes Act finally provided federal support for the vocational education and training of high-school-age youth. However, the number of students served by the Smith-Hughes Act, and subsequent vocational education acts, was never very large.

More recently, James Conant, an outspoken critic of education in the 1960's and an ex-president of Harvard University, wrote, "I submit that in a heavily urbanized and industrial free society, the education experience of a youth should fit his subsequent employment."

By 1966 Arthur Foshay, a leading specialist in education curricula, predicted that, very likely, "the redefinition and redevelopment of the concept of general education has reached the top of the educator's agenda . . . Just over the horizon, perhaps only a year or so away, is a general reconsideration of vocational and technical education" (1968).

Within five years of that prediction, and within only three years of its publication, Sidney P. Marland (1971) brought the goals of general education, vocational education, and technical education squarely into the focus of both public and professional attention.

His first speech as Commissioner of Education was entitled "Career Education Now." It was delivered in January 1971 to the National Association of Secondary School Principals. In that speech, which identified career education as a major thrust of his administration, Marland suggested that public education was in need of widespread revision if it were to meet the needs of all youth. Within a year career education had become such a solid effort that the President of the United States, in his January 1972 State of the Union address, declared career education to be "another area of major new emphasis--an emphasis that grows out of my belief that our schools should be doing more to prepare self-reliance and self-sufficiency, to prepare students for a productive and fulfilling life . . ."

Career Education: A General Definition

Although Marland eschewed official U.S. Office of Education (USOE) definitions, career education came to be broadly defined as the development of the skills and knowledge through which individuals could fulfill their personal needs with regard to occupational choice, social responsibility, leisure activity, and personal development (Marland, 1974).

As such, the goals of career education did not differ markedly from those embraced by American education for over half a century. The seven "cardinal principles" espoused in 1918 by the Commission for the Reorganization of Secondary Education have a very contemporary ring. Emphasis was placed on "vocational preparation, citizenship, and the worthy use of leisure time."

Thirty years later the National Educational Association's Educational Policy Commission identified ten basic student needs which schools should address. Leading the list were the needs to acquire salable skills; to understand the attitudes of successful workers; to understand and fulfill obligations in the community, state, nation, world; to learn to purchase and use goods and services wisely; and to use leisure time constructively (Trump and Miller, 1968).

Why there should have been a renewed emphasis on such goals in the early 1970's is, of course, open to conjecture. Theorists such as Goodlad (1966); Smith, Stanley, and Shores (1950); and Trump and Miller (1968), have pointed out that the American educational curriculum often appears to move in cyclical patterns. The easing of international relations and of technological competitiveness, the generally negative employment picture in the late 1960's and early 1970's, and perhaps even a diminution of the public's belief in the utility of a university education, all may have played a role in the rapid and striking emergence and popular support of the concept of career education.

In his forward to "Essays on Career Education," Marland (1973) wrote "Certainly we can trace the genealogy of the idea back to James Russell in 1909. John Dewey also contributed to the concept early in this century. Later, equally eminent education theorists have given promise to the idea, without

necessarily using the term." Marland then went on to trace the contributions of Alfred North Whitehead, Conant, and others to the emerging concept of career education. Swanson (1972) and Hoyt, Evans, et al (1972) have also written about the recent origins of career education. It is sufficient to note at this time that American educationists are rethinking their position regarding the general purpose of education and the nature of elementary, junior, and high school curricula.

Early Career Education Efforts

Early in 1971, pursuant to Marland's instructions, USOE undertook a major planning activity to assess the feasibility of a variety of models of career education. The Educational Policy Research Center at Stanford Research Institute conducted two studies entitled, "Prognosis for a Policy," and "Career Education: Limitations and Possibilities." Ohio State University was charged with determining the feasibility of a school-based career education program. Several educational laboratories began to assess the feasibility of employer-based career education programs in which high school students were to be released from the jurisdiction of their schools and transferred to the jurisdiction of employers who would then become responsible for the balance of their high school education. Similar studies were conducted to assess the feasibility of providing career education through the mass-media and through a residential treatment program where career education for entire, intact family units would be provided.

Brief descriptions of these various career education models can be found in "Career Education, Current Trends in Schools Policies and Programs" (National Schools Public Relations Association, 1974).

Concurrently with the development of various experimental efforts under the direction of the National Center for Educational Research and Development (NCERD), which subsequently was transferred to the National Institute of Education (NIE), the Bureau of Adult Vocational and Technical Education (BAVTE) undertook a series of field service projects in career education. Whereas the NCERD and NIE projects were large-scale experimental research and development

activities, BAVTE's approach consisted of a broad range of highly innovative, on-the-site demonstration programs. During the period 1971 to 1972 several hundred small-scale career education programs were sponsored by BAVTE under Parts C and D of the Vocational Education Act of 1968. These projects were operated in schools by school personnel and were aimed at providing the initial foundation for subsequent career education development.

At the same time, the BAVTE Curriculum Center, operating under Part I of the Vocational Education Act, undertook a series of curriculum development projects, primarily at the secondary level, wherein new curricular materials were developed to provide specific training in the various career cluster areas.

As of 1972, however, elementary and intermediate education were struggling forward largely on their own. There were relatively few commercial materials and no major, comprehensive curricula. As a result the BAVTE Curriculum Center funded the present project.

Goals and Purposes of the Project

The general purpose of the AIR Career Education Curriculum Project was to develop a career education curriculum that was comprehensive and detailed, yet sufficiently flexible that it could be used without special fiscal or administrative accommodation in large numbers of elementary and junior high schools throughout the country.

The specific goals of this project were:

1) To develop a comprehensive career education curriculum,

2) To develop the materials necessary to support that curriculum,

3) To develop an instructional systems model that would assist districts in the design, adoption, implementation, and maintenance of a career education program consonant with their local needs, and

4) To develop, install, operate, and field test the curriculum, materials, and the implementation system.

Project Constraints

Four major constraints were exerted on the curriculum development effort. First, the curriculum had to be economically feasible. It was felt the curriculum should be implemented within the confines of normal school expenditures for textbooks, workbooks, and other routine instructional materials and classroom operational costs.

Second, it was felt the curriculum had to be predicated on regular classroom staffing patterns. Long-term in-service teacher training, the extensive use of teacher aides or paraprofessionals, or the use of new categories of technical specialists was felt to be uncharacteristic of most public education.

Third, the curriculum would have to be contained within current allocations of teacher time and effort. It was felt it would be unreasonable to expect schools either to extend the school day, or to supplant current portions of the curriculum with career education courses. Career education, if it were to make significant inroads into American educational practice, would have to be infused into the regular academic program.

Finally, the curriculum would have to be amenable to local needs, interests, and options. It was felt that it would be unrealistic to assume that fixed, prepackaged, or canned curricula could anticipate all possible combinations of state, local, and personal needs. The curriculum development experience of the 1960's clearly suggested that options for selective access and utilization, based on local district and learner needs, would have to be provided in the basic design of the curriculum if it were to be used in districts other than those participating in its development.

Project Operations

The project was a twenty-eight month effort carried out in cooperation with eight public and two county school districts.

Teachers and staff of the participating districts assisted in the design, development, and field test of the project materials.

The project was divided into four phases. The first phase was concerned with the design of the system, the specification of the master curriculum, and the preparation of initial review and evaluation procedures.

The second phase was concerned with the development of sample instructional materials, the preparation of draft teacher guides, and preparation for teacher training and field test activities.

The third phase of the project, starting in the fall of 1973 and running into the spring of 1974, was concerned with field testing and evaluation.

The final phase of the project was concerned with final product revision, the preparation of various evaluation reports, and the preparation of final products for delivery to USOE.

Final Products

The end products of the project were ten handbooks totaling 2,636 pages of copy. These handbooks included: annotated bibliographies, curriculum guides, district planning materials, teachers' guides, and classroom instructional materials. These products will be referenced in the Education Research Information Clearinghouse (ERIC) system and are currently being offered to publishers for commercial publication.

By-products of the project were presentations at professional meetings, periodic technical reports reporting progress of the project, periodic newsletters, and routine progress reports to the project monitor. These ancillary products have also been filed with ERIC.

The ten handbooks are divided into two separate sets. The first set consists of five handbooks intended for use by school district planning

personnel. Together these handbooks comprise a basic curriculum resource for the design, selection, and/or specification of local educational programs. The second set consists of five handbooks intended for use by building or classroom personnel. This latter set consists of three different teacher guides, a handbook of sample instructional units, and a brief source handbook of low cost materials.

Materials for Use at the District Level

- *Volume I--Proceedings of the National Advisory Panel. 205 pages.* This handbook summarizes the proceedings of the project's National Advisory Panel. The panel, chaired by Dr. Ralph Tyler, met three times during the course of the project. This report provides a detailed account of their discussions and recommendations. The names of the panel members are presented in Appendix A.

- *Volume II--Career Education: A Curriculum Design and Instructional Objectives Catalog. 390 pages.* This volume presents a detailed analysis of the career education curriculum developed for this project. It presents 1,981 instructional objectives which may be used in the operationalization of the curriculum. The purpose of this catalog is to present a suggested curriculum for kindergarten through grade 9. As such, this catalog represents a curriculum resource which might be used by school officials in the design and/or specification of particular operational programs to meet local needs.

- *Volume III--Career Choice and Development: An Annotated Bibliography for Career Education. 144 pages.* This volume presents an annotated bibliography of recent literature in career choice and development. It is intended primarily for district planning personnel and/or guidance counselors who wish to better understand the career choice process. It has its optimal application in the design of career guidance programs so they will be maximally consonant with the typical patterns of career choice and development actually manifested by children.

• *Volume IV--Instructional Systems Options and Guidelines for the Dissemination and Implementation of Career Education. 131 pages.* This document is intended for district administrative personnel. It discusses various alternatives in the design, organization, and installation of career education programs in local settings. It also treats evaluation options. In addition to theoretical considerations, this handbook offers case studies in the implementation of career education in four widely diverse school districts.

• *Volume V--Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products. 444 pages.* This document provides a detailed in-depth report of the evaluation of the various project products. It includes a master plan for the evaluation of all project products; the instrumentation used in the evaluation of the products; the names, titles, and addresses of the various panel members who assisted in product development and/or evaluation; in-depth evaluation reports on each of the exemplary modules contained in Volume IX; and detailed discussions of evaluation paradigms, samples, statistical results, and the like.

Materials for Use at the Classroom Level

• *Volume VI--Teacher's Guide to Career Education: Primary Grades. 220 pages. Volume VII - Teacher's Guide to Career Education: Upper Elementary Grades. 253 pages. Volume VIII - Teacher's Guide to Career Education: Middle School Grades. 199 pages.* These manuals serve as curriculum guides and resource handbooks to assist teachers in the introduction of career education into their classrooms. The guides address three main questions: What is career education? How can teachers use career education materials in their classrooms? How can teachers develop their own career education materials? The guides include the following: 1) an introduction to career education; 2) instructions on how to infuse career education into traditional subject areas; 3) assistance in the analysis and selection of instructional objectives; 4) a review of basic learning principles; and 5) techniques and procedures for the development of instructional materials. Each guide also gives the teacher an overview of the entire K through 9 curriculum and specific objectives appropriate to his/her grade range.

• *Volume IX--Resource Book of Sample Lesson Units for Career Education. 323 pages.* This volume includes 15 sample career education lesson units distributed across grades K through 9. These units are objectives-based and are all designed to be infused into regular classroom instructions. The purposes of this handbook were to illustrate a variety of techniques teachers could use in the design of instructional materials for classroom use; to provide a "starter set" of instructional materials the teacher might use to initiate career education in his/her classroom; and to serve as exemplars of the types of materials teachers might develop in the future, either independently or through cooperative arrangements with other teachers and/or schools in the district.

All of the units contained in this volume have been field tested in a variety of classroom settings and all have been found to be instructionally effective. When the materials were made available to teachers, they used them; when they used them, students learned from them; and what the students learned, they retained for a reasonable period of time.

• *Volume X--Resource Book of Low Cost Materials for Career Education. 318 pages.* This handbook is an annotated bibliography of low cost materials for career education. The purpose of this bibliography is to provide teachers with a guide to the practical implementation of career education in their classrooms. This document includes annotations of more than 226 items ranging from literature describing career education practices in the classroom, to detailed critiques of commercially available materials and critical analyses of materials found in children's libraries and school libraries.

CHAPTER II
THE PROJECT PLAN

As indicated in Chapter I, the project was divided into four phases. The initial phase lasted approximately nine months. During this period the AIR Career Education Consortium was completed; the National Advisory Panel was established and held its first project advisory meeting; a survey of available instructional materials in career education was completed; and the overall curriculum was drafted. The second phase, also approximately nine months in length, saw the evaluation of the products of Phase I; the development of sample instructional materials and unit tests; the development of implementation and dissemination models; the preparation of prototype teacher guides and preparation for field testing. The third phase, which lasted approximately five months, was concerned with conducting various field tests and evaluation. The final phase of the project, lasting approximately five months, was concerned with analyzing field test results, revising the final product, and initiating final steps for product dissemination.

The management of the project was guided by two fundamental assumptions. The first held that in order to insure adoption and implementation, the products would have to be consonant with the practical realities of classroom management. To this end it was considered essential to have ongoing input from a wide variety of teachers, administrators, and practicing educators. The second held that in order to insure the continued dissemination and utilization of products after termination of the project, the products would have to be consonant with the economic realities of the marketplace. To this end product design would always have to be considered in light of its eventual economic implication. These two assumptions, then, gave rise to what might be called the "Theory of Multiple Inputs" and the "Theory of Practical Market Compliance."

Provision for Multiple Inputs

Three sources of input were identified as essential to the project. The first, and probably most important since the materials were being designed for

school use, was a consortium of school districts, teachers, and administrators interested in initiating career education in their classrooms. The second source of input was a National Advisory Panel of curriculum theorists, business and labor representatives, and other concerned segments of our society. The third source of input consisted of various ad hoc panels of consultants, critics, and technical specialists whose skills were held to be of value to the project.

The AIR Consortium for Career Education. From its very outset, the project was viewed as a joint effort of AIR and a series of cooperating public school districts. All district participation was voluntary and was at each party's expense. During the first year of the project the consortium consisted of seven public school districts in three northern California counties. During the second year the consortium was expanded to include two additional school districts from two additional northern California counties. The final membership of the consortium is summarized in Appendix A. In toto, the consortium consisted of nine school districts drawn from five different counties.

Since one concern of the project was how implementation might be carried out in a variety of school contexts, the project made a concerted effort to interface with different school districts in different manners. In one instance, interfacing was at the district level with close coordination at the central administration level. In another instance, coordination was entirely through the county office of education. In a third instance, interfacing was exclusively with building principals and building staff. And in a fourth instance, interfacing was directly with teachers on a personal basis.

A second concern of the project was the importance of teacher involvment in materials development for future adoption and utilization. One-third of the school districts participated in all aspects of curriculum design and materials development. An additional third participated in limited materials development. And one-third of the districts particpated only as field test sites, having no involvement in the development of materials.

The project strategy called for three school districts to send six selected staff members to AIR for a total of two months during the first year

of the project. The first half of the assignment, a one-month period in the fall, was directed toward the design and development of the curriculum. This took place shortly after the onset of the project, as soon as the staff members' release from school duties could be arranged. The second half of the assignment, one month in the spring, was directed toward the development of prototype instructional materials. During their assignment the school personnel were treated as regular AIR staff. They kept AIR office hours, were assigned regular staff office space, and were treated as partners in program design and development.

Teachers were also provided with a basic orientation to career education so that they could form the nucleus for subsequent career education implementation activities. The following year these "cadre teachers" assisted district leaders and AIR in conducting teacher-training workshops and in implementing career education throughout a larger number of buildings within their districts. They also assisted in the implementation of the field test activities within their districts.

The National Advisory Panel. This panel, chaired by Dr. Ralph Tyler, consisted of representatives of business, labor, public service, public school administration, teachers' organizations, elected officials, and the like. Panel membership and their affiliations are summarized in Appendix B. Advisory Panel recommendations were forwarded to the BAVTE Curriculum Center for consideration on other Curriculum Center projects as well.

The first meeting of the panel resulted in suggested goals for career education; recommendations for the implementation of career education; and discussions of the roles government, business, industry, and labor might play in career education. The proceedings of this first meeting provided the overall direction for the project.

The second meeting of the panel was concerned with a review of project progress, comments on the adequacy of the proposed curriculum, and a discussion of possible problems with regard to implementation for field test purposes.

The final meeting of the panel was devoted to a review of final products, a critique and comment on their quality and probable usefulness, and discussion of ways in which the potential impact of the project could be realized.

All meetings took place at the Palo Alto office of the American Institutes for Research. All proceedings were summarized and comprise part of the final product output of this project.

Ad Hoc Advisory Groups. Finally, not only for formative evaluation purposes but also for dissemination and public awareness purposes, extensive input was gathered from a large variety of business and labor representatives, curriculum specialists, materials developers, evaluators, vocational educators, educational administrators, career education directors, teacher trainers, and university professors.

As the curriculum was being developed, the curriculum rationale, structure, organization, and objectives were reviewed by teacher-authors, AIR staff, and school supervisory staff. Upon review and subsequent revision, the objectives were forwarded to the various ad hoc occupational information teams.

These teams provided a three-tier review. The first level consisted of a detailed evaluation by nine broadly-experienced consultants drawn from industry and public service. This panel of nine consultants reviewed occupations divided into various career clusters.

Subsequently, those occupations that represented a reasonably high level of estimated annual openings and for which there were no reasonably standard training programs were singled out for further in-depth review by actual practitioners of the various occupations. Nineteen consultants were eventually used in this regard.

Following that, the objectives were forwarded to six career education specialists representing vocational education, curriculum theory, and guidance. These six specialists were drawn from the participating school districts.

In toto, this ad hoc review involved the services of 34 individuals representing the industrial, business, labor, and public service sectors of the local community.

Upon completion, the various project products (literature review, objectives catalog, teacher curriculum guides, and sample instructional units) were distributed to panels of technical experts for critical review. The purpose of these reviews was to allow project staff to make final revisions in the master materials prior to field testing.

Appendix C summarizes the names of the individuals comprising these ad hoc evaluation groups.

Identification of Market Constraints

In order to design products consonant with economic reality, it was necessary to: define a reasonable product cost bracket; obtain a reasonable estimate of the likelihood, or scope, of adoption; analyze the conditions surrounding probable adoption; and study the optimum format for the products.

Cost Bracket Analysis. As of 1971 there were 275 textbook publishers in the United States competing for approximately $500 million of school textbook and instructional materials monies (a value less than that spent annually advertising women's cosmetics, and less than 1/50th of that spent annually in the United States for alcohol and whiskey.)

In 1971, the average annual expenditure per child for elementary school instructional materials was $8.12. Of this, less than 60¢ was spent on instructional materials for subject matter areas other than mathematics, science, language arts, and social studies. This is an average of only $16 per classroom (assuming 28 pupils per classroom) for instructional materials in subject areas such as art, music, drama, foreign language, and physical education. The following table summarizes the breakdown of expenditure by subject matter areas.

TABLE I

1971 SCHOOL EXPENDITURES FOR INSTRUCTION MATERIALS*

Area	Per Cent	Per Pupil	Per Classroom**
Language Arts	58%	$4.71	$132
Mathematics	19	1.54	43
Social Studies	9	.73	20
Science	8	.65	18
Other	7	.57	16
Total		$8.11	$227

* Totals vary due to rounding error

** Assuming 28 pupils per classroom

This rate of expenditure constitutes less than 1% of the total annual expense for education, and has remained essentially unchanged for the last 15 years.

Thus, if career education is to be an economically viable addition to our schools, it will have to be implemented on an instructional materials budget of no more than 10, 15, or 20 dollars per classroom per year. And even then, that expenditure assumes major fiscal reallocations of 5% to 10% within existing materials budget categories. Thus, it was clear project materials would have to be low-cost materials.

Scope of Probable Adoption. The scope of probable adoption is a second constraint of the marketplace. When considering eventual dissemination, it is necessary to consider the breadth of possible adoption as well as the cost of adoption. The goal of the project was to develop a series of resource materials and exemplars which would assist school districts in the design and development of their own local programs. As such, the project was technically a curriculum design project rather than a materials development project.

That is, the materials to be developed were to serve only as exemplars for various ways in which the curriculum might be introduced to schools and incorporated into classroom instruction. Consequently, it was felt, the most likely adoption targets were the district and the building rather than the classroom; that is, materials would be purchased primarily for staff use at the district and building levels rather than for pupil use at the classroom level.

As of 1970 there were approximately 18,000 school districts in the United States. Very few publishers hope to capture 10% of the market. Five percent of the market is more common for outstanding material. We were advised that from 2 to 3% is a reasonable planning figure. Thus, the projected market was believed to be 450 school districts. On the assumption that 5 to 10 sets of district planning materials would be purchased per district, the estimated market for the first five handbooks was 2,250 to 4,500 copies per title.

The 450 school districts represented approximately 40,000 teachers distributed across grades K through 9. School districts, however, typically do not adopt new materials for 100% of their teachers without some period of critical review, examination, and experimentation. A 20-25% adoption rate would be considered optimistic for the first two to three years. Thus, expected adoption of teacher materials by these 450 school districts is on the order of 10,000. Since teacher guides vary according to grade level, however, the actual "per title" adoption for teacher guides would only be approximately 3,500 per grade range. These quantitites are very close to the break-even point for commercial publication.

It was felt adoptions could be augmented, however, with energetic marketing to libraries, state departments of education, and educational research and development projects. The anticipated scale of adoption, nevertheless, was felt to be clearly within the thin market domain.

Conditions of Probable Adoption. The next major market constraint was how to design the materials so that there would be an enhanced likelihood of

utilization of the materials on the part of school districts. As indicated in our literature review, many curriculum theorists had become disillusioned with the effects of the curriculum work of the 1950's and 1960's. Large scale curriculum development projects attempted to package "canned" curricula which were then "sold" to teachers and thereby to children. There appeared to be major problems with the creation of entire sets of curriculum materials; with marketing these materials; and, above all, with the training of teachers to use relatively rigidly-prescribed curricula. Relatively few examples of widespread adoption of tightly-programmed curricula are available.

The problems encountered with the curriculum efforts of the 1950's and 1960's, coupled with an increased emphasis on local autonomy and on a stronger role for teachers in local curriculum design and development, reinforced our belief in the necessity to design the curriculum so that it was, in fact, a resource system which could stand on its own as an articulated whole, but which could also be adapted, modified, or changed.

Product Packaging. Finally, the fourth major consideration in product design was product packaging. Two separate problems had to be addressed. The first was how to package the products for the convenience of the project, for professional dissemination purposes, and for the benefit of the sponsor and product reviewer. The second was how to package selected portions of the product (namely, the sample instructional units, unit tests, and unit support materials) for the convenience of the user.

The goal of the former was to produce products that would be distinctive and would provide ease of transport, storage, and retrieval. A standardized format for project products was developed. It was a 7 x 9 paperback book model. The reduced document size took the products out of the "final report" category and made them easier to scan, carry, and distribute. It insured that they would not be "mixed" with other reports, term papers, and the like. And it facilitated storage on book shelves rather than in files. The smaller volumes also conserved paper and reduced the cost of production and distribution. Finally, the volumes were color-coded depending on whether they were for use at the district level or at the classroom level.

Whereas a bound book format even for instructional materials is a convenience for reference purposes, it is a decided disadvantage for actual classroom use. Its small size, relatively high cost, and inflexibility preclude serious consideration as a commercial format. During the project field test, instructional units were produced in a full-size modular format. The teacher's version of the unit was color-coded by grade range and contained the teacher's instructions and copies of all student consumable material, including the unit test. Teachers received one copy of this "teacher's edition." In addition the teacher received 30 copies of all student consumable material, in a worksheet or workbook format, and 30 copies of the unit test, also in a worksheet format. In this way the teacher had a master copy of the unit plus multiple copies of all materials necessary for convenient classroom implementation. From a marketing point of view, these materials could be supplied by a publisher in kit form, as workbooks, or as hectomaster sets. Should commercial availability be precluded, schools could reproduce unit materials either by an offset process or on a xerox basis. Modular packaging also meant that teachers were only supplied with materials they actually expected to use.

Strategies for Product Development

The Career Education Literature and Materials Review. As one of the first steps of the project, project staff undertook an extensive review of the extant literature on career education. The purpose was two-fold. The first purpose, of course, was to familiarize project staff with current career education developments. The second was to provide teachers and school personnel with an annotated bibliography of references and instructional materials which would assist them in their efforts at designing and/or implementing career education programs.

In its initial form, entitled *An Annotated Bibliography for Teachers and Curriculum Developers*, the review contained 327 annotations reported in a handbook of 321 pages. The bibliography was divided into three section. The first listed selected career education references in the professional literature. These references dealt primarily with career growth and development and career guidance. A concerted effort was made to avoid repeating references available through standard sources such as the ERIC system.

A major problem confronting teachers interested in the introduction of career education into their classrooms was the lack of readily available material. While there is a fair amount of material available through commercial sources, schools typically cannot afford to invest heavily in low-frequency-use materials. Children's libraries and school libraries, it was felt, represent a significant resource of untapped materials. The problem is one of information access, however. Children's literature is not cross-indexed according to its career education applicability. The National Association of School Libraries maintains a standard acquisitions list of 5,000 titles recommended for elementary school libraries. On the basis of this, it was concluded there would be a high probability that school libraries would have many, if not the majority, of the titles on that list. Approximately 20% of the titles on the list were reviewed briefly by project staff to ascertain their relevance to career education. These 100 titles were then carefully reviewed, annotated, and included as the second section of the materials survey.

The third section of the bibliography listed career education references that would assist teachers in follow-up information collection activities. This section included literature and materials reviews; commercial curriculum materials; names and addresses of selected journals, periodicals, and newsletters; and other resources.

During most of the project this annotated bibliography was published as a single volume. During the last phase of the project the section on low-cost instructional materials was updated, expanded, and the bibliography was divided into two volumes: one volume for use by counselors and guidance workers concerned with the professional literature on career choice and development; and the other volume for use by teachers and those concerned with identifying low cost instructional materials for classroom use.

Curriculum Design and Development. Concurrently with the selection of the National Advisory Panel and the initiation of the project literature review, work was also undertaken on the design and development of the curriculum. This task was to form the backbone of the project.

The goal was to design, and develop, a curriculum that was unequivocal, but also permitted wide latitude in the selection of various aspects of the curriculum; in the age grade assignment of the content suggested by the curriculum; in the amount of content to be selected; and in the sequencing of the content selected. In other words, the basic task of the project was to design a macro-curriculum which could serve as a basic planning resource for districts interested in designing their own local career education programs.

A "topical" rather than "grade level" approach to the curriculum was taken. Career education is a very new concept to elementary teachers; the first question generally asked is, "What precisely is career education?" The approach taken by the project was that a specific, substantive definition of the content, i.e., topics, would help resolve this question.

Ten central curriculum areas comprising 31 key topics and 178 basic concepts were identified as comprising the essential thrust of the curriculum.

This topical approach to the definition of career education was adopted to insure the adequacy of the scope of the curriculum and to allow the definition of the curriculum to take place at various levels of specificity so that curriculum coordinators, superintendents, principals, teachers, or others could discuss the curriculum at whatever level of generality or specificity deemed appropriate.

Initial concentration on the scope of the curriculum, however, should not be taken to imply a disregard for the sequence of the curriculum. Upon completion of the topical definition of the curriculum, the content was then laid out on scope-and-sequence charts so that concepts could be arranged across grade-range groupings to accommodate normal child growth and development patterns.

The sequence of the content was laid out to deal with children's general developmental levels rather than with specific grade levels. The curriculum was organized into four general developmental groupings:

1) the non-reader (K-1),

2) the beginning reader (2-3),

3) the independent reader (4-6), and

4) the junior high school student (7-9).

Various curriculum topics then spiraled upward throughout these grade-range groupings so that sequentially elaborated versions of the same topics could be taught at different developmental stages with activities, content, and examples relevant to those age groups.

General appreciation of the fact that people differ, for example, was taught in many different contexts. For the very young child (K-1), the concept was dealt with in terms of differences in physical skills. These differences were subsequently interpreted in terms of differences in children's interests and attitudes (2-3); later on, for upper elementary grade children (4-6), the same concept was dealt with in terms of differences in the values that people hold and differences in their academic skills. Finally, in the junior high school level (7-9), the same curricular topic was taught within the context of individual differences in personal skills, emotional reactions to stress, personal goals, and the like.

It was also clearly recognized that certain portions of the curriculum, such as self-understanding and knowledge of self, could also be relevant, or even crucial, to other special curriculum programs such as those dealing with drug education, sex education, and the like. These curriculum areas were included, however, because they were essential to a comprehensive career education program. The explicit delineation of these curriculum strands provided schools an opportunity to consolidate programs, to identify a central core of key content, and to bring together a variety of ancillary curricular emphases around the career education program.

There are, of course, many problems associated with teaching children and youth even a modest amount of information about a large number of occupations. It is essential to find ways to organize the information so that generalization and transfer can take place. The most common approach

to this problem is to cluster various occupations into homogeneous groups so that when a student learns basic information about several occupations within that group, he can generalize to other occupations within the group.

In discussing the importance of career clustering, Dr. S. High of the Bureau of Occupational and Adult Education has suggested that any paradigm for the clustering of occupations must meet four requirements. 1) It should be an open system; that is, it should encompass the broad spectrum of jobs indicated in the *Dictionary of Occupational Titles*. 2) Each cluster should contain a logical career ladder of jobs so that upward mobility within a cluster can be seen as an obvious developmental possibility. 3) Each cluster should be obviously related to an identifiable area of employment. 4) The cluster should endure over time; that is, "each cluster should represent a continuing societal function which will be carried on throughout the forseeable future."

There are three basic approaches to career clustering commonly used today. Each accommodates High's criteria to a greater of lesser degree. The first approach is to cluster occupations into broad industrial groupings such as workers in the transportation industry, workers in the steel industry, workers in agriculture, and the like. This type of clustering has been in use for many years by the Department of Labor, by economists, and by industrial planners. It has been used for many years by the *Occupational Outlook Handbook*. One difficulty with this approach, however, is the high degree of redundancy of occupations across the various industries. Only a small portion of occupations within an industrial/economic category is unique to that category.

A second approach to occupational clustering is based on requisite skills. This is the approach taken by those most concerned with industrial training programs, manpower supply, vocational education, and the like. Here the primary approach is to cluster occupations on the basis of detailed task analyses. Once skills common to a variety of occupations have been identified, standard training programs can be developed to produce those skills. From a management point of view it is a very rational and efficient approach in that it identifies the variety of places a given individual can be assigned. It does not, however, provide much of a basis for career mobility for the individual.

The third approach to career clustering is to develop clusters based on the patterns of interests and abilities of the individuals going into those occupations. This is the approach that is most compatible with a career guidance orientation. Here the focus is on the individual and the identification of those options and opportunities that are open to the individual or that can be developed by the individual. The emphasis is on helping the student develop an awareness of options and opportunities rather than providing specific skills for a single occupational thrust. This has been the general career guidance approach as well as the approach of Project TALENT and Project PLAN (Dunn, 1970). And because of its emphasis on the individual--his interests, abilities, and skills--and on the development of long-range goal planning skills, it was the approach adopted by the project.

Given a method for the clustering of occupations so that coordinated information could be given, it was necessary to select those occupations which would be used to illustrate the clusters. The *Dictionary of Occupational Titles* includes approximately 23,000 occupational titles. It was clearly impossible to expect a child to learn about 23,000 occupations. A strategy was chosen to diminish the number of occupations treated in the curriculum. Only those occupations that would account for the bulk of estimated annual openings for the next decade, as projected by the Bureau of Labor Statistics, were chosen for inclusion in the curriculum. Those occupations were then sequenced for presentation to children so that those occupations most familiar to young children were presented in the earlier grades and those less known were presented in later grades. One hundred occupations formed the core of the occupational information component of the curriculum. Those occupations are summarized in Appendix D.

Finally, because the use of instructional objectives is occasionally criticized as inappropriate for efforts to teach higher order cognitive processes, it was essential to provide detailed information with regard to the various cognitive and affective levels reflected in the curriculum. Thus, after their final revision, all objectives were classified according to the Bloom and Krathwohl cognitive and affective taxonomies.

Approximately 55% of the objectives in the catalog dealt with knowledge of the world of work and pertain to 100 occupations which account for 76.5% of all estimated annual job openings for the period 1968-1980, as projected by the *Occupational Outlook Quarterly* for spring 1970. The balance was equally distributed to the other nine areas of the curriculum.

Regarding the distribution of objectives across taxonomic levels, 25% were at cognitive level I, 40% at cognitive level II (comprehension, interpretation, and extrapolation), and 26% at higher order cognitive levels III through VI (application, analysis, synthesis, and evaluation). Six percent were in the affective domain with two-thirds at affective level II. Three percent of the objectives were in the activities domain.

Upon completion of revision and classification, the objectives were again reviewed by panels of experts and representatives from business, labor, and industry. The curriculum objectives were then subsequently evaluated by panels of experts in career education, vocational education, school administration, state departments of education, teachers, and the like.

In summary, the curriculum, as it was eventually finalized, consisted of two main programs, one primarily for the elementary school grades and the other for the middle school or junior high school grades. These two programs were comprised of four curriculum strands subdivided into ten sections, or areas, with 31 topics subsumed under these ten areas. These topics were then partitioned into a total of 178 concepts.

Each of these concepts then generated instructional objectives subordinate to each of the curriculum concepts. On the assumption that a career education lesson would be based on four or five instructional objectives, and on the assumption that there would be one lesson per week, a curriculum sufficiently comprehensive to span a full ten-year period would reasonably have 1,600 to 2,000 objectives. Consequently, the target scope for the catalog was 2,000 objectives. After final revision and editing, the total remaining was 1,981.

The curriculum objectives and classification information are reported in detail in the *Curriculum Design and Instructional Objectives Catalog*. Appendix F presents the AIR Career Education Curriculum Topic Chart.

Instructional Materials Development. Upon completion of the curriculum, attention was shifted to the development of a series of sample instructional units. The purpose of these units was to: 1) demonstrate how the curriculum might be operationalized, 2) illustrate to teachers a variety of instructional methods that might be employed in the teaching of career education, 3) establish a model for the future development of instructional materials by teachers and/or school districts, and 4) to serve as a "starter set" to permit schools to move into career education as quickly as possible.

The materials were to be objectives-based and infusable into regular classroom instruction.

The first problem was to establish the length and format of the units. Based on inputs from a large variety of teachers, it was concluded that teachers were most interested in lesson units that could be used as enrichment lessons and inserted into regular classroom activities with a minimum of effort. Further, teachers wanted relatively short lessons so that the adoption of a lesson would not commit the teacher, and the class, to an extended unit. To facilitate content scanning, teachers also wanted the information presented in a standard format. In their final form units were color-coded according to grade range.

The teacher's edition of the unit included a brief overview of the unit; indication of the special materials, if any, required for the unit; suggestions for teaching the module; and procedures for assessing student achievement. This introduction was followed by a section giving detailed specification of the learning activities. The learning activity section was then followed by a section containing a copy of all student materials, if any were required for the unit. During the field test, teachers were supplied with one copy of the consolidated teacher's unit plus 30 copies of all student consumable material.

Since one of the purposes of the units was to illustrate to teachers a variety of instructional methods they might incorporate into their classroom teaching, the units were to serve as exemplars of innovative teaching methods and techniques. Specifically, units were designed to illustrate techniques such as the following: teacher-lead as well as self-instructional materials; peer group as well as individual learning materials; hands-on/project approaches as well as library/reference learning approaches; the use of community resources, gaming and simulation; the use of learning station techniques as well as workbook and multi-media techniques; controlled experimentation and inquiry learning as well as directed learning; the use of latent image techniques for providing students with immediate feedback for response shaping; token economies, incentives, and other student motivating devices; individualized as well as standard group instructional practices; and the like.

A minimum of twelve units were needed for the project. In order to insure that the units used in the project were truly exemplary units, a total of 36 units were developed. The better units from this set were then selected by means of several evaluation procedures.

Master teachers and project staff drafted units to general design specifications. These were then critiqued, revised and/or rewritten as needed until all were felt to be of high quality. After their completion, the units were then reviewed by three senior staff and the best 14 were selected. The criteria on which selction was based were as follows: a) interest to teachers, b) interest to students, c) attention to laws of learning, d) ease of teacher preparation, e) consonance of objectives and learning activities, f) clarity of instructions, and g) use of conditions and equipment normally found in school. On the basis of this initial in-house evaluation, 14 of the 36 units were judged to be of exemplary quality and put through subsequent rounds of technical review by outside experts.

The results of the external review of the quality of these units as well as the results of the critiques of the literature review, the curriculum guide, and the objectives catalog are summarized in the next section. At this point it is sufficient to note that staff judgments had to be coroborated with

similar professional judgments of external evaluators, and these judgments then had to be validated against frequency of teacher selection for use in the classroom and significance of instructional results.

Teacher Curriculum Guides. After the development of sample instructional units, teacher guides were developed to give teachers an introduction to career education, an overview of the AIR curriculum, advice on how career education might be infused into the academic program, a description of the characteristics of the AIR exemplary lessons, and advice on how to locate low-cost supplementary resource materials that might be used in connection with classroom instruction. In addition, the guide also provided teachers with a subset of instructional objectives deemed appropriate for their grade range responsibility, and advice and suggestions with regard to selecting instructional objectives and creating new instructional units. Separate guides were developed for the primary grades, the upper elementary grades, and the middle school grades.

These units were written with the assistance of cadre teachers who had worked on the project during its first year. They were pilot tested and critiqued during the field test phase and underwent major revision during the final phase of the project.

Dissemination and Implementation Models. Another charge of the project was to develop a set of suggested procedures with regard to the dissemination and implementation of career education. The development of these suggestions and recommendations took place over the life of the project.

It was clear from the early project analysis studies that career education would receive widespread implementation in the years ahead only if the following took place: a) districts could participate in the local design of the curriculum they themselves wanted, and b) procedures were developed whereby the implementation of career education could be carried out for relatively low economic outlay. Further, teachers are increasingly coming to demand a voice not only in the specification of the goals for various academic programs, but also in the design and development of the curriculum to meet those goals.

During the course of the project a number of options and alternatives were identified. These were summarized and presented in *Volume IV - Instructional Systems Options and Guidelines for the Dissemination and Implementation of Career Education.*

It was not sufficient, however, simply to identify a series of hypothetical options. During the course of the project, staff exercised various configurations of options so that the guidebook could provide illustrative examples as well. Consequently Volume IV not only presents the theoretical models for dissemination and implementation but also provides four case studies of the actual exercise of those options in various configurations. The last section of the volume also deals with the relative effectiveness of the various options exercised in the project.

Evaluation Procedures

External Review and Critique of Project Products. Upon completion, prior to field testing of project products, all major products were distributed to panels of experts throughout the country for their critical review and comment so that last minute changes in the materials could be made.

Both the *Annotated Bibliography for Teachers and Curriculum Developers* and the *Curriculum Design and Instructional Objectives Catalog* were distributed to six different panels of evaluators representing vocational educators, BOAE project directors, school administrators, state department personnel, career guidance specialists, curriculum specialists, and teachers. Evaluation data was returned by 48 external reviewers.

The exemplary lesson units were distributed to a panel of eight educational research and materials development specialists. A total of 42 unit evaluations were received.

These evaluations, along with evaluations provided by subsequent teacher critiques, and the results from the experimental-control group field tests are reported in detail in *Volume V--Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products.*

It was deemed important to have a large number of individuals evaluate project products not only because of the increased reliability and validity offered by a fairly large number of evaluators, but also because of the opportunity it offered to disseminate information about the project to a fairly large number of professional leaders in the field.

Teacher Training and Field Test Preparation. Concurrently with the development of sample instructional materials, school district and project administrative staff began planning for the initiation of field test activities.

It was concluded that some form of in-service teacher training would be necessary, not only to introduce the concept of career education to teachers and orient them to the materials, but also to set the stage for follow-up field test activities. Teacher training was in the form of a relatively brief teacher training workshop. Based on inputs from various textbook publishers, it was learned that in many instances publishers provide two-day training workshops for purchasers of new curriculum series. Seldom, however, does publisher involvement include more than two days of in-service staff training. Consequently, two days were held to be the upper limit for field test training activities. On the other hand, many publishers provide only a modicum of in-service training for their products. Consequently one portion of the field test sites received only a brief orientation to the curriculum in a series of two 2-hour staff sessions.

The extended workshop was used in those districts that not only wanted to "adopt," i.e., field test, project materials, but also wanted district staff to participate in the development of materials. These were the field test sites in which teachers were not only introduced to career education and oriented to the curriculum, but were also part of a district-wide effort to encourage teacher creation of career education materials.

In the extended training version, project staff met with district leaders to identify district goals, to design workshop activities, to coordinate workshop logistics, and the like. Five such workshops were carried out, two with Santa Clara and three with Santa Cruz. In all instances AIR served as a resource to the districts which were actually responsible for the conduct of the workshops.

Extended workshops typically involved opening remarks by school district leaders; cadre teacher involvement as activity leaders, extensive career education materials displays, and workshop-type activities.

In four other instances, two in San Francisco and two in Fresno County, much briefer workshops were offered. In these four instances, the total focus was on the project and materials and not on district goals, teacher development of materials, or the like.

The Field Test Paradigm

In approximately one-half the cases, career education was introduced on a building-wide basis. To identify those schools to be selected for participation, a district-wide teacher attitudes survey was conducted. All teachers in those buildings having the highest percentage of teachers judged to be favorably disposed to career education and/or classroom innovation were then requested to participate in the workshop and subsequent field test of materials.

In the balance of cases, teachers were selected on a personal interest, volunteer basis.

Following the workshop, teachers were expected to teach at least two career education units of their choice during the two-month period which followed the workshop. At the close of the workshop teachers indicated the units they thought they would like to teach; multiple copies of these units were provided.

After one month, brief afternoon meetings in the teachers' respective buildings were held to check teacher progress.

During the second month, informal weekly visits were made by project staff to offer assistance, see if teachers needed additional copies of the materials, answer questions, and to "establish presence."

At the end of the second month, a brief two-hour meeting was held so teachers could share the results of their experiences with one another.

In toto, 98 teachers from 16 schools participated in the experimental tryout of materials. A sample of students from the same or matched schools was drawn to serve as a control group.

On the average, each "exemplary" module was field tested in eight classrooms with a total of 200 children, half experimental and half control. The results of this field test are summarized in the following chapter. In addition to module test data, other data were also collected during the field test. Teachers provided detailed activity information on a class activity log. And teachers and project staff provided anecdotal and critical incident data. Teachers also provided ratings and critiques of the teacher workshop activities, the teacher guides, instructional units, unit tests, and the like.

The school districts themselves bore all expenses associated with the workshops, with the exception of project staff time and field test materials. Teachers received no financial consideration for participation in the field test. They could, however, elect college credit for participation in the workshop and field test. Arrangements were made with California State University at San Jose to provide two units of extension credit for their participation. Enrollment for credit, however, was to be at teacher expense. Approximately half of the teachers (46) elected to receive college credit.

Additional, although modest incentive, was provided by the fact that, after the workshop-practicum, teachers could keep the instructional materials, catalogs, and teacher guide they had been using during the field test. Further, if the units they wrote were judged acceptable for use on a wider basis throughout the district, the units were typed, printed, and distributed throughout the consortium. This, plus occasional references in the AIR Career Education Newsletter, provided teachers with at least a modest measure of professional visibility within their own district and among their professional peers.

In all instances the project attempted to be responsive to teacher requests for project materials. Wherever possible the project assumed responsibility for providing sufficient copies of student materials so teachers would not be required to reproduce project materials.

The results of the field test evaluation, along with all other evaluation results, and copies of the evaluation plan and instrumentation detail in *Volume V - Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products* has been filed with, and is available from, ERIC.

On the basis of the experience acquired during the field test, needed revisions in product materials were identified. Minor revisions were made in certain areas of units. The teacher guides underwent extensive revision to make them shorter and more readable. A portion of the annotated bibliography dealing with low-cost instructional materials for teacher use was materially expanded and updated, and published as a separate volume. The proceedings of the National Advisory Panel were updated to include the results of the second and third meetings.

In all, a total of 239 persons participated directly in the evaluation of project products: 141 external critics and materials reviewers and 98 teachers in the experimental treatment group in the field test.

The 141 external experts were divided as follows:

1) 45 university faculty members representing 30 universities and colleges, including UCLA, Michigan, Minnesota, Stanford, Illinois, Columbia, Michigan State, New York University, Missouri, Maryland, UC-Berkeley, Indiana, Purdue, Rutgers, San Francisco State, Northern Colorado, North Carolina, Hawaii, and the like;

2) 61 public school personnel, representing 26 administrators, 23 teachers, and 12 senior state department of education personnel; and

3) 35 persons, representing business, labor, industry and the community; these members ranged from a vice president of a telephone company to a gas station attendent, from a city mayor to a restaurant manager, from an educational programs officer for NASA to a taxi-cab driver, from a major city chamber of commerce manager to a park ranger, from the president of a fashion institute to the national president of a professional

organization, from an assembly line worker to a vice president of a major publishing house, from a computer programmer to a mailman, from a consulting editor of a national literary magazine to a clergyman, and from a secretary of a major city labor council to a local city fire fighter.

The 98 teachers participating in the experimental field test of materials are identified in Appendix F.

The types and sources of data used in the evaluation were as follows:

1) professional judgments made by senior AIR staff,
2) expert opinion provided by panels of experts,
3) reports of teachers,
4) student performance on objective module tests,
5) critical incident case studies of classroom activities, and
6) unobtrusive measures, especially measures pertaining to dissemination and impact, such as the number of people ordering products, the size of the project newsletter's mailing list, newspaper and journal coverage, the number of teachers voluntarily participating in project activities, and the like.

Strategies for Dissemination

Several strategies were used throughout the project for the dissemination of information.

First, a six panel brochure was prepared for use in responding to requests for information about the project.

Second, a two-color, four-page newsletter entitled the AIR Career Education News was published periodically. This newsletter was distributed to all 50 states and six U.S. territories. Distribution was targeted on state, local, and professional leadership. In particular, the newsletter was distributed to

all state directors of vocational education, all state vocational education research coordinating units, all units in the BOAE Curriculum Center network, all BAVTE Part C and D project directors, all major career education curriculum project directors, heads of career education in major state and large city school districts, selected staff at major colleges and universities, and the like. In addition, it was distributed as handouts at professional organizations, conferences, and elsewhere. Samples are provided in Appendix G.

Third, an effort was made at distributing information at national professional conferences.

Fourth, since a major criticism had been levied at other career education projects because of the unavailability of their materials, the project, with the approval of the monitor, made materials available at cost to anyone requesting them. This distribution of project materials, beyond that specified by the terms of the contract, was underwritten by the American Institutes for Research.

Fifth, the availability of these materials was made known systematically through press releases in major national journals and newsletters.

Sixth, project staff provided workshops, made presentation, and provided resource services to interested school districts to the extent possible within the confines of the contract.

Seventh, steps were initiated to procure commercial publication and distribution.

CHAPTER III
RESULTS *

Evaluation of the Annotated Bibliography

As indicated in Chapter I, the annotated bibliography was designed to supplement existing sources of information regarding career education. Materials covered in other career education literature surveys were excluded.

Formative evaluation activities included examination of potential items for the bibliography, quality and production control of the manuscript, and the consideration of alternate printing formats. Alternative report formats were evaluated on the basis of readability, potential usability, and production efficiency.

Upon completion of the bibliography, 50 copies were distributed for external review. Complimentary copies of the bibliography plus evaluation forms and a request for review were sent to a selected sample of specialists. To insure that the bibliography was evaluated from a variety of points of view, six different types of specialists were used: vocational educators, Bureau of Occupational and Adult Education (BOAE) project directors, school administrators and state department personnel, career guidance specialists, curriculum center project directors, and classroom teachers. Eight to nine specialists of each type were used. The names of these evaluators are listed in Appendix H.

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* This chapter presents only a summary of the more important findings of product evaluation and field test efforts. The reader desiring a detailed report of all project findings is referred to Volume V of the project products: *Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products* (444 pages).

Part 1 on the evaluation form asked questions regarding the format and significance of the bibliography. Part 2 asked for value rankings of the various components of the bibliography. And Part 3 assessed general attitudes toward the bibliography.

Evaluation form return rates varied by type of specialist panels. Curriculum center project directors gave a return rate of 87.5%. However, vocational educators, not associated with career education, gave a return rate of only 37.5%. Overall, 31 of the 50 panelists returned evaluation data. This gave an average return rate of 62%.

The general organization of the bibliography was rated 5, on a five-point scale, by 64.5% of the evaluators providing evaluation data. The mean rating for all evaluators was 4.5.

The mean rating for clarity of presentation and readability was 4.3 on a five-point scale; 90.2% of the respondents rated it above average or higher.

The mean rating for significance of the bibliography was 4.3 on a five-point scale; 51.6% of the respondents rated it 5--a "significant contribution to the field to be seriously considered for widespread distribution."

Regarding quality of production, 61.2% of the evaluators rated the bibliography as "one of the more attractive reviews I have seen in recent years." The mean rating on this dimension was 4.5. Again, the scale was a five-point scale.

In a multiple response situation, where, from a balanced check list of bibliography characteristics, the respondents were free to mark as many or as few items as they wished, 83% of all comments were positive.

The children's book review section was generally rated as the most important component of the bibliography.

Evaluation of the Curriculum Guide and Objectives Catalog

The purpose of the *Curriculum Design and Instructional Objectives Catalog*, it will be recalled, is to present a detailed resource curriculum for career education from kindergarten through ninth grade. The catalog described a comprehensive curriculum design and the instructional objectives necessary to implement that curriculum. Together these two elements comprised a curriculum resource that could be used in the design and/or specification of a particular operational curriculum. The publication was intended to be of primary interest to administrative personnel, district curriculum specialists, career education project directors, and others charged with the design of career education programs.

The project curriculum consisted of two major programs, one designed primarily for the elementary grades and the other designed primarily for the middle school grades. These programs were then divided into four main curriculum strands covering 31 topics. These topics are then subdivided into concepts subordinate to each topic and then finally into 1,981 specific instructional objectives.

During the formative evaluation process, the objectives listed in the catalog went through several stages of review and revision. Following review by various outside consultant panels, the objectives underwent final revision by project staff.

Upon completion, the *Curriculum Design and Instructional Objectives Catalog* was distributed to 51 experts representing university curriculum specialists, school curriculum specialists, school administrators, state department personnel, career guidance specialists, career education project directors, and vocational educators. Data were provided by 17 respondents. Unlike the situation with the bibliography, the return rate for vocational educators was 50%, whereas for university-based curriculum theorists it was only 22%. It is believed that there are two reasons for the low return rate. First, the catalog was lengthy--several respondents indicated that they could not take time to review it thoroughly. And second, the review period was

during the summer--many persons were on vacation and normal office routines were disrupted. The individuals asked to evaluate the curriculum are indicated in Appendix I.

The curriculum catalog was evaluated along five major dimensions: usefulness, comprehensiveness, ease of infusion into regular instructional activities, potential contribution, and significance for career education. Additional questions dealt with evaluation of various subcomponents of the catalog.

In brief, 76% of the respondents rated the catalog above average in potential usefulness, thoroughness, and comprehensiveness; 88% of the respondents felt they could infuse the curriculum into their classrooms with relatively little difficulty; and 90% of the respondents rated the catalog's potential contribution to career education above average.

By far, the two most highly valued components of the catalog were a) the conceptual organization of the curriculum, and b) the instructional objectives bank.

The evaluation form provided space for optional written comments. Approximately half of the respondents made comments in this space. The majority of comments were complimentary. Only three could be construed as negative. Some of the comments are as follows:

- "The work of AIR in career education thus far is among the best! It is scholarly and sound."
- "An excellent resource. I plan on using it as a development and elementary level component for one of the career clusters."
- "I certainly am planning to use the book in future in-service workshops."
- "I am tremendously impressed both by the logic and comprehensiveness of your effort . . . I have found this publication the single most useful device that I can take to in-service teacher workshops. Teachers seem to be deeply appreciative of the concrete activity examples contained in this document. I find many who, given these relatively short sentences, are motivated to come up with career education learning packages of their own . . . I believe you have done a real service to all of us in the career education field through the publication of this document."

Evaluation of Sample Instructional Units

A total of 36 sample instructional units, approximately 12 for each of the three broad grade ranges, were developed by teachers in cooperation with project staff. These materials were then critiqued and subsequently revised by teachers and project staff. Upon completion of the revision, the materials were evaluated by three senior project members. The criteria for module evaluation were as follows:

1) probable interest to teachers,
2) probable interest to students,
3) ease of teacher preparation,
4) consonance of objectives and learning activities,
5) clarity of instruction,
6) attention to laws of learning, and
7) use of conditions and equipment normally found in the schools.

Based on this in-house assessment 14 modules were selected for further, more intensive evaluation.

A panel of eight individuals with extensive experience in the development of modularized instructional units was asked to critique the units on the same seven criteria used by project staff. They were also asked to provide revision-related suggestions as to how modules could be improved. In general the modules received very favorable review. Only one of the 14 modules received a mean rating below 5 on a seven-point scale. Appendix J gives the panelists' names. Appendix K summarizes the results of their evaluations.

The modules were then scheduled for experimental field testing. The design of the field test was summarized in the preceeding chapter and is reported in detail in the evaluation studies (Volume V).

In order to validate AIR's (and the experts') choice of exemplary modules, teachers in the elementary grades were free to choose any modules from the entire pool of modules. Overall, teacher choice clearly corroborated project staff and external evaluator judgments. Teachers generally chose to teach "exemplary" modules twice as frequently as non-exemplary modules.

Preparatory to the experimental/control field test of the modules, the reliability of module tests was ascertained. Alpha coefficients for the nine objective tests ranged from .22 to .86. Two module tests were relatively short, having only six items each. In as much as the alpha coefficient is correlated with number of test items, these tests had relatively lower reliabilities. Inter-rater reliabilities of the five essay tests ranged from .87 to .97.

Module test data were collected from two groups of children: an experimental group consisting of children in classrooms where the teacher reported using the module; and a control group, or more accurately, a comparison group, of children drawn from classes matched with the experimental group for school district and grade level, but not exposed to the module. The differential performance of these two groups of children was then compared.

The field test paradigm was a Campbell and Stanley (1963) experimental/control group, posttest only, design. Regarding this design Campbell and Stanley have argued, "while the pretest is a concept deeply embedded in the thinking of workers in education and psychology, it is not actually essential to true experimental designs. In educational research, particularly in the primary grades, we must frequently experiment with methods for the initial introduction of entirely new subject matter, for which pretests in the ordinary sense are impossible." They go on to say that a "posttest only, control group, design (design 6) is as adequate as a pretest/posttest, control group, design (design 4) when there is no reason to expect significant initial differences between the experimental and control groups."

From two to eight experimental and two to eight control classrooms were used to test each sample module. In every instance, for all 14 modules, student performance in the experimental group was significantly higher than student performance in the control group. These results are summarized in Appendix L.

Approximately half of the experimental group students took the module test within a week of completion of the module. The other half took the module test approximately five weeks after completion of the module. As expected, those students with a longer period of time between module completion and module testing had somewhat poorer scores than those who took the module test immediately upon completion of the module. However, in every instance, both groups did significantly better than the control group.

From these results it was concluded that:

1) There was a high degree of concurrence between the judgments of project senior staff, external consultants, and teachen practitioners as to those modules of the original pool of 36 which should be identified as examplars;
2) If such modules are made available to interested teachers, they will use them;
3) Modules can be used reasonably well within the confines of the normal classroom;
4) If teachers use the modules, students tend to master the objectives in them; and
5) If students master the objectives, they tend to retain what they learn for a reasonable period of time.

Evaluation of Teacher Guides

Initial versions of the teacher guides were presented to teachers during their introductory workshop on career education.

Following the workshops, teachers returned to their classrooms to use the exemplary modules and to develop and teach career education lesson units of their own. This two- or three-month practicum in career education saw continuing interaction between AIR, district personnel, and school personnel.

During this two- to three-month period each teacher was provided with a copy of the appropriate teacher's guide, sample instructional units, and student materials. The final event of the practicum was a half-day conference.

Approximately one week prior to the final conference each teacher was given a copy of the Teacher's Guide Evaluation Form and was requested to bring the completed form to the session. Returns from 58 teachers were received.

In general, 56% of the teachers found the guide to be very well organized. Only 4% of the respondents indicated any dissatisfaction with organization.

Sixty-two percent of the teachers rated the guide above average in readability, while only 3% rated it below average. A number of teachers, however, indicated that the guide was too "wordy" and that its readability could be improved by condensing information. This was subsequently carried out in the final revision of the guide.

The majority of teachers (53%) found the first chapter of the guide, the overview of career education, to be either quite useful or very useful. Fourteen percent of the respondents gave it a negative rating, however.

Almost two-thirds of the responding teachers (64%) felt the guide provided them with useful information to help them implement the AIR career education curriculum in their classes.

Seventy-seven percent of the teachers felt the curriculum to be either relatively thorough or extremely comprehensive. Only 8% felt there were areas of limited coverage.

Regarding the section on instructional objectives, teachers in general felt the objectives were easy to scan, easy to locate, clearly expressed, and both significant and informative.

The chapters describing the characteristics of an instructional module and variations of module tests, however, were considered least useful. These two chapters were subsequently revised extensively.

Regarding the sample instructional units (which at that time were included as Part 2 of the teacher's guide), 70% of the teachers felt that the modules represented useful resources, were well written, had clearly identified objectives, and utilized good instructional strategies.

The most negative comment regarding modules, indicated by 24% of the teachers, was that they required too much teacher involvement. Approximately 10% of the teachers also indicated that they felt the modules were too long.

Regarding the usefulness of the teacher's curriculum guide, almost three-quarters of the respondents (73%) found the curriculum, as supported by the guide, to be relatively easy, or very easy, to use. Nine percent, however, experienced difficulty in using the curriculum.

About 7% of the teachers indicated that implementing career education by developing and using modules was very time consuming.

Feasibility of the Workshop-Practicum Procedures for Materials Development

The success of the project's dissemination and implementation activities was judged by means of various "nonobtrusive" measures.

The major interest regarding local dissemination and implementation was that the project involved 166 classroom module applications resulting in approximately 4,150 student module tryouts. In addition, control group data were collected from 1,318 control students in 55 additional classrooms.

A total of 15 teacher workshops and/or conferences, of varying lengths, were held. On the average, each teacher participated in three: an initial workshop and two brief follow-up meetings. To date, a total of 159 teachers

have received supervised training in project-conducted workshops. The purpose of this training was to develop and refine teacher training materials and procedures and to provide a structure for teacher participation in the critique, revision, and development of materials. During the course of workshops in Santa Cruz and Santa Clara Counties, 46 teachers registered for a total of 138 hours of extension credit through the California State University at San Jose.

The results of the teacher evaluations of the various workshops were analyzed and reported in various project technical reports and are reprinted in *Volume V--Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products.* In general the teachers felt they learned a great deal about career education, and there was a significant increase in their confidence to implement career education in their classrooms.

Regarding the feasibility of the workshop/practicum approach to the generation of teacher-developed instructional units, it is interesting to note that after only four hours of practice on materials development, two-thirds of the teachers were able to produce lesson units of sufficient quality to warrant district retention. This does not imply that these teachers learned this skill during the workshop; instead, this demonstrates that after only relatively brief introduction to career education, to the AIR curriculum, and to the standardized format for the generation of materials, teachers can begin to generate materials of reasonably high quality.

Seventy-three teachers participating in the Santa Clara and Santa Cruz workshops produced a total of 185 career education lesson units within a two-month period. Some modules were developed by individual teachers while others represented the cooperative efforts of small groups.

As modules were submitted, three independent judges evaluated the units. Four criteria were used for determining quality. First, the module objectives, instructional activities, and module tests had to be clearly stated and consonant with one another. Second, special requirements for exceptional or extraordinary conditions or equipment could not be imposed. Third, clear, detailed instructions for the intended users had to be provided. And fourth, sound pedagogy, attention to the laws of learning, had to be incorporated in the unit.

Of the 185 teacher-developed modules produced, 63 were judged acceptable according to the criteria specified above. Thus, approximately 34% of teacher-developed modules were judged to be of printable quality. These materials were then typed, printed, and distributed by the districts to the participating schools.

Thus, as a consequence of participating in the project field test, the participating school districts generated a large pool of teacher-developed instructional materials which could be used to augment project materials when the project field test was over.

The areas of the curriculum most often chosen by teachers for materials development were jobs and employment, knowledge of self, social responsibility, and individual differences and assessment.

Jobs and employment accounted for approximately 42% of the total units developed. Knowledge of self accounted for 20%, and social responsibility and individual differences 13% and 11% respectively.

In general the printable quality modules took teachers a slightly longer amount of time to develop and incorporated more community involvement than non-printable modules. The developers of non-printable quality modules reported having no particular difficulty in module development, however. In fact the developers of printable modules reported they had a major area of difficulty in trying to match modules to students' abilities.

The non-printable quality modules required teachers to purchase materials twice as frequently as the printable quality modules. There was no difference in degree of teacher involvement, teaching time, or subject matter area emphasis between the printable and non-printable modules.

Interestingly, slightly more than half of both printable and non-printable modules were designed for use in the language arts program. The next most common area of infusion was art. Social studies and science recieved approximately 10-15% of the effort. Typically, elementary school teachers did not see mathematics as an area for career education infusion, if one can draw such an inference from 185 instances of teacher-developed units.

Dissemination

The impact of project dissemination activities, it is felt, is exceptional considering the relatively modest promotional efforts directed toward this end.

Over 1500 letters of inquiry have been received, and responded to by the project. In addition, over 3,000 project brochures have been distributed.

Over 5,000 copies of the AIR Career Education News have been distributed throughout all 50 states and 6 U.S. territories. There is even modest distribution to Canada and several other countries. The newsletter is routinely distributed to state directors of vocational education; state directors of pupil personnel and guidance, directors of elementary and secondary education; Part C and D project directors, teacher educators, other career education research and development projects, school administrators, publishers, teachers, USOE personnel, and the like.

A total of 13 presentations were made at major professional meetings during the term of the project. Typically, these presentations were in the form of symposia conducted at the annual conventions of various professional associations. Major presentations were given at the American Vocational Association, the American Personnel and Guidance Association, and the Association for Supervision and Curriculum Development.

In addition, major presentations, and/or materials displays, were conducted for the following:

- The 1974 Annual McGraw-Hill Conference on Career Education,
- The Association of California School Administrators,
- The Dallas Conference for Directors of Career Education sponsored by the Council of Chief State School Officers,
- The National Coordinating Conference on Career Education for Parts C and D Directors at Airlie House, Virginia
- The San Francisco Task Force for Career Education,
- The California State Task Force for Career Education,
- The Third Annual Invitational Conference on Career Education sponsored by San Jose State University, and
- The Career Education Conference for Methods Teachers, at Eastern Washington State College.

Information regarding availability of the early products of the project appeared in 11 national journals and/or newsletters having a combined circulation of 140,000. These newsletters include the AIR Behavioral Sciences Newsletter, Manpower and Vocational Weekly, Research in Education, Education U.S.A., the McGraw-Hill Career Education Newsletter, and the Educational Testing Service Quarterly Digest. The materials have been reviewed in the B'nai B'rith Counselor's Information Service Quarterly and have been submitted to the Educational Products Information Exchange for independent evaluation and critique and to Abt Associates for inclusion in their catalog of currently available career education materials.

To date over 1,000 curriculum catalogs and 600 bibliographies have been distributed throughout the country. The bulk has been distributed to school districts. Project materials have also formed the basis for the

- Maryland State Department 1973 Career Education Workshop;
- Industrial Arts Educators Workshop for Santa Barbara and Ventura Counties, California; and
- Joint Council on Economic Education 1973-74 World of Work Economic Education Seminars, held throughout the country.

Project materials have also been widely used in various district workshops and in connection with state consultation with school districts on the design and development of career education programs. The *Curriculum Design and Instructional Objectives Catalog*, for instance, formed the basis for the Goals and Planning document distributed by the Michigan Department of Public Instruction to all school districts in Michigan.

Regarding local impact, project activities have figured prominently in newspaper articles in two northern California communities, Fresno and Santa Cruz.

Finally, as a consequence of local interest, specific courses in career education materials development have been instituted and conducted by project staff at two major state universities in the Bay Area.

Consequently, based on the evidence at hand, it is felt the project has achieved reasonably broad dissemination regarding its products and has had reasonably broad impact both at a local and at a national level.

CHAPTER IV

IMPLICATIONS AND POTENTIAL FOR FUTURE IMPACT

The impact of the project to date has been summarized. The future impact of the project will depend on the quality of the products and the extent of their dissemination.

There are six major types of products in the project. The first is a report on the deliberations of the AIR Career Education Advisory Panel. The advice, suggestions, and recommendations of this panel should prove very helpful to any individuals seriously considering the introduction of career education into their school district. These deliberations include a discussion of the following: 1) What is career education?; 2) What should it be?; 3) How should it be implemented?; 4) What are the desired roles of business, labor, and industry in career education?; 5) What are the suggested roles of government, parents, and community in career education?; 6) What are the problems of teacher training?; and the like. The distribution of this product, however, will probably remain an ERIC and AIR public service function as the Proceedings of the Panel will presumably have little market value.

The second main product of the project is the curriculum. It was developed with extensive help from school people and representatives from business, labor, and industry. These materials have generated a great deal of interest. There are counterparts in other subject areas currently being marketed commercially. Perhaps the best known examples are the PLAN objectives, which are being marketed by Westinghouse Learning Corporation.

The third product consists of suggested procedures for designing, implementing, and managing local career education programs. The value of this resource lays in the variety of options it offers to district program planners. Like the Proceedings of the National Advisory Panel, these materials will probably be distributed through ERIC and AIR.

The fourth type of product is the set of annotated bibliographies dealing with career choice and development, and with low cost instructional materials commonly available to teachers. These materials should be of value to counselors, curriculum designers, and teachers; consequently, market publishing will probably provide the outlet for their dissemination.

The fifth type of product is the set of sample instructional units of tested efficacy. These materials show teachers a variety of ways in which career education might be implemented in their classrooms. They also form a nucleus around which further materials development activities can take place. Since these materials have the greatest potential for broad-scale dissemination, discussions with commercial publishers are currently underway.

The last product developed by the project is a series of teacher guides aimed at helping teachers implement career education in their own classrooms. The distribution of these materials through sources other than ERIC or AIR will probably be dependent on the successful marketing of the exemplary instructional units.

The quality of these various materials was discussed briefly in the preceeding chapter and in detail in the project's materials evaluation report. Dissemination and current impact of the project were also discussed in the preceeding chapter. At this point the larger question is how to make these materials more broadly available for teacher utilization. The most desirable course of action would be to make them available through a commercial publisher. This would be contingent upon USOE copyright approval and publisher interest. USOE has approved copyright and AIR has begun a publisher search.

In the event a major commercial publisher is not interested, "thin-market" publishing would be considered. A third option would be to make materials available as a public service through AIR on a cost recovery basis. This has been the practice during the project and, conceivably, could continue into the future if demand warrants it.

The fourth vehicle for dissemination would be the ERIC system. All project technical reports have been made available through the ERIC system. Project products are also included in ERIC on an information only basis pending copyright approval and commercial publication.

In order for the project to have impact, however, it is essential that materials be broadly available to the professional public. Further, the public should be made aware of their availability.

The impact of the materials is also contingent upon continued public interest in career education. Whether career education is a passing fad or a major new direction of education remains to be seen. Certainly career education has survived the transition of Sidney Marland from Commissioner of Education to Assistant Secretary of HEW to private citizen, and it has survived the transition of the National Center for Research and Development out of USOE and into NIE. Whether the problems currently being encountered by NIE will have any long-range impact on federal commitment to career education remains to be seen. Moreover, at the local level, the effect of declining enrollments and of public reluctance to invest heavily in education also remain to be seen. In spite of these uncertainties, a number of major publishers, for example, McGraw-Hill, is gambling heavily on the assumption that career education will be a major force in American education for many years to come.

The fact that this project was the first federally-sponsored career education project to make a comprehensive career education curriculum broadly available to the public suggests that it enjoys a unique position in the career education movement.

This project also shared a certain visibility with other current career education curriculum development projects sponsored by the Bureau of Occupational and Adult Education. In fact, the project was specifically cited as a major BOAE effort which could serve as a model for future curriculum development projects.

In conclusion, this project, it is believed, has already had major impact not only on the San Francisco Bay Area but also throughout the nation, and will probably have an impact on shaping the thinking of other project directors responsible for the design and development of career education programs. The materials have been broadly used in various State Department of Education consulting efforts, workshop efforts, and in-service training efforts throughout the country. And they now form a basis for the articulation of BOAE's secondary school career cluster and capstone projects, and serve as the foundation for the development of BOAE's experimental program for training graduate level curriculum specialists for work in vocational education.

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Appendix A

FINAL MEMBERSHIP OF THE AIR CAREER EDUCATION CONSORTIUM

Fresno County:

- Clovis Unified School District
- Fowler Unified School District

San Francisco County:

- San Francisco Unified School District

San Mateo County:

- Portola Valley Elementary School District

Santa Clara County:

- Santa Clara Unified School District

Santa Cruz County:

- Live Oak Elementary District
- Pajaro Valley Unified School District
- San Lorenzo Valley Unified School District
- Santa Cruz City Elementary and High School District
- Soquel Union Elementary District

Appendix B

MEMBERS OF NATIONAL ADVISORY PANEL
FOR AIR CAREER EDUCATION PROJECT

Dr. Ralph Tyler, Chairman

Dr. Melvin Barlow
Professor of Education
Director, Division of
Vocational Education

Mr. James Cass
Consulting Editor
Saturday Review/World

Dr. Williams Clemans
Vice President
Science Research Associates

Dean Arthur Coladarci
Sanford University School of
Education

Mr. John F. Crowley
Secretary
San Francisco Labor Council
AFL-CIO

Dr. Marcus Foster
Superintendent of Oakland Schools

Mrs. Karlyne Green
State AAUW Board Member

Mrs. Marilyn Johnson
Board Member
California Teachers Association

*Dr. Wilson Riles
California State Superintendent
of Public Instruction

Mrs. Sylvia Seman
Palo Alto City Councilwoman

Dr. Ralph Tyler
Emeritus Director
Center for Advanced Study in
the Behavioral Sciences

Dr. Milton Stern
Dean of Extension
University of California-Berkeley

Dr. Barbara Varenhorst
Consulting Psychologist
Palo Alto Unified School District

Mr. Charles Woodruff
Vice President
Pacific Telephone Company

*Dr. Rex Fortune
California State Department of
Education
Program Manager
Secondary-Adult Education

Served as Dr. Riles' alternate

Appendix C

MEMBERS OF THE DEVELOPMENT PANELS FOR THE CAREER EDUCATION OBJECTIVES CATALOG

Manager Panel

Mary Lou Baldra
Executive Director
Palo Alto Educators Association
National Educational Association

Carl Fisher
Chairman, Business Division
Foothill Community College
Los Altos Hills, CA

Edward Hastings
Executive Director
American Conservatory Theater,
A resident repertory theater which has given over 2,000 performances

Garth Hull
Educational Programs Officer
Ames Research Center
National Aeronautics and Space Administration

Betty Schalenberger
Executive Secretary
Women's Auxiliary to California Medical Association and
Coordinator, Health Manpower Program

Kirke Comstock
Mayor, City of Palo Alto and
Manager, Aircraft Engineering,
United Airlines

Harry A. Harrison, Jr.
President, Marrison Construction Co.
Member, California Advisory Council on Vocational Education

Jim Haynes
Manager
Economic Education Department
Greater San Francisco Chamber of Commerce

Edmond Mantani
Assistant Director
Career Placement Center
Stanford University

Occupational Specialist Panel

Ardys Bloomquist
Computer Operator

John Claudy
Computer Programmer

Jean Ewings
Assembly Line Manufacturing

Hampton Hoge
Service Station Manager

Fr. John Burns
Episcopal Clergyman

Gary Errecalde
Hair Stylist

Harlin Halstead
Park Ranger

Dennis Horton
Printshop Pressman

Velma G. Horton
Telephone Operator

Dorothy Lechuga
Bookkeeper

Laura C. Newmark
Librarian

Elmer Poppen
Mailman

Janet B. Sablinsky
Secretary

Catherine C. Ward
Restauant Manager

Mary Kennedy
Waitress

Dorothy McBride
Housekeeping Service

Leo E. Peart
Municipal Police Department

James Quarterman
Taxi Cab Company

Don Shaw
Municipal Fire Department

Public School Vocational Education Panel

Mary Covello
Braly Elementary School
Santa Clara Unified School District

Robert F. Haller
Aptos High School
Pajaro Valley Unified School District

David L. Peterman
Aptos High School
Pajaro Valley Unified School District

Carl Glissmeyer
George Mayne Elementary School
Santa Clara Unified School District

Bill Larsen
Elementary Counselor
Santa Clara Unified School District

Deborah Purvis
Harbor High School
Santa Cruz City Schools

University Faculty Panel

Lorraine S. Hansen
University of Minnesota

Gene Medinnus
California State University
at San Jose

Glenn Ohlson
California State University
At San Francisco

Nadine Lambert
University of California
at Berkeley

John Michaelis
University of California
at Berkeley

Joan S. Suppes
Stanford University and California
State University at Hayward

Appendix D

OCCUPATIONAL CLUSTERS OF THE AIR CAREER EDUCATION CURRICULUM DEVELOPMENT PROJECT *

CAREER FAMILIES	CAREER CLUSTERS		OCCUPATIONS **
	Title	Description	
SCIENTIFIC - TECHNICAL	ENGINEERING, PHYSICAL SCIENCE, MATHEMATICS, ARCHITECTURE	Workers are involved in the research and application of the physical and mathematical sciences. Includes teaching, design, and development in areas concerned with inorganic matter, energy, the tools of measurement and relationships, production, and the like.	Architect Chemist Civil Engineer Electrical Engineer Mathematician Mechanical Engineer Meteorologist Physicist
	MEDICAL AND BIOLOGICAL SCIENCES	Activities involved with living organisms and life processes. Provide services, explore problems, and research questions relating to all aspects of life, such as health and disease of all living things, including plants and animals.	Dentist Dietitian Doctor Nurse Pharmacist Physical Therapist
	TECHNICAL	Includes those workers who support physical and biological scientists. May be involved in design, development, production, maintenance, testing, or research. Most often work with equipment in laboratories, computer centers, design studios, or in other technical settings.	Computer Programmer Dental Hygienist Draftsman Medical Laboratory Assistant Photographer and Photographic Laboratory Worker Sanitarian Surveyor
BUSINESS	BUSINESS ADMINISTRATION	Includes occupations involved in the production, financial, and management aspects of commerce, banking, industry, and the military. Workers in this area typically determine policy, monitor progress, or provide the services which contribute to the on-going operation of an organization.	Accountant Advertising Worker Manufacturing Inspector Market Research Worker Personnel Worker Pilot Purchasing Agent
	BUSINESS, SALES	Workers in this area make possible the transactions between manufacturers of products and customers who need and use those products through trade activities of various types. May be directly involved in selling or in the supervision of sellers.	Hotel/Motel Manager Salesman
	BUSINESS - CLERICAL	Assist business and industry with record keeping, communications, shipping and receiving merchandise, and operating equipment, such as office machines.	Airline Steward, Stewardess Airline Ticket Clerk Bank Clerk/Teller Bookkeeper Cashier Computer Operator Hotel Worker Office Machine Operator Postal Clerk Railroad Clerk Secretary Shipping and Receiving Clerk Telephone Operator

* Clusters are defined by the similarity of the ability profiles of the individuals entering occupations in each cluster.

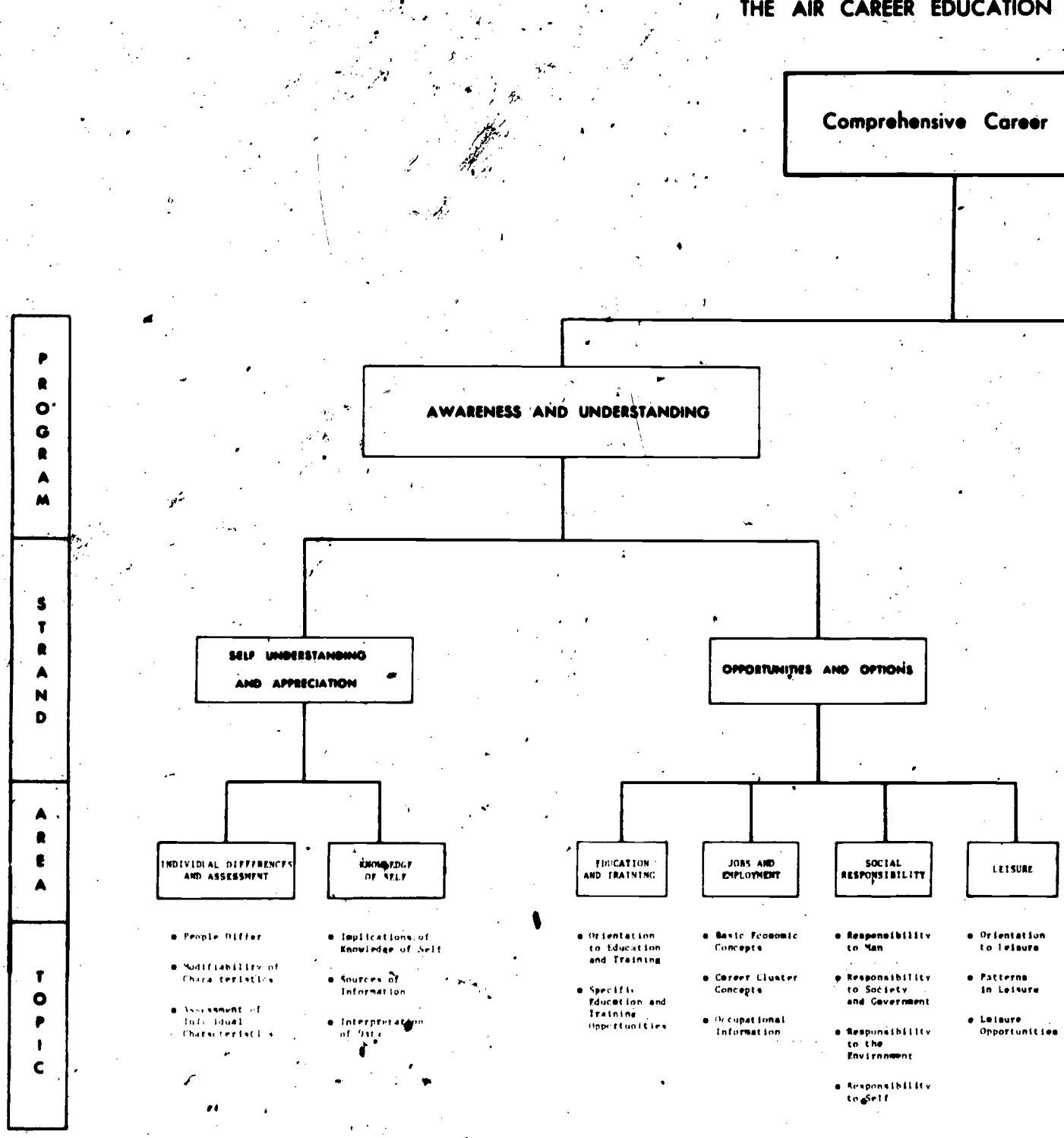
** These 100 occupations account for 76.5% of the estimated job openings listed in the Occupational Outlook Quarterly, Spring, 1970; the 002 list accounts for 65.6% of all estimated annual job openings, 1968-1980, as projected by the Bureau of Labor Statistics.

OCCUPATIONAL CLUSTERS OF THE AIR CAREER EDUCATION CURRICULUM DEVELOPMENT PROJECT * (continued)

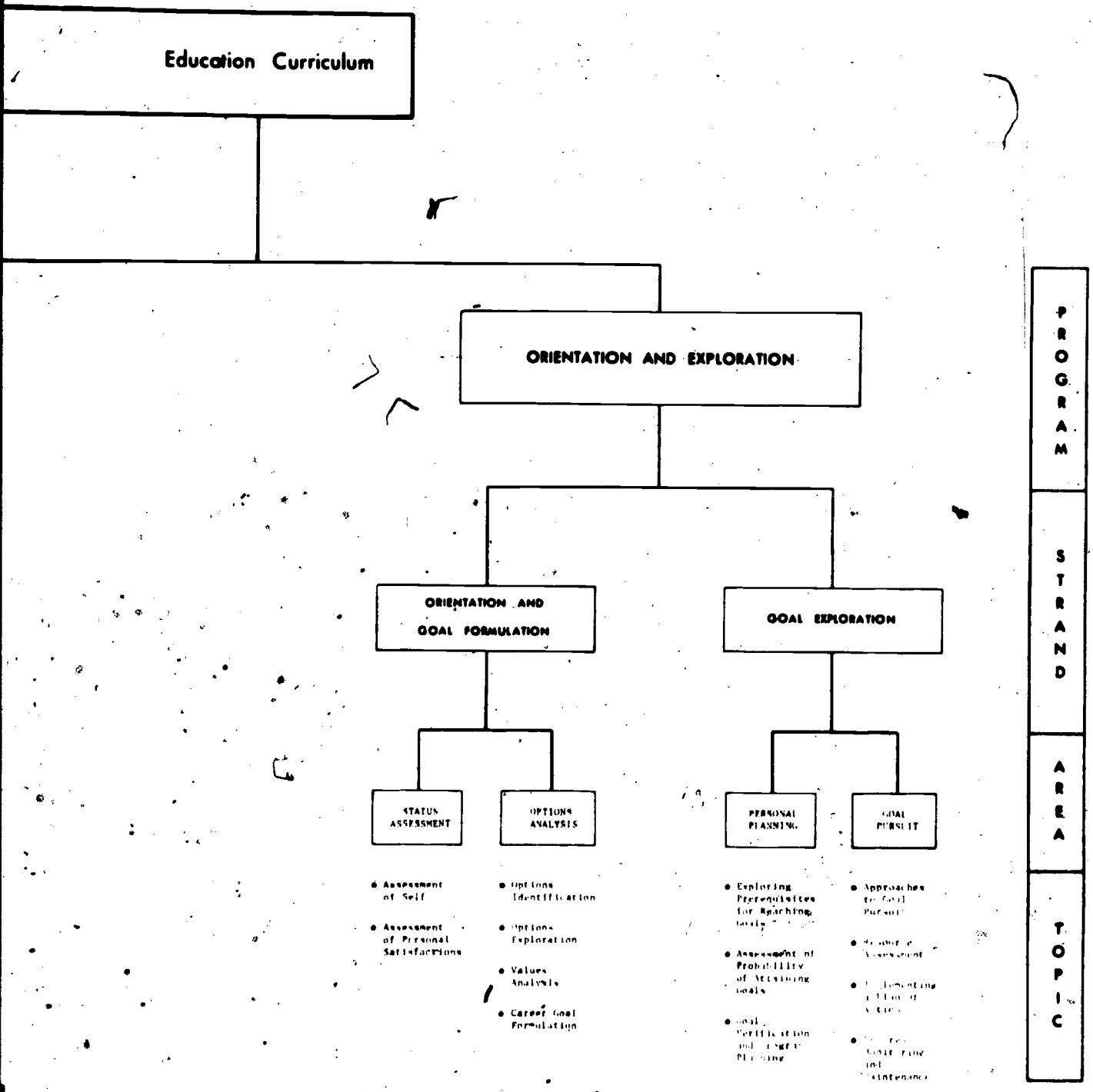
CAREER FAMILIES	CAREER CLUSTERS		OCCUPATIONS **
	Title	Description	
TRADES	CONSTRUCTION TRADES	Workers in this area are involved in all phases of building, repair, remodeling, or maintenance of buildings, bridges, roadways, and other structures.	Bricklayer Carpenter Cement Mason Construction Laborer Iron Worker Painter Plasterer Plumber Production Painter Roofer
	MECHANICS, INDUSTRIAL TRADES	Includes skilled craftsmen who use tools and instruments to build, operate, and maintain machines and other types of equipment.	Airplane Mechanic Appliance Repairman Auto Mechanic Compositor Electrician Machinist Pressman Related Press Activities Worker Telephone Repairman and Craftsman TV and Radio Repairman Welder
PROFESSIONAL SERVICES	GENERAL, COMMUNITY SERVICE, PUBLIC SERVICE	Workers in this area provide services to people in the community, such as policing the streets, putting out fires, making food and clothing, assisting in health care, transporting goods, and providing personal services.	Assembly Line Worker Barber Bus Driver Chef, Cook Cosmetologist Fireman Forest Ranger Locomotive Engineer Maid Mailman Practical Nurse Policeman Railroad Brakeman Recreation Worker Service Station Attendant Taxi Driver Truck Driver Waiter, Waitress
	GENERAL TEACHING AND SOCIAL SERVICE	Occupations in this group generally involve helping others through instruction, guidance, or in other ways facilitating the maintenance of people's social, physical, and intellectual well-being.	Clergyman Elementary School Teacher High School Teacher Home Economist School Counselor Social Worker
	HUMANITIES, LAW, SOCIAL AND BEHAVIORAL SCIENCES	Workers in this area are primarily interested in literature and philosophy, how human beings relate to one another, to the law, and to their social and economic environments.	College Professor Economist Lawyer Librarian Newspaper Reporter Psychologist
	FINE ARTS, PERFORMING ARTS	Includes workers who are involved with the arts, such as the theater, music, painting, sculpting, crafts, or dancing.	Actor, Actress Commercial Artist Dancer Music Teacher, Musician Singing Teacher, Singer TV and Radio Announcer

Appendix E

Appendix E


THE AIR CAREER EDUCATION
Comprehensive Career
PROGRAM
STRAND
AREA
TOPIC
AWARENESS AND UNDERSTANDING
SELF UNDERSTANDING AND APPRECIATION
OPPORTUNITIES AND OPTIONS
INDIVIDUAL DIFFERENCES AND ASSESSMENT
KNOWLEDGE OF SELF
EDUCATION AND TRAINING
JOBS AND EMPLOYMENT
SOCIAL RESPONSIBILITY
LEISURE
• People Differ
• Modifiability of Characteristics
• Assessment of Individual Characteristics
• Implications of Knowledge of Self
• Sources of Information
• Interpretation of Data
• Orientation to Education and Training
• Specific Education and Training Opportunities
• Basic Economic Concepts
• Career Cluster Concepts
• Occupational Information
• Responsibility to Man
• Responsibility to Society and Government
• Responsibility to the Environment
• Responsibility to Self
• Orientation to Leisure
• Patterns in Leisure
• Leisure Opportunities

CURRICULUM TOPIC CHART



Appendix F

PARTICIPANTS IN THE FIELD TEST OF AIR CAREER EDUCATION CURRICULUM AND MATERIALS

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Norman Carter
Coordinator of Elementary Curriculum
Santa Clara Unified School District

Bowers Elementary School

Clayton Smith, Principal

Teachers:

John Adams
Lynne Bohaboy
Joan Bunch
Charlene Dunasky
Carol George
Dorothy Hale
Judy Hart
Ruth Lucier
Mary Ann Mencacey
Karen Nitta
Sally O'Neill
Corinne Shurland
Yona Bjornstad
Lynne Brown
Cleda Decker
Bud Elliot
Miriam Gwaltney
Berdine Hansom
Charlie Ide
Linda McCarthy
Marynette Niemann
Mae Ogata
Linda Priore
Diana Williams

Braly Elementary School

Mary Covello, Principal

Teachers:

Patsy Aso
Julie Coronato
Doris Earl
Karen Kulander
Betty Millender
Bernice Roberts
Donna Storer
Rosie Wise
Lynn Bane
Judy Downs
Marianne Fought
Marybeth Lakso
Laurel Prentice
Dave Sandberg
Lee Vanhille

Laurelwood Elementary School

Thomas Wilberding, Principal

Teachers:

Ruth Hessenflow
Joan Latimer

Agnew Elementary School

Charles Lundine, Principal

Paula P. Priestley, Teacher

Jefferson Intermediate School

Norman Landess, Principal

Shelby J. Johnston, Teacher

SANTA CRUZ COUNTY

William Zachmeier
Assistant County Superintendent
Santa Cruz County Office of Education

Taylor Hemler
Assistant Director of Secondary Programs
Santa Cruz County Office of Education

San Lorenzo Elementary School

William Lovvorn, Principal

Teachers:

Larry Barnes
LaRue Foster
Frances Hodgkinson
JoAnn Semenza
Irene Smith
Ann Candia
Terry Frisbey
Pauline Ross
Paula Simmons

Freedom Elementary School

Donald A. Knauf, Principal

Teachers:

Robert Annett
Richard Holly
Ann Webster
Gertrude Frye
Lucille Nielson
Wyanell Witham

Westlake Elementary School

Gerald N. Towner, Principal

Teachers:

Bob Avary
Mike Birge
Charlotte Carroll
Gladys M. Curran
Marion Hall
Kay Huettmann
Sue Miller
Ann Patrick
Ann Rogers
Georgia Wong
Sue Ballinger
Myrna Britton
Madeline Crews
Barbara Giffen
Ann Harris
Sharon Maxwell
Margery Morrison
Jim Repperd
Cleda Ross

Capitola Elementary School

Richard P. Patterson, Principal

Teachers:

Barbara Davis
Gayle Fairbanks

Bradley Elementary School

Blanch Montague, Principal

Teachers:

Jeanne Griffith
Marjorie Ransom

Green Acre Elementary School

George Buehring, Principal

Russell Evans, Teacher

Quail Hollow Elementary School of Ben Lomond

Joseph Benedict, Principal

Teachers:

Mary Anne Clare
Pat Huntsinger

FRESNO COUNTY

Ernest A. Poore
Superintendent of Schools
Fresno County Department of Education

O. John Taylor
Superintendent
Fowler Unified School District

Gateway High School

Ron Schlotthauer, Teacher

Fowler Middle School

Cameron Woods, Principal

Teachers:

William Carmichael
John Ettner

SAN FRANCISCO COUNTY

Everett Junior High School

Arthur Duffy, Director of Systems Development

Teachers:

Arthur Duffy
Barbara Lamair
Jean Mahon
Everett Rosemond
Rita Tucker
Paul Kitagaki
Therese Limacher
Ronald Palmer
Frank Strazzorino, Jr.

SAN MATEO COUNTY

Portola Valley School

Teachers:

Michele Uppman

Nathalie Westbrook

Appendix G

SAMPLE NEWSLETTERS

The AIR CAREER EDUCATION News

AMERICAN INSTITUTES FOR RESEARCH P.O. BOX 1113, PALO ALTO, CA 94302 FALL/WINTER, 1973-1974

AIR Begins Field Test of Career Ed Curriculum

The first field testing of the AIR Career Education Curriculum was conducted in Santa Clara, California, in October, 1973. A two-day introductory workshop was held to commence the teacher training phase of the AIR project. Approximately 55 teachers in Santa Clara teaching grades K–6 are now using project materials.

Further workshops and subsequent field-testing will begin shortly in the Santa Cruz County and Fresno County, California, schools. These workshops will include grades 7–9 as well as K–6.

Workshops are tailored to the needs of the participating districts. The program is worked out in advance with the responsible local district administrators after they have had a chance to conduct local teacher/parent surveys (if they wish), review curriculum materials, and identify those areas of the curriculum they would like to emphasize in their district.

Administrative Options

In addition, there are two procedural options that district administrators can select. One is to simply use the curriculum and curriculum materials, and to implement career education on the basis of materials the district may already have on hand, or can purchase commercially. A second option available is to develop their own local district materials through teacher generation of lesson units that can be exchanged within the district and distributed as needed from district or building instructional materials centers.

Typically teacher training combines a two-day introductory workshop and a two-month practicum, which gives on-the-job experience with the curriculum. Two half-day refresher workshops spaced at one-month intervals augment the practicum and help

see page 2, col. 4

OE Funds Exemplary CE Projects

The career education concept will be advanced through a series of 49 new exemplary vocational projects funded in 42 states, the District of Columbia, and Puerto Rico. The U.S. Office of Education awarded nearly $7 million to support the first year of the three-year projects.

Exemplary projects, which stress guidance and counseling, are designed to:

1) "Increase the self-awareness of each student and stimulate favorable attitudes about the personal, social, and economic significance of work."

2) "Make elementary students aware of the broad range of options open to them in the world of work."

3) "Provide career orientation and exploratory experience for junior high or middle school students."

4) "Provide job preparation in a wide variety of occupations to students in grades 10 through 14, with special emphasis on work experience and cooperative education opportunities."

5) "Ensure the placement of all exiting students in either a job, a post-secondary vocational program, or a college program."

New High School Devoted to CE

"There'll be no school like it in the nation."

So said a federal education official when he reviewed the plans being developed for the San Juan district's new Mesa Verde High School in Roseville, California, scheduled to open in the fall of 1974. Mesa Verde was recently designated by the U.S. Office of Education to be a pilot school in career education where students learn directly through "hands-on" experience.

The primary purpose of the new school is to insure that each graduating student is equipped with at least three competencies. These competencies are: 1) to further one's education through college; 2) to continue development in professional crafts training programs, such as apprenticeship in carpentry, electricity, plumbing and other trades; and 3) to get a job.

Guaranteed Employability

N. B. Triplett, principal of the new school, has stated, "With an anticipated work force of more than 200 million by the 21st century, the need for career preparation has become increasingly imperative." With the aid of students, staff, and the community, Triplett hopes to fashion a curriculum guaranteeing the employability of each student prior to leaving high school, even if the student chooses to go on to college.

Many of the guiding concepts of Mesa Verde are in the process of development or investigation. Triplett expects them to be ready for implementation when the school opens. Some examples:

- A student will receive the usual academic courses, but within the context of a student-selected career framework.

see page 4, col. 1

(from left) Norman Carter, Coordinator of Elementary Curriculum, Mary Covello, Principal, Braly Elementary, and Clayton Smith, Principal, Bowers Elementary review materials with Santa Clara, Ca. teachers at their Career Education Workshop.

CE Curriculum Field Test . . . .

from page 1

teachers solve problems they may encounter in implementing the curriculum in their respective schools.

Workshop Objectives

The workshops have four objectives:

1) to orient teachers to the concept of career education and the major directions career education is taking throughout the country;
2) to familiarize teachers with the AIR career education curriculum and materials;
3) to assist teachers in the selection of instructional objectives for use in career education in classrooms; and
4) to provide teachers with guidance and supervision in the development of teacher-made instructional units and student assessment procedures.

One major focus of the workshops is teacher materials development. After presentations on ways to design an instructional unit and techniques of materials development, teachers begin creating modules they will eventually use with their own classes and share with other teachers. These modules, along with others developed during the practicum, are used to build up a district file of materials which teachers can draw upon.

Practicum Objectives

The objectives of the classroom practicum are:

1) to assist teachers in the solution of problems they might encounter in the introduction of career education in their classrooms;
2) to provide ongoing supervision and administrative support for innovative teacher efforts in career education;
3) to facilitate inter-teacher and inter-school exchange of teacher-developed instructional activities, ideas, and modules; and
4) to provide school district and curriculum project personnel with information regarding effectiveness of in-service teacher training activities and of the successes encountered in the efforts at the introduction of career education into Santa Clara classrooms.

TALENT Career Data Book Available

Career counselors have a new resource to use in counseling students. It is AIR's Career Data Book, which describes the interests, abilities, and backgrounds of 440,000 high school students who later entered one of 138 careers.

The Career Data Book is based on information from Project TALENT, a long-range study which administered questionnaires and tests to a representative five percent of American high school students in 1960. Students were followed up one, five, and eleven years after the tests to discover what occupations they had entered. The data from the five-year follow-up form the basis of this book.

Students and/or counselors can compare the records in the Career Data Book with profiles of their own, or of their students, to find careers which their present interests and abilities might suggest. The profiles also identify areas where users might wish to improve their skills to enhance their potential employability in career areas of their choice.

"Career Clusters"

The 138 careers described are organized in 12 career clusters. Careers are grouped together because they are similar in function, require similar training, and are performed by people of similar abilities. As a result, students can be directed toward not just one career but a whole group of similar occupations. These 12 career clusters are the same clusters used in the AIR Career Education Curriculum project, and are very similar to those used in other Bureau of Occupational and Adult Education (BOAE) cluster projects.

The Career Data Book, a 400-page paperback, costs $5.50. It can be ordered from Project TALENT, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302.

National Advisory Panel for Career Education Convenes

The AIR National Advisory Panel for Career Education held its second meeting recently in Palo Alto, California. Dr. Ralph Tyler, a leader in curriculum development for more than forty years, served as chairman of the panel.

After a report on the project's goals and progress by project director Dr. James Dunn, the panel broke into subgroups to discuss in depth the adequacy of the scope and sequence of the AIR Career Education Curriculum. Many useful suggestions were considered and reported to the full panel after reconvening.

Afternoon subgroups discussed the upcoming phase of the project: implementation and field testing of the curriculum. Two main topics were discussed: strategies that can be used to move career education into classroom practice, and strategies to increase the use of community resources for classroom instruction in career education. These topics generated lively discussion on a wide variety of subjects, ranging from the role of parents, community classroom visitors, multi-media approaches, and "demonstration school" methods to the use of service organizations, teacher incentives, and teacher work-experience programs.

AIR will incorporate the panel's suggestions into the final phase of the project.

A transcript and summary of the proceedings of the first National Advisory Panel meeting held last March is published and available. The panel will meet a third time in July to review all revised materials and the final report.

The panel is composed of leaders from business and labor, state and local government, minority and inner-city interests, parent groups, higher education, school management, teacher organizations, mass media and the publishing industry.

Panel Members

The panel members are:

Dr. Melvin Barlow, Professor of Vocational Education, University of California, Los Angeles, California.

Mr. James Cass, Education Editor, *Saturday Review/World.*

Dr. Arthur Coladarci, Dean, Stanford University School of Education.

Mr. John Crowley, Secretary-Treasurer, San Francisco Labor Council, AFL-CIO.

Dr. Rex Fortune, representative of Dr. Wilson Riles, California Superintendent of Public Instruction.

Mrs. Karlyne Green, Board of Directors, California Chapter, American Association of University Women.

Mrs. Marilyn Johnson, Board of Directors, California Teachers Association.

Mrs. Sylvia Seman, Social Planning Council of Santa Clara County, California, and former President, Palo Alto League of Women Voters.

Dean Milton Stern, University Extension, University of California, Berkeley.

Dr. Barbara Varenhorst, consulting psychologist, Palo Alto Unified School District.

Mr. Charles Woodruff, Vice President, Pacific Telephone and Telegraph Company.

Keep Those Cards and Letters Coming

The AIR Career Education News would like to serve as a forum for the exchange of ideas, information and progress in the field of career education. Please share news about your career education project with us so we can share it with others. Send your project news, as well as information about publications you have found particularly helpful and names of persons who would like to receive this newsletter to: Editor, AIR Career Education News, P.O. Box 1113, Palo Alto, CA 94302

Thank you.

Texas Career Ed Articulation Project

Texas A&M University is currently undertaking a Career Education Articulation Project. Its purpose is to identify and study articulation problems from the secondary level to the post-secondary level brought about by career education and to develop suggested guidelines for solving these problems. The project is funded by a grant through the Curriculum Center for Occupational and Adult Education; Center for Adult, Vocational, Technical and Manpower Education; Department of Health, Education, and Welfare.

Project Objectives

The major objectives of the project are: to identify and collect information and materials concerning articulation problems and solutions to them for the targeted cluster areas; to analyze the articulation data and identify problems of articulation; and to develop suggested guidelines for implementing and facilitating articulation in career education for the target areas from secondary to post-secondary levels.

The project will be closely coordinated with the Bureau of Occupational and Adult Education (BOAE) cluster projects in communication and media, construction, manufacturing, public service, and transportation. The major tasks of the project are to be accomplished by the project staff with the assistance of a 17 member advisory committee, a 17 member review committee, and Texas A&M University consultants.

Areas of Interest

Among the areas of interest (both secondary and post-secondary) to be studied by the project staff are: counseling, student entry evaluation, admission policies for occupational and pre-professional education programs, advance placement, student attrition rates, student development programs, programs for employed adults, student recruitment, and entrance requirements.

The project is being conducted through the Center for Career Development and Occupational Preparation of Texas A&M University. For more information contact B. R. McKinerney, Research Associate, TAMU Career Education Articulation Project, College of Education, Texas A&M University, College Station, Texas 77843.

New High School . . .

from page 1

- The scheduling will be extremely flexible. There will be courses a student can take for six periods a day and complete in three weeks and others he can take for one, two, three or more periods a day (or week) for varying lengths of time during the semester.
- The school will be in session all year long, with students attending school in cycles of 45 days in and 15 days out. The staff would have a choice of the type of contract they want - year-round, 180 days or something in between.
- Students will receive credit for work accomplished, rather than for time spent in the classroom.
- Students will be encouraged to acquire employment as a part of the curriculum, especially in areas related to their needs and interests. They could spend considerable time off campus performing work in which they're learning academic or career oriented skills.
- Students will graduate with at least one marketable skill, yet also be qualified to attend college.
- Rather than isolate the campus from the community, the community will be brought onto the campus. There would be a county library for public use; a medical center; various governmental and public agencies would be housed on campus; and so on. "The result would be a feeling in the student and community that school education is a part of the total community endeavor, rather than separate from it," Triplett explains.
- Craftsmen and professionals will be available under short term contract to help teachers teach specific subjects.
- There would be a retail "shopping center" on campus, open to the public, operated by students under the supervision of a teacher and a community retail establishment which would sponsor it. Students would be involved from the very beginning in constructing the shops, landscaping, and establishing the businesses. Shops might include a short-order diner, boutique, sporting goods store, and others. Students would also operate businesses in the community under teacher supervision.
- The Mesa Verde curriculum would be built around the U.S. Office of Education's 15 career "clusters," so that a student would choose the area of his career interest, and receive his academic instruction within the context of that interest. The USOE will provide national advisory assistance if its career cluster curriculum is used at the school. Triplett expects this relationship to make available funding from federal sources, although no commitments have been made.
- The program will stress the positive accomplishments of each student.

Ground work has already started. The school will open with approximately 1,000 students. There are plans for accommodating 1,000 more at a later time.

For more information on this innovative approach to career education, please contact.

N. B. Triplett, Principal
Mesa Verde High School
San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 95608

New ERIC Center for Career Ed

The National Institute of Education has established an Educational Resources Information Center (ERIC) Clearinghouse on Career Education at Northern Illinois University in DeKalb, Illinois. The new clearinghouse encompasses the complete concept of career education and incorporates former ERIC Centers on Adult Education (Syracuse, New York) and Vocational and Technical Education (Columbus, Ohio).

Director of the new center is Dr. David Tiedeman, formerly director of Project TALENT with the American Institutes for Research in Palo Alto, California. He will be assisted by Associate Directors Betty J. Bosdell and JoAnn Harris. Dr. Tiedeman estimates that of nearly 8,000 documents considered each month, more than 3,000 will be abstracted and included in either *The Current Index to Journals in Education* or *Research in Education*.

Do you need a comprehensive compilation of available resources on career education? Do you want an article included in an ERIC index? Write:

ERIC Clearinghouse on Career Education
204 Gurler
Northern Illinois University
DeKalb, Illinois 60115.

American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

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Appendix H

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Appendix K

MEAN EXPERT RATINGS OF AIR EXEMPLARY MODULES ON SEVEN CRITERIA OF A GOOD MODULE

Criterion	Module Number														Mean Rating on Criterion
	1A-1	1B-1	2E-1	2F-2	3B-1	3D-2	3D-8	3F-1	3F-2	3F-3	4F-1	4H-3	4H-5	4I-2	
Interest to teacher	5.3	5.3	4.0	6.0	5.3	6.0	5.0	6.3	5.0	4.8	5.5	5.7	5.7	6.0	5.4
Interest to students	5.3	5.0	5.0	6.0	6.0	4.0	5.0	6.3	4.3	4.8	4.2	5.7	5.3	4.7	5.1
Attention to laws of learning	4.7	5.7	4.3	4.0	2.3	4.7	6.0	6.0	4.3	5.5	4.5	5.3	4.8	5.2	4.8
Ease of teacher preparation	7.0	6.7	6.5	4.0	7.0	6.7	7.0	6.0	5.3	4.8	6.0	6.3	6.0	6.3	6.1
Consonance of objectives and learning activities	4.7	6.3	5.3	4.3	3.7	5.7	5.0	4.7	2.7	6.3	6.0	6.3	6.0	5.7	5.2
Clarity of instructions	6.3	6.0	5.7	5.7	6.3	6.0	5.7	5.7	6.3	6.3	5.7	5.7	5.3	6.2	5.9
Use of conditions and equipment normally found in schools	5.7	7.0	6.3	5.7	7.0	7.0	6.7	5.3	6.3	4.7	6.3	6.7	5.5	6.8	6.2
MEAN RATING FOR MODULE	5.6	6.0	5.3	5.1	5.4	5.7	5.8	5.8	4.9	5.3	5.5	6.0	5.5	5.8	

Note: All ratings were scored such that 1 = least favorable rating and 7 = most favorable rating.

Appendix L

PERFORMANCE OF EXPERIMENTAL AND CONTROL GROUPS ON AIR EXEMPLARY-MODULE TESTS (TOTAL SAMPLE)

Module No.	Total Experimental Group			Total Control Group			t, Exp. vs. Control	df
	Mean Test Score	S.D.	n	Mean Test Score	S.D.	n		
1A-1	4.10	1.30	66	3.00	1.17	59	4.96***	123
2E-1	7.45	1.44	60	5.97	1.24	73	6.33***	131
2E-2	11.02	1.60	71	9.54	2.74	82	3.99***	151
3B-1	21.19	7.24	141	15.78	5.59	120	9.43***	259
3D-2	7.48	2.51	83	3.87	3.11	120	12.43***	201
3D-8	21.08	3.31	185	17.30	6.11	233	10.73***	416
3F-2	7.95	2.28	147	5.84	2.35	134	7.65***	279
3F-3	25.01	9.50	189	17.73	7.36	184	8.24***	371
4F-1	6.86	3.96	68	2.20	1.34	39	7.11***	105
4H-3	10.25	1.94	40	8.80	2.23	20	2.59**	58
4H-5	19.93	4.22	99	12.34	4.68	46	9.72***	143
4I-2	21.29	3.34	31	8.36	6.08	33	10.34***	62

** $p < .01$

*** $p < .001$

ACCESSION NUMBER: VT102756

PUBLICATION DATE: 75

TITLE: PROGRAMS FOR DROPOUTS--DROPOUT PROPOSAL PROJECT. FINAL REPORT.

DESCRIPTOR: *POTENTIAL DROPOUTS; *DROPOUT PROGRAMS; *SENIOR HIGH SCHOOLS; *DROPOUT ATTITUDES; *DROPOUT PROBLEMS

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 29P.

ABSTRACT: THE OBJECTIVE OF THIS STUDY WAS TO PREPARE, DISTRIBUTE, AND FIELD TEST PACKETS OF INFORMATION TO HELP POTENTIAL DROPOUTS WITH PROBLEMS THEY WILL FACE IF AND WHEN THEY DECIDE TO DROP OUT. CONTENT OF THE PACRETS WAS DETERMINED FROM THE RESULTS OF A QUESTIONNAIRE SURVEY OF PREVIOUS SALEM DROPOUTS, SOME OF WHOM WERE CONTINUING THEIR EDUCATION IN AN EVENING PROGRAM, AND BY INFORMATION GATHERED FROM VISITING LOCAL AGENCIES THAT HAVE CONTACT WITH DROPOUTS. THE PROPOSED PACKETS WERE EVALUATED BY STUDENTS PRESENTLY IN HIGH SCHOOL. SIGNIFICANT FINDINGS OF THE PROJECT INCLUDE: (1) MANY OF THE STUDENTS WHO DROPPED OUT SAID THEY WOULD MAKE THE SAME DECISION AGAIN, (2) MONEY MANAGEMENT WOULD BE A DESIRABLE SKILL FOR POTENTIAL DROPOUTS TO HAVE, (3) INDEPENDENCE WAS HIGHLY RANKED AMONG THE THINGS THAT WERE GOOD ABOUT DROPPING OUT, AND (4) STUDENTS WHO REVIEWED THE PACKETS INDICATED THAT THE CAREER AND EDUCATION ITEMS WERE OF VALUE. THE PACKETS DEVELOPED IN THIS PROJECT WERE DESIGNED TO BE USED IN CONJUNCTION WITH COUNSELING TO HELP THE STUDENT WHILE STILL IN SCHOOL. THIS REPORT INCLUDES A LITERATURE REVIEW, RESULTS OF SURVEY FINDINGS, AND PROCEDURES FOR DEVELOPING PACKETS. APPENDIXES CONTAIN STATEMENTS OF OBJECTIVES AND METHODOLOGY, AND THE SAMPLE FORM USED FOR STUDENT EVALUATION OF THE PACKET. (RG)

INSTITUTION NAME: SALEM HIGH SCHOOL, N.H.

102 756

FINAL REPORT
OF
DROPOUT PROPOSAL
PROJECT

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Introduction:

A. Rationale:

The project was designed to help potential drop outs while they remain in school. To do this we had to understand some of the various motives for dropping out, especially as they related to the Salem area. To do this we needed information about two things:

1. What were the motives of those who had already dropped out for their leaving school early and 2. an estimate about which services would be of most use to potential drop outs and the form in which the service would be most easily used. We also would need to gather together resources which would help the potential early leaver during the time that he was to remain at school.

B. Statement of the problem:

Potential early leavers have been dealt with in the past in an attempt to keep them from dropping out and in many cases they have still dropped out. The attempt here is to help them while they remain in school to prepare for what they may face when they leave.

C. Specific Objectives:

For a complete explanation of the objectives, see Appendix 1. The following is a list of the revised objectives:

1. The project participants will identify, in writing, the problems of past drop outs (by January 30, 1975) and will develop and revise packets of information with and for potential drop outs.

2. The project participants will develop, with students, the packets so they may be of use to potential drop outs. (This is to occur between 1 FEB 75 and 30 JUNE 75)

3. The project participants will summarize their results and observations in a report completed by June 30, 1975. The project participants will also develop a packet for use by professionals.

b. Assumptions:

The project makes several assumptions. They are a. not all people, even when they are assisted to remain in school, will graduate from high school; b. good and accurate information, which increases the alternatives seen by the student, increases the probability of success; c. decisions are made by students according to their perceptions, not ours. (Kelly in Eric ED038600)

c. Method on Investigation:

The sequence of events can be seen in Appendix 2. The population with which we were dealing were previous Salem drop outs (mostly Salem) for past information and present Salem students for assessing the usefulness of information and procedures being developed. Questionnaires and/or interviews were to be used to gather information from previous dropouts, and trends in the data would be sought. The advice of other agencies dealing with dropouts would be sought.

d. Limitations

The limitations of the program were that it concentrated on Salem students and former students. Also, former students had the "benefit" hindsight and could easily tend to the moralizing of "don't do what I did" and forget some of the pressures they felt when they left school without graduating. The program is limited to Salem High School and does not include the JHS or elementary schools.

C. Definitions:

Drop outs (or early leaver):a person who leaves high school without graduating or immediately going to another educational institution immediately.

Potential drop out: a person who is likely to drop out. Several methods of determining that are possible (eg self report, previous attendance, previous grades, counselor evaluation)

Shadowing: procedure whereby a student is allowed to visit a job and see what it involves directly. No work is allowed, as in cooperative education, not is any training allowed, as in Vocational Education.

Chapter 2. Review of the Literature.

Most of the literature that was reviewed centered around the Twin State Education System Search with some contact with unpublished sources such as Jim Bucknum's work in Manchester NH. The number preceeding the sections are the ERIC search numbers used.

ED 001423 - Discussed the concern that not all potential drop outs can be kept in school.

ED 003718 - People who have plans are more likely to continue education but they do not continue more quickly.

ED 010097 - A summer counseling program that had little effect on drop out retention.

ED 102944 - Discussion of a Vocational Group Guidance that was not effective at a JHS

ED 064664 - Discussed the concern that not a lack of a diploma but a lack of e occupational opportunities is responsible for unemployment.

ED 004743 - Mentioned a program at grades 9 & 10 in occupational information and vocational counseling at grades 11 & 12 in cooperative education which seemed to prevent drop outs.

ED 038690 - A quote: "There is a growing awareness that attempts to deal with the potential dropout and underachiever at the high school level are largely ineffective. The article goes on to say that 50-75% of the dropouts who are lured back dropout again.

ED 038690 - A quote: "There is a growing awareness that attempts to deal with the potential dropout and underachiever at the high school level are largely ineffective." The article goes on to say that 50-75% of the dropouts who are lured back dropout again. (Is that really a bad success rate when 50-25% do remain to graduate?)

ED 002956 - This research centered on the NATIVE Alaskan population where economic gain is seen as the primary motive for attending school. If students see no connection between economic gain and schooling they're more likely to dropout.

Most of the other literature consulted concentrated on the retention of dropouts. We do not choose to ignore that as an objective but in the project we wish to concentrate on developing programs and information that will be of use to the potential drop out whether or not he remains in school.

Chapter 3 Methodology

(For a brief schemagic summary see Appendix 1)

We conducted interviews with several previous dropouts, spoke with other professionals and worked with a consultant to develop our questionnaire. As this was not a formal experiment we did not control for some factors. One of these was the selective response of the group of dropouts to whom the questionnaire was sent. About 20% of the questionnaires sent out were returned. A portion of the responses came from students who had decided to continue their education via the Adult Evening Diploma Program at Salem HS.

On the basis of the responses to a questionnaire, we worked to develop packets with students which would be of use to persons considering dropping out of school. This packet was reviewed by students before the final printing and collating were begun.

The population consisted of Previous Salem dropouts, students in the Adult Evening School and present Salem students.

Chapter Findings

Discussion of questionnaire results:
(The results follow this discussion)

One of the results of the questionnaire is to note that not all of the dropouts would have remained in school even if they had it to do over again. There are several possible explanations for this statement. First, it may be that school was not meeting their needs and if they were to be again in a similar situation they would make the same decision: that is, to leave a situation which was not benefiting them. Secondly, it could mean that they would make the same decision given their own circumstances at the time. It is not however, to say that they would advise others to leave under other conditions, or even under the conditions under which they themselves left. Finally, it is important to note that on the date of leaving school is farther back, it is more likely that the respondent would not make the same decision. (That data itself is biased however, as the older people were also in the night diploma program.)

Desire for indpendence in question 5 ranks quite highly in problems solved by leaving school. Perhaps these kinds of matters should be considered by school administators in dealing with program development for potential dropouts. Propose to item 19 indicates a similar conclusion.

Question 6 places money, living at home, and boredom as major problems after leaving school. This seems to be supported in responses to question 8 discussed below.

The school is not entirely rejected by drop outs as seen in question 7 where a large number of students return to school to help solve their problem.

uestionnaire Results

The number before each response is the number (not percent) of people responding. People could answer more than once for each question.

at were your reasons for leaving school early?

30 Not interested
27 To work
20 Marriage
11 discipline
9 To support a car
9 Other
8 Financial
7 Needed at home
7 to leave home
5 military
4 travel
3 Friends left, I was pretty much alone
1 Medical
0 Transportation problem

5. Did leaving school solve some of your problems? Which ones?

58 yes 17 no

17 Have a job - supporting myself, not dependent on others
17 Married
15 Doing what I want, not cooped up in school
10 Have a job: working, not a student, feel better.
9 Have time for child
8 able to help parents
7 Have job: proud of my work
7 Have job: have a car now.
5 Have job- supporting others
5 Joined military
5 feel better about myself
4 able to travel
3 other
2 found a place of my own to live in
1 Medical situation easier
0 People respect me more.

6. What problems did you face after you left school?

19 Money in general
19 living at home
18 lack of interest-bored
13 other
11 unemployed
11 pregnancy
7 problem with marriage
6 child rearing
5 trouble at work
4 getting money enough to move to another city
4 helping parents
3 medical
1 child support
0 welfare agency hassles

7. How have you tried to handle the problem since leaving school.

29 Going back to school
19 Acquire a skill
14 Talk it over with the people involved
12 seek advice on help from friends
7 seek advice on help from an agency, church or school
5 learn more basic subjects
4 leave the situation
4 nothing
4 other
3 at work, get my work changed

8. Check what Salem HS could do to make it easier for people who will be leaving early to handle the problem you have faced after you left.

	Very Important to me	Important to me	Not Important
a. Stress practical reading	21	6	8
b. Stress practical math	19	22	12
c. Stress filing	2	10	39
d. Stress typing	4	12	34
e. Teach selling	5	16	30
f. Teach shop skills	14	13	27
g. Teach simple car repair skills	12	21	25
h. Teach how to get a job	25	18	15
i. Teach how to get along with employer, employees	23	12	20
j. Teach how unemployment, welfare, other agencies work	16	10	23
k. Advice on marriage, family relationships	23	19	18
l. Advice on child raising	14	15	28
m. Advice on personal budgeting	30	17	12
n. advice on dealing with landlords	12	17	27
o. advice on typical jobs for early leavers	22	14	15
p. advice on further job training	28	22	9
q. orgaize a discussion group of people of similar goals and problems	21	14	19
r. individual counseling	24	18	17
s. Other	2	1	3

9. What did you do when you left school
48 Began working
25 marriage
10 travel
9 other
8 military
6 unemployed

10. After you left school, where did you live?

51 with parent or guardian
20 with husband
9 friends
3 alone
1 with wife
0 relatives

11. Are you now enrolled in

32 a high school course
23 none
11 high school equivlency
9 other
3 company training program
2 correspondence

12. Did you ever take a program listed in the last question

80 yes 35 no

13. Did you ever complete that program? Which ones?

23 yes 48 no

7 High school equivalency
6 other
1 correspondence
1 none
0 G.E.D. course

14. Now I would be much better off if I

46 had more money
11 know how to get things
7 didn't have to live at home

15. Now I would be much better off if I knew about

42 personal budgeting
17 family relations
17 getting a job
14 dealing with employer
9 childrearing
9 marriage
8 company personnel practices
7 welfare enemployment
7 dealing with landlord
4 dealing with other employees

16. Now I would be much better off if I had better job skills like

25 crafts/industrial tools and skills
22 typing
15 filing
11 reading
11 selling
9 simple car repair

17. Now I would be much better off I had

27 advisors
9 friends in same boat to talk to
6 other

18. Now I would be better off if others were more aware of

40 my abilities
37 my feelings
28 my goals

19. What did you like best about your life after you left school?

27 Independence - Come and go as I please
24 Earning my own money
16 working not studying
15 felt needed by my family
14 proud of my working skill
10 lived in my own place
5 had my own standing in the community

20. Looking back on your leaving high school, would you still make the same decision

0 yes 38 no

The meaning of the results for the project center on the areas we concentrated on for developing the packet.

Summary of Students evaluation of the packages:

In Appendix 2 you will find a copy of the form that was used to evaluate the students responses to some of the packets parts. As this was done individually in a interview with the student explanations of the items were offered where they were not clear to the students. Below is a list of the items ranked in terms of response to that questionnaire.

Below is a ranking from high to low, of the items seen most useful by our student evaluators

Vocational Dept. Computer

GATB

Occupational View Deck

Employment Information

Adult Education Information

Counseling

Co-op Work

Career Exp. program

self inform. DAT

Occupa. avail

Temperment Checklist

Jobs Interview

Marital information

legal aid

Dyer values
Armed Services Vocational Aptitude Battery

Interest survey (Kuder)

Dropout Survey
Allport values, Survey

Underrange achievement tests

Discussion of student evaluation results:

It is important to note that two vocational information type items ranked highly in the students opinion. They are the Vocational Department Computer and the Chronicle Occupational View Deck. This would seem to support one idea expressed in the review of the literature in reference ED 004743. As a point of interest, of the top five non course items, four are in the "information" category. The bottom five items seem to be centered on the "test" area. This may well be due to the potential drop outs negative experiences with tests. (An interesting exception is the GATB, which ranked among the top five.)

Chapter 5: Summary, Conclusions and Recommendations:

The project was designed to gain information about the motives of people who drop out of school as well as their opinions as to how potential drop outs may be helped within the context of the high school. From this information we then designed packets that would be of use to a professional in dealing with potential drop outs.

In order to meet the above purposes, we chose to survey past drop outs and to speak with other professionals to gain the information, we then developed and tested out a packet of material to be used with potential drop outs.

Some of the more significant results and findings follow. First, not all of the students, who dropped out would change their actions if they were given the chance to again. Second, family budgeting seemed to be the items most on the minds of dropouts as the area that would most help the potential dropouts. Independence ranks highly among those things people found good about dropping out. Fourth, accurate information in the career and education areas seemed to be one of the highly valued items to students reviewing the packet, Tests seemed to be of low value to these same students, with the interesting exception of the GATB.

Other observations based on interviews and the interviewers interpretation of the sessions seems to be as follows:

First, don't approach people who might leave school early as potential drop outs. It is a certain way to turn them off. A much more fruitful approach is to see them as students who are having some hassles and who we might help. Second, the students seemed to be able to respond to what other students had said who had dropped out. This removes the onus of lecturing and is in reality a statement based on the experience of those who had dropped out and not on the experiences of those who had not dropped out, namely educators. Third, timing in the year seems to be very important. No study was done, but it seems that if people can begin to experience success early they have a better chance than if we wait until the first report card comes out to start working with them. Finally, be concise. If they see a way to help them streaching out for days and weeks they get turned off. The same is true if the efforts are too bookish.

It seems that the future actions are implicit in much of the work already done. We believe the professional guide, which we have incorporated at the beginning of each area in the packets, as statements, should be used with discretion. That is, not all potential dropouts need or want access to the entire project and we have designed it so professionals may be selective. Neither do we believe it is wise to merely hand out the packets to potential drop outs. Rather, the packets were meant to be used in conjunction with counseling, not instead of it.

In terms of continuing action, it seems appropriate that a continuing survey be conducted of reasons for leaving school as well as for people who leave school after leaving. Part of this could be done through an exit interior and another part through mail or phone follow up.

Another area worth exploring is the concern students have with being independent and working. Perhaps students see school as restricting their independence rather than enhancing it.

Appendix I

REVISED COPY

Exemplary Program or Project Operational Grant

Title of Proposal: Programs for Dropout s

Applicant Organization: Salem High School
Geremonty Drive
Salem, N.H.

Initiated by: Warren Hall, Cooperative Education Coordin or, 1-603-893-1685
Richard Gardner, School Counselor 1-603-89 3517

Program Project Director: Fran Tate, Vocational Director 603-893-1658

Transmitted by: Dr. Paul Johnson, Superintendent of Schools 1-603-893-3503

Duration of Activity: 1 July 74 - 30 June 75

Total Funds Requested: $2932.50

Date Transmitted: 5 June 1974

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REVISED COPY

Format Outline ------ MDO Application for funding ------ Program Description Sectio
Man days & Budget for each objective are summerized in Table 1. Time chart
for each activity is in Table 2.

Goal:

To provide dropouts with insights into

A. The nature of problems dropouts face

B. Information needed to cope with these problems

C. His self concept, interests and aptitudes in relation to A & B

D. Developing skills needed to cope with employment, family or social situations.

Objectives:

A. The project participants will identify, in writing, the problems of past dropouts (by 30 Jan 75) and will develop and revise packets of information with and for potential dropouts. (See revised Time Chart, Table 2 - especially A6 & A7).

Activities

Objective A

1. Have ERIC search conducted on dropout problems.
2. Develop interview techniques and print 400 questionnaires that will be used to identify some common problems faced by dropouts and methods they used to solve problems.
3. Through the mail and personal interviews, the information will be gathered.
4. Tabulate and print findings of questionnaire.

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(Continued)

5. Visit community, state and federal services that might have contact with dropouts.

6. Using information from questionnaires, agency visits and resource areas to assist in skill development, begin to compile information packets for future dropouts.

7. Review and field test various devices for assessing self concept, aptitudes and skills.

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Objective B

The project participants will develop, with students, the packets so they may be of use to potential dropouts. (This is to occur between 1 Feb 75 - 30 June 75).

Activities

Objective B

To assess the feasability of various activities for potential dropouts by having the potential dropouts review the usefulness of such activities as:

1. Counseling
2. Time share occupational search
3. Occupational view deck career search
4. Appropriate survey's (Interest, values, etc.)
5. Shadowing (Job)
6. Appropriate aptitude tests
7. Students contracts for work in a vocational area
8. Cooperative education
9. Compiling resume and skill sheets for himself

Near the end of the school year (May) the completed packet will be used to try and develop a program for identified potential dropouts and help them cope with the problems of dropping out.

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C:

The project participants will summarize their results and observations in a report completed by June 30, 1975. The project participants will also develop a packet for use by professionals.

Activities

Objective C:

The activities involved here include:

1. Summarizing observations and data
2. Suggesting further direction
3. An evaluation as to the degree to which objectives were met
4. The history, observations and suggestions for the use of the packet are developed for professional educators.

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EVALUATION

We plan to evaluate the objectives in the following ways:

Objective A

The survey is completed

Objective B

At least 15 potential dropouts are involved in developing the packets or parts of them. At least 5 students who may drop out receive the completed packet and are worked with to plan an individual program

Objective C

The summary is completed

The Professional Guide is completed

The Evaluation is completed

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Personnel

The program is to be developed by local personnel (with the exception of consultants). As both the guidance and vocational departments have a vital interest in this area, one person from each area will act as participants.

There will be considerable contact with community resources other than the school staff. Those contacts will include but are not limited to: former dropouts, employers, community agencies dealing with dropouts, half-way houses, Boys-Girls clubs, churches, and evening school programs.

The participants superiors have agreed that they will allow the co-director's to work with potential dropouts during the second semester with the packets developed during the first semester to the degree that it is in line with their general duties (no money of the proposed grant is to be used for this purpose during school hours).

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TABLE 2 REVISED COPY
TIME CHART

	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
A1 ERIC SEARCH												
A 2 QUESTIONNAIRE DEVELOPMENT												
A 3 DATA GATHERING												
A 4 RESULTS SUMMARY												
A 5 VISIT AGENCIES TO COLLECT DATA												
A 6 DEVELOP INFO. PACKETS												
A 7 REVIEW AND FIELD TEST ASSESSMENT DEVICES												
B FIELD TEST PACKETS												
C SUMMARY EVALUATION												

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Appendix 2

This form was the initial one developed. It was used as an interview guide and as such was amended to include the specific test and survey alluded to in the test.

Grade_____ Age_____ Sex_____

Please rate each of the items listed below as to how useful it is to a person who might leave school without graduating.

	Very Useful	Somewhat Useful	Not Useful	Suggestions
1. Occupations available for each educational level.				
2. Information on personal budgeting				
3. "How not to blow a Job Interview"				
4. Counseling				
5. Vocational Department Computer				
6. Additional educatiol information (GED, night school)				
7. Legal Aid material				
8. Occupational View Deck				
9. Drop-out survey information				
10. Interest survey				
11. Values survey				
12. Skills survey				
13. Cooperative Work				
14. Marital Information				
15. Extra course work in:				
Business				
English				
Reading				
Math				
Science				
Vocational				
Home Economics				

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ABSTRACT: THIS STUDY COMPARED THE ATTITUDES TOWARD CAREER EDUCATION OF COLLEGE OF EDUCATION FACULTY WITH THOSE OF STUDENTS, PARENTS, AND PUBLIC SCHOOL TEACHERS. THE OBJECTIVES WERE TO IDENTIFY AREAS OF AGREEMENT AND DISAGREEMENT TOWARD CAREER EDUCATION BETWEEN THE TWO GROUPS AND TO DETERMINE THE VARIABLES ASSOCIATED WITH THE ATTITUDES OF COLLEGE OF EDUCATION FACULTY TOWARD CAREER EDUCATION CONCEPTS. THIRTY-EIGHT HUNDRED STUDENTS, 3,800 TEACHERS AND 6,400 PARENTS FROM SIX LOCAL SCHOOL DISTRICTS AND 299 COLLEGE FACULTY MEMBERS FROM THREE COLLEGES OF EDUCATION COMPRISED THE SAMPLES. DATA ON THE STUDENTS, TEACHERS, AND PARENTS PREVIOUSLY COLLECTED BY THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT WERE COMPARED WITH DATA ON COLLEGE FACULTY COLLECTED BY MAILED QUESTIONNAIRE. A SIGNIFICANT DIFFERENCE WAS FOUND BETWEEN ATTITUDES TOWARD CAREER EDUCATION BETWEEN THE TWO GROUPS, WITH COLLEGE OF EDUCATION FACULTY HAVING SIGNIFICANTLY MORE POSITIVE ATTITUDES ON 27 OF THE 32 CAREER EDUCATION RELATED STATEMENTS. SIGNIFICANT RELATIONSHIPS WERE FOUND TO EXIST BETWEEN COLLEGE OF EDUCATION FACULTY ATTITUDES TOWARD CAREER EDUCATION AND THEIR INSTITUTIONS, MAJOR FIELDS, EMPLOYMENT IN FUNDED PROJECTS, AND INVOLVEMENT IN CAREER EDUCATION. SAMPLE SURVEY INSTRUMENT, COVER LETTER, AND BIBLIOGRAPHY COMPLETE THE DOCUMENT. (NJ)

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DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Chester Kirk Hansen, B.S., M.S.

* * * * *

The Ohio State University

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ATTITUDES OF STUDENTS, PARENTS AND PUBLIC SCHOOL TEACHERS, COMPARED TO COLLEGE OF EDUCATION FACULTY MEMBERS CONCERNING CAREER EDUCATION CONCEPTS

By

Chester Kirk Hansen, Ph.D.

The Ohio State University, 1974

Professor Robert E. Taylor, Adviser

It was the purpose of this study to identify attitudes of students, parents and public school teachers at local levels and faculty members of selected colleges of education concerning concepts in career education.

More specifically, the objectives of the study were:

1. To identify areas of agreement or disagreement between college of education faculty members and students, parents and public school teachers regarding career education concepts.

2. To determine what variables are associated with the attitudes of college of education faculty members toward career education concepts.

Thirty-eight hundred students, 3,800 public school teachers and 6,400 parents from six local school districts and 299 college faculty members from three colleges of education comprised the sample for the study from 3 purposively

selected colleges of education. While a systematic random sample was used to select the students, the three colleges of education were selected by a purposive technique with a simple random sample used to select the college faculty members. A total response of 3,218 students, 3,218 public school teachers, 4,096 parents, and 248 college faculty members was obtained. Data on the students, public school teachers and parents were collected by the Institute for Educational Development during the week of January 17, 1972, while the data on college faculty members were collected by the author of this study during June and July, 1973.

The study design called for the use of descriptive research methodology. Using a set of 32 attitudinal statements relating to the acceptance and adoption of the career education concept, a questionnaire was constructed to assess the attitudes of college of education faculty members. Key demographic data questions also were collected to facilitate the accurate identification of the sampled population. The same 32 attitudinal statements were used in instruments used in both studies. An agree-to-disagree five-point Likert scale was employed to solicit responses to each of the 32 statements by the respondents.

In order to analyze the attitudinal statement data statistically, the career education related statements were restated in hypothesis form. To analyze the data, the chi square test for homogeneity was employed to determine

significance of differences. The post hoc confidence interval procedure for K independent samples was used to specifically determine where significant differences existed and the Cramer's V procedure was utilized to determine degree of relationship for all contingency tables found to be significant.

Taking into consideration the limitations and the extent to which the data from the research procedure were valid and reliable, the following conclusions were drawn in regard to the two objectives posed for the study:

1. Since college faculty members were the most significantly positive group regarding 27 of the 32 attitude statements relating to career education, college faculty members appeared to be more positive than students, parents and public school teachers toward the general concept of career education.

2. Since significant differences were found to exist between the institutions in which college faculty members were employed and attitudes toward career education, it was concluded that certain institutional variables may account for attitudes of college of education faculty members toward such a concept.

3. Since a significant relationship was reported for some college faculty members attitudes toward career education for both their area of academic affiliation and major degree field, it was concluded that college faculty members with certain academic preparations and affiliations are more

favorably disposed toward the career education concept.

4. Since participation in field experiences, funded career education related projects, and presentations on the concept were found to be significantly related to college faculty members attitudes toward career education, it was concluded that college faculty members with such experiences were generally more favorably disposed toward career education.

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The writer expresses his sincere appreciation to his graduate committee: Dr. Robert E. Taylor, the major advisor for his continual expert guidance provided throughout the doctoral program and development of this study, Dr. Anna Gorman who offered her professional skills to assist the writer whenever required, Dr. Joel H. Magisos, whose encouragement and assistance was responsible for the writer embarking upon a doctoral program and completion of this study, and Dr. J. Robert Warmbrod, whose invaluable instruction and technical assistance in the research and statistical considerations of this study contributed substantially to its completion.

Special recognition is also extended to Nancy Lares whose superior clerical and editorial skills were responsible for the final report of this study. Appreciation is also extended to fellow graduate students at The Center for Vocational and Technical Education whose constructive recommendations and advice were quite valuable during the conceptual stages of this study..

The writer is extremely indebted to his wife, Anne, whose loving devotion, personal sacrifice and encouragement made it possible for the writer to realize maximum benefit

from the educational experience. Her technical and professional assistance in the development of the study and final report will always be appreciated and remembered.

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CHAPTER I

INTRODUCTION

"Every individual must be in a position to keep learning throughout his/her life. The idea of lifelong education is the keystone of the learning society."[1] The decision to conduct this study was stimulated by the author's belief in this basic educational principle, the centrality and pervasiveness of the purpose defined for the career education concept, and specific developments and considerations regarding current educational programs.

Defining Career Education

The U. S. Commissioner of Education stimulated interest in career education in early 1971[2] and the executive and legislative branches[3] endorsed the concept as one of the nation's top priorities. Numerous activities, funding

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[1]Edgar Faure and others, Learning To Be (Paris, France: UNESCO and George G. Harrap, January 1973), pages 181-182.

[2]S. P. Marland, "Career Education Now,"(prepared for the National Association of Secondary School Principals, Houston, Texas, January 23, 1971).

[3]Richard M. Nixon, "A New Emphasis on Career Education," The President's Message on State of the Union, U. S. News and World Report (January 31, 1972), pages 76-77.

allocations, and other endeavors have significantly increased the interest in career education since 1971 and promoted the need for attitudinal studies to be conducted in several sectors of society directly affected by the educational process.

Accurately defining career education is a critical consideration in the development, dissemination and implementation of the concept. According to Hoyt:[4]

> Definitions do make a difference in describing and delimiting the basic nature and purposes of any concept. While definitions have limited usefulness in helping one understand how a program is to operate, they are of central importance in specifying what the concept is intended to accomplish. The words that are used and the ways in which words are joined together combine to form the basic rationale and justification for the concept itself.

Although political and educational leaders have not reached complete agreement on the definitions of the career education process, a number of basic "truths" regarding the concept are apparent. President Nixon[5] has stated:

> Career education provides people of all ages with broader exposure to and better preparation for the world of work. It not only helps the young but also provides adults with an opportunity to adapt their skills to changing needs, changing technology and their own changing interests.

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[4]Kenneth B. Hoyt, "Toward a Definition of Career Education," Career Education: Third Yearbook of the American Vocational Association. Edited by Joel H. Magisos (Washington, D.C.: American Vocational Association, 1973), pages 5-6.

[5]Nixon, "A New Emphasis on Career Education," pages 76-77.

> It would not prematurely force an individual into a specific area of work but would expand his ability to choose wisely from a wider range of options. Neither would it result in a slighting of academic preparation, which would remain a central part of the educational blend.
>
> Career Education is not a single specific program. It is more usefully thought of as a goal--and one that we can pursue through many methods.

Swanson[6] has described career education as a philosophical commitment by the enterprise of public education to the values of a work-oriented society. Swanson also feels that values are implemented through the instructive functions of the school by introducing career relevance into all instruction, by focusing on the decision functions of career choice at all grade levels and by providing occupational preparations to job-entry level for all school leavers or graduates.

According to Herr,[7] career education represents a synthesis and blend of many concepts and elements available at some point and in some place in American education. He sees the intent and implementation tactics are to bring these concepts and elements into a new and systematic interrelationship among vocational education, vocational guidance,

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[6]Gordon I. Swanson, "Career Education," (prepared for The Center for Vocational and Technical Education, Columbus, Ohio, September 1971), page 4.

[7]Edwin L. Herr, Review and Synthesis for Career Education, IN No. 61 (Eric Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Columbus, Ohio) page 3 (ED 059 402).

career development, and other elements of the educational and community network of which they are a part.

Taylor[8] views career education as a concept which promises to help every individual become so capacitated that he/she can effectively perform their choice of roles as producers of goods and a renderer of services, find identity in society through acceptance of multiple life roles, and through career orientation, build a life style that will be personally satisfying, self-fulfilling and socially productive. The concept has implications for the total instructional program at all grade levels.

It is a concept which calls for a definite change in education, both in terms of actual goals and outcomes in American education and methods of preparing educational professionals for their various roles. Thus, the success of the concept is highly dependent upon the attitudes and specific actions of both the general public and professional educators.

Although a standardized definition of the term does not exist to date, several strands of commonality concerning the centrality and pervasiveness of the career education concept, can be found in these and other educational and legislative leader's perceptions of this educational reform.

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[8]Robert E. Taylor, "Career Education: Implications for Increased Educational Relevancy," (prepared for the Central New York School Study Council Career Education Conference. Syracuse, New York, October 20, 1972).

Hoyt[9] claims that individuals who are willing to study, compare and think about the various definitions of the concept will discover some elements of consensus as well as wide areas of disagreement. He further states:

> General consensus is still rare enough to be rather readily identifiable. Most definers seem to be in agreement that career education: (1) is a conscientious effort, not merely an attitude or point of view (The important thing here is that, as an effort, career education is going to take some time, and cost some money.); (2) is a program that begins no later than Grade One and continues through all of adult education; (3) is a program that is intended to serve all individuals rather than some special segment of the population; and (4) emphasizes education as preparation for work. On these four basic definitional points, there appears to be general consensus.
>
> There also appears to be general consensus that vocational education, as we have known it, is but one of several important parts of career education. Fairly general consensus seems to exist for the notion that career education is to be viewed only as part of education and that the term 'career education' is not synonymous with the term 'education.' Further, among those who agree with this concept, there seems also to be general agreement that the substance of career education is to be integrated into the total educational program rather than 'added on' as a new subject, curriculum, or separate body of knowledge to be assimilated by students. . . .

Hoyt also lists three basic serious areas of disagreement which appear to be present among the definers of career education:

1. The primary rationale behind emergence of the career education concept.

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[9]Hoyt, "Toward a Definition of Career Education," pages 10-16.

2. Perceptions of the long-range goals of career education.
3. Whether career education should be pictured as an effort of the schools alone or whether it should involve the home and community as well.

Current Educational Developments and Considerations

Attitudes toward, and the state of, educational programs have implications for career education and support the need for this study. These are:

1. Improvement of education is the ultimate concern and responsibility of teachers, administrators, and parents. Campbell and Ramseyer[10] stress the importance of seeking the suggestions of school people on what the schools ought to teach, but that the final determination of what the school is to do is a lay decision.

Campbell and Ramseyer further suggest that the educational profession can make its best contribution to the "what" of education by helping citizens generally and school boards in particular face up to the issues,

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[10]Roald F. Campbell and John A. Ramseyer, The Dynamics of School Community Relationships (New York: Allyn and Bacon, Inc., 1955)

see the need for relevant facts and alternative decisions. In this area the professional should do everything appropriate to help the citizen think about the problem, but the professional should resist making decisions for the citizens.

2. Students have opinions concerning education which should be considered by educational planners. A recent study by American College Testing[11] (ACT) indicated that more than three-fourths of the nation's eighth, ninth and eleventh graders, would like assistance with career planning. More than 33,000 of these students were included in the nationwide study. More girls than boys sought such help. While educators at all levels have traditionally claimed that student opinions were a valuable resource in determining new or changed directions in education, only in recent times have they been asked to appraise educational programs from their viewpoint and the data base derived used in educational decisions made. The subject of career education seems a highly logical point from which to start.
3. Another important consideration is that public and professional perceptions of and attitudes toward the educational process are highly influential and important

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[11] Activity, Volume XI, Number 3, (September 1973), page 1.

factors when considering quality of educational programs. Rhodes[12] claimed that the educational "climate" consists of several factors including attitudes of both the public and school personnel who are responsible for implementing the curriculum needed. The effect of such attitudes are quite apparent when consideration is given to recent Office of Education statistics regarding support of education. Marland[13] reported that in 1965, 79.4 percent of public elementary and secondary school bond referendums were approved. By 1972, only seven years later, the figure was only about 47 percent. He further states that the Harris survey of public attitudes toward our major institutions conducted in October 1972, indicated a definite decline among those individuals declaring a great deal of confidence in education. Compared to 61 percent in 1966 responding affirmative opinions about education, this survey only yielded 31 percent affirmative opinions. These and other related indicators of public perceptions regarding public schools, substantiate the importance of public attitudes in determining educational goals and objectives.

4. Career education is currently a top educational priority of the U.S. Office of Education and the National

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[12]James A. Rhodes, Vocational Education and Guidance: A System for the 70's (Columbus, Ohio: Charles E. Merrill, 1970).

[13]Sidney P. Marland, "Education and Public Confidence;" American Education, May 1973, pages 5-6.

Institute for Education. In early 1971, Marland[14] stimulated a significant educational development when he designated career education as one of the primary efforts of the U. S. Office of Education. Marland's efforts brought a renewed focus on the goals of vocational education, technical education and general education by both public and professional elements. Since the early 1960's, educators have expressed concern regarding the historical separation between vocational education and general education. These concerns have had a significant effect on shaping the priorities of educational research and development concerning career education.

5. The fifth consideration deals with the ability of colleges of education to meet the challenges posed by the comprehensive concept of career education. Goldhammer[15] questions whether colleges of education will be capable of mounting those programs which are essential for achieving the objectives of the career education thrust and thereby regain some of their old vitality, or if the movement will pass on, as schools of education are

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[14]Sidney P. Marland, "Career Education Now," (prepared for the National Association of Secondary School Principals, Houston, Texas, January 23, 1971).

[15]Keith Goldhammer, "Roles of Schools and Colleges of Education in Career Education," (prepared for the National Conference on Career Education for Deans of Colleges of Education, Columbus, Ohio, April 25, 1972), page 5.

unable to respond adequately.

Ator[16] claims teacher education programs need to get out of the walls of academia and get more into the pragmatic functions of teachers. He also stated that educators must be prepared to accept the consequences of accepting the hypotheses that career education is (1) education in totality, (2) a basic responsibility of schools to help students to understand all of their career plan options, and (3) to provide them with necessary expertise to implement such options. According to Ator, faculty members of colleges of education would need to be prepared to: (1) relate curriculum products to individual career plans, (2) identify and provide ancillary services necessary for the successful achievement of career plans, (3) help students to utilize these services consistent with their personal attitudes and skills, and (4) help them to appreciate the opportunity to make individual career choices early in their careers. The evaluation reports of the Conferences of College of Education Deans and Professors of Educational Administration[17] indicate a diversity of opinion regarding career education also exists within colleges of educa-

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[16]Dallas Ator, "Possible Changes in Teacher Education Programs," (prepared for the Sixth Annual National Vocational Technical Teacher Education Seminar, October 24, 1972, Columbus, Ohio).

[17]National Conference on Career Education, Final Report (Columbus, Ohio, The Center for Vocational and Technical Education, September 1972).

tion and that predictable attitude disparities are apparent.

6. The need for a sense of unified commitment on the part of educators toward the career education concept was a fundamental consideration which promoted execution of this study. According to Taylor,[18] an assessment of the attitudes of all participants in the educational process is critical for the successful implementation of career education. The state of readiness of educators and supportive personnel for such an educational reform, has considerable implications for the designing of career education implementation strategies.

The relationship between these six developments and basic considerations relating to the attitude toward the educational process and the writer's purpose in pursuing this research study is reflected in the following statement: Educators responsible for the research, development, dissemination and implementation of career education programs and materials require information concerning the attitudes of educational and public groups toward the career education concept. This information is essential to educators in their planning of strategies to complete the infusion of career education into all educational programs.

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[18]Robert E. Taylor, "Career Education: Implications for Increased Educational Relevancy," (prepared for the Central New York School Study Council Career Education Conference, Syracuse, New York, October 20, 1972).

Purpose and Objectives

Current legislation at local, state and federal levels is mandating that career education be implemented in public schools.[19] Yet, a possible gap exists between the goals of American society and those elements of higher education responsible for preparation of public school educators in terms of attitudes toward career education. The central purpose of this study was to identify attitudes toward career education among students, parents, public school teachers at local levels, and faculty members of selected colleges of education. Specific objectives to which the research sought to gain insight included:

1. To identify areas of agreement or disagreement between college of education faculty and students, parents and public school teachers regarding career education concepts.
2. To determine what variables are associated with the attitudes of college of education faculty members toward career education concepts.

Definition of Terms

The following terms are defined for this study. Other terms or phrases are considered to be self-explanatory.

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[19]Elaine F. Katz (Ed.), Career Education News, Volume II, Number 5, (Chicago, Illinois: McGraw-Hill Institutional Publications, March 15, 1973).

1. Attitudes, as used in this study, refers to beliefs regarding career education which facilitate readiness for action toward the concept.
2. Career Education, provides a new paradigm for education focusing on individual career development. The concept considers curriculum to be systemic--an integrated and cumulative series of experiences designed to help each student achieve (1) increased power to make relevant decisions about his life and (2) increased skill in the performance of all his life roles. Specifically, career education is designed to capacitate individuals for their several life roles: economic, community, home, avocational, religious and aesthetic.[20]
3. General Education, as used in this study, general education will refer to a type of education which prepares people for their common activities as citizens in a free society. General education does not necessarily lead to job preparedness. Career education encompasses both of these traditional educational concepts.

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[20]Keith Goldhammer and Robert E. Taylor, Career Education: Perspective and Promise (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972).

4. Vocational (Occupational) Education - vocational or technical training or retraining which is given in schools or classes and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals or professionals (below a bachelor's degree) in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs.

Significance of the Study

Marland and others have said repeatedly that career education is an educational concept whose time has come. Federal and state legislation in numerous instances since early 1971 reflect this critical need for career education by providing necessary funding for its development and implementation.[21] Yet, while the career education concept has received the active support of numerous professional, political, and citizen groups, a definite lag exists in its total acceptance by educational agencies at all levels. In many instances local districts appear to be ahead of colleges of education in acceptance and development of the concept.

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[21]Katz, Career Education News, March 15, 1973.

Van Dalen[22] has stated that a 25 year lag exists between the development of educational innovation and approaches and their implementation in the field. If the concept of career education is to have the impact it promises, the support of colleges of education will be needed.

An attitudinal study was conducted by the Institute for Educational Development in 1971 relating to the Comprehensive Career Education Model (CCEM).[23] It clearly indicated a supportive and positive attitude toward career education on the part of students, parents and teachers in six school districts involved in career education programs. Yet, no definite consensus of attitude toward career education existed among the college of education deans and professors of educational administration who attended the National Career Education Conferences in 1972,[24] It is thus important that additional insight be gained regarding the

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[22]Deobold B. Van Dalen, Understanding Educational Research, (Chicago, Illinois: McGraw-Hill, 1966), page 14.

[23]Henry M. Brickell and Carol B. Aslanian, Attitudes Toward Career Education. A Report of an Initial Study of Pupil, Staff and Parent Opinions in Atlanta, Hackensack, Jefferson County, Los Angeles, Mesa and Pontiac (New York: Institute for Educational Development, 1972).

[24]National Conferences on Career Education, Final Report (Columbus, Ohio: The Center for Vocational and Technical Education, September 1972).

attitudes toward career education by educators in colleges and universities responsible for the preparation of professional personnel for educational agencies and for curriculum development and modification.

CHAPTER II

REVIEW OF RELATED LITERATURE

A rationale for career education must account for public and professional educators concern for the concept. As stated in Chapter I, both the American public and professional personnel are considered controlling factors in American education. Thus, their concerns deserve serious attention in any consideration of educational program modification or reform.

This review is selective, since few of the studies relating to adoption of innovations and attitudinal influences of educators contribute directly to the problem of this study. Thus, much of the material in this section will consist of current writings by recognized authorities in the area of career education. In an attempt to substantiate the full significance of this study, the following indexes, abstracts, and reviews of research have been examined: Dissertation Abstracts International, ERIC, Encyclopedia of Educational Research, and Education Index.

Concern for Educational Change

Educational change involves the continual process of adoption, improvement, and modification resulting in some degree of improvement or reform within educational systems. Educational change is highly dependent upon human and other resources, a fact which necessitates that all those individuals to be affected by the change be involved in its planning. The career education concept requires educational change. Its purpose is not to simply serve as an add-on or supplement to current educational programs as has traditionally been the case with educational innovations, but instead to integrate the career education concept into all grade levels and subject areas. The role of local school district and college and university personnel in the development and implementation of career education is major. This responsibility also extends into business, industry, and the professions who must be continually ready to assist in the provision of "real world" experiences essential to the preparation of people for the world of work and other life roles. The public role is highly dependent upon the individual career education programs in educational settings and their understanding of the dynamics of the concept. Gaining insight as to the attitudes to these key groups, should assist career education planners at all levels with their specific involvement in career education.

Several recent articles and presentations by educators and others have conveyed a level of concern regarding the quality and need for change in public educational systems. Ottina[1] is concerned with the public's increasing level of concern regarding the shock of 2.5 million young people leaving formal education each year without marketable skills or career goals and the 5 percent plus unemployment rate. He further is concerned that educators, political leaders, labor leaders, and others have recently voiced their alarm with a sterile educational system, worker alienation and "blue-collar blues." A recent Health Education and Welfare Special Task Force report entitled Work in America[2] dealt with the topics of (1) the function of work, (2) changing work attitudes toward work, (3) blue and white collar problems, (4) conditions of minorities and women workers, (5) work and health, and (6) the redesign of jobs and relationships between work and schooling. The task force group, comprised of a number of well-known scholars and others, dealt critically with these topics as they relate to American societal and educational problems.

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[1]John R. Ottina, "Career Education: Alive and Well," (prepared for the Conference on Career Education: Implications for Minorities, Sheraton-Park Hotel, Washington, D.C., February 1, 1973), page 3.

[2]Report of a Special Task Force to the Secretary of Health, Education and Welfare, Work in America (Washington, D.C.: Department of Health, Education and Welfare, December 1972).

Educators and others often pose the question "What does the American public desire of the educational system?" Coleman[3] is of the opinion that youth have been excluded from the "educational mainstream" in their society. The transitions that have occurred in the family setting, the workplace, and the school, have placed youth on the extremities of society, outside the important institutions, thus denying them experiences. Coleman[4] cites several skills that should be learned in the educational system before age eighteen:

1. Intellectual skills, the kinds of things that schooling at its best teaches.

2. Skills of some occupations that may be filled by a secondary school graduate, so that every eighteen-year old would be accredited in some occupation, whether he continued in school or not.

3. Decision-making skills: that is, those skills of making decisions in complex situations where consequences follow from the decisions.

4. General physical and mechanical skills: skills that allow the young person to deal with physical and mechanical problems he will confront outside work, in the home, or elsewhere.

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[3]James A. Coleman, "How Do The Young Become Adults," Review of Educational Research, Vol. 40, No. 4 (Fall, 1972), page 435.

[4]Ibid., page 435.

5. Bureaucratic and organizational skills: how to cope with a bureaucratic organization, as an employee, a customer, a client, a manager, or an entrepreneur.

6. Skills in the care of dependent persons: skill in caring for children, old persons, and sick persons.

7. Emergency skills: how to act in an emergency, or unfamiliar situation, in sufficient time to deal with the emergency.

Never before in the history of education has the school needed to play such a vital role in the total education of the individual. An obvious need exists to review and reform present educational curriculum and programs to conform to existing societal needs within the parameters of their capability.

According to the Fourth Annual Gallup Poll of Public Attitudes Toward Education,[5] the ultimate consumer of education (the American public), is ready and anxious for educational change to evolve. The results of the Gallup Study, according to Taylor[6] clearly illustrates that the American public is supportive of career education. Specifically high

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[5]George H. Gallup, "Fourth Annual Gallup Poll of Public Attitudes Toward Education," Phi Delta Kappan, Vol. LIV, No. 1, (September, 1972), pages 33-46.

[6]Robert E. Taylor, "Career Education: Implications for Increased Educational Relevancy," (prepared for the Central New York School Study Council Career Education Conference, Syracuse, New York, October 20, 1972), page 6.

percentages of public response to four basic educational goal-related questions in the Gallup Poll which have direct relevance to the career education program as presently conceptualized, provide strong support for this statement: (1) to get better jobs; (2) to get along better with people at all levels of society; (3) to make more money--achieve financial success; and (4) to attain self-satisfaction. These responses further indicate that Americans are highly practical people who firmly believe that education is the road to success in life.

Wells[7] recently expressed a concern for the survival of vocational education. He stated:

> Schools are riddled with bias against vocational education at all levels. Even in teacher training institutions it exists in the kinds of courses required in mental health and counseling techniques. They are aimed at the crisis points in the lives of a few students rather than the developmental needs and decision points in the lives of most students. Likewise, many educators tend to equate success and worth with their own academic accomplishments. Sometimes their training and advanced degrees prevent them from empathizing with the majority of students' career aspirations. Why not consider a salary advancement schedule in business or industry (as opposed to an M.S. or Ph.D.) after five years of teaching? Such a measure might remove the prejudice in our schools that non-academic occupations are second-class.

All of these sources reflect a general disenchantment with the present educational system and the rising concern

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[7]Carl E. Wells, "Will Vocational Education Survive," Phi Delta Kappan (February 1973), pages 369 and 380.

on the part of educational leaders with regard to the attitudes of the public and educators toward education.

Promise of Career Education

The basic concept of career education has been subjected to the scrutiny of numerous elements of American society during its conceptual and developmental stages. While certain groups and individuals have questioned various aspects of the concept, few question the need for an approach which provides a new sense of credibility and accountability to the entire educational process. According to Zigler:[8]

> The Career Education concept has great potential for filling a gap in the lives of children and youth. Children have become isolated from the adult world of work. Few children have any real awareness of what their parents do on the job, and the schools have done little to ensure that children see adults--other than their teachers--working at a variety of tasks. Older children have few opportunities to participate in adult work activities or responsibilities and to be paid for their labor. The consequence of our segregation of children from the adult world is simply that all children are to some extent deprived of the range of experiences they need to build an adult identity and a positive attitude toward work and independence.
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> Another serious result of this isolation is that children encounter a rather narrow set of adult values. Formal schooling for white-collar occupations is presented as the goal for

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[8]Edward Zigler, "A Comment by Edward Zigler," Essays on Career Education (Portland, Oregon: Northwest Regional Educational Laboratory, April, 1973).

> which every student should strive. We certainly must continue our efforts to make sure that every child has the opportunity to receive formal education to the limit of his interests and aspirations. However, we must also convey to young people that skilled and semi-skilled labor and other occupations that do not require a college education are not second-rate jobs for second-rate people. These are jobs worth doing, and worth doing well; they can be deeply satisfying to an individual who, because of his unique interests or abilities, does not find fulfillment in extended formal schooling. Young people will not have the freedom to choose such occupations as long as the adult members of society send the message that some careers are not as intrinsically worthy of aspiration as others. I believe that the Career Education effort can do much to overcome this barrier to genuine freedom of occupational choice for our youth.

Insights by professionals concerning the credibility of career education illustrate the need to identify lags and barriers which are or may deter the total implementation of the career education concept. The expectations of the educational system by the American public are of definite importance in this regard.

In 1972, the Phi Delta Kappa Chapters were surveyed[9] nationally to identify the major issues facing education today. Among the nine issues or problem areas identified by the chapters were:

1. What should the curriculum include and how should it be organized?

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[9] An Introduction to Phi Delta Kappa, An introductory brochure (Bloomington, Indiana: Phi Delta Kappa, 1973).

2. How can the schools meet the needs of minority group children?

3. How can professionalism of educational personnel be maintained and promoted?

4. What should be the objectives of education?

5. How can schools adapt to meet the changing nature of society and needs of youth?

The fact that these problem areas were identified, reflect the concern and positive attitude of professional educators toward improving existing educational systems.

Gideonse[10] feels it is essential that colleges of education respond effectively to the objectives set for education by external forces. These external forces included changes in societal values, population trends, employment scene, etc. Historically, these elements have not had sufficient impact on the educational system and thus a disparity has developed between what educational goals and outcomes should be yielding to meet human needs and what in actuality is being accomplished.

According to Davenport[11] we must develop an educational system that is responsive to the needs of all

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[10]Hendrick Gideonse, "Facilitating Center Development," (A speech presented to The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, May 7, 1973).

[11]Lawrence F. Davenport, "Career Education and the Black Student," Essays on Career Education (Portland, Oregon: Northwest Regional Educational Laboratory, April 1, 1973), page 178.

students rather than a fortunate few. The system must take into account the varying abilities and aspirations of students and offer a variety of options. He further stated that if you are to encourage young people to develop their special talents, we might discover reserves of human potential that would amaze us. Education in America today is in desperate need of change at all levels to make it relevant to the needs of students, the community, and the society at large. Davenport also expressed concern with the fact that even the small percentage of students who do go on to college enter institutions that are based on 19th Century concepts and values. Colleges and universities serve only a small percentage of the population and convey an exaggerated aura of prestige and social status, making other types of education seem undesirable.

Forecasts for education by the public and educators need to be carefully reviewed and incorporated into educational planning efforts. One particular group of educators and futurists cite the following scenario for 1985:[12]

> Twenty-five percent of all high schools will base promotions and graduation on the attainment of measurable skills, abandoning the Carnegie unit system of credits; 50% of all public schools will be operating year-round; three-fourths of a student's time will be spent in independent or individualized instruction in 50% of the nation's high schools; and high school students will spend

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[12]"Futurists Forecast Education for 1985," Education U.S.A. (January 9, 1973), page 97.

> more than one-third of their learning time outside of school. The group also agreed that by 1985 half of all school districts will utilize differentiated staffing, 75% will open school to three and four-year olds, and 30% will have replaced the principal's decision-making role with policy-making bodies of teachers.

The relevancy of current career education developments for student clientele in this decade and beyond will depend largely on the degree to which educators can effectively incorporate these and other educational innovations into existing school systems. Taylor and Ward[13] feel that identifying and designing new strategies to assist educational planners in these critical areas should constitute a primary research and development effort.

Hoppock[14] has stated:

> For whatever the reasons, and there are many, the schools of America have not yet devoted appropriate attention to implementing carefully articulated programs designed to foster the career development of all youth. Unfortunately too, cross-sectional attempts to handle a developmental process. Even though sound, substantial career development programs tend to increase subsequent job satisfaction, reduce unemployment, and increase the knowledge of students concerning the work world.

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[13]Robert E. Taylor and Darrell L. Ward, "Research and Development Programs for Career Education," Career Education: Third Yearbook of the American Vocational Association, ed. by Joel H. Magisos (Washington, D.C.: American Vocational Association, 1973), pages 213-226.

[14]Robert Hoppock, Occupational Information: Where to Get it and How to Use it in Counseling and Teaching (New York: McGraw-Hill Book Company, 1967).

As a whole Hoppock contends that career development programs have not generally become part of the accepted curricula in most of our nation's schools.

Studies compiled by Slocum and Bowles,[15] and Campbell[16] 1968 showed that students on the elementary and secondary school levels demonstrated repeatedly their interest in career development and choice-making. They were of the opinion that students are not getting from classroom teachers or from school counselors the assistance they need in planning the steps which will lead them to their goals, to personal clarification, or to a sense of the occupational and social contexts with which they must cope.

Venn[17] posed the question: "Can we accomplish the magical feat of combining experiences, facts, and skills so the individual has not only a path to the future but also a basis for changing his future?" He stated:

> Administrative gimmicks, new technology, efficiency, or research models will not

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[15]Walter L. Slocum and Roy T. Bowles, Educational and Occupational Aspirations and Expectations of High School Juniors and Seniors in the State of Washington, Vocational Technical Research and Development Project No. 1 (Pullman, Washington: Washington State University, 1967).

[16]Robert E. Campbell, "Vocational Guidance in Secondary Education: Selected Findings of a National Survey Which Have Implications for State Program Development," (paper presented at the National Conference on Vocational Guidance: Development of State Programs, Washington, D.C., U.S. Office of Education, January 16-18, 1968).

[17]Grant Venn, "Career Education--Not a Panacea," Business Education Forum (November, 1972), page 4.

accomplish this--neither will career education. But it seems to me that career education offers the best chance for the school administrator to begin carefully and quietly improving the schools, serving all young people, and making a start on a new role for the schools in a new technological society.

Unless the school administrator views this concept from these proper perspectives (and they are not conclusive), career education is likely to become a solution that promises too much and produces too little. To ignore these perspectives would be dangerous to career education, to the health of the schools, and to the administrator.

Mr. Marusi,[18] president of Borden, Incorporated, recently explained his concerns on career education:

> American education is in deep trouble. Its problems are not only financial, but also social, philosophical, and managerial. Their very magnitude and complexity place the solutions well beyond the capability of educators acting alone.
>
> Education finds itself captive to a perplexing paradox: Too much is demanded of it and too little is expected.
>
> By demanding too much, we have burdened education with a whole array of unreasonable and irrelevant responsibilities whose very mass obscures its mission.
>
> By expecting too little, we have yielded to a misguided belief that the school's function is primarily custodial.
>
> Meantime, we fail to ask for measurable educational results.
>
> The chief reasons for this extraordinary paradox are not difficult to find. Its causes reside in the fact that most local communities and the separate states have not articulated in precise terms what they want of education. Education, for its part, has failed to provide, in sufficient quantity, the positive, imaginative leadership required. When we add to

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[18] Augustine R. Marusi, "Hire Education," Remarks before President's Forum, Capital University (Columbus, Ohio, October 11, 1972).

> this a highly resistant, deeply ingrained public attitude that education is the business of the educator, we have all the necessary elements for a regression of the educative process.
>
> The consequences of this "benign" public non-involvement are pernicious indeed, leading to a steady decline in the quality of education, even as costs rise at an unprecedented rate. Our schools need and deserve the help of all citizens, private and corporate.

The promise of career education as viewed by educators and others was extensive. The chance of society delivering on this promise depends greatly on the ability of educational leaders to determine societal needs and develop appropriate educational programs.

Attitudes Toward Career Education

Some specific efforts have been made to ascertain the perceptions and attitudes toward career education concepts by the public and educators since 1971. While none of these studies represent the consensus of the total societal groups they represent, they do provide some insight into the present state of the concept.

Fellenz and Gustafson[19] conducted a study of the change in teacher attitudes and understandings of career education, academic education and vocational education, following a summer workshop. The semantic differential

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[19]Peter Fellenz and Richard A. Gustafson, "Teacher Attitudes and Understanding of Career Education, Academic Education, and Vocational Education," (paper presented to the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 27, 1973).

technique as developed by Charles Osgood, served as the instrument to measure attitudes toward the concepts being studied. The strength of this study is in its identification of a useful methodology to measure understanding and impact of career education and related concepts.

Baker[20] compared the attitudes of the public, academic teachers, and vocational teachers to ascertain differences in attitudes that could effect the success of the career education concept. The public, for the purposes of the study was composed of selected members of four separate communities in Missouri. To assess the attitudes of the three groups, a Likert type scale was developed to reflect opinions that were believed to exist concerning career education, vocational and college preparatory curriculum and the types of students involved. A total of thirty statements was selected by a panel of vocational teacher educators. Baker concluded the following from the study results:

> Significant differences were found between teachers and the public that were indicative of bias toward individual curriculum elements, such as college preparation or vocational education. If the success of the career education concept is dependent upon the lack of bias toward individual curriculum elements, then differences in attitudes such as those found could

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[20] G. E. Baker, "Attitudes of Vocational Teachers, Academic Teachers and the General Public Toward Career Education," Journal of Industrial Teacher Education (April 1973), pages 25-31.

be detrimental to the success of the career education concept.

Although evidence from four similar mid-western communities cannot be regarded as conclusive, the responses from teachers and from the public indicated confusion regarding purposes and differences in attitudes which could detract from the ultimate success of the career education concept. These results may be indicative that similar conditions may exist in other localities and the widespread existence of these conditions could necessitate extensive efforts to inform the public concerning the rationale and role of career education.

A study recently completed by The Institute for Educational Development[21] contributed to an understanding of the importance of attitudes toward career education of pupils in grades 4-6, in grades 7-12, staff and parents in each of the six cities in which the Comprehensive Career Education Model (CCEM) is currently being tested. Approximately 3,000 pupils in grades 4-6, 3,800 pupils in grades 7-12, 4,000 staff members and 6,400 parents were asked to respond to a series of attitudinal statements pertaining to career education.

It was found that no city had a monopoly on positive attitudes toward career education. All six agreed not only that it was desirable but also agreed point by point and feature by feature.

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[21]Henry M. Brickell and Carol B. Aslanian, Attitudes Toward Career Education. A Report of an Initial Study of Pupil, Staff and Parent Opinions in Atlanta, Hackensack, Jefferson County, Los Angeles, Mesa and Pontiac (New York: Institute for Educational Development, 1972).

All item response correlations among students, parents and public school teachers in the six school districts were significant. The correlations among students in the six school districts concerning attitudes toward career education were highest for young children in grades 4-6, suggesting that children were much the same everywhere, especially until they have had enough life experiences to polarize their opinions. The correlations for elementary school children ranged from a low of .92 between Atlanta and Hackensack to a high of .98 between Mesa and Jefferson County. The implication was that there was nothing in the attitudes of young children in the six cities to require a difference in comprehensive career education model (CCEM) components.

High school students in the six cities also agreed about career education, but not quite so closely as elementary school children. Correlations between cities ranged from .73 between Atlanta and Jefferson County to .95 between Hackensack and Pontiac concerning responses to attitude statements.

What is perhaps of even greater interest was that there were only negligible differences in teacher attitudes among the six cities. Correlation for these school staffs ranged from .93 between Atlanta and Mesa to .98 between Jefferson County and Mesa. Here again, there was nothing in the attitudes of the professional staff to demand a

unique conception of career education for any city. And there was nothing to prohibit a similar content in in-service training programs.

It was equally clear that parents in these six cities agreed about career education. Correlations for parents ranged from .80 between Los Angeles and Mesa to .99 between Jefferson County and Mesa. This implied that community information and community involvement programs can be developed in a common design for use by all cities. It also suggested that a concept which was invented and used successfully in one city will probably work in any or all of the other five. Evidence such as that stated in this study suggested that public attitudes toward education may be a significant factor impinging upon the lack of effective school curriculum.

Harrison[22] conducted a study to identify attitudes held by superintendents and principals in Texas public schools toward career education. Particular attention was given to the nature of career education and the development of career education from the management point of view. The emphasis of this study was determining what would be desirable in the planning and establishing of new directions and structures for career education in Texas public

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[22]Denist Dewain Harrison, A Study of Attitudes Held by Superintendents and Principals Toward Career Education in Texas (unpublished Ph.D. dissertation, North Texas University, 1972), pages 90-97.

schools. A Likert-type attitude scale was developed into an instrument meeting the criterion to measure attitudes of superintendents and principals toward career education. Analysis of data compiled from the responses of superintendents and principals revealed that they held favorable attitudes toward career education. The major conclusions were that the superintendents and principals would support a career education curriculum if it were introduced, that a career education curriculum could aid students in gaining skills and information about occupations that would enable them to seek employment or enter college after graduation from secondary schools.

A recent study conducted by Conley[23] compared attitudes of school administrators and board of education presidents relative to career education in public schools of New Mexico. Data from the 88 responding school districts indicated a high degree of agreement with the New Mexico State Department of Education's definition of career education as being full integration into the existing program. The respondents ranked funding of career education below teachers' salaries and the existing curriculum. Less than 50 percent of elementary principals responding rated

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[23]Howard R. Conley, An Investigation of the Attitudes of School Administrators and School Board Presidents Toward Career Education in Public Schools of New Mexico (unpublished Ph.D. dissertation, New Mexico State University, Las Cruces, New Mexico, 1973), pages VI - IX.

career education as their first or second priority. The mean scores of all groups indicated slightly positive attitudes toward career education. Data revealed no significant difference in attitudes toward career education relative to the undergraduate degree obtained. The study also revealed a slightly positive relationship between number of years of work experience outside the field of education the respondent had and the attitude he displayed toward career education.

Garber[24] completed a study to ascertain the attitude toward career education of supervising elementary teachers and determine the relationship of their attitude and the attitude of student teachers. Two methods of instruction (self-instruction and group instruction) were used with two treatment groups of elementary teacher education majors. The instrument used to collect attitudinal data from the two groups toward career education contained 32 attitudinal statements which underwent extensive item analysis by The Center for Vocational and Technical Education's data processing staff and were derived from the Institute for Educational Development's career education study. The study results indicated that either of the two methods of

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[24]Bill G. Garber, The Comparative Effects of Two Methods of Instruction Upon the Attitude of Elementary Education Majors Toward Career Education (unpublished Ph.D. dissertation, University of Missouri, Columbia, Missouri, 1973).

instruction used for presenting information about career education appeared to be equally effective in influencing the attitude of elementary teacher education majors toward career education. The instruction in career education received by the elementary teacher education majors resulted in their exhibiting a significantly more favorable attitude toward career education than did the supervising teachers who received no instruction.

The ACCE '72 (Attitude Change--Career Education, 1972) study[25] assessed changes in semantic-differential meanings exhibited by participation in the implementation of Comprehensive Career Education Model instructional units. The assessment was directed at measuring changes in the semantic-differential meanings of career education, industrial arts, and vocational education exhibited by elementary teachers of the Mesa Public Schools, Mesa, Arizona. The study revealed that positive changes in the potency, activity and total concept scores of industrial arts resulted from participation in implementation of career education instructional units. Some evidence was yielded to indicate that teachers who became involved in career education activities tended to view all three concepts more positively. Male teachers viewed career education and

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[25]William F. Smith, Career Education, Industrial Arts and Vocational Education--A Semantic-Differential Study (unpublished Ph.D. dissertation, Arizona State University, Tuscon, Arizona, January 1974).

industrial arts more positively than female teachers. The results and conclusions of the study indicated definite implications for future research concerning the three concepts.

A recent study[26] assessed attitudes of elementary and secondary school teachers and principals in Santa Clara School District, California, toward implementation of a new career education curriculum. The study revealed that teachers considered themselves to be less well informed about career education than they were about any other curriculum areas. The results further indicated that career education was considered less necessary than other new programs and teachers were less well informed about it. Finally, while the data indicated that educators vary in their specific attitudes and their general favorability toward career education, no school was actually reported as being unfavorable based on the sample of respondents.

Relevance of Attitudinal Studies

Career education has implications for the total educational process well beyond historical educational reforms and proposed changes. Since educational change has traditionally been a result of the actions of several groups,

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[26]Robert M. Kaplan and David E. Gross, "Measuring Dispositions Toward the Implementation of Career Education in the Classroom," Papers on Career Education Curriculum (Palo Alto, California: American Institute for Research, July 1973), pages 9-14.

the basic attitudes or opinions of such groups must be considered in relation to career education. Attitudes of individuals can often be correlated with their respective actions relative to various subjects. Davis[27] contended that attitudes are often reflected in an individual's involvement with subjects toward which they are held. An individual's perception and degree of involvement in the world around him/her are directly related to attitudes and environmental factors over which he/she has limited control.

Attitudinal studies or survey research is hailed by numerous researchers as the most accurate means of measuring opinions of individuals toward specific concepts. According to Van Dalen,[28] industrial, political, educational, and other leaders seek knowledge of various publics opinions, attitudes, and preferences relative to various decisions to be made, rather than formulating policies on the basis of private hunches, blind guesses or pressure-group demands. Educators who wish to improve existing programs or methods may survey how others have solved similar problems.

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[27]E. G. Davis, "Attitude Change," A Review and Bibliography of Selected Research (New York: John Wiley and Sons, 1964).

[28]Deobold B. Van Dalen, Understanding Educational Research (Chicago, Illinois: McGraw-Hill, 1966), pages 214-215.

As such, the attitudes of all levels of educators, students and the general public can be assumed to be of considerable influence on the success or failure of career education. This assumption has been further substantiated by the numerous authorities cited in this study.

Summary

The information in the review of literature support the following summary statements of relevance to this study:

1. The general public and educators desire educational change.
2. The attitudes of students, parents, [illegible]hers, college faculty and others toward edu[illegible]tion are of vital interest to educational leaders charged with developing, disseminating and implementing educational programs.
3. Colleges of education need to respond effectively to the objectives set for education by external forces.
4. Segments of the general public and educators generally agree that career education has positive implications for all of education.
5. Attitudinal studies have been conducted and are currently underway to identify the attitudes toward the career education concept of the public and various educational groups and to identify

various blocking variables to the concept's full implementation.

6. The attitudes held by educational leaders such as college of education faculty members could affect the degree to which concepts of career education are pursued.
7. Teachers and teacher educators who become involved in career education are more positive toward the concept of career education than those educators who do not.
8. The 32 career education related attitude statements derived from the Institute for Educational Development's career education study and subjected to extensive factor analysis by The Center for Vocational and Technical Education's data processing staff, have been used with other educational groups.
9. The Likert-type scale has been used extensively in surveying the attitudes of various groups toward educational concepts and practices.

CHAPTER III

PROCEDURE

Based on the reviewed research and related literature, a rationale for the study of attitudes toward the career education concept was constructed. The rationale was used to support this study of the attitudes of college of education faculty members toward career education as compared to the attitudes of public school teachers, parents and students. The primary research study on which this rationale was built was a study completed in February, 1972 by the Institute for Educational Development (I.E.D.)[1] in which public school teachers, parents and students in six school districts engaged in the piloting and implementation of the Comprehensive Career Education Model (CCEM) were asked to respond to a series of attitude statements regarding the career education concept. As a result of a factor analysis of the instrument used in the Institute for Educational Development (I.E.D.) study to measure public school teacher

[1] Henry M. Brickell and Carol B. Aslanian, Attitudes Toward Career Education. A Report of an Initial Study of Pupil, Staff and Parent Opinions in Atlanta, Hackensack, Jefferson County, Los Angeles, Mesa and Pontiac (New York: Institute for Educational Development, 1972).

attitudes, thirty-two statements used in this study were identified which emphasize the importance of career education. Each of these statements was responded to by students, parents and public school teachers in the Institute for Educational Development (I.E.D.) study conducted in the six school districts involved in the Comprehensive Career Education Model (CCEM). These thirty-two statements and a set of pertinent demographic questions comprised the instrument used to measure the attitudes of college of education faculty members toward career education.

Population and Sample

College of Education Faculty

Faculty members of purposively selected colleges of education composed one of the four groups in the exploratory study. The three additional study groups were students, parents and public school teachers in six selected public school systems.

Since one of the primary objectives of the study was to measure the degree of agreement or disparity existing between college of education faculties toward career education and those of parents, public school teachers and students exposed to career education in public school settings, it was important to involve college faculty members who also had some degree of awareness of the career education concept. Thus, the three institutions were selected on the basis of

their current interest and investment in career education. This interest or involvement included faculty and administrator attendance at the National Career Education Conferences, ongoing career education R & D projects and cooperative efforts with local educational agencies. For example, the Michigan State University College of Education[2] is in the process of (1) developing an operational definition of career education, (2) developing broad objectives for the college's efforts, and (3) developing three proposed plans for college involvement. College faculty members included teacher educators, counseling and guidance personnel and professors of educational administration. The faculty members of the three colleges of education who participated in this study included: Michigan State University, Oregon State University and the University of Missouri.

A simple random sampling technique was employed to select the sample for the study from each college of education. Sample size was arrived at through use of the table of appropriate sizes of simple random samples contained in the Sampling and Statistics Handbook for

[2]Raymond N. Hatch, "Meeting the Challenge of Career Education," Report of Career Education Council (East Lansing, Michigan: Michigan State University, 1973), page 3.

Surveys in Education.[3] Since the commonly used confidence intervals[4] for educational research are .90, .95, and .99, the researcher determined the most appropriate level for this study was .99 with a desired precision of ± 5 percent. This required a minimum sample size of 285 for a population size of 500 which approximated the accessible population for this study (see Table 1). A 60 percent sample of each of the three faculties was asked to participate in the study which slightly exceeded the required size for the population size and level of desired precision for this study.

The sample for the study was selected by randomly selecting 10 pages in the Rand Corporation, A Million Random Digits,[5] and then a starting point was randomly selected on each page. From this starting point, the next 20 consecutive numbers were taken. Of these 20 selections, the first 15 non-redundant numbers were selected as indications of the faculty members which were included in the sample. This procedure yielded the individual sample size

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[3]Appendix to Sampling and Statistics Handbook for Surveys in Education (Preliminary Edition) (Washington, D.C.: Research Division of the National Education Association, 1965) page 134.

[4]Sampling and Statistics Handbook for Surveys in Education (Preliminary Edition) (Washington, D.C.: Research Division of the National Education Association, 1965) page 289.

[5]A Million Random Digits with 100,000 Normal Deviates (New York: The Free Press, 1966).

for each college of education or a total of 299 college faculty members who were asked to participate in the study. Table 1 depicts the response level by college of education faculty to the mailed questionnaire. Total response, including mailed and telephone follow-up, amounted to 248 responses or 82.94 percent. Six additional responses were received which were incomplete and thus were not included in the study. Kerlinger[6] has reported on the problem of generally poor response levels to mailed questionnaires. According to Kerlinger, response levels of less than 40 to 50 percent are common. Researchers must often be satisfied with a 50 or 60 percent return. Returns of greater magnitude are rare. The returned percent of mailed questionnaires in this study would appear to be adequate and further indicate that the topic of career education is worthy of investigation and of particular interest to the participants in this study.

[6]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1964).

TABLE 1

COLLEGE OF EDUCATION FACULTY RESPONSES

Institution	Total College of Education Staff	Total Possible Respondents (Sample Size)	Total Respondents	%
Michigan State University	226	136	105	77.21
University of Missouri	195	117	99	84.62
Oregon State University	77	46	44	95.65
TOTALS	498	299	248	82.94

Students, Parents and Teachers

The data collected by the Institute for Educational Development on parents, public school teachers and students in the six Comprehensive Career Education Model (CCEM) school districts or field sites was compared with that collected by the investigator in colleges of education. This included data collected through an attitude inventory administered by the Institute for Educational Development (I.E.D.) to 6,400 parents, 4,000 professional staff, and 3,800, 7-12 grade students in Pontiac, Michigan; Hackensack, New Jersey; Atlanta, Georgia; Mesa, Arizona; Jefferson County, Colorado; and Los Angeles, California. Of the 4,000 professional staff, approximately 3,800 were public school teachers. A probability sampling technique was used

in the Institute for Educational Development (I.E.D.) study[7] to select this study group. Pupils were drawn by making a systematic random selection of complete classrooms (100% administration to all pupils within each classroom selected in Comprehensive Career Education Model (CCEM) schools). During the selection process, every CCEM school was eligible for contributing classrooms to the sample. The number of classrooms chosen from each school was proportionate to the number of students in the school. Every classroom in grades 7-12 in each of the CCEM schools had the same probability of being included in the sample. A sample of 25 classrooms in grades 7-12 was identified as follows for the Institute for Educational Development (I.E.D.) study: A quota sheet of the schools in the sample with the designated number of classrooms to be selected from that school was forwarded to the Local Education Agency (LEA) project staff. Using the quota sheet, a list of random numbers supplied by the Institute for Educational Development (I.E.D.) and a roster of teachers in the eligible grades, the Local Education Agency (LEA) administrator identified the specific classrooms to be chosen in each school for the Institute for Educational Development (I.E.D.) study. For junior and senior high schools, homeroom teachers were typically listed. If no homerooms were designated,

[7] Henry M. Brickell and Carol B. Aslanian, Attitudes Toward Career Education. February, 1972.

teachers of classes in which attendance was taken for the purpose of computing daily attendance figures for local and state records were used for the master list. The Local Education Agency (LEA) administrator was asked to use his own professional judgment in deciding how to sample classrooms in non-graded, team-teaching, or other unconventional arrangements. The parent samples were drawn automatically with the pupil samples.

Study Design

This study was specifically designed to utilize descriptive research methodology. The design represents an effective means of assessing the attitudes of faculty members of colleges of education toward the career education concept. It further provided results of a nature which could be compared with the results of the study conducted by the Institute for Educational Development (I.E.D.)[8] of public school teachers, parents and students attitudes toward career education.

The study began by examining the importance of the attitudes of educators to the adoption of new innovations such as the career education concept. Once the importance of such attitudes was identified, a review of the literature was conducted to determine the importance of public

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[8] Ibid.

and professional attitudes toward the career education concept.

Utilizing a set of 32 attitudinal statements relating to the acceptance and adoption of the career education concept identified in a recent study by the Institute for Educational Development (I.E.D.), a questionnaire was constructed to assess the attitudes toward career education of faculty members of Michigan State University, Oregon State University and the University of Missouri's Colleges of Education. Additional demographic questions were used to more accurately identify the population surveyed. This instrument gave the writer a basis on which to assess the attitudes of college of education faculty members toward career education as well as yielded results which could be compared with those arrived at in the study by the Institute for Educational Development (I.E.D.) of the attitudes of public school teachers, parents and students toward the career education concept.

As survey questionnaires were returned, the data were analyzed, compiled and described for comparison with the Institute for Educational Development (I.E.D.) study results. The final step in the design was to interpret the study results into clear and concise findings accurately reflecting answers to the research objectives posed in the study which are presented in Chapter 4.

Instrumentation and Data Collection

College of Education Faculty

Crucial to accurately assessing attitudes of college of education faculty members and comparing their attitudes with the attitudes of public school teachers, parents and students toward the career education concept was the development of an effective data collection instrument. The instrument was constructed in the form of a mailed questionnaire which is divided into three parts. Part I was designed to solicit demographic data which described educators in terms of experience, age, academic preparation and other key data to assist the investigator in interpreting their responses and satisfy the research objectives posed.

Parts II and III of the instrument assessed the attitudes of faculty members of colleges of education concerning statements related to the diffusion and adoption of the career education concept. The thirty-two attitudinal statements identified for use in Part II of the questionnaire were the result of a factor analysis of the Institute for Educational Development (I.E.D.) attitude instrument completed by personnel at The Center for Vocational and Technical Education at The Ohio State University.

The factor analysis was computed on the entire set of data collected from the public school teachers who responded to the Institute for Educational Development (I.E.D.) instrument. This analysis resulted in the

reduction of the original 55 attitude statements to 32 statements and two factors. The two factors identified for use in categorizing each of the 32 attitude statements were "acceptance of principles and concepts of career education" and "commitment or actual involvement." Jacobsen's[9] study provided a detailed report of how the various attitude statements were divided between the two factors and a list of the item-test correlations associated with each of the attitude statements. These 32 statements were used in this study so as to allow the writer to compare the results of the data collected with the results of the Institute for Educational Development (I.E.D.) attitude study of public school teachers, parents, and students in the six Comprehensive Career Education Model (CCEM) pilot school districts.

An agree-to-disagree, five-point attitude rating scale that includes a neutral middle position to measure uncertain attitudes was assigned to each of the 32 statements. This scale was used to solicit from the respondents the degree of importance each statement had for the educating of students. Ten members of The Ohio State University, College of Education faculty were selected as the pilot study group to respond to the draft questionnaire.

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[9]Kaare T. Jacobsen, The Effects of Planned Intervention on Dissident Teachers' Attitudes Toward Career Education (unpublished Ph.D. dissertation, The Ohio State University, Columbus, Ohio, 1973), page 49.

Each faculty member was asked to respond critically to all aspects of the questionnaire, denoting all shortcomings in design and content. The questionnaire was refined using the results of this pilot study.

The initial mailings of instruments to respondents was completed June 25, 1973. A follow-up letter and instrument was mailed July 27 to all non-respondents. On September 18, 1973, a 10 percent random sample was drawn from the 57 non-respondents using a table of random numbers. A total of six college faculty members were telephoned and asked to respond to the 60 items comprising the survey questionnaire (see Appendix A). In addition to responding to the questions, each faculty member was questioned regarding a reason for their failure to respond to the survey questionnaire. Five of the six faculty members had recently returned from summer vacation and had just reviewed the mailed questionnaire and follow-up. One college faculty member indicated that he had not received the original questionnaire or follow-up.

A comparison of the responses to the questions in the mailed instrument by the six college faculty members called did not indicate any substantial degree of difference when compared with the 242 respondents who mailed their responses. The six telephone responses were combined with the other 242 raising the overall response level to 248

Students, Parents and Teachers

The questionnaire used to collect data concerning the attitudes toward career education of students, parents and public school teachers in the six Comprehensive Career Education Model (CCEM) sites, was developed by the Institute for Educational Development (I.E.D.). The Comprehensive Career Education Model (CCEM) attitude survey instrument items conceptualized were related directly to the learning activities associated with career education. In order to qualify each item developed, the Institute for Educational Development (I.E.D.) personnel examined them as to their relationship to the career education program as conceptualized versus the traditional curriculum. Content validity was arrived at by Institute for Educational Development personnel through development, piloting and modification of a draft inventory with a cooperating school district similar to the six CCEM LEA's. A 55 item inventory resulted from this endeavor.

In the absence of a valid external criteria for the inventory, Institute for Educational Development (I.E.D.) further tested the inventory through a construct validation effort. The basic approach is based on the 55 items in the inventory being included in a larger questionnaire. The additional items in this questionnaire were items related to respondent's knowledge of and experience in

career education. The proposed logic for the inventory's construct validation was the extensiveness of the individual's knowledge and experience in career education will directly relate to the definity and stability of his attitude toward the concept. The attitude statements were found to be the strongest in terms of emphasizing the importance of career education in schools.

Students were asked to respond to the questionnaire in the classroom. Each pupil in grades 7-12 receiving an attitude inventory was also given a questionnaire to deliver to his/her parents. All professional personnel in the Comprehensive Career Education Model (CCEM) schools were administered attitude questionnaires. The average return rate for each of the three groups of respondents was: (1) Students (86 percent), parents (64 percent), and public school teachers (83 percent). All the data for the study were collected during the week of January 17, 1972.

Study Assumptions

Assumptions were made by the researcher to include;

1. The faculties of all three colleges of education have comparable backgrounds in the area of career education since (a) all three faculties have been involved in state and/or local career education efforts, (b) the dean of each of the three faculties attended the National Conference

on Career Education for College Deans, (c) faculty of each of the three colleges of education were presented at the National Conference on Career Education for College of Education Administrators, and (d) members of each of the three faculties were represented at the Annual National Vocational and Technical Teacher Education Seminar on Career Education and the 1972 American Vocational Education Association Convention which focused on career education.

2. The attitude survey instrument derived by the Institute for Educational Development and the factor analysis of that instrument completed by data processing personnel at The Center for Vocational and Technical Education are valid.
3. Career education is a viable approach to the learning process which has implications for all of education and warrants further study.
4. Faculty members of colleges of education play a substantial role in the implementation of educational concepts, of which career education is no exception.
5. The time interval between the attitude survey of students, parents and teachers toward career education and the attitude survey of college of

education faculty members toward the career education concept, was not extensive enough to effect the results of this study.

Study Delimitations and/or Limitations

The ability to generalize the data arrived at in this study to similar educational institutions is limited due to the nature of the research sample selection procedures. The students, parents and public school teachers were selected based on their involvement in the Comprehensive Career Education Model (CCEM). The three colleges of education were selected on the basis of their involvement in career education and willingness to participate in the study.

Analysis of Data

The findings concerning each of the objectives stated in Chapter I, are reported in detail in Chapter IV. Since all data collected in the study were nominal, only percentages and non-parametric statistical procedures were used to derive meaningful information for the study objectives. The statistical treatment varied according to each research objective stated. Specifically, chi square, Cramer's V and a post hoc confidence interval procedure for k independent samples were the non-parametric statistical measures that were utilized to analyze the data

collected. The probability level for rejecting or not rejecting all null hypotheses was .05.

The study objectives and analysis techniques used for each are briefly outlined below:

Objective 1: To identify areas of agreement or disagreement between college of education faculty and students, parents and public school teachers regarding career education concepts.

Analysis: The chi square test for homogeneity was used for this analysis since individuals in the different columns of the contingency table are regarded as samples from separate and distinct populations. According to Glass and Stanley,[10] the chi square test in this instance is regarded as a test of homogeneous populations. The chi square test was used in this case to compare students, parents, public school teachers and college of education faculty samples of the four populations in terms of distributions. According to Hays,[11] the inference drawn from a significant result, or rejection of the null hypothesis, is that the different samples do not represent the same population distribution. In this case, the

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[10]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), page 333.

[11]William L. Hays, Statistics for Psychologists (Chicago: Holt, Rinehart and Winston, 1963), pages 594-595.

individual populations are partitioned into mutually exclusive and exhaustive subclasses. For this chi square test, Marasculio[12] stated:

> Consider K populations from which random samples of size $N_1, N_2 \ldots, N_k$ are selected. After the samples are obtained, let each individual element be assigned to one and only one of the following set of mutually exclusive and exhaustive subsets $A_1, A_2 \ldots, A_I$. The hypothesis to be tested is that the multinominal probability distributions for each of the populations are identical or homogeneous.

The formula for this chi square test is

$$X^2 = \sum_{K=1}^{K} \sum_{i=1}^{I} \frac{\left[X_{ki} - \hat{E}(X_{ki})\right]^2}{\hat{E}(X_{ki})}$$

where X_{ki} = observed frequency of the ith subset of population K and $E(X_{ki})$ = estimated expected frequency of the ith subset of population K.

For each contingency table found to be significant, a post hoc analysis was completed using the post hoc confidence interval procedure for k independent samples as described by Marasculio. This was done to determine what differences between the sample distributions led to the rejection of the null hypothesis. Marasculio claimed there is often reason to believe that attitudes or other variables differ across different populations, but specifically why the null

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[12] Leonard A. Marasculio, Statistical Methods for Behavioral Science Research (New York: McGraw-Hill Book Company, 1971), pages 382-385.

hypothesis is rejected is not distinguishable from the results of a chi square test for homogeneity. He also contends that there is only about one way to determine why the null hypothesis is rejected and it is to use the post hoc method to locate the sources of variability. Marascuilo[13] recommends the extension of Scheffé's Method of Multiple Contrasts to the chi square test and describes it as follows:

> The chi square analog to Scheffé's theorem. In the limit the probability is $(1-\alpha)$ that simultaneously for all linear contrast of the form $\psi = a_1 p_1 + a_2 p_2 + \cdots + a_k p_k$, where $a_1 + a_2 + \cdots + a_k = 0$, $\psi - \sqrt{X^2_{k-1}(1-\alpha)}\,SE_\psi < \psi < \psi + \sqrt{X^2_{k-1}(1-\alpha)}\,SE_\psi$
>
> One of the interpretations that may be given to this theorem is that if $X^2 > X^2_{k-1}(1-\alpha)$, then either the hypothesis of equal p values is not true or an event of probability α has occurred. If $X^2 > X^2_{k-1}(1-\alpha)$, then there is at least one linear contrast of the parameters that is different from 0. And if $X^2 < X^2_{k-1}(1-\alpha)$, then all confidence intervals computed on a post hoc basis will be certain to include the value of 0. But note, if $X^2 > X^2_{k-1}(1-\alpha)$ and the decision is made to reject the hypothesis, then there exists at least one confidence interval that will not include 0.

The sources of significant variability are determined as a result of the respective confidence intervals including 0 (not significant) or excluding 0 (significant).

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[13] Ibid., pages 380-381.

Objective 2: To determine what variables are associated with the attitudes of college of education faculty members toward career education concepts.

Analysis: The chi square test for independence was used to analyze the data relative to this objective by providing findings relative to the relationship of the demographic variables being examined and attitudes of college of education faculty members toward career education. The post hoc confidence interval procedure for k independent samples used to analyze the data relative to objective 1, was also used to analyze data relative to objective 2 to determine location of significant differences. Additionally, Cramer's V[14] was used with contingency tables which proved to be significant to determine the relationship of variables. Its formula is

$$V = \left(\frac{\phi^2}{\text{Min}(r - 1), (c - 1)} \right)^{1/2}$$

When phi is calculated for a table which is not 2 X 2, it has no upper limit. Cramer's V is used to adjust for either the number of rows or the number of columns in the table, depending on which of the two is smaller. Its value will range from 0 to 1, regardless of the size of the table being tested.

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[14] Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970), page 276.

When the table being tested is actually 2 X 2, the value of Cramer's V will be equal to that of phi. Use of this statistical test allowed the researcher to compare contingency tables having unequal dimensions.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This study was a survey of college of education faculty members' attitudes toward career education which could be compared with similar data collected by the Institute for Educational Development on students, parents and public school teacher attitudes. The objective of the study was actually twofold: (1) To identify areas of agreement or disagreement between college of education faculty members and students, parents and public school teachers regarding career education concepts. (2) To determine what variables are associated with the attitudes of college faculty members toward career education concepts. Data analyses and findings were presented separately for each objective. The first section of Chapter IV deals with the findings relating to comparisons of students, parents, public school teachers and faculty members of colleges of education. The analyses were based on data from 3,218 students, 3,218 public school teachers, 4,096 parents and 248 faculty members of colleges of education. Section II reports findings relative to variables which may be related to the attitudes of faculty members of colleges of education toward career education.

Comparison of Attitudes Toward Career Education

The responses of the four groups to the 32 career education attitude statements are reported in this section. These statements were not, of course, exhaustive in terms of relating to all aspects of the career education concepts. Insight regarding the attitudes toward these statements should help educational planners design intervention strategies for career education.

Variability in the percentages of each group checking the various categories of response to each statement was examined by creating a series of hypotheses. A chi square procedure was used to test each of the 32 hypotheses posed. Each of the hypothesis tested resulted in a rejection of the null hypothesis. The hypothesis stated below was typical for all statements:

> H_0: The distributions of students, parents, public school teachers and college faculty members among the categories of their responses to the statement "students should be told about different jobs and job requirements during the study of every subject in every grade" are the same.

A summary finding is provided concerning attitudes toward each statement. This summary is followed in each case by a report of the statistical analysis completed for each contingency table. The post hoc confidence interval procedure for k independent samples was used to determine whether or not the percentages of college faculty members checking each response category differed significantly from

the percentages of students, parents and public school teachers checking each response category.

All of the 32 attitude statements were rated by the participants on a five-point Likert scale ranging from agree to disagree. Some statements were designed so that a person could check the disagree column for a specific career education related statement and be expressing a positive attitude. Initial findings from the Institute for Educational Development's study were used to classify the 32 statements as either being positive or negative.

One purpose of this study was to compare the attitudes of college of education faculty members with those of students, parents, and teachers toward career education. Table 2 presents a summary of the data reported in section one of Chapter IV. Statements to which the percentages of college faculty members responding in "agree--agree somewhat" and "disagree--disagree somewhat" categories were found to be significantly higher or lower than the percentages of the other groups responding in the respective categories.

The post hoc confidence interval procedure for k independent samples was used to determine the comparative significance of college faculty members attitudes in response to each attitude statement and that of the other three groups.

Table 2 reflects that college faculty members were significantly more positive toward 27 of the 32 career

education attitude statements to which they were asked to respond. College faculty members were found to be significantly more negative toward five career education attitude statements:

1. Students should be told about different jobs and job requirements during the study of every subject in every grade.
2. Every student should graduate from high school with a salable skill he can use on a job.
3. Elementary school would be better if centered around the world of work.
4. The quality of education would be raised by an emphasis on jobs and work.
5. Every high school graduate should be guaranteed either further education or immediate employment.

The specific areas of significance relative to each attitudinal statement and group comparisons are reported in Tables 3 through 34. Column percent totals for students, parents and public school teachers in these tables do not equal 100 percent due to the lack of response to some of the statements by respondents from each of the three groups. Since the results of the comparative analyses on students, parents and public school teachers responses to the 32 attitude statements were reported earlier in the study and did not constitute the primary purpose of this study, specific analysis data on the comparison among these three groups were not reported.

Generally, Table 3 shows that all four groups of respondents appeared in agreement that students require

TABLE 2

STATEMENTS FOUND TO BE STATISTICALLY SIGNIFICANT FOR COLLEGE FACULTY MEMBERS WHEN COMPARED WITH RESPONSES OF STUDENTS, PARENTS AND PUBLIC SCHOOL TEACHERS

Attitude Statement	Response to Statements		Attitude Toward Career Education Reflected by Response to Statement by College Faculty Members
	Agree Agree-Somewhat	Disagree Disagree-Somewhat	
Students should be told about different jobs and job requirements during the study of every subject in every grade		X	Negative
Career education is another name for vocational education		X	Positive
Elementary school is too early for a student to start thinking about career opportunities . . .		X	Positive
Every student should have at least one paying job before graduating from high school . .	X		Positive
Career education will be of greater long term value to boys than to girls		X	Positive
A student's choice of career can be changed by career education in school	X		Positive

TABLE 2--Continued

Attitude Statement	Response to Statements		Attitude Toward Career Education Reflected by Response to Statement by College Faculty Members
	Agree Agree-Somewhat	Disagree Disagree-Somewhat	
One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation		X	Positive
Visits from industrial chemists would create more interest in a chemistry class	X		Positive
Every student should graduate from high school with a saleable skill he can use on a job . . .		X	Negative
Students going onto college should not make their career plans while in high school		X	Positive
Every high school graduate should be guaranteed either further education or immediate employment . .		X	Negative
Elementary school would be better if centered around the world of work		X	Negative

TABLE 2--Continued

Attitude Statement	Response to Statements		Attitude Toward Career Education Reflected by Response to Statement by College Faculty Members
	Agree Agree-Somewhat	Disagree Disagree-Somewhat	
The school guidance department should carry the primary responsibility for career education . .		X	Positive
There are areas in the school program more important than career education that need our time, money and effort		X	Positive
An effective program of career education would lower the school dropout rate	X		Positive
Students should hold several kinds of jobs before leaving high school	X		Positive
The present high school vocational education courses teach students enough about the world of work . .		X	Positive
Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs	X		Positive

TABLE 2--Continued

Attitude Statement	Response to Statements		Attitude Toward Career Education Reflected by Response to Statement by College Faculty Members
	Agree Agree-Somewhat	Disagree Disagree-Somewhat	
Courses such as art and music would be damaged by including information about job possibilities in those fields		X	Positive
If schools were career-oriented, they would be useful to more students	X		Positive
Most local business and professional people would help with a career program in the schools . .	X		Positive
Career education will cost money but will be a saving for society because of an increase in employment	X		Positive
Our local community should pay for career education if the state and federal governments cannot . .	X		Positive
Local residents would be eager to visit schools to talk to students about their jobs	X		Positive

TABLE 2--Continued

Attitude Statement	Response to Statements: Agree / Agree-Somewhat	Response to Statements: Disagree / Disagree-Somewhat	Attitude Toward Career Education Reflected by Response to Statement by College Faculty Members
Students who are good in history should be told about jobs in this field	X		Positive
Career education should be available to all students from kindergarten through grade 12	X		Positive
Separate courses on career education would be better than incorporating this subject into existing courses		X	Positive
Foreign language teachers should teach about careers in their classes	X		Positive
The ways mathematics can be used in jobs can be taught in a few days in every mathematics course	X		Positive
Career education should be taught by special career education teachers rather than by regular teachers		X	Positive

TABLE 2--Continued.

Attitude Statement	Response to Statements		Attitude Toward Career Education Reflected by Response to Statement by College Faculty Members
	Agree Agree-Somewhat	Disagree Disagree-Somewhat	
The quality of education would be raised by an emphasis on jobs and work		X	Negative
Career education is just another fad that will soon be **forgotten**		X	Positive

knowledge of different jobs and job requirements during the study of every subject in every grade. Approximately 70 percent of students, parents and public school teachers either agree or somewhat agree with this attitude statement. While less than 20 percent of students, parents and public school teachers disagreed or somewhat disagreed with the statement, Table 3 reports that nearly 40 percent of the college faculty was in this category.

Post hoc analysis of the data contained in Table 3 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree somewhat" than did students.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "undecided" than did students, parents and public school teachers.

This analysis showed college faculty members as being the most negative group with regard to career education.

Table 4 reports a variation in the degree of agreement among the four groups concerning career education being another name for vocational education. In response to the "agree" and "agree somewhat" categories students reported

TABLE 3

STUDENTS SHOULD BE TOLD ABOUT DIFFERENT JOBS AND JOB REQUIREMENTS DURING THE STUDY OF EVERY SUBJECT IN EVERY GRADE

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	965	30	1229	30	772	24	46	18.5
Agree Somewhat	1287	40	1720	42	1384	43	97	39.1
Undecided	451	14	287	7	193	6	8	3.3
Disagree Somewhat	322	10	655	16	708	22	45	18.1
Disagree	64	2	82	2	97	3	52	21
Total Responses	3089	96	3973	97	3154	98	248	100.0

Chi square = 646.78 df = 12 $p < .001$

42 percent, parents 50 percent, public school teachers 36 percent, and college faculty members registered a 25 percent level of agreement. A considerable range in disagreement was also observed. While 20 percent or less of the student and parent groups responded in the "disagree somewhat" and "disagree" categories, 49 percent of the public school teachers and 64 percent of the college faculty responded in this direction. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Post hoc analysis of the data recorded in Table 4 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree somewhat" than did students.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "undecided" than did students and parents.
   -- "disagree somewhat" than did public school teachers.

This analysis showed college faculty members as being the most positive group with regard to career education.

TABLE 4

CAREER EDUCATION IS ANOTHER NAME FOR VOCATIONAL EDUCATION

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	257	8	328	9	193	6	20	8.1
Agree Somewhat	1094	34	1720	42	965	30	43	17.3
Undecided	1384	43	860	21	386	12	26	10.6
Disagree Somewhat	290	9	737	18	1319	41	57	23.0
Disagree	64	2	82	2	257	8	102	41.0
Total Responses	3089	96	3727	91	3120	97	248	100.0

Chi square = 2412.71 df = 12 $p < .001$

Approximately 40 percent of the students and parents agreed or agreed somewhat that elementary school was too early for a student to begin thinking about career opportunities while only 19 percent of public school teachers and faculty members responded in this manner (see Table 5). Thirty-nine percent of the students and 54 percent of the parents disagreed somewhat or disagreed with this statement, while nearly 70 percent of the public school teachers and college faculty members were observed to disagree. Respondents indicating disagreement with this statement were regarded as being positive toward the education concept.

Post hoc analysis of the data shown in Table 5 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "undecided" than did parents and public school teachers.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students.
   -- "agree somewhat" than did students and parents.

This analysis showed college faculty members as being the most positive group with regard to career education.

All four groups appeared supportive of the statement that every student should have at least one paying job

TABLE 5

ELEMENTARY SCHOOL IS TOO EARLY FOR A STUDENT TO START THINKING ABOUT CAREER OPPORTUNITIES

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	515	16	409	10	161	5	19	7.7
Agree Somewhat	901	28	1065	26	451	14	30	12.1
Undecided	418	13	205	5	161	5	28	11.2
Disagree Somewhat	901	28	1808	44	1802	56	78	31.5
Disagree	354	11	410	10	579	18	93	37.5
Total Responses	3089	96	3897	95	3154	98	248	100.0

Chi square = 1068.91 df = 12 $p < .001$

before graduating from high school. Table 6 reflects that approximately 70 percent of each of the four groups responded in the "agree" and "agree somewhat" categories, while 18 percent or less of each group responded in the "disagree somewhat" and "disagree" categories.

Post hoc analysis of the data shown in Table 6 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did students, parents and public school teachers.
   -- "disagree somewhat" than did parents and public school teachers.

This analysis showed college faculty members as the most positive group with regard to career education.

While approximately 35 percent of the students and parents responded in the "agree" and "agree somewhat" categories, Table 7 depicts only 18 percent of the public school teachers and seven percent of the college faculty members as agreeing that career education will be of greater long term value to boys than to girls. Less than 50 percent of the students and parents responding disagreed

TABLE 6

EVERY STUDENT SHOULD HAVE AT LEAST ONE PAYING JOB BEFORE GRADUATING FROM HIGH SCHOOL

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	998	31	1147	28	611	19	111	44.8
Agree Somewhat	1287	40	1888	46	1545	48	82	33.1
Undecided	515	16	328	8	418	13	27	10.9
Disagree Somewhat	290	9	451	11	483	15	15	6.0
Disagree	64	2	82	2	64	2	13	5.2
Total Responses	3154	98	3896	95	3121	97	248	100.0

Chi square = 328.10 df = 12 $p < .001$

with this statement. A significant degree of disagreement was noted among public school teachers and college faculty members, with 73 percent and 85 percent respectively responding in the "disagree" and "disagree somewhat" categories. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Post hoc analysis of the data shown in Table 7 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students and parents.
   -- "agree somewhat" than did students, parents and public school teachers.
   -- "undecided" than did students.
   -- "disagree somewhat" than did parents and public school teachers.

This analysis showed college faculty members as the most positive group with regard to career education.

Students and parents varied in agreement from 62 to 69 percent that a student's choice of career can be changed by career education in school. Public school teachers and

TABEL 7

CAREER EDUCATION WILL BE OF GREATER LONG TERM VALUE TO BOYS THAN TO GIRLS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	354	11	391	9	97	3	6	2.4
Agree Somewhat	708	22	1069	26	483	15	12	4.8
Undecided	837	26	410	10	225	7	19	7.7
Disagree Somewhat	772	24	1597	39	1770	55	65	26.2
Disagree	451	14	410	10	578	18	146	58.9
Total Responses	3122	97	3877	94	3153	98	248	100.0

Chi square = 1600.60 df = 12 $p < .001$

college faculty members reported 83 percent and 88 percent levels of agreement respectively. While only five percent or less of the public school teachers and college faculty members responded in the "disagree" and "disagree somewhat" categories, nearly 10 percent of the students and parents was found in these categories (see Table 8).

Post hoc analysis of the data recorded in Table 8 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did students, parents and public school teachers.
   -- "undecided" than did students.
   -- "disagree somewhat" than did students, parents, and public school teachers.
   -- "disagree" than did students, parents and public school teachers.

This analysis showed college faculty members as the most positive group with regard to career education.

Observation of the data in Table 9 revealed that all four groups were supportive concerning the ease of predicting a child's eventual career by looking at his family's ambitions for him and his father's occupation.

TABLE 8

A STUDENT'S CHOICE OF CAREER CAN BE CHANGED BY CAREER EDUCATION IN SCHOOL

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	451	14	409	10	547	17	139	56
Agree Somewhat	1545	48	2417	59	2124	66	79	31.9
Undecided	805	25	655	16	322	10	26	10.5
Disagree Somewhat	257	8	387	7	162	4	3	1.2
Disagree	64	2	82	2	32	1	1	.4
Total Responses	3122	97	3950	94	3187	98	248	100.0

Chi square = 783.24 df = 12 $p < .001$

Approximately 15 percent of each groups responses were in the "agree" and "agree somewhat" categories. While the parents, public school teachers and college faculty members responded in the "disagree somewhat" and "disagree" categories at the 70 to 80 percent level, only 56 percent of the students was found in these categories. Over 20 percent of the student respondent group was found in the "undecided" category. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Post hoc analysis of the data recorded in Table 9 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "undecided" than did students.
   -- "disagree somewhat" than did parents and public school teachers.

This analysis showed college faculty members as the most positive group with regard to career education.

All four groups appeared supportive concerning visits from industrial chemists as a means of creating more interest in a chemistry class. Variation in response to the "agree"

TABLE 9

ONE CAN EASILY PREDICT A CHILD'S EVENTUAL CAREER BY LOOKING AT HIS FAMILY'S AMBITIONS FOR HIM AND HIS FATHER'S OCCUPATION

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	129	4	123	3	32	1	5	2.0
Agree Somewhat	451	14	451	11	322	10	27	10.9
Undecided	708	22	328	8	257	8	20	8.0
Disagree Somewhat	1062	33	2171	53	1963	61	80	32.3
Disagree	740	23	819	20	579	18	116	46.8
Total Responses	3090	96	3892	95	3153	98	248	100.0

Chi square = 830.06 df = 12. $p < .001$

and "agree somewhat" categories ranged from 55 percent for students to 77 percent for college faculty (see Table 10). While 13 percent of the students responded negatively to this statement, only eight percent of the parents, nine percent of the public school teachers and six percent of college faculty members responded in the "disagree somewhat" and "disagree" categories.

Post hoc analysis of the data reflected in Table 10 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents, and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did parents and public school teachers.
   -- "undecided" than did students.
   -- "disagree somewhat" than dis students.

This analysis showed college faculty members the most positive group with regard to career education.

Table 11 shows a possible high degree of support among students, parents and public school teachers regarding every student graduating from high school with a salable skill he can use on a job. While 71 to 75 percent of the students, parents and public school teachers

TABLE 10

VISITS FROM INDUSTRIAL CHEMISTS WOULD CREATE MORE INTEREST IN A CHEMISTRY CLASS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	451	14	632	13	386	12	85	34.3
Agree Somewhat	1319	41	2253	55	1882	57	106	42.7
Undecided	933	29	778	19	611	19	41	16.6
Disagree Somewhat	322	10	287	7	249	8	12	4.8
Disagree	97	3	41	1	32	1	4	1.6
Total Responses	3122	97	3991	95	3160	97	248	100.0

Chi square = 381.60 df = 12 $p < .001$

responded in the "agree" and "agree somewhat" categories, only 60 percent of the college faculty members responded favorably to this statement. Additionally, 29 percent of the college faculty members were observed in Table 11 to "disagree somewhat" or "disagree" with this statement, while the range of disagreement among students, parents and public school teachers was only 10 to 17 percent in these response categories.

Post hoc analysis of the data shown in Table 11 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree somewhat" than did students.
   -- "disagree" than did students, parents, and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did students, parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

Table 12 reflects a variation in response to the "agree" and "agree somewhat" categories was 11 percent for public school teachers to 18 percent for students with regard to students going on to college not making their career plans while in high school. While over 70 percent of parents, public school teachers and college faculty members

TABLE 11

EVERY STUDENT SHOULD GRADUATE FROM HIGH SCHOOL WITH A SALEABLE SKILL HE CAN USE ON A JOB

Response Category	Study Group							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	837	26	983	24	772	24	74	29.8
Agree Somewhat	1448	45	2089	51	1577	49	76	30.6
Undecided	515	16	287	7	257	8	26	10.6
Disagree Somewhat	257	8	492	12	483	15	38	15.3
Disagree	64	2	41	1	64	2	34	13.7
Total Responses	3121	97	3892	95	3153	98	248	100.0

Chi square = 463.80 df = 12 $p < .001$

responded in the "disagree somewhat" and "disagree" categories, only 61 percent of the students responded in this direction. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Post hoc analysis of the data recorded in Table 12 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students.
   -- "undecided" than did students.
   -- "disagree somewhat" than did parents and public school teachers.

This analysis showed college faculty members the most negative group with regard to career education.

While all four study groups responded in the "agree" and "agree somewhat" categories at approximately the 50 percent response level regarding every high school graduate being guaranteed either further education or immediate employment, parents, public school teachers and college faculty members reportedly were more negative than students in response to this statement. Table 13 reflects response levels for the "disagree somewhat" and "disagree" categories

TABLE 12

STUDENTS GOING ON TO COLLEGE SHOULD NOT MAKE THEIR CAREER PLANS WHILE IN HIGH SCHOOL

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	193	6	168	4	64	2	5	2.0
Agree Somewhat	386	12	451	11	290	9	33	13.3
Undecided	547	17	328	8	257	8	25	10.1
Disagree Somewhat	1158	36	2294	56	1995	62	93	37.5
Disagree	805	25	655	16	565	16	92	37.1
Total Responses	3089	96	3896	95	3171	97	248	100.0

Chi square = 613.26 df = 12 $p < .001$

were 18 percent for students, 29 percent for public school teachers and 36 percent for college faculty members.

Post hoc analysis of the data recorded in Table 13 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did public school teachers.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "undecided" than did students.
   -- "disagree somewhat" than did parents and public school teachers.

This analysis showed college faculty members the most negative group with regard to career education.

Table 14 reports all four groups as agreeing to some extent that elementary school would be better if centered around the world of work. The range in response percentages shown in the "disagree" and "disagree somewhat" categories was extensive. The lowest agreement with the statement was recorded for students who indicated a 25 percent response rate in the "agree" and "agree somewhat" categories, with college faculty constituting the upper extreme with a response rate of 36 percent. In comparison, students (as shown in Table 14) had a 31 percent response rate in the "disagree somewhat" and "disagree" categories, and college

TABLE 13

EVERY HIGH SCHOOL GRADUATE SHOULD BE GUARANTEED EITHER FURTHER EDUCATION OR IMMEDIATE EMPLOYMENT

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	547	17	696	17	386	12	46	18.5
Agree Somewhat	950	28	1434	35	1158	36	73	29.4
Undecided	1062	33	573	14	451	14	41	16.6
Disagree Somewhat	451	14	942	23	998	28	40	16.1
Disagree	129	4	246	6	225	7	48	19.4
Total Responses	3139	96	3891	95	3218	97	248	100.0

Chi square = 772.99 df = 12 $p < .001$

faculty members had a response rate of 49 percent.

Post hoc analysis of the data recorded in Table 14 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did parents and public school teachers.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "undecided" than did students and public school teachers.
   -- "disagree somewhat" than did parents.

This analysis showed college faculty members the most negative group with regard to career education.

While students and parents appeared to agree that school guidance personnel should be responsible for career education in schools, public school teachers and college faculty members indicated agreement with this statement to a lessor extent (see Table 15). Students and parents reported only 14 percent and 24 percent response levels respectively in the "disagree somewhat" and "disagree" categories, while public school teachers and college faculty members responded in these categories at the 50 percent and 64 percent response levels respectively. Respondents indicating disagreement with this statement were regarded as

TABLE 14

ELEMENTARY SCHOOL WOULD BE BETTER IF CENTERED AROUND THE WORLD OF WORK

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	193	6	205	5	129	4	25	10.1
Agree Somewhat	612	19	901	22	901	28	63	25.4
Undecided	1223	38	860	21	740	23	39	15.7
Disagree Somewhat	772	24	1556	38	1158	36	71	28.6
Disagree	225	7	246	6	161	5	50	20.2
Total Responses	3025	94	3768	92	3089	96	248	100.0

Chi square = 514.18 df = 12 $p < .001$

TABLE 15

THE SCHOOL GUIDANCE DEPARTMENT SHOULD CARRY THE PRIMARY RESPONSIBILITY FOR CAREER EDUCATION

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	290	9	287	7	129	4	23	9.3
Agree Somewhat	1255	39	1597	39	837	26	31	12.5
Undecided	1062	33	901	22	579	18	35	14.0
Disagree Somewhat	386	12	901	22	1416	44	80	32.3
Disagree	64	2	82	2	193	6	79	31.9
Total Responses	3057	95	3768	92	3154	98	248	100.0

Chi square = 1611.62 df = 12 $p < .001$

responded in this direction. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Post hoc analysis of the data recorded in Table 16 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did students and public school teachers.
   -- "undecided" than did students.
   -- "disagree somewhat" than did public school teachers.

This analysis showed college faculty members the most positive with regard to career education.

Data in Table 17 indicate parents, public school teachers and college faculty members support the statement that an effective program of career education would lower the dropout rate. All three groups are shown as having a response level in the "agree" and "agree somewhat" categories greater than 70 percent, while only a 43 percent

TABLE 16

THERE ARE AREAS IN THE SCHOOL PROGRAM MORE IMPORTANT THAN CAREER EDUCATION THAT NEED OUR TIME, MONEY AND EFFORT

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	290	9	369	9	225	7	40	16.1
Agree Somewhat	965	30	1147	28	965	30	54	21.8
Undecided	1094	34	1024	25	837	26	58	23.4
Disagree Somewhat	515	16	1065	26	933	29	54	21.8
Disagree	161	5	123	3	97	3	42	16.9
Total Responses	3025	94	3728	91	3057	95	248	100.0

Chi square = 341.55 df = 12 $p < .001$

response was noted for students in these categories. Additionally, students were recorded as having a 23 percent response level in the "disagree somewhat" and "disagree" categories, while parents, public school teachers and college faculty members showed less than a 10 percent response level.

Post hoc analysis of the data recorded in Table 17 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "agree somewhat" than did students.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did parents and public school teachers.
   -- "undecided" than did students.
   -- "disagree somewhat" than did students.

This analysis showed college faculty members the most positive group with regard to career education.

Considerable difference was observed in Table 18 among the four groups concerning positive response to students holding several kinds of jobs prior to leaving high school. Students and parents responded at a 43 percent and 48 percent level respectively in the "agree" and "agree somewhat" categories, while public school teachers were observed at a 53 percent level and college faculty 63

TABLE 17

AN EFFECTIVE PROGRAM OF CAREER EDUCATION WOULD LOWER THE SCHOOL DROPOUT RATE

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	322	10	737	18	579	18	82	33.1
Agree Somewhat	1062	33	2171	53	1930	60	104	41.9
Undecided	933	29	532	13	418	13	41	16.5
Disagree Somewhat	611	19	328	8	193	6	13	5.2
Disagree	129	4	41	1	32	1	8	3.2
Total Responses	3026	95	3809	93	3152	98	248	100.0

Chi square = 498.40 df = 12 $p < .001$

percent. A narrower range of negative response to the statement was observed. Twenty-three percent of the students responding in the "disagree somewhat" and "disagree" categories, while 28 percent of the parents, 25 percent of the public school teachers and 17 percent of the college faculty responding in a like manner.

Post hoc analysis of the data recorded in Table 18 resulted in the following statistically significant differences with regard to the attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "agree somewhat" than did students and parents.
   -- "disagree" than did parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "undecided" than did students.
   -- "disagree somewhat" than did students, parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

Only a low percentage of the four groups of respondents agreed that present high school vocational education courses teach students enough about the world of work (see Table 19). Twenty-eight percent of the students, 16 percent of the parents, six percent of the public school teachers

TABLE 18

STUDENTS SHOULD HOLD SEVERAL KINDS OF JOBS BEFORE LEAVING HIGH SCHOOL

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	322	10	328	8	194	6	39	15.7
Agree Somewhat	1062	33	1638	40	1480	46	48	47.5
Undecided	933	29	696	17	740	23	48	19.4
Disagree Somewhat	611	19	1065	26	772	24	24	9.7
Disagree	129	4	82	2	32	1	19	7.7
Total Responses	3057	95	3809	93	3218	100	248	100.0

Chi square = 359.64 df = 12 $p < .001$

and 7 percent of the college faculty responded in the "agree" and "agree somewhat" categories. In comparison, 31 percent of the students, 53 percent of the parents, 68 percent of the public school teachers and 83 percent of the college faculty reflected their disagreement with this statement by responding in the "disagree somewhat" and "disagree" categories. Respondents indicating disagreement with this statement were regarded as being positive toward the career education concept.

Post hoc analysis of the data recorded in Table 19 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree somewhat" than did students.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students and parents.
   -- "agree somewhat" than did students and parents.
   -- "disagree somewhat" than did parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

College faculty, as can be seen in Table 20, had the most positive attitude toward the statement "elementary school students should have workmen, such as postmen,

TABLE 19

THE PRESENT HIGH SCHOOL VOCATIONAL EDUCATION COURSES TEACH STUDENTS ENOUGH ABOUT THE WORLD OF WORK

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	193	6	123	3	32	1	3	1.2
Agree Somewhat	708	22	532	13	164	5	14	5.6
Undecided	1159	36	1024	25	772	24	25	10.1
Disagree Somewhat	772	24	1802	44	1866	58	82	33.1
Disagree	225	7	369	9	322	10	124	50.0
Total Responses	3057	95	3850	94	3153	98	248	100.0

Chi square = 1497.43 df = 12 $p < .001$

garment workers, and electricians coming to school to talk about their jobs. Approximately 87 percent of them responded in the "agree" and "agree somewhat" categories. Fifty percent of the students, 63 percent of the parents and 80 percent of the public school teachers responded in a similar direction. Students showed the most negative attitude toward this statement with 21 percent responding in the "disagree somewhat" and "disagree" categories, with parents, public school teachers and college faculty observed at 19 percent, 8 percent and 7 percent response levels respectively.

Post hoc analysis of the data recorded in Table 20 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did teachers.
   -- "undecided" than did students and parents.
   -- "disagree somewhat" than did students, parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

Public school teachers and college faculty were observed in Table 21 as being in least agreement with

TABLE 20

ELEMENTARY SCHOOL STUDENTS SHOULD HAVE WORKMEN, SUCH AS POSTMEN, GARMENT WORKERS, AND ELECTRICIANS, COMING TO SCHOOL TO TALK ABOUT THEIR JOBS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	418	13	573	14	547	17	111	44.8
Agree Somewhat	1191	37	2007	49	2027	63	104	41.9
Undecided	740	23	492	12	257	8	15	6.1
Disagree Somewhat	515	16	655	16	257	8	10	4.0
Disagree	161	5	123	3	32	1	8	3.2
Total Responses	3025	94	3950	94	3146	97	248	100.0

Chi Square = 860.32 df = 12 $p < .001$

regard to courses such as art and music being damaged by including information about job possibilities in those fields. Only 5 percent and 6 percent respectively responded in the "agree" and "agree somewhat" categories. Student response was 21 percent and parents responded at a 16 percent level to the same categories. Students were also observed as responding at a 46 percent level in the "disagree somewhat" and "disagree" categories, while parents registered a 53 percent response level, public school teachers 85 percent and college faculty a 91 percent response level. Respondents indicating disagreement with this statement were regarded as positive toward the career education concept.

Post hoc analysis of the data recorded in Table 21 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students.
   -- "agree somewhat" than did students and parents.
   -- "undecided" than did students.
   -- "disagree somewhat" than did parents and public school teachers.

TABLE 21

COURSES SUCH AS ART AND MUSIC WOULD BE DAMAGED BY INCLUDING INFORMATION ABOUT JOB POSSIBILITIES IN THOSE FIELDS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	161	5	123	3	32	1	5	2.0
Agree Somewhat	515	16	532	13	129	4	9	3.6
Undecided	869	27	1024	25	257	8	8	3.3
Disagree Somewhat	998	31	1802	44	2060	64	75	30.2
Disagree	482	15	369	9	676	21	151	60.9
Total Response	3025	94	3850	94	3154	98	248	100.0

Chi square = 1598.80 df = 12 $p < .001$

This analysis showed college faculty members the most positive group with regard to career education.

Observation of Table 22 shows that while only 56 percent of the students and 68 percent of the parents were found to have responded in the "agree" and "agree somewhat" categories, public school teachers and college faculty were in considerably higher agreement concerning schools with a careers orientation as being of use to more students. They responded at 76 percent and 78 percent levels respectively. All four groups reflected relatively low disagreement toward the statement, with all groups responding at less than the 10 percent level in the "disagree somewhat" and "disagree" categories.

Post hoc analysis of the data recorded in Table 22 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did parents and public school teachers.
   -- "undecided" than did students.
   -- "disagree somewhat" than did parents.

This analysis showed college faculty members the most positive group with regard to career education.

TABLE 22

IF SCHOOLS WERE CAREER-ORIENTED, THEY WOULD BE USEFUL TO MORE STUDENTS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	483	15	614	15	515	16	92	37.1
Agree Somewhat	1319	41	2171	53	1930	60	103	41.5
Undecided	933	29	655	16	451	14	38	15.4
Disagree Somewhat	225	7	328	8	225	7	11	4.4
Disagree	64	2	41	1	32	1	4	1.6
Total Responses	3024	94	3809	93	3153	98	248	100.0

Chi square = 437.80 df = 12 $p < .001$

Table 23 reveals wide variation in responses among the four groups with regard to the willingness of business and professional people to become involved in career education. College faculty were observed to have a high level of agreement toward this statement, with more than 85 percent responding in the "agree" and "agree somewhat" categories. Students, parents, and public school teachers responded to the same statement at the 52 percent, 60 percent and 66 percent levels respectively. While a high degree of divergence existed among the four groups regarding agreement with the statement, all four groups responded at a 10 percent or less level in the "disagree somewhat" and "disagree" categories. It is interesting to note that more than 20 percent of the students, parents and public school teachers responding were "undecided" concerning their attitude toward this statement.

Post hoc analysis of the data recorded in Table 23 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did parents and teachers.
   -- "undecided" than did students, parents and public school teachers.

TABLE 23

MOST LOCAL BUSINESS AND PROFESSIONAL PEOPLE WOULD HELP WITH A CAREER PROGRAM IN THE SCHOOLS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	322	10	410	10	257	8	114	46.0
Agree Somewhat	1352	42	2048	50	1866	58	97	39.1
Undecided	998	31	942	23	772	24	28	11.3
Disagree Somewhat	257	8	328	8	225	7	8	3.2
Disagree	64	2	41	1	32	1	1	0.4
Total Responses	2993	93	3769	92	3152	98	248	100.0

Chi square = 484.56 df = 12 $p < .001$

-- "disagree somewhat" than did students, parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

While considerable agreement was observed among students (54 percent), parents (63 percent) and public school teachers (62 percent) concerning career education being a cost saving for society because of an increase in employment, college faculty exceeded their respective response levels with a total of 71 percent of their responses in the "agree" and "agree somewhat" categories (see Table 24). Nine percent of the responses from all four groups were in the "disagree somewhat" and "disagree" categories. It is interesting to note that approximately 20 percent or more of the responses from each of the four groups were in the "undecided" category.

Post hoc analysis of the data shown in Table 24 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "disagree" than did students, parents and public school teachers.

TABLE 24

CAREER EDUCATION WILL COST MONEY BUT WILL BE A SAVING FOR SOCIETY. BECAUSE OF AN INCREASE IN EMPLOYMENT

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	451	11	573	14	386	12	67	27.0
Agree Somewhat	1287	43	2007	49	1609	50	109	44.0
Undecided	1030	34	860	21	837	26	48	19.4
Disagree Somewhat	225	7	328	8	257	8	10	4.0
Disagree	64	2	41	1	32	1	14	5.6
Total Responses	3057	97	3809	93	3121	97	248	100.0

Chi square = 220.68 df = 12 $p < .001$

2. A lower percentage of college faculty checked

-- "undecided" than did students and public school teachers.

-- "disagree somewhat" than did parents.

This analysis showed college faculty members the most positive group with regard to career education.

Observation of Table 25 revealed support among students, parents, and public school teachers regarding the statement of where the cost burden for career education should be placed. In response to the "agree" and "agree somewhat" categories, students were at a 37 percent response level, parents at 41 percent and public school teachers observed at 45 percent. College faculty responded at a 69 percent level to these two categories. While students, parents and public school teachers disagreement with the statement approximated the 20 percent level, only 13 percent of college faculty responses were in the "disagree somewhat" and "disagree" categories.

Post hoc analysis of the data recorded in Table 25 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked

-- "agree" than did students, parents and public school teachers.

-- "agree somewhat" than did students.

TABLE 25

OUR LOCAL COMMUNITY SHOULD PAY FOR CAREER EDUCATION IF THE STATE AND FEDERAL GOVERNMENTS CANNOT

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	290	9	246	6	129	4	67	27.0
Agree Somewhat	901	28	1434	35	1319	41	104	41.9
Undecided	1191	37	1065	26	998	31	46	18.6
Disagree Somewhat	451	14	778	19	547	17	20	8.1
Disagree	161	5	205	5	97	3	11	4.4
Total Responses	2994	93	3728	91	3090	96	248	100.0

Chi square = 418.08 df = 12 $p < .001$

2. A lower percentage of college faculty checked
   -- "undecided" than did students, parents and public school teachers.
   -- "disagree somewhat" than did students, parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

Data presented in Table 26 clearly indicates a wide variation existed concerning the attitude among the four groups regarding the willingness of local residents to participate in career oriented classroom activities of the school. Both students and public school teachers registered a 60 percent response level in the "agree" and "agree somewhat" categories, while parents responded at a 51 percent level and college faculty were 74 percent. Students and public school teachers responded at a 10 percent level in the "disagree somewhat" and "disagree" categories, with parents responding at a 13 percent level and college faculty observed at the 8 percent level of response.

Post hoc analysis of the data presented in Table 26 resulted in the following statistically significant differences with regard to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.

TABLE 26

LOCAL RESIDENTS WOULD BE EAGER TO VISIT SCHOOLS TO TALK TO STUDENTS ABOUT THEIR JOBS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	354	12	328	8	257	8	77	31.0
Agree Somewhat	1191	40	1761	43	1673	52	106	42.7
Undecided	1062	26	1188	29	901	28	45	18.2
Disagree Somewhat	322	11	492	12	290	9	17	6.9
Disagree	64	2	41	1	32	1	3	1.2
Total Responses	2993	91	3810	93	3153	98	248	100.0

Chi square = 279.87 df = 12 $p < .001$

2. A lower percentage of college faculty checked
   -- "agree somewhat" than did public school teachers.
   -- "undecided" than did students, parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

A high degree of agreement existed among public school teachers (83 percent) and college faculty members (84 percent) concerning the fact that students who are good in history should be told about jobs in the field. Fifty-six percent of the students and 73 percent of the parents also responded in the "agree" and "agree somewhat" categories. While 14 percent of the students showed disagreement with the concept by responding in the "disagree somewhat" and "disagree" categories, only eight percent of the parents, five percent of the public school teachers and seven percent of the college faculty responded in this manner.

Post hoc analysis of the data recorded in Table 27 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did parents and public school teachers.

TABLE 27

STUDENTS WHO ARE GOOD IN HISTORY SHOULD BE TOLD ABOUT JOBS IN THIS FIELD

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	483	15	532	13	386	12	120	48.4
Agree Somewhat	1319	41	2458	60	2285	71	89	35.9
Undecided	740	23	492	12	290	9	22	8.9
Disagree Somewhat	354	11	287	7	129	4	12	4.8
Disagree	97	3	41	1	32	1	5	2.0
Total Responses	2993	93	3810	93	3122	97	248	100.0

Chi square = 906.07 df = 12 $p < .001$

-- "undecided" than did students.

-- "disagree somewhat" than did students.

This analysis showed college faculty members the most positive group with regard to career education.

Table 28 reveals that all four groups support the statement concerning the idea of making career education available to all students K-12. Public school teachers and college faculty were highly congruent regarding agreement toward this statement. The two groups responded at a 68 percent and 69 percent level respectively in the "agree" and "agree somewhat" categories, while only a 38 percent response for students and 49 percent response from parents was observed for the same statement. Both students and parents responded at a 31 percent level of disagreement concerning the statement, while only 19 percent of the public school teachers and 20 percent of the college faculty responded in the "disagree somewhat" and "disagree" categories.

Post hoc analysis of the data recorded in Table 28 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "disagree" than did parents and public school teachers.

TABLE 28

CAREER EDUCATION SHOULD BE AVAILABLE TO ALL STUDENTS FROM KINDERGARTEN THROUGH GRADE 12

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	418	13	532	13	547	17	103	41.5
Agree Somewhat	805	25	1475	36	1641	51	68	27.4
Undecided	805	25	532	13	354	11	27	10.9
Disagree Somewhat	675	21	1104	27	515	16	27	10.9
Disagree	322	10	164	4	97	3	23	9.3
Total Responses	3025	94	3807	83	3154	98	248	100.00

Chi square = 962.68 df = 12 $p < .001$

2. A lower percentage of college faculty checked
   -- "agree somewhat" than did parents and public school teachers.
   -- "undecided" than students.
   -- "disagree somewhat" than did students and parents.

This analysis showed college faculty members the most positive group with regard to career education.

Table 29 reveals apparent differences exist in attitudes among the four groups concerning the development of special courses on career education. Forty-one percent of both the students and parents were in favor of this statement, while only 23 percent of the teachers and 9 percent of the college faculty responded in the "agree" and "agree somewhat" categories. In contrast, 76 percent of the college faculty, 56 percent of the teachers, 25 percent of the parents and 11 percent of the students responded in the "disagree somewhat" and "disagree" categories. An interesting consideration is that 41 percent of the students and 24 percent of the parents indicated that they were "undecided" concerning their attitude toward this statement. Respondents indicating disagreement with this statement were regarded as positive toward the career education concept.

Post hoc analysis of the data recorded in Table 29 resulted in the following statistically significant

TABLE 29

SEPARATE COURSES ON CAREER EDUCATION WOULD BE BETTER THAN INCORPORATING THIS SUBJECT INTO EXISTING COURSES

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	290	9	287	7	97	3	8	3.2
Agree Somewhat	1030	37	1393	34	644	20	15	6.0
Undecided	1319	41	983	24	579	18	35	14.2
Disagree Somewhat	290	9	942	23	1577	49	70	28.2
Disagree	64	2	82	2	225	7	120	48.4
Total Responses	2993	93	3687	90	3122	97	248	100.0

Chi square = 2717.04 df = 12 $p < .001$

differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "disagree somewhat" than did students.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students and parents.
   -- "agree somewhat" than did students, parents and public school teachers.
   -- "undecided" than did students and parents.
   -- "disagree somewhat" than did public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

Agreement concerning foreign language teachers teaching about careers in their courses was strongest among public school teachers and college faculty members with both groups responding to the "agree" and "agree somewhat" categories in excess of the 70 percent response level (see Table 30). The same statement received a 46 percent response in these categories from parents. The most disagreement came from the student group (21 percent), while parents, public school teachers and college faculty members registered only 18 percent, 9 percent and 10 percent responses respectively in the "disagree somewhat" and "disagree" categories.

TABLE 30

FOREIGN LANGUAGE TEACHERS SHOULD TEACH ABOUT CAREERS IN THEIR CLASSES

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	257	8	328	8	290	9	95	38.3
Agree Somewhat	1223	38	2048	50	2060	64	96	38.7
Undecided	837	26	696	17	547	17	31	12.6
Disagree Somewhat	547	17	655	16	257	8	14	5.6
Disagree	129	4	82	2	32	1	12	4.8
Total Responses	2993	93	3896	93	3186	99	248	100.0

Chi square = 725.57 df = 12 $p < .001$

Post hoc analysis of the data recorded in Table 30 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "disagree" than did public school teachers.
2. A lower percentage of college faculty checked
   -- "agree somewhat" than did parents and teachers.
   -- "undecided" than did students.
   -- "disagree somewhat" than did students and parents.

This analysis showed college faculty members the most positive group with regard to career education.

Over 49 percent of the college faculty members agreed that the ways mathematics can be used in jobs can be taught in a few days in every mathematics course. Forty-five percent of the students, 34 percent of the parents and 33 percent of the public school teachers responded in the same manner (see Table 31). In contrast, 47 percent of the public school teachers, 22 percent of the students and 40 percent of the parents responded in the "disagree somewhat" and "disagree" categories.

Post hoc analysis of the data recorded in Table 31 resulted in the following statistically significant differences with regard to responses to this attitude statement:

TABLE 31

THE WAYS MATHEMATICS CAN BE USED IN JOBS CAN BE TAUGHT IN A FEW DAYS IN EVERY MATHEMATICS COURSE

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	322	10	205	5	129	4	47	19.0
Agree Somewhat	1126	35	1188	29	935	29	75	30.2
Undecided	772	24	696	17	547	17	38	15.3
Disagree Somewhat	579	18	1393	34	1287	40	52	21.0
Disagree	129	4	246	6	225	7	36	14.5
Total Responses	2928	91	3728	91	3123	97	248	100.0

Chi square = 573.84 df = 12 $p < .001$

1. A higher percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "undecided" than did students.
   -- "disagree somewhat" than did parents and teachers.

This analysis showed college faculty members the most positive group with regard to career education.

Observation of the data in Table 32 suggested an agreement among students and parents that career education should be taught by special career education teachers rather than by regular teachers. Fifty-five percent and 57 percent of their respective responses were found within the "agree" and "agree somewhat" categories. Only 9 percent of the college faculty and 28 percent of the teachers indicated agreement with this statement, with 49 percent of the teachers, 19 percent of the parents and 11 percent of the students responding in the same manner. Respondents indicating disagreement with this statement were regarded as positive toward the career education concept.

Post hoc analysis of the data presented in Table 32 resulted in the following statistically significant differences with regard to responses to this attitude statement:

TABLE 32

CAREER EDUCATION SHOULD BE TAUGHT BY SPECIAL CAREER EDUCATION TEACHERS RATHER THAN BY REGULAR TEACHERS

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	611	19	614	15	161	5	4	1.6
Agree Somewhat	1109	36	1720	42	740	23	18	7.3
Undecided	837	26	696	17	676	21	46	18.6
Disagree Somewhat	290	9	696	17	1384	43	75	30.2
Disagree	64	2	82	2	193	6	105	42.3
Total Responses	2911	92	3808	93	3154	98	248	100.0

Chi square = 2420.28 df = 12 $p < .001$

1. A higher percentage of college faculty checked
   -- "disagree somewhat" than did students and parents.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "agree" than did students, parents and public school teachers.
   -- "undecided" than did public school teachers.
   -- "disagree somewhat" than did public school teachers.

This analysis showed college faculty members the most positive group with regard to career education.

Table 33 shows that only 28 percent of the public school teachers indicated they agreed that the quality of education would be raised by an emphasis on jobs and work. Forty-nine percent of the college faculty, 38 percent of the students and 56 percent of the parents "agree" or "agree somewhat" with the statement. Correspondingly, 49 percent of the teachers responses were found in the "disagree somewhat" and "disagree" categories. Over 20 percent of each of the four groups responding indicated they were "undecided" regarding the ability of job and work emphasis to increase the quality of education.

Post hoc analysis of the data presented in Table 33 resulted in the following statistically significant differences with regard to responses to this attitude statement:

TABLE 33

THE QUALITY OF EDUCATION WOULD BE RAISED BY AN EMPHASIS ON JOBS AND WORK

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	386	12	410	10	290	9	40	16.1
Agree Somewhat	1126	35	1884	46	1480	46	81	32.7
Undecided	1223	38	860	21	805	25	56	22.6
Disagree Somewhat	161	5	492	12	451	14	42	16.9
Disagree	64	2	82	2	64	2	29	11.7
Total Responses	2960	92	3728	91	3090	96	248	100.0

Chi square = 532.34 df = 12 $p < .001$

I. A higher percentage of college faculty checked
-- "agree" than did parents and public school teachers.
--- "disagree somewhat" than did students.
-- "disagree" than did students, parents, and public school teachers.

2. A lower percentage of college faculty checked
-- "agree somewhat" than did parents and public school teachers.
-- "undecided" than did students.

This analysis showed college faculty members the most negative with regard to career education.

College faculty members were observed in Table 34 as having the highest response rate with 14 percent of the responses in the "agree" and "agree somewhat" categories concerning career education being just another fad that will soon be forgotten. Students responded at a 13 percent level, public school teachers at 11 percent and parents at a seven percent level. All four groups were observed as having approximately a 60 percent level of response in the "disagree" and "disagree somewhat" categories, with college faculty members showing the highest level of disagreement (65 percent). Respondents indicating disagreement with this statement were regarded as positive toward the career education concept.

TABLE 34

CAREER EDUCATION IS JUST ANOTHER FAD THAT WILL SOON BE FORGOTTEN

Response Category	Study Groups							
	Students		Parents		Teachers		Faculty	
	No.	%	No.	%	No.	%	No.	%
Agree	161	5	82	2	97	3	10	4.0
Agree Somewhat	257	8	205	5	257	8	24	9.7
Undecided	772	24	983	24	805	25	53	21.4
Disagree Somewhat	933	29	1761	43	1448	45	55	22.2
Disagree	869	27	837	18	483	15	106	42.7
Total Responses	2992	93	3868	92	3090	96	248	100.0

Chi square = 394.56 df = 12 $p < .001$

Post hoc analysis of the data presented in Table 34 resulted in the following statistically significant differences with regard to responses to this attitude statement:

1. A higher percentage of college faculty checked
   -- "agree somewhat" than did parents.
   -- "disagree" than did students, parents and public school teachers.
2. A lower percentage of college faculty checked
   -- "disagree somewhat" than did students, parents and public school teachers.

This analysis showed college faculty members the most positive group with regard to career educa[illegible].

Variables Related to College Faculty Members Attitudes Toward the Career Education Concept

A limited amount of demographic data was collected from college of education faculty members in an effort to more clearly delineate the variables which relate to the attitudes toward the career education concept. The various demographic variables were cross-tabulated with responses of college of education faculty members to the following attitude statement concerning career education: "In your opinion, do you agree that courses in your subject area(s) or other areas taught in school systems would be more meaningful and relevant if focused around a careers orientation?" To insure that this statement was representative of

the attitudes of college of education faculty members as expressed through their response to the 32 attitude statements reported in the first section of this chapter, a correlation procedure was employed. This required the computing of each college faculty member's total response score to the 32 statements. A score ranging from 1 for "agree" to 5 for "disagree" was assigned to each attitude statement response. The attitude statement response scores for each college faculty member were summed to arrive at a total score. The Pearson Product Moment Correlation procedure yielded a .79 correlation coefficient (significant at the .001 level) between the college faculty member's response to this statement and his total score for the 32 career education related attitude statements.

The results of the comparisons of demographic variables with this statement for the 248 college of education faculty members surveyed, are reported in this section.

Location of Employment Related to Attitude Toward Career Education.

The attitudes of faculty members toward career education from the three colleges of education are reported in Table 35. The chi square for this contingency table (see Table 35) is 6.82. The null hypothesis was rejected. Inspection revealed that 71 percent of the college faculty members responding from Oregon State University agreed that

courses in their subject area(s) and other areas taught in school systems would be more meaningful and relevant if focused around a careers orientation. Over 60 percent and 40 percent respectively of the University of Missouri and Michigan State University faculties responded positively to this statement.

The post hoc confidence interval procedure for k independent samples revealed the following significant difference with regard to the employment location of college faculty members and their respective attitudes toward career education.

1. A higher percentage of college faculty members employed at Oregon State University responded positively to the statement than did college faculty members employed at Michigan State University.

No other significant percentage comparisons of college faculty members responses were found. This finding would seem to indicate that educational philosophy toward an educational concept of a particular college of education, is reflected in the attitudes of its faculty members toward that concept.

TABLE 35

RELATIONSHIP OF LOCATION OF EMPLOYMENT AND ATTITUDES TOWARD CAREER EDUCATION

Location	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Oregon State University	31	70.5	13	29.5	44	100
Michigan State University	51	48.6	54	51.4	105	100
University of Missouri	60	60.6	39	39.4	99	100

Chi Square = 6.82
df = 2
$p < .05$

State of Origin Related to Attitude Toward Career Education.

The state in which college faculty members received their baccalaureate degree did not appear to be related to their attitudes toward career education as shown in Table 36.

Academic Rank Related to Attitude Toward Career Education.

The relationship between college faculty members academic rank and their attitude regarding the meaningfulness and relevance of career education for courses taught in schools is reported in Table 37. The data analysis revealed no significant relationship between academic rank and faculty members response to the statement. The null hypothesis was accepted. It is interesting to observe that the faculty members in each category of academic rank showed a higher percentage of positive versus negative responses to the attitude statement.

Tenure Related to Attitude Toward Career Education.

The attitude of college faculty members toward the meaningfulness and relevance of career education for courses taught in schools was compared to their tenure status (see Table 38). No significant relationship was apparent in attitudes among college faculty members with

TABLE 36

RELATIONSHIP OF COLLEGE FACULTY MEMBERS AREA OF INITIAL PROFESSIONAL PREPARATION TO ATTITUDE TOWARD CAREER EDUCATION

Location of College or University Where Undergraduate Degree was Completed	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation		
	Yes Number	No Number	Total Number
Alabama	0	1	1
Arizona	3	0	3
Arkansas	1	0	1
California	2	4	6
Colorado	2	2	4
Idaho	1	1	2
Illinois	9	8	17
Indiana	9	8	17
Iowa	2	2	4
Kansas	1	1	2
Kentucky	0	1	1
Maryland	1	0	1
Massachusetts	2	2	4
Michigan	17	24	41
Minnesota	1	3	4
Missouri	38	23	61
Nebraska	5	1	6
New Jersey	1	0	1
New York	5	7	12
North Dakota	3	0	3
Ohio	6	2	8
Oklahoma	5	2	7

TABLE 36--Continued

Location of College or University Where Undergraduate Degree was Completed	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation		
	Yes Number	No Number	Total Number
Oregon	15	6	21
Texas	1	0	1
Utah	1	0	1
Washington	2	0	2
West Virginia	1	0	1
Wisconsin	4	1	5
Wyoming	0	1	1
Other	1	2	3
Total	142	106	248

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TABLE 37

RELATIONSHIP OF ACADEMIC RANK AND ATTITUDE TOWARD CAREER EDUCATION

Academic Rank	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Professor	19	59	13	41	32	100
Associate Professor	29	53	26	47	55	100
Assistant Professor	41	59	28	41	69	100
Instructor	50	56	39	44	89	100
Other	3	100	0	0	3	100

Chi Square = 2.933
df = 4
$p < .70$

tenure versus those without tenure. Thus the null hypothesis was accepted.

Highest Degree Earned Related to Attitude Toward Career Education.

Table 39 presents data which show the relationship between the highest degree earned by college faculty members and their attitudes toward the relevance and meaningfulness of career education for courses taught in schools. The analysis revealed no significant relationship between degree held and attitude toward career education. The null hypothesis was accepted.

Major Degree Field Related to Attitude Toward Career Education.

The attitudes of college faculty members toward the meaningfulness of career education for courses taught in schools in relation to their respective major degree fields, showed a wide variation in response. The analysis (for the data presented in Table 40) indicated that there was a significant relationship between these variables. The null hypothesis was rejected. The Cramer's V procedure was employed to determine the degree of relationship that existed. The correlation coefficient resulting from this test was .32. Since its values range from 0 to 1 with 0 representing no relationship between variables and 1 indicating a perfect relationship, the degree of relationship

TABLE 38

RELATIONSHIP OF TENURE AND ATTITUDE TOWARD CAREER EDUCATION

Tenured	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Yes	85	54	72	46	157	100
No	57	63	34	37	91	100

Chi Square = 1.370
df = 1
$p < .30$

TABLE 39

RELATIONSHIP OF HIGHEST DEGREE EARNED AND ATTITUDE TOWARD CAREER EDUCATION

Highest Degree Earned	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Doctorate	105	54	88	46	193	100
Educational Specialist	1	33	2	67	3	100
Masters	33	72	13	28	46	100
Other	3	50	3	50	6	100

Chi Square = 5.415
df = 3
$p < .20$

between major degree field and attitude toward career education was positive.

An inspection of Table 40 revealed that college faculty with degrees in Industrial Arts, Language Arts, Physical Education, Vocational Education, Elementary Administration and other educational areas (Counseling and Guidance, Adult Education and Curriculum), had the most positive attitudes regarding the relevance and meaningfulness career education has for courses taught in schools. Eighty-eight percent of the college faculty with degrees in Vocational Education and 83 percent with Industrial Arts Education degrees showed a positive attitude toward the career education concept, while 63 percent of the college faculty with degrees in Secondary Administration and 50 percent or more of those with degrees in Social Studies Education, Special Education and Higher Education, responded with negative attitudes toward the career education concept.

Year of Completion of Highest Degree Related to Attitude Toward Career Education.

An interesting comparison was that made between the year in which college faculty members completed their highest degree and their respective attitudes toward the relevance of career education for courses taught in schools. No significant relationship existed in this comparison (as depicted in Table 41) and the null hypothesis was accepted.

TABLE 40

RELATIONSHIP OF MAJOR DEGREE FIELD AND ATTITUDE TOWARD CAREER EDUCATION

Major Degree Field	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Industrial Arts Education	5	83	1	17	6	100
Language Arts/Reading/ English Education	11	55	9	45	20	100
Mathematics Education	3	60	2	40	5	100
Physical Education	15	56	12	44	27	100
Art, Music and Science Education	5	74	3	26	8	100
Social Studies Education	5	50	5	50	10	100
Special Education	8	50	8	50	16	100
Vocational Education	28	88	4	12	32	100
Elementary Administration	13	59	9	41	22	100
Secondary Administration	7	37	12	63	19	100
Higher Education	10	48	11	52	21	100
Other (Please Specify)	37	60	25	40	62	100

Chi Square = 20.613
df = 11
$p \leq .05$
Cramer's V = 0.131032

It was noted that 64 percent of the 159 college faculty members completing their highest degree since 1961 indicate only a 36 percent positive response to the statement concerning the relevancy of career education for courses taught in schools, as compared to a 64 percent positive response rate from 84 college faculty members who graduated prior to 1961.

Age Related to Attitude Toward Career Education.

Table 42 reveals that there was no significant relationship between the age of college faculty members and how they responded to the attitude statement concerning the relevance and meaningfulness of career education for courses taught in schools. The null hypothesis was accepted.

Primary Level of Educational Interest Related to Attitude Toward Career Education.

An interesting comparison is that between college faculty members primary educational interest level and their respective attitudes toward career education. While there was no significant relationship in how college faculty members with various educational interests responded to the attitude statement (see Table 43), it is interesting to note that greater than 50 percent of the responses in each educational interest level was positive toward career education. The educational interest level recording the highest favorable response toward career education was post secondary (100 percent). The null hypothesis was accepted.

TABLE 41

RELATIONSHIP OF YEAR IN WHICH HIGHEST DEGREE WAS COMPLETED TO ATTITUDE TOWARD CAREER EDUCATION

Year Highest Degree Was Completed	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
1921-1930	1	50	1	50	2	100
1931-1940	4	67	2	33	6	100
1941-1950	17	77	5	23	22	100
1951-1960	32	54	27	46	59	100
1961-1970	64	53	57	47	121	100
1971-1973	24	63	14	37	38	100

Chi Square = 5.564
df = 5
$p < .50$

TABLE 42

RELATIONSHIP OF COLLEGE FACULTY MEMBER'S AGE AND ATTITUDE TOWARD CAREER EDUCATION

Age	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Under 25 years	3	75	1	25	4	100
26 - 30 years	9	43	12	57	21	100
31 - 35 years	12	44	15	56	27	100
36 - 40 years	23	58	17	42	40	100
41 - 45 years	25	54	21	46	46	100
46 - 50 years	25	60	17	40	42	100
51 - 55 years	19	76	6	24	25	100
56 - 60 years	6	40	9	60	15	100
Over 60 years	20	71	8	29	28	100

Chi Square = 12.065 df = 8 $p < .20$

TABLE 43

RELATIONSHIP OF PRIMARY EDUCATIONAL INTEREST LEVEL AND ATTITUDE TOWARD CAREER EDUCATION

Primary Educational Level	Courses Taught In School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Elementary	33	54	28	46	61	100
Secondary	33	60	22	40	55	100
Post-Secondary	5	100	0	0	5	100
Adult Education	4	67	2	33	6	100
Higher Education	67	55	54	45	121	100

Chi Square = 4.543
df = 4
$p < .50$

Present Position Related to Attitude Toward Career Education.

The relationship between college faculty members present positions and attitude toward career education are shown in Table 44. There was no significant relationship resulting from this comparison and thus the null hypothesis was accepted. However, observation of Table 44 revealed that 56 percent of 90 of the teacher educators responding had positive attitudes toward career education as a means of increasing the meaningfulness of courses taught in schools.

Academic Affiliation Related to Attitude Toward Career Education.

College faculty members from various areas of academic affiliation generally endorsed career education as a concept which can add meaningfulness and relevance to courses taught in schools, reporting an overall positive response of 57 percent. Table 45 showed a significant relationship between college faculty members respective areas of academic affiliation and attitudes toward career education. The null hypothesis was rejected. The statistical procedure used to determine degree of relationship was Cramer's V. The resulting correlation coefficient was .1422. Thus the relationship was regarded as positive.

Of the 15 academic areas included in Table 45, in seven areas the positive responses to the attitudinal

TABLE 44

RELATIONSHIP OF PRESENT POSITION AND ATTITUDE TOWARD CAREER EDUCATION

Position	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Teacher Education	90	56	69	44	159	100
Professor Educational Administration	9	50	9	50	18	100
Personnel Services	7	64	4	36	11	100
Departmental Chairman	13	59	9	41	22	100
Other	23	61	15	39	38	100

Chi Square = 0.794
df = 4
$p < .95$

statement exceed the negative response level. These included Industrial Arts Education, Language Arts, Physical Education, Vocational Education, Elementary Administration, Higher Education and Other (Guidance and Counseling, Adult Education, and Curriculum). While response frequencies were recorded in the areas of Art and Music Education (one respondent in each area), both responses in these areas were negative toward career education. The findings in Table 45 closely compare with the findings regarding the relationship of major degree field and attitude toward career education reported in Table 40. This is possibly due to the relationship of major degree fields of college faculty members and their respective academic affiliations.

Area of Employment Related to Attitude Toward Career Education.

Table 46 reported the number of faculty members in specific employment categories and their respective attitudes regarding the value of career education to courses taught in schools. This table depicts a wide diversity in the employment of faculty members within the colleges of education. The analyses for the four categories of employment (instruction, research, service, other) shown in Table 46 resulted in no significant relationships between the various employment categories and attitudes toward career education. The null hypothesis in each case was accepted. It was interesting to note that those college

TABLE 45

RELATIONSHIP OF DEPARTMENT OF ACADEMIC AFFILIATION AND ATTITUDE TOWARD CAREER EDUCATION

Department of Academic Affiliations	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Industrial Arts Education	4	80	1	20	5	100
Language Arts/Reading/ English Education	12	57	9	43	21	100
Mathematics Education	2	40	3	60	5	100
Physical Education	15	56	12	44	27	100
Art, Music and Science Education	1	14	6	86	7	100
Social Studies Education	7	44	9	56	16	100
Special Education	8	50	8	50	16	100
Vocational Education	29	88	4	12	33	100
Elementary Administration	9	53	8	47	17	100
Secondary Administration	9	41	13	59	22	100
Higher Education Administration	11	52	10	48	21	100
Other	35	60	23	40	58	100

Chi Square = 24.27
df = 11
$p < .02$
Cramer's V = .1422

TABLE 46

RELATIONSHIP OF SPECIFIC EMPLOYMENT CATEGORIES AND ATTITUDES TOWARD CAREER EDUCATION

Percentage of Employment	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation															
	Instruction				Research				Service				Other			
	Yes		No		Yes		No		Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 25	20	8.9	15	6.7	37	41.6	26	29.2	22	33.3	24	36.4	13	16.0	9	11.1
26 to 50	48	21.4	34	15.2	11	12.4	8	9.0	10	15.2	5	7.6	20	24.7	13	16.0
51 to 75	19	8.5	17	7.6	2	2.2	3	3.4	0	0	0	0	9	11.1	4	4.9
75 to 100	40	17.9	31	13.8	2	2.2	0	0	3	4.5	2	3.0	7	8.6	6	7.4
Totals	127	56.7	97	43.3	52	58.4	37	41.6	35	53.0	31	47.0	49	60.5	32	39.5
Chi Square	0.345				2.127				1.718				0.674			
df	3				3				2				3			
Probability	< .98				< .70				< .50				< .90			

faculty members indicating a percentage of employment in the other category (primarily consisting of adult and continuing education areas) were recorded as having the most positive attitudes toward career education (61 percent). In all four employment categories, the college faculty members positive response to career education exceeded 50 percent.

Of the 248 college faculty responding to the questionnaire, 166 taught or advised undergraduate students, while 179 faculty members were on graduate faculties. Table 47 also shows 18 of the college faculty members as being engaged in adult and continuing education programs.

TABLE 47

LEVEL OF STUDENTS TAUGHT OR ADVISED

Undergraduate		Graduate		Adult and Continuing		Total	
No.	%	No.	%	No.	%	No.	%
166	45.7	179	49.3	18	5.0	363	100.0

Years on Faculty Related to Attitude Toward Career Education.

While it was assumed that there was a relationship between the number of years a faculty member served on a particular faculty and his attitude regarding the additional meaningfulness and relevance to courses taught in schools that a focus on career orientation could provide, the data collected does not support such an assumption. Table 48 revealed that no significant relationship existed between these variables. The null hypothesis was accepted.

Last Employment in Schools Related to Attitude Toward Career Education.

The data presented in Table 49 indicated that no significant relationship existed regarding college faculty members attitude toward career education and the time lapse since their last full-time employment in elementary or secondary schools. The null hypothesis was accepted. Regardless of the length of time since college faculty members were last employed in schools, the positive responses to career education exceeded 50 percent.

Employment Outside of Education Related to Attitude Toward Career Education.

College faculty members years of full-time employment outside of education was compared with their attitudes toward career education to determine if the assumed positive relationship between the two variables was valid. Table 50

TABLE 48

RELATIONSHIP OF YEARS ON FACULTY AND ATTITUDE TOWARD CAREER EDUCATION

Number of Years on Present Faculty	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Less than 1 year	7	78	2	22	9	100
1 - 2 years	26	62	16	38	42	100
3 - 5 years	36	52	33	48	69	100
6 - 10 years	33	48	36	52	69	100
11 - 15 years	9	69	4	31	13	100
16 - 20 years	15	75	5	25	20	100
More than 20 years	16	62	10	38	26	100

Chi Square = 8.68
df = 6
$p < .20$

TABEL 49

RELATIONSHIP OF TIME OF LAST EMPLOYMENT IN SCHOOLS AND ATTITUDE TOWARD CAREER EDUCATION

Years Since Last Full-Time Employment in Public Schools	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Less than 1 year	7	64	4	36	11	100
1 - 2 years	7	70	3	30	10	100
3 - 5 years	23	59	16	41	39	100
6 - 10 years	33	52	31	48	64	100
11 - 15 years	15	56	12	44	27	100
16 - 20 years	19	68	9	32	28	100
More than 20 years	26	63	15	37	41	100

Chi Square = 3.434
df = 6
$p < .80$

revealed that no significant relationship existed in reference to this comparison. The null hypothesis was accepted. However, it should be noted that without exception college faculty members in each category responded at more than the 50 percent level in favor of the specific career education concept.

Field Experience Participation Related to Attitude Toward Career Education.

Table 51 reports data which compared college faculty members field experiences related and not related to career education with their respective attitudes toward the career education concept. While it was assumed that "real world contacts" would positively influence attitudes toward career education, no significant relationship was found between field experience related to career education and attitudes toward the concept. The null hypothesis was accepted. However, a significant relationship was found to exist between college faculty members field experience not related to career education and respective attitudes toward the career education concept. The null hypothesis was rejected. The Cramer's V procedure revealed a correlation coefficient of .2356 for the relationship between these variables. Thus a positive relationship existed between the variables.

Of those faculty members who participated in field experience activities during the past 12 months, 57 percent had confidence in career education as a means of adding

TABLE 50

RELATIONSHIP OF YEARS OF FULL TIME EMPLOYMENT OUTSIDE OF EDUCATION AND ATTITUDE TOWARD CAREER EDUCATION

Years of Full-Time Employment Other Than Education	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
None	46	55	37	45	83	100
Less than 1 year	19	53	17	47	36	100
2 - 5 years	45	53	40	47	85	100
6 - 10 years	19	70	8	30	27	100
11 - 15 years	6	86	1	14	7	100
16 - 20 years	2	100	0	0	2	100
More than 20 years	5	63	3	37	8	100

Chi Square = 6.853

df = 7

$p < .50$

meaningfulness and relevance to courses taught in schools. The length of the field experience also was noted as being related to the college faculty members confidence in career education.

Employment in Funded Career Education Related Projects Related to Attitude Toward Career Education.

The comparison of college faculty members who were employed in career education related funded projects and their respective attitudes toward career education, yielded results shown in Table 52. The analysis found a significant relationship with regard to these two variables. The null hypothesis was rejected. The Cramer's V procedure resulted in a correlation coefficient of .1835 and thus the relationship was regarded as positive. Of the 50 college faculty members who were reported to be engaged in career education related funded projects, 34 indicated positive attitudes regarding the meaningfulness and relevance career education has for courses taught in schools. None of these individuals were engaged in more than one project related to career education.

While percentage of employment in career education related funded projects was thought to be a factor in determining attitudes toward career education, Table 53 reports no significant difference was apparent. The null hypothesis was accepted.

TABLE 51

RELATIONSHIP OF PARTICIPATION IN FIELD EXPERIENCE(S) DURING THE LAST YEAR AND ATTITUDES TOWARD CAREER EDUCATION

Related to Career Education	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
1 to 5 days	20	20.0	16	16.0	36	36.0
1 to 3 weeks	19	19.0	12	12.0	31	31.0
1 to 2 months	8	8.0	2	2.0	10	10.0
3 to 4 months	8	8.0	1	1.0	9	9.0
5 months or more	12	12.0	2	2.0	14	14.0
Total	67	67.0	33	33.0	100	100.0
Chi Square = 7.522 df = 4 $p < .20$						
Not Related to Career Education						
1 to 5 days	20	11.7	24	14.0	44	25.7
1 to 3 weeks	34	19.9	30	17.5	64	37.4
1 to 2 months	20	17.7	10	5.8	30	17.5
3 to 4 month	10	5.8	1	.6	11	6.4
5 months or more	14	8.2	8	4.7	22	12.9
Total	98	57.3	73	42.7	171	100.0

Chi Square = 9.495 df = 4 $p < .05$ Cramer's V = 0.2356

TABLE 52

RELATIONSHIP OF EMPLOYMENT IN FUNDED PROJECTS RELATING TO CONCEPTS IN CAREER EDUCATION AND ATTITUDE TOWARD CAREER EDUCATION

Funded Projects Engaged in Relating to Concepts in Career Education During the past 12 Months	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
None	108	55	90	45	198	100
1 to 2 projects	25	63	15	37	40	100
3 to 4 projects	6	86	1	14	7	100
More than 4 projects	3	100	0	0	3	100

Chi Square = 8.352

df = 3

$p < .05$

Cramer's V = 0.1835

In terms of percentage of time basis of employment, 24 college faculty members having positive attitudes toward career education were employed on career education related funded projects from 1 to 25 percent, five faculty members from 26 to 50 percent and five were employed on a 76 to 100 percent basis.

Participation in National Professional Meetings or Conferences Related to Attitudes Toward Career Education.

An interesting comparison is that between college faculty members who have participated in national professional meetings or conferences and their attitudes toward career education (see Table 54). Although a significant relationship did not exist concerning this comparison, a higher percentage of those college faculty members attending professional meetings or conferences had a positive attitude toward career education in comparison to those registering a negative response to the concept. The null hypothesis was accepted.

Presentations on Career Education Related to Attitude Toward Career Education.

Table 55 reports a significant relationship existed among those college faculty members who did or did not present papers on career education during the past 12 months and their respective attitudes toward career education. The null hypothesis was rejected. The degree of relationship between the variables was derived by means of the

TABLE 53

RELATIONSHIP OF PERCENTAGE OF TIME EMPLOYED IN FUNDED PROJECTS RELATING TO CAREER EDUCATION AND ATTITUDE TOWARD CAREER EDUCATION

Percentage of Time Employed in This Capacity	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
1 to 25%	24	48.0	13	26.0	37	74.0
26 to 50%	5	10.0	0	0	5	10.0
51 to 75%	0	0	0	0	0	0
76 to 100%	5	10.0	3	6.0	8	16.0
Total	34	68.0	16	32.0	50	100.0

Chi Square = 2.631
df = 2
$p < .20$

TABLE 54

RELATIONSHIP OF PARTICIPATION IN NATIONAL PROFESSIONAL MEETINGS OR CONFERENCES TO ATTITUDE TOWARD CAREER EDUCATION

Number of Days of Participation in National Professional Meetings or Conferences During the Past 12 Months	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
None	17	68	8	32	25	100
1 to 2 days	10	67	5	33	15	100
3 to 5 days	32	44	41	56	73	100
6 to 10 days	53	61	34	39	87	100
More than 10 days	30	63	18	37	48	100

Chi Square = 8.11
df = 4
$p < .10$

Cramer's V test which yielded a positive correlation coefficient of .1259. Seventy-five percent of the 32 college faculty members who delivered papers on career education responded positively regarding the meaningfulness and relevance that career education has for courses taught in schools. Eight faculty members or 25 percent registered negative responses.

TABLE 55

RELATIONSHIP OF INVOLVEMENT WITH CAREER EDUCATION AND ATTITUDE TOWARD THE CONCEPT

Written or Presented a Paper on Concepts in Career Education During the Past 12 Months	Courses Taught in School Systems Would be More Meaningful and Relevant if Focused Around a Careers Orientation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Yes	24	75	8	25	32	100
No	118	55	98	45	206	100

Chi Square = 3.930
df = 1
$p < .05$
Cramer's V = 0.125

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter V summarizes the purposes, procedures and results of the study. In addition, conclusions and recommendations are made.

Summary

It was the purpose of this study to identify attitudes of students, parents and public school teachers at local levels and faculty members of selected colleges of education concerning concepts in career education.

More specifically, the objectives of the study were:

1. To identify areas of agreement or disagreement between college of education faculty members and students, parents and public school teachers regarding career education concepts.
2. To determine what variables are associated with the attitudes of college of education faculty members toward career education concepts.

Thirty-eight hundred students, 3,800 public school teachers and 6,400 parents from six local school districts and 299 college faculty members from three colleges of

education comprised the samples for the study. While a systematic random sample was used to select the students, parents and public school teachers in the six local school districts, the three colleges of education were selected by a purposive technique with a simple random sample used to select the college faculty members from the three selected colleges of education. A total response of 3,218 students, 3,218 public school teachers, 4,096 parents, and 248 college faculty members was obtained. Data on the students, public school teachers and parents were collected by the Institute for Educational Development during the week of January 17, 1972, while the data on college faculty members were collected by the author of this study during June and July, 1973.

The study design called for the use of descriptive research methodology. Using a set of 32 attitudinal statements relating to their acceptance of the career education concept, a questionnaire was constructed to assess the attitude of college of education faculty members. Key demographic data questions also were collected to facilitate the accurate identification of the sampled population. The same 32 attitudinal statements were used in instruments used with both populations. An agree-to-disagree five-point Likert scale was employed to solicit responses to each of the 32 statements by the participants.

In order to analyze the data statistically, the career education related statements posed were restated in hypothesis form, as was indicated in Chapter IV. To analyze the data, the chi square test for homogeneity, post hoc confidence interval procedure for K independent samples and Cramer's V procedure were utilized to determine degree of relationship for all contingency tables found to be significant.

The data derived from the statistical analysis of both the attitudinal statement data from the four study groups and the demographic data on college faculty members yielded these major findings:

1. A significant difference was found to exist between students, parents, public school teachers and college faculty members for each of the 32 attitude statements relating to career education at the .05 level.
2. College of education faculty were found to be significantly more positive than students, parents and public school teachers toward 27 of the 32 career education related statements.
3. College of education faculty were found to be significantly more negative than students, parents and public school teachers toward 5 of the 32 career education related statements.

4. The analysis of data indicated that there were significant relationships regarding college faculty members attitudes toward career education and the institution in which they were employed.

5. Analysis of the data indicated no significant relationship between college faculty members attitudes toward career education and:

-- state in which baccalaureate degree was obtained
-- academic rank
-- university tenure
-- highest degree held
-- year in which highest degree was completed
-- age
-- primary educational level of interest
-- present position
-- area of employment (instruction, research, service, other)
-- last employment in schools
-- employment outside the field of education
-- field experience relating to career education
-- percent of time employed in career education related projects
-- participation in national professional meetings or conferences

6. A significant positive relationship was found to exist between college faculty members attitudes toward career education and their:
   -- major degree fields
   -- area of academic affiliation
   -- field experiences not related to career education
   -- employment in funded projects
   -- involvement in presenting papers on career education

Conclusions

Taking into consideration the limitations listed in Chapter III and the extent to which the data from the research procedure were valid and reliable as reported in Chapter IV, the following conclusions were drawn for the study:

Objective 1: To identify areas of agreement or disagreement between college of education faculty and students, parents and public school teachers regarding career education concepts.

1. Since college faculty members were the most significantly positive group regarding 27 of the 32 attitude statements relating to career education, college faculty members appeared to be more positive than students, parents and public school

teachers toward the general concept of career education.

Objective 2: To determine what variables are associated with the attitudes of college of education faculty members toward career education.

2. Since significant differences were found to exist between the institutions in which college faculty members were employed and attitudes toward career education, it was concluded that certain institutional variables may account for attitudes of college of education faculty members toward such a concept.

3. Since a significant relationship was reported for some college faculty members attitudes toward career education for both their area of academic affiliation and major degree field, it was concluded that college faculty members with certain academic preparations and affiliations are more favorably disposed toward the career education concept.

4. Since participation in field experiences, funded career education related projects, and presentations on the concept were found to be significantly related to college faculty members attitudes toward career education, it was concluded that college faculty members with such experiences

were generally more favorably disposed toward career education.

Recommendations

The following recommendations are suggested for utilization of this study and for further research in compilation of data of similar studies.

This study dealt with only six school districts and three colleges of education with known involvement in career education. Since it is impossible to generalize the findings and conclusions of this study beyond these particular populations, it is recommended that the study be replicated on a larger scale using a random sample of local school districts and colleges of education. Such a study would provide a more substantial knowledge base upon which to plan realistic strategies for the dissemination and adoption of career education. Additionally, more extensive study should be made of the five demographic variables in this study found to be significantly related to college faculty member attitudes toward career education. The sub-variables which accounted for the significant relationships reported need to be identified and analyzed. Consideration for further study should also be given to institutional variables (e.g., attitudes toward career education of deans of colleges of education, legislative support of career education, etc.) which could also relate to the degree to

which a concept such as career education is implemented and adopted by an educational institution.

The five statements related to career education to which college of education faculty members were found to be the least positive as compared to the other three groups surveyed, implied a strong sense of centrality in career education regarding "man's economic life role." Further study needs to be conducted which identifies and describes the attitudes of college faculty members and other educational groups regarding the appropriateness of considering "man's economic life role" as the central focus for career education.

While it is recognized that the coefficient of correlation does not imply that a cause-effect relationship exists, the conclusions of this study would seem to support the following recommendations:

1. It is recommended that colleges of education encourage staff involvement in the development and implementation of plans for the infusion of career education in their respective curricular programs. This study revealed that attitudes toward career education were significantly higher for college faculty members who had or were involved in career education related projects or had presented papers during the past year related to the concept.

2. Colleges of education interested in planning and implementing career education strategies, should encourage faculty members to participate in field experience activities in local schools at various levels. This interface could provide college faculty members responsible for preparing personnel and curriculum materials for local school systems with a better understanding of the needs and desires of educational personnel, parents and students.

APPENDIX A

SURVEY QUESTIONNAIRE

PART I: DEMOGRAPHIC DATA

01. Academic rank (check one)

_____instructor
_____assistant professor
_____associate professor
_____professor
_____other (please specify)_____

02. Tenured (check one)

_____yes
_____no

03. Highest degree earned (check one)

_____Master's
_____Educational Specialist
_____Doctorate
_____Other (please specify)_____

04. Major field _____

05. Year highest degree was completed _____

06. Name of college or university where undergraduate degree was completed

_____

07. Age (check one)

_____under 25 years
_____26 to 30 years
_____31 to 35 years
_____36 to 40 years
_____41 to 45 years
_____46 to 50 years
_____51 to 55 years
_____56 to 60 years
_____over 60 years

08. Department or academic area affiliation

_____ Art Education
_____ Foreign Language Education
_____ Industrial Arts Education
_____ Language Arts/Reading/English Education
_____ Mathematics Education
_____ Music Education
_____ Physical Education
_____ Science Education
_____ Social Studies Education
_____ Special Education
_____ Vocational Education
_____ Elementary Administration
_____ Secondary Administration
_____ Higher Education Administration
_____ Other (please specify)_____

09. Educational level with which you are primarily concerned

_____ elementary
_____ secondary
_____ post-secondary (technical and community colleges)
_____ adult education
_____ higher education

10. Position

_____ teacher educator
_____ professor of educational administration
_____ personnel services
_____ departmental chairman
_____ other (please specify)_____

11. Employment (account for 100% of time)

_____ % instruction and advising of students
_____ % research and development
_____ % services
_____ % other (please specify)_____

12. If you are a teacher educator, check all the levels of students you are currently teaching

_____undergraduate
_____graduate
_____other (please specify)_____

13. Number of years on this faculty (check one)

_____less than 1 year
_____1 to 2 years
_____3 to 5 years
_____6 to 10 years
_____11 to 15 years
_____16 to 20 years
_____more than 20 years

14. Number of years since last full-time employment in public schools

_____less than 1 year
_____1 to 2 years
_____3 to 5 years
_____6 to 10 years
_____11 to 15 years
_____16 to 20 years
_____more than 20 years

15. Number of years of full-time employment other than education (e.g., business, industry, political, government, etc.) (check one)

_____none
_____less than 1 year
_____2 to 5 years
_____6 to 10 years
_____11 to 15 years
_____16 to 20 years
_____more than 20 years

16. Field experience during the last year (e.g., public school instruction , consultation, coordination, data collection, etc.)

Related to Career Education	Not Related to Career Education	
_____	_____	1 - 5 days
_____	_____	1 - 3 weeks
_____	_____	1 - 2 months
_____	_____	3 - 4 months
_____	_____	5 months or more

17. Number of funded project(s) engaged in during last year relating to concepts in career education

_____none
_____1 - 2 projects
_____3 - 4 projects
_____more than 4 projects

18. Percent of total employment engaged in funded projects last year relating to concepts in career education

_____%

19. Number of days of participation in national professional meetings or conferences during the past 12 months

_____none
_____1 - 2 days
_____3 - 5 days
_____6 - 10 days
_____more than 10 days

20. Written or presented a paper on concepts in career education during the past 12 months

_____yes
_____no

If yes, please provide bibliographical citation(s)

_____

_____

PART II

Directions:

The following statements are designed to identify the feelings, attitudes or judgments of faculty members about various aspects of public school educational programs. There are no right or wrong responses. We wish to know how closely each statement corresponds to your own feeling or judgment. For each statement circle the choice in the right hand column that best reflects your own position.

The five choices for each statement are:

A Agree--This response if you agree with the statement.
AS Agree Somewhat--You agree but with important qualifications.
U Undecided--This response if it is impossible for you to agree or disagree with the statement.
DS Disagree Somewhat--You generally disagree but not completely so.
D Disagree--Your own feeling or judgment is opposed to this.

21. Students should be told about different jobs and job requirements during the study of every subject in every grade . . . . . A AS U DS D

22. Every student should have at least one paying job before graduating from high school . . . . . A AS U DS D

23. A student's choice of career can be changed by career education in school . . . . . A AS U DS D

24. Visits from Industrial chemists would create more interest in a chemistry class . . . . . A AS U DS D

25. Every student should graduate from high school with a salabel skill he can use on a job . . . . . A AS U DS D

26. Every high school graduate should be guaranteed either further education or immediate employment .	A	AS	U	DS	D
27. Elementary school would be better if centered around the world of work	A	AS	U	DS	D
28. An effective program of career education would lower the school drop-out rate	A	AS	U	DS	D
29. Students should hold several kinds of jobs before leaving high school.	A	AS	U	DS	D
30. Elementary school students should have workmen, such as postmen, garment workers, and electricians coming to school to talk about their jobs	A	AS	U	DS	D
31. If schools were career-oriented, they would be useful to more students	A	AS	U	DS	D
32. Most local business and professional people would help with a career program in the schools . .	A	AS	U	DS	D
33. Career education will cost money but will be a saving for society because of an increase in employment (Potential for students) . . .	A	AS	U	DS	D
34. Our local community should pay for career education if the State and Federal governments cannot	A	AS	U	DS	D
35. Local residents would be eager to visit schools to talk to students about their jobs	A	AS	U	DS	D
36. Students who are good in history should be told about jobs in this field	A	AS	U	DS	D
37. Career education should be available to all students from Kindergarten through grade 12	A	AS	U	DS	D

38. Foreign language teachers should teach about careers in their classes	A	AS	U	DS	D
39. The ways mathematics can be used in jobs can be taught in a few days in every mathematics course. .	A	AS	U	DS	D
40. The quality of education would be raised by an emphasis on jobs and work	A	AS	U	DS	D
41 "Career Education" is another name for vocational education	A	AS	U	DS	D
42. Elementary school is too early for a student to start thinking about career possibilities	A	AS	U	DS	D
43. Career education will be of greater long term value to boys than to girls	A	AS	U	DS	D
44. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation	A	AS	U	DS	D
45. Students going on to college should not make their career plans while in high school	A	AS	U	DS	D
46. The school guidance department should carry the primary responsibility for career education . . .	A	AS	U	DS	D
47. There are areas in the school program more important than career education that need our time, money and effort	A	AS	U	DS	D
48. The present high school vocational education courses teach students enough about the world of work	A	AS	U	DS	D

49. Courses such as art and music would be damaged by including information about job possibilities in those fields . . . . . A AS U DS D

50. Separate courses on career education would be better than incorporating this subject into existing courses . . . . . A AS U DS D

51. Career education should be taught by special career education teachers rather than by regular teachers . . . . . A AS U DS D

52. Career education is just another fad that will soon be forgotten . . . A AS U DS D

PART III

53. In your opinion, do you agree that courses in your subject area(s) and other areas taught in school systems would be more meaningful and relevant if focused around a careers orientation?

____ Yes __1__ No

Please comment: _____

_____

_____

_____

APPENDIX B

COVER LETTERS

ERIC

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

Phone (614) 486-3655

THE OHIO STATE UNIVERSITY
1960 KENNY ROAD
COLUMBUS, OHIO 43210

June 21, 1973

Dear Faculty Member:

Your assistance is needed in establishing baseline data concerning attitudes toward concepts in career education. This attitudinal survey is being made of randomly selected college of education faculty members to determine the present impact of concepts in career education within the field of education.

You will find a questionnaire enclosed with this letter. A number code has been assigned to the questionnaire to ensure that once you have returned it, you will not be included in any follow-up program. Please be assured that your identity is protected. The study results will be combined and used only to compare colleges and universities. A stamped, return envelope is enclosed for your convenience.

I would like to encourage you to respond to the questionnaire promptly, basing your responses on your perceptions and feelings about the career education concepts. The results of this study will be available upon request.

We appreciate the endorsement of your dean concerning this study and your personal cooperation in this endeavor.

Sincerely,

Chester K. Hansen
Research Associate

CKH:nl

Enclosure

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

Phone (614) 486-3655

THE OHIO STATE UNIVERSITY
1960 KENNY ROAD
COLUMBUS, OHIO 43210

July 25, 1973

Dear Faculty Member:

Your assistance is needed in establishing baseline data concerning attitudes toward concepts in career education. This attitudinal survey is being made of randomly selected college of education faculty members to determine the present impact of concepts in career education within the field of education.

You will find a questionnaire enclosed with this letter. A number code has been assigned to the questionnaire to ensure that once you have returned it, you will not be included in any follow-up program. Please be assured that your identity will be protected. The study results will be combined and used only to compare colleges and universities. A stamped, return envelope is enclosed for your convenience.

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We appreciate the endorsement of your dean concerning this study and your personal cooperation in this endeavor.

Sincerely,

Chester K. Hansen
Research Associate

CKH:nl

Enclosure

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ACCESSION NUMBER: VT102763

PUBLICATION DATE: 01DEC75

TITLE: COMMUNITY INVOLVEMENT WITH DISADVANTAGED STUDENTS. FINAL REPORT.

DESCRIPTOR: *CAREER EDUCATION; *DISADVANTAGED YOUTH; *COMMUNITY SURVEYS; *SCHOOL COMMUNITY RELATIONSHIP; *PROGRAM DEVELOPMENT; ELEMENTARY EDUCATION; COMMUNITY INVOLVEMENT

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 43P.

ABSTRACT: SUMMARIZED IN THE EIGHT-PAGE REPORT ARE THE OBJECTIVES AND ACTIVITIES OF THE TIME PERIOD FROM JUNE 1974 TO JUNE 1975, THE SECOND YEAR OF THE PROJECT. THE OVERALL PROJECT GOAL WAS TO UPGRADE THE OCCUPATIONAL ASPIRATIONS AND SKILLS OF THE 280 STUDENTS, THE MAJORITY OF WHOM ARE FROM DISADVANTAGED FAMILIES. A COMMUNITY SURVEY INSTRUMENT WAS DEVELOPED AND ADMINISTERED, AND A PLAN FORMULATED FOR COMMUNITY INVOLEMENT IN THE CAREER EDUCATION PROGRAM THROUGH THE ESTABLISHMENT OF AN ADVISORY COMMITTEE AND PROJECTED UTILIZATION OF VOLUNTEER AIDES AND RESOURCE PEOPLE IN THE SCHOOL. APPENDIXES TO THE REPORT CONTAIN THE FOLLOWING: THE COMMUNITY SURVEY INSTRUMENT; QUESTIONNAIRES ON USE OF RESOURCE PEOPLE AND VOLUNTEER AIDES; THE PHILOSOPHY, STAFF RESPONSIBILITIES, AND EDUCATIONAL GOALS OF THE CAREER EDUCATION PLAN; GUIDELINES FOR CONDUCTING CIRCLE DISCUSSIONS; ACCOMPLISHMENTS OF THE PROJECT BY YEAR AND PROPOSED FUTURE ACCOMPLISHMENTS; AND BUDGET BREAKDOWN. (RG)

INSTITUTION NAME: MERRILL SCHOOL DISTRICT 28, ORE.

SPONSORING AGENCY NAME: OREGON STATE DEPT. OF EDUCATION, SALEM. CAREER PROGRAM DEVELOPMENT AND EVALUATION UNIT.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 6

FINAL REPORT

Community Involvement with Disadvantaged Students

(Project No.M-2-75)

Paul McKillop, Principal

MERRILL SCHOOL

MERRILL, OREGON 97633

Dec. 1, 1975

OREGON DEPARTMENT OF EDUCATION

CAREER PROGRAM DEVELOPMENT AND EVALUATION UNIT

APPLIED RESEARCH

VT 102 763

ABSTRACT

TITLE: Community Involvement with Disadvantaged Students

INSTITUTION: Merrill School District 28E and 28UE

PROJECT DIRECTOR: Paul McKillop, Principal
Address: P.O. Box 468
Merrill, Oregon 97633
Phone: 798-5723 or 798-5718

PROJECT DURATION: June 1974 through June 1975

COSTS:

S.D.E.	Local	Total
$500	$1,520	$2,020

NUMBER OF STUDENTS AFFECTED: 280/yr. NUMBER OF STAFF INVOLVED: 24/yr.

PROJECT DESCRIPTION:

A majority of the Merrill attendance area is comprised of unskilled farm labor. 1/3 of the students have multiple disadvantages. The children coming from the laboring families have a lack of awareness of the real world of work and of their real potential. The majority of the student body face unemployment at the worst and underemployment at best, unless Career Education is implemented in such a way as to reach the needs of these special children.

Purpose

Our major goal is to break the cycle of undereducation, underemployment, by upgrading the occupational asperations of Merrill students. We hope to accomplish this by making them aware of the necessity to acquire saleable skills through the development of competencies such as academic skills and interpersonal skills along with some specific occupational skills. Our goal is to provide an educational setting in which students will form meaningful personal and occupational goals for themselves.

Procedures and Outcomes

We will implement the Pleasant Hill and Springfield Guides by adapting them to the specific needs of our students in a disadvantaged and minority setting. We will develop stategies based on those developed in the VIGOR Project to gain teacher acceptance of Career Education as well as students with special needs.

We will integrate SUTOE on the 7th and 8th grade level and adapt it to local needs along with the materials from the Vale Project which will be used with 6th, 7th, and 8th grade students in our Junior High School Building.

BODY OF REPORT

A. Background and Instruction

Background:

The decision was made by the Career Education Building Representatives that a community survey was needed for the Merrill Schools to develop a good program committed to the real needs of the area and the students of our school. The system is a part of Klamath County School District. We have an enrollment of 280 students housed in two buildings; the Elementary Building is comprised of a privately sponsored Kindergarten and first through the fifth grades. The Upper Elementary Building consists of grades six, seven, and eight.

We formed a committee of all certified staff members, nonclassified staff members, and eight parents. We held two in-service sessions in preparation for formulating the survey insrtument. We went through four programs on interpersonal relationships, decision making, the democratic process, and on group consensus techniques. The second session was devoted to presentations on curriculum, trends and needs of the future, and general school policies. The third and fourth sessions were devoted to developing a survey instrument that would serve our needs. See appendex A for Community Survey Instrument.

The next step was to have individuals meet with the eighth grade SUTOE classes to prepare them to assist in a door to door presentation of the survey instrument to the Merrill attendance area.

The survey was delivered to 93 families and we received 68 forms back, either completed or partially completed. Some people prefered not to respond to all the items listed. We then had the parents, on the committee, meet to tally the results.

The full Career Education Advisory Committee has met to review the results and the decision has been made to plan four meetings this school year, one of which has taken place to date. We are in the process of forming a Merrill General School Advisory Committee, and other committees to perform such tasks as developing a code of conduct, a communication proceedure between parents and the school, and for real community involvement to be acheived. We feel that this project is larger in scope that what is commonly understood to be Career Education. We beleive that it is probably the basis for a whole new curriculum.

Time is short and it is not possible now to really organize and to use our results to the full possible potential that the results of our survey would seem to indicate is possible.

A. Goals and Objectives

Goal: To develop a model for implementing community involvement in Merrill's Career Awareness and Career Exploratory Program.

Objective #1: To develop and administer a community assessment survey instrument.

Activities:

1.1 Meet with each of the following groups to prepare them to work in large groups.
- 1.1.1 Parents and Patrons
- 1.1.2 Bus Drivers, Cooks, Custodians, Sweepers, Secretaries of both buildings.
- 1.1.3 Teacher's Aides.
- 1.1.4 Total group meetings to develop instrument and plan procedure of implementing community assessment.

Objective #2: To develop and plan for community involvement in the Career Awareness and the Career Exploratory Programs in Merrill Schools.

2.1 Establish an Advisory Committee.

2.2 Extended contract time for 3 building Representatives to plan activities, goals, and in-service techniques for meetings of community, (parents and patrons), non-certified staff, and teachers to develop plans for:
- 2.2.1 A volunteer corps of people for the Awareness and Exploratory Programs.
- 2.2.2 A volunteer teacher aide program.
- 2.2.3 Lay Counseling Program.
- 2.2.4 Integrate SUTOE Program into Junior High.

2.3 Visit other successful proj[illegible].

B. Major Accomplishments or Outcomes

a) Staff Development:

Merrill School Building Representatives.

Diana Pyle - First Grade Teacher.

Sharon McVay - Fifth Grade Teacher.

Jerry Stephens - Junior High Social Studies, Shop, and SUTOE.

Merrill School Local School Committee Members.

Bob Trotman - Pharmacist.

Ralph Stearns - Rancher.

Roma Walker - Housewife.

Merrill School Career Education Advisory Committee.

All three Local School Committee Members.

Willeen Moore - Housewife.

Alicia Hernandez - Mexican American Ex-Migrant.

Linda Loyd - Housewife.

Earnie Watts - Retired Bus Driver and Custodian.

Manuel Maupin - Millworker and part time Policeman.

b) Instructional Program:

Merrill Career Education Plan - See Appendex B.

Merrill Career Education Circle Discussion Guide - See Appendex C.

c) Materials and content developed:

We are integrating SUTOE into the Upper Elementary Curriculum. We have built a file of activities from Vale, Springfield, Pleasant Hill, and other programs around the state, in addition to our Merrill Plan. Our shedule, in the Upper Elementary Building, has been designed to have Career Education integrated into the entire curriculum, with emphasis on the Social Studies, Home Ec., and Shop Block.

C. Evaluation

See Appendex D for accomplishments of the Program to date.

D. Summary and Conclusions

1. The school has a plan and is actively implementing it into the curriculum and the community.
2. An Advisory Committee exists and is able to function properly.
3. The Community Assessment Survey Instrument has been developed and is has been field test. It is available for use again in future years for planning and assessment of the effectiveness of our program.
4. Parents, Patrons, School Staff, and Students are positive about Career Education.
5. A file of resource paople for Awareness and Exploratory activites exists and is being used.
6. The staff, the community, and the students are ready to go!

E. Budget

The project budget consisted of $500 in State Department Funds granted for the use of developing a plan in Merrill. The District contributed $1,520 in the hope that this plan could be transported to other schools within our district. All funds have been used; for a complete breakdown see Appendex E.

F. Recommendations

We, the school staff, feel good about what has been accomplished in Merrill, but we have learned some important facts that should be shared about working with the community at large in a joint planning project.

The first thing that must be accomplished is for the school personnel to be sincerely interested in improving the program. We had some staff members who were still negative toward our goals at the time when we started involving lay people in the planning process. We found that the lay people could see the need for Career Education much more easily than teachers, consequently it put the teachers and other staff in an wakward position of being told that this was what was wanted and that it would happen. It was an exciting experience for many of us to see parents want something and to become enthusiastically involved in the process of group consensus.

The second thing we found was that there is a real need for committee members to understand their role as advisors. We would have had faster results if they were aware from the start of whom they were working with in the school system and that they could not make all of the changes that they would like to. It was a mistake on our part, at first, to lead these people to believe that we could build a whole new curriculum and initiate it into our system on a very short term basis.

Thirdly, it is vital that the project director have in mind, at the outset, a number of areas where help is needed. We found that all people involved in this planning project needed very concrete examples and activities, in the beginning, before we were able to function creatively as a group.

If we were to start a program of this nature again, we would be sure that the program of work was developed jointly by the school personnel and the committee members. We were held back in the middle of our project by the fact that we tried to start to work with out the lay people having the same concept of just what Career Education means. We had to redefine this term over, and over, and over. And we are still redefining every time we sit down together.

Fifth: We have found that it is imperative that the committee have feedback from the school staff. They want to know if their advise has been effective. We would suggest that they be highly involved in the evaluative process along with students.

Finally, we found that committee members who are serving on a volunteer basis need to feel that their services are being used in a worthwhile manner. Sometimes we did waste their time, because we were not prepared to really use their help.

The overall effect of the process that our community has gone through is very, very good. The parents and patrons of Merrill understand the school's goals. The school understands what the community beleives the needs of the school to be, and most of all we have established a rapport with the people of Merrill. We now have a way to communicate and a sense of mutual respect for each others ideas.

We have a product, the Merrill Career Education Plan, as the result of the process that we have experienced. But, the most valuable componet of our project was the process of working together, as a community, for a common interest, our kids.

APPENDEX A

HELP US PLAN

The Merrill Schools would like to have your ideas. We want to know your interests so we can provide the kinds of programs you desire. We are conducting this survey for the following reasons: (1) To determine what you want in the way of school programs. (2) To plan community involvement. (3) To determine if there is a need to offer evening credit courses for high school completion. (4) To get your ideas on the direction the school should be going. (5) To find out what suggestions you have for the Merrill Schools.

Every home in the Merrill attendance area will receive a survey form that will be personally delivered by a member of the PPA. The needs and desires indicated by the residents will be tabulated to plan and initiate the type of school they want.

****

1. Name _____

2. Address _____ Phone _____

3. Do you have pre-school children?

   yes _____ no _____ number _____ ages _____

4. Do you have elementary school children?

   yes _____ no _____ number _____ ages _____

5. Do you have high school age children?

   yes _____ no _____ number _____ ages _____

6. Are you in favor of a public kindergarten?

   yes _____ no _____

   Comment: _____

   _____

7. If yes, how should it be paid for?

_____ School District tax levy

_____ Revenue Sharing

_____ PPA

_____ Other: _____

Comment: _____

8. Are you in favor of using some of Merrill's Federal Revenue Sharing Funds for partial support of the Career Education Program?

yes _____ no _____

Comment: _____

9. Should the school be involved in student guidance and counselling?

yes _____ no _____

Comment: _____

10. How should the counselors be provided?

_____ School District

_____ Mental Health Clinic

_____ Juvenile Department

_____ City of Merrill

_____ Other : _____

Comment: _____

11. Do you think non-attendance in Merrill Schools is a problem?

yes _____ no _____

If yes, is the problems made worse by lack of parent concern?

yes _____ no _____

Comment: _____

12. Who should deal with the non-attendance problem?

_____ School

_____ Police

_____ Juvenile Department

_____ Children's Services (Welfare)

_____ Parents

_____ Other: _____

Comment: _____

13. What should be done about any severe discipline problems in the school:

_____ temporary suspension

_____ permanent dismissal

_____ corporal punishment

_____ guidance counselling

_____ other: _____

Comment: _____

14. Do you have a high school diploma?

yes _____ no _____

If no, would you like to take adult classes to obtain a diploma?

yes _____ no _____

If yes, where would you like to have these classes held?

_____ Elementary School

_____ Junior High School

_____ City Recreation Hall

_____ someone's home

_____ Other: _____

Comment: _____

The following section of questions concerns the curriculum presently being covered in the Merrill Schools and curriculum which might be included in the future. We encourage your comments and ideas!

Please check and comment on the following subject areas:

READING

adequate _____ inadequate _____

Comment: _____

MATH

adequate _____ inadequate _____

Comment: _____

ENGLISH

adequate _____ inadequate _____

SPELLING

adequate _____ inadequate _____

Comment: _____

HANDWRITING

adequate _____ inadequate _____

Comment: _____

SOCIAL STUDIES

adequate _____ inadequate _____

Comment: _____

SCIENCE

adequate _____ inadequate _____

Comment: _____

HOME ECONOMICS

adequate _____ inadequate _____

Comment: _____

INDUSTRIAL ARTS

adequate _____ inadequate _____

Comment: _____

CLASSROOM MUSIC

adequate _____ inadequate _____

Comment: _____

INSTRUMENTAL MUSIC

adequate _____ inadequate _____

Comment: _____

VOCAL MUSIC

adequate _____ inadequate _____

Comment: _____

****

1. Which of the following should the district provide as part of the curriculum with a special teacher. Please check your choices.

_____ typing

_____ art

_____ foreign languages

_____ sex education

_____ drama

_____ speech

_____ debate

_____ journalism

_____ individual music lessons

_____ others: _____

Comment: _____

2. What should our physical education program include?

_____ body exercises

_____ competitive sports

_____ team sports

_____ individual sports:

_____ golf

_____ tennis

_____ bowling

_____ swimming

_____ dancing

_____ gymnastics

_____ track

_____ cross country

_____ other: _____

Comment: _____

3. Do you think field trips have an educational value?

yes _____ no _____

Comment: _____

4. What field trips would you suggest that may be good for us to consider?

_____

_____

_____

_____

_____

_____

5. Would you be interested in attending an evening meeting at which the staff members or special guests explain:

_____ Testing procedures

_____ Teacher presentations about their classrooms

_____ School records

_____ Explain areas of study:

_____ Math

_____ Science

_____ Social Science

_____ English--Reading

_____ Career Education

_____ Physical Education

_____ Industrial Arts

_____ Home Economics

_____ Library

_____ Special Education

_____ Migrant Program

_____ General School Policies

_____ Budgeting

_____ Administrative Job Responsibilities

_____ Special Speakers:

_____

_____

_____

_____ Music Programs

_____ Other: _____

WE'D LIKE YOU TO JOIN US!

We would like to expand our school program to take advantage of the many talents this community has to offer. These are the areas of community involvement that we have decided upon for this year: develop a group of resource people and volunteer aides. We would like to have each of you who is interested to become involved. Please help us find you by answering the following questions.

* *

RESOURCE PEOPLE

A resource person program will include groups or individuals who are willing to make themselves available to share their knowledge of jobs, homemaking, hobbies, or special interest areas.

A resource person is one who is willing to come to the school and share knowledge with children. He might bring the tools necessary for this job or hobby to show children and answer questions about the qualifications needed for this skill. He might also be willing to let a few children come to his home or place of business to observe and ask questions.

1. Do you think the community will support this program?

   yes_____ No_____

   Comment:_____

2. Would you be willing to participate in and contribute your time to this program?

   yes_____ No_____

   Comment:_____

3. In what areas could you share your knowledge with children? (Don't limit yourself!)_____

_____

_____

4. Would you rather come to the school or would you prefer to have children come to you?_____

5. How many children would you want to work with at one time?____

_____

6. Do you prefer a specific age group?_____

7. Is any certain time of day better for you?_____

8. Do you have hobbies, materials, or collections that you would be willing to let us display or use for demonstrations?_____

_____

* *

VOLUNTEER AIDES

A volunteer aide is a person who is willing to donate his time to assist the teacher in working with children. He will be trained to work in the areas in which he shows interest. Some areas where help would be valuable are: working with one child or a small group on a teacher-prepared math or reading lesson, listening to a child read, assisting with science experiments in the junfor high, playing learning games with children, attend field trips with a teacher and class, get together with a group to make teaching aids such as games, flash cards, and charts, and do typing of tests and work sheets.

1. Do you see a need for a volunteer aide program in Merrill Schools?

   Yes_____ No_____

   Comment:_____

2. Are you interested in being a volunteer aide?

   Yes_____ No_____

   Comment:_____

3. Would you prefer to:

   a. come at a regularly scheduled time each week? _____

   b. be available when we need you? _____

   c. come at a scheduled time once a month to work on teaching aids? _____

   d. come at some other time or schedule which would be best for you? _____

4. What area(s) would you be most interested in working?

   a. working with an individual child or small group on a lesson the teacher has prepared. _____

   b. helping correct papers, type, or assembling assignments. _____

   c. assist in science classes and experiments. _____

   Do any of the following especially interest you?

   physics and chemistry _____

   biology _____

   geology _____

electricity _____

astronomy _____

machines and energy _____

d. making teaching aids such as games, posters, charts, and flash cards. _____

e. be able to accompany a class and teacher on a field trip. _____

f. assist in the physical education program. _____

g. Have we missed an area you have an interest in and would be willing to share with us? _____ If so, what is it? _____

_____

5. Would you be willing to attend training sessions to prepare you to help us?

Yes_____ No_____

Comment:_____

6. Have you had experience working with children (group leader, Sunday school teacher, camp counselor, etc.)?

Yes_____ No_____

If yes, please describe _____

_____ _____

APPENDEX B

MERRILL SCHOOL

CAREER EDUCATION PLAN

Grades K-6

BASIC ASSUMPTIONS SUPPORTIVE TO OUR PHILOSOPHY:

STAFF:

A certified teacher can,

1. Identify student needs.
2. Develop minimal competencies in teaching methods, knowledge and strategy.
3. And can function in the area of curriculum development and implementation.

STUDENT:

Each student is,

1. Unique with his own needs and aspirations,
2. A separate personality who has the right to pursue his potentials.
3. Likely to participate, given a meaningful role in the educational process.
4. Capable of participating in methods of inquiry,
5. Capable of discovering for himself, rather than having a generalization presented by a teacher and requiring a student to prove it.

BASIC STAFF RESPONSIBILITIES TO THE CAREER EDUCATION PLAN:

Teachers will develop curriculum and strategies for this program of Career Awareness by redirecting their focus, in Merrill Kindergarten through the sixth grade, to create relevancy in our educational system.

Teachers will identify how individual children learn best. Some learn through listening, some by looking, some by both looking and listening. Each child needs to feel, manipulate, listen, look, experience, create and COMMUNICATE. We believe that it is the responsibility of the teacher to define what students need to help build a certain skill, whether it is reading, mathematics, or one of the objectives in the Career Education Plan. Teachers need to clearly identify what the skills of each student are; what social and philosophical attitudes are necessary; how do we teach responsibility for this individual; what are his decision making skills, and can he communicate effectively?

The teachers responsibilities are:

1. Career Education is the responsibility of the classroom teacher.

2. Teachers will be able to identify activities to accomplish the goals and objectives of the school plan.

3. Teachers are responsible for knowing their students. Primary students are members of a family and need guidance in finding how they function in this role. Intermediate children are becoming aware of themselves as unique people, separate from their parents. Teachers are responsible for guiding this development in a positive direction.

MERRILL SCHOOL CAREER EDUCATION GOALS:

AT ALL SEVEN GRADE LEVELS FROM KINDERGARTEN THROUGH SIXTH GRADE THE TEACHER WILL ATTEMPT TO BROADEN THE STUDENTS SELF-CONCEPT TO INCLUDE THE LIFE ROLES OF:

1. the occupational role
2. the family member role
3. the user of leisure time role
4. the philosopher role
5. the citizen's role
6. the lifelong learner role

Each of these roles will be integrated into all the academic curriculum areas.

KINDERGARTEN: Self-

1. The children will learn to see their own physical characteristics.
2. The children will realize that they have varying emotions.
3. The children will take pride in keeping desks neat and clean.

Decision Making-

1. The children will learn that there are consequences for their actions.

Occupational-

1. The children will learn about their mothers and fathers occupational roles.

FIRST GRADE: Self-

1. The children will see and accept physical differences in themselves and others.
2. The children will learn to act out and accept different emotions.
3. The children will learn to take pride in keeping their room neat.

Decision Making-

1. The children will have experiences that teach the concept of actions having consequences continued.
2. The children will learn to work first, then to play.
3. The children will learn how to have friends and how to be a friend.

Occupations-

1. The children will learn about the occupations of all school workers.

2. The children's concept of the family will be further broadened.

SECOND GRADE: Self-

1. The children will practice the skill of handling and dealing with their emotions.

2. The children will learn that they can improve their physical characteristics.

3. The children will take pride in going to school and develop a feeling of pride for their school.

Decision-Making-

1. The children will learn through more continued choice of free time activities.

2. The children will continue to develop an understanding of the concept of consequences for actions and decisions.

3. The children will learn to relate decision-making skills to value situations. (stealing, lying, trusting, etc.)

4. The children will start to learn how to assist in the formation of the rules for class conduct.

Occupations-

1. The children will learn about neighborhood workers. (Friends of the family).

2. The children will learn about people's occupations who come to the school to perform services.

3. The children will learn about people's occupations who perform services for the family.

THIRD GRADE: Self-

1. The children will learn to take pride in their neighborhood.

2. The children will continue to learn to handle their emotions in elation to their home, their peers, and school personnel.

3. The children will develop the ability to accept responsibility for their own self-improvement of physical characteristics.

Decision Making-

1. The children will learn to choose, from among several methods presented, the way that they will learn a skill or fulfill an assignment.

2. The children will continue to have experiences in accepting consequences as a result of their decisions.

3. The children will continue to have experience in relating decision-making to value judgment situations.

4. The children will continue to assist in the formation of class rules and procedures to be followed.

Occupational-

1. The children will learn about the occupations of many people in the community of Merrill.

FOURTH GRADE:

1. Children will learn the basic skills of a class discussion. Paraphrasing will be the primary initial skill used.

2. Children will discover that life is centered around the life roles.

3. Children will be provided with an in-depth informational basis in each life role.

4. Children will develop a collection of skills that will ensure success in the life roles. These skills are cognitive, and affective as well as psychomotor.

FIFTH GRADE:

1. The children will learn the skills involved in a class discussion as outlined in our Circle Discussion Guide.

2. Children should discover more about the life roles as it relates to the self.

3. Children will continue to discover the significance of making wise personal decisions in all of the life roles.

4. Children will have their base of information in each life role broadened.

5. Children will enlarge their collection of skills that will ensure success in the life roles. These include cognitive, affective and psychomotor skills.

SIXTH GRADE:

1. Children will be able to use the skills of circle discussions outlined in our guide independently of the teachers intervention by the end of the school year.

2. Children will discover the interrelatedness of the life roles and careers or jobs. They should understand that happiness and success in one life role influences happiness and success in the other life roles.

3. Children will learn to identify those personal characteristics that influence, positively and negatively, an individual's performance in the life roles.

4. The children will have their in-depth informational base in each life role further broadened.

5. The children will add to their collection of skills that ensure success in the life roles, including information and skills in all three areas of the cognitive, affective, as well as the psychomotor.

SEVENTH GRADE:

The seventh graders at Merrill will have the Self Understanding Through Occupational Exploration program integrated into all curriculum areas for the 1975-76 school year. This will be continued in their Eighth Grade year at which time it will be enriched by a community service and work experience program which are, at this time, in the planning stages.

EIGHTH GRADE:

The eighth grade at Merrill will receive the S.U.T.O.E. program taught as a separate class, for they have not had it integrated into their curriculum as seventh graders. This will guarantee that they have a complete background in prerequisite skills for Lost River's EXPO and cluster program when they enter as freshmen into that school.

MERRILL SCHOOL CAREER EDUCATION PLAN

Grades K - 8

BASIC CONCEPTS AND GOALS TO BE ACCOMPLISHED

Domain: Self

Concept: An individual is unique.

Goal: For the individual to understand his aptitudes, abilities and interests.

Objectives:

K-3	For the individual to understand his abilities to perform specific tasks.
4-6	For the individual to understand that his interests and aptitudes influence his activities.
7-8	For the individual to understand the effects of health and physical development on his performance of tasks.

Concept: Self-development is a personal responsibility.

Goal: For the individual to be responsible for implementing his goals.

Objectives:

K-3	For the individual to understand the importance of personally relevant goals.
4-6	For the individual to understand the importance of priorities to reach goals.
7-8	For the individual to understand the necessity for setting both short- and long-range goals.

Concept: As members of society, people interrelate.

Objectives:

K-3	For the individual to understand the value of expressing his feelings in a socially acceptable manner.
4-6	For the individual to understand the need to establish relationships with others.
7-8	For the individual to understand the value of giving and taking constructive criticism.

Concept: An individual is influenced by his environment.

Objectives:

K-3	For the individual to be aware of his environment.
4-6	For the individual to understand the demands of his environment.
7-8	For the individual to understand how family, school, peer group, church, community and work experience influence him.

Domain: Work and Leisure

Concept: There is a relationship between one's role in the world of work and the well being of society.

Goal: For the individual to understand that occupations relate to needs and functions.

Objectives:
- K-3 For the individual to understand the interrelationship of occupations.
- 4-6 For the individual to understand the need for job specialization within the world of work.
- 7-8 For the individual to understand the interdependence between occupations and the needs and goals of society.

Concept: Knowledge of the structure of the world of work is important.

Goal: For the individual to understand that there are a wide variety of occupations which may be classified in several ways.

Objectives:
- K-3 For the individual to understand that there are a wide variety of occupations in the world of work.
- 4-6 For the individual to understand characteristics which differentiate occupations.
- 7-8 For the individual to understand various methods of classifying occupations.

Concept: Leisure time is important to one's well being.

Goal: For the individual to understand the function of leisure time in his life.

Objectives:
- K-3 For the individual to understand what leisure time is.
- 4-6 For the individual to understand that leisure means different things to different people.
- 7-8 For the individual to understand how he makes use of his leisure time.

Concept: There are a variety of life styles.

Goal: For the individual to understand the relationship between occupations and life styles.

Objectives:
- K-3 For the individual to understand the relationship between occupations and life style.
- 4-6 For the individual to understand the differences among life styles.
- 7-8 For the individual to understand how occupational choice influences life style.

Domain: Career Planning

Concept: Competency in decision-making skills allows one increased freedom to control his own life.

Goal: For the individual to be competent in decision-making skills.

Objectives:
- K-3 For the individual to understand the need to make decisions.
- 4-6 For the individual to understand how peer influence affects his decisions.
- 7-8 For the individual to understand and to evaluate the quality of his decision making.

Concept: One's future is influenced by present planning.

Goal: For the individual to understand the relationship between present planning and future outcomes.

Objectives:
- K-3 For the individual to understand the consequences of his decision making.
- 4-6 For the individual to understand that previous decisions will affect present and future decisions.
- 7-8 For the individual to understand the need to reexamine decisions regarding future long-range career responsibilities.

Concept: Career planning requires consideration of alternatives.

Goal: For the individual to understand the variety of alternatives available to him.

Objectives:
- K-3: For the individual to understand the need to identify alternative ways to accomplish goals.
- 4-6 For the individual to understand that there are a variety of questions related to deciding on a career choice.
- 7-8 For the individual to understand the need for selecting the alternative most consistent with his goals.

Concept: A changing society necessitates flexibility in career planning.

Goal: For the individual to understand the need for flexibility.

Objectives:
- K-3 For the individual to understand that the factors which influence his decisions may vary.
- 4-6 For the individual to understand that decisions are not always planned but sometimes are made spontaneously.
- 7-8 For the individual to understand that decisions can be tentative and reversible.

Domain: Basic Studies

Concept: An individual needs minimum competencies in order to function in a technical society.

Goal: For the individual to possess skills that are useful.

Objectives:
- K-3 For the individual to understand the importance of language.
- 4-6 For the individual to understand the variety of ways in which language is used.
- 7-8 For the individual to understand the subtleties of language.

Concept: Educational level influences one's occupational level.

Goal: For the individual to understand that different educational prerequisites are necessary for different occupations.

Objectives:
- K-3 For the individual to understand that there are a variety of educational levels.
- 4-6 For the individual to understand the different types of educational preparation required for various occupations.
- 7-8 For the individual to understand the relationship between levels of education and levels of employment.

Concept: Education and work are related.

Goal: For the individual to understand the relationship between what goes on at school and out of school.

Objectives:
- K-3 For the individual to understand that there are out of school learning experiences.
- 4-6 For the individual to understand that school provides only part of his learning experience.
- 7-8 For the individual to understand how preparation in school activities can relate to selected occupational areas.

Concept: Education is continuous throughout one's life.

Goal: For the individual to understand that learning is a life-long process.

Objectives:
- K-3 For the individual to understand that past, present and future learning are related.
- 4-6 For the individual to understand that desire to learn influences learning.
- 7-8 For the individual to develop an appreciation of learning and its relationship to living.

APPENDEX C

MERRILL CAREER EDUCATION CIRCLE DISCUSSION GUIDE FOR GRADES 4, 5, and 6.

RULES FOR KIDS:

1. Raise your hand if you wish to speak.
2. You can say anything that you want to as long as you say it politely.

GOALS FOR KIDS:

1. Self-Awareness
2. Empathy for others
3. Self-Control
4. Democratic process in a group
5. Develop decision-making skills
6. Planning
7. Setting Goals.

RULES FOR TEACHER:

1. Make a decision as to whether you will be directive or nondirective depending on the goal for the discussion.
   Nondirective is better-
   a. Try to include and encourage all children.
   b. Indicate that you see their hands up and will try to let them have at least one turn to talk.
   c. LISTEN very carefully.
   d. Listen with acceptance; try not to express approval or disapproval of a child's ideas.
      (If you are trying to modify a child's group behavior, try to keep this separate from the main work of the group discussion.).
      (Remember the three finger rule--if a child is disruptive hold up 1 finger, then 2, then 3. If he is disruptive the third time, he must leave the circle.)
2. Circle discussion is a problem-solving device.
   a. Try to include positive topics part of the time, and try not to allow a discussion about a negative to become super negative.
   b. Never allow destructive behavior. Don't let a child be picked on or feel embarrassed or threatened by the others.
      (A child will occasionally find himself on the "hot seat" if they are causing considerable problems for others and themselves, but this must be handled with tact by the teacher and a child must never be made to feel emotionally unsafe.)
   c. If a child's name comes up and he stands "accused" he must immediately be allowed to speak for himself, or someone else can be allowed to defend him.
3. Respect all participants and listeners and encourage an attitude of respect in the children.
4. Be honest.
5. Be human--HUMANE
6. Maintain control.

MOTIVATION:

1. An Inside Out or Bread and Butterflies film.
2. A current problem close to the children. (Fighting, behavior in music class, etc.)
   a. Ventilation of a problem or pent up emotions.
   b. Empathy for misunderstood individual (in class, community, nation or world figure).
   c. Awareness--through discussion of a value situation, or a problem common to everyone in any life role.
   d. A compromise Plan.
3. Planning--POPCORN SALE, SET UP RULES FOR FIELD TRIP, ETC.
4. Throw it open--let the kids list on the board the things they would like to discuss. (An Agenda - Town Meeting Style)
5. Something neutral--(What is in the black box?)
6. A current event or problem removed from the class. A news item, such as world hunger--WEEKLY READER is good.
7. Paraphrasing.

APPENDEX D

Merrill School
Career Education Planning Project
Community Involvement with Disadvantaged Students

Program Goal for Year 2 - 1974-1975:

To develop a model for implementing community involvement in Merrill's Career Awareness and Career Exploration Programs.

Program Objectives for Year 2 - 1974-1975:

#1. To develop and administer a community assessment survey instrument.
#2. To develop a plan for community involvement in the Career Awareness and the Career Exploration Programs in Merrill School.

Accomplishments of the Project:

Year 1 - 1973-1974:

1. Awareness of Career Education for the Merrill Staff.
   A. Tom Williams came down and gave an in-service.
2. Staff consensus of a definition of Career Education was achieved including Career Awareness, Career Exploration, and Career Preparation.
3. Idea paper for Community Involvement with Disadvantaged Students was written and submitted to the Oregon State Department of Education.
4. Received a $500 planning grant from the State Department of Education with additional $1,520 from Klamath County School District for the development of a plan for Community Involvement in Career Education.

Year 2 - 1974-1975:

1. Three Building Representatives for Klamath County School District from Merrill School worked on extended contracts to review other programs and to prepare themselves to in-service the rest of the staff and the rest of the community.
2. Three Building Representatives attended all Regional Meetings with Paul Mallonee, Regional Coordinator.
3. S.U.T.O.E. tested with Eighth Grade Class and plans made for total integration into the curriculum for the 1975-1976 School Year.
4. Development of an Awareness Plan for grades 1 through 6 for the 1975-1976 School Year.
5. Preparations made for the Teacher Planned In-service Model in Merrill School for the coming School Year.
6. Establishment of a Merrill School Career Education Advisory Committee.
7. The development of and the field testing completed of a Community Assessment Survey Instrument.
8. Monthly planning and In-service meetings for the staff.
9. Building Representatives visited other programs around the state and reported back to rest of staff.

Year 3 - 1975-1976: 1. Program has a plan for Community Involvement, Teacher In-servide, Program Development, and Evaluation.

Year 4 - 1976-1977: 1. Community has a plan for enlarging the program to include Lay Counseling Activities, Work Expedience and Community Service, and the possibility of implementing a Community School.

Analysis of the Program to Date:

1. The school has a plan and is ready to implement it into the community.
2. An Advisory Committee exists and is able and ready to function properly.
3. The Community Assessment Survey Instrument has been developed and is ready to be used further in future years.
4. Parents, Patrons, School Staff, and Students are positive about Career Education.
5. A file of Resource People for the Awareness and Exploration Programs has been started and will continue to grow.
6. The staff, the community, and the students are ready to go.

Proposed Accomplishments and Activites for the Future:

Year 3 - 1975-1976:

1. 1/2 day In-service for teachers of K-5 each month under the teacher planned model.
2. 1/2 day In-service for Junior High teachers of grades 6, 7, and 8 under the Teacher Planned In-service Model.
3. 1/2 day In-service for the Title IM Teacher's Aides on Career Education as it relates to their role in the school conducted by the Building Principal and/or the Building Resource Teacher.
4. The Principal will meet with the parents of each grade level twice during the school year to involve them in an ongoing planning input and evaluation process.
5. The Advisory Committee will meet four times to evaluate and plan.
   - A. To consider ways to develop the Community School Concept in the Merrill School Attendance Area.
   - B. To consider ways to develop Work Experience and Community Service activities for 7th and 8th Grade students in year 4 - (1976-1977)
   - C. Further develop Lay Counseling Program Concept.
   - D. Help build Merrill School's Budget for the 1976-1977 School Year.
6. Advisory Committee, Building Representatives, and the Building Principal conduct two town meeting type gatherings to encourage community involvement and to establish a trusting, cooperative rapport with the community. CREDIBILITY.
7. Conduct a community assessment survey.
8. Program evaluation.

Year 4 - 1976-1977:

1. Initiate the Community School Concept into the Merrill Attendance Area.
2. Establish a functioning Lay Counseling Program.
3. Initiate Work Experience and Community Service activities for 7th and 8th Grade Students.
4. Conduct Community Assessment Survey.
5. Program evaluation.

APPENDEX E

Merrill School
Career Education Planning Project
Community Involvement with Disadvantaged Students

Planning Budget - 1974-1975:	S.D.E. Funds	Local Funds
Personnel		
Extended Contracts		
3 Teachers - 10 days	$300.00	$600.00
Fixed Charges	60.00	76.00
Substitute Teachers		
9 days @ $26.00		234.00
Travel		
Mileage		90.00
Food and Lodging	140.00	
Supplies and Equipment		
Miscellaneous Items		100.00
Communications		
Phone, Postage, etc.		50.00
Dissemination		50.00
Services		
Secretarial		100.00
Meetings		
Advisory Committee, Survey Committee, etc.		200.00
Totals	$500.00	$1,520.00

ACCESSION NUMBER: VT102769

PUBLICATION DATE: OCT75

TITLE: ANCHORAGE SCHOOL DISTRICT EXEMPLARY CAREER EDUCATION PROJECT. INTERIM REPORT. JULY 1, 1974 - JUNE 30, 1975.

DESCRIPTOR: *CAREER EDUCATION; *CURRICULUM EVALUATION; *EDUCATIONAL ASSESSMENT; *CURRICULUM DEVELOPMENT; VOCATIONAL EDUCATION; ANNUAL REPORTS; SCHOOL SURVEYS; *ELEMENTARY SECONDARY EDUCATION; PROGRAM DESCRIPTIONS

IDENTIFIER: ANCHORAGE; ALASKA

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 225P.; PAGES 28, 29 AND 30 CONTAINING XEROXED COPIES OF NEWSPAPER PHOTOGRAPHS AND AN ARTICLE ON THE MEDIA CENTER HAVE BEEN REMOVED AND ARE NOT INCLUDED IN THE PAGINATION.

ABSTRACT: A CAREER EDUCATION PROJECT FOR GRADES K-12 WAS DESIGNED AND IMPLEMENTED IN 16 SCHOOLS OF THE ANCHORAGE SCHOOL DISTRICT. PROCEDURES DEVELOPED TO ACCOMPLISH PROJECT GOALS INCLUDED THE DESIGNATION OF BUILDING REPRESENTATIVES TO BE RESPONSIBLE FOR DISSEMINATING INFORMATION, INSERVICE TRAINING, CURRICULUM DEVELOPMENT, AND IDENTIFICATION AND UTILIZATION OF COMMUNITY RESOURCES THROUGH A CENTRALIZED SCHEDULING SYSTEM. THIS ANNUAL REPORT CONTAINS A SUMMARY OF THE YEARLY EVALUATION, A DETAILED DESCRIPTION OF THE PROJECT TO DATE, AND THE METHODOLOGY AND RESULTS OF THE EVALUATION. DATA COLLECTED AND ANALYZED IN THE EVALUATION PROCESS WERE EXTENSIVE, AS THE EVALUATION INSTRUMENTS INCLUDED STUDENT, TEACHER, ADMINISTRATOR, AND COMMUNITY SURVEYS AS WELL AS STUDENT TESTS. THE INFORMATION OBTAINED SERVED AS A BASIS FOR RECOMMENDATIONS ON ALL ASPECTS OF THE PROJECT: CURRICULUM, STAFF INSERVICE TRAINING, COMMUNITY RESOURCE UTILIZATION, MANAGEMENT, AND EVALUATION. THESE RECOMMENDATIONS ARE LISTED IN THE REPORT SUMMARY. APPENDIXES (48 PAGES) INCLUDE THE SURVEY QUESTIONNAIRES AND PROMOTIONAL MATERIALS FOR VOCATIONAL COURSES. (RG)

CONTRACT NUMBER: OEG-0-73-5299

INSTITUTION NAME: ANCHORAGE BOROUGH SCHOOL DISTRICT, ALASKA. DIV. OF CAREER DEVELOPMENT AND VOCATIONAL EDUCATION.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

102 769

INTERIM REPORT

Project No. V361022
Grant No. OEG-0-73-5299

Period Covered: July 1, 1974 - June 30, 1975

E. E. (Gene) Davis
Division Director
Career Development & Vocational Education
Anchorage School District
4600 DeBarr Road
Anchorage, Alaska 99504

VT 102 769

INTERIM REPORT

Project No. V361022
Grant No. OEG-0-73-5299

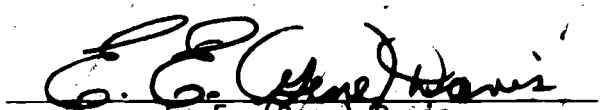
Period Covered: July 1, 1974 - June 30, 1975

ANCHORAGE SCHOOL DISTRICT
EXEMPLARY CAREER EDUCATION PROJECT

Conducted Under
Part D of Public Law 90-576

E. E. (Gene) Davis
Division Director
Career Development & Vocational Education
Anchorage School District
4600 DeBarr Road
Anchorage, Alaska 99504

October 1975



E. E. (Gene) Davis

INTERIM REPORT

Project No. V361022
Grant No. OEG-0-73-5293

ANCHORAGE SCHOOL DISTRICT
EXEMPLARY CAREER EDUCATION PROJECT

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projetts under Government sponsorhip are encouraged to express freely their professional judgment in the conduct of this project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

E. E. (Gene) Davis
Division Director
Career Development & Vocational Education
Anchorage School District
4600 DeBarr Road
Anchorage, Alaska 99504

October 1975

SUMMARY OF REPORT

Time Period Covered by Report

June 30, 1974 to June 30, 1975

Goals and Objectives of the Project

Goals:

1. Design and implement a K-12 career education program of awareness (K-6), exploration (7-9), and preparation (10-12) utilizing the areas of career development listed below:

   Self-Understanding and Interpersonal Relationships
   Work
   Leisure
   Basic Studies and Occupational Preparation
   Planning and Decision Making
   Community Involvement

2. Design and implement program at the elementary level (K-6) to increase the awareness of students to the broad range of careers available in society, with major emphasis on the broad areas identified in goal #1.

3. Design and implement programs at the junior high or middle school level (7-9), to provide orientation and exploration, including work experience. in selected occupational clusters, and related to the major areas of emphasis as identified in goal #1.

4. Design, implement and articulate programs at the 10-14 level for career preparation in selected occupational clusters.

5. Design and implement 7-12 program in guidance and counseling to assist students in their career development.

Procedures Followed

Sixteen schools, K-12, were involved in the project. To accomplish project goals and objectives a system of utilizing building representatives and/or coordinators, a building plan, and funds allocated accordingly was instituted. Each building was responsible for achievement of project goals via the local model, materials, and delivery systems.

Procedures Followed (continued)

Staff in-service was initiated primarily at the building level via funds allocated with the building plan and approval of mini-grants for specific grade level activities. Building representatives and/or coordinators monitored all activities and provided immediate contact with central office project staff.

Curriculum development was accomplished via mini-grants, university courses, writing teams and individual performance contracts. Building representatives and/or coordinators worked with project staff to review project objectives, search for available materials, and if none existed that would serve the need, develop materials or procedures locally.

A major activity within the project was the systematic approach to the identification and utilization of available community resources to accomplish instructional objectives. The system is described in detail in the body of the report.

Results and Accomplishments

In addition to the curriculum development and infusion described in the body of this report and the third party evaluation document, the statistics identified herein are indicative of project accomplishments:

Staff In-Service -	Elem.	Sec.
Know What Career Education is	87.0%	90.5%
Want Career Education Infused instead of separate class	90.9%	77.4%
Know Where Assistance is Available		
At Building Level	93.9%	100.0%
At District Level	85.5%	53.6%
Knowledgeable of Local Career Education Model	61.8%	54.8%
Have Received In-Service on Career Education Concepts and Building Plan	68.7%	70.2%
Rating of Project as Average to Excellent	77.8%	68.5%
Aware of Community Resources Process and System	- 90.3% -	

Staff Community Resource Utilization - (all project staff)

Level of Use:		47.3%
Effective method of providing students with career information		79.5%
Centralized scheduling system effective method of delivery		60.0%
Use factor -	more than 10	5.3%
	6-10	6.2%
	1-5	42.2%
		53.7% of project staff

Results and Accomplishments, (continued)

Community Response of Utilization By Schools -

Believe use and centralized coordination beneficial		83.5%
Willing to continue assistance		80.2%
Scheduling arrangements effective		64.7%
Students understand purpose:	usually	63.2%
	always	33.0%
		96.2%--→

Community Resource Utilization Summary -

- 20,000 students involved in at least one experience
- 1,100 individuals or organizations providing assistance
- 680 field trips
- 441 classroom discussion leaders
- 2,000+ manhours donated by the community
- 1,072 work experience students in addition to field trips and discussion leaders

Evaluation Summary

This executive summary is a synopsis of the Year End Evaluation Report for the Anchorage School District Exemplary Career Education Project. For further discussion of items the full report, dated September, 1975 should be consulted.

The final evaluation report for the second year of the Career Education Project is submitted by IBEX and Southwest Research Associates (SWRA) in completion of a contract for evaluation of the Anchorage School District Exemplary Career Education Project, Grant Number OEG-0-73-5299. Activities completed in the report are those agreed upon in the Revised Evaluation Design and in the evaluation contract.

This year's evaluation has provided a great volume of statistical data, and the analysis performed has answered most of the specific evaluation questions adequately and has yielded a solid base of management information on which to base recommendations and conclusions. Based on the needs of information users and the constraints of the evaluation, a set of evaluation questions was developed. Statements regarding the evaluation questions may be summarized as follows:

-Results of the Career Maturity Inventory clearly show that project students generally are aware of their own ability and limitations relative to the world of work.

-Results of the Career Maturity Inventory indicate the attitudes and perceptions of caucasian project students are consistently significantly higher than blacks and Alaskan natives. Blacks tend to score higher than Alaskan natives: American Indians. Regarding sex differences, girls did better than boys at all grade levels on all sub-tests.

Evaluation Summary (continued)

-A very low response rate (12%) of a provided follow-up survey indicated the role of the schools in placing students in chosen careers was minimal for the 1973-74 seniors.

-The opening of the new Career Center and the development of the career education curriculum units have expanded the job preparation opportunities of secondary level district students.

-Project teacher's knowledge of career infusion is high in terms of actual classroom activities. Their knowledge of the Career Education Model and building plans needs further attention through in-service.

-Project teacher's attitudes toward the concept of career education are very positive.

-Evaluation of the unit implementation of career education concepts needs to be expanded to encompass process and product evaluation.

-Project school counselor's efforts in assisting students to increase skills in planning and decision making are consistantly low. This area of the project is not operating effectively.

-Career education materials are being made available and are being used at a high level, with usage increasing with grade level.

-Teachers and the surveyed community organizations indicated strong support for a centralized scheduling center. The level of awareness is high and users generally show satisfaction with its service.

-Student self concept as assessed by SOS for third and sixth graders was near or above norm on all scales. Girls scored higher than boys on all scales except self security. At primary level, career education students generally scored higher than non-career education students. This trend was reversed at the intermediate level. Ethnic differences varied on each of the scales.

On the basis of the data gathered, the following recommendations are made regarding project management, content, and operation. Specifically we recommend:

-That activity/program variables be added to student data base in order to more directly measure effectiveness of project activities.

-That the student follow-up form and data collection procedures used last year be revised to improve return rate and provide specific data to meet program needs.

Evaluation Summary (continued)

-That in-service be expanded for teachers in developing conceptual basis of career education, the Career Education Model, and building plans.

-That communications between district and school levels be improved, and that teachers be further involved in the decision making process in developing building plans.

-That formal formative and summative evaluation procedures be implemented for mini-grants and Career Centers for Kids.

-That counselors at project schools allocate more time to career guidance, small group guidance and counseling activities, and that counselor in-service be expanded.

-That objectives be established for the Community Resources Scheduling Center in terms of teacher's awareness, attitudes, use of the Center, and cost operation.

-That the effectiveness of the Community Resources Scheduling Center be increased by:

increasing information flow to teachers of value of specific resources,

insuring adequate staffing of center to process teacher requests,

reviewing and updating management, scheduling, and contact procedures with emphasis on incorporating quality control,

encouraging development of follow-up packages for successful resources, and
coordinating all requests through the Center.

-That a needs assessment program be instituted and maintained in the area of in-service, with increased documentation and specific objectives established.

-That proposed project activities be examined, and "marginal" activities be dropped.

In summary, the overall structure of the project is sound. The evaluation has been carried out with the purpose of providing project management with the information needed to make it even more effective.

Conclusions and Recommendations

Refer to Evaluation Summary

BODY OF REPORT

Problem Area To Which Project Was Directed

Alaska, partially because of the recent discovery of vast oil resources and Congressional actions pertaining to native rights, is on the verge of what may well be major changes in the state's social and financial status.

Alaska is experiencing, but to a greater degree, the same rapid social and economic changes taking place nationwide. Anchorage, the largest city in the state, 180,000, is experiencing the impact of these changes because it is the financial distribution, manpower, and transportation hub of the state.

Anchorage is located at the head of Cook Inlet in South-central Alaska. The city is 1,425 ocean miles from Seattle and three hours away by commercial jetliner. Because of Anchorage's location near the top of the world where today's jet airliner routes between Europe and Asia and between North America and those two continents come together, it claims the title of "Cross-road of the Air World".

At the same time, the city also occupies the strategic spot in relation to the state. It is an Alaska transportation hub in every sense of the word. Anchorage is the midpoint control center and headquarters for the Alaska Railroad, which operates between the seaports of Seward and Whittier and the interior railhead of Fairbanks. Anchorage is also at the center of a network of paved highways and secondary roads fanning out in all directions and giving it direct links to the growing oil production and industrial centers of the Kenai Peninsula and the peninsula's important playgrounds for the growing tourist industry.

Anchorage also has direct highway connections to all points in the interior, and to the Alaska Highway which provides a road connection through Canada to the other states. Anchorage also has its own port facilities with year-round direct container ship service to Seattle and a port traffic that makes the port the busiest in the state. In addition airlines give direct flight service to all parts of the state, to the other states and to Europe and Asia.

Over the years the economy of the Anchorage areas has changed. Private capital is playing a larger role in the economic development of the area with military and governmental expenditures taking a less important role. This diversification has tended to strengthen the economy.

Another factor which contributes much to the economy of the area is the increasing importance of tourism. This can be attributed to a variety of factors which include improvement of transportation facilities to the Anchorage area and Alaska in general, a general increase in leisure time and affluence throughout the United States and the attraction of Alaska as the last frontier.

Problem Area To Which Project Was Directed (continued)

During the last ten years various Anchorage area manpower studies indicated five areas that affect incomes in this area significantly. The areas of greatest development have been service, trade, finance, insurance, and real estate activities, and government employment (federal). The most outstanding area of growth has been expansion of the goods distribution and service sectors.

Areas of employment on which this growth has been attributed are: contract construction, transportation, and wholesale and retail trade. This latter area is one in which the most rapid and widest growth is anticipated. The areas of finance, insurance, and real estate employ 64% of their people in the Anchorage Area. Another area which must be given attention is the Service Industries. Second only to Alaska Pipeline Impact will be our tourism. Anchorage's single largest source of income and employment is the Federal Government. The future predictions are that although this area will continue to be of prime importance it will be steadily declining in relation to the other areas mentioned.

Including white collar categories in the areas of service, trade, and government we find that 73% of the work force is employed in these areas. The indication is quite strong that educational programs should be geared toward these types of occupations.

Another group of the work force that requires special attention is the 6,000 plus Natives located specifically in the Anchorage Area. Their problems will be discussed later. Another problem that is common to all groups is the fluctuations caused by seasonal employment. Although the seasonal industries of construction and tourism has made outstanding efforts to go to full-time employment, opportunities in this area are still highly seasonal in nature.

With all the activity surrounding Alaska and Anchorage relative to the economy the unemployment rate is still 9.7%.

The educational system has not escaped its share of criticism regarding the problem of unemployment, welfare, lack of knowledge of young people of the business world, youth dropout, etc.

Critics of the educational system, both from within and without, believe that much of what the schools offer our young people is not relevant to their experiences outside of school or to their future; and, further, that the school experience insulates the students from the larger society and inadequately prepares them to enter it as productive participants. Studies show that many students leave school without the necessary skills to fill an occupational role and also without the skills to adapt to present and future changes in their world. Often, students are saturated with knowledge but starved for experience, because during their school years they are often isolated from the larger society for which they are being prepared.

Problem Area To Which Project Was Directed (continued)

In the State of Alaska, as elsewhere, a great number of students leave school unprepared for employment and with unclear goals. Alaska already has one of the highest unemployment rates in the nation and although some economic growth has occurred as the result of the pipeline, young people entering the job market without saleable skills find few jobs available.

In addition, the emergence of Alaska native regional and village corporations established by the Alaska Native Claims Settlement Act of 1971 reflects the rapid social and economic changes occuring in Alaska. Economic experts indicate the effect of this legislation has been to make the corporations the second most important economic force in the state.

Manpower projections identify that by 1978 between 927 and 1,200 individuals will be needed to staff regional corporations, and another 1,080 new job openings will occur within village corporations.*

Consideration of the special needs of ethnic minorities should be recognized by educational planners, and is another significant reason for the implementation of a comprehensive career development program in the schools.

Career Development Education has been regarded by many educators and members of local communities as a way to meet some of these challenges. Career Development Education, however, is not based on the old models of vocational training and occupational counseling which were applied only at certain points in the student's school years and were limited to helping one make occupational choices.

A comprehensive career development education program involves all students at all grade levels, the total school staff and the total curriculum, as well as active community participation. The broad goals of a career education model are to make the whole environment of the student a stage for learning, to involve each student in his or her own education by helping each student understand themselves and other people, identify a personal system of values, develop skills in planning and decision making and ultimately choose an occupation and satisfying life-style.

A key element in career development education is the concept of the community becoming a living laboratory for learning. Career Development Education is a joint effort by the schools and the community to help each student understand the world of work, obtain information about the specific educational and job requirements of various careers, and to assist in the acquisition of the necessary knowledge and skills that ultimately lead to the choice of a career.

* State of Alaska, Title I, Comprehensive Employment Training Act of 1974.

Problem Area To Which Project Was Directed (continued)

Career Development Education recognizes that each student is a unique individual with one's own emerging needs, capabilities and system of values. A broad definition of Career Development Education is the growth of an individual throughout one's life as one assumes various life roles as a family member, citizen, consumer, worker, and participant in leisure-time activities.

Career development goes on, whether planned or not, both in the formal educational process and in the student's other life experiences. Career education attempts to systematize this process by giving direction to the existing curriculum and by effectively involving the community.

This proposal is based on the belief that Career Development Education can and should assist young people in the public schools to become aware, explore and begin preparation for the world of work. Project goals and objectives are outlined in this report and are an attempt to address the problem.

Goals and Objectives of the Project

Goals -

1. Identification of desirable student outcomes.
2. Provide in-service for project teachers in:
   a. understanding career education concepts
   b. identification of aspects of present curriculum related to career education concepts
   c. interdisciplinary planning and implementation methods.
3. Articulate programs K-12 and provide articulation with local universities and training programs.
4. Orient non-project schools and community to career education program.
5. Develop, select and refine K-12 curriculum to focus basic subject areas around the career development theme.
6. Develop, for each occupational cluster, awareness curriculum for grades K-6 and exploratory curriculum for grades 7-9 to include classroom activities, on-site observation, hands on experiences, discussion leaders from the community and for grades 7-9 exploratory work experience.

Goals and Objectives of the Project (continued)

Goals -

7. Expand opportunities for secondary students to receive realistic career counseling.

8. Conduct follow-up studies of graduates who were enrolled in vocational classes as a basis for assessing effectiveness of education and identifying change to improve curriculum.

Objectives -

For grades K-6 to strive for the achievement of such desirable student outcomes as:

1. Increased understanding of oneself and one's relationships with others,

2. Increased awareness of occupational options with emphasis on avoidance of sterreotyping due to sex,

3. Awareness of the relationship between skills learned in school and those needed for eventual employment,

4. An understanding of the difference between work and leisure and the importance of both to an individual, and

5. Increased understanding of their community through speakers, field trips, reference materials and classroom projects that contribute to the community's welfare.

For grades 7-10 student objectives include:

1. Assist students in evaluating their interests, abilities, preferences, and values in relationship to career options,

2. Provide students with in-depth exploratory experiences in two or more career cluster areas in grades 7 and 8,

3. Provide exploratory work experience in one or more clusters for students in grade 9, and

4. Enhance career counseling and assist each student in preparing an educational and work experience plan of studies for grades 10-12 based on his or her career preferences.

For grades 10-12 student objectives include:

1. Provide each student with preparation in a specific career cluster, entry into an occupation and/or continuing education,

2. Provide each student intensive career counseling to prepare him or her for employment and/or further education, and

Goals and Objectives of the Project (continued)

Objectives -

3. Facilitate the placement of each student who leaves school in employment or further training.

Procedures Followed

An attendance area of sixteen (16) schools K-12 was identified as the target area for the second year for continued development and implementation. This includes twelve (12) elementary schools, three (3) junior high schools, and one (1) senior high school. Twenty-seven (27) building representatives were identified at the elementary level and three (3) building coordinators were identified at the secondary level for the purposes of disseminating information, in-service and curriculum development.

The Curriculum Committee and In-House Steering Committee was reactivated to work with building representatives and project staff. Two (2) or three (3) classroom teachers were identified to work as building representatives from the project schools at the elementary level. Monthly meetings were conducted by elementary project principals and elementary building representatives. The elementary career awareness consultant's position was funded by the project this year. Also funded by the project was a full time career education coordinator at East/Benson and a half-time career education coordinator at Wendler and Clark Jr. High. Secondary activities were coordinated at the central administrative level by the project director.

Funds within the project were identified for in-service activities, curriculum development, purchase of career education materials and for mini-grants approved for implementation this year. Evaluation data was collected and received as described in the section entitled Evaluation of the Project, page 19.

Community resource identification and utilization was a major component of project activities. Although not entirely funded from the project, the impetus nevertheless came from project activities. Outlined herein are the procedures followed:

Phase I - Research and Data Collection; Needs/Capability/Interest Assessments; Design and Recommendation of Community Resource Delivery System and Training Programs

Data collection instruments (questionnaires and outlines) and data collection procedures (plans, manpower requirements, timetables) for the collection of information in the following five (5) areas is included in this phase:

1. Statistical data on the local school district's student enrollment, professional staff, curriculum, career education activities and plans, physical plant, and instructional facilities and equipment.

Procedures Followed (continued)

Phase I - (continued)

2. Statistical data on the business-industrial-commercial-labor-governmental-professional-civic-cultural sectors of the community.

3. Attitudes and opinions of the instructional and administrative personnel toward the utilization of community resources to achieve career education instructional goals.

4. Attitudes and opinions of community organizations and individuals toward the provision of personnel, materials, equipment and facilities to the schools on a voluntary, contributed basis to support career education instructional programs and activities.

5. Employment and other data on employer organizations and employment locations in the community.

Once the data has been collected, an analysis is done in four (4) areas:

1. The individual and collective community resource requirements of the K-12 career education program in the district or by building. The assessment report seeks to identify the required resources by (1) type of resource, (2) industry S.I.C. category, (3) career cluster, and (4) occupational title.

2. The capability of the community to provide the identified types of resources on a voluntary, contributed basis.

3. The interest, willingness, and ability of classroom and administrative personnel to effectively select, plan for, secure, utilize and evaluate community resources as tools for the attainment of identified career education instructional goals.

4. The interest, willingness and ability of community volunteer personnel to serve as community resources and to achieve the identified career education instructional goals.

Upon completion of data collection and analysis, administrative personnel need to plan and budget for implementation, evaluation and maintenance of the system. Six areas need to be addressed at this point:

1. A Community Resource Recruitment Program

2. A Community Resource Computer and Card File Data Bank

3. An Information-Scheduling Facility and System

Procedures Followed (continued)

Phase I - (continued)

4. A Teacher In-Service Training Program

5. A Community Resource Personnel Training and Orientation Program

6. A Documentation and Evaluation Program

Approximately six (6) months is required to complete all portions of Phase I. NOTE: This phase is basically planning and budgeting. Phase II is concerned with installation and operation during which the delivery system and training programs are implemented.

Phase II

This phase includes (1) recruitment of community resources (see Quarterly Report covering the period of July 1, 1974 - September 30, 1974), (2) creation of a community resource data bank, (3) operation of a central information scheduling system, (4) in-service training of teachers, (5) orienting community organization and personnel, and (6) documentation and evaluation.

The community resource inventory book is the method utilized by the Anchorage School District to recruit volunteers. Final copy is the result of many hours of effort defining, selecting, and categorizing necessary information for the booklet. The inventory process resulted in over 600 business, industrial, governmental, labor, civic, and cultural organizations responding with a desire to assist the schools.

Construction of a data bank from collection information resulted in a visual manually accessible card file for community resources in eight (8) categories with a retrieval system based on resource category, industry or career cluster and occupational title. Both a numerical and color coded retrieval system is provided for personnel to access the data bank.

A centrally located scheduling center, staffed with one senior clerk and two student helpers, control the data bank, receives requests from teachers, contact community volunteers and tabulate all statistical data required. Since the first day of operation, October 15, 1974, until February 15, 1975 the scheduling center has received 912 requests; and has successfully filled 837. (Complete statistics for the year are available in Appendix C.)

Procedures Followed (continued)

Phase II - (continued)

Prior to initiation of the system on October 15, 1974 two decisions were made by top level administrators: (1) a policy decision that all requests for community resources (except neighborhood in case of elementary) would be channeled through the scheduling center, (2) all professional staff (1800) would receive a brief orientation to the system (30-40 minutes) during the remaining days of October and all of November. This was accomplished via transparencies by the career education program development staff.

A third decision that was made at the program level was to locate the scheduling center as close as possible to where teachers normally go for resources, the district central audio/visual and library resources facility.

Documentation of all processes and procedures are currently underway; but will not be available until after the two year pilot effort - summer of 1976. An outside firm has been contracted to evaluate the system in terms of teacher receptiveness and community participation and willingness. Additional evaluation on a contract basis will be provided by Carl Poole of Community Resources for Career Education. Carl's work will be in the nature of monitoring the system operations, to check the manner in which procedures are being followed appropriately.

A guide for community volunteers will be published this spring and distributed to all participants. Also, a district-wide and community continuing education plan will be implemented for the school year 1975-76 and the succeeding three years.

All activities noted above will be an integral part of the district's annual and long range plan of service for Career Development and Vocational Education.

Phase III - Revision and Maintenance

This phase provides for procedures to review and/or maintain the system until it is perfected. Incorporated is an annual planning and projection program which enables each teacher to project, in advance, his/her community resource requirements.

Planning is currently underway for this phase. Details will be available at the end of the two (2) year pilot project.

Results; Accomplishments

K-6 -

Conducted orientation sessions for staff of 43 elementary schools on effective utilization of community resources. (For copy of Community Resources Inventory, refer to Quarterly Report covering the period of July 1, 1974 - September 30, 1974.) Provided 8½ days in-service to project school staffs on implementation of career education goals and objectives via an interdisciplinary approach through State release time and Saturday workshops. Provided 3 days of in-service on elementary career education to Kenai School District.

One (1) credit mini-courses coordinated by this office offered by the University of Alaska included the following:

Media Development (24 participants)
Teaching Home Economics in the Elementary Grades (53 participants)

Curriculum development included the development of the K-3 Activities Book which was field tested by 123 classroom teachers, and the intermediate Leisure Learning Center Package which was field tested by 106 classroom teachers. (For copy of document, refer to Quarterly Report covering the period of July 1, 1974 - September 30, 1974.)

In cooperation with the University of Alaska, two (2) tuition free graduate credits were given to 24 classroom teachers for five (5) days of writing time to develop learning centers and activities for 13 occupational clusters in grades K-6. The University will pay the publication costs of 200 copies of a 300 page book containing the activities developed in this workshop. The sample centers and book will be used in teacher in-service during the 1975-76 school year throughout the District.

Assistance was provided by this project in the development of other elementary curriculum projects demonstrating the infusion of career education:

A K-6 Language Arts Curriculum Guide and Activity Cards on listening skills and career awareness was developed by Jo King, from Wonder Park Elementary for district-wide implementation September, 1975. (Refer to Quarterly Report covering the period of October 1, 1974 - December 31, 1974.)

The text and photography for a book depicting Alaskan natives in a variety of occupations has been completed by personnel in the Indian Education Act program. Emphasis is on creating a positive self-image in native elementary students, broadening their awareness of occupational opportunities and avoidance of sterreotyping of natives by non-native students. The Indian Education Act personnel are currently seeking funds to publish a teacher's activity guide and provide in-service to elementary teachers using the book. Publication date was September, 1975.

Results; Accomplishments (continued)

K-6 -

A curriculum package of 125 primary activities in Sequential Perceptual Motor Skills and Career Awareness, Art, and Music has been developed for district-wide implementation during the 1975-76 school year. (Refer to Quarterly Report covering the period of October 1, 1974 - December 31, 1974.)

A curriculum guide on the Alaska pipeline which demonstrates the infusion of career education into a year long study of social studies at the intermediate level was published and will be available for district-wide dissemination in September, 1975.

The Anchorage School District's Kindergarten Curriculum Committee is currently rewriting the District's kindergarten curriculum and has included career awareness as an integral part of the new curriculum to be implemented next year.

Audio-visual career awareness materials purchased with District funds and used by all project schools and many non-project schools this year included the primary series, The Kingdom of Could Be You and the intermediate series, Bread and Butterflies. In-service on utilization of the series was provided to all project elementary schools.

A Career Development Leave was provided by the District to three (3) elementary project teachers to attend the N.E.D. Writing Institute in Nashville, Tennessee, last spring. Upon their return the participants provided a four (4) hour workshop on infusion of career education goals and objectives to the staff at their school (three schools) and to career education representatives.

Bread and Butterflies will reach an even wider audience next year as it will be a regular program on the instructional television station.

Public relations activities included five (5) career awareness presentations concerning the elementary portion of the program on Channel 11, newspaper coverage (see Appendix A), three sectionals at the State Teacher's Conference, and speaking engagements by the project director, elementary consultant, and work experience coordinator to community organizations. (See Appendix B.)

7-9

Orientation on effective utilization of community resources was conducted to all twenty secondary schools involving 1,000 staff members.

Provided one (1) day career education workshops in the four (4) subject areas of math, science, language arts, and social studies to classroom teachers in these areas from Benson and Wendler

Results; Accomplishments (continued)

7-9 -

A one (1) day workshop on planning and decision making was attended by 45 counselors, administrators, career education coordinators, and social studies teachers. Mr. H. B. Gellatt, co-author of the College Entrance Examination Board Decision materials, served as consultant.

Guidelines were developed and implemented for an exploratory work experience pilot program at Clark Junior High. One hundred and sixty ninth grade students participated each semester. Thirty-five merchants from the immediate vicinity participated in the program. A newsletter kept Clark Jr. High parents informed on the progress of career education activities, which was mailed to all parents each quarter.

The Pupil Potentials Lab pilot project was developed and implementation started this year at Wendler Jr. High. The Lab involves parents, faculty, and students and assists students in making career decisions. The program was designed and implemented by the Wendler Counseling Department. (For copy of the Pupil Potentials Lab, see Quarterly Report covering the period of January 1, 1975 - March 31, 1975.)

Seventh grade students in each of the junior high project schools received in-depth exploratory experiences in career interests via field trips, speakers in the classroom and mini-career education days.

Eight grade students at Wendler and Clark Jr. High participated in an on-the-job visitation for one (1) day with their parents or another adult. (See Appendix D.)

Two sectionals on career exploration were offered at the State Teacher's Conference. Four presentations were made on Channel 11 and newspaper publicity concerning the exploratory program was obtained.

In addition to outside evaluation of the project, JOB-O, an interest inventory was administered to all 8th grade students at Wendler and Clark. The Career Interest Survey was administered to all students in grades 8-11 in cooperation with the local Boy Scouts.

Two hundred and fifty 8th grade students participated in a Career Day at Benson Jr. High.

Existing career education materials in each secondary IMC and counseling department were examined and inventoried. Relevant career education materials were purchased to supplement existing materials.

Results; Accomplishments (continued)

7-9 -

Conducted workshops in curriculum development demonstrating the infusion of career education goals and objectives in math, science, social studies, and language arts. Curriculum materials for grade 8 will be published and disseminated next September.

Three hundred and twenty 9th grade students at Clark, accompanied by 24 9th grade classroom teachers, and a similar number from Wendler and Benson toured the Career Center to assist them in preparing their senior high educational plans.

At Clark Junior High individual results of the Career Maturity Inventory were analysed and discussed with each student by the counseling department.

A local Youth Employment Services counselor spent two (2) days at Clark Junior High counseling 9th grade students on summer employment.

9-12 -

Two senior high career expositions were held involving over 150 speakers from the community, the staff at East High School and 2,500 students.

East High Career Coordinator assisted in planning and implementation of two (2) workshops conducted by the Anchorage Human Relations Commission. The first workshop, "Looking to the Future: New Career Opportunities for Women", provided information to 100 secondary female students. The second career workshop provided information to 150 male and female secondary students.

Questionnaires were mailed to 1,512 graduates who were seniors last Spring enrolled in Vocational Education classes. The graduates were asked if the Vocational Education programs they were enrolled in was meaningful training for their present job. Graduates had an opportunity to make suggestions for improvement of programs. Results of the study are delineated in Appendix E.

East High subject departments have developed and implemented classroom activities and displays demonstrating the infusion of career preparation into their subject area.

Results; Accomplishments (continued)

Other

The K-12 Career Development Education Planning Model listing six domains, concepts, developmental goals and objectives was completed by the Anchorage School District for the State of Alaska. (See Appendix F.)

A brochure, also developed by Anchorage School District project staff, for the State of Alaska, explaining career education was published and was disseminated last spring. (See Appendix G.)

The Community Resources Scheduling Center was operational October 15, 1974 serving 1700 teachers in the District, approximately 36,000 students and the community. Seven hundred and eighteen out of a potential 1,100 businesses and governmental agencies are listed in the data bank. Eighty-four percent of resources requested were confirmed by the center for a total of 1,033 confirmations. (See Appendix H.)

The Audio/Visual Committee has recommended the purchase by the District of $8,600.00 in K-12 career education films to supplement curriculum development for the 1975-76 school year. (See Appendix I.)

Evaluation of the Project

(See Appendix J.)

Conclusions, Implications, and Recommendations For the Future

This executive summary is a synopsis of the Year End Evaluation Report for the Anchorage School District Exemplary Career Education Project. For further discussion of items, the full report, dated September, 1975 should be consulted.

The final evaluation report for the second year of the Career Education Project is submitted by IBEX and Southwest Research Associates (SWRA) in completion of a contract for evaluation of the Anchorage School District Exemplary Career Education Project, Grant Number OEG-0-73-5299. Activities completed in the report are those agreed upon in the Revised Evaluation Design and in the evaluation contract.

This year's evaluation has provided a great volume of statistical data, and the analysis performed has answered most of the specific evaluation questions adequately and has yielded a solid base of management information on which to base recommendations and conclusions. Based on the needs of information users and the constraints of the evaluation, a set of evaluation questions was developed. Statements regarding the evaluation questions may be summarized as follows:

-Results of the Career Maturity Inventory clearly show

Conclusions, Implications, and Recommendations For the Future (continued)

that project students generally are aware of their own ability and limitations relative to the world of work.

-Results of the Career Maturity Inventory indicate the attitudes and perceptions of caucasian project students are consistently significantly higher than blacks and Alaskan natives. Blacks tend to score higher than Alaskan natives: American Indians. Regarding sex differences, girls did better than boys at all grade levels on all sub-tests.

-A very low response rate (12%) of a provided follow-up survey indicated the role of the schools in placing students in chosen careers was minimal for the 1973-74 seniors.

-The opening of the new Career Center and the development of the career education curriculum units have expanded the job preparation opportunities of secondary level district students.

-Project teacher's knowledge of career infusion is high in terms of actual classroom activities. Their knowledge of the Career Education Model and building plans needs further attention through in-service.

-Project teacher's attitudes toward the concept of career education are very positive.

-Evaluation of the unit implementation of career education concepts needs to be expanded to encompass process and product evaluation.

-Project school counselor's efforts in assisting students to increase skills in planning and decision making are consistantly low. This area of the project is not operating effectively.

-Career education materials are being made available and are being used at a high level, with usage increasing with grade level.

-Teachers and the surveyed community organizations indicated strong support for a centralized scheduling center. The level of awareness is high and users generally show satisfaction with its service.

-Student self concept as assessed by SOS for third and sixth graders was near or above norm on all scales. Girls scored higher than boys on all scales except self security. At primary level, career education students generally scored higher than non-career education students. This trend was reversed at the intermediate level. Ethnic differences varied on each of the scales.

Conclusions, Implications, and Recommendations For the Future (continued)

On the basis of the data gathered, the following recommendations are made regarding project management, content, and operation. Specifically we recommend:

-That activity/program variables be added to student data base in order to more directly measure effectiveness of project activities.

-That the student follow-up form and data collection procedures used last year be revised to improve return rate and provide specific data to meet program needs.

-That in-service be expanded for teachers in developing conceptual basis of career education, the Career Education Model, and building plans.

-That communications between district and school levels be improved, and that teachers be further involved in the decision-making process in developing building plans.

-That formal formative and summative evaluation procedures be implemented for mini-grants and Career Centers for Kids.

-That counselors at project schools allocate more time to career guidance, small group guidance and counseling activities, and that counselor in-service be expanded.

-That objectives be established for the Community Resources Scheduling Center in terms of teacher's awareness, attitudes, use of the Center, and cost operation.

-That the effectiveness of the Community Resources Scheduling Center be increased by:

increasing information flow to teachers of value of specific resources,

insuring adequate staffing of center to process teacher requests,

reviewing and updating management, scheduling, and contact procedures with emphasis on incorporating quality control,

encouraging development of follow-up packages for successful resources, and coordinating all requests through the Center.

-That a needs assessment program be instituted and maintained in the area of in-service, with increased documentation and specific objectives established.

-That proposed project activities be examined, and "marginal" activities be dropped.

Conclusions, Implications, and Recommendations For the Future (continued)

In summary, the overall structure of the project is sound. The evaluation has been carried out with the purpose of providing project management with the information needed to make it even more effective.

New activities planned for development and/or implementation for project 1975-76 are as follows:

K-6 -

Career Centers for Kids - 500 illustrated pages. Contains all student activities and information necessary to make a learning center for each of 13 occupational clusters. Books comes apart for easy duplication. Selected staff will develop the materials via a curriculum development class offered by the University of Alaska, Anchorage.

Staff In-Service - workshops of one (1) hour duration will be conducted for all project schools and interested non-project schools concerning the following: community resources, Colonies and Careers, available commercial materials, Career Centers for Kids and various infusion strategies.

7-8 -

Occupational Cluster Kits (7-8) - Exploration kits in 13 occupational clusters.

Learning Activity Pacs (7-8) - 9 learning activity packages relating career education to science, mathematics, language arts, social studies. Selected staff will develop the materials via contract addendums.

Community Resources - Building plans will include systematic provisions for identification and use by classroom teachers.

Transportation Materials - One staff member will participate in a training session on materials developed by the Ohio State Department of Education. Implementation will be at grades 8, 9, 11, and 12.

Audio/Visual Materials - District funds will purchase all Career Guidance films pertinent to the 13 occupational clusters. Classroom teachers, 7-12, will utilize to integrate career education concepts into regular classroom activities.

Staff In-Service - Conduct will be via building plan requirements of each participating project school. Funds will be allocated on a per student basis.

Conclusions, Implications, and Recommendations For the Future (continued)

9-12 -

Staff In-Service - Conduct will be via building plan requirements of each participating project school. Funds will be allocated on a per student basis.

Audio/Visual Materials - District funds will purchase all Career Guidance films pertinent to the 13 occupational clusters. Classroom teachers, 7-12, will utilize to integrate career education concepts into regular classroom activities.

Career Guidance - Career guidance activities will be developed by a team of counselors during the summer and implemented in the fall.

The Ohio Vocational Interest Survey will be administered to all 10th graders and used for group guidance activities and individual counseling.

A series of 13 occupational seminars will be conducted for senior high school students to assist them with identifying and utilizing career information.

A workshop will be conducted to train classroom teachers in career guidance competencies.

Curriculum - Teacher developed activities in the four basic subject areas will be initiated and monitored. Community Resources will be utilized to integrate career concepts into existing curriculum.

Placement Assistance - A planned placement information and referral center will be established for use by students in grades 11 and 12.

Other -

Work Experience Programs Flyer (7-12) - 4 page flyer to provide community information on our various work experience programs. Specific programs discussed are work observation, exploratory and cooperative work experience.

Career Cluster Flyers (7-12) - These flyers cover the 13 occupational clusters designated through the Anchorage School District Exemplary Project. They are written for junior high and high school students answering basic questions about the cluster in general, entry level jobs, advancement, training that is available in the district that is relevant, and where to go for further information.

Career Education News - 4 page broadsheet published semi-annually describing career education projects, activities and curriculum development by teachers throughout the district.

A management activity profile chart will be developed and implemented for monitoring the project.

Revise evaluation plan to meet project objectives and U.S.O.E. requirements.

PAGES 28, 29, and 30

CONTAINING XEROX COPIES OF NEWSPAPER

PHOTOGRAPHS AND AN ARTICLE ON THE MEDIA CENTER

WERE REMOVED FROM THIS DOCUMENT

PRIOR TO ITS BEING SUBMITTED TO

THE ERIC DOCUMENT REPRODUCTION SERVICE.

Appendix B

1974-75 SPEAKER'S BUREAU

The following community organizations requested and received information about the Exemplary Career Education Project and Career Education in the Anchorage School District.

Certified Public Accountant's Association
Credit Women's International
Anchorage Women's Club
Personnel Administrators
Chamber of Commerce
Alliance for Options in Education
Quota Club
Rabbit Creek Parent/Teacher Association
Civil Engineers

DID YOU KNOW....

... that the Anchorage Chamber is cosponsoring a Community Resource Volunteer Program with the Anchorage schools to help Anchorage youth become better informed about the business, industrial, labor and financial world?

... that approximately 1100 business, labor, governmental and civic organizations are currently listed on the data bank that is available to teachers in the Anchorage schools?

... that a scheduling center coordinates all requests from classroom teachers to the community?

... that approximately 20,000 Anchorage students (K-12) benefited from community experiences or knowledge last year as a result of scheduling coordination?

... that approximately 680 field trips and 441 classroom discussion leaders were provided by the community last year to Anchorage students?

... that approximately 2000 man-hours of expertise and assistance were provided to Anchorage students by local business, labor, government or civic organizations through the scheduling center?

... that 53% of Anchorage classroom teachers utilized at least one (1) community volunteer last year to bring the real working world to the students?

... that 83% of the community volunteers surveyed believe the use of such resources by classroom teachers and a coordinated scheduling system are beneficial to Anchorage youth?

... that 80% of the community volunteers from last year agreed to help again during this school year?

... that each firm or organization on the data bank from last year will be contacted to confirm participation for this school year?

... that if you, your business firm, or civic organization is not now on the data bank, you can be by calling the Community Resources Scheduling Center at 279-4626?

... that if your firm or civic organization wants a complete explanation of the community resource volunteer program you should contact Gene Davis, Anchorage School District, at 333-9561, extension 201?

THANK YOU FOR ADDING THE FOURTH R - Relevancy TO OUR CHILDREN'S EDUCATION!!!

Appendix D

WENDLER JUNIOR HIGH SCHOOL

STUDENT'S ACCOUNT OF JOB VISITATION

Student's Name _____

Title of Occupation Observed _____

1. Into which one of the 13 occupational clusters does the job you are observing fit?

_____Business and Office
_____Communications and Media
_____Consumer and Homemaking
_____Construction
_____Fine Arts and Humanities
_____Health Occupations
_____Hospitality and Tourism
_____Manufacturing
_____Marketing and Distribution
_____Natural Resources
_____Personal Services
_____Public Services
_____Transportation

2. What are the main duties of this job? _____

3. What type of training or education is required to do this job? _____

4. Is there a place in Alaska where you can get the training or education needed to do this job? _____ If so, where? If not, where must you go for training? _____

5. What courses in junior high school or high school would help you to prepare for this job? _____

6. What are some of the advantages of this type of work? _____

7. What are some of the disadvantages of this type of work?_____

_____

_____

8. What kind of personality is helpful in doing this job well?_____

_____

_____

9. How much money can be made doing this job?

Starting Pay_____ Maximum Pay_____

10. How many hours would you work at this job on the average?

Each Day_____ Each Week_____

Would you ever have to work overtime?_____

Would you ever have to take extra work home?_____

Would you get extra pay for overtime or work done at home?_____

11. Is the work seasonal: (Would you be laid off sometime during the year?)_____

Comments:_____

_____

12. Can this job lead to more advanced or more responsible jobs?_____

Comments:_____

_____

13. Do you need a license or certificate to do this kind of work?_____

If so, what type?_____

14. Are you required or expected to belong to a union or professional association in order to do this work?_____If so, which one?_____

15. Are special tools, uniforms, or other kinds of equipment needed to do this job?_____ If so, who provides them?_____

16. Check the fringe benefits that workers at these jobs receive.

_____Vacation
Length of vacation_____
_____Retirement Plan
_____Sick Leave
_____Personal Leave
_____Life Insurance
_____Health Insurance
_____Aid in getting additional training or education

17. How would someone go about applying for this job?_____

18. What opportunities are available in Alaska for this kind of work?_____

19. Are you interested in doing this kind of work?_____ Why or why not?_____

20. Did anything exciting, unusual, or humorous happen during your visit?_____
If so, explain_____

WENDLER JUNIOR HIGH SCHOOL

STUDENT POST VISIT QUESTIONNAIRE

Student's Name_____ Job Observed_____

1. Do you feel the job visitation day was a worthwhile way to spend your time?_____

   Why or why not?_____

2. Do you believe Wendler Junior High School should provide this kind of job visitation day for students in the future?_____

3. Had you ever talked with your parents about your future career interests before the job visitation day?_____

4. After the job visitation day, did you talk with your parents about <u>their</u> jobs?_____

5. After the job visitation day, did you talk with your parents about <u>your</u> future career?_____

6. What did you learn about your parent's career as a result of the job visitation?

7. What new thoughts do you have about your future career as a result of the job visitation?

8. What career are you thinking of having?_____

9. Why would the career you're thinking about be a good one for you? In what ways does it fit you?

WENDLER JUNIOR HIGH SCHOOL

PARENT POST VISIT QUESTIONNAIRE

Parent's Name_____ Student's Name_____

1. Did your child seem to enjoy the job visitation day?_____

   Comments:_____

2. Do you feel the job visitation day was a worthwhile learning experience for your child?_____ Why or Why not?_____

3. Do you believe Wendler Junior High School should provide this kind of activity for students in the future?_____ Why or Why not?_____

4. Any further comments or questions that you have concerning the job visitation or other aspects of the Wendler career program are welcomed_____

Appendix E

A FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Social Security No. ☐☐☐ ☐☐ ☐☐☐☐

Name _____ (Last Name) _____ (First and Middle Initial)

Address _____ (Box Number, Number and Street, or Rural Route)

_____ (City, Town, or Post Office) _____ (State (abbreviated)) _____ (Zip Code)

DIRECTIONS: When asked to "check" a box, please use an "X" type check mark.

1. List the Vocational Program of Course you took in school:

   _____
   _____
   _____
   _____
   _____
   _____

2. Since you left school, did you seek full-time employment? (30 or more hours per week)

   ☐ Yes ☐ No

3. If you did not seek full-time employment when you left school, indicate reason.

   ☐ Expected to enter another school
   ☐ Housewife or about to be married
   ☐ Physical or other handicap
   ☐ Not interested in job
   ☐ Expected to enter military service
   ☐ Only wanted to work part-time (less than 30 hours per week)
   ☐ Other (specify) _____

4. Did you seek part-time employment (less than 30 hours per week) when you left school?

   ☐ Yes ☐ No

5. If you sought part-time employment, instead of full-time employment, when you left school, indicate the reason. (Check only one box)

   ☐ Expected to enter another school
   ☐ Housewife or about to be married
   ☐ Physical or other handicap
   ☐ Not interested in a full-time job
   ☐ Expected to enter military service
   ☐ Unable to find a full-time job
   ☐ Other (specify) _____

6. How many full-time jobs (30 or more hours per week) have you held since you left school?

   ☐ None
   ☐ 1 full-time job
   ☐ 2 full-time jobs
   ☐ 3 to 5 full-time jobs
   ☐ 6 or more full-time jobs

   NOTE: If your answer to question 6 was none, skip to question 15

7. If you got a full-time job when you left school?

   What was your job? _____

8. How closely did your first full-time job (30 or more hours per week) after leaving school relate to the training you received?

   ☐ I was employed in the occupation for which I was trained
   ☐ I was employed in a related occupation
   ☐ I was employed in a completely different occupation

9. Did your school adequately prepare you for your first full-time job after leaving this training?

   ☐ Yes ☐ No

10. What was your beginning hourly wage on your first full-time job after leaving school?

    ☐ $1.60 to $1.99 per hour or less
    ☐ $2.00 to $2.49 per hour
    ☐ $2.50 to $2.99 per hour
    ☐ $3.00 to $3.99 per hour
    ☐ $4.00 to $4.99 per hour
    ☐ $5.00 to $5.99 per hour
    ☐ $6.00 to $6.99 per hour
    ☐ $7.00 to $8.99 per hour
    ☐ $9.00 or more per hour

11. How did you get your first full-time job after leaving school? (check appropriate box(s) below)

    ☐ I got the job myself
    ☐ My family or friends helped me get the job
    ☐ The job placement services provided by the school helped me get the job
    ☐ The state employment service helped me get the job
    ☐ A private employment agency helped me get the job
    ☐ Other (specify) _____

12. What is the most you have earned on a full-time job since leaving school?

    ☐ $1.60 to $1.99 per hour or less
    ☐ $2.00 to $2.40 per hour
    ☐ $2.50 to $2.99 per hour
    ☐ $3.00 to $3.99 per hour
    ☐ $4.00 to $4.99 per hour
    ☐ $5.00 to $5.99 per hour
    ☐ $6.00 to $6.99 per hour
    ☐ $7.00 to $8.99 per hour
    ☐ $9.00 or more per hour

13. If you held two or more full-time jobs (30 or more hours per week) since you left school, check one box below.

    ☐ I was trained in school for my last job
    ☐ My last job was related to this vocational training.
    ☐ My last job was not at all related to this vocational training

14. Indicate below the location of your present or more recent full-time employment.

    _____
    _____
    _____

15. What is your current employment status? (check the appropriate box or boxes below)

    ☐ I am employed
      ☐ full-time (30 or more hours per week)
      ☐ part-time (less than 30 hours per week)

25

F

CAREER DEVELOPMENT EDUCATION PLANNING MODEL

Including the fourth R

CAREER EDUCATION - INCLUDING THE FOURTH R

RELEVANCY IN EDUCATION

AWARENESS + EXPLORATION + PREPARATION = INDIVIDUALS WHO ARE PREPARED TO MAKE THE TRANSITION FROM YOUTH TO ADULTHOOD AND WHO DESIRE TO ENGAGE IN WORK THAT IS SATISFYING AND MEANINGFUL TO THEM AND BENEFICIAL TO SOCIETY.

CAREER EDUCATION - DEFINED

CAREER EDUCATION IS A JOINT EFFORT BY THE SCHOOLS AND THE COMMUNITY TO HELP EACH STUDENT UNDERSTAND THE WORLD OF WORK, OBTAIN INFORMATION ABOUT THE SPECIFIC EDUCATIONAL AND JOB REQUIREMENTS OF VARIOUS CAREERS, AND TO ASSIST IN THE ACQUISITION OF THE NECESSARY KNOWLEDGE AND SKILLS THAT ULTIMATELY LEAD TO THE CHOICE OF A CAREER.

ACKNOWLEDGEMENT

This project was funded by Federal Grant V361050L, awarded to the State of Alaska, Division of Vocational Education, which sub-contracted with the Anchorage Borough School District, Division of Career Development and Vocational Education, for research and development of a comprehensive Career Education Planning Model K-12. The Department of Education gives special thanks to writing team participants and state task force reaction team members for their time and expertise in the development of the planning model, for without their sincere interest, willingness, and dedication to the career education concept this document would not have been possible.

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INTRODUCTION

This project was funded by a Federal Grant awarded to the State of Alaska, Division of Career Development and Vocational Education, which sub-contracted with the Anchorage Borough School District, Division of Career Development and Vocational Education, for the preparation of a State Career Development Education Planning Model.

Preliminary steps had been taken by the State Department during 1972 to lay the foundation for Alaska's initiation of Career Development Education. An initial Career Education Conference was held in August of 1972 at which Ohio State University worked with several hundred teachers, administrators, counselors, and lay people in a review of the first school based model developed by the United States Office of Education.

During the fall of 1972, the State applied for and received a federal grant to develop a more localized model to meet Alaska's unique needs. The Anchorage Borough School District was asked to assume the responsibility for the project, and to involve representatives from various communities within the State. Twenty-seven persons from seven school districts have been actively involved in the development of the planning model - Anchorage, Kenai, Sitka, Ketchikan, Juneau, State Operated Schools Matanuska-Susitna. In addition, a State Task Force for Career Education has served as a review committee representing the Commissioner of Education's Office.

This K-12 Career Development Education Planning Model has been published with the expectation that classroom teachers and members of local communities will modify it to meet local needs and expectations.

RATIONALE

Our Nation is experiencing rapid social and economic changes, and the public schools, like other institutions, have been searching for ways to educate students to meet these changes. Critics of the educational system, both from within and without, believe that much of what the schools offer our young people is not relevant to their experiences outside of school or to their future; and, further, that the school experience insulates the students from the larger society and inadequately prepares them to enter it as productive participants. Studies show that many students leave school without the necessary skills to fill an occupational role and also without the skills to adapt to present and future changes in their world. Often, students are saturated with knowledge but starved for experience, because during their school years they are often isolated from the larger society for which they are being prepared.

In the State of Alaska, as elsewhere, a great number of students leave school unprepared for employment and with unclear goals. Alaska already has one of the highest unemployment rates in the nation and although some economic growth has occurred as the result of the pipeline, young people entering the job market without saleable skills find few jobs available.

In addition, the emergence of Alaska native regional and village corporations established by the Alaska Native Claims Settlement Act of 1971 reflects the rapid social and economic changes occuring in Alaska. Economic experts indicate the effect of this legislation has been to make the corporations the second most important economic force in the state.

Manpower projections identify that by 1978 between 927 and 1,200 individuals will be needed to staff regional corporations, and another 1,080 new job openings will occur within village corporations.*

Consideration of the special needs of ethnic minorities should be recognized by educational planners, and is another significant reason for the implementation of a comprehensive career development program in the schools.

Career Development Education has been regarded by many educators and members of local communities as a way to meet some of these challenges. Career Development Education, however, is not based on the old models of vocational training and occupational counseling which were applied only at certain points in the student's school years and were limited to helping one make occupational choices.

* State of Alaska, Title I, Comprehensive Employment Training Act of 1974.

A comprehensive career development education program involves all students at all grade levels, the total school staff and the total curriculum, as well as active community participation. The broad goals of a career education model are to make the whole environment of the student a stage for learning, to involve each student in his or her own education by helping each student understand themselves and other people, identify a personal system of values, develop skills in planning and decision making and ultimately choose an occupation and satisfying life-style.

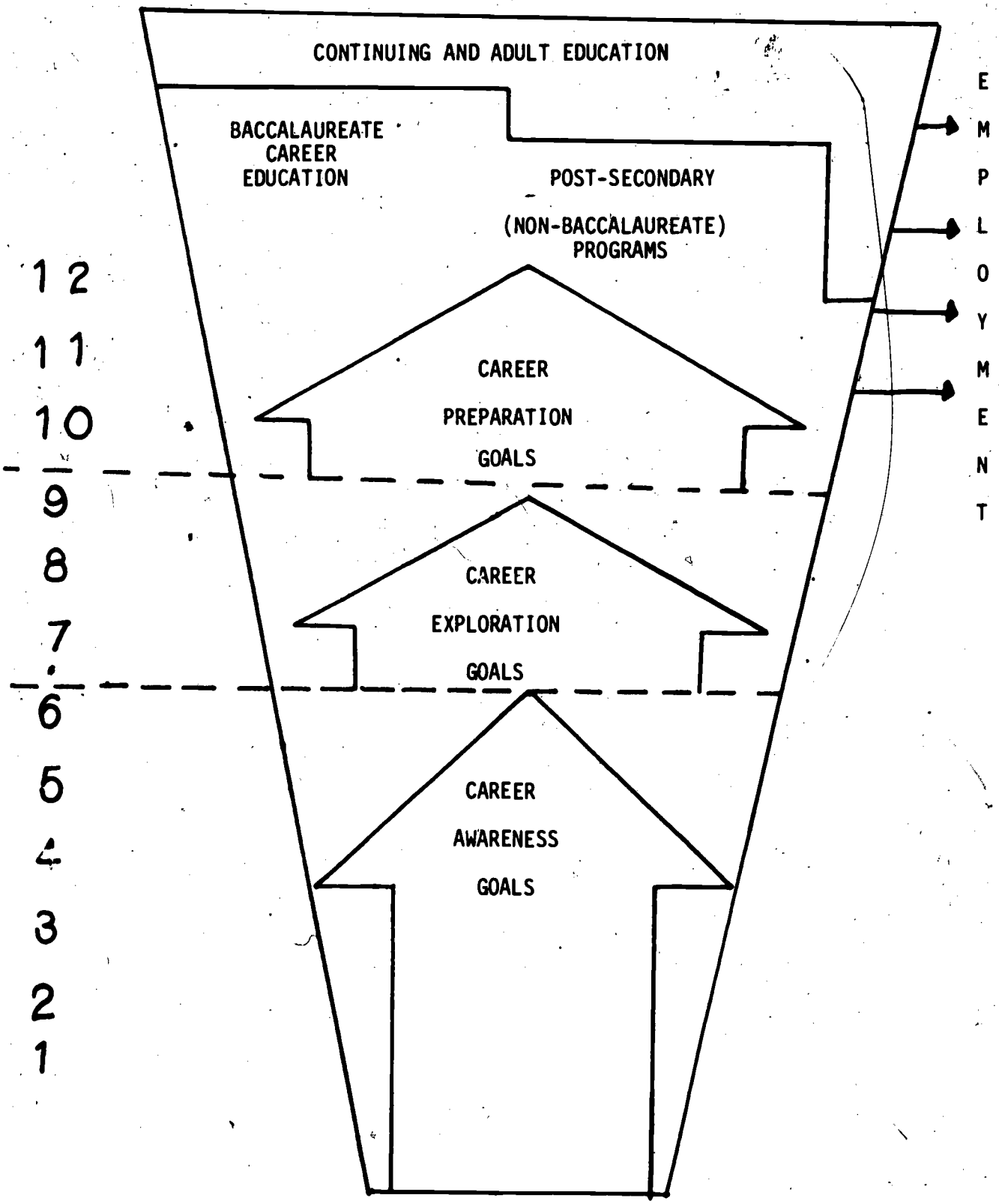
A key element in career development education is the concept of the community becoming a living laboratory for learning. Career Development Education is a joint effort by the schools and the community to help each student understand the world of work, obtain information about the specific educational and job requirements of various careers, and to assist in the acquisition of the necessary knowledge and skills that ultimately lead to the choice of a career.

Career Development Education recognizes that each student is a unique individual with one's own emerging needs, capabilities and system of values. A broad definition of Career Development Education is the growth of an individual throughout one's life as one assumes various life roles as a family member, citizen, consumer, worker, and participant in leisure-time activities.

Career development goes on, whether planned or not, both in the formal educational process and in the student's other life experiences. Career education attempts to systematize this process by giving direction to the existing curriculum and by effectively involving the community.

CAREER DEVELOPMENT EDUCATION PLANNING MODEL

Program Components *



*Grade levels indicate where the major emphasis for each component should take place but should not be viewed as a limitation to developmental growth. For example, awareness could take place at all grade levels.

CAREER AWARENESS (grades K-6)

The career awareness program develops in children a respect for the dignity people bring to their work. It encourages children to understand their emerging aptitudes, interests and abilities and the necessity for good interpersonal relationships. Career awareness adds relevancy to the total curriculum as children learn that skills learned in the classroom are necessary for survival in society. As representatives of a wide variety of occupations visit their classroom and as they take field trips to local businesses and agencies children recognize the role they play in their community as a family member, citizen, consumer, and worker.

CAREER EXPLORATION (grades 7-9)

Career exploration is aimed at developing an understanding of the wide range of occupational options available, the relationship of basic studies to occupational preparation and the planning and decision making necessary to effectively make entry into an occupation. Through community and school resources students review the types and levels of careers and begin to develop an awareness of their interests in relation to specific occupations.

The objective of the career exploration program is to equip students with the knowledge to make tentative career decisions and select a course of study for grades 10-12 that reflects their interests and abilities.

CAREER PREPARATION (grades 10-12)

Curriculum developed at this level is designed to meet the needs of secondary school age youth by offering programs that will:

-provide each student an opportunity for in-depth exploration and/or training in a selected occupational cluster that leads to initial employment and/or continued education.
-provide pre-employment training for persons with special needs.
-develop skills and knowledges necessary for entry into and progress within an occupation.
-provide a basis for continuing education within an occupational field or retraining for another occupation.
-provide each student an opportunity for work experience, wherever possible, utilizing community resources.
-establish and maintain a liaison between the individual and future educational and employment opportunities.
-integrate the world of work with the existing curriculum to enhance the student's motivation and preparation for life.

ASSUMPTIONS

* Career Education recognizes the dignity of people and their work.

* Career Education is an integral part of a school's curriculum which adds increased relevancy to subject matter by reorganizing educational goals around the theme of life-career development.

* Career Education is a positive developmental process that occurs throughout an individual's life and is a shared responsibility of the home, school and the community.

* The goals of Career Education address themselves to all students in preparing them to be contributing, fulfilled members of their society.

* Career Education provides the unique opportunity to breakdown stereotyping of occupational choices and opportunities with regard to ethnic groupings and/or sex.

* Career Education promotes the development of the whole individual: artistic, physical, mental and social.

* Career Education anticipates changes in society and facilitates the development of skills to live in that society.

* Career Education provides students with the opportunity to develop the appropriate skills and knowledges and competencies for occupational choices.

* Career Education provides students with the opportunity to gain skills in planning and decision-making.

* Self-assessment and the development of positive interpersonal relations by the individual is an important aspect of Career Education.

* One's style of living can be significantly influenced by the occupations he or she engages in at various times in life.

DEFINITION OF TERMS COMMONLY USED IN THE MODEL

Ability: The existing capacity to perform a physical or mental act.

Aptitude: Abilities and/or characteristics indicating an individual's ability to learn or develop specific proficiencies.

Basic Skills: Minimum competencies necessary to perform a task.

Basic Studies: The total curriculum as it applies to the development of basic skills.

Career: Self-development over the life span through education, work and leisure.

Career Cluster: Occupations related through common knowledge and skills.

Communication: Any process by which meanings are exchanged.

Community: The social, economic, cultural, and natural environment in which an individual lives.

Community Resources: People, sites, and materials available locally, state-wide, regionally, nationally, and internationally. Community resources include resources found in the home and school as well as the larger community.

Education: A learning process leading to self-development through experiences both in and out of formal schooling.

Environment: The total surroundings with which the individual co-exists.

Leisure: The personal use of time for relaxation and/or recreation.

Life Career Development: Self development over the life span through the integration of the roles, settings, and events of a persons's total life.

Life Style: An individual's pattern of self-expression.

Occupation: That activity in which a person is engaged in at any given moment of time for the purpose of earning a living.

Work: Conscious effort aimed at producing benefits for oneself and/or for oneself and others.

DESCRIPTION OF THE AREAS AND CONCEPTS OF THE MODEL

The planning model has six areas, which are broad categories used to describe the related elements of career education. Identification of the areas serves as a way of organizing the knowledge, skills and attitudes to be learned. The areas are:

Work
Leisure
Planning and Decision Making
Home and Community Involvement
Basic Studies and Occupational Preparation
Self-Knowledge and Interpersonal Relationships

Each area is clarified and defined by a set of concepts which are broad statements indicating the needs and values generally held by members of our society. The broadness of the categories allows for the differences within people, and also allows for the development of a program with many possible goals for each developmental level. In this model, at least one possible goal was identified for each level and appropriate student performance objectives were identified. The following twenty-one concepts were identified:

1. Each individual should value their uniqueness and that of others.
2. Skills for getting along with others are necessary for growth and effective membership in society.
3. An individual affects and is affected by the environment.

4. An individual should learn to be responsible for one's own actions.

5. Work contributes to the dignity and well-being of the individual and society.

6. Work and education are interrelated.

7. Occupations and skill requirements change.

8. Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.

9. An individual's attitude toward work will affect one's efficiency, and productivity and the amount of enjoyment derived from it.

10. Leisure and work can be interrelated.

11. Leisure contributes to the well-being of the individual and society.

12. Leisure activities are essential.

13. Effective planning and decision-making require knowledge and exploratory experiences.

14. Personal planning and decision-making are individual responsibilities.

15. Planning and decision-making are a continuous process.

16. Planning and decision-making provide an individual with options to influence one's life.

17. Involvement with community resources contributes to individual career development.

18. A community can change as a result of an individual's participation.

19. The home and family contribute to individual career development.

20. Basic skills are essential for an individual to function effectively.

21. Basic studies and occupational preparation influence an individual's mobility.

WORK

Within this area, the individual learns to appreciate the social, psychological and economic gains that work can contribute to himself and society. The student learns about the various occupations and groups of occupations, about skill requirements for various occupations and how one's own skills relate to occupational choice. The student learns that adaptability is required in our changing society. The student discovers the relevancy between education and the requirements of various occupations.

Concepts

A. Work can contribute to the dignity and well-being of the individual and society.

B. Work and education are interrelated.

C. Occupations and skill requirements change.

D. Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.

E. An individual's attitude toward their work will affect one's efficiency and productivity and the amount of enjoyment derived from it.

LEISURE

Within this area, the person learns of the reciprocal influences of leisure, work and life-style. The individual learns how leisure and education are related and how leisure contributes to one's personal well-being and to society.

Concepts

A. Leisure and work can be interrelated.

Concepts continued.

B. Leisure can contribute to the well-being of the individual and society.

C. Leisure activities are essential.

PLANNING AND DECISION MAKING

Within this area the individual learns that a variety of knowledge and experiences is necessary for effective planning and decision making as one masters skills in this area. The student learns to relate one's own unique needs, values and capabilities to personal decisions, and to apply responsible and flexible planning and decision making to one's life.

Concepts

A. Effective planning and decision making require knowledge and exploratory experiences.

B. Personal planning and decision making are individual responsibilities.

C. Planning and decision making are a continuous process.

D. Planning and decision making provide an individual with options to influence one's life.

HOME AND COMMUNITY INVOLVEMENT

The individual develops an awareness of one's community as it relates to personal career goals. The student understands that the home, school and community contribute to one's education. The student, in turn, can make contributions which enhance the community and make positive changes in it by participation.

Concepts

A. Involvement with community resources contributes to individual career development.

B. A community can change as a result of an individual's participation.

C. The home and family contributes to individual career development.

BASIC STUDIES AND OCCUPATIONAL PREPARATION

In this area the school contributes by teaching knowledge and skills related to the person's own unique needs, capabilities, and values. The student, in turn, learns the need for acquiring competencies in order to reach his goals. The individual learns the relationship between the skills acquired through basic studies and eventual occupational choice. In terms of career education, basic studies and occupational preparation in the school become relevant to the roles, settings and events in the person's life-career.

Concepts

A. Basic studies are a foundation which facilitates career awareness, exploration and occupational preparation.

B. Basic skills are essential for an individual to function effectively.

C. Basic studies and occupational preparation influence an individual's mobility.

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS

Within this area, the individual develops an awareness of one's personal characteristics and the characteristics of others. The individual learns how one interacts with the

environment and learns to take responsibility for self-assessment and personal development in ways which will be fulfilling for oneself and the society in which one lives.

Concepts

A. Each individual should value their uniqueness and that of others.

B. Skills for getting along with others are necessary for growth and effective membership in society.

C. An individual affects and is affected by the environment.

D. An individual should learn to be responsible for one's own actions.

DEVELOPMENTAL GOALS, OBJECTIVES AND ACTIVITIES

The various concepts in the different broad areas are translated into various developmental goals for the grade levels K-3, 4-6, 7-9, and 10-12. A developmental goal is a general statement of what one hopes to accomplish at a particular grade level or at a particular stage of an individual's development, by indicating what individuals should possess in the way of knowledge, skills and/or attitudes. For some schools in the State of Alaska it may be more practical to translate developmental goals into levels of development rather than grade level groupings.

The developmental goal is then broken down into a number of objectives allowing for the incorporation of evaluation procedures and accountability. An objective is a specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience.

This model can provide the foundation for the most creative aspect of curriculum development: the choosing of activities appropriate to specific grade levels and disciplines which have a probability of meeting the objectives. Needed resources should be identified and the outcome for each activity should be stated so that the behavior demonstrated by an individual or group indicates that an objective has been reached. The outcome should be specific enough so an evaluation can be made.

WORK

Concept A: Work can contribute to the dignity and well-being of the individual and society.
Concept B: Work and education are interrelated.
Concept C: Occupations and skill requirements change.
Concept D: Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.
Concept E: An individual's attitude toward one's work will affect one's efficiency and productivity and the amount of enjoyment one derives from it.

Concept A: Work can contribute to the dignity and well-being of the individual and society.

Level I
K-3

Developmental Goal I. For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objectives:

a. The individual will give examples of jobs one does that contribute to the well-being of one's family.

b. The individual will give examples of jobs one does that contributes to the well-being of one's school-community.

c. The individual will give examples of jobs one does that contribute to the well-being of one's community.

d. The individual will give examples of occupations within the community that contribute to one's well-being.

Level II
4-6

Developmental Goal I. For the individual to be aware of the significance of all work done by individuals in the community.

Objectives:

a. The individual will describe how people of various age levels contribute to the well-being of society.

b. The individual will describe how various groups of people contribute to the well-being of society.

Level III
7-9

Developmental Goal I. For the individual to understand the dignity and purpose of work.

Objectives:

a. The individual will describe the contribution occupations make to the community and society.

b. The individual will identify the contribution of individuals in their work role and why each is important.

c. The individual will identify a variety of career clusters and explore the specialized jobs related to each.

Level IV
10-12

Developmental Goal I. For the individual to describe how his/her tentative life-career choice contributes to one's satisfaction in relationship to society's needs.

Objectives:

a. The individual will describe how his or her life-career choice contributes to his or her satisfaction.

b. The individual will evaluate his or her tentative life-career choice in relation to society's needs.

c. The individual will analyze the changing nature of the world of work and it's effect upon career goals.

d. The individual will identify social and economic benefits associated with various occupations in society.

Concept B: Work and education are interrelated.

Level I
K-3

Developmental Goal I. For the individual to be aware of occupations related through common knowledges and skills.

Objectives:

a. The individual will recognize how skills in communications, mathematics, science, and social studies are needed for eventual employment.

b. The individual will identify related occupations through common knowledges and skills.

Level II
4-6

Developmental Goal I. For the individual to understand the relationship between work and education.

Objectives:

a. The individual will identify requirements to enter various occupations.

b. The individual will identify a variety of education resources.

Level III
7-9

Developmental Goal I. For the individual to recognize that different careers require varying types of educational preparation.

Objectives:

a. The individual will describe the relationship between levels of education and levels of employment.

b. The individual will identify the elements of career clusters in relationship to education proficiencies.

Developmental Goal II. For the individual to understand the relationship between one's educational choices and occupational requirements.

Objectives:

a. The individual will identify his or her educational options.

b. The individual will discuss and list educational choices in terms of his or her interests, aptitudes, and ability.

Level III
7-9

Developmental Goal I. For the individual to understand the relationship of economic and social trends to job availability.

Objectives:

a. The individual will recognize those things that influence career choice, job change and/or advancement.

b. The individual will describe career characteristics in relation to job mobility.

c. The individual will review the performance requirements for various jobs.

Developmental Goal II. For the individual to understand the need for flexibility.

Objectives:

a. The individual will identify current environmental changes which require the ability to evaluate.

b. The individual will describe occupations that have been modified, eliminated or created by technological and sociological change.

c. The individual will reconsider goals, formulate new plans, and justify the differences between new and old goals and plans.

d. The individual will continue to modify plans based on new information and personal feelings.

Level IV
10-12

Developmental Goal I. For the individual to understand the relationship of economics and social trends to job availability.

Objectives:

a. The individual will recognize those things that influence career choice, job change and/or advancement.

b. The individual will describe the relationship of present and anticipated occupational status to social and economic trends in the community, state and nation.

Developmental Goal II. For the individual to understand the need for flexibility.

Objectives:

a. The individual will identify current environmental changes which required the ability to evaluate.

b. The individual will describe occupations that have been modified, eliminated or created by technological and sociological change.

c. The individual will reconsider goals, formulate new plans, and justify the differences between new and old goals and plans.

d. The individual will continue to modify plans based on new information and personal feelings.

e. The individual will explain the aspects of retraining and skill transfer, with reference to occupational plans.

Concept D: Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.

Level I K-3

Developmental Goal I. For the individual to be aware that tentative occupational choices will change as personal interests develop.

Objectives:

a. The individual will identify tentative occupational choices.

b. The individual will compare tentative occupational choices with those made in the past.

Level II 4-6

Developmental Goal I. For the individual to be aware that different occupations require particular aptitudes and abilities.

Objectives:

a. The individual will identify occupations that require similar aptitudes and abilities.

b. The individual will identify occupations that require different aptitudes and abilities.

Level III 7-9 — Developmental Goal I. For the individual to recognize that occupational mobility exists and consideration must be given to modification of abilities and adjustment of values.

Objectives:

a. The individual will identify life style needs and their relationship to career opportunities and mobility.

b. The individual will identify career opportunities within geographical locations and their relevance to job mobility.

c. The individual will give examples of occupational mobility based on his or her occupational interests.

d. The individual will demonstrate the circumstances under which mobility occurs.

Level IV 10-12 — Developmental Goal I. For the individual to examine specific areas in relation to the impact of mobility.

Objectives:

a. The individual will apply economic principles that assist with preceding one's career future in relationship to community, state, and national employment trends.

b. The individual will recognize and discuss career mobility and its relationship to one's life style.

Concept E: An individual's attitude toward one's work will affect one's efficiency and productivity and the amount of enjoyment one derives from it.

Level I K-3 — Developmental Goal I. For the individual to be aware that one's attitude toward a task affects one's performance.

Objectives:

a. The individual will identify steps necessary to complete a simple task.

b. The individual will name tasks he or she does, identify his or her attitude toward those tasks, and evaluate his or her performance of them.

Level II
4-6

Developmental Goal I. For the individual to be aware that one's attitude toward tasks can change.

Objectives:

a. The individual will describe the changes in his or her attitude toward given tasks.

b. The individual will describe how his or her performance changes with a change in attitude toward a given task.

Level III
7-9

Developmental Goal I. For the individual to be aware of the human need to experience personal satisfaction in one's own accomplishments.

Objectives:

a. The individual will recognize the work habits and attitudes necessary to enter an occupation in the career cluster of his or her choice.

b. The individual will examine previous work experiences and list evidence of personal satisfactions and accomplishments.

c. The individual will investigate and describe personal satisfaction that may be gained from selected career choices.

Level IV
10-12

Developmental Goal I. For the individual to anticipate future occupational satisfaction based on prior experiences.

Objectives:

a. The individual will examine the histories of selected occupations and project their ultimate change.

b. The individual, having tentatively selected a career cluster, will analyze the common and unique characteristics of jobs within that cluster for the present and the future.

LEISURE

Concept A: Leisure and work can be interrelated.
Concept B: Leisure can contribute to the well-being of the individual and society.
Concept C: Leisure activities are essential.

Concept A: Leisure and work can be interrelated.

Level I K-3

Developmental Goal I. For the individual to be aware of the meanings of work and leisure.

Objectives:
a. The individual will identify leisure time activities.
b. The individual will identify different kinds of work.

Level II 4-6

Developmental Goal I. For the individual to understand that leisure and work mean different things to different people.

Objectives:
a. The individual will identify activities he or she considers to be work or leisure.
b. The individual will name activities that others may consider work or leisure.
c. The individual will compare findings in Objectives a. and b.

Level III 7-9 & Level IV 10-12

Developmental Goal I. For the individual to recognize the relationship between leisure and work.

Objectives:
a. The individual will give examples of regulations and laws relating to leisure activities.

Objectives: b. The individual will discuss the relationship of work and leisure in achieving social responsibility and self-satisfaction.

c. The individual will list the conflicts between leisure desires and work demands.

Concept B: Leisure can contribute to the well-being of the individual and society.

Level I K-3 — Developmental Goal I. For the individual to understand how leisure contributes to personal well-being and that of one's family.

Objectives: a. The individual will tell how leisure contributes to personal well-being.

b. The individual will tell how leisure contributes to the well-being of one's family.

Level II 4-6 — Developmental Goal I. For the individual to understand the function of leisure in society.

Objectives: a. The individual will tell how leisure contributes to the well-being of the school community.

b. The individual will tell how leisure contributes to the well-being of the community.

c. The individual will tell how leisure time activities may differ depending upon climate, geographical location, cultural and economic influences, and one's occupational choice.

Level III 7-9 — Developmental Goal I. For the individual to participate in activities that will demonstrate that constructive leisure time use is satisfying to the individual and valuable to society.

Objectives: a. The individual will list personal constructive leisure time use.

Objectives: b. The individual will list constructive leisure time uses for groups.

c. The individual will explore leisure time experiences and how they contribute to self satisfaction and enjoyment.

Level IV 10-12 Developmental Goal I. For the individual to recognize the effects of various types of leisure time activities upon mental and physical health.

Objectives: a. The individual will examine and describe the effects various leisure time activities have on the human body.

b. The individual will describe the value and use of leisure time and its effect on mental health.

Concept C: Leisure activities are essential.

Level I K-3 Developmental Goal I. For the individual to understand that leisure activities are essential.

Objectives: a. The individual will name some skills needed for leisure activities.

b. The individual will explore the need for varied leisure activities.

Level II 4-6 Developmental Goal I. For the individual to understand that leisure activities change with changes in society.

Objectives: a. The individual will contrast leisure activities of the past with those of the present and project those of the future.

b. The individual will identify how leisure time activities may be affected by economic fluctuations in society and in the family.

Level III
7-9

&

Level IV
10-12

Developmental Goal I. For the individual to recognize that leisure time activities may be a means of maintaining cultural growth.

Objectives:

a. The individual will identify cultural activities in one's community.

b. The individual will describe ways in which leisure time activities may or may not contribute to cultural growth.

Developmental Goal II. For the individual to investigate opportunities for learning leisure skills.

Objectives:

a. The individual will list leisure activities available.

b. The individual will list and evaluate resources that can develop leisure activity skills.

c. The individual will evaluate the affects of leisure activities on his or her persent and future life style.

PLANNING AND DECISION MAKING

Concept A: Effective planning and decision making require knowledge and exploratory experiences.
Concept B: Personal planning and decision making are individual responsibilities.
Concept C: Planning and decision making are a continuous process.
Concept D: Planning and decision making provide an individual with options to influence one's life.

Concept A: Effective planning and decision making require knowledge and exploratory experiences.

Level I
K-3

Developmental Goal I. For the individual to understand the need to make decisions.

Objectives:
a. The individual will identify decisions which are made for him or her.
b. The individual will identify decisions one makes during the day.
c. The individual will identify decisions made by a group.

Level II
4-6

Developmental Goal I. For the individual to understand that there are many alternatives available in decision making.

Objectives:
a. The individual will identify situations in which there are more than one way to accomplish a task.
b. The individual will identify those factors which influence one's decisions.

Level III
7-9

Developmental Goal I. For the individual to understand various techniques necessary for responsible planning and decision making.

Objectives:

a. The individual will identify the steps necessary for effective planning and decision making.

b. The individual will identify events, people and things that influence the planning and decision making process.

c. The individual will demonstrate proficiencies in using a variety of information sources necessary for effective career decision making.

Level IV
10-12

Developmental Goal I. For the individual to compare his planning and decision making skills and techniques with those of others and the community.

Objectives:

a. The individual will observe and describe the planning and decision making process in community groups.

b. The individual will analyze and predict what the immediate and long range effect his or her career decisions will have on oneself, family and society.

Concept B: Personal planning and decision making are individual responsibilities.

Level I
K-3

Developmental Goal I. For the individual to understand there are consequences to decision making.

Objectives:

a. The individual will describe decisions which affect only oneself.

b. The individual will describe decisions he or she makes which affect others.

Level II
4-6

Developmental Goal I. For the individual to understand that personal decisions are one's own responsibility.

Objectives:

a. The individual will recognize that making decisions is required to meet personal goals.

Objectives: b. The individual will identify a situation which was the direct result of his or her decisions.

Level III 7-9

Developmental Goal I. For the individual to recognize the results of planning and decision making modifications.

Objectives:

a. The individual will explore a variety of careers and describe results of planning and decision making modification.

b. The individual will recognize and identify the wide-range consequences of irresponsible planning and decision making.

c. The individual will recognize responsibility for the outcomes of his or her decisions.

d. The individual will demonstrate skill in responsible decision making behavior relating to career interests.

Level IV 10-12

Developmental Goal I. The individual will recognize that planning is a personal responsibility.

Objectives:

a. The individual will identify one's own developing values as they relate to life-career situations.

b. The individual will identify the expectations others have for him or her and how these expectations affect one's life-career plans.

c. The individual will compare one's own value structure to that of society's.

d. The individual will continue to acquire information necessary to the development of long range career choices.

Concept C: Planning and decision making are a continuous process.

Level I
K-3

Developmental Goal I. For the individual to be aware that the result of one decision often necessitates another decision.

Objectives:
a. The individual will identify a situation which requires a sequence of decisions.
b. The individual will identify the effect that subsequent decisions may have on the original decision.

Level II
4-6

Developmental Goal I. For the individual to understand that changes in society may result in a change in one's personal decisions.

Objectives:
a. The individual will identify changes in society which may affect one's personal decisions.
b. The individual will collect information in the community relating to possible career options.

Level III
7-9

Developmental Goal I. For the individual to be aware of continuous decision making in daily life.

Objectives:
a. The individual will understand and demonstrate the cumulative positive and negative consequences of choices.
b. The individual will recognize that decisions related to personal goals effect occupational choice.
c. The individual will recognize the need to plan educational and work experiences to achieve selected career goals.

Level IV
10-12

Developmental Goal I. For the individual to evaluate past, present, and future planning and decision making.

Objectives:
a. The individual will make a personal developmental history and identify key decisions.
b. The individual will review tentative career plans and revise according to long range career possibilities and what is required to achieve them.

Concept D: Planning and decision making provide an individual with options to influence one's life.

Level I
K-3

Developmental Goal I. For the individual to be aware that one's plans and decisions do affect one's future.

Objectives:

a. The individual will identify past decisions which have affected the present.

b. The individual will identify present decisions that affect his or her future.

Level II
4-6

Developmental Goal I. For the individual to understand the relationships between planning and decision making.

Objectives:

a. The individual will identify decisions made prior to reaching a specific goal.

b. The individual will identify ways specific decisions may limit one's alternatives.

Level III
7-9

Developmental Goal I. For the individual to understand that responsible decision making includes selecting alternatives consistent with personal goals and implementing a plan of action.

Objectives:

a. The individual will demonstrate an ability to use decision making skills in gaining self awareness and relating it to career exploration.

b. The individual will make tentative choices, including educational work experience, regarding long range career interests.

Level IV
10-12

Developmental Goal I. For the individual to become proficient in the various steps of planning and decision making.

Objectives:

a. The individual will describe a variety of decision making models.

Objectives: b. The individual will apply a decision making process consistent with career goals and determine the necessary steps to implement a plan of action.

HOME AND COMMUNITY INVOLVEMENT

Concept A: Involvement with the community contributes to individual career development.
Concept B: The home and family contributes to individual career development.
Concept C: A community can change as a result of an individual's participation.

Concept A: Involvement with the community contributes to individual career development.

Level I K-3

Developmental Goal I. For the individual to be aware of community resources.

Objectives:
a. The individual will name some community resources.
b. The individual will describe the functions of some community resources.
c. The individual will experience some community resources.

Developmental Goal II. For the individual to be aware that there is a variety of occupations within his community.

Objectives:
a. The individual will name occupations in the community.
b. The individual will identify occupations that require similar skills, knowledges, and training.

Level II
4-6

Developmental Goal I. For the individual to understand the necessity for community resources.

Objectives: a. The individual will describe community resources used by the family.

b. The individual will describe community resources he or she uses.

c. The individual will experience some community resources.

Developmental Goal II. For the individual to understand that community resources contribute to an individual's development.

Objectives: a. The individual will describe community resources which have influenced his or her life.

b. The individual will describe how one's life could be different if one lived in another type of community.

Level III
7-9

Developmental Goal I. For the individual to possess and to utilize knowledge of community resources.

Objectives: a. The individual will recognize that learning is a product of in-school and out-of-school experiences.

b. The individual will describe a number of community resources and how to utilize them.

c. The individual will have experiences utilizing community resources that permit access to information about or observation of people at work.

Level IV
10-12

Developmental Goal I. For the individual to possess and to utilize knowledge of community resources.

Objectives: a. The individual will evaluate and describe the community to determine it's suitability to his or her proposed life-style.

b. The individual, with personal development in mind, will develop his or her personal job potential utilizing available community resources.

Developmental Goal II. For the individual to experience and assess community resources.

Objectives: a. The individual will evaluate and describe the community to determine it's suitability to his or her proposed life-style.

b. The individual, with personal development in mind, will develop his or her personal job potential utilizing available community resources.

Concept B: The home and family contribute to individual career development.

Level I K-3

Developmental Goal I. For the individual to be aware of the contributions made by family members to the home.

Objectives: a. The individual will describe how each family member, including themselves, contributes to the home.

b. The individual will describe the division of labor within their family.

Level II 4-6

Developmental Goal I. For the individual to be aware of the contributions family members make to society.

Objectives: a. The individual will describe the occupations of family members and how their occupation contributes to the community.

b. The individual will describe changes of occupations members of their family have experiences.

Level III 7-9 — Developmental Goal I. For the individual to explore future career options with his or her family.

Objectives:

a. The individual will examine, with one's family, a variety of career options.

b. The individual will recognize the importance of reviewing tentative career choices, including planned educational and work experience alternatives, with family members.

Level IV 10-12 — Developmental Goal I. For the individual to develop, with one's family, one's future career options.

Objectives:

a. The individual and his or her family will develop several career alternatives.

b. The individual will analyze the several career alternatives developed in cooperation with his or her family and apply the results to current and future career planning and decision making.

Concept C: A community can change as a result of an individual's participation.

Level I K-3 — Developmental Goal I. For the individual to be aware that one's contributions directly affect one's community.

Objectives:

a. The individual will describe ways he or she does influence his community.

b. The individual will describe ways a community changes through citizen's participation.

Level II 4-6 — Developmental Goal I. For the individual to understand that changes occur in a community as a result of one's participation in it.

Objectives:

a. The individual will experience participation in the local community.

b. The individual will describe ways one affects the community through participation.

Developmental Goal II. For the individual to understand that changes occurring in the community directly affect community resources.

Objectives: a. The individual will describe changes in the community that affect its resources.

b. The individual will identify national and/or international issues which bring about resource changes.

Level III 7-9

Developmental Goal I. For the individual to explore how one's participation can influence the community.

Objectives: a. The individual will list and discuss ways the community can be improved.

b. The individual will list ways one can effect change in the community.

Level IV 10-12

Developmental Goal I. For the individual to become involved in the community affairs.

Objectives: a. The individual will examine and analyze appropriate budget and/or expenditures.

b. The individual will investigate and/or organize volunteer services.

BASIC STUDIES AND OCCUPATIONAL PREPARATION

Concept A: Basic studies are a foundation which facilitates career awareness, exploration and occupational preparation.
Concept B: Basic skills are essential for an individual to function effectively.
Concept C: Basic studies and occupational preparation influence an individual's mobility.

Concept A: Basic studies are a foundation which facilitates career awareness, exploration and occupational preparation.

Level I K-3

Developmental Goal I. For the individual to be aware of the relationship between basic studies and career awareness.

Objectives:

a. The individual will describe skills learned in school that are used in various occupations.

b. The individual will describe skills learned in one subject area and list those occupations requiring those skills for entry-level employment.

Level II 4-6

Developmental Goal I. For the individual to be aware of the need for planning, study, and preparation for specific occupations.

Objectives:

a. The individual will develop plans of study necessary at the secondary level for various occuaptions.

b. The individual will list occupations requiring a high school diploma, apprenticeship training, and those requiring training at the college level.

Level III
7-9

Developmental Goal I. For the individual to understand the value of continual review and assessment of his/her educational achievements and occupational interests.

Objectives:

a. The individual will recognize that proficiency in certain subject areas is necessary to enter specific occupations.

b. The individual will identify the scope and sequence in each of the basic academic areas in relation to a variety of occupational goals.

Level IV
10-12

Developmental Goal I. For the individual to recognize that our society is dependent upon growth through continual modification of knowledge and skills.

Objectives:

a. The individual will recognize that proficiency in certain subject areas is necessary to enter specific occupations.

b. The individual will list present learning experiences that could be continued beyond high school.

c. The individual will describe situations where basic studies have helped develop general job survival skills.

d. The individual will identify occupations in which continued learning is necessary.

e. The individual will identify situations other than in school or on the job where continued learning would be required.

f. The individual will continue to develop mastery of those skills and knowledges necessary to effect entry into an occupation.

Concept B: Basic skills are essential for an individual to function effectively.

Level I K-3

Developmental Goal I. For the individual to understand the need for communicative skills.

Objectives:

a. The individual will describe his or her communicative needs.

b. The individual will describe ways one relies on communications to satisfy one's needs.

c. The individual will describe ways communication is used in the classroom.

Level II 4-6

Developmental Goal I. For the individual to understand the importance of basic communicative skills for functioning in society.

Objectives:

a. The individual will assess one's own communicative skills.

b. The individual will describe ways communicative skills are used in occupations.

Level III 7-9

Developmental Goal I. For the individual to assess basic skills and aptitudes in relation to selected career goals.

Objectives:

a. The individual will identify and investigate methods of self-assessment.

b. The individual will analyze through self-assessment personal skills and aptitudes as they apply to occupations.

c. The individual will give examples of occupational clusters that relate directly to his or her aptitudes, skills and interests.

d. The individual will re-evaluate plans made prior to high school graduation.

Developmental Goal II. The individual will recognize the relevance of basic studies to all life development.

Objectives:

a. The individual will describe personal priorities in relation to his or her choice of in-school activities.

b. The individual will describe how what is learned in school relates to out-of-school activities.

c. The individual will describe how he or she pursues one's favorite subject through outside activities.

d. The individual will describe school activities enjoyed and how they relate to the learning process.

Level IV
10-12

Developmental Goal I. For the individual to develop the skills necessary for employment in the career of one's choice.

Objectives:

a. The individual will analyze the relationship between the skills possessed and entry level requirements of his or her career goals.

b. The individual will align his or her entry level skills with selected career goals.

c. The individual will demonstrate the steps necessary to effect entry level employment.

Concept C: Basic studies and occupational preparation influence an individual's mobility.

Level I
K-3

Developmental Goal I. For the individual to be aware of the relationship between one's performance and the quality of one's work.

Objectives: a. The individual will evaluate the quality of one's performance of a given task.

b. The individual will describe how knowledge of basic skills can increase a person's occupational mobility.

Level II 4-6

Developmental Goal I. For the individual to understand that occupations within a cluster require different degrees of preparation.

Objectives: a. The individual will identify occupations within an occupational cluster.

b. The individual will describe the degree of preparation necessary for occupations within a cluster.

Level III 7-9

Developmental Goal I. For the individual to explore occupational clusters as related to basic studies.

Objectives: a. The individual will compare and list basic study requirements for various occupations.

b. The individual will analyze factors that influence vertical or horizontal mobility in selected career clusters.

Level IV 10-12

Developmental Goal I. For the individual to recognize that choices made regarding basic studies and occupational preparation influence one's occupational mobility.

Objectives: a. The individual will describe past participation/selection of basic studies and how the studies effect his or her occupational mobility.

b. The individual will examine and list additional courses of study needed to attain greater career mobility.

c. The individual will analyze job opportunities based on social and economic trends in a selected geographic area.

SELF-KNOWLEDGE AND INTERPERSONAL RELATIONSHIPS

Concept A: Each individual should value one's uniqueness and that of others.
Concept B: Skills for getting along with others are necessary for growth and effective membership in society.
Concept C: An individual affects and is affected by the environment.
Concept D: An individual should learn to be responsible for one's own actions.

Concept A: Each individual should value one's uniqueness and that of others.

Level I
K-3

Developmental Goal I. For the individual to be aware of one's interests, aptitudes and abilities.

Objectives:
a. The individual will describe his or her physical characteristics.
b. The individual will identify his or her interests.
c. The individual will identify his or her aptitudes.
d. The individual will identify his or her abilities.

Developmental Goal II. For the individual to be aware of the differences and similarities of others.

Objectives:
a. The individual will identify interests, aptitudes, and abilities held in common with others.
b. The individual will identify differing interests, aptitudes, and abilities.

Level II
4-6

Developmental Goal I. For the individual to understand that his or her interests, aptitudes, and abilities may change.

Objectives: a. The individual will reexamine his or her interests, aptitudes and abilities.

b. The individual will recognize that his or her interests, aptitudes and abilities may change as a result of experience.

Level III
7-9

Developmental Goal I. For the individual to recognize and respect his or her own uniqueness and that of others.

Objectives: a. The individual will recognize that each individual is unique and capable of unique contributions.

b. The individual will recognize the relationship between self-image and personal goals.

Development Goal II. For the individual to understand the similarities and dissimilarities of physical and mental development.

Objectives: a. The individual will describe the effect of one's developmental growth on one's interests, aptitudes and abilities.

b. The individual will identify his or her present stage of development.

c. The individual will recognize differential development along a continuum for himself or herself and others.

d. The individual will periodically assess his or her interests, aptitudes and abilities.

Level IV
10-12

Developmental Goal I. For the individual to recognize and respect his or her own uniqueness and that of others.

Objectives: a. The individual will accept themselves as a unique person.

b. The individual will recognize that continual personal growth is a process of maturation.

Developmental Goal II. For the individual to participate in a wide variety of objective personal assessment experiences: scholastic, interest, values, personality, attitude, aptitude.

Objectives:

a. The individual will recognize and describe the limitations and fallibility of tests as well as their values.

b. The individual will describe occupational goals according to present interests, aptitudes, abilities, and achievements.

c. The individual will evaluate personal growth and the effect past experiences have had on him or her in order to continue or replan future experiences.

Concept B: Skills for getting along with others are necessary for growth and effective membership in society.

Level I K-3

Developmental Goal I. For the individual to become aware of the need for self-acceptance.

Objectives:

a. The individual will recognize his or her feelings.

b. The individual will identify what he or she likes about himself or herself.

Developmental Goal II. For the individual to become aware of basic skills necessary for getting along with others.

Objectives:

a. The individual will reexamine some skills necessary for getting along with others.

b. The individual will demonstrate the ability to cooperate within a group.

Level II
4-6

Developmental Goal I. For the individual to develop skills that are necessary for growth and effective membership in society.

Objectives:

a. The individual will reexamine some skills necessary for getting along with others.

b. The individual will demonstrate some skill in cooperating with others.

c. The individual will experience leadership within a group.

Level III
7-9

Developmental Goal I. For the individual to recognize himself or herself as a dynamic force involved with other dynamic forces both individual and institutional.

Objectives:

a. The individual will demonstrate a working knowledge of group dynamics.

b. The individual will identify at progressively complex levels the functions of leaders and participants in groups.

c. The individual will recognize social, economic, educational, and cultural forces that influence one's development.

d. The individual will identify positive interpersonal relationships from the interaction of persons in a variety of occupational settings.

Level IV
10-12

Developmental Goal I. For the individual to develop skills necessary for growth and effective membership in society.

Objectives:

a. The individual will demonstrate leadership within a group.

b. The individual will recognize and identify effects of his or her influence on peers and their influence on him or her.

c. The individual will recognize and appreciate the skills, abilities, rights, and responsibilities of others.

Concept C: An individual affects and is affected by the environment.

Level I
K-3

Developmental Goal I. For the individual to become aware that one's actions affect not only oneself but also others.

Objectives:

a. The individual will discriminate between responsible and irresponsible behavior.

b. The individual will identify how responsible or irresponsible behavior affects oneself and/or others.

Level II
4-6

Developmental Goal I. For the individual to understand that the actions of others can affect him or her.

Objectives:

a. The individual will identify groups that influence his or her behavior.

b. The individual will identify how he or she affects groups.

Level III
7-9

Developmental Goal I. For the individual to identify the interactive influences of the individual and the environment.

Objectives:

a. The individual will describe the relationship between occupational choice and environmental conditions.

b. The individual will recognize responsibility for value choices in one's career/life style.

c. The individual will describe the effect of choices on future quality of one's environment.

d. The individual will recognize the ways in which occupations relate to the needs and functions of society.

Level IV
10-12

Developmental Goal I. For the individual to examine the universal implications of environmental impact.

Objectives:

a. The individual will examine technological change, environmental concerns, and describe their impact on cultural values.

b. The individual will recognize that personal values determine individual needs and relate to a desired standard of living.

Concept D: An individual should learn to be responsible for one's own actions.

Level I
K-3

Developmental Goal I. For the individual to be aware that one is responsible for one's behavior.

Objectives:

a. The individual will identify responsibility one has to oneself.

b. The individual will identify responsibilities one has to others.

Level II
4-6

Developmental Goal I. For the individual to understand that the development of personal responsibility is a continuous process.

Objectives:

a. The individual will assess how responsible action is based on a personal value system.

b. The individual will identify how freedom necessitates responsibility.

c. The individual will compare one's past, present, and future responsibilities.

Level III
7-9

Developmental Goal I. For the individual to assume progressively greater responsibility for one's own life and actions.

Objectives:

a. The individual will discuss and give examples of the dynamic nature of one's self-development and one's cumulative growth.

b. The individual will demonstrate the relationship between being a competent student and being a valued employee.

Developmental Goal II. For the individual to recognize that one has responsibilities to oneself and others.

Objectives: a. The student will recognize the consequences of personal decisions.

b. The student will recognize the consequences of his or her actions on others.

Level IV
10-12

Developmental Goal I. For the individual to evaluate his or her acceptance of responsibility.

Objectives: a. The individual will identify situations where he or she accepted responsibility for his or her actions.

b. The individual will describe the effects of one's decisions.

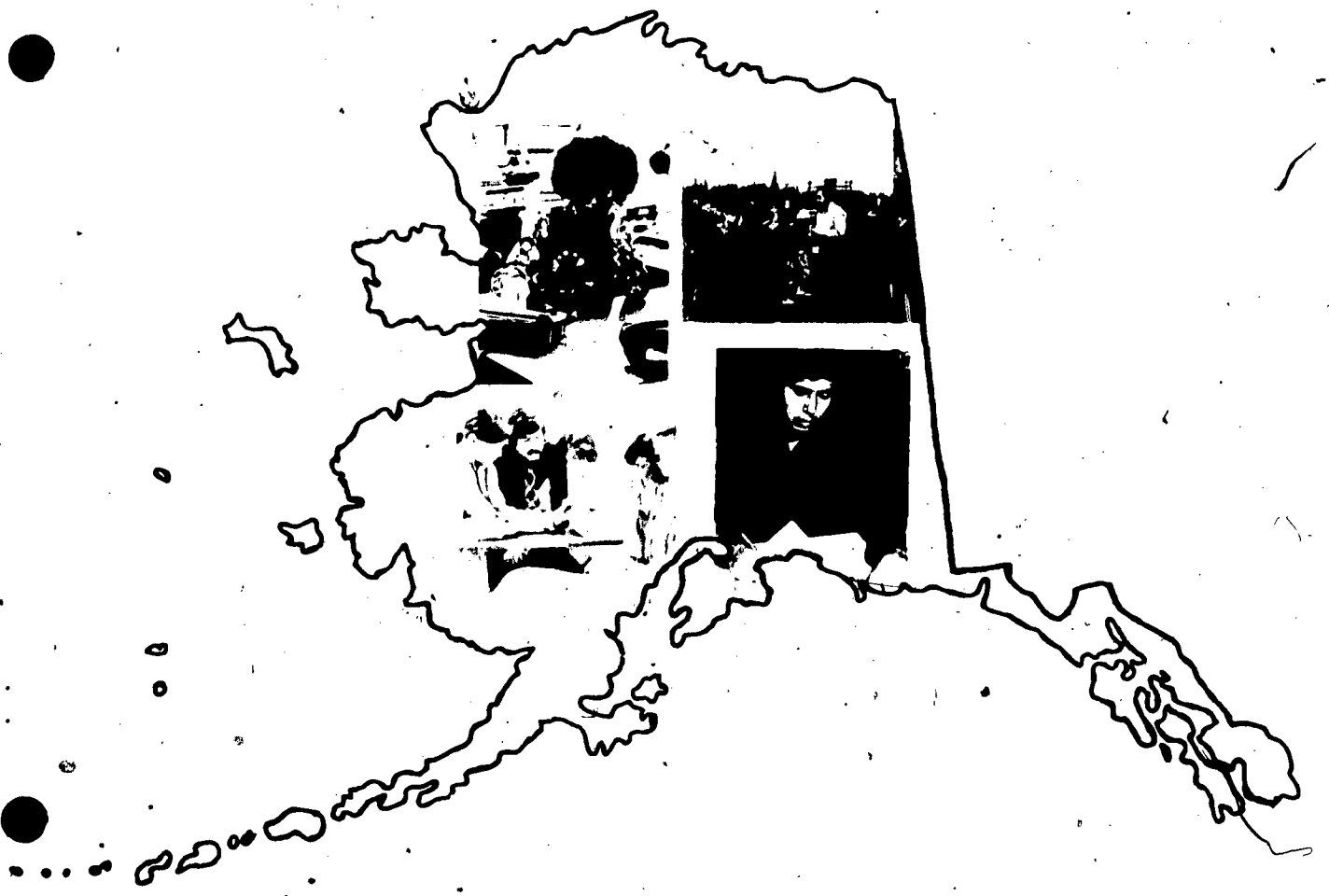
Developmental Goal II. For the individual to examine the necessity for using human relation skills and comprehend their impact upon personal satisfaction.

Objectives: a. The individual will identify the human relation skills necessary for one to get along in society.

b. The individual will develop human relation skills that will enable one to function effectively on a job.

CAREER DEVELOPMENT EDUCATION

INCLUDING THE FOURTH R



WHAT IS CAREER EDUCATION?

CAREER EDUCATION IS A JOINT EFFORT BY THE SCHOOLS AND THE COMMUNITY TO HELP EACH STUDENT UNDERSTAND THE WORLD OF WORK, OBTAIN INFORMATION ABOUT THE SPECIFIC EDUCATIONAL AND JOB REQUIREMENTS OF VARIOUS CAREERS, AND TO ASSIST IN THE ACQUISITION OF THE NECESSARY KNOWLEDGE AND SKILLS THAT ULTIMATELY LEAD TO THE CHOICE OF A CAREER.

Career Education can be described as a developmental process, based on the assumption that individuals reach career decisions, not at a single moment in time, but through a series of experiences that assist with awareness, exploration and preparation in:

- Understanding self and interpersonal relationships
- The relationship between basic studies and occupational preparation
- Planning and decision making
- Leisure skills
- Work competencies
- Involvement in the community

Career education involves all students in a learning experience that assists each individual to discover, define and refine their talents, and use them in pursuit of a career – whether it be work directly after high school, technical school or a four-year college.

WHY CAREER EDUCATION?

Each year students enter the work force or college with unclear career goals. Many students exit from college four years later without a personal commitment to the work in which they will spend the next 25 years.

Each year, 2.5 million young people join the ranks of America's unemployed and underemployed as a result of leaving school either as dropouts or without a marketable skill.

The Department of Labor has predicted that less than 20% of the jobs in this country in 1980 will require college degree level preparation.

The United States has the highest youth unemployment rate of any nation in the world.

The State of Alaska has the highest unemployment rate in the United States.

HOW DOES CAREER EDUCATION DIFFER FROM VOCATIONAL EDUCATION?

While career education embraces many of vocational-technical education's skill-producing activities, it fully integrates career orientation and preparation into the academic curriculum from all students at all grade levels.

Career education reflects a broader understanding of the purpose of education – the need not only to fit a person to work efficiently but to make him aware of why he is doing what he is doing. He must be educated, not just trained.

Three factors distinguish career education from traditional vocational education:

- It is offered as part of the curriculum of all students,
- It permeates the entire spectrum of a youngster's education from kindergarten through high school, and
- It offers a much wider range of occupational choices than are available in regular vocational education programs.

CAREER EDUCATION – INCLUDING THE FOURTH R

RELEVANCY IN EDUCATION

AWARENESS + EXPLORATION + PREPARATION = INDIVIDUALS WHO ARE PREPARED TO MAKE THE TRANSITION FROM YOUTH TO ADULTHOOD AND WHO DESIRE TO ENGAGE IN WORK THAT IS SATISFYING AND MEANINGFUL TO THEM AND BENEFICIAL TO SOCIETY.

CAREER AWARENESS (grades K-6)

The Career awareness program develops in children a respect for the dignity people bring to their work. It encourages children to understand their emerging aptitudes, interests and abilities and the necessity for good interpersonal relationships. Career Awareness adds relevancy to the total curriculum as children learn that skills learned in the classroom are necessary for survival in society. As representatives of a wide variety of occupations visit their classroom and as they take field trips to local businesses and agencies children recognize the role they play in their community as a family member, citizen consumer, and worker.

CAREER EXPLORATION (grades 7-9)

Career exploration is aimed at developing an understanding of the wide range of occupational options available, the relationship of basic studies to occupational preparation and the planning and decision making necessary to effectively make entry into an occupation. Through community and school resources students review the types and levels of careers and begin to develop an awareness of their interests in relation to specific occupations.

The objective of the career exploration program is to equip students with the knowledge to make tentative career decisions and select a course of study for grades 10-12 that reflects their interests and abilities. Classroom teachers build on the student's experiences by helping them understand the relationship between occupations and each subject area in the curriculum. Both simulated and actual experiences within the curriculum enable students to see themselves as workers – and based on their reactions, they will be able to select an appropriate curriculum for grades 10-12.

CAREER PREPARATION (grades 10-12)

Curriculum developed at this level is designed to meet the needs of secondary school age youth by offering programs that will:

–provide each student an opportunity for in-depth exploration and/or training in a selected occupational cluster that leads to initial employment and/or continued education.

–provide pre-employment training for persons with special needs.

–develop skills and knowledges necessary for entry into and progress within an occupation.

–provide a basis for continuing education within an occupational field or retraining for another occupation.

–provide each student an opportunity for work experience, wherever possible, utilizing community resources.

–establish and maintain a liaison between the individual and future educational and employment opportunities.

–integrate the world of work with the existing curriculum to enhance the student's motivation and preparation for life.

Programs at this level involve students who desire to pursue a college degree, obtain employment immediately after high school or attend a technical school for further training. Teachers in all subject areas assist students in obtaining necessary survival and employment skills. A heavy emphasis is placed on career guidance and counseling through the aid of specialized personnel and community resources.

Career education for all students would occur as a result of combining the strength and expertise of general education, vocational education and guidance and counseling.

ALASKA'S PROGRESS

To accomplish the tasks outlined in this brochure the Alaska State Department of Education, Career and Vocational Education has established a Task Force on Career Education to develop guidelines, initiate pilot projects, develop materials, and determine methods to evaluate progress.

The Anchorage School District, Division of Career Development and Vocational Education has been contracted to develop program guidelines for the State. In addition, the district has received federal funds to implement programs based on the guidelines and establish evaluation procedures concerning program guidelines, implementation procedures. Available materials and evaluation designs will soon be available. For additional information please contact:

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Division of Career Development and Vocational Education

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Appendix H

First number - confirmed
Second number- cancelled

EVENTS SCHEDULED BY COMMUNITY RESOURCES

	October		November		December		January		February		March		April		May		Total	
Bartlett/Begich	1	0	2	0	4	0	2	0	2	0	5	0	5	0	12	0	33	0
Career Center	0	0	2	0	2	0	5	0	4	0	0	0	9	0	2	0	24	0
Central Jr. High	1	0	23	1	10	0	26	4	17	2	10	0	5	0	1	2	93	9
Chugiak/Gruening	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Clark Jr. High	0	0	2	0	1	1	7	0	7	1	15	1	15	0	1	3	48	6
Dimond/Mears	7	0	2	1	5	0	0	0	1	0	0	0	1	1	0	1	16	3
East/Benson	0	0	49	39	5	0	3	0	7	0	11	0	18	2	30	13	123	54
McLaughlin	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Romig Jr. High	0	0	1	0	1	0	1	2	3	0	2	1	4	0	1	4	13	7
S.A.V.E.	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	0
Stellar	0	0	0	0	1	0	0	0	0	0	0	0	3	0	0	0	4	0
Service/Hanshew	0	0	3	0	1	0	3	0	20	0	9	1	19	1	7	6	62	8
Wendler Jr. High	0	0	0	0	2	0	5	0	1	0	10	2	12	3	10	2	40	7
West Senior High	0	0	2	0	8	0	5	1	8	0	6	5	10	3	5	0	44	9

TOTALS: October 15 - May 21

	Confirmed	Cancelled
Elementary	824	117
Jr./Sr. High	503	103
Total	1,327 - [illegible]%	220 = 16%

First number - confirmed
Second number- cancelled

EVENTS SCHEDULED BY COMMUNITY RESOURCES

	October		November		December		January		February		March		April		May		Total	
Abbott Loop	4	0	3	0	0	0	2	1	3	0	12	1	10	2	6	3	40	7
Airport Heights	2	0	5	0	4	0	13	0	2	0	6	0	5	1	2	0	39	1
Baxter	0	0	1	0	0	0	0	0	3	0	2	0	2	0	2	0	10	0
Birchwood	0	0	0	0	0	0	0	0	1	0	0	2	1	0	4	0	6	2
Campbell	0	0	0	0	0	0	1	0	3	0	2	0	5	1	0	1	11	2
Chester Valley	0	0	2	0	1	0	2	0	4	2	8	0	11	0	4	1	32	3
Chinook	2	0	1	1	0	0	5	2	3	1	6	1	8	0	4	1	29	6
Chugach	5	0	5	0	3	0	11	0	3	0	0	0	3	0	9	5	39	5
Chugiak Ele.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
College Gate	0	0	0	0	0	0	0	0	0	0	0	0	5	0	4	0	9	0
Creekside Park	0	0	3	0	2	0	3	0	1	0	1	0	4	2	5	0	19	2
Denali	1	0	5	0	0	2	14	0	4	1	11	1	10	3	2	2	47	9
Eagle River	0	0	4	0	0	0	0	0	0	1	0	0	1	0	0	0	5	1
Fairview	0	0	1	0	3	0	3	0	4	1	6	0	7	1	1	0	25	2
Girdwood	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Government Hill	0	0	3	0	3	0	6	1	4	4	3	1	5	0	8	2	32	8
Homestead	0	0	1	0	1	0	3	0	0	0	1	0	4	0	3	1	13	1
Huffman	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	0	4	0
Inlet View	0	0	0	0	0	0	3	0	2	0	1	1	6	1	2	0	14	2
Lake Otis	0	0	0	0	0	0	9	0	6	0	8	0	4	1	2	0	29	1
Mountain View	2	0	0	0	1	0	9	0	6	0	5	0	3	0	6	2	32	2

First number - confirmed
Second number- cancelled

EVENTS SCHEDULED BY COMMUNITY RESOURCES

	October		November		December		January		February		March		April		May		Total	
Muldoon	0	0	0	0	1	0	1	0	3	0	0	0	3	0	1	0	9	0
North Star	0	0	1	0	0	0	8	1	3	0	4	0	28	0	9	1	53	2
Northern Lights	0	0	0	0	1	0	0	0	1	0	0	0	4	1	3	0	9	1
Northwood	0	0	0	0	3	0	0	1	7	0	1	0	1	0	2	1	14	2
Nunaka Valley	0	0	0	0	0	0	0	0	5	0	1	0	3	0	6	0	15	0
Ocean View	1	0	3	2	0	0	4	0	18	0	10	5	3	0	2	1	41	8
O'Malley	0	0	2	0	0	0	0	0	0	0	0	0	5	0	4	3	11	3
Ptarmigan	0	0	0	0	1	0	2	1	0	0	0	0	9	2	0	0	12	3
Rabbit Creek	0	0	1	0	0	0	2	0	3	0	0	0	2	3	12	1	20	4
Rogers Park	1	0	1	1	0	0	1	0	1	0	3	0	3	0	7	1	17	1
Sand Lake	0	0	0	0	0	0	0	0	1	0	2	0	3	0	0	0	6	0
Scenic Park	0	0	0	0	0	0	3	1	0	0	3	0	3	2	4	1	13	4
Susitna	0	0	0	0	1	1	4	0	1	0	2	0	9	1	3	0	20	2
Taku	0	0	5	0	2	0	5	0	1	0	0	0	3	11	3	0	19	11
Tudor	0	0	0	0	0	0	1	0	3	0	7	0	3	0	1	3	15	3
Turnagain	1	0	2	0	1	1	7	0	1	0	4	4	6	0	4	0	26	5
Whaley Center	0	0	0	0	1	0	1	0	3	0	1	1	0	0	1	0	7	1
Williwaw	0	0	3	0	0	0	1	0	5	0	0	0	3	1	1	0	13	1
Willow Crest	0	0	2	0	1	1	0	0	1	0	7	1	2	0	0	0	13	2
Wonder Park	0	0	0	0	0	0	2	0	0	0	7	0	5	2	9	0	23	2
Gladys Wood	0	0	0	0	0	0	1	0	0	0	3	0	5	6	3	0	12	6
Woodland Park	0	0	0	0	4	0	3	0	1	1	0	0	5	0	7	1		

Appendix I

Distribution of AV Services 403 Budget
1975-1976

Amount approved in original budget		$53,000.00
Added for Chugiak/Eagle River		5,300.00
		$58,300.00
Reserved for AV Center use		
Instruction, In-service, Video-taping, Cassette duplication, etc.	5,000.00	
16mm & 8mm production	5,000.00	
Film replacement footage	1,000.00	
Reserve for emergency purchased, unit materials, and Instructional Materials Committee recommendations	7,300.00	
		$18,300.00
Remaining to be distributed to Consultants/ Subject Area committees for 16mm film and/or resource unit material		$40,000.00
Six-Year curriculum Cycle		
Phase IV Requests		
Mathematics	3,000.00	
Human Ecology	4,000.00	
Spelling	no request	
		7,000.00
Subject Areas not Cycled		
Career education*	8,600.00	
Environmental education	included with science	
Instructional materials	from AV Department reserve	
		8,600.00
Cycled Subjects in other Phases		
Science	5,000.00	
Music	3,000.00	
Language arts, reading, children's lit	5,000.00	
Foreign language	800.00	
Art	3,000.00	
Social studies (other than Bi-centennial)	4,000.00	
Physical education	1,000.00	
		21,800.00
Other Subject Areas		
Holidays, driver education, safety, etc.		2,600.00

*Business education, home economics, and industrial arts are covered in career ed, per Gene Davis

For your information:

1. Next year's Phase IV subjects will be Art, Language Arts, and Industrial Arts.
2. $20,000.00 has been requested (from the supplemental funds available as we assume responsibility for the On-Base schools) to duplicate 100 heavily scheduled elementary titles.
3. AV Services is preparing a $20,000.00 Title II project for Bi-centennial materials to be centrally circulated.

YEAR END EVALUATION REPORT

FOR THE

ANCHORAGE BOROUGH SCHOOL DISTRICT
EXEMPLARY CAREER EDUCATION PROJECT

PREPARED BY:

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SUBMITTED TO:

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September, 1975

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1. INTRODUCTION

This final evaluation report for the second year of the Career Education Project in the Anchorage Borough School District is submitted by IBEX and Southwest Research Associates, Inc., (SWRA) in completion of a contract with IBEX for evaluation of the Anchorage Borough Exemplary Career Education Project, Grant Number OEG-0-73-5299. Activities completed in this report are those agreed upon in the evaluation design and in the contract with IBEX.

This report is supported with voluminous data which have been transmitted separately to the Anchorage Borough School District (ABSD). It is hoped that through the explanation of the data and the recommendations provided in this report, decisions aimed at retaining the strengths and strengthening the weaknesses of the project will result.

Without continued cooperation of the Project Director, E.E. (Gene) Davis, and his staff, this report would not have been possible. They have continually provided the information and support which were needed in the data gathering activities. The additional support of Drs. William Marsh and Robert Van Slyke is greatly appreciated.

2. CONCLUSIONS AND RECOMMENDATIONS

This year's evaluation of the Anchorage Borough School district's Career Education Project provided a great volume of data. The analyses performed on this data have yielded a solid base of management information and have answered most of the specified evaluation questions adequately.

Those areas of top priority were given the greatest attention, and the conclusions and recommendations contained in this section of the report are based on careful consideration of the evaluation results and the U.S. Office of Education Guidelines.

The evaluation design for the 1974-75 Project year was based both on the needs of Project amangement and the U.S. Office of Education evaluation guidelines.

It now appears to the evaluation team that a great deal more basic data was collected than was needed for an effective evaluation. Smaller, carefully chosen, samples of students, teachers, staff, and other target populations will give valid, useful information at much lower costs for data collection.

Also, IBEX's initial evaluation budget for data analysis

was greatly exceeded in an effort to provide meaningful answers to the many evaluation questions contained in the design.

Therefore, our recommendations deal not only with program considerations, but also with a redesign of the evaluation.

Because of problems with one of the major instruments used by the evaluation, and because of the sheer magnitude of the data collected and analyzed, the recommendations presented here do not reflect the entire yield of this evaluation. Further analyses and di ussions with district and Project staff should produce additional results of value.

The rest of this section generally follows the order in which the evaluation questions are presented in the design.

The Self Observation Scale (SOS) was used a a program level measure of self-concept. However, the SOS is a valid instrument for individual-student assessment, and because of the strong relationships between SOS and such factors as achievement in basic skills and classroom behavior, we recommend that the classroom teachers be given the SOS results for their

students and that they receive inservice in the interpretation and use of the results.

We also recommend that the use of the SOS (on a sample basis) be extended to the secondary level, using the new junior/senior high levels. This will satisfy the U.S. Office of Education Guidelines for the evaluation of self-concept at all program levels.

The area of decision-making skills was not measured last year due to a lack of adequate instrumentation. We have developed a new scale (Decisions, Decisions) which has been field tested and is available for use in the 1975-76 evaluation. We recommend the use of this scale to meet the U.S. Office of Education Guidelines and to provide a measure of current Project activities in this area.

Another U.S. Office of Education required area of evaluation is student awareness/knowledge of the world of work and the assessment of personal strengths and weaknesses related to it. For the 1974-75 evaluation, the Career Maturity Inventory (CMI) and the Career Education Questionnaires (CEQ) were used. Provided that the CEQ technical and norm data are available, we recommend the continued use of these instruments.

We have factor analyzed the CMI, and we find that it is possible to construct a smaller version of this battery while retaining high validity and reliability. This will be discussed with the Project Director and district staff in detail.

In order to more directly measure the effectiveness of specific Project activities and programs on students, we recommend that activity/program variables be added to the student data base. Then, for example, the impact of self-concept activities and decision-making programs could be evaluated using the various student instruments and an appropriate sampling plan.

Follow-up of students leaving the Project schools is an U.S. Office of Education requirement, and in addition it can provide critical data for program planning. We recommend that the follow-up form and procedures used last year be revised to improve the rate of return and provide the specific data needed to evaluate the district's programs. We will make specific suggestions to the Project Director based on our experience with other programs and studies.

The results of the Teacher Survey showed that the teachers need additional inservice in the conceptual basis of career education, the Career Education Model and the building plans.

We recommend that inservice in these areas be expanded.

Communications between district (Project) and school levels need to be improved. Negative attitudes toward the Project will continue to grow if this is not done. We recommend that ways be explored to further involve teachers in the decision-making process. More direct contact and less red tape and paper work (including evaluation forms) would help.

We recommend establishing more formal formative and summative evaluation procedures for the evaluation of mini-grants, with implementation and field testing. We did not give this as much attention this year as we would have liked, but we will have some suggestions based on the results of this year's efforts.

The counselors at the Project secondary schools need to allocate more time to career guidance and small group guidance and counseling activities if the project activities are to be met. We recommend that counselor inservice be expanded and directed toward these needs.

There is an indication from the student survey that more current career materials are needed in the secondary schools. This should be looked at further to determine whether it is really a lack of materials or a lack of awareness of available materials.

In order to provide a realistic basis for evaluating the operation of the Community Resource Scheduling Center, a specific set of objectives in terms of teacher awareness, attitudes, use of the Center, and cost of operation, should be developed. The evaluation this year proveded a great deal of information regarding these factors, but there were no "standards of comparison."

To improve the effectiveness of the Center, the following recommendations are made:

- increase the "information flow" to all teachers relative to specific resources which have proven to be a value to students;
- insure that the Center is staffed adequately to handle the expected level of teachers' requests and the necessary contacts;
- review the scheduling and contact procedures to see whether they can be streamlined, and set up a system of checks to insure that contacts and follow-ups are made when they are supposed to be made;

- consider the development of "follow-up packages" for the more successful community resource activities to help teachers with the "infusion" process;
- consider ways to improve the match between students' comprehension levels and the resource activities scheduled;
- encourage teachers and community organizations to coordinate all requests through the Center. "Outside" arrangements, particularly when they involve resources also being scheduled by the Center, reduce the effectiveness of the system.

With regard to the overall inservice program, we recommend that a "needs assessment" be carried out by Project staff and that more specific objectives and documentation of results be maintained for the coming year.

Finally, we recommend that all proposed Project activities be looked at very carefully and that "marginal" activities be dropped and other activities maintained at levels where effectiveness can be assured. As with most programs, there has been a tendency to try to do more than can be done properly. (Our own evaluation effort is a prime example.)

The overall structure of the Project is sound, and we have carried out our evaluation with the objective of providing Project management with the information needed to make it even more effective.

3. EVALUATION DESIGN SUMMARY

The strategy upon which the design for this project builds is called Information Based Evaluation (IBE). This strategy has been successfully implemented on some forty projects at both the state and local level over the past two years.

The concept of information utility is the overriding characteristic that differentiates between "good" evaluation and "poor" evaluation, and differentiates between undisciplined data collection and information gathering. Judged by even modest standards of utility, educational research and evaluation has a pitifully poor record, and the unfortunate educational manager or policy maker operating within this void must sift through mountains of data for those kernels of desired information.

The crucial role performance objectives play in program management is obvious; however, the question arises as to what place objectives should have in evaluation. The Information Based Evaluation approach views program objectives as a focus of evaluation activity, but by no means as the focus.

In objective based evaluation, the reference points are the program objectives. In information based evaluation, the reference points become the information users for the program and the information domains (needs). Capitalizing on these two reference points, a technique called domain analysis can be used to define and focus the direction of the evaluation.

Information Based Evaluation should not be considered as "objective free" evaluation. It recognizes the importance of program objectives, but only to the extent to which feedback on the objectives is considered important to information users. The overriding consideration is the type of questions to which interested individuals desire answers. Priorities are established in both the information domain category (e.g., student cognitive growth) and the information user category (e.g., project director), and the evaluation resources are expended to meet these identified priorities. An additional check on the adequacy of evaluation information is the extent to which the information leads to action. If no relationship exists between information and action, then the adequacy and/or quality of the evaluation effort is in doubt.

Information based evaluation recognizes that an evaluation must be dynamic if it is to be responsive. Program objectives rarely change during the project year, thus the objectives based evaluation is static and methodical in responding to the information requirements. Information based evaluation accepts the fact that information needs are fluid, and new questions are posed throughout the program cycle.

Information Users

The needs of various information users were discussed at the design conferences. These users included USOE, the Alaska Department of Education, the local school board, the superintendent and staff of the district, teachers, parents, community groups, and the advisory council.

It was agreed that rather than consider the needs of these users separately, the evaluation team would base its evaluation on one set of requirements encompassing the individual needs of all users.

Information Domains

The primary source of information domains is the Project Overview prepared by the Project Director. These requirements

were discussed in detail at the design conferences, where additional areas were identified. The major information domains for the evaluation of the 1974-75 year of the Project are listed on the following page.

- Student Outcomes
  - Self awareness
  - Career decision making skills
  - Awareness of and knowledge about work
  - Achievement in basic skills
- Staff Outcomes
  - Knowledge of career infusion concepts
  - Attitude toward career education
- Process
  - Inservice training
  - Placement and follow up
  - Job preparation opportunities
  - Resource centers
  - Development, testing and use of instructional units
  - Career center programs
  - Personal assessment program
  - Counseling and guidance programs
  - Career education community resources system
  - Availability and use of information materials by students
  - Unit plans for career education
  - Financial resources
  - Project management

EVALUATION QUESTIONS

Based on the needs of information users, the information domains of interest and the evaluation constraints, a set of evaluation questions was developed.

- How does self concept of students participating in various components of the Project compare with students nationally and with other students in the district?

- How do the career decision making skills of students participating in various components of the Project compare with students nationally and with other students in the district?

- How does the awareness of, and knowledge about, work of students participating in various components of the Project compare with students nationally?

- To what extent are students participating in the Project aware of their own abilities and limitations relative to the world of work?

- How do the attitudes and perceptions of Project students toward work vary when analyzed by ethnic groups?

- What are the relationships between self-concept and achievement in basic skills for students participating in various components of the Project?

- To what extent were students who participated in the Project and who left the Project schools placed in paid occupation, in further education, or in unpaid work that was consistent with their current career choice?

- To what extent have the number and type of job preparation opportunities been expanded for young people in grades 10 through 14?

- To what extent are personnel in the Project schools knowledgeable about infusing career education concepts in the curriculum?

- To what extent are personnel in the Project schools exhibitting positive attitudes toward the concept of career education?

- To what extent is the current procedure for evaluating unit implementation of career education concepts effective?

- How consistent are counselor efforts in guidance and counseling programs in assisting students to increase their skills in planning and decision making?

- To what extent are information materials available and utilized by students to obtain knowledge about various careers?

- To what extent is the process and delivery system for identification and utilization of community resources effective in assisting classroom teachers to infuse career education concepts into the curriculum?

- To what extent is the community knowledgeable about and receptive to the system of delivery of community resources?

- What progress was made in developing and implementing a personal assessment program at the ninth grade level?

- How effective were the unit plans of Project schools in terms of the allocation of Project funds for career education activities?

- What were the results of the field testing of teacher developed instructional units and the K-3 activity book, in terms of student outcomes and acceptance by teachers?

- What was the level of participation in the inservice training program?

- Were the objectives of the inservice training program achieved?

- What financial resources from Section 142(c) of Part D of P.L. 90-567 were expended for the current Project year (by budget category)?

- To what extent were Project activities carried out according to schedule?

- What factors caused changes in scheduled activities?

INSTRUMENTATION

The major instruments to be used in the evaluation are listed here:

Self Observation Scales (SOS) - A measure of student self concept. At the primary level (k-3), the subscales consist of Self Acceptance, School Affiliation, Social Maturity, Self Security and Achievement Motivation. At the intermediate level (4-6), the subscales consist of the preceeding five plus Social Confidence, Teacher Affiliation and Peer Affiliation. Secondary levels (8-12) are being field tested and should be available for use in the evaluation next year.

Career Maturity Inventory - A measure of the maturity of attitudes and competencies that are crucial in realistic career decision making. There are two parts: an Attitude Scale and a Competency Test.

Career Education Questionnaire - A measure of the extent to which students are aware of and can recognize a wide range of concepts concerning the world of work. The primary level (K-3) and intermediate level (4-6) will be used for this project.

Standardized Achievement Tests - Data from various standardized achievement tests administered by the District will be used to answer evaluation questions.

Decision Making Scale - A developmental set of instruments which measure the cognitive and affective dimensions of the decision making process. The secondary level (7-12) should be available for use next year.

Career Interest Survey - A measure of student career interest (grades 8-11) developed and scored by the Boy Scouts of America.

Counselor Time Log - A revision of the instrument used during the first year of the Project.

Follow-Up Survey - An instrument used in the Follow-up Study Student Conducted Business Simulation.

Teacher Surveys - Instruments developed by the evaluation team to measure the teachers' knowledge of and attitudes toward career education and the Project activities.

Other Process Data Collection Instruments - Various instruments were developed by the evaluation team to collect process data for the current year of the project.

POPULATION SELECTION

Students were selected for administration of the various student assessment instruments as follows: the sampling unit was the teacher; classes were selected from participating and comparison schools at the grade levels shown below; and, sizes of the samples were established during the site visit in early February, as was the procedure for selecting individual classes.

The sample for administration of the primary level of the SOS and the Career Education Questionnaire was selected at the third grade level.

The intermediate level of the SOS and the Career Education Questionnaire was given to a sample at the sixth grade level.

The Career Maturity Inventory was given to secondary project students.

The Career Interest Survey was already given to district students at grades 8 - 11.

Teachers

All teachers in the project schools were given two survey instruments and all non-project school teachers were given a Teacher Survey dealing with the Community Resources Scheduling Center.

Counselors

All counselors were given the Counselor Time Log.

Students

The SOS forms were used to collect the basic student demographic and program information needed for the project data base.

Other Participants

Data from teachers, counselors and the community were collected in the Spring.

4. EVALUATION RESULTS

This section is organized around the evaluation questions specified in the evaluation design. Each question is followed by a brief discussion of the related evaluation activities and a presentation of the results.

- How does self concept of students participating in various components of the Project compare with students nationally and with other students in the district?

The Self-Observation Scales (SOS) were given as pre and post tests to students at grades 3 and 6 in all Project elementary school and in various comparison schools.

The results of the SOS have been subjected to extensive analysis. Pre, post, and difference scores have been studied in terms of such variables as sex, grade, program participation, and ethnic group. Class rosters, summary tables, and statistical breakdowns have been generated. At the time this report is being written, a detailed analysis of the results is being completed and will be submitted to the Project Director when this report is presented.

- How do the career decision making skills of students participating in various components of the Project compare with students nationally and with other students in the district?

This question was postponed until the 1975-76 school year due to the unavailability of an adequate measurement instrument.

IBEX has completed the initial development phase for a decision making scale which will be available nationally for the 1975-76 year. Therefore, this important question can be addressed next year.

- How does the awareness of and knowledge about work of students participating in various components of the Project compare with students nationally?

Two levels of the Career Education Cognitive Questionnaire were selected to answer this question, based on the recommendations contained in the U.S.O.E. Draft Guidelines for the Evaluation of Career Education Programs.

These instruments, developed by the Minnesota Research Coordinating Unit, were late in delivery; the response forms, designed for optical scanning, have proven to be unscannable; and the technical information needed for interpreting the results has not yet been provided.

As a result, this question remains unanswered. However, arrangements are being made to have forms scored, and when the promised technical information is received, the results will be analyzed and provided to the Project Director.

- To what extent are students participating in the Project aware of their own abilities and limitations relative to the world of work?

The Career Maturity Inventory (CMI) was selected by the district to provide an answer to this question.

The CMI was given to the students in the Project secondary schools. The tests were scored and the results returned to the teachers by the district.

As a part of its evaluation, IBEX agreed to carry out an analysis of the CMI results by sex and by ethnic categories.

The district provided IBEX with a magnetic tape of the results, and we have completed the requested analysis. Because of the large amount of statistical data involved, the results are being provided under separate cover, and only brief summary is provided here and in answer to the next evaluation question.

Both raw scores and national percentiles were analyzed. To summarize the answer to this question, the percentiles will be used.

A total of 3671 students in grades 7-12 in three Project

secondary schools were included in the analysis. The breakdown by sex showed almost equal numbers of students (1825 boys and 1846 girls). The breakdown by grade was as follows:

Grade	Number of Students
7	910
8	882
9	822
10	475
11	360
12	222

Because the percentile scores are computed by grade, it is reasonable to look at the overall percentile scores as a summary of the CMI results.

The average percentile scores for the Project students, by subtest, were as follows:

Subtest	Mean % Score
Knowing Yourself	51.63
Knowing About Jobs	61.73
Choosing a Job	51.48
Looking Ahead	64.00
What Should They Do?	59.71
Attitude Scale	49.41

With the exception of the attitude scale, which is slightly below the mean, all of the average scores are above the national means, and three of the tests are significantly higher. With regard to the relative standings of the three Project schools, East/Benson students scored generally highest, with Clark next and Wendler the lowest.

These results clearly show that the Project students generally are aware of their own ability and limitations relative to the world of work.

The individual subtest results will be reviewed with the Project Director to determine whether the Program should be strengthened in certain areas.

- How do the attitudes and perceptions of Project students toward work vary when analyzed by ethnic groups?

Both the ethnic and sex analyses are summarized here. As stated in the discussion of the preceding question, the complete analyses are being provided under separate cover.

With regard to sex differences, the girls did better than the boys at all grade levels, on all subtests, with significant differences at many grade/subtest combinations.

To summarize the results, the overall percentile scores, by sex, are shown on the following page.

Subtest	Boys	Girls
Knowing Yourself	45.75	57.43
Knowing About Jobs	59.99	63.47
Choosing a Job	49.87	53.08
Looking Ahead	60.55	67.39
What Should They Do?	55.62	63.75
Attitude Scale	46.58	52.22

The ethnic analysis was based on six categories provided by the district. The numbers of students in each category were as follows:

Category	Number of Students
1 Caucasian	3128
2 Black	215
3 Alaska Native: American Indian	229
4 Asian American	15
5 Spanish American	22
6 Other	60
7 Unknown	2

Because of the small populations for codes 4-6, the analysis for these categories provides only general measures. However, for categories 1-3, the analysis clearly shows a significant difference between the category 1 scores and those of 2 and 3, with the category 1 scores being much higher

(i.e. 15-20 percentile points on many scores). While category 2 scores tend to be higher than category 3, the differences are not always significant.

An overall analysis by ethnic code, grade, and school is included in the analysis.

- What are the relationships between self-concept and achievement in basic skills for students participating in various components of the Project?

The analysis of self-concept and standardized achievement scores is not yet complete and will be provided under separate cover.

It is anticipated that the analysis will confirm IBEX's other national studies which show strong relationships between the dimensions of self-concept and achievement.

- To what extent were students who participated in the Project and who left the Project schools placed in paid occupations, in further education, or in unpaid work that was consistent with the current career choice?

The Anchorage Borough School District participated with the Alaska Department of Education in conducting a student follow-up survey of 1973-74 seniors.

The survey forms included 30 questions relating to employment and educational activities subsequent to the student's graduation and to their relationship with school courses and services.

A number of the questions were directly related to this evaluation question. (e.g., "How did you get your first full-time job after leaving school?"; "As best you know, what type(s) of job placement service(s) were provided by the school...?"; "To what extent has the counseling you received in school been helpful to you?")

Unfortunately, the response rate was very low (12 percent district-wide and 17 percent for East, the Project school). As a result, the responses should be taken only as general indications.

All of the East respondents indicated that they did get full-time jobs. However, only 5 of the 26 stated that they were employed in the occupation for which they were trained. (Seven reported employment in a related occupation and 14 reported they were employed in a completely different occupation.)

Further, most of the respondents to the survey (over 60 percent) reported that they got their jobs themselves or through friends of the family. Less than 8 percent of the district's respondents indicated that the job placement services provided by the school helped them. In fact, 20 percent of the district's respondents indicated that to their knowledge the school had no placement services.

A large number of respondents (46 percent) stated that vocational teachers helped place students by making referrals, and 26 percent said that guidance counselors helped students find jobs.

In summary, the role of the schools in placing students in chosen careers was minimal for the 1973-74 seniors, as measured by the follow-up survey. However, the effects of the

Career Center (opened in September, 1974) and of other Project activities have not as yet been measured, and the 1973-74 data provides a base, of sorts, against which the continuing Project activities can be measured next year.

- To what extent have the number and type of job preparation opportunities been expanded for young people in grades 10 through 14?

Both the opening of the new Career Center and the development of career education curriculum units have expanded the job preparation opportunities of secondary level district students and increased their accessability.

The extent of this expansion, in terms of such a measure as student hours, was not established for this year. However, procedures could be developed to quantify this area for next year's evaluation.

The following statements extracted from the district's Career Center Curriculum Guide will indicate the district's level of commitment in this area.

"Career Center courses are the advanced phase of the comprehensive secondary school vocational offerings and are a result of the Anchorage Borough School District Board of Education identifying Career Education as a high priority. This commitment to Career Education is evidenced by support of a developmental program, K-12, staffing at the administrative level, and the construction, staffing, and equipping of the Career Education Center..."

"The secondary Career Center courses provide an opportunity for in-depth exploration fo career options, learning job-entry level skills, and on-the-job training. Students attend their home high school half of the school day accumulating elective and required credits, and Career Center courses the other half of the day..."

"A variety of work experience programs are available to the secondary student allowing him or her to earn credits toward graduation..."

"I. Cooperative Vocational Work Experience: Provides on-the-job training at local business and agencies after the student has completed a series of vocational courses which have prepared him for entry-level in a specific occupation. The student is supervised by a training sponsor from the business and a teacher-coordinator from the high school. Enrollment in a class taught by the teacher-coordinator while participating in this cooperative program is required.

"II. General Work Experience: Students locate their own jobs (for which they are paid) and are required to be enrolled in an occupational seminar course at the high school.

"III. Exploratory Work Experience: This program gives the student careers in an unpaid capacity before making a career decision. The student is supervised by a program coordinator and enrolled in an occupational seminar or general occupations course at the high school." 1.

1. Career Center Curriculum Catalog. (Anchorage Borough School District Publications: Anchorage, Alaska, 1973). pp. 2-3.

- To what extent are personnel in the Project schools knowledgeable about infusing career education concepts in the curriculum?

Two instruments were used to answer this question: a Teacher Survey and an Administrative Questionnaire. Copies of these instruments are included as Appendices A and B.

The Teacher Survey was designed to provide information relative to a number of evaluation questions. It was sent to all Project school teachers (433). A total of 214 completed forms were returned, for a 49.4 percent return rate. The return rates for individual Project schools varied from 100 percent (Nunaka Valley) to 21.5 percent (East/Benson).

The first questions asked whether the teacher felt that (s)he understood the term "career education." The responses, summarized by elementary and secondary Project schools, were as follows:

RESPONSE	SECONDARY	ELEMENTARY
Yes	90.5%	87.0%
Not Sure	9.5%	9.0%
No	-	3.1%
No Response	-	.9%

The same question asked whether the teacher would rather see career education taught as a separate element of the curriculum. The responses were as follows:

RESPONSE	SECONDARY	ELEMENTARY
Yes	22.6%	9.1%
Don't Know	23.8%	15.3%
No	52.4%	71.8%
No Response	1.2%	3.8%

These responses indicate that not all the teachers who feel they understand the term "career education" really do understand it. Those who answered "yes" or "don't know" to the question are not presenting a very realistic position with regard to career education.

The third item asked whether they knew who to go to for assistance in planning and implementing career education activities a) in their building, and b) at the district level. The responses were as follows:

a. (in their building)

RESPONSE	SECONDARY	ELEMENTARY
Yes	100%	93.9%
No	-	3.1%
Not Sure	-	3.0%
No Response	-	-

b. (at the district level)

RESPONSE	SECONDARY	ELEMENTARY
Yes	53.6%	85.5%
No	17.8%	6.9%
Not Sure	27.4%	4.6%
No Response	1.2%	3.0%

It seems clear from these responses that the building level lines of communication are better than those between the district and the school. This is not necessarily bad, since a major objective of the Project is infusion at the school and classroom levels.

Regarding their awareness of the existing career education model developed by the district for the state of Alaska, the teachers answered as follows:

RESPONSE	SECONDARY	ELEMENTARY
Aware	54.8%	61.8%
Not Aware	44.0%	32.8%
No Response	1.2%	5.4%

Considering that these are Project teachers, these responses are a little disappointing.

In response to a questions which asked, "Have you received inservice on the Career Education Building Plan for your school?", the respondents answered as follows:

RESPONSE	SECONDARY	ELEMENTARY
Yes	70.2%	68.7%
No	25.0%	22.1%
No response	4.8%	9.2%

The responses to this question varied a good deal across Project schools, from a 92 percent positive response (Wonder Park) to an 81 percent negative response (Chester Valley).

Clearly, there are significant numbers of teachers who indicate that they did not receive inservice training relative to their building plans for career education.

Knowledge about career education infusion also can be measured indirectly in terms of the level of various activities being carried out by classroom teachers. Item #9 of the Teacher Survey asked for the frequency of use of 15 career education activities and techniques. The following table summarizes the responses by secondary and elementary level Project schools.

FREQUENCY OF USE OF CAREER EDUCATION ACTIVITIES
(Percentages of Respondents by Secondary/Elementary Level)

ACTIVITY	FREQUENCY OF USE (SECONDARY/ELEMENTARY)					
	No Response	Nearly Every Day	At Least Once/Wk.	At Least Once/Mo.	A Few Times During Year	Never
Integration of Career Education concepts and activities with basic skills	7.1/13.0	15.5/14.5	30.9/32.8	15.5/16.8	26.2/18.3	11.9/4.6
Use of library/audio-visual resources related to careers	5.9/9.9	-/2.3	5.9/25.2	15.5/34.4	46.4/22.1	26.3/6.1
Interrelation of subject matter concepts and careers	5.9/12.2	14.3/.37	30.9/32.1	23.8/17.6	17.9/19.8	7.2/4.6
Use of video taping of career education concepts	5.9/12.2	-/-	2.4/1.5	3.6/3.1	8.3/9.2	79.8/74.0
Teacher presentation of career opportunities	4.8/10.7	5.9/3.1	16.7/16.8	22.9/18.3	39.3/8.2	10.4/12.9
Utilization of community resources via the Scheduling Center	10.7/11.5	-/-	2.4/2.0	11.9/5.3	28.5/48.9	33.3/32.3
Utilization of community resources other than through the Scheduling Center	8.3/10.7	-/-	4.8/2.0	13.5/6.2	33.3/51.1	40.1/30.0
Displays concerning careers and jobs	7.1/13.0	4.8/-	8.3/1.5	8.3/17.6	44.0/42.7	27.5/25.2
Group discussions of careers and job opportunities	4.8/10.7	1.2/1.5	13.1/10.7	16.7/27.5	44.0/38.2	20.2/11.4

ACTIVITY	FREQUENCY OF USE (SECONDARY/ELEMENTARY)					
	No Response	Nearly Every Day	At Least Once/Wk.	At Least Once/Mo.	A Few Times During Year	Never
Pupil selection of career field of interest	14.3/14.5	1.2/-	1.2/-	6.0/10.7	35.7/50.4	41.6/24.4
Career Day(s)	15.5/17.6	-/-	-/-	6.0/-	39.3/12.2	39.2/70.2
Participation in Mini-Grant	17.9/18.3	-/1.5	-/1.5	1.2/3.8	9.5/13.0	71.4/61.9
Newspaper ads and magazines related to career opportunities	6.0/11.5	-/-	8.3/2.3	11.9/10.7	41.7/30.5	32.1/45.0
Career Education materials	10.7/13.0	6.0/2.3	6.0/6.1	9.5/26.0	42.9/37.4	24.9/15.2
Joint planning of activities with Career Education Building Representatives/Coordinator	15.5/22.1	-/-	1.2/-	8.3/6.9	48.8/35.1	26.2/64.1

There is a great deal of useful information in the preceding table, and it should be reviewed carefully. The overall picture is one of a high level of utilization of career education activities, with the elementary teachers having the edge in most categories.

In summary, the Project teachers' knowledge of career education infusion can be rated high in terms of actual classroom activities being carried out. However, their knowledge of the conceptual basis, the Career Education Model, and the Building Plans, leaves room for some improvement. Classroom activities can be carried out more effectively if the concepts of infusion are well understood, and the operational model and implementation plans are known and utilized.

The Administrative Questionnaire was used to survey Project school administrators, counselors, building representatives, and building coordinators. The 42 returns were as follows:

RESPONDENTS	SECONDARY	ELEMENTARY
Administrators	6	10
Counselors	5	-
Building Representatives	-	18
Building Coordinators	3	-

Because of the large number of items on the form and the generally high values given by the respondents, individual items will not be presented here in detail. However, the completed forms and summary tables developed by the evaluation team will be provided to the Project Director for his review.

With regard to the knowledge of Project teachers about career education concepts, roles, and activities, the respondents generally rated the teachers high (about 80 on a scale of 100). However, the level of active implementation by teachers was rated somewhat lower, particularly at the secondary level.

The knowledge of administrators and building representatives also was rated highly, with average ratings between 80 and 90.

To summarize the answer to this evaluation question concerning the knowledge of personnel in Project schools about infusing career education concepts in the curriculum: the teachers', administrators', and staff's knowledge levels appear generally to be high. Specific areas, such as the building plans and Career Education Model, need further attention through inservice programs.

- To what extent are personnel in the Project schools exhibiting positive attitudes toward the concept of career education?

The responses and remarks provided by Project teachers on the Teacher Survey and the responses to a number of items on the Administrative Questionnaire were used to answer this question.

Item #13 on the Teacher Survey asked the teachers to rate the overall Project. The responses are summarized for secondary and elementary teachers:

	Secondary	Elementary
Excellent	10.7%	7.6%
Good	46.4%	45.8%
Fair	21.4%	24.4%
Poor	3.6%	3.1%
No Response	17.9%	19.1%

With just over half of the Project teachers rating the Project as excellent or good, there obviously are problems in terms of the teachers' perceptions of, and attitudes toward, the Project.

Although it can be argued that "career education" and the Project itself can be separated, it remains a fact that

the Project helps to define and actualize the concept, and if the teachers are not happy with the Project they aren't happy with the District's concept of "career education."

Remarks made by the teachers on the Survey forms included many positive comments regarding Project staff, but the negative comments were somewhat more frequent and centered around the amount of paperwork involved, poor central office coordination, lack of time to implement, and inadequate materials and resources.

Respondants to the Administrative Questionnaire rated teachers' support of the Career Education Project at an average of about 75 on a scale of 100. The administrative staffs got a higher average rating (about 90), but individual ratings varied a good deal.

In summary, the attitudes of Project teachers generally are more positive than negative toward the Project, but not by all that much. There are numerous operating difficulties which are creating negative feelings. So probably it is true that most teachers would support the "concept" of career education, but that doesn't mean much if they don't actively support its implementation.

Administrators and staff seem to be more supportive, but there really isn't enough evidence to put a firm value on the overall attitude toward the Project.

It should be kept in mind, however, that all new programs cause readjustments in existing structures, and that always means some friction.

- To what extent is the current procedure for evaluating unit implementation of career education concepts effective?

Evaluation of the unit implementation of the career education concepts should encompass two vital aspects, that of process and product evaluation. The development of the career education units was not examined this year by the evaluation team in sufficient detail to allow us to provide an adequate answer to this question.

An evaluation of the leisure center was made, after a short implementation. This evaluation focused on five areas:

1) teachers' use of materials;
2) students' enjoyment of materials;
3) materials as worthwhile educational supplements;
4) field testing of materails by teachers; and,
5) additional comments.

These are <u>product</u> concerns, and fail to provide needed information for content revision. The information returned was effective in determining that teachers like the materials and wanted to continue their use, but felt they were provided too late in the year.

As the unit implementation process expands next year, it will be necessary for the evaluation team to work with the Project Director to develop an effective unit evaluation process.

- How consistent are counselor efforts in guidance and counseling programs in assisting students to increase their skills in planning and decision making?

Two instruments provided information to answer this question: a student survey and the Counselor Time Log.

The student survey was an interview guide used with a sample of students from the secondary Project schools. (See Appendix for a copy of the survey form.)

The numbers of students in the survey, by school and grade, were as follows:

School	Grade			
	7	8	9	11
Clark	10	10	10	-
Wendler	10	11	9	-
East/Benson	6	5	6	12

Although the survey covered a number of areas, there were three items directly related to this evaluation question. When asked whether they felt free to talk with the guidance counselors about problems relating to careers, the students responded very positively. In all of the schools and at all grade levels, the majority of students answered "yes."

In response to a question as to whether counseling had been helpful, the responses varied by school and grade. Responses at East/Benson were the most positive, with Clark and Wendler showing more or less neutral responses. In terms of grade level, 7, 9, and 11 showed positive average responses and 8 showed a somewhat negative response level.

When asked the more specific question, "Do you think counselors have helped you to plan for and decide on career opportunities?", the responses tended to be negative. At Clark, grade 7 responses were very negative, grade 8 were somewhat negative, and grade 9 responses were about neutral. At Wendler, grade 7 responses were generally positive, but grade 8 was very low and grade 9 was neutral. At Wendler, grade 7 responses were generally positive, but grade 8 was very low and grade 9 also averaged somewhat negative.

The Counselor Time Log results, based on a week in April, bring out some interesting facts relating to the time being spent on various activities. The results for the district, for non-Project schools and for the Project schools, are shown in the table on the following page.

PERCENTAGE OF TIME SPENT BY COUNSELORS IN VARIOUS ACTIVITIES

FUNCTION	CLARK	EAST/BENSON	WENDLER	TOTAL PROJECT	TOTAL NON-PROJECT	TOTAL DISTRICT
Scheduling		2	1	1	2	1.8
Personal Counseling	20	16	11	15.7	17.3	16.9
Academic Counseling	6	9	13	9.3	9.4	9.4
Career Counseling	.1	4	1	2	4.8	4.1
Group Guidance--Classroom	8	5	1	4.7	4.8	4.8
Group Guidance--Small Group		2	1	1	.8	.8
Group Counseling	1	1		.7	.9	.8
Placement	1			.3	1.8	1.5
Teacher Conferences	7	8	14	9	6.8	7.5
Administrator Conferences	4	5	4	4.3	5.6	5.3
Inservice Training		1		.3	2	1.6
Curricular Content	2	3	5	3.3	1.6	2
Parent Contacts - Telephone	4	3		2.3	3.9	3.5
Parent Conferences	10	6	2	6	3.4	4.1
Community Contacts - Telephone	1	1		1.7	2.2	1.8

PERCENTAGE OF TIME SPENT BY COUNSELORS IN VARIOUS ACTIVITIES

FUNCTION	CLARK	EAST/BENSON	WENDLER	TOTAL PROJECT	TOTAL NON-PROJECT	TOTAL DISTRICT
Community Contacts - Conferences	1	1		.7	2.2	1.8
Community Meetings		1		.3	1.1	.9
Staff Meetings	1	3	2	2	4	3.1
Professional Meetings	1			.3	1.1	1.1
Clerical Duties	7	8	17	10.7	6.7	7.7
Preparing Reports	4	3	6	4.3	3.4	3.6
Correspondence & Recommendations	1	5	12	6	1.6	2.7
Other	20	10	10	13.3	13.6	13.5

It's rather depressing to note that the average percentage of time spent on career counseling for the Project school counselors was only 2 percent. What makes this low percentage even worse i. the fact that non-Project counselors spent an average of 4.8 percent of their time on career counseling. In fact, non-Project counselors spent more time on all counseling functions than did Project counselors.

An objective for counselors to spend 25 per cent of their time on group guidance and counseling was not even approached.

Obviously the Project counselors are not in the placement business, as the .3 percent indicates, nor do they spend much time on inservice training (another .3 percent). Total direct contact activities accounted for about 33 percent of the Project counselors' time, compared to about 40 percent for non-Project counselors.

In summary, the efforts of Project school counselors in assisting students to increase skills in planning and decision making are pretty consistent. Unfortunately, the indicated level is consistently low, and this area of the Project does not seem to be operating efficiently.

- To what extent are information materials available and utilized by students to obtain knowledge about various careers?

Both the Teacher Survey and the Student Survey provided data to answer this question.

Item #9 of the Teacher Survey gives the level of usage of various career education activities. Among these are the use of library materials, audio-visual resources, displays, and career education materials.

At the elementary level, these activities were carried out by about three-fourths of the Project teachers. At the secondary level, even more teachers carried out career education activities (80-90 percent).

The Student Survey at the secondary Project schools showed that access to career education materials and information was very easy for students at Clark and acceptable at East/Benson and Wendler. In terms of grade levels, 7th and 11th graders indicated the access was easiest for them. Also, when asked if there were career areas about which they could get little or no information, most students indicated that there were none.

When asked if they actually used career education materials available to them, the students generally indicated that they did. The greatest levels of usage were at grades 9 and 11.

In response to a question on the currency of available information, the responses were mixed.

In summary, career education materials are being made available and are being used at a generally high level, with the usage increasing with grade level. However, comments from teachers and students indicate the need for additional materials does exist.

- To what extent is the process and delivery system for identification and utilization of community resources effective in assisting classroom teachers to infuse career education concepts into the curriculum?

To answer this question, a Teacher Questionnaire was developed and sent to all District classroom teachers. In addition, a Community Survey included a number of items related to this question.

The Teacher Questionnaire consisted of 13 questions dealing with the teachers' knowledge and use of, and attitude toward, the Scheduling Center. (A copy of the Questionnaire is included as Appendix C.)

Of the 1,600 questionnaires sent out, 824 were returned completed: 207 by Project teachers and 617 by non-Project teachers. The District-wide return rate was 51.5 percent.

Because the Project teachers had more exposure to the Center, the Project and non-Project responses to a number of the questions were studied separately.

Based on the teachers' responses to items #1, #2, and #4 (dealing with their awareness of and use of the Center), it was found that for Project teachers, 90.3 percent were aware of the Center, and 47.3 percent actually used the Center at least once last year.

The awareness level of teachers regarding the Center was pretty even across Project schools. However, the usage level varied from 100 percent (Creekside Park) to 16.7 percent (Ptarmigan).

For the non-Project teachers, 83.1 percent were aware of the Center and 36.8 percent used its services at least once last year.

The date regarding awareness of and use of the Center is summarized in the following illustration. Four categories of responses are presented:

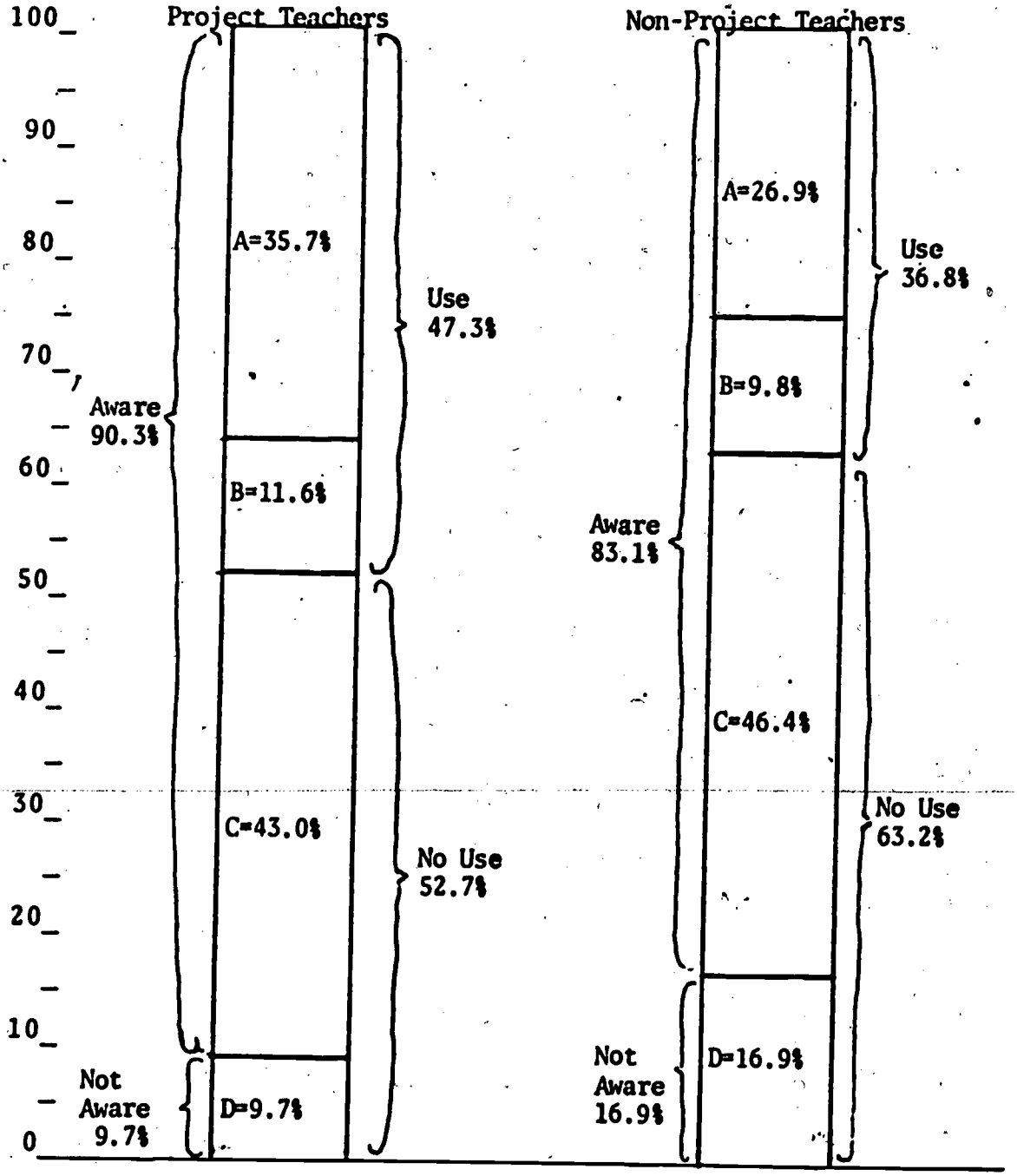
A. Aware of the Center and used all resources scheduled by the Center for the teacher;

B. Aware of the Center and used only some of the resources scheduled by the Center for the teacher;

C. Aware of the Center, but did not request any resources; and

D. Not aware of the Center.

Awareness of and Use of
THE COMMUNITY RESOURCES SCHEDULING CENTER
By District Teachers
(% of Teachers by Category)



It is clear that the great majority of District teachers are aware of the Center and that a significant number actually used its services last year. It also is clear that the Project teachers were more aware of and ready to take advantage of the Center's services than were the non-Project teachers.

Given this basic data, it was possible to look at the reasons why teachers did and did not use the Center and to examine their feelings about the use of community resources in general and the role of a centralized scheduling center.

For this part of the analysis, all Project teachers responding to the questionnaire were combined into one group.

Those teachers who were aware of the Center but did not request any community resources last year were asked to indicate why they did not use the Center's services. The results were as follows:

22.6% - no need for community resources;

13.1% - too much trouble to schedule or coordinate;

10.4% - made their own arrangements;

6.8% - transportation not available;

5.7% - not enough time; and

20.2% - combinations of the above reasons.

The remaining 21.1% was made of a large number of responses such as: lack of communication, others did it for them (e.g., team teachers), too late in year to start, did not know how to integrate into curriculum, needed resources not available, didn't know how to specify needs.

The results indicate that there is room for improvement in "selling" the effectiveness of community resources and in working out scheduling problems.

Additional information is available from those teachers who requested community resources from the Center but did not use all of scheduled resources.

Their responses are summarized as follows:

12.0% - conflicts with other scheduled activities

10.0% - changed mind, not needed

8.3% - resource cancelled or not available on agreed upon date

6.8% - transportation not available

28.6% - combinations of the above reasons

The remaining 34.3% was made of a large number of comments such as: inappropriate grade level; outdated materials; too much red tape; lack of communication with Center; too late in the year, others took care of it.

These results further bring out the problems of scheduling and transportation. However, it should be noted that there was no single problem area of a "universal" nature, and the responses seem to reflect the kinds of problems found in any system of this nature.

The respondents also were asked what their primary reasons were for using community resources last year (regardless of whether they used the Center's services). Their responses are summarized as follows:

10.7% - to provide career information
4.8% - to assist in teaching basic concepts
4.1% - to provide current information
3.9% - to provide career information
65.1% - combinations of the above reasons

The remaining 22.1% were made up of such reasons as: something different; required; student interest; practical experience; capabilities of specific resource people; assist in teaching; basic skills; reinforce need for basic skills; provide expert testimony; emphasize relationships of basic skills to career exploration/prepartion.

The responses to this question indicate a broad base for the use of community resources, with no single overriding factor.

A critical question is to what degree were the teachers satisfied with the community resources they utilized. The teachers using community resources responded as follows:

78.8% - generally satisfied;

16.8% - satisfied to some extent; and,

4.4% - not satisfied.

Although there are no "standards" against which these responses can be measured, the results seem to be very positive.

A question on the use of follow-up activities by teachers to support the community resources yielded the following responses:

38.5% - class discussions; and,

55.12% - multiple responses consisting of class discussions, library audio-visual resources, role playing and simulations.

The remaining 6.4 percent was made up of responses such as personal contacts, field trips, art activities.

Although most of the respondants indicated various follow-up activities, there is no direct measure of the "infusion" level of the community resources. This area needs further study.

When asked what advantages they believe a centralized scheduling center provided to them, the teachers responded as follows:

8.0% - avoids numerous overlapping calls to specialized resources;

7.5% - no advantages;

5.0% - greater variety of resources available;

4.6% - eliminates need for keeping own resource list;

3.0% - reduces the interference of the scheduling process with teaching activities;

68.4% - combinations of factors; and

3.5% - various other advantages.

These results show a general acknowledgement of the advantages of a centralized scheduling center, but they do not reflect any single primary factor.

In response to a request for suggestions for improving the operation of the Center, 237 teachers (28.8%) provided one or more suggestions, as follows:

18.1% - better communications;

14.3% - no real suggestions, generally satisfied;

10.4% - more efficient scheduling;

8.9% - better coordination/organization;

8.9% - keep teachers informed of current resources available;

7.2% - better transportation;

5.1% - discontinue it; and

4.6% - cataloguing resources.

Other significant comments included: start earlier in the year; operate in the summer; provide materials and films; sell it to the administrative staff; and get a bigger staff to operate it.

These suggestions reflect the previously noted problems of communications, scheduling, and transportation. They also raise some additional points for consideration by the Project staff.

In order to get a better picture of the usage patterns for community resources, the teachers were asked to indicate how many resources they utilized last year. The responses were as follows:

5.3% - more than 10;

6.2% - from 6 to 10;

42.2% - from 1 to 5; and

46.3% - none.

The "none" category is somewhat lower than the percentage of teachers not using the Center (as discussed at the beginning of this section), reflecting the fact that some teachers are using community resources without the involvement of the Center.

It is also significant that 11.5% of the teachers indicated that they used six or more community resources last year.

A Teacher Survey, already discussed in other sections of this report, included two items which directly relate to the level of use of the Center by Project teachers.

Items 9F and 9G asked for the frequency of use of community resources "via the scheduling center" and "other than through the Center," respectively.

The responses, summarized by secondary and elementary level Project schools were as follows:

Secondary			Elementary	
Via Center	Other		Via Center	Other
10.7%	8.3%	No response	11.5%	10.7%
-	-	Nearly every day	-	-
2.4%	4.8%	At least 1/wk.	2.0%	2.0%
11.9%	13.5%	At least 1/mo.	5.3%	6.2%
28.5%	33.3%	Four times/year	48.9%	51.1%
46.5%	40.1%	Never	32.3%	30.0%

Three important points can be made regarding this data. First, it is consistant with the Center usage data obtained from the Teacher Questionnaire presented at the beginning of

this section. Second, "outside" arrangements for community resources have an edge over Center use. And, third, elementary school usage of community resources is greater than secondary school usage.

The teachers also were asked on the Teacher Questionnaire whether they believed that the use of community resources is effective in providing students with career and subject related information:

79.5% - said yes;
1.8% - didn't know;
10.8% - said no; and
7.9% - didn't answer the question.

When asked whether they believed that a centralized scheduling center is an effective and efficient means of providing teachers with access to needed community resources, they responded as follows:

59.9% - said yes;
20.6% - didn't know;
10.4% - said no; and
9.1% - didn't answer the question.

The Teacher Questionnaire looked at the Center from the teachers' point of view. A community survey instrument was developed to get the opinions of community organizations and

individuals who worked with the Center last year.

A number of the items on the survey form are directly related to the question of the effectiveness of the Center. (A copy of the form in included as Appendix D.)

A total of 301 survey forms were sent out. Of those, 106 (35.2%) were returned.

Three items dealt with administrative arrangements. The first (item #4) asked whether written confirmation of resources scheduled through the Center was received.

This question caused some confusion, since many of the respondents had received telephone rather than written confirmation. The responses were as follows:

28.3% - always received written confirmation;

16.1% - usually received written confirmation;

10.4% - seldom received written confirmation; and

45.2% - never received written confirmation.

In addition, 20.8% inidcated that they had received telephone confirmation.

If the Center's procedure is to provide written confirmation of scheduled resources, a lot of folks aren't getting the word, and many respondents felt that written confirmation was needed.

The second administrative item (#5) dealt with whether the firm or organization's participants received classification from the teacher regarding the specific assistance or needed.

Most of the respondents seemed fairly satisfied. There were a few who noted that they had to contact the teacher themselves. The responses are as follows:

54.7% - always received classification;
25.5% - usually received classification;
12.3% - seldom received classification; and
7.5% - never received classification.

The last administrative item (#6) asked whether the scheduling arrangements made by the Center were acceptable. Generally, the respondents were satisfied. A few were angry because the classes did not keep their appointments. The responses were as follows:

64.7% - always acceptable;
27.7% - usually acceptable;
1.0% - seldom acceptable; and
7.6% - never acceptable.

Two items were directly related to the effectiveness of the delivery of resources to the students.

Item #7 asked whether the students included in the scheduled activities appeared to understand the purpose of the activities.

This item created a lot of comments. In general, the respondents felt that the students often were too young for good comprehension. Several respondents indicated that the students seemed apathetic toward the activity. The responses were as follows:

33.0% - students always understand;

63.2% - students usually understand;

1.0% - students seldom understand; and

2.8% - students never understand.

Item #8 asked whether the classroom instructor(s) responsible for the students assisted with communicating and or relating the organization's message.

The responses generally were quite positive. Several respondents said that they didn't expect the teacher to know anything about their business. A few complained that the teacher left discipline to them. Another few said that the teachers were really interested in the activity and created a positive atmosphere. The responses were as follows:

59.6% - teacher always assisted;

31.5% - teacher usually assisted;

7.0% - teacher seldom assisted; and

1.9% - teacher never assisted.

One final item (#3) was indirectly related to the effectiveness of the Center. It asked whether the organization had received additional requests for resources not arranged through the Center.

Many of the respondents indicated one or more such requests, and the totals were as follows:

152 - class discussion leaders;

135 - elementary awareness field trips; and

90 - exploration field trips.

The significant factor here is that many of the respondents stated that the outside requests were the result of a visit scheduled through the Center.

A number of points can be made to summarize the answer to this evaluation question regarding the effectiveness of the Community Resources Scheduling Center.

First, it is clear that the use of community resources is considered by the teachers to be of value. Also, the support for a centralized scheduling center is strong, but there is some indecision on the part of many teachers. This may reflect the fact that many teachers have not, as yet, used the Center.

The level of awareness concerning the Center is very high among District teachers, and particularly among Project teachers. However, the level of use is much lower and "outside" arrangements for resources is at a comparable level. This may be due in part to the newness of the operation. Also, it should be noted that of the teachers who did use the Center, a significant number used it six or more times.

Those teachers who were aware of the Center but did not use it last year gave various reasons, but there was no clear underlying factor.

The users of the Center generally showed strong satisfaction with its services. However, their suggestions reflected a number of important concerns. These related to administrative "red tape," scheduling conflicts, lack of transportation, insufficient Center staff, and a need for more information on current resources available through the Center.

The teachers' responses regarding follow-up activities indicated that various activities were being used, but there was no direct measure of the degree of "infusion" of the community resources into the curriculum.

The community organizations which responded to the survey indicated strong support for the Center. However, they emphasized the need for better scheduling and contact procedures.

With regard to the students' understanding of the activities offered, the community respondents generally felt that the students comprehended the purpose of the activity. Nevertheless, there were a number of respondents who felt that the students were too young to understand what was presented. The respondents also felt that the attitude of the teacher was a major factor in the level of student interest and understanding.

- To what extent is the community knowledgeable about and receptive to the system of delivery of community resources?

This question is subsidiary to the preceding one on the effectiveness of the Community Resources Scheduling Center.

The Community Survey discussed in the preceding section of this report included two items (#9 and #10) which directly address this question.

In response to the question of whether they believed that a centralized scheduling center is beneficial to the control of resources provided to the schools,

83.5% said it was very beneficial,

7.2% said is was somewhat beneficial,

7.2% said it was satisfactory, and

1.1% said it was of little benefit.

When asked whether they would be willing to continue providing resources to the schools on a scheduled basis, they responded as follows:

80.2% definitely would be willing to continue,

16.2% possibly would be willing to continue, and

3.6% did not know.

With regard to their knowledge about the Center, the responses to the entire survey, including the many comments and suggestions, clearly reflected the community organizations' sound knowledge of the Center and its operation.

- What progress was made in developing and implementing a personal assessment program at the ninth grade level?

The materials development has progressed, but there has been limited implementation. The Pupils' Potential Lab was implemented at Wendler Jr. High. The Lab involves parents, faculty, and students, and is designed to facilitate career decision making.

The materials developed include two booklets. One is a Pupils' Potential Lab Directory, which identifies each adult staff member at Wendler, his or her occupation, and over one hundred interests. The second booklet is a staff packet. This describes the program rationale, objectives, and activities to accomplish these objectives.

No evaluation of the developed materials was reviewed; however, materials developed reflect a variety of techniques and much research. No data were presented to indicate the number of students using the materials.

- How effective were the unit plans of Project schools in terms of the allocation of Project funds for career education activities?

The results of the Teacher Survey and Administrative Questionnaire provided process data for this question. Information regarding student outcomes could not be tied directly to the unit plans, so it is not possible to provide direct measures of plan effectiveness in terms of student outcomes.

As noted in a previous section of this report, a significant portion of Project teachers indicated they had not received inservice on their unit plan. Nevertheless, a review of unit plans by the evaluation team, as well as the high level of school and classroom career education activities carried out during the year and the comments of administrative staff members regarding the implementation of these plans, indicates that the plans generally were effective in allocating Project resources at the unit level.

- What were the results of the field testing of teacher developed instructional units and the K-3 activity book, in terms of student outcomes and acceptance by teachers?

The evaluation team did not examine in detail the results of the field testing this year. Building Representatives and other Project staff reported on the mini-grants and instructional unit development in the Project administrational reports.

No formal evaluation design was developed for this area this year, due to the level of effort required in other high priority areas.

e. What was the level of participation in the inservice training program?

To indicate the level of participation, the inservice program between September 1, 1974, and May 31, 1975, was reviewed. Inservice provided assistance to subject matter consultants, elementary and secondary librarians, elementary and secondary teachers and elementary and secondary principals in understanding career education in the ABSD. This indicates a high level of participation from a wide range of school personnel at all levels.

- Were the objectives of the inservice training program achieved?

There were several objectives specified in the funding grant which reflected inservice education. These included:

1) conducting inservice activities to develop content, methods, etc., which will facilitate accomplishment of objectives given priority for each year (pilot schools);

2) conducting inservice (Preschool through Grade Six);

3) providing inservice to non-project schools (Preschool through Grade Six);

4) promoting inservice programs to assist staff in understanding concepts of career education (Grades 7-9);

5) providing inservice for teachers in a) understanding career education concepts, b) idenfication of aspects of present curriculum related to career education concepts, c) interdisciplinary planning, and d) implementation of methods.

Inservices have been provided to 1) assist in reviewing the purpose and use of the community resources, 2) make other ABSD committees aware of career education, 3) infuse music into career education, 4) develop career awareness in substitutes, 5) assist with learning centers, 6) discuss unit plans with counselors, 7) present career education goals and objectives to department heads and department groups within schools, 8) review purposes of Career Maturity Inventory, 9) review evaluation strategies, 10) conduct English-Career Inservice, 11) tour District Career Center, 12) instruct teachers in writting and

and in using information on occupational clusters, and,

13) conduct workshops on planning and decision making.

Leaders of workshops have included career education staff, staff from Project and non-Project schools, and consultants from outside the district. Participants have been from Project and non-Project schools and have been from all levels of ABSD staff.

This indicates activities designed to reflect project objectives have been successfully completed.

- What financial resources from Section 142(c) of Part D of P.L. 90-567 were expended for the current Project year (by budget category)?

The evaluation team reviewed the Project's financial reports for past years and through the third quarter of this project year. The reports indicated that expenditures of, and obligations to, Federal funds were within the approved budget figures.

- To what extent were Project activities carried out according to schedule?

At the building level, the Teacher Survey and Administrative Questionnaire showed that Project activities generally were being carried out as scheduled in the unit plans.

At the Project level, major time lines generally were being followed. Areas where late starts were noted caused some slippages in Project activities. Rescheduling and adjustments to Project activities were continually made during the Project year.

- What factors caused changes in scheduled activities?

Probably the largest single factor was the initial late start in operations due to the administrative problems which seem to accompany most Federal programs. Our own evaluation functions were significantly delayed while guidelines were being developed by the U.S. Office of Education.

APPENDIX A

TEACHER SURVEY

ANCHORAGE BOROUGH SCHOOL DISTRICT
EXEMPLARY CAREER EDUCATION PROJECT

TEACHER SURVEY

Please take a few minutes to complete this brief survey regarding the implementation of Career Education concepts during the current school year. The results will be used to help evaluate the existing Career Education Program and to support planning for the future. Return the completed form to your Building Representative/Coordinator by Wednesday, May 28. Thank you for your cooperation.

Your name: _____

School: _____ Grade/Subject: _____

1. Do you feel that you understand the term "Career Education"?

   ☐ YES ☐ NOT SURE ☐ NO

2. Would you rather see career education taught as a separate element of the curriculum instead of trying to integrate it into other subject areas?

   ☐ YES ☐ NOT SURE ☐ NO

3. Do you know who to go to for assistance in planning and implementing career education activities:

   In your building? ☐ YES ☐ NOT SURE ☐ NO

   At the district level? ☐ YES ☐ NOT SURE ☐ NO

4. Are you aware of the existing Career Education Model developed by the District for the state of Alaska? ☐ YES ☐ NO

5. Have you received in-service on the Career Education Building Plan for your school? ☐ YES ☐ NO

6. What factors, if any, would influence you in increasing your involvement in the implementation of career education activities in your school? _____

_____

_____

7. What suggestions can you make for improving the implementation of career education concepts at your grade level or subject area? _____

_____

_____

_____

8. What do you think are the biggest problems in implementing Career Education activities at your grade level or subject area? _____

_____

_____

9. For this school year, estimate the average frequency with which you have been using each of the following techniques and activities related to career education. There is room at the end of the list for you to add other activities you may have been using.

ACTIVITY	FREQUENCY OF USE				
	nearly every day	at least once/wk.	at least once/month	a few times during year	never
Integration of Career Education concepts and activities with basic skills.					
Use of library/audio-visual resources related to careers.					
Interrelation of subject matter concepts and careers.					
Use of video taping of career education activities.					
Teacher presentation of career opportunities.					
Utilization of community resources via the Scheduling Center.					
Utilization of community resources other than through the Scheduling Center.					

ACTIVITY	FREQUENCY OF USE				
	nearly every day	at least once/wk.	at least once/mo.	a few times during year	never
Displays concerning careers and jobs.					
Group discussions of careers and job opportunities.					
Pupil selection of career field of interest.					
Career Day(s).					
Participation in Mini-Grant.					
Newspaper ads and magazines related to career opportunities.					
Career education materials.					
Joint planning of activities with Career Education Building Representative/Coordinator.					
_____					
_____					
_____					

10. Which career-related skills do you find most children need to know more about? _____

_____

11. Which career-related skills do you think you could use more information on, help with, resources, etc. _____

_____

12. How would you rate communications about career education planning and implementation:

Within your school? ☐ EXCELLENT ☐ GOOD ☐ FAIR ☐ POOR

Between your school and the central office project staff?

☐ EXCELLENT ☐ GOOD ☐ FAIR ☐ POOR

13. How would you rate the overall Career Education Exemplary Project?

☐ EXCELLENT ☐ GOOD ☐ FAIR ☐ POOR

Remarks: _____

APPENDIX B

ADMINISTRATIVE QUESTIONNAIRE

PROJECT SCHOOL SPECIAL QUESTIONNAIRE

Administrator/Building Representatives

SECTION I:

Give an approximation of the degree to which the Career Education Program has been implemented by placing an "X" on the scale on the response sheet which represents your view of the percentage of implementation.

1. The teaching staff is knowledgeable about the concept of Career Education.
2. The teaching staff is supportive of the Career Education program.
3. The total teaching staff is actively implementing Career Education activities into their subject areas.
4. The administrative staff is supportive of the Career Education Program.
5. The building representatives understand their role and function.
6. Parents of students attending your school understand the concept of Career Education.
7. Parents of students attending your school support the implementation of Career Education activities.
8. The concept of Career Education is understood among the building representatives and the administrators.
9. The building representatives and administrators understand their respective roles regarding implementation of Career Education activities.
10. The building plan for the school year has been reviewed by the staff.
11. The building plan reflects goals and objectives that are consistent with project guidelines.
12. The building plan is an effective means for planning and implementing Career Education activities.

13. The goals, objectives, and activities for grades _____ are clearly identified in the building plan.

14. The schedule of Career Education activities at the building level has been satisfactory.

15. The activities identified in the building plan have been carried out.

16. Teachers have related or integrated Career Education concepts to subject matter.

17. Approved mini-grants for your building were reviewed by the building representatives and the administration before implementation.

18. Approved mini-grants were carried out.

19. Approved mini-grants have been evaluated.

20. Central office project staff have been helpful in implementing Career Education activities at the building level.

21. Communication between central office project staff, the building representatives, and the administration have been timely and effective.

22. Funding has been adequate for building level activities.

23. Building representatives and administrator meetings with central office project staff have been helpful in planning and implementing project activiites.

SECTION II:

Please not your specific suggestions, criticisms, reactions, etc. to the overall project (total and within the building) on the response sheet in the areas outlined herein:

- -Building Plan
- -Relationship with Central Office Project Staff
- -Scheduled Activities
- -Evaluation
- -Coordination of Total Staff Effort
- -Quality and Availability of Materials
- -Current Planning for 1975-76

APPENDIX C

TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

COMMUNITY RESOURCES SCHEDULING CENTER

Anchorage Borough School District

1. Are you aware of the Community Resources Scheduling Center operated by the Anchorage Borough School District? ☐ YES ☐ NO - skip to question 12

2. Did you make one or more written requests for community resources to the Scheduling Center during the 1974-75 school year?

   ☐ YES - skip to question 4 ☐ NO

3. If you answered "No" to Question 2, indicate below the reason(s) for not requesting resources from the Scheduling Center and then skip to question 7:

   ☐ no need for community resources

   ☐ needed resources not available from the Scheduling Center (give an example of unavailable resources _____)

   ☐ didn't know how to specify needed resources on the Community Resources Request Form.

   ☐ too much trouble to schedule or coordinate.

   ☐ transportation not available.

   ☐ other _____

4. Did you use <u>all</u> of the resources scheduled for you by the Center?

   ☐ YES - skip to question 6 ☐ NO

5. Indicate the reason(s) why you did <u>not</u> use one or more resources scheduled for you by the Center:

   ☐ it took too long to get confirmation.

   ☐ requested resources were not confirmed for an acceptable date.

   ☐ the "resource" cancelled or was unavailable on the agreed upon date.

   ☐ transportation was not available.

   ☐ changed your mind about using the resource.

   ☐ conflicts with other scheduled activities.

   ☐ other _____

6. What were your primary reasons for using community resources this year (check all that apply):

- ☐ currency of information.
- ☐ assist in teaching basic concepts.
- ☐ assist in teaching basic skills.
- ☐ reinforce need for basic skills.
- ☐ provide career information.
- ☐ provide expert testimony.
- ☐ emphasize relationships of basic skills to cover exploration/preparation.
- ☐ other _____

7. Were you generally satisfied with the community resources you utilized?

☐ YES ☐ TO SOME EXTENT ☐ NO

8. What follow-up activities did you use to support the community resources?

- ☐ library/audio-visual resources.
- ☐ class discussions.
- ☐ role playing and simulations.
- ☐ other _____

9. What advantages do you believe that a centralized scheduling center provides you as a classroom teacher?

- ☐ greater variety of resources available.
- ☐ greater number of resources available.
- ☐ eliminates need for keeping own resource list.
- ☐ avoids numerous overlapping calls to specialized resources.
- ☐ reduces the interference of the scheduling process with teaching activities.
- ☐ other _____

10. What suggestions can you make for improving the operation of the Scheduling Center?

_____

_____

_____

_____

11. How many community resources did you utilize during the 1973-74 school year?

☐ more than 10.

☐ 6-10

☐ 1-5

☐ none

12. Do you believe that the use of community resources (e.g. field trips and classroom discussion leaders) is effective in providing students with career and/or subject-related information.

☐ YES ☐ DON'T KNOW ☐ NO

13. Do you believe that a centralized Scheduling Center is an effective and efficient means of providing teachers with access to needed community resources?

☐ YES ☐ DON'T KNOW ☐ NO

APPENDIX D

COMMUNITY SURVEY

EVALUATION INSTRUMENT
FOR THE USE OF
COMMUNITY RESOURCES
BY THE
ANCHORAGE BOROUGH SCHOOL DISTRICT

THIS EVALUATION QUESTIONNAIRE IS DESIGNED TO OBTAIN YOUR OPINION ABOUT THE EFFECTIVENESS OF THE USE OF COMMUNITY RESOURCES PROVIDED BY YOUR FIRM OR ORGANIZATION TO CLASSROOM TEACHERS. SUCH USE WAS CHANNELED THROUGH THE CENTRALIZED SCHEDULING SYSTEM FIELD-TESTED BY THE SCHOOL DISTRICT THIS PAST SCHOOL YEAR - 74-75.

ALL RESPONSES WILL BE HELD IN STRICT CONFIDENCE AND REPORTED ONLY IN GENERAL TERMS TO THOSE CHARGED WITH EVALUATION SCHOOL PROGRAMS.

NOTE: REGARDLESS OF THE NUMBER OF PERSONS IN YOUR FIRM OR ORGANIZATION WHO ASSISTED THE SCHOOL DISTRICT IN PROVIDING RESOURCES, WE ARE REQUESTING THAT ONLY THE CONTACT PERSON IDENTIFIED BY YOU IN OUR INITIAL REQUEST FOR YOUR SERVICES, COMPLETE THE EVALUATION INSTRUMENT. PLEASE DISCUSS THE INFORMATION REQUESTED WITH THOSE IN YOUR FIRM OR ORGANIZATION WHO ASSISTED THE SCHOOLS AND DETERMINE A GENERAL CONSENSUS EACH RESPONSE REQUESTED. SPACE IS PROVIDED FOR SPECIAL COMMENTS.

NAME OF FIRM/ORGANIZATION _____

_____

BUSINESS ADDRESS _____ ZIP _____

CONTACT PERSON IN YOUR OFFICE _____

BUSINESS PHONE _____

1. BACKGROUND INFORMATION: SCHEDULING CENTER RECORDS INDICATE YOUR FIRM OR ORGANIZATION PROVIDED THE FOLLOWING RESOURCES TO THE ANCHORAGE BOROUGH SCHOOL DISTRICT:

2. IF OTHER RESOURCES WERE SCHEDULED THROUGH THE CENTER, PLEASE CIRCLE THE APPROXIMATE NUMBER BY CATEGORY.

CLASSROOM DISCUSSION LEADERS: 1 2 3 4 5 6 7 8 9 10+

ELEMENTARY AWARENESS FIELD TRIPS (K-6) 1 2 3 4 5 6 7 8 9 10+

EXPLORATION FIELD TRIPS (GRADES 7-12) 1 2 3 4 5 6 7 8 9 10+

3. IF YOUR FIRM OR ORGANIZATION RECEIVED ADDITIONAL REQUESTS FOR RESOURCES NOT ARRANGED THROUGH THE SCHEDULING CENTER, PLEASE CIRCLE THE APPROXIMATE NUMBER BY CATEGORIES LISTED BELOW.

CLASSROOM DISCUSSION LEADERS: 1 2 3 4 5 6 7 8 9 10+

ELEMENTARY AWARENESS FIELD TRIPS (K-6) 1 2 3 4 5 6 7 8 9 10+

EXPLORATION FIELD TRIPS (GRADES 7-12) 1 2 3 4 5 6 7 8 9 10+

4. DID YOUR FIRM OR ORGANIZATION'S PARTICIPANTS RECEIVE WRITTEN CONFIRMATION FOR THE RESOURCES ARRANGED THROUGH THE DISTRICT SCHEDULING CENTER?

_____ALWAYS _____USUALLY _____SELDOM _____NEVER

COMMENTS:

5. DID YOUR FIRM OR ORGANIZATION'S PARTICIPANTS RECEIVE CLARIFICATION FROM THE TEACHER, EITHER BY PHONE OR IN WRITING OF THE SPECIFIC ASSISTANCE OR EXPERTISE NEEDED?

_____ALWAYS _____USUALLY _____SELDOM _____NEVER

COMMENTS:

6. WERE THE ARRANGEMENTS, TIME, PLACE, ETC. MADE BY THE SCHEDULING CENTER ACCEPTABLE?

_____ALWAYS _____USUALLY _____SELDOM _____NEVER

COMMENTS:

7. DID THE STUDENTS INVOLVED IN THE ACTIVITIES PROVIDED BY YOUR FIRM APPEAR TO UNDERSTAND THE PURPOSE OF THE ACTIVITY?

_____ALWAYS _____USUALLY _____SELDOM _____NEVER

IF THERE WERE INSTANCES WHERE THEY DID NOT, PLEASE COMMENT.

8. DID THE CLASSROOM INSTRUCTOR(S) RESPONSIBLE FOR THE STUDENTS ASSIST WITH COMMUNICATING AND/OR RELATING YOUR FIRM OR ORGANIZATION'S MESSAGE?

_____ALWAYS _____USUALLY _____SELDOM _____NEVER

IF THERE WERE INSTANCES WHERE THIS DID NOT OCCUR, PLEASE COMMENT.

9. DOES YOUR FIRM OR ORGANIZATION BELIEVE A CENTRALIZED SCHEDULING CENTER IS BENEFICIAL TO THE CONTROL OF RESOURCES PROVIDED TO THE SCHOOLS?

_____ VERY BENEFICIAL

_____ SOMEWHAT BENEFICIAL

_____ SATISFACTORY

_____ LITTLE BENEFIT

10. IF REQUESTED, WOULD YOUR FIRM OR ORGANIZATION BE WILLING TO CONTINUE PROVIDING RESOURCES TO THE SCHOOLS ON A SCHEDULED BASIS?

_____DEFINITELY

_____POSSIBLY

_____UNABLE TO PARTICIPATE

_____DON'T KNOW

APPENDIX E

STUDENT SURVEY

STUDENT SURVEY

ANCHORAGE CAREER EDUCATION PROJECT

SCHOOL _____ GRADE _____

1. Do you find it easy to get information on the types of jobs/careers/skills you are interested in?

   yes ☐ no ☐

2. Is there any career area in which you are interested, about which there is little or no available information?

   yes ☐ no ☐

   If so, please list:

3. Do you use available information and materials about career opportunities?

   yes ☐ no ☐

4. Do you consider yourself knowledgeable about career opportunities

   very ☐ about average ☐ hardly at all ☐

5. Do you think you could learn more about various careers if the information was presented in another way?

   yes ☐ no ☐

   If so, which ways would be most helpful to you?

6. Do you ever have contact with people outside of school to find out more about careers which interest you?

   yes ☐ no ☐

7. Do you find you are getting more interested in learning about more and different careers?

   yes ☐ no ☐

8. Do you feel free to talk with the guidance counselors about problems relating to careers?

   yes ☐ no ☐

9. To what extent has counseling been helpful to you?

   extremely ☐ some ☐ little ☐ none ☐

10. Do you think counselors have helped you to plan for, and decide on, career opportunities?

    extremely ☐ some ☐ little ☐ none ☐

11. How current do you consider the resources and information available at your school on career opportunities?

    very current ☐ so-so ☐ not current ☐

12. Which field trip did you enjoy the most? _____

Appendix K

CAREER CENTER OFFERS

SURVEYING

* 3 HOUR BLOCK

Before engineers can plan a highway or other building projects, they need complete information about boundaries, land features, and other physical characteristics of the construction site. Surveyors measure construction sites, help establish official land boundaries, assist in setting land valuations, and collect information for maps and charts. Surveyors determine the precise measurement and locations of elevations, points, lines, and contours on the earth's surface and distances between points.

Surveyors often specialize in a particular type of survey. Besides doing highway surveys, many perform land surveys and locate boundaries of a particular tract of land. They then prepare maps and legal descriptions for deeds, leases, and other documents.

Surveyors work for construction companies and for engineering and architectural consulting firms. A sizeable number either work for or own firms that conduct surveys for a fee. Surveyors also work for crude petroleum and natural gas companies and for public utilities.

WHAT DO WE [redacted] THIS CAREER CENTER COURSE?

Approximat[redacted]e-third of the class time will be spent in the field and two-thirds will be spent in the classroom. Classroom work includes survey calculations using calculators and computers. Field work includes the use of all modern surveying equipment.

WHAT KIND OF JOB CAN I GET AFTER I TAKE THIS TRAINING?

This Career Center course prepares students to function in a paid capacity on a surveying crew using the rod or the chain. Students are prepared to take the Teamsters' test to establish their skills and to assist them in getting employment from this source (which includes all surveying work on the pipeline). They are also prepared to apply for State and U.S. Civil Service jobs, and for employment in the private sector.

WHAT ADDITIONAL TRAINING SHOULD I HAVE?

Advancement on a surveying crew comes with on-the-job experience and training. Junior colleges and technical schools offer 1-3 year programs. Students who follow a program of self-advancement may then work on instrument and later become party chiefs. Many students go into civil engineering, taking a four or five year degree program in a college or university.

WHAT KIND OF A PERSON MAKES A GOOD SURVEYING CREW MEMBER?

Persons entering the field of surveying must be responsible persons and should have a good math background. Survey party members must be physically strong and healthy as the work is outdoors and equipment must be carried over difficult terrain. They must be able to get along well with fellow workers.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE THAT BEING A SURVEYOR IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

The training received in surveying can be used in most engineering fields. It can also be valuable in construction.

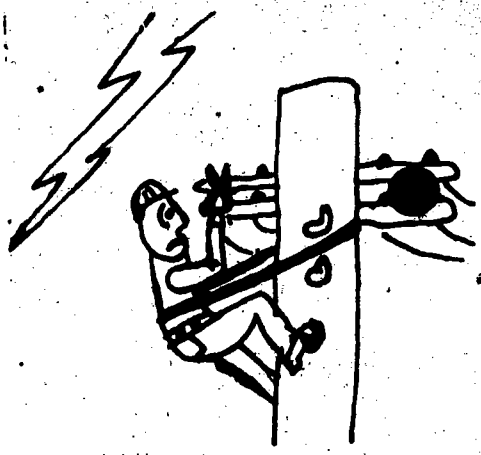
WHERE CAN I GET ADDITIONAL INFORMATION?

If you wish to acquire a marketable skill which is currently in high demand in Alaska, see your high school counselor about enrolling in the Career Center surveying course.

CAREER CENTER OFFERS

ELECTRICITY

3 HOUR BLOCK



The field of construction electricity is made up of many different components including heat, light, power, air conditioning, and refrigeration. Construction electricians also install electrical machinery, electronic equipment, controls, and communications systems. A skilled electrician may specialize in one or more of these areas.

Employment of construction electricians is expected to increase rapidly throughout the 1980's. Part of this increase is projected through the anticipated expansion in construction. Part is because of increased need in wiring for appliances, air conditioners, and electrical heating in homes and the extensive wiring for computers and electrically controlled devices in commerce and industry.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

In this Career Center course, students are introduced to construction electricity by learning to do the wiring installation in residential and commercial structures. They learn how to wire various circuits and devices and appliances, and actually wire a house. They also learn wiring techniques for commercial structures.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING CAN I GET?

Trade schools and the Armed Forces offer training programs; however, most authorities agree that the 4-year apprenticeship program is the best way to become a skilled electrician.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

Experienced construction electricians can transfer readily into other types of electrical work, such as maintenance electricians in factories, shipbuilding and aircraft manufacturing plants.

An electrician may advance to foreman or superintendent for electrical contractors and some become estimators or start their own businesses.

WHAT KIND OF PERSON BECOMES A GOOD ELECTRICIAN?

Construction electricians must be able to follow safety practices. Most of their work is indoors. They are not required to have great physical strength but frequently must stand for long periods and work in cramped quarters.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE CONSTRUCTION ELECTRICITY IS NOT FOR ME, WOULD THE TRAINING BE WASTED?

No course in the construction area is a waste of time. All contribute to a better life for the student and can be used in the home and business.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you are interested in enrolling in Construction Electricity at the Career Center see your high school counselor for more details and for an application blank.

CAREER CENTER OFFERS

CARPENTRY

3 HOUR BLOCK

It is said if you fly over the earth in an airplane and look down, you will see two things; those that Mother Nature put there, and those that were put there by a carpenter.

The Career Center is offering a course in Carpentry for high school students who think they might be interested in pursuing a career in the construction industry.

Here are the answers to a few questions you may have:

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

Using both the classroom and the shop, we study such things as construction math; care and use of hand and power tools; use of the builder's level; construction of concrete footings, foundation walls, and floors; wall, partition and roof framing. The first semester is devoted mainly to theory, classroom work, and building projects basic to carpentry. The second semester is spent almost entirely constructing forms, basic building components and erecting a small building from the ground up.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

After completing the course, you will be able to enter the construction industry as an apprentice or helper. As a carpenter's helper on a non-union job, you could make from $2.60 per/hr. to $5.00 per/hr. If accepted into a union apprenticeship training program, you could start working at approximately $9.00 per/hour including benefits.

Community colleges and technical schools throughout the U.S. offer many related courses through which you could increase your earning potential.

ARE THERE ANY OPPORTUNITIES FOR ADVANCEMENT?

The opportunities in the carpentry profession are almost unlimited. Here is a list of jobs where you would more than likely find a former apprentice carpenter: journeyman carpenter, master carpenter, carpenter foreman, general foreman, superintendent.

IF AFTER TAKING THIS COURSE I DECIDE THAT CARPENTRY IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

Almost everyone owns a home at some time in life. This training will be invaluable in the care and maintenance of your own home.

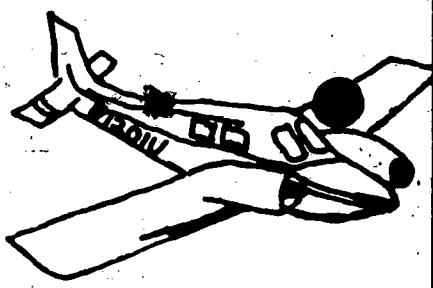
However, once exposed to the construction industry in any way, very few people ever get entirely away from it. Here are some other jobs where this training would be very beneficial: construction estimates, construction expeditor, surveyor, civil engineer, structural engineer, pile driver, millwright, draftsman, architect, contractor.

HOW CAN I GET ADDITIONAL INFORMATION?

See your high school counselor about more details of this Career Center course and register today.

CAREER CENTER OFFERS

AIRFRAME AND POWER



3 HOUR BLOCK

The A & P mechanic is responsible for the proper operation of aircraft. Thus the mechanic becomes ultimately responsible for the safety of the crew and passengers on all aircraft.

Job opportunities in the aviation maintenance field are almost unlimited. Currently, 80,000 technicians are maintaining 200,000 commercial aircraft. The National Business Aircraft Association forecasts a need for 80% more technicians in five years. At the same time private flying in the United States is increasing at between 11 and 14% per year.

WHAT IS SPECIAL ABOUT THIS CAREER CENTER COURSE?

The Airframe and Powerplant course at the Career Center is a part of the training needed for licensing by the FAA as an A & P mechanic. The first year, for high school seniors only, is given at the Career Center. To complete the training program, the student must enroll in three additional semesters at the Anchorage Community College. At that time the student will be qualified to take the A & P tests for licensing.

The Career Center training does not involve any costs for the student. The portion taken at Anchorage Community College requires payment of tuition and fees.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

We follow the required study of the FAA licensing program, including corrosion control, weight and balance, aircraft drawings, basic and engine electrical systems, ignition systems, reciprocating engines, aircraft fabric covering, and sheet metal repairs.

This year we are rebuilding two aircraft, a PA-16 Piper and a J3C Piper, taking the aircraft through to FAA inspection. These aircraft will again fly, the product totally of group student effort.

WHAT KIND OF A JOB CAN I GET?

After attaining A & P licensing and working on the job, an A & P mechanic may advance to crew chief, inspector, or shop foreman. Many A & P mechanics open their own repair shops.

A & P mechanics in general aviation are required to do all forms of maintenance and repair in order to keep the aircraft flying and safe. In commercial airline work specialization is often found.

WHAT KIND OF A PERSON BECOMES A GOOD A & P MECHANIC?

A & P mechanics must be interested in mechanical areas, and display good form perception, manual and finger dexterity, and eye-hand coordination. They must be conscientious, dependable, and thorough.

IF AFTER TAKING THIS COURSE I DECIDE THIS CAREER IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

NO. The mechanical knowledge and ability learned are transferrable into other areas. Also in this air the student will be more aware of the world in which we live.

WHERE CAN I GET ADDITIONAL INFORMATION?

If Airframe and Power is an area you may be interested in, see your high school counselor and enroll in our Career Center course. Or, for a comprehensive understanding of the total program, contact Bob D. Coward, Coordinator of A & P, Anchorage Community College. Telephone 274-3241.

CAREER CENTER OFFERS

TOURISM
HOTEL/MOTEL

3 HOUR BLOCK

Alaska is America's last Frontier and has developed into a great tourist area. Tourism will remain a major industry for Alaska indefinitely, according to the forecasts of the tourist industry and the State of Alaska governmental agencies dealing with economic development.

Tourism in Alaska attracts great numbers of people from all of the other 49 states and from foreign countries (particularly Japan at this time). Alaskans are also great tourists within their own state.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

We start in Tourism by studying Alaska in terms of where visitors want to go, where they want to stay, and how they want to get there. Quite often this means acquiring a knowledge of the history of the various areas, the natural resources, and the scenic high points.

A major area of investigation involves the methods of transportation. We study all Alaskan airlines, their flight routes and schedules. We provide a complete introduction to the Alaska Marine Highway and the communities which it serves. We deal with the Alaska Railroad, and with the highway system. In transportation, we learn costs of travel and how to ticket. We learn not only the mechanics of developing travel itineraries, but how to deal with the public face to face. Another major area of concentration is learning about hotels, motels, inns and lodges - the places people stay when traveling. Using our hotel/motel desk, we go through the procedure of registering guests, and through the procedure of checking guests out and accepting payment for services. We have an NCR-4200 posting machine which we use in keeping the records on guests. This is the same type of machine used by the Captain Cook and Anchorage Westward Hotel.

We take field trips to actual working situations in the Anchorage area and have speakers from tourist related industries such as Fish and Game, Park and Forest Services, tour operators, gift shops, and car rental agencies.

We learn about all of the vacation places in foreign countries, including the rest of the United States and Canada.

WHAT KIND OF PERSON MAKES A GOOD WORKER IN THE TOURIST INDUSTRY?

Tourism involves working with people in an area which is of great importance to them because of their expectations and because of the costliness of the activities. Workers should be poised, tactful, friendly, patient, enthusiastic, and have the specific desires of the client in mind at all times.

One of the major requirements for a worker in Alaska is that there be an enjoyment in working with older people: the usual age bracket of the Alaskan visitors is 40-60 years of age.

IF AFTER TAKING THIS COURSE I DECIDE THIS FIELD IS NOT FOR ME, WOULD THE TRAINING BE WASTED?

Certainly not. You will be more appreciative of the area in which you live, and be able to plan recreation for yourself, family, and friends.

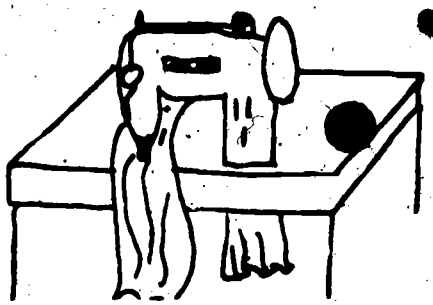
HOW CAN I GET ADDITIONAL INFORMATION?

See your high school counselor about more details of this Career Center course and register today.

CAREER CENTER OFFERS

COMMERCIAL SEWING

3 HOUR BLOCK



The sewing industry provides people with a good percentage of their everyday necessities. Most clothing, furniture production, household lines and even car interiors need a qualified sewing worker for the production of goods which function properly.

The Commercial Sewing course offered at the Career Center is designed for the student who would like to pursue a career as a sewing worker, and also for the student who is interested in sewing for his or her own personal use.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

The first semester is spent studying fabrics and basic tailoring procedures. A tailored garment is usually constructed during this time. The student proceeds into his or her own interest during the second semester. Possibilities during the second semester include mens' and womens' alterations, upholstery, drapery construction, advanced tailoring, garment production methods, and designer techniques. Our class laboratory includes commercial sewing machines, lighted cutting tables, and padded pressing tables. Home sewing equipment is also available.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

After completing the Career Center course, you will be able to secure a position as an alterations worker, a tailor, or be employed in custom design. Opportunities are also available locally in upholstery workrooms and drapery workrooms. There are many opportunities in the Pacific Northwest for workers in the needle trades, the production of garments and home furnishings.

Additional training can be obtained to prepare the student for such positions as pattern grader, production supervisor, or quality control supervisor. Much of this can be on-the-job. Trade schools and some community colleges also offer advanced training.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

Most advances come in the form of pay increases. Many skilled workers work on piece rates and by the job. With increased skill the pay increases greatly. Skills learned in these areas are transferrable to other occupations, such as the knowledge of construction, color, and design.

WHAT KIND OF PERSON MAKES A GOOD SEWING WORKER?

This area of work requires good vision, good color discrimination and full use of hands and fingers. It requires patience, being able to pay close attention to details, and a preference for working alone.

IF AFTER TAKING THIS COURSE I DECIDE THIS CAREER IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

Training such as this is never wasted. It prepares you to upholster your own furniture, construct your own draperies, alter your own clothes and make new clothing. You can make your office or home surroundings more beautiful and be able to clothe yourself more attractively at minimum cost. All of these fields can be transferred to life time hobbies if you desire.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you are interested in further information or would like to enroll in this Career Center course, see your counselor in your high school.

CAREER CENTER OFFERS

FOOD PREPARATION

3 HOUR BLOCK

The food industry is the fourth largest industry in the country, ranging from fast-food establishments and cafeterias through steak houses and pizza houses to elegant restaurants. It includes establishments in government agencies, private clubs, and hospitals.

Food preparation jobs can be found almost everywhere. Most restaurants are small and have fewer than 10 paid employees. An increasing proportion of restaurants are, however, a part of chain operations.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

In Food Preparation we learn the basic techniques for preparation of bread and rolls, quick breads, cakes, pies, meats, vegetables, and salads. We rotate on the various stations, learning the basics and the preparing entrees and working the grill fo short orders. We spend time understanding the methods of maintaining sanitation standards and the vital role of cleanliness in any food operation.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING CAN I GET?

From this course, a student can become proficient enough to be an assistant in a bakery department, an assistant cook, or be able to work the grill.

Much of the skill for advancement can be acquired through on-the-job training. Some appreciceships are open through training programs in large hotels and restaurants. Many vocational schools, both public and private, offer excellent training. Anchorage Community College has a two-year Food Technology program.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

Advancement in Food Preparation normally takes a number of years in acquiring skills. A sincere student can become a master chef, pastry chef, maitre d', butcher, or manage the entire operation. Many cooks become owners of their own restaurants.

WHAT KIND OF PERSON MAKES A GOOD COOK?

A skilled worker in Food Preparation has the ability to work under pressure during busy periods, has physical stamina, and a keen sense of taste and smell. Being personally clean and able to work efficiently are key traits. A cook or chef in a supervisory position must not only be an expert cook, but also must be able to organize and direct kitchen operations effectively.

Cooks must be dependable, able to work with others, have initiative and be in good health.

IF AFTER TAKING THIS COURSE I DECIDE FOOD PREPARATION IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

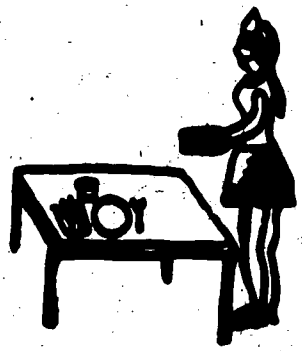
No matter what you do in life you will always need to eat. The basic skills you have acquired in Food Preparation apply to home cooking. You will be able to make your table a more interesting place for yourself, your family and your guests.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you think you might be interested in Food Preparation as a career, see your high school counselor and enroll now in the Career Center.

CAREER CENTER OFFERS

FOOD SALES/SERVICE



3 HOUR BLOCK

Over a million people in the United States work in diners, coffee shops, small restaurants, hotels, and resorts. They serve patrons and make eating a pleasant experience. The conditions or work vary with the type of estaolishment. The earnings of the worker vary in the same way and often include tips beyond the basic wage. Food Sales and Service workers have great mobility; as the opportunity for employment exists everywhere.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

Students in Food Sales and Service learn all of the skills in a front-of-the-house operation. They rotate on stations so that each serves as waiter or waitress, host or hostess, and cashier. Each learns to make beverages and to bus. Each learns to compute a check accurately.

All Food Sales and Service students learn that the patron needs are foremost, and that the tasks necessary to make a meal enjoyable must be performed quickly, efficiently, and in a pleasant manner.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING CAN I GET?

The skill requirements in various eating establishments vary with the type of restaurant and the clientele that the restaurant is trying to attract. Skill and efficiency is acquired by on-the-job experience. As the worker becomes more skilled, that person can move from the less demanding type of restaurant, to the more demanding. Positions in fine restaurants are very competitive. One of the most important aspects of the work is the development of a pleasing personality.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

In small eating places the opportunity for advancement is limited. In large restaurants advancement can be to cashier jobs or to supervisory work or even into managerial positions.

WHAT KIND OF A PERSON MAKES A GOOD WORKER IN FOOD SALES AND SERVICE?

A pleasant appearance, even disposition, and stamina are important. The ability to like people and have a high tolerance for customer idiosyncrasy is vital. Workers in Food Sales and Service must be able to stand on their feet, move rapidly and inconspicuously, and be manually dextrous.

IF AFTER TAKING THIS COURSE I DECIDE A CAREER IN FOOD SALES AND SERVICE IS NOT FOR ME, WILL THIS TRAINING BE WASTED?

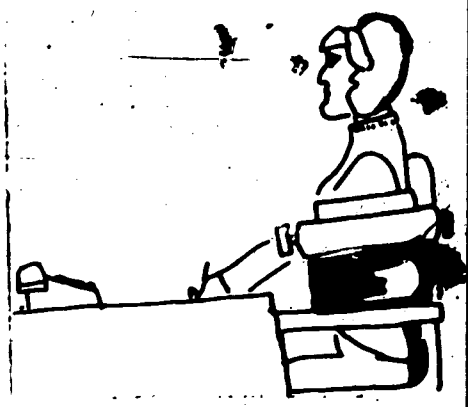
Many young people use this type of skill to put themselves through college, to get into resorts for a combination of working for pay and vacationing. Food Sales and Service is also a quick method of finding a way to support themselves even though it may not be their career goal.

WHERE CAN I GET ADDITIONAL INFORMATION?

See your high school counselor for more information and to enroll in this practical and usable course at the Career Center.

CAREER CENTER OFFERS

ADVANCED CLERICAL CLUSTER



3 HOUR BLOCK

The "paper explosion" has increased the demand for office workers at all levels. There is a continuous demand for clerical employees. While technology has brought about changes in the type of equipment in use, the requirements for entry jobs in this area has not changed appreciably.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

Students match their present skills against the minimum requirements of the occupation as listed in a Training Achievement Record. Basic skills required are in filing, typewriting, and operation of office machines. Shorthand is not a requirement. Some recordkeeping skill is desirable. Students may pre-test to demonstrate competency. Units for enrichment include mail handling, telephone techniques, meeting the public, interpersonal relationships, and oral and written language skills. Special forms and vocabulary units are assigned according to interest areas selected by the student. Each student's program is planned with an occupational goal in mind. Most instruction is individualized.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

Students may enroll for up to two years in the program. Most students who satisfactorily complete the requirements of the Training Achievement Record will possess job entry skills for positions such as clerk-typist, receptionist, file clerk, machine transcriptionist, or general office clerk. By studying in special vocabulary areas, positions in these areas will also be a possibility; medical ward clerk, medical receptionist, statistical typist, etc.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

There is presently a great demand for qualified office personnel. Advancement opportunities will be limited only by lack of skill or the personal qualities to make a satisfactory employee. Although some mobility may be required, this is the exception rather than the rule.

WHAT KIND OF PERSON MAKES A GOOD CLERICAL WORKER?

A good clerical worker is one who possesses the following characteristics: likes detail work, follows directions, is loyal, has the ability to adjust to changing situations, works well under pressure, is accurate, is neat, likes to serve, can spell, has an unfailing quality of reliability, and works well with people. The good clerical worker takes pride in the work produced.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE THIS CAREER IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

Never! The communications skills an office worker develops are useful in all occupations as well as in personal interest areas. Machine skills required are adaptable to many other situations. The personal qualities that make a good office worker are easily transferred to almost any other occupation.

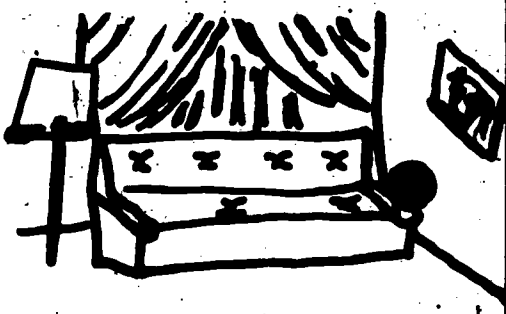
WHERE CAN I GET ADDITIONAL INFORMATION?

Business instructors in many of the schools, people working in the office management field, counselors, employment agencies, and employers are all knowledgeable about the demands and rewards of office occupations.

To enroll in the Advanced Clerical Cluster at the Career Center see your high school counselor.

CAREER CENTER OFFERS

INTERIOR DECORATING



2 HOUR BLOCK

Interior designers do creative work which helps to make our living, working, and playing areas more attractive and useful. They plan and supervise the design of building interiors and furnishings. They help clients select furniture, draperies and other fabrics, floor coverings and accessories. They also estimate what any work or furnishings will cost.

The main purpose of designers in stores is to help sell the merchandise stocked by the business. Designers frequently advise the store buyers and owners about style and color trends in interior furnishings.

The interior design course offered at the Career Center is for students who would like to pursue a career as a decorator, or for the students interested in decorating for their own personal use.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

We study and practice room layouts and furniture placement, kitchen planning, carpet measuring, and study kinds of furniture, current trends and styles, color and basic salesmanship. We make use of the classroom, have field trips and guest speakers. The second semester is spent almost entirely on projects chosen by each student.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

After completing this course you will have the skills to secure a position within one of the local retail stores. Young people starting in interior design usually serve a training period, acting as shoppers, as stock room assistants, or assistants to interior designers. In most cases, several years of on-the-job training are required. Many young men and women can use their knowledge in selling fabrics, lamps and other interior furnishings.

For training beyond high school, many community colleges offer two-year programs, and 66 colleges and universities offer a four-year degree program.

In interior design work, many employees receive a salary and a commission and many work on commission alone.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

The opportunities in interior design are available for those willing to work. An energetic, knowledgeable designer can make a good living. Experienced workers are needed particularly by builders, kitchen planners, architects, and for management positions in retail stores.

WHAT KIND OF A PERSON MAKES A GOOD INTERIOR DESIGNER?

Artistic talent including color sense, good taste and imagination, good business judgment, and the ability to deal with people are all important assets for this field. Interior designers should be able to work with detail. An advantage to interior design as a career is the satisfaction of seeing the results of one's own work.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE THIS CAREER IS NOT FOR ME, WILL I HAVE WASTED MY TIME?

Almost all persons own a home at sometime in their lives. This training will be invaluable in the selection and care of appliances, furniture and accessories, and carpeting.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you are interested in a career as an interior designer, see your high school counselor and enroll for this Career Center course.

CAREER CENTER OFFERS

FASHION MERCHANDISING / MARKETING

The fashion industry is fast moving and exciting. It attracts designers, production specialists, wholesalers, retailers, advertising specialists, and public relations personnel. The Career Center is offering a course in Fashion Merchandising for students interested in the field of selecting and selling fashion.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

Using the classroom and community experts, we study current styles and trends, product information, color, salesmanship, retailing organization, advertising, display, textiles, and fashion show technique. A fashion show is produced each semester. Individual projects are stressed, according to the students' own interests. During the second semester, we try to have most students participate in the fashion industry either as knowledgeable observers or as part-time employees.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

After completing the course, you will have the skills to enter retail sales positions, basic fashion advertising, fashion display, or public relations training. Skills will depend on the individual projects and learning areas that have been selected by the student.

Additional training is available in management training programs offered by some local retail stores. Community colleges and universities Outside also offer degree courses in Fashion Merchandising.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

There are many opportunities for advancement in the fashion business. Management level positions, department heads, buyers and design positions are available for those who desire to work toward advancement in the retail business. Specialty shops offer the opportunity to work in all phases of business and the possibility of becoming an expert in fashion retailing.

IF AFTER TAKING THIS COURSE I DECIDE THAT FASHION MERCHANDISING IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

A fashion sense developed through this course will be valuable in the selection of clothing for an entire family. The knowledge of fabrics and garment construction can prevent costly mistakes in the purchase of clothing; the knowledge of wardrobe planning will increase the overall buying power of the consumers' money.

WHAT KIND OF A PERSON MAKES A GOOD FASHION MERCHANDISER?

Workers in fashion merchandising must understand the needs and viewpoints of their customers and be poised and at ease with strangers. Other important attributes are energy, self-confidence, self-discipline, and the ability to communicate.

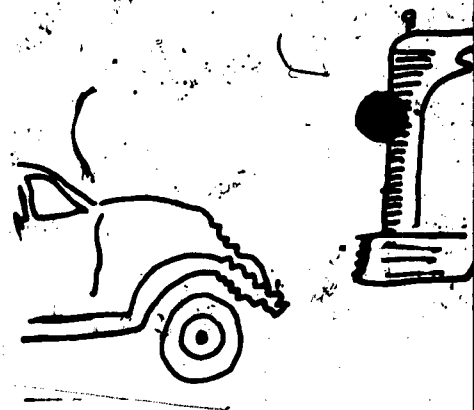
WHERE CAN I GET ADDITIONAL INFORMATION?

See your high school counselor if you wish more information on Fashion Merchandising, or if you wish to enroll in the course.

CAREER CENTER OFFERS

BODY/FENDER

S[illegible] BLOCK



Auto Body workers are skilled craftsmen who restore damaged motor vehicles by straightening bent frames, removing dents, welding torn metal, and replacing severely damaged parts. Auto body workers are in high demand throughout the United States, and the need for such persons is projected to remain on this high level. Auto body workers can find work in every section of the country, as jobs are distributed in about the same ratio as population in an area. It is a very high paying occupation.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

At the Career Center, we cover all the things a combination auto body worker does. The combination worker can repair the whole body, from straightening a wreck to the final polishing after painting. We straighten and repair body parts and frames, repair upholstery and trim, replace glass, weld, replace major panels and prepare and paint.

We accomplish this by using student and faculty cars. The repair work done must follow the curriculum needs, and the vehicle cannot be over 10 years old.

Our body and paint shop is as well equipped as most of the shops in the Anchorage area. We furnish all the hand and power tools.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

Completion of the Career Center course will qualify the student for a job as an apprentice or helper, and is a first-rate background for continuing training in a trade school. Generally, three to four years work experience and on-the-job training are needed to become a fully qualified worker. Students may also receive further training in schools in the lower forty-eight states.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

An experienced automobile body worker with supervisory ability may advance to shop foreman. Many open their own shops.

WHAT KIND OF PERSON MAKES A GOOD AUTO BODY WORKER?

An auto body worker must take pride in the work. It is challenging to restore an automobile, applying broad knowledge of construction to specific jobs. Painting work is not physically demanding, but body repair may require lifting heavy weights. Workers must be able to tolerate noise, dust, paint odors, and be able to work with fiberglass and plastic.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE THIS CAREER IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

No. You will have learned to use a wide variety of tools and equipment, and how better to work with y[illegible] hands. This, plus the ability to use spray painting equipment, can be applied to a wide variety of needs, from repairing a clock to painting a house. You may become a doctor, lawyer, or housewife, but these skills can be useful all your life.

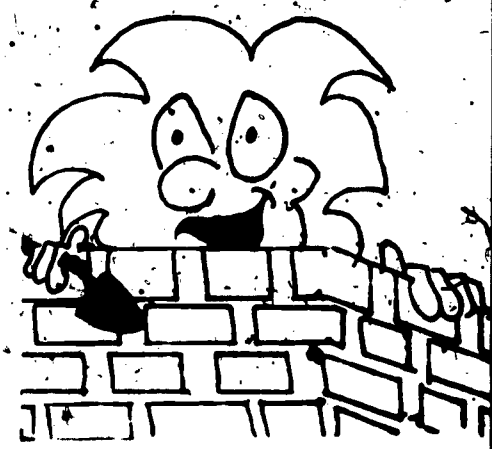
WHERE CAN I GET MORE INFORMATION?

See your high school counselor on how to enroll in the Body and Fender course at the Career Center.

CAREER CENTER OFFERS

MASONRY

3 MAJOR BLOCK



Have you ever watched a group of "sidewalk superintendents" on a construction job? If so, you probably have noticed their fascination with bricklayers. Good brickmasons command the respect of the public and their fellow tradesmen. They are skilled workers.

Masons finish concrete wherever it may be - whether on floors or patios, on concrete highways, or on missile launching pads. They also work with latex and epoxy products on floors, vats and tanks. Brickmasons do such work as building walls, partitions, fireplaces, and installing fire brick linings in industrial furnaces. The demand for qualified brickmasons is increasing with the growing use of pre-stress concrete where column free construction is desired, and where fire and weather resistant materials are needed on non-load bearing walls. Brickmasonry is being used increasingly in homes and commercial buildings to increase the beauty of the surroundings.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

In masonry we study building layout, footing and foundation construction, block and brick wall construction, fireplace construction, and get extensive practice in actually building with concrete blocks.

WHAT KIND OF ADDITIONAL TRAINING CAN I GET?

Apprenticeship programs in bricklaying and in masonry are considered the best way of increasing skill. These programs vary from two to three years in length. In these training experiences, the apprentice learns to use the machines and apply the techniques of the trade. They also learn blueprint reading, architectual drawing, and how to estimate materials and costs. They become familiar with local building regulations.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

The apprentice may become a journeyman, and can advance to be a foreman or contractor.

WHAT KIND OF A WORKER MAKES A GOOD MASON?

Masonry work is hard work requiring the ability to do a great deal of lifting. Blocks weigh up to 70 pounds each and a mason may handle up to 500 per day. The mason must be physically strong and be able to do a great deal of bending, stooping, kneeling and lifting. Most of the work is out of doors in all types of weather and sometimes the work is on ladders and scaffolding.

IF AFTER I TAKE THIS COURSE I SHOULD DECIDE THIS WORK IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

Masonry work is a skill that can be useful all through life, even if you do not make your living at it. You can make your home and business more attractive for yourself and others. Masonry can develop into an excellent hobby no matter what your life work may be.

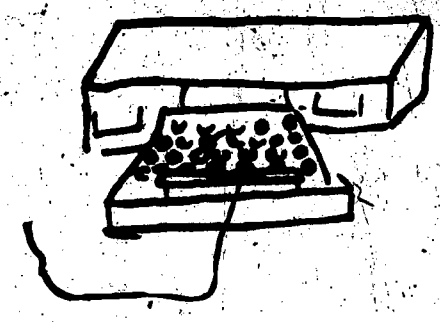
WHERE CAN I GET ADDITIONAL INFORMATION?

Contact your counselor for additional information or to enroll in this Career Center course. This could be your opportunity to begin a career in the construction industry.

CAREER CENTER OFFERS

KEY PUNCH

3 HOUR BLOCK



Data processing needs have increased rapidly over the past ten years as population has grown, business organizations have become more complex, and as scientific and technical knowledge has expanded. Keypunch operators use machines similar to typewriters that punch holes in cards to represent specific items of information. These cards are then fed into the computer.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

This course will teach you how to prepare data for use in the computer. You will learn how to use keypunches, data stations, and unit-record machines. You MUST know how to type at least 30 words per minute before entering this class. You will learn the parts and operation of the keypunch, the data station, the sorter, the reproducer, and the interpreter. Speed and accuracy on the keypunch and data station are developed.

After you have attained 10,000 keystrokes per hour (about 35 words per minute in typing) with 98% accuracy on the keypunch, and you have learned to operate the machines mentioned above, then you are ready for a job as a data preparation clerk. Anchorage needs data preparation clerks very badly.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

Keypunch jobs are available now in Anchorage. Advancement in this specific area usually comes in the form of pay increases. Some keypunch operators may become supervisors or lead operators.

WHAT KIND OF A PERSON MAKES A GOOD KEYPUNCH OPERATOR?

Keypunch operators must sit for long periods of time doing routine work speedily and accurately. They work under production pressure which requires a minimum number of cards punched per hour. They must do precision work and be able to tolerate machine noises. Finger dexterity and good eyesight are necessary.

IF I DECIDED KEYPUNCH IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

Data preparation is also used in computer operations and in computer programming. Data preparation clerks are in high demand in the Anchorage area so data preparation is a good area to start out in. After you have a job as a data preparation clerk, then you can let your supervisor know that you would like to move into another area.

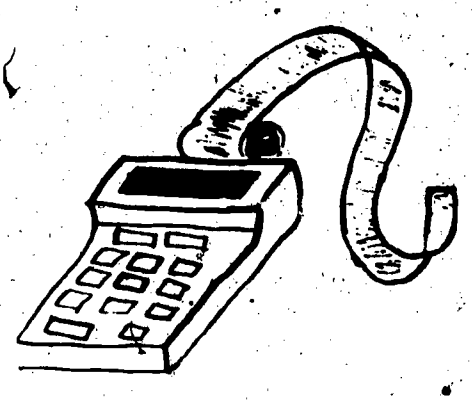
WHERE CAN I GET ADDITIONAL INFORMATION?

If after reading this you feel that keypunch would be good for you, and that having an immediately marketable skill in the Anchorage job market would serve your needs, see your high school counselor about how to enroll in this Career Center course.

CAREER CENTER OFFERS

BUSINESS ACCOUNTING

3 HOUR BLOCK



Every business needs systematic and up-to-date records of accounts and business transactions. Bookkeepers and accountant clerks maintain these records in journals, ledgers and on other accounting forms. They prepare periodic financial statements showing all money received and paid out. The duties of these workers vary with the size of the organization in which they work. In small firms, the general bookkeeper analyzes all financial transactions and does all of the work necessary to operate the business, including payroll and billing.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

In the course, after reviewing the fundamental principles of bookkeeping, we cover the advanced theory of accounting. We apply the principles of controlling cash, receivables, temporary accounts, fixed assets, payroll, voucher systems, special types of sale, inventory pricing, and cost accounting. All instruction is individualized and cooperative work experience is available.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING IS AVAILABLE?

With the skills acquired in the course a student can work as an entry level bookkeeper. Much training can be received on the job. Two year training programs are also available at Community College. Many workers combine on-the-job experience with night classes to increase their skill.

Workers who find they have the aptitudes and skills for the work often go to four year colleges to major in accounting and later become Certified Public Accountants by examination. Some people become CPA's without a college degree. They are few in number.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

Advancement depends on the development of skills and knowledge in the field. Constant study is necessary, through seminars and course work.

WHAT KIND OF A PERSON MAKES A GOOD BOOKKEEPER OR ACCOUNTANT?

Workers in this field should enjoy mathematical figuring. They must have a memory for detail and a concern for detail. They must be able to work rapidly and accurately, but also be able to do this in an atmosphere of frequent interruptions. The work involves sitting at a desk for long periods of time. Character references and the ability to be bonded are often prerequisites for employment.

IF AFTER TAKING THIS COURSE I DECIDE THE WORK IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

The skills learned in this course can be vital to anyone who ever wishes to establish a business. Understanding of this area often makes the difference between having a successful business or a failure.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you are interested in this area of study contact your high school counselor and make arrangements to enroll in this Career Center course.

CAREER CENTER OFFERS

BUSINESS ACCOUNTING

3 HOUR BLOCK

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CAREER CENTER OFFERS

ADVANCED SECRETARIAL

3 HOUR BLOCK

Career opportunities in the secretarial field are virtually unlimited. While many other occupational areas have experienced slow-down, the need for "the perfect secretary" is constantly increasing. Well-trained, competent office personnel are always in demand.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

Students match their present skills against the minimum requirements of the occupation as listed in a Training Achievement Record. Those skills and knowledges already acquired are certified by the instructor. Those remaining form the basis for a plan of individual study planned cooperatively by the student and teacher. Students may select an area for specialization or may study a generalized program. Instruction is available in basic skills areas such as typewriting, shorthand, filing, machine transcription, and 10-key. Enrichment units are available in mail handling, telephone techniques, meeting the public, interpersonal relationships, and oral and written language skills. Special forms and vocabulary units are assigned according to the student's interest area.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

Students may enroll for up to two years in the program. Most students who satisfactorily complete the requirements of the Training Achievement Record will possess job entry skills. If further training is desired, courses in secretarial work are offered at local post-secondary institutions, business colleges, or adult education programs.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

At the present time there is a great demand in the state for qualified secretaries. Advancement opportunities will be limited only by lack of skill or the personal qualities to make a satisfactory employee. Although some mobility may be required, this is the exception rather than the rule.

WHAT KIND OF PERSON MAKES A GOOD SECRETARY?

A good secretary is one who possesses the following characteristics: likes detail work, follows direction, is loyal, has the ability to adjust to changing situations, works well under pressure, is accurate, is neat, likes to serve, can spell, has an unfailing quality of reliability, and works well with people. The good secretary must take pride in the product.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE THIS CAREER IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

Never! The communications skills a secretary develops are useful in most occupations as well as in personal interest areas. Skills required are adaptable to any way of life. The personal qualities that make a good secretary are easily transferred to almost any other occupation.

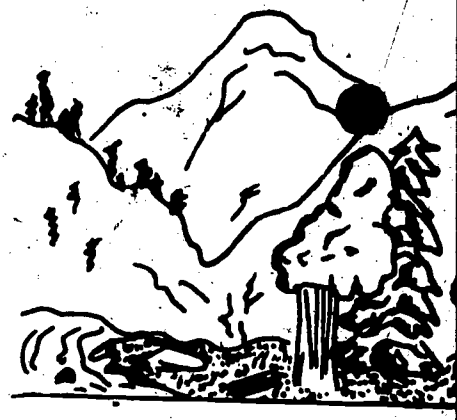
WHERE CAN I GET ADDITIONAL INFORMATION?

Business instructors in any of the schools, people working in the secretarial field, counselors, employment agencies, and employers are all knowledgeable about the demands and rewards of the secretarial field.

To enroll in the Advanced Secretarial Cluster at the Career Center see your high school counselor.

CAREER CENTER OFFERS

WILDLIFE AND FISHERIES MANAGEMENT



3 HOUR BLOCK

The field of fish and game management is the science and art of changing and/or monitoring the environment and the inter-actions among species so as to affect fish and game populations to serve human goals. These goals may include the desire to maintain suitable populations, re-establish species in former ranges, or protect various species.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

In this course you will learn some of the fundamental skills and knowledges necessary to help you achieve entry level skills as an aide or a technician. Heavy emphasis is placed on understanding ecological relationships, plant and animal identification, and the natural history of Alaskan organisms. Methods of taking and recording field data, compass and map reading, and skin preparation are covered.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING CAN I GET?

Aide or technician positions in the game field are difficult to attain because of the large number of highly qualified people who are willing to accept the lower paying jobs in order to get their foot in the door. Positions with the sport or commercial fish division of the Alaska Division of Fish and Game are easier to come by for qualified people.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

If you are seriously considering fish and game work for an occupation it would be wise to plan on obtaining a professional degree from one of the many colleges or universities that offer training in the field. Opportunities for advancement can best be expected if you have professional training, plus experience on the job.

WHAT KIND OF A PERSON SHOULD GO INTO THIS FIELD?

The type of person who will make a good wildlife or fisheries manager is one who has the qualities of enthusiasm, self-motivation, and who has a will to succeed despite obstacles, and can be accurate in making observations and in recording them. These qualities are not much different from the things necessary to be a success in any field.

IF AFTER TAKING THIS COURSE I DECIDE FISHERIES AND WILDLIFE IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

The training and knowledges learned in the course would not be wasted even if you decide you do not care to enter the field of game management. You will understand and appreciate your natural surroundings all the more.

WHERE CAN I GET ADDITIONAL INFORMATION?

See your high school counselor for additional information, and to sign up for this Career Center course.

CAREER CENTER OFFERS

FORESTRY /WILDLAND FIRE SCIENCE

3 HOUR BLOCK

Wildland Fire Management is a four-semester in-depth study of the principles and techniques of wildfire ecology, detection suppression, and fire behavior. This training is the same as that given employees of the Bureau of Land Management and the U.S. Forest Service who are involved in Wildland Fire Management.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

You will be doing considerable field work when the weather is good. You will be making maps, looking at aerial photos, identifying various trees and shrubs, studying weather and terrain, and studying the effects of fire on the environment. You will be learning the basic concepts of Wildland Fire Management.

WHAT KIND OF JOBS ARE AVAILABLE?

The Bureau of Land Management employs about 300 fire fighters every summer. When you have successfully completed this two-year course, some of you will be offered jobs with Bureau of Land Management. Other jobs are available throughout the Western States.

WHAT ARE THE OPPORTUNITIES FOR ADVANCEMENT?

As you gain fire experience and additional training, there is considerable opportunity for advancement. As in any field, your advancement will depend not only on your training and experience but also on your attitude.

WHERE CAN I GET ADDITIONAL TRAINING?

Anchorage Community College offers a two-year associate degree in fire science.

WHAT KIND OF PERSON MAKES A GOOD FIRE FIGHTER?

You must be very dedicated since most of the time you will be working under extremely adverse conditions. You should be in good physical shape and be able to work long periods without rest.

IF AFTER TAKING THIS COURSE I DECIDE THIS CAREER IS NOT FOR ME, WILL THIS TRAINING BE WASTED?

Training in any aspect of Natural Resources will always be beneficial in that everyone lives within an environmental setting. No matter what your final employment goals are, this training will be valuable to you.

WHERE CAN I GET ADDITIONAL INFORMATION?

See your high school counselor for additional information, and to sign up for this course.

CAREER CENTER OFFERS

ENVIRONMENTAL TESTING

3 HOUR BLOCK

The field of environmental testing is expanding rapidly. As new local, state, and federal regulations are placed on man's developmental and industrial expansion, more and more people will be necessary to monitor activities for compliance to these regulations.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

This program consists of familiarization and use of various equipment and techniques utilized in testing for water, air, and noise pollution. A general overview of national and international problems is made, followed by an in-depth monitoring of the Anchorage area. Students are expected to conduct a field project involving water testing, air, and/or noise pollution.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

Additional training can be obtained at the college level. Many colleges and universities throughout the country are developing environmental programs.

Opportunities for advancement are dependent on training experience and enthusiasm. This field is one which will continue to expand and new areas will continue to develop.

WHAT KIND OF A PERSON MAKES A GOOD ENVIRONMENTAL TESTING WORKER?

Prior to entering this course, a student should have a desire to enter the field. Strong science, math, and English backgrounds are necessary.

IF AFTER TAKING THIS COURSE I DECIDE THIS FIELD IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

Training obtained in this course will not be wasted even if you decide this is not the field for you. You will become aware of your surroundings and of the impact of various uses. You will be able to assist in preventing the development of problems and in the correction of existing problems.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you are interested in the field of environmental testing, contact your high school counselor for additional information, or phone Mr. Bromley, the instructor, at the Career Center.

CAREER CENTER OFFERS

COSMETOLOGY

3 HOUR BLOCK

Approximately a half million people are engaged in the field of cosmetology in the United States today, and the projection is that this field will grow rapidly through the 1980's. Most of these workers (who are also known as beauty operators, hairdressers, or beauticians) are employed in independently operated salons, or in those connected with hotels and department stores. A few work in motion picture and television studios, hospitals and other institutions, and on ocean liners.

Most beauty salons are small, having fewer than four employees; more than half are owner-operated.

All states require that beauty operators be licensed. In the state of Alaska this involves 2000 hours of a prescribed program under licensed instructors and the successful passing of a licensing examination involving theory and skills.

WHAT WILL YOU DO IN THIS CAREER CENTER COURSE?

You will learn to shampoo, cut, style and set hair, give permanent waves, and to straighten, bleach and tint hair. You learn facial treatment, manicuring, and how to clean and style wigs and hairpieces. You also learn related theory, such as studying hair and skin from a biological viewpoint.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING CAN YOU GET?

All of the hours acquired in this course can be applied to the 2000 hours of instruction necessary to take the cosmetology examination of the State of Alaska. The hours remaining after taking this Career Center course may be completed in any licensed beauty school.

Beauty operators are usually paid a salary plus commission or a straight commission. Advancement in earnings comes with the development of a clientele who return to the same operator because of satisfaction with the work and the personality of that person. Thus, earnings largely reflect the speed of performance, the quality of performance, and the skill in meeting the customer's needs.

Some cosmetologists manage large salons, or open their own; others teach in cosmetology schools, or use their skills and knowledge to demonstrate cosmetics in department stores.

In Anchorage there is high demand for qualified beauticians.

WHAT KIND OF A PERSON MAKES A GOOD COSMETOLOGIST?

Workers in this field should enjoy people, and be willing and able to follow customers' instructions. They need finger dexterity, a sense of form and artistry, and must have the physical stamina to stand for long periods of time.

IF AFTER TAKING THIS COURSE YOU DECIDE COSMETOLOGY IS NOT FOR YOU, WOULD THIS TRAINING BE WASTED?

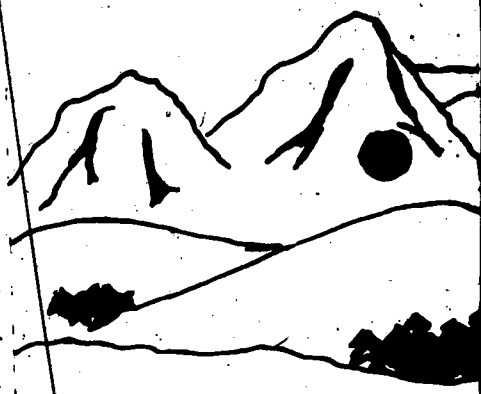
Certainly not. The abilities to care for hair, skin, and hands will be skills that can be used throughout life.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you are interested in enrolling in this Career Center course to begin your program for licensing, or in order to test out your interest in the field of Cosmetology, see your high school counselor.

CAREER CENTER OFFERS

NATURAL RESOURCES TECHNOLOGY



3 HOUR BLOCK

The Natural Resources Technology course is a one-semester course which introduces the students to the general field and provides them with the basic knowledge and skills that are common to all fields in Natural Resources. General ecology and environmental studies are covered.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

This course is designed to bring the student in close contact with the environment. Therefore much of the work is outside. Students study about the plants, animals, and soil that make up the environment and how these areas interrelate. They observe the water and do a simple analysis of it. Field techniques such as mapping an area and note-taking are emphasized. Use and maintenance of field equipment is stressed. Career opportunities within the Natural Resource field are identified and studied.

Natural Resources Technology is designed as an overview. This first semester of work is not designed to provide employment-type skills, but the information covered is essential for those continuing into specialty areas. Students should know by the completion of this course if a career within the Natural Resource field is feasible for them.

Natural Resources Technology is a prerequisite course necessary for entry into the Fisheries and Wildlife course.

See your high school counselor for additional information, and to sign up for this Career Center course.

CAREER CENTER OFFICE

EMERGENCY MEDICAL TECHNOLOGY

3 HOUR BLOCK

The Emergency Medical Technician is one of the newest occupations in the Health Care Delivery System and in Alaska. The supply of these specialists has not been able to keep up with the demand. At the present time, the State of Alaska has plans to broaden the Emergency Medical Service. This will place in even greater demand the Emergency Medical Technician.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

This program prepares students to initiate life support techniques and provides entry level training in paramedicine as an Emergency Medical Technician. Areas of study include anatomy and physiology, emergency childbirth, cardiopulmonary resuscitation, extraction of the injured from auto accidents, and emergency care of all types of trauma. Students will observe applied emergency room procedure in community hospitals, and will ride ambulances with the borough paramedics.

WHAT TYPE OF JOB OR ADDITIONAL TRAINING CAN I GET?

After successful completion of the course, students will be certified as Emergency Medical Technicians and will be eligible for employment. Those students wishing advanced training may enter directly into the paramedic program at Anchorage Community College.

IF AFTER TAKING THIS COURSE I DECIDE THIS CAREER IS NOT FOR ME, WILL THIS TRAINING BE WASTED?

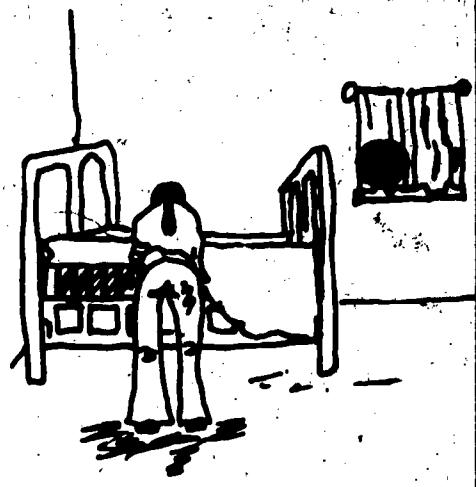
After successfully completing the E.M.T Course, those students not wishing to pursue a career in paramedicine have gained significant and worthwhile skills. They will know how to save a life.

WHERE CAN I GET ADDITIONAL INFORMATION?

See your counselor at your high school or call the Career Center instructor, Edward Schlief, at 274-1554, extension 12.

CAREER CENTER OFFERS

HEALTH OCCUPATIONS



3 HOUR BLOCK

Almost four million workers are found in the health field today in a great range of occupations. Health Careers include such diverse titles as dietitian, speech therapist, licensed practical nurse, veterinarian, podiatrist, optometrist, dentist. Employment opportunities in the health field are expected to grow rapidly because of increased population to serve, increasing health consciousness, and the rising standard of living.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

This Career Center program offers students the rare opportunity to review the many medical careers and to explore various areas before deciding about future employment and training.

During the first semester, students are concerned with two areas. The first is a broad but thorough awareness of the career possibilities in the health field. This is accomplished by classroom study, guest speakers and field trips into community health facilities. Students learn the specific educational and training requirements, potential income and employment opportunities.

Also studied are basic medical entry level skills. These include: vital signs and blood pressure, basic anatomy, medical terminology, and cardiopulmonary resuscitation. Proficiency in these and other skills will qualify students for direct employment as an orderly or hospital aide.

After completion of this part of the course, two additional semesters are offered those students wishing a more specialized knowledge of the medical career of their choice.

During this time the community becomes the classroom. The emphasis is placed on more sophisticated skills that often lead directly to employment as dental assistants, nursing assistants, physical, occupational and respiratory therapy aides, electrocardiograph technicians, medical records technicians, hospital food service workers, veterinary aides, kidney dialysis technicians and x-ray aides. This documented experience is often helpful to those students applying for admission in technical school and college.

WHAT ADDITIONAL TRAINING CAN I GET?

Additional training varies with the type of career that a student may elect. For instance, a license practical nurse will take a one-year course at community college. A registered nurse may take a two, three, or four year course, and a public health nurse, a five or six year course. A dental technician normally is trained on the job. A doctor of optometry has a six year program.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE THIS FIELD IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

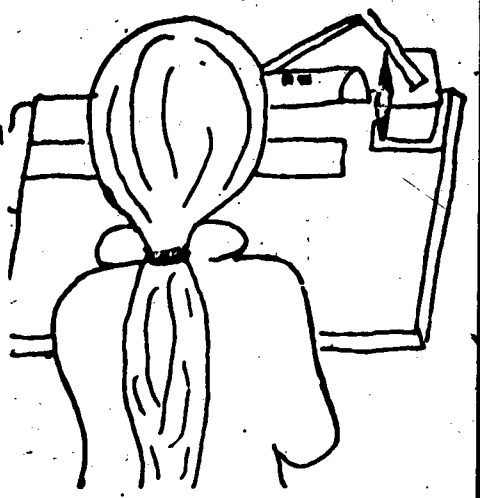
Absolutely not. The training received in Health Occupations in primary skills and knowledges of proper health practice will be useful throughout life for the student's own health and for that of other family members. The emergency methods learned may also be useful in saving a person's life, or lessening possible damage to the person.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you have been considering a career in any of the health occupations, see your high school counselor about enrolling in the Career Center course. Actual exposure to the field in the medical facilities of Anchorage will give you a first-hand experience upon which to base the important decision of whether the career you are thinking of is really the one for you.

CAREER CENTER OFFERS

COMMERCIAL ART



3 HOUR BLOCK

The commercial artist creates the artwork in newspapers, magazines, advertisements, billboards, catalogues, and T.V. commercials. Some types of job titles are: illustrator, catalogue designer, fashion illustrator, color specialist, package designer, poster artist, magazine layout designer, art director, letterer, type designer, fabric designer, and label designer. The commercial artist must be able to put another person's ideas into an attractive art form. This type of artist must learn about a wide variety of materials and techniques not generally associated with "fine art," and must be able to work rapidly and meet production deadlines.

WHAT WE DO IN THIS CAREER CENTER COURSE

In the first year of Commercial Art, students produce projects which include: communication models, design theory, color theory, illustration, advertising approaches, container illustration and design, logo design, perspective illustration, copy generation, lettering, copyfitting, and newspaper layout. Second year students learn how Commercial Art relates to each of the communication mediums by producing projects in the following areas: 35mm Ektachrome slide show with sound tape, Super 8 movie, videotape, flip charts, overhead visuals and wall displays.

WHAT KIND OF JOB OR ADDITIONAL TRAINING CAN I GET?

Employment opportunities are good, as jobs exist in the major cities of Alaska. They require fresh new ideas and talent, and competition is keen for beginning jobs.

Entry-level skills may be reached in this Career Center course. Each student should compile a portfolio to show employers when looking for jobs.

Art schools and four-year colleges offer additional training, and much personal development comes from skills learned while employed.

WHAT KIND OF PERSON MAKES A GOOD COMMERCIAL ARTIST?

A commercial artist must have artistic talent, imagination, originality, self-discipline, and be able to work under pressure.

IF AFTER TAKING THIS COURSE I DECIDE COMMERCIAL ART IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

No. You will have learned a great deal about design, color, and the visual presentation of ideas. These skills will increase your ability to make your surroundings more beautiful and satisfying for you for the rest of your life.

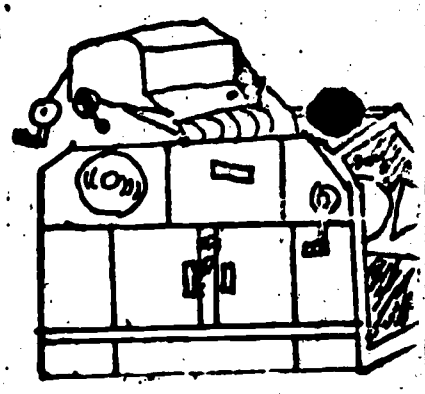
WHERE DO I GET ADDITIONAL INFORMATION?

If you like to draw, paint or just plain doodle, are neat and careful in your work and work under pressure, a Commercial Art career might be right for you. Ask your high school counselor about the Career Center Commercial Art program.

CAREER CENTER OFFERS

COMMERCIAL PRINTING

3 HOUR BLOCK



Offset printing is a growth area in the printing trade because commercial printers and newspaper publishers are turning increasingly toward this method. Growth is also being stimulated by increased use of photographs, drawings, and printed matter and by the wide-spread use of color in many printed products. The Career Center course deals with offset printing only.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

In this course, we learn to generate copy. To do this we learn the elements of type layout and justification, paste-up, and half-tone paste-up. We learn copy conversion, which includes learning how to use the offset camera; how to develop film; and how to use other photo sensitive materials. We also learn copy duplication, which means we learn how to operate an offset printing press, and to print copy using one, two, or several different colors of ink.

WHAT KIND OF ADDITIONAL TRAINING CAN I GET?

Some offset printers learn all their additional skills on the job. To become a skilled craftsman a four or five year apprenticeship program through the printers' union will lead to a journeyman's card. In addition, many trade schools and community colleges offer training opportunities.

ARE THERE OPPORTUNITIES FOR ADVANCEMENT?

An offset printer may advance from "ink doggie", to management, to being a shop owner. It all depends on the individual's willingness to learn and work. In larger shops, workers will specialize in areas such as: press operators, strippers (who do layout work), camera workers (photography and developing negatives of the copy).

WHAT KIND OF A PERSON MAKES A GOOD COMMERCIAL PRINTER?

Commercial printers should be able to do accurate and precise work as quickly as possible. They must be able to work under the pressure of deadlines and in a noisy and confusing atmosphere. They must enjoy working with machines and have pride in their workmanship.

IF AFTER TAKING THIS CAREER CENTER COURSE I DECIDE THAT COMMERCIAL PRINTING IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

No. The skills learned in commercial printing can become valuable assets in hobbies for the rest of your life if you decide not to follow this line of work as a career. For instance, the knowledge of film exposure and film handling can be the basis of becoming a good photographer.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you think that Commercial Printing might be a good course for you, see your high school counselor about more details and how to enroll in the Career Center in this area.

CAREER CENTER OFFERS

RECREATIONAL VEHICLE REPAIR

3 HOUR BLOCK

The growth in the use of recreational vehicles in the past decade has been phenomenal throughout the United States. Factors which have contributed are: the affluence in the country, the increase of leisure time of workers, and the earlier age of retirement.

In Alaska, the role of the recreational vehicle in many instances is far different from most parts of the United States. In the outlying areas, for example, the snow machine has become the major method of winter transportation: the dog team is almost extinct. The outboard motor boat is, in like vein, often the major method of summer transportaion.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

In this course we deal with all types of recreational vehicles, such as motorcycles, all terrain vehicles, outboard engines and snowmachines. We also work with two-cycle engines such as those in power mowers and chainsaws.

We do various types of engine repair work, including bearing overhaul, valve conditioning, carburetion, and work on drive training, and transmissions. We learn to apply electric arc, heli-arc, and gas welding to the above repairs.

Work in the class is on an individualized basis. All students work at their own rate of speed. This is done not only by instruction from the teacher, but through the use of learning packets, film strips, video tapes, and cassettes.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING CAN I GET?

All the service shops dealing with recreational vehicle repair are possible areas for job opportunities as a repair worker. Advancement can be to shop foreman, parts manager, sales representative, factory representative, sales work, or possible ownership of a business of one's own. This depends largely on a person's own attitude toward the vocation.

WHAT KIND OF PERSON MAKES A GOOD RECREATIONAL VEHICLE REPAIR WORKER?

In addition to manual dexterity and a knowledge of engine theory, the recreational vehicle worker should enjoy working with people and be able to relate well with others. Most recreational vehicle repair workers are employed in small shops, and often meet directly with a vehicle owner.

IF AFTER I TAKE THIS COURSE I DECIDE THE CAREER IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

In training programs in the Career Center the decision can be made to go into Auto/Truck Mechanics or Body/Fender Repair if the field of recreational vehicle repair is not satisfactory for you as an individual. The mechanical skills can be used for everyday needs for the rest of your life and may develop into a fulfilling hobby.

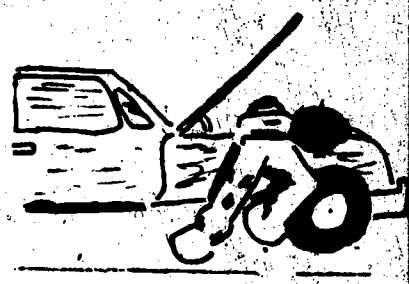
WHERE CAN I GET ADDITIONAL INFORMATION?

If you are interested in pursuing recreational vehicle repair as a possible career, contact your high school counselor for further information and to sign up for this Career Center course.

CAREER CENTER OFFERS

AUTO/TRUCK

3 HOUR BLOCK



Auto/Truck mechanics keep the nation's vehicles in good operating condition. They perform preventive maintenance, diagnose breakdowns, and make repairs. The mechanic is responsible for safe and trouble free driving.

Employment opportunities in Alaska in Auto/Truck mechanics is good because of increased population and the continuing movement toward multi-car ownership.

WHAT DO WE DO IN THIS CAREER CENTER COURSE?

The students are given the opportunity to learn first-hand how to work on all types of cars and trucks with many different types of problems. They learn the theory of the engine. The cars are most often brought in by the students. The owners supply the parts needed for the job.

The shop area is managed like a commercial business. The students learn to operate all the equipment and do all the work themselves. There is a shop foreman and tool room personnel. At the end of the day there are special clean-up duties for each student to put the shop back in order for the next shift.

WHAT KIND OF A JOB OR ADDITIONAL TRAINING CAN I GET?

Although a beginning mechanic can make simple repairs, 3 to 4 years experience on the job are required to become an all around mechanic. In large shops, mechanics specialize in such areas as: automatic transmissions, front end alignment, and electrical systems. These specialties involve special training.

Many students go from the Career Center training into working situations, but others go on to further training, such as the two-year automotive technology program at Anchorage Community College or to schools in the lower forty-eight. The military services also offer excellent training.

The field of auto/truck mechanics is wide open, and a person can make from $6,000 to $25,000 per year, depending on experience and training.

A few of the job opportunity areas in Anchorage in auto/truck mechanics are in auto dealership repair, truck lines, construction equipment, firefighting equipment, warehouse equipment (forklifts) and flight line equipment.

WHAT KIND OF A PERSON MAKES A GOOD AUTO/TRUCK MECHANIC?

An auto/truck mechanic must be dependable and conscientious, and should always take pride in the work done. This person must be neat, thorough, willing to work hard, and have the ability to get along with fellow workers and with the public.

A mechanic must be able to reach for and operate heavy equipment, be in awkward and cramped positions, and tolerate gas, oil, grease and dirt.

IF AFTER TAKING THIS COURSE I DECIDE THIS CAREER IS NOT FOR ME, WOULD THIS TRAINING BE WASTED?

No. The ability to repair one's own mechanical equipment will be a usable skill throughout life. The student will be able to maintain the family automobile, and the theoretical skills mean transmittal into ability to deal with all types of motors. Many people develop a lasting hobby.

WHERE CAN I GET ADDITIONAL INFORMATION?

If you think you might be interested in a career in Auto/Truck mechanics, see your high school counselor about enrolling in this Career Center course.

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ABSTRACT: THIS REPORT DOCUMENTS THE SECOND YEAR ACTIVITIES OF THE COMPREHENSIVE CAREER CURRICULUM IN THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT. RESULTS ARE REPORTED FOR EACH OF THE 12 PROJECT COMPONENTS: (1) CAREER EDUCATION PROGRAM--ELEMENTARY SCHOOL K-6; (2) JUNIOR HIGH 7-9; (3) SENIOR HIGH 10-12; (4) TECHNICAL HIGH SCHOOL 10-12; (5) HANDICAPPED CAREER CENTER; (6) CAREER EDUCATION FOR SCHOOL DROPOUTS; (7) CAREER GUIDANCE SERVICES; (8) CAREER PLACEMENT, JOB PLACEMENT, AND FOLLOWUP; (9) VOCATIONAL YOUTH ORGANIZATIONS; (10) STAFF DEVELOPMENT--CAREER EDUCATION; (11) PUBLIC INFORMATION AND COMMUNICATION; AND (12) POSTSECONDARY CAREER TRAINING. DESCRIPTIONS AND PROCESS AND PERFORMANCE OBJECTIVES ARE GIVEN FOR EACH COMPONENT. RESPONSES OF TEACHERS AND STUDENTS TO VARIOUS ASPECTS OF THE PROGRAM ARE SUMMARIZED IN TABULAR FORM. APPENDIXES PRESENT THE INSTRUMENTS USED FOR TEACHER RATING OF CAREER AWARENESS, ELEMENTARY STUDENT RATING OF SELF-AWARENESS AND CAREER AWARENESS, AND JUNIOR AND SENIOR HIGH STUDENT AND TEACHER QUESTIONNAIRES REGARDING THE GUIDANCE AND CAREER INFORMATION CENTER. (AUTHOR/KH)

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102 170

SECOND YEAR EVALUATION REPORT

DES MOINES COMPREHENSIVE CAREER EDUCATION CURRICULUM PROJECT

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PREFACE

The present report is designed to document the results compiled through the implementation of evaluation activities during the 1974-75 school year operation of the Comprehensive Career Curriculum in the Des Moines Independent Community School District. Evaluation results will be reported for both performance and process objectives.

This report is the product of the second year of the cooperative endeavor between the project personnel in the Des Moines Independent Community School District and Multi-Media Associates, Inc., to implement a comprehensive and systematic evaluation plan. The results represent a basis for decision-making regarding future career education activities within the Des Moines schools.

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CHAPTER 1

INTRODUCTION

The Comprehensive Career Curriculum Project provides for the continued development, implementation, and evaluation of career education in the Des Moines Independent Community School District. This project includes services for all youth in the City of Des Moines. The program implemented in the schools provides career awareness activities in the pupils' early years, career exploration activities in the middle years, and in-depth exploration, as well as vocational education, as the student approaches graduation or makes plans to continue his education in a post-secondary institution. Other project components provide services that enhance the student's opportunity to make career decisions and secure employment.

Needs for the program were documented from studies dating from 1968 to 1971. In 1968 the Des Moines Independent Community School District initiated a study of the need for better vocational education programming with the formation of a staff study committee. The findings of that group, along with priority statements of national groups, indicated a need for more intensive study.

In July 1971, a city-wide general advisory committee on career education was formed. After ten months of intensive study that committee made its first report to the Board of Education in May 1972. In this report specific recommendations relative to the development and implementation of career education, grades K-12, were made.

In addition, a special committee to study career education at the elementary level (K-6) was formed. As a result of its recommendation, a pilot program for elementary career education has been developed and implemented.

The Community Development Agency, an outgrowth of Model Cities, has included career education in the schools as the high priority need in the city. Its funds are assisting the school district in accomplishing some career education goals.

In addition to the work of local study groups, the National Advisory Committee on Vocational Education, along with nationally prominent educators, has identified a need for career education and guidance services.

As a result of these investigations, the following district needs for career education and services are presented.

1. There is a need in Des Moines schools to relate the pupil's educational program to his personal goal of economic independence.
2. Vocational education programs are a culminating part of career education for some pupils, and those programs should enhance the pupils' job opportunities and further training.
3. Severely handicapped pupils in Des Moines need the opportunity to work and to feel that they are productive members of society.
4. There is a need in Des Moines to provide career training for youth who have dropped out of school.
5. There is a need in Des Moines schools to improve the quality of pupil guidance programs as those programs relate to careers and employment and to provide placement in jobs or in further training for all people leaving the institution.
6. Vocational education programs need to develop more positive attitudes toward employment.
7. Des Moines schools need to bring about changes in instruction through staff development activities.
8. The Des Moines school district needs to inform the total community about career education and enlist its support in the development and implementation of programs.
9. There is a need for articulation between programs in the elementary and secondary schools and those of the post-secondary institutions.

To meet these needs the Comprehensive Career Curriculum Project was developed.

The Comprehensive Career Curriculum Project provides for the continued development, implementation, assessment, and refinement of career education, grades K-12, in the Des Moines Independent Community School District. This project has been implemented in a somewhat different manner from many federally funded projects. Rather than hiring a staff for the immediate implementation of the project, the district chose to utilize district staff and to employ in addition only a career education resource specialist to assist in implementing the project. This decision required the project personnel to become facilitators. Their major responsibilities related to the development of procedures for the involvement of other district personnel (central office and local building) so that they would become aware of career education, comprehend the concept as originally developed by the Des Moines schools, and be the initiators of the project. This approach, while possibly slowing the implementation process, certainly has merit when viewed for long-range results. Many federal projects hire staff to implement the project, but, when the federal dollars are terminated, the staff has to be reassigned and very little is left of the project. The approach of the Comprehensive Career Curriculum Project provides for developed expertise within district funded positions and developed activities to become, initially, an integral part of the regular school program.

In developing such a project, special emphasis has been placed on staff development and on the development of career content materials. Initial curriculum development workshops were scheduled during the first summer with continued input during the first year of implementation. The workshops continued during the second summer for modification and additions of content.

In writing the original project application, the philosophical approach of the project serving as a facilitator, with local implementation responsibilities, was incorporated through the stated performance and process objectives. The

personnel responsible for the implementation of activities ranged from building teachers and principals to many district central office personnel.

For the initial two-thirds of the first project year, the project director assumed all the "facilitating" responsibilities of the project. Beginning in March an elementary career education resource specialist was employed and assumed the major "facilitating" responsibilities of the elementary schools' career education activities. During the summer after the first project year, the original elementary career education resource specialist was promoted to an elementary principal and a new person was hired for the position.

This position was filled in January 1975, and the person worked with the elementary program, while the project director worked with the junior and senior high school personnel.

Because of the magnitude of the facilitating responsibilities and the original desire that a successful project should be implemented from locally funded positions, the following communication pattern (Figure 1) was established during the latter part of the 1973-74 school year and was implemented during the 1974-75 school year for the elementary schools.

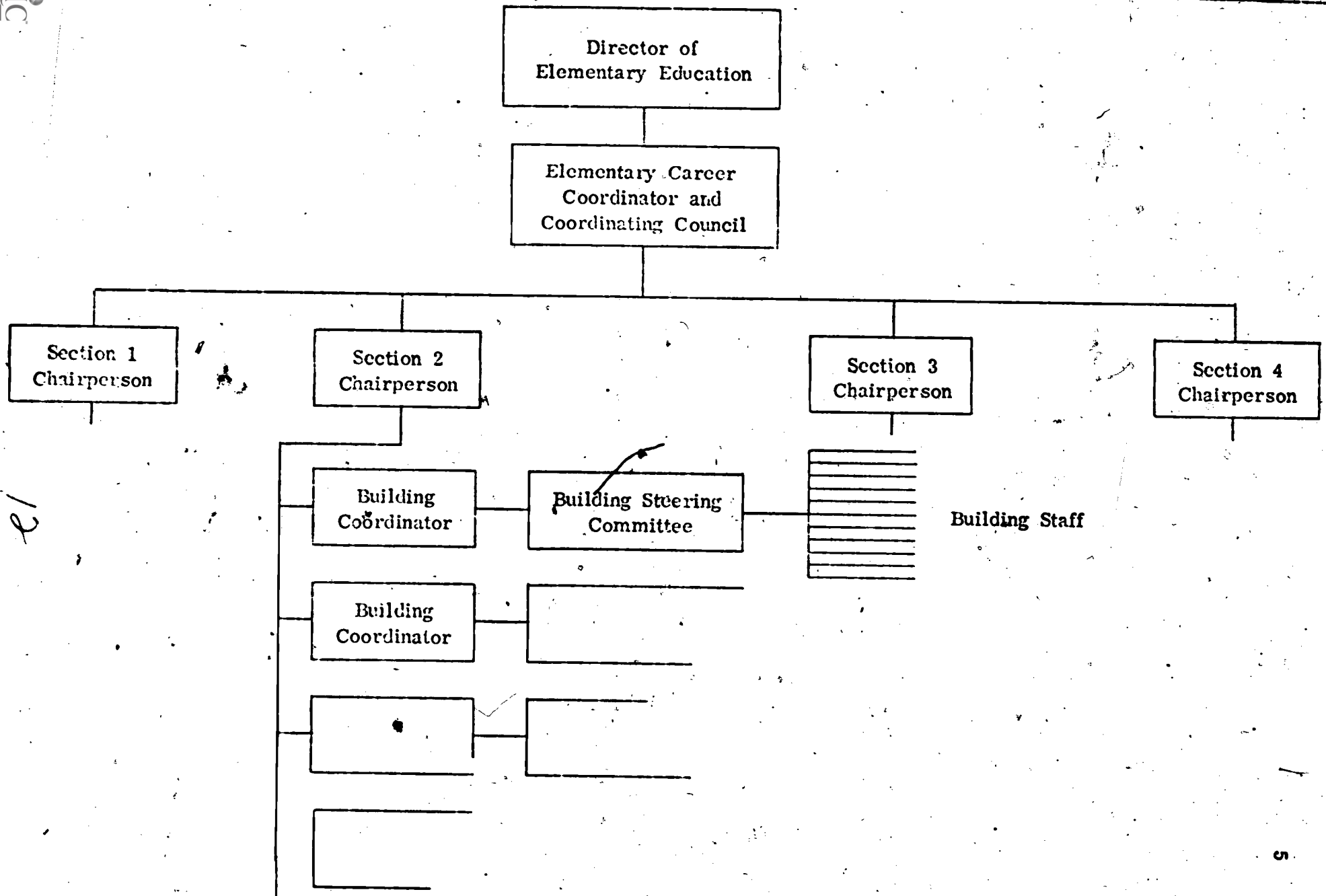

FIGURE 1

ELEMENTARY CAREER EDUCATION SECTIONS

The Des Moines Independent Community School District was divided into four sections. Within each section there are approximately eight to fifteen elementary schools. From each building staff a building coordinator for career education was chosen. The building coordinators comprise the section career education committee. From this committee, a chairperson was chosen who serves on the district level career education committee. Functionally, the career education committee within each school is responsible for designing career education activities at the building level. At the section level, building ideas are shared and disseminated to all buildings within that section. The district career education committee is then responsible for sharing intersection activities and disseminating this information within the sections and back to the individual schools. This plan was implemented during the 1974-75 school year.

Owing to the magnitude of the implementation process from "within," not as many activities were implemented during the 1974-75 school year as had been originally planned in the proposal. The implemented activities will be outlined under the documentation of the appropriate performance and process objectives within the specified project components.

In addition to the listed performance and process objectives within the twelve project components, much time was also devoted to related areas but areas not specified in the evaluation plan. These areas included:

1. Business Education Alliance

   Planning occurred during the year between business and education groups in relation to the Business Education Alliance. Inactive partners, matched schools, and businesses were contacted, and new programs were planned. In addition, some reassignments were made and new volunteers were matched.

2. "Career Expo"

   Project personnel worked with the West Des Moines Junior Chamber of Commerce in the development of "Career Expo" during

the 1974-75 school year. This exposition was sponsored during the National Vocational Education Week. Approximately 90 exhibits were developed and 7000 students attended. This was an increase of approximately 30 exhibits and 3500 students from the previous year. Initial planning for 1976 was begun.

3. Des Moines Printing House Craftsmen

During the national printing week in January, tours were set up for all students in the nine junior high schools involved with the career cluster of communication and media. Groups toured a minimum of two businesses in the morning; lunch was served at the Des Moines Technical High School followed by a tour of the Technical High School facilities in the afternoon. Two printing craftsmen, who accompanied each busload of students on the tour, explained the technical aspects as they toured the businesses.

4. Proposal Development

One proposal related to career education was developed in cooperation with Drake University, and the National Alliance of Businessmen. The proposal was for a 20-hour workshop for decision makers of career education programs. Approximately one-half of the participants were business people while the remaining were school administrators.

In addition, four proposals developed to further aspects of the present career education program, were submitted to the U.S. Office of Education by the Des Moines school district. The proposal on Improving Communication for Career Education in Des Moines was approved by the U.S. Office of Education.

5. Executive Internship

The project staff cooperated with the participants in the executive internship program during both the first and second semesters of the 1974-75 school year.

6. Development of Mini-Grants

The project staff assisted individual teachers at both the elementary and the junior high school level in developing mini-grant proposals related to career education during the 1974-75 school year.

7. Career Education In-Service

The project staff provided in-service training, in addition to the Des Moines career education project, to two school districts within the state and to three school districts outside the state.

8. Career Education Mini-Conference in Washington, D.C.

The project staff represented one of 250 school districts attending a career education mini-conference in Washington, D.C., during the 1974-75 school year.

9. Participation in Regional Teacher Education Workshops Related to Career Education

The project staff attended and presented the Des Moines Career Education Program to regional teacher educators during the 1974-75 school year. These regional conferences were in Stillwater, Oklahoma, and in Salt Lake City, Utah.

CHAPTER 2

EVALUATION RESULTS

Component 1 - Career Education Program - Elementary School (K-6)

Component Description

The elementary career education program has been operational since the 1972-73 school year. During the 1974-75 program all schools except 15 were involved in some phase of the program. The remaining 15 schools will become involved in the program during the 1975-76 school year.

In addition to the regular elementary school program, project instructional goals were made available to staffs serving the educational mentally retarded pupils, the trainable mentally retarded pupils, and the physically handicapped pupils. Representatives from selected parochial schools also participated in program activities.

Performance Objectives

Performance Objective #1a

By the end of the 1973-74 project year, the elementary students participating in the project will demonstrate knowledge of a minimum of 75 percent or more of the activities relating to careers involved in the production of a specific good or service, as measured by the Elementary Teacher Rating Form for Career Awareness.

Data Presentation

Teachers completed the Des Moines Elementary Teacher Rating Form for Career Awareness for documentation of students' participation in and knowledge of selected career education experiences. Participating teachers recorded a minimum of five career related experiences each quarter. Briefly on the form, the teacher described the career education experiences and indicated

whether performance objectives were included in the plan for implementation of the career experience. In addition, the related subject area and the number of students involved in the activity was specified. The teachers also recorded the type or procedure of evaluation as well as a rating (percentage) of group attainment related to the stated expectation for that activity. A copy of the recording instrument is included in Appendix A.

TABLE 1

A SUMMARY OF THE DES MOINES ELEMENTARY TEACHER RATING FORM FOR CAREER AWARENESS

School	Number of activities	Number of students	Percentage of students attaining criterion*
King	8	850	--
Lovejoy	5	880	93
Wright	4	205	82
Lucas	6	167	97
Granger	5	396	--
Findley	11	351	--
McKee	10	226	85
Cowles	5	105	95
Stowe	7	361	--
Brooks	10	662	89
Woodlawn	11	609	93
Burlap	10	211	87
Studebaker	7	434	88
Washington	11	303	--
Ft. Des Moines	10	263	--
Howe	25	1948	88
Willard	9	848	--
Catfell	9	321	85
Phillips	12	270	94
Pleasant Hill	14	1557	96
Douglas	9	559	--
Hook	7	166	96
Monroe	9	478	--
Madison	9	362	97
Mitchell	8	239	90
Jackson	9	968	--
Greenwood	10	347	79
Hubbell	5	100	97
Wallace	14	782	--
Samuelson	9	194	82
Moore	4	123	--
Oak Park	8	228	--
Garton	4	---	--
Mann	7	537	--
Hillis	13	507	--

*Criterion specified separately for each activity by teacher.

Conclusion

Thirty-five schools submitted data related to students' knowledge of selected career experience. Individual teachers developed the criterion for expected attainment for each experience. The percentage of students meeting and/or exceeding these criteria was reported and generally averaged above 80 percent of the students. The magnitude of activities and the number of students involved certainly contributed to the contention that performance objective #1a was met.

Performance Objective #1b

> By the end of the 1973-74 project year, the elementary students participating in the project will know, by selecting from a list of careers prepared by the teachers, five or more careers related to each student's identified characteristics, as measured by the Elementary Student Rating Form for Self-Awareness.

Data

The Des Moines elementary students responded to two parts of the Elementary Student Rating Form for Self-Awareness during the late spring of 1975. One part of the instrument presented 20 activities involving all aspects of involvement with things and people. Opposite each item the students checked whether they would like to do this "Most of the time" or "Almost Never." On the back of the response sheet the 15 occupational clusters were listed, followed by five or six careers for each cluster. Students circled five or more careers they were interested in. (See Appendix B.)

Table 2 presents the average response by grade level across all schools for each item on the "What I Like to Do" section of the instrument. Table 3 presents the total tallies related to specific occupations for each career cluster. The data in Table 3 have also been summarized by grade level.

TABLE 2

GRADE LEVEL SUMMARY RESPONSES RELATED TO SELF-AWARENESS QUESTIONNAIRE

What I Would Like To Do	Percentage of student responses							
	Grade 3		Grade 4		Grade 5		Grade 6	
	Most	Never	Most	Never	Most	Never	Most	Never
1. I like to read.	79	21	100	0	85	15	60	40
2. I like to help other people.	90	10	100	0	85	15	91	9
3. I like to write stories and poems.	52	48	61	39	45	55	48	52
4. I like to work with numbers.	42	58	90	10	62	38	67	33
5. I like to sing and/or play an instrument.	74	26	62	38	78	22	55	45
6. I like to work with other people.	91	9	96	4	81	19	85	15
7. I like to work with my hands.	90	10	96	4	99	1	85	15
8. I like to participate in sports.	90	10	78	22	91	9	62	38
9. I like to write letters to people.	58	42	52	48	50	50	43	57
10. I like to draw pictures and do other art projects.	94	6	97	3	85	15	78	22
11. I like to solve my own problems without having help from others.	52	48	79	21	63	37	60	40
12. I like to work and play outdoors.	95	5	100	0	98	2	97	3
13. I like to do science projects.	69	31	66	34	64	36	59	41
14. I like to stay indoors to work and play.	17	83	28	72	22	78	25	75

TABLE 2 (continued)

GRADE LEVEL SUMMARY RESPONSES RELATED TO SELF-AWARENESS QUESTIONNAIRE

What I Would Like to Do	Percentage of student responses							
	Grade 3		Grade 4		Grade 5		Grade 6	
	Most	Never	Most	Never	Most	Never	Most	Never
15. I like to plan my own schedule for completing my work.	62	38	72	28	80	20	85	15
16. I like to work with machines.	67	33	71	29	66	34	65	35
17. I like to learn about other people.	77	23	96	4	75	25	67	33
18. I like to be the chairperson of committees.	72	28	72	28	68	32	43	57
19. I like to work alone.	60	40	50	50	66	34	40	60
20. I like to do new and different things.	97	3	96	4	98	2	98	2

TABLE 3

GRADE LEVEL SUMMARY RESPONSES RELATED TO SELF-AWARENESS QUESTIONNAIRE

Careers	Summary Table Grade 3 N	4 N	5 N	6 N
Fisherman	3	1	6	6
Skin Diver	4	5	12	8
Marine Biologist	1	2	--	4
Motorboat Mechanic	3	1	2	2
Bait Shop Owner	1	1	2	1
Store Owner	2	1	4	2
Salesclerk	2	2	5	4
Advertising Artist	2	--	8	3
Warehouse Storeclerk	1	--	--	1
Delivery Person	1	--	2	1
News Reporter	2	5	3	7
T.V. Repairman	1	2	4	2
Newspaper Editor	1	--	--	1
Disc Jockey	--	--	3	9
Telephone Operator	3	6	2	7
Accountant	--	--	1	1
Computer Operator	--	--	--	2
Secretary	4	6	4	8
Office Manager	1	1	1	3
Office Machine Operator	4	1	--	2
Artist	12	7	20	9
Actor or Actress	4	2	11	9
Singer	2	6	10	6
Musician	--	--	5	2
Writer	2	1	5	2
Professional Sports Player	7	2	23	17
Ski Instructor	2	1	2	2
Travel Agent	--	1	1	2
Waiter or Waitress	3	3	5	6
Hotel Manager	1	2	4	4
Teacher	9	8	16	12
Minister	1	1	2	--
Policeman/Policewoman	9	6	16	4
Lawyer	1	4	10	6
Mail Carrier	1	1	--	1
Architect	1	1	6	4

TABLE 3 (continued)

GRADE LEVEL SUMMARY RESPONSES RELATED TO SELF-AWARENESS QUESTIONNAIRE

Careers	Summary Table Grade 3 N	4 N	5 N	6 N
Engineer	1	--	--	2
Construction Worker	2	--	1	3
Brick Layer	1	--	1	3
Plumber	--	--	--	1
Store Manager	1	1	--	1
Salesperson	--	1	--	2
Dry Cleaner	--	1	--	--
Social Worker	--	2	2	3
Play Ground Supervisor	4	--	2	3
Draftsman	--	--	--	--
Chemist	1	3	6	2
Assembly Line Worker	--	2	--	--
Plant Foreman	--	--	2	2
Computer Programmer	3	1	2	1
Geologist	1	3	--	2
Civil Engineer	--	--	--	1
Landscaper	--	1	1	1
Soil Conservationist	--	--	--	--
Miner	--	1	2	--
Hair Stylist	5	5	7	7
Pet Shop Salesperson	6	3	10	7
Physical Therapist	--	1	2	1
Sport Shop Owner	1	4	7	5
Chauffeur	--	--	1	1
Fish and Game Warden	--	2	5	9
Forest Ranger	4	3	10	6
Farmer	1	2	6	5
Veterinarian	3	5	17	11
Butcher	--	1	--	--
Ambulance Driver	3	1	2	1
Doctor	3	3	8	6
Nurse	7	9	9	13
Dietitian	--	--	--	--
Hospital Administrator	--	--	--	--
Pilot	6	3	8	10
Meteorologist	--	--	--	1

TABLE 3 (continued)

GRADE LEVEL SUMMARY RESPONSES RELATED TO SELF-AWARENESS QUESTIONNAIRE

Careers	Summary Table			
	Grade			
	3	4	5	6
	N	N	N	N
Truck Driver	4	3	11	11
Service Station Attendant	1	--	--	--
Auto Mechanic	3	1	10	6
Reservation Clerk	--	1	1	1
Fishkeeper	1	--	--	--
Carpenter	1	--	--	--
Space Technician	1	--	1	--
Avon Lady	1	--	--	--
Taxi Driver	1	--	--	--
Racer	1	--	--	--
Coach-Manager	--	1	--	--
Gymnast	--	1	--	--
Painter	--	1	--	--
Welder	--	1	--	--
Astronomer	--	1	--	--
Stewardess	--	2	1	1
Drummer	--	--	1	--
Fireman	--	--	2	--
Housekeeper	--	--	1	--
Zoologist	--	--	--	1
Crisis Center	--	--	--	1
Dancer	--	--	--	1
Judge	--	--	--	1
Electrician	--	--	--	1

Conclusion

Data presented in Table 2 indicate general areas that students "like to do most of the time" and areas students "never would like to do."

Generally, students in grades three and four responded more favorably to items related to the language arts/reading area than students in grades five and six. This pattern of responses related to mathematics/science or to music/art did not seem to vary significantly across the grade levels. In both cases the majority of the responses were favorable with the art/music categories receiving a slightly greater indication of involvement than the content areas of mathematics and science.

Students responded very favorably ($>$ 80 percent) to questions related to helping and working with other people. This percentage remained high ($>$ 65 percent) when the student's responded to questions about other people. Activities related to independence were also viewed favorably, although the percentage involved generally was between 50 and 80 percent. Statements related to leadership also produced interesting data. The responses seemed to indicate that the students wanted to work with others and have responsibilities, but wanted to share these responsibilities with others.

Students were not overwhelmingly enthused about sports but certainly positive. However, students did indicate that they preferred to work and play outdoors rather than indoors.

Table 3 presents data indicating the number and percentage of students selecting each occupation. The wide dispersion of choices indicates that elementary children are in the awareness stage of career development and that their interests vary considerably. Such data should be useful if examined by classroom teachers for planning classroom and individual activities.

Process Objectives

Process Objective #1.1

By July 1, 1975, the project evaluator will prepare and submit to the Des Moines Carreer Education Project an evaluation report relating to the project's performance and process objectives as evidenced by the submitted report.

Documentation

The materials herein comprise the submitted evaluation report related to the project's performance and process objectives.

Process Objective #1.2

By August 1973, the nine pilot schools will have a working copy of a career education compendium of activities that contains:

a. District career education goals by grade level
b. At least one activity with related materials and instruction by subject for each activity
c. Assessment procedures

as evidenced by the printed compendium.

Documentation

Process objective #1.2 was completed during the summer of 1973, pilbted, and revised during the summer of 1974. Further refinement will be completed during the summer of 1975.

Process Objective #1.3

By May of each project year, elementary teachers in project schools developing career education instructional plans will have included career education objectives in at least 75 percent of the individual teacher plans as evidenced by the lesson plans.

Documentation

Table 1 presents a summary of teacher ratings related to students' exposure to career experiences. On the individual form submitted by teachers, the question of inclusion of objectives was asked. Teachers included objectives in 100 percent of the cases in which they were responsible. Only in those cases in which volunteers presented materials were objectives not submitted. It is noted, however, that in the examples of the objectives submitted by many teachers, the consistency of form and intent was not as high as it might be.

Component 2 - Career Education Program - Junior High School (7-9)

Component Description

Curriculum materials were developed and completed for the junior high school level during the summer of 1973. The materials were duplicated during the fall of 1973, were partially implemented in the participating junior high schools during the school year 1973-74, and were field tested in participating junior highs during 1974-75.

Six junior high schools participated on a first year basis during the 1974-75 school year. These six schools joined the three existing schools.

The distribution of all career materials to the schools proved to be a major problem. Utilizing the concept of a small central office staff placed a heavy typing load on the limited staff, thus causing delays in many of the products reaching the schools for field testing.

The junior high school program focused primarily, during the 1974-75 school year, on organizational procedures and the development and field testing of specific implementation procedures. In addition to developing organizational procedures, each school was allocated a specified amount of money to spend for career education. These monies were generally spent for software materials and areas that involved no recurring costs. New schools scheduled to be in the program during the 1975-76 school year began monthly organizational meetings during the spring of 1975.

Committees of junior high school teachers were scheduled to revise five of the career clusters piloted during the summer of 1975. In addition, this committee was assigned the task of including more activities and resources in each cluster.

Performance Objectives

Performance Objective #2

By the end of the 1973-74 project year, the junior high students participating in the project will demonstrate

knowledge of careers in one or more occupational clusters by correctly matching ten or more careers with their description including skills required, as measured by the Junior High School Rating Form for Career Exploration.

Data

The Junior High School Rating Form for Career Exploration was developed during the 1973-74 school year and evaluated by junior high school teachers during the summer of 1974. Expressed concerns resulted in the continuation of review and development during the 1974-75 school year. The instrument is scheduled for completion during the summer of 1975, with field testing during the fall of 1975. No data were collected on a systematic basis during the 1974-75 school year.

Process Objectives

Process Objective #2.1

During the summer of 1973, the project director will coordinate curriculum teams of selected teachers, administrative staff, and representatives from business and industry to develop a course of study for junior high school in six of the fifteen occupational clusters of the U. S. Office of Education that contain:

a. Concept and objectives by the various career levels in each cluster
b. At least one activity for each career level objective that includes two or more of the following: classroom learning experiences, simulated career experiences, laboratory experiences
c. Assessment procedures for each activity as documented by the developed course of study

Documentation

The initial material development was completed during the summer of 1973. All elementary schools, junior high, and senior high schools have copies of these materials.

Curriculum development continued during the summer of 1974. On the basis of data reporting student interests, four more occupational clusters were developed. These clusters were consumer education and homemaking, health occupations, business and office occupations, and fine arts and humanities.

During the summer of 1975 curriculum development will be continued. This development will focus on the addition of more activities and resources, as well as on the revision of piloted materials developed in 1973.

Process Objective #2.2

> By February 1, 1974, and each proceeding year for the duration of the project, each project junior high principal will submit to the project director a plan for implementing at least four of the developed occupational clusters each year according to the needs and interests of the students as evidenced by the plan submitted.

Documentation

Each junior high school principal of a school participating in the career education project during the 1975-76 school year has indicated in writing how the school plans to implement the selected occupational clusters. These plans will be implemented early in the fall of 1975.

Component 3 - Career Education Program - Senior High School (10-12)

Component Description

In general, the thrust of the program at senior high school level is to develop in-depth exploration experiences of sub-clusters within the 15 occupational clusters described by the U.S. Office of Education. It is anticipated that pupils will explore several of the occupational clusters based on their career interests.

In the high schools, skill development will, for the most part, be attained through laboratory and/or cooperative work experience. Additional skill training experiences will be possible for pupils through an option to attend Des Moines Technical High School beyond the 9th grade on a full- or part-time basis.

High school programs will stress career experience outside the school on both volunteer and paid arrangements. The high schools will attempt to coordinate the in-school experiences of the pupil with any part-time work that he may do outside the school.

The plan for implementation in the senior high schools includes program development during the 1974-75 school year and the summer of 1975 with the implementation at two high schools in the 1975-76 school year. Continued program development and revisions will occur during the summer of 1976.

Performance Objectives

Performance Objective #3

> By the end of the second and third project years, the senior high school students participating in the project will comprehend with at least 75 percent accuracy one or more sub-clusters of the 15 occupational clusters as measured by teacher-diagnosed tests or exercises.

Data

The career education program at the senior high school level was initiated only on a limited basis during the 1974-75 school year. The focus of the program was on organizational and implementation procedures. No student data were collected. It is planned that data on a pilot basis will be collected during the spring of the 1975-76 school year.

Process Objectives

Process Objective #3.1

By April 1, 1974, a committee of selected teachers, counselors, and administrators, appointed by the Director of Secondary Education, will have developed the general goals and objectives for integrating career education in the curriculum of the high schools in Des Moines as evidenced by the developed goals and objectives.

Documentation

Initial meetings occurred during the spring of 1974 with the final product developed during the summer and fall. Further input will be collected from all participating high schools during the summer of 1975.

Process Objective #3.2

During the fall semester 1974, the project director will coordinate curriculum teams consisting of selected teachers, counselors, administrators, and representatives from business and industry to develop a study guide for specific sub-clusters within the selected occupational clusters, according to the needs and interests of high school students in Des Moines, to be used by the senior high project school as evidenced by the developed curriculum.

Documentation

Meetings were initiated with two senior highs during the fall semester of 1974 and continued during the 1974-75 school year. There was much debate and discussion related to the philosophy and goal of Career Education at the senior high level. Continued work is scheduled for the summer of 1975.

Process Objective #3.3

By January 1, 1975, and January 1, 1976, each project high school principal will submit to the project director a plan for implementing at least one sub-cluster program in four of the fifteen occupational clusters according to the needs and interests of their students as evidenced by the plan submitted.

Documentation

Plans for the 1975-76 school year have been submitted to the project director. Owing to the uncertainty of specific procedures for organization and implementation, the initial plans are general in nature.

Component 4 - Career Education Program - Technical High School (10-12)

Component Description

The Des Moines Technical High School is a specialized attendance center which offers vocational education in Agriculture, Home Economics, Health, Distributive Education, Office Education, and Trade and Industrial Education. Attendance is optional to all pupils within the district and is available on a tuition basis to pupils in adjacent school districts. Goals for Tech High include the updating of existing programs through the activation and use of advisory councils for curriculum revision and equipment replacement. New programs will be developed to complement the present school offerings. Programs in agriculture and health-related occupations have been developed. Related instruction will be updated and designed to support specific core-area programs.

Transportation was provided to and from the South Des Moines area. Because of a wide range of activities that interfered with scheduling, this activity was, however, not as successful as expected.

Our emphasis of career education for the 1974-75 school year was the identification of classroom and outdoor facilities that would assist the career areas implemented at this level.

Performance Objective

Performance Objective #4

By the end of the 1973-74 project year, students at Tech High at each grade level in four core areas will demonstrate their comprehension of skills, aptitudes, and attitudes necessary for employment by correctly identifying one or more careers

matching their own skills, aptitudes, and attitudes (self-assessment) with corresponding occupations requiring similar skills, aptitudes, and attitudes (teacher-prepared procedures).

Data

Instrument finalization for Tech High was not completed during the 1974-75 school year. Development problems were similar to those encountered at the regular high schools. Plans for the 1975-76 program include using a revision of the junior high or regular high school instrument after input from selected Tech High teachers. Data are scheduled to be collected during the 1975-76 school year.

Process Objectives

Process Objective #4.1

By April 1, 1974, the principal of Technical High School will submit to the project director a master plan for updating all existing programs and developing a minimum of two new programs, one of which will be in agri-business, as evidenced by the developed plans.

Documentation

A practical nurse program was implemented during 1973-74 and an agri-business program was developed and approved for the Des Moines Technical High School for 1974-75. These programs were continued and expanded in the school curriculum during the 1974-75 school year.

The nursing program has been developed so that students will be able to take the state board examination for the LPN certificate. It is noted that local hospitals have hired all girls in the program for part- or full-time work.

Process Objective #4.2

By June 1, 1974, the district administration will approve a plan for programming at Technical High School that will include:

a. Approved instructional goals

b. Authorized equipment purchases and disposal
c. Budget allocations
d. One new program related to the agri-business and one program in health occupations

as evidenced by approval by the district administration.

Documentation

Items a and b continue to be developed at the Des Moines Technical High School. Faculty members, curriculum writers, and advisory committee members continue to have input in these areas.

The Technical High School budget is part of the district uniform accounting system. During the 1975-76 school year a budget review committee will examine this area and make recommendations which will be documented in the report for next year. The agri-business and practical nurse programs were implemented successfully during the 1974-75 school year.

Process Objective #4.3

By August 1973, the Des Moines Independent Community School District will approve plans for a transportation system with the Des Moines Transit, or purchase buses to provide direct transportation sometime between September 1, 1973, and January 1, 1974, to Technical High School that will facilitate student travel from his area school on half-day basis or from his home to Technical High for a daily program as evidenced by the contract agreement between the DMICSD and DMT on the schedule of bus service provided by the district.

Documentation

The travel arrangements for the 1973-74 school year included routes between the south side of Des Moines and Technical High School. The Des Moines schools provided three school buses for this transportation.

The travel arrangements for the 1974-75 school year will be continued during the 1975-76 school year. This transportation was provided for the daily program.

Component 5 - Handicapped Career Center

Component Description

The Iowa Area Educational Agency serving Des Moines is responsible for all special education programs. The Des Moines school district has negotiated a contract with the local area educational agency to provide these services in the Des Moines school district.

Career education activities are scheduled to be included in all existing and all new special education programs.

Performance Objective

Performance Objective #5

By the end of the second and third project years, the handicapped students and educable mentally retarded students will demonstrate their comprehension of career potential by performance in school and in a sheltered workshop as measured by teacher-developed checklists.

Data

Due to the new formation of the Area Education Agencies no performance data were collected for the specified special education students during the 1974-75 school year.

Process Objectives

Process Objective #5.1

By December 31, 1973, the Director of Planning will file with the project director a master plan for a handicapped career center which includes:

a. Vocational assessment and evaluation
b. Sheltered workshop
c. Work experience
d. Job development
e. Evidence of cooperation and appropriate planning with service agencies who serve the handicapped

as evidenced by the submitted master plan.

Documentation

A special education needs assessment was completed for the Des Moines public schools during the 1973-74 school year. Progress toward completing the master plan for a handicapped career center is continuing, but the rate is slower than originally projected because of the newly formed Area Education Agency.

Process Objective #5.2

By April 1, 1974, an ad hoc committee, organized by the director of planning and development, will develop educational specifications for a handicapped career center as evidenced by the developed education specifications.

Documentation

Specifications for the handicapped center will not be finalized until the master plan for the center has been completed.

Component 6 - Career Education for School Dropouts

Component Description

The Des Moines Independent Community School District provides two centers at which school dropouts may pursue additional educational experiences and may graduate from high school. It is the district's goal to provide career education activities at these centers. These goals are being implemented through program development with respect to the 15 occupational clusters, as in the junior high and senior high schools. Work experience education programs have been emphasized. Additional career education services were provided through arrangements with Tech High School, the Area Community College, and occupational training programs in the private sector. Career evaluation and assessment services were available through the Career Evaluation Center at the Des Moines Area Community College.

Performance Objectives

Performance Objective #6

By the end of each project year, students enrolled in the Greater Des Moines Educational Center (south) will demonstrate their comprehension of self-characteristics and careers by matching one or more careers to their own description of self (Characteristics) as measured by the Greater Des Moines Educational Center Self-Awareness Scale.

Performance Objective #6a

By the end of each project year, students enrolled in the Greater Des Moines Educational Center (south) will demonstrate their knowledge of careers in one or more occupational clusters by correctly matching fifteen or more careers with their descriptions including skills required, as measured by Greater Des Moines Educational Center Rating Form for Career Knowledge.

Data

No performance data were collected for performance objective #6 and #6a during the 1974-75 school year. Initial evaluation procedures were developed but required review and revisions during the program year.

Process Objectives

Process Objective #6.1

By June 30, 1974, the Director of Secondary Education will include in the district budget cost center allocations for at least two drop-in centers as evidenced by the record of cost allocations in the district budget.

Documentation

Funds for two drop-in centers were included in the school district budget for the 1973-74 and 1974-75 school year. For the most part the designated project funds were used to purchase software materials. In addition to the software, a typing program was purchased which included the machine, cassettes, and filmstrips.

Process Objective #6.2

By December 1 of the second and third project year, the district coordinator of drop-in centers will file with the project director career education plans for at least one center that includes:

a. In-center instruction available to pupils related to five of the fifteen career clusters
b. Planned co-op experience for 25 percent of the pupils enrolled
c. Skill training related to three job clusters

as evidenced by the documented plans.

Documentation

Data related to process objective #6.2 have been collected and are on file with the project director.

Component 7 - Career Guidance Services

Component Description

A series of activities over the past few years led to the recommendations for the improvement of career guidance in the Des Moines Independent Community School District. A vocational guidance institute was conducted over a three-year period starting in 1968 to acquaint school counselors and administrators with entry level jobs in business and industry in the community. A guidance study started in 1970 revealed that the district might well make better use of guidance personnel through different organizational procedures. As a result of that study, the East Area Guidance Project was started in 1971. This program used differentiation of staffing to provide more comprehensive pupil services. The program provided vertical articulation of guidance services K-12. A community council was a component of the program. A goal of the school district was to proliferate this organization for career guidance throughout the district. The attendance areas selected for early implementation included those schools that serve the Community Development Agency's six prime service areas.

A second activity was the continuation and updating of the Career Interest Survey. This survey has been implemented as a joint effort with the Des Moines School District, Explorer Division of the Mid-Iowa Council of The Boy Scouts of America, and Polk County Board of Education. This survey was administered to students in grades 7-12 in all of Polk County. In the Des Moines School District this involved approximately 18,000 students. The computerized results of this information were used to assist junior and senior high counselors to design career education activities, field trips, resource speakers, etc., assist the students with their future educational planning, and provide a planning base for new program development. This survey, along with manpower needs data from the State Department of Public Instruction and State Employment Service, served as a basis for developing skill training programs within the district, as well as assisting counselors in designing specific career education activities for their students.

A third activity was the continued development of career information centers for career education materials within each of the 20 secondary schools. These centers were developed as each secondary school became involved in career education. The selection and use of instructional materials in these centers were based upon the requirements of career education programs and guidance services needed by school pupils.

A fourth category of activity involved group guidance activities to meet career needs. The student career interest survey provided the information that allowed the guidance staff to identify pupils with specific career interests. These pupils were then grouped together for educational activities to meet their needs. These activities included group guidance sessions, field trips, and meeting with appropriate resource persons or groups.

Performance Objectives

Performance Objective #7a

By the end of each project year, secondary students in participating project schools will respond positively

($\geq$ 60 percent) to the materials in the multi-media career information center as measured by a central office staff prepared standardized questionnaire.

Data

Students at both the junior high and senior high level responded to a questionnaire prepared by the central office staff and project evaluators. This questionnaire covered total involvement and involvement in each of four areas: career information and exploration, career testing, career planning, and career placement. Table 4 presents summarized data from the junior high schools and Table 5 presents similar data for the senior high schools. The standardized questionnaire is presented in Appendix C.

TABLE 4

JUNIOR HIGH SCHOOL SUMMARIZED RESPONSES TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

1. How many times did you use the Career Information Center during the school year?

   399 1-5 times 91 5-10 times 89 more than 10 times

2. Check the type of areas in the center that you used (a, b, c, d) and complete the matching areas in this questionnaire.

   a. 363 CAREER INFORMATION AND CAREER EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)
   b. 192 CAREER TESTING (interest, aptitude, attitude tests)
   c. 255 CAREER PLANNING (Has your use of the Career Information Center led to your discussion of career goals with other people?)
   d. 96 CAREER PLACEMENT (Using school placement services)

TABLE 4 (continued)

JUNIOR HIGH SCHOOL SUMMARIZED RESPONSES TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

A. CAREER INFORMATION

1. Did these materials assist you in making career decisions?

312 Yes 244 No

2. Which of the following materials was most beneficial? Please check.

213 a. filmstrips
87 b. cassette tapes
155 c. magazines
242 d. books
85 e. other (please identify)_____

3. After using materials in the Career Information Center, did you discover other career opportunities you were not aware of previously?

314 Yes 199 No

4. After using the materials in the Career Information Center, did you continue your investigation of career opportunities?

224 Yes 275 No

B. CAREER TESTING

1. Did these tests assist you in making career decisions?

165 Yes 231 No

2. Which of the following tests were most beneficial? Please check.

104 a. aptitude tests
167 b. interest tests
63 c. attitude tests
19 d. other (please identify)_____

TABLE 4 (continued)

JUNIOR HIGH SCHOOL SUMMARIZED RESPONSES TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

C. CAREER PLANNING

1. After visiting the Career Information Center, did you discuss the information with: (Please check more than one response if needed).

75	the counselor
132	teachers
181	your parents
233	students
65	other

D. CAREER PLACEMENT

1. Do you know that your school has a Youth Employment Counselor?

308 Yes 169 No

2. What types of services did you use? Please check.

59 a.	Rent-a-Kid Services (lawn mowing, snow shoveling, etc.)
44 b.	Part-time (short interval)
139 c.	Summer job
59 d.	Part-time (all year)
18 e.	Full time

3. Could the placement services be improved in your school?

183 Yes 224 No

TABLE 5

SENIOR HIGH SCHOOL SUMMARIZED RESPONSES TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

1. How many times did you use the Career Information Center during the school year?

173 1-5 times 7 5-10 times 6 more than 10 times

2. Check the type of areas in the center that you used (a, b, c, d,) and complete the matching areas in this questionnaire.

a. 112 CAREER INFORMATION AND CAREER EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)

b. 49 CAREER TESTING (interest, aptitude, attitude tests)

c. 69 CAREER PLANNING (Has your use of the Career Information Center led to your discussion of career goals with other people?)

d. 25 CAREER PLACEMENT (Using school placement services)

A. CAREER INFORMATION

1. Did these materials assist you in making career decisions?

88 Yes 57 No

2. Which of the following materials was most beneficial? Please check.

26 a. filmstrips
11 b. cassette tapes
47 c. magazines
81 d. books
26 e. other (please identify)_____

3. After using materials in the Career Information Center, did you discover other career opportunities you were not aware of previously?

91 Yes 33 No

TABLE 5 (continued)

SENIOR HIGH SCHOOL SUMMARIZED RESPONSES TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

4. After using the materials in the Career Information Center, did you continue your investigation of career opportunities?

63 Yes 56 No

B. CAREER TESTING

1. Did these tests assist you in making career decisions?

41 Yes 46 No

2. Which of the following tests were most beneficial? Please check.

20 a. aptitude tests
52 b. interest tests
10 c. attitude tests
3 d. other (please identify)_____

C. CAREER PLANNING

1. After visiting the Career Information Center, did you discuss the information with: (Please check more than one response if needed)

32 the counselor
23 teachers
57 your parents
45 students
11 other

D. CAREER PLACEMENT

1. Do you know that your school has a Youth Employment Counselor?

72 Yes 19 No

TABLE 5 (continued)

SENIOR HIGH SCHOOL SUMMARIZED RESPONSES TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

2. What types of services did you use? Please check.

10	a.	Rent-a-Kid Services (lawn mowing, snow shoveling, etc.)
16	b.	Part-time (short interval)
18	c.	Summer job
18	d.	Part-time (all year)
7	e.	Full time

3. Could the placement services be improved in your school?

38 Yes 47 No

4. If your answer to question #3 was Yes, please list your suggestions for improvement.

Conclusion

Information from the junior and senior high school questionnaires provided specific feedback to the personnel in charge of the Career Information Center. The data indicated a wide use but possibly not such an in-depth use of the center as planned. Each of the areas were responded to and future planning in these areas should reflect this feedback.

Performance Objective #7b

By the end of each project year, teachers in participating secondary project schools will respond positively (≥ 60 percent) to the type of materials in the career information center as the materials relate to the teacher's subject areas as measured by a central office staff prepared standardized questionnaire.

Data

Information related to performance objective #7b was collected from teachers in both the junior high and senior high schools. Table 6 presents the summarized data for the junior high school teachers, and Table 7 presents the summarized data for the senior high school teachers. The questionnaire used to collect the responses is included in Appendix D.

TABLE 6

SUMMARIZED RESPONSES OF JUNIOR HIGH SCHOOL TEACHERS TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

1. Are you aware of the multi-media career information center in your school?

160 Yes 14 No

2. Please check the goal area in which you recommended material for the Career Information Center.

92 CAREER INFORMATION AND EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)

10 CAREER TESTING (interest, aptitude, attitude tests)

36 CAREER PLANNING (discussion of career goals with other people)

6 CAREER PLACEMENT (using school placement services)

51 CAREER MOTIVATION (promotes student interest in career exploration)

3. Are the materials you recommended for the Career Information Center now in the Center? Please check.

Yes	Area	Don't Know
72	Career Information	32
7	Career Testing	30
30	Career Planning	26
8	Career Placement	29
37	Career Motivation	27

4. Did you make student assignments to the Career Information Center?

44 Yes 102 No

a. Were assignments on individual basis?

38 Yes 42 No

TABLE 8 (continued)

SUMMARIZED RESPONSES OF JUNIOR HIGH SCHOOL TEACHERS TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

b. Were assignments to total class?

29 Yes 46 No

5. If so, were the assignments in conjunction with one or more of your lesson plans?

40 Yes 35 No

6. In what areas have you assigned materials for students to utilize? Please check.

60 Career Information
3 Career Testing
29 Career Planning
10 Career Placement
33 Career Motivation

TABLE 7

SUMMARIZED RESPONSES OF SENIOR HIGH SCHOOL TEACHERS TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

1. Are you aware of the multi-media career information center in your school?

91 Yes 8 No

2. Please check the goal area in which you recommended material for the Career Information Center.

19 CAREER INFORMATION AND EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)

14 CAREER TESTING (interest, aptitude, attitude tests)

10 CAREER PLANNING (discussion of career goals with other people)

5 CAREER PLACEMENT (using school placement services)

15 CAREER MOTIVATION (promotes student interest in career exploration)

3. Are the materials you recommended for the Career Information Center now in the Center? Please check.

Yes	Area	Don't Know
17	Career Information	19
8	Career Testing	22
15	Career Planning	15
11	Career Placemcht	20
11	Career Motivation	21

4. Did you make student assignments to the Career Information Center?

20 Yes 66 No

a. Were assignments on individual basis?

21 Yes 34 No

TABLE 7 (continued)

SUMMARIZED RESPONSES OF SENIOR HIGH SCHOOL TEACHERS TOWARD THE GUIDANCE AND CAREER INFORMATION CENTER

b. Were assignments to total class?

20 Yes 66 No

5. If so, were the assignments in conjunction with one or more of your lesson plans?

17 Yes 41 No

6. In what areas have you assigned materials for students to utilize? Please check.

18 Career Information
2 Career Testing
12 Career Planning
5 Career Placement
13 Career Motivation

Conclusion

Information in Table 6 and Table 7 indicates that over 90 percent of all the teachers were aware of the career information center but less than half of the teachers made assignments that required use of the materials in the center. It was noted, however, that from 25 to nearly 50 percent of the assignments made to the center were in relation to a content area lesson plan and not as an unintegrated task.

Process Objectives

Process Objective #7.1

By the end of each project year, project elementary teachers in one or more prime service areas with the assistance of elementary career education program specialists will have developed career education activities for students with educational, socioeconomic, and/or physical handicaps as evidenced by the submitted plans.

Documentation

The sharing of teacher ideas has been accomplished through the organizational structure for career education in the elementary schools. Teachers share ideas at the school level through building meetings. Building representatives meet within areas, share, and return to their buildings to disseminate the ideas. This procedure also occurs at the district level when area representatives meet. In addition, many area meetings were related to the exposure and sharing of one major theme.

The elementary career education specialist worked individually with the participating schools and teachers to assist in the implementation of career activities. The Project also sponsored a workshop during August to assist teachers in the development of career education activities.

Process Objective #7.2

By September 1, 1974, the guidance supervisor will provide all junior and senior high school counselors Career Interest Survey booklets as evidenced by the number of booklets sent to the junior and senior high school counselors.

Documentation

All booklets were distributed to the junior and senior high schools early in the fall of 1974.

Process Objective #7.3

Prior to the administration of the Career Interest Survey, the Pupil Service Coordinator at each junior and senior high school will submit a plan to the project director for implementing career education activities using the results of the Career Interest Survey as evidenced by the submitted plans.

Documentation

Plans were submitted by the junior high schools in the fall of 1973, and by the senior high schools in the spring of 1974. The submitted plans were informal and were related to the needs of the individual schools.

During the 1974-75 school year the plans continued in the informal stage of development. Continued communication between the project director and the counselors has occurred but no final plans have been made.

Process Objective #7.4

During June, July, and August 1974, the Supervisor of Guidance, assisted by a selected group of junior and senior high school counselors, will develop a Career Activities guide which will include:

a. Descriptions of field trips
b. Names of career resource people
c. Names of career reference material
d. Miscellaneous activities that have been successful in providing junior and senior high students experience in careers

as evidenced by the developed guide.

Documentation

Process objective #7.4 was rescheduled for the fall of 1974. Informal guidelines have been developed. Continued work is required for process objective #7.4 before the objective can be considered attained.

Process Objective #7.5

By December of each project year, junior and senior high school principals involved in the project, assisted by their

counselors and librarians, will submit to the project director plans for establishing a career information center in each school's media or library center as evidenced by the submitted plans.

Documentation

Process objective #7.5 has been met. Plans have been submitted to the project director. In several cases such plans involved remodeling of facilities.

Component 8 - Career Placement, Job Placement, and Follow-up

Component Description

In 1970, the Des Moines Independent Community School District started a "career placement and follow-up program." The program originally proposed to place Tech High pupils or graduates in part-time or full-time entry level careers. It is a goal of the district to extend these services to the total district and assure that every student who leaves the institution is placed in a job or in continuing education programs. In addition, the service assists school pupils in finding summer employment and part-time work.

In order to coordinate these services for the entire district, it was necessary to develop a "career placement center." This center provides the services listed above along with identifying and filling job opportunities that are available in the community. The services of the center are available to pupils while they are enrolled in the school, upon graduation, and for a period of time after graduation.

The successful continued development of career education programs and career guidance activities are contingent upon information derived from former recipients of the services. Another function of the career placement center is to conduct a follow-up survey each two years. This survey includes all graduates of Tech High School and other vocational programs in

the district. It also includes a random sample of all other pupils who have left the school district through graduation or who have dropped out of school. This information, along with information available from the Department of Public Instruction, is used to update training and guidance programs in the district.

Process Objectives

Process Objective #8.1

By April 1971, the Director of Planning and Development will submit a plan for permanently moving the Career Placement Center from Tech High School to a more appropriate location to serve the total district, as evidenced by the plan relating the new Career Placement Center.

Documentation

After due consideration of the location of the Career Placement Center, the Superintendent of Schools made the decision that the Career Placement Center would remain in Des Moines Technical High School.

Process Objective 8.2

During each project year, the Career Placement Center Coordinator assisted by the respective satellite offices will serve secondary students seeking full-time or part-time employment as evidenced by the documentation of the career placement center records.

Documentation

The Career Placement Center has compiled records for all full- and part-time employment secured during the program year. These data are available from the center.

Process Objective 8.3

During the second and third project years, the Career Placement Center Coordinator will conduct a follow-up survey on a sampling of all secondary students (graduates and non-

graduates) every two years for ten years to determine the career in which the student is employed plus additional information determined beneficial for improvement of curriculum as evidenced by the follow-up results.

Documentation

Initial planning has occurred with no final decisions made as to the scope of the involvement of the central office staff in process objective #8.3. Further meetings will be scheduled. No data were available by the end of the second project year.

Process Objective #8.4

By January 1974, the Director of Planning and Development will submit plans for maintaining and operating the Career Placement Center to the U.S. Department of Labor and other appropriate agencies for finding assistance as evidenced by the submitted plans.

Documentation

Process objective #8.4 has been eliminated as stated. The school district is financing the Career Placement Center.

Process Objective #8.5

By June 30, 1974, the Career Placement Center Coordinator will cause to be placed in jobs or training programs at least 75 percent of the pupils seeking employment who terminated their education during the school year, as evidenced by Career Placement Center records.

Documentation

All records related to placement are available from the Career Placement Center office. Summaries of such records support attainment of process objective #8.5.

Component 9 - Vocational Youth Organizations

Component Description

During the past few years, pupils enrolled in career programs in the Des Moines schools participated in only a part of the available youth organizations for careers. These included DECA, OEA, and VICA. It is the goal of the district to expand the number of programs that pupils may participate in and improve the quality and number of organizations. In June of 1974 career education staff members developed handbooks for the organization and maintenance of youth organizations. Supportive efforts encouraged enrollment in these organizations and extended the activities and functions of such organizations during the 1974-75 school year. During the 1974-75 school year the Des Moines Chamber of Commerce assisted in developing a brochure related to the vocational youth organizations.

Performance Objective

Performance Objective 9

By the end of each project year, students in vocational programs will demonstrate application of leadership by the increasing number of students involved in student designed activities (use of 1973-74 as base) and by increasing the number of clubs being founded, as measured by youth organization records.

Data

The baseline results include:

Club	Number of students participating 1973-74	1974-75
DECA	90	187
OEA	72	125
VICA	125	165
FFA	0	25
	287	502

Student participation in activities designed for vocational programs increased nearly 75 percent during the 1974-75 school year when compared with student participation during the previous school year.

Process Objectives

Process Objective #9.1

During the summer of 1974, the project director, assisted by the vocational club advisors, will develop a guide outlining procedures for establishing and monitoring youth organizations as evidenced by the developed goals.

Documentation

The committee which completed the guide for vocational club advisors consisted of representatives from each of the five vocational youth organizations plus a representative from a junior high school. Sixty hours were scheduled to develop a brochure describing all youth organizations and a procedural guide for teachers to assist them in integrating youth activities in their classrooms. The Chamber of Commerce assisted in the development, printing, and distribution of this brochure.

Process Objective #9.2

By September 1, 1974, the project director will provide printed guides outlining procedures for establishing and monitoring vocational youth organizations to all district secondary schools as evidenced by the number of guides distributed to the district schools.

Documentation

Process objective #9.2 will be completed when the guides, process objective #9.1, have been developed. The guides were completed by September 1974; thus process objective #9.2 was attained.

Component 10 - Staff Development - Career Education

Component Description

Staff development activities related to the implementation of the project activities at the various levels: elementary, junior high, and senior high school. Up-date sessions occured during each summer for selected staff.

Staff development was emphasized at the local building level with cooperative ideas shared within sections at the elementary school level. In addition to the staff development within the project, many school staffs planned special staff sessions in relation to the district's schedule for staff development.

Performance Objective

Performance Objective #10

At the end of the pre-service workshop, the staff participating in career education staff development will demonstrate knowledge of activities for teaching career education concepts within their subject areas by listing an average of six activities, as measured by a central office staff-developed workshop evaluation form.

Data

Upon the completion of the pre-service workshops, August 1974, evaluation forms relating to over-all aspects of the pre-service workshop were distributed. The returned information was then summarized and used to make decisions regarding this year's (summer 1975) pre-service training.

Process Objectives

Process Objective #10.1

By November 1 each year, the project school principals will submit to the project director a plan for career education staff development activities in their buildings, as evidenced by the submitted plan.

Documentation

During the 1973-74 project year, career education staff development activities were planned and developed by local staff and are documented through these records.

For the 1974-75 project year, many of these plans were coordinated by the building career education coordinator and emphasized through sectional and district meetings. In addition to the building and area staff development activities, many schools used the district allocated time for staff development in career education.

Process Objective #10.2

In August of each project year, all professional project staff members in schools new to the project will participate in a three-day pre-service workshop, as evidenced by workshop agendas and attendance lists on file in the project director's office.

Documentation

Planning for the pre-service workshop has been completed and all activities will be completed during August 1975.

Process Objective #10.3

By April of each project year, the director of the Des Moines-Drake Institute will submit to the school district a plan for cooperative training programs (career education) for pre-service and in-service teacher training, as evidenced by the submitted plan.

Documentation

One cooperative proposal has been developed, approved, and carried out during the 1974-75 school year. This proposal was developed as a cooperative orientation to career education for school and business leaders. This orientation program covered 20 hours of seminar type instruction and was submitted to and approved by the National Alliance of Business Men.

In addition, the Des Moines school district sent five people to attend the career education workshop for local coordinators sponsored by Oklahoma State University and the North Central Association of Colleges and Schools.

Component 11 - Public Information and Communication

Component Description

The purpose of the public information and communication component is to provide information regarding the career education program to the citizens of Des Moines. This component will attempt to utilize all public service media.

During the 1974-75 school year the elementary career education slide presentation was developed. This presentation was shown to a minimum of ten local business groups and fifteen local teacher groups. Approximately 500 local people have been exposed to this presentation. Approximately eight outside groups have been exposed to the presentation totalling 50 people.

Also, during the 1974-75 school year, project staff worked with the Des Moines Public Schools Media Department in developing a career education presentation for the junior high schools.

In addition, a separate career education proposal for a comprehensive public information program was developed, submitted to the U.S. Office of Education, and approved.

Performance Objective

Performance Objective #11

> At the end of the project year, the number of adult Des Moines citizens to whom the career education program in the Des Moines Public Schools has been explained will be increased by 100 percent over the previous year, as measured by the recorded list of exposed citizens.

Data

Only informal records of career education program exposure were monitored during the initial two program years. Such data were difficult to compile because of the wide use of public service media.

Records of usage of the elementary career education slide presentation have been monitored, and they show that approximately 500 local and 500 people outside the district viewed this presentation after its completion during the 1974-75 school year.

Process Objective

Process Objective #11.1

By February 1, 1974, the Director of School-Community Relations with the cooperation of the administrative staff will develop a comprehensive public information program which utilizes all forms of media as evidenced by the developed program.

Documentation

The elementary school career education slide presentation was finalized during the 1974-75 school year. In addition, staff personnel working with the media department of the Des Moines Public Schools were in the process of developing a similar presentation for the junior high schools.

Component 12 - Post-Secondary Career Training

Component Description

The Des Moines Area Community College and the Des Moines Independent Community School District are cooperating to design vocational programs that provide continuous learning experiences for the students. These programs will serve as extensions of the vocational programs in Des Moines.

Performance Objective

Performance Objective #12

By the end of the second and third project year, 25 percent of the Des Moines high school graduates, upon enrolling in designated courses at the Des Moines Area Community College and taking the "challenge tests," will demonstrate knowledge of curricular content by testing out of a minimum of one-quarter of course work in one subject as measured by the results of "challenge tests."

Data

Four teams of teachers worked during the summer of 1974 to develop "challenge tests." Tests were completed in four areas and pilored during the 1974-75 school year. No data on the number and percentage of students meeting the proficiency level on the tests have been compiled.

Five teams of teachers have been scheduled to develop "challenge tests" during the summer of 1975. Plans project tests to be developed in five additional areas.

Process Objective

Process Objective #12.1

> By August 31, 1974, the Assistant Superintendent for Education in the Des Moines Public Schools will develop a cooperative plan with the administration of the Des Moines Area Community College officials so that challenge tests are developed in five program areas which will allow enrollers to "test out" of work included in high school programs, as evidenced by the developed tests.

Documentation

"Challenge tests" have been developed during the summer of 1974 and piloted during the 1974-75 school year. Additional tests are planned for completion during the summer of 1975.

Documentation of the number of students meeting the proficiency level of the finalized "challenge tests" will be completed during the 1975-76 school year.

Further Analysis

Median grade equivalent scores were computed from the results of the Iowa Test of Basic Skills over a three year time period: 1972, 1973, and 1974. These data have been computed for the second, fourth, and sixth grade

classes for elementary schools involved in career education for three years, two years, and also for schools that had not been involved in career education.

It is noted that second grade students, 1972, who were fourth grade students in 1974 made a two year gain in schools involved in career education for three years, a 1.9 year gain for schools involved in career education for two years, and a 1.7 year gain for schools not involved in career education. For fourth grade students, 1972, who were sixth grade students in 1974, a 1.9 year gain was noted for schools involved in career education for three years and two years and a 1.7 year gain was noted for schools not involved in career education.

Certainly, the many limitations of the data should be noted before data interpretations are made. Some of these concern the comparability of the school populations, the degree of program implementation, and the data tabulation procedures. However, the data are interesting and possibly further investigations should be directed in this area.

Specifically, if schools where career education has been implemented appear to have higher grade equivalent scores in basic skills than comparable schools where career education has not been implemented, then the variables related to this effect should be identified and studied.

TABLE 8

IOWA TEST OF BASIC SKILLS
THREE YEAR COMPARISONS

Median Grade Equivalent Scores

Involved 3 years	1972			1973			1974		
	Grades			Grades			Grades		
	2	4	6	2	4	6	2	4	6
Perkins	2.7	4.2	7.1	2.6	4.6	7.0	2.9	4.8	7.2
Mann	2.2	4.4	5.8	2.2	4.6	6.0	2.2	4.2	6.0
Douglas	2.3	4.5	-	2.4	4.4	-	2.6	4.0	-
Moore	2.3	4.8	6.4	2.7	4.1	6.6	2.5	4.0	6.4
Lovejoy	2.0	4.1	6.6	2.6	4.2	6.4	2.4	4.0	5.8
Stowe	2.1	4.4	5.6	2.3	3.8	6.0	2.3	4.4	5.9
Madison	2.7	4.5	5.6	3.0	4.4	6.4	2.6	4.6	6.0
Sabin (closed)	2.3	3.5	6.4	2.1	3.8	5.2	-	-	-
TOTAL									
Number of students	186	344	437	199	339	446	175	300	373
Grade equivalent score	2.3	4.3	6.2	2.5	4.2	6.4	2.5	4.3	6.2

TABLE 9

IOWA TEST OF BASIC SKILLS
THREE YEAR COMPARISONS

Median Grade Equivalent Scores

Involved 2 years	1972			1973			1974		
	Grades			Grades			Grades		
	2	4	6	2	4	6	2	4	6
Brooks	2.0	3.2	5.4	2.1	3.3	5.6	2.0	4.5	5.2
Cattell	2.4	4.4	5.9	2.6	4.0	6.8	2.2	4.5	6.0
Cowles	2.8	5.0	6.8	2.8	4.2	6.7	3.0	4.6	6.9
Findley	2.4	4.0	5.6	2.3	4.5	5.8	2.5	3.6	6.3
Ft. Des Moines	1.8	4.0	-	2.4	3.5	-	2.1	3.8	-
Hillis	2.4	4.5	6.2	2.4	4.5	6.0	2.5	4.4	6.4
Jackson	2.3	4.2	5.9	2.4	3.9	5.5	2.5	3.9	6.0
McKee	2.4	4.0	-	2.3	4.4	-	2.4	4.2	-
Monroe	2.4	4.4	5.8	2.3	4.3	6.2	2.8	4.6	6.2
Phillips	2.0	4.0	5.9	2.3	4.5	6.4	2.2	3.8	6.2
Garton	2.4	4.2	6.6	2.5	4.8	6.0	2.4	4.4	6.6
Dunlap	1.8	3.6	5.8	2.4	2.7	4.9	1.9	3.6	5.7
Lucas	2.1	3.4	5.0	2.2	3.5	5.0	2.2	4.2	5.0
Mitchell	2.0	3.7	6.0	2.4	4.1	5.9	2.3	4.2	6.1
Pleasant Hill	2.0	4.4	6.4	2.4	4.2	6.6	2.6	3.7	6.1
Hubbell	2.6	5.0	6.3	2.4	4.7	6.6	2.5	4.8	6.6
Willard	2.2	3.7	5.5	2.2	4.2	6.0	2.4	3.7	5.8
Woodlawn	2.9	4.8	7.0	3.0	4.7	6.5	2.8	4.8	7.0
TOTAL									
Number of students	409	755	961	436	740	965	433	753	981
Grade equivalent seore	2.3	4.2	6.0	2.4	4.1	6.0	2.4	4.2	6.1

TABLE 10

IOWA TEST OF BASIC SKILLS
THREE YEAR COMPARISONS

Mean Grade Equivalent Scores

Non-Involved Schools	September 1972 Grades			October 1973 Grades			October 1974 Grades		
	2	4	6	2	4	6	2	4	6
Casady	2.2	4.4	5.6	2.2	3.6	5.7	2.3	3.4	5.9
Edmonds	-	-	-	-	-	-	2.0	3.5	5.8
Elmwood	2.2	4.4	6.6	2.6	4.6	6.2	2.1	4.2	6.6
Hanawalt	2.4	4.2	8.3	2.6	4.8	6.4	2.5	5.0	6.9
Hillis	2.4	4.5	6.2	2.4	4.5	6.0	2.5	4.4	6.4
Jefferson	2.3	4.4	6.7	2.4	4.4	6.2	2.6	4.6	6.8
Logan	1.8	4.0	5.1	2.4	4.0	6.1	2.4	3.4	5.4
McKinley	2.6	3.4	5.8	2.2	3.1	4.4	2.0	4.6	5.4
Park Avenue	2.3	4.2	6.2	2.4	4.6	6.2	2.4	4.1	6.2
Rice	2.5	5.2	6.9	3.0	4.3	6.7	2.6	4.6	7.2
Windsor	2.6	4.6	6.6	2.2	4.6	6.5	2.4	4.4	6.0
TOTAL									
Number of students	233	433	640	244	425	604	258	462	668
Grade equivalent score	2.1	3.9	5.8	2.2	3.9	5.5	2.2	3.8	5.6

APPENDIX A

TEACHER RATING FORM FOR CAREER AWARENESS

Objective #1a

DES MOINES ELEMENTARY TEACHER RATING FORM FOR CAREER AWARENESS

Quarter 1st 2nd 3rd (Please Circle)

Teacher _____ Grade _____

School _____

Date	Describe Career Education Experience	Were Objectives Included in Your Plan	No. of Students Involved	Rating*	Subject Area	Evaluation Instrument Used

*Criteria

Number of students identifying 75 percent or more of the careers studied.

APPENDIX B

ELEMENTARY STUDENT RATING FORMS FOR SELF-AWARENESS AND CAREER AWARENESS

Name _____ School _____

Grade _____

WHAT I LIKE TO DO

		Most of the time	Almost Never
1.	I like to read.		
2.	I like to help other people.		
3.	I like to write stories and poems.		
4.	I like to work with numbers.		
5.	I like to sing and/or play an instrument.		
6.	I like to work with other people.		
7.	I like to work with my hands.		
8.	I like to participate in sports.		
9.	I like to write letters to people.		
10.	I like to draw pictures and do other art projects.		
11.	I like to solve my own problems without having help from others.		
12.	I like to work and play outdoors.		
13.	I like to do science projects.		
14.	I like to stay indoors to work and play.		
15.	I like to plan my own schedule for completing my work.		
16.	I like to work with machines.		
17.	I like to learn about other people.		
18.	I like to be the chairperson of committees.		
19.	I like to work alone.		
20.	I like to do new and different things.		

WHAT I WOULD LIKE TO BE

Circle five careers that you would like to have. If you are interested in a career that not listed, write it in one of the blanks.

Marine Science

Fisherman
Skin Diver
Marine Biologist
Motorboat Mechanic
Bait Shop Owner
Other _____

Hospitality & Recreation

Professional Sports Player
Ski Instructor
Travel Agent
Waiter or Waitress
Hotel Manager
Other _____

Environment

Geologist
Civil Engineer
Lanscaper
Soil Conservationist
Miner
Other _____

Marketing & Distribution

Store Owner
Salesclerk
Advertising Artist
Warehouse Stock Clerk
Delivery Person
Other _____

Public Service

Teacher
Minister
Policeman/Policewoman
Lawyer
Mail Carrier
Other _____

Personal Services

Hair Stylist
Pet Shop Salesperson
Physical Therapist
Sport Shop Owner
Chauffeur
Other _____

Communication & Media

[illegible] Reporter
T.V. Repairman
Newspaper Editor
Disc Jockey
Telephone Operator
Other _____

Construction

Architect
Engineer
Construction Worker
Brick Layer
Plumber
Other _____

Agri-Business & Natural Resour

Fish & Game Warden
Forest Ranger
Farmer
Veterinarian
Butcher
Other _____

Business & Office

Accountant
Computer Operator
Secretary
Office Manager
Office Machine Operator
Other _____

Consumer & Homemaking

Store Manager
Salesperson
Dry Cleaner
Social Worker
Play Ground Supervisor
Other _____

Health Occupations

Ambulance Driver
Doctor
Nurse
Dietitian
Hospital Administrator
Other _____

Fine Arts & Humanities

Artist
Actor or Actress
Singer (vocalist)
Musician
Writer
Other _____

Manufacturing

Draftsman
Chemist
Assembly Line Worker
Plant Foreman
Computer Programmer
Other _____

Transportation

Pilot
Truck Driver
Service Station Attendant
Auto Mechanic
Reservation Clerk
Other _____

APPENDIX C

JUNIOR AND SENIOR HIGH STUDENT QUESTIONNAIRE ABOUT THE GUIDANCE AND CAREER INFORMATION CENTER

GUIDANCE AND CAREER INFORMATION CENTER

QUESTIONNAIRE - STUDENTS

School_____ Grade_____ Date_____

Directions

Please complete the following questions as they relate to your experiences in the multi-media Career Information Center. Please complete only the questions that pertain to your use of the Career Information Center or school staff during this past school year.

1. How many times did you use the Career Information Center during the school year?

   _____1-5 times _____5-10 times _____more than 10 times

2. Check the type of areas in the center that you used (A, B, C, D) and complete the matching areas in this questionnaire.

   A. _____CAREER INFORMATION AND CAREER EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)
   B. _____CAREER TESTING (interest, aptitude, attitude tests)
   C. _____CAREER PLANNING (Has your use of the Career Information Center led to your discussion of career goals with other people?
   D. _____CAREER PLACEMENT (Using school placement services)

Directions

For each of the areas checked above, please answer the questions that relate to that area.

A. CAREER INFORMATION

1. Did these materials assist you in making career decisions?

   _____Yes _____No

2. Which of the following materials was most beneficial? Please check.

_____a. filmstrips
_____b. cassette tapes
_____c. magazines
_____d. books
_____e. other (please identify)_____

_____

3. After using materials in the Career Information Center, did you discover other career opportunities you were not aware of previously?

_____Yes _____No

4. After using the materials in the Career Information Center, did you continue your investigation of career opportunities?

_____Yes _____No

B. CAREER TESTING

1. Did these tests assist you in making career decisions?

_____Yes _____No

2. Which of the following tests were most beneficial? Please check.

_____a. aptitude tests
_____b. interest tests
_____c. attitude tests
_____d. other (please identify)_____

_____

C. CAREER PLANNING

1. After visiting the Career Information Center, did you discuss the information with (Please check more than one response if needed)

_____ the counselor
_____ teachers
_____ your parents
_____ students
_____ other

D. CAREER PLACEMENT

1. Do you know that your school has a Youth Employment Counselor?

_____Yes _____No

2. What types of services did you use? Please check.

_____a. Rent-a-Kid Services (lawn mowing, snow shoveling, etc.)
_____b. Part-time (short interval)
_____c. Summer job
_____d. Part-time (all year)
_____e. Full-time

3. Could the placement services be improved in your school?

_____Yes _____No

4. If your answer to question #3 was Yes, please list your suggestions for improvement.

APPENDIX D

TEACHER QUESTIONNAIRE ABOUT THE GUIDANCE AND CAREER INFORMATION CENTER

GUIDANCE AND CAREER INFORMATION CENTER

QUESTIONNAIRE - TEACHERS

Date_____ Subject Area_____

1. Are you aware of the multi-media career information center in your school?

   _____Yes _____No

2. Please check the goal area in which you recommended material for the Career Information Center.

   _____CAREER INFORMATION AND EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)

   _____CAREER TESTING (interest, aptitude, attitude tests)

   _____CAREER PLANNING (discussion of career goals with other people)

   _____CAREER PLACEMENT (using school placement services)

   _____CAREER MOTIVATION (promotes student interest in career exploration)

3. Are the materials you recommended for the Career Information Center now in the Center? Please check.

Yes	Area	Don't Know
_____	Career Information	_____
_____	Career Testing	_____
_____	Career Planning	_____
_____	Career Placement	_____
_____	Career Motivation	_____

4. Did you make student assignments to the Career Information Center?

   _____Yes _____No

   a. Were assignments on individual basis?

      _____Yes _____No

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b. Were assignments to total class?

____Yes ____No

5. If so, were the assignments in conjunction with one or more of your lesson plans?

____Yes ____No

6. In what areas have you assigned materials for students to utilize? Please check.

____ Career Information

____ Career Testing

____ Career Planning

____ Career Placement

____ Career Motivation

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ABSTRACT: THIS STUDY CONDUCTED SURVEYS AT INSTITUTIONS OFFERING TRAINING PROGRAMS IN BIOMEDICAL EQUIPMENT TECHNOLOGY (BMET) IN ORDER TO DETERMINE THE COURSE CONTENT OF THE VARIOUS PROGRAMS. FROM A POPULATION CONSISTING OF ALL U.S. SCHOOLS OFFERING TRAINING FOR BIOMEDICAL EQUIPMENT TECHNICIANS, 15 SCHOOLS WERE RANDOMLY SELECTED FROM EACH OF THE FOUR CATEGORIES OF AREA VOCATIONAL-TECHNICAL SCHOOLS, TECHNICAL INSTITUTES, COMMUNITY COLLEGES, AND FOUR-YEAR COLLEGES AND UNIVERSITIES. DATA WERE COLLECTED BY MAILED QUESTIONNAIRE WHICH WAS DESIGNED TO DETERMINE NUMBER AND DEPTH OF COMMON CORE TECHNICAL SUBJECTS, DEPTH OF TRAINING IN OPERATION AND MAINTENANCE OF EQUIPMENT, AND AMOUNT OF CLINICAL EXPERIENCE REQUIRED. RESPONSES FOR EACH ITEM WERE COMPUTED AND REPORTED ON A PERCENTAGE BASIS. IT WAS FOUND THAT ALL COURSES COULD BE CLASSIFIED INTO FOUR CATEGORIES: (1) ONLY FOR BMET, (2) SHARED TECHNICAL COURSES, (3) SHARED ALLIED HEALTH COURSES, AND (4) RELATED STUDIES. A LIST SHOWING THE NUMBER AND TYPE OF SPECIFIC COURSES UNDER EACH OF THE FOUR CATEGORIES IS APPENDED, ALONG WITH THE SCHOOLS SURVEYED, SURVEY FORM, AND COVER LETTER. ALSO APPENDED ARE RECOMMENDED CURRICULUM OUTLINES FOR THE FOUR-YEAR COLLEGE LEVEL, AREA VOCATIONAL-TECHNICAL SCHOOL LEVEL, COMMUNITY COLLEGE LEVEL, AND TECHNICAL INSTITUTE LEVEL. (NJ)

102 771

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A thesis

Presented to

the Faculty of the Graduate School

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In Partial Fulfillment

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Master of Science

by

Clarence M. O'Rear

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Chapter 1

INTRODUCTION

One major outcome of America's space program has been the vast amount of research and development in Electronic Engineering Technology. From this research and development has come new devices and applications in communications, sensing circuits, computers, and medical electronics. (Dodson, 1972:1)

Communications

An indication of the state of the art in communication was exhibited on July 17, 1975. History was made when the Americans and the Russians shook hands in space. The entire procedure was viewed by television worldwide.

Due to the advances in communications the President was able to sit in the Oval Office of the White House and, by simply picking up the telephone, he was able to converse with the spacemen. This conversation was possible because of a highly sophisticated communication network.

Western Union has a commercial satellite in orbit 22,000 miles above earth. This satellite is capable of retransmitting eight million words per second. Another communications satellite, Oscar, for the use of amateur radio operators has been in service for several years.

Sensing Circuits

A minicomputer with a supersensitive "ear" is helping researchers at the General Electric Research and Development Center identify heart

defects that can escape detection during routine electrocardiographic (ECG) examinations. Similar in principle to the stethoscope, GE's new listening technique can provide physicians with a much broader and more accurate range of heart sounds, all fully computer-analyzed for on-the-spot interpretation and diagnosis. The data then can be accurately interpreted by family physicians and cardiac specialists alike. The new GE technique, a form of phonocardiology, is designed to supplement, rather than replace, ECG examinations and is expected to be clinically qualified and ready for wide-scale application within two to five years.

Only about three minutes are required for a comprehensive "reading" with GE's new phonocardiology method. The speed and accuracy of the examination will make it especially useful for mass screening procedures to detect potential heart ailments.

Key to the new technique is a small electronic sound sensor about the size of a silver dollar, which is placed directly on the patient's chest. The sensor detects sounds in the frequency range of one to 1,500 cycles per second, compared to the 30 to 500 cycles per second normally "heard" with an ordinary stethoscope. The sounds detected by GE's supersensitive "ear" are converted to digital signals, fed into a computer, and analyzed, and the results are immediately printed out. The physician then interprets the data and makes the diagnosis. (Buchen, 1974:81)

Computers

In August, 1974, over 1,000 participants attended the annual International Federation of Information Processors Congress held in Stockholm, Sweden. The results of the Congress indicated that computer

hardware and software for health care is already far into the future. As an example, a computer analysis of 2,000 diabetes case records concluded with a revision of present concepts about diabetes. Ways were demonstrated in which the computer itself can make a final diagnostic decision and can recommend treatment individually tailored to the case history of the individual patient.

> The maintenance and monitoring of records, the handling of ambulatory requests, the scheduling of nurses and staff, etc., also seems nicely to fall within the competency of already established systems and programs. Whether or not such nearly total mechanization of health services is to one's humanistic tastes or not, two things were clearly demonstrated at the conference. First, the sheer numbers to be treated to the best, not the worst, medical science has to offer require a systems approach. Second, there is little or no point to medical advances if they can not be afforded, or if there are other forms of blockage preventing access. The computer may turn out to be the great economic leveler. (Buchen, 1975:338)

On another front, Dr. Robert L. Egan, an Emory University Professor has developed a computerized profile designed to single out women most susceptible to breast cancer which he says could save thousands of lives a year. (Smith, 1975:No. 215)

Medical Electronics

In the area of medical applications, electronics has been responsible for pacemakers for heart patients, computer diagnosis, monitoring instrumentation, and electronic aided research. Physiological processes are being measured and in some cases even controlled by electronic machines. The philosophy of medicine is changing from one of curing to one of preventing disease. With the advances in medical instrumentation, it will soon be possible to detect many diseases before they are harmful. Preventive medicine will require many electronic devices to gather data and many computers to store and analyze this

information. Electronics will play such an important part in America's health care that in the near future the best in medical care will mean the best in medical electronics. (STIM, 1973-74:42)

To support this medical research there is a growing need for Biomedical Equipment Technicians. BMETs are needed to install, operate, and maintain various electronic equipment used in basic research and in patient care.

> Projected manpower requirements for Biomedical Equipment Technicians may be broken down as follows:
>
> 1970: Range, 6,900 - 10,500 (total); 2,700 - 3,300 (hosp.); 4,200 - 7,200 (mfg.)
>
> 1972: Range, 8,800 - 14,200 (total); 3,200 - 4,300 (hosp.); 5,600 - 9,900 (mfg.)
>
> 1975: Range, 12,300 - 21,300 (total); 4,300 - 6,100 (hosp.); 8,000 - 15,200 (mfg.)
>
> Summing it all up (and including some other factors such as the normal rate at which employees leave a field), we can safely estimate that we need to prepare about 1300 BMETs each year now and that we will need to produce 1900 BMETs in the year 1975. (Rogers, 1971:1-2)

Several schools in the country are offering new courses to train BMETs. From a reading program of the literature there seems to be an extreme variation in the course content covered in each school. (Dodson, 1971:12)

Problem Statement

The subject of this investigation was to determine the course content of the various programs engaged in the training of biomedical equipment technicans.

Objectives

The specific objectives of this study were as follows:

1. A review of the literature was conducted to determine the amount of research that has taken place and to determine which schools are offering BMET training.

2. From the data in the review of the literature, a questionnaire was written to determine the course content.

3. The population of the main study was all schools in the United States offering programs in the training of BMETs. This population included: Area Vocational-Technical Schools, Technical Institutes, Community Colleges, and Four Year Colleges and Universities.

4. The data was analyzed on a percentage basis.

5. The data was reported using tables.

6. Conclusions and recommendations of the data were given.

Definition of Terms

Specific terms used in this study are defined below to aid the reader.

1. BMET - Bio-Medical Equipment Technician.

2. Only for BMETs - courses designed "BMET". (Dodson, 1971:3)

3. Shared Technical Courses - common core courses. (Dodson, 1971:3)

4. Shared Allied Health - includes chemistry, physics, physiology, and biology or any other allied health course that is not specifically BMET or Technical. (Dodson, 1971:3)

5. Related Studies - includes the liberal arts courses such as English and Social Studies that are required to complete the course of study for an Associate Degree or a Certificate. (Dodson, 1971:3)

6. TERC - Technical Education Research Centers

Chapter 2

REVIEW OF THE LITERATURE

A review of the literature was conducted to determine the state of research that has taken place in the field of Biomedical Equipment Technician training. This is a relatively new field. Even though the need for BMETs has existed for several years, it was not until September 1970 that any formal educational opportunities were available. The Education Index was reviewed from 1965 to 1975. Very little information was gained from this source. It did lead to several articles published in professional journals.

There was one study discovered from the review of the Education Index that is of interest to medical electronic research in the area of computer applicatons. One concern is with canned programs used with various computer systems. The question is, how well will a canned program provide the necessary medical analysis when run on several different systems? Also, how well will different versions of the same program produce identical results? Dr. Neil J. Salkind, Assistant Professor at the University of Kansas, undertook just such a study in 1974. Dr. Salkind took the case history of thirteen patients and prepared 45 decks of data cards. These cards were mailed to various institutions across the country. In these 45 decks were seven different versions of BMD 02R canned programs.

The mean and standard deviations of the predicted criterion scores for each subject for each of the seven versions were computed.

That is, each subject's criterion score was computed under each version, and the mean and standard deviation of the seven scores were computed. Dr. Salkind found that there was no significant difference between the various programs or facilities. In the words of Dr. Salkind:

> In general, differences in the criterion scores occured at the third decimal place, and appear to be due to hardware differences in the computers rather than to substantive differences in the computer programs, modifications made by the staffs of the various computer centers, or errors.
>
> The lack of a large difference among facilities suggest that, in most cases, the reliance of researchers on the mechanical components of data analysis provided by well-documented computing facilities is not ill founded. (Salkind, 1974:8-11)

The bulk of the literature on biomedical equipment technology has been compiled by the Technical Education Research Center located in Cambridge, Massachusetts. This center was organized pursuant to grant number OEG-0-8-00973-1873(513) from the United States Office of Education, Department of Health, Education, and Welfare. The purpose of TERC is to support the new and growing field of biomedical equipment technology. This support has taken the form of a national survey of BMET educators and employers. First, a task analysis was completed to determine the types and level of skill needed to perform the function of Biomedical Equipment Technician. Next, several workshops and conferences were held to bring together working BMETs, educators, and hospital administrators. TERC has published five books containing information on biomedical equipment technology. The first was written in 1971 and the last in 1974. Since these books represent the total of the available data, each book will be briefly described in the remainder of this chapter.

The first book in the series deals with hospital administrators.

The purpose is to acquaint the administrators with the service of BMETs in the field of electrical safety and instrumentation maintenance costs in the hospital.

> In 1969, Dr. Carl Walter, Professor of Surgery at Harvard Medical School, estimated that 1200 patients each year are electrocuted in U. S. hospitals while undergoing routine diagnostic tests or therapy involving biomedical equipment. (Cadle, 1972:1)

If accidental electrocution is proceeded by legal action, safety may also become an economic problem for the hospital. Total hospital investment in instrumentation is approaching the billion dollar mark at the rate of 15% to 20% increase every year; repair and maintenance expenses are rising in proportion.

In the first part of Book I the Board of Examiners of the Association for The Advancement of Medical Instrumentation (AAMI) defines a Biomedical Equipment Technician as follows:

> A Biomedical Equipment Technician is an individual who is knowledgeable about the theory of operation, the underlying physiologic principles, and the practical, safe clinical application of biomedical equipment. His capabilities may include installation, calibration, inspection, preventive maintenance and repair of general biomedical and related technical equipment as well as operation or supervision of equipment control, safety and maintenance programs and systems.
>
> M. C. Stith breaks the function of a biomedical electronic program down into four broad areas:
>
> 1. Electrical safety programs with electrical safety training.
> 2. Procurement, maintenance and preventive maintenance of equipment.
> 3. Assistance to physicians in the use of sophisticated electronic equipment.
> 4. Research and development. (Cadle, 1972:23)

The results of this first report dealing with hospital administrators was to acquaint the administrators, which are the potential

employers of BMETs, with the services of BMETs. Of prime concern to the hospital administrator is the overall cost of delivering health care. It was demonstrated that the utilization of in-house BMETs could save the hospital over $200,000 over a twelve year period in the form of maintenance cost and safety checks. (Cadle, 1972:29)

The second book in the series from TERC is titled "Development of Career Opportunities for BMETs." It was written in 1971. At that time there were fourteen programs offering BMET training. Included in this count were two U. S. Government service schools and two training schools located in Canada. Ten of the programs had been in operation for more than one year. The two U. S. Government schools, namely the U. S. Army and the Veteran's Administration Hospital School had been in operation since 1944. Two case histories were given with a study of the curricula of each school. The two schools studied were The British Columbia Institute of Technology and the Monroe Community College.

An Instructional Materials Survey was completed in October, 1971 and was included in this report. TERC surveyed instructional materials used in existing and planned programs. The materials surveyed included: textbooks, software material received from manufacturers or created by the instructor himself and duplicated for the student's use, films, journals, and videotapes.

This section of the report concluded as follows:

> The most serious lack of instructional resources appeared to be the "resource" for hands on experience. Some of the schools appeared to feel that "hands on" was the secret of their student's success. How can the school afford to update equipment? If the student really gets "hands on" experience on several pieces of sophisticated, expensive medical equipment each year, the equipment could easily need replacement every two years. Also medical equipment is itself evolving so rapidly that schools could not afford to keep the "latest." One solution proposed to remedy this problem was

> the development of simulators. But the suggestion did not delineate the nature of the simulators nor the types of equipment around which they should be developed. (Cadle, 1971:15)

The solution of this problem would be the subject of further study.

The last section of the second book addressed itself to the problem of BMET certification. A futile attempt was made in 1968 to formalize BMET certification by the Association for the Advancement of Medical Instrumentation (AAMI). In August 1970 TERC held a conference dealing with certification. A committee was formed to study the state of the proceedings to obtain certification and to speed this process. Around the same time several events were occuring that lent support to certification. Legislation had been advanced to control medical devices. Organizations such as the Underwriters Laboratories (UL) and the American National Standards Institute (ANSI) all became embroiled in the issue of patient safety. Also AAMI as an organization had become a viable organization with status and recognition nationally. With this new status a Board of Examiners for BMET certification was established.

The Board of Examiners decided that a written exam coupled with an experience criterion and references from a physician, biomedical engineer, or an administrator would constitute the necessary requirements for certification. The experience criterion must be satisfied by four years on the job of which two may have been spent in a BMET training program. The written exam consists of the following percentages of material content:

Anatomy and Physiology	8%
Fundamentals of Electricity, Electronics and Solid State Devices	29%

Application of Medical Equipment	18%
Medical Equipment Trouble Shooting	26%
Medical Safety	12%
Maintenance Test Equipment	1%
Medical Ethics	1%
Maintenance Management	2%

The purpose of certification may best be described by quoting from the report.

> It has been AAMI's objective in this certification to assist and guide the development of this emerging paramedical specialty. A need for a broadly trained competent technician to service the wide range of instruments in the hospitals has been foreseen. Certification as envisioned by AAMI is not as some licensing procedures are, a method to limit the supply of workers, but rather a method to assure competency in a vital area. Specifically the objectives of the certification program are as follows:
>
> 1. To define the emerging role of the Biomedical Equipment Technician as a member of the health care team.
> 2. To provide a method of assuring and improving the competence of performing BMETs.
> 3. To develop a broadly competent specialty that can improve the efficiency and safety of health care delivery at reduced cost. (Cadle, 1971:3-7)

This second book concluded with a sample copy of the application for certification.

The third book in the set is titled, "Digest of Educational Materials: An Annotated Bibliography for Biomedical Equipment Technology." This book is divided into three sections. Section one contains a list of 94 technical handbooks or textbooks prepared by medical equipment manufacturers. Also presented in this section is an annotated bibliography, prepared by instructors in the field, on each book listed. The second section lists 138 textbooks and lab manuals prepared by educational publishers. An annotated bibliography is also included in this section. The final section lists 33 reference works which contain filmstrips, movies, and periodicals that are useful in teaching

biomedical technology.

The fourth book is titled "Tasks Analysis by Selected Criteria: A manual." This manual includes a listing of the 230 tasks that BMETs have been known to perform in the field. It provides the information necessary to apply the task approach to cooperative training, job structuring, creating biomedical repair capacity within a hospital, and the development of retraining programs. (Cadle, 1972:116)

The fifth and final book published by TERC is titled, "Digest of Educational Programs: Biomedical Equipment Technology." This report was a study of 22 biomedical equipment technology programs. The questions asked of each school studied were as follows:

- The type of institution
- Number of students
- Hospitals over 200 beds in the area
- Medical equipment companies
- Date program started
- Instructors
- First year students
- Graduates
- Degree offered
- Budget
- Funding sources
- Cost to students
- Specific BMET courses
- Shared courses, technical, non-technical
- Laboratory facilities
- Cooperative arrangements
- Entrance requirements
- Recruitment
- Placement
- Transferability of credits

The following is a summary of program characteristics:

Type of Institution

An analysis of the institutions presently offering formal BMET training reveals the following breakdown:

Community Colleges - 6
Technical Institutes - 4
Four Year Colleges - 11
Private Profit-Making Schools - 1
Military

Number of Students

The schools with BMET programs range in size from 168 to 19,000 students. The two civilian schools with relatively small enrollments of 168 and 400 respectively (Colorado Electronic Technical College and Brown Institute) are highly specialized, offering only a few technical programs. Most other civilian schools with BMET

programs handle between 2,100 and 6,000 students.

Allied Health Programs

Ten of the civilian schools with BMET programs offer other Allied Health Programs as well. The two schools mentioned above do not have other Allied Health Programs; both are highly specialized, and are based on electronics training. All schools with BMET programs, as well as all but one of the schools planning programs for September, 1971, had electronics departments prior to developing BMET programs or courses. The existence of these two related areas of instruction helped considerably in the development of the BMET program because many of the related or core courses, instructors, lab facilities, and equipment were already available for use in the BMET program.

Hospitals Over 200 Beds and Medical Equipment Companies in the Area

Generally, schools located in areas which have many large hospitals and medical equipment companies or representatives have found it easier to develop cooperative arrangements with these institutions, to place graduates, and to sustain a relevant BMET program. This correlation does not always hold true, however: For example, the community college with the most extensive and varied cooperative education program (Grossmont College) is in a community with only six hospitals over 200 beds. Furthermore, one of the schools (Utah Technical College) which offers a BMET course instituted that course because of the lack of manufacturer-provided service in the area. However, the only two schools who have been unsuccessful in arranging for clinical experience are located in communities with few medical equipment companies and only three and four hospitals over 200 beds, respectively.

Date Program Started

BMET training programs in community colleges and technical institutes are a relatively recent phenomenon; all but one of the current programs (or courses) began in 1967 or later. The two military programs have a longer history: the Army's, which began in 1942, and the Air Force's, in 1958.

Length

Training programs are generally based on a two-year schedule. Length varies from 48 weeks to 28 months in civilian schools with most full programs two academic years in length. The Army's program is 13 weeks (basic) and/or 35 weeks (advanced), and the Air Force's program is 44 weeks or less (much of the instruction is self-paced).

Because most programs are based in community colleges or technical institutes, their length and structure developed within that framework. Several options are available, however:

a) summer sessions (e.g., Schoolcraft College);

b) day or evening courses (part of, or an option in, the Electronics Programs, e.g., Los Angeles Valley College, Brown Institute, Utah Technical College);

c) multiple entry points, and hence program length dependent upon the student's achievement prior to entry (e.g., the student with an extensive electronics background may complete the specific BMET training in one year);

d) individualized, self-paced instruction (e.g., Air Force).

All but one of the programs starting in September, 1971, will be two years long.

Instructors

Most programs in civilian institutions have one specific "BMET instructor" who teaches the courses developed for and peculiar to the BMET program. He may also teach other courses, such as basic electronics, which are shared by or common to a variety of technical programs in the school. In addition, he may assume administrative responsibilities, serving as Program Director. Clearly, the number of full-time BMET instructors required depends on the magnitude of the program, including the number of students and the number of "BMET-only" courses. Seven schools have one BMET instructor; three (Colorado Electronic Technical College, Springfield Technical Community College, Grossmont College) have between 1-1/2 (full-time equivalents) and 3 instructors. The Army has 38 full-time and 6 part-time BMET teachers; the Air Force has 16.

Students Entering the Programs

In this academic year (1970-71) 278 students entered nine fully operating BMET programs. In 1967, the first year of operation of any two-year program, 60 students enrolled in five programs. Not only has the number of programs increased, but the total enrollment in the programs has more than doubled.

Most of the programs had relatively few students entering them (seven programs had between 4 and 24 entrants) in the 1970-71 academic year; in 1967, even fewer students enrolled (from 6 to 20).

Students Graduating from the Programs

Since 1967, 75 students have graduated from civilian schools with full BMET programs. (An additional 40 students graduated from all electronics program with a one-course BMET option). Last year (1970) 51 students graduated from seven programs. A comparison of number of graduates (1970) with numbers of potential graduates (1968 enrollees) shows a high attrition rate (51 graduates out of 98 enrollees). Program Directors have indicated various factors which

contributed to this attrition, most importantly:

1. the merging character of this new field and consequent difficulties in defining its opportunities and standards.

2. problems endemic to the initiation of any new institutional program;

3. ill-defined and sketchily implemented recruitment programs, particulary in terms of clear disruption (sic) of goals, objectives, and characteristics for entering students.

Degree Offered

All but one of the programs (Brown Institute) in civilian schools are Associate Degree programs. The course at Brown Institute in Medical Electronics is a one-semester option in the Electronics Technology program.

Budget

Dollar investment in equipment and space to start a BMET program was generally $25,000 or less (if the financial support was exclusively or largely institutional). The range is broad, however -- from $1,500 to $75,000. Some factors affecting program budgets are:

1. what the school can afford;

2. whether the program has any financial support other than institutional;

3. the quantity, kinds of, and availability of equipment already at the school used by other related technical programs;

4. the nature and extent of clinical or practical experience arranged with hospitals and medical equipment companies;

5. the amount of donated, loaned, and/or surplus equipment which the program has acquired;

In all cases, most of the initial investment was for medical equipment; related equipment, primarily special electronic test instruments, was purchased to supplement the equipment already available in the Electronics Department. It is interesting to note that one program which is scheduled to start in September, 1971, (Regional Technical Institute, University of Alabama) anticipated investing $80,000 - $100,000 in equipment, 2/3 to 3/4 of which will be basic electronics equipment, since the school has no Electronics Department.

Funding Sources

Seven of the fourteen schools now offering BMET programs or courses received direct financial support in starting their programs; the majority of those seven schools are now supporting their own BMET programs. Direct or indirect financial support has come from the following sources: U. S. Office of Education, Vocational Educational Act, Manpower Development and Training Act, Regional Medical Programs (loaned equipment), Kellogg Foundation, Canadian Federal Government, the military services (surplus equipment), and medical instrument manufacturers (equipment donations).

Cost to Student

The costs to BMET students are the same as those for other students attending the school (except for laboratory fees). In a few cases, however, students are paid a stipend or salary by the hospital or company during their clinical experience, or field work, at that institution (e.g., Schoolcraft College).

Curriculum

BMET programs are based on a "core" of basic technical subjects, typically including electricity, electronics, electromechanics, applied physics, anatomy and physiology, chemistry, and supportive mathematics. To this core are added courses specific to biomedical equipment -- its function, operation, design, maintenance, repair, and so on -- which serve to integrate knowledge and skills learned in the basic courses.

Students enrolled in other technical programs (e.g., medical laboratory technology, electronics technology, instrumentation technology) take the same core courses as part of their basic program. In some BMET programs, certain of the core courses have been specifically referenced to the biomedical equipment field -- for example, in a basic chemistry course students apply chemistry principles to hospital clinical laboratory instrumentation. If there are enough BMET students in the program, an entirely separate section of a core course may be organized which concentrates only on medical instrumentation applications and examples.

Two kinds of specific BMET courses are found in the programs: 1) courses which are essentially modifications of existing courses to meet BMET students' needs (in the programs reported, such courses in the curriculum varied in number from two to fourteen); 2) courses developed particularly for the BMET program (from two to five one-semester courses in the curriculum).

Laboratory Facilities

All of the existing programs have some laboratory space which is used exclusively by the BMET students. Most civilian programs have BMET laboratory space of 1100 square feet or less, although the range is 30 to 11,000 square feet. All programs also share

other laboratories with other departments, most often with Electronics, Chemistry, and Physics. The schools which offer only one BMET course as an option within their Electronics Program do not have specific BMET labs.

Cooperative Arrangements

Six of the nine full BMET programs include clinical experience, or field work, as part of the training, whereby students receive instruction on the job and are exposed to the environment, staff, and organization in which they will typically work upon graduation.

Most programs have scheduled the field work for the last semester of the program, as a course by itself or as part of another course. Two schools (Grossmont College, Colorado Electronic Technical College) arrange for a clinical internship after the student has received his Associate degree. Another school (Schoolcraft College) alternates diadactic training with two 16-week internships. In most programs, the clinical experience takes place in one or more hospitals, and in a few cases, in biomedical equipment companies as well.

The amount of time spent in field work varies from one hour a week during one semester to 32 weeks over the entire program. The nature, structure, and supervisory arrangements (i.e., who supervises) varies too. In some cases, the students only observe the operation and repair of medical equipment, in other cases, students actually perform repairs on equipment. Either the BMET instructor from the school or hospital personnel supervise the students.

Entrance Requirements

In addition to the basic requirements set by the community college or technical institute, most programs strongly prefer or require a high school (or equivalent) background in math and physical sciences, such as physics, biology, and/or chemistry. A few schools administer standardized exams to determine competency in math and reading comprehension. In some community colleges, prospective students who do not meet admission requirements may take pre-technical courses; prospective students who have already acquired experience or training in some technical areas, such as electronics, may challenge and possibly receive credit for certain courses in the program.

Recruitment

Recruitment techniques vary from sending out brochures and catalogs to talking to students in their high school science classes to full-scale publicity campaigns. In most cases, an active, aggressive recruitment effort was necessary when the program first began because neither high school college counselors nor prospective students were familiar with the occupation.

Placement

Graduates have been placed as BMET's in hospitals, research laboratories, and medical equipment companies. However, unfamiliarity with the occupation has presented placement problems for the same reasons that recruitment has sometimes been difficult. The program director usually assists students in securing employment, and a critical component in a successful placement effort seems to be a good rapport and a consistent involvement with key persons in hospitals and medical equipment companies. Often these key people serve on the school's Advisory Committee and arrange for and/or supervise clinical experience for the students.

Transferability of Credits

The majority of community college or technical institute BMET programs have specific arrangements with one or more schools offering B.A. programs in related technical areas whereby their students can apply the credits earned in their Associate Degree program toward a B.A. program at one of the colleges. In two cases, the student may continue in a B.A. program at the same school (Texas State Technical Institute, Northeastern University). More often credit transfer arrangements have been made with local and/or state colleges. Some community colleges have, or plan to have, arrangements with the military BMET programs whereby graduates of those programs receive full credit for their military training and experience toward an Associate Degree at the community college (Texas State Technical Institute, Grossmont College). (Cadle, 1974:14)

This review of the literature has shown the state of the development in Biomedical Equipment Technology. Since this is a new technology, much remains to be accomplished if the development is to continue. The present study into curriculum content is one attempt to further the development.

Chapter 3

METHODOLOGY

The subject of this investigation was to determine the course content of the various programs engaged in the training of Biomedical Equipment Technicians.

Population

The population of this study was all schools in the United States offering courses in Biomedical Equipment Technology. Included in this population was Area Vocational-Technical Schools, Technical Institutes, Community Colleges, and four year Colleges and Universities.

Fifteen schools of each category were randomly selected from each geographical area of the United States. The geographical areas were as follows: Northeast, Soutneast, Mid-American, Northwest, and Southwest. As an example, in the category of Technical Institutes, three schools from each area were selected giving a total of fifteen Technical Institutes surveyed.

All of the schools of each category from each geographical area were listed and assigned a number. With the aid of a table of random numbers the schools to be surveyed were selected. (Selby, 1967:56) (Refer to Appendix A for a list of the states in each geographical area and the schools in each category.)

Collecting Data

The instrument used to collect the data was a questionnaire.

Information regarding the course content of the Biomedical Equipment Technician program was requested. The questionnaire was constructed from the data obtained from the review of the literature. (See Appendix A for a copy of the questionnaire.) Specifically; the questionnaire was used to determine the number and depth of the common core technical subjects, which include electricity, electronics, electromechanics, applied physics, anatomy and physiology, chemistry, and supporitve mathematics. Also, the questionnaire was used to determine the depth of the training received in the operation and maintenance of biomedical equipment, as well as the amount of clinical experience required of the BMET student. Questions used were of the closed form. (Borg, 1972:198) However; an "Other" category was included so that the respondent could indicate any course content he felt should be included in a BMET curriculum.

The questionnaire for the pilot study was mailed on August 18, 1975, with a requested return date of August 25, 1975. The main study questionnaires were mailed on September 1, 1975, with a requested return date of September 15, 1975. The questionnaires were accompanied by a cover letter (See Appendix A) and a stamped, self-addressed envelope.

On August 25 all of the questionnaires of the pilot study had been returned. On September 30, 53.33% of the questionnaires of the main study had been returned.

Chapter 4

ANALYSIS

Data Collected

After the completion of the data collection phase of the investigation, it was found that 32/60 x 100 = 53.33% of the returns had been received. (Refer to Table 1, Appendix B for a breakdown for each geographical area).

Out of fifteen four year colleges sampled ten (66.66%) were returned. (Refer for Four Year College Returns Table 2, Appendix B.) The area with the most returns was the Southwest (4/15 x 100 = 26.66%). No returns were received from the Northwest.

Out of fifteen community colleges sampled nine (60.00%) were returned. (Refer to Community College Returns Table 3, Appendix B.) The area with the most returns was the Northwest (3/15 x 100 = 20.00%). The Southeast and Southwest each returned 6.66% (1/15 x 100).

Out of fifteen technical institutes sampled nine (60.00%) were returned. (Refer to Technical Institutes Returns Table 4, Appendix B.) The area with the most returns was Mid-America and Northwest (3/15 x 100 = 20.00%). Southeast, Northwest and Southwest each returned 6.66% (1/15 x 100).

Out of fifteen area vocational-technical schools sampled four (26.66%) were returned. (Refer to Area Vocational-Technical School Returns Table 5, Appendix B.) Northeast and Mid-American returned 6.66% (1/15 x 100). No returns were received from the other areas.

Of the total of 32 responses received eight could not be used. These eight were invalidated either because of insufficient data or because the program is no longer in operation. Overall there was a 40.00% (24/60 x 100) return of the questionnaires. The reason for the low overall response (40%) is due mainly to the fact that out of the 15 area vocational-technical schools surveyed only four responded. Of those four, only two could be used because two of the programs surveyed are no longer in operaton. It was felt that there were not enough AVTS offering Biomedical Equipment Technician programs to justify mailing additional survey forms. The data received will be reported and a curriculum outline prepared. However, the reader is cautioned to consider the low number of responses when evaluating the data in the category of area vocational-technical schools.

Combined Data

The responses for each item of all the questionnaires received were computed and reported on a percentage basis. (Refer to Table 1, Appendix C.)

As an example, under the shared technical courses, Item I - Introduction to Electronic Engineering Technology, Sub-Item A. Basic Test Equipment, VOM, VTVM, and Oscilloscope, seven four year colleges, five community colleges, six technical institutes, and two area vocational-technical schools responded. As a percentage this is expressed as follows: 20/24 x 100 = 83.33% This procedure was followed for each response. Also, each type of school was reported using the above procedure.

Four Year Colleges

Fifteen four year colleges were surveyed. Out of this fifteen, ten were returned. One return could not be used because the program was no longer active. A curriculum outline was prepared. (Refer to Appendix D.)

Community Colleges

Out of the fifteen community colleges surveyed, nine returns were received. Two of these nine returns were invalid and could not be used. These two responses were incomplete. A curriculum outline for community colleges was prepared. (Refer to Appendix E.)

Technical Institutes

Out of fifteen technical institutes surveyed, nine returns were received. Three of these nine returns were invalid and could not be used. These three responses were incomplete. A curriculum outline for technical institutes was prepared which included any item that was answered in the same way by at least 75% of the respondents. (Refer to Appendix F.)

Area Vocational-Technical Schools

Out of fifteen area vocational-technical schools surveyed, four returns were received. Two of these four returns were invalid and could not be used. These two are no longer in operation because of a loss of funding. A curriculum outline for area vocational-technical schools was prepared which included any item that was answered in the same way by at least 75% of the respondents. (Refer to Appendix G.)

Additional Course Content

The questionnaire included an "Other" category following each course which gave the recipient an opportunity to indicate additional course content not specifically covered by the questionnaire. Table 6 on the following page lists the results of additional course content indicated by the respondents. Thirty-seven and one-half percent of the schools no longer teach the use of the slide rule in their introductory courses; instead they indicated they cover calculator operations. Amplifier applications are covered in the D-C and A-C theory courses by 8.33% of the respondents. Motors and power distribution is taught in the advanced D-C and A-C theory courses by the same 8.33% of the respondents. Thirty-three and one-third percent include basic programming in their computer programming courses. In the pulse and digital circuits courses 8.33% cover digital voltmeters and frequency counters. Sixteen and two-thirds percent teach differential amplifiers, operational amplifiers, and phase lock loops in the electronic circuits courses. Under the fabrication techniques 12.5% teach electrical safety, codes and laws, and soldering. Fluids, radiation, and electron physics is taught in the physics courses by 16.66% of the respondents. Twelve and one-half percent teach cellular and chemistry for BMETs in their chemistry courses. Under medical terminology 8.33% teach electromedical terminology and clinical and mycological microbiology. Sixteen and two-thirds percent cover blood and lymph under their anatomy and physiology courses. Finally, in the structure and functions of, 8.33% include nursing biology.

Additional Course Content

TABLE 6

COLLEGES	CC	TI	AVTS	%	
3	2	4		37.5%	Use of Calculators
2				8.33%	Amplifier Applications
1	1			8.33%	Motors and Power Distribution
4	2	2		33.33%	Basic Programming
	1	1		8.33%	Digital Volt Meters Frequency Counters
2	2			16.66%	Differential Amplifiers Operational Amplifiers and Phase-Lock Loops
1	1	1		12.5%	Electrical Safety, Codes and Laws; Soldering
2		2		16.66%	Fluids, Radiation, and Electron Physics
1		2		12.5%	Cellular, Chemistry for BMET's
		2		8.33%	Electromedical Terminology, Clinical and Mycological Microbiology
	2	2		16.66%	Blood and Lymph
		1	1	8.33%	Nursing Biology

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

It was found that all courses in a BMET program could be classified into four categories: only for BMET, shared technical courses, shared allied health, and related studies. The low percentage of responses indicating courses only for BMET is due to the fact that it is less expensive to use courses already in operation in an electronics department rather than to establish an entirely new course title to teach the same material. However, this researcher recommends that as many courses as possible be identified with a BE prefix. This would allow the courses to be structured with the emphasis placed on the specialized nature of the Biomedical Equipment Technician's field.

One trend was perceived by reviewing the compiled data. This researcher feels that more schools should include at least one course in chemistry in their curriculum. The reason for this is the increasingly wide spread use of electronics in the measurement and recording of chemical parameters. Before a technician is capable of maintaining a piece of electronic equipment, he must understand the principles of operation of that piece of equipment.

The questionnaire used was deficient in two areas. A category to elicit responses in regard to the coverage of electrical safety should have been included. Electrical safety in the hospital is one prime reason for the existence of a BMET Department in the hospital. Also,

the question of malpractice should be included in the curriculum of a BMET program. One school indicated it requires its students to obtain malpractice insurance as part of their clinical experience. Other than these two areas the instrument was very satisfactory.

Area Vocational-Technical Schools

This researcher feels that the responses from area vocational-technical schools were so few that no recommendations regarding area vocational-technical schools can be made. It is recommended that area vocational-technical schools replicate this section of the study to ascertain the future of a biomedical equipment program at this level.

Technical Institutes

It is recommended that technical institutes identify more of their technical courses as separate from their general electronics courses, where feasible. This would allow the courses to be structured so that more emphasis might be placed on the specialized nature of the Biomedical Equipment Technician's field. It is further recommended that technical institutes use the results of this study to re-evaluate their programs to include at least one chemistry course and also include or make provisions for at least one quarter of clinical experience for their students. Forty-one and two-thirds percent of the total sample indicated they were teaching at least one chemistry course. This researcher feels that this is a significant percentage and justifies the inclusion of a chemistry course in each BMET program. Fifty percent of the total sample surveyed indicated they required less than six months clinical experience. This researcher believes that the clinical experience will enable the student to be exposed to a wider variety of

equipment than the school could afford to provide.

Community Colleges

It is recommended that community colleges use the results of this study to re-evaluate the course content in their BMET program. The weakest part of the program appears to be the fact that only 28.6% of the community colleges surveyed require any type of computer programming. This researcher feels that with the increased use of computer-aided research, as well as computer-aided patient care, more emphasis should be placed on computer programming and maintenance at the community college level.

The strong point of the community college BMET program is the fact that 71.43% of the sample surveyed required clinical experience.

It is further recommended that more of the shared technical courses, especially the electronics courses, be identified as only for BMET. The reason for this is to separate the biomedical equipment technology program from the electronics program.

Four Year Colleges

It is recommended that those colleges not offering or requiring at least one chemistry course include chemistry in their program for the same reason it should be required in the technical institutes as stated previously.

Overall Recommendations

This researcher cannot conclude that since only 37.5% of the sample offer chemistry, all schools should drop their chemistry requirement. On the contrary, more schools should include chemistry in their

programs. The Biomedical Equipment Technician must understand the chemical processes that the equipment he is operating and maintaining is analyzing and recording. Also, this researcher recommends that more schools require a period of clinical experience. The Engineer's Council for Professional Development (ECPD) has recommended that BMET programs include a period of clinical internship or a cooperative program between the schools and the hospital. (Malone, 1975:17)

Finally, it is recommended and hoped that this study will generate further research and replication so that more information will become available in the very important field of biomedical equipment technology.

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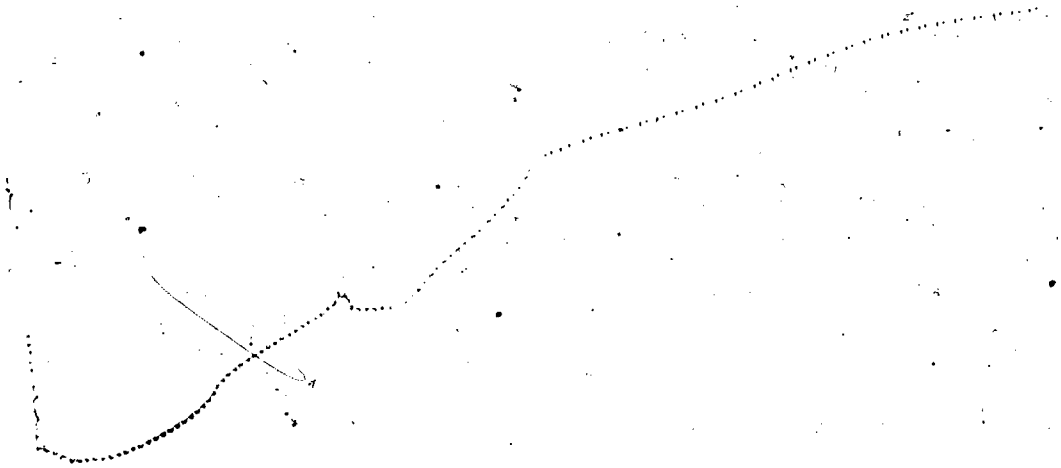

APPENDIX A

SAMPLE SURVEYED

Colleges and Universities-Northeast

1. Vermont Technical College
Randolph Center, Vermont 05061

2. New York Institute of Technology
Wheatley Road
Old Westbury, L.I., New York 11568

3. Lincoln College, Northeastern University
360 Huntington Avenue
Boston, Massachusetts 02115

Colleges and Universities-Southeast

4. Shands Teaching Hospital
University of Florida
Gainesville, Florida 32601

5. University of Virginia
School of Engineering and Applied Science
Box 227 Medical Center
Charlotte, Virginia 22901

6. Regional Technical Institute
University of Alabama
1919 7th Avenue South
Birmingham, Alabama 35233

Colleges and Universities-Mid-America

7. Memphis State University
Memphis, Tennessee 38152

8. Michael J. Owens Technical College
Perrysburg, Ohio 43551

9. Kettering College of Medical Arts
3737 Southern Boulevard
Kettering, Ohio 45429

Colleges and Universities-Northwest

10. University of Minnesota
Minneapolis, Minnesota

11. Milwaukee School of Engineering
1025 N. Milwaukee Street
Milwaukee, Wisconsin 53201

12. Brown Institute
3123 East Lake Street
Minneapolis, Minnesota 55406

Colleges and Universities-Southwest

13. University of New Mexico
Medical Engineering Technology Program
Albuquerque, New Mexico 87106

14. Amarillo College
P.O. Box 447
Amarillo, Texas 79105

15. Golden West College
15744 Golden West Street
Huntington Beach, California 92647

Community Colleges-Northeast

16. Cartonsville Community College
800 S. Rolling Road
Cartonsville, Maryland 21228

17. Springfield Technical Community College
Armory Square
Springfield, Massachusetts 01105

18. Monroe Community College
1000 East Henriette Road
Rochester, New York 14623

Community Colleges-Southeast

19. Miami-Dade Junior College
11380 N.W. 27th Avenue
Miami, Florida 33617

20. Brevard Community College
Cocoa, Florida 32922

21. Faulkner State Junior College
Bay Minette, Alabama

Community Colleges-Mid-America

22. Chattanooga State Technical College
4501 Amnicola Highway
Chattanooga, Tennessee 37406

23. Schoolcraft College
18600 Haggerty Road
Livonia, Michigan 48151

24. Shelby State Community College
Memphis, Tennessee

Community Colleges-Northwest

25. Portland Community College
[illegible] S.W. Porter Street
Portland, Oregon 97201

26. Spokane Community College
E. 3403 Mission Avenue
Spokane, Washington 99202

27. Milwaukee Area Technical College
1015 North Sixth Street
Milwaukee, Wisconsin 54203

Community Colleges-Southwest

28. Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

29. Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401

30. Tulsa Junior College
Tenth and Boston
Tulsa, Oklahoma 74119

Technical Institutes-Northeast

31. Franklin Institute
41 Berkeley Street
Boston, Massachusetts 02116

32. Salem County Technical Institute
P.O. Box 551
Penns Grove, New Jersey 08069

33. Union County Technical Institute
1776 Paritan Road
Scotch Plains, New Jersey 07076

Technical Institutes-Southeast

34. Haywood Technical Institute
P.O. Box 457
Clyde, North Carolina 28721

35. Richmond Technical Institute
Box 1188
Hamlet, North Carolina 28345

36. Catawba Valley Technical Institute
Highway 64-70-321
Hickory, North Carolina 28601

Technical Institutes-Mid-America

37. State Technical Institute at Memphis
5983 Macon Cove
Memphis, Tennessee 38134

38. White Water Technical Institute
710 Northwest 5th Street
Richmond, Indiana 47374

39. White River Valley Technical Institute
646 Franklin Street
Columbus, Indiana 47201

Technical Institutes-Northwest

40. Western Wisconsin Technical Institute
Sixth and Pine Streets
LaCrosse, Wisconsin 54601

41. Forest Park Technical Community College
5600 Oakland Avenue
St. Louis, Missouri 63110

42. Yakes Vocational-Technical Institute
1101 South Yakima Avenue
Tacoma, Washington 98405

Technical Institutes-Southwest

43. Texas State Technical Institute
Waco, Texas 76705

44. The Technical Institute Oklahoma State University
900 N. Portland
Oklahoma City, Oklahoma

45. Utah Technical College at Salt Lake
4600 S. Redwood Road
Salt Lake City, Utah 84107

Area Vocational-Technical Schools-Northeast

46. New Hampshire Vocational-Technical College
Milan Road
Berlin, New Hampshire 03570

47. Central Maine Vocational-Technical Institute
1250 Turner Street
Auburn, Maine 04210

48. E. C. Goodwin Regional Vocational-Technical School
735 Slater Road
New Britain, Connecticut 06053

Area Vocational-Technical Schools-Southeast

49. Walker County Area Vocational-Technical School
Meadow Lane Drive
Rock Springs, Georgia 30739

50. Ben Hill-Irwin Vocational-Technical School
P.O. Box 2
Ocilla, Georgia 31774

51. Thomas Area Vocational-Technical School
Thomasville, Georgia 31792

Area Vocational-Technical Schools-Mid-America

52. Franklin Technical School
2020 Iowa Street
Joplin, Missouri 64801

53. Semo Trade-Technical Institute
200 Pine Street
Sikeston, Missouri 63801

54. Baton Rouge Vocational-Technical School
3400 Winbourne Avenue
Baton Rouge, Louisiana 70805

Area Vocational-Technical Schools-Northwest

55. 916 Area Vocational-Technical Institute
White Bear Lake, Minnesota

56. Black Hills Area Vocational-Technical School
1200 44th Street
Rapid City, South Dakota 57701

57. Area One Vocational-Technical School
Box 400
Calmar, Iowa 52132

Area Vocational-Technical Schools-Southwest

58. Colorado Electronics Technical College
513 Manitou Avenue
Manitou Springs, Colorado 80829

59. Albuquerque Technical-Vocational Institute
525 Buena Vista, S. E.
Albuquerque, New Mexico 87106

60. O. T. Autry Area Vocational-Technical Center
1201 W. Willow
Enid, Oklahoma 73701

GEOGRAPHICAL AREAS

Northeast

Maine
New York
New Jersey
Pennsylvania
Vermont
Connecticut
New Hampshire
Delaware
Maryland
Massachusetts
Rhode Island

Southeast

West Virginia
Virginia
North Carolina
South Carolina
Georgia
Florida
Alabama

Southwest

California
Utah
Arizona
New Mexico
Colorado
Nevada

Northwest

Washington
Montana
Oregon
Missouri
Idaho
Wymoning
Nebraska
North Dakota
South Dakota
Iowa
Minnesota
Wisconsin

Mid-America

Michigan
Illinois
Indiana
Ohio
Kentucky
Tennessee
Mississippi
Arkansas
Louisiana

State Technical Institute at Memphis

August 20, 1975

Dear Sir:

I am undertaking a study to determine the course content of Bio-Medical Equipment Technician Training Programs in the United States. This study should prove useful to existing as well as future BMET programs by providing information which may set guidelines in future curriculum development in bio-medical equipment technology.

Some of the information needed in the study can be provided by you. I am enclosing a questionnaire designed to collect data on the course content of bio-medical equipment technician training. I would appreciate it very much if you would complete the form. Since further work on the study must await your reply, I would appreciate having the form returned before September 15, 1975. A stamped, self addressed return envelope is included for your convenience.

Thank you for your cooperation.

Sincerely yours,

Clarence M. O'Rear
Assistant Professor, Bio-Medical
Electronic Engineering Technology

Howard Lawrence, Ph. D.
Dean of Instruction

mc

(901) 388-1200

BIO-MEDICAL EQUIPMENT TECHNOLOGY
SURVEY FORM

DIRECTIONS: The following is a list of courses and course content most often found in BMET programs. The course content has been grouped under four categorgies; Only For BMET, Shared Technical Courses, Shared Allied Health, and Related Studies. Please indicate under which categorgy, and the course content of each course you offer in your BMET program by placing an X in the space preceeding each item.

ONLY FOR BMET

I. Introduction to Biomedical Engineering Technology.

___ A. Basic test equipment, VOM, VTVM, and Oscilloscope.
___ B. Use of the slide rule.
___ C. Basic D-C circuits.
___ D. Resistor color code and passive devices.
___ E. Other _____.

II. Biomedical and Electronic Instrumentation.

___ A. Measuring Principles.
___ B. The measurement, recording and displaying of physical, physiological, chemical, and electrical parameters.
  ___ 1. Electronic counters.
  ___ 2. Digital devices.
  ___ 3. Amplifiers.
  ___ 4. Oscilloscope.
  ___ 5. Cameras.
  ___ 6. Plotters.
  ___ 7. Signal generators.
  ___ 8. Other _____.

III. Biomedical Instrumentation Measuring Principles II.

___ A. Transducers.
___ B. Equipment and techniques used for measurements of physical, physiological, and chemical parameters.
___ C. Automatic and remote monitoring systems.
___ D. Computer controlled systems.
___ E. Other _____.

IV. Clinical experience.

___ A. Hospitals.
  ___ 1. Less than six months.
  ___ 2. Greater than six months.

SHARED TECHNICAL COURSES

I. Introduction to Electronic Engineering Technology.

___ A. Basic test equipment, VOM, VTVM, and Oscilloscope.
___ B. Use of the slide rule.
___ C. Basic D-C circuits.
___ D. Resistor color code and passive devices.
___ E. Other _____.

II. D-C and A-C Theory.

___ A. Basic Direct Current and Alternating Current Circuits.
___ B. Includes the study of:
- ___ 1. Current.
- ___ 2. Voltage.
- ___ 3. Resistance.
- ___ 4. Ohm's Law.
- ___ 5. Circuit theorems.
- ___ 6. Magnetic fields.
- ___ 7. DC and AC generators.
- ___ 8. Inductance.
- ___ 9. Capacitance.
- ___ 10. Reactance.
- ___ 11. Impedance networks.
- ___ 12. Transformers.
- ___ 13. Other _____.

III. Advanced DC and AC Theory.

___ A. Detailed treatment of circuit theory including:
- ___ 1. DC and AC circuits.
- ___ 2. Impedance.
- ___ 3. Resonance.
- ___ 4. Network theorems.
- ___ 5. Circuit modeling concepts.
- ___ 6. Electric and magnetic fields.
- ___ 7. Other _____.

IV. Computer Programming.

___ A. Fortran.
___ B. Assembler language.
___ C. Other _____.

V. Computer Circuits.

___ A. Pulse and digital circuits.
___ B. Computer systems.
- ___ 1. Programming.
- ___ 2. Maintenance and repair.
- ___ 3. Fabrication and design.
- ___ 4. Other _____.

VI. Electronic Devices.

___ A. Solid state devices.
  ___ 1. Bipolar transistors.
  ___ 2. Field Effect transistors.
___ B. Vacuum tubes.
___ C. Diacs, triacs, and SCR's.
___ D. Intergrated Circuits.
___ E. Other _____.

VII. Electronic Circuits.

___ A. Power supplies.
___ B. Amplifiers, class "A".
___ C. Untuned voltage and power amplifiers.
___ D. Tuned voltage and power amplifiers.
___ E. Direct coupled amplifiers.
___ F. Transformer coupled amplifiers.
___ G. R-C coupled amplifiers.
___ H. Oscillators.
___ I. Feedback amplifiers.
___ J. Other _____.

VIII. Fabrication Techniques.

___ A. Laboratory practices.
___ B. Chasis construction.
___ C. Printed circuit fabrication.
___ D. Use of hand tools.
___ E. Other _____.

IX. Physics.

___ A. Physics of mechanics.
___ B. Physics of heat, light, and nuclear energy.
___ C. Physics of electricity and magnetism.
___ D. Other _____.

SHARED ALLIED HEALTH

I. Chemistry.

___ A. General inorganic.
___ B. Organic.
___ C. Biochemistry.
___ D. Other _____.

II. Medical Terminology.

___ A. Medical vocabulary.
___ B. Definitions.
___ C. Relation to anatomical site.
___ D. Other _____.

III. Anatomy and Physiology.

___ A. The structures and functions of;
  ___ 1. Human cells.
  ___ 2. Tissues and organs.
  ___ 3. Other _____.

___ B. The structure and functions of;
  ___ 1. Skeletal.
  ___ 2. Muscular.
  ___ 3. Nervous.
  ___ 4. Circulatory.
  ___ 5. Respiratory.
  ___ 6. Excretory.
  ___ 7. Digestive.
  ___ 8. Endocrine.
  ___ 9. Reproductive system.
  ___ 10. Other _____.

RELATED STUDIES

I. Mathematics

___ A. Basic algebraic manipulations.
- ___ 1. Exponents.
- ___ 2. Radicals.
- ___ 3. Complex numbers.
- ___ 4. Linear equations with determinants.
- ___ 5. The right triangle.
- ___ 6. Trigonometeric applications.
- ___ 7. Basic vector algebra.
- ___ 8. Other _____.

___ B. Advanced algebraic techniques.
- ___ 1. Binomial theorems and theory.
- ___ 2. Advanced Trigonometeric functions.
- ___ 3. Basic analytical geometry.
- ___ 4. Introduction to differental calculus.
- ___ 5. Introduction to integral calculus.
- ___ 6. Other _____.

II. English

- ___ A. Composition.
- ___ B. Literature.
- ___ C. Technical report writing.
- ___ D. Speech.
- ___ E. Other _____.

III. Social Studies.

- ___ A. Human relations.
- ___ B. Consumer economics.
- ___ C. American Government.
- ___ D. American History.
- ___ E. Management.
- ___ F. Front-line supervision.
- ___ G. Other _____.

Name of Your Institution _____.

Position of individual completing this form _____.

Signature of individual completing this form _____.

Date this form was completed _____.

Do you desire a summary of the findings of this study? Yes ___.
No ___.

THANK YOU VERY MUCH FOR YOUR TIME AND EFFORT

APPENDIX B

TABLE 1, APPENDIX B

Returns for Each Geographical Area

Four Year Colleges	Community Colleges	Technical Institutes	Area Vocational-Technical Schools
		Northeast	
Vermont Technical College	Catonsville Community College	Central Main Technical Institute	New Hampshire Vo-Tech College
Lincoln College Northeastern	Springfield Technical Community College	Union County Technical Institute	Black Hills Area Vo-Tech School
			916 Area Vo-Technical School
		Southeast	
University of Alabama	Brevard Community College	Richmond Technical Institute	
		Mid-America	
Owens Technical College	Chattanooga State Technical Community College	Franklin Technical School	Baton Rouge Vo-Technical School
Memphis State University	Shelby State Community College	White River Valley Technical	
	Schoolcraft College	State Technical Institute at Memphis	
		Northwest	
	Brown Institute	Milwaukee Area Technical College	
	Spokane Community College		
	Portland Community College		

Four Year Colleges	Community Colleges	Technical Institutes	Area Vocational-Technical Schools
		Southwest	
Colorado Technical College		Tulsa Junior College	Albuquerque Tech-Vocational Institute
Amarillo College			
Golden West College			
Utah Technical College			

TABLE 2, APPENDIX B

Returns from Four Year Colleges

Colorado Technical College

Vermont Technical College

Lincoln College Northeastern

Amarillo College

University of Alabama

Owens Technical College

Lincoln West College

Tri-Tech Technical College

Memphis State University

University of Virginia

Number Surveyed - 15

Number Returned - 10

$$\% \text{ Returns} = \frac{10}{15} \times 100 = 66.66\%$$

TABLE 3, APPENDIX B

Returns from Community Colleges

Brevard Community College

Catonsville Community College

Brown Institute

Chattanooga State Technical Community College

Tulsa Junior College

Springfield Technical Community College

Spokane Community College

Portland Community College

Shelby State Community College

Number Surveyed - 15

Number Returned - 9

% Returns = $\frac{9}{15} \times 100 = 60\%$

TABLE 4, APPENDIX B

Returns from Technical Institutes

Central Maine Vocational-Technical Institute.

Milwaukee Area Technical College

Schoolcraft College

Union County Technical Institute

State Technical Institute at Memphis.

New Hampshire Vocational-Technical College

Eastern Technical-Vocational Institute

Franklin Technical School

Richmond Technical Institute

Number Surveyed - 15

Number Returned - 9

% Returns = $\frac{9}{15} \times 100 = 60\%$

TABLE-5. APPENDIX B

Returns from Area Vocational-Technical Schools

Baton Rouge Vocational-Technical School

White River Valley Technical Institute

Black Hills Area Vocational-Technical School

910 Area Vocational-Technical School

Number Surveyed = 15

Number Returned = 4

% Returns = $\frac{4}{15} \times 100 = 26.66\%$

APPENDIX C

TOTAL RETURNS

Number surveyed - 60; Returns - 32; % Returns - $\frac{32}{60} \times 100 = 53.33\%$;
Usable returns - 24

Colleges	CC	TI	AVTS
5		1	1
2			1
4			1
4		1	1
2		1	
6	3	3	1
5	4	3	1
5	4	2	1
4	4	3	1
5	4	3	1
4	1		
4	3		
5	4	2	1
2	1		
6	7	3	1
1	7	2	1
6	5	2	1
3	3	1	
2	1	1	
5	7	1	1

ONLY FOR BMET

I. **Introduction to Biomedical Engineering Tech.**

7 A. Basic test equipment, VOM, VTVM, and Oscilloscope. 29%
3 B. Use of the slide rule. 12.5%
5 C. Basic DC circuits. 20.8%
6 D. Resistor color code and passive devices. 25%
3 E. Other 12.5%

II. **Biomedical and Electronic Instrumentation.**

15 A. Measuring Principles. 62.5%
13 B. The measurement, recording and displaying of physical, physiological, chemical, and electrical parameters. 54.16%
12 1. Electronic counters. 50%
12 2. Digital devices. 50%
13 3. Amplifiers. 54.16%
13 4. Oscilloscope. 54.16%
5 5. Cameras. 20.8%
7 6. Plotters. 29.16%
12 7. Signal generators. 50%
3 8. Other 12.5%

III. **Biomedical Instrumentation Measuring Principles II.**

17 A. Transducers. 70.8%
17 B. Equipment and techniques used for measurements of physical, physiological and chemical parameters. 70.8%
14 C. Automatic and remote monitoring systems. 58.3%
7 D. Computer controlled systems. 29.16%
4 E. Other 16.6%

IV. Clinical experience:

12 A. Hospitals. 50%
12 1. Less than six months. 50%
1 2. Greater than six months. 4.2%

Colleges	CC	TI	AVTS	
7	5	6	2	SHARED TECHNICAL COURSES
				1. Introduction to Electronic Engineering Tech.
				20 A. Basic test equipment, VOM, VTVM, and Oscilloscope. 83.33%
3	4	1	1	9 B. Use of the slide rule. 37.5%
7	5	6	2	20 C. Basic DC circuits. 83.33%
7	5	6	2	20 D. Resistor color code and passive devices. 83.33%
1	2	3		6 E. Other - 5 use of calculators 1 fundamentals of calibration 25%
				II. DC and AC Theory.
9	7	6	2	24 A. Basic Direct Current and Alternating Current Circuits. 100%
9	7	6	2	24 B. Includes the study of: 100%
9	7	6	2	24 1. Current. 100%
9	7	6	2	24 2. Voltage. 100%
9	7	6	2	24 3. Resistance. 100%
9	7	6	2	24 4. Ohm's Law. 100%
9	7	6	2	24 5. Circuit theorems. 100%
9	7	6	2	24 6. Magnetic fields. 100%
7	7	6	2	22 7. DC and AC generators. 91.66%
9	7	6	2	24 8. Inductance. 100%
9	7	6	2	24 9. Capacitance. 100%
9	7	6	2	24 10. Reactance. 100%
9	7	6	2	24 11. Impedance networks. 100%
9	7	6	2	24 12. Transformers. 100%
9	7	6	2	2 13. Other - Amplifier's Applications 8.33%
				III. Advanced DC and AC Theory.
9	7	5	2	23 A. Detailed treatment of circuit theory including: 95.83%
9	7	5	2	23 1. DC and AC circuits. 95.8%
9	7	5	2	23 2. Impedance. 95.83%
9	7	5	2	23 3. Resonance. 95.83%
9	6	5	2	22 4. Network theorems. 91.66%
7	3	4	2	16 5. Circuit modeling concepts. 66.66%
8	7	3	2	20 6. Electric and magnetic fields. 83.33%
1	1			2 7. Other - Motors & Power Distribution 8.33%
				IV. Computer Programming.
4	2	3		9 A. FORTRAN. 37.5%
2	1			4 B. Assembler Language. 16.66%
4	2	2		8 C. Other - Basic 33.33%

Colleges	CC	4	AVTS
8	5	6	1
6	4	4	1
5	3	3	
3	3	3	1
4	3	2	
	1	1	
9	7	6	2
9	7	6	2
9	7	6	2
8	6	5	2
9	7	6	2
9	7	6	2
9	7	6	2
9	7	6	2
9	7	6	2
9	7	6	2
9	7	6	2
9	7	6	2
2		2	
7	4	4	1
9	5	4	1
8	4	4	1
2		2	
9	2	5	1
4	3	4	1
6	5	4	1
5	4	6	1
1	1	1	

V. Computer Circuits.

20 A. Pulse and digital circuits. 83.33%
15 B. Computer systems. 62.5%
- 10 1. Programming. 41.66%
- 10 2. Maintenance and repair. 41.66%
- 8 3. Fabrication and design. 33.33%
- 2 4. Other - DVM's Freq. Counters - Operation & Testing 8.33%

VI. Electronic Devices.

24 A. Solid state devices. 100%
- 24 1. Bipolar transistors. 100%
- 24 2. Field Effect transistors. 100%

19 B. Vacuum tubes. 79.16%
23 C. Diacs, triacs, and SCR's. 95.83%
24 D. Intergrated Circuits. 100%
0 E. Other

VII. Electronic Circuits.

24 A. Power supplies. 100%
24 B. Amplifiers, class "A". 100%
24 C. Untuned voltage and power amplifiers. 100%
23 D. Tuned voltage and power amplifiers. 95.83%
24 E. Direct coupled amplifiers. 100%
24 F. Transformer coupled amplifiers. 100%
24 G. RC coupled amplifiers. 100%
24 H. Oscillators. 100%
24 I. Feedback amplifiers. 100%
4 J. Other - Diff-Amps, Op-Amps, phase lock loops 16.66%

VIII. Physics

16 A. Physics of mechanics. 66.66%
19 B. Physics of heat, light, and nuclear energy. 79.16%
17 C. Physics of electricity and magnetism. 70.83%
4 D. Other - Fluids, Radiation, Electron Physics 16.66%

IX. Fabrication Techniques

20 A. Laboratory practices. 83.33%
13 B. Chasis construction. 54.16%
16 C. Printed circuit fabrication. 66.66%
16 D. Use of hand tools. 66.66%
3 E. Other - Electrical Safety, Codes and Laws, Soldering 12.5%

SHARED ALLIED HEALTH

Colleges	CC	TI.	AYTS	
				I. Chemistry
4	3	2		9 A. General inorganic. 37.5%
2	3	1		6 B. Organia. 25%
3	4	2		9 C. Biochemistry. 37.5%
1			2	3 D. Other - Cellular, Chem. for Med's 12.5%
				II.
4	4	4	1	13 A. Medical vocabulary. 54.16%
4	4	4	1	13 B. Definitions. 54.16%
4	3	4	1	12 C. Relation to anatomical site. 50%
		2		2 D. Other - Electro Medical Terminology - Clinical & Mycological Microbiology 8.33%
				III. Anatomy and Physiology.
6	7	4	1	18 A. The structures and functions of: 75%
5	7	4	1	17 1. Human cells. 70.83%
	6	4	1	17 2. Tissues and Organs. 70.83%
	2	2		4 3. Others - Blook and Lymph 16.66%
6	7	4	1	18 B. The structure and functions of:
6	6	4	1	17 1. Skeletal. 70.83%
6	6	4	1	17 2. Muscular. 70.83%
6	6	4	1	17 3. Nervous. 70.83%
6	7	4	1	18 4. Circulatory. 75%
6	7	4	1	18 5. Respiratory. 75%
6	6	4	1	17 6. Excretory. 70.83%
6	6	4	1	17 7. Digestion. 70.83%
6	6	4	1	17 8. Endocrine. 70.83%
6	6	4	1	17 9. Reproductive system. 70.83%
		1	1	2 10. Other - Nursing Biology Integumentary 8.33%

RELATED STUDIES

Colleges	CC	TI	AVTS
9	7	6	2
9	7	6	2
9	7	6	2
9	7	6	2
7	7	6	2
9	7	6	2
9	7	6	2
9	6	6	2
1	1	2	
[illegible]	[illegible]	5	
7	[illegible]	4	
7	[illegible]	4	
[illegible]	[illegible]	4	
[illegible]	[illegible]	4	
[illegible]	[illegible]	3	
		1	
7	5	5	
5	2	4	
8	[illegible]	5	2
3	[illegible]	3	
		1	
2	[illegible]	6	
3	2	4	
	[illegible]	4	
1	2	4	
1		2	
1		2	
2	1	1	

I. Mathematics

24	A.	Basic algebraic manipulations. 100%	
	24	1.	Exponents. 100%
	24	2.	Radicals. 100%
	24	3.	Complex numbers. 100%
	22	4.	Linear equations with determinants. 91.66%
	24	5.	The right triangle. 100%
	24	6.	Trigonometric applications. 100%
	23	7.	Basic vector algebra. 95.83%
	4	8.	Other - 16.66%
16	B.	Advanced algebraic techniques. 66.66%	
	14	1.	Binominal theorems and theory. 58.33%
	14	2.	Advanced Trigonometeric functions. 58.33%
	14	3.	Basic analytical geometry. 58.33%
	12	4.	Introduction to differental calculus. 50%
	11	5.	Introduction to integral calculus. 45.83%
	1	6.	Other - Solid & Sperical geometry and Trig. 4.16%

II. English

17	A.	Composition. 70.83%
11	B.	Literature. 45.83%
20	C.	Technical report writing. 83.33%
10	D.	Speech. 41.66%
1	E.	Other - Reading Improvement 4.16%

III. Social Studies.

11	A.	Human relations. 45.83%
9	B.	Consumer economics. 37.5%
7	C.	American Government. 29.16%
7	D.	American History. 29.16%
3	E.	Management. 12.5%
3	F.	Front-Line supervision. 12.5%
4	G.	Other - Logic Philosophy, Psychology, Electives 16.66%

APPENDIX D

CURRICULUM OUTLINE

The following is a recommended curriculum outline for a Biomedical Equipment Technology Program at the Four Year College level.

Only for BMET

I. Introduction to Biomedical Engineering Technology.

- A. Basic test equipment, VOM, VTVM, and Oscilloscope.
- B. Calculator Operations.
- C. Basic D-C Circuits.
- D. Resistor color code and passive devices.

II. Biomedical Instrumentation.

- A. Measuring Principles.
- B. The measurement, recording and displaying of physical, physiological, chemical, and electrical parameters.
  1. Electronic counters.
  2. Digital devices.
  3. Amplifiers.
  4. Oscilloscope.
  5. Plotters.
  6. Signal generators.

III. Biomedical Instrumentation Measuring Principles II.

- A. Tranducers.
- B. Equipment and techniques used for measurements of physical, physiological, and chemical parameters.
- C. Automatic and remote monitoring systems.

IV. Clinical experience.

- A. At least six months.

Shared Technical Courses

I. D-C and A-C Circuits.

A. Basic Direct Current and Alternating Current Circuits.
B. To include the study of:
1. Current.
2. Voltage.
3. Resistance.
4. Ohm's Law.
5. Magnetic fields.
6. Circuit theorems.
7. D-C and A-C generators.
8. Inductance.
9. Capacitance.
10. Reactance.
11. Impedance networks.
12. Transformers.

II. Advanced D-C and A-C Theory.

A. Detailed treatment of circuit theory including:
1. D-C and A-C circuits
2. Impedance.
3. Resonance.
4. Network theorems.
5. Circuit modeling concepts.
6. Electric and magnetic fields.

III. Computer Programming.

A. Basic.
B. Fortran.

IV. Computer Circuits.

A. Pulse and Digital circuits.
B. Computer systems.
1. Programming.
2. Fabrication and design.

V. Electronic Devices.

A. Solid state devices.
1. Bipolar transistors.
2. Field Effect transistors.
B. Diacs, Triacs and SCR's.
C. Differential amplifiers, op-amps, and IC's.

VI. Electronic Circuits.

A. Power supplies.
B. Amplifiers, class "A".
C. Untuned voltage and power amplifiers.
D. Tuned voltage and power amplifiers.
E. Direct coupled amplifiers.
F. Transformer coupled amplifiers.
G. R-C coupled amplifiers.
H. Oscillators.
I. Feedback amplifiers.

VII. Fabrication Techniques.

A. Laboratory practices.
B. Printed circuit fabrication.

VIII. Physics.

A. Physics of mechanics.
B. Physics of heat, light, and nuclear energy.
C. Physics of electricity and magnetism.

Shared Allied Health

I. Chemistry.

A. General.
B. Bio-chemistry.

II. Anatomy and Physiology.

A. The structures and functions of:
1. Human cells.
2. Tissues and organs.
3. Skeletal.
4. Muscular.
5. Circulatory.
6. Nervous.
7. Respiratory.
8. Excetory.
9. Digestive.
10. Endocrine.
11. Reproductive system.

Related Studies

I. Mathematics.

A. Basic algebraic manipulations.
1. Exponents.
2. Radicals.
3. Complex numbers.
4. Linear equations with determinants.
5. The right triangle.
6. Trigonometric applications.
7. Basic vector algebra.

B. Advanced algebraic techniques.
1. Binomial theorems.
2. Advanced trigonometric functions.
3. Analytical geometry.
4. Differential calculus.
5. Integral calculus.

II. English.

A. Composition.
B. Technical report writing.

APPENDIX E

CURRICULUM OUTLINE

The following is a recommended curriculum outline for a Biomedical Equipment Technology Program at the Community College level.

Only for BMET

I. Introduction to Biomedical Engineering Technology.

- A. Basic test equipment, VOM, VTVM, and Oscilloscope.
- B. Calculator Operation.
- C. Basic D-C circuits.
- D. Resistor color code and passive devices.

II. Biomedical Instrumentation.

- A. Measuring principles.
- B. The measurement, recording and displaying of physical, physiological, chemical, and electrical parameters.
  1. Electronic counters.
  2. Digital devices.
  3. Amplifiers.
  4. Oscilloscope.
  5. Signal generators.

III. Biomedical Instrumentation Measuring Principles II.

- A. Transducers.
- B. Equipment and techniques used for measurements of physical, physiological, and chemical parameters.
- C. Automatic and remote monitoring systems.

IV. Clinical experience.

- A. At least three months.

Shared Technical Courses

I. D-C and A-C Circuits.

A. Basic Direct Current and Alternating Current circuits.
B. To include the study of:
1. Current.
2. Voltage.
3. Resistance.
4. Ohm's Law.
5. Circuit theorms.
6. Magnetic fields.
7. D-C and A-C generators.
8. Inductance.
9. Capacitance.
10. Reactance.
11. Impedance networks.
12. Transformers.

II. Advanced D-C and A-C Theory.

A. Detailed treatment of circuits theory including:
1. D-C and A-C circuits
2. Impedance.
3. Resonance.
4. Network theorms.
5. Electric and magnetic fields.

III. Computer Programming.

A. Fortran.

IV. Computer Circuits.

A. Pulse and Digital circuits.

V. Electronic Devices.

A. Solid state devices.
1. Bipolar transistors.
2. Field Effect transistors.
B. Diacs, triacs, and SCR's.
C. Differential amplifiers, op-amps, and IC's.

VI. Electronic Circuits.

A. Power supplies.
B. Amplifiers, class "A".
C. Untuned voltage and power amplifiers.
D. Tuned voltage and power amplifiers.
E. Direct coupled amplifiers.
F. Transformer coupled amplifiers.
G. R-C coupled amplifiers.
H. Oscillators.
I. Feedback amplifiers.

VII. Fabrication Techniques.

A. Laboratory practices.
B. Printed circuit fabrication.

VIII. Physics.

A. Physics of mechanics.
B. Physics of heat, light, and nuclear energy.
C. Physics of electricity and magnetism.

Shared Allied Health

I. Chemistry.

A. General chemistry.

II. Anatomy and Physiology.

A. The structures and functions of:
1. Human cells.
2. Tissues and organs.
3. Skeletal.
4. Muscular.
5. Nervous.
6. Circulatory
7. Respiratory.
8. Excretory.
9. Digestive.
10. Endocrine.
11. Reproductive system.

Related Studies

I. Mathematics.
A. Basic algebraic manipulations.
1. Exponents.
2. Radicals.
3. Complex numbers.
4. Linear equations with determinants.
5. The right triangle.
6. Trigonometric applications.
7. Basic vector algebra.

II. English.

A. Composition.
B. Technical report writing.

APPENDIX F

CURRICULUM OUTLINE

The following is a recommended curriculum outline for a Biomedical Equipment Technology Program at the Technical Institute level.

Only for BMET

I. Introduction to Biomedical Engineering Technology.

- A. Basic test equipment, VOM, VTVM, and Oscilloscope.
- B. Calculator Operation.
- C. Basic D-C circuits.
- D. Resistor color code and passive devices.

II. Biomedical Instrumentation.

- A. The measurement, recording and displaying of physical, physiological, chemical, and electrical parameters.
  1. Electronic counters.
  2. Digital devices.
  3. Amplifiers.
  4. Oscilloscope.

III. Biomedical Instrumentation Measuring Principles II.

- A. Transducers.
- B. Equipment and techniques used for measurements of physical, physiological, and chemical parameters.
- C. Automatic and remote monitoring systems.

IV. Clinical experience.

- A. Hospitals.
  1. At least three months.

Shared Technical Courses

I. D-C and A-C Circuits.

A. Basic Direct Current and Alternating Current Circuits.
B. To include the study of:
1. Current.
2. Voltage.
3. Resistance.
4. Ohm's Law.
5. Circuit theorems.
6. Magnetic fields.
7. D-C and A-C generators.
8. Inductance.
9. Capacitance.
10. Reactance.
11. Impedance networks.
12. Transformers.

II. Advanced D-C and A-C Theory.

A. Detailed treatment of circuit theory including:
1. D-C and A-C circuits.
2. Impedance.
3. Resonance.
4. Network theorems.
5. Circuit Modeling concepts.

III. Computer Programming.

A. Fortran.
B. Basic.

IV. Computer Circuits.

A. Pulse and Digital circuits.
B. Computer systems.
1. Programming.
2. Maintenance and repair.
3. Fabrication and design.

V. Electronic Devices.

A. Solid state devices.
1. Bipolar transistors.
2. Field Effect transistors.
B. Diacs, triacs, and SCR's.
C. Differential amplifiers, op-amps, and IC's.

VI. Electronic Circuits.

A. Power supplies.
B. Amplifiers, class "A".
C. Untuned voltage and power amplifiers.
D. Tuned voltage and power amplifiers.
E. Direct coupled amplifiers.
F. Transformer coupled amplifiers.
G. R-C coupled amplifiers.
H. Oscillators.
I. Feedback amplifiers.

VII. Fabrication Techniques.

A. Laboratory practices.
B. Chassis construction.
C. Printed circuit fabrication.
D. Use of hand tools.

VIII. Physics.

A. Physics of mechanics.
B. Physics of heat, light, and nuclear energy.
C. Physics of electricity and magnetism.

Shared Allied Health

I. Chemistry.

A. General basic chemistry.
B. Bio-Medical applications.

II. Medical Terminology.

A. Medical vocabulary.
B. Definitions.
C. Relation to anatomical site.

III. Anatomy and Physiology.

A. The structures and functions of:
1. Human cells.
2. Tissues and organs.

B. The structure and functions of:
1. Skeletal.
2. Muscular.
3. Nervous.
4. Circulatory.
5. Respiratory.
6. Excretory.
7. Digestive.
8. Endocrine.
9. Reproductive system.

Related Studies

I. Mathematics.

A. Basic algebraic manipulations.
1. Exponents.
2. Radicals.
3. Complex numbers.
4. Linear equations with determinants.
5. The right triangle.
6. Trigonometric applications.
7. Basic vector algebra.

B. Advanced algebraic techniques.
1. Binomial theorems.
2. Advanced trigonometric functions.
3. Basic analytical geometry.
4. Introduction to differential calculus.

II. English.

A. Composition.
B. Technical report writing.

III. Social Studies.

A. Human relations.
B. Consumer economics.
C. American government.
D. American history.

APPENDIX G

CURRICULUM OUTLINE

The following is a recommended curriculum outline for a Biomedical Equipment Technology Program at the Area Vocational-Technical School level.

Only for BMET

I. Introduction to Biomedical Technology.

A. Basic test equipment, VOM, VTVM, and Oscilloscope.
B. Basic D-C circuits.
C. Resistor color code and passive devices.

II. Biomedical Instrumentation I.

A. Measuring principles.
B. Measuring devices.
C. Displays.

III. Biomedical Instrumentation II.

A. Troubleshooting.
B. Maintenance and servicing.

Shared Technical Courses

I. D-C and A-C Circuits.

A. Basic Direct and Alternating Current circuits.
B. To include the study of:
1. Current.
2. Voltage.
3. Resistance.
4. Ohm's Law.
5. Magnetic fields.
6. D-C and A-C generators.
7. Inductance.
8. Capacitance.
9. Reactance.
10. Transformers.

II. Advanced D-C and A-C Theory.

A. Detailed treatment of circuits.
1. D-C and A-C circuits.
2. Impedance.
3. Resonance.
4. Network theorems.

III. Electronic Devices.

A. Solid state devices.
   1. Bipolar transistors.
   2. Field Effect transistors.
B. Vacuum tubes.
C. Diacs, triacs, and SCR's.
D. Differential amplifiers, op-amps, and IC's.

IV. Electronic Circuits.

A. Power supplies.
B. Amplifiers, class "A".
C. Untuned voltage and power amplifiers.
D. Tuned voltage and power amplifiers.
E. Direct coupled amplifiers.
F. Transformer coupled amplifiers.
G. R-C coupled amplifiers.
H. Oscillators.
I. Feedback amplifiers.

Shared Allied Health

I. Medical Terminology.

A. Medical vocabulary.
B. Definitions.

II. Anatomy and Physiology.

A. The structures and functions of:
   1. Human cells.
   2. Tissues and organs.

Related Studies

I. Mathematics.

A. Basic algebraic manipulations.
   1. Exponents.
   2. Radicals.
   3. Complex numbers.
   4. Linear equations.
   5. The right triangle.
   6. Trigonometric applications.

II. English.

A. Technical report writing.

ACCESSION NUMBER: VT102773

TITLE: ANNUAL REPORT OF RCU ACTIVITIES FY 1975.

PERSONAL AUTHOR: PATTERSON, DOUGLAS

DESCRIPTOR: *RESEARCH PROJECTS; *VOCATIONAL EDUCATION; *RESEARCH COORDINATING UNITS; *ANNUAL REPORTS; STATE DEPARTMENTS OF EDUCATION

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ABSTRACT: THIS ANNUAL REPORT LISTS THE MAJOR ACTIVITIES OF THE ALABAMA RESEARCH COORDINATING UNIT FOR FISCAL YEAR 1975. INCLUDED IN THE REPORT ARE STAFF DEVELOPMENT ACTIVITIES, PROJECTS CONDUCTED AND PRODUCTS PRODUCED, TECHNICAL ASSISTANCE AND INSERVICE ACTIVITIES PROVIDED, AND PROPOSALS DEVELOPED. (NJ)

INSTITUTION NAME: ALABAMA RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION, MONTGOMERY.

SPONSORING AGENCY NAME: ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. DIV. OF VOCATIONAL EDUCATION AND COMMUNITY COLLEGES.

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DEC 3 0 1975

ANNUAL REPORT
OF
RCU ACTIVITIES

FY 1975

State of Alabama
Department of Education
Division of Vocational Education and Community Colleges
Montgomery, Alabama 36130

ED 102 773

ANNUAL REPORT

OF

RCU ACTIVITIES

FY 1975

submitted to

Dr. T. L. Faulkner, State Director
Vocational Education and Community Colleges

by

Douglas Patterson, Director
Research Coordinating Unit
865 State Office Building
Montgomery, Alabama 36130

October 1, 1975

INTRODUCTION

The Alabama Research Coordinating Unit (RCU) is an integral part of the Division of Vocational Education and Community Colleges, Alabama State Department of Education. The RCU seeks to improve vocational education though a variety of activities, with primary concentration in the areas of research, management systems, planning, evaluation, manpower analysis, exemplary projects, and information dissemination.

Functions of the Alabama RCU include:

(1) Development of a management information system for state planning and program management of secondary, post-secondary, adult vocational education, and junior colleges.

(2) Compilation of federal and state statistical reports on vocational education.

(3) Estimation of statewide supply and demand for skilled, semi-skilled, and technical labor.

(4) Long-range planning of state-wide vocational education programs.

(5) Curriculum research and evaluation.

(6) Coordination of exemplary projects and research conducted by local education agencies and institutions.

(7) Conducting research in vocational education and community colleges.

(8) Establishment of research and development priorities.

(9) Assessment of state-wide vocational education programs.

(10) Implementing and analyzing continuous follow-up of students terminating vocational education programs.

To effectively implement these functions the RCU is organized into four coordinated sections. The management information section is primarily responsible for developing a semi-automated information system and for compiling and preparing state and federal reports. An overall MIS plan was developed during FY 75 and a semi-automated secondary student accounting system was implemented. An integrated automated fiscal accounting and teacher accounting system was developed. The automated file includes entries on 123,000 secondary students and 2,200 teachers. The RCU compiled six annual state and federal reports and five special federal reports.

The manpower information service section has primary responsibility for analyzing and projecting supply and demand for selected segments of the labor force. A system to assist local planning was designed during FY 75 and a local vocational education informational planning packet was designed and development initiated. A number of specialized labor force studies were conducted for state and local personnel.

The dissemination and exemplary program section is responsible for coordinating exemplary programs in local education agencies and institutions and for disseminating RCU products to appropriate clientele. A total of 15 exemplary programs were developed and coordinated in FY 75. These exemplary projects serve to initiate innovative programs in vocational education throughout the state. Planning documents, manpower documents, research results, and other materials were disseminated to various clientele.

The research and evaluation section is responsible for conducting research and evaluation activities and for coordinating research projects conducted by other individuals or agencies. A total of seven research projects were conducted or coordinated by the RCU on various vocational problems. The research results facilitate significant management decisions and program development activities.

The planning function is conducted to coordinate Division planning and develop planning documents. Various planning activities of the Division were coordinated by the RCU. The RCU was responsible for compiling information in developing the State Plan for Vocational Education and associated documents.

The major activities of the RCU are presented in this document under nine categories. The number of activities preclude detailed descriptions; therefore, most of the presentation is restricted to a listing of activities. The order of presentation does not represent a prioritization of activities. Neither are the activities presented in order of time or personnel resources required for implementation.

This report has been prepared to provide the State Director of Vocational Education and Community Colleges and other interested persons with a summary of RCU activities for FY 1975. Additional information concerning the included activities may be obtained from:

Dr. Douglas Patterson, Director
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ANNUAL REPORT OF RCU ACTIVITIES

I. LEA PROJECTS FUNDED THROUGH AND COORDINATED BY RCU

The Research Coordinating Unit administered funds from Part D, Section 142(d) of Public Law 90-576 to support and coordinate eleven exemplary programs in local school systems during FY 75. The RCU's participation in these projects included establishing funding guidelines, reviewing proposals, providing technical assistance through on-site visits, monitoring fiscal accounting, and reporting to the U.S. Office of Education.

The following projects were conducted during FY 75:

A. Comprehensive Placement Projects

The development of comprehensive school-based placement services in secondary schools was given priority in the use of exemplary program funds during FY 75. The objective of comprehensive placement services was to assist in the occupational or educational placement of all students exiting the school, either as graduates or dropouts. Projects were developed in six school systems which had been selected to represent a range of demographic conditions. The participating systems were:

Greene County Board of Education
Shelby County Board of Education
Coffee County Board of Education
Mobile County Board of Education
Covington County Board of Education
Tuscaloosa County Board of Education

B. Career Education Projects

Exemplary funds were used to fund the third year of implementation of career education programs in the school systems of Mobile County, Montgomery County, and Phenix City. By participating in exemplary programs for three years these school systems were able to achieve significant re-direction in their curricular offerings at the primary and middle school levels.

C. Fashion Merchandising

Through exemplary funds awarded to the Montgomery County school system, a program of Fashion Merchandising was designed and installed at the Union Street Area Vocational Center. A Distributive Education teacher was paired with a teacher expert in textile design and production for a team approach in the program.

D. Threshold of Education Reform-Restructuring Agriculture for Inner City Related Motivation and Accomplishment (TERRA FIRMA)

Funds were awarded to the Anniston City Board of Education to develop a 167 acre farm into an Agribusiness Center for students. More than 40 students participated in the first year of the program which now includes instruction in horticulture and livestock production.

II. DIVISION PROJECTS FUNDED THROUGH AND COORDINATED BY RCU

The Research Coordinating Unit funded and coordinated five projects which were conducted by units within the Division or Auburn ORDU. These projects were funded from Federal C and D funds. The RCU (1) assisted in developing the proposals, (2) provided technical assistance in implementing and evaluating the projects, (3) assisted in developing reports on the projects and (4) monitored the financial accounting process.

The following projects were implemented during FY 75:

A. Joint Leadership Training Conference for Selected Students and Advisors of Alabama's Vocational Youth Organizations

Conducted by: Program Supervision Branch

One hundred and twenty persons, representing six vocational student organizations, participated in the Joint Leadership Training Conference. The conference, which lasted three days, was designed to provide selected students with intensive guidance and instruction in the development of leadership skills.

B. Distributive Education Dissemination Project

Conducted by: Distributive Education Service Area

A consortium of states, known as the Distributive Education Interstate Curriculum Consortium, had completed preparation and field testing of "Learning Activity Packets for Distributive Education" for implementation during the 1974-75 school year. The purpose of the Distributive Education Dissemination Project was to train a core of ten Alabama teachers which in turn was to train other teachers in the state-wide implementation of the learning packets.

C. Vocational Education Follow-Up Project

Conducted by: Auburn University Occupational Research and Development Unit

The primary purpose of the vocational education follow-up project was to develop and implement a state-wide follow-up system of all secondary vocational education terminees in Alabama. The study was designed to provide current, reliable, and valid information that would aid reporting, evaluation, program adjustment, and decision making.

D. A Comparative Study of Two Approaches to the Use of the Distributive Education Competency-Based Learning System: Microfiche Versus Conventional Printed Copy

Conducted by: Distributive Education Service Area

This project demonstrated the feasibility of using microfiche instead of the conventional printed copy as a method for storing and using the Learning Activity Packets (LAP's) which were developed for use in Distributive Education. A format for printing and storing LAP's on microfiche was also developed. The methods were demonstrated in five local Distributive Education programs in local education agencies.

E. The Constitutional Convention for HOE Students and Secondary Teachers

Conducted by: Health Occupations Service Area

The primary objective of this project was to conduct an organizational meeting for a state student Health Occupations Education organization. The purpose of the new organization is to broaden and enrich the student's knowledge of careers.

F. Vocational-Technical Education Consortium of States

Conducted by: Program Services Branch

The Division participated in a multi-state consortium for the purpose of developing validated performance based curriculum materials in a common format. Catalogues of performance based objectives were developed in two instructional areas under consortium agreement and initiated in seven other instructional areas through a project developed by the RCU.

G. Evaluation of Vocational Programs at Boys Industrial School, Birmingham

Conducted by: Auburn University Occupational Research and Development Unit

The vocational programs at the Alabama Boys Industrial School, Birmingham, were analyzed in terms of teaching methods, organization, and curricula materials. An in-service program based on the results of the study was designed and conducted for the instructional staff of the school.

H. Evaluation of Right-to-Read Project

Conducted by: Auburn University Occupational Research and Development Unit

Auburn ORDU personnel evaluated and prepared a final report for an Alabama State Department of Education project entitled, "Coordinating Right-to-Read With Adult Basic Education." The Right-to-Read project functioned in five Alabama counties throughout the 1974-75 school year.

III. PROJECTS CONDUCTED BY THE RCU STAFF

Projects listed in this section are those which are primarily conducted and administered by the RCU. These projects are initiated by the RCU, often upon requests from other units within the Division. Funding for such projects is derived from the RCU general operating budget.

A. Research Project to Examine the Role of the Local Vocational Education Administrator

Approximately 600 questionnaires were mailed to local directors, area center administrators, vocational teachers, superintendents, principals, teacher educators and state staff. Through information provided by these questionnaires, training programs can be more accurately geared to the development of competencies necessary to carry out the functions of the local vocational administrator.

B. A Study of Experimental Projects in Special Post-Secondary Institutions

This project was conducted to ascertain the effectiveness of special programs conducted through one two-year post-secondary institution. Programs included in the study were: Business and Office Education, Licensed Practical Nurse Training, and Health Occupations Education. An analysis was made of enrollments, completions, placement rates, and success on licensing board exams.

C. A Study to Determine the Need for Additional Vocational Education Programs and Facilities in the Black Belt Area of Alabama

The purpose of this study was to ascertain the need for additional vocational education programs and facilities in the Black Belt of Alabama. Geographical identification of the Black Belt Area was obtained by identifying the counties in the State which are associated with the Black Belt soils. The study included an analysis of the white and non-white population ratio, the number of reimbursed vocational units, the number of vocational units requested, the total school enrollment, and the average years of education for persons in the identified counties.

IV. PRODUCTS PRODUCED BY RCU

The RCU produced reports, documents, computer programs, and publications to meet federal and state reporting requirements, inform educators, and facilitate management decisions. The RCU: (1) produced the information, (2) developed the product, (3) coordinated the printing, and (4) disseminated the products. Following are RCU accomplishments during FY 75:

A. Produced and disseminated evaluation report for Joint Leadership Training Conference

B. Produced and disseminated preliminary planning materials for 126 school systems

C. Prepared Division materials for departmental brochure, "Alabama Education in the 70's"

D. Prepared and disseminated FY 75 State Plan for Vocational Education

E. Prepared Federal Statistical Reports and submitted to U.S.O.E.

F. Prepared vocational education planning packets for Dallas, Marengo, Fayette, Greene, Sumter, and Marion counties

G. Prepared annual Descriptive Report and submitted to U.S.O.E.

H. Prepared Completion Report and submitted to U.S.O.E.

I. Prepared State Statistical Report and submitted to U.S.O.E.

J. Prepared and disseminated Vocational Education Facts Report

K. Prepared Overview of State Plan for Vocational Education in Alabama

L. Prepared four articles for Careers magazine

M. Presented paper on "Establishing Research Priorities" at National RCU Conference

N. Prepared quarterly report to Director on "Occupational Demand by Selected Course Offerings"

O. Prepared two RCU Semi-Annual Reports and submitted to U.S.O.E.

P. Coordinated the development and dissemination of seven student follow-up reports through ORDU at Auburn University

Q. Developed draft copy of Placement Manual for Vocational Teachers

R. Prepared and disseminated Volume I of the Final Report for Part C [131(a)] project entitled, "Determination of the Most Effective Procedures for Implementation of School-Wide Junior High Career Exploratory Experiences and for the Placement and Follow-Up of All Exiting Students, K-14"

S. Edited, produced and disseminated Volume II of the Final Report for Part C [131(a)] project entitled, "Determination of the Most Effective Procedures for Implementation of School-Wide Junior High Career Exploratory Experiences and for the Placement and Follow-Up of All Exiting Students, K-14"

T. Presented a paper to the State Department of Education data processing section which projected the Vocational Education Division's data processing needs over the next five years

U. Wrote and developed five major computer program packages for fiscal accounting offices. These were, in order of completion:

1) FISCAL SEARCH/EDIT (6 main programs, 4 sub-programs)

These programs access the fiscal data and make necessary calculations

2) FISCAL MASTER ACCESS (5 main programs, 3 sub-programs)

This package gives rapid access to several combinations of SEARCH and a program to calculate school system unit entitlements

3) ROSTER (1 main program)

Batch program to print student rosters from MIS data base to be sent to VOCED instructors

4) LBC (Local Board Changes) (2 main programs, 3 sub-programs)

This package calculated and printed 74-75 fiscal data on Change Request Forms to be sent to local school systems

5) CNTRCT (2 main programs, 4 sub-programs)

1975-76 fiscal data will be utilized to print 75-76 contracts for local school systems

V. TECHNICAL ASSISTANCE PROVIDED BY RCU

The services of the RCU were made available upon request to various agencies and individuals from all program levels within the field of vocational education and to other agencies conducting related programs. These services included providing technical assistance, coordinating research activities, accumulating information, and writing proposals. The following RCU activities for FY 75 fall into this category:

A. Assisted in seven local planning endeavors for area vocational centers

B. Provided Montgomery Housing Authority assistance in planning for training needs survey

C. Participated in interviewing 75 LEA's to identify local unit needs

D. Coordinated the assessment of State vocational education needs through visits to local boards of education

E. Conducted manpower demand analysis upon request

F. Provided technical assistance in implementing Project DELTA and AOIS

G. Assisted in the planning and development of a curriculum workshop for State vocational education leaders

H. Coordinated an employer survey conducted by Montgomery Public School System

I. Provided team training to teams visiting LEA's

J. Reviewed USOE code and developed suggestions for conversion tables for Bureau of Labor Statistics

K. Provided technical assistance to the fiscal office in automation of data base

L. Provided technical assistance to division staff in design of data collection forms

M. Assisted in the development of adult education proposal (Public Employees Training Survey)

N. Prepared a report for the Data Systems Management Division of the State Finance Department on "Cost and Use of Computer Facilities Used in MIS Development"

O. Assisted various sections in submitting bids for microfiche equipment and services, visual aid equipment, computer terminals, etc.

P. Evaluated computer needs for Northwest Alabama State Technical College, George C. Wallace State Community College (Dothan), and Patterson State Technical College

Q. Provided technical assistance in the development of a proposal for EPDA 553 State Grant

VI. IN-SERVICE ACTIVITIES PROVIDED

Staff members of RCU conducted or assisted in conducting the following in-service activities during FY 75.

A. Assisted in conducting Management by Objectives training for area vocational center administrators

B. Assisted in conducting Management by Objectives training for State vocational education staff

C. Conducted Follow-up Data Utilization seminars with service area staff

D. Assisted in Leadership Development Program for vocational administrators

E. Assisted in conducting Vocational Guidance Personnel State Conference

F. Presented explanation of secondary student file component of Management Information System (MIS) to 8 vocational education summer conferences for teachers

G. Conducted three day in-service program concerning curriculum and program organization for staff at Birmingham Boys Industrial School

VIII. CONTINUING SERVICES OF RCU

Continuing services are those functions which constitute the foundation of RCU operations. Included in this category are such activities as coordination of exemplary programs, collection and preparation of statistical data, reporting to state and federal agencies, and dissemination of vocational education research information. This type of activity required a major portion of the staff's time during FY 75. The following were the major continuing activities conducted during the past fiscal year.

A. Developed and expanded Vocational Education Management Information System

   1) Installed and implemented the use of electronic data processing equipment (OpScan 17, Mohawk 1101 tape unit, and four computer terminals)

   2) Developed computer programs for implementing the system. See Section IV U for a listing of the primary program packages.

   3) Developed secondary vocational student file (123,000 students) through the following procedures:

      a. Developed and distributed packets containing student data forms and instructional manuals to 2,069 teachers

      b. Pre-edited 125,000 student data forms

      c. Scanned 125,000 student data forms

      d. Printed and disseminated rosters to teachers for updating

B. Developed socio-economic and educational information for local vocational planning packets to be used in state and local planning endeavors

C. Developed and/or maintained occupational demand information and labor supply information based on most current data available for input into Alabama State Plan, and, by special request, for assistance in State and local planning efforts. Major information sources include:

   1) Bureau of the Census

   2) Bureau of Labor Statistics

   3) Alabama Department of Industrial Relations

   4) The University of Alabama Center for Business and Economic Research

5) Alabama State Department of Education

6) Alabama Development Office

7) Various local and/or private agencies

D. Coordinated exemplary programs including:

1) provided assistance in proposal development

2) provided informative evaluation of project activities

3) monitored disbursement of funds

4) reviewed quarterly and final reports

5) prepared reports for regional office

E. Conducted resource entitlement calculation for distribution of teacher units on formula basis

F. Developed and disseminated forms for local program application, collected and followed up returns, summarized data, analyzed data, and prepared summary report

G. Reviewed each issue of 17 educational periodicals and publications and distributed information to Division staff

H. Coordinated the Management by Objectives program for the Division

I. Developed and compiled data for submittal to Project Baseline

J. Developed, revised and updated tables, figures and information for the State Plan and miscellaneous reports

K. Provided, through Auburn ORDU, ERIC computer searches and microfiche reproduction for approximately 150 users in FY 75

VIII. PROPOSALS DEVELOPED BY RCU

The RCU developed or had major responsibilities in the development of the following proposals for external funding:

A. Developed proposal to support additional Management Information System activities

B. Assisted in the development of a preliminary proposal for the Alabama Occupational Information System

C Conducted on-site investigations in three states and assisted in final proposal development for the Alabama Occupational Information System

D. Developed proposal for training business managers in post-secondary institutions

E. Assisted in the development of a proposal for dissemination project for State Department of Education

F. Assisted in the development of a proposal for a National Institute for Performance Based Teacher Education

IX. STAFF DEVELOPMENT ACTIVITIES

To keep current in technical skills and knowledges, obtain new information, and develop new competencies, the RCU staff conscientiously participates in staff development activities. In addition to regular professional reading and participation in professional organizations, RCU staff members were involved in the following professional development activities.

A. One staff member participated in National RCU Conference

B. One staff member participated in National Part D Conference

C. One staff member participated in Regional EPDA Change Agent Workshop

D. One staff member participated in Regional State Plan Development Conference

E. One staff member was trained in Oklahoma MBO Workshop

F. Staff member served as president of the Southern Regional Research Conference in Agricultural Education

G. One staff member participated in the National AVA Pre-Session on Manpower Analysis

H. Three staff members participated in National AVA Conference

I. Participated in two Southwide Research Coordinating Conferences

J. Two staff members qualified in state EPDA workshops on Teacher Appraisal Instrument

K. Two staff members qualified in workshops on the Flanders' Interaction Analysis

L. One staff member participated in National Conference on Common Core Data conducted by CEIS

X. SUMMARY

The preceeding presentation is a brief listing of the major activities and accomplishments of the Alabama Research Coordinating Unit during FY 1975. In addition to the listed activities the RCU provides technical assistance and materials to individuals and agencies throughout the state and nation as well as continuous service to other units of the Division of Vocational Education and Community Colleges.

The Research Coordinating Unit functions as a service agency to facilitate vocational education throughout the state. Its services are available to educators on request.

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TITLE: THE IMPACT OF THE REQUIRED LEVEL OF EMPLOYEE SUPPORT ON SECURING UNION CERTIFICATION. LABOUR RELATION SERIES NO. 1.

PERSONAL AUTHOR: PILIOTIS, V.

DESCRIPTOR: *LABOR UNIONS; LABOR LEGISLATION; *CERTIFICATION; *UNION MEMBERS; *ORGANIZATIONAL CHANGE

IDENTIFIER: ONTARIO; CANADA; *ONTARIO LABOUR RELATIONS ACT

EDRS PRICE: MF AND HC AVAILABILITY WILL BE ANNOUNCED IN VOL. 9, NO. 5.

DESCRIPTIVE NOTE: 41P.

ABSTRACT: THE ONTARIO LABOUR RELATIONS ACT SETS THE MINIMUM MEMBERSHIP REQUIREMENTS THAT A UNION MUST MEET TO SHOW THAT IT HAS THE NECESSARY SUPPORT TO BE CONSIDERED FOR EITHER OUTRIGHT CERTIFICATION OR A VOTE. WITH CERTIFICATION, A UNION HAS THE RIGHT TO EXCLUSIVE REPRESENTATION OF A GROUP OF WORKERS FOR THE PURPOSE OF COLLECTIVE BARGAINING. AMENDMENTS TO THE ACT IN 1971 LOWERED THE REQUIREMENTS FOR A VOTE FROM 45 PERCENT TO 35 PERCENT AND RAISED THE REQUIREMENTS FOR OUTRIGHT CERTIFICATION FROM OVER 55 PERCENT TO OVER 65 PERCENT. THE UNION POSITION WAS THAT THE AMENDMENTS MADE IT MORE DIFFICULT FOR THEM TO ORGANIZE NEW WORKERS. THE IMPACT OF THE CHANGE IN MEMBERSHIP LEVELS ON UNION ACTIVITY WAS TESTED BY COMPARING THE VOLUME, TYPE, AND SUCCESS RATE OF UNION APPLICATIONS BEFORE AND AFTER THE AMENDMENTS WERE ADOPTED. ANALYSIS OF THE FINDINGS OF THE STUDY SUPPORT THE UNION CLAIM THAT THE PASSAGE OF THE AMENDMENTS MADE CERTIFICATION MORE DIFFICULT TO ACHIEVE. RESULTS ARE PRESENTED IN BOTH NARRATIVE AND TABULAR FORM. THE APPENDIX CONTAINS TABLES OF DATA OBTAINED. (RG)

INSTITUTION NAME: ONTARIO DEPT. OF LABOUR, TORONTO. RESEARCH BRANCH.

102 71

THE IMPACT OF THE REQUIRED LEVEL OF EMPLOYEE SUPPORT ON SECURING UNION CERTIFICATION

Number 1

by
V. Piliotis

Research Branch
Ontario Ministry of Labour
October 1975

Hon. Bette Stephenson, M.D.
Minister

R. D. Johnston
Deputy Minister

VT 102 714

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THE IMPACT OF THE REQUIRED LEVEL OF EMPLOYEE SUPPORT ON SECURING UNION CERTIFICATION

Introduction

Certification is a means whereby unions obtain the right to exclusive representation of a defined group of workers for the purpose of bargaining collectively with their employer to determine conditions of employment. In Ontario this right is provided for by The Labour Relations Act and granted by the Ontario Labour Relations Board for units of employees determined to be appropriate for collective bargaining. The basic elements of the certification process are described in Sections 5 to 12 of the Act.

Certification is important in that it provides the basis of employee representation which is necessary for the establishment of collective bargaining. The Ontario government has, through the preamble of The Labour Relations Act, declared that "... it is in the public interest of the Province of Ontario to further harmonious relations between employers and employees by encouraging the practice and procedure of collective bargaining ...". With this declaration being the central point of the Act, it becomes incumbent upon the government to ensure that the method of providing for certification facilitates the intent of the preamble.

Certification was introduced in Ontario, and in almost all labour relations legislation in North America, because unions had experienced extreme difficulties in establishing and maintaining effective representation of workers. The Wagner Act of 1935 in the United States was the first widely applied piece of legislation in North America that adopted the principle of certification through which unions obtained exclusive bargaining rights. That legislation was also the first to impose on the parties the legal obligation to bargain collectively. Ontario was the first Canadian jurisdiction that adopted the principle and procedure of certification similar in spirit to that of the Wagner Act.[1] One year later the federal government enacted more comprehensive labour relations legislation which endorsed the achievement of representation through certification and the obligation to bargain collectively.[2] The federal legislation became the model that was used by the Provinces to enact similar legislation in

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1. An Act to provide for Collective Bargaining. Statutes of Ontario 1943, Chapter 4.

2. Privy Council Order 1003, 1944.

their respective jurisidictions.

Ensuring union representation through certification was a major breakthrough in North American labour relations. It facilitated the organization of unorganized workers and provided a basis for the establishment of stable union-management relationships. In the thirty years certification has been used in Canada there has been no articulate challenge to it. It is accepted as an equitable method through which unions achieve employer recognition. However, the fact that approximately two-thirds of the workers in Ontario are not represented by unions raises questions as to the effectiveness of the certification process in promoting union representation. The concern is not with the principle of certification but about the effects on union representation of specific legislative provisions and administrative procedures governing certification.

Section 7, subsections (2), (3) and (4), of The Ontario Labour Relations Act,[3] sets out the minimum membership requirements that a union must secure to satisfy the Board that it has the necessary support to be considered for either "outright"[4] certification or vote. Prior to February 1971, a trade union was required to secure membership support of at least 45 per cent of the employees in any bargaining unit determined by the Board, in order for a representation vote to be ordered. It was also necessary for a union to secure more than 55 per cent before an application could be considered for outright certification. The amendments to the Act in February 1971 changed the level of the minimum membership requirements to at least 35 per cent for a vote and above 65 per cent in order to be considered for outright certification.

After the 1971 amendments to the Act, the unions left no doubt as to their position with regard to the new membership requirements. Their position has been made clear in their various briefs on labour legislation presented to the government. They felt that the new level of employee support frustrated efforts to organize new workers and indicated their preference for outright certification as opposed to certification after a vote.

The hypotheses advanced in this paper are the following:

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3. Revised statutes of Ontario, 1970, Chapter 232.

4. "Outright" certification in this context refers to certification on the basis of initial membership evidence as opposed to certification through a representation vote.

- a relatively low level of required employee support for a vote does not promote unionization, as it does not induce unions to file with the Board applications with a low level of support because the chances of success of such applications are very small;

- a relatively high level of required employee support for outright certification is an impediment to organization because it makes certification difficult to achieve; and

- a relatively high level of support required for outright certification results in proportionately more applications decided by vote and less by the initial evidence of membership support. This does not facilitate organization because the success rate of applications with votes is lower than that of applications without votes.

Data and Methodology

The hypotheses formulated above can be tested if there are available data on certification under various levels of required employee support. This exists in Ontario because of the changes in membership requirements for certification that were part of the amendments to the Act in 1971. The acceptance or rejection of the hypotheses can be established by comparing:

- the volume of applications, by level of support, filed with the Board prior to and following the amendments. These data, based on fiscal years, are necessary to determine the effect of membership requirements on the annual volume of applications in total and at each level of employee support.

- the proportion of applications that involved representation votes prior to and following the amendments. These data are based on fiscal years and by the level of employee support and are used to assess the impact of membership requirements on the number of votes held; and

- the success rate of applications prior to and following the amendments classified by the level of employee support, and by whether or not there was a vote. These data will help to determine the effects of membership requirements on the success of applications directly and indirectly through votes.

The analysis is comparative in nature. In addition to before and after comparisons within Ontario, there are also some inter-Provincial comparisons on the success rate and the volume of applications with votes.

The basic data are compiled from the Ontario Labour Relations Board statistics on certification mainly in the Non-Construction sector. A programme was developed to analyze data for one fiscal year prior to, and two years following, the 1971 amendments.[5] The data are on applications for certification classified by union; industry; bargaining unit size; level of employee support; success rate at each level of support; votes and the success rate of applications with votes as opposed to that of applications with no votes. In addition to the tables within the body of this report, more details are given in the Appendix.

Volume of Applications for Certification

There were two main motives underlying the 1971 changes in membership support for certification. On the one hand, it was believed that lowering the minimum membership support would make it easier to achieve representations votes - and possibly certification - in cases where obtaining higher membership support might be difficult. On the other hand, the higher membership support required to be considered for outright certification was justified on the basis that it was needed to ensure stronger union representation, which was thought to be crucial for the establishment of a sound bargaining relationship after certification.[6] In the final analysis, both changes in the required minimum membership support were designed to bring about more representation votes. Such votes were thought to be a more reliable expression of the wishes of the employees affected.

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5. The amended Act became effective on February 15, 1971. However, the old Act applied to applications filed before February 15 but disposed of after that date. Since it takes an average of more than four weeks to dispose of an application after it has been filed with the Board, it is safe to assume here that the whole fiscal year of 1970-71 contains applications disposed of under the old Act.

6. The impact of membership support on the subsequent collective bargaining relationship is dealt with in another Research Branch study that deals specifically with the factors affecting first agreement after certification, and, which will be completed at a later date.

During the year 1971-72 - the first full fiscal year following the amendments to the Act - the volume of applications for certification declined from 1,068 in 1970-71 to 915. This represents a drop of more than 14 per cent. In the Non-Construction sector alone, the decline was more dramatic and represented a drop of more than 18 per cent. Most of the major unions experienced a decline in the volume of applications. However, the overall level of applications in 1972-73 came back to that of 1970-71. Industry-wide, the pattern was almost the same. The only notable exception was in the Trade sector in which the volume of applications in each of the two fiscal years following the amendments was less than 47 per cent of that in 1970-71.[7]

A more detailed analysis of the volume of Non-Construction applications in the fiscal years of 1970-71 to 1972-73 is provided by Table 1 and Graph A. The distribution of applications by level of initial membership support reveal the following:

- the number of applications in the range of 35-45 per cent was 21 and accounted for three per cent of total applications in 1970-71. The corresponding numbers were 40 and 33 in each of the following two years, respectively.

- the number of applications in the range of 55-65 per cent was 120 and accounted for close to 17 per cent of total applications in 1970-71. This number decreased to 58 and 65 in each of the following two years, respectively.

- the proportion of applications with union support necessary for outright certification accounted for more than 75 per cent of total applications in 1970-71. This proportion decreased to 60 per cent and 63 per cent, respectively, in each of the following two years. The number of such applications dropped by more than 34 per cent in 1971-72 and more than 18 per cent in 1972-73, largely the result of raising the minimum support for automatic certification.

The lowering to 35 per cent of the minimum support for a vote did not bring the increase in applications that was hoped for. Although the number of applications in the 35-45 per cent range increased in each of the two years following the amendments, this range still accounted for a small proportion of total applications.

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7. See Appendix, Tables 1 and 2.

TABLE 1

Distribution of Total and Granted Non-Construction Applications for Certification by Level of Membership Support, Fiscal Years, 1970-71 to 1972-73

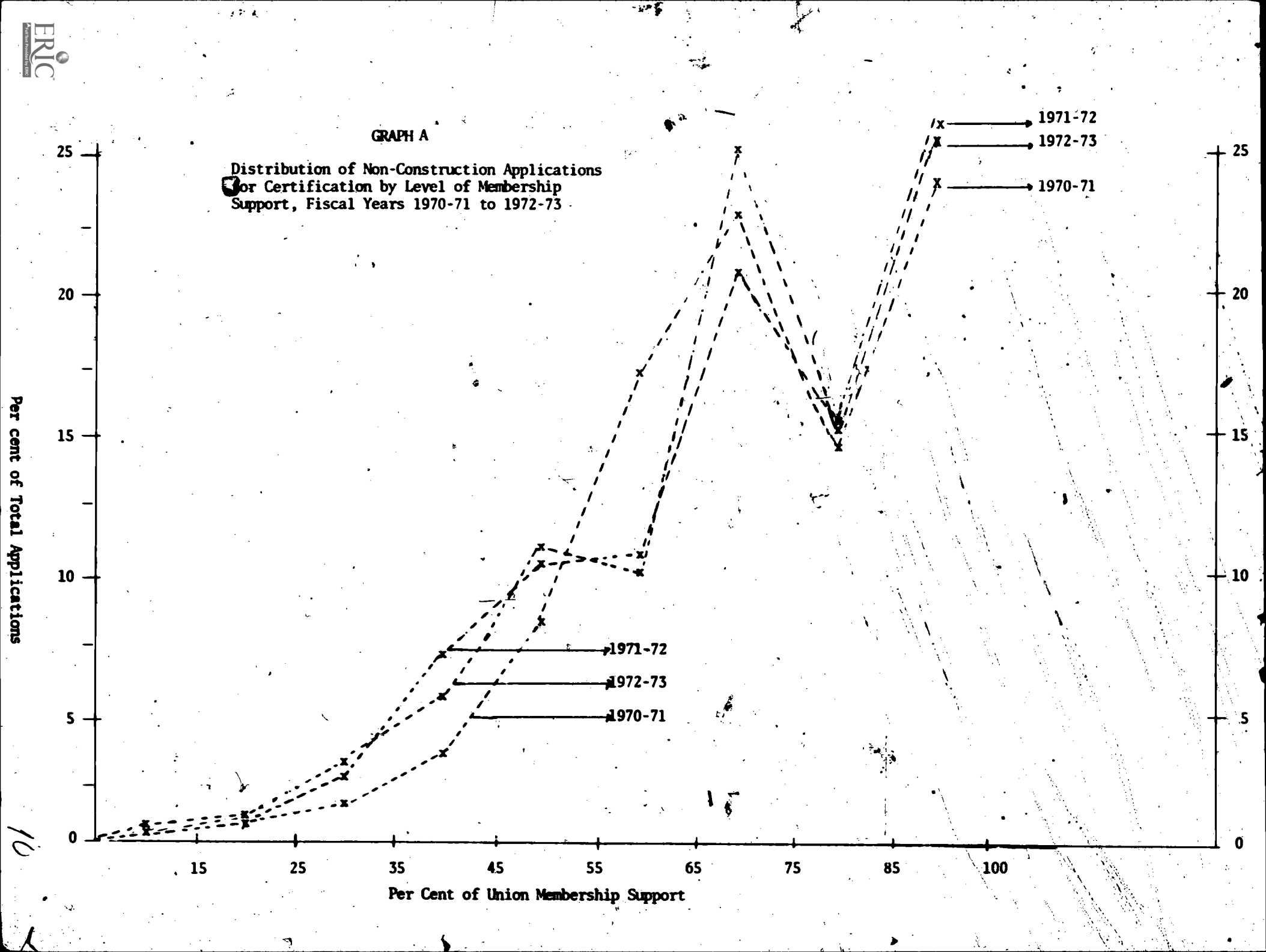
Membership Support as Percentage of Employees Affected	Total Non-Construction Applications											
	1970-71				1971-72				1972-73			
	Total Applications		Granted Applications		Total Applications		Granted Applications		Total Applications		Granted Applications	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
00.0 - 14.9	4	.6	-	-	3	.5	-	-	2	.3	-	-
15.0 - 24.9	6	.8	-	-	2	.3	-	-	4	.6	-	-
25.0 - 34.9	8	1.1	-	-	13	2.2	-	-	15	2.2	-	-
35.0 - 44.9	21	2.9	-	-	40	6.8	13	2.2	33	4.7	13	1.9
45.0 - 55.0	55	7.6	18	2.5	56	9.5	27	4.6	73	10.5	36	5.1
55.1 - 65.0	120	16.7	92	12.8	58	9.8	35	5.9	65	9.3	37	5.3
65.1 - 75.0	159	22.1	138	19.2	112	19.0	92	15.6	169	24.3	149	21.4
75.1 - 85.0	95	13.2	82	11.4	87	14.8	74	12.5	100	14.3	94	13.5
85.1 - 100.0	166	23.1	148	20.5	155	26.3	132	22.4	171	24.5	156	22.4
Unknown**	86	11.9	-	-	64	10.8	-	-	65	9.3	-	-
TOTAL	720	100.0	478	66.4	590	100.0	373	63.2	697	100.0	485	69.6

* The lower limits of the class intervals of membership support are constructed in such a way as to be consistent with the legislative provisions regarding minimum membership support for vote or for automatic certification.

** It includes withdrawn applications whose membership was not determined.

GRAPH A

Distribution of Non-Construction Applications for Certification by Level of Membership Support, Fiscal Years 1970-71 to 1972-73



The main reason for the low incidence of applications filed at the new lower level of support is the conviction of unions that the chances of these applications resulting in certification are small. This conviction was echoed in the submissions made by unions to the Minister of Labour in regards to the Amendments to the Act in 1970.[8] Experience in the two years following the amendments proved the unions' point. The success rate of applications in the 35 - 45 per cent range of support was 32 and 39 per cent respectively for each of the two years. This compares with the overall success rate of the same two years which was 63.2 and 69.6 per cent.

Unions prefer outright certification to certification through vote. This preference is supported by data which show that in 1970-71 more than 75 per cent of all applications had the membership support necessary for outright certification. Raising the minimum support for outright certification from 55 to 65 per cent meant that unions had to employ more resources than before the changes, if they wanted to achieve outright certification. In fact, the proportion of applications having support of over 65 per cent increased from 58 per cent of total applications in 1970-71 to 63 per cent in 1972-73. Nevertheless, because of the shortening of the outright certification range, only 63 per cent of applications in 1972-73 were in the outright certification range, compared to 75 per cent in 1970-71.

It can safely be concluded that the 1971 amendments regarding membership support did not bring the increase in the volume of applications that it was hoped they would bring. The increase in the volume of applications in the 35-45 per cent range of support was very moderate. This was almost certainly due to the unions' belief that the probability of these applications getting certified was small, and, in fact that belief seemed to be correct. On the other hand, the volume of applications in the 55 - 65 per cent level of support dropped by substantially more than the increase in the 35 - 45 per cent range. The drop was caused by the fact that unions could no longer achieve outright certification in that range and reflected efforts to obtain outright certification and avoid a vote.

No definite conclusions can be drawn with respect to any possible adverse effects of the amendments on the overall volume of applications. The volume of applications dropped in 1971-72 but picked up again in 1972-73. Figures for the fiscal

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8. Submission of the Ontario Federation of Labour to Dalton Bales Q.C. Minister of Labour in Regard to Amendments to the Labour Relations Act, 1970. Also, the Submission of the United Steelworkers of America to the Ontario Legislature's Standing Committee on Labour Re Bill 167 of the Ontario Labour Relations Act, 1970.

year of 1973-74 show an increase of about 18 per cent over the previous year, the highest increase ever recorded.

The decline in the volume of applications immediately after the amendments can be attributed to the uncertainty of unions as to the impact of the new Act on certification. Support for this assertion is found when the volume of applications is analyzed over a longer time period than the three years. Graph B shows the trend in the volume of applications since 1959-60. The troughs in this graph coincide with, or follow, amendments to the Act. It is true that the amendments since 1959-60 did not deal with the sections of membership support except in 1970-71. However, changes in the Act appear to affect unions in some way. Uncertainty about how such changes will affect their activities may have considerable impact on union organization.

Representation Votes

The amendments to the Act in 1971 had an impact on the volume of votes conducted. This came about because the range of union membership support for a vote was widened from 45 - 55 per cent to 35 - 65 per cent. The effect is shown in Table 2 where the volume of applications with votes increased from 121 in 1970-71 to 195 and 194 in the following two years, respectively. This represents an increase of over 60 per cent. Even as a proportion of total non-construction applications, the increase was substantial. In 1970-71, close to 17 per cent of applications resulted in a vote. This proportion increased to 33 per cent and 28 per cent, respectively, in each of the following two years. The largest part of the increase was in pre-hearing votes. However, in all three years, the volume of post-hearing votes was higher than that of pre-hearing votes.[9]

Securing membership support of over 65 per cent does not guarantee outright certification. There are instances where a vote is conducted regardless of membership support, so long as the support is at least 35 per cent. Situations where this occurs include the following:

- applications involving petitions that reduce initial union support to a vote situation;

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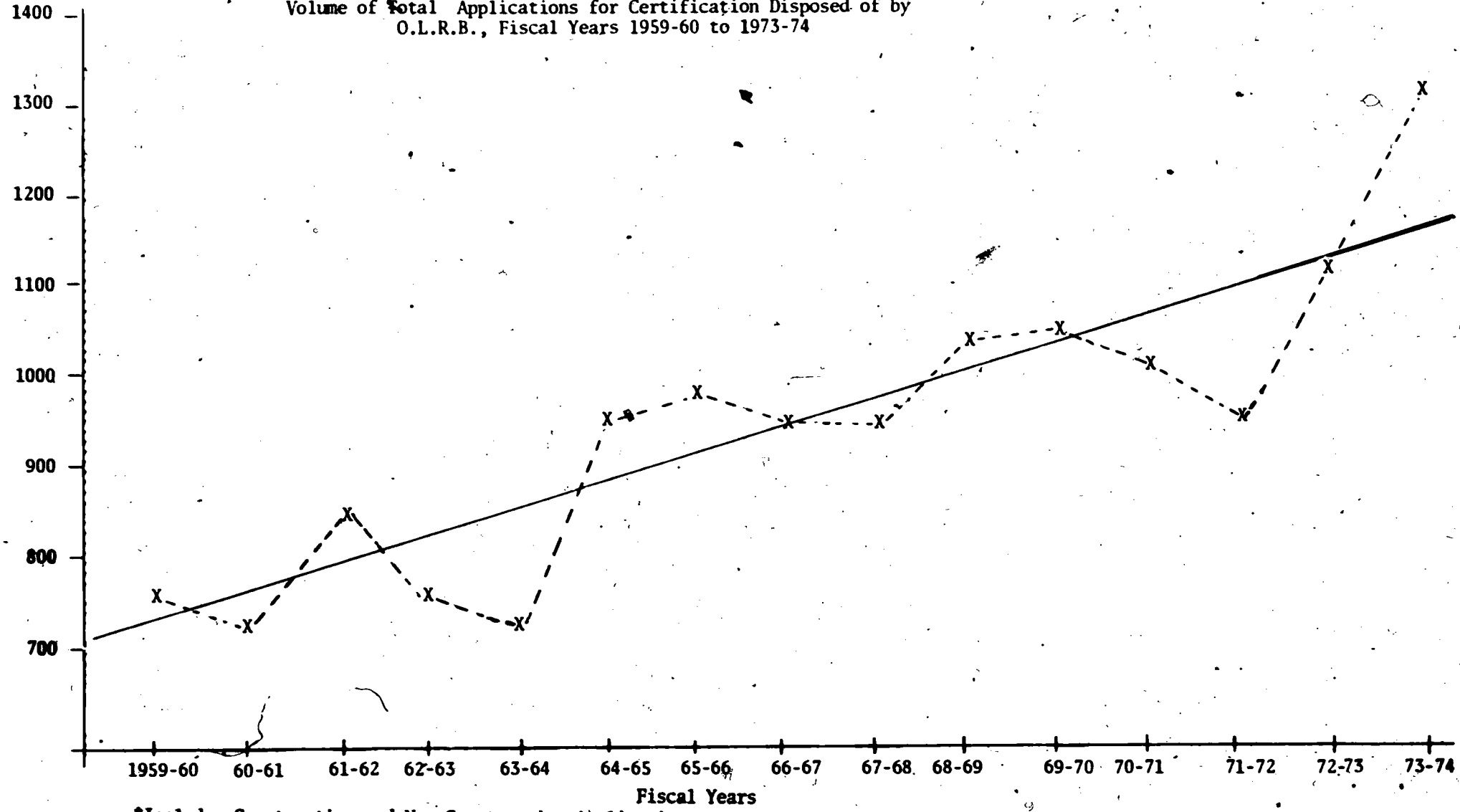
9. The process of conducting pre-hearing votes was introduced in the 1960 Amendments to the Act. Its main purpose was to meet union concerns about delays in taking a vote. The provision empowers the Board to authorize a vote at the request of the union prior to presenting any evidence relating to the application. Pre-hearing votes are contrasted to post-hearing or regular votes, which usually take place at least after the first hearing where the Board determines the bargaining unit and the level of employee support.

GRAPH B

Volume of Total* Applications for Certification Disposed of by O.L.R.B., Fiscal Years 1959-60 to 1973-74



*Includes Construction and Non-Construction Applications.

TABLE 2

Volume of Non-Construction Applications with Votes and Type of Votes
Fiscal Years 1970-71 to 1972-73

Type of Votes	Non-Construction Applications With Votes								
	1970-71			1971-72			1972-73		
	Number	Per Cent of Applications with votes	Per Cent of Total Applications*	Number	Per Cent of Applications with votes	Per Cent of Total Applications*	Number	Per Cent of Applications with votes	Per Cent of Total Applications*
Pre-Hearing Votes	42	34.7	5.8	96	49.2	16.3	87	44.9	12.5
Post-Hearing Votes	79	65.3	11.0	99	50.8	16.7	107	55.1	15.4
Total Votes	121	100.0	16.8	195	100.0	33.0	194	100.0	27.9

*The volume of total non-construction applications for the three fiscal years was 720, 590 and 697, respectively.

- cases where two applicants apply for the same unit of employees; and

- applications involving incumbent unions.

Table 3

Distribution of Non-Construction Applications for Certification in which a Vote was Authorized by Level of Initial Membership Support, Fiscal Years 1970-71 to 1972-73

Percentage Level of Membership Support	Non-Construction Applications with Votes					
	1970-71		1971-72		1972-73	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
35.0 - 44.9	-	-	39	20.9	29	15.2
45.0 - 55.0	43	39.1	52	27.8	64	33.3
55.1 - 65.0	28	25.5	42	22.5	57	29.7
65.1 - 75.0	17	15.4	22	11.8	20	10.4
75.1 - 85.0	9	8.2	16	8.5	11	5.7
85.1 - 100.0	13	11.8	16	8.5	11	5.7
Unknown*	11	-	8	-	2	-
Total	121	100.0	195	100.0	194	100.0

* Includes applications whose vote was never conducted because of late withdrawal or the vote was conducted but the ballots were never counted. These applications are not included in the derivation of percentages.

Table 3 shows that there has been a decrease in the proportion of applications that resulted in a vote even though they had the necessary support for outright certification. In 1970-71, 61.9 per cent of applications with votes had support of over 55 per cent. In 1971-72 only 27.7 per cent of applications with votes had support of over 65 per cent and it was further reduced to 21.7 per cent in 1972-73. This is a clear indication that it was the changes in membership requirements, rather than other factors such as those listed above, which caused the increase in the volume of applications that resulted in votes.

A great deal of controversy has centered on the question of whether or not representation votes are the best way of determining the wishes of a group of employees concerning union representation. The proponents of votes - mainly employers - cite the acceptance by society in general of voting as the most democratic way to ascertain the wishes of people on many social and political issues. Unions do not object to representation votes in principle. However, they argue that there are important differences between, say, the public voting on which political party is to form the next government, and a group of employees in a company voting on whether or not a union will represent them in dealing with their employer. These differences relate mainly to factors affecting the outcome of union votes and to consequences of the results of votes that are characteristic of union-management relations.

With regard to factors influencing union votes, the most important one is the ability of employers and unions to communicate with the employees for the purpose of presenting their views on union representation and influencing the outcome of the vote. In this regard employers have an advantage over unions because the workers are at the employers' premises during the working hours. The best unions can do is to schedule meetings outside working hours and hope for a good turnout. Attendance at such meetings may be poor due to transportation problems and lack of available time. However, the most important reason for not showing up at union meetings prior to certification is the fear that employees hostile to unions may be there for the purpose of informing the employer about other employees' union activity. The relative disadvantage of unions becomes even greater when they cannot communicate with the workers, because they are unable to get a mailing list.

A second factor that may affect the outcome of votes is that the actual voting is conducted at the employers' premises. Even more important, one of the scrutineers of the voters' list is an employer representative. While the outcome of votes is based on those who vote rather than on those eligible to vote,[10] unions argue that the location of voting and the presence of an employer representative at the polls causes some employees that would have voted for the union to abstain from voting or even to vote against the union. The difficulty of proving the validity of this argument makes it less plausible than the first one. However, concern about

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10. Prior to the 1971 amendments the outcome of votes was based on those eligible to vote.

the employer knowing the employees' stand on union representation and fear of loss of job are psychological factors that have an important impact on employees' decisions on how to vote and whether to vote.

With regard to the consequences of the results of votes, the main point that can be made here is that employers' decisions can still have a great impact on employees' working conditions regardless of the outcome of votes. This can be contrasted with the situation of a political party that loses an election. It has no direct way of affecting the voters. Indeed, unions argue that no matter what the outcome of votes, there may be an adverse effect on employees. If the union loses the election, the employer may try to get rid of pro-union employees in order to eliminate chances of a comeback. If the union wins the election it may leave the employer with a loser's feeling. Such a feeling may be an obstacle to the establishment of a sound collective bargaining relationship.

Table 4 and Graph C refer to applications with votes and show the initial level (prior to vote) of union support and the union support determined by vote. Some important observations are:

- of the 489 applications that resulted in votes and whose level of initial union support was known, 341 (70 per cent) had evidence of majority support (over 50 per cent)[11] before the vote was taken;
- union support determined by vote showed that of the 450 applications whose level of support became known after the vote was conducted, only 232 (48 per cent) obtained majority support;
- votes brought a greater dispersion of membership support than the one resulting from the evidence of support prior to votes. The increase in dispersion is shown by the two shaded areas in Graph C and show that the volume of applications where support decreased is larger than the volume of applications where support increased.[12]

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11. Roughly half of the applications in the range of 45-55 per cent had majority support.

12. This observation does not take into account any changes in support that may have taken place in the range of 35-65 per cent.

TABLE 4

Distribution of Non-Construction Applications for Certification in which a Vote was Authorized, by Initial Support and Support Determined by Vote and by Type of Disposition, Fiscal Years 1970-71 to 1972-73

Level of Membership Support as Per Cent of Employees Affected	Non-Construction Applications with Vote Situations															
	1970-71				1971-72				1972-73				Three-Year Total			
	Support		Disposition		Support		Disposition		Support		Disposition		Support		Disposition	
	Initial	Determined by vote	Granted	Dismissed	Initial	Determined by vote	Granted	Dismissed	Initial	Determined by vote	Granted	Dismissed	Initial	Determined by vote	Granted	Dismissed
00.0 - 14.9	-	16	-	16	-	9	-	9	-	12	-	12	-	37	-	37
15.0 - 24.9	-	11	-	11	-	16	-	16	-	13	-	13	-	40	-	40
25.0 - 34.9	-	20	-	20	-	15	-	15	-	16	-	16	-	51	-	51
35.0 - 44.9	-	12	-	12	39	18	-	18	29	22	-	22	68	52	-	52
45.0 - 55.0	43	20	12	8	52	27	11	16	64	28	17	11	159	75	40	35
55.1 - 65.0	28	6	6	-	42	17	17	-	57	23	23	-	127	46	46	-
65.1 - 75.0	17	6	6	-	21	18	18	-	20	12	12	-	58	36	36	-
75.1 - 85.0	9	4	4	-	16	11	11	-	11	22	22	-	36	37	37	-
85.1 -100.0	13	20	20	-	17	28	28	-	11	28	28	-	41	76	76	-
Unknown*	11	6	-	6	8	36	3	33	2	18	5	13	21	60	8	52
TOTAL	121	121	48	73	195	195	88	107	194	194	107	87	510	510	243	267

*See Table 3

GRAPH C

Distribution of Non-Construction Applications for Certification in which a Vote was Authorized, by Initial Support and Support Determined by Vote, Fiscal Years 1970-71 to 1972-73 (Three Years Combined

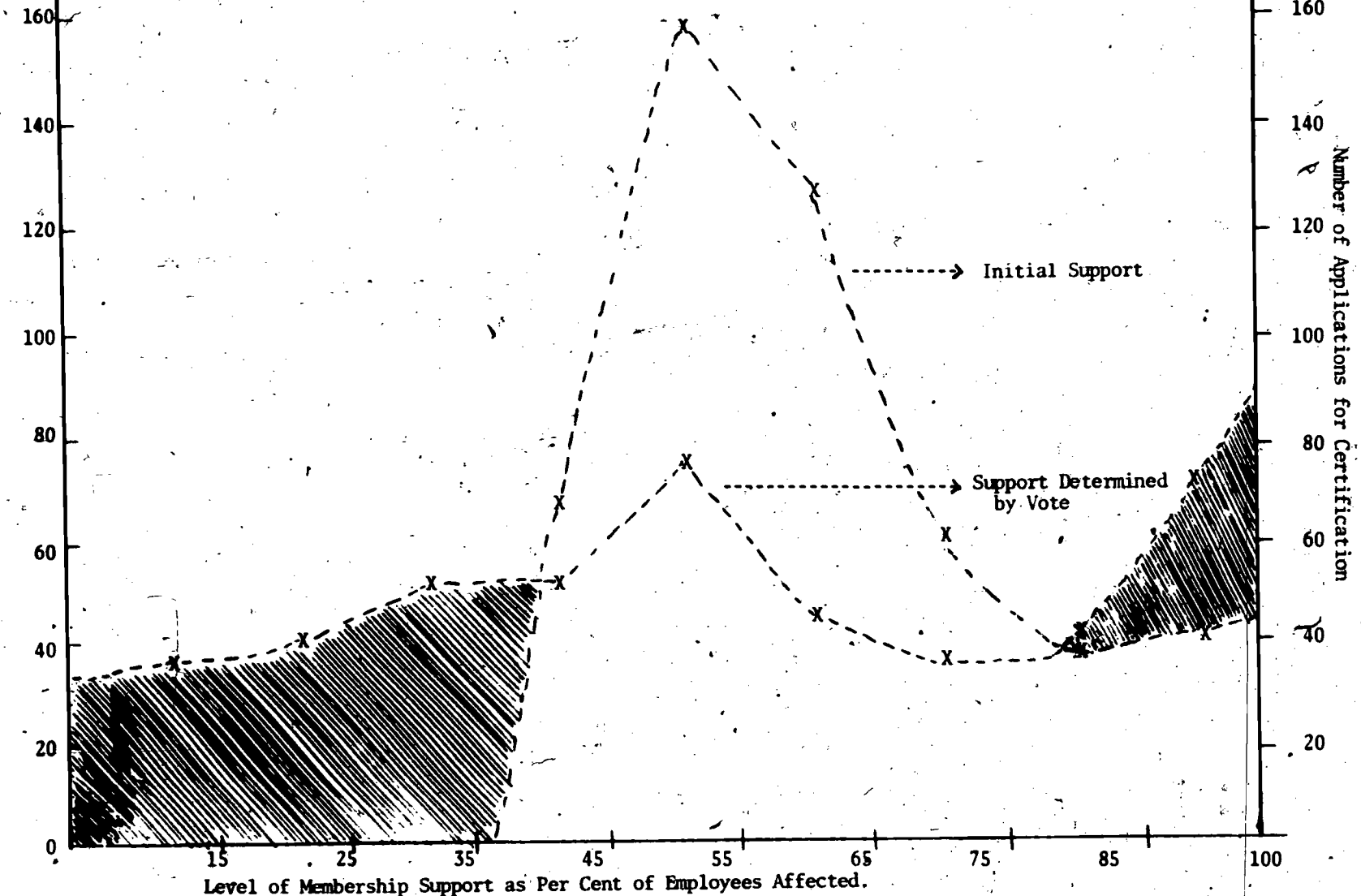


Table 5 and Graph D classify applications by the extent of change of union support. The change is measured by the difference between initial support and support determined by vote. The difference is arranged in ranges of percentage points from zero to one hundred per cent. It is revealed that the number of applications where union support decreased is double that of applications where union support increased. In addition, the decreases in union support seem to have been larger than the increases.

The above findings contain substantial evidence in support of the unions' claims that reduction in the initial union support occurs in the majority of applications in which a vote takes place. Statistics show that if the support determined by votes were the same as the initial one, 109 dismissed applications would have been certified; this being the difference between the volume of applications that had initial majority support and the volume of applications that obtained majority support by vote.

Two main sets of factors account for the decline in union support. The first relates to the vote procedure itself. It has already been discussed that the mere fact that votes are held at the employers' premises may cause employees that would have voted for the union not to vote at all, or even to vote against the union. In addition, while the voting procedure may be an appropriate instrument within a political environment, it is not well suited in a union-management environment characterized by adversary relationships, such as the one in Canada.

The second set includes factors such as loss of interest in union support and a variety of causes which change the attitudes of employees towards unions and brings about the decline in union support. The important thing to remember however is that votes take time. The time element is an important factor. Delaying taking a vote may create tensions among the employees and cause loss of interest on the part of employees towards the union. The relative disadvantage of unions as compared to the employers, in keeping effective communication with the workers, may change the attitudes of employees and may prove detrimental to unions' chances of success.

Success Rate

While the effect of membership requirements on the volume of applications for certification is important, it is the success rate that is of greater concern. Table 6 shows, that with few exceptions, Ontario has had the lowest success rates of applications filed with the six major Provincial

TABLE 5

Change* in Union Support of Non-Construction Applications for Certification in which a Vote was Authorized, Fiscal Years 1970-71 to 1972-73

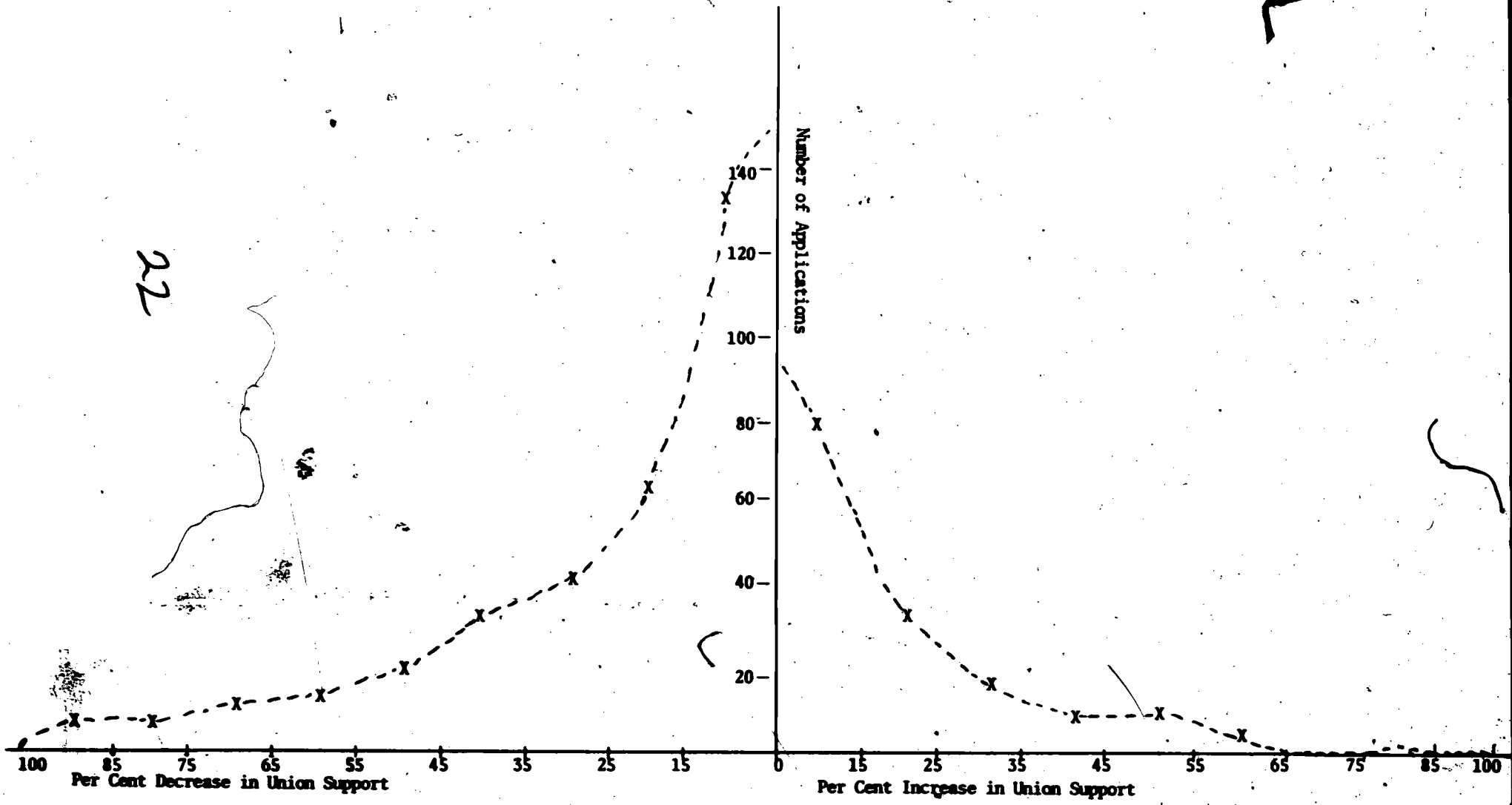
Per Cent Change in Initial Support Resulting from Taking a Vote	Non-Construction Applications with Vote Situations							
	1970-71		1971-72		1972-73		Three-Year Total	
	Increase in Union Support	Decrease in Union Support	Increase in Union Support	Decrease in Union Support	Increase in Union Support	Decrease in Union Support	Increase in Union Support	Decrease in Union Support
00.0 - 14.9	24	15	24	52	30	60	78	127
15.0 - 24.9	7	17	15	24	12	20	34	61
25.0 - 34.9	6	13	5	5	4	22	15	40
35.0 - 44.9	3	7	5	9	1	12	9	28
45.0 - 55.0	2	8	5	6	3	5	10	19
55.1 - 65.0	-	5	1	3	1	5	2	13
65.1 - 75.0	-	5	-	3	-	-	-	8
75.1 - 85.0	-	1	1	1	-	1	1	3
85.1 - 100.0	-	2	-	-	-	-	-	2
Other**		6		36		18		60
TOTAL	42	73	56	103	51	125	149	301

*The change in union support is measured by the difference between initial support and support determined by vote.

**See Table 3.

GRAPH D

Change* in Union Support of Non-Construction Applications for Certification in which a Vote was Authorized Fiscal Years 1970-71 to 1972-73 (Three Years Combined)



*See Table 5.

Table 6

Percentage of Certification Applications Granted, Selected Provinces, 1959-60 to 1973-74

Fiscal Years	Provinces					
	Ontario	Quebec	Manitoba	Saskatch-ewan	Alberta	British Columbia
1959-60	67.2	70.2	69.8	87.4	76.7	70.6
1960-61	70.1	78.1	75.5	96.5	71.1	69.9
1961-62	61.7	78.3	85.3	85.4	67.6	67.6
1962-63	65.0	75.1	65.6	75.7	74.0	75.7
1963-64	71.8	77.3	76.6	84.7	74.1	69.9
1964-65	72.4	72.1	84.4	87.4	79.9	71.6
1965-66	73.4	68.7	80.0	81.0	72.3	71.5
1966-67	74.8	70.6	68.3	72.3	69.4	69.4
1967-68	69.8	61.6	71.2	79.5	70.1	73.5
1968-69	67.7	78.8	79.4	77.4	76.4	71.5
1969-70	67.3	*	72.5	72.8	71.5	74.9
1970-71	65.6	82.1	81.5	72.6	79.0	71.7
1971-72	60.1	83.7	76.2	74.6	78.2	66.4
1972-73	68.9	75.8	80.4	86.4	74.6	78.0
Fourteen Year Average	68.3	74.8	76.2	81.0	73.9	71.6

Membership Support for Automatic Certification

British Columbia	Over 50 per cent
Manitoba	Over 50 per cent
Ontario	Over 65 per cent**
Quebec	Over 50 per cent
Saskatchewan	Over 50 per cent
Alberta	Over 50 per cent

*Data for this year are not available.
**Over 55 per cent prior to February 1971.

Boards since 1959. Inter-Provincial comparisons, are suspect because factors other than membership requirements and votes have an impact on success rates. These factors relate to the rules and practices of the various Boards regarding the manner in which petitions are treated, the evidence on membership documents, the determination of bargaining units and so on. The weak relationship between membership requirements and success rate, based on inter-Provincial comparisons, is indicated by the fact that the success rate of Saskatchewan differs by ten percentage points from that of British Columbia, even though the minimum level of support is the same for the two Provinces.

One way to assess the importance of membership requirements on certification is to compare the success rate prior to and after the Ontario amendments of 1971. Such comparison avoids the influence of other factors present in inter-Provincial comparisons. Table 7 shows that the proportion of Non-Construction applications certified dropped from 66.4 per cent in 1970-71 to 63.2 per cent in 1971-72 and reached 69.6 per cent the following year. The drop in 1971-72 occurred despite the fact that the separate success rates of applications with vote and no vote situations increased over those in 1970-71. The reason for the drop in the 1971-72 overall success rate is attributed to the greater proportion (compared to 1970-71) of applications with votes, which have a lower success rate than that of applications with no votes. The increase in the success rate of 1972-73 does not mean that the changes in membership requirements had no effect. Rather, the unions' improvement in the success rate of applications with and without votes, as shown in Table 7, offset the impact of the changes in required membership support. If the proportion of applications with votes in 1972-73 had been the same as that of 1970-71, the success rate in 1972-73 would have been about 72 per cent.

The impact of votes on certification success rate may also be assessed in two other ways. Table 8 shows the success rate of applications in each range of membership support. It is evident that the most striking change occurred in the 55 - 65 per cent range which was changed from one of outright certification to one of vote. The success rate in that range dropped from 76.7 per cent in 1970-71 to 60.3 per cent in 1971-72 and to 56.9 per cent in 1972-73. The drop in that range is more dramatic in 1972-73 especially as the success rates for all other ranges in that year increased. If the success rate in the 55 - 65 per cent range in 1972-73 had been the same as that of 1970-71 the overall success rate in 1972-73 would have been 71.5 per cent instead of the actual 69.6 per cent. The impact of votes on the success rate can

TABLE 7

Success Rates of Non-Construction Certification Applications by Vote and No Vote Situations, Fiscal Years 1970-71 to 1972-73

Vote and No-Vote Situations	Total Non-Construction Applications											
	1970-71				1971-72				1972-73			
	Total		Granted		Total		Granted		Total		Granted	
	No.	Per Cent of Total Applications	No.	Per Cent	No.	Per Cent of Total Applications	No.	Per Cent	No.	Per Cent of Total Applications	No.	Per Cent
Pre-Hearing Votes	34	4.7	13	38.2	96	16.3	37	38.5	87	12.5	48	55.2
Post-Hearing Votes	87	12.1	35	40.2	99	16.7	51	51.5	107	15.3	59	55.2
No Votes	599	83.2	430	71.8	395	67.0	285	72.2	503	72.2	378	75.2
TOTAL APPLICATIONS	720	100.0	478	66.4	590	100.0	373	63.2	697	100.0	485	69.6

also be determined from the experience in Saskatchewan and British Columbia where the average proportion of applications with votes in the last three years has been 6.3 per cent and 3.1 per cent, respectively. This compares to Ontario's 17 per cent.[13]

Table 8

Success Rates of Non-Construction Applications for Certification by the Level of Initial Membership Support Fiscal Years 1970-71 to 1972-73

Initial Membership Support as Percentage of Employees Affected	Success Rates		
	1970-71	1971-72	1972-73
00.0 - 14.9	-	-	-
15.0 - 24.9	-	-	-
25.0 - 34.9	-	-	-
35.0 - 44.9	-	32.5	39.4
45.0 - 55.0	32.7	48.2	49.4
55.1 - 65.0	76.7	60.3	56.9
65.1 - 75.0	86.8	82.1	88.2
75.1 - 85.0	86.3	85.1	94.2
85.1 - 100.0	89.2	85.1	91.2

It has been argued that as unionization increases, the unorganized sector of the working force consists increasingly of small units, where organization and certification is

13. The comparison is based on total rather than non-construction applications.

most difficult.[14] Two factors are frequently mentioned in support of the argument that it is difficult to organize small units of employees. First, a close employer-employee relationship is more easily established in smaller rather than larger units. An employer can deal directly with a small group of employees, rather than through supervisory staff, on matters affecting conditions of employment. Thus unionization of small units becomes difficult either because the employees may have less desire to form a union or the employer is able to detect, at an early stage, unionization moves and to take measures against such actions. Second, a small group of employees is relatively more effective within a small union of employees in counteracting attempts at unionization. For instance, a group of ten employees is likely to be more effective in counteracting unionization efforts in a unit of twenty employees than in a unit of two hundred.

While both factors may be present in small units of employees, the validity of the above arguments appear doubtful. Table 9 shows, that contrary to what one would expect if the above argument were valid, the success rate is higher in relatively small units than in large ones.[15] In order to determine whether applications involve increasingly smaller units one needs more than three years of experience. However, there is no indication from the three years examined that the proportion of applications from relatively small bargaining units is increasing.

Conclusions

Earlier in the paper three hypotheses were advanced. The first one claimed that a relatively low level of required employee support does not induce unions to file applications with a low level of support because the chances of success of these applications are low. The analysis has shown that the reduction of the required minimum support for a vote from 45 per cent to 35 per cent brought only a modest increase in applications filed with the new low level of membership support.

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14. See for instance the Submission of the Ontario Federation of Labour to Dalton Bales, Q.C. Minister of Labour in regard to Amendments to the Labour Relations Act, 1970.

15. The evidence here is based on the success rate of these applications and does not take into account difficulties that unions may have encountered prior to reaching the stage of filing such applications.

TABLE 9

Distribution of Non-Construction Applications for Certification by Size of Bargaining Unit and Success Rate, Fiscal Years 1970-71 to 1972-73

Size of Bargaining Units (Number of Employees)	Total Non-Construction Applications															
	1970-71				1971-72				1972-73				Three-Year Total			
	Total Applications		Granted Applications		Total Applications		Granted Applications		Total Applications		Granted Applications		Total Applications		Granted Applications	
	No.	Per Cent of Total Applications	No.	Success Rates	No.	Per Cent of Total Applications	No.	Success Rates	No.	Per Cent of Total Applications	No.	Success Rates	No.	Per Cent of Total Applications	No.	Success Rates
2 - 9	219	30.4	163	74.4	165	27.9	112	67.9	189	27.1	147	77.8	573	28.6	422	73.7
10 - 19	155	21.5	98	63.2	109	18.5	71	65.1	133	19.1	101	76.0	397	19.8	270	68.0
20 - 39	144	20.0	99	68.8	128	21.7	87	68.0	155	22.2	112	72.3	427	21.3	298	69.8
40 -- 99	117	16.2	73	62.4	125	21.2	75	60.0	127	18.2	84	66.1	369	18.4	232	62.9
100 - 199	45	6.3	24	53.3	35	5.9	15	42.9	37	5.3	21	56.8	117	5.8	60	51.3
200 - 499	27	3.8	18	66.7	20	3.4	10	50.0	30	4.3	16	53.3	77	3.8	44	57.1
500 - 999	5	.7	3	60.0	4	.7	2	50.0	5	.7	4	80.0	14	.7	9	64.3
1000 or more	-	-	-	-	1	.2	1	100.0	1	.2	-	-	2	.1	1	50.0
Unknown	8	1.1	-	-	3	.5	-	-	20	2.9	-	-	31	1.5	-	-
TOTAL	720	100.0	478	66.4	590	100.0	373	63.2	697	100.0	485	69.6	2007	100.0	1336	66.6

The second hypothesis stated that a relatively high level of required employee support for outright certification makes such certification difficult to achieve. The evidence in this paper shows that the increase in the required minimum support from 55 per cent to 65 per cent shortened the outright certification range of membership support and consquently reduced the proportion of applications considered for outright certification. In addition, there was a substantial drop of applications in the 55-65 per cent range of support because outright certification was no longer possible in that range. Applications in the outright certification range have a higher success rate and require less time and effort on the part of the unions than other applications. Therefore, the increase in support from 55 per cent to 65 per cent adversely affected the unions' efforts to organize new workers.

The third hypothesis stated that a relatively high level of support required for outright certification results in proportionately more applications decided by vote, for which the success rate is lower than that of applications with no votes. The increase in membership support from 55 per cent to 65 per cent resulted in an increase of applications decided by vote. Such applications require more union time and effort to be disposed of and the analysis shows that their success rate is lower than that of applications with no votes. The relatively low success rate of applications with votes has been mainly due to the disadvantage of unions as compared to employers in being able to maintain effective contact with the employees during the period when certification was attempted. The analysis here has shown that there was a substantial difference between the initial union support and the support obtained by votes. In the majority of applications it was a reduction in the union support. Such reduction resulted in a fair number of applications being dismissed which would have been certified if the initial support had not changed. This created considerable frustration on the part of the unions in their efforts to obtain bargaining rights.

APPENDIX

TABLE 1

Distribution of Non-Construction Applications* for Certification by Union and Success Rate, Fiscal Years 1970-71 to 1972-73

Unions	Total Non-Construction Applications															
	1970-71				1971-72				1972-73				Three-Year Total			
	Total Applications		Granted Applications		Total Applications		Granted Applications		Total Applications		Granted Applications		Total Applications		Granted Applications	
	No.	Per Cent of Total Applications	No.	Success Rates	No.	Per Cent of Total Applications	No.	Success Rates	No.	Per Cent of Total Applications	No.	Success Rates	No.	Per Cent of Total Applications	No.	Success Rates
C.U.P.E.	63	8.8	46	73.0	79	13.4	85	69.6	110	15.8	86	78.2	252	12.6	187	74.2
Teamsters	88	12.2	53	60.0	65	11.0	42	64.6	79	11.3	51	64.6	232	11.6	146	62.9
Steelworkers	43	6.0	32	74.4	34	5.8	25	73.5	45	6.4	33	73.3	122	6.1	90	73.8
Foodworkers	61	8.5	52	85.3	27	4.6	19	70.4	13	1.9	7	53.9	101	5.0	78	78.2
S.E.I.U.	14	1.9	12	85.7	36	6.1	24	66.7	39	5.6	30	76.9	89	4.4	66	74.2
R.W.D.S.U.	29	4.0	20	69.0	26	4.4	16	61.5	8	1.2	5	62.5	63	3.1	41	65.1
Auto Workers	23	3.2	19	82.6	11	1.9	8	72.7	27	3.9	22	81.5	61	3.1	49	80.3
Retail Clerks	29	4.0	21	72.4	19	3.2	9	47.4	12	1.7	11	91.7	60	3.0	41	68.3
Carpenters	17	2.4	11	64.7	15	2.5	9	60.0	19	2.7	14	73.7	51	2.5	34	66.7
Int. Operating Engineers	24	3.3	16	66.7	14	2.4	13	92.9	11	1.6	7	63.6	49	2.4	36	73.5
Can. Operating Engineers	20	2.8	8	40.0	15	2.5	6	40.0	8	1.2	2	25.0	43	2.1	16	37.2
Woodworkers	5	0.7	4	80.0	16	2.7	10	62.5	20	2.9	12	60.0	41	2.0	26	63.4
Hotel Employees	12	1.7	11	91.7	12	2.0	10	83.3	16	2.3	5	31.3	40	2.0	26	65.0
Ontario Nurses Association	16	2.2	13	81.3	6	1.0	6	100.0	13	1.9	11	84.6	35	1.7	30	85.7
C.S.A.O.	6	0.8	2	33.3	5	0.9	4	80.0	22	3.2	21	95.5	33	1.6	27	81.8
Brewery Workers	11	1.5	6	54.6	6	1.0	4	66.7	16	2.3	10	62.5	33	1.6	20	60.6
Labourers	12	1.7	5	41.7	10	1.7	6	60.0	10	1.4	8	80.0	32	1.6	19	59.4
Office Employees	11	1.5	8	72.7	7	1.2	4	57.1	9	1.3	8	88.9	27	1.4	20	74.1
Textile Workers	6	0.8	5	83.3	10	1.7	5	50.0	9	1.3	8	88.9	25	1.3	18	72.0
I.B.E.W.	9	1.3	6	66.7	9	1.5	5	55.6	6	.9	5	83.3	24	1.2	16	66.7
Rubber Workers	6	0.8	3	50.0	7	1.2	3	42.9	10	1.4	7	70.0	23	1.2	13	56.5
Graphic Arts	4	0.6	3	75.0	10	1.7	8	80.0	8	1.2	5	62.5	22	1.1	16	72.7
National Council of Can. Labour	2	0.3	1	50.0	10	1.7	7	70.0	10	1.4	10	100.0	22	1.1	18	81.8
Chemical Workers	9	1.3	3	33.3	6	1.0	5	83.3	6	0.9	5	83.3	21	1.1	13	61.9
U.E.	4	0.6	2	50.0	5	0.9	4	80.0	11	1.6	8	72.7	20	1.0	14	70.0
C.U.G.E.	1	0.1	1	100.0	6	1.0	3	50.0	11	1.6	3	27.3	18	0.9	7	38.9
Machinists	8	1.1	7	87.5	4	0.7	4	100.0	5	0.7	4	80.0	17	0.9	15	88.2
Paper Mill Workers	5	0.7	5	100.0	4	0.7	3	75.0	8	1.2	6	75.0	17	0.9	14	82.4
Christian Labour Association.	2	0.3	2	100.0	7	1.2	3	42.9	7	1.0	3	42.9	16	0.8	8	50.0
Laundry Workers	13	1.8	7	53.9	-	-	-	-	3	0.4	3	100.0	16	0.8	10	62.5
Plant Guards	2	0.3	2	100.0	3	0.5	2	66.7	10	1.4	7	70.0	15	0.8	11	73.3
R.T. AND G.W.	1	0.1	1	100.0	4	0.7	4	100.0	9	1.3	5	55.6	14	0.7	10	71.4
Technical Employees	7	1.0	6	85.7	-	-	-	-	7	1.0	5	71.4	14	0.7	11	78.6
Printing Pressmen	3	0.4	3	100.0	6	1.0	6	100.0	4	0.6	3	75.0	13	0.7	12	92.3
Sheetmetal Workers	5	0.7	3	60.0	3	0.5	2	66.7	4	0.6	3	75.0	12	0.6	8	66.7
Moulders	1	0.1	-	-	3	0.5	3	100.0	6	0.9	2	33.3	10	0.5	5	50.0
Oil Workers	3	0.4	3	100.0	4	0.7	2	50.0	3	0.4	3	100.0	10	0.5	8	80.0
Ind. Local Organizations	55	7.6	24	43.6	32	5.4	11	34.4	34	4.9	17	50.0	121	6.0	52	43.0
Others	90	12.5	52	57.8	54	9.2	23	42.6	49	7.0	30	61.2	193	9.6	105	54.4
TOTAL	720	100.0	478	66.4	590	100.0	373	63.2	697	100.0	485	69.6	2007	100.0	1336	66.6

*Throughout this study, applications that result in more than one bargaining unit are counted as many times as the number of bargaining units determined by the Board.

TABLE 2

Distribution of Non-Construction Applications for Certification by Major Industry Groups and Success Rate, Fiscal Years 1970-71 to 1972-73

Major Industry Groups	Total Non-Construction Applications															
	1970-71				1971-72				1972-73				Three-Year Total			
	Total Applications		Granted Applications		Total Applications		Granted Applications		Total Applications		Granted Applications		Total Applications		Granted Applications	
	No.	% of Total Applications	No.	Success Rates	No.	% of Total Applications	No.	Per Cent of Total Applications	No.	% of Total Applications	No.	Per Cent of Total Applications	No.	% of Total Applications	No.	Per Cent of Total Applications
Unknown	47	6.5	24	51.0	-	-	-	-	-	-	-	-	47	2.3	24	51.1
Agriculture	1	.1	-	-	-	-	-	-	2	.3	-	-	3	.2	-	-
Ser. Incidental to Agriculture	-	-	-	-	-	-	-	-	2	.3	-	-	2	.1	-	-
Commercial Farms	1	.1	-	-	-	-	-	-	-	-	-	-	1	.1	-	-
Forestry	5	.7	4	80.0	1	.2	-	-	3	.4	3	100.0	9	.5	7	77.8
Logging	5	.7	4	80.0	1	.2	-	-	3	.4	3	100.0	9	.5	7	77.8
Mines	2	.2	1	50.0	9	1.6	8	88.9	5	.6	3	60.0	16	.8	12	75.0
Metal Mines	-	-	-	-	2	.3	2	100.0	1	.1	-	-	3	.2	2	66.7
Non-Metal Mines	.1	.1	-	-	1	.2	1	100.0	-	-	-	-	2	.1	1	50.0
Quarries and Sand Pits	1	.1	1	100.0	5	.9	4	80.0	1	.1	1	100.0	7	.3	6	85.7
Ser. Incidental to Mining	-	-	-	-	1	.2	1	100.0	3	.4	2	66.7	4	.2	3	75.0
Manufacturing	253	35.1	172	68.0	235	39.8	152	64.7	270	38.7	186	68.9	758	37.8	510	67.3
Food and Beverage	31	4.3	15	48.4	30	5.1	20	66.7	36	5.2	21	58.3	97	4.8	56	57.7
Tobacco	-	-	-	-	-	-	-	-	1	.1	-	-	1	.1	-	-
Rubber	1	.1	-	-	1	.2	1	100.0	8	1.2	6	75.0	10	.5	7	70.0
Leather	8	1.1	6	75.0	3	.5	1	33.3	1	.1	1	100.0	12	.6	8	66.7
Textile	6	.8	5	83.3	10	1.7	6	60.0	19	2.7	14	73.7	35	1.7	25	71.4
Knitting Mills	3	.4	3	100.0	4	.7	2	50.0	2	.3	2	100.0	9	.4	7	77.8
Clothing	4	.6	4	100.0	1	.2	-	-	6	.9	4	66.7	11	.6	8	72.7
Wood	12	1.7	9	75.0	18	3.1	11	61.1	23	3.3	14	60.9	53	2.6	64	64.2
Furniture and Fixture	3	.4	2	66.7	9	1.5	6	66.7	8	1.2	5	62.5	20	1.0	13	65.0
Paper and Allied	11	1.5	9	81.8	12	2.0	8	66.7	15	2.2	11	73.3	38	1.9	28	73.7
Printing, Publishing and Allied	17	2.4	8	47.1	20	3.4	16	80.0	13	1.9	8	61.5	50	2.5	32	64.0
Primary Metal	7	1.0	4	57.1	5	.9	1	20.0	5	.7	4	80.0	17	.9	9	52.9
Metal Fabricating	33	4.6	25	75.8	30	5.1	21	70.0	36	5.2	30	83.3	99	4.9	76	76.8
Machinery	11	1.5	11	100.0	12	2.0	5	41.7	12	1.7	8	66.7	35	1.7	24	68.6
Transportation and Equipment	20	2.8	15	75.0	15	2.5	8	53.3	19	2.7	15	79.0	54	2.7	38	70.4
Electrical	11	1.5	5	45.5	9	1.5	7	77.8	16	2.3	10	62.5	36	1.8	22	61.1
Non-Metallic Mineral	42	5.8	30	71.4	26	4.4	17	65.4	26	3.7	21	80.8	94	4.6	68	72.3
Petroleum and Coal	5	.7	1	20.0	-	-	-	-	-	-	-	-	5	.2	1	20.0
Chemical and Chemical Prod.	9	1.3	7	77.8	10	1.7	8	80.0	15	2.2	9	60.0	34	1.7	24	70.6
Misc. Manufacturing	19	2.7	13	68.4	20	3.4	14	70.0	9	1.3	3	33.3	48	2.4	30	62.5
Transportation and Communication	50	6.9	28	56.0	51	8.6	29	56.9	53	7.6	30	56.6	154	7.7	87	56.5
Transportation	30	4.2	14	46.7	37	6.2	22	59.5	31	4.5	15	48.4	98	4.9	51	52.0
Storage	1	.1	1	100.0	1	.2	1	100.0	2	.3	2	100.0	4	.2	4	100.0
Communication	-	-	-	-	4	.7	1	25.0	4	.6	3	75.0	8	.4	4	50.0
Electric Power, Gas and Water Utilities	19	2.7	13	68.4	9	1.5	5	55.6	16	2.3	10	62.5	44	2.2	28	63.6
Trade	183	25.4	125	68.0	85	14.4	48	56.5	86	12.3	60	69.8	354	17.7	233	65.8
Wholesale Trade	52	7.2	36	69.2	32	5.4	21	65.6	42	6.0	25	59.5	126	6.3	82	65.1
Retail Trade	131	18.2	89	67.9	53	9.0	27	50.9	44	6.3	35	79.6	228	11.4	151	66.2
Finance Ins. and Real Estate	6	.9	4	66.7	8	1.4	2	25.0	10	1.4	4	40.0	24	1.2	10	41.7
Financial Institutions	2	.3	2	100.0	-	-	-	-	3	.4	2	66.7	5	.2	4	80.0
Ins. and Real Estate	4	.6	2	50.0	8	1.4	2	25.0	7	1.0	2	28.6	19	1.0	6	31.6
Community, Business and Personal Services	147	20.4	102	69.4	177	30.0	113	63.8	238	34.2	175	73.5	562	28.0	390	69.4
Education and Rel. Ser.	26	3.6	18	69.2	43	7.3	25	58.1	33	4.7	20	60.6	102	5.1	63	61.8
Health and Welfare Ser.	74	10.3	50	67.6	67	11.3	44	65.7	112	16.1	98	87.5	253	12.6	192	75.9
Motion Picture and Recreational	1	.1	1	100.0	6	1.0	3	50.0	5	.7	3	60.0	12	.6	7	58.3
Ser. to Bus. Management	6	.9	5	83.3	7	1.2	3	42.9	4	.6	3	75.0	17	.9	11	64.7
Personal Service	29	4.0	20	69.0	37	6.2	24	64.9	33	4.7	18	54.6	99	4.9	62	62.6
Misc. Services	11	1.5	8	72.7	17	2.9	14	82.4	51	7.3	33	64.7	79	3.9	55	69.6
Public Administration and Defence	26	3.6	18	69.2	24	4.0	21	87.5	30	4.3	24	80.0	80	4.0	63	78.8
Federal Administration	-	-	-	-	-	-	-	-	3	.4	2	66.7	3	.2	2	66.7
Local Administration	26	3.6	18	69.2	24	4.0	21	87.5	27	3.9	22	81.5	77	3.8	61	79.2
TOTAL	720	100.0	478	66.4	590	100.0	373	63.2	697	100.0	485	69.6	2007	100.0	1336	66.6

Distribution of Non-Construction Applications with Vote Situations
By Union and Type of Vote, Fiscal Years 1970-71 to 1972-73
(Three Year Total)

Unions	Total Applications	Total Non-Construction Applications					
		Applications with Pre-Hearing Votes		Applications with Post-Hearing Votes		Total Applications with Votes	
		No.	%	No.	%	No.	%
C.U.P.E.	252	19	7.5	45	17.9	64	25.4
Teamsters	232	12	5.2	43	18.5	55	23.7
Steelworkers	122	16	13.1	13	10.7	29	23.8
Foodworkers	101	3	3.0	4	4.0	7	6.9
S.E.I.U.	89	10	11.2	18	20.2	28	31.5
R.W.D.S.U.	64	3	4.7	11	17.2	14	21.9
Auto Workers	61	11	18.0	7	11.5	18	29.5
Retail Clerks	57	3	5.3	7	12.3	10	17.5
Carpenters	51	9	17.6	6	11.8	15	29.4
Int'l. Operating Engineers	49	4	8.2	8	16.7	12	24.5
Can. Operating Engineers	43	15	34.9	2	4.7	17	39.5
Woodworkers	41	23	56.1	6	14.6	29	70.7
Hotel Employees	40	-	-	8	20.0	8	20.0
Ontario Nurses Association	35	1	2.9	6	17.1	7	20.0
C.S.A.O.	33	-	-	4	12.1	4	12.1
Brewery Workers	33	5	15.2	5	15.2	10	30.3
Labourers	32	3	9.4	5	15.6	8	25.0
Office Employees	27	1	3.7	2	7.4	3	11.1
Textile Workers	25	14	56.0	-	-	14	56.0
I.B.E.W.	24	-	-	4	16.7	4	16.7
Rubber Workers	23	5	21.7	4	17.4	9	39.1
Graphic Arts	22	-	-	5	22.7	5	22.7
National Council of Can. Labour	22	1	4.5	1	4.5	2	9.1
Chemical Workers	21	3	14.3	3	14.3	6	28.6
U.E.	20	7	35.0	1	5.0	8	40.0
C.U.G.E.	18	5	27.8	2	11.1	7	38.9
Machinists	17	3	17.7	2	11.8	5	29.4
Paper Mill Workers	17	6	35.3	2	11.8	8	47.1
Christian Labour Association	16	-	-	2	12.5	2	12.5
Laundry Workers	16	-	-	-	-	-	-
Plant Guards	15	3	20.0	1	6.7	4	26.7
R.T. and G.W.	14	-	-	2	14.3	2	14.3
Technical Employees	14	-	-	-	-	-	-
Printing Pressmen	13	-	-	-	-	-	-
Sheetmetal Workers	12	1	8.3	4	33.3	5	41.7
Moulders	10	4	40.0	2	20.0	6	60.0
Oil Workers	10	1	10.0	3	30.0	4	40.0
Ind. Local Organizations	121	15	12.4	17	14.0	32	26.4
Other	195	19	9.7	30	15.4	49	25.1
TOTAL	2007	225	11.2	285	14.2	510	25.4

Distribution of Non-Construction Applications with Vote Situations
By Major Industry Groups and Type of Vote, Fiscal Years 1970-71 to 1972-73
(Three Year Total)

TABLE 4

Major Industry Groups	Total Applications	Total Non-Construction Applications: Applications with Pre-Hearing Votes		Applications with Post-Hearing Votes		Total Applications with Votes	
		No.	%	No.	%	No.	%
Unknown	47	5	-	4	-	9	19.1
Agriculture							
Ser. Incidental to Agriculture	2	-	-	-	-	-	-
Commercial Income	1	-	-	-	-	-	-
Forestry							
Logging	9	3	33.3	1	11.1	4	44.4
Mines							
Metal Mines	3	-	-	-	-	-	-
Non-Metal Mines	2	-	-	1	50.0	1	50.0
Quarries and Sand Pits	7	-	-	4	57.1	4	57.1
Ser. Incidental to Mining	4	-	-	1	25.0	1	25.0
Manufacturing							
Food and Beverage	47	15	15.5	19	19.6	34	35.1
Tobacco	1	1	100.0	-	-	1	100.0
Rubber	10	2	20.0	2	20.0	4	40.0
Leather	12	2	16.7	2	16.7	4	33.3
Textile	35	18	51.4	2	16.7	20	57.1
Knitting Mills	9	4	44.4	-	-	4	44.4
Clothing	11	2	18.2	-	-	2	18.2
Wood	53	11	20.8	10	18.9	21	39.6
Furniture and Fixture	20	7	35.0	-	-	7	35.0
Paper and Allied	38	8	21.1	3	7.9	11	28.9
Printing, Publishing and Allied	50	4	8.0	6	12.0	10	20.0
Primary Metal	17	6	35.3	2	11.8	8	47.1
Metal Fabricating	99	12	12.1	8	88.9	20	20.0
Machinery	35	7	20.0	5	14.3	12	34.3
Transportation and Equipment	54	9	16.7	7	13.0	16	29.6
Electrical	36	10	27.8	4	11.1	14	38.9
Non-Metallic Mineral	94	8	8.5	14	14.9	22	23.4
Petroleumand Coal	5	-	-	1	20.0	1	20.0
Chemical and Chemical Prod.	34	5	14.7	8	23.5	13	38.2
Misc. Manufacturing	48	10	20.8	11	22.9	21	43.8
Transportation and Communication							
Transportation	98	7	10.2	12	12.2	19	19.4
Storage	4	-	-	1	25.0	1	25.0
Communication	8	1	12.5	1	12.5	2	25.0
Electric Power, Gas and Water Utilities	44	5	11.4	5	11.4	10	22.7
Trade							
Wholesale Trade	126	11	8.7	15	11.9	26	20.6
Retail Trade	228	9	3.9	36	15.8	45	19.7
Finance Institutions and Real Estate							
Financial Institutions	5	-	-	1	20.0	1	20.0
Ins. and Real Estate	19	2	10.5	4	21.1	6	31.6
Community, Business and Personal Services							
Education and Related Ser.	102	10	9.8	20	19.6	30	29.4
Health and Welfare Ser.	253	23	9.1	47	18.6	70	27.6
Motion Picture and Recreational	12	-	-	-	-	-	-
Ser. to Business Management	17	1	5.9	2	11.8	3	17.6
Personal Services	99	1	1.0	14	14.1	15	15.2
Misc. Services	79	2	2.5	3	3.8	5	6.3
Public Administration and Defence							
Federal Administration	3	2	66.7	-	-	2	66.7
Local Administration	77	2	2.6	9	11.7	11	14.3
Total	2007	225	11.2	285	14.2	510	25.4

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ABSTRACT: THE PURPOSE OF THIS STUDY WAS TO QUANTITATIVELY AND QUALITATIVELY ANALYZE ELEMENTARY SCHOOL SOCIAL STUDIES TEXTBOOKS TO DETERMINE IF THE TEXTUAL CONTENT CONTAINED ACCURATE CAREER INFORMATION AND INTRODUCED DESIRED CAREER CONCEPTS. TWENTY-EIGHT TEXTBOOKS USED IN GRADES ONE THROUGH SIX WERE RANDOMLY SELECTED FOR STUDY. INCORPORATED IN THE RESEARCH DESIGN WAS A QUESTIONNAIRE SUBMITTED TO A JURY OF CAREER EDUCATORS. THEY WERE ASKED TO APPRAISE THE IMPORTANCE OF 15 CAREER CLUSTERS AND 22 CAREER CONCEPTS IN PRESENTING CAREER AWARENESS TO ELEMENTARY SCHOOL CHILDREN AND TO RANK THESE QUESTIONNAIRE ITEMS IN ORDER OF IMPORTANCE. THEY WERE ALSO ASKED TO JUDGE THE ACCURACY OF THE CONTENT OF SELECTED PARAGRAPHS FROM THE TEXTBOOKS IN PRESENTING A CONCEPT ABOUT WORK. BASED ON THE FINDINGS OF THIS STUDY, SEVERAL RECOMMENDATIONS WERE MADE FOR IMPROVING THE QUALITY OF THE TEXTBOOKS IN PRESENTING CAREER AWARENESS. CONTENTS ARE ARRANGED AS FOLLOWS: INTRODUCTION, REVIEW OF THE LITERATURE, PROCEDURES, RESULTS, SUMMARY, RECOMMENDATIONS AND CONCLUSIONS, AND LIST OF REFERENCES. APPENDED ARE THE TEXTBOOK TITLES USED IN THE STUDY, A LIST OF CAREER DEVELOPMENT CONCEPTS, THE QUESTIONNAIRE, AND JUROR COMMENTS ON TEXTUAL EXCERPTS. (RG)

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BY

PEARL JOHN HORNER, B.S., M.Ed.

A Dissertation submitted to the Graduate School
in partial fulfillment of the requirements
for the Degree
Doctor of Education

Major Subject: Educational Administration
Related Area: Community Education

New Mexico State University
Las Cruces, New Mexico
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"A Content Analysis of Elementary Social Studies Textbooks to Determine Their Treatment of Career Information and Career Concepts Desired in Career Education," a dissertation prepared by Pearl John Horner in partial fulfillment of the requirements for the degree, Doctor of Education, has been approved and accepted by the following:

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ABSTRACT

A CONTENT ANALYSIS OF ELEMENTARY SOCIAL STUDIES TEXTBOOKS TO DETERMINE THEIR TREATMENT OF CAREER INFORMATION AND CAREER CONCEPTS DESIRED IN CAREER EDUCATION

BY

PEARL JOHN HORNER, B.S., M.Ed.

Doctor of Education in Educational Administration

New Mexico State University

Las Cruces, New Mexico, 1975

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This project involved a content analysis of elementary school social studies textbooks to determine if the textual content of the textbooks contained career information and developed career concepts desired in career education. Twenty-eight textbooks that were, at the time of the study, on the New Mexico State Department of Education Adopted Textbooks List, were randomly selected as the subjects of the study. The textual content was identified and categorized

under the subcategories of two major category systems, Career Information and Career Concepts. The subcategories consisted of 15 career clusters and 22 career concepts.

Criteria were established to rank the relative percentage of career information available in each selected social studies textbook. Two randomly selected intercoders established the reliability of the categories, the ranks of the career information, and the categorization of the career concepts.

The subcategories and the career concepts contained in the textual content of the selected social studies textbooks formed a questionnaire. A jury of career educators appraised the questionnaire items for importance and accuracy. The jurors ranked the subcategories in order of importance in presenting career information and career concepts to elementary school children.

New methods of content analysis developed by Bernadyn Suh (1970) determined quantitatively the importance, accuracy, acceptability, and distribution of the career concepts in each selected social studies textbook. This evaluation and the jurors' comments determined how the social studies textbooks varied in quality.

The findings of the content analysis of the selected social studies textbooks indicated that the textual content varied in the relative percentage of career information available. The first-grade textbooks averaged the lowest percentage of career information available and the fourth-grade textbooks averaged the highest percentage of career information available. The jury members' appraisal

determined that the overall average percentage of the textbooks was unsatisfactory.

The jury members' appraisal determined that the career concepts within the textual content of the selected social studies textbooks were, on the average, high in importance and low in accuracy. An evaluation of the jurors' appraisal determined that, on the average, the textual content on careers in the selected social studies textbooks was not acceptable. An evaluation of the jurors' rankings of the subcategories determined that 11 of the 28 selected social studies textbooks distributed the textual content in proportion to the relative importance of the career concepts.

The individual textbooks varied in quality from low unacceptability to moderate acceptability. The jurors' comments indicated that the textual content contained many sexist, stereotyped, culturally biased statements and many statements that were value judgments presented as truth. On the average, the textbooks rated low in quality.

On the basis of the findings of this study, the following general recommendations were made:

1. Textbook writers should personalize statements about work in order to include more specific job titles in career presentations.

2. Textual content in social studies textbooks should present coverage in the 15 career clusters equally.

3. Textbook writers should strive for preciseness in reporting in order to eliminate sexist, stereotyped, culturally biased,

value-laden statements about work. Textbook publishers should ascertain that no such statements are contained within the textual content before the textbooks are marketed.

4. Textbook publishers should ascertain that career content coverage is distributed proportionate to its relative importance.

5. Social studies textbooks should present a realistic picture of modern man instead of picturing societies filled with places, products, and things.

6. Educators who are responsible for selecting textbooks should find methods, such as contained in this study, to carefully and objectively analyze textbooks before textbooks are purchased and/or distributed for use to teachers and students.

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Chapter 1

INTRODUCTION

In little more than a decade, Career Education came into existence, passed through the policy determination stage, and achieved the status of a fledgling reform movement. Even though the impetus of this movement was basically not an American educational crisis but a spreading American societal crisis, the ranks of social reformers looked towards educational change as a part of the needed solution.

Career education emphasized that the elementary and secondary schools could not afford to be educational "waiting rooms." The impact of automation and computerization made the functionally illiterate worker almost useless to the American economy and a potential threat to the American national interests.

Sydney P. Marland suggested that by integrating career education and career awareness development into the substantive content of existing curriculums, the schools functionalized all areas and levels of learning. Learning, then, became meaningful in terms of student interests and student values and led towards realistic avenues of employment (Marland, 1971).

Statement of the Problem

There were few proposals in the field of education that generated so many projects and studies in such a short period of time as career education. Yet,

> most practitioners of career education, few as they are, have progressed only to showing the career relevance of academic subject matter and to using a few classroom visitors and field trips. Real integration of the academic and the occupational is rare. (Hoyt, Pinson, Laramore, & Mangum, 1973, p. 155)

This indicated that most of the numerous programs that were proposed as "integrative" by career educators had met with limited success in the classroom and that there was a need for career education program planners to manifest efforts towards programs that had lasting effects on local education and that were easily utilized by the existing school systems.

The problem that faced career education program planners was how to integrate the academic with career information without replacing effective curriculums already in progress. This problem was particularly difficult at the elementary school level where students were years removed from career exploration and career selection.

In 1971, Rogers and Shoemaker assembled the body of diffusion research and attempted to develop an effective "means of closing the gap between what is known and what is effectively put to use" (p. 1). Rogers and Shoemaker noted that diffusion research emphasized the phenomenon of the diffusion of innovations as a process in which each functioning element within a social structure approached another element from the viewpoint of the actual behavior of that element. It appeared to follow that inventors of new teaching-learning processes, in designing these new processes for use by practitioners, placed major emphasis on the classroom behavior of the practitioners.

Calwelti (1964) reviewed the findings of the critics of education and agreed that educators shared several classroom behavioral characteristics. Local administrators and local teachers tended to view the teaching of subject matter as the purpose of education and hesitated to include numerous topics in classroom teaching that did not fit easily into the subject-matter day. In addition, subject-matter teaching utilized textbooks more than did any other media, and undeveloped ideas in these textbooks constituted "something extra" to be touched on only when time and disposition permitted.

At the time of this study, there was no evidence that career education program planners investigated the feasibility of developing career education concepts within the scope and sequence of widely utilized subject-area textbooks. A reasonable assumption, in the absence of this evidence, was that such information at a minimum provided valuable additional insights for the decision-makers of career education about the problems involved in implementing career awareness development programs.

This study conducted a quantitative and qualitative analysis of existing subject-area elementary school social studies textbooks to determine whether the textual content of the textbooks integrated certain important aspects of career education into local classrooms that used textbooks extensively. Textbooks were selected as the educational media investigated in this study because (a) textbooks were a widely utilized and a widely accepted part of the curriculum plan in

local classrooms (Calvelti, 1964) and (b) textbooks were a powerful media that created valid or invalid images (Suh, 1970).

Venn (1964) indicated that work was one of America's basic historical values and that in America the social effects of joblessness were apparent. Fox and Hess (1972) indicated that the academic area designed to present historical findings and a comprehensive view of a society was general social studies. As a consequence, elementary school general social studies textbooks were the subject of this study.

Purpose of This Study

The purpose of this study was to quantitatively and qualitatively analyze elementary school social studies textbooks to determine whether the textual content of the social studies textbooks contained accurate information that (a) introduced to elementary school students a wide choice of career options and (b) introduced to elementary schools students career concepts desired in career education.

Objectives

The objectives of this study were:

1. To develop categories of content analysis that differentiated and described the material investigated.
2. To ascertain the relative percentage of career information presented in the textual content of each social studies textbook.

3. To evaluate quantitatively the textual content on career concepts of each social studies textbook for accuracy, importance, acceptability, and adequacy of distribution.
4. To evaluate qualitatively the textual content of each social studies textbook by interpreted quantitative data and the expressed comments of experts.
5. To recommend alterations in the textual content of the social studies textbooks that facilitated the integration of career information and career concepts.

Limitations of the Study

This project analyzed the textual content of social studies subject-matter textbooks used in elementary schools to determine whether social studies textbooks presented career information and helped to develop career attitudinal concepts in students at an early age. Elementary school social studies textbooks were the focus of this project. This selection was made for the purposes of research only and did not minimize the importance of other subject-matter texts.

The social studies textbooks selected treated the field of social studies in breadth and not necessarily in depth. Therefore, textbooks that dealt with an aspect of social studies in depth such as Indians on the Move (New York: Macmillan, 1970) were not the subjects of this study.

The content analytical method of investigation was especially applicable to this study and several models of content analysis were

investigated. Most of these models were discarded after a cursory reading as having little or no relationship to the treatment anticipated in this project. Of the remaining reports, one research project was found that specifically and objectively analyzed the content of elementary social studies textbooks (Suh, 1970). This model formed the basis of the content analysis. This study deviated from the model and formed relevant categories for the analysis and established criteria that determined the percentage of information available within the selected textbooks.

The textual content analyzed in this study was the textual content that pertained to career information and career concepts. It remained to be determined what the relative worth of each social studies textbook was in other categories of interest.

Finally, the focus of this study was the general social studies textbooks for grades one through six which were, at the time of this study, on the New Mexico State Department of Education Adopted Textbook List. A sample of 28 of these textbooks generated the data in this study.

Definitions of Terms

Before continuing with the content analysis of elementary social studies textbooks, it was important that there was a mutual understanding of the terms used in the study. Since some of the terms had popular and technical connotations in the English language, the definitions stipulated what definitions were followed.

Career concepts: The scope and sequence of the concepts developed in career awareness development programs in elementary schools.

Category: Simply a general or comprehensive division. Categories of content analysis defined the limits of the aggregate of the material analyzed and the subcategories further described these limits.

Goals of career education: Defined as having

> the total effort of public education and the community aimed at helping all individuals to become familiar with the work values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (Hoyt et al., 1973, p. 141)

Objective of career education: Within the elementary schools, a comprehensive career awareness program provided at all grade levels that made academic education more meaningful and more relevant to students and led to realistic views of careers.

Social studies: Several specialized fields of study, including geography, history, political science, economics, sociology, social psychology, anthropology, and psychology.

Social studies textbooks: The textbooks that presented a breadth, not a depth, of the social studies and were designed for a teacher and a student to use at a certain grade level for a year's course of study.

Methods of content analysis and terms used in the content analysis were defined as they were presented in the study.

Organization of the Remainder of the Study

The first part of Chapter 2 reviewed the related literature and examined several types of career education programs proposed by local education agencies. The second part of Chapter 2 contained reports on the use of textbooks as a part of the curriculum plan in the classroom.

In Chapter 3 the method of selecting the sample of textbooks and the development of the content analysis categories were presented. The procedure used to collect and analyze the data was also described.

The results of the quantitative analyses were reported according to grade level in Chapter 4. A discussion of these results followed. The remainder of the chapter contained a qualitative analysis of the individual sample textbooks.

In Chapter 5 the project was summarized. This final chapter also recommended changes to be incorporated into the social studies textbooks used in the study and gave suggestions for further research.

Chapter 2

REVIEW OF RELATED LITERATURE

In 1971, when Marland (1971) indicated that all education should be career education, this educational movement became a high priority of the U.S. Office of Education. The Center for Research and Development (NCERD) and the Bureau of Adult, Vocational and Technical Education (BAVTE) completed a significant amount of work in planning for a comprehensive Career Educational System based on the premise that a prototype comprehensive Career Educational System could be developed by a "capstone" project that used the local education agencies' career education efforts. Investigation revealed that such an approach was not possible because:

> although there was intense interest and commitment to the career education concept in these districts (local education agencies), very little existed in the form of valid and tested curriculum components that could be transported and used at other locations. (Budke, 1971, p. 3)

As a result, many researchers wrote both prescriptively and descriptively about programs that initiated, implemented, and evaluated career education. More than 50 of the proposed career education programs were examined in ERIC Documents and local State Department of Education projected programs. The evidence showed that the programs were of several types. Each type is reported in the review of literature in order to present a more comprehensive study.

A review of the literature on the use of textbooks in the classroom presented evidence on the possibilities of continued use of textbooks in teaching-learning situations. The evidence also indicated there was a need to evaluate the textual content of textbooks.

Proposed Career Education Programs

A 2-year project conducted in Wisconsin developed a guide for integrating career awareness development into local curriculums. The guide suggested using filmstrips, slides, printed material, and "other" material. Printed material and "other" material were defined as special books, kits, study prints, tapes, and transcriptions. Textbooks were not included (Wisconsin Department of Public Instruction, 1972).

Generated lists of media are helpful in program planning. But Saylor and Alexander (1974) said: "We doubt if curriculum planning should assume that any plan, however creatively designed, cannot at some point be reflected in a textbook . . . that in some classrooms will become the curriculum plan" (p. 71).

Hundreds of classroom teachers in Arizona assisted the career education staff in developing instructional career awareness activities. The results were teachers' guides that included such activities as field trips and classroom visitations, that created and decorated bulletin boards, and that produced television shows (Arizona Department of Education, 1971).

Similarly, a recent research project conducted by New Mexico State University explored the use of field trips, classroom visitations, and classroom interest centers to develop in kindergarten

children an awareness of the world of work. The findings were that all three of the techniques achieved significant results with field trips ranking first, followed by classroom visitations, and then interest centers (Edington, in press). But evidence that such teaching techniques produced significant learning results was not accepted as a solution when, unfortunately, for many school districts, financial and transportation considerations prohibited extensive use of these techniques. Also, teachers often viewed these activities as "something extra" and as an addition to the teaching day.

Betty Brune, a teacher at Broken Arrow Elementary School, Lawrence, Kansas, expressed many teachers' feelings when she wrote:

> Don't ask me to teach something new.
> I'm much too busy--And why aren't you?
> It's "Add this or that. Do it my way!"
> It's never "Subtract from your teaching day!"
> What now? Occupations Education?
> Vocational Inclination? Career Information?
> What's Needed Most Is A Simple Translation!
> (Science Research Associates, 1972, p. II)

Taoscore, a project for curriculum-careers integration in New Mexico, recommended a new simulation approach to career education implementation (Taos Municipal Schools, 1972). However, simulation was not at the time of this study widely practiced as a classroom technique and as a curriculum plan. Evidence indicated that simulation as a teaching technique was difficult for many teachers to implement in career education.

Hoyt (1972) pointed out that

> one cannot teach what one does not know. To ask that . . . teachers become aware of and familiar with the world of work outside education demands that teachers themselves

> become familiar with that world. . . . This for many teachers is going to mean a twelve-month annual contract with two or three months spent in some form of work experience or work-study program. Until teacher education institutions change so that they make such experiences a part of . . . teacher education, local education agencies will have to provide the means for this kind of in-service education of teachers. (p. 25)

Hoyt (1972) further indicated that teacher-training institutions would not change unless the institutions viewed career education as a reality, not just a passing fad in American education. Massive in-service programs were usually prohibitive in cost for most school districts. Lack of funds, knowledge, and know-how provided few incentives and little motivation for administrators and teachers to diffuse innovations of any kind at any level.

The literature indicated that a few programs existed at the time of the study that related career education to subject matter. The Minnesota State Department of Education (Helling, 1972) prepared career-related math units as a work packet for educators K-12. The units were assembled into a kit complete with evaluation measures and teacher's guide.

Deay (1973) in New York State defined and illustrated career education concepts within the framework of the science and social studies curriculums. This was an exhaustive study that consisted of eight career elements, composed of 32 themes, which were used to write science and social studies units for grades one to six.

The Minnesota project was designed as a teaching unit and the New York study was designed to assist teacher task forces in

curriculum development. The use of subject-matter textbooks was not included in either study.

Career program planners considered that, before useful new treatments or curriculum components were developed, the units required teachers' endorsement. "Teacher resistance will be directly related to the extent teachers themselves are asked to change their attitudes, their philosophies, their competencies and their teaching methodologies" (Hoyt et al., 1973, p. 186). Furthermore, the extent to which the recommended new treatments corresponded to the teachers' perceptions of their own professional identities determined the teachers' endorsement.

Hoyt (1972) stated that career education was an objective and a method for all education. Supplementary programs inserted where appropriate and when time allowed did not accomplish such a goal.

Use of Textbooks as the Curriculum Plan

In education, textbooks were easily identified as the educational media most widely used and influential in school instruction and learning. Chambers (1974), in a study of interracial implications in children's literature, turned to school books because, as he said, "school texts are the important books. After all, they are the ones the law says kids must read" (p. 4).

Kirst and Walker (1971) reviewed the use of instructional programs in the schools today and stated:

> The bald fact is that most teaching in our schools is and must be from a textbook or other curriculum packages . . . . So long as this is true, the suppliers of teaching materials will have a potentially powerful effect on the curriculum. (p. 192)

In fact, Palmer (1965) said: "It would be difficult to locate a classroom that functions without a textbook" (p. 160).

The probability of establishing a Career Education System that excluded textbooks in the classroom seemed remote. Research evidence indicated that such a plan had important factors to overcome.

Calwelti (1964) observed: "Because of expense, administrative ease, and teacher acceptance of existing published materials . . . there continues to be entirely too much reliance on textbook teaching as the way of life in the classroom" (p. 129). Funds, ease of administrative problems and gained teacher acceptability were important factors in program implementation (Saylor & Alexander, 1974) and assumed a primary consideration in a developed new system of education.

A National Education Association (1962) project on instruction indicated elementary and secondary principals ranked the textbook highest as a useful resource in developing teaching programs. Without the local administrator's acceptance, new curriculum plans faced difficulties in implementation.

Saylor and Alexander (1974) pointed out that "although many other types of instructional materials have been developed in the ensuing years, the practice of textbook adopting on both state and local level continues" (p. 71). Furthermore, textbooks tended to equalize educational opportunities because they were free (Saylor & Alexander, 1974). This one factor alone certainly indicated the continued use of textbooks, at least in the near future.

Jarvis and Wootton (1969) stated:

> Textbooks are used because they have been designed to present subject matter in a sequential manner. There is and will be for a long time to come, a need for this type of book to provide information in terms of curriculum content unit. (p. 120)

Ohlsen (1959) advised that the textbook helped the classroom teacher by:

> (1) being a complete teaching-learning situation in print,
> (2) being more or less a general outline for the course of study,
> (3) being a cyclopedic book containing authoritative information in certain branches of knowledge. (p. 201)

Textbooks were severely criticized in many research studies. However, one theme of criticism seemed to predominate: That the real problem in the use of textbooks in the classroom was not so much the fact that textbooks were widely used, but the fact that textbooks often created invalid images.

Calvelti (1964) indicated textbooks were a media that ignored or passed over issues lightly or were incorrect and contained outdated information. This opinion was validated by three studies.

Kane (1970) made a study of the treatment of minorities in textbooks. The author said that, despite past criticism of publishers and authors, "a significant number of texts published today continue to present a principally white, protestant, Anglo-Saxon view of America with the nature and problems of minority groups largely neglected". (Kane, 1970, p. 4).

McDiamid and Pratt (1971) undertook a study at the request of the Ontario Human Rights Commission. The findings were that facts

and theories that were outmoded, even false, still found their way into textbooks.

The Michigan State Department of Education, in a study of eight of the most recent editions of social studies textbooks, concluded that the textbooks had improved since previous studies. Nevertheless, the textbooks did not present the great social problems of our times as directly as they might (Early Elementary-Level Social Studies Textbooks, 1971).

Fox and Hess (1972) gave substance to the Michigan report in a study that described and evaluated the way social studies textbooks presented social conflict associated with racial, economic, political, and ecological policies and practices. The findings were that social conflict was invariably presented as being of low intensity and in most cases as if it were imminently resolvable if not already resolved. Fox and Hess (1972) felt that this was an unrealistic view of society and failed to take into account "the socio-civic knowledge and attitudes of children--as well as their potential for cognitive and effective growth in these areas" (p. 103).

Obviously, if the purpose of this study was to determine whether the textual content of elementary school social studies textbooks integrated certain aspects of career education within the textual content, then it was important to ascertain not only the quantity of the textual content presented but also to ascertain the quality of the textual content. One research study appeared to meet the requirements of such a content analysis.

Suh (1970) developed a model of social studies textbooks' analyses and evaluation. The author maintained that the results of the individual textbook evaluation helped teachers and curriculum developers to decide which textbooks were preferable in such aspects as (a) the amount of coverage, (b) the accuracy of the content, and (c) the distribution and importance of the content. The model formed the basis of this study and was followed as closely as possible. This study deviated from the model and formed relevant career education categories and established criteria to rank the percentage of information available on careers in the selected social studies textbooks.

Chapter 3

PROCEDURES

The focus of this study was the general elementary school social studies textbooks that at the time of this study were on the list of adopted textbooks of the New Mexico State Department of Education. The textbooks that presented a breadth of the social studies for elementary grades were listed. From this list of 89 textbooks, 28 textbooks were randomly selected and grouped by grade level. To facilitate handling, a code number was assigned to each textbook. A list of the selected textbooks and the respective code numbers was placed in Appendix A of the study.

Determination of the Categories

One of the objectives of this study was to develop categories that differentiated and described the textual content investigated. Two major category systems were established and designated as Category I Career Information and Category II Career Concepts.

Career Information

Generally, career educators viewed the levels of occupational education as a pyramid with students' decisions about careers and needed training based upon broad exploratory experiences. As students narrowed their choices about occupational selection, individual occupational experiences became more sophisticated and intensified.

The elementary school began this process and provided students with sufficient occupational information to meet the needs of all children according to their interests and abilities. Elementary programs introduced the widest possible choice of career options so that the students recognized that there were differences [illegible] careers and developed an understanding of the differences.

In 1971, the U.S. Office of Education developed a taxonomy of Occupational Clusters (DHEW(USOE) 72-39). In the taxonomy, some 23,000 specific job titles were included within the job families of some 15 occupational clusters.

The work that people performed to earn a living was deemed an important aspect of any society (Venn, 1964). Hence, this study proposed that a social studies textbook included in the textual content at least the 15 career clusters and ideally the job families and the specific job titles within the clusters.

These clusters defined the limits of the aggregate of the material analyzed in Category I and formed the subcategories of the first category. Examples of jobs included in each cluster were listed (DOT, 1973).

I CAREER INFORMATION

1. AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS

   This subcategory includes jobs such as: farmer, dairyman; county agricultural agent; grain and feed salesman; farm equipment salesman; veterinarian; and tobacco buyer.

2. BUSINESS AND OFFICE OCCUPATIONS

   This subcategory includes jobs such as: stenographer; teller; key punch operator; file clerk; and mail clerk.

3. COMMUNICATIONS AND MEDIA OCCUPATIONS

This subcategory includes jobs such as: radio and TV repairman; electronics technician; computer operator; blueprint reader; landscaper; cartographer; technical illustrator; mechanical drafter; electrical drafter; photographer; stripper and plate maker; binder and printer; and architect.

4. CONSTRUCTION OCCUPATIONS

This subcategory includes jobs such as: carpenter; plumber; electrician; painter; bricklayer; cabinet maker; pipe fitter; paper hanger; stone mason; cement finisher; plasterer; glazier; roofer; floor coverer; lather; and bridge inspector.

5. ENVIRONMENTAL CONTROL OCCUPATIONS

This subcategory includes jobs such as: park ranger; fire warden; park caretaker; campground manager; hunting and fishing guide; soil conservationist; ecology inspector; trapper; golf course grounds keeper; and wildlife protector.

6. HEALTH OCCUPATIONS

This subcategory includes jobs such as: nurse's assistant; male attendant; medical office assistant; ward secretary; dental assistant; doctor's assistant; dental hygienist; lab technician; psychiatric aide; and surgical technician.

7. HOSPITALITY AND RECREATION OCCUPATIONS

This subcategory includes jobs such as: air hostess; workers in food service in civic centers and country clubs; workers in gift shops at resorts; food demonstrator; caterer; waitress; assistant cook; care of small children in resort areas.

8. MANUFACTURING OCCUPATIONS

This subcategory includes jobs such as: instrument maker; all-round machinist; machine tool operator; tool and die maker; sheet metal worker; molder; pattern maker; welder; loom fixer; casting machine operator; and card tender.

9. MARKETING AND DISTRIBUTION OCCUPATIONS

This subcategory includes jobs such as: copy writer; manager of an advertising agency; fashion coordinator; salespersons in retail or wholesale business; stock clerk; cashier-checker; buyer; hotel or motel desk clerk; service station attendant; baggage agent; real estate salesman; and insurance salesman.

10. MARINE SCIENCE OCCUPATIONS

This subcategory includes jobs such as: commercial fisherman; sports fisherman; tugboatman; rope handler and splicer; marine engineer; marine engine machinist; marine recreation director; marine and steward.

11. PERSONAL SERVICE OCCUPATIONS

This subcategory includes jobs such as: cosmetologist; wig dresser; barber; manicurist; reducing machine operator; makeup woman or man; photographer; dry cleaning worker; funeral director; service establishment attendant; and custodian.

12. TRANSPORTATION OCCUPATIONS

This subcategory includes jobs such as: railroad station master; toll collector; rate clerk; porter; stewardess; hostess; reservation clerk; dispatcher; driver; and terminal manager.

13. PUBLIC SERVICE OCCUPATIONS

This subcategory includes jobs such as: policeman; fireman; emergency and rescue squad workers; teacher aides; safety and sanitation inspectors; and workers in federal, state, or local government.

14. CONSUMER AND HOMEMAKING OCCUPATIONS

This subcategory includes jobs such as: child development; clothing and textiles; consumer education and family economics; family relationships; foods and nutrition; grooming and personal appearance; housing and home furnishings; and health and home care of the sick.

15. FINE ARTS OCCUPATIONS

This subcategory includes jobs such as: art director; cartoonist; art teacher; sculptor; stage director; drama teacher; actor and actress; story teller; motion picture narrator; dance instructor; dancers (acrobatic, ballet, ballroom, chorus, tap, interpretive); music teacher; choral director; musical entertainer; and musician.

Career Concepts

Chambers (1974) indicated that from the larger society, home and school, children gained knowledge about their places in the world. The youngest child picked up the clues made by subtle suggestions that told him who he was and what he could do, and thus what he could not become or could not accomplish. Toys and books, movies and television reinforced this knowledge.

Career Concepts lists as the subcategories of Category II 22 concepts developed by Laws (1970). These career development concepts were modified from 39 original concepts to 22 working concepts and formed the basis of career education programs in several school districts (see Appendix B).

When developed within the textual content, these 22 concepts led to attitude formation about the personal, psychological, social, and economic significance of work desired in career education. The 22 concepts defined the limits of the aggregate of the material investigated in Category II.

II CAREER CONCEPTS (Laws, 1970)

1. There is dignity in all types of work.
2. Individuals work to meet personal and social needs.
3. People work for various rewards and satisfactions.
4. Cooperation among workers is essential.

5. Information about careers is needed.
6. Individuals need special training.
7. Careers are grouped by job families.
8. Some workers produce goods, others produce services.
9. Supply and demand help determine career choice.
10. Individuals differ in abilities, interests, and values.
11. Self-understanding is essential when choosing a job.
12. Individuals are qualified to perform different jobs.
13. Observation of people at work improves knowledge.
14. Specialization leads to interdependency among people.
15. Cultural and socioeconomic background affect career choice.
16. An individual's attitude affects success in a career.
17. An individual's life-style is affected by a career.
18. A satisfying career contributes to mental health.
19. Leisure-time activities affect career choice.
20. Individuals live in a particular geographical area due to the nature of work.
21. Technological and sociological changes eliminate and create jobs.
22. Individuals' value systems affect career choice.

Collection of Textual Content

Each social studies textbook was read and each unit, chapter, paragraph, or sentence that pertained to career information or career concepts (as defined by the categories) within the textual content of each textbook was underlined. The material was re-read and categorized under the subcategories of the two major category systems.

Determination of Percentage of Career Information

The purpose of introducing elementary students to a variety of career options was to allow the student at an early age to develop career choices according to individual interests and abilities. To accomplish this task, the study ascertained whether the social studies textbooks at all grade levels contained career orientation and differentiation. The subcategories of the Career Information category defined the criteria for determining the career information content coverage in each social studies textbook. The researcher assigned a

rank for the amount of coverage in each subcategory in each textbook according to the following ranking system:

Rank	Criteria
4.	Occupational cluster was easily identifiable or delineated (unit, chapter, or series of paragraphs). The textual content mentioned job families and specific job titles of the occupational cluster.
3.	Occupational cluster was easily identifiable or delineated (unit, chapter, or series of paragraphs). The textual content mentioned few job families and did not mention specific job titles of the occupational cluster.
2.	Occupational cluster was not easily identifiable or delineated specially, but some job families and job titles were mentioned in three or more sentences and/or paragraphs located sporadically throughout the textbook.
1.	Occupational cluster was not easily identifiable or delineated specially, and the various job families and job titles were mentioned not at all or vaguely in one or no more than three sentences and/or paragraphs located sporadically throughout the textbook.

The word-counting method determined whether a subcategory in a textbook ranked 4 or 3 and the line-counting method determined whether a subcategory in a textbook ranked 2 or 1.

Determination of Relative Percentage of Information Available

A measurement of the relative percentage of information available (PIA) was established as:

$$PIA = \frac{\text{Total score of ranks within a textbook}}{\text{Total possible score of ranks within a textbook}} \times 100$$

To determine whether sufficient career information was available within the content of each social studies textbook, the percentage of information available of the individual textbooks was calculated,

then the average relative percentage of coverage for each of the six grade levels was determined. Finally, the overall average relative percentage of career information in the social studies textbooks was reported.

A measurement of the relative percentage of the career clusters coverage (PCC) was established as:

$$PCC = \frac{\text{Total score of ranks of a cluster within textbooks in a grade level}}{\text{Total possible score of ranks of a cluster within the grade level}} \times 100$$

The relative percentage of each cluster's coverage was calculated by grade level for each of the 15 career clusters and determined which of the clusters had the most coverage and which of the clusters had the least coverage in the selected social studies textbooks.

Determination of Recording Units

For purposes of this study, a recording unit was identified as a number of sentences from one or more paragraphs in each social studies textbook that projected a definite career concept. The recording units were identified and categorized under the subcategories of Category II.

Reliability and Face Validity of Categories' Ranks and Recording Units

Objectivity in the content analyzed was tested for reliability and face validity by two impartial coders who used the same technique on the material and received substantially the same results as the researcher. Two intercoders were randomly selected from a list of

elementary social studies teachers in the Las Cruces, New Mexico, school district.

The coders read the textbooks and identified the material to be analyzed. The intercoders categorized and ranked independently the career information textual coverage according to the established criteria. The intercoders identified and classified the recording units under the subcategories of Career Concepts. An intercoder reliability percentage (IRP) was established between the coders and the researcher as:

$$IRP = \frac{\text{Number of ranks or units agreed upon}}{\text{Total number of ranks or units}} \times 100$$

(Suh, 1970)

Three steps tested the intercoders' reliability:

Step One. Coders identified the textual content and ranked the content on Career Information and categorized the content on Career Concepts. The coders then agreed or disagreed with the researcher's decisions.

Step Two. For those ranks and categorized units upon which disagreement arose in Step One, the coders and the researcher investigated the original textual material together. After discussion of the disagreements, the coders and the researcher agreed on some of the ranks and recording units' categorization previously disagreed on.

Step Three. When disagreement persisted beyond Step Two, those recording units, categorizations, or ranks disagreed on were separated and the original textbooks reviewed in light of the coders' views. There was then final agreement between the coders and the researcher.

The intercoder reliability percentages between the two coders and the researcher were as follow:

	First coder	Second coder
Step One	92.5%	96.0%
Step Two	6.5%	4.0%
Step Three	1.0%	

Construction of a Questionnaire and Its Appraisal

The instrument used to collect data on the accuracy, importance, acceptability, and adequacy of distribution of the textual content in the elementary school social studies textbooks was a questionnaire. Suh (1970), whose model formed the basis of this part of the analysis, decided upon a questionnaire as "the most appropriate instrument for gathering the data" (p. 9).

The questionnaire consisted of the 22 career concepts in Category II, the 15 career clusters in Category I, and 106 recording units randomly selected from a total of 241 recording units identified in the textual content of the selected social studies textbooks. A jury of 14 scholars working in career education research conducted by the Center for Vocational Education at Ohio State University agreed to participate in the study. Each jury member checked columns to indicate whether the 22 career concepts were: (a) highly important--essential in developing career concepts, (b) moderately important--desirable but not essential in developing career concepts, or (c) unimportant--unnecessary in developing career concepts.

The jury ranked the career concepts in what the jury members considered their order of importance. The jury members completed the same treatment on the 15 career clusters.

The last section of the questionnaire contained the recording units. Five jury members appraised 29 recording units from first- and second-grade social studies textbooks, five jury members appraised 35 recording units from third- and fourth-grade textbooks, and four jury members appraised 42 recording units from fifth- and sixth-grade textbooks. The originator of the model recommended this procedure (Suh, 1970).

The respective jury members checked columns indicating whether or not the recording units presented accurate or inaccurate information needed to help develop career concepts in teaching career education to elementary school children. A column was provided for comments by jury members. See Appendix C for reproductions of the questionnaires.

There was, in constructing the questionnaire, a deviation from the original model. Dr. Suh synthesized several recording ideas by combining the recording units that elucidated the same ideas. To avoid the chance of modification of the textual content and because of the small number of recording units identified in the 28 social studies textbooks in this study, the researcher did not synthesize the recording units but randomly selected 106 recording units to be used in the questionnaire.

The comparisons between the recording units of the original model and the recording units identified in this study on career education were:

	Model	Career Education Study
Total number of recording units	950	241
Total number of synthesized units	280	0
Total number of randomly selected units	0	106

Quantitative Evaluation of Individual Textbooks

To determine quantitatively the accuracy and importance of the textual presentation of career concepts in the selected social studies textbooks, the jury members' appraisal of the questionnaire units was weighted by numerical values. Since erroneous concepts may be developed in students if textual content is inaccurate, a recording unit appraised as inaccurate was weighted -100 and a recording unit appraised as accurate was weighted +100. The weighted accuracy point of a recording unit averaged for all jury members moved from negative to positive as accuracy improved.

Textual content that was judged as unimportant might waste space, but the content could not develop erroneous concepts; therefore, a recording unit that presented an unimportant concept was weighted by zero while moderately important recording units were weighted by 50 and highly important recording units were weighted by 100. The weighted importance point of a recording unit averaged for the jury members was always nonnegative.

The concept of "acceptability" of the textual questionnaire unit was then determined by:

$$\text{Acceptability point} = \pm\sqrt{|\text{Weighted accuracy point}| \times \text{Weighted importance point}}$$

Where the + or - was taken depended on whether the weighted accuracy point was positive or negative (Suh, 1970).

Suh (1970) noted that

> the acceptability for the treatment of a highly important (recording) unit (importance +100) with high accuracy (accuracy +100) is +100 while the treatment of a highly important (recording) unit with high inaccuracy (accuracy -100) is -100. This means that highly accurate treatment of a highly important item is highly acceptable (acceptability +100), while the highly inaccurate treatment of a highly important item may create a misunderstanding of essential concepts by students, and therefore is highly unacceptable (acceptability -100). Moderate acceptability resulted for moderately accurate treatment of highly important items, and also in general for the treatment of moderately important items. (p. 13)

A quantitative appraisal of the individual social studies textbooks was made. These data were used to calculate the average accuracy, importance, and acceptability points for the textbooks in each grade level.

Quantitative Appraisal of Textual Content Distribution Within Subcategories of Career Concepts

To determine whether the coverage of various career concepts was proportionate to the concepts' relative importance, the jury members were asked to rank the subcategories of the career concepts category in terms of their importance in presenting career concepts to elementary school children. In order to facilitate easy comparison,

the ranked points were normalized via the Normalized Ranking Point (NRP) (Suh, 1970):

$$NRP = \frac{\text{Individual total subcategory weighted point}}{\text{Total weighted point of the first ranking subcategories}} \times 100 .$$

Reliability of Jury's Ranking of Subcategories

The reliability of the jury's ranking was determined by using Kendall's Coefficient of Concordance W (Siegel, 1956), where

$W = S/H$

$S = \frac{\sum (R_j - \bar{R}_j)^2}{N}$

$H = \frac{K^2 N(N^2 - 1)}{12}$

R_j = jury's rank total for the j^{th} subcategory

j = subcategory

K = number of jury members

N = number of subcategories

Quantitative Appraisal of Textual Content Distribution.

To make the quantitative appraisal of the distribution of the individual textbook content within the subcategories of the career concept, the normalized ranking points were utilized to introduce the concept of the Distributive Coefficient D (Suh, 1970):

$$D = KFG$$

where

$$F = \frac{1}{3}\left(1 + 2\frac{A_s}{T_s}\right) \qquad G = \frac{\sum_i N_i U_i}{\sum_i U_i} \qquad K = \frac{100}{\text{Largest FG}}$$

K = normalization factor

T_s = total number of subcategories

A_s = number of subcategories for which one or more recording units are allotted by the textbook

U_i = number of recording units allotted by the textbook for the i^{th} subcategory

N_i = normalized ranking points for the i^{th} subcategory

The distribution of the content to the more important subcategories was favored by factor G. The even coverage of all subcategories by the textbook was favored by factor F. Consequently,

> factors F and G together favor the inclusive textual content distribution in a proportionate rate according to the importance of the sub-categories as indicated by their normalized ranking points. The normalization factor K is introduced to facilitate easier comparison of the data. (Suh, 1970, p. 21)

A hypothetical example taken from the Suh (1970) model explained the properties of the Distributive Coefficient D.

Hypothetical Example

Number of recording units 6

Number of concepts among which the recording units are distributed 3

Normalized ranking points for the three concepts (1) 100
(2) 50
(3) 25

Subcategories	Normalized Ranking Point	Textbook A	B	C	L	M
a	100	3	2	1	0	6
b	50	2	3	2	2	0
c	25	1	1	3	4	0
F factor		1	1	1	0.77	0.55
G factor		71	63	46	33	100
K		1.41	1.41	1.41	1.41	1.41
D		100	89	65	36	71

*Distributive Coefficient D = KFG

Textbook A: The recording units not only covered all the subcategories, but the recording units were also distributed in nearest possible proportion to the importance of the subcategories. The Distributive Coefficient D was 100.

Textbook M: The distribution of the recording units recognized the most important subcategory, but it failed to cover other subcategories. The Distributive Coefficient was considerably reduced to 77.

Textbook L: The recording units not only failed to cover all the subcategories, but also were heavily concentrated in the less important subcategories. The Distributive Coefficient was 36, which was quite small (Suh, 1970, p. 40).

By using the data of the distribution of the recording units in the subcategories, the researcher determined the Distributive Coefficient D for each individual textbook.

Qualitative Appraisal of Textual Content

The jury members' appraisal of the accuracy, importance, and acceptability of the textbooks and the comments made by the jury members were used in the determination of the quality of the textbooks. The comments of the jury members were recorded and assigned to recording units from individual textbooks. These, along with the quantitative appraisal, determined how the different textbooks varied in quality.

Recommendations for Alterations in Textual Content

By using the analyzed data within the study, recommendations were made as to what areas of the textual content of the textbooks required alteration before the textbooks could be used by classroom teachers to instruct students in career education.

Chapter 4

RESULTS OF THE CONTENT ANALYSES

The purpose of this study was to analyze the textual content of 28 randomly selected elementary social studies textbooks in grades one through six to determine whether the textual content of the social studies textbooks could be used: (a) to introduce elementary school students to a wide choice of career options and (b) to introduce to elementary school students career concepts desired in career education.

The quantitative evaluation was made primarily by using new methods of content analysis developed by Suh (1970) in a model for social studies content analysis. For purposes of analysis, relevant categories were developed that defined the limits of the aggregate of the material being investigated and criteria were established to facilitate the calculation of the percentage of career information available in the textual content of the selected social studies textbooks.

Percentage of Career Information

An appraisal by the jury members on the importance of each career cluster in Category I indicated that the career clusters were all of equal importance in presenting career information to elementary school children. This general agreement of the jury members was expressed by comments made by four jurors.

Juror No. 1: "Elementary school children need exposure to all areas of work. How can you weight these categories before they interact with them?"

Juror No. 2: "How can I rank clusters without demeaning vocational choices and the people who make them?"

Juror No. 3: "Since there are many means of creating some degree of awareness for elementary students in all clusters, I see no need to rate them in terms of importance. Becoming aware of one is no more important than becoming aware of another."

Juror No. 4: "I rank highly all groupings of occupations as they pertain to developing career awareness and the concept of exploration in elementary kids."

The relative average percentages of the textual content on career information in the selected social studies textbooks were 39%, 63.14%, 59.25%, 81%, 63%, and 60.20% for grades one, two, three, four, five, and six, respectively. The overall average percentage of career information available in the textbooks was 60.93%, indicating that the selected textbooks in grades one through six presented only three-fifths of the career information desired in elementary social studies textbooks' textual content.

These percentages were not favorable in view of the jury members' determination that all career clusters were of equal importance in presenting career information to elementary school children. For a textbook to receive a 60% coverage, only 9 of the 15 career clusters needed to be presented satisfactorily within the textual content. In this case, the other six clusters would be presented only vaguely or not at all.

In order to present a more comprehensive analysis of the importance of the career information available in the textual content of

the selected social studies textbooks, Table 1 shows the percentage of textual coverage in the individual career clusters at each grade level.

These percentages revealed that the occupations that received the greatest attention in the textual content of the selected social studies textbooks were Agri-Business, Natural Resources, and Manufacturing Occupations. Obviously, these occupations are important to the American society, but equally important are occupations in other clusters. According to the Information Please Almanac (Goldenpaul, 1974), future job trends indicate that the largest future labor demands will be in service-producing industries. From 1929 to 1973 the persons employed in agriculture dropped from 10.5 million to 4.1 million. From 1941 to 1973 the persons employed in manufacturing industries rose from 6.2 million to only 8.2 million, while the persons employed in service-producing industries rose from 20.6 million to 51.8 million.

The percentage of information available in the textual content of the selected social studies textbooks on career clusters did not compare favorably with present occupational trends in the United States. Especially noteworthy was the fact that the information available on Health Occupations was lower in percentage than 13 other career clusters, yet the Health Occupations have been predicted to have the greatest rise in labor demands throughout the 1970's (Goldenpaul, 1974).

Although the textbooks on the average presented a reasonably satisfactory amount of information on several career clusters, it

Table 1

Percentages of Textual Content on Career Clusters

Career cluster	Grade 1	2	3	4	5	6	Overall percentage
(1) Agri-Business and Natural Resources Occupations	50%	85%	54%	92%	88%	95%	77%
(2) Business and Office Occupations	33	57	21	83	46	40	47
(3) Communications and Media Occupations	33	68	38	67	46	40	47
(4) Construction Occupations	42	54	42	83	63	65	58
(5) Environmental Control Occupations	25	57	38	83	67	55	54
(6) Health Occupations	25	46	38	67	46	50	45
(7) Hospitality and Recreation Occupations	50	68	38	83	58	45	57
(8) Manufacturing Occupations	42	72	50	100	92	75	72
(9) Marketing and Distributing Occupations	33	72	54	100	63	65	65
(10) Marine Science Occupations	25	46	25	58	67	65	47
(11) Personal Service Occupations	33	72	42	92	58	35	64
(12) Transportation Occupations	58	75	42	92	67	80	67
(13) Public Service Occupations	50	75	46	92	67	65	65
(14) Consumer and Homemaking Occupations	50	64	42	83	58	60	60
(15) Fine Arts Occupations	25	32	25	42	50	70	41
Average percentage of total	39%	63.14%	59.25%	81%	63%	60.20%	60.93%

was clear that to present a realistic picture of occupations in the United States, the textbooks needed improvement. This was especially true for first-grade textbooks which had only 39% of the desired career information available and a consistently low percentage of coverage in the career clusters.

Quantitative Appraisal of Accuracy, Importance, and Acceptability of Career Concepts of Textual Content

A second task of this study was to determine the accuracy, importance, and acceptability of the textual presentations on career concepts. A jury's appraisal of recording units from the textual content of each selected social studies textbook generated these data. The findings are presented in Table 2 according to grade level.

Table 2

Accuracy, Importance, and Acceptability Average Weighted Points for Career Concepts

Grade	Accuracy	Importance	Acceptability
1	-2.66	78.00	-14.42
2	13.05	65.83	29.31
3	-2.22	63.33	-11.86
4	5.66	64.50	19.12
5	28.99	65.76	43.65
6	37.28	69.07	50.74
Average total	13.35	73.19	19.18

Table 2 reveals that the jury's appraisal of the importance of the career concepts in the textual content of the selected social studies textbooks was consistently of moderately high importance; however, the textbooks differed greatly in accuracy and therefore

differed greatly in acceptability. In the primary grades, where learning first took place, the acceptability of textual content was much lower than the acceptability of the textual content of the upper elementary grades.

It was interesting to note that the textbooks in grade four contained the greatest percentage of career information (81%) (see Table 1), but the textual content was much lower in accuracy (5.66) and acceptability (19.12) than the textual content for the fifth grade (28.99 and 43.65) and for the sixth grade (37.28 and 50.74). In fact, the textual content of the textbooks in the second grade was higher in accuracy (13.05) and acceptability (29.31) than the textual content of the textbooks in the fourth grade in accuracy (5.66) and in acceptability (19.12) (Table 2).

In general, the selected elementary social studies textbooks did not compare favorably in accuracy and acceptability with the importance of the textual content in the selected textbooks. The most acceptable textbooks were the sixth-grade texts, followed respectively by the fifth-grade, second-grade, fourth-grade, third-grade, and first-grade texts.

Quantitative Appraisal of Textual Content Distribution Within Subcategories

To help determine whether the amount of coverage of the career concepts was proportionate to its relative importance, the jury members were asked to rank the career concepts in terms of their importance in presenting career concepts to elementary school children. To facilitate easy comparison of the career concepts, the jury's

rankings were normalized. The normalized ranking points and the simple consecutive ranking numbers of the career concepts are presented in Table 3.

Reliability of Jury's Ranking of Subcategories

Kendall's Coefficient of Concordance W (Siegel, 1956) was used to determine the reliability of the simple consecutive ranking of the career concepts based on the jury's ranking (Table 3). This statistic has a range of 0 to 1.00 (Conover, 1971). The Kendall Coefficient of Concordance W for the jury's rankings of the career concepts is 0.438680, which is significant at the 0.01 level. This shows that there could be no doubt that the judges concurred on the rankings of the career concepts. The high reliability of rankings determined that there was real difference in the importance of the career concepts.

Quantitative Appraisal of Textual Content Distribution

The concept of the Distributive Coefficient D (Suh, 1970) was utilized for a quantitative appraisal of the distribution of the textual content in the selected elementary social studies textbooks. Table 4 summarizes the results of the Distributive Coefficient D. The number of textbooks that fall into a given D range is indicated.

The total of textbooks in Table 4 is less than 28 because two textbooks contained no recording units in the career concepts. The Distributive Coefficients of the fourth and first grade were generally better than those of the second, third, fifth, and sixth grades. In view of the fact that the first-grade accuracy point is -2.66 and

Table 3

Ranks and Normalized Ranking Points of Career Concepts in Terms of Their Importance

Subcategories	Rank	NRP
Individuals work to meet personal and social needs.	1	83
Individuals differ in abilities, interests, and values.	2	82
People work for various rewards and satisfactions.	3	78
There is dignity in all types of work.	4	71
Self-understanding is essential when choosing a job.	5	62
Individuals are qualified to perform different jobs.	6	61
Information about careers is needed.	7	56
Cooperation among workers is essential.	8	55
Some workers produce goods, others produce services.	9	54
Specialization leads to interdependency among people.	10	47
An individual's attitude affects success in a career.	11	46
An individual's life-style is affected by a career.	12	45
Individual value systems affect career choice.	13	44
Individuals need special training.	14	43
Technological and sociological changes eliminate and create jobs.	15	41
Observation of people at work improves knowledge.	16	40
A satisfying career contributes to mental health.	17	37
Leisure-time activities affect career choice.	18	32
Supply and demand help determine career choice.	19	23
Individuals live in a particular geographical area due to the nature of work.	19	23
Careers are grouped by job families.	20	19
Cultural and socioeconomic background affect career choice.	21	15

Table 4

Distribution of Textual Content by Grade Level

Range	Grade level						Total
	1	2	3	4	5	6	
Over 20 to 30							0
Over 30 to 40					1		1
Over 40 to 50							0
Over 50 to 60		1	1	1	1	1	5
Over 60 to 70		3	1			1	5
Over 70 to 80		1	1		1	1	4
Over 80 to 90					1		1
Over 90 to 100	2	1	1	2	1	3	10

the fourth-grade accuracy point is 5.66 (Table 2, page 38), these data are alarming. Highly important material that is presented inaccurately in textbooks can lead to many erroneous attitudes in elementary school children.

Table 4 shows that 11 of the textbooks were well distributed. However, this indicates that there is ample room for improving distribution of many of the textbooks.

Qualitative Appraisal of Textual Content

Table 5 presents a qualitative appraisal of each selected social studies textbook according to the varying degrees of average accuracy-inaccuracy, importance-unimportance, and acceptability-unacceptability ratings by the jury members. In Appendix D a recording unit from the textual content of each selected social studies text, followed by three jurors' comments, completes the qualitative measure.

The use of one example from each social studies textbook was for purposes of illustration only and was not necessarily representative of the entire textual content of the textbook. The jurors' comments corresponded with the example that was used.

Quality of Textbooks

The selected social studies textbooks varied in quality. The textual content of the various textbooks ranged from low moderate inaccuracy to high moderate accuracy, but the textual content of the various textbooks ranged from important to highly important. No textbook contained all the career concepts.

Table 5

Average Accuracy, Importance, Acceptability Weighted Points of Selected Textbooks

Book	Accuracy	Importance	Acceptability
1A	-2.22	73.33	-12.77
1B	-3.33	85.00	-16.83
1C	No career concepts		
2A	-8.88	56.66	-22.44
2B	No career concepts		
2C	16.00	70.00	33.47
2D	33.33	60.00	44.72
2E	-6.66	60.00	-20.00
2F	18.10	61.43	33.34
2G	12.22	75.00	30.27
3A	-5.55	65.00	-19.00
3B	10.00	65.00	25.50
3C	-20.00	73.33	-38.29
3D	10.00	52.50	22.91
4A	0.00	72.02	0.00
4B	11.33	57.00	25.42
4C	0.00	70.00	0.00
5A	17.06	66.07	34.34
5B	58.33	62.50	60.38
5C	38.89	62.50	49.30
5D	34.37	62.50	46.35
5E	33.33	87.50	54.00
5F	12.00	62.50	27.95
6A	31.50	75.00	53.03
6B	50.00	93.75	60.86
6C	33.33	71.07	48.95
6D	33.33	50.00	40.82
6E	66.66	100.00	81.64

The primary textbooks generally achieved lower accuracy and acceptability than the upper grades' textbooks. An exception to this is the fourth-grade textbooks. Table 5 reveals that the fifth- and sixth-grade texts achieved by far the highest accuracy and acceptability average weighted points, but the fourth-grade textbooks achieved accuracy and acceptability average weighted points lower than the second-grade selected social studies textbooks. The first- and third-grade selected textbooks were consistently low in accuracy and acceptability, while the second-grade textbooks ranged from low moderate inaccuracy (-8.88) to high moderate accuracy (+33.33) and thus from low moderate acceptability (-22.44) to high moderate acceptability (44.72). In all of the selected textbooks the jurors consistently appraised the textual content on career concepts in the selected social studies textbooks as important.

Generally, the jurors' comments indicated that the textbooks tended towards sexual bias, stereotyping, and cultural bias. One jury member objected to the recording units being "taken out of context." Several jurors stated that certain recording units, whether accurate or not, were simply value judgments.

Example of recording unit:

> I can't make you stay on the land. But this is our land. I want to keep it that way. Being a farmer may not be as exciting as being an airplane pilot. But it is just as important.

The jurors' comments were:

Juror One : "Accuracy is beside the point. This stinks!"

Juror Two : "Value judgments."

Juror Three: "Loaded values."

Juror Four : "Value judgment presented as truth."

A comment from one juror read as follows: "If these excerpts are a truly random sample, then elementary social studies and career awareness are indeed in a sad state."

In general, the selected elementary school social studies textbooks varied from many high quality selected social studies textbooks in the fifth and sixth grades to no high quality selected social studies textbooks in the first and third grades. These findings do not compare favorably with the importance of presenting important career concepts to elementary school students at the earliest possible age. The highest quality textbooks were the sixth-grade books, followed respectively by the fifth-grade, second-grade, fourth-grade, third-grade, and first-grade social studies textbooks.

Chapter 5

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

In the decade of the 1960's, more and more people who were untrained and unskilled were finding fewer and fewer opportunities in the highly technological American society. Advocates of reform viewed such a situation as dangerous to the United States as a nation and maintained that a reassessment of education was indicated.

Many educators recognized the necessity of educational change and tried to find a solution to the schools' problems by designing programs that integrated career education with existing classroom curriculums. At the time of this study the desired results had not been achieved, as evidenced by the few schools and the fewer teachers in these schools that integrated the occupational with the academic.

Summary

This study suggested that a look at the average practice in the classroom indicated a need to investigate the use of subject-matter educational media as a new approach to career education program implementation. A review of the literature showed that researchers stated that textbooks were the subject-matter educational media most influential and most widely used by local administrators and local teachers. The fact that there was no evidence that career educators had analyzed this influential media in relationship to career education indicated that important information was unavailable to decision-makers in career education.

Purpose. The purpose of this project was to qualitatively and quantitatively analyze elementary school social studies textbooks to determine whether the textual content in the selected social studies textbooks (a) contained accurate information that introduced a wide choice of career options to elementary school students and (b) introduced to elementary school students career concepts desired in career education.

Methodology. The researcher developed relevant categories of content analysis and established criteria to provide data on the relative percentage of career information available in a sample of 28 randomly selected elementary general social studies textbooks. Two randomly selected intercoders established reliability for the categories, the ranking of the career information and the categorization of the career concepts.

The research utilized new methods of content analysis developed by Suh (1970) to obtain quantitative data about the importance, accuracy, acceptability, and distribution of the career concepts in the textual content of the selected social studies textbooks. The quantitative measures employed a questionnaire appraised by a jury of 14 career educators currently working with the Center for Vocational Education Research at Ohio State University.

In the first part of the questionnaire, the jury members individually appraised the importance of 15 career clusters and 22 career concepts in presenting career information to elementary students. The jury also ranked the clusters and concepts in the

order of their importance in presenting career education to elementary school children.

The second part of the questionnaire consisted of randomly selected excerpts from the textual content on career concepts within the selected textbooks. The jury members individually appraised the accuracy of the excerpts of textual content in presenting career concepts to elementary school children.

The evaluation of the jurors' appraisal on the importance and accuracy of the textual content pertaining to the career concepts generated an acceptability measure used to evaluate each individual selected textbook. These data determined the average importance, accuracy, and acceptability point for each elementary school grade level.

Suh (1970) established a measure to normalize the jurors' ranked career concepts. The normalized ranking points determined the Distributive Coefficient D. This measure favored the equal distribution of all the career concepts in the textual content of a textbook in proportion to the concept's relative importance.

The quantitative data, along with the jurors' comments concerning the textual content excerpts, qualitatively analyzed each selected elementary school social studies textbook. These data finally determined the acceptability of each textbook.

Major findings. The major findings in this study were:

1. The relative percentage of career information available in the selected elementary social studies textbooks ranged from very

low (39%) in the first grade to moderately high (81%) in the fourth grade. Furthermore, the bulk of the information available in all grades concentrated on careers for which there was a steady or declining demand in the American labor market.

2. The evaluation of a questionnaire appraised by a jury of career educators revealed that the career concepts in the textual content of the selected social studies textbooks were high in average importance (+73.19) but low in average accuracy (+13.35). The relatively highly important material (+78.00) in the first grade was least accurately treated (-2.66) and the relatively highly important material (+69.07) in the sixth grade was most accurately treated. In general, the treatment of the career concepts in the textual content of the selected social studies textbooks was high in importance and low in accuracy with the upper grades' material more accurate than the primary grades' material. An exception to this finding was the fourth-grade textbooks which achieved a low accuracy of +5.66.

3. The findings indicated that the treatment of the career concepts in the textual content of the first-grade social studies textbooks was least acceptable (-14.42), while the treatment of the career concepts in the textual content of the sixth-grade textbooks was most acceptable (+50.00). Acceptability for the second-, third-, fourth-, and fifth-grade textbooks was +29.31, -11.86, +19.12, and +43.65, respectively. On the average, the treatment of the career concepts in the selected social studies textbooks was of moderately low acceptability (+19.18).

4. The Distributive Coefficient D (Suh, 1970) evaluation showed that more than one half of the selected social studies textbooks failed to satisfactorily distribute the textual content in proportion to the relative importance of the career concepts.

5. An evaluation of the quality of the individual selected social studies textbooks showed that the textbooks varied in quality with no textbook containing all of the career contents. Generally, the jury members objected to the sexist, stereotyped, culturally biased treatment of careers in the textbooks and to the fact that the excerpts contained many value judgments presented as truth.

General Recommendations

On the basis of this study, the following recommendations for alteration in the textual content of the elementary school social studies textbooks were made:

1. Writers of elementary social studies textbooks need to provide more information on specific careers available in the United States. This is not to say that entire units and/or chapters should be dedicated to coverage of specific jobs within career clusters, but where the opportunity presents itself work should and can be personalized.

Examples:

A. The city government collects the garbage.

Change to:

Garbage collectors who work for the city government collect the garbage.

B. Large trucks deliver food to restaurants.

Change to:

Truck drivers whose work is driving large trucks deliver food to restaurants.

C. Machines do most of the work today in producing manufactured goods.

Change to:

Machine operators, working with complicated machines, do most of the work today in producing manufactured goods.

2. Since all occupational clusters are equal in importance in presenting career information to elementary school children, the textbooks should equally emphasize careers available within each cluster. For example, agriculture and manufacturing occupations are given considerable space in the textbooks but little reference is made to health and marine science occupations.

3. It is suggested that the writers of elementary school social studies textbooks strive for a preciseness in their presentations that eliminates sexist, stereotyped, value-loaded statements about occupations. It is strongly recommended that all elementary school social studies textbooks be objectively and carefully examined by publishers for such statements before the textbooks are sold for public use.

4. Textbook publishers should be made aware of important career concepts and should ascertain that these concepts are distributed in the textual content of elementary school social studies textbooks in proportion to each concept's relative importance.

5. Too often the elementary school social studies textbooks picture society as a composite of products, places, and things, instead of people. It is recommended that stress be placed on the real life of modern people who must cope with the problems of pollution, traffic jams, and other problems of working and living in a technological society.

6. Finally, it is recommended that educators responsible for textbook selections create a plan, based on the methods used in this study, for objectively and carefully analyzing textbooks before the textbooks are purchased and/or distributed for teacher and student use.

Recommendations for Further Study

In light of the findings of this study, the following recommendations for further study were made:

1. Developmental studies of the sample of elementary school social studies textbooks used in this study should be conducted to specifically pinpoint, page by page, the changes necessary within the textual content of each individual textbook. This will facilitate the presentation of a wide variety of career information to elementary school children and the accurate presentation of important career concepts to these children.

2. After the recommended alterations have been completed in the selected social studies textbooks, measures should be developed to test two hypotheses:

   a. Elementary school social studies textbooks can be used in local classrooms to cost-effectively

integrate career information and career concepts into the subject-matter teaching day.

b. Elementary school social studies textbooks can be effectively used to present career information and career concepts objectively to elementary school children.

3. In the interim, career educators should study methods for organizing a plan for diffusion of career education that enlists the aid and cooperation of elementary school social studies textbook publishers, that considers the classroom behavior of educators, and that can be cost-effectively implemented into existing school systems.

Conclusions

The findings of this study have several implications for career education educators. Conscious recognition of these implications will add valuable information and insight into planning for career education program implementation in elementary schools.

First, the selected social studies textbooks used in this study included, within their textual contents, career information and important career concepts. But the jury members appraised this content, on the average, as low in both accuracy and acceptability. Career education educators should note that unimportant textual content wastes textual space, but is not likely to create misunderstandings and lead to the development of erroneous concepts by children. Important textual content that is reported inaccurately may create misunderstandings that are actively harmful to desired career concepts integration.

A second notation is that apparently the criticism that the textual content of textbooks is actively harmful is easy to hurl, but difficult to rebut. Other textbooks' content analyses, not especially concerned with career information, have reported findings similar to the findings in this study, but the reporting of the facts has not resulted in significant changes in many of the textbooks investigated (Kane, 1970). Career educators cannot afford to allow elementary school social studies textbooks to compete in attitude formations desired in career education. Attitudes in children are formed in early life and once formed are difficult to change (Kelley, 1965). This indicates that career educators need textual content changed now.

A third notation is that, in advocating changes in the textual content of textbooks, it is difficult to say who are the major offenders. Who has the right to say what the publishers shall print--educators, the authors, the publishers? Textbooks usually stress that the authors of textbooks are educators. But authors stress that writing is geared to what the publishers will print. Publishers stress that educators examine and approve of textbooks before textbooks are bought and distributed. But educators stress that publishers are responsible for what is printed (Horton & Leslie, 1972). Thus, a vicious circle is created with critical attention shifting from one group to another. Rogers and Shoemaker (1971) offered a solution to the problem when they suggested that change is not as dependent on vested interest groups as on

change-agents who organize their work well. There is no reason why career educators cannot seek out and utilize the talents of change-agents presently involved in career education.

Finally, value conflicts are always present when each group in a society wishes to use media to propagandize its own pet values. The usual technique of an involved industry is to denounce proposed changes as an attack on freedom. Confusion as to what freedom of speech is and how it functions lies at the root of such denouncements. Thomas Jefferson said, "It is not necessary to protect truth by eliminating error" (The Writings of Thomas Jefferson, 1903). But objectivity, not truth, is the issue when a group seeks to demand accuracy in reporting important concepts to elementary school children. Objectivity is an inherent limitation in imparting knowledge and cannot be interpreted as placing limitations on guaranteed American freedoms.

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Appendix A

SELECTED SOCIAL STUDIES TEXTBOOKS

CODE NUMBERS, NAMES, PUBLISHERS, AND PUBLICATION DATES

OF SELECTED SOCIAL STUDIES TEXTBOOKS

GRADE 1

1 A Families and Social Needs. Laidlaw Brothers, 1972.

1 B Families Around the World. The Fideler Co., 1970.

1 C Where. Rand McNally & Co., 1969.

GRADE 2

2 A Our Community. Allyn & Bacon, Inc., 1970.

2 B People, Places and Products. Field Educational Publications, 1972.

2 C Explaining Our Needs. Follett Publishing Co., 1971.

2 D Concepts and Values. Harcourt, Brace, Jovanovich, 1975.

2 E Greenfield and Far Away. D. C. Heath and Co., 1969.

2 F Communities and Social Needs. Laidlaw Brothers, 1974.

2 G Communities and Their Needs. Silver Burdett Co., 1972.

GRADE 3

3 A The Metropolitan Community. Allyn & Bacon, Inc., 1970.

3 B The Earth and Men. The Fideler Co., 1970.

3 C Living in America Today. The Macmillan Co., 1969.

3 D The Third Planet. The Macmillan Co., 1971.

GRADE 4

4 A Peoples in States. Addison-Wesley Publishing Co., 1972.

4 B Investigating Communities. The American Book Co., 1971.

4 C Regions and Social Needs. Laidlaw Brothers, 1968.

GRADE 5

5 A Exploring Regions of the World. Follett Publishing Co., 1975.

5 B Our Country. Laidlaw Brothers, 1969.

5 C Understanding Your Country and Canada. Ginn and Co., 1968.

5 D Man and Society. Silver Burdett Co., 1972.

5 E In These United States. D. C. Heath & Co., 1969.

5 F The Social Sciences Concept and Values. Harcourt, Brace, Jovanovich, 1975.

GRADE 6

6 A Living in the Old World. The Macmillan Co., 1969.

6 B Understanding Latin America. Ginn and Co., 1966.

6 C The Ways of Man. The Macmillan Co., 1971.

6 D In Latin American Lands. D. C. Heath & Co., 1967.

6 E Exploring World Regions. Follett Publishing Co., 1975.

Appendix B

CAREER DEVELOPMENT CONCEPTS

University of Northern Colorado
Department of Vocational Education
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CAREER DEVELOPMENT CONCEPTS*

1. WORK HAS DIGNITY.
2. INDIVIDUALS WORK TO MEET PERSONAL AND SOCIAL NEEDS.
3. PEOPLE WORK FOR VARIOUS REWARDS OR SATISFACTIONS.
4. SCHOOL IS PART OF THE PREPARATION FOR A CAREER.
5. INDIVIDUALS NEED SPECIAL TRAINING FOR MOST CAREERS.
6. CAREERS ARE OF WIDE VARIETY.
7. INDIVIDUALS ARE PEOPLE, THING, OR IDEA ORIENTED.
8. IN MANY CAREERS COOPERATION AMONG WORKERS IS ESSENTIAL.
9. SOME WORKERS PRODUCE GOODS; OTHERS PRODUCE SERVICES.
10. SPECIALIZATION LEADS TO INTERDEPENDENCY AMONG PEOPLE.
11. POSITIONS ARE RELATED WITHIN JOB FAMILIES.
12. CAREERS ARE GROUPED BY JOB FAMILIES.
13. SUPPLY AND DEMAND HELP DETERMINE CAREER CHOICE.
14. CAREER CHOICE AFFECTS THE INDIVIDUAL'S TOTAL LIFE.
15. INDIVIDUALS ARE QUALIFIED TO PERFORM IN MANY DIFFERENT OCCUPATIONS.
16. GEOGRAPHICAL LOCATION DETERMINES KINDS OF WORK FOUND THEREIN.
17. TECHNOLOGICAL AND SOCIOLOGICAL CHANGES ELIMINATE AND CREATE JOBS.
18. INDIVIDUALS NEED A GOOD GENERAL EDUCATION AS PREPARATION FOR A CHANGING WORLD.
19. SCHOOL SUBJECTS HAVE SIGNIFICANCE FOR CAREER EXPLORATION.
20. LEISURE TIME ACTIVITIES AFFECT CAREER CHOICE.
21. CAREER CHOICE IS A DEVELOPMENTAL PROCESS.
22. INDIVIDUALS' VALUE SYSTEMS AFFECT CAREER CHOICES.
23. INDIVIDUALS DIFFER IN THEIR ABILITIES, INTERESTS, ATTITUDES, AND VALUES.
24. EXPLORATORY WORK EXPERIENCE HELPS IMPROVE KNOWLEDGE ABOUT CAREERS.
25. INTERACTION WITH WORKERS HELPS IMPROVE KNOWLEDGE ABOUT CAREERS.
26. OBSERVATION OF PEOPLE AT WORK HELPS IMPROVE KNOWLEDGE ABOUT CAREERS.

27. WORKERS OF THE FUTURE MAY HAVE TO RETRAIN TWO OR MORE TIMES DURING A LIFETIME.

28. INDIVIDUALS LIVE IN A PARTICULAR GEOGRAPHICAL LOCATION DUE TO THE NATURE OF THEIR WORK.

29. INFORMATION ABOUT CAREERS IS NEEDED BY ALL INDIVIDUALS.

30. INFORMATION ABOUT ABILITIES, APTITUDES, AND ACHIEVEMENT, AND ACCEPTANCE OF THIS INFORMATION HELPS INDIVIDUALS MAKE MORE REALISTIC CAREER DECISIONS.

31. INDIVIDUALS' SOCIO-ECONOMIC BACKGROUNDS AFFECT CAREER CHOICES.

32. A SATISFYING CAREER CONTRIBUTES TO MENTAL HEALTH.

33. RELATING ATTITUDES AND INTERESTS TO CHARACTERISTICS OF CAREERS IMPROVES PROBABILITY OF SATISFACTION WITH CAREER CHOICE.

34. RELATING CAREER POSSIBILITIES TO SCHOOL SUBJECTS HELPS IMPROVE STUDENT MOTIVATION.

35. THE INDIVIDUAL'S ATTITUDES AFFECT SUCCESS IN A CAREER.

36. INDIVIDUAL CAREER COUNSELING ASSISTS CAREER DECISION MAKING.

37. GROUP CAREER COUNSELING ASSISTS CAREER DECISION MAKING.

38. GROUP AND INDIVIDUAL COUNSELING ARE SUPERIOR TO EITHER BY ITSELF.

39. INDIVIDUALS ARE ATTRACTED TO CAREERS DUE TO THE RELATIONSHIP OF THE CHARACTERISTICS OF THE CAREERS TO THE LIFE STYLES OF WORKERS.

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*Study by Lee Laws, Austin, Texas.

Appendix C

COVER LETTER AND QUESTIONNAIRES

DEPARTMENT OF EDUCATIONAL MANAGEMENT
AND DEVELOPMENT
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO

July 5, 1975

As an expert in the field of career education, your valued opinions are needed to complete a study designed to determine whether or not elementary social studies textbooks project important concepts or ideas of career awareness to elementary school students. The summer months are a busy time and the pressure of doing extra work often appears extraordinarily time-consuming. I have, therefore, attached 25¢ so that you may buy a cool drink and relax while you complete these items.

May I please have your:

Name: _____

University or School: _____

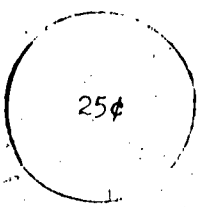
Position: _____

When you have completed the questionnaire, please return it to me in the attached self-addressed stamped envelope.

Please know that your generous efforts and time are greatly appreciated and will add important information to our body of knowledge. Thank you very much.

Sincerely yours,

Pearl Horner



QUESTIONNAIRE

The first items of the questionnaire are 22 concepts and 15 career clusters which may or may not be important in presenting career awareness to elementary school students. Please check whether or not, in your opinion, these concepts are:

1. Highly important - essential in presenting career awareness to elementary school students.
2. Moderately important - desirable but not essential in presenting career awareness to elementary school students.
3. Unimportant - unnecessary in presenting career awareness to elementary school students.

If you wish to qualify your opinion, a space has been provided for your comments. In the last space would you please rank the concepts in their order of importance in presenting career awareness to elementary school students.

EXAMPLE:

ITEM	1	2	3	COMMENT	RANK
1. There is dignity in all work.			√	Too general	20

SECTION I — WORK CONCEPTS

ITEM	1	2	3	COMMENT	RANK
1. There is dignity in all types of work.					
2. Individuals work to meet personal and social needs.					
3. People work for various rewards and satisfactions.					
4. Cooperation among workers is essential.					

ITEM	1	2	3	COMMENT	RANK
5. Information about careers is needed.					
6. Individuals need special training.					
7. Careers are grouped by job families.					
8. Some workers produce goods, others produce services.					
9. Supply and demand help determine career choice.					
10. Individuals differ in abilities, interests and values.					
11. Self-understanding is essential when choosing a job.					
12. Individuals are qualified to perform different jobs.					
13. Observation of people at work improves knowledge.					
14. Specialization leads to inter-dependency among people.					
15. Cultural and socioeconomic background affect career choice.					
16. An individual's attitude affects success in a career.					
17. An individual's life-style is affected by a career.					
18. A satisfying career contributes to mental health.					
19. Leisure-time activities affect career choice.					

ITEM	1	2	3	COMMENT	RANK
20. Individuals live in a particular geographical area due to the nature of work.					
21. Technological and sociological changes eliminate and create jobs.					
22. Individuals' value systems affect career choice.					

WORK CLUSTERS

CLUSTER	IMPORTANT	IMPORTANT	IMPORTANT	COMMENT	RANK
1. Agri-Business and Natural Resources					
2. Business and Office					
3. Communications and Media					
4. Construction					
5. Environmental Control					
6. Health					
7. Hospitality and Recreation					
8. Manufacturing					
9. Marketing and Distribution					
10. Marine Science					
11. Personal Service					
12. Transportation					
13. Public Service					
14. Consumer and Homemaking					
15. Fine Arts					

SECTION II CONTENT OF TEXTBOOKS

The items in this section of the questionnaire are paragraphs recorded from first and second grade social studies textbooks. You are asked to judge whether or not, in your opinion, the content of these paragraphs is accurate or inaccurate in presenting a concept or idea about work to elementary school children. If you wish to qualify your answers, a space is provided for your comment.

1. HIGHLY ACCURATE 2. ACCURATE 3. INACCURATE 4. HIGHLY INACCURATE

EXAMPLE:

PARAGRAPH	1	2	3	4	Comments
1. Man works so that he may earn money. With the money he earns he buys the things he needs.			√		Money is one reason!

PARAGRAPH	1	2	3	4	Comments
1. What kinds of work do fathers do? Fathers take care of sick people. Fathers build houses. Fathers grow food. Fathers make automobiles. Fathers fly airplanes. Fathers write stories. What else do fathers do?					
2. People in communities do different kinds of work. Farmers grow food. Some workers weave cloth. Others make cloth into clothing. Some workers cut lumber. Others build houses. The things workers make are called goods. People need each other to get food, shelter, and clothing. They live in communities so that they can get the goods they need.					
3. MONEY AND WORK. Sometimes people ask, "Why do we have to work?" The answer is that every person needs things. Every person wants things. To get the things we need or want, we must work.					
4. Mothers all over the world take care of their children. Mothers cook meals and keep house. Mothers may also work outside the home. Some are teachers. Some are nurses. What other kinds of work do mothers do?					

SECTION II (1-2)

	1	2	3	4	Comments
5. Stores in Bangkok have jobs for many people. Workers in Bangkok earn income for their work. What can they do with their income?					
6. The farmer sold his bag of wheat for six dollars. This bag of wheat made 120 loaves of bread. The store sold all this bread for 30 dollars. It looks as if it pays to do the work of raising wheat and making bread.					
7. These women make clothes Rusty may wear. Rusty's mother works long hours. She does not have time to make Rusty's clothes. Rusty's mother reads the newspaper these men are printing. If these people are sick, Rusty's mother may be their nurse.					
8. San German has a big university. Here more than five thousand young people go to school. Many of them become teachers.					
9. Today we have many different kinds of schools. In some schools, older boys learn how to be barbers or how to fix cars. Girls may learn how to be dressmakers. People in our nation may learn almost anything they want.					
10. Switzerland has many special schools. These young people are in a hotel school. What might they learn there?					
11. Policemen learn at a school for policemen. They work hard to learn the laws. They learn ways to keep a community safe. At the end of school, they must pass a test to see if they know how to keep people safe. Then they get their badge.					

SECTION II (1-2)

	1	2	3	4	Comments
12. Could he do all these things well? People should learn to do a job well. Then they will be paid money for their work. With this money they can buy goods and services from other people.					
13. When you help someone, you do a service. You may do a service just to help. Sometimes you may earn money doing services.					
14. Some stores sell food. Some sell clothes. Some sell furniture or books. There are even special places that sell gasoline for cars and trucks. People work in the stores. Some work to bring things to the stores. A community needs many workers.					
15. People in your community also help each other by dividing up the work. Nearly every grown-up has his own work to do. Dividing up the work among many people is one way to get work done well.					
16. They needed iron tools. They needed nails and horseshoes. The blacksmith made them in his shop. Find the blacksmith's shop on the map. What else did these pioneers build? Many men farmed on the other side of the river. How do you think they got to their farmlands?					
17. This is the Brown family. Mr. Brown works in a factory. Mrs. Brown teaches school. Grandmother Brown cooks the meals and helps keep the house clean. Grandfather Brown mows the lawn and tends the garden.					

SECTION II (1-2)

	1	2	3	4	Comments
18. What are these boys doing? What is the name of the tool each boy is using? How do these tools help the boys do more work? Can these tools help them do their work faster?					
19. People everywhere need one another. But in a big city, each person needs many other people. It takes the work of a great many people to keep a big city going. With many people living close together, a city has to have rules. Rules help to keep all the people safe.					
20. Today, in our country, most people live in towns and cities. They work in factories, stores, and offices to earn money. We no longer make all our own clothes and raise all of our own food. We do not get out and build our own houses. Our houses are built by special workers. Some of the workers put glass in windows. Others install furnaces in houses. Some special workers do the electric wiring in a house. Do you know what these workers are called? Water pipes must be put in new houses. Who does this kind of work?					
21. People live where they can find work. People earn money for the work they do. This money is called income. People buy things with their income. Can people buy all the things they want?					
22. There are many kinds of work to do in San Juan. But there are also many poor people. They live in crowded places called slums. The government is trying to see that all the people have good homes. But that will take time.					

SECTION II (1-2)

	1	2	3	4	Comments
23. Most families want a good home. Many families in our country have good homes. Some families work hard so that they can move to better homes. Other families do not want to move to a different place. They try to make a better home right where they are. There are some families who want to move to a better home but do not earn enough money. Only a few families have enough money to live in the home they would like best. But most people in our country work each day to have better homes. In the United States, we have always tried to improve the way we live. You and the other young people may find new ways to make homes. Maybe then, every family can have the kind of home it likes best.					
24. A few years ago, most Puerto Ricans were very poor. Their island was crowded. Many people did not have jobs or enough food. Many more were ill. Today things are different. The Puerto Rican people have worked hard to make things better. There are more jobs. The people are healthier and happier.					
25. Most jobs in big cities are like jobs in towns or small cities. But there are many more jobs in a big city. There are more kinds of jobs in big cities, too.					
26. Saint Anthony was growing. Soon the pioneers needed more land. They wanted the land on the west side of the river. This land belonged to Fort Snelling. After a while the soldiers let the pioneers move to this land. More lumberjacks came. More sawmills were built. More and more people found work. Where do you think they worked?					

SECTION II (1-2)

	1	2	3	4	Comments
27. After we learned to raise plants and animals we could settle down. We no longer had to move from place to place looking for food. We learned how to raise wheat, rice, corn, oats and rye. All of these plants have seeds that we call grain. Grain is good to eat.					
28. Think again about the ghost town. People came there to seek gold. When the gold was gone, they moved away. They went to a place where they could earn a living.					
29. Today we use machines to do most of the work of making clothes. Machines spin fibers into thread, weave cloth, and sew our clothes. This has changed the kind of work we do. We no longer work many hours with fibers to make a thread. We no longer sit for weeks, weaving a few threads into a small piece of cloth.					

SECTION II CONTENT OF TEXTBOOKS

The items in this section of the questionnaire are paragraphs recorded from third and fourth grade social studies textbooks. You are asked to judge whether or not, in your opinion, the content of these paragraphs is accurate or inaccurate in presenting a concept or idea about work to elementary school children. If you wish to qualify your answers, a space is provided for your comment.

1. HIGHLY ACCURATE 2. ACCURATE 3. INACCURATE 4. HIGHLY INACCURATE

EXAMPLE:

PARAGRAPH	1	2	3	4	Comments
1. Man works so that he may earn money. With the money he earns he buys the things he needs.			√		Money is one reason!

PARAGRAPH	1	2	3	4	Comments
1. I can't make you stay on the land. But this is our land. I want to keep it that way. Being a farmer may not be as exciting as being an airplane pilot. But it is just as important.					
2. Wherever you live, what are the four things that you cannot do without? Think carefully. You must have food to eat, water to drink, clothes to wear, and a home. All people need these things just to stay alive. To pay for them, they must have money. This means that communities must have places like stores, offices, and factories where people may work and earn money.					
3. As he got off the subway train, Mr. Tanaka thought about his job. He is well paid. He receives a regular salary and twice-a-year bonuses. He will probably never be fired. And, he and his family can vacation at the company's large mountain resort. The Japanese call a man with a job like Mr. Tanaka's a "salary man."					

SECTION II (3-4)

	1	2	3	4	Comments
4. Often teenagers work after school and on weekends. Today, more than ever before, mothers are taking jobs to increase the family income.					
5. Volunteer Work: Some people enjoy helping others who are less fortunate than they. Candy Stripers are one such group. They are an interest community composed of teen-age girls that do volunteer work in hospitals.					
6. You may live in a big community. You may live in a small one. Every community, big or small, does certain things. People work together, learn together, play together, and pray together. They trade. They have laws and government.					
7. These fishermen are working together. They are pulling in a net full of fish from the sea. Do you think one man could do this by himself? Working together to reach a goal is called cooperation.					
8. Two or three times a year Ichiro must work in his fields for several days in a row. This only happens when a crop is ready to be planted or harvested. Everybody in the family helps then. Even the older folks come out to do some of the easier jobs, such as fixing snacks or getting seedlings ready. For weeks ahead of time, neighbors and relatives arrange to work in each other's fields. Family members who work in the city get time off to help.					

SECTION II (3-4)

	1	2	3	4	Comments
9. UNESCO has started new schools and trained people to teach. Sometimes they use radio to teach people in rural areas far from the cities. UNESCO has taught thousands of people in Colombia and many other countries to read and write.					
10. Thousands and thousands of people moved to Sverdlovsk. Many came because they wanted to work in the modern factory. Others came because the government took them from farms and villages and sent them to Uralmash. Most of the workers did not know anything about machinery. The government hired engineers from other parts of the Soviet Union and from all over the world. Some came from the United States to teach young Russian peasants how to be experts in making heavy machinery.					
11. Skills-People who have skills are paid more than people who do not have skills. A doctor goes to school for a long time to learn a special skill. When he treats a patient he is paid for his skill. There are many kinds of schools where people can learn skills. A teacher goes to one type of school, and a barber goes to another. If you want to learn to drive a truck, there is a special school for that. Most people learn their skills at schools, but some like carpenters, electricians and plumbers learn by working on jobs. While a young man is learning one of these trades, he is called an apprentice. After a young man becomes an apprentice, he works with skilled craftsmen, called journeymen, who show him how to do many jobs he must learn. The apprentice learns by watching journeymen and by working on a job.					

SECTION II (3-4)

	1	2	3	4	Comments
12. As a boy, he built a large collection of model ships and boats. By the time he had finished high school his mind was made up. Instead of a ship's captain, he would become a ship designer. It took several years of hard study at Tokyo Technical University for him to earn his degree in ship design. As soon as he graduated, he found his present job in Osaka City.					
13. About 30 years ago, when Krishnappa first started teaching, there were only a few children in the school. Girls and poor people were not allowed to go to school. Farmers felt reading and writing were a waste of time. Now people have to be able to read and write in order to get jobs in the city.					
14. In a big city, a person can work in a store or in a factory. He can work in an office or on a truck. He can make goods or he can perform services. He might want to be a baker or a judge or a dogcatcher. In the city there are many jobs from which to choose.					
15. Most people in big cities earn money by working. Then they use the money to buy things they need and want. They buy these things from many different kinds of stores. They use the money to buy services, too. Cities give people many choices of services.					
16. Goods and Services--People all over the world live in economic communities. People work for a living and spend the money they earn for things they need and want. These needs and wants are called goods and services.					

SECTION II (3-4)

	1	2	3	4	Comments
17. Large Supplies of Goods--Until about 150 years ago, most manufactured goods were made by hand. It took a worker or craftsman a long time to make a single product, so the supply of goods was small. Many people wanted these goods so prices were high.					
18. He did not have time to make furniture and be a farmer, too. So Mr. Striver sold his farm. Now he would have time to make furniture.					
19. "The people who were putting up the building didn't know what to do," Old Timer went on. "Someone said, 'Get Indians to do it. They won't fall. They won't be afraid to climb up there.'" "Did they get the Indians?" asked Kathy. "Yes," Old Timer answered. "That is what the builders did. They hired young Indian men to put the bolts on the steel frame. The Indians walked about on the high frame. They were never dizzy even though they were high in the air. And none of them ever fell."					
20. Two of his grandchildren were named Daniel and Samuel. Daniel was like his grandfather. He loved ships. But he did not want to be a sailor. He wanted to plan and build ships.					
21. After leaving his children in the morning, Mr. Tanaka got on the subway train for the 30-minute ride to his job. As he rode along he began thinking about his own mother and father and the small waterfront town where he grew up. His father had sold boat supplies in a little shop of his own. (con't)					

	1	2	3	4	Comments
It was in that shop that Mr. Tanaka first dreamed of becoming a ship's captain. He used to stand around and listen to the tales of ship's officers and seamen who came into the store to buy things from his father.					
22. One way Krishnappa keeps his students interested is by helping them understand the different kinds of work in Namhalli. When he wanted to teach about farming, the children began by visiting the village blacksmith.					
23. "What did the Navahos and Pueblos learn from each other?" asked Mark. "The Pueblos taught the Navahos how to farm in this dry land," answered Old Timer. "They also taught the Navahos to weave blankets. Now the Navahos are among the finest of hand weavers. The Pueblos learned from the Navahos how to work with silver."					
24. These people work in a restaurant in the city of L.A. What are the men doing? What are the women doing? What other kinds of work do you think people do in this restaurant? Long ago, people discovered a great idea about doing work. They found they could have a better way of life if they divided up the work of the community. There are two main reasons why this is true. First, each person is happier when he does the kind of work he likes best. Second, a person can do more of the kind of work he learns to do well.					

SECTION II (3-4)

	1	2	3	4	Comments
25. Today because there is a division of labor, it takes a great deal of labor to build a house. That labor is divided among many men now. Men working for one company make tiles for the floors. Other men at another company make windows. One company makes doors, and another makes doorknobs.					
26. Slaves are treated like things, not like people. More than a hundred years ago a great war was fought. It was called the Civil War. When it ended, the slaves were free. Abraham Lincoln was President at that time. But the troubles of the black people were not over. They were free, but most were very poor. Many white people treated them badly because they had once been slaves.					
27. The people in Britain and the people near Longreach live differently because they have been taught different ways of thinking, acting, believing and working. Differences in their cultures have brought about differences in the ways in which they use their natural surroundings.					
28. But it is not easy for people to live in a culture that is not their own. You would find the life of a seal hunter tiring, cold and dangerous.					
29. Winning the job of America's first black congress-woman was not easy for Shirley Chisholm. When she decided to run for public office, she went into a field where it was very hard for blacks (con't)					

SECTION II (3-4)

	1	2	3	4	Comments
and women to succeed. She feels that being a woman is an even greater handicap than being black.					
30. Yuriko will graduate next March and she thinks she would like to become a nurse. Shizue is very much in favor of the idea. Yuriko's grandparents feel she should just learn to be a good wife. But Ichiro wants to be able to send all of his children to college, even if he has to sell part of the farm to get the money for it.					
31. Farming changed the way people lived. Instead of moving from place to place as they searched for food, people could build a home and live in it for a long time. When people learned to use the land to produce food, many people could live near one another. There was enough food for all of them.					
32. How different it is to be a city person. In the village, the work a man does depends on the time of year. Here this does not matter. If it's raining, if it's snowing, if it's hot or cold, take your briefcase and go. Always the same routine, winter and summer. There is always someone who is your boss. I'm glad I'm a villager. I'm my own man. Only nature tells me what to do. The day's weather and the seasons are my only bosses.					
33. Central cities do not become ghost towns very often. But many central cities change as they become hubs of metropolitan areas. As the central city gets bigger--it gets (con't)					

	1	2	3	4	Comments
more crowded. People with good jobs move to the suburbs--poor people from farms or other places move into the central city--they cannot afford to live in the suburbs. Sometimes many people are crowded in small houses or apartments. The overcrowded houses begin to wear out, they get rundown, the neighborhood gets rundown. Soon it becomes a slum.					
34. The machines put men out of work on farms but they created new jobs for them in cities. As more and more farms began to use machines, new factories were set up to make them. These factories needed workers and many people left the farms to work in factories.					
35. Work. At one time the American culture was mainly agricultural. As more people came to live here and as machines were invented, many left the farms for the cities. Now America is an industrial culture; most Americans work in factories, shipyards, hotels, offices. Today, farms are larger and their organization more specialized. The small farm is fast disappearing from America. With modern machinery one farmer today can do what twenty farmers did years ago.					

SECTION II CONTENT OF TEXTBOOKS

The items in this section of the questionnaire are paragraphs recorded from fifth and sixth grade social studies textbooks. You are asked to judge whether or not, in your opinion, the content of these paragraphs is accurate or inaccurate in presenting a concept or idea about work to elementary school children. If you wish to qualify your answers, a space is provided for your comment.

1. HIGHLY ACCURATE 2. ACCURATE 3. INACCURATE 4. HIGHLY INACCURATE

EXAMPLE:

PARAGRAPH	1	2	3	4	Comments
1. Man works so that he may earn money. With the money he earns he buys the things he needs.			√		Money is one reason!

PARAGRAPH	1	2	3	4	Comments
1. The Communists are making every effort to break down the old idea that manual labor is beneath the dignity of scholars. School children work in school gardens or at constructing something, or producing something as part of the school day. University students and their professors are sent at regular intervals to fields and factories to work side by side with peasants and factory workers. A Chinese college president expressed the Communist Party's attitude when he told his students, "You owe your training to the blood and sweat of the laboring people." Graduates are expected to go without question to the places and jobs to which the Party chooses to assign them. As part of the effort to strengthen agriculture, great numbers of educated young people have gone to the villages of China to work and live.					
2. "I like being a waitress. This is a about the best way for a girl to earn money during the summer. I like to have fun, too. There are (con't)					

SECTION II (5-6)

	1	2	3	4	Comments
always lots of boys and girls my own age. We love to swim, water ski, or just sit in the warm New England sun."					
3. Many of them work for low wages on the large plantations or in the towns and cities. Those who own their own small farms usually raise enough food for their family's needs. But often their crops are not large enough to bring them much money.					
4. Girls begin the work of women as soon as they can. Until they marry, they spend most of their time at home with their mother and sisters. When they marry they will know what they need to know as wives and mothers. A wife and mother is highly respected in Mexican culture.					
5. The first people to come to New France were fishermen, traders and missionaries. They came to teach their religion or to make money from fishing or the fur trade.					
6. Young and old worked hard. When the dinner bell rang, everyone was hungry. Family and hired men sat down at the kitchen table and ate heavily. The food was plain, but the farmer's wife made sure that it was well cooked and plentiful.					
7. The people of Mendoza joined in the cause. Men enlisted in the army. Farmers donated the crops from their fields. On their looms women wove cloth, which they sewed into uniforms for the soldiers.					

SECTION II (5-6)

	1	2	3	4	Comments
8. Though it is no easy matter to provide poverty-stricken farmers with such things and train them to use them, the job can be done in many places. Cooperation between our government and Latin American governments will speed up the work.					
9. In recent times the government of Turkey has continued the work begun by Kemal. Most of the people in Turkey are farmers. For that reason the government teaches better ways of farming. Much of the land is dry. The government agents show the people how to make the best use of the rain that falls. The farmers learn to raise crops suited to dry soil.					
10. In some places in traditional Africa, certain crafts could be practiced only in certain lineages. The family, of course, must pass on to the young the knowledge and skills needed to become a master in the craft.					
11. His object was to help the Indians help themselves. At the village of Dolores in Central Mexico he taught Indians how to make bricks and china from clay, and leather from the hides of cattle. Also he taught them how to raise silkworms and grow olives and grapes.					
12. Other nations besides the United States have large populations. But in some of these nations people lack skills and training. When they get sick, there are not enough doctors and hospitals to take care of them. There are not enough schools to teach all the children to read and (con't)					

	1	2	3	4	Comments
write. Perhaps there are not enough colleges to train doctors, or teachers. Then it is difficult for a nation to be strong and happy, no matter how many people it has. One of the reasons the United States is so strong today is that most of its many people are healthy and skilled.					
13. A number of the city's poor are unemployed. Most do have jobs, but they are paid very low wages. One of the main reasons for this is that the poor often do not have a good education or special skills. Machines are doing many of the simpler jobs. So it becomes harder and harder to get a well-paying job without education.					
14. Important differences among people also are based on their ability to earn a living. These differences can be great because some people are far better trained than others. Their training helps them to grow more food, or to produce more in factories, or to earn a living in other ways. When people are unskilled they may not know how to grow good crops to provide enough food for themselves. They may lack the education needed to get and hold jobs in factories or in offices. Usually unskilled people do not earn much money. This means they are unable to buy many of the things they need. Often they are hungry and poorly clothed. To improve their lives, such people need schools where they can learn useful skills. If they learn to produce goods, they can earn income. With their income they can buy the things they need.					

	1	2	3	4	Comments
15. Of course, changing the way things are made has changed the kinds of jobs we have, too. With machines to do much of the heavy work, there is less dirty and backbreaking labor to be done. More people today produce services instead of goods. But we must not forget that the changes may not have been good for everyone. It is harder for an unskilled worker to find a job today than it was at times in the past. And many factory jobs have become boring.					
16. Lack of Customers. There is no point in manufacturing goods if they can't be sold. A factory must have a large number of customers--a market--for its products.					
17. Many farmers left their farms and went to work in the manufacturing industries being built in towns and cities. Thousands of immigrants from Europe also came to work in the Northern factories and mills. This meant that the Northern states had plenty of labor and did not need slaves. In fact the factory owners did not want slaves to feed, clothe and shelter.					
18. How does the Arab city, with little modern industry, support such a large population? Western cities built their populations on the jobs offered by manufacturing. Arab cities, however, have far more people than their business activities seem to make possible. How do they live? In the first place, many live only at the edge of subsistence. Secondly, services connected with commerce, handicrafts, tourism, and government provide most of the employment. Every source of income, however small, is stretched a long way to cover several persons who					

(con't)

	1	2	3	4	Comments
perform services that may or may not be wanted. Shops and offices have several messengers for different kinds of errands. Apartment and office buildings have several kinds of doormen, messengers, and cleaners. In the street are men who help drivers find parking places. Others help the helpers. Labor is so cheap that it encourages a division of tasks to provide jobs for newcomers.					
19. There is some specialization in crafts, by individuals who are specially skilled. Some men are better than others at tanning the hides used for shields and for the skirts and aprons worn by married women. Some women are more skilled than others at beadwork, basketwork and mat weaving, and so they are asked to produce these, at a price, for the less skilled. The main source of income for women who have no special skill and do not have outside employment is the sale of home-brewed beer. Iron workers were once the most well paid craftsmen. But today imported manufactured goods have replaced most of the ironware once made locally.					
20. Because a firm commits itself to a young man for life and because business in contemporary Japan is highly competitive, the firm must be careful to select men of unusual promise and ability. The number of men a large firm takes in each year is very large. Therefore, it would be impossible to use personal judgment as the main basis for selecting applicants. For the urban resident, a job in a large corporation is as close as he can come to security. (con't)					

SECTION II (5-6)

	1	2	3	4	Comments
Country relatives have security by belonging to a household family firmly attached to the land. A job in a large corporation provides long-range security and insures that one's children can be given a proper position in life.					
21. A nation must also have people in order to be strong. There must be enough people to raise food, to produce the goods we need, and to provide necessary services such as transportation and medical care. The United States does have many people, enough to do all the jobs that must be done in a great nation such as ours.					
22. Division of labor--American Indians knew something about the advantages of division of labor. Some of the Indians of North and South America divided the work among men, women, and children--mostly hunting, farming, and taking care of the household. But they did not divide up the work so that one man might specialize in canoemaking, another in leathermaking, another in hunting or in fishing. When people have very little division of labor, and each family produces most of the goods it needs, we say they have a simple economy, or a simple way of making a living. The Mayas, the Aztecs, and the Incas carried division of labor and specialization further than other Indian groups. This enabled the Mayas, for instance, to develop great skill as builders, weavers, or potters. Europeans carried the division of labor still further. Carpenters built homes; blacksmiths made iron tools;					

(con't)

	1	2	3	4	Comments
shipwrights built boats, wheelrights and cartwrights built wagons and carriages. There were skilled workmen who specialized in making barrels, making shoes, or turning iron into armor, guns, pots and artwork.					
23. This Indian farmer is quite different from the man on the machine in picture 12. This wheat farmer, who lives in the state of Kansas, is farming on fertile soil. He has all sorts of modern equipment and the latest knowledge about farming to help him. His wheat crop is large because he has planted specially developed seed and used fertilizer.					
24. Specialization leads to dependence. The more each person specialized in one kind of work, the more he depended on other people to provide the goods and services he needed for his daily living. The blacksmith depended on the carpenter for his shelter, on the tailor and shoemaker for his clothes, and on the baker for his bread. All of them depended on the farmer and fisherman for their food. In the growing seaport communities, people became very dependent on each other.					
25. Eskimos have lived here for thousands of years. They know how to survive. They know where to find food and how to make clothing and shelter. Eskimo people live and work together in a culture that has adapted and works well in the Arctic environment.					

SECTION II (5-6)

	1	2	3	4	Comments
26. Cholos work in stores, drive trucks and buses, and serve as policemen. When a Cholo woman walks to market, she has an Indian girl with her to carry the articles she buys. A Cholo does not carry things. That is Indians' work.					
27. The workers were mostly Indian--Spaniards felt that no caballeros (gentlemen) should work with their hands. In Spain physical work was done by poor white people, men and women who did not belong to the caballero class. The Spaniards who came to America settled principally where there were large numbers of Indians to work for them. If the Indians died off, they were replaced by Negro slaves. All white men in the colonies, therefore, began to think of themselves as caballeros. They did not want to work with their hands.					
28. A society that has farm machinery like that of the Kansas farmer will have many other machines which do many different jobs. The Peruvian Indians will have very few machines. Think of your own way of life. Think of just one day in your life--yesterday, for example--from the time you got up until you went to bed. How would your day have been different if you had no more machines and scientific knowledge than the people in the pictures?					
29. Freedom of opportunity. One of our most important freedoms is the freedom of the individual to follow the career of his or her choice. In many countries one has to do the same work his or her parents did. (con't)					

	1	2	3	4	Comments
In others the government tells people what to do. Unfortunately, there have been cases in America of jobs being closed to people because of their race, religion, or sex. Even sadder, there are still some cases like that. But both our ideals and our laws say that jobs and careers should be open to all on an equal basis. And America, perhaps more than any other country, has succeeded in providing opportunities for its people. There are scientists, businessmen, sports stars, and scholars from every group and area in the United States.					
30. "Today more and more of you young people are going off to the city to find jobs." Some problems and pleasures of farming. We ask Bill why he has decided to become a farmer instead of going off to the city to live. He says that he likes the outdoor life of a farmer and the opportunity to help raise fine cattle and hogs. Mrs. Kent tells us that she enjoys her modern farm home. She has a food freezer, a dishwasher, and many other appliances to help her with the housework. A milkman delivers milk to her door and she buys the rest of the family's food in a supermarket in town.					
31. Many of the unemployed are young people who have never been able to get a job at all. Many have dropped out of school and now they do not have the education they need for today's jobs.					
32. It has to do with wages and prices. Most of the nations from which Latin Americans buy goods have standards of living much higher (con't)					

	1	2	3	4	Comments
than theirs. Just compare the standard of living of factory workers who produce U.S. exports to Bolivia with that of the miners who produce the principal Bolivian export, tin. The American factory workers are well paid. So they have good food, good clothing and good houses. Bolivian tin miners receive very low wages. They are, therefore, poorly fed, clothed, and housed.					
33. Unlike the village, the Arab city draws sharp lines between social classes. At the top are the absentee owners of large agricultural holdings, industrialists, important merchants and bankers. Second are the independent professionals (engineers, doctors) and the top ranks of army officers. Third are the mass of white collar workers in government and other offices, and teachers. Also in the third class are other employed persons with only moderate incomes but with higher education than most people. Fourth are the skilled artisans, small merchants, and the more skilled workers. Fifth are the vast urban mass--the porters, messengers, laborers, and those large numbers who earn little money and live on the edge of subsistence.					
34. From muscle power to machines. Many of the changes in our history are the result of industrialization. With it came more and more motor power and less and less animal or human power. Farming was once very slow, hard work. Hour after hour, the farmer walked behind a plow pulled by a team of (con't)					

SECTION II (5-6)

	1	2	3	4	Comments
horses. He could plow only about two acres a day. Now, a man riding on a tractor, with his radio for company, can easily plow 30 or more acres a day.					
35. More leisure time. Industrialism has also affected the way we spend our time. American workers do not have to work nearly as many hours a week as their grandfathers did. In 1900 an American laborer worked an average of fifty-eight hours each week. His son only had to work forty-eight hours a week in 1930. But his grandson works only about thirty-seven hours a week today. Because we work fewer hours each week, we have more spare time or leisure time.					
36. Geography and Jobs. What kind of work does your father do? If he is a coal miner, you may live in Kentucky or Pennsylvania, but not in Connecticut or Idaho. If your father grows oranges for a living, you may live in California or Florida, but you certainly do not live in Iowa or Maine. Does your father work in a shipyard? Then you may live along the east, west, or Gulf coast, but you are not likely to live in Arizona. And how about you? How will the type of work you may want to do help determine where you live? If you want to be a farmer, a dairyman, or a cattleman, you will live in the country. If you want to be a bus driver, a nurse, a laboratory technician, or a fireman, you will probably live in a city. If you are thinking of being a lumberjack, a game warden, or a forest ranger, you may live in a mountainous or a (con't)					

	1	2	3	4	Comments
heavily wooded area. If you are planning to be a sailor, a fisherman, or a ship builder, you will probably live near the sea.					
37. As the years went by, therefore, people became better and better suited to their lands. In each land the people made their way of life fit the part of the world in which they lived.					
38. One reason why productivity continues to rise in Japan is that new technology can be introduced as fast as it is developed. Unions do not oppose new machines because of fear that they will lose their jobs. A worker knows that his job is safe unless he does something terribly wrong. The employer knows that the worker is not likely to shop around for another job. So employers can afford to train new workers for new jobs when new technology requires change.					
39. Improved scientific methods and modern machinery have affected what people do and where they must live. For instance, fewer farmers are needed in the U.S. today. Farm machinery has taken their place. Modern machinery has also caused an increase in the production of goods. Thousands of people move to work in factories where these goods are made.					
40. This is the time for picking. Whole families often take part. Each worker drags a long sack behind him. But machinery is taking over this job, too. Driving a machine picker, one man can do the work of fifty.					

SECTION II (5-6)

	1	2	3	4	Comments
41. Changes in agriculture have helped many farmers. These changes have been good for the nation as a whole, too. Americans would not be nearly so well fed today if all their food were produced as it was a century ago. But the changes have brought certain difficulties to rural America. In the first place farms now offer a smaller number of jobs. Since the nation's food can be produced with less labor, fewer men are hired.					
42. Isn't Mr. Muroki interested in the piece of land he's entitled to as his share of his parents' farmland? Doesn't he dream of someday retiring to his own farm and leading the quiet life to which he and his wife were born? No. He is not interested in farms or farmland. "I want to be a worker. That's all."					

Appendix D

TEXTUAL EXCERPTS AND COMMENTS BY JURORS

TEXTUAL EXCERPTS AND COMMENTS BY JURORS

Book 1A

The average textual content was appraised by the jury as: low moderate inaccuracy (-22.22), relatively high importance (73.33), and low moderate unacceptability (-12.47).

Example of recording unit:

> This is the Brown family. Mr. Brown works in a factory. Mrs. Brown teaches school. Grandmother Brown cooks the meals and helps keep the house clean. Grandfather Brown mows the lawn and tends the garden.

The jurors' comments were:

Juror One : "Sexist again."

Juror Two : "The Browns sound boring."

Juror Three: "Sexist."

Book 1B

The average textual content was appraised by the jury as: low moderate inaccuracy (-3.33), relatively high importance (85.00), and low moderate unacceptability (-16.93).

Example of recording unit:

> What kinds of work do fathers do? Fathers take care of sick people. Fathers build houses. Fathers grow food. Fathers make automobiles. Fathers fly airplanes. Fathers write stories. What else do fathers do?

The jurors' comments were:

Juror One : "Concept is better presented as 'family members' do."

Juror Two : "Should not follow traditional stereotypes for fathers."

Juror Three: "Fathers do but mothers do too and bachelors and single women and fathers cook food, etc., etc."

Book 1C

Primarily a geography book, this book was not included in the data. There was little career information and there were no career concepts.

Book 2A

The average textual content was appraised by the jury as: low moderate inaccuracy (-8.88), moderate importance (56.66), and low moderate unacceptability (-22.44).

Example of recording unit:

> MONEY AND WORK. Sometimes people ask, "Why do we have to work?" The answer is that every person needs things. Every person wants things. To get things we need or want, we must work.

The jurors' comments were:

Juror One : "There are millionaires. Never use every."

Juror Two : "Work is a manifestation of self-concept."

Juror Three: "Incomplete concept."

Book 2B

Primarily a book of pictures, this textbook contained little textual content. Career information was presented only pictorially. There was no textual content on career concepts.

Book 2C

The average textual content was appraised by the jury as: low moderate accuracy (16.00), relatively high importance (70.00), and moderate acceptability (33.47).

Example of recording unit:

> The farmer sold his bag of wheat for six dollars. This bag of wheat made 120 loaves of bread. The store sold all this bread for 30 dollars. It looks as if it pays to do the work of raising wheat and making bread.

The jurors' comments were:

Juror One : "What can you buy for $30--a meal for four."

Juror Two : "What is the cost of living?"

Juror Three: "Who would want to be the farmer? Where is information about paying the baker, overhead, etc.?"

Book 2D

The average textual content was appraised by the jury as: high moderate accuracy (33.33), moderate importance (60.00), and high moderate acceptability (44.72).

Example of recording unit:

> These women make clothes Rusty may wear. Rusty's mother works long hours. She does not have time to make Rusty's clothes. Rusty's mother reads the newspaper these men are printing. If these people are sick, Rusty's mother may be their nurse.

The comments of the jurors were:

Juror One : "I don't know--sounds like a poor Richard story."

Juror Two : "Sexist."

Juror Three: ". . . or their doctor!"

Book 2E

The average textual content was appraised by the jury as: low moderate inaccuracy (-6.66), moderate importance (60.00), and low moderate unacceptability (-20.00).

Example of recording unit:

> Policemen learn at a school for policemen. They work hard to learn the laws. They learn ways to keep a community safe. At the end of school, they must pass a test to see if they know how to keep people safe. Then they get their badge.

The comments of the jurors were:

Juror One : "Sexist."

Juror Two : "Police persons or police officers!"

Juror Three: "Sweet! Don't try to use it in the inner city."

Book 2F

The average textual content was appraised by the jury as: low moderate accuracy (18.10), moderate importance (61.34), and high moderate acceptability (33.34).

Example of recording unit:

> People everywhere need one another. But in a big city, each person needs many other people. It takes the work of a great many people to keep a big city going. With many people living close together, a city has to have rules. Rules help to keep all the people safe.

The jurors' comments were:

Juror One : "Prefer another word to rules."

Juror Two : "Not a well developed concept. Jumps too quickly to conclusions."

Juror Three: "Sweet! Don't try to use it in the inner city!"

Book 2G

The average textual content was appraised by the jury as: low moderate accuracy (12.22), relatively high importance (75.00), and high moderate acceptability (30.27).

Example of recording unit:

> People in communities do different kinds of work. Farmers grow food. Some workers weave cloth. Others make cloth into clothing. Some workers cut lumber. Others build houses. The things workers make are called goods. People need each other to get food, shelter, and clothing. They live in communities so that they can get the goods they need.

The jurors' comments were:

Juror One : "Goods and services!"

Juror Two : "Some people are self-sufficient but it is hard."

Juror Three: "In some communities! Dick and Jane probably lived in a community like this. I don't think Rap Brown did."

Book 3A

The average textual content was appraised by the jury as: low moderate inaccuracy (-5.55), moderate importance (65.00), and low moderate unacceptability (-19.00).

Example of recording unit:

> You may live in a big community. You may live in a small one. Every community, big or small, does certain things. People work together, learn together, play together, and pray together. They trade. They have laws and government.

The jurors' comments were:

Juror One : "Communities pray together?"

Juror Two : "They don't pray and they don't do all these things together."

Juror Three: "Loaded values."

Book 3B

The average textual content was appraised by the jury as: low moderate accuracy (10.00), moderate importance (65.00), and moderate acceptability (25.50).

Example of recording unit:

> These people work in a restaurant in the city of L.A. What are the men doing? What are the women doing? What other kinds of work do you think people do in this restaurant? Long ago, people discovered a great idea about doing work. They found they could have a better way of life if they divided up the work of the community. There are two main reasons why this is true. First, each person is happier when he does the kind of work he likes best. Second, a person can do more of the kind of work he learns to do well.

The jurors' comments were:

Juror One : "Men's jobs, women's jobs?"

Juror Two : "Unrealistic."

Juror Three: "Not divided up by men and women."

Book 3C

The average textual content was appraised by the jury as: low moderate inaccuracy (-20.00), relatively high importance (73.33), and relatively high unacceptability (-39.29).

Example of recording unit:

> "The people who were putting up the building didn't know what to do," the Old Timer went on. "Someone said, 'Get Indians to do it. They won't fall. They won't be afraid to climb up there.'" "Did they get the Indians?" asked Kathy. "Yes," the Old Timer

answered. "That is what the builders did. They hired young Indian men to put the bolts in the steel frame. They were never dizzy even though they were high in the air. And none of them ever fell."

The jurors' comments were:

Juror One : "Yuck. This is like black people's rhythm."

Juror Two : "All Indians are great climbers?"

Juror Three: "Not one minority group's bailiwick."

Book 3D

The average textual content was appraised by the jury as: low moderate accuracy (10.00), moderate importance (52.50), and moderate acceptability (22.91).

Example of recording unit:

He did not have time to make furniture and be a farmer too. So Mr. Striver sold his farm. Now he would have time to make furniture.

The jurors' comments were:

Juror One : "False alternative given."

Juror Two : "Not so much whimsey."

Juror Three: "Can't tell without more information."

Book 4A

The average textual content was appraised by the jury as: low moderate accuracy (0.00), relatively high importance (72.82), and low moderate acceptability (0.00).

Example of recording unit:

As he got off the subway train, Mr. Tanaka thought about his job. He is well paid. He receives a regular salary and twice-a-year bonuses. He will probably never be fired. And, he and his family can vacation

at the company's large mountain resort. The Japanese call a man with a job like Mr. Tanaka's a "salary man."

The jurors' comments were:

Juror One : "True in Japan, but is this necessary?"

Juror Two : "Most of the basic job considerations are missing."

Juror Three: "For some!"

Book 4B

The average textual content was appraised by the jury as: low moderate accuracy (11.33), moderate importance (57.00), and moderate acceptability (25.42).

Example of recording unit:

Volunteer Work: Some people enjoy helping others who are less fortunate than they. Candy Stripers are one such group. They are an interest community composed of teen-age girls that do volunteer work in hospitals.

The jurors' comments were:

Juror One : "Candy Stripers do not always work with unfortunates. Biases are showing."

Juror Two : "Do-gooder attitude."

Juror Three: "Need to stress the difference between unconcerned wealthy volunteer and concerned volunteers."

Book 4C

The average textual content was appraised by the jury as: low moderate accuracy (0.00), relatively high importance (70.00), and low moderate acceptability (0.00).

Example of recording unit:

> Farming changed the way people lived. Instead of moving from place to place as they searched for food, people could build a home and live in it for a long time. When people learned to use the land to produce food, many people could live near one another. There was enough food for all of them.

The jurors' comments were:

Juror One : "Really? Not so today."

Juror Two : "OK!"

Juror Three: "No comment."

Book 5A

The average textual content was appraised by the jury as: low moderate accuracy (17.86), moderate importance (66.07), and high moderate acceptability (34.34).

Example of recording unit:

> Other nations besides the United States have large populations. But in some of these nations people lack skills and training. When they get sick there are not enough doctors and hospitals to take care of them. There are not enough schools to teach all the children to read and write. Perhaps there are not enough colleges to train doctors, or teachers. Then it is difficult for a nation to be strong and happy, no matter how many people it has. One of the reasons the United States is so strong today is that most of its many people are healthy and skilled.

The jurors' comments were:

Juror One : "Cultural bias."

Juror Two : "Value laden."

Juror Three: "Strong means what? Strong = happy? Colleges = strong = happy? Colleges = skilled?"

Book 5B

The average textual content was appraised by the jury as: relatively high accuracy (58.33), moderate importance (62.50), and relatively high acceptability (60.38).

Example of recording unit:

> Geography and Jobs: What kind of work does your father do? If he is a coal miner, you may live in Kentucky or Pennsylvania, but not in Connecticut or Idaho. If your father grows oranges for a living, you may live in California or Florida, but you certainly do not live in Iowa or Maine. Does your father work in a shipyard? Then you may live along the east, west, or Gulf coast, but you are not likely to live in Arizona. And how about you? If you want to be a farmer, a dairyman, or a cattleman, you will live in the country. If you want to be a bus driver, a nurse, a laboratory technician, or a fireman, you will probably live in a city.

The jurors' comments were:

> No comments by jurors.

Book 5C

The average textual content was appraised by the jury as: high moderate accuracy (38.89), moderate importance (62.50), and high moderate acceptability (49.30).

Example of recording unit:

> Many farmers left their farms and went to work in the manufacturing industries being built in towns and cities. Thousands of immigrants from Europe also came to work in the Northern factories and mills. This meant that the Northern states had plenty of labor and did not need slaves. In fact, the factory owners did not want slaves to feed, clothe and shelter.

The jurors' comments were:

> Juror One : "I'd like to see this in total context."

Juror Two : No comment.

Juror Three: No comment.

Book 5D

The average textual content was appraised by the jury as: high moderate accuracy (34.37), moderate importance (62.50), and high moderate acceptability (46.35).

Example of recording unit:

> Many of the unemployed are young people who have never been able to get a job at all. Many have dropped out of school and now they do not have the education they need for today's jobs.

The jurors' comments were:

Juror One : "Education and/or skills."

Juror Two : "Let's not confuse education with training."

Juror Three: No comment.

Book 5E

The average textual content was appraised by the jury as: high moderate accuracy (33.33), high importance (87.50), and high acceptability (54.00).

Example of recording unit:

> Changes in agriculture have helped many farmers. These changes have been good for the nation as a whole, too. Americans would not be nearly so well fed today if all their food were produced as it was a century ago. But the changes have brought certain difficulties to rural America. In the first place farms now offer a smaller number of jobs. Since the nation's food can be produced with less labor, fewer men are hired.

The jurors' comments were:

No comments by jurors.

Book 5F

The average textual content was appraised by the jury as: low moderate accuracy (12.50), moderate importance (62.50), and moderate acceptability (27.95).

Example of recording unit:

> Girls begin the work of women as soon as they can. Until they marry, they spend most of their time at home with their mother and sisters. When they marry they will know what they need to know as wives and mothers. A wife and mother is highly respected in Mexican culture.

The jurors' comments were:

Juror One : "Cultural bias."

Juror Two : "Women's work--is the definition innate?"

Juror Three: No comment.

Book 6A

The average textual content was appraised by the jury as: high moderate accuracy (31.50), high importance (75.00), and high acceptability (53.03).

Example of recording unit:

> Important differences among people also are based on their ability to earn a living. These differences can be great because some people are far better trained than others. Their training helps them to grow more food, or to produce more in factories, or to earn a living in other ways. When people are unskilled they may not know how to grow good crops to provide enough food for themselves. They may lack the education needed to get and hold jobs in factories or in offices. Usually unskilled people do not earn much money. This means they are unable to buy many of the things they need. Often they are hungry and poorly clothed. To improve their lives, such people need schools where

they can learn useful skills. If they learn to produce goods, they can earn income. With their income they can buy the things they need.

The jurors' comments were:

Juror One : "Doesn't take supply and demand into account. What about the Ph.D. who can't find a job?"

Juror Two : "Goods or services."

Juror Three: No comment.

Book 6B

The average textual content was appraised by the jury as: high accuracy (50.00), high importance (93.75), and high acceptability (68.86).

Example of recording unit:

The people of Mendoza joined in the cause. Men enlisted in the army. Farmers donated the crops from their fields. On their looms women wove cloth, which they sewed into uniforms for the soldiers.

The jurors' comments were:

No comments by jurors.

Book 6C

The average textual content was appraised by the jury as: high moderate accuracy (33.33), relatively high importance (71.87), and high moderate acceptability (48.95).

Example of recording unit:

Isn't Mr. Muroki interested in the piece of land he's entitled to as his share of his parents' farmland? Doesn't he dream of someday retiring to his own farm and leading the quiet life to which he and his wife were born? No, he is not interested in farms or farmland. "I want to be a worker. That's all."

The jurors' comments were:

Juror One : "Just does not seem to be true."

Juror Two : "Point of view."

Juror Three: "We need more context."

Book 6D

The average textual content was appraised by the jury as: high moderate accuracy (33.33), moderate importance (50.00), and high moderate acceptability (40.82).

Example of recording unit:

> Cholos work in stores, drive trucks and buses, and serve as policemen. When a Cholo woman walks to market, she has an Indian girl with her to carry the articles she buys. A Cholo does not carry things. That is Indians' work.

The jurors' comments were:

Juror One : "It is essential that even if this statement was accurate something is said about the cultural bias. Can Indians do only certain work or do we make them?"

Juror Two : "Don't present as facts, present as beliefs or culture!"

Juror Three: No comment.

Book 6E

The average textual content was appraised by the jury as: high accuracy (66.66), high importance (100.00), and high acceptability (81.64).

Example of recording unit:

> The first people to come to New France were fishermen, traders and missionaries. They did not build permanent

homes. They came to teach their religion or to make money from fishing or the fur trade.

The jurors' comments were:

No comments by jurors.

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Views On Community And Junior College Education

Edmund J. Gleazer, Jr.

Occasional Paper 9

THE CENTER FOR VOCATIONAL EDUCATION
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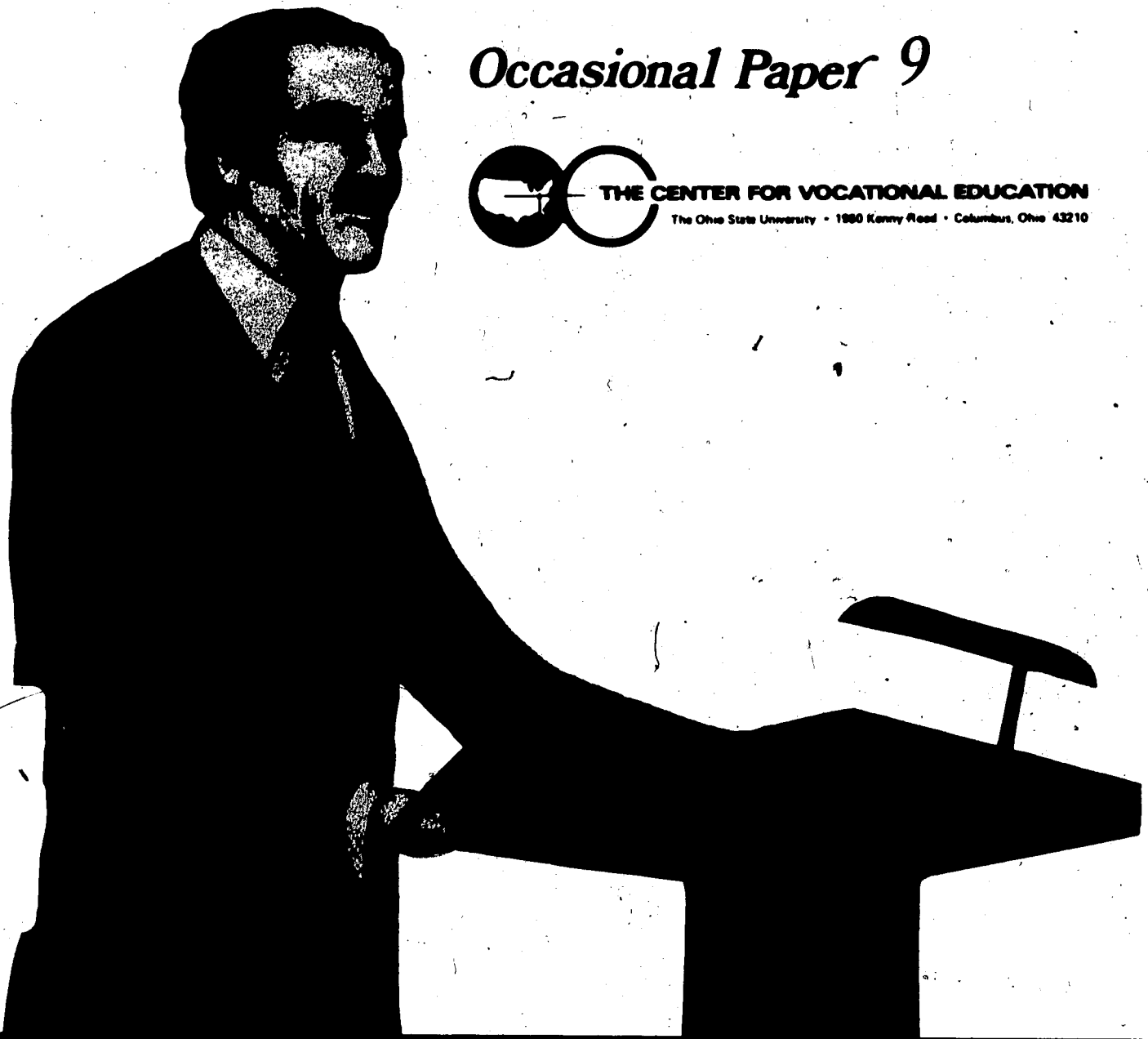

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Occasional Paper No. 9

VIEWS ON COMMUNITY AND JUNIOR COLLEGE EDUCATION

Edmund J. Gleazer, Jr., President
American Association of Community and Junior Colleges

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

December 1974

INTRODUCTION

Dr. Edmund J. Gleazer, Jr., President, American Association of Community and Junior Colleges (AACJC) provided a lecture to The Center and The Ohio State University staff on the topic of community college education in the contemporary society. Dr. Gleazer's longevity as president of the AACJC and experience in junior and community college education, especially qualifies him to review the problems, issues and questions in the post-secondary area.

The presentation by Dr. Gleazer, entitled "Views on Junior and Community College Education," reviews (1) the historical developments in Community Colleges; (2) the role of the national AACJC organization as it relates to providing leadership to post-secondary education; (3) considerations for community colleges in becoming community-based; (4) role of the community colleges in a changing society; and (5) the future of the community college. His perceptions regarding post-secondary education reflect his vast first-hand observations and experiences in the community colleges throughout this country.

Dr. Gleazer is a native of the state of Pennsylvania. He received his A.A. (1936) from Graceland College, A.B. (1938) from the University of California at Los Angeles, Ed.M. (1943) from Temple University, and an Ed.D (1953) from Harvard University. Dr. Gleazer's experience in the field of education is extensive. He served as president of Graceland College from 1946 to 1957 when he assumed his present position as the President of the American Association of Community and Junior Colleges.

In addition, Dr. Gleazer has served as a member of the National Advisory Committee for Associate Degree Programs in Nursing, member of the U.S. Technical Education Delegation to the USSR in 1961, member of the Educational Survey Team AID in Kenya in 1962, and chairman of the Defense Advisory Committee on Education in the Armed Forces in 1962.

Dr. Gleazer is a member and past president of North Central Junior Colleges and American Association of Junior Colleges; secretary for the American Council on Education and member of Phi Delta Kappa. He has authored several books and formal articles including *This is the Community College* (Houghton-Mifflin, 1968) and "What Now for the Community College," (December-January 1973, *Community and Junior College Journal).*

In 1971 Dr. Gleazer completed directing a W. K. Kellogg Foundation project, "Project Focus," for AACJC. The project consisted of an in-depth look at the two-year college field to discern how it was changing in order to recommend to AACJC needed changes. This study provides one of the more comprehensive views of the two-year colleges operating in the nation today.

On behalf of The Ohio State University and The Center for Vocational Education, we take pleasure in sharing with you Dr. Edmund Gleazer's presentation, "Views on Community and Junior College Education."

Robert E. Taylor, Director
The Center for Vocational Education

VIEWS ON COMMUNITY AND JUNIOR COLLEGE EDUCATION

Edmund J. Gleazer, Jr.

First of all let me say I'm delighted to be here. I don't know why it has taken so long for me to get here: because as I checked with some of the staff members this morning over things you're doing, and I find CVE and AACJC are definitely on the same track. Our interests are parallel, and I think you have resources that ought to be brought to bear in a larger way upon some of the problems, issues, and questions in the community college field.

It might be useful to take a quick look at some of the historical developments in community colleges over the last few years. If you want to get into this field in any greater depth, I've authored a couple of planning papers that are avialble. One I did, about a year ago, is called "After the Boom—What Now for Community Colleges?" This was followed by a sequel "Beyond the Open Door—The Open College." I spent a great deal of time working on these, and they were the follow-up to an exercise which I had the privilege to conduct in 1970-71. I had the unusual opportunity of taking almost fifteen months, and getting away from my office entirely into the field to observe the grass roots scene at community colleges. Not many bureaucrats have similar opportunities. I recommend it and I think it is the most fruitful experience I've ever had.

A W. K. Kellogg grant enabled me to do this with the additional assistance of a small staff. We actually moved out of AACJC offices at One Dupont Circle into different offices in Washington as headquarters for our project. I concentrated on the field work. A sample of our institutions was selected in some twenty states and spent a week in each of twenty-five community colleges listening to people respond to my questions. I didn't use a questionnaire. The structure was in my head, and I took some notes which I transcribed in the evening. I came up with 1,500 pages of single-spaced notes.

Those of you who have engaged in that kind of exercise know how exhausting it can be. I was trying to tap the perceptions of people; all kinds of people, students, faculty members, administrative personnel, board members, people in the various communities, to find out how they felt community colleges should change.

I also talked with people at the state level, the people in the capitals of each state—the members of the committees in the legislature who are responsible for appropriations and education. From that, I think I gained fresh insights into educational needs, how our institutions are responding to those educational needs, and what the impediments seem to be.

I spent considerable time assessing my observations before I developed these two articles. I was trying to take a short-term look ahead—some five to ten years. That we are engaged in a period of

rapid change, I will be the first to acknowledge. What clues did I find as to the future direction for our institutions? There was no question about the "Boom" for community colleges in the 1960's. It was a fascinating period. It was great to be identified with a movement and that is what it seemed to be. At the time, the wave was gathering momentum and heading towards the beach.

I used to do a little riding of the waves in California when I was younger. It was exhilarating to be on that wave. You have to develop that skill too. You have to be careful how to point the board so you don't stub your toe. Riding a wave is a great thing. And that's what happened to many of us who were identified with community colleges in the 1960's. There were 500 new community colleges in a ten-year period.

We used to get telephone calls in our office from some person who would identify himself as the recently selected chairman of a board of trustees in an institution just authorized in some state he would specify. He might say, "This is April. We have authorization to have a college here and we are to open our doors for the first class this fall. I'm chairman of the board which needs to know: What do we do now? Where do we go from here?"

The institutions opened and grew, and if you want to further explore why they grew during this period, I'll be glad to elaborate on this with you.

Community College Enrollments Increase

Enrollments went up steadily eighteen years ago, when I started work in the community college field in Washington, there were 400,000 students, enrolled in approximately 500-600 community and junior colleges in this country. At the present time (figures for Fall 1974), there are 3.5 million students enrolled. One half of all the people entering post-secondary education are beginning that work in the community colleges in this country. It is interesting to note, too, the percentage of increase. The great hue and cry around this country a year or two ago was about the leveling off of enrollment in community colleges. The growth curve has begun to ease a bit, but the increase in enrollment in 1974, over 1973 was still over 12 percent.

Further, the characteristics of some populations within that larger figure show that the number of women part-time students increased 23 percent. The number of part-time male students increased about 13 to 14 percent. The number of part-time students is definitely on the increase. We expect this trend to continue, and we think it should continue.

We are beginning to describe our institutions more and more as educational resource centers for the community. We are beginning to talk about them, not in terms of being two-year colleges, but as being fifty-year colleges, as institutions that are beginning to implement the concept of life-long learning. And we don't think it's bad if the student comes for a period of a few months, goes out, and then comes back.

We are describing our institutions more and more as being something like public libraries. The librarian expects to see you more than once. In fact, we are beginning to wonder whether instead

of issuing diplomas perhaps we should issue library cards. This would make it easy for people to come in and out to use these institutions as long as they would like. We expect many of these students, a larger proportion all the time, to be what we call part-time students. We expect them, therefore, to have a new dignity in our institutions, to cut back on the red tape that is necessary in order to get into the institutions.

Many of our colleges are now recognized for their evening programs (and I think it is too bad that we are still differentiating between the day and the evening programs). What's interesting is that the people who are coming to the evening programs can enroll by telephone or clip a little coupon out of the paper and send a check. For some reason we have a cultural lag in which the people who come in the daytime still have to get in line in a gym or wait for an interminable period of time in order to register, to get faculty signatures on this card and that card. And be sure you have three copies, and please write in ink.

Community Colleges Becoming Community-Based

However, times are changing. Community colleges throughout this country now are becoming more and more community-based. This means that they are placing much more emphasis on relationships with other community-based organizations, than upon their relationships with the community of higher education. When the public junior colleges were trying to win their spurs in this country, even fifteen years ago, the most important thing seemed to be, "Are credits transferable?" And the linkages established were linkages with higher education. There is a historical and psychological explanation for this kind of orientation.

Because many community colleges grew up out of the public school setting, they were under the school board; the chief administrators were called deans. The dean was responsible to the superintendent. Many times the facilities that were utilized were the basements of the high school building or the third floor of the high school building or a condemned elementary school. That's where the institutions had their beginnings. So one of the first things you needed to do in order to look like a college was to get out of that kind of setting and get your own college campus. You needed to establish your own board of trustees. The chief executive officer became a president, and the faculty members above all needed to go for professional ranking, etc., etc., to take on the earmarks recognized as "higher education."

Perhaps I am speaking a little cynically. But in order to get community support and community understanding in those early days it was necessary to go that road. Because parents wanted to be sure that if they were going to vote for this tax levy to support a college, "by George" they wanted college! They wanted something that looked like a college and behaved like a college. So the early alliances that were forged were those with the institutions of higher education. The community colleges quickly turned their backs upon the local school systems. They didn't want to be identified with the local schools. The most severa castigation that could be made was to be called "a glorified high school." Therefore, they didn't want to mingle with their progenitors.

Now it's interesting to see what's happening, perhaps partially attributable to the vary fact of numbers, the very fact of largeness. For instance, there are only five members of Congress now who are from districts where there are no community colleges in this country. There is an impact that is made through largeness and through this kind of development. At this time, community colleges are getting to the point where they are able to be themselves. They have an identity of their own. And I see them, for the first time in my experience, actually daring to be innovative, actually daring to take a look at the population out there in the community that should be served. And responding to those needs regardless of whether these seem to be respectable patterns of higher education. Some institutions have done this for a long time.

Harvard University dares to be innovative, but Harvard doesn't care what the New England Association of Colleges and Secondary Schools says about its programs. It dares to be innovative. However, you have to have an established position in order to do that.

There are many people who say that these new institutions which were established during the 1960's, because they were new, because they didn't have ivy all over their walls, because they were not encrusted with tradition, etc., etc., could be bold, daring, innovative institutions. Most of them were not. The reasons they were not was because they were new, they were trying to establish their respectability, and they were trying to look like colleges. Now they have reached the point where they can be self-determined, where they can be innovative. I think this is often true of a new institution. It takes a period of experience; it takes a period to develop some self-confidence, to develop a staff. It can do these kinds of things: develop a board of directors, of trustees, develop understanding about what an institution ought to be doing. Then on the basis of that, an institution can be innovative, can be flexible.

The Community College Finds It's Role

That's what is happening in our field now, and that's the reason that I think these next ten years are going to be even more exciting than the last ten have been. Because I see now community colleges which are not saying "Here are the courses that we are going to teach." They are saying that the beginning point is community assessment. What are the characteristics of the people in this area that we are going to be serving? How are we going to respond effectively to the needs of those people? To me, this is a most significant change in approach.

I find our institutions are now dealing with the new kinds of populations. I find that the age level has gone up dramatically; the average age level at community colleges is about twenty-eight. This means that a large proportion of students are over age twenty-eight. People in their 40's and 50's and older are beginning to do the kind of thing that I have previously referred to as going to the public library. They are coming into these institutions. What are their motivations? Their motivations are diverse. They are tax payers: they know they are supporting the institution; and they think that the privileges of an educational institution like this should not be restricted to the people from 18 to 22 years of age.

The philosophical change in this country, I think, is most wholesome. We used to talk in terms of three eras in our life: education, work, and leisure. Now I find a greater tendency to wrap these together. Education, work, and leisure as interwoven strands rather than separate threads.

We had a meeting two days ago in Washington in our Association about criminal justice programs which is illustrative of an approach that I see being made today by our institutions. We have what some people might define as competing social needs. The field of criminal justice is one: unemployment might be another. Medical care another and concerns about economy, or ecology still another. I see more and more of our people saying that in each one of these social problems there is an educational component. And what we must do in order to be a viable institution and achieve moral and financial support is to work on those educational components. What we develop in our society is not so much a rescue operation but rather a preventative operation, a more positive approach and a more positive support.

We are working in programs with mentally retarded, both direct services to mentally retarded and the preparation of staff to work with mentally retarded. As all of you would know there is a great move in this country with regard to the penal institutions, the care of the mentally retarded, and in the other health fields, toward a process of de-institutionalization. That is, moving people out of the institutional context as soon as this is possible into what is described as a more normal setting. This has tremendous implications for educational institutions to respond to these trends in our society.

We are working closely with labor unions and are in the process of setting up a joint task force with the UAW and with the AFL/CIO to tackle some very interesting needs in those fields. For example, in Detroit a few weeks ago, I met with representatives from the UAW and the AFL/CIO at Solidarity House in Detroit, headquarters of the UAW. That very day the "thirty year and out" measure became effective. After thirty years workers retire. One young man, forty-seven years of age, (at least one) retired that day. The actual development of this provision has had a traumatic effect on many people that have been brought up to work in the automotive industry. For various reasons, they are not ready for retirement. They enjoy golf or fishing for a little while, but they don't want to spend the rest of their lives doing that. The economy is such that many of them would like to continue working. But they cannot work in the automotive industry. This necessitates retraining for other kinds of occupations. There is a real need here, too, for a preretirement program which would prepare the individual for retirement.

Another example of the kinds of groups we are working with is The Robert Wood Johnson Foundation which is interested in ambulatory and primary care, including the developments that are taking place in this country in that field, the kinds of legislation that we might have within the next few years in the health fields, and what the implications in this area are for community-based educational institutions.

What about the military? We have an all volunteer force, and we have been working with the military services first in the establishment in what is now known as the Serviceman's Opportunity College, a program which started in the community college field and which now involves four-year institutions as well. Recognizing the particular problems such as frequent mobility of the serviceman, this program attempts to find ways that educational institutions can adapt their procedures and programs to the needs of this kind of a population. One of the great recruiting values these days for an

all volunteer force are the education and training opportunities that are available through the military.

Another thing that is happening, too, which is most significant is the fact that our community colleges, having been first concerned about relations with higher education institutions are now turning around to link up with other community-based agencies, with area vocational schools, with community schools. This can produce a tremendous delivery system for educational services in the community if the some 3,500 community schools in this country and the 1,000 community colleges unite in this kind of delivery program. Community schools and community colleges in some parts of the country have been fighting each other. We have a national program right now to try to bring these elements together, to try and find ways to cooperate. The same thing is true with regard to secondary schools. I recently attended a meeting in St. Louis, sponsored by the Danforth Foundation, which brought together teams from secondary schools and teams from community colleges to discuss ways that these institutions can work together so we can have an educational continuum.

The Future of the Community College

As I look ahead I see community colleges becoming community-based, performance-based, educational institutions. We have made this goal the stated mission of our Association. This means relating in a very significant way to other community-based organizations.

What does the future hold? This direction opens a fascinating Pandora's box of research area needs.

Growth is going to continue. I don't think that we have reached zero population growth as far as community colleges are concerned. I don't know about the stability of the economy, but I'm quite sure that we are going to see a continuation of growth. One of the things that is rather significant in our field is that when there is an economic crunch, the number of students seems to go up. However, the funding agencies sometimes don't acknowledge that. I look for community colleges to be increasingly concerned about trying to meet people where they are; and this means not only where they are with regard to educational development, but where they are physically.

Miami-Dade Community College, for example, operates in 200 locations, throughout Dade County. And this is typical. I've heard some presidents say recently (and this is not supposed to be a disparagement of good physical facilities in the campus) that we are handicapped by this "brick pile," referring to the physical campus, the actual physical structures. And our structures are determining our programs. Community college learners now are saying, "If we are going to build, then it's not going to be something like this." We might have some central resource centers, but services are going to be very widely dispersed, throughout the area where the people are.

Interestingly, the Community College of Vermont does not have any of its own facilities. It is operating in secondary school buildings, vocational school buildings, churches, and neighborhood centers. It started with this as a stated intention. There is also a community college in the state of Washington, Whatcom Community College, that started the same way, but which is having a great

deal of difficulty since the state funding formulae does not take into account this kind of a setting. Representatives of a national foundation talked with me recently about their interest in providing some funding so that this institution could work with a state agency in changing its funding formulae, in order to advance to this kind of flexible institution.

Obviously, these institutions are meeting people where they are. This means that the idea of semester hours, two semesters a year must be changed. It means more thinking in program modules. It means more programs like the one I recently observed in Dallas where they have enrollment for a course every Monday—or Tuesday or Wednesday—any day they want to. They began these modules in the vocational field of horology which has to do with keeping time. They have now taken this to other programs, meeting people where they are. The old academic packages don't fit anymore.

An additional problem we have in the field is that the old outcome measures don't work anymore either. Yet many times funding formulae are based upon the old outcome measures: the degree credits.

I encountered this problem with the National Commission on Financing Post-secondary Education. They were talking about productivity measures, because state legislatures are interested in what kind of education they are getting for their dollars. What did they use for productivity measures for community colleges? The associate degrees conferred. That doesn't get at what is happening in community colleges. A few years ago, a person who was taking a program in data processing, at Miami-Dade Community College, for instance, got well into the program, was doing well, and was developing certain kinds of skills when the employer down the street said, "We need personnel." They made contact, and they hired the individual before he finished his program. Do you know how he appears on the records of the U.S. Office of Education? He is a dropout. Well, this what the National Commission on Financing Post-secondary Education was also using as a measure—associate degrees conferred.

I can name many community colleges which enroll 5,000 or 10,000 students but which confer only 300 associate degrees. This does not mean that educational objectives, personnel objectives, and vocational objectives of hundreds or even thousands of those people are not being met. However, the staff of the commission turned it around to us and asked a very embarrassing question. They said, "If we can't use associate degrees, what productivity measures, what outcome measures are appropriate in a community college field?" We haven't developed any. If you want to research this, you can work on that.

The directions for community colleges are pretty well established now. There are going to be many more older people in these institutions. Students are going to be coming and going, utilizing the services in the institution. Community colleges are going to be linking up, more than ever before, with other kinds of community agencies and organizations: the health agencies, the city planning agencies, and so on. I also see in many parts of the country a very wholesome relationship developing with four-year colleges and universities. More and more regional planning is being insisted upon in some states. The state of Virginia has now mandated that there be regional planning in the field of education. There are boards set up with representation from various kinds of educational institutions, taking a look at the area, identifying the educational needs, and stating, in terms of these educational needs and in terms of educational resources, what division of labor there should be.

I have some concerns about the rapid shift of the focus of decision-making from the local areas to the state level. I think we have to ask, "What are the implications for institutions who try to be responsive, quickly and flexibly to local needs?" This is happening in most of the states. I am sure there must be some policy determination at the state level. I am sure there are some appropriate decisions to be made at the state level, but I think we have to ask, if it is desirable for community colleges to move in the directions I've outlined here, what kinds of decisions should be made at what levels?

Another issue that is bothering me is the economic crunch. There is some evidence that education in this country is no longer a priority in the state legislature, or in the federal Congress. I wonder what effect this will have on institutions that are trying to reach out and provide educational opportunity to people who have not known it before. This kind of education can often be quite expensive. We must be extremely careful to do a good job of interpreting the worth of what we are trying to do: implementation of the concept of lifelong learning. If we are not very careful there are going to be pressures developing which will push many of our institutions back into a traditional academic mold. I don't think the battles have all been won yet, with regard to the concept of lifelong learning. We give speeches about it, we say it is a great deal, but many, many people in the state legislatures say, "What do you mean by this? And isn't our primary responsibility to take care of the person from seventeen to twenty-two?"

I think there will be a continuing interest in job training, but that also may be very narrowly defined. There are developments, too, having to do with collective bargaining in these institutions that I think we have to question. We must raise questions about alternatives to the industrial model in collective bargaining, as it affects the growing formalism in our institutions by the interaction of power blocks. What will be the effect upon this with regard to sensitivities, flexibilities, responsiveness?

Those are a few things I have been thinking about: where we are, where we might be going.

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VOLUME 2

FINDINGS AND RECOMMENDATIONS

DEVELOPMENT OF PERFORMANCE STANDARDS FOR ES

PART A

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August 1, 1975

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The objective of the project was to develop methods for establishing output and input performance standards for the placement and placement support functions of the United States Employment Service (ES). Volume 2, Findings and Recommendations, reports substantive findings and recommendations developed during the course of the project. A key recommendation is that performance standards be used in an Integrated Management System context, in conjunction with planning, budgeting, evaluation and diagnostic tools to improve overall performance. The volume presents findings from an intensive analysis of the internal structure of the Balanced Placement Formula (BPF), the ES performance-based budgeting tool; findings from analysis of the efforts of external economic, policy and law factors on ES performance; and findings from field tests of data collection and analysis methods to be used for establishing ES input standards. Detailed statistical appendices are included.

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Preface

This Volume contains the results of the field work and analysis under this contract. It also contains a description of an integrated management system which we believe provides the proper conceptual framework for relating output standards to the inputs and other internal ES factors. Our findings have led us to conclude that only an integrated approach should be used in further development of BPF (output) type measure and performance standards (inputs). Chapter one sets the stage by describing and illustrating the relationship of outputs and inputs within the conceptual framework. Chapters two and three present detailed findings of our project.

Chapter I

INTEGRATED MANAGEMENT SYSTEM FOR ES

A. Theory of Integrated Management System

As a result of our investigations of the Balanced Placement Formula and the surveys for developing a methodology to establish Performance Standards we have concluded that an additional product should be developed for integrating these two management tools and several others in a unified system.

The cornerstone for such a system is a method for estimating ES placement potential at the labor area level, for setting output performance standards or norms, for measuring output performance against the standards, and for compiling a summary performance score similar to that now computed via the BPF at the state level.

The results of such a methodology would be used in two ways. First, for funding allocation purposes, a state composite score would be calculated via a weighted summation of labor area scores, and the state allocation of funds would be performance-adjusted based on the state's deviation from its own internal performance norms, instead of a national average. Second, the methodology would identify poor performing areas within a state that need special attention.

A number of diagnostic tools currently under development and testing could be utilized to identify possible causes of poor performance in the labor area. The handbook for location of ES local offices could help to assess the appropriateness of current locations and the need to close, move or open offices. The Handbook for Analyzing Local ES Performance, developed under this contract, provides tools for analyzing local office resource utilization, service ratios and key quality factors, and the Methodology Guide for Establishing Input and Output Standards may lead to specific numeric standards for utilization of input resources. The Management Audit Survey developed by IBRIC could be used to identify specific weaknesses in management practices.

Each of these tools should be integrated into the existing [illegible] with other existing tools to identify potential causes of poor performance and to develop a corrective action plan, through intelligent use of analysis results in light of the real constraints and needs of the specific labor area.

At this level of organization, management is often carried out by a single individual who is required to balance the needs of several programs and systems which are separately administered at the state and national level. Conflicts between separate systems and programs can create severe problems for such local managers. When programs and systems have been integrated, thereby preventing the ES from being in conflict with itself, these local managers work most efficiently. This requirement is particularly important in the design of management systems for raising efficiency. Only an integrated non-conflict management system can combine the incentives for producing placements, expressed by the Balanced Placement Formula, with the diagnostic and prescriptive features of the Performance Standards Survey Methodology, the Management Audit System, the Self Appraisal System, and POSARS.

In the integrated management system we are envisioning here, these currently separate systems will be organized into a unified package of tools focused upon the problems and operations of the local manager. Information, derived from ESARS and Cost Accounting, will be fed back to the local manager to be used to diagnose performance. Based upon a "typology" of the labor area in combination with an estimating formula a "potential for placement" that applies to the local community will be established. This potential sets goals for the labor area and establishes a BPF that can be applied at that local level. The BPF score that reflects the local operation indicates whether improvements may be possible upon deeper analysis. The Performance Standards Survey and the Management Audit System are management tools that can be brought to bear in analyzing such local ES operations with an aim to improving performance. For example, the Handbook for Analyzing Local ES Performance describes model operations of the placement system which permit comparisons with actual operations. By using this comparison, local managers can pinpoint the components of the placement process that could be improved or modified.

B. Assessing Output Performance

In the integrated management system the assessment of output performance will be made by comparing actual performance against a potential for placement developed through an examination of the external factors in the local labor area. In Volume 3 (Methodology Guide) [illegible] concept, the labor area can be typed on the basis of a few significant external variables such as the total employment, and then its potential for placement estimated by a formula which accounts for additional external variables. The formula will be developed in

the next major phase of the development of ES performance standards when data on many labor areas will be analyzed. The result of that development will be an estimating formula which yields a value for placements that an "average" labor area of each type would have, given the external factors that actually exist in any specific labor area. Actual placements achieved by the ES in the specific area can then be compared to this "potential" to give a local score (just as the BPF provides a State score). This local "BPF score" will indicate whether improvements may be possible upon deeper analysis. If such improvements seem possible, the deeper analysis will utilize tools such as the Handbook for Analyzing Local ES Performance, the survey techniques and analysis developed in this project.

C. Assessing Input Performance

Diagnosing the cause for discrepancy between actual and potential ES performance, the next step in this process, requires an assessment of input performance. When the integrated management system has been fully developed, a number of alternative tools for making the diagnosis will be available. We view the Handbook for Analyzing Local ES Performance, developed by this project, as the most important alternative. It will provide measures on three scales:

a. Resource allocation and efficiency.

b. Service percentages reflecting the extent of each placement component in the total service delivered by the ES.

c. A check on the key quality factors reflecting the conformance between the actual practices compared to the generally accepted way to carry out the placement process.

On each scale the actual performance will be compared to model measures for offices of the same type. Differences between these two (actual vs. model) will be examined to account for differences between potential and actual output performance. The validity of the model will be based upon the large survey planned for the next step (the establishment of input standards). High-performing labor areas are expected, in that survey, to exhibit similar patterns of measures and to thereby provide the models for the Standards. The examples in the next section illustrate the concept of this analysis. Two offices in our survey are compared instead of an actual office and a model. (Models cannot be developed until the large survey has been completed.)

D. Planning for Improvement

To illustrate the form in which the data can be analyzed and some potential uses of the data, Table 1 on the following page shows the results of applying the methodology to two local offices. Part A of the Table shows the percent of resources allocated to each category in the placement process. The categories were defined by the process described above and can be related directly to codes used in the official time-distribution system. (The alphabetic codes were developed and used in the data collection at the local office level to avoid confusion between time recording on the survey time ladders and time coding on the time distribution sheets.)

The local office manager has planning and budgeting standards of comparison for resource utilization and service ratios from the Plan of Service System and has data on performance per unit of resources from POSARS. Comparing the results of the survey with the data from official sources, the manager can compare his actual resource utilization and intermediate outputs with his plan, and can validate the official figures. He can also review the data on key quality factors for each activity against available (published or personal) standards of performance and identify staff training needs in the state-of-the-art.

The area manager or field supervisor, given data from several local offices, can compare input resource utilization with intermediate and final outputs to identify potential areas for correction. In the examples, LO 2 has a much lower number of monthly placements per equivalent staff position than does LO 1: LO 1 devotes relatively more resources to employer service and to file search and call-in, and less to application-taking and counseling. It has higher service ratios for referral interviewing, and a better rating on employer service quality factors. A field supervisor could use such comparative data, even in the absence of validated standards, to examine the causes of such differences, including the effects of external economic factors, etc., and to develop a plan for improving performance in the second local office.

This example illustrates the potential for applying such methods in the diagnostic process even on an interim basis. It also illustrates the potential pitfalls of

can be developed in accordance with the methodology and plans which will be a part of the end product of this

Table 1. Example of Data Compilation from On-Site Survey of 2 Local Offices

A. % Resource Allocation for Placement Process Component Activities

		LO#-1 (%)	LO#-2 (%)
AT	APPLICATION TAKING	8.1	14.5
CS	COMMUNITY SERVICE	4.0	0.6
CO	COUNSELING	2.1	11.0
ES	EMPLOYER SERVICE	6.1	2.2
FC	FILE SEARCH/CALL-IN	7.1	1.0
JD	JOB DEVELOPMENT	2.7	4.6
JIS	JOB INFORMATION SERVICE	1.5	2.1
JO	JOB ORDER TAKING	1.9	2.7
RE	RECEPTION	4.5	6.6
RC	REFERRAL CONTROL	4.3	0.3
RI	REFERRAL INTERVIEWING	9.8	11.3
TE	TESTING	2.5	0.1
VE	VERIFICATION/VALIDATION	2.0	1.3
Non-Placement Subtotal		43.2	41.7
*XC	CETA	0.0	1.6
*XE	EFS STUDY	0.5	1.0
*XF	CLERICAL	11.2	8.9
*XI	SICK	4.4	2.4
*XJ	JOB CORPS, FOOD STAMP, UI, ETC.	1.0	2.7
*XM	MEETING, TRAINING	6.6	0.4
*XS	SUPER., MANAGEMENT, ETC.	6.5	4.4
*XV	VACATION, ANNUAL LEAVE	5.8	5.0
*XX	PERSONAL, COFFEE BREAK, ALL ELSE	7.2	11.8

B. Selected Service Ratios (Percent of Traffic)

Application Taking	44.0%	46.9%
Referral Interviews	60.5%	51.9%

C. Selected Quality Factors:

% Responding Employers Answering "YES"

Does an ES representative contact you regularly?	75%	43%
does he/she appear to be knowledgeable of the current labor market?	93%	50%

D. Monthly Placements per Equivalent Position 45.8% 28.6%

project, but such standards can never be used in a rote cookbook manner to prescribe changes in the organization or functioning of the ES. The need for such changes must always be identified on the basis of sub-standard output performance, and corrective plans must always take into account the specific realities and constraints of the individual labor area.

Chapter II

FINDINGS FROM RESEARCH INTO THE BALANCED PLACEMENT FORMULA AND IMPLICATIONS FOR OUTPUT STANDARDS FOR THE UNITED STATES EMPLOYMENT SERVICE

A. Introduction

> The broad objectives of the Employment Service are: (1) to provide service necessary to assist job seekers to obtain suitable employment, (2) to provide service to employers necessary to aid them to obtain qualified workers, (3) to provide technical services to employers to facilitate their hiring and use of veterans, disadvantaged, and other workers, and (4) to provide occupational and labor market information to job seekers and employers and to employer, labor, educational, manpower planning and other organizations and agencies in the community in need of such information.
>
> BPF Handbook for FY 1975, p. 1.

These broad objectives have existed throughout most of the history of the Employment Service (ES). The Balanced Placement (BPF) is a performance-based budgetting approach that attempts to allocate funds to state ES agencies in an equitable manner, based on the quantity and quality of their actual performance with respect to the objectives. First introduced in a limited way late in FY 1973, the BPF was expanded and used as the basic method for allocating Title III ES grants funds to the states in FY 1975 and, with research-based revisions, it is being used in FY 1976.

Although the concept of performance-based budgeting is generally accepted throughout the ES system, the application of the BPF in FY 1975 caused concern among the states, particularly those who lost funds, about the soundness and equity of the BPF. The concerns were of three types. First, do the performance measures in the BPF adequately measure ES performance in relation to the broad objectives, and does the formula contain incentives to improve the quantity and quality of performance? Second, can the formula be manipulated by individual states to their advantage without improving the basic quality or quantity of performance? Third, is the formula inequitable in the sense of rewarding or penalizing states whose performance is high or low as a result of external economic factors that make it easier to provide services in some states and harder in others, but over which the ES has

To help answer these questions and to assist in refining and improving the BPF for FY 1976, research was undertaken in the fall of 1974 to examine the internal structure of the

formula and the relationship of external economic conditions to ES performance. A data base was created, multi-variate analyses of the internal and external factors were performed, and a simulation model was constructed. Because the research was decision-driven, written and oral reports were prepared for specific purposes in support of the revisions being made to the BPF for FY 1976.

Significant oral presentations were conducted as follows:

1. Presentation to the Meeting on Improvements in the Balanced Placement Formula, October 23, 1974.

2. Presentations to ASPER, November 6 and December 6, 1974.

3. Presentation to the MA Executive Staff Meeting, Boston, Mass., December 12, 1974.

4. Presentation to MA Executive Staff, January 21, 1975.

Findings were presented in writing as follows:

1. Written Presentation to Meeting on Improvements in the BPF, October 23, 1974.

2. Interim Report of Findings and Recommendations, November 25, 1974.

3. Memorandum on Representation of Women in the FY76 BPF, December 5, 1974.

4. Memorandum on Contingency Plans for Allocating Resources, January 6, 1975.

5. Memorandum on the Effects of Unemployment on ES Placement Performance: Policy Implications, January 10, 1974.

In addition, very substantial time and effort was devoted to supporting the finalization of the BPF for FY76 and to preparing the actual calculations for each state. At the request of the ES, we agreed to use the data processing facilities originally constructed for the analysis of the BPF to support actual final calculations and printing of the funding allocations to the states. Although this was expected to be an inexpensive by-product of the research process at the time the agreement was made, in actual practice the decision [illegible] the BPF research effort during the months of January and February.

Many trial BPF runs were needed: each included a complete set of six pages of worksheets for each state, showing performance data for both FY74 and FY75; the computation of performance ratios compared to the national averages, and the total summary performance score; plus a seventh page applying the performance adjustment, the unemployment adjustment, and the national budget cut to arrive at a new total of dollars and man-years to be allocated to each state. In addition, a one-page summary sheet was prepared, showing FY75 man-years and FY76 man-years and dollars allocated to each state.

For each state, 78 performance items were combined through approximately 240 calculations to arrive at the total adjusted performance score, and 6 budget items were adjusted through 13 calculations to arrive at the final allocation. Each complete run required about 13,000 calculations and the printing of approximately the same number of figures. It is safe to say that preparation of the BPF in time for the February 28 distribution date would have been impossible without our support.

This Chapter presents an overview of the BPF, the significant findings relating to the internal structure of the BPF, and research into the effects of external factors on ES performance. For the convenience of the reader who is not interested in all details, many of the tables and charts are included in appendices to this Volume.

B. Overview of the Balanced Placement Formula

The BPF for FY75 and for FY76 consists essentially of a number of performance ratios that are combined in a weighted summation to yield a summary performance score for each state. Worked out examples for the two years are included as Appendix A to this Chapter. The FY75 BPF had 27 measures of performance for each state; the FY76 version has 30 measures. Each measure for each state is divided by the national average for the measure, resulting in a credit index that is equal to 100 for a state whose performance is equal to the average. The credit indexes are combined to yield a summary score for the state through a weighted summation process, where the weights are budget or policy weights whose sum is 100 percent. A detailed arithmetic statement of the FY76 BPF is contained in Appendix B. The Exhibit on the following page compares the components of the performance measurement part of the formula and shows the initial budget weights for the two fiscal years.

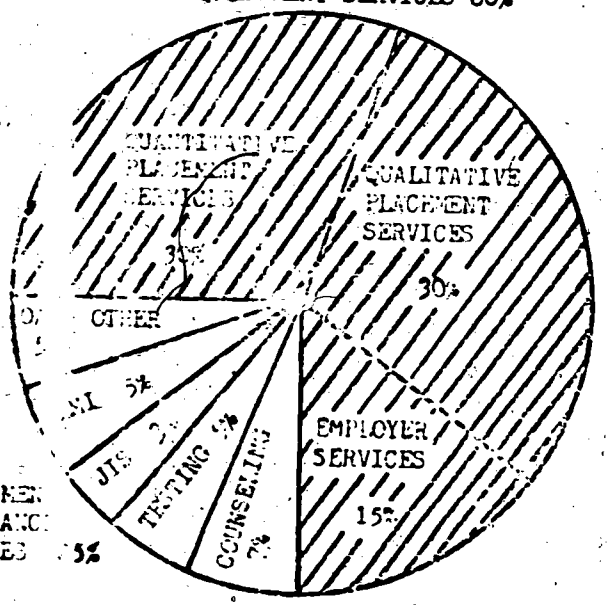
The result of the calculations is a summary performance score that is equal to 100 percent for a state whose overall performance was equal to the national average, with better-performing states having higher scores. In actual use, the FY75 formula resulted in scores ranging from 75 percent to 125 percent and the FY76 formula yielded scores ranging from 70 percent to 150 percent.

There are three technical reasons for the larger range in the FY76 formula. Referring to the Exhibit the pie chart for FY75 shows 25 percent weight given to employment assistance services. This was intended to encourage maintenance of such services. Of these, performance was measured only for testing (due to lack of data for the others). As a result, 20 percent of the weight was constant for all states, limiting the range of scores. (This also had the effect of giving each of the measured items an effective weight that was higher than the apparent weight in the ratio 100/80 or 1.25). In the FY76 formula, all items were measured.

The second reason for the larger range of scores in the FY76 formula is that several of the performance measures were revised to improve the formula. The third reason is that the method for adjusting for unemployment, the only external factor taken into account in the formula, was changed. Both of these changes were based in part on research results presented later in this Chapter where they will be discussed

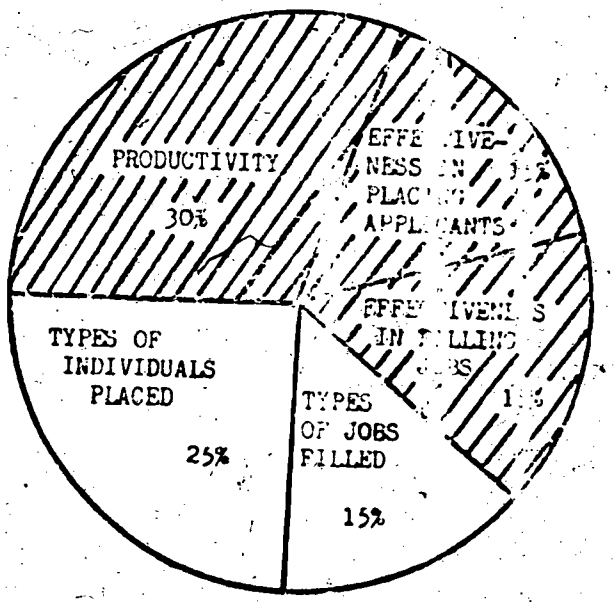
EXHIBIT
INITIAL BUDGET WEIGHTS

FY 1975 BPF



QUANTITATIVE PLACEMENT FACTORS	30%
QUALITATIVE PLACEMENT FACTORS	30%
DIRECT PLACEMENT SERVICES	60%
INDIRECT: EMPLOYER SERVICES	15%
TOTAL DIRECT AND INDIRECT PLACEMENT SERVICES	75%
EMPLOYMENT ASSISTANCE	25%
TOTAL	100%

FY 1976 REVISED BPF



PRODUCTIVITY (PLACEMENT PERFORMANCE PER MAN YEAR WORKED)	30%
EFFECTIVENESS IN PLACING APPLICANTS	15%
EFFECTIVENESS IN FILLING JOBS	15%
TOTAL QUANTITATIVE FACTORS	60%
TYPES OF INDIVIDUALS PLACED	25%
TYPES OF JOBS FILLED	15%
TOTAL QUALITATIVE FACTORS	40%
TOTAL	100%

The summary score is used to compute performance-adjusted man-years for the next fiscal year, from a starting point of the current fiscal year allocation. To limit the overall effect of the BPF on the state allocations, to plus or minus 10 percent, a range designed to avoid disruption due to too large an increase or decrease in funds, a compression factor was applied to the resultant scores, as shown in the examples in Appendix A (Table 6 for FY75 and Table III for FY76). The actual computation steps used in the BPF to determine the final allocation for each state are rather confusing and tend to obscure the real effect of the BPF on allocations. These steps show initial adjusted man-years, adjusted changes, interim allocations and the final basic allocation. Reduced to its simplest form, the BPF summary score has an effect only on relative shares of ES resources. A state that has 10 percent of national ES man-year resources this year and has performance equal to the national average will get 10 percent of next year's man-years (adjusted for unemployment). A state starting with 10 percent that has a performance score of 110 percent would get 11 percent of next year's resources; if its score is 90 percent, it will get 9.1 percent. The arithmetic statement of this is in Appendix B.

The published computational steps also obscure the effects of national policy decisions. For FY76, the final published Table III. C. 8 showed that the amount of funds available for distribution through the BPF was about 20 percent less than the amount needed to fund the man-years "needed" by the states. Of the 20 percent, 5 percent was due to the method used to adjust for unemployment, 5 percent was due to changes in the method for funding labor market information services and immigration certifications, and the remaining 10 percent was due to a reduction in the national ES budget. The BPF performance adjustment had no effect on these changes, but the presentation of results does not make this clear.

C. Analysis of Internal BPF Performance Measures and Structure

1. Purpose and Method

The analysis of internal factors in the BPF was originally designed to answer four questions relevant to improving the BPF for FY 1977:

a. Of the performance ratios in the formula, which ones have the greatest effect on the initial adjusted allocation of man-years?

b. Which items appear to be duplicative of other items in the formula? What are the inter-relations among the items?

c. Are there scale effects, such that the absolute or relative size of the numerator or the denominator of the various ratios is closely related to the initial allocation?

d. How sensitive are the results to the policy weights and budget weights employed in the formula?

To answer these questions for the FY75 BPF and to test alternate versions of the FY76 BPF, a series of statistical analyses was performed with the state as the unit of observation:

a. Analysis of the simple correlations of each of the performance ratios with the initial change in man-year allocation, and with each of the other performance ratios identified duplicative and/or counter-productive elements in the FY75 BPF and indicated directions for changes in the BPF for FY76.

b. Step-wise multiple regression analyses, with the percent change in man-years as the dependent variable and the performance ratios as the independent or explanatory variables were used to identify:

   (1) Which of the performance ratios make the greatest contribution in a step-wise analysis;

   (2) Which variables are significantly related to the dependent variable when all variables are included.

c. A simulation model was developed which has the capability to project the effects of manipulation of performance measure data, the impact of alternate specifications of performance measures, the effects of different sets of policy weights, and the consequences of different budget weights. The simulation model utilizes a series of equations which correspond to the computational methods embodied in the FY76 BPF.

   Based on the results of the prior analysis, a series of scenarios was formulated in close cooperation with the Manpower Administration; the actual state performance data for FY73 and for FY74 were processed through the model; and the resultant projected man-year allocations for each scenario have been compared with the actual [illegible] to ascertain the sensitivity of the BPF to changes in each of the items.

2. Analysis of the FY75 BPF and use of the results in the FY76 BPF

a. Correlation Analysis

(1) Relationships between individual measures and the summary score

The first step in the statistical analysis was to examine the correlations among the factors in the FY75 BPF on a cross-sectional basis among the 52 states (including D.C. and Puerto Rico). The simple correlations of each of the 27 performance ratios, the unemployment rate, and the number of man-years paid are presented in Table II-1.

It was expected that, since each performance ratio is arithmetically related to the percent change in man-years, all performance correlations would be non-negative. As can be seen in Table II-1, this expectation was not fulfilled with respect to the group of ratios under the heading Percent of Individuals Placed by Type of Job. Only 3 ratios (Duration less than 4 days, Skill Level VI, and Wage Rate under $1.60) were significantly positively correlated, and all 3 had the lowest policy weight (1) in their group. One ratio (Duration over 150 days, policy weight 3) was negatively correlated.

The unemployment rate was not significantly correlated. The number of manyears paid was negatively correlated with percent change in man-years, which was expected, based on reports that the largest states faced the worst in the FY75 BPF allocation process. However, results presented later in this report lend to different interpretations in relation to both of these items.

(2) Types of Jobs

Table II-2 presents the correlations among the performance ratios for Types of Jobs. In the original plan for this analysis it was expected that significant positive correlations would be found between, for example, high-wage levels and high-skill levels, and between short-duration jobs and low-skill levels. To some extent, this hypothesis was confirmed. The percent of individuals placed in short-term jobs is [illegible] positively correlated with Skill Levels V and VI;

Table II-1 Correlation of FY75 BPF Performance Factors with Initial Percent Change in Man Years (dMY)

Performance Factor		Correlation with Percent Change in Man Years*
Individuals Placed, Percent of Plan (IP/Pln)		.447
Placement Transactions, Percent of Plan (P/Pln)		.518
Individuals Placed per Man-Year (IP/MY)		.845
Placements Transactions per Man-Year (P/MY)		.843
Percent of Target Groups Placed:		
Veterans	(V/VA&R)	.749
Minority	(M/MA&R)	.645
Poor	(P/PA&R)	.580
Handicapped	(H/HA&R)	.557
UI Claimants	(UI/UIA&R)	.581
Youth	(Y/YA&R)	.483
Older Workers	(O/OA&R)	.629
Percent of Individuals Placed by Type of Job:		
Duration:	Less than 4 days	.505
	4-150 days	.119
	Over 150 days	-.359
Skill Level:	I	-.274
	II	-.080
	III	-.291
	IV	.282
	V	.198
	VI	.470
Wages:	Under $1.60	.336
	$1.60-2.49	.071
	$2.50 and over	-.184
Penetration Rate		.831
Percent of Openings Filled		.846
Individuals Tested (GATB and NATB) as a Percent of Individuals Counseled		.522
Individuals Tested (Other) as a Percent of Openings Received		.293
Unemployment Rate		.070
FY73 Man Years Paid		-.313

*Correlation coefficient must exceed .300 to be statistically significant at the .05 level.

and the percent placed in long-term jobs is negatively correlated with percent placed in the lowest wage jobs. The other significant correlations between duration and skill, however, present a mixed picture.

Of most interest in Table II-2 are the correlations between measures of the same type. Among the Duration measures, percent placed in jobs over 150 days is negatively correlated with the other two categories. In particular, the correlation with percent placed in jobs 4-150 days is -.873, a negative correlation implying a direct trade-off between the two categories; similarly, among the $1.60 - 2.49 category and the $2.50 and over category. The Skill Level categories have a mixture of positive and negative inter-correlations.

The reason for the observed inter-correlations appear to have more to do with the technical specification of the measures than with the substance of the performance being measured. As an example, in the Duration measure, each category is defined as applicants placed in that category as a percent of all applicants placed. Therefore, arithmetically, if the percent in one category increases, the percent in one or both of the other two must decrease. Furthermore, since the policy weights give higher rewards for increased percentages in the longer duration categories, there is an incentive to manipulate the data by recording on the original job order form, the highest Duration code, and similarly for Skill Level and Wage Rate. Because there was no item in the FY75 BPF to counterbalance such manipulation, states may well have undertaken it. Recommendations to correct this problem are reflected in the FY76 BPF analyzed in Section II-B.

(3) Target groups

Finally, a set of correlations was studied to test the hypothesis that those states who placed higher relative emphasis on service to the disadvantaged and to other special target groups were penalized by the FY75 BPF. Such a hypothesis can be derived from a conceptual framework which deals with a given labor area, at a given point in time, with relatively fixed resources. (This is equivalent to treating the ES as a two-product firm operating on a Marshallian [illegible]) We see that such a hypothesis, even if true, would not necessarily be testable using aggregate statewide data reflecting ES adjustments to changing policies, priorities and resources over time.

Table II-2 Correlations among Performance Ratios for Percent of Individuals Placed by Type of Job

	Duration			Skill						Wages		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Duration:												
(1) Less than 4 days	1.000	-.027	-.464	-.082	-.142	-.548	.261	.418	.717	.267	-.264	.123
(2) 4-150 days		1.000	-.873	.131	.517	-.346	-.408	.106	-.258	.212	-.077	-.033
(3) Over 150 days			1.000	-.076	-.388	.574	.234	-.298	-.121	-.318	.198	-.031
Skill Level												
(4) I				1.000	.006	-.093	-.216	-.144	-.030	.045	-.032	.009
(5) II					1.000	-.382	-.376	-.385	-.371	.043	-.119	.096
(6) III						1.000	-.172	-.379	-.462	.059	.093	-.122
(7) IV							1.000	-.159	.486	-.065	.136	-.101
(8) V								1.000	.314	-.089	.004	.042
(9) VI									1.000	-.009	-.162	.164
Wages:												
(10) Under $1.60										1.000	-.234	-.283
(11) $1.60 - 2.49											1.000	-.866
(12) $2.50 and over												1.000

From the correlations presented in Table II-1, it is clear that better service to the target groups is positively correlated with the FY75 BPF allocation. Table II-3 displays the correlations among several of these performance measures. The first item, Individuals Placed as a Percent of Plan (IP/Pln) is significantly correlated only with percent of Openings Filled (OF/OR). The lack of a relationship to other items possibly reflects the fact that plans are adjusted quarterly via negotiation between the state and the regional office in response to changing conditions in the state. For this reason and because the planning process as a whole has imprecision, it is recommended that performance in relation to plan be eliminated from the BPF.

Of significant interest is that the rate of Placements per man-year (IP/MY) is positively correlated with the percent of each target group placed and with penetration of the job market (OR/Emp and OF/OR). In addition, the placement rate for each target group is positively correlated with the rate for every other group and with penetration of the job market. These findings indicate that the better performance states tend to do a better job according to most measures of performanc

Two other items in Table II-3 are of interest. First, the state unemployment rate (U), which might be expected to be negatively related to ES performance, is in fact negatively correlated only with the placement rate for handicapped applicants. (The relationship of unemployment and other external factors to ES performance is further explored in Section C of this Chapter.) Second, size of the ES agency, as measured by man-years (MY), has a significant negative correlation with only 3 performance measures (IP/MY, P/PA&R, and OR/Emp), although it tends to be negatively related to all measures. It does not appear that size alone is a major factor in ES performance or in the FY75 BPF allocation process.

b. Multiple Regression Analysis

The correlation analysis presented thus does not permit conclusions about the sensitivity of the BPF allocation process to each of the factors when all factors are taken into account at the same time. For this purpose, multiple regression analysis is an appropriate tool. A step-wise analysis selects first the factors having the greatest value in explaining the end result and therefore identifies the factors

Table II-3 Correlations among Selected FY75 EPF Performance Measures*

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
(1)	IP/P[illegible]	1.000	.295	.174	.057	.020	.160	-.193	.020	.064	.166	.479	-.127	-.107
(2)	IP/[illegible]		1.000	.730	.577	.478	.512	.483	.378	.581	.646	.637	-.121	-.320
(3)	V/VA			1.000	.692	.494	.792	.794	.457	.867	.556	.618	-.254	-.108
(4)	M/[illegible]				1.000	.771	.631	.543	.663	.722	.527	.441	-.278	-.198
(5)	P/PA[illegible]					1.000	.520	.453	.549	.485	.592	.355	-.195	-.338
(6)	H/SH[illegible]						1.000	.819	.532	.774	.373	.422	-.427	-.220
(7)	UI/[illegible] &R							1.000	.460	.716	.347	.524	-.273	-.065
(8)	Y/YA[illegible]								1.000	.472	.440	.333	-.109	-.263
(9)	O/O[illegible]									1.000	.521	.487	-.269	-.011
(10)	OR/[illegible]										1.000	.544	.198	-.344
(11)	OF/O[illegible]											1.000	-.052	-.130
(12)	U												1.000	-.044
(13)	MY													1.000

*See Table II-1 for explanation of abbreviations

to which the allocation formula is most sensitive. Because each factor in the formula is arithmetically related to the end result of the formula through policy weights and budget weights, one would expect the regression analysis to explain 100 percent of the variation in end results (and in fact the equations should become overdetermined).

Appendix C.1 presents the detailed results of the analysis. The dependent variable was percent change in man-years. The independent or explanatory variables include all 27 FY75 BPF performance ratios, plus FY73 total man-years (included to test the partial relationship of this item to the dependent variable). Of all 27 performance ratios, only 10 were statistically significant in the analysis. This is due primarily to the inter-correlations among the ratios, especially those relating to Types of Jobs. FY73 man-years also was not significant.

However, the single most important factor both as measured by size of coefficient and by percent of variance explained is the unemployment rate. (This result is reliable, because the unemployment rate is uncorrelated with the performance measures.) The size of the impact is attributable both to the size of the adjustment in FY75 BPF Table 3 and to the fact that the adjustment applies uniformly to 60 percent of the formula weight. (In fact, the adjustment applies to 75 percent of the variable portion of the formula. Deducting the 20 percent fixed weights in Table 5, leaves 80 percent variable weights. 60/80=.75.) the unemployment rate by itself bears little relationship to the individual ES performance ratios, it is clear that the BPF allocation results are unduly affected by the FY75 method of adjustment.

Additional analyses were performed, using policy-weighted performance ratios, credit indexes, and adjusted budget weights as the explanatory variables. In each case, the results with respect to unemployment were similar, although the analysis using adjusted budget weights obviously showed all factors as significant, due to the arithmetic relationship to the dependent variable.

c. Simulation

To permit testing the effects of various manipulation scenarios for the FY75 BPF and to test alternate formulations of the FY76 BPF, a generalized simulation model was created. The general formula for the model is similar to that in Appendix B.

The simulation system relies upon a data base of ES performance data for each. For the FY75 BPF, this data base was created directly from performance data contained on the BPF forms. For FY76 testing, FY74 performance data was extracted from ESARS tapes containing FY74 reports from each of the 52 states. All policy weights were external parameters which would be modified at will. Policy weights (PW) are integers which can be set at any value. For example, to exclude any particular performance ratio from a particular test of the formula, the PW can be set to zero and similarly for budget weights.

In preparation for the October 23, 1974, BPF Review Meeting, three simulations were performed, even though none was planned prior to December 1, according to our original project schedule. The results of these simulations are summarized in the first three tables of Appendix D. In the first simulation, each of 51 states (excluding Puerto Rico) was assumed to have achieved a 10 percent increase in productivity for placement transactions, with all other performance relationships (ratio of transactions to individuals placed, placement rate of target groups, etc.) held constant.

Overall, 7 states, including 4 of the 8 lowest performing and 3 of the 5 highest, would have experienced no significant improvements in man-year allocations had they had 10 percent higher productivity, 4 states would have improved by an average gain of approximately 10 percent and the remaining 40 states would have improved by an average of about 5 percent.

Next, it was assumed that each state would manipulate data on Types of Jobs such that 10 percent of placements would be reported in the next higher category for each of the items in FY75 BPF Table 2B. Only 2 states would have benefited more than 5 percent from the manipulation.

In the third simulation it was assumed that the unemployment rate adjustment was eliminated from the FY75 BPF. If this were done, 11 states would have gained at least 5 percent in man-year allocation, 10 states would have lost 5 percent and 30 states would have stayed the same. The distribution change is fairly even throughout the range of actual percent change in man-years, indicating that the unemployment rate adjustment affected the low-performing states and the high-performing states equally, although not necessarily equitably.

d. Summary

Simulations of the FY75 BPF were limited to the three described herein, because ES national, regional and state recommendations, and the results of the analysis reported herein all pointed toward significant revisions in the BPF for FY76 which, while retaining most of the basic concepts of the FY75 BPF, would improve the formula, increase incentives to improve ES performance, and reduce the potential for manipulation. Briefly, the combined recommendations included elimination of planned performance, addition of measures of penetration of the potential applicant market, revision of the specification of measures of types of jobs, replacement of the counseling and testing items, and elimination of fixed items.

3. Analysis of the BPF for FY76

a. Introduction

As indicated in the preceding Section, a number of changes were recommended for incorporation into the FY76 BPF, based on research and upon the actual experience in using the FY75 BPF. To test the effects of these changes, the general simulation model was used to test several versions: a Replication of the FY75 BPF using new (FY74) performance data; and alternate BPF's reflecting new specifications of performance ratios.

The principal differences between the FY75 BPF and the alternatives tested were as follows, with reference to FY76 BPF Table numbers (see Appendix A):

(1) The measure of penetration of the Job Market (IC1a.) includes all nonagricultural employment, because the ES nationally is placing individuals in construction and government in approximately the same percentages as employment in those industries is of total U.S. employment. In addition, agricultural employment was included.

(2) Item IB1. was added to measure effectiveness in serving the ES client potential. The measure is new applicants and renewals as a percent of total unemployment.

(3) Item IIA1. Placement Rate of Target Groups has been expanded to include women and migrants as target groups.

Women were included because national data show that the placement rate of women is lower than men, total and in the minority and poor target groups; that women are under-represented among the other target groups, especially veterans; and that women are more likely to be placed in jobs with low wage rates.

Migrants were included in response to recent court decisions and MA policy responses, although data were available only for the period 7/1/74 to 12/31/74.

(4) Item IIIB. measures openings filled in each category as a percent of openings received in that category, and replaces percent of applicants placed.

(5) Item IIA2. measures effectiveness in placing counseled applicants and replaces the testing items.

(6) No hold harmless provisions or adjustments for external factors were included, pending further budget information and completion research into external factors.

b. Comparison of results from FY76 alternates with FY75 replication

Appendix Table D.4 presents detailed state-by-state results of the simulations. For comparison, actual results from the FY75 BPF are also presented. Appendix Tables D.5 through D.9 summarize the results obtained by comparing the percent change in man-years for FY75 with the percent change that would result from each of the four simulations for FY76.

In general, states that did well under the FY75 BPF would also do well under each of the tested alternate versions, and vice versa, although the dispersion of change was greater for the 3 alternate formulas. An initial examination was conducted which focused on states experiencing extreme changes from FY75 as compared with the simulation.

In the first case, one state (Washington) which had less than 5 percent gain in FY75 had an indicated increase of over 25 percent in the FY75 Replication, and had even greater gains in each of the alternatives because the state reported much higher performance in FY74 than it had in FY73. It increased the total number of individuals placed (as opposed to a general decrease), placements per man-year, its placement rate for each target group, and its penetration rate. At the same time, the ratio of placement transactions to individuals placed dropped from 2.36 to 1.44. These gains were all greater than the national average, and cause the high results on all simulations.

In the second case, a state (Michigan) which had a slight loss in FY75 (-3.68 percent) would experience a loss of more than 28 percent according to each of the alternate formulas and an 11 percent loss on the Replication. Michigan increased its productivity, both absolutely and relative to the national average, but its combined placement rate for target groups fell absolutely (and from 69 percent to 56.8 percent relative to the national average, which increased.)

Penetration of the employment market also dropped slightly. The larger loss for Michigan under the three alternates as compared with the FY75 Replication derives from 3 additional factors:

(1) Michigan's penetration of the applicant potential (defined as new applicants and renewals as a percent of unemployment) was 58.6 percent of the national average, and percent placed was 92.5 percent of the average. This may be due in part to factors in the auto industry, because 47.36 percent of applicants were UI claimants (the group with the lowest national placement rate), compared with 32.83 percent nationally.

(2) Michigan received a 2 percent increase in man-years as a result of the unemployment adjustment in the FY75 Replication, omitted from the alternates.

(3) Michigan did better than the national average on Types of Jobs under the FY75 Replication, but did worse under the alternates. The comparison data presented in Appendix Table D.10 is illustrative of the impact of respecifying this item. For illustrative purposes, data is also presented for Oklahoma. (In both cases, the data for alternative A exclude agricultural jobs.)

Under the FY75 Replication, Michigan exceeded the national weighted average percent distribution of individuals placed by type of job for all three components of the formula, whereas Oklahoma was lower than the national average. Comparing the two states, Michigan had 9.8 percent of applicants placed in jobs of less than 4 days duration, compared with 18.5 percent for Oklahoma; it had 58.0 percent placed in jobs paying more than $2.50, compared with 28.9 percent for Oklahoma.

Under the FY76 Alternate A, Michigan was lower than the national average weighted percent of openings filled by duration and skill level, but was higher for openings filled by wage rate. Oklahoma filled a higher percent of jobs than the national average in every category, and shows a substantial gain as a result.

The two different specifications of these measures are both intended to provide an incentive to states to place applicants in the highest quality job consistent with their skills, abilities, etc. FY75 BPF Table 2B provides this incentive, but it may penalize those states having relatively fewer long-term, higher-paying jobs. The FY76 BPF provides an incentive to states to fill all openings received, and the policy weights provide an incentive to fill higher-quality jobs. It will be noted that the national averages for percent of jobs filled for Duration under 4 days and for Skill Level II (Clerical, Sales and Service) are nearly 100 percent, indicating that perhaps there should be no weight given in the formula.

c. Sensitivity Analysis of the FY76 BPF

To test the sensitivity of the three FY76 Alternates, the correlation and regression analysis techniques applied to the FY75 BPF were repeated. The correlation analysis results can be summarized very concisely. All performance ratios except individuals counseled as a percent of new applicants and renewals were positively correlated with the percent change in man-years in all alternates, even when budget weights for the items were used. This result occurs because no performance ratios were negatively inter-correlated, and most were positively inter-correlated. The tables of correlations

between FY74 and FY75 performance measures and the percent change in man-years is shown in the following table. Similarly, the regression analysis results can be quickly summarized. Because the variation in percent change in man-years was a direct arithmetic function of the performance ratios with no independent variation introduced by external factors such as the unemployment rate, the equation became overdetermined when the last variable is included and there was no residual variation. The coefficients of all ratios are positive and statistically significant. In the actual FY76 BPF, there was some residual variation, due to the unemployment adjustment, as shown in Appendix C.1 and C.3.

Correlation of FY74 and FY75 Performance Data with FY76 BPF Percent Change in Man-Years (dMY)

Performance Factor		Correlation with Percent Change in Man Years* FY74	FY75
Individuals Placed per Man Year (IP/MY)		.837	.898
Placement Transactions per Man Year (P/MY)		.866	.851
Applicants Served (A&R/UNEMP)		.533	.517
Placement Rate (IP/A&R)		.816	.800
Non-Agricultural Penetration (OR/Non-Ag EMP)		.732	.769
Non-Agricultural Fill Rate (OF/OR Non-Ag)		.769	.678
Agricultural Fill Rate (OF/OR Ag)		.401	-.007
Percent of Target Groups Placed:			
Veterans	(V/VA&R)	.766	.803
Minority	(M/MA&R)	.594	.731
Poor	(P/PA&R)	.680	.558
UI Claimants	(UI/UIA&R)	.653	.478
Migrants	(MG/MGA&R)	NA	.193
Women	(W/WA&R)	.759	.721
Handicapped	(H/HA&R)	.734	.796
Older Workers	(P/OA&R)	.817	.779
Youth	(Y/YA&R)	.606	.622
Individuals Counseled (IC/A&R)		-.055	.146
Individuals Placed After Counseling (IPC/IC)		.519	.445
Percent of Individuals Placed by Type of Job:			
Duration: Less than 4 days		.274	.186
4-150 days		.643	.427
Over 150 days		.760	.617
Wages: Under $2.50		.686	.453
$2.50-$3.49		.724	.590
$3.50 and Over		.488	.672
Skill Level: I		.354	.383
II		.765	.624
III		.747	.516
IV		.677	.649
V		.536	.261
VI		.435	.295

*Correlation coefficient must exceed .300 to be statistically significant at the .05 level

4. Remaining problems in the internal structure of the BPF

In the process of developing the Balanced Placement Formula and revising it for use in FY76, considerable time and attention was paid to including all quantitative and qualitative measures of ES performance, to reflecting the many legal and judicial mandates for services to special groups, and to providing incentives for state agencies to improve both the quality and quantity of service. The incentives are reflected in the policy weights and budget weights assigned to each of the performance ratios. Although the BPF weights give a surface indication of incentives, they do not take into account some very important aspects of the problem of weighting the parts of a summary measure.

First, the effective weight of a part of a summary measure has two components: its explicit weight in the formula, and its effective weight deriving from its variability. To illustrate the problem, consider Table II-4 on the following page. Column (2) shows the actual budget weights assigned in the BPF for the quantitative performance measures, and column (3) shows the ratio of each to the weight for individuals placed per man-year (IP/MY). This column shows that it was intended to give half as much weight to placement transactions (P/MY), 40 percent as much weight to the placement rate (IP/AR), etc.

The effective relative weights shown in column (6), however, are quite different for most items, because the standard deviations of most of the ratios are quite different from that of the first ratio, as shown in columns (4) and (5). The placement transactions per man-year has an effective relative weight equal to 77 percent that of individuals placed per man-year, while the effective weight of the placement rate is only 7 percent as much, instead of the intended 40 percent. Similar calculations could be made with respect to the qualitative BPF measures. To correct for this problem, it is necessary to compute correction factors for each measure, dividing the desired budget weight by the standard deviation of the measure. Multiplying each actual performance ratio for each state by the appropriate correction factor will result in adjusted performance ratios that enter into the formula with the desired effective weight.

Table II-4 Variation and the True Effective Budget Weights of Selected Performance Indicators Used in the FY 1976 BPS

Indicator	FY74 Average (1)	Components of Effective Weight: FY76 Budget Weight Actual % (2)	FY76 Budget Weight Ratio to IP/MY (3)	Variation Standard Deviation (4)	Variation Ratio to IP/MY (5)	Effective Relative Weight [(3)X(5)] (6)	Correction Factor for Desired Weighting [(2)÷(4)] (7)
Individuals Placed per Man-Year Worked (IP/MY)	139.2	.20	1	41.4	1	1	.0048
Placement Transactions Man-Year Worked (P/MY)	284.3	.10	.50	64.0	1.55	.77	.0015
New Applicants and Renewals as a Percent of the Number Unemployed (A./U)	80.1	.07	.35	41.2	1.00	.35	.0017
Individuals Placed as a Percent of New Applicants and Renewals (IP/AR)	26.6	.08	.40	7.0	.17	.07	.0114
Nonagricultural Openings Received as a Percent of Employment (OR/E)	10.0	.05	.25	5.2	.13	.03	.0096
Nonagricultural Openings Filled as a Percent of Openings Received (OF/OR)	62.3	.06	.30	12.5	.30	.09	.0048
Agricultural Openings Filled as a Percent of Openings Received	96.2	.04	.20	16.9	.41	.08	.0024

The second problem is even more complex. As shown in the correlation Table on the following page, there is substantial inter-correlation among the several quantitative BPF performance ratios, with one exception. There is similar inter-correlation among the qualitative factors, and in particular between the total placement rate (IP/AR) and the placement rates for the individual target groups. As stated previously, the inter-correlation indicates that better performance states tend to do better on all measures of performance.

The problem for the BPF is that the inter-correlation leads to double counting. Consider two arbitrary performance ratios that are perfectly correlated with each other, such that when one increases by one point, the other increases by the same amount. Then both must be measuring the same thing, and either could do as well as the other. When both are included in a composite formula such as the BPF, the effect is to double count the measure. There is a complex method that can be used to correct for the problem, but a simpler approach is to limit the number formula to statistically independent measures. It had been planned to perform a factor analysis to identify such independent measures, but this was not completed. However, analysis being conducted by the USES National Office staff is proceeding along those lines.

Finally, although improvements were made by including counterbalancing items in the FY76 BPF, a number of the performance measures can be manipulated to the advantage of the states. In particular, there are 11 performance ratios whose total budget weights add up to 30 points that have a number of new applicants and renewals as the denominator, while only one counterbalancing measure with a budget weight of 7 percent has that number in the numerator. Since the number of new applicants and renewals registered with the ES is in part under the control of the ES, there is a 30 to 7, or 4 to 1, incentive against registering individuals who have not been placed. There is a similar incentive against reporting job openings that have not been filled.

We do not recommend that there should be incentives for merely registering applicants or listing job openings. However, the work application and the job order are basic documents necessary for serving applicants and employers at the operating level. With the increased

Table II-5 Correlations Among Performance Ratios for FY74 Performance Data Used in the FY76 BPF

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1) I[illegible]	1.000						
(2) P/MY	.853	1.000					
(3) A&R/Unemp	.450	.542	1.000				
(4) I[illegible]	.671	.709	.424	1.000			
(5) OR/Non-Ag Emp	.521	.709	.659	.600	1.000		
(6) OF/OR Non-Ag	.648	.746	.378	.536	.512	1.000	
(7) OF/OR Ag	.316	.419	.013	.235	.017	.425	1.000
V/VA&R	.588	.697	.478	.874	.601	.571	.255
M/MA&R	.569	.442	.094	.646	.497	.288	.061
P/PA&R	.458	.558	.420	.734	.503	.448	.199
UI/UIA&R	.499	.578	.412	.784	.557	.408	.090
W/WA&R	.639	.640	.418	.956	.604	.451	.144
H/HA&R	.587	.681	.569	.810	.558	.506	.167
O/OA&R	.688	.755	.424	.872	.636	.571	.284
Y/YA&R	.447	.449	.273	.832	.483	.348	.112
(8) IC/A&R	-.190	-.116	.014	.008	.021	-.108	.070
(9) IPC/IC	.477	.433	.447	.466	.436	.498	.039
Duration:							
Under 4 days	.331	.165	-.200	.165	.245	.206	-.010
4-150 days	.631	.562	.129	.373	.307	.688	.526
Over 150	.689	.710	.413	.505	.462	.949	.383
Wages:							
Under $2.50	.583	.670	.323	.458	.379	.912	.529
$2.50 - 3.39	.588	.688	.314	.471	.494	.936	.360
$3.40 & over	.521	.527	-.147	.274	.226	.650	.360
Skill Level:							
I	.267	.327	.074	.176	.233	.522	.197
II	.704	.659	.301	.526	.503	.909	.289
III	.744	.742	.397	.494	.484	.881	.432
IV	.562	.681	.348	.489	.441	.945	.323
V	.458	.570	.211	.343	.172	.740	.754
VI	.241	.456	.245	.230	.358	.595	.436

use of automated aids to the placement process, it is imperative that accurate files be maintained to permit the greatest amount of service to the community. Therefore, we recommend that measures of ES performance be developed and used in future funding allocation formulas that neither encourage nor discourage applicant registration and job listings. Measures of this type are described in the Methodology Guide, Volume 3 of this report.

D. Analysis of the Effects of External Factors on ES Performance

1. Purpose and Method

The analysis of the relationship of external factors to ES Performance was initiated to research several issues related to the BPF funding allocation process. First, it is intuitively obvious that such factors as labor market size and complexity, composition of employment, characteristics of the labor force, and unemployment have an effect on ES performance, and it was assumed that State ES agencies should not be penalized for poor performance due to factors beyond their control. Second, the unemployment rate *per se* was found to be an inadequate reflection of the influence of the external factors. Third, it seemed desirable to set output performance standards based upon the performance of similar states, rather than national average performance. Finally, it would be preferable to set realistic performance goals based on the potential market and need for public ES services and to measure performance against potential, rather than against national average performance.

The following factors were hypothesized to be related to ES performance:

a. Stable external factors

(1) Industry composition

It was hypothesized that the higher the percentage of employment in construction, manufacturing and government, the lower ES performance would be, because each of these industries has distinct hiring channels. Direct measures of concentration, dispersion, and the number of alternate hiring channels have not been developed.

(2) Labor force composition

Results of analyses by the Center for Applied Manpower Research showed the percentage of labor force in low-wage, low-skill occupations to be positively related to ES performance at the state level, but percent in minority groups was not related.

(3) Size of area

The hypothesis was that ES performance will be lower in larger areas due to the existence of competing institutions and agencies.

b. Volatile external factors.

(1) Unemployment

It is often assumed that ES performance will be lower where the unemployment rate is high. Analysis of the internal factors in the FY75 BPF resulted in the conclusion that the unemployment rate per se did not have a consistently significant relationship to performance, and other measures were tested.

(2) Growth

The hypothesis was that ES performance will be higher where there is a higher rate of growth in employment.

(3) Policy and law factors

It was hypothesized that policies and laws such as those that require the ES to perform enforcement activities, provide work tests, and list openings from federal contractors will result in lower ES performance.

The analysis was conducted in two major phases. In the first phase, analysis focused on the effects of external factors on ES performance at the state level, in part because it was hoped that some of the results could be utilized in the FY76 funding allocation process, in part because USES wanted to explore the feasibility of setting ES output standards based on groupings of states, and in part because state-level data on ES performance was readily available. In this phase, several different combinations of factors were tested, and the results of some of the tests are described below.

The second major phase focused on the effects of external factors on ES performance at the labor area level. The hypotheses listed above are derived from a conceptual framework that relates to individual labor areas. By definition, the labor area is an integrated social economic system. It constitutes the environment within which ES services are actually provided through approximately 2500 ES local offices, each of which is a locally-managed entity in a distinct labor market, with specific objectives, approaches and performance results that are dependent in part on local conditions. Although the state is the key level for funding allocations and for policy definition, state-level data on performance and on external factors are at best aggregations of data from individual labor areas.

The primary method used in the analysis of the effects of external factors on ES performance was multiple regression analysis. The regression technique proceeds by calculating the statistical relationship between each of the external factors and productivity when all factors are taken into account at the same time. The results from this step show how much performance increases or decreases in response to an increase or decrease in each factor and shows how much of the variation in performance is accounted for by the variations in the external factors when all factors are included. The final step in the regression analysis is to predict performance for each state and to compute the deviation from actual performance. For the prediction equation, a regression coefficient is calculated for each external factor. The regression coefficient for each factor indicates the amount by which productivity is expected to increase (or decrease) as a result of a one-point increase in that factor, holding all other factors constant. A constant term is also computed. (See Appendix E. for detailed results.) As used in the analyses reported below, the results show the factors that are significantly <u>associated</u> with high or low ES performance, but one cannot assume they <u>caused</u> the observed differences. Rather, the significant factors are in the nature of constraints that show the effect on differences from average performance.

2. Analysis Results at the State Level

   a. The results of the first stage of multiple regression analyses are presented in Appendix Tables E-1 to E-4, where external factors were included in the equations with the dependent variables being ES performance

   results are not entirely consistent, several findings emerge.

First, the percent of low-wage, low-skill workers in the labor force is an important factor in explaining variation among the states in individuals placed per man-year (as was noted by the Center for Applied Manpower Research), placements per man-year percent of openings filled, and percent of applicants placed. This may be interpreted to indicate that the ES does a better job serving low-wage workers, or that low-wage workers and low-paying employers represent the primary market for ES services. As a classification principle for grouping states, the item has the severe limitation that it is available only for 1970.

The penetration rate is related primarily to two factors, the rate of growth in total employment and the rate of new hires in manufacturing. The rate of growth in employment tends also to be significantly related to placement productivity, while the rate of new hires in manufacturing is related only to penetration rate and to percent of openings filled. Percent of employment in each industry group tends to be related to ES performance, but in different ways depending on which measure is used and for which year.

Among the factors expected to have some consistent relationship to ES performance were the unemployment rate, the rate of change in the unemployment rate, and percent of U.S. employment, especially in a multi-variate analysis. The results obtained from the first-stage analysis did not confirm this expectation.

In response to the growing national concern with rising unemployment and its consequences for the operation and effectiveness of the Employment Service, research into the influence of external factors on the ES system was gradually changed from attempting to develop a typology or method of grouping states to analyzing the relationship between ES performance and unemployment. The immediate, specific goal was to develop recommendations for the best and fairest method of reflecting unemployment in the funding allocation process. Beyond that, the analysis leads to some broader conclusions which may be important inputs to the policy-making process.

In this stage, 10 factors were used as explanatory variables in a multi-variate analysis to explain variations among the states in individuals placed per man-year in FY74, a key measure of ES efficiency. (See Appendix Tables E-5 and E-6.) This analysis included 3 measures relating to unemployment. The correlations of the FY73 unemployment rate and the percent change in unemployment with individuals placed per man-year were not statistically significant. The third variable, claimants as a percent of new applicants and renewals, had a -.702 correlation (the highest of all variables), indicating that ES productivity was lower in the states having higher percentages of claimants registering with the ES. (Productivity was positively correlated with growth in employment, percent employed in contract construction and in government, and with percent low-wage workers.)

The results of the multiple regression analysis yielded significant factors when all ten factors were entered into a stepwise regression analysis. Of these factors, UI claimants as a percent of new applicants and renewals was clearly the most important, as indicated by the fact that it had the largest Beta coefficient (21 percent larger than the next highest). It was also the first variable selected in the analysis and, by itself, explained 49 percent of the variance among the states in productivity. The regression coefficient (b) shows that a one-point increase in the claimant percentage is associated with a .958-point decrease in productivity, or a drop of nearly one individual placed per man-year.

Finally, analyses were conducted on the effects on productivity as measured in the FY76 BPF. Five factors were included:

a. Percent of new applicants and renewals who were claimants. The results indicate that those states with high percentages of claimants have lower-than-average performance.

b. Rate of growth of employment. A higher rate of growth is associated with higher productivity, although the relationship was not significant with FY74 productivity.

c. Percent of workers in the state who are low-wage and low-skill. A higher percentage was associated with higher productivity.

d. Employment in the state as a percent of national employment. A higher percentage was marginally associated with lower productivity.

e. Unemployment in the state as a percent of total national unemployment. A higher percentage was marginally associated with higher productivity, possibly because where more people are unemployed, the average quality (skills, experience, education, etc.) of the unemployed individual is higher.

3. Analysis of Factors at the Labor-Area Level

Performance data were available for the first half of FY75 for 80 of the 150 major labor areas and for all states. Data was used in the analysis for the 80 labor areas and for 48 balance-of-state areas, which included all cities and towns outside the 80 SMSA's (Alaska was eliminated from the analysis due to extreme economic conditions; no data was available on external factors for Puerto Rico; the District of Columbia has no balance-of-state; and no data were available for the small portion of Rhode Island outside the Providence SMSA.) Four performance measures were used in the analysis: individuals placed as a percent of new applicants and renewals (IP/AR), and openings filled as a percent of openings received (OF/OR), both of which are BPF performance measures; also, individuals placed as a percent of the estimated number unemployed, and openings filled as a percent of nonagricultural employment (OF/E), both of which are composites of two BPF measures and indicate performance against potential. Productivity (individuals placed per man-year) could not be measured because man-year data were not available for the labor areas.

The external factors included in the analysis, and the results for each were as follows (the regression results are shown in detail in Tables E-8 to E-11).

a. Rate of growth of employment. Although this factor was significant at the state level, it was not significant at the labor-area level, perhaps due to correlation with industry variables.

This measure of size was significantly negatively related to all performance measures, indicating that larger areas have lower performance.

c. Area unemployment as a percent of the national number of unemployed individuals. This factor was positively related to three of the measures, the exception being OF/E. This is also in part a measure of size; however, one can speculate that the larger the pool of unemployed individuals, the higher the average skills, experience, education, etc., of the unemployed individual, especially during a period of rising unemployment.

d. Unemployment rate. In contrast to findings at the state level, the unemployment rate was significantly negatively related to two BPF measures of performance, IP/AR and OF/OR, indicating the need for further examination.

e. Industry composition (percent of area employment in construction, manufacturing and government). The results were quite mixed. Of the significant results, percent of employment in contract construction was negatively related to OF/OR, but positively related to OF/E; the percent of employment in manufacturing was negatively related to IP/AR and OF/OR; and the percent of employment in government was positively related to OF/E. The remaining industry groups were omitted from the analysis because there was no structural hypothesis relating them to ES performance. It is quite possible that further analysis should also take into account the composition of growth in employment by industry.

f. UI claimants as a percent of new applicants and renewals. This factor was negatively related to all four performance measures, even though the analysis also took into account two measures of unemployment.

g. Size class. Four specific size classes were included in the analysis: SMSA's over 3 million population, of which there are three; SMSA's 1 to 3 million, of which there are 9; SMSA's under 1 million, of which there were 68 in the analysis; and 48 balance-of-state areas. These were included in addition to the other size variables to test whether or not grouping of areas by size was better than using the continuous size variable. Because the sizes of classes are correlated with the other measures of size, and because the stepwise regression program was permited to select any three of the four, the actual numeric results are not useful.

What is important and merits further analysis is that the size classes tended to be statistically significant, even when all other variables were included. This has implications for the grouping of labor areas for the purpose of setting output standards that should be explored further in a future development program.

Overall, the external factors appear to have explained less of the variance in ES performance at the labor-area level than in the analyses at the state level. One technical reason for this is that only 80 of the 150 major labor areas were included as data points in the analysis, while the remaining 70 were lumped into their respective balance-of-state totals, due to lack of data. Some of the 80 areas included are smaller than some of those omitted. Data can be obtained directly from the states for areas that do not submit reports via ESARS to the national level. Tests using that data should explain more of the variation. It is also possible that a larger component of the variation at the labor area level is due to variation in local ES management, which could not be explained by external factors. Finally, no measures of labor force composition were included in the analysis, a conceptually significant omission.

In summary, the multiple regression results tend to be somewhat confusing and unstable, due primarily to inter-correlations among the various external factors. Further analysis is needed to examine the patterns of inter-correlation, to select items for retention, and to perform additional analyses. Given the results to date, it is not certain that a sufficiently small number of significant factors appear which explain variations in ES performance measures so as to permit development of meaningful and comprehensible groups of states for purposes of setting performance goals and standards.

4. Comparison of regression results with BPF results at the state level

Although the regression analysis has not yet pinpointed specific factors for the purposes intended, the overall results can be used in analysis of the impact of external factors on individual state performance. Using the results of the regression analysis of the relationship between individuals placed per man-year and the external

according to the amount of the residual difference

between placements per man-year predicted by the formula and actual placements per man-year. These states having actual performance much higher than predicted (approximately one standard error higher) have been classified in the "High" productivity group, states between the expected and one standard error above in the "Above Average" group, those below expected in the "Below Average" group, and those more than one standard error below in the "Low" group.

Similarly, those states having an FY76 BPF score of 29 percent or more (approximately one standard deviation) above the mean have been classified in the "High" BPF group, those with a loss of 13 percent or more in the "Low" group, and the remainder divided into above and below average.

The basic philosophy underlying the BPF and the related performance standards development project is that states should be rewarded for overall performance which is better than expected, and vice versa. The tabulated results in Table II-6 with respect to placement productivity show that the majority of the states received a "fair" result, comparing actual BPF grouping with the adjusted productivity grouping. However, the results show 7 states having a below-average BPF score had high actual productivity when compared with predicted, and 11 other states had the converse situation.

E. Interpretation and Recommendations

1. Registration of claimants

The statistical analysis results presented above clearly indicate that the percentage of new applicants and renewals who are claimants is a major factor in explaining differences in ES performance among the states, although additional research is needed to obtain more complete and precise results. This finding has major policy implications because the claimant percentage is a function both of the rate of unemployment in a state and of state law and policy relating to application of the work test to new claimants.

Claimants who are on temporary layoff and expecting recall have little incentive to actively seek a new job. If state law or policy requires the ES to take work applications for such claimants, this might be

Table II-6. FS Productivity by State

Actual Productivity (BPF Score)	Actual Compared with Predicted Productivity: High	Above Average	Below Average	Low
High	VA, MS, IA, WA	AZ		
Above Average	MO	WV, GA, KY, NB, ND, UT, CA, ID, OR	AL, FL, SC, AR, LA, NM, OK, TX, CO, MT, WY	
Below Average	NH	MA, VT, MD	ME, DE, NC, IN, MN, WI, KS, HI	PA, TN, SD, NV
Low		CT, RI, NJ	IL	NY, MI, OH

described as a workload item from which no end-product will result. Even if such claimants later learn that the layoff is permanent, and therefore begin to actively seek a new job through the ES, it is likely that the original work application would require thorough review and revision.

To illustrate the importance, take the case of New Jersey, which had an unemployment rate of 6.8 percent during 1973, approximately the same as in 1974, and which required virtually all claimants to register. 61.34 percent of New Jersey's new applicants and renewals were claimants of whom only 5.59 percent were placed. Data prepared by the state indicate that 44 percent of claimants were on temporary layoff. If these claimants had not been required to register, claimants new applications and renewals would have dropped by 169,000, and if the number of claimants placed did not change, then the placement rate for claimants would have increased to 9.98 percent. Estimating other effects on the state is difficult. If one uses the conservative figure of 15 minutes per new application or renewal and assumes an equal time expended on unproductive claimant referrals, then about 46 additional ES man-years would have been available for productive purposes and perhaps as many as 3600 additional individuals could have been placed, ignoring any related nonplacement or overhead time. Of course such estimates are based on many questionable assumptions.

When all external factors including the claimant percentage are included in a predictive equation, the actual performance of such low-performing states as Connecticut, Rhode Island and New Jersey is in fact better than predicted. On this basis, the performance of those three states is no worse than the performance of Arizona. Similarly, a large group of states whose actual performance is above average are performing at less than expected rates. The difference among the states in claimant percentage accounts for many of the differences observed. (One test of a similar measure of the effects of welfare and food stamp applicants showed non-significant results.)

At a time when unemployment is rising rapidly, ES administrators often bemoan the diversion of staff from ES to UI at the local level and the probable diversion of resources from ES to UI from the national level all the way down. The analysis shows that, even in FY74 when average annual employment grew nationally,

substantial ES resources were diverted from serving active job seekers to taking unproductive applications for claimants as a result of state laws and policies. If similar laws and policies remain in effect under current economic conditions, the true diversion of resources is substantially larger than it was last year and higher than one would expect based on the simple diversion of ES positions.

If MA were to adopt a radical policy on the issue, it should refuse to fund any application-taking or other service activity for claimants who do not voluntarily present themselves to the ES, since the goal is to minimize registration of job-attached claimants. A less radical and more feasible policy would be to insist that registration requirements be liberalized in those states in which the state ESC administrator has discretion, and to encourage other states to change laws that require registration of all claimants. The true policy objective of these changes is not to withhold services from claimants and not to encourage fraud, but to conserve relatively scarce ES resources for the purpose of better serving those active job seekers who apply to the ES for job search assistance.

2. Additional research needed

At several points in the discussion of the effects of external factors on ES performance, mention was made of the limitations of the data and the research methods used. An important limitation not previously addressed is that the analytic model presented is a static model, in the sense that it does not attempt to account for intertemporal variations in volatile economic conditions on the quarterly performance of the ES. Approaches to addressing this and other limitations are presented in the Methodology Guide, Volume 3 of this report.

3. Using external economic factors to set ES output standards: a dilemma

It was implied in preceding sections that, following the philosophy applied in the BPF for previous years, a state whose overall performance was equal to the standard for the state should receive the same share of national ES resources in the next year as it had in the previous year (this ignores, of course, "productivity increases", definitional changes, and other factors that affect the

through the performance-based budgeting process.)

It is clear from examining the research results that, when all external economic and social, policy and law factors are taken into account, there would be quite substantial variations in expected performance among the states, even if all states had performance equal to their standard. For example, for FY74 at the state level, expected productivity estimates ranged from 89 to 206, with 4 states having estimates under 100 and 4 states having estimates over 190, nearly twice as high. At the labor-area level, expected values for IP/U range from less than 10 to over 150!! If actual output standards are established for use in the funding allocation process, similar results can be expected, although the specific methods used will have a bearing on the resultant ranges of performance standards.

In theory, the purpose of reflecting the external factors in setting output standards which will be used in the resource allocation process is to adjust for factors beyond the control of ES management and to come up with standards against which ES management can be judged. States whose performance exceeds the standard are assumed to have good management and are to be rewarded accordingly, while states whose performance falls below the standard are assumed to have poor management.

The interpretation of the research results is that certain states having average management capability can reasonably be expected to have performance levels at least twice as high as certain other states also having average management capability. This leaves the policy-maker with something of a dilemma. On the one hand, it is desirable to reward good management, implying that the absolute level of performance is not being judged, only actual performance relative to a reasonable standard. This approach is advantageous, particularly when in the past it has been the large northern and eastern states who have suffered most through BPF. If the standards are lower for such states, it is less likely that they will suffer cuts in the future.

On the other hand, the ES exists to serve job seekers and employers who request its services. Irrespective of the quality of management or the stability of the service organization, it seems reasonable to allocate the resources to states where the greatest number of clients can be served. It is often argued that resource reallocations through the BPF have in some sense penalized the people living in the states losing resources. The converse of this argument is that leaving resources in states where actual or expected productivity is low (irrespective of quality of management) penalizes the residents of states where productivity is high.

The policy-maker must address this dilemma, taking into account both the political and the program implications of different solutions.

Chapter III

FINDINGS RELATIVE TO THE DEVELOPMENT OF INPUT STANDARDS

A. Theory of Performance Standards for the ES

Performance standards are models of the placement process which can help diagnose the cause of poor performance when actual placement operations are compared to them. Their purpose is to help improve the Employment Service; particularly in local placement operations. The development of these standards is not a simple matter and we recognized the difficulties of the task from the beginning of the project. In fact, doubts have been expressed that standards could be established without first answering long-range questions such as, "Is the Employment Service serving employers or serving applicants?" or, "Does the Employment Service aim to maximize placements or to reduce the unemployment rate?" When this study was started these questions already had a long history; perhaps they will have as long a future. It was clear to us, then, that we could not wait for them to be answered; the practical needs for an effective tool to carry out the purpose of improving the placement process was too urgent.

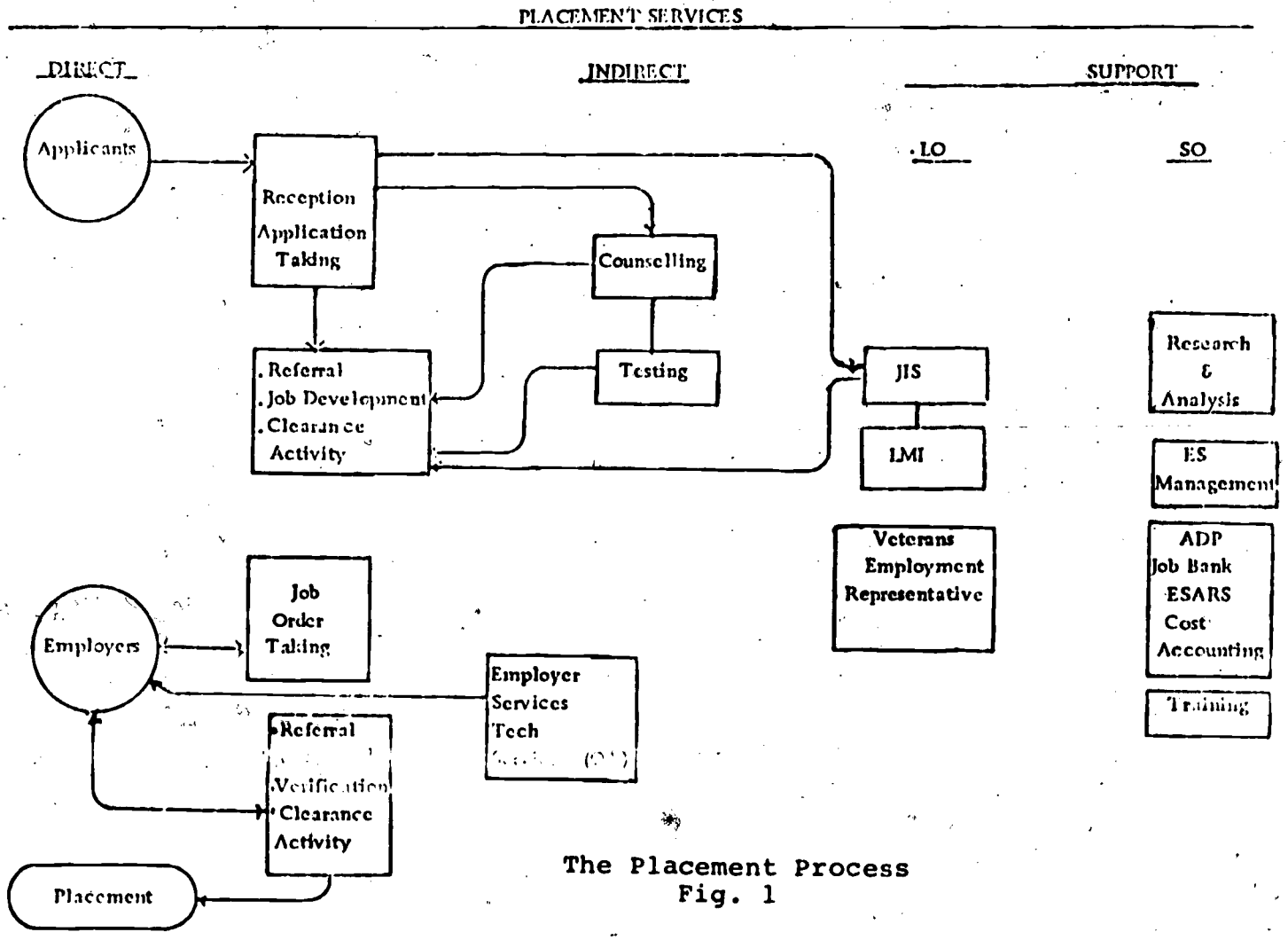
The ES faces a severe test in the current economic crisis. The stark days of the Wagner Peyser Act itself are recalled when the levels of unemployment are considered - even more sobering are the projections for high unemployment as far ahead as the end of the decade. While the agency faces this challenge it must operate in a fiscal environment of extremely scare resources - there is little margin for inefficiency and waste.

An effective response to the coming (if not already current) demands for an effective and efficient Employment Service requires that adequate management tools be put into the hands of state and local managers as rapidly as possible.

In our view an Integrated Management System that combines the Balanced Placement Formula with diagnostic and prescriptive analysis (i.e., Performance Standards) can be developed without waiting for the answers to long-range questions. Studies of the cost effectiveness of the placement process may take years; meanwhile there is an urgent need to make the current placement process as efficient as possible, at least until something better is developed, tested, and implemented. We therefore began our study by proposing a model for the placement process that depicted the current functional activities and the relationships between them.

An overview of our model is shown in Fig. 1 below. Resources allocated to each functional activity produce inputs to the placement process. The inputs are assessed by comparing the actual performance levels with standard levels to be determined through methods described in this report. The efficiency of each functional activity is assessed by comparing the resources required for the measured performance level against the standard model resources. In this project we have provided the following:

- Selection of the measures of performance
- Development of a method to measure the levels of performance for each functional activity.
- Development of a method to determine the resource requirements to meet those performance levels when the functional activities operate efficiently.



The Placement Process
Fig. 1

Our project was designed to set the stage for a larger survey that would establish the actual performance standards. Our objective was to develop methods which would be used in that survey. After developing the methods we tried them out in several locations to demonstrate their practicality and capability to develop the standards. In these pilot trials we developed a self-application procedure for conducting the surveys that will significantly improve the scope of the next step by reducing the need for a member of the study team at every site on every day of the survey. A Handbook for Analyzing Local ES Performance has been developed for collecting time-utilization data at the local level; for computing efficiency measures, service percentages, and key quality factor measures. In addition to serving as the method for collecting the data needed to establish and validate input standards, the Handbook can be used immediately for local office analysis.

In the small survey we have conducted so far we have been able to prove the feasibility of collecting the data needed for establishing performance standards. Some trends and indications were observed in even this small sample of locations; these are described in the next section of our report. These trends lead to recommendations for ES policy that are stated briefly before each discussion. In many cases the ES is tending in the recommended direction anyway and the observations of our survey confirm existing knowledge; we present our observations as support for such policies and as illustrations of the insights the performance standards methodology can provide.

We have been helped in designing this study by the consideration and advice of a steering committee consiting of state and national office personnel. From time to time this committee has met to review the work of our team. On occasion they have recommended eliminating or adding components to our model of the placement process.

We believe that the remaining placement process components are necessary to any ES operation and therefore should be measured in the next step: a large survey to establish the actual standards. However, statistical analysis of the data collected in that survey may indicate differently, and further changes in the model will be needed. In fact, after performance standards have been established, such changes are still possible when revalidation of the standards takes place.

B. Significant Survey Findings

1. File search is an effective means for making referrals and it is often given greater-than-average emphasis among offices that achieve high placement productivity.

Our data indicate that file search is a cost-effective referral method. We were able to compare the placements made through file search referrals against those made through referral interviews in one office where the staff was divided between those serving walk-in traffic and those doing only file search (normally placements cannot be distinguished in this way since ESARS does not record the source of the referral). For this office we found that the number of placements from both activities was as follows: 85 due to referral interviews, 35 placements due to file search call-ins. Six people did file search, 16 did referral interviewing. On this basis file search was slightly more cost effective than referral interviewing (5.73 plcmt/pos vs. 5.3 plcmt/pos).

Our data shows that high-performing offices in this small survey generally (see Table following) devote a significant proportion of their resources to file search. If the sample was large enough to yield statistically significant findings from an analysis of variance we could determine the significance of file search in creating output performance. Until the next step in establishing standards has been taken we cannot say that file search is always valuable, but it appears likely that it contributes to an efficient ES operation.

2. Use of the self-application mode for completing registrations is a cost savings approach which many offices have successfully employed.

We observed a local office that did not use the self-application technique and had serious problems keeping up with the incoming traffic. One day during our survey week they ran behind incoming traffic by over two hours. Yet this office did not use the self-application method to reduce the time needed for each applicant. They believe that applicants will make so many errors that the time saved in completing applications will be lost later in correcting applications.

As a measure of the quality of the application-taking com-

applications. No great problems in error-correcting were reported nor were errors on applications taken by the self-application method estimated to be very high. Most offices

FILE SEARCH/CALL-IN (FC)

Unit: Call-In Attempts

	Unit Cost	Percent Of Active Appl. File		Plcmnts/ Time ladders -direct plcmnt
1A	6.1	10.1	37.6	44.9
1B	10.4	2.9	7.5	43.0
1C	14.7	13.3	30.7	55.2
1D	8.2	5.8	10.2	35.6
2A	9.2	1.0	5.3	28.6
2B	9.1	2.8	20.3	6.7
3A	5.3	7.1	56.0	45.8
3B	8.3	3.4	39.1	35.6
4A	6.0	5.6	58.1	20.2
4B	12.9	6.3	26.9	18.1
4C	5.8	1.1	9.1	21.1
4D	6.3	7.6	50.9	24.8
5A	7.9	0.6	1.8	55.1
5B	7.3	1.2	5.3	15.8
6A	23.5*	7.7	15.5	35.2
6B	10.7	9.3	26.0	28.1

*USORS

**LGARS Placements
Time Ladder Placement
Equivalent Positions

reported more than 90% of such applications had no errors. These facts have led us to conclude that where additional staff time is needed for serving applicants (i.e., walk-in traffic is heavy and wait times long) the self-application mode can help.

3. Job development can be over-used as well as under-used. Use of the activity is not tightly linked to placement performance when measured by the proportion of referrals made through this means.

We found no consistent pattern of use of job development among the interviewers in the offices we surveyed; some did no job development while others placed a heavy emphasis upon it. (We found one interviewer who relied almost exclusively upon this means for finding referrals.) When used appropriately, job development is an effective method for placing applicants and it generates support for the ES in the employer community. However, if it is overused and employers receive an excessive number of job development calls, instead of generating support quite the opposite may occur.

An exclusive use of job development may be symptomatic of an account interviewer style of operation which can be disruptive in a Job Bank. When this occurs we have an account interviewer style where it is not supposed to occur and job development is only the name given to referrals that are in fact actual job openings held exclusively by only one interviewer.

We observed such a situation in an office what was operating as part of a Job Bank. The account interviewer style was not the official policy and there was no division of interviewers by occupations code or by any other breakdown; applicants were taken in turn by the next available interviewer. In this case there was an interviewer who did not like the Job Bank listing but preferred calling employers because, as he said, he knew what they were looking for. In fact, certain employers only hired applicants who were referred by this particular interviewer.

Is this use of job development good for that office or bad? There is no simple answer to that question because there is no clear pattern or standard to tell us how much or how little of this component activity is effective. Job development is a highly individual process, each interviewer performs this activity differently based upon their skills in relating to employers, their knowledge of the local labor market and the type of applicants they normally see. Performance standards aim at a level of assessment which might

APPLICATION TAKING (AT)

Unit: Applications Taken
Service Percent: New Applicants and Renewals

D #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/ equiv.pos. Time ladder -direct plcmnt time only-
1A	11.6	11.6	37.5	44.9
1B	13.6	7.9	22.2	43.0
1C	21.3	14.7	34.0	55.2
1D	7.7	4.2	47.4	35.6
2A	15.7	14.5	46.9	28.6
2B	16.6	13.9	26.7	6.7
3A	11.5	8.2	44.0	45.8
3B	13.2	7.3	41.1	35.6
4A	15.3	11.2	15.3	20.2
4B	19.3	11.4	28.1	18.1
4C	11.8	9.5	33.3	21.1
4D	18.3	10.0	30.7	
5A	10.8	11.9	28.0	55.1
5B	16.4	14.2	26.1	15.8
6A	11.4	4.4	61.6	35.2
6B	10.3	10.0	44.7	28.1

diagnose underuse or overuse of the activity; the individual performance of job development can only be judged in the context of the entire office operation.

In the Table below we have summarized some of the data collected in this survey pertaining to job development. It seems clear that job development receives quite different emphasis among these offices. Although we did not perform correlation analysis on this table we can observe that high performance (in terms of placements per equivalent position of direct placement effort) is not tightly associated with emphasis upon job development. Four offices show job development placement exceeding 20% of total placements; these all also achieve placement productivity (column 4) above the average for the group in the survey. However, several offices in the group achieve relatively high performance without much use of job development. Perhaps those offices with low performance and very low utilization of job development (underlined in this Table might consider increasing their emphasis upon this activity.

4. Extra paperwork may occur when two separate counts of referrals, job orders, or placements are maintained.

One objective of our project is to develop efficient and effective models of the employment placement process. These models will offer alternative approaches to the placement process in many offices - alternatives that are more efficient. These alternatives will achieve improved efficiency because they will eliminate redundant and unnecessary tasks.

In our survey we attempted to identify such tasks, particularly in connection with computer-generated lists. These lists are often suspect, particularly in cases where a manual system has been replaced by a computer system; one often finds personnel maintaining the old manual system until they are convinced that the computer-generated lists contain the same information. While this practice is defensible during the implementation stage, it is not an efficient practice on a continual basis when two lists are separately compiled and cover identical transactions. They should be identical; however, to make sure that they are identical a reconcilement process is often employed. The effort needed to compile two lists of the same thing is itself often redundant. The work required to reconcile the two lists results in additional burdens.

An example of this type of redundant paper work was observed by our team in one implementation of the Job Bank. The referrals to job openings were recorded on the back of the Job Orders directly from the referral forms (508's) and later these job orders were used to verify the referrals.

Table of Job Development Utilizations
in LO's Surveyed

1	2	3	4	5
% Resources Devoted to Job Dev.	Job Dev. Attempts / Total Traffic (%)	Job Dev. Plcmnt / Total Plcmnts (%)	Placements/Equiv. Pos. of Direct Plant Activity (Time Ladders Data)	Minutes/Job Dev. Attempts
1.4	3.8	5.2	44.9	14.5
1.4	11.4	6.9	55.2	6.3
1.6	6.0	3.3	43.0	10.0
0.9	6.0	5.5	35.6	7.7
0.8	5.1	16.6	6.7	10.5
4.6	37.3	35.2	35.8	8.0
1.2	9.9	28.4	35.6	10.7
2.7	29.8	28.2	45.8	5.9
0.4	1.8	7.7	24.8	10.0
2.1	5.8	6.5	21.4	9.1
0.7	2.3	6.2	20.1	14.0
1.2	5.7	10.4	23.9	9.9
0.9	2.1	2.1	55.1	10.2
0.2	0.08	2.4	15.8	7.5
0.8	6.3	11.8	28.1	10.0
2.7	19.7	26.8	35.2	10.5

The Job Bank system produced a computer listing of these same job orders and the referrals made to the openings on them. This computer list was then compared to the manually compiled list on the back of each order and a reconcilement made between the two. Discrepancies were traced and resolved. Thus, two separately compiled lists were maintained. The reconcilement effort required a skilled and resourceful clerk who spent approximately three-quarters (3/4) of her time on this task. The computer-generated list served only to check the manually compiled list; it had no other operational function in this office. The same information was contained on both lists. Discrepancies when finally resolved were minor.

This office uses the MODS system which automatically checks the registration of applicants being referred. Occasionally two individuals are assigned the same SSN through error, and the ESARS system rejects one of the registrations. Correcting such rejections might pay off in keeping an up-to-date ESARS file, but in this office, errors have been allowed to accumulate in the file and the task of reconciling "duplicate" SSN's is behind schedule. Duplicate SSN's are found when an individual is referred to a job opening. The Job Bank computer list is considered to be suspect and is not used for verification.

We recommend that reconcilement occur when the duplicate SSN is first detected in the MODS system (at the time of registration) instead of waiting until a referral to a job opening occurs. By following that practice manual recording of referrals on the back of the job orders and use of those order forms for verification would be unnecessary. The convenient turn-around documents available in the Job Bank System could then be used for verification. The skilful clerk who now traces discrepancies could be used to keep all duplicate SSN's out of the ESARS files instead of only those detected upon referral to a job opening. She would be doing less redundant work.

5. A non-Job Bank urban area can be measured with our instruments.

The criteria for selection of locations for our study was that offices surveyed would be willing to cooperate and would represent a variety of types of ES operations. San Francisco, the largest non-Job Bank area in the ES system, provided a test of our methodology in a city that did not use a Job Bank. We were able to administer our survey instruments in three local offices and two central order taking offices. The data was comparable to other locations but we observed some shortcomings of the COT (Central Order Taking) system compared to Job Bank.

The Bay Area is interlaced with freeways and good roads resulting in long commuting distances from home to work. The highly urbanized SMSA extends from Marin County at the northern end of the Bay to San Mateo at the southern end. Bordering San Mateo on the south is the San Jose SMSA, an area so similar that one does not notice any change while driving through the region. For workers who own an automobile, a job opportunity almost anywhere in the Bay Area is within commuting distance.

To serve this large area the California Department of Human Resources has 25 local offices located throughout the San Francisco-Oakland SMSA. The SMSA has no automated Job Bank but the manual methods used are similar to those used in automated Job Banks. Central Order Taking offices (COT) receive employer orders; teletypes, which are installed in every local office, are used to disseminate the job orders; they are transmitted on a "broadcast" basis to all the LO's in the COT's area as soon as the order is taken. At the receiving local office the orders are mounted on a board at the front of the office where applicants can scan them (address and employer name are not included in the copy supplied for applicant review). Referrals are controlled by calling the COT when an applicant is ready to be referred.

In the Bay Area a number of Central Order Taking (COT) offices serve a segment of the LO's so that almost all the offices are covered (there are some offices such as San Mateo not served by any COT). The COT controls job orders and referrals in a manner similar to the Job Bank; however, there is this difference: the COT relies entirely upon manual techniques. The number of LO's that can be handled manually is limited because a manual tally of referrals is maintained on copies of the job orders.

We believe that the number of people needed in a Job Bank will be approximately the same as the present COT requirements. The COT in Oakland, which serves 10 LO's required 28 people and the other COT we surveyed, San Francisco, uses 26 people and serves 7 LO's. While the requirements for an areawide Job Bank cannot be closely estimated by our team, we can get a rough idea of the personnel requirements from the experience of other Job Banks; for example, the Dallas Job Bank serves 16 LO's and requires 50 people and the San Jose Job Bank has 33 people and serves 9 LO's.

Although we believe there will be a small savings in personnel through Job Bank, we think a more important advantage will be the improved service to the LO applicants in the Bay Area. The extended range of openings in <u>all</u> local offices will more nearly meet the needs of the highly mobile population in those communities. For those local offices such as San Mateo, presently excluded from the (COT) system, the change will result in a dramatic extension.

of the list of openings. The San Mateo office would also benefit from the ancillary services such as Employer Services associated with a central order-taking operation such as Job Bank, since, under the pressure of increased applicant load and staff cuts, that office is not presently making ES visits to the employers in the area.

6. A detailed study of the time distribution system is needed to assess its accuracy as a management tool, particularly as a support for diagnostic and prescriptive analysis designed to improve local office performance.

We surveyed local offices to test a methodology that would answer such questions as: How much work does it take to perform the placement process? Why do some ES operations accomplish more than other places, although the staff resources are almost equal in both?

It is essential to know the actual inputs to the placement process before any steps can be taken to improve productivity. The time distribution system might be used if it really told us what is going into the placement process; but more study is needed before we can confidently rely upon this data source. For example, measurements we took in one office showed 14.3 equivalent positions devoted to the placement process; however, the monthly time distribution reports on the same component activities showed 19.2 equivalent positions. This difference causes the placement process to appear less productive in the time distribution system than we found through our time ladder methodology. The examples below, taken from two offices in the survey, show typical discrepancies between the reports to the two measures of work.

The contrast between time reported in our survey (time ladders) and cost accounting is illustrated in the following table of Monthly Placement Productivity (placement transactions per equivalent position). Productivity is computed by dividing the ESARS total of monthly placement transactions for each office by the number of equivalent positions (positions are derived from time ladders and from cost accounting as described in each column heading). If both recorded time equally, column 1 and 2 would be identical.* In most cases, cost accounting shows lower productivity than the time ladder figures. We would expect this since we found that non-placement time is frequently reported under cost accounting as a 500 function code - direct placement activity.

*There is some error of measurement caused by the difference in measurement period used (time ladders is a weekly sample, cost accounting is monthly). We checked some offices for this error where we had time distribution sheets for the period of our visit. Differences between time ladder and cost accounting followed the differences exhibited by this Table; we conclude that the table cannot be explained by the error of measurement.

Job Title	Time Distribution*	Time Ladders*
Counselor	5 - 512 3 - 531	2 - non-placement ½ - 511 2½ - 512 3 - 531
Emp Intvw	2 - 511 1 - 514 (WIN) 1 - 531 (WIN) 2 - 511 2 - 531	4 - WIN ½ - non-placement 2 - 511 1½ - 531
Unit Supv	4 - 511 4 - 531	2½ - ESARS revisions 1 - 511 3½ - 531 1 - personal
Counselor	4 - 512 4 - 531	½ - 511 1½ - 512 6 - 531
Supv	2 - 512 5 - 553 ½ - 554 ½ - 561	½ - 554 4 - 610 ½ - non-placement 3 - 553
Ver	2 - 511 3 - 531 1 - 561 1 - 554 1 - 610	6½ - 531 1 - 554 ½ - 511
Manpower Aide Intv	1 - 511 7 - 531	3 - 511 2½ - 531 ½ - paperwork 2 - personal
Order Taker	8 - 531	5 - 531 2 - paperwork 1 - personal (lunch)

*(note: hours - time code)

Table of
Monthly Placement Productivity
(Placements/Equiv. Positions)

LO#	(1) Plcmnts/ equiv.pos. (Time ladders -direct plcmnt time only-)	(2) Plcmnts/ equiv.pos. (cost acctng -500 code only-**)	(3) Plcmnts/ equiv.pos. / cost acctng*)	(4) State avg. Plcmnts/ equiv.pos. (based on data used in FY75 BPF)
1A	44.9	25.8	24.8	
1B	43.0	28.3	21.4	
1C	55.2	31.0	23.8	22.2
1D	35.6	22.0	22.9	
2A	35.8	21.4	19.2	
2B	6.7	5.10	4.4	14.1
3A	45.8	45.4	36.3	
3B	35.6	28.1	28.0	27
4A	19.2	16.0	11.4	
4B	18.1	18.9	13.5	
4C	21.1	21.3	12.1	24.8
4D	24.8	22.0	22.3	
5A	55.1	46.91	44.5	
5B	15.8	16.3	13.8	22.6
6A	35.2	19.7	17.3	
6B	28.1	20.2	17.4	16.5

*Includes all 205 time plus central Job Bank or COT time allocated to the local office on the basis of its fraction of total equiv. positions in the entire area served by the centralized operation.

**Adjusted for holiday time.

We believe that managers need some tool that accurately measures the work done in each component activity. Time distribution appears to conflict with our findings of work done. We believe that the time ladder methodology is more accurate because it is tied to a measurable quantity for each activity period; this tends to make the staff member think about the activity time being reported. We also believe that time distribution misses some of the important management issues because the 531 time is not broken down into finer categories. The 531 code accounts for approximately 50% of the resources directly devoted to placement and 6 of the 13 component activities comprising the placement process.

6A. In assessing local offices that operate in a Job Bank environment certain functions otherwise performed in the office are done at the Job Bank Central and should be accounted for through an allocation process.

Job Banks normally centralize some of the local office ES functions such as order taking and verification. The placement process component activities which we measure for Performance Standards occur, in the case of Job Banks, in two locations: the local office and the central office. An allocation scheme is required to account for each office's share of the central office activities that are otherwise part of the placement process in the local office. The following is an approach we consider usable for this problem:

a. In each local office, assign a code to each staff member, by primary function: managerial, professional, clerical, and support.

b. Within each relevant geographic area allocate Job Bank (and other significant functions) staff to each local office based on LO share of professional staff in total area. (Could be allocated on professional, support, and managerial if detailed data is available.....)

In the metropolitan areas where Job Banks have been installed, the allocation scheme will include order taking and verification, but outside those areas these activities are generally not centralized even when there is a Job Bank. Most non-metro local offices in a Job Bank system take their own orders (for example, Hattiesburg, Mississippi), do their own verification and all their own referral control. The only shared activity carried out in the Job Bank Central for those cases

support as general filing; it is an overhead function (code 610 in the Cost Accounting System).

Columns 3 and 4 of the Table of Monthly Placement Productivity compare the placement transactions productivity as used in the BPF for the state with the equivalent measure calculated for each local office in our survey. The state measures were taken from the BPF calculation and the local office measures were taken from the time distribution report 03 in the CA system. Column 3 uses all ES Grants equivalent positions for the local office plus a share of the Job Bank or COT (Central Order Taking office) where the office is served by such a centralized facility. The allocation we used was based upon the fraction of total equivalent positions located in that office compared to the entire area served (all positions were included to compute the allocation: ES and non-ES). Other suggestions have been advanced for making this allocation; i.e., fraction of total referrals made by each office, or fraction of total placements made. Both suggestions allocate the central facility more closely to workload but they are much less stable than allocating total staff. We believe more consideration is needed before deciding that some allocation method must be used if comparisons of local offices are to have any meaning. An office which is supported by activities in a centralized facility such as Job Bank is obviously not comparible to one that receives no support, unless some account of resource utilization is made.

However, this problem only exists where the ES has a number of offices in an urban area. For those situations perhaps the best approach is to study the labor area as a whole. This suggestion was made at the start of our study by one of the participating agencies in their response to the Steering Committee meeting held last June. As our work proceeded the validity of that suggestion was clearly demonstrated. We propose that the actual survey for establishing Performance Standards follow that method.

The methodology would require data from each office to provide the equivalent ES positions devoted to placements in the entire area. These would include all district support positions, all Job Bank or other centralized positions, and the ES equivalent positions in the local offices. Time ladder data reflecting the direct and indirect placement activity would be collected - the labor area would be treated as a unit.

If desired, local offices within the labor area also can be analyzed. Comparisons between local offices in the same area would not require allocation of the centralized functions since they both receive equal support from the central operation. The allocation question arises when one of these local offices is compared to some office in another area or is compared to a performance standard.

Local offices that are not in the same labor area can be compared (we show such offices in the Table of Monthly Placement Productivity); however we strongly suggest that is not how Performance Standards should be established.* Local offices in urban centers should be treated as part of a labor area and the entire labor area should be studied.

Local office productivity can be expressed as Monthly Placement Transaction for Equivalent Position Worked if the data used has been adjusted for holiday time.

Our methodology measures local office performance during a one-week survey but expresses productivity as Monthly Placements per Equivalent Position**. Two basic assumptions are made in presenting productivity in this form:

1 - Monthly ESARS placement transactions reflect the same process as that observed during the survey week.

2 - The equivalent positions devoted to each activity have not changed during the month; i.e. the survey was substantially representative of the entire month.

The survey week must be representative of normal local office operations to satisfy these assumptions. If unusual conditions occur, that are expected to change the performance of the office the survey should be rescheduled. An unusual condition of this type occurred in one location because our study took place during election week. The Employment Service was open all day but the state gave each employee one half day off. We had expected that all time off would be taken on Election Day; however, some individuals took the one-half holiday on other days of the week. Thus, during the week of our survey one-half day was a holiday although the exact time taken varied. We would have preferred to simply count the survey data on days when no state holiday applied. Unfortunately we could not do this, therefore we decided to adjust our weekly survey data by reducing the standard hours for the week from 40 hours to 36 hours.

*In some cases we did not compute service percentages for such local offices [illegible] area were surveyed.

**Equivalent Positions - Actual hours worked/available working hours for the period.

Every full time individual had 36 hours available for work on any activity in that week; therefore, we adjusted for the 4 hours of holiday by dividing all time by 36 hours to get equivalent positions (in a "normal" week we would use 40 hours). This adjustment follows from the definition of equivalent positions; i.e., the number of people who could do the reported work if they each put full time into the activity.

The Cost Accounting System should also be adjusted for holidays if comparable productivity is desired. We made this adjustment to compute the figures in column 2 of the Monthly Placements Productivity Table. Holiday hours are deducted from standard hours and the result is used as the available hours for computing equivalent positions. This adjustment removes the effects of holidays to satisfy assumption 2 above; equivalent positions devoted to each activity are based on the working days in the month - no holidays. After this adjustment the survey week and the monthly equivalent positions have a common base.

We believe that the Cost Accounting System correctly states the equivalent positions paid for each activity but that it understates the equivalent positions worked. For example, November had 168 weekday hours including 12 holiday hours (Thanksgiving and Election Days). A full-time person could not possibly put more than 156 hours into any activity without going into overtime hours. The two numbers (equivalent positions paid and equivalent positions worked) are close but they are not equal; for November the difference is 12/168 = 7.15%. Therefore, the productivity figure is 7.15% higher because no adjustment for holidays has been made to convert equivalent positions paid into equivalent positions worked. This artifact of the computation method should be eliminated before office or state comparisons are made.

C. Reference Charts of Compiled Survey Data

The charts and tables that follow are based on data collected in our study-week survey of 19 local offices in 6 states, and in some cases, on ESARS data. Following our visits to the first 13 offices, we manually tallied the time ladders and questionnaires. After the second 6 offices were surveyed, on a self-application basis, we manually tallied the questionnaires, but processed the time ladders via a computer program. Therefore, the data in the following tables is displayed in similar formats, with differences ascribed to typing vs. computer printout.

Tables are grouped as follows:

1. Summaries of data for LO's visited:

   a. Study-Week Time Ladder Data Summary
      Placement/Non-Placement Data

   b. Placements/Equivalent Positions

2. LO Summary, for each LO(19) visited:

   a. LO Summary, Report 1

      Breakdown of LO activities, each represented in terms of total minutes spent (in the study week), total quantity processed, unit cost calculated, percent of total office time resource, and service percent.

   b. LO Analysis of Non-Placement Time, Report 2

      Breakdown of LO Non-Placement (X) time, each category represented in terms of total minutes spent, and percent of total time.

Note: Table of Service Percent Formulas for Local Offices and for Labor areas.

3. Activity Summary, for each ES(13) activity reviewed:

a. Activity Summary:

Analysis of activity from LO to LO in terms of unit cost calculated, percent of resource, service percent and placements/equivalent position.

b. Activity Quality Analysis:

Analysis of quality factor from L.O. to L.O. Question responses from staff, applicant, employer, L.O. Manager are displayed.

1. Summaries of data for LO's visited:

STUDY WEEK TIME LADDER DATA SUMMARY

PLACEMENT/NON-PLACEMENT DATA

LO #	# DAYS STUDY	TOTAL MIN.*	PLCMT. MIN.	NON-PLCMT. (X) MIN.	PLCMT. %	NON-PLCMT. (X) %	TIME LADDER # PLCMT.-EQUIV. POS.**	TIME LADDER # NON-PLCMT.-EQUIV. POS.
1A	5	44,094	26,182	17,912	59.4	40.6	10.9	7.5
1B	5	71,075	34,130	36,945	48.0	52.0	14.2	15.4
1C	5	72,289	39,994	28,295	60.7	39.3	16.65	11.8
1D	5	32,385	17,025	15,360	52.6	47.4	7.1	6.4
1E-X	5	47,165	33,650	13,515	71.3	28.7	14.05	7.0
1F-X	5	36,255	13,715	12,540	65.5	34.5	9.86	5.2
2A	5	38,153	22,261	15,892	58.3	41.7	11.6	8.3
2B	5	29,196	12,966	16,230	44.4	55.6	5.4	6.8
3A	5	91,785	52,123	39,662	56.8	43.2	21.75	16.5
3B	5	58,087	21,187	36,900	36.5	63.5	8.8	15.4
4A	4.5	87,459	62,209	25,250	71.1	28.9	28.8	11.7
4B	4.5	51,550	32,690	18,860	63.4	36.6	15.1	8.7
4C	4.5	32,150	17,670	14,480	55.0	45.0	8.2	6.7
4D	5	32,495	19,045	13,450	58.6	41.4	7.9	5.6
4E-X	4.5	74,540	57,290	17,250	76.9	23.1	26.5	8.0
5A	5	26,415	14,340	12,075	54.3	45.7	6.0	5.0
5B	5	15,623	6,238	9,385	39.9	60.1	2.6	3.9
6A	5	211,800	114,236	107,564	49.2	50.8	47.6	44.8
6B	5	47,255	25,845	21,410	54.7	45.3	10.8	8.9

* PLACEMENT+NON-PLACEMENT (X), excluding Lunch.

** 1 PLACEMENT EQUIVALENT POSTION = Total Placement Minutes/2400 (if 5 days) (1920 if 4 days, 2160 if 4.5 days). Calculation based on 8 Hours per day Placement Activity = 480 minutes = 2400 minutes per 5 day week.

1 NON-PLACEMENT EQUIVALENT POSITION = Total Non-Placement Minutes/2400 (if 5 days).

NOTE: X Time includes JB in some LO's.

TABLE - PLACEMENTS/EQUIVALENT POSITIONS

-USING TIME LADDER DIRECT PLACEMENT TIME ONLY-

LO #	ESARS DATA	PLACEMENTS[1]	EQUIVALENT[2] POSITIONS-	PLACEMENTS/ EQUIV. POS.
1A	10/74	485	10.9	44.9
1B	10/74	610	14.2	43.0
1C	10/74	918	16.7	55.2
1D	12/74	253	7.1	35.6
2A	10/74	332	11.6	28.6
2B	12/74	36	5.4	6.7
3A	10/74	995	21.8	45.8
3B	12/74	313	8.8	35.6
4A	11/74	582	28.8	20.2
4B	11/74	274	15.1	18.1
4C	11/74	173	8.2	21.1
4D	12/74	196	7.9	24.8
5A	10/74	329	6.0	55.1
5B	12/74	41	2.6	15.8
6A	10/74	1671	47.6	35.2
6B	12/74	304	10.8	28.1

NOTE 1: PLACEMENTS: ESARS TABLE 90, LINE 90090 FOR MONTH OF STUDY WEEK

NOTE 2: EQUIVALENT POSITIONS: SEE TABLE - TIME LADDER PLACEMENT MINUTES/MINUTES FOR 1 EQUIVALENT POSITION

VOLUME 2

FINDINGS AND RECOMMENDATIONS

DEVELOPMENT OF PERFORMANCE STANDARDS FOR ES

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16. Abstracts

The objective of the project was to develop methods for establishing output and input performance standards for the placement and placement support functions of the United States Employment Service (ES). Volume 2, Findings and Recommendations, reports substantive findings and recommendations developed during the course of the project. A key recommendation is that performance standards be used in an Integrated Management System context, in conjunction with planning, budgeting, evaluation and diagnostic tools to improve overall performance. The volume presents findings from an intensive analysis of the internal structure of the Balanced Placement Formula (BPF), the ES performance-based budgeting tool; findings from analysis of the efforts of external economic, policy and law factors on ES performance; and findings from field tests of data collection and analysis methods to be used for establishing ES input standards. Detailed statistical appendices are included.

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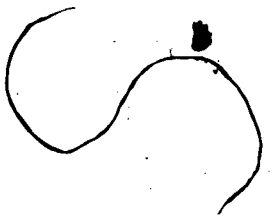
Preface

This Volume contains the results of the field work and analysis under this contract. It also contains a description of an integrated management system which we believe provides the proper conceptual framework for relating output standards to the inputs and other internal ES factors. Our findings have led us to conclude that only an integrated approach should be used in further development of BPF (output) type measure and performance standards (inputs). Chapter one sets the stage by describing and illustrating the relationship of outputs and inputs within the conceptual framework. Chapters two and three present detailed findings of our project.



2. LO Summary, for each LO(19) visited

PERFORMANCE STANDARDS
LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 10/15/74

LOCAL OFFICE NO. 1A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF -

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	5100	439	11.6	11.6	37.5
CS	30	N/A	N/A	0.1	N/A
CO	3175	66	48.1	7.2	9.0
ES	160	26	6.2	0.4	N/A
FC	4460	730	6.1	10.1	37.6
JD	625	43	14.5	1.4	7.1
JIS	1040	166	6.3	2.4	N/A
JO	478	40	12.0	1.1	N/A
RC	5	1	5.0	0.01	N/A
RE	2655	1138	2.3	6.0	0.4
RI	5930	604	9.8	13.4	53.1
TE	550	99	5.6	1.2	1.8
VE	1974	368	5.4	4.5	183.6
X	17912	N/A	N/A	40.6	N/A

RI/I	N/A
RI/J	N/A

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/15/74

LOCAL OFFICE NO. 1A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF -

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	1065	2.4
XE	500	1.1
XF	1075	2.4
XI	1410	3.2
XJ	3265	7.4
XM	1785	4.0
XS	1520	3.4
XV	480	1.1
XX	6812	15.4

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	C[illegible]FA
XE	[illegible] STUDY
XF	[illegible]LING, TYPING, CLERICAL, SWITCHBOARD
XI	S[illegible]CK
XJ	[illegible] CORPS, FOOD STAMP, UI, ETC.
XM	[illegible]ETING, TRAINING
XS	S[illegible]PERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	[illegible]CATION, ANNUAL LEAVE
XX	[illegible]RSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 10/15/74

LOCAL OFFICE NO. 1B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 30

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	5585	410	13.6	7.9	22.2
CS	690	7	N/A	1.0	N/A
CO	1260	42	30.0	.8	2.6
ES	200	11	18.2	0.3	N/A
FC	2060	198	10.4	2.9	7.5
JD	1160	116	10.0	1.6	8.4
JIS	1175	114	10.3	1.7	N/A
JO	2370	171	13.9	3.3	N/A
SC	0	N/A	N/A	.0	N/A
RE	2775	1920	1.5	3.9	0.7
RI	14750	1383	10.7	20.8	72.0
TE	240	4	60.0	0.3	0.5
VE	1765	324	5.4	2.5	187.8
X	36945			52.0	

RI/I	N/A
RI/J	N/A

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/15/74

LOCAL OFFICE NO. 1B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 30

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	0	0
XE	400	0.6
XF	1840	2.6
XI	6780	9.5
[illegible]	7425	10.4
XM	210	0.3
XS	4080	5.7
XV	8330	11.7
XX	7980	11.2

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	[illegible]TA
XE	[illegible] STUDY
XF	[illegible] LING, TYPING, CLERICAL, SWITCHBOARD
XI	[illegible] CK
XJ	[illegible] CORPS, FOOD STAMP, UI, ETC.
XM	[illegible] ETING, TRAINING
XS	[illegible] PERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	[illegible] CATION, ANNUAL LEAVE
XX	[illegible] RSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

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PERFORMANCE STANDARDS

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 10/15/75

LOCAL OFFICE NO. 1C OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 34

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	10575	496	21.3	14.7	34.0
CS	720		N/A	1.0	
CO	110	28	39.6	1.5	4.2
ES	255	32	8.0	0.4	
FC	9600	653	14.7	13.3	30.7
JD	1035	163	6.4	1.4	14.0
JIS	955	N/A	N/A	1.3	
JO	821	99	8.3	1.1	N/A
RC	N/A	N/A			N/A
RE	2890	1426	2.0	4.0	0.5
RI	14019	1164	12.0	19.5	81.6
TE	205	14	14.6	.03	1.4
VE	1790	250	7.2	2.5	143.0
X	28314			39.3	

RI/I	N/A
RI/J	N/A

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JLS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/15/74

LOCAL OFFICE NO. 1C OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 34

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	1225	1.7
XE	25	.0
XF	2380	3.3
XI	2990	4.1
XJ	5000	6.9
XM	3700	5.1
XS	1850	2.6
XV	4044	5.6
XX	7100	9.8

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	TA
XE	STUDY
XF	LING, TYPING, CLERICAL, SWITCHBOARD
XI	CK
XJ	B CORPS, FOOD STAMP, UI, ETC.
XM	ETING, TRAINING
XS	ERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	CATION, ANNUAL LEAVE
XX	RSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS

LOCAL OFFICE SUMMARY - REPORT NO. 1

WEEK 12/9/74

LOCAL OFFICE I.D. ID OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 914

ACTIVITY	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AA	133	179	7.7	4.2	47.4
BB	107	N/A	N/A	3.3	N/A
CC	[illegible]	10	56.3	2.8	11.6
DD	[illegible]	1	55.0	0.2	---
EE	183	224	8.2	5.8	10.2
FF	20	37	1.7	0.9	11.8
GG	5[illegible]	70	4.1	1.5	79.7
HH	10[illegible]	112	10.2	3.6	0.03
RC		0	--	0.0	N/A
RE	2112	617	1.8	3.5	0.2
RR	637	314	20.3	15.7	50.9
[illegible]	0	9	--	0.0	0.6
[illegible]	10[illegible]	264	6.3	5.1	265.9
[illegible]	153[illegible]	N/A	N/A	47.4	N/A

[illegible]/1	23[illegible]	64	37.3	7.4
[illegible]	39[illegible]	250	15.9	12.3

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PERFORMANCE STANDARDS

LOCAL SERVICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 12/9/74

LOCAL OFFICE NO. ID OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 014

ACTIVITY	TOTAL	PCT. OF RESOURCE
[illegible]	[illegible]	0.3
[illegible]	[illegible]	1.3
[illegible]	[illegible]	2.8
[illegible]	12.[illegible]	3.7
[illegible]	[illegible]	5.3
	32.[illegible]	10.3
[illegible]	12.[illegible]	3.9
[illegible]	[illegible]	2.3
[illegible]	44.[illegible]	15.3

ACTIVITY KEY

CODE	ACTIVITY NAME
[illegible]	CETA
[illegible]	EFS STUDY
[illegible]	FILING, TYPING, CLERICAL, SWITCHBOARD
[illegible]	SICK
[illegible]	JOB [illegible]PS, FOOD STAMP, UI, ETC.
[illegible]	[illegible] TRAINING
[illegible]	SUPERVISORY MANAGEMENT, SELF-APPRAISAL SYSTEM
[illegible]	VACATION, HOLIDAY LEAVE
[illegible]	PERSONAL, COFFEE BREAK, JOB SEARCH, ALL ELSE

PERFORMANCE STANDARDS

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 10/15/74

LOCAL OFFICE NO. 1E-X OFFICE NAME CITY NAME STATE NAME TOTAL STAFF - 20

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT					
CS					
CO	-				
ES	7610	125	60.9	16.1	
FC					
JD					
JIS					
JO	9440	302	31.3*	20.0	
RC					
RE	6020	80	75.3*	12.8	
RI					
TE					
VE	10250	762	13.5*	21.7	
X	13845	-	-	28.7	

RI/I N/A

RI/J N/A

* Quantity data collected incorrectly

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/15/74

LOCAL OFFICE NO. 1E-X OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 20

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	50	.1
XE	100	.2
XF	2930	6.2
XI	3780	8.0
XJ	0	-
XM	865	1.8
XS	150	.3
XV	660	1.4
XX	4980	10.6

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	C[illegible]A
XE	E[illegible] STUDY
XF	D[illegible]ING, TYPING, CLERICAL, SWITCHBOARD
XI	S[illegible]CK
XJ	J[illegible] CORPS, FOOD STAMP, UI, ETC.
XM	M[illegible]TING, TRAINING
XS	S[illegible]ERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	V[illegible]CATION, ANNUAL LEAVE
XX	P[illegible]RSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

ERIC

[illegible] STATE REPORT

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 10/15/74

LOCAL OFFICE NO. 1F-X OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 16

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT					
CS					
CO					
ES	6390	249	25.7	17.6	
FC					
JD					
JIS					
JO	7077	234	30.1	19.4	
RC	3335	736	4.5	9.2	
RE					
RI					
TE					
VE	6985	1941	3.6	19.2	
X	12550			34.5	

RI/I	N/A
RI/J	N/A

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS
CS	COMMUNITY SERVICE	N/A
CO	COUNSELING	APPLICANTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS
JD	JOB DEVELOPMENT	ATTEMPTS
JIS	JOB INFORMATION SERVICE	APPLICANTS
JO	JOB ORDER TAKING	JOB ORDERS
RE	RECEPTION	APPLICANTS
RC	REFERRAL CONTROL	REFERRAL REQUESTS
RI	REFERRAL INTERVIEWING	APPLICANTS
TE	TESTING	APPLICANTS
VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT NEW APPLICANTS + ~~RENEWALS~~/TOTAL TRAFFIC	JO OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS N/A	RE TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC REFERRAL REQUESTS/JOB REFERRALS
FC CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD JD ATTEMPTS/REFERRAL INTERVIEWS	TE TESTED/TOTAL TRAFFIC
JIS REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS
LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/15/74

LOCAL OFFICE NO. 1F-X OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 16

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	0	-
XE	1055	2.9
XF	270	0.7
XI	3045	8.4
XJ	0	-
XM	0	-
XS	85	0.2
XV	1845	5.1
XX	6240	17.2

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	C[illegible]A
XE	[illegible] STUDY
XF	[illegible]ING, TYPING, CLERICAL, SWITCHBOARD
XI	[illegible]CK
XJ	[illegible] CORPS, FOOD STAMP, UI, ETC.
XM	[illegible]TING, TRAINING
XS	[illegible]ERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	[illegible]ACATION, ANNUAL LEAVE
XX	[illegible]RSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

ESR [illegible] BOARD

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 9/19/7[illegible]

LOCAL OFFICE NO. 2A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 21

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	5519	351	15.7	14.5	46.9
CS	220	N/A	N/A	0.6	N/A
CO	4213	89	47.3	11.0	31.7
ES	115	11	10.5	0.3	N/A
FC	395	43	9.2	1.0	5.3
JD	1736	216	8.0	4.6	71.8
JIS	820	73	11.2	2.1	N/A
JO	1021	116	8.8	2.7	.7
RC	870	120	7.3	2.3	62.8
RE	2500	580	4.3	6.6	4.6
RI	4300	301	14.3	11.3	51.9
TE	40	5	8.0	0.1	1.2
VE	512	201	2.5	1.3	224.3
X	15892	N/A	N/A	41.7	N/A
---	---	---	---	---	---
RI/I	N/A				
RI/J	N/A				

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ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLIC[illegible]TION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMU[illegible]TY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSE[illegible]ING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOY[illegible]R SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE S[illegible]ARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DE[illegible]ELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
JIS	JOB IN[illegible]ORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPL[illegible]CANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROB[illegible]EM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN [illegible]TEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTE[illegible]PTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 9/19/74

LOCAL OFFICE NO. 2A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF = 21

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	610	1.6
XE	380	1.0
XF	3390	8.9
XI	915	2.4
XJ	1030	2.7
XM	150	0.4
XS	1675	4.4
XV	1905	5.0
XX	5837	15.3

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	[illegible]A
XE	[illegible]S BODY
XF	[illegible]LING, TYPING, CLERICAL, SWITCHBOARD
XI	[illegible]CK
XJ	[illegible]B CORPS, FOOD STAMP, UI, ETC.
XM	[illegible]ETING, TRAINING
XS	[illegible]PERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	[illegible]CATION, ANNUAL LEAVE
XX	[illegible]RSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

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PERFORMANCE STANDARDS
LOCAL OFFICE SUMMARY - REPORT NO. 1

WEEK: 12/9/75

LOCAL OFFICE NO. 2B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 013

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AI	4080	249	16.6	13.9	26.7
CS	365	N/A	N/A	2.0	N/A
CC	1015	64	29.9	5.5	15.8
CS	1365	22	58.4	7.4	---
FC	610	69	9.1	2.8	20.3
GC	220	21	10.5	0.8	10.5
GIS	30	4	7.5	0.1	6.0
GC	320	23	13.9	1.1	0.2
KC	20	2	10.0	0.1	N/A
KE	1180	411	2.8	4.0	3.5
KI	3665	261	13.5	10.0	48.9
TE	40	3	13.3	0.4	0.0
VE	350	50	5.0	1.1	280.8
X	10250	N/A	N/A	55.5	N/A

WAI	2520	169	15.4	10.0	
WAJ	165	12	13.8	0.6	

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK: 12/9/74

LOCAL OFFICE NO. 2B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 013

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
AC	2165	7.4
AE	320	1.1
AF	5360	18.1
AI	735	2.4
AJ	1765	6.0
AM	1275	4.4
AS	1115	3.8
AV	600	2.1
AX	2660	9.2

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ACTIVITY KEY	
CODE	ACTIVITY NAME
AC	DATA
AE	EPS STUDY
AF	FILING, TYPING, CLERICAL, SWITCHBOARD
AI	SICK
AJ	JOB CORPS, FOOD STAMP, UI, ETC.
AM	MEETING, TRAINING
AS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
AV	VACATION, PERSONAL LEAVE
AX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 10/1/74

LOCAL OFFICE NO. 3A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF -

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	7486	651	11.5	8.2	44.0
CS	3660	N/A	N/A	4.0	N/A
CO	1925	53	36.3	2.1	42.5
ES	5670	55	103.1	6.2	N/A
FC	6545	1243	5.3	7.1	56.0
JD	2460	415	5.9	2.7	49.2
JIS	1430	300	4.8	1.5	N/A
JO	1720	128	13.4	1.9	1.1
RC	3930	908	4.3	4.3	183.3
RE	4115	1393	3.0	4.5	5.1
RI	9015	843	10.7	9.8	60.5
TE	2282	188	12.1	2.5	7.2
VE	1885	1120	1.7	2.0	384.5
X	39662	N/A	N/A	43.2	N/A

RI/I	N/A				
RI/J	N/A				

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIE
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/7/74

LOCAL OFFICE NO. 3A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF -

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	0	0.0
XE	459	0.5
XF	10283	11.2
XI	4039	4.4
XJ	918	1.0
XM	6060	6.6
XS	5967	6.5
XV	5325	5.8
XX	6611	7.2

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ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EFS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS
LOCAL OFFICE SUMMARY - REPORT NO. 1

WEEK 12/9/74

LOCAL OFFICE NO. 38 OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 024

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AI	4267	324	13.2	7.3	41.1
CS	230	N/A	N/A	0.4	N/A
CC	1110	60	20.2	2.1	11.4
ES	1525	81	18.8	2.6	---
FC	1972	237	8.3	3.4	39.1
CE	725	68	10.7	1.2	12.0
CES	0	0	--	0.0	N/A
CC	420	33	12.7	0.7	0.8
SC	20	4	5.0	0.0	N/A
RE	2913	685	4.3	5.0	6.7
RI	4457	568	7.8	7.7	82.9
TE	1910	120	15.9	3.3	21.4
VS	935	121	7.7	1.6	149.8
X	30900	N/A	N/A	53.9	N/A

RI/I	4457	568	7.8	7.7	◊
RI/-	0	0	--	0.0	

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK - 12/9/74

LOCAL OFFICE NO. 38 OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 024

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	3775	6.5
XE	0	0.0
XF	5375	9.3
XI	450	0.8
XJ	1050	1.9
XP	1255	2.2
XS	5575	9.6
XV	540	0.9
XX	18840	32.4

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EES STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XP	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 11/4/74

LOCAL OFFICE NO. 4A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF -

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	9820	641	15.3	11.2	15.3
CS	419	1	N/A	0.5	N/A
CO	7930	169	46.9	9.1	17.9
ES	N/A	N/A	N/A	N/A	N/A
FC	4860	814	6.0	5.6	58.1
JD	2025	223	9.1	2.3	13.5
JIS	2720	N/A	N/A	3.1	N/A
JO	1525	130	11.7	1.7	N/A
RC	1800	743	2.4	2.1	N/A
RE	3940	3879	1.0	4.5	2.2
RI	25375	1651	15.4	29.0	42.6
TE	1430	78	18.3	1.6	2.8
VE	365	34	10.7	0.4	N/A
X	25250	N/A	N/A	28.9	N/A

RI/I	N/A				
RI/J	N/A				

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIE
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 11/4/74

LOCAL OFFICE NO.. 4A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF -

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	450	0.5
XE	675	0.8
XF	6335	7.2
XI	390	0.4
XJ	2730	3.1
XM	1125	1.3
XS	2215	2.5
XV	1440	1.6
XX	10290	11.8

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ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EFS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

ERI[illegible]AN[illegible]STA[illegible]RD

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 11/4/74

LOCAL OFFICE NO. 4B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 25

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	5860	304	19.3	11.4	28.1
CS	485	N/A	N/A	0.9	N/A
CO	2245	50	44.9	4.4	11.4
ES	1655	87	19.0	3.2	N/A
FC	3265	254	12.9	6.3	26.9
JD	420	30	14.0	0.8	4.0
JIS	20	3	6.7	0.0	N/A
JO	605	48	12.6	1.2	N/A
RC	N/A	N/A	N/A	N/A	N/A
RE	2950	1307	2.3	5.7	.7
RI	14005	755	18.6	27.2	57.8
TE	955	20	47.8	1.9	1.0
VE	225	27	8.3	0.4	N/A
X	18860	N/A	N/A	36.6	N/A

RI/I	N/A
RI/J	N/A

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIE
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2

WEEK 11/4/74

LOCAL OFFICE NO. 4B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 25

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	0	0.0
XE	1000	1.9
XF	2380	4.6
XI	3360	6.5
XJ	8400	16.3
XM	480	0.9
XS	260	0.5
XV	480	0.9
XX	2500	4.8

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101

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EFS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS

LOCAL OFFICE SUMMARY - REPORT NO. 2

WE 1 /7

LOCAL OFFICE NO. 4C OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 17

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	3065	259	11.8	9.5	33.3
CS	255	N/A	N/A	0.8	N/A
CO	550	14	39.3	1.7	2.3
ES	1900	41	46.3	5.9	N/A
FC	345	60	5.8	1.1	9.1
JD	485	49	9.9	1.5	12.2
JIS	165	56	2.9	0.5	N/A
JO	280	19	14.7	0.9	N/A
RC	70	9	7.8	0.2	N/A
RE	3120	869	3.6	9.7	.5
RI	6740	403	16.7	21.0	46.4
TE	130	3	43.3	0.4	.3
VE	565	26	21.7	1.8	N/A
X	14480	N/A	N/A	45.0	N/A

94

RI/I	N/A	
RI/J	N/A	

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS
CS	COMMUNITY SERVICE	N/A
CO	COUNSELING	APPLICANTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS
JD	JOB DEVELOPMENT	ATTEMPTS
JIS	JOB INFORMATION SERVICE	APPLICANTS
JO	JOB ORDER TAKING	JOB ORDERS
RE	RECEPTION	APPLICANTS
RC	REFERRAL CONTROL	REFERRAL REQUESTS
RI	REFERRAL INTERVIEWING	APPLICANTS
TE	TESTING	APPLICANTS
VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS N/A	RE TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC REFERRAL REQUESTS/JOB REFERRALS
FC CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD JD ATTEMPTS/REFERRAL INTERVIEWS	TE TESTED/TOTAL TRAFFIC
JIS REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 11/4/74

LOCAL OFFICE NO. 4C OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 17

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	300	0.9
XE	120	0.4
XF	4175	13.0
XI	540	1.7
XJ	3810	11.9
XM	390	1.2
XS	2400	7.5
XV	450	1.4
XX	2295	7.1

95

103

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EFS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS
LOCAL OFFICE SUMMARY - REPORT NO. 1

WEEK 12/9/74

LOCAL OFFICE NO. 4D OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 014

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	3250	175	18.3	10.0	30.7
CS	356	N/A	N/A	1.1	N/A
CO	1265	29	41.6	3.7	8.1
[illegible]	1885	33	57.1	5.8	---
[illegible]	2475	391	6.3	7.6	50.9
JO	140	14	10.0	0.4	2.2
JIS	305	79	6.4	1.6	24.5
[illegible]	145	12	12.1	0.4	N/A
MC	0	0	--	0.0	N/A
ME	2055	794	2.6	6.5	0.9
RI	6455	626	10.2	19.8	79.1
TE	620	22	28.2	1.9	2.4
VE	0	0	--	0.0	N/A
A	15450	N/A	N/A	47.4	N/A
RI/I	5205	474	11.0	16.0	
RI/J	1250	154	8.0	3.8	

401

96

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK: 12/9/74

LOCAL OFFICE NO. 4D OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF --014

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	0	0.0
XE	20	0.1
XF	3820	10.8
XI	2390	6.8
XJ	90	0.3
XM	480	1.5
XS	2710	8.3
XV	1500	4.6
XX	2270	7.0

97

501

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EES STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 11/4/74

LOCAL OFFICE NO. 4E-X OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 36

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT					
CS					
CO					
ES	18670			25.0	
FC					
JD	25			0:03	
JIS					
JO	17720			23.8	
RC	8050			10.8	
RE					
RI					
TE					
VE	12825			17.2	
X	17250			23.1	

RI/I	N/A
PI/J	N/A

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 11/4/74

LOCAL OFFICE NO. 4E-X OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 36

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	0	
XE	395	.5
XF	2470	3.3
XI	1235	1.7
XJ	230	.3
XM	180	.2
XS	1215	1.6
XV	660	.9
XX	10865	14.6

99

107

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EFS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARD

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK

LOCAL OFFICE NO. 54 OFFICE NAME. CITY NAME, STATE NAME TOTAL STAFF - 12

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	3155	293	10.8	11.9	28.0
CS	470	N/A	N/A	1.8	N/A
CO	2080	77	27.0	7.9	17.1
ES	280	18	15.6	0.1	N/A
FC	165	21	7.9	0.6	1.8
JD	225	22	10.2	0.9	5.9
JIS	N/A	N/A	N/A	N/A	N/A
JO	375	29	12.9	1.4	
RC	N/A	N/A	N/A	N/A	N/A
RE	2295	1034	2.2	8.7	
RI	3800	376	10.1	14.4	36.4
TE	780	71	11.0	3.0	5.6
VE	715	71	10.1	2.7	102.1
X	12075	N/A	N/A	45.7	N/A

RI/I	N/A				
RI/J	N/A				

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100

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIE
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/15/74

LOCAL OFFICE NO. 5A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF = 12

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	725	2.7
XE	1190	4.5
XF	1985	7.5
XI	3360	12.7
XJ	1900	7.2
XM	50	0.2
XS	980	3.7
XV	105	0.4
XX	1780	6.7

101

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ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EFS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS
LOCAL OFFICE SUMMARY - REPORT NO. 1

WEEK 12/9/74

LOCAL OFFICE NO. 5B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 006

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	2225	136	16.4	14.2	26.1
CS	220	N/A	N/A	1.4	N/A
CU	330	10	33.0	3.5	1.5
ES	320	16	17.8	2.0	---
FC	190	26	7.3	1.2	5.3
GS	90	4	7.5	0.6	11.4
JIS	30	0	--	0.2	N/A
JO	160	14	11.4	1.0	0.02
NC	0	0	--	0.0	N/A
NE	1003	460	3.3	10.3	5.1
RI	360	33	10.3	2.3	7.3
TE	65	3	20.3	0.5	0.7
VE	405	104	4.3	3.0	642.4
X	9365	N/A	N/A	60.1	N/A

RI/I	360	33	10.3	2.3	
RI/O	0	0	--	0.0	

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PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 12/9/74

LOCAL OFFICE NO. 5B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 006

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XG	115	0.7
XE	40	0.3
XF	3560	22.4
XI	0	0.0
XJ	3500	22.0
XM	80	0.5
XS	320	2.1
XV	80	0.0
XX	1745	11.2

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..... ACTIVITY KEY .....

CODE	ACTIVITY NAME
XG	BETA
XE	EFS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

:RF ANC TA RDS

LOCAL OFFICE SUMMARY - REPORT NO. 1 WEEK 10/7/74

LOCAL OFFICE NO. 6A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 93

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
**DW	3960	544	7.3	1.9	
AT	9320	815	11.4	4.4	61.6
CS	2610	-	-	1.2	N/A
CO	7550	150	50.3	3.6	7.7
ES	13340	254	52.5	6.3	-
FC	16405	697	23.5	7.7	15.5
JD	5665	537	10.5	2.7	39.2
JIS	1630	149	10.9	0.8	N/A
JO	3530	199	17.7	1.7	0.4
RC	8785	3117	3.2	4.2	N/A
RE	855	222	3.9	0.4	1.9
RI	24575	1370	17.9	11.6	50.2
TE	1810	84	21.5	0.8	2.4
VE	8161	-	-	3.9	20.8
X	100876			47.6	

RI/I	N/A
RI/J	N/A

**DW = Descriptor Writing.

ACTIVITY KEY

CODE	ACTIVITY NAME	QUANTITY	CODE	ACTIVITY NAME	QUANTITY
AT	APPLICATION TAKING	APPLICATIONS	JO	JOB ORDER TAKING	JOB ORDERS
CS	COMMUNITY SERVICE	N/A	RE	RECEPTION	APPLICANTS
CO	COUNSELING	APPLICANTS	RC	REFERRAL CONTROL	REFERRAL REQUESTS
ES	EMPLOYER SERVICE	ESR ACCOUNTS	RI	REFERRAL INTERVIEWING	APPLICANTS
FC	FILE SEARCH/CALL-IN	CALL-IN ATTEMPTS	TE	TESTING	APPLICANTS
JD	JOB DEVELOPMENT	ATTEMPTS	VE	VERIFICATION/VALIDATION	RESULTS/ORDERS VERIFIED
JIS	JOB INFORMATION SERVICE	APPLICANTS	X	NONE OF THE ABOVE	N/A

SERVICE PERCENT DERIVATIVES

AT	NEW APPLICANTS + RENEWALS/TOTAL TRAFFIC	JO	OPENINGS RECEIVED/TOTAL EMPLOYMENT
CS	N/A	RE	TOTAL TRAFFIC/TOTAL EMPLOYMENT
ES	ESR PROBLEM CONTACTS/ESR ROUTINE CONTACTS	RC	REFERRAL REQUESTS/JOB REFERRALS
FC	CALL-IN ATTEMPTS/ACTIVE APPLICANT FILE	RI	REFERRAL INTERVIEWS/TOTAL TRAFFIC
JD	JD ATTEMPTS/REFERRAL INTERVIEWS	TE	TESTED/TOTAL TRAFFIC
JIS	REFERRAL INTERVIEWS FROM JIS/TOTAL TRAFFIC	VE	VERIFIED + VALIDATED/OPENINGS RECEIVED

PERFORMANCE STANDARDS

LOCAL OFFICE ANALYSIS OF NON-PLACEMENT TIME - REPORT NO. 2 WEEK 10/7/74

LOCAL OFFICE NO. 6A OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 93

ACTIVITY	TOTAL MINUTES	PCT. OF RESOURCE
XC	3215	1.5
XE	1420	0.7
XF	14770	7.0
XI	5020	2.4
XJ	13375	6.3
XM	1525	0.7
XS	9860	4.7
XV	2393	1.1
XX	49298	23.3

105

ACTIVITY KEY

CODE	ACTIVITY NAME
XC	CETA
XE	EPS STUDY
XF	FILING, TYPING, CLERICAL, SWITCHBOARD
XI	SICK
XJ	JOB CORPS, FOOD STAMP, UI, ETC.
XM	MEETING, TRAINING
XS	SUPERVISION, MANAGEMENT, SELF-APPRAISAL SYSTEM
XV	VACATION, ANNUAL LEAVE
XX	PERSONAL, COFFEE BREAK, JOB BANK, ALL ELSE

PERFORMANCE STANDARDS
LOCAL OFFICE SUMMARY - REPORT NO. 1

WEEK 12/9/74

LOCAL OFFICE NO. 6B OFFICE NAME CITY NAME, STATE NAME TOTAL STAFF - 019

ACTIVITY	TOTAL MINUTES	TOTAL QUANTITY	UNIT COST IN MIN.	PCT. OF RESOURCE	SERVICE PERCENT
AT	4740	460	10.3	10.0	44.7
CS	1112	N/A	N/A	2.4	N/A
CC	2100	28	77.1	4.5	20.0
ES	550	34	13.7	1.1	---
FC	4300	410	10.7	9.3	26.0
JD	300	30	10.0	0.6	10.1
JIS	1135	90	12.6	2.4	3.4
JC	592	37	14.1	1.0	0.8
KC	15	1	15.0	0.0	N/A
KE	4730	574	8.2	10.0	5.6
RI	3795	355	10.7	8.0	61.8
TC	820	16	30.8	1.3	0.9
VE	1320	228	5.8	2.8	269.8
X	21410	N/A	N/A	45.3	N/A
---	---	---	---	---	---
RI/I	3200	343	10.7	7.8	
RI/O	150	12	10.3	0.3	

SERVICE PERCENT FORMULAS FOR LOCAL OFFICES AND FOR LABOR AREAS

AT	New Apps + Renewals / Total Traffic	=	*(E90010)+(E90020) / **S(REs)***
CO	Counseled / New Apps + Renewals	=	(E90025) / (E10010)+(E90020)
ES	ESR Problem Contacts / ESR Routine Contacts	=	(EPs) / (EPs) + (ESs)
FC	Call-In Attempts / Active File	=	S(FCs) / E91305
JD	Job Development Attempts / Referral Interviews	=	(JDb) / (JNs) + (IJs)
JIS	Ref. Interviews from JIS / Referral Interviews	=	(IJs / (INs) + (IJs)
****(JO)OT	Openings Received / Total Employment	=	E90185 + E90200 / Most current Employment statistic • SMSA or • For city, including all area served (if not part of SMSA)
RE	Total Traffic / Total Unemployment	=	S(RE Qty) / Most Current Unemployment Statistic (see above)
***RC	Referral Requests / Job Referrals	=	E90075 / (RCs) X S
RI	Referral Interviews / Total Traffic	=	INs + IJs / REs
TE	Tested / Total Traffic	=	E90030 / S(REs)
***VV	Verified Ref's + Validated Orders / Openings Received	=	S(VVs) / E90185 + E90200

* E90010 represents ESARS TBL.90, Line 010

** S = Study Week-Month Normalizer #Work days in Study Month / #Days in Study Week

*** Quantity accumulated on time ladders in Study Week

**** If the LO is part of an area with centralized order taking these service percents are meaningless at the LO level.

3. Activity Summary, for each ES (13) activity reviewed

QUALITY ANALYSIS

ACTIVITY: OFFICE STATISTICS

SUMMARY OF LO MANAGER FORM C/A

How Many Title III Positions ?	Current Rate Local Uncmploy. ?	How I.D. Major Mkt. Emp'rs-Over ___ ?	How Many Maj. Mkt. Employers ?	How Many MME. Use E.S. ?										LO #	NO. FORMS RETURNED
1	1a	1b	1c	1d											
#	%	#	#	#	% Yes	# Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	
														1A	
														1B	
														1C	
10	8.5	50												1D	
														2A	
10	7.0	15	44	90										2B	
														3A	
19	3.2	15	185											3B	
														4A	
														4B	
														4C	
12	5.8	14	2396	1677										4D	
														5A	
7	4.2	25	67	48										5B	
														6A	
														6B	

Note: Those Statistics were collected on a form for the last 5 visits only.

RECEPTION (RE)

Unit: Applicants Received
Service Percent: Total Traffic (Applicants Received) / Total Employment**

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
1A	2.3	6.0	0.4	44.9
1B	1.5	3.9	0.7	43.0
1C	2.0	4.0	0.5	55.2
1D	1.8	3.5	0.2	35.6
2A	4.3	6.6	4.6	28.6
2B	2.8	4.0	3.5	6.7
3A	3.0	4.5	5.1	45.8
3B	4.3	5.0	6.7	35.6
4A	1.0	4.5	2.2	20.2
4B	2.3	5.7	0.7	18.1
4C	3.6	9.7	0.5	21.1
4D	2.6	6.3	0.9	
5A	2.2	8.7		55.1
5B	3.3	10.3	5.1	15.8
6A	3.2	4.2	1.9	35.2
6B	8.2	10.0	5.6	28.1

*ESARS Placements / Time Ladder Placement Equivalent Positions

**Service % Formula Revised in Handbook

QUALITY ANALYSIS

ACTIVITY: RECEPTION

SUMMARY OF STAFF
FORM B-1

Method for Position in Wait Time?	Peak Day (Min.) Typical Wait?	Appointments kept on Schedule?	# Using JIS only? 1 out of ___	Alert - Special Problems?	Procedure for Locating Previous Cards?	Job Ready Applicant to JIS?	Time - Desk Unattended (Min.)?	Review Self-Application?	Error Frequency? 1 out of ___						LO #	NO. FORMS RETURNED
1	1a	2	3	4	5	6	7	8	8a							
% Yes	Avg. Min.	% Yes	Avg #	% Yes	% Yes	% Yes	Avg Min	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
100	19	86		100	100	100	4	67	11						1A	7
24	13	100		100	100	94	3	71	6						1B	17
0	-	0		100	100	100	2	0	-						1C	1
32	24	100	7	100	66	66	1	0	-						1D	3
-	-			100	100	100	-	-	-						2A	1
0	45	100	15	100	100	100	2	0							2B	2
0	10	100		100	100	100	0	100	5						3A	2
50	4	100	30	100	100	100	1	100	5						3B	4
60	54	100		100	80	80	3	60	4						4A	5
100	15	100		100	100	100	0	100	20						4B	1
100	3	-		100	100	100	0	100							4C	1
25	3	100	18	100	100	100	0	50	169						4D	4
0	22	100		100	100	0	5	100	10						5A	6
0	20	100	42	100	100	100	1	100	8						5B	2
80	15	86	73	100	91	73	2	29	5						6A	11
33	15-20	0	[illegible]	100	100	67	0	100	8						6B	3

QUALITY ANALYSIS

ACTIVITY: RECEPTION

SUMMARY OF APPLICANT FORM D1 /I

1 How Long Wait ? (Min.)	2 Given Reasonable Estimate Wait ?	3 Person at Recep. Friendly ?	4 Help Direct to Service ?	5 Easy to Find Direction ?	6 Signs Easy to Read ?											
Avg. Min.	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
5.5	62	98	97	97	99										1A	101
5	62	98	94	98	94										1B	52
-	67	98	97	98	94										1C	80
10	38	94	90	88	82										1D	141
															2A	
1.7	73	99	96	98	97										2B	137
-	54	98	98	97	99										3A	211
7	40	97	100	100	60										3B	105
-	54	97	98	98	97										4A	87
-	60	96	100	91	79										4B	83
-	57	98	98	100	100										4C	46
1	64	98	95	100	98										4D	123
4.5	71	99	97	98	96										5A	138
2	80	100	100	98	100										5B	49
-	43	96	97	99	98										6A	72
3.7	51	93	93	93	90											

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QUALITY ANALYSIS

ACTIVITY: RECEPTION

SUMMARY OF LO MANAGER FORM C/I

Rec. Centrally Located ?	Reception Welcoming ?	Equipped with Pamphlets ?	New App. Informed of JIS ?	New App. Informed of Job Search Library?	New App. Informed of Other Services ?	New App. Informed of Veterans Preference?	New App. Informed of U.I. Claims ?	New App. Informed of Labor Mkt. Info. ?	Other ?	Form of Orientation Verbal ?	Form of Orientation Pamphlets ?	Form of Orientation Film Strip ?	Other ?	Tally of App. Received ?	LO #
1	2	3	4a	4b	4c	4d	4e	4f	4g	5a	5b	5c	5d	6	NO. FORMS RETURNED
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
N	N	Y	Y	Y	Y	N	N	N	N	Y	Y	N	Y	N	1A
N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	1B
N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	1C
N	Y	Y	Y	N	N	Y	Y	N/A	-	Y	-	N	-	N	1D
															2A
Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	2B
Y	Y	Y	Y	N	Y	Y	Y	Y		Y	Y	Y	N	N	3A
Y	Y	Y	-	-	Y	Y	Y	Y		Y	N	N	Y	N	3B
N	Y	Y	N	N	N	N	N	N	N	Y	Y	Y	N	Y	4A
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	4B
Y	Y	Y	Y	Y	Y	Y	Y	N	-	Y	Y UI	Y	-	Y	4C
N	Y	Y	Y	Y	Y	Y	Y	Y	-	Y	Y	N	N	Y	4D
Y	Y	Y	N/A	N/A	Y	Y	Y	Y	Y	Y	N	N	N	N	5A
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	5B
Y	Y	Y	Y	Y	Y			Y							6A
															6B

ERIC

QUALITY ANALYSIS

ACTIVITY: RECEPTION

SUMMARY OF LO MANAGER FORM C/Ia.

Daily List of Applicants ?	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
7																
Yes																
Y															1A	
Y															1B	
Y															1C	
Y															1D	
															2A	
N															2B	
Y															3A	
Y															3B	
N															4A	
Y															4B	
Y															4C	
Y															4D	
Y															5A	
Y															5B	
Y															6A	
															6B	

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APPLICATION TAKING (AT)

Unit: Applications Taken
Service Percent: New Applicants and Renewals / Total Traffic

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/ equiv.pos. Time ladders -direct plcmnt time only-
1A	11.6	11.6	37.5	44.9
1B	13.6	7.9	22.2	43.0
1C	21.3	14.7	34.0	55.2
1D	7.7	4.2	47.4	35.6
2A	15.7	14.5	46.9	28.6
2B	16.6	13.9	26.7	6.7
3A	11.5	8.2	44.0	45.8
3B	13.2	7.3	41.1	35.6
4A	15.3	11.2	15.3	20.2
4B	19.3	11.4	28.1	18.1
4C	11.8	9.5	33.3	21.1
4D	18.3	10.0	30.7	
5A	10.8	11.9	28.0	55.1
5B	16.4	14.2	26.1	15.8
6A	11.4	4.4	61.6	35.2
6B	10.3	10.0	44.7	28.1

QUALITY ANALYSIS

ACTIVITY: APPLICATION TAKIN

SUMMARY OF STAFF

FORM B-2

1 Average Time Full?		2 Average Time Partial?		3 # Estimate Incorrect 1 out of ___															
Min		Min		Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
16		7		25													1A	14
15		4															1B	25
23		7		9													1C	22
12		4		9													1D	5
17		7		-													2A	9
19		10		9													2B	7
8		4		25													3A	6
16		10		10													3B	12
18		10		8													4A	5
17		-		100													4B	10
11		7		18													4C	9
18		-		139													4D	7
16		8		12													5A	9
17		8		-													5B	2
15		8		10													6A	34
13		5		26													6B	

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QUALITY ANALYSIS

ACTIVITY: APP. TAKING

SUMMARY OF APPLICANT
FORM D1 /II

1	2	3	4	5	6	7									
Samples of Filled Forms ?	Samples Clear and Easy ?	App. Card Easy to Read ?	Help Available ?	Wait 15 Min. or Less Card Comple. ?	Area Comfortable Where Fill Card ?	Area Well-Lit ?									
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
33	77	96	79		96	96									1A	99
62	81	95	88		95	98									1B	45
38	78	98	74		93	99									1C	87
52	58	90	66		64	84									1D	132
															2A	
52	71	93	91		91	100									2B	23
71	97	99.5	88		96	98									3A	196
49	51	89	71		86	89									3B	93
65	90	97	90		94	100									4A	67
97	99	99	91		95	97									4B	71
50	86	98	95		93	98									4C	39
63	87	96	97		99	99									4D	89
84	99	98	91		99	100									5A	89
49	96	96	98		100	100									5B	46
33	79	98	78		98	98									6A	56
23	80	99	86		91	100									6B	136

QUALITY ANALYSIS

ACTIVITY: APPLICATION TAKING
SUMMARY OF LO MANAGER
FORM C/II

Self-Applic. When Capable ?	Visual Aids ?	Adequate Fac. ?	Partial App. on JIS ?	Partial App. on Summer Youth ?	Partial App. on Transients ?	Partial App. on Casual Workers ?	Partial App. on Domestic Day ?	Partial App. on First Visit Ref. ?	SATB Only ?	Empl. Attached ?	Full App. on Vets. ?	Full App. on Disadvantage ?	Full App. on Handicap ?	Full App. on Add'l Services ?	NO. FORMS RETURNED
1	1a	1b	2a	2b.	2c	2d	2e	2f	2g	2h	3a	3b	3c	3d	
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	LO #
Y	N	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	1A
Y	N	Y	Y	Y	Y	Y & N	Y & N	Y	Y	Y	Y	Y	Y	Y	1B
Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	1C
Y	N	N	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	1D
															2A
Y	Y	N	N	Y	N	N	N	N	N	Y&N	Y	Y	Y	Y	2B
Y	Y	Y	N	Y	N	N	N	N	N	N	Y	Y	Y	Y	3A
Y	Y	Y	N	Y	N	N	N	N	N	N	Y	Y	Y	Y	3B
Y	Y	Y	N	Y	N	N/A	N/A	N	N	Y	Y	Y	Y	Y	4A
Y	Y	Y	N	N	N	N	N	N	N	N	Y	Y	Y	Y	4B
Y	Y	Y	N	N	N	N	N	N	N	N	Y	Y	Y	Y	4C
Y	Y	Y	N	N	N	N	N	N	N	N	Y	Y	Y	Y	4D
Y	Y	Y	N/A	Y	N		N	N	N	N	Y	Y	Y	Y	5A
Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	5B
Y	N	Y	N	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	6A
															6B

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QUALITY ANALYSIS

ACTIVITY: APPLICATION TAKING
SUMMARY OF LO MANAGER
FORM C/IIa.

Skills in Demand No Openings ? 3e	Periodic Review of Card File ? 4	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
Y	Y														1A	
Y	Y														1B	
Y	Y														1C	
Y	Y														1D	
															2A	
Y	Y														2B	
															3A	
Y	Y														3B	
															4A	
Y	Y														4B	
Y	Y														4C	
Y	Y														4D	
															5A	
Y	Y														5B	
Y	Y														6A	

REFERRAL INTERVIEWING (RI)

Unit: Applicants Interviewed
Service Percent: Referral Interviews / Total Traffic (Applicants received)

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
A	9.8	13.4	53.1	44.9
1B	10.7	20.8	72.0	43.0
1C	12.0	19.5		55.2
D	20.3	19.7	50.9	35.6
A	14.3	11.3	51.9	28.6
B	15.3	10.6	48.9	6.7
A	10.7	9.8	60.5	45.8
3B	7.8	7.7	82.9	35.6
4A	15.4	29.0	42.6	20.2
4B	18.6	27.2	57.8	18.1
C	16.7	21.0	46.4	21.1
D	10.2	19.8	79.1	
A	10.1	14.4	36.4	55.1
5B	10.3	2.3	7.3	15.8
6A	17.9	11.6	50.2	35.2
6B	10.7	8.0	61.8	28.1

*ESARS Placements / Time Ladder Placement Equivalent Positions

QUALITY ANALYSIS

ACTIVITY: REFERRAL INTERVIEWING
SUMMARY OF STAFF
FORM B-3 (Part 1 of 2)

How Long R.I. for JSS?	Difficulty Reading Fiche or Listings?	Print or Focus Clear?	Frequency of Job Development? 1 out of ___	Intro. Document for Employer?	"Call First" Observance?	Frequency of Order Errors? 1 out of	Potential UI Benefits Info?	Index Open Orders?	Index New Orders?	New Orders Only?	Clearance Orders Only?	Special Listing?	Which	Applicant Refusal After Clearance?		
0	1	1a	2	3	4	5	6	7a	7b	7c	7d	7e		8		
Avg Yrs	% Yes	% Yes	Avg #	% Yes	% Yes	Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
* 0	88	27	100	100	27	100	75	66	0	50	0		70	1A	10
* 14	100	3	100	95	14	100	67	83	25	25	83		78	1B	19
* 25	75	11	100	100	12	92	33	100	66	0	50		92	1C	13
6		10	100	100	7	100	-	-	-	-	-	-	-	1D	9
* 40	-	-	-	100	-	22	80	56	-	-	-	-	89	2A	10
8	86	14	6	100	100	22	100	86	57	29	14	29	-	71	2B	7
* 13	75	3	75	88	30	88	60	80	25	0	66	-	75	3A	8
7	17	93	5	100	100	20	100	64	55	9	9	27	-	30	3B	12
* 18	85	6	100	100	20	97	82	79	37	14	36	-	79	4A	34
* 42	92	9	100	100	45	100	100	92	36	8	88	-	92	4B	12
* 17	83	5	100	100	10	100	100	100	0	0	66	-	100	4C	6
5	67	56	10	100	33	31	100	71	63	25	17	67	-	89	4D	9
* -	-	10	100	100	39	100	-	-	-	-	-	-	50	5A	7
7	-	-	9	100	100	20	100	-	-	-	-	-	-	-	5B	2
* 26	78	17	100	97	20	95	52	83	46	29	23	-	66	6A	40
7	0	80	[illegible]	93	87	34	[illegible]	71	33	29	0	[illegible]	-	88	[illegible]	15

*First group LO's visited - Questions not on form

QUALITY ANALYSIS

ACTIVITY: REFERRAL INTERVIEWING
SUMMARY OF STAFF
FORM B-3 (Part 2 of 2)

Re-Call Control?	Last Occured ? # Days ___ Ago.	Is Control Central?	Established Dialogue?	More Than 30 Seconds?	R.C. Busy ? 1 out of ___	R.C. "Hold"? 1 out of ___	Take New Orders?	Referral Results Daily?	Cards Held Day or More?	Reason	Frequency 1 out of ___	Employer List for Job Development?	Employer Contact for Job Development More 1/Month?	How Many Employers?		
8a	8b	9	9a	9b	9c	9d	10	11	12	12a	12b	13	14	14a		
% Yes	Avg. Days	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	Avg #	% Yes	% Yes	Avg #	LO #	NO. FORMS RETURNED
100		100	100	10	11		50	67	14		6	50	56	4	1A	10
100		100	100	20	21		12	59	11		30	81	53	-	1B	19
92		100	100	58	33		8	30	0		-	58	58	4	1C	13
-		-	-	-	-	-	100	100	-		-	71	-	-	1D	9
-		89	90	-	-	-	90	60	-		-	-	-	-	2A	10
80		100	100	0	17	0	86	100	71		-	71	71	5	2B	7
100		100	100	0	7		0	88	25		54	100	88	6	3A	8
0		-	-	-	-	-	83	100	11		-	83	75	13	3B	12
96		100	100	0	16	-	71	94	15		9	77	56	9	4A	34
100		100	100	17	21		92	100	50		58	91	73	3	4B	12
80		100	100	20	15		67	100	83		26	100	100	4	4C	6
100		89	100	14	15	5	75	75	13		20	89	75	3	4D	3
0		-	-	-	-		80	60	33		-	29	71		5A	7
-		-	-	-	-	-	100	0	100		8	100	50	1	5B	2
90		94	92	26	3		30	18	0		-	60	23	4	6A	40
0		13					60	60	9			67	67	6	6B	15

Question invalid - Revision required

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QUALITY ANALYSIS

ACTIVITY: REFERRAL INTERVIEW
SUMMARY OF APPLICANT
FOPM D1/III

Wait 15 Min. or Less for Intw'r ?	Did Intv'r Understand You ?	Used ES Before ?	Return to ES ?	Intv'r Encourage You to Call ?	Referred to Job ?	Intv'r Discuss Employer Arrange ?	Intv'r Tell You Report Results ?	Given Referral Slip ?								
1	2	3	4	5	6	6a	6b	6c								
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
	97	58	99	72	55	83	56	81							1A	107
	96	73	97	82	73	74	51	77							1B	42
	99	58	98	77	38	76	68	78							1C	84
	48	22	54	28	24	26	28	32							1D	66
															2A	
	99	71	100	81	27	58	65	72							2B	92
	100	69	99.5	82	59	84	71	81							3A	194
	69	43	71	63	49	49	34	43							3B	78
	98	76	99	84	83	85	81	94							4A	86
	99	66	99	84	69	88	63	100							4B	79
	93	64	98	87	73	88	94	100							4C	45
	98	58	99	83	82	86	70	98							4D	107
	100	86	98	70	71	77	69	91							5A	98
	98	38	100	91	15	86	43	50							5B	47
	97	61	97	74	59	81	60	93							6A	65
	98	64	100	84	47	79	70	81							6B	159

QUALITY ANALYSIS

ACTIVITY: REFERRAL INTERVIEWING
SUMMARY OF LO MANAGER
FORM C/III

LO #	NO. FORMS RETURNED	1 Adequate Facilities ?	2 Daily Referral Results ?	2a If Yes - Used to Monitor Operations ?	3 JB Listings On Time ?	3a JB Listings Not Available A.M.?	4 How Many Lists/ Viewers ?	4a How Many RI People ?	5 % Job Openings Filled From Job Order Forms ?							
		Yes	Yes	Yes	Yes	#	#	#	%	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes
1A		N	N	-	N/A	N/A	N/A	7-8	N/A							
1B		Y	Y	Y	Y	-	4	20	70							
1C		N	Y	Y	N	N/A	N/A	16	95							
1D		Y	Y	Y	-	-	-	5-8	-							
2A																
2B		Y	Y	Y	Y&N	20	10	10	5							
3A		Y	N		Y	6	17	17	70							
3B		N	N	-	Y	10-12	14	8	90							
4A		N	Y	Y	Y	4-5	34	34	N/A							
4B		Y	Y	Y	Y	3	14	12	90							
4C		Y&N	Y	Y	Y	5	7*	6	N/A							
4D		Y	Y	Y	Y	2	8	6	N/A							
5A		Y	N	Y	N/A	-	8	8	75-100							
5B		N	N	-	-	-	-	-	100							
6A		Y	Y		N/A	N/A	56	60	N/A							
6B																

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JOB DEVELOPMENT (JD)

Unit: Job Development Attempts
Service Percent: Job Development Attempts / Referral Interviews

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
1	14.5	1.4	7.1	44.9
1[illegible]	10.0	1.6	8.4	43.0
1C	6.3	1.4	14.0	55.2
1	7.7	0.9	11.8	35.6
[illegible]	8.0	4.6	71.8	28.6
[illegible]	10.5	0.8	10.5	6.7
[illegible]	5.9	2.7	49.2	45.8
3B	10.7	1.2	12.0	35.6
[illegible]	9.1	2.3	13.5	20.2
4B	14.0	0.8	4.0	18.1
[illegible]	9.9	1.5	12.2	21.1
[illegible]	10.0	0.4	2.2	
[illegible]	10.2	0.9	5.9	55.1
5B	7.5	0.2	11.4	15.8
[illegible]	10.5	2.7	39.2	35.2
6B	10.0	0.8	10.1	28.1

*ESARS Placements / Time Ladder Placement Equivalent Positions

QUALITY ANALYSIS

ACTIVITY: JOB DEVELOPMENT

SUMMARY OF STAFF

FORM B-4 (part 1 of 2

Average # Attempts per Applicant?	Formal Courses?	Self-Study?	OJT?	Other - Explain	JIS?	Open Closed Orders?	Employers Records?	Card Work History?	Newspaper Ads?	Trade Professional Periodicals?	Directories?	Job Opportunities Studies?	Area Skill Studies?	Other	LO #	NO. FORMS RETURNED
1	2a	2b	2c	2d	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j		
Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
	50	38	100	29	38	88	75	63	50	13	75	25	13	71	1A	8
	53	53	87	38	64	93	72	46	64	36	79	50	29	60	1B	15
	50	22	67	29	67	89	13	33	78	13	89	0	0	50	1C	10
	67	56	100	50	67	100	78	67	67	44	67	22	22	33	1D	9
Invalid question; Response inadequate, therefore question revised.	First LO visit - Questions from visit completely revised.														2A	
	0	33	83	25	0	17	66	86	86	17	66	17	33	20	2B	7
	46	71	100	43	69	93	85	57	100	23	86	29	36	43	3A	14
	42	100	100	8	8	92	92	92	92	33	92	42	42	17	3B	12
	64	59	97	35	76	86	94	80	64	30	71	34	32	50	4A	35
	17	42	100	29	58	100	100	92	100	33	58	25	25	45	4B	12
	17	17	100	17	83	100	50	100	100	33	83	0	0	33	4C	6
	43	29	86	83	57	71	71	71	100	29	57	43	29	50	4D	7
	83	86	100	67	34	86	57	86	100	14	43	43	29	50	5A	7
3	100	0	100	100	100	100	100	100	100	0	100	0	0	0	5B	2
	25	55	76	18	30	82	44	71	87	27	67	18	26	22	6A	50
1	36	67	93	25	60	93	80	87	73	13	100	33	29	25	6B	15

QUALITY ANALYSIS

ACTIVITY: JOB DEVELOPMENT

SUMMARY OF STAFF

FORM B-4 (part 2 of 2

Review Openings First? 4	Attempt JO During Call? 5	Share New JO With Interviewers? 6	Wait Time Before Follow Up? 7												LO #	NO. FORMS RETURNED
% Yes	% Yes	% Yes	Avg Days	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
100	75	88	2												1A	8
100	77	92	2												1B	15
100	33	100	4												1C	10
100	89	89	3												1D	9
-	-	-	-												2A	10
100	43	100	4												2B	7
93	79	93	2												3A	14
100	100	92	1												3B	12
100	64	97	4												4A	35
92	88	100	3												4B	12
100	17	100	4												4C	6
100	100	100													4D	7
100	86	100	3												5A	7
100	100	50	2												5B	2
98	53	76	4												6A	50
100	100	100													6B	15

ERIC

QUALITY ANALYSIS

ACTIVITY; JOB DEVELOPMENT

SUMMARY OF LO MANAGER FORM C/IV

JD Contacts Noted on Rec. of Employer ?	How Many Contacted Last Mo.?	Random Sample Cards that Ind. JD ?												NO. FORMS RETURNED
1	1a	2												
Yes	#	#	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #
N	-	-												1A
N	-	14												1B
N	-	N/A												1C
N	-	-												1D
														2A
N	-	40												2B
Y	1650	-												3A
N	-	-												3B
Y	425	N/A												4A
Y	145	10-25												4B
Y	208	5												4C
Y	79	2												4D
Y	40	1-25												5A
Y	14	11												5B
Y	*	13												6A
														6B

JOB INFORMATION SERVICE (JIS)

Unit: Applicants
Service Percent: Referral Interview from JIS*** / Total Traffic (Applicants Received)

LO #	Unit Cost In Minutes	Percent of Resources	Service Percent	Plcmts/* equiv. pos. Time ladders -direct, plcmnt time only-
1	6.3	2.4	N/A	44.9
1B	10.3	1.7	N/A	43.0
1C	**	1.3	N/A	55.2
1	7.1	1.5	79.7	35.6
2	11.2	2.1	N/A	28.6
2	7.5	0.1	6.0	6.7
3	4.8	1.5	N/A	45.8
3B		0.0	N/A	35.6
4	N/A	3.1	N/A	20.2
4B	6.7	0.0	N/A	18.1
4C	2.9	0.5	N/A	21.1
4	6.4	1.6	24.5	
5	N/A	N/A	N/A	55.1
5B		0.2	N/A	15.8
6	10.9	0.8	N/A	35.2
6B	12.6	2.4	3.4	28.1

* SARS Placements
Time Ladder Placement
Equivalent Positions

** Quantity data collected incorrectly
*** Service % Formula Revised in Handbook

QUALITY ANALYSIS

ACTIVITY: JOB INFORMATION SERVICE
SUMMARY OF STAFF
FORM B-5

1 At Least One Referral? %	2 Abbreviations Eliminated JIS Listings?	2a Are Applicants Confused?	3 Frequent Applicant Unqualified? 1 in every ____											LO #	NO. FORMS RETURNED
Avg %	% Yes	% Yes	Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
51	60	50	4											1A	5
47	23	89	5											1B	22
66	0	100	5											1C	4
38	22	60	11											1D	9
-	-	-	-											2A	0
50	0	43	4											2B	7
-	-	-	-											3A	0
-	-	-	-											3B	0
77	0	100	4											4A	3
21	0	50	5											4B	2
-	0	100	-											4C	1
65	17	100	5											4D	6
-	-	-	-											5A	0
-	-	-	-											5B	0
90	0	100	4											6A	3
														6B	

QUALITY ANALYSIS

ACTIVITY: JIS

SUMMARY OF APPLICANT
FORM D3/I

Area Well-Lit ?	Area Pleasant ?	Find Material Wanted ?	Easy to Write Job Selection ?	Would Return to Use JIS ?	Someone to Answer Quest's ?	Materials Other Than Job Lists ?	Use Other Materials ?	Which ?	Use Any Job Lists ?	Job Lists Easy to Read ?	List Jobs Clear-Easy Read ?	Job Descriptions Easy Understand ?			
1	1a	2	3	4	5	6	6a		7	7a	7b	7c			
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO # / NO. FORMS RETURNED
98	93	82	84	100	96	71	29		73	98	97	97			1A — 46
97	91	88	91	94	94	59	58		82	88	81	90			1B — 33
97	100	94	97	100	100	74	61		82	97	100	100			1C — 35
100	93	73	73	100	87	80	40		67	67	67	80			1D — 45
															2A — 41
															2B — 40
															3A
															3B
100	100	86	84	100	100	63	45		91	98	97	97			4A — 45
100	96	72	76	100	93	59	5		68	100	100	100			4B — 29
96	98	87	86	100	100	41			81	95	100	95			4C — 49
100	100	66	57	100	100	57	26		51	89	94	97			4D — 48
															5A
															5B
97	97	83	100	100	100	68	43		97	100	93	100			6A — 30
00	00	00	00	100	00	63	53		92	98	100	100			6B — 50

QUALITY ANALYSIS

ACTIVITY: JIS

SUMMARY OF LO MANAGER FORM C/V

Job Listings In JIS ?	Alpha DOT ?	How Listed: Alpha Location ?	How Listed: Alpha DOT/Salary ?	Other ?	Schools/Comm. Agencies Receive Listings ?	How Often ?	Do They Visit Local Office ?	When Last ?	Check on JTS Apps. w/o Placement ?	One or More Staff Assigned Monitor JIS ?						
1	2a	2b	2c	2d	3	3a	4	4a	5	6						
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Date	Yes	Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
Y	N	N	N	Y	Y	-	Y	9/74	Y	Y					1A	
Y	N	N	N	Y	Y	M	Y	7/74	Y	N					1B	
Y	-	-	-	Y	N	-	Y	5/74	Y	Y					1C	
Y	-	-	-	Y	N	-	N	-	N	Y					1D	
															2A	
Y	N	N	N	N	Y	D	Y	12/74	N	N					2B	
															3A	
Y	N	N	N	Y	Y	W	Y	8/74	N	N					3B	
-	-	-	-	-	-	-	-	-	-	-						
															4A	
Y	-	-	-	Y	Y +N	D	N	-	Y	Y					4B	
Y	N	N	N	Y	N	-	Y	3/73	Y	Y					4C	
Y	Y	N	N	-	N	-	Y	10/74	Y	N					4D	
Y	-	-	-	Y	N/A	N/A	Y	12/74	Y	Y						
															5A	
N/A	N/A	-	-	-	Y	N/A	Y	10/74	N/A	N/A					5B	
N	-	-	-	-	N	-	-	-	-	-						
															6A	
Y	N	N	N	Y	N	-	Y	10/74	Y	Y					6B	

REFERRAL CONTROL (RC)

Unit: Referral Requests
Service Percent: Referral Requests / Job Referrals ***

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
A	5.0	0.01	N/A	44.9
B	7.1	0.1	N/A	43.0
1C	19.0	0.03	N/A	55.2
D	-	0.0	N/A	35.6
E-X	**	12.8	**	
1F-X	**	9.2	**	
2A	7.3	2.3	62.8	28.6
B	N/A	0.1	N/A	6.7
A	4.3	4.3	183.3	45.8
B	N/A	0.0	N/A	35.6
A	2.4	2.1	N/A	20.2
4B	-	0.0	N/A	18.1
C	N/A	0.2	N/A	21.1
D	N/A	0.0	N/A	
4E-X	**	10.8	**	
A	-	0.0	N/A	55.1
5B	N/A	0.0	N/A	15.8
6A	N/A	0.4	N/A	35.2
6B	15.0	0.0	N/A	28.1

*ESARS Placements
Time Ladder Placement
Equivalent Positions

**Could not be developed for sample. Sample included only a part of LO's served by this central order taking office.

***Service % Formula Revised in Handbook

QUALITY ANALYSIS

ACTIVITY: REFERRAL CONTROL

SUMMARY OF STAFF
FORM B-6

	In Job Bank Area?	(JB) One-Over Referrals?	(JB) Established Dialogue?	(JB) Less Than 30 Seconds?	(JB) Change Info. To Interviews?	(JB) Written Procedures Monitor Transmission?	(Now JB) Is Referral Posted?									
	1	2	2a	2b	3	4	5									
	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. OF RETURNED
	100	66	100	66	100	0	100									1A	4
	COT															1B	
																1C	
																1D	
	0	-	-	-	-	-	100									1E-X	11
	20	0	100	66	75	100	100									1F-X	6
		100	100		75	0										2A	6
	100	100	100	100	100	100	100									2B	5
	100	0	100	100	100	0	-									3A	3
																3B	
																4A	
																4B	
																4C	
																4D	
	100	25	100	100	100	25	-									4E-X	4
																5A	
																5B	
	0	-	0	0	-	-	66									6A	3
																6B	

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QUALITY ANALYSIS

ACTIVITY: REFERRAL CONTROL

SUMMARY OF LO MANAGER FORM C/VI

1 Daily Peak # Ref. Approved ?	1a # R. C. Staff ?	1b Work Separate Sections ?	2 Supvr. Check Positions ?	2a How Often ?	3 Forms For Change Control ?	4 Key Changes to Interviewers ?	5 Sta./Desk & Ref. Form #'s Audit ?	5a How Often ?	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
#	#	Yes	Yes	#	Yes	Yes	Yes	#								
150	3	N	Y	Reg	Y	Y	N	-							1A	
-	-	-	-	-	-	-	-	-							1B	
-	-	-	-	-	-	-	-	-							1C	
	-	-	Y	-	-	-	-	-							1D	
															2A	
-	-	-	-	-	-	-	Y	WK							2B	
-	2	Y	Y	-	-	Y	Y	MO							3A	
-	-	-	-	-	-	-	-	-							3B	
		-	-	-	-	-	-	-							4A	
-	-	-	-	-	-	-	-	-							4B	
-	-	-	-	-	-	-	-	-							4C	
-	-	-	-	-	-	-	-	-							4D	
N/A	-	-	Y	Wkly	N	Y	N	-							5A	
-	4	Y	N	-	Y	Y	Y	-							5B	
N/A	-	-	N/A	-	N	Y	N/A	-							6	

VERIFICATION (VE)

Unit: Verified Referrals & Validated Orders
Service Percent: Verified Referrals & Validated Orders / Openings Received

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
A	5.4	4.5	183.6	44.9
1B	5.4	2.5	N/A	43.0
1C	7.2	2.5	N/A	55.2
D	6.3	5.1	265.9	35.6
1E-X	**	21.7	**	
1F-X	**	19.2	**	
A	2.5	1.3	224.3	28.6
B	6.6	1.1	280.8	6.7
A	1.7	2.0	384.5	45.8
3B	7.7	1.6	149.8	35.6
4A	N/A	0.4	N/A	20.2
4B	N/A	0.4	N/A	18.1
C	21.7	1.8	N/A	21.1
D	N/A	0.0	N/A	
4E-X	**	17.2	**	
A	10.1	2.7	102.1	55.1
5B	4.5	3.0	642.4	15.8
6A	71.0	3.9		35.2
6B	5.8	2.8	269.8	28.1

*ESARS Placements / Time Ladder Placement Equivalent Positions

**Could not be developed for sample. Sample included only a part of LO's served by this central order taking office.

ERIC

QUALITY ANALYSIS

ACTIVITY: VERIFICATION/ VALIDATION

SUMMARY OF STAFF

FORM B-7

B7-VERIF/VALID	Other Employer-Related Procedures Training?	# Verifications After 2/Hrs.? 1 out of ___	# V/V Attempts Mandatory Listings? 1 out of ___	Is Mailer Verification Used?	Returned in 72 Hrs.?	Verification By Mail	Frequency of Recording and Forwarding: Ref. Results? 1 out of ___	Order Changes 1 out of ___	Order Status Change? 1 out of ___							LO #	NO. OF RETURNED
	1	2	3	4	4a	4b	5a	5b	5c								
	% Yes	Avg #	Avg #	% Yes	Avg %	Avg %	Avg #	Avg #	Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
	75	4	3	100	11	10	4	1	1							1A	4
																1B	
																1C	
	100	6	6	78	33	17	1	1	1							1D	9
	91	3	5	100	2	2	2	1	1							1E-X	11
	83	1	1	100	0	2	1	2	1							1F-X	6
	100	-	-	-	-	-	-	-	-							2A	2
	67	4	1	100	69	12	1	1	1							2B	6
	33	-	-	0	-	-	-	-	-							3A	3
	100	4	3	89	42	32	5	6	5							3B	9
																4A	
																4B	
																4C	
																4D	
	71	3	3	100	17	2										4E-X	7
	80	10	3	80	43	45	1	1	1							5A	5
	100	5		100	45	50	1	1	1							5B	2
	33	1	1	100	15	54	1	1	1							6A	4
	44	4	3	100	28	34	2	1	1							6B	9

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QUALITY ANALYSIS

ACTIVITY: VERIFICATION/ VALIDATION
SUMMARY OF LO MANAGER
FORM C/VII

1	Unverif. After 24 Hours ?	2a Empl. Contacted Re-Orders Aged ?	2b Empl. Contacted Re-Orders Other Than Open Status ?	2c Empl. Contacted Re-Orders W/Unverified Refs. ?	3 Established Procedures ?	4 Verify Ref. Results ?	5 Empl. Accept More Referrals ?	5a Who Contacts Empl. ?	6a V/V Have JO-Ref. Records ?	6b Empl. Telephone Numbers Avail. ?	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
		Yes	Yes	Yes	Yes	Yes	Yes	Who	Yes	Yes							
	*	Y	Y	Y	Y	N	N	-	Y	Y						1A	
	-	-	-	-	-	-	-	-	-	-						1B	
	-	-	-	-	-	-	-	-	-	-						1C	
	-	Y	Y	Y	Y	Y	-	-	-	-						1D	
																2A	
	10	Y	Y	Y	Y	Y	[illegible]	RI	N	Y						2B	
																3A	
	40	Y	Y	Y	Y	N	Y	OT	Y	Y						3B	
	-	Y	Y	Y	Y	Y	-	-	-	-						4A	
	-	-	-	-	-	-	-	-	-	-						4B	
	-	-	-	-	-	-	-	-	-	-						4C	
	-	-	-	-	-	-	-	-	-	-						4D	
	80	Y	Y	Y	Y	N	N/A	-								5A	
	50	Y	Y	Y	Y	Y	-	-	-	-						5B	
	*	Y	Y	Y	Y	N	Y	V/CLK	Y	Y						6A	
																6B	

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COUNSELING (CO)

Unit: Counseled Applicants
Service Percent: Counseled Applicants / New Applicants & Renewals

Lo #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
A	48.1	7.2	9.0	44.9
B	30.0	1.8	2.6	43.0
1C	39.6	1.5	4.2	55.2
D	56.3	2.8	11.6	35.6
2A	47.3	11.0	31.7	28.6
B	29.9	3.5	15.8	6.7
A	36.3	2.1	42.5	45.8
B	30.2	3.1	11.4	35.6
A	46.9	9.1	17.9	20.2
4B	44.9	4.4	11.4	18.1
C	39.3	1.7	2.3	21.1
D	41.6	3.7	8.1	
A	27.0	7.9	17.1	55.1
B	55.0	3.5	1.5	15.8
A	50.3	3.6	7.7	35.2
6B	77.1	4.6	20.0	28.1

*ESARS Placements.
Time Ladder Placement
Equivalent Positions

ERIC

QUALITY ANALYSIS

ACTIVITY: COUNSELING

SUMMARY OF STAFF

FORM B-8 (part 1 of 2

How long Counseling?	One to One Private Area?	Maintain Separate File?	For Each Applicant: Problem Statement?	Record Analysis?	Diagnostic Tools?	Possible Options?	Plan of Action?	Knowledge of: Intra/Inter Resources?	General Labor Market?	Local Training ?	Maintain Up-To-Date Pamphlets?	Do Non-Scheduled Counseling?	Give Booklets Re: Testing?	If Job Ready, Perform Referral Interview?		
	1	2	3a	3b	3c	3d	3e	4a	4b	4c	5	6	7	8a		
Avg Yrs	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. FORMS RETURNED
15	0	100	100	100	100	100	100	100	100	100	100	0	100	0	1A	1
12	0	66	100	100	100	100	100	100	100	100	33	100	33	66	1B	3
14	0	100	100	100	100	100	100	100	100	100	100	100	100	100	1C	1
10	100	100	100	100	100	100	100	100	100	100	100	100	100	100	1D	2
5	17	100	100				100	40	20		100		0		2A	6
4	0	100	100	100	100	100	100	100	100	100	100	100	0	100	2B	1
5	100	100	100	100	100	100	100	100	67	100	67	100	33	100	3A	3
10	66	66	100	100	33	100	100	100	100	100	66	100	33	100	3B	3
8	57	100	100	100	57	100	100	100	100	100	57	100	57	100	4A	7
7	0	100	100	100	100	100	100	100	100	100	100	100	50	100	4B	2
12	0	100	100	100	0	100	100	100	100	100	100	100	0	100	4C	1
	0	100	100	100	100	100	100	100	100	100	0	100	0	100	4D	1
4	100	100	100	100	100	100	100	100	100	100	50	100	100	100	5A	2
6	100	100	100	100	0	100	100	100	100	100	100	100	0	100	5B	1
10	86	100	100	100	71	100	100	100	100	86	57	86	33	86	6A	7
4	100	100	100	100	25	100	100	100	100	100	75	100	50	100	6B	4

QUALITY ANALYSIS

ACTIVITY: COUNSELING

SUMMARY OF STAFF

FORM B-8 (part 2 of 2)

If No, Same Day Interview?	Educ/Psych. Background?	Professional Organizations?													NO. FORMS
85	9	10												LO #	RETURNED
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
100	100	100												1A	1
100	100	66												1B	3
-	100	100												1C	1
-	100	100												1D	2
	100	17												2A	6
-	100	0												2B	1
-	100	67												3A	3
-	100	66												3B	3
100	100	57												4A	7
-	100	100												4B	2
0	100	0												4C	1
-	100	100												4D	1
-	100	100												5A	2
-	100	100												5B	1
100	100	86												6A	7
100	100	100												6B	4

QUALITY ANALYSIS

ACTIVITY: COUNSELING

SUMMARY OF APPLICANT FORM D2/I

Wait 15 Min. or Less Couns. Intv'w ?	Counselor Help You ?	Sent to be Tested ?	Counselor Explain Need Test ?												LO #	NO. FORMS RETURNED
1	2	3	3a													
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
	100	100	80												1A	5
	92	18	27												1B	12
	100	23	63												1C	24
	93	7	13												1D	14
	100	20	50												2A	77
	93	8	67												2B	15
	96	53	69												3A	47
	47	47	47												3B	27
	94	94	81												4A	16
	100	94	100												4B	19
	83	33	50												4C	5
	100	34	67												4D	29
	85	17	45												5A	31
	0	0	0												5B	0
	100	51	93												6A	51
	80	60	100												6B	8

QUALITY ANALYSIS

ACTIVITY: COUNSELING

SUMMARY OF LO MANAGER FORM C/VIII

Caseload Asgnments ?	Mi. OJT ?													
1	2													
Yes	Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO # / NO. FORMS RETURNED
Y	Y													1A
Y	Y													1B
Y	Y													1C
Y	Y													1D
														2A
Y	Y													2B
Y	Y													3A
N	Y													3B
Y	Y													4A
Y	Y													4B
Y	Y													4C
Y	Y													4D
Y	Y													5A
Y	Y													5B
Y	Y													6A
														6B

TESTING (TE)

Unit: Applicants
Service Percent: Applicants Tested / Total Traffic (Applicants Received)

LO #	Unit Cost In Minutes	Percent of Resources	Service Percent	Plcmts/* equiv. pos. Time ladders -direct plcmnt time only-
1	5.6	1.2	1.8	44.9
1B	60.0	0.3	0.5	43.0
1C	14.6	0.3	1.4	55.2
1	-	0.0	0.6	35.6
2	8.0	0.1	1.2	28.6
2B	13.3	0.1	0.0	6.7
3	12.1	2.5	7.2	45.8
3B	15.9	3.3	21.4	35.6
4A	18.3	1.6	2.8	20.2
4B	47.8	1.9	1.0	18.1
4	43.3	0.4	0.3	21.1
4D	28.2	1.9	2.4	
5	11.0	3.0	5.6	55.1
5B	28.3	0.5	0.7	15.8
6A	21.5	0.8	2.4	35.2
6B	38.8	1.3	0.9	28.1

* SARS Placements / Time Ladder Placement Equivalent Positions

QUALITY ANALYSIS

ACTIVITY: TESTING

SUMMARY OF STAFF FORM B-9

1 Sign Posted - Testing In Progress?	2 Scheduled Test Always Given-Appl. Arrival?	3 Prior Inspection of All Test Booklets?	4 Testing Materials Up-To-Date?	5 Always Read Instructions Verbatim?	6 Special Attention to NATB/BOLT?	7 Time Limits Always Observed?	8 Trained for Tests Administered?								LO #	NO. FORMS RETURNED
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
66	100	66	100	66	-	100	100								1A	3
100	100	100	100	100	-	100	100								1B	2
100	100	100	100	100	100	100	66								1C	3
100	0	100	100	100	-	100	100								1D	2
100		100	100	100	-										2A	1
100	0	100	100	100	-	100	100								2B	1
100	50	100	100	100	-	100	100								3A	2
100	100	66	100	100	100	100	100								3B	3
100	75	75	100	100	100	100	100								4A	4
0	100	100	100	100	100	100	100								4B	2
100	100	100	100	100	100	100	100								4C	3
100	100	100	100	100	100	100	67								4D	3
100	100	100	100	100	100	100	83								5A	6
0	100	0	100	0	0	100	100								5B	1
100	100	100	100	100	100	100	100								6A	2
0	100	100	100	100		100	100								6B	1

QUALITY ANALYSIS

ACTIVITY: TESTING

SUMMARY OF APPLICANT FORM D2/II

Test Area Free of Noise ?	Good Light In Test Area ?	Temperature Comfortable ?	Test Admin. Explain Purpose ?	Test Admin. Check Practice ?	Test Admin. Available for Questions ?	Booklet Clean ?	Typewriter Good Condition ?								LO #	NO. FORMS RETURNED
1	2	3	4	5	6	7	8									
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
100	100	86	100	50	100	86	100								1A	7
67	83	83	100	100	83	100	100								1B	5
88	100	75	100	100	100	100	88								1C	8
13	13	13	7	13	13	13	7								1D	2
100	89	89	89	88	100	-	-								2A	9
100	100	100	100	100	100	100	100								2B	1
100	92	100	100	83	100	-	-								3A	13
80	80	80	73	80	80	80	67								3B	36
100	100	86	93	92	85	100	75								4A	14
100	100	100	100	100	100	100	90								4B	17
67	50	67	67	67	67	33	67								4C	2
100	100	100	95	84	100	100	95								4D	21
86	100	100	100	79	92	100	100								5A	13
100	100	100	0	0	0	100	100								5B	3
94	100	100	100	94	82	72	93								6A	18
100	100	100	63	100	100	100	100								6B	8

ERIC

QUALITY ANALYSIS

ACTIVITY: TESTING

SUMMARY OF LO MANAGER FORM C/IX

	Separate Rooms or Different Times ?	Areas w/out Telephones ?	Matls Locked ?	Annual Inventory ?	Max. Ratios: 1-10 BOLT, GATB ?	Max. Ratios: 1-6 NATB. ?	Max. Ratios: 1-5 Apparatus ?	In Other Lang's. ?	Score Test Twice ?	By Dif. People ?	Test Cards Held 3 Years ?	Age 40-65 Tests Held 1 Year ?	Test Devel. Reports Available ?	Timely SATB Results ?		
	1	2	3	4	5a	5b	5c	6	7	7a	8	9	10	11		
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	LO # / NO. OF RETURNED
	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y		1A
	Y	Y	Y	Y	Y	Y	Y	N	-	-	Y	Y	Y	Y		1B
	Y	Y	Y	Y	Y	N/A	Y	N	Y	Y	Y	Y	N	Y		1C
	Y	Y	Y	N	Y	Y	Y	N	N	-	-	-	N	Y		1D
																2A
	-	N	N	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y		2B
	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y		3A
	Y	Y	Y	N	N	-	N	N	Y	Y	Y	Y	Y	Y		3B
	Y	Y	Y	Y	N	N	N	N	Y&N	Y	Y&N	Y	Y	Y		4A
	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y		4B
	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	N/A	Y		4C
	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y		4D
																5A
	Y	Y	N	Y	N	Y	N	N	N	-	Y	Y	Y	Y		
	N	Y	N	Y	Y	Y	Y		N	Y	Y	Y	Y	Y		5B
	Y	Y	Y	Y	Y	Y	Y	N	N	-	Y	Y	Y	Y		6A
																6B

FILE SEARCH/CALL-IN (FC)

Unit: Call-In Attempts
Service Percent: Call-In Attempts / Active Appl. File

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
1A	6.1	10.1	37.6	44.9
1B	10.4	2.9	7.5	43.0
1C	14.7	13.3	30.7	55.2
1D	8.2	5.8	10.2	35.6
2A	9.2	1.0	5.3	28.6
2B	9.1	2.8	20.3	6.7
3A	5.3	7.1	56.0	45.8
3B	8.3	3.4	39.1	35.6
4A	6.0	5.6	58.1	20.2
4B	12.9	6.3	26.9	18.1
4C	5.8	1.1	9.1	21.1
4D	6.3	7.6	50.9	
5A	7.9	0.6	1.8	55.1
5B	7.3	1.2	5.3	15.8
6A	23.5	7.7	15.5	35.2
6B	10.7	9.3	26.0	28.1

*ESARS Placements
Time Ladder Placement
Equivalent Positions

B10-
FILE SEARCH/CALL-IN

QUALITY ANALYSIS

ACTIVITY: FILE SEARCH/CALL-IN
SUMMARY OF STAFF
FORM B-10

How Long for ES? (Years)	Time Spent Per Order?	No Recent Service Review?	How Frequent?	If Yes: Specified Position?	If Yes: Send Letter?	If Yes: Phone Follow Up?	If Yes: How Soon?	Direct Phone Referrals?	Multiple Referrals?	Try Alternate Phone Numbers?	Try Telegram or Mail?	Time Cards Out-of-File?			
1		2	2a	2b	2c	2d	2e	3	4	5	6	7			
Avg Yrs	Avg Min	% Yes	Avg Days	% Yes	% Yes	% Yes	Avg Days	% Yes	% Yes	% Yes	% Yes	Avg Days	% Yes	% Yes	LO # / NO. FORMS RETURNED
10	23	78		100	87	75		78	45	89	89				1A 9
9	13	56		100	40	40		90	20	90	90				1B 10
4	62	70		100	86	71		90	100	90	100				1C 10
7	14	44		80	60	80				78	78				1D 9
5								29	79	50	100				2A 14
11	3	100		66	100	0		60	100	80	100	4			2B 5
8	27	100		33	100	33		100	50	100	100				3A 4
6		100		89	100	50	4	13	56	89	88				3B 9
6	13	94		100	66	63	5	90	45	90	97	4			4A 31
10	15	100		100	72	36		73	64	100	100	3			4B 11
2	22	100		100	100	40	8	100	80	80	100	4			4C 5
4	26	100		100	100	25		100	25	50	100				4D 4
6	16	40		33	66	33		80	60	60	80	7			5A 5
5	18	100		100	100	0		100	100	100	100	3			5B 2
4	28	45		80	96	68		85	95	61	88	1			6A 46
6	50	85		100	100	83	9	100	85	83	100				6B 14

Invalid Question - Revision Required

Invalid Question - Revision Required

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QUALITY ANALYSIS

ACTIVITY: FILE SEARCH/ CALL-IN

SUMMARY OF LO MANAGER

FORM C/X

	VETs First ?	Inactive Review Monthly ?	Applic. Contact By Telephone ?	After Bus. Hrs. Call-In ?	% CI By Telephone ?	By Telegram or Mail.	Send "Form" Letter	Stress "Specific" Job ?	Request Prompt Reply ?	Post Info. Applic. Card ?							
	1	2	3	3a	3b	4	4a	4b	4c	5							
	Yes	Yes	Yes	Yes	%	Yes	Yes	Yes	Yes	Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. OF RETURNED
	Y	Y	Y	N	90	Y	N	Y	Y	Y						1A	
	Y	Y	Y	N	5-10	Y	Y Card	Y	Y	Y						1B	
	Y	Y	Y	N	95	Y	YCard	N	Y	Y						1C	
	Y	N	Y	N	80	Y	Y	Y	Y	Y						1D	
																2A	
	Y	Y	Y	N	25	Y	Y	Y	Y	Y						2B	
	Y	Y	Y	Y	85	Y	YCard	Y	Y	Y						3A	
	Y	Y	Y	Y	75	Y	N	Y	Y	Y						3B	
	Y	Y	Y	N	75	Y	YCard	Y	Y	Y						4A	
	Y	Y	Y	Y	60	Y	YCard	Y	Y	Y						4B	
	Y	Y	Y	N	15	Y	N	Y	Y	Y						4C	
	Y	Y	Y	N	20	Y	Y	Y	Y	Y						4D	
	Y	Y	Y	N	50	Y	Y	-	Y	Y						5A	
	Y	Y	Y	N	80	Y	Y	Y	Y	Y						5B	
	Y	Y	Y	Y	75	Y	Y	Y	Y	Y						6A	
																6B	

JOB ORDER TAKING (JO)

Unit: Job Orders Taker
Service Percent: Openings Received / Total Employment

LO #	Unit Cost In Minutes	Percent Of Resources	Service Percent	Plcmnts/* equiv.pos. Time ladders -direct plcmnt time only-
1A	12.0	1.1	N/A	44.9
1B	13.9	3.3	N/A	43.0
1C	8.3	1.1	N/A	55.2
1D	16.2	5.6	N/A	35.6
E-X	**	20.0	**	
-X	**	19.4	**	
2A	8.8	2.7	0.7	28.6
2B	13.9	1.1	0.2	6.7
3A	13.4	1.9	1.1	45.8
3B	12.7	0.7	0.8	35.6
4A	11.7	1.7	N/A	20.2
4B	12.6	1.2	N/A	18.1
4C	14.7	0.9	N/A	21.1
4D	12.1	0.4	N/A	
-X	**	23.8	**	
5A	12.9	1.4		55.1
5B	11.4	1.0	0.2	15.8
6A	17.7	1.7	0.4	35.2
6B	14.1	2.0	0.8	28.1

*ESARS Placements / Time Ladder Placement Equivalent Positions

**Could not be developed for sample. Sample included only a part of LO's served by this central order taking office.

QUALITY ANALYSIS

ACTIVITY: ORDER TAKING

SUMMARY OF STAFF

FORM B-11 (part 1 of 2)

How Long OT? (Years)	Access Master File?	File Current?	Written Guidelines OT Form?	Written Guidelines Free-Flow Area?	Trained in OT?	Lead Employer Thru Form?	Transcription Unnecessary?	Advise Employers Min. Wage, EEOC, etc?	Written Procedures-Discrimination?	How Often Discrimination Occured? 1 out of	Advise Employers Unrealistic, etc.?	Pass Info to ER?	Employer Complaints? #	Inquire Accept Trainees?		
	1	1a	2	3	4	5a	5b	6	7	7a	8	9	9a	10		
Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	Avg #	% Yes	% Yes	% Yes	% Yes	LO #	NO. OF RETURNED
½	100	100	100	80	80	50	100	100	100	*	100	100	3	80	1A	5
															1B	
															1C	
6	100	100	89	89	100	100	50	100	100	57	100	67	2	100	1D	9
7	100	100	100	90	100	38	100	90	100	*	100	78	3	100	1E-X	8
7	83	80	83	60	83	33	100	100	100	*	100	83	2	83	1F-X	6
4	79		100	58	87			79			100	64		100	2A	15
10	43	75	86	43	86	57	43	57	83	8	86	43	1	100	2B	7
3	100	100	66	33	100	33	100	66	66	*	100	100	2	100	3A	3
6	100	100	100	76	100	33	33	89	100	39	100	100	0	100	3B	9
															4A -	7
11	100	100	100	60	100	100	100	60	100	*	100	100	0	100	4B	5
3	100	100	100	100	75	25	100	75	100	*	100	100	0	100	4C	4
5	14	0	71	86	86	86	43	86	100	31	100	73	0	100	4D	7
2	100	100	100	89	100	100	100	67	100	*	89	100	1	89	4E-X	9
6	100	100	80	40	100	80	100	80	100	*	100	100	0	100	5A	5
5	100	100	100	100	100	100	0	100	100	12	100	100	0	100	5B	2
2	100	100	75	25	0	0	100	100	75	*	100	75	5	100	6A	4
6	93	79	100	53	93	60	20	87	67	20	93	93	2	100	6B	15

*First group of LO's visited - Question not on form

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QUALITY ANALYSIS

ACTIVITY: ORDER TAKING

SUMMARY OF STAFF

FORM B-11 (part 2 of 2)

Job Bank																
Check Errors?	Errors Last Week?															
11a	11b															
% Yes	Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. OF RETURNED
100	1														1A	5
															1B	
															1C	
-	-														1D	9
-	-														1E-X	8
-	-														1F-X	6
43															2A	15
57	0														2B	7
33	0														3A	3
89	0														3B	9
															4A	
100	0														4B	5
50	3														4C	4
57	6														4D	7
44															4E-X	9
-	-														5A	5
-	-														5B	2
0	20														6A	4
36															6B	15

QUALITY ANALYSIS

ACTIVITY: JOB ORDER TAKING

SUMMARY OF EMPLOYER FORM E/I

LO #	NO. OF RETURNED
1A	15
1B	
1C	
1D	18
1E-X	12
1F-X	15
2A	15
2B	20
3A	15
3B	11
4A	35
4B	21
4C	
4D	20
4E-X	
5A	
5B	22
6A	36
6B	13

	Order Reflect Requirements ?	Order Clear & Concise ?	Order Detailed ?	Order Accurate ?	Order Complete ?	Knowledgeable ES Functions ?	Phone #'s ES Well-Advertised ?	Adequate Phones For ES ?		
	1	2a	2b	2c	2d	3	4	5		
	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes
	100	100	93	100	100	100	79	93		
	88	94	82	88	88	88	82	75		
	80	82	91	73	91	89	70	90		
	100	100	81	93	100	100	93	100		
	88	*	*	88	*	100	*	100		
	95	95	90	89	90	100	95	95		
	100	*	*	100	*	93	*	93		
	100	100	100	100	100	100	100			
	91	*	*	91	*	94	*	100		
	90	*	*	90	*	94	*	95		
	84	85	75	85	85	100	90	100		
	90	90	81	90	86	90	100	100		
	82	97	93	89	86	100	94	97		
	100	100	100	92	100	100	100	100		

* First group LO's visited-Questions not on form

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QUALITY ANALYSIS

ACTIVITY: ORDER TAKING

SUMMARY OF LO MANAGER FORM C/XI

1 Control Proced. to Prevent Loss ?	2 Orders to DP Each Day ?	3	4	5	6	7	8	9	10	11	12	13	14	15	LO #	NO. OF RETURNED
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Y	N/A														1A	
Y	-														1B	
Y	-														1C	
Y	-														1D	
Y	-														1E-X	
*															1F-X	
															2A	
Y	Y														2B	
Y	Y														3A	
N	Y														3B	
Y	-														4A	
Y	Y														4B	
Y	Y														4C	
-	-														4D	
Y	Y														4E-X	
	N/A														5A	
Y	-														5B	
Y	Y														6A	
															6B	

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EMPLOYER SERVICE (ES)

Unit: ESR Accounts
Service Percent: ESR Problem Contacts/ESR Routine Contacts **

LO #	Unit Cost In Minutes	Percent of Resources	Service Percent	Plcm /* equiv. pos. Time ladders -direct plcmnt time only-
1	6.2	0.4	N/A	44.9
1B	18.2	0.3	N/A	43.0
1C	8.0	0.4	N/A	55.2
1	55.0	0.2	N/A	35.6
E X	60.9	16.1	N/A	
F-X	17.6	25.7	N/A	
2	10.5	0.3	N/A	28.6
2	58.4	4.4	N/A	6.7
3	103.1	6.2	N/A	45.8
3B	18.8	2.6	N/A	35.6
4	N/A	N/A	N/A	20.2
4B	19.0	3.2	N/A	18.1
4	46.3	5.9	N/A	21.1
4 X	57.1	5.8	N/A	
E-X	N/A	25.0	N/A	
5	15.6	0.1	N/A	55.1
5B	17.8	2.0	N/A	15.8
6	52.5	6.3	N/A	35.2
6B	15.7	1.1	N/A	28.1

*ESARS Placements
Time Lauder Placement
Equivalent Positions
**Service & Formula Revised in Handbook

QUALITY ANALYSIS

ACTIVITY: EMPLOYER SERVICES

SUMMARY OF STAFF

FORM b-12 (part 1 of 2)

Written Overall Plan for Contact?	Individual Employer File?	Current Tickler File?	Illegal Practices Identified?	Use Job Bank?	Closed Summary?	Order Verification?	Hiring Patterns?	Ref. Results Analysis?	Order History?	Index By Occupation?	Supvr. Debrief.?	Weekly Bulletins?	Bulletin Boards?	Current Data Available?		
1	2	3	4	5	5a	5b	5c	5d	5e	5f	6a	6b	6c	7		
% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #	NO. OF RETURNED
100	100	100	100	100	100	100	100	50	100	100	100	0	0	100	1A	2
															1B	
															1C	
0	50	0	100	0	-	-	-	-	-	-	100	0	0	100	1D	2
100	75	75	100	0	-	-	-	-	-	-	100	0	25	100	1E-X	4
100	100	100	100	0	0	0	0	0	0	0	100	33	66	100	1F-X	3
100	100	0	50	100	0	100	0	0	100	100	100			100	2A	2
50	75	0	0	100	100	100	33	66	50	50	75	50	50	100	2B	5
100	33	0	100	100	0	0	0	0	0	0	100	100	0	100	3A	3
100	100	100	80	100	100	100	25	80	25	50	100	40	40	100	3B	5
															4A	
100	100	100	100	100	100	100	100	0	0	0	100	0	0	100	4B	2
100	100	100	100	100	100	0	0	0	100	100	100	0	0	100	4C	1
100	100	100	100	100	-	-	-	-	-	-	100	0	100	100	4D	1
100	100	100	100	100	100	100	100	0	100	100	100	0	0	100	4E-X	6
100	100	100	100	0	-	-	-	-	-	-	100	100	100	100	5A	1
100	100	100	100	0	-	-	-	-	-	-	100	0	0	100	5B	1
89	89	89	55	100	87	100	57	67	25	25	57	43	43	89	6A	9
100	100	100	100	100	100	100	0	0	0	0	100	0	100	100	6B	1

QUALITY ANALYSIS

ACTIVITY: EMPLOYER SERVICES

SUMMARY OF STAFF

FORM B-12 (part 2 of 2)

New Steps Part of Y	Immediately Write Report?	Adequate Lead Time?	Emphasize Priority Programs?	Receive Complaints Re: Job Development Calls?	# Complaints - 6 Months?										
8	9	10	11	12	12a										
% Yes	% Yes	% Yes	% Yes	% Yes	Avg #	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO # / NO. OF RETURNED
0	100	100	100	0	-										1A 2
															1B
															1C
0	100	100	100	0	-										1D 2
100	100	100	100	25	4										1E-X 4
100	100	100	100	100	2										1F-X 3
50															2A 2
66	75	33	66	0											2B 5
100	100	100	100	0	-										3A 3
100	100	100	100	42	3										3B 5
															4A
100	100	100	100	0	-										4B 2
100	100	100	100	0	-										4C 1
100	100	100	-	0	-										4D 1
100	100	100	100	22											4E-X 6
0	100	100	100	0	-										5A 1
100	100	100	-	0	-										5B 1
86	78	89	67	34											6A 9
100	100	100	100	0											6B 1

QUALITY ANALYSIS

ACTIVITY: EMPLOYER SERVICE

SUMMARY OF EMPLOYER

FORM E/II

Designated ES Rep ?	Easy to Reach ES Rep ?	ESR Contact Regularly ?	How Often Past Year ?	Has ESR Been Helpful ?	ESR Resolve Service Problems ?	ESR Improve ES Services ?	Visiting ESR Make History ?	Knowledgeable Current Market ?	Receive Printed ES Material ?						LO #	NO. OF RETURNED
1	2	3	3a	4	4a	4b	5	5a	6							
% Yes	% Yes	% Yes	Range	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes		
33	100	33	1-12	73	75	58	56	89	21						1A	15
															1B	
															1C	
38	93	42	1-52	75	73	83	43	88	6						1D	18
17	90	33	2-25	89	80	63	60	83	10						1E-X	12
19	100	56	2-52	87	67	50	70	100	8						1F-X	15
38	88	43	*	*	85	*	*	*	*						2A	15
74	89	65	1-30	77	69	77	96	94	11						2B	20
73	86	77	*	*	87	*	*	*	*						3A	15
78	100	82	1-52	100	100	86	100	100	33						3B	11
70	97	67	*	*	77	*	*	*	*						4A	35
70	84	65	*	*	90	*	*	*	*						4B	21
															4C	
70	100	95	2-104	95	100	100	94	100	47						4D	20
															4E-X	
															5A	
67	95	54	1-20	90	83	84	82	100	40						5B	22
53	93	57	1-24	79	86	86	75	91	38						6A	36
54	92	23	1-25	85	67	60	86	100	8						6B	13

* First group LO's visited-Questions not on form

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QUALITY ANALYSIS

ACTIVITY: EMPLOYER SERVICES
SUMMARY OF LO MANAGER
FORM C/XII

	Cover All Fed. Contractors?	How Many New Ones Last 3 mos. ?	Current Empl Information ?	Program To Canvass Job Openings ?	How Many Last 3 Months ?	RI's & OT's Use Emp'r Files ?	Emp'r Assigned Specific ESR ?	How Soon Debriefing ?	Encourage RI's Seek Info. ?	Info. to JOT's & Ref. Res. Vfr's						
	1	1a	2	3	3a	4	5	6	7	8						
	% Yes	% Yes	% Yes	% Yes	#	% Yes	% Yes	#	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	% Yes	LO #
	Y	-	Y	Y	-	Y	N	1Day	Y	Y						1A
	-	-	-	-	-	-	-	-	-	-						1B
	-	-	-	-	-	-	-	-	-	-						1C
	Y	-	N	N	-	Y	N	-	N	N						1D
	-	-	-	-	-	-	-	-	-	-						1E-X
																1F-X
																2A
	Y	3	Y	Y	35	Y	Y	2Day	Y	Y						2B
	Y	-	Y	Y	-	Y	Y	N/REG	Y	Y						3A
	N	2	Y	Y	400	Y	Y	Day	Y	Y						3B
	-	-	-	-	-	-	-	-	-	-						4A
	Y	9	Y	Y	575	Y	Y	Day	Y	Y						4B
	-	-	-	-	-	-	-	-	Y	-						4C
	Y	-	Y	Y	411	Y	Y	-	Y	Y						4D
	Y	500	Y	Y	1000	Y	Y	1 Day	Y	Y						4E-X
	Y	0	Y	Y	90	Y	N	2 Wk	Y	Y						5A
	Y	3	Y	Y	95	Y	N	Day	Y	Y						5B
	Y	65	Y	Y	900	Y	Y	1 Wk	Y	Y						6A
																6B

NO. OF RETURNED

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891

COMMUNITY SERVICE (CS)

Unit: Not Applicable
Service Percent: Not Applicable

LO #	Unit Cost In Minutes	Percent of Resources	Service Percent	Plcmt */ equi/. pos. Time ladders -direct plcmnt time only-
1	N/A	0.1	N/A	44.9
1B	N/A	1.0	N/A	43.0
1C	N/A	3.3	N/A	55.2
1D	N/A			35.6
			N/A	
2	N/A	0.6	N/A	28.6
2B	N/A	2.0	N/A	6.7
3	N/A	4.0	N/A	45.8
3B	N/A	0.4	N/A	35.6
4A	N/A	0.5	N/A	20.2
4B	N/A	.9	N/A	18.1
4C	N/A	.8	N/A	21.1
4D	N/A	1.1	N/A	
5	N/A	1.8	N/A	55.1
5B	N/A	1.4	N/A	15.8
6A	N/A	1.2	N/A	35.2
6B	N/A	2.4	N/A	28.1

*ESARS Placements
Time Ladder Placement
Equivalent Positions

QUALITY ANALYSIS

ACTIVITY: COMMUNIYY SERVICES

SUMMARY OF LO MANAGER FORM C/XIII

Regular Radio Bulletins ?	Regular TV Bulletins ?	Regular Newspaper Ads ?	CSR Regular Mailings ?	Commun. Speaking Req's. ?	Initiate Presentations ?	# Speaking Engagements ?	Rept'd on Manpower Council ?	Train Agencies in ES ?	# Past Year ?	Contact w/Labor Unions ?	# Past Month ?					
1	2	3	4	5	6	7	8	9	9a	10	10a					
Yes	Yes	Yes	Yes	Yes	Yes	#	Yes	Yes	#	Yes	#	% Yes	% Yes	% Yes	LO #	NO. OF RETURNED
N	N	N	Y	Y	Y	30	Y	Y	200+	Y	0				1A	
Y	Y	N	Y	Y	Y	3-4	Y	Y	6-8	Y					1B	
Y	Y	N	Y	Y	Y	4	Y	Y	50	N	-				1C	
N	N	N	N	N	N	-	Y	N	-	N	-				1D	
Y	N	N	Y	Y	N	5	Y	Y	45	Y	8-10				1E-X	
															1F-X	
															2A	
Y	N	N	Y	Y	Y	15	Y	Y	30	Y	0				2B	
Y	Y	Y	Y	Y	Y	100	Y			Y	3				3A	
Y	N	N	Y	Y	Y	10-15	N/A	N	-	Y	0				3B	
Y	-	-	-	Y	N	6-8	Y	Y	6-10	Y	0				4A	
N	N	Y	N	Y	N	4	Y	N	0	N	0				4B	
N	N	Y	N/A	Y	N	12	N	N	-	N	-				4C	
Y	Y	N	Y	Y	N	5	Y	N	-	N	-				4D	
Y	N	N	N	N	Y	2	N/A	Y	15	Y	2				4E-X	
Y	Y	N	Y	Y	Y	14	Y	Y	5	Y	2				5A	
Y	N	Y	Y	Y	Y	16	Y	N	-	N	-				5b	
N	Y	N	Y	Y	Y	-	Y	-	-	Y	5				6A	
															6B	

NON-PLACEMENT ACTIVITY (X)

Unit: Not Applicable
Service Percent: Not Applicable

LC #	Unit Cost In Minutes	Percent of Resources	Service Percent	Plcmt SY* equi . pos. Time Ladders -direct plcmt time only-
1	N/A	40.6	N/A	44.9
1	N/A	52.0	N/A	43.0
1C	N/A	39.3	N/A	55.2
1?	N/A	47.4	N/A	35.6
1 X	N/A	28.7	N/A	
1-X	N/A	34.5	N/A	
2A	N/A	41.7	N/A	28.6
2	N/A	55.6	N/A	6.7
3	N/A	43.2	N/A	45.8
3	N/A	63.5	N/A	35.6
4	N/A	28.9	N/A	20.2
4B	N/A	36.6	N/A	18.1
4C	N/A	45.0	N/A	21.1
4 X	N/A	41.4	N/A	
4-X	N/A	23.1	N/A	
5	N/A	45.7	N/A	55.1
5	N/A	60.1	N/A	15.8
6	N/A	47.6	N/A	35.2
6E	N/A	45.3	N/A	28.1

*ESARS Placements
Time Ladder Placement
Equivalent Positions

APPENDIX A

Example Balanced Placement Formula Tables

1. FY 1975 BPF
2. FY 1976 BPF

TABLE 1A

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1975 ES TITLE III FUNDS

PLACEMENT SERVICES

QUANTITATIVE DATA WORKSHEET

A. PERFORMANCE IN RELATION TO PLAN

ITEM	PERFORMANCE IN RELATION TO PLAN				% FOR BUDGET ALLOCATION		
	Planned	Actual	% Achievement Col. 2 as % of Col. 1	National Average Achievement	Credit Index Ratio Col. 3 to Col. 4	Budget Weight %	Adjusted Budget Weight % Col. 5 x Col. 6
	1	2	3	4	5	6	7
1. No. of Individuals Placed (Ag. & Non-Ag. Except Mass)							
a. FY 1973	66900	74800					
b. FY 1974 (1st quarter)	21000	27300					
c. TOTAL 1973 + 1974	87900	102100	116.15	96.09	120.88	10%	12.09
2. No. of Placement Transactions (Ag. & Non-Ag. Except Mass)							
a. FY 1973	119000	101800					
b. FY 1974 (1st quarter)	24900	33700					
c. TOTAL 1973 + 1974	143900	135500	93.47	83.91	111.39	5%	5.57
TOTAL						15%	17.66

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TABLE 18

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1975 ES TITLE III FUNDS

PLACEMENT SERVICES

QUANTITATIVE DATA WORKSHEET

B. PRODUCTIVITY

ITEM	PLACEMENT PERFORMANCE PER MAN YEAR				% FOR BUDGET ALLOCATION		
	Placement Performance	ES Grants Positions Paid	Performance per Manyear Col. 1 ÷ by Col. 2	National Average Performance	Credit Index Ratio Col. 3 to Col. 4	Budget Weight %	Adjusted Budget Weight % Col. 5 × Col. 6
	1	2	3	4	5	6	7
1. No. of Individuals Placed (Ag. & Non-Ag. Except Mass)							
a. FY 1973	74800	477.5					
b. FY 1974 (1st quarter)	27300	120.2					
c. Total 1973 + 1974	102100	597.7	170.82	132.47	128.95	10%	12.90
2. No. Placement Transactions (Ag. & Non-Ag. Except Mass)							
a. FY 1973	101800	477.5					
b. FY 1974 (1st quarter)	33700	120.2					
c. Total 1973 + 1974	135500	597.7	226.03	223.07	101.33	5%	5.07
TOTAL						15%	17.97

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ACL

TABLE 3

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1975 ES TITLE III FUNDS

PLACEMENT SERVICES

QUALITATIVE DATA WORKSHEET

A. TYPES OF INDIVIDUALS PLACED

ITEM	TARGET GROUPS PLACED AND PERCENTAGE OF NEW APPLICANTS & RENEWALS						% FOR BUDGET ALLOCATIO		
	Number of Individuals Placed (FY 1973 + 1st quarter FY 1974)	Number of New Applicants & Renewals	% Accomplishment Col. 1 as % of Col. 2	Weight	% Accomplishment x Weight Col. 3 x Col. 4	National Average	Credit Index Col. 5 as % of Col. 6	Budget Weight	Adj. Buc Wei Col. 7 x
	1	2	3	4	5	6	7	8	9
Types of Individuals Placed (Ag. & Non-Ag. Except Mass)									
1. Veterans	13900	55900	24.87	4	99.48				
2. Minority	45000	195400	23.03	3	69.09				
3. Poor	31700	146800	21.59	3	64.77				
4. Handicapped	2900	14000	20.71	3	62.13				
5. UI Claimants	11500	80200	14.34	3	43.02				
6. Youths (under 22)	47500	185700	25.57	2	51.00				
7. Older Workers (45 & over)	9800	60[illegible]	16.17	2	32.34				
TOTAL					421.83	50021	84.31	15%	12.

TABLE

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1975 ES TITLE III FUNDS

PLACEMENT SERVICES
QUALITATIVE DATA WORKSHEET

B. TYPES OF JOBS

ITEM	No. of Individuals Placed (FY 1973 & 1st quarter FY 1974)	% Distribution of Individuals Placed	Weight	% x Weight (Col. 2 x Col. 3)	National Average	% FOR BUDGET ALLOCATION: Credit Index (Col. 4 as % of Col. 5)	Budget Weight	Adjusted Budget Weight (Col. 6 x Col. 7)
	1	2	3	4	5	6	7	8
1. DURATION								
a. Less than 4 days	9300	8.50	1	8.50				
b. 4 - 150 days	23 00	21.53	2	43.06				
c. Over 150	75700	69.96	3	209.88				
Total	108200			261.44	255.85	102.18	5%	5.11
2. SKILL LEVEL								
a. Group I	2200	2.73	4	10.92				
b. Group II	27900	25.86	3	76.08				
c. Group III	25200	23.91	3	68.73				
d. Group IV	21300	19.36	3	58.08				
e. Group V	26100	23.73	2	47.46				
f. Group VI	6500	5.91	1	5.91				
Total	110000			268.18	274.20	97.41	5%	4.87
3. WAGES								
a. Under $1.60	10400	9.34	1	9.34				
b. $1.60 - $2.49	87900	78.90	2	157.80				
c. $2.50 and over	13100	11.76	3	35.28				
Total	111400			202.42	220.56	93.14	5%	4.66
GRAND TOTAL								

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TABLE 9

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1975 ES TITLE III FUNDS

ADJUSTMENT OF PLACEMENT PERFORMANCE FOR UNEMPLOYMENT RATE

1. BUDGET WEIGHTS (Tables 1A, 1B, 2A, 2B)	
a. Adjusted Budget Weight, Table 1A, Col. 7 (Performance in Relation to Plan)	17.66
b. Adjusted Budget Weight, Table 1B, Col. 7 (Productivity)	17.97
c. Adjusted Budget Weight, Table 2A, Col. 7 (Types of Individuals Placed)	12.65
d. Adjusted Budget Weight, Table 2B, Col. 8 (Types of Jobs)	14.64
e. TOTAL Adjusted Budget Weights, Placement Services	62.92

2. ADJUSTMENT FOR UNEMPLOYMENT RATE	
a. State Rate Calendar 1975	4.2
b. National Rate Calendar 1975 No Adjustment Range 4.4 thru 5.4	4.9%
c. Appropriate Adjustment to Item 1e. (See Item 4 below)	98%

3. Placement Services Budget Weight, Adjusted for Unemployment (% in Item 2c, applied to Item 1e)	61.66

4. TABLE ON UNEMPLOYMENT ADJUSTMENT

a. State Rate Equal to National Average ± 0.5 percentage points = 100--No adjustment for States in this range.

b. Rate Above Range in Item 4a--100 percent plus 1% for each 1/10 percentage point that State rate is above top of range, up to maximum of 110 percent. Enter as Item 2c above.

c. Rate Below Range in Item 4a--100 percent minus 1% for each 1/10 percentage point below bottom of range, with a floor of 93%. Enter as Item 2c above.

4.4
4.2
2%

100
-2
98

TABLE 4

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1975 ES TITLE III FUNDS

EMPLOYER SERVICES WORKSHEET

ITEM	PENETRATION AND EFFECTIVENESS			% FOR BUDGET ALLOCATIONS		
	Number	Percent (Item a as % Item b)	National Average %	Credit Index (Col. 2 as % of Col. 3)	Budget Weight %	Adjusted Budget Weight (Col. 4 x Col. 5)
	1	2	3	4	5	6
1. Penetration of Employment Market						
a. Job Openings Received (Non-Ag.) (FY 1973 + 1st quarter FY 1974)	204500					
b. Non-Ag. Wage and Salary Employment (9/73) (Less Govt. + Constr.)	902300					
c. Item a as Percent of Item b (x 100)		22.66	23.50	96.43	7%	6.75
2. Effectiveness in Filling Jobs						
a. Job Openings Filled (Non-Ag.) (FY 1973 + 1st quarter FY 1974)	137500					
b. Job Openings Received (Non-Ag.) (FY 1973 + 1st quarter FY 1974)	204500					
c. Item a as Percent of Item b		67.79	57.85	108.25	8%	8.66
TOTAL					15%	15.41

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8 7 1

TABLE 8

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1975 ES TITLE III FUNDS

EMPLOYMENT SERVICE STATE WORKSHEET*

ITEM	Number	Percent	National Average %	Credit Index (Col. 2 as % of Col. 3)	Budget Weight %	Adjusted Budget Weight (Col. 4 x Col. 5)
	1	2	3	4	5	6
A. TESTING (FY 1973 + 1st Quarter FY 1974)						
1. Aptitude Testing (GATB & NATB)						
a. Individuals Tested	9231					
b. Individuals Counseled	26478					
c. Item a as % of Item b		34.86	44.53	78.28	3%	2.35
2. Performance & Selection Testing (incl. SATB)						
a. Individuals Tested	30515					
b. Job Openings Received	204,500					
c. Item a as % of Item b		14.92	13.01	114.68	2%	2.29
Total Testing					5%	4.64
B. COUNSELING					7%	7
C. JOB INFORMATION SERVICE					3%	3
D. LABOR MARKET INFORMATION					5%	5
E. OCCUP. ANALYSIS & OTHER TECHNICAL SERVICES					5%	5
TOTAL					25%	24.64

*All items except testing will be kept in hold-fast positions shown until appropriate ratios for adjustment can be devised.

SAMPLE

U.S. DEPARTMENT OF LABOR • Manpower Administration

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1976 ES TITLE III FUNDS

QUANTITATIVE WORKSHEET

TABLE I QUANTITATIVE FACTORS

IA. PRODUCTIVITY (Agric. & Nonagric. except Fish.)

	1 PLACEMENT PERFORMANCE	2 ES MANYEARS WORKED	3 PERFORMANCE PER MANYEAR Col. 1 ÷ Col. 2	4 NATIONAL AVERAGE	5 CREDIT INDEX Col. 3 ÷ Col. 4	6 BUDGET WEIGHT	7 ADJUSTED BUDGET WEIGHT	8 TOTAL
1. INDIVIDUALS PLACED								
FY 1974	85,030	480.00	177.146	139.178	127.280			
FY 1975	49,900	266.30	187.271	167.764	111.627			
				AVERAGE CREDIT INDEX	119.453	20%	23.891	
2. PLACEMENT TRANSACTIONS								
FY 1974	112,000	480.00	233.333	284.261	82.084			
FY 1975	59,500	266.30	223.432	237.714	93.992			
				AVERAGE CREDIT INDEX	88.038	10%	8.804	
				PRODUCTIVITY SUBTOTAL		30%		32.695

IB. EFFECTIVENESS IN PLACING APPLICANTS

1. APPLICANTS SERVED	NEW APPLICANTS AND RENEWALS	NUMBER UNEMPLOYED	PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	NATIONAL AVERAGE	CREDIT INDEX Col. 3 ÷ Col. 4	BUDGET WEIGHT	ADJUSTED BUDGET WEIGHT	TOTAL
FY 1974	301,837	268,960	104.456	80.118	130.378			
FY 1975	221,005	221,000	100.002	81.162	123.213			
			AVERAGE CREDIT INDEX		126.795	7%	8.876	

2. PLACEMENT RATE	INDIVIDUALS PLACED	NEW APPLICANTS AND RENEWALS	PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	NATIONAL AVERAGE	CREDIT INDEX Col. 3 ÷ Col. 4	BUDGET WEIGHT	ADJUSTED BUDGET WEIGHT	TOTAL
FY 1974	85,030	301,837	28.171	26.619	105.830			
FY 1975	49,900	221,005	22.579	25.551	88.368			
				AVERAGE CREDIT INDEX	97.099	8%	7.768	
				PLACEMENT SUBTOTAL		15%		16.644

(Page 1)

2. FY 1976 BPF

ERIC

U.S. DEPARTMENT OF LABOR •• Manpower Administration

BALANCE PLACEMENT FORMULA FOR ALLOCATION OF FY 1976 ES TITLE III FUNDS

QUANTITATIVE WORKSHEET

TABLE I QUANTITATIVE FACTORS

1C. EFFECTIVENESS IN FILLING JOBS	1 OPENINGS RECEIVED	2 NONAGRIC. EMPLOYMENT	3 PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	4 NATIONAL AVERAGE	5 CREDIT INDEX Col. 3 ÷ Col. 4	6 BUDGET WEIGHT	7 ADJUSTED BUDGET WEIGHT	8 TOTAL
1a. NONAGRIC. PENETRATION								
FY 1974	189,975	2,000,900	9.494	9.979	95.140			
FY 1975	93,021	2,051,800	4.534	4.325	104.832			
			AVERAGE CREDIT INDEX		99.986	5%	4.999	
1b. NONAGRIC. FILL RATE	OPENINGS FILLED	OPENINGS RECEIVED	PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	NATIONAL AVERAGE	CREDIT INDEX Col. 3 — Col. 4	BUDGET WEIGHT	ADJUSTED BUDGET WEIGHT	
FY 1974	114,901	189,975	60.482	62.347	97.006			
FY 1975	59,997	93,021	64.498	68.104	94.705			
			AVERAGE CREDIT INDEX		95.855	6%	5.751	
2. AGRICULTURAL FILL RATE								
	OPENINGS FILLED 150 Days or Less	OPENINGS RECEIVED 150 Days or Less	PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	NATIONAL AVERAGE	CREDIT INDEX Col. 3 — Col. 4	BUDGET WEIGHT	ADJUSTED BUDGET WEIGHT	
FY 1974	1,306	1,413	92.427	96.155	96.123			
FY 1975	675	698	96.705	96.357	100.361			
			AVERAGE CREDIT INDEX		98.242	4%	3.930	
					JOB OPENINGS SUBTOTAL	10		14.680
					TABLE I QUANTITATIVE TOTAL	60%		64.019

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U.S. DEPARTMENT OF LABOR • Manpower Administration

TABLE II
QUALITATIVE FACTORS

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1976 ES TITLE III FUNDS

QUANTITATIVE WORKSHEET

II A. TYPES OF INDIVIDUALS PLACED (Agric. & Nonagric. except Mines)		1 INDIVIDUALS PLACED	2 NEW APPS. AND RENEWALS	3 PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	4 NATIONAL AVERAGE	5 CREDIT INDEX Col. 3 ÷ Col. 4	6 AVERAGE CREDIT INDEX	7 POLICY WEIGHT	8 POLICY WEIGHTED CREDIT INDEX Col. 6 x Col. 7	9 BUDGET WEIGHT	10 ADJUSTED BUDGET WEIGHT
1. TARGET GROUPS											
a. VETERANS	FY 1974	14,503	58,000	25.001	27.329	91.482					
	FY 1975	7,507	40,000	18.767	23.821	78.783	85.132	5	425.660		
b. MINORITY	FY 1974	16,157	50,300	32.121	32.724	98.157					
	FY 1975	7,513	30,715	24.786	29.678	83.516	90.836	3	272.508		
c. POOR	FY 1974	9,751	24,630	39.589	37.309	106.111					
	FY 1975	5,309	15,777	33.650	34.567	97.347	101.729	3	305.187		
d. UI CLAIM	FY 1974	15,703	104,251	15.063	14.827	101.592					
	FY 1975	1,250	11,703	10.681	10.498	101.743	101.667	3	305.001		
e. MIGRANTS	FY 1975	387	863	44.843	45.790	97.932	97.932	3	293.796		
f. WOMEN	FY 1974	34,903	133,706	26.104	25.414	102.715					
	FY 1975	21,005	93,797	22.394	25.452	87.985	95.350	3	286.050		
g. HANDICAPPED	FY 1974	3,459	13,490	25.641	27.954	91.726					
	FY 1975	1,787	9,246	19.327	23.636	81.769	86.747	3	260.241		
h. OLDER WKR.	FY 1974	7,299	49,903	14.626	17.718	82.549					
	FY 1975	4,101	31,006	13.227	18.252	72.469	77.509	3	232.527		
i. YOUTH	FY 1974	43,577	108,465	50.176	33.701	119.213					
	FY 1975	27,631	83,527	33.080	33.910	97.552	108.382	2	216.764		
TOTAL CREDIT INDEX: TARGET GROUPS									2,597.734		
CORRECTED CREDIT INDEX: TOTAL X CORRECTION FACTOR 1/28									92.776	20%	18.555

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U.S. DEPARTMENT OF LABOR • Manpower Administration

TABLE II QUALITATIVE FACTORS

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1976 ES TITLE III FUNDS

QUALITATIVE WORKSHEET

IIA. TYPES OF INDIVIDUALS PLACED (Agric. & Nonagric. except Migs.)	1 INDIVIDUALS COUNSELED	2 NEW APPS. AND RENEWALS	3 PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	4 NATIONAL AVERAGE	5 CREDIT INDEX Col. 3 ÷ Col. 4	6 AVERAGE CREDIT INDEX	7 BUDGET WEIGHT	8 ADJUSTED BUDGET WEIGHT	9 TOTAL BUDGET WEIGHT	10 TOTAL
2. COUNSELED APPLICANTS										
a. INDIVIDUALS COUNSELED										
FY 1974	11,749	301,837	3.892	5.751	67.675					
FY 1975	7,206	221,005	3.261	4.896	66.054	66.864	2%	1.337		
b. PLACED AFTER COUNSELING	NUMBER PLACED	NUMBER COUNSELED	PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	NATIONAL AVERAGE	CREDIT INDEX Col. 3 ÷ Col. 4	AVERAGE CREDIT INDEX	BUDGET WEIGHT	ADJUSTED BUDGET WEIGHT	TOTAL BUDGET WEIGHT	
FY 1974	2,749	11,749	23.398	23.076	101.395					
FY 1975	1,641	7,206	22.773	20.841	109.270	105.332	3%	3.150		
COUNSELED SUBTOTAL							5%	4.497		
TABLE IIA TYPES OF APPLICANTS: TOTAL BUDGET WEIGHT .									25%	23.052

U.S. DEPARTMENT OF LABOR • Manpower Administration

TABLE II
QUALITATIVE FACTORS

BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1976 ES TITLE III FUNDS

QUALITATIVE WORKSHEET

IIB. TYPES OF JOBS FILLED (PART I)	1 OPENINGS FILLED	2 OPENINGS RECEIVED	3 PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	4 NATIONAL AVERAGE	5 CREDIT INDEX Col. 3 ÷ Col. 4	6 AVERAGE CREDIT INDEX	7 POLICY WEIGHT	8 POLICY WEIGHTED CREDIT INDEX	9 BUDGET WEIGHT	10 ADJUSTED BUDGET WEIGHT
1. DURATION 1 - 3 Days FY 1974	14,298	15,908	89.908	95.012	94.628					
FY 1975	6,479	7,201	89.974	95.277	94.434	94.531	1	94.531		
4 - 150 Days FY 1974	27,003	43,009	62.785	78.159	80.330					
FY 1975	19,899	28,989	68.643	84.832	80.916	80.623	3	241.869		
Over 150 Days FY 1974	73,979	132,006	56.042	53.142	105.457					
FY 1975	35,000	56,475	61.974	59.211	104.666	105.061	5	525.305		
TOTAL CREDIT INDEX FOR DURATION								861.705		
CORRECTED CREDIT INDEX: TOTAL X CORRECTION FACTOR 1/9								95.745	5%	4.787
2. WAGES Under $2.50 FY 1974	72,807	111,215	65.285	71.274	91.597					
Under $2.50 FY 1975	36,283	54,317	66.799	77.419	86.282	88.939	1	88.939		
$2.50 - 3.39 FY 1974	27,477	43,931	62.546	60.329	103.674					
2.50 - 3.49 FY 1975	13,543	21,009	64.463	70.670	91.217	97.445	3	292.335		
$3.40 & Over FY 1974	13,407	25,141	53.327	52.451	101.670					
3.50 & Over FY 1975	7,449	11,803	63.111	58.186	108.462	105.066	5	525.330		
TOTAL CREDIT INDEX FOR WAGES								906.604		
CORRECTED CREDIT INDEX: TOTAL X CORRECTION FACTOR 1/9								100.734	5%	5.037

(Page 5)

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BALANCED PLACEMENT FORMULA FOR ALLOCATION OF FY 1976 ES TITLE III FUNDS

QUALITATIVE WORKSHEET

TABLE II
QUALITATIVE FACTORS

IIB. TYPES OF JOBS FILLED (PART 2)		1 OPENINGS FILLED	2 OPENINGS RECEIVED	3 PERCENT ACCOMPLISHED Col. 1 ÷ Col. 2	4 NATIONAL AVERAGE	5 CREDIT INDEX Col. 3 ÷ Col. 4	6 AVERAGE CREDIT INDEX	7 POLICY WEIGHT	8 POLICY WEIGHTED CREDIT INDEX	9 BUDGET WEIGHT	10 ADJUSTED BUDGET WEIGHT
3. OCCUPATIONAL LEVEL:	I FY 1974	2,397	6,895	34.764	47.786	72.750					
	FY 1975	1,187	3,201	37.082	50.851	72.921	72.835	5	364.175		
	II FY 1974	34,107	61,976	55.033	55.132	99.820					
	FY 1975	17,509	29,989	58.384	60.271	96.869	98.344	3	295.032		
	III FY 1974	24,472	36,467	67.107	60.168	111.533					
	FY 1975	11,379	15,337	74.193	68.428	108.425	109.980	3	329.940		
	IV FY 1974	13,581	23,534	57.708	64.529	89.430					
	FY 1975	7,103	10,618	66.896	72.684	92.037	90.733	3	272.199		
	V FY 1974	33,437	50,995	65.569	88.465	74.119					
	FY 1975	20,689	29,347	70.498	91.518	77.032	75.575	2	151.150		
	VI FY 1974	8,701	12,927	67.309	79.808	84.339					
	FY 1975	3,827	5,601	68.327	84.080	81.264	82.801	1	82.801		
						TOTAL CREDIT INDEX — SKILL LEVEL			1,495.297		
						CORRECTED CREDIT INDEX — TOTAL X CORRECTION FACTOR 1/17			87.959	5%	4.398
TABLE IIB TYPES OF JOBS TOTAL BUDGET WEIGHT (PART 1 & 2)										15%	14.222
QUALITATIVE TOTAL										40%	37.272
TOTAL QUANTITATIVE AND QUALITATIVE										100%	100.091

APPENDIX B

Arithmetic Statement of FY 1976 BPF

Appendix B.1

Arithmetic Statement of the FY76 BPF:

Notation and Abbreviations (in order of appearance)

Subscripts: i -Indicates i-th state. Absence indicates national total.
j -Indicates j-th performance indicator.

Superscripts: 74-Indicates data for FY74.
75-Indicates data for first half of FY75.
76-Indicates FY76.

MYP - Manyears Paid
PS - Summary Performance Score
PI - Performance Indicator
NA - National Average
PW - Policy Weight (Integer equal to 1 unless otherwise stated)
CF - Correction Factor (Integer)
BW - Budget Weight (Decimal)

IP - Individuals Placed
MYW - Manyears Worked
P - Placement Transactions

AR - New Applicants and Renewals
U - Number of Individuals Unemployed

Nonag - Nonagricultural
Ag - Agricultural
Emp - Average Employment
OR - Openings Received
OF - Openings Filled

Vet - Veterans
Min - Minority
Poor - Poor
UI - UI Claimants
Mig - Migrants
Wmn - Women
Hdcp - Handicapped
OW - Older Workers
Yth - Youth

IC - Individuals Counseled
IPC - Individuals Placed after Counseling

D1 - Duration -13 days
D2 - Duration 4-150 days
D3 - Duration over 150 days

W1 - Wage Rate under 2.50
W2 - FY74 Wage Rate 2.50-3.39
FY75 Wage Rate 2.50-3.49
W3 - FY74 Wage Rate 3.40 and over
FY75 Wage Rate 3.50 and over

01 - Occupational Group I
02 - Occupational Group II
03 - Occupational Group III
04 - Occupational Group IV
05 - Occupational Group V
06 - Occupational Group VI

Appendix B.2

Arithmetic Statement of the FY76 BPF Allocation Procedure:

$$MYP_i 76 = \left\{\left[1 + .4\ (1-PS_i)\right] MYP_i{}^{75} + 1242.37\ \frac{U_i}{U}\right\} .8$$

Generalized Arithmetic Statement of FY76 BPF:

$$PS_i = \left[\frac{\frac{PI_{ij}{}^{74}}{NA_j{}^{74}} + \frac{PI_{ij}{}^{75}}{NA^{75}}}{2}\right] \frac{PW_j}{CF_j}\ BW_j$$

Detailed Arithmetic Statement of FY76 BPF: Computation of Summary Performance Score (PS)

$$
\left\{
\underbrace{\left(\frac{\frac{IP_i^{74}}{MYW_i^{74}}+\frac{IP_i^{75}}{MYW_i^{75}}}{\frac{IP^{74}}{MYW^{74}}+\frac{IP^{75}}{MYW^{75}}}\right).20}_{\text{I.A. Placement Productivity}}
+\underbrace{\left(\frac{\frac{P_i^{74}}{MYW_i^{74}}+\frac{P_i^{75}}{MYW_i^{75}}}{\frac{P^{74}}{MYW^{74}}+\frac{P^{75}}{MYW^{75}}}\right).10}_{\text{I.B.1 Applicants Served}}
+\underbrace{\left(\frac{\frac{AR_i^{74}}{U_i^{74}}+\frac{AR_i^{75}}{U_i^{75}}}{\frac{AR^{74}}{U^{74}}+\frac{AR^{75}}{U^{75}}}\right).07}_{\text{I.B.2 Placement Rate}}
+\left(\frac{\frac{IP_i^{74}}{AR_i^{74}}+\frac{IP_i^{75}}{AR_i^{75}}}{\frac{IP^{74}}{AR^{74}}+\frac{IP^{75}}{AR^{75}}}\right).08
$$

$$
+\underbrace{\left(\frac{\frac{\text{Nonag OR}_i^{74}}{\text{Nonag Emp}_i^{74}}+\frac{\text{Nonag OR}_i^{75}}{\text{Nonag Emp}_i^{75}}}{\frac{\text{Nonag OR}^{74}}{\text{Nonag Emp}^{74}}+\frac{\text{Nonag OR}^{75}}{\text{Nonag Emp}^{75}}}\right).05}_{\text{I.C.1.a. Nonag Penetration}}
+\underbrace{\left(\frac{\frac{\text{Nonag OF}_i^{74}}{\text{Nonag OR}_i^{74}}+\frac{\text{Nonag OF}_i^{75}}{\text{Nonag OR}_i^{75}}}{\frac{\text{Nonag OF}^{74}}{\text{Nonag OR}^{74}}+\frac{\text{Nonag OF}^{75}}{\text{Nonag OR}^{75}}}\right).06}_{\text{I.C.1.b. Nonag Fill Rate}}
$$

$$
+\underbrace{\left(\frac{\frac{\text{Ag OF}_i^{74}}{\text{Ag OR}_i^{74}}+\frac{\text{Ag OF}_i^{75}}{\text{Ag OR}_i^{75}}}{\frac{\text{Ag OF}^{74}}{\text{Ag OR}^{74}}+\frac{\text{Ag OF}^{75}}{\text{Ag OR}^{75}}}\right).04}_{\text{I.C.2 Ag Fill Rate}}
$$

$$
\Bigg[
\underbrace{\left(\frac{\frac{\text{Vet IP}_i^{74}}{\text{Vet AR}_i^{74}}+\frac{\text{Vet IP}_i^{75}}{\text{Vet AR}_i^{75}}}{\frac{\text{Vet IP}^{74}}{\text{Vet AR}^{74}}+\frac{\text{Vet IP}^{75}}{\text{Vet AR}^{75}}}\right)5}_{\text{II.A.1 Target Groups (Placement Rate)}}
+\left(\frac{\frac{\text{MinIP}_i^{74}}{\text{MinAR}_i^{74}}+\frac{\text{MinIP}_i^{75}}{\text{MinAR}_i^{75}}}{\frac{\text{MinIP}^{74}}{\text{MinAR}^{74}}+\frac{\text{MinIP}^{75}}{\text{MinAR}^{75}}}\right)3
+\left(\frac{\frac{\text{PoorIP}_i^{74}}{\text{PoorAR}_i^{74}}+\frac{\text{PoorIP}_i^{75}}{\text{PoorAR}_i^{75}}}{\frac{\text{PoorIP}^{74}}{\text{PoorAR}^{74}}+\frac{\text{PoorIP}^{75}}{\text{PoorAR}^{75}}}\right)3
$$

$$
+\left(\frac{\frac{\text{UI IP}_i^{74}}{\text{UI AR}_i^{74}}+\frac{\text{UI IP}_i^{75}}{\text{UI AR}_i^{75}}}{\frac{\text{UI IP}^{74}}{\text{UI AR}^{74}}+\frac{\text{UI IP}^{75}}{\text{UI AR}^{75}}}\right)3
+\left(\frac{\text{Mig IP}_i^{75}/\text{Mig AR}_i^{75}}{\text{Mig IP}^{75}/\text{Mig AR}^{75}}\right)3
+\left(\frac{\frac{\text{Wmn IP}_i^{74}}{\text{Wmn AR}_i^{74}}+\frac{\text{Wmn IP}_i^{75}}{\text{Wmn AR}_i^{75}}}{\frac{\text{Wmn IP}^{74}}{\text{Wmn AR}^{74}}+\frac{\text{Wmn IP}^{75}}{\text{Wmn AR}^{75}}}\right)3
$$

$$
\left(\frac{\frac{\text{Hdcp IP}_i^{74}}{\text{Hdcp AR}_i^{74}}+\frac{\text{Hdcp IP}_i^{75}}{\text{Hdcp AR}_i^{75}}}{\frac{\text{Hdcp IP}^{74}}{\text{Hdcp AR}^{74}}+\frac{\text{Hdcp IP}^{75}}{\text{Hdcp AR}^{75}}}\right)3
+\left(\frac{\frac{\text{OWIP}_i^{74}}{\text{OWAR}_i^{74}}+\frac{\text{OWIP}_i^{75}}{\text{OWAR}_i^{75}}}{\frac{\text{OWIP}^{74}}{\text{OWAR}^{74}}+\frac{\text{OWIP}^{75}}{\text{OWAR}^{75}}}\right)3
+\left(\frac{\frac{\text{YthIP}_i^{74}}{\text{YthAR}_i^{74}}+\frac{\text{YthIP}_i^{75}}{\text{YthAR}_i^{75}}}{\frac{\text{YthIP}^{74}}{\text{YthAR}^{74}}+\frac{\text{YthIP}^{75}}{\text{YthAR}^{75}}}\right)3
\Bigg]\frac{.20}{28}
$$

$$
+\underbrace{\left(\frac{\frac{IC_i^{74}}{AR_i^{74}}+\frac{IC_i^{75}}{AR_i^{75}}}{\frac{IC^{74}}{AR^{74}}+\frac{IC^{75}}{AR^{75}}}\right).02}_{\text{II.A.2 Counseled Applicants}}
+\left(\frac{\frac{IPC_i^{74}}{IC_i^{74}}+\frac{IPC_i^{75}}{IC_i^{75}}}{\frac{IPC^{74}}{IC^{74}}+\frac{IPC^{75}}{IC^{75}}}\right).03
$$

II.B.1 Types of Jobs Filled, By Duration;

$$\left[\left(\frac{D1OF_i^{74}/D1OR_i^{74} + D1OF_i^{75}/D1OR_i^{75}}{D1OF^{74}/D1OR^{74} + D1OF^{75}/D1OR^{75}}\right)1 + \left(\frac{D2OF_i^{74}/D2OR_i^{74} + D2OF_i^{75}/D2OR_i^{75}}{D2OF^{74}/D2OF^{74} + D2OF^{75}/D2OR^{75}}\right)3 + \left(\frac{D3OF_i^{74}/D3OR_i^{74} + D3OF_i^{75}/D3OR_i^{75}}{D3OF^{74}/D3OR^{74} + D3OF^{75}/D3OR^{75}}\right)5\right]\frac{.05}{9}$$

II.B.2 by Wage Rate;

$$\left[\left(\frac{W1OF_i^{74}/W1OR_i^{74} + W1OF_i^{75}/W1OR_i^{75}}{W1OF^{74}/W1OF^{74} + W1OF^{75}/W1OR^{75}}\right)1 + \left(\frac{W2OF_i^{74}/W2OR_i^{74} + W2OF_i^{75}/W2OR_i^{75}}{W2OF^{74}/W2OR^{74} + W2OF^{75}/W2OR^{75}}\right)3 + \left(\frac{W3OF_i^{74}/W3OR_i^{74} + W3OF_i^{75}/W3OR_i^{75}}{W3OF^{74}/W3OR^{74} + W3OF^{75}/W3OR^{75}}\right)5\right]\frac{.05}{9}$$

II.B.3 and by Occupation

$$\left[\left(\frac{01OF_i^{74}/01OR_i^{74} + 01OF_i^{75}/01OR_i^{75}}{01OF^{74}/01OR^{74} + 01OF^{75}/01OR^{75}}\right)5 + \left(\frac{02OF_i^{74}/02OR_i^{74} + 02OF_i^{75}/02OR_i^{75}}{02OF^{74}/02OR^{74} + 02OF^{75}/02OR^{75}}\right)3 + \left(\frac{03OF_i^{74}/03OR_i^{74} + 03OF_i^{75}/03OR_i^{75}}{03OF^{74}/03OR^{74} + 03OF^{75}/03OR^{75}}\right)3\right.$$

$$\left.\left(\frac{04OF_i^{74}/04OR_i^{74} + 04OF_i^{75}/04OR_i^{75}}{04OF^{74}/04OR^{74} + 04OF^{75}/04OR^{75}}\right)3 + \left(\frac{05OF_i^{74}/05OR_i^{74} + 05OF_i^{75}/05OR_i^{75}}{05OF^{74}/05OR^{74} + 05OF^{75}/05OR^{75}}\right)2 + \left(\frac{06OF_i^{74}/06OR_i^{74} + 06OF_i^{75}/06OR_i^{75}}{06OF^{74}/06OR^{74} + 06OF^{75}/06OR^{75}}\right)\right]\frac{.05}{17}$$

APPENDIX C

Appendix C.1

Multiple Regression of the Contribution of FY75 BPF Performance Factors to the Percent Change in Man-Year Allocation

		Coeff	F Ratio*	Order**
Individuals Placed, Percent of Plan (IP/Pln)		.071	31.55	8
Placement Transactions, Percent of Plan (P/Pln)		.0037	.06	4
Individuals Placed per Man Year (IP/MY)		.0257	15.99	1
Placements Transactions per Man Year (P/MY)		.0163	13.43	11
Percent of Target Groups Placed:				
Veterans	(V/VA&R)	.0234	.30	20
Minority	(M/MA&R)	.0690	4.21	7
Poor	(P/PA&R)	.0376	1.90	18
Handicapped	(H/HA&R)	.0417	1.51	6
UI Claimants	(UI/UIA&R)	.0625	2.95	14
Youth	(Y/YA&R)	.0685	4.18	13
Older Workers	(O/OA&R)	-.0337	.58	23
Percent of Individuals Placed by Type of Job:				
Duration:	Less than 4 days	.0199	.16	25
	4-150 days	***	***	-
	Over 150 days	.0380	5.36	15
Skill Level:	I	-.0055	.01	26
	II	.0304	1.19	16
	III	***	***	-
	IV	.0337	.94	21
	V	.0448	2.50	19
	VI	-.0693	.71	22
Wages:	Under $1.60	-.0312	2.41	10
	$1.60-2.49	***	***	-
	$2.50 and over	.0147	2.78	17
Penetration Rate		.0897	16.25	3
Percent of Openings Filled		.0429	4.13	2
Individuals Tested (GATB and NATB) as a Percent of Individuals Counseled		.0280	6.53	9
Individuals Tested (Other) as a Percent of Openings Received		.0496	6.63	12
Unemployment Rate		.7302	67.71	5
FY73 Man Years Paid		.0001	.25	24
Constant		-36.72		
Percent of Variance Explained		99.26		
Standard Error of Estimate		.5582		

*ust exceed 4.17 at the .05 level
**rder of inclusion in step-wise analysis
***F less than .0005

Appendix C.2

Multiple Regression of the Contribution of FY74 BPF Performance Factors to the Percent Change in Man-Year Allocation in the FY76 BPF

	Coeff.	[illegible]	Order
Individuals Placed Per Man-Year (IP/MY)	.06005	.09149	6
Placement Transactions Per Man-Year (P/MY)	-.02982	.01546	1
Applicants Served (A&R/UNEMP)	.00970	.01299	[illegible]
Applicants Placed (IP/A&R)	.30954	.50446	2
Non-Agricultural Penetration	.46244	.16833	5
Non-Agricultural Fill Rate	-.21780	.22027	21
Agricultural Fill Rate	.10093	.04289	7
Veterans Placed	-.05638	.15140	27
Minority Placed	-.06166	.09130	18
Poor Placed	-.15466	.04275	4
U.I. Claimants Placed	.12816	.11200	11
Women Placed	-.10762	.29303	28
Handicapped Placed	.12800	.08671	9
Older Workers Placed	-.02775	.17557	30
Youths Placed	-.13705	.13266	8
Individuals Counseled	.11844	.14897	19
Placed After Counseling	-.03397	.04870	17
Duration 1-3 Days	.01033	.04183	26
Duration 4-150 Days	.02855	.04562	24
Duration Over 150 Days	.12103	.18032	22
Wages Under $2.50	.09178	.08759	14
Wages $2.50 - $3.39	.04667	.07158	23
Wages $3.40 & Over	.07737	.03760	12
Occupational Level I	.01478	.03543	20
Occupational Level II	.15336	.11812	3
Occupational Level III	-.07019	.08043	13
Occupational Level IV	-.00929	.07330	31
Occupational Level V	-.07532	.06216	10
Occupational Level VI	.00760	.04546	29

Constant = -47.15665

Percent of Variance Explained = 98.57

Appendix C.3

Multiple Regression of the Contribution of FY75 BPF Performance Factors to the Percent Change in Man-Year Allocation in the FY76 BPF

	Coeff	F Ratio	Order
Individuals Placed Per Man-Year (IP/MY)	.04456	3.8456	1
Placement Transactions Per Man-Year (P/MY)	.01737	1.1719	10
Applicants Served (A&R/UNEMP)	.01498	2.7103	11
Applicants Placed (IP/A&R)	.06575	.0162	29
Non-Agricultural Penetration	-.06739	.0481	21
Non-Agricultural Fill Rate	.07486	.21953	2
Veterans Placed	-.00558	.01542	20
Minority Placed	.06995	.24929	25
Poor Placed	.00997	.07811	28
U.I. Claimants Placed	.01683	.02661	17
Migrants Placed	.02693	.03655	7
Women Placed	.01740	.01145	8
Handicapped Placed	.02499	.25400	16
Older Workers Placed	.09996	.16621	3
Youths Placed	.10177	.14350	12
Individuals Counseled	-.06192	.12881	15
Placed After Counseling	.02250	.12140	27
Duration 1-3 Days	-.01859	.05645	19
Duration 4-150 Days	-.05086	.03320	13
Duration Over 150 Days	.06130	.04624	9
Wages Under $2.50	.05573	.15784	24
Wages $2.50 - $3.49	.05986	.07215	18
Wages $3.50 & Over	.01763	.06426	23
Occupational Level I	.02238	.04806	--
Occupational Level II	-.02980	.09488	4
Occupational Level III	-.04451	.04114	26
Occupational Level IV	.10684	.10107	14
Occupational Level V	-.02034	.03950	6
Occupational Level VI	-.08530	.04436	22

Constant = -41.83414

Percent of Variance Explained = 99.15

APPENDIX D

BPF Simulation Results

Appendix D.1

Assume a 10 Percent Increase in
Placement Transactions per Man Year

SIMULATED PERCENT CHANGE IN MANYEARS - SIMULATION 1

ACTUAL PERCENT CHANGE IN MANYEARS		TOTAL	-9999. -25.	-25. -15.	-15. -10.	-10. -5.	-5. 0.	0. 5.	5. 10.	10. 15.	15. 25.	25. 9999.
	TOTAL	51		4	4	5	4	9	10	5	8	2
		100.00		7.84	7.84	9.80	7.84	17.65	19.61	9.80	15.69	3.92
	-9999. -25.											
	-25. -15.	8		4	4							
		15.69		50.00	50.00							
	-15. -10.	5				5						
		9.80				100.00						
	-10. -5.	4					4					
		7.84					100.00					
	-5. 0.	11						9	2			
		21.57						81.82	18.18			
	0. 5.	10							8	2		
		19.61							80.00	20.00		
	5. 10.	3								3		
		5.88								100.00		
	10. 15.	5									5	
		9.80									100.00	
	15. 25.	5									3	2
		9.80									60.00	40.00
	25. 9999.											

Table II — Assume a 10 Percent Upward Manipulation for Each Item in BPF Table 2B, Types of Jobs — Appendix D.2

SIMULATED PERCENT CHANGE IN MANYEARS - SIMULATION 2

ACTUAL PERCENT CHANGE IN MANYEARS		TOTAL	-9999. -25.	-25. -15.	-15. -10.	-10. -5.	-5. 0.	0. 5.	5. 10.	10. 15.	15. 25.	25. 9999.
	TOTAL	51 100.00		8 15.69	5 9.80	3 5.88	12 23.53	9 17.65	4 7.84	5 9.80	5 9.80	
	-9999. -25.											
	-25. -15.	8 15.69		8 100.00								
	-15. -10.	5 9.80			5 100.00							
	-10. -5.	4 7.84				3 75.00	1 25.00					
	-5. 0.	11 21.57					11 100.00					
	0. 5.	10 19.61						9 90.00	1 10.00			
	5. 10.	3 5.88							3 100.00			
	10. 15.	5 9.80								5 100.00		
	15. 25.	5 9.80									5 100.00	
	25. 9999.											

SIMULATED PERCENT CHANGE IN MANYEARS • SIMULATION 3

ACTUAL PERCENT CHANGE IN MANYEARS		TOTAL	-9999. -25.	-25. -15.	-15. -10.	-10. -5.	-5. 0.	0. 5.	5. 10.	10. 15.	15. 25.	25. 9999.
	TOTAL	51 100.00		8 15.69	5 9.80	6 11.76	7 13.73	10 19.61	7 13.73	2 3.92	6 11.76	
	-9999.											
	-25.	8 15.69		7 87.50	1 12.50							
	-15.	5 9.80		1 20.00	3 60.00	1 20.00						
	-10.	4 7.84			1 25.00	2 50.00	1 25.00					
	-5.	11 21.57				3 27.27	5 45.45	3 27.27				
	0.	10 19.61					1 10.00	6 60.00	3 30.00			
	5.	3 5.88						1 33.33	1 33.33	1 33.33		
	10.	5 9.80							3 60.00	1 20.00	1 20.00	
	15.	5 9.80									5 100.00	
	25.											
	9999.											

...ALASKA PLACEMENT FORMULA SUMMARY REPORT: MANYEARS...

	FY75			FY76 REPLICATION			FY76 ALTERNATE A			FY76 ALTERNATE B			FY76 ALTERNATE C		
	%CHG	MYRS	%NATL	%CHG	MYRS	%NATL	%CHG	MYRS	%NATL	%CHG	MYRS	%NATL	%CHG	MYRS	%NATL
01CT	-13.66	372.14	1.33	-15.09	282.23	1.23	-26.42	245.85	1.08	-25.74	249.48	1.09	-27.52	243.49	1.08
01MA	-7.69	446.14	2.03	-3.00	475.46	2.07	-15.86	412.83	1.81	-17.75	403.43	1.77	-18.43	400.13	1.78
01ME	7.25	141.62	.58	3.28	131.00	.57	-6.64	122.72	.58	-4.94	133.10	.58	-2.80	123.29	.55
01NH	34.65	90.14	.32	-13.70	64.18	.30	-11.59	68.81	.30	-11.44	69.14	.30	-12.24	68.54	.30
01RI	-3.21	143.93	.51	-2.21	147.53	.51	-14.13	100.41	.46	-10.48	107.60	.47	-19.30	96.99	.43
01VT	3.56	58.47	.31	-.66	72.36	.32	5.79	73.11	.32	6.54	73.66	.32	-1.69	67.97	.30
02NJ	-14.64	699.02	2.50	-16.74	527.57	2.30	-24.87	477.31	2.09	-22.01	494.20	2.17	-27.31	460.58	2.04
02NY	-9.14	2757.53	9.85	-11.32	2112.05	9.21	-20.09	1916.91	8.41	-18.39	1957.61	8.58	-26.92	1753.07	7.78
02PR	13.85	274.63	1.05	15.74	255.38	1.11	20.43	245.73	1.17	13.87	251.26	1.10	37.13	302.58	1.34
03DC	11.86	245.75	.88	34.35	250.29	1.09	9.66	204.28	.90	11.48	207.68	.91	-2.77	181.14	.80
03DE	-18.76	49.44	.18	-.58	42.80	.19	-24.62	35.29	.15	-23.93	35.62	.16	-31.14	32.23	.14
03MD	-15.61	241.62	.93	-14.01	206.51	.90	-11.70	211.04	.93	-11.52	211.48	.93	-11.75	210.92	.94
03PA	-4.36	1424.37	5.09	-8.02	1107.09	4.83	-7.75	1110.37	4.87	-7.03	1119.07	4.91	-13.49	1041.27	4.62
03VA	8.65	423.94	1.51	7.57	355.47	1.55	15.36	352.11	1.68	11.39	367.05	1.61	21.12	399.12	1.77
03WV	11.91	226.14	.81	16.74	202.11	.88	11.75	193.22	.85	7.54	185.68	.81	11.39	192.53	.85
04AL	9.75	468.97	1.65	5.78	374.57	1.64	9.91	390.22	1.71	9.64	389.26	1.71	10.94	393.88	1.75
04FL	.14	763.40	2.73	1.74	632.21	2.76	4.67	653.64	2.87	2.05	637.31	2.79	7.79	673.12	2.99
04GA	3.47	482.39	1.72	-2.82	374.43	1.64	5.62	409.11	1.80	3.48	400.81	1.76	9.71	424.98	1.89
04KY	7.52	386.74	1.38	12.75	341.23	1.49	17.58	355.85	1.56	17.70	356.22	1.56	12.57	340.67	1.51
04MS	32.15	451.82	1.61	23.00	384.15	1.68	51.61	473.49	2.08	50.45	469.86	2.06	48.21	462.87	2.05
04NC	-.27	432.46	2.26	-2.43	506.59	2.20	-2.76	502.86	2.21	-2.95	501.86	2.20	-.43	514.93	2.28
04SC	5.53	344.90	1.25	-2.53	269.39	1.17	4.39	286.49	1.27	3.82	286.92	1.26	2.66	283.73	1.26
04TN	9.79	512.52	1.83	-1.70	389.94	1.70	1.61	403.08	1.77	.51	398.71	1.75	2.73	407.51	1.81
05IL	-13.88	1805.44	3.59	-8.39	829.71	3.62	-11.52	801.31	3.52	-10.30	812.34	3.56	-14.58	773.63	3.43
05IN	7.38	725.65	2.59	-4.54	544.43	2.38	-6.87	541.20	2.38	-5.77	536.11	2.35	-2.43	555.08	2.46
05MI	-3.68	965.09	3.45	-11.67	718.72	3.12	-24.81	575.54	2.53	-25.96	595.63	2.62	-28.14	581.01	2.58
05MN	6.14	572.81	2.04	1.19	454.01	1.98	-6.14	421.11	1.85	-6.15	421.08	1.85	-5.77	422.77	1.88
05OH	-10.05	1026.83	3.60	-11.36	781.39	3.41	-27.53	638.34	2.80	-26.97	643.26	2.82	-28.18	632.58	2.81
05WI	-4.10	643.23	1.73	-4.89	460.62	1.75	-6.72	387.50	1.70	-6.39	380.72	1.67	-4.28	389.28	1.73
06AR	25.25	427.85	1.53	17.43	358.11	1.56	31.92	402.28	1.77	32.77	404.88	1.78	30.43	397.73	1.76
06LA	14.33	482.94	1.72	16.17	421.09	1.84	3.00	373.35	1.64	2.66	372.14	1.63	6.11	384.62	1.71
06NM	12.39	284.03	.80	14.75	200.92	.88	22.10	206.59	.91	24.96	211.44	.93	18.18	199.95	.89
06OK	22.24	550.31	2.00	17.44	472.54	2.06	32.66	533.73	2.34	34.61	541.62	2.37	23.86	498.38	2.21
06TX	8.96	1946.43	7.09	9.00	1665.48	7.24	18.19	1805.94	7.93	18.07	1804.14	7.91	15.47	1764.33	7.83
07IA	14.67	435.14	1.55	12.47	369.50	1.61	27.90	420.16	1.84	25.49	412.27	1.81	31.27	431.25	1.91
07KS	5.53	304.74	1.09	.27	241.40	1.05	10.85	265.28	1.16	9.69	262.51	1.15	6.24	254.24	1.13
07MO	12.35	779.85	2.78	4.30	641.68	2.80	12.84	668.61	2.93	13.16	670.51	2.94	12.51	666.65	2.96
07NB	8.20	231.76	.83	13.17	203.26	.89	26.32	226.87	1.00	24.69	223.95	.98	25.34	225.11	1.00
08CO	3.95	352.69	1.26	2.48	287.81	1.26	10.21	308.31	1.35	11.06	310.68	1.36	8.03	302.20	1.34
08MT	38.24	235.42	.84	24.68	196.61	.86	35.61	213.51	.94	39.16	219.09	.96	22.07	192.18	.85
08ND	29.61	176.25	.63	33.49	163.90	.71	41.24	172.37	.76	42.60	174.02	.76	32.17	161.30	.72
08SD	30.62	145.74	.66	17.73	150.52	.66	29.93	166.11	.73	33.43	170.58	.75	13.24	144.74	.64
08UT	23.62	247.74	1.03	24.95	255.04	1.43	26.14	260.54	1.14	26.27	260.77	1.14	20.19	248.22	1.10
08WY	14.44	111.02	.39	23.23	101.45	.44	43.39	118.05	.52	45.12	119.49	.52	28.43	105.72	.47
09AZ	28.13	426.60	1.53	22.09	366.62	1.63	33.41	400.59	1.76	30.94	393.15	1.72	33.48	400.78	1.78
09CA	45.34	2739.39	9.78	6.56	2305.45	10.05	-.68	2165.27	9.50	-3.11	2116.44	9.26	4.83	2269.17	10.16
09HI	2.03	112.70	.40	-.04	91.36	.39	-14.06	78.33	.34	-13.18	79.11	.34	-14.49	77.91	.35
09NV	24.97	142.24	.65	8.16	140.43	.61	2.87	133.56	.59	8.26	140.56	.62	-6.36	121.58	.54
10AK	24.51	92.76	.43	13.07	95.43	.43	17.41	77.30	.34	19.60	78.75	.35	10.25	72.59	.32
10ID	14.86	200.35	.72	23.37	185.63	.81	24.87	194.01	.85	31.68	198.24	.87	24.47	187.38	.83
10OR	13.37	422.29	1.51	11.34	357.16	1.56	23.70	385.94	1.70	19.37	382.73	1.68	22.83	395.99	1.75
10WA	3.93	465.61	1.59	25.06	449.49	1.96	49.57	533.74	2.34	57.18	560.89	2.46	64.33	586.41	2.60
TOTAL	396.35	28005.77		374.76	22930.35		483.93	22787.30		445.11	22807.33		317.90	22536.38	

Appendix D.5

SIMULATED PERCENT CHANGE IN MANYEARS - FY76 REPLICATION

ACTUAL PERCENT CHANGE IN MANYEARS FY75 BPF		TOTAL	-9999. -25.	-25. -15.	-15. -10.	-10. -5.	-5. 0.	0. 5.	5. 10.	10. 15.	15. 25.	25. 9999.
	TOTAL	52 100.00	0 .00	2 3.85	5 9.62	3 5.77	9 17.31	6 11.54	6 11.54	4 7.69	13 25.00	4 7.69
	-9999. -25.	0 .00										
	-25. -15.	2 3.85			1 50.00	1 50.00						
	-15. -10.	4 7.69		2 50.00	1 25.00	1 25.00						
	-10. -5.	3 5.77			2 66.67		1 33.33					
	-5. 0.	5 9.62			1 20.00	1 20.00	3 60.00					
	0. 5.	6 11.54					2 33.33	3 50.00				1 16.67
	5. 10.	12 23.08					3 25.00	3 25.00	4 33.33	2 16.67		
	10. 15.	10 19.23							1 10.00	2 20.00	6 60.00	1 10.00
	15. 25.	4 7.69							1 25.00		2 50.00	1 25.00
	25. 9999.	6 11.54									5 83.33	1 16.67

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Appendix D.6

SIMULATED PERCENT CHANGE IN MANYEARS - FY76 ALTERNATE A

ACTUAL PERCENT CHANGE IN MANYEARS FY75 BPF		TOTAL	-9999. -25.	-25. -15.	-15. -10.	-10. -5.	-5. 0.	0. 5.	5. 10.	10. 15.	15. 25.	25 9999
	TOTAL	52 100.00	3 5.77	4 7.69	5 9.62	2 3.85	4 7.69	6 11.54	4 7.69	4 7.69	7 13.46	1 25.0
	-9999. -25.	0 .00										
	-25. -15.	2 3.85		1 50.00	1 50.00							
	-15. -10.	4 7.69	2 50.00	1 25.00	1 25.00							
	-10. -5.	3 5.77		2 66.67	1 33.33							
	-5. 0.	5 9.62	1 20.00		1 20.00	1 20.00	2 40.00					
	0. 5.	6 11.54			1 16.67			1 16.67	2 33.33	1 16.67		16.6
	5. 10.	12 23.08				1 8.33	2 16.67	3 25.00	1 8.33	1 8.33	3 25.00	8.3
	10. 15.	10 19.23						1 10.00	1 10.00	2 20.00	3 30.00	30.0
	15. 25.	4 7.69						1 25.00			1 25.00	50.0
	25. 9999.	6 11.54										100.0

Appendix D.7

SIMULATED PERCENT CHANGE IN MANYEARS - FY76 ALTERNATE B

ACTUAL PERCENT CHANGE IN MANYEARS FY75 BPF		TOTAL	-9999. -25.	-25. -15.	-15. -10.	-10. -5.	-5. 0.	0. 5.	5. 10.	10. 15.	15. 25.	25 9999
	TOTAL	52 100.00	3 5.77	4 7.69	5 9.62	4 7.69	2 3.85	6 11.54	5 9.62	5 9.62	6 11.54	1 23.0
	-9999. -25.	0 .00										
	-25. -15.	2 3.85		1 50.00	1 50.00							
	-15. -10.	4 7.69	2 50.00	1 25.00	1 25.00							
	-10. -5.	3 5.77		2 66.67	1 33.33							
	-5. 0.	5 9.62	1 20.00		1 20.00	2 40.00	1 20.00					
	0. 5.	6 11.54			1 16.67			2 33.33	1 16.67	1 16.67		16.6
	5. 10.	12 23.08				2 16.67	1 8.33	3 25.00	2 16.67	1 8.33	3 25.00	
	10. 15.	10 19.23						1 10.00	1 10.00	3 30.00	2 20.00	30.0
	15. 25.	4 7.69							1 25.0		1 25.00	50.0
	25. 9999.	6 11.54										100.0

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Appendix D.8

SIMULATED PERCENT CHANGE IN MANYEARS - FY76 ALTERNATE C

ACTUAL PERCENT CHANGE IN MANYEARS FY75 BPF		TOTAL	-9999. -25.	-25. -15.	-15. -10.	-10. -5.	-5. 0.	0. 5.	5. 10.	10. 15.	15. 25.	25. 9999.
	TOTAL	52 100.00	6 11.54	2 3.85	5 9.62	2 3.85	6 11.54	3 5.77	5 9.62	6 11.54	8 15.38	9 17.31
	-9999. -25.	0 .00										
	-25. -15.	2 3.85	1 50.00		1 50.00							
	-15. -10.	4 7.69	3 75.00		1 25.00							
	-10. -5.	3 5.77	1 33.33	1 33.33	1 33.33							
	-5. 0.	5 9.62	1 20.00	1 20.00	1 20.00		2 40.00					
	0. 5.	6 11.54			1 16.67		1 16.67		3 50.00			1 16.67
	5. 10.	12 23.08				1 8.33	2 16.67	3 25.00	1 8.33	2 16.67	2 16.67	1 8.33
	10. 15.	10 19.23					1 10.00		1 10.00	2 20.00	3 30.00	3 30.00
	15. 25.	4 7.69				1 25.00				1 25.00	2 50.00	
	25. 9999.	6 11.54									1 16.67	5 83.33

Appendix D.9

Comparison of Effects of Performance Ratio Specifications for Types of Jobs, FY75 Replication compared with Alternate A (2 States)

FY75 Replication Table 2B

Michigan

	IP	%	PW	Weighted %	NA	CI
Lr.	8249.0000	9.7955	1.0000	9.7955	H	H
	8932.0000	10.6066	2.0000	21.2131	H	H
	67031.0000	79.5979	3.0000	238.7938	H	H
	84212.0000	H	H	269.8025	260.0100	103.7662
Skill	2210.0000	2.3893	4.0000	9.5571	H	H
	26249.0000	28.3782	3.0000	85.1347	H	H
	25230.0000	27.2766	3.0000	81.8297	H	H
	20018.0000	21.6418	3.0000	64.9253	H	H
	16064.0000	17.3670	2.0000	34.7341	H	H
	2726.0000	2.9471	1.0000	2.9471	H	H
	92497.0000	H	H	279.1279	274.1700	101.8083
Wages	2036.0000	2.2016	1.0000	2.2016	H	H
	36835.0000	39.8307	2.0000	79.6613	H	H
	53608.0000	57.9677	3.0000	173.9033	H	H
	92479.0000			255.7662	229.6400	111.3770

Oklahoma

	IP	%	PW	Weighted %	NA	CI
D :.	13215.0000	18.5247	1.0000	18.5247		
	3136.0000	4.3960	2.0000	8.7921		
	54986.0000	77.0792	3.0000	231.2376		
	71337.0000	H	H	258.5544	260.0100	99.4402
Sk ill	2186.0000	2.5601	4.0000	10.2404	H	H
	25978.0000	30.4238	3.0000	91.2715	H	H
	16133.0000	18.8940	3.0000	56.6819	H	H
	19710.0000	23.0831	3.0000	69.2494	H	H
	15439.0000	18.0812	2.0000	36.1624	H	H
	5941.0000	6.9577	1.0000	6.9577	H	H
	85387.0000	H	H	270.5635	274.1700	98.6846
W. jes	4897.0000	5.7318	1.0000	5.7318	H	H
	55836.0000	65.3582	2.0000	130.7084	H	H
	24703.0000	28.9140	3.0000	86.7421	H	H
	85436.0000			223.1823	229.6400	97.1879

Appendix D.9 (cont'd.)

FY76 Alternate A Table 5

Michigan

	OF	OR	% Filled	PW	Weighted %	NA	CI
ur	42728.0	43356.0	98.5515	1	98.5515	97.2600	101.3279
	8664.0	14556.0	59.6592	2	119.3185	138.5000	86.1505
	64676.0	140828.0	45.9255	3	137.7766	165.3500	83.3242
					355.6466	401.1100	88.6656
kill	2292.0	11840.0	19.3581	4	77.4324	177.0500	43.7348
	29824.0	34580.0	86.2464	3	258.7392	302.6100	85.5025
	18420.0	38308.0	48.0840	3	144.2519	183.2100	78.7358
	38564.0	52368.0	73.6404	3	220.9212	203.4100	108.6088
	20408.0	27424.0	74.4166	2	148.8331	155.6500	95.6204
	6580.0	9092.0	72.3713	1	72.3713	83.3700	86.8074
					922.5491	1105.3000	83.4659
ages	9020.0	14588.0	61.8316	1	61.8316	76.9100	80.3948
	38068.0	55940.0	68.0515	2	136.1030	141.9400	95.8877
	41632.0	56208.0	74.0677	3	222.2032	191.2300	116.1969
	26484.0	46128.0	57.4142	4	229.6566	216.8200	105.9204
					649.7945	626.9000	103.6520

Oklahoma

	OF	OR	% Filled	PW	Weighted %	NA	CI
ur	72532.0	73536.0	98.6347	1	98.6347	97.2600	101.4134
	9232.0	11656.0	79.2038	2	158.4077	138.5000	114.3738
	81768.0	117044.0	69.8609	3	209.5827	165.3500	126.7510
					466.6251	401.1100	116.3334
ki l	5124.0	10844.0	47.2519	4	189.0077	177.0500	106.7539
	33428.0	28788.0	116.1178	3	348.3535	302.6100	115.1163
	24392.0	29548.0	82.5504	3	247.6513	183.2100	135.1735
	39248.0	46668.0	84.1005	3	252.3014	203.4100	124.0359
	37036.0	39664.0	93.3743	2	186.7487	155.6500	119.9799
	24304.0	25060.0	96.9832	1	96.9832	83.3700	116.3287
					1321.0458	1105.3000	119.5192
ag	18472.0	23296.0	79.2926	1	79.2926	76.9100	103.0979
	135276.0	154464.0	87.5777	2	175.1554	141.9400	123.4010
	45316.0	54192.0	83.6212	3	250.8636	191.2300	131.1842
	11980.0	20148.0	59.3607	4	237.4429	216.8200	109.5115
					742.7545	626.9000	118.4805

APPENDIX E

Analysis of the Effects of External Factors on ES Performance: Regression Analysis Results

Appendix E.1

Summary of Multiple Regression Analysis of Relationships between Selected ES Performance Measures and Selected External Economic Factors

(7/1/72 - 9/30/73)

External Factors	ES Performance Measures: Individuals Placed Per Man Year	Placements Per Man Year	Penetration Rate	Percent of Openings Filled
Unemployment: 1973 Rate	-6.22	- 7.18	- .82	- .42
Percent Change, 72-73	.55	.59	.04	- .07
Percent of 1973 Employment in:				
Manufacturing	-2.31	- 5.11	- .83	-1.80*
Contract Construction	-10.76	-19.59	-2.33	-6.73*
Government	-1.64	- .91	.37	-1.19
All Other Industries	-3.04	- 4.98	- .57	-1.59*
Percent of U.S. Employment, 1973	-2.54	- 2.51	- .55	- .11
Rate of Growth of Employment, 1972-73	7.66**	9.55	.66	.55
Rate of New Hires in Manufacturing, 1973	-2.87	12.67	2.01**	1.26
Average Hourly Wage in Manufacturing, 1973	-9.02	NIL	-2.63	- .54
Percent in Unions, 1970	NIL	1.10	.14	.07
Percent in Minority Groups, 1970	.17	.56	- .02	.15
Percent Low Wage Workers, 1970	9.44**	8.53	.31	2.89**
Percent of Variance Explained	66.82%	60.74%	72.36%	70.65%
Standard Error of Estimate	27.52	48.91	5.90	7.21
Constant	348.07	487.87	72.40	194.61
Mean	135.13	200.39	21.80	59.59

* Significant at .05 level.

November 6, 1974

Appendix E.2

Stepwise Regression Analyses of Relationships between Selected ES Performance Measures and External Economic Factors*
(7/1/72 - 9/30/73)

ES Performance Measure	External Factor	Regression Coefficient	% Variance Explained	Standard Error	Constant
Individuals Placed Per Man Year	1. Unemployment Rate 1973	-8.50	56.63	27.83	- .52
	2. % Low Wage Workers	12.16			
Placements Per Man Year	1. Rate of Growth of Employment, 1973	11.11	48.55	49.53	-63.84
	2. % Low Wage Workers	14.77			
Penetration Rate	1. % Employment in Government, 1973	1.59	64.80	5.81	-20.02
	2. Rate of New Hires in Manufacturing, 1973	2.63			
Percent of Openings Filled	1. % Employment in Construction, 1973	-3.32	58.54	7.56	15.92
	2. % Employment in Government, 1973	.77			
	3. % Low Wage Workers	3.33			

Factors significant at .05 level.

Appendix E.3

Summary of Multiple Regression Analysis of Relationships Between Selected ES Performance Measures and Selected External Economic Factors

(FY74)

EXTERNAL FACTORS	ES PERFORMANCE MEASURES: INDIVIDUALS PLACED PER MAN YEAR	PENETRATION RATE	PERCENT OF OPENINGS FILLED
Unemployment: 1973 Rate	-1.79	.16	-1.05
Percent Change, 72-73	.18	.06	-.22**
Percent of 1973 Employment in:			
Manufacturing	-.35	-.11	.06
Contract Construction	-1.85	-.25	-.59
Government	2.26**	1.50**	1.07**
All Other Industries	-1.77**	-.14	.35
Percent of U.S. Employment, 1973	-1.04	-.72	-.53
Rate of Growth of Employment, 1972-73	4.83	-.24	-2.23**
Rate of New Hires in Manufacturing, 1973	-1.20	2.25**	3.92**
Average Hourly Wage in Manufacturing, 1973	-14.38	-.30	2.47
Percent in Unions, 1970	.61	.18	.05
Percent in Minority Groups, 1970	-.07	-.05	.23**
Percent Low Wage Workers, 1970	6.00**	-.13	2.31**
Percent of Variance Explained	62.27	88.72	70.95
Standard Error of Estimate	25.56	5.86	7.26
Constant	172.79	-8.52	-15.14
Mean	160.75	20.51	69.43

** Significant at .05 Level.

Appendix E.4

Stepwise Regression Analysis of Relationships Between Selected ES Performance Measures and External Economic Factors*

(FY74)

ES PERFORMANCE MEASURE (FY74)	EXTERNAL FACTOR	REGRESSION COEFFICIENT	% VARIANCE EXPLAINED	STANDARD ERROR	CONSTANT
Individuals Placed Per Man Year	1.% Employed in misc. Industries, 1973	-1.89	57.56	24.58	100.90
	2.% Growth in Employment, 1972-73	4.78			
	3.% Change in Unemployment Rate, 1972	2.75			
	4.% Low Wage Workers 1970	5.74			
Penetration Rate	1.% Employed in Government, 1973	1.79	85.53	5.83	-24.96
	2.Rate of New Hires in Mfg., 1973	2.06			
Percent of Openings Filled	1.% Growth in Employment,72-73	-1.49	63.68	7.36	9.37
	2.% Employed in Government, 1973	1.07			
	3.% Change in Unemployment Rate, 1972-73	-.14			
	4.% Low Wage Workers, 1970	2.38			
	5.Rate of New Hires in Mfg., 1973	2.55			
Percent of Applicants Placed	1.% Employed in Government, 1973	.18	32.02	5.50	11.10
	2.% Change in Unemployment Rate, 1972-73	.13			
	3.% Low Wage Workers, 1970	.86			

Appendix E.5

Correlation Matrix of Variables Used in Second Stage Analysis of Placement Productivity[a]

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
(1) Individuals Placed Per Man Year FY74	1.000	-.232	.229	.399	.274	-.274	.349	.530	-.118	.673	-.702
(2) Unemployment Rate CY73		1.000	.095	-.275	-.358	-.166	-.161	.052	.278	-.066	.440
(3) Percent Change in Unemployment Rate, 1972-73			1.000	.109	.260	-.323	.429	.213	.280	.277	-.219
(4) Growth in Employment, 1972-73				1.000	.547	-.239	.454	.156	.142	.394	-.286
(5) Rate of New Hires in Manufacturing, 1973					.1000	-.135	.367	.133	.056	.394	-.369
(6) Percent Employed in Manufacturing, 1973						1.000	-.540	-.771	-.790	-.490	.183
(7) Percent Employed in Contract Construction, 1973							1.000	.340	.234	.484	-.267
(8) Percent Employed in Government, 1973								1.000	.329	.591	-.404
(9) Percent Employed in all Other Industries, 1973									1.000	.152	.176
10) Percent Low Wage Workers, 1970										1.000	-.554
11) UI Claimants as a Percent of New Applicants and Renewals, FY74											1.000

a- Correlation coefficient must exceed $\pm$.300 to be statistically significant at the .05 level.

Appendix E.6

Summary of Second Stage Multiple Regression Analysis of the Effects of External Factors on ES Productivity

Explanatory Variable	Regression Coefficients	
	Beta[a]	b[b]
Claimants as a Percent of New Applicants and Renewals, FY74	-.350	-.958
Percent Low Wage Workers, 1970	.289	4.472
Growth in Employment, 72-73	.174	3.440
Percent Employed in Government, 1973	.259	2.396
Percent Employed in Other Industries, 1973 (excluding Contract Construction)	-.210	-1.315

Constant 130.82 Standard Error of Estimate: 22.05

Percent of Variance Explained 67.24%

a- Measures relative variation in productivity attributable to the relative variation of each factor, irrespective of differing units of measurement.

b- Shows the number of units increase or decrease in productivity attributable to a one unit increase in each factor.

Appendix E.7

FY74 Regression Equation

Variable		Coefficient	Std. Error	F Ratio	BETA Coefficient
(Constant		101.47122)			
Low Wage	2	5.35051	2.43853	4.8143	.3224
Claimant	3	-1.07280	.38602	7.7234	-.3786
Growth	4	3.45328	2.37892	2.1072	.1634
Employment	5	-6.26752	6.76513	.8583	-.3572
Unemployment	6	3.39671	6.55435	.2686	.1982
Multiple R		.5670			
Std. Error of Est.		27.5061			

FY75 Regression Equation

Variable		Coefficient	Std. Error	F Ratio	BETA Coefficients
(Constant		167.80212)			
Low Wage	2	3.50117	2.68749	1.6972	.1737
Claimant	3	-1.10132	.34232	10.3508	-.3738
Growth	4	7.27357	2.28935	10.0941	.3261
Employment	5	-13.49751	7.04619	3.6694	-.6147
Unemployment	6	6.75408	6.08948	1.2302	.3451
Multiple R		.6666			
Std. Error of Est.		29.2862			

Appendix E-8

Selected ES Performance Measures for the First Half of FY 1975 and External Factors at the Labor Area Level for 80 SMSA's and 48 Balance of State Areas:

	Mean	Standard Deviation
Performance Measures:		
Individuals Placed as a Percent of New Applicants and Renewals	22.89	7.84
Openings Filled as a Percent of Openings Received	67.29	10.77
Individuals Placed as a Percent of the Number Unemployed	76.02	51.91
Openings Filled as a Percent of Nonagricultural Employment	3.52	2.51
Explanatory Variables		
Rate of Growth of Employment 10/73 - 10/74	3.38	5.08
Area Employment as a Percent of National Employment, 10/74	.78	.77
Area Unemployment as a Percent of National Unemployment, CY74	.78	.85
Unemployment Rate, CY74	5.39	1.71
Percent of Employment in:		
Construction	5.70	1.79
Manufacturing	23.48	10.10
Government	19.04	6.90
UI Claimants as a Percent of New Applicants and Renewals	26.15	14.60
Size Class:*		
Over 3 Million	.023	.152
1-3 Million	.070	.257
Under 1 Million	.531	.501
Balance of State	.375	.486

* Dummy variables. Mean indicates percent of the 128 observations in each size class.

Appendix E-9

Selected ES Performance Measures for the First Half of FY 1975 and External Factors at the Labor Area Level for 80 SMSAs and 48 Balance of State Areas:

Correlations between Performance Measures and Explanatory Variables

Explanatory Variables	Performance Measures: Individuals Placed as a Percent of New Applicants and Renewals	Openings Filled as a Percent of Openings Received	Individuals Placed as a Percent of the Number Unemployed	Openings Filled as a Percent of Nonagricultural Employment
Rate of Growth of Employment 10/73 - 10/74	.279	.359	.328	.440
Area Employment as a Percent of National Employment, 10/74	-.066	-.114	-.284	-.246
Area Unemployment as a Percent of National Unemployment, CY74	-.046	-.039	-.357	-.203
Unemployment Rate, CY74	-.118	.016	-.497	-.060
Percent of Employment in:				
Construction	.150	.173	.262	.443
Manufacturing	-.308	-.195	-.331	-.350
Government	.265	.365	.301	.612
UI Claimants as a Percent of New Applicants and Renewals	-.543	-.336	-.359	-.348
Size Class:				
Over 3 million	-.006	-.085	-.124	-.093
1-3 Million	-.066	-.233	-.181	-.163
Under 1 Million	-.196	-.284	-.139	-.273
Balance of State	.239	.442	.278	.397

Appendix E-10

Matrix of Correlations Among Explanatory Variables used in the Analysis of External Factors on ES Performance at the Labor Area Level for 80 SMSA's and 48 Balance of State Areas

Explanatory Variables	Correlations										
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
(1) Rate of Growth of Employment 10/73 - 10/74	-.067	-.010	.089	.300	-.252	.422	-.091	-.130	-.139	-.539	.670
(2) Area Employment as a Percent of National Employment, 10/74		.930	.158	-.275	.192	-.124	.035	.700	.290	-.459	.102
(3) Area Unemployment as a Percent of National Unemployment, CY74			.422	-.295	.189	-.055	.043	.593	.282	-.491	.172
(4) Unemployment Rate, CY74				-.237	-.001	.036	.169	.069	.092	-.148	.083
Percent of Employment in:											
(5) Construction					-.484	.468	-.148	-.180	-.086	-.068	.172
(6) Manufacturing						-.478	.251	.023	-.103	-.002	.050
(7) Government							-.201	-.105	-.054	-.306	.376
(8) UI Claimants as a Percent of New Applicants and Renewals								.046	.020	.013	-.038
Size Class:											
(9) Over 3 Million									-.043	-.165	-.120
(10) 1-3 Million										-.293	-.213
(11) Under 1 Million											-.825
(12) Balance of State											1.000

Summary of Regression Analysis of External Factors on Selected ES Performance Measures at the Labor Area Level for the First Half of FY 1975 for 80 SMSA's and 48 Balance of State Areas

Regression Coefficients (b)
BETAs (B)
Percent of Variance Explained by Each Factor (Br)

Explanatory Variables	Individuals Placed as a Percent of New Applicants and Renewals (IP/AR)			Individuals Placed as a Percent of the Number Unemployed (IP/U)			Openings Filled as a Percent of Openings Received			Openings Filled as a Percent of Nonagricultural Employment (OF/Emp)		
	b	B	Br	b	B	Br	b	B	Br	b	B	Br
Rate of Growth of Employment 10/73 - 10/74	.12	.078	.022	1.11	.109	.036	- .03	-.014	.005	.03	.061	.027
Area Employment as a Percent of National Employment, 10/74	-7.07*	-.694*	.046*	-53.68*	-.796*	.226*	-8.98*	-.642*	.073*	-1.65*	-.506*	.125*
Area Unemployment as a Percent of National Unemployment, CY74	4.91*	.532*	.024*	26.49*	.434*	.155*	6.34*	.500*	.020*	.12	.041	.008
Unemployment Rate, CY74	-1.05*	-.229*	.027*	-19.07*	-.628*	.312*	- .64	-.102	.002	---	---	---
Percent of Employment in:												
Construction	- .55	-.126	.018	-5.69*	-.196*	.051*	- .47	-.078	.014	.19*	.135*	.060*
Manufacturing	- .17*	-.219*	.067*	-1.48*	-.287*	.095*	- .13	-.122	.024	.01	.040	.014
Government	- .03	-.026	.007	.17	.022	.007	.16	.103	.037	.13*	.357*	.219*
UI Claimants as a Percent of New Applicants and Renewals	- .25*	-.466*	.253*	.66*	.186*	.067*	- .20*	-.271*	.091*	-.04*	-.233*	.081*
Size Class:												
Over 3 Million	9.91*	.192*	.001*	---	---	---	---			4.95*	.300*	.028*
1-3 Million	---	---		87.89*	.435*	.079*	-13.10*	-.313*	.073*	---		
Under 1 Million	-1.63	-.104	.020	8.25	.080	.011	-9.00*	-.418*	.119*	-.97	.194	.044
Balance of State	2.36	.146	.035	35.84*	.336*	.093*	---			.51	.099	.039
Constant	43.89			261.41			86.67			2.06		
Percent of Variance Explained (R^2)	42.04			59.05			37.53			56.53		
Standard Error of Estimate	6.25			34.76			8.87			1.73		

*Significant at the .05 level

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INSTITUTION NAME: MCKEESPORT AREA SCHOOL DISTRICT, PA.

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FINAL REPORT

A PROJECT TO IMPROVE CAREER EDUCATION

PROJECT NUMBER 29-4001

Judith L. Bookhamer

McKEESPORT AREA SCHOOL DISTRICT

McKEESPORT, PENNSYLVANIA

July 31, 1975

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT

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INTRODUCTION

This final report encompasses the period from July 1, 1974 through June 30, 1975 and includes a summary of the project activities that occurred during that time.

The overall goal of the project was to continue to develop and enhance a career education program in grades seven through twelve to help each individual to become all that he is capable of becoming. The program goals included the following:

1. Each student will develop an awareness of self.
2. Each student will develop an awareness of his personal characteristics as they affect his relationships with others.
3. Each student will be knowledgeable about a variety of life roles, of the functions of those roles, and of the corresponding skills and training required to perform those functions.
4. Each student will develop an awareness of as well as an understanding of the relationship between his personal characteristics and various alternative life roles.
5. Each student will develop an understanding of the relationship between his educational experiences and his life experiences.
6. Each student will understand how societal, technological, and economic factors interrelate and affect his life.
7. Each student will develop an understanding of and the ability to utilize effective decision making skills.

The project was implemented by the Project Director who had the dual role of Director of Career Education and Counseling Services, a junior high career education coordinator who worked with the faculties and students at both McKeesport Junior High and Francis McClure Junior High, and a senior high coordinator who assumed a dual role as career education and job placement coordinator at McKeesport Senior High. With the resignation of the Senior High coordinator, effective February 28, 1975, a para-professional and a secretary were hired, the former to coordinate the job placement and community contact functions and the latter to provide the needed secretarial services for the project staff in general and the job placement office in particular.

Career Development activities were implemented at both junior highs and at the senior high in the form of curriculum projects and support services. At the junior high level, the program was implemented in four basic areas: the academic subjects, the practical arts subjects, the career related experience, and the career resource center. At the senior high the program also consisted of four components: the Career Resource Center, the Career Related Experience, community resource persons in the classroom, and the Job Placement Office. Program activities at both levels emphasized and expanded the elements and concepts that were developed

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during the first two years (January 1972 to June 1974) of the McKeesport Area School District Career Education Program. A brief explanation of the elements, concepts, and project components was prepared for dissemination purposes. A copy of that brochure appears in Appendix A.

The project received publicity in the McKeesport Daily News as well as in newsletters of various professional organizations. Educators from many school districts in the Pittsburgh area visited the school district to observe and discuss the project components. The project director and his staff gave presentations describing project activities not only to clubs and organizations in the McKeesport Area but also to school districts and other educational institutions throughout the state. In-Service programs for teachers were also developed and implemented in New Brighton School District and Washington, PA Area School District. Materials which describe project activities were developed, duplicated, and distributed to many school systems across the country.

MAJOR ACTIVITIES AND FINDINGS

During the course of the project year (July 1, 1974 through June 30, 1975) several project components developed as successful activities that promise to remain as on-going activities within the school system.

At the junior high level several activities were implemented or refined and have the potential for becoming a part of the on-going educational process. These activities include the following:

1. Career Resource Centers, established on a part-time, modified basis at Francis McClure Junior High and on a full-time basis at McKeesport Junior High, were supplied with printed and audio visual materials related primarily to occupational exploration. The Resource Centers, operated solely by counselors, were used by students for the purposes of doing exploratory work in the area of occupational choice or completing research for class-related projects. At both schools materials were also made available to and used by teachers. Formal research surveys conducted as part of the Guidance, self-study project showed that the majority of students at both schools were aware of the existence of the centers and that almost one-half of the student populations had used the Centers at least once. Those students who did use the Centers found them to be very helpful. Information gathered informally from students, teachers, and counselors indicates that use of the Career Resource Centers in conjunction with a classroom project or structured activity such as the Career Related Experience is the most successful way of introducing students to the centers. Eighteen of the seventy-one teachers at McKeesport Junior High incorporated use of the Career Resource Center (or its materials) in their unit plans. Nine of the McClure's fifty-four teachers did the same.

2. At Francis McClure, where a team teaching concept was introduced during the 1974-75 school year, a team unit on the Human Services was developed and implemented. All six career education elements were included in the unit; special emphasis was placed on community resources (learning excursions and resource people). Student evaluations indicated strong support for the structure (team teaching, open scheduling) and activities of the unit. A summary of these reactions is found in Appendix B. Teachers, while finding the unit development to be time consuming, also found the results to be rewarding; reactions of the team included the thought that a second implementation of the unit would be easier since all the materials had been developed. It is also important to note that administrative support--especially in terms of scheduling additonal planning time for the teachers --was a key element in the successful development and implementation of the unit. The strength of the unit itself lay in its comprehensiveness and diversity; students were able to look at an occupational grouping (Human Services) and see how knowledge from their many academic subjects plays an important role in day-to-day, on-the-job activities.

3. The Occupational Explorations (OE) program at McKeesport Junior High School (see Appendix C for a more detailed description) developed and implemented in part during the 1973-74 school year, was revised and expanded during the 1974-75 school year. In fact, the eighth grade component was developed and introduced during the latter time period. The ninth grade (and final) component of the program has been developed and will be implemented during the 1975-76 school year. It should be noted that many of the OE areas relate to offerings in the voc-tech program at McKeesport Senior High School. The primary focus of the program has been on exploratory, hands-on activities. These activities have been well received by students and results of a survey administered to a random sample of current (1974-75) tenth graders indicated that 73% of the students thought that the program had helped them to make high school course selections; 100% of that same sample indicated that the program had made them aware of many occupational areas.

4. Activities/units implemented in academic classrooms were those developed and revised during the first two years of the Career Education Project. Nine academic teachers at McClure and fourteen academic teachers at McKeesport Junior High implemented units/activities in their classrooms during the 1974-75 school year. Again, no formal evaluation was done during the units but teachers indicated interest and enthusiasm on the part of the students for the types of experiences involved in the unit completion. Teachers also indicated that the units often provided a "change of pace" from the "regular" activities.

The academic component of the sequenced program of career exploration, developed for the junior high level (see Appendix D) was not formally accepted/incorporated as part of the existing curriculum, and chances for its remaining as part of the on-going educational process are questionable. It was found, however, that teachers who had developed/implemented units during the first two years of the project were more receptive to incorporating those units into "their curriculum guides". It was also found that some teachers who were unwilling to develop new units/activities were quite receptive to implementing those that had been developed and "piloted" by others. Units that were deemed successful by the teachers have been reproduced and are available for teacher use.

5. Another dimension of the project involved expanding the use of community resources through the implementation of learning excursions and resource persons. Most of the activity in this area occurred at the junior high school level. Guides for implementing learning excursions (See Appendix E) and resource person visits (Appendix F) as well as evaluation of those activities were developed by the junior high Career Education Coordinator and revised to include the suggestions of the faculty. These evaluation forms were used in conjunction with learning excursions and

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resource person visits arranged through the Career Education office as well as in conjunction with community-related activities arranged by the teachers. Eighteen learning excursions and twenty-six resource person visits were arranged by the junior high coordinator. Other resource person visits and learning excursions were arranged by teachers themselves; many of the teachers utilized the Community Resource Handbook (compiled by the Career Education staff) in their planning.

Monitoring of the implementation of learning excursions and resource person visits over the past three years indicates that teachers are making greater use of community resources in conjunction with classroom activities, and in the 1974-75 school year teachers assumed much of the responsibility for making the contacts themselves.

The ninth grade Career Related Experience, implemented by the junior high counselors, was well received by both students and community sites. Some parents, however expressed concern over the lack of direct "school supervision" during the actual school site. Approximately one tenth (104) of the ninth grade class participated in the program and visited either community sites or various departments at the Senior High School. Students who visited the various departments at the high school indicated that their visits had been profitable but suggested that such visits be scheduled during the first semester -- before high school course/curriculum selections are made.

While the Career Related Experience implementation process was streamlined in 1974-75 to five sessions (see Appendix G), it proved to be too time-consuming to allow for counselors to prepare more students for participation in Career Related Experiences. There still exists a need to find a process for preparing students and making arrangements with the community sites that is less time-consuming. Such a refinement is necessary if counselors are to be able to implement Career Related Experiences and fulfill their other responsibilities.

At the senior high level the strength of the program lies in three areas: the Career Resource Center, the Career Related Experience, and the Job Placement Function. Some work was done by the senior high coordinator and resource center coordinator with classroom activities and was well received by both teachers and students; however, such activity was not a formalized component of the high school program and was done upon teacher requests. While the high school counselors referred students to the "components" of the program they gave little direct support and the bulk of the responsibility for implementing the project at the high school lay with the Senior High Career Education Coordinator and the Resource Center Coordinator (not a member of the "project staff"). A description of each of the high school components follows:

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1. The existence of the Career Resource Center (CRC) at the Senior High School, by the conclusion of its third year of operation, was known by 94% of the high school population. Approximately one-half of the population (according to a random sample conducted as part of the guidance self-study project) have used the Center and almost all of those students have found the center to be helpful. Several high school teachers either borrowed and incorporated materials from the CRC into their classroom experiences or they sent students to the CRC to gather or reinforce information related to classroom units. For the most part, however, students visiting the CRC were self-referrals; that is, they used their own time and initiative to visit the center and use its services. Much of their time was spent in exploring information concerning occupational or educational information. Results of the self-study indicated strong support from parents, students, and faculty for providing and/or expanding services in the area of occupational and educational information. It may be concluded from informal observation; as well as gathered data, that the CRC at the high school has made an impact on the student body (and the faculty too) and has become an integral part of the services offered there.

2. The Career Related Expereince, while workable and effective, has still not been utilized to its potential. In the fall of 1974 an introductory brochure (see Appendix H) was prepared and distributed to the student body at the high school. With little support from the counseling staff, the program was not emphasized and the majority of students did not participate. Approximately 100 high school students did become involved in the program that was implemented primarily by the high school coordinator and the resource center coordinator. Many problems were encountered in implementing the program. Counselors found even the "streamlined" implementation procedure to be time consuming and could not fit too many "preparation" into their busy work schedule. Moreover, no systematic way of utilizing the already identified sites was developed. And finally, no solution was developed for placing students in areas of their interest for which there were no local sites available. While community employers were, for the most part, very cooperative, it has been very difficult to obtain sites in areas such as medicine, construction, and local steel mills. With little or no support from the high school counseling staff and lack of a more systematic streamlined system of implementation the future of the Career Related Experience at the high school appears to be dim--despite much student, parent, and community support.

3. At the outset of the school year, the Job Placement function suffered some setbacks. With the reduction in funding, it was necessary to combine the Job Placement and Senior High School Coordinator responsibilities. Thus reducing the amount of time the coordinator could spend on Job Placement activities. At the same time secretarial help for the Job placement office was cut and when the Coordinator was working in the classrooms or involved in the community the office and the phones were not covered. In February 1975 the Senior High Coordinator resigned and a paraprofessional

and a secretary was hired. The paraprofessional's primary responsibility was in the area of job placement. The secretary was also located in the job placement office. With such a restructuring the Job Placement Office was open all day, every day and the paraprofessional was able to spend most of his time in the community.

It is important to note that several activities took place during the year that affected project staff, faculty, and students at both the junior and senior high levels.

1. The junior and senior high schools cooperated with the Boy Scouts of America by administering a survey to all students in grades seven through twelve. The follow-up report indicating the students' names, addresses, and phone numbers as well as their first and second areas of occupational choice were included on a print-out that was prepared by the Boy Scouts and distributed to the schools. Information gathered was used in conjunction with career related experience preparations as well as in conjunction with unit/activity development. The major career interest areas were also considered when materials were purchased for the Career Resource Centers.

2. Training/in-service materials in the form of slides, transparencies, and video tapes have been developed in such areas as staff development, program explanation/development and listening skills. These materials have been used in McKeesport Area School District as well as in other school districts throughout the state of Pennsylvania. Also developed were materials and activities that can and have been used during in-service programs to acquaint teachers with the concepts of career development and to involve them in career education activities. In keeping with the belief of the project staff that children learn best when they can see, hear, touch, or smell what they're learning about, the project staff, when implementing in-service workshops, involve the staff in "hands-on" experiences. They have found that this approach is much more acceptable than merely "telling about" career education.

3. The project staff also developed and disseminated much information about the McKeesport Area School District's Career Education Program. Pamphlets describing the program's overall philosophy, goals, components, and structure were prepared as were pamphlets or handouts describing specific components. Various procedures that proved to be successful were also prepared for dissemination purposes. Units and activities developed by the staff and faculty were also prepared for distribution. Materials were requested by and sent to at least seventy-five educational institutions in Pennsylvania and across the nation during the 1974-75 school year. Project staff members also made presentations about the program to local community organizations as well as to school districts in the state. In-Service workshops were developed for and implemented at Washington Area Schools and New Brighton School District. A presentation of the

Program was also made at the annual convention of the National Association of Junior High/Middel School principals in New York City.

The requests for information and in-service are many and suggest an interest in career education as well as a need for more widespread dissemination of information and in-service about that same area.

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ANALYSIS AND CONCLUSIONS

Career education is receiving support from educators not only in McKeesport Area School District but also in school systems across the country. McKeesport Area School District's Career Education Project has resulted in the development and dissemination of career education information and materials.

Many of the components of McKeesport's Career Education project are being assimilated into on-going activities by local faculty members. Most of the assimilation has occured where the components have become formalized parts of the educational program (for example: the OE program); those components receiving strong administrative support have also proved to be the most successful in terms of their incorporation into the on-going educational process. The information gathered also suggested that counselor involvement is necessary for the successful implementation of many components of the career education program. Where counselors have demonstrated support, the various components have been more successful. It may be necessary to further refine the Career Related Experience so that its implementation may not be so time consuming thus making its incorporation into the counselor's busy schedule easier.

The data gathered also indicates that a curriculum based program is most appropriate in Kindergarten through grades eight. Furthermore, the data suggest that team implementation of units at the junior high level is the most successful and the best received method of implementation. The data also suggests that activities developed, implemented, and tested by a small group of faculty members before presentation to the entire faculty. While some teachers preferred to develop their own activities, the majority were more receptive to adapting developed and tested units/activities for classroom implementation.

Utilization of Career Resource Centers and community exploratory experiences have proved to be the most successful approach to career education in grades nine through twelve. Community support has been quite good although limited in scope; data suggest a need for involving more community agencies/businesses in the program. However, school district staff support is also needed before additional community involvement is necessary.

Moreover, the Job Placement Office proved to be a valuable addition to the educational program at the high school. Events of the 1975-75 school year indicate the need for centralization of the job placement function as well as a need for the function to be performed by a full-time staff member who has time to work with students as well as to make community contacts. There is also evidence that clerical support is necessary for the efficient, effective functioning of a job placement office.

No formalized documentation and dissemination procedures have been developed for materials developed during the time period encompassed by the Career Education Project. There exists a need for organizing and disseminating such information to the staff if the total impact of the project is to be felt.

In summation it is important to note that change takes anywhere from three to five years to take hold. In the past three years Career Education Project has introduced many new ideas/activities. Many of those ideas and activities have had an impact on the system, have been incorporated into on-going activities, and promise to remain viable components of the educational process.

RECOMMENDATIONS

While many activities/procedures developed during the Career Education Project have proved to be successful, continued effort needs to be extended to assure the improvement/continuation of those activities.

1. An effort needs to be made to support continuation of development of units/activities. Such support could come from instructional leaders, curriculum specialists, or administrators.

2. Newly developed activities should be implemented on a pilot basis before dissemination to the entire staff.

3. Efforts should be made to incorporate tested, successful activities/components into the existing curriculum.

4. Community experiences and involvement should be expanded -- expecially at the secondary level.

5. One full-time counselor should be assigned to carry out the Job Placement function.

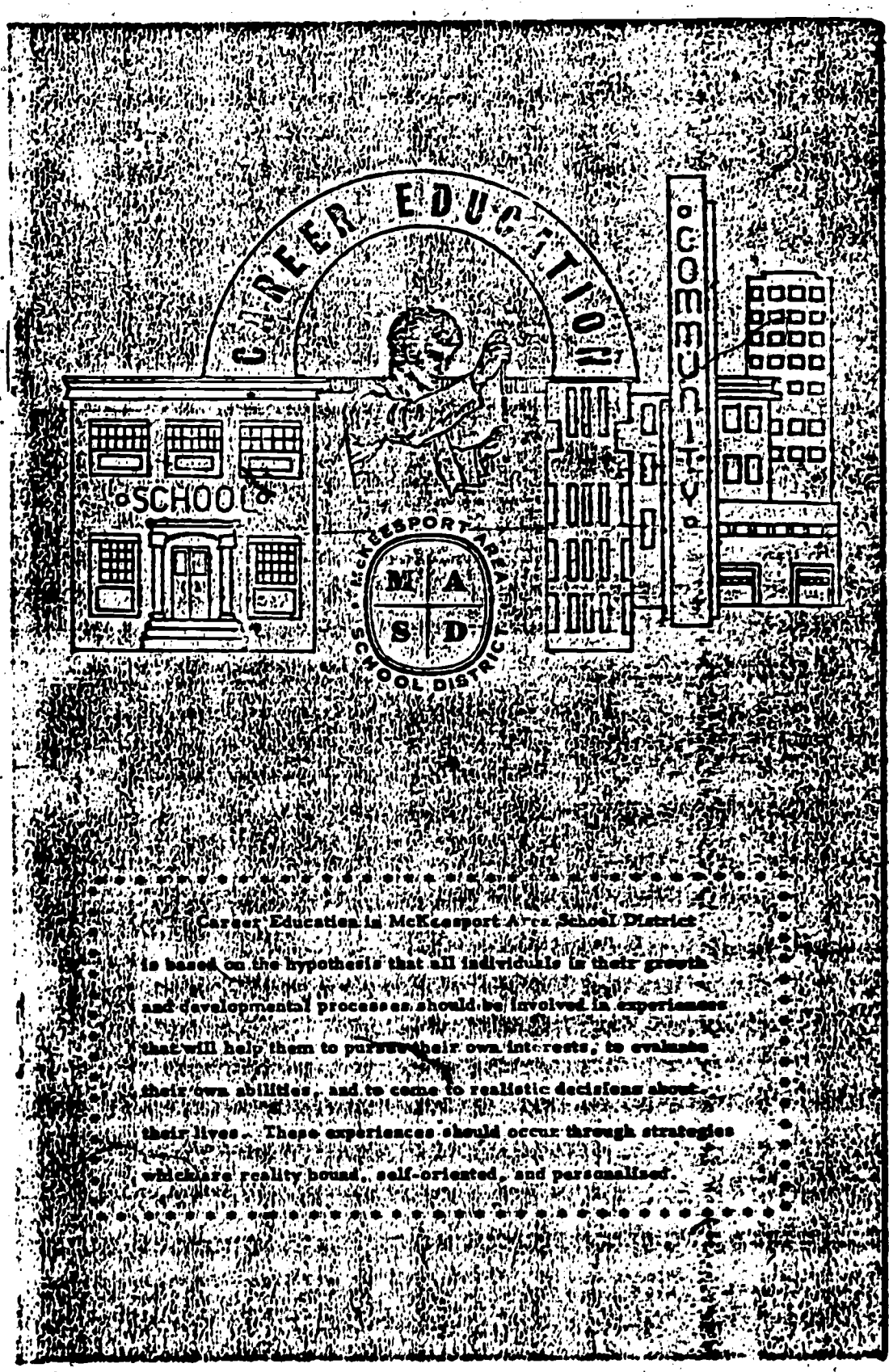
6. The Career Related Experience needs to be refined so that it is less time consuming in terms of implementation; efforts also need to be made to find a means of more systematically and consistently using community sites.

7. Community contacts (learning excursions and resource persons) need to be strengthened at all levels.

8. Existing Career Resource Centers - especially at the high school need to be integrated as a part of the on-going educational program.

In conclusion, the successful componeents of the Career Education Project need to be expanded and formally incorporated into the on-going educational process.

APPENDIX A



Career Education in McKeesport Area School District is based on the hypothesis that all individuals in their growth and developmental processes should be involved in experiences that will help them to pursue their own interests, to evaluate their own abilities, and to come to realistic decisions about their lives. These experiences should occur through strategies which are reality bound, self-oriented, and personalized.

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McKeesport Area School District Career Education

ration for jobs and occupations. Career Education is concerned with the
g students develop a life plan of which career choice is a most signi-
part. In the past, schools viewed career choice as a secondary part
of the educational process; students' career needs were dealt with on few
occasions, usually towards the end of their formal schooling. These efforts,
while well-intended, ignored what sociologists and psychologists have known
for some time--career choice is a process, not an event. Because Career
Education in McKeesport Area School District is seen as a process, a
comprehensive (K-12) Career Education Program has been developed. The
program emphasizes an educational process that is based on the belief that
all individuals in their growth and development should be involved in experi-
ences that will help them pursue their own interests, to evaluate their
abilities, and to come to decisions about their lives. Career Education is
not thought of as a separate entity or an addition to the existing curriculum;
rather, it is thought of as an integral and important part of that curriculum.

The conceptual design is intended to enhance the development of a satisfactory
life plan and career choice. McKeesport Area School District's Career Educa-
tion program has identified four concepts that are important in the career
development process: Self, Economy, Technology, and Society.

Self

A student moving through a Career Education program should have some
understanding of his own personal dynamics and the ways in which he relates
with others. The student should also have an understanding of his own value
system and the way he relates it to the varying or different value systems of
others. Moreover, the student should have an awareness of his interests and
abilities and the opportunities for expanding them. Inherent in the concept of
self is the attainment of decision making skills. The student should be able
to evaluate the information he has about himself and, through various decision
making situations, come to decisions about the direction his "life" will take.

Economy

Our society is based on an economic system. The student should understand
how this system works and how it affects him as well as the society in which
he lives. The individual should understand how the world of work functions
and how an exchange of goods and services is affected by supply and demand.

Technology

The student should understand that new ideas, new methods, and new equip-
ment effect all aspects of his life, the job market, the economy, and society
itself. Technology as a concept stresses the need for flexibility and consid-
eration of alternatives in a rapidly changing world. Transferability of
skills and interests among many different jobs becomes a factor that the
individual must become aware of and consider in devising a career plan.

Society

The individual should understand that he lives in a highly technological society
where no person is completely autonomous. People are interdependent. A
pluralistic, technological society such as ours is composed of various groups
of people with different value systems, all living together. An individual
should be able to deal effectively with these different value structures as well
as have an understanding of his own.

Career Awareness

The thrust of Career Education at the elementary level focuses on the theme of awareness. "Career Awareness" consists basically of the student's awareness of himself and his understanding of how his classroom learning relates to the real world. Any focus on occupational roles is characterized by an awareness on the part of the students of how members of the community function both in the world of work and during their leisure time. Emphasis is primarily on the fact that people in the community do work, depend on one another, and use basic subject skills both in their work and in their leisure.

These awareness themes are infused into the ongoing curriculum so that the real world of the community and the school are brought together stimulating the student's self awareness, occupational awareness, and performance. Several different educational strategies are used to incorporate career awareness into the curriculum. The basic core, however, of all the strategies is to correlate subject areas with "real" activities, people, things, and places. The intention of reality-based activities is to allow students to see the purposes and uses of the basic subject matter skills and to provide them with activities that will motivate them to learn.

Educational experiences in Career Education focus on the personal skills as well as the academic skills involved in career development. A variety of strategies are utilized to incorporate career development into the classroom. The career education unit and learning stations approach represent the most direct example of correlating career development themes with subject matter content. Interest centers and community resource people are used basically to complement and reinforce subject matter and are short term in nature. Understanding of self and others is a most important aspect of career development and is another short term experience intended to have students begin to become aware of themselves; counselors and teachers lead the students in exploring interests, values, and abilities along with developing interpersonal skills.

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Career Exploration

At the junior high school level, the basic theme of Career Awareness is maintained, but a second emphasis, "Career Exploration," is added. This new emphasis provides the junior high school student with experiences both in and out of the classroom that aid him in assessing his "interests, abilities, values, and needs as they relate to occupational roles." At this level, an effort is made to give the student on-the-job "hands-on" experiences as well as "hands-on" experiences in the classroom.

The junior high program has been defined in terms of three components: academic, practical arts, and career related experience and has developed around the fifteen USOE occupational clusters. Emphasis in the three components is placed on exploratory activities that incorporate all of the clusters. The program is structured so that all students, by the completion of eighth grade, will have had exploratory experiences in all fifteen clusters.

Through the practical arts component (art, business, home economics, industrial arts), students have an opportunity to participate in hands-on experiences in the following cluster areas: Business and Office, Construction, Consumer and Homemaking, Health, Manufacturing, and Transportation. All students are required to do some short term exploration in these areas; those students interested in in-depth exploration of any of the areas may elect to do so.

The remaining USOE clusters are explored through the academic component. Cluster units are designed and developed for implementation in English, Science, or Social Studies classes at the seventh and eighth grade levels. Those clusters developed at the seventh grade are Human Services (English), Marketing and Distribution (Social Studies), Communications and Media (English), and Marine Science (Science). At the eighth grade level the following clusters are implemented: Hospitality and Recreation (Social Studies), Agri-Business and Natural Resources (Science), Fine Arts and Humanities (English), Public Service (Social Studies), and Environment (Science). At the ninth grade level the Career Education concepts are developed and implemented where they appropriately fit in the subject areas.

A career related experience is also introduced at the ninth grade level. Students are afforded the opportunity through this component to spend a day at a work site observing, talking with, or participating in the activities of workers in occupational areas the students have identified. A student who participates in this component does research on occupational areas, completes a "contract" that indicates his responsibilities during the experience, and attends a follow-up session with his counselor.

EXPLORATION

Career Preparation

By the time the student reaches the senior high school, the emphasis of the Career Education program shifts toward "Preparation" for one of three possible outcomes: immediate employment upon graduation, post high school training programs, or pursuit of a baccalaureate degree. Four components comprise this level.

A career resource center, containing printed as well as audio-visual materials on post-secondary education and training, occupations, self-awareness, etc., is operated by a full-time staff member who offers assistance not only in obtaining materials but also in interpreting or utilizing them. Some diagnostic testing in the area of vocational interests is also provided through the center. Students who visit the resource center may do so in conjunction with a classroom activity or to explore their own interests or questions.

A second component of the high school program is an expanded career related experience which enables students to spend anywhere from one to three days during each grading period at a job site. Students at the high school go through preparation and debriefing sessions with a counselor in much the same way that students at the junior high school do.

Community resource persons in the classroom serve as a third component of the high school program. At this level, resource persons can provide much input into the relationship between subject matter and career/life situations.

A job placement center staffed by a full-time Job Placement Coordinator is the fourth component of the program at the senior high level. The placement center is available to all students who elect for job placement upon graduation and also provides opportunities for part time/summer employment. The placement center also coordinates an on-going follow-up study of the high school's graduates.

PREPARATION

THE ELEMENTS OF CAREER EDUCATION

The elements or vehicles of Career Education are activities that facilitate the integration of career development themes into the curriculum. These elements are neither schemes nor gimmicks but are bona fide educational activities that serve as catalysts in the career development process. When effectively implemented, these elements enhance the achievement of the goals of McKeesport Area School District's Career Education Program:

1) Each student will develop an awareness of self.
2) Each student will develop an awareness of his personal characteristics as they effect his relationships with others.
3) Each student will be knowledgeable about a variety of life roles, the functions of those roles, and the corresponding skills and training required to perform those functions.
4) Each student will develop an awareness and an understanding of the relationship between his personal characteristics and various alternative life roles.
5) Each student will develop an understanding of the relationship between his educational experience and his life experiences.
6) Each student will understand how societal, technological, and economic factors interrelate and affect his life.
7) Each student will develop an understanding of and the ability to utilize effective decision making skills.

The elements are explained very briefly below.

Subject Matter Tie-In

Subject matter tie-in is a fundamental element. When Career Education activities are undertaken in the classroom, the subject matter concepts are the starting point for any planning. It is critical that the student relate the subject matter to the development of his own needs and goals. It is also important for the student to develop an understanding of the interrelationships of academic areas. Subject matter tie-in provides a means of showing the student the relevance of subject matter to their own lives. If the student can understand and see how subject matter is related to processes that are used in life experience - that the application of subject matter also helps them to expand some of their own interests and needs - much will be done to answer the student's demands for meaningfulness and relevancy.

Occupational Orientation

Occupational orientation as an element of Career Education provides opportunities for students to learn about and explore not only occupations but also various aspects of the world of work. Generally, occupational orientation should fulfill three purposes:

1) The student should be able to see the relationship of subject matter to certain aspects of the work world.
2) The student should have the opportunity to research or explore occupations in which he has specific interests.
3) The student should be exposed to many of the aspects of the work world about which he has had little or no prior contact.

Learning Excursion

The learning excursion (often referred to as the field trip) is what its name implies - an excursion to some place outside the classroom. As an element of career development, the learning excursion is truly educational only if it relates to the on-going classroom activity and enhances or supplements the subject matter being taught. The learning excursion affords both the teacher and the student a twofold opportunity:

1) Academic matter taught in the school can be related to activities going on outside of the classroom.
2) The students will be able to see the learning excursion as an integral part of their educational experience thus doing much to break down the structure that exists between the school and the community. The students will begin to see the school as only one area where learning can take place.

Extensive preparation and debriefing are two important aspects of the learning excursion.

Resource Person

The resource person as a visitor to the classroom can aid the educational process in a variety of ways. The most obvious contribution to the Career Education program occurs when the resource person discusses his occupational role and his personal reactions to it. A resource person lives, however, in more than just his job or occupational role, and all efforts should be made to provide situations where students can relate to the "person" in all aspects of his life. Many resource people work very effectively with teachers helping them to develop and implement simulation activities in the classroom, to give the students real hands-on activity, and to share with them some of the skills and experience that they use on a day-to-day basis.

Simulation

Simulation as an element of Career Education includes both hands-on activities and role playing and does much to turn the student into an active, rather than a passive learner. Simulation activities can afford the student the opportunity to apply abstract subject matter to real situations, or they may allow the student to derive abstract meanings not so readily understood through a concrete activity.

Hands-on activity also puts the student in the position of having a feeling of accomplishment or satisfaction in being able to manipulate his environment; the student also gains the feeling of having some control over his environment. A hands-on activity can take a variety of focuses, but the basic idea behind such an activity is that the student should be given an opportunity to interact with his environment and the elements within it. In role playing, the student is provided with the opportunity to do some modeling or identification with different and varying adult figures in the community. Role playing affords the student opportunities to encounter situations that are new or novel to him.

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APPENDIX B

HUMAN SERVICES - FAIR SEVENTH GRADE TEAM
November, 1974

Student Evaluation of Unit

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoyed working on the activities of this unit.	66	36	16	--	--
2. This unit helped me to better understand how information learned in school is used "on the jobs."	40	61	16	5	2
3. I feel that I did important things during this unit.	32	49	33	5	3
4. This unit helped me gain a better understanding of the subjects we're studying.	37	47	22	12	6
5. I had an opportunity to help plan some of the activities in which I was involved.	22	44	30	17	10
6. I had enough time to complete the projects or activities I was involved in.	53	54	11	10	6
7. There were a variety of activities from which I could choose.	64	51	6	6	--
8. I received individual help when I needed it.	45	48	15	11	6
9. I was given an opportunity to express my opinions.	34	48	30	8	13
10. This unit helped to make the subjects more interesting.	38	58	20	5	7
11. I feel that the number of activities required was fair.	37	49	29	6	4
12. This unit helped me to understand more about human services.	54	51	17	3	1
13. I feel that I did interesting things during this unit.	43	50	18	6	3
14. I liked working in groups with other students.	55	47	11	3	8
15. Other students seemed to like working in groups with me.	37	47	31	5	2
16. I feel the visits by the Resource People were informative and helpful.	47	56	10	6	3
17. I thought the excursion was interesting and informative.	50	48	18	3	3
18. There were a variety of activities from which I could choose.	51	64	8	4	--
19. I feel that the grading system used during the unit was fair.	16	48	32	5	3
20. I received the grade I thought I deserved.	22	58	54	4	6

21. Would you like to be involved in similar activities again?

10 Undecided 105 Yes 3 No

22. What suggestions, if any, would you make for improving this activity? (Please indicate responses on the back of this paper.)

Summary of responses to the following question:

#22 - What suggestions, if any, would you make for improving this activity?

-The unit should be longer.(22 comments)
-More learning excursions (6 comments)
-More resource pers ns (2 comments)
-Longer learning excursions (6 comments)
-Would not change the unit /Liked the unit the way it was (19 comments)
-Cover more than just the Human Services occupations (5 comments)
-Have more activities (11 comments)
-Research room was difficult and asked too many questions (2 comments)
-I liked working in groups with other students. (3 comments)
-The A.V. station was not interesting.(2 comments)
-I'd like to do another unit like this. (3 comments)
-I was sometimes confused. (1 comment)
-Sometimes there were too many students in a room and the teacher wasn't able to help all of us. (2 comments)
-Let students help to make up some of the activities or make up their own. (2 comments)

Below are verbatim individual responses:

-The A.V. station was fun.
-The teachers trusted us.
-The unit helped me to understand more about the jobs I picked.
-I didn't like any of the things that I had to pick out of a station, but I liked going around.
-I liked Miss McPherson's and Miss Weyer's rooms best because we got to use various things.
-I liked the resource persons.
-Do it more often.
-Don't use so many worksheets; have different and more learning excursions; I didn't like the research room; it was too crowded; I think you should have a different room besides the role playing one; there should have been more teachers in Miss Weyer's room; we should have had more speakers; I did enjoy not leaving when the bell rang; I liked going to the different rooms.
-I liked it very much. Why? Because the teachers w re not on your backs that much; you got to pick a variety of things to do; you got to go wherever you wanted to go; it was fun!
-It was new and it helped me with my work.
-Slightly organize more.
-There were things I felt weren't important which I feel we shouldn't have; in 215 we wrote some stories and I don't think they were necessary.
-I think that it would be better if more teachers would be involved and more teachers in the classroom.
-I think you would get more done if we weren't in groups because there is a lot of talking going on.

APPENDIX C

OCCUPATIONAL EXPLORATIONS

The Occupational Explorations Program at McKeesport Junior High School is designed to provide exploratory experiences which simulate the "world of work". The traditional art, business education, home economics, and industrial arts programs have been reorganized into nine areas that parallel occupational categories. At the present time, each student in the seventh grade rotates through all nine areas spending twenty days (one period each day) in each area. Each eighth grade student selects three of the nine areas that interests him the most and he spends forty-five days in each of those areas. Future plans call for affording students at the ninth grade level the opportunity to select two areas that they would like to study or explore for a semester each.

The program has three major objectives:

1. To introduce the students to several major occupational areas and to the variety of services and opportunities available within those areas.

2. To involve the students in hands-on or simulation experiences which give them ideas about the activities involved in a specific occupational area.

3. To involve the students in a process wherein they will have an opportunity to evaluate their experiences in the various occupational areas and to determine the areas in which they have a specific interest and the desire to develop skills.

A listing and a brief description of each occupational explorations area follow:

Basic Electricity and Electronics enables students to learn about employment opportunities in the area of electricity. Students also perform hands-on experiments with basic electrical circuits. Each person completes an assigned research project and assembles a two-transistor radio.

Business Explorations provides opportunities for students to explore careers in business by introducing them to a variety of business operations. Instruction and experience are provided in the operation of the ten-key electric adding machine and the cash register. Other areas of activities include filing, budgeting, completing business forms, mailing, and preparing punch cards and time cards. Other activities include instruction about business math, business law, and business correspondence.

Clothing and Textiles allows students to explore various careers in the clothing and textile industry They learn to cut and mark fabric for sewing. They also learn to operate a sewing machine by sewing the pieces of fabric that they cut. Moreover, they learn the different types of textiles used in the manufacture of clothing.

The Construction component offers exploratory and hands-on experiences that simulate "work" situations in the construction industry. In class, students are involved in hands-on experiences in the areas of bricklaying, carpentry, and roofing. An exploration of other areas of construction is done through library research.

Foods and Nutrition provides exploratory experiences in the food service industry. Students are required to plan and prepare a foods project that represents the industry.

Health and Community Services introduces the students to various careers in the health field. Students explore health careers by using equipment and materials found in health occupations. Students also explore community services available to them in the city, and they examine the jobs that can be obtained in those service areas.

Manufacturing is designed to give the students an understanding of the manufacturing world and how it affects them. Also, the students get "hands-on" experience working with metal to produce a few small products. They develop an understanding of the basic techniques and processes of manufacturing.

Power and Transportation deals with the areas of mechanical as well as hydraulic power. Students research and discuss careers related to the areas of power and transportation. "Hands-on" activities include the dismantling and repairing of small gasoline engines and working on basic automobile maintenance.

Visual Communications provides opportunities for exploration of several occupations related to the art field. Some of the areas experienced are Silk Screen Advertising, Designing, Commercial Art, Interior Decoration, Printing and Sign Making. Emphasis is placed on developing projects related to these fields.

Rotation through these nine areas introduces students to occupations and activities representative of the following cluster areas: Business and Office, Construction, Consumer and Homemaking, Health, Manufacturing, and Transportation.

Occupational Explorations (OE) Program
McKeesport Junior High School
1600 Cornell Street
McKeesport, Pa. 15132
(412) 672-4376

John Knox Hall
Principal

Judith Bookhamer
Career Education Coordinator

March, 1975

A SEQUENCED PROGRAM OF CAREER EXPLORATION

GRADES 7 - 8 - 9

The following program provides a sequencing of activities which insures that every student - by the completion of the eighth grade - will have had an opportunity to become aware of the fifteen USOE occupational clusters and their corresponding occupational opportunities. This sequence ties together and builds upon the many activities developed at the elementary level and paves the way for ninth grade exploratory activities and high school preparation experiences.

Practical Arts Component		The practical arts component (OE/COPE) affords students opportunities to rotate through several occupational areas, each of which comes under a major occupational cluster. By the completion of his eighth grade, each student should have explored the following six USOE clusters: Business and Office - Construction - Consumer and Homemaking - Health - Transportation - Manufacturing -
Academic Component	Grade 7	Human Services (English) · Marketing and Distribution (Social Studies) · Communications and Media (English) · Marine Science (Science)
	Grade 8	Environment (Science) · Fine Arts and Humanities (English) · Public Service (Social Studies) · Agri-Business and Natural Resources (Science) · Hospitality and Recreation (Social Studies)
	Grade 9	-Career Related Experiences -Development of the concepts of self, society, technology, and economy through learning packages, activities, or units -Expanded ninth grade electives
		A Career Resource Center, containing printed as well as audio visual materials on occupations and self-awareness, is open to students in grades seven, eight, and nine and is operated by counselors who offer assistance not only in obtaining materials but also in interpreting or utilizing them.

MCKEESPORT AREA SCHOOL DISTRICT
CAREER EDUCATION PROGRAM
MARCH, 1975

APPENDIX E

THE LEARNING EXCURSION

The learning excursion (more frequently called the field trip) can do much to supplement or enhance the on-going classroom activities. The learning excursion affords the student the opportunity to explore the "natural" world that he learns about in the classroom. A well-planned learning excursion does much to reinforce the concept that "All learning does not take place in the classroom." Following are some suggestions for planning and implementing a learning excursion.

Planning

Consider possible visitation sites that could enhance the on-going classroom activities. Contact these sites to see what services are available. Find out if the students will be permitted to participate in any activities or operate any equipment. If possible, a teacher could visit the learning excursion site before the class's visitation. When a specific site has been selected, activities that the students will be involved in should be outlined.

Class Preparation

After plans have been finalized for the learning excursion, the students should be prepared for the activity. They should become familiar with the purpose(s) of the excursion, and they should be able to see how it relates to the on-going classroom activities. Discussion or preparation sessions could focus on what the students might expect. Students might also identify specific things to look for during the learning excursion. The students should also be provided with enough background material (through discussion or research) to enable them to consider questions to ask or things to look for. A counselor could be invited to the classroom to work with the students in the development of listening and interviewing skills.

Actual Activity

Individuals or groups could be required to complete specific activities during the excursion. Intense "investigation" of specific areas could be assigned to groups or individuals. Students might also develop and complete their own "research" assignments.

Class Debriefing

Have students react to the experience in terms of their feelings about the things and people they saw. A counselor might be invited to the classroom to either lead or participate in the discussions. In the debriefing sessions, students could also report or demonstrate the finding of their "research" activities.

Evaluation

Have the students consider the value of the learning excursion. This could be accomplished through discussion, or the teacher could administer an evaluation survey that he (or she) designed. A sample evaluation is attached.

Follow-up

A thank-you note or similar expression of appreciation should be sent by either the teacher or student(s) to the individual who arranged for the excursion. Interested students might contact the site for possible work-related experiences (grades 9-12 only).

McKeesport Area School District
Career Education Program
September, 1973

LEARNING EXCURSION EVALUATION

DIRECTIONS:
Please answer the following questions with as much accuracy as possible. The responses will be helpful in the planning of future activities.

1. Did you find the learning excursion to be

   _____very informative?

   _____informative?

   _____only slightly informative?

   _____not informative?

2. Would you plan a learning excursion to the same site again?

   _____Yes

   _____Undecided

   _____No

3. Did the learning excursion help you to better understand the information being taught in the classroom?

   _____Yes

   _____Undecided

   _____No

4. What did you especially like about the learning excursion?

   _____

   _____

   _____

   _____

5. What, if anything, did you dislike about the learning excursion?

   _____

   _____

   _____

   _____

6. How would you have changed or improved the experience?

   _____

   _____

   _____

   _____

APPENDIX F

THE RESOURCE PERSON

A visit to the classroom by a resource person can be an invaluable addition to the on-going educational process. The resource person brings with him (or her) a multitude of experiences and skills. His (or her) presence in the classroom can do much to expand the depth of the on-going activity. With careful preparation, the resource person's visit can be even more effective. Following are some suggestions for planning a resource person's involvement in a learning activity.

Planning

After deciding that a resource person could be effectively incorporated into a learning activity, contact him (or her) to find out if he (or she) might be able to visit the classroom and help in the "development" of the activity. The resource person may be invited to the classroom to discuss his occupational role and his personal reactions to it. However, experience has shown that the contribution of the resource person invited to the classroom for this sole purpose is incomplete, at best. A resource person is an individual who lives in more than just his occupational role, and all efforts should be made to provide a situation where students can relate to the "person" in all aspects of his life. Many resource people are capable of working with teachers in the educational process by helping them to develop and implement simulation activities in the classroom; others can bring materials to the classroom and involve the students in "hands-on" activities. Many can share with the students some of the skills and experience that they use on a day-to-day basis. When talking with the resource person, determine the manner in which he will be involved in the activity: speaker, co-teacher, "trainer" in skill areas, stimulator of role playing situations, etc.

Class Preparation

After the plans have been finalized with the resource person, discuss the forthcoming visit with the students. Explain what the resource person is planning to do. Make sure that the students have the background material necessary for understanding of the activity. Have the students consider questions they might like the resource person to answer or skills they might like to have demonstrated. A counselor could be invited to the classroom to introduce the students to effective listening or interviewing skills.

Actual Activity

Once the planning and preparation stages have been completed, the visit from the resource person can occur. If the resource person is unable to stay for more than one class, his presentation might be video-taped or selected representatives from each class could attend the presentation. These representatives could report the activity to their respective classes or sections.

Class Debriefing

Plan an activity (exercise, discussion, etc.) to determine how much the students learned from the experience. The counselor could be invited to lead or participate in group discussions concerning the resource person's visit.

Evaluation

Ask the students to consider the value of the experience. This could be accomplished in group discussion, or the teacher could administer an evaluation survey that he (or she) designed. A suggested evaluation is attached.

Follow-up

A thank-you note or similar expression of appreciation should be sent to the resource person by either the teacher or student(s).

McKeesport Area School District
Career Education Program
September, 1973

EVALUATION OF A RESOURCE PERSON VISIT

DIRECTIONS:
Please answer the following questions as accurately as possible. The responses will be helpful in the planning of future activities.

1. Did you think that the visit was

   _____very informative?

   _____informative?

   _____only slightly informative?

   _____not informative?

2. Would you invite the resource person to the classroom again?

   _____Yes

   _____Undecided

   _____No

3. Did the information/activity presented by the resource person help you to better understand the information being taught in class?

   _____Yes

   _____Undecided

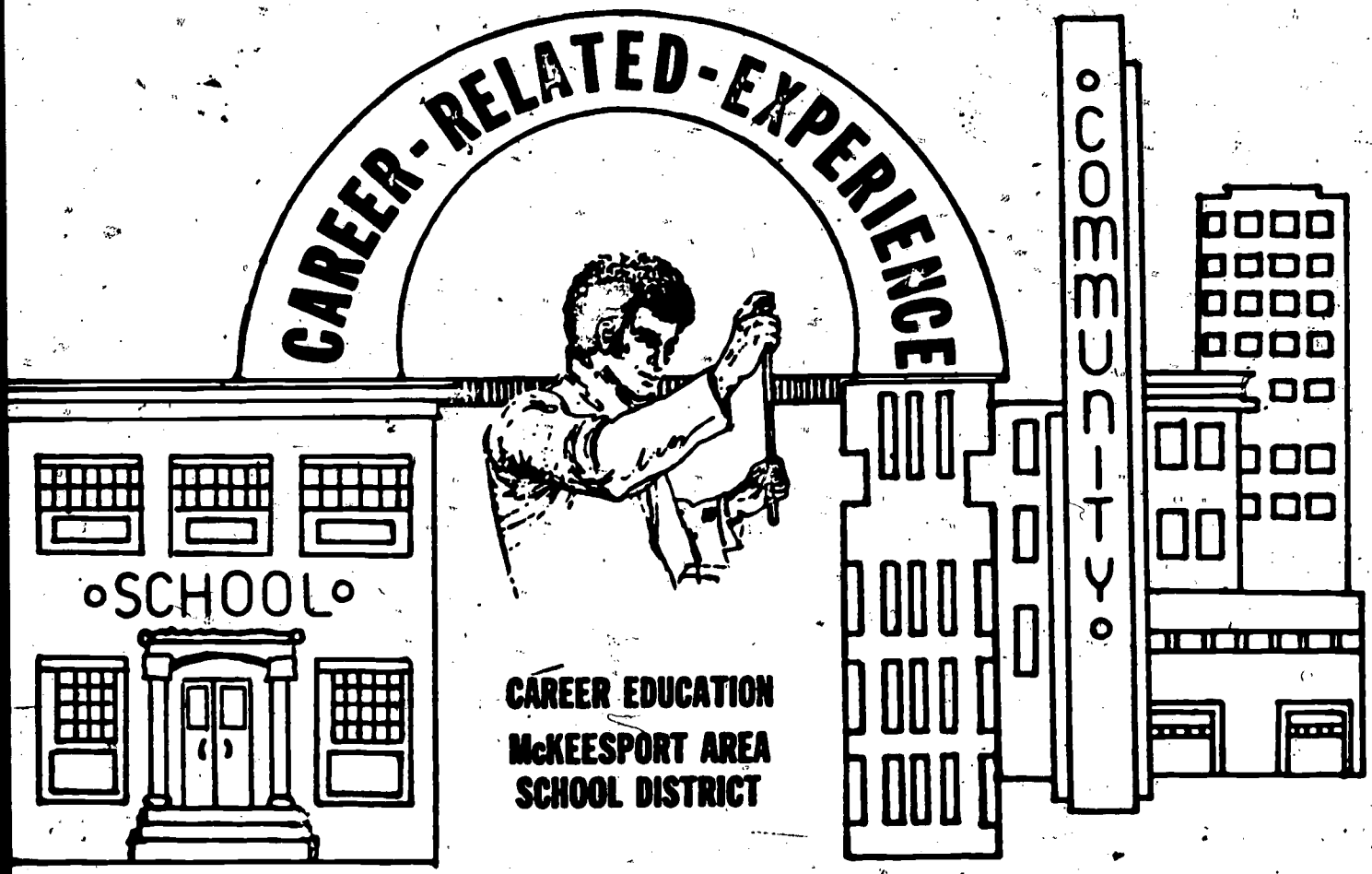
   _____No

4. What did you especially like about the experience?

5. What, if anything, did you dislike about the experience?

6. How might you have changed or improved the experience?

APPENDIX G


CAREER-RELATED-EXPERIENCE
SCHOOL
COMMUNITY
CAREER EDUCATION
McKEESPORT AREA
SCHOOL DISTRICT

THE CAREER RELATED EXPERIENCE

The Career Related Experience, a component of the Career Education project, provides opportunities on a non-paying basis for students to spend time in the community exploring occupations or occupational areas in which they have specific interests. The length of the community experience ranges from one-half day to three days per grading period. During that time the student may observe and talk with "workers" and, when appropriate, may participate in actual job activities.

Prior to the actual community experience the student does research on the occupational area in which he has a specific interest and completes a contract that indicates his responsibilities during the experience.

Following the community "visit", the student attends a follow-up session with his counselor to compare his expectations with the reality of the experience and to discuss the "Evaluation Form" that the community site completed.

This program is part of the greater effort to provide opportunities for students to see the relevance of their education to career choices.

INTRODUCTION

The Career Related Experience, open to students in grades nine through twelve, affords the student an opportunity to spend time exploring an occupation or occupational are in which he has a specific interest. Before selecting a Career Related Experience site, each student needs to assess his personal characteristics in terms of their relatedness to specific occupations. In this preparatory experience, students will hopefully come to an understanding that

1. An individual may be suited for many different occupations.
2. Knowledge of one's self is vital to career choice.

This guide suggests a series of activities that enables students to consider a variety of occupations and their respective requirements. Moreover, the students, through these activities, examine their interests, their abilities, and their values and then relate these to occupations in which they have interests. Several learning outcomes are expected:

1. Each student will be able to identify and evaluate his personal characteristics as they relate to the occupation he wishes to explore.
2. Each student will identify, observe, and possibly demonstrate the behaviors of an individual in a specific occupation.
3. Each student will observe the working environment and will examine his attitudes towards that environment.
4. Each student will examine his own reactions and what they mean to him in terms of future planning.

Session 1 (Introduction)

This session should serve primarily as an introduction for students who have never gone on a Career Related Experience. It may be omitted in preparing students who have already gone to "work sites". If students do not know one another, have a short "get acquainted" session using some initial group meeting activities. Once the students have become acquainted with one another, introduce the concept of the Career Related Experience and explain the various forms the activity can take. It may be appropriate at this point to show the students the Career Related Experience Site Data booklet which describes available sites. It might also be explained to the students that they may have an opportunity to acquire their own sites. The various forms used in conjunction with the Career Related Experience might also be distributed and discussed. Students should be given an opportunity to ask questions and make suggestions about the kinds of activities in which they can be involved. During this session students might also consider places that they want to visit, and the counselor could discuss the resources that are available for career exploration.

Session 2 (Preparation)

This session could be conducted in a group or could be handled on an individual basis. During this session the student should be given an opportunity to research available materials concerning the occupation or occupational area of his choice. Such research could take place in the counselor's office, in the career resource center, or in the library. Want ads and telephone directories could be made available so that students could write or call for more information concerning specific occupations. A "hand-out" dealing with questions related to career choice and assessment of personal and career characteristics could be given to the students as a guide for their individual research. A sample questionnaire is included in the Appendix.

Session 3 (Preparation)

This session could also be conducted individually or in a group. Attention should focus on the completion of the contract. Students should also be given a "Parental Permission Form"; no student should be permitted to participate in a Career Related Experience unless a signed "Parental Permission Form" has been returned.

If this session is held with a group of students, some role playing could be used to prepare students for some possible situations. Activities might include

1. "Introduce yourself to the contact person at the site."
2. "You have arrived at the site, and, for one reason or another, they were not expecting you."

Session 4 (Implementation)

"Career Related Experience Day"! Students are at the "work sites".

Session 5 (Follow-up)

Follow-up or debriefing sessions should be held individually with each student. During this session the student will complete the "Student Evaluation Form", and he and the counselor will discuss the responses on his form as well as those on the "Employer Evaluation Form". Attention should be given to the student's reaction to the Career Related Experience in terms of his future plans. The counselor and student might also discuss responses to the "Self-Occupational Search".

NOTE:

A variety of forms are used in the implementation of the Career Related Experience: Samples of the following are included in the Appendix:

Self-Occupational Search
Community Participation Agreement
Contract
Letter to Site
Student Evaluation Form
Employer Evaluation Form
Parental Permission Form

APPENDIX

MCKEESPORT AREA SCHOOL DISTRICT
CAREER EDUCATION PROGRAM

CAREER RELATED EXPERIENCE
SELF-OCCUPATIONAL SEARCH

Name _____ Homeroom _____

Occupation _____

The following questions will help you to look at your own characteristics and traits as they relate to an occupation in which you have an interest. Several materials are available that may help you in your "occupational search; these include

Occupational Outlook Handbook
Cassette Recordings
Filmstrip/Cassette Kits
Job Exploration Kit
Dictionary of Occupational Titles
Occupational Pamphlets/Information
Encyclopedia of Careers and Vocational Guidance

Personal Characteristics and Traits	Characteristics and Traits Related to an Occupation
1. What are your interests?	1. Which of these interests would apply to the occupation?
2. What abilities do you have?	2. What abilities are required for this occupation?
3. How much education do you plan to pursue?	3. What level of education is required for this occupation? Is a special license or certificate required?
4. What is your temperament? (Easy-going, quick-tempered, ...)	4. What type of temperament would be most helpful in this occupation?
5. What type of working conditions do you prefer? (Quiet, noisy, neat, warm, ...)	5. What are the working conditions of this occupation?
6. Do you like to work with data, people, or things?	6. Does an individual in this occupation work with people, data, or things?

7. Do you prefer to work alone or as part of a team?	7. Is this job performed alone or with team members?
8. How much responsibility do you like to have?	8. What level of responsibility does the occupation require?
9. What type of working hours do you like?	9. Are the work hours for this occupation regular? Irregular?
10. Do you prefer an occupation which offers opportunity for self expression or one which is closely defined?	10. Is the job closely defined or is there opportunity for self expression?
11. Would you be willing to work anywhere in the United States or do you prefer to work in a specific area?	11. Where are most jobs in this occupation found - scattered or located in major areas?
12. In what type of physical activity do you like to be involved? Do you like adventurous or risky activities?	12. What are the physical demands of the occupation? Are there any "on the job" health or safety dangers?
13. Do you enjoy doing things that involve a lot of detailed work?	13. Does this occupation require detailed work?
14. Do you like to work with abstract ideas or must you have a tangible product?	14. Does the work involve abstract ideas or tangible products?
15. Do you mind working in confined areas or do you like freedom to move around? Do you like to work indoors? Outdoors?	15. Is this occupation confining or does it allow for freedom of movement? Are most of the job activities completed indoors or outdoors?

16. Do you plan on continuing your education after high school?	16. How many years of training or education (after high school) are required in this occupation?
17. Are you willing to leave the McKeesport area for a job or for further training and education necessary for an occupation you want to follow?	17. Where is the location of the job or the further training or education necessary for this occupation?
18. Are you more comfortable working at one kind of task, or do you like to do many things?	18. Are a variety of activities performed on the job?
19. Do you like to travel?	19. Does the job provide opportunities for travel?
20. What high school curriculum are you (or plan to be) enrolled in?	20. What high school curriculum would be helpful in this job?

McKEESPORT AREA SCHOOL DISTRICT
CAREER EDUCATION PROGRAM

Career Related Experience
Community Participation Agreement

Date _____

I have talked with _____, a student at your school and he/she has explained to me that the Career Related Experience, open to individuals in grades nine through twelve, provides opportunities on a non-paying basis for students to spend time in the community exploring occupations or occupational areas in which they have specific interests.

I have talked with my employer/supervisor _____ and he/she is agreeable to permitting the above named student to visit me on my job. We understand that when the student visits he/she will be observing and talking with me as well as with other workers to find out what our jobs are like on a day-to-day basis. I understand that he/she may also be interviewing some of us. If possible, the student will be permitted to perform some actual job activities.

We have tentatively established _____ as the date(s) for the visit.

Signature _____

Address _____

_____

Telephone Number _____

P.S.

_____ Yes, I would be able to accept other students from your school for a Career Related Experience.

_____ No, I would not be able to accept other students from your school for a Career Related Experience.

McKEESPORT AREA SCHOOL DISTRICT
CAREER EDUCATION PROGRAM

CAREER RELATED EXPERIENCE
CONTRACT

Student's Name _____

School _____ Grade _____

Destination _____

Contact Person _____

Address _____

_____

Phone Number _____

Duration/Date(s) _____

As part of my Career Related Experience I agree to complete the following activities:

1. Participate in a preparation session(s) with my counselor prior to the "experience."
2. Participate in a "debriefing" session with my counselor following the "experience."

At the work site I would like to be involved in the following experiences:

1. _____
2. _____
3. _____
4. _____

Student's Signature _____

Counselor's Signature _____

CAREER EDUCATION PROGRAM
McKEESPORT AREA SCHOOL DISTRICT

Shaw Avenue and Locust Street
McKeesport, Pennsylvania 15132

One of our students_____ has selected your place of employment for a "Career Related Experience."

On_____, the student will report to your place of work.

Enclosed is a copy of the student's contract which indicates the type of activities in which he/she would like to become involved. On the day of the student's visit he/she will give you an evaluation form that we would like you to complete and return to us. Your assessment of the student's experience will help us in revising and improving the program and will aid the student in his future career selection.

If the above date is not convenient for you, please contact me as soon as possible at_____. If the date is convenient, the student will arrive at your place of business at_____. Any questions, reactions, or suggestions that you have will be greatly appreciated.

Sincerely,

Enclosure

McKEESPORT AREA SCHOOL DISTRICT
CAREER EDUCATION PROGRAM

CAREER RELATED EXPERIENCE
STUDENT EVALUATION

Name _____

Individual/Firm Visited _____

Date _____

You are being asked to fill out this short form so that we, as well as the individual you spent the day(s) with, may get some feedback. Please be frank, as the information gained may help us to improve the Career Related Experience Program. None of the comments or reactions will affect your grades but will be used in the improvement and revision of the program.

1. Most of my time was spent

   _____observing and talking with workers.

   _____participating in work activities.

   _____divided equally between observation and participation.

2. Do you think the time you spent in preparation was enough?

   _____Yes _____No

3. If you participated in Career Related Experiences again, would you spend more or less time in preparation/research?

   _____More time _____Same amount of time _____Less time

4. Were you involved in activities that were interesting?

   _____Yes _____Not sure _____No

5. Did you become bored observing/participating in the same activity all day long?

   _____Yes _____No

6. Do you feel that you possess or could develop the skills necessary for the type of work that you observed or participated in?

   _____Yes _____No _____Undecided

7. Explain briefly the things that you most liked and that you most disliked about the occupation(s) you observed _____

   _____

   _____

8. How do you think the person you visited feels about this occupation? _____

   _____

   _____

9. Are you still interested in pursuing this or a related occupation as a career? ____Yes ____No ____Undecided Please explain_____

10. Did your experience today have any effect on your responses to question number nine?

____Yes ____Not sure ____No

11. Was this your first Career Related Experience?

____Yes ____No

12. Would you like to participate in another Career Related Experience--either to the same or a different site?

____Yes ____Not sure ____No

13. Do you feel that the site you visited provided the kinds of experiences that will help you in making a career choice?

____Yes ____Undecided ____No

If your answer was "no," please explain_____

14. In general, how did you feel about the experience?_____

15. Suggestions for improving the Career Related Experience._____

McKEESPORT AREA SCHOOL DISTRICT
CAREER EDUCATION PROGRAM

CAREER RELATED EXPERIENCE
EMPLOYER EVALUATION

Firm _____

Employer or Employee Working with Student _____

Student Name _____

The Career Education Program is asking you to fill out this short form in order that the student who has been with you may get feedback for his future use. Please be frank in your evaluation as this will be most beneficial for the student. None of this evaluation will affect the student's grades or status, but will be used only to help him in his eventual career choice. Please check the appropriate response or circle the appropriate number.

1. The student's appearance was:

   Neat 1 2 3 4 5 Sloppy

2. The student's interest could be described as:

   Curious 1 2 3 4 5 Apathetic

3. The student seemed to have done research about the area of work before visiting you. Yes____ No____

4. The student's questions were:

   Relevant 1 2 3 4 5 Irrelevant

5. The student's overall attitude towards your field of work was:

   Enthusiastic 1 2 3 4 5 Unenthusiastic

6. Was task performance available to the student? Yes____ No____
   If yes, was the student willing to perform tasks on the job that were representative of your work? Yes____ If no, please explain.

   _____

   _____

7. Do you feel, from your association with the student, that he should further pursue the possibilities of a career in your field?
   Yes____ No____ If no, please explain _____

   _____

8. On the back of this sheet, please make any additional observations or reactions (positive or negative) to this student that would be helpful.

McKeesport Area School District
Career Education Program

Parental Permission Form

I give my son/daughter _____
(Student's Name)
permission to participate in a Career Related Experience at

_____ on _____
Work Site Date(s)

I understand that my son/daughter will be observing an individual at his job site and that he/she may perform some of the job functions for the purpose of exploration. I also understand that transportation to and from the work site is my son's/daughter's responsibility. With the understanding that safety precautions will be taken, I will not hold the school or the work site responsible for any accidents which may occur.

Parent's Signature _____

Date _____

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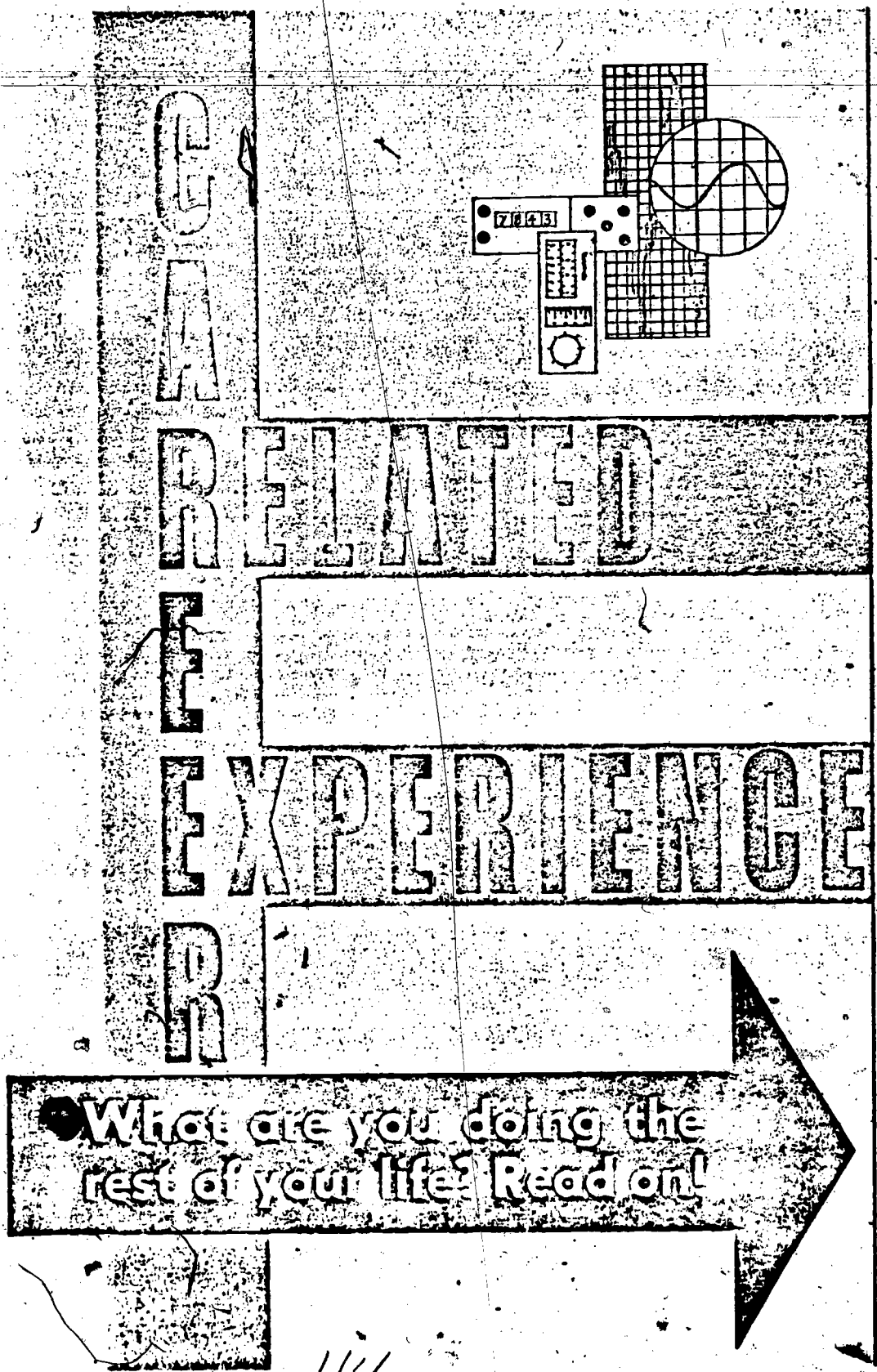


WHAT?

. . . testing what you might want to do as a career against the the real thing.

. . . go—by yourself—to community work sites of your own choice for one to three days.

. . . observing and talking with individuals at their work sites.

. . . participating in some job activities.

WHY?

A Career Related Experience helps you to look at your own interests, abilities, and values as they relate to your future career choice.

First hand experiences at work sites in the community will help you to make better decisions about school and work.

WHO?

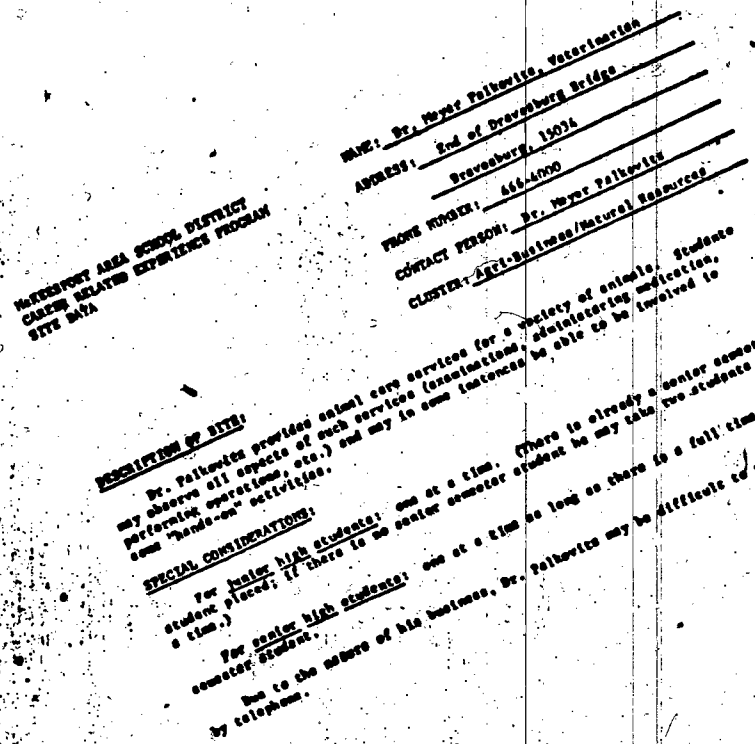
All students grades nine through twelve are eligible.

People from all areas of the work community have become involved: veterinarians, lawyers, city government employees, construction workers, . . .

WHERE?

A growing number of sites in the McKeesport-Pittsburgh area are already participating in the program. You can choose from any of these.

If we don't have a site in the area of your interest, there is an opportunity for you to obtain your own site.



McKEESPORT AREA SCHOOL DISTRICT
CAREER RELATED EXPERIENCE PROGRAM
SITE DATA

NAME: Dr. Myer Paltowitz, Veterinarian
ADDRESS: End of Drawsburg Bridge
Drawsburg, 15034
PHONE NUMBER: 466-4000
CONTACT PERSON: Dr. Myer Paltowitz
CLUSTER: Agri-Business/Natural Resources

DESCRIPTION OF SITE:
Dr. Paltowitz provides animal care services for a variety of animals. Students may observe all aspects of such services (examinations, administering medication, performing operations, etc.) and may in some instances be able to be involved in some "hands-on" activities.

SPECIAL CONSIDERATIONS:
For junior high students: one at a time. (There is already a senior semester student placed; if there is an senior semester student he may take two students at a time.)
For senior high students: one at a time as long as there is a full time senior semester student.
Due to the nature of his business, Dr. Paltowitz may be difficult to reach by telephone.

WHEN?

During each grading period you can spend from one to three days at a work site—that adds up to twelve possible days in the community each year. You and your counselor set up the time(s).

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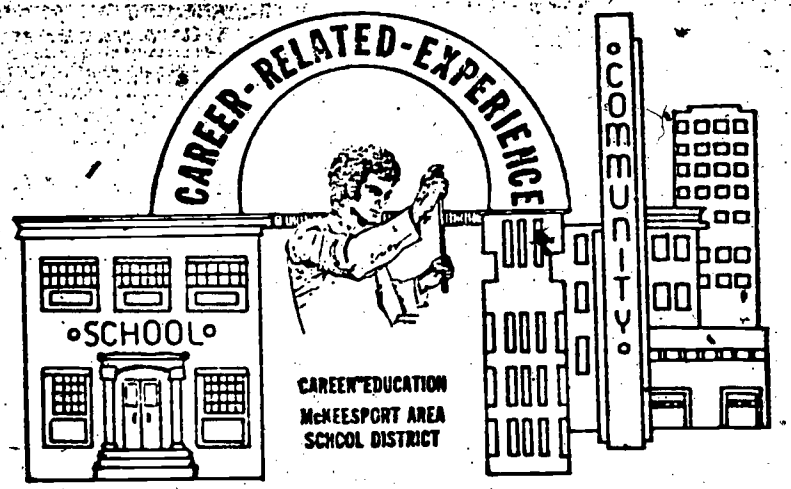
HOW?

Senior High School students should contact either their counselors, the Job Placement Office or the Career Resource Center.

Junior high students should contact their counselors.

After doing some occupational research, selecting a site, and completing a "contract", you're all set to participate in a Career Related Experience!



SEEING IS BELIEVING!

TRY A CAREER RELATED EXPERIENCE!

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PUBLICATION DATE: MAR75
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ABSTRACT: THE PUBLICATION CONSISTS OF DESCRIPTIONS OF 15 CAREER EDUCATION PROGRAMS CURRENTLY OPERATING OR UNDER DEVELOPMENT IN THE UNITED STATES. IT WAS PREPARED AS A RESULT OF PRESENTATIONS GIVEN AT THE CAREER EDUCATION NATIONAL FORUM, HELD AT THE CENTER FOR VOCATIONAL EDUCATION IN MARCH 1975, AND OFFERS A SAMPLING OF DIFFERENT WAYS IN WHICH CAREER EDUCATION IS OPERATIONALIZED. EACH PROGRAM OR PRODUCT IS FIRST PRESENTED IN A FORMAL MODE WITH PROGRAMS, PRODUCTS, AND SERVICES COMPREHENSIVELY DESCRIBED. THE FORMAL DESCRIPTION IS FOLLOWED BY INFORMAL NOTES WRITTEN BY THE PROGRAM DEVELOPER, PROVIDING AN "INSIDE" VIEW OF DEVELOPMENT. THE SAMPLES INCLUDED REPRESENT PROGRAMS FOR SCHOOL AND CLASSROOM USE, TEACHER/STUDENT PRESERVICE RESOURCES, COMMUNITY-BASED ORGANIZATIONS, AND EXPERIMENTAL OR MODEL PROGRAMS. THE PROGRAMS FOCUS ON SUCH AREAS OF CAREER EDUCATION AS CAREER DEVELOPMENT, CAREER PLANNING, DECISIONMAKING, OCCUPATIONAL EXPLORATION, AND JOB PLACEMENT. SEVERAL COMPREHENSIVE CAREER EDUCATION CURRICULUM PROGRAMS ARE PRESENTED, AND ONE PROGRAM INVOLVES A RESIDENTIAL APPROACH TO THE CAREER DEVELOPMENT NEEDS OF WHOLE FAMILIES. (NJ)

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THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University / 1960 Kenny Road / Columbus, Ohio 43210

102 797

Career Education
National Forum

CAREER EDUCATION 1975: A CONTEMPORARY SAMPLER

Programs and Projects
represented at the
Career Education National Forum

Editors:

Barbara Bednarz
Norman Singer
Arthur Terry
The Center for Vocational Education

and

Robert Wise
National Institute of Education

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The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

March 1975

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PREFACE

The Career Education National Forum, held at The Center for Vocational Education last March, was a milestone in The Center's growing involvement in the career education movement over the past five years. The Forum was one of the first opportunities for educators, in a national arena, to discuss the issues vital to the continuing development of the career education concept at all levels of the education system. We were pleased at the participation of persons with such diverse educational responsibilities (administrators, teachers, legislators, publishers, and students), as well as such a broad national representation. We can be assured that career education is, certainly, reaching out into the total educational community.

The Forum was a first step, and a solid one. However, it has made us more cognizant of the long road ahead. There is need for greater clarity in definition and policy at the state and local levels, need for the expansion of the research component, and need to translate those policies and data into viable programs which impact upon the students. The Center for Vocational Education will continue its endeavors in research and in development of the career education concept.

The Center is indebted to the National Institute of Education, sponsor of the Forum, for its support and advice in Forum planning. We are also indebted to those presenters who shared their time and insights with us all.

"Career Education 1975: A Contemporary Sampler" is third in the series of three publications prepared as a result of the Forum presentations. The first, "Models of Career Education Programs" is a compilation of papers focusing on the areas of curriculum, guidance, work experience, and placement. The second, "Planning and Implementing Career Education Programs:

Perspectives" contains papers written by federal, state and local career educators about the implementation process.

The Ohio State University and The Center are proud to share these papers with you.

Robert E. Taylor
Director
The Center for Vocational Education

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INTRODUCTION

What is a "sampler?" Certainly, most of us are familiar with some forms of samplers. Persons involved in needlework know the artistic pleasure of piecing together various fabric samples, all different, but pleasing in the overall effect. And candy lovers know the delight of a "sampler" which allows them to test a variety of flavors, and never need to decide on only one.

Basically, a "sampler" is a composition developed from a variety of small pieces—each piece fitting into the same broad category, while representing an individual type.

This is a contemporary career education sampler, composed of a very limited sample of programs currently operating or under development in the United States. Their inclusion in this book is not meant to be a representative sample or all-inclusive, though their commonality exists in their focus on career education, and in their participation in the Career Education National Forum. During the process of identifying programs for participation, the Forum directors were conscious of having representation of various program areas. The final Forum schedule, as well as this monograph, succeeded in being represented by

- programs for classroom/school use,
- teacher/student/preservice resources,
- community-based organizations, and
- experimental/model programs.

Career Education 1975: A Contemporary Sampler is meant to have many uses. Overall, it is an "idea" book; it is also a resource manual and an album of candid pictures of curriculum development. It succeeds in being all of these because of its varied format and style, as explained below.

"Idea" Book The very nature of a sampler dispels the idea that there is one means to an end. Obviously, though many of us are experiencing the same problems for which career education seems a viable solution, what kind of career education program is best? This sampler shows

examples of only a few ideas about how career education is operationalized. Perhaps an examination of these will stimulate other creative ideas—or will provide ideas for adapting these.

Resource Manual – Each program or product in this book is first presented in a formal mode. Programs, products and services are comprehensively described. Questions answered include: What was the rationale undergirding the development of this program/product? How is it most effectively utilized? Have student consumables been developed? Supplemental materials? Other questions specific to the particular program are considered. These program descriptions could be a useful resource for education practitioners interested in an overview of career education programs and products.

"Candid Photo Album" – Each formal program description is followed by informal notes from a program/product developer. These notes provide an "inside" view on development—the process, problems, perspectives on the product, and people involved. The formal program/product becomes very real through the reflections of these persons deeply involved in creating them. In addition to the casual style of writing, this section is printed in script type which further emphasizes the informality.

ERIC

ON DIVERSITY AMONG PROGRAMS: A CONVERSATION ABOUT CAREER EDUCATION

A major objective of any Forum—certainly of this Career Education National Forum—is to promote open discussion of concerns, misconceptions, alternate functions and disparities in philosophy. As observers of, as well as participants in the forum strategy, we feel no hesitance in saying that such discussion and debate reached a peak during the two days at The Center.

Before turning to the program descriptions, we want to take you back to the Forum milieu—bubbling discussions in meeting rooms, hallways, coffee lounges—reaching beyond the scheduled hours and into the evening.

This dialogue could have happened—probably did. We hope you open yourself to the deliberation as though you were part of this conversation. How would you respond? What are you thinking now? Has your own thinking about career education been changing?

This forum underscores the wide diversity among career education programs. It's impressive. But on the other hand, it worries me. Doesn't the diversity suggest that there's too little common direction in the name of career education?

I thought that too at first. Yet, from another perspective I see that contemporary career education programs—with all their differences—together address intricate problems. Problems that one program could never begin to address adequately.

They deal with the relationships between education and work as well as between education and the society-at-large. Looking at it this way, the diversity looks good to me. Does the seeming lack of a precise career education definition bother you?

Bother me? Well, it does surprise me that so much effort is applied to it. But, following your point, I can see why career education practice may—and perhaps should—vary widely. For instance, it's clear to me now that career education isn't simply a school function. The schools just can't do it all. And even among school programs, career education happens in so many ways. Wouldn't you say that career education is situational?

Maybe. Tell me what you mean by that. Are you saying that, as a movement, career education is just a passing fancy?

Not at all. I'm not a skeptic about it. I'm just looking for some useful way to focus on the issues -some directions for pursuing it. By situational I mean that people can become career educated in many contexts, not just in school. The home, the community, the very culture we live in impinges on career development. That's how it's always been.

I would say so. Maybe seeing career education as either a function of the school or of some other sector is the passing fancy. It's not a question of one or the other. Perspectives on career education can vary just as practices do. I like to think of the diverse career education efforts as striking a chord together.

A chord? Like in music?

That's right. Together various kinds of career education projects may produce a concerted effect. But wait. I thought perhaps your meaning for situational might concern the ultimately personal nature of career education. What about that? Does it make sense that the worth of a career education program is found in the personal experience of individuals?

One can say that about all organized efforts in the name of education. Learning is an individual function. I don't understand what you're getting at.

Well, just that career education doesn't concern itself only with societal well-being and productiveness. It must deal with its effects on a person's capacity for happiness and fulfillment and with other factors which matter a great deal throughout one's lifetime. I think career education seems tied to some fundamental issues, maybe more so than other kinds of programs.

That's particularly democratic of you! But how do you relate that point to your image of diverse career education programs striking a chord?

I see that the notion of career manifests itself in many planes of personal and community life. Programs which operate on varied planes, then, can strike a responsive chord. Like in music, the chord may be intricate—as is the relevance of careers to individual development and to the well-being of society-at-large.

Give me some examples. What about the programs represented at the Forum? They are diverse, but how do they strike a chord?

Well, for example, the Flint program represents a systematic approach to K-12 public school practice in career education. It helps create a chord by emphasizing the developmental aspects of a person's school experience over time. Meanwhile, out-of-school programs like Exploring and Junior Achievement emphasize the modeling and participation-affiliation dimensions of a person's development. Does that help you?

Let's see. *Bread and butterflies* and Instructional Media on the Career Development of Women employ technology to implement a metaphoric, figurative approach. And the

Career Decision-Making Program applies itself to the person's need for systematic ways to process information. Here we're dealing with two modes of communication.

Taking it further, the Indiana program seeks to develop a strong advocacy stance from those who are closest to students in school—from teachers. In contrast, yet adding to the bigger effect, the EPIE effort organizes and synthesizes data to help teachers and other decision makers elect better career education products.

I'll try one more. AIR's work, the Akron-Summit County Job Placement services, and the *Occupational Exploration Program* seek to make things happen through the schools. So does the *Career Planning Support Systems*. The first is concerned with making sound curriculum units available to improve classroom instruction, the second deals with pre-employment preparation and job placement, while the third provides teachers and students with the materials to stimulate involved participation in the exploratory process. The last aims at the schools' need to improve the way staffs handle career planning and guidance programs.

Those were all school-centered, yet each makes a different contribution to improving what

education does about work, about careers. The Mountain-Plains program involves a residential approach to the career development needs of whole families, not just individuals. EBCE, in contrast, works in conjunction with existing school programs, emphasizing employer and community participation. While different, both of these programs achieve their effects through organizations or institutions other than the school.

Well, that little round-robin was enjoyable. But I've forgotten the point we were addressing.

The idea that diversity found among career education programs can strike a rather full chord to produce a broad range of results. We become career educated on many fronts and through many dimensions.

We're together on that, I think. What puzzles me are the implications for further career education research and development. What common understandings exist to guide mutual inquiry? And then what do we do with the results?

One thing for sure: mutual inquiry doesn't have to lead to uniformity of practice. Variations of activities and settings and participants in career education tell us that inquiry should proceed to

help us know the conditions which foster career development. The better we research desired ends, impediments, and workable means, the more sophisticated we can become in our ability to implement career education.

Back to the question of common direction. Do diverse career education programs together contribute to any common outcomes, or don't they?

Say! Isn't this where we came in? We seem to have returned to your first question. My answer is that virtually all career education programs in some way contribute lifelong assistance to people in meeting their continual need to do valuable work.

And to find that work valuable?

Yes. I most certainly would add that. I think a career develops for a person over time, only after that person has had opportunities to invest effort in a succession of related occupational roles, ones which have brought rewards and have somehow contributed to self-actualization.

So an end result of career education might be people who have demonstrated success in meeting their individual and collective needs to do valuable work, and to find that work valuable.

Yes. That's good. But you've given a global outcome that can only be anticipated. The programs represented here at the Forum don't represent a model for reaching that end. They represent potential through diversity.

You're right. This is where we came in! I think I'd like to take another look at some of the programs here.

Me, too..

Akron-Summit County Job Placement Services

Program Description

The Akron-Summit County Job Placement Department provides a variety of pre-employment preparation and placement services to twenty-three high school districts.

The Placement Department focuses primarily on the goal of providing disadvantaged youth who are in high school, and those who are drop-outs or graduates, up to one year after they leave high school, with help to locate jobs and to adjust to the world of work.

The school-based placement, follow-up, and follow-through services were designed to prepare youth, prior to exiting school, to enter the employment market. Preparation is defined not in terms of machine skill training, but rather in training in the skills of obtaining and retaining employment. Too few youth know how to seek employment, nor what is expected in a job interview or on a job application. The Department performs many tasks in carrying out this preparatory responsibility. Some projects include:

1. group pre-employment clinics for in-school youth,
2. job hunting clinics for those not enrolled in school,
3. individual job counseling,
4. placement, and
5. follow-up.

Several publications have been developed for use in these projects: *Model for Implementation of School Placement*, *Model for Conducting Pre-employment Clinics and Job Hunting Clinics*, and *Data Processing Techniques and Procedures for Placement and Guidance.*

Another major function of the Department is to build linkages between the school and the business/industrial community. Strong lines of interaction and cooperation must be structured with that segment of our society which utilizes the product of the educational system.

The Placement Program attempts to build its school-based component through teacher/counselor training and curricular infusion of the placement concepts. It also strives to strengthen its community base through the utilization of resources in the community. The business/industry/labor sector is involved in the cooperative development of job-entry areas for high school-aged youth. Job development is an ongoing activity necessitated by the need for entry level jobs and is essential to the success of the placement component.

Follow-up studies conducted relative to a youth's needs after they leave school, and data on the effectiveness of in-school education or skill training constitutes a major component of any placement delivery system. These studies, conducted by mail, phone or in person, provide data for programs. The use of data generated for program design or re-design constitutes the follow-through component of school-based placement services.

Personnel involved in the program consist of a director, secretarial staff, and seven placement specialists. The placement specialists have special training in education, business or other areas, though they do not necessarily hold a degree. They are carefully screened for their ability to function effectively with both the school system and the business/industry. They are trained by the services director and are responsible to him.

Placement specialists serve as community resource people or contact agents for the schools. Counselors or teachers seeking to develop programs involving the community can seek the aid of placement specialists who spend half-time working with employers and, thus, constitute a vital link between the two worlds in which a youth must live.

Products

Instructional Mini-units were developed by the Placement Department as needs were identified. Currently, thirteen Mini-units are available and are being used by teachers, counselors and placement

specialists in individual, small group and classroom sessions. The units address major areas of student interest: job interviews, applications, resumes, salaries, job retention, use of community services, etc. Some of these materials have been adapted by vocational educators to be part of the regular curriculum.

Services provided by the Akron-Summit County Job Placement Department typically depend upon an individual's interest rather than an organized structured delivery system approach. Models developed by the department have been adopted nationally and internationally; other states and individuals used them to direct the development of their own placement, follow-up, and follow-through services. These models include: Model for Implementation of Placement Services, Pre-Employment Model (School Pre-Employment Activities, with 13 mini-unit booklets, accompanied by overlay and slide sets), School Follow-up System, and Data Processing for Job Placement and Guidance.

Materials on pre-employment information are available through:

William E. Mitchell, Director
Akron-Summit County Job Placement Department
482 Grant Street
Akron, Ohio 44311

Models on placement and follow-up and information on the role of the Guidance Counselor are available through:

Raymond A. Wasil, Director
Division of Guidance and Testing
Ohio State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212

"notes from bill mitchell"

The success of a job placement service is entirely dependent upon the availability of jobs, and this creates the necessity for generating positive attitudes with business, industry, labor and government sectors if jobs are to be available to the segment of the population with the highest unemployment rate: YOUTH. Barriers must be lowered and lines of communication opened, not only for the success of job placement but for the survival of the schools as we know them.

Operating a job placement service in a successful manner then becomes a vital tool to assist young people to their next step, and also serves to generate positive attitudes toward the schools in a visible way that can readily be comprehended by the public.

about centralizing operations...

To maximize the effectiveness of a job placement effort, the largest and most logical employment or service region feasible should be chosen. With the spread of coop programs, NABS, and other youth employment programs there has also been a proportionate rise in the number of people contacting employers for jobs, as well as bordering school districts competing for

employment slots. To the employer, one program is confused with all the others and the result is often a negative one, to the detriment of both the school and the student. Duplication of effort must be eliminated.

The employment region or service district eliminates these negative factors if all employment efforts are carefully coordinated and centralized. The careful "orchestration" of employer contacts is of prime importance and also benefits everyone concerned. This also allows the schools to put their best foot forward and build working relationships with employers who will no longer feel harassed or pressured into something they are unsure of. Scattered and sporadic business contacts are not going to yield positive results. Positive image building is a continuous process requiring the employment of the same efforts and programs utilized by successful sales people. This is a sales effort and everyone will profit if successful.

A centralized operation also assures that the placement specialist has an overall view of the district, rather than operating within one building, and assures that the placement specialist will function as intended. When assigned to an individual building or principal there is a tendency to utilize personnel in roles not intended.

about specialized personnel...

The placement specialists are people whose backgrounds and experiences would qualify them to successfully work in the business community and within the school structure. Working in both areas allows the placement specialist

to occupy a unique "middle ground" in which they are not totally connected with education or business and industry but bridge the gap between both worlds. In many cases this makes communication with the business community somewhat easier as the occupational and language barriers don't seem to be as great. The development of job sites and the preparation, placement, and follow-up of young people on jobs would necessitate a person who can work in both worlds. A degree is not a requirement. The placement specialist works twelve months a year and has a flexible work schedule that conforms to the work schedules of businesses or industries where job development or follow-up efforts are taking place. The placement specialist acts as an outreach and resource person in the schools. In this model, each placement specialist has from three to five schools depending on the student population.

The specific areas of responsibility in which the placement specialist functions include gathering data on each student that he is responsible for; coordinating pre-employment clinics for in-school and out-of-school youth; collecting information on local and national employment trends and disseminating data to concerned school staff; sharing business-industry resources with career education coordinators and interested teachers; visiting business industry to initiate and promote placement of students; coordinating the development of special programs or opportunities for special students; coordinating, developing, and maintaining current data on employers, placements, business industry contacts, and employment records on youth eligible for services; assisting in follow-up studies; assisting in the development of visual aids and materials to be used in school, business-industry, and with the

public; providing placement or referral services for youth exiting school without diplomas; and establishing and coordinating youth employment committees in local districts.

about the coordination of the counselor and placement specialist functions...

Both the guidance counselor and the placement specialist have key roles to play in the delivery of services to the students. Each performs a service best suited to his or her interests, abilities, and qualifications. The outreach and resource activities of the placement specialist maximize and enhance the role of the counselor and the counselor provides the necessary in-school supportive services while acting as a facilitator.

Counselors have often been involved in placement as a means of aiding individual students on the basis of need. However, these efforts were rarely systematic or comprehensive. Due to the wider scope and systematic use of the basic operating components in this model, the range, quality, and quantity of services is far greater and provides a greater degree of visibility for the counselor.

about follow-up ...the goals...

A structured follow-up of graduates is really a vital necessity. The follow-up data will provide accountability and actually become the basis for curricular design and redesign. The counselor involved in follow-up then

becomes an agent for real, vital and necessary change. She/he is in a unique position from which to view and comment upon the educational structure without built-in biases or tunnel vision which are the occupational hazards of other segments. The implications for administrative policy and teacher in-service are vast. Properly used, follow-up data is another resource which adds to the total effectiveness of the guidance function.

...how it operates ...

The placement specialist, working twelve months a year, maintains contact with the students for a year after graduation. Periodic and systematic follow-ups are conducted by the placement specialist. This information is then utilized by the counselor. As a practical matter this information should be utilized in working with current students as the impact upon them is far greater than abstract preachments or examples. Young people can relate to the successes and failures of their peer group in a direct manner.

bread & butterflies

Bread & butterflies is a career development project for nine-to-twelve-year-olds. The project includes fifteen 15-minute color television or film programs, a comprehensive Curriculum Guide, an in-service program for teachers, an informational program, and workshop materials.

According to the developers, *bread and butterflies* is intended to help students explore the relationship between their lives and the world of work. The series is student-centered; and focuses on the development of values and self-concepts. It strives to give children insights into the adult world, and helps relate the students' lives and the school environment to the outside world. Among the themes for the television programs are self-independence, self-clarification, responsibility, interpersonal skills, life styles, decision-making, interdependency, and human dignity.

The Curriculum Guide extends and supports the student programs, and helps the individual teacher integrate career development strategies into the regular curriculum. The Guide encourages the teacher to utilize the television programs to their maximum learning potential by coordinating readiness activities, questions, and supportive experiences with on-screen viewing. The Guide provides an interdisciplinary curriculum based on the fifteen television programs. Each lesson follows a consistent format, including the lesson theme and goal, program description, before-the-program readiness questions, post-viewing questions, general short- and long-term activities, and subject-oriented activities.

The *bread & butterflies* project is based on two years of planning by educators and broadcasters. It was produced and developed, under the management of the Agency for Instructional Television (AIT), through the resources of a consortium of 34 agencies, including state departments of education, educational TV networks, ETV commissions, and local educational agencies. Exxon Corporation provided assistance for initial development of the project. The films can be shown via television broadcast and reception, 16mm film projection or U-matic video cassette.

Free previews of the student programs and the in-service materials are available to prospective purchasers. Further inquiries regarding *bread & butterflies* should be addressed to:

Roy Morgan
Audiovisual Associate
Agency for Instructional Television
Box A
Bloomington, Indiana 47401
tel: 812/339-2203

"sylvia straub discusses..."

"bread & butterflies" program and guide...

These programs are intended to stimulate classroom discussion and private reflection on the part of the individual child. The objective is to help the child clarify his perception of himself and develop interests and abilities that will serve him in choosing a satisfying life style and a meaningful role in the world of work.

In the fifteen-minute open-ended episodes, the child sees how other youngsters with varied backgrounds, personalities, and interests react in situations where they must tackle a problem, make a judgment, or assume responsibility for an action. He also sees adults in a variety of career roles and gains solid information about various kinds of work.

The program is only part of the total lesson, however. The series is designed to be used in conjunction with a curriculum guide that suggests activities and projects related to each program. The curriculum guide also aims to show fourth, fifth, and sixth grade teachers how career development bears on several standard subjects, and offers a wide range of applications.

....the development process...

Scores of persons from many different agencies helped to create bread & butterflies. Among them were members of the curriculum design team, the various consultants to the project, program writers and producers, representatives of the thirty-four consortium agencies, and members of the AIT staff. The process by which they developed the programs and related materials had three distinct phases: the initiation phase, the production phase, and the assimilation phase.

...initiation phase...

During the initiation phase, AIT identified and verified the need for a career development project for the elementary grades by consulting educational administrators, educational ~~broad~~casters, and representatives of professional associations. This process not only corroborated the need, but also led to the identification of content and career specialists who command respect in the field and are committed to the role of school television. These specialists, under the supervision of AIT, formulated an instructional plan for the series that is described in the "NIT Career Education Prospectus." The prospectus provided the basis for the project's instructional design and for commitment of funds by educational and broadcasting agencies.

...production...assimilation...

The production phase of the project began when sufficient funds had been committed by these agencies. AIT selected the writers and producers, whose job it was to translate the instructional design for the project into programs and related print materials. AIT also contracted with the Educational Testing Service to develop evaluation instruments and to conduct formative evaluation of selected programs.

At various times during the production phase, representatives of the consortium agencies met with AIT staff members, consultants, and producers to review programs and print materials and to design plans and materials that would be useful to the agencies in carrying out awareness and in-service activities for the series. The production phase ended when all project materials were completed and delivered to consortium agencies.

During the final assimilation phase of the project, awareness and in-service plans for bread and butterflies were implemented by consortium agencies. AIT assisted through national promotion/awareness activities.

...the consortium spirit...

A description of how bread and butterflies was developed would be incomplete without a feeling for the spirit behind the process. Perhaps no one who was involved in its creation would deny that it was this spirit that made it possible to surmount the difficulties encountered in a project of the size and

importance of bread and butterflies. The severe time limitations on the production of project materials, the vast distances across which communications had to take place, the great numbers of people to whom information had to be communicated, the divergent points of view of the several groups involved in the project--these were all major problems that sometimes seemed unsolvable. And yet, bread and butterflies was completed--on schedule--and it has been highly praised by specialists in the field and widely used in the nation's classrooms. The people involved in its creation, moreover, speak of the series with pride and remember the development period with warmth.

What, then, was this consortium spirit? It had many facets, and perhaps the most important was the willingness of the individuals involved in the project to trust and to listen to one another and, when necessary, to compromise when a particular point of view was different from the consensus.

A striking exmaple of trust was the willingness of the consortium agencies to commit funds to the bread & butterflies project sight unseen. This trust was based in part on confidence in the project's sound theoretical framework, as described in the "NIT Career Education Prospectus," and in the professional abilities of the consultants who applied that framework to an instructional design for the series. It was also based on confidence in the experience and competence of the AIT staff. Still another factor--indeed the most important one--was the belief of consortium representatives that the availability of high-quality career development materials would strengthen education and enrich the lives of children in their state.

...communication...

At the beginning of each bread & butterflies consortium meeting, a representative of the AIT staff, speaking also for the consultants and producers, would say to the assembled consortium agency representatives, "We are here to listen to you." They did listen, and, as a consequence, bread & butterflies was improved in substantial ways. A most dramatic result of listening came when it was agreed that a completed program should be redone because it did not meet the high quality of the other programs in the series. Redoing the program was expensive and time-consuming, but it strengthened the series significantly.

The ability to listen on the part of the people involved in the creation of bread & butterflies did not begin and end with consortium meetings. AIT staff members listened to the educators who helped to identify the need for career development materials. Content consultants listened to one another in developing the prospectus and the instructional design for the series, and producers and writers listened to content consultants to make sure they were correctly translating the instructional design into programs and related print materials.

...consortium support...

It is certain that no one series can fit the exact needs of children served by the thirty-four different educational agencies involved in the project. It is also certain that each consortium agency hoped bread & butterflies

would fit its state's needs as closely as possible. Given these circumstances, the potential for discord and disagreement during the creation of the series would seem to have been great. That it was not realized is due to the willingness of all involved to compromise when there was disagreement, or when suggestions for changes were not within the framework of the instructional design or were not feasible because of time and budgetary limitations. In a very few instances, a program or a portion of the related print was found to be not useful in a particular state. But out of all the listening and compromise has come a career development series of a kind and quality that no state by itself could have afforded. About this point, there is consensus.

Career Decision-Making Program

The *Career Decision-Making Program*, developed by the Appalachia Educational Laboratory, Inc., is designed to help students gain greater understanding of themselves and the world of work by facilitating the development of exploratory and decision-making skills. The program forms the core around which a comprehensive career education program can be developed.

Since the need for career education is not limited to specific groups of students, the program has been developed for use with all students. Although the *Career Decision-Making Program* is conceived as a three-component program for K-12, the program's development to date has been restricted to the secondary school component: Career Exploration and Decision-Making. This component is composed of fifteen Career Guidance Units and a supportive *DOT*-based Career Information System (CIS).

The *Career Decision-Making Program* is based on career development theory. Career development is a process of integrating two constructs: self and the world of work. The program attempts to enhance students' skills in exploration of self and the world of work, and in the decision-making process through which this career-related information can be utilized. It emphasizes the processes by which information is gathered, evaluated, and used, as well as the content of that information. Thus, *Career Decision-Making* helps prepare students to respond to new information, and to changes in themselves and their environment.

The 15 sequential Career Guidance Units focus on student activities designed to meet program objectives in a group guidance setting. The first four units address the central program concepts of career, self-exploration, occupational exploration, and decision-making. These units introduce basic exploration and decision-making skills within the framework of career.

Units five through ten use the Career Information System to provide experiences in exploration of Worker Trait Groups and occupations in terms of personal characteristics. In units eleven through thirteen, students examine major social, environmental and economic influences on career. The final two units help students utilize exploration and decision-making skills in developing or clarifying career plans, including tentative occupational choices.

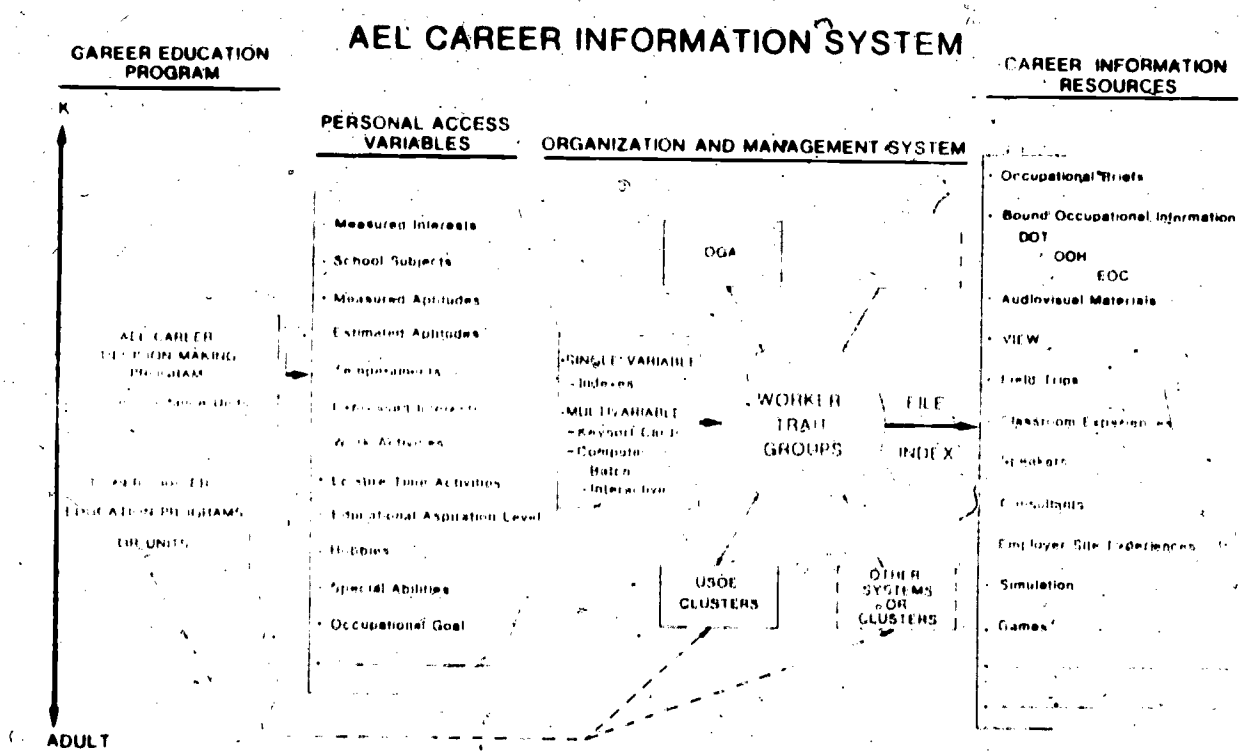
The Career Guidance Units consist of a counselor/teacher utilization guide, filmstrips and student materials. The utilization guide contains detailed lesson plans for each unit. Filmstrips are used as one means of introducing the basic concepts of the units. Student materials, including worksheets, text materials, simulation and gaming activities, are designed to accommodate students at varying levels of experience and concept development, as well as to provide variety in classroom activities.

The Career Information System (CIS) serves as an organization and management system for career information resources. It is designed to organize available resources into a common system so they are readily available and accessable to students, counselors, and teachers.

The Worker Trait Group (WTG) Arrangement of the *Dictionary of Occupational Titles (DOT)*, Third Edition, 1965, is used as the basic structure of the CIS. All career information resources that can be linked with occupations or with Worker Trait Groups can be processed into the System.

The System can be entered from various starting points. Individuals can access career information based upon their interests, preferences, or other personal characteristics, thus providing tailor-made career exploration. The System also provides a means for group orientation and exploration activities which can be conducted through school subjects or as part of a group guidance program.

Below is an illustration of the AEL Career Information System. As depicted, the worker trait groups provide the hub of the System linking individuals to career information resources through personal access variables.



Development of the CIS has resulted in various publications designed to aid the student in information access. The principle product is the "Guide For Exploring Careers Through Worker Traits" which establishes the theme of the CIS and includes the revised *DOT* Worker Trait Groups.

In addition to vocabulary and format changes, a descriptive paragraph was developed for each Worker Trait Group, defining the title and giving examples of typical occupations. These Worker Trait Group descriptions contain basic information: Work Performed, Worker Requirements, Clues for Relating Applicants and Requirements, and Training and Methods of Entry, along with Worker Characteristics Related to Successful Job Performance for occupations in each Group.

In the CIS, occupational information is organized, filed and indexed according to the Worker Trait Group Arrangement. The "Guide to Filing Occupational Information for Exploring Careers Through Worker Traits" has been developed to help set up and maintain the filing and indexing aspects

of the System. Occupational information filed in the System is listed by Worker Trait Group number in a notebook entitled "Guide to Job Titles Filed For Exploring Careers Through Worker Traits" (File Content Notebook) and is also catalogued alphabetically in a card file. Bound sources of occupational information can be indexed into the System and listed by Worker Trait Group number in the "Guide to Occupational Information Indexed by Worker Trait Groups." Commonly used occupational information references, along with other systems of information such as the microfilm VIEW System, are examples of the type of information indexed.

A major strength of the CIS is its open-ended characteristics which permits linkage to other systems. An example is the CIS linkage of the *DOT* Occupational Group Arrangement (OGA) with the Worker Trait Groups. The OGA is composed of nine categories, divided into 84 divisions, and further subdivided into 603 occupational groups. The worker trait groups related to each of these 603 occupational groups were identified and indexed into a CIS publication entitled "Guide to Exploring Careers Through Occupational Groups." The procedures used to link the OGA Groups to the Worker Trait Groups can be used for linking other major occupational clusters to the System.

One of the unique products of the Career Information System is the "Keysort Worker Trait Group Reference Index." This Keysort Index is a deck of 114 Keysort cards, each representing one of the Worker Trait Groups. Significantly related worker characteristics are punched on the card's edges, thus providing a means for identifying all groups related to a particular characteristic or set of characteristics. By inserting a sorting needle through the coded hole for a particular variable, the Worker Trait Groups related to that variable will fall from the deck of cards. In this manner, Worker Trait Groups can be identified which are meaningful for each individual. This manual system permits accessing information on a multivariable basis and is easily adaptable to computerization.

The *Career Decision-Making Program* will be commercially published by McKnight Publishing Company and the target date for publication is January 1, 1977. For additional information please contact:

David Winefordner, Director
Career Decision-Making Program
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325

"comments from david winefordner"

There cannot be a set pattern for the development of an educational product. The problems involved and the style and sequence of development will vary because each program or product has its own unique characteristics. It is very difficult to capture in words the frustrations, trials and tribulations connected with product development. However, we hope the following comments will give you a few insights into the development of the Career Decision Making Program.

about the development plan...

The first step was to define, as nearly as possible, what the end product would be prior to initiating development. Also during this phase, the length of time, money needed, and scope of work for production had to be identified. This was even more complex because our development involved more than a single product and was of a program nature. But, once we felt comfortable with our conceptual view, we were set to tackle the task of convincing others, especially our funding agency, that this was a program needed for career education. We found that words were meaningless without prototype materials and that the translation of theory and ideas into practical application was difficult.

In understanding the length of time to produce a product or program, the user needs to realize that development time consists of more than working solely on the product.

about staffing... time commitments...

With the development plan formulated, the next step was the recruitment of staff. When people come together to work on a mutual project, you are faced with concentrating upon the development of a working relationship along with blending of skills to ensure quality. All of this takes time along with other involvements such as the commitment of an individual's time to the basic institutional operation of the employing agency.

As development moved along, other time commitments became apparent with requests for periodic reviews by the funding agency, involvement in the writing of continuation proposals and reports, as well as corresponding with the public in response to inquiries about our development efforts. These are necessary distractions, and are part of the total development effort, however, they need to be understood as part of the reason for the length of time taken to conceptualize, develop, field test, revise, and disseminate a product.

about program structure...

Since the Career Decision Making Program did not consist of a single product, it was necessary to select a structure that would serve as a core for tying the career exploration and decision-making products together into

a system. The structure selected was the Dictionary of Occupational Titles, Third Edition, 1965, as represented by the Worker Trait Group Arrangement.

All too often, career orientation and exploration activities focus upon products developed or the services provided and fails to focus upon an essential dimension--the worker and his involvement. Basically, this is the reason for the selection of the Worker Trait Group Arrangement, since it consists of 114 homogeneous clusters of occupations requiring similar worker qualifications. Using this structure, an organization and management system for career information resources was developed. In addition, access materials were developed to assist secondary school youth in developing insights and understandings into the world of work and themselves and with this understanding, access occupational information from their own personal characteristics as well as other variables considered important for career exploration.

Although the DOT is the most recognized and valid structure of occupational information available, there were many inherent weaknesses in using Department of Labor materials with secondary school students. Therefore, to make these materials appropriate for career education use, many changes were needed. As the DOT materials were rewritten to an eighth grade vocabulary level and a more appropriate format developed, insights were gained as to additional materials needed in order to have a comprehensive system. Thus, the Career Decision-Making Program evolved with one product idea leading to another.

about dissemination...

Part of the basic strategy used in the development of the program was to initiate dissemination activities at an early age. An Advisory Committee was formed with the State Directors of Vocational Education and Guidance along with other educational product developers from a multi-state region to serve as a review and reaction panel. In addition, this provided a base for linking the C D-M Program into ongoing development efforts conducted by state departments of education and other agencies. Also, workshops were conducted for potential users, giving them hands-on experiences with the C D-M Program materials to obtain their reactions. This, along with cooperative efforts on projects being developed by the Department of Defense, Department of Labor, and U.S. Office of Education, provided for interaction between developers as well as interfacing the Career Decision-Making Program and Career Information System into other major career education efforts. These dissemination activities were highly successful.

However, it created a flood of letters from local schools and other institutions requesting information about, and/or requests for use of Career Decision-Making Program materials prior to their publication. Where a need for a product exists, the potential user is willing to make a judgment about the quality of the product and the applicability to his need without waiting for user evaluation and revision.

At an early stage in the development of the Career Decision-Making Program, it was decided that the product, when ready for field testing, should represent

as nearly as possible, the quality of the marketable product. To achieve this, it took the blending of many skills such as art illustrations, photography, editing, and other media operations. Regardless of how good the content of a product is, the format and packaging are important elements for they project an image of the developer.

In developing the Career Decision-Making Program, it was impossible to package many of the materials in the format which the final product will appear, primarily because of field testing parts of materials while others were still in the development stage. Also, rather than revising the materials after field testing and then presenting them to a publisher for production and dissemination, a publisher is being identified early. This strategy will blend the expertise of the publisher with that of the developer in revision which should bring about a better end product.

The transfer of sound theory into practical application is not an easy process or one that is easily projected in terms of final product without some evolving development process. The trials and tribulations of the developer involves the unexpected as well as the expected frustrations, but provides an inner satisfaction when he sees the finished product being well accepted and having an impact upon the intended audience.

Career Planning Support System

The *Career Planning Support System*, being developed by The Center for Vocational Education (CVE) and sponsored by the Career Education Program of the National Institute of Education (NIE), provides a procedural planning package for high school personnel to develop, implement and evaluate an upgraded career planning program for their students.

Overview

Historically, *CPSS* was founded as a result of CVE's long-term commitment toward the improvement of career guidance nationally. A national interdisciplinary conference, sponsored by CVE to assess the status of guidance, led to a 1968 national survey of guidance aimed at empirically documenting program weaknesses. The survey confirmed many national suspicions concerning these weaknesses: the need for a systematic delivery model, strategies for assisting students in their transition from school to work, and unique guidance tools for special groups, e.g., women and minorities.

Program Description

The *CPSS* is being developed to address these problems in order to provide high schools with comprehensive planning skills. *CPSS* contains two specialized program elements which are progressively integrated for maximum effect. Each element is directed toward alleviating national educational deficiencies. The Procedural System Element enables school personnel to plan, develop, implement, and evaluate their career-focused educational programs through various manuals, audiovisual aids, questionnaires, etc. The Specialized Techniques Element focuses on the needs of women and other minorities and on the smooth transition of students from school to work or further education.

CPSS necessitates that schools follow a five-step systematic process, integrating the program's specialized units of instruction. The five steps are:

1. Organization and Decision - The school which decides to use CPSS organizes school and community personnel into various working committees.
2. Needs, Resources, and Methods Assessment
3. Program Goals and Objectives Development
4. Career Development Unit Implementation
5. Program Evaluation and Recycling

The *Career Planning Support System* is not a predetermined career guidance program, but rather a planning and evaluation system for effective delivery of locally developed programs.

Product Description

Various products have been (or are being) developed in conjunction with the *CPSS*. The planning and evaluation segment of *CPSS* is a self-help program aimed at providing high schools with the capability to improve the career development skills of their students. By outlining systematic yet practical procedures for improvement of career planning programs, it enables a school to organize resources, career planning information, and strategies into a manageable efficient structure.

This segment includes: (1) Guides detailing procedures for staff organization, collecting data, deriving career development goals, formulating behavioral objectives, creating career development units, and evaluating the career planning program; (2) survey questionnaires and other evaluative instruments; (3) manuals that provide information and background for performing technical tasks; (4) supporting references. The materials are written so a school may progress according to the amount of time and personnel it has available.

A second product is an instructional unit entitled "Coping in the World of Work" which has been designed to meet the deficit in viable techniques available to help students acquire coping skills that will facilitate their transition from school to work. The unit evolves from specific behavioral

objectives and involves each student in a variety of structured group experiences such as role-playing, sociodramas, brainstorming exercises, etc. to aid them in discovering their own individual courses of action in solving simulated problems.

Two resource handbooks are currently under development in conjunction with *CPSS*. The first will provide a resource for parents of high school students, giving them information about sex bias and stereotyping, as well as possible techniques for helping to counteract their effects. A second handbook for counselors and educators will provide an identification of significant others, as well as an analysis of the roles the significant others play which shape the career decisions of youth.

For additional information please contact:

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"notes from rich coatney, cheryl lowry and paul shaltry"

about CPSS development...

Who are the developers of the Career Planning Support System (CPSS)? In most cases, they are persons who have moved from teaching, counseling, and administrative positions at local and state educational agency levels to The Center for Vocational Education, a research and development center, where CPSS is under development. Since product effectiveness is the highest priority, the developers depend highly on interaction with students, teachers, counselors, and administrators to aid in its development.

The CPSS has had a rich history of development which reflects close cooperation with school people. Six comprehensive high schools located in Arizona, Georgia, Oregon, Texas, and West Virginia participated in a three year pilot test of the core procedural system of CPSS. During that phase, each sub-part was developed and then subjected to a series of trial and revision cycles, revisions being made on the basis of information collected during trials in the high schools. All parts are being tested as an integrated whole in a two-year field test, currently in its second year, being conducted in forty-two schools in twelve states.

In addition to the core procedural system, the development of support materials in CPSS (a unit on coping; and two handbooks: one on the career implications of sex stereotyping, the second on the use of significant others in counseling young people) has involved considerable help from practitioners. The unit on coping has undergone two pilot tests and a field test. The handbooks have benefited from the advice and review of practitioners functioning as consultants.

about the field trial phase...

The key phase in the development of CPSS has been its trial in the field where we determine whether the product realistically accomplishes its purpose. We make that determination on the basis of information continually being gathered from the practitioners trying the product. Though practitioners are often skeptical of the value of the countless evaluation forms they are requested to complete, the information we ask for is of critical importance to us. Revision of CPSS could not realistically occur without an accurate assessment of its use in the school. The data collected during a field test helps CPSS avoid the "ivory tower" vantage point, which, in turn helps potential CPSS users decide whether or not to use it in their schools. To ease the burden on the practitioner, we have asked primarily for copies of what the schools produce as a result of using CPSS, such as career development units.

We foster a close working arrangement with the practitioners, and want to assist schools in using the product. However, we must be continually

sensitive to our effect on the evaluation data. The product must be evaluated on its own, not on the impact which we, as developers, might have on its success.

about the constraints of development...

One very serious constraint is the uncertainty of funding for long-term projects such as CPSS. The federal government's present policy of funding individual projects, not institutions, makes it difficult to conduct programmatic research and development. We have been fortunate that CPSS has been funded since 1968, when we conducted a national survey to establish the need for our product. But the road has been rocky, with budget cuts and restorations requiring several adjustments. Such uncertain funding makes it difficult to maintain good relations between the developer and practitioner and also makes it difficult to assure continuity of staff.

Another constraint is that there is "down time" in the schools as far as testing the product is concerned. School personnel are just too busy with their regular duties to worry about the field test, particularly during the first and last months of the school year. Also, school personnel usually have the summer months off. Developers must be sensitive to, and plan for, these periodic "down times" when testing activity is minimal.

Yet another constraint upon development work with public schools, though it is one we support, is the federal government's instrument clearance policy. The government requires that all data collection forms be submitted to the

Office of Management and Budget (OMB) to assure that they are useful, not duplicative, and not potentially harmful to the respondents. Although we support the objectives of such a review, the process is very time consuming, approval often taking several months. In addition, data collection forms have to be submitted to The Center's own Protection of Human Subjects Committee, as required by the Department of Health, Education, and Welfare. Again, these delays can cause problems with both the developers' and practitioners' schedules.

Most of the constraints connected with testing a product in the public schools are unavoidable, but careful planning can minimize their effect. It is a product's trial in the school which insures its validity. Without the field trial experience, a product would be built on professional opinion alone--sometimes on the opinion of professionals long divorced from the day-to-day reality of the school world.

It has been an enlightening experience for our staff to work closely with state and local practitioners whose dedication to providing quality education for their students has set a good example for us all.

Comprehensive Career Education Model- Field Test and Revision

The American Institutes for Research, long concerned with preparing youth and adults for career life roles, is currently involved in revising and field testing a series of career education curriculum units. The CCEM units, conceptualized by The Center for Vocational Education, under the sponsorship of the National Institute of Education, were designed to illustrate how career education might be infused into existing subject areas from grades K-12.

The revised modules represent a curriculum model containing three strands -Learning About Self; Learning About the World of Work; and Goal Formulation and Personal Planning. Within these strands, many modules deal with specific careers; others deal with career clusters; and the remainder focus on the exploration of personal values and the development of decision-making skills. The CCEM modules consist of teacher guides with accompanying student workbooks and tests. Most modules are planned for 3-10 class periods; however, a few are longer term simulations. The basis for this revision was an acceptability survey among publishers, school administrators, and teachers experienced in career education.

The revised CCEM modules will be field tested during the 1975-76 academic year. The purpose for field testing is to obtain information about the teachability and effectiveness of the CCEM materials. Approximately 400 teachers in 34 school districts in 18 states and the District of Columbia will use and evaluate the CCEM modules. Each module will be tried out in at least two schools. The test sites were selected so as to represent the diverse characteristics of the American school-aged population. Participating districts are located in all geographical regions of the continental United States and have student enrollments that range in size from 200 to over 1,000,000 students.

A final revision will be made based on the field test data and according to guidelines negotiated with a publisher selected for these materials.

For further information about the program, please contact:

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(415) 493-3550

"from jim dunn's "perspective"

about the importance of conceptual foundations for product development...

Conceptual foundations probably serve a materials developer somewhat differently from the ways they serve an educator or a school administrator. In product development the conceptual foundations assure that the product will fit with other curriculum activities, will facilitate marketing by providing for a coherent program, and will serve as guidelines for training the writers on their product development tasks. It is apparent, therefore, that these foundations must be specified at the very beginning of a project, before any writing is done.

A major problem in this CCEM product development effort was that the conceptual foundations changed after the 61 draft career education curriculum units had been developed. The change was unavoidable, but real. This meant that all 61 units had to be reconfigured and modified to fit the new conceptual foundations.

This situation graphically illustrated the importance of the conceptual foundations. It is literally true that, when the foundation crumbled, the whole structure it had supported collapsed. It turned out that the same materials could be used in rebuilding the curriculum, but the curriculum did have to be rebuilt upon the new foundation.

The restructuring of the CCEM curriculum was achieved by collapsing the 61 units into their 717 separate lessons and then coding those lessons to the new career education concepts scope and sequence chart. That coded information was required for restructuring the lessons (i.e., regrouping and revising them) upon their new foundation.

about the steps necessary to assure classroom practicality...

Classroom practicality concerns the whole range of the acceptability of the product. It must be acceptable to a publisher if it is to be reproduced and marketed. It must be acceptable and reasonably priced if a school district is to buy it. Teachers must find it attractive and usable if it is to be presented to students. Finally, students must enjoy the learning activities and must achieve the learning objectives if, indeed, the whole product development effort is to mean anything at all.

At the beginning of this CCEM project, surveys were conducted to determine the needs and constraints of publishers, school district administrators, and teachers experienced in career education. We learned that school districts, in general, would be able to spend no more than $10 - $12 per classroom per year for instructional materials other than mathematics, science, language arts, and social studies. The product would not likely be used if it required instructional staff other than one regular classroom teacher. It would have to be infusable into existing subject areas, not made an additional subject. Publishers generally wanted a coherent, attractive career education program compatible with their current product line.

Other constraints governing the product development effort concerned the level of reading difficulty; clarity of instructions; intrinsic interest of the learning activities; congruence of objectives, learning activities, and assessment procedures; and any biases such as sex biases that may have been inadvertently incorporated in the materials.

The really difficult task, then, is to merge all of the constraints into one compatible product. Just one of many conflicting goals, for example, was to design an attractive, effective, and thorough program that can be profitably marketed at $10 - $12 per classroom.

The decisions based upon the initial surveys had to be continuously checked against current realities. This was done by staff judgment, pilot tryouts, national field test, and judgments of experts in the field. In sum,

the process of assuring classroom practicality is never achieved to perfection, but the attempt is made right up to the final step of the project.

about the problems of management on a large scale project...

The problems of management are, of course, well known to school administrators. It may not be well known that similar problems of management exist for product development projects, especially for large projects that include a major field test of the product.

There are two major groups of professional staff involved in this CCEM project; they are the revision group and the field test group. Revision also includes typing, proofing, art work, and printing. Field testing includes selection of school district field test sites across the nation, making all arrangements, conducting teacher orientation sessions, packaging and shipping materials, monitoring the use and evaluation of the product, collecting the data, analyzing the data, and reporting the results. There must be close interaction and coordination between revision staff and field test staff so that each portion of the product is written, printed, and ready when it is needed for the field test. This means that writers must complete assigned tasks on a rigid schedule and that production must follow immediately.

Obviously, there must be systematic recording and tracking procedures built into the project. These would correspond somewhat to the tight managerial procedures in large business or manufacturing firms. Resiliency and

flexibility factors must also be built in, however, to provide for major shifts on a moment's notice. These factors would resemble more closely those of an education R&D agency or a university. Under these conditions, staff members need to be continuously alert to possible ways of improving procedures. They must be capable of exerting horrendous effort to meet suddenly imposed deadlines. Above all they must be able to chart a viable course during phases of ambiguity. All members of the staff are required to make minute-by-minute decisions and to coordinate those decisions with related solutions arrived at by their co-workers.

All of this is usually achieved on limited budget. Expenditures need to be carefully monitored week by week. Since the product must be completed within budget, cost-efficiency is an ever present consideration.

about the role of evaluation in decision-making...

Every product-developer wants to produce an educational program that will facilitate the achievement of important learning goals for children. Government sponsored programs require that such results be demonstrated with a minimum of ambiguity. It is not acceptable just to give the product to a teacher and let him/her use it with a few students.

In order to be tested adequately, certain parts of a product are used on a pilot basis during the development stages in order to provide information for improving the final product. Then, the final product would be given to a large group of students, say 500, assigned individually to experimental or control groups.

In this CCEM project there will be from 100 to 150 separate entities or modules to be field tested. Ideally, this would involve as many as 75,000 students randomly selected and randomly assigned from the population of students across the country. This, clearly, is impossible. We have to use intact classes of teachers willing to participate and who happen to teach in school districts that have consented to participate.

Added to this dilemma of field test design is the unavoidable attrition of students and teachers. For this reason, more teachers must be involved than will be needed in the ultimate minimum level field test.

Many problems arise in conducting a large national field test. Sometimes the delivery of materials breaks down. Communication across large distances is sometimes inadequate for solving emergency situations. Small mistakes in filling out forms or answering tests result in unusable data. Factors unrelated to the effectiveness of the product can affect results. These include such things as fire-drills, a rash of flu cases, inclement weather, and so on. All of these things must be anticipated and averted if possible and otherwise documented for use in interpreting results.

EPIE Career Education S*E*T*
(Selection Evaluation Tools)

During the past four years, career education has received a considerable amount of attention, resulting in the commercial and noncommercial development of many career education materials. Arising out of this surge of development was the need to categorize descriptions of these materials into a compendium to enable prospective buyers to know exactly what is available in the field. The National Institute of Education recognized this need and contracted EPIE Institute (a not-for-profit educational consumers' agency) to develop a user's guide to career education. The two-volume *EPIE Career Education S*E*T** (Selection and Evaluation Tools) resulted.

Product Description

Volume 1 of the *S*E*T** "How To Select and Evaluate Instructional Materials"—includes chapters on how to select materials to fit a particular school's needs, how to detect and counteract the effects of racism and sexism in materials, and how to assess the developers' evaluation activities. Also included are appendices: a list of state career education coordinators, a list of career education periodicals, a list of manuals describing skill-training materials, and a feedback form. Volume 2—"Analyses of Seven Hundred Prescreened Materials"—analyzes and lists existing career education instructional materials that meet certain explicitly stated criteria. Listed in easy-to-refer-to, color-coded sections, the materials include printed materials, filmstrips, films, multi-media materials, miscellanea, noncommercial products, and products under development. Appropriate indices of commercial and noncommercial products and of publishers/distributors of commercial and noncommercial products are also provided.

The *EPIE S*E*T** is intended to assist teachers, curriculum specialists, and/or others within the school system in selecting instructional materials related to career education goals, providing suggestions to aid integration of career education into existing programs.

The two-volume *S*E*T** is currently available for purchase through:

P. Kenneth Komoski
EPIE Institute
463 West Street
New York, New York 10014

"ken baranski comments..."

...on examining career education materials...

Perhaps the major result of the research for publication of the two-volume EPIE Career Education S*E*T* (Selection and Evaluation Tools) was substantial evidence of the unequal treatment of American citizens in career education curriculum materials.

...for racism...

The Council on Interracial Books for Children, contracted by EPIE Institute to examine materials for racist content, documented the incidence of racism in a sampling of 100 career education materials in various media. The examples, from written and oral parts of programs and from text and illustrations, are both overtly and covertly presented. The CIBC Review Team, using common research procedures, concluded that it is reasonable to expect that "given the random basis on which these materials were selected for review . . . educators will find similar instances of racist content in almost any similar array of career education materials."

Some examples: The CIBC reviewers found that "minority workers were often shown performing useful tasks, as whites looked on or directed them." Some 90 percent of the audiomaterials used white persons for the voice-overs, very likely fostering the impression that "speaking clearly" means "speaking whitely." A Third World woman being interviewed for a job by a white male was asked "to tone down her dress." One film begins with scenes from an urban riot, showing black mouths shouting "Black Power," and then the camera abruptly cuts to a "placed group of Third World people continuing their education in a job-training program." The most powerful but simplistic implication which the film conveys is that such educational programs can solve major urban problems without further need for economic, social, and political reforms.

Following one of the criteria for racism used in the study--that "Racism is different from racial prejudice, hatred, or discrimination. Racism involves

having the power to carry out systematic discriminatory practices through the major institutions of our society"--the CIBC reviewers found that materials failed to deal forthrightly with the issue of employment discrimination. Moreover, the materials examined neither deal with continuing on-the-job education nor do they emphasize the value of a college education in general. Students are prompted to do what employers expect of them; ignored is the proposition that workers take definitive action to protect their rights as workers when they are being treated unfairly. Much of this sort of "instruction" hits blacks and other Third World people the hardest. And, it should be kept in mind, these materials are intended for today's students, today being a time when nonwhite teen-age unemployment has reached a record 41.1 percent and a time when the government accepts an overall six percent unemployment figure as a measure against inflation.

...for sexist content...

Similar evidence of unequal opportunities was perceived by Women on Words and Images, a group contracted by EPIE Institute to examine materials for sexism. Materials examined were found to be sexist in various ways. "One set of filmstrips presents 86 different occupations available for males, ranging from doctor to athlete; females are offered only 18 different occupations, ranging from nurse to secretary." Grooming was found to be an important part of preparing women for work, even down to a detail like advising women to wear "proper girdles to firm buttocks." The WOWI Review Team found a single instance of grooming advice for men--"An employer's grooming habits should include a close-shaved face, or neatly trimmed mustache or

heard . . ."--and the male, predictably, is an employer and not an employee. Even those rare materials that attempt to be nonsexist revert invariably to sexism. For example, a book about a medical center administrator begins, "The men and women who are administrators . . ." and then proceeds, "He decides how the medical center should. . . ."

...on criteria purchasers should consider...

As a result of the findings of CIBC and WOW!, EPIE Institute feels it was well advised to initiate an examination of career education materials for racism and sexism. Certainly, careful examination on the part of purchasers of materials seems well advised. In fact, purchasers of career education materials should even examine copyright dates carefully. EPIE received a filmstrip, submitted by a seemingly responsible publisher, which, EPIE discovered after screening, was produced by photographing a book published in the late 1920s. This filmstrip is now on the market for students in the 1970s (although not, it should be pointed out, listed in EPIE Career Education S*C*T*).

Career education itself was not under study by EPIE, merely materials intended for use in instruction in career education. But since the materials are often relied on heavily--can indeed form the course of study--career education would seem to be seriously wanting. (Of course, all is well if an Orwellian state is desired: All students are equal except that some students are more equal than others.) However, if schools and publishers want to introduce true equality into career education, they must attend to the materials now on the market.

Experience Based Career Education - The RBS Approach

"The aim of EBCE is not to replace the classroom but to supplement it, to extend it into all spheres of our existence—social, academic, personal, occupational—to bring learning, living, and working much closer together."

("The Community is the Teacher")

Experience-Based Career Education is a developmental program structured around the utilization of employer/community participants as instructional agents and learning sites for career exploration and specialization, the delivery of guidance/counseling services to students, and the provision for individualized basic skill instruction.

Historical Overview

In the spring of 1971, the United States Office of Education (USOE) initiated its national research and development thrusts in career education. One of these thrusts, the employer-based career education model, was to be a self-contained, comprehensive secondary school program created, developed and operated by a consortium of employers.

In June, 1971, USOE contracted with RBS and the Far West Laboratory for Educational Research and Development for feasibility studies of the employer-based concept. These studies were discontinued in October, 1971 when USOE requested the establishment of employer-based models. RBS, Far West Laboratory, Appalachia Educational Laboratory and the Northwest Regional Education Laboratory were established as model sites. The RBS version of employer-based career

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*Adapted from a comprehensive paper by Louis M. Maguire, Director, Career Education Program, Research for Better Schools, Inc.

education became operational in September, 1972, after approximately ten months of planning and design work. This version, located in Philadelphia, is called the Academy for Career Education.

After almost three years of operational testing and experience, the Academy has moved from an employer-based private secondary school to an experience-based career education program which is implemented as part of a public secondary school. Over its three year existence, approximately 450 ninth, tenth, eleventh and twelfth grade students, representative of the public school population in Philadelphia, have been enrolled in the Academy. Over 150 different companies and agencies have participated in the Academy as direct instructional agents and learning sites. These participants were drawn from the public and private sections of the economy and included labor unions and community organizations.

Academy Rationale

The Academy attempts to overcome: (1) limited and inaccurate information about the economic environment and its opportunities and requirements; (2) equally critical deficiencies in knowledge of "self" in terms of strengths, weaknesses, values, goals and plans; and (3) lack of understanding of the degree to which academic accomplishments can service emerging life-career goals.

The Academy exposes each student to a variety of content, methodology and viewpoints concerning the diversity of options and alternatives of the social-economic scene. More importantly, the student is invited to confront these issues through self-study, observation and on-site experiences. The student is guided to internalize these cognitive and affective experiences into a personalized, unified self-concept. These experiences assist the student in managing the conflict and dissonance inherent in career definition, preparation and action in an open, logical, yet personally-derived manner. The extent to which the student has achieved a measure of personal integration and the degree to which valid data and experiences are made available mitigate against compulsive behavior which, in the total context of career choice, is reaction to confusion and ignorance of self and the significant environment.

At the heart of the Academy program is the assertion that, for many students, existing secondary school education does not include sufficient cognitive or affective preparation for adult life. The

program also posits that direct experience in vocational/adult environments can function as a major curriculum component of a structured educational program.

Program Description

The Academy is a career education program which is used in conjunction with existing secondary school programming. It is not an alternative school and does not, by itself, attempt to meet all of the educational needs of its students. It is comprised of three primary instructional units: Academic Resource Center, Career Development, and Career Guidance.

The purpose of the Resource Center is to promote academic growth through purposeful self-directed activity. The design and operation of the Center give recognition to the importance of mastery of the basic skills of mathematics and communications. Students are to master the concepts and operations of mathematics and communication skills to at least ninth grade level.

An individualized instructional mode is employed in the Center. Such instruction is tailored to the individual's needs as perceived by the student, instructor and other legitimate contributors to the assessment process (e.g., employer). The Center, staffed by Philadelphia School District teachers, utilizes an instructional management system called Individualized Learning for Adults, developed by RBS.

The goal of the Career Development Unit is to promote academy growth and to facilitate the emergence, within each student, of a rational, reality-tested career plan intended to guide and shape career decisions and future behavior. The Career Development Unit has two components: Career Exploration and Career Specialization.

Career Exploration provides each student with means for acquiring the general knowledge and skills to improve his interaction with the economic sector. It is implemented through a series of structured explorations of the world of work conducted in employer settings. Career Exploration utilizes a cluster schema, and experiences were offered in twenty-three clusters, from Allied Health, Animal Resources, and Art, to Social Service, Transportation, and Trades.

A cluster is typically composed of three participating employers. For example, Finance utilizes a bank, an insurance company and a brokerage house. Career Exploration operates on a twelve-week cycle, and students choose a different cluster for each cycle. Students spend one full day a week at the cluster sites, where they receive instruction from the participating employers.

Career Specialization provides for continuing academic growth by extending student learning experiences into specific areas. It provides each student the opportunity to acquire focused, reality-based experiences to test emerging life interests and to pursue evolving life goals. Students participate in individualized, structured and career specific learning experiences conducted in employer and community settings. Career Specialization also operates on a twelve-week cycle, though the time a student spends in the field is highly individualized.

Most students take a Career Exploration each cycle; second year students are required to take one cycle of Career Specialization during the year.

The Career Guidance Unit consists of Pupil Personnel Services, and Guidance and Counseling Services. The Pupil Personnel Services assists staff and students in meeting the educational, social, and vocational needs of students in a complex academic-industrial setting. The Guidance and Counseling function is developmental and growth oriented. This service utilizes both individual and group format to: (1) assist the student to use self-appraisal resources; (2) assist the student to make decisions consistent with such an appraisal; (3) stimulate and foster career plans and decision-making; and (4) promote student assumption of responsibility for action on his decisions.

Evaluation

An evaluation of the 1973-74 Academy program has been completed by RBS. This evaluation compared the growth of Olney students who participated in the Academy program with the growth of a control group from Olney. Data from this evaluation, in terms of program claims, showed the following results:

1. Academy students acquired increased mastery of basic academic skills.
2. Academy students acquired increased mastery of career awareness and knowledge.

3. Academy students developed enhanced attitudes toward learning environments.
4. Academy students developed positive attitudes toward the program.
5. Parents of Academy students developed positive attitudes toward the program.

The program has undergone continuous review by two external groups: one comprised of staff from the School District of Philadelphia, and the other of employers participating in the Academy program. Each has reviewed the program's concepts, processes, materials, and direction. In addition, the Academy's policy board, comprised of employers, educators, labor union representatives, and at-large community representatives, has provided strong positive support of the program.

Future of the Academy

Development of the Academy prototype has been completed. The program has been operationalized and tested in the pilot site in Philadelphia. By the end of the current year, RBS will have produced packaged editions of specifications, user manuals and curricula to support replication/adaption of the Academy program. RBS is in the process of creating training and technical assistance capabilities to support replication/adaption. Of particular concern and interest to RBS are: (1) the continuation, extension and expansion of the program in Philadelphia, (2) the implementation, adaption and testing of the program in different settings, and (3) the diffusion and continued development of the program and its concepts.

The design of the Academy program is such that it requires local development, and not just implementation, by users. This characteristic is viewed as an asset in the eventual diffusion of the program, once it has been validated in a variety of settings and environments.

For further information, please contact:

Louis M. Maguire
Director, Career Education Program
Research for Better Schools, Inc.
Suite 1700, 17th & Market Streets
Philadelphia, Pennsylvania 19103

"lou maguire reflects..."

...on EBCE development...

The development of the RBS version of EBCE, while exciting and challenging, cannot be accurately characterized or captured by any of the existing development models, which imply an eminently precise and sequenced pattern of developmental steps or stages. Its development, while effective, has been messy, as are most important things in the real world of the practitioner. To provide some understanding of the RBS development of EBCE, let me cite a major decision point in the project.

From the inception of the EBCE project, there was rampant confusion over whether it was a research project, a development project, or a demonstration project. Most people wanted the project to be all three things simultaneously, an obviously impossible undertaking, and the issue went unresolved until the first year of program operations was almost completed.

...on the RBS model...

[illegible] year of program operations, RBS had established a tuition-free private academic high school to fulfill service the educational needs of

the program's student body. This student body consisted of 100 eleventh grade students who elected to enroll in the private school. For the first seven months of program operations, major attempts were made to locate all of the education of these students in employer settings. By the end of the seventh month, RBS had been successful in locating some, but not all, of the students' education in employer settings, and it was now time to start in-depth planning for the second year of operations. The program's policy board, composed of people external to RBS but knowledgeable about the program, felt that the program should no longer function as a private school, but should operate as part of the public schools. Employer participants were also in favor of abolishing the private school. The student body and their parents, however, wanted the private school to continue. A survey of participating students revealed that 40 percent of them would drop out of school if the private school were abolished and they were forced to return to their former schools. The resolution of the issue was as follows:

1. The private school would continue to operate for a second year only for those students who had participated during the first year and would be discontinued at the end of the second year.
2. Additional students for the second year would be recruited to participate in the program with the understanding that they would continue to be enrolled in the public schools and would receive half of their education credits through the program and the other half through their regular public school courses.
3. The program would strive to become and operate as part of the public schools.

This decision set the basic direction for the program's future and changed the initial EBCL concept. I fully endorsed and supported the decision for the following reasons:

1. It met the program's moral obligation to the students who participated in its first year of operations by allowing them to graduate from the private school.
2. It established that the effort was basically a development project and could become a demonstration project later.
3. It recognized that the program could have its greater impact as an alternative within public school programming, not as an alternative to public school programming, and that the program should both influence and be influenced by existing public school programming.
4. It established that a balance between experiential and non-experiential learning activities was more beneficial than a total emphasis on either type. (Often we react to a situation or education by going too far in the other extreme.)
5. It recognized that existing public school programming was able to do some things at less cost and possibly better than the program could do them.
6. It recognized that the project's responsibility and focus were not restricted to the ~~participating~~ students.

The major risk that was taken in the decision was a decrease in the program's flexibility, identity and integrity. It was felt that the program might be less flexible and have less identity and integrity as part of the

public schools than was the case when the program operated as a private school. However, the advantages of the decision outweighed the risk.

...on product development...

The second and third years of operation saw the program increasingly become part of the School District of Philadelphia, and major attention was focused on developing products and mechanisms to facilitate the program's utilization by other school districts. In developing the user products, RBS faced another major decision point. Should the user products explicate in fine detail what was done in the pilot site and how it was done or should these products emphasize guidelines, procedures and processes for utilizing the best of what was learned in the pilot site? RBS opted for the latter course on the grounds that effective utilization of the program by different school districts would require modifications and adaptations of that which occurred at the pilot site and that school districts would have the commitment, energy and interest to make these modifications and adaptations. The efficacy of the course chosen by RBS has not yet been proven. Interim evidence suggests that some potential users expect the developer to hand them a detailed step-by-step plan of exactly how to utilize the program in their school districts before they will consider the program, while other potential users demand the freedom to adapt the program to local needs and conditions. RBS is not capable of meeting the expectation of the former group.

...on community support...

Finally, in thinking about the project one thing truly stands out in my mind. I am quite amazed and pleased by the demonstrated willingness and

ability of non-school people to utilize their environments and resources for educational purposes. These people are capable and interested in making a contribution to education and becoming part of the educational process. This augurs great hope and promise for education if school people can and will decide to utilize their environments and resources in a manner which complements the inputs and contributions of non-school people. Working together, school and non-school people can design and implement a truly better education system.

Exploring

What is Exploring?

Exploring is a program of life experiences for young adults under the guidance of business, professions, associations, trades, and institutional sponsorships.

Exploring was developed by the National Exploring Division, Boy Scouts of America, for young people between the ages of 14 and 21. Exploring is orgahized and serviced by local Exploring divisions in Scout councils throughout the nation.

Exploring brings young men and women voluntarily into association with adults who, by the example of their character, citizenship traits, and knowledge, provide a positive force in the lives of young adults.

Exploring helps young people find their present and future roles as individuals in society, through organizational and program methods related to their needs. It provides youth with self-motivated and self-conducted activities that involve them in social, vocational, outdoor, citizenship, personal fitness and service experiences both flexible and relevant to their immediate interests.

Youth are provided with opportunities for "hands-on" experiences and an in-depth look into various careers.

A Career Interest Survey, conducted in high schools with the cooperation of local school administration, constitutes the basis on which Explorer groups are organized. Potential leaders for the specific career interest areas are identified, recruited, and trained and the youth are invited to join.

Posts are organized around career interest areas, and usually meet twice monthly. Activities vary, and possibilities include presentations, visits to community career sites, social functions, etc. Annually, one or more Superactivities are conducted, which involve long-range planning and at least several days for the experience.

Some of the careers which Exploring Posts become involved with are science, aviation, law, medicine, journalism, communications, and aqua exploring.

The following are examples of Explorers' experiences in careers:

- Law Enforcement Explorers in Contra Costa County not only ride in squad cars, but have been involved in every kind of police investigative action.
- Coed posts specializing in secretarial science spend a full day working with officers and employees of a large insurance company.
- Sears Explorers in retailing have experiences with all phases of the industry: selling, buying, display work, and modeling.
- Aqua Explorers are involved in archaeological expeditions to the Aleutians, research on porpoises, and riding Coast Guard vessels to Labrador.

Although the Exploring programs are primarily community-based, the National Exploring Program Development Committee is in the process of developing guidelines for in-school Explorer Clubs for junior high school age youth, which would be the precursor to involvement in regular posts.

Exploring posts and their activities are many and varied. Further information about Exploring is available through:

Exploring Division
Boy Scouts of America
North Brunswick, New Jersey 08902

"randy scott discusses..."

The Boy Scouts of America, like many institutions in today's society, is readying itself for gradual change. The change is gradual because, in the past, policy makers and program designers have been relatively comfortable with the adaptability and success of the current program. However, in the late 1960s the Boy Scouts of America sought to answer the question, "Is Scouting in tune with the times?"

...changes in the Scouting movement...

An opinion survey completed in 1968 by Daniel Yankelovich, Inc. sought to answer the above question, "Is Scouting in tune with the times?" Many of the findings of this survey confirmed the 1954 recommendations of the University of Michigan, School of Social Research, in a "Study of Adolescent Boys." Both of these studies had practical program meanings for the Boy Scouts of America. The findings were clear. If Scouting was to be "in tune" with what youth required, it had to develop a vastly different program. The young adult program had to become co-ed, to allow youth, male and female, to socialize without the pressures of dating. It also had to align itself with new partner organizations, namely business, trades and professions. Exploring, however, should maintain a strong relationship with traditional partners, organizations, schools, churches, as well as civic, service, and fraternal groups. An equally

important part of this young adult program would be that it would assume a programmatic focus based on career preparation rather than the out-of-doors. Finally, the program would become a "non-uniformed" movement while stressing the need for group identity and would continue to encourage communications through the publication of a magazine.

Each of these findings had a numbing "future shock" effect on the Boy Scout movement in 1969. No less than 39 major policy changes had to be incorporated into the operational process of the Boy Scout movement to accomplish the ends outlined in the studies.

During the years 1969-1974 I had the opportunity, first as a volunteer, then as a professional, to be a part of the contemporary Exploring program. From a program design, development and implementation point of view, I feel that this was the most critical period in its history. Not only was the professional structure at all levels going through a major transformation in its management approach, but so were the "Big Three": Cub Scouting, Boy Scouting and Exploring Programs. The Boy Scouts of America's goal is to serve a "representative one-third." This means that one out of three available boys would be interested in a scouting program. The sequencing of these changes was a major problem. First Cub Scouting, then Exploring, then Boy Scouting was the eventual order. The Yankelovich study was used as the change base.

...new approaches: literature...professional organization...

In Exploring, the first change dealt with the revision of the literature, to reflect the new approaches. There was also the start of a new magazine

called Exploring. Almost simultaneously with this process came the concerted emphasis for the development of a professional group that would concentrate on the tasks of volunteer recruitment and partner cultivation. Local schools were surveyed by this professional group to determine student career interest areas as well as the possibility of organizing local Explorer units. To some in the "traditional" Scouting movement, these changes alone were viewed as a masterpiece of confusion. I hasten to add that the effect of these changes was viewed as a break with all that Scouting had done before.

...coeducational membership...

In 1971, for the first time in the sixty-year history of the Boy Scout movement, girls between the ages of 14-20 years could be registered as full members of the Exploring Program of the Boy Scouts of America. All the policy changes that came after that basic one were no more than ripples of the first great splash, i.e., women in primary and secondary unit leader roles, women to hold district and council volunteer offices, and women as professionals in the movement.

...Exploring's emphasis on career development...

What is Exploring uniquely doing today? Educationally, on behalf of the young people it seeks to serve, Exploring is bringing a broader definition to the word "career" so as to encompass total life style development in today's and tomorrow's society. The program structure includes activities in six

life experience areas: social, personal fitness, citizenship, service, outdoor, and vocational. The basic purposes of the Boy Scout movement are still an integral part of all that we do, namely to develop character, train in citizenship, and stress personal fitness. Yet the dimensions of these purposes have been translated through a career focus. Exploring seeks to assist its members in finding ways to accomplish the basic developmental tasks of society. These tasks are: 1) to develop a mature social role, 2) to develop an adult occupational role, 3) to develop a stable scale of values, 4) to develop mature family relationships, and 5) to achieve self-identity from which every other life-style dimension comes.

...effects of the changes...

The final assessment of the lessons of this new approach has not been completed. We do know, however, that the process does work. Membership in Exploring numbers one-half million members. Young women comprise one fourth of that membership. Local Explorer units are almost 30,000 in number. Volunteers in Exploring are 160,000 in number. Qualitative dimensions are currently being assessed to determine how and if Exploring does aid youth in career decision-making.

The Exploring program, even in its initial success, has not reached the millennium. Further acceptance inside and outside the Boy Scout movement will depend on several factors. These factors are additional trained volunteer and professional personnel, financial support in local areas, continued cooperation with local educational systems and the clarification of the

supplemental role that Exploring can play in career education. We have learned in this brief time that these areas mentioned are vital to Exploring's continued growth. The question that remains is whether the Boy Scouts of America will continue to serve the needs of the individual and community in the same increasing numbers.

Indiana Career Resource Center

The Indiana Career Resource Center, funded by the Indiana State Board of Vocational and Technical Education has taken the responsibility of building a statewide network of staff development activities which, when applied, help students make the transition between school and work. The Resource Center focuses on engineering the implementation of career education concepts in the school.

Rationale

In Indiana, as in other states, students leave the educational system lacking the employability, self-understanding and career decision-making skills necessary to face a rapidly changing society. For many adults, formal education ceases when they leave the public educational system, thereby decreasing their adaptability to this changing society. Indiana has begun to address itself to these problems with investment of money, personnel and programs to develop the competence of educators in facilitating career development.

Program Description

The Indiana Career Resource Center, in its sixth year of development under funding by Vocational Education funds from Indiana's Department of Public Instruction, serves as an operational model for the career education needs of the state. A primary effort has been to serve an ever-expanding geographical area and a diverse number of organizational structures. This expansion of activities of the Center has paralleled a national development and definition of the concept of career education.

The goals or purposes of the training activities of the Center have been established by carefully observing the effects of previous experience. It has been this previous in-service training experience that has established the following priorities:

1. Any in-service training approach offered must emphasize the use of existing personnel and physical facilities.
2. The in-service training should be capable of demonstrating practical approaches for implementing career education.
3. The in-service training should show teachers methods of incorporating career education by adjusting goals and objectives of classroom curriculum priorities.
4. The in-service training should make educators aware of the vast resources available in their community.
5. The in-service training should emphasize the important relationships that exist between understanding work values, occupational choice, and vocational/educational competencies.

The in-service training of faculty is divided into four program offerings: (1) awareness: a short program introducing the concepts of career education and providing an overview of current progress in the field, (2) exploration: opportunities to experience and explore career education methods, (3) implementation: assistance and feedback from the Center's staff for those facilitators who are planning to integrate career education into their activities with students, (4) planning: consultation services offered to both school and non-school personnel who wish to organize career education projects or develop selective approaches in their local setting.

In addition to the in-service training opportunities the Center is involved in preservice training of student teachers. The preservice training at Indiana University/South Bend includes involvement with teaching methods classes, workshop sessions with University student teacher supervisors, and career education overview sessions conducted for the regular supervising classroom teacher to whom the student teacher is assigned.

Product Description

The *Career Digest*, a monthly newsletter published by the Center, informs Indiana educators of career education events in Indiana schools.

The "People in Careers" human resource guide lists and classifies those persons in the local South Bend area who are willing to talk with students in classrooms or will invite the students to their own place of work.

The Center also publishes a 150-page bibliography (*Resources for Career Development*) containing available career-related materials. Short-term loan of these commercial materials is used with Indiana schools. In addition, the Center produces and disseminates audiovisual materials to aid in career education development programs.

Additional Activities

The Center was involved in the formation of a Women's Task Force for the local area. This Task Force now has a Women's Career Counseling Center to assist area women who are seeking ways to enrich their lives.

Life planning sessions are conducted by members of the Center's staff. These sessions assist in providing persons with opportunities to interact with others and to better understand themselves in relation to the roles they seek in society.

A support staff functions to catalogue, inventory, and distribute a collection of multi-media career development materials to local schools on a short-term loan arrangement. These commercially produced career education materials, sample lesson plans, curriculum guides and various self- and career-awareness kits assist the educator in efforts to provide vicarious experiences to the students.

To assure educators of equal opportunity for training and to familiarize educators with some materials available through the Center, a 30-foot mobile recreation vehicle, complete with demonstration areas, seating space, and multi-media career resource displays, is utilized.

Future

The future activities of the Indiana Career Resource Center will call for increased awareness and preparation of its staff. These new concerns will demand increased development and skill of the staff members to meet the challenges of these new variations on career themes.

Inquiries concerning the Center should be addressed to:

Gerald O. Dudley, Director

Indiana Career Resource Center

1201-09 South Greenlawn Avenue

South Bend, Indiana 46615

"paul smith discusses..."

...the Indiana Career Resource Center operation...

The Center, currently, is funded by vocational education funds of the State Department of Public Instruction, and coordinated by Indiana University of South Bend, where we are housed. The Penn-Harris-Madison school corporation, a local organization, is our fiscal agent. Our responsibility is to implement career education in all Indiana schools, K-12 and beyond.

...the program scope...

The Center's involvement has been primarily with K-12, although, in keeping with the definition of career education as life-long process, we are involved with adults, especially with mid-career changes. Recently, we've begun a preservice workshop with all of the Indiana University campuses for student teachers. These workshops focus on involving student teachers in career education methodology and teaching strategies.

...the audience...

We conduct in-service workshop training sessions in local schools, but only as a response to their invitation. In other words, career education is not being mandated directly, though it is readily made available to schools and districts interested in involvement in career education.

Of course, we do our best to publicize The Center and its services. We publish a brochure which explains The Center's function as well as the range of workshop presentations being offered. We also publish a career digest, which presents up-to-date developments in career education in Indiana schools. These two publications are broadly disseminated in our state network. We also have national coverage, primarily through our involvement with Ken Hoyt's committee conferences last year, which has led to some consultantships in other states, orienting them to the rationale for career education and involving them in small activity-oriented workshops, always with an eye toward the future impact they might make as classroom teachers.

Now, through a recent grant from the U.S. Office of Education, the entire Indiana University system is now involved in a coordinated effort to completely change the meaning of preservice programs on Indiana University campuses.

...university faculty involvement...

These workshops are involving faculty as well as students. The instructors are involved in that, prior to our presentations to the students, they have worked through a rationale for career education concepts, and have taken a look at what's happening at the national and state levels. They are actually "prepped" to know what supervising teachers will be doing in the classroom.

Besides our work with Indiana University, we have also given workshops at Purdue and Ball State University in elementary curriculum classes.

...importance of personnel...

One of the major considerations for successful operation of The Center is personnel selection. We have a semi-unstructured organizational set-up, and it's essential to have a staff which is independent, self-disciplined and dedicated to the career education concept. The staff became missionaries, in a sense, working to instill the excitement of career education to local school personnel.

Our organizational structure is flexible, and staff members are assigned to various field sites for specific workshops. They design each workshop, in cooperation with the local coordinator, to meet the needs of that school community.

Instructional Media on Career Development of Women

The purpose of this instructional media project, directed by Professor L. Sunny Hansen, was to develop a series of color videotapes and one kinescope film to be used initially for instructional purposes with preservice and in-service teachers, counselors and others in the helping professions who work with women.

Rationale

At all levels of the educational system there is a major impetus for educators to be aware of the career development needs of women and for counselors, teachers, and others to become more aware of (1) the various life career patterns that exist from which men and women can choose, and (2) intervention strategies and methods appropriate in working with women at different career development stages. It would be emphasized that career development is defined here as the lifelong process of developing and implementing a self-concept and that it includes a sequence of positions a person holds in a lifetime. Hence, for women the positions of student, wife, mother, worker, volunteer are all part of her career (occupation is only one part of career).

There is much agreement in the career development and career guidance literature that the counselor in a one-to-one counseling situation cannot be the only delivery system and that efforts to promote career development of women must be coordinated efforts through counseling, curriculum, and community. Although most of the career development studies have been done on males, there is an increasing body of literature which deals with the career patterns and development of girls and women over the life span. Currently, there is a burgeoning of interest in, and concern about, the mature re-entry woman who is at a stage where she faces some major decisions in wanting to do something different with the second half of her life. For her the problems may be major ones of remediation, both through counseling and curricular outreach programs; with her elementary and adolescent

ERIC

counterpart, the problems are more preventive and long-range in nature and may be better tackled through curriculum, especially through career development and career education programs in which counselors have a major role.

Program Description

Objectives of this project were as follows:

1. To create a series of color videotapes and films to be used to improve instruction in courses, seminars, and workshops which focus on the career development and counseling of women.
2. To relate these tapes to career development patterns of women from a variety of socioeconomic levels, aspirational levels, and life styles and stages.
3. To create tapes/films which deal with a variety of intervention strategies and methods for dealing with developmental concerns at different life stages, both through counseling and curriculum.
4. To field test the tapes with several user groups, primarily preservice and in-service educators and others in the helping professions, both on and off campus.
5. To assess the effectiveness of the tapes in achieving the desired outcomes.
6. To revise and, if demonstrably effective, to disseminate to local systems for workshops and to other universities and colleges offering courses on the career development and counseling of women.

The production format was in the form of a plan conceptualized by Professor Hansen with the technical assistance of graduate students Patti Newman, Phyllis Kragseth, and by practicing and prospective counselors in the Twin City Area. Participants in the project were volunteers from the community. Members of the project team were involved as counselors and/or subjects on the tapes. The sessions depicted were realistic and not role-played—in other words, real counselors and clients with real problems, real teachers and students.

As was expected, the videotapes and films are reaching a large variety of users on campus and off. Among the users are undergraduates and graduates in counselor and teacher preparation and women's studies, state workshops on eliminating sex bias in education, and junior and senior high schools.

If video cassettes become as common as is predicted by futurists, these tapes might even have a larger lay market than is presently planned for. The dialog between women, between women and men, and between women and the persons in the helping services about changing roles of both sexes in work and family is one of vital human interest, as it affects human development and not just that of women.

Product Descriptions

Cassette 1: Life Career Patterns of Women

Intended to introduce viewers to the problem, this tape presents a glimpse of seven women in different life patterns who talk openly and often poignantly about who they are, how they see themselves, roadblocks they have experienced, significant influences, risks they have taken, and what they would do differently. This cassette can be especially useful in consciousness-raising and in promoting acceptance of diverse life styles.

Cassette 2: Male Perspectives on Women's Changing Roles

This cassette attempts to create an awareness of the effects of women's changing career patterns on significant others in their lives. It presents some male viewpoints about the impact on female career goals and decisions on their own roles and goals. The implication is that counselors have to consider the total life space of a person and the interrelationships of career decisions.

Six men (an admittedly limited sample) with some diversity in ethnic and occupational backgrounds and life styles talk about the significant women in their lives and reflect on the meaning of work, their own attitudes toward housework and home management, childrearing, their own role expectations, and economic questions.

Cassette 3: New Directions: Senior High

The third tape looks at career development of women from a counseling perspective. Brief segments of two high school counseling interviews are presented, one of a senior and her counselor in an urban school, and the other a senior and her counselor in a suburban high school. Although the senior year is a little late to begin the career planning process, the segments are intended to illustrate how these adolescents view themselves and their futures.

Cassette 4: New Directions: Junior High

A junior high class in "Women in the '70's" provides the authentic context for the fourth cassette of the series. Five lively and refreshingly open junior high girls discuss with their counselor (whose team teaches the class) how they see themselves, marriage and family, their role models and their opportunities. The second part of the tape consists of discussion by various school personnel and suggests ways in which counselors, teachers, and community can act to keep options open for girls and women.

The cassettes are available for rental or purchase through:

Mr. Don Cain
Audio-Visual Library Services
3300 University Avenue SE
Minneapolis, Minnesota 55414
(612) 373-3842

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"from phyllis kragseth's perspective"

People have asked countless times if we rehearsed for the films . . . no, we didn't. Issues that came up in the films were carefully planned and outlined. Each film was then organized around a number of questions. We did not ask these same questions in the half-hour warm up. We asked, instead, "If your life story were to be filmed, what person would you wish to play your role?" and/or other questions that would create a relaxed unrehearsed atmosphere. Some of the participants felt that the warm up period was better than the actual film, and considerably more spontaneous. In our planning for the remaining four films we will certainly consider that important feedback. We've learned a great deal in the process of creating these first films.

about women's involvement in production...

We delighted in each filming as we could see women students involved in the production aspect of filmmaking. Our producer, who produced three of the films, was a young woman. She would like to have completed the fourth, but went on leave of absence to have her first child. Her staff included women students who worked in the control room, behind the cameras, and in other jobs, such as lighting, sound and properties. All of the females seemed

to be well received, in a spirit of fine cooperation by the male students. All this made working pleasant for us as well as for the participants.

about the 'actors'...

Viewers have consistently asked for follow-up information on the lives of the people seen in the films. Definite favorites seemed to occur: the welfare mother, the volunteer wife, the junior high school girl who wanted a nontraditional role in career, and the single adoptive parent. As the films continue to be viewed it has become necessary for us to keep in touch with the participants in order to have accurate information for viewers.

about the roles represented...

Criticism arose regarding the lack of a traditional housewife role represented in the film Life Career Patterns of Women. The real problem was our difficulty in locating a woman interested in working with us. (We did have a volunteer wife in the film.) Women, as well as men, in traditional roles were less willing to volunteer. It was also difficult to involve a male laborer. Most often, the filming schedule conflicted with their regular work schedule. Others simply did not want to be filmed for various reasons.

about the rewards of the project...

Perhaps the biggest reward as a result of filming was in getting to know the people, especially the young people in the films. Seeing the enthusiasm with which they reached back into their classrooms to motivate more peer

counseling, feeling their growth and exuberance in overcoming interpersonal relationship problems, and responding to their high interest in learning the basic counseling skills helped make the young people more aware of options in life.

It was something very special to hear students be very critical of the biased counselor who channels female students into the traditional fields of teaching, nursing and airline jobs . . . to hear one girl say, "If someone would only just encourage me--just encourage me to do what I really want to do!" (forestry instead of secretarial work), and to witness the peer group help and encourage her. (She is now enrolled in forestry at the university instead of secretarial school.)

The impact of the films on teacher-counselor partnership to teach decision making, goal seeking, and life planning was impressive to me. Counselors are daring to get out of their cubicles and into the classrooms and teachers are daring to open their doors to welcome the counselors invited by the students. The teacher/counselor alliance is a most natural alliance. Only good can come of it. The films proved that to me.

Junior Achievement

Junior Achievement is an international organization designed to give practical business and economic education to teen-agers while they are still in high school. J.A. affords its members the opportunity to create, operate and then liquidate a simulated corporation. These Junior Achievement companies operate in the same mode a large business does, but on a miniature scale: they sell stock to raise capital, purchase raw materials, pay wages, salaries and commissions, manufacture a product (or render a service), then sell it.

Each Junior Achievement area has a Board of Directors made up of business, civic and other community leaders who set policies and procedures for their area in accordance with national standards.

Each J.A. area has a budget which includes expenditures for program forms and materials, salary for staff, awards, promotional literature, machinery, equipment, furniture, utilities, center maintenance, supplies, postage and other expenses. There is no membership fee or tuition cost to any student in Junior Achievement since local businesses and industries underwrite the J.A. budget through their financial contributions. The only cost to Achievers for membership in J.A. is their personal time and the purchase of one share of stock to entitle them to sit on the Board of their J.A. company.

While the regular Junior Achievement program is targeted at high school students, a new program, Project Business, was created for junior high school audiences.

Project Business, developed by Junior Achievement, is a program which "makes economics fun for a thirteen-year old." Designed for eighth and ninth grade students, the program supplements existing social studies, economics or math classes. For one class period each week, a business

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executive from a particular company works closely with a teacher. There are seven available Business Topics from which the students may choose the most interesting to them. These topics include: The Nature of Economics, The American Economy and its Problems, Money and Banking, The U.S. Market System, Financial Statements, Choosing a Career, and Consumerism. Each topic takes an average of three class periods to complete.

Three units comprise each Business Topic: dialogue, action, and career exploration. The dialogue unit involves a class discussion, led by the business consultant, to impart the basic knowledge on which the topic will be constructed. The action unit usually includes field trips to different types of businesses to show students the diversification of American industry; in the case of the Business Topic "Choosing a Career," however, this unit is spent in role playing, as students act out employment interviews and fill out employment application forms in their chosen fields. Following each field trip, a discussion is held in which the business consultant and students identify the types of careers available at the business or industry just visited and the type of education necessary to qualify for those positions. This discussion comprises the career exploration unit.

Job Education Programs are another outgrowth of Junior Achievement. During the summer of 1974, twenty-seven J.A. areas operated Job Education programs involving 1,678 Achievers in seventy-five Job Education companies. In Columbus, Ohio, for example, two closed-down service stations reopened as J.A. Job Education Centers, providing part-time jobs through two companies for 40 inner-city high school students who ordinarily would have been unable to find summer employment.

The Columbus Job Education Program was established through the joint efforts of the National Alliance of Businessmen, who did the student recruiting, and Junior Achievement. It was sponsored by the Columbus Aircraft Division of Rockwell International.

Unlike the regular J.A. program, Job Education participants do not choose the product they manufacture or sell to the public. Instead, their sponsoring firm subcontracts work for them to do in their Job Education center and donates a sum of money to the program out of which the students pay themselves wages and salaries and take care of expenses. The two Job Education companies in

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Columbus, "Rockwell II" and "J.A. Painters for Rockwell," were assigned tasks to repaint waste containers, clean pedestal fans, and repair venetian blinds for Rockwell. Workers earned the minimum wage, elected their own officers, made their company rules, and enjoyed other benefits, besides.

Of the 15 hours a week they met, 10 were for actual production and the remaining five were spent in business lectures and discussion groups on topics ranging from how to handle a job interview to how a business operates.

At the end of the program, the members of both Job Education companies were invited to a tour and luncheon at the Columbus Aircraft Division.

The regular Junior Achievement programs and the newly developed Project Business and Job Education Program which provide actual experience in the many aspects of America's business system are preparing young people to enter the business world.

Inquiries regarding Junior Achievement should be addressed to:

Julia Hubbard
Director of Research & Development
550 Summer Street
Stamford, Connecticut 06901

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"gene matheny comments..."

Junior Achievement may have foreshadowed many of the features of career and vocational education. To some, it may seem quaint and out of date. Still, it offers a literal experience in real work as students learn to operate a business. J.A. remains a free time activity mainly for sophomore, junior, and senior levels of high school.

...on size and impact...

J.A. however, reaches too few young adults. A 10 percent penetration of a total high school student population for any given city is considered excellent. The reasons for limits on the Junior Achievement program's size are twofold. First, the number of adult advisers (teams of three members each) who volunteer to work with each gathering of twenty or more youngsters to form a company is limited by the size and degree of involvement of each area's business community. Second; the funds for facility, staff support, machinery, course materials, etc. are limited to direct contributions from individuals and the local business community. Operating Junior Achievement with these limitations has been likened to running a school system with volunteer teachers, no forecastable income and only two paid professional staff (the principal and the director of curriculum).

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...on J.A.'s philosophy and future:

. In spite of, or maybe because of this, the J.A. concept of a hands-on learn-by-doing experience of economic education has grown throughout the U.S. and much of the capitalist world. That old idea from J.A.'s founding in 1919 of teen agers starting a company by selling stock--using that capital to buy raw materials and meet overhead expenses--producing and selling a product or service--trying to make a profit--paying themselves wages and salaries, their share-holders a dividend, and finally liquidating the company all within a school year is still the basic curriculum plan for Junior Achievement. This year approximately 200,000 American high school students will be doing all the things necessary to run a business, and through this experience, they will learn a bit more about how our American business system works.

That "old" regular J.A. program is going to stay around a while longer. It works and it is a successful, proven teaching method. It's also the firm foundation of some new and exciting J.A. programs for junior high students, disadvantaged students, college students, adults in business and even for students not interested in participating in J.A. These new programs are all in various stages of implementation by local Junior Achievement areas around the country.

All in all, Junior Achievement will continue to do what it has been all along, forging a link between the educators and business people to teach young high school students how to function within our free enterprise system.

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Mountain-Plains
A Program in Family-based Career Education

Overview

Mountain-Plains was formed to administer a U.S. Office of Education grant, later assumed by the National Institute of Education, to develop, operate and evaluate Career Education Model IV, a residential career education program for rural disadvantaged families.

In a broad sense, Mountain-Plains was formed with goals in four major areas: (1) Design: to design and implement an educational model; (2) Research: to research and evaluate the effects of the model; (3) Products: to provide guides, methods and procedures, research reports, cost analyses, and curriculum with potential application in other educational settings; and (4) People: to provide career education for a significant number of rural disadvantaged families.

Program Description

Mountain-Plains is a regional program, serving residents of the rural north-central states of Idaho, Montana, Nebraska, North Dakota, South Dakota, and Wyoming. Residential in nature, the program relocates student families, recruited from each of the six states, to its modern housing facilities at Glasgow Air Force Base. The program serves, at any one time, approximately 200 student families averaging four members each. Families of two or more members with at least one adult are eligible for the program and are selected according to inclusive criteria. The program's educational focus encompasses the entire family not just the head of household. Indeed, the basic premise underlying the operation is that family-oriented career education, offered in a residential setting and implemented through a comprehensive family-human development approach, represents an effective method of improving the employability, standard of living, and life satisfaction of a rural disadvantaged population.

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*Adapted from a comprehensive paper by Thomas R. Flores, Rowan W. Conrad, and Michael C. Fenenbock, Mountain Plains Education and Economic Program, Glasgow, Montana.

Families enter the program weekly and exit when their program is completed—an average of eight to nine months. Mountain-Plains is able to accomplish this weekly open entry/open exit approach to education through being entirely individualized. Family and student participation, as well as eventual program completion, occur in accord with an individual plan for each student based upon their current status, cooperatively assessed needs, and personal/career goals. Student plans are written to recognize already existing skill levels as noted by pretests. The curriculum developed by Mountain-Plains is entirely individualized, providing individual diagnostic and prescriptive mechanisms for determining required levels and sequences of instruction and then allowing students to progress at their own best speed.

Program completion is defined by Mountain-Plains as validation in all prescribed program areas by the adult member or members of the family unit, including the requirement for validation in an occupational skill for the head of household. Validation is based on the achievement of competency on performance objectives as determined by post tests.

Each head of household is expected to participate a minimum of 35 hours per week in the formal program and spouses (either male or female) must participate at least 30 hours per week until such time as the minimum prescribed program for both adults—the Family Core Curriculum—is completed. The spouse may then elect an occupational preparation area but is not required to do so. In addition, both adults must validate counseling, which may require anywhere from a single evaluation session to the entire time a student spends in the program.

The Occupational Preparation Program stresses the mastery of identified essential competencies for entry level positions in selected career areas. Currently available career clusters include Building Trades and Services; Automotive and Small Engines; Tourism and Marketing; and Office Education. There are approximately 50 individual careers within these clusters for which occupational preparation is available.

In addition to occupational preparation, Mountain-Plains provides a variety of comprehensive support programs and services, including counseling, child care, medical care, financial support, and placement.

Due to the unique nature of the program and its target population, very little useable curriculum was found to be available for purchase. Consequently, Mountain-Plains staff undertook the development of its own curriculum, with the overall goal to create a learner-centered environment which would allow the instructor to serve as one resource within that environment. The student has become largely his/her own curriculum manager with the instructor daily monitoring and facilitating student progress while a central office, utilizing computer assistance, monitors student progress at a less detailed level and coordinates his/her entire schedule.

Evaluation

Reports of Mountain-Plains research findings indicate the nature and scope of effects to date. There is strong evidence that Mountain-Plains is cost beneficial, significantly increases employability, enhances personal development, increases job satisfaction, and enables those who were previously problem employees to measure above average in their contributions to employment situations.

Program studies indicate that Mountain-Plains students do make strong gains in such core personal dimensions as the acceptance of self and others; relying more upon their own judgment; focusing more on the task at hand, and increasing their ability to enjoy genuine interpersonal relationships.[1] Additionally, Mountain-Plains graduates rank well above the all worker norms on work satisfaction as measured by the *Job Descriptive Index*[2] and on all dimensions of satisfactoriness as rated by employers on the *Minnesota Satisfactoriness Scales*.[3] (By Fall, 1976, the full body of comprehensive research evidence and conclusions will be on file with the National Institute of Education.)

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[1] Rowan W. Conrad, and Herbert A. Schwager, *Impact of Group Counseling on Self and Other Acceptance and Persistence with Rural Disadvantaged Student Families* (Glasgow: Mountain-Plains Press, June, 1974).

[2] P. C. Smith et al., *The Measurement of Satisfaction in Work and Retirement* (Chicago: Rand McNally Co., 1969), Passim.

[3] D. L. Gibson et al., "Minnesota Studies in Vocational Rehabilitation," *Manual for the Minnesota Satisfactoriness Scales* (Minneapolis: Industrial Relations Center, University of Minnesota, 1970), Passim.

Mountain-Plains is contributing materials, program components, procedures, and educational approaches to existing social and educational organizations while acting as a necessary link which allows an otherwise by-passed segment of the population to experience greater educational, and subsequently career and life, success than was formerly possible. Mountain-Plains may prove to be an educational landmark in the development and delivery of individualized, coordinated and comprehensive educational services—particularly to the nation's adult population.

Inquiries regarding Mountain-Plains should be addressed to:

Bruce C. Perryman, President/Executive Director

Mountain-Plains Education and Economic Development Program, Inc.

Box 3078

Glasgow, Montana 59231

"views from dick flores"

In a very real sense, every school district is engaged in program development. Often, such "development" consists of just adopting new materials or processes. These materials and processes, whether they be in career education or any other area, are constantly being offered to the educational public and there is a temptation simply to choose something, implement it, and say that your district is now involved in career education.

about individualized development...

Program development, however, should include more than just the adoption of something new. It should include first, the clear definition of what a district is attempting to accomplish, phrased preferably in terms of what it wishes its graduates to know or be able to do. When this is clearly decided, these decisions serve as a guideline to the next step of reviewing available materials or processes in order to determine if these materials or processes will have the desired results. This difficult step, if done properly, simplifies everything that follows.

about district-based curriculum development...

If, after a search, it becomes obvious that no commercial materials are available which will accomplish what a district wishes to accomplish, the district should not hesitate to develop the necessary materials itself. One very pleasant conclusion from the Mountain-Plains experience in program development is that instructors are quite capable of developing their own materials, processes, etc. All they require is some in-service assistance through such avenues as workshops, and the provision of coordination and consistency in formating and approach. This can be provided by a single person in many cases. Mountain-Plains has found that the ability to develop materials resides to an acceptable extent in nearly all instructors and educational staff. This ability seems to depend more upon creativity and intelligence of the staff member than upon the possession of one or more degrees. An additional advantage of staff development of materials rather than purchase is

the enthusiasm which staff generate and their subsequent willingness to both use and improve what they have developed. For example, Mountain-Plains has had great success with simply adapting existing curriculum content to an individualized approach. Fully fifty staff members have "written" such curriculum and are using it.

about program evaluation...

Evaluation and accountability are a necessary part of any program development, both to find if the development is accomplishing the desired results and to guide further refinement. Such evaluation becomes quite simple if one follows the approach noted here. After first deciding exactly what is to be accomplished in terms of what the student will know or be able to do, it is quite logical to build-in a method of determining if this occurs. Such evaluation will be possible in direct proportion to the specificity with which the desired outcomes are stated. As evaluation occurs, the material and procedures utilized, whether they are commercially purchased or developed by staff, may be modified.

If the above sequence is followed in program development, what occurs is a cycle including increased specificity of what is to be accomplished, increased refinement of materials used in these accomplishments and increased success in measuring results. This leads to both personal satisfaction, as well as an ability to describe logically to others what is occurring. The point to be made is that every school district can and should be more than a consumer, even an informed consumer of educational materials. They should

instead be engaged in true program development, adopting materials only as they relate to desired outcomes or developing materials where none can be found. Mountain-Plains has shown this to be not only possible but exciting and productive. Any district, after deciding what it wants to accomplish, can do true program development with basically their own resources.

Occupational Exploration Program

Few students between the ages of 12 and 14 are prepared to make definite commitments about the specific careers they would like to pursue as adults. They are, however, open to explore and experience the wide range of available careers. *The Occupational Exploration Program*, a school-based program under development at The Center for Vocational Education, The Ohio State University, is a practical, student-centered program of active learning to help middle school and junior high school students try out and compare occupations.

Program Description

OEP offers stimulating, student-centered classroom materials and activities designed to provide or help generate diverse types of occupational information, but not occupational training itself. The program assists teachers in involving students in a number of investigatory activities such as occupational simulations and educational games, all intended to help broaden occupational awareness and to respond to the adolescent's emerging need to contemplate possible futures. The *OEP* developers expect that interested classroom teachers will use the program materials to show their students how subject-matter skills come to life in occupations.

Teachers' experience, along with career development research, indicates that exploring occupations can be a very helpful, stimulating process for adolescents, particularly in a responsive classroom environment where there is teacher-student cooperation. The use of *OEP* materials should influence the exploratory process and enable the teacher to assist students to:

- Clarify the relationships between school skills and the work people do in occupations.
- Gain useful experience and information about work, especially about responsibilities, relationships, processes, environments, and outcomes.

- Expand awareness of the variety of occupations they might decide to pursue later.
- Gain experience in considering their likes, interests, and skills as they relate to many occupations.
- Identify new occupations to explore and new ways to explore them.

As it is being developed, *OEP* will impact upon students by intensifying the eulminating stages of career awareness, prior to those later exploratory activities which are more focused on serious occupational choice. *OEP* will enhance the individual student's capactiy to explore occupations effectively, and hence to make more effective occupational decisions.

Product Description

OEP materials make use of a clustering scheme that places jobs into several broad occupational areas or clusters: Trade & Finance, Education, Transportation, etc. Each group is characterized by a typical combination of jobs and skills and by the contribution these endeavors make to society. Interaction among these occupational groups in producing societal outcomes is stressed in the development of *OEP*.

Exploration packages, based on occupational clusters, provide the contexts, arrangements and materials for dynamic, short-term situational encounters with job roles and relationships. Students can choose and carry out simulated jobs representing various real occupations in the world of work. The enterprises encountered in the simulations and other activities are representative of the given occupational group. Every effort is made to preserve job authenticity in all of the activities. The simulation and varied complementary activities are supported by teacher materials and suggestions for further exploration on the part of the students.

After a brief introduction to exploring occupations, students are introduced to using simulation in learning about jobs. Students may then choose to participate in one of several activities in the cluster package on the basis of a short, highly motivational introduction—which may be an illustrated booklet, a filmstrip, a slide show, or a game. They then select their roles and carry out the activities, often producing some real product or providing some real service.

Throughout the simulation and other activities, students have frequent opportunities to assess their own preferences and performance. The result is an opportunity to better organize their own knowledge and feelings about job area and its roles—all in a manageable, simplified form, within the security of the school.

Evaluation

Recent experiences with Spring, 1975, *OEP* pilot-test teachers during in-service training sessions indicate that, unlike some other multi-media instructional delivery system, *OEP* asks neither too much nor too little of the classroom teacher. Instead it helps professionalize the teaching role by allowing for adaptation and adoption of the materials by the teacher for his or her particular classroom. *OEP* enables the teacher to establish the relevance of subject matter within a context of occupational exploration. An important component of *OEP* is its staff development package which ultimately will serve to strengthen the teacher's capacity to engage students in occupational exploration even beyond the parameters of the program itself.

Highly successful prototype testing of occupational simulations during the 1973-74 school year led to refinement and expansion of the *OEP* descriptions and criteria which have guided the further development and testing of *OEP*.

Early dissemination of information about *OEP* as a curriculum program under development has produced a significant number and regular flow of inquiries about the program. Many local school districts now are requesting to be considered as potential field-test sites during the next phases of *OEP* development.

Further refinement is underway with publication of materials projected for 1976-77.

For more information about *OEP*, contact:

Norman Singer
The Center for Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

"norm singer reflects..."

In the research and development of the Occupational Exploration Program many problematic tasks emerged. When one views a curriculum development project essentially as a problem-solving endeavor, however, that's no shattering bit of news. But since the importance and value of OEP lie in its uniqueness, some problems encountered in its development can provide interesting reflections of what can happen when a team of developers sets out to build a program that meets unfilled needs.

...on simulation authenticity...

While not a program for occupational training, OEP developers have been very concerned with realism and authenticity of occupational information represented in the program materials. Defining operational criteria for testing the program content for realism and authenticity became a puzzle particularly because a function of OEP is to promote active exploration for awareness. How and why might the precise replication of reality in the simulations, for example, matter in the exploratory experiences of early adolescent people? What kind of realistic detail about occupations are useful and necessary for them, considering the tentativeness of both the adolescent condition and the state of flux of society? How can occupational information represented through

exploratory activities be simplified in order to fit adolescent needs and capacities without distorting the authenticity of the information gleaned through the exploratory experience? A real problem!

...on a philosophy of exploration...

Another related issue arose during OEP development--a problem related to how change in school occurs, and why it occurs, and when. A goal in part has been to develop a program for classroom use which would promote spirited exploration of occupations, not firm decisions about them, among young adolescents. Yet, concomitantly, the very culture we live in tends to apply pressure to young adolescents to look at occupations or careers as though choosing one as a target were both necessary and imminent. While it's somewhat of a convention to expect kids to pick careers before they are ready to do so, the OEP project sets its sights on producing a program that would instead help adolescents feel more comfortable with their legitimately tentative status and [illegible] enable them to explore occupations for more intensive awareness of what occupations can be and what they can mean to them. Another problem!

...on OEP and classroom structure...

Regarding how schools, classrooms and subject-matter tend to be organized, another issue became a hassle-to-do-something-about. Must a curriculum program with the characteristics and purposes of OEP displace something else that teachers want to do with kids during school time? Or is it best--alas, is it possible--to develop a program that teachers will recognize as being curricularly useful? Will teachers be willing to use exploration packages

integrally along with their ongoing curriculum and instructional formats? Can a program be configured in such a way that affords the teacher the opportunity to use it in a variety of ways? How much change can be expected from teachers who will use OEP in their classrooms, assuming that they accept the notion that the exploration of occupations should be somehow connected to the subject matter they teach their students?

The psychological conditions which foster exploratory behavior also prove to be a vital consideration in the conceptualization and development of OEP. Undoubtedly some classroom environments, by their very nature, provide the right kind of psychological space for students to explore. How genuinely and fully the students have a sense that they can make choices, try options, inquire, and respond freely seemed to matter a great deal. But then another developmental problem rears its head: How can the OEP materials provide sufficient, comfortable structure and direction to teachers and students without encumbering the psychological space necessary for real exploration? Perhaps teachers reach out for major classroom aids like OEP because they offer specific, reliable help and directions to help them produce good results. Yet, to function best, OEP must be adaptable and adoptable. The program ought to be used where teachers are willing to invest some time and effort in order to add something to the program itself, thereby tailoring it for best use in their particular classroom. Precise, tight, fool-proof "directions" for the use of OEP could not be a solution. In a sense the decisions and details of how a teacher uses OEP with students is what the teacher adds to the design of OEP. Hopefully the teacher who will do that--who will adopt OEP and adapt

it as necessary in the overall classroom strategies he or she plans, can also approach occupational exploration with students more as a resourceful facilitator and less as a director.

...on problems of development...

If a curriculum program is worth developing and transporting to local school districts because there's a need for it, because nothing like it has ever been developed, then the puzzles encountered during conceptualization and development need not be treated as irritating problems. In fact, dealing with problematic issues creatively, finding workable ways to effect desired ends without retailoring society, may be what curriculum design is all about.

Sex-Fairness in Career Guidance : A Learning Kit

In an effort to decrease the sex stereotyping in employment which has led to the present pay and status differential between men and women, the National Institute of Education issued a contract to Abt Associates to develop self-administered curriculum materials to assist in eliminating sex stereotyping from career guidance activities. The *Learning Kit* has been developed for use by counselors, counselor educators, career educators, teachers, school administrators, and librarians. Although the materials are primarily designed for use by professionals in secondary and post-secondary educational settings, the curriculum contains materials which could be used by students in high school or college, vocational rehabilitation counselors, instructors in adult education courses, Parent-Teacher Associations, counselors in community counseling services, private clinicians, and personnel directors in private industry.

The curriculum consists of four chapters. Chapter 1 contains an introduction to the dual role system which limits career and other life choices for both women and men. This chapter discusses traditional family and occupational roles for both sexes, their antecedents and consequences as well as current challenges to the system. Chapter 2 provides an introduction to a comprehensive sex-fair guidance program. It includes a perspective on sex-fairness in the counseling process as well as recommendations and activity suggestions for each of the components of a comprehensive program. Chapter 3 is designed to help counselors identify sex bias in career interest inventories and to minimize bias in administering, reporting, and interpreting these inventories. Included in this Chapter is a technical interpretation of the NIE guidelines for assessing career interest inventories. Chapter 4 is a resource guide to supplementary reading and audiovisual materials. The annotated bibliography includes general information on sex stereotyping and sex-fair counseling career guides, activities for counselors and educators, and organizations and agencies providing information and assistance.

the National Institute of Education (NIE), at each stage of the development process we were forced to consider a number of factors which had major implications on the form and content of the final product.

about audience needs...

The first of these factors was how to meet the needs of an audience differing in levels of awareness. The material we are preparing for the Learning Kit, particularly the technical interpretation of the NIE-sponsored Guidelines of Sex-Fairness and Sex Bias in Occupational Interest Inventories required an understanding of three issues: the origins and effects of sex bias, counseling for career development, and the test construction of commonly-used career interest inventories. Although the primary targeted audiences were counselors and counselor educators, we decided we could make no assumptions about the level of awareness of our audience on any of these issues. Consequently we were forced to modulate the tone and content of the materials for both an aware and an unaware audience.

Developing the orientation to sex fairness required careful consideration of two dimensions: the degree of exposure to issues of sex bias and attitudes toward sex bias in general. In order to meet the needs of the less well-informed audience, we tried to cover a broad range of topics in our orientation, including issues of sex-role stereotyping in the world of work, laws which prohibit sex-discrimination in education and employment, the origins of the dual role system in history, etc. At the same time, we hoped to capture the attention of the informed reader with useful statistics and a coherent

presentation of facts. In order to avoid alienating feminists and antagonists alike we tried to present the issues in a moderate, balanced manner, stressing the ultimate goal of counseling as helping the client make informed, rational, and free choices. Freedom in our materials meant freedom not only from traditional sex-role stereotypes but from reverse societal pressures as well. Rather than focus attention entirely on the effects of sex bias on women, we developed an orientation which identified the origins and effects of sex bias on both women and men. By using this approach we (hopefully) provided all members of our audience with an increased level of awareness as well as a personal identification with the problem.

Even after the issue of sex fairness was discussed, presenting recommendations for a sex-fair career guidance program was still complex. We wanted the presentation to be useful to counselors using a wide variety of theoretical approaches. Consequently we attempted to develop recommendations, strategies, and techniques which could be utilized by counselors with varying levels of expertise and applying a variety of theoretical models for counseling.

about the Guidelines...

By far, the most difficult issue to communicate to our audience was the interpretation and explanation of the NIE-sponsored Guidelines. The problems in this instance were multiple: the Guidelines were written for test constructors and publishers, the concepts embedded in the Guidelines were based on complicated statistical considerations; and there was very little clear-cut

empirical evidence to support any particular strategy in using or interpreting interest inventories in a sex-fair manner. To meet the needs of our audience, we synthesized the Guidelines and attempted to provide our readers with an understanding of how sex bias influences interest inventory results. In addition, we added recommendations for the sex-fair use of such inventories.

about the use of consultants in development...

A second factor which had implications on the final form of the Learning Kit was our selection and use of consultants. Development of a successful balance between staff expertise and effort, and consultant contribution and assistance was a difficult problem for us. In some ways our selection and use was serendipitous. We deliberately selected two separate panels of consultants whom we anticipated were representative of our potential audience--aware/unaware, male/female, school counselor at various levels/agency counselor, black/white, etc.--to review our drafts of the Learning Kit. Because we desired an opportunity to interact with them personally we brought them, as panels, to our office for a three-hour debriefing. This allowed for interaction among all of us and a unique opportunity to observe and learn from advocates of many positions simultaneously. This was particularly useful in modulating the tone of the materials in a way that the necessary points could be made without "losing" any of our audience. While these panel debriefings were extremely useful to use and helped us identify areas which needed amplification, we would have profited from having consultants knowledgeable about the entire range of content areas assist us in more of the early format and content design. Although we attempted this approach at an early stage in the

development, our experience was not entirely successful. After that experience, we reserved our calling upon expert consultants for final reviews and revisions. Our later experience strongly suggested that had we requested expert assistance sooner, it would have saved us a considerable amount of effort.

about product strategy...

The third factor which played a major role in the final form of the Learning Kit was a serious concern for how to make the materials as useful as possible to a wide range of audiences. Once we had recognized the necessity of approaching an audience with many levels of awareness, it became necessary to develop a strategy to accomplish this. The initial development strategy had been to write modules which dealt with each component (sex bias, counseling, use of interest inventories, and a comprehensive resource guide) separately. As we worked with this plan it became less and less useful. Reviewers of individual modules felt they were "missing something" despite our efforts to provide a brief but comprehensive overview. Additionally, our original and continuing intent was to make the materials available at a very low cost. And printing a single unit was less expensive than printing separate modules. Consequently we decided to present the Learning Kit as a single unit and let the reader select the appropriate sections.

At the present time we feel we have developed a useful set of materials which can provide a counselor, counselor educator, teacher, workshop leader, librarian, or other interested readers with pertinent and readily applicable information. Where our recommendations or rationales provide only an outline

of how or why, we have suggested additional resource materials. We have also included spirit masters of some materials and an audiocassette tape of simulated counseling interviews demonstrating sex-biased and sex-fair counseling.. Despite our usual penchants for writing primarily in "the language of the researcher," we have made a sincere effort in the Learning Kit to develop materials which are useful and understandable, at least in part, to all.

The Career Education Continuum-Flint

The career education continuum, currently being developed by Flint schools, is a comprehensive program designed to provide maximum opportunities for career awareness, exploration, preparation, orientation, and ultimately, placement to all Flint students. The program is not entirely new, but, rather, incorporates and refines existing community and school-based programs and new concepts into a total unit.

Overview

The Flint Community Schools, through a unique partnership with the Charles S. Mott Foundation and the Community Education Program, have been providing a wide range of educational, vocational and recreational opportunities for children, youth and adults for almost forty years. Career education, Flint believes, is an integral component of community education.

Separate, distinguishable fragments of career education are not new to Flint. Among them are vocational education classes, vocational retraining of adults, and cooperative education programs with on-the-job training.

Educational opportunities leading to careers in voluntarism and greater personal satisfaction in leisure activities have been a hallmark of the Flint schools' cooperative effort with the Mott Foundation. This team effort also pioneered the personalized curriculum program which, during the past twelve years, offered individualized classes and counseling, as well as subsidized work experience, to more than 20,000 students identified as potential dropouts.

Since 1953, "The Work We Live By" series, an ongoing 19-unit curriculum supplement to junior- and senior-high social studies instruction, has been published by the schools' instructional services

ERIC

department. More recently, in 1969, Flint was one of the first school districts in Michigan to provide sophisticated training of specialized vocational and technical job skills through an area skill center. This facility, providing in-depth training for high school juniors and seniors, has been a model for similar centers around the state.

Program Description

The new element in Flint's career education program is to bring all of these fragments together through a systematic approach to career education that will pervade the entire spectrum of K-12 education and beyond. Total infusion of career education into all phases of the regular curriculum is considered to be the most significant and effective approach, as well as the most challenging, in terms of student and professional involvement, development of content, and methodology.

By infusing career education concepts into the K-12 curriculum, Flint schools are helping youngsters to gain an awareness of occupational choices during field trips and from resource personnel from the community; see the need for mastery of mathematics, reading and writing skills for meaningful employment and successful consumerism; and learn fundamental occupational processes through "hands-on" experiences.

One of Flint's greatest commitments has been to its membership in the National Alliance for Career Education with other school districts and in conjunction with The Ohio State University. Flint's four-year plan is to infuse career education into the K-12 curriculum and to in-service up to 1500 classroom teachers in the total career education concept. Implementation of this plan is now underway.

Enhancing the curriculum of the early elementary grades is a series of support components, including field trips, career weeks, and regularly scheduled hands-on classes. These activities are part of the total effort in the elementary grades to give students an awareness of career opportunities through the normal school environment and in motivating them to enthusiastically enter into the exploratory opportunities presented in junior high. The support components of career education begin to assume a more significant role in the junior high schools. Flint's eight junior high schools

are equipped with career labs which are used in conjunction with a 10-week seventh grade mini-course in career planning and decision-making. The goal of this course is to aid the student in formulating a personalized career plan, arriving at his/her own goal decisions, followed by development of a personalized plan for reaching those goals.

A student using the career lab, along with a career planning class, begins by taking the Kuder, Series E, Interest Inventory to learn about areas of interest. Using the workscope, the student matches interest areas with a self-assessment of proficiency in verbal and quantitative skills, and then adds the educational level he hopes to attain. With the combination of these factors, the scope identifies specific occupations. The student may then obtain the occupational briefs for those occupations and read about them. Slide-tape presentations about various careers, and about how to get and keep a job, along with appropriate audiovisual equipment are provided in the lab. Once the student makes a tentative decision, he/she may explore with a hands-on experience kit or listen to one or more of 150 different taped interviews with a person on-the-job.

As students prepare to enter high school the concentration on career preparation and work experience takes on added importance. The key to the relevance of programming for many high school students is the attention given them by knowledgeable and understanding counselors who are their primary placement contacts. Placement relies upon the entire career education continuum--awareness, exploration, and preparation--yet career education without placement is not career education. Placement is crucial to the total Flint continuum, for if students do not or cannot acquire meaningful employment the entire process has failed.

In Flint, counselors maintain a complete follow-up on all graduates, at least through the thirteenth year. Beyond the thirteenth year, vocational guidance, job retraining, and enrichment opportunities are available through an extensive adult education program, an adult high school, and cooperative continuing education ventures. Hence, the career education continuum is the preparation of individuals for all their life roles, seeking to enhance each person's ability to make a right decision with the competency to carry out that decision.

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"views from dave doherty"

Career Education in the Flint Community Schools is highlighted by a continuous effort at curriculum infusion throughout all grade levels with special attention given to the development of individualized career plans beginning in the junior high schools. The most innovative component of career education has been the total counseling reorganization through significantly reduced student ratios. Also, intensive in-service has enabled counselors to participate as integral members of the student placement team together with the placement coordinators, and has required them to concentrate more effort on the non college bound student. Counselors retain responsibility for their counselees for one full year after graduation, thus assuring employers that

the schools "service" what they "produce" as well as provide continuity in the transition from school to full-time employment or continued education. The most difficult challenge in implementing this counseling effort is the elimination of traditional non-counseling assignments and the traditional office-bound approach to counseling.

In a school district with an international reputation for community education, career education is considered to be the ultimate in community participation for the K-12 program. By what better method can the community be brought into the classroom at the same time that the classroom becomes part of the community? In the final analysis, Flint's objective is to make students become a part of the real world of employment, service and production rather than simply observers in training. As the curriculum becomes practical, the learning becomes relevant.

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The character of this "Sampler" is built upon the insights developers have about their own program. Only those persons intimately involved in the process of creating, building, and refining an idea or product can speak frankly and reflectively about the development process. These people can attest to the fact that development is more textural and real than the simple models often claim.

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